



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



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MORAL EDUCATION



Grade
07

Moral Education

Teacher Guide

Grade 7

Volume 3

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

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

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

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

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

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

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

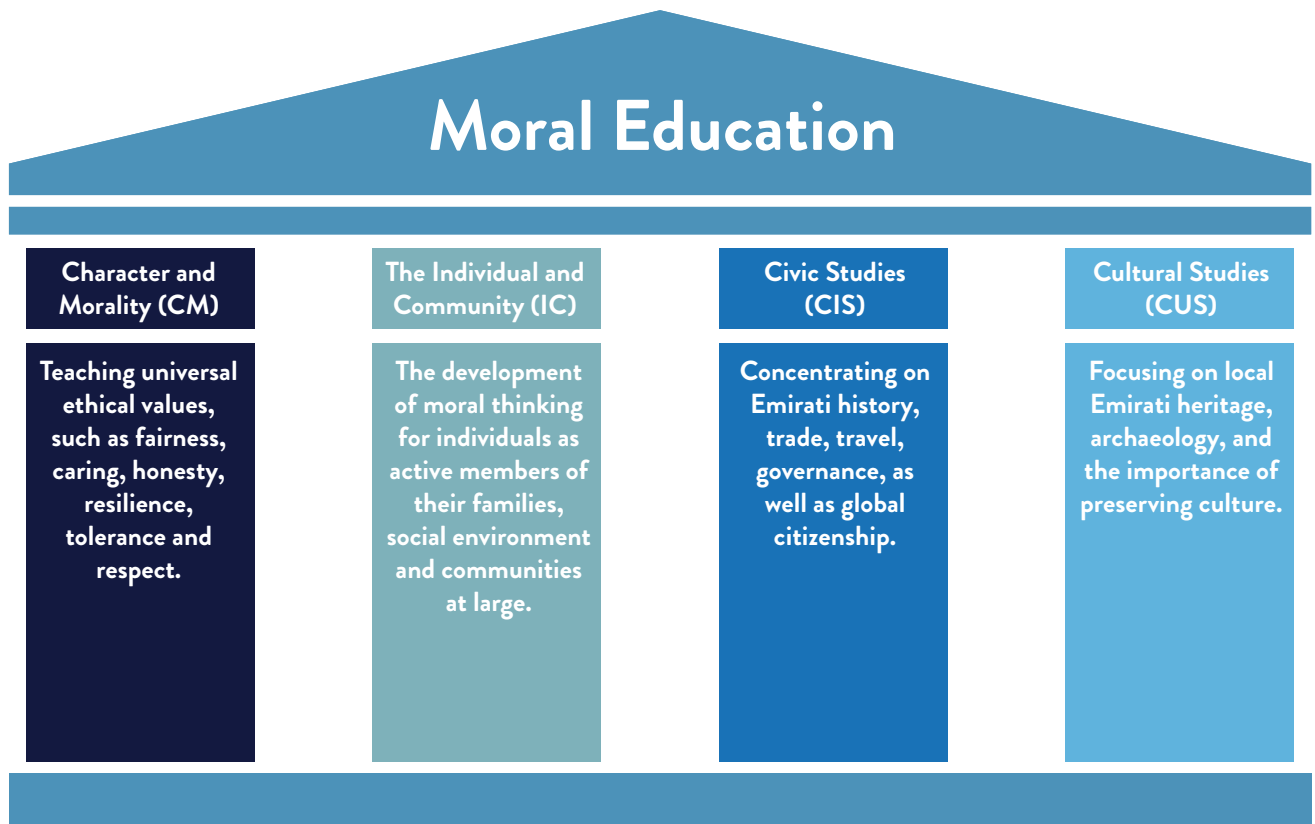
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



Values of the Moral Education Course

Key Pillars of Learning

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



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.

Key Skills

The Moral Education Course takes a holistic approach to teaching and learning. It focuses on educating the Head (the cognitive domain - knowing), the Heart (the affective domain - feeling) and the Hands (the pragmatic domain - doing), so that students are equipped with an appropriate skill set to fully participate in a fast-changing world.



Values

Values are at the heart of moral education. They are essential to a person's sense of self; they operate as the personal benchmarks that guide our thoughts and actions. The Moral Education aims to support students in identifying their personal goals and the motivation behind them. Moral education explores many multi-faceted issues, including trade, mental health and the distribution of resources. It also enables teachers and learners to explore the ethical implications behind complex global issues, enabling them to engage as members of the UAE and international community.

It is hoped that in working through the Moral Education curriculum, teachers and students will become inspired and motivated by a commitment to the values of social justice, human rights, care for the environment, empathy, respect for diversity and global solidarity. The lessons of Moral Education course are founded on the principles of solidarity, equality and inclusion, and support a process for teaching and learning which explores how personal values are shaped and directed. This Moral Education course does not impose values, but rather encourages students to explore ethical issues, and develop an awareness on their individual values.

Teaching and Learning – A Pedagogical Approach

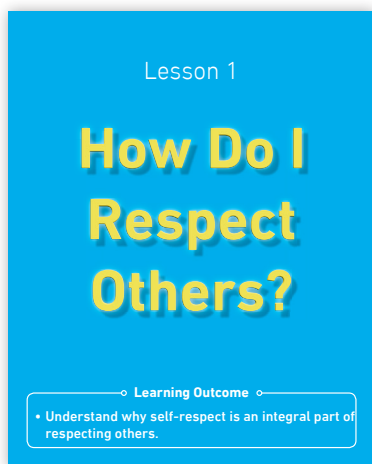
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations, activities, and philosophical debates. This is intended to take students through a process of awareness-raising and critical thinking, which will allow them to consciously enact moral reasoning in their everyday lives.

Action Projects

In the upper grades of the course students are encouraged and enabled to undertake Action Projects, where students are actively involved in developing an issue or topic, which arises in class, beyond the usual limits of textbooks and course materials. These Action Projects encourage active and co-operative learning and the development and acquisition of skills. They are part of the 'Hands' (pragmatic) domain of skills development.

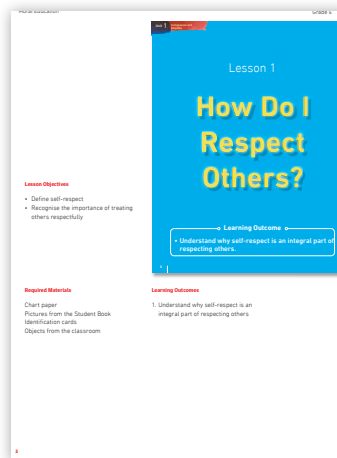
Moral Education Course Education Resources

In order to teach the Moral Education course a suite of resources has been developed to support the teaching and learning of all participants:



Student Book

A book specifically for students with a range of illustrations, images, texts and activities to engage and support students in their learning.



Teacher Guide

The Teacher Guide takes teachers through the course, highlighting key aspects of the lessons, suggestions for questions and classroom activities, and specific guidance on handling each lesson in the classroom. Also included are suggestions for differentiation and assessment for learning.



Parent Guide

Each unit of the course has a short guide for parents, outlining the essential elements of the unit with suggestions as to how parents can engage with the course and their children.

The Moral Education programme includes two volumes



Digital Resources

Where appropriate, learners will have opportunities to use digital technologies, such as eBooks and digital objects, to support and extend their learning about aspects of moral education across each unit of the Moral Education course.

The Moral Education Course Cover and What It Symbolises

A design that evokes local culture, contemporary society and global citizenship

The cover draws inspiration from the flower with five petals, which is prevalent throughout the Sheikh Zayed Mosque, in Abu Dhabi.

The intersecting circles are a key element in the pattern's design. They serve to symbolise union and connection, both at the national and international levels and within the community.

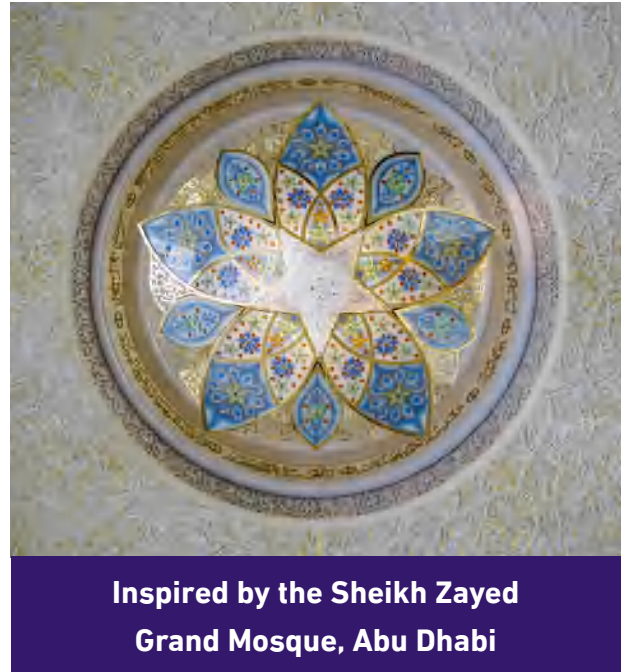
The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

At the centre of the cover is a star. This guiding star is created out of infinite circles, and represents the moral compass that we should all aspire to follow, just as the North Star has guided travellers through the ages. At the same time the star symbolises the individual in the middle of the complex structure that is society.

As the grades progress, the number of circles increases, symbolizing how, as students progress, they develop more connections with contemporary society and international communities.

The gradation of colour portrays the complexity of the 21st century living.

Books and their covers vary in size. Keeping to the concept of interconnected ideas influencing one's moral behaviour, the circular pattern derived from the mosque matures into a more complex design reflecting how morality and character grow in complexity as we age.

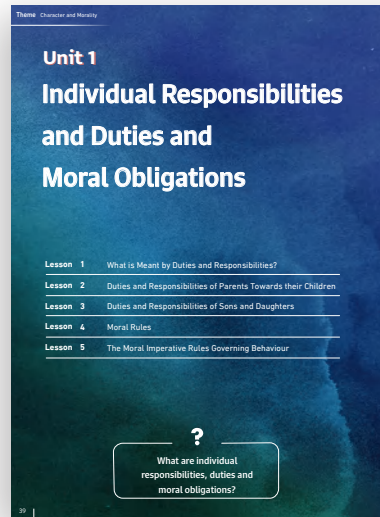


**Inspired by the Sheikh Zayed
Grand Mosque, Abu Dhabi**

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Unit 1

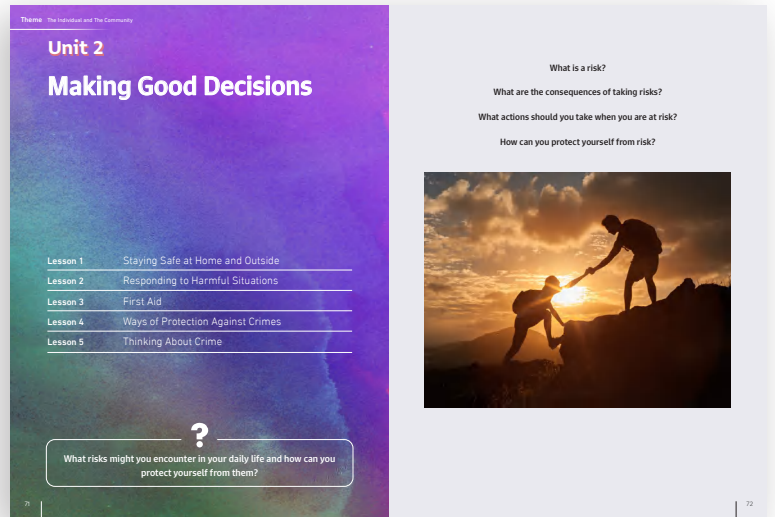
Individual Responsibilities and Duties and Moral Obligations



- 1 What Is Meant by Duties and Responsibilities?
- 2 Duties and Responsibilities of Parents towards their Children
- 3 Duties and Responsibilities of Sons and Daughters
- 4 Moral Rules
- 5 The Moral Imperative Rules Governing Behaviour

Unit 2

Making Good Decisions



- 1 Staying Safe at Home and Outside
- 2 Responding to Harmful Situations
- 3 First Aid
- 4 Ways of Protection against Crimes
- 5 Thinking about Crime

Unit 3

Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange

Theme: Our World

Unit 3

Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange

Lesson 1	Understanding Globalisation
Lesson 2	What Factors Have Enabled Globalisation?
Lesson 3	Globalisation and The UAE
Lesson 4	Advantages and Disadvantages of Globalisation
Lesson 5	The Individual in a Globalised World

?

How have advances in communications and globalisation changed the global economy and created social transformations?

How did improved transport and communication increase trade

What is 'globalisation' and how does it impact the UAE?

What are the issues raised by globalization?

What economic concepts do we need to apply in order to create a sustainable global economy?

How have communications advances affected the individual, society and inter-societal relations?



- 1 Understanding Globalisation**
- 2 What Factors Have Enabled Globalisation?**
- 3 Globalisation and The UAE**
- 4 Advantages and Disadvantages of Globalisation**
- 5 The Individual in a Globalised World**

Unit 4

Human Needs

The image shows two pages from a curriculum. The left page is the cover for Unit 4, 'Human Needs', with a purple and blue background. It lists five lessons: Lesson 1: Life Necessities, Lesson 2: Basic Needs, Lesson 3: Is There a Link Between Unmet Needs and Conflict?, Lesson 4: Commitment to the Value of Human Life, and Lesson 5: Take Action Now!. At the bottom, a question asks 'What actions can you take to defend human dignity?'. The right page is white and contains three reflection questions: 'What kinds of needs do people have?', 'Why is it important to help people meet their needs?', 'What is the connection between conflict and unmet needs?', and 'How can we show a commitment to helping other people?'. Below the questions is a black and white photograph of several hands of different ethnicities clasped together in a circle.

1 Life Necessities.....

2 Basic Needs.....

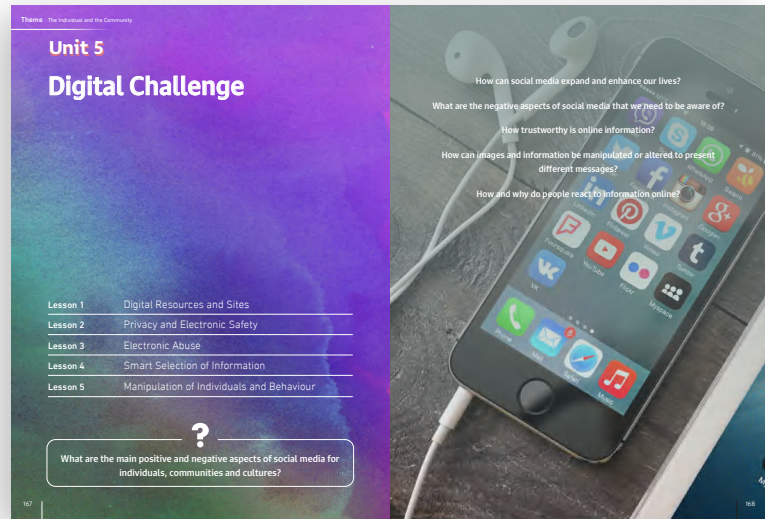
3 Is There a Link between Unmet Needs and Conflict?.....

4 Commitment to the Value of Human Life.....

5 Take Action Now!.....

Unit 5

Digital Challenge



1	Digital Resources and Sites	P. 3
2	Privacy and Electronic Safety	P. 9
3	Electronic Abuse	P. 15
4	Smart Selection of Information	P. 21
5	Manipulation of Individuals and Behaviour	P. 27

Unit 6

Moral Education in Action

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

Introduction to Moral Education in Action

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

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

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

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

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

Reflect about your project

- Reflect with all the students in the class
- Have your project
- Decide on the kind of direct action
- What change can you expect at community level?
- Think outside of merely the school environment
- Decide on the topic

Reflect about your school

- School environment
- School culture
- School leadership
- School governance

Grade 5 Unit 6

Theme: The Individual and The Community

Unit 5:

(IC14) Digital Challenge

Unit Objectives

The aim of this unit is to introduce students to the world of social media, helping them to understand the positive and negative aspects of this exciting resource. In addition to the many ways social media can enhance a user's life, they will learn about potential risks and dangers, including identity theft, bullying and misinformation.

Unit Description

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.

Theme The Individual and the Community

Unit 5

Digital Challenge

Lesson 1	Digital Resources and Sites
Lesson 2	Privacy and Electronic Safety
Lesson 3	Electronic Abuse
Lesson 4	Smart Selection of Information
Lesson 5	Manipulation of Individuals and Behaviour



What are the main positive and negative aspects of social media for individuals, communities and cultures?

Central Question

Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.



How can social media expand and enhance our lives?

What are the negative aspects of social media that we need to be aware of?

How trustworthy is online information?

How can images and information be manipulated or altered to present different messages?

How and why do people react to information online?

Exploratory Questions

These questions provide an overview of the concepts that the students will learn throughout the lessons in this unit.

Note To Teacher

Each lesson contains at least four texts. However, please feel free to choose two of them to work on with your students, based on their needs.

Learning Outcomes

1. Know how to protect yourself on social media.
2. Understand how digital media can be used maliciously for grooming, bullying and stalking.
3. Talk about how websites can reflect the values and views of the providers.
4. Talk about the risks of accepting online information at face value.
5. Understand how images and text can be used or modified to present different messages.
6. Explore how the way information is presented can elicit emotional as well as rational responses.

Lesson Objectives

In this lesson, the students will explore different social media websites and learn to identify whose values and viewpoints they represent.

Required Materials

- Computer
- Student book
- Notes copy
- Laminator
- Traffic lights
- Coloured card
- If you have internet connection: Kahoot and tablet/computer
- Logos

Learning Outcomes

- Talk about how websites can reflect the values and views of the providers.

Unit **5** Digital Challenge

Lesson 1

Digital Resources and Sites

Learning Outcomes

- Talk about how websites can reflect the values and views of the providers.

Vocabulary

Social media

Global community

Influence

1

Study the image below.

There are many different social media platforms and new ones are emerging all the time.

Social media applications

Activity 1 (10 minutes)

Read the introduction to the activity.

Put students into groups of four. Explain that the image in the student book shows the logos of some famous social media companies. Their task is to identify the companies, and explain what each social media platform is primarily used for.

Give the students 10 minutes to complete the activity. As students work on the activity, walk around the classroom providing encouragement and support.

Ask each group to share their answers with the class. In each group, one student names the company and another student explains what that platform is used for.

After five minutes, stop the activity and present a key with the answers on PowerPoint, or go through them one by one, if you wish, or ask students which ones they did not know and describe them briefly.

With your group, complete the table.

Platform	Purpose
.....
.....
.....
.....
.....

2 Read how social media connects everyone, then complete the activity with your partner.



Social media allows you to communicate, exchange ideas and share knowledge globally. There is a vast array of online resources available to you.

In this lesson, you will think and talk about the background of social media and ask yourself what its purpose is. We will then take a look at how social media reflects or mirrors your culture, values and views within the wider world. Being part of social media makes you a member of a global community. Our world, which for most of its recorded history was thought to be so big, is now perceived as much smaller and accessible at the click of a button. The unfamiliar becomes familiar and reachable through the use of social media and digital sources. It is important to consider the authenticity of all social media sources and think about who the author is and what their agenda is. Cultures, values and views across the world are individual and unique to certain areas and people. The world of social media has changed all of that as we have become intercultural and globalised.

Work in pairs and identify any words from the text that you think are important or that you do not understand. Discuss them with your partner.

Activity 2 (10 minutes)

Explain that students are going to recap what they know about social media.

Put the class into pairs. Ask students to complete the Think-Pair-Share activity.

When students have read the text, ask them what words they found important and why?

Ask students what words they didn't quite understand. Ask other students to offer an example or explanation.

If students struggle with any of the terms in the text, explain the meaning of the unknown words using the dictionary definitions.

Tell the class that culture and values can change over time as a result of the influence of other cultures and values. Tell students to help them understand this concept, they will look at how culture, values and views can be influenced by social media.

Read the key words, helping with understanding where necessary.

Social Media	A platform or place where individuals and communities share information and connect using computers, smart phones, tablets etc.
Global Community	When the people or nations of the world are seen as being closely connected by modern telecommunications including social media.
Influence	Having an effect on someone or something. It could also be the effect itself.

Activity 3 (10 minutes)

Explain that social media is a rich multimedia platform. Ask students if they know what 'multimedia' means. Write suggestions on the board. And then explain that multimedia simply means that something that involves different types of content, such as text, images, videos and so on.

When students have read the text, put them in pairs to explore the infographic and answer the questions below it. Explain that it outlines some of the types of content available on social media.

Ask students to think about the two questions, and after five minutes, ask them to share their answers. Answer any questions that students might have about the different types of content available on social media.

3 Read about the types of social media below and then complete the activity.

Social media is used to describe online communications channels dedicated to community-based input, interaction, content-sharing and collaboration.

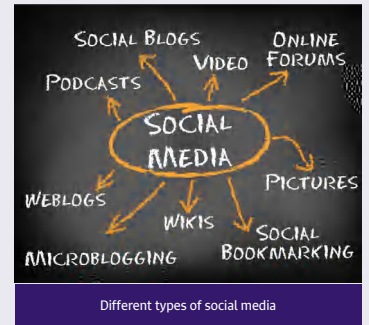
Nowadays, people are using many different types of social media to connect online for all kinds of reasons. Social blogs give people tools to publish content online in formats that encourage discovery, sharing, and commenting. These networks range from more traditional blogging platforms like WordPress and Blogger to microblogging services like Tumblr. A weblog is a frequently updated online personal journal or diary. It is a place to share your thoughts and your passions.

A wiki is a website that anyone can edit online easily. Wikis are commonly used to share information about a given topic. The online encyclopedia Wikipedia is by far the most popular wiki-based website, and is one of the most widely viewed sites of any kind in the world.

Podcasts are also becoming more and more popular. A podcast is an episodic series of digital audio or video files which a user can download and listen to or view. Episodes often focus on a theme or topic like cycling or starting up your own business.

Online forums (also known as message boards) are one of the oldest forms of social media. They are sites where you can leave messages and expect to see responses to the messages you have left. Or you can just read the board for information.

Pinterest and similar social bookmarking sites help people discover, save, and share visual content.



Work in pairs to explore the infographic. Answer the questions below.

- Did you know that social media involves all these elements?
- How do they work together to help people to communicate and learn?

4 Read the text below and answer the questions that follow.

There is a saying that goes as follows: "Tell me what book you are reading, I'll tell you who you are". In regards to social media, we could change this expression to "Tell me what you are writing, I'll tell you who you are". When you read a blog or any social media post, it is worth remembering that these writings reflect the character and views of the writer.

Social media is so popular that for many people it has become the main source of news, information and knowledge. As you have learned, the range of digital sources and social media varies greatly. When you are reading information on social media, you need to remember a few things.

DATE	
1.	Who has written it?
2.	What type of language have they used?
3.	Do you agree with the viewpoint?
4.	What does the writing tell you about the character of the writer?

Everything that is shared on social media has been written by someone for a particular purpose or with a specific viewpoint. Some social media outlets use factual information, some use personal opinion and others are driven by a campaign they feel passionate about.

Discuss the following questions:

- a. What different types of people use social media?
- b. What is their purpose?

User	Purpose
Friends	Looking to share activities, photos
.....
.....
.....
.....
.....

Activity 4 (10 minutes)

Ask students to read the text on social media. Ask questions to check comprehension.

Draw students' attention to the 'Remember' feature. Stress the importance of being aware of any insights they can get about the character of different writers.

Ask students to work individually to consider and write answers to the two questions in the Student Book.

Then facilitate a discussion about the questions. Draw a table on the board the same as the one in the Student Book and fill it in with ideas from the discussion.

Suggested Answers

- Personal users looking to connect
- Educational users looking to learn or teach
- Commercial users looking to buy and sell
- Political users looking to advocate and persuade
- Creative users looking to express themselves

Activity 5 (10 minutes)

Remind students that different social media users have different viewpoints. Read the introduction to the activity.

Put the class into pairs. Ask students to examine the sample social media posts and discuss the questions that follow.

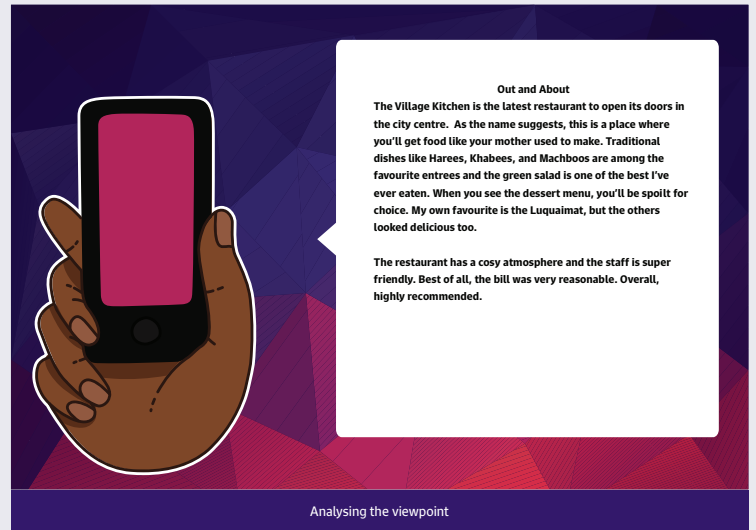
Ask each pair to share their answer about one of the posts. Ensure you cover all posts.

Emphasise again that when they are reading updates on social media, they need to be able to look at the writer's tone and the language that is used. Check for understanding.

5 People write different viewpoints on social media. Read the text below and answer the questions that follow.

Social media is a wonderful way to gather information about a range of subjects. The more time we spend navigating our way around all the different social media platforms, the better we get at analysing and understanding the viewpoints of the writers. Different users have different writing styles. The writing style of the user can give you an insight into their emotions and feelings and very often will give you a good idea of the kind of character that they possess. The language a writer uses, whether it is angry, sad, bitter or joyous, is another clue you can use to determine their viewpoint and character. So, when you read content on social media, you need to see if you can answer the question: what does this writing say about the writer's character?

Work in pairs. Look at some examples of social media and try to infer what you can say about the viewpoint and character of the writer.



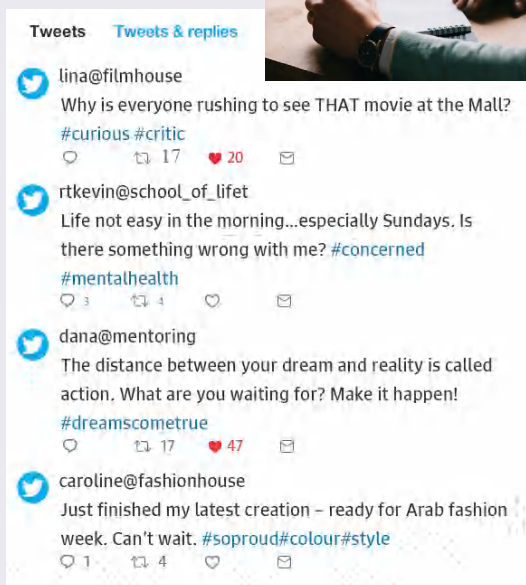
Out and About

The Village Kitchen is the latest restaurant to open its doors in the city centre. As the name suggests, this is a place where you'll get food like your mother used to make. Traditional dishes like Harees, Khabees, and Machboos are among the favourite entrees and the green salad is one of the best I've ever eaten. When you see the dessert menu, you'll be spoilt for choice. My own favourite is the Luquimat, but the others looked delicious too.

The restaurant has a cosy atmosphere and the staff is super friendly. Best of all, the bill was very reasonable. Overall, highly recommended.

Analysing the viewpoint

- a. Do you agree with the viewpoint?
- b. What is the tone of the writing?
- c. Rewrite one of your examples to change the tone.



- 6** With your group, you are going to design your own website. What will be the main theme of your website. List the ideas you want to share.

Activity 6 (10 minutes)

Put the class into groups. Explain that they are going to design their own website. Make them aware that they will need to decide who their audience is. What would be the age profile of the website users? Where in the world would their users be located? Discuss possible themes that could be used in the design of the website. Have them share their ideas at the end of the activity.

Key Skills (Head, Heart, Hands)

- Imagination
- Multiple perspective approach
- Communicating
- Working in groups
- Active listening
- Deliberation
- Empathy
- Autonomy
- Managing oneself
- Taking action

Evaluation/Reflection

Having students putting the idea of modification into practice will indicate their level of understanding.

Students benefit from the feeling of security engendered while working as a member of a group.

Successful task completion is an indicator that students are coping with the topic. It is important that the teacher observes and monitors to facilitate this desired outcome.

Differentiated Learning

The course employs a range of student-centred activities for individual, pair and group work, giving students of all abilities the opportunity to participate meaningfully in the learning process.

In group work, each pupil is allocated a small role in order to ensure participation at some level.

A variety of strategies is used to ensure that each student is reached. Effective use of visual aids, coupled with appropriate level questioning, ensures maximum learning opportunities for each student.

The wide range of activities used allows for all the key skills to be practised while at the same time maintaining a dynamic, student-centred, inquiry-based, fun learning environment.

Lesson Objectives

For teenagers and children today, the world of social media is of great importance for communicating and connecting with others. Millions of people around the world use social media for a variety of purposes.

This lesson explores the idea of social media as a powerful tool, which can have a life-long lasting effect that can be both positive and negative. Students are asked to get involved and participate in the activities in this lesson to learn more about protecting themselves from the long-term and short-term risks associated with using social media.

Required Materials

- Computer
- Student book
- Notes copy
- Markers
- Whiteboard
- Laminator
- Traffic lights
- Coloured card
- If you have internet connection: Kahoot and tablet/computer
- Logos

Learning Outcomes

- Know how to protect yourself on social media.

Activity 1 (10 minutes)

Explain to students that nowadays most people are active on social media. Point out that social media is an effective communication platform that helps people to stay in touch and share knowledge. But people also have to be careful how they use it.

Give them some social media examples, such as **Google+**: Google’s social networking project, designed to replicate the way people interact offline.

Wikipedia: A free, open-content online encyclopedia created through the collaborative effort of a community of users, most of whom work as volunteers.

Unit 5 Digital Challenge

Lesson 2

Privacy and Electronic Safety

Learning Outcomes

- Know how to protect yourself on social media.

Vocabulary

Virus

Social media protection

1 List the social media sites you use in order of preference. Work in pairs to write a definition or draw an image that explains what social media is. List at least two examples of social media. Be ready to share your ideas with the class.

.....

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Facebook: A popular social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

Write 'Social Media' on the board. Divide students into pairs and ask them to complete the **Think-Pair-Share** activity. Point out that they need to write a definition and come up with two examples.

As students are working, draw a circle on the whiteboard that will be used to create a spider diagram using the main ideas that the students share after the task.

Ask students to share their definitions and examples. As they are sharing their definitions and examples, write some key ideas in the spider diagram. (Key ideas might include internet, online, communication, video, photos, chat, friends, blogs, and so on.)

Finally, write a definition on the board, for example: A platform or place where individuals and communities share information and connect using not only computer – in fact not mainly computer – technologies.

2 What are the risks involved in using social media? Read the text below and then reflect on the questions that follow.

Maha loves social media!

She spends many hours each day online, chatting with friends and connections in various parts of the world. She hasn't met most of the people in person, only on Facebook, but she still regards them as her friends. However, she does sometimes get into conversations online with complete strangers. This is very risky! Strangers can be dangerous in many ways. They might send viruses, use bad language, spread wrong information, or have a negative influence on the user. They might also use your information in a negative way and hurt you. One should only connect with people one knows.

Maha also uses social media for her school work. There is just so much information available online! She was researching an essay about endangered species last week, and she ended up spending an hour looking at funny videos of animals.

Maha thinks that being able to collaborate with people is a huge benefit. When she's unsure of something, she posts a question online and waits for the answers to come in. It's so much easier than spending hours in the library! Of course, she doesn't always know which posted answer is correct.

Maha

- What benefits does Maha get from social media?
- What problems does Maha experience when online?

You

- What do you use social media for?
- What do you think are the main benefits of using social media?
- What do you think are the risks?

THINK!

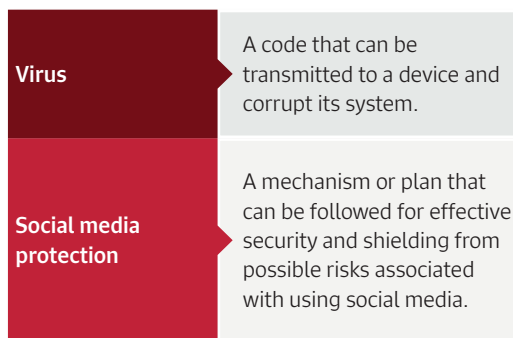
Do you think social media can cause harm in the long term? If so, in what way?

Activity 2 (10 minutes)

Tell the students to students read Maha's story to themselves.

Ask students to work in pairs considering the questions. Then ask them to share their thoughts about Maha. The benefits should include that Maha gets to interact with many people and can find lots of information online. The risks are that she is spending too much time online and shares private information with strangers, when perhaps she should be outside meeting her friends. Also, she tends to get easily distracted and doesn't always know which information is correct. Emphasize the risks of connecting with strangers.

Now have students share their answers to the personal questions. On the board, list the uses, benefits and risks of social media.



Finally, facilitate a short discussion about the **Think** question. Possible answers include:

- People not spending enough time in face-to-face communication with others.
- People having obesity and other health issues arising from spending too much time sitting in front of a computer.
- People interacting with strangers and maybe putting themselves at risk.
- People not being able to distinguish fact from fiction, rumour, opinion or fake news.

Activity 3 (10 minutes)

Explain to the students that not only humans get sick from time to time. Computers are controlled by an operation code. This is a set of directions written by a human telling the computer what to do when you play a video game, type a document, or perform any other computer function. These codes are helpful, but sometimes they can actually be harmful and make your computer sick.

Write the word virus on the board. Ask students to share their definitions and examples of what a virus is. Explain that a computer virus comes from a code that's written specifically to harm a computer.

Ask them if they can think of ways to keep their computer safe and healthy.

Put students into pairs. Decide how many attempts you will give the students to guess a password. Discuss ways that students can make their password more secure.

Suggested Answers

- Students who are choosing a password should make it hard to guess.
- The main points in private policies are how this website will use your information and what information it will give you. You should read the policy well, then decide if you want this site to share your data (name, gender, address, email address, phone number, etc...). It might also use the information you write on your page like photos, places you have been, or things you have done.
So, you need to read and analyse carefully before joining this site.
You can ask for help if you get stuck.

3 Read what does a virus do to your computer and complete the activity that follows.

Has someone with the flu ever visited your house? If so, did you get sick? The flu is a virus that spreads from person to person. In the same way that humans can get viruses, our computers can get viruses too.

Once a virus code gets into your computer, a lot of damage can be done. The virus starts to create more of itself over and over again. Then it spreads throughout the computer and can erase important parts of the system, like files that have been saved, or it can damage the hard drive, where all kinds of information is stored. This is really dangerous if people have sensitive information stored on their computers, like secret passwords for accounts. The good news is that there are steps that you can take to protect your machine against these viruses.



Anti-virus protection

- Never open messages from someone you don't know.
 - Avoid non-secure web pages. You can recognise secure pages as the address begins with 'https://' and they display a padlock icon.
 - Use secure passwords. Use a mixture of letters and numbers in your password. Change it every 3-4 months.
 - Never provide confidential information via email.
 - Read the privacy policy of the platform before you join it.
- Create a password for your social media account that you think would be strong. Have your partner guess your password.
 - How would you analyse a privacy policy?

4 Protect yourself! Read the text and then answer the questions that follow.

We know that social media can be very beneficial. Some social media sites, like Facebook, are a great way of staying in touch with friends and family who may live far away. However, it is also important that you take steps to protect yourself online. Thankfully, the UAE government has put in place laws that protect the individual's privacy, and ensure that those who do not adhere to these laws are brought to justice. There may be times when you are on the internet that you are contacted by someone you don't know who makes you uncomfortable, or you may see things that are inappropriate. If this happens to you, it is important that you tell an adult you trust or your parents. There is no need to be afraid to tell them. You have done nothing wrong.

- a. Come up with at least two ways that you can protect yourself on social media.



QUOTE

Social media is also used to do good things in the world. Read the quote below and think about other examples where social media was used to do good.

"I used my social media platforms for philanthropic activities this year. I partnered with Red Crescent to help raise money to build a hospital."

Saeed Al Rumailhi

Activity 4 (10 minutes)

Remind students that although social media brings many benefits, it also poses risks. Be sure to reinforce with students that if they do come across something inappropriate on the internet, or if someone contacts them and makes them feel uncomfortable, they should contact a trusted adult immediately. Explain to them that there is no reason to feel fearful. They will not be in trouble. Many students fail to report incidents like this, as they fear that their access to social media will be curtailed.

Explain to the students that we have to protect ourselves online like we do when we walk under the rain or when we ride bicycles.

Put the students into groups of five. Explain that each group has to come up with two ways that people can protect themselves online.

Allow students five minutes to complete this part of the activity. Then ask them to share their answers. If students are struggling, suggest some answers: accept friends wisely; use privacy settings; don't give personal information; use virus protection software; turn off your GPS; don't use auto log; use parental controls; understand that people can be misleading or untruthful.

Next, have a short discussion about the 'On the other hand' question. Possible answers might include:

- Enable people to let others know they're safe during an emergency
- Raising awareness of issues
- Fundraising
- Information sharing

Activity 5 (10 minutes)

Read the introduction to the activity.

Ask students to study the checklist and then answer any questions they might have.

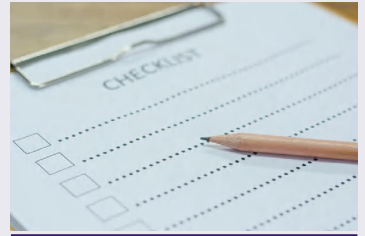
Then ask students to complete the reflection questions in the Student Book. At the end of the lesson, collect the copies to analyse how the students have interacted with and understood the content.

5 Safety checklist for you and your peers.

If you think that your peers are at risk, make sure to tell them some of the steps that they can take to protect themselves against malicious attacks. Use the safety checklist to make sure that you are all doing everything you can to stay protected.

What to do if you are being targeted on social media:

- Tell your parents or a trusted adult
- Do not retaliate
- Try to ignore the person/comment/image/requests
- Block the person from your site
- Save the evidence. Keep a record of every message but do not reply
- Accept friends wisely
- Use privacy settings
- Don't give out personal information
- Use protection software
- Turn off your GPS
- Don't use auto log
- Use parental controls
- Understand that people can be misleading
- Don't do anything online that you wouldn't do in person



Safety checklist

a. Do you have any further questions?

b. What did you learn in this lesson?

.....

.....

c. What would you like to learn more about?

.....

.....

6 Draw up a contract to ensure that you will take action to protect yourself on social media.

The three actions that I will take to protect myself on social media are:

a.

b.

c.

I will take action on (date).

I will also help (a friend or family member) to take action.

Activity 6 (10 minutes)

Remind students that they should always exercise caution when using social media. Ask them to think about some of the suggestions that came out of the previous activity.

Then ask them to complete the social media contract in their Student Book.

Emphasize that they should keep this contract in mind in the next lesson, where they'll be exploring the dangerous side of social media.

Key Skills (Head, Heart, Hands)

- Imagination
- Critical reflection
- Communication
- Managing oneself
- Curiosity
- Respect
- Care
- Empathy
- Taking action
- Creativity
- Teamwork
- Collaboration
- Working individually
- Participation

Evaluation/Reflection

Having students putting the idea of modification into practice will indicate their level of understanding. What went well?

Students benefit from the feeling of security engendered while working as a member of a group.

Successful task completion is an indicator that students are coping with the topic. It is important that the teacher observes and monitors to facilitate this desired outcome.

Lesson Objectives

In this lesson, we will examine the concerns that we face when using social media and what we can do to protect ourselves.

Required Materials

- Computer
- Notes copy
- Markers and whiteboard
- Laminator
- A3 paper
- Student Book

Learning Outcomes

- Identify how digital media be used maliciously for grooming, bullying and stalking.

Unit **5** Digital Challenge

Lesson 3

Electronic Abuse

Learning Outcomes

- Identify how digital media can be used maliciously for grooming, bullying and stalking.

Vocabulary

Cyberbullying

Grooming

Stalking

1 Work with a partner. What do you think is the message being conveyed by this image?

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.....

.....

.....

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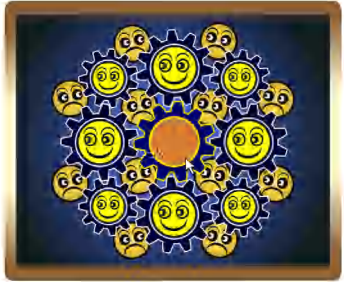
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Activity 1 (5 minutes)

Introductory note: These topics may be very real for some students. Please treat this section with delicacy, understanding and compassion.

Read the introductory sentence. Answer any questions students might have about it.

Put the class into pairs. Ask the students to look at the image of the shadows of social media and think about what the message is in the image. They should discuss and then write down their answers. Ask students to share their answers with the class. Emphasize the message that although social media brings many benefits, there are dangers lurking within it.

2 You have heard about and discussed three of the dangers that people face online. Now think about examples of each of these dangers.

Bullies have been around forever. We are all familiar with stories about the schoolyard bully. Modern technology has given bullies a whole new platform for their actions. Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person.

Most of the time cyberbullying is easy to spot – for example, a response to a status update on Facebook that is mean, or cruel. Other times it can be less obvious, posting personal information designed to hurt or embarrass another person. Cyberbullying also can happen accidentally. It is very hard to detect the sender’s tone in a short text message. What one person thinks is a joke could hurt someone else’s feelings.

Stalking is defined as harassing or threatening behaviour that is engaged in repeatedly. Such harassment can be either physical or virtual. People who have been physically stalked complain about someone following them or appearing at their home, school or place of business. Their stalker may make harassing phone calls, leave messages or objects, or sometimes even vandalize the person’s property.

Cyberstalking is similar to stalking, but instead the Internet or other electronic means are used to stalk or harass a person.

More dangerous than cyberbullying or stalking is online grooming. Online grooming happens when people form relationships with children online and pretend to be their friend. They do this by finding out information about their potential victim. They try to isolate the victim and may use flattery and promises of gifts or threats and intimidation in order to achieve some control over them.

Cyberbullying	Grooming	Stalking
.....
.....
.....

Cyberbullying	The use of technology to harass, threaten, embarrass, or target another person.
Grooming	The process in which an older person forms an inappropriate emotional connection with a younger person.
Stalking	The act of following or watching someone over time in a manner that can be disturbing or threatening.

Remind students that these are crimes and so they should be reported.

Ask students to consider the *On the other hand* note. Emphasize that social media brings both benefits and risks.

Activity 2 (15 minutes)

Remind students of three threats they could face online: cyberbullying, grooming and stalking. Ask the students to think of examples of these threats and write them in their Student Books. Ask students to share and discuss their answers.

Suggested Answers

Cyberbullying	Grooming	Stalking
Hate mail	Sending gifts	Following someone’s location
Threatening messages	Arranging to meet someone in person	Constantly liking and commenting on someone’s posts
Being offensive	Exploiting vulnerabilities	Sending someone a stream of messages
Altering people’s images and posting them online	Making false promises	
Mocking someone online	Pretending to be a different person	

Activity 3 (10 minutes)

Point out that there is an increasing awareness of the dangers of cyberbullying. Ask students to consider some of the consequences of cyberbullying. Possible answers might include depression or anxiety.

Put the class into three groups. Assign the story to each group and ask them to discuss the questions that follow. After five minutes, ask each group to share its thoughts.

Suggested Answers

- Personal private information was made public.
- The whole life of Hessa, the victim, changed as all her school mates started bullying her. Even changing school did not help.
- Sad, depressed, ashamed, angry...

3 There is increasing awareness of the dangers of cyberbullying nowadays. Read your assigned story below. Then work in groups to answer the questions that follow.

Hessa

When she was in the 7th grade, Hessa met someone in an online chat room. This person forced her to share some personal information and then released it online. Hessa's personal information was released and went viral. Other kids at her school saw it and started to bully and tease her. She became really upset.

A year later, after she changed school, she found a new group of friends. However, her online stalker used her information to create a fake Facebook page. Most of her new friends started ignoring her, talking about her, and bullying her. She reveals her feelings in her video on YouTube, describing how she cried every night and how she lost all but one friend.

That one friend, Reem, realised what was going on. She did her best to comfort Hessa. When Hessa started missing school, Reem decided to take action. She could not go on seeing her friend being so sad and lonely. Reem confided in her teacher. She told her what had happened to Hessa and how she was the victim of cyberbullying. The teacher spoke with Hessa's parents who, in turn, contacted the police. Cyberbullying is a crime in the UAE. The police arrested the bully and he is now awaiting sentencing. Hessa is slowly returning to the happy, carefree person she once was.



- How was social media used maliciously in this case?
- What was it that affected the individual in the story?
- How do you think that you would feel if you were in that person's shoes?

4 Read the article about grooming and then do the activity that follows.

There are some people who use social media to harm others. We need to watch out for this and be mindful of where dangers may lie. These people are called 'groomers'. People who want to groom children will visit the sites and services that are popular with young people. They will join in online games or communities that they frequent.

On Facebook, they might send out 'friend requests' at random in the hope that young people will accept them. They also try to identify young people who might be particularly vulnerable by looking at the things they post. They will pay attention to likes and dislikes of a young person and may strike up a conversation about their favourite author or movie, pretending that the groomer has similar interests. Very often after a friendship has been established, they may ask the young person to chat privately, perhaps on social media or on a mobile chat app.

If you use online games, social media or chatrooms, it's important to let a parent know if someone is making you feel uncomfortable. Most important of all, do not meet up with someone you have met online unless you discuss it with your parents first.

Discuss the following scenario with your partner: A good friend has told you that they are going to meet a friend that they met online. Their new friend has told him that he has a new video game that they could play together. Your friend is planning on meeting this new friend after school. He has not told his parents.



Activity 4 (10 minutes)

Read out the extract to the class. This topic can be very sensitive, so it is important to address any concerns the students raise about the piece.

Put the class into pairs. Prompt them to discuss the questions in the student book. Ask pairs to share their answers with the class.

Suggested Answers

- Warn the friend about the dangers of meeting up with a stranger that you met online.
- Encourage him to discuss it with his parents.
- Let him know that if his new friend is genuine, then he could invite him over to his own house instead.

Activity 5 (10 minutes)

Introduce the activity by talking about a famous celebrity that has been stalked. Read the extract to the students. Ask them if they have witnessed or been the victim of stalking? How did they feel?

Put the class in four groups.

Suggested Answers

- a. Stalkers are people who like to control others, and they think they do this out of love. If someone tries to give you attention that you don't like - he might be obsessive in contacting you all the time or he might want to monitor you - then this person might be stalking you.
- b. The first action is to block then delete this person from your contact list. Then you should confide in your parents and they will take the proper action.

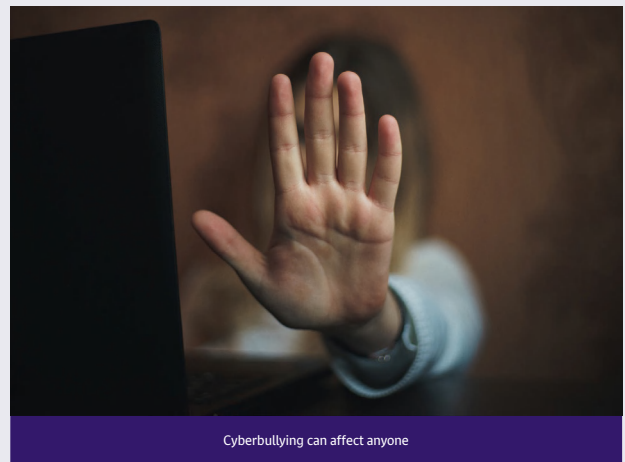
5 Read the text about stalking and then do the activity that follows.

You may have read in the newspapers about celebrities that have been stalked. Some of these stalkers have even broken into the celebrity's home. Many of the celebrities have had to get court orders to restrict their stalker from coming anywhere close to them. One stalker actually punched his victim in the face!

Nowadays, it is not just celebrities who are stalked. Cyberstalking has become more common recently. Cyberstalkers use email, instant messages, phone calls, and other communication devices to stalk. It can take the form of harassment, inappropriate contact, or just plain annoying attention to your life and your family's activities.

Cyberstalking can be terribly frightening. It can destroy friendships, self-image and confidence. Fortunately, the UAE has issued Federal Decree No 5 of 2012 [cybercrime law]. This law is aimed at discouraging the misuse of social media. The law states that anyone who uses a computer network and/or social media to invade the privacy of another person shall be punished by imprisonment or fine. The prison sentence can run for a period of 6 months. The fine is between AED 150,000 and AED 500,000.

- a. How would you know if someone is stalking you?
- b. What actions should you take if this happens?



6 Imagine how you would feel if you were a victim of cyberbullying.

- a. What would your day be like?
- b. What could you do to protect yourself?

Work in groups. Write your thoughts on your Footprint sheet.



Activity 6 (10 minutes)

Explain to students that it's important to show empathy to victims of cyberbullying. Ask students if they know what empathy means. After listening to suggestions, explain that empathy involves putting yourself in someone else's shoes and trying to understand their feelings.

Divide the class into four groups. Give each group an A3 sheet of paper with an outline of a footprint printed on it.

Read the activity instructions and answer any questions that students may have. Allow students five minutes to add their thoughts to their Footprint sheet.

After five minutes, invite each group to share its sheet with the class.

Gather the posters at the end of class and put them on display in the classroom after class.

Key Skills (Head, Heart, Hands)

- Imagination
- Critical Reflection
- Communication
- Managing Oneself
- Curiosity
- Respect
- Care
- Empathy
- Taking Action
- Creativity
- Teamwork
- Collaboration
- Working individually
- Participation

Evaluation/Reflection

Having students putting the idea of modification into practice will indicate their level of understanding.

Students benefit from the feeling of security engendered while working as a member of a group.

Successful task completion is an indicator that students are coping with the topic. It is important that the teacher observes and monitors to facilitate this desired outcome.

Differentiated Learning

The lesson follows an integrated student-centred approach using a range of strategies. The carefully chosen selection of texts and activities, encompassing the four skills, along with a questioning approach to critical thinking, ensures that all ability levels are catered to. Learning is supported through the application of relevant visual aids. The teacher will ensure that all students participate fully in all activities.

The lesson employs both lower and higher order questioning to match individual student abilities. Throughout, students should be encouraged to ask their own questions as needed.

If you want to be sure that the class has understood the lesson, but suspect that students may be uncomfortable asking questions, you can set up an anonymous 'question box'. Students can drop any questions they have into the box for you to read and respond to.

Lesson Objective

Images and text can mean different things to different people. We all see and interpret things differently. In this lesson, students will learn that they must be careful when using social media and internet sources, as the content can be modified or changed to present different messages, based on the purpose of the image or text and the context.

Required Materials

- Computer
- Projector
- Notes copy
- Markers and whiteboard, laminator,
- A3 paper coloured card
- (Optional – device, internet connection)
- Student Book
- Samples of media
- Access to computer room
- Printer
- Scissors and a box of art supplies

Learning Outcomes

- Talk about the risks of accepting online information at face value.
- Recognize how images and text can be used or modified to present different messages.

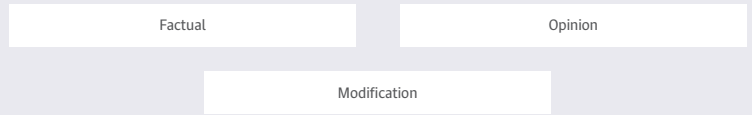
Lesson 4

Smart Selection of Information

Learning Outcomes

- Talk about the risks of accepting online information at face value.
- Recognize how images and text can be used or modified to present different messages.

Vocabulary



1 *A picture is worth a thousand words* is a saying that means that it is sometimes easier to show something in a picture than to describe it with words. However, often adding a piece of text or a caption can change the meaning of a picture drastically. Look at the image below and write a caption to accompany the image.



1.

Activity 1 (10 minutes)

Read the introduction to the class. Explain that students are going to have a chance to experiment with altering the meaning of images. Students will work individually to write a caption for the image. After they are done, ask volunteers to share their captions. Discuss how the different captions can change the meaning of the image.

Put students into pairs. Ask them to examine the second image and discuss the questions.

After they are done, explain to them that sometimes people see a different image of who they truly are when they look in the mirror. The example here shows how a young man sees himself as being old when looking at himself in the mirror.

Ask students to alter an image, either in print or electronically, depending on the resources available.

Then ask each pair to share and explain their images to the class.

Images and even photographs can be altered using image editing software. An image might be altered to portray or represent a particular message or opinion, sell a product, or even to be used illegally (as in the case of identity theft).

Examine the image below and answer the questions with your partner.

- a. What message is the photo trying to convey?
- b. Is this fact or opinion?

Now find an image and alter it or add text to it to change its meaning. You can use a printed image and write on it, or use a digital image and alter it using editing software.

Present the picture before and after changes to the class, showing how you changed the meaning to present a different message.



THINK!

If you could change the meaning of an image or text, so can everyone else using social media. Think before you believe!

Factual

Something that is based on or involves facts.

Opinion

A belief or way of thinking about something.

Modification

The process in which something is changed or adapted.

Activity 2 (10 minutes)

Read the introduction to the activity. Explain that students are going to see some optical illusions. Ask students what an optical illusion is and take suggestions. Explain that an optical illusion is an image that can trick the human eye, so that different people see it differently.

Divide the class into four groups. Give students five minutes to interpret the optical illusions.

Invite groups to share their answers, each group focusing on one image. Point out that different people see things in different ways.

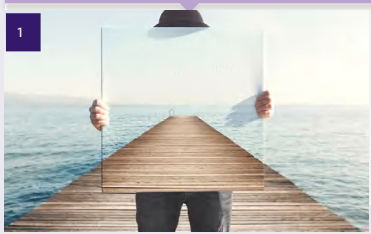


Ask students to find more examples of optical illusions.

Suggested Answers

- The first image is an art work where the artist added a man carrying a painting. This painting is a continuation of the original image.
- The second image is an optical illusion created by clay columns forming shapes of two ladies talking.
- The third image is various sun halos appearing in the winter sky. They look like an eye.

2 Finding the Real Meaning.

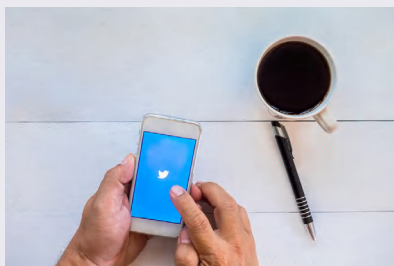
Optical illusions are images or pictures that we perceive differently than they really are. Another way of looking at it is that optical illusions occur when our eyes send information to our brains that tricks us into seeing something that does not match reality. Reformed images are those where people take photos from a certain angle to show something different. They might also add or remove things to the original image to create a new one. With your group, see if you can identify the message portrayed in this selection of pictures. Remember, we all see things differently!

Image	Meaning
	<p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p>

3 Read about making jokes on social media and answer the question that follows.

Ahmed had over 1,000 followers on Twitter. He was sitting at home one afternoon and feeling a little bored. He posted the following message on Twitter: Stuck in an elevator in the Burj Khalifa for over 24 hours. On the 86th floor. #Please help.

Ahmed went into the kitchen and prepared some food. When he went back into the living room he noticed that he had received notifications that his post was being retweeted. Ten retweets. Forty retweets. The numbers kept creeping up. Ahmed was delighted. This will certainly make his afternoon a lot more interesting.



Ahmed became absorbed playing a video game and soon forgot about his post. All of a sudden, he noticed his message was trending # DubaiPolice. #Help Ahmed. Almost 700 of his followers had retweeted his post!

Ahmed grew extremely nervous. His intention was to have a little fun and to liven up what otherwise was a boring afternoon. He did not want to get into trouble with the police or cause them to be distracted from legitimate work. Ahmed realised he had to take action and posted the following tweet: I apologise to all my followers. The tweet about being stuck in the elevator was just a joke. # DubaiPolice # Not funny. # Sorry.

- If you were a friend of Ahmed, how would you have stopped this?

Activity 3 (10 minutes)

Point out to students that social media is proving very influential as it becomes more popular. News stories spread on social media can go viral.

Ask students if they know what 'viral' means in this context. Invite them to write an answer in their Student Books. Remind them that a viral story spreads very quickly across the internet, just like a virus being passed on from person to person.

Ask students to read the story.

Put students into groups. Ask them to assess why the tweet went viral. And ask them to answer the question that follows the story. After five minutes, ask each group to share its answers with the class.

Suggested Answers

- I could have checked if the information was correct and not take it at face value. Since he was tweeting, it means he can use his phone, so I could have called him.
- I could have called the Burj Khalifa to check if there was an issue with their elevators.

Activity 4 (10 minutes)

Introduce the activity by asking about the type of people they follow. Ask the students to read the extract.

Put the class into pairs.

Explain that each pair will debate the topic 'Social media influencers should not be paid to review a product'. One of the pair must be for, the other against.

Allow time for each pair to create their argument. Ask volunteers to debate the issue in front of the whole class.

Activity 5 (10 minutes)

Ask students how many times they receive stories, news or greetings in messages or in posts. Discuss with them how many of those ask you to circulate the news or to forward the greetings. Explain that one receives many of those but it does not mean that they are all facts. Many times messages are rumours. People want to spread them for a certain reason. Messages can also be just for fun, but not true.

Ask students to read the text and then divide them into pairs. Ask them to answer the questions in their book and then share their replies with the class.

Suggested Answers

- One should be logical when receiving news and reading it. You can tell if the news is out of date, or if it contains lies about people you know well. One should first ask the person who sent the news if it is true or not. Then you can check on valid websites such as Google, Bing or others.
- Accuracy of information is important to you first. You should make sure what you are receiving is correct and true. It is also as important as telling the truth. If one circulates wrong information, it is as close as lying. If you send wrong information, you lose credibility and self-respect and people won't trust you or believe you anymore.

Draw the students' attention to the key fact. Have a discussion about how to celebrate family day, ask them identify who the caregivers in a family are - parents, grandparents, aunts, uncles, or older siblings. Ask for ideas of how one shows them care and appreciation.

4 Read the text about advertising on social media and then prepare for a debate on the topic.

Social media has changed the world of advertising and how businesses engage with their consumers. Traditional methods of advertising (print, tv, radio, etc.), are no longer enough. Some people, on social media sites such as Facebook and Instagram, have a huge amount of followers. These people are known as social media influencers. They have the power to affect the purchase decisions of their followers. One UAE social media influencer has over 5.4 million followers on Instagram and has become one of the most influential social media personalities in the Middle East.

Blogging has been connected to influencer marketing for some time now. There are many highly influential blogs on the internet. If a popular blogger positively mentions a product in a post, it can lead to their supporters wanting to try out and buy the product.

The down side of this is that many of the social media influencers and bloggers are now being paid to promote products. It is becoming more difficult to know if a positive review is genuine or if it is simply because the influencer was paid to give the product a positive review.

Some bloggers go so far as to digitally alter images to give a positive spin to 'before' and 'after' photos.

They may use Photoshop to remove wrinkles and blemishes in order to promote a beauty product. Consider the following topic for debate:

- Social media influencers should not be paid to review a product.

**5 Is all what we receive true? Read the below and then answer the questions that follow.**

There is a reference and a source for everything. You should always verify what you read or what you hear. People send messages on phones and share posts on social media, they frequently ask you to share and broadcast them, but what if the information is not correct? What if they send you wishes for a happy sisters' week, and they ask you to send it to all those you consider as a sister. Out of your good will, you do right away. What if it was not sisters' week!

So, when you receive a message, always go back to a proper source in order to verify the information you just received or read. Then, after checking, you think about whether you would like to share it.

- How can you spot fake news?
- Why do you need to verify the accuracy of the information?

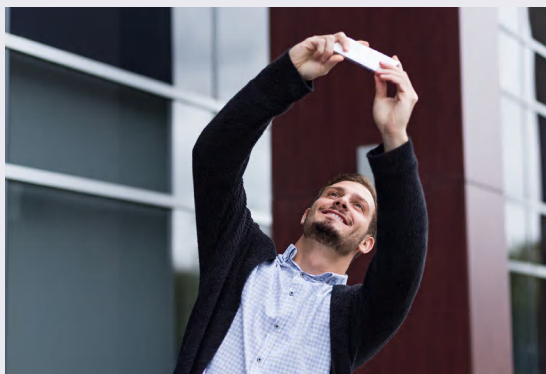
KEY FACT

The international day of families is on May 15th of every year. It was set by the United Nations to celebrate all caregivers in each family.

- 6** Images and text on social media can be easily edited and altered. Many of us alter images online on Instagram or Snapchat, for example. We crop out what we don't like, add text, apply filters and insert emojis. These can all change the meaning of the image. When you look at an image on social media, ask yourself if it has been edited to convey a specific message.

Change Yourself

- Take a selfie and save it.
- Take another selfie and edit it to convey a positive or happy message. ("I'm happy", for example.)
- Take a third selfie and edit it to convey a negative or sad message. ("I'm angry", for example.)
- Show the three images to your partner and discuss them.



THINK!

There is a trend of spreading incorrect information on social media. If you edit your online photos, are you adding to this trend?

Activity 6 (10 minutes)

Explain that because content on social media can be easily altered to convey a desired meaning, we need to think critically about what we read or see online.

Read the introduction to the activity and answer any questions that students have. Then check that students understand the activity instructions.

Allow students 10 minutes to complete the activity and share their examples.

Draw students' attention to the Think question. Facilitate a five-minute discussion around this. Point out that altering images can have positive and negative consequences. If we notice that an online image had been tampered with, we need to ask how the image meaning may have then been altered.

Key Skills (Head, Heart, Hands)

- Critical Thinking
- Critical Reflection
- Imagination
- Multiple perspective approach
- Communicating
- Working in groups
- Active listening
- Deliberation
- Inquiry
- Respect
- Resilience
- Anti-racism
- Multiple perspectives
- Solidarity
- Teamwork
- Adaptability
- Creativity
- Dealing with complexity
- Research

Evaluation/Reflection

Having students putting the idea of modification into practice will indicate their level of understanding.

Students benefit from the feeling of security engendered while working as a member of a group.

Successful task completion is an indicator that students are coping with the topic. It is important that the teacher observes and monitors to facilitate this desired outcome.

Lesson Objectives

Social media is not heavily monitored. As a result, it is relatively easy for individuals, groups or organisations to post information or opinions that promote a particular viewpoint or position. This can often provoke argument or opposition. This lesson will explore both emotional and rational responses to information presented through social media.

Required Materials

- Computer
- Projector
- Student book
- Notes copy
- Markers and whiteboard
- A3 paper coloured card, (optional – device, internet connection)
- Samples of media
- Scissors and a box of art supplies
- Use of phone/ device/ computer room for completing the project

Learning Outcomes

- Explore how the way information is presented can elicit emotional as well as rational responses.

Unit 5 Digital Challenge

Lesson 5

Manipulation of Individuals and Behaviour

Learning Outcomes

- Explore how the way information is presented can elicit emotional as well as rational responses.

Vocabulary

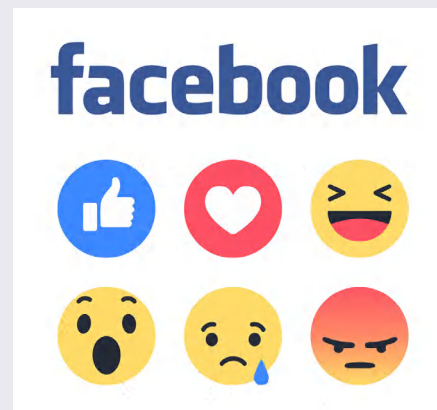
Emotional response

Rational response

Unmonitored

Debate

- 1 When people post on social media, they are usually looking to cause some reaction, either emotional or logical. But these reactions can lead to serious online conflicts.



Activity 1 (10 minutes)

Explain that one of the great strengths and great weaknesses of social media is that it is relatively unmonitored. Generally, people are free to post what they want and people are free to react to what's posted.

Point out that it's inevitable that some content causes strong reactions and can lead to online conflicts. Ask students to consider how they react to social media content.

Put class into pairs and ask them to complete the **Think-Pair-Share** activity. After three minutes, ask some pairs to share their answers.

With your partner, think about a time that you clicked a button to react to something on social media:

- Why did you react? How did it make you feel?
- Was it a positive or negative reaction? Why?
- How did other people react?
- Did anyone write comments about the content? Were the comments reasonable or emotional, or both?

2 A debate is a structured argument.

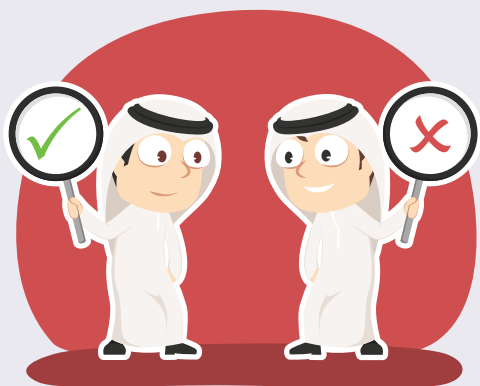
Two sides speak alternately for and against a particular proposal or topic. The subject of the dispute is often prearranged so you may find yourself having to support opinions with which you do not normally agree.

When we debate with others, differences of opinion emerge and things can become heated quickly.

Your goal is to passionately promote the sport that you've been assigned. You have to argue the following points, giving logical reasons for each:

- Why your sport is the best sport
- Why your sport is good for the local community
- Why your sport is good for young people
- Why your sport promotes healthy lifestyles
- Why your sport is good for the local economy

Remember, you must passionately argue and defend your points.



Emotional response	A reaction triggered by emotions.
Rational response	A reaction resulting from thinking and analyzing.
Unmonitored	Something that is not closely observed.
Debate	A formal discussion on a certain matter – it usually ends by voting.

Activity 2 (15 minutes)

Introduce the activity by explaining that when we feel passionately about a subject, we might get involved in arguments with others on social media. And these online conflicts can get out of hand very easily.

Put the class into three groups. Assign each group a sport. Explain that each group will role play people who care deeply about their sport. Ask students to study the points in their Student Book.

Allow each group two minutes to speak passionately about its sport, covering all the points listed. Then encourage a lively and passionate debate between the groups. Allow students to become strong and assertive in their opinions (but don't let things get out of hand).

At the end of the debate, point out how quickly the rational discussion became a passionate conflict. The same thing can happen during discussions online.

Activity 3 (20 minutes)

List with the students different social media platforms as a reminder of previous activities. Check with them if there are common functions among them. Categorize platforms according to their functions: **LinkedIn** is for business, **Facebook** is a mixture of business and social, **Instagram** is more for socializing, etc.

Now ask students to read the text and answer the questions.

Stress with students the point of posts on social media, how much do they affect people?

Suggested Answers

Differentiated Learning

For Beginners

- Students will reply to the first part of the question by recalling what post did they liked most.
- Students will complete this activity according to their skills at and preference for either drawing or writing.

For Advanced Students

- Students will reply to the second part of the question by listing subjects such as global warming, trade, tourism, wars, pollution, latest movies, etc.
- Students will complete this activity according to their skills at and preference for either drawing or writing.

3 Read about reaching out to people on social media then answer the questions that follow.

People use social media for many reasons. Some of those reasons are to socialize, work, study, or do research.

Depending on the social media platform, the users could differ in gender and age group. Different platforms expose different interests that target different people. Some are merely for business, others are for fun, another one could combine both and so on. However, some global news whether happy or sad reaches out to everyone, no matter what gender or age group they are, no matter which platform they are posted on.

It really depends on the way the news is presented. It can capture the interest of everyone and elicit emotional and rational responses. An article or even one picture can stimulate reactions or concerns among all kinds of people.

- What post captured your interest most during the past year? What kind of news would be interesting to everyone?
- Create an image or write a small article that would be interesting to everyone and can be posted on all social media platforms.

4 Read the passage about monitoring posts and then complete the activity with your partner.

Countries have different standards when it comes to publishing images in the media. Because images can elicit such an emotional response, some countries operate a form of censorship and do not allow any pictures that could cause distress to be on TV or in newspapers. Powerful images of war can sway public opinion. In some countries, people have turned against their government's involvement in a war because they have had such an emotional response to a published image.

The argument in favour of publishing raw and grisly photographs of wars or natural disasters is that they're necessary to bring home to people what's at stake, the real and horrendous damage that these incidents do to cultures and to human bodies.

On social media, as it can be somewhat unmonitored, there is less censorship. People can post these grisly photographs and they can be shared and spread throughout the world very quickly. Images or text that we may prefer not to see can appear in our timelines.

When we look at an image or a newspaper headline, or a piece of text, it is very often hard to engage the rational side of our brain, particularly if the writer is presenting an opinion we agree with. It is important to think rationally about the text you are reading. Analyse the information contained in the article and fact check. If you see a powerful image, ask yourself what was the agenda of the publisher? Could this image be fake?



When have you had an emotional response to a piece of text or image?

When have you had a rational response to a piece of text or image?

With your group, complete the table.

Emotional	Rational

Activity 4 (10 minutes)

Ask students to read the text about social media.

Ask questions to check comprehension. Check their understanding of the key words.

Stress the importance of being aware of agendas that different users may have.

Students work individually. Ask them to consider the two questions in the Student Book and write their answers.

Then, facilitate a discussion around the questions.

Draw a table on the board the same as the one in the student book and fill it in with ideas that came out of the discussion.

Activity 5 (25 minutes)

Read the introduction to the activity. If necessary, remind students that empathy means trying to understand other people's feelings. Stress that it's important to practise empathy when interacting with people online.

Ask students to consider their own social media behaviour and how they interact with others online. Have them answer the questions in their Student Book.

Question c. is mainly to show students the difference between messaging and talking face to face.

Messaging does not show people's emotions, while face to face shows empathy and keeps people connected. By doing this role-play, encourage students to stress human communication instead of being busy with counting likes on their posts on social media.

Suggested Answers

a. and b. replies may vary depending on each student. Accept any answer, respecting the students' privacy when needed.

Now divide students into pairs. Ask each pair to come to the front of the class to role-play the scenario.

Differentiated Learning

For Beginners

Students will be the listeners. In part 1, they will read what their partner wrote them in the message.

In part 2, they will directly interact with their partner's story.

For Advanced Students

Students will come up with a story they want to share with their partner. In part 1, they will make believe that they are writing the story in a message. In part 2, they will tell the story directly and face to face with their partner.

5 Using social media for conversation can cause disastrous misunderstandings between people.

When you have face-to-face conversations, it's easy to see when people are angry or sad or excited. With a text message, for example, it is not so clear. We have no facial expressions, or tone of voice to give us more information.



When you interact with people online, it can be easy to forget that they are people with feelings. It's important to fight this forgetfulness though. The better you are able to understand the feelings of others, the more you can empathise with them.

Think about your social media behaviour. How do you treat other users? How do you like them to treat you?

Consider the following questions:

a. How do you feel when your friends 'like' your post, image or comments?

.....

b. How do you feel when a stranger reacts in a positive way to your post?

.....

c. With your partner, role-play the following: Send your partner a message telling him a story. Then talk to your partner in person and tell him your story.

.....

6 How do you behave on social media? Do you interact with people online in the same way you would interact with them in person? Or do you hide behind a social media mask?

Design one or more emojis that best describe or illustrate the way that you react/reply to posts on social media.

Activity 6 (15 minutes)

Explain that people often behave differently on social media than they do when they meet people face to face. Some people hide behind a social media mask.

Ask students if they understand the meaning of the term 'social media mask'. Point out that people can develop different personalities when they're on social media. A shy person might become very outgoing. A normally polite and calm person might interact aggressively with other online users. This is because there's a distance between you and the people you are interacting with.

Ask students to consider the questions in the Student Book. Then ask them to draw their social media emojis.

Ask students to share and explain their emojis, if they feel comfortable doing so.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Critical reflection
- Imagination
- Multiple perspective approach
- Communicating
- Working in groups
- Active listening
- Deliberation
- Respect
- Resilience
- Anti-racism
- Multiple perspectives
- Solidarity
- Empathy
- Understanding
- Teamwork
- Adaptability
- Creativity
- Dealing with complexity
- Research
- ICT

Evaluation/Reflection

Having students putting the idea of modification into practice will indicate their level of understanding. Working as part of a group allows for simple explanations that are age appropriate. Students benefit from the feeling of security engendered while working as a member of a group.

Successful task completion is an indicator that students are coping with the topic. It is important that the teacher observes and monitors to facilitate this desired outcome.

Moral Education in Action

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

Rationale for Moral Education in Action

This section outlines some ideas and guidelines for how to engage students in action projects, in order to further develop their skills and expertise learnt in the Moral Education programme. This allows the students to put the theory into practice.

Young people are not 'Citizens in Waiting' (Professor Audrey Osler). This new programme allows students to examine their own understandings of citizenship and consider a range of complex but important moral issues in the classroom for the first time.

After studying in depth the values behind the Moral Education programme, students should feel empowered, even compelled, to take action for a better community. In this sense, learning from the lessons is linked to responsible action.

The action in the project may range from individual charitable actions and making more ethical consumer choices, to direct actions such as raising awareness or campaigns by groups or the whole class. This project gives them both the support and space to try to influence decision making at a variety of different levels. The idea of a 'call to action' is an important part of the Moral Education programme. It shows young people how to put the theories and values they have learnt into practice in the real world.

Planning

It is important to consider the starting point from which you launch any individual or group action. Get the class to think about the type of school environment they have before doing any further planning. Is collective action a familiar concept or would this be a relatively new idea for the school? You could examine recent actions or charitable activities that the school has taken part in recently. You could look at existing school policies and identify any areas that need attention. What moral issues does your school feel passionate about? Allowing sufficient time for preparation is an essential part of the action project, as it's important to be able to measure its impact in the future. As part of the planning process, ensure that you have consulted with relevant people as much as possible.

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 7 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. 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.





Perhaps there is a parent or a member of staff who could give you guidance on your chosen topic? Ensure as well that all students get the chance to express their opinions on how to approach the project.

Here are some helpful questions to guide planning:

- Who will our target audience be?
- What do we mean by action?
- What does participation look like to us?
- What would we like to achieve in our action?
- Who can you link with in terms of partnerships?
- Are there other schools in our vicinity that we can reach out to for collaboration?
- Have we ensured that minority voices will be heard during the planning and development processes?
- Can we anticipate any challenges along the way?
- What tools or resources or materials might we need?
- What is a realistic timeframe?

Ideas for Moral Education in Action

Below are some suggestions of relevant actions and activities. While these are provided as guidelines, it is very important that the action project is student-led and that all students' voices are heard in the planning and decision making process. Students can pick and choose and adapt ideas that are relevant in the context of their class and their interests.

Differentiated Ideas for Moral Education in Action

Establish a student council: While individual action is extremely important, establishing meaningful structures for collective decision-making is also crucial in the context of this new programme. If a school does not have a formal student body, the cohort of Grade 7 students could be ideally placed to take on this initiative. A student council, comprising representatives from all grade levels, could be set up, with Grade 7 students taking responsibility for the administration and management. The council could decide the parameters of its decision making in collaboration with representatives from the teaching staff. What decisions should be delegated to the student body and what should remain in the domain of the staff? What social events or school reform might be needed? The student council could organise whole-student body meetings or class debates to ensure student voices are heard on any issues of concern. Moreover, students can prepare for their future voting responsibilities as citizens by organising mock elections or mock referenda on emerging issues of national or global importance.

Policy development: Developing guidelines or quality standards can be a positive commitment to change at a whole-school level. Grade 7 students could take charge of leading the school community in developing a new policy that stakeholders feel might be needed in the context of their school. For example, if discussions indicated that a policy around environmental protection or sustainable development is required, you could examine energy usage or paper waste in the school, commit to participating in 'Earth Hour', a 'Meatless Monday', a litter campaign or a local 'spring clean' initiative. You could look at whether purchases in the school are coming from sustainable or ethical sources and introduce a Fair trade shop or purchasing policy. Or for example, if you decided the school needed to develop an anti-racism policy you could set up consultative sub-committees under the following headings; access and enrolment,

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. Establish a student council:**

While individual action is extremely important, establishing meaningful structures for collective decision-making is also crucial in the context of this new programme. If your school does not have a formal student body, the cohort of Grade 7 students that you are a part of could be ideally placed to take on this initiative. A student council, comprising representatives from all grade levels, could be set up, with your Grade level taking responsibility for the administration and management. The council could decide the parameters of its decision making in collaboration with representatives from the teaching staff. Some of the areas for consideration might include:

 - What decisions should be delegated to the student body and what should remain in the domain of the staff?
 - What social events or school reform might be needed?
 - Could the student council organise whole-student body meetings or class debates to ensure that student voices are heard on any issues of concern?
 - Could students prepare for their future voting responsibilities as citizens by organising mock elections or mock referenda on emerging issues of national or global importance?
- 2. Policy development:**

Developing guidelines or quality standards can be a positive commitment to change at a whole-school level. Grade 7 students could take charge of leading the school community in developing a new policy that stakeholders feel might be needed in the context of their school. For example, if discussions indicated that a policy around environmental protection or sustainable development is required, you could examine energy usage or paper waste in the school, commit to participating in 'Earth Hour', a 'Meatless Monday', a litter campaign or a local 'spring clean' initiative. You could look at whether purchases in the school are coming from sustainable or ethical sources and introduce a Fair trade shop or purchasing policy. Alternatively for example, if

programme work, staff professional development, linguistic diversity, religious diversity, cultural diversity, and code of behaviour.

Reflection

It is very important that space is given to critically reflect on how the action project is going. Choose a mid-way check in point to ask yourself some questions about the planning and implementation of the project. Who chose the focus? Are the needs of the target group being met? Whose voice is not being heard? Is there anyone else we should be including? What advice do we have for future grades undertaking similar work?

you decided the school needed to develop an anti-racism policy you could set up consultative sub-committees under the following headings, access and enrolment, programme work, staff professional development, linguistic diversity, religious diversity, cultural diversity, and code of behaviour.

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.

Parental Showcase

The students are to create a showcase event at the end of the project to present to their parents. However, it might also be appropriate to organise an event in the middle of the project work in case there are ways that parents can support the class in meeting the project outcomes. Parents will be familiar with the aims of the programme from working through the Parents Addendum.

Guide the students in planning their showcase event:

Design: Will they hold it in their classroom or the school hall? If the students want to reach the wider community, consider booking a room in a local library or community centre. Before suggesting this to the students, check with the school authorities that this is feasible and agree on a date.

Once the space has been chosen, use the whiteboard to brainstorm ideas for its design. Draw a plan of the space and get the students to agree on how different elements of the project can be accommodated. Ensure that they consider such criteria as the flow of traffic through the space. This is important if the students want to present the project with a timeline of its progression from planning to completion.

Display: Throughout the action project, ensure that posters and other graphical representations are labelled and retained for use in the showcase event. Store image files together and help the students to set up a slideshow to run in the background, representing significant parts of the project process. Completed portfolios can be displayed on tables around the room, so that parents can spend time looking at them. Get the students to create information labels for each exhibit.

Engagement: Encourage the students to come up with a range of participatory activities for the audience to engage in during the event, such as questionnaires or quizzes. Help them to create a list of conversation starter sentences about each stage of the project, so that they are well prepared to discuss it with confidence as the parents view their work.

Think: Ask the students to consider the Think question. People, and that includes parents, all learn in different ways. Therefore, it's important to present the knowledge and skills developed during the action project through text, images and speech.

Other Dissemination ideas

- Newsletters are a good medium to reach parents and the community at large, as is a school blog. The article could be a group work or an optional exercise for interested students.
- If the students choose to create a visual representation of their learning, get them to agree what information should be displayed and how.
- Arrange an 'exchange of learning' partnership event with another school that has also undertaken a moral education action project. The event could take the form of a school trip or a virtual meeting using technology such as Skype.
- Encourage the students to create as a group a reflective journal or learning log to show the knowledge and skills they learnt through doing the project.
- Social media can be a powerful and interactive tool for raising awareness and engaging with multiple perspectives. Consider setting up a class Twitter account to share details of some of the students' project work through original and creative tweets. Create hashtags to profile the students' work or record a podcast of students interviewing each other about the project.

All use of social media must be agreed with school authorities and you must retain full control of accounts.

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 great aim of education is not knowledge, but action'
Herbert Spencer

Glossary

Action: Something done by a person or a thing.

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

Ambulance: A vehicle that takes the sick and injured to and from hospital.

Arbitrator: A person who has been appointed to resolve a dispute.

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

Basic Needs: The resources humans need for their well being.

Benevolence: Kindness to others.

Care: The provision of what is necessary for the health, welfare, maintenance, and protection of someone or something.

Charity: Giving help of one's free will, usually giving money to people in need.

Community service: The provision of a service to a particular community, which may be our own community or another. This is often in response to a specific need usually determined by those who perform it.

Confidentiality: The act of keeping something secret.

Conflict: Disagreement between two or more people or countries, or internal struggle.

Consequence: The result of actions or evolving situations.

Consumer: Buyer or customer.

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

Crime: An illegal act that is against the law.

Criminal: A person who has committed a crime.

Cyberbullying: The use of technology to harass, threaten, embarrass, or target another person.

Danger: A situation where people, objects or their misuse, could cause negative results such as harm, injury or threat to life.

Debate: A formal discussion on a certain matter, it usually ends by voting.

Demand: How much a product is needed or wanted by the consumers.

Deny: Refuse to give something to someone, deprive someone of his rights.

Dependancy: Financial support and aid.

Dignity: The value of a person, that means they are deserving of respect.

Discrimination: Thoughts and actions that show bigotry and disrespect towards people of a different social class, religious, economic or ethnic group.

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

Duties: The tasks and moral obligations that must be performed by an individual according to his or her role and responsibilities in the community.

Emotional Response: A reaction triggered by emotions.

Empathy: An individual's ability to sympathise with others' feelings and understand their suffering by putting himself or herself in their position for few moments, and then to respond to this feeling appropriately to relieve their suffering.

Environment: The surroundings a person lives in.

Equality: Treating people in such a way that the outcome for each person can be the same.

Ethics: Ethics or morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society. We all live within a society that needs to be regulated by a set of defined rules in order to remain strong and sound.

Factual: Something that is based on or involves facts.

Fairness: Justice, giving people their rights.

Family tree: A chart clarifying kinship relations between family members.

Fire: The light, heat and flame produced by burning.

First Aid: Assistance given to a sick or injured person until full medical treatment is available.

Generosity: Being generous; giving material, emotional and moral support while expecting nothing in return.

Global Community: When the people or nations of the world are seen as being closely connected by modern telecommunications including social media.

Globalisation: Economic activities occurring around the world as opposed to being limited to one country or region.

Grooming: The process in which an older person forms an inappropriate emotional connection with a younger person.

Happiness: Feelings of joy, satisfaction and reassurance.

Hub: A centre.

Humanitarian: Something or someone who is trying to reduce human suffering.

Humanity: Human race/people.

Identity: A set of attributes that distinguish a person or group from others. Identity can take the form of national, religious, linguistic, racial, historical, civil, cultural and other identities.

Influence: Having an effect on someone or something. It could also be the effect itself.

Interconnected: Not isolated or standalone; being dependent on and affecting one another.

Irresponsible: Showing lack of care for consequences.

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.

Kindness to parents: Maximum level of empathy, obedience and loyalty to parents.

Leisure: Time spent on activities that are not work or duties.

Malaria: A deadly disease caused by parasites, which can be transmitted 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.

Mediator: Someone who tries to get those involved in disagreements and conflicts to settle their differences.

Migration: Movement of people from one country to another for various reasons.

Modesty: Commitment to values and acts that do not reflect any vanity or arrogance towards others.

Modification: The process in which something is changed or adapted.

Moral Duty: The individual's sense of duty towards others or towards society, without being compelled by laws or obligations. People often feel that it is their duty to help the needy and the poor, or to advise against lying. Therefore, one of the most important characteristics of moral duty is the desire to do it, freely and responsibly.

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: A man's actions reflect his morals. Morals are the basic principles of any society.

Moral values: Moral ideals and principles such as patience, courage, sincerity, honesty and altruism

Multiculturalism: A state of mix of different cultures.

Multilateral: An action or decision taken by three or more groups, or countries involved in a situation.

Opinion: A belief or way of thinking about something.

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

Planning: Establishing the steps to carry out an action.

Popular Heritage: Combines all the characteristics that distinguish a human group. It includes knowledge, beliefs, values, arts, morals, laws, customs, language and other aspects forming the basic factors combining such groups.

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

Positive relationship: Developing effective and clear communication with others and understanding them well.

Prevention: Protection against diseases, especially infectious diseases.

Quote: A statement that is part of what a person said or wrote, reused by another person.

Rational Response: A reaction resulting from thinking and analyzing.

Recovery: Return to a normal state of health.

Refugee: A person who has been forced to leave their country or home because of conflict or disaster.

Respect for others: To communicate and talk with others politely, treat others the way that you would like to be treated and accept all differences (in terms of gender, age, race, religion, social class, etc.).

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.

Right: A firm and certain duty. An interest which authorises its owner to take necessary actions to achieve this interest. A certain value established to be due to a particular person by virtue of law. What the legislator gives equally to all individuals and must be respected. Achieving a common interest as decided by the law. An entitlement to something recognised and protected by law. What an individual can apply within the framework of the so-called legal legitimacy.

Risk: A chance of danger or loss.

Role: The sum of rights and responsibilities required by the individual's position within a group or a community.

Safety: Freedom from the occurrence or risk of injury, danger, or loss.

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

Self-respect: Self-acceptance and self-preservation; appreciating the positive qualities and skills that you have.

Social Media: A platform or place where individuals and communities share information and connect using computers. Smart phones, tablets etc.

Social Media Protection: A mechanism or plan that can be followed for effective security and shielding from possible risks associated with using social media.

Social Responsibility: 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. Social values help to maintain social order and stability in society.

Special Olympics: An international organisation which provides people with intellectual disabilities with a program that allows them to enjoy playing sports.

Stalking: The act of following or watching someone over time in a manner that can be disturbing or threatening.

Strategic location: A location that provides advantages.

Supply: The amount of a certain product offered in the market.

Survival: Continuing to live in spite of hardships.

Sustainability: The ability of a given system to remain productive indefinitely.

Sympathy: Being prepared to help others, alleviate their suffering and let them know that there are people who are willing to stand by their side.

Tolerance: Appreciating diversity and showing respect to others without discrimination based on race, religion, age or gender.

Unilateral: An action or decision taken by one of the parties involved in a situation.

Unmonitored: Something that is not closely observed.

Victim: A person harmed, injured, or killed as a result of a crime accident or other event or action.

Virtual: Simulating reality.

Virus: A code that can be transmitted to a device and corrupt all its system.

Volunteer work: A tool used to advance societies, especially nowadays, as this work is becoming increasingly important because governments can no longer meet all people's needs. Anyone can participate in voluntary work. It is not exclusive to anyone, and it links the interests of volunteers to the interests of other individuals in the community.

Welfare: An overall state of happiness and contentment.

Well-being: Enjoying comfort, health and happiness.