



2020-2021

# MORAL EDUCATION



# Moral Education

**Teacher Guide**

Grade 3

Volume 3

**Third Edition**

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

President of the United Arab Emirates

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

”

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

## Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

HH. 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.’ ”**

HH. 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.’ ”**

HH. Sheikh Mohammed Bin Zayed Al Nahyan

## Moral Education

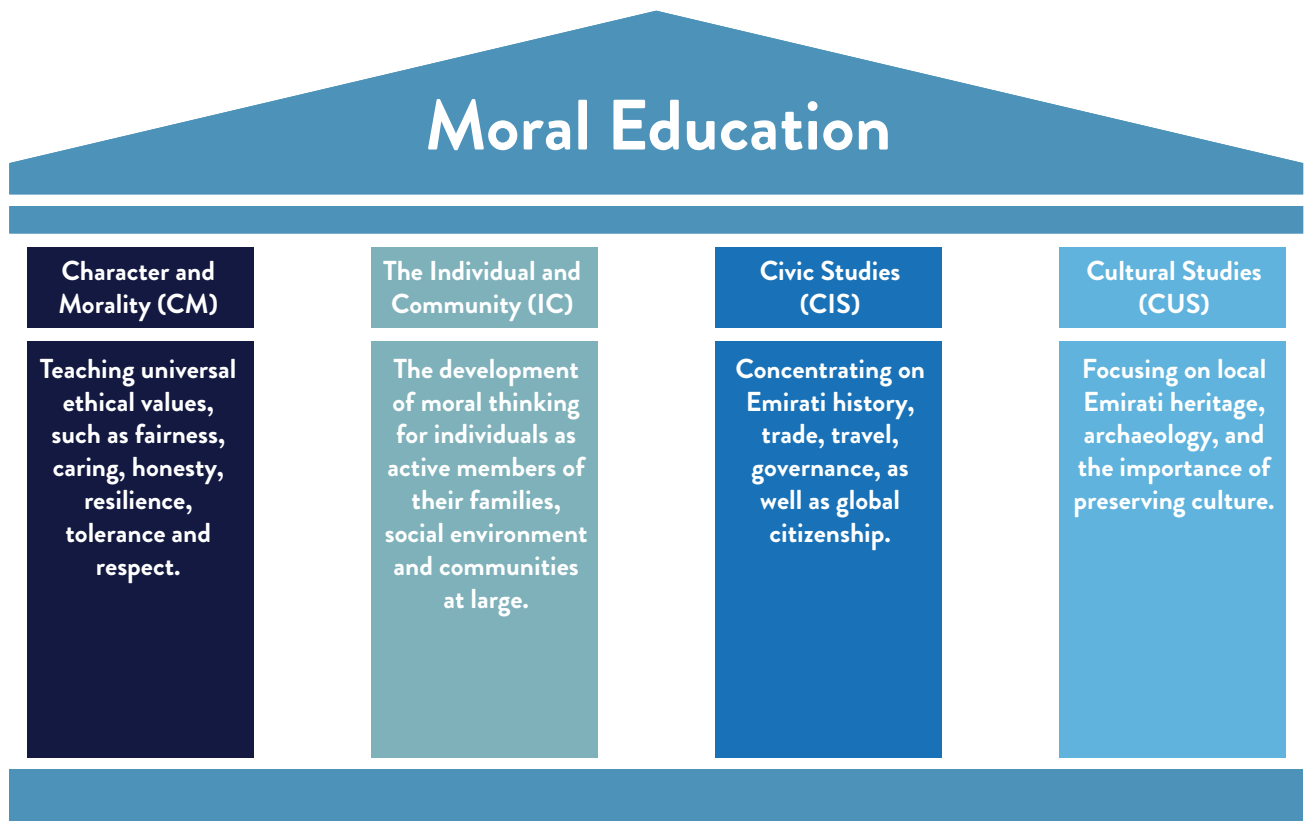
Moral education seeks to instill in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local 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 work their way through four key pillars of learning as they progress through the course. 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

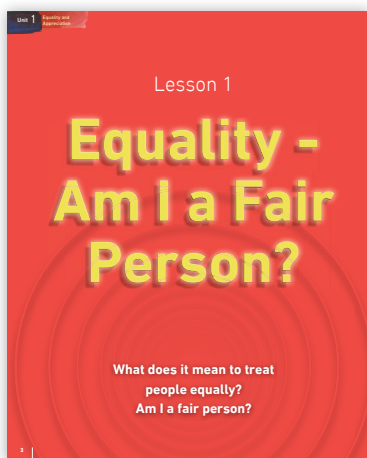
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations,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

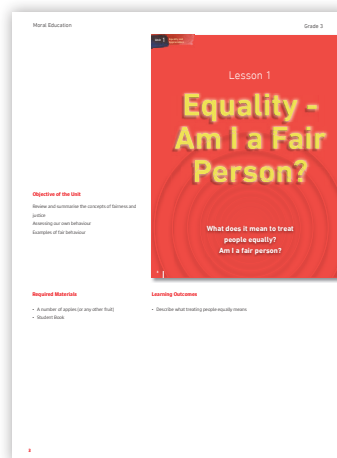
# Moral Education Course Education Resources

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



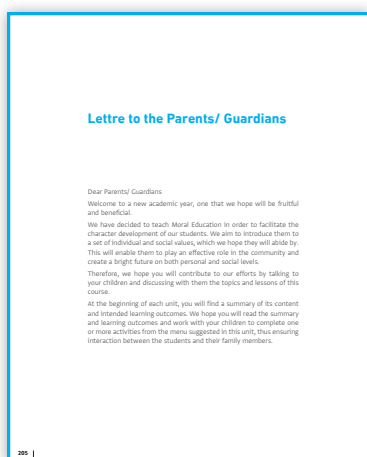
## Student Book

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.

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.



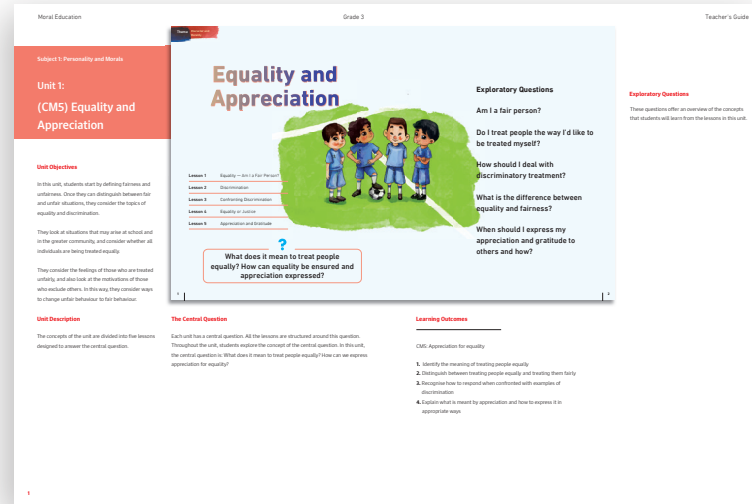
**Inspired by the Sheikh Zayed  
Grand Mosque, Abu Dhabi**



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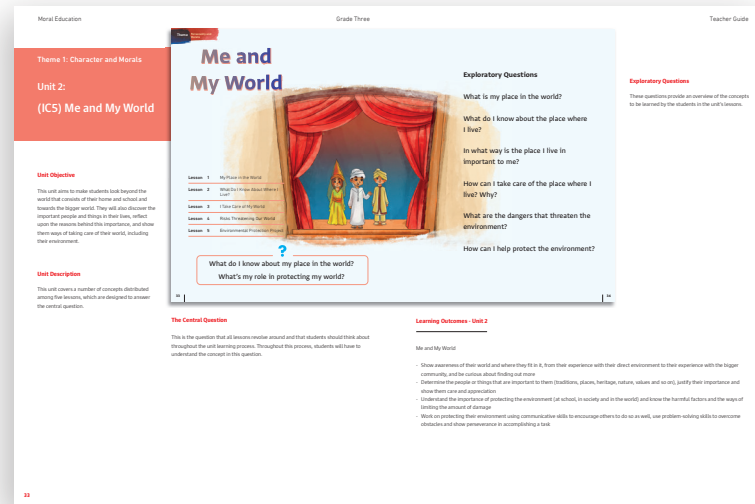
3 Confronting Discrimination

4 Equality or Justice

5 Appreciation and Gratitude

# Unit 2

## Me and My World



### 1 My Place in the World

### 2 What Do I Know about Where I Live?

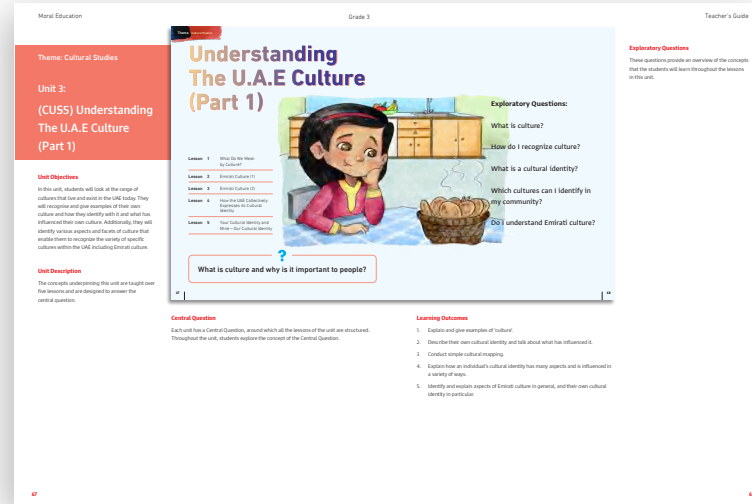
### 3 I Take Care of my World

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# Unit 3

## Understanding UAE Culture (Part 1: Uniqueness)



### 1 What Do We Mean by Culture?

### 2 Emirati Culture (1)

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### 4 How the UAE Collectively Expresses its Cultural Identity

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# Unit 4

## Consideration for Other's Feelings and Cooperation

Moral Education Grade 3 Teacher's Guide

Theme: Character and Morality

Unit 4:  
(CM6) Consideration for Other's Feelings and Cooperation

**Unit Objectives**  
The aim of this unit is to show the value and importance of being thoughtful and considerate towards others, while also recognizing how behaviour can impact upon other people's feelings. It aims to teach about the nature of friendship and how working together cooperatively benefits everyone ultimately.

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

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

**Exploratory Questions:**  
How can we show thoughtfulness and consideration towards others?  
How might our actions affect those around us?  
Why is it so important to work together in cooperation with colleagues?  
How can we work effectively as part of a group?

**Learning Outcomes**

1. Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others.
2. Show a greater understanding of how their actions affect the feelings of others around them.
3. Understand why cooperative working is important and how group activities should be conducted.
4. Work effectively as a member of a group.

**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 treat others with thoughtfulness, consideration, cooperation and compassion?**

Lesson 1 Circle Time  
Lesson 2 We are Thoughtful  
Lesson 3 We are Good Friends  
Lesson 4 Let's Work Together  
Lesson 5 We are Great at Group Work



1 Circle Time

2 We are Thoughtful

3 We are Good Friends

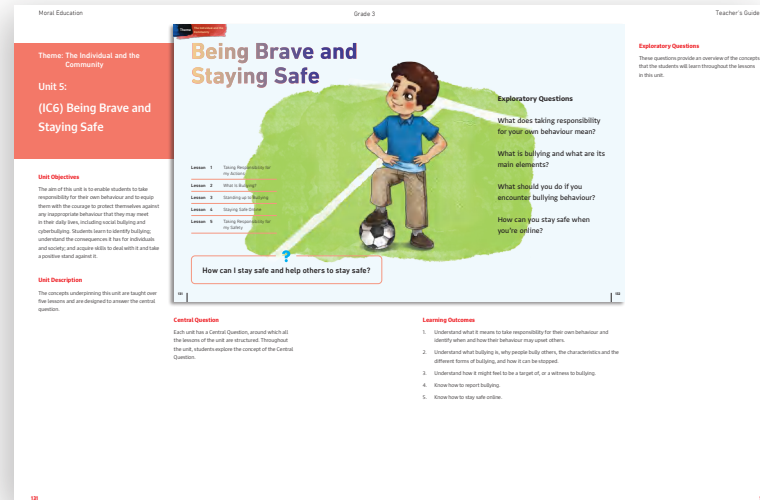
4 Let's Work Together

5 We are Great at Group Work



# Unit 5

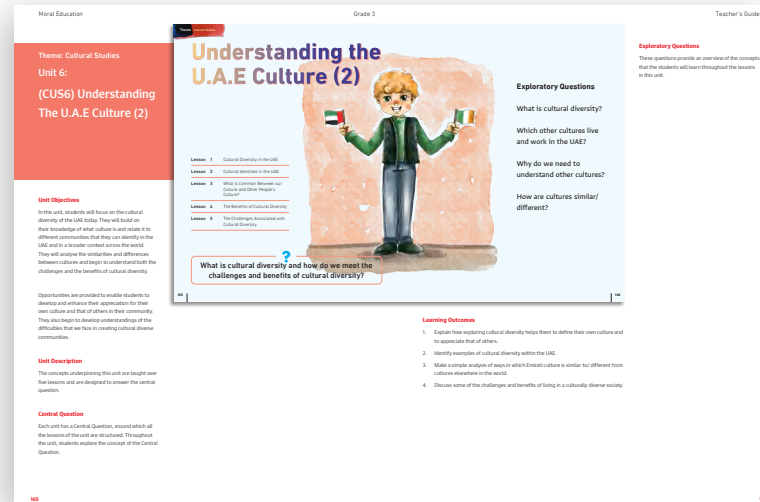
## Being Brave and Staying Safe



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Theme: The Individual and the Community

Unit 5:

## (IC6) Being Brave and Staying Safe

### Unit Objectives

The aim of this unit is to enable students to take responsibility for their own behaviour and to equip them with the courage to protect themselves against any inappropriate behaviour that they may meet in their daily lives, including social bullying and cyberbullying. Students learn to identify bullying; understand the consequences it has for individuals and society; and acquire skills to deal with it and take a positive stand against it.

### 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

# Being Brave and Staying Safe

<b>Lesson 1</b>	Taking Responsibility for my Actions
<b>Lesson 2</b>	What Is Bullying?
<b>Lesson 3</b>	Standing up to Bullying
<b>Lesson 4</b>	Staying Safe Online
<b>Lesson 5</b>	Taking Responsibility for my Safety



?

### How can I stay safe and help others to stay safe?

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### 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.



### Exploratory Questions

What does taking responsibility for your own behaviour mean?

What is bullying and what are its main elements?

What should you do if you encounter bullying behaviour?

How can you stay safe when you're online?

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### Exploratory Questions

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

### Learning Outcomes

1. Understand what it means to take responsibility for their own behaviour and identify when and how their behaviour may upset others.
2. Understand what bullying is, why people bully others, the characteristics and the different forms of bullying, and how it can be stopped.
3. Understand how it might feel to be a target of, or a witness to bullying.
4. Know how to report bullying.
5. Know how to stay safe online.

# Taking Responsibility for my Actions

## Lesson Objectives

This lesson will teach students what it means to take responsibility for their own behaviour and identify when and how their behaviour may upset others.

## Required Materials

- Sticky notes
- Whiteboard and marker/blackboard and chalk
- Interactive whiteboard and projector (optional)

## Learning Outcomes

- Understand what it means to take responsibility for your own behaviour.
- Identify when and how your behaviour may upset others .

## Lesson 1

# Taking Responsibility for my Actions

Do I feel responsible for how I act?



**Activity 2 (20 minutes)**

Read the story **Game, Set, and Match for Bader** aloud to the class.

**Questions for Discussion**

Allow students 10 minutes to complete this part of the activity. Then ask them to share their answers.

**Suggested Answers**

1. Salem ran away because he thought he might be in trouble. He didn't want to take responsibility for his behavior.
2. Salem should have stayed so that he could apologise and make amends.
3. Bader decided to stay because he knew he had done something wrong and he needed to make amends.

Then ask the class a **Let's Think Together** question.

**Suggested Questions**

- Have they ever done something wrong and pretended that it wasn't them? How did it make them feel? If students say they have never done this, ask them how they think it would make them feel if they did do it.

Have a discussion around this subject for about five minutes.

2

## Game, Set, and Match for Bader

Bader was playing a game of tennis outside his house with his friend Salem. They were taking it in turns to serve the ball to each other. With every serve, Bader imagined he was the number one player at Wimbledon. "Game, Set, and Match to Bader from the UAE," said the sports commentator in his imagination. "The hopes of a nation rest on this final set. And there is no better player that deserves to be here. Bader is one of the best tennis players in the world." Bader swung his racket and whacked the ball. It hit off the fence. Smash! "Oh no!" cried Bader and Salem in unison. The ball had crashed through the window of a neighbour's house. "Quick, run!" said Salem, who sprinted off.

Bader watched as Salem disappeared around the corner. Although he was tempted, he knew that he couldn't run away.

"What happened here?" a cross voice asked. Bader turned and saw his neighbour. "I'm sorry Mr Sharif," said Bader. "It was my fault. I wasn't paying attention. Let me clean it up... and maybe I can save up to help pay for a new pane of glass. I'm really very sorry."



#### Questions for Discussion

- Why did Salem run away?
- Do you think he was right to run away?
- Why did Bader decide to stay?



**Let's Think Together** 'Have you ever admitted something even though you knew you would get into trouble?'



**Activity 3 (10 minutes)**

Read the four scenarios to the class and ask the students whether or not the children are taking responsibility for their behaviour.

If the children have not taken responsibility, ask the students to suggest what they should have done.

**Suggested Answers**

1. Najma should not lie about why she forgot her book because she could get her brother into trouble. She should be honest.
2. Shareen should keep her promises so that she gains her mother's trust.
3. Salem should not make excuses for his bad mark. He will continue to get bad marks if he doesn't do the work properly.
4. Ali assumed responsibility for his actions. He was honest and admitted his mistake.

**3**

**Look at the following scenarios and decide with your class if those involved took responsibility for their actions.**



1. When Najma forgot her book for class, she said her brother had hidden it and she couldn't find it.
2. Shareen had promised her mother that she would clean her bedroom but she started to read a book and forgot. She explained what happened to her mother and said she would do it that evening instead of going out to play.
3. Salem didn't do his homework and got a bad mark on the test. He told his parents it was because his friend kept talking to him in class.
4. Ali took his mother's phone without her permission. He was playing a game when it fell on the floor and the screen cracked. He called his mother into the room and told her what had happened.



#### 4 It's not nice when someone ...

- Hides your things.
- Writes things about you on the board.
- Ignores you.
- Pushes you.
- Calls you names.



Has anyone ever done these things to you? How did that make you feel?



5 Think of a time when you did or said something wrong and you **took responsibility** for your behaviour. Write three words that describe how you felt.

Think of a time when you did or said something wrong and you **didn't take responsibility** for your behaviour. Write three words that describe how you felt.



Unit 5 Lesson 1 138

#### Activity 4 (5 minutes)

Explain to students that some bullies use words to hurt people while others use violence.

Read the statements and ask if they have any experience of this kind of behaviour. Encourage them to add other items to the list. Ask how this behaviour made them feel.

#### Activity 5 (5 minutes)

Remind the class that it is important to take responsibility for our behaviour if we do something that hurts someone's feelings.

Ask them to think about:

1. A time when they said or did something wrong and took responsibility for their behaviour.
2. A time when they said or did something wrong and did not take responsibility for their behaviour.

Ask them to write three words that describe how they felt in each situation.

Suggest words such as proud and relieved for scenario 1, and embarrassed and ashamed for scenario 2.

#### Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Critical reflection
- Communication
- Deliberation
- Moral reasoning
- Managing oneself
- Resilience
- Decision-making
- Collaboration
- Participation

#### Evaluation/Reflection

The students reflect on what they have learned and summarise a key point on a sticky note.

#### Differentiated Learning

- Partners should have mixed abilities; i.e., students who may struggle with oral expression should be partnered with another student who excels in this area to support their development.
- Students who struggle with language may just choose 10 key words to write, while more advanced students are asked to write a full sentence.

# What Is Bullying?

## Lesson Objectives

E L I O A I O O N N A W I N G I I L A O O I U J N O O A L I O A O N O I N G A O A W L O A I N P N I A O N O A O L J O O A L I O I O I O O O I O A N I J A O L J A I K K I O I N O A K N O M O A K A O N O I N G A N I J A N W A I N A I A O O N P P J I J .

O A I N A N O N A I I L A O O I U J N O O A N W A I N G L O I J N A J A A O I O G J O A K A N O A A W I O N J O O A N A O N O I N G .

## Required Materials

- A W L I O b n i O J A N I J A m i O k j O
- A O I O I O I O W L I O b n i O J A N I J A O N J I O N O P O N N I N I

## Learning Outcomes

- A G N I J J O O O N I J A W I O A O N O I N G A O A W L O A I N P N I A O N O A N O L J O O A L I O I O I O O O I O A N I J A O L J A I K K I O I N O A K N O M O A K A O N O I N G A N I J A N W A I N A I A O O N P P J I J .
- A G N I J J O O O N I J A N W A I N G L O I J N A J A A O I O G J O A K A N O A A W I O N J O O A N A O N O I N G .

# Lesson 2

# What is Bullying?

What forms can bullying take?



Activity 2 (20 minutes)

Rajit was almost at school. He had run all the way but as he turned the final corner, his heart sank. "Not again," he groaned. There, standing beside his friend Salem, were Saeed and Fadia. "Hiiii Bader!" they crowed in unison. "We hear you lost a tennis ball. Hahaha!" laughed Saeed. "What do you want?" Bader asked flatly. "Oooh, look, Bader managed to say a whole sentence, all by himself, without any help!" teased Fadia. "It's a miracle!" agreed Saeed. "Shut up!" said Bader. He could feel his face turning red. Salem just looked at the ground. "Bader," began Fadia, "I saw your new pen yesterday. It's very nice." "Much too nice for you," continued Saeed. "You should give it to Fadia". "Leave me alone" mumbled Bader, the familiar sinking feeling in his stomach. "Give the pen to Fadia," repeated Saeed. "No!" said Bader. Salem looked up. "What are you looking at?" sneered Fadia. Salem looked at Bader and ran off into the school. Fadia walked over to Bader and pulled his bag from his shoulder. "I'm taking that pen and there's nothing you can do about it," she said. "No!" Bader responded. Saeed pushed Bader onto the ground and laughed. Fadia opened the bag, found the pen and took it. "See you later," she called as she and Saeed sauntered into school. Bader hung his head. His parents were going to kill him for losing his new pen. He picked up his bag and slowly trudged into school.

Ā ōkēl j āccōuj nōōnā lōj ōōōl j āccōōwīl ē j lōa pī cōōnj ōō, ājj nōkōl ngēl j āccōōl j ājjkōl ōī nōā j lī ōī j ōī cōōl ī j.

Ć xpñi lñēnā j āccōuj nōōl ī ōl j ōī āōl āpj j ij nñōjōā ōñā j ōī āpj ēl j ājjkōl ōī nōōnī ōēl ī ōī j lēl cōōnñā ōl ī ōōj j nī ōñā l ī j.

- A Bōñōāī cōōnñāōj n pñ āngī glñgñāñwī nōō j jā ī ggōī ōōl j āj lī vñōō.
- A ēī ōgī ōōl j ā cōōnñāōj n pñ w lñāōl ēl j āj ōōā nñāōl j ā ggōī ōōl j āj lī vñōō.
- A Bōōō nīuj ōāā cōōnñāw lñā j j ōāōñōl ngāōōā j j ōñōōj ōñā vññj j.

Questions for Discussion

Ć xpñi lñēnā j āñī ōōōl ī ōōñōl ngāōōn m j ō lñgēl ī ōā lī ppj nōōl p j ī ō j j nōōl ngāōōn m j ō lñgēl ī ppj nōōnñā nñj j āccōōnñāōl ngāōō xpñi lñēnā j mēl ī **Bullying is unwanted aggressive behaviour that involves power imbalance and is repeated.**

Suggested Answers

- A Bī j j āī ōñbvñōōñā j nēl j ā ōgī ōñkōñōl ngā b j kñōī . āj āī ōāā m lññī ōōl n k lñgēl j nñgñā lōā ōōñmī j l .
- A ē ī nī m w ī ōā kōī j j āñā j j n m j āñ vññj j . āj ā pōñbī bñāōl nā ōl ī m j j ā nī j āgōlñōō.
- A Bī j j āōñbī bñāōl nā vññāñōī kōgl ō n j j āñ j j ā ī nññj .

ē l j nāōkēl j āñī ōōā **Let's Think Together** āōj ōōññ.

Suggested Questions

- A Hñwññā j āññwēl ī ōw l ī ōāī ppj n j j āñ bī j j ōā lōā ā ī ōj āñkōñōl ng?

Hī v j āñlōj ōōōlññāōñōñ j ā lōōbj j ōñōā bñōō v j ā m lñōōī ō.

Suggested Answers

- A ē l lōōp j āñkō lī vñōōāī ōāī ppj n j j āñ kñōī . ā w l j n bī j j ōī wāī j j j āñ j āñ j j j ā lōā j ī ōā ōī n k ā nī j ā j āōñī n j j āē l āñ, āññōā gī lñ".
- A ē l j ōī āōā āñw j ōñbī nī n j j . ā wñā l lñūōī nā ī gī lñōōññj .

Bader's Morning

2

Bader was almost at school. He had run all the way but as he turned the final corner, his heart sank. "Not again," he groaned. There, standing beside his friend Salem, were Saeed and Fadia. "Hiiii Bader!" they crowed in unison. "We hear you lost a tennis ball. Hahaha!" laughed Saeed. "What do you want?" Bader asked flatly. "Oooh, look, Bader managed to say a whole sentence, all by himself, without any help!" teased Fadia. "It's a miracle!" agreed Saeed. "Shut up!" said Bader. He could feel his face turning red. Salem just looked at the ground. "Bader," began Fadia, "I saw your new pen yesterday. It's very nice." "Much too nice for you," continued Saeed. "You should give it to Fadia". "Leave me alone" mumbled Bader, the familiar sinking feeling in his stomach. "Give the pen to Fadia," repeated Saeed. "No!" said Bader. Salem looked up. "What are you looking at?" sneered Fadia. Salem looked at Bader and ran off into the school. Fadia walked over to Bader and pulled his bag from his shoulder. "I'm taking that pen and there's nothing you can do about it," she said. "No!" Bader responded. Saeed pushed Bader onto the ground and laughed. Fadia opened the bag, found the pen and took it. "See you later," she called as she and Saeed sauntered into school. Bader hung his head. His parents were going to kill him for losing his new pen. He picked up his bag and slowly trudged into school.



#### Questions for Discussion

- Bader's heart sank as he approached the school. Why do you think that happened?
- Why did Salem run off into the school? How do you think he felt when Bader told him the bullies had taken his new pen?
- How do you think Bader felt when his friend ran off?



**Let's Think Together** 'How do we know that what happened to Bader is a case of bullying?'

Activity 3 (15 minutes)

Dlyujj el j an oononaonoponkano. Al j ai l la oouj nual i o j o onm j onob i j oca noningga i nijaokel j mena m glni j nge l al i o j o n j a onoz. R j j el j onoz a g l n nijaokel j mena nka i bnos nwa an i j j m j j n g a l o j o a i j j a noa i j j j a bono) bi j j o a o g j o nca b o o n i j j o a (E i n m). A

A okel j mena l i o j el j lo n o g l o a l o j an o o, a j xp n o n g e l j onoz o o j o a l o n p o o j o n n o a o o l l a o:

- A hn w a u j j o n o a j j n l j i o n g a l j a o n o z?
- A w l n a l i o a n n o n k a n w j o a n a l l o a l o o i a n n?
- A w l n a u j j o n e l i v i a n n o n k a n w j o a n a l l o a o l o o i a n n?
- A w n o n u j j o n o a j j n p n a n a j l i v i a j k a l i o a o n w i o u o a n o?
- A w n o n u j j o n o a j j o n a j a i j j a n o e i j j j j?

Differentiated Learning

A u m j j j j j j o n o a j j n a o a l j j j n g o j a n i j j o i o a l j a n n - p n o, a o a w j n a o a j o o i n o a j o k n o m a o B j g l n n j o o a i n a j o n o o l j a n n o a

Activity 4 (10 minutes)

Dlyujj el j oouj n o o n o n a o n o p o. A okel j mena i j a el j o o m j n o o n a j a o u j n o n n k a l o i o o o l j m a w l o j j l o n o p a n i j j j j w l j o j o j j a o i o o j a n o a j n o j.

Q n v l o i a i j l a o n o p a n a l y j el j a n o w j o n a n n j a n k a el j a o j o n n o n a n o n k e l j a n o o, a x p n i j n i n g e l j a o i o n n o a w l o a l j o a o i j l j j a l i o n o w j o.

E o o j : A, F, A4

F i n o j : A2, A5, A6, 7



3

Your teacher will tell you which character you are in the story 'Bader's Morning'. Imagine that you are either Fadia or Saeed (a bully), Bader (a target), or a bystander (Salem). When the teacher reads the story, how does it make you feel?

Put a tick beside the words that describe how Bader feels.

- Excited
- Upset
- Hurt
- Proud
- Frightened
- Angry



4

Answer the True or False questions

T F

1. If someone calls you a name on the street, it is bullying.
2. Verbal bullying is when bullying happens online.
3. For something to be defined as bullying, it has to be repeated.
4. A bystander is someone who sees or hears bullying but is not actually involved.
5. Physical bullying involves things like name calling, verbal abuse and teasing.
6. In the story, Salem was a bully.
7. Bullying is aggression between two people of equal power.





## Standing up to Bullying

### Lesson Objectives

Understanding what bullying is, why people bully others, the characteristics and the different forms of bullying, and how it can be stopped.

Understanding how it might feel to be a target of, or a witness to bullying.

### Required Materials

- Role play cards – Target (Bader), Bystander (Salem), Bully (Fadia), Bully (Saeed), Trusted Adult
- Whiteboard and marker/blackboard and chalk
- Interactive whiteboard and projector (optional)

### Learning Outcomes

- Understand what bullying is, why people bully others, the characteristics and the different forms of bullying, and how it can be stopped.
- Understand how it might feel to be a target of, or a witness to bullying.
- Know how to report bullying.

## Lesson 3

# Standing up to Bullying

How do I stand up to a bully?

**Vocabulary**

Upstander

Trusted adult

**Upstander** Someone who stands up for what is right.

**Trusted adult** A grown-up you know who you can turn to.



**1** With your group write down ways that Salem could go from being a bystander to an upstander.

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**How could Salem be an upstander?**

**Activity 1 (5 minutes)**

Remind the class of Salem's role in the story 'Bader's Morning'.

Explain to the students that while a bystander like Salem doesn't help in a bullying situation, being an upstander – someone who helps – does.

Ask students to list examples of bullying behaviour.

Examples include teasing, name-calling, spreading rumours, sending anonymous messages, pushing, ignoring, hiding personal belongings, etc.

**Activity 2 (20 minutes)**

Read the story of **Bader's Morning Gets Worse** slowly and with expression.

**Questions for Discussion**

Discuss strategies that Bader could have employed to stop the bullying.

**Suggested Answers**

- Ignore his classmates and hope they stop it.
- Leave and go to the principal, tell a trusted adult about what's happening.
- Tell someone else, tell the original adult at a different time.
- Parent, relative, teacher.

Discourage any suggestions of hitting or retaliating against the bully.

Emphasise that you always need to think 'Is this safe?' Before you act. You should never put yourself in danger.

Then ask the class a **Let's Think Together** question.

**Suggested Question**

What do you think Bader and Salem will say to the teacher? What will he do about the situation?

Have a discussion around this subject for about five minutes.

2

**Bader's Morning Gets Worse**

Bader was still thinking about what excuse he could give his parents about losing his new pen when he reached the classroom. Before he got to the door, he could hear some voices whispering "Ssh...Ssh! Here he comes, here he comes!" "Oh no", thought Bader, "what have they got in store for me now?" As he walked into the room, he could hear all his classmates giggling.

The teacher hadn't arrived yet so Bader walked over to his seat beside his friend Salem, sat down and, eyes on his book, waited for the teacher to arrive. A minute passed and, before he saw him, Bader heard the teacher shout "What is that on the board?"

He looked up and saw that there, for all to see, was a drawing of a rabbit on the board – big ears and big teeth – with the name Bader written across the top. "That's a picture of Bader," laughed Fadia. "Doesn't it look just like him?" cried Saeed, holding his sides with laughter. The rest of the class stopped laughing and looked at Bader. Then, they looked to the teacher. Suddenly, Salem stood up and said, "That's enough! I won't let you be mean to my friend any longer. Come on, Bader, let's tell the teacher what's been going on. Let's do it together."



List 3 other adults that Bader could ask for help about the bullying.

.....

.....

.....

**Questions for Discussion**

- In the stories you have read about Bader, what does he do to stop the bullying?
- What do you think Bader could do?
- What do you think the teacher says to Fadia and Saeed?
- What should Bader do if the bullying continues, even after Salem tells the teacher?



**Let's Think Together** 'What do you think Bader and Salem will say to the teacher? What will he do about the situation?'

**Activity 3 (15 minutes)**

Divide the class into pairs. Ask the students to read the statements and talk together about what they would do if they were a bystander or an upstander.

**Suggested Answers**

- Tell the bully to stop.
- Try to distract the bully if appropriate.
- Stand beside the target.
- Tell the target that they're sorry this happened.
- Help the target to tell a trusted adult.

For each strategy mentioned, ask the students to think how the characters would feel.

**Activity 4 (10 minutes)**

Ask students why they think it would be hard to tell an adult about bullying.

Guide the discussion with some of the reasons why children are reluctant to report bullying include: They think that they will be accused of telling tales.

**Explain** that when someone is being hurt it is OK to tell an adult what is happening.

They fear retaliation if they report a bully. The adult will not always be around to prevent an incident.

**Explain** that once a bully has been named, it becomes more difficult for them to reoffend because they will be watched closely.

They are afraid that no one will believe them.

**Explain** that most adults will believe a child who claims to be bullied. In the event that a trusted adult does not believe that bullying has occurred, tell students they should persist and tell another adult. They feel embarrassed or ashamed about falling victim to bullying.

**Explain** that there is no reason to feel embarrassed or ashamed about being targeted for bullying. Ensure them that they are not alone and that many of the adults they know were themselves victims of bullying.

**3****Talk with your partner about how you would behave in the following situations if you were.**

- a. A bystander
  - b. An upstander
- Your friend is pushed by another child.
  - You see someone calling another child names.
  - You hear one child telling lies about someone you know.
  - A group of children are having a conversation and are ignoring one boy on purpose.





**4 Salem made a brave decision to stand up to the bullies and help his friend.**

Why do you think it was hard for Bader to tell someone that he was being bullied? Put some of your ideas in the speech bubbles.



Suggest some reasons why telling a trusted adult might help someone who is being bullied:

.....  
 .....



**5 Think of what it must be like to hear or see somebody being bullied and not do something about it.**

Write three words that would describe how you would feel being a **BYSTANDER**.

**Think of what it must be like to hear or see somebody being bullied and do something about it.**

Write three words that would describe how you would feel being an **UPSTANDER**.

**Key Skills (Head, Heart, Hands)**

- Critical thinking
- Imagination
- Critical reflection
- Communication
- Deliberation
- Moral reasoning
- Managing oneself
- Empathy
- Care
- Solidarity
- Active listening
- Decision-making
- Dealing with complexity
- Teamwork
- Participation

**Differentiated Learning**

- If any student has been or is vulnerable to being a target of bullying, it is important to be sensitive to this, perhaps by avoiding allocating them the Target role.
- Role play groups should be mixed ability i.e. students who may struggle with dramatic expression should be partnered with others who may be more comfortable in this area.

**Evaluation/Reflection**

The students reflect on and assess their own learning from the lesson through the shared lesson objectives.

**Activity 5 (5 minutes)**

Discuss with the class how being an upstander will make you feel much better than being a bystander. Ask them to write three words describing how they would feel in each situation.

**Suggested Answers**

- Bystander: disappointed, sad, powerless
- Upstander: proud, brave, kind

## Staying Safe Online

### Lesson Objectives

The objective of the lesson is to increase awareness of the student about cyber bullying and how they can protect themselves from its dangers.

### Required Materials

- Whiteboard and marker/blackboard and chalk
- Interactive whiteboard and projector (optional)

### Learning Outcomes

- Know how to stay safe online.

## Lesson 4

# Staying Safe Online

How can I stay safe online?  
How can my IT skills help keep me safe?

### Vocabulary

Inappropriate

Pseudonym

Inappropriate

Not suitable.

Pseudonym

A fictitious or fake name.



## 1 Most of us have access to at least one device that lets us go online.

How often do you go online?

- Every day
- Two or three times a week
- At weekends only



When you go online, how much time do you spend?

- 30 minutes
- 1-2 hours
- 3-4 hours

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### Activity 1 (5 minutes)

Ask students to look at the picture. Elicit students' background knowledge about technological devices.

With a show of hands, ask how many students have:

- A tablet
- A mobile phone
- A laptop
- A game console
- Applications like Snapchat, Instagram, Facebook, etc

Have students choose the answers in the multiple choice questions and allow them to compare.



**Activity 2 (20 minutes)**

Read the story of Home Time. Read slowly and with expression. Stop to explain any words that the students do not understand.

**Questions for Discussion**

Allow students to have an open discussion of the questions before presenting the ways in which cyber bullies can target and hurt victims online.

Explain that cyberbullying uses technology like:

**Mobile phones**

Messages, pictures, or video clips can be sent or shared very quickly and because the phone number can be withheld, students have no idea who is behind the messages.

**Internet**

Emails can be sent from an address that doesn't give the name of the sender. Hackers can also get students' email contact lists and send embarrassing images or messages to everyone on the list. They could also spread viruses.

**Websites**

Some websites exist where people can talk about anything they like – and there are plenty of others who watch! These sites can also be used to embarrass or humiliate targets of bullying.

**Online games**

People can meet strangers while playing games online, and these strangers could be a bad influence on them.

Then ask the class the Let's Think Together question.

"Look before you leap" What does this phrase mean? How does it apply to Bader?

**Suggested Answers**

We shouldn't act without first considering the possible consequences or dangers. Bader should think about the dangers of opening a message from someone he doesn't know.

Have a discussion around this subject for about five minutes.

**Home Time**

After Bader and Salem talk to their teacher, they both feel much better. On their way home, Salem feels very proud that he had the courage to stand up in front of all his classmates. "You won't be bullied again." he tells his friend. "Fadia and her friend Saeed? They'll think twice before they're mean to you again. The teacher's going to keep a close eye on that pair from now on."

Bader too feels a weight off his shoulders. "I might even enjoy going to school again." he says. "Do you want to come around and play some games online on the computer later? After homework?" "Sure, see you later." Salem replies before racing home.

Later, while Bader is waiting for Salem, he plays some games online. While he is playing, a message appears from another player he doesn't know. He clicks the 'Red X' but the message won't go away. "That's strange!" he wonders. "I don't know anyone called 'N\_Khaled.7'. Why would they be sending me messages? Let's see what this is about."

2

Just then, the doorbell rings. As Salem walks into the room, Bader asks, "Do you know anyone called 'N\_Khaled.7? A message from him keeps popping up on my screen while I'm playing. I was just about to open it when you arrived. Now, let's ...." "Stop right there!" shouts Salem. "I wouldn't do that if I were you."



#### Questions for Discussion

- Do you think Saeed and Fadia will bully Bader again? Why?
- Why do you think Salem advises Bader not to open the message?
- What would you do if you got a message from someone you didn't know while playing games online?



**Let's Think Together** 'Look before you leap!' What does this phrase mean? How does it apply to Bader?

**Activity 3 (20 minutes)**

Divide the students into groups and ask them to read through the scenarios in the student book. Ask the students to suggest what to do in each case.

The following points are useful for guiding the discussion.

- For unwanted pop-ups or inappropriate content, focus on the strategy of 'Click the Red X if you can. If that doesn't work, turn off the screen and get an adult to help you'. Remind the students that it is not their fault if something inappropriate pops up.
- We should protect our privacy online. Ask the students if a stranger walking past you in the city asked for your name/address/photo, would you give it to them? If you wouldn't do it in real life, you shouldn't do it online.
- Children should use a pseudonym (i.e. avoid using their real name) for online accounts (even for educational sites).
- You should never share photos of people online without their permission.
- If someone sends you a nasty comment, you should never reply. Screenshot it, block the sender and report it.
- You always need to think before you act 'Is this safe?'
- As we learned in the previous lessons, for something to be categorised as bullying, it needs to be repeated. However, it is considered that a single hurtful or damaging message posted publicly (eg on the internet) can also be seen as bullying because of the possibility of repeated effect.

**3**

**Sometimes, when you are online on your tablet, mobile phone, or other device, unexpected things can happen. Look at some examples and, in your group, talk about what you would do if any of these things happened to you.**

- You are online and an inappropriate picture appears on the screen.
- You are on an app and another user you don't know asks for your home address.
- You are online and a user you don't know asks you to send them a photo of yourself.
- You have a cool photo of you and your friends and you want to share it online.

**4**

**Read the scenarios below and decide if those involved did the right thing.**

- Hamad was online and someone sent him a hurtful comment. He wrote back a hurtful comment to the user.
- Shareen was on an app and another user sent her a hurtful comment. She took a screen shot of it, blocked the sender and reported the user.

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**Activity 4 (10 minutes)**

Students read a selection of statements, discuss them with their partners and decide whether the character did the right thing or not.

- Khawla was online and a window popped up saying she had won a prize. She clicked the 'Red X' to close the message.
- Abdalla was online and an inappropriate picture appeared. He clicked on the 'Red X' but the picture wouldn't go away. He turned off the screen and went to get his mum.

5

**Things We Do Online**

**Dangers Online**

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**Key Skills (Head, Heart, Hands)**

- Critical Thinking
- imagination
- critical reflection
- communication
- deliberation
- creativity
- active listening
- respect
- decision making
- collaboration
- participation
- dealing with complexity
- working independently

**Differentiated Learning**

- Students who struggle with writing may draw their responses to the brainstorms instead.
- Partners should be mixed abilities, ie students who may struggle with oral expression should be partnered with another student who excels in this area to support their development.
- Students may wish to respond to the reflection piece in different ways – a paragraph, a list of rules, a poem, drawings, comic book strip etc. These should all be permitted.

**Evaluation/Reflection**

- The students reflect on and document their own learning through the written reflection lesson.

**Activity 5 (5 minutes)**

Divide the students into pairs.

Tell the class that today you are going to be talking about how they can stay safe when they are online.

Ask them to think about examples of things they do on the internet (allow 1 minute). Then ask them to think about the dangers they could face being online. They can write (or draw) these if they wish.

Give them time to share with a partner.

Ask two groups to join together to discuss the topic in a group of four.

Ask one student from each group to share their examples with the class.

## Taking Responsibility for My Safety

### Lesson Objectives

Understanding what it means to take responsibility for their own behaviour and identify when and how their behaviour may upset others.

Understanding what bullying is, why people bully others, the characteristics and the different forms of bullying, and how it can be stopped.

Understanding how it might feel to be a target of, or a witness to bullying.

Knowing how to report bullying.

Knowing how to stay safe online.

### Required Materials

- Resources for student project as appropriate (or available) – large sheets of paper, colours, audio recorder, video camera etc.
- Whiteboard and marker/blackboard and chalk
- Interactive whiteboard and projector (optional)

### Learning Outcomes

- Understand what it means to take responsibility for their own behaviour and identify when and how their behaviour may upset others.
- Understand what bullying is, why people bully others, the characteristics and the different forms of bullying, and how it can be stopped.
- Understand how it might feel to be a target of, or a witness to bullying.
- Know how to report bullying.
- Know how to stay safe online.

## Lesson 5

# Taking Responsibility for my Safety

How do I feel when I take responsibility for my own actions?

### Vocabulary

Characteristics

Criteria

Characteristics

Features of something.

Criteria

Standards by which something is judged.



1

Grab a plate and throw it on the ground.

Okay, done.

Did it break?

Yes.

Now say sorry to it.

Sorry.

Did it go back to the way it was before?

No.

Do you understand?

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### Activity 1 (5 minutes)

Ask students to read the quote and work in pairs to think about the question "Do you understand?" at the end.

You might like to explain that the throwing of a plate is being used **metaphorically** to represent the hurt that bullying can cause.

Explain that while apologising for bullying and bad behaviour is always the right thing to do, it cannot erase the damage done.

Ask students how this quote relates to:

- Taking responsibility for your actions – recognizing that you have behaved badly and apologizing for your actions.
- Understanding how it might feel to be a target of bullying – victims may feel like the plate (broken).
- Online safety and bullying – Once you have seen disturbing images or been the victim of bullying or cyberbullying, it is hard to undo the damage that is caused.

**Activity 2 (15 minutes)**

Read the story of Online with Friends

**Questions for Discussion****Suggested Answers**

- Fadia and Saeed appear to be repentful about their bullying behavior. They have apologised and asked Bader to become their friend. Explain that Bader will still need to be on guard for a while to ensure that he does not become a target again.
- The teacher will not open the strange message because it could contain a virus or disturbing images.

Ask students what might happen if they click on a strange message. It could:

- Direct them to inappropriate sites.
- Try to get them to play online games that require payment.
- Convince them to reveal personal information in exchange for a "gift".

Then ask the class the **Let's Think Together** question.

**Suggested Answers**

If I see something online that makes me feel uncomfortable, unsafe or worried: I leave the website, turn off my computer maybe and tell a trusted adult immediately.

Have a discussion around this subject for about five minutes.

## Online with Friends

2

As Bader arrives at school the next day, he spots Fadia and Saeed standing near the entrance. "Oh no," he thinks, "I hope they aren't mad that Salem and I told the teacher everything! Maybe I'll just wait here till everyone has gone in." "Hey Bader," shouts Saeed. "Em... me and Fadia were just wondering... em... you know... we'd just like to say ... em ... sorry. We didn't mean to upset you". "We really mean it," adds Fadia. "Can we be friends now?"

"OK with me," says Bader. "What do you say?" he asks Salem who is standing beside him. "Sure, but let's get to class now. We're late."

Later that day, the teacher tells the class to do some online research for a history project they are doing. In the computer room, Fadia calls Bader over and points to her screen. "Look, Bader, I was looking at some interesting pictures of artefacts from the Al Ain National Museum when this message popped up. Shall we see what happens when I open it?"

Bader remembers the strange message on his phone and decides to ask the teacher about it. "Teacher, can you please come and see what's on Fadia's screen? What should we do?"



#### Questions for Discussion

- Have Fadia and Saeed taken responsibility for their actions? How?
- Do you think the teacher will open the strange message? Why?
- What should you do if a strange message appears on your screen?



**Let's Think Together** 'How can we be safe online?'



**Activity 3 (20 minutes)**

Have students work in pairs.

Ask them to discuss what characteristics they consider to be essential in a good friend.

**Suggested Answers**

- They are good fun.
- They sit next to me.
- They help me.
- They come to my house, etc.

Tell students that knowing what they expect from a true friend will **help them to avoid getting close to people who may later turn out to be bullies.**

Ask students to work together to put the characteristics into the column that is most appropriate.

**Differentiated Learning**

**For Beginners**

Draw a picture of their best friend and write three adjectives that describe their characteristics.

**For Advanced Students**

Write a short paragraph outlining their criteria for choosing a new friend.



**3**

**We all need friends. Good friends.**

Sometimes, people say that they are our friends but they don't always act that way. We should all have some criteria by which we choose our friends. Remember! We can't be friends with everyone and the friends we choose should have similar standards and values as ourselves.

What characteristics do you think make a good friend? Talk with your partner and write down some of your answers.

What characteristics do you think make a good friend? Talk with your partner and write down some of your answers.

.....

.....

Below are some other characteristics you may recognise in some of the people you know. Put the characteristics under the correct heading.

Someone who:

- Includes me in their wider circle of friends.
- Only plays with me when there's no one else around.
- Is nice to me one day but mean to me the next day.
- Respects the limits their parents set on online access.
- Always says "you can't take a joke" when I'm upset by something they say.
- Says funny things or sends me funny videos to make me laugh.



- Tells you nasty things about other people in your group.
- Plays online games with strangers.
- Always says yes when I ask them to play.
- Makes me feel good about myself.
- Listens to my problems but doesn't tell everyone.
- Tells me who I can be friends with.

Someone I want to be my friend	Someone I don't want to be my friend

Someone I want to be my friend	Someone I don't want to be my friend
<ul style="list-style-type: none"> <li>• Includes me in his wider circle of friends.</li> <li>• Says funny things or sends me funny videos to make me laugh.</li> <li>• Always says "Yes" when I ask him to play.</li> <li>• Makes me feel good about myself.</li> <li>• Listens to my problems but doesn't tell anyone.</li> <li>• Respects the limits his parents set on online access.</li> </ul>	<ul style="list-style-type: none"> <li>• Only plays with me when there's no one else around.</li> <li>• Is nice to me one day but mean to me the next day.</li> <li>• Always says "you can't take a joke" when I'm upset by something he says.</li> <li>• Tells me nasty things about other people in my group.</li> <li>• Tells me who I can be friends with.</li> <li>• Plays online games with strangers.</li> </ul>

**Activity 4 (15 minutes)**

Get students to work in groups and ensure that they have enough sticky notes to go around.

Invite students to discuss how they can be safe when they are using the internet. Accept all logical answers.

If time permits, allow students to listen to a series of digital audio file on the subject of internet safety.

**Suggested Answers**

- DO use the Internet to help with schoolwork.
- DO use the internet to visit museums and interesting places.
- DON'T give out personal information online.
- DO use the internet to write emails to penpals who live far away.
- DON'T give your password to friends.
- DO be careful when you download programs from the internet.
- DO listen to a series of digital audio files from a reliable source.

**Differentiated Learning****For Beginners**

Can draw pictures that will illustrate some of the 'Online Rules' poster.

**For Advanced Students**

Should be encouraged to come up with Do or Don't statements beyond those provided.

The Poster could also be placed in the school corridor so that other students can benefit from the safety rules.

**4**

**Look at the following statements and put DO or DON'T before them.**



- Use the Internet to help with schoolwork.
- Use the internet to visit museums and interesting places.
- Give out personal information online.
- Use the internet to write emails to penpals who live far away.
- Give your password to friends.
- Be careful when you download programs from the internet.
- Listen to a series of digital audio files from a reliable source.

On sticky notes, write down some things you **DO** to stay safe when you are using the internet or playing online games and some things you **DON'T** do.

Then work in your group to put all your sticky notes together to make a **DO & DON'T** poster for your classroom wall.



## 5 Look through this Unit you have just completed and find a selection of statements that show how you can.

- Take responsibility for your own actions.
- Understand what bullying is.
- Understand how it feels to be bullied.
- Come up with strategies to deal with bullies.
- Stay safe when you are online.



Make a poster about Staying Safe Online and display it where the whole school can see it.

Or

Take turns to record the statements so they can be uploaded to the school website as a series of digital audio file. Children in other classes would love to learn from your file.



### THINK!

How can we teach others how to be responsible and be safe?



### KEY FACT

The Roman philosopher Seneca once said, "While we teach, we learn!"

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### Activity 5 (5 minutes)

Get students to write a selection of short statements from the whole unit, discuss them with their partners and sort the statements into True and False.

Students can then make a poster about Staying Safe Online. Alternatively, students can record one statement each and this can be uploaded as a digital audio file on the school website.

### Key Skills (Head, Heart, Hands)

- Critical thinkin
- Imagination
- Critical reflection
- Communication
- Deliberation
- Problem solving
- Active listening
- Respect
- Decision-making
- Dealing with complexity
- Creativity
- Teamwork
- Collaboration
- Participation
- Taking action

### Evaluation/Reflection

The students reflect on their learning through evaluating their work against the rubric.

### Differentiated Learning

- Students should be encouraged to choose a style of project that allows them to showcase their strengths.
- Groups should be of mixed abilities to allow for peer support.
- Some groups may need additional support from the teacher to organise the division of labour.

Theme: Cultural Studies

Unit 6:

## (CUS6) Understanding The U.A.E Culture (2)

### Unit Objectives

In this unit, students will focus on the cultural diversity of the UAE today. They will build on their knowledge of what culture is and relate it to different communities that they can identify in the UAE and in a broader context across the world. They will analyse the similarities and differences between cultures and begin to understand both the challenges and the benefits of cultural diversity.

Opportunities are provided to enable students to develop and enhance their appreciation for their own culture and that of others in their community. They also begin to develop understandings of the difficulties that we face in creating cultural diverse communities.

### Unit Description

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

### 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.

Theme Cultural Studies

# Understanding the U.A.E Culture (2)

Lesson 1	Cultural Diversity in the UAE
Lesson 2	Cultural Identities in the UAE
Lesson 3	What is Common Between our Culture and Other People's Culture?
Lesson 4	The Benefits of Cultural Diversity
Lesson 5	The Challenges Associated with Cultural Diversity

**What is cultural diversity and how do we meet the challenges and benefits of cultural diversity?**



## Exploratory Questions

What is cultural diversity?

Which other cultures live and work in the UAE?

Why do we need to understand other cultures?

How are cultures similar/different?

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## Learning Outcomes

1. Explain how exploring cultural diversity helps them to define their own culture and to appreciate that of others.
2. Identify examples of cultural diversity within the UAE.
3. Make a simple analysis of ways in which Emirati culture is similar to/ different from cultures elsewhere in the world.
4. Discuss some of the challenges and benefits of living in a culturally diverse society.

## Cultural Diversity in the UAE

### Lesson Objectives

Examine cultural diversity in the UAE and appreciate the rich variety of cultures.

### Required Materials

- Billy's classroom of cultures

### Learning Outcomes

- Identify examples of cultural diversity within the UAE.

The image shows a vibrant red cover for a lesson titled 'Cultural Diversity in the UAE'. At the top left, a dark blue banner contains the text 'Unit 6 Understanding the U.A.E Culture (2)'. The title 'Lesson 1' is written in white at the top right. The main title 'Cultural Diversity in the UAE' is prominently displayed in large, bold, yellow letters with a 3D effect, centered on the cover. Below the title, the question 'How culturally diverse is the UAE?' is written in white. In the bottom left corner, the page number '167' is visible.

**Vocabulary**

Aspects of culture

Culturally diverse

Cultural identity



**1 Look at the picture below. With your partner, answer the following questions:**

- a. What can you see in the picture?
- b. How can this picture help us to explain cultural differences?
- c. What if all or a lot of those people were in one country?



**Now, write a definition of cultural diversity.**

Cultural diversity is:.....  
 .....  
 .....

<b>Aspects of culture</b>	The different parts of culture that go into making up a cultural identity (language, arts, social relationships, food and music).
<b>Culturally diverse</b>	Having a range of different cultures in a place.
<b>Cultural identity</b>	The cultures that someone identifies with.

Facilitate a short discussion on the meaning of cultural diversity. Ask students to write a definition in their Student Book.

Model a definition on the board: a range of different cultures in a place. It occurs when we get many different nationalities and cultures living together.

**Activity 1 (10 minutes)**

Divide the class into pairs. Ask pairs to discuss the questions in the Student Book and then share their answers with the class.

Explain to students that this image shows the traditional costumes of nationalities. Many of those costumes are still worn at festivals.

**Suggested Answers**

- a. Many different nationalities and culture all standing together. They are standing, holding hands. They are all over the world. Each representing his country.
- b. By looking at each one of them, we realize that each is unique in his appearance and his clothes. This helps us explain that there are many different cultures in the world.
- c. If all or a lot of those people were together in one country, we will have a variety or a diverse culture.



**Activity 2 (15 minutes)**

Ask the students if they have heard of Liverpool or know anything about it?

If there is a map of the world in the classroom, ask students to point out the UK and to see if they can find Liverpool.

Draw students' attention to the key fact. Tell the students that Liverpool was once the most important port in the United Kingdom with many ships coming to Liverpool, from Africa, the Caribbean, and the Far East (e.g. China, Japan, the Philippines). People also came from Ireland, which is a country beside the UK. Those people settled in Liverpool and they continue to celebrate their cultures and communities to this very day.

Read **"Billy's Old School"** to the class. Check for understanding as you read, if necessary.

**Suggested Answers**

- Although Billy is clearly proud of his culture, he wants his classmates to know that there are many other cultures in Liverpool.
- Music, dancing, food, history, festivals.
- Because the description of the different aspects of culture was so vivid.
- Like Liverpool, the UAE is a culturally diverse area.
- It's important to recognise and appreciate other cultures. We should treat all cultures with respect and try to learn from them.

**Billy's Old School**

Billy is a 10-year-old boy from Liverpool, England. He has recently moved to Dubai with his family and is sharing his old school photo with his new classmates as he introduces himself.

"Hi! I'm Billy Murphy. I'm 10 years old. My ancestors are from Ireland. Lots of people came to Liverpool from Ireland over the past few hundred years. In Liverpool, many people like me have ancestors that come from Ireland. They like to come together to celebrate Irish culture, such as music and dancing. Many famous writers were Irish, too. However, not everyone in Liverpool has Irish ancestry!

"Liverpool is a port city in the United Kingdom. Over many years, lots of people from all over the world have settled in Liverpool. It is a very culturally diverse city. Everyone respects the culture of others.

"Look, I'll introduce one of my friends from my class photograph to you.

This is my friend Yek Ching. She is Chinese. Her family owns a Chinese restaurant. Every year the Chinese community in Liverpool celebrates Chinese New Year, with lots of dragon dancing and fireworks. Everyone joins in. Did you know that we have the oldest Chinese community in Europe, in Liverpool?"

Billy's friends thought Liverpool was a fascinating city.

**Differentiated Learning****For Beginners**

Where is Liverpool? (In the UK).

What is it famous for? (It is a famous port).

**For Advanced Students**

Why do you think it is a culturally diverse city? (Because it is a large port, many people arrive there from different countries and settle there).

**KEY FACT**

Liverpool is a port city in the UK. It is a culturally diverse city due to the many cultures that arrived on ships and have settled there from around the World.

**Questions for Discussion**

- Why do you think Billy points out that not everyone in Liverpool has Irish ancestry?
- What aspects of culture does Billy mention?
- Why were Billy's friends so interested in his city?
- In what ways do you think the UAE is similar to Liverpool?



**Let's Think Together** 'Everyone respects the culture of others.'  
Why is this important in a culturally diverse area?

**Activity 3 (15 minutes)**

Explain to the students that they are going to talk about cultural diversity in their community.

Explain that it is important to learn about different aspects of culture. Check that students understand what “aspects of culture” means. Explain that these aspects include origins, history, clothes, food, entertainment, religion, values and so on.

Divide the class into pairs. Explain that students are going to recall an encounter they had with someone from a different culture. Students can use the questions in the student book to prompt them.

After 10 minutes, ask each pair to share one of its encounters with the class.

**3****We can see examples of cultural diversity all around us.**

Think about someone from another culture that you saw or met recently. Perhaps it was someone you saw on your way to school. Or maybe it was someone that visited your home.

With your partner, discuss what you learnt about this person’s culture from this brief encounter. You might consider the following:

- What country do you think the person was from?
- Was the person’s clothing different from yours?
- Did the person speak a different language from you?



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**Activity 4 (15 minutes)**

Explain that when we talk to people from other cultures, we can also learn something about our own cultural identity. Check that students understand what cultural identity is. Explain that it refers to the cultures that you identify with.

Divide class into groups. Explain that each group is going to present a short (2 minutes) role play about an encounter where people from two cultures meet.

If students are having difficulty coming up with scenarios, you could suggest the following:

- A new family arrives in your neighbourhood
- Someone from another culture carries out repairs in your home/town
- You meet somebody while on holiday
- You are served by someone from another culture while shopping

Explain that students should use the encounter as an opportunity to learn more about the other person’s culture. Depending on the type of encounter, they can ask about person’s:



**4 You're going to role-play an encounter with someone from another culture.**

With your group, come up with a scenario in which a person from the UAE meets someone from another culture. The UAE person asks the other person questions to learn more about their culture.



Present your role-play to the class.



**5 Based on what you learned today, what do you think cultural diversity is?**

Cultural diversity is: .....

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
1	Examine cultural diversity in the UAE and appreciate the rich variety of cultures.	.....	.....	.....

- Country and heritage
- Clothes
- Past times
- Food
- Music

Explain that encounters like these give us a chance to learn about other cultures. And they help us to understand our own culture too. For example, by learning about another person's history, we can be inspired to learn more about our history. And by learning about someone else's customs, we can come to understand our own customs better too.

Emphasise that the UAE is a culturally diverse society, with many different cultural identities. There is a very large expatriate community within the UAE and so we see an array of cultures there and expect the UAE to be a very culturally diverse location.

**Activity 5 (5 minutes)**

Explain that to end the lesson they should consider what they have learned today and complete the sentence in the box in their Student Books. Ask the students to share their definitions of cultural identity. Remind the students that cultural identity refers to the culture we identify with, and can combine aspects such as religion, history, food, values, entertainment and even clothing. Remind the students of the objective for the lesson. Ask them to complete their learning log in the Student Book.

**Key Skills (Head, Heart, Hands)**

- Enquiry
- Working in a group
- Discussion
- Independent research
- Respect for places
- Symbols and festivals and why we celebrate them
- Love for own culture
- Empathy
- Decision-making
- Recognising why we mark festivals and celebrations/monuments

**Evaluation/Reflection**

- Children to complete AfL learning log against today's LO.

**Differentiated Learning**

- High and low ability work together in group/pair work to learn from each other.
- Teacher supports and ask children how they are doing when on task. Teacher to support where necessary when moving around the room.

## Cultural Diversity in the UAE

### Lesson Objectives

Explore different examples of cultural diversity in the UAE.

### Required Materials

- Coloured pens pencils for map illustrations

### Learning Outcomes

- Explain how exploring cultural diversity helps them to define their own culture and to appreciate that of others.
- Identify examples of cultural diversity within the UAE.

## Lesson 2

# Cultural Identities in the UAE

How does exploring cultural diversity help you define your own culture, and also to appreciate other people's culture?

### Vocabulary

Offended / offensive

Cultural mapping

**Offended /  
offensive**

To be hurt by something that someone says or does.

**Cultural mapping**

A simple way to show aspects of someone's culture.



## 1 Go back to the cultural map that you drew in unit 3.

Consider the following questions:

- What do we use maps for?
- What is cultural mapping?



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### Activity 1 (5 minutes)

Remind students of the cultural mapping that they did in unit 3.

Direct students to the two questions in the Student Book.

#### Suggested Answers

##### For Beginners

We use maps to locate somewhere and to navigate.

##### For Advanced Students

Cultural mapping is a process whereby we identify the cultural assets and practices of communities in which we live. This may be for a whole community or for a section of the community (e.g. one distinct culture).

**Activity 2 (15 minutes)**

Read **"Billy's New School"** to the class. Check for understanding as you read, if necessary.

Explain to students that this image shows the traditional costumes of nationalities. People do not wear those costumes daily, only at national occasions or festivals.

**Suggested Answers**

- Yes, he does. He says he wants to learn more about Irish culture.
- Omar points out that the UAE is a culturally diverse society. So Billy will need to learn about the diverse cultures of his classmates.
- Jamaican music; Yemeni food.
- Yes, they laugh at his joke.

Then have a class discussion about the **Let's Think Together** in the Student Book.

- Billy needs to appreciate that UAE is a culturally diverse society and that he'll need to learn about the different cultures of his classmates.

## Billy's New School

Omar wants to welcome Billy to his new classroom. He knows that Billy is interested in different cultures. So he decides to highlight some of the different cultures in the class.

"Thanks for telling us about Liverpool, Billy. You're the first Irish person I've met. I'm really looking forward to learning more about Irish culture."

"And I can't wait to learn more about UAE culture," Billy replied, smiling at his classmates.

"Here, you will learn a lot about UAE culture," Omar explained. "However, you'll also learn about some other cultures in this class too. As you can see, we have a range of cultures in this school.

"For example, this is Sabryna. Sabryna's family came here from Jamaica. They are a really happy family. They are always playing music! Sabryna plays steel drums. It's a lovely sound, but her dad loves reggae music."

Billy said he was glad to meet Sabryna.

"And this is Salma," Omar continued. "She is from Yemen. I remember her mother brought fahsa, a Yemeni stew of lamb cutlets made into a lamb soup with spices, into our cultural day at school last year. I loved it. You might like it too because it's like a Yemeni version of Irish stew!"

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"Is there anything else you'd like to learn, Billy?"  
 "Yes," Billy replied. "When is lunch? You've made me hungry!"  
 All Billy's classmates laughed at his joke.



#### Questions for Discussion

- Does Omar respect Irish culture? How do we know this?
- Why will Billy be able to learn about more than just UAE culture?
- What aspects of culture does Billy learn about from Omar?
- Do Billy's classmates make him feel welcome? How do you know?



**Let's Think Together** 'Omar explains that Billy will learn about more than just UAE culture. Why is it important for Billy to learn about other cultures too?'



**Activity 3 (20 minutes)**

Remind students that cultural mapping is a good way to highlight aspects of a culture. It helps us to better understand the different cultures within our community in the UAE.

Draw the students' attention to the cultural map of Russian culture in the Student Book.

**For Beginners**

- Ask them to identify some aspects of Russian culture from the map. (Examples include symbols /flags, places/ architecture, cultural dress, games/toys, animals we associate with Russia, musical instruments, produce of Russia and food from Russia.)

**For Advanced Students**

- What does this tell us about Russian culture? (It can be expressed in a rich variety of ways from clothes to food to music)
- What does this tell us about our own culture? (Our own culture is equally rich. We just sometimes have to realise the many ways it is expressed all around us.)

Explain that students will now produce something similar to the Russian cultural map for another culture. They do not have to be fantastic artists for this; they can use words if they find something that is difficult for them to draw.

You can prompt discussion by asking: Do we feel that a simple cultural map like this can help people to understand their own cultures?

Point out to students that cultural maps can also include invisible aspects of culture. Revisit the cultural iceberg and remind the students that there is much more to culture and we should be aware that we may not have included all the aspects that are important to the cultures on our maps.

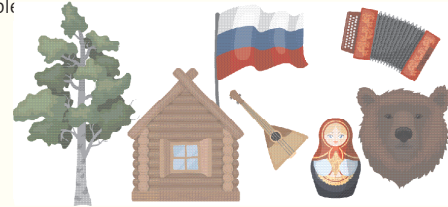
**Activity 4 (10 minutes)**

Prompt students to look at the image in the student book. Explain that bagpipes are traditional wind instruments used mainly in Scotland. Bagpipers are the men who play those instruments and have a certain dress that they wear. Ask students to consider the questions in the Student Book.

**3****Create a cultural map of a culture in the UAE, other than yours.**

With your partner:

- Interview your partner to find out about their culture.
- Ask them to explain aspects of their culture that you find confusing or interesting.
- Aim to cover as many aspects of the culture (symbols, music, food and so on) as possible

**4****Look at this image of a Traditional scottish bagpiper in Scotland. Consider the following questions:**

- a. Do you think that clothes are important to Scottish bagpipers?

.....

.....



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**Suggested Answers**

Clothes are most important to bagpipers. They mark their culture and tradition. This is very different from other European cultures where men wear pants, and it should be respected.

Explain that the more we learn about other cultures, the more aware we become of the feelings and values of people from other cultures. This helps us to develop cultural sensitivity.

Explain that we are offended when someone does something that we find unacceptable. Occasionally this happens when people say or do something that is related to our nationality or culture.

Model a definition on the board: Awareness that we can do or say things that may offend other cultures. Draw students' attention to the Key Fact. We should be sensitive about how we portray or speak about things that people find important in their cultures. This awareness is about being culturally sensitive to other cultures. It is not that they are offended by our cultures, but we should avoid situations that may cause offence to other cultures. Cultural mapping is a useful way to do this.

b. How does cultural mapping help us to be aware of sensitivities that people may have about their cultures?

.....  
 .....

c. Are there instances in your own culture when you have been or could be offended by something someone does?

.....  
 .....



**KEY FACT**

The Kilt is the national dress of Scotland and a symbol of honor of the Gaelic identity.



**5 Based on what you learned today, why do you think it's important to learn about new cultures?**

.....  
 .....

- Symbols and festivals and why we celebrate them
- Love for own culture
- Empathy
- Decision-making
- Recognising why we mark festivals and celebrations monuments

**Evaluation/Reflection**

- Teachers will read what the students wrote in activity 5. This will explain how much the students understood the lesson.

**Differentiated Learning**

- High and low ability work together in group work to learn from each other.
- Support and ask children how they are doing when on task. Teacher to support where necessary when moving around the room.
- This could also be done as an ICT lesson with children cutting and pasting and searching for their images on the internet, to put onto their cultural maps.

**Activity 5 (5 minutes)**

Explain that to end the lesson they should consider what they have learned today and answer the question in their books.

**Key Skills (Head, Heart, Hands)**

- Enquiry
- Working in a group
- Discussion
- Independent research
- Respect for places

## What is Common Between our Culture and Other People's Culture?

### Lesson Objectives

Explore the ways in which Emirati culture is similar to other cultures.

### Required Materials

- Cultural portraits of Billy, and Yek Ching
- Flip-chart paper

### Learning Outcomes

- Make a simple analysis of ways in which Emirati culture is similar to/different from cultures elsewhere in the world.

## Lesson 3

# What is Common Between Our Culture and Other People's Culture?

How is Emirati culture similar to and different from cultures elsewhere in the world?

**Vocabulary**

Cultural portrait

Similarities

Differences

Unique

**Cultural portrait**

A graphic representation of someone's cultural identity.

**Similarities**

Those which are the same.

**Differences**

Those which are different.

**Unique**

There is nothing the same or similar.



1

Although cultures are all different, they also share many things in common.

You can explore this further by examining cultural portraits.

A cultural portrait is:.....

**Billy**

**Yek Ching**



**With your partner, discuss the following:**

- a. In what ways are Billy's and Yek Ching's cultural portraits similar?
- b. In what ways are their cultural portraits different?

**Activity 1 (5 minutes)**

Explain that all the cultures in the world are different, but they also have much in common.

Explain that a cultural portrait is a record of someone's culture. It identifies the aspects of culture that are important to them. Emphasise that all cultures have common features such as the importance of hospitality, music, storytelling, cultural dress and so on. And some aspects are common due to the environment – types of food eaten, and how we store/prepare food.

Draw the students' attention to the images in the student book. Explain that the images identify the aspects of culture that are important to Billy and to Yek Ching.

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

Explain to students that this image shows the traditional costumes of nationalities. People do not wear those costumes daily, only at national occasions or festivals.

**Suggested Answers**

- They have foods that they identify come from their cultures. They have cultural celebrations, traditional musical instruments, dances, and symbols.
- Language, history, beliefs and world view. But actually while these are different in China and Ireland, they share common themes that are influencing the culture of Billy and Yek Ching today.

**Activity 2 (15 minutes)**

Read “**Billy Learns about Culture**” to the class.  
Check for understanding as you read.

Discuss the questions with the students.

**Suggested Answers**

- He wants to show respect to his classmates by learning about their culture.
- Hospitality is important to Omar. He wants to make his new friend feel welcome in his new school.
- Omar learns about Irish hospitality, Irish markets and Irish music. He also learns that Irish society is changing, just like UAE society.
- Tradition seems to be important to Omar as he enjoys talking about it. However, he also points out that UAE is a modern society.

Then have a class discussion about the **Let's Think Together** in the Student Book.

- Hospitality is important to both Billy and Omar. They enjoy traditional markets and traditional music. And they are both very proud of their cultures.

## Billy Learns About Culture

Billy wants to learn more about Emirati culture. He talks to his classmate Omar to find out more.

“Hi, Omar. I really like this school. Thanks for making me feel so welcome!”

“We’re glad to have you here,” Omar replied.

“Hospitality is very important to us. We like to make new people feel special.”

“Hospitality is important in Ireland, too,” Billy said.

“Did you know that it is known as the land of a thousand welcomes?”

“Wow!” said Omar. “I didn’t realise that Ireland was so like the UAE. You should come with me to the souk this weekend. You’ll see a lot of Emirati culture there.” Billy was puzzled.

“What’s a souk?”

“It’s a market,” Omar explained. “You’ll see lots of traditional food and clothes there.”

“There are markets in Ireland too. They also sell traditional things. But not the same things as in the markets here, I’m sure.”

“Do you like music?” Omar asked. “You might hear the oud at the market. That’s a traditional instrument.”

“Oh, like the Irish harp!” Billy said. “I can’t wait to hear traditional Emirati music.”

“Yes, tradition is important to us,” Omar said. “But we have changed too and have become a very modern

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society.”

“Ireland has changed too,” Billy said. “But tradition is still very important.”

“Looks like we both like our cultures!” Omar said. Billy smiled. He has more in common with his new friends than he realised.



#### Questions for Discussion

- Why do you think Billy wants to learn about Emirati culture?
- Why does Omar make Billy feel welcome?
- What aspects of Irish culture does Billy teach Omar?
- Why do you think tradition is important to Omar?



**Let's Think Together** 'He has more in common with his new friends than he realized.' In what ways is Billy's culture similar to Omar's?

**Activity 3 (15 minutes)**

Remind the students that they have encountered a few different characters in the Billy stories. Explain that they are now going to complete the cultures of the different characters to see what they have in common.

Divide the class into groups. Explain that they will have to use the information from Billy's story and what he has said about each of the children to help them identify what aspects of each child's culture Billy has identified. They will also have to draw on their own knowledge of world cultures and nationalities in order to reflect on what is similar in each culture. Explain that they will write their ideas in the table in the student book.

After 10 minutes, prompt groups to share some of their ideas with the class. Draw a table on the board, and begin to fill it in, based on the students' answers.



**3**

**Remember all the characters you've met so far in Billy's story? They are Billy, Omar, Yek Ching, Sabryna and Salma.**

**With your group, use the table for finding similarities and differences between Emirati culture (Omar's culture) and that of the other children from Billy's story.**

**Tick ✓ where there are similarities in cultures, and if possible, give an example where there are similarities (some examples have been added to get you started).**

Name	Cultural symbols	Cultural music (instruments or songs)	Cultural stories	Cultural food	Cultural festivals	Cultural games/pastimes	We recognise a cultural dress
Billy					Dublin Theatre Festival	GAA – hurling and football	
Omar					Qasr Al Hosn Festival		✓
Yek Ching					Chinese New Year/ Spring Festival		
Sabryna							
Salma							

Name	Cultural symbols	Cultural music (instruments or songs)	Cultural stories	Cultural food	Cultural festivals	Cultural games/pastimes	We recognise a cultural dress
Billy	Shamrocks, flag, art	Irish Harp	Irish Myths and legends	☒	Dublin Theatre Festival	GAA – hurling and football	☒
Omar	Flag, dallah coffee pot, oryx, falcon, palm tree	Oud	Cultural stories of Bedouins	☒	Qasr Al Hosn Festival	Falconry, football, camel racing	☒
Yek Ching	Chinese dragon, flag	Guzheng	Chinese myths and legends	☒	Chinese New Year/Spring Festival	Skipping, mah jong (board game), badminton, table tennis	☒
Sabryna	Flag, tree, coat of arms, doctor bird	Reggae music	Anansi, Rollin' calf, river Mumma	☒	Independence day	Loodie (board game), dominoes, cricket	☒
Salma	Flag, Coat of arms, eagle	Yemeni instruments such as the lutelike qanbus, or Turbī	Lots of stories and poetry – a very literary rich culture	☒	National unity day	Boxing is a popular sport in Yemen	☒



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**Think about what you learned about different cultures in the previous activity. With your partner, draw the following:**

- Two similar cultural aspects from different countries.
- One unique cultural aspect from a country you choose



**DATE**  
2013 was the first year that Qasr Al Hosn Festival took place.



5

**Based on what you learned today, why do you think cultural portraits are important?**

Cultural portraits are important because:.....

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
3	Explore the ways in which Emirati culture is similar to other cultures.	.....	.....	.....

**Differentiated Learning**

Facilitate a short discussion about the table, using these questions as prompts:

**For Beginners**

Are we surprised by these results? What did you expect to see? (Perhaps we expect cultures to be different, but when we look more closely at them they share common themes.)

**For Advanced Students**

Does this mean that Emirati culture is the same a Chinese/Jamaican/Irish culture? (No, they share cultural similarities in that they all have cultural aspects/facets that are similar. But each culture has its own unique features. For example, the type of food is unique in all the cultures, symbols used are unique and so on.)

**Activity 4 (10 minutes)**

Explain that although cultures share many common aspects, each culture is also unique.

Divide students into pair and ask them to draw the cultural aspects stated in the student book.

Draw students' attention to the key date. Ask students:

**For Beginners**

Why is it important to celebrate this day? (We should be proud of our own culture. It helps other cultures learn about our culture. And it enables other cultures to see in what ways their culture is similar to ours.)

**For Advanced Students**

Should we celebrate important days for other cultures? Why? (Yes, we should because we live in a culturally diverse society that promotes tolerance. By celebrating other cultures, we learn more about them and can also teach others about our culture in a respectful, tolerant way.)

**Activity 5 (5 minutes)**

Explain that to end the lesson they should consider what they have learned today and complete the sentence in the box in their student books. Remind students of the objective for the lesson. Ask them to complete their learning log in the student book.

**Key Skills (Head, Heart, Hands)**

- Enquiry,
- Working in a group
- Discussion
- Independent research
- Respect for places
- Symbols and festivals and why we celebrate them,
- Love for own culture
- Empathy
- Decision-making
- Recognising why we mark festivals and celebrations/monuments

**Evaluation/Reflection**

- Complete AfL learning log against today's LO



# The Benefits of Cultural Diversity

## Lesson Objectives

Examine how a society can benefit from cultural diversity.

## Learning Outcomes

- Discuss some of the challenges and benefits of living in a culturally diverse society.

## Lesson 4

# The Benefits of Cultural Diversity

What benefits does cultural diversity bring to a society?

**Vocabulary**

Harmony

Respect

Disrespect



**1 Look at the image, and with your partner consider the following questions:**

- a. Would you like to live in Dullplacia? Why?
- b. How would people from other cultures/countries feel about coming to Dullplacia?
- c. What encourages cultural diversity?



**KEY FACT**

Harmony and peace occur when we can live side by side without conflict. We display understanding, tolerance and respect for one another.

**Harmony**

People existing together without conflict.

**Respect**

An understanding and appreciation of something or someone.

**Disrespect**

Intolerance or dismissive attitude to something or someone.

**c. For Advanced Students**

Even in culturally diverse societies, not all people welcome other cultures. This is because they don't engage with other cultures or want to learn about them. Open mindedness, tolerance, respect and education play a big part in engaging with other cultures.

Draw students' attention to the key fact. Explain that in successful culturally diverse societies, people can live in harmony. Check that students understand what this means. Explain that living in harmony means living together with little or no tension or conflict.

**Activity 1 (5 minutes)**

Remind students that the UAE is a culturally diverse society. Although the mix of different cultures can bring challenges, it also brings many benefits to the UAE.

Direct students' attention to the airport sign in the student book. Point out that although Dullplacia is a fictional place, many societies across the world are not culturally diverse; they allow only one culture to be practised.

Divide students into pairs. Ask them to discuss the questions in the student book. Then prompt them to share their answers with the class.

**Suggested Answers**

- a. **For Beginners** Students may not want to live in Dullplacia because of attitudes towards them and their cultures. They may not feel comfortable.
- b. **For Advanced Students** They may be reluctant to move to Dullplacia because they are unsure about how foreigners may be perceived, especially if they are proud of their own culture and wish to celebrate it while they are in Dullplacia.

**Activity 2 (15 minutes)**

Read "Billy Goes for a Meal" to the class. Check for understanding as you read, if necessary.

Discuss the questions with the students.

**Suggested Answers**

- Billy had never eaten UAE food before and was afraid he wouldn't like it. However, he loved the food and it even reminded him of some Irish food he'd eaten.
- Billy got to experience UAE hospitality. The family made him very welcome and treated him as a special guest.
- Billy got to taste food he hadn't tasted before. And he learned a lot about UAE culture. And he got a chance to talk about his own culture too.
- Omar's family learned about Irish culture. They even listened to the Irish songs that Billy sang for them.
- Billy was able to explain how his culture was different from UAE culture. He probably felt proud as he talked to the family about his culture.

Then have a class discussion about the **Let's Think Together** in the Student Book.

- By being open minded, both Billy and Omar were able to learn about each other's culture. They learned things about each other that they wouldn't have known otherwise. Both Billy and Omar are open minded about different cultures because they grew up in culturally diverse societies.

## Billy Goes for a Meal

Billy was very happy. In fact, he was enjoying the best meal of his life.

His new friend, Omar had invited Billy to come for dinner with his family. At first, Billy was not looking forward to the meal, because he had not eaten Emirati food before.

But now he was very glad he came! Omar's father had greeted Billy and made him feel very special. Billy felt like he was the most important person in the city. They had eaten machboos for dinner. Billy had never eaten this before. But it reminded him of the Irish stew his grandmother had sometimes made when he was in Liverpool.

After dinner, Omar's father talked to Billy about UAE history, explaining the importance of Bedouin traditions in UAE culture. He also asked Billy many questions about Liverpool.

Billy explained how his family had originally come from Ireland to Liverpool in search of work. Omar's father explained that many Bedouin people had to travel for work in the past too.

Then Omar's father told him about the traditional songs and dances of the Emirati people.

In return, Billy sang some Irish songs for the family. They were very impressed by his singing!

"I think we all learned many interesting things tonight," Omar said to his new friend.  
 "I learned how much I like machboos!" Billy replied, with a laugh.



#### Questions for Discussion

- Why was Billy not looking forward to the meal? Why did his attitude change after the meal, do you think?
- Why did Billy feel "very special"?
- What benefits did Billy get from the meal, do you think?
- What benefits do you think Omar's family got from the meal?
- How does the meal help Billy appreciate his own culture?



**Let's Think Together** 'I think we all learned many interesting things tonight.' What does this tell us about the importance of cultural diversity?

**Activity 3 (15 minutes)**

Divide class into groups. Ask students to come up with five benefits that cultural diversity has brought to the UAE. After 10 minutes, ask each group to share its benefits. Draw up a list of the benefits on the board.

**Suggested Answers**

- Exposure to other ways of thinking
- Learning about different traditions
- More varied food
- Different cultural celebrations
- Use of different skills from different cultures
- Variety of languages mixing together
- Different forms of music and arts combining
- Inspiration for travel
- Economic benefits of increased tourism
- Greater respect for our own culture

Draw students' attention to the key fact.

Have a short discussion:

**Differentiated Learning**

**For Beginners**

- When do people live in harmony? (When they're able to live near other without tension or conflict)
- How does respect help people live in harmony? (They are more respectful and tolerant of different people's cultures and beliefs)

**For Advanced Students**

- Why is it important to try to live in harmony with others? (When people live in harmony, they can work together for everybody's benefit and learn from each. There are also fewer social problems.)
- Emphasise that when different cultures respect each other and live in harmony, everyone can benefit from cultural diversity.
- Explain that respect is shown in many different situations, but the common theme in showing respect is recognising that we all have the right to live our lives in whatever way we wish.



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**Many societies have benefited from cultural diversity. With your group, try to identify five ways in which the UAE has benefited.**



Benefits of cultural diversity for the UAE:

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

Respect means: .....



**KEY FACT**

People live in harmony when they can exist together without conflict. For this to happen, they need to understand, support and respect each other.



**4 With your partner, you will role-play a culturally diverse situation. In your role-play, you will address the following questions:**

- a. How does cultural diversity help me appreciate other cultures?
- b. How does cultural diversity help me appreciate my own culture?



**5 Why is it important to respect other cultures and how do you do that?**

It is important to respect other cultures because:

.....

I can show that I respect other cultures by:

.....

.....

**Activity 4 (15 minutes)**

Remind students that it is important to respect other cultures because we can learn from them. And point out that learning about other cultures helps us to also appreciate our own culture.

Divide the class into pairs. Explain that in each pair, one student will play a UAE student and one student will play a student from another culture. Ask each pair to role play a short scenario (1 minute) where the UAE student learns something about another culture and something about their own culture. For example, a student learning about the variety of Chinese cuisine might be encouraged to try other exotic foods. However, they might also develop a greater appreciation of the richness of UAE food.

**Activity 5 (10 minutes)**

Explain that to end the lesson they should consider what they have learned today and complete the sentences in their student books.

**Suggested Answers**

- a. It is important to respect other cultures because we should respect everyone. We should accept differences and tolerate all people. We should also treat people the way we want them to treat us; with respect. We can learn from other cultures and we can also then gain greater understanding and appreciation for our own culture.
- b. We can show respect for other cultures by accepting them, learning about them and trying to understand the ways other cultures are different from ours. We should not fear what is different but instead try to find common ground and understanding between different cultures

**Key Skills (Head, Heart, Hands)**

- Enquiry
- working in a group
- Discussion
- Independent research
- Respect for places
- Symbols and festivals and why we celebrate them
- Love for own culture
- Empathy
- Decision making
- Recognising why we mark festivals and celebrations/monuments

**Evaluation/Reflection**

Complete AfL learning log against today's LO.

**Differentiated Learning**

- High and low ability work together in pair work to learn from each other.
- Support and ask children how they are doing when on task. Teacher to support where necessary when moving around the room.

## The Challenges Associated with Cultural Diversity

### Lesson Objectives

Examine the problems and challenges that occur in a culturally diverse society and explore ways to overcome them.

### Learning Outcomes

- Discuss some of the challenges and benefits of living in a culturally diverse society.

## Lesson 5

# The Challenges Associated with Cultural Diversity

How can we overcome some of the challenges that arise in a culturally diverse society?

**Vocabulary**

Education

Handshake



**1 Although cultural diversity brings many benefits to the UAE, it also can lead to problems and challenges.**



With your partner, try to identify three challenges that arise in a culturally diverse society:

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

**Activity 1 (10 minutes)**

Remind students that cultural diversity brings many benefits to UAE society. Ask them to recall some of them. (For example, new ways of thinking; exotic cuisine; many cultural celebrations; interesting mixtures between cultures.)

Explain that cultural diversity can also cause some problems. Draw students' attention to the speech bubbles in the student book. Explain that communication problems can arise in a culturally diverse society.

Divide the class into pairs. Ask each pair to come up with three problems that might arise in a culturally diverse society. After 5 minutes, ask each pair to share its answers. Draw up a list of challenges on the board.

<b>Education</b>	The process of teaching skills, values and moral rules.
<b>Handshake</b>	The act of two persons greeting one another by holding hands.

**Suggested Answers**

- People don't talk to each other because of language barriers
- People don't try to understand each other's culture
- People don't respect other cultures
- People from other cultures struggle at school
- People feel that their culture is being ignored
- People feel threatened by things they think are strange
- People begin to lose their own cultural identity
- People get confused and overwhelmed by the dizzying mix of cultures

Emphasise that although these challenges can and do arise, a successful culturally diverse society is able to find ways to address them.

**Differentiated Learning**

**For Beginners**

Why might challenges arise? (People don't make an effort to learn about or understand different cultures; people fear what is different).

**For Advanced Students**

How can society address these challenges? (Admitting that the challenges exist; trying to engage with other cultures; showing no tolerance for racism or harassment).



**Activity 2 (15 minutes)**

Read **"Billy Plays a Game"** to the classroom. Check for understanding as you read, if necessary.

Discuss the questions with the students. Possible answers:

**Suggested Answers**

- Billy still does not fully understand Maher's culture yet. He's still learning.
- No, Maher did not understand that Billy was behaving the way he does in his own culture. He thought he was behaving improperly.
- Yes, Billy respected Maher's culture when he learned it. He took off his shoes, and listened to the advice about handshakes and eye contact.

Then have a class discussion about the **Let's Think Together** in the Student Book.

When people are willing to learn about each other's cultures, there's less chance for misunderstanding. If there's misunderstanding, there's always a danger that it will develop into tension and conflict.

## Billy Plays a Game

Billy was excited!

Maher and Billy both enjoyed video games. Maher suggested that Billy should call to his house after school and they could play some games together.

As Billy walked to Maher's house, he reminded himself that he had to remember UAE customs when visiting someone. Soon he was at the house.

"I can't wait to play these games," said Billy, walking into the room.

"Haven't you forgotten something?" Maher asked, looking down.

Billy looked down too. Then he realised that he had forgotten that it was polite to remove your shoes when indoors in the UAE.

"Oh, my shoes! I'll take them off now. Sorry!"

"It's okay," said Maher, as Billy took off his shoes. "I know it's not easy to remember all the customs when you're in a new country."

Soon they were playing video games and Billy forgot about the shoes.

Billy was having a great time, and his game skills were better than ever. After a while, Maher suggested that it was time to stop. "You're a great player, Billy," he said, holding out his hand. "That was good fun."

"Yes, I enjoyed it too," Billy replied, shaking Maher's

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hand. "We'll play again some time... Oh, your handshake is very gentle. We usually give strong handshakes where I grew up."

"We prefer gentle handshakes," Maher explained. "We think strong handshakes are a bit rude."

"Really?" Billy thought about another custom he'd learned when he was younger. "Do you not like eye contact either? When I was a little boy, I was taught it was good manners to make eye contact when talking to someone."

"Yes, it's the same here," Maher said with a laugh. "Don't be afraid to make eye contact. And go easy with the handshakes! But don't worry too much about it. It will just take time for you to learn about our culture."

"That's true," Billy agreed. "I depend on my friends to teach me".

Both boys laughed! But Billy was determined to learn as much as he could about the culture.



#### Questions for Discussion

- What do you think was the main problem that occurred between Maher and Billy?
- Do you think Maher understood Billy's behaviour?
- Do you think Billy respected Maher's culture? Why?



**Let's Think Together** 'Billy was determined to learn as much as he could about the culture.' How can learning about different cultures benefit a culturally diverse society?

**Activity 3 (20 minutes)**

On one side of the classroom, put up an “I agree” sign. On the other side of the classroom, put up an “I disagree” sign.

Ask all students to stand in the middle of the classroom. As you read out each statement, each student will walk closer to the “I agree” or the “I disagree” sign, depending on how much they agree or disagree with the statement.

After each statement, you can question individual students about where they are standing.

Make the following points about the statements:

- If we can recognise the rights of others to celebrate and share their culture we have a greater chance of others accepting and enjoying aspects of our culture too. This reduces the chances of conflict.
- Cultures can be different in the values and traditions they embrace or in the way they express those values and traditions. But cultures often have similar values or similar ways to express those values.
- Laughing can be misinterpreted as disrespect and mockery of another person and their culture. This can lead to misunderstanding.
- We have to recognise the rights of others to practise their own culture if we expect the same level of respect when celebrating and practising our own culture.
- We should try to learn about and understand other cultures – through education and participation in the celebrations and customs of others in our communities. This reduces the chances of misunderstandings between cultures.
- We should never be violent or abusive to others because of their culture – this is disrespectful and dangerous.
- We should never force others to practice the same culture. This builds suspicion and resentment and ultimately leads to conflict between cultures.
- It is disrespectful to ignore something which is not nice to other cultures. If we recognise something is disrespectful to another, we can share our concerns in an appropriate manner.

Emphasise that problems can arise when people don't make an effort to understand each other's cultures. By being open minded and engaging with other cultures, we can ensure we all live in harmony.

**3**

### In this walking debate, you will have to choose your position on the following statements:

- We should respect people's right to their culture.
- Although cultures seem different, they may have similarities.
- Everyone should be allowed to celebrate their own culture.
- You should make an effort to understand other people's culture.
- You should never be violent to someone because of their culture.
- Everyone should practice the same culture in a society.
- We should ignore aspects of other cultures that we don't like.

**THINK!**

In a country where there is little cultural diversity, what would life be like? What role does education play in supporting cultural diversity?

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**Activity 4 (15 minutes)**

Remind students that many issues can arise because of misunderstandings between people from different cultures. We can prevent this by educating people about different cultures. Explain to students that by raising awareness of different cultures, we can reduce the problems that can arise in a culturally diverse society.

Divide the class into groups. Explain that each group has to come up with four ideas for a cross-cultural festival. Its aim is to promote understanding of other cultures as well as Emirati culture.

After 10 minutes, invite each group to share its suggestions. Write a list of the suggestions on the board.

**Suggested Answers**

- Cultural food festival
- UAE National Day celebrations
- Cultural dance show
- Cultural fashion show
- Traditional Emirati cultural activities
- Cultural visits to places of importance
- Cultural calendar of celebrations of other cultures' important dates
- Drama shows highlighting benefits of cultural diversity

Ensure the students understand the benefits of cross-cultural festivals.



4

Imagine your group has been asked to organise a cross-cultural festival for the local community. What activities could you plan?



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



**KEY FACT**

**Chinese New Year/Spring Festival:** is an important Chinese festival celebrated at the turn of the traditional lunisolar Chinese calendar. Festivities include decorations with popular themes of good fortune, happiness, wealth and longevity.



5

We are going to visit a multicultural venue. With your class, choose a place; for example, one of the below:

- A mall with different shops of diverse communities
- A food court
- A traditional village

Prepare for your visit by researching about the venue. Bring any questions you have about the venue with you on your visit.

.....

.....

.....

.....

one or two questions about different cultures that they hope to answer during their visit. Point out that students will be expected to take note of expressions of different cultures (clothes, food, music and so on) during their visit.

**Key Skills (Head, Heart, Hands)**

- Enquiry
- Working in a group
- Discussion
- Independent research
- Critical reflection
- Deliberation
- Problem solving
- Moral reasoning
- Respect for places
- Love for own culture
- Empathy
- Anti-racism
- Active listening
- Respect
- Solidarity
- Decision-making
- Teamwork
- Collaboration
- Participation
- Research
- Adaptability
- Dealing with complexity.

**Differentiated Learning**

**For Beginners**

Why should we hold cross-cultural festivals? (To better understand different cultures; to create an atmosphere of respect for all cultures; to show UAE tolerance in action)

**For Advanced Students**

What challenges could arise from cross-cultural celebrations? (Some people might refuse to take part or engage in the spirit of the celebration; some people might focus on what is different or 'strange' without seeing what all people have in common)

**Activity 5 (50 minutes)**

Prepare an outing for the students to a multicultural place. Choose one that is closest to your school. It could be one of the examples in the student book.

You might want to organize the trip with other classes, too.

Make sure to point out the different cultural aspects and how they live in harmony.

Emphasise to the students that they need to prepare for the visit. They should research about the venue, either online or using available literature. Ask them to think about how the upcoming visit will help them better understand multiculturalism and how different cultures can interact with each other in a positive, enriching way. They should identify

**Evaluation/Reflection**

- All through the lesson and especially in activity 5, teachers should monitor the work of the students and note down any lack of understanding in order to explain it better.