



2020-2021

MORAL EDUCATION



Grade
06

Moral Education

Student book
Grade 6

Volume 3

Third Edition

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

“

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

”

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

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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

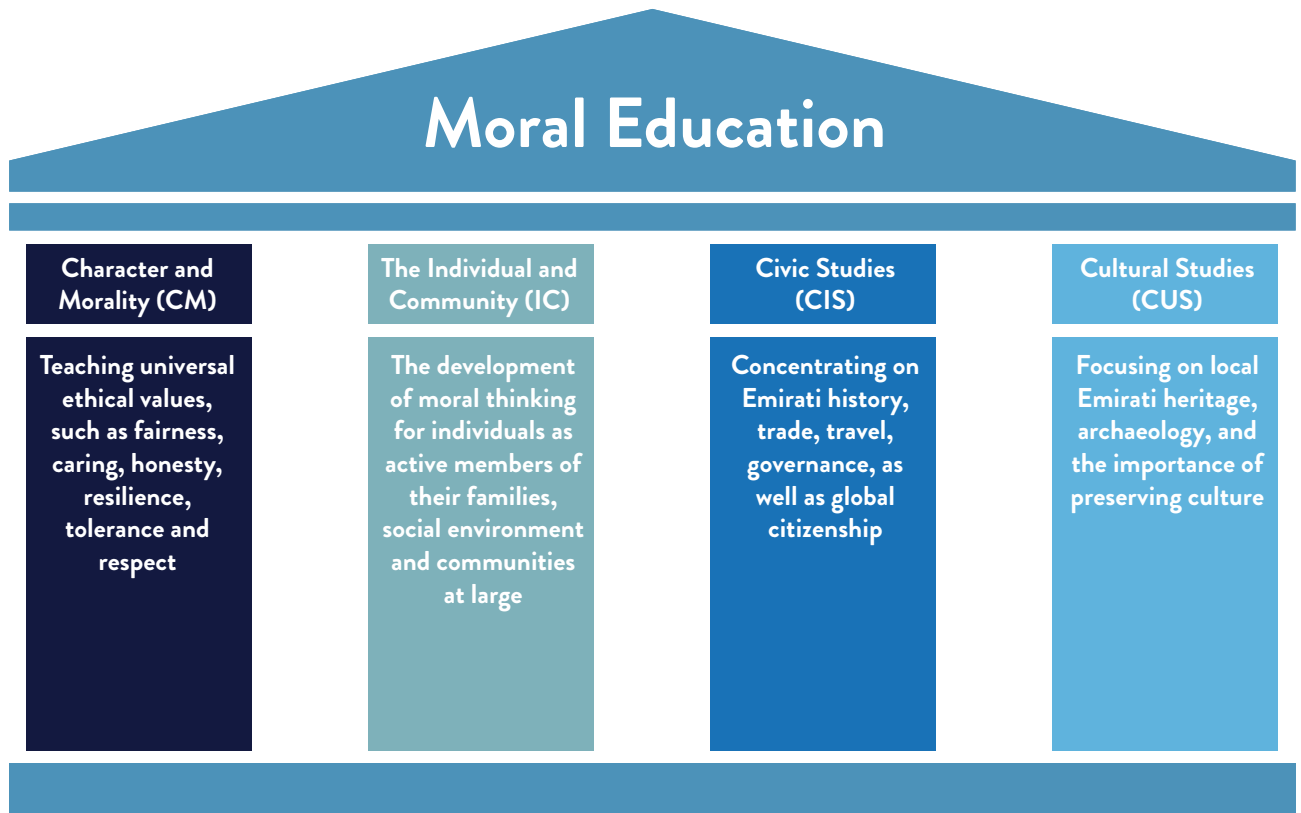
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. 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.



Inspiration

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

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

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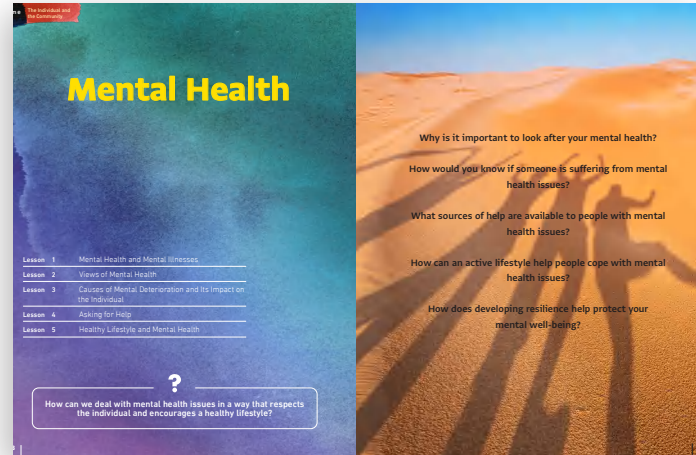
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Unit 6

Moral Education in Action

Unit 6
Moral Education in Action
"We become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts." (Aristotle)

Introduction to Moral Education in Action

Now that you have completed the Grade 5 units in the Moral Education programme, what happens next? In this unit, you and your classmates will build on the skills you have learnt by taking part in an action project. The Moral Education programme has taught us that our actions are shaped by our values. This action project helps you to put the theory into practice.

Young people are not 'children in waiting' (Professor Anthony Olden). You will be able to exercise your own understanding of citizenship and explore a range of moral issues in the classroom. At this stage in the programme, you should feel able and willing to take responsible action to help create a better community.

The action in the project can range from individual charitable acts and making aware political consumer choices, to group actions such as raising awareness about important issues or campaigns for change.

This action project gives the student, the opportunity to make a difference in many ways and at many levels in real-world situations. It's your 'Call to action'.

Before embarking on your action project, it is important to take some time to step back and plan for the project.

Mental Health

Lesson 1 Mental Health and Mental Illnesses

Lesson 2 Views of Mental Health

Lesson 3 Causes of Mental Deterioration and Its
Impact on the Individual

Lesson 4 Asking for Help

Lesson 5 Healthy Lifestyle and Mental Health



How can we deal with mental health issues in a way that respects the individual and encourages a healthy lifestyle?



Why is it important to look after your mental health?

How would you know if someone is suffering from mental health issues?

What sources of help are available to people with mental health issues?

How can an active lifestyle help people cope with mental health issues?

How does developing resilience help protect your mental well-being?

Lesson 1

Mental Health and Mental Illnesses

oLearning Outcomeso

- Understand the link between mental and physical health.
- Understand how to maintain good mental health and resilience.
- Know about the nine basic mental health issues young people experience, and know how to identify if someone is at risk.

Vocabulary

Mental health

Connect

1

In this game, you will connect with your classmates and maybe even learn some new things about them.

Find someone who:

- Has the same number of siblings as you.
- Was born in the same month as you.
- Has the same pet as you.
- Likes the same food as you.
- Lives in the same neighbourhood as you.



Time to connect

2

Read the definition of mental health then answer the following questions.

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Positive mental health allows people to:

- Realize their full potential
- Cope with the stresses of life
- Work productively
- Make meaningful contributions to their communities

Mental health is closely related to physical health. Broadly speaking, the less you are active, the more likely you are to end up with physical, but also mental, health problems. We often talk about the mind and body as though they are completely separate - but they aren't. The mind can't function unless your body is working properly. If you keep active, you are less likely to be depressed, anxious or tense, more likely to feel good about yourself and more likely to concentrate and focus better. Exercising and playing sports can also help by getting you together with other people, which is in itself very important for maintaining good mental health.



Mental Health Ribbon

- a. What is mental health? And what is its importance in life?**
- b. How is mental health related to physical health?**

3

Read about Mental Health Challenges then answer the following questions.

Mental health challenges are disorders of brain function. They have many causes and result from complex interactions between a person's genes and their environment. Nine common mental health challenges face young people today.

a. Can you explain these disorders? Your teacher will help you!



b. How do you think you would know if someone is experiencing mental health challenges?

c. How can you support them?

KEY FACT

World Mental Health Day is on October 10.

4

Look at the picture and answer the following.

- a. Discuss how connecting with others can improve mental health.
- b. Did you ever support your friend at difficult times? Share your experience with the class. Make sure you respect confidentiality.



Connecting with friends

5

- a. Create a poster for World Mental Health Day encouraging people to have a healthy mental and physical life.
- b. With your group, do research about one of the disorders designated to you.

Lesson 2

Views of Mental Health

o Learning Outcomes o

- Understand that mental health issues can affect anyone. They are not something to stigmatise.

Vocabulary

Gratitude

Stigmatisation

Destigmatisation

1

Often we are too busy doing things to stop and take notice of what is happening in our lives.

During this activity you will be given a sheet where you can list 10 things that you are grateful for in your life. These can be people, things, activities or feelings.



Thank you!

2

Read the article about *Destigmatising Mental Health* then answer the questions that follow.

People who suffer from mental health issues face many obstacles in life. If they are lucky, they have a good support network around them, with friends and family who help them through their days. However, unlike other health issues, mental health issues are often misunderstood. People who suffer from depression, for example, are often told that they are just “having a bad day” or going through “a phase”. They might be told to “cheer up” or pull themselves together. They might hear that they need to “try harder” to get “better”. These unhelpful attitudes add to the stigma of mental health. Sufferers might feel ashamed about their condition, and in extreme cases might be discriminated against because of it. This of course all adds to burden they are already carrying.

So how can you help to combat the stigma often associated with mental health? First, remember that these people are suffering. How would you deal with a friend who was suffering from a toothache or a broken leg? You’d show empathy and try to help him, right? The same attitude is needed when dealing with mental health. Suppose you have a friend who is dealing with a mental health issue. Show empathy and compassion. Think about the impact of your words and actions. If your friend wants to open up and talk to you, listen to him. Show him that you want to help. If he chooses to stay silent, don’t force him to talk. Sometimes people need time to make the decision to share their thoughts. Just let him know that you’ll listen

when he wants to talk. Give advice if you think he's open to that. But remember, mental illness can affect anybody. It's nobody's fault. So give your advice in a caring fashion.

By listening and being there, you can help your friend deal with his illness.



No more stigma!

- a. What challenges might people who have mental health issues face?**
- b. How could you deal with these challenges?**

3

With your group, present a three-character role play.

Having a mental illness is not a choice or moral failing. Mental illnesses occur at similar rates around the world, in every culture and in all socio-economic groups. A mental illness makes the things you do in daily life, like school, work and socialising with other people, hard.

- **One character plays a person dealing with mental health issues. Play the role in a caring way.**
- **The second character is someone who has a negative attitude to mental health problems.**
- **The third character challenges this negative attitude and supports the first character.**

4

What are your attitudes to mental health? True or False?

Your teacher will call out statements.

True False

Young people feel that their parents won't take them seriously if they tell them they are facing mental health challenges.

Mental health issues can be cured if help is sought.

Young people need more strategies to deal with stress and worry

Young people who suffer from mental health issues worry that their friends will make fun of them for it.

It is normal to experience mental health issues.

Mental health issues may get worse without help from friends, family and professional services.

5

Write a short paragraph about how you feel.

We all need to take notice of our thoughts. Think about how you feel today. What are you happy about? What are you grateful for? Are you worried about anything?



I take notice

Lesson 3

Causes of Mental Deterioration and Its Impact on the Individual

Learning Outcomes

- Know how to access structured support such as peer support and formal counselling.

Vocabulary

Active

Exercise

Physically fit

1 Look at the picture and discuss what you see with your class.



What's in the mirror?

2

Read about inclusion of individuals with intellectual disabilities in sports then answer the questions that follow.

The 2019 Special Olympics World Summer Games will take place in Abu Dhabi, in 2019.

Special Olympics is a global movement that unleashes the human spirit through the transformative power and joy of sports, every day around the world. We empower people with intellectual disabilities to become accepted and valued members of their communities, which leads to a more respectful and inclusive society for all.

7,000 athletes and their families, from 170 countries will be welcomed at the Special Olympics World Summer Games in Abu Dhabi. The athletes will compete in 22 sports, taking place at multiple venues throughout the city.

Commenting on the momentous occasion, the Chairman of the Abu Dhabi World Games Higher Committee said: “Abu Dhabi has long been at the forefront of the inclusion of individuals with intellectual disabilities in our region. Today, we are celebrating a milestone in a journey that began with the vision of Sheikh Zayed bin Sultan Al Nahian-may God have mercy upon his soul-in promoting an inclusive society. We are proud to continue this tradition through our leaders, and extend our commitment to the Special Olympics movement, which has the firm backing of the Crown Prince Court of Abu Dhabi, and the entire nation, as it brings us a step further in achieving social inclusion. Thanks to the Special Olympics athletes of the UAE who have inspired us to reach this milestone.”

- a. How does the power and joy of sports unleash the human spirit?**
- b. What role can a school play in encouraging a healthier lifestyle?**



HH Sheikh Mohamed bin Zayed Al Nahyan at the signing of hosting the Special Olympics in Abu Dhabi in 2019

3

Read the article about Five Ways to Well-being. Then answer the questions that follow.

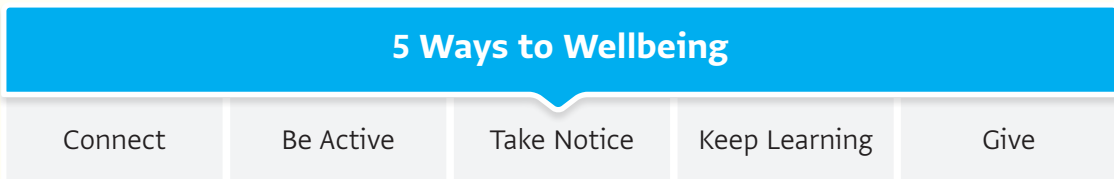
Because we live in such a fast-paced world, we may neglect our mental emotional and needs. But this can just lead to further problems later in life. Mental health issues can include feelings of panic, anxiety, loneliness, despair, or even lack of direction. This turn leads to 'negative thinking', as we focus on our problems and things that we think are going wrong in our lives. So sometimes, we need to give ourselves a 'mental workout'.



One effective way to protect your mental health is to use the 'Five Ways to Well-Being'. These are simple activities that people can easily do in their everyday lives to look after their health and wellbeing.

They were developed by the New Economics Foundation based on evidence gathered about mental health and well-being. The five ways have been used by health organizations, schools and community projects worldwide to help people take action to improve their wellbeing.

a. With your group, analyse the meaning of each of the 5 ways and how would it help.



4

Mental health issues can stem from many causes. With your partner, discuss some of the causes listed below and decide how the 'five ways' could help people in these situations.

a. There are no right or wrong answers here-just creative ideas to help you, your community and your world.

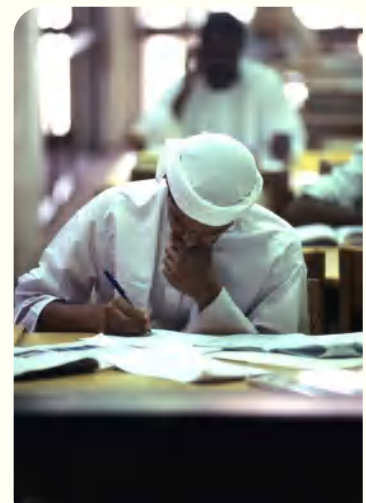
Cause	Solution
Feeling isolated	Connect with others
Unhealthy 'lazy' lifestyle and diet	
Sense of fear or anxiety	
Shocking experience	
Sense of worthlessness	

5

The Five Ways and Me.

In order to help others, we first need to look after and care for ourselves. The Five Ways provides a strategy to do just this. Think about how you could apply the five ways to look after your own mental health. Think specifically about the first way, Connect.

Write a short paragraph about how the five ways could help you.



Lesson 4

Asking for Help

o Learning Outcome o

- Know how to access structured support such as peer support and formal counselling.

Vocabulary

Support

Seeking help

Counselling

Mindfulness

1

You are not alone in the world. You don't have to do everything yourself. You can ask for help.



I need help!

With your partner, consider these questions:

- a. **When is it time to ask for help for yourself?**
- b. **When is it time to ask for help for a friend?**
- c. **Who could you ask for help?**

What I might say when looking for help:

.....

2

Read the following article then discuss the questions that follow.

In the modern world, everybody seems to be busy. Life is a constant swirl of activity: tasks, deadlines, classes, meetings, chores and so on. We are all moving so fast that we forget that sometimes we need to slow down. We need to literally take a breath!

Because we are constantly doing, we may lose touch with how we are feeling. Mindfulness is a very effective relaxation technique that gives you a chance to ‘check in’ with yourself. You choose to stop for a moment (maybe a minute, maybe fifteen minutes) and take notice of how you are feeling.

One of the core practices in mindfulness is attention to breathing. This simply involves paying attention to your breath, noting each in breath and each out breath. You don’t need to change your breathing; you just need to notice this. This helps your brain to slow down and helps you to notice how you are feeling. You have a chance to listen to what your body is telling you.

As you relax more, you start to pay attention to your body. Do you feel relaxed? Is there pain or tension anywhere? Do you feel calm or is your mind (and your heartbeat) racing? For now, you are just noticing your feelings. You are not judging or analysing them.

By taking notice of what your body and mind are telling you, you can start to think about whether you need to

change your lifestyle or seek help.

As you become more skilled at mindfulness, you can apply it to many aspects of your life. You can walk mindfully, paying

attention to each step. You can eat mindfully, paying attention to taste. And you can even listen to music mindfully, paying attention to each note.

Isn't it time that you stopped and took a breath?



- a. How can mindfulness help you to take notice?**
- b. How can mindfulness help you to keep learning?**

Complete the almonds eating exercise. Share your thoughts about the experience in the box below.

3

Read the following article, then complete the activity that follows.



I'm here for you!

Children and young adults need guidance and support, especially when it comes to dealing with academic, personal, parental and social pressures. This is why many schools employ guidance counsellors.

A counsellor's job is to help students reach their full potential. First and foremost, they listen to students' concerns. They also act as advocates for students' well-being, and as valuable resources for their educational advancement. Counsellors can help students with issues such as bullying, disabilities, low self-esteem, poor academic performance and relationship troubles. In addition, they can evaluate students' abilities, interests and personalities to help them develop realistic academic and career goals.

On the job, school counsellors listen to students' concerns about academic, emotional or social problems. They help students process their problems and plan goals and action, mediate conflict between students and teachers. They can also improve parent/teacher relationships, assist with college applications, jobs and scholarships. They can help in organizing peer counselling programs, work on academic boards to improve learning conditions.

Because everyone's home and social life is different, guidance counsellors need to be caring, flexible, adaptable and patient.

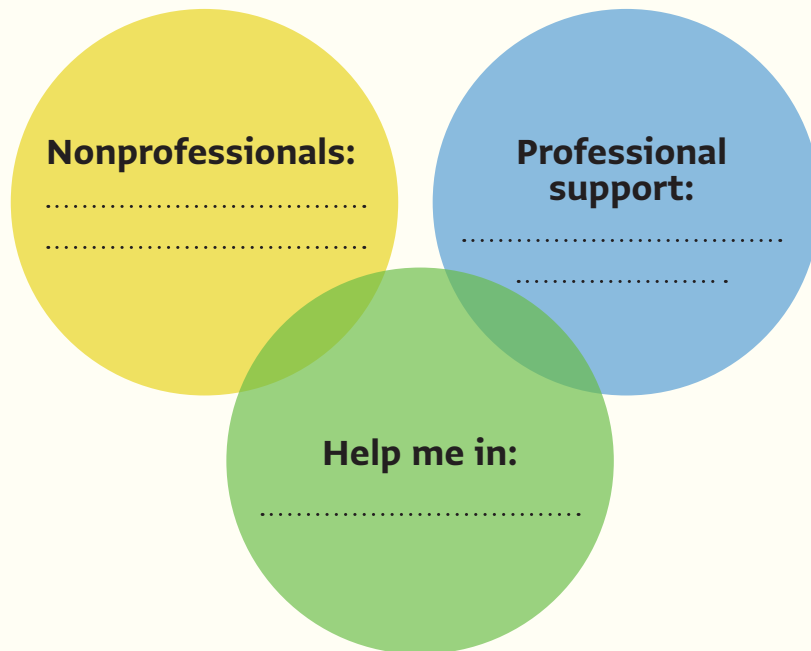
Being a counsellor can be difficult, but you can make a fulfilling career from easing students through the often tumultuous school years. With your help, they can navigate problems with confidence.

- a. What skills should a good counsellor have?**
- b. With your group, prepare a role play where one character raises concerns about their mental health, and another character urges them to seek help.**

4

With your group, make a simple poster urging people to seek help if they need it. It can be for seeking help for a specific mental health disorder or can be a guide to accessing help for any challenges you or your friends are facing.

Make sure to include:



5

Write a short paragraph about asking for help.

Everybody needs some help sometimes. Perhaps you've needed help in the past. Or maybe you might need help in the future. If you needed help, would you know who to turn to? Would you know what to ask? And how do you think you'd feel after asking for and receiving help.



Lesson 5

Healthy Lifestyle and Mental Health

○ Learning Outcomes ○

- Understand how to maintain good mental health and resilience – e.g. through participation in arts and sport – as well as the risks to mental health from such things as isolation and substance abuse.

Vocabulary

Compliment

Resilience

1 Sit in a circle.

When it's your turn, give a compliment to the person on your right. Then, when it's your turn again, give a compliment to the person on your left.

As you participate in this activity, consider the following:

- How does it feel to give a compliment?
- How does it feel to receive a compliment?



It's nice to be nice!

Read about applying the five ways in order to improve your physical and mental health, then answer the questions that follow.

By applying the Five Ways, you can greatly improve both your mental and physical health, and become a more resilient person, better able to cope with life's trials. When you connect with others, you build a support network. People are stronger when they reach out and work together.

The more active you become, the healthier you will feel, both in your mind and in your body. You will become tougher and stronger, able to overcome obstacles and deal with problems that you encounter.

Remember to take time to take notice. Be mindful of what your body is telling you. What are your thoughts? What are your feelings? The more aware you are of your developing strengths, the more your confidence and enthusiasm grow. We all have bad days. We can't achieve everything on our own all the time. Sometimes on your journey, you need help along the way. Knowing when to ask for help isn't a weakness; it's a strength.

Finally, give something back to others. Be grateful for the good things in your life. And share the goodness with others. Develop an attitude of gratitude.

If you first focus on improving and helping yourself, you will then have the strength to help those around you. As your support network grows, you develop more resilience, you feel ready to help even those you don't know, those who may be struggling in your community. And then everyone starts to grow together!



Supporting each other

- a. How can you use the five ways to strengthen your own resilience?
- b. How can you use the five ways to help your friends and family to strengthen their resilience?
- c. How can you help the people in your community to strengthen their resilience?

3

Read the following article and then complete the tasks that follow with your partner.

Charitable work and social solidarity have been the fundamental pillars of UAE society and have always helped the people of this country face all kinds of hardships before the discovery of oil and the advent of prosperity. Philanthropy has developed with the growth of the Emirates, as reflected in the establishment of charitable societies and organizations dedicated to alms-giving and charitable activities. Other contributors include government institutions and domestic initiatives launched by UAE nationals as well as other residents.

The UAE's most important charities include the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation. Founded in 1992 for charitable projects inside and outside the UAE by Sheikh Zayed (may God have mercy upon his soul), the founding father of the UAE, the organisation has helped many countries through its aid projects.

Another leading charity is the Mohammad bin Rashid Al Maktoum Foundation. Launched in 2007 by His Highness Sheikh Mohammad Bin Rashid Al Maktoum, Vice President and Prime Minister of UAE and Ruler of Dubai, its stated goal is to empower future generations to create knowledge-based societies by funding research projects and initiatives.

The importance of tradition in contemporary charities is reflected in the name of another important UAE charity, the Zakat Fund. The Zakat Fund was created in 2003 by Sheikh Zayed and is a public body that officially collects Zakat donations in the UAE. Its charitable projects provide for widows, orphans, unemployed persons, the elderly, and the disabled.

- Consider why charity is such an important element of UAE life.
- Find a charity in the UAE that helps people with mental health issues.



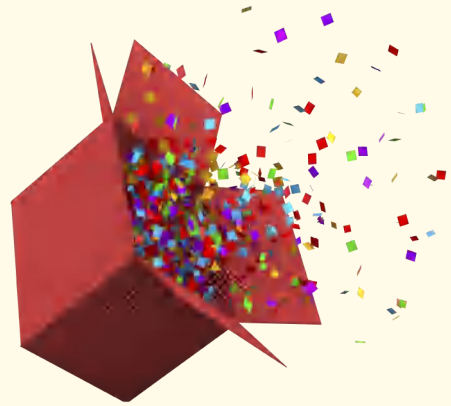
4

It's time to get creative!

Use your creativity to make a gift for your assigned classmate. You can:

- Make them a card
- Write them a poem
- Draw them a picture
- Make them a mini sculpture.

Think about their gifts and talents while you make it for them. Create something that will make them smile.



For you!

5

We've been on a journey in this unit! We've covered five ways to improving our well-being.

Think about your own journey. Write a short paragraph about your journey and where you'd like to go from here.

Are you more resilient now than you were before?

How do you think you can improve your own well-being?

What about those close to you?

And how can you give something back to society?

Unit 6

Moral Education in Action

'We become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts' (Aristotle).

Introduction to Moral Education in Action

Now that you have completed the Grade 6 units in the Moral Education programme, what happens next? In this unit, you and your classmates will build on the skills you have learnt by taking part in an action project. The Moral Education programme has taught us that our actions are shaped by our values. This action project helps you to put the theory into practice.

Young people are not 'Citizens in Waiting' (Professor Audrey Osler). You will be able to examine your own understanding of citizenship and explore a range of moral issues in the classroom. At this stage in the programme, you should feel able and willing to take responsible action to help create a better community.

The action in the project can range from individual charitable acts and making more ethical consumer choices, to group actions such as raising awareness about important issues or campaigns for change.

This action project gives the student, the opportunity to make a difference in many ways and at many levels in real-world situations. It's your 'Call to Action'.

Before deciding on your action project, it is important to take some time to step back and plan for the project.





The Action

Once you have decided on your project, together with your classmates you should brainstorm the following questions

What is the specific aim of the project?

How are you going to get it on the agenda of the relevant decision makers?

How can you encourage the rest of your school to get on board?

How are you going to encourage the public to make a change for the better?

What kind of follow-up plans will help to really maximise change?

Ideas for Action Project

1. Creative project:

As a Grade 6 student, you could work collaboratively with your class to construct a sculpture, mural or art piece for the school exploring a theme from your Moral Education programme.

You could bring ideas from earlier lessons into your approach to the project. For example, based on what you learned about sustainability and looking after the planet for future generations, you could look to use recyclable materials in your art piece. Organise your class to collect used paper, paper cups, bottle caps, glass jars, bags, wool, textiles or other materials in advance of creating the art piece and involve other grade levels in contributing supplies for the installation.

2. Memory book or Memory box:

With the rest of your class, create a 'Memory box' of some of your favourite times from school so far.

You could include photos or poems or pieces of art work from previous project work or lessons. Why not add copies of certificates or awards or achievements of your class? You could even work together to create a template or framework for the memory box which other grade levels could then use in the future. You could come back to the school in five years and open your memory box together to remember the cohesive school community that you all created for yourselves!

3. Whole-school cultural passport project:

Along with your class you could organise a whole school project whereby each class learns about aspects of a particular country. Find out about the cultural, political and societal characteristics of your chosen country and distil

the main facts and learning into a cultural 'passport'. You can then visit other 'countries' in the school to learn more about them and get your passport stamped when you have completed a visit!

Now that you have undertaken the project work, you will want to update your parents about your progress! Along with the rest of your class you will plan a showcase event. Below are some ideas for organising a showcase event for them:

Showcase Event for Your Parents

1. Design:

- With your class and teacher, choose the space and venue for your showcase. (your classroom or the school hall).
- Plan how you will design the space.
- You could represent the flags of all the countries of people in your class.
- You could design a 'name wall' where everyone writes their name.

2. Display:

- Ensure that everything you have learned from the action project is visually represented.
- Include posters or other graphical representations of the work that you have done.
- Set up a self-running slideshow of photos that were taken during your action project.

3. Engagement:

- Prepare questionnaires.
- Prepare quizzes for parents to attempt.
- Conversation starter sentences to start dialogues.

4. Think:

- Define the best ways through which you can communicate the new knowledge you have acquired and the skills you have developed as a result of this project.

Other Ideas for Sharing Your Action Project

You may decide that you would like to share what you have learned through the action project in alternative ways to the showcase event for parents. Below are some other suggestions:

- Share the main learning from your project in a school blog or newsletter.
- Summarise the main points of your project in a poster or infographic.
- Take part in a partnership event with a local school that has also completed a moral education action project.
- Contribute to a reflective journal or learning log.
- Use social media to share details of some of your project work, for example a class Twitter account or podcasts.

QUOTE

'How wonderful it is that nobody need wait a single moment before starting to improve the world'
Anne Frank

Parents' Guide Grade 6

Unit 5 Mental Health

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

Mental Health

Objectives of the Unit

The aim of this unit is to help students explore the issues surrounding mental health, including recognising how to deal with mental health issues and interact with those suffering from mental health issues.



How can we deal with mental health issues in a way that respects the individual and encourages a healthy lifestyle?

Exploratory Questions

- Why is it important to look after your mental health?
- How would you know if someone is suffering from mental health issues?
- What sources of help are available to people with mental health issues?
- How can an active lifestyle help people cope with mental health issues?
- How does developing resilience help protect your mental well-being?

Learning Outcomes:

- Understand the link between mental and physical health.
- Understand how to maintain good mental health and resilience – e.g. through participation in arts and sport – as well as the risks to mental health from such things as isolation and substance abuse.
- Know how to access structured support such as peer support and formal counselling.
- Understand what can cause stress or mood changes.
- Know about the nine basic mental-health issues young people experience, and know how to identify if someone is at risk.

Home Activities

Activity 1:

Applying the five ways

Have a series of activities around the five ways

- Spend an evening connecting with each other, taking time to learn something new about each other or sharing hopes and plans for the future. Try to deepen the connections between family members.
- Set aside an hour where you can be active together as a family. Maybe take a walk together, or spend some time in the gym. Perhaps go to a swimming pool. The idea is to show that being active can be more fun when done with others.
- On another evening, have some quiet time as a family. Perhaps set aside 20 minutes when there's no talking, no music, no television, just silence.
- Share one thing that is concerning you with another family member. Show that it's okay to ask for help and advice.
- Have a gratitude evening, where all member share three things that they are grateful for in life (grateful to family; grateful to community; grateful to UAE).



Activity 2:

Being mindful

Over the week, carry out different activities that develop mindfulness. After each activity, discuss the experience.

- Have a 15 minute breathing exercise, where each family member pays attention to their breathing and embraces the silence so they can hear what their body is telling them.
- Go for a mindful walk. Walk slowly and deliberately, noticing every step. You don't even have to leave the house to do this. Walking around a room can help you develop mindful walking.
- Have a mindful eating feast. Put a selection of small treats on a table. Family member select a treat and slowly eat it, paying attention to the various senses (taste, touch, sound, smell, sight).
- Have a mindful concert. Set aside 20 minutes to listen, really listen, to a piece of music. It can be any music, though calm, relaxing music is preferable. Try to notice every note and every instrument.

Activity 3:

Asking for help

Create an atmosphere at home where people feel comfortable asking for help.

- Assign each family member a subject to research, something that another family member may be more familiar with. Family members then should ask each other for help with their assignment. People should be supportive, not judgemental, when offering help.
- Each family member should choose a practical problem that they like to solve. However, they need to ask other members for help in solving the problem. For example, if someone's phone isn't working, they could ask another family member to help them find a solution, rather than searching for a solution on their own.

Activity 4:

Being grateful

Try to cultivate an “Attitude of Gratitude” in the home.

- Encourage people to say thank you for even small things and acknowledge when people do express gratitude.
- Each evening for a week before going to bed, have each family member identify one thing they are grateful for in that day.
- Search for gratitude. Ask family members to identify one thing that annoyed them during the day, and then encourage them to find something to be grateful for in the experience. For example, “My car broke down, but I had an interesting conversation about football with the mechanic.”

Glossary

Abandoning responsibility: Evading duties and blaming others.

Active: Moving and energetic; not still.

Acts of compassion: Initiatives by individuals, associations or countries to alleviate the suffering of others, such as feeding the hungry, giving charity to the poor, visiting the sick, giving condolences in death, sheltering the homeless, providing financial and emotional care for orphans and so on

Aerobic: Vigorous activity that exercises and strengthens the heart and lungs.

Anti-racism: Opposition to all types of discrimination based on race or culture.

Archaeology: The study of objects from the past, especially bones, fossils and equipment.

Assuming responsibility: Acknowledging committed acts and a willingness to bear the consequences of these acts. The ability of the individual to commit to certain obligations, then fulfil such obligations voluntarily and with effort.

Attitude: A belief or opinion that varies from one culture to the next, such as attitudes towards money or health.

Audit: An official evaluation or assessment of an organisation.

Authority: A position that grants an individual capacities that prioritise them over others. Hence they could be in the position of enacting laws and making decisions.

Benefits: Good or positive effects of something

Benevolence: Kindness to others.

Brochure: A leaflet outlining information.

Campaign: A series of planned activities done in order to bring about change in a particular area. For example, politics, education, health, sports, etc.

Carbohydrate: The compound in food that is broken down to release energy.

Challenge: Something new and difficult that requires great effort and determination.

Communication: The process of transferring information from a source to a target.

Compliment: To say something nice or positive to or about another person.

Connect: Engage with someone else in a meaningful way and share thoughts and feelings with them.

Consequence: The results or effects of a particular action or event.

Counselling: Professional support for people suffering mental health issues or stress.

Cultural significance: The reason why something (an artefact or symbol, for example) is important to a particular culture.

Culture: The ideas, knowledge, behaviours, patterns, customs, beliefs, characteristics or habits of a group of people.

Curator: The person in charge of a museum exhibit.

Demographics: The study of populations and population movement.

Destigmatisation: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Diet: The type and range of food that a person regularly eats.

Discrimination: The practice of treating or regarding others differently on the basis of their social class, religion, economic class or ethnicity

Disease: An illness which affects people, animals or plants. It is usually caused by an infection or bacteria.

Distributive justice: The fair distribution of services, resources and assets to everyone according to their own needs

Diversity: Many different types of people (or things) being included and treated as equal.

Eligibility: Conditions that grant the individual the right to do something or the advantage of having achieved it. For example: a person who sacrifices a great deal of time, money or effort receives more resources compared to a person who makes fewer sacrifices.

Empathy: The ability to share the feelings of another person, and to put yourself in their shoes.

Enriched culture: A culture that is vibrant, innovative and evolving, and interacting with other cultures.

Equality: Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, x or race

Exercise: Activities that use up energy and improve your physical health.

Exhibit: A display (usually public) of objects for people to examine and learn about.

Experience: Something you have taken part in or gone through.

Fairness: Justice, giving people their rights

Flexibility: The ability to bend and stretch without breaking.

Floor plan: A map showing a view of rooms and spaces from above.

Generosity: Benevolence; giving material and moral support without expecting anything in return

Global Health Concerns: Health issues that are not restricted to one area alone but affect people worldwide. Examples include epidemics of flu, obesity, cancer, heart disease, diabetes, malaria, malnutrition, etc.

Gratitude: Giving thanks for the good things you have, good things that have happened to you, or good things you received.

Happiness: Feeling joy, satisfaction and reassurance

Heritage: The shared history of a group or community, including its traditions, customs and values.

Identity: What makes a person unique, or part of a specific group.

Justice: A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests

Malaria: A serious disease causing fever. It is carried by mosquitoes.

Malnutrition: Physical weakness and illness due to a severe lack of food.

Mental health: The condition and 'fitness' of your thoughts and your emotions, as opposed to the fitness of your body.

Mindfulness: Focussed awareness of your thoughts and feelings.

Moral dilemma: A problematic situation that requires analysis of the reactions of those involved in order to understand the different viewpoints and judge fairly

Moral standards: A commitment to values such as equality, justice, empathy and respecting others and the law

Movement: Changing position or going from one place to the other.

Multiculturalism: Having a variety of cultures in one place and appreciating the rich variety that this leads to.

Multiple perspectives: Acknowledging that there are numerous ways of looking at something and that a variety of different standpoints can be helpful.

Museum: A building that houses and displays important objects from the past, such as artefacts and fossils.

Need: A lack of some thing or resource

Nutrition: The process of getting the food necessary to maintain good health and growth.

People of determination: People who have different abilities. They may be blind, deaf, disabled, have learning difficulties or any other condition that means they have different needs to others.

Physically fit: Having a healthy body that is able to do many exercises and activities.

Policy: A document or statement used by an organisation to guide action.

Population: The number and variety of people in a specific area.

Positive growth: Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill-developing opportunities

Positive relationship: Develop effective and clear communication with others and understand them well. them well.

Prejudice: Pre-judging someone or something. A pre-conceived idea formed without any basis in knowledge or fact.

Prevention: Ensuring that something does not happen.

Research: To search for further information about a topic.

Resilience: The ability to cope with life's difficulties and to recover after setbacks.

Respecting Others: Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class)

Responsibility: Undertaking duties, participating, cooperating and helping others in the family, school and society, as well as assuming the results of errors, i.e. acknowledging mistakes, apologising for them, retracting them and working to find solutions to the problems resulting from them

Review: Look back upon; assess and evaluate.

Revisions: Make changes based on corrections or feedback.

Seeking help: Contacting others when you feel overwhelmed, in danger or stressed.

Self-esteem: Knowing one's own value and worth; self-respect

Self-respect: Belief in one's inherent value and worth as a human being; an appreciation of one's positive qualities and skills

Snap judgment: A decision made in a hurry without thinking, usually straight after meeting someone or an event.

Social responsibility: Protecting citizens, securing their rights and safeguarding the homeland. Environmental responsibility, for example, lies in protecting the environment and securing the right to live in clean environment; cultural responsibility lies in supporting the homeland and strengthening loyalty to it.

Sources: Where information was obtained from.

Stigmatisation: Negative beliefs and attitudes about a situation or a condition.

Support: Help or encouragement, especially in times of difficulty.

Sustainable Development Goals: A set of 17 “global goals” over a range of issues, such as ending hunger and poverty, improving health and education, ensuring clean water and sanitation, etc.

Sympathise: Feel with others.

Sympathy: Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.

Theme: The main or central idea.

Tolerance: The quality of accepting people and their behaviour and opinions even if you are not in agreement with them.

Well-being: A person's state of comfort, health and happiness.



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.

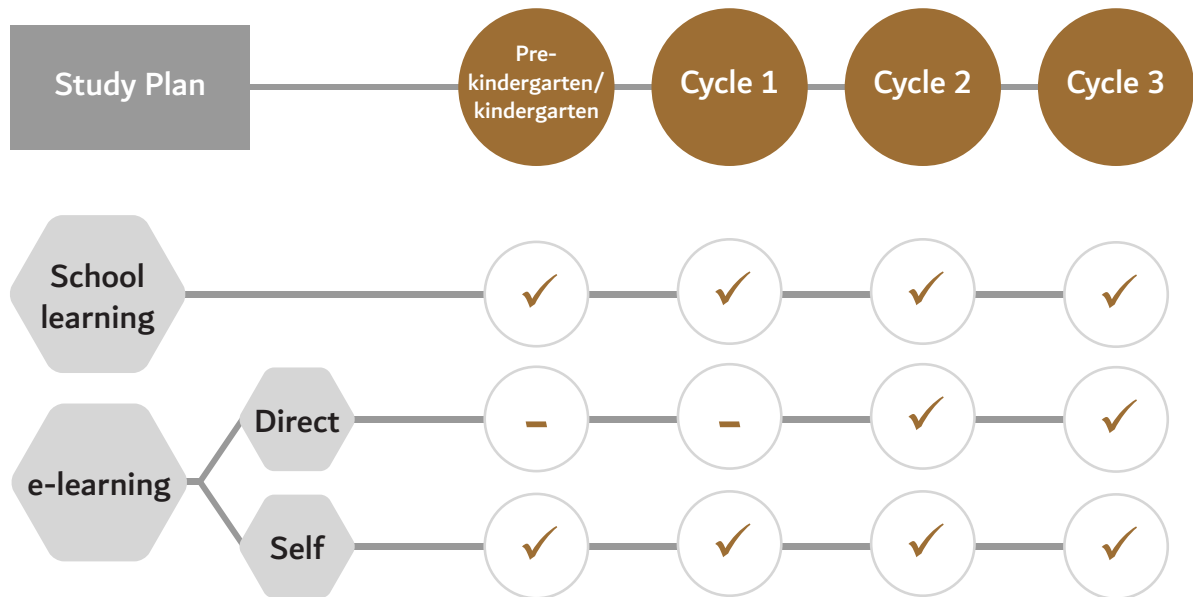


The moving hand that pushes the wheelchair is a symbol of initiative, self-reliance, and a desire towards progress, accomplishment and competition with the community members



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:



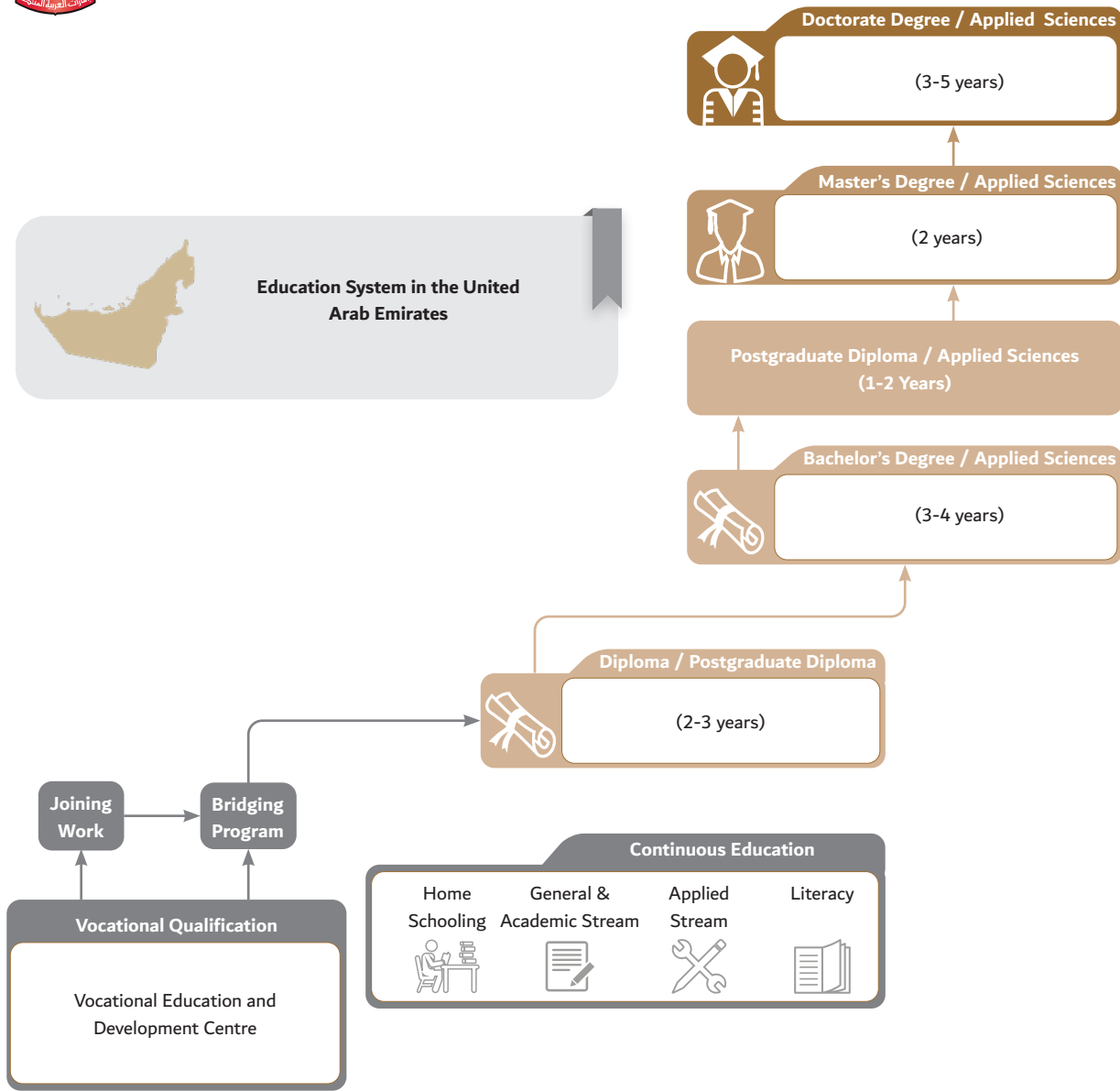
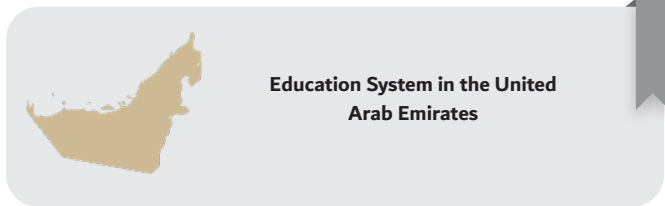
برنامج محمد بن راشد
للتعلم الذكي
Mohammed Bin Rashid
Smart Learning Program

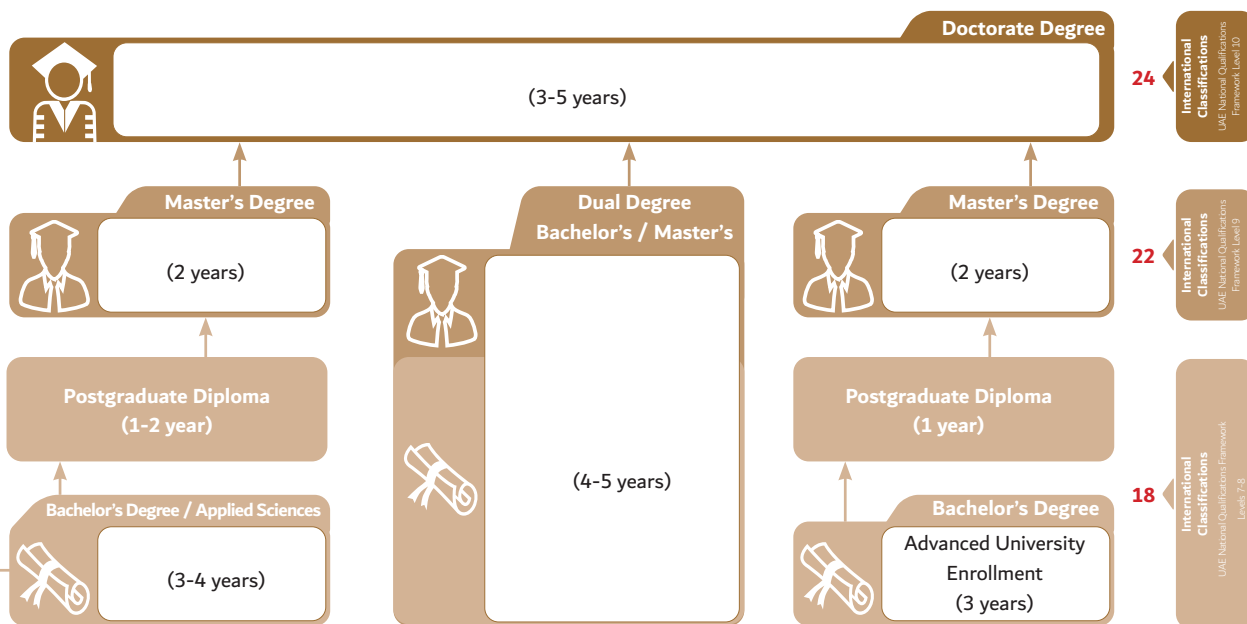
Electronic units





UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.

