



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



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# MORAL EDUCATION



Grade  
**08**

# Moral Education

**Student book**

Grade 8

Volume 3

**Third Edition**

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**H.H. Shaikh Khalifa Bin Zayed Al Nahyan**

President of the United Arab Emirates

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“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.”

”

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



## Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

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

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

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

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

## Moral Education

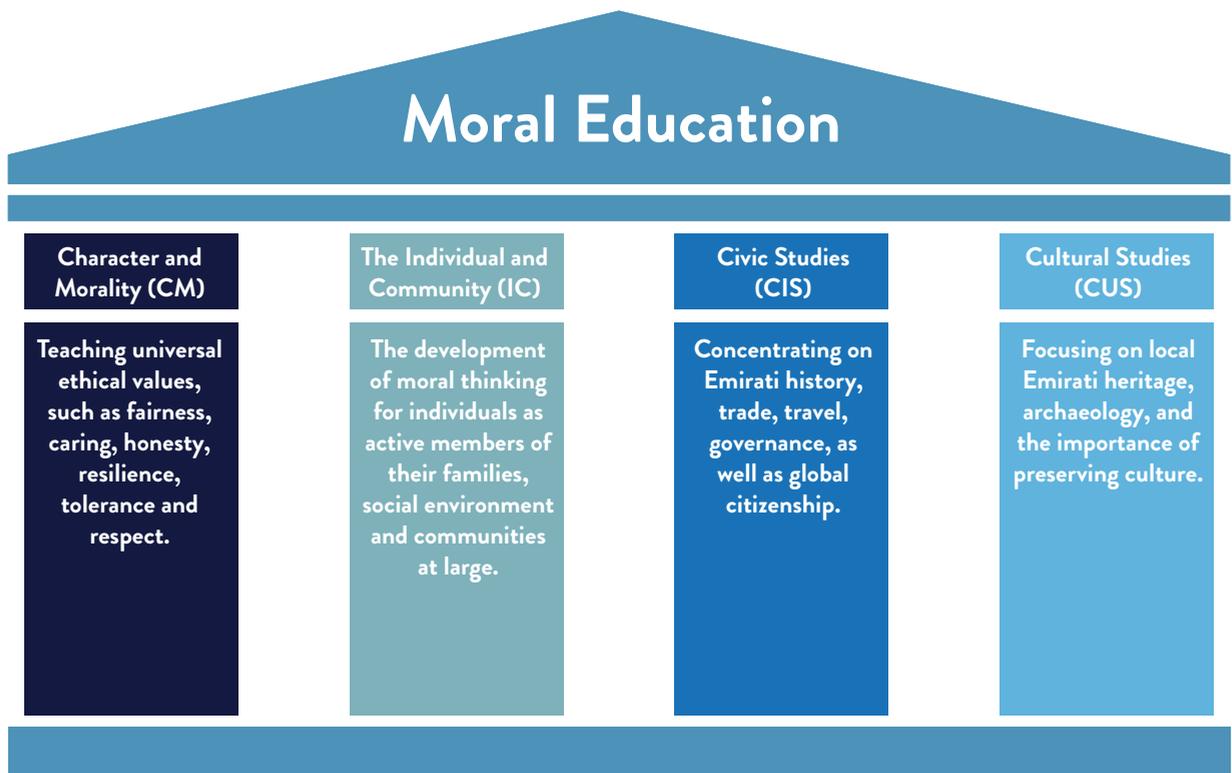
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



## Values of the Moral Education Course

## Key Pillars of Learning

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



## 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.

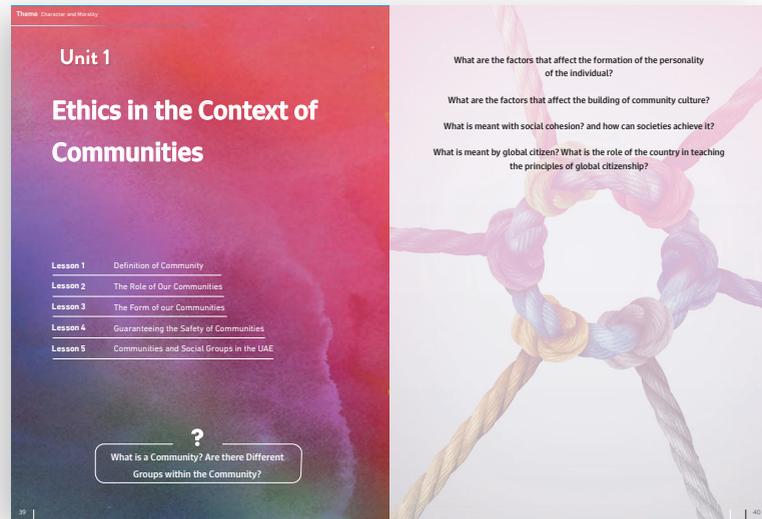
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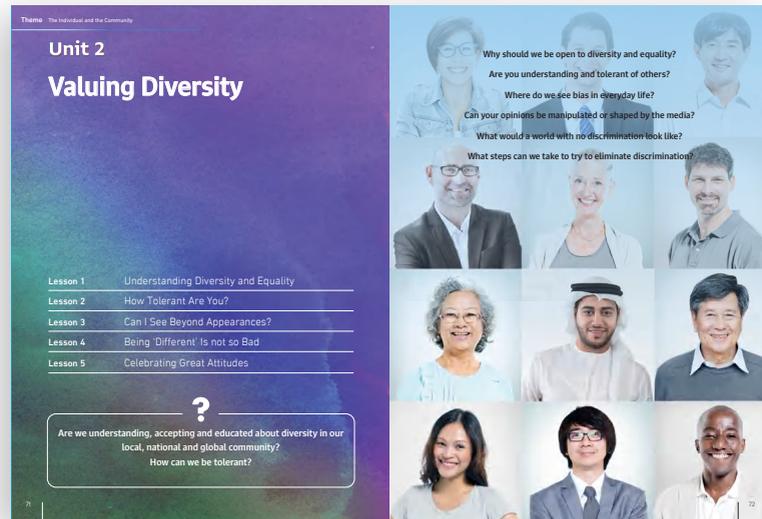
### Ethics in the Context of Communities



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# Unit 3

## Ethics in the Context of Communities

The image shows the cover of a unit titled "Unit 3: The Growth of Consultative Governance in the UAE". The cover has a purple and blue gradient background. On the right side, there is a photograph of a traditional Majlis, a council of men in traditional Emirati attire sitting on a patterned rug, with a central fire pit. Overlaid on the photograph are several text boxes with questions: "What role does the majlis play in the political life of the UAE?", "How does the UAE's political heritage, based on consensus, continue to be part of the modern state?", "What are the key developments in the growth of consultative government?", and "What is smart majlis and what role does it play?". Below the photograph, there is a list of five lessons. At the bottom of the cover, there is a question mark icon and a text box asking "How do traditional elements of the UAE heritage continue to feature prominently in the current political life of the UAE?". The page number "103" is visible in the bottom left corner.

Unit 3  
The Growth of Consultative Governance in the UAE

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Lesson 4 Traditional Elements of the UAE Government  
Lesson 5 Combining the Traditional Concept of Majlis with New Technologies

What role does the majlis play in the political life of the UAE?  
How does the UAE's political heritage, based on consensus, continue to be part of the modern state?  
What are the key developments in the growth of consultative government?  
What is smart majlis and what role does it play?

How do traditional elements of the UAE heritage continue to feature prominently in the current political life of the UAE?

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- 1 Majlis: The Traditional Means of Consultation
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# Online

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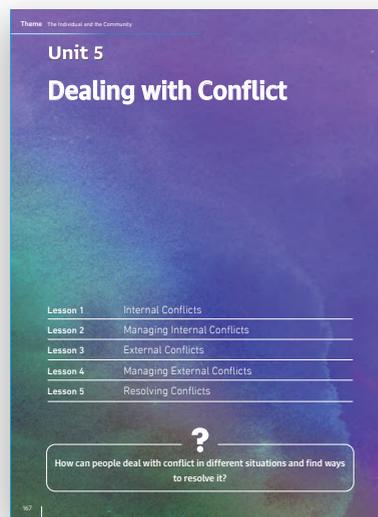
#### 5 The Importance of Ethics in Government

# Online

## Unit 5

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### Dealing with Conflict



How would we recognise signs of internal conflict and aim to resolve it?  
What strategies can we use to deal with internal conflict?  
What strategies can we use to deal with external conflict and forces that may be out of our control?  
What are the recommended steps to resolve conflict?



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## Unit 5

# Dealing with Conflict

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**Lesson 3** External Conflicts

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**Lesson 4** Managing External Conflicts

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**Lesson 5** Resolving Conflicts

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How can people deal with conflict in different situations and find ways to resolve it?

**How would we recognise signs of internal conflict and aim to resolve it?**

**What strategies can we use to deal with internal conflict?**

**What strategies can we use to deal with external conflict and forces that may be out of our control?**

**What are the recommended steps to resolve conflict?**



Lesson 1

# Internal Conflicts

# Learning Outcomes

- Demonstrate an understanding of strategies to deal with internal and external conflict.
- Give advice on how to manage internal conflict and cope with external forces beyond one's control.

## Vocabulary

Morals

Conflict

Internal conflict

**1** Think about the ideas in the text below. Discuss them with your partner and then complete the activity.

We often struggle with stress when it comes to what we believe is right and wrong. Conflict often arises when our morals are being tested.

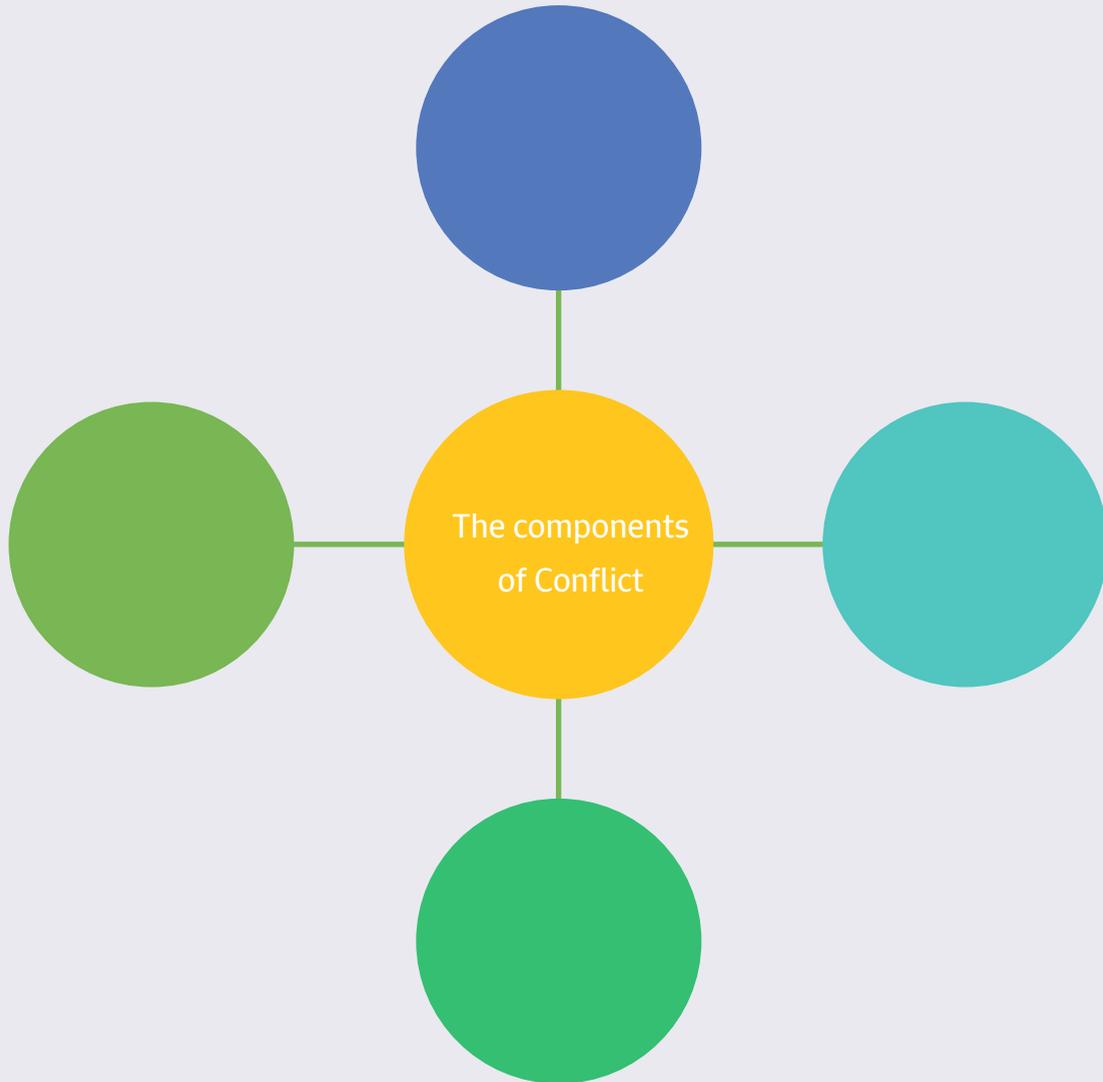
It can be difficult for people to cope and deal with conflict on many levels, from personal to international.

But what is conflict?



## 2 With your group, complete the activity below.

Draw a mind map that illustrates the concept of conflict. Use it to name four main components of conflict, and add as many others as you can think of.



### 3 Read the text below and then complete the activities that follow.

There are many different types of conflict. When we talk about internal or inner conflict, we mean a struggle that is going on inside a person. Often, we may not see, hear or notice it. An internal conflict can have many causes, for example, when we have to choose between two opposite desires. It can happen when our mind tells us we should not do or say something or go somewhere because of a possible consequence. Another example could be that we do not agree with what the group wants to do but don't want to be left out. Sometimes the urge to do or not do something becomes very strong and it creates a conflict within ourselves. We cannot make up our mind and that is known as an internal conflict.

Domestic conflict is a struggle that happens inside the home when members of the family or those living in the same house disagree and fight with each other.

An international conflict is a fight or war that involves two or more different countries.

Conflicts can take many forms: a clash of different opinions, feelings or needs, a violent fight between two people, or a war between two countries.

Identify what type of conflict is shown in the images below.



In your group, identify different conflict scenarios. Try to be specific. Who are the people in conflict? What is the conflict about? Then fill in the table below.

Type of Conflict	Who is involved	What is the conflict about
Internal		
Domestic		
International		

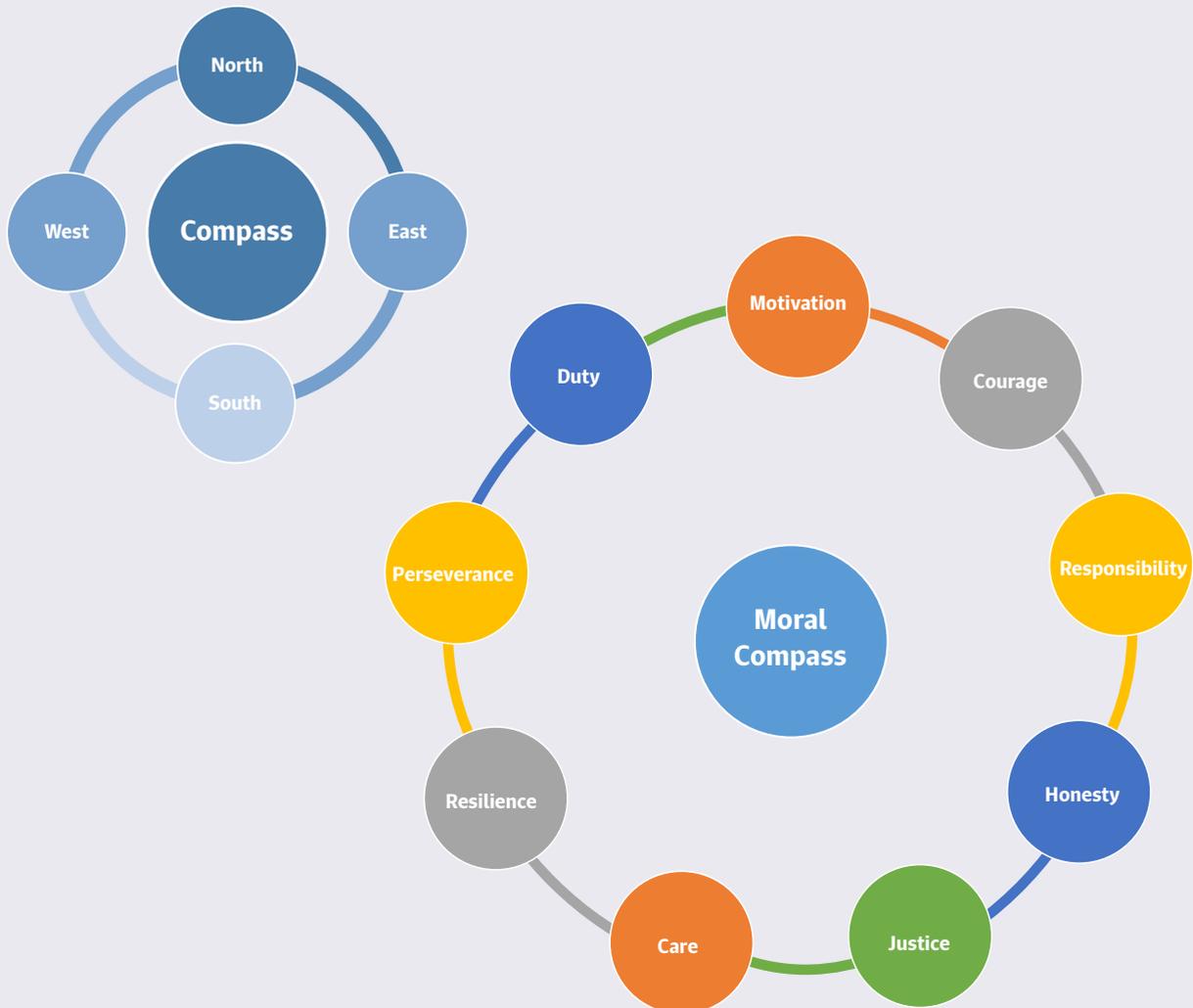
## 4 Read the text below and then complete the activity that follows.

A compass is an instrument that we use for finding directions. Its needle always faces north, allowing us to get our bearings. When we are lost, we must face north in order to find the right way and navigate properly.

A moral compass is what we use to guide our behaviour. Using our values, it provides moral direction for our decisions. And it helps us make the right decisions during times of internal conflict. Any time we are in conflict, our moral compass turns to 'true north' and directs us to follow the right values for the situation. So if we are afraid, our true North will be 'courage'. If we are lazy, our true north will be 'motivation' and so on.

The earth's magnetic field shows us the north on a regular compass. On our moral compass, however, it is our decision that finds the north (the values) that we need to follow.

a. Complete the moral compass below with values that you think are important.



## 5 Read the text below and, then with your partner, answer the questions that follow.

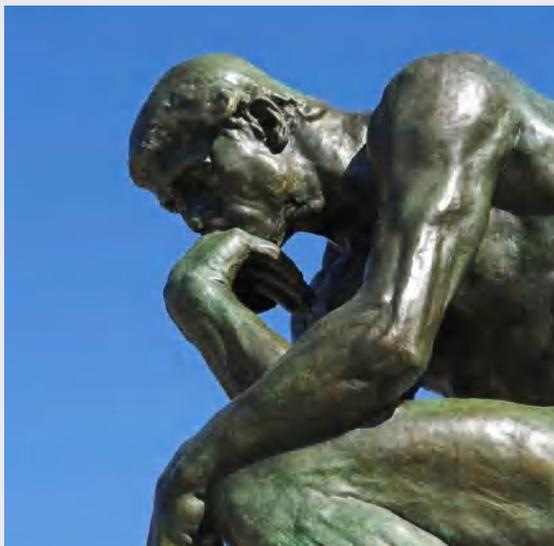
“What makes my Thinker think is that he thinks not only with his brain, with his knitted brow, his distended nostrils and compressed lips, but with every muscle of his arms, back, and legs, with his clenched fist and gripping toes.”

Rodin

As we have seen, internal conflict can arise for a variety of reasons and can be anything from a brief moment when we feel uncomfortable because we cannot make the right decision to something far more serious. A person who suffers from internal conflict for a long period of time can start to feel some physical consequences like a headache or stomach ache, and tension in the muscles. Tension can build up inside the body and stop the person from sleeping and eating normally. The person can feel guilt, anxiety, or confusion. Internal conflict is normal, it is part of our experience as humans and it happens at all ages.

Unresolved internal conflict can sometimes lead to depression. It can also result in people using medication or harmful substances, leading to even greater problems. Therefore, it very important to be open with those we respect and trust and not let internal conflict go on for too long: talk about what is bothering you, share your concerns and avoid bottling up your feelings.

- Do you think this sculpture accurately portrays how someone may look when faced with internal conflict?
- What might be other physical signs of internal conflict in a person?
- Now look at the two images below. Compare and contrast the two pieces, noting their differences and similarities.



The Thinker of Rodin



Kobra's version of "The Thinker"

### KEY FACT

There are now at least 20 castings, in bronze and plaster, of The Thinker around the world, including in Australia and America. There is also one on Rodin's grave.

## 6 Think!

- a. When do we witness internal conflict in our day to day life?
- b. Do you feel it is necessary for us to understand our internal conflicts? Why?



Lesson 2

# Managing Internal Conflicts

# Learning Outcomes

- Demonstrate an understanding of strategies to deal with internal and external conflict.
- Give advice on how to manage internal conflict and cope with external forces beyond one's control .

## Vocabulary

Body language

Empathy

Peer pressure

Identity

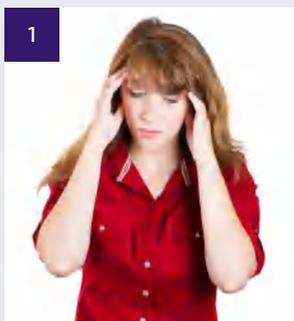
### 1 Complete the activities below.

**Recognising others' internal conflict is even more difficult than recognising our own. We never know what people are going through. Reading body language is not easy, but we can try!**

Body language is: .....

Empathy is: .....

**Look at the two images below and imagine what the person is experiencing?**



### KEY FACT

Putting ourselves in other people's shoes allows us to gain empathetic intelligence, which enhances our social skills.

## 2 Read the text below and then, with your partner, answer the questions.

When we listen to people and read their body language, we can judge whether they are experiencing internal conflict. Here are two people who are struggling to manage their internal conflict. Try to read their thoughts and put yourself in their shoes.



1. "Oh no, it's nearly the end of the school year. I am so worried that my grades are not going to be good enough. I was always so good in school in upper elementary but now it all seems to be getting so much harder. I really need to get good grades in my SATs. My mom and dad would be so disappointed if I don't, they really want me to go to college but I am not sure I'm going to make it. Of course, they think it is so simple because my big sister got through it so easily and she's in this great college. They are so proud of her. She is really smart and almost did not need to study at all. I am studying a lot but perhaps I am not doing enough. Perhaps I should give up football practice and my guitar lessons. I really don't know what to do."



2. "When I first came here, I really liked it. This is where I spent four years in college and had a great time. I had friends from all over the country and there were students from all these other countries too. My friends persuaded me I should stay in this town because I was happy here, and I could get a job as a teacher in the local high school. Now I have been here for a while, but it does not feel right. I wish I had listened to myself and gone on to post-graduate school in the UK. Most of my friends from college days have left town, and in fact several went to the UK. I wish I had too. I really don't feel like I belong here. I don't know where I belong any more."

Hidden internal conflict is:

.....  
.....

a. What internal conflict did the first character face? How can you help him manage his conflict using your moral compass?

.....  
.....

b. What internal conflict did the second character face? How can you help him manage his conflict using your moral compass?

.....  
.....

c. What are the main internal conflicts facing teenagers?

.....  
.....

d. "Growing up is so hard for some people." Do you agree? Why?

.....  
.....

### 3 Read the text below and answer the questions that follow.

"I thought when I came to here it was going to be this huge change of scenery and that I could be whoever I want to be. I thought there'd always be a plan, or an event, and that I'd never feel alone, and that I'd be very 'fabulous' — for lack of a better word. But in reality, it has taken me a long time to fit in and make friends. Everyone else has been here for much longer than me, so they all know each other. Everyone has a best friend except for me. I look at what they are doing on social media and I see them planning things to do at the weekend but they have never asked me to join them. I feel too embarrassed to ask them if I can go along too."



- Think of a time when you felt an internal conflict because things didn't turn out as planned. How did you feel?
- What feelings do you think the woman in the story is experiencing? Why?
- How could you help this woman deal with her internal conflict?

**If you feel comfortable doing so, share your thoughts with the class.**

## 4 Read the story below and answer the questions that follow.

**Teenagers face many sorts of internal conflicts coming from different directions. Very often peer pressure at school or from other friends outside school can lead to stress.**

Mona and Sara are friends and want to be part of a group of girls who everyone thinks are the coolest in the school. They really want to be friends with them because they seem to have so much fun. They always gather just before and after school and laugh together and make jokes. Every day there seems to be something new: one time they watched the funniest videos on their phones, another time, one of them was telling the most hilarious joke – it never stops. They are popular with everyone, even with kids in the other grades in the school. Mona and Sara decide that Mona, being the least shy, will approach the girls one day during recess and ask if she and Sara can hang out with the group. “Sure,” they reply, “the more the merrier! In fact we are going to skip the next period to go and get ice cream at this new place at the mall. Come with us. It will be great!” Mona is excited and wants to go. This invitation, she thinks, is a great opportunity to join the group right away. She is pushing Sara to go with them but Sara is not so sure it is a good idea to skip class.

**Think about the dilemma facing Sara and Mona. Discuss your opinion about this situation with your partner.**

- a. What are the options for Mona and Sara?
- b. What advice can Sara give to help Mona make the appropriate decision?

## 5 With your group, role-play internal conflicts and then find solutions to overcome them. Use your moral compass!

**Internal conflict can happen for many different reasons. If you see someone experiencing internal conflict, noticing it because of their body language or behaviour, it is important to show empathy and try to help them find a solution to cope with this. You can always use your moral compass to guide you on taking the right decision.**

**In your group, invent a scenario in which one or two people are experiencing conflict. The others must try to help and come up with solutions. Try to find ways of offering advice or ideas for activities that can help them feel better.**



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## 6 Read the text below and then answer the question that follows.

**Internal conflicts can sometimes be caused by external conflicts.**

Rafi and Marwan have been best friends for as long as anyone can remember. Their parents are friends too. They pretty much grew up together as they have also been in the same school since kindergarten. They are both really good at soccer and play in the school team. Rafi's dad organised a group of us to go every Saturday to practise soccer at this brilliant sports ground. We used to have such a great time. But now I am really upset because Rafi and Marwan have had a huge fight. They are not friends anymore and don't even talk to each other. Marwan has found another place to play soccer and has created a new group to practise on Saturdays at the same time as Rafi's team. He has asked me to leave Rafi and join his team instead. I really like both of them. If I go with Rafi, Marwan will hate me, and if I stay with Marwan, Rafi will hate me. I love playing soccer but I really don't know what to do. I feel like I have lost two friends in one go.



Where to play?

a. How can the writer deal with this internal conflict?

Lesson 3

# External Conflicts

# Learning Outcomes

- Demonstrate an understanding of strategies to deal with internal and external conflict.
- Articulate the importance of showing tolerance for people affected by external conflict (e.g. refugees).
- Understand why external conflicts take place and the importance of conflict-resolution strategies and diplomacy including being open and tolerant.

## Vocabulary

External

Resolution

Bullying

Domestic

### 1 Read the description and answer the question that follows.

External conflict can be defined as arguments, fights or disagreements with another person or group of people.

a. What examples of external conflicts between people can you think of?



Conflict

## 2 Complete the activity below.

External conflict can occur between classmates at school.



Conflict at school

**Think of a time when you had a conflict with one of your classmates:**

- What caused the conflict?
- How did it make you feel?
- How did you solve the conflict?

**Write your answers on a sheet of paper.**

### 3 Read the scenarios below and then answer the questions that follow.

Conflict in school is natural during the process of growing up. It can often be caused by disagreements, envy, bias, jealousy, etc. When peers cannot solve such conflicts, they become frustrated and might turn to bullying.

Conflict in school is natural during the process of growing up. It can often be caused by disagreements, envy, bias, jealousy, etc. When peers cannot solve such conflicts, they become frustrated and might turn to bullying.

#### Scenario 1

On her way to school, Emily often bullies two younger students named Noor and Alan. She chases them, pulls their hair, and always takes their recess treats. One day when she gets to school, Emily pushes Alan because he and Noor do not have any treats to give her. She tells them that she will hurt them if they don't bring her treats tomorrow. Some other students are nearby and see this.



Emily and Alan

- a. How do you think Emily is feeling? Why do you think she is doing such things?
- b. How are Noor and Alan feeling in this situation?
- c. How do you think the other students in the class are feeling?

#### Scenario 2

Some Grade 8 boys play football together at recess. One day Hani, a boy who is taller than the other boys, tells the other boys lies about one of their teammates, Firas. He claims Firas said they were no good at football. He calls Firas stupid. For the next few recesses, when Firas tries to play football, Hani and two other boys tell him to go away. They will not let him play. After recess, Hani and the two other boys follow Firas. They push him and yell at him. They say that if he tells on them, he will never be able to play football again, and they will beat him up. Now, no one will work or play with Firas. He does not want to go out for recess anymore.



Firas

- a. Why do you think Hani doesn't want Firas to play?
- b. What do you think Firas can do in this situation?
- c. How do you think Firas feels?

List five steps we could take to help stop bullying in schools.

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

## 4 Read the text below and then answer the questions.

Struggles happen at home all the time, from what to have for dinner, to what to watch on TV, to who never does their chores! This happens in almost all domestic settings.

Examine each scenario and discuss the questions with your partner.



### Scenario 1

You are eating dinner at a fancy restaurant with your parents and their friends. You are messing around and accidentally drop a noodle onto a lady's lap. Your parents are horrified and yell at you in front of everyone.

- How would you feel?
- What should you do?



### Scenario 2

You arrive home after a stressful day and remember that you were supposed to collect your sister from school on your way home, but you forgot. Your parents are very angry with you and they 'ground' you for a week. As a result, you miss a concert you were planning to go to.

- How would you feel?
- What should you do?



### Scenario 3

You didn't study very hard for your maths exam even though your parents told you that they would be disappointed with you if you failed. You do fail and they are very upset when they get the news. As punishment, they say you're not allowed to play with your friends for the next week.

- How would you feel?
- What should you do?

## 5 Read the article and then answer the questions that follow.



Charles Plumb was a US navy pilot in Vietnam. His plane was destroyed after 75 war missions and Plumb parachuted into enemy hands. He was captured and spent six years in a Vietnamese prison. He survived and now speaks about the lessons he learned from that experience.

One day, when Plumb was sitting in a restaurant, a man at another table came up and said, “You’re Plumb! You flew jet fighters in Vietnam... You were shot down!” “How did you know that?” asked Plumb. “I packed your parachute,” the man replied. Plumb gasped in surprise. The man pumped his hand and said, “I guess it worked!” “It sure did,” Plumb replied. “If it hadn’t worked, I wouldn’t be here today.”

That night, Plumb couldn’t sleep thinking about the man. He says, “I kept wondering what he had looked like in a navy uniform.... I wonder how many times I might have seen him and not even said ‘Good morning, how are you?’ or anything because, you see, I was a fighter pilot and he was just a sailor.”

Plumb thought of the many hours the sailor had spent weaving and folding each chute, holding in his hands the fate of someone he didn’t know.

“Who’s packing your parachute?” Everyone has someone who gives them what they need to make it through the day. Plumb needed many kinds of parachutes when his plane was shot down in Vietnam he needed his physical parachute, his mental parachute, his emotional parachute, and his spiritual parachute. He called on all these supports before reaching safety.

- a. What do you think ‘pack your parachute’ means in the context of this story?
- b. Why do you think Plumb couldn’t sleep after meeting the sailor?
- c. How do you think the sailor felt after meeting Plumb?
- d. What internal conflicts do you think Plumb experienced while taking part in the external conflict in Vietnam?

## 6 Who Packs YOUR parachute?

Sometimes, in our daily lives, we miss what is really important. We sometimes fail to say hello, please, or thank you, give a compliment, or just do something nice for no reason.

As you go through this week, this month, this year, recognise the people who pack your parachutes.



Who supports you?

Lesson 4

# Managing External Conflicts

# Learning Outcomes

- Understand why external conflicts take place, and the importance of conflict-resolution strategies and diplomacy, including being open and tolerant.
- Give advice on how to manage internal conflict and cope with external forces beyond one's control.

## Vocabulary

Support

Impact

**1** Examine the photo below and then answer the questions that follow.

How do you react to conflict?



a. How do you think this conflict will end?

## 2 Read about the conflict some farmers are facing and answer the questions below.

The agricultural sector in Lebanon is facing several problems. Perhaps the deterioration of agricultural land tops them, knowing that it results from climate change, which contributes to soil's destruction and the spread of diseases. However, the most important problem that threatens this sector's fate, was and is still represented in selling the produce; it worsened with the ongoing war in the area that diminished export, in addition to the criteria adopted by many markets (regarding the selection of products), which prevented the possibility of selling Lebanese products, and especially apples. Unfortunately, these problems are met by the Lebanese government's lack of support for the production sector, in terms of fertilizers' rationalization and provision, for example. What contributed to the aggravation of the crisis, is bombarding the markets with imported and smuggled products, which led farmers to fight for their rights, that have been neglected since the seventies of the last century. A young journalist came up with an initiative to help sell the apples. "Lebanese Apples Day" aimed at selling apples from the Lebanese farmer directly to the consumer, ie, without intermediaries. This has been a beautiful event, especially that several locations were set in coordination with the Internal Security forces (ISF), the Governorates of Mount Lebanon and Beirut. Apples were being sold at prices ranging from 1,000 to 2,000 Lebanese Liras which was a good price then.

- a. Categorize this kind of conflict and give reasons for your answer.
- b. Give a name to the resolution for this conflict.
- c. Imagine yourself passing by this kind of conflict on a personal level. What actions would you take?



Apple farmer

### 3 Read the text below and then answer the questions that follow.



Wreckage after Katrina

I've lived on the Mississippi coast for 30 years. I've been through four or five hurricanes and countless tropical storms. Before Hurricane Katrina came through in August 2005, I thought, 'If my house gets washed away, I'll just stay at my mother's house or my brother's house' – never thinking all our homes would be destroyed.

On Friday night (26 August 2005), some of us boarded up our houses. Others in town were saying that they didn't want to 'overreact' to the hurricane forecasts. But I was running around like crazy, yelling, 'This is a [category] four!'

Saturday, I evacuated to my friend's house with my 81-year-old mother, my 28-year-old niece and my sister-in-law. We packed clothes, food and water. On Sunday, the news showed the eye of the hurricane heading toward our exact location. At 1am, wind started pummeling the house. I woke everyone up and we listened to the radio. We learned that all three of the emergency operation centres were washed away. That's when I knew we were in big trouble. Then we lost the radio. Looking outside, we watched in horror as the house behind us turned into what looked like a living, breathing monster. The roof would lift, the house would expand, and then the roof would fall. Finally, the house exploded.

The next day, we drove out to see what had happened. The wind was still strong enough to buffet my little car. We drove through the centre of town, where downed power lines were strewn about. When we turned toward my street, all I saw was a big lake where there once had been houses, trees and roads. So we tried to enter from the other end, but there were too many fallen trees. I arrived at the empty slab of my mother's house first. It had been wiped clean – but miraculously, in the mud, I found her wedding band, as well as my dad's paratrooper bracelet from WWII. Those two items are all my mother has left.

My house was completely gone. I knelt down on my slab and said out loud, 'I am so grateful that the people I love have lived.' And I cried. I had 20 good years in that house, and I feel fortunate. My street looks like a picture of Chernobyl after the nuclear blast. It's all brown, clothes are hanging from trees and debris is everywhere. Brown, nasty water is seeping out of the ground. But after much digging in the mud, I decided I had to stop and start rebuilding my life. I no longer want to live in Mississippi. I no longer want to go to sleep at night in a graveyard. I will leave here and make a new life somewhere else.

- a. How could the writer manage this nature vs man conflict?
- b. Do some research on natural disasters in the world.

## 4 Read the text below and answer the following questions.



A few years ago in Ireland, road planners wanted to make one of the major roads in the country more efficient and safer. The change would reduce the time taken to travel from the capital city to the south of the country. A motorway was planned to replace the existing national road, which passed through many small towns and villages. It would also cut through an area of natural beauty – a large forest.

There were mixed opinions about the plans. People who had businesses in the towns were worried about losing customers. People who liked to walk in the forest were worried about the impact on its wildlife. Parents who lived in the towns affected claimed that their children would be safer without the current heavy traffic. People who didn't live in the area, but had to travel through it daily, were mostly in favour of the new road because it would reduce their travel times.

- a. Role-play each group of people. Explain your point of view.
- b. What do you think the planners could do to help resolve the conflict caused by the plans?

## 5 Read about the impact of war on children and then answer the questions that follow.

There are many victims in war, and often these victims are the most vulnerable people in society. And it's not just adults who suffer. Children can get caught in the crossfire (sometimes literally) too, suffering terrible injuries or losing family members. They are often exposed to hardship that they are not prepared for. Even if the children are lucky enough to avoid injury, the danger and lack of security that come with war can have a serious impact on their health and their mental well-being. Because of the dangers, children are often unable to meet or socialise with their friends, and when they do, they are constantly worried about the risks.

In response to the suffering of children in war-torn regions around the world, UNICEF established World Children's Day. It takes place on 20<sup>th</sup> of November, the anniversary of the Convention on the Rights of the Child signed in 1989. On that day, children are given a platform to share their experiences and voice their hopes for the future. Many organisations in the media, politics, business, entertainment and sports sectors get involved to allow children a chance to express their thoughts and feelings. The fun activities (such as hosting their own radio or TV segments) have a serious point, though. It is a chance for children to interact with each other and with society at large to help people better understand their fears and their hopes.

- a. What impact does the external conflict have on the lives of children?
- b. How would commemorating Children's Day help them manage this conflict?

### KEY FACT

World Children's Day is on November 20, it marks the anniversary of the adoption of the Convention on the Rights of the Child.

## 6 Answer the questions below.

Consider an external conflict that affected you.

- a. How did it make you feel? Did it cause an internal conflict?
- b. How did it affect those around you? Do you think it caused them internal conflicts? How did you react?
- c. In your opinion, how could the conflict have been resolved?

Lesson 5

# Resolving Conflicts

# Learning Outcomes

- Give advice on how to manage internal conflict and cope with external forces beyond one's control.

## Vocabulary

International

War

Global

Migration

Refugee

**1** Look at the image below and answer the question.



Knots are like conflicts!

Can we untie knots?

## 2 Read the text and then complete the activity that follows.

We encounter conflict almost daily with our family, friends, at school or at work. The important thing is to identify this conflict, manage it, and resolve it before it escalates to a high level. Managing conflict is extremely beneficial to live a happy life.

As a mediator, one can manage conflict through phases. Phases can be as simple as the following five steps:

Step 1: Identify the source of the conflict. You need to give both parties the chance to share their side of the story. It will give you a better understanding of the situation. The more information you have about the cause of the conflict, the more easily you can help to resolve it.

Step 2: Look beyond the incident. The source of the conflict might be a minor problem that occurred months before, but the level of stress has grown to the point where the two parties have begun attacking each other personally instead of addressing the real problem.

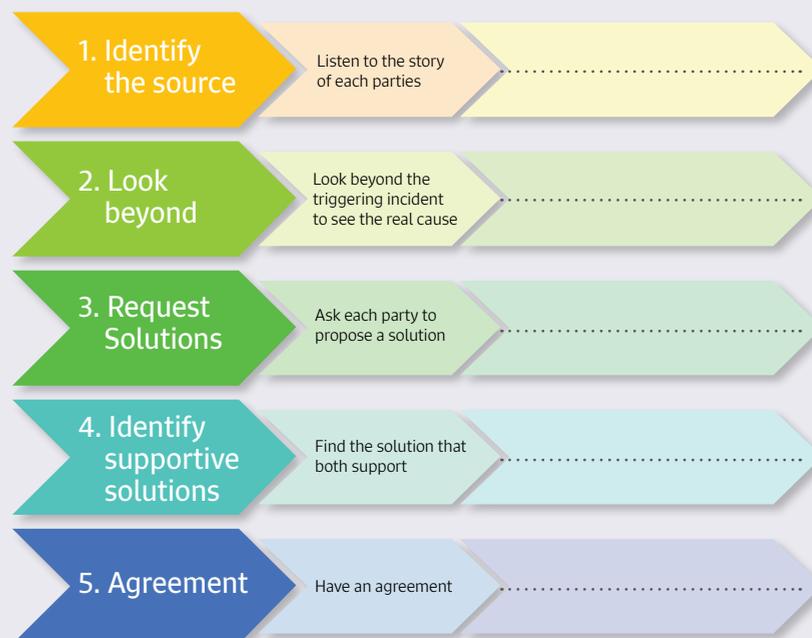
Step 3: Request solutions. After getting each party's viewpoint on the conflict, the next step is to get each to identify how the situation could be changed. As mediator, you have to be an active listener, aware of every verbal nuance, as well as a good reader of body language.

Step 4: Identify solutions both sides can support. Listen for the most acceptable course of action. Point out the merits of various ideas, not only from each other's perspective, but in terms of benefits for.

Step 5: Agreement. The mediator needs to get the two parties to shake hands and agree to one of the alternatives identified in Step 4. Some mediators go as far as to write up a contract in which actions and time frames are specified.

This mediation process works between groups as well as individuals.

a. Fill in the table below with the questions that you could ask at each step.



### 3 Read the text below and then answer the questions that follow.

The five steps for resolving conflict have five different strategies. Which one is used depends on the situation.



#### **Accommodating**

Essentially entails giving the opposing side what it wants. The use of accommodation often occurs when one of the parties wishes to keep the peace or perceives the issue as minor.

#### **Avoiding**

Seeks to put off conflict indefinitely. By delaying or ignoring the conflict, the avoider hopes the problem resolves itself without a confrontation. Those who actively avoid conflict frequently have low esteem or hold a position of low power.

#### **Collaborating**

Works by integrating ideas set out by multiple people. The object is to find a creative solution acceptable to everyone. Collaboration, though useful, calls for a significant time commitment not appropriate to all conflicts.

#### **Compromising**

Typically calls for both sides of a conflict to give up elements of their position in order to establish an acceptable, if not agreeable, solution. This strategy prevails most often in conflicts where the parties hold approximately equivalent power.

#### **Competing**

Operates as a zero-sum game, in which one side wins and other loses. The competitive strategy works best in a limited number of conflicts, such as emergency situations.

How would you react to the following conflicts:

- a. Discrimination
- b. New rules that you do not like at school
- c. Somebody close to you being irresponsible
- d. Fire
- e. Finishing a project on time

#### 4 Assertive or cooperative? Read the text and complete the activity that follows.

The five strategies of dealing with conflict have two dimensions: assertive and cooperative. Assertiveness is how much the individual is satisfying his own concerns. Cooperativeness is how much the individual is satisfying others' concerns.

With your partner fill in the table below according to what you have learned.

	Assertive	Cooperative
Accommodating	.....	.....
Avoiding	.....	.....
Collaborating	.....	.....
Compromising	.....	.....
Competing	.....	.....

## 5 Read the situations below, then decide how will you resolve the conflict showing which method will be used.

1. A fire erupted at home and one of the family members is burnt.

.....

2. Your friend is in pain and he cannot go to the movies with you to watch the latest film.

.....

3. The man has a headache but he has to run to catch the train or else he will have to wait till the next day for the next train.

.....

4. The English teacher assigned for us an important research session on the same day that the History teacher planned a visit to the museum.

.....

5. Everyone wanted to eat pizza except Malek. He ended up eating one happily.

.....

## 6 With your group, role-play the following using the 5 phases and the 5 strategies of resolving conflict.

**Use the following steps in your activity:**

1. Read the conflict
2. Find out who are the people involved in the conflict
3. How will you manage it?
4. List the 5 phases of resolving conflicts
5. Add the needed questions for the 5 phases
6. List the 5 strategies of resolving conflicts
7. Write down how will you resolve this conflict using each of the strategies.

The 5 phases	The questions

The 5 strategies	The behaviour

**The conflicts:**

**Story 1**

Abdul and his brothers are arguing about the family holiday. Abdul wants to travel around the UAE and experience different aspects of Emirati culture. Farid wants travel further afield, maybe to Egypt. He wants to see different types of Arab culture. But Imran wants to get a flavour of Western culture. He wants the family to visit London. They have been arguing for hours and can't seem to reach agreement.

**Story 2**

Ghulam and Latif are two classmates who always competed on being first in class. Yesterday, as they They were running down steps in the local park. Ghulam lost his balance and fell against Latif, knocking him over. Latif fell hard on the ground. Various items fell out of his pockets and bounced on the concrete. One of these was Latif's new smartphone. The screen was badly cracked and the case was now loose. Latif yelled at Ghulam and told him that he had to buy him a new phone. Ghulam refused, saying the fall was just an accident.

**Story 3**

A school wants to invest in its facilities. It has decided to ask the students for their input. However, serious disagreement has broken out among the students. Some feel that the library needs to be expanded. Others would prefer to see the computer system updated. And others feel that the gym facilities have been neglected and need to be repaired or replaced. The school managers are now unsure how to invest their funds.

## 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 8 units in the Moral Education programme, what happens next? In this unit, you will engage in an action project collectively with your class, in order to further enhance your emerging skills in this area. At the heart of the Moral Education programme is the acknowledgement that the values that we hold as humans shape our actions. This action project can be considered the meeting point of where theory and practice come together.

Young people are not 'Citizens in Waiting' (Professor Audrey Osler). You will be given the opportunity to critically examine your own understanding of citizenship and reflect on a range of complex, but crucial, moral issues in the classroom for the first time. After engaging with the units so far in the moral education programme, it is hoped that you will feel empowered, not to mention compelled, to take action for a better community. In this sense, learning from the lessons that you have encountered is linked to responsible action.

The action in the project might range from individual charitable endeavours and making more ethical consumer choices, to more collective forms of direct actions, such as raising awareness or campaigns. This action project gives you both the support and space to begin to try and influence decision making at a variety of different levels. The 'call to action' inherent in this project is an essential component of the Moral Education programme in order to give you a chance to enact the values you have learnt about so far in real-world contexts.

**Before deciding on the action project that you would like to embark on it is important that you 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. Voluntary work:

Volunteering can play an important role in building a cohesive community, because volunteers learn to consider things from different perspectives and gain new experiences and insights. With your class you could bring a volunteering focus to the work in your action project and embed structures in your school to help people less fortunate than yourselves. Perhaps you could spend Moral Education class time outside the school walls volunteering in the local community. Along with your class you should consider the following:

- Is there is civic or communal organisation that needs support?
- Is there any volunteering organisation near to your school?
- Perhaps you could work with the student council to arrange for sessions where you can reach out persons in needs and offer them useful services. Do a needs analysis of your community and see where your efforts would be best targeted.

### 2. Guest speaker:

Moral education is all about listening to the experiences and perspectives of others. Together with your class you should nominate speakers in your community that you feel would be inspirational. Come up with a list of speakers and invite them in to address your class. Some ideas for guest speakers might be:

- Think of people in your community who have overcome adversity in their life.
- Think of people who have dedicated their time to advocate for the rights of others.
- Are there members of the national federation council that you can invite to the school who can talk about their vision of community and society and how best young people can get involved in decision-making processes.

As a follow up, invite the guest speaker to other events you might organise or send them links to your newsletters or updates about other events.

## Showcase Event for Your Parents

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:

### 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 that 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

'The process of construction and development requires the efforts not only of the government but also of all the citizens of the UAE.'

Sheikh Zayed bin Sultan al Nahyan (may God have mercy upon his soul)

# Parents' Guide Grade 8

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## Unit 5

## Dealing with conflict

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# 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

# Dealing with Conflict

### Objectives of the Unit

The aim of this unit is to allow young people to explore the concept of conflict and prepare them to cope with struggles on an individual basis as well as domestic, and international conflicts. Students will discover a range of problem solving strategies as well as intrapersonal and interpersonal skills to be used in the classroom and more widely, in society. They will also learn a number of strategies to help live productively when dealing with conflicts such as reflective thinking and empathy ability.



**How can people deal with conflicts in different situations and find ways to resolve it?**

## Exploratory Questions

- How would we recognise signs of internal conflict and aim to resolve it?
- What strategies can we use to deal with internal conflict?
- What strategies can we use to deal with external conflict and forces that may be out of our control?
- What are the recommended steps to resolve conflict?

## Learning Outcomes:

- Demonstrate an understanding of strategies to deal with internal and external conflict.
- Articulate the importance of showing tolerance for people affected by external conflict (e.g. refugees).
- Understand why external conflicts take place and the importance of conflict-resolution strategies and diplomacy, including being open and tolerant.
- Give advice on how to manage internal conflict and cope with external forces beyond one's control.

## Home Activity

### Activity 1:

- Discuss the concept of a moral compass with your child. Guide the discussion with the aid of some What if....? questions.  
For example, "What if you find a wallet with a lot of money in it on the street?" or "What if you notice that some of your friends are being unkind to a new student in your class?"
- Together with your child, make a list of the possible solutions to the problems discussed.  
Ask how each solution would make them feel emotionally. Some solutions will cause feelings of guilt, shame, or anxiety whereas others will cause feelings of pride or high self-esteem.  
Explain that their moral compass guides them to choose the value they need to follow in order to behave properly in each situation.



### Activity 2:

Discuss with your child the role of mediation in conflict resolution. Help them to list the characteristics of an effective mediator. Take an example of two people being in a conflict and use the five steps to manage this conflict:

- Identify the source of the conflict
- Look beyond the incident
- Request solutions
- Identify solutions both sides can support
- Agreement

### Activity 3:

- Your child has been learning about external conflict and the strategies needed to resolve conflict between themselves and others. With your child, analyse typical conflicts that often occur within a family.
- For example:
  - a. Two members of the family want to watch different movies on the home cinema
  - b. Your child strongly disagrees with the limits you have placed on the use of mobile phones and electronic devices
- Use the guidelines below, and role-play the scenarios with your child.
  - Containing their emotions (remaining calm when angry)
  - Expressing their own thoughts and feelings
  - Identifying and expressing their own interests (wants, needs)
  - Empathising (listening to the interests of the other person)
  - Generating solutions to the problem
  - Negotiating the best possible solution
- With your child, draw up a list of advantages and disadvantages for the proposed change. Again, using the same guidelines as above, talk about the conflict and see if you can come up with a solution that will be beneficial to both sides.

### Activity 4:

- With your child, do some internet research into a recent natural disaster that affected many people's lives.
- Together with your family, discuss the problems experienced by the people affected by the disaster in its immediate aftermath and for a long time afterwards.
- Discuss the strategies adopted by aid agencies to help support the communities affected and how a properly organised and collaborative effort is more likely to be successful.

# Glossary

**Active citizenship:** Undertaking activities that aid the community, being socially responsible. These activities are many and varied and do not have to be detailed or complicated. Being willing to contribute your ideas is a way to be an active citizen; Actions that help to reduce the suffering of others. For example, giving charity, feeding the hungry, visiting the sick.

**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, offering condolences in death, sheltering the homeless and providing financial and emotional care for orphans.

**Agreement:** An accord or deal after negotiation between parties.

**Arish:** A traditional house made of palm leaves.

**Awareness:** Know what things are, their causes and their consequences.

**Bedouin:** Nomadic inhabitant of the Arabian oases and deserts.

**Belonging:** To be part of; The connection that a person has to another person, group or community.

**Bias:** An unfair preference for one person or group, often based on preconceived opinions that may not be based on fact.

**Big Data:** Data sources with a high volume, velocity and variety of data.

**Bill:** A form or draft of a proposed statute presented to a legislature, but not yet enacted or passed and made law.

**Body Language:** The ways in which we move our bodies according to our emotions and feelings without us being aware of it (subconsciously).

**Bullying:** Aggressive, unpleasant or intimidating behaviour that aims to make a person feel frightened.

**Citizens :** Members of a nation or a state or emirate who are legally allowed to live in the state and participate in its society and politics.

**Communicable diseases:** Diseases that can be transmitted through different media from one body to another.

**Communication:** The skill of transferring information from person to person/group to group. The ability to listen and understand signs and symbols that convey information.

**Community:** Community is a group of people who live and interact with one another in a specific place and in accordance with specific regulations.

**Community responsibility:** The set of tasks, duties and responsibilities that every citizen has towards his or her community, which include participating in the community, respecting others within the community and the community itself, and cooperating with the community.

**Conflict:** A disagreement caused by two or more opposing viewpoints.

**Conscience:** A person's moral sense of right and wrong.

**Constitution:** The laws and principles that govern a state.

**Consultative:** Able to advise and suggest, but not implement policy.

**Contagious diseases:** Diseases transmitted by different carriers (by touch, by air, ...) From one body to another.

**Discrimination:** Treating people differently (especially unfairly) because of their race, gender, age, etc; The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

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

**Diversity:** Refers to the ways that we are all different from one another. Some differences can be our gender, culture, religion or spirituality, family, how much money we have (our social standing), age, body size, and ability.

**Domestic:** Involving the home or the family.

**Duty:** A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying.

**E-Government:** Electronic governance or e-Governance is the application of ICT (information and communication technology) for delivering government services, exchanging information and consulting with the public.

**Education:** Knowing or understanding what things are, their causes and their consequences.

**Emirate:** A political territory ruled by a Sheikh.

**Empathy:** The ability to understand and relate to the feelings and emotions of another; The ability to share the feelings of another person, and to put yourself in their shoes; Having the ability to fully understand what other people are feeling, perhaps because you have experience of similar feelings yourself.

**Equality:** Treating people in such away that the outcome for each person can be the same; Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, sect or race.

**Equity:** When things are fair, just and impartial.

**European Union/EU:** A union of 28 European states who co-operate to promote social, economic and political development. There are three main institutions that govern the Union; the European Commission, The European Parliament and The Council of The European Union.

**Expatriate (Expat):** A person who lives outside their native country.

**External:** Something that is on the outside.

**Fairness:** Justice, giving people their rights.

**Federation:** A collection of states or emirates that are governed by the one ruler, such as a monarch or a president.

**Global:** Involving more than one place or country.

**Good governance:** Effective government for the good of the state and its people.

**Government:** A group of people who have the authority to govern a state or country. They have the power to create laws, apply them and monitor their execution.

**Happiness:** Feeling joy, satisfaction and reassurance.

**Identity:** Your sense of who you are and what you are; what makes you unique as a person; Knowing who or what a person or a thing is.

**Impact:** The effect somebody or something has on another.

**Inclusion:** The action of including any person having the characteristics necessary to be part of a group despite his or her differentiating aspects.

**Initial local community:** The community we automatically belong to without any voluntary decision or choice.

**Internal conflict:** A conflict within a person, caused by competing feelings, desires or thoughts.

**International:** Involving two or more nations or countries.

**Intolerance:** Internal thought that makes a person so strict that he sees himself always being right and others always being wrong without argument or proof.

**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.

**Knowledge:** Information and skills gained through learning and experience.

**Law:** A rule created by government to protect citizens or punish wrongdoers.

**Majlis:** A sitting-room, a formal room to entertain male guests, a consultative forum, a place where ideas are discussed.

**Malaria:** A deadly disease caused by parasites transmitted by infection among humans through insect bites.

**Malnutrition:** The term refers to insufficient, excessive or unbalanced consumption of food leading to different food disorders according to their nutritional components. In other words, malnutrition is the increase or decrease of a meal.

**Marginalisation:** Treating someone as insignificant.

**Migration:** The movement of people from one area to another.

**Monarch:** The leader (for example, a king or emperor) of a state or kingdom or emirate, who is usually not elected but assumes power as a member of the ruling family.

**Moral Compass:** An internalized set of values and objectives that guide a person with regard to ethical behaviour and decision making.

**Moralities:** A system of principles and values concerning people's behaviour, which is generally accepted by a society or by a particular group of people.

**Morality:** Knowing the difference between right, or good behaviour and wrong, or bad behaviour.

**Moral rules:** A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying.

**Morals:** Values and principles that guide your actions so that you do good and do not harm others; Morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society.

**Moral values:** The beliefs we hold for virtuous behaviour.

**Multiracial:** Made up of many races.

**National Service:** A period of obligatory service in the armed forces of the country.

**Nationalism:** Refers to emotional and sentimental acts towards ones' nation.

**Negotiator:** A person who acts as a mediator or go-between.

**Parliament:** A group of people (usually elected) who are responsible for deciding the policies and laws of a country.

**Participation:** Taking part, being a part of an event/process.

**Peer pressure:** Strong influence from your friends, colleagues or classmates to try to force you to take a particular stand or action.

**People of determination:** An honorary designation for "People of Determination", 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; Individuals who suffer from physical, motor or mental disability.

**Populism:** Actions, policies or statements that target people's emotions to acquire popularity.

**Positive growth:** A person's physical and mental growth in a healthy and decent way, while taking advantage of learning and skill developing opportunities.

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

**Prejudice:** An unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, gender etc.

**Prevention:** Protection against diseases, especially infectious diseases.

**Refugee:** A person seeking refuge, shelter or protection from natural disaster or conflict.

**Resolution:** A solution to a problem, or an agreement to end a conflict.

**Respect for 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:** Performing tasks, participation, cooperation and assisting others in the family, school and community. In addition, accepting the consequences of mistakes i.e. recognition of, apology for and withdraw of the committed mistake and work to find solutions to the problems resulting from it; Duty.

**Rights:** The beliefs we hold for virtuous behaviour. An entitlement to something recognised by others and protected by law

**Secondary local community:** A local community to which a person willingly and mostly temporarily belongs.

**Self-esteem:** Confidence in one's self or abilities, 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.

**Shura:** An Islamic method of decision-making, where counsel and advice is sought from those who are affected by the decision to be taken.

**Social belonging:** The connection that a person has to another person, group or community.

**Social Cohesion:** The force, energy or desire that unites a society to that all members work for the good of that society; This expression refers to the association of the individuals with one another through social and cultural connections. It is usually used to explain the cohesion between members of small groups, which is either motivated by the meaning of the small group to its members, or by interests and goals that group members pursue by belonging to it.

**Social Equity:** All people in a society or group are treated fairly.

**Social identity:** The sense of belonging to a human group with social, cultural, psychological and historical characteristics, which distinguish this group from others and form an entity embracing all its members.

**Social responsibility:** Is the responsibility of individuals and community groups for benefit of society as a whole, such as protecting citizens, securing their rights and safeguarding the homeland. e.g. Environmental Responsibility is to protect the environment and ensure living in a clean environment - Cultural Responsibility is to spread culture of supporting our homeland and fostering the sense of belonging.

**Social values:** The desirable characteristics or qualities of a community defined by the existing culture, such as tolerance, rights and power. This makes them a social tool to maintain social order and stability in society.

**Society:** A group of communities.

**State:** A defined territory shared by a community and ruled by a single government; a country.

**Stereotype:** A preconceived idea or image that many people have of a person or thing, but which is often not true in reality.

**Sub-groups:** This term refers to the groups of individuals with emotional connections, common interests or practical objectives.

**Support:** Give encouragement or assistance.

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

**Telecommunication:** The way people connect and communicate from a distance using technology.

**The concept of values:** The idea and the intention of the desirable characteristics or qualities of a community defined by the existing culture.

**The concept of volunteerism:** Volunteer work is providing assistance, help and effort for the good of the society in general and of its individuals in particular.

**Tolerance:** The quality of accepting people and their behaviour and opinions even if you are not in agreement with them; Willing to accept different people, as well as different views, beliefs and attitudes; Tolerance is feeling empathy, compassion and kindness, and carrying them in our hearts, regardless of how the world appears around us. Tolerance is being open-hearted, without feeling angry towards others and without having negative feelings towards them.

**Trucial States:** The Gulf states were known as the Trucial States because they had signed peace treaties/truces with the British.

**Value:** A collection of mental judgments, often acquired through the person's community, that determine someone's desires and orientations; the rules that govern a person's personality, style, traits and behaviour.

**Volunteer work:** Work that someone performs willingly and without pay, often as a way of advancing or benefiting society; unpaid work used to engage community members in the provision of support or assistance to the poor, sick or needy.

**War:** A conflict that leads to armed military confrontation.

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





New Symbol

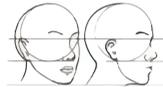


Old Symbol

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.

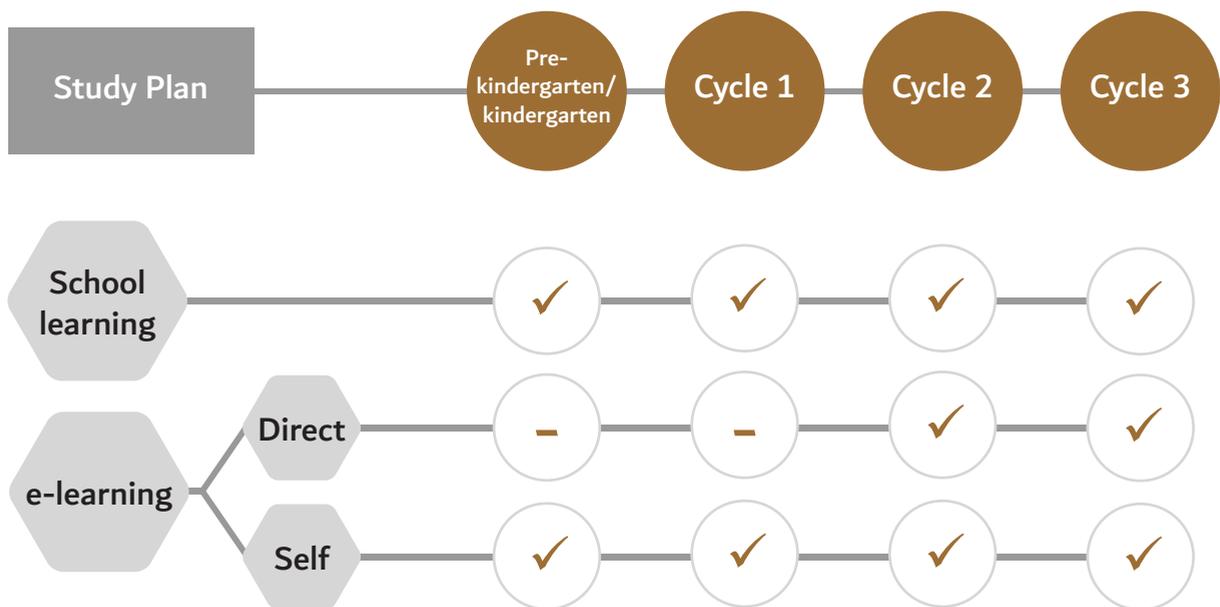


The moving hand that pushes the wheelchair is a symbol of initiative, self-reliance, and a desire towards progress, accomplishment and competition with the community members



## 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.



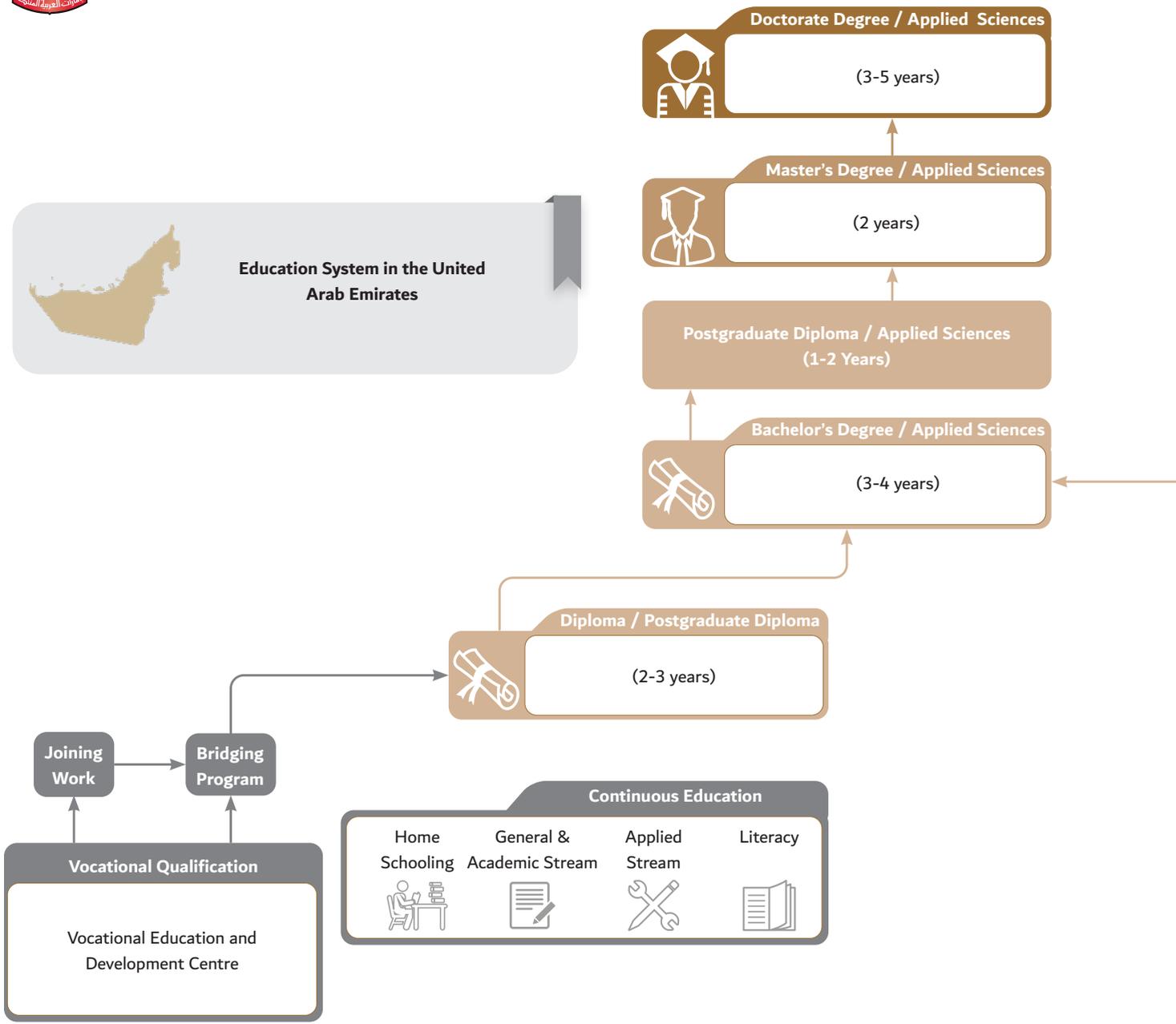
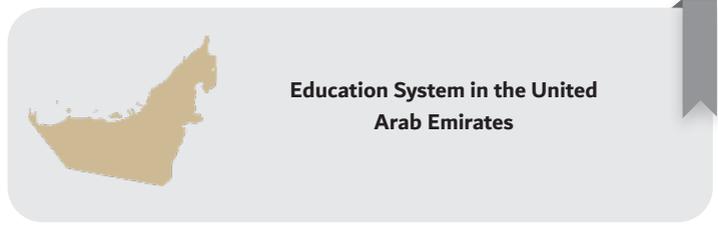
Channels for obtaining a textbook:

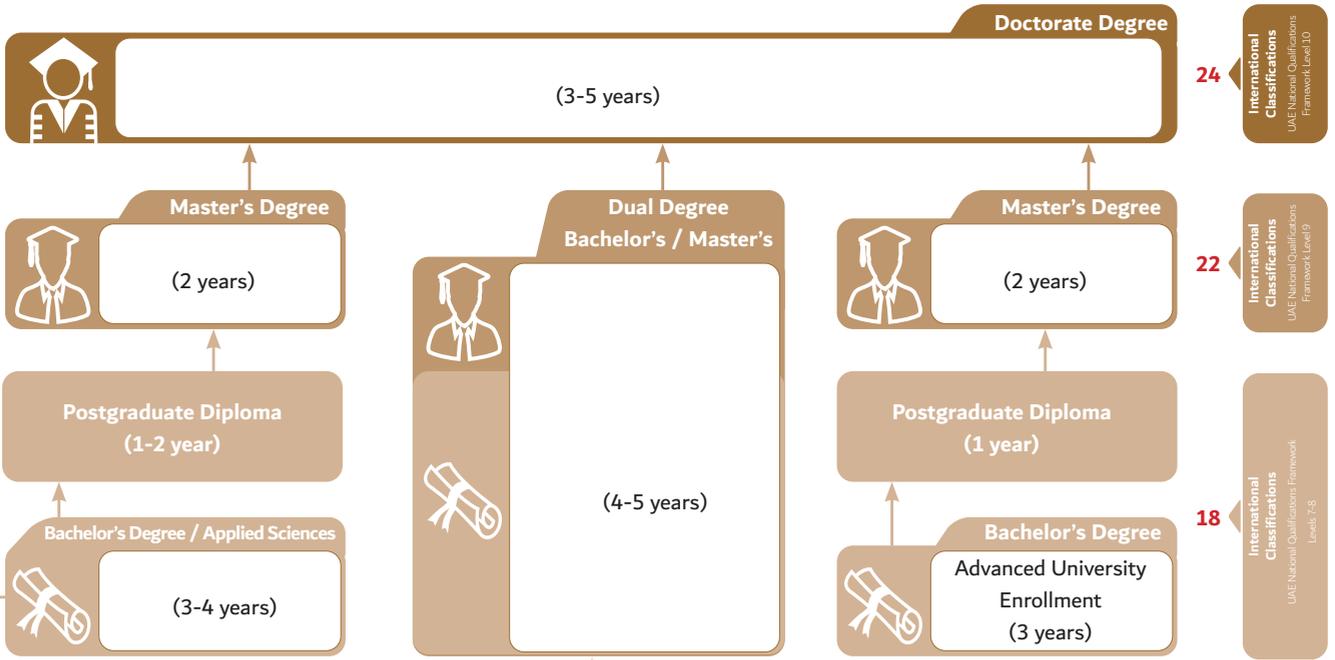


برنامج محمد بن راشد  
للتعلم الذكي  
Mohammed Bin Rashid  
Smart Learning Program

Electronic units







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.**

