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Mohammed Bin Rashid
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MORAL EDUCATION



Grade
06

Moral Education

Teacher Guide

Grade 6

Volume 3

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

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

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

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

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

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

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

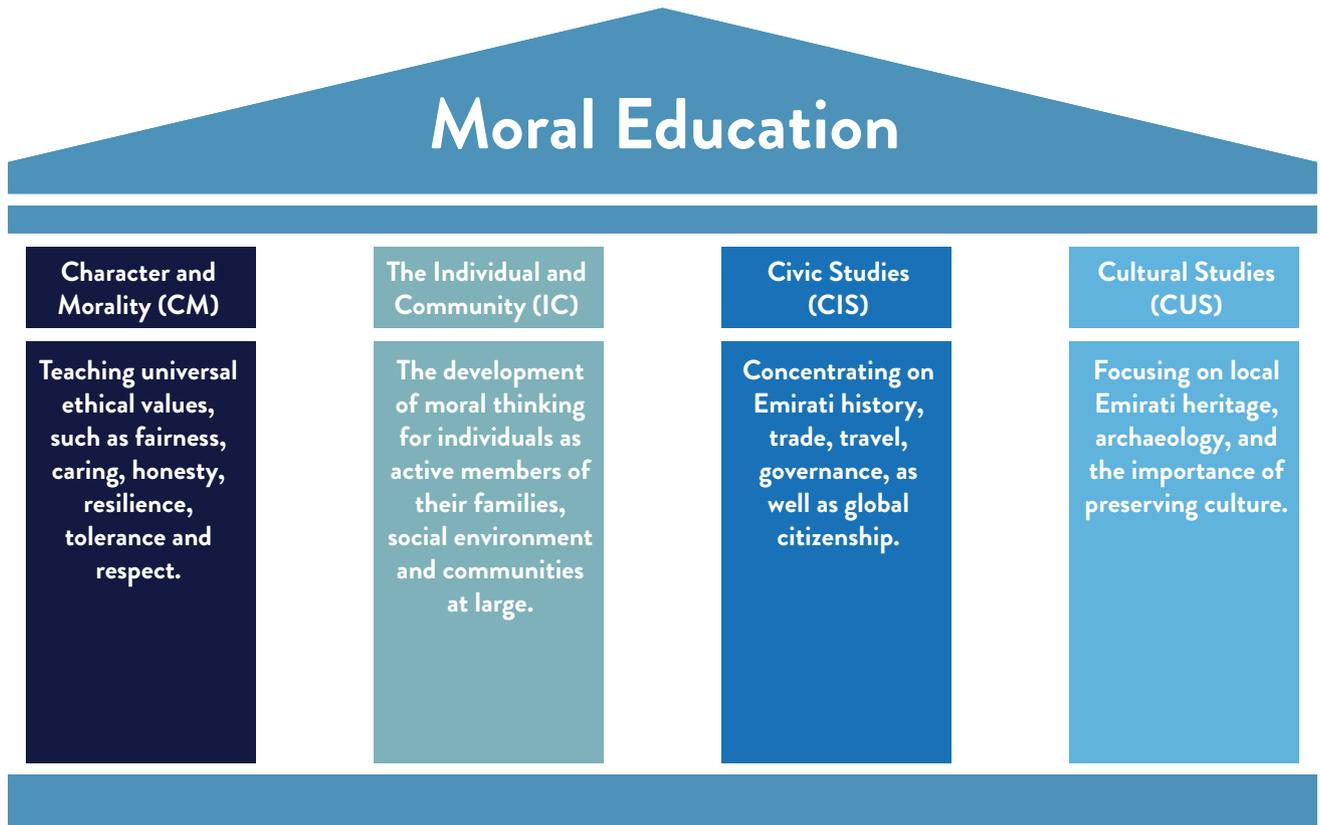
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



Values of the Moral Education Course

Key Pillars of Learning

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



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

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

Key Skills

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



Values

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

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

Teaching and Learning – A Pedagogical Approach

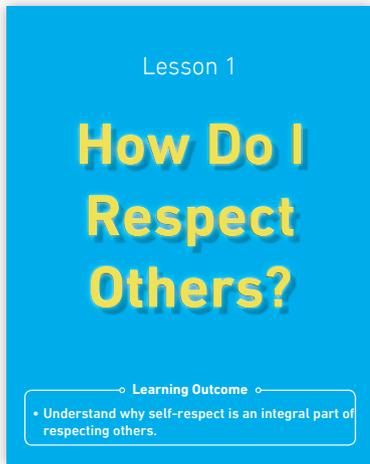
Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations,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

Action Projects

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

Moral Education Course Education Resources

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



Student Book

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



Teacher Guide

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



Parent Guide

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

The Moral Education programme includes two volumes



Digital Resources

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

The Moral Education Course Cover and What It Symbolises

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

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

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

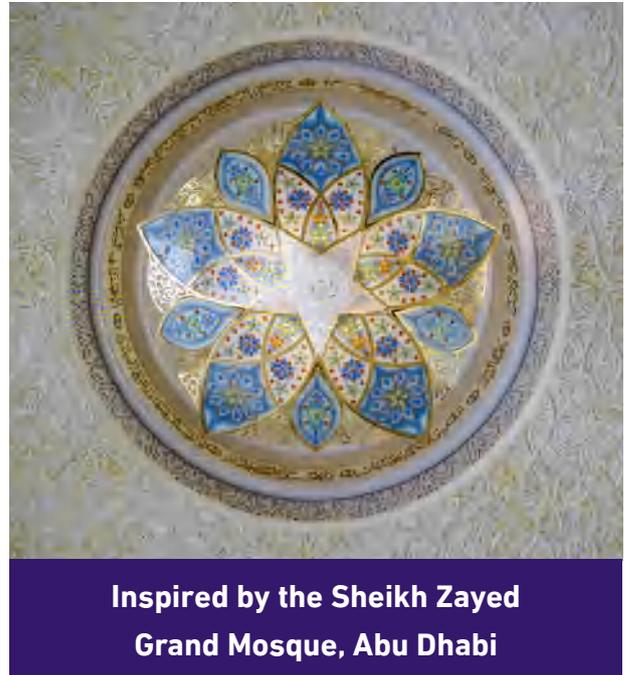
The intersections represent the complexity of the relations between the different entities living in an interdependent world as global citizens.

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

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

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

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

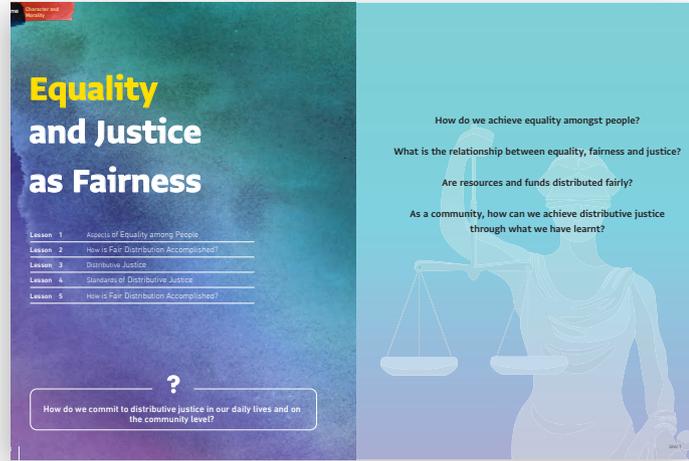


**Inspired by the Sheikh Zayed
Grand Mosque, Abu Dhabi**

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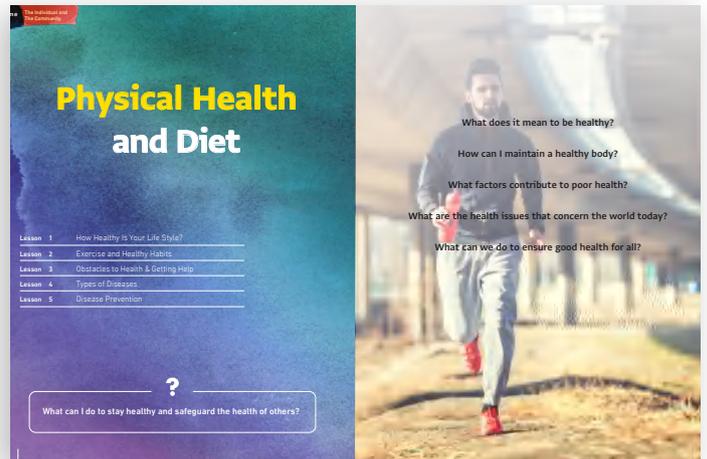
Equality and Justice As Fairness



- 1 Aspects of Equality among People
- 2 How Is Fair Distribution Accomplished?
- 3 Distributive Justice
- 4 Standards of Distributive Justice
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2 Exercise and Healthy Habits

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4 Types of Diseases

5 Disease Prevention

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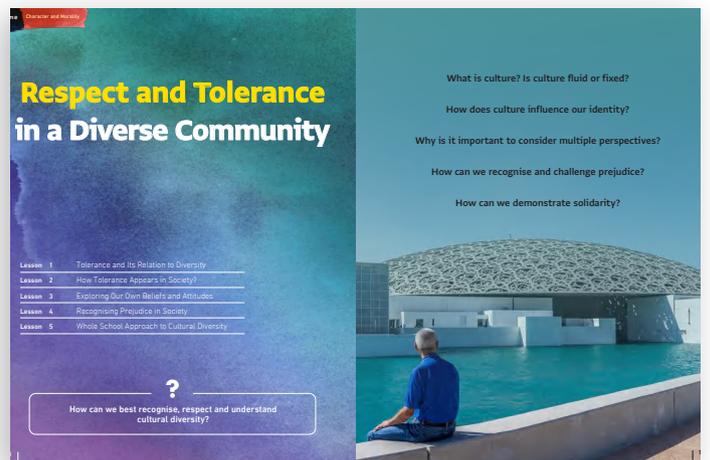
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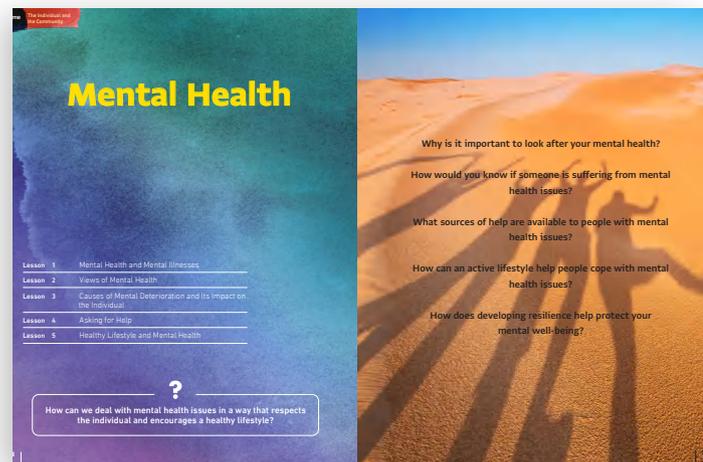
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Unit 6

Moral Education in Action

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

Introduction to Moral Education in Action

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

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

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

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

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

Reflect about your project

- Reflect with all the students in the class
- Decide on the kind of direct action
- What change can you expect an community or environment level?
- Think outside of merely the school environment
- Decide on the topic
- How your project on what you have studied this year

Reflect about your school

- School environment
- School policies
- School activities
- School resources

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Theme: The Individual and
The Community

Unit 5: (IC12) Mental Health

Unit Objectives

The aim of this unit is to help students explore the issues surrounding mental health, including recognising how to deal with mental health issues and interact with those suffering from mental health issues.

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

Mental Health

Lesson 1	Mental Health and Mental Illnesses
Lesson 2	Views of Mental Health
Lesson 3	Causes of Mental Deterioration and Its Impact on the Individual
Lesson 4	Asking for Help
Lesson 5	Healthy Lifestyle and Mental Health

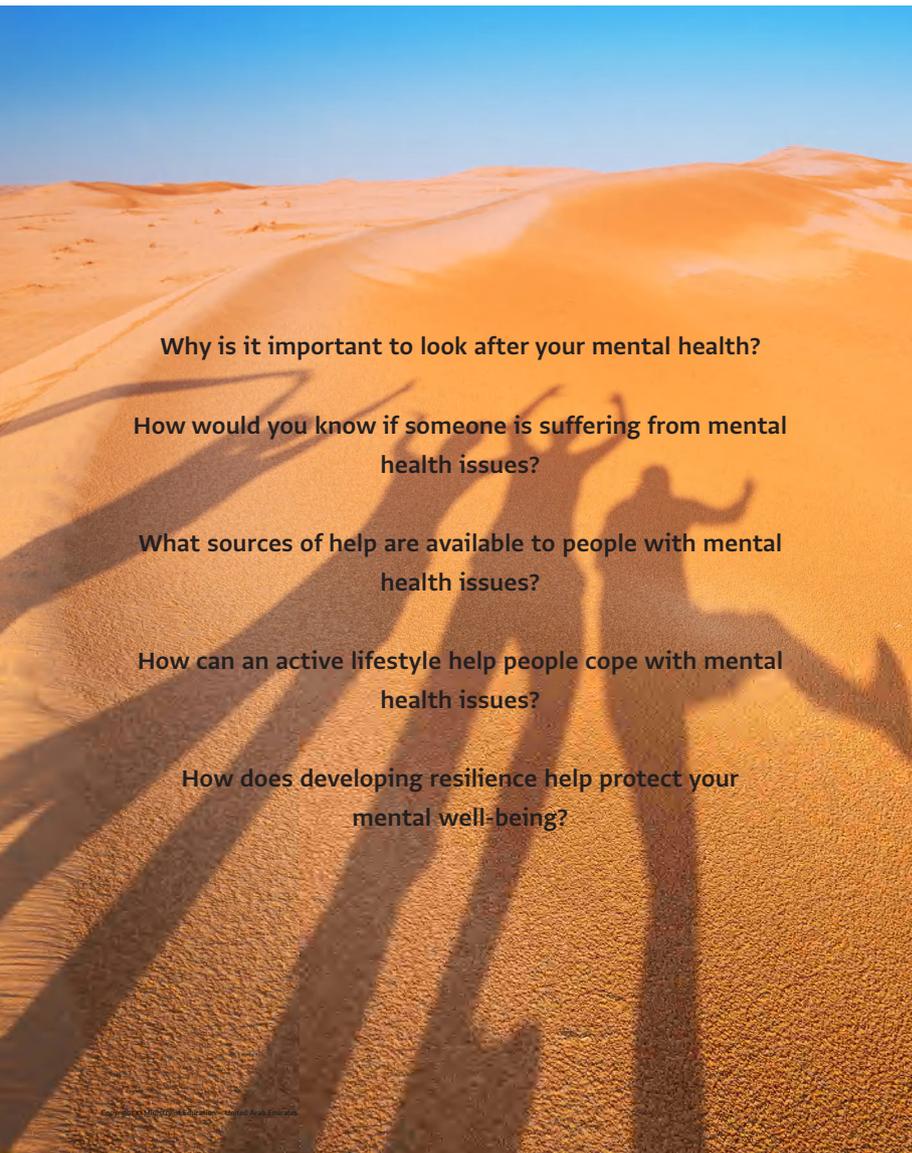


How can we deal with mental health issues in a way that respects the individual and encourages a healthy lifestyle?

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Central Question

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



Why is it important to look after your mental health?

How would you know if someone is suffering from mental health issues?

What sources of help are available to people with mental health issues?

How can an active lifestyle help people cope with mental health issues?

How does developing resilience help protect your mental well-being?

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 link between mental and physical health.
2. Understand how to maintain good mental health and resilience – e.g. through participation in arts and sport – as well as the risks to mental health from such things as isolation and substance abuse.
3. Know how to access structured support such as peer support and formal counselling.
4. Understand what can cause stress or mood changes.
5. Know about the nine basic mental-health issues young people experience, and know how to identify if someone is at risk.

Lesson Objectives

Examine what mental health is and why it's important to care for it. Find out what mental illnesses are and how to identify if someone is at risk and how to help them.

Required Materials

- 'Find someone who...' handout
- Large sheets of paper
- Markers
- Pens
- Crayons
- Stimulating question sheets

Learning Outcomes

- Understand the link between mental and physical health.
- Understand how to maintain good mental health and resilience.
- Know about the nine basic mental health issues young people experience, and know how to identify if someone is at risk.

Lesson 1

Mental Health and Mental Illnesses

Learning Outcomes

- Understand the link between mental and physical health.
- Understand how to maintain good mental health and resilience.
- Know about the nine basic mental health issues young people experience, and know how to identify if someone is at risk.

Vocabulary

Mental health

Connect

1 In this game, you will connect with your classmates and maybe even learn some new things about them.

Find someone who:

- Has the same number of siblings as you.
- Was born in the same month as you.
- Has the same pet as you.
- Likes the same food as you.
- Lives in the same neighbourhood as you.



Time to connect

Mental health

The condition and 'fitness' of your thoughts and your emotions, as opposed to the fitness of your body.

Connect

Engage with someone else in a meaningful way and share thoughts and feelings with them.

Activity 1 (5 minutes)

Read the instructions from the student book. Give the students three minutes to find fellow students who match the different criteria in the book.

Depending on the composition of the class, you can change the list of criteria and write them on the board instead. For extra challenge, you can ask the students to suggest additional criteria.

At the end of the game, ask the students a few wrap-up questions, such as:

For Beginners

- Who did you find that was born in March?
- What was a new thing that you learnt about a classmate?

For Advanced Students

- What fact surprised you?

Explain to the students that during this activity they were connecting to each other through questions and conversation.

Activity 2 (15 minutes)

Introduce the meaning of mental health by telling students that good mental health is the combination of having a positive outlook on life and leading a healthy lifestyle with plenty of physical exercise.

Ask them to read the article and answer the questions. Allow discussions on the subject in a positive attitude.

Ask students to look at the “mental health ribbon” image. Explain that ribbons in this form are symbols meant to show support or raise awareness for a certain cause. Many of those causes are related to health issues or moral situations.

Example, the black ribbon is to show mourning, the gold is to support children cancer, the brown is anti-tobacco, the cream is to raise awareness for paralysis. Tell them that this green ribbon is to raise support and awareness to mental health issues.

Suggested Answers

- a. Mental health refers to our psychological well-being, including our thoughts and our emotions. It is the condition and ‘fitness’ of our thoughts and our emotions, as opposed to the fitness of our bodies. It is important because it allows us to know our skills and use them effectively in life. If we are mentally healthy, we can cope better with the pressures of life and be happier.
- b. Mental and physical health are highly related. If you are physically fit, you feel happy, motivated and in control of your behaviour and emotions. The fitter you are physically, the better able you are to deal with mental health issues.

2**Read the definition of mental health then answer the following questions.**

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Positive mental health allows people to:

- Realize their full potential
- Cope with the stresses of life
- Work productively
- Make meaningful contributions to their communities

Mental health is closely related to physical health. Broadly speaking, the less you are active, the more likely you are to end up with physical, but also mental, health problems. We often talk about the mind and body as though they are completely separate - but they aren't. The mind can't function unless your body is working properly. If you keep active, you are less likely to be depressed, anxious or tense, more likely to feel good about yourself and more likely to concentrate and focus better. Exercising and playing sports can also help by getting you together with other people, which is in itself very important for maintaining good mental health.



Mental Health Ribbon

- a. What is mental health? And what is its importance in life?**
- b. How is mental health related to physical health?**

Activity 3 (15 minutes)

Read the article with the students and find out more about each of the disorders, asking students if they are familiar with any of them.

Then ask students to respond to the questions.

Suggested Answers

a. The teacher helps students explain the disorders:

1. Mood disorders are disturbances in usual mood states. They include clinical depression and bipolar disorder.
2. Anxiety disorders are disturbances characterized by worry, fear or phobia. This can result in heightened stress, anxiety and panic attacks.
3. Psychotic disorders disturb perception and behaviour. They include schizophrenia and psychosis.
4. Eating disorders such as anorexia, bulimia and binge eating. These often result from an unrealistic image or belief about how one's body should be.
5. Addiction to and abuse of substances such as alcohol, cigarettes and illegal drugs can have a negative impact on one's self-confidence and can lead to serious physical health issues.
6. Trauma- or stress-related disorders can occur when someone has experienced a very traumatic or stressful event in their lives, such as bereavement, violence or abuse. They include PTSD (Post Traumatic Stress Disorder).
7. Developmental disorders result from early disturbances in brain development. These include ADHD (Attention-Deficit/ Hyperactivity Disorder) and some other learning disorders.
8. Self-harming can occur for a variety of complex reasons. Young people who self-harm may do so as a method to cope with stress, or to attract attention (a cry for help). Others do so to dissociate from their problems (for example to distract themselves from emotional pain).
9. OCD (Obsessive-compulsive disorder) involves obsessions, which are persistent, intrusive and unwanted thoughts, images or impulses (urges) and compulsions, which are repeated behaviours that a person performs in order to decrease the anxiety caused by the obsession. These activities vary from person to person. Some common compulsions include counting, touching, washing and checking.

3

Read about Mental Health Challenges then answer the following questions.

Mental health challenges are disorders of brain function. They have many causes and result from complex interactions between a person's genes and their environment.

Nine common mental health challenges face young people today.



- a. Can you explain these disorders? Your teacher will help you!
- b. How do you think you would know if someone is experiencing mental health challenges?
- c. How can you support them?

KEY FACT

World Mental Health Day is on October 10.

- b. They seem to be in a bad mood or reluctant to engage with others. They start to behave in unusual or different ways. They might also ask for help.
- c. If you notice someone suffering with mental health issues, you should first take the situation seriously and confidentially. Mental issues might embarrass people. Reach out to the person and offer help and support, without judging the person. Assure this person of your confidentiality and understanding of the situation. Encourage them to look at the positive things in life. If you can't help, try to put the person in touch with someone who can help them. them, their parents, the teacher...

4

Look at the picture and answer the following.

- a. Discuss how connecting with others can improve mental health.
- b. Did you ever support your friend at difficult times? Share your experience with the class. Make sure you respect confidentiality.



Connecting with friends

5

- a. Create a poster for World Mental Health Day encouraging people to have a healthy mental and physical life.
- b. With your group, do research about one of the disorders designated to you.

Activity 5 (10 minutes)

- a. Ask students to create a poster to show awareness of the relationship between mental and physical health.
 - This can be in class or as homework.
 - Encourage them to use the green colour of the ribbon in activity 2.
- b. Divide students into groups of 2 or 3, ask each group to research one of the following disorders (It is up to the teacher to choose which disorders to research according to the class):
 - Choose from the detailed list below of the previous activity:
 - Mood Disorders (Bipolarity, depression)
 - Anxiety disorders (fear of heights, insects, closed areas, separation...)
 - Psychotic Disorders (schizophrenia)
 - Eating Disorders (Bulimia, anorexia, body dysmorphic disorder)
 - Development Disorders (ADHD, autism, mental retardation)
 - Obsessive Compulsive Disorder (Repetitive behavior, checking, washing)

Key Skills (Head, Heart, Hands)

- Communication
- Resilience
- Participation

Activity 4 (15 minutes)

Allow the students to look at the picture and analyse what it shows. Connecting with friends makes people happier and improves mental health.

Suggested Answers

- a. From activity 1, students may realize that connecting with others and talking to them improves their relationships and makes them enjoy being together. This is one way to maintain positive mental health. In the same way as working with a team can help them improve their physical health (as in a sports team), talking to others can help them improve their mental health.
- b. Encourage students, one by one, to tell about an experience where they supported a friend passing through a difficult time. It could be a mood change, loss of someone dear, a fear... Request from students to be confidential and not name or insinuate the person who needed the support. Tell them that they must show respect to the privacy of their friend and to the trust they showed in them.

Lesson Objectives

Explore some of the stigmatisation around mental health and how it can be addressed.

Learning Outcomes

- Understand that mental health issues can affect anyone. They are not something to stigmatise.

Lesson 2

Views of Mental Health

◦ Learning Outcomes ◦

- Understand that mental health issues can affect anyone. They are not something to stigmatise.

Vocabulary

Gratitude

Stigmatisation

Destigmatisation

1 Often we are too busy doing things to stop and take notice of what is happening in our lives.

During this activity you will be given a sheet where you can list 10 things that you are grateful for in your life. These can be people, things, activities or feelings.



Thank you!

Activity 1 (10 minutes)

Explain that mental health can be a difficult topic to deal with. There are a lot of prejudices around the whole topic that need to be challenged. And sometimes, people don't take care of their own mental health. They focus on their problems and get caught up in a cycle of negative thinking.

Emphasise that one way to take care of your mental health is to take notice of your thoughts and your actions. You can do this by taking a moment to appreciate the good things in your life.

Introduce the idea of having an 'attitude of gratitude'. Ask students if they understand what gratitude is.

Model a definition of gratitude on the board:

Gratitude: Giving thanks for the good things you have, good things that have happened to you, or good things you received.

Give students a blank sheet of paper. Remind students that taking time to pause and reflect on our lives is a very positive step for our well-being. It allows us to notice all the great things that have been happening and it gives us time to think carefully about what we want to do going forward. Bringing more moments of stillness and space into our daily lives allows us to notice the little things we might otherwise miss.

Gratitude

Giving thanks for the good things you have, good things that have happened to you, or good things you received.

Stigmatisation

Negative beliefs and attitudes about a situation or a condition.

Destigmatisation

The process of challenging negative beliefs and attitudes about a situation or a condition.

Ask students to try to think of 10 things they are grateful for in their lives right now. After five minutes, ask students to share some of their examples.

Activity 2 (15 minutes)

Remind students that many people face mental health issues. And they don't always find the support they need.

Ask students to read the article in the student book. Address any questions they raise as they read it.

Acknowledge that while talking about mental health can be challenging, it is important to do so in order to help ourselves and the people in our lives and communities. Mental health should be treated no differently than physical health. While we can often see outward signs of physical illness, it is more difficult to know when someone is suffering from mental health issues. Often, people who are suffering feel isolated or alone, as they may never have known or seen someone going through it before.

Point out that not everybody is sympathetic to those with mental illnesses. There is a certain amount of stigmatisation around mental health. Ask students if they know what this means. Explain that stigmatisation is negative beliefs and attitudes about a situation or a condition.

Next, explain that people need to be committed to the destigmatisation of mental health. Ask students if they can work out what this word means. Explain that it is the process of challenging negative beliefs and attitudes about a situation or a condition.

Facilitate a discussion about the questions in the Student Book.

Suggested Answers

- a. People might not take the person's mental health issue seriously, and they may accuse them of just seeking attention. Or they might blame the person for their problems, saying they are lazy or they eat unhealthy food or they don't pay attention to others. Or they might simply ignore the person's problems.
- b. If you notice someone suffering with mental health issues, you should first take the situation seriously. Reach out to the person and offer help and support, without judging the person. Encourage them to look on the positive things in life and to develop an attitude of gratitude. If you can't help, try to put the person in touch with someone who can help them.

2**Read the article about *Destigmatising Mental Health* then answer the questions that follow.**

People who suffer from mental health issues face many obstacles in life. If they are lucky, they have a good support network around them, with friends and family who help them through their days. However, unlike other health issues, mental health issues are often misunderstood. People who suffer from depression, for example, are often told that they are just "having a bad day" or going through "a phase". They might be told to "cheer up" or pull themselves together. They might hear that they need to "try harder" to get "better". These unhelpful attitudes add to the stigma of mental health. Sufferers might feel ashamed about their condition, and in extreme cases might be discriminated against because of it. This of course all adds to burden they are already carrying. So how can you help to combat the stigma often associated with mental health? First, remember that these people are suffering. How would you deal with a friend who was suffering from a toothache or a broken leg? You'd show empathy and try to help him, right? The same attitude is needed when dealing with mental health. Suppose you have a friend who is dealing with a mental health issue. Show empathy and compassion. Think about the impact of your words and actions. If your friend wants to open up and talk to you, listen to him. Show him that you want to help. If he chooses to stay silent, don't force him to talk. Sometimes people need time to make the decision to share their

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thoughts. Just let him know that you'll listen when he wants to talk. Give advice if you think he's open to that. But remember, mental illness can affect anybody. It's nobody's fault. So give your advice in a caring fashion. By listening and being there, you can help your friend deal with his illness.



No more stigma!

- a. What challenges might people who have mental health issues face?
- b. How could you deal with these challenges?

Activity 3 (20 minutes)

Explain that mental health issues can affect anyone, and they can be caused by many different factors. We should always be supportive to those who are having mental health issues.

Emphasise that mental illness is an issue that persists for a very long time. Give an example of someone feeling sad for failing an exam or losing someone dear is not mental illness, it is a normal reaction to that situation. Same thing if someone felt scared of a certain incident, or changed his mind about a matter. This does not mean he has phobia or he is bipolar. Mental illness is a long-term case.

Divide the class into groups. Explain that each group is going to perform a role play (two minutes) that shows stigmatising and destigmatising in action. Read through the instructions in the student book. Check that students understand what they need to do.

Emphasise the need to portray the mental illness in a caring, compassionate way. Students should not make fun of mental illness or add to the stigma that can be associated with it.

Remind students of the different disorders they learned about earlier. They may struggle to come up with scenarios, so suggest some:

- As an anxiety disorder (Fear of something): A person is afraid of exams, he is always so worried and even gets sick when he has an exam. The second character mocks him and says he needs to 'toughen up'. The third character suggests that he talks to his teachers about it and they can help him in this issue.
- As a mood disorder (Depression): A person can't shake off a feeling of sadness. He has been sad for weeks. The second person tells her she should just 'cheer up'. The third person talks about the need to seek help if sadness doesn't pass in a day or two.
- As a mood disorder (Introvert): A person doesn't feel like interacting with others anymore. The second person accuses him of being rude and unfriendly. The third person talks about the need to open up to people you trust.

3

With your group, present a three-character role play.

Having a mental illness is not a choice or moral failing. Mental illnesses occur at similar rates around the world, in every culture and in all socio-economic groups. A mental illness makes the things you do in daily life, like school, work and socialising with other people, hard.

- **One character plays a person dealing with mental health issues. Play the role in a caring way.**
- **The second character is someone who has a negative attitude to mental health problems.**
- **The third character challenges this negative attitude and supports the first character.**

4

What are your attitudes to mental health? True or False?

Your teacher will call out statements.

True False

Young people feel that their parents won't take them seriously if they tell them they are facing mental health challenges.

Mental health issues can be cured if help is sought.

Young people need more strategies to deal with stress and worry

Young people who suffer from mental health issues worry that their friends will make fun of them for it.

It is normal to experience mental health issues.

Mental health issues may get worse without help from friends, family and professional services.

Differentiated Learning

Some students might prefer acting out the parts. Others might prefer coming up with ideas for the scenario. Try to mix the groups so they have a variety of skills.

Activity 4 (5 minutes)

Explain to students that they are now going to examine their own attitudes towards mental health.

Ask students to choose whether each statement is true or false.

Discuss answers with the class.

Remind students that they need to take notice of their own attitudes to mental health. They should not be ashamed to ask for help if they need it. And they should not judge others who are suffering from mental health issues.

5

Write a short paragraph about how you feel.

We all need to take notice of our thoughts. Think about how you feel today. What are you happy about? What are you grateful for? Are you worried about anything?



I take notice

Activity 5 (10 minutes)

Remind students about the importance of taking time to take notice of their thoughts and feelings. We are sometimes more aware of our physical health because problems with our bodies are usually more noticeable (headaches; out of breath; tiredness). However, we should also do a regular 'mental check-up'.

As they write, walk around the class offering support and encouragement. If students are struggling, help them with some prompts:

- Perhaps you are happy because you are healthy.
- Perhaps you are grateful for the delicious meal your mother cooked last night?
- Perhaps you are worried about your schoolwork.

Emphasise that if students have any pressing concerns, they should deal with them by talking to someone (parent, friend, teacher) or asking for help.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Empathy
- Decision-making

Lesson Objectives

Explore what might cause mental deterioration and how to get out of it.

Learning Outcomes

- Know how to access structured support such as peer support and formal counselling.

Lesson 3

Causes of Mental Deterioration and Its Impact on the Individual

◦ Learning Outcomes ◦

- Know how to access structured support such as peer support and formal counselling.

Vocabulary

Active

Exercise

Physically fit

Active

Moving and energetic;
not still.

Exercise

Activities that use up energy
and improve your
physical health.

Physically fit

Having a healthy body that
is able to do many exercises
and activities.

1 Look at the picture and discuss what you see with your class.



What's in the mirror?

Activity 1 (10 minutes)

Draw the students' attention to the image, ask them to imagine that the apple is a person, ask them what they can deduce from the image.

In real life this person has a normal body weight but when looking at the mirror, he sees himself as very fat.

Tell students that this is a mental illness called anorexia, and it happens a lot in teenagers.

Explain that it is an eating disorder, and it is caused mainly by fear of looking fat and gaining weight. So, the person restricts his food intake by dieting, fasting, or excessive exercise. He becomes obsessed by counting calories and weighing himself. He can become dangerously underweight.

This happens to boys and girls.

Discuss that 'looks' are important for this age and teenagers might overreact to their bodies in a negative way which causes mental illness.

Activity 2 (15 minutes)

Tell students that being active is one of the ways to Well-Being. Explain that being active involves getting physical exercise. Check that students understand what 'exercise' means.

Model a definition on the board:

Exercise: Activities that use up energy and improve your physical health

Point out that if we get plenty of exercise, we become physically fit. Explain that this means having a healthy body that is able to do many exercises and activities.

Ask students if they have heard about Special Olympics. Explain that this is an international competition among people of determination and people with intellectual disabilities. People with intellectual disabilities are people who are mentally challenged. Tell the students that these Olympics are the perfect example of inclusion of these people. They motivate them in order to take care of their physical health knowing that this has a very positive impact on their mental health.

Remind students of both the physical and mental benefits that even a little regular exercise can bring:

Physical: reduce risk of disease; more energy

Mental: more enthusiasm; more positive attitude

Ask students to read the article about being Special Olympics. Ask them to consider their own lifestyles as they read the article.

Facilitate a discussion around the questions in the Student Book.

Suggested Answers

For Beginners

- a. When people are active, they have increased energy and enthusiasm. They are able to tackle tasks and get things done. People are also happier when they are active and enjoy life more. This affects people with mental illness positively.

For Advanced Students

- b. Schools can encourage healthy lifestyle by building physical exercises and tasks into the school program. They can also encourage sports. And they can reward healthy lifestyle choices. They can also reduce the temptations to become unhealthy by, for example, minimising access to unhealthy food or drinks.

Society should encourage healthy lifestyle choices, so that they become the 'norm'. Role models and leaders should promote exercise and active lifestyles.

2

Read about inclusion of individuals with intellectual disabilities in sports then answer the questions that follow.

The 2019 Special Olympics World Summer Games will take place in Abu Dhabi, in 2019.

Special Olympics is a global movement that unleashes the human spirit through the transformative power and joy of sports, every day around the world. We empower people with intellectual disabilities to become accepted and valued members of their communities, which leads to a more respectful and inclusive society for all.

7,000 athletes and their families, from 170 countries will be welcomed at the Special Olympics World Summer Games in Abu Dhabi. The athletes will compete in 22 sports, taking place at multiple venues throughout the city.

Commenting on the momentous occasion, the Chairman of the Abu Dhabi World Games Higher Committee said: "Abu Dhabi has long been at the forefront of the inclusion of individuals with intellectual disabilities in our region. Today, we are celebrating a milestone in a journey that began with the vision of Sheikh Zayed bin Sultan Al Nahian-may God have mercy upon his soul-in promoting an inclusive society. We are proud to continue this tradition through our leaders, and extend our commitment to the Special Olympics movement,

which has the firm backing of the Crown Prince Court of Abu Dhabi, and the entire nation, as it brings us a step further in achieving social inclusion. Thanks to the Special Olympics athletes of the UAE who have inspired us to reach this milestone.”



HH Sheikh Mohamed bin Zayed Al Nahyan at the signing of hosting the Special Olympics in Abu Dhabi in 2019

- a. How does the power and joy of sports unleash the human spirit?
- b. What role can a school play in encouraging a healthier lifestyle?

Activity 3 (15 minutes)

Ask students to read the text. After discussion, divide students into groups of four to five, and ask them to respond to the question.

Suggested Answers

- **Connect:** talk to others. It helps people to share their thoughts and time.
- **Be Active:** exercise. It motivates, relaxes.
- **Take Notice:** be mindful of how you feel. It helps in realising one's feelings and accepting them.
- **Keep Learning:** ask for help. Find solutions.
- **Give:** be grateful for the good things. Reminds people of the good things they have.

3

Read the article about Five Ways to Well-being. Then answer the questions that follow.

Because we live in such a fast-paced world, we may neglect our mental emotional and needs. But this can just lead to further problems later in life. Mental health issues can include feelings of panic, anxiety, loneliness, despair, or even lack of direction. This turn leads to 'negative thinking', as we focus on our problems and things that we think are going wrong in our lives. So sometimes, we need to give ourselves a 'mental workout'. One effective way to protect your mental health is to use the 'Five Ways to Well-Being'. These are simple activities that people can easily do in their everyday lives to look after their health and wellbeing. They were developed by the New Economics Foundation based on evidence gathered about mental health and well-being. The five ways have been used by health organizations, schools and community projects worldwide to help people take action to improve their wellbeing.



a. With your group, analyse the meaning of each of the 5 ways and how would it help.

5 Ways to Wellbeing				
Connect	Be Active	Take Notice	Keep Learning	Give

Activity 4 (15 minutes)

Explain that mental health issues can stem from many different causes. For some people, it's unfortunately the result of biology; their genes and family history may just make them vulnerable to mental health issues.

Emphasise, however, that there are other causes and behaviours that can lead to mental health issues, and these can be dealt with.

Divide the class into pairs. Explain that they are going to explore how the five ways can help people address the causes of mental health issues. Remind students that the five ways are: Connect, Be Active, Take Notice, Keep Learning and Give.

Explain the causes in more detail:

When people feel alone and isolated, they may withdraw even further from others. This in turn increases their sense of isolation.

Being physically unhealthy can lead to a lack of energy and feelings of laziness. This in turn reduces motivation, as you feel you don't have the energy to do what you need to do.

Mental health problems can stem from a general feeling of anxiety or fears about specific things, such as an exam or an upcoming visit to the doctor.

4 Mental health issues can stem from many causes. With your partner, discuss some of the causes listed below and decide how the 'five ways' could help people in these situations.

a. There are no right or wrong answers here-just creative ideas to help you, your community and your world.

Cause	Solution
Feeling isolated	Connect with others
Unhealthy 'lazy' lifestyle and diet	
Sense of fear or anxiety	
Shocking experience	
Sense of worthlessness	

5 The Five Ways and Me.

In order to help others, we first need to look after and care for ourselves. The Five Ways provides a strategy to do just this. Think about how you could apply the five ways to look after your own mental health. Think specifically about the first way, Connect.

Write a short paragraph about how the five ways could help you.



Activity 5 (10 minutes)

Emphasise that everyone has a responsibility to look after their own mental health. The stronger we are ourselves, the more we can help others.

Ask students to think how about they could apply the five ways in their own lives.

As they write, walk around the class offering support and encouragement. If students are struggling, help them with some prompts:

How can I connect better with others?

Do I get enough exercise and physical training? Do I have a healthy diet?

Do I know how I feel? Do I know when my mood is low? What do I do?

Do I seek help when I feel down? Do I know whom I can talk to?

Am I grateful for the good things in my life?

Key Skills (Head, Heart, Hands)

- Communication
- Resilience
- Participation

In some cases, the cause might be a specific shocking incident, such as an accident or the death of someone close to you.

Allow students 10 minutes to discuss the causes and complete the table. Ask pairs to share their answers with the class. Stress that these are just some possible approaches to address these causes. The best approach is determined by many factors, including those specific to the situation. However, by applying the five ways, people can take a positive step towards looking after their mental health.

Cause	Solution
Feeling isolated	Connect with others
Unhealthy 'lazy' lifestyle and diet	
Sense of fear or anxiety	
Shocking experience	
Sense of worthlessness	

Lesson Objectives

Explore the various forms of support and help available to people who have mental health issues.

Required Materials

- Information around local services available for young people facing mental health challenges
- Sheets and other media – markers, crayons, scissors, glue etc. for the flyers
- A bag of almonds, walnut or something similar for the mindful eating exercise

Learning Outcomes

- Know how to access structured support, such as peer support and formal counselling.

Lesson 4

Asking for Help

○ Learning Outcome ○

- Know how to access structured support such as peer support and formal counselling.

Vocabulary

Support

Seeking help

Counselling

Mindfulness

1 You are not alone in the world. You don't have to do everything yourself. You can ask for help.



I need help!

With your partner, consider these questions:

- a. When is it time to ask for help for yourself?
- b. When is it time to ask for help for a friend?
- c. Who could you ask for help?

What I might say when looking for help:

.....

Activity 1 (10 minutes)

Remind students of the five ways: Connect, Be Active, Take Notice, Keep Learning and Give. Explain that when we take notice of how we feel, we might become aware of problems that we need to deal with. For example, we might discover that we are more stressed than we realised. That's when we need to get advice from others. We can't know everything ourselves. We need to ask for help and learn from others.

Explain that seeking help simply involves contacting others when you feel overwhelmed, in danger or stressed. You are looking for support. Ask students if they understand what 'support' means.

Model a definition on the board:

Support: Help or encouragement, especially in times of difficulty.

Divide the class into pairs. Ask them to consider the questions in the student book. They should then write one sentence about what they might say if they were looking for help.

Support

Help or encouragement, especially in times of difficulty.

Seeking help

Contacting others when you feel overwhelmed, in danger or stressed.

Counselling

Professional support for people suffering mental health issues or stress.

Mindfulness

Focussed awareness of your thoughts and feelings.

Suggested Answers

For Beginners

- You might feel sad, angry, stressed, anxious, frightened or just uneasy. You might have difficulty relaxing, sleeping or eating.
- A friend might start behaving differently than usual. They might seem moody or might not want to interact with others.
- You could talk to your parents, a friend, a teacher, a doctor or the school counsellor.

For Advanced Students

Possible things you might say

- Why am I unable to sleep at night? Am I stressed?
- Why do I not enjoy anything any more?
- I seem to be angry all the time. How can I calm down?
- I don't feel like doing anything or taking any exercise. How can I get going again?

Emphasise in this discussion that it is never too early to ask for help. The earlier help is received, the better in all cases.

Use this time to highlight local services available to them when facing mental health challenges-in the school or in local health clinics.

Activity 2 (15 minutes)

Explain that before you can ask for help, you need to be aware that you need help. Mindfulness can help you to take notice of your feelings. Ask students if they are familiar with mindfulness.

Model a definition on the board:

Mindfulness: Focussed awareness of your thoughts and feelings.

Ask students to read the article about mindfulness. Address any questions they raise.

Facilitate a short discussion about the two questions in the student book.

Suggested Answers

- a. Mindfulness involves pausing and listening to your body. It gives you a chance to take notice of your emotions and your thoughts, and of how your body feels. By becoming aware of your breathing, you can then expand your attention to become aware of your body and your thoughts.
- b. As you listen more carefully to your body, you may become aware of problems you need to address. Perhaps you feel a lot of tension in your body. Your heart might be racing or your hands might be sweating. Perhaps your stomach is tingling with tension. Or maybe you'll notice negative thoughts and emotions. By becoming aware of these issues, you can decide what action to take. That may include seeking help or talking to others.

Next, hand out the s (or similar food) to the students. Each student should have one almond. Explain that students are going to practice mindful eating, using all their senses:

- Before eating the almond, they should carefully look at it and slowly feel its textures.
- Next, they smell the almond, noting whether it smells pleasant or not.
- Then they slowly eat the almond, taking time to notice how it feels in their mouth and the sound it makes as they chew it. They should pay particular attention to the taste and how that taste makes them feel.

2

Read the following article then discuss the questions that follow.

In the modern world, everybody seems to be busy. Life is a constant swirl of activity: tasks, deadlines, classes, meetings, chores and so on. We are all moving so fast that we forget that sometimes we need to slow down. We need to literally take a breath!

Because we are constantly doing, we may lose touch with how we are feeling. Mindfulness is a very effective relaxation technique that gives you a chance to 'check in' with yourself. You choose to stop for a moment (maybe a minute, maybe fifteen minutes) and take notice of how you are feeling.

One of the core practices in mindfulness is attention to breathing. This simply involves paying attention to your breath, noting each in breath and each out breath. You don't need to change your breathing; you just need to notice this. This helps your brain to slow down and helps you to notice how you are feeling. You have a chance to listen to what your body is telling you.

As you relax more, you start to pay attention to your body. Do you feel relaxed? Is there pain or tension anywhere? Do you feel calm or is your mind (and your heartbeat) racing? For now, you are just noticing your feelings. You are not judging or analysing them.

By taking notice of what your body and mind are telling you, you can start to think about whether you need to change your lifestyle or seek help.

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Ask students to write their thoughts about the exercise in their student book. Ask students to share their thoughts, if they feel comfortable doing so.

Explain that the aim of the exercise is to show that when we slow down and really pay attention to what we're doing, we can become more aware of how we feel while we're doing it. As we slowly eat the almond, we notice how we feel. This in turn helps us develop an attitude of gratitude.

As you become more skilled at mindfulness, you can apply it to many aspects of your life. You can walk mindfully, paying attention to each step.



You can eat mindfully, paying attention to taste. And you can even listen to music mindfully, paying attention to each note. Isn't it time that you stopped and took a breath?

- a. How can mindfulness help you to take notice?
- b. How can mindfulness help you to keep learning?

Complete the almonds eating exercise. Share your thoughts about the experience in the box below.

Activity 3 (15 minutes)

Remind students that it's okay to ask for help when we're struggling with mental health issues. One possible source of help is counselling. Ask students if they understand what this is.

Model a definition on the board:

Counselling: Professional support for people suffering mental health issues or stress.

Ask students to read the article about school counsellors. Address any questions they raise about it.

Discuss with the students the job of the school counsellor and ask them question (a) in their books.

Suggested Answers

- A good counsellor will also have excellent communication skills, good goal-setting skills, high ethical standards, good mediation skills, as well as the ability to put down clear boundaries.
- Next, divide the class into groups. Explain that each group is going to prepare and present a short (one minute) role play about seeking help. One character is having mental health issues and the other is urging them to seek help.

The role play should touch on the following points:

- Mental health issues can take many forms.
- It's okay to have concerns about your mental health.
- When you do have concerns, you should talk to someone.
- If someone reaches out to you, you should support them and take their concerns seriously.
- You should urge people to seek help if necessary. Don't feel that you have to 'fix' another person's problems.

3 Read the following article, then complete the activity that follows.

Children and young adults need guidance and support, especially when it comes to dealing with academic, personal, parental and social pressures. This is why many schools employ guidance counsellors.

A counsellor's job is to help students reach their full potential. First and foremost, they listen to students' concerns. They also act as advocates for students' well-being, and as valuable resources for their educational advancement. Counsellors can help students with issues such as bullying, disabilities, low self-esteem, poor academic performance and relationship troubles. In addition, they can evaluate students' abilities, interests and personalities to help them develop realistic academic and career goals.

On the job, school counsellors listen to students' concerns about academic, emotional or social problems. They help students process their problems and plan goals and action, mediate conflict between students and teachers. They can also improve parent/teacher relationships, assist with college applications, jobs and scholarships. They can help in organizing peer counselling programs, work on academic boards to improve learning conditions.

Because everyone's home and social life is different, guidance counsellors need to be caring, flexible, adaptable and patient.

Being a counsellor can be difficult, but you can make a fulfilling career from easing students through the often tumultuous school years. With your help, they can navigate problems with confidence.

a. What skills should a good counsellor have?**b. With your group, prepare a role play where one character raises concerns about their mental health, and another character urges them to seek help.**

I'm here for you!

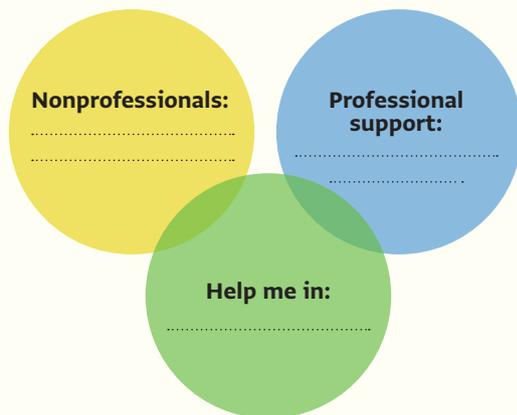
If students are struggling to come up with scenarios, you can suggest the following:

- I am being bullied at school, so I am having nightmares.
- I'm worried about my school work, and I can't seem to relax.
- My mother is sick, and I'm not sure I can cope.
- I feel tired all the time. I don't seem to have any energy.
- I lost my phone in the shopping centre, and I'm really angry about that.

4

With your group, make a simple poster urging people to seek help if they need it. It can be for seeking help for a specific mental health disorder or can be a guide to accessing help for any challenges you or your friends are facing.

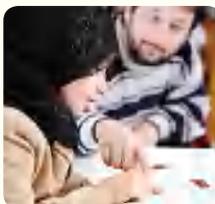
Make sure to include:



5

Write a short paragraph about asking for help.

Everybody needs some help sometimes. Perhaps you've needed help in the past. Or maybe you might need help in the future. If you needed help, would you know who to turn to? Would you know what to ask? And how do you think you'd feel after asking for and receiving help.



Activity 4 (15 minutes)

Explain that sometimes people are afraid to seek help for their mental health concerns. This is because of the stigmatisation of mental health problems. Check that students remember what this means (negative attitudes towards mental illness).

Emphasise that it is okay to seek help when you need it. This is how you keep learning.

Divide the class into groups. Explain that each group is going to design a poster encouraging people to seek help for any mental health concerns they have.

Differentiated Learning

Some students may prefer to work on the words for the poster, others might prefer to work on the visuals and others may prefer to work on the concepts and ideas for the poster.

Activity 5 (5 minutes)

Remind students that they may to ask for help sometimes. This may just be an encouraging word from a friend or a hug from a family member. Or it may be professional help and advice. The important thing is knowing when to ask for help, and knowing who to ask.

Ask students to write a paragraph about this.

As they write, walk around the class offering support and encouragement. If students are struggling, help them with some prompts:

- Do you have any concerns that don't seem to go away? Do you have thoughts that you seem to keep returning to?
- Which family members do you feel most comfortable sharing your problems with? Do you have friends that you can confide in?
- When you ask for help and get advice, you learn something new. This helps you overcome your concerns and helps you grow as a person.

Remind students of the support services that are available to them in the school.

Key Skills (Head, Heart, Hand)

- Communication
- Solidarity
- Creativity

Differentiated Learning

Ask a mixture of lower order and higher order questions during discussion. Take into account students' abilities when putting them into pairs for the discussion and making posters.

Lesson Objectives

Explore how building resilience helps to develop inner strengths and enables us to help others.

Required Materials

- Paper
- Markers
- Crayons
- Scissors
- Glue
- Recyclable materials
- Cardboard
- Plastic cartons

Learning Outcomes

- Understand how to maintain good mental health and resilience – e.g. through participation in arts and sport – as well as the risks to mental health from such things as isolation and substance abuse.

Lesson 5

Healthy Lifestyle and Mental Health

Learning Outcomes

- Understand how to maintain good mental health and resilience – e.g. through participation in arts and sport – as well as the risks to mental health from such things as isolation and substance abuse.

Vocabulary

Compliment

Resilience

1 Sit in a circle.

When it's your turn, give a compliment to the person on your right. Then, when it's your turn again, give a compliment to the person on your left.

As you participate in this activity, consider the following:

- How does it feel to give a compliment?
- How does it feel to receive a compliment?



It's nice to be nice!

Activity 1 (5 minutes)

Remind student about the Five Ways (Connect; Be active; Take notice; Keep learning; and Give). Emphasise that the Five Ways are not just about improving your own life. They are about giving to others as well, helping to improve their lives.

Explain that giving doesn't always have to involve money or gifts. One of the simplest things you can give to somebody else is a compliment. Check that students understand what a compliment is.

Model a definition on the board:

Compliment: To say something nice or positive to or about another person

Ask the class to sit in a circle. Explain that students are now going to complete the Compliment Circle. One at a time, each student will give a compliment to the student on their right. They can tell the person something they like about them or something they admire.

When the compliments have gone around in one direction, you can ask everyone to switch places. You can then do another compliment round with everyone giving a compliment to the person on their left.

Compliment

To say something nice or positive to or about another person.

Resilience

The ability to cope with life's difficulties and to recover after setbacks.

At the end of the activity, ask students to consider the two questions in the student book. Ask them to share their thoughts. Emphasise that they should be mindful of the positive feelings they experience when they receive a compliment. How do these compare with the feelings they experience when they give a compliment? Point out that giving is a very simple, yet powerful, way of interacting with somebody else.

Activity 2 (20 minutes)

Point out that the Five Ways aim to help people improve their lives, and the lives of others. They aim to improve physical and mental health. And they can build up a person's resilience. Check that students understand what resilience means.

Model a definition on the board:

Resilience: The ability to cope with life's difficulties and to recover after setbacks

Ask students to read the article about the Five Ways. As they read the article, they should consider the quality of resilience. Address any questions that students raise.

Facilitate a discussion around the questions in the student book.

Suggested Answer

For Beginners

By being active and drawing support from others, you can build your own inner strengths. As you become more mindful of how you feel, you'll begin to notice your strengths and feel more confident about handling obstacles that arise.

For Advanced Students

As you develop your own strengths, you can help support others. You can advise them about the five ways, or simply listen to their concerns and offer solutions.

- As we draw strength from each other, we become aware of our role within the greater community. By applying the five ways together, we can help build a better society, based on the values of resilience, mental and physical health, and gratitude.

2

Read about applying the five ways in order to improve your physical and mental health, then answer the questions that follow.

By applying the Five Ways, you can greatly improve both your mental and physical health, and become a more resilient person, better able to cope with life's trials.

When you connect with others, you build a support network. People are stronger when they reach out and work together. The more active you become, the healthier you will feel, both in your mind and in your body. You will become tougher and stronger, able to overcome obstacles and deal with problems that you encounter.

Remember to take time to take notice. Be mindful of what your body is telling you. What are your thoughts? What are your feelings? The more aware you are of your developing strengths, the more your confidence and enthusiasm grow. We all have bad days. We can't achieve everything on our own all the time. Sometimes on your journey, you need help along the way. Knowing when to ask for help isn't a weakness; it's a strength.

Finally, give something back to others. Be grateful for the good things in your life. And share the goodness with others. Develop an attitude of gratitude.

If you first focus on improving and helping yourself, you will then have the strength to help those around you. As your support network grows, you develop more resilience, you feel ready to help even those you don't know, those who may be struggling in your community.

And then everyone starts to grow together!



Supporting each other

- a. How can you use the five ways to strengthen your own resilience?
- b. How can you use the five ways to help your friends and family to strengthen their resilience?
- c. How can you help the people in your community to strengthen their resilience?

Activity 3 (15 minutes)

Remind students that the fifth, and final, way is giving. As well as giving to those close to them (family, friends, classmates), students can also think about giving back to society at large and helping those less fortunate than themselves. This in turn helps people develop an 'attitude of gratitude'. Check that students understand what gratitude means.

Model a definition on the board:

Gratitude: Giving thanks for something received

Explain that giving brings benefits to the giver and the receiver. The act of giving makes both persons feel grateful and encourages both to be mindful of the positive things in their lives.

By giving to charity, we are expressing our gratitude for the good things in our lives, while also helping those less fortunate than us.

Ask students to read the article about charitable organisations in the UAE.

Divide the class into pairs and ask them to discuss the tasks in the student book. Ask them to share their thoughts.

Emphasise that charity is an important element of UAE life, because it ties in with values such as hospitality and helping others.

3

Read the following article and then complete the tasks that follow with your partner.

Charitable work and social solidarity have been the fundamental pillars of UAE society and have always helped the people of this country face all kinds of hardships before the discovery of oil and the advent of prosperity. Philanthropy has developed with the growth of the Emirates, as reflected in the establishment of charitable societies and organizations dedicated to alms-giving and charitable activities. Other contributors include government institutions and domestic initiatives launched by UAE nationals as well as other residents.

The UAE's most important charities include the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation. Founded in 1992 for charitable projects inside and outside the UAE by Sheikh Zayed (may God have mercy on his soul), the founding father of the UAE, the organisation has helped many countries through its aid projects.

Another leading charity is the Mohammad bin Rashid Al Maktoum Foundation. Launched in 2007 by His Highness Sheikh Mohammad Bin Rashid Al Maktoum, Vice President and Prime Minister of UAE and Ruler of Dubai, its stated goal is to empower future generations to create knowledge-based societies by funding research projects and initiatives.

The importance of tradition in contemporary charities is reflected in the name of another important UAE charity, the Zakat Fund. The Zakat Fund was created in 2003 by Sheikh Zayed and is a public body that officially collects Zakat donations in the UAE. Its charitable projects provide for widows, orphans, unemployed persons, the elderly, and the disabled.

- Consider why charity is such an important element of UAE life.
- Find a charity in the UAE that helps people with mental health issues.

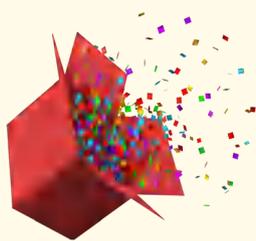


4 It's time to get creative!

Use your creativity to make a gift for your assigned classmate. You can:

- Make them a card
- Write them a poem
- Draw them a picture
- Make them a mini sculpture.

Think about their gifts and talents while you make it for them. Create something that will make them smile.



For you!

5 We've been on a journey in this unit! We've covered five ways to improving our well-being.

Think about your own journey. Write a short paragraph about your journey and where you'd like to go from here.

Are you more resilient now than you were before?

How do you think you can improve your own well-being?

What about those close to you?

And how can you give something back to society?

Activity 4 (20 minutes)

Remind students that giving does not have to involve expensive gifts. Sometimes a handmade gift can be more valuable. The objective in giving is expressing our gratitude and thanks to the good things we have in our lives. Giving is a reward to the donor and the receiver.

Explain that the students are now going to make a gift for one of their classmates. Begin by putting all the students' names in a hat and asking them to pick out a name and keep it secret. This is their assigned classmate. (Each student is assigned to only one classmate.)

Explain the different types of gifts they can make. (Ensure students have access to the necessary materials to make their gift.) But point out that they have only 10 minutes to make the gift. The gift should say something about the receiver; for example, if your assigned classmate loves nature, you could write a poem about the beauty of sunrise. Encourage students to be creative. This isn't a competition. It's simply an exercise in giving!

Take a few minutes at the end for your students to give each other the gifts – if time allows, you can ask them what they made and why.

Differentiated Learning

Emphasise that students can make different types of gifts. Some students will be more skilled at writing a poem. Some will be more visual. And some will prefer to use their hands to build something. Encourage students to use the skills they feel most comfortable with.

Activity 5 (10 minutes)

Remind students that life is a journey and learning is an ongoing process. We can always improve a little bit more. We can always learn new things. The Five Ways can be thought of as a guide for our journey. Ask students to think about how far they have come in this unit, and where they'd like to go next.

Ask students to think about their journey and their progress.

As they write, walk around the class offering support and encouragement. If students are struggling, help them with some prompts:

- What skills and strengths have you developed over the course of the unit?
- Do you need to be more active? Are you mindful of your feelings? Do you reach out for help when you need it?
- Do you connect with others? Do you listen when they need your help? Do you pay attention to their needs?
- Do you give to any charities? Are you aware of the charities operating in your area?

Emphasise that the Five Ways is not a solitary journey. It's a shared journey where people help each other to improve their well-being and protect their physical and mental health.

Key Skills (Head, Heart, Hands)

- Problem solving and managing oneself
- Care
- Taking Action

Differentiated Learning

Ask a mixture of lower order and higher order questions during discussion. Take into account students' abilities when putting them into pairs for the discussion.

Moral Education in Action

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

Rationale for Moral Education in Action

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

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

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

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

Planning

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

Unit 6

Moral Education in Action

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

Introduction to Moral Education in Action

Now that you have completed the Grade 6 units in the Moral Education programme, what happens next? In this unit, you and your classmates will build on the skills you have learnt by taking part in an action project. The Moral Education programme has taught us that our actions are shaped by our values. This action project helps you to put the theory into practice.

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

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

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

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





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

Here are some helpful questions to guide planning:

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

Ideas for Moral Education in Action

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

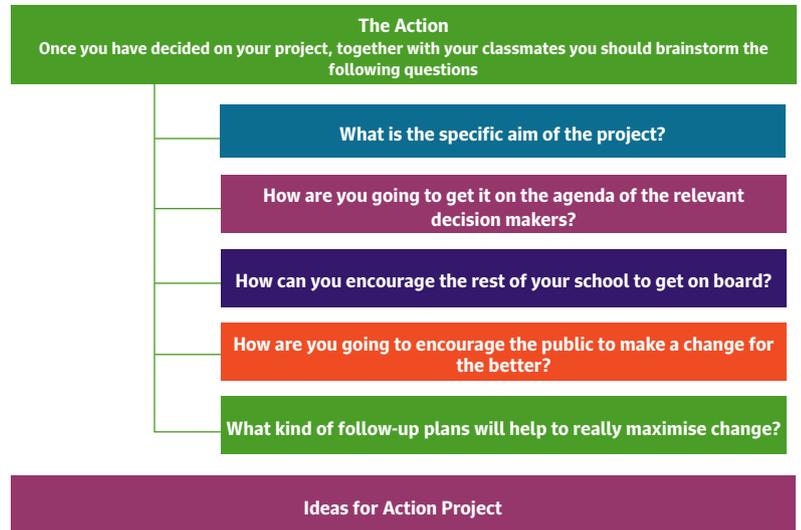
Ideas for Moral Education in Action

Creative project: Students from Grade 6 could work collaboratively to construct a sculpture, mural or art piece for the school exploring a theme from their moral education programme. It would be important that the art use recyclable materials in order to model sustainability and stewardship of the planet. The class could take charge of collecting used paper, paper cups, bottle caps, glass jars, bags, wool, textiles or other materials in advance of creating the art piece and involve other grade levels in contributing supplies for the installation.

Memory book or Memory box: Students take charge of creating a 'Memory Box' of some of their favourite times from school so far. They could include photos or poems or pieces of art work from previous project work or lessons. They could also choose copies of certificates or awards or achievements of their class. Grade 6 students could work together to create a template or framework for the memory box which other grade levels could then use in the future. Students could come back to the school in five years and open your memory box together to remember the cohesive school community they created for themselves!

Whole-school cultural passport project:

Grade 6 students could organise a whole school project whereby each class undertakes curriculum work on a particular country. Students learn more about the culture, politics and society of their chosen country and distil the main facts and learning into a cultural 'passport'. Students can then visit other 'countries' in the school to learn more about them and get their passport stamped when they have completed a visit.



1. Creative project:

As a Grade 6 student, you could work collaboratively with your class to construct a sculpture, mural or art piece for the school exploring a theme from your Moral Education programme. You could bring ideas from earlier lessons into your approach to the project. For example, based on what you learned about sustainability and looking after the planet for future generations, you could look to use recyclable materials in your art piece. Organise your class to collect used paper, paper cups, bottle caps, glass jars, bags, wool, textiles or other materials in advance of creating the art piece and involve other grade levels in contributing supplies for the installation.

2. Memory book or Memory box:

With the rest of your class, create a 'Memory box' of some of your favourite times from school so far. You could include photos or poems or pieces of art work from previous project work or lessons. Why not add copies of certificates or awards or achievements of your class? You could even work together to create a template or framework for the memory box which other grade levels could then use in the future. You could come back to the school in five years and open your memory box together to remember the cohesive school community that you all created for yourselves!

Reflection

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

3. Whole-school cultural passport project:

Along with your class you could organise a whole school project whereby each class learns about aspects of a particular country. Find out about the cultural, political and societal characteristics of your chosen country and distil the main facts and learning into a cultural 'passport'. You can then visit other 'countries' in the school to learn more about them and get your passport stamped when you have completed a visit!

Showcase Event for Your Parents

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

1. Design:

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

2. Display:

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

3. Engagement:

- Prepare questionnaires.
- Prepare quizzes for parents to attempt.
- Conversation starter sentences to start dialogues.

4. Think:

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

Parental Showcase

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

Guide the students in planning their showcase event:

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

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

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

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

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

Other Dissemination ideas

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

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

Other Ideas for Sharing Your Action Project

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

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

QUOTE

'How wonderful it is that nobody need wait a single moment before starting to improve the world'
Anne Frank

Glossary

Abandoning responsibility: Evading duties and blaming others.

Active: Moving and energetic; not still.

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

Aerobic: Vigorous activity that exercises and strengthens the heart and lungs.

Anti-racism: Opposition to all types of discrimination based on race or culture.

Archaeology: The study of objects from the past, especially bones, fossils and equipment.

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

Attitude: A belief or opinion that varies from one culture to the next, such as attitudes towards money or health.

Audit: An official evaluation or assessment of an organisation.

Authority: A position that grants an individual capacities that prioritise them over others. Hence they could be in the position of enacting laws and making decisions.

Benefits: Good or positive effects of something

Benevolence: Kindness to others.

Brochure: A leaflet outlining information.

Campaign: A series of planned activities done in order to bring about change in a particular area. For example, politics, education, health, sports, etc.

Carbohydrate: The compound in food that is broken down to release energy.

Challenge: Something new and difficult that requires great effort and determination.

Communication: The process of transferring information from a source to a target.

Compliment: To say something nice or positive to or about another person.

Connect: Engage with someone else in a meaningful way and share thoughts and feelings with them.

Consequence: The results or effects of a particular action or event.

Counselling: Professional support for people suffering mental health issues or stress.

Cultural significance: The reason why something (an artefact or symbol, for example) is important to a particular culture.

Culture: The ideas, knowledge, behaviours, patterns, customs, beliefs, characteristics or habits of a group of people.

Curator: The person in charge of a museum exhibit.

Demographics: The study of populations and population movement.

Destigmatisation: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Diet: The type and range of food that a person regularly eats.

Discrimination: The practice of treating or regarding others differently on the basis of their social class, religion, economic class or ethnicity

Disease: An illness which affects people, animals or plants. It is usually caused by an infection or bacteria.

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

Diversity: Many different types of people (or things) being included and treated as equal.

Eligibility: Conditions that grant the individual the right to do something or the advantage of having achieved it. For example: a person who sacrifices a great deal of time, money or effort receives more resources compared to a person who makes fewer sacrifices.

Empathy: The ability to share the feelings of another person, and to put yourself in their shoes.

Enriched culture: A culture that is vibrant, innovative and evolving, and interacting with other cultures.

Equality: Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, x or race

Exercise: Activities that use up energy and improve your physical health.

Exhibit: A display (usually public) of objects for people to examine and learn about.

Experience: Something you have taken part in or gone through.

Fairness: Justice, giving people their rights

Flexibility: The ability to bend and stretch without breaking.

Floor plan: A map showing a view of rooms and spaces from above.

Generosity: Benevolence; giving material and moral support without expecting anything in return

Global Health Concerns: Health issues that are not restricted to one area alone but affect people worldwide. Examples include epidemics of flu, obesity, cancer, heart disease, diabetes, malaria, malnutrition, etc.

Gratitude: Giving thanks for the good things you have, good things that have happened to you, or good things you received.

Happiness: Feeling joy, satisfaction and reassurance

Heritage: The shared history of a group or community, including its traditions, customs and values.

Identity: What makes a person unique, or part of a specific group.

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

Malaria: A serious disease causing fever. It is carried by mosquitoes.

Malnutrition: Physical weakness and illness due to a severe lack of food.

Mental health: The condition and 'fitness' of your thoughts and your emotions, as opposed to the fitness of your body.

Mindfulness: Focussed awareness of your thoughts and feelings.

Moral dilemma: A problematic situation that requires analysis of the reactions of those involved in order to understand the different viewpoints and judge fairly

Moral standards: A commitment to values such as equality, justice, empathy and respecting others and the law

Movement: Changing position or going from one place to the other.

Multiculturalism: Having a variety of cultures in one place and appreciating the rich variety that this leads to.

Multiple perspectives: Acknowledging that there are numerous ways of looking at something and that a variety of different standpoints can be helpful.

Museum: A building that houses and displays important objects from the past, such as artefacts and fossils.

Need: A lack of some thing or resource

Nutrition: The process of getting the food necessary to maintain good health and growth.

People of determination: People who have different abilities. They may be blind, deaf, disabled, have learning difficulties or any other condition that means they have different needs to others.

Physically fit: Having a healthy body that is able to do many exercises and activities.

Policy: A document or statement used by an organisation to guide action.

Population: The number and variety of people in a specific area.

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

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

Prejudice: Pre-judging someone or something. A pre-conceived idea formed without any basis in knowledge or fact.

Prevention: Ensuring that something does not happen.

Research: To search for further information about a topic.

Resilience: The ability to cope with life's difficulties and to recover after setbacks.

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: Undertaking duties, participating, cooperating and helping others in the family, school and society, as well as assuming the results of errors, i.e. acknowledging mistakes, apologising for them, retracting them and working to find solutions to the problems resulting from them

Review: Look back upon; assess and evaluate.

Revisions: Make changes based on corrections or feedback.

Seeking help: Contacting others when you feel overwhelmed, in danger or stressed.

Self-esteem: Knowing one's own value and worth; self-respect

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

Snap judgment: A decision made in a hurry without thinking, usually straight after meeting someone or an event.

Social responsibility: Protecting citizens, securing their rights and safeguarding the homeland. Environmental responsibility, for example, lies in protecting the environment and securing the right to live in clean environment; cultural responsibility lies in supporting the homeland and strengthening loyalty to it.

Sources: Where information was obtained from.

Stigmatisation: Negative beliefs and attitudes about a situation or a condition.

Support: Help or encouragement, especially in times of difficulty.

Sustainable Development Goals: A set of 17 "global goals" over a range of issues, such as ending hunger and poverty, improving health and education, ensuring clean water and sanitation, etc.

Sympathise: Feel with others.

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

Theme: The main or central idea.

Tolerance: The quality of accepting people and their behaviour and opinions even if you are not in agreement with them.

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

Theme: The main or central idea.

Tolerance: The quality of accepting people and their behaviour and opinions even if you are not in agreement with them.

Well-being: Comfort, health and happiness