

MORAL EDUCATION



Grade
04

Moral Education

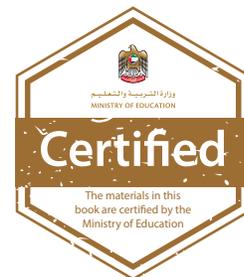
Student book

Grade 4

Volume 3

Third Edition

1441- 1442 A.H. /2020- 2021 A.D.





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

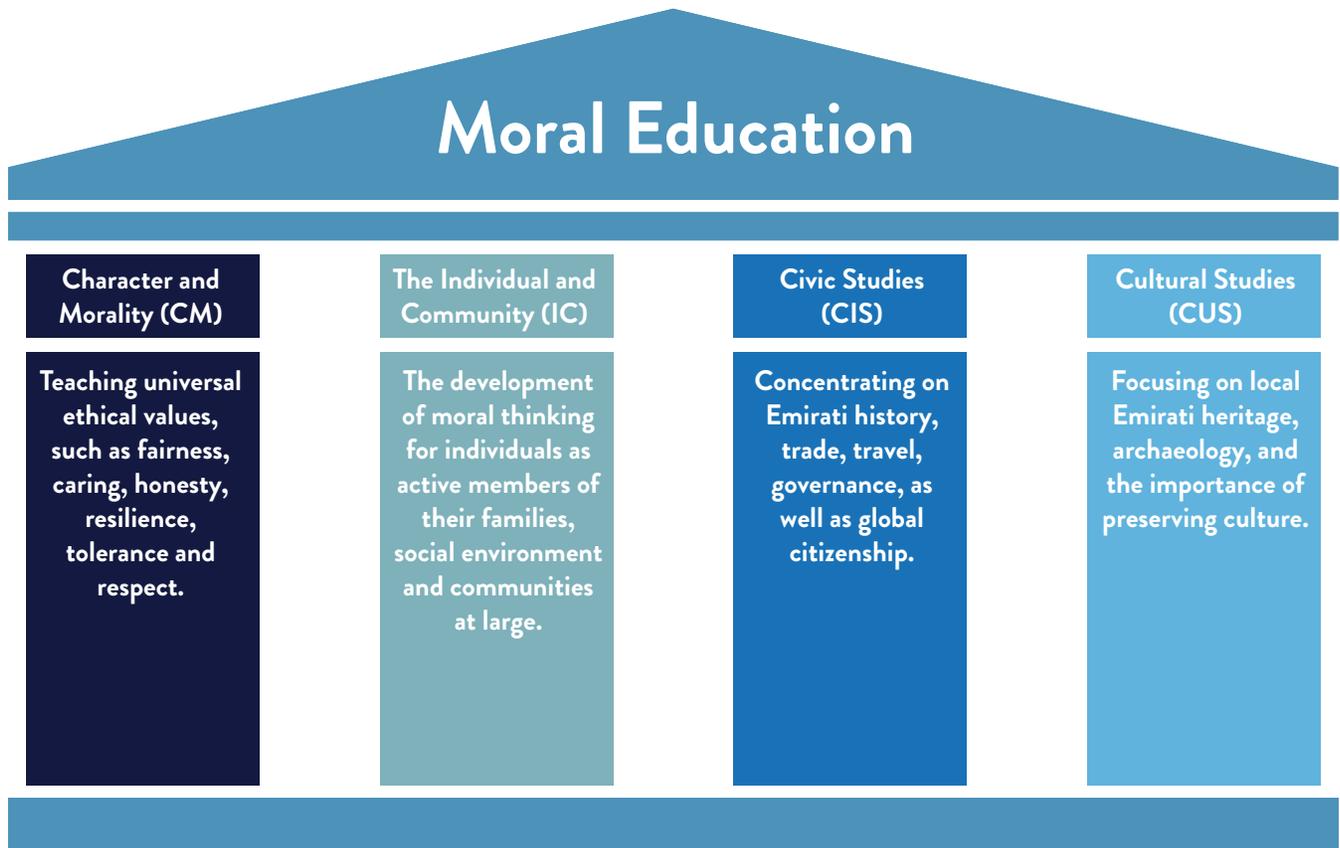
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



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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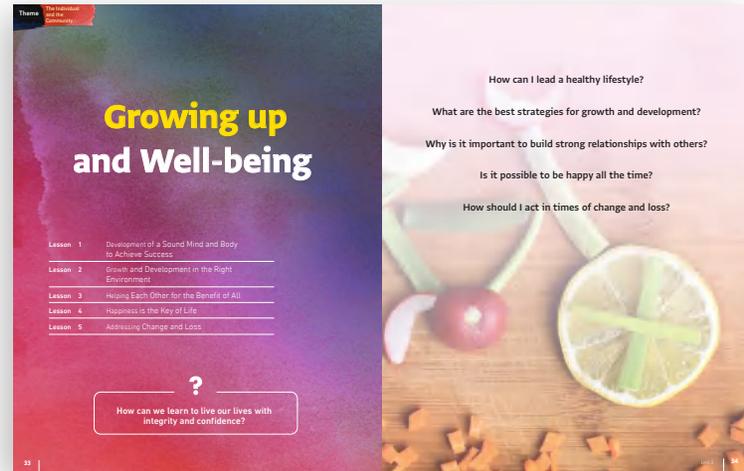
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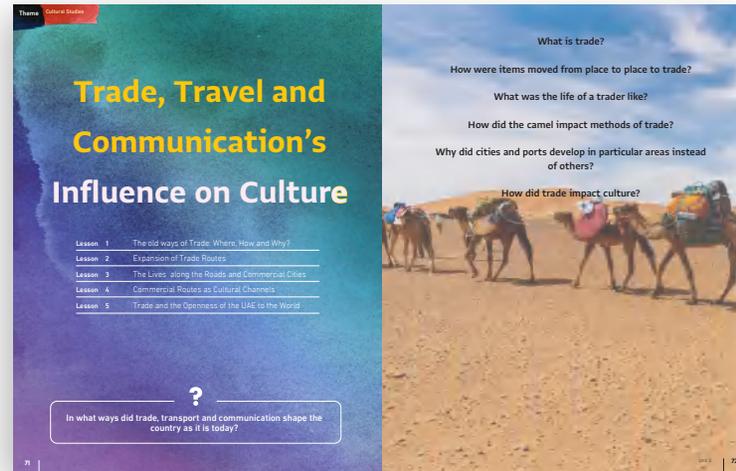
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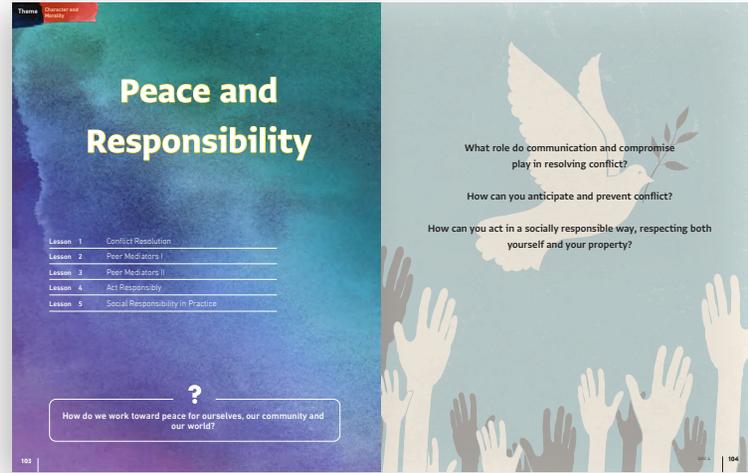
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Helping and Making a Difference

Lesson 1	Contribution of Individuals
Lesson 2	Making a Difference Starts with an Idea
Lesson 3	Research and Planning for Sustainable Change
Lesson 4	Applying Myself to Tasks
Lesson 5	Finishing Touches



How can individuals work together to build a better community and society?



How can individuals apply themselves to different tasks for the benefit of the community?

How can individuals work alone and then collaborate with each other to improve their learning and achieve their goals?

How can people work together in order to contribute to the community?

Lesson 1

Contribution of Individuals

○ Learning Outcomes ○

- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.

Vocabulary

Trust

Respect

Relationship

Good deed

Empathetic

Superior

Inferior

1 Put on the blindfold and turn around three times. Then follow your partner's instructions to make your way through the obstacle course.

When you reach the end, pass the blindfold to your partner. Now, it's your turn to be the guide.

Remember, you can't touch your partner to help them. You must guide them with your voice alone. Now, let's discuss!



Read *Ghassan, the Show-off boy*, and answer the questions that follow.

Ghassan was a very wealthy boy. He lived in a huge house and had a lot of servants and a nanny to look after him. Each day he would go into school wearing the most fashionable designer clothes and with some new fantastic toys that had been given to him. He loved showing them to the class and he particularly liked showing them to the children who could not afford what he had. He would even make fun of other children for not possessing what he possessed. Ghassan had everything! There was only one problem. Despite all his wealth Ghassan was quite lonely. You see Ghassan had no real friends.

One day, he was sitting in the school yard on his own and one of his classmates, Lama, asked him why he looked so sad. He confessed it was because he really didn't have any friends. She sat beside him and explained to him that he made the other children in the class feel quite bad about themselves because he boasted about his wealth and laughed at those who had less than him. Lama explained that he needed to be more empathetic. In other words, try to understand how they felt when he said things to them and laughed at them. He called people offensive and hurtful names and thought that it was OK because he felt he was superior to them. As a result, nobody wanted to be around someone who made them feel inferior. They didn't care about his wealth. They cared about his heart.

Ghassan listened and understood for the first time that the reason he himself was sad was because he had been making others feel so sad. The key to making himself feel better was to be nicer to other people. He resolved to change his ways...

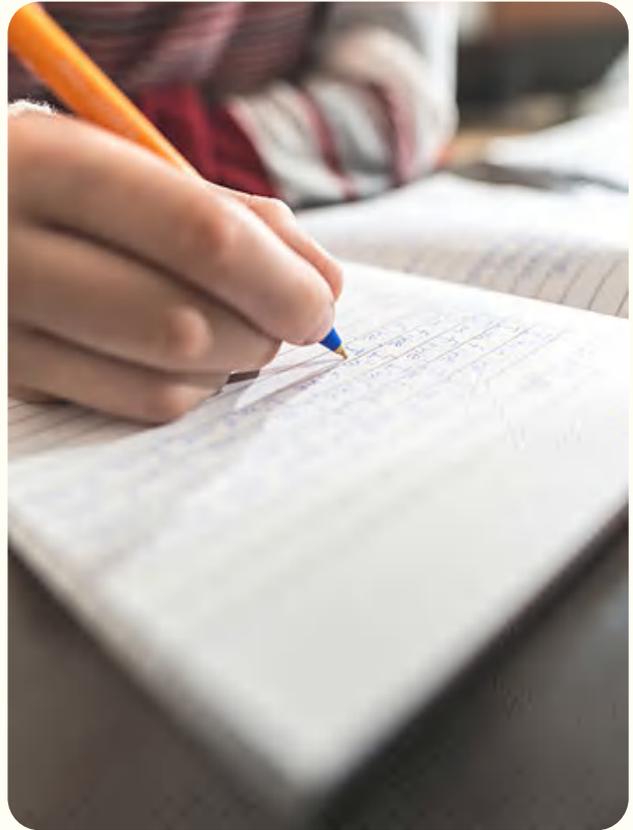


- a. Does Ghassan's wealth help him to gain the respect of his classmates?
Why?
- b. How do we show respect to people around us?
- c. How does Lama make a difference in Ghassan's life?

3

Read the text *The Day I Discovered My Talent* then answer the questions below.

How I discovered my talent for writing. My name is Sandra and I want to tell you about something that happened last year that has changed my life forever. Well, one day our teacher told us about a story competition and asked everyone in the class to write a story for it. I felt very anxious. You see, I thought that I didn't have enough imagination to make up a whole story! The other kids in my class seemed very excited but I was too worried about the assignment that I did not talk to anyone. After class, my teacher asked me if there was anything wrong as I seemed very quiet. I felt a bit silly but decided to share my problem. She told me not to worry and that she had the perfect solution. She told me about a creative writing class in the library for children my age organised by university students who want to help kids like me, who found writing difficult. The following day, I went along with my mother and I met Carmen. She is 19 and studies in the university. She is patient but also very funny and she made me laugh a lot. Together we worked on my story. We used a technique called "brainstorming" which is where you write down lots of ideas in a short space of time. Even if the idea seems crazy you still write it down. After that we choose all the ideas we liked, made a good plan for the story and started writing. In the end I wrote a pretty good story and everyone in my class liked it. Since then I have been writing a lot and I love it. Someday, I might even try writing a book!



- a. Is there a good deed in the story? What is it?
- b. Compare this story with the first activity that you did today.

With your group, discuss the questions below.

4

- a. How does it make you feel when you help other people?
- b. How do you think people feel if you do a good deed for them?
- c. How does it make you feel if you are unkind to someone?
- d. How do you think people feel if you are unkind to them?



5

Listen to the stories about good deeds that other young people in your country have done.

Think about good deeds that you could do for people you know and your community.

Your friend:

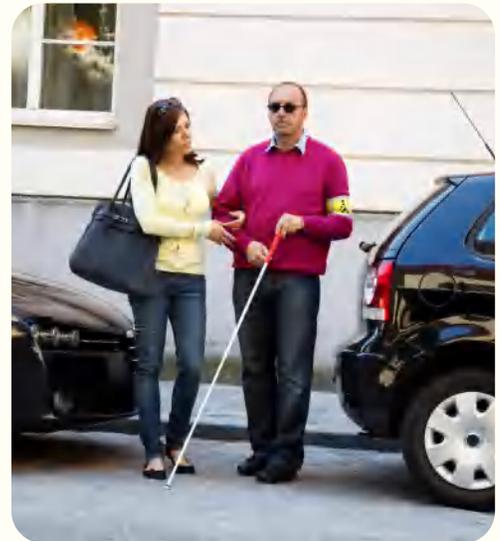
Your sister or brother:

Your mother:

Your teacher:

An elderly neighbour:

Your community:



Lesson 2

Making a Difference Starts with an Idea

○ Learning Outcomes ○

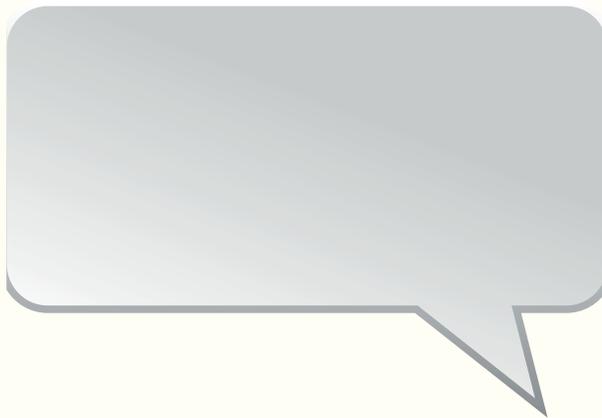
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Vocabulary

Volunteer

Accessible

1 Write 3 things that make a good community.
Put your ideas in the speech bubbles.



2

Read *Kim's Story* about respect then answer the questions that follow.

When I was 3 years old, I contracted polio and since then I have been using a wheelchair. People often ask me if my disability stops me from doing things and I say no. Thanks to the people in my community I have seen how sometimes just a little help from another person can make the impossible (or the very difficult) possible for me.

For instance, take my daily commute to the university.

When I started last year I realized that I would have to take the bus at rush hour every morning. With everyone rushing to get to work and school I wondered if I would be able to move around.

Thanks to all the great people on my commute the answer was yes. Although it can be a little tricky getting on and off the bus everyone gives me space and is patient if I need more time than the other passengers. Then, there's a path beside a busy road without a ramp on the way from the bus stop to the university gates but there's a man who sells newspapers there and he always helps out. He's very nice and we often share a joke. Once inside the university gates, things get easier but if I do need help there's always someone on hand. In fact, I've made a lot of friends this way and I get invited to a lot of parties. My friends say that I know everyone in the university.



- a. Put yourself in Kim's shoes and think what is the most difficult thing for wheelchair users?
- b. Do you think your town is accessible for wheelchair users? How could town planners make things more inclusive for people of determination?
- c. What kind of things can other people do that might make life easier for wheelchair users?

.....

.....

.....

3

Consider the following quote from His Highness Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him:



No matter how many buildings, foundations, schools and hospitals we build, or how many bridges we raise, all these are material entities. The real spirit behind progress is the human spirit, the able man with his intellect and capabilities.



Within your group, explain what is meant by ‘the human spirit’. How can you be a human spirit in your community?



4 Read how some people help their community and answer the following questions.

Helping people makes them happier and makes the community a better place. Some people use their free time in helping others. We call them volunteers. Volunteers help others in our society in all kinds of ways. They visit older people in the community who might be lonely, they raise money that helps poorer communities and they help disabled people achieve their goals through events like the Special Olympics. But volunteering is not just about giving. When you help others you receive so much in return. Firstly, there's the satisfaction you get from helping another human being and making the world around you a better place. Then, you will meet new people and gain valuable life experiences and skills that might help you find a job in the future. Did you know that many colleges look very favourably onto students who have volunteered?



If you were to volunteer, ask yourself the following:

- a. **What do I enjoy doing?**
- b. **Do I have any special skills?**
- c. **How much time do I have to offer?**
- d. **Is there something I'd like to learn?**

5 Create a good community

Working in group, create a poster with a drawing of a town.

Think about the things and the people who make a good community and make sure you include them in your drawing.

Lesson 3

Research and Planning for Sustainable Change

o Learning Outcomes o

- Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Vocabulary

Charity

Speech bubble

Thought bubble

1 Brainstorm ideas that you can do to help people within the community, in school or at home.

Decide which idea your group would like to do.



2

Read the text *Volunteering in the UAE* and answer the following questions.

Volunteering is one of the cornerstones of society in the UAE and is given great importance by the government. It plays a key part of building a sustainable community and future for everyone. UAE President H. H. Sheikh Khalifa bin Zayed Al Nahyan, may God protect him, has said that he aims “to instill a culture of volunteerism and civic engagement in the younger generations”. Volunteering can take place across all walks of life. As long as you are willing to help others and have time to give, you can be a volunteer. Volunteering not only helps others, it can also be an opportunity to learn about potential careers and acquire new skills. In the UAE volunteers can build a Volunteer Record and even achieve a Volunteer Award which may later help them to get the job they want. 2017 was designated “The Year of Giving” by Prime Minister H H Sheikh Mohammad bin Rashid Al Maktoum, May God bless him. During that year hundreds of thousands of people volunteered to help others and many organizations such as The Special Olympics and FIFA World Cup were made possible with the help of volunteers. A website (<https://www.volunteers.ae>) was set up to match the skills of volunteers with the organizations that needed them. Everyone was encouraged to get involved. By the end of the year nearly 300,000 people had volunteered.



- a. With your partner, discuss what kind of volunteer work do you think you could do?**

3

Read the text *Charity Project at School* then answer the questions that follow.

Recently, my class in school organised a charity bake sale to raise money for the poor. The teacher told me that I would be the project manager of the sale. I didn't know what this meant so she explained that it meant that I would be in charge of making sure all the work got done.



My teacher helped me with this and she showed me how to plan everything. It turns out that lists are very important for project managers. First, I listed all the kids who like making cakes then I asked them to

bake something and I put a tick beside everyone who said yes. Next, I made a list of all the types of cakes people were baking. Then, I asked some of the kids who are good at art to make posters to advertise the sale.

After that I thought we were finished but my teacher reminded me that we would also need to think about how we would decorate the cake stall. I nominated my friend Mira to do this because she always knows how to make everything look nice and she really did a great job. I also had to think about signs with prices of all the cakes, bags for people to carry home the cakes and change to give people after they paid for the cakes. So many things!

On the day of the sale I was nervous. Had I forgotten anything? The answer was no - because of all my planning everything went perfectly. My teacher told me I had done an excellent job and that maybe I could think about becoming a real project manager when I grow up.

a. What did Maryam learn from her cake sale experience?

.....

b. When you organise or work with other people on a project what skills do you think are important?

.....

4

Imagine that you are one of the volunteers involved in organizing the World Expo 2020 event. Make a business plan that reminds you of everything you need to do to help make this participation a success.



Details of plan

Helping who?
.....

Why?
.....

Date of event
.....

Planning period
.....

Getting Our Message to the community

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

My feelings

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

5

Design a poster to advertise what you are doing.

The poster can have a catchy slogan, illustrations, speech bubbles, thought bubbles. It should be attractive and colourful and easy to read.



Lesson 4

Applying Myself to Tasks

o Learning Outcomes o

- Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Vocabulary

Nursing Home

1 Think about a volunteer service in your community. Explain what they do.



2

Read *The Difference a Volunteer Can Make* then answer the questions below.

My name is Pedro and I am a widower. I live in a nursing home in the outskirts of Lisbon, Portugal. My wife Sofia died ten years ago and then I became sick. Although we were never blessed with children Sofia and I were very happy together.

I used to feel lonely in the nursing home and sad to have left behind the life I used to have. A few years ago, some students from the local university started visiting the residents in my nursing home. They usually come in the afternoons, have coffee with us and then stay around to chat or play a game of Dominos. Some of those kids are pretty good!

One student, a girl called Adelina, often spends time talking to me and sometimes takes me for a walk in the park. She is studying to be an engineer and I used to work as an engineer so she often asks me questions about the work I did. It is nice to talk about the old days and to remember all the things I used to do. Adelina says that I am her unofficial teacher as I am often able to help her with the homework she has to do. She says she feels very lucky to have met me. Meeting Adelina has made a big difference to my life. I enjoy getting to know her and helping her progress with her studies. She is like the daughter I never had and I hope we will be friends for a long time.



- a. Can you imagine being in Pedro's situation?
- b. In the text Pedro tells us about the benefits of Adelina volunteering to visit him and others in the nursing home. What do you think are the benefits for Adelina?

3

Follow up on your project. With your group, present the following:

- a. What are the steps of the work
- b. Decisions you took
- c. Problems you faced and how did you solve them
- d. Communications with the beneficiary institution
- e. Time and place of implementing the project



4

Write a poem about one of the following:

- Helping the homeless, the elderly, unwanted animals, litter.
- Doing kind deeds.
- Asking for help when needed.

The poem must be at least 8 lines long.

Try to have either every two sentences or every second sentence rhyming.



.....

.....

.....

.....

.....

.....

.....

.....

5

Swap your poem with another classmate and read their work. Share one thing that you liked about their approach to the poem on a post-it note.



Lesson 5

Finishing Touches

○ Learning Outcomes ○

- Understand how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities.
- Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships.
- Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic.

Vocabulary

Municipal

Construction

- 1 **Guess who you are in the community.**
You can ask questions but the only answers you can get are 'yes' and 'no', so ask wisely.



Read the story then answer the questions that follow.

Last year, I was playing in the park with some kids when someone kicked the football into a flowerbed. The bed had recently been replanted. I knew this because my mother, who loves gardening, always points out the work of the municipal gardener Mustapha when we are in the park. She says he has a great eye for colour and chooses very nice plants. Anyway, some of the boys ran into the bed to get the ball and walked all over the new plants. One of the fathers happened to see this and was absolutely furious. He told us we had no business destroying the hard work of others and that we should have been a lot more careful. Just then, the gardener Mustapha appeared and I could see from his face how disappointed he was.

Afterwards, our parents got together and decided that we should spend a day helping Mustapha to make up for our behaviour. That Saturday after breakfast, we all went back to the park where we helped him prepare a bed for planting. First, we dug some fertilizer into the ground. It was hard work! Then, Mustapha showed us the plants he had chosen for the bed. He explained that some plants like to be in the sun and some don't. Next, he explained that he had chosen plants that grow well together. It was clear that he had thought a lot about everything and that it would look very beautiful when all the flowers bloomed. I realised just how much work went into his job. We helped him plant everything and he gave us all a little plant to bring home.

Now, when I go to the park I always talk to Mustapha about what he is planting and I help my mother when she gardens at home. She says I seem to have Mustapha's green fingers. I hope she's right.



a. What contribution does Mustapha's work make to the community?

.....

b. Can you think of other jobs that make our public spaces and day-to-day life better?

.....

c. How should we treat all these people? Why?

.....

3

Read the story and answer the questions that follow.

On a hot, sunny day, the students got to work and prepared fruit salad for construction workers and drivers.



A fruit salad is a dish that consists of different types of fruit. It doesn't typically include vegetables, such as lettuce, despite the name. A fresh fruit salad is a common appetiser or dessert,

which is very healthy and tasty. The nutritional content for a fruit salad is highly dependent upon the amount of syrup it contains.

All the students contributed Dh2 to bring water for the drivers, construction workers and the school staff. The water was distributed along with fruit salad by our school management.

Our main objective was to thank the construction workers who work really hard on hot, sunny days without complaining, our drivers who also keep driving in the hot sun, and our school management who work hard day and night for the benefit of our school.

A big thank you to these wonderful human beings of our community, who play an integral part in our lives. Our step brightened up their lives and made them feel that they are very special.

a. How do you think the workers felt when they received the fruit salad?

.....

b. How would you feel if you never received acknowledgement for something good that you did?

.....

c. Write a thank you card to someone in your community who you feel makes a difference.

.....

4

Now it is the time for your project.

Make the visit, or present your project to the class.

5

Write about what you have learned in this unit:

- What have I learned?
- Who are the people in my life and in my community?
- How can I make a difference?
- How have I changed from doing this Unit?



THINK!

What are some of the things you'd like to change to make the world a better place?

KEY FACT

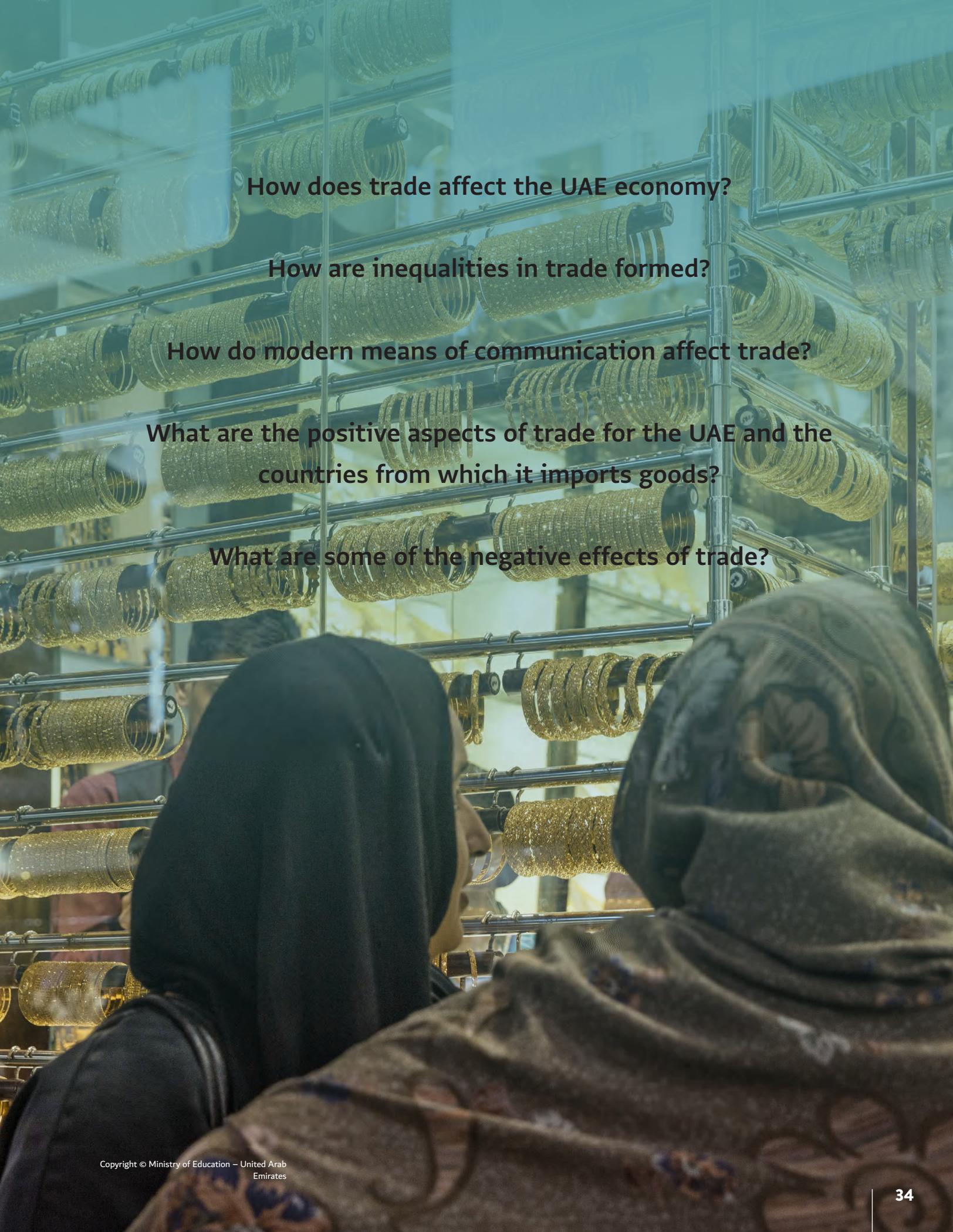
There are many people who have made a change in the world by being brave and standing up for what they believed in e.g. Malala Yousafzai is standing up for women's rights to be educated because in some parts of the world they're not allowed.

The Impact of Trade, Travel and Communications on The Emirati Culture (Part 2)

Lesson 1	Identifying Aspects of the UAE Economy
Lesson 2	The Reality of Trade in the UAE
Lesson 3	Modern Means of Communication
Lesson 4	The Impact of Economic Expansion on Society
Lesson 5	The Impact of Economic Expansion on the Environment



What is the role of trade and communication in the UAE's connection to the rest of the world?



How does trade affect the UAE economy?

How are inequalities in trade formed?

How do modern means of communication affect trade?

What are the positive aspects of trade for the UAE and the countries from which it imports goods?

What are some of the negative effects of trade?

Lesson 1

Identifying Aspects of the UAE Economy

o Learning Outcomes o

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Work at a basic level with some of the concepts that are part of acquiring economic literacy.

Vocabulary

Producer

Consumer

International

1

What do I know about trade?

K
(What I know)

W
**(What I want
to find out)**

L
**(What I
learned)**

Read the text *What Is Trade?* then answer the questions that follow.

Look around for a moment and think about where the items in your everyday life come from. Your shirt might be made in India. The watch you're wearing could be from Switzerland. Your phone might have been manufactured in Japan. Why is this?

The reason is international trade. Trade happens because people need or want things that they don't have. Trade between countries happens for the same reason. We can understand this better if we take your Japanese phone as an example. It's made of components that were assembled in a large factory in Japan. It's made up from parts that come from all over the world. They are put together in a large factory in Japan. Japan does not have many natural resources to power their factories. To keep its factories going, it trades the goods it makes with other countries, like the UAE. The UAE has natural resources but can't make electronic goods cheaply. With trade, each country can sell the goods, products or services that they have to other countries. The money they make from these sales can be used to buy the things they need but cannot make on their own.

Both producers and consumers profit from international trade. Japan buys the oil it needs to drive cars, heat homes, and produce phones. People in the UAE can then afford to buy Japanese-made phones and stay in touch with friends and family. In the end, everyone wins.



a. What would happen if trading was not possible?

.....

.....

.....

b. Can you identify four benefits that international trade brings to the UAE?

.....

.....

.....

3

Play the trading game and answer the questions that follow.

- a. What goods did you trade and why?
- b. What main skills does trade need?



4

Read the text about how Ghana became a trade centre in ancient times. Then answer the questions that follow.

Ghana is situated in West Africa, with salt mines to the north of the country and gold mines to the south. Many years ago, the ancient kingdom of Ghana was one of the world's most important trading centres. Its king was a very clever man. He allowed traders to pass through and trade in Ghana and he made money by offering them protection from bandits in return for a fee. To do this, he made sure his army was very strong.

Even though his country possessed neither salt nor gold, the king decreed the rules

of trade – people had to trade an ounce of gold for an ounce of salt. He also set up a system whereby traders did not even have to meet each other face-to-face. They would leave goods like gold in a prearranged spot where it was collected. Payment was then left in the same spot. As long as payments were made trade continued. This system made it possible to trade with people who spoke different languages or who you might not know or trust. The trade of gold and salt was so successful in Ghana that traders from the east started coming to Ghana to trade silks and spices. This clever king made more money for his country by charging these new traders a tax to enter and leave his country.

- a. **Why do you think salt was considered to be as valuable as gold?**
- b. **Why do you think that gold is worth so much more than salt today?**
- c. **What do you think about what the king of Ghana did? Was it a good idea?**



5

What have you learned about trade?

Things I learned about trade:

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



Lesson 2

The Reality of Trade in the UAE

Learning Outcomes

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Work with basic economic concepts.

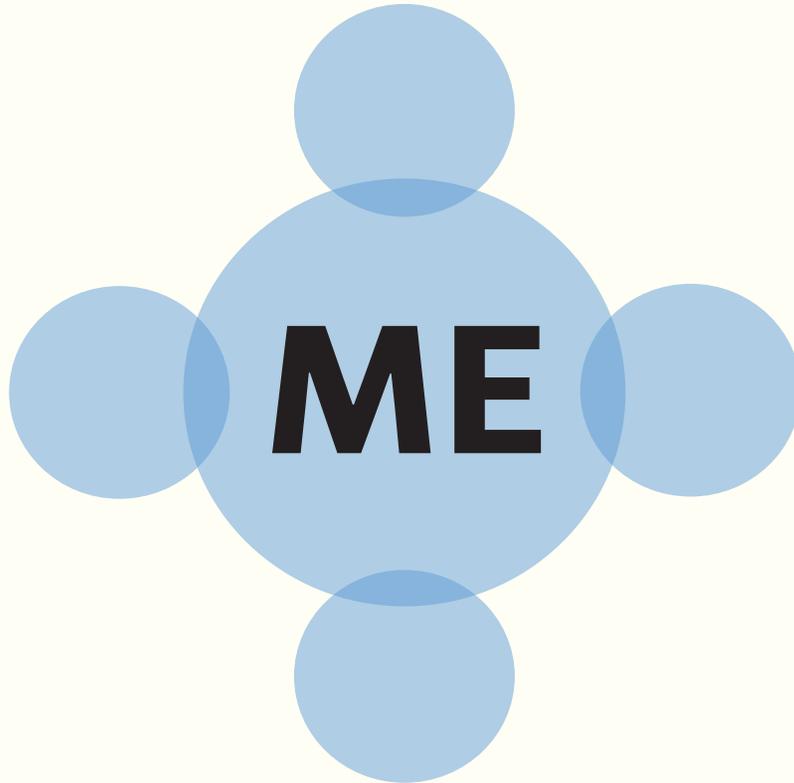
Vocabulary

Import

Export

How am I connected to other countries?

1



2

Read the text *UAE Exports* then answer the questions that follow.

According to the OEC, in 2016, the United Arab Emirates is the 29th largest export economy in the world and every year exports about \$100 billion worth of commodities to countries all over the world. 'Commodities' is a term used to describe raw materials or agricultural products. The UAE exports to many countries of the world.

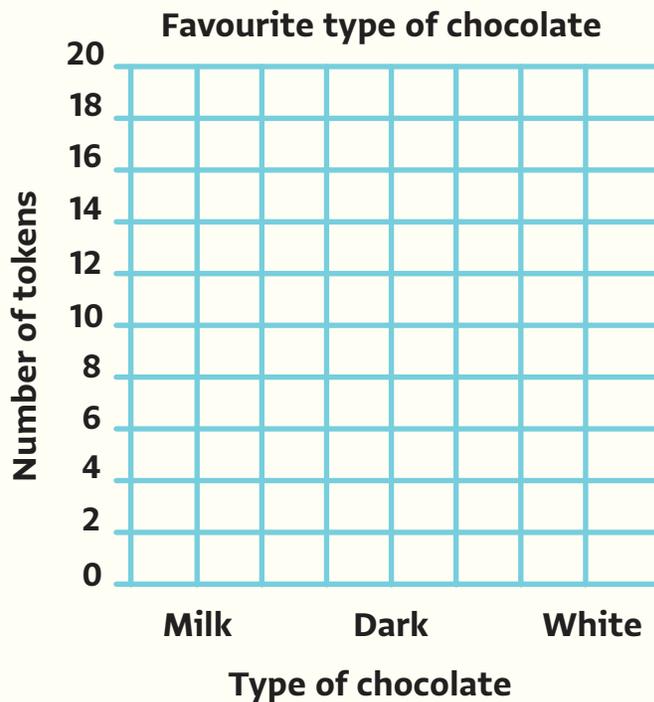
The UAE holds more than 7% of the world's oil. Oil is one of the most sought-after commodities in the world, and these oil reserves have made the UAE a wealthy country. Crude oil accounts for 45% of all exports from the UAE followed by natural gas, gold, diamonds, jewellery and aluminium. Textile exports are also important, and this sector is growing fast. It includes not just clothes, but also car seats, tents and curtains.

Agricultural goods like dates, vegetables, watermelons, poultry, eggs and dairy products are also exported and every day people all over the world enjoy food grown in the UAE.



- a. **Why do you think that oil is such an important commodity?**
- b. **Food produced in the UAE is exported all over the world. Is this a good thing?**
- c. **Is there anything else that you think should be exported? A special food, a toy, item of clothing? Why?**

3 Represent the results of your survey using a bar chart. Draw a bar to show the total for each item.



4 Read the text UAE Imports then answer the questions that follow.

Every year the UAE imports items from countries all over the world. Gold and diamonds are the most important imports, followed by cars, broadcasting equipment and jewellery. Most imports to the UAE come from China, followed by India, the US, Germany and the UK.

Eighty-five per cent of food and drinks is imported in the UAE and every day foodstuffs from all over the world arrive. The intense heat and scarcity of water mean that the UAE is unable to produce all the food it needs. With a growing population, this figure is set to increase over time. Basic goods like cereals, meat and vegetables form a large proportion of the goods imported. Recently, as people try to become healthier, products like low-fat and gluten-free goods have become very popular. India is the top country the UAE imports food from, followed by the US, Brazil, Australia and Saudi Arabia.

Work with a partner to answer the following:

a. What do farms in the UAE produce?

b. Name some of the industries that produce food in the UAE.



5

Create your own acrostic poem.

T

R

A

D

E



Lesson 3

Modern Means of Communication

○ Learning Outcomes ○

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Explain the benefits and challenges offered by new means of communication.

Vocabulary

Communication

Traditional

Modern

1 Listen to the teacher, and then answer the questions.

- a. What did you have to do in order to get the message to the end of the line?
- b. Why is communication important?
- c. What are some ways to communicate?
- d. Do you prefer to express your emotions with words or with your body?



2

Read the text *Carrier Pigeons* then answer the questions that follow.

With a short rolled-up message inserted into a little tube attached to their leg, a carrier pigeon could deliver a message by simply returning “home”, wherever that might be. They were trained by letting them out to fly around their home area and then gradually taking them further and further away from their home nest and letting them fly back. Carrier pigeons were used as early as 1150 in Baghdad. They were also used during World War I. In fact, over 100,000 carrier pigeons were used as messengers during the war. Since pigeons always flew home when released, the troops made sure the pigeons’ nests were in places they needed to send messages to. Whenever troops needed to get a message back to their base, they tied it to one of the pigeons. It would fly home to its nest and deliver the message. Records say they delivered 95% of their messages correctly.

Carrier pigeons were still used at the beginning of the 21st century by certain remote police departments in parts of India. They were used to provide emergency communication services in cases of natural disaster.



- a. How is this means of communication different to the means of communication used today?
- b. Would carrier pigeons be an effective means of communication today?

3

With your partner, list some modern means of communication:

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



4

Read the text about modern communication and answer the questions that follow.

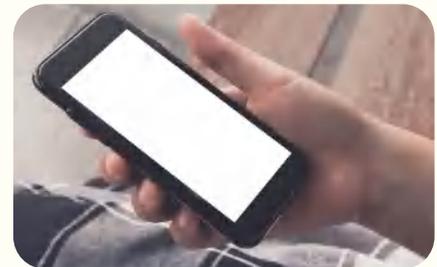
All over the world, methods of communication have changed radically in the last fifteen years, and the UAE with its growing economy is no exception.

Communication and conversation have always been a key part of daily life and civil society in the UAE.

Dubai is one of the fastest growing cities in the world and a good communication network is essential.

Today, text messaging, the internet and email are a fact of life and almost everyone carries a smart phone. In recent years, the new social media networks, – such as Twitter, Facebook, YouTube and Skype, have all become increasingly important.

While modern communication is undoubtedly very important in a fast-growing economy like the UAE, some say that it is changing the lifestyle of the average Emirati family. Time spent on the internet surfing, chatting or gaming means less time for social and family relationships and can lead to social isolation.



- a. Do you think time on the internet or gaming should be limited? Why?**
- b. How do you think time on social media can lead to “social isolation”?**

5

Place the means of communication in the correct box:

- Sending a text message
- Sending an email
- Ringing someone on a mobile phone
- Writing someone a letter
- Sending a telegraph
- Carrier pigeons
- Social media/internet chatting



Traditional Means of Communication

Modern Means of Communication

Lesson 4

The Impact of Economic Expansion on Society

Learning Outcomes

- Undertake a simple analysis of the impact of economic expansion on society and the environment.

Vocabulary

Fair trade

Poverty

Security

- 1** “In the UAE, the food we eat comes from all over the world”. What does this mean? With your partner make a list of ten foods you eat every day that come from other countries.



2

Read about the film *My Fairtrade Adventure* then answer the questions that follow.

My Fairtrade Adventure is a short film made by Tayna, a 13-year-old student from London. She wanted to understand more about the food she eats, especially cocoa, the key ingredient of one of her favourite foods – hot chocolate. In the film, she travels to the Dominican Republic to meet cocoa farmers and learn about how cocoa is produced. She learns about what fair trade means and how it has changed the lives of the farmers who produce cocoa. Fair trade, defined simply, is when producers in developing countries are paid a fair price for their work, by companies in developed countries.

Tanya's film explains how, while the world consumes a lot of cocoa every year, the people who produce that cocoa are often trapped in lives of poverty with no access to running water or education. It shows how fair trade helps farmers by offering them a fixed minimum price for their cocoa. This means they are able to plan for the future and have more security. Tayna shows just how much fair trade has improved the lives of the farmers who produce some of the food we eat.



Work with your partner on the following debate: Fairtrade - good or bad?

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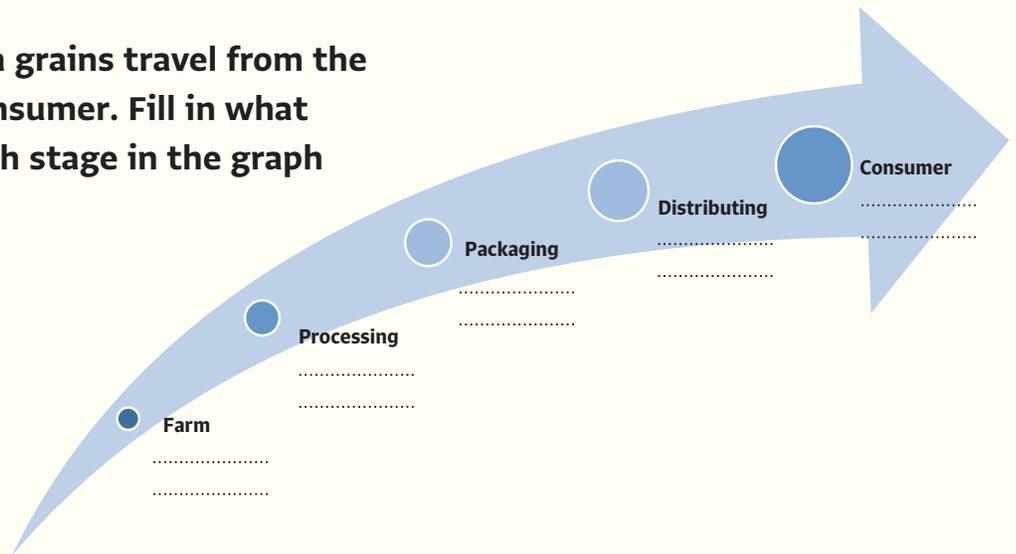
.....

.....

.....

3

Coffee or cocoa grains travel from the farm to the consumer. Fill in what happens at each stage in the graph below.



4

Read the text *What Fair-trade Means to Me*.

Hola! My name is Pilar and I am a cocoa trader from the Dominican Republic. Years ago, before fair trade, my family was very poor, and I could not afford to send my children to school. Although my husband and I worked very hard, my house had no running water and once, when the roof of our house was damaged in a storm, we had no money to fix it.

Fair trade has changed everything and brought stability to our lives. Because farmers are given a fixed minimum price for harvests, we can now make plans for our business. Last year we were able to buy machinery for the farm because we knew what we would earn from our cocoa. This makes a big difference. These days all of my children go to school, and my eldest son is studying finance. Our house is no longer old and decrepit. At last, we have running water, and I am able to take a shower after my work in the fields every day. These are simple things, but they have made a big difference to our lives.



5

Three things I learned:

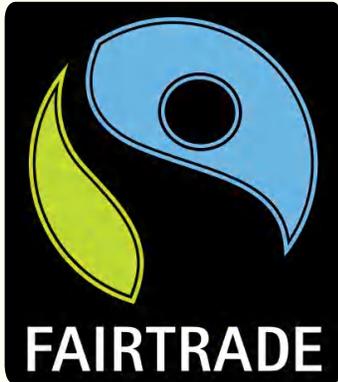
1.
2.
3.

Two things I found interesting:

1.
2.

One question I have about fair trade:

1.



Lesson 5

The Impact of Economic Expansion on the Environment

○ Learning Outcomes ○

- Undertake a simple analysis of the impact of economic expansion on society and the environment.

Vocabulary

Ethical

Toxic

Emissions

1

List three different causes of pollution.

.....

.....

.....



Read the text *Cobalt Mining in the Democratic Republic of Congo*.

Did you know that the battery in your phone is made from cobalt? This cobalt comes all the way from the Democratic Republic of the Congo, a country in Central Africa.

The people who work in the cobalt mines work for up to 12 hours a day, carrying heavy loads, to earn between one and two dollars a day. Some miners would often spend 24 hours down in the tunnels. They would start work in the morning and would leave the following morning. Others said that they worked in the open, in high temperatures, or in the rain. The miners were exposed to high levels of cobalt on a consistent basis, but did not even have gloves or face masks to wear. They complained of being frequently ill. “There is lots of dust, it is very easy to catch colds, and we hurt all over”, one miner told researchers. The mining activity exposes local communities to levels of toxic metals that appear to be linked to ailments that include breathing problems and birth defects, health officials say.



3 Read the text **Buying Ethically Sourced Products.**

Companies who claim that their products are ethically sourced must ensure that their production does as little harm as possible to the environment and that the workers who produce them are treated fairly.

For example, organic fruit and vegetables are grown without the use of pesticides and chemicals that can contaminate the soil and even the water supply. This can also benefit local wildlife by making the environment safer for them. Organic meat and eggs are produced by rearing animals in a kinder, more natural way than in densely populated ‘factory farms’. Sourcing local produce creates local jobs and helps protect the environment by reducing the amount of energy used for its transportation. This reduces carbon dioxide emissions, believed to be one of the main causes of pollution. An important aspect of ethical sourcing is the treatment of the workers who produce the goods – are they paid fairly and are their working conditions safe?



4 Are you more in favour of the development and building of factories or environment protection?

5

Write about one change you can make for a more sustainable world.



.....

.....

Parents' Guide Grade 4

Unit 5 **Helping and Making a Difference**

Unit 6 **The Impact of Trade, Travel and Communications on the Emirati Cul- ture (part 2)**

Lettre to the Parents/ Guardians

Dear Parents/ Guardians

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

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

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

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

Unit 5

Helping and Making a Difference

Objectives of the Unit

The aim of this unit is to enable young people to explore the contributions that individuals can make in order to create a better society. They will also explore how to research and plan for sustainable change in the community. And they will consider how they can apply themselves to the task of making the world a better place for those who live in it.



How can individuals work together to build a better community and society?

Exploratory Questions

- How can individuals apply themselves to different tasks for the benefit of the community?
- How can individuals work alone and then collaborate with each other to improve their learning and achieve their goals?
- How can people work together in order to contribute to the community?

Learning Outcomes

- Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Home Activities

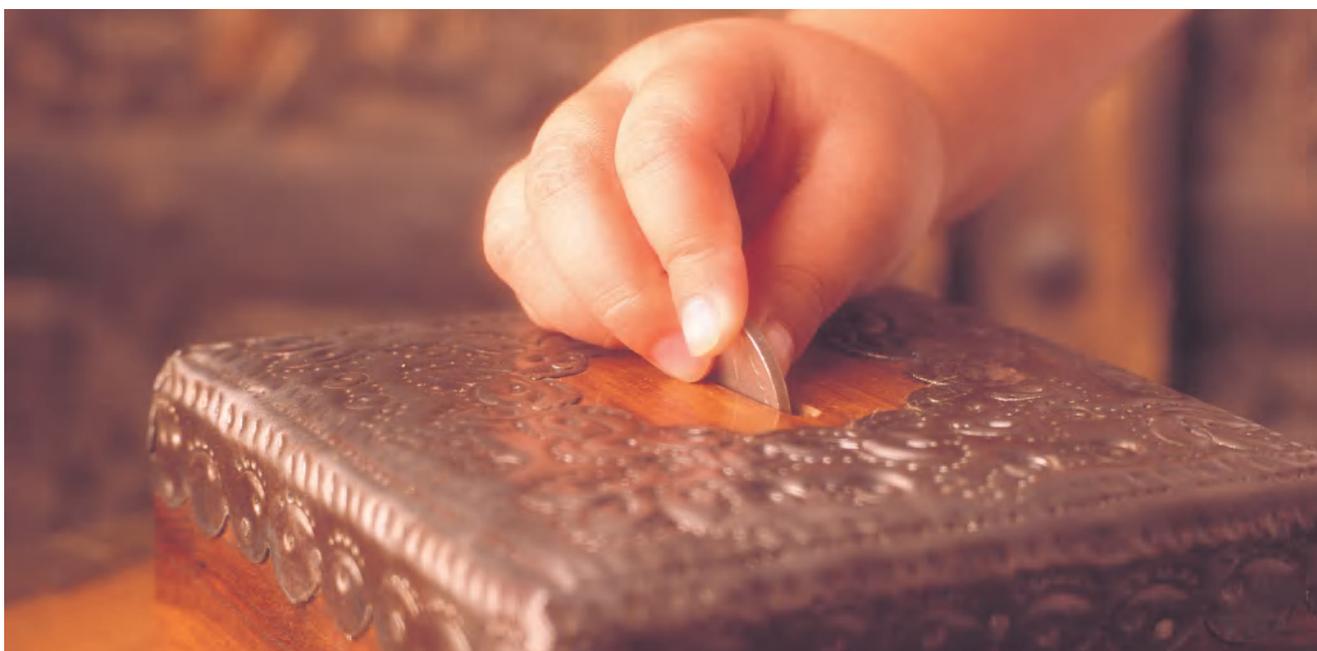
Activity 1

All family members must do something nice for someone else every day for a week. Suggestions include doing a chore at home, complimenting someone, giving money to a poor person, being kind to someone who is different from them in some way, but they can come up with their own ideas.

- The good deeds are recorded in a table drawn on a large sheet of paper, with the family names listed on the left side and the days of the weeks written across the top.

Name	S	M	T	W	T	F	S

- Each family member puts a tick beside their name when they have done their good deed each day.
- At the end of the week, the family sit down to discuss the good deeds they did during the week.
- The student makes notes about the different good deeds.



- The student presents their family's good deeds to their classmates.

Activity 2

The student shares with the family details about the activity or task they are planning in Lessons 3 and 4.

- The family brainstorm ideas about how the student can carry out the activity or task and what they will need to do so.
- The student records all the ideas on a large sheet of paper.
- The family members help the student to draw up a plan of action, listing the necessary steps and the resources they will need.
- Family members can bring the student shopping for items the student's project team will need.
- They can also share their own experiences of volunteering or fundraising, any problems they encountered and how they solved them.
- The student shares the results of the brainstorming session with their project team in class.

Activity 3

- Each family member names a person or role they believe makes their community a better place to live, for example, a shopkeeper, a policeman, etc..
- They explain why they believe this person /role is important to the community.
- The student writes a profile for each person / role, with a photo if possible.
- The student shares the profiles with their classmates.

Unit 6

The Impact of Trade, Travel and Communications on The Emirati Culture (2)

Objectives of the Unit

In this unit, the students will learn about the economy of the United Arab Emirates and its sectors, and become familiar with the aspects of trade and modern communications and their role in openness and economic expansion. Students will also study the impact of this economic expansion on both community and environment.



What is the role of trade and communication in the UAE's connection to the rest of the world?

Exploratory Questions

- How does trade affect the UAE economy?
- How are inequalities in trade formed?
- How do modern means of communication affect trade?
- What are the positive aspects of trade for the UAE and the countries from which it imports goods?
- What are some of the negative effects of trade?

Learning Outcomes

- Identify aspects of trade, commerce and communications in modern-day UAE
- Work with basic economic concepts
- Undertake a simple analysis of the impact of economic expansion on society and the environment
- Explain the benefits and challenges offered by new means of communication

Home Activities

Activity 1

Family members discuss the family's connections to other countries by answering the following questions:

- Have you ever travelled to another country?
- Were you born in another country?
- Do we have relatives living in another country? If yes, where?
- Do you communicate with people in other countries regularly? If yes, what form of communication do you use?

The student records the answers and write a short summary of the discussion.

The student reads the summary to the other family members.

Activity 2

Family members read the labels on the fruit and vegetables in their fridge to identify their country of origin.

Using a world map, the family identify the country of origin that is furthest away from the UAE.

Family members suggest the different forms of transport that may have been used to transport the product to the UAE, considering such things as the different forms of transport that can be used within a country and how oceans may be crossed.



The family discusses how the vast distances covered add to the cost of the product in the UAE, detailing the different costs involved, for example petrol and taxes.

The family researches the cost of the product in its country of origin and compares it with the cost of the same product in the UAE.

Using an image of a map of the world and images of different forms of transport, the student creates a poster to illustrate the comparison and shares the poster with their classmates.

Activity 3

- Each family member records the number of times they use various means of communication during one day, for example: face-to-face conversation, group meeting, email, letter, phone call, text message, internet chat and social media to find out how often they use different forms of communication in their daily lives.
- The student summarises the records in a table, with a row for each family member and columns for each type of communication.

Type of communication	Name 1	Name 2	Name 3	Name 4
Email				
Phone call				
Text message				
Face-to-face				
Social media				
Internet chat				

- The student adds a Final column to show the totals for each method for the family as a whole.
- The family members analyse the results and discuss whether they are using some forms of communication too much (such as social media) and others too little (such as face-to-face communication or letter writing).

Activity 4

- Parents or guardians discuss the matter of child labour with the student and give their opinions about it.
- The family discusses ways to protect children from child labour, including legislation.
- They also discuss what they as a family can do to help by choosing to buy goods they know are ethically produced.

Glossary

Accessible: Able to be reached or entered.

Action: Something that is done.

Active listening: Completely concentrating on what someone is saying to you.

Acts of compassion: Acts 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

Adaption: Adjusting and getting used to different or changed, circumstances

Caravanserais: Roadside in where travelers could rest and recover from the day's journey.

Change: To become different; different circumstances from one situation to another

Charity: An organization set up to provide help and raise money for those in need.

Communication: The process of using words, sounds or signs to express or exchange information, ideas, thoughts or feelings to someone else.

Compromise: A way of resolving a dispute in which a person accepts less than what they wanted at the beginning in order to reach an agreement.

Concession: Something given up or accepted in order to end a conflict or disagreement.

Conflict: Disagreement resulting in struggle or argument.

Conflict resolution: The process in which two or more people or groups reach an agreement or resolve a conflict between them.

Consequence: Something that happens as a result of something else.

Construction: The action of building something.

Consumer: A person who purchases goods and services for personal use.

Convoy: A group of vehicles or ships that travel together for protection.

Culture: The ideas, customs, and social behaviour of a particular people or society.

Discrimination: Practices or attitudes that unfairly treat some people different than others because of their social class, ethnicity, religion or gender

Economy: Pertaining to the production, distribution, and use of income, wealth, and commodities.

Emissions: The production and discharge of something, especially gas or radiation.

Empathetic: Identifying with the feelings or experience of another person.

Empathy: The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering

Ethical: Pertaining to right and wrong in conduct.

Export: To send merchandise to another country.

Fair trade: Trade based on transparency and equity in a way that guaranties the rights of the producer, the worker and the consumer.

Fake happiness: Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction

Good deed: Something kind done for someone, with no expectation of reward.

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

Happiness: Joy, satisfaction and reassurance

Healthy diet: Eating diverse and varied food to acquire all nutrients in the quantities required by the human body

Healthy lifestyle: Living within proper environmental and health standards that ensure well-being and positive growth

Historian: A person who studies historical events and writes about them.

Import: To bring in goods, commodities and workers from a foreign country.

Incense: An aromatic material, which releases fragrant smoke when burned.

Inferior: To be lower in rank or importance.

International: Something that exists or is carried on between nations.

Irresponsible: Not responsible.

Loss: No longer having something or someone that you once had; the feeling of something or someone being taken from you

Modern: Relating to the present time.

Municipal: Relating to a town or district.

Network: A group or system of interconnected people or things.

Nursing home: A residence for elderly people who need care.

Peace: Calm and quiet state where there is no conflict.

People of determination: An honorary designation for “People With Special Needs”, instead of the term “People With Disabilities” which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

Perform: To do something that usually requires some skill or knowledge.

Personal hygiene: A person’s habits and actions to maintain bodily cleanliness and general health

Port: A town or city with a harbour or access to navigable water where ships load or unload.

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

Poverty: The state of being extremely needy.

Producer: A person, company, or country that makes, grows, or supplies goods for sale.

Relationship: Set of interactions and behaviours that happens between two persons or more.

Resolution: The solution or answer to a problem or conflict.

Respect: Due regard for the feelings, wishes, or rights of others.

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: A task or a duty that a person is meant or required to do.

Responsible: Able to be trusted to do the correct thing or the expected thing.

Real Happiness: Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace.

Review: An inspection or consideration of something so as to give an opinion.

Right to Education: Receiving education without discrimination, developing talents and a mental and physical capacity and enabling people to participate effectively in the community.

Right to housing: Each person's right to a healthy, secure shelter that guarantees safety and contains services, facilities and basic needs at a low cost. This guarantees their right to be protected against arbitrary expulsion or forced eviction.

Security: The state of being free from danger or threat.

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

Silk route: An ancient route between China and the Mediterranean.

Social responsibility: Responsibility or obligation towards the society you live in.

Social care: A group of services aimed at achieving the appropriate living and health conditions for individuals as well as developing their abilities based on their needs and those of the community.

Speech bubble: A bubble with a point in it towards the character who is talking. Inside the bubble are the character's words.

Stereotype: A common prejudgement about a subject, person or group in general.

Superior: To be higher in rank or importance.

Sympathy: A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering

Thought bubble: Often drawn like a cloud with small circles coming from it in a line towards whomever is thinking. Inside the bubble are the character's thoughts.

Tolerance: Appreciating and accepting diversity; showing respect to others without any discrimination on the basis of race, religion, age or gender

Toxic: Poisonous.

Trade: The buying, selling or exchanging of goods or services.

Trading partner: Is a region or country that buys goods from or sells goods to another region or country.

Traditional: Inherited from the past.

Trust (in a person): Firm belief in the reliability, truth, or ability of someone or something.

Volunteer: Someone who does something without obligation or pay.

Welfare: Comfort, health and happiness



New Symbol

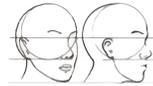


Old Symbol

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.



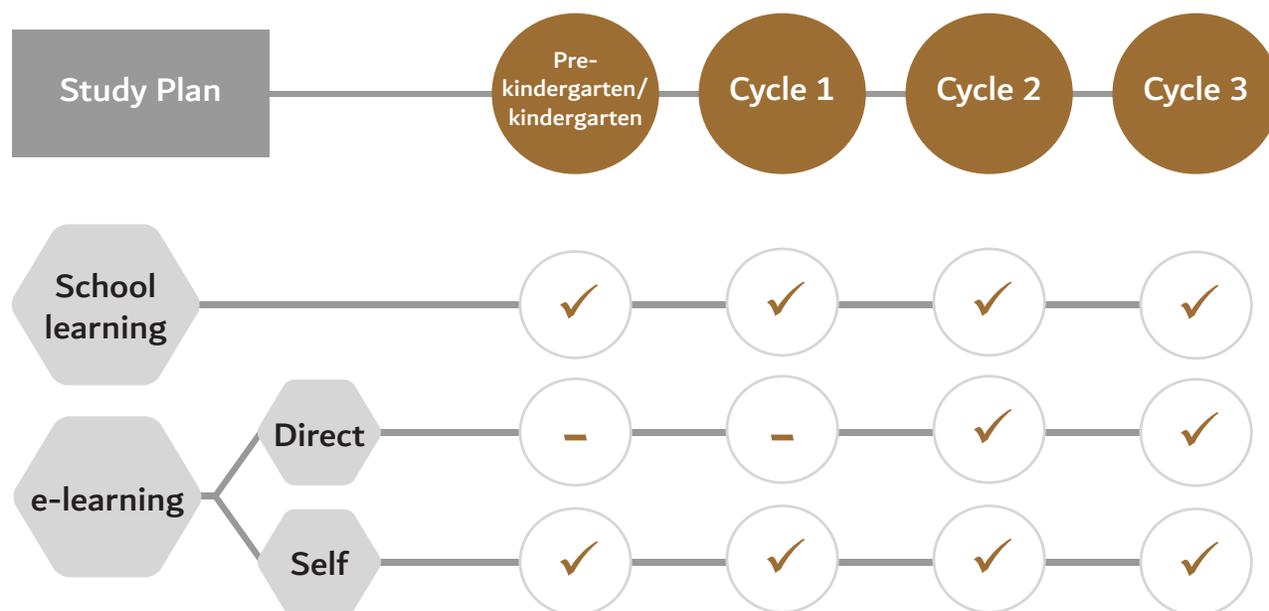
There are no sharp edges in the new logo as an expression of flexibility that people of determination enjoy and accept the changes around them to assimilate and integrate them into various areas of educational, practical and social life.



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

