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MORAL, SOCIAL & CULTURAL STUDIES

Grade 11

Moral, Social & Cultural Studies

Teacher Guide

Grade 11

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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UNIT 1

Peace and Conflict Studies

Lesson 1 What is Conflict and How Can Conflicts be Resolved?

Lesson 2 How Can We Make Conflict Resolution Work?

Lesson 3 What is War and What are the Causes of War?

Lesson 4 Is there Such a Thing as a 'Just War'?

Lesson 5 What is the Role of International Organisations in Peacekeeping?

Lesson 6 What is the Nature of Peace and Non-violence Traditions?

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain what conflict is and give an account of different ways of responding when they find themselves in conflict with another person/other people.
2. Discuss the notion of 'non-violence' and its relevance in the contemporary world.
3. Give an account of the main causes of conflict and war.
4. Know what criteria to apply to evaluate whether a specific, imminent or ongoing war between states is a 'just war' or not.

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Introduction

This unit explores wide-ranging issues of peace and conflict. To create a sense of progression, initial lessons begin with issues at the level of the individual. Subsequent lessons then move to wider issues of conflict, between groups and countries. The unit then ends by coming back to the actions and beliefs of individuals, considering how this is linked to conflicts which are both small and large in scope. Below is a summary of the elements of each lesson:

- **Lesson 1** provides a useful introduction to the terminology of conflict, which acts as a foundation for the exploration of further ideas. This lesson is focused on individual conflict, which should make the concepts relevant and meaningful for students. The causes of conflict are examined, along with general approaches to its resolution. This lesson should provide some good opportunities for personal reflection.
- **Lesson 2** builds on the previous lesson, by providing a specific methodology for conflict resolution. Additional mechanisms for making conflict resolution successful will be explored. Common obstacles to conflict resolution will be identified, with advice on how to overcome these. In many ways, this is the key lesson of the unit; the guidance provided to students could potentially transform their lives and is likely to be of direct relevance throughout their lives. Students should be encouraged to refer back to this material on an ongoing basis.
- **Lesson 3** moves from conflicts that are small in scope, to those that are larger, with a focus on war and the main causes of war. Students should be able to identify the main causes of war, in both real and hypothetical examples. An important element of this lesson is to encourage students to develop their critical thinking skills. To this end, students should need to strike the right balance between scepticism and the taking of evidence at face value, adapting beliefs with sensitivity as new evidence emerges. There should be a recognition that, sometimes, there is genuine uncertainty in fully understanding complicated conflicts.
- **Lesson 4** continues with the theme of war, examining 'just war theory'. The principles of just war theory will be applied to both real and hypothetical examples. Throughout the teaching of this lesson, an emphasis can and should be placed on how difficult it is to justify the use of violence in the form of war.
- **Lesson 5** moves from war to peace. The lesson focuses on the role of international organisations in resolving conflicts and maintaining peace. A range of specific peacekeeping activities are also described. Aspects of conflict resolution methods studied in earlier lessons should be identifiable here, demonstrating the link between resolving individual conflicts and international conflicts.
- **Lesson 6** develops further the theme of peace, by looking at examples of peace and non-violence traditions. This lesson focuses on individual beliefs and choices about action, in the context of wider conflict. This lesson draws together all of the issues of peace and conflict considered previously.

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Lesson 1

WHAT IS CONFLICT AND HOW CAN CONFLICTS BE RESOLVED?

Although there are very specific learning objectives for this lesson, it is important to recognise the underlying objective of getting students to reflect on their own approach to conflict resolution. The hope is that this learning material will make students more self-aware, as a pre-requisite for them making better decisions about how to resolve the conflicts they will encounter in life.

Learning Objectives

At the end of the lesson, students should be able to:

- Give a brief explanation of what conflict is and identify at least two reasons why individual conflict occurs.
- Identify at least two features of conflict description and explain the difference between a low-scale and a high-scale conflict.
- Identify at least two conflict resolution styles, providing an advantage and a disadvantage of each.

Suggested Lesson Structure

1. Lesson Starter (5 minutes)

Write, or show, the following **anagram** on the board or other presentation device you have available. It is a quote about conflict: "monsters whoever does should fights see it that become in the process to he monster not a"

Students need to unscramble the quotation. Students could write down the correct answer, with the first to hold up the correct answer being the winner. This is ideally done using **mini-whiteboards**, but could be done on paper too. The correct answer is:

"Whoever fights monsters should see to it that in the process he does not become a monster". This is a quote from the German philosopher, Frederick Nietzsche.

The purpose of this activity is to capture a principle that underpins much of this whole unit. This is the idea that how we respond to conflict has a huge bearing on what kind of person we are, or what kind of person we will become. Conflict can make us better or worse as people. The content of this unit is designed to encourage us to become better.

2. Describing Conflict (25 minutes)

One way to test and develop understanding of the components of conflict description involves students creating **written scenarios** to match particular conflict descriptions.

Split the students into small groups of three or four, and allocate to each group one of the following scenarios. Each group then has to create a fictional scenario that fits that conflict description, writing a description of the events that happened (a short story). Students should be encouraged to give rich details in their descriptions, to develop their literacy skills.

Alternatively, students could draw a **picture** of their scenario, which they then describe to the rest of the class, or they can write/draw a **storyboard**.

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	Scope	Severity	Period	Resolution
Scenario 1	Very large groups	Murder and violence	Decades	Hard
Scenario 2	Large groups	Verbal insults	Days	Fairly easy
Scenario 3	Small groups	Uncomfortable feelings	Years	Hard
Scenario 4	Pairs of friends	Uncomfortable feelings	Years	Hard
Scenario 5	Individuals	Violence	Hours	Easy
Scenario 6	Individuals	Murder and violence	Minutes	Hard

Differentiation could be achieved through providing the most simplistic scenario (scenario 1) to the weakest group. Additionally, groups could be allowed to choose between the written/verbal/drawing variants of the activity, with stronger groups even doing more than one variant (dividing between the members themselves, to develop teamworking skills).

Students can share their creations with the rest of the class. Other classmates can challenge that they have properly accounted for the conflict descriptions within their scenario.

3. Discussion Task (10 minutes)

Show the class this short advertisement from the charity Oxfam: https://www.youtube.com/watch?v=XyyNCKsMSc4.

As a **group discussion** task, ask students to discuss the following two questions:

1. Why does the advert tell us a story about a particular individual, rather than give us general facts about lots of people?
2. How does this example help to illustrate The Scope-Severity Paradox?

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4. Conflict Resolution Styles (15 minutes)

Step 1. Get 25 blank cards (or pieces of paper).

Step 2. On five of the cards, write the names of one of the five conflict resolution styles from Table 2 on page 15 in the Student Book, a different name for each card.

Step 3. Place each of the five cards at five '**stations**' around the room.

Step 4. For each of the remaining information boxes in Table 2, write a card for each box (20 cards in total). Students could do this.

Step 5. Randomly distribute these 20 cards to students.

Step 6. Students then need to place their card at the correct station, making sure it belongs to the correct conflict resolution style.

Step 7. Get students to check that each station has the correct set of cards.

5. Plenary (5 minutes)

This final activity puts together elements from across this lesson. Read out the following scenario to the class, or display it for students to read themselves:

"Two sisters want the last slice of cake. At first, they talk in an agitated state, then they shout at each other, and then one sister punches the other. The violent sister feels bad and apologises. The other sister forgives her, and they hug. Then they decide to share the cake. One sister cuts the cake and takes one of the pieces. The other sister takes the remaining piece. This sister thinks to herself that her slice was probably ever so slightly smaller."

Ask students to answer the following questions:

1. In general terms, what was the cause of the conflict? (Answer: limited resources)
2. Was the conflict low-scale or high-scale? (Answer: high-scale, as violence was involved)
3. What word describes the transition from talking to violence? (Answer: escalation)
4. What conflict resolution style was used at the end? (Answer: compromising)
5. What is one disadvantage of using this style? (Answer: one side may feel they have compromised more)

If **mini-whiteboards** were used for the starter, they will be ideal for this activity too. Otherwise, students could write the answers on paper, or be called on verbally. Another option is to use software for these questions, such as Kahoot (https://kahoot.com/). An explanation of how to download and use Kahoot is given in the Introduction to the Teacher Guide.

Other activities from the Student Book could be used as written tasks, discussion points or homework tasks. The Self-Assessment Questions could make a good plenary.

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Lesson 2

HOW CAN WE MAKE CONFLICT RESOLUTION WORK?

The key aim of this lesson is for students to develop a method for dealing with conflict in their lives, in a peaceful and effective way. The content of this lesson provides a strong theoretical framework for this, but students should be encouraged to practise the skills in real life as much as possible. These skills will be of use to all students, for all their lives.

Learning Objectives

At the end of the lesson, students should be able to:

- Outline the five-step process for resolving conflict.
- Describe the role of mediation and/or arbitration in the resolution of conflict.
- Identify at least one barrier to the resolution of conflict and suggest a way of overcoming this.

Suggested Lesson Structure

1. Lesson Starter (3 minutes)

Write, or display, the following **riddle**. It has a thematic connection with the lesson, albeit loosely. The first student to shout out the correct answer wins.

"You can't keep this until you have given it. What is it?"

Answer: A promise.

The significance of this for the lesson is that promise keeping is often thought of like a cement, keeping good relationships together. Conflict often arises when promises are broken, and can often be fixed through the making of new ones!

2. Keeping Calm (the IBR approach) (7 minutes)

Step 1. Get the students into pairs.

Step 2. Students decide on a fictional issue that they have a conflict about.

Step 3. One student **role-plays** being very angry and disrespectful (set boundaries on what will be allowable here, for the purpose of role-play).

Step 4. The other student must engage in dialogue with them, but is not allowed to raise their voice or to be disrespectful in any way. They must role-model the IBR approach and be very calm.

Step 5. Students spend three minutes in these roles and then switch over.

3. Applying the Five-step Conflict Resolution Process (20 minutes)

1. Recap the Sports Centre conflict scenario in the Student Book.
2. Identify two students, one acting as Maitha and the other as Shamma, to read out to the class the following example of how the five-step conflict resolution process could work in practice.

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Stage 1:
Maitha, "It seems like we have a disagreement. I don't want to get into an argument over this. Let's talk this through together to try and resolve it in a way that we are both happy with."

Shamma, "I agree. I don't want us to fall out over this or to upset each other. Let's talk it through."

Stage 2:
Maitha, "I honestly thought that last time you decided what we did, so it seems fair that I decide this time. By taking it in turns deciding, we each get our preferences met."

Shamma, "I don't remember what happened last time. I also want to make sure that my preferences are considered."

Stage 3:
Maitha, "So, it sounds like we are disagreeing about what is the fairest way for our preferences to be met."

Shamma, "Yes, you think it is by you deciding this time, and I think it is by me deciding. The reason we disagree seems to be because we have different memories about what happened last time."

Stage 4:
Maitha, "Yes, I can see why we disagree. Well, we could go with your decision this time, on the understanding that I choose next time."

Shamma, "Thanks for offering that. Or we could go with your decision this time and mine next time. That seems fairer, as you are surer about what happened last time. Or we could just flip a coin."

Stage 5:
Maitha, "Given that you don't remember what happened last time, how about flipping a coin for this time, and we take it in turns from then on?"

Shamma, "That sounds like a great idea. Let's flip a coin for now, and then next time we will take turns, with you choosing first. I'm glad we solved this; you are a great friend and I love hanging out with you!"

3. Students now practice trying to apply the five-step process to the conflicts they invented in lesson activity 2.

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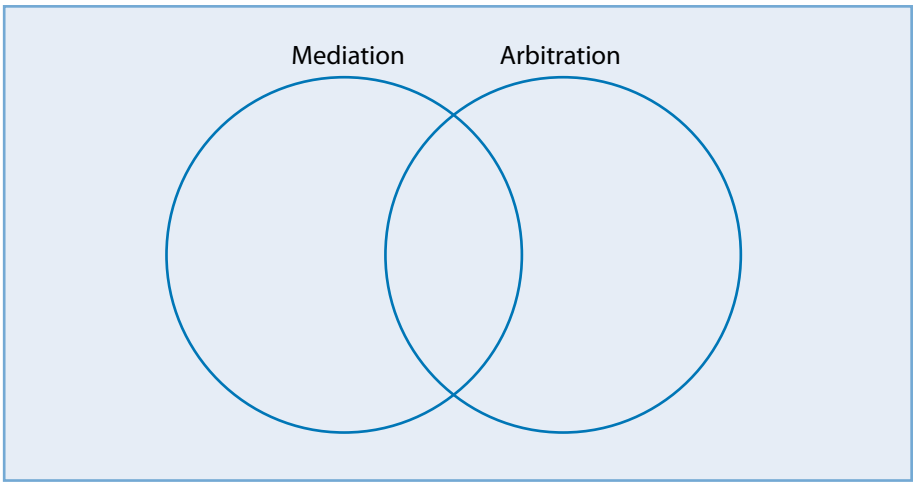
4. Mediation and Arbitration (10 minutes)

This activity helps to explore the similarities and differences between mediation and arbitration. Ask students to draw the following **Venn diagram**, or reproduce it on paper. It could also be done at the front of the class on the board or other presentation device. Students insert points into the relevant segments of the Venn diagram. If this is being done at the front of the class, sticky notes are useful for writing the points on.



Suggestions include:

Mediation only: negotiation based/often speaks to each party on behalf of the other/goes back and forth between the parties/the parties are more in control/can be very informal/mediation skills more important than expertise in the area/encourages collaboration between the parties/may not result in a binding agreement if the parties can't agree

Both mediation and arbitration: involves a third party/aims to solve the dispute fairly/all parties are involved/maintains confidentiality/cost-effective in comparison to formal litigation/can be quicker than litigation

Arbitration only: like an informal court process/the arbitrator collects evidence/a final decision is made/the decision is binding on the parties/the arbitrator is more in control/normally requires a qualified expert in the relevant field

Another option for this section of the lesson is to make use of the **Discussion Point** on page 32 in the Student Book. Some particular aspects of this scenario could be picked out for discussion. For example, why might someone become aggressive when an argument breaks out? Why might violence be used in such an argument? Can violence ever be justified in an argument?

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For students interested in researching the UAE penal code regarding self-defence, they might be referred to Articles 56–58 of Federal Law No. 3,'Concerning the Penal Code'. This can be found here: http://www.elaws.gov.ae/EnLegislations.aspx. Article 58 might have some relevance for the robbery example.

5. Barriers to resolving conflicts (16 minutes)

The three key barriers to resolving conflicts are confirmation bias, the attribution error and impatience. A potentially useful way to view these is as though they are medical conditions, which require particular actions to alleviate the symptoms. The four stages of this activity are as follows:

1. Display the format of some simple medical information leaflets. This is easily done online.
2. Students work in groups of three. Each student is allocated to be the 'medical officer' responsible for either confirmation bias, the attribution error or impatience.
3. Each student produces a simple medical **information leaflet** for their 'condition'. The leaflet should clearly identify symptoms and provide key advice.
4. Students should quality check the work of the other two members of their group and offer advice for improvements, if needed.

No doubt, some students will be keen to make their leaflets look great. These will make excellent wall displays in the classroom.

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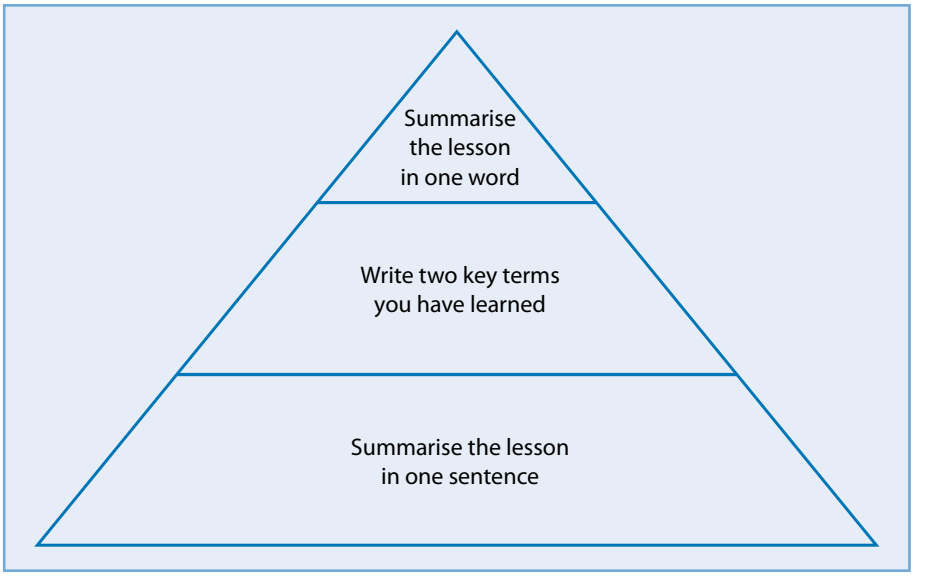
6. Plenary (4 minutes)

Ask students to draw and complete the following **learning pyramid**. The idea here is that the summary word will act as a good memory trigger for the lesson content:



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Lesson 3

WHAT IS WAR AND WHAT ARE THE CAUSES OF WAR?

Having an understanding of the main causes of war is important for several reasons. In some respects, the causes of war can be seen as an extension of the causes of personal conflict. Therefore, this lesson provides a link between the material we have considered previously, and what is to follow. Additionally, it is hard to make sense of the world in which we live without some understanding of the factors that have contributed to contemporary conflicts. Furthermore, being able to anticipate possible causes of conflict is a critical step in preventing conflicts occurring in the first place.

Learning Objectives

At the end of the lesson, students should be able to:

- Explain the distinction between Inter-State and Intra-State wars.
- Identify at least four of the main causes of war.

Suggested Lesson Structure

1. Lesson Starter (4 minutes)

Odd one out – Write or display the following countries at the front of the class:

India Sudan Mali Philippines Spain Switzerland Ukraine

The task of students is to identify the odd one out and to correctly explain why. Students could discuss the options in pairs, before committing to an answer.

The correct answer is Switzerland. It is the only country not to have been involved in armed conflict in the 21st Century. If desired, this could be extended into a brief discussion as to why this may be the case. Consideration of Switzerland's 'neutrality' might be discussed or suggested for further research.

2. Explaining the Causes of War (18 minutes)

Step 1. Copy the cards at Appendix 1, so that each pair of students has a set of cards.

Step 2. The cards are now used for a **memory game** in pairs.

Step 3. The cards are placed face down on the table, randomly.

Step 4. In turns, each student flips over one card and then another, seeking its matching pair.

Step 5. If they find a matching pair, they keep the cards and have another go.

Step 6. If they don't match, the cards are left on the table face down.

Step 7. Play continues until all cards are matched.

Step 8. The student with the most matched cards is the winner.

Step 9. Play can continue until time runs out.

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3. Identify the Causes of Real Wars (23 minutes)

Reflecting on real wars, and their likely causes, is the best way to appreciate the main causes of war. The Student Book Action Tasks are specifically designed for this purpose. One way this activity could be used is to get students to produce **intra-group presentations**. In groups of three, each member of the group is allocated one of the three Action Task case studies: the Italo-Turkish War, the Ragamuffin War or the Khmer Rouge. Students examine their case study and identify the causes of the war. They then take it in turns presenting to the other two students their case study, and explaining what the causes of the war are likely to have been. It could be useful for students to conduct a small amount of additional research, while preparing their presentation.

When describing this task to students, the language of the task can be used to illustrate the difference between Inter-State and Intra-State wars. This activity is intra-group, because the students are presenting within their group. If they were presenting to the other groups, it would be an inter-group task.

Each group should then review the case studies and rank the causes for how important they thought they were, with '1' being the most significant cause. This could easily be extended into an inter-group discussion, to compare answers.

Here are some suggestions for likely causes in each of the case studies:

Case Study: The Italo-Turkish War
Empire Building – Colonial ambitions.
Resources – Libya was thought to be rich in minerals.
Justice – The Italians thought that they were owed Libya for historical reasons.

Case Study: The Ragamuffin War
Economics – The southern state was suffering economically, relative to the rest of the country.
Justice – The economic problems were seen as a result of unfair treatment.
Politics – May be connected to justice, the southern state thought that the country should be organised differently, to make it fairer.

Case Study: The Khmer Rouge
Ideology – The Khmer Rouge believed in an agrarian utopia.
Cultural and Religious differences – The Khmer Rouge wanted to get rid of religions and impose a particular culture on society.
Nationalism and Ethnicity – The Khmer Rouge wanted to preserve a particular ethnic identity by destroying minority ethnic groups.

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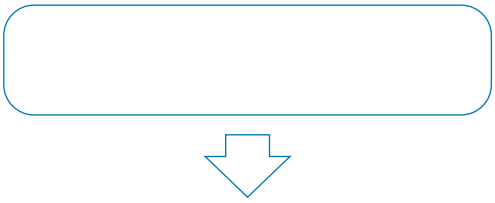
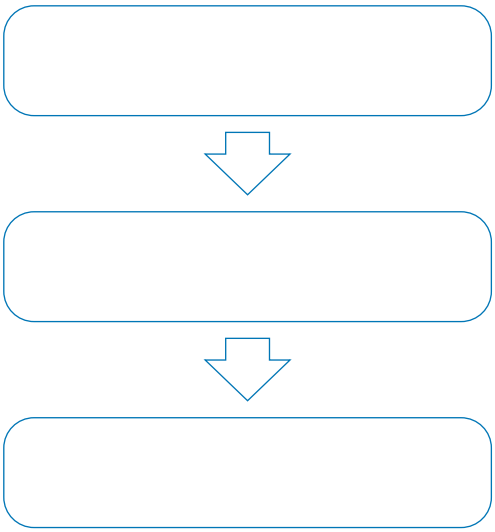
4. Escalation of Minor Causes (10 minutes)

This activity takes its inspiration from the 'stray dog' case study. Creative thinking is promoted by students having to invent a **series of causes**. Although this activity is purely hypothetical, the serious point is that if you break down the causal chain far enough, all real wars must begin by a small decision or act.

Students need to draw a box and arrow, like the one below, on the top of a piece of paper:



In this first box, an initial cause needs to be given. This should be something quite minor in nature. In the case study example, it would be, "A dog runs away from its owner". Students then pass their paper to the student next to them. That student must add on extra boxes, with an escalation of causes leading, finally, to "War". For example, "The dog crosses the border" > "The owner (a soldier) runs after the dog across the border" > "The soldier gets shot" > "The soldier's country prepares to take revenge" > "War".



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As many boxes as are needed should be included. Once the final box is complete, the paper should be returned to the original student so they can see how their initial cause has led to war.

Try and encourage students to generate a wide range of different starting points. Part of the fun of this activity is who can link the most trivial event to war without being completely implausible.

5. Plenary: Stand and Point (5 minutes)

For this plenary, one student stands up and points to another student, says one word, and then sits down. The student who was pointed at must then stand up, and explain the significance of the word, in the context of the lesson. For this lesson, the words chosen could be technical, related to causes, or the names of countries involved in the case studies.

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APPENDIX 1

Land	Disputes over territory.
Economics / Resources	The wealth of one country is sought by another.
Ideology, Politics and Power	Enforcing beliefs about how society should be structured or governed. Competition between groups as to who will rule.
Empire Building	A desire to expand influence in the world by colonising other countries.
Cultural and Religious Differences	Intolerance of different beliefs and practices between groups, leading to violence.

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Nationalism and Ethnicity	Invading other countries to prove superiority. Conflicts based on identity to a group of cultural or racial heritage.
Defence / pre-emption	Starting a conflict to prevent being attacked in future.
Proxy Wars	Wars fought indirectly by supporting a side in a conflict, perhaps with military or financial aid.
Revenge	Retaliation for a wrong that was committed by the other side in the past.
Justice	A war whose purpose is to correct a current wrong, or to protect innocent people.

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Lesson 4

IS THERE SUCH A THING AS A 'JUST WAR'?

The key aim of this lesson is the development of sophisticated judgements about the ethics of war. By applying a well-developed framework of ethical reasoning to the issue of war, and by considering the complexities and problems that arise from doing so, students should be more able to cope with any difficult ethical problems faced in their own lives. Excellent opportunities are also provided for the development of critical thinking skills.

Learning Objectives

At the end of the lesson, students should be able to:

- State the seven conditions for a just war, as described by just war theory.
- Describe, with an example, at least one complication of using just war theory.

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Suggested Lesson Structure

1. Lesson Starter (7 minutes)

1. Select a student to come to the board and draw a picture of something relating to war (e.g. a tank).
2. The first person to guess what they are drawing takes over, and draws something else relating to war (e.g. a soldier).
3. This continues for 7 minutes.

2. Initial Thoughts (3 minutes)

Ask students to note down some personal thoughts in answer to this question:

When, if ever, is it right to go to war?

3. Ranking the Just War Conditions (20 minutes)

Step 1. Divide the students into small groups (ideally of seven).

Step 2. Each student is given a sticky note, or piece of paper, with one of the 'just war' conditions written on it.

Step 3. The members of the group must line up, **ranking** the just war conditions in order of importance.

Step 4. Encourage students to debate with each other about the relative importance of each criteria.

Step 5. The process ends when everyone agrees that they are standing in the right rank order.

Step 6. If time allows, groups can be compared with each other, with a class discussion about why particular choices have been made.

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4. Hypothetical Examples (20 minutes)

Step 1. Each student selects a just war criterion and writes it on a piece of paper.

Step 2. Students read the first hypothetical example from the **Action Task** in the Student Book.

Step 3. Ask the student with the correct criterion for that scenario to stand up.

Step 4. Discuss whether the answer is correct.

Step 5. Move on to the next scenario, until they have all been completed.

5. Complications (7 minutes)

It is much easier to identify complications with the use of just war theory when applied to specific examples, whether real or hypothetical. This **Discussion Point** on page 59 of the Student Book provides that opportunity.

In pairs, students are allocated from the Student Book either the hospital 'Hard Case' example, or the 'Dresden' case study. If there is an odd number of students, the teacher could form a pair. Each student studies their example and tries to identify a complication for just war theory that the case suggests. They then explain the scenario to their partner and check whether they identify the same potential complication.

For the hospital example, the discussion could be steered around whether the just war conditions rule out wars that may, in fact, be just. For the Dresden example, the discussion can be steered around whether the just war conditions provide sufficient distinction between wars in their totality, and individual acts within a war.

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6. Plenary (3 minutes)

This quick plenary provides an effective way for the teacher to test the impact of the lesson. Each student must complete an **exit ticket**. This is a slip of paper on which students write their name and two things that they learned in the lesson. They can also add a question, if there was anything that they did not understand fully. These slips of paper are handed to the teacher on the way out of the class, who can check them before the next lesson, to inform their planning. Alternatively, the exit tickets can be written on sticky notes and stuck to the wall. These can be taken off randomly by students at the beginning of the next lesson and used as a starter, for example, by answering any questions that were raised.

The **Research Tasks** in the Student Book would function exceptionally well as homework for this lesson. It might be worth encouraging students to identify a war that is of particular interest to them and to study it in some depth, with a view to applying and testing the just war criteria against it. This could make for an excellent display, essay or presentation.

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Lesson 5

WHAT IS THE ROLE OF INTERNATIONAL ORGANISATIONS IN PEACEKEEPING?

Exploring the causes of war, and the grounds of possible justification for war, can lead to a rather pessimistic view of the moral state of the world. To some degree, this lesson provides a welcome counterbalance. There may be far more global cooperation, and activities to promote peace, than students realise. The institutions and activities involved in peacekeeping can also be seen to embody, or to be the result of the implementation of, the principles of conflict resolution that we have already explored in this unit.

Learning Objectives

At the end of the lesson, students should be able to:

- Outline the key roles of the United Nations and the International Criminal Court.
- Describe at least two peacekeeping activities of the United Nations.

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Suggested Lesson Structure

1. Lesson Starter: What is the United Nations? (5 minutes)

A good way of introducing the work of the United Nations is through this short video introduction. It is an official UN video. Length (1:18): https://www.youtube.com/watch?time_continue=73&v=PUZ5tmyJSnc

Once the video has been watched, students could be asked to write a short list of key words that capture what the UN is. Two or three students could be identified to read out their words to the rest of the class. Students can then amend their list, in case they have missed any pertinent details.

2. UN Security Council Interventions (25 minutes)

The activity provides a simulation of the voting process that occurs at real UN Security Council meetings.

Step 1. Students are placed into groups of about six, preferably sitting in a circle.

Step 2. Each group is provided with the handout at Appendix 2.

Step 3. For each scenario, students discuss and vote for which action should be taken.

Step 4. At the end, decisions could be compared across groups.

3. Peacekeeping Introduction (5 minutes)

Another official UN video provides a good introduction to peacekeeping operations. Length (2:10): https://www.youtube.com/watch?v=DglTogWbBdI. After watching the video, students should write down three activities that UN peacekeepers are likely to be involved in. Answers from the class can be compared. This activity lays a foundation for the next activity.

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4. Identifying Peacekeeping Operations (15 minutes)

This activity promotes an understanding of the range of UN peacekeeping operations, while also developing geographical knowledge.

Step 1. Students are given the handout, found at Appendix 3.

Step 2. Students write on the map, at the correct location, the number of the relevant UN operation.

Step 3. Once completed, there could be a class discussion on why many operations are grouped in particular regions of the world.

Some students may be interested to conduct further research in this area and could be directed to the source at Appendix 3. You can edit this list as appropriate.

5. Plenary – United Nations Year in Review 2017 (10 minutes)

This final official UN **video** makes an excellent end to the lesson because it pulls together a wide range of UN activities and applies them to topical events during 2017, which students are likely to be somewhat familiar with. The video length is (6:23): https://www.youtube.com/watch?v=ehW830X37eU

At the end of the video, students should, in writing, identify one event that the UN was involved with in 2017 and what action it took. Students could be randomly identified to read out their answer.

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APPENDIX 2

Possible Security Council Actions

1. Carry out an investigation to assess whether there is a risk to international peace.
2. Send a mediator to try and negotiate a peaceful agreement between the parties in dispute.
3. Apply non-military sanctions.
4. Authorise armed force to stop or prevent conflict.
5. Send in UN peacekeepers to protect the civilian population, to help in the disarmament of combatants, and to restore the rule of law.
6. Refer the case to the International Criminal Court due to suspected war crimes.

Scenarios involving the fictional countries, Jamboa and Powtang

The context completely changes in each scenario. Do not carry any information from one scenario into another.

a) Jamboa has had hostile, but non-violent, relations with Powtang for a long time. Without warning, Jamboa armed forces invade a small part of the territory of Powtang. They round up all of the male civilian Powtangians, no matter how young or old, and execute them. The armed forces then retreat back to Jamboa.

b) Jamboa, a politically unstable country, is trying to build a missile base for possible use against peaceful Powtang. Despite requests from the UN, this has not stopped the programme, but has escalated it. It has not yet used any force and is some way off from completing the missile base.

c) A sudden, but brief, armed conflict between Jamboa and Powtang has ended with a ceasefire. However, Powtang is now in civil unrest as the government has largely collapsed.

d) Satellite images have detected a build-up of Powtang's armed forces near the border with Jamboa. A decade ago, Powtang claimed rights to the rich mineral deposits in Jamboa, but this was rejected by the International Court of Justice. Powtang has not raised the issue since then, but it is known that it strongly disagreed with that judgement. Additionally, the Powtang economy has recently suffered heavily.

e) Jamboa has, unexpectedly, sent an invasion force to the small country, Powtang. It has done this because, for a long time, it has feared that the religious beliefs of the Powtangians are incompatible with its own, and it does not want its people to be influenced by them. The Powtang religion is one that strongly promotes peace. Powtang does not have a powerful military force. It is feared that Jamboa forces may try to completely wipe out the Powtangians.

f) Jamboa and Powtang are involved in a heated dispute over territorial rights. Each side is threatening military force to resolve the dispute and evidence suggests that they are building up their military forces.

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APPENDIX 3

Task: Identify the location of the UN peacekeeping missions on the world map, by writing the number of the mission at the correct geographic location.

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Active UN Peacekeeping Operations (as of January 2018)

	Mission Name	Mission Location	Deployed UN Personnel	Mission Purpose
1	MINURSO	Western Sahara	470	Maintaining peace during a political referendum
2	MINUSCA	Central African Republic	14 076	To protect civilians and support transition processes
3	MINUJUSTH	Haiti	1200	Strengthening Haiti's rule of law institutions, developing the Haitian National Police, promoting and protecting human rights
4	MINUSMA	Mali	14 926	Supporting political process and helping stabilize Mali
5	MONUSCO	Democratic Republic of the Congo	20 688	Protecting civilians and consolidating peace
6	UNAMID	Darfur	17 174	Protecting civilians, facilitating humanitarian aid and helping political process
7	UNDOF	Golan	1117	Supervising ceasefire and disengagement agreement
8	UNFICYP	Cyprus	1106	Contributing to a political settlement
9	UNIFIL	Lebanon	11 317	Monitoring cessation of hostilities and helping ensure humanitarian access to civilian population
10	UNISFA	Abyei	4802	Demilitarizing and monitoring peace in the disputed Abyei Area
11	UNMIK	Kosovo	352	Promoting security, stability and respect for human rights
12	UNMIL	Liberia	1481	Support for the implementation of the Peace Process
13	UNMISS	South Sudan	17 140	Protecting civilians, monitoring human rights and supporting implementation of cessation of hostilities agreement
14	UNMOGIP	India and Pakistan	115	Observing the ceasefire in Jammu and Kashmir
15	UNTSO	Middle East (Headquarters in Jerusalem)	374	Helping to bring stability to the Middle East

Source: https://peacekeeping.un.org/en/where-we-operate

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Lesson 6

WHAT IS THE NATURE OF PEACE AND NON-VIOLENCE TRADITIONS?

In the final lesson of this unit, we draw together elements from the other lessons, by shifting the focus back to the action of individuals, but in the context of wider conflict. The strong theme of this lesson is recognition of the impact that individual choices and actions can have, not just domestically, but also in the context of international relations. Above all, even if we decide that there are extreme circumstances where the use of violence is justified, we should all live a life fully committed to peace and non-violence.

Learning Objectives

At the end of the lesson, students should be able to:

- Describe at least one peacekeeping activity of a Non-Governmental Organisation (NGO).
- Identify at least one example of non-violent action.
- Define at least one form of pacifism.

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Suggested Lesson Structure

1. NGOs and Landmines (15 minutes)

This activity bridges the learning from the previous lesson, where we examined the role of international organisations in peacekeeping. Watch this video, from the United Nations Mine Action Service (UNMAS), using Afghanistan to illustrate the important and dangerous work that is being done by people to clear landmines. The length of the video is (4:11): http://www.mineaction.org/unmas/videos/day-afghan-deminers

The video content can be followed up with an explanation of the role of NGOs in peacekeeping, or by giving students reading time for the relevant section of the Student Book. It is worth emphasising that, as well as the general activities of unarmed civilian protection, civilians also carry out specialist activities, like mine clearance. Landmines are an excellent example to focus on, as the ethics of their use was considered during the lesson on 'just war theory'.

This can be followed with a reflection activity to promote empathy. Ask students to spend one minute imagining that they are living in an area where there is a daily risk that they might accidently stand on a landmine, as they go about their normal day. Ask them to really try and imagine the sense of danger and how they would feel. It might help to do this with eyes closed.

You could then tell students that one of them has actually just stood on a landmine and has been severely injured. To find out who it is, they need to look at the underneath of their chair. Before the lesson, the teacher can place a sticky note underneath one of the chairs; this is the student who has now been identified as having stood on the landmine. The 'unlucky' student now shares with the class the thoughts they had during the empathy exercise.

This activity can end with a brief class discussion as to whether landmines are acceptable under the just war condition of 'discrimination', and whether they should be banned from modern warfare. Interested students could be referred to additional information from the International Campaign to Ban Landmines (ICBL) http://www.icbl.org.

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Groups are given five minutes to prepare a physical role-play of their non-violent action. The role-play should not last for more than one minute. In turn, each group then acts out their action. On a list numbered 1–6, each student writes what non-violent action they think is being shown by the group they are watching. It is fine to refer to the Student Book for assistance. They must do this as soon as the role-play has finished and cannot change their mind. Obviously, the action for their own group's number can be left blank.

Once all of the role-plays have been completed, the groups reveal what action they were acting. Students tally their score for correct answers and the winner/s can be determined!

3. Pacifism (25 minutes)

An **argument rotation** activity provides a challenging and fast-paced method for identifying arguments for and against each version of pacifism. It is also valuable for encouraging a collaborative approach to thinking about arguments. To help create a sense of time pressure, it is useful to use a countdown timer throughout this activity. This can easily be found online by typing "countdown timer" into a search engine.

First, students need to spend five minutes reviewing, from the Student Book, the explanations of the different types of pacifism. Afterwards, books are put away, along with any other items on the desk. Arrange seating in groups of four, as illustrated in Appendix 5. If the class does not divide equally into four, more than one student can sit next to each other along a side of the group desk.

Each group is presented with a large piece of paper. The paper is divided into segments representing each version of pacifism. This can be prepared in advance, or students can draw and label the segments as part of the activity. Size A1 is ideal, but smaller paper can work fine too. However, if A4 size is all that is available, the activity can be modified so that each 'segment' is a different piece of paper.

Students have three minutes to write, in the relevant segment, any arguments they can think of for or against that version of pacifism. After the time has elapsed, the paper must be immediately rotated clockwise. Another three minutes is counted down during which students must read and, if possible, add to the arguments that have already been written. This process continues until all four segments have been completed.

Once the activity is finished, students can identify what they think are the best arguments for and against each version of pacifism and write these into the Action Task section on page 91 of their Student Book.

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4. Plenary – Word Connections (5 minutes)

This plenary can draw on material from across the whole unit. Pick one student and ask them to say a word related to the unit content, for example, "war". The next student has to say another word that is connected to the previous one, for example, "land mine". This continues around the class (you could go around in some order or ask students to point to and name who will be next).

After students state the word that connects to the previous one, they must give a brief explanation as to what the connection is. It does not really matter if the connection is quite loose. One of the reasons why this makes a great final plenary for the unit, is that it can demonstrate that the issues studied across different lessons connect together.

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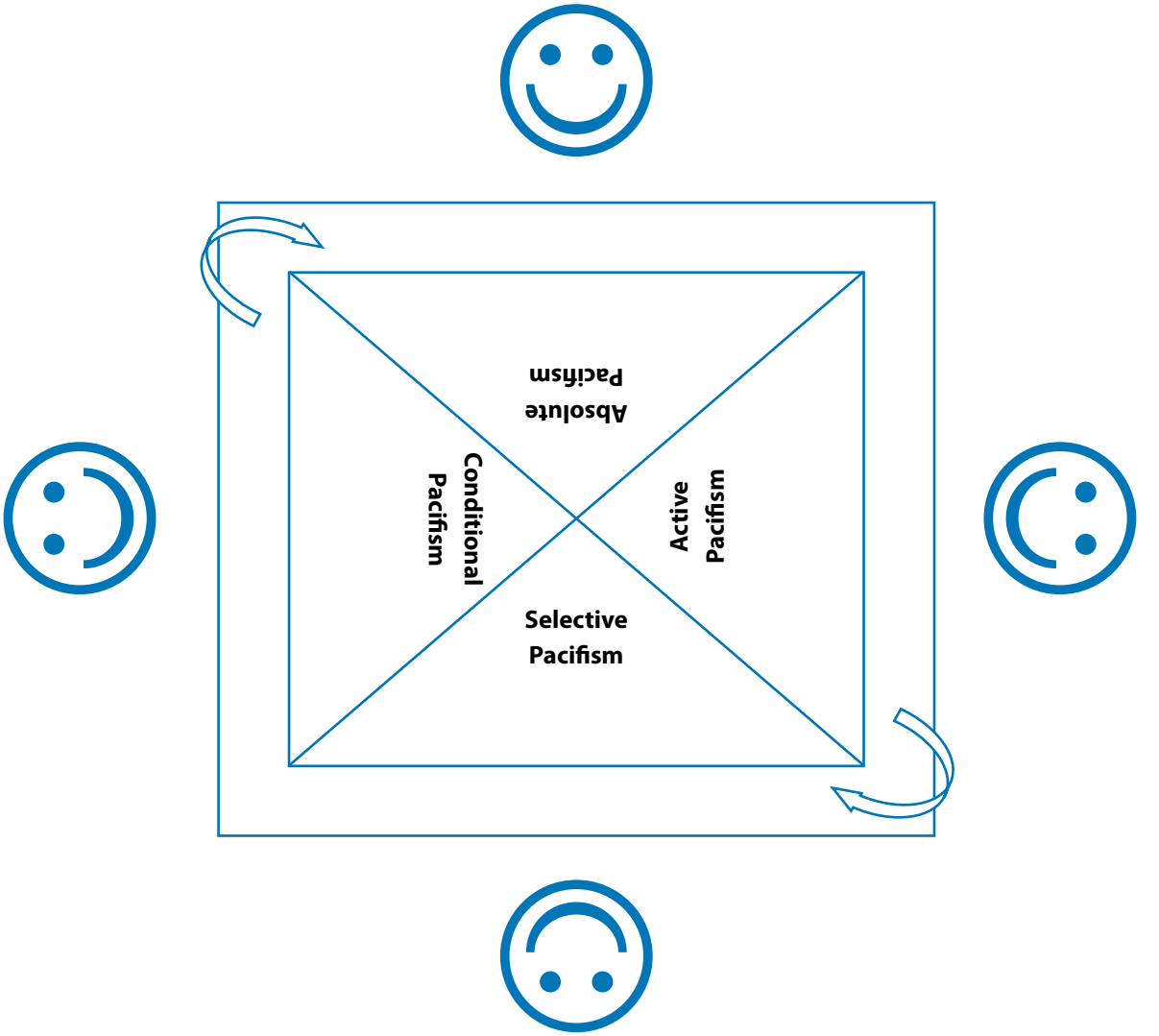
APPENDIX 4



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UNIT 2

Reflection and Transition

Lesson 1 What is Meant by the Term 'Reflection'?

Lesson 2 What is Meant by the Terms 'Goals and Ambitions'?

Lesson 3 What are key Employability Skills: Self-organisation, Teamwork and Negotiation?

Lesson 4 What is Meant by the Terms Leadership and Management?

Lesson 5 What is a Good Way to Prepare for an Interview?

Lesson 6 How to Prepare for a Presentation

Learning Outcomes

At the end of this unit, students should be able to:

1. Confidently self-evaluate in order to recognise their own strengths and areas for development.
2. Articulate to a range of audiences what their goals and ambitions are and how they hope to achieve them.
3. Acquire knowledge of a range of different career paths, which will enable them to make informed decisions about their future.
4. Effectively prepare for an interview and deliver an engaging presentation
5. Create a record of their achievements as a way of showcasing their skills, knowledge and experience.

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Introduction

Below is a summary of the elements of each lesson that aim to build the students understanding of self-worth and identity by reflecting on achievement, developing effective presentational skills and being aware of career choices in the 21st-century world.

- **Lesson 1** will focus on the term 'reflection' so that students are familiar with its meaning. The skill of reflecting is carried through the following lessons, so understanding that reflection is a process with different aspects that is relevant to our personal and professional lives is key to the theme of the unit.
- **Lesson 2** uses the understanding of the terms from Lesson 1 and explores how setting goals encourages people to reflect with purpose. It is important to keep in mind throughout that the aim is linked to students' determination to achieve their professional and personal desires, which forms their ambitions. If they wish to achieve their ambitions, they must articulate them and define how they hope to attain them by setting goals. In addition, a link is made to honourable behaviour and how goals can also contribute something to the community as well as the individual.
- **Lesson 3** focuses on employability skills such as organisation and teamwork. Students will learn that a person's skills, education, qualifications, training and experiences must be showcased to prove to future employers that when students become employees they have the skills to benefit an organisation. Therefore, this lesson will introduce the use of a portfolio to organise the students' professional development.
- **Lesson 4** explores the importance of leadership and management working together with a central aim of teaching students that "Having vision is not enough, there must be planning to prepare for the future and achieve this vision" (His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), 2017). With the UAE's diverse multicultural society, the lesson looks at how to enhance leadership and management skills along with increasing employment opportunities for the students' future.
- **Lesson 5** covers the skills required to take part in an interview, replicating the roles of the interviewer and the interviewee. The lesson will also look at the different purposes of interviews and various aspects involved such as, body language, question formation and the order of questions. The underlying aim is to raise awareness of the rights as an employee and as a future employer.
- **Lesson 6** extends the idea of organising and showcasing skills, but this time through a presentation. The lesson will look at the different purposes of presentations and various aspects involved, such as the kind of body language that will help a person engage with an audience. Structuring the message of a presentation will also be practised in order to prepare students for this skill which is considered as essential by many employers.

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Lesson 1

WHAT IS MEANT BY THE TERM 'REFLECTION'?

Students are more likely to associate the term reflection with its physical aspect of how light is reflected rather than a mental process requiring serious thought and consideration. Assuming most students will not have a clear understanding of reflection as a mental process, the aim of the first part of the lesson is to define its meaning as an active process, and distinguish it from the more passive activity referred to as daydreaming.

The following stages of the lesson explore the different points of interest of reflection, from linking the past to the present and future (reiterating Sheikh Zayed bin Sultan Al Nahyan's wisdom and vison for the UAE (May Allah have mercy upon his soul)), to studying the different aspects of reflection, and how its use can help prepare them for the next stage of their career.

Learning Objectives

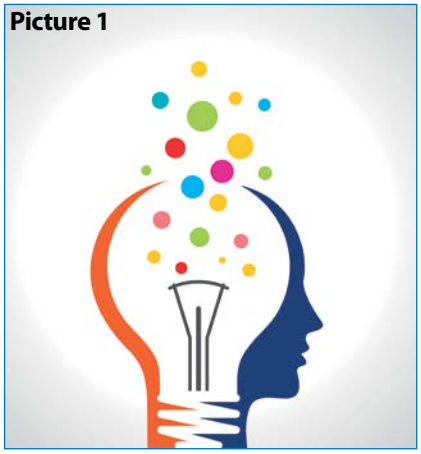
At the end of the lesson, students should be able to:

- Give a verbal or written definition of the term 'reflection'.
- Identify in themselves a strength, a weakness, a skill and an achievement.
- Reflect on an event, an incident and a personal response and write down their response in no more than 100 words.

Suggested Lesson Structure

1. Lesson Starter (5 minutes)

- Ask students to write a definition of the term reflection, which will allow you to gauge the extent of their understanding. However, at this initial stage allow less able students to work in pairs. Expect most students to define reflection in terms of looking in a mirror to see their reflection, looking at a body of water to see the reflected landscape or looking in a car mirror to see following traffic.
- Project these images on the board or screen, or draw two pictures on the whiteboard: a picture of a head thinking and a mirror with a person's reflection.



- Elicit feedback by asking students if their definition refers to Picture 1 – someone thinking or Picture 2 – a reflection of an image. Assuming more students will define the term reflection as looking in a mirror (Picture 2), confirm the difference between the two meanings of reflection: **Answer**: Picture 1 means reflecting on your thoughts and Picture 2 is a reflection of an image.

2. What is Reflection? (15 minutes)

Refer students to the paragraph 'What is Reflection?' on page 96 in the Student Book, which should consolidate their understanding from the lead-in activity. Monitor the class, and take this opportunity to support less able students by asking them questions on a one-to-one basis on reflection. Keep any concept checking questions simple, and break them into short, well-spaced out sentences, for example, 'Do you think about the past?' 'What kind of things do you think about?' 'Does it help you to think about your actions in the past?' 'How?'

Although reflection can be carried out by groups of people it is more often a singular activity that involves a person's personal unspoken thoughts. Therefore, one way to practise and develop understanding of reflection in the classroom

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involves students writing about a fictional experience to match a reflective description. To emulate this in the classroom:

- Give each student a copy of **Handout 1**, which is provided at the end of this lesson. An example of a process of Active Reflection.
- Split the students into small groups of three or four and allocate each group a fictional experience that has not gone to plan to reflect on, for example a presentation, a science experiment, a maths test etc.
- Each group then has to create a reflective process that fits the fictional experience.

Groups can then share their reflective scenarios with the rest of the class.

The aim is for students to identify with reflection as an active process, so they can experience this process themselves through their own internal dialogue in the future.

3. Altered Consciousness (5 minutes)

Ask students to read the paragraph on Altered Consciousness in their Student Book. Set the Action Task for homework and then introduce them to the idea of keeping a journal.

Explain to students that a journal is an informal notebook used for when you want to record your ideas, or occurrences that you feel are noteworthy. As it is informal, it encourages you to write in a more relaxed and natural manner, where the focus is on your feelings and thoughts which involve your personal reflections.

4. Word Association game activity (5 minutes).

This next activity is designed to get students to understand the idea of making connections between ideas. Begin by playing a word association game and then developing this into an idea association game:

a. Get groups of six to ten students to sit in a circle and give one student a word, start with a simple noun such as orange. That student will say orange then the next student will say what comes to mind and so on until you go around the circle.

b. Interestingly, if you start with orange the next student could associate it with another colour such as green or perhaps a fruit such as banana. You may wish to record this, so you and the students can analyse the word associations and the shifts in thinking when a word has more than one meaning.

c. To further develop the concept of mind connections, the next step would be to repeat the game, but this time give the student an idea. Start by saying you are lying on a beach, then the next student will say what comes to mind and so on until you go around the circle. Encourage students to think of an idea rather than a noun. For example, if the first idea is lying on the beach, the next idea could be going for a swim, followed by buying a new swimming costume etc.

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5. The Different Aspects of Reflection (10 minutes)

The lesson now sees the students consider different aspects of reflection, such as drawing on intelligence and emotional information from visual, auditory and kinaesthetic sources. Ultimately, the aim is for students to understand the importance of using all forms of senses to link the past, the present and the future.

- Give students a blank piece of paper and coloured pencils and tell them they can draw whatever they want for example a picture, or shapes, or just colours and written words to represent the story you are about to tell them. Tell students they must imagine they are the person in the story who is sitting on a bench.
- Tell the following story:

'Sitting on a bench outside of the local school, I was watching a group of boys laughing and having fun in the playground. One boy was pushing his friend, and another boy was chasing his friend. It took me back to my school days, when I was very young. I still remember the bell ringing in the school hall reminding us that classes were about to start, and then a few hours later the bell would ring again at lunch time, but you didn't need the bell because you could smell the cooking of the school lunch wafting through the air. I had such fun at school, until I entered the classroom. I remember I was so frightened of the teacher, and felt my stomach turn when he asked me to hand in my homework. My homework was always wrong, because I was too scared to ask the teacher for help. Nowadays, teachers have learned that that children learn better if they are not scared of the teacher. I know when I have children I will always encourage them to ask questions.'

- Ask students in pairs to look at their drawing and use it to recall the story and tell their partner how they felt, what sights, sounds and smells they recalled. What was it like to be scared? What would you say to that teacher if you could meet him or her again?

6. Plenary

To round off the activity, students could be asked to write an example of reflecting using emotional information from visual, auditory and kinaesthetic sources. You could give them an example of how you may reflect on a happy occasion by looking at a photograph, what the photograph signifies, when it was taken, why it was taken, what memories it brings back, what the context of the photograph was and so on.

You could then ask students to think of an object, a photograph, an event or incident, and in pairs share their reflections with each other. Students then may write down their thoughts and share them among other students.

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7. Becoming a Reflective Practitioner (15 minutes)

This next activity builds on the lesson so far, and requires students to study how to become a serious reflective practitioner. Ultimately, we are looking to get students to spend time to critically reflect on their experience after an event or an activity, and understand that this can help review the effectiveness of what they have learned.

To start the process, get students to do the Action Task on page 103 of the Student Book, and to write down their thoughts on their achievements, skills, strengths, weakness and disappointments in their journal.

You could then ask students to compare their thoughts under each heading, or as many headings as time allows, with another student.

The final two points in the Action Task, problems and solutions can be dealt with separately, as they should call for identifying a problem and deciding what to do to improve the situation. You could run private tutorials with each student outside class time over the semester, in order to document the problem and put a plan of action in place.

You may wish to guide the students by writing key statements from the lesson on the board and tell students that their questions to the person in the hot seat should relate to one of these key points:

- Achievements
- Skills
- Strengths
- Weaknesses
- Disappointment
- Going beyond the physical description.
- Linking the past, the present and the future.
- Raising awareness.
- Personal opinion.
- Constructive criticism.

8. A Model of Reflection (5 minutes)

Having explored the term 'reflection', the last part of the lesson can look at Gibbs' (1988*) reflective cycle from page 107 of the Student Book. Go over the diagram of the reflective cycle and explain the benefits of analysing your thoughts in a controlled manner. Refer students to the Action Task on page 107 of the Student Book, which requires students to choose an event, activity or occurrence and

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to demonstrate the use of Gibbs' (1988) reflective cycle. You could give them an option of applying the 'disappointment' they recorded in the Action Task under the section 'Becoming a Reflective Practitioner'. Tell students what makes this different from the previous reflection tasks is the all-encompassing process which follows a logical step by step progression.

As independent study, ask students to enter the information in their journal, paying particular attention to the last two sections of the cycle, the conclusion and action plan.

* Reference: Gibbs G (1988) Learning by Doing: *A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford. Available from: https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing-gibbs/

Handout 1

An Example of a Process of Active Reflection

Use the example below to write a process of active reflection on a presentation, a science experiment or a maths test etc. that did not go according to plan.

- Experience
  You wrote a 200-word essay under timed conditions (40 minutes) and received low marks for its incompleteness.
- Observations and reflections
  You wrote an introduction and two paragraphs, but ran out of time and did not complete the conclusion.
- Development of ideas
  You spoke to your teacher to get some advice on how to organise your time when writing an essay. You noted down some ideas on how to plan your essay next time.
- Testing ideas in practice
  You planned and allocated a set time against each section of your essay before you started writing. You made some notes to refer to. You practiced writing an essay and completed all sections with two minutes remaining.

Experience	
Observation and reflection	
Development of ideas	
Testing ideas in practice	

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Lesson 2

WHAT IS MEANT BY THE TERMS 'GOALS AND AMBITIONS'?

The term goal and ambition are often mistaken as having the same meaning. Students need to distinguish between the two different words, which are sometimes confused. The meaning of the two terms should be ascertained early in the lesson by asking students to identify the definition of goal and ambition to check whether they understand that a goal is an aim or a target which a person wants to reach, while ambition requires drive that will get the person there.

The aim of the first part of the lesson is to understand these two terms before exploring the difference between short term and long term goals, and their link to reflection which was studied in Lesson 1. The second part of the lesson looks at the benefits of setting goals within a framework.

Learning Objectives

At the end of the lesson, students should be able to:

- Give a verbal or written definition of the terms 'Goals' and 'Ambitions'.
- Set a goal related to a quality that is most important to you.
- Develop a specific goal using specified criteria.

Suggested Lesson Structure

1. Lesson Starter (7 minutes)

The lesson can begin by studying the difference in meaning between the terms goal and ambition. This can be done as an individual task, a small group task or as a whole class. Write the table of the two definition statements on the whiteboard or other presentation device. Ask students to check their dictionary for the words in *italics* and decide which definition refers to the terms goal and ambition by writing the word in the correct column. Answers: Column A = Goal, Column B = Ambition.

A Goal	**B Ambition**
A purpose or intention to achieve an outcome also referred to as *aims, objectives* and *targets*.	A strong will to achieve a vision requires *drive, determination* and *desire*.

- To build on this exercise, refer students to the definitions of goals and ambitions under the heading 'What are Goals and Ambitions' in their Student Book.

2. Follow up activity (3 minutes)

- Tell the class where you see yourself in five years. You could use the example below or your own idea, but your example should distinguish between the two terms goal and ambition. Example:
  In five years' time, my goal is to complete my master's degree, my ambition is to become the head teacher of a school.
- Write the example sentence on the whiteboard or other presentation device so students can follow the structure of the sentence.
- Ask all students to write in their notebooks a sentence of where they see themselves in five years' time by following your example of including a goal and an ambition in their response.
- Ask one or two of the more able students to share their response with the class.

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3. Long term and Short term Goals (15 minutes)

The next activity builds on the last task and considers the differences between short term and long term goals. Ultimately students need to understand that short term goals are quicker to achieve than long term goals, and often involve meeting immediate needs. To ensure that students can identify the features of short term and long term goals write or project the table below on the whiteboard.

Short Term Goals	Long Term Goals
Getting a good grade on your next maths test.	Saving money to buy an up to date computer
Making time to exercise at least twice a week.	Working towards getting an offer from a particular university.

- Set up groups of three or four ask students to think of another example to add to each goal type. **Possible Answers**: Short term goals – joining the gym, joining the drama club / Long term goals – passing my driving test, learning another language.
- Give each student a copy of **Handout 2,** which is provided at the end of this lesson. Short Term and Long Term Goals.
- Ask all students to answer the questions in Handout 2, telling them to write notes, as the aim is to quickly capture their ideas rather than writing out complete sentences. In pairs, ask students to compare their responses with their partner.
- Ask one or two students for their responses to the questions in Handout 2, and write them on the whiteboard. Alternatively project the handout on the whiteboard and have individual students come to the board to write a response to one of the questions.
- In pairs ask students to decide which of the questions refer to short term goals and which are long term goals and check the answers as a whole class.

Answers: questions 1, 2, 3 = short term goals / 4, 5 = long term goals.

The activity can be rounded off by first asking students in pairs to discuss why it might be good to have a mix of long term and short term goals. Then as a plenary ask for feedback from the different pairs of students.

Possible Answers: Setting short term goals can motivate you to keep on track, can help you to accomplish your long term goals etc. Long term goals give you a sense of direction and purpose, gives you something that could be life changing to reach for.

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4. The Benefits of Setting Goals – Motivation and Vision, Reflection and Time Management (15 minutes)

This activity is designed to encourage students to think about the nature of four key terms and how they lead to goal setting.

- Print out copies of handout two which is provided at the end of this lesson and ask students to read the four key terms, their definitions and answer the questions in the Handout.
- Ask all students to refer to the paragraphs Motivation and Vision, Reflection, and Time Management in the Student Book from page 112, which will help them to answer the questions in Handout 3.
- Ask students, to discuss their answers in groups of three or four students.
- Project Handout 3 on the whiteboard or other presentation device and carry out a whole class feedback, asking one individual from each group to share one of their answers with the class. If time permits, invite individual students to come to the board to write one of their answers on the board.

Possible Answers

What does motivation help you achieve? (**Possible answers:** to do a good job, to complete your task, to reach your goals.)

How do people reach their vision? (**Possible answers:** plan how they will reach their goals, set targets along the way.)

What is reflection driven by? What can it help you achieve? (**Possible answers:** immediate and long term goals, a desire to do things differently in the future.)

If you do not manage your time what will happen? (**Possible answers:** you will not complete your task, you will not achieve your goals.)

Ultimately, we are looking to get students to recognise that setting goals is the link that connects qualities such as motivation, vision, reflection and time management together. To check that students can identify this link, underline any references to goals in the answers on the projected handout. Alternatively, you could end this activity with the following light-hearted chant: Recite the following statements and tell the whole class to shout out GOALS when you pause.

Being **motivated** helps you achieve your _____ .

It is best to set _____ to reach your **vision.**

Reflection is driven by _____ .

Time management is necessary if you want to achieve your _____ .

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5. The Mnemonic Acronym SMART (5 minutes)

Having identified short term and long term goals and the benefits of setting goals students can now explore how to set goals within a framework that defines how to achieve them. This framework is referred to as the acronym SMART (Specific, Measurable, Attainable, Realistic, Timely). To introduce the vocabulary:

- Write the acronym SMART and its related word on the whiteboard.
- Divide the class in groups of three or four students and assign each group a letter and its corresponding word from the acronym SMART. For example, group 1 looks up the word 'specific', group 2 looks up the word measurable and so on. Give students one minute to look up the definition of their assigned word in the dictionary. If students have access to computers and phones, each group member should look up the word assigned to their group.
- Ask each group to give their definition to the class and write their response on the board. **Possible Answers**.
  - S specific / clear, defined.
  - M measurable / quantifiable, you can count it.
  - A attainable /achievable.
  - R realistic /practical, sensible.
  - T Timely / well timed, in a set time.

Follow this activity by referring students to the SMART criteria on page 118 of the Student Book, which will act as a structural foundation for the following tasks.

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6. Setting Positive Goals (15 minutes)

This next activity, learning how to frame SMART goals, is a skill that will help students make a good start at school, at work, and prepare them for the future.

- Refer students to the table of learning how to frame SMART goals on page 119 of the Student Book.
- Write the following list of goals on the board.
  I am going to lose weight
  I am going to read more
  I am going to help my parents more with the household chores.
- In pairs ask students to choose a goal from the list on the board. In their notebooks, students follow the example in the table in their Student Book under the heading 'Setting Positive Goals' and write out how to make their chosen goal SMART.
- Draw a blank table as an example on the board for students to copy in their notebook.

Goal	Comment	SMART
I am going to lose weight.		

- As a class ask one or two pairs to share why their chosen goal was not originally SMART and how they changed it to make it SMART.
- Next, refer students to the Action Task under the paragraph heading 'Setting Positive Goals' which includes a **matching exercise** that exemplifies virtuous qualities. **Answers:** 1D, 2B, 3A, 4C.

Another way to get students to think about the SMART criteria is put the students into small groups, for example of four. Each group can be given two or three different goals which involve contributing to the community in some way. In each situation, the group must assign the SMART criteria to help them achieve the goal. Two possible goals are given below as examples:

a) The goal is for all the members of the group to achieve an average grade of B in a particular subject. (If you ensure that the groups contain mixed ability students, this could be a worthwhile and challenging goal).

b) A goal for the group to raise money for a local charity.

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Handout 2

Short Term and Long Term Goals

1. What do you want to accomplish today?	
2. What do you want to accomplish this week?	
3. What do you want to accomplish this month?	
4. What do you want to accomplish in the next year?	
5. What do you want to accomplish in the next five years?	

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Handout 3

The Benefits of Setting Goals – Motivation and Vision, Reflection and Time Management

Look at the table and the definition of four key terms. Answer the questions and then discuss your answers with other students to check if your ideas are similar or different.

Key Term	Definition
Motivation	A reason for acting in a particular way.
Vision	The ability to think about or plan the future.
Reflection	Serious thought or consideration.
Time management	The ability to use time effectively.

Question	My answer
1. What does motivation help you achieve?	
2. How do people reach their vision?	
3. What is reflection driven by? What can it help you achieve?	
4. If you do not manage your time what will happen?'	

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Lesson 3

WHAT ARE KEY EMPLOYABILITY SKILLS: SELF-ORGANISATION, TEAMWORK AND NEGOTIATION?

The aim of the first part of the lesson is for students to understand the meaning of Employability Skills, and raise awareness of the benefits of showcasing their skills, training, and experiences in a portfolio. Students will learn that portfolios provide insight into a person's learning style, organisation and work ethic, and can increase their focus on personal development planning.

The second part of the lesson looks further into the components of employability skills in terms of self-organisation, teamwork and negotiation, with the overall aim to develop students' abilities to make informed decisions about their future and increase their chances of future employment.

Learning Objectives

At the end of the lesson, students should be able to:

- Give a verbal or written definition of the terms 'Employability Skills' in terms of organisation, teamwork and negotiation.
- Create a portfolio of personal development and include evidence of six employability skills and a completed survey on time management.

Suggested Lesson Structure

1. Lesson Starter (10 minutes)

- Tell students: they will play a word game in teams. There will be one note taker for each team and only the note taker can write and say the answer to the Teacher's Quiz question/statement. The rest of the team must tell the note taker what to write. The first note taker to raise their paper with the correct answer wins a game point for the team.
- Divide the class into two teams, or for larger classes into three teams of six to ten students. Create a score board on the whiteboard or other presentation device, and assign each team a letter for example Team A, Team B, Team C etc.
- Tell each team to look at the picture that refers to Skills that employers say are essential and desirable on page 122.
- Read out the Teacher's Quiz questions in Appendix 1. Each team collaborates to think of which term/picture the teacher's question refers to and tells their note taker the answer. The first team's note taker to raise their paper with the correct answer to question 1 gets the point. If the note taker has the wrong answer, go to the note taker who next raised their paper with the correct answer and so on. Assign the winning team the game point, and continue onto the next quiz question.
- An alternative to adapting the game to make it more challenging for high-level students is to give students one minute before the game begins to study the terms and their pictures displayed in 'Skills that employers say are essential and desirable' and then ask students to close their books while the teacher reads out the questions.

2. Follow up Activity (5 minutes)

To follow up this activity, a connection is made to personal qualities which are also desired by employers in their search for optimum employability skills. The aim is to get students thinking about what is involved in each personal quality and how these values are already exercised by them in many circumstances in their daily lives.

- Distribute a copy of Handout 4, provided at the end of this lesson, to all students. In pairs ask students to rank the personal attributes in order of what they think are the most important.
- Regroup as a class and ask individual pairs to feedback to the class, giving reasons why they think that one quality is more important than another.
- Finish off the activity by asking students why the ranking may be different for different people. **Possible Answer** The ranking of these terms will depend on a person's background and their world values, which may be different from people with different backgrounds to them.

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3. Portfolios (15 minutes)

It is hoped that some students will become managers and leaders in the future. Therefore, the process of compiling a portfolio could help them become a more effective interviewer by understanding what qualities to look for in a good employee. To start this process:

- Project the True/False statements on 'The Purpose of a Work-Related Portfolio' on the whiteboard or other presentation device
- Ask students (in pairs) to complete the True/False activity
- Ask individual pairs to feedback their answers to the class. Answers: 1 True, 2 False, 3 True, 4 False 5 True

The Purpose of a Work-Related Portfolio

1. Is to identify the skills you have gained through your experiences.	True / False
2. Choosing all your work and experiences and putting them in any order in the portfolio.	True / False
3. Selecting the most relevant experiences and putting them in an easily understood format in the portfolio.	True / False
4. A good portfolio should identify the skills that you are not interested in developing.	True / False
5. A good portfolio should show an employer evidence of organisational, communication, and career related skills.	True / False

To continue focusing on documenting evidence of skills and attributes in a portfolio, refer students to the Student Book **Action Task** on page 124. This task encourages students to make a connection between employee skills, the personal qualities involved, and examples of their own behaviour that exemplifies these qualities and skills. A further aim here is for students to realise that qualities such as organisation and negotiation are life learning skills that they have been exposed to in their everyday life, at school, and by interacting with friends and family from a very young age. If time is limited, you could get students to complete the table in class and copy the document neatly into their portfolio in their own time.

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4. Time Management (15 minutes)

Time management is a process that enables people to complete events, occurrences, tasks etc. in a planned manner. This learning point can be reinforced by the **Action Task** on page 126, which calls for students to complete a diagnostic survey. The aim of this activity is to raise students' awareness of their strengths and weaknesses in time management.

- After students complete the survey individually and read the results in the self-evaluation table, put them into groups of three or four, and ask them to suggest how they may improve their time management.
- As a class, ask individuals from each group for their feedback. If there are any interesting or uncommon methods used for improving time management. You could give one or two examples to students who cannot think of any methods:
  1) Make a 'To do' list by writing all the tasks you must do.
  2) Make a priority list by assigning the following codes DN = Do Now, DT = Do Today, DL = Do Later
  3) Eliminate distractions e.g. Turn off all social media for 1 hour and focus on the task in hand. You could ask those students to come to the board and write what he or she does so other students may make a note of the idea.
- It might also be useful to have a **'Wonder Wall'** available in the class to encourage students to write down methods for improving time management which they post on the wall. This also allows less able students to post an idea, and to be challenged to think of time management ideas without feeling intimidated by more able students. In addition, the teacher can challenge the more able students to choose a time management strategy from the Wall (that is not their own) and put it into practice. At the next lesson, you can set aside some time to allow feedback to the class on its effectiveness.
- Finally, tell students that the completed survey is an example of evidence that shows they are studying employability skills. Therefore, they may wish to copy out their completed survey and include this in their portfolio in their own time.

Another option for this section is to focus on using time efficiently by learning how to avoid distractions. This is explored in detail under the section 'Solution to Procrastination' and the use of the Pomodora (Cirillo, 2007*) technique. Ask students to try out this technique in the following weeks while doing their homework, and report on its effectiveness, and how they felt using this method by writing their thoughts in their journal.

* Reference: https://francescocirillo.com/pages/pomodoro-technique

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5. Teamwork and negotiation (15 minutes)

The next activity explores effective teamwork and negotiation which along with time management are essential qualities of employability skills. These skills could be practised through roleplay.

- Put students in groups of four. If necessary, have some groups of five. Tell students that they must come up with a solution to covering an extra unit of The Moral Education Programme (MEP) that was not planned for at the beginning of the term.
- Tell students that the school may either cancel a maths and science lesson each week to fit in the MEP work, or they can run the extra unit of the MEP classes after school.
- Assign two students to argue for classes after school, as they do not want their maths and science classes cancelled, and assign the other two or three students, if you have a group of five, to argue for classes during the day as they have family commitments after school.
- Refer students to the example table of Problem/Conflict, Strategies for Resolution in the Student Book on page 131 which refers to strategies such as building on common ground and compromise.
- Circulate while students are performing, intervening only to encourage or assist less able students to contribute to the role play.
- If time permits, ask one group to perform their play in front of the class.

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APPENDIX 1

Teacher's Quiz Questions:

Which term:

1. means working towards your target? (Achieving goals)
2. refers to employees? (Workforce)
3. refers to being paid for working? (Employee wages)
4. means talking to someone through a technological device? (Online consultation)
5. refers to an important individual? (Key person)
6. refers to where employees work? (Office workplace)
7. refers to a meeting of people to learn something? (Training seminar)
8. means to produce ideas and think of ways of solving problems? (Brain storming)
9. means improving yourself? (Personal development)
10. means the activities and tasks that a group of workers can do? (Team skills)
11. means a group within a workforce who work together (Workgroup)
12. refers to a formal meeting of people with a shared interest (Conference)
13. refers to an association of two (or more) workers (Partnership)
14. means the amount of work that is produced in a specific period of time? (Productivity)
15. is another word for skills? (Abilities)
16. means the action of directing a group of people or an organisation (Leadership)

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Handout 4

Personal Qualities

Responsible	Self Confidence	Self Control	Punctual and Efficient
Well Groomed	Cooperative	Self Motivated	Team Spirit
Adaptable and Flexible	Self Directed	Good Social Skills	Honest

Rank in order of Importance

1

2

3

4

5

6

7

8

9

10

11

12

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Lesson 4

WHAT IS MEANT BY THE TERMS LEADERSHIP AND MANAGEMENT?

In this lesson, we want students to explore the meaning of the terms Leadership and Management. This lesson will first define these terms, their similarities and differences and then consider how these positions must include and embrace the skills and attitudes required to lead a diverse workforce. The lesson will then focus on team management as an introduction to the skills required of managers in a multicultural society such as the UAE.

Learning Objectives

At the end of the lesson, students should be able to:

- Give a verbal or written definition of the terms 'Leadership' and 'Management'.
- Give their view on an issue using at least three different approaches reflecting different perspectives.

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Suggested Lesson Structure

1. Lesson Starter (5 minutes)

- The lesson can begin by writing the words 'Leadership' and 'Management' on the whiteboard or other presentation device and asking students to brainstorm words associated with these terms. This stage should be timed to take no more than 5 minutes. This can be done as an individual task, a small group task or as a whole class.
- Elicit feedback from individual students. To inject a sense of fun, this task can be presented in the form of a competition with a point awarded for every association.

2. Follow up Activity (5 minutes)

- Write the following jumbled sentence on the board. It is a quote from His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), Ruler of Dubai, on the need for planning:
  "and achieve this vision / to prepare for the future / there must be planning / Having vision is not enough"
- In groups of three or four ask students to put the jumbled sentence in order. Students could write down the correct answer on a piece of paper, with the first group to hold up the correct answer being the winner.

  The correct answer is:

  "Having vision is not enough, there must be planning to prepare for the future and achieve this vision."

  Ask students in their groups to discuss who they think would create the vision and who would do the planning? Ask individual students to feedback to the class. Accept all answers at this stage and encourage students to justify their response.
  Answer: a leader would create the vision; a manager would do the planning.

3. Leadership and Management (15 minutes)

The purpose of this activity is to consolidate the meaning of the terms 'Leadership' and 'Management' and differentiate between the tasks and roles associated with these terms.

- Divide the class into two groups or for larger classes into three groups of six to ten
- Give each student a copy of **Handout 5**, which is provided at the end of the lesson, 'Leadership and Management roles'. Tell the groups to collaborate and write which statements from Handout 1 describe the tasks/roles of leadership and which describe the tasks/roles for management. Students should write the letter L or M next to the statement on Handout 5.

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- Give each group a different colour pack of post-it notes. For example, Group 1 have yellow post-it notes, Group B have blue post-it notes etc. Tell students to transfer *each* statement from Handout 5 and its corresponding letter L or M onto one of their groups assigned coloured post-it notes. There are 12 statements on Handout 1 so each group should have 12 post-it notes each with a leadership or management statement on it.
- Divide the whiteboard in two and put the title 'Leadership' at the top of one column and 'Management' on the other column.
- Student groups now come to the whiteboard and stick their groups coloured post-it notes either under 'Leadership' or 'Management'.
- Give the groups ten minutes for the above process.

Regroup as a class and look at the different coloured post it notes representing the different groups' decisions on the tasks/roles of a leader and manager. Expect disagreement between groups as to which tasks/roles belong to a leader or manager which will give the teacher the opportunity to probe the groups' particular decisions, and the students the opportunity to justify their choices. You could then move post-it notes from one column to the other if a group concedes that after the class feedback their decision on the task/roles could be changed.

Although some of the terms could apply to both leadership and management, explain to students that leadership is more focused on people and the future whereas management is essentially task orientated dealing with current and more immediate actions. Handout the answers to the activity in **Handout 6** provided at the end of the lesson. To follow up this activity, refer students to the section Leaders Need Managers and Managers Need Leaders on page 135 in the Student Book.

Another option for this section of the lesson is to make use of the Discussion Point about the Bennis and Nanus (1985) quote in the student book on page 135. This could generate higher order thinking skills where students must equate …*doing the right thing* … and …*who do things right* … with the qualities of leadership and management.

A further option is to set a differentiation task to challenge the more able students: Write the quote below on the board or other presentation device and ask these students to copy it into their notebook. Then ask these students whether they agree with Bennis and Nanus's (1985) belief that:

"an individual cannot be both a leader and a manager because leaders and managers have fundamentally different values and personalities" (Duncan, 2001).

or not and to explain their response.

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4. Leaders Need Managers and Mangers Need Leaders (15 minutes)

The **Action Task** on page 136 of the Student Textbook provides an excellent opportunity to build on the learning from the previous activity by applying and extending this knowledge with the use of a mind map.

- In groups of three or four hand out A3 size poster paper to students and ask them to start brainstorming concepts of leadership skills and qualities of a great leader such as Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul).
- Ensure the groups are mixed with less and more able students, and encourage the more able students to support their class mates in the direction of the task.
- Display the mind maps on the wall and allow students to evaluate each poster, awarding up to five points for design and five points for the content. The group that gets awarded the most points by the class should be acknowledged during whole class feedback where individual groups can share why they voted for that poster.

5. Team Management Skills in a Multi-Cultural Society (20 minutes)

With its diverse multicultural society, being prepared to work with people from different backgrounds is not enough. This activity is designed to develop an understanding of people's differences, so students can see things from other people's perspective which is thought to enhance leadership and management skills.

- You will need a standard pack of playing cards.
- Explain to the class that you will randomly give each of them a card which they should hold against their forehead without looking at it.
- Tell students that they will mingle as a class and without speaking will interact with each other according to the value of the card they see on other student's foreheads. For example, if a student has a low value card such as the two of hearts you may decide to ignore them whereas if a person has a high value card such as a ten of hearts, a queen or king you will show them respect by smiling, nodding or even bowing.
- Allow the class to mingle for five minutes. For very large classes you may wish to add another one or two minutes. The aim is for each student to get an impression of how they are being treated by others without seeing the value of their own card on their forehead.

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- After the set time, allocate four areas of the class with the first being the high value place and decreasing to the lowest value place. For example, write on an A4 piece of paper 'High Value' and place it in the left area of the classroom; do the same for the other areas by writing 'Upper Middle Value', 'Middle Value' (place these in the middle areas of the classroom) and 'Lower Value' which should be place in the right area of the classroom.
- Ask students to go to the place they think they belong to, based on what they believe is the value of their card. Once all students have chosen their place they may look at their own card.
- In groups of three or four asks students to discuss the following questions;

How did you know if you belonged to a high value, upper middle value, middle value or low value class?

How did you feel after altering your behaviour towards people based on the value of the cards?

A short **plenary** can then be held with either a written or verbal task which asks students to reflect on what was experienced in the activity and whether they feel this is parallel or similar in any way to real life. When the activity is finished, refer students to the Student Book on page 143 on diversity training.

Alternatively, students can be asked to complete the **Action Task** on page 145. The Six Thinking Hats is a method often used in diversity training and helps students to look at problems from different perspectives. Students will be required to give their view using at least three and if time permits, up to six different approaches to the same issue and therefore, creates awareness that multiple perspectives exist.

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Handout 5:

Leader or Manager

- Organising the work schedule
- Sharing the organisation's vision
- Explain goals, plans, and roles
- Motivate employees
- Inspire people
- Assign tasks to employees
- Give orders and instructions
- Check work is completed
- Monitor feelings and morale
- Monitor progress
- Be a good role model
- Build team spirit

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Handout 6:

Answers to Handout 1

Leadership Tasks/Roles	Management Tasks/Roles
• Build team spirit	• Organise the work schedule
• Motivate employees	• Assign tasks to employees
• Explain goals, plan and roles	• Give orders and instructions
• Inspire people	• Check work is completed
• Sharing the organisation's vision	• Monitor progress
• Monitor feelings and morale	
• Be a good role model	

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Lesson 5

WHAT IS A GOOD WAY TO PREPARE FOR AN INTERVIEW?

The key aim of this lesson is for students to take part in an interview replicating the roles of either the interviewer or interviewee. The lesson will also look at the different purposes of interviews and various aspects involved such as, body language, question formation and the order of questions. An underlying aim is to raise awareness of a person's rights as an employee and as a future employer.

Learning Objectives

At the end of the lesson, students should be able to:

- Give a written or verbal definition of at least three kinds of interview.
- Take part in an interview as either the interviewer or interviewee.

Suggested Lesson Structure

1. Lesson Starter (5 minutes)

- Project the statements on 'The Purpose of an Interview' (Appendix 2, which is provided at the end of this lesson) on the whiteboard or other presentation device.
- Ask students (in pairs) to find the odd one out.
- Ask individual pairs to feedback their answers to the class.

Answers:

Point 3. Companies are interested in whether the employee will fit in with them and not necessarily the other way around.

Point 8. Receiving more money than others for the same job is discrimination and could raise ethical concerns.

2. Different Kinds of Interviews (10 minutes)

Explain to students that between now and university and or work, they will have to gain experience of different interview types. It is therefore best practice for them to be aware of the different styles and approaches expected of them as an interviewee, and if conducting research, as an interviewer. To introduce what is involved in different interviews refer students to the explanation of scholarship and research interviews in the Student Book on page 151. Following this, ask students to do the matching activity below:

- Distribute **Handout 7**, which is provided at the end of this lesson, 'The Different Kinds of Interviews' on the whiteboard or other presentation device or as a printed document.
- Ask students (in pairs) to match the interview type with its definition.
- Ask individual pairs to feedback their answers to the class.

Answers: 1B, 2C, 3D, 4A

A further option to consolidate this activity is in the Student Book '**Action Task'** on page 150, which requires students to match an interview type to its occupational category of either Education, Business or Entertainment.

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3. Two interviews: 1. What not to do – a bad interview 2. A more effective interview (20 minutes)

Prior to this section of the lesson, it may be worth showing students a video of an interview with His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), and to get students to work through the tasks.

It is up to you whether to use this interview but it is a good example of a 'person interview'.

Tell students as explained in the Student Book under the section 'A Scholarship Interview', that students sometimes must interview for scholarships. It is therefore, important to sell yourself successfully to have a good interview.

Show students this person interview about His Highness Sheikh Mohammed bin Rashid Al Maktoum. (May Allah protect him). This would be considered a successful interview.

Get students to tick ✓ the topics that are discussed in the first 2 minutes and 15 seconds of the interview. Family: Cooking: Driving: Dubai's history.

https://www.youtube.com/watch?v=MeDb2nU9jKU (watch for 2 minutes and 15 seconds)

Then show students this second video which includes an unsuccessful interview. There are several problems from the moment the person wakes up. Get students to identify at least three problems and get them to compare their answers with another student.

https://www.youtube.com/watch?v=1GTGFwe0kCk

- Write the questions below on the whiteboard. In groups of three or four ask students to discuss the following two questions.

  1 *What points would you discuss at an interview to show that you are the right person for the scholarship?*

  2 *Why do you think these points are important?*

- Monitor students, and assist less able students to contribute to the group discussion by suggesting topics that would interest the interviewer. Ask these students to think about their preferences, achievements and extracurricular activities. For example, you could ask them one or two of the questions below on a one-to-one basis:

  - What are some of the subjects that you like doing?
  - What subjects at school do you do best?
  - Think about a time when you helped someone, how did it make a difference to them or their life.
  - How many languages do you speak?

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- What about studies in Information Technology, have you passed the International Computer Driving Licence (ICDL) or a similar IT competency test?
- Do you think the interviewer would be interested in this information about your achievements?

- Regroup and ask individual students for feedback.

Possible Answers:

What points would you discuss …? – Your achievements especially academic at school/college; volunteer work and extracurricular activities; competency in English or a foreign language; past work experience; professional development e.g. ICDL.

Why do you think these are important? They promote your skills and qualities to the interviewer showing that you deserve to be awarded the scholarship.

- Refer students to the table below which you could either write on the board or other presentation device. Tell students to copy the table below with the examples into their note book. Ask students to look at the two scholarship (intern) interviews and identify what the differences are between the two.

Interview 1	Interview 2
• The interviewee is distracting the listener by tapping their pen of the table.	• Dressed appropriately for an interview, in smart business attire.
•	•
•	•

Interview 1 **What not to do – a bad interview**
https://www.youtube.com/watch?v=YRbtXb9fWmI (Watch up to 2.54 minutes)

Interview 2 **A more effective interview**
https://www.youtube.com/watch?v=sDxmMkgPmaQ (Watch up to 5.30 minutes)

Distribute **Handout 8** and ask students to compare their answers to the answers in Handout 8.

4. Mirroring and Job Interviews (5 minutes)

The next section introduces the idea that mirroring the posture and mannerisms of an interviewer can improve the interaction and appearance of openness and honesty in the interviewee. Ask students to first read the paragraph on Mirroring and Job Interviews on page 155 of their Student Book, then refer them to the Action Task which immediately follows. This stage should be timed to take no more than five minutes.

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5. Practising an Interview (20 minutes)

- Project the job advertisement on the whiteboard or other presentation device

> We are looking for an enthusiastic school leaver wanting to be part of the exciting world of the IT industry.
>
> The applicant must be a good communicator, be able to work independently and as part of a team, be smart in appearance, have a keen interest in IT and be committed to our professional development programme.
>
> School Qualifications are essential.

- Tell students that they will practice role playing the part of an interviewer and an interviewee.
- Put students in pairs and give **Handout 9A** to one student who will role play the interviewer and **Handout 9B** to the other student who will role play the interviewee.
- Tell students that they should look at their handout for two minutes to prepare for their role in the interview.
- Next ask students to role play the interview ensuring that this stage takes no more than five minutes.
- Following this role play, ask students to role play the interview again, but this time they must swap roles and handouts. This stage should take less than five minutes as the students have already warmed up in the first role play.
- When students have practiced both roles, choose one or two pairs to perform their interview in front of the class.
- Have the other students evaluate the interviews for content and body language.

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APPENDIX 2

The Purpose of an Interview from a Company's Perspective is:	
1. To identify the skills the employee has gained through their experience.	
2. To gain insight into the employee's personality and abilities.	
3. To give the employee a chance to evaluate the company as a good or bad place to work.	
4. What type of worker you will be and if you will fit in with the culture of the company.	
The Purpose of an Interview from an Interviewee's Perspective is:	
5. To make a good first impression.	
6. To ask questions about the company.	
7. To determine whether your interests and career goals match the job vacancy the company has advertised.	
8. To try and get more money than other employees doing the same job.	

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Handout 7:

1. Scholarship interview	**A.** To collect information (data) to be able to answer a research question.
2. IELTS interview	**B.** To award someone on the basis of academic or other achievement.
3. Job Interview	**C.** A language testing interview held between an examiner and a candidate in order to determine the candidate's level of English language.
4. Research interview	**D.** A formal meeting in which an applicant is asked questions to determine their suitability to work for a particular company.

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Handout 8:

Answers

Interview 1 – problems	Interview 2 – effective
• The interviewee is likely distracting the interviewer by tapping their pen on the table. • They make several mistakes in the opening address which means they have not prepared well for the interview. • They claim they need more experience on his CV rather than they are interested in animal science. • They are not specific in their answers to what are their strengths and weaknesses – refers to grades rather than abilities. • They are not specific when referring to multiple tasks. • Use of language is too informal plus use of slang '…science stuff…yeah… yeah like I've gotton …	• The interviewee is dressed appropriately for an interview, in smart business attire. • Their opening address is well rehearsed and delivered in a clear order. • They mention long term plans. • They say that they are applying for the internship to further their education and their passion in animal science. • They are specific in their answers to what are their strengths and weaknesses and gives relevant examples. • They are specific when referring to dealing with multiple tasks by giving examples of their time management. • Their use of language is appropriate in style for an interview.

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Handout 9A – The Interviewee

General Information

- Shake hands at the beginning of the interview (if appropriate).
- Wait to be offered a seat.
- Take a few deep breaths, relax and listen to the questions from the interviewer.
- Make eye contact with the interviewee.
- Think before you answer.
- Speak clearly.
- Show interest and enthusiasm.
- Try the mirroring technique when you have eased into the interview.

Be prepared to answer these questions

- Tell me about yourself.
- Why have you applied for this job?
- What makes you think you would be good at this job?
- What are your strengths?
- What are your weaknesses?
- Describe a time when you have had to complete multiple tasks in a short time.

These are an example of questions the interviewee might ask at the end of the interview

- What are the normal hours of work?
- What training will I get?
- Are there any opportunities for promotion?

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Handout 9B – The Interviewer

General Information

- Shake hands at the beginning of the interview (if appropriate).
- Offer the interviewee a seat.
- Ensure that the interviewee is comfortable.

Be prepared to ask these questions

- Can you tell me about yourself?
- Why have you applied for this job?
- What makes you think you would be good at this job?
- What are your strengths?
- What are your weaknesses?
- Describe a time when you have had to complete multiple tasks in a short time.

Be prepared to answer these questions

- What are the normal hours of work?
- What training will I get?
- Are there any opportunities for promotion?

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Lesson 6

HOW TO PREPARE FOR A PRESENTATION

The key aim of this lesson is for students to take part in a formal presentation which is based on the principles laid out in the lesson in the Student Book. Students will have had to present in lessons before, obviously, but this lesson needs to emphasise that what is required is a more formal approach. As part of this formal approach, the lesson will look at the different purposes of presentations, and various aspects involved such as body language and making eye contact.

Learning Objectives

At the end of the lesson, students should be able to:

- Give a written or verbal definition of at least two purposes of presentations.
- Give a structurally developed presentation, highlighting significant points and supporting detail.

Suggested Lesson Structure

6. Lesson Starter (5 minutes)

- Tell students to think about a good presentation or talk that they have attended and how the speaker delivered it. What skills did he or she use to communicate their ideas effectively? Ask individual students for their feedback to the class. Alternatively, refer students to the Thinking Task on page 164 of the Student Book and give them a minute to reflect on this task.
- Ask students in groups, to brainstorm ideas about the skills and preparation that they think are needed to give a formal presentation.
- Accept all answers, and try to elicit some of the upcoming key terms.

7. The Purposes of Presentations (10 minutes)

- Write or project the words below on the whiteboard or other presentation device.

  Inform, Instruct, Persuade, Inspire and Motivate
- Ask students (in pairs) to look up the vocabulary above in their dictionaries and create a sentence for each item.
- Regroup and ask student pairs for feedback.
- Project the sentences below on the whiteboard or other presentation device. Ask students to complete the gaps in the sentences below.

The purpose of this kind of presentation is:

A) to _____ the audience on how to do something, giving them an explanation on how something works.

B) to ensure that the audience are _____ by updating them on general information they require or would like to know.

C) to _____ the audience to see that they can do anything if they put their mind to it.

D) to convince the audience of the benefits of your message and _____ them to change their opinions and beliefs.

Answers: A. instruct, B. inform, C. inspire and motivate, D. persuade

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Strategies to Build Confidence (10 minutes)

From practising the structure of the content of presentations to non-verbal aspects such as body language and eye contact, the Student Book covers a number of strategies and points to consider for students to build their confidence.

- Tell students one of the first things they should think about is what to do with their body when they are addressing an audience.
- Write or project the sentence below on the whiteboard or other presentation device.

  The impact you have on the audience is caused by _____% body language, _____% voice and _____% content.
- Ask the students to complete the sentence while watching the video on 'How to Stand while giving a presentation'

  https://www.youtube.com/watch?v=ET7qsJv6nLk
- Ask students to check their answers in pairs and then elicit the answers as a class.

  Answers: 55% body language, 38% voice, 7% content
- Ask students: According to the presenter (at the end of the video) what should you never forget? **Answer:** smile

Eye Contact (5 minutes)

- Write the statements below on the whiteboard or other presentation device. Ask students which of the statements 1 or 2 relates to their behaviour.

  1. You look around when talking to someone, so you do not make direct eye contact.

  2. You make eye contact with whoever you are talking to.
- Practice: Ask students (in pairs) to follow your instructions. You could project the instructions below on the whiteboard or other presentation device, or relay them orally:

  1. Tell your partner what you did yesterday while you look into their eyes the whole time (for 30 seconds).

  2. Do this again but this time without making eye contact (for 30 seconds).

  3. Discuss how you both feel about each of these actions.
- As a class, ask individual students how they felt. Ask them, 'Do you think it is better to make eye contact or does this make you feel uncomfortable? One strategy for presenters who may feel uncomfortable looking directly into someone's eyes is to focus to the left or right of the person's face or shoulder. Explain to students that experts believe that when you make eye contact with your audience, it helps to keep them engaged in what you are saying.

Another option for this section of the lesson is to make use of the **Action Task** on page 165 of the Student Book, which alerts students to the importance of checking their posture and facial expressions when giving a presentation.

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A Bad Presentation (5 minutes)

- Watch the following presentation, and ask students (in pairs) to discuss what they think is wrong with it:
  https://www.youtube.com/watch?v=wXlLl9Q1jIw

  Regroup and ask for feedback from individual pairs.

  Possible Answers: No structure, the presenter is not prepared, the information is projected upside down etc.
- Refer students to the Student Book page 171 'The Structure of your Presentation' and ask them to read this in preparation for the next stage of the lesson.

Follow Up Activity (5 Minutes)

- Distribute a copy of **Handout 10** provided at the end of this lesson, Presentation Technique. Ask students (in pairs) to select a presentation technique from numbers one to six and match it with reasons for the technique from letters a to f.
- Project Handout 10 on the whiteboard or other presentation device and check the answers as a class.

  Answers: 1f, 2b, 3e, 4d, 5c, 6a.

Planning and Presenting a Presentation (20 minutes)

- Project **Handout 11**, provided at the end of this lesson, the Planning Sheet, on the whiteboard or other presentation device.
- Tell students that they will practise giving a one to two minute presentation about an object that means something to them. This item should either be a reflection of them or their culture. For example, they could present their phone, a book, their head scarf etc. If they do not have the object with them, they can draw a quick line drawing of it. Distribute Handout 11 to all students, and go over the structure of the presentation.
- If you have a large class, arrange for students to plan the presentation in this session and take turns in delivering their one to two minute presentations at the beginning of following classes, which could act as a quick warmer.
- Explain to students that as they are learning how to give a presentation, it is important to get feedback from the teacher and their audience. Distribute **Handout 12** – the teacher feedback form, and **Handout 13** the audience feedback form. Both Handouts are provided at the end of this lesson.
- Tell students that after they have delivered their presentations they must look at the feedback from the teacher and their classmates, and think about the points they have made.
- Then they must add their thoughts to their journal by answering the following questions, which you could ask students to make a note of in their notebook:
  - What do you think was good about the presentation?

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- What were you not pleased with?
- Look at the feedback forms and summarise the feedback you got. According to the forms, what were your strengths and weaknesses as a presenter? What are you going to do to be better for the next time you have to do a presentation? What do you need to work on? Be specific. Don't just write things like 'I must practise more.' Make your plan SMART.

Handout 10

Presentation Technique

Technique	Reason
1. Ensure the presentation has an introduction, main sections and a clear end.	**a)** The audience will listen if you interact with them and look at them.
2. Summarise main points at the end of a section.	**b)** This ensures the audience will remember the main points.
3. Ensure that visual aids with text can be easily read.	**c)** Voice control is required to keep the audience's attention.
4. Always practise the different stages in front of a mirror or with a friend.	**d)** This will give you an idea how your audience will see you, and help with timing.
5. Speak in a clear, loud enough voice so everyone can hear you.	**e)** The audience will not understand what they can't read, and will be distracted from listening while they try to read..
6. Make eye contact with your audience.	**f)** A clear structure with a beginning, middle and end helps the audience to follow and understand the presentation.

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Handout 11

Presentation Planning Sheet

This should be a short one–two-minute speech on an item that means something to you. This item should either be a reflection of your culture, or it should be something that you feel is a reflection of you.

What is the item? _____

Introduction:
Good Morning/Afternoon. Today, I'm going to talk about…

Point 1 and supporting ideas:
The first point I would like to talk about is …

Point 2 and supporting ideas:
Next, …

Point 3 and supporting ideas
My final point is …

Concluding remarks:
So, you can see that …

Does anyone have any questions they would like to ask?

Thank you. I hope you enjoyed…

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Handout 12

Teacher Feedback

Name: _____

	You need to practise this a lot more	You need some more practice on this	Not bad, but needs some improvement	Good	Excellent
1. Body Language: presenter is standing straight, not standing too far to one side or another.					
2. Eye Contact: presenter is looking at ALL the audience.					
3. Hands: presenter uses hands to emphasise points. Hands are not touching head or face, hanging at sides, or twisting paper/pen.					
4. Voice is clear, easy to hear. Does not use many "ummm", "erm" pauses.					
5. Introduction got my attention and made me interested in listening to the presentation.					
6. Visual Aids: presenter made effective use of visual aids that helped me to understand the presentation better.					

Comments:

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Handout 13

Audience Feedback

This is the feedback form that your classmates will use:

Circle the right word or words

Name of presenter:

1. The best part of the presentation was:

The Introduction The body of the presentation The conclusion

2. My classmate is good at:

Voice Body language Organisation Content Language

8. My classmate can do even better next time at:

Voice Body language Organisation Content Language

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UNIT 3

Markets in the UAE

Lesson 1 Introducing Markets

Lesson 2 Everything Changes

Lesson 3 Market Structures

Lesson 4 UAE AND EMIRATISATION

Lesson 5 Business Structures: Private, Public and Semi-government

Introduction

This term you will learn about economics. You will learn how economics affects every part of your life. By the end of the term you will understand how you can use economics to make good decisions in your life.

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Lesson 1

INTRODUCING MARKETS

Student Learning Outcomes (SLOs)

MSC.2.6.02.030
Determines how customs affect individuals or groups decisions

MSC.2.6.02.033
Evaluates different points of on a current issue

MSC.2.3.02.024
Evaluates the relationship between the various human societies and their physical environments

MSC.2.2.01.036
Explains the relations between the natural and human phenomena in a particular geographic region (e.g., the Arab World)

MSC.2.6.02.032
Develops criteria for evaluating individuals' behavior in the past

MSC.3.1.02.023
Analyze and discuss the notion of culturally determined moral relativity

Lesson Objective

At the end of the lesson, students should be able to:

- describe supply and demand, and how the change in price affects each.

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Key Vocabulary

- **durable good**: Goods that can be kept for a period of time before consumption, typically over 90 days
- **non-durable goo**d: Goods that need to be used within a short period, typically less than 90 days
- **service**: An economic product made of labour or a performance, rather than physical goods
- **consumer**: A person or group that buys and uses products
- **consumption**: The purchase and use of a product
- **value**: The relationship between quality and price; the determination of a product's price
- **utility**: Amount of benefit or satisfaction from consuming a good or service
- **marginal utility**: The benefit resulting from consumption of one additional unit of a product
- **diminishing marginal utility**: The principle of marginal utility decreasing as available supply increases or consumption continues
- **demand**: The amount of a product that consumers are willing and able to purchase at a given price
- **demand schedule**: A table showing the quantity of a product demanded at a range of prices
- **demand curve**: A graph showing the quantity of a product demanded at a range of prices
- **supply**: The quantity of a good or service for sale at a given price
- **supply schedule**: A table showing the quantity of a product supplied at a range of prices
- **supply curve**: A graph showing the quantity of a product supplied at a range of prices
- **equilibrium**: Price balance between quantity supplied and
- **quantity demanded**: indicated by the intersection between demand curve and supply curve

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Materials/Resources/Technology

Resources from Student Book

[include all resources from the Student book]

Teacher-ONLY resources:

https://mru.org/courses/principles-economics-microeconomics/demand-curve-shifts-definition

Excellent Demand Curve explanation

Lesson Description

The unit begins with an overview of goods and services, eliciting students for a list of goods and services purchased at home over the past week. Students classify these as "needs" or "wants" as a review from earlier lessons, and in Activity 2 they classify each as goods or services.

MSC.2.6.02.030
MSC.2.6.02.032

The next section defines value, consumers and utility, and relate these to the established scarcity problem. In Activity 3 the students recall the "desert island" activity from earlier, to evaluate the change in utility of rice and gold as a result of the different geographical and social context of the desert island vs the normal economic world.

MSC.2.3.02.024
MSC.2.2.01.036

The Marginal Utility/Diminishing Marginal Utility concepts are introduced through the example of eating dates and are supported by Activity 4 and 5. This can be reinforced with the YouTube video linked above, which also covered value and other concepts in this unit.

MSC.2.6.02.032

Demand is defined in the next section, and demand schedules (tables) and demand curves (charts) are introduced. If MS Excel is available in the classroom, these charts are relatively easy to produce from a set of data. The source Excel file "pizza tables and charts.xlsx" that produced the text curves is provided and can be modified as a template. Otherwise, students can plot their own curves using graphing paper in their responses to Activity 5.

MSC.2.6.02.033
MSC.2.6.02.032
MSC.3.1.02.023

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Supply and equilibrium are introduced after Demand and follow a similar pattern with the schedule tables and curves. The linked YouTube video giving an overview of supply and demand can supplement this. Activity 6 demonstrates the principle in supply that per-unit prices often decrease with larger quantities. Students complete their own tables and can also plot their own curves.

MSC.2.6.02.033.

Selected Activity Answers

Warm-up: Making a List

With a partner, list ten things your families had to pay for in the last week. Think about things you needed to buy, but also think about payment for work someone did, such as a gardener or doctor.

	This week we had to pay for…
Students will list home goods and services purchases. They may tend to list goods, so please encourage them to include services as well.	

Activity 2

Look at the list you made of your family expenses. Which of these are goods, and which are services? Write G next to goods and S next to services.

What is the relationship between goods and services?

Student opinion – they may focus on key differences. Services are purchases of the skill and time of others, while goods purchases give ownership of things.

Activity 3: Discuss and Explain

Think back to the deserted Island as in an earlier lesson, which would you rather have, 500 grams of gold or 500 grams of rice? If you were the person with the rice, would you want to exchange gold for it? Explain your answer.

Student opinion. A logical response would favour the rice, as the gold would not be very useful on the desert island, while the rice would be a valuable food.

Activity 4: Comprehension Check

List three goods or services that give you less satisfaction as you consume more.

Students may respond with any products with satisfaction that diminishes with more consumption. They may list snacks, video games.. Accept any response that the student can support.

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Activity 5: Think and Discuss

Imagine that you are outside on a summer day and begin to feel thirsty. You want to buy a 500 ml bottle of water. The shop clerk tells you the bottle of water is 50 fills. Normally, the same bottle costs 1 dirham.

Answer and count.

1. Who in the class is willing to pay 50 fils for the bottle? Count the number of students. _____
2. What if the shop clerk wanted 2 dirhams for the bottle of water? Who would be willing to pay? It's more expensive, but it is a hot day, and the water is cold… Count the number the students. _____
3. What if the clerk told you 5 dhs for the bottle of water? How many students would be willing to pay 5 dhs for the water? Count the students. _____
4. What if the clerk told you 10 dhs for the bottle of water? How many students would pay 10 dhs the bottle of water? Count the students. _____

Discuss with a partner:

5. What happened to the number of students willing to buy the water as the price increased?

The number likely decreased, demonstrating the law of demand.

6. Did some students decide they did not want the water at the higher price? If not, why not?

This may vary. Some will refuse because the price is too high, but others will insist on buying because it's a hot day.

7. Are there some products or services that people buy without thinking about price? What are they, and why do you think price isn't important for them?

Student opinion – they may reference expenditures that are so trivially cheap to them that the price is not a factor. Or, they may be necessities that are not price sensitive.

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Activity 5: Comprehension check

Read and answer.

1. Think of the last two items you purchased. List them and indicate the price you paid.

(student response)

2. Then multiple that price you paid by two. Would you have been willing to make the same purchase at the double price?

This may vary but will likely show a decrease in demand.

3. Then consider the price was half of what you paid. Would you have made the same purchase?

This may vary but will likely show an increase in demand.

4. Create a demand schedule for a product you regularly purchase. Next, plot a demand curve.

Students may need to use blank paper for this.

5. Look at some magazine ads. Identify and analyse advertisements that reflect the law of diminishing marginal utility.

Students should identify ads that aim to keep marginal utility for their products high despite repeated consumption.

Activity 6: At the supermarket

Visit your nearest supermarket. Go to the aisle where they sell bags of rice, or sugar, or flour. You should see the same brand of the product in different bag quantities: you might see bags of 500g, 1kg, 2kg, 5kg or 10kg (or more!)

Make a table like this (you will need to list the actual size of the bag on the left - below are examples) going from largest bag at the top to smallest bag at the bottom. Then show the price of that product in the right column.

Finally, divide the price by size to get the price per KG. Does the price per kg go down as the size increases?

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Size	Price	Price per kg
10kg	40 dhs	4 dhs
5kg	28dhs	5.60 dhs
2kg	12dhs	6 dhs
1kg	7 dhs	7 dhs

Formative Assessment Opportunities

All activities are intended to be formative assessments.

Remedial Opportunities

The teacher should pre-teach challenging vocabulary from the text and keywords as needed. Should students struggle with the key concepts – supply, demand, etc- additional videos beyond those linked can be found on YouTube to supplement these materials. The students would also benefit from as many real-world examples as possible.

Extension Opportunities

Additional practice in creating demand and supply curves either by hand or using Excel would benefit the student. The teacher can provide data sets or the students could produce them on their own. The key takeaway regarding these curves is that they indicate the quantity demanded (or supplied) at a range of prices, all else being equal. In the next unit, students will investigate conditions that cause the curves to change – hence familiarity with curves at this stage would be helpful preparation.

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Lesson 2

EVERYTHING CHANGES

Student Learning Outcomes (SLOs)

MSC.2.1.02.027
Analyzes how historical contexts influence people's perspectives about an event
MSC.2.2.01.035
Uses geographic representations to analyze cultural and environmental characteristics
MSC.3.2.02.020
Compares and contrasts the powers and responsibilities of local, national and international political institutions

Lesson Objective

At the end of the lesson, students should be able to:

- describe non-price factors that can change demand for a product.

Key Vocabulary

- **non-price demand shifts**: Change in demand resulting from a shift in factors beyond price
- **income effect**: The change in a consumer's demand for a product as a result of a change in the consumer's real income

- **change in income**: An increase or decrease in an individual's wages or salary
- **inferior goods**: Goods with demand that drops when a consumer's income or standard of living rises
- **superior goods**: Goods that experience an increase in demand with a rise in income or quality of life
- **trends**: A shift in demand due to cultural or popular changes
- **substitutions**: A product that is the same or similar to another; a consumer could select a substitution if the price of a product increased
- **complements**: Goods or services often used and purchased along with other, related products
- **expectations**: Change in economic behaviour based on future predictions
- **advertising**: Marketing of a product to people to encourage them to buy. Aims to increase demand and market share
- **elastic**: The amount that consumers change their demand of a price in response to a change in income or product's price
- inelastic: Products with demand that tends not to change when the price changes
- **unit elasticity**: A supply or demand curve that changes in balance with the change in price

Materials/Resources/Technology

Resources from Student Book

[include all resources from the Student book]

Teacher-ONLY resources:

none

Lesson Description

Warmup (Activity 1) is intended to get the students to think about factors that could increase their willingness to buy something beyond price changes. It also raises the issue of substitutions, which is covered later in the lesson. **MSC.2.1.02.027**

The first example in the text is related to the change in demand, both increase and decrease, as a result of the 2020 COVID-19 pandemic. The teacher can supplement with additional examples that show that demand for products often changes in

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response to factors in the world beyond change in price – even events on the other side of the world. Activity 2 asks students to consider examples as well.

MSC.2.1.02.027
MSC.2.2.01.035
MSC.3.2.02.020

The text next defines the Income Effect and reviews the "Change in Quantity Demanded" from the previous lesson. This leads into shifts to the demand curve for 'non-price' reasons, which Activity 3 investigates. It would be useful to show the linked YouTube video related to curve shifts prior to Activity 3, as well as draw on a whiteboard a simple diagram of a demand curve shifting to the right to indicate a non-price increase in demand, and a shift to the left to indicate a non-price demand decrease. In Activity 3 the students will produce their own diagrams. The key point for the students is that the normal demand and supply curves that we saw in earlier lessons show the change in quantity demanded if everything else stays the same, but in the real world nothing stays the same - and that causes the curve shift.

MSC.3.2.02.020

The text then gives different examples of causes of non-price demand shifts: Inferior/superior goods, substitutions, complementary goods, expectations, and advertising. Activities 4,5 and 6 support these, and there are several good YouTube links provided above as well.

MSC.2.1.02.027
MSC.2.2.01.035
MSC.3.2.02.020

The final section of the lesson introduces elasticity. The key point to emphasize is that the demand of some products doesn't change proportionally to the change in price: think of an essential product like an essential medicine or petrol, which a consumer would unlikely to consider the price of when purchasing. Activity 8 is intended to check comprehension of this concept.

MSC.3.2.02.020

Selected Activity Answers

Warm-up: Think about Prices

Think about how price affects your purchases.

Does the brand matter to you? If so, why?

Is there anything in the world that could happen - apart from price changes - to make you want to buy more of that product you bought, or fewer?

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Discuss and write notes.

Student responses will indicate what they consider in their purchasing decisions beyond price, to introduce the lesson topic.

Activity 2: **Think and Discuss**

Think of another product that recently changed price.

What was the product?	Did the price increase or decrease?	Why do you think the price changed?

Do you think the price will change back? Why?

There could be a range of responses with various causes of price changes: inflation, trends, shortages… the important thing is that the student considers possible causes.

Activity 3: Ice Cream Shop

Note: Students should graph these as curves, to illustrate the change in demand. Prior to this activity, the teacher should illustrate the curve shift (drawing on a white board for example).

In the following table, D1 shows the original market demand for ice cream cones.

If the Ice Cream Cafe increases its advertising for ice cream cones, this would cause consumers to desire more ice cream cones at each price.

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Which curve shows the effect of an increase in advertising for ice cream on the demand of ice cream?

Now assume that very cold weather sets in… This cold weather causes you and others to desire less ice cream cones at each price. Which curve shows the effect of very wintry weather on the demand for ice cream?

Price of Ice Cream Cones (dhs)	**Quantity of Cones Demanded (D1) (original Demand curve)**	**Quantity of Cones Demanded (D2) (increase advertising)**	**Quantity of Cones Demanded (D3) (very cold weather)**
2dhs	10	20	5
3dhs	8	16	4
4dhs	6	12	3
5dhs	4	8	2
6dhs	2	4	1
7dhs	0	0	0

Activity 4: Comprehension Check

List five products you believe count as superior goods, where the demand goes up with higher consumer income.

Explain why you believe this is the case.

Student responses of examples of superior goods, with explanations.

Activity 5: Discuss and Take Notes

Do you know anyone who has been "influenced" in buying decisions by online personalities? If so, why do you think the personalities were influential?

The "yes" response will indicate the power of marketing to stimulate demand. A "no" response could be countered with, "if no one you know has been influenced, why do influencers exist and get paid a lot of money?"

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Which brands are particularly popular with your friends and family? If there was another brand's product of equal quality available for cheaper, would you be willing to buy it or would you insist on the popular brand? Explain your decision.

These responses indicate the power of brands to affect demand. Students may well be carrying examples of powerful brands like Apple with them in class which can be used as examples.

Activity 6: Comprehension Check

With a partner, list four examples of the substitution effect that you have experienced or know about: did you ever buy something as a cheaper alternative to another product?

Student response – they will name a product they purchased as an alternative to another product. This could be due to price, or lack of availability of their first choice.

Was it as satisfying as the original product? Explain.

The student's response will gauge the utility and effectiveness of the substitution – and why (or not) it was as satisfying.

Activity 7: Sales

Read and answer.

What change can you predict for the quantity and price of goods sold during a major sale, like the Dubai Shopping Festival?

A major sale would likely increase demand.

Why do stores have sales?

Sales promotions attempt to increase demand. They often give the illusion of scarcity ("hurry, they won't last long…")

Why don't stores offer their products at the lower sale price all the time?

A range of responses: Selling the product at the sale price all the time would negate the promotional effect. Some students may be aware that some stores engage in "loss leader" marketing, losing money on a product to attract customers to buy other products.

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Activity 8: Comprehension Check

Read and answer.

What products would you expect to have low price elasticity? Give three examples and explain why the demand for them would be considered inelastic.

These examples could be of the types mentioned in the texts: needs, medicines.. allow the students to justify their examples.

Explain why a prescription medicine would be inelastic.

Basic human needs are less sensitive to price changes. If a doctor prescribes medicine, the patient is not likely to balk at the purchase because of the price- it's a requirement for health.

Why would the availability of substitutes affect the elasticity of demand for a product?

Consumers could switch to the alternative if the price increased too high.

Why are stores unlikely to offer sales on school supplies in August, just before the beginning of the school year? Explain.

School supplies in August are a necessity, and therefore are not elastic.

Formative Assessment Opportunities

Each activity is intended to support the text and function as formative assessments. Additional practice can be helpful particularly with shifting curves prior to Activity 3.

Remedial Opportunities

Several of the concepts in this unit are more technical – shifting curves, elasticity – and some students may require additional support. Additional sample activities can help , as can pre-teaching new vocabulary. In all cases, the general concepts behind non-price shifts in demand curves are more important to convey than any technical details.

Extension Opportunities

Students can research contemporary demand changes that are affecting the community (or the world) at the time of the lesson, with emphasis on cause-effect. They can compare these with the examples given in the text

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Lesson 3

MARKET STRUCTURES - COMPETITION

MSC.2.4.01.031
Explains the relationship between trade and international economic blocks

MSC.2.4.02.046
Analyzes the similarities and differences among economic systems

MSC.2.4.02.047
Explains the role of banks in economic investmen.

Lesson Objective

At the end of the lesson, students should be able to:

- By the end of the lesson, Students will be able to describe distinct types of market structures, and the effects of competition in the operation of the market.

Key Vocabulary

- **Competition**: The rivalry of businesses attempting to sell similar products to the same set of consumers
- **market share**: The portion or percentage of a market controlled by a company or product
- **product differentiation**: A company's strategy to make its product stand out from the competition

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- **monopoly**: A market structure with just one seller of a product, with no competition
- **oligopoly**: A market structure with a small number of large producers/ sellers, with limited competition
- **merger**: When two existing companies unite into one, larger company
- **acquisition**: when one company purchases and gains control of another company

Materials/Resources/Technology

Resources from Student Book

[include all resources from the Student book]

Teacher-ONLY resources:

none

Lesson Description

The unit begins with students brainstorming how competitors might affect their own business – a mandi restaurant is the given example. It also asks students to consider together what measures they could take to counter the competition.

MSC.2.4.02.046

The text defines competition within the context of scarcity and introduces the concepts of market share and product differentiation. This leads to Activity 2, where students investigate how producers try to differentiate similar products by looking at shampoo bottles in the supermarket.

MSC.2.4.01.031
MSC.2.4.02.046
MSC.2.4.02.047

Competition is further investigated in the next section: government protection of competition, mergers, monopolies and oligopolies are defined with examples. The linked YouTube video is brief but can be helpful. The teacher should be continually providing and eliciting examples to ensure comprehension of each concept. In general, competition is viewed as a positive by authorities – including in the UAE – and most countries have legislation intended to protect it.

MSC.2.4.01.031
MSC.2.4.02.046
MSC.2.4.02.047

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The final section in Activity 4 gives students practice in identifying monopolies and oligopolies in the UAE. Some of the examples are semi-private entities, and the teacher could spend some time explaining the difference between public and private entities – this is returned to in Lesson 7.

MSC.2.4.02.047

Selected Activity Answers

Warm-up: Think and Discuss

Imagine you and your partner open a mandi restaurant. There are four other mandi restaurants nearby.

List three ways the other restaurants could affect your success.

- They could lower their prices, cutting your revenue
- They could offer a better product
- They could target your customers with ads

List three actions you could do to increase your chances of success over the other restaurants.

- advertising
- enhance the product
- match the competitors' price, or go even lower

Activity 2: **Differentiation**

Visit the shampoo aisle of the supermarket. If you read the list of ingredients on the back of the bottles of different shampoo brands, you will notice the basic ingredients are nearly the same for every brand.

How do producers make their product different so customers will choose their type of shampoo among all the others? List five of the biggest differences you can spot.

- Packaging attractiveness, including shape of bottle
- Smell
- Writing promoting special, effective additives
- Well-known brand
- Differentiation of hair type – oily hair, dry, etc

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Locate the most expensive shampoo bottle in the aisle. Which one is it? Why do you think a consumer would select that shampoo?

Likely, it would be purchased by price-sensitive consumers.

Activity 3: Comprehension Check

What is the usual effect of more competition on a product's price?

It decreases prices.

If companies succeeded in running a competitor out of the market by temporarily lowering the price of their product, what do you expect would be the resulting change in product price?

Prices would increase with less competition.

The text mentioned UAE coffee shops as oligopolies. List two other examples of oligopolies in the UAE.

- Banks
- Petrol Stations

Why do governments protect competition?

Competition is positive for consumers, promoting fairness and encouraging efficiency. Governments protect competition to ensure a healthy economy.

Activity 4: Think and Discuss

Analyze these UAE organizations. Are they monopolies or do they have many competitors? How difficult would it be to start a company to compete with them?

- Etihad Airways - OLIGOPOLY
- ADNOC - OLIGOPOLY
- DEWA - MONOPOLY

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- Du - OLIGOPOLY
- LuLu Hypermarket - OLIGOPOLY
- Emirates Post - MONOPOLY

Summarize the discussion

Students may mention that all of the listed entities are large and established. ADNOC, Etihad Airways and Du are either government-owned or semi-state owned, with high entry barriers. It would be difficult to start a company to compete with them.

Formative Assessment Opportunities

The teacher should use additional examples throughout the lesson and elicit others from students to check understanding. The given activities can serve as a start.

Remedial Opportunities

This lesson is short as it is intended to be given along with the midterm assessment. The focus of this content is on the definitions of competition, monopoly, and oligarchy, with terms in the text that may need to be pre-taught.

Extension Opportunities

Students can research the market share of a popular product – smartphones for example – in the UAE, or the world. They can also investigate what producers do to try to increase market share for that product.

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Lesson 4

UAE AND EMIRATISATION

Student Learning Outcomes (SLOs)

MSC.2.3.01.023
Identifies and analyzes cultural factors which influence changes in a town, nation or world

MSC.2.6.02.030
Determines how customs affect individuals or groups decisions

MSC.2.4.01.031
Explains the relationship between trade and international economic blocks

MSC.2.6.02.032
Develops criteria for evaluating individuals' behavior in the past .

Lesson Objective

At the end of the lesson, students should be able to:

- describe the UAE policy of Emiratisation and its role in the UAE's Vision 2021.

Key Vocabulary

- Emiratisation: A UAE government policy to increase employment of UAE Nationals in meaningful private and public sector positions, contributing to the development of the nation's economy
- Private sector: The part of a country's economy not controlled by the government
- Public sector: The part of a country's economy controlled by the government
- Vision 2021- 2010: Policy by the UAE government to develop the nation into a world leader by 2021
- Education system: A system of schooling
- Educational technology: Tools and processes applied in education to facilitate the learning experience for students
- Entrepreneurship: An operator and manager of a business, taking risks and responsibility for the business in exchange for potential profits

Materials/Resources/Technology

Resources from Student Book

Video below on Emiratisation –Good overview (Short Review)

https://youtu.be/0g3tY3NffzI

Lesson Description

The lesson begins with a brief yet succinct explanation of Emiratisation. The reading then progresses to Vision 2021 and explores the Vision with some detail. The six central elements are discussed starting with the education sector and ending with healthcare. The lesson links Emiratisation and Vision 2021 as it is the key theme of the initiative promoted by the government of the UAE.

MSC.2.3.01.023
MSC.2.6.02.030
MSC.2.4.01.031
MSC.2.6.02.032

The first activity is a comprehension exercise concept checking the main terminology relating to Emiratisation and Vision 2021. Students should complete independently the first activity. The second activity further concept checks the

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students' knowledge of Vision 2021 by asking them to map out the six pillars of the initiative. Activity three can be completed in pairs where students are encouraged to in detail write about the six main pillars of Vision 2021. The last activity requires students to work independently.

Selected Activity Answers

Activity : **Comprehension Check**

Answer the questions.

? Describe Emiratisation (Tawteen in Arabic) in your own words.

Emiratisation (Tawteen in Arabic) is an initiative by the UAE government to assure employment opportunities for Emiratis in the private sector of the economy.

? In your own words, why does the UAE government feel Emiratisation is a priority?

To get its citizens more involved in the economy of the country

? The UAE's Vision 2021 refers to what kind of initiative launched by the government of the UAE? What does it include?

The UAE Vision 2021 was launched by H.H. Sheikh Mohammed bin Rashid Al Maktoum in 2010. The Vision has the goal to make the UAE among the most advanced countries in the world. There are six main pillars that have been mapped into national priorities.

- A first-rate education system
- Sustainable environment and infrastructure
- Competitive knowledge economy
- Safe public and fair judiciary
- Cohesive society and preserved Identity
- World-class healthcare

Activity 2: Vision 2021

Map out below in the outer circles the six elements of Vision 2021

- A first-rate education system
- Sustainable environment and infrastructure
- Competitive knowledge economy

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- Safe public and fair judiciary
- Cohesive society and preserved Identity
- World-class healthcare

Activity 3

Search for information about examples of the Vision 2021 initiatives. Write your answers in the corresponding spaces provided:

- **First-Rate Education System**

  As part of Vision 2021 universities and schools will be equipped with the latest educational technology such as smart systems and teaching methods upgraded to reflect a first-rate education system. Furthermore, Vision 2021 has the aim of making the UAE a world leader in education in the sectors of mathematics, science and the Arabic language.

- **Sustainable Environment and Infrastructure**

  As part of the UAE Vision 2021 national agenda increasing clean energy and promoting the UAE's green footprint is a key element of the Vision. In addition, the promotion of world class infrastructure embedded with e services in airports, roads and ports is highlighted as part of the 2021 Vision.

- **Competitive Knowledge Economy**

  The national agenda has the aims of making the UAE a leading country for entrepreneurship and to become a touristic and commercial hub in the world.

- Safe Public and Fair Judiciary

  A further aim of the national agenda is to make the UAE one of the safest countries in the world. Moreover, to improve the reliability of police services, road safety and emergency preparedness across the country. Furthermore, the importance of an active and fair judicial system making it the most efficient in the world is highlighted in Vision 2021.

- **Healthcare**

  World class healthcare is an important pillar of the Vision 2021 emphasizing the importance of preventative medicine reducing cancer, diabetes and cardiovascular diseases across the UAE. The national agenda also has the ambition of reducing the prevalence of people who have dangerous health habits in the UAE by initiating health awareness campaigns

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Activity 4

Tick the appropriate box to indicate whether the statement is true or false. It is false, re-write it in the space provided after the table

- Emiratisation is an initiative by the UAE government which encourages Emiratis to work in the private sector. **Yes**
- If Emiratis become entrepreneurs, they will not only employ themselves, they will create jobs for others. **Yes**
- Entrepreneurs do not contribute to the economy of a country by creating jobs and provided new products. **No**
- Emiratisation is a central element of achieving the Vision 2021 initiative. Yes
- The Vision 2021 has the goal to make the UAE among the most advanced countries in the world. **Yes**
- A first-rate education system is not a central pillar of Vision 2021 as education is not necessary in a knowledge economy. **No**

Formative Assessment Opportunities

All activities in the reading are intended to be formative assessments. Teachers are encouraged to instruct students to answer questions in full form and expand where applicable.

Remedial Opportunities

Should students struggle with vocabulary teachers should take the opportunity where appropriate and time permitting pre teach this. With regards to concepts relating to the topic multimedia included in the text can be utilized to help consolidate the learning outcomes. Teachers are encouraged to reinforce concepts covered with the multimedia support provided for struggling students.

Extension Opportunities

Students could consider further elements that could extend beyond the original six pillars of Vision 2021. Under teacher's supervision internet searchers can be conducted to facilitate this process.

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Lesson 5

STRUCTURES

Student Learning Outcomes (SLOs)

MSC.2.6.02.030
Determines how customs affect individuals or groups decisions

MSC.2.2.02.037
Uses advanced technology to create maps and display geographic information

MSC.2.4.02.046
the similarities and differences among economic systems]

Lesson Objective

At the end of the lesson, students will:

- Learn about different business structures and be able to describe the differences between them. Students will also have an awareness of conglomerates and be able to describe their diversified nature across business sectors.

Key Vocabulary

- Conglomerates: A large company that owns many smaller companies, operating in different industries
- Independent entities: Something that exists by itself -

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- Diversified: To expand or vary a company's (or country's) range of products or areas of operation
- Multinational: A group that operates in more than one country, with a centralized management ("head office")
- MENA region: Middle East – North Africa geographical region
- Chaebol: A Korean conglomerate business, usually owned and/or managed by the founding family
- Keiretsu: A Japanese conglomeration of closely connected companies
- Family operated: An entity owned and/or controlled by members of a family
- Semi- private entities: Half private and public
- Private sector: The part of a country's economy not controlled by the government
- Public sector: The part of a country's economy controlled by the government

Materials/Resources/Technology

Resources from Student Book-Excellent summary of conglomerates

https://youtu.be/tmwT30x0CJU

Further detail explanation of conglomerates

https://youtu.be/dizDATxc9IE

Lesson Description

The lesson starts with generically explaining the private, public and equally semi private sectors of an economy. This is described not in depth but rather gives an overview of the main characteristics. The lesson progresses to exploring conglomerates in some depth. South Korea is highlighted in addition to the UAE.

MSC.2.6.02.030
MSC.2.2.02.037
MSC.2.4.02.046

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Activity one begins with a comparison exercise. Students should complete this independently. Following this activity concept checking is introduced checking students understanding of the private and public sectors of the economy. A reflection activity allows students then to consider and think deeply which sectors of the economy they would like to work in. Teachers are encouraged to allocate sufficient time to compete the reflection activity and where possible allow students under supervision search on the internet for ideas.

Selected Activity Answers

Activity 1: Compare

List two advantages of each sector.

- **Private sector** organizations are more likely create new and interesting jobs
- **Private sector** organizations have an important role to play in the economic sustainability of a country
- **Public sector** organizations often provide vital economic infrastructure such as education and healthcare, roads and railways
- **Public sector** organizations have an important role to play in the economic sustainability of a country
- **Semi-government** organizations can be subsidized by the government or have the government as a shareholder.
- Most semi-government organizations in the UAE are operated as private sector organizations.

Activity 2: Concept Check

Answer the questions.

- The public sector employs people in which kind of jobs?
- Common jobs in the public sector include civil service jobs such as in education, healthcare, police and the military
- Why do private sector businesses /companies tend to create more jobs than the public sector? More creative /entrepreneurial in nature

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- What kind of jobs form part of the private sector?
- Hospitality, manufacturing and retail.
- In your own words describe semi- private companies
- This means that the company operates as a private company but it is subsidized by the government or it has the government as one of its shareholders
- The Public sector may provide which important and vital jobs for a country?
- Public sector organizations often provide vital economic infrastructure such as education and healthcare, roads and railways

Activity 3: Reflection

If you could choose which job sector you could work in which one would you choose? Give reasons for your answer- (Students should brainstorm here)

Activity 4: Brainstorm

Examine the products pictured with the flag of a country. What products are picture? What country is pictured?

- South Korea
- Cars
- Mobile phones
- Electronics
- Japan
- Cars
- Cameras

Activity 5: Watch and Take Notes

https://youtu.be/tmwT30x0CJU

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Activity 6: Section Review

Name at least eight conglomerates mentioned in the text

1. Samsung
2. Hyundai
3. LG group
4. Majid Al Futtaim
5. Al Ghurair Group
6. Toyota
7. Sony
8. Nissan

Tick the appropriate box to indicate whether each statement is true or false.

- One key feature of conglomerates is their diversified nature. **True**
- Conglomerates are not normally multinational. **False**
- Conglomerates are large that consist of several independent entities. **True**
- There are no family owned conglomerates in South Korea. **False**
- Conglomerates have contributed to the economic growth of South Korea and Japan and a lot of their products they produce have become household names. **True**

In small groups discuss the below following questions and write your answers in the boxes.

? How would you describe conglomerates?

- Conglomerates are large organizations that consist of several independent entities. Key features of conglomerates are their diversified nature. For example, conglomerates are different companies that are mixed together that perform differing business operations. They are diversified in nature meaning that for example while one company may produce electronics another may produce ships and apartments

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How important are conglomerates for the economy of a country? Try to give examples with your answers

- Conglomerates are central to the economic infrastructure of a country.

The influence that Chaebol's exert on the economic output of South Korea is demonstrated with the fact that they represent approximately half of the entire stock market

Formative Assessment Opportunities

All activities in the reading are intended to be formative assessments.

Remedial Opportunities

Should students struggle with vocabulary teachers should take the opportunity where appropriate and time permitting pre teach this. With regards to concepts relating to the topic multimedia included in the text can be utilized to help consolidate the learning outcomes.

Extension Opportunities

Students could beyond the conglomerates mentioned in the text search for others from different geographical regions from around the world. Under teacher supervision students could use the internet to achieve this.

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Glossary

Analysis : Detailed examination of the elements or structure of something

Appendices : A section or table of subsidiary matter at the end of a book or document

Assumptions : Something that is accepted as true or as certain to happen, without proof

Authentic : When something is undisputed and genuine

Background Research : Also called secondary research and literature review. It is the first research the researcher does to learn about the topic selected for research

Bibliography : A systematic description of books, their authorship, printing, publication, editions

Components : A part or element of a larger whole,

Consistent : Doing something in the same way over time, especially so as to be fair or accurate.

Correlation : A mutual relationship or connection between two or more things.

Deadlines : Project targets that are set in the research schedule

Encyclopaedias : A book or set of books giving information on many subjects or on many aspects of one subject and typically arranged alphabetically

Ethics : Principles of moral behaviour and practice that should be planned in any research project

Evidence : the available body of facts or information indicating whether a belief or proposition is true or valid

Evaluate : Making a judgment, one that most likely results from some degree of analysis

Examine : To study something carefully in order to understand it

Experimentation : When a test is designed to examine variables that are actively manipulated, controlled, and measured in an effort to gather evidence to support or refute a claim

Exploratory : Relating to or involving exploration or investigation.

Framework : A basic structure underlying a system, concept, or text

Frequency : The rate at which something occurs over a particular period of time or in a given sample

Hypothesis : A proposed explanation made on the basis of limited evidence as a starting point for further investigation.

Implications of Research : Another common term used for implications is significance. This section in research would describe what impact your research might have on policy, future research, or a certain field

Inquiry : an act of asking for information and/or official investigation

Interrelationships : The way in which each of two or more things is related to the other or others

Literature review : Background research of previous studies on the topic

Methodical : Doing something according to a systematic or established procedure

Mixed Methods : A research study that uses both quantitative and qualitative methods

Objectives : Aims of a research project

Plagiarism : Cheating in academic work by copying and not giving reference to work cited and used as one's own

Phenomenon : A fact or situation that is observed to exist or happen

Primary Research : A type of research where researchers to collect data directly

Primary Sources : Primary Sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it

Qualitative : Research that is based on non-numerical data where the researcher is exploring in depth the opinions and experiences of the study participants

Quantitative : Research that is based on numerical data where the researcher is interested in how many and how often a phenomenon happens

Random : Similar opportunity of being selected

References : Sources used in the research

Referencing : Also known as referencing format or style which refers to the format of writing, citation, and research paper formatting required. Common referencing formats are APA, MLA, Harvard, Chicago, etc.

Reliability : Related to how confident a qualitative researcher is in the truth of research findings

Representative Sample : A subset of a population that seeks to accurately reflect the characteristics of the larger group.

Research context : Researcher provides background details about the setting of the research study assuming that the reader is not knowledgeable about the local setting

Research design : The strategy a researcher decides to use to collect data. This could include interviews, surveys, experiments, etc.

Research Methodology : Methods are either qualitative, quantitative or a mix of both

Research Process : The research process involves identifying, locating, assessing, and analysing the information you need to support your research question

Research proposal : A summary paper for a proposed or suggested research project that needs approval before starting the research project

Review of Literature : Background research about a topic

Scientific Method : A systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses

Secondary Research : Literature review or background research

Secondary Sources : Secondary sources were created by someone who did not experience first-hand or participate in the events or conditions you're researching.

Society : An organised group of people living together in an ordered community.

Social Institutions : Important organisations or services, such as education or healthcare l that make up a society

Social Research : A method used by social scientists and researchers to learn about people and societies

Social Responsibility : Is a concept that say every person or organization has an responsibility to act for the benefit of society

Social Science : The scientific study of human society and social relationships

Stakeholders : Any person or entity that has an interest or effected by an issue

Systematically : Doing something according to a fixed plan or system; methodically.

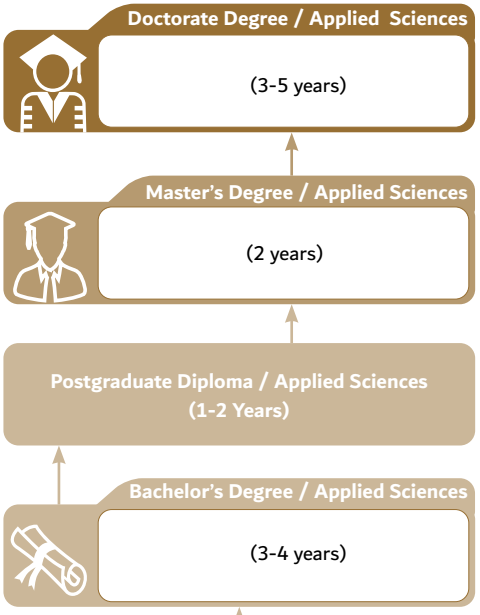
Theoretical : The theory of a subject or area of study rather than its practical application

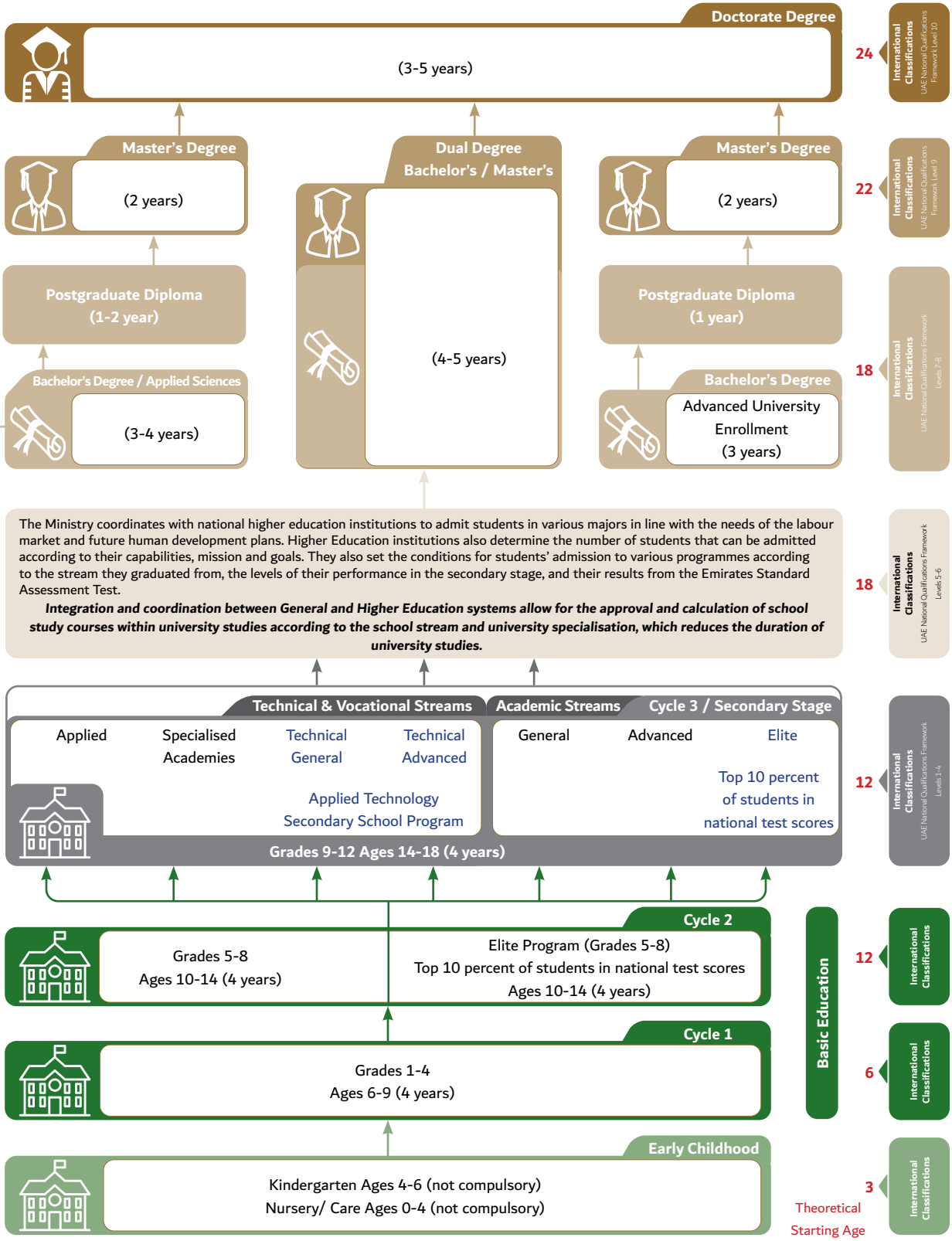
Variables : An element, feature, or factor that is likely to change.

Validity : he quality of being logically or factually accurate

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

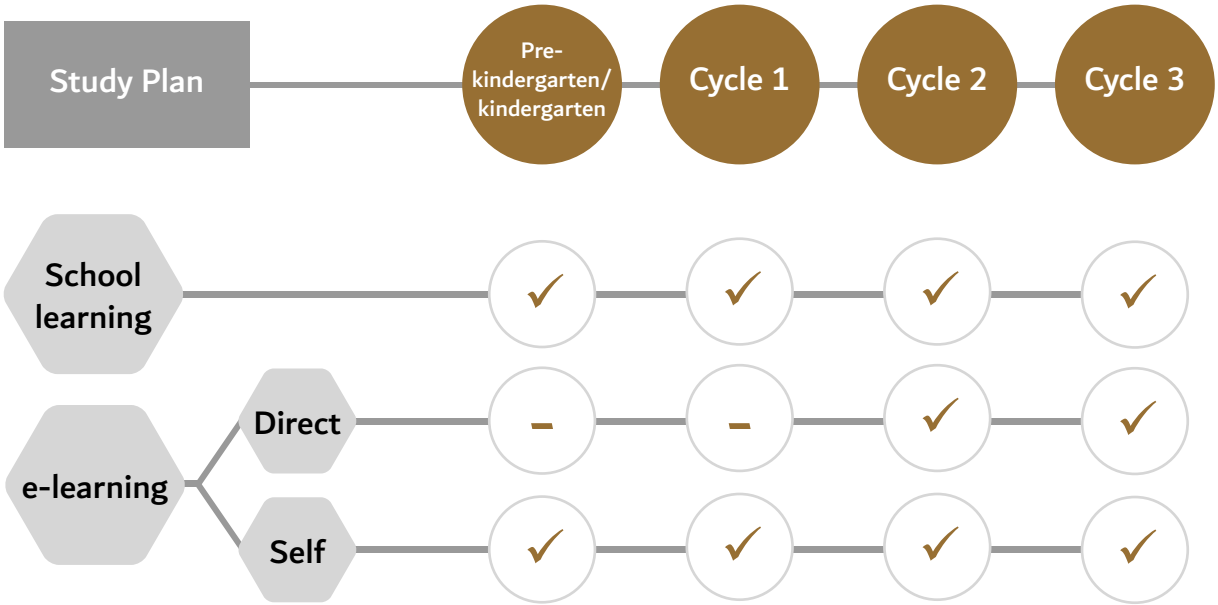
Education System in the United Arab Emirates




Doctorate Degree
(3-5 years)
24
International Classifications
UAE National Qualifications Framework Level 10
Master's Degree
(2 years)
Dual Degree
Bachelor's / Master's
(4-5 years)
Master's Degree
(2 years)
22
International Classifications
UAE National Qualifications Framework Level 9
Postgraduate Diploma
(1-2 year)
Postgraduate Diploma
(1 year)
Bachelor's Degree / Applied Sciences
(3-4 years)
Bachelor's Degree
Advanced University Enrollment
(3 years)
18
International Classifications
UAE National Qualifications Framework Levels 7-8
The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.
Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.
18
International Classifications
UAE National Qualifications Framework Levels 5-6
Technical & Vocational Streams
Academic Streams
Cycle 3 / Secondary Stage
Applied
Specialised Academies
Technical General
Technical Advanced
General
Advanced
Elite
Applied Technology Secondary School Program
Top 10 percent of students in national test scores
Grades 9-12 Ages 14-18 (4 years)
12
International Classifications
UAE National Qualifications Framework Levels 1-4
Cycle 2
Grades 5-8
Ages 10-14 (4 years)
Elite Program (Grades 5-8)
Top 10 percent of students in national test scores
Ages 10-14 (4 years)
12
International Classifications
Basic Education
Cycle 1
Grades 1-4
Ages 6-9 (4 years)
6
International Classifications
Early Childhood
Kindergarten Ages 4-6 (not compulsory)
Nursery/ Care Ages 0-4 (not compulsory)
3
Theoretical Starting Age
International Classifications

Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education's development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:

برنامج محمد بن راشد للتعلم الذكي
Mohammed Bin Rashid Smart Learning Program

Electronic units