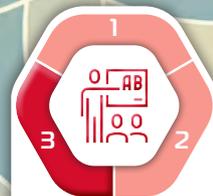




2020-2021

MORAL EDUCATION



Grade
04

Moral Education

Teacher Guide

Grade 4

Volume 3

Second Edition

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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

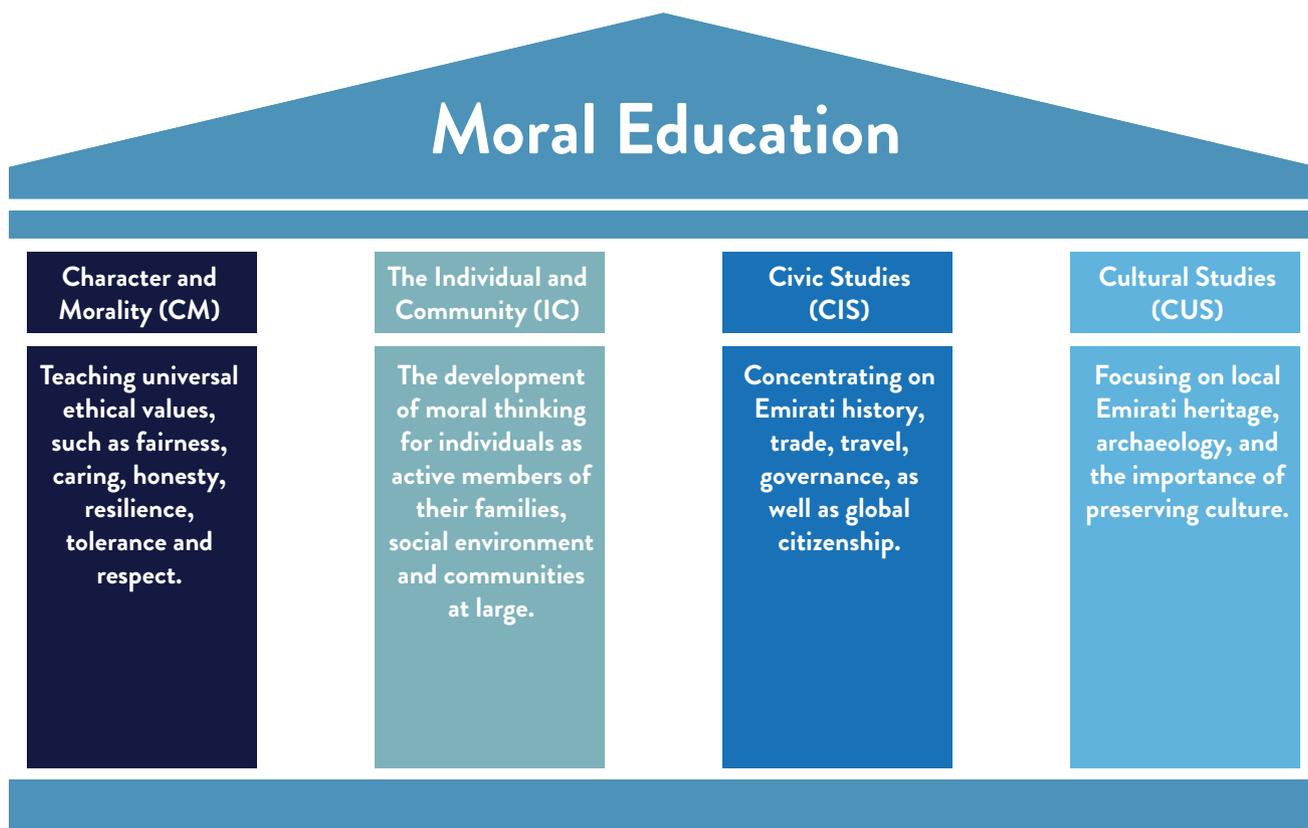
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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

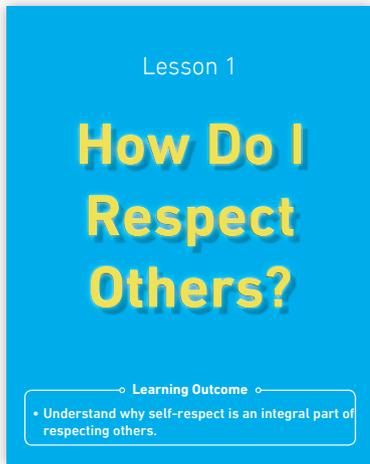
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations,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

Table of Contents

Unit 1

Compassion and Empathy



1 How Do I Respect Others?

2 Mercy, Sympathy and Empathy

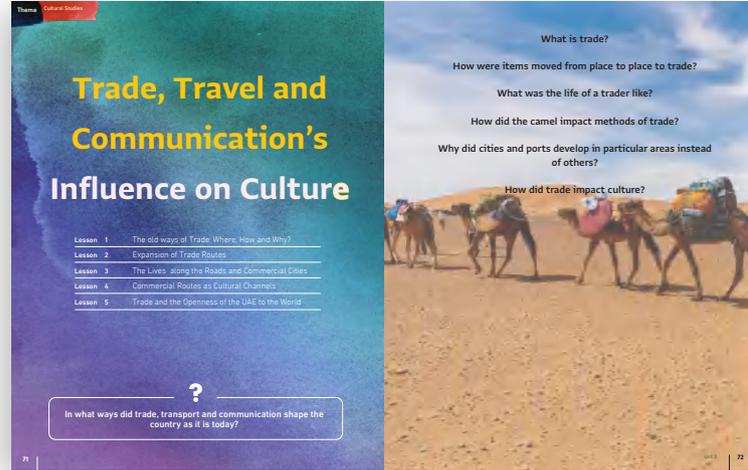
3 Practising Sympathy and Empathy

4 Tolerance

5 Prejudgements

Unit 3

The Impact of Trade, Travel and Communications on the Emirati Culture (Part 1)



- 1 The Old Ways of Trade: Where, How and Why.....
- 2 Expansion of Trade Routes.....
- 3 The Lives Along the Roads and Commercial Cities.....
- 4 Commercial Routes as Cultural Channels.....
- 5 Trade and The Openness of the UAE to the World.....

Unit 5

Helping and Making a Difference



1	Contribution of Individuals	P. 3
2	Making a Difference Starts with an Idea	P. 9
3	Research and Planning for Sustainable Change	P. 15
4	Applying Myself to Tasks	P. 21
5	Finishing Touches	P. 27

Theme: The Individual and
The Community

Unit 5: (IC8) Helping and Making a Difference

Unit Objectives

The aim of this unit is to enable young people to explore the contributions that individuals can make in order to create a better society. They will also explore how to research and plan for sustainable change in the community. And they will consider how they can apply themselves to the task of making the world a better place for those who live in it.

Unit Description

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

Theme: The Individual and The Community

Helping and Making a Difference

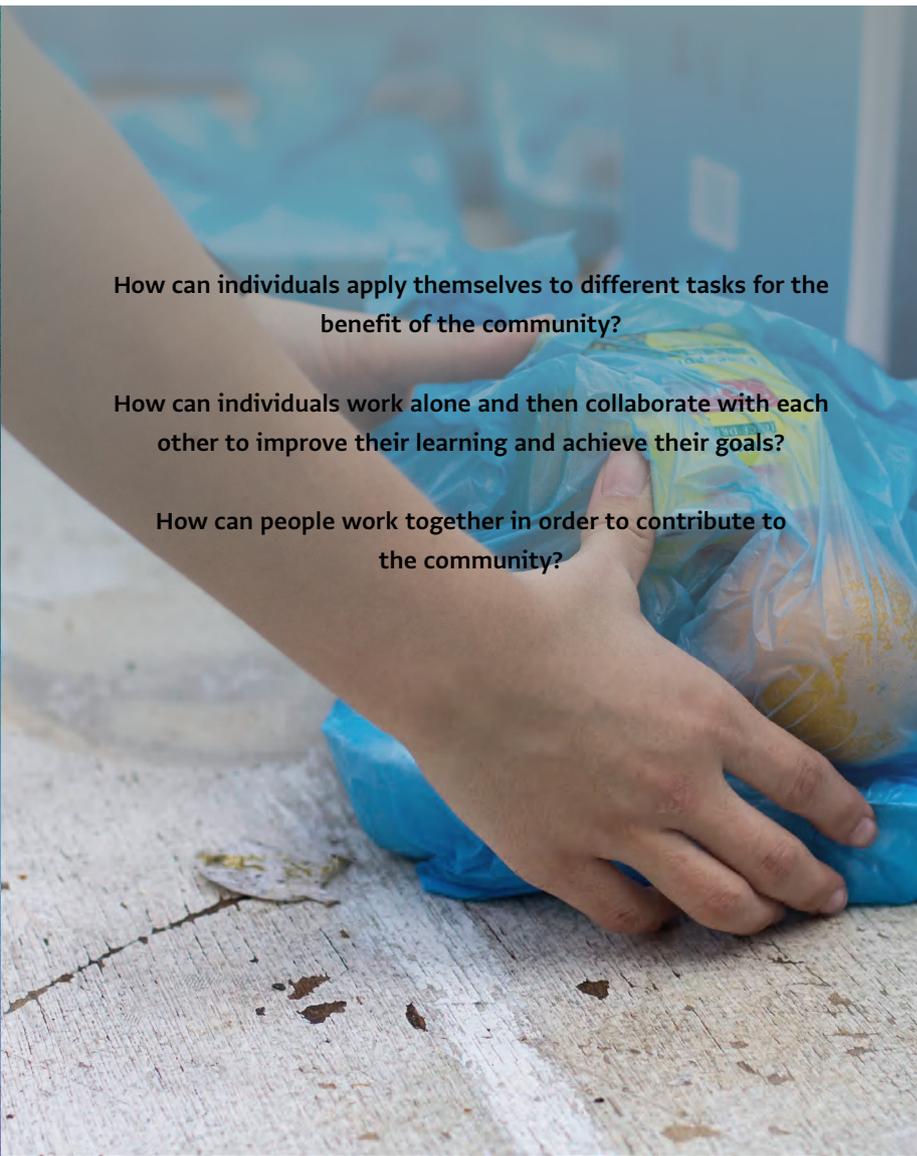
Lesson 1	Contribution of Individuals
Lesson 2	Making a Difference Starts with an Idea
Lesson 3	Research and Planning for Sustainable Change
Lesson 4	Applying Myself to Tasks
Lesson 5	Finishing Touches

?

How can individuals work together to build a better community and society?

Central Question

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



How can individuals apply themselves to different tasks for the benefit of the community?

How can individuals work alone and then collaborate with each other to improve their learning and achieve their goals?

How can people work together in order to contribute to the community?

Exploratory Questions

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

Learning Outcomes

1. Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
2. Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
3. Make a positive contribution in relation to learning, supporting others and community activities.

Lesson Objectives

Explore why helping others is so important not only for those who receive it but also for those who give it.

Required Materials

- Wooden plank
- Two large even-sized books

Learning Outcomes

- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.

Lesson 1

Contribution of Individuals

◦ Learning Outcomes ◦

- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.

Vocabulary

Trust

Respect

Relationship

Good deed

Empathetic

Superior

Inferior

1 Put on the blindfold and turn around three times. Then follow your partner's instructions to make your way through the obstacle course.

When you reach the end, pass the blindfold to your partner. Now, it's your turn to be the guide.

Remember, you can't touch your partner to help them. You must guide them with your voice alone.

Now, let's discuss!


Trust (in a person)

Firm belief in the reliability, truth, or ability of someone or something.

Respect

Due regard for the feelings, wishes, or rights of others.

Relationship

Set of interactions and behaviours that happens between two persons or more.

Good deed

Something kind done for someone, with no expectation of reward.

Empathetic

Identifying with the feelings or experience of another person.

Superior

To be higher in rank or importance.

Inferior

To be lower in rank or importance.

Activity 1 (10 minutes)

Set up the room as a simple, short obstacle course for the students to navigate blindfolded with the help of a classmate. The obstacles should not present any actual danger – a plank balanced on two large books at each end, a pathway between a row of chairs, etc.

Divide the class into pairs. Hand out a blindfold to each pair. They use it to cover their eyes. They turn around three times to help them lose their bearings. Their partner has to guide them using directions such as left, right, step up, step down to navigate the course.

Use the following questions to initiate a discussion about trust and how important it is to be able to put yourselves in the other person's shoes.

Did you trust your partner to guide you safely around the room? Did it help that you knew that your roles would be reversed? Which role did you prefer – the person helping or the person being helped?

Activity 2 (15 minutes)

Ask students to read the story. Then put them in groups of 4 or 5 depending on the size of the class.

Together the groups must come up with ways Ghassan can resolve his two problems of being unhappy with himself and having no friends.

When they have been given time, the groups must tell the teacher what they have come up with and the teacher will either write them on the board or discuss them orally.

Suggested Answers

- a. No, Ghassan's wealth does not earn him any respect.
- b. We respect our friends by playing with them, helping them and supporting them. We respect our teachers by being good students, listen in class and doing our work. We respect our parents by listening to what they tell us, help them at home, being responsible for our work and duties. Mainly we respect ourselves by doing our duties towards all people around us.
- c. Lama shows empathy with Ghassan. She feels his sadness because he doesn't have any friends. She is kind to him, she tells him the truth of how he behaves and gives him a good solution. Lama makes a difference in his life because he promised to change and be a good friend.

2**Read *Ghassan, the Show-off boy*, and answer the questions that follow.**

Ghassan was a very wealthy boy. He lived in a huge house and had a lot of servants and a nanny to look after him. Each day he would go into school wearing the most fashionable designer clothes and with some new fantastic toys that had been given to him. He loved showing them to the class and he particularly liked showing them to the children who could not afford what he had. He would even make fun of other children for not possessing what he possessed. Ghassan had everything! There was only one problem. Despite all his wealth Ghassan was quite lonely. You see Ghassan had no real friends.

One day, he was sitting in the school yard on his own and one of his classmates, Lama, asked him why he looked so sad. He confessed it was because he really didn't have any friends. She sat beside him and explained to him that he made the other children in the class feel quite bad about themselves because he boasted about his wealth and laughed at those who had less than him. Lama explained that he needed to be more empathetic. In other words, try to understand how they felt when he said things to them and laughed at them. He called people offensive and hurtful names and thought that it was OK because he felt he was superior to them. As a result, nobody wanted to be around someone who made them feel inferior. They didn't care about his wealth. They cared about his heart.

Ghassan listened and understood for the first time that the reason he himself was sad was because he had been making others feel so sad. The key to making himself feel better was to be nicer to other people. He resolved to change his ways...



- a. Does Ghassan's wealth help him to gain the respect of his classmates? Why?
- b. How do we show respect to people around us?
- c. How does Lama make a difference in Ghassan's life?

Activity 3 (10 minutes)

Explain to the students that one of the greatest things any of us can do is to do a good deed for another human being. Whether it means offering your love and compassion, or making a charitable donation of time, energy, or money, there are many ways to bring happiness to the lives of others.

Read the text with the students. Check for understanding, explaining any vocabulary terms that they may have difficulty with.

Divide students into pairs. Tell them to discuss the questions in the student book with their partner.

Suggested Answers

- Carmen does the good deed of helping Sandra and other younger children gain confidence with their writing skills.
- Comparing this story with activity 1, is showing how much Sandra trusted Carmen in her task. And also how helpful Carmen was. It is the relationship they had together which shows how good it is that people trust, support and respect each other.

Differentiated Learning

For Beginners

Ask students to think of something they find difficult and would need help in.

For Advanced Students

Ask them to think of what kind of help they can offer to others.

3

Read the text *The Day I Discovered My Talent* then answer the questions below.

How I discovered my talent for writing. My name is Sandra and I want to tell you about something that happened last year that has changed my life forever. Well, one day our teacher told us about a story competition and asked everyone in the class to write a story for it. I felt very anxious. You see, I thought that I didn't have enough imagination to make up a whole story! The other kids in my class seemed very excited but I was too worried about the assignment that I did not talk to anyone. After class, my teacher asked me if there was anything wrong as I seemed very quiet. I felt a bit silly but decided to share my problem.

She told me not to worry and that she had the perfect solution. She told me about a creative writing class in the library for children my age organised by university students who want to help kids like me, who found writing difficult. The following day, I went along with my mother and I met Carmen. She is 19 and studies in the university. She is patient but also very funny and she made me laugh a lot. Together we worked on my story. We used a technique called "brainstorming" which is where you write down lots of ideas in a short space of time. Even if the idea seems crazy you still write it down. After that we choose all the ideas we liked, made a good plan for the story and started writing. In the end I wrote a pretty good story and everyone in my class liked it. Since then I have been writing a lot and I love it. Someday, I might even try writing a book!

a. Is there a good deed in the story? What is it?

b. Compare this story with the first activity that you did today.



With your group, discuss the questions below.

4

- How does it make you feel when you help other people?
- How do you think people feel if you do a good deed for them?
- How does it make you feel if you are unkind to someone?
- How do you think people feel if you are unkind to them?



Activity 5 (15 minutes)

Divide the students into groups. Tell the students about the website **Good Deeds UAE** (www.gooddeedsuad.com).

Select one of the individual stories to tell the students about.

Tell each group to discuss good deeds that they could do for people they know and for their community. Ask for volunteers to share their good deeds.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Communication
- Deliberation
- Problem solving
- Moral reasoning
- Empathy
- Active listening
- Decision making
- Collaboration

Evaluation/Reflection

The teacher assesses the children's ability to empathize and to do good deeds for others.

Listen to the stories about good deeds that other young people in your country have done.

Think about good deeds that you could do for people you know and your community.

Your friend:

Your sister or brother:

Your mother:

Your teacher:

An elderly neighbour:

Your community:



Activity 4 (10 minutes)

Divide the students into groups. Ask them to read the statements in the student book and discuss them with their group.

Ask each group to give the answer to one of the questions in front of the class, explaining the reasons why they reached that answer.

Explain that doing good is beneficial to everyone and creates a better community and a better world. Being kind and nice to someone gives them the confidence to achieve their goals and become better and kinder people who will in turn help other people.

Lesson Objectives

The aim of this lesson is to enable young people to consider what a community is and what elements make a good community.

Required Materials

- Whiteboard and markers

Learning Outcomes

- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Lesson 2

Making a Difference Starts with an Idea

Learning Outcomes

- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Vocabulary

Volunteer

Accessible

Volunteer

A person who freely takes part in helping the community.

Accessible

Able to be reached or entered.

1 Write 3 things that make a good community.
Put your ideas in the speech bubbles.

Suggested Answers

Good schools, affordable homes for a cross section of the community, a place where the police treat everyone fairly, fire brigade, hospital close by, public transport, good roads, safe places to cycle, green areas for children to play, places to go for children to join teams, local shops, local businesses, a market area, a shopping centre, a gym, a prison, a place where visitors are helped (rehabilitated) to stop committing crimes, recycling area, places to cross busy roads, good roads for cars so there's less traffic

Discuss briefly the importance of having the things they have chosen in a community. Prompt the students if they are getting stuck.

Activity 1 (10 minutes)

Begin the class by asking students if they know what a community is.

Suggested Answers

A community is a group of people living in a particular place or having something in common.

Talk about the fact that communities can be neighborhoods, schools, classrooms. Explain that for the purpose of this lesson, we are concentrating on the first definition – people who live in a particular place.

Explain that a good community is where people live in good conditions and get on with each other.

Brainstorm as a class ideas on what makes a good community.

Activity 2 (15 minutes)

Ask students to read the story. Then answer the questions.

Suggested Answers

- a. Harder to move around, need more time to do everything, Need more space, could feel different to others, could feel less confident. Can't go to certain places because there is limited access e.g cinema, buildings without lifts etc.
- b. They could build more ramps and lifts, wider doorways. They should consult people of determination when designing buildings and public spaces.
- c. People can be more patient and stop and help when needed. Ask the person of determination how you can help – don't assume anything.

Ask the students if they think that it is important that the newspaper's seller and Kim share a joke? Why?

Suggested Answers

It is very important because this makes the newspaper's seller help more about having a friendly chat and less about helping. Wheelchair users often complain that people see their case before they see them as people and anything we can do to change this is very important. So, engaging with the person rather than the case is important.

2**Read *Kim's Story* about respect then answer the questions that follow.**

When I was 3 years old, I contracted polio and since then I have been using a wheelchair. People often ask me if my disability stops me from doing things and I say no. Thanks to the people in my community I have seen how sometimes just a little help from another person can make the impossible (or the very difficult) possible for me.

For instance, take my daily commute to the university. When I started last year I realized that I would have to take the bus at rush hour every morning. With everyone rushing to get to work and school I wondered if I would be able to move around.

Thanks to all the great people on my commute the answer was yes. Although it can be a little tricky getting on and off the bus everyone gives me space and is patient if I need more time than the other passengers. Then, there's a path beside a busy road without a ramp on the way from the bus stop to the university gates but there's a man who sells newspapers there and he always helps out. He's very nice and we often share a joke. Once inside the university gates, things get easier but if I do need help there's always someone on hand. In fact, I've made a lot of friends this way and I get invited to a lot of parties. My friends say that I know everyone in the university.



- a. Put yourself in Kim's shoes and think what is the most difficult thing for wheelchair users?
- b. Do you think your town is accessible for wheelchair users? How could town planners make things more inclusive for people of determination?
- c. What kind of things can other people do that might make life easier for wheelchair users?

.....

.....

.....

Activity 3 (10 minutes)

Read the quote to the students and ask them to discuss the questions. Listen to students' ideas, and discuss with them.

Suggested Answers

Sheikh Zayed was happy and proud of all what was built in the UAE. All the buildings, foundations, schools and hospitals, road... And he did believe that these are very important to the community. But to him one thing is more important which is the human being and his spirit. The good spirit of people, their education, ethics, energy, and motivation.

Encourage students to give ideas of how they can be a human spirit in their community.

Tell them that they have all the buildings needed, what can they offer to make the human being more relaxed and happy?

Explain to students that they should be good citizens, polite, respectful, and mostly helpful.

3

Consider the following quote from His Highness Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him:

“

No matter how many buildings, foundations, schools and hospitals we build, or how many bridges we raise, all these are material entities. The real spirit behind progress is the human spirit, the able man with his intellect and capabilities.

”

Within your group, explain what is meant by 'the human spirit'. How can you be a human spirit in your community?



4

Read how some people help their community and answer the following questions.

Helping people makes them happier and makes the community a better place. Some people use their free time in helping others. We call them volunteers. Volunteers help others in our society in all kinds of ways.

They visit older people in the community who might be lonely, they raise money that helps poorer communities and they help disabled people achieve their goals through events like the Special Olympics. But volunteering is not just about giving. When you help others you receive so much in return. Firstly, there's the satisfaction you get from helping another human being and making the world around you a better place. Then, you will meet new people and gain valuable life experiences and skills that might help you find a job in the future. Did you know that many colleges look very favourably onto students who have volunteered?



If you were to volunteer, ask yourself the following:

- a. What do I enjoy doing?
- b. Do I have any special skills?
- c. How much time do I have to offer?
- d. Is there something I'd like to learn?

5

Create a good community

Working in group, create a poster with a drawing of a town.

Think about the things and the people who make a good community and make sure you include them in your drawing.

Activity 4 (10 minutes)

Ask students to read the text. Then ask them if they know anyone who volunteers? What do they do? Why do you think they do it? Would you consider volunteering? Why?

Suggested Answers

Volunteering is good for learning and practicing skills, meeting people, becoming part of the community, contributing to the community, getting life and potential job experience, making a difference to the world you live in.

Now ask students to discuss the question in the student book. The question is a confidence building exercise designed to show that everyone has something to offer.

Activity 5 (15 minutes) optional

Remind the children to plan their drawing before starting.

Use the list of things that make a good community to help with the plan. Encourage students to include people who work in the community such as employees and volunteers.

Suggested Answers

Will include roads, large and small houses, a school, a hospital, a community meeting place, shops and a park or place for children to play sports or relax.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Communication
- Problem solving
- Moral reasoning
- Empathy
- Active listening
- Respect
- Collaboration
- Autonomy

Evaluation/Reflection

Check for understanding a few times during lessons

Give the children a short self-assessment sheet with questions saying:

What have I learned that I didn't know or think about before today?

Why is having a community that looks after everyone in society important?

Was there anything I didn't quite understand?

Lesson Objectives

The aim of this lesson is to enable young people to explore how to research and plan for sustainable change in the community. They will think about how they can apply themselves to the task of making the world a better place for those who live in it.

Required Materials

- Two lined sheets of paper per student
- A3 piece of paper per group, markers

Learning Outcomes

- Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Lesson 3

Research and Planning for Sustainable Change

o Learning Outcomes o

- Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Vocabulary

Charity

Speech bubble

Thought bubble

Charity

An organization set up to provide help and raise money for those in need.

Speech bubble

A bubble with a point in it towards the character who is talking. Inside the bubble are the character's words.

Thought bubble

Often drawn like a cloud with small circles coming from it in a line towards whomever is thinking. Inside the bubble are the character's thoughts.

1 Brainstorm ideas that you can do to help people within the community, in school or at home.

Decide which idea your group would like to do.



Activity 1 (10 minutes)

Through 'Think, Group and Share' brainstorm ideas that the children can do to help people within the community and list them on the board.

How 'Think, Group and Share' works: Ask the children to think of their answers on their own and then group with a small, mixed ability, group of three or four to compare answers.

Suggested Answers

At home

- Visiting an old person's home
- Helping in an animal shelter
- Helping people of determination

In school

- Raising money for a charity e.G. By having a bake sale, getting sponsorship for a sports activity, having a stand at the local supermarket with a charity bucket to collect money
- Raising awareness in a newsletter
- Collect baby clothes and baby equipment for less well-off mothers who need these to support their babies

In the community

- Pick up litter campaign
- Doing a kind act for a neighbour or friend - telling a joke, holding someone's books for them, helping someone if they fall or need a hand, sticking up for someone if they hear something nasty being said to them, complimenting someone, telling someone a joke to try and cheer them up, listening to someone if they are upset and not telling other people afterwards

Activity 2 (10 minutes)

Ask students to take turns reading the text. Remind them that volunteering is where someone helps out or does a job for no money.

Ask students how does volunteering help build communities?

It brings different people together. Then ask how do you think the volunteer benefits from the process?

They meet new people, learn new skills, practice their own skills, become more integrated in their communities, gain experience that might help them find a job.

Now divide students into pairs. Ask them to reply to the question in their book.

Answers may vary. Accept all possible and logical replies and encourage students on doing volunteer work.

2

Read the text *Volunteering in the UAE* and answer the following questions.

Volunteering is one of the cornerstones of society in the UAE and is given great importance by the government. It plays a key part of building a sustainable community and future for everyone. UAE President H. H. Sheikh Khalifa bin Zayed Al Nahyan, may God protect him, has said that he aims “to instill a culture of volunteerism and civic engagement in the younger generations”. Volunteering can take place across all walks of life. As long as you are willing to help others and have time to give, you can be a volunteer. Volunteering not only helps others, it can also be an opportunity to learn about potential careers and acquire new skills. In the UAE volunteers can build a Volunteer Record and even achieve a Volunteer Award which may later help them to get the job they want. 2017 was designated “The Year of Giving” by Prime Minister H H Sheikh Mohammad bin Rashid Al Maktoum, may God protect him. During that year hundreds of thousands of people volunteered to help others and many organizations such as The Special Olympics and FIFA World Cup were made possible with the help of volunteers. A website (<https://www.volunteers.ae>) was set up to match the skills of volunteers with the organizations that needed them. Everyone was encouraged to get involved. By the end of the year nearly 300,000 people had volunteered.



- a. With your partner, discuss what kind of volunteer work do you think you could do?

Activity 3 (15 minutes)

Ask students if they have ever organised a sale?

What do you think is involved?

Suggested Answers

Sale organisation might entail the following: deciding on a date, deciding on a venue, designing posters and/or flyers, getting the products ready, setting prices for the product, organising people to man the stall, having change, having bags and/or boxes for the products, having boxes for the money taken, tidying up afterwards, counting the money, handing over the money.

Ask students to read the story to themselves. Then let them reply to the questions.

Suggested Answers

- She learnt the importance of planning.
- Matching skills to jobs (like Maryam did with Mira), good listening skills so you know what's going on and whether people are happy with their jobs, ability to talk to people, good organisational skills, time management.

3

Read the text *Charity Project at School* then answer the questions that follow.

Recently, my class in school organised a charity bake sale to raise money for the poor. The teacher told me that I would be the project manager of the sale. I didn't know what this meant so she explained that it meant that I would be in charge of making sure all the work got done.

My teacher helped me with this and she showed me how to plan everything. It turns out that lists

are very important for project managers. First, I listed all the kids who like making cakes then I asked them to bake something and I put a tick beside everyone who said yes. Next, I made a list of all the types of cakes people were baking. Then, I asked some of the kids who are good at art to make posters to advertise the sale. After that I thought we were finished but my teacher reminded me that we would also need to think about how we would decorate the cake stall. I nominated my friend Mira to do this because she always knows how to make everything look nice and she really did a great job. I also had to think about signs with prices of all the cakes, bags for people to carry home the cakes and change to give people after they paid for the cakes. So many things!

On the day of the sale I was nervous. Had I forgotten anything? The answer was no – because of all my planning everything went perfectly. My teacher told me I had done an excellent job and that maybe I could think about becoming a real project manager when I grow up.



a. What did Maryam learn from her cake sale experience?

.....

b. When you organise or work with other people on a project what skills do you think are important?

.....

4

Imagine that you are one of the volunteers involved in organizing the World Expo 2020 event. Make a business plan that reminds you of everything you need to do to help make this participation a success.



Details of plan	Getting Our Message to the community
Helping who?
Why?
Date of event	My feelings
Planning period	

5

Design a poster to advertise what you are doing.

The poster can have a catchy slogan, illustrations, speech bubbles, thought bubbles. It should be attractive and colourful and easy to read.



Activity 4 (10 minutes)

Now the students have to find an idea for their project and figure out the best way to implement their idea.

In mixed ability groups, using their Student Books, they must make a plan to implement their chosen action to help the community.

- Guide them through the following list of general questions.
- Who are we trying to help and why?
- How long will it take us to organise this?
- How can we get the message of what we are doing and why we are doing this to the whole school and beyond?
- When can this take place?
- Will this make me feel happy? Why?

They will most likely need more detailed questions and guidance depending on what they are choosing to do.

Activity 5 (15 minutes)

Give the children an A3 piece of paper.

Together the children must design a poster to advertise what they are doing. The poster can have a catchy slogan, illustrations, speech bubbles, thought bubbles, attractive and colourful and easy to read.

Don't forget to communicate the time and the date and the location if these are applicable.

To ensure all relevant information is on the posters write this on the board for the children.

Key Skills (Head, Heart, Hands)

- Imagination
- Communication
- Curiosity
- Problem solving
- Empathy
- Multiple perspectives
- Respect
- Working independently
- Teamwork
- Research

Evaluation/Reflection

Assessing the work of the child.

To assess empathy and understanding of the 'problem' and 'action'

The poems and the posters will help indicate of the child's empathy levels and understanding of the problem and the action needed to be taken.

Lesson Objectives

The aim of this lesson is to enable young people to explore the role volunteers play in our society and the difference volunteers make in peoples lives.

Learning Outcomes

- Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Lesson 4

Applying Myself to Tasks

Learning Outcomes

- Understand the processes of learning and the benefits of accepting help from other people to improve learning; how to work with others to achieve goal, and how to use problem solving to complete individual or group activities.
- Understand how to build relationships based on trust and respect, and use communication skills to maintain relationships.
- Make a positive contribution in relation to learning, supporting others and community activities.

Vocabulary

Nursing Home

Nursing home

A residence for elderly people who need care.

1 Think about a volunteer service in your community. Explain what they do.



Activity 1 (15 minutes)

Divide the class into approximately four groups. Give each group some post-it sticky notes and a marker. Ask them to list as many things as possible that volunteers do. Then to write them on a post-it and stick them on a poster board.

Bring the group back as a class and see what common ideas have emerged.

Activity 2 (15 minutes)

Remind students that volunteers make a huge contribution in our society. Sometime they help people out in ways that we don't even think about. Ask the students to read Pedro's story. Ask them to think about their own family structure. In most families, there is almost always someone to take care of us in our old age. Sadly, this is not the case for everyone. Volunteers are a blessing to those people who have no families.

Suggested Answers

- a. Anyone could be in his situation – it is just the cycle of life. Pedro was a normal person in the world (married, working etc) until he got older and sick. Sometimes we find ourselves with no one around, not everyone has children who can look after them when they are old.
- b. Volunteering makes Adelina feel happy and proud of herself due to the huge impact it has on Pedro's life. In addition to the valuable help she's getting in her engineer studies, where she has seen how much there is to be learnt from the older generation (young people often don't realise this), she is becoming part of nursing home community.

2

Read *The Difference a Volunteer Can Make* then answer the questions below.

My name is Pedro and I am a widower. I live in a nursing home in the outskirts of Lisbon, Portugal. My wife Sofia died ten years ago and then I became sick. Although we were never blessed with children Sofia and I were very happy together.

I used to feel lonely in the nursing home and sad to have left behind the life I used to have. A few years ago, some students from the local university started visiting the residents in my nursing home. They usually come in the afternoons, have coffee with us and then stay around to chat or play a game of Dominos. Some of those kids are pretty good!

One student, a girl called Adelina, often spends time talking to me and sometimes takes me for a walk in the park. She is studying to be an engineer and I used to work as an engineer so she often asks me questions about the work I did. It is nice to talk about the old days and to remember all the things I used to do. Adelina says that I am her unofficial teacher as I am often able to help her with the homework she has to do. She says she feels very lucky to have met me. Meeting Adelina has made a big difference to my life. I enjoy getting to know her and helping her progress with her studies. She is like the daughter I never had and I hope we will be friends for a long time.



- a. Can you imagine being in Pedro's situation?
- b. In the text Pedro tells us about the benefits of Adelina volunteering to visit him and others in the nursing home. What do you think are the benefits for Adelina?

Activity 3 (10 minutes)

Ask the students about their project. How are the preparations going. Then ask each group to present their replies to the questions in the book.

Make sure to support the students in anything they need. It could be a problem to be solved, permissions to get, or people to communicate with.

3

Follow up on your project. With your group, present the following:

- a. What are the steps of the work
- b. Decisions you took
- c. Problems you faced and how did you solve them
- d. Communications with the beneficiary institution
- e. Time and place of implementing the project



4

Write a poem about one of the following:

- Helping the homeless, the elderly, unwanted animals, litter.
- Doing kind deeds.
- Asking for help when needed.



The poem must be at least 8 lines long.

Try to have either every two sentences or every second sentence rhyming.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5

Swap your poem with another classmate and read their work. Share one thing that you liked about their approach to the poem on a post-it note.



Activity 5 (10 minutes)

Ask the children to exchange poems with the person sitting beside them. Encourage them to pick out one aspect of their partner's work that appealed to them (use of language, concepts, originality, creativity etc.).

Discuss the following questions

What have you learnt from sharing your poem with one of your classmates? About their approach? About your own style?

Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Communication
- Moral reasoning
- Care
- Solidarity
- Multiple perspectives
- Active listening
- Respect
- Dealing with complexity

Activity 4 (10 minutes)

Remind students of the importance of helping those less fortunate than ourselves. Then remind them also that it is okay to ask for help when they need it.

Tell them that they will write a poem in their student book. The poem could also be related to their project.

The poem must be at least 8 lines long.

They should try their best to and have the poem and either every two sentences or every second sentence should rhyme.

Lesson Objectives

The aim of this lesson is to enable young people to explore the importance of giving thanks to those who work voluntarily to make our society a better place.

Required Materials

- Post-it notes

Learning Outcomes

- Understand how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities.
- Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships.
- Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic.

Lesson 5

Finishing Touches

Learning Outcomes

- Understand how they learn and the benefits of accepting help from other people to improve their learning, working collaboratively with others to achieve goals, being responsible for their input, and using problem solving to complete individual or group activities.
- Understand how they can make a difference by helping others and building relationships based on trust and respect, applying communication skills to maintain supportive relationships.
- Identify and confidently participate in activities in the school and wider community and make a positive contribution in relation to learning, supporting others and community activities, communicating effectively with others and being enthusiastic.

Vocabulary

Municipal

Construction

Municipal

Relating to a town or district.

Construction

The action of building something.

- 1** **Guess who you are in the community.**
You can ask questions but the only answers you can get are 'yes' and 'no', so ask wisely.



Activity 1 (10 minutes)

Who am I?

The students are put in a circle.

Each student is given a 'post it' with a different person in their community who improves the community.

Once something is written on the 'post it', it is put onto the child's forehead.

They do not know what is written on their piece of paper (i.e. who they are supposed to be) and they must not tell each other. If they tell or hint, they are not allowed to play and must sit out for the game. They must guess what is written on their piece of paper by asking the rest of the students in the circle questions.

They can ask questions but the only answers the other children can give are either 'yes' or 'no' so if they ask a question e.g. 'What kind of building do I work in?' the only answer they can get back is either 'yes or no', so it is a pointless question.

Here are a few examples of questions that may help you:

- Do I live in a big/small house?
- Does my family live in the country with me?
- Do I drive a car?
- Do I probably speak other languages besides Arabic?
- Do I have a maid/servants?
- Do I wear expensive clothes?
- Am I rich/poor?
- Do I work inside/outside?

Tell students to make up the rest of the questions on their own. Remind them that they have to have 'yes' or 'no' answers. If the student playing guesses who he is incorrectly three times, he is out of the game. So advise them to ask lots of questions before they take guesses.

Ideas of people in their community to put on the 'post-it':

Policeman or policewoman, postman or postwoman, teacher, school principal, cleaner, construction worker, person who works in an office, person who sells thing in the market, carpenter, plumber, taxi driver, maid, lawyer, person who works in a grocery shop, person who makes clothes, person who designs clothes, person who owns a hotel, waiter, dishwasher in a restaurant, homeless person, shoe shine boy, mechanic, driver, butcher, baker, jeweler, student, baby, hairdresser, artist, actor, singer.

Activity 2 (15 minutes)

Remind students that it is important to be respectful of everyone. Ask students to read the story aloud.

Divide students in to groups of 4 or 5, depending on the size of the class. Ask them to discuss the questions in the book in their group. Each group will nominate a spokesperson to tell the class what they discussed.

Suggested Answers

- a. He creates a beautiful space that everyone can enjoy.
- b. Street cleaners, window cleaners, house cleaners, chefs, bus drivers, maids, nannies, taxi-drivers, shop assistants, labourers, constructions workers.
- c. With respect because they are doing very important jobs.

2**Read the story then answer the questions that follow.**

Last year, I was playing in the park with some kids when someone kicked the football into a flowerbed. The bed had recently been replanted. I knew this because my mother, who loves gardening, always points out the work of the municipal gardener Mustapha when we are in the park. She says he has a great eye for colour and chooses very nice plants. Anyway, some of the boys ran into the bed to get the ball and walked all over the new plants. One of the fathers happened to see this and was absolutely furious. He told us we had no business destroying the hard work of others and that we should have been a lot more careful. Just then, the gardener Mustapha appeared and I could see from his face how disappointed he was. Afterwards, our parents got together and decided that we should spend a day helping Mustapha to make up for our behaviour. That Saturday after breakfast, we all went back to the park where we helped him prepare a bed for planting. First, we dug some fertilizer into the ground. It was hard work! Then, Mustapha showed us the plants he had chosen for the bed. He explained that some plants like to be in the sun and some don't. Next, he explained that he had chosen plants that grow well together. It was clear that he had thought a lot about everything and that it would look very beautiful when all the flowers bloomed. I realised just how much work went into his job. We helped him plant everything and he gave us all a little plant to bring home.

Now, when I go to the park I always talk to Mustapha about what he is planting and I help my mother when she gardens at home. She says I seem to have Mustapha's green fingers. I hope she's right.



a. What contribution does Mustapha's work make to the community?

.....

b. Can you think of other jobs that make our public spaces and day-to-day life better?

.....

c. How should we treat all these people? Why?

.....

Activity 3 (30 minutes)

Read the story 'Fruit Salad Day' in the student book and facilitate a discussion with students about how we should express our thanks to people who do important roles in our communities.

Divide students into pairs to discuss the questions.

Suggested Answers

- a. Surprised, happy that their contribution was recognized.
- b. Disappointed, less motivated to do a good job.
- c. Discuss thank-you notes, their purpose, and why children might write one. Have them think about the people in their community that make a difference. It can be someone like Mustapha, the construction workers or someone who volunteers in animal shelters, works with the poor or volunteers in hospitals.

3

Read the story and answer the questions that follow.

On a hot, sunny day, the students got to work and prepared fruit salad for construction workers and drivers.

A fruit salad is a dish that consists of different types of fruit. It doesn't typically include vegetables, such as lettuce, despite the name. A fresh fruit salad is a common appetiser or dessert, which is very healthy and tasty. The nutritional content for a fruit salad is highly dependent upon the amount of syrup it contains.



All the students contributed Dh2 to bring water for the drivers, construction workers and the school staff. The water was distributed along with fruit salad by our school management.

Our main objective was to thank the construction workers who work really hard on hot, sunny days without complaining, our drivers who also keep driving in the hot sun, and our school management who work hard day and night for the benefit of our school.

A big thank you to these wonderful human beings of our community, who play an integral part in our lives. Our step brightened up their lives and made them feel that they are very special.

a. How do you think the workers felt when they received the fruit salad?

.....

b. How would you feel if you never received acknowledgement for something good that you did?

.....

c. Write a thank you card to someone in your community who you feel makes a difference.

.....

4 Now it is the time for your project.

Make the visit, or present your project to the class.

5 Write about what you have learned in this unit:

- What have I learned?
- Who are the people in my life and in my community?
- How can I make a difference?
- How have I changed from doing this Unit?



THINK!

What are some of the things you'd like to change to make the world a better place?

KEY FACT

There are many people who have made a change in the world by being brave and standing up for what they believed in e.g. Malala Yousafzai is standing up for women's rights to be educated because in some parts of the world they're not allowed.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Problem solving
- Moral reasoning
- Care
- Multiple perspectives
- Resilience
- Dealing with complexity
- Working independently
- Adaptability

Evaluation/Reflection

The reflective journal will assess the children's ability to achieve the learning outcomes and will show their understanding of the main lessons within the unit.

Activity 4 (10 minutes)

The students will present their project.

If it is a visit that can be done, then they will make the visit. Otherwise, each group will present their project. They will explain what it is, what its goals are, how it happened and how they evaluated their work.

Activity 5 (15 minutes)

Ask students to think about what they have learned in this unit. They should use the following titles:

- What have I learned?
- Who are the people in my life and in my community?
- How can I make a difference?
- How have I changed from doing this Unit?

Theme: Cultural Studies

Unit 6: (CUS8) The Impact of Trade, Travel and Communications on The Emirati Culture (Part 2)

Unit Objectives

In this unit, the students will learn about the economy of the United Arab Emirates and its sectors, and become familiar with the aspects of trade and modern communications and their role in openness and economic expansion. Students will also study the impact of this economic expansion on both community and environment.

Unit Description

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

Theme Cultural Studies

The Impact of Trade, Travel and Communications on The Emirati Culture (Part 2)

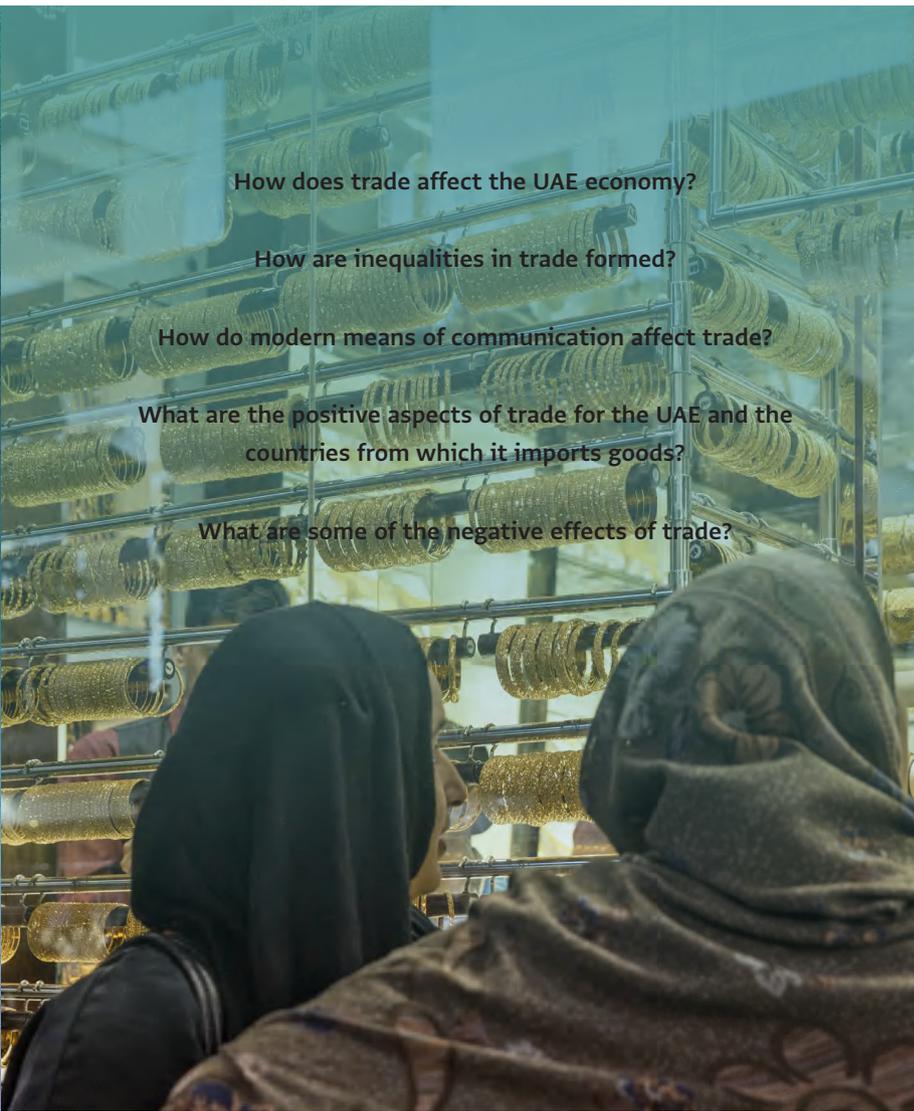
Lesson 1	Identifying Aspects of the UAE Economy
Lesson 2	The Reality of Trade in the UAE
Lesson 3	Modern Means of Communication
Lesson 4	The Impact of Economic Expansion on Society
Lesson 5	The Impact of Economic Expansion on the Environment



What is the role of trade and communication in the UAE's connection to the rest of the world?

Central Question

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



How does trade affect the UAE economy?

How are inequalities in trade formed?

How do modern means of communication affect trade?

What are the positive aspects of trade for the UAE and the countries from which it imports goods?

What are some of the negative effects of trade?

Exploratory Questions

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

Learning Outcomes

1. Identify aspects of trade, commerce and communications in modern-day UAE.
2. Work with basic economic concepts.
3. Undertake a simple analysis of the impact of economic expansion on society and the environment.
4. Explain the benefits and challenges offered by new means of communication.

Lesson Objectives

In this lesson, the students will learn about trade and become familiar with some economic terminology related to trade.

Required Materials

- Large sheet of paper for KWL chart
- Trading game resources

Learning Outcomes

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Work at a basic level with some of the concepts that are part of acquiring economic literacy.

Lesson 1

Identifying Aspects of the UAE Economy

Learning Outcomes

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Work at a basic level with some of the concepts that are part of acquiring economic literacy.

Vocabulary

Producer

Consumer

International

Producer	A person, company, or country that makes, grows, or supplies goods for sale.
Consumer	A person who purchases goods and services for personal use.
International	Something that exists or is carried on between nations.

1 What do I know about trade?

K (What I know)	W (What I want to find out)	L (What I learned)

Activity 1 (5 minutes)

Explain to the students that they will be learning about trade in this lesson. Engage the students in a brainstorming session using a KWL chart. Ask the students to work in pairs to discuss what they already know about trade. After two minutes, ask the students to share their information and complete the "K" section of the KWL chart. Allow the students two additional minutes to discuss with their partner what they would like to learn about trade. Ask the students for feedback and complete the "W" section of the KWL chart. Finally, explain to the students that you will complete the "L" section after the lesson by including what they have learned about trade.

Activity 2 (15 minutes)

Encourage students to actively read the text by asking them to highlight three pieces of information from the text that they find interesting. Then engage the students in a whole class discussion based on the following questions:

- What is trade?
- Why do countries need to trade with each other?
- How do consumers profit from trade?
- What items does the UAE trade with Japan?
- Why is trade important?

Ask students to write the answers to the questions in their student book.

Suggested Answers

- a. Less products available for people to buy, countries will not be able to make certain goods.
- b. The UAE finds markets (is able to sell) its resources, such as oil, to other countries that need it. It is able to buy goods that they do not have or cannot produce on the international market. Trading helps it establish good relations with other countries. Money earned from trading benefits UAE citizens (jobs; goods; prosperity).

2

Read the text *What Is Trade?* then answer the questions that follow.

Look around for a moment and think about where the items in your everyday life come from. Your shirt might be made in India. The watch you're wearing could be from Switzerland. Your phone might have been manufactured in Japan. Why is this?

The reason is international trade. Trade happens because people need or want things that they don't have. Trade between countries happens for the same reason. We can understand this better if we take your Japanese phone as an example. It's made of components that were assembled in a large factory in Japan. It's made up from parts that come from all over the world. They are put together in a large factory in Japan. Japan does not have many natural resources to power their factories. To keep its factories going, it trades the goods it makes with other countries, like the UAE. The UAE has natural resources but can't make electronic goods cheaply. With trade, each country can sell the goods, products or services that they have to other countries. The money they make from these sales can be used to buy the things they need but cannot make on their own.

Both producers and consumers profit from international trade. Japan buys the oil it needs to drive cars, heat homes, and produce phones. People in the UAE can then afford to buy Japanese-made phones and stay in touch with friends and family. In the end, everyone wins.



a. What would happen if trading was not possible?

.....
.....
.....

b. Can you identify four benefits that international trade brings to the UAE?

.....
.....
.....

Activity 3 (15 minutes)

Divide the class into five groups and explain that they will be playing a trade game. Assign each group one of the following countries: China, Colombia, United Arab Emirates, United Kingdom and Vietnam. List the following exports and their values on the board for reference during the game:

- Oil—5 points per unit
- Cars—4 points per unit
- Electronics—3 points per unit
- Clothes—2 points per unit
- Coffee—1 point per unit

Give each group a set of ten trading cards that represents the value of the country's exports. For example, the group representing Colombia will have ten trading cards with "coffee" written on them. The total value of its points will be ten. The UAE will have ten cards of five points each so they will have at the start fifty points. Explain to the students that they must trade their country's goods for products from other countries. The game allows for "free trade" where any country can trade with another country, and any product can be traded for another. As an example, the UAE team could trade 1 oil (5 points) for 5 coffee (each worth 1 point), or for 1 car and 2 electronics. Allow five minutes of open trading. Tell students to stop trading and to add their points together. The country with the most points wins.

Suggested Answers

- a. Students tell which goods they traded with and the reasons vary between what they need and what they liked.
- b. Trade needs mainly communication and negotiation skills, math and logic. Communication and negotiation skills to conclude deals, maths for calculating well and logic for taking the correct decision of what to buy

Encourage the students to reflect on what they learned by discussing the questions in the Student Book.

3

Play the trading game and answer the questions that follow.

- a. What goods did you trade and why?
- b. What main skills does trade need?

**4**

Read the text about how Ghana became a trade centre in ancient times. Then answer the questions that follow.

Ghana is situated in West Africa, with salt mines to the north of the country and gold mines to the south. Many years ago, the ancient kingdom of Ghana was one of the world's most important trading centres. Its king was a very clever man. He allowed traders to pass through and trade in Ghana and he made money by offering them protection from bandits in return for a fee. To do this, he made sure his army was very strong.

Activity 4 (10 minutes)

Ask students to think about what kinds of things were important in the world of trade in ancient times?

Suggested Answers

Food, animals, textiles, weapons, salt (for preserving food), gold, silver gems, spices.

Divide students into pairs. Tell them to discuss the questions in their book with their partner. Then ask them to share what they discussed with the class.

Suggested Answers

- a. Salt was as valuable as gold because it was used to preserve foods like meat and fish at a time when food was scarce and there was no refrigeration.
- b. Gold is worth more than salt today because it is scarce. Salt is plentiful, so is of lower value.
- c. The king of Ghana was smart – Ghana had nothing to trade, but by providing the right conditions for trade he was able to make money.

You could also ask students if they know how much gold exists in the world? The best answer is a cube about the size of a tennis court, but no one is completely sure.

If time allows, ask them to research how much would an ounce of gold be worth today in salt?

Even though his country possessed neither salt nor gold, the king decreed the rules of trade – people had to trade an ounce of gold for an ounce of salt. He also set up a system whereby traders did not even have to meet each other face-to-face. They would leave goods like gold in a prearranged spot where it was collected. Payment was then left in the same spot. As long as payments were made trade continued. This system made it possible to trade with people who spoke different languages or who you might not know or trust.

The trade of gold and salt was so successful in Ghana that traders from the east started coming to Ghana to trade silks and spices. This clever king made more money for his country by charging these new traders a tax to enter and leave his country.

- a. Why do you think salt was considered to be as valuable as gold?
- b. Why do you think that gold is worth so much more than salt today?
- c. What do you think about what the king of Ghana did? Was it a good idea?



5

What have you learned about trade?

Things I learned about trade:

- 1.
- 2.
- 3.



Activity 5 (5 minutes)

Remind the students about the KWL chart they started at the beginning of the lesson. Refer to the “W” section and ask the students if they found the information they wanted to find. Secondly, refer to the “L” section. Allow the students some “think-time” to reflect on their learning in this lesson. Ask the students for feedback and complete the “L” section of the chart to highlight what they have learned about trade in this lesson.

Key Skills (Head, Heart, Hands)

- Imagination
- Communication
- Deliberation
- Problem-solving
- Active listening
- Respect
- Multiple perspectives
- Decision-making
- Teamwork
- Participation

Evaluation/Reflection

Encourage the students to reflect on their learning by writing about three things they learned about trade during the lesson.

Lesson Objectives

In this lesson, the students will learn about trade in the UAE.

Required Materials

- A large world map
- Resources for consumer game: chocolate; three boxes labelled White, Milk and Dark token for each student; graph paper

Learning Outcomes

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Work with basic economic concepts.

Lesson 2

The Reality of Trade in the UAE

Learning Outcomes

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Work with basic economic concepts.

Vocabulary

Import

Export

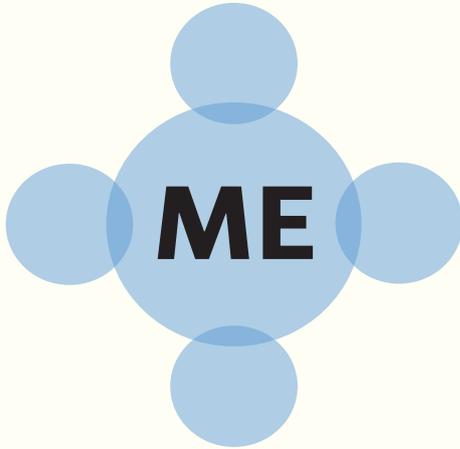
Import

To bring merchandise into a country from another country.

Export

To send merchandise to another country.

1 How am I connected to other countries?



Engage the students in a discussion using the following questions:

- Are there any interesting patterns on the map? Where are most of the dots? Which areas do not have any dots?
- Why do you think different countries specialise in the production of specific items? *Some items can only be grown in certain climates.*
- Do countries import items on a need-basis only? *No, countries do not import items on a need-only basis; some countries also import luxury items.*
- Why do countries import items they do not 'need'? *Some countries can afford to and there is a demand for them in the country.*

Activity 1 (10 minutes)

Ask the students to discuss if, and how, they are connected to other countries around the world. The students may talk about having travelled to other countries, or having relatives abroad, or being born abroad.

Ask the students to look at their own shoes and at the tags of their clothes to determine where the clothing was made, and make a list of these countries on the board. Tell the students to examine the items that you have brought in. They should be from different countries and imported to the UAE. Add to the list of countries on the board. When the list is complete, show the students a large world map and ask students to help locate these countries and mark them using a pin. Remind the students of the terms they learned last week: import and export. Ask the students to explain these terms.

Activity 2 (15 minutes)

Explain the terms “export” and “import” to the students.

Ask the students what they think might be the top UAE exports?

Elicit a list and write it on the board (or have a student do so). Ask one of the students to read the text out aloud.

Divide students into groups of four or five depending on the size of the class. Ask the groups to discuss the questions in the book. Each group should appoint a spokesperson to report on their discussion.

Suggested Answers

- a. Oil is so important because it is used to produce the energy that powers everything. Everyone needs oil, but only some countries have it, so it is a very important commodity to have.
- b. Yes, because it means that people all over the world get to taste UAE products. Also, if UAE people are living in other countries, they get to enjoy food from home.
- c. Open -The objective is to have the students think of things the UAE might offer the world. Exports can often introduce a country's culture to the world.

2**Read the text *UAE Exports* then answer the questions that follow.**

According to the OEC, in 2016, the United Arab Emirates is the 29th largest export economy in the world and every year exports about \$100 billion worth of commodities to countries all over the world. ‘Commodities’ is a term used to describe raw materials or agricultural products. The UAE exports to many countries of the world.

The UAE holds more than 7% of the world’s oil. Oil is one of the most sought-after commodities in the world, and these oil reserves have made the UAE a wealthy country. Crude oil accounts for 45% of all exports from the UAE followed by natural gas, gold, diamonds, jewellery and aluminium. Textile exports are also important, and this sector is growing fast. It includes not just clothes, but also car seats, tents and curtains.

Agricultural goods like dates, vegetables, watermelons, poultry, eggs and dairy products are also exported and every day people all over the world enjoy food grown in the UAE.



- a. Why do you think that oil is such an important commodity?
- b. Food produced in the UAE is exported all over the world. Is this a good thing?
- c. Is there anything else that you think should be exported?
A special food, a toy, item of clothing? Why?

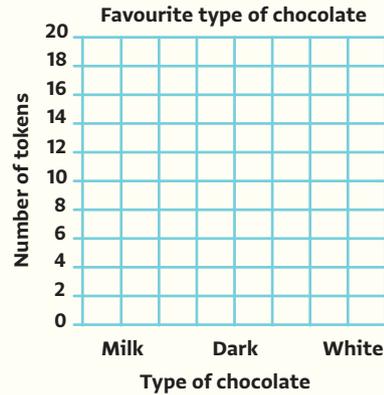
Activity 3 (15 minutes)

Engage the students in an activity to demonstrate the influence of consumer power in the trade market. Place three boxes at the top of the classroom labelled “White”, “Milk” and “Dark”. Bring three different types of chocolate into the class (white, milk, dark). Give each student a token and ask them to use their token to show which one is their favourite by placing it in the appropriate box. Then count how many tokens are in each box. Ask the students to show this information in a bar chart. Divide the class into groups. Tell students to imagine that they are going to open a class shop that sells chocolate. They will need to buy 200 chocolate bars to stock the shop. How many bars of white, milk and dark chocolate should be bought? After a few minutes, ask each group to share their opinions. Engage the students in a discussion using the following questions:

- How has the survey of the students affected which chocolate bars are stocked in the class shop?
- How does this relate to the goods that are imported into the UAE?
- Does the UAE import goods on a need-only basis?
- Which countries produce and export chocolate (cocoa beans)?

3

Represent the results of your survey using a bar chart. Draw a bar to show the total for each item.



4

Read the text UAE Imports then answer the questions that follow.

Every year the UAE imports items from countries all over the world. Gold and diamonds are the most important imports, followed by cars, broadcasting equipment and jewellery. Most imports to the UAE come from China, followed by India, the US, Germany and the UK. Eighty-five per cent of food and drinks is imported in the UAE and every day foodstuffs from all over the world arrive. The intense heat and scarcity of water mean that the UAE is unable to produce all the food it needs. With a growing population, this figure is set to increase over time. Basic goods like cereals, meat and vegetables form a large proportion of the goods imported. Recently, as people try to become healthier, products like low-fat and gluten-free goods have become very popular. India is the top country the UAE imports food from, followed by the US, Brazil, Australia and Saudi Arabia.

Work with a partner to answer the following:

- a. What do farms in the UAE produce?
- b. Name some of the industries that produce food in the UAE.



Create your own acrostic poem.

5

T

R

A

D

E



Activity 5 (5 minutes)

Encourage the students to reflect on their learning and understanding of trade by completing a TRADE acrostic poem. It may be helpful to complete an example on the board first and then ask the students to work in groups to complete their own poem.

Students may wish to complete an acrostic poem using some of the other trade terminology including import, export, consumer, goods, services commodity, local or industry.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Enquiry
- Problem solving
- Active listening
- Multiple perspectives
- Decision-making
- Research
- Participation

Evaluation/Reflection

Encourage the students to add to their learning by researching the main imports and exports of the UAE.

Activity 4 (10 minutes)

Ask one of the students to read the text aloud. Divide the class into pairs. Ask the students to work with their partner answer the questions in the student book.

Suggested Answers

- a. Farms in the UAE produce mainly dates and many vegetables and fruits such as tomatoes, cabbage, eggplant, squash, and cauliflower. Ras al-Khaimah and Al Ain produce most of the country's vegetables. Fruit crops consist mainly of citrus and mangoes.
- b. Industries such as dairy products, juices, poultry, fish markets, etc..

Differentiated Learning

If the students seem able, you could introduce the term 'food security' at this stage. Write it on the board and ask stronger students if they can guess what it means. Food security is having access to reliable and affordable food.

Lesson Objectives

In this lesson, the students will become familiar with traditional and modern means of communication.

Required Materials

- Story 'Carrier Pigeons'
- Image of a pigeon
- Paper for poster

Learning Outcomes

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Explain the benefits and challenges offered by new means of communication.

Lesson 3

Modern Means of Communication

◦ Learning Outcomes ◦

- Identify aspects of trade, commerce and communications in modern-day UAE.
- Explain the benefits and challenges offered by new means of communication.

Vocabulary

Communication

Traditional

Modern

Communication

The process of using words, sounds or signs to express or exchange information, ideas, thoughts or feelings to someone else.

Traditional

Inherited from the past.

Modern

Relating to the present time.

1 Listen to the teacher, and then answer the questions.

- What did you have to do in order to get the message to the end of the line?
- Why is communication important?
- What are some ways to communicate?
- Do you prefer to express your emotions with words or with your body?



Activity 1 (5 minutes)

Divide the students into two groups. Ask each group to stand up and form a line. The first person on each line will be told a long phrase by the teacher and they will have to pass it on to the next person. The phrase must be passed on until it reaches the last person in the line. When the last person gets the message, ask them to say it aloud and see if the message was passed on correctly or not.

Engage the students in a discussion based on the activity using the questions in the student book.

Suggested Answers

- Communicate, speak clearly, listen
- Express your feelings, pass on important messages
- Talking, telephone, text message, email, sign language, body language, internet chatting

Activity 2 (15 minutes)

Ask the students to think about how people communicated before telephones and computers. Allow some “think-time” and then ask for feedback. Show the students an image of a pigeon. Ask them to consider how a pigeon would be used to communicate a message. Allow some “think-time”, and then ask for feedback.

Read the text to the students. Check for comprehension using the following questions:

- How were pigeons used to communicate messages?
- Who used pigeons as a means of communication?
- Why were pigeons more reliable than man-made machinery to deliver messages between base camps?

Now ask students to consider the questions in their student book, and discuss their answers.

Suggested Answers

- a. Slower, not always sure if the message arrived, potential for pigeon to get hurt while flying.
- b. No. There are other more efficient ways: email, text message, or telephone call.

2**Read the text *Carrier Pigeons* then answer the questions that follow.**

With a short rolled-up message inserted into a little tube attached to their leg, a carrier pigeon could deliver a message by simply returning “home”, wherever that might be. They were trained by letting them out to fly around their home area and then gradually taking them further and further away from their home nest and letting them fly back. Carrier pigeons were used as early as 1150 in Baghdad. They were also used during World War I. In fact, over 100,000 carrier pigeons were used as messengers during the war. Since pigeons always flew home when released, the troops made sure the pigeons’ nests were in places they needed to send messages to. Whenever troops needed to get a message back to their base, they tied it to one of the pigeons. It would fly home to its nest and deliver the message. Records say they delivered 95% of their messages correctly.

Carrier pigeons were still used at the beginning of the 21st century by certain remote police departments in parts of India. They were used to provide emergency communication services in cases of natural disaster.



- a. How is this means of communication different to the means of communication used today?
- b. Would carrier pigeons be an effective means of communication today?

Activity 3 (10 minutes)

Ask the students to work in pairs to brainstorm modern means of communication. Allow the students some “think-time” and then ask for feedback. Write the students’ suggestions on the board. Ask the students to work in pairs to design and create a poster titled “Modern Means of Communication”. Allow 10 minutes to create the poster then ask each group to present their poster, and to the class. The posters can then be displayed in the classroom.

Activity 4 (10 minutes)

Ask students the following questions:

Do you have a smart phone?

How much time do you spend on it? Is this a good thing?

Follow up with a discussion of the questions. for discussion.

Suggested answers

- a. Yes, time should be limited. According to an article in the National in 2016, UAE residents are spending up to four hours a day on social media. Doctors suggest that too much time can lead to social withdrawal, depression, anxiety, pessimism, self-esteem issues and the creation of ‘negative perceptions of ourselves’ Looking at other people’s lives and profiles (which may not be real) is bad for self-esteem and can make you feel that your life is not good enough. You could ask students whether they would post good or bad things about themselves online to illustrate the point that online posting is often unrealistic.
- b. If you spend a lot of time online, you end up spending less time with your ‘real’ family and friends. You can lose touch with the world.

3

With your partner, list some modern means of communication:

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

**4**

Read the text about modern communication and answer the questions that follow.

All over the world, methods of communication have changed radically in the last fifteen years, and the UAE with its growing economy is no exception. Communication and conversation have always been a key part of daily life and civil society in the UAE.

Dubai is one of the fastest growing cities in the world and a good communication network is essential.

Today, text messaging, the internet and email are a fact of life and almost everyone carries a smart phone. In recent years, the new social media networks, – such as Twitter, Facebook, YouTube and Skype, have all become increasingly important.

While modern communication is undoubtedly very important in a fast-growing economy like the UAE, some say that it is changing the lifestyle of the average Emirati family. Time spent on the internet surfing, chatting or gaming means less time for social and family relationships and can lead to social isolation.



- a. **Do you think time on the internet or gaming should be limited? Why?**
- b. **How do you think time on social media can lead to “social isolation”?**

5

Place the means of communication in the correct box:

- Sending a text message
- Sending an email
- Ringing someone on a mobile phone
- Writing someone a letter
- Sending a telegraph
- Carrier pigeons
- Social media/internet chatting



Traditional Means of Communication	Modern Means of Communication

Activity 5 (5 minutes)

Write each of the means of communication on separate strips of paper, and place the strips in a bag. Ask a student to choose a strip of paper from the bag and mime the action for the class. Encourage the class to guess what the student is doing. When they have guessed correctly, write the action on the board. Continue this game until the bag is empty.

Ask the students to look at the actions written on the board and find a connection between the actions. All the actions are means of communication.

Once the students are familiar with the list, ask the students to put the means of communication into two categories: traditional or modern means of communication.

Key Skills (Head, Heart, Hand)

- Communication
- Enquiry
- Active listening
- Respect
- Creativity, Teamwork
- Collaboration
- Participation

Evaluation/Reflection

Encourage the students to reflect on their learning by asking them to observe for one day which means of communication they use most frequently.

Lesson Objectives

In this lesson, the students will learn about the positive effects of fair trade on communities around the world.

Required Materials

- Large version of the world map in the student book
- Images of banana, mango, and pineapple
- Image of chocolate bar

Learning Outcomes

- Undertake a simple analysis of the impact of economic expansion on society and the environment.

Lesson 4

The Impact of Economic Expansion on Society

Learning Outcomes

- Undertake a simple analysis of the impact of economic expansion on society and the environment.

Vocabulary

Fair trade

Poverty

Security

Fair trade

Trade based on transparency and equity in a way that guarantees the rights of the producer, the worker and the consumer.

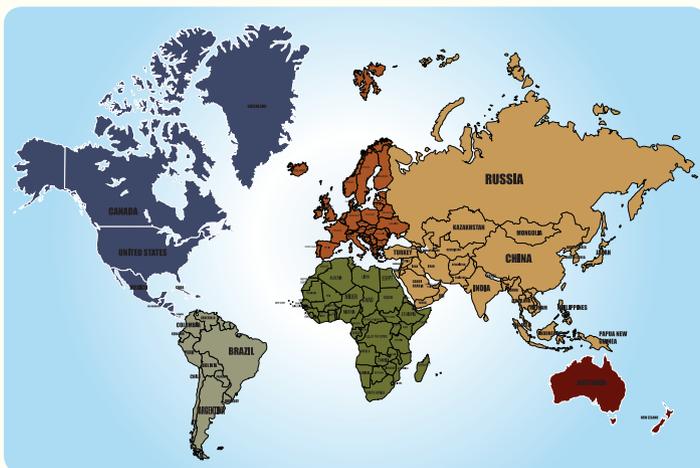
Poverty

The state of being extremely needy.

Security

The state of being free from danger or threat.

1 “In the UAE, the food we eat comes from all over the world”. What does this mean? With your partner make a list of ten foods you eat every day that come from other countries.



Activity 1 (5 minutes)

Explain to students that **economic expansion** is an increase in the level of goods and services available. One example would be the range of food that is available to buy in the UAE.

Divide the class into three groups and assign each group a different fruit (mango, banana, or pineapple). Ask the students where they think the fruit comes from: mangoes from India, pineapples from Brazil and bananas from Colombia. Ask the students to locate these countries on the world map in their student book. Stick a picture of each fruit on its country of origin on the large world map.

Encourage the students to discuss who might have farmed these fruits. Ask the students to discuss what they know about how these farmers and their families live, their housing, education etc.

Ask the students to consider what would happen if it were not possible to import these fruits into the UAE.

Suggested Answers

There would be less choice for consumers in the UAE.

Activity 2 (10 minutes)

Explain to the students that trading with other countries has many advantages for the country importing the goods and for the country exporting the goods.

Ask the students to work in groups to consider some of the advantages of importing goods.

Suggested Answers

Consumers in the country have access to the goods they need and want; consumers have more choice.

Allow a few minutes for discussion. Then ask for feedback, and write the students' suggestions on the board.

Explain to the students that trade can also have advantages for the country that exports the goods if it is done fairly. Ask students to read about "My Fairtrade Adventure".

Engage the students in a discussion by asking the following question:

What are the benefits of fair trade?

Divide students into pairs. With their partner they will debate the topic Fair trade - good or bad? One of the pair will be on the side of good, the other on the side of bad.

2

Read about the film *My Fairtrade Adventure* then answer the questions that follow.

My Fairtrade Adventure is a short film made by Tayna, a 13-year-old student from London. She wanted to understand more about the food she eats, especially cocoa, the key ingredient of one of her favourite foods – hot chocolate. In the film, she travels to the Dominican Republic to meet cocoa farmers and learn about how cocoa is produced. She learns about what fair trade means and how it has changed the lives of the farmers who produce cocoa. Fair trade, defined simply, is when producers in developing countries are paid a fair price for their work, by companies in developed countries.

Tanya's film explains how, while the world consumes a lot of cocoa every year, the people who produce that cocoa are often trapped in lives of poverty with no access to running water or education. It shows how fair trade helps farmers by offering them a fixed minimum price for their cocoa. This means they are able to plan for the future and have more security. Tayna shows just how much fair trade has improved the lives of the farmers who produce some of the food we eat.



Work with your partner on the following debate: Fairtrade - good or bad?

.....

.....

.....

.....

Activity 3 (15 minutes)

Have a discussion with the students about the steps that the coffee grain or the cocoa grain pass through from the farm until it reaches the shop where they (the consumer) can buy them.

Ask them to fill the graph with what happens at each step on the way.

Suggested Answers

- Farm: Picking up the grains
- Processing: - Cleaning
- Peeling
- Packaging: Putting in jars/ boxes
- Distributing: - Exporting to countries
- Delivering to supermarkets
- Consumer: The buyer

Activity 4 (10 minutes)

Ask one of the students to read the text aloud. Then ask the students how fair trade might impact the lives of individual traders and their families.

Divide the students into groups of five. Tell them that each person has a part in the banana production process. Each person in the group should take one of the following roles:

- Banana worker
- Plantation owner
- Shipper
- Importer
- Supermarket buyer

Tell them that a banana costs 1.58 AED. They must decide how that is split amongst the group.

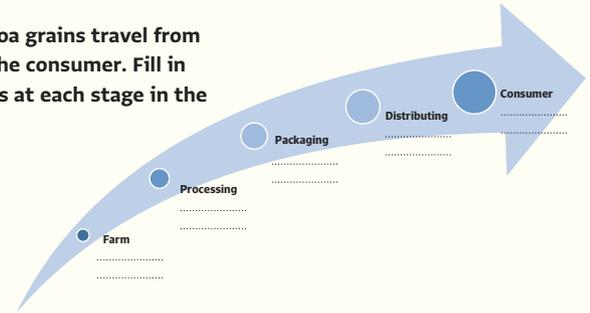
At the end of the activity, ask them if they thought that the distribution of money was fair.

Suggested Answer

Families can afford better housing, electricity, running water and education for children.

3

Coffee or cocoa grains travel from the farm to the consumer. Fill in what happens at each stage in the graph below.

**4**

Read the text *What Fair-trade Means to Me.*

Hola! My name is Pilar and I am a cocoa trader from the Dominican Republic. Years ago, before fair trade, my family was very poor, and I could not afford to send my children to school. Although my husband and I worked very hard, my house had no running water and once, when the roof of our house was damaged in a storm, we had no money to fix it. Fair trade has changed everything and brought stability to our lives. Because farmers are given a fixed minimum price for harvests, we can now make plans for our business. Last year we were able to buy machinery for the farm because we knew what we would earn from our cocoa. This makes a big difference. These days all of my children go to school, and my eldest son is studying finance. Our house is no longer old and decrepit. At last, we have running water, and I am able to take a shower after my work in the fields every day. These are simple things, but they have made a big difference to our lives.



5

Three things I learned:

1.
2.
3.

Two things I found interesting:

1.
2.

One question I have about fair trade:

1.



Activity 5 (5 minutes)

Encourage the students to reflect on their learning by completing the exercise of this activity in their Student Book.

Key Skills (Head, Heart, Hand)

- Critical reflection
- Deliberation
- Problem-solving
- Moral reasoning
- Empathy
- Solidarity
- Multiple perspectives
- Decision-making
- Participation
- Taking action

Evaluation/Reflection

Encourage the students to reflect on their learning by writing a letter to local shops asking them to consider stocking fair-trade goods.

Lesson Objectives

In this lesson, the students will learn about the negative effects of child labour and its connection to products imported by the UAE.

Required Materials

- Copies of the United Nations Convention on the Rights of the Child

Learning Outcomes

- Undertake a simple analysis of the impact of economic expansion on society and the environment.

Lesson 5

The Impact of Economic Expansion on the Environment

Learning Outcomes

- Undertake a simple analysis of the impact of economic expansion on society and the environment.

Vocabulary

Ethical

Toxic

Emissions

Ethical	Pertaining to right and wrong in conduct.
Toxic	Poisonous.
Emissions	The production and discharge of something, especially gas or radiation.

1

List three different causes of pollution.

.....

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.....



Activity 1 (5 minutes)

Explain to the students that during the past hundred years, due to new technologies, the world has changed in many ways. Some changes have improved the quality of life and health for many people. Others have affected people's health adversely, causing different kinds of pollution that have harmed the environment.

Ask students to look at the illustration of pollution in the student book. Ask them to identify what is wrong in the picture.

Tell them to list three different causes of pollution.

Suggested Answers

Burning fossil fuels, such as coal, oil, natural gas, and gasoline, dumping industrial waste, oil spillages, and use of pesticides.

Activity 2 (15 minutes)

Read the text with the students.

Engage the students in a discussion based on the text, to check their understanding, using the following questions:

- In what country is cobalt mined?
- What is cobalt used to make?

Cobalt is used to make lithium-ion batteries for mobile phones.

- What work do people in the mines do?
- Name some dangers of working in the mines.

Hand out copies of the United Nations Convention on the Rights of the Child to the students. Explain that this Convention recognises the human rights of the child. Ask the students to work in pairs to read the articles in the Convention. Ask the students to identify and highlight which articles of the Convention are being violated when child labour occurs.

Tell the students to role play what it is like to be a miner. How many hours do they work every day? What are the conditions like? Call on volunteers to share their role-play with the class.

2**Read the text *Cobalt Mining in the Democratic Republic of Congo*.**

Did you know that the battery in your phone is made from cobalt? This cobalt comes all the way from the Democratic Republic of the Congo, a country in Central Africa.

The people who work in the cobalt mines work for up to 12 hours a day, carrying heavy loads, to earn between one and two dollars a day. Some miners would often spend 24 hours down in the tunnels. They would start work in the morning and would leave the following morning. Others said that they worked in the open, in high temperatures, or in the rain. The miners were exposed to high levels of cobalt on a consistent basis, but did not even have gloves or face masks to wear. They complained of being frequently ill. "There is lots of dust, it is very easy to catch colds, and we hurt all over", one miner told researchers. The mining activity exposes local communities to levels of toxic metals that appear to be linked to ailments that include breathing problems and birth defects, health officials say.



Activity 3 (10 minutes)

Read the text with the students.

Engage the students in a discussion based on the text. Do they know if any of the products they use on a day-to-day basis are ethically sourced?

Ask students to research the benefit ethically sourced products have on the environment.

Activity 4 (10 minutes)

Divide students into pairs. Tell them that they will debate the following topics: Building factories or environment protection.

Answers will include both. Building factories are good for the development of the society and the country, and protecting the environment is a must. The solution is to build factories according to environmental standards where the environment is protected. Help students to realize that nowadays factories can have good standards to keep the environment safe and produce the goods needed at the same time.

Read the text Buying Ethically Sourced Products.**3**

Companies who claim that their products are ethically sourced must ensure that their production does as little harm as possible to the environment and that the workers who produce them are treated fairly.

For example, organic fruit and vegetables are grown without the use of pesticides and chemicals that can contaminate the soil and even the water supply. This can also benefit local wildlife by making the environment safer for them. Organic meat and eggs are produced by rearing animals in a kinder, more natural way than in densely populated 'factory farms'. Sourcing local produce creates local jobs and helps protect the environment by

reducing the amount of energy used for its transportation. This reduces carbon dioxide emissions, believed to be one of the main causes of pollution.

An important aspect of ethical sourcing is the treatment of the workers who produce the goods - are they paid fairly and are their working conditions safe?

**4**

Are you more in favour of the development and building of factories or environment protection?

5

Write about one change you can make for a more sustainable world.



.....

.....

Activity 5 (5 minutes)

Encourage the students to reflect on the lesson by asking them to suggest ways they could make a change in their lives which may have a positive impact on people or the environment.

Suggested Answers

Saving energy, recycling, only buying ethically sourced products.

Key Skills (Head, Heart, Hand)

- Critical reflection
- Communication
- Moral reasoning
- Empathy
- Care
- Solidarity
- Working independently
- Participation
- Taking action

Glossary

Accessible: Able to be reached or entered.

Action: Something that is done.

Active listening: Completely concentrating on what someone is saying to you.

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

Adaption: Adjusting and getting used to different or changed, circumstances

Caravanserais: Roadside in where travelers could rest and recover from the day's journey.

Change: To become different; different circumstances from one situation to another

Charity: An organization set up to provide help and raise money for those in need.

Communication: The process of using words, sounds or signs to express or exchange information, ideas, thoughts or feelings to someone else.

Compromise: A way of resolving a dispute in which a person accepts less than what they wanted at the beginning in order to reach an agreement.

Concession: Something given up or accepted in order to end a conflict or disagreement.

Conflict: Disagreement resulting in struggle or argument.

Conflict resolution: The process in which two or more people or groups reach an agreement or resolve a conflict between them.

Consequence: Something that happens as a result of something else.

Construction: The action of building something.

Consumer: A person who purchases goods and services for personal use.

Convoy: A group of vehicles or ships that travel together for protection.

Culture: The ideas, customs, and social behaviour of a particular people or society.

Discrimination: Practices or attitudes that unfairly treat some people different than others because of their social class, ethnicity, religion or gender

Economy: Pertaining to the production, distribution, and use of income, wealth, and commodities.

Emissions: The production and discharge of something, especially gas or radiation.

Empathetic: Identifying with the feelings or experience of another person.

Empathy: The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering

Ethical: Pertaining to right and wrong in conduct.

Export: To send merchandise to another country.

Fair trade: Trade based on transparency and equity in a way that guaranties the rights of the producer, the worker and the consumer.

Fake happiness: Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction

Good deed: Something kind done for someone, with no expectation of reward.

Growing in a positive way: Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill developing opportunities

Happiness: Joy, satisfaction and reassurance

Healthy diet: Eating diverse and varied food to acquire all nutrients in the quantities required by the human body

Healthy lifestyle: Living within proper environmental and health standards that ensure well-being and positive growth

Historian: A person who studies historical events and writes about them.

Import: To bring in goods, commodities and workers from a foreign country.

Incense: An aromatic material, which releases fragrant smoke when burned.

Inferior: To be lower in rank or importance.

International: Something that exists or is carried on between nations.

Irresponsible: Not responsible.

Loss: No longer having something or someone that you once had; the feeling of something or someone being taken from you

Modern: Relating to the present time.

Municipal: Relating to a town or district.

Network: A group or system of interconnected people or things.

Nursing home: A residence for elderly people who need care.

Peace: Calm and quiet state where there is no conflict.

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

Perform: To do something that usually requires some skill or knowledge.

Personal hygiene: A person’s habits and actions to maintain bodily cleanliness and general health

Port: A town or city with a harbour or access to navigable water where ships load or unload.

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

Poverty: The state of being extremely needy.

Producer: A person, company, or country that makes, grows, or supplies goods for sale.

Relationship: Set of interactions and behaviours that happens between two persons or more.

Resolution: The solution or answer to a problem or conflict.

Respect: Due regard for the feelings, wishes, or rights of others.

Respecting 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: A task or a duty that a person is meant or required to do.

Responsible: Able to be trusted to do the correct thing or the expected thing.

Real Happiness: Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace.

Review: An inspection or consideration of something so as to give an opinion.

Right to Education: Receiving education without discrimination, developing talents and a mental and physical capacity and enabling people to participate effectively in the community.

Right to housing: Each person's right to a healthy, secure shelter that guarantees safety and contains services, facilities and basic needs at a low cost. This guarantees their right to be protected against arbitrary expulsion or forced eviction.

Security: The state of being free from danger or threat.

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

Silk route: An ancient route between China and the Mediterranean.

Social responsibility: Responsibility or obligation towards the society you live in.

Social care: A group of services aimed at achieving the appropriate living and health conditions for individuals as well as developing their abilities based on their needs and those of the community.

Speech bubble: A bubble with a point in it towards the character who is talking. Inside the bubble are the character's words.

Stereotype: A common prejudgement about a subject, person or group in general.

Superior: To be higher in rank or importance.

Sympathy: A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering

Thought bubble: Often drawn like a cloud with small circles coming from it in a line towards whomever is thinking. Inside the bubble are the character's thoughts.

Tolerance: Appreciating and accepting diversity; showing respect to others without any discrimination on the basis of race, religion, age or gender

Toxic: Poisonous.

Trade: The buying, selling or exchanging of goods or services.

Trading partner: Is a region or country that buys goods from or sells goods to another region or country.

Traditional: Inherited from the past.

Trust (in a person): Firm belief in the reliability, truth, or ability of someone or something.

Volunteer: Someone who does something without obligation or pay.

Welfare: Comfort, health and happiness

Well-being: Comfort, health and happiness

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