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MINISTRY OF EDUCATION



2021-2022





MORAL, SOCIAL & CULTURAL STUDIES



Grade
05



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Moral, Social & Cultural Studies

Teacher Guide Grade 5

Term 1

First Edition

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

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Domain: Moral

Unit 1:

Intellectual and
Emotional Empathy

Unit Objectives

In this unit, students consider the qualities of benevolence, empathy and generosity towards other. They explore situations that present moral dilemmas at home, at school and in the community. They consider ways to recognise other people's point of views. They discuss the definition of empathy and ways we empathise with others, and why empathy is so important for the continuation of human society.

Unit Description

The concepts are divided into five lessons designed to answer the central question.

Domain Moral

Unit 1

Intellectual and Emotional Empathy

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

?

Is empathising essential to the survival of a community?

The Central Question

Each unit has a central question. All the lessons are structured around this question. Throughout the unit, students explore the dimensions of the central question. In this unit, the central question is: Is empathising necessary for the continuation of the community?

What is the difference between benevolence and sympathy?

What is the relationship between these concepts and generosity?

In the case of a moral dilemma, what considerations should we keep in mind when expressing our opinion?

How can the viewpoints of other people be understood?

If different opinions can be held on an issue, can we say that only one is correct?

How do we come to feel empathy?

Exploratory Questions

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

Learning Outcomes

CM5: Equality and Appreciation

- a.** Define what it means to treat people equally
- b.** Distinguish between treating people equally and treating them fairly
- c.** Recognise how to respond when confronted with examples of discrimination
- d.** Explain what is meant by appreciation and how to express it appropriately

Lesson 1

Charity, Sympathy and Generosity

Lesson Objectives

To define the terms benevolence, compassion and generosity

To identify these qualities in action in daily life.

Required Materials

Posters and markers for creating presentations in Activity 3, or computers if creating digital presentations

Learning Outcomes

Able to explain the meaning of benevolence, compassion and generosity

To consider and share examples from real life where students (or people they know) have experienced these qualities.

○ Learning Outcomes ○

Explain the meanings of benevolence, compassion and generosity. Give examples, from real life, where these values have been experienced personally.

Vocabulary

benevolence

compassion

empathy

generosity

1 Work in groups. Brainstorm about cyberbullying. And then answer these questions.

1. How does this type of bullying affect children's thoughts and feelings?
2. How can we sympathise with and help child victims of cyberbullying?
3. How can we combat cyberbullying?



Benevolence

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

Compassion

Willingness to help others and relieve their suffering.

Empathy

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

Generosity

Giving and being generous; freely providing material and moral support.

Activity 1 (10 minutes)

Write the word bullying on the board. Begin with a leading question: What do we mean by bullying? Bullying is any action that makes another person feel afraid or excluded. Bullying includes calling another person nasty names (verbal bullying), hitting or fighting (physical bullying), or excluding others (emotional bullying).

Ask the students whether they use computer/tablets/mobile phones at home. Start by asking: What do you use them for? What do you like about them? What don't you like?

Introduce the concept of cyber-bullying. Ask which students have heard of this term before. What is it? Cyber-bullying is a type of bullying that takes place online, via social networking websites.

Move the discussion to social networks. Have the students which social networks they or their families use, or of any they have heard of. (Examples: Facebook, MySpace, Instagram, Tumblr, Reddit, Snapchat.) Have students consider: How do you think bullying could happen when we use this technology?

Discuss the kinds of bullying that may happen on these sites. For example, someone could post a mocking comment about someone else in a public place, or they could post an embarrassing photo or video. Discuss how you would feel if someone did that to you.

To conclude the activity, ask students how we can stop bullying? How can we stop bullying? Give students adequate time to share their ideas.

Emphasise that technology can have both positive and negative impacts.

Activity 2 (10 minutes)

Read the story together as a class. Stop to explain any words or phrases students do not understand.

Ask: What was the story about? What happened? Was it fair or unfair? What did you think about the ending?

Divide the class into groups to answer the questions and discuss the story.

Suggested answers:

1. Students give their own opinions of the different behaviours. The children were cruel and bullied Khalil. The confectioner was kind and generous to him, and also offered to help him to overcome his disability.
2. Students share their ideas. They may suggest ways to protect people like Khalil from mistreatment. Some possibilities include: educating children to treat others kindly; promoting assertiveness and self-respect so that people like Khalil know their rights; promoting tolerance; offering anti-bullying programmes.

Differentiated Learning

Beginners: Suggest how we can help children who get bullied.

Advanced Students: Inquire into why they think some children bully others. How could we help children who bully others to stop doing it?

2**Read the story of Khalil. Then discuss the issues that follow.**

The boy's name was Khalil. But people did not know him by that name. Many people called him Limpy, making fun of his injured leg. In fact, he would go days without hearing his name. As the taunts would not stop, Khalil became very sad. He lived in a poor area, working hard at the grocery store to make his living. The streets were full of homeless children, fighting over scraps of food, money and shelter. Whenever Khalil saw these kids, he would try to run away despite his painful limp.

One day, the mean homeless boys grouped around him in the neighbourhood and started pulling his hair. One of them grabbed hold of his injured leg and hit it with a stone, laughing at him. 'Limpy! Limpy!' They all taunted him.

Suddenly, a man passing by shouted at them threateningly. They all ran away in different directions. Khalil raised his head out of the dirt. His eyes were full of tears and he was in pain. He saw Karim, the confectioner, who owned the grocery store where he worked. He felt relieved and wiped away his tears. Dusting himself down, he said, 'Every day they chase me, beat me and eat my food.'

He reached for his bag and started picking up the scattered bread, which was now covered in dust. Frowning, Karim said, 'Leave them. I will give you food.'

Khalil raised his eyes, happy to hear that but wondering how to pay for it. Karim understood his worries and said, 'Stand up! Don't think about paying. I will give you food for free. I'll teach you and help you to overcome your injury!'

**Adapted from *The Lame Boy*
by Tawfiq Yusuf 'Awwad**



A. Work in pairs.

How did the street boys treat Khalil?

How did Karim treat Khalil?

Boys

Karim

-----	-----
-----	-----
-----	-----

B. Work in groups. Discuss what society can do for bullied people like Khalil. Write your ideas.

Activity 3 (15 minutes)

The activity focuses on the UAE's work to become a society of benevolence, compassion and generosity. Students research acts of generosity for which the late H.H. Sheikh Zayed, (may God have mercy upon him), was renowned in UAE society.

Give each group ten minutes to compose the scene, and another two minutes for acting it out.

The objective of this exercise is for students to experience empathy and sympathy for others.

Differentiated Learning

Beginners: A dialogue to play out.

Advanced Students: Create their own role plays.

3

You have seen how bullying can be tackled with benevolence (kindness) and generosity. What do you think the difference is between compassion and benevolence? How does compassion link to generosity?

Read the text from the biography of His Highness Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him. Then discuss the points that follow.

Sheikh Zayed, may God have mercy upon him, went on many trips across the country. During these trips, he would often stop in front of a humble construction worker or farmer, asking his name and information about his family, quality of life and whether he is comfortable at work. If the worker had a problem, Sheikh Zayed would command the problem to be resolved, and be on his way. This noble act happened frequently in different regions.

A. Consider the biography of Sheikh Zayed, and discuss with your group the acts of generosity that he is known for. Present your work to the class. You can use paper to display it on the wall or give a digital presentation.

In the words of the leader: "Empathy and generosity are the foundations of community advancement." It was then declared that 2017 is the 'Year of Giving' in the UAE.

B. With your group, prepare a short play about how one expresses benevolence, compassion, and generosity and the feelings one feels while expressing those humanitarian values.

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Composition Steps	Scene No. 1	Scene No. 2	Scene No. 3
Title	Compassion	Benevolence	Generosity
Situation	A passer-by notices a child who is scared of a cat. The passer-by shoos the cat away.	An old woman, weary of the bags she is carrying, stops until a passer-by comes and gives her a hand.	A poor, hungry man shares a morsel of food with another poor man.
Characters	A little boy and a male passer-by	An old woman and a passer-by	First poor man and second poor man
Time	Morning	Noon	Noon
Place	In a park	On the street	On the street

4

Read about how acts of charity are practised by the UAE and its people. Then do the activity that follows.

Students at a school in the UAE harvest organic vegetables

As part of the activities of the Year of Giving 2017, one of the schools in the UAE celebrated the first festival of the harvesting of organic vegetables grown by students at the school. The vegetables were sold and the proceeds given to charities.



Abdullah Al Wiswasy

Abdullah Al Wiswasy was the first teacher in Abu Dhabi. He started work in the 1960s on a monthly salary of one rupee. He, along with other early teachers, was a volunteer answering the call for education. These first teachers were following the directives of HH Sheikh Zayed, may God have mercy upon him. They were implementing his vision of raising a cultured and educated generation, capable of preparing the UAE to take its role in the modern world.

A. Work in pairs. Research more achievements of the UAE and its people at both the national and international level. Write your findings here.

B. Work in groups. Research more information about the teacher Abdullah Al Wiswasy.

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Unit 1 Lesson 1

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Activity 4 (10 minutes)

Students read independently the two paragraphs about charitable works that have taken place in the UAE. The first paragraph concentrates on students at a school in the UAE who grew organic vegetables for charity. The second paragraph deals with the volunteer work of Abdullah Al Wiswasy.

If time allows, use the following extract as an introduction:

"Today, His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE, announced 2017 as the 'Year of Giving' in the UAE. Our focus this year will be on three main pillars: First, establishing social responsibility in private sector institutions to play their role in serving the nation and contributing to its development. Second, promoting the spirit of volunteering in the UAE by launching specialised volunteering programmes in all segments of society, ensuring the provision of real services across society in the UAE and the application of the best skills in all fields. Third, building the desire to serve the nation in new generations as a key trait of Emirati identity that comes right after the love of our homeland, which is deeply rooted in the hearts of all UAE nationals and residents alike." (Al Bayan newspaper, 3 April 2017)

In this exercise, each student reflects upon their values and interests in order to select a charity project to research.

This exercise highlights acts of compassion (moral support), generosity (material support) and benevolence to others (moral or material support), which all fall under the wider concept of sympathy. Sympathy encompasses compassion, generosity and benevolence and leads to acts of mercy.

Differentiated Learning

Beginners: Share a specific project to research.

Advanced Students: Choose their own projects to research, and may do more than one.

Lesson 2

Moral
Dilemma**Lesson Objectives**

To define benevolence, sympathy, generosity.
 To analyze real-life examples where people have exhibited these qualities.
 Students form and express their views on moral issues.

Learning Outcomes

- Explain the meaning of benevolence, sympathy, and generosity.
- Be able to give real-life examples of these concepts.
- Express opinions on moral issues, as presented in a story, for example.

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Required Materials

Objects from class that can be used as props while acting. A mobile, crutch or other classroom tools could be incorporated into the performance.

Learning Outcomes

Explain the meaning of benevolence, compassion and generosity, and give real-life examples
 Express viewpoints on a moral issue (for example, in a story they have read) with a level of clarity

Vocabulary

benevolence

generosity

sympathy

empathy

moral standards

Work in groups. Discuss this quote from HH Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, on the importance of being raised with good morals.

“Without morals, good behaviour and knowledge, nations cannot bring up their generations nor perform their duties. Civilisations were created by knowledge, good manners, magnanimity, of understanding the past, belief in the present and anticipation of the future.”

Why do you think Sheikh Zayed, placed such emphasis on the importance of moral behaviour?

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Benevolence	Performing acts of kindness, generosity and mercy toward the needy on a non-discriminatory basis.
Sympathy	The ability to understand other people's suffering by putting yourself in their position for few moments, and then responding by helping to relieve their suffering and make them feel supported.
Empathy	The ability to put yourself in another person's shoes and feel what they are feeling.
Generosity	Willingness to give to others (giving of time, effort or material contributions).
Moral standards	Adopting values such as equality, justice, empathy and respecting others and the law while expressing an opinion and making a decision on the moral dilemma

Activity 1 (5 minutes)

Read the speech of H.H. Sheikh Zayed (may God have mercy upon him), to the students. The students deconstruct the speech. Apply the leading question: Why did the writer focus on morals? Students debate the importance of morals. Morals help nations to bring up their children to be respectful citizens and to perform the duties needed to live well. If we neglect our morals, many problems arise in our communities. Ask: What should I rely on when I want to express my opinion in a moral dilemma? The students are capable of giving a range of answers. Explain that we will explore this question in greater depth in the following activities.

Activity 2 (15 minutes)**Interpret and discuss a role play (15 minutes)**

Divide the students into two groups. Each group selects two students to perform the following scene:

Characters:

Jack: a modern, well-dressed young man

Hans: a poor old man

Jack is walking on the street, talking nervously into his mobile. While he is talking, he sees a poor lost man, Hans, asking for help. As Hans reaches out his hand, Jack pushes it away and keeps walking. He continues to talk on his mobile. Hans keeps trying to get Jack's attention, and Jack keeps pushing him away. Eventually, Hans stumbles and falls to the ground. He moans in pain. His walking stick is broken. Jack continues walking without looking back.

Once they have acted out the scene, have students discuss the interaction between Jack and Hans.

What happened?

What did you think of Jack's moral standards?

How could you change the scene to show the moral standards they have learned?

Suggested answers: Groups may have a variety of responses. Some students will sympathise with Jack, as he is nervous about something and Hans is a stranger who is harassing him. Others may sympathise with Hans, who is needing help and is older.

Explain that there are different ways of seeing every social situation. Benevolence is not always about giving money or food. Sometimes it means giving time and attention.

After the discussion, students replay the role play, changing the scene so that the characters both come to understand one another.

Differentiated Learning

Beginners: Participate in the role play as it is given.

Advanced Students: Create an additional scene with a new moral dilemma, and then develop solutions.

2

Law is the foundation that protects the interests of everyone in the community. If a law contradicts moral values, there may be a moral dilemma. Should the law always be in agreement with moral values? Or can these values be disregarded when necessary?

Read the story *In the Name of the Law*. Then do the activities that follow.

It was the eve of the feast and the people of the neighbourhood were celebrating. At the same time, four men sneaked into an old lady's small, modest room and stole the few possessions she had. When the lady discovered the theft, she felt completely helpless. She sat down and began to cry. On account of the theft, the lady could not pay her rent for five months. The landlord took her to court - her remaining possessions were taken from her and she was evicted from the room.

Passersby watched and cheered as repossession agents came for her property, while she sat there helpless, quietly crying, not knowing what to do.

The men worked together to take the biggest item of furniture from the room. They took the bed where she slept, the table where she ate her food, and the chair where she often sat and looked out her window. The old woman breathlessly ran up to them. She was very sad to see her possessions being taken away.

With much sorrow, she gently touched each item. She felt a mixture of emotions - feeling thankful and sorry at the same time. But these things no longer belong to her. How will she replace them?

Mai Zyada, quoted from "*Darkness and Rays*"

A. Work in pairs. Discuss the following:

- The owner's situation.
- The legal situation.
- The old woman's situation.



B. How could this situation be resolved more justly, while respecting the legal rights of everyone involved?

3

Work in pairs. Are the situations that follow moral or immoral? How do you decide whether something is moral or immoral?

A. During class tests, Sami doesn't let Jane copy his answers. As a result she gets bad marks. This causes animosity between them.

B. Faten gives her classmate Samantha sweets so that Samantha does her homework for her.

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Activity 3 (10 minutes)

Read through the story with the students. Stop to explain any aspects they do not understand. Work through the questions as a class.

Invite the students to express their opinions about the owner's situation, the legal situation and the woman's situation. Ask questions that lead the students to think about the dilemma:

Why were the men taking the woman's possessions? What happens if someone does not pay rent? Is that fair or unfair? How did the old woman feel? How do you feel reading about someone losing their home?

Explain that we have laws in order to protect people from unfair treatment. But when we uphold the law, we must do so in a kind and moral way. Invite students to share their ideas. Solutions could include a grace period or a warning notice.

Differentiated Learning

Beginners: Express their opinions verbally.

Advanced Students: Suggest measures or laws to protect the elderly who don't have anyone to assist them.

Activity 4 (15 minutes)

Divide the students into pairs. Ask each pair to read the situations and answer the questions. Share their thoughts with the class.

Suggested answers and discussion points:

- A. Moral, because we need to avoid cheating even if our friends get upset with us. Later they will understand the importance of commitment to morals.
- B. Immoral, because doing homework is the student's responsibility. It is wrong to pay someone else to do it. It is also wrong to be rewarded for breaking the rules.
- C. Moral, because trading to earn reasonable profits is a moral act.
- D. Immoral, because hitting children doesn't make them cease bad behaviour and involves pointless violence. It is better for her and her family to teach and raise her sister to understand the importance of respecting personal property and getting permission before she takes others' property.
- E. Immoral, because love of others doesn't justify concealing the truth. In this case, we may tell the headmaster that Michael didn't intend to cause damage, and we want to share in the responsibility of making amends. For example, we participate together in repairing the broken glass.

In this exercise, every pair exchanges opinions on the real-life situations that they've lived through or that has taken place around them. Students are required to analyse the situations and propose the best moral solutions.

Students conclude that adopting values such as equality, self-respect, respecting others and respecting law are the true standards for expressing an opinion and taking a decision in moral dilemmas.

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C. Electronics salesman, Abu Majid, sells goods for reasonable prices that are affordable for people on low incomes.

D. When her younger sister takes pens from Sara's bag, Sara hits her.

E. Michael knows who broke the classroom glass, but he keeps it a secret to save his classmate from punishment.

4

Identify a common global moral dilemma caused by the scarcity of fresh water. Read the article about the scarcity of fresh water and its effect on the relationships between neighbouring countries.

All countries suffer from climate change, but some countries suffer from drought as well. Although countries such as the United Kingdom have high average rainfall, other countries are affected by increasingly scarce fresh water reserves. This can cause tensions between neighbouring states that share fresh water resources, such as rivers and lakes. In some places, shortage of water has resulted in protests, some of these have been violent, resulting in casualties. Countries that do not take precautionary or remedial measures may not be able to meet their inhabitants' needs. This will be a big problem in rural areas where the lack of water will be disastrous for agriculture. Some countries, such as the UAE, have invested in sea water desalination to help secure their water needs. During the 5th Global Water Summit, held in 2012 in Abu Dhabi, HH Sheikh Mohammed bin Zayed al Nahyan, may God save him, stated, 'For us (the UAE), water is now more important than oil.'

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A. Work in groups. Discuss the dilemma of freshwater scarcity around the world. Consider the different opinions on this moral dilemma. How can the issue of water shortage be addressed?

Lesson 3

Recognising Other's Points of View

Lesson Objectives

To express differing points of view
Summarising different viewpoints
Skills to provide constructive feedback

Learning Outcomes

- Express opinions on moral issues with clarity, as presented in a story for example.
- Summarise the main points of a classmate's position on a moral dilemma, rate the classmate's ability to express himself/herself and understand the classmate's explanation.

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Required Materials

Objects for Activity 1: Large sheets of blank paper

Learning Outcomes:

- Express differing viewpoints on a moral issue (for example, in a story they have read) with a level of clarity.
- Summarise the main points of a classmate's viewpoint on a moral dilemma.
- Rate the classmate's ability to express him/herself and give the classmate the opportunity to justify.

Vocabulary

sympathy

empathy

point of view

Sympathy

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

Empathy

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

Point of view

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

Activity 1 (5 minutes)

Role play

Divide the students into four groups. Direct each group to a corner of the classroom. While each group pretends to be in a boat, give objects to the students who then pass them along while they try to keep their boat balanced.

Point out to the students that everyone is in a different position on the boat. Each person has their own point of view. The boat can only stay balanced if everyone is prepared to listen to the others.

When reviewing the lesson have the students consider the central question: if there are many viewpoints on a certain matter, which one is right?

This activity will help you understand how different problems can be seen and solved in different ways.

Distribute yourselves equally over the four corners of the classroom. Imagine you are on a boat. You should move in parallel, otherwise, the boat will veer off line and capsize. Take a selection of objects and pass them to the person facing you, in order to maintain the balance of the boat.

Did you manage to prevent the boat from capsizing? How?

Activity 2 (10 minutes)**Read the story (3 minutes)**

Read the story as a class. Make sure the students understand which seagull is speaking at each time there is dialogue. You may ask two students to volunteer to read the speech of the first and second seagull.

Exercise A (5 Minutes):

Reinterpret the dialogue between the two seagulls, with them understanding each other's viewpoint, using the following phrases: (Do you mean? I don't understand; what do you mean? Should I understand that you mean?)

Ask each student to write their answer in the book.

After writing their answers, students share their answers verbally with the class. Emphasise the importance of etiquette (listening to others and waiting for them to finish before speaking; responding kindly to what others have said.)

Suggested answers are listed below. Note that students are free to answer in their own words and answers may vary.

2**Read the story *The Two Little Seagulls* and note their different opinions. Then do the activities that follow.**

One winter, two little seagulls met on a branch of an old olive tree.

The first seagull shook its tail and said, 'I am tired of moving around and have lost hope of finding a warm place to stay. As soon as we get used to one home, the cold weather and the rain force us to fly away in search of a new home.'

The second seagull laughed and said, 'We all feel that way! We seagulls are always on the move and our homes are never permanent.'

The first seagull said, 'I dream of a homeland and an identity. You have no idea how much I want to have a permanent home and address.'

The first seagull was quiet for a few seconds. Then he continued, 'Look at this tree. I think it's more than a hundred years old. It is firmly rooted as if it is part of the earth. It may die of sadness if it's moved to another place because it wholeheartedly loves its homeland.'

The second seagull said, 'I do wonder about your way of thinking! Are you comparing a seagull to a tree? You know that every creature has its own special nature, making it different from other creatures, so why do you want to change the laws of life and the universe? We birds fly and travel, crossing forests, seas, mountains, valleys and rivers. Our natural homeland has no borders'.

The first seagull replied, 'I understand. I understand, but I need an identity, an address and a homeland. I don't think you understand me.'

The second seagull looked around and saw a black cloud coming their way, and shouted, 'Come on! Come on! Let's go before the storm and rain reach us! We have wasted a lot of time.'

The first seagull replied, 'Listen to me. What do you think about staying in this tree? It seems strong enough to survive the storm.'

The second seagull replied firmly, 'That's enough daydreaming. I will fly away and leave you.'

A. Rewrite the conversation between the two seagulls to show understanding of each other's viewpoint.

First seagull: I am tired of moving around and have lost hope of finding a warm place to stay.

Second seagull:

.....

.....

.....

.....

B. Which seagull do you agree with? Explain why, giving reasons for your opinion.

I agree with seagull:

.....

.....

.....

.....

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First seagull: 'I am tired of moving around and have lost hope of finding a warm place to stay.'

Second seagull: 'Do you mean that you do not want to live in a warm place?'

First seagull: 'No, No! I mean, I am tired of travelling and I want to find a place where I can stay.'

Second seagull: 'I understand what you are saying, but it is inevitable that you must travel because weather conditions change and we are not strong enough to face the cold and the wind.'

First seagull: 'Is there no place where the weather does not change? Look at this tree, how solid and strong it is! It is not affected by the weather.'

Second seagull: 'I do not understand! Do you mean we should be like the tree, or that we should use it as a shelter? We will not survive the cold even if we used it as a shelter from the wind and the snow. We will freeze and die.'

First seagull: 'You are right! You have convinced me. Nature dictates our way of life.'

Exercise B (2 minutes)

Pose the question: Which seagull's point of view do you support? Specify the reasons and arguments supporting your point of view.

Divide the students into two groups. One group must support the first seagull's point of view while the other supports the second seagull's point of view. Ask them to write down why they have picked a particular viewpoint and to write down their thoughts.

Students present their answers. The most convincing point of view wins.

Possible answers include:

Some students may choose the first seagull's point of view. They may identify with the wish to have a stable, familiar home. Moving is tiring. They may argue that some birds can create a warm shelter to protect them from the cold.

Others may agree with the second seagull. It is simply the necessary way of life for seagulls, and if they do not move, they will die of cold.

Activity 3 (5 minutes)

Students work in pairs.

Ask each pair to imagine themselves in Samantha and Jackie's position. Find a solution that can satisfy both parties. The pairs are required to discuss their ideas, write down solutions, and present them back to the class.

After the students have become familiar with different in points of view and are able to express their own points of view, introduce the concept of conflict resolution. Finding a meeting point of differing views. Help the two conflicting parties converge their points of view and reach an agreement that satisfies them both. For example, the teacher may ask the students to design a house that considers both points of view: a house in a tall building overlooking the sea and surrounded by a big garden. The important thing is that the students should learn how to understand the points of view of all the conflicting parties and know how to avoid the situation worsening or turning into a crisis.

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3

Sometimes, because of different interests or ways of looking at things, friends can argue with each other. Read what happened between Samantha and Jackie. Then do the activities that follow.

In a school in Miami, USA, the art teacher asked Samantha and Jackie to design a dream house together. The two girls thought of different ideas. Samantha wanted a big house with a garden and pool. Jackie preferred an apartment in a tall building overlooking the sea.

- A. How can Samantha and Jackie come to an agreement that they are both happy with?**
- B. Work in pairs. Discuss your ideas with your partner. Do you agree with each other? Try to come up with an idea that you are both happy with.**

When people don't agree on something, how do you work out who is right and who is wrong?

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4

Work in groups. Give and justify your opinion regarding the two views of rain.

Rain is a blessing to humans, animals and plants. It brings life to everything.



At certain times, rain can be a curse on people. It can cause floods, car accidents or drowning.



Which idea is right? How can we work this out?

5

Work in groups. You are going to debate the pros and cons of social media websites.

Support your point of view with definite examples. Decide on some arbitration rules to make your debate an effective tool for decision making on the subject.

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Unit 1 Lesson 3 | 20

Activity 5 (20 minutes)

The class debates the pros and cons of social media sites.

Divide the students into two groups. One group supports the use of social media sites, and the other rejects it. Note that you must assign a position to each group, and they must research and argue that position even if it is not their individual personal viewpoint.

Give students time to brainstorm their ideas before holding the class debate.

Each group selects one or several members that will present their ideas and debate with the opposing team. Give them time to prepare their arguments before presenting them.

Activity 4 (10 minutes)

Ask the students to read both points of view about the rain and write down their own perspective inside the empty box in their books. The teacher may read aloud some of what they have written.

In this exercise, the students recognise different points of view and express their own points of view, which might be similar or different. The students learn to express their point of view with confidence. However, they should also realise that every person sees things from their own perspective (angle). Acknowledge the students' differing points of view and arguments. Encourage them to listen to the reasons and justifications for each point of view, so that they base their views on evidence. Also point out that in some cases, we find a solution that is a compromise between differing points of view.

Encourage students to think carefully before presenting their point of view. They must use supporting arguments. They must also listen carefully to the opposing side.

Afterwards, create a poster with the class, summarising the arguments of each side. Note that this activity aims to prepare students for the content of the next lesson.

If you wish, the students may create a shared blog for continuing the debate. This should be a closed blog that can only be accessed by the class. You will need to supervise the online debate, and close the blog once the lesson is over.

Lesson 4

The Types of Empathy

Lesson Objectives

The students explore how to understand one another's attitudes and sympathise with them and to understand the different kinds of empathy and practise them in class.

Learning Outcomes

- Explain the meanings of benevolence, compassion and generosity, and be able to give real-life examples of these concepts being used.
- Assess how different characters in a story will feel when they are faced with a moral dilemma.

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Required Materials

- Pictures for Activity 2
- If possible, copies of the pictures from Activity 3
- Pens and paper
- Folded paper or booklets for making brochures in Activity 5

Learning Outcomes

- Explain the meaning of benevolence, sympathy, and generosity, and give examples from real life when the students (or people they know well) have implemented these values.
- Express their viewpoints on a moral issue (for example, in a story they have read) with clarity.
- Build awareness of likely emotions experienced by different persons (or characters in a story) who face a moral dilemma.

Vocabulary

emotional empathy

cognitive empathy

compassionate empathy

Emotional empathy

Feeling what someone else is feeling; sharing in the feelings with them.

Cognitive empathy

Understanding what the others think and what they need.

Compassionate empathy

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

Activity 1 (5 minutes)

Inquire: How can we understand one another's attitudes and sympathise with them?

Describe to students: Imagine that you see a classmate doing this. (Place your hand on your abdomen and act out an expression of discomfort or pain.) Ask students these questions:

- Can you guess what the person is feeling? (Stomach pain, discomfort.)
- Can you guess what the person is thinking? (They may be wondering what is wrong; they may be hungry; they may be sick.)
- Can you guess what you can do to help?

(Ask what is wrong, offer to help, see if the person is hungry or ill.)

You can write the questions on the board if necessary.

Write the vocabulary terms on the board:

- emotional empathy
- cognitive empathy
- compassionate empathy.

Explain the terms to the students. Explain that the three questions point to each kind of empathy.

- Can you guess what the person is feeling? (This asks us to use emotional empathy.)
- Can you guess what the person is thinking? (This asks us to use cognitive empathy.)
- Can you guess what you can do to help? (This asks us to use compassionate empathy.)

Through the discussion, raise the question: How can we understand each other's attitudes and sympathise with them?

- 1 **Act out a scenario in front of your group where you are upset about something. Use gestures. Did the group sympathise with you? Ask the group how they could sympathise with you thoughtfully and emotionally.**



Activity 2 (10 minutes)

Read the story to the class. Regularly ask questions to ensure student understanding. Have students recount the story to check that they understand what happened. Insert the questions under the story into the discussion.

A. The neighbour's act was not moral. He deliberately damaged another person's property. He did not show any sympathy, empathy or tolerance.

Highlight that he could have used the different kinds of empathy:

- cognitive empathy - to understand what happened and how the child might be feeling
- emotional empathy - to sense the child's feelings about the incident (concern, anxiety, remorse)
- compassionate empathy - to help in the situation, for example by returning the ball with a word of warning.

B. The father felt sympathy for his son. He recognised his sadness and wants to know why. He shows compassionate empathy when he pats the son on the arm and promises a new ball as a reward for his success in the upcoming exam.

He feels sympathy for the neighbour's son, because he points out to his son that the father's actions made him angry and sad. He tries to get his son to put himself in the neighbour's son's place.

C. Invite the students to offer their perspective. They may support the son's idea for revenge, or they may support the father's idea for understanding. Remind them of the concept of treating others as we wish them to treat us. Also remind them that apologies and understanding can restore harmony and peace between people.

2

Read this story, entitled *The New Ball*, and answer the questions that follow.

My son was miserable when he came home with his friends. He was carrying a burst ball. I had given him the ball a year earlier as a reward for good behaviour, so that he could play football with his friends.

'What happened to your ball?' I said.

He answered, in tears, 'Our neighbour punctured the ball and threw it back to us because it went on to his property while we were playing.'

I told my son it was his fault: 'But didn't we agree that you could only play with the ball at certain times? And that you could only play with it in appropriate places, like football pitches, fields or playgrounds?'

He was still unhappy and said, 'I know that, Dad, but the ball went into his garden by accident. Do you think he was right to burst the ball?'

I felt I had said enough. So I patted him on the head and promised him a new ball if he did well in the upcoming final school exams.

A few days later as I was reading a book in the garden, my son came running up gleefully, a ball in his hand. 'Dad! Dad! Look what I've got! It's come into our garden from next door. I'll go and get a knife so that we can burst it like the neighbour did to my ball.'

So, what had happened when my son was playing had happened in turn to our neighbour's son. And my boy's first thought was of revenge - on the grounds that the person who started the dispute is by definition the aggressor.



I felt ashamed with how ready my son was to copy our neighbour's bad behaviour with bad behaviour of his own and said, 'Our neighbour was in the wrong. No question about it. But, his son didn't do anything wrong and I'm sure he wouldn't have been happy about what his father did. Do you remember how angry and sad you were when your ball was burst? Why do you want to behave in the same way now?'

The boy said, 'What should we do then?'

Adapted from Taha Hussein

A. Do you think the neighbour was right to do what he did? Why? Why not?

.....

B. What was the type of empathy shown by the father towards his son?

Sympathy..... Because

And towards his neighbour's son:

Sympathy..... Because

C. If you were the father, How would you answer your son's question, 'What should we do then?'

.....

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Differentiated Learning

Beginners: Show some everyday examples of situations similar to the ones they have heard in the story.

Advanced Students: Prepare performances about daily situations, demonstrating emotional, cognitive and compassionate empathy.

In your discussion of the questions, lead students to focus on the morals that we strive for.

- avoiding reciprocity (the principle of 'an eye for an eye')
- apologising for our wrongs
- explaining why we did what we did
- listening to each other
- accepting apologies
- expressing remorse
- empathising with the feelings of those we have wronged
- putting ourselves in another person's shoes
- trying to understand the feelings of the other
- acting compassionately to help others.

Activity 3 (10 minutes)

Working in groups, students discuss the text and accompanying picture. Each group offers their interpretation of what type of empathy the story suggests.

There are several words you may need to help students to understand:

- accessibility – how easy it is for people to go to a place and use it.
- voluntary – done out of choice or by volunteering freely, usually without being paid
- humanitarian – concerned with human welfare; helping other human beings who are in need
- famine – shortage of food
- livestock – farm animals such as cows and sheep
- physicians – doctors with very specialised skills
- initiative – a project, something that has been started

Story 1: This story centers around the humanitarian relief in Somalia.

Story 2: This report describes how experienced teams are going into Asia and Africa to provide training and up-skill doctors.

All two stories deal with compassionate empathy, as they are taking action to help others in need. In each case, students draw their own mind maps showing who is offering help, who is receiving it, and the possible thoughts and feelings of those recipients.

Differentiated Learning

Beginners: Help the students read the text. Explain it in simple language. Encourage questions.

Advanced Students: Act out some of the situations in the pictures. Ask their opinions about each scenario.

Emphasise that compassionate empathy means helping those who need it. Cognitive empathy is understanding the feelings and needs of others. Emotional empathy is feeling what they feel.

3

You are going to read about two instances of UAE accomplishment. For each one, draw a mental map of the people receiving help, their thoughts, feelings and needs.

- A. The UAE Red Crescent recently launched an urgent humanitarian campaign in Somalia to relieve hardships caused by famine, drought, death and the destruction of livestock. The campaign was welcomed by local Emirati people as much as by the expatriate community and private and public businesses. It is projected that the campaign could gather 165 million Dhs this year (2017).



Somalia Relief

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B. At the 13th Critical Care Conference (held in April 2017 at the InterContinental Festival City, Dubai), a plan was announced for voluntary teams from the UAE and the wider GCC to train intensive-care doctors in Asia and Africa, as part of the Year of Giving initiative. These training courses will cover treatment options in serious cases. Free consultations will also be given on how to develop intensive-care departments in Asia and Africa. The Conference declared that the door to volunteering for the initiative is open to all doctors.



Intensive Care Unit

- 4 Read the cards on the walls of the classroom. The cards have the following phrases written on them: *cognitive empathy*, *emotional empathy*, *compassionate empathy*. Discuss the differences between the different types of empathy, giving examples of each.

Activity 4 (15 minutes)

Students work in groups.

Each group defines the three types of empathy, and gives examples from their daily lives at school, at home or in the community. They describe differences between each type of empathy.

Allow the students to express their views freely. In the discussion, encourage them to express their opinions and support them with facts from the text. Encourage the use of respectful etiquette during the discussion.

Differentiated Learning

Beginners: Work verbally.

Advanced Students: Write down their ideas and draw pictures. They may also present more than one situation.

Activity 5 (20 minutes)

The students can work in pairs to read the article.

Virtual reality technology makes the viewer feel like they are in the situation they are watching. This helps them to develop empathy and understanding.

Ask questions to help students to identify different types of empathy in the text, for example:

- 'to understand a person's suffering' - what type of empathy is that? (understanding - cognitive)
- 'the way we treat people in need' - what type of empathy is that (taking action - compassionate)
- 'to live and interact with other people's experiences' - (emotional empathy)
- 'ready to take action' - (compassionate empathy).

Hand out folded booklets of paper for the students to make brochures about situations that require the world's empathy.

5

Read this article on how the UN is using virtual-reality technology to help create empathy. Then do the activities that follow.

To understand a person's suffering is totally different from actually living it. The United Nations is using virtual reality to spread awareness of global humanitarian crises, such as Ebola and the plight of refugees, in the hope of changing the way we treat people in need.

The director of the campaign said its importance lay in getting people to live and interact with other people's experiences, rather than being mere viewers. The campaign is part of the Sustainable Development Project launched by the Secretary-General of the United Nations, Mr. Ban Ki-moon, in 2016, aimed at combating poverty, spreading education globally and preserving the environment.

As part of the campaign, the short virtual-reality film 'Clouds Over Sidra' was shown. The film tells of the suffering of a 12-year-old girl who lives in a refugee camp in Jordan with about 130,000 other refugees.

It was reported that people came out of the film deeply moved by its story and ready to take action.



Children Watching a Virtual Reality Movie

Work in groups

- A. What are the different ways in which virtual-reality technology is used?**
-
- B. Can a person learn empathy by using virtual reality? Explain.**
-
- C. Design a brochure (hard or soft) about cases requiring the world's empathy and present it to the class.**
-
-

Unit 1 Intellectual and Emotional Empathy

Lesson 5

How Can I be Compassionate Toward Others?

Lesson Objectives

- Define benevolence, compassion and generosity
- Provide real-life examples where people have applied these values
- Expressing opinions clearly

Learning Outcomes

- Explain the meanings of benevolence, sympathy, and be able to give real-life examples of these concepts.
- Express opinions on moral issues, as presented in a story for example, with clarity.
- Assess the emotions of real people or storybook characters facing a moral dilemma.

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Required Materials

- Pictures to hang in the classroom for Activity 1
- Examples of cartoons for Activity 3
- Crayons and paper
- Scissors
- Copy of the table for Activity 4
- Examples of handwritten or printed letters

Learning Outcomes

- Explain the meaning of benevolence, compassion and generosity, and give real-life examples of instances in which they (or people they know well) have applied these values
- Express opinions on a moral dilemma (woven into a story they have read) in a reasonably clear manner
- Summarise the main points of a classmate's opinion on a moral dilemma, review how they have managed to express themselves accurately and give them the opportunity to justify
- Predict how different people (different characters in a story) will feel when faced with a moral dilemma

Vocabulary

empathy

Empathy

The ability to sympathise with others' feelings and understand their suffering by putting oneself in their position for few moments, and then to respond to this feeling appropriately to relieve their suffering.

1

A picture is worth a thousand words.

Your teacher is going to stick pictures of people on the classroom wall. If you were in the position of the people in these pictures, how would you think and feel? And what would you need? Think about the pictures and discuss with the class.



1



2



3

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Unit 1 Lesson 5 30

Activity 1 (10 minutes)

Hang pictures around the classroom. Students pair off and put themselves in a position to see the people in every picture. The students discuss people's thoughts and feelings and try to figure out their needs. The students interact with the pictures in the way they prefer (whether verbally or non-verbally). The students discuss what they feel as a consequence of this activity, how they empathise with the pictures and with each other.

Plenary question: How do we empathise with others, and why?

Activity 2 (15 minutes)

The students read discuss and answer the questions in groups. They will need approximately five minutes to read the text, and a following five minutes for each question.

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2**Read the biography of Scott Neeson and answer the questions that follow.**

Scottish-Australian Hollywood marketing executive and former president of 21st Century Fox International, Scott Neeson, made some major films in his 26-year career in the film industry. Scott had it all – power, money, a prestigious life and a job that brought him into contact with celebrities. But in 2003, Scott's view on life changed completely! He visited Cambodia's Phnom Penh Steung Meanchey, a highly toxic rubbish dump where he saw hundreds of children working.

When he went back to Los Angeles to start a new job at Sony Pictures International, he could not get back to his normal life. He travelled to Cambodia for one week every month and set up his Cambodian Children's Fund at the dump. He became incredibly close to these children, many of whom were orphans or abandoned by their parents. In 2004, Scott sold his house, expensive cars and yacht, and left LA for good, to live in Phnom Penh. He helped take care of Steung Meanchey children and, later that year, he built them a school, where 45 students were enrolled. By 2014, there were 2,300 students enrolled at the school. He also provided 300 homes and, every week, 4,900 loaves of bread to the children and their families. Asked by a journalist in a recent interview: "If you had the chance to go back and do it all again, would you?" Scott said: "Yes, I would. Even if it was not thousands of kids. Even if it was only one kid whose life I could change for the better, and I have told every kid here that. I'm very happy that the community here has responded positively to my projects and begun to plan to improve living conditions. You can see the next generation start to blossom here."

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A. Does this story impress you? Why? How do you feel about Scott and the children of the rubbish dump?

B. What lessons can be learned from this story? Find other real-life examples of these lessons, from the United Arab Emirates and around the world.

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Unit 1 Lesson 5 32

A. Students explain how they related to the characters in the story. All answers are encouraged. The students are likely to believe that Neeson impresses us and encourages us to help others by setting an example of selfless humanitarian work. They may also see that these children make us empathise with them and their poor living conditions. The class may also feel that having people like Neeson in the world makes their lives better.

Have the students imagine themselves in Neeson's position and give a short speech on how they relate to the children at the rubbish dump. Neeson's decision to give up his successful and comfortable life in order to live, work and suffer in Cambodia is an indication of the deep sympathy he has for these children.

B. The moral value learnt from the biography is that empathy with people who are suffering is of great importance. In addition to empathy, we can also determine other moral values, such as generosity, dedication to giving to others and selflessness (sacrifice for others). Neeson is a real-life example of compassion and selflessness by choosing to live under the same conditions as the people with whom he sympathises. Encourage the students to look for other people who set a good example in this field and such as Mother Teresa, Mahatma Gandhi.

Differentiated Learning

Beginners: Sequence events in chronological order (the order in which they happened), to make the story easier to understand.

Advanced Students: Research other places in the world where children work in difficult or unhealthy workplaces. They should discover how many children are affected and watch the available interviews or documentaries on the situation. Students may research charitable organisations that work to help in these workplaces.

Activity 3 (10 minutes)

Give students the freedom to tell their classmates about their favourite cartoon character and why. If you have examples, show these to the class.

As a class, or in groups, invite them to create their own cartoon character that can be a symbol of empathy. The character may be a human, animal or plant.

Write a narrative about their cartoon symbol focusing on the need to empathise with others in both words and actions.

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3

Work in groups. Create a cartoon character who has the traits needed to be a symbol of empathy. Draw and write about your cartoon character.

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Ahmed is very sad. Why do you think he is unhappy?

4

Write him a short letter to express your empathy with him. You can illustrate your message with drawings.



Activity 4 (10 minutes)

Students work in pairs. They have no way of comprehending the reason for Ahmed's sadness, so explain that they can create their own story about why he is sad.

If your students have not written a letter before, show them an example of how a letter is structured. You can use the table below to help guide them in what needs to be included in a letter. However, encourage them to set out the letter in a more conventional format.

From	
To	
Introductory statement	
Subject	
Important ideas/questions and inquiries	
Empathy expressions to be used in the letter	
Day and date	
Concluding sentence	
Additions/drawings	

Every student writes their own letter empathising with Ahmed in their own way.

Everyone displays their letters in the classroom and shares their positive feelings about empathising with others.

Activity 5 (20 minutes)**Read the article (5 minutes)**

Read through the article with the class. Stop to explain any aspects they are not familiar with.

Discussion (10 minutes)

Discuss the article. Question to establish understanding:

To whom did Sheikh Mohammed dedicate this day?

What does it mean to "tweet" or to "post to Twitter"?

Make sure students understand that Twitter is a social network that allows people to share pictures and short statements. If possible, show it to them on your phone. Make sure to show content that is appropriate for your class.

5

Read the article about His Highness Sheikh Mohammed bin Rashid Al Maktoum's, God save him, message on social compassion. Then answer the question that follows.

In order to mark the anniversary of his accession on January 4, the Ruler of Dubai and Vice President of the UAE, His Highness Sheikh Mohammed bin Rashid Al Maktoum, God save him, started a humanitarian campaign. He asked that this day should be dedicated to honouring workers in construction sites, employees such as gardeners, janitors, builders, public transportation drivers, drivers and domestic workers, among others. He called the campaign 'Thank You'. He tweeted: 'As in previous years, I have asked the authorities not to hold any Accession Day celebrations on January 4. Each year, we show our appreciation of a different segment of the working community, and this year we will honour a group that has not been honoured before, the general labourer category.'

'These groups play an active role in our society. Some have spent many years doing their jobs with all due dedication and they deserve a "Thank You" from all of us, for their efforts. We want to thank and honour them. We also want to let them know that their services are valued and appreciated, as they make life in the UAE community easier and better,' he added.

'Expressing compassion and gratitude towards these groups does not only reflect the compassionate society in which we live but also the authentic values and civilised principles that urge us to always treat everyone well and thank and express compassion towards those who serve us, whatever those services are,' he explained.

Sheikh Mohammed asked everyone to give thanks and to give small gifts to workers. He also asked people to share their photos on his

Twitter account, on their own accounts or on other social media sites. The aim is to promote goodness, mercy and compassion in our society.



Sheikh Mohammed bin Rashid said: 'Each of us can thank or give a simple present to a domestic worker or a gardener in a nearby street. We will thank them all. I will start myself, and I ask you to share your creative ideas and photos, expressing gratitude to these groups.'

How is empathy clearly demonstrated in the initiative launched by His Highness Sheikh Mohammed bin Rashid Al Maktoum, God save him? Research other creative initiatives in the UAE.

Domain: Moral

Unit 2:

Taking Responsibility for Oneself and Others

Unit Objective

The unit focuses on the importance of taking responsibility for oneself, family and society.

Unit Description

This unit covers a number of concepts distributed among five lessons, which are designed to answer the central question.

Unit 2 Taking Responsibility for Oneself and Others

Lesson 1 What Do We Mean by Responsibility?

Lesson 2 I Assume Self-responsibility for My Own Good.

Lesson 3 Commit Myself to Helping Others

Lesson 4 How Can We Help Others

Lesson 5 The Environment is My Responsibility




How can I be responsible towards myself
and my community?

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The Central Question

The question that all units are based on and should be constantly reconsidered by the students throughout the learning process.



How can people be responsible towards themselves and others in their community?

What are the benefits of taking responsibility?

What are the things that push people to assume or abandon responsibility?

What are methods and types of help?

What is the purpose of assuming responsibility towards society?

Exploratory Questions

These questions offer an overview of the concepts embedded in the unit lesson.

Learning Outcomes - Unit 2

Taking Responsibility for Oneself and Others IC9

1. Recognize the factors that affect self-confidence and self-respect and understand how to develop resilience.
2. Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on our own self-esteem.
3. Show empathy, and provide practical support and care to the needs of others, including vulnerable social groups (such as elderly citizens).
4. Demonstrate an awareness of environmental issues locally to their homes and school and at a national and global level.
5. Determine how to influence and be affected by environmental issues, and identify how to take practical action to deal with issues like noise and recycling waste.

Unit 2

Taking Responsibility for Oneself and Others

Lesson 1

What Do We Mean by Responsibility?

Lesson Objective

Students explore the concept of 'assuming responsibility' and its importance in life of individuals, family and society. They also consider the role of perseverance and resilience in individual's attaining success.

Required Materials

Large blank papers and markers

Learning Outcomes

- Recognise the factors that affect self-confidence and self-respect and understand how to develop resilience.
- Present and discuss ideas about the concept of identity and understand how other people's behaviours could have a positive or negative effect on our own self-esteem.
- Demonstrate awareness of the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.
- Demonstrate awareness of local environmental issues regarding home and school, both nationally and globally.
- Determine how to influence and be affected by environmental issues, and identify how to take practical action to deal with issues like noise pollution and waste recycling.

Learning Outcomes:

- Recognize the factors that affect their self-confidence and self-respect (New dot point/ sentence)
- Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on our own self-esteem.
- Show empathy, and provide practical support and care to the needs of others, including vulnerable social groups (such as elderly citizens).
- Demonstrate an awareness of environmental issues locally to their homes and school, and at a national and global level.
- Determine how to influence and be affected by environmental issues, and identify how to take practical action to deal with issues like noise and recycling waste.

Vocabulary

responsibility

resilience

persistence

Responsibility

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

Resilience

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

Persistence

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

Introductory Activity 1 (10 Minutes)

The teacher announces that the class will cooperate to complete all classroom duties over the course of a week. The teacher asks the students to work in groups of 5 (4 to 5 groups) to list all the tasks they must do. Then, the teacher assigns tasks to each group on a weekly schedule.

Teams work together to list the tasks. The complete list of tasks is shared with all teams. One selected, each student is responsible for completing one specific component of the group task each week. A list of daily responsibilities is displayed in the classroom so the students can verify that their classmates are taking their responsibilities seriously.

Students discuss the consequences of a student's failure to fulfill his role. Students surmise that this indicates a lack of commitment and that they have committed an irresponsible act.

Over the following weeks, the teacher monitors the students' commitment to the tasks assigned to them and their effectiveness in implementing these tasks.

- 1 In order to assign responsibility in the classroom, list daily tasks on a poster. Put the poster on the board.

Main class tasks	Students responsible

- What would happen if someone didn't carry out an assigned task? How would you categorise such behaviour?

Activity 2 (10 Minutes)

Students read the 'My Responsibilities' points (3 minutes) and discuss them in their groups:

Exercise A: (3 Minutes)

- **My responsibilities at home:** I help my father to take care of my siblings - I tidy my room - I care about my personal hygiene - I do my homework on my own - I do what my parents say - I help with domestic chores.

- **My responsibilities at school:** I act appropriately - I help with the classroom's daily tasks - I keep my desk and the school clean - classmates to finish everything the teacher has asked us to do.

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2

Read about taking responsibility at an early age. Then answer the questions that follow.

My Responsibilities:

- To follow rules at home, at school and in society because they protect me and preserve my rights and the rights of others
- To fight as hard as I can for my rights and the rights of others
- To be well mannered
- To take good care of my body
- To respect the rights of others and never cause them harm
- To look after my personal property and respect the property of others
- To be determined to achieve my ambitions
- To be caring for those who need it



We are responsible!

A. Are you responsible? Make a list of the responsibilities you take on at home and at school.

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

B. What are the outcomes of self-responsibility?

.....

.....

Exercise B: (3 Minutes)

Self-responsibility gives us the respect and appreciation of others as well as self-satisfaction. Promotes self-confidence and improves self-esteem.

Differentiated Learning:

Beginners: Discuss the work they do and the roles they play in their families and in the classroom.

Advanced Students: Determine the beneficiary of the work they perform and the responsibilities they commit to.

Activity 3 (15 Minutes)

In groups, students read and answer the questions before sharing with the class. The teacher facilitates the discussion to cover the topic extensively and agree upon popular answers.

Expected Answers:**Exercise A:** (3 Minutes)

The most important characteristics that allow scouts to assume responsibility and show perseverance and resilience in their daily life.

- **With regard to Self-responsibility:** Independence, leadership, development of basic physical skills in life, self-reliance, perseverance when exploring nature, and resilience to the difficulties outside of the scouts.
- **With regard to Social Responsibility:** Role model, social services and humanitarian activities and cooperation with others on a mission, i.e. collaborative work, especially when belonging to a scout group.

3

You have considered the concept of responsibility at home and in school. Now you are going to think about responsibility and how it relates to perseverance.

Read the text about Lord Baden Powell and the scouting movement. Then answer the questions that follow.

Lord Robert Baden-Powell was the founder of the worldwide scouting movement. He was born in 1857, and he lived his childhood in the English countryside. His love for nature and exploring led him to a life of adventure with his friends. In 1908, he published the scout handbook for boys and girls. In this book, he defined scouting goals and methods. In 1920, at the first World Scout Conference, he was given the title of Chief Scout of the World.

The book focuses on the idea that scouting is an educational process that adds to rather than replaces the things we learn from our families and at school. It discusses how the scouting movement promotes leadership. It also discusses how the movement tries to educate and guide young people to become pure, strong and brave patriots. It does this by creating an environment that encourages loyalty to one's beliefs and love of adventure. It also lists the most important principles of scouting. These are: enjoying self-confidence, health or physical development; having good manners; developing manual skills; knowing others; and personal development.



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The educational scouting principles try to promote:

- self-confidence, self-esteem, honour, pride and sense of responsibility towards yourself and your group
- the ability to adapt and to be resilient and persistent
- an appreciation of nature
- a sense of adventure
- the ability to work as part of a team
- the development of a strong character with positive moral values becoming part of your personality
- involvement with unfamiliar activities and surroundings
- humanitarianism,
- the art of leadership
- and the ability to work and collaborate with other people

Before his death in 1941, Lord Baden-Powell wrote a farewell message to every scout, stating:

"One step towards happiness is to make yourself healthy and strong while you are a boy, so that you can be useful and so you can enjoy life when you are a man. Nature study will show you how beautiful and wonderful things are there in the world for you to enjoy.

Continue what you have started and make it better. Look on the bright side of things instead of being gloomy. Remember that the right way to be happy is by giving out happiness to other people. Try to leave this world a little better than you found it. Then, when your turn comes to die, you can die happy, feeling that you have not wasted your time and have done your best. 'Be Prepared' in this way, to live happy and to die happy - stick to your Scout Promise always - even after you have ceased to be a boy - and God help you to do it.

Your friend, Robert Baden-Powell"

A. What makes a scout able to act with responsibility, perseverance and resilience?

.....

.....

B. How could you use the principles of scouting to improve your life at home or in school?

.....

.....

Exercise B: (3 Minutes)

- **At Home:** Parents encourage independence and provide a space for students to exercise their freedom responsibly.
- **At School:** Schools value and implement collaborative tasks into the learning process to help students become natural participants and build greater respect for the community. The principles of scouting are then integrated with family and school life.

Differentiated Learning:

Beginners: Develop a scouts skills map to illustrate the skills visually.

Advanced Students: Rephrase Lord Baden-Powell's speech urging children to engage in scouting and promote it to their friends.

Activity 4 (Optional) (20 Minutes)

Students analyse the quote of Sheikh Zayed, may God have mercy upon him, and take his teachings as a starting point for writing a story or holding a conversation on the following components of responsibility:

- Diligence, seriousness, perseverance and investing time effectively create scientific and cultural assets.
- Developing, planning and working to achieve goals is the foundation for self-assertion.
- Communicating with others and continuously reevaluating and developing opinions, attitudes and abilities for the betterment of UAE society.

Students work in groups to play the roles of the characters in the dialogue.

Outline to the students that an effective role-play requires:

- Reading the dialogue to avoid mistakes and to express themselves clearly.
- Choosing the appropriate tone for the content.
- Coordinating the body movement and facial expressions the role requirements.
- Keeping their face towards the audience (giving their back to the audience is not advisable unless the role requires so).
- Spontaneous interaction among characters is permitted but within the limits of respect and social decency (no screaming or striking ...).

Differentiated Learning:

Beginners: Help with clarifying the dialogue and creating characters (guide them in language, movement and facial expression which is suitable for their role).

Advanced Students: Create décor and fashion items from the materials available in the classroom.

4

Responsibility forms part of both our private and our public lives. Read the letter written by His Highness the late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him. Then do the activity that follows.

"A man is valued based on actions and knowledge, actions last forever and demand respect and appreciation from society. It is the duty of all citizens to assume national responsibility, wherever they are, in all seriousness and with devotion."

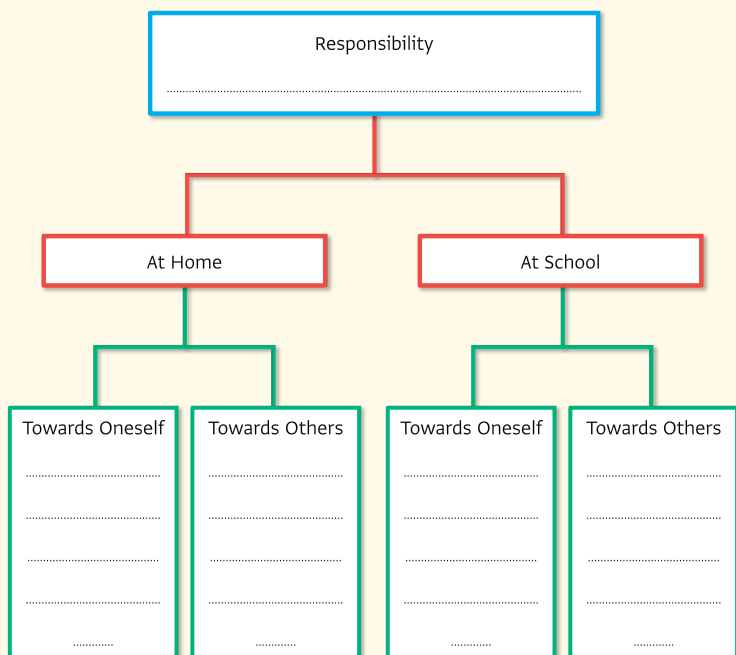
Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him.

Work in groups. Write a short scene in which you and your classmates show the importance of assuming self responsibility, social responsibility, perseverance and resilience, either at home or school. Act the scene out in front of the class. Invite constructive criticism.

5

Showing responsibility towards myself and to other members of the community.

Work in groups. Complete the chart by defining the word 'responsibility' in the box at the top. Then give examples of how to show responsibility to oneself and to others at home and at school.



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Activity 5 (10 Minutes)

Groups develop a responsibility map which defines their responsibilities towards themselves and others, at home and at school, giving examples from their daily lives.

Each group reviews their map with their classmates, and these can be combined to form a class responsibility map that can be posted in the classroom.

Lesson Objective

The lesson aims to outline the benefits of being responsible such as being trustworthy and beloved. Students explore the personal and altruistic motives behind taking responsibility and the positive feelings that result- happy, self-satisfaction, maturity and a want to smile.

Required Materials

Large blank paper and a marker?
Refer to lesson 1.

Unit 2 Taking Responsibility for Oneself and Others

Lesson 2

I Assume Self-responsibility for My Own Good.

Learning Outcomes

- Recognise the factors that affect self-confidence and self-respect, and to understand how to develop resilience.

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Learning Outcomes:

To recognise the factors that affect self-confidence and self-respect, and to understand how to develop resilience.

Vocabulary

self-responsibility

family responsibility

social responsibility

Self-responsibility

To set objectives in order to achieve success and self-realisation in personal, educational and professional life. Admit mistakes and correct them.

Family Responsibility

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

Social Responsibility

To protect other citizens, their rights and safeguard our homeland. e.g. Environmental Responsibility is to protect the environment and ensure living in a clean environment. Cultural Responsibility is to support our homeland and foster a sense of belonging.

Introductory Activity 1 (10 Minutes)

1. As a class brainstorm for two-minutes about the behaviours/roles of different members of their families. The teacher records all answers without judgement to show that all ideas are accepted and can be expanded upon.
2. The teacher asks the students if role-switching is possible in their families.
3. Students act out roles that demonstrate responsibility within families. The teacher encourages the students to introduce comedy an honest and respectful way (a comedy in dialogue, movement or attitude that reflects the reality in a fun but slightly exaggerated way, without being disrespectful to any family members).

1.
 - What role do you play in your family?
 - What roles do the members of your family play? Can these roles be switched?
 - With your classmates, act out the different roles of your family members, showing everyone taking responsibility.

Activity2 (10 Minutes)

Students read the story within their groups (3 minutes) and discuss its events.

Exercise A: (3 Minutes)

Natalie admits her mistakes and decides to correct them without asking anyone for help, including her parents.

Students suggest what they would do to correct their mistakes if they were in Natalie's place.

Exercise B: (3 Minutes)

Natalie's actions demonstrate that she is able to face and solve her problems, and be constructive and positive when she commits mistakes. Her father raised her to be a responsible person who admits her mistakes and tries to fix them. She also demonstrates a high level of confidence in herself and her abilities by coping with and facing such situations and correcting the mistakes she committed. This was exemplified by her decision to save her pocket money, even though she is used to having breakfast with her classmates, she was resolute until she saved the money needed to fix the computer.

2

**How can we practise self-responsibility?
Read the text about Natalie and how she
accepts the consequences of her actions. Then
answer the questions that follow.**

Natalie is a hard-working student. She helps out at home, works hard at school and helps her friends with their work when she can. One day, Mr Badie, the Arabic teacher, was walking through the playground when he saw Natalie sitting by herself. She wasn't eating her breakfast with her friends and wasn't playing with them. Mr Badie went up to her and said, 'What's wrong Natalie? Have you and your friends had a fight? Has someone hurt you? It's not like you to be sitting alone.' Natalie said, 'No, everything is OK with my friends. It's just that I've got to take responsibility for something I did at home. I broke my sister's computer and am saving up to pay for it to be fixed. That's why I had breakfast at home - I don't have the money to spend on breakfast here.'

'Can't your father buy a new computer or fix the broken one?'

'Yes, he can.'

'Hmm so what's the problem? Can't you just ask him to get a new one? You're polite and hard-working and I'm sure he won't say no.'

'No, I broke the computer and it's my responsibility to pay for it to be fixed. My father always says we have to take responsibility for our actions and face up to any problems we have.'



A. Work in groups. How well do you think Natalie handled the situation? What would you have done in her situation?

.....

B. What do you think Natalie's behaviour shows?

.....

.....

...

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Differentiated Learning:

Beginners: Express their thoughts in their groups and record their answers. Group members edit the writing component together to correct any possible mistakes.

Advanced Students: Write a passage about the significance of Natalie's actions, which includes the definition and benefits of being responsible and weaves in other related abilities like self-affirmation, persistence and adapting to stress.

Activity 3 (15 Minutes)

Look at the pictures and complete the captions.

Picture 1: Self-responsibility

- To be responsible during hardships and difficulties.
- To be self-capable and build self-confidence to remain persistent and achieve success during difficult times.

Picture 2: Self-responsibility

- To achieve the objective, i.e. success/excellence in studying and work.

Picture 3: Social Responsibility

- To be responsible towards society by raising awareness about the importance of protecting resources, especially water conservation (teacher to use the example of a parent running a bath and how they are careful not to waste water).

Picture 4: Family Responsibility

- To be responsible towards your family, by helping your mother with household chores or taking care of your younger siblings. This will develop willingness to participate, which is fundamental to achieving success in working in teams, will develop sympathy for others and initiative.

Differentiated Learning:

Beginners: Deconstruct the pictures using guiding questions or realistic examples.

Advanced Students: Give a more detailed explanation and justify with examples from everyday life.

Students discuss self, family and social responsibilities as a whole and draw general objectives to be developed by individuals:

- Self-responsibility is to achieve success and self-realisation (to set the objectives in order to achieve success and self-realisation in personal, educational and professional life and admit mistakes and correct them).
- Family responsibility is to protect the rights of your family (to perform your duties, help carry the burdens they face and protect their rights).
- Social responsibility is to protect other citizens and their rights and safeguard our homeland (Environmental responsibility is to ensure living in a clean environment - Cultural responsibility is to support our homeland and foster the sense of belonging).

3

Work in pairs. Look at the pictures. Which pictures show self-responsibility? Which pictures show responsibility for other people? Do any of the pictures show a lack of responsibility? Explain your answers.



a. Shows:

Explanation:



b. Shows:

Explanation:



c. Shows:

Explanation:



d. Shows:

Explanation:

4

The late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, said: 'The new generation should be aware of the suffering of their ancestors. This awareness will provide them with the drive, strength and resilience to complete the journey started by our fathers and ancestors, a journey that embodies our national ambitions after decades of disarray, backwardness and deprivation.'

Work in groups. Discuss the importance of self-respect and self-confidence when taking on the responsibility to reach the goals of society and its people?

.....

.....

Activity 4 (15 Minutes)

The students read the quote of the late H.H. Sheikh Zayed, may God have mercy upon him, and discuss for two minutes within their groups. Students write a narrative about the positive impacts of self-respect and self-confidence, raising awareness about being responsible and persistent during hardships to achieve social development.

Students participate in a simple one minute role-play in which they improvise an example of how they or their family have been persistent. The class shares their responses and to the performance and how acts of persistence can impact society..

Differentiated Learning:

Beginners: Participate in the role-play by performing tasks other than acting , for example creating sets or directing (a director directs and guides the actors in their performance)

Advanced Students: Create stories and present them to the class in a manner that is both entertaining and informative.

Activity 5 (Optional) (20 Minutes)

If possible, show the students the new version of the movie "Simba" (in an additional class). The students will read the text and tell each other within their groups about its events if they have watched it before (7 minutes).

5 Read the article about *The Lion King* and the importance of leaders taking responsibility. Then answer the questions that follow.

The film *The Lion King* is one of the most successful films of its kind. It has won many international awards since it was first released in 1994. A live-action remake of the film is scheduled for release in the US in 2019.

The film takes place in the Pride Lands and follows a lion called Simba. It starts with Simba's birth and follows him throughout his early childhood, when he loses his father, King Mufasa. Mufasa is killed in a trap set by Scar, Mufasa's evil brother. Scar then tricks Simba into thinking that Mufasa's death was his fault and Simba runs away, leaving Scar to become King of the Jungle.

Simba then meets Timon, a meerkat, and Pumbaa, a warthog, and they become friends. Years pass and Simba grows up. One day he meets Nala, a friend from his childhood. Nala tells Simba that everyone in his family thinks he is dead. She tells him how Scar is ruling the kingdom badly, with the help of his friends the hyenas, and that the Pride Lands have become a dry wasteland. Nala begs Simba to come home and take responsibility for rescuing the kingdom from Scar. At first, Simba refuses, but then he meets the baboon Rafiki, his father's friend. Rafiki tells Simba that he is Mufasa's son and should return to the Pride Lands. Simba knows that it is his duty to return home to the Pride Lands. There, as the great son of Mufasa, and helped by Timon, Pumbaa, Nala and the other lions, Simba fights and defeats Scar and the hyenas. After the battle, Simba tells Scar to leave and never return. Scar is then killed by the hyenas.

With Scar and the hyenas gone, Simba, like Mufasa before him, becomes the Lion King. The Pride Lands are restored, and in the final scene a lion cub is born to Simba and Nala.

A. What do you think of the role played by Simba's friends?

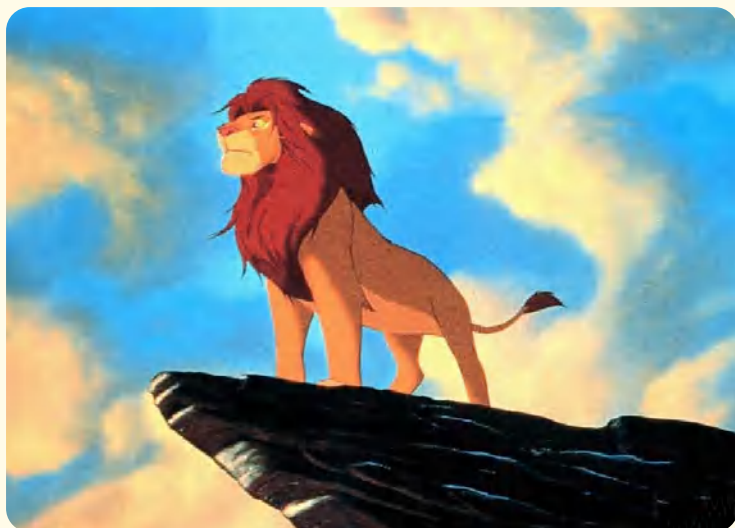
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.....

B. What do you think helped Simba succeed?

.....

.....



Simba "The Lion King"

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Exercise A: (5 minutes)

The teacher discusses the role of Simba's friends: Their role was to be supportive and encouraging and help Simba to be persistent. With their encouragement Simba did not give-in to the predicament he found himself in but fought to change it, until he ultimately reached his goal. They helped Simba and shared his responsibilities as he battled against evil.

Exercise B: (8 minutes)

Students learn that the leader's personality is the key factor in allowing him to be victorious i.e. reserves of self-confidence, perseverance and resilience. In addition, the presence of those who support the leader is also an important as they concentrate their efforts and work as a team. The last factor is the existence of the conditions conducive to achieving victory, in which the leader, with his clear vision, can best exploit them.

Students discuss examples of other leaders in the world who can be seen as role models and exemplify responsibility, perseverance and persistence to act in the interests of their people. They can search for information about the lives of these leaders and how they managed to be successful.

Lesson 3

Commit Myself to Helping Others

Lesson Objective

Students understand the benefits of assuming responsibility for themselves and the greater community, especially those in need of care and support.

Required Material

White paper and a marker.

Learning Outcomes

- Address the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.

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Learning Outcomes:

Be aware of those in need and provide practical support, particularly for vulnerable social groups such as the elderly.

Vocabulary

assuming responsibility

abandoning responsibility

social responsibility

1 Work in groups. You are going to role-play the bird, the moon and the weighing scales.

Bird: In two minutes tell the moon about a situation involving taking responsibility.

Moon: Listen to the bird and show interest by asking questions.

Weighing scales: Write out three key points from the dialogue.

Take turns playing the roles. Which role did you like most?



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Unit 2 Lesson 3

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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.

Abandoning social responsibility

Evading duties and blaming others.

Social responsibility

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

Preliminary Activity 1 (Ten Minutes)

The teacher divides the students into three groups and gives each group a picture of a bird, moon or weighing scales (the teacher reproduces the picture as needed).



The students consider their picture, and imagine that they personify the picture they've received.

The bird: Tells the moon about a situation that highlights 'assuming responsibility for others' in two minutes.

The moon: Listens to the bird and shows interest

The balance: Writes the dialogue between the bird and the moon earnestly and responsibly (three main points only).

The dialogue must not exceed two minutes, after which the students exchange pictures and the roles between them. Each student must play the role of the bird, balance or moon at least once.

Some students present (the balance role) the points they have collected about the stories of taking responsibility and their consequences. They also promote the benefits of such stories (i.e. help). The teacher takes a quick vote on the character that the students preferred to play. After obtaining the result, the teacher explains that the purpose of this activity is to encourage active listening. Students become familiar with active listening and understand it is just as important as speaking in a successful dialogue.

Plenary question: How can I help others?

Activity 2 (15 Minutes)

The students role-play the stories' characters. (eight minutes).

The teacher recommends:

- Read the text carefully to avoid mistakes and express yourself clearly.
- Choose the volume and tone of voice suitable for the content.
- Use facial expressions and body movement to bring your character to life.
- Face the audience when acting (turning back to the audience is not suitable unless the role requires that).
- Spontaneous interaction between characters is permitted provided that it is within the limits of respect and social decency (no screaming, beating or cursing ...).

Differentiated Learning:

Beginners: Support and direct your peers to allow them to maximise their performances. (help them with dialogue and to monitor facial expression and body movement).

Advanced Students: Create a set of prompts from classroom objects to help the performance.

After playing the roles, the students answer the questions in pairs.

Exercise A: (three minutes)

Sari thought that he was acting responsibly because he had agreed to meet with his friend and didn't want to break his word. He felt it was necessary to fulfil his commitment under any circumstances. Maher understood that the principle of commitment has to be prioritised depending on the responsibilities that have to be completed. So, he gave his family priority over the friends in terms of necessary duties. Students express their opinions on the case study. The teacher emphasises through feedback that right and wrong are relative terms and that all reasonable answers are acceptable as long as the student justifies their answer.

Exercise B: (two minutes)

Any answer is permitted on the condition that a reasonable justification is provided.

The answer, that Johnny should wait for Maher, is suitable because Maher takes responsibility when needed and Johnny should appreciate the presence of a friend like Maher.

Students may respond that Johnny should go out with another friend because Maher failed to fulfill his promise and gave priority to his family over his

2

Family duties and how to help. Read this story about Nadine and her family. Then answer the questions that follow.

One day, Nadine asked her parents if she could go to her friend's house. Her parents said she could, but both her parents were busy with work, and neither of them could take her. Nadine felt unhappy about this, but then had an idea. She asked her mother if one of her brothers could take her. Her mother agreed and asked the eldest boy, Sari, if he could drive Nadine. Sari refused, making his mother very angry. 'Oh come on, Sari! Can't you spare a little bit of time to help in the family. Both your father and I are very busy.'

Sari said, 'I'm sorry, Mum, but I've promised a friend I'd go out with him, and I don't want to go back on my word.' Nadine's mother went and spoke to her younger son, Maher, who was reading in his room. She asked him if he could take Nadine to her friend's house.

'Sure, no problem,' Maher said. He then called his friend Johnny. 'Sorry, Johnny, I can't go to the cinema at the time we arranged. I'm taking my sister to her friend's house - my parents are both busy and can't take her. Is it OK if we meet a bit later?'



Nadine and her friend are playing with their favorite toys

commitment to himself.

Exercise C: (two minutes)

The teacher asks each pair to share what they have learned about the importance of sharing family responsibility.

Students conclude that achieving duties, sharing, cooperating and helping other family members create trust and security-based family life. It also suggests that everyone is jointly liable and that the family has priority over other responsibilities. The cohesion of the family is measured by the willingness of its members to consider the family their top priority and make others feel that they are always ready to provide help.

A. Who do you agree with, Sari or Maher? What would you have done in the situation?

.....

B. What do you think Johnny should do?

.....

C. How important is it for everyone in a family to share responsibilities? Discuss with your group.

.....

Should we take responsibility and provide assistance? Why?

3 In 2009, 42 million Americans provided free care to the elderly in their communities, saving the state around \$450 million.



In some societies elderly people have to work under harsh conditions simply in order to earn enough to survive.



Discuss in pairs. Look at the two pictures. What impact do you think these two women have on the societies they live in?

Differentiated Learning:

Beginners: Analyse at least one picture and determine its impact on society.

Advanced Students: Conduct an in-depth analysis of the two pictures, gaining awareness of the feelings of the people and justifying your conclusions.

Activity 3 (Ten Minutes)

Students work in pairs, analysing the pictures and questioning what impact these women made on society.

- **Picture 1:** Free care gives everyone the elderly the attention they need and does not cost anything to the state. In many countries, the main reason for not providing care to needy people is the of the state to afford the great financial burden. Free care provides huge savings to the countries concerned. These sums can be used to develop other sectors, enhancing the country's progress and society's welfare. Moreover, it is an empathetic act where work to help others and better society.

- **Picture 2:** Many communities do not respect the rights of the elderly to enjoy dignified life as their health declines and they are unable to work. This reality shows a lack of foresight by people and community groups who will in all likelihood suffer the same fate when they become old. As a consequence the elderly are frustrated, insecure and suffer depression. A lack of interest in the care of the elderly the absence of social cohesion and sympathy.

Activity 4 (Ten Minutes)

The teacher divides the class into groups and asks them to read the article (four minutes). When finished, pose the question: What is social responsibility? Why should we adopt it? (Group discussion).

Exercise A: (three minutes)

- The students discuss the issue of social responsibility based on what they have read in the article about the partnership between the private sector and the government. They conclude that it is important that the private sector take on a level of social responsibility in the UAE.

Exercise B: (three minutes)

- The groups research examples in which the UAE assumes its social responsibilities towards those in the article. The students assess the achievements of our country with regard to the social solidarity and compares them with the actions of another country of their choice.

Finally, each group writes a definition of the social responsibility. Then the teacher writes all the answers on the board and asks the groups to compromise when reaching a final definition.

Social responsibility is a component of general responsibility. It means putting the necessities of others before themselves. It represents the understanding and willingness to put the community before oneself. Social responsibility is also linked to the philosophy of society. Each society has its own social responsibilities. We have to adopt social responsibility because it is necessary in the public's interest and for achieving unity and social cohesion. Social peace cannot be implemented without meeting the needs of the community. Social responsibility demands cooperation, commitment, solidarity, respect, love, democracy and serious participation. It also demonstrates morality, self-confidence, social awareness, and a sense of social identity. In addition, it plays an important role in stabilising the lives of individuals and community groups. It aims to maintain the society's order and to protect its laws.

The teacher draws students' attention to the fact that we are all global citizens in the era of computation, globalization and communication technology. Hence, it is necessary to develop basic rules or a framework of values to which we should all should commit. These rules are based on the principles of the global self, social and humanitarian responsibility within a global village.

4 Read the text on social responsibility by Hasher Bin Mana Al Maktoum. Then answer the questions that follow.

Statement by the writer Sheikha Afra bint Hasher bin Mana Al-Maktoum, God save her.

Social responsibility is one of the key pillars of community life and essential for the development of society. An individual's worth to society can be measured by the extent to which he/she takes responsibility for himself/herself and others. Social responsibility is a partnership between private institutions and various community institutions, which work together to achieve sustainable development in fields of education, health, social well-being, the economy and the environment. The private sector can show leadership and social responsibility in a number of areas, such as:

a. Education

By establishing institutes where computing can be studied; by providing internationally recognised English-language training free or for a nominal charge; by conducting training during the summer on important work skills, such as selling, buying, car maintenance, electrical repair services, etc.

By providing support to outstanding students through internal and external programmes; by recognising student innovation and invention.

By providing support for people of determination* in schools and universities; by providing what they need to develop their scientific abilities.

b. Social

By establishing orphanages and centres for the elderly; by ensuring that the essential needs of the elderly are met; by providing social supervisors and recreation centres; by building homes for those in need, ensuring that they are suitable in terms of living space and service provision, so that all members of the community feel a sense of family belonging.

c. Culture

By establishing cultural centres and public libraries; by sponsoring and organising cultural conferences; by supporting national and scientific awards in the UAE; by creating new awards for intellectuals who have provided services to the country.

Sheikha Afra bint Hasher bin Mana Al Maktoum, God save her, May 7, 2011

* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term "People of Determination" instead of the frowned-upon term "People With Disabilities". The objective was to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment. "Disability is people's inability to develop. It's when they remain in their place, unable to make any accomplishments. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals", said His Highness Sheikh Mohammed bin Rashid al Maktoum. "Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community", His Highness added.

- A. As members of Emirati society and as global citizens, why should we assume social responsibility?**

.....

.....

- B. Discuss with your group how the private sector helps, or can help, those in the wider community. Write about it in relation to the UAE and another country of your choice. Discuss. Write.**

.....

.....

.....

- 5 What happens when we help those in need? Think of one example from the UAE and a second example from a country you are interested in. Discuss with your group.**

* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term "People of Determination" instead of the frowned-upon term "People With Disabilities". The objective was to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment. "Disability is people's inability to develop. It's when they remain in their place, unable to make any accomplishments. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals", said His Highness Sheikh Mohammed bin Rashid al Maktoum. "Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community", His Highness added.

Activity 5 (Optional) (20 minutes)

The students work in groups to design and implement the product (by paper or electronically). The teacher distributes large white papers and gives each group a water marker in different colours to prepare the product. At the end of the activity, the teacher collects the products, fixes the answers on the board, and writes the points shared between the groups to reach the conclusion.

Assuming responsibility for helping others leads to:

- Achieving success for the community as a whole.
- Awareness of the capabilities, which helps to achieve the goals.
- Feeling of satisfaction, happiness and self-fulfilment.
- Raising the sense of social security.
- Establishing the global values and highlighting the homeland as a local and global partner in addressing global humanitarian issues.

Lesson Objective

This lesson aims to help students understand why people help each other, identifying ways of providing help as well as understanding the link between providing help and being responsible.

Required Materials

Large blank paper, markers and materials from the class for presentation purposes.

Lesson 4

How Can We Help Others

Learning Outcomes

- Show empathy and provide practical support and care for others, including people, such as the elderly, and other vulnerable groups.

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Learning Outcomes:

Show empathy, provide practical support and care to address the needs of others, including a variety of vulnerable social groups (such as elderly citizens).

Vocabulary

caring for senior citizens

caring for people in need

Care of elderly people

Looking after the needs of seniors

Supporting people in need

Share with others the burden of psychological, emotional, economic, family or social problems and help them to overcome their ordeal.

1

- **Work in groups. Role-play situations where support is being provided to people in need. Then share your feelings about the character you are playing.**
- **What sort of people do you think need help and support?**
- **Are we all responsible for helping and caring for others?**



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Preliminary Activity 1 (10 Minutes)

The teacher shares the lesson objective with students.

In groups of four, the students act out different situations, representing positive role models or people in need of support, (e.g. a patient trying to get up from bed), walk or eat; Mother sits alone anxiously awaiting for her late son to return; a needy person does not have money to buy essentials. A person of determination goes for a stroll in a public park in his wheelchair; or an elderly man shops in a market and carries a lot of bags.) The teacher tells students to play their roles seriously and avoid ridiculing their classmates or characters they embody.

Students can use materials from the classroom to enhance the presentation.

Everyone participates and concludes that certain categories of people (e.g. elderly people) and other categories (e.g. people of determination, orphans, the poor....) have different needs and that they are reliant on others to live a decent life.

In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term "People of Determination" instead of the frowned-upon term "People With Disabilities". The objective was to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

"Disability is people's inability to develop. It's when they remain in their place, unable to make any accomplishments. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals", said His Highness Sheikh Mohammed bin Rashid al Maktoum. "Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community", His Highness added.

Activity 2 (10 Minutes)

Students read the story (3 minutes), then in groups, they answer questions through discussion.

Exercise A: (3 Minutes)

Noha has taken responsibility for helping her friend by seeking to find a way that does not embarrass her or hurt her feelings. On the other hand, Sami, from his point of view, is responsible for taking care of himself and not interfering in the affairs of others. Her father supported his daughter in her quest for charity when encouraging her to help her friend and advising Sami to be the first one who put money in the money box.

Exercise B: (5 Minutes)

If all people acted like Noha, then good would prevail and no poor or needy would remain without help. But if everyone behaved like Sami, poverty and destitution would be prevalent. Some people may beg for their daily bread, and other people's lives would be miserable if they cannot find help.

2**How can we help other people without hurting their feelings?**

Read Noha's story about her attempts to help her friend Sara. Then do the activities that follow.

Noha is a kind-hearted and intelligent girl. She is generous and always willing to help others. One day, she noticed that her friend Sara was wearing a pair of glasses that were broken and had been stuck together by her father. Most days Sara comes to school without any money, and if she gets any allowance it is usually very little. Noha knows that Sara comes from a poor family. She wanted to help Sara but she couldn't think of a good way to go about it. She decided to ask her parents for advice. That evening, while everyone was sitting in the kitchen, Noha said, 'Dad, I have friend at school who doesn't get much of an allowance from her family. I want to help her, but I don't know how to. If I give her a present, she might feel she has to buy me something in return and she can't really afford it. If I give her money, it might hurt her feelings. So, how shall I help her?'

Noha's father was very pleased that his daughter was so considerate. He kissed her and said, 'You are such a good girl, Noha! I am proud of you. Let's think of how you can help your friend without hurting her feelings.'

Then Noha's brother, Sami, said, 'Why do you have to help her? You shouldn't get involved in other people's lives! Everyone should live according to their means.'

Noha said, 'Well, I don't agree. I think we should all empathise with other people and help them as much as we can in times of need.'

Sami said, 'I don't want to help anyone. Everyone is responsible for their own lives and how they live them. I am only responsible for myself.'

Sami's father looked at him and said, 'No, you are wrong. We should be ready to help others. At the same time, helping other people makes us happy because we are making them happy.'

Suddenly Noha jumped up and said, 'I've got it! I've got it! I've got a great idea! I'll take a box to school and make it into a piggy bank. Then I will ask Sara and my other friends to put some of their allowance in it. At the end of the week, we'll share out all the money between us. I'll put a lot of money in every day so Sara gets a lot of money by the end of the week, without knowing where the money comes from. That way, we won't hurt her feelings because she'll put in a share of her own allowance every day, even if it is not very much.'

Noha's Father smiled and said, 'That's a great idea! You are a special girl because you think about other people and want to help them. I'll help too, by giving you some money to put in the piggy bank. Look, Sami your sister is really happy because she is helping a friend. There's a lesson for you to follow there, Sami!'



- a. **Work in groups. Compare the attitudes of Noha, Sami and their father. Whom do you agree with? Why?**

- b. **What do you think society would be like if everyone acted like Noha? What would society be like if everyone acted like Sami?**

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Differentiated Learning:

Beginners: Retell the story in their own words in simplified sentences expressing the main ideas.

Advanced Students: Suggest ways in which the governmental or civil authorities can help people in need.

Activity 3 (10 Minutes)**Exercise A:** (7 Minutes)

Students study the two pictures in groups and identify ways to help and take care of elderly people. Reiterate the importance of caring for the mental, emotional, intellectual and physical health of the elderly and its affect on developing a harmonious society. Groups record their answers.

Taking the time to care for the elderly allows them to feel safe and protected, helps them overcome the difficult times (sadness), illness or fatigue. Helping provides the elderly with psychological comfort and an emotional balance. Conversely, it also helps children to become empathetic and compassionate which will only grow over time and reflect positively on the solidarity and compassion of society in the future.

Differentiated Learning:

Beginners: Imagine you were elderly and in distress and someone took the time to help you. Describe your feelings.

Advanced Students: Provide examples of people assisting the elderly other than those displayed before them and describe other reasons not yet shared for why caring for the elderly is important.

Exercise B: (2 minutes)

Each student recounts a time where he/she managed to help an elderly person in their neighbourhood, stating the time, place and relationship with the elderly person when this interaction occurred.

3**Look at the pictures. Answer the questions.****a. How can we help older people?**

How we can help?	The importance of helping

- b. **Work in pairs. Think of a time you helped a senior citizen in your community. Tell your partner about it.**

4 **Caring for senior citizens is a social and national responsibility. Read the essay about the importance of caring for senior citizens in Emirati society. Then answer the questions that follow.**

Despite the rapid change that the UAE has seen in recent years, the institution of the family has remained strong. UAE society regards senior citizens as the custodians of the past and the wise people of the present; we take pride in their experience and benefit from their knowledge. Their wisdom guides our way as they represent prudence, experience and insight. The issue of care for the elderly is a new one for the UAE and has become an issue in part because of the decline of the traditional extended family.

The family development officer at the Ministry of Social Affairs points out that Emirati families are committed to looking after family members as they age. However, it is undeniable that senior citizens are facing more and more problems, due to the deterioration of the traditional sense of family. This deterioration is brought about largely by the job situation, with family members moving to other cities or even other countries for work. This mobility is responsible for a range of psychological, health and social problems, limiting senior citizens and making it difficult for them to cope with demographic change. The institutions necessary for care of the elderly have been set up by the Ministry of Social Affairs. At the same time various local departments and social centres are working on improving support for senior citizens. These centres and departments provide essentials such as shelter, food, clothing and social, psychological and health-related care. They also organise cultural, educational and recreational activities to give peace of mind to the elderly and help senior citizens become involved in the community. Our objective is to help them face the problems resulting from old age and to assist in cases of illness, in collaboration with the Ministry of Health. We also hold exhibitions to sell the products made by senior citizens and give them the profit.

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Activity 4 (10 Minutes)

Within their groups, the teacher asks the students to read the article (5 minutes) and to answer the questions:

Exercise A: (3 Minutes)

UAE pays particular attention to elderly people as they are men of yesterday and sages of today. Further, they represent wisdom, experience and balance. The old man who spent his life as an active citizen serving the nation through his work and raising the men of future, deserves our care when he grows old.

The UAE thanks its elderly citizens by establishing institutions necessary to take care of them along with the centres that provide training and upskilling so the elderly remain productive citizens. The UAE has vowed to care for those suffering from geriatric diseases. The UAE supports elderly people socially, psychologically, emotionally and healthily and makes them feel safe and empathy.

Moral, Social & Cultural Studies | Grade 5 | Term 1

The family development officer at the Ministry of Social Affairs has confirmed that the legal system in the UAE is committed to securing an income for senior citizens that guarantees them financial security after retirement. The Ministry is dedicated to eliminating poverty and protecting against dangers that threaten the financial security of senior citizens.

The Ministry runs training programmes at its family development centres. At the centres elderly women attend training courses in traditional arts and crafts, with the aim of enabling them to set up businesses that contribute to improving their financial and emotional well-being. This enables them to play a productive role in society.

The Ministry also encourages volunteer work in the field of senior citizen care, and runs training programmes for volunteers. These programmes qualify volunteers to work with senior citizens, motivating them to engage with society and to live an active life.

Exercise B: (2 minutes)

If the State does not take action, elderly people may feel marginalized and isolated, and some might continue to suffer from poverty and need. Their health may deteriorate due to the lack of medication or medical assistance. The status of the elderly people in society represents the human and moral development of that society, sympathy and compassion are among the most important universal values and need to be seen practically in a healthy society.

Differentiated Learning:

Beginners: Identify ways adopted by the State to take care of elderly people.

Advanced Students: Provide examples of State sponsored care from daily life and justify.

a. **Why do you think Emirati society attaches special importance to senior citizens? How does Emirati society care for its senior citizens?**

b. **What do you think would happen to senior citizens if the state did not provide them with support?**

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5 Work in groups. Think about the ways you can help those in need.

You are going to interview a hospital manager about the help the hospital provides to patients, especially those in financial difficulties. Make a list of questions you want to ask. Present the answers you get to the class.

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Activity 5 (Optional) (10 Minutes)

The teacher selects students from the class to conduct an interview with a director of public hospital. Students are to become aware of services provided to patients. Give them with the following instructions:

- Specify a time and place;
- Call to confirm an appointment and be prompt when arriving;
- Prepare and send questions to the director in advance;
- When conducting the interview with the director, it is necessary to look at him, listen carefully to what he is saying, and show respect;
- Film the interview so that it can be watched by your classmates at a later date.

Conclusion: (5 Minutes)

Students recount what they have learnt in previously lessons and write down in sentence form the definition of 'providing help'.

Expected answers: Helping others. Share with others the burdens of personal, emotional, economic, family, or social problems. Help people overcome their ordeals.

Responsibility is what motivates us to help others, and helping others enhances one's sense of responsibility. Providing help is part of our social . It is our duty to support people with personal, emotional, economic, family and social problems.

Lesson 5

The Environment Is My Responsibility

Lesson Objective

This lesson aims to teach students how to assume responsibility at home and globally. Environmental issues and possible solutions are explored with a focus on raising awareness.

Required Material

Hearing aid, large papers and coloured pens.

Learning Outcomes

- Demonstrate an awareness of local environmental issues related to homes and schools
- Demonstrate an awareness of environmental issues at the national and global levels
- Understand the impact of our actions on environmental issues, especially actions that reduce these issues such as recycling and waste and noise reduction

Learning Outcomes:

- Demonstrate awareness of the local environmental issues related to their homes and school, at a national and global level.
- Understand the impact of their actions on environmental problems, and the positive changes they can affect by recycling and decreasing the amount of wastes and noise.

Vocabulary

noise pollution

environmental pollution

environmental responsibility

- 1** Social responsibility is shown through participating in the protection of the environment. Why does the environment need to be protected? What does it need to be protected against?



Noise pollution

Unusual and loud sounds exceeding the permitted sound limit to keep your ears healthy.

Environmental responsibility

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

Environmental pollution

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

Preliminary Activity 1 (Five minutes)

Play quiet music and if possible, car horns typical to traffic congestion. Divide into groups and have each group produce sounds that they find pleasant and unpleasant. Students express their reactions to these sounds.

The students surmise that the noise is disruptive and pollutes the surrounding environment. It is considered hearing pollution.

The teacher gives examples of pollution.

Answers related to hearing, visual, intellectual, and environmental pollution should be categorised.

The students discuss the importance of combating different forms of pollution. The teacher notes that students will return to this discussion point at the end of the lesson.

Question for further consideration:

Why is environmental conservation our shared responsibility?

Activity 2 (15 minutes)

- The students read the story and discuss the problem in terms of reasons and solutions.

- Exercise A: (Five minutes)

Throwing the toxins into the sea leads to the pollution of the sea water.

These toxins move into the bodies of marine organisms, such as fish, leading to their death.

- Exercise B: (Five minutes)

- Soil pollution resulting from the dumping of wastes and the use of fertilisers and pesticides in agriculture.
- Air pollution resulting from the smoke emitted from the factories, which leads, for example, to acid rain which agricultural and animal life. Fish also suffer as a result of the nature cycle and food chain.
- Pollution of groundwater, river and sea water as a result of dumping waste from the industrial plants or residential neighborhoods.

- Exercise C: (five minutes)

- Reducing overpopulation in the cities by encouraging people to live in rural areas, decreasing the waste of the population (air and water pollution).
- Educating people about the causes and risks of pollution so that they can avoid being among the causes of pollution.
- Establishing special plants for handling industrial and household waste.
- Promoting public transportation instead of the private vehicles to reduce harmful gases emitted from the cars. Trying to find green alternatives to the consumption of non-renewable resources.
- Studying and developing standards products manufactured by companies as well as studying the operations of factories. Analysing how to get rid of industrial waste in an environmentally friendly method, even if the cost is higher.
- Allocating days for cleaning in which students participate to removing wastes.
- Building factories and airports away from the residential areas to reduce general air pollution, and adopting appropriate solutions for the disposal of pollution sources.
- Making extensive afforestation process to eliminate air pollutants and increase the oxygen production.

2**Read the text about marine pollution. Then answer the questions that follow.**

Mohammed and Mark were exercising on the beach. While they were running, they saw algae and dead fish in the water.

As they were talking about this, a man came along and took some photographs. Mark was interested and said, 'Why are you taking pictures? Are you a journalist?'

The man said that he wasn't a journalist, but a teacher of moral education. He said his name was Ziad and that he was taking the pictures to show his class the next day.

Ziad explained that he was teaching his class about the environment. He wanted his students to be aware of environmental issues and be prepared to take responsibility for protecting the natural world.

- a. Look at the photograph Ziad took. Why do you think the fish died?



- b. What everyday human activities cause environmental pollution?

- c. Work in groups. How can we reduce environmental pollution caused by human activity?

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Differentiated Learning:

Beginners: Draw your answers, especially the causes and solutions, on a single paper identifying the procedures that cause pollution and provide solutions.

Advanced Students: Research information about global pollution while referring to specific examples of environmental issues and solutions.

3

Fighting pollution

a. Do you think these posters would be effective?

.....

b. Work in groups. Look at the two posters that have appeared in the media. What do you think is?



What is the role of the media in educating people about the threat of pollution to the environment?

.....

Discuss and write.

.....

.....

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Activity 3 (ten minutes)

- The teacher implements 'think, link, share' to answer.
- Communicating the news of environmental accidents and disasters in the world through the media and audio and social networks.
- Present a TV show about health awareness and disease prevention that may result from environmental pollution. Raise awareness about ways to reduce and control pollution.
- Highlight those who violate the environmental law, such as those who cut trees and dump wastes in the sea.

At the conclusion of the activity students understand:

The need to preserve the environment is a part of social responsibility by which citizens keep their environment free of all the forms of pollution and attempts to reduce environmental problems.

Differential Learning:

Beginners: Describe then record what they believe the role of the media is.

Advanced Students: Conduct a debate about the role of media and its effect on society.

Activity 4 (15 minutes)

The students read the article and work in groups. They research additional information on the impact of environmental development on the country with regard to health, livestock, plant wealth and climate.

- Pollution leads to increased expenditure on the health sector, pose significant threats to livestock and the loss of vegetation cover and important plant species.
- All the achievements of H.H Sheikh Zayed lead to the protection of the UAE environment from pollution and safeguarding humans and animals by adopting healthy living systems. These programs have allowed the UAE to enjoy healthy lungs and reduce the impact of human pollution emissions.

At the end of the activity students are able to answer the key question. Environmental pollution is the result of unhealthy elements in our air, soil and water environments. All countries are obliged to combat such pollution because it has an impact on all countries and at all levels. A clean environment is a collective responsibility within the UAE and globally and we must cooperate to maintain it.

4

Read the article about the late Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, interest in sustainable environmental development and how it affects life in the UAE today. Then do the activity that follows.

From 1966, the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him), was deeply concerned about environmental issues. For example, in 1977, he banned fishing in Abu Dhabi Emirate. However, perhaps his greatest achievement was the greening of the desert, which was an environmental miracle.

The late leader is respected for his many important environmental programmes, especially those aimed at combating desertification. Under his rule, ground water was protected, bridges were built, and plants were cultivated using environmentally-friendly soil fertilisers manufactured in a purpose-built facility.

One of Sheikh Zayed's key achievements was the roadside planting scheme along the Abu Dhabi-Al Ain highway. As a result of this scheme, large parts of the desert became lush and green. This greening policy continues today, with more trees, more gardens and more flowers being planted every year.

He also established several nature reserves, the most important being the Sir Bani Yas Island Nature Reserve. In terms of size and diversity, this is one of the biggest man-made nature reserves in the Arabian Peninsula. It is an important sanctuary for rare species of endangered

We have worked, since the establishment of our state, to protect the environment and wildlife and have established all the systems, legislations, programs and projects that have made the UAE a pioneer and a world class model in environmental care, protection and preservation.



animals, especially birds. Sheikh Zayed was personally responsible for saving the Arabian Oryx from extinction.

A. Work in groups. In what ways do the achievements of Sheikh Zayed impact the lives of citizens and residents of the UAE today?

5

Make a poster about your country's natural beauty. Get information and pictures from newspapers, magazines or websites. Then use your poster to talk about your country to your class.

6

Developing an environmental project

Work in groups. You are going to work on a project on a global environmental issue. Choose an issue that interests you. For example, you could choose something like desertification, global warming, disruption of ecosystems, scarcity of fresh water, depletion of natural resources, or diseases caused by pollution.

Consider all aspects of the issue. Present problem in the form of a question that needs a solution. Then present the your solution.

Follow these steps:

a. Preparation

Choose your topic. What specific question are you going to ask?

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Activity 5 (Optional) (20 minutes)

- Group work / open dialogue

The teacher encourages students to select and photograph UAE environments (with their vital components such as plants and animals, and their non-vital components of weather, water and soil). The mural is composed of images and captions drafted by the student. All text is to be validated by reliable sources.

Activity 6 (25 minutes)

Students form groups. The teacher is required to undertake a number of roles.

- At the phase of defining the subject, objectives and criteria, they act as the guide, advisor and negotiator.
- At the phase of planning, the teacher can act as an expert consultant.
- At the phase of implementation, they can help secure the resources required (sources, books, means ...), acting as facilitator for collective action.
- At the phase of evaluation, they can act as the promoter on self-assessment and metacognitive thinking.

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b. Hypothesis

Develop your hypothesis. Think about the impact the issue you have chosen has on the environment.

c. Information gathering

Find information to support your hypothesis.

Use websites recommended by your teacher to find the information you need. Be prepared to compare different solutions.

If possible, interview environmental experts.

Use the information you find to determine the overall environmental impact of the issue you have chosen.

Don't forget to document your references.

d. Evaluate the information you collected. Select what is most important.

Present your information using any appropriate visual medium (graphs, charts, pictures, text maps etc). Ensure that your information addresses the issue and that your hypothesis is correct.

Make sure that your presentation includes a conclusion with recommendations. Suggest relevant, practical and scientific solutions to the problem. Think of ways these can be adopted in the UAE and other countries. Are there any recent technological developments that can be part of the solution?

e. Conclusion

Take a step back. Assess the work you have done and conclusions reached. Was your hypothesis correct? Consider the environmental impact of the factor you considered.

f. Written report

Standards	Standard Component	Level 1 Unacceptable	Level 2 Good	Level 3 Very Good
Organization and student contribution	Reference documentation	References are not documented.	Some references have been documented and referred to when necessary.	Most references have been documented and referred to when necessary.
	Effectiveness in accomplishing the task	Work rarely organised. The method of work is unclear (task allocation, time plan ...).	The method of work is short and includes the minimum organisation (task allocation, time plan ...).	The method of work is short and organised (task allocation, time plan ...).
		Not respecting time which negatively affects the groups progress.	Tends to procrastinate, but achieve the task within the deadline.	Performs the tasks within the deadline.
Content (Scientific method of work)	Contributing during the group work	Rarely provides useful ideas for the group.	Sometimes he provides useful ideas for the group.	Usually contributes in presenting new useful ideas for the group.
	The Scientific basis of research	The survey does not contain any selections or examples.	The survey contains some selections and one example.	The survey contains selections and examples.

Using the presentation you created, write up your research in the form of an academic report. State the stages you went through, your research procedures, and your conclusions.

g. Presentation

With your team, present your report to the class, the school or at a science fair. Show your procedures and conclusions clearly using slides and graphics. Make sure you practise your presentation beforehand.

Content (Scientific method of work)	Information collection and data representation	Pictures/ graphs / illustrations to display data (data is not organised).	Poor use of images / graphs / illustrations to display data.	Good use of images / graphs / illustrations to display data.
	Analysis	The conclusions are not related to the data (relationships were not addressed, and no logical answer has been given).	The conclusions are general and the relationships to data are logical (relationships are not determined by the factor and the answer to the question applies to more than one factor).	Conclusions related to data (finding relationships and giving a logical answer to the question).
Performance (show the outcome)	Oral presentation	The student speaks in an unclear way, and in a low voice.	The student presents the knowledge background in a clear way and fairly low voice.	They are able to present the knowledge background convincingly and with strong voice.
	Show results - report	Presentation is not organised.	The presentation is somewhat organised	The presentation is organised and attractive.
		The report is not organised (non-sequential ideas)	The report is somewhat organised (clear ideas)	The report is appropriately organised (sequential and clear ideas).
		No drawings or charts.	Some charts and graphs are correctly labelled.	Most charts and graphs are correctly labelled.
The Overall evaluation				

Domain: Social

Unit 3: Ancient Civilizations

Domain Social

Unit 3 Ancient Civilizations

Lesson 1	Prehistory
Lesson 2	Ancient Egypt and the Nile
Lesson 3	Mesopotamia and Agriculture
Lesson 4	Ancient China – Shang and Zhou Dynasties
Lesson 5	Transport and Trade in Ancient Civilizations

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Lesson 1



This term looks at ancient civilizations and peoples over 3,000 years ago. Term 1 starts with the prehistoric Stone Age many thousands of years ago. After this we see the development of ancient civilizations around the world 10,000 to 3,000 years ago. We will look at the Ancient Egyptians, the Sumerians in Mesopotamia, the Indus Valley Civilization and ancient dynasties in China. We will see how the place and geography of these civilizations was important, especially rivers and the sea. The rise of civilizations will also show us the early development of trade, writing, art, cities and governments.

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Student Learning Outcomes (SLOs)

MSC.2.1.01.012

Inquires about a topic in history, examines various sources, interprets findings, and uses evidence to draw conclusions that respond the inquiry

MSC.2.1.02.013

Compares models for organizing history into periods

Locates and gathers information from primary and secondary sources of information

Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth either positively or negatively

MSC.2.6.02.011

Uses primary sources (newspaper articles, play, poetry) to create written work (e.g. essays)

MSC.2.1.02.012

Examines a historical event from various perspectives.

Unit 3 Ancient Civilizations

Lesson 1

Prehistory

Lesson Outcomes

By the end of the lesson, students will:

- explore what life may have been like in the Stone Age
- investigate how we know about people from the Stone Age

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Vocabulary

Stone Age

nomadic

archaeologist

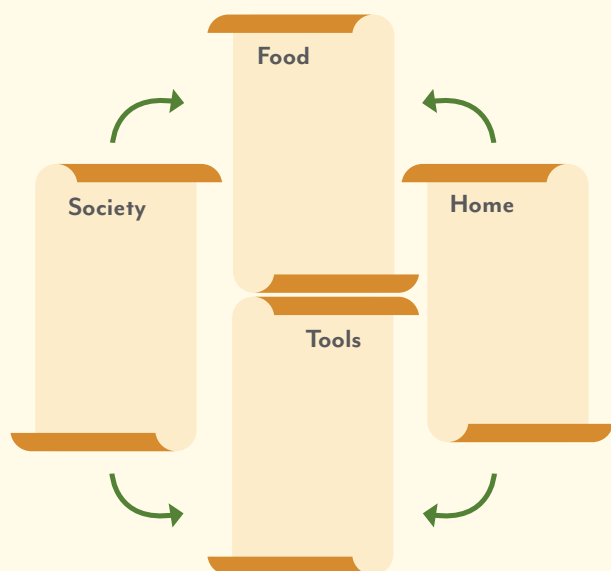
artefact

settle

Warm up: Brainstorm

The Stone Age was the name for the period over 6,000 years ago.

What do you think life would have been like in the Stone Age?



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Materials/Resources/Technology

Resources from Student Book

None

Teacher-ONLY resources:

Both these websites have a range of visuals that could be displayed to develop student understanding of artefacts in activities 3 and 4.

<https://whc.unesco.org/en/list/1405/>

<https://www.metmuseum.org/toah/ht/02/eus.html>

The teacher is responsible for pre-viewing any visuals / audios that are assigned to students



Lesson Description with SLO Tags and Notes

Warm up, reading text and Activity 1 and 2 should be done together as one lesson.

Activity 3 onwards are practice activities that can form a 2nd lesson.

Warm up – use the categories to get students thinking about 6,000 years ago. Get students to discuss ideas such as hunting and gathering, shelters built from easily available natural resources, family and tribal groups, tools for cutting, hunting, cooking. The key here is to get them to think how different life was from modern life

Activity 1 and 2 check students' understanding of text. Use the timeline in the reading text to show how prehistory can be divided into three periods. Ending with an example of prehistoric people starting to settle. MSC.2.1.02.013

Activity 3 reinforces the idea that the knowledge we have of these peoples are from the artefacts they have left. The purposes of the objects is clear in some cases, in others it is more speculative, such as the large stone jars. Students can work in pairs and compare answers here. What students are doing here is similar to an archaeologist – they are looking at artefacts and using them to describe their life. MSC.2.1.01.012

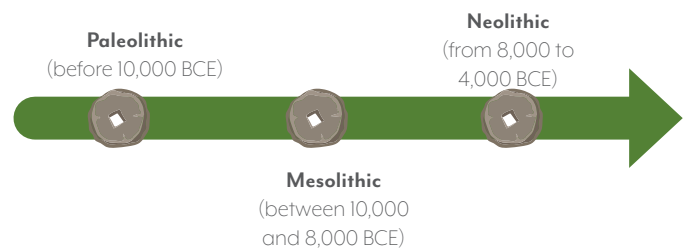


PREHISTORY AND THE STONE AGE

In Jabal Faya in Sharjah stone tools from 125,000 years ago have been discovered. The objects show us that Stone Age people lived in the Arabian Peninsula. What do we know about people living at that time?

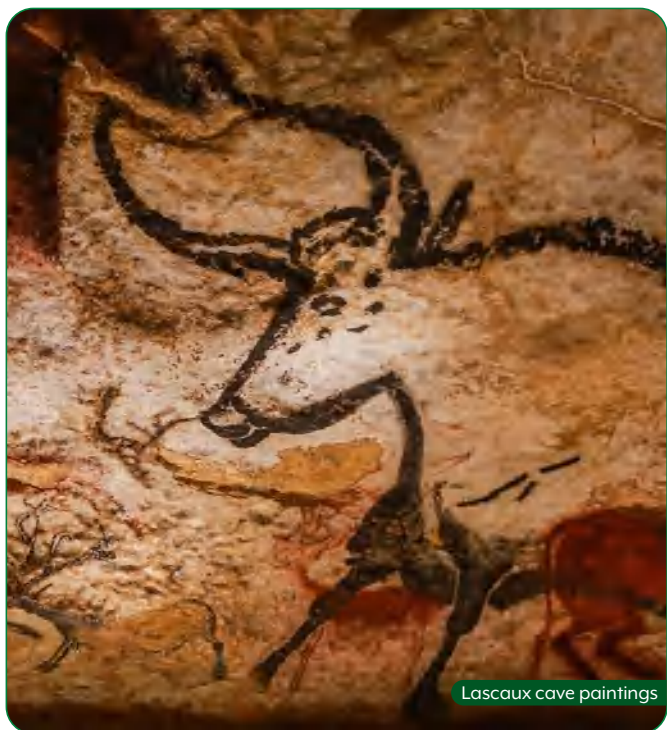
Society changed over thousands of years. Thousands of years ago, people were nomadic which means they moved from place to place in search of food. They learned to use stone tools to hunt animals and collect plants for food. This is why this period is called the Stone Age.

The Stone Age is separated into three main periods: Paleolithic, Mesolithic, and Neolithic. The period up to 10,000 BCE is the Paleolithic period or the Old Stone Age. Mesolithic means middle Stone Age and lasted from about 10,000 BCE to about 8,000 BCE. People were still nomadic in the Mesolithic period, but used dogs for hunting. The Neolithic period is referred to as the New Stone Age and lasted from about 8,000 BCE up to 4,000 BCE. During the Neolithic period, people started to settle in one place. They began farming and raising animals.



Activity 4 looks at cave painting as another form of evidence. Accept any answers that students can justify. MSC.2.1.02.012

Activity 5 asks students to relate the study of artefacts to their own life. What objects would our society leave behind and what would they tell other people about how we lived? This can be developed into a show and tell activity – students bring an object they think represents modern life and tell the class. MSC.2.6.02.011



T

Lesson Text



People who study early human history are called archaeologists. How do archaeologists know about Stone Age people and their lives? There were no written books or documents from the stone ages, so archeologists study artefacts. Artefacts are objects made and used by people.

Some artefacts are stone tools such as axes and arrowheads. Cave paintings are another way we know about the lives of people during the Stone Age. They often show animals that were important to them.

Stone Age paintings that are 17,000 years old were found in caves in Lascaux, France. They show horses, deer and auroch (an old type of bull).

Buildings and structures from the Stone Age tell us about the lives of the people who used them. Archaeologists found some of the oldest Stone Age buildings in southern Turkey at a site called Çatalhöyük.

The remains of houses built next to each other and other structures at that site are over 10,000 years old. Archeologists estimate that up to 7,000 people lived at the site. The structures at Çatalhöyük show us that some people began to settle in one place establishing towns and cities.



Stone Age buildings in Çatalhöyük, Turkey



Selected Activity Answers

Activity 1

Answers underlined below.

1. We know Stone Age people lived in Jabal Faya because we have found

- a. their houses
- b. their stone tools**
- c. their food

2. How does an archaeologist learn about prehistoric peoples?

- a. Reading the documents they wrote**
- b. Looking at the maps they made
- c. Studying the artefacts they left behind

3. What important thing did Çatalhöyük show archaeologists?

- a. early art and drawing
- b. people started to settle**
- c. people were nomadic

Activity 1: Concept Check

Answer the questions using the reading.

We know Stone Age people lived in Jabal Faya because we have found:

1.

➤ their houses

➤ their stone tools

➤ their food

How does an archaeologist learn about prehistoric peoples?

2.

💧 Reading the documents they wrote

💧 Looking at the maps they made

💧 Studying the artefacts they left behind

What important thing did Çatalhöyük show archaeologists?

3.

➤ early art and drawing

➤ people started to settle

➤ people were nomadic

Activity 2 : Time Line

Put the artefacts in the box on the timeline.



Tools found at Jabal Faya

Lascaux cave paintings

Çatalhöyük buildings

15,000
BCE

4,000
BCE

123,000
BCE

8,000
BCE

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Selected Activity Answers





Activity 3

► Answers for how they are used are possible suggestions. Accept other logical answers from students.

What is it?	How did Stone Age people use it?
Knife	Hunting Skinning of animals Cutting of wood for fuel or shelters
Grinding pot	Grind seeds and grains for cooking Grind stones for making dyes/colours
Very Large jars	Storage of water or dry foods. (Some people think they might have been to bury people in)
Arrowhead	Used to make an arrow for hunting

Activity 3: Critical Thinking Activity

An artefact is an object made or used by humans.
The pictures show Stone Age artefacts found by archeologists. How were they used by Stone Age people?

Artefact	What do you think it is?	How did Stone Age people use it?
		
		
		
		

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Activity 4: Description and Interpretation

The picture shows a cave painting. Describe what the painting shows. Why do you think Stone Age people painted this?



Describe the cave painting	Why do you think Stone Age people painted it?

Activity 4

► Answers for how they are used are possible suggestions. Accept other logical answers from students.

Describe the cave painting	Why do you think Stone Age people painted this?
Shows a hunter with bow and arrow and the animals they tried to hunt: deer and gazelle	:Possible answers could include To represent their real life and an important event – if they didn't hunt .they wouldn't get food .To bring them luck To teach children



Activities 3, 4 and 5 could be adapted into just a discussion activity for those students who have less confidence/fluency with writing.

Visits to archaeological museums would support the use of primary source artefacts, such as at Sharjah Archaeology Museum.

Activity 5: Extension Activity

An archaeologist uncovers what people from the past have left behind.

Imagine you are an archaeologist thousands of years in the future in the year 4,000 CE.

What artefacts would an archaeologist find for the people of today?

What would they tell the archaeologist about our life now?

Describe or draw the artefacts they would find in the box. Then describe what these artefacts would show about people and society now.

PEOPLE AND SOCIETY



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Extension Opportunities

Activity 5 could be developed to include a project activity. Ask students to draw a cave painting of modern society. What would it show us about modern life?

Visits to archaeological museums would support the use of primary source artefacts, such as at Sharjah Archaeology Museum.



Formative Assessment Opportunities

Activity 1 Concept Check is a chance to assess MSC.2.1.01.012

Activity 2 timeline can show understanding of sequencing of prehistoric periods for

Activity 3 and 4 description show ability to use a primary sources to get information about people's lives. Activity is an extension of this concept thinking about modern primary sources and will show understanding for

Activities 4 and 5 can help assess students' achievement of understanding and relating the concept of identity to themselves and others



Remedial Opportunities

Activities 4 ,3 and 5 could be adapted into just a discussion activity for those students who have less confidence/fluency with writing.



Student Learning Outcomes (SLOs)

MSC.2.2.01.016

Explains how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra

MSC.2.2.02.018

Describes how natural events in the physical environment affect human activities

Explains how people in the past had to adapt to the environment

MSC.2.2.01.017

Explains the relationships between the locations of places and regions and the characteristics of the environment, including resources

MSC.2.2.02.019

Uses appropriate tools to create and interpret geographical data (e.g., locations, sizes of various places, distances between places)

MSC.2.2.02.017

Locates features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude

Unit 3

Ancient Civilizations

Lesson 2

Ancient Egypt and the Nile

Lesson Outcomes

By the end of the lesson, students will:

- understand the importance of the River Nile to the Ancient Egyptian civilization
- identify benefits and problems of living near rivers

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Vocabulary

flood

silt

drought

dynasty

Nile

Warm up: Brainstorm

Can you draw the river Nile on the map of Africa?

Can you name famous rivers in other continents?

Why can you not name rivers in all continents?

Map of Africa



Asia:

North America:

South America:

Europe:

Antarctica:



Materials/Resources/Technology

Resources from Student Book

None

Teacher-ONLY resources:

The two links below have extra materials that could be used to support the lesson.

<https://www.britannica.com/place/ancient-Egypt>

http://www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students



ANCIENT EGYPT AND THE NILE

In the Egyptian Museum in Cairo there is a stone called the Narmer Palette. On it is carved a picture of a king defeating an enemy of Egypt. Archaeologists discovered it in Egypt 100 years ago. Studies of it showed it was over 5,000 years old. The person on it was Narmer, the first Egyptian king to rule all of Egypt.



The Narmer Palette

Over 5,000 years ago the 1st Dynasty of Egypt began when Egypt was united as one country under the ruler Narmer. A dynasty is a period when people from one family rule.

Over the next 3,000 years there were over 30 dynasties in Ancient Egypt. The last dynasty ended in 30 BCE when Egypt came under the control of the Roman Empire.

What did all these dynasties have in common? The river Nile was important to all of them. Herodotus, the famous Greek historian, said, "Egypt is the gift of the Nile." What he meant was that Egyptian civilization grew up around the Nile River.

Memphis and Thebes were the main cities of ancient Egypt. They were both on the river Nile. The river provided Ancient Egyptians with their main source of food: fish. It provided an easy way to travel between cities and to bring supplies.

Nearly every year, the river flooded. In the summer, rains fell in the high areas of Ethiopia to the south. The water ended up in the river Nile and flowed through Egypt to the sea. In Ancient Egypt this yearly flooding was called the Inundation.

When we think of floods we usually think of the problems. For the Ancient Egyptians, floods were important. As the river level rose it went over the river banks. The river watered the ground. As the water level went down, silt (material carried in the river water) was left on the floodplain around the river. Silt made the ground fertile, so that farmers could grow their crops.

The river was also a threat. In some years, the flood didn't come so there was not enough water for plants to grow. The shortage of water could cause a drought. In a drought people and animals die from thirst and hunger.

Sometimes the floods were too high. High water sometimes destroyed houses and farms. The river sometimes brought death. Parasites such as worms got into the drinking water or entered the body through the feet of people walking in the river. The floods attracted mosquitoes. Parasites that caused diseases such as malaria were transmitted by mosquitos. The river Nile was a source of life and death for the Ancient Egyptians.



The River Nile

T Lesson Text



Selected Activity Answers

Activity 1

Correct answer is underlined.

1. What was important about the Narmer Plate?

- a. It showed importance of the river
- b. It was 3,000 years old
- c. It pictured the first ruler of unified Egypt

2. How often did the river Nile normally flood?

- a. Every year
- b. Once every 10 years
- c. Every other year

3. What two things did the Nile give to help crops grow?

- a. Water and fish
- b. Water and silt
- c. Water and salt

4. What can cause a drought?

- a. too much water
- b. not enough water
- c. too many

Activity 1: Concept Check

Read each question and circle the correct answer.

1.	What was important about the Narmer Palette?		
	a. it showed the importance of the river	b. it was 3,000 years old	c. it pictured the first ruler of unified Egypt
2.	How often did the river Nile normally flood?		
	a. every year	b. once every 10 years	c. every other year
3.	What two things did the Nile give to help crops grow?		
	a. water and fish	b. water and silt	c. water and salt
4.	What can cause a drought?		
	a. too much water	b. not enough water	c. too many people

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Activity 2 : Identify Threats and Benefits

Write benefits and threats of the annual Nile River flood in the table below.

Benefits	Threats

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Unit 3 Lesson 2

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Activity 2

Benefits and threats mentioned in reading are below.

Benefits	Threats
Brought water	Destruction of buildings and farms
Brought silt	Parasites – diseases
Made ground fertile to grow crops	Mosquitoes - diseases

Activity 3

Words below matched with pictures.

Activity 3 : Vocabulary Activity

Match the words in the box to the pictures.

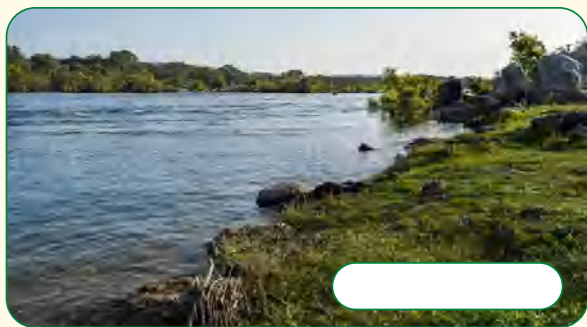
flood	parasite	crop	drought	river bank
-------	----------	------	---------	------------



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**Selected Activity Answers**

flood	drought	parasite	river bank	crop



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Selected Activity Answers

Activity 3

Map A shows modern day Egypt at night. Map B shows the geography of Ancient Egypt. Suggested answers are below.

Map A: What do the lights in the picture show us?

Where people live – along the River Nile and in the Nile Delta along the Mediterranean Sea

Map B: What do the green areas show us?

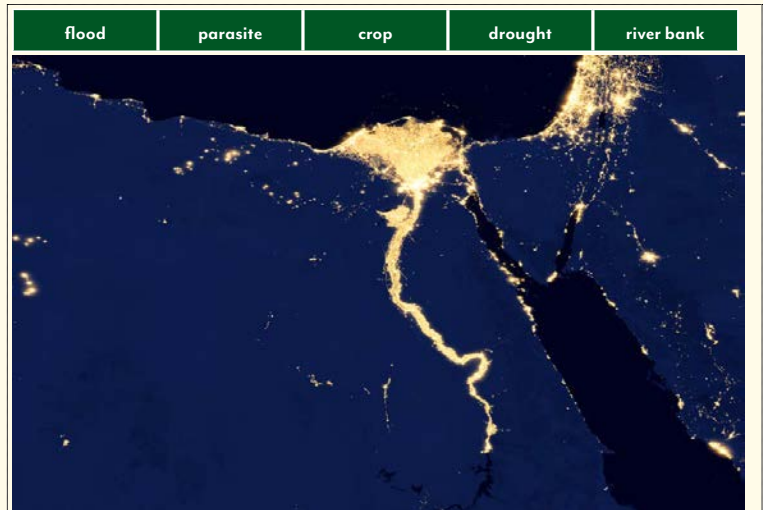
Areas that are fertile – these are also along the Nile River and Delta

How are the light areas in Map A similar to the Green areas of Map B?

Generally the same – the areas that are fertile are where people settled and where towns and cities grew

Activity 3 : Map Activity

Map A shows modern day Egypt at night. Map B shows the geography of Ancient Egypt. Use the maps answer the questions..



Map A: Egypt at night as seen from the sky

What do the lights in the picture show us?

Activity 5:

How are the light areas in Map A similar to the Green areas of Map B?



Map B: Geography of Ancient Egypt

What do the green areas show us?



Selected Activity Answers

Activity 4

Use the link below to help students identify location of rivers (searchable map for rivers):

<https://www.euratlas.net/geography/world/rivers/index.html>

Activity 5

answers for other uses of 4 Possible rivers (other than to drink and grow (crops

Get food – fishing

Travel – boats to move easily between places

Energy – water wheels and dams

Trade – towns along rivers could move their goods and products

Activity 4: Concept Check

With the help of your teacher use a world map to draw other major rivers of the world.

Amazon

Yangtze

Mississippi

Volga

Mekong

Ganges

Danube

Draw Rivers on the Map

What do you notice about the major cities in the countries where the rivers are located?



Activity 5: Pair Work

Write benefits and threats of the annual Nile River flood in the table below.

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Formative Assessment Opportunities

The activities 1, 2 and 3 are good opportunities to check students' understanding of text and the important role of the river for life in Ancient Egypt. They can be used to assess MSC.2.2.01.016, MSC.2.2.01.017

Activity 4 – is a good chance to check how students interpret maps and can relate different types of maps and relate it to human activity for MSC.2.2.02.019

Activities 5 and 6, are chance to make sure students understand the important role rivers (and the sea) played in the development of civilizations around the world and will see how well students have achieved MSC.2.2.02.017



Remedial Opportunities

To support students with reading difficulties, get students to focus on the 2nd half of the reading text and Activity 2 on the river's benefits and threats.



Extension Opportunities

Activity 5 and 6 can be developed into a more extensive project of choosing one major river of the world. Finding out how a city developed on it and the role the river played.



Student Learning Outcomes (SLOs)

MSC.2.1.01.013

Examines causes and outcomes of a selected historical event

MSC.2.3.01.009

Explains how people in the past had to adapt to the environment

MSC.2.2.02.017

Locates features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude

MSC.2.2.01.018

Identifies the location of places and regions in the world

MSC.3.1.02.010

Describes the components of national identity (e.g., religion, language, traditions)

Unit 3

Ancient Civilizations

Lesson 3

Mesopotamia and Agriculture

Lesson Outcomes

By the end of the lesson, students will:

- understand why the Sumerian civilization settled in Mesopotamia
- explore the importance of agriculture and domestication to ancient civilizations
- identify facts about the Indus Valley Civilization

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Vocabulary

agriculture

domestication

Fertile Crescent

Sumerian civilization

Indus Valley Civilization



Lesson Description with SLO Tags and Notes

Warm up – this defines the key concept of domestication. Students can work in pairs and think of animals that people have domesticated – encourage them to think of different reasons (not just for food). (MSC.2.1.01.013)

Domestication = taking wild plants or animals to adapt them for people to use.

Examples:

Sheep, goats, chicken – sources of food

Horses, donkeys, camels – transport
Dogs – hunting and protection

Cats – keep pests away (killing rats and mice on farms)

Warm up: Brainstorm

Domestication means adapting wild plants and animals for people to use. What animals have people domesticated? What were the animals used for?

Animals	Uses

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Materials/Resources/Technology

Resources from Student Book

None

Teacher-ONLY resources:

The below provide some background and examples of domestication.

<https://www.nationalgeographic.org/encyclopedia/domestication/>

<https://www.calrecycle.ca.gov/eei/unitdocs/grade622/622/06se.pdf>

<https://www.britannica.com/animal/dog/Domestication>

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students



AGRICULTURE AND SUMERIAN CIVILIZATION

In the Stone Age people searched for their food. People spent many hours looking for wild plants and fruit. They hunted animals for meat. Hunting was dangerous and often unsuccessful. Animals like wild bulls could turn on the hunters and cause injuries and death.

Around 10,000 years ago people in different parts of the world started growing plants rather than gathering them. Evidence of this has been found in the area that was called Mesopotamia. Mesopotamia means “the land between rivers” because it was located between the Euphrates and Tigris. The area is mostly in present day Iraq and Syria and is known as the Fertile Crescent. The area was called the Fertile Crescent because the rivers made the land around it fertile. Plants grew and animals ate those plants.

The people who lived in the south of Mesopotamia were the called Sumerian Civilization. Sumerians took the seeds of some wild plants and planted them. The first known example of this is wheat. Sumerian people in the Fertile Crescent are believed to be the first farmers.

Sumerians domesticated animals. The first animals to be domesticated were most likely goats.

Domestic animals were first used for their meat, milk and hides (the prepared skins). Later, animals were used to help people in their farming and travel. Cattle were domesticated for food and used in farming to pull ploughs on the farms.

How did domestication help people? People could grow more food in the same place. Populations increased



Wheat

because more food was produced. People no longer needed to spend time hunting or searching for food. With more time, people could do other things. They produced goods, traded, and built villages. People with extra food or hides traded with people in other villages for other things they needed.



Another area around this time that developed agriculture was the Indus Valley Civilization. Again the civilization grew up around a river, the Indus River, over 4,000 years ago. The valley is in modern Pakistan and western India. It is surrounded on all sides by geographical features including the Himalayan mountain range to the north, the Kacchi desert to the west, and the Arabian Sea to the south.

The Indus River was important to the success of the Indus civilization. The river provided water to the arid region. The river's water came from the mountains. In the winter, snow and ice was stored in the glaciers high in the mountains. In the warmer months, glacier ice melted into the smaller rivers coming down from the mountains. The smaller rivers eventually joined the Indus River and ran through the valley.

The shift from being hunter gatherers to being farmers caused societies to become more complex. Different roles evolved. Some people grew the food and took care of animals. Some people protected the settlement. Some people managed the group. Forming roles in a society signals the beginning of a civilization.

T Lesson Text



Lesson Description with SLO Tags and Notes

With two lessons, this would be best split up with the warm up, text and activities 1 and 2 in the first lesson. The 2nd lesson would focus on activity 3 onwards.

Activity 1 - After text, get students to answer concept check questions.



Selected Activity Answers

Activity 1

Correct matches shown below.

Word
adapt
agriculture
plough
domestication
harvest
seed

Definition
change something
the activity of farming
a blade used in farming to turn over soil
plant or animal changed to be used by people
to collect plants and crops
part of a plant used to grow a new plant

Activity 1 : Concept Check

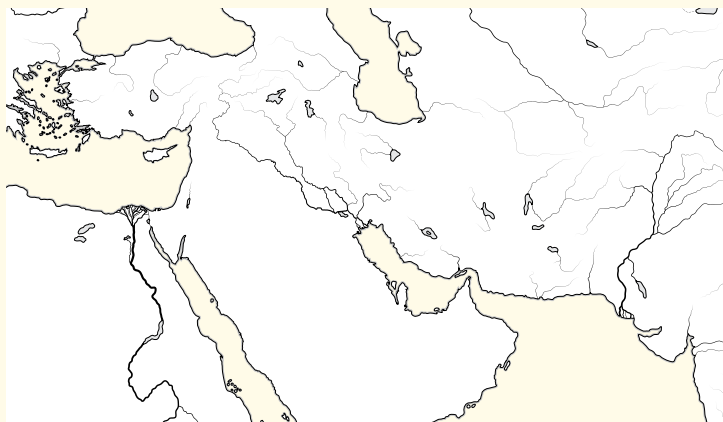
Match these words with their definitions.

Word	Definition
domestication	change something
adapt	the activity of farming
harvest	a blade used in farming to turn over soil
agriculture	plant or animal changed to be used by people
seed	to collect plants and crops
plough	part of a plant used to grow a new plant

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Activity 2 : Map Activity

Trace the Tigris and Euphrates rivers and shade the Fertile Crescent on the map below.
What two bodies of water border the Fertile Crescent? How did that help people trade extra food for other products?



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Unit 3 Lesson 3

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Lesson Description with SLO Tags and Notes

Activity 2 – focus on map activity related to the geography mentioned in the text. In the discussion activity remind students of important role of rivers seen in earlier lessons. Also get them to focus on the name ‘Fertile Crescent’ – the shape of the area and that it was between two rivers and so fertile for farming. MSC.2.1.01.013

Activity 2

Correct matches shown below.

On the map students should draw as follow:

Tigris River to the right / Euphrates River to the left

Fertile Crescent area in between



How did the location help the civilization develop?

Suggested answer: The rivers helped people transport their products along the river so they could trade with other towns along the river.



Activity 3 focuses on people's use of animals whether domesticated or not. (MSC.2.3.01.009).



Activity 3

On the map students should draw as follow:

Tigris River to the right / Euphrates
River to the left

Fertile Crescent area in between

Hunting

Protection

Farming – controlling animals like sheep and goats

More modern reasons are as pets, guide dogs for the blind, used by police, emergency services such as finding people buried in earthquakes

Snakes – venom used to create antidotes

Dolphins – used for entertainment / underwater tasks such as by military

People domesticated dogs thousands of years ago. People use dogs for many different things.
How many can you list below?



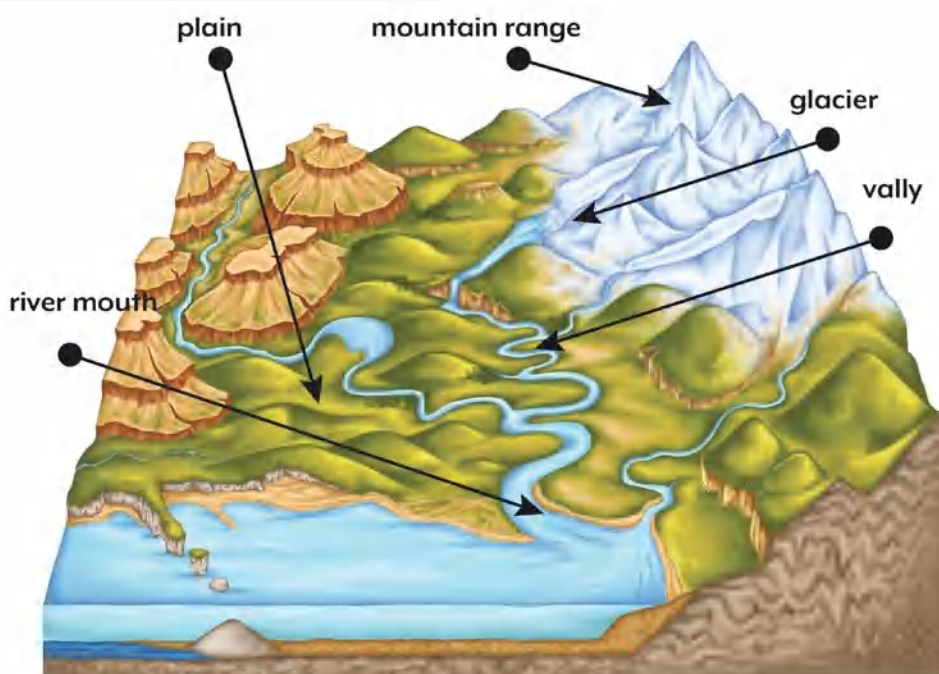
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The Indus Valley Civilization left behind objects that suggest play was important in their society.
From your society, what are some of the famous traditional games children play?

Game	How is it played?

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Image below shows location students should write geographical features.



Activity 5 : Map Activity

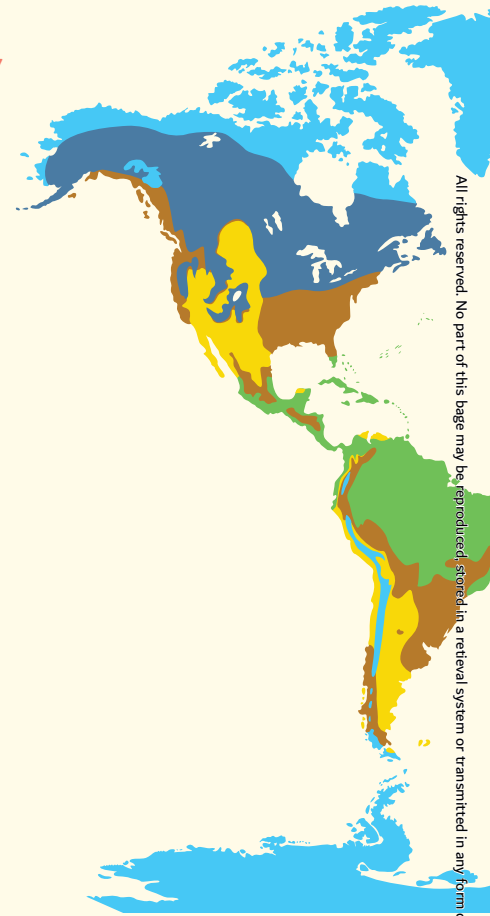
Label the climate zones on the world map. Find the Indus valley and Mesopotamia on the world map.
What climate zones are near the Indus Valley today and Mesopotamia?

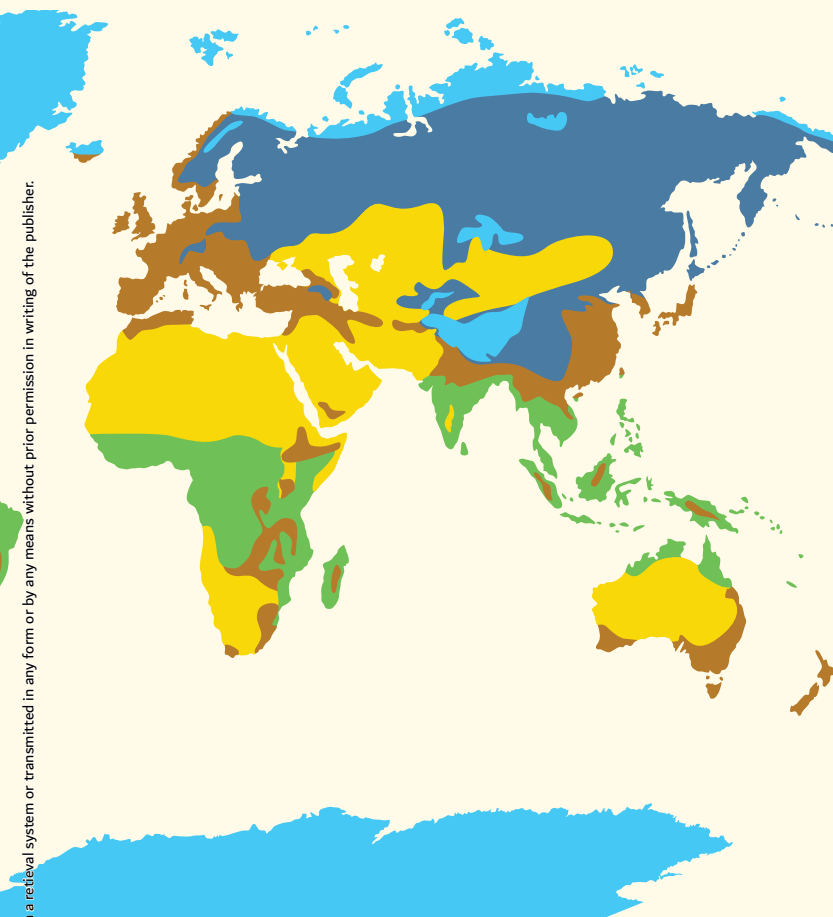
polar

tropical

temperate

arid





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Extension Opportunities

A visit to a conservation scheme would be a good fit here if the opportunity arises, such as the Arabian Wildlife Centre in Sharjah.



Formative Assessment Opportunities

Activity 1 allows chance to check understanding of text of key concepts there.

Activity 2 allows a link back to earlier lessons on location of ancient civilizations and importance of rivers. This can use a map to look at the causes for why a civilization developed where it did which will assess MSC.2.1.01.013

Activity 3 can check understanding of domestication and how people used the natural world in developing a civilization, which will let students show how well they understand how and why people interact with their environment in MSC.2.3.01.009



Student Learning Outcomes (SLOs)

MSC.2.1.02.013

Compares models for organizing history into periods

MSC.3.2.01.009

Compares and contrasts major political systems (e.g. monarchy, dictatorship, democracy, constitutional monarchy)

MSC.2.4.01.012

Describes basic economic concepts (prosperity – wealth, poverty)

MSC.2.4.02.012

Explains the role of working and conservation in creating wealth and prosperity

Unit 3

Ancient Civilizations

Lesson 4

Ancient China – Shang and Zhou Dynasties

Lesson Outcomes

By the end of the lesson, students will:

- examine the dynasty system in Ancient China
- identify an example of monarchy as a type of government
- explain basic economic concepts of wealth and poverty

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Vocabulary

government

monarchy

inheritance

hierarchy

wealth

poverty

Warm up: Brainstorm

The pictures below are objects from the Zhou Dynasty. They were used every day in China over 2,000 years ago.

What do the pictures show?

These objects were used for the same thing. What do you think they were used for?



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Materials/Resources/Technology

Resources from Student Book:

None

Teacher-ONLY resources:

Background sources for teachers

https://www.ancient.eu/Shang_Dynasty/

<https://www.britannica.com/topic/Shang-dynasty>

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students



Lesson Description with SLO Tags and Notes

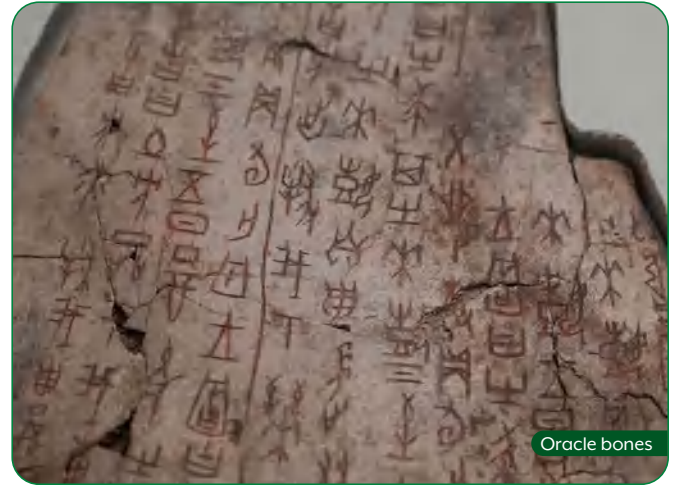
The warm up should be used to get students to guess what the objects in the pictures were used for 2,000 years ago. This can be used to introduce the concept of money and discuss why were coins like this 2,000 years ago (hard wearing and money not as commonly used as now so could be more decorative)

Activity 1 and 2 can be done together, as they both focus on comprehension from the text. This is a good chance to check the understanding of monarch and monarchy as a form of government. (MSC.2.1.02.013 and MSC.2.4.02.012)

Activity 3 again refers to the text – guide students to paragraphs 5 and 6 for the answers. Make sure students understand a hierarchy – those with power/importance at the top. Also ask students why the top of the triangle is smaller and the bottom larger (there are fewer people at the top of a hierarchy than the bottom). MSC.3.2.01.009

Activity 4 is a chance to apply the hierarchy to everyday contexts. After applying to a school, extend to other contexts, such as families, sports, workplaces. MSC.3.2.01.009

DYNASTY SYSTEM IN ANCIENT CHINA



Other ancient civilization developed around rivers. In China the Yellow River area shows ancient people settling there. In the Yellow River area there were terraces with rice farming from about 5000 BCE. This allowed people to settle in villages. Later these led to the rise of more complex organised societies including the dynasty system which started in China over 4,000 years ago.

The Shang dynasty in Ancient China was an absolute monarchy. That means a king ruled alone. About 30 kings ruled the Shang dynasty over 600 years from 1600-1050 BCE.

Archaeologists learned a lot about the Shang dynasty kings from ancient writing on bones called oracle bones. If a king wanted to make an important decision, he would have the choices of the decision written on

Activity 5 starts with the ideas in the reading text. After the first activity students could be put into groups to come up with ideas of wealth and what it lets us do in modern life. This should guide students to an understanding of different ways people can get wealth. It should also be used as a chance to discuss being virtuous. For example, having wealth can allow us to help others, such as charity or giving your children a good education MSC.2.4.01.012



Emperor Yang of
the Zhou Dynasty

bones. The bones would be put close to a fire until the bones cracked. The choice written in the cracked place on the bone, was supposed to be the one for the king to follow.

By studying the ancient bones, we can see the problems the Shang Dynasty kings were facing. We can see what choices the kings were trying to make. This shows us a lot about the lives of people at the time.

In the next dynasty in China, the Zhou dynasty, the government adopted a feudal system. The large kingdom was divided into smaller parts. The parts were ruled by relatives of the king called

lords. Each lord controlled his land but was himself controlled by the King.

The people who lived on the land were called peasants. They grew crops and gave part of their crops to the lords. The lords protected the peasants who lived on their land.

Over 2,000 years ago places in China started using coins. First, they used seashells. Later they made coins out of the metal bronze. The first metal coins in China were in everyday shapes. Some places had coins in the shape of spades, knives, and some even fish. Later they made round coins. The coins often had holes in them. The holes were so people could keep the coins on a stick or string.

T

Lesson Text



The coins were needed as trade became more important. Trade led to a market economy. A market economy has an exchange of things. Coins could be given to people for things they made.

In the Zhou Dynasty the highest level were the state rulers, and their ministers. The rulers had a lot of wealth from inheritance. Inheritance are things passed from one person to another. For example, when a father dies his house and money may go to one or more family members. The rulers collect large amounts of money through taxes on trade.

However, a bigger economy meant new jobs. People were needed for the economy to develop. One group was the peasant farmers. The peasant farmers grew the food the people needed. Their wealth came from what

they grew. Peasant farmers could own land.

A second group were the craftsmen. Craftsmen were needed to make things people needed. Things like weapons for soldiers or tables and chairs for houses.

However, an important group were the merchants. Merchants traded products. They would buy goods in one area or city and then sell them in another city.

Merchants were a low class of people in ancient China. This is because they did not own or make anything. However, their trade could make them very rich. This wealth let them buy land and get more importance.

Servants were the lowest group. They lived in poverty as they had no wealth or property.



Craftsman engraving



Selected Activity Answers

Activity 1

Choose the correct answer.

1. What is the main difference between the government of the Shang and Zhou dynasties?

- a. The Shang dynasty had more kings.
- b. The Zhou dynasty used the feudal system.
- c. The Zhou King ruled alone.

2. In the Shang dynasty, what did the king use the oracle bones for?

- a. Making decisions
- b. Writing messages
- c. Making fires

3. Why did Chinese coins have holes in them?

- a. To make them light
- b. To keep them together easily
- c. To make them stronger

4. Why were merchants seen as a low class?

- a. They sold things
- b. They were not rich
- c. They had no land

Activity 1 : Concept Check

Answer the questions from the reading text above.

1.	What is the main difference between the government of the Shang and Zhou dynasties?		
	a. the Shang dynasty had more kings.	b. the Zhou dynasty used the feudal system.	c. the Zhou King ruled alone.
2.	In the Shang dynasty, what did the king use the oracle bones for?		
	a. making decisions	b. writing messages	c. making fires
3.	Why did Chinese coins have holes in them?		
	a. to make them light	b. to keep them together easily	c. to make them stronger
4.	Why were merchants seen as a low class?		
	a. they sold things	b. they were not rich	c. they had no land

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Activity 2 : Vocabulary

Match the words from the text with the best meaning.

Words	Definition
monarch	A person who ruled smaller parts of land, but was ruled by the king.
dynasty	Something passed down from parent to child.
hereditary	A line of rulers of a country.
lord	A person who rules a country such as a king, queen or emperor.
Wealth = a lot of money or objects	

The reading text describes how different people in society made wealth. Match the ways of making wealth with the correct class of people.

Classes of People	Ways of Making Wealth
rulers	buy and sell things
peasant farmers	don't have any wealth
merchants	collected taxes from people
craftsmen	sell what they grow
servants	from what they made

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Activity 2

Correct answers shown below, matching the word to the definition.

Word	Definition
Monarch	A person who rules a country such as a king, queen or emperor
Dynasty	A line of rulers of a country
Hereditary	Passed down from parent to child
Lord	Person who ruled smaller parts of land, but was ruled by the king

Correct answers shown below, matching the class of people with the way they could get wealth.

Classes of People	Ways of Making Wealth
5. Rulers	Collected taxes from people
6. Peasant farmers	Sell what they grow Buy and sell things
7. Merchants	From what they made
8. Craftsmen	Don't have any wealth
9. Servants	Don't have any wealth



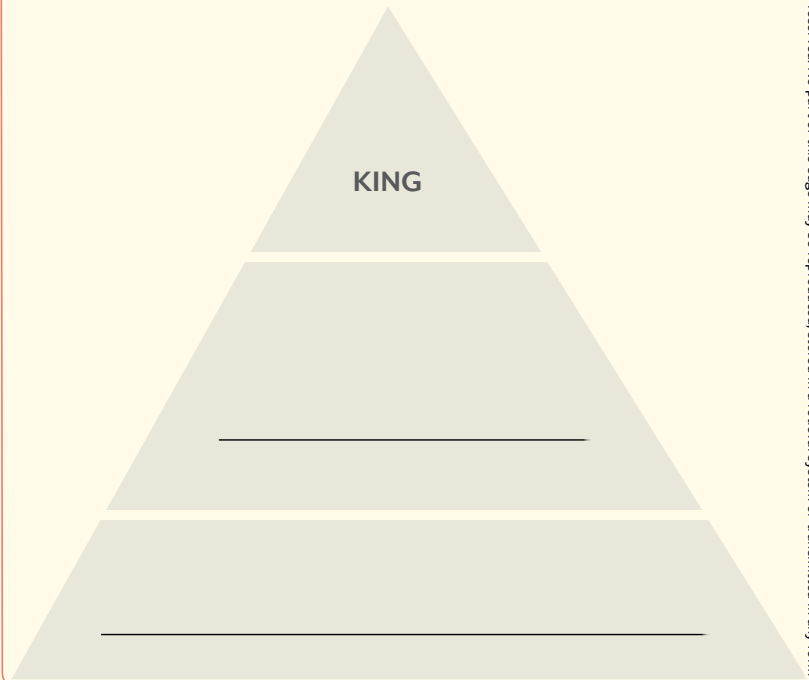
Selected Activity Answers

Activity 3

This image shows the correctly completed hierarchy for the Zhou dynasty – the answers are in paragraphs 5 and 6 in the reading text.

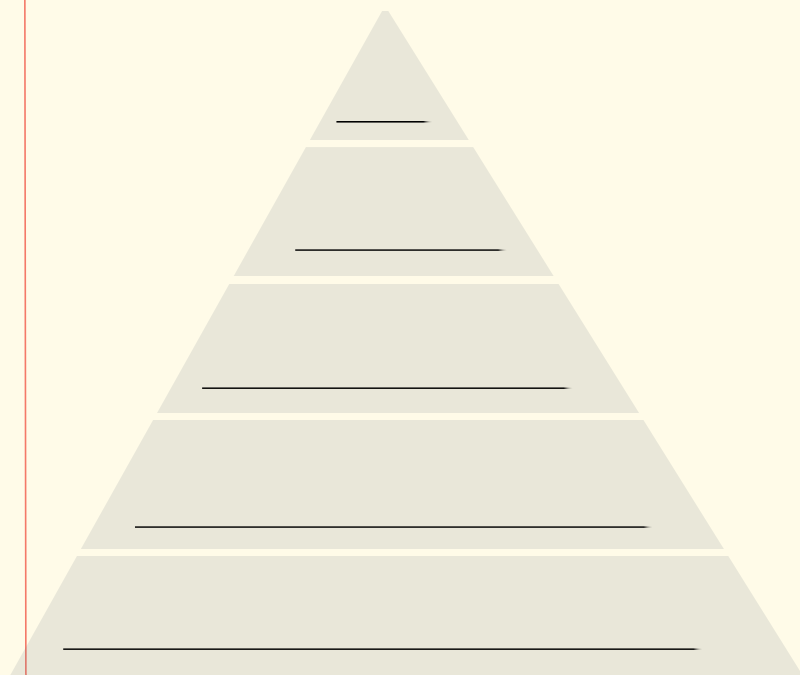
Activity 3 : Ordering Activity

The government of the Zhou dynasty used a hierarchical system called feudalism. Label the levels in the feudal system.



Activity 4 : Vocabulary

Most organizations have hierarchies. Use the picture to show the hierarchy of your school?



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Activity 4

Accept different answers to the school hierarchy, but an example could be:

Head teacher

Deputy head

Teachers

Students



Selected Activity Answers

Activity 5

Answers from the text are given below for wealth in ancient China.

Ways of getting wealth	What does wealth let people do?
Inheritance Taxes Growing and selling food Making and selling things Trading things	Become rich Buy land

Some example answers for wealth in modern day life are given below.

What ways can people get wealth now?	What does having wealth let you do?
Working for a salary Owning your own business Providing a service for someone, such as a taxi	Own property Travel Buy products Save for your future Pay for an education

Activity 5 : Thinking Activity

The text describes different ways that people got wealth in ancient China.



Ways of getting wealth	What does wealth let people do?

Compare with ways people get wealth now.

What ways can people get wealth now?	What does having wealth let you do?

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**Remedial Opportunities**

The vocabulary in activity 2 could be split between two groups in the class so students have less questions to answer. Then they can share answers after the activity.

**Extension Opportunities**

Activity 5 can be extended to look at the concepts and wealth and poverty. Can students find definitions of these? Does having wealth also mean being happy? This could be developed into an opinion piece of writing.

**Formative Assessment Opportunities**

Activity 1 and 2 are chances to check student understanding of positions of different people in ancient Chinese society. These activities will check students understanding of monarchy and be a check relating to students' achievement of MSC.2.4.02.012

Activity 3 and 4 check understanding of what a hierarchy is and to apply it to another context. Both these activities will demonstrate MSC.3.2.01.009

Activity 5 focuses on the concept of wealth and can be used to test MSC.2.4.01.012 Check the understanding of the term and also that there are many different ways of getting wealth – some the same as the past, but some different ways as well. This can assess how far students understand the different ways of getting wealth.



Student Learning Outcomes (SLOs)

MSC.2.3.02.010 Explains the influence of geographic, human and climatic factors on the movement of people, goods, and services

MSC.2.4.01.013 Describes examples of improved transportation and communication networks and how they encourage economic growth

MSC.2.2.02.018 Describes how natural events in the physical environment affect human activities

MSC.2.5.01.011 Locates and gathers information from primary and secondary sources of information



Materials/Resources/Technology

Resources from Student Book

None

Teacher-ONLY resources:

These links provide background to lesson content:

<https://www.britannica.com/technology/ship/History-of-ships>

<https://www.britannica.com/topic/Suez-Canal/History>

The teacher is responsible for pre-viewing any visuals / audios that are assigned to students

Unit 3

Ancient Civilizations

Lesson 5

Transport and Trade in Ancient Civilizations

Lesson Outcomes

By the end of the lesson, students will:

- understand how travel over the water helped ancient civilizations
- examine early examples of water transport

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Vocabulary

seal

trade route

prevailing winds

current

Warm up: Review

This lesson examines water transport and focuses on Ancient Egypt. List at least 2 facts you learned about Ancient Egypt earlier in this book?

Put the places in the box on the map of Egypt.

Red Sea

Alexandria

River Nile

Aswan

Mediterranean Sea



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Lesson Description with SLO Tags and Notes

Warm up in this lesson starts off looking at water transport in Ancient Egypt, so a chance to refer back to the earlier lesson on Egypt. Show students the map and see if they recognise it as Egypt. After this get them to draw the places mentioned on to the map in groups. Main point to draw out here is the importance of the Nile for life in Egypt, which the main focus of lesson 1.

WARM UP

Possible facts from the earlier lesson about ancient Egypt students might remember are:

The Nile River

Flooding every year

Agriculture

Towns and cities developed along the Nile

Narmer Plate – 1st dynasty of ancient Egypt



ANCIENT EGYPT AND EARLY TRADE ROUTES

Picture the scene.

A boat followed the river current from Aswan carrying the huge stones the pharaoh wanted for his pyramid. On the way back sailors opened the sails. The wind filled the sails and the boat moved back up the river.

As civilizations grew bigger they needed to trade with other civilizations for food and materials. Water trade was an important method for trade in early civilizations.

In Ancient Egypt boats were used about 6,000 years ago. Boats had both sails and oars. This was because the prevailing winds in Egypt came from the north so the boats could sail south along the Nile. Coming back the winds were against them, but the river current flowed from south to north towards Alexandria where the river flowed out into the Mediterranean Sea.

The river was an important way for the cities of Ancient Egypt to be connected. Skiffs were simple boats made of papyrus (thin sheets made from

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Lesson Text

a water plant) and usually used for fishing or travelling short distances.

Larger boats built of wood and tied together with rope travelled longer distances. They transported the large stones from Aswan to help build the pyramids. Today, the Nile is still used for transport in Egypt. The felucca, a simple type of sail boat, can still be seen crossing the Nile.

Trade between civilizations was important. People travelled the sea between the Indus Valley and the Arabian Peninsula and along the coast of Africa as early as 2,000 BCE. The early seamen used a ship with a sail, called a dhow, for fishing and trading.

Archaeologists discovered flat pieces of stone with writing on them in old towns in Mesopotamia. The type of writing was that used in the Indus Valley civilization. These are thought to be seals. They were used to close (seal) bags or boxes of food and objects that were traded. The seals had images on them to show which traders they came from. The discovery of seals from the Indus Valley in areas in Mesopotamia shows how trade between ancient civilizations was important. This trade brought contact between ancient civilizations and their people.



Felucca on the River Nile



Selected Activity Answers

Activity 1 : Concept Check

Match the words to the definitions.

Words	Definition
oar	The direction that something moves.
sail	Uses the wind to help a ship move.
prevailing wind	Something that uses the wind to help a ship move.
current	A small ship found on the river Nile.
felucca	The usual direction the wind blows.

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Activity 1

Students match words to definitions.
Correct matches below.

Word	Definition
oar	something pushed through the water to make a ship move
sail	uses the wind to help a ship move
prevailing wind	the usual direction the wind blows
current	the direction that something moves
felucca	a small ship found on the river Nile

Activity 2 : Map Activity

Look at the modern map of Egypt. On the map draw arrows for:

-  The way the prevailing winds blow (blue arrow) →
-  The way the current of the Nile flows (red arrow) →



Activity 2

Students use the reading to draw lines. Red line is direction of current. Blue line is direction of prevailing wind. (The black line is the Suez Canal. Students are not asked to draw this, but teachers might want to draw students' attention to shipping in modern Egypt.)



Activity 3

What is a seal?

Something used to close something. Reading describes seals used to close boxes traded from Indus Valley to Mesopotamia.

What were seals used for in trade?

To keep goods secure so they couldn't be stolen or damaged.

To show who they came from – seals had different designs for different traders.

(The answers are not in the reading, so teachers should encourage students to think critically to answer this.)

Activity 3 : Description Activity

The reading describes the use of seals in trade.

What is a seal?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

What were seals used for in trade?

[illegible]



Selected Activity Answers

Activity 4

Possible answers are below – accept any other sensible suggestions.

Sea Travel in Ancient Times	Sea Travel in Modern Times
Smaller boats and ships Shorter distances Along rivers and around coasts Used for trade Often dangerous in storms Sails	Large tankers and liners Can travel across the world Can travel across wide open seas For trade (ie cars from Japan to UAE) For holidays/leisure – water sports / pleasure cruises Much safer Motorised boats

Activity 4 : Comparison Activity

How would you compare travelling by sea during Ancient Egyptian times and modern times? What would be some differences?

Sea travel in ancient times

Sea travel in modern times

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Extension Opportunities

The last activity is a chance for students to look at the development of water transport more broadly. Students could develop a project using a time line and plotting the main developments of water transport throughout history.



Remedial Opportunities

The reading could be split into two parts. The first 5 paragraphs describe Egypt and transport along the Nile and relate to activities 1 and 2. The rest of the reading could be done at a later point for activity 3 and 4.

Activity 5 : Extension Activity

The reading describes trade between ancient civilizations. Search for examples of some things that one ancient civilization traded.

Choose one civilization:

- ☐ Ancient Egyptian
- ☐ Sumerian Civilization
- ☐ Indus Valley Civilization

Who did they trade with?	What things did they trade?

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Formative Assessment Opportunities

The warm up activity is a chance to recycle students' understanding of Ancient Egypt and the role of the Nile.

Activity 1 and 2 also test that students understand the development of water transport and how this depended on the natural world (winds and currents). The warm up and activity 2 are also a chance to check students' ability to interpret information on a map MSC.2.2.02.018

Activity 3 is a chance to check students' understanding of how the event of trade of resources and travel can be viewed from different perspectives in different civilization MSC.2.4.01.013

Activity 4 and 5 are a chance to extend understanding of importance of transport and get students to show understanding importance of transport for people – now and in the past. This can be used to check students' understanding of the development of transport MSC.2.5.01.011