

MORAL EDUCATION

Moral Education

Student Book
Grade 2

Volume 03

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 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

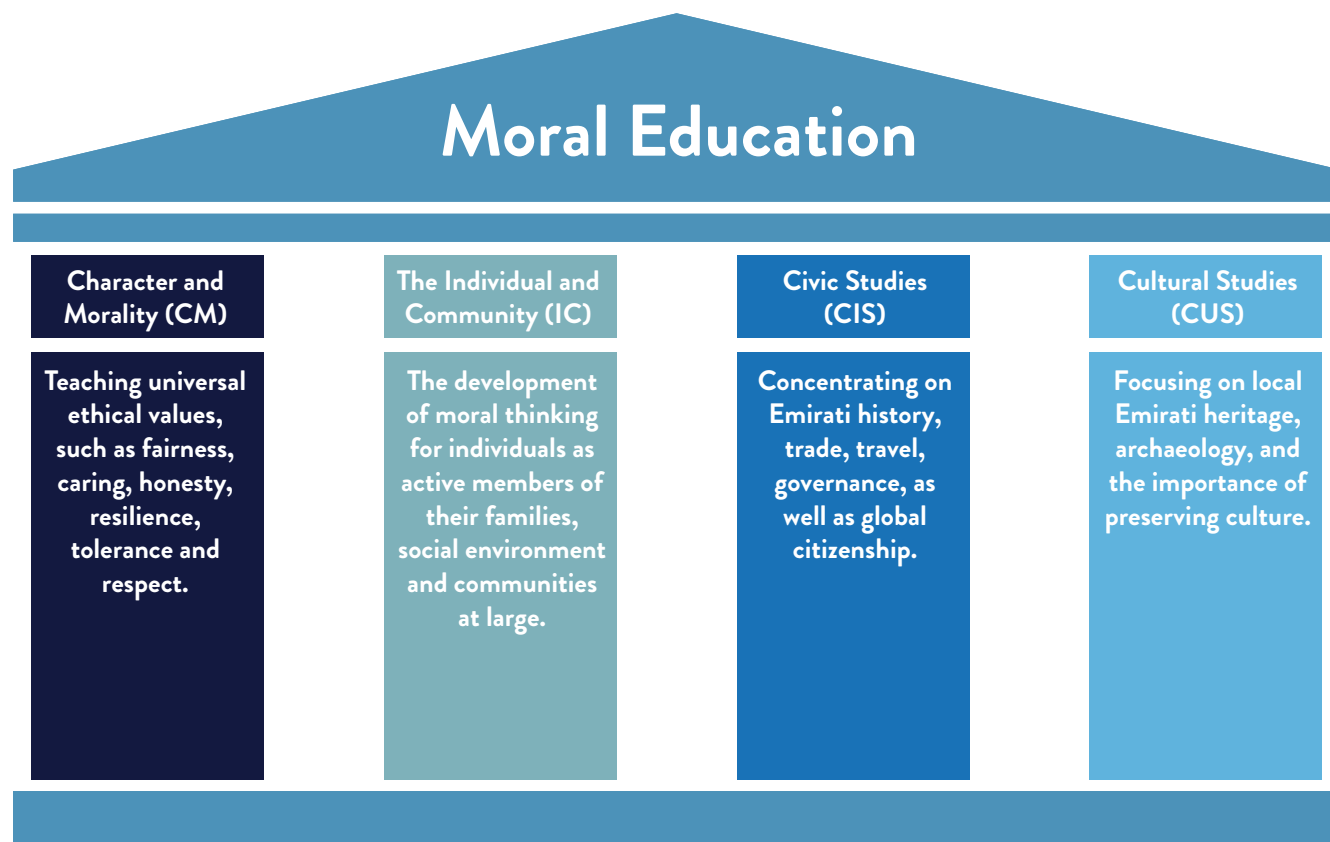
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. 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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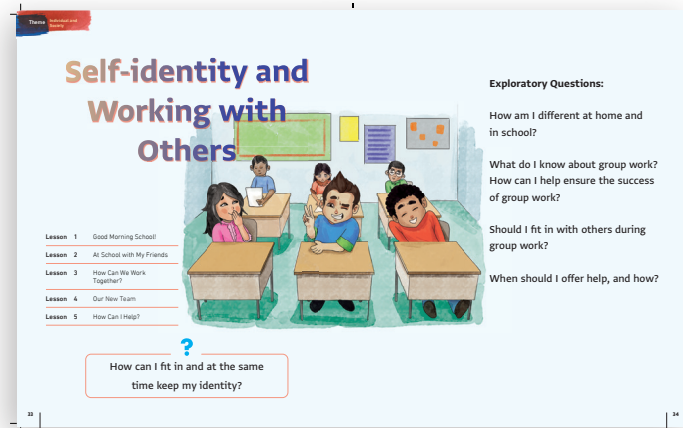
1. Difference and Uniqueness
2. Respect is a Duty
3. How Would You Like to be Treated?
4. Helping Others Feel Good
5. Put Yourself in My Shoes



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6. Good Morning, School!

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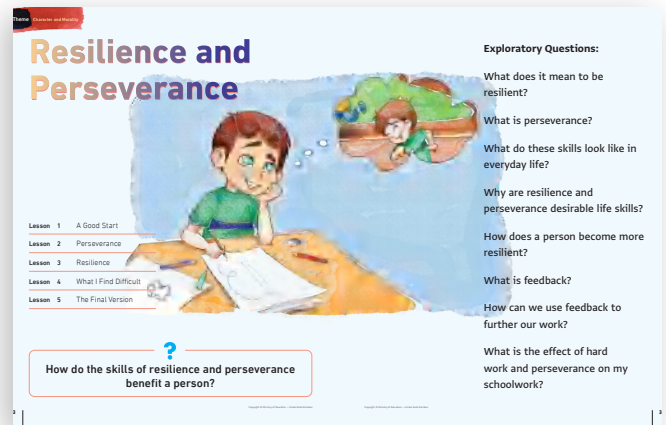
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Being Healthy, Staying Healthy

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?



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?

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

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!"

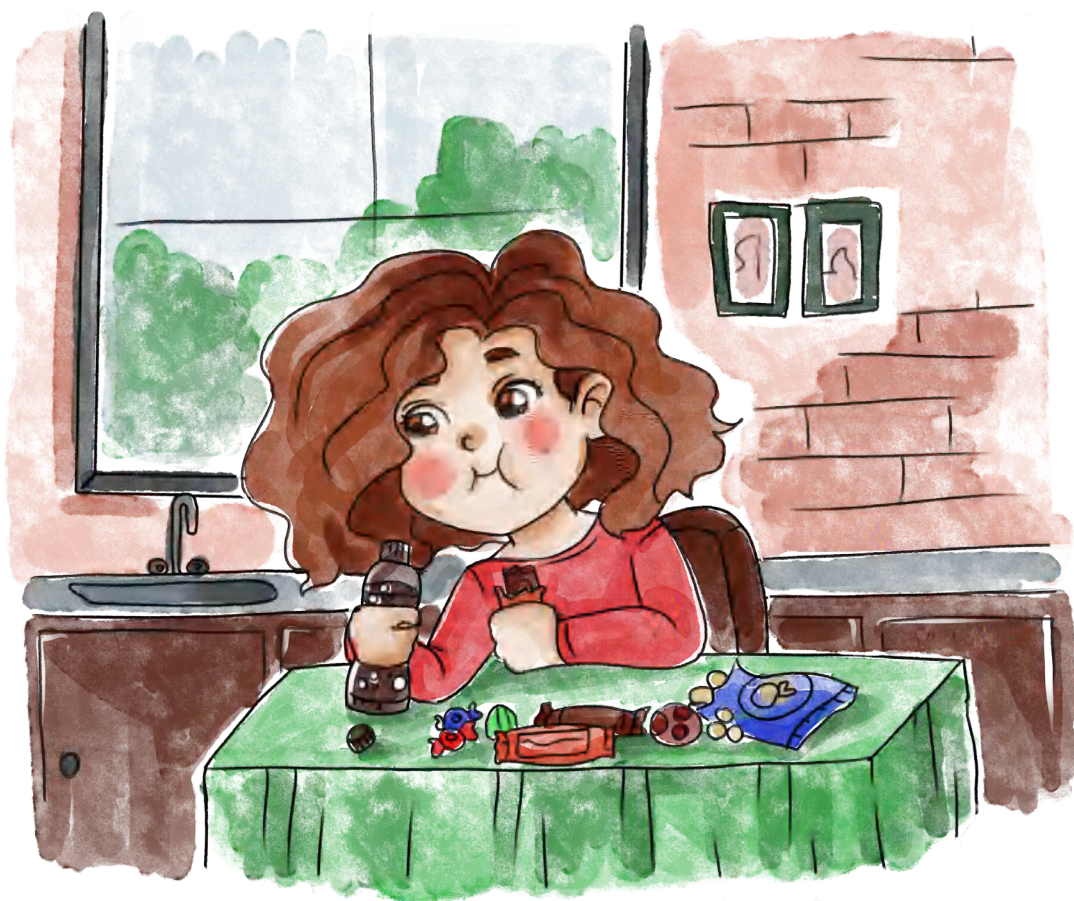
So she ate another chocolate bar. Then she ate some candy sweets. And next she drank a bottle of soda.

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.



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?



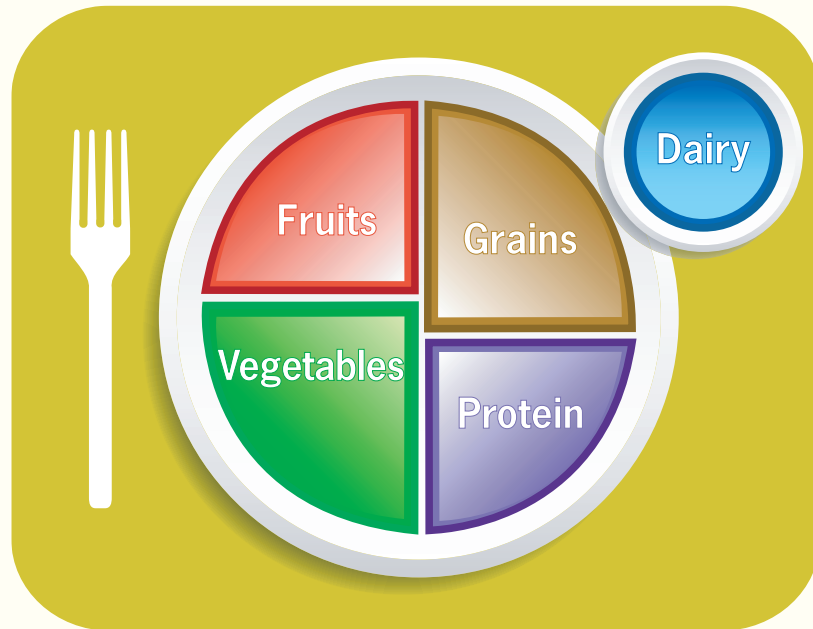
Let’s Think Together ‘You’ll enjoy it even more if you’re hungry.’



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.
.....



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:

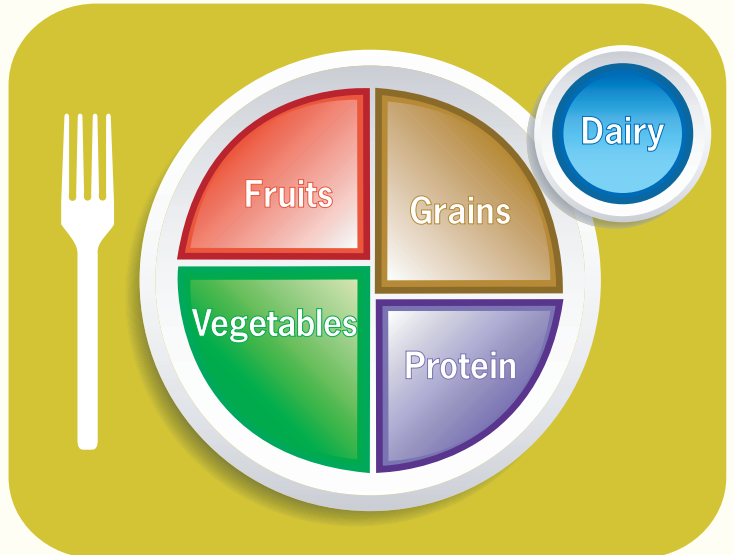
Which are the two largest groups?

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.



Lesson 2

Exercise and Sound Body

How does exercise keep our bodies healthy?

Vocabulary

Heart rate



1

The Heart

Look at the picture of a heart.

- a. Where is your heart?

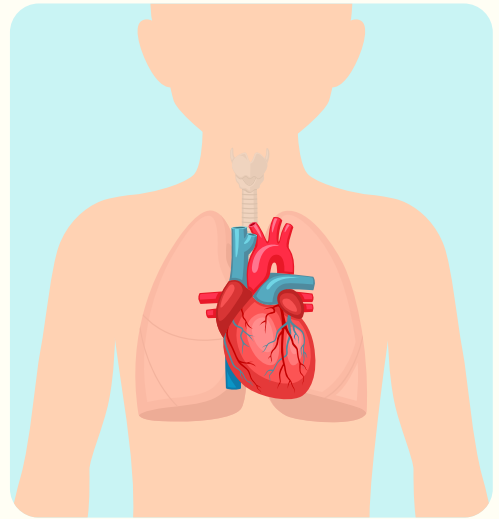
.....

- 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?

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?



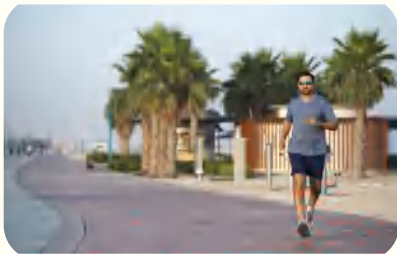
3

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?

.....

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?

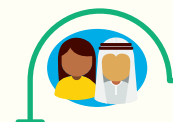
.....

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.

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	

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?'

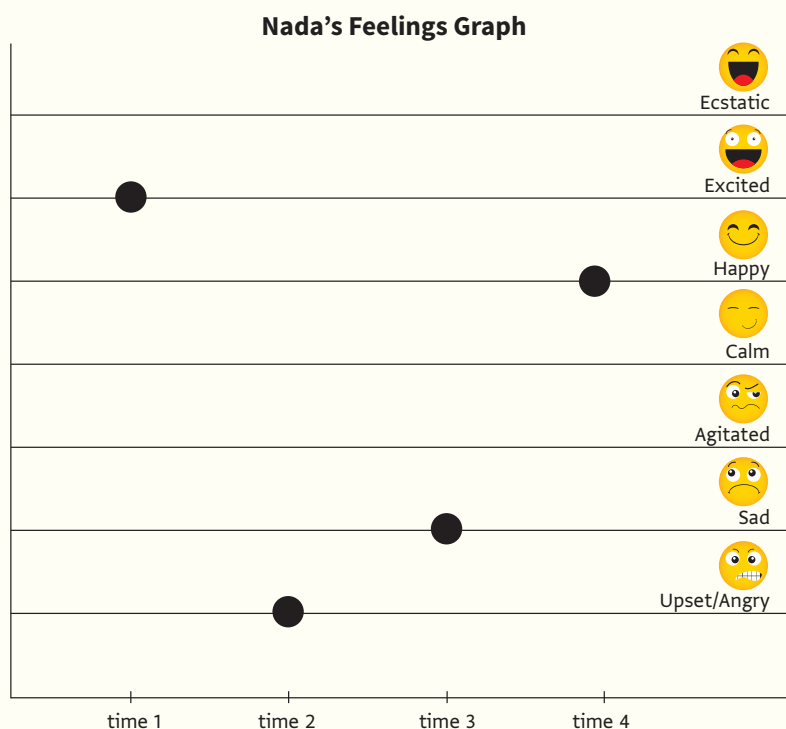


3

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?



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.

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?



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?



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.

Lesson 5

What's The Solution?

How can I deal with change?

Vocabulary

Responsible



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

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.



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.'



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.

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 Born in Our Past and Our Present-day



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



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?

Lesson 1

Does Heritage Change?

What words can be useful when discussing cultural heritage?

Vocabulary

Heritage

Culture



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.

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?’



3

Vocabulary Bingo 1

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



4

Vocabulary Bingo 2



5

Shared Culture and Heritage



THINK!

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

Lesson 2

Evolution of Artefacts and Their Uses

How have Artefacts evolved over time?

Vocabulary

Inventor



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:

1.
2.
3.

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.



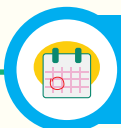
3

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

- What would the world be like without the wheel?
- Can you picture a world in which cups did not exist?
- 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



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?

.....



Lesson 3

Evolution of National Symbols (1)

How do we interpret symbols?

Vocabulary

Symbol

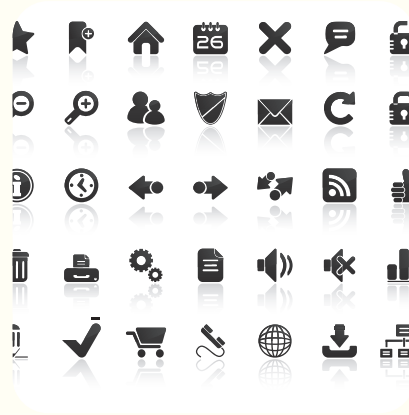
Interpret



1

In the last lesson I learned:

1.
2.
3.



The National Symbol

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?’



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.



4

Create symbols for the words.

Holidays
Strong
Proud
UAE
Danger
Food
Hard work
School



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?



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.

Help Me Understand

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?'



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:.....

.....



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?

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



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?

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?’



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'.



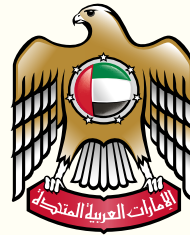
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Can you identify what these symbols mean?



Meaning:.....

.....



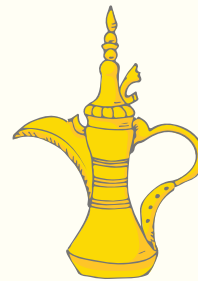
Meaning:.....

.....



Meaning:.....

.....



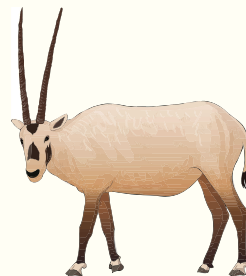
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Meaning:.....

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Meaning:.....

.....

Parents' Guide Grade 2

Unit 1	Tolerance and Respect for Difference
Unit 2	Self-identity and Working with Others
Unit 3	What Can Artefacts and Symbols Tell Us?
Unit 4	Resilience and Perseverance
Unit 5	Being Healthy and Staying Well
Unit 6	What Are the Meanings of Artefacts and Symbols? “Similarities and Differences”

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 Healthy, Staying Healthy

Objectives of the Unit

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.



How can I maintain physical and mental health?

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?

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.
- Know how they are feeling themselves, and how other people are feeling, and be able to respond appropriately to other people's feelings.
- Know how to ask for help, if needed, when circumstances change, and use basic coping strategies to deal with change.

Home activities

Activity 1:

- Encourage your child to become more physically active by completing an Activity Planner. Arrange for the family to complete 30 minutes of exercise each day and keep a record of it on the Activity Planner. Some activity ideas might include: walking the dog, pre/post dinner walks, gardening, dancing, a weekly sports night.



Activity 2:

- Use 'My Plate' to create healthy family meals for a week. Encourage your child to identify foods in each food group and discuss how many portions of each food group should be consumed each day. Encourage your child to help you create healthy meals and record these in a meal planner guide.

Unit 6

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

Objectives of the Unit

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.



**How can our symbols and artefacts help us understand
our heritage better?**

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?

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

Home activities

Activity 1:

To be completed after lesson 1:

- Your child will have listened to a story entitled 'How Times Have Changed'. Ask your child to tell you what they remember about the story.
- Ask the child to chat to an older person in their lives, an elderly relative, family friend or neighbour. Ideally, this person should share a common heritage with your child.
- As a family, discuss the following questions:
 - a. What are the differences between your life and the life of (chosen person)?
 - b. Are there any similarities between your life and (chosen person)'s life? What are they?
 - c. Does (chosen person) have a different heritage to you? Why?/Why not?
 - d. As time passes, what happens to our heritage? Does it change or stay the same? In what ways?
 - e. Would you like to have grown up in (chosen person)'s time? Why?/Why not?

Note: The students will have already discussed these questions in response to the story they listened to at school. Discussing the questions with real life examples.



Activity 2:

To be completed after lesson 4:

Symbol hunt:

- Go for a family walk/drive around your local community.
- Take a list of the six key symbols the children have been learning about at school:
 - Emirati flag
 - Dallah (coffee pot)
 - Falcon
 - Oryx
 - Palm Tree
 - Dhow (boat)
- Discuss the meanings of the various symbols with your child. They will have been learning about this at school.
- Tell your child about any cultural symbols that are particularly meaningful to you.
- While you walk/drive, look out for any of the symbols mentioned above.
- Take note of where you saw them and discuss why/how they are being used in your local community.

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.



New Symbol



Old Symbol

The new symbol expresses that people of determination are active, dynamic vibrant members in the community, unlike the stereotyped old symbol; conveys stillness and dependency; the new symbol depicts transition into independency and self-determination



The oval head symbolizes the ability to communicate in all directions and assimilate the person to all the variables around them. It is not static in one direction but can be seen and perceived as looking in multiple directions that accommodate different points of view



The oval head symbolizes the ability to communicate in all directions and assimilate the person to all the variables around them. It is not static in one direction but can be seen and perceived as looking in multiple directions that accommodate different points of view



No back or side rest to give independency to the person not leaning on others and yet self-reliant; the person's supportive energy reveals self-motivation towards achieving their goals and gaining the position they deserve within the community.



There are no sharp edges in the new logo as an expression of flexibility that people of determination enjoy and accept the changes around them to assimilate and integrate them into various areas of educational, practical and social life.



The moving hand that pushes the wheelchair is a symbol of initiative, self-reliance, and a desire towards progress, accomplishment and competition with the community members

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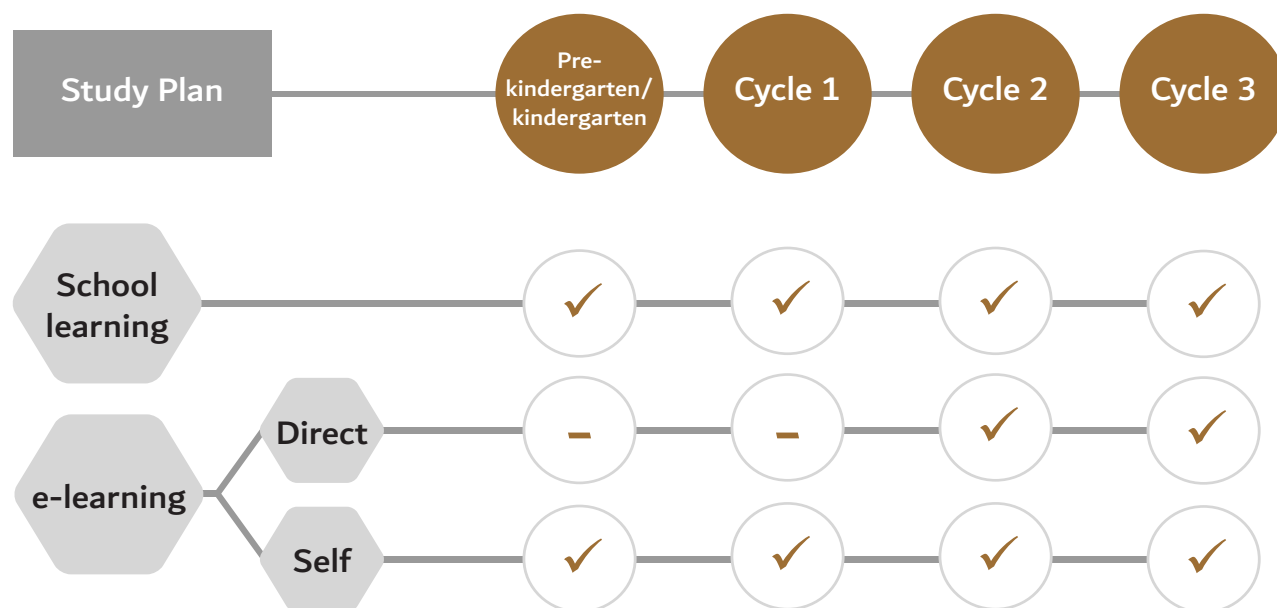


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Hybrid education in the Emirati school

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:



برنامج محمد بن راشد
للتعليم الذكي
Mohammed Bin Rashid
Smart Learning Program

Electronic units





UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

