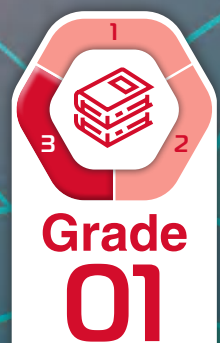




2020-2021

# MORAL EDUCATION



# Moral Education

**Student Book**  
Grade 1

Volume 03

**Third Edition**

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







**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

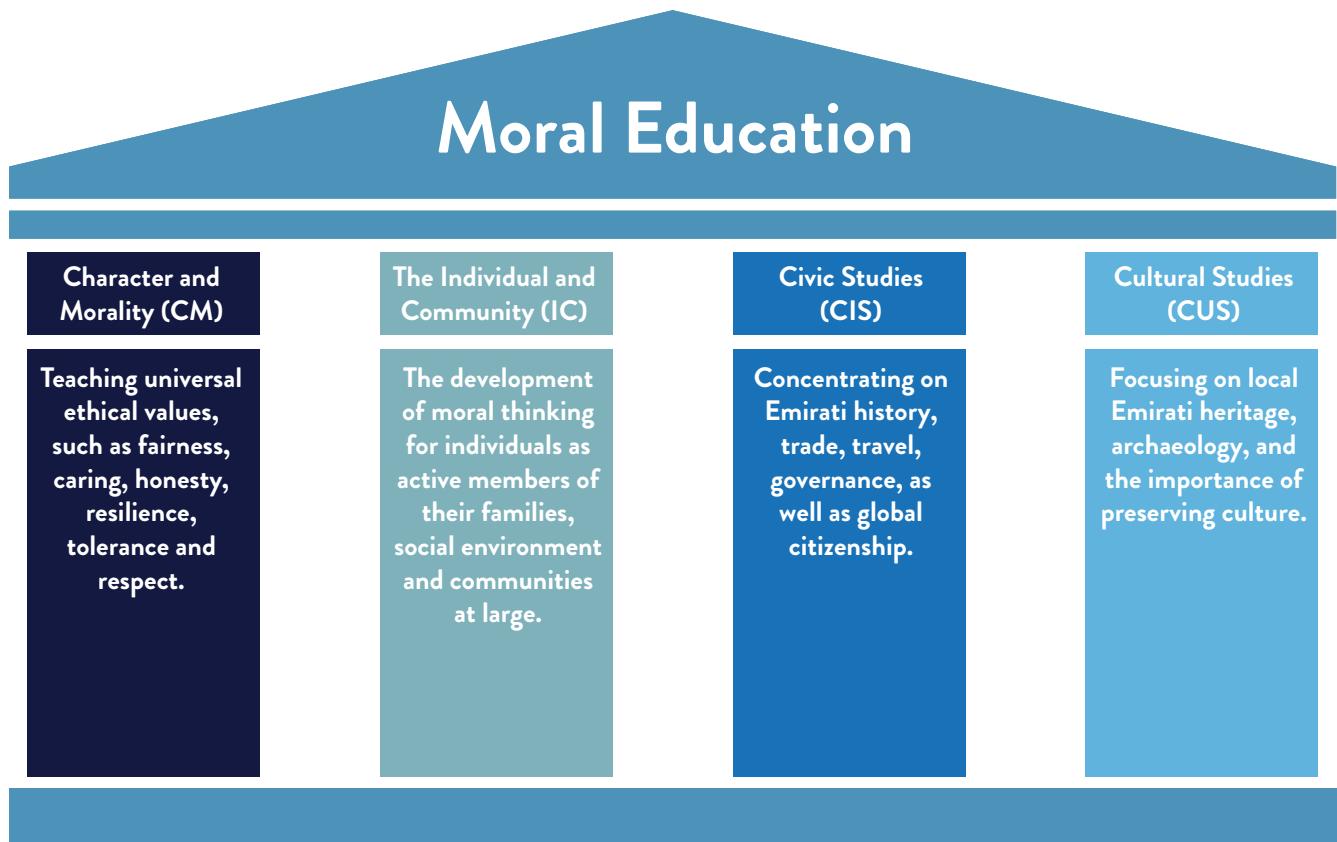
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



## Connective

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



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4. I Am Sorry

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## Unit 2

### My Family and I

**My Family and I**

**Lesson 1** My Family  
**Lesson 2** The Importance of Expressing Feelings  
**Lesson 3** Ways of Expressing Feelings  
**Lesson 4** I Like! I Dislike!  
**Lesson 5** What Am I Good at?

**Exploratory Questions**

Who are my family members?  
How do I share my feelings with them?

How can I recognise positive and negative feelings?

What are the things that make me scared and worried? How do I deal with them?

Who helps me get over the negative feelings? What is the role of my family in this?  
Would my feelings change towards what I like and what I don't like? Would I learn how to like new things?  
Do we all prefer the same things?  
Or does each one have his own preferences?

How can I share my feelings with my family and friends? How can I express my likes?

1. My Family

2. The Importance of Expressing Feelings

3. Ways of Expressing Feelings

4. I Like! I Dislike!

5. What am I good at?



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## Unit 3

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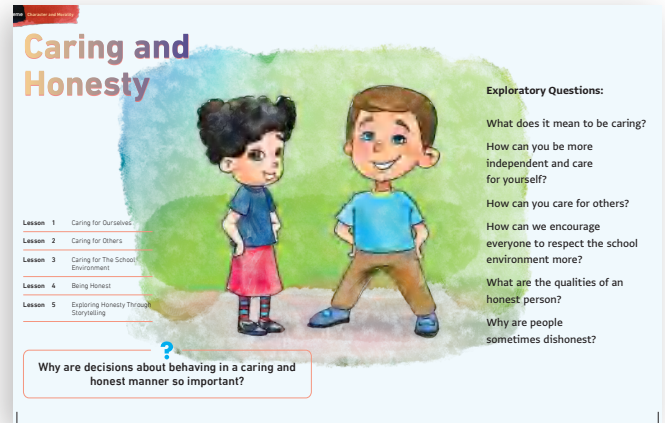
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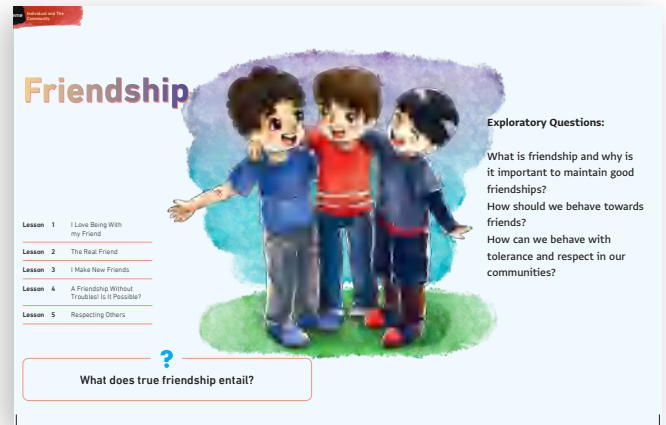
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# Friendship



**Lesson 1** I Love Being with My Friend

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**Lesson 2** The Real Friend

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**Lesson 3** I Make New Friends

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**Lesson 4** A Friendship without Troubles! Is It Possible?

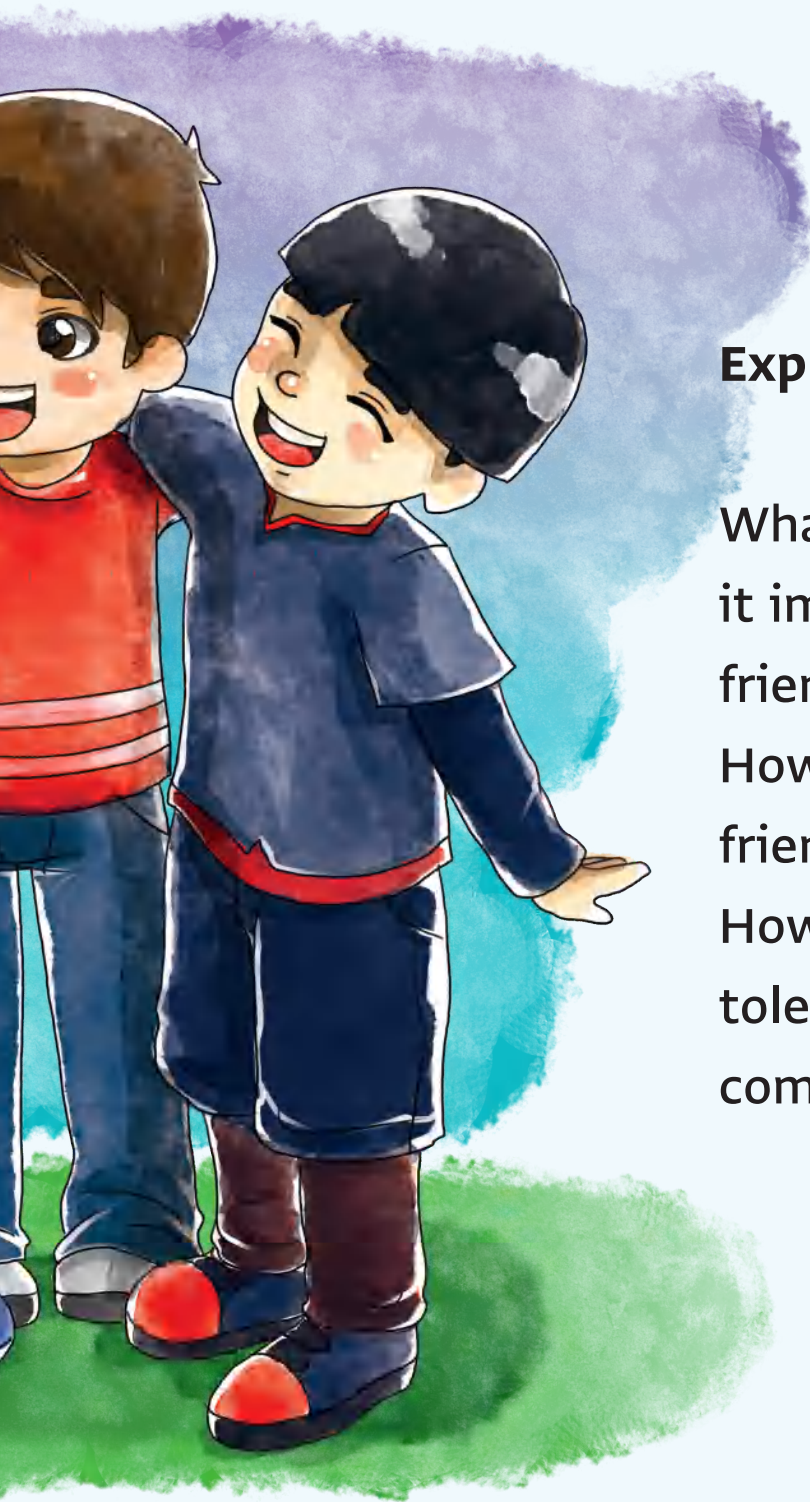
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**Lesson 5** Respecting Others

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**What does true friendship entail?**



## **Exploratory Questions:**

What is friendship and why is it important to maintain good friendships?

How should we behave towards friends?

How can we behave with tolerance and respect in our communities?



## Lesson 1

# I Love Being with my Friend

What does “a good friend” mean?

## Vocabulary

Loyal

Qualities

Similarities



1

**What are the benefits of having good friends? What makes a good friend?**



### DATE

International Friendship Day is on July 30. It is the day to celebrate friendship.

# The Big Match

“Come on, Mansour!” called his father, “It’s time to leave. We’ll be late for the big match.”

It was the day of the cup final... and Mansour’s local team was in it! It was the biggest day in the town’s history, excitement had been building for weeks and all Mansour’s friends were going.

Mansour sat up in his bed. He felt ill – he had a really bad stomach ache. Just then, his father appeared in the doorway. “Mansour, are you coming?” he asked. “What’s wrong, Mansour? You don’t look well,” he said with a worried look. “No, Dad ... I don’t feel well, I’ve got a stomach ache”, said Mansour.

Later, after the doctor had been and Mansour was feeling a little bit better, he sat glumly on the sofa. He wasn’t well enough to go out. “At least I can watch it on TV...,” he thought. Just then, there was a knock on the door. His father went to open it. “Who could that be?” he wondered, “I thought the whole town would be at the match.”

He could hardly believe it. It was Omar and Shaima’, his two best friends. “What are you doing here?” asked Mansour. “We came to watch the game with our friend,” said Shaima’ smiling. “Here... we brought you a flag!” said Omar.



### Questions for Discussion

- How do you think Mansour felt when he was sitting on the sofa alone?
- Why do you think Omar and Shaima' came to Mansour's house?
- How do you think their visit made Mansour feel?



**Let's Think Together** 'What would you have done if you were Omar or Shaima'



3

### Wanted: A Good Friend

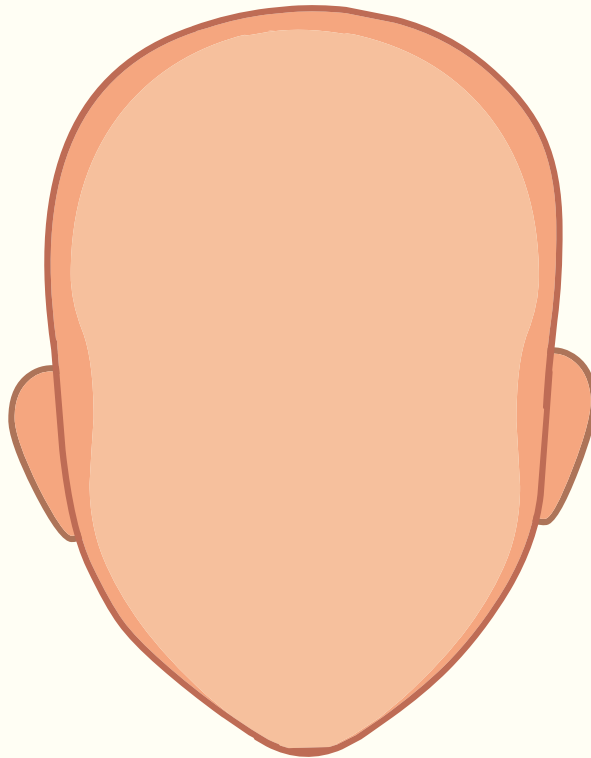
Write the qualities you would like in a good friend.

.....

.....

.....

.....



**THINK!**

'I am always the best friend I can be'



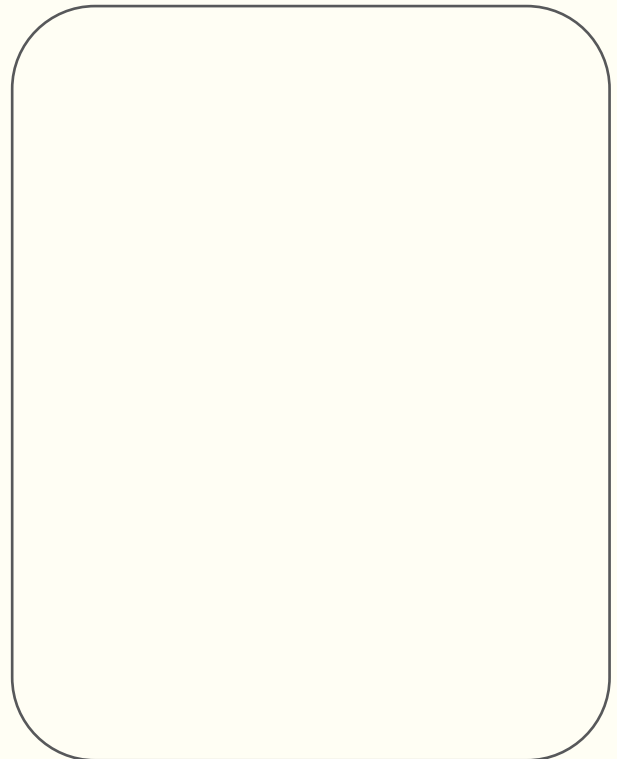
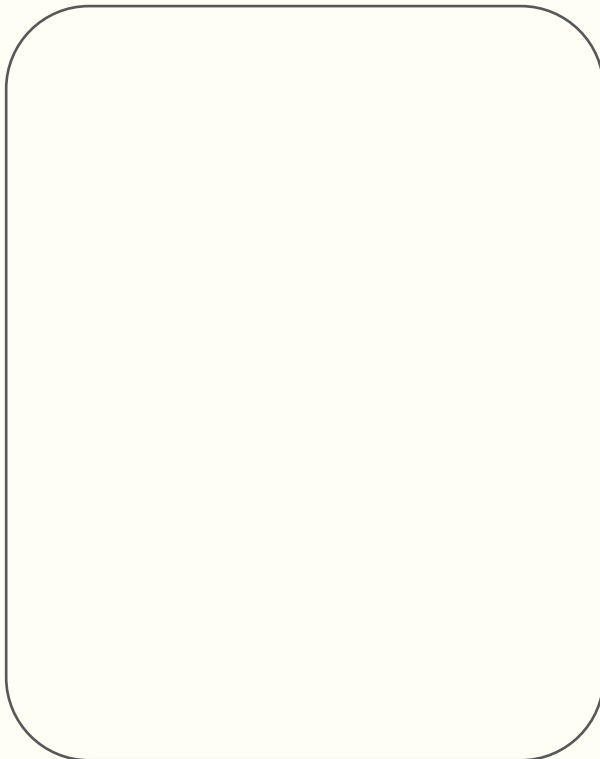
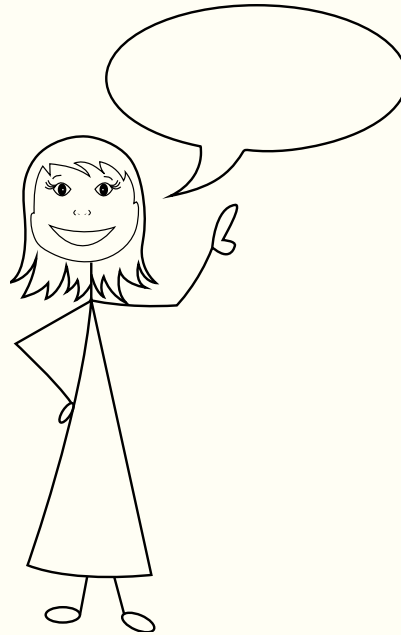
## 4 Are we the same or different? Fill in the table to find out!

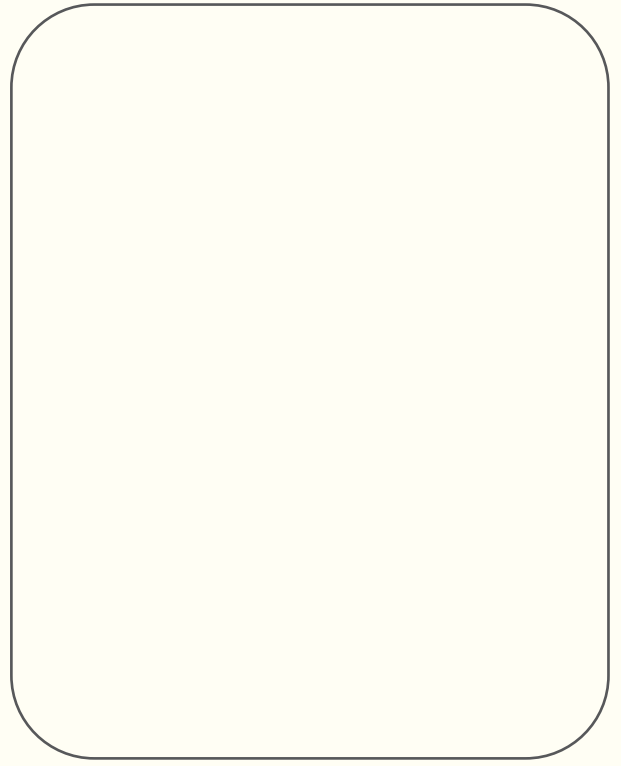
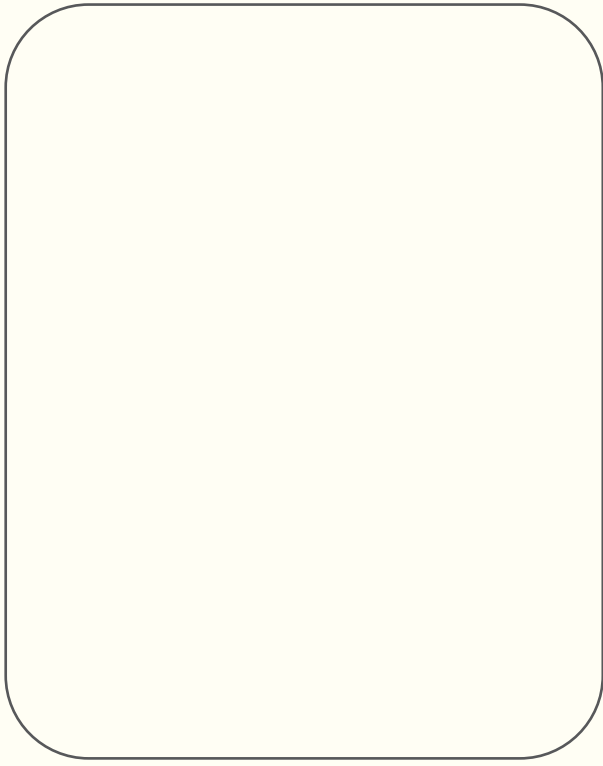
	Me	Name 1	Name 2	Name 3
Hair				
Eyes				
Age				
Favourite sport				
Favourite TV show				
Favourite colour				
Favourite food				
Favourite animal				



**5**

**Draw four pictures of good friends doing things for one another. Describe what each friend is doing.**







## Lesson 2

# The Real Friend

**How should good friends treat one another?**

## Vocabulary

Compliment

Background



- 1 **Think again about friendship. What are friends? What do friends do?**



## Two Friends, Different Interests

Mansour and Walid were walking together towards the park. It was a bright, sunny morning and the boys were chatting happily to one another.

“This is a brand new football,” said Mansour, “My uncle got it for me yesterday. I can’t wait to try it out.”

“It looks really cool,” said Walid. “Maybe it will make you an even better player!” he said.

Mansour laughed and threw his arm around his friend’s shoulder. “What have you got there?” he asked.

“It’s a new book. I haven’t started it yet. I loved the author’s last book. You remember I told you about it?” said Walid.

“Oh, yes, I remember,” said Mansour. “Well, if you like it, it must be good. You certainly know a lot about books - more than anyone else!”

When they got to the park, Walid went and sat on a bench. He took out his book and began reading. Mansour ran over to the football pitch to join a game with some other boys.

“I’ll see you later, Walid”, shouted Mansour. “Sure thing,” replied Walid.



### Questions for Discussion

- How can you tell that Mansour and Walid are friends?
- Did Mansour do or say anything to suggest he's a good friend to Walid?
- Did Walid do or say anything to suggest he's a good friend to Mansour?

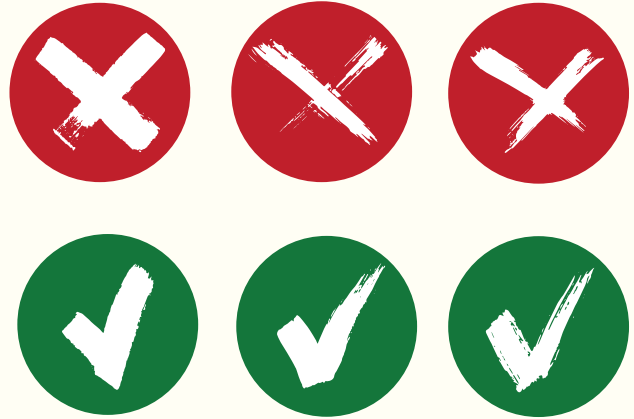


**Let's Think Together** 'What is special about the boys' friendship?'



3

Your teacher will give you a collection of cards. With your group, arrange them into two piles. In one pile, put all the cards with 'good qualities' of friends. In the other pile, put all the cards with 'bad traits' of friends.



4

Read these scenarios. What would a good friend do in each one?

- a. You forget to bring lunch to school and you're hungry.
- b. Some children are laughing at you when you are not there and your friend overhears them. Your friend is playing with someone else and you feel left out.
- c. You fall and hurt yourself when someone deliberately pushes you.
- d. Your friend is talking and making noises during the lesson. The teacher thinks it's you and asks you to stop.
- e. After playing your friend's favourite game a few times, you ask if you can play your favourite game now.





# 5

Work in pairs. You are going to interview your partner about one of his or her friends. Write your partner's name. Then ask the questions below. Take turns to ask the questions and write the answers. Compare your interview notes with those of your classmates.

Name of person you are interviewing:

.....



- 1. What is your friend's name? .....
- 2. How did you meet? .....
- 3. What are the good things about your friendship? .....
- 4. What kinds of things do you enjoy doing together? .....
- 5. Do you ever argue? Why? .....
- 6. How do you make up after an argument? .....
- 7. Why is this friend a good friend? .....
- 8. What is the nicest thing this friend has ever done for you? .....

## Lesson 3

# I Make New Friends

**In what ways could friends be different?**

## Vocabulary

Influence

Inclusion



1

First, fill out Part 1 of the worksheet. When your teacher tells you to, fill out Part 2.

	Part 1	Part 2
Favourite TV programme	.....	.....
Favourite food	.....	.....
Favourite game to play with friends	.....	.....
Favourite animal	.....	.....
Favourite colour	.....	.....





## A New Boy at School

When Mansour arrived at school one morning, he was met by an unfamiliar face. A boy was standing by the wall in the main corridor. He looked anxious. “Who’s that?” wondered Mansour.

“Hi,” said the boy, “can you tell me if I’m in the right place, please? I’m looking for the library.” His voice sounded strange, as if he wasn’t used to speaking.

“Hi,” said Mansour, “follow me and I’ll show you.” The boy hurriedly collected his belongings and walked quickly to catch up with Mansour.

“Thank you,” said the boy. “My name is Xiang. I am new. I have just arrived with my family.”

“Well, hello... sorry I can’t say your name,” said Mansour smiling, “I’m Mansour. I’m not new. I’ve been here forever!” Xiang laughed.

“So do you know anyone here?” asked Mansour.

“No, nobody... well, just you!” answered Xiang.

“It’s tough being new and not knowing anyone, isn’t it?” said Mansour. “Come on, I’ll introduce you to everyone.”



### Questions for Discussion

- Why do you think Xiang was anxious?
- Why do you think Xiang's voice sounded "strange" to Mansour?
- How do you think Xiang felt when Mansour offered to introduce him to the other students?



**Let's Think Together** 'Do you think Mansour and Xiang will become friends? Why?'



3

Your teacher will read out some sentences. Indicate whether you think each one is OK or not.



4

What would you do in these situations?

1



2



3



**KEY FACT**

Being friends with people from different backgrounds gives you a different perspective on things.



5

Think of something you did that showed you were a good friend. When it's your turn, tell the class.



**THINK!**

Do I always make sure to include everyone?

## Lesson 4

# A Friendship without Troubles! Is It Possible?

How do I care for my friend?

## Vocabulary

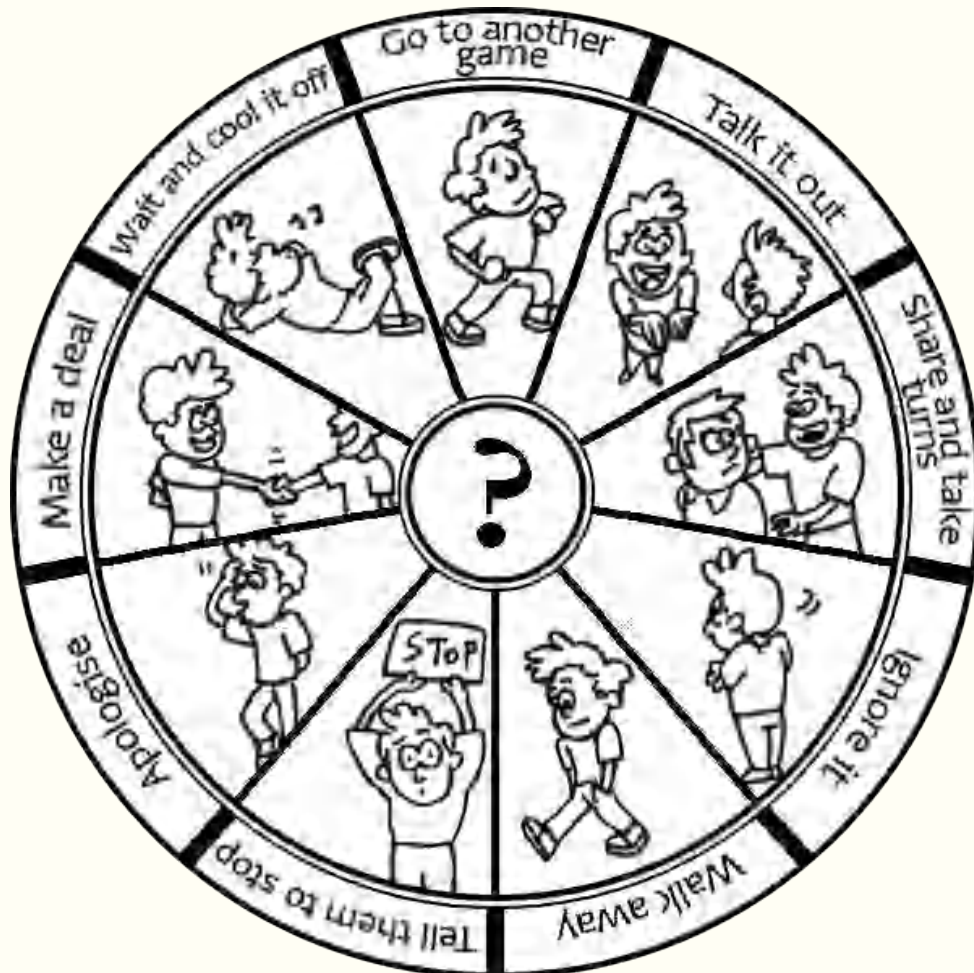
Conflict

Cowardly

Bullying

1

What could you do if you were experiencing conflict with someone? Colour in the Conflict Wheel.



## Mansour's New Bicycle

Mansour was thrilled with his new bicycle. It was the bluest blue he had ever seen, with yellow stripes on either side. It had big chunky wheels that made it glide smoothly over even the bumpiest ground.

When he got to the end of his street, he saw Khalid. He knew Khalid from school, but they weren't friends. Sometimes Khalid was mean.

He didn't like that Mansour got good results in school, while Khaled didn't.

"Why are you riding a little kid's bike?" asked Khalid. Before Mansour could answer, Khalid pulled roughly on the handlebars. Mansour fell one way and his bicycle the other. Khalid laughed and walked away. Mansour carefully lifted his bicycle from the ground. The stripes on one side were scratched. He was so sad.

The next day at school, Khalid was even meaner. He called Mansour nasty names in front of the other students. "And he rides a baby's tricycle," said Khalid. Some people laughed. Then he took his lunch. "If you tell anyone, I'll really hurt you," he said. Mansour was scared. He felt he was on his own.



### Questions for Discussion

- Why do you think Khalid treats Mansour this way?
- Do you think Khalid is happy?
- What should the other children do when they see this happening?



**Let's Think Together** 'What should Mansour do? What are his options?'





3

Let's talk about bad behaviour and solutions. Listen to your teacher's questions and think about your answers.



4

Use the Conflict Wheel and write how would you react in the following situations.

Situations	My reaction
1. If my friend invited me to a party	.....
2. If my friend listened to me when I was sad	.....
3. If my friend stuck up for me when someone was mean to me	.....
4. If someone called me a horrible name	.....
5. If my friend excluded me	.....



#### DATE

Countries around the world have an Anti-Bullying Day to show their opposition to bullying.



5

**Think of a time when you were not a good friend to someone - or could have been better. What happened? How do you think this made your friend feel? How did you feel?**



#### KEY FACT

You can stop a bully by telling your teacher or your parent what he/she is doing. If the situation doesn't change, keep telling your teacher and parents until it does.

## Lesson 5

# Respecting Others

**How can we show respect for people and their roles?**

## Vocabulary

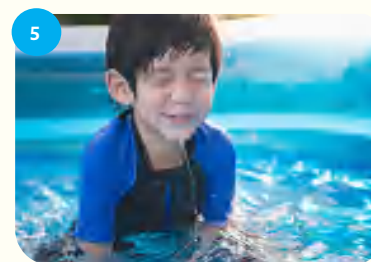
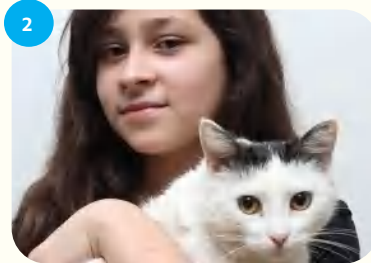
In common

Respect



1

Look at the photographs of these six children. Which children would you rather spend time with? Why?



# Football in the Park

2

It was a warm, sunny Saturday morning - the perfect day for football! Mansour raced out of his house and headed for the park.

“Hurry up, Mansour! Everyone else is here. We’re about to start,” shouted Shihab when Mansour arrived at the park gates.

Mansour took up his position in the team. “Let’s go!” he shouted.

Just then, Mansour noticed Xiang standing on the sideline. Xiang waved to him. “Do you want to play, Xiang?” asked Mansour. “Yes, please... I’d love to,” answered Xiang.

“Come on then,” said Mansour.

“Whoa, hold on,” said Shihab sternly, “We don’t need anyone else.” Shihab turned to Mansour and whispered, “Who’s that guy anyway? I don’t know him. Where’s he from?”

“That’s Xiang. He’s a friend. He comes from China. He’s a really nice guy, and he’s an awesome football player. He really loves football. And guess what? He supports our team, just like us! You even have the same favourite players!”

“Oh, OK,” said Shihab, “then I guess he can play.”



### Questions for Discussion

- Why didn't Shihab want Xiang to play?
- Why did Shihab whisper to Mansour when he was asking him about Xiang?
- Why did Shihab change his mind about letting Xiang play?



**Let's Think Together** 'Would most people have allowed or not allowed Xiang to play?'



3

Sit in a circle and look again at the photographs of the six children. Discuss the reasons for your choices. Remember, you can't speak unless you have the object.



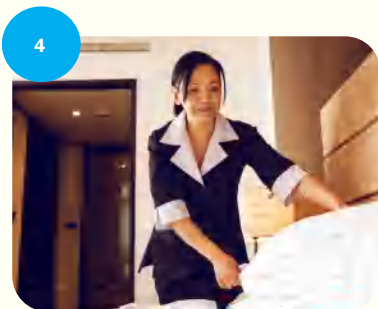
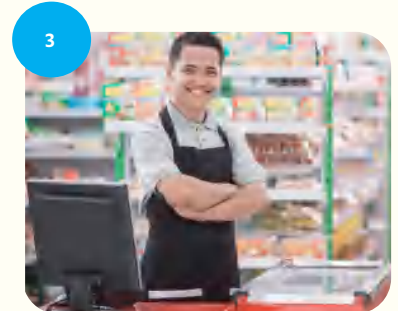
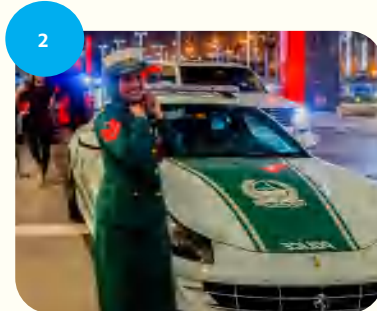
**THINK!**

Do I have friends from different backgrounds? If not, why?



4

Look at each image below. Say what it is and then say how you would show respect to that person.





5

In 2020, Dubai will host the world's largest exhibition, Expo 2020, where a large number of people and nationalities will visit the exhibition.



Write in the first column how you want others to respect you, and in the second column, write how you will respect others (show the table to your colleagues and discuss)

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# Moral Heritage

- Lesson 1**      What is Heritage?

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- Lesson 2**      Intangible Heritage in the UAE (1)

---

- Lesson 3**      Intangible Heritage of the UAE (2)

---

- Lesson 4**      Intangible Heritage Around the World

---

- Lesson 5**      Tangible Heritage

---




**What is the heritage?**



## **Exploratory Questions:**

What is heritage in the UAE?

What is the difference between tangible heritage and intangible heritage?

What is heritage around the world?

## Lesson 1

# What is Heritage?

**What is 'tangible' and 'intangible' heritage?**

## Vocabulary

Heritage

Tangible

Intangible



1

**What is heritage? Look at these pictures from different cultures.**



1. Taj Mahal in India



2. Al Badiyah UAE



3. Mall of the Emirates, UAE



4. Mariachi singer, Mexico

## A Visitor from Japan

Karima was so excited when Yoko arrived at her house. Yoko was her newest friend! She had just moved from Tokyo to Dubai.

“You’re here!” shouted Karima when she opened the door.

“Thank you very much for inviting me,” said Yoko. “Mmm, what’s that lovely smell?”

“That’s lunch... it’s Machboos,” explained Karima, “My mother is making it. Don’t you know it?”

“No,” said Yoko, “We don’t have it in Japan.”

“Ah,” said Karima’s mother, overhearing the conversation, “Machboos is a traditional Arab dish. It’s an old recipe that has been passed down from generation to generation. It’s a special dish for Emiratis... it’s part of who we are!”

“And what’s that?” asked Yoko, pointing with wonder at an old sword hanging above the fireplace in Karima’s living room.

“It’s a really, really old sword,” explained Karima. “It belonged to my grandfather, but it’s actually hundreds of years old. It was made here. People used to carry swords on their shoulders when travelling across the desert. My father says you’re touching Emirati history when you touch it... but nobody’s allowed to touch it now!”



### Questions for Discussion

- Why didn't Yoko know about Machboos?
- What does Karima's father mean when he says "you're touching Emirati history" when you touch the sword?
- Why do you think nobody is allowed to touch the sword?



**Let's Think Together** 'Are there any examples of Emirati heritage in this story?'



3

**Heritage can be tangible or intangible. Consider the story A Visitor from Japan.**

<b>Tangible</b>	The Machboos meal	The sword
<b>Intangible</b>	The recipe	The story of the sword

- What do you think 'tangible' means?
- What do you think 'intangible' means?



4

**Look at these pictures. Each one shows an example of either tangible or intangible heritage.**



1. A Chinese martial artist practicing Taiji Sword



2. An old tower of a fort in Dubai



3. Fishermen catching fish using old ways in Bahrain



4. Ceramic clay pots in Abu Dhabi



5. A potter teaching a boy to make ceramic pots in Abu Dhabi



6. Monument and statue in Dublin, Ireland

Decide whether each one is tangible or intangible, and then write its number into the correct column of the table.

Tangible Heritage	Intangible Heritage



5

**Let's bring intangible heritage to life! Have you ever seen Al Sadu weaving? Perhaps you have something at home that is made from Al Sadu weaving.**

**We can't try Al Sadu weaving in the class, but we can try some wool weaving. Listen to your teacher's instructions.**



**KEY FACT**

The United Nations has a special agency called UNESCO that tries to preserve heritage in countries all over the world.



## Lesson 2

# Intangible Heritage in the UAE (1)

**What are some examples of intangible heritage from the UAE?**

## Vocabulary

Dhow

Dyyeen



1

## How can we preserve intangible heritage?



Weaving lesson

## A Special Gift from Grandma

Karima spent the weekend at her grandmother's house. When it was almost time to leave, Karima's grandmother handed her a small red box. Inside were the most beautiful pearl earrings she had ever seen.

"These are beautiful," exclaimed Karima.

"Beautiful and special," replied Grandma, "these pearl earrings belonged to my mother. She gave them to me when I was a young girl, and now I want to give them to you."

Grandma explained that a long time ago in the United Arab Emirates people would go diving in the sea to collect pearls. The divers went deep into the water with only a nose clip, leather finger protectors and a basket made of rope. They would use a stone to pull them down and a rope to bring them to the surface again. It was an important part of life back then and divers would teach their children how to dive when they were just 12 years old.

"Pearls have always been very important in the United Arab Emirates. Pearl diving is part of our heritage," said Grandma. "Thank you," said Karima, "I promise I will take care of them forever".



### Questions for Discussion

- How do you think the divers felt before they went diving for pearls?
- Why isn't pearl diving as popular now as it was in the past?
- What did Karima's grandmother mean when she said "pearl diving is part of our heritage"?



**Let's Think Together** 'Is pearl diving part of the tangible or intangible heritage of the UAE?'



3

Look at the men performing Al Ayyala dance in the image below, then answer the questions.

- a. When and why do people perform this dance?
- b. How old is it?
- c. What can you tell about it?



4

Which part of pearl fishing is tangible and which is intangible heritage? Explain your answer by drawings.

Tangible	Intangible



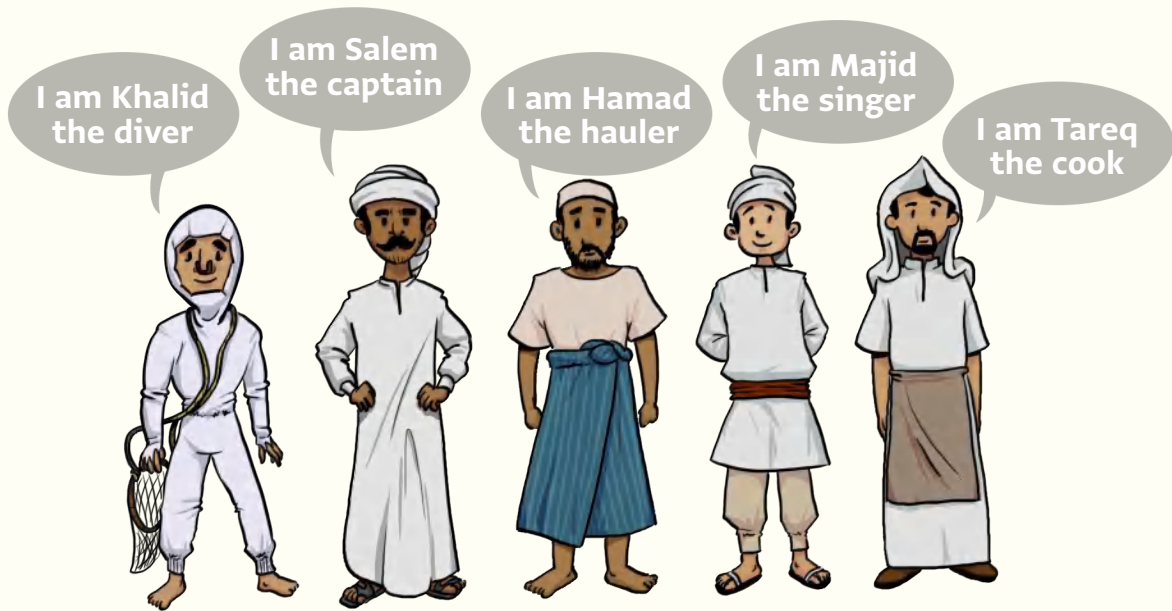
**THINK!**

Why is pearl diving an important part of the UAE's heritage?



5

Look at the five characters below. They are all part of the pearl diving crew. Listen as the teacher explains each role. Then tell your partner which role (and why) you would like to have had.



**KEY FACT**

In the 19th century, pearl diving was as important for jobs as oil is today!

## Lesson 3

# Intangible Heritage of the UAE (2)

Can you name another example of intangible heritage from the UAE?

## Vocabulary

Pottery

Clay



1

Look at this picture. Then complete the writing frame with your group.



What is it?

What is it made from?

How was it made?

What was it used for?



## Five Ceramic Pots on the Shelf

Karima sat silently near her father at the kitchen table, watching her mother prepare breakfast. Her eyes drifted to the shelf above the stove. “One, two, three, four, five” she counted.

“Mom, why do we have five old pots on the shelf? I’ve never even seen you using them.”

Karima’s mother turned to her and smiled. “It’s true that we don’t use them so much anymore. They’re more for decoration now.”

“Oh! Did you ever use them, Mom?” asked Karima.

“Well, no, I didn’t... but your grandmother did. People used pots for so many things - to store water, food, crops... almost everything. These pots were made quite near to here, using clay from the foot of the Al Hajar Mountains. Do you remember we went there?”

Karima nodded her head. “Yes, I do,” she said.

“Some of the best pottery in the world came from there,” said her father. “Different places would produce pottery with different designs, shapes, styles... it’s very interesting. Pottery is one of our country’s oldest and most important crafts.”

“Why don’t we use the pots anymore?” asked Karima.

Her mother tapped her finger on a plastic container on the kitchen counter. “Plastic,” she said, “it’s easier and cheaper... but it’s a pity”.



### Questions for Discussion

- Why doesn't Karima's family use the pots anymore?
- Were ceramic pots important to people in the past?
- Karima's mom thinks it is a pity that plastic containers have replaced ceramic pots. Do you agree or disagree? Why?



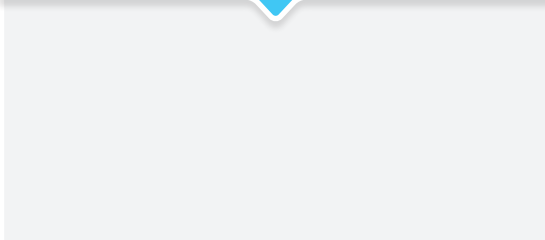
**Let's Think Together** 'Is pottery part of our heritage?'



3

If you were a potter, what would you make? Consider the shape, size and decoration of the pot you would make. Draw a rough sketch of it.

What will my pot look like?



4

Now it's time to be a real-life potter. Your teacher will give you some clay. Turn your sketch into reality!



**THINK!**

Why was pottery important to Emirati people in the past?



5

## Reflect on the pottery experience with your partner.

Does your pot look like your design?

Was pottery easier or harder than you expected?

Are you proud of the UAE's pottery heritage?



### DATE

It is believed that Emiratis first made pots 2,500 years ago!

## Lesson 4

# Intangible Heritage Around the World

**What do we know of Japanese Heritage?**

## Vocabulary

Origami

Washi



1

Now that you have learned about the UAE's intangible heritage, think about an intangible heritage from another country, or that of someone you know, and draw it in the box below.

## Yoko's Crane

2

One day, Karima's Japanese friend Yoko, brought a small paper bird into class.

"Did you make it?" asked the teacher.

"Yes," Yoko replied. "My grandmother taught me how to do origami."

"What's origami?" asked Rashid.

"It means 'folding paper'," Yoko explained. "You take a piece of paper and fold it into different shapes. In Japan, we use a special handmade paper called washi. Washi is very difficult to make and it takes a long time. It's a very old skill. The Japanese use washi to make lots of things: lamps, blinds, book covers, even jewellery. It's light, but very strong. Artists love to paint on it."

The teacher asked Yoko if she'd like to show the class how to make a crane.

"That's a bit difficult," she said. "I'll show them how to make a hat!"



### Questions for Discussion

- Do you think that Yoko was proud of her origami? Why?
- How do you think Japanese people learn how to make washi paper?
- Ordinary paper is made using machines. Why do you think people still make washi, when it's so difficult to do?



### Let's Think Together

'My grandmother taught me how to do origami.'

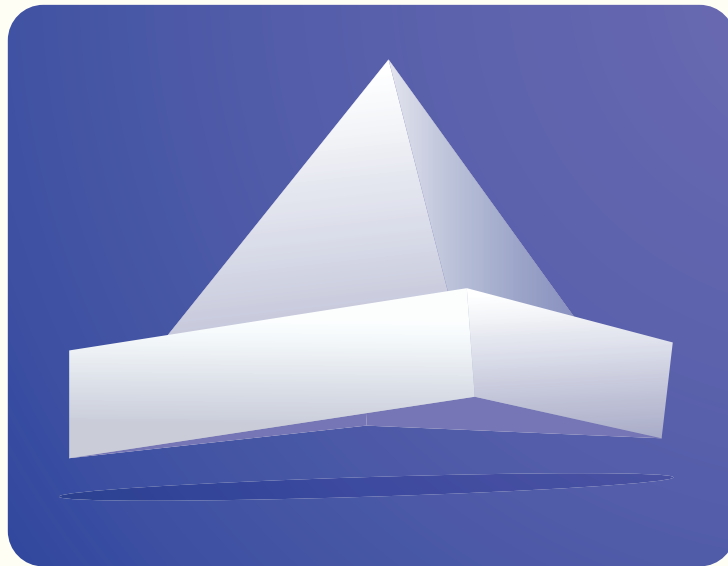




3

**Follow your teacher's instructions step by step to make your hat.**

**Help anyone in your group who is finding this task hard.**



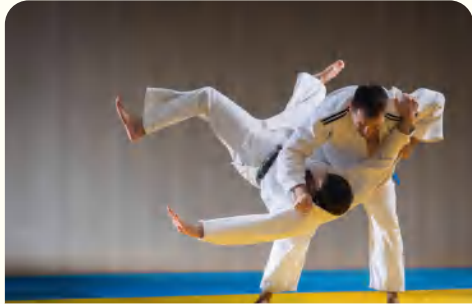
**THINK!**

What do you think might happen if older people did not pass on their skills to young people?



4

Which of the photos do you think are examples of the intangible culture of the countries they represent?



1. Japan



2. England



3. Belgium



5

Let's have fun making traditional Japanese fans. Watch as your teacher shows you how to make a fan.  
Draw your design on a sheet of paper and then fold your fan!



## Lesson 5

# Tangible Heritage

**Can I describe what I have learnt about tangible heritage in the UAE?**

## Vocabulary

National park

Preserve

Statue



- 1** Do you remember what tangible heritage is? How does it differ from intangible heritage?  
See if you can identify five examples of tangible UAE heritage.

Intangible	Tangible
Weaving skills	Beautiful fabrics
Painting skills	
Musical skills	
Construction skills	
Woodwork skills	

With your partner, complete the table above, showing how intangible skills help to create tangible objects.

# Show and Tell Around the World

Some of Karima's classmates are not from the UAE.

One day, the teacher asked everyone in the class to bring in a photo of tangible heritage of their own country.

"Even me?" asked Karima.

"Yes," said the teacher. "You can bring a photo of your favourite UAE example."

The following day, the children sat in a circle holding their photos.

"Let's start with you, Yoko", said the teacher to Karima's Japanese friend.

"This is Mount Fuji, in Japan", replied Yoko. "It's a very beautiful mountain."

The boy beside Yoko held up his photo. "This is the Eiffel tower, in Paris, France." he said.

"It's very tall, Pierre," said the teacher.

The rest of the children showed their photos one by one. A Tanzanian boy called Jabari had a photo of an elephant.

"Wild animals are a big part of our heritage in Tanzania," he explained. "We keep them safe in a national park called the Serengeti."

Karima's American friend, Cindy, showed them a photo of the Statue of Liberty in New York.

Finally, it was Karima's turn to show her photo. "This is a dhow, a traditional boat. It's at the Dubai Museum," she told the class. "Sailing is a big part of my country's heritage."



### Questions for Discussion

- What five different types of heritage did the children choose?
- Can you touch everything that is in the photos?
- Why is it important to preserve our tangible heritage?



**Let's Think Together** 'I am proud of my heritage'



**3**

**Two of the students in the story chose photos of natural heritage.**

**Discuss with your partner ways that we can keep these kinds of heritage safe for the future.**

**Share your ideas with the class.**



**4**

**Match the artefact with the location of its country on the map, then hang the photo of the artefact in its place with a pin.**



# 5

## Let's go to the museum!

Today we go to the museum with our teacher.

**Before you go:** Research about the museum (online, brochures) and see what displays are most interesting to you. Make a note to learn more about the display when you go to the museum.

**During your visit:** Learn while behaving in an ethical manner in the museum.

**After your visit:** Identify what you enjoyed most about the visit. Why did it appeal to you?





# Parents' Guide

Grade 1

**Unit 1**      **Fairness and Affection**

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**Unit 2**      **My Family and I**

---

**Unit 3**      **Discovery of UAE Heritage through  
Storytelling**

---

**Unit 4**      **Caring and Honesty**

---

**Unit 5**      **Friendship**

---

**Unit 6**      **Moral Heritage**

## 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

# Friendship

### Objectives of the Unit

The aim of this unit is to enable students explore the concept of friendship and all it entails. This includes the meaning of real friendship, the importance of maintaining good friendships, and the importance of tolerance and respect in friendships. It also aims to teach students how to treat friends and make new friends. It further encourages students to be tolerant and respectful within their communities.



**What does true friendship entail?**

### Exploratory Questions

- What is friendship and why is it important to maintain good friendships?
- How should we behave towards friends?
- How can we behave with tolerance and respect in our communities?

### Learning Outcomes

- Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests.
- Confidently make new friends and treat friends with respect by showing care, empathy and acceptance. Learn how to resolve conflict if need be.
- Identify in which ways people in the local community might be different from each other, and understand ways to interact effectively.
- Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour.

## Home activities

### Activity 1:

#### Weeks 1, 2, 3:

Students learn about being good friends and making friends.

- Encourage your child to talk about how they behaved as a friend to others at school.
- Discuss the importance of your child being aware of what they have in common with others in society, especially in the case of people that your child does not normally mix with.

### Activity 2:

#### Week 4:

Students learn how to deal with different types of conflict.

- Ask your child to explain the conflict wheel to you.
- Do some exercises using the conflict wheel then discuss the best way of dealing with different types of conflict.
- Encourage your child to talk to a trusted adult if they encounter conflicts or bullying incidents.

### Activity 3:

#### Week 5:

Students learn about judging others.

- Demonstrate to your child examples of respect for others, irrespective of race, background or wealth.
- Show him/her that he/she needs to occasionally adapt his/her behaviour to specific circumstances.



Dear Guardian,

Now that your child has completed the unit on friendship, we hope that their understanding of the key concepts associated with the topic has been enhanced.

Please fill in and sign the feedback form, and give it to your child to pass on his/her teacher. We strongly encourage interaction between parents and school, to promote your child's educational and social development.

Parent Feedback.

Has the unit improved your child's understanding of the concepts covered (caring, honesty, friendship)?

Have you seen a change in your child's attitudes after studying this unit?

If you have any comments related to this unit of the Moral Education course, or to your child's performance,

Yes, very much	Yes, somewhat	Not so evident
----------------	---------------	----------------

please write them here.

Yes, a marked change	Yes, a minor change	Not so evident
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Guardian's Signature



## Unit 6

# Moral Heritage

### Objectives of the Unit

The aim of this unit is to teach students about heritage, both tangible and intangible, and explore some examples of both types of heritage in the UAE and beyond. Students get an opportunity to experience some aspects of heritage through imaginative play and simplified activities.



What is the heritage?

### **Exploratory Questions**

- What is heritage in the UAE?
- What is the difference between tangible heritage and intangible heritage?
- What is heritage around the world?

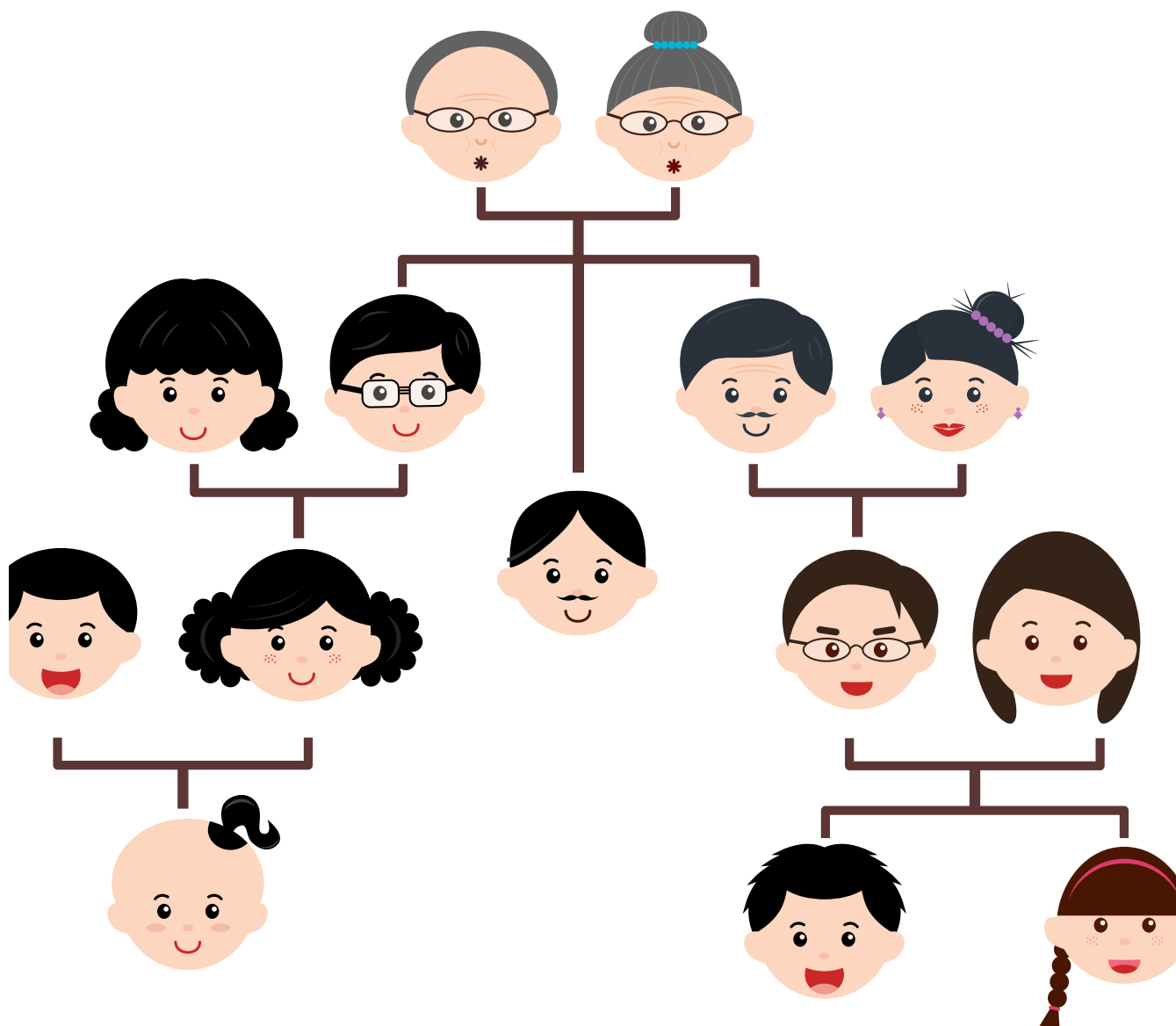
### **Learning Outcomes**

- Explain the distinction between ‘tangible’ and ‘intangible’ heritages.
- Discuss and/or write about examples of intangible heritage in the UAE.

## Home activities

### Activity 1:

- Talk to your child about your ancestry.
- Help your child to create a family tree.



## Activity 2:

- Visit the Heritage Theme Park in Abu Dhabi to journey into the past. While there you can also visit the Al Reef Handicrafts Training Centre and learn how to make traditional handicrafts yourself!
- <https://visitabudhabi.ae/en/see.and.do/attractions.and.landmarks/cultural.attractions.aspx>.
- \*Please note, you must register before attending the Handicraft Centre\*.
- After the visit, encourage your child to write about what they saw and what they learned at the Heritage Centre.

# Glossary

**Affection:** Fondness or love.

**Ancestor:** Someone from a long time ago that someone else is descended from; a family member from the past.

**Angry:** Annoyed and upset.

**Apology:** Expression of regret trying to undo the mistake.

**Appreciate:** To understand the importance of someone/something.

**Background:** Things that have happened in a person's past e.g. where they come from, their family's past, what languages they speak.

**Better:** Improved.

**Bullying:** Hurting the body or the feelings of one's peers.

**Caring:** Looking after others, to be kind.

**Change:** Changing.

**Choice:** A selected course of action from two or more options.

**Clay:** A material that can be shaped when wet and baked to make artefacts.

**Compliment:** Something nice that's said about someone or something.

**Conflict:** When people think differently about something and it stops them agreeing and being friends.

**Cons:** Disadvantages.

**Consequence:** A result of someone's decision or action.

**Cowardly:** Someone is so afraid and cannot do the right thing.

**Decision:** Making your mind up to choose a certain course of action.

**Dhow:** A special kind of fishing boat used for pearl diving.

**Dishonest:** When you do not speak the truth. A dishonest person lies, cheats or steals.

**Drought:** A prolonged period of time when there is no rain.

**Dyveen:** A woven bag made from rope.

**Environment:** Everything in the world around us that affects all life on earth; including the air, water, plants, animals and humans.

**Excellent job:** Task that is very well completed.

**Excited:** Passionate; enthusiastic.

**Fair:** Treating people equally, justly and without discrimination.

**Fairness:** The quality of being fair. Treating people equally, justly and without discrimination.

**Family / Relatives:** Family members, from the mother's or father's side, who share social and family bonds.

**Feeling of Satisfaction:** A feeling of comfort, when you have what you need.

**Feeling of Injustice:** Unfairness, wrongness.

**Friendly:** Loving.

**Friends:** Classmates.

**Generation:** People born and living at about the same time.

**Honest:** When you speak the truth and behave appropriately. An honest person does not lie, cheat or steal.

**I am good at:** I can do a job well.

**I am happy:** To feel joy.

**I am sorry:** I express my regret. A common phrase to express remorse or sympathy.

**Identity:** The characteristics or customs that make a group of people who they are.

**I like someone or something:** I have positive feelings for.

**Imaginary fear:** Fear of things that don't exist and shouldn't be feared.

**Important:** Necessary; worth paying attention to.

**In a non-verbal way:** Expressing something using body gestures.

**Inclusion:** Involving everyone regardless of differences.

**Inclusive:** To involve others, to invite others to play.

**In Common:** Being similar.

**Independent:** To do tasks by yourself.

**Influence:** The ability to change someone's mind or behaviour, to think or act differently.

**Injustice:** Unfairness, wrongness.

**Intangible:** Things that you cannot touch.

**I respect:** I treat others well out of love and politeness; I consider other people's feelings.

**I respect the Law:** I abide by the Law; I follow and apply it.

**Jealous:** Having the feeling of jealousy.

**Jealousy:** Envy, a love for being solely cared for and loved by others, being bothered when someone else receives more love, care or even a higher position or more money.

**Loving:** Friendly; capable of showing love and care.

**Loyal:** Always being a good support and a good friend to someone or something.

**Luqaimat:** A popular dessert in the Arab world.



**Moral:** Related to what is right and what is wrong in how a person acts.

**Myth:** A story that is not true even though some people believe it.

**National park:** An area protected by the state for the enjoyment of the general public or the preservation of wildlife.

**Negative feelings:** Feelings that bother me.

**Negative situation:** An unfair situation, often involving improper behaviour or hurting others.

**Nomadic:** Relating to nomads, who were people who moved from one place to another instead of living in just one location.

**Origami:** The Japanese art and skills of folding papers to make decorative items.

**Others:** People around me in my community, other than family and friends.

**Parable:** A story that contains a moral or a lesson.

**Participation:** Joining in and doing things together.

**Polite:** Well behaved.

**Positive feelings:** Pleasant feelings that make us feel happy or comfortable.

**Positive situation:** A fair situation, usually involving decent behaviour and comfort for others.

**Pottery:** Pots, dishes and other things made from clay.

**Preserve:** Keep something in its original or existing state.

**Pros:** Advantages.

**Qualities:** Attributes that people have that make them who they are e.g. kindness, loyalty.

**Respect:** To act towards someone with politeness and good manners.

**Results:** The effects of an action.

**Roles:** Functions and tasks carried out by people.

**Security:** Feeling safe, reassured and unafraid.

**Self-expression:** Showing your feelings, thoughts, or ideas in writing, art, music or dance.

**Similarities:** Anything that makes people or objects alike.

**Smiling:** Showing you are happy and not sad.

**Statue:** A figure of a person or animal, usually life-size or larger. It can be made from stone, metal, clay or wood, for example.

**Talents:** Natural abilities that you were born with.

**Tangible:** Things that you can touch.

**Tenderness:** Love, kindness.

**Tribe:** A society or community that includes families and relatives that share common customs.

**True fear:** Fear of real things that evoke fear and justify it.

**Trust:** Belief in someone's honesty.

**Truth:** Facts as they are or as they happened in reality.

**Unfair:** A person who is unfair treats people unjustly and with discrimination. people unjustly and with discrimination.

**Washi:** Special paper made in Japan to be used in decorative items.

**Worried:** Feeling upset, uneasy or uncomfortable.

**Worry:** A sense of unease or discomfort.





**New Symbol**



**Old Symbol**

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



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



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



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



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



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

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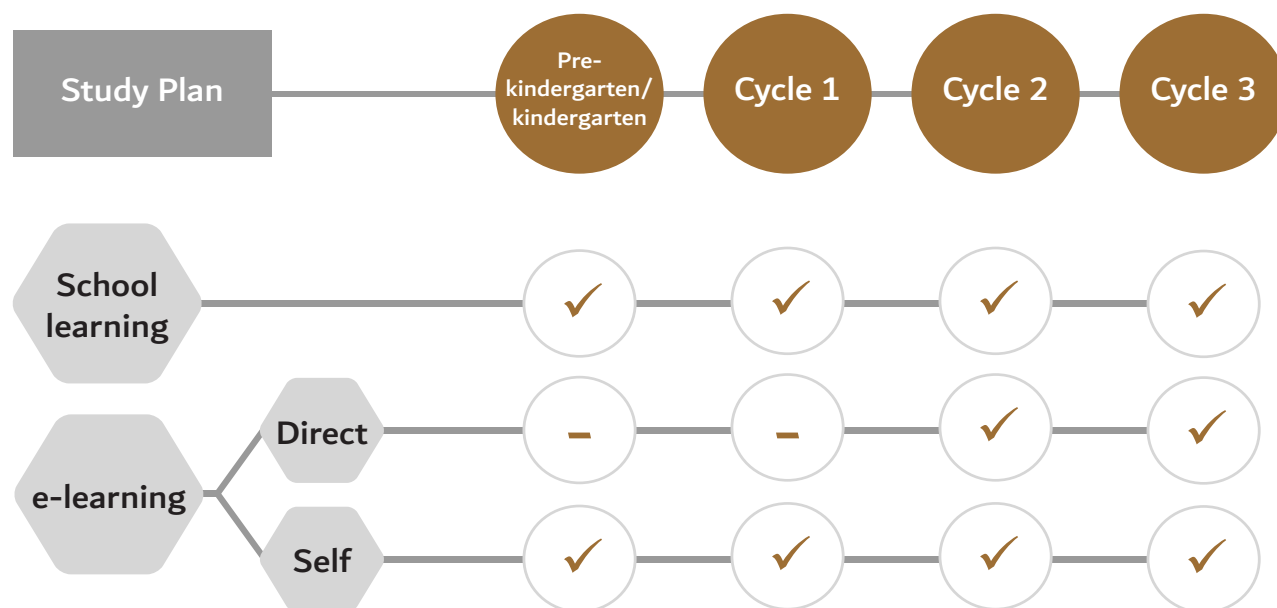
[www.moe.gov.ae](http://www.moe.gov.ae)



[ccc.moe@moe.gov.ae](mailto:ccc.moe@moe.gov.ae)

## Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



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

Electronic units





UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

