



2020-2021

MORAL EDUCATION



Moral Education

Student Book
Grade 3

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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 nation’s stability, and the spirit of its laws. Without values, a country has no security, stability or continuity.’ ”

H.H. 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.’ ”

H.H. 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.’ ”

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

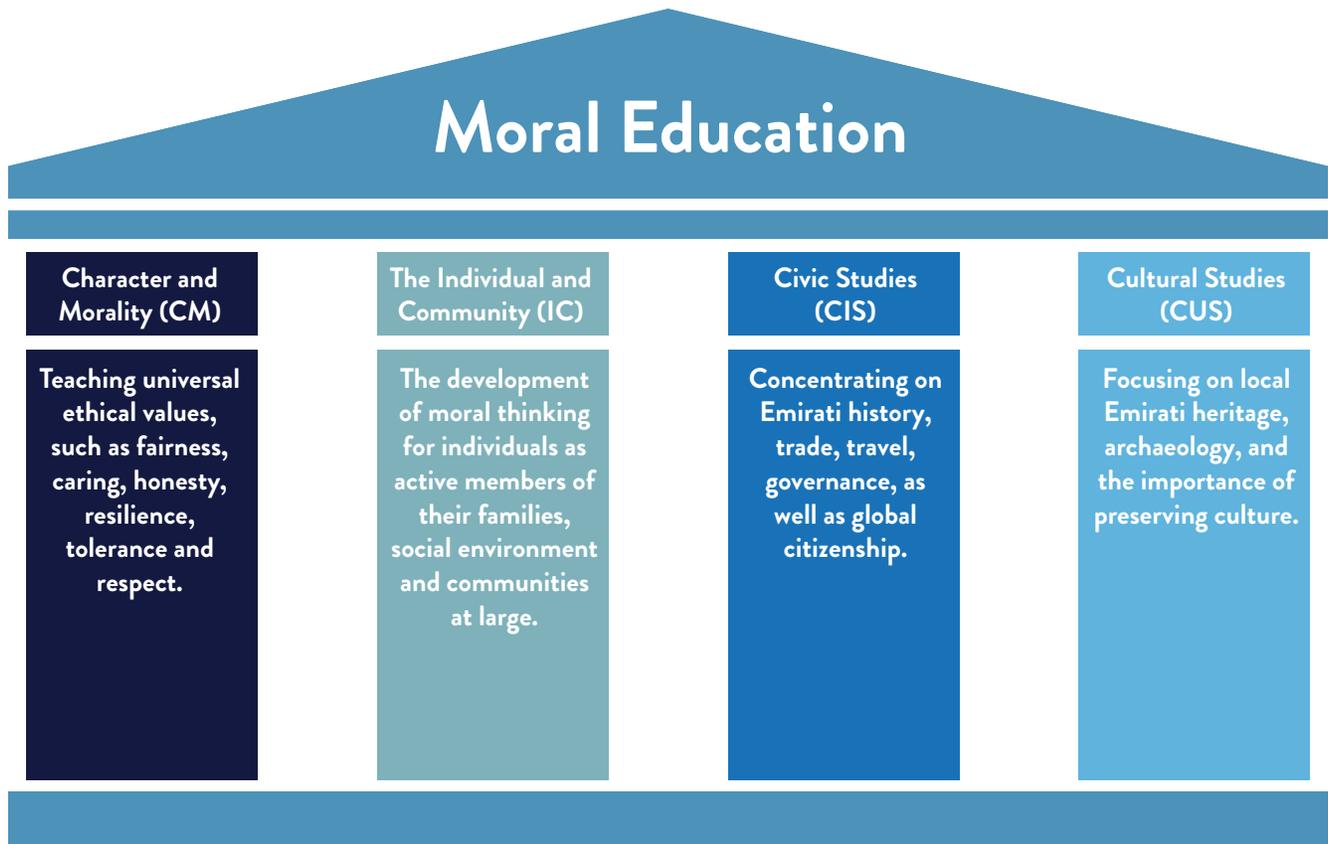
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. 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 progress through the course, working their way through four key pillars of learning. Each of the four pillars is constructed around a series of learning outcomes.



Connective

For centuries, Ghaf trees have been used for navigation and as gathering points by Bedouins travelling through the desert. Some ghaf trees have been given names because of their importance as landmarks, As well as shade, ghaf trees provide nesting spots for birds and food for camels and goats, which creates opportunities for growth, safe movement through the desert and progress. Just like the ghaf tree, Expo 2020 Dubai will be an opportunity for people all over the world to gather and connect.

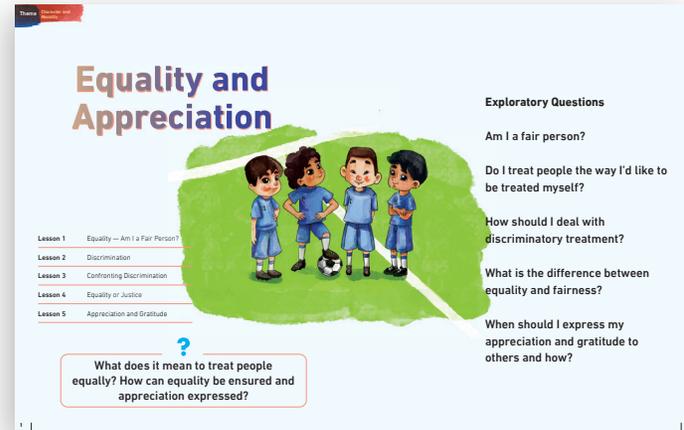
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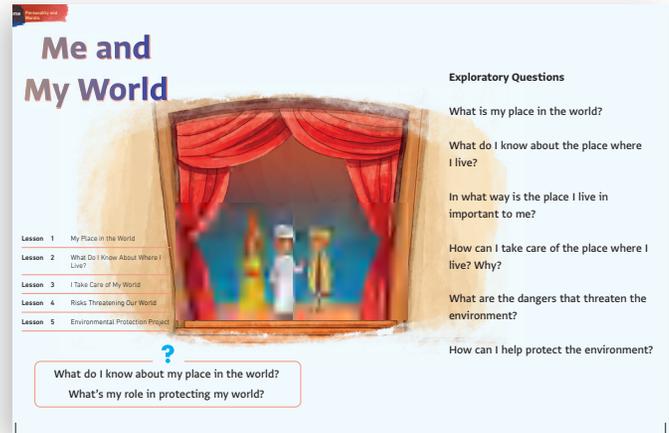
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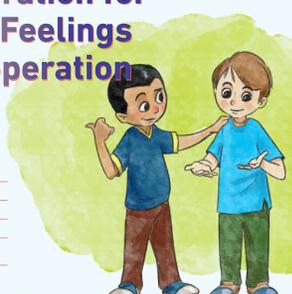
Consideration for Other's Feelings and Cooperation

Exploratory Questions:

- How can we show thoughtfulness and consideration towards others?
- How might our actions affect those around us?
- Why is it so important to work together in cooperation with colleagues?
- How can we work effectively as part of a group?

Lesson 1 Circle Time
Lesson 2 We are Thoughtful
Lesson 3 We are Good Friends
Lesson 4 Let's Work Together
Lesson 5 We are Great at Group Work

How can we treat others with thoughtfulness, consideration, cooperation and compassion?



1 Circle Time

2 We are Thoughtful

3 We are Good Friends

4 Let's Work Together

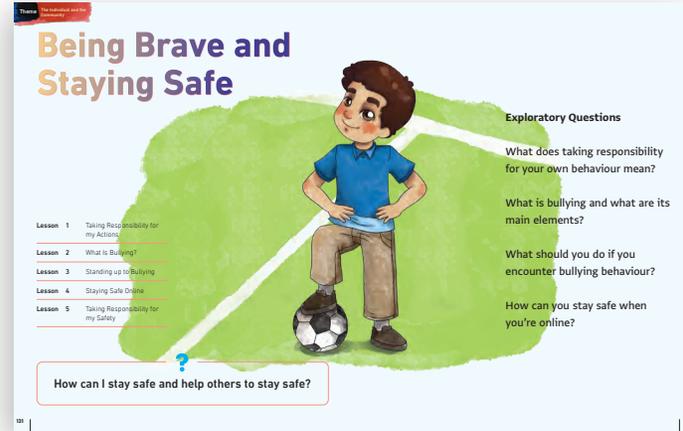
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Being Brave and Staying Safe



Lesson 1 Taking Responsibility
for My Actions

Lesson 2 What Is Bullying?

Lesson 3 Standing up to
Bullying

Lesson 4 Staying Safe Online

Lesson 5 Taking Responsibility
for My Safety



How can I stay safe and help others to stay safe?



Exploratory Questions

- What does taking responsibility for your own behaviour mean?
- What is bullying and what are its main elements?
- What should you do if you encounter bullying behaviour?
- How can you stay safe when you're online?

Lesson 1

Taking Responsibility for My Actions

Do I feel responsible for how I act?

Vocabulary

Behaviour

Taking responsibility

Apologising

Making amends



1 Let's think about our behaviour. How can we take responsibility for what we say and do? What can we do if we have upset somebody?

Taking Responsibility
for Your Own Behaviour

Game, Set, and Match for Bader

Bader was playing a game of tennis outside his house with his friend Salem. They were taking it in turns to serve the ball to each other. With every serve, Bader imagined he was the number one player at Wimbledon. “Game, Set, and Match to Bader from the UAE,” said the sports commentator in his imagination. “The hopes of a nation rest on this final set. And there is no better player that deserves to be here. Bader is one of the best tennis players in the world.”

Bader swung his racket and whacked the ball. It hit off the fence. Smash! “Oh no!” cried Bader and Salem in unison. The ball had crashed through the window of a neighbour’s house. “Quick, run!” said Salem, who sprinted off.

Bader watched as Salem disappeared around the corner. Although he was tempted, he knew that he couldn’t run away.

“What happened here?” a cross voice asked. Bader turned and saw his neighbour. “I’m sorry Mr Sharif,” said Bader. “It was my fault. I wasn’t paying attention. Let me clean it up... and maybe I can save up to help pay for a new pane of glass. I’m really very sorry.”



Questions for Discussion

- Why did Salem run away?
- Do you think he was right to run away?
- Why did Bader decide to stay?



Let's Think Together 'Have you ever admitted something even though you knew you would get into trouble?'



3

Look at the following scenarios and decide with your class if those involved took responsibility for their actions.



1. When Najma forgot her book for class, she said her brother had hidden it and she couldn't find it.
2. Shareen had promised her mother that she would clean her bedroom but she started to read a book and forgot. She explained what happened to her mother and said she would do it that evening instead of going out to play.
3. Salem didn't do his homework and got a bad mark on the test. He told his parents it was because his friend kept talking to him in class.
4. Ali took his mother's phone without her permission. He was playing a game when it fell on the floor and the screen cracked. He called his mother into the room and told her what had happened.



4

It's not nice when someone ...

- Hides your things.
- Writes things about you on the board.
- Ignores you.
- Pushes you.
- Calls you names.



Has anyone ever done these things to you? How did that make you feel?



5

Think of a time when you did or said something wrong and you **took responsibility** for your behaviour. Write three words that describe how you felt.

Think of a time when you did or said something wrong and you **didn't take responsibility** for your behaviour. Write three words that describe how you felt.



Lesson 2

What is Bullying?

What forms can bullying take?

Vocabulary

Bully

Target

Bystander

Online



1

Can you describe different types of bullying behaviour?	Examples of what bullies do in these situations
1.	
2.	
3.	
4.	

Bader's Morning

2

Bader was almost at school. He had run all the way but as he turned the final corner, his heart sank. "Not again," he groaned. There, standing beside his friend Salem, were Saeed and Fadia. "Hiiii Bader!" they crowed in unison. "We hear you lost a tennis ball. Hahaha!" laughed Saeed. "What do you want?" Bader asked flatly. "Oooh, look, Bader managed to say a whole sentence, all by himself, without any help!" teased Fadia. "It's a miracle!" agreed Saeed. "Shut up!" said Bader. He could feel his face turning red. Salem just looked at the ground. "Bader," began Fadia, "I saw your new pen yesterday. It's very nice." "Much too nice for you," continued Saeed. "You should give it to Fadia". "Leave me alone" mumbled Bader, the familiar sinking feeling in his stomach. "Give the pen to Fadia," repeated Saeed. "No!" said Bader. Salem looked up. "What are you looking at?" sneered Fadia. Salem looked at Bader and ran off into the school. Fadia walked over to Bader and pulled his bag from his shoulder. "I'm taking that pen and there's nothing you can do about it," she said. "No!" Bader responded. Saeed pushed Bader onto the ground and laughed. Fadia opened the bag, found the pen and took it. "See you later," she called as she and Saeed sauntered into school. Bader hung his head. His parents were going to kill him for losing his new pen. He picked up his bag and slowly trudged into school.



Questions for Discussion

- Bader's heart sank as he approached the school. Why do you think that happened?
- Why did Salem run off into the school? How do you think he felt when Bader told him the bullies had taken his new pen?
- How do you think Bader felt when his friend ran off?



Let's Think Together 'How do we know that what happened to Bader is a case of bullying?'



3 Your teacher will tell you which character you are in the story ‘Bader’s Morning’. Imagine that you are either Fadia or Saeed (a bully), Bader (a target), or a bystander (Salem). When the teacher reads the story, how does it make you feel?

Put a tick beside the words that describe how Bader feels.

- Excited
- Upset
- Hurt
- Proud
- Frightened
- Angry



4 Answer the True or False questions

T **F**

- 1. If someone calls you a name on the street, it is bullying.
- 2. Verbal bullying is when bullying happens online.
- 3. For something to be defined as bullying, it has to be repeated.
- 4. A bystander is someone who sees or hears bullying but is not actually involved.
- 5. Physical bullying involves things like name calling, verbal abuse and teasing.
- 6. In the story, Salem was a bully.
- 7. Bullying is aggression between two people of equal power.



- 5** You are a witness (bystander) in the situations below. Tell your partner what is happening in each situation. Choose two of the children pictured and tell your partner how you think they may be feeling.



Lesson 3

Standing up to Bullying

How do I stand up to a bully?

Vocabulary

Upstander

Trusted adult



1

With your group write down ways that Salem could go from being a bystander to an upstander.

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How could Salem be an upstander?

Bader's Morning Gets Worse

Bader was still thinking about what excuse he could give his parents about losing his new pen when he reached the classroom. Before he got to the door, he could hear some voices whispering "Ssh...Ssh! Here he comes, here he comes!" "Oh no", thought Bader, "what have they got in store for me now?" As he walked into the room, he could hear all his classmates giggling.

The teacher hadn't arrived yet so Bader walked over to his seat beside his friend Salem, sat down and, eyes on his book, waited for the teacher to arrive. A minute passed and, before he saw him, Bader heard the teacher shout "What is that on the board?"

He looked up and saw that there, for all to see, was a drawing of a rabbit on the board - big ears and big teeth - with the name Bader written across the top. "That's a picture of Bader," laughed Fadia. "Doesn't it look just like him?" cried Saeed, holding his sides with laughter. The rest of the class stopped laughing and looked at Bader. Then, they looked to the teacher. Suddenly, Salem stood up and said, "That's enough! I won't let you be mean to my friend any longer. Come on, Bader, let's tell the teacher what's been going on. Let's do it together."



List 3 other adults that Bader could ask for help about the bullying.

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Questions for Discussion

- In the stories you have read about Bader, what does he do to stop the bullying?
- What do you think Bader could do?
- What do you think the teacher says to Fadia and Saeed?
- What should Bader do if the bullying continues, even after Salem tells the teacher?



Let's Think Together 'What do you think Bader and Salem will say to the teacher? What will he do about the situation?'



3

Talk with your partner about how you would behave in the following situations if you were.

- a. A bystander
 - b. An upstander
- Your friend is pushed by another child.
 - You see someone calling another child names.
 - You hear one child telling lies about someone you know.
 - A group of children are having a conversation and are ignoring one boy on purpose.





4 Salem made a brave decision to stand up to the bullies and help his friend.

Why do you think it was hard for Bader to tell someone that he was being bullied? Put some of your ideas in the following speech bubbles.



Suggest some reasons why telling a trusted adult might help someone who is being bullied:

.....
.....



5 Think of what it must be like to hear or see somebody being bullied and not do something about it.

Write three words that would describe how you would feel being a **BYSTANDER**.

Think of what it must be like to hear or see somebody being bullied and do something about it.

Write three words that would describe how you would feel being an **UPSTANDER**.

Lesson 4

Staying Safe Online

How can I stay safe online?

How can my IT skills help keep me safe?

Vocabulary

Inappropriate

Pseudonym



1

Most of us have access to at least one device that lets us go online.

How often do you go online?

- a. Every day
- b. Two or three times a week
- c. At weekends only



When you go online, how much time do you spend?

- a. 30 minutes
- b. 1-2 hours
- c. 3-4 hours

Home Time

2

After Bader and Salem talk to their teacher, they both feel much better. On their way home, Salem feels very proud that he had the courage to stand up in front of all his classmates. “You won’t be bullied again.” he tells his friend. “Fadia and her friend Saeed? They’ll think twice before they’re mean to you again. The teacher’s going to keep a close eye on that pair from now on.”

Bader too feels a weight off his shoulders. “I might even enjoy going to school again.” he says. “Do you want to come around and play some games online on the computer later? After homework?” “Sure, see you later.” Salem replies before racing home.

Later, while Bader is waiting for Salem, he plays some games online. While he is playing, a message appears from another player he doesn’t know. He clicks the ‘Red X’ but the message won’t go away. “That’s strange!” he wonders. “I don’t know anyone called ‘N_Khaled.7’. Why would they be sending me messages? Let’s see what this is about.”

Just then, the doorbell rings. As Salem walks into the room, Bader asks, “Do you know anyone called

'N_Khaled.7? A message from him keeps popping up on my screen while I'm playing. I was just about to open it when you arrived. Now, let's" "Stop right there!" shouts Salem. "I wouldn't do that if I were you."



Questions for Discussion

- Do you think Saeed and Fadia will bully Bader again? Why?
- Why do you think Salem advises Bader not to open the message?
- What would you do if you got a message from someone you didn't know while playing games online?



Let's Think Together 'Look before you leap!' What does this phrase mean? How does it apply to Bader?



3

Sometimes, when you are online on your tablet, mobile phone, or other device, unexpected things can happen. Look at some examples and, in your group, talk about what you would do if any of these things happened to you.

- a. You are online and an inappropriate picture appears on the screen.
- b. You are on an app and another user you don't know asks for your home address.
- c. You are online and a user you don't know asks you to send them a photo of yourself.
- d. You have a cool photo of you and your friends and you want to share it online.



4

Read the scenarios below and decide if those involved did the right thing.

- Hamad was online and someone sent him a hurtful comment. He wrote back a hurtful comment to the user.
- Shareen was on an app and another user sent her a hurtful comment. She took a screen shot of it, blocked the sender and reported the user.
- Khawla was online and a window popped up saying she had won a prize.

She clicked the 'Red X' to close the message.

- Abdalla was online and an inappropriate picture appeared. He clicked on the 'Red X' but the picture wouldn't go away. He turned off the screen and went to get his mum.



5

Things We Do Online

Dangers Online

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Lesson 5

Taking Responsibility for My Safety

How do I feel when I take responsibility for my own actions?

Vocabulary

Characteristics

Criteria



1

Grab a plate
and throw it on
the ground.

Okay,
done.

Did it
break?

Yes.

Now say
sorry to
it.

Sorry.

Did it go back
to the way it
was before?

No.

Do you
understand?

Online with Friends

2

As Bader arrives at school the next day, he spots Fadia and Saeed standing near the entrance. “Oh no,” he thinks, “I hope they aren’t mad that Salem and I told the teacher everything! Maybe I’ll just wait here till everyone has gone in.” “Hey Bader,” shouts Saeed. “Em... me and Fadia were just wondering... em... you know... we’d just like to say ... em ... sorry. We didn’t mean to upset you”. “We really mean it,” adds Fadia. “Can we be friends now?”

“OK with me,” says Bader. “What do you say?” he asks Salem who is standing beside him. “Sure, but let’s get to class now. We’re late.”

Later that day, the teacher tells the class to do some online research for a history project they are doing. In the computer room, Fadia calls Bader over and points to her screen. “Look, Bader, I was looking at some interesting pictures of artefacts from the Al Ain National Museum when this message popped up. Shall we see what happens when I open it?”

Bader remembers the strange message on his phone and decides to ask the teacher about it. “Teacher, can you please come and see what’s on Fadia’s screen? What should we do?”



Questions for Discussion

- Have Fadia and Saeed taken responsibility for their actions? How?
- Do you think the teacher will open the strange message? Why?
- What should you do if a strange message appears on your screen?



Let's Think Together 'How can we be safe online?'



We all need friends. Good friends.

3

Sometimes, people say that they are our friends but they don't always act that way. We should all have some criteria by which we choose our friends.

Remember! We can't be friends with everyone and the friends we choose should have similar standards and values as ourselves.

What characteristics do you think make a good friend? Talk with your partner and write down some of your answers.

What characteristics do you think make a good friend? Talk with your partner and write down some of your answers.

.....
.....

Below are some other characteristics you may recognise in some of the people you know. Put the characteristics under the correct heading.

Someone who:

- Includes me in their wider circle of friends.
- Only plays with me when there's no one else around.
- Is nice to me one day but mean to me the next day.
- Respects the limits their parents set on online access.
- Always says "you can't take a joke" when I'm upset by something they say.
- Says funny things or sends me funny videos to make me laugh.



- Tells you nasty things about other people in your group.
- Plays online games with strangers.
- Always says yes when I ask them to play.
- Makes me feel good about myself.
- Listens to my problems but doesn't tell everyone.
- Tells me who I can be friends with.

Someone I want to be my friend	Someone I don't want to be my friend



4

Look at the following statements and put **DO** or **DON'T** before them.



- Use the Internet to help with schoolwork.
- Use the internet to visit museums and interesting places.
- Give out personal information online.
- Use the internet to write emails to penpals who live far away.
- Give your password to friends.
- Be careful when you download programs from the internet.
- Listen to a series of digital audio files from a reliable source.

On sticky notes, write down some things you **DO** to stay safe when you are using the internet or playing online games and some things you **DON'T** do.

Then work in your group to put all your sticky notes together to make a **DO & DON'T** poster for your classroom wall.



5

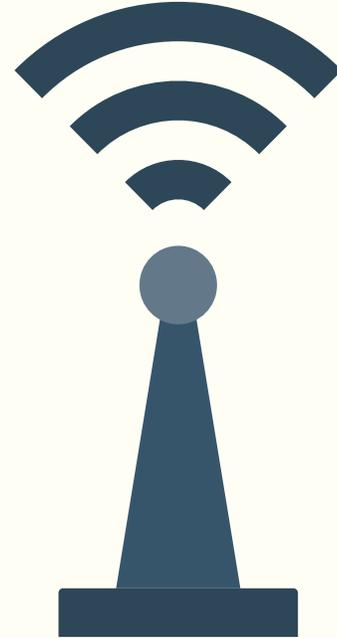
Look through this Unit you have just completed and find a selection of statements that show how you can.

- Take responsibility for your own actions.
- Understand what bullying is.
- Understand how it feels to be bullied.
- Come up with strategies to deal with bullies.
- Stay safe when you are online.

Make a poster about Staying Safe Online and display it where the whole school can see it.

Or

Take turns to record the statements so they be uploaded to the school website as a series of digital audio file. Children in other classes would love to learn from your file.



can



THINK!

How can we teach others how to be responsible and be safe?



KEY FACT

The Roman philosopher Seneca once said, 'While we teach, we learn!'

Understanding the U.A.E Culture (2)

- Lesson 1 Cultural Diversity in the UAE

- Lesson 2 Cultural Identities in the UAE

- Lesson 3 What is Common Between our Culture and Other People's Culture?

- Lesson 4 The Benefits of Cultural Diversity

- Lesson 5 The Challenges Associated with Cultural Diversity



What is cultural diversity and how do we meet the challenges and benefits of cultural diversity?



Exploratory Questions

What is cultural diversity?

Which other cultures live and work in the UAE?

Why do we need to understand other cultures?

How are cultures similar/different?

Lesson 1

Cultural Diversity in the UAE

How culturally diverse is the UAE?

Vocabulary

Aspects of culture

Culturally diverse

Cultural identity



1 Look at the picture below. With your partner, answer the following questions:

- What can you see in the picture?
- How can this picture help us to explain cultural differences?
- What if all or a lot of those people were in one country?



Now, write a definition of cultural diversity.

Cultural diversity is:.....
.....
.....

Billy's Old School

Billy is a 10-year-old boy from Liverpool, England. He has recently moved to Dubai with his family and is sharing his old school photo with his new classmates as he introduces himself.

“Hi! I’m Billy Murphy. I’m 10 years old. My ancestors are from Ireland. Lots of people came to Liverpool from Ireland over the past few hundred years. In Liverpool, many people like me have ancestors that come from Ireland. They like to come together to celebrate Irish culture, such as music and dancing. Many famous writers were Irish, too. However, not everyone in Liverpool has Irish ancestry!

“Liverpool is a port city in the United Kingdom. Over many years, lots of people from all over the world have settled in Liverpool. It is a very culturally diverse city. Everyone respects the culture of others.

“Look, I’ll introduce one of my friends from my class photograph to you.

This is my friend Yek Ching. She is Chinese. Her family owns a Chinese restaurant. Every year the Chinese community in Liverpool celebrates Chinese New Year, with lots of dragon dancing and fireworks. Everyone joins in. Did you know that we have the oldest Chinese community in Europe, in Liverpool?”

Billy’s friends thought Liverpool was a fascinating city.



KEY FACT

Liverpool is a port city in the UK. It is a culturally diverse city due to the many cultures that arrived on ships and have settled there from around the World.



Questions for Discussion

- Why do you think Billy points out that not everyone in Liverpool has Irish ancestry?
- What aspects of culture does Billy mention?
- Why were Billy's friends so interested in his city?
- In what ways do you think the UAE is similar to Liverpool?



Let's Think Together 'Everyone respects the culture of others.' Why is this important in a culturally diverse area?



3

We can see examples of cultural diversity all around us.

Think about someone from another culture that you saw or met recently. Perhaps it was someone you saw on your way to school. Or maybe it was someone that visited your home.

With your partner, discuss what you learnt about this person's culture from this brief encounter. You might consider the following:

- What country do you think the person was from?
- Was the person's clothing different from yours?
- Did the person speak a different language from you?





4

You're going to role-play an encounter with someone from another culture.

With your group, come up with a scenario in which a person from the UAE meets someone from another culture. The UAE person asks the other person questions to learn more about their culture.

Present your role-play to the class.



5

Based on what you learned today, what do you think cultural diversity is?

Cultural diversity is:

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
1	Examine cultural diversity in the UAE and appreciate the rich variety of cultures.

Lesson 2

Cultural Identities in the UAE

How does exploring cultural diversity help you define your own culture, and also to appreciate other people's culture?

Vocabulary

Offended / offensive

Cultural mapping



1

Go back to the cultural map that you drew in unit 3.

Consider the following questions:

- a. What do we use maps for?
- b. What is cultural mapping?



Billy's New School

Omar wants to welcome Billy to his new classroom. He knows that Billy is interested in different cultures. So he decides to highlight some of the different cultures in the class.

"Thanks for telling us about Liverpool, Billy. You're the first Irish person I've met. I'm really looking forward to learning more about Irish culture."

"And I can't wait to learn more about UAE culture," Billy replied, smiling at his classmates.

"Here, you will learn a lot about UAE culture," Omar explained. "However, you'll also learn about some other cultures in this class too. As you can see, we have a range of cultures in this school.

"For example, this is Sabryna. Sabryna's family came here from Jamaica. They are a really happy family. They are always playing music! Sabryna plays steel drums. It's a lovely sound, but her dad loves reggae music."

Billy said he was glad to meet Sabryna.

"And this is Salma," Omar continued. "She is from Yemen. I remember her mother brought fahsa, a Yemeni stew of lamb cutlets made into a lamb soup with spices, into our cultural day at school last year. I loved it. You might like it too because it's like a Yemeni version of Irish stew!"

"Is there anything else you'd like to learn, Billy?"

"Yes," Billy replied. "When is lunch? You've made

me hungry!”
All Billy’s classmates laughed at his joke.



Questions for Discussion

- Does Omar respect Irish culture? How do we know this?
- Why will Billy be able to learn about more than just UAE culture?
- What aspects of culture does Billy learn about from Omar?
- Do Billy’s classmates make him feel welcome? How do you know?



Let’s Think Together ‘Omar explains that Billy will learn about more than just UAE culture. Why is it important for Billy to learn about other cultures too?’



3

Create a cultural map of a culture in the UAE, other than yours.

With your partner:

- Interview your partner to find out about their culture.
- Ask them to explain aspects of their culture that you find confusing or interesting.
- Aim to cover as many aspects of the culture (symbols, music, food and so on) as possible.



4

Look at this image of a Traditional scottish bagpiper in Scotland. Consider the following questions:

- a. Do you think that clothes are important to Scottish bagpipers?

.....

.....



b. How does cultural mapping help us to be aware of sensitivities that people may have about their cultures?

.....
.....

c. Are there instances in your own culture when you have been or could be offended by something someone does?

.....
.....



KEY FACT

The Kilt is the national dress of Scotland and a symbol of honor of the Gaelic identity.



5

Based on what you learned today, why do you think it's important to learn about new cultures?

.....
.....
.....
.....
.....
.....

Lesson 3

What is Common Between Our Culture and Other People's Culture?

How is Emirati culture similar to and different from cultures elsewhere in the world?

Vocabulary

Cultural portrait

Similarities

Differences

Unique



1

Although cultures are all different, they also share many things in common. You can explore this further by examining cultural portraits.

A cultural portrait is:.....

Billy

Yek Ching



With your partner, discuss the following:

- In what ways are Billy's and Yek Ching's cultural portraits similar?
- In what ways are their cultural portraits different?

Billy Learns About Culture

Billy wants to learn more about Emirati culture. He talks to his classmate Omar to find out more.

“Hi, Omar. I really like this school. Thanks for making me feel so welcome!”

“We’re glad to have you here,” Omar replied. “Hospitality is very important to us. We like to make new people feel special.”

“Hospitality is important in Ireland, too,” Billy said. “Did you know that it is known as the land of a thousand welcomes?”

“Wow!” said Omar. “I didn’t realise that Ireland was so like the UAE. You should come with me to the souk this weekend. You’ll see a lot of Emirati culture there.” Billy was puzzled.

“What’s a souk?”

“It’s a market,” Omar explained. “You’ll see lots of traditional food and clothes there.”

“There are markets in Ireland too. They also sell traditional things. But not the same things as in the markets here, I’m sure.”

“Do you like music?” Omar asked. “You might hear the oud at the market. That’s a traditional instrument.”

“Oh, like the Irish harp!” Billy said. “I can’t wait to hear traditional Emirati music.”

“Yes, tradition is important to us,” Omar said. “But we have changed too and have become a very modern society.”

“Ireland has changed too,” Billy said. “But tradition is still very important.”

“Looks like we both like our cultures!” Omar said. Billy smiled. He has more in common with his new friends than he realised.



Questions for Discussion

- Why do you think Billy wants to learn about Emirati culture?
- Why does Omar make Billy feel welcome?
- What aspects of Irish culture does Billy teach Omar?
- Why do you think tradition is important to Omar?



Let's Think Together 'He has more in common with his new friends than he realised.' In what ways is Billy's culture similar to Omar's?



3

Remember all the characters you've met so far in Billy's story? They are Billy, Omar, Yek Ching, Sabryna and Salma.

With your group, use the table for finding similarities and differences between Emirati culture (Omar's culture) and that of the other children from Billy's story.

Tick ✓ where there are similarities in cultures, and if possible, give an example where there are similarities (some examples have been added to get you started).

Name	Cultural symbols	Cultural music (instruments or songs)	Cultural stories	Cultural food	Cultural festivals	Cultural games/pastimes	We recognise a cultural dress
Billy					Dublin Theatre Festival	GAA - hurling and football	
Omar					Qasr Al Hosn Festival		
Yek Ching					Chinese New Year/ Spring Festival		
Sabryna							
Salma							



4

Think about what you learned about different cultures in the previous activity. With your partner, draw the following:

- Two similar cultural aspects from different countries.
- One unique cultural aspect from a country you choose



DATE

2013 was the first year that Qasr Al Hosn Festival took place.



5

Based on what you learned today, why do you think cultural portraits are important?

Cultural portraits are important because:.....

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
3	Explore the ways in which Emirati culture is similar to other cultures.

Lesson 4

The Benefits of Cultural Diversity

What benefits does cultural diversity bring to a society?

Vocabulary

Harmony

Respect

Disrespect



1

Look at the image, and with your partner consider the following questions:

- a. Would you like to live in Dullplacia? Why?
- b. How would people from other cultures/countries feel about coming to Dullplacia?
- c. What encourages cultural diversity?



KEY FACT

Harmony and peace occur when we can live side by side without conflict. We display understanding, tolerance and respect for one another.

Billy Goes for a Meal

2

Billy was very happy. In fact, he was enjoying the best meal of his life.

His new friend, Omar had invited Billy to come for dinner with his family. At first, Billy was not looking forward to the meal, because he had not eaten Emirati food before.

But now he was very glad he came! Omar's father had greeted Billy and made him feel very special. Billy felt like he was the most important person in the city.

They had eaten machboos for dinner. Billy had never eaten this before. But it reminded him of the Irish stew his grandmother had sometimes made when he was in Liverpool.

After dinner, Omar's father talked to Billy about UAE history, explaining the importance of Bedouin traditions in UAE culture. He also asked Billy many questions about Liverpool.

Billy explained how his family had originally come from Ireland to Liverpool in search of work. Omar's father explained that many Bedouin people had to travel for work in the past too.

Then Omar's father told him about the traditional songs and dances of the Emirati people.

In return, Billy sang some Irish songs for the family. They were very impressed by his singing!

"I think we all learned many interesting things tonight,"

Omar said to his new friend.
“I learned how much I like machboos!” Billy replied, with
a laugh.



Questions for Discussion

- Why was Billy not looking forward to the meal? Why did his attitude change after the meal, do you think?
- Why did Billy feel “very special”?
- What benefits did Billy get from the meal, do you think?
- What benefits do you think Omar’s family got from the meal?
- How does the meal help Billy appreciate his own culture?



Let’s Think Together ‘I think we all learned many interesting things tonight.’ What does this tell us about the importance of cultural diversity?



3

Many societies have benefited from cultural diversity. With your group, try to identify five ways in which the UAE has benefited.



Benefits of cultural diversity for the UAE:

- a.
- b.
- c.
- d.
- e.

Respect means:



KEY FACT

People live in harmony when they can exist together without conflict. For this to happen, they need to understand, support and respect each other.



4

With your partner, you will role-play a culturally diverse situation. In your role-play, you will address the following questions:

- a. How does cultural diversity help me appreciate other cultures?
- b. How does cultural diversity help me appreciate my own culture?



5

Why is it important to respect other cultures and how do you do that?

It is important to respect other cultures because:

.....

.....

I can show that I respect other cultures by:

.....

.....

Lesson 5

The Challenges Associated with Cultural Diversity

How can we overcome some of the challenges that arise in a culturally diverse society?

Vocabulary

Education

Handshake



1 Although cultural diversity brings many benefits to the UAE, it also can lead to problems and challenges.

我不明白你

Ich verstehe dich nicht

With your partner, try to identify three challenges that arise in a culturally diverse society:

- a.
- b.
- c.

Billy Plays a Game

2

Billy was excited!

Maher and Billy both enjoyed video games. Maher suggested that Billy should call to his house after school and they could play some games together.

As Billy walked to Maher's house, he reminded himself that he had to remember UAE customs when visiting someone. Soon he was at the house.

"I can't wait to play these games," said Billy, walking into the room.

"Haven't you forgotten something?" Maher asked, looking down.

Billy looked down too. Then he realised that he had forgotten that it was polite to remove your shoes when indoors in the UAE.

"Oh, my shoes! I'll take them off now. Sorry!"

"It's okay," said Maher, as Billy took off his shoes. "I know it's not easy to remember all the customs when you're in a new country."

Soon they were playing video games and Billy forgot about the shoes.

Billy was having a great time, and his game skills were better than ever. After a while, Maher suggested that it was time to stop. "You're a great player, Billy," he said, holding out his hand. "That was good fun."

"Yes, I enjoyed it too," Billy replied, shaking Maher's hand. "We'll play again some time... Oh, your handshake

is very gentle. We usually give strong handshakes where I grew up.”

“We prefer gentle handshakes,” Maher explained. “We think strong handshakes are a bit rude.”

“Really?” Billy thought about another custom he’d learned

when he was younger. “Do you not like eye contact either? When I was a little boy, I was taught it was good manners to make eye contact when talking to someone.”

“Yes, it’s the same here,” Maher said with a laugh. “Don’t be afraid to make eye contact. And go easy with the handshakes! But don’t worry too much about it. It will just take time for you to learn about our culture.”

“That’s true,” Billy agreed. “I depend on my friends to teach me”.

Both boys laughed! But Billy was determined to learn as much as he could about the culture.



Questions for Discussion

- What do you think was the main problem that occurred between Maher and Billy?
- Do you think Maher understood Billy’s behaviour?
- Do you think Billy respected Maher’s culture? Why?



Let’s Think Together ‘Billy was determined to learn as much as he could about the culture.’ How can learning about different cultures benefit a culturally diverse society?



3

In this walking debate, you will have to choose your position on the following statements:

- We should respect people's right to their culture.
- Although cultures seem different, they may have similarities.
- Everyone should be allowed to celebrate their own culture.
- You should make an effort to understand other people's culture.
- You should never be violent to someone because of their culture.
- Everyone should practice the same culture in a society.
- We should ignore aspects of other cultures that we don't like.



THINK!

In a country where there is little cultural diversity, what would life be like?
What role does education play in supporting cultural diversity?



4

The UAE will host a global event in Dubai, the Expo 2020, with more than 182 countries participating in the global event for a period of 6 months, displaying their cultures and products.



Imagine that he asked you and your colleagues as a group to organize and display the cultures of some of these participating countries, what activities can you choose?

Country	Culture
A-
B-
C-



5

We are going to visit a multicultural venue. With your class, choose a place; for example, one of the below:

A mall with different shops of diverse communities

A food court

A traditional village

Prepare for your visit by researching about the venue. Bring any questions you have about the venue with you on your visit.

.....

.....

.....

.....

Parents' Guide Grade 3

Unit 1 Equality and Appreciation

Unit 2 Me and My World

**Unit 3 Understanding The U.A.E culture
(part 1)**

**Unit 4 Consideration for Other’s Feelings
and Cooperation**

Unit 5 Being Brave and Staying Safe

**Unit 6 Understanding The U.A.E Culture
(part 2)**

Lettre to the Parents/ Guardians

Dear Parents/ Guardians

Welcome to a new academic year, one that we hope will be fruitful and beneficial.

We have decided to teach Moral Education in order to facilitate the character development of our students. We aim to introduce them to a set of individual and social values, which we hope they will abide by. This will enable them to play an effective role in the community and create a bright future on both personal and social levels.

Therefore, we hope you will contribute to our efforts by talking to your children and discussing with them the topics and lessons of this course.

At the beginning of each unit, you will find a summary of its content and intended learning outcomes. We hope you will read the summary and learning outcomes and work with your children to complete one or more activities from the menu suggested in this unit, thus ensuring interaction between the students and their family members.

Unit 5

Being Brave and Staying Safe

Objectives of the Unit

The aim of this unit is to enable students to take responsibility for their own behaviour and to equip them with the courage to protect themselves against any inappropriate behaviour that they may meet in their daily lives, including social bullying and cyberbullying. Students learn to identify bullying; understand the consequences it has for individuals and society; and acquire skills to deal with it and take a positive stand against it.



How can I stay safe and help others to stay safe?

Exploratory Questions

- What does taking responsibility for your own behaviour mean?
- What is bullying and what are its main elements?
- What should you do if you encounter bullying behaviour?
- How can you stay safe when you're online?

Learning Outcomes:

- Understand what it means to take responsibility for their own behaviour and identify when and how their behaviour may upset others.
- Understand what bullying is, why people bully others, the characteristics and the different forms of bullying, and how it can be stopped.
- Understand how it might feel to be a target of, or a witness to bullying.
- Know how to report bullying.
- Know how to stay safe online.

Home activities

Activity 1:

- Discuss this unit with the student.
- Help the student to draw up a plan of action to take if they are bullied or if they witness bullying:
 - What will I do?
 - Who should I tell?
 - How can I stop it from happening again?
- The family members help the student to create a poster based on their answers to these questions.
- The student may bring the poster into class to share with their classmates.



Activity 2:

- The family meets to discuss the topic of bullying.
- The student explains the difference between a bystander and an upstander.
- The family role plays a bullying scenario with the student taking the role of bystander.
- Then they do the role play again, with the student now taking the role of upstander.
- Together, the family come up with a slogan about being an upstander. The slogan should be short and simple - no more than two sentences long.
- The student shares the slogan with their classmates.

Unit 6

Understanding The U.A.E Culture (2)

Objectives of the Unit

In this unit, students will focus on the cultural diversity of the UAE today. They will build on their knowledge of what culture is and relate it to different communities that they can identify in the UAE and in a broader context across the world. They will analyse the similarities and differences between cultures and begin to understand both the challenges and the benefits of cultural diversity.

Opportunities are provided to enable students to develop and enhance their appreciation for their own culture and that of others in their community. They also begin to develop understandings of the difficulties that we face in creating cultural diverse communities.



What is cultural diversity and how do we meet the challenges and benefits of cultural diversity?

Exploratory Questions

- What is cultural diversity?
- Which other cultures live and work in the UAE?
- Why do we need to understand other cultures?
- How are cultures similar/different?

Learning Outcomes:

- Explain how exploring cultural diversity helps them to define their own culture and to appreciate that of others.
- Identify examples of cultural diversity within the UAE.
- Make a simple analysis of ways in which Emirati culture is similar to/ different from cultures elsewhere in the world.
- Discuss some of the challenges and benefits of living in a culturally diverse society.

Home activities

Activity 1:

- The family together identifies another culture in their neighbourhood.
- They research this culture in the library or online and find examples of celebrations and festivals celebrated in the other culture.
- The family helps the student to create a calendar for the year, marking when the other culture's celebrations and festivals are celebrated.
- The family discusses the ways these celebrations are similar or different to UAE culture.
- The student brings the calendar to class to share it with their classmates.



Activity 2:

- Tape a large sheet of paper to the wall, for example a sheet of wallpaper, to create a banner.
- Put a large heading across the top of the banner How to Show Respect.
- All family members write messages on the paper about different ways people can show respect for other people, their own culture and other cultures.
- Drawings or photos may be added to the messages to make it colourful and interesting.
- The student may bring the banner to class to show their classmates.

Glossary

Admiration: Respectful approval; liking something in a respectful way

Apologising: Saying sorry.

Appreciation: Knowing something's worth and value; giving things their due respect.

Aspects of culture: The different parts of culture that go into making up a cultural identity (language, arts, social relationships, food and music).

Attributes: An inherent part of someone or something.

Behaviour: The way you act and things you do.

Beliefs: Things we accept as existing or as true.

Bully: Person or people engaging in unwanted aggressive behaviour.

Bystander: A person who sees bullying but doesn't get involved.

Care: Look after; show concern

Characteristics: Features of something; the typical qualities and features that belong to someone

Co-operation: Working together towards a shared aim to achieve the same result.

Collaborative: Done by several people all working together.

Community: A group of people who share common bonds, interests, traditions and rules

Compromise: An agreement made between two people or groups in which each side gives up some of the things they want so that all sides are happy at the end.

Confronting discrimination: Rejecting unfair distinctions; allowing everyone to participate

Confronting discrimination collectively: A collective effort, uniting efforts to reject discrimination and seeking to involve others

Confronting discrimination individually: An individual effort to reject discrimination

Considerate: Always thinking of other people's wishes and feelings; being careful not to upset or hurt others.

Continent: One of the five large land masses on the planet: Africa, Asia, Europe, America and Australia

Country: A political entity that includes a great number of individuals called "people", and it is a region in the world that has its own sovereign borders and enjoys a legal personality, a governmental system and political independence.

Cradle of civilisation: Where the civilisation was born

Crafts: Professions, crafts

Criteria: Standards by which something is judged.

Cuisine: The style or method of cooking in a particular country, region, or place.

Cultural diversity: A range of different cultures in a place.

Cultural iceberg: An image that represents the visible and invisible aspects of culture. We see the iceberg that is above the water line, but we often don't consider what is below the water line. Culture is considered the same way.

Cultural identity: The cultures that someone identifies with.

Culturally diverse: Having a range of different cultures in a place.

Cultural mapping: A simple way to show aspects of someone's culture.

Cultural Portrait: A graphic representation of someone's cultural identity.

Cultural profile: A way of recording the important aspects of culture that we identify with.

Customs: Practices that people in a given place have the habit to do.

Customs and traditions: Customs are activities that people get used to doing effortlessly for a certain time; traditions are people's cultural heritage, inherited from their ancestors

Danger: Something that can harm a person; exposure to the possibility of being harmed, injured or killed

Difference: Variance, contrast

Differences: Those which are different.

Discrimination: Isolating, differentiating or segregating someone; giving preference to some people over other people

Discrimination against animals: Animal abuse; disregarding animal rights

Discriminatory treatment: Discrimination in the way you treat people based on their different races, abilities, colours or beliefs

Disrespect: Intolerance or dismissive attitude to something or someone.

Earth: The surface of the globe and its natural and political sections; it is often represented by a ball made out of cardboard

Education: The process of teaching skills, values and moral rules.

Environment: A group of natural elements that surround people, animals and greenery

Equality: Treating people without discrimination, regardless of colour, gender or abilities

Equally: Treating people the same, without discrimination

Expatriate: A person who leaves the country of his parents and lives in another country for work or education.

Facing discrimination collectively: As a group, speak out against discrimination and make efforts to stop it

Facing discrimination individually: To speak out against discrimination on your own and seek to involve others

Fair: Giving others their rights; treating others justly

Fairness: Applying the properties that constitute 'fair'

Feelings: How someone responds emotionally.

Gratitude: Feeling appreciative and grateful

Handshake: The act of two persons greeting one another by holding hands.

Harmony: People existing together without conflict.

Historical culture: Culture as it was practised in the past.

Hospitality: Our welcome for someone to our home or country.

I appreciate your work: I value your work and realise its worth

Important things: All things, places, customs and traditions that we want to keep and preserve

Inappropriate: Not suitable.

Inclusive: Ensuring that no one feels left out.

Just: Fair; giving people their rights

Justice: Giving people their rights; fairness; absence of injustice

Location: Pointing out the geographical location on the map.

Logo: A symbol used to clarify a certain idea

Making Amends: Doing something to make the situation better after you have said or done something wrong.

Map: A diagram showing different countries and features of the globe

Offended / Offensive: To be hurt by something that someone says or does.

Online: Connected to or using the internet.

Organisation: An institution with specific objectives, often in the areas of politics unions or culture

Planet: An entity that orbits around the sun; the main ones are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune

Planet Earth: The surface of planet earth and its natural and political sections, which could be represented by a sphere made out of cardboard

Pollution: Damage caused to the natural environment by waste and microbes

Protocols: The expectations that we place on people which are related to our cultural norms in given situations

Pseudonym: A fictitious or fake name.

Reserve: A geographic area with a purpose of preserving environmental resources

Respect: An understanding and appreciation of something or someone.

Restoration: Repair

Similarities: Those which are the same.

Slogan: A symbol used to clarify a certain idea

Specifying a location: Pointing out the geographical whereabouts on the map

Taking care of things: Looking after it and protecting it from harm

Taking Responsibility: Accepting the consequences of your behaviour.

Target: The person or people who are the focus of the aggressive behaviour.

Thoughtful: Showing consideration for the needs of other people.

Trusted Adult: A grown-up you know who you can turn to.

Unfair: Unjust; depriving someone of their rights

Unfairness: Injustice, unfairness or denying the rights of another

Unique: There is nothing the same or similar.

Upstander: Someone who stands up for what is right.

Values: Things we think are important.

Water resources: The water and the contents of water surfaces, such as aquatic animals and plants

World: All that surrounds us; everything on planet Earth

World view: The way we see and understand the world around us.

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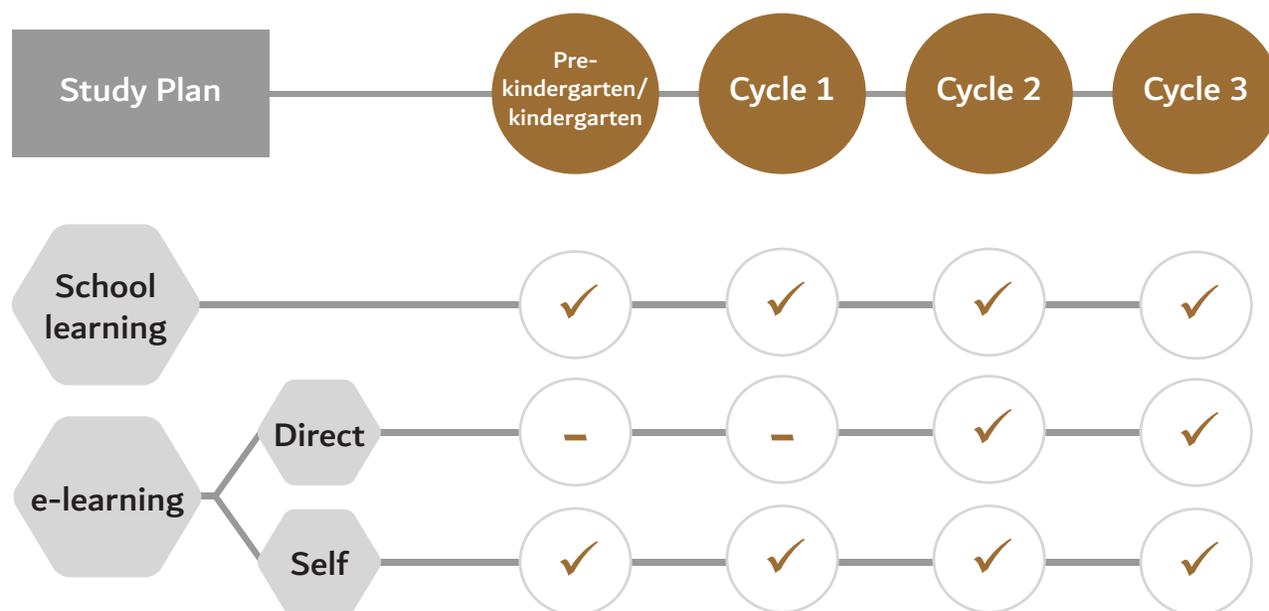
www.moe.gov.ae



ccc.moe@moe.gov.ae

Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education's development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



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