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MORAL EDUCATION

Moral Education

Teacher Guide

Grade 5

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

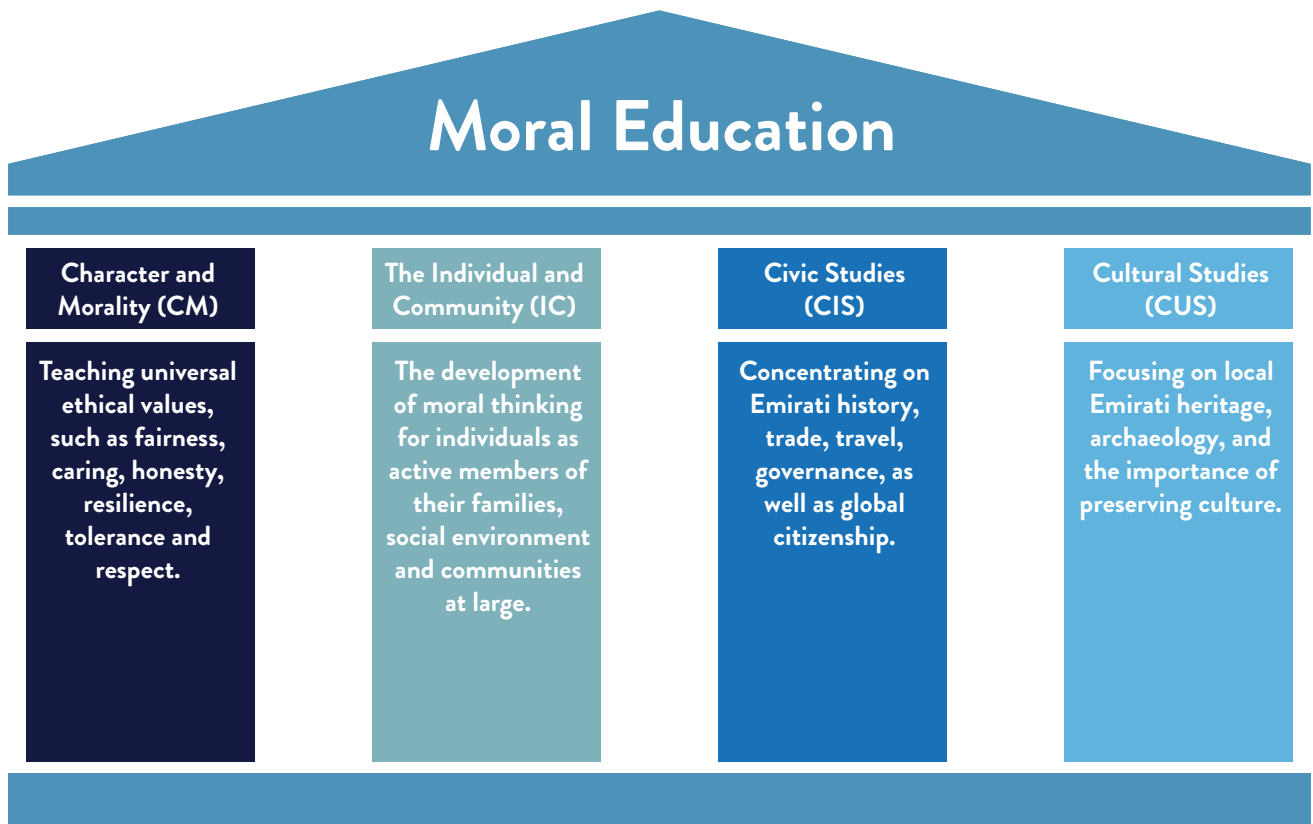
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



Inspiration

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

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

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

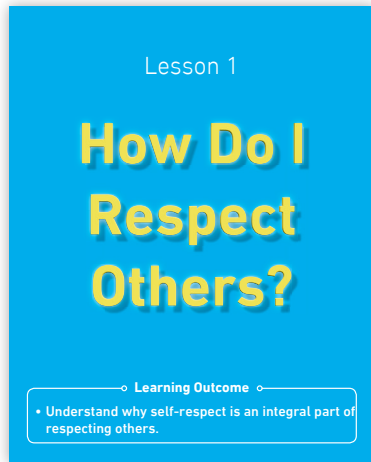
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations, 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.

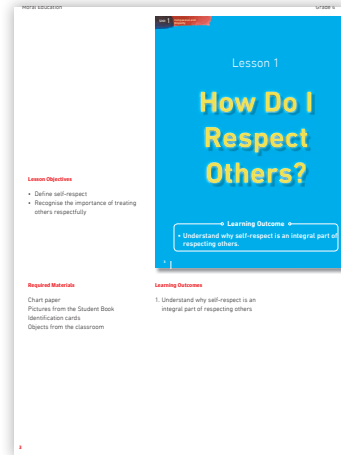
Moral Education Course Education Resources

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



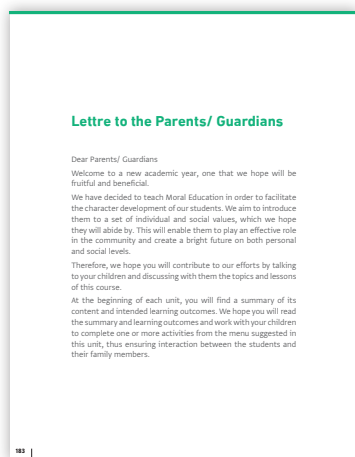
Student Book

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.



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

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.

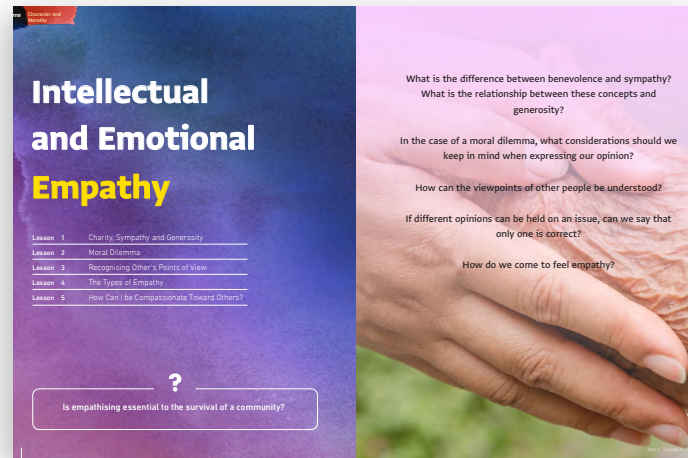
The gradation of colour portrays the complexity of the 21st century living.

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.

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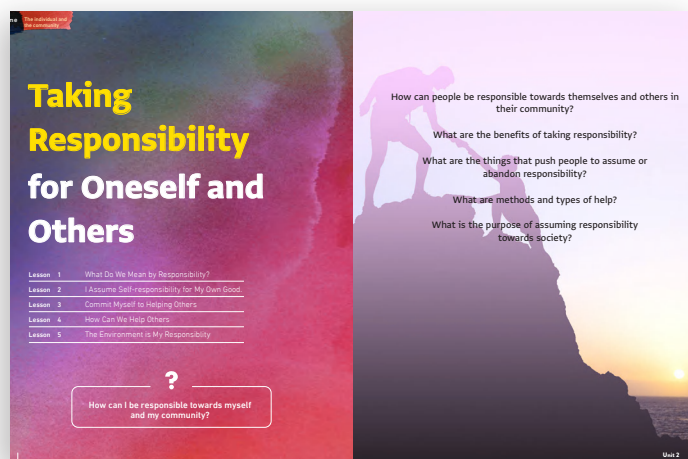
Intellectual and Emotional Empathy



- 1 Charity, Sympathy and Generosity
- 2 Moral Dilemma.....
- 3 Recognising Other's Points of View
- 4 The Types of Empathy
- 5 How Can I Be Compassionate towards Others?

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- 1 What Do We Mean by Responsibility?
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3 Diverse Communities and Contexts

4 My Tribe, My Family

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1 What Are Virtue Ethics?

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Unit 5

Ethics in Sports and Entertainment



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Unit 6

Moral Education in Action

Unit 6

Moral Education in Action

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

Introduction to Moral Education in Action

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

Young people are not '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.



1 Moral Education in Action

P. 33

Theme: The Individual and
The Community

Unit 5:

(IC10) Ethics in Sports and Entertainment

Unit Objectives

The aim of this unit is to introduce the concept of ethics in sport and entertainment. Students will learn about Olympic values and principles, including excellence, respect, friendship and fair play. Students will also evaluate how to spend their leisure time and invest it for the benefit of their local community.

This unit is based on the sporting values that the International Olympic Games Committee and the National Olympic Games Committee in the United Arab Emirates seek to instill in society.

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

Ethics in Sports and Entertainment

Lesson 1	Olympic Values: Excellence
Lesson 2	Olympic Values: Respect
Lesson 3	Olympic Values: Friendship
Lesson 4	Olympic Values: Fair Play
Lesson 5	Olympic Values: The Right to Leisure

?

What are the core values of the Olympics and how can these be applied to our daily lives?

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 we apply the Olympic values to our own lives?

How can we make better use of our free time?

What are the main ethical issues within sport?

Exploratory Questions

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

Learning Outcomes

1. Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth.
2. Make informed decisions on how to use leisure time effectively, and participate in the local community.
3. Confidently debate some of the ethical questions surrounding sport, particularly the reasons for unfair play and whether tolerance or forgiveness should be applied.

Lesson Objectives

In this lesson, students will learn about the Olympic value of excellence, and, more generally, how to incorporate this into their own lives.

Required Materials

- Cards
- Pens
- Boards
- Photocopied sheets of questions

Learning Outcomes

- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for their own self-growth.

Lesson 1

Olympic Values: Excellence

◦ Learning Outcome ◦

- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth.

Vocabulary

Excellence

Motivation

Excellence

Extreme high quality or standards.

Motivation

An eagerness or strong willingness to do something.

1 Look at the picture of the flag. Do you know what it represents? Discuss it with your partner and share your thoughts with the class.



Now write what you know about the flag.

.....

.....

.....

.....

Activity 1 (10 minutes)

Divide students into pairs. Ask them to look at the image of the flag in the Student Book and consider the question.

After two minutes, ask each pair to share their answer.

Suggested Answers

For Beginners

This is the flag of the Olympic Games, which are international sporting events - featuring both summer and winter competitions - with athletes and teams from all over the world participating.

The five interlocking rings on the flag - known as the Olympic rings - represent the five participating continents: Africa, Asia, America, Australia and Europe.

For Advanced Students

The colours of the rings (blue, yellow, black, green and red) and the white background are taken from the colours of the original competing countries' flags.



2

Read the story *The Olympic Games* about respect. Then answer the questions that follow.

The Olympic Games are more than just the world's biggest and most important sporting events - they are a celebration of the human spirit.

The modern Olympic Games began in 1896 in Greece, but they are based on a tradition that began more than 2,700 years ago in ancient Greece.

In the first modern Olympics, athletes from 13 countries competed in nine different sports. In the last Olympic Games, more than 10,000 athletes from around 200 different countries competed in almost 30 different sports, including archery, athletics, basketball, boxing, cycling, soccer, gymnastics, sailing, swimming, tennis and wrestling. The Olympic Games are held every four years in different cities all over the world.

There are also the Winter Olympic Games, which began in 1924. The Winter Olympics include skiing, snowboarding, skating and ice hockey. They are also held every four years in different places around the world.

During every Olympic Games, millions of people around the



world marvel at the sporting brilliance on display - but the Olympics are not just about who can run the fastest or jump the highest. In fact, the aim is to help create a peaceful and better world by getting young people to participate in sport with a spirit of friendship, solidarity and fair play. Another important value is that participating is more important than winning.

Questions for Discussion:

1. What does it mean to say the Olympics are a celebration of the human spirit?
2. Do you know anything about the ancient Olympic Games? Were they different from modern Olympic Games?
3. Do you agree that participation in the Olympics is more important than winning?

Let's Think Together:

- Can the Olympic Games really help create a peaceful and better world?

Activity 2 (15 minutes)

Read the text **The Olympic Games** aloud.

Then ask questions in the Student Book.

Suggested Answers

1. The human spirit is at its best when confronted with a challenge - and the Olympic Games are the ultimate challenge. When we watch athletes competing, we are watching human spirit in action.
 2. The ancient Olympic Games were much smaller and simpler events. There were just a few different sports, like running, wrestling and boxing. They were always held in the same place - Olympia. And only men who spoke Greek could participate.
 3. Everyone who participates contributes to the celebration of the human spirit. It is nice to win, but more important to participate.
- If the Olympic Games can really encourage people to behave with a spirit of friendship, solidarity and fair play, that would do a lot to make the world better and more peaceful. So, yes!

Activity 3 (10 minutes)

Divide students into groups of 4. Give each group a blank card. Ask students to think about what the word 'Excellence' means to them. Emphasise that excellence involves more than winning or being the best.

Ask one student in each group to write a definition or thought about excellence, and then pass it to the next student in the group. The next student reads the card and adds his or her thoughts. Continue until every student in each group has added to the card.

Point out that there are no right or wrong answers. The point is just to show that there are different meanings of the word excellence.

Write out some of the ideas on the board. Possible answers include:

- Trying to be better everyday
- Living by your moral code
- Helping others to improve their situation
- Exceeding people's expectations
- Surprising others with an original idea or action
- Working for the greater good

For Beginners

Draw students' attention to the Key Fact. Ask them to share their thoughts about it.

For Advanced Students

Compare what the students wrote on the cards and the quote of Sheikh Mohammed Bin Rashed.

Activity 4 (15 minutes)

Read the text **Lawrence Lemieux** aloud. Then ask the question in the Student Book.

Ask students to suggest answers. Write these on the board for reference.

Suggested Answers

Sportsmanship means behaving or treating others with fairness, respect and friendship even during a competition. Even though an athlete wants to win, winning is not the most important thing. Lemieux recognised that helping others was more important than winning.

3

What does the word 'Excellence' mean to you? Write one idea on the 'excellence card' and pass it to the next person in your group.



"Excellence is a habit, a style. It is a journey filled with learning, perseverance and patience. The pleasure of excellence has a special taste that is only known to those that have tried it."

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

4

Read this text about the Canadian Olympic sailor **Lawrence Lemieux**, who gave up his chance to win a medal during an individual sailing race in the 1988 Olympic Games in Seoul, South Korea.

Lawrence Lemieux

Lawrence Lemieux was in second place - but still with a chance of winning gold - in a sailing competition at the 1988 Olympic Games. Just then he was faced with a dilemma.

High winds and crashing waves were causing problems for several boats. A boat in another race capsized. One of its crew was desperately clinging on to the vessel, while the other was being swept away. Lemieux abandoned the race to save them.

"I could have won gold. But, in the same circumstances, I would do what I did again," said Lemieux afterwards.

Although he didn't win a medal, he received an even more prestigious award: the Pierre de Coubertin Medal, which is given to athletes who embody the true spirit of sportsmanship.

Lemieux's decision to sacrifice personal glory to save his fellow competitors will never be forgotten.

Let's Think Together:

- How did Lemieux's actions "embody the true spirit of sportsmanship"?

5

In what way did Lawrence Lemieux demonstrate the Olympic value of excellence?

Write your thoughts below:

.....

.....

.....

.....

In what way could you demonstrate the Olympic value of excellence?

Write your thoughts below:

.....

.....

.....

.....



Activity 5 (10 minutes)

Remind students that Lemieux did not win the race. However, he did win the praise and admiration of many people.

Ask students to write briefly about how Lawrence demonstrated the Olympic value of 'Excellence' even though he did not win the race or a medal for his performance as a sailor. Prompt students to share their answers.

Suggested Answers

He stayed committed to his own moral code - what he believed to be the right thing to do - even though it meant he would not win a medal. He also risked his own safety to save his fellow Olympians. In doing this, he demonstrated the value of excellence.

Next, ask the students how they could also demonstrate the value of excellence. Ask them to share their answers.

Suggested Answers

"By always doing what I know to be the right thing to do, even if it means losing out or sacrificing something else."

This could be applied to school-work, relations with friends, family life or, of course, sporting endeavours.

Lesson Objectives

Students will be able to:

Required Materials

- A set of cards with Olympic values written on them
- A PowerPoint presentation
- A video clip about Olympic values
- A set of cards with ethical questions written on them

Learning Outcomes

- By the end of the lesson, students will be able to identify the Olympic values and explain their significance.
- Students will be able to apply the Olympic values to their own lives and discuss the ethical questions surrounding sport.

Lesson 2

Olympic Values: Respect

Learning Outcomes

- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth.
- Confidently debate some of the ethical questions surrounding sport, particularly the reasons for unfair play and whether tolerance or forgiveness should be applied.

Vocabulary

Respect

Opponent

Values

Respect

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Ů L Š O Š O Š S W I V Š L V O Š O Š Ů
Ů Š L Š L Ů Š Ů Š Ů Š V Š Ů
Ō Ŭ Ū Ŭ.

Opponent

BŠĚ ĽŮŦ WÍ ĽAŮ Ĺ Š VŮI VŮA
 ĽŠ Ů ĽVŠ ŐAŮ Ĺ ŮMŠ ŠVŮ ĽV
 ŠŠ Ľ AŠ Ā Ą Š Ů ĽVŮ Š.

Values

► B L L Ö Ö Ü A S Ů A Ů Š Ĺ Ů Ľ Ů

Think about a time when you showed respect for another person or yourself.



Activity 1 (10 minutes)

[illegible]

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KLEŠÖÄŠLÄLLEÜVŠÖÄLÖÖLÜŠLLEÜAKLEWLEŠVÖLÄWŠŠÖZŠW

[illegible]

- A ovL ŹAŮĽ ŬŠ Š AvOŁŲ vL Ā ĄŲ Ś ŁE AŞ AŰĽĪ k.
- A ĤŞ WĀŰĽĪ KAvOLŚ ĄŞ WĀŲ vL AŲĽ AŰĽĪ KŲ ŐŞ KJELW
- A A VŲĽ ŬAwOLQŲŃ Ś Ą Ś Ł AŞ Ş WĀŲ ŐĽ.
- A WŲŞ WĀ S AŞ Ş WĀŲ Ś WĀŞ AŰĽĪ K AŞ WĀĽ Ś AŲļ ŬŲ.

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WÖLŠÄÖLÄMÖÖŠWÄÜLÜÜLÉVÖSÜŠŠVÖLÜÄLÜÜŠŠÄÜÄŽÜLÖP

Differentiated Learning

For Beginners

Ē ŪĻ. AĶĻ. ŪMŠ Š Ū, AĶĻ ŌĀ Ū.

- A D Ş Ž Š V Ā Ū L K Š L W Š Ū Ī Ā Š L Ō Ī V L Ō Š Š L Ā Ī Š Š L Ū? A
- A D Ş Ž Š V Ā Ū Ū Ī Š L A Š A Ō Ī V Š V Ō L Ū Ō Ī V L A Š Ā Ī Ž?
- A D Ş Ž Š V Ā Š L L Š W Ā Ū Ī Ā Ū Ī L Ū? A
- A D Ş Ž Š V Ā Ū Ū Ī L Ō V Ā Ū Ū Ī Š L Ī Ā Š Š Ō Ī Š Ū Ī L?
- A D Ş Ž Š V Ī K L Ā Ī Ū Š Ō V Ō Ī Ū Ī L Š Ū Ī Ū Ī Ū Š Ū Ī Ū V Ā V Ā Ū Ō Ō Š Š L A Ō Š Š L Ī Ā Š L Ā Š V Ō Ī Š Š Š V Š Ū V?
- A D Ş Ž Š V Ā Ū Ī Ū Š V Ō L Ū?

For Advanced Students

- A B Ů Ę Ą M Ł L Š W Ą S V Ľ Ā Ā N Š Ź Ž Ą Ś W Ą Ő L Ą Ő L Š Ą
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[illegible]

I visited the sports camp a few times per week – I would take the bus by myself and reach the sports complex by nine in the morning. Once I was there, I would play basketball with two or three athletes with intellectual disabilities. While I was there, I met Abdullah, one of the athletes. We had lots of fun together – and pretty soon a strong bond formed between us. We looked for each other each morning and exercised together, playing basketball or running around. Even though Abdullah and others in the camp were different from me, that didn't bother me. I saw how energetic and enthusiastic Abdullah was and how eager he was to learn new things in basketball. Quickly, I shared in the same energy and same excitement. And I wanted to share it with others – I decided to help in increasing inclusion in my

community so others could feel the excitement I felt from Abdullah. Basketball was a great place to start.



Discuss the following with your partner:

- a. How did the Special Olympics help Ovais to learn about respect?
- b. What impact did Ovais's respect for Abdullah have?
- c. How could you show respect when you're taking part in sports?

[illegible]

TÖLŠĀ LŌŦVŦĀĀĪ ŪĀŌĪŪŦŠŠĀKŠŪĀĪ LŌĀŦŠŪ.

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ÜÖŞWƏ ÖL: ÜÜ: LVAŞ L AÜŞ ÜVŞ T ŞÜÖÜ TÖÜALVA
L LŞ ŞŞÜVİ V LÜÖT WÖ: SÜŞSƏS VÜVLİÖ Ü:A
Ş T VV: ÜÜ.

4.A F Š Š V K I U A I Š S Ā I Ū V Š Š Ū A X L Ō I Š Š Ō L Ā I Š Š S I Š V Ū A
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Š Ō L Ū Ū L V A L L I Ū V Š Ō A Ō L Ā I Š Š S I Š V Ū A I Ž Š Ō A
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Ū I Ž A Ō Ū Ū Ž.

Study the images below. How are the athletes showing respect for their opponents?



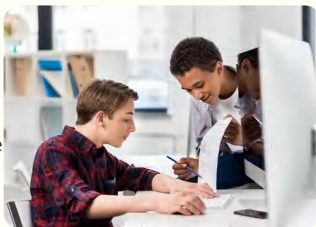
Did you know the first ever Olympic Games took place in Ancient Greece in 776 BC? Events included running, long-jump, boxing and equestrian events!

4

Read this scenario. Then complete the exercise below.

A group of children from another country have recently joined your school. Although they look and dress differently from you and your friends, and do not speak your language so well, they seem friendly and polite.

Your teacher has made a big effort to integrate the new students into your class. There is good interaction and everyone works well together during group projects and class discussions. There is a pleasant and friendly atmosphere in the class, even though the new students are still quite shy and unsure sometimes. You can see that it's important to your teacher to help the new students to settle in. However, during the breaks, when the children are allowed to play freely, these new students don't mix with everyone else. They mostly just stand around with their hands in their pockets, not really doing anything. You notice them looking at you and your friends playing your usual games, but they don't ever join in. You suppose that they probably do not know the rules of the games or how to play. The games where they are from are probably different, you suppose.



In your group, discuss ways you could show respect and inclusion to these new students. Share your ideas with the class.

5

Your teacher will give you a selection of magazines and newspapers.

- Find stories and pictures that show the value 'Respect'.
- Paste these onto your sheet to make a respect poster.
- Share your poster with the class.



Activity 4 (15 minutes)

RELŠ ČLĀVĀLŠ LŠ VĀVĀT VĀLŪLĒVĀSĒLŠ VĀVĀLŠ ŠŌŠ VĀLĒŠ VĀVĀLŠ LŠ VĀVĀLŠ A
Ī LwĪ ŽĀVĀŠWĀLŪLĒVĀSĒLŠ VĀVĀLŠ LŠ VĀVĀLŠ ŠŌŠ VĀLĒŠ VĀVĀLŠ LŠ VĀVĀLŠ

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Suggested Answers

TŌLŽĀŠ VĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

TŌLŠĀKĀ LŌQŠ WĀŠ WĀT VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

Activity 5 (10 minutes)

DŌQ LĀVĀLŠ ŪŠ VĀVĀLŠ WĀT VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

BŪKĀLĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

BĪŠ WĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

OŠLŠWĪ ŌLĀQ LĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

- A WĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ
- A WĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ
- A HŠ WĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ
- A WĪ VĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

Key Skills (Head, Heart, Hands)

- A DĒVĒLŠ ŪŠ ŌAŠ ŪĪ WĪ
- A PŪŠKĪLŠ AŠVĒŠ
- A RĒLĒLŠ ŪĪ
- A KĒLĒLŠ WĪ
- A RĒLĒLŠ WĪ

Evaluation/Reflection

ĀŠVĀLŠ ŠĀVĀLŠ ŪVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

BĪŠ LŠ WĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ LŠ VĀVĀLŠ

Lesson Objectives

In this lesson, students will learn about the Olympic value of friendship, and, more generally, how to incorporate this into their own lives.

Required Materials

- Speaking object for Circle time
- Paper
- Pens
- Card for poster
- White/black board
- Something to play the music on

Learning Outcomes

- Analyze and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth.

Lesson 3

Olympic Values: Friendship

Learning Outcome

- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth.

Vocabulary

Friendship

Friendship qualities

Friendship

A relationship of closeness, familiarity and kindness between people.

Friendship qualities

The characteristics and values (such as loyalty, support, reliability and respect) that underpin a friendship.

1

Let's think about friendship. Why is friendship important to you? When were you a good friend to somebody?



'A day without a friend is like a pot without a single drop of honey inside'
Winnie the Pooh.

Activity 1 (10 minutes)

Explain to students that, although athletes compete against one another, one of the important qualities in sport is friendship. Explain that students will take part in a circle time discussion to explore the idea further.

Ask students to sit in a circle. Check that they remember the rules for circle time. Recap the rules, if necessary.

Ask students to read the questions in the Student Book. Use a 'speaking object' to pass around and allow each student to answer these questions.

You should model a good way of answering these questions yourself first and take part in the circle.

Suggested Answers

- Friendship is important because we need friends to share our daily lives with; they play with us, comfort us when we're sad and help us with our tasks.

Activity 2 (10 minutes)

Remind students that no matter what competition we are in, or whatever experience we face in life, we can still create a bond and build a friendship that is much more important than winning!

Read the story *An Olympic Friendship* aloud. Then ask the question in the Student book.

Suggested Answers

- It means that winning and being victorious is an amazing achievement that can give someone happiness and pride. However, friendship gives much more - support, love, happiness, comfort, encouragement, joy and fun, for instance. This is why friendship is "greater" than winning.

2

Read the story *An Olympic Friendship*. Then answer the question that follows.

The Czechoslovak long-distance runner Emil Zátopek, who won three gold medals at the 1952 Olympic Games in Helsinki, was as renowned for his friendliness as his athletic brilliance. He made many good friends among his rivals, especially French runner Alain Mimoun.

Every time Zátopek won gold, Alain Mimoun won silver. Some athletes might have been jealous of this rival, but not Mimoun. The warmth and sincerity in their friendship was clear in their embrace after every race.

There was a surprise at the 1956 Olympic Games in Melbourne when Mimoun beat his rival for the first time ever. It was an extraordinary achievement, but what happened afterwards was even more extraordinary. With delight, Zátopek embraced his victorious friend. Later, Zátopek said that he was as proud as if he had won himself, while Mimoun claimed that his friend's congratulations was "for me, better than a medal".

Zátopek once said: "Great is the victory, but greater still is the friendship." He was surely talking of his friendship with Mimoun.

- a. Discuss with your classmates what you think the following quote means:



"Great is the victory, but greater still is the friendship".



Activity 3 (15 minutes)

Explain that friendship can take many forms, and that people can have many different friends. For example, you might have friends at school, in your neighbourhood and in places that you visit.

Ask students to look at the photos and consider the question. Then prompt them to share their answers with the class.

Write the qualities they mention on the board.

Put ticks beside any qualities that came up more than once.

Possible qualities

- Good friends are loyal, fair, supportive and helpful.
- Good friends are fun.
- Good friends are reliable.
- Good friends respect each other.
- Good friends bring out the best in each other.
- Good friends make one another happy.

Ask students

- Which do you think are most important? Why?

Facilitate a short discussion around the importance of these qualities. Finally, prompt students to list the three most important qualities in order of importance.

Differentiation Learning

Some students are visual learners. They might prefer to work out the qualities of friendship by studying the pictures.

Other students think more abstractly. Prompt them to think about what qualities they value in their friends.

And other students might prefer to imagine scenarios that show friendship in action. Encourage them to think about the qualities that drive those scenarios.

Activity 4 (15 minutes)

Explain that friendship has inspired many writers, poets, film-makers and dramatists over the years. It is a theme that is important to everyone because we all value having good friends.

Remind students of the qualities of friendship that were covered in the previous activity. Ask them to recall what the qualities were and write some on the board: being helpful, reliable and supportive; having

3

Friendship can take many forms. Consider the photos below. Then discuss the qualities of a great friendship. Which qualities are most important? List them below in order of importance.



Most important qualities of a great friendship:

1.
2.
3.
4.

4

Friendship is inspiring! Many people have created great art, drama and literature on the theme of friendship.

Think about the qualities of friendship that you covered in the previous activity.

With your group, choose one quality and develop a short role play that shows that quality in action. Create your own small drama!



fun; bringing out the best in each other.

Divide class into groups and assign each group a quality of friendship. Keep groups small (no more than four students). Explain that each group has 5 minutes to prepare a short dramatic role-play that shows the quality of friendship in action. They will then present their role-plays to their classmates.

As students prepare for role-play, you can inspire them by prompting them with some questions:

- How do friends help each other? Perhaps they help each other with their school projects.
- How do friends bring out the best in each other? Perhaps they cheer on each other when they play sports.
- How do friends have fun? Perhaps they share common hobbies.
- How do friends respect each other? Perhaps by listening to each other and respecting each other's opinions.

After 5 minutes, ask each group to present its role-play to the class. Draw students' attention to the Key Quote. Have a short discussion about what the quote means.

Explain that people should respect themselves, as well as each other. They should take care of themselves, love themselves and remain positive.

'Friendship with oneself is important, because without it one cannot be friends with anyone else in the world'

Eleanor Roosevelt

THINK!

What do you think friendship with oneself means?

5

What do you think this quote means? Write what you think in the space below.



Activity 5 (10 minutes)

Finish off the lesson with a quote from Ralph Waldo Emerson. Explain that Emerson was a famous American writer and philosopher.

Ask students to consider this statement and think about what it means to them. Prompt them to write their thoughts in the student book.

Suggested Answers

- In order to make friends, you must first show friendship. This means showing kindness, respect, generosity and acceptance to people. When you do this, they will become your friends.

Key Skills (Head, Heart, Hands)

- Developing empathy
- Collaboration
- Active listening
- Participation

Evaluation/Reflection

You can assess the children's understanding of the term 'friendship' and its qualities through their ideas.

Ask the children to be a great friend. At the end of the school day you can ask them for examples of how they were a great friend and what qualities they displayed.

Ask the children to reflect on times when they were a good friend in the past and how they can be an even better friend.

Lesson Objectives

In this lesson, students will learn about the Olympic value of fair play, and, more generally, how to incorporate this into their own lives.

Required Materials

- Roleplay costumes but not totally necessary
- Cards for debate arguments
- Pens
- Paper
- Timer
- Scorecards
- Whiteboard/Blackboard

Learning Outcomes

- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for self-growth.
- Confidently debate some of the ethical questions surrounding sport, particularly the reasons for unfair play and whether tolerance or forgiveness should be applied.

Lesson 4

Olympic Values: Fair Play

◦ Learning Outcomes ◦

- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for their own self-growth.
- Confidently debate with others some of the ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied.

Vocabulary

Competition

Fair play

Graciousness

Humility

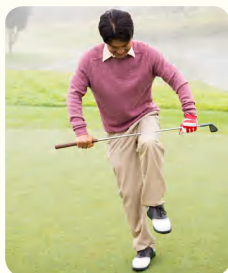
1 Although competition in sport is healthy, it is important to practice fair play too.

Fair play means:

Read the following scenarios and think about the questions that follow.

Scenario 1

Mark breaks his golf club in anger and refuses to congratulate his opponent after a loss.



- a. Is Mark being a good sport or demonstrating fair play?
- b. What does it mean to be a good sport?

Scenario 2

The football player falls to his knees in disappointment when the referee blows the whistle to signal the end of the match and defeat for his team.



- a. How do people feel when they lose?
- b. What do they do to show their feelings?
- c. Do good sports cheat?

Competition

An event or contest that two or more people or teams are trying to win.

Fair play

Behaving or treating others in a way that is honest and fair.

Graciousness

A display of politeness, manners and respect.

Humility

Not thinking that you are superior or better than others.

Activity 1 (10 minutes)

Remind students that competition is an integral part of all sports. Healthy competition is good because it motivates people to be the best they can be. However, there also needs to be fair play. Check that students understand what fair play means.

Explain that fair play means respecting the other competitors and athletes, and not cheating. Invite students to write the meaning in their Student Books.

Ask students to consider the two scenarios in the Student Book. Then facilitate a short discussion about each one.

Suggested talking points for scenario 1

Good sports are gracious and respectful in victory and defeat. They accept the result of the game. Mark is not being a good sport because he refuses to congratulate his opponent.

Suggested talking points for scenario 2

People naturally feel sad, disappointed and maybe even angry when they lose. It is ok to show disappointment, but they should try to control their emotions and behave in a respectful manner. People should never cheat in order to win, no matter how much they hate losing. Good sports would know that winning by cheating does not count as winning at all. It's a fake victory that has no value.

Activity 2 (15 minutes)

Read the text **A Young Emirati Judoka Inspired by Fair Play** aloud.

Then ask the questions in the Student Book.

Suggested Answers

- a. Humaid Al Derei admires the commitment to fair play and sportsmanship shown by Mohamed Ali Rashwan when he refused to take advantage of his opponent's injury, showing "remarkable sporting spirit".
- b. Winning is important and worthwhile because of what it represents - hard work, excellence, dedication and commitment. However, without fair play, winning means nothing. So, yes, fair play is more important than winning.
- c. Giving awards for fair play is a great way of highlighting the importance and value of fair play, as well as rewarding people who practise fair play.

2

Read the story *A Young Emirati Judoka Inspired by Fair Play* about respect. Then answer the questions that follow.

When asked about his role models in sport, Emirati judo star Humaid Al Derei does not hesitate: he immediately mentions Egyptian judoka Mohamed Ali Rashwan, who won a silver medal in the 1984 Olympic Games in Los Angeles.

Al Derei recounts how Rashwan gave up the chance of winning a gold medal by refusing to target his opponent's injured right leg. His opponent went on to win the gold medal, but Rashwan was awarded the Fair Play International Award for his "remarkable sporting spirit".

Because of his fair play and sportsmanship, Rashwan has been an inspiration to Al Derei throughout his career. Here was a man who believed in fair play even if it meant losing an Olympic gold medal. "So from that time, he was my role model," explained Al Derei.

Al Derei has already competed in one Olympic Games - he got to the second round of the 2012 Olympic Games in London - and is now preparing for the 2020 Olympic Games in Tokyo.

"Insh'Allah I am aiming for the Olympics in Tokyo 2020," he says. With his dedication to excellence and commitment to fair play, there is no doubt that Humaid Al Derei will represent his country with pride and honour.



Questions for Discussion:

- a. Why is the Egyptian judoka Mohamed Ali Rashwan a role model for Hamaid Al Dere?
- b. Is fair play more important than winning?
- c. Do you think it is right that awards are given for fair play?

Let's Think Together:

- What do you think about what Mohamed Ali Rashwan did during the 1984 Olympic Games? Would you have done the same thing?

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Activity 3 (15 minutes)

Explain that although fair play is the ideal, sports use rules to ensure that athletes and sportspeople behave as expected. Read the introduction and the text The Spirit of Cricket aloud.

Explain that the class will debate the question in the book.

Divide the class into three teams:

- The first group will argue in favour of the question.
- The second group will argue against it.
- The third group will judge which team presented the best argument.

Mix the groups so there are differing abilities in each group.

Allow the groups 5 minutes to come up with their arguments. The For and Against groups then present their arguments (3 minutes each).

Then allow each group 3 minutes to respond to the opening arguments.

The judging group then declares which group won the debate, explaining their decision.

After the debate, have the teams break into pairs and have each student reflect on the debating points made by each team.

3

Although we always hope to see fair play in sport, it does not always happen

Different sports have rules to ensure that athletes behave in a professional manner.

For example, as well as the actual rules of the game, cricket has a separate section within its laws that is called 'The spirit of cricket', which is intended to promote fair play, respect, self-control, team spirit, enjoyment and other important values.

The Spirit of Cricket

Some of the 'Spirit of Cricket' rules are:

Always show respect towards your teammates, your opponents, the umpires and the traditional values of cricket.

Never show arrogance in victory nor bad temper in defeat.

When you are the 'home' team, always ensure your opponents and the umpires feel welcome.

Both during and after the game, practice self-discipline.

Always ensure you are appropriately dressed - clothing and equipment should be clean, tidy and properly worn.

Be appreciative towards people who provide help and assistance, including catering staff, ground staff and club officials.

Never arrive late for matches or training sessions.

When a match ends, shake hands with opponents and thank the umpires.



With your group, discuss the following:

- Do sports need lots of rules in order to have fair play?

4

You now have a chance to demonstrate fair play in action. With your group, role play your assigned scenario:

- One group role plays playing fair.
- One group role plays not playing fair.



5

Consider this quote:

It matters not whether you win or lose, but how you play the game"

- Grantland Rice, sportswriter, 1908

What does this quote mean to you? Write your thoughts below:

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Activity 4 (15 minutes)

Explain that fair play affects all the athletes involved. And when sportspeople don't play fair, it has consequences.

Divide the class into two groups:

- The first group will demonstrate fair play, such as being a fair competitor, being a gracious loser or following the rules.
- The second group will demonstrate not playing fair, such as cheating, being a sore loser or not respecting others.

Explain that the groups need to create two short drama pieces that demonstrate fair play and the lack of it.

Allow 5 minutes for the groups to prepare their pieces. They do not need to be elaborate, but should emphasise key points.

After each group has completed their dramas have a discussion with the class on each scenario.

Possible questions to prompt discussion:

- Why do you think the sportspeople behaved like this?

- What were the consequences?
- Do we forgive or tolerate fair play? Why or why not?

Activity 5 (10 minutes) optional

Prompt students to read the quote in the student book. Ask them to write their thoughts.

Prompt students to share their thoughts with the class.

Suggested Answers

The way you play is more important than whether you win or lose. It is nice to win, of course, but playing with fairness and respect is what really matters.

Key Skills (Head, Heart, Hands)

- Problem solving
- Critical questioning
- Teamwork
- Resilience

Evaluation/Reflection

- Determine children's understanding of fair play through teacher observation during the debates and the dramatization.
- Ensure that all the children in the class have the opportunity for their voices to be heard. This is part of fair play also.

Differentiated Learning

A role play is a good opportunity for students to apply different skills. Encourage students to find the role they are best suited to in the group. Some students will be strong at coming up with scenarios. Some students will be good at leading the group and assigning lines and tasks to other students. Some students will excel at performing their characters. And some students will be skilled at encouraging their classmates to do better in the role play.

Lesson Objectives

In this lesson, students will learn about the right to leisure. In particular, they will learn how important it is to value their leisure time and use it wisely and constructively.

Required Materials

- Pens
- Paper
- Whiteboard/Blackboard

Learning Outcomes

- Make informed decisions on how to use leisure time effectively, and participate in the local community.

Lesson 5

Olympic Values: The Right to Leisure

◦ Learning Outcomes ◦

- Make informed decisions on how to use leisure time effectively, and participate in the local community.

Vocabulary

Entertainment

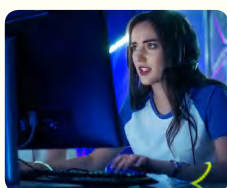
Leisure

Socialising

Urban

1

What is leisure? Look at the pictures below. Are they all examples of people at leisure?



How would you define leisure? Write a definition in the space below.

.....

.....

.....

.....

Entertainment

Amusement or pleasure that comes from watching something or taking part in something.

Leisure

Spare or free time when you can do whatever you want.

Socialising

Spending time with others in a friendly way.

Urban

To do with towns or cities rather than rural areas.

Activity 1 (20 minutes)

Ask students to look at the photos in the Student Book and consider the questions.

Then explain that leisure can be many different things. Leisure is the obvious things like doing sport, having fun with friends, playing computer games, having a leisurely lunch or going on holidays/travelling.

It is also things like spending time with the elderly/sick or volunteering for environmental or community projects (such as helping to remove rubbish from a beach).

Now ask the class to come up with a definition of leisure. Note students' ideas and suggestions on the board.

Suggested Answers

Leisure is free or spare time; it is time when you are not at work or at school and can do whatever you want.

Activity 2 (30 minutes)

Read the text **A History of Leisure in the UAE** aloud.

Then ask the questions in the Student Book.

Suggested Answers

1. In the 1960s, the UAE became more prosperous, so people had the money and the time to spend on leisure activities. Before then, they were focusing on more basic needs, such as shelter, food and security. Although hard work is still important, people appreciate the importance of balancing work time with leisure time
 2. When society in the UAE became wealthier from the late 1960s onwards, people had more time and money to spend on leisure activities. People wanted more leisure, and leisure facilities were provided.
 3. Once people no longer have to worry so much about basic requirements, like food and shelter, their focus switches to leisure - and then they want more options and variety.
- Leisure is important for individuals because people work hard, so they need leisure activities to relax and unwind. It is also important for communities because shared and communal leisure activities are a way to foster community spirit and social cohesion.

2**Read the text A History of Leisure in the UAE on the UAE's age of leisure. Then answer the questions.**

In the late 1960s, the UAE embraced leisure. Suddenly, life changed dramatically. Before then, people had no time or money for leisure - finding food and shelter was the main activity for most families. Not anymore.

As towns and villages became major cities, people's expectations increased. Fortunately, the Rulers of the UAE understood and appreciated this.

Sheikh Zayed bin Sultan Al Nahyan, the first President of the UAE, in particular, believed passionately that urban living should be built around open spaces. Abu Dhabi and Al Ain were designed with trees and parks for populations to escape the pressures of busy lives.

One of the first leisure facilities opened in Dubai was Leisureland, the first purpose-built place of entertainment in the UAE.

Then came the capital's Tourist Club, which offered skating, karting and computer games, which were the latest wonder at the time.

It was at this time that restaurants and cafes became centres for socialising.

But not everything costs money. One of the earliest construction projects of the new city of Abu Dhabi was the Corniche, a waterfront promenade that allowed everyone to enjoy the cooling sea breezes.

The UAE is a place that never stands still, even when relaxing.



Questions for Discussion:

1. Although the people of the UAE work hard, leisure time has become increasingly important to them in recent decades. What do you think caused this change?
2. In what way did the UAE embrace leisure in the late 1960s?
3. Why do you think people's expectations have increased?

Let's Think Together:

Is leisure important to individuals in the UAE? Is it important to communities in the UAE? How?

Activity 3 (20 minutes)

Explain the importance of 'spare time'. It gives us a chance to relax and recharge.

Divide the class into groups. Ask the groups to discuss the three questions. After 10 minutes, ask each group to share its thoughts with the class.

Suggested Answers

- Sports; reading; cinema; relaxing; music; exercise
- Time to think; chance to get fit and be healthy; opportunity to learn more; chance to meet new people
- Exercise is important because it ensures we remain fit during our leisure time; otherwise, spare time could easily be just lazy time

Emphasise the importance of physical activity in leisure. Point out that exercise can actually help us to relax by reducing our stress levels.

Finally, draw the students' attention to the key quote:

- What do students think the philosopher Thomas Hobbes meant by this quote?

Suggested Answers

After relaxing, we are more alert and our brains are sharper.

- How do you feel after you have had time to relax and think?

3

Although learning and hard work are important, it's also important that we take time to slow down, relax and enjoy ourselves. This is our spare time.

With your group, discuss the following:

- What do you do in your spare time?
- Why is this valuable to you?
- What role should exercise play in your spare time?



'Leisure is the mother of philosophy'

Thomas Hobbes



4

With your group, design a new playground game that would encourage children your age to go outside and play, making use of their leisure time in a healthy and happy way.

Present, demonstrate and explain this game to the rest of the class.



Activity 4 (30 minutes)

Emphasise that leisure time should incorporate an element of physical activity or exercise. Leisure should be more than lying on the couch playing video games.

Ask students to return to the groups they were in for the previous activity.

Explain that each group will design a new playground game. The game can be based on games that the children already know. Emphasise that the game should encourage children to be more active.

Students can:

- Draw diagrams.
- Write rules.
- Outline what equipment or resources are needed.

Each group will demonstrate its game to the class. Students should offer feedback on the different games.

5

Is all leisure equal? We have a limited amount of leisure time, so it is important to use it wisely.

Interview your partner about his or her favourite leisure activities. Write them in the space below. Then decide whether each one is a good use of time or not.

Activity	A good use of time?	
	Yes	No

Now think about leisure activities that you don't do, but would like to do or think you should do. List them in the space provided.

Leisure activities I would like to do

Activity 5 (20 minutes)

Remind students that leisure is spare or free time - when we're not at work or at school - but that it's limited.

Divide students into pairs.

Ask each pair of students to interview one another about their favourite leisure activities, and then make a judgement as to whether the activity is a good use of time or not.

After 10 minutes, ask students for examples of 'good' and 'bad' activities. Explain that 'good' activities are those that contribute to someone's education (reading or learning a foreign language), improve physical health (such as sport), strengthen relations with friends or family, or contribute to their community. 'Bad' activities might be things that isolate someone, negatively affect health or waste time.

Next, ask students to reflect on how they spend their own leisure time - and, in particular, how they could spend it better. Ask them to list some activities that they do not currently do but would like to do or feel they should do.

Key Skills (Head, Heart, Hands)

- Empathy
- Problem-solving
- Teamwork
- Decision-making

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. Perhaps there is a parent or a

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.





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

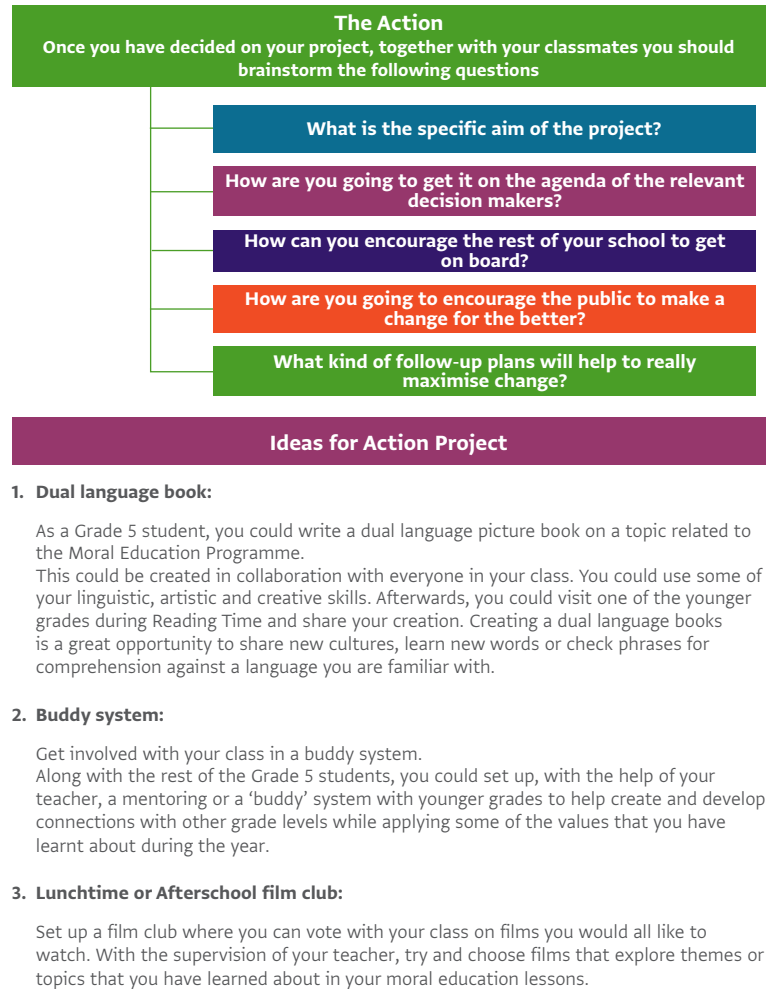
Below are some suggestions of relevant actions and activities. While these are provided as guidelines, it is very important that the action project is student-led and that all students' voices are heard in the planning and decision making process. Students can pick and choose and adapt ideas that are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

Differentiated Ideas for Moral Education in Action

Dual language book: Students in Grade 5 could write a dual language picture book on a topic related to the Moral Education programme. This could be created in collaboration with everyone in the class utilising a range of linguistic, artistic and creative skills. The class could then go into younger grades during Reading Time to share their creation. Dual language books are a great resource for culture sharing and language learning as they enable the reader to learn new words or check phrases for comprehension against a language they are familiar with.

Buddy system: Grade 5 students could help foster connections between other grade levels in the school by setting up a mentoring or a 'buddy' system for younger grades with the help of the teacher. Children often derive support from informal social ties that can develop even within the formal education system and this in turn can increase their confidence and self-efficacy. This support network could improve students' motivation and attitude and align with the values of compassion and kindness explored in the moral education programme.

Lunchtime or Afterschool film club: With the supervision of the teacher students in the school could vote on films they would like to watch which explore themes or topics related to what they have explored in the Moral Education programme. This could be a way of fostering social links between grade levels and seeing the material 'come alive' through different stories.



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?

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 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

'It is not enough to be compassionate. You must act'

Tenzin Gyatso, The Dalai Lama

Glossary

Abandoning social responsibility: Evading duties and blaming others.

Admit mistakes and correct them.

Affirmation: A statement of belief in something or someone.

Apologise: Expressing regret for your actions or words, and for the hurt you have caused others.

Apology: The expression of regret for your actions or words, and for the hurt you have caused others.

Archaeological site: A place (or group of physical sites) in which evidence of past activity is preserved (either prehistoric, historic or contemporary), and which has been, or may be, investigated using the discipline of archaeology, and represents a part of the archaeological record.

Artefact: An object made by a human being, typically one of cultural or historical interest.

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

Benevolence: Performing acts of kindness, generosity and mercy toward the needy on a non-discriminatory basis.

Care of elderly people: Looking after the needs of seniors

Change: The ability to evolve and become a new person.

Character: A person's personality, including behaviour, thoughts and actions.

Cognitive empathy: Understanding what the others think and what they need.

Compassion: Willingness to help others and relieve their suffering.

Compassionate empathy: Extending a helping hand and support to those who need it.

Competition: An event or contest that two or more people or teams are trying to win.

Compliment: To praise someone for being good or for doing something good.

Development: Change and evolution, especially based on experience or new knowledge.

Economy: The system of production and consumption governing a particular country or region.

Emotional empathy: Feeling what someone is feeling; sharing in the feelings with them.

Emotional sympathy: Understanding the feelings of others

Empathy: The ability to put yourself in another person's shoes and feel what they are feeling.

Entertainment: Amusement or pleasure that comes from watching something or taking part in something.

Environmental pollution: Waste elements that harm the surrounding area, including the air, soil and water.

Environmental responsibility: Part of social responsibility; citizens should maintain a clean environment free from all forms of pollution and contribute to solving and reducing environmental problems.

Ethics: Social standards or expectations.

Excellence: Extreme high quality or standards.

Fair Play: Behaving or treating others in a way that is honest and fair.

Family responsibility: To perform duties for their families, help them to carry burdens and protect their rights.

Family tree: A chart representing family relationships in a conventional tree structure.

Forgiveness: The ability to let go of a sense of hurt or anger you feel towards another person.

Friendship: A relationship of closeness, familiarity and kindness between people.

Friendship qualities: The characteristics and values (such as loyalty, support, reliability and respect) that underpin a friendship.

Genealogy: The study of families and tribes.

Generosity: Giving and being generous; freely providing material and moral support; willingness to give others (giving of time, effort or material contributions).

Graciousness: A display of politeness, manners and respect.

Hands: Your actions and behaviours.

Head: Your thoughts.

Heart: Your feelings and emotions.

Humility: Not thinking that you are superior or better than others.

Iron Age: The period of human culture characterized by the smelting of iron and its use in industry beginning somewhat before 1000 BC. in western Asia and Egypt.

Leisure: Spare or free time when you can do whatever you want.

Moral dilemma: A problematic situation where you must analyse each party's feelings and reactions, and consider different viewpoints before coming to a fair judgement.

Morals: Principles of right and wrong that govern personal behaviour.

Moral standards: Adopting values such as equality, justice, empathy and respecting others and the law while expressing an opinion and making a decision on the moral dilemma.

Motifs: A dominant or recurring idea in an artistic work.

Motivation: An eagerness or strong willingness to do something.

Multiculturalism: A situation involving people of different nationalities and cultures.

Natural features: Features that were created by natural processes; for example, rivers and mountains.

Noise pollution: Unusual and loud sounds exceeding the permitted sound limit to keep your ears healthy

Non-renewable energy: Natural resources that cannot be replaced after they are used.

Opponent: An individual or team that is competing against another one in a competition.

Oral History: The history that is passed on by word of mouth, rather than being written down. It is the stories about the past that people tell each other.

Patience: The ability to stick with a difficult or annoying task or situation for a long time without showing annoyance or irritation.

Perseverance: Persistence; continually conducting work and making an effort until the objective is achieved.

Persistence: Working and exerting effort in a continuous manner until achieving the objective.

Personal: Relating to you as an individual.

Point of view: The opinion of a certain party on an issue, which may be different from the opinions of others.

Regret: Feeling of disappointment or sadness when one fails to do something.

Resilience: Stability; the ability to adapt from negative changes to reach a better position.

Respect: An acknowledgement or recognition that something or someone is important or has value.

Responsibility: Performing duties, sharing, cooperating and providing assistance to others in the family, school and community; it also includes taking responsibility for correcting our mistakes.

Rural community: An area that is often farmland with few buildings, businesses and people.

Self-responsibility: To set objectives in order to achieve success and self-realisation in personal, educational and professional life.

Settlement: A place where people live.

Site: The land the settlement is built on.

Socialising: Spending time with others in a friendly way.

Social responsibility: Protecting citizens, securing their rights and safeguarding the homeland (For example, environmental responsibility involves protecting the environment, and cultural responsibility involves working to strengthen the sense of belonging to the homeland).

Steadfastness: holding steady and being able to adapt to negative changes in order to be better.

Supporting the needy: Supporting people in need: Share with others the burden of psychological, emotional, economic, family or social problems and help them to overcome their ordeal.

Sympathy: The ability to understand other people's suffering by putting yourself in their position for few moments, and then responding by helping to relieve their suffering and make them feel supported.

Taking responsibility: Recognising the impact of your actions and dealing with the consequences of those actions; recognising your obligations and willingly fulfilling them.

Traditional: The handing down of a culture's beliefs and customs from parents to children over many years.

Tribe: A group of people living on a specific territory and have common interests.

Urban: To do with towns or cities rather than rural areas.

Urban community: A group of people, usually more than 2,500, living in a big town or city.
Urban community: A group of people, usually more than 2,500, living in a big town or city.

Values: Beliefs or principles.

Village: They are small settlements several hundred people live in them and they have: a few shops and usually a school.

Virtue: Behaviour showing high moral standards.