



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



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MORAL EDUCATION



Moral Education

Teacher Guide

Grade 8

Volume 3

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

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

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

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

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

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

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

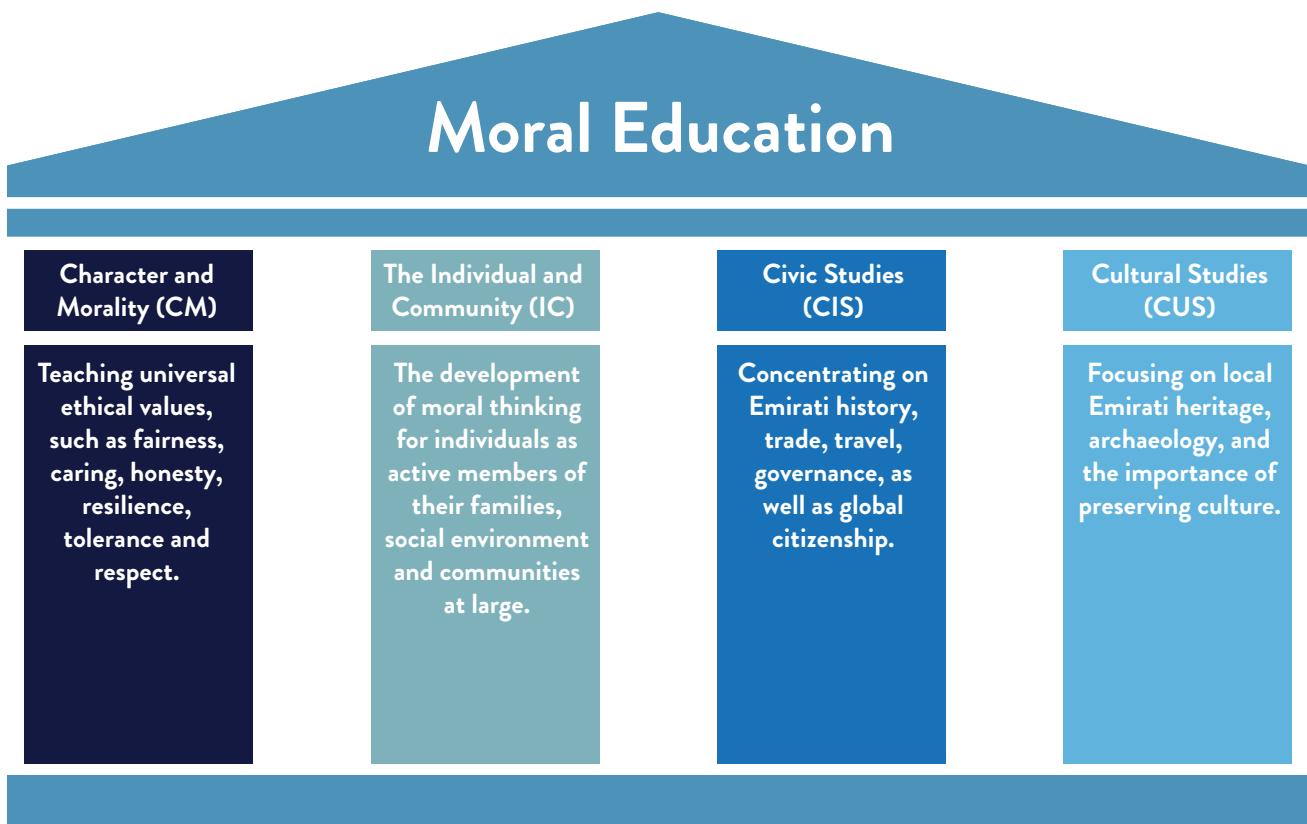
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



Values of the Moral Education Course

Key Pillars of Learning

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



Inspiration

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

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

Key Skills

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



Values

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

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

Teaching and Learning – A Pedagogical Approach

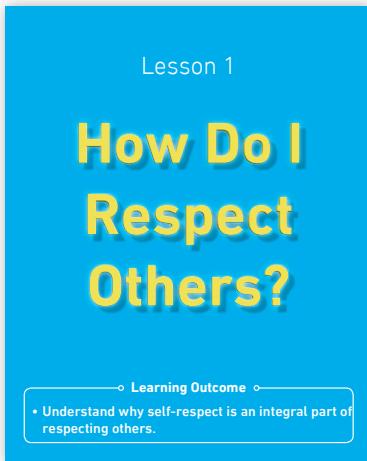
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations,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

Action Projects

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

Moral Education Course Education Resources

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



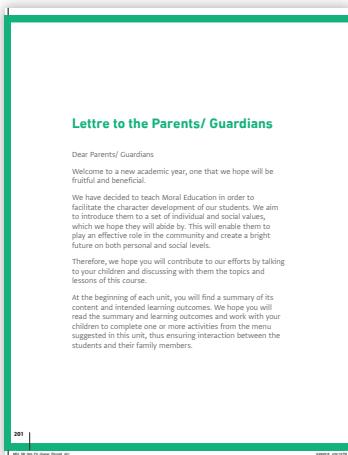
Student Book

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



Teacher Guide

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



Parent Guide

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

The Moral Education programme includes two volumes



Digital Resources

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

The Moral Education Course Cover and What It Symbolises

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

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

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

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

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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Theme: Character and Morality

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?

What is a Community? Are there Different Groups within the Community?

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1 Definition of Community

2 The Role of our Communities

3 The Form of our Communities

4 Guaranteeing the Safety of Communities

5 Communities and Social Groups in the UAE

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Theme: The Individual and the Community

Unit 2

Valuing Diversity

Lesson 1 Understanding Diversity and Equality
Lesson 2 How Tolerant Are You?
Lesson 3 Can I See Beyond Appearances?
Lesson 4 Being 'Different' Is not so Bad
Lesson 5 Celebrating Great Attitudes

?

Are we understanding, accepting and educated about diversity in our local, national and global community?
How can we be tolerant?

Why should we be open to diversity and equality?
Are you understanding and tolerant of others?
Where do we see bias in everyday life?
Can your opinions be manipulated or shaped by the media?
What would a world with no discrimination look like?
What steps can we take to try to eliminate discrimination?

1 Understanding Diversity and Equality

2 How Tolerant Are You?

3 Can I See Beyond Appearances?

4 Being 'Different' Is not so Bad

5 Celebrating Great Attitudes

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Unit 3

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Lesson 2 Sheikh Zayed and the Beginnings of the Federal National Council

Lesson 3 The Consultative Governance in the UAE

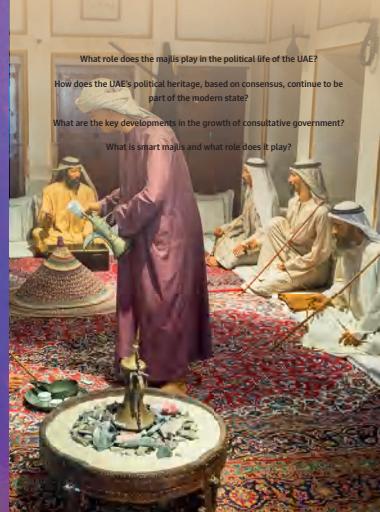
Lesson 4 Traditional Elements of the UAE Government

Lesson 5 Combining the Traditional Concept of Majlis with New Technologies

?

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

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



1 Majlis: The Traditional Means of Consultation

2 Sheikh Zayed and the Beginnings of the Federal National Council

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Theme Character and Morality

Unit 4

Morality in the Context of States

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What role does politics play in the UAE and around the world?
How can governments promote social morality and cohesion?



1 Understanding State and Government

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Unit 5

Dealing with Conflict

Theme: The Individual and the Community

Unit 5

Dealing with Conflict

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What strategies can we use to deal with internal conflict?
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What are the recommended steps to resolve conflict?



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Theme: The Individual and the Community

Unit 5:

(IC16) Dealing with Conflict

Unit Objectives

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

Unit Description

The concepts, which are the foundations of this unit, are taught over five lessons and designed to answer the central question.

Theme The Individual and the Community

Unit 5

Dealing with Conflict

Lesson 1	Internal Conflicts
Lesson 2	Managing Internal Conflicts
Lesson 3	External Conflicts
Lesson 4	Managing External Conflicts
Lesson 5	Resolving Conflicts



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

Central Question

Each unit has a central question. All the lessons are structured around this question. Throughout the unit, students explore the concept of the central question.

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



Exploratory Questions

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

Learning Outcomes

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

Unit 5 Dealing with Conflict

Lesson Objectives

- Understand what conflict is.
- Explore what internal conflict is.

Required Materials

- Whiteboard and marker
- Copybooks
- Photos depicting conflict (Photos should be checked beforehand to make sure they are suitable for the students.)

Lesson 1
Internal Conflicts
Learning Outcomes

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

Vocabulary

Morals

Conflict

Internal conflict

Learning Outcomes

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

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

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

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

But what is conflict?


Activity 1 (5 minutes)
What is conflict?

Introduce the lesson by reading the first paragraph in the Student book. Ask the students if they know what "morals" are. Facilitate a brief discussion.

Write a definition on the board: Values and principles that guide your actions so that you do good and do not harm others.

Now read the second paragraph. Explain that conflict can arise when our morals are tested and we are unsure what the right thing to do is.

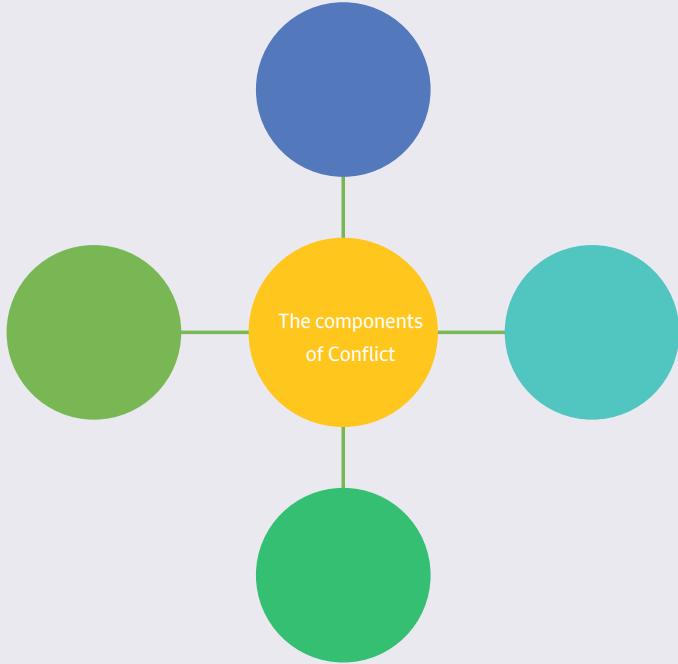
Ask students to complete the activity, after they have shared their definitions, write a definition on the board:

A disagreement caused by two or more opposing viewpoints

Point out that a conflict can be between two people or even two cities or countries, and it can also be within a person. Explain that we'll be exploring different types of conflict throughout the lesson.

2 With your group, complete the activity below.

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



Morals	Values and principles that guide your actions so that you do good and do not harm others.
Conflict	A disagreement caused by two or more opposing viewpoints.
Internal conflict	A conflict within a person, caused by competing feelings, desires or thoughts.

Activity 2 (10 minutes)

Remind students that conflict can be either internal or external. Explain that there are a lot of concepts that relate to conflict.

Explain that students are going to create a mind map to express the different ideas about conflict. Ask students if they can remember what a mind map is. After listening to suggestions, remind them that a mind map is a diagram used to represent a complex topic. It's like a map of the ideas in your mind.

Divide students into groups of four. Give each group an A3 sheet of paper. Draw students' attention to the definition of "conflict" on the board.

Give each group five minutes to draw a mind map that conveys their idea of conflict.

Ask each group to share and explain its mind map.

Suggested Answers

Check that the following ideas have been captured in the mind map: stress, struggle, morals, values, anger, disagreement, difference, and decision.

If time allows and technology is available, show students a series of photos that illustrate different kinds of conflict.

Activity 3 (15 minutes)

Explain to students that conflict can take many forms. Ask them to read the text, then draw their attention to the two images. Ask students what type of conflicts these are.

Image 1: Domestic conflict between siblings.

Image 2: International conflict, a war between countries.

Divide students into groups of five (if numbers allow). Explain that each group has to come up with examples of conflict: internal, domestic, and international. Check for understanding to make sure students understand what is required. Suggest that, in each group, each person comes up with at least one of the examples. Remind students to write the examples in their Student books.

Allow groups 10 minutes to complete the activity. Then ask each group to share and explain its examples.

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

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

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

An international conflict is a fight or war that involves two or more different countries. Conflicts can take many forms: a clash of different opinions, feelings or needs, a violent fight between two people, or a war between two countries.

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



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

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

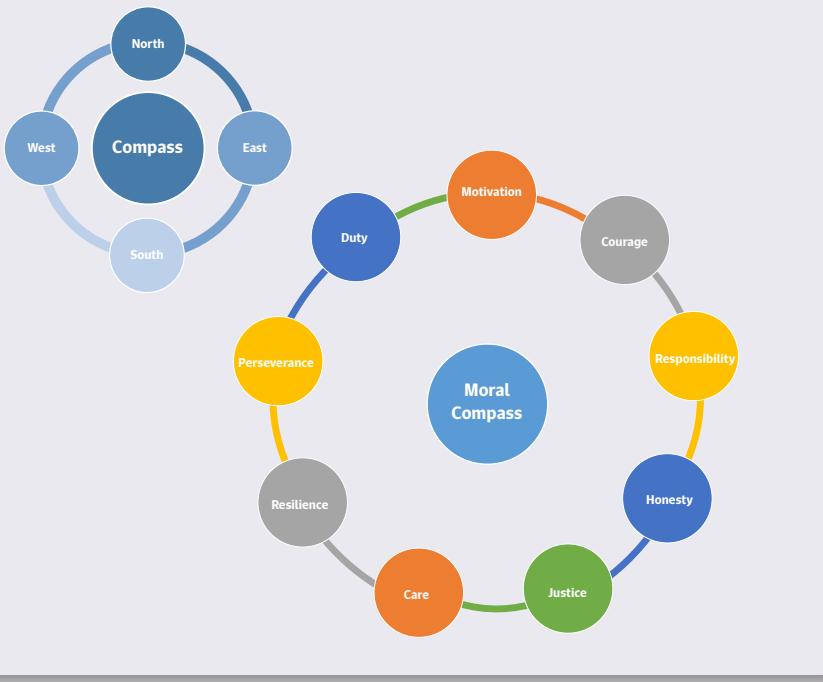
4 Read the text below and then complete the activity that follows.

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

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

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

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



Activity 4 (20 minutes)

Begin this activity by reminding students that one type of conflict is internal conflict. This occurs when we feel conflicting urges inside us and find it difficult to make a decision. Ask students if they can think of examples of internal conflicts. Write the suggestions on the board.

Read the text from the Student book. Explain that we all have our own unique moral compass because we all have different values that are important to us.

Explain that a moral compass is the set of values that we list in our head. In other words, it is how we behave according to the situation. Explain that finding north on a compass means finding the right direction for a journey. For example, if one is going from the UAE to the UK, one should find the north first and then work out which direction is west.

Finding north on the moral compass means finding the right way to behave.

For example, if one experiences fear, one should behave courageously.

Have a discussion with the students on how one should behave in cases of internal conflict.

Examples:

If we are afraid, we need courage.

If we are shy, we need self-confidence.

If we are lazy, we need motivation.

If we are angry, we need self-control.

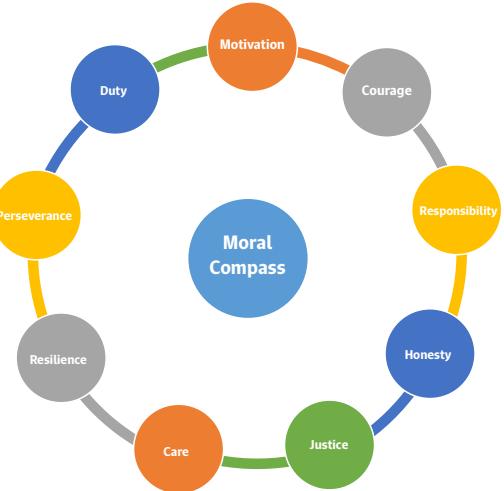
If we are impatient, we need patience.

If we are intolerant, we need respect.

If we are deceitful, we need honesty.

Then divide the class into pairs. Ask them to fill in the moral compass in their books.

Suggested Answers



Differentiated Learning

Try to ensure that each pair has a mix of beginner and advanced student. The beginner student can identify the moral conflict ("He is lazy") and the advanced student can identify the 'true north', or the correct decision ("He needs to motivate himself").

Activity 5 (10 minutes)

Ask students to examine the photograph in their Student book. Explain that French sculptor Auguste Rodin brought the notion of internal conflict to light with his sculpture 'The Thinker' in 1880.

The original statue was 70cm high. Due to its popularity, Rodin created another one more than double the size of the original. It is now at the entrance of the Rodin Museum in Paris.

Read the Rodin quote to the class.

Explain that Rodin's statue has inspired many other artists over the years. Draw students' attention to Kobra's version in their books.

Divide students into pairs. Conduct the activity in the Student Book.

Suggested Answers

- The tension in the muscles and the way he is sitting with his head down portray a person who is dealing with internal conflict.
- Other physical signs of internal conflict could be fatigue, difficulty sleeping and changes in weight.
- Rodin's work is a statue, while Kobra has created a mural. The statue is shaped by Rodin's hands, whereas the mural is created using paint. Unlike the bronze statue, the mural is very colourful and vibrant. They both show the physical tension of someone with an apparent internal conflict.

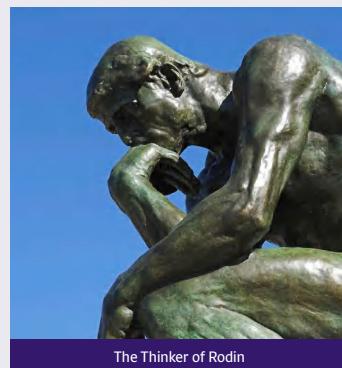
5 Read the text below and, then with your partner, answer the questions that follow.

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

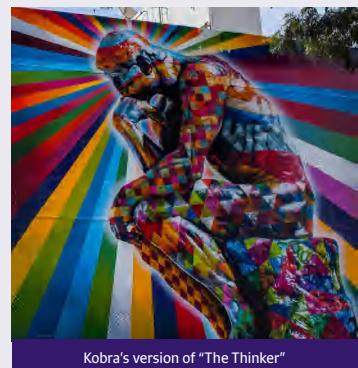
As we have seen, internal conflict can arise for a variety of reasons and can be anything from a brief moment when we feel uncomfortable because we cannot make the right decision to something far more serious. A person who suffers from internal conflict for a long period of time can start to feel some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

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

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



The Thinker of Rodin



Kobra's version of "The Thinker"

KEY FACT

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

6 Think!

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

**Activity 6 (5 minutes)**

Close the class by giving a short reflection on the lesson, drawing on what they have learned throughout. Students will now be able to apply the concept of conflict into everyday life. The issue of morals can also be identified.

These five minutes will be allocated for questions students may have regarding this topic. Facilitate a discussion around the two questions.

Suggested Answers

- Every day, we have to make decisions. Making the right choice causes internal conflict, as we weigh up the pros of cons of each possible decision.
- Identifying our internal conflicts helps us to deal with them successfully.

Key Skills (Head, Heart, Hands)

- Reading
- Higher order questioning
- Literacy skills
- Building vocabulary
- Social skills
- Analysis
- Abstract thinking
- Empathise
- Sympathise
- Public speaking
- Confidence building skills
- Autonomous learning
- Writing
- Drawing and artistic skills

Evaluation/Reflection

Daily AfL Strategies: Create a word bank of all keywords through the unit that students can use when they are unsure about the meaning of a word. At the beginning of every class, begin the lesson with five minutes of recap and questioning.

Ask students all to stand up. Go around the room asking them to define in their own words the words, phrases and terms in the word bank. When they give a good, well-explained answer, thank them and praise their work.

Use a series of graphs to organise students' thoughts and recap from previous lessons, using key ideas and notions.

When written activities are completed, the students pair/ team-up and swap their written work with one another. They must correct the work of their peers.

Lesson Objectives

- Recognise the signs of internal conflict.
- Identify ways to deal with internal conflict within yourself or in others.

Required Materials

- White board and marker
- Small space for role-play performance

Learning Outcomes

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

Activity 1 (5 minutes)

Remind students of the Rodin statue in the previous lesson. Explain that we know the thinker is experiencing an internal conflict because of his body language.

Ask students if they remember what body language is. Ask them to write a definition in their Student book. Listen to some suggestions. **Then explain that body language is the way in which we move our bodies according to our emotions and feelings without us being aware of it.**

Explain that if we are able to read a person's body language, we can develop empathy for them. Ask students to write a definition of empathy in their Student book. Ask students to share their definitions.

Explain that empathy is the ability to understand and relate to the feelings and emotions of another person.

Emphasise that it's important to be able to read body language so that we can empathise with others.

Now ask students to look at the images and imagine what each person is experiencing. Listen and discuss all suggestions.

Lesson 2

Managing Internal Conflicts

Learning Outcomes

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

Vocabulary

Body language

Empathy

Peer pressure

Identity

1 Complete the activities below.

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

Body language is:

Empathy is:

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



KEY FACT

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

Suggested Answers

Image 1:

The woman might have a headache, or she is hearing high sounds...

Image 2:

The woman is angry, maybe because of the way another person is driving or because of something that has happened that day.

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

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



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

Body language	The ways in which we move our bodies according to our emotions and feelings without us being aware of it (subconsciously).
Empathy	The ability to understand and relate to the feelings and emotions of another.
Peer pressure	Strong influence from your friends, colleagues or classmates to try to force you to take a particular stand or action.
Identity	Your sense of who you are and what you are; what makes you unique as a person.

Suggested Answers

- This boy is having a crisis of confidence. It often happens with teenagers in school. They begin to feel greater academic pressure and if they are also facing pressure to perform from home, this can lead to loss of confidence in their ability to keep up. He can manage his conflict by organizing his time better, doing less activities and more studies. He could also try to improve his self-confidence and believe in himself more. On our moral compass, this character can go in the direction of: being organized, self-confidence, motivated, responsible.
- This young man is suffering from an identity crisis. He feels out of place. He also feels he should be doing something different with his life. Part of the reason he is in this situation is peer pressure. He can benefit from his time in this place and also decide to move forward. He can stop dwelling on his unhappiness and decide to continue his studies as it is never too late to follow a dream. On our moral compass, this character can go in the direction of: positivity, perseverance, resilience, and progressiveness.

Activity 2 (15 minutes)

Divide students into pairs. Ask students to carefully read each example and imagine they are in the character's shoes.

Remind them of the importance of empathy and remind them of their moral compass. Make sure students remember that when we are facing an internal conflict, we find our true north (the right direction) on our moral compass and follow the values indicated there. Instruct students to spend five minutes reading and discussing each scenario before answering the questions. When students have answered the questions, ask them to share their answers with the class.

- c. Feeling inadequate and unable to keep up with school work. Fear of failure. Fear of being uncool or unpopular. Feeling self-conscious.
- d. Growing up is hard because we have more responsibility. We are not little children anymore. When we are growing up, everything changes, and change is often frightening because we don't always know what is coming next.

Deduce with students the idea of hidden internal conflict. Ask students to write a definition in their Student book, and then ask for answers. Explain that hidden internal conflict is the conflict in which we struggle with but is not visible to others.



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

Hidden internal conflict is:

.....

.....

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

.....

.....

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

.....

.....

- c. **What are the main internal conflicts facing teenagers?**

.....

.....

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

.....

.....

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

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



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

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

Activity 3 (10 minutes)

Read the introduction to the activity to the class. Ask students what emotions they feel when something is not as good as they expected. Write suggestions on the board. Suggestions might include disappointment, anger, sadness and fear.

Ask a student to read out the examples on the board to the class. Ask students if they have any other suggestions.

Then ask students to spend five minutes reading the passage carefully and considering the questions.

Suggested Answers

- Situations when the student felt an internal conflict: he didn't get picked for a school team (feeling: frustration), plans for an outing were cancelled at the last minute (feeling: disappointment) , or he didn't do as well in exams as he hoped (feeling: losing self-confidence) .
- She feels lonely a lot of the time.
She's disappointed because her life has not improved after moving.
She's envious of the people she sees on social media.
She is embarrassed to ask to join the others.
- Tell her you sometimes feel lonely too.
Explain that when you post happy photos on social media, it's not really the whole story of your life.
If you feel lonely, try to reach out to someone because they might be lonely too but are too ashamed to say so.

Then ask students to share their thoughts with the class. Point out that students should share only if they feel comfortable doing so.

Activity 4 (10 minutes)

Peer pressure is one of the biggest stress factors facing teenagers. Discuss different forms of peer pressure – getting the latest laptop or phone to be on trend, getting involved in activities you know are wrong just because it's cool. Divide students into pairs and ask them to read the text and discuss the questions.

Ask each pair to share their solutions and conclusions.

Suggested Answers

- Sara and Mona can suggest to the group that they go to the ice cream place at the mall after class. They can try to persuade the group that skipping class will have negative consequences.
- Sara can remind Mona that education is the most important thing.

Ice cream can wait.

The cool group can wait.

Skiping class is not cool.

She can suggest to Mona to go to the ice cream place after school.

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

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

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

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

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

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

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

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



Suggested Answers

Be honest.

Be responsible.

Have dignity.

Be compassionate.

Be resilient.

Express yourself.

Don't bottle up your feelings.

Seek help from your teachers, friends and family.

Try to engage in activities that will take your mind off your conflict, for example sports, music, watching a film...

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

Internal conflicts can sometimes be caused by external conflicts.

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



Where to play?

- How can the writer deal with this internal conflict?

Suggested Answers

Being a good friend of both, the writer could use his relationship with Rafi and Marwan to help them reconcile.

After trying more than once, if the two friends won't reconcile, then the writer might want to stay where he is and not move to the other team. Another answer could be that the writer would take sides with the friend that he is closest to.

Key Skills (Head, Heart, Hands)

- Empathetic intelligence
- Thinking skills
- Literacy
- Body language
- Reading
- Analysis of photos and colour
- Social skills
- Empathy
- Sympathy
- Writing

Activity 6 (5 minutes)

Ask students to read the text. Have a discussion about the story and how such a conflict between friends can often have repercussions for their other friends.

Differentiated Learning

For Beginners

Ask students to explain what the internal conflict is that the writer is experiencing. (He doesn't know what to do, to stay with Rafi or go with Marwan?)

For Advanced Students

Ask students what we call the cause of this conflict. (It is an external conflict between his two friends that caused the writer's internal conflict.)

Lesson Objectives

This lesson introduces students to external conflicts that arise between individuals and groups at home and at school. Students explore the causes of such conflicts in the context of realistic and real events, including texts, roles, scenarios, etc.

Required Materials

- Sheet of A4 paper
- Whiteboard and marker
- Optional: individual whiteboards and markers for students

Learning Outcomes

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

Lesson 3

External Conflicts

Learning Outcomes

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

Vocabulary

External

Resolution

Bullying

Domestic

1 Read the description and answer the question that follows.

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

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



Conflict

Activity 1 (5 minutes)

Remind students that in the last lesson they explored internal conflict. Check that students remember that internal conflict occurs inside a person.

Explain that today you're moving on to external conflict. Read the definition in the Student book. Emphasise that while internal conflict happens inside a person, external conflict happens between people. Check that students grasp the difference.

Ask students to give examples of external conflicts. Prompt them to look at the photo for a clue. Write the suggestions on the board.

Suggested Answers

- Conflicts with siblings, parents, friends or neighbours.

Point out that external conflicts can also take place at school. This will be the focus of the next activity.

2 Complete the activity below.

External conflict can occur between classmates at school.



Conflict at school

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

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

Write your answers on a sheet of paper.

External	Something that is on the outside.
Resolution	A solution to a problem, or an agreement to end a conflict.
Bullying	Aggressive, unpleasant or intimidating behaviour that aims to make a person feel frightened.
Domestic	Involving the home or the family.

Activity 2 (5 minutes)

Remind students that external conflicts can occur between classmates at school.

Give each student a blank sheet of paper.

Ask students to think about a time they had a conflict with a classmate. Ask them to study the questions in their Student book, and then write their thoughts on the sheet of paper.

Point out that this is an individual activity. Students will not be asked to share their thoughts, as this may make some students feel uncomfortable. Instead, students keep their sheets of paper.

Activity 3 (15 minutes)

Read the introductory paragraph. Emphasise that bullying is a particularly upsetting form of external conflict for people.

Explain that students are going to examine two examples of bullying and share their thoughts.

Ask a student to read the first scenario. Facilitate a five-minute discussion around the questions.

Scenario 1

Suggested Answers

- Emily feels powerful and in control when she bullies the younger students. Maybe she was bullied when she was younger. Maybe she has no friends of her own age and she feels unhappy because of this.
- Noor and Alan feel afraid and powerless.
- The other children feel sorry for the younger children. They are annoyed with Emily for treating them badly. However, they are probably afraid of her too and relieved that she is bullying Noor and Alan and not them.

Then ask another student to read the second scenario. Again, facilitate a five-minute discussion around the questions.

Scenario 2

Suggested Answers

- Firas is probably a better football player than Hani, and makes him feel jealous.
- Firas should tell an adult about what is happening to him.
- Firas probably feels very unhappy and lonely.

Emphasise that schools do not tolerate bullying in any form. Point out that all students have a role to play in preventing bullying.

Ask students what steps they could take to prevent bullying in their school. Ask students to share their suggestions with the class. Write the suggestions on the board.

Suggested Answers

Give support to students who are being bullied. Get all the students to sign a pledge not to become a bully.

Report bullying behaviour that you witness to your teacher.

If you are being bullied, tell your parents or guardian.

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

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

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

Scenario 1

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



Emily and Alan

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

Scenario 2

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



Firas

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

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

-
-
-
-
-

If your friend is a bully, tell them that you don't want to be friends with them anymore.

Aim to summarise the suggestions into five steps that all students agree to take to prevent bullying in the school. Examples of five steps the students might suggest:

- Watch out for each other and see if anyone is being bullied.
- Speak to the teacher immediately.
- If someone is being bullied find out who the bully is.
- Tell the bully you don't want to be friends with them.
- Tell the bully that picking on people who are weaker than them does not make them strong or clever.

Perhaps ask students to vote on the list of suggestions to select the top five. Write the five agreed steps on a sheet of paper (or print them) and display it in the classroom as a reminder of the students' commitment to prevent bullying.

Once students have completed the activity, explain that conflict can also occur at home.

4 Read the text below and then answer the questions.

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

Examine each scenario and discuss the questions with your partner.



Scenario 1

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

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

Scenario 2

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

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

Scenario 3

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

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

Activity 4 (15 minutes)

Read the introductory paragraph from the Student book. Check that students understand the word "domestic". Ask for suggestions, and then explain that domestic means "within the home".

Divide students into pairs. Explain that they are going to examine three scenarios, and answer the questions on each scenario. They should spend no more than three minutes on each scenario.

At the end of the activity, ask three pairs to share their thoughts. Each pair should talk about a different scenario.

Suggested Answers

Scenario 1

- You would feel embarrassed because your parents are criticising you in front of other people. You would also feel upset because they are angry with you.
- You should apologise to the lady and to your parents. And you should promise them all that you'll be more careful with your food.

Scenario 2

- You would feel worried about your sister because you forgot to collect her. And you'd feel disappointed because you'd annoyed your parents. Also, you'd feel sad because you were grounded.
- You should first apologise to your sister. Then you should promise your parents you won't make a similar mistake again. And you should accept your punishment without complaining. You could use the time you're grounded to help out with the household chores.

Scenario 3

- You would feel sad because you had disappointed your parents. You'd also probably feel sad about failing the test. And you might feel angry because you can't play with your friends.
- You should first apologise to your parents for failing the test, especially when you knew how important the test was to them. Then you should examine your test results in detail to see what areas you need to improve in. And you should use your time to study harder.

Activity 5 (15 minutes)

Explain that in times of conflict, whether internal or external, we need support from others.

Divide class into pairs. Explain to the students that a parachute is a device made from cloth which fills with air and enables a person attached to it to descend slowly when dropped from an aircraft and land safely. The person who folds the parachute after each use must check it for faults and ensure that it will work the next time it is used. It's a position of great trust.

Ask students to read the article and answer the questions.

After students have shared their thoughts, explain that we all need people to pack our parachutes for us, ie people who we can trust and who will look out for our best interests.

Suggested Answers

- 'Pack your parachute' in this context means literally that the person who packed the parachute was the most important person in Plumb's life because his survival depended on him.
- Plumb probably could not sleep because he felt bad that he had not recognised the importance of the man's role .
- The sailor was probably very proud to have played such an important part in saving Plumb's life when his plane was shot down.
- Plumb probably felt scared sometimes during the war but he would have had to hide that from others. He was probably worried about his family at home and what would happen to them if he did not survive.

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



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

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

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

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

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

- What do you think 'pack your parachute' means in the context of this story?**
- Why do you think Plumb couldn't sleep after meeting the sailor?**
- How do you think the sailor felt after meeting Plumb?**
- What internal conflicts do you think Plumb experienced while taking part in the external conflict in Vietnam?**

6 Who Packs YOUR parachute?

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

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



Key Skills (Head, Heart, Hands)

- Higher order questioning
- Reading and literacy
- Problem solving
- Organisation skills
- Empathy and sympathetic skills
- Conflict resolution
- Honesty
- Confrontation
- Writing

Evaluation/Reflection

Play a film in class of a conflict scenario and ask the students to comment on the conflict and suggest a resolution for it.

Another way students could be assessed is writing their own scenarios and questions to go along with them and swapping with their classmates.

After this lesson there should be very little conflict in the class because the students are aware of it. Keep a close eye on the behaviour of the students for a true evaluation of how effective this lesson has been.

Differentiated Learning

Differentiation can be implemented where there is more than one scenario. Weaker students may not have the competency to complete more than one in the time allocated, so they can do one. When more advanced students are finished with their first scenario response, they can move swiftly on to the next one.

Each piece of text is accompanied by a photo or colourful illustration for more visual learners to gain an insight. This provides a better, more comprehensive understanding.

The optional use of small individual whiteboards allows kinaesthetic learners to gain practical learning skills.

Activity 6 (5 minutes)

Remind students that the sailor packed Plumb's parachute and saved his life.

Ask students to consider who packs their parachutes. Who helps them to cope with their internal and external conflicts?

Suggested Answers

Parents, teachers, friends, people who serve them food, bus drivers, etc.

Read the text in the Student book. Ask students to make a special effort over the next week to thank those who pack their parachutes.

Lesson Objectives

In this lesson students explore ways of dealing positively with conflicts and acquire the basic skills for that. This lesson also explores the impact of external conflicts on the lives of individuals.

Learning Outcomes

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

Lesson 4

Managing External Conflicts

Learning Outcomes

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

Vocabulary

Support

Impact

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

How do you react to conflict?



a. How do you think this conflict will end?

Activity 1 (5 minutes)

Remind students that conflicts can take many forms: internal, domestic, and international.

Ask students to examine the photo.

Facilitate a discussion on the question.

Suggested Answers

These are most likely two colleagues in an office, or a teacher and a student in a university.

Answers to the way their conflict will end may vary. For example, the two people may have a disagreement and never be able to resolve it or they will find a way to end this conflict.

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

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

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



Apple farmer

Support

Give encouragement or assistance.

Impact

The effect somebody or something has on another.

Activity 2 (10 minutes)

Ask students to read the text. After discussing what problems and conflicts the farmers face, divide students into pairs. Ask them to complete the activity. Ask each pair to share their replies.

Suggested Answers

- This is an economical conflict because it affects the personal economy of the farmers and also it affects the economy of the country.
- It is a positive collective support. The initiative to help those farmers came up from one of the citizens and it was supported by all the people.
- If I pass by an economical conflict I will
 - Economize my expenses. Stop buying unnecessary things and accessories.
 - Lead a low profile life until things get better.
 - Try to find something to do using my skills in order to raise money.
 - Work harder.

Activity 3 (15 minutes)

Ask students to read the story of the woman who experienced Hurricane Katrina.

Have a discussion about natural disasters. Then ask the students to answer the questions in the Student book.

Students research on volcanoes, hurricanes, earthquakes, tsunamis. And share them in class.

Suggested Answers

- She took all the precautions that she could by moving out of her home and going to a safer place. Then at the end of her story, the writer says that she is moving from this area where hurricanes are very common.

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



Wreckage after Katrina

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

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

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

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

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

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

4 Read the text below and answer the following questions.



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

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

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

Activity 4 (15 minutes)

Explain to the class that conflicts can arise from changes that happen as a result of progress or development.

Ask them to read the text, then divide the class into two groups, one in favour of the new road and one opposed to it.

Now ask the students to discuss the questions and a different spokesperson from each group suggests answers.

Suggested Answers

- The group that supports the plan should state what the benefits will be from this project. The group against will point out the disadvantages.
- A compromise might be suggested – where the road goes ahead but the route is changed to avoid as much of the forest as possible.

Differentiated Learning

For Beginners

Allow the students in each group to list the advantages or disadvantages of the project. They can write them on a piece of paper as the basis of the group role-play.

For Advanced Students

They will analyse the points listed by the beginners and have a summary and conclusion of the final decision of the group.

Activity 5 (10 minutes)

Read the text with the students. Explain that the war in some countries in the world is creating an external conflict affecting individuals, especially children. Ask students to read the questions and have a discussion around the answers.

Read the Key Fact and discuss with students the reason for having such a day. Make sure they understand that this day is special for children around the world, to help find their worries and the threats they go through allowing authorities to manage those issues.

Suggested Answers

- a. The impact of the external conflict on children is a challenge on security, safety, poverty, hygiene, health, and education. It is affecting children physically and psychologically.
- b. Children's Day allows them to speak up and say share their concerns with authorities that help them. They express their worries and organizations like UNICEF can help by finding solutions to their issues.

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

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

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

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

KEY FACT

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

6 Answer the questions below.

Consider an external conflict that affected you.

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

Key Skills (Head, Heart, Hands)

- Reflective thinking
- Conflict resolution strategies
- Reading
- Application of prior content knowledge
- Social skills
- Public speaking
- Visual recognition
- Hypothetical resolution
- Empathy
- Non-judgmental thinking
- Social skills
- Public speaking
- Confidence
- Building skills
- Writing
- IT skills in DLO

Differentiated Learning

This lesson is differentiated by the use of language and photographs that accompany text to provide the learner with visual context.

Evaluation/Reflection

Activity 6 can be used for reflection and AfL.

Activity 6 (5 minutes)

Explain to students that external conflicts can also lead to internal conflicts. People have to use their moral compass to think about how they react to external conflicts.

Ask students to spend five minutes reflecting on the questions in the Student book.

Ask students to share their thoughts, if they feel comfortable doing so.

Unit 5 Dealing with Conflict**Lesson Objectives**

The lesson deals with ways of resolving conflicts.

Required Materials

- Sheets of A4 paper

Learning Outcomes

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

Lesson 5**Resolving Conflicts****Learning Outcomes**

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

Vocabulary

International

War

Global

Migration

Refugee

1 Look at the image below and answer the question.

Knots are like conflicts!

Can we untie knots?

Activity 1 (5 minutes)

Start the lesson by reminding students of internal and external conflicts. Ask them if one should resolve conflict and why. Encourage students to talk about how life gets difficult when one is facing conflict and how much happier one can be when they manage and resolve conflict.

Ask students to look at the image, ask them what is similar between a knot and a conflict.

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

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

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

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

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

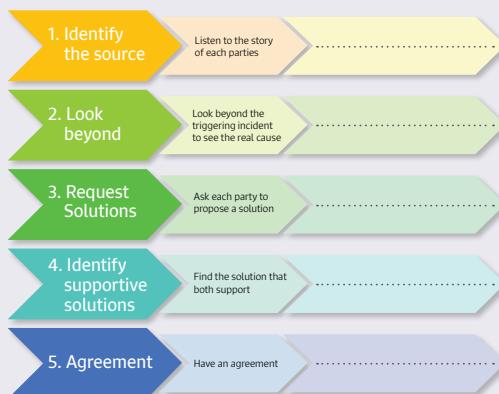
Step 3: Request solutions. After getting each party's viewpoint on the conflict, the next step is to get each to identify how the situation could be changed. As mediator, you have to be an active listener, aware of every verbal nuance, as well as a good reader of body language.

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

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

This mediation process works between groups as well as individuals.

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



International	Involving two or more nations or countries.
War	A conflict that leads to armed military confrontation.
Global	Involving more than one place or country.
Migration	The movement of people from one area to another.
Refugee	A person seeking refuge, shelter or protection from natural disaster or conflict.

Activity 2 (15 minutes)

Read the text with the students. Discuss how conflict can arise daily and with different people and places. Ask students for examples of conflicts. Answers will vary from conflict at home between siblings, children and parents, at school between friends, at work between colleagues, and even between countries.

Ask students to look at the info graphic. Read the first two columns with the class then divide them into pairs. Let each pair answer the question then share the answers with the class.

Suggested Answers

- What happened? How did this incident begin?
- What do you think happened here? When do you think the problem between you first arose?
- How can you make things better between you?
- Do you agree to this solution?
- What action plans will you both put in place to prevent conflicts from arising in the future? What will you do if problems arise in the future?

Activity 3 (15 minutes)

Tell students that the five steps to resolve a conflict are essential, but there is always a certain behaviour or strategy in doing so. Ask them to read the text and then have a discussion on each strategy. Explain that one might change strategies according to the conflict itself. You might want to give examples that happened in class.

Ask students to answer the questions in their books.

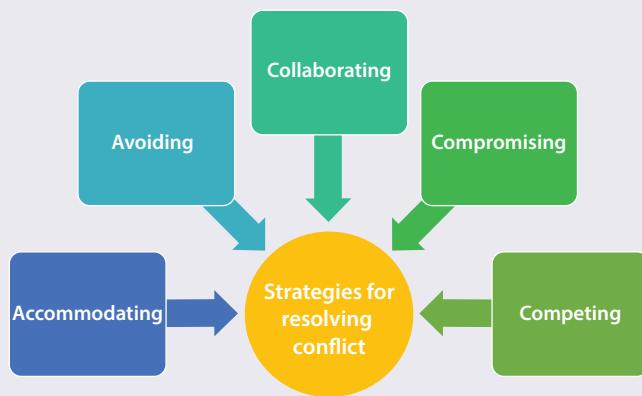
Suggested Answers

Students might have various replies because strategies are personal. The importance is that they do find a strategy to deal with conflicts. However, you might want to encourage them to use the following according to each question:

- Accommodating and tolerance
- Collaborating
- Compromising
- Competing
- Avoiding

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

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



Accommodating

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

Avoiding

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

Collaborating

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

Compromising

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

Competing

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

How would you react to the following conflicts:

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

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

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

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

	Assertive	Cooperative
Accommodating
Avoiding
Collaborating
Compromising
Competing

Activity 4 (10 minutes)

Explain to students the meaning of assertiveness and cooperative. Tell them that being assertive is being sure of what one wants, being bold and confident. Being cooperative is more about being collaborative, helpful and indulgent. Remind them of the five strategies of resolving conflict. Tell them that each of the five strategies shows a certain attitude.

Divide students into pairs and ask them to fill in the table.

Suggested Answers

	Assertive	Cooperative
Accommodating	No	Yes
Avoiding	No	No
Collaborating	Yes	Yes
Compromising	Medium	Yes
Competing	Yes	No

Activity 5 (10 minutes)

Divide students into pairs. Ask them to study each situation, think of what has to be done and state which strategy will be used.

Differentiated Learning

For Beginners

They will find how to resolve the conflict.

For Advanced Students

They will categorize the strategy.

Suggested Answers

1. A decision should be made immediately and a quick action is important. Go to the hospital. (Competing)
2. The issue is of moderate importance to you and not worth being firm. Your friend's case is more important. (Compromising)
3. One issue is trivial (the headache) and the other is more pressing. (Avoidance of the headache).
4. Combine both, have the research about museums. (Collaborating)
5. He wanted to 'keep the peace'. (Accommodating)

Activity 6 (35 minutes)

Take five minutes to recap with the students about resolving conflict. Remind them that there are two aspects to managing and resolving conflict: the five phases and the five strategies. Divide the students into groups of four or five, read the choice of conflicts that are in the Student book, then let each group choose one story. Groups may have the same story.

Ask them to plan their activity according to the steps written in their book and then start filling the tables. When they are done, have each group role-play their story in front of the class.

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

1. A fire erupted at home and one of the family members is burnt.
.....
2. Your friend is in pain and he cannot go to the movies with you to watch the latest film.
.....
3. The man has a headache but he has to run to catch the train or else he will have to wait till the next day for the next train.
.....
4. The English teacher assigned for us an important research session on the same day that the History teacher planned a visit to the museum.
.....
5. Everyone wanted to eat pizza except Malek. He ended up eating one happily.
.....

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

Use the following steps in your activity:

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

Differentiated Learning

For Beginners

Beginner students may find it easier to come up with the questions for each stage of the conflict. Encourage them to think about the specifics of the conflict and what questions could help tease out the dynamics of the conflict.

Beginner students could also suggest solutions for the conflicts, without categorising them.

For Advanced Students

Advanced students could focus on finding solutions to the conflicts and categorising them.

The 5 phases	The questions

The 5 strategies	The behaviour

The conflicts:**Story 1**

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

Story 2

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

Story 3

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

Suggested Answers

The 5 phases	The questions. Story 1	The questions. Story 2	The questions. Story 3
1. Identify the source	Where does each person want to go?	Why are you fighting?	What do you think the funds should be spent on?
2. Look beyond	Why does each person want to go somewhere different?	What kind of relationship did they have? Was their competing to be the first in class a minor source of this fight?	Why is this facility important?
3. Request solutions	If you could plan the holiday, what would you do?	Who should pay for the new phone?	How could the funds be distributed among the facilities?
4. Identify supportive solutions	Which solution appeals to each of you?	What are the different ways the phone could be paid for?	Which of these funding plans is most effective?
5. Agreement	Do you agree with this travel plan? Will you discuss again next year for your next holiday?	Do you agree to the plan for the phone?	Do you agree with this funding plan?

The 5 strategies	The behaviour. Story 1	The behaviour. Story 2	The behaviour. Story 3
1. Accommodating	Two brothers agree to let the other brother decide.	Ghulam agrees to buy a new phone.	The students decide to invest in the gym.
2. Avoiding	The brothers hope their parents will decide.	Latif asks his parents to buy a new phone and then decide who'll pay for it.	The students ask the school managers to decide how to use the funds.
3. Collaborating	The brothers work together to come up with a holiday plan for this year and the next two years.	Ghulam and Latif agree to shop for a new phone and agree a way to pay for it.	The students and managers work together to decide how to invest the funds.
4. Compromising	The brothers agree that they can't go to all three places, and see if they can find somewhere they all agree on.	Latif agrees to contribute to the cost of the new phone.	The students decide to split the funds among the gym, the library and the computers.
5. Competing	The eldest brother announces that he is the one who gets to decide.	Ghulam is stronger than Latif, so Latif agrees to pay for the phone.	The students who want the money invested in gym facilities demand that this happens as they are in the majority.

Moral Education in Action

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

Rationale for Moral Education in Action

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

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

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

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

Planning

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

Unit 6

Moral Education in Action

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

Introduction to Moral Education in Action

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

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

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

Before deciding on the action project that you would like to embark on it is important that you take some time to step back and plan for the project.





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

Here are some helpful questions to guide planning:

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

Ideas for Moral Education in Action

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

Differentiated Ideas for Moral Education in Action

Voluntary work: Volunteering can play an important role in building a cohesive community, because volunteers learn to consider things from different perspectives and gain new experiences and insights. Grade 8 students could have a volunteering focus to the work in their action project this year and embed structures in their school to help people less fortunate than themselves. Slots on the timetable that are usually reserved for Moral Education lessons could be set aside for going beyond the school walls and volunteering time in the local community. Is there a civic or communal organisation that needs support? You could work in tandem with the student council to arrange for sessions where you can reach out persons in needs and offer them useful services. Do a needs analysis of your community and see where your efforts would be best targeted.

Guest speaker: Moral education is all about listening to the experiences and perspectives of others. Is there an inspirational speaker in your local area whom you can invite in to address your class? Perhaps they are someone who has shown great personal strength to overcome adversity in their life? Or maybe they have dedicated their time to advocate for the rights of others? It might also be interesting to invite local politicians or public servants in to talk about their vision of community and society and how best young people can get involved in decision-making processes. You could stay in touch with your guest speaker after their visit to the school, and send them links to your newsletters or updates about any other events you might organise.

The Action
Once you have decided on your project, together with your classmates you should brainstorm the following questions

What is the specific aim of the project?

How are you going to get it on the agenda of the relevant decision makers?

How can you encourage the rest of your school to get on board?

How are you going to encourage the public to make a change for the better?

What kind of follow-up plans will help to really maximise change?

Ideas for Action Project

1. **Voluntary work:**

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

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

2. **Guest speaker:**

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

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

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

Reflection

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

Showcase Event for Your Parents

Now that you have undertaken the project work, you will want to update your parents about your progress! Along with the rest of your class you will plan a showcase event. Below are some ideas for organising a showcase event for them:

- 1. Design:**
 - With your class and teacher, choose the space and venue for your showcase. (your classroom or the school hall).
 - Plan how you will design the space.
 - You could represent the flags of all the countries of people in your class.
 - You could design a 'name wall' where everyone writes their name.

- 2. Display:**
 - Ensure that everything that you have learned from the action project is visually represented.
 - Include posters or other graphical representations of the work that you have done.
 - Set up a self-running slideshow of photos that were taken during your action project.

- 3. Engagement:**
 - Prepare questionnaires.
 - Prepare quizzes for parents to attempt.
 - Conversation starter sentences to start dialogues.

- 4. Think:**
 - Define the best ways through which you can communicate the new knowledge you have acquired and the skills you have developed as a result of this project.

Parental Showcase

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

Guide the students in planning their showcase event:

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

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

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

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

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

Other Dissemination ideas

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

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

Other Ideas for Sharing Your Action Project

You may decide that you would like to share what you have learned through the action project in alternative ways to the showcase event for parents. Below are some other suggestions:

- Share the main learning from your project in a school blog or newsletter.
- Summarise the main points of your project in a poster or infographic.
- Take part in a partnership event with a local school that has also completed a moral education action project.
- Contribute to a reflective journal or learning log.
- Use social media to share details of some of your project work, for example a class Twitter account or podcasts.

QUOTE

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

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

Glossary

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

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

Agreement: An accordance or deal after negotiation between parties.

Arish: A traditional house made of palm leaves.

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

Bedouin: Nomadic inhabitant of the Arabian oases and deserts.

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

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

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

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

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

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

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

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

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

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

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

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

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

Constitution: The laws and principles that govern a state.

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

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

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

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

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

Domestic: Involving the home or the family.

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

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

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

Emirate: A political territory ruled by a Sheikh.

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

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

Equity: When things are fair, just and impartial

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

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

External: Something that is on the outside.

Fairness: Justice, giving people their rights

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

Global: Involving more than one place or country.

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

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

Happiness: Feeling joy, satisfaction and reassurance

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

Impact: The effect somebody or something has on another.

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

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

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

International: Involving two or more nations or countries.

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

Justice: A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests.

Knowledge: Information and skills gained through learning and experience.

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

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

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

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

Marginalisation: Treating someone as insignificant.

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

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

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

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

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

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

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

Moral values: The beliefs we hold for virtuous behaviour.

Multiracial: Made up of many races.

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

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

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

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

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

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

People of determination: An honorary designation for "People of Determination", instead of the term "People With Disabilities" which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment; Individuals who suffer from physical, motor or mental disability.

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

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

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

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

Prevention: Protection against diseases, especially infectious diseases.

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

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

Respect for others: Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class)

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

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

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

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

Self-respect: Belief in one's inherent value and worth as a human being; an appreciation of one's positive qualities and skills.

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

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

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

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

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

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

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

Society: A group of communities.

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

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

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

Support: Give encouragement or assistance.

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

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

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

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

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

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

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

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

War: A conflict that leads to armed military confrontation.

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