



2020-2021

MORAL EDUCATION



Grade
02

Moral Education

Teacher Guide

Grade 2

Volume 3

Third Edition

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

“Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

“ ‘A country’s greatest investment lies in building generations of educated and knowledgeable youth.’... ‘To the young men and women of the Emirates, the future is yours. You are those who will determine your Country’s future’ ”

Sheikh Zayed Bin Sultan Al Nahyan

“ ‘Values are the foundation of a nations stability, and the spirit of its laws. Without values a country has no security, stability or continuity.’ ”

HH. Sheikh Khalifa Bin Zayed Al Nahyan

“ ‘The future belongs to those who can imagine it, design it and execute it. It isn’t something you await, but rather create.’ ”

HH. Sheikh Mohammed Bin Rashid Al Maktoum

“ ‘Our children face major challenges, and it is our responsibility to prepare and protect them. We should not sit back and watch. We should race faster than light, to ensure that future generations are well prepared to continue achieving and progressing.’ ”

HH. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

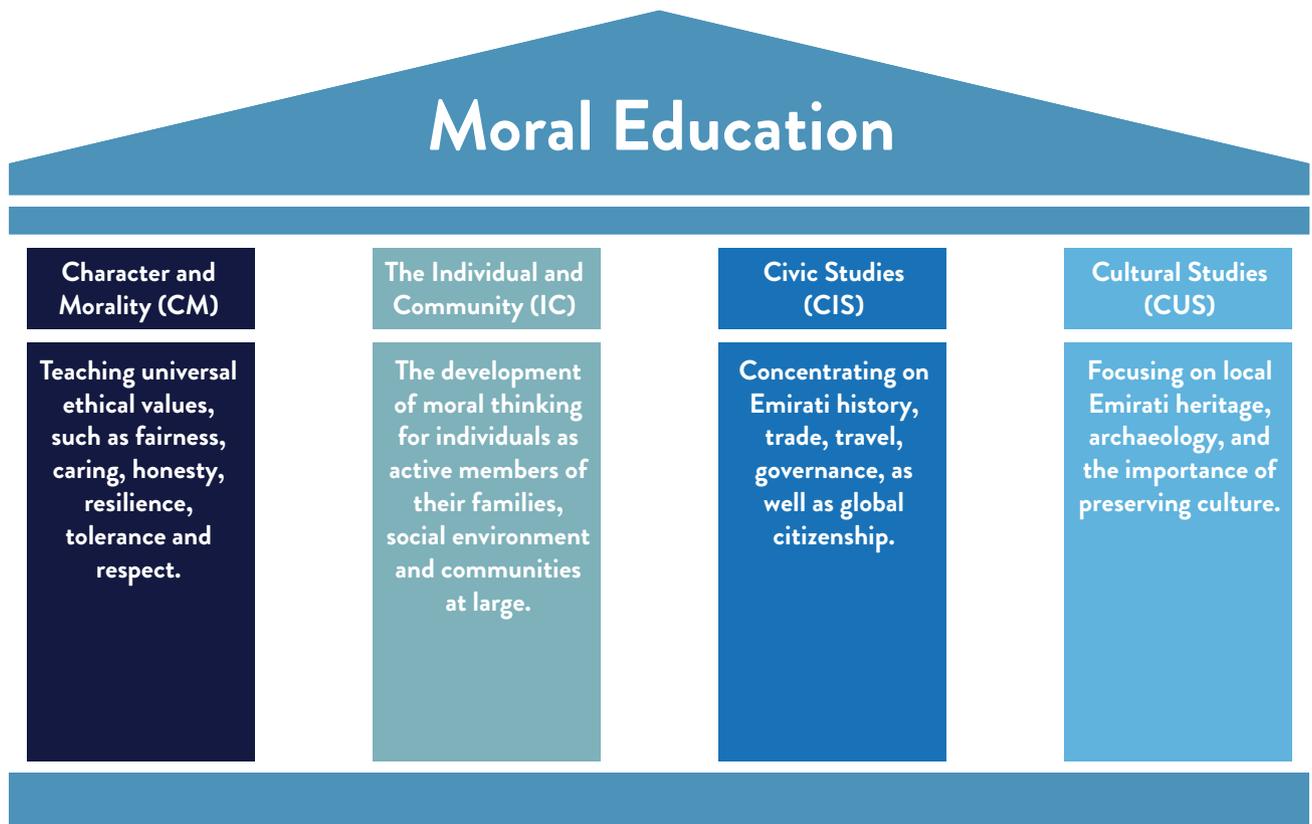
Moral education seeks to instill in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. It enables them to develop mutual understanding, respect for difference and empathy, in order to sustain our cohesive, and prosperous society. Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.



Values of the Moral Education Course

Key Pillars of Learning

The Moral Education Course will be experienced by students as they work their way through four key pillars of learning as they progress through the course. Each of the four pillars is constructed around a series of Learning Outcomes.



Inspiration

The Ghaf tree is an essential and inspiring part of the ecosystem of our region

The Ghaf tree provides a safe environment for many animals and is a source of valuable resources for plants and humans. It is also so important that if it disappears, all other living organisms in its ecosystem may become extinct. The Sustainability Suite at Expo 2020 will rely on this idea to focus on the interdependence of human health with the earth planet.

Key Skills

The Moral Education Course takes a holistic approach to teaching and learning. It focuses on educating the Head (the cognitive domain - knowing), the Heart (the affective domain - feeling) and the Hands (the pragmatic domain - doing), so that students are equipped with an appropriate skill set to fully participate in a fast-changing world.



Values

Values are at the heart of moral education. They are essential to a person’s sense of self; they operate as the personal benchmarks that guide our thoughts and actions. The Moral Education aims to support students in identifying their personal goals and the motivation behind them. Moral education explores many multi-faceted issues, including trade, mental health and the distribution of resources. It also enables teachers and learners to explore the ethical implications behind complex global issues, enabling them to engage as members of the UAE and international community.

It is hoped that in working through the Moral Education curriculum, teachers and students will become inspired and motivated by a commitment to the values of social justice, human rights, care for the environment, empathy, respect for diversity and global solidarity. The lessons of Moral Education course are founded on the principles of solidarity, equality and inclusion, and support a process for teaching and learning which explores how personal values are shaped and directed. This Moral Education course does not impose values, but rather encourages students to explore ethical issues, and develop an awareness on their individual values.

Teaching and Learning – A Pedagogical Approach

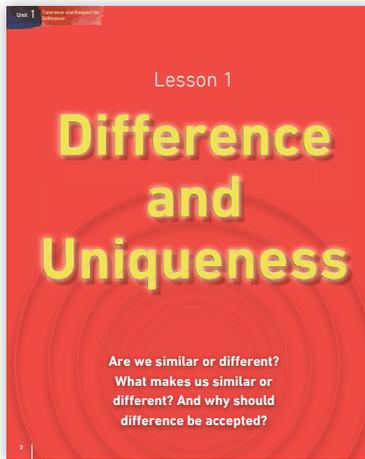
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations, activities, and philosophical debates. This is intended to take students through a process of awareness-raising and critical thinking, which will allow them to consciously enact moral reasoning in their everyday lives.

Action Projects

In the upper grades of the course students are encouraged and enabled to undertake Action Projects, where students are actively involved in developing an issue or topic, which arises in class, beyond the usual limits of textbooks and course materials. These Action Projects encourage active and co-operative learning and the development and acquisition of skills. They are part of the ‘Hands’ (pragmatic) domain of skills development.

Moral Education Course Education Resources

In order to teach the Moral Education course a suite of resources has been developed to support the teaching and learning of all participants:



Student Book

A book specifically for students with a range of illustrations, images, texts and activities to engage and support students in their learning.



Teacher Guide

The Teacher Guide takes teachers through the course, highlighting key aspects of the lessons, suggestions for questions and classroom activities, and specific guidance on handling each lesson in the classroom. Also included are suggestions for differentiation and assessment for learning.



Parent Guide

Each unit of the course has a short guide for parents, outlining the essential elements of the unit with suggestions as to how parents can engage with the course and their children.

The Moral Education programme includes two volumes



Digital Resources

Where appropriate, learners will have opportunities to use digital technologies, such as eBooks and digital objects, to support and extend their learning about aspects of moral education across each unit of the Moral Education course.

The Moral Education Course Cover and What it Symbolises

A design that evokes local culture, contemporary society and global citizenship

The cover draws inspiration from the flower with five petals, which is prevalent throughout the Sheikh Zayed Mosque, in Abu Dhabi.

The intersecting circles are a key element in the pattern's design. They serve to symbolise union and connection, both at the national and international levels and within the community.

The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

At the centre of the cover is a star. This guiding star is created out of infinite circles, and represents the moral compass that we should all aspire to follow, just as the North Star has guided travellers through the ages. At the same time the star symbolises the individual in the middle of the complex structure that is society.

As the grades progress, the number of circles increases, symbolizing how, as students progress, they develop more connections with contemporary society and international communities.

The gradation of colour portrays the complexity of the 21st century living.

Books and their covers vary in size. Keeping to the concept of interconnected ideas influencing one's moral behaviour, the circular pattern derived from the mosque matures into a more complex design reflecting how morality and character grow in complexity as we age.

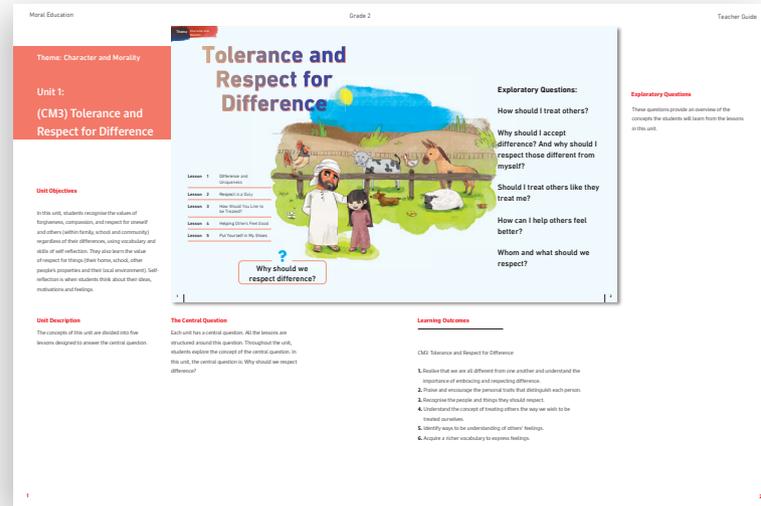


**Inspired by the Sheikh Zayed
Grand Mosque, Abu Dhabi**

Table of Contents

Unit 1

Tolerance and Respect for Difference



1 We Are Detail Detectives (Part 1)

2 We Are Detail Detectives (Part 2)

3 A Visit to The Museum

4 We Are Artists

5 We Are Archaeologists

Unit 2

Self-identity and working with others

- 1 Good Morning, School!
- 2 At School with My Friends
- 3 How Can We Work together?
- 4 Our New Team
- 5 How Can I Help?

Moral Education Grade 2 Teacher Guide

Theme: The Individual and The Community
Unit 2:
(IC) Self-identity and working with others

Unit Objective
This unit introduces students to their school, how they can fit in and the school's expectations. In addition, students will learn how to behave towards others. They will also discuss the importance of working as part of a group. Throughout the unit, students are asked about their identity at school and whether it differs from their identity at home or with their family. The unit also addresses how they should deal with things and other students, in addition to how they can learn both individually and as part of a group.

This unit is linked to what students learned in Grade One, where they looked at themselves and their relationships with family members and friends (in units K1 and K2). They were also introduced to some related concepts, such as fairness, honesty, attention, love, and friendship (in units C1, C2, C3 and C4). As students progress through the education system, they will learn in detail about such topics (in units K3 and C5).

Unit Description
This unit covers a number of concepts distributed among the lessons, which are designed to answer the central question.

Self-identity and Working with Others

Lesson 1 Good Morning, School!
Lesson 2 At School with My Friends
Lesson 3 How Can We Work Together?
Lesson 4 Our New Team
Lesson 5 How Can I Help?

Exploratory Questions:
How am I different at home and in school?
What do I know about group work?
How can I help ensure the success of group work?
Should I fit in with others during group work?
When should I offer help, and how?

Exploratory Questions
These questions provide an overview of the concepts to be learned by the students in the unit's lessons.

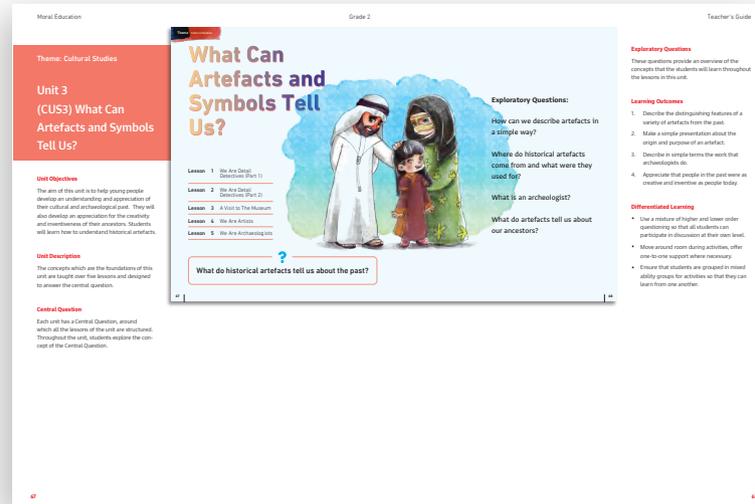
How can I fit in and at the same time keep my identity?

The Central Question
This is the question that all lessons revolve around and students should think about throughout the unit learning process. Throughout this process, students will have to understand the target concept in this question.

Learning Outcomes - Unit 2
IC - Self-identity and working with others
1. Behave at school in a way that ensures they learn effectively, while being aware of their responsibilities, duties and how to adapt their behavior to different situations (at school, home and...)
2. Be able to take the impact of one person's behaviour on others, have a sense of responsibility when interacting with others and role playing.
3. Work confidently in teams, apply communication skills and solving problems to achieve objectives, while avoiding the behaviours that hamper the success of group work.
4. Appropriately provide support to colleagues through simple and verbal dialogues, while showing respect to opinions and compassion for feelings.

Unit 3

What Can Artefacts and Symbols Tell Us?



1 We Are Detail Detectives (Part 1)

2 We Are Detail Detectives (Part 2)

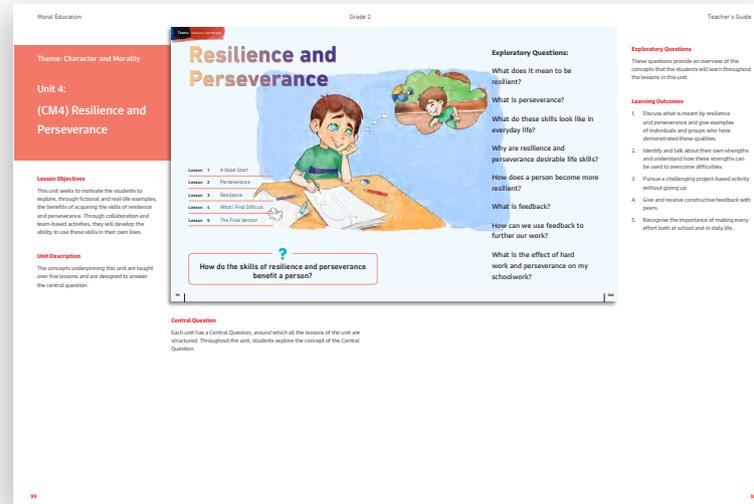
3 A Visit to The Museum

4 We Are Artists

5 We Are Archaeologists

Unit 4

Resilience and Perseverance



1 A Good Start

2 Perseverance

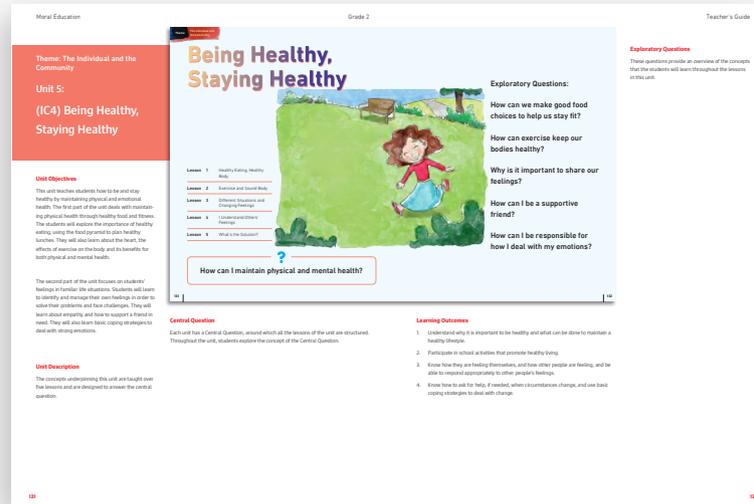
3 Resilience

4 What I Find Difficult

5 The Final Version

Unit 5

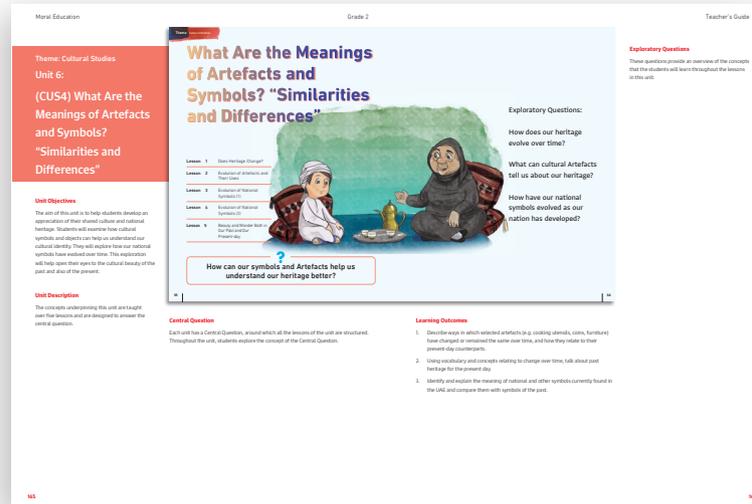
Being Healthy, Staying Healthy



1. **Healthy Eating, Healthy Body** 9
2. **Exercise and Sound Body** 17
3. **Different Situations and Changing Feelings** 23
4. **I Understand Others' Feelings** 29
5. **What's the Solution?** 35

Unit 6

What Are The meanings of Artifacts and Symbols? “Similarities and Differences”



1. Does Heritage Change? 43
2. Evolution of Artifacts and Their Uses 49
3. Evolution of National Symbols (1) 55
4. Evolution of National Symbols (2) 61
5. Beauty and Wonder Both in Our Past and Our Present-day 67

Theme: The Individual and the Community

Unit 5:

(IC4) Being Healthy, Staying Healthy

Unit Objectives

This unit teaches students how to be and stay healthy by maintaining physical and emotional health. The first part of the unit deals with maintaining physical health through healthy food and fitness. The students will explore the importance of healthy eating, using the food pyramid to plan healthy lunches. They will also learn about the heart, the effects of exercise on the body and its benefits for both physical and mental health.

The second part of the unit focuses on students' feelings in familiar life situations. Students will learn to identify and manage their own feelings in order to solve their problems and face challenges. They will learn about empathy and how to support a friend in need. They will also learn basic coping strategies to deal with strong emotions.

Unit Description

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.

Theme

The Individual and the Community

Being Healthy, Staying Healthy



Lesson 1	Healthy Eating, Healthy Body
Lesson 2	Exercise and Sound Body
Lesson 3	Different Situations and Changing Feelings
Lesson 4	I Understand Others' Feelings
Lesson 5	What's the Solution?



How can I maintain physical and mental health?

131

Central Question

Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.



Exploratory Questions:

How can we make good food choices to help us stay fit?

How can exercise keep our bodies healthy?

Why is it important to share our feelings?

How can I be a supportive friend?

How can I be responsible for how I deal with my emotions?

132

Exploratory Questions

These questions provide an overview of the concepts that the students will learn throughout the lessons in this unit.

Learning Outcomes

1. Understand why it is important to be healthy and what can be done to maintain a healthy lifestyle.
2. Participate in school activities that promote healthy living.
3. Know how they are feeling themselves, and how other people are feeling, and be able to respond appropriately to other people's feelings.
4. Know how to ask for help, if needed, when circumstances change, and use basic coping strategies to deal with change.

Healthy Eating, Healthy Body

Lesson Objectives

In this lesson, the students will explore the importance of healthy eating, using “MyPlate” to plan healthy meals.

Required Materials

- Breakfast/lunch/dinner worksheet
- Picture of Nada
- Image of “MyPlate”
- Food cards from each group of “MyPlate”:
 - Meat and other non-dairy proteins
 - Dairy foods
 - Grains
 - Fruits
 - Vegetables
- Large blank sheets of paper

Learning Outcomes

- Understand why it is important to be healthy and what can be done to maintain a healthy lifestyle.
- Participate in school activities that promote healthy living.

Unit 5 Being Healthy, Staying Healthy

Lesson 1

Healthy Eating, Healthy Body

Why is it important to be healthy?

Vocabulary

Diet

Balanced diet

Meal



1 Let's think about food

What food do you like to eat? Why?

What food don't you like to eat? Why?

Fill in the following table to show when you eat your meals, and what you eat:

Meal	Time	Food
Breakfast		
Lunch		
Dinner		

Now draw a picture of what you ate for breakfast, lunch and dinner yesterday.

My meals yesterday		
Breakfast	Lunch	Dinner

Diet

The kinds of food that a person habitually eats.

Balanced diet

A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.

Meal

A quantity of food that satisfies your appetite.

Activity 1 (15 minutes)

Encourage the students to think about food and what they eat and drink, using the suggested questions. Prompt the students to give reasons why they like/dislike certain foods using all the senses, such as "I don't like cheese because I don't like how it smells."

Explain to the students that the foods they like might change as they get older. Ask the students what foods their parents/grandparents like and whether they are different to what they like.

Then ask the students to consider their meals. When do they eat them? What do they eat?

Finally, ask the students to draw pictures of their meals.

Encourage the students to share their pictures with their classmates.

Activity 2 (15 minutes)

Encourage the students to think about how their bodies react when they are hungry. Responses might include:

- Stomach rumbles
- Find it difficult to concentrate
- Feel tired

Read **“Good Enough to Eat”**.

After reading the story, discuss with the students how Nada feels when she is hungry. Explain how our bodies can tell us when we need to eat or drink something.

When the story has been read, ask the students to consider the **Questions for Discussion** in the Student Book.

Suggested Answers

- Our bodies need food to provide energy and to keep healthy.
- Nada ate too much sweet food at one time.

Then have a class discussion about the **Let's Think Together** question in the Student Book.

Suggested Answers

- Food always tastes better when you really need it. It's how our bodies make sure we eat enough.

Good Enough to Eat

Nada was hungry!

She had rushed out of the house that morning and didn't have time for breakfast. She wanted to meet her friends in the park.

“When will lunch be ready?” Nada asked.

“In an hour, Nada dear,” her mother replied. “You'll enjoy it even more if you're hungry.”

An hour! Nada's stomach was grumbling. She felt dizzy. All she could think about was food.

Maybe she'd have a little snack...

Nada went hunting for food.

In the kitchen, Nada found a chocolate bar. She ate it as quickly as she could.

“Yummy,” she thought. “But I'm still hungry!”

So she ate another chocolate bar. Then she ate some candy sweets. And next she drank a bottle of soda.

Nada wasn't hungry any more. In fact, she felt rather sick.

“Lunch is ready,” her mother said.

Nada didn't want to see any food. Her mother was right.

Lunch tastes much nicer when you're hungry.

2



Questions for Discussion

- Why do our bodies need food?
- Why do you think Nada felt “rather sick” and didn’t want to see any food after eating chocolate and candies?



Let's Think Together 'You'll enjoy it even more if you're hungry.'

Activity 3 (10 minutes)

Show the students an image of “MyPlate”. Each part of the Plate represents a food group.

Suggested Answers

- a. “MyPlate” is used to ensure that we eat food from each of the groups at breakfast, lunch and dinner every day. If we miss any type of food during main meals we can make up for it at snack time.
- b. Explain to the students that all foods can be divided into five groups:
 - Grains and other starchy foods
 - Fruits
 - Vegetables
 - Protein
 - Dairy foods
- c. Foods in each group:
 - Grains and other starchy foods: Pasta, rice, potatoes, bread...
 - Fruits: apples, bananas, dates,....
 - Vegetables: carrots, lettuce, tomatoes...
 - Protein: meat, fish, chicken, eggs, beans...
 - Dairy foods: milk, cheese, yogurt...

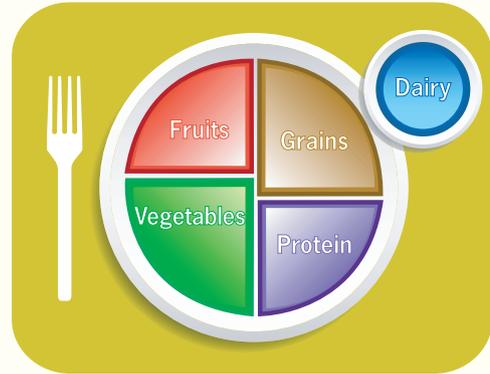
Provide the students with food cards with pictures and names and ask students to place the food cards in the correct food groups.



3

“MyPlate”

Look at the picture of “MyPlate”.



- a. What is “MyPlate” used for?
.....
- b. Can you name the different food groups?
.....
- c. What type of foods might be in each group?
.....

Look at your food cards. Try to put each food card in the right group.



KEY FACT

5 grams of sugar is equal to 1 teaspoon. There are about 54 grams of sugar in a bottle of soda – that’s almost 11 teaspoons of sugar!



4

Making good food choices

Look at the photos below and discuss how the following food examples can be healthy or unhealthy.



1.



2.



3.



4.

Activity 4 (5 minutes)

Tell the students to work in pairs.

Ask the students to label the photos as healthy or unhealthy.

Suggested Answers

1. Healthy – salmon contains very healthy oils and vegetables are good for you.
2. Unhealthy – although this dessert has lots of fruit, it also contains a lot of sugar and fat.
3. Unhealthy - eggs are good for you but it is better to cook them without oil, for example scrambled or as an omelette.
4. Unhealthy – although the toppings are healthy, pizza is very high in fat.

Activity 5 (10 minutes)

Encourage the students to examine “MyPlate” again. Use the suggested questions to prompt discussion.

Explain to the students that the size of each group of the Plate corresponds to the recommended amount of food one should intake.

The largest group contains the types of food we can eat most, the smallest the food we should eat least from.

Ask the students to think back to Nada. Where on “MyPlate” was the food that Nada ate? (Foods high in fat/sugar are not part of “MyPlate” so they should be eaten in limited quantities).

A ‘balanced diet’ **consists of a variety of different types of food that provide adequate amounts of the nutrients necessary for good health.**

Demonstrate the process of choosing a variety of foods from the four main groups of “MyPlate” to create a healthy meal. Use breakfast as your example: fruit, cereal, milk, eggs and bread.

Distribute large sheets of paper to the students.

Ask the students to draw a large, empty lunchbox on the paper. Ask them to examine “MyPlate” and plan a healthy lunch box by choosing five items that they will draw and label, giving reasons for their choices.

Encourage the students to share their drawings and discuss the contents of the lunchboxes.

Differentiated Learning**For Beginners**

Use books/computer to find out the nutrients each food item provides. (An egg provides protein)

For Advanced Students

Choose five foods from “MyPlate” to create a healthy lunchbox.

**5****Planning a balanced lunchbox using “MyPlate”.**

Look at the picture of “MyPlate”. Remember, it is important to eat a balanced diet to stay healthy.

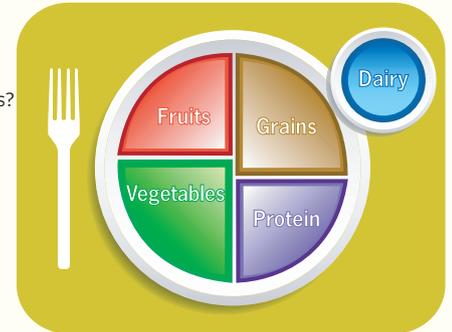
Reply to the questions:

Which are the two largest groups?

Which is the smallest group?

What does the size of the group tell us about it?

What is a ‘balanced diet’?

**Draw a lunchbox on a sheet of paper. Use “MyPlate” to plan a**

healthy lunchbox. When you have decided what to include, draw and label

five food items in your lunchbox.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Enquiry
- Managing oneself
- Care
- Respect
- Decision-making
- Creativity
- Working independently

Evaluation/Reflection

Ask the students to reflect on the lesson using the 3-2-1 prompt. Allow the students think-time and ask for feedback. Students share 3 things they learned, 2 things they would like to know more about and 1 question they have about the content of the lesson.

Exercise and Sound Body

Lesson Objectives

In this lesson, the students will learn about the heart and the effects of exercise on the body. The students will explore the benefits of exercise for both physical and mental health.

Required Materials

- Answer cards for activity one
- Stopwatch
- Equipment for exercises
- Paper for posters

Learning Outcomes

- Understand why it is important to be healthy and what can be done to maintain a healthy lifestyle.
- Participate in school activities that promote healthy living.

Unit 5 Being Healthy,
Staying Healthy

Lesson 2

Exercise and Sound Body

How does exercise keep our bodies healthy?

Vocabulary

Heart rate

Heart rate

The speed at which the heart beats.



1

The Heart**Look at the picture of a heart.**

a. Where is your heart?

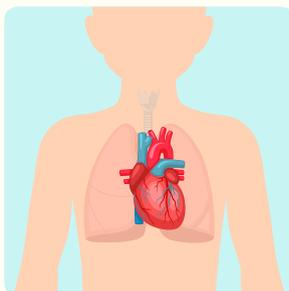
.....

b. What does it do?

.....

c. Why is it so important?

.....

**Heart game****Read the answer cards placed around the classroom. When you hear a question, stand next to the correct answer card.**

a. What gas is carried in the blood?

b. What do muscles need to work?

c. What is the heart's job?

d. Where does the blood go and why?

Activity 1 (10 minutes)**Introduction**

Ask students to start thinking about the role the heart plays in overall health.

Ask the suggested questions.

Suggested Answers

a. The heart is behind the ribs on the left side of the body

b. It pumps blood to all parts of the body

c. Blood carries a good, special gas called oxygen to our muscles, which need it to work

Explain that the students are going to learn more about the heart by playing a short game. Place the following four answer cards around the room:

a. Oxygen

b. Carbon dioxide

c. Pump blood around the body

d. Around the body, to drop off oxygen and collect carbon dioxide

Play the game by asking the students four questions.

When you ask the question, the students must decide which answer is correct and stand next to that answer.

Activity 2 (15 minutes)

Before reading the story, prompt students to think about how our heart helps us carry out our daily activities.

Read "Nada on the Run". Ask students to pay particular attention to how Nada feels at different times in the story.

Then, ask the students to consider the Questions for Discussion in the Student Book.

Suggested Answers

- She had had a very busy week.
- Her mother knew that exercise would make her feel better.
- Nada felt happy when she was playing with her friends.

Then have a class discussion about the Let's Think Together question in the Student Book.

Suggested Answers

- She was having so much fun, she forgot she was tired.
- Exercise helps us to be physically and emotionally healthy.

2

Nada on the Run

"Oh, I'm so tired," Nada sighed.

It had been a busy week at school. So many activities to do! It was time to watch television. Or maybe read a book. Perhaps she could play with that new phone app.

She relaxed on the couch for a while.

"Do you know how long you have been lying on that couch?" her mother asked.

"Ten minutes, I think," Nada replied.

"Three hours!" her mother answered. "Go out and play with your friends. Get some exercise!"

Nada walked to the park. Saif and all his friends were there. They all started running around the park.

Nada soon forgot how tired she was. She could feel her heart beating as she chased her friends. She couldn't stop laughing because she was having so much fun!

"Do you know how long you were at the park?" her mother asked when Nada returned home.

"Twenty minutes?"

"No!" Her mother laughed. "Two hours!"



Questions for Discussion

- Why was Nada tired?
- Why do you think Nada's mother didn't want Nada to lie on the couch all day?
- How did Nada feel when she was playing with her friends?



Let's Think Together 'Nada soon forgot how tired she was.' Why do you think Nada soon forgot about her tiredness? What does this tell us about the value of exercise?

Activity 3 (10 minutes)

Divide the class into pairs.

Explain that your heart rate is how quickly your heart beats and pumps blood around your body.

Demonstrate how to find your pulse by placing two fingers on your wrist or neck. Explain that we count the number of pulses we feel in one minute – that’s our heart rate.

Ask students to look at each photo and answer the questions below it.

- a. When you walk fast or jump up and down, your heart beats faster, so your heart rate goes up.
- b. When you exercise, your heart beats faster so that more of the oxygen in the blood can reach the muscles.

Think Question: Exercise helps our heart to pump blood around the body, which keeps our muscles and organs healthy. It also helps to control our weight.

Activity 4 (10 minutes)

Ask students to think about why exercise is important. Prompt them to write their answers in the student book.

- a. Exercising regularly keeps our heart and other muscles healthy.

Other benefits include:

- Stronger bones
 - Better concentration
 - Less stress
 - Better sleep
 - More energy
- b. Suggest to students that exercise can also be fun.

This activity will help the students to find fun ways to incorporate exercise into their daily routine. If possible, complete this lesson outdoors.

Encourage the students to design a set of one-minute exercises. Options include:

- Jumping jacks
- Burpees (Squatting from a standing position and returning to it)
- Jumping
- Two feet skipping



3

Role Play

Look at the photos and role play what you see, then discuss the questions with your classmate.



- a. What might cause your heart rate to change?



- b. Why does my heart beat faster after exercise?



THINK!

How does exercise keep our bodies healthy?



4

Exercise challenge



Write answers to the following questions:

- a. Why do you think exercise is important?

.....

Using a stopwatch, challenge the students to see how many times they can do that exercise in one minute.

c. Encourage the students to discuss what happened to their bodies after completing the exercise with a classmate. Some responses may include:

- Increased heart rate
- Becoming out of breath
- Sweating

Differentiated learning

For Advanced Students

Encourage students to research the role of other major muscles in the body such as the lungs.

For Beginners

Complete the activity in smaller groups, help students find the proper veins to measure their heart rates.

Exercise can also be fun!

Begin counting when the teacher starts the stopwatch. Count each time you do the exercise and stop when the teacher tells you to stop.

- b. How many of that exercise did you do in one minute?
.....
- c. What happened to your body when you were exercising?
.....

Discuss with your classmate how you felt during the exercise.



KEY FACT

Children should exercise for at least 60 minutes every day.



5

Diary

Fill in the table with the activities you do during the week and how long you do them for.

Day	Activities	Time
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Compare your diary with those of your classmates.

Key Skills (Head, Heart, Hands)

- Imagination
- Communication
- Enquiry
- Managing oneself
- Active listening
- Respect
- Creativity
- Teamwork
- Research

Evaluation/Reflection

A KWL chart may be used in this lesson to check for understanding and reinforce the learning that has taken place. Divide a large chart into three sections, and write the letters K/W/L on top of each section. The first two sections are completed at the beginning of the lesson and include what the students already Know about the topic and what they Want to find out. The last section is completed at the end of the topic when the students fill in what they have Learned. The KWL chart can be presented as follows:

What I know	What I want to learn	What I learned

Activity 5: (10 minutes) (Optional)

Explain that it's important to take regular exercise to keep healthy.

Ask the students to fill in the table with their daily activities, for example walking, running, or sports.

Ask them to consider if they need to exercise more.

Different Situations and Changing Feelings

Lesson Objectives

In this lesson, the students will explore feelings. They will become confident identifying feelings and exploring how they feel in different situations.

Required Materials

- Feeling faces (photos or drawings depicting happy, sad, angry and scared feelings)
- Feeling cards each with the name of a feeling written on one side (annoyed, miserable, delighted, frightened, fearful, surprised, excited)
- Feelings graph

Learning Outcomes

- Know how they are feeling themselves, and how other people are feeling, and be able to respond appropriately to other people's feelings.

Unit 5 Being Healthy,
Staying Healthy

Lesson 3

Different Situations and Changing Feelings

How do I know how I feel?

Vocabulary

Emotion

Share



1 Feeling faces

Look at the feeling faces.
What feelings is each face showing?



Can you think, with your classmates, of other words for these feelings? Write down your answers in the table.

Feeling	Other words
Happy	
Sad	
Angry	
Scared	

Emotion

A strong feeling.

Share

Tell someone else about something.

Activity 1 (10 minutes)

Ask the students to sit in a circle. Show the students one of the feeling faces and ask them to say the feeling that is being depicted. Repeat this step using the other feeling faces.

Explain that you can use different words to describe the same feeling. Encourage students to brainstorm different words for each of the feelings and write them in their student books.

Suggested Answers

- Happy – pleased, joyous, ecstatic, cheerful
- Sad – upset, hurt, unhappy, miserable
- Angry – frustrated, furious, outraged, irritated
- Scared – anxious, worried, frightened, nervous

End by emphasising that it's important to be able to identify your feelings.

Activity 2 (15 minutes)

Remind students that the previous activity explored feelings. Ask students if they can think of another word for feelings. Then explain that strong feelings are also known as emotions.

Read "That Strange Feeling".

When the story has been read, ask the students to consider the **Questions for Discussion** in the Student Book.

Suggested Answers

- Nada's father knew she was upset because she was frowning.
- Nada didn't understand why she was upset. Then she realised she was unhappy about Saif leaving.
- She couldn't stop smiling.

Then have a class discussion about the **Let's Think Together** question in the Student Book.

Suggested Answers

Nada learned that sometimes we can be confused about our feelings. We need to be able to identify them. Nada also learned that it's good to talk to someone about how we are feeling.

2

That Strange Feeling

The week of excitement went away.

Nada was upset!

"What's wrong, Nada?" her father asked.

"I don't know."

"You look like you're angry," her father suggested.

No, that wasn't it. Nothing had irritated her today.

Sure, she didn't like her breakfast, but that didn't

really upset her.

"Is anything worrying you?" her father asked.

No, she wasn't really frightened about anything. So, what was causing her to feel like this?

"Why are you frowning, Nada?"

Oh, that was it! Nada was feeling sad. She wasn't

crying, but she did feel... unhappy. Saif had said

yesterday that his father was offered a job in a

new city.

"Saif will be leaving when his father starts his new job," Nada said. "I'll really miss him."

"Salman has decided not to take that job," her father said. "They aren't going anywhere."

"Really?" Nada couldn't stop smiling. She could almost feel her heart lift inside her. "I'm so happy!"

They both started laughing.

**Questions for Discussion**

- How did Nada's father know that she was upset?
- Why was Nada puzzled?
- "I'm so happy!" said Nada. How did her body react?



Let's Think Together 'What do you think Nada learned about her emotions?'

Activity 3 (15 minutes)

Give each student a copy of 'The feelings graph'. Demonstrate how to plot a point on the graph to indicate the emotion.

On a large piece of paper, draw a feelings graph. Fill out the large graph for each part of Nada's story.

Ask the students to listen to the scenarios and plot the point on the graph. Explain to the students that this activity is about how they would feel in the situation.

Choose from the list of suggested scenarios:

- A present with your name on it was just delivered to your house
- Your friend doesn't play with you at break time
- You painted a beautiful picture, but someone spilt water on it
- You and your friend go to the park
- The teacher says you have a maths test today
- The teacher says you have no homework today

Ask the students to join up the dots on their graph. Demonstrate how this is done from left to right.

Ask the students to form small groups and discuss their graphs. Encourage the students to notice any similarities or differences.

Ask the following questions to initiate discussion.

- Did you enjoy talking about feelings?
- Were you comfortable talking about how you feel?

Think question

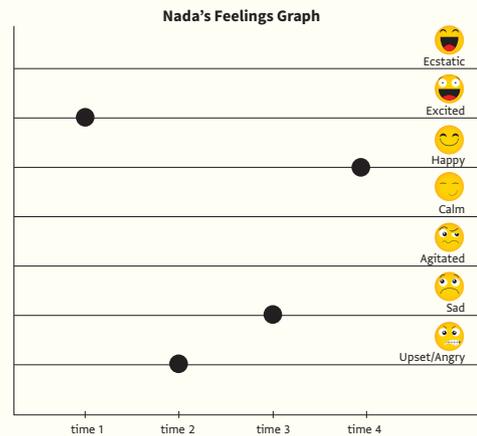
If we share how we feel, the person we tell may be able to help us feel better. They may be able to do something for us or they may know something that we don't (Nada's father was able to tell her that Saif's family weren't moving away.)



3

Feelings graph

We experience many different emotions every day. Some days our emotions can be like a rollercoaster. Let's see what the graph of Nada's feelings looks like.



Listen carefully to the scenario, think about how you would feel in that situation and plot the point on your graph.

Now join up the dots on your feelings graph and notice how the lines go up and down.

In your groups, examine your feelings graphs and find similarities and differences between the graphs.



THINK!

Why is it important to share how we feel?



4

Drama

Let's place all our feelings in the feelings bag.



You are all going to choose a feeling and mime it.

What is the feeling?	Have I ever felt this?

Activity 5 (5 minutes) (optional)

Encourage the students to create their own personal feelings graph. Prompt them to plot how they feel at regular intervals during the day.

Encourage the students to discuss their graph and the different feelings they experienced with their partner.

Remind the students that they do not have to share their personal graph if they do not want to.

Differentiated Learning

Some students may have difficulty creating and plotting their own feelings graph. It is possible to complete this activity in pictorial form where students can use smiley faces to represent feelings they have experienced.

5

My own feelings graph

Now you are going to create your own feelings graph which you can fill in during the day on a separate sheet of paper. Remember, it is okay to experience different feelings in different situations.

Show your graph to your partner at the end of the day. Talk about the feelings you experienced in particular situations and what happened.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Managing oneself
- Empathy
- Respect
- Resilience
- Care
- Autonomy
- Participation

Reflection

Encourage the students to reflect on the following question:

- Why is it important to share how we feel?

Activity 4 (10 minutes)

Place the feelings cards in a feelings bag. Read each feeling as the cards are placed in the bag. Ensure the students are familiar with each word.

Ask each student to choose a feeling from the feelings bag and mime the feeling. The rest of the class must guess the feeling that the student is miming. When they have guessed the feeling correctly, ask the students if anyone would like to share a time when they felt this emotion.

Repeat this activity until all the feelings have been discussed.

Differentiated Learning

For Beginners

Include a picture depicting the emotion on the back of the feeling card.

For Advanced Students

Share their stories to help explain the emotions of the feeling cards.

I Understand Others' Feelings

Lesson Objectives

In this lesson, the students will learn about empathy and how to support a friend in need.

Required Materials

- Story
- 'What would you do...' scenario cards
- Paper
- Markers

In preparation for this lesson (activity 3):

- Newspapers and magazines (Please screen them first and ensure their content is age appropriate for the students)

Learning Outcomes

- Know how they are feeling themselves, and how other people are feeling, and be able to respond appropriately to other people's feelings.

Lesson 4

I Understand Others' Feelings

How can I care for others?

Vocabulary

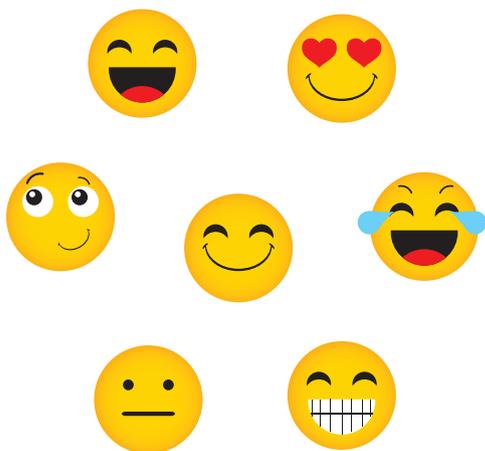
Supportive



1 Recalling feelings

Think about what you learned about feelings in the last lesson. Then answer the questions below.

- What words could you use when you feel happy/sad/angry?
Think about the feelings graphs. Each classmate's graph was different.
- What does this tell us?



Supportive

Someone who provides help, assistance, or encouragement.

Activity 1 (5 minutes)

Provide the students with an opportunity to recap on the content covered in the previous lesson. Use the suggested questions to prompt a discussion.

Suggested Answers

- Happy** – pleased, joyous, ecstatic, cheerful
 - Sad** – upset, hurt, unhappy, miserable
 - Angry** – annoyed, irritated, furious
 - Scared** – anxious, worried, frightened, nervous
- Different people can have different feelings in the same situations

End by emphasizing that different people have different feelings at different times.

Activity 2 (15 minutes)

Remind students that it's important to understand our own feelings and emotions. And we need to try to understand other people's emotions too.

Ask students why it is important to understand other people's emotions. Explain that this enables us to help others and support them.

Write the word "supportive" on the board. Ask students what they think this word means. Then explain that it means providing help, assistance, or encouragement.

Read "Not a New City". Encourage the students to relate to the feelings expressed in the story and apply their learning to the situation.

When the story has been read, ask the students to consider the **Questions for Discussion** in the Student Book.

Suggested Answers

- Nasser's face showed how he was feeling – his eyes were sad and he seemed to be disinterested in his apple, just nibbling at it.
- Nada is able to show empathy for her friend. She is able to recognise how he is feeling.
- Nada encouraged Nasser to find new things to do and new people to meet where he lives now.

Then have a class discussion about the Let's Think Together question in the Student Book.

Suggested Answers

- Nasser is able to show his feelings in front of Nada, and she is able to recognise them. Nada is a supportive friend – she encourages Nasser to do something to make himself feel better.

2

Not a New City

Nada could see that her friend was upset. Nasser wasn't crying. But his eyes looked sad. He nibbled slowly on his apple.

"What's wrong, Nasser?" asked Nada.

"I'm okay," Nasser shrugged.

"I know you," Nada replied. "And I know when you're sad."

"I thought we were going to a new city." Nasser looked at his apple. "But I'm stuck in this boring city with this boring apple."

"This isn't a boring city!" Nada sat down beside Nasser. "Remember all the games we played in the park last week?"

"That was last week." Nasser's voice trembled. "I thought I was going to see lots of new things."

"We can still see lots of new things." Nada stood up, getting excited. "We'll play new games. We'll make new friends. We'll read new books."

"That does sound nice." Nasser smiled.

"And I've already got something new for you, Nasser!" Nada handed her friend a shiny new apple.



Questions for Discussion

- How could Nada tell that Nasser was upset?
- "I know you," Nada replied. What does this tell us about Nada?
- How did Nada cheer up her friend?



Let's Think Together 'Nada could see that her friend was upset.' What does this tell us about Nada and Nasser? Do you think Nada is a supportive friend? Why?

Activity 3 (15 minutes)

Divide the class into four groups. Give each group an emotion – happiness, sadness, anger or fear – and a selection of magazines/newspaper (Ensure the magazines/newspapers have been screened by the teacher, that the content has been deemed age appropriate for the students and that each of the emotions can be found in images and text). Ask the students to create a collage to represent the assigned emotion.

Once the students have completed the collage, ask the suggested questions to initiate a discussion based on their findings.

Activity 4 (15 minutes)

Ask students what they think a supportive friend is. Facilitate a short discussion.

Then explain that supportive friends are good listeners. They try to understand how others are feeling. They think about how they would feel in their friend's situation. Prompt students to think back to how Nada was a supportive friend to Nasser.

Then introduce the supportive friend role play.

Divide the class into teams of three. Put scenario cards into a bag. Each team selects one scenario card.

Suggested Scenarios

- Your friend tells you that her grandmother is very ill.
- Your friend fell off his bicycle and cut his knee.
- Your friend has lost his new watch.

Give each team time to discuss the scenario. Then explain that they will have to role play that scenario. One student will be the main character while the other two students must think of ways to show support to their friend. This might include:

- Tapping their shoulder
- Encouraging them to talk about it
- Sharing something special with their friend
- Encouraging them to talk to a teacher about the problem.

Encourage the students to share how they responded to some of the situations with their classmates.

**3****Feelings collage**

Choose a feeling. Create a collage with your classmates using pictures and words from the magazines to show different people experiencing this feeling/emotion.

Consider these questions:

- How did you know that the people in the picture were showing that emotion?
- What sort of things are they doing?
- How do you feel when you see people experiencing this emotion?

**4****Supportive friend role play**

Choose a scenario card from the bag and discuss it with your team.

Then role play the scenario:

- One student is the main character
- The other two students are supportive friends

**THINK!**

Am I a supportive friend to others?



5 Supportive friend poster

How can I be a supportive friend? Write your thoughts.

.....

.....

.....

.....

.....

.....

Within your group, draw or write your ideas on a poster. When you have finished, present your poster to the class.

Activity 5 (10 minutes) (Optional)

Ask students to think about how they can be supportive friends to each other. Give them two minutes to write their thoughts in their student book.

Divide the students into groups of four. Give each group a sheet of paper with the title 'How can I be a supportive friend?'

Encourage the students to share their ideas and then to work together to create a poster that shows what a supportive friend is.

When each group has finished, encourage the students to present their work to their classmates.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Problem solving
- Moral reasoning
- Empathy
- Care
- Solidarity
- Respect
- Teamwork
- Taking action

Evaluation/Reflection

It is possible to encourage the use of peer-assessment in this lesson using the strategy 'two stars and a wish'. The students could review their peers' response to the 'What would you do...?' scenario cards and suggest two things they liked about the way they responded to the situation and offer one alternative suggestion about how the situation could have been dealt with differently.

Differentiated learning

Mix beginners and advanced students in group assignments so they work together. This allows beginners to learn from their peers.

What's the Solution?

Lesson Objectives

In this lesson, the students will learn about basic coping strategies to deal with strong emotions.

Required Materials

- Scenario cards
- Large paper
- Markers

Learning Outcomes

- Know how to ask for help, if needed, when circumstances change, and use basic coping strategies to deal with change.

The image shows the cover of a lesson page. At the top left, there is a red banner with the text 'Unit 5 Being Healthy, Staying Healthy'. The background is a vibrant blue with a pattern of concentric circles. The title 'What's The Solution?' is written in large, bold, yellow letters with a slight shadow effect. Below the title, the question 'How can I deal with change?' is written in white. In the bottom left corner, the page number '159' is visible.

Unit 5 Being Healthy, Staying Healthy

Lesson 5

What's The Solution?

How can I deal with change?

159

Vocabulary

Responsible

Responsible

Able to make the right decisions.



1 Reflection time

In addition to looking after your physical health, you need to take care of your mental health.

The teacher will read out some scenarios. If any of these have happened to you, quietly cross your ankles under the table.

Now recall a time you experience strong emotions. Write in your own words, your thoughts below.

What happened

How I felt

What I did

Activity 1 (10 minutes)

The students should remain sitting at their desks. Ask the students to listen carefully to the scenarios. Explain that they should quietly cross their ankles under the table if they have experienced the scenario. (This allows them to engage with the activity while also preserving their privacy)

Read out a series of scenarios. Examples include:

- Have you ever been in hospital?
- Can you play a musical instrument?
- Have you done something that made someone happy this week?
- Have you been annoyed this week?

Ask the students to reflect on a time when they felt annoyed or hurt. Ask them to note the situation in their student book. Explain that they will be returning to this later in the lesson.

Activity 2 (15 minutes)

Explain to students that sometimes we experience strong emotions. But, for our own health and well-being, we need to be able to handle these emotions. When we are emotional, we are still responsible for our actions.

Write "Responsible" on the board. Ask students what they think it means. Then explain that being responsible means being able to make the right decisions.

Read "Stupid Medal". Ask students to pay particular attention to how Nada handles her emotions in the story.

When the story has been read, ask the students to consider the **Questions for Discussion** in the Student Book.

Suggested Answers

- From the way she entered the room.
- No, because Nada was showing clearly her negative emotions: entering the room angrily, punching the cushion to express anger, frustration and jealousy, stamping her feet.
- Breathing helps changing negative feelings into positive ones (handling of emotions).

Then have a class discussion about the **Let's Think Together** question in the Student Book.

Suggested Answers

- Nada did not act responsibly when she thumped the cushion. Now she regrets it.

Stupid Medal

Nada entered into the room angrily and sat down on the couch.

"Is something wrong, Nada?" her father asked.

"Stupid Ingrid and her stupid poster!" Nada punched the cushion. "And her stupid medal."

Nada stamped her feet.

"My poster was much better!"

"Try to relax, Nada." Nada's father sat beside her.

"Let's take a few deep breaths."

They breathed in deeply. And every time Nada breathed out, her father cuddled her. Soon Nada was giggling with every breath.

"Was Ingrid's poster nice?" her father asked.

"It was okay." Nada took another deep breath.

"I'm sure you did a nice poster too," her father pointed out. "But you won a medal for your poster last week."

Nada gasped. She had forgotten about that!

"You should be happy when your friend wins a medal."

Nada thought about the lovely colours in Ingrid's poster. They reminded her of the cushion.

Nada cuddled the cushion. She hoped she hadn't hurt it.

2

**Questions for Discussion**

- How did Nada's father know that there was "something wrong"?
- Was Nada controlling her emotions? How do you know?
- Why was Nada giggling with every breath?



Let's Think Together 'She hoped she hadn't hurt it.'

Activity 3 (15 minutes)

Remind students of the role emotions play in overall health. Explain that we need to know how to handle our emotions, especially in difficult situations.

Divide the students into pairs and ask them to look at images depicting someone being hurt or annoyed. Ask each pair to discuss the scenario and propose a possible solution to the problem.

Suggested Answers

Image A: Intervene to stop the bullying, seek adult help.

Image B: Help in sorting and packing, plan for things to do in the new house.

Image C: Talk to parent to try to reach a compromise, find alternative activity that the child likes.

Image D: Intervene to stop the bullying, seek adult help.

After each pair has shared their proposed solution, ask the rest of the class to suggest alternative ways the problem could be solved.

Activity 4 (10 minutes)

Explain to the students that sometimes when we feel a strong emotion, we need to stop and think before we act. We need to 'take a moment' to give us a chance to calm down. Some people just breathe slowly to calm down. Others like to go for a walk when someone upsets them. Ask the students to suggest other actions they could take when they want to 'take a moment'. Now ask the students to reflect on the scenario they wrote about in activity 1. Give them time to answer the questions in the student books.

Ask students to share what they will do next time they feel a strong emotion.

Suggested Answers

- Counting to 10 (forwards or backwards)
- Squeeze a stress ball
- Drink some water
- Draw a picture
- Do some physical exercise
- Go to a quiet area



3

Lots of drama

In order to maintain good overall health, it's important to know how to handle your emotions.

Look at each of the pictures.

With a classmate, discuss how you would have behaved in each case.

Share your suggestions with the class.

Listen to others' suggestions.



A



B



C



D



4

Stop and think!

Have you ever felt angry or sad?

If this happens, it's a good idea to 'take a moment'! Breathe slowly and give yourself time to calm down and think before you act.

Go back to the scenarios you wrote in activity 1, reply to the following:

1. What happened?

.....

2. What emotions did you feel?
.....
3. How would you 'take a moment'?
.....
4. What would you do differently now?
.....

THINK!
How can I be responsible for how I deal with my emotions?



5 Emotion table

On your group sheet, draw a table like this:

Situation	Solution
.....
.....
.....

- In the left side, write or draw an emotional scene where somebody might feel upset or hurt.
- Discuss with your group, how that person might deal with the situation and what they could do to cope with the emotion they are feeling.
- On the right side, write or draw how the person might deal with the situation and the actions they might take.

When your group is finished, present your work to the class.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Managing oneself
- Empathy
- Care
- Respect
- Decision-making
- Autonomy

Evaluation/Reflection

Assessment

It is possible to encourage the use of peer-assessment in this lesson using the strategy 'two stars and a wish'. The students could review their peers' response to the scenario and suggest two things they liked about the way they responded to the problem and offer one alternative suggestion about how the problem could have been solved differently. At this grade level, it is suggested to do this orally.

Differentiated Learning

Mix beginners with advanced students in group assignments so they work together. This allows beginners to learn from their peers.

Activity 5 (10 minutes) (Optional)

Explain to the students that sometimes people will upset us. Point out that, although we cannot always control what others say or do to us, we can try to control the emotions we feel.

Divide the students into groups of four. Give each group a large sheet of paper and ask them to draw a table like the one in their student book.

Ask students to write or draw an emotional situation in the left column. Each group then discusses the situation and agrees on a solution. They then write or draw a scene that shows the person controlling their emotions in that scene.

When each group is finished, the students present their work to the class.

Theme: Cultural Studies

Unit 6:

(CUS4) What Are the Meanings of Artefacts and Symbols?

“Similarities and Differences”

Unit Objectives

The aim of this unit is to help students develop an appreciation of their shared culture and national heritage. Students will examine how cultural symbols and objects can help us understand our cultural identity. They will explore how our national symbols have evolved over time. This exploration will help open their eyes to the cultural beauty of the past and also of the present.

Unit Description

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.

Theme Cultural Studies

What Are the Meanings of Artefacts and Symbols? “Similarities and Differences”

- Lesson 1 Does Heritage Change?
- Lesson 2 Evolution of Artefacts and Their Uses
- Lesson 3 Evolution of National Symbols (1)
- Lesson 4 Evolution of National Symbols (2)
- Lesson 5 Beauty and Wonder Both in Our Past and Our Present-day



How can our symbols and Artefacts help us understand our heritage better?

Central Question

Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.



Exploratory Questions:

How does our heritage evolve over time?

What can cultural Artefacts tell us about our heritage?

How have our national symbols evolved as our nation has developed?

166

Learning Outcomes

1. Describe ways in which selected artefacts (e.g. cooking utensils, coins, furniture) have changed or remained the same over time, and how they relate to their present-day counterparts.
2. Using vocabulary and concepts relating to change over time, talk about past heritage for the present day.
3. Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols of the past.

Exploratory Questions

These questions provide an overview of the concepts that the students will learn throughout the lessons in this unit.

Does Heritage Change?

Lesson Objectives

In this lesson, students will learn about the nature of heritage, and will develop a vocabulary to talk about culture and heritage. They will also come to understand how heritage evolves over time.

Learning Outcomes

- Using vocabulary and concepts relating to change over time, talk about past heritage for the present day.

Unit 6 What Are the Meanings of Artefacts and Symbols? "Similarities and Differences"

Lesson 1

Does Heritage Change?

What words can be useful when discussing cultural heritage?

Vocabulary

Heritage

Culture

Heritage	The shared history of a country, community or nation, including its beliefs, stories, traditions and values.
Culture	The shared identity of a country, community or nation, including its stories, values, customs, traditions and arts.



1 Think about what you learned about culture and heritage in previous units. I remember:

- 1.....
- 2.....
- 3.....
- 4.....

- Use helpful words and ideas when thinking about how things change or stay the same over time.

Activity 1 (5 minutes)

Introduce the lesson by reminding students about the time we spent looking at our culture and heritage during 'previous units – you may want to share some specifics of the lessons to jog their memories.

- Invite students to **think** for 30 seconds about what they remember about those lessons. Ask them to write their thoughts in their student books.
- Next ask students to discuss their thoughts in **pairs**.
- Invite them to **share** their thoughts with the class.

Then write the learning outcome for the lesson on the board following the WALT method (We Are Learning To):

- Using vocabulary and concepts relating to change over time, talk about past heritage for the present day.

Use child-friendly language to talk about the learning outcome for the lesson.

Activity 2 (15 minutes)

Read the story **How Times Have Changed** in a narrative style. When you mention the *dallah*, ask the first discussion question.

Ensure that the pace and tone of the reading enables the students to understand its meaning.

When the story has been read, ask the students to consider the Questions for Discussion in the Student Book.

Suggested Answers

- A dallah is a kind of coffee pot.
- Khalid thought his life was ordinary because he was used to it. His grandmother's life seemed very strange because it was different from his.
- His grandmother's family went for diving for pearls and travelled for the date palm harvests. Khalid's parents worked in an office and only travelled to go on holiday. Khalid's grandmother's family drank coffee while Khalid's family drank coffee or tea.
- Khalid had to do chores and so did his grandmother. Khalid's family drank hot drinks together in the morning and so did his grandmother's family.

Write the questions on the board. Ask the students to work in groups of 3-4 to come up with answers. Allow approximately ten minutes for this task. Invite students to share their responses with the rest of the class.

Then have a class discussion about the Let's Think Together question in the Student Book.

Suggested Answers

- Some things change and some things stay the same. The same things are important, like working hard and spending time with our families. Grown ups do different kinds of work now, and we do different things together as a family.

How Times Have Changed

Khalid loved visiting his grandmother and hearing about her childhood.

"Every summer," his grandmother said, "Most of the men in our community would go diving for pearls to sell. Families went for date palm harvests as well." Khalid didn't have to worry about winter. He was in a lovely soft bed, listening to his grandmother.

"What did you do when the men were diving for pearls?" he asked her.

"Every morning my grandma would prepare hot coffee in her beautiful dallah," she explained, "and tell all the children their chores for the day."

Khalid's parents worked in offices. They didn't go pearl diving, but sometimes, the family would travel for a holiday.

Every morning Khalid's mother prepared breakfast while his father packed school lunches. The family would drink hot coffee or tea together in the kitchen and then go to school in the family car. Each evening, Khalid would do some chores before doing his homework.

It all seemed so ordinary!



Questions for Discussion

- What is a dallah? Do you have one in your house?
- Why did Khalid think his life seemed "so ordinary"?
- How was Khalid's life different from his grandmother's?
- How do you think it was similar?



Let's Think Together 'As time passes, what happens to our heritage? Does it change or stay the same? In what ways?'

Activity 3 (10 minutes)

Remind students of the lesson objective. Then ask them what words they would use when describing our culture and heritage. Have students discuss this briefly with their partners.

Try to elicit at least ten responses and chart them on the board. Aim to have a list of words similar to the list below:

Archaeology	Artefact
Archaeologist	Object
Symbol	Evidence
Information	Heritage
History	Culture

When you have a list of at least ten words, invite students to draw a grid on a page with six boxes. Ask students to choose six words from the list and put one in each box.

In no particular order, call out a definition or synonym for each of the words on the list. As you call these out, students mark off the correct word in their grid. The first student to mark off every word in their grid is the winner.

Activity 4 (10 minutes)

Ask students to draw a grid with **ten** boxes in it. Ask them to write all ten words from the previous activity in the grid.

Now invite students to draw a symbol to indicate their level of understanding of the terms used above.

- Smiley face = I understand all the words and I am ready to move on.
- Face with a straight line for a mouth = I understand most of the words, but I'm not quite ready to move on.
- Sad face = I don't understand all the words and need to look at them again.

Ask students to write their names on their symbols and hold them up.

This will give you a quick visual idea of the level of understanding.

Discuss each term with the class and check for understanding.

**3****Vocabulary Bingo 1**

Use helpful words and ideas when thinking about how things change or stay the same over time.

171

Activity 5 (15 minutes) (Conclusion)**Shared Culture and Heritage**

Re-read the story **How Times Have Changed**. Ask students what parts of the story refer to the culture and heritage of Khalid and his great grandmother's family.

Give students a handout with four concentric circles on it. Tell students to write their names at the top of the page. Model the activity on the board:

- In the centre circle, have students write things that they consider part of the culture and heritage of their **family**.
- In the next circle, have students write things that they consider part of the culture and heritage of their **community**.
- In the third circle, have students write things that they consider part of the culture and heritage of the **Emirati** community.
- In the final circle, have students write what they consider part of the culture and heritage of the **global community**.

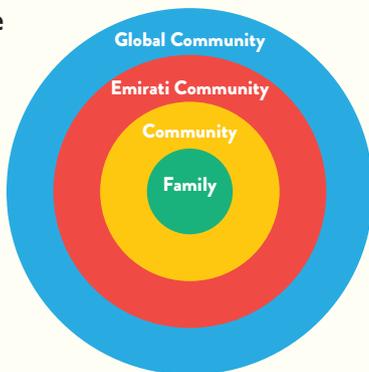
When this task is completed, invite students to share their thoughts with the rest of the class.



4 Vocabulary Bingo 2



5 Shared Culture and Heritage

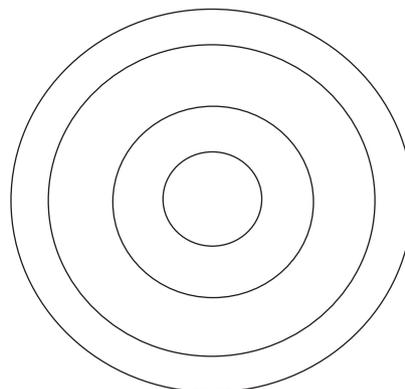


THINK!
Can we have different backgrounds but also share common culture and heritage?

Handout Activity

Our Culture and Heritage

Name:



Evaluation/Reflection

Smiley faces – see Activity 1 above.

Additional evaluation/reflection: teacher observation, reflection of activity 4.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Critical reflection
- Communication
- Deliberation
- Enquiry
- Managing oneself
- Empathy
- Multiple perspectives
- Active listening
- Respect
- Decision-making
- Dealing with complexity
- Working independently
- Collaboration

Evolution of Artifacts and Their Uses

Lesson Objectives

In this lesson, students will learn how artefacts can teach us about our heritage, and will come to understand how artefacts change over time.

Required Materials

- Paper for drawing on
- Drawing materials
- White board
- Flipchart
- Pens

Learning Outcomes

- Describe ways in which selected artefacts (e.g. cooking utensils, coins, furniture) have changed or remained the same over time, and how they relate to their present-day counterparts.
- Using vocabulary and concepts relating to change over time, talk about past heritage for the present day.

Unit 6

What Are the Meanings of Artefacts and Symbols? "Similarities and Differences"

Evolution of Artefacts and Their Uses

Lesson 2

How have Artefacts evolved over time?

173

Vocabulary

Inventor

Inventor → A person who creates or builds something new and original.



1 Use helpful words and ideas when thinking about how things change or stay the same over time.

- Describe ways in which Artefacts have changed or stayed the same over time.

Changing artefacts:

-
-
-

Activity 1 (5 minutes)

Remind students that they have built up a vocabulary of words to use when discussing the past. Ask them to recall some of the words used in lesson 1.

Then write the learning objectives for the day on the board following the WALT method (We Are Learning To):

- Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day.*
- Describe ways in which selected artefacts (e.g. cooking and eating utensils, coins, items of furniture) have changed or remained the same over time, and how they relate to their present-day counterparts.*

Use child-friendly language to describe the learning outcome for the lesson.

Have students work in **pairs** to come up with a list of three artefacts in their house that their grandparents would also have used.

Activity 2 (15 minutes)

Read the story **A Pearl of Wisdom** in a narrative style. When you mention the dhow, ask the first discussion question.

Suggested Answers

- a. A dhow is a kind of boat.

Ensure that the pace and tone of the reading enables children to understand its meaning.

When you have read the story, ask students to consider the remaining **Questions for Discussion** in the Student Book.

Suggested Answers

- b. Khalid's grandmother smiled because she was remembering her mother.
- c. She probably was lonely at first, but her mother comforted her by telling her stories about her father.
- d. He thought it sounded wonderful because it was so exciting.

Write the questions on the board or flipchart. Ask students to work in groups of 3-4 to come up with answers. Allow approximately ten minutes for this task. Invite students to share their responses with the rest of the class.

Then have a class discussion about the Let's Think Together question in the Student Book.

Suggested Answers

- Khalid's grandmother probably got her pearls from her mother. Khalid's great-grandmother probably got the pearls from her father, the pearl fisherman.

A Pearl of Wisdom

Khalid wanted to learn more about the pearl fishermen.

"Why did they go for pearl diving every summer?" he asked his grandmother.

"Pearls were valuable", she explained.

"The money would help the families through the winter."

His grandmother smiled.

"My mother would wait for her father. He'd spend three months on the dhow."

"Was she lonely?" Khalid asked. He knew he'd miss his father if he was away for the three months!

"While her father was away, my mother's mother would tell her beautiful stories about the deep blue sea and the wonders her father would see."

"It sounds wonderful!" Khalid sighed.

"People went diving all over the Arabian Gulf. And in winter, we looked after the date crops."

Khalid glanced up at the beautiful pearl necklace around his grandmother's neck. Khalid's mother loved pearls too. She bought her pearls from the souk in the city.

What an exciting time! People were diving for buried treasure, travelling all year around, sleeping under the stars!



Questions for Discussion

- Why do you think Khalid's grandmother smiled when she told the story?
- Do you think Khalid's great-grandmother was lonely when her father was away?
- Why did Khalid think it sounded "wonderful"?



Let's Think Together 'Where did Khalid's grandmother get her pearls?'



KEY FACT

A **Dhow** is a boat, traditionally used in the Red Sea, the Indian Ocean, and the Arabian Gulf to dive for pearls.

Activity 3 (15 minutes)

Ask the students to imagine that some of the greatest inventors from all of the ages were brought together in one room. Ask students to name some famous inventors or people who influenced scientific development.

Suggested Answers

Thomas Edison: light bulb – Alexander Bell: telephone – Hassan Kamel Al-Sabbah: television transmission – Steve Jobs and Bill Gates: personal computers and devices.

Explain that many of the names of great inventors have been lost in the over of time. It has become so natural to use cups, spoons and soap, that one forgets who invented them. As for modern inventions, they are the result of teamwork.

Have students discuss the questions in the Student Book.

Suggested Answers

- a. We wouldn't go far,...
- b. We wouldn't drink easily,...
- c. We would get tired, we would sleep much more,...

Now prompt the students to **think** about something that has changed dramatically in the last thirty years and something that has not changed very much. For example, cars have changed a lot over the last century, but bicycles haven't changed as much. Movies have evolved a lot, whereas paper books have retained their basic character (although electronic books are now becoming increasingly popular).

Suggested Answers

Things that have changed: computers, phones, televisions, watches, vehicles...

Things that have stayed much the same: pencils, wheels, paper, cups, shoe laces, paper money and coins...

Put students into **pairs** and ask them to complete the grid in the Student Book by coming up with three more examples of things that have changed and things that have remained the same. Then ask them to **share** their ideas with the class.



3

Think about great inventors from the past. Then think and discuss the following questions.

- a. What would the world be like without the wheel?
- b. Can you picture a world in which cups did not exist?
- c. Imagine a world without chairs! What would it be like?



Things that have changed	Things that have stayed the same
Cars	Spoons



DATE

The first coins were used during the Iron Age from around the 6th and 7th centuries BCE.



4

Making Things Better



Activity 4 (10 minutes)

Remind students about the pearls in the story. Khalid's great-grandfather had to dive for pearls, but his mother can now simply buy them in the souk or from a shop.

Ask students to share their ideas in **pairs** and to discuss ways that they could improve on certain existing objects. Ask students to **share** some of their ideas with the class.

Give each student a piece of paper and some drawing materials. Explain that the students will now be the inventors. Students may choose an item from the following:

- Coins
- Cooking and eating utensils
- Furniture
- Modes of transport
- Clothing

or they may have something else in mind.

Students work independently to draw a design of an improved version of an existing object from the past, or one we still use every day. When the design is complete, ask students to label their drawings clearly, explaining exactly what it is and what it is for. Ask students to leave their drawings on their desks.

It's time to be an inventor!
 With your partner, try to **improve** on an existing everyday object.
 Our object:

How we improved it:



KEY FACT
 In the 1840s, British inventor Ada Lovelace used her mathematical skills to invent a coding language for computers. She created the very first computer programme!



5

Museum of the future!

Let's take a walk around the museum of the future!

- Did anything stand out for you? Why?

- Did you see anything that you wish already existed?

- Have you got any more ideas you would like to share?

- How did it feel to be an inventor?



AfL (Assessment for Learning)

Ask students the following questions:

- What were the learning outcomes for today's lesson?
- What should you do during the next lesson to improve your work?
- Can you name three different artefacts that we looked at?
- Can you describe three different designs that your classmates created?
- What does the word 'inventor' mean?
- How could your work today have been better ?
- What skills have you used to help you learn?
- What have you shared with others?
- What has someone shared with you?

Key Skills (Head, Heart, Hands)

- Critical thinking
- Critical reflection
- Imagination
- Communication
- Enquiry
- Managing oneself
- Multiple perspectives
- Active listening
- Respect
- Decision-making
- Dealing with complexity
- Creativity
- Participation

Activity 5 (10 minutes) (Conclusion)

Museum of the future!

Have students walk around the room, looking at all of the various designs. Then ask the questions from the Student Book:

For Beginners:

- Did anything stand out for you?
- Did you see anything that you wish already existed?
- Have you got any more ideas you would like to share?

Advanced Students:

- Did anything stand out for you? Why?
- How did it feel to be the inventors?

Evolution of National Symbols (1)

Lesson Objectives

In this lesson, students will learn how national symbols have evolved over time

Required Materials

- Symbol story handout
- Wipeable boards (one for each group)
- Dry erase markers (one for each group)
- Slide show/flip chart pages of list of symbol words
- Coloured paper for traffic light activity
- Lollipop sticks for traffic light activity
- Glue sticks
- White board
- Flipchart
- Pens

Learning Outcomes

- Using vocabulary and concepts relating to change over time, talk about past heritage for the present day.
- Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols of the past.

Unit 6

What Are the Meanings of Artefacts and Symbols? "Similarities and Differences"

Lesson 3

Evolution of National Symbols (1)

How do we interpret symbols?

179

Vocabulary

Symbol

Interpret

Symbol A visual representation of an idea; a sign that represents something else.

Interpret To work out the meaning of a symbol or code.



1 In the last lesson I learned:

1.

2.

3.



Activity 1 (5 minutes)

Introduce the lesson by asking students what they can remember about the previous lesson.

- Ask students to **think** about what we learned about how things change over time.
- Ask students to **share** what they remember with the rest of the group.

Write the learning outcomes for the lesson on the whiteboard or flipchart, to have as a visual reminder to the class about what they are trying to achieve throughout the lesson.

- *Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day. Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols in the past.*

Use child- friendly language to talk about the learning outcome for the lesson.

Activity 2 (15 minutes)

Read the story **The National Symbol** in a narrative style. Begin by asking students if they know what a symbol is. Explain that a symbol is an image that represents something else. Ask students to think of some other symbols, such as national symbols, symbols on road signs, or even the symbols used in their student book.

When you mention “interpret”, ask the first discussion question.

When you have read the story, ask students to consider the **Questions for Discussion** in the Student Book.

Suggested Answers

- To ‘interpret’ something means to figure out what it means. Khalid wanted to know more about the figure he was looking at and to understand what it represented.
- Probably, Khalid had seen a falcon before. Some Emiratis like to hunt with falcons. In the past, many people hunted with the birds.
- Khalid’s father asked him questions about the stars on the flag to help Khalid figure it out.

Write the questions on the board or flipchart. Ask children to work in groups of 3-4. Allow approximately ten minutes for this task. Invite students to share their responses with the rest of the class.

Then have a class discussion about the **Let’s Think Together** question in the Student Book.

Suggested Answers

- The national symbol tells us that falcons are important to Emiratis. Falcons are brave and strong, so it tells us that Emiratis are brave and strong, too.

The National Symbol

2

After spending time with his grandmother, Khalid wanted to learn more about the heritage of the United Arab Emirates.

In his history book, he saw a symbol he didn’t understand. It appeared to be a bird with a colorful disc on its chest.

Although parts of the symbol looked familiar, Khalid couldn’t interpret everything.

“What does this mean?” he asked his father.

“This is our national symbol,” his father explained. “It represents the UAE.”

“Oh, so this is a falcon!” Khalid knew now why the bird looked so familiar. “And on that red parchment he’s holding is the name of the United Arab Emirates.”

“Yes,” his father agreed. “And that’s our flag in the middle.”

Khalid looked at the flag, puzzled.

“Why are there stars around the flag, Dad?”

“How many stars do you see, Khalid?”



“Seven.”

“Exactly. And why is seven an important number for us?”

“Oh, yes! There are seven emirates.”

“Well done, Khalid! You’ve interpreted our national symbol.”

Questions for Discussion

- What does to ‘interpret’ something mean? Why did Khalid want to interpret the national symbol?
- Why do you think the falcon looks familiar to Khalid? Why is this bird important to Emiratis?
- How did Khalid’s father help him interpret the symbol?



Let’s Think Together ‘What does the national symbol tell us about the UAE?’

Activity 3 (15 minutes)

Divide students into pairs.

- Ask students to read the story in pairs with their partners.
- Then read the story aloud to the class.
- Pause at each of the symbols and ask the students to say what they think the missing word is.

Once upon a **time** there was a young **Emirati boy** who lived in a small **house** by the **sea**. His **house** was at the bottom of a big **hill**. Every day he would **walk up** the **hill** to go to **school**. At the top of the **hill** he would meet with his **friends**.

There was a very busy **road** near the **school**. When they came to this **road** the children would **stop** and wait for the **traffic lights** to stop the traffic and let them cross safely.

The **children** were always **happy** when they were together but they were feeling a bit **sad** today, because it was the end of term and they would not be **seeing** each other every day for the next few weeks. Some of the **children** were going to **fly** abroad for their **holidays**.

When you have read through the whole story, check comprehension with the class:

- Did you find the story difficult to read? Why/Why not?
- How did you know what the missing words were?

Activity 4 (15 minutes)

Explain to the students that they are going to create their own symbols.

Divide the class into teams of 4-5 students. Give each student some drawing materials.

Give students a list of words to create symbols for, as in Student Book.

Invite students to work together in their teams to come up with symbols to represent the words (allow approx. 1-2 minutes for each word).

Then, ask each group to hold up symbols and show the rest of the class. Give each team one point for each symbol it has drawn. Give two points to any team that has created a unique symbol.

Ask students to reflect on some of the symbols they have drawn.

**3**

Can we complete this story by interpreting the symbols?

Sign of the Times

Once upon a  there was a young  
 who lived in a small  by the . His 
 was at the bottom of a big . Every day he would 
  the  to go to . At the top of the
  he would meet with his 
 There was a very busy  near the . When they
 came to this  the children would  and wait for the
  to stop the traffic and let them cross safely.
 The  were always  when they were together but
 they were feeling a bit  today, because it was the end of term and
 they would not be  each other every day for the next few weeks.
 Some of the  were going to  abroad for their
 .

**KEY FACT**

Throughout history, many cultures, including the Egyptians, Native American Indians and the Aboriginal people of Australia have used symbols to tell stories.

183

Activity 5 (10 minutes)

Explain to the class that they are going to create their own symbols.

- Give out to each student:
 - 3 lollipop sticks
 - 2 green discs of paper (approx. 5cm in diameter)
 - 2 orange discs of paper
 - 2 red discs of paper
 - glue
- Have students make three "traffic light" sticks, one green, one orange and one red. To do this, glue a coloured disc to a lollipop stick, at the top, like a lollipop. Then glue the second disc of the same colour to the first disc.



4 Create symbols for the words.



THINK!
Do you think some modern symbols could have been used in the past, or are they only relevant to today's world? Why/Why not?



5 How well did I understand the lesson?



Unit 6 Lesson 3 184

Explain that these will be their traffic lights.

- The green traffic light is a symbol showing good understanding of the lesson.
- The orange traffic light is a symbol showing quite good understanding of the lesson.
- The red traffic light is a symbol showing some understanding of the lesson.

Invite students to try out their new symbols by responding to the following

AFL question:

- Do you think you have a better understanding of symbols and how they are used after today's lesson?

Key Skills (Head, Heart, Hands)

- Critical thinking
- Critical reflection
- Communication
- Deliberation
- Enquiry
- Multiple perspectives
- Active listening
- Respect
- Decision-making
- Dealing with complexity
- Creativity
- Working independently

Differentiated Learning

- Ask both higher and lower order questions so that all students can participate in discussion at their own level.
- Use a mixture of abstract and concrete words when doing activity 2, to offer every student a chance to participate effectively.
- Walk around the room during activities, offering one-to-one support where necessary.
- Offer support when students are working in groups. Ensure that everyone is clear about what the questions mean.
- Ensure that students are placed in mixed ability groups for activities so that they can learn from one another.

Evaluation/Reflection

- Traffic Light System (Activity 4 above).
- This system can be re-used regularly for a variety of subject areas.

Evolution of National Symbols (2)

Lesson Objectives

In this lesson, the student will continue to learn how national symbols have evolved over time.

Required Materials

- Flip chart/ photos of six key symbols
- Post-it notes
- White board
- Flipchart
- Pens

Learning Outcomes

- Using vocabulary and concepts relating to change over time, talk about past heritage for the present day.
- Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols of the past.

Lesson 4

Evolution of National Symbols (2)

How do national symbols relate to the UAE?

Vocabulary

Dallah

Dhow

1

I know these symbols:

.....

.....

.....

- a. Use helpful words and ideas when thinking about how things change or stay the same over time.
- b. Identify symbols from the past and present and find out what they mean.

Dallah

A traditional pot used to brew Arabic coffee.

Dhow

An Arabian boat or sailing vessel, used in pearl diving.

Activity 1 (5 minutes)

Introduce the lesson by asking the class what they can remember about the previous lesson.

Ask students to **think** about some of the symbols we have discussed in the last lesson. Have students work in **pairs** to come up with examples of symbols that represent the culture and heritage of the UAE. Ask students to **share** their ideas with the rest of the class.

Suggested Answers

The falaj system (water irrigation) the palm tree, the falcon, pearls, oil refineries,...

Write the learning outcomes for the lesson, on the whiteboard.

- a. Use some of the vocabulary and concepts that are helpful when considering change over time and how the heritage might be reflected in the present day.
- b. Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols in the past.

Use child friendly language to talk about the learning outcomes for the lesson.

Activity 2 (15 minutes)

Read the story **Help Me Understand** in a narrative style. Remind students of the national symbol from the previous story. Ask them if they remember what the symbols mean.

After reading the story, ask the students to consider the **Questions for Discussion** in the Student Book.

Suggested Answers

- Khalid showed Antoine the symbol to help him understand more about Emirati culture.
- The falcon is part of the national symbol because falcons are important in Emirati history. It represents strength and bravery.
- Antoine learns that Emiratis are brave and strong.

Write the questions on the board or flipchart.

Ask students to work in groups of 3-4. Allow approximately ten minutes for this task. Invite students to share their responses with the rest of the class.

Then have a class discussion about the **Let's Think Together** question in the Student Book.

Suggested Answers

- The colours tell us that people admire peace, charity, success, power and authority. All the colours are together on the flag, which shows that they are all important. It shows that Emiratis are peaceful and strong together.

Help Me Understand

2

Khalid had a new friend. Antoine was from France and was visiting the city with his family.

Antoine wanted to learn about Emirati culture. Khalid showed him the national symbol of the United Arab Emirates.

"The bird is a falcon," Khalid explained.

"Why is a falcon part of your national symbol?"

Antoine asked.

"That falcon is our national bird. We've had falcons here for many years. It's part of our history."

"It looks very strong," Antoine noted. "I'd be afraid of it."

Khalid laughed.

"Yes, it's strong. But it also reminds us to be brave, to be like the falcon!"

Antoine pointed to the flag on the symbol.

"That's a nice flag," he said. "I like the colours."

"The colours are for things we admire here. White for peace, charity and generosity and green for prosperity."

"What about red?" Antoine asked.

"That means sacrifices. And black is power."

"I like it," Antoine said. "Power and peace together!"

"Yes!" Khalid smiled at his friend. "That's our heritage."



Questions for Discussion

- Why did Khalid show Antoine the national symbol?
- Why is the falcon part of the national symbol? What does it represent?
- What does Antoine learn about the UAE?

Let's Think Together 'What do the four colours in the UAE flag tell us about UAE values? Why are these values important to us?'

188

Activity 3 (15 minutes)

Remind students about Khalid's grandmother. What other symbols of Emirati heritage did we learn about from her? Remind students about the importance of the dallah and the dhow in these stories.

Draw a dallah on the board. Explain that the dallah is a coffee pot that many people have in their homes. Remind students that Khalid's great-grandmother had one.

Facilitate a discussion about the dallah:

- When you think of a **coffee pot** serving nice hot coffee, how does that make you feel?
- What does that say about the UAE as a place?

Now draw a dhow on the board. Remind students that Khalid's great-grandfather used a dhow for pearl diving.

Facilitate a discussion about the dhow:

- What is a **dhow**?
- What is special about this boat in a UAE context?
- Do you think this boat represents the past or the present, or both?

Now ask students to think of other symbols of the UAE. Explain that the class will be looking at other Emirati symbols in the next lesson.

Suggested Answers

- The camel
- The palm trees
- The desert
- The Ghutra

Activity 4 (15 minutes)

Write the names of the four symbols on the board:

- The UAE flag
- Dallah
- Falcon
- Dhow

Give each student four Post-it notes.

- Ask students to **think** about the meaning of each symbol.
- Have students work in pairs to discuss their ideas.
- Have students **share** their ideas by writing them on Post-it notes and sticking them on the appropriate flip-chart page.

Encourage students to think about Emirati symbols by asking questions.

- What do you think the colours of the **flag** represent?
- What is white sometimes a symbol of?
- When you think of the colour green, what comes to mind?
- When you think of a **coffee pot**, how does that make you feel?
- What does that say about the UAE as a place?
- Why do you think the **falcon** is a symbol of the UAE?
- What do you think of when you think of a falcon?
- What type of bird is a falcon – small, meek, beautiful etc.?
- What is a **dhow**?
- What is special about this boat in the UAE?
- Do you think this boat represents the past or the present, or both?



3

The dallah and the dhow

Why is the dallah important to the UAE?

Why is the dhow important to the UAE?

Can you think of any other symbols that represent the UAE?



THINK!

What can everyday household items tell us about our heritage? Give examples.



4

The UAE: A Story of Symbols

What do the symbols mean to you?



Meaning:.....
.....



Meaning:.....
.....

Activity 5 (10 minutes)

Explain that now that students understand more about Emirati symbols, they are going to learn about national symbols from other countries. Ask non-Emirati students to share about their national symbols, and encourage Emirati students to ask questions about the symbols.

If there are no non-Emirati students in the class, play the role of the different non-Emirati students yourself and explain about the different national symbols.

Different national symbols might include the harp (Ireland); the crown (Great Britain); the bald eagle (America); the maple leaf (Canada); the Philippine eagle (the Philippines); the Bengal tiger (India); the cherry blossom (Japan).

Explain that each country has its own national symbols that reflect its values and heritage. Because each country has different values and culture, each country has different national symbols. By learning about the national symbols of different cultures, we can learn what's important to those people.



Meaning:.....
.....



Meaning:.....
.....

DATE
The UAE flag first flew on December 2nd 1971.



5

Complete the activity below.

Do you know the symbols of other countries? Research the symbols of other nationalities. Find out what these symbols mean and why they are important. You could ask your non-Emirati colleagues in your class, if any, to tell you about their national symbols.

THINK!
Different countries have different national symbols. What can we learn from this?

Differentiated Learning

- Ask both higher and lower order questioning, so that all students can participate in discussion at their own level.
- Walk around the room during activities, offering one-to-one support where necessary.
- Offer support when students are working in groups. Ensure that everyone is clear about what the questions mean.
- Ensure that students are placed in mixed-ability groups for activities so that they can learn from one another.

Use the story in activity 2 and the work in activity 3 as an opportunity to be particularly inclusive of students who may struggle with the first language of the school.

Evaluation/Reflection

- Teacher observation and recording feedback during session.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Deliberation
- Enquiry
- Multiple perspectives
- Active listening
- Respect
- Decision-making
- Dealing with Complexity
- Teamwork
- Autonomy

Beauty and Wonder Both in Our Past and Our Present-day

Lesson Objectives

In this lesson, students will learn why both our past and our present symbols and objects are so important and impressive to use. They will also use national symbols and objects to explore the power of our heritage.

Required Materials

- flip chart
- 6 large sheets of card or paper (preferably A2)
- scrap paper, magazines, newspapers or wrapping paper
- whiteboard
- pens
- handout "Look at all I have learned"

Learning Outcomes

- Using vocabulary and concepts relating to change over time, talk about past heritage for the present day.
- Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols of the past.

Lesson 5

Beauty and Wonder Both in Our Past and Our Present-day

What national symbols relate to the present-day UAE?
How do present-symbols of the UAE compare to
past symbols?

Vocabulary

Collage

Oryx

Collage An artwork that comprises different objects and pictures placed together to create a new picture.

Oryx Animal with two big horns from the antelope family.

1 I remember these symbols from previous lessons:

1.
2.
3.
4.

- What national symbols relate to the present-day UAE?
- How do present-day symbols of the UAE compare to symbols from the past?

Activity 1 (10 minutes)

Start the lesson by asking students what they can remember about the previous lessons. Have students work in **pairs** to think about what they learned earlier. Then share their ideas with the class.

Write the learning objective on the board.

- *Identify and explain the meaning of national and other symbols currently found in the UAE and compare them with symbols of the past.*

Use child-friendly language to talk about the learning outcome.

Activity 2 (15 minutes)

Read the story **The Oryx and the Palm** in a narrative style.

Ask students to recall the four symbols they encountered in the previous lessons. Remind them what the flag, the falcon, the dhow and the dallah symbolise.

Explain that they'll now find out about two more national symbols: the oryx and the palm.

When you have finished the story, ask students to consider the **Questions for Discussion** in the Student Book.

Suggested Answers

- Antoine was fascinated by the oryx because he'd never seen one before and he thought it looked beautiful.
- The oryx represents pride and dignity. These values are important because they remind us to be proud of our country and ourselves, and to respect ourselves, other people, and the world we live in.
- The palm tree reminds us that in the past, it wasn't always easy to find food and water due to the desert nature of the UAE. People had to rely on palm trees.
- Talking about food and water probably made Antoine hungry.

Write the questions on the board or flipchart.

Ask students to work in groups of 3-4. Allow approximately ten minutes for this task. Ask children to share their responses with the rest of the class.

Then have a class discussion about the **Let's Think Together** question in the Student Book.

Suggested Answers

- Today, the palm tree reminds us to look after nature. It also reminds us of our past and how we should preserve our heritage. It is a symbol of life to the desert people.

The Oryx and the Palm

Khalid and Antoine were watching a nature programme on TV. Antoine was fascinated by the graceful large white animals.

"What's that?" he asked.

"That's an oryx," Khalid replied. "It's a very important animal to us. You can't find them in other parts of the world."

"We don't have them in France! They look so white and pure."

"Yes," Khalid agreed. "They remind us of pride and dignity."

"White is an important colour for us in France," Antoine said.

"Really?" asked Khalid. "Why?"

"Our nation flag has three colours."

"Oh yes, I know that," Khalid replied. "The flag is blue, white and red."

"That's right!" Antoine smiled. "I'm impressed that you know that. For many people, the three colours reflect the values of liberty, equality and brotherhood. White is the colour of equality."

"White is also one of the colours on our flag!" Khalid answered. "We too believe in equality among all people."

They continued watching the programme.

"Those are unusual trees," Antoine said, pointing at the television.

"They're palm trees. They remind us of the importance of



food and water.”

“But why do we need to remember that?”

“This isn’t France!” Khalid laughed. “It wasn’t always easy to find food and water here. It reminds us that it’s important to look after nature. It reminds us of our past and our present.”

“Oh, and that reminds me,” said Antoine. “I have one more question.”

“What’s that?”

“When’s dinner?” Antoine asked, laughing.



THINK!

It is important to care for our cultural symbols. Is the oryx being cared for? What can we do to protect the oryx to ensure that it does not become an endangered species?

Questions for Discussion

- Why do you think Antoine was fascinated by the oryx?
- What values does the oryx represent? Why are these values important?
- How does the palm tree remind people of the past?
- Why do you think Antoine asked about dinner?



Let's Think Together ‘What does the palm tree mean today?’

Activity 3 (10 minutes)

Give out the handout: **Look at what we have learned.**

- Ask students to write down (in the appropriate column) everything they can think of that they have learned over the previous four lessons.
- Allow approximately 10 minutes for this task.
- As the students are working, walk around the room offering support to children who might be struggling.

It might be helpful to display some of the flipcharts and images used in previous lessons as a visual aid for some of the students.

When students have finished writing, collect their hand outs and keep them for your records.

Activity 4 (20 minutes)

Divide the class into six groups.

- Assign each group one of the key symbols from the previous lesson:
 - Flag
 - Dallah
 - Falcon
 - Oryx
 - Palm Tree
 - Dhow
- Give a large sheet of paper with an outline of one of the symbols to each group (sample images attached).
- Give out scrap paper, old magazines, wrapping paper or newspapers to the students, along with glue sticks.
- Explain to the students that they will be designing a 'collage' to fill in the outlines of the symbols, and that their work will be displayed for other students to see.
- Stick a sample image on the board.
- Model how you will think about what colours will be needed. Show students how to find suitable material in the scrap paper you have given out.
- Stick small pieces of appropriately coloured paper onto the symbol outlines.
- Point out that by using small pieces of paper,



3

Look at what we have learned.

Consider these questions and then complete the handout.

Which Artefacts have stayed the same over time?

Which Artefacts have changed over time?

What words and phrases have you learned to describe our culture and heritage?

What symbols have you seen from the past and present? What do they mean?

I have learned to:

Think about
how some artifacts have stayed the same over time.

Think about
how some artifacts have changed over time.

Think about
new words and phrases we have learned to describe our culture and heritage.

Think about
all of the symbols we have seen from the past and present and what they mean.



4

Cultural Collage

- What does good group work look like?
.....
- What does good group work sound like?
.....



KEY FACT

The word 'collage' comes from the French word 'coller' meaning 'to glue'.

195

you end up with a mosaic effect (the word "mosaic" comes from the French word "mosaïque" which means "joining small pieces together").

Before they begin, invite students to think about how they are going to work as a group.

- Ask students to **think** about what good group work looks like and sounds like.
- Have students discuss this in **pairs**.
- Ask students to **share** their thoughts with the whole class.
- Write key suggestions on the board.

While students are working, walk around the room offering support where needed and ensuring that students are staying on task.

- Students with fine motor difficulties may need extra support and encouragement during this task.



5

Can you identify what these symbols mean?



Meaning:.....

.....



Meaning:.....

.....



Meaning:.....

.....



Meaning:.....

.....



Meaning:.....

.....



Meaning:.....

.....

Key Skills (Head, Heart, Hands)

- Critical reflection
- Communication
- Enquiry
- Managing oneself
- Empathy
- Care
- Active listening
- Respect
- Decision-making
- Creativity
- Working independently
- Teamwork

Differentiated Learning

- Different expectations regarding answers to questions in AfL above.
- Walk around the room during activities, offer one-to-one support where necessary.
- Offer support when students are working in groups. Ensure that everyone is clear about what the questions and tasks mean.
- Ensure that students are placed in mixed-ability groups for activities so that they can learn from one another.

Additional

I have learned to

- **Think** about how some artefacts have stayed the same over time.
- **Think** about how some artefacts have changed over time.
- **Think** about new words and phrases we have learned to describe our culture and heritage.
- **Think** about all of the symbols we have seen from the past and present and what they mean.

Evaluation/Reflection

- See activity 2 above – Look at all we have learned.

Activity 5 (5 minutes)

When the collages are complete, ask students to think about keywords for each symbol and write these in their books. Then have them write keywords on the collage.

- Remind students to write clearly, using big letters that can be easily read.
- Praise students for all of their hard work and participation. Remember that targeted, sincere praise reinforces and promotes positive behaviour.
- Focus on specific skills the students have acquired or honed e.g.
 - I liked the way **Feryal** tried so hard to remember as many facts as she could.
 - It was lovely to see how well **Ahlam, Naima** and **Minas** worked in their groups.
 - I noticed that **Adel** and **Abdullah** were communicating very well.

Glossary

Accepting other points of view: Respecting the opinions and views of other people

Angry: Annoyed and upset; on edge

Appreciative: Aware of the value of people and things

Archaeologist: Someone who studies bones, tools and other remains of ancient people to find out about what life was like for them.

Artefact: An object, usually one of historical or cultural interest, made by a human being.

Bad treatment: Treatment that makes someone feel dissatisfied and sad

Balanced Diet: A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.

Behaviour: The way people act; a person's conduct and morals

Blending in: Involvement in the community

Bored: Uninterested; experiencing dullness

Care: To look after something or someone

Caring: Looking after people and things

Challenge: A task that requires effort and perseverance to complete successfully.

Class motto: Set of ideas and values that guide your decisions and actions.

Collage: An artwork that comprises different objects and pictures placed together to create a new picture.

Commitment: Working hard to perform the required tasks and necessary duties within the specified time frame

Compassionate: Tender; gracious; has a spirit of solidarity

Confused: Troubled or puzzled; unsure about something

Cooperation: Help; participation; working together

Cooperative: Helpful; works with others

Creative: Being able to make new and original things.

Culture: The shared identity of a country, community or nation, including its stories, values, customs, traditions and arts.

Dallah: A traditional pot used to brew Arabic coffee.

Decent behaviour: Good and polite behaviour

Dhow: An Arabian boat or sailing vessel, used in pearl fishing.

Diet: The kinds of food that a person habitually eats.

Different: opposite

Dig: The effort to carefully uncover and remove artefacts.

Duty: What someone has to do

Emotion: A strong feeling.

Evidence: Something that proves that something else exists or is genuine and true.

Excited: Fidgety; feeling a strong desire to do something

Feedback: Information about a person's performance on a task.

Friendly: Loving

Good listener: Someone who listens attentively

Good treatment: Treatment that makes someone feel satisfied and happy

Happy: Joyful; glad; satisfied

Heart rate: The speed at which the heart beats.

Helpful: Cooperative ; does things for other people

Heritage: The shared history of a country, community or nation, including its beliefs, stories, traditions and values.

History: Past events.

Ignorance: Lack of knowledge or understanding

Improving at: To make positive changes that aim to enhance performance in a given area.

Intangible: Things that you can not touch.

Interpret: To work out the meaning of a symbol or code.

Inventive: Being able to think of new ideas or new processes.

Inventor: A person who creates or builds something new and original.

I respect the law: I follow the rules of the law; I apply the law

Leadership: Ability to guide a group of people towards a common goal

Loving: Friendly; showing love and care

Making mistakes: The natural occurrence of making an error.

Meal: A quantity of food that satisfies your appetite.

Museum: A place where interesting objects are on display for people to see.

Negative feedback: Negative words made about a person's work that do not help the person to make changes to improve their work.

Negative feeling: A feeling of sadness, injustice and discomfort

Origin: Where something comes from or begins.

Oryx: Animal with two big horns from the antelope family.

Other people's needs: The things that other people require

Pattern: A recurring form or design used for decoration.

Perseverance: Doing something despite difficulty with the view to achieving success.

Personal freedom: Being able to act, behave and think with your own free will

Positive feedback: Positive words that recognize a person's effort and work related to a task. These positive words often act as a motivator for the person to continue applying good effort.

Positive feeling: Feeling joy, happiness and comfort

Pride: Taking pleasure from or valuing achievements, qualities or virtues

Productivity: Achieving or gaining a lot from working hard and effectively

Readiness: Being prepared and ready to do something

Resilience: The ability to go back to positive feelings after difficult times.

Resilient: Being able to go back to positive feelings after difficult times.

Respect: Considering and appreciating other people's feelings

Responsibility: Doing a task because you gave a commitment to do it or because you should do it; accepting the consequences of your actions

Responsible: Able to make the right decisions.

Sad: Unhappy; in low spirits

Scared: Afraid

Share: Tell someone else about something.

Shy: Feeling bashful; timid

Similar: Has common qualities with others

Site: An archaeological site is a place where evidence of ancient life has been found.

Skills: Capabilities

Strength: An area or skill that a person often enjoys and experiences success in.

Support: Assistance; help

Supportive: Someone who provides help, assistance, or encouragement.

Symbol: A visual representation of an idea; a sign that represents something else.

System: Aware of the value of people and things

Tangible: Things that you can touch.

Tasks: Work or jobs that need to be done

Team: A group of individuals who work together to achieve a common goal

Tolerance: Forgiveness and maintaining good relationships

Tradition: Customs and beliefs passed on from parents to children.

Treating others as they treat us: Exchanging things with others in a fair way; giving and taking evenly

Trying hard: Applying effort and determination to a task or situation.

Understanding: Accepting and believing what other people say or think

Unique: Has own qualities; doesn't resemble anyone else

Working hard: Applying hard work and effort to a task.