

Lesson 1:

Communities

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Student Learning Outcomes:

- ❁ Locates and describes physical features of the earth (e.g. oceans, mountains, valleys)
- ❁ Explains and uses the elements of maps (e.g. alpha-numeric grids, title, compass rose, cardinal and intermediate directions, symbols, legend, scale)
- ❁ Constructs charts, graphs, models to display geographic information
- ❁ Applies appropriate resources and geographical tools to generate and interpret information about the earth

Lesson Objective: Students will identify the elements of a community.

Key Vocabulary: community, need, survive, want, shelter, health, safety, neighbourhood



Activity 1: Brainstorm

Discuss in groups.

Describe your neighbourhood. Describe the places and the people.

Communities

A community is a group of people that have things in common. They live in the same area. They play together. They work together. They help each other. They may have the same beliefs. Communities can live in traditional villages or in modern cities.

People usually form communities in order to meet their own needs. Needs are things people must have to survive. People have basic needs of food, water, clothing, and shelter. Shelter is a safe place to live. If people do not have these things, they would die within a few days or weeks. Other important needs are health, safety, education, and transportation.



Figure 1



Figure 2

In addition to needs, people have wants. Wants are things people enjoy having in life. People want to have fun. They want to have friends. They want to be happy. People do not need these things to survive, but they make life much better.

Very few people could provide all of these needs and wants by themselves. They need help from other people to meet these needs and wants so people together in communities. Your neighbourhood is an example of a community.



Activity 2: Concept Check

Answer the questions about the text.

What is a community? Give an example.

What is the difference between a need and a want?

List 4 needs that a community meets.

List 2 wants that a community meets.



Activity 3: Your Communities

For each community below, write how it meets your needs and wants. Can you think of another community that you are part of? How does it meet your needs and wants?

Community	What needs and wants does it meet?
Your Neighbourhood	
Your School	
Your choice:	

My Community

My name is Wade. I live in a house in a quiet neighbourhood. Across the street are apartments. The apartments are not tall, but there are many buildings. The area is very flat because my city is in a valley.

I have one friend who lives on the same street as I live. We like to play football outside. He is my only friend in the area, so I am a little lonely. Everyone else who lives in my neighbourhood is an adult.

The closest store is almost 1 kilometre away. My parents will not let me walk there alone. My school is about 2 kilometres away. My parents take me to school every day by car.



Figure 3



Activity 4: Concept Check

Answer the questions about the reading.

True or False. Wade lives in an apartment building.

Write 2 words to describe Wade's neighbourhood.

What does Wade like to do with his friend?

Why does Wade sometimes feel lonely?



Activity 5: Compare and Contrast

How is your neighbourhood the same as Wade's? How is it different?

Compare

Wade's neighbourhood and my neighbourhood are similar because

.....

.....

Contrast

Wade's neighbourhood is different from my neighbourhood because

.....

.....



Activity 6: Helping Each Other

People in communities help each other. Think of someone who helps you. How does that person help you? How do you help that person?

Who is someone in your community who helps you?	Who is someone in your community who you help?
How does that person help you?	How do you help that person?
Draw a picture of the person helping you.	Draw a picture of you helping the person.

Notes:

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

A light brown, torn-edge paper tag with two punch holes on the left side, featuring the text "Lesson 2:". The tag is positioned in the upper left quadrant of the page, overlapping a larger, textured brown paper square. The background of the entire page is a gradient from light blue at the top to a warm orange-yellow at the bottom, with a desert landscape of sand dunes and mountains visible at the very bottom.

Lesson 2:

A large, square piece of textured, aged brown paper with a mottled appearance. It is held in place by four grey triangular corner tabs. The text "Physical Features and Communities" is centered on this square in a bold, brown, sans-serif font.

Physical Features and Communities

Grade **3**

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will describe how a community uses physical features of its location to meet the community's needs.

Key Vocabulary: physical features, landform, natural resources, climate, tribe



Activity 1: Review

In groups, discuss what are the landforms, natural resources, and climate of your community.

Landforms	Natural Resources	Climate

How Physical Features Affect Communities

In the past, physical features affected where communities formed. People usually formed communities near landforms where they could find or grow food such as near rivers or on plains.

Communities are formed near natural resources. Two important natural resources were fresh water, fuel for fires, and building materials. The climate affected where communities formed. Most communities lived in places where the temperature was not too hot or too cold.



Figure 4



Activity 2: Concept Check

Answer the questions about the text.

Near what landforms did communities form?	Near what natural resources did communities form?	In what climate did communities form?



Activity 3: Where Would You Like to Live

Imagine that you lived in a time when there was no electricity or other human-made power. Where would you like to live? Fill in the table with landforms, natural resources, and climate you would want to live close to.

Landforms	Natural Resources	Climate

Early Communities in the Area that is now the UAE

The landforms, natural resources, and climate affected how communities formed in the land that is now the UAE.



Figure 5

People belonged to a tribe. A tribe is a community of people who lived together and are often relatives of each other. Each person in the tribe protected the tribe, and the tribe protected each person.

The tribes lived and moved together. The Bani Yas tribe was the largest tribe in the area. Members of the Bani Yas tribe lived in the Abu Dhabi and Dubai Emirates. Other tribes at that time were the Awamir and Manasir tribes.

Water was very important to the tribal communities. Some families moved to the coast for fishing or pearl diving. Some people who made money from pearl diving moved to Al Ain. They brought mountain water to the plains near Al Ain so they could have farms. In the desert, Bedouins learned to find underground water.

Life in the past was difficult because of the natural environment. People formed communities to meet their needs in the desert environment.



Activity 4: Comprehension Check

Answer the questions about the reading.

What is a tribe?

What was the largest tribe?

Which natural resource was important for communities?

Why did people move near the coast?

Why were there more farms in Al Ain?

Where did the Bedouin find water?



Activity 5: Compare the Past and the Present

Imagine that you lived 200 years ago in the UAE. How do you think people met their needs? How do people meet those needs now? Draw a picture of the past and present communities. In the pictures, show how people meet their needs.

Name of My Community:	
Past	Present
Food:	Food:
Fresh Water:	Fresh Water:
Shelter:	Shelter:
Transportation:	Transportation:
Safety:	Safety:
Draw Your Community Here:	Draw Your Community Here:

Notes:

[illegible]

Lesson 3:

Human Features of Communities

Grade **3**

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will explain how communities overcome scarcity of natural resources.

Key Vocabulary: natural resource, adapt, scarcity, human-made features, falaj channels, desalination, potable, security



Activity 1: Brainstorm

In groups, list shops, offices, buildings, and other places near your house. What do you get from each place

Place	What you get from that place?

Communities Adapting to their Location

Most locations in the world do not have every natural resource that people need or want. Some locations have a scarcity of farmland to grow food. This means that these locations do not have farmland. Some locations have a scarcity of fresh water. Some locations do not have trees near them, so these locations have a scarcity of wood.

People in these communities still need food, clothing, shelter, and other needs. Communities make things to adapt to scarcity in their location. We call these things human-made features.

One common human-made feature is a grocery store. Some communities do not live in a location where they can grow much food. These communities build grocery stores. People in the community can get food at the grocery stores.



Figure 6



Activity 2: Concept Check

Answer the questions.

True or False. Every community has every natural resource it needs. (True / False)

What does scarcity mean?

Think About It: Why does a community have more grocery stores than playgrounds?



Activity 3: Comparing Different Areas

Look at the picture of each location. How would a community living in that location provide for the needs listed? Write your answers in the table.

	Plain	Mountain River
		
	Figure 7	Figure 8
Food		
Fresh Water		
Clothing		
Shelter		
Transportation		

Overcoming Water Scarcity in the UAE

Naturally occurring surface water is scarce in the UAE. The UAE does have underground water. In the past, falaj channels brought fresh water from the mountains and underground water for people to use and for farming.

The population increased so much in the UAE that other ways to get fresh water were developed. One new way to get fresh water is desalination. Desalination means to take salt out of water. When the salt is removed it is potable. That means that people can use it for drinking, cooking, or washing. There are about 70 desalination plants in the UAE. These plants provide about 42% of the potable water in the UAE.



Figure 9



Activity 4: Concept Check

Answer the questions.

What are falaj channels?

What does “desalination” mean?

How many desalination plants are there in the UAE?

What percent of potable water comes from desalination plants?



Activity 5: Critical Thinking

Think of at least 2 ways that communities meet each need.

Need/Want	How people meet this need
Food	
Safety	
Health	
Transportation	
Recreation	



Activity 6: What is the Most Important Need

Ask 10 students to choose what they think is the most important need. Make a bar graph to show the results. Then, write a paragraph to interpret the bar graph.



Figure 10

What is the most important need? Ask 10 people and make tally marks to show their answer.

Food and Water:

Shelter:

Health:

Security:

Education:

Draw a bar graph of your results.

Write a paragraph to interpret the bar graph.

.....

.....

.....

.....

.....

.....

.....

A light brown, torn-edge card with two punch holes at the top, pinned to a larger piece of textured paper. The background of the entire page is a desert landscape with sand dunes and mountains under a blue sky.

Lesson 4:

A large, rectangular piece of textured, light brown paper pinned to the background with four grey triangular corner tabs. The title text is centered on this paper.

Culture and Community 1 – The UAE Flag and Heritage

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify the meaning of the UAE flag and the key elements of the UAE community, including Islam and tolerance.

Key Vocabulary: flag, symbol, symbolise, represent, stand for, Arab, Islamic, tolerance, illustration



Activity 1: Brainstorm

In groups, answer the question.

What can you find in the UAE that you cannot find anywhere else?

The UAE Flag

Every community is different from every other community. A country is a community. One symbol of a country is the country's flag. The colours on a flag mean something special for the country. People in the country respect the flag as a symbol of the country.



Figure 11



Activity 2: Concept Check

Draw the flag of another country. Write what the colours and symbols represent. Then, present your country's flag to your group. Answer questions other students have about your flag.

Country Name

Colour/Symbol	Meaning

Arab and Islamic Heritage

Features of Arab and Islamic heritage include hospitality, tolerance, and family unity.



Figure 12



Figure 13

The UAE is preserving this heritage through preserving and constructing mosques. The Al Bidya Mosque near Fujairah is the oldest mosque in the UAE. It is over 500 years old. The Sheikh Zayed Grand Mosque in Abu Dhabi is very new. It opened in 2007.

The UAE Government started the Tolerance Programme to build tolerance. President H. H. Sheikh Khalifa bin Zayed Al Nahyan declared 2019 as the Year of Tolerance.

The UAE Government wants encourage people of different cultures to be tolerant of each other.



Figure 14



Activity 4: Concept Check

Answer the questions.

What are features of Arab and Islamic heritage?

What is the name of the oldest mosque in the UAE?

How old is this mosque?

What does the UAE Government want to do in the Year of Tolerance?



Activity 5: Think and Discuss

Discuss the answer to this question.

What are ways that we can show tolerance to other people in class?



Activity 6: Make a Story

Make a story that shows tolerance between students in school. Use your ideas from Activity 5 to help you make the story.

Prepare Your Ideas

Who are the characters? What is their relationship?	What conflict happens?	How do the students show tolerance to each other?



Story Title:

1

2

3

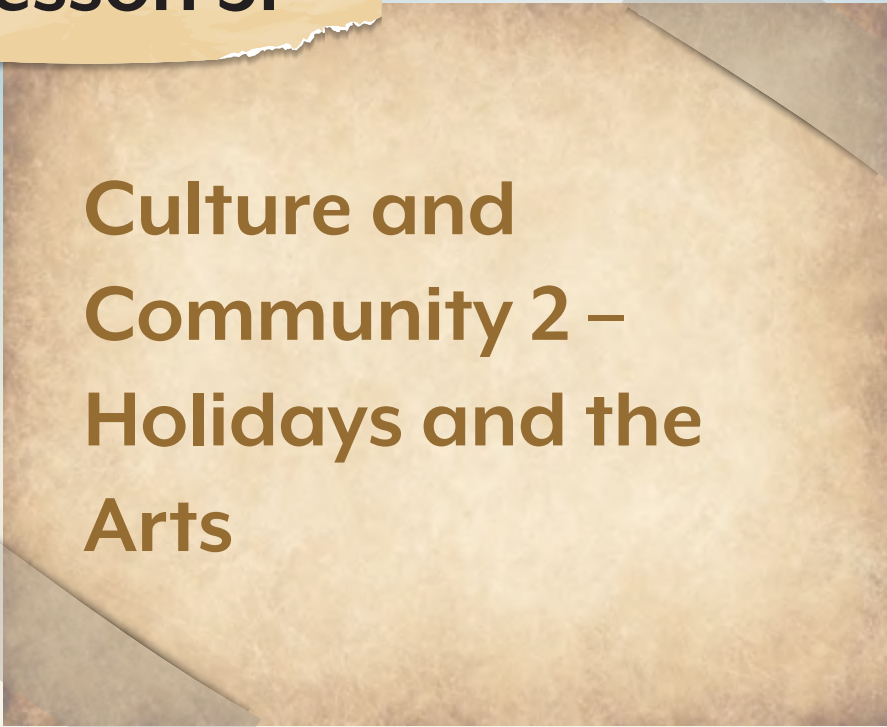
1

2

3

A light brown, torn-edge card with two punch holes at the top, pinned to a larger piece of textured paper. The background of the entire page is a desert landscape with sand dunes and mountains under a blue sky.

Lesson 5:

A large, rectangular piece of textured, light brown paper pinned to the background with four grey triangular corner tabs. The title text is centered on this paper.

Culture and Community 2 – Holidays and the Arts

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify important holidays and arts of the UAE, and then they will present the culture of another country.

Key Vocabulary: holiday, celebrate, unification, commemoration, civil, military, humanitarian, poetry, pottery, weaving



Activity 1: Brainstorm

In groups, discuss the questions below.

What is your favourite holiday? What do you do on that holiday?

UAE Holidays

Every community has special holidays. The UAE celebrates Islamic holidays. The UAE also has national holidays. National Day celebrates the start of unification of the emirates in 1971. Unification means coming together. National Day is on December 2.



Figure 15

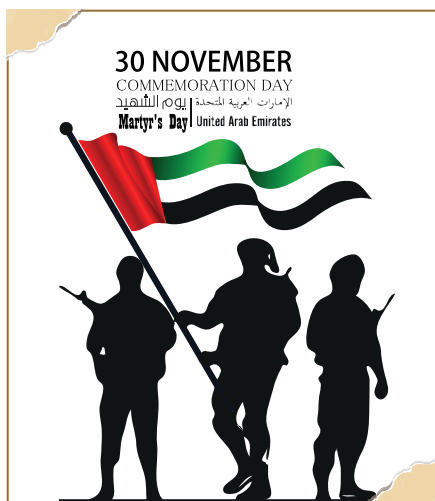


Figure 16

In 2015, H.H. Sheikh Khalifa bin Zayed, President of the UAE, made November 30 a national holiday called Commemoration Day. On Commemoration Day, we remember people who died while serving the UAE. It honours people who died while giving civil, military, or humanitarian service.

Jobs like a police officer or fire fighter are civil service jobs. Humanitarian service can be anything that helps other people.



Activity 2: Concept Check

Answer the questions.

On what date do we celebrate the start of the unification of the UAE?

What do we remember on November 30?

In what year did Sheikh Khalifa make November 30 a holiday?



Activity 3: Holidays of another Country

Describe the holiday of another country.

Name of holiday	What does the holiday mean to those who celebrate it?

The Arts

Music, dance, poetry, pottery, and weaving are art forms. Ayala, or “the stick dance,” is a folk dance where two lines of dancers face each other. The dance symbolizes unity and cooperation.

Poetry has been a big part of the UAE’s heritage. Taghrouda is one form of poetry. It is popular at weddings. Taghrouda often speaks about courage and generosity.

Nabati poetry has been written on the Arabian Peninsula since the 1300s. Nabati uses everyday language to give its message in a clear, direct way. Common topics in Nabati poems are bravery, pride, and unity.

Pottery and weaving began with the Bedouin culture. Emirati traditional weaving is called “Sadu”. In the past, the Bedouin wove camel hair with the wool of sheep and goats to make Sadu blankets, carpets, and tents.



Figure 17



Figure 18



Activity 4: Concept Check

Answer the questions.

Name 3 art forms popular in the history of the UAE.

What art form shows unity and cooperation?

What is Taghrouda?

What is the name of Emirati traditional weaving?



Activity 5: Art of another Country

Describe an art form from another country.

Name of Art Form:

Draw a picture of the art form:

Describe that art form.

.....

.....

.....

.....

.....

.....

.....



Activity 6: Country Presentation

Create a poster that describes a culture outside the country. Use information from this lesson and Lesson 4 to help you. Then, give a presentation about your country to the class. Answer questions that your audience has.

Flag	Holidays
Country	
Art	Food



Activity 7: Country Maps

Find two different kinds of maps of the country you are presenting. Use the key of each map to learn what information that map gives about the country. Show your maps to other students and explain the information that the maps are giving. Use the table below to write notes about the maps to help you present the maps to others.

Map 1 Notes	Map 2 Notes

Lesson 6:

Government and Laws

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify the role of government and laws in a community and then will suggest a new class rule.

Key Vocabulary: rule, government, law, leader, protect, penalty, reward, judge



Activity 1: Brainstorm

In groups, talk about the rules in your class. Why do you have those rules?

Class Rules	
Rule	Reason for the rule

Government and Laws

Every community has people who lead the community. These leaders work in the government. The job of the government is to help the community and keep it safe.

The government makes laws to protect people. There are laws against hurting people. There are laws against stealing. There are traffic laws so that people can move from place to place safely.



Figure 19

People who break laws get penalties. The penalty depends on the law broken. Some people who break the law must pay money. Sometimes people who break the law are sent to jail.



Activity 2: Concept Check

Answer the questions.

What two jobs of the government are mentioned in the text?

Who makes laws?

What must the government not do?

What penalties can people face if they break a law?

Apply What You Learned: What traffic laws do you know?



Activity 3: Think and Discuss

In groups, discuss the question below.

For each situation, decide what the penalty should be and why you think that is a fair penalty?

Situation	Penalty	Reason for the Penalty
One person pushes another person down and scrapes his arm.		
A person sees 10 dirhams on the street and picks it up.		
Someone steals an expensive jacket from a shop.		
On purpose, one person punches another person and breaks the other person's nose.		
Kids break a window while playing football.		

Judges

The government makes laws to prevent conflicts between people. If people still have a conflict, judges decide who is right and who is wrong.

Judges decide if a person has broken a law. Judges also decide the penalty if a person breaks a law. Judges must be fair to everyone.



Figure 20



Activity 4: Concept Check

Answer the questions.

Why does the government make laws?

What happens if a person breaks a law?

Name 2 things that a judge decides.

Critical Thinking: Why do you think a judge must treat everyone the same?



Activity 5: Comprehension Check

Most problems do not go to a judge. For each situation below, think of a way to resolve the problem without going to a judge. The first one has been done for you. Then, choose one situation and act it out for the class.

Situation	Way to Resolve the Conflict
You and another student want the same piece of cake.	Cut the piece of cake in half, and each person gets one-half.
Two people want to read the same book.	
Four people want to play with the same ball.	
One person accidentally knocks down another person.	
One student accidentally breaks another student's bicycle.	
Make your own situation:	



Activity 6: Suggest a New Class Rule

In groups, think of something that could be better in your class or school. Decide on a new rule to improve the situation. Decide on the penalty if someone does not follow the rule. Present your rule to the class.



Figure 21

New Rule:		
Reason for the New Rule	Penalty for Not Following the Rule	Reward for Following the Rule

A yellow, torn-edge rectangular tag with two punch holes at the top corners, positioned over a larger piece of aged, textured paper. The paper is secured to a background of a desert landscape at sunset with four grey triangular corner tabs.

Lesson 7:

Birth of the UAE, the Supreme Council, and the President

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify the key dates and events in the UAE's history, the roles of the UAE Supreme Council, the President, and Vice-President

Key Vocabulary: government, unify, nation, Supreme Council, President, Vice President, authority, appoint, appointment



Activity 1: Brainstorm

In groups, discuss what you know about the UAE Government and what you would like to know.

What I Know	What I Want to Know	What I Learned (complete this after the lesson)

The Birth of the UAE

Before 1971, each emirate was independent. On February 18, 1968, H.H. Sheikh Zayed bin Sultan Al Nahyan, Ruler of Abu Dhabi at the time, and H.H. Sheikh Rashid bin Saeed Al Maktoum, Ruler of Dubai at that time, met to discuss forming a union.

Later they met with the leaders of the other emirates who agreed that creating a union was a good idea. They believed that one country with seven emirates would be stronger than seven separate countries.

On July 18, 1971, six of the seven emirates agreed to form a union. The UAE became a country on December 2, 1971. This day is called National Day. Ras Al Khaimah joined a few months later in February.



Figure 20



Activity 2: Concept Check

Answer the questions.

True or False. Before 1971, all seven emirates were united. (True / False)

Why did the rulers of the emirates want to be united as one country?

On what date did the UAE become a nation?



Activity 3: Timeline

Fill in the missing information to complete the timeline of the formation of the UAE.

1966

- H.H. Sheikh Zayed bin Sultan Al Nahyan worked to unify the emirates.

18 February
1968

- The Rulers of the emirates made agreements that started to unify the UAE.

18 July 1971

2 December
1971

The UAE Supreme Council and President

In the UAE, there are five federal authorities.

The Supreme Council is the first of five federal authorities. It is the highest authority in the UAE. The council has seven members. Each member is the ruler of one of the emirates. The Supreme Council approves new federal laws. Federal laws affect the whole nation. The Supreme Council approves the appointment of the President, the Prime Minister, and the judges on the Supreme Court.

The President is the head of the Supreme Council. The President signs laws that the Supreme Council approves. The current President of the UAE is H.H. Sheikh Khalifa bin Zayed Al Nahyan. He is the son of the first President of the UAE, H.H. Sheikh Zayed bin Sultan Al Nahyan. He is also the Ruler of Abu Dhabi. The current Vice-President of the UAE is H.H. Sheikh Mohammed bin Rashid Al Maktoum who is also the Prime Minister and the Ruler of Dubai.



Activity 4: Check for Understanding

Answer the questions.

What federal authority is the highest authority in the UAE?

Who is part of the Supreme Council?

What are two jobs of the Supreme Council?

What jobs does the President have?

What is the name of the President of the UAE?

What is the name of the Vice-President of the UAE?



Activity 5: MaWhat Did You Learn

Go back to Activity 1, and fill in the table with what you learned about the UAE Government.

Lesson 8:

The UAE Federal National Council, Cabinet, and Federal Judiciary

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify key roles of federal authorities.

Key Vocabulary: federal, authority, Cabinet, Supreme Council, Judiciary, Minister, Prime Minister, appoint, consultant



Activity 1: Brainstorm

In groups, answer the questions below.

How do you decide what games to play with your friends? Does one person decide? Does everyone vote? What happens if you and your friends cannot agree on what to play? Give an example from your real life.

The Federal National Council

The Federal National Council, the Cabinet, and the Federal Judiciary are federal authorities. Federal authorities work on things that affect the whole country.

The Federal National Council (FNC)	
Emirate	Number of Seats
Abu Dhabi	8
Dubai	8
Sharjah	6
Ras Al Khaimah	6
Ajman	4
Fujairah	4
Umm Al Quwain	4

The Federal National Council (FNC) advises the Supreme Council and the President about national issues. The FNC also can review draft federal laws before the laws go to the Supreme Council.

The FNC has 40 seats. In the FNC, a seat is a member. The FNC has seats from each emirate. Emirates with a higher population have more seats on the FNC.

Before 2006, the Ruler of each emirate selected the members of the FNC. Starting in 2006, the Ruler of the emirate selects half of the members, and the people in the emirate elect the other half.

Starting in 2019, President H.H. Sheikh Khalifa bin Zayed Al Nahyan said that half of the seats for on the FNC must be women and the other half men.



Activity 2: Concept Check

Answer the questions.

What is the main job of the FNC?

Why does Sharjah have more seats on the FNC than Ajman?

How many seats of the FNC does the Ruler of each emirate select? Thus, how many seats does the Ruler of Umm Al Quwain select? How many seats does the Ruler of Dubai select?

What did H.H. Sheikh Khalifa bin Zayed Al Nahyan do in 2019? How many seats on the FNC must be for women?

The UAE Cabinet and Federal Judiciary

The Cabinet has 32 minister. A minister is one person on the Cabinet. The leader of the Cabinet is called the Prime Minister. H.H. Sheikh Mohammed bin Rashid Al Maktoum is the Prime Minister. The President selects the ministers and Prime Minister of the Cabinet. The Cabinet writes draft federal laws. A draft is not the final version. The Cabinet submits draft laws to the Federal National Council for review before the drafts goes to the Supreme Council for approval.



Figure 23

The Federal Judiciary is the fifth of five federal authorities. No other part of the UAE Government has authority over the Federal Judiciary. The only authority over the Federal Judiciary is the law. The job of the Federal Judiciary is to make sure that everyone is treated fairly according to the law. The highest court is the Supreme Court. It has 5 judges. The President appoints the judges.



Activity 3: Complete the Table

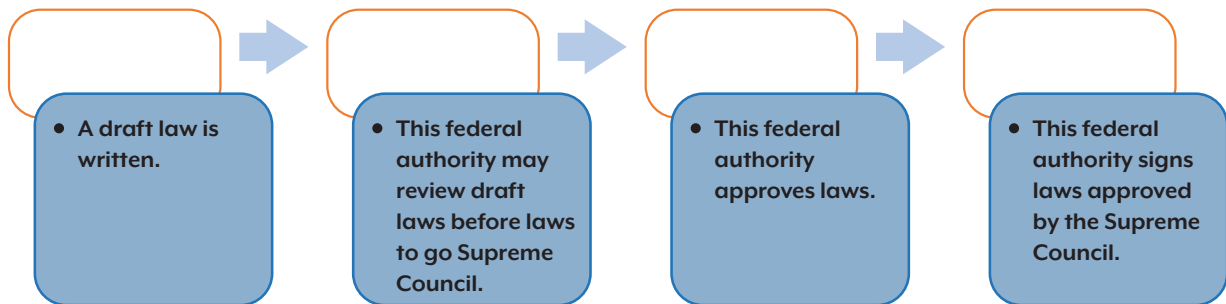
Complete the table with the information from the text in this lesson.

	Federal National Council	Cabinet	Supreme Court
Number of members			
Who selects the members?			
What is one of its jobs?			



Activity 4: Making a Law in the UAE

Below are steps for making a law in the UAE. Which UAE Federal Authority does each job? Write Supreme Council, Cabinet, and Federal National Council in the correct places.



Activity 5: Review Game

Play the game to review Lessons 7 and 8. The teacher will ask you questions. Every number on the game board has a question worth points. The questions worth more points are harder.

The History and Government of the UAE			
History of the UAE	Whose Job is it?	Numbers	General Knowledge
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

Lesson 9:

The UAE Constitution

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify key parts of the UAE Constitution, describe the rights and responsibilities of citizens, and write their own constitution.

Key Vocabulary: constitution, authorized, rights, responsibilities, principle, safety, security, property, law



Activity 1: Brainstorm

In groups, answer the question below.

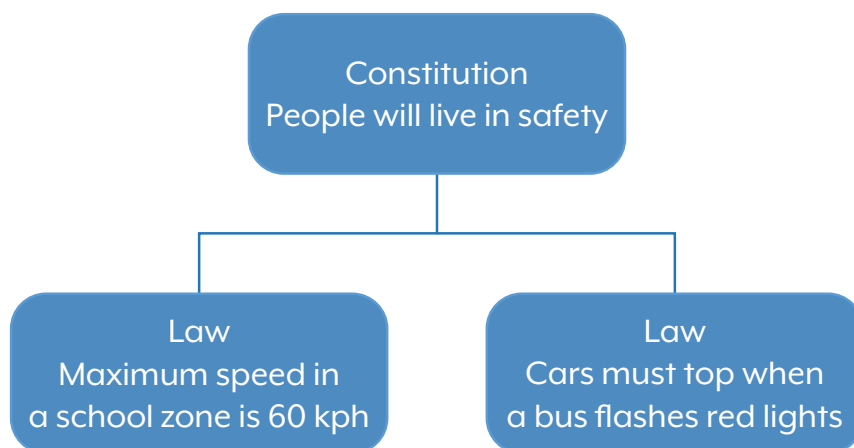
What are the five authorities of the UAE Government?

The UAE Constitution

The five authorities in the UAE Government are authorized by the UAE Constitution. A constitution is a document that says how the government works. A constitution also says what rights and responsibilities people in the community have.

From December 2, 1971 until 1996, the UAE had a temporary constitution. In July 1996, the Supreme Council made the Constitution permanent.

A constitution states general principles. Laws are more specific. For example, the UAE Constitution says that all people can live in safety and security. Traffic laws specifically state rules of the road for drivers.





Activity 2: Concept Check

Answer the questions.

What does a constitution state?

What important event happened in July 1996?

What is the difference between a constitution and laws?



Activity 3: Think and Discuss

For each part of the UAE Constitution, say what the government does and what people must do.

Rights and Responsibilities of People		
The UAE Constitution says that people in the UAE have the right to...	How does the government protect this right for people?	What responsibility do people have to protect this right for other people?
live in safety and security.		
be treated fairly.		
keep their property safe and secure.		



Activity 4: Class Constitution

Your class rules are like a constitution. They are general principles of how you must act in class. Write down 3 rules from your class. Then, write what you must or must not do to follow those principles.

Class Rules.	Rule 1	Rule 2	Rule 3
What must students do or not do? These are like laws			



Activity 5: New Club

Imagine that you start a new club. What 3 rules would you include in the constitution of your club?

What kind of club will you start?	
Rules in Your Constitution	Why is this important for your club?

Notes:

[illegible]

Lesson 10:

Local Government

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify ways that local governments help them in our daily lives and write a thank you card to someone in the government who has helped them.

Key Vocabulary: govern, Executive Council, Supreme Council, provide, serve, service, license



Activity 1: Brainstorm

In groups, answer the question below.

Who are some leaders in your school and community?	
Position	Name
Teacher	
Principal or Head Master	
Club Leader	
Other (You Choose)	

Local Government in the UAE

Like many other countries, the UAE has local governments that work in cooperation with the national government. This means that the national and local governments help each other to govern and serve the people. Each emirate has its own government with its own Ruler. This is a picture of the Dubai Government Office.

Each emirate has an Executive Council. The Executive Council is a group of people that advises the Ruler of the emirate. The Ruler is part of the Supreme Council.



Figure 24

One job of the local government in each emirate is to provide services to the people living in that emirate. For example, in Abu Dhabi, there are departments within the government to help with health and safety, the environment, education, and other areas that affect the public.

Another job of the local government is to make sure that people follow local and national laws. Each emirate has some laws that are a little different. For example, in Abu Dhabi, the posted maximum speed on some highways is 140 kilometres per hour. In Dubai, the posted maximum speed limit is 110 kilometres per hour. The posted maximum speed limit in other emirates is 120 kilometres per hour.

In the UAE, the majlis has been a very important way for the government to meet with the community. In these meetings, the people in the community can tell their leaders what they need and how they feel about laws. Leaders can tell the community about things that are happening through the majlis.



Activity 2: Concept Check

Answer the questions.

The local and national governments cooperate. What does that mean?

What is the job of the Executive Council in each emirate?

How is the Ruler of the local government part of the national government?

What kind of services does the local government give for people?

How does the majlis help the community and the leaders?

People Who Serve

The government is not just the leaders and people who make laws. Many people who help us every day work for the government.

People like police officers, fire fighters, and people in the military work for the government. They provide safety and security to everyone in the community.



Figure 25



Figure 26

Other people provide health for the community. Doctors, nurses, dentists, and pharmacists keep people healthy. Teachers, teachers' aides, and librarians help children learn. For many of the jobs, people must get a license from the government. A license shows that the person knows how to do that job.



Activity 3: Concept Check

Answer the questions.

What jobs provide safety to the community?

What jobs provide health to the community?

What jobs provide education to the community?

Why are places like schools and fire departments so important?



Activity 4: Matching

Match the job with the problem that it can solve.

Job	Problem
 Figure 27	 Figure 28
 Figure 29	 Figure 30
 Figure 31	 Figure 32
 Figure 33	 Figure 34



Activity 5: Share

From the jobs listed in this lesson, chose someone who has helped you. Explain how that person helped you.

Job of the person:

How did that person help you?



THANK YOU!!

Lesson 11:

Resources and Economics

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify resources and explain how to overcome scarcity of resources.

Key Vocabulary: natural resource, human resource, capital resource, scarce, scarcity, interdependent, economy



Activity 1: Review

In groups, complete the table below.

Give examples of natural, human, and capital resources.		
Natural Resources	Human Resources	Capital Resources

Resources and Economics

In term 2, we learned about natural, human and capital resources. Natural resources come from nature. They include water, soil, wood, and oil. Human resources are people who do a job. Capital resources are goods that people use to make other goods or to do a job. Examples of capital resources are factories, tools, computers, or trucks.



Figure 35



Figure 36

No one has all of the resources they want and need. This means that some resources are scarce. People trade for things that they need and want but do not have.

When people need each other, they are interdependent. An economy develops when people are interdependent to get what they need or want.



Activity 2: Concept Check

Answer the questions.

Give 3 examples of capital resources.

What does scarcity mean?

What does interdependent mean?

How does an economy start?



Activity 3: Apply What You Learned

For each picture, say what resource is scarce.



Figure 37



Figure 38



Figure 39



Figure 40



Activity 4: Think and Discuss

In groups discuss the questions below.

What resources do you need to do each activity?

Activity	Natural Resources	Human Resources	Capital Resources
Go Swimming			
Eat Lunch at a Restaurant			
Choose Your Own:			



Activity 5: Scarcity Game

You need to trade resources to get what you need.

You need these resources (cards) for your group to live:

- 1 House Card
- 2 Energy Cards
- 1 Meat Card
- 1 Vegetables Card
- 2 Water Cards

Your teacher will give each group some cards. Trade the cards to get the resources above.

Meat (1)



Figure 41

Vegetables (1)



Figure 42

Water (2)



Figure 43

House (1)



Figure 44

Energy (2)



Figure 45



Activity 6: Reflect

Answer the questions about the Scarcity Game.

Question	What Do You Think?
What did you do if your group didn't have something it needed?	
What resources seemed to be the scarcest?	
Was the value of the scarce resources higher than other resources?	
Did the value of any resource become higher or lower during the game? If so, explain how.	
Was any other group unwilling to trade? Why were they unwilling? How did this affect your group's ability to get what you need?	

Notes:

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

A wooden tag with two hole punches at the top corners, featuring the text 'Lesson 12:'.

Lesson 12:

A large, textured, light brown rectangular area with a torn edge at the top, featuring the text 'Money and Banks'.

Money and Banks

Grade **3**

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify the factors that led to the development of money and banks. Then, students will create their own money and determine its value.

Key Vocabulary: money, barter, bank, interest, debit card, credit card



Activity 1: Brainstorm

In groups, answer the question.

What is the biggest thing that you ever traded with someone else? What did you get in return? Why did you trade it?

The Need for Money

In the ancient past, people did not use money. They traded goods and services directly. For example, one farmer might trade 5 horses to another farmer for 20 sheep. Trading like this is called bartering. This was difficult because some goods were very big and hard to move. Also, it was hard to know exactly how many sheep were worth one horse.

Money was developed. It helped with trading because it was smaller. People could carry money more easily. Also, people could trade a common item. This means that people could trade for the same thing. Someone trading horses could trade them for money. Someone trading sheep could trade them for money. With money, people could calculate the value of goods and services with a common item.

People have used money in some form for over 4000 years. Sometimes, money was just a note that said how much one person owed another person. The kingdom of Lydia, an area which is now in Turkey, made the coins about 2500 years ago. China used the first paper money over 1000 years ago.



Figure 46



Activity 2: Concept Check

Answer the questions.

How did people buy and sell things before money?

Why was bartering difficult?

Why was it easier to trade with money?

How long ago did people start using coins?

How long ago did people start using paper money?



Activity 3: Think and Discuss

In groups, discuss the answer to the question.

Would you like to trade goods directly (which is bartering), or would you like to use money? Why?



Figure 48



Activity 4: Brainstorm

In groups, discuss the answer to the question.

What is the most money you ever had in your pocket? If you had a lot of money in your pocket, how would you feel? Would you be scared that you would lose it or that someone would steal it?

Banks and Electronic Banking

It is easy to carry money. That means it is easy for someone to steal money. People wanted to keep their money safe. People made banks to keep money safe. People also wanted to borrow money for their businesses. Banks loan people money.



Figure 48



Figure 49

Banks started doing business through the Internet. People don't have to go to the bank anymore. People can visit the web site of their bank. People can also use debit cards or credit cards instead of money. They think that the Internet and cards are safer than carrying money.



Activity 5: Concept Check

Answer the questions.

Why did banks develop?

What is a loan?

Why do some people think that using a debit card is better than money?

Think about it: Are there any dangers for people to use their bank's website?



Activity 6: Design Your Own Money

Give the name of your money and draw it. Then think of 2 more items yourself, and determine the cost of them in your money.



Figure 50

Name of Your Money:

Draw a picture of your money:

Item	Cost	Item	Cost
A pencil		A dress or nice shirt	
A book		A bicycle	
A small calculator		A small car	
A ticket to a movie			
A pair of shoes			

Challenge Question: What is the value of your money in Dirhams? Make an exchange rate.

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Lesson 13:

Goods and Services

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Student Learning Outcomes:

- ☼ Describes and gives examples of goods and services
- ☼ Explains how and for whom communities produce goods and services

Lesson Objective: Students will describe goods, services, needs, and wants. Then, students will describe what goods they would buy for a weekend alone.

Key Vocabulary: goods, services, needs, wants



Activity 1: Brainstorm

In groups, discuss the answers to the questions.

What did your family buy last weekend?	This past week, did anyone help you? For example, did a doctor make you feel better? Did a taxi driver give you a ride?

Goods and Services

Goods are things we buy. Food, clothes, toys, and cars are all goods. Services are actions people do for others.

Police officers provide the service of keeping the community safe. Doctors provide the service of healing sick people. Other people who provide services are teachers, artists, store clerks, mechanics, and many more.



Figure 51



Figure 52

People within a community provide goods and services to each other. People in a community are interdependent.

To make the goods, a community could build factories that make them. Also, the community could use transportation to bring the goods the community.

To provide services, communities build schools, universities, and training institutes to teach people how to do different jobs.



Figure 51



Activity 2: Concept Check

Answer the questions.

Give 2 examples of goods from the reading.

Give 2 examples of services from the reading.

Give one way that a communities provide goods for their people.

Give one way that a communities provide services for their people.



Activity 3: Goods or Services

For each picture, circle whether the picture shows goods or services.



Figure 54

Goods / Services



Figure 55

Goods / Services



Figure 56

Goods / Services



Figure 57

Goods / Services



Activity 4: Goods and Services Together

Sometimes we receive goods and services at the same time. For each picture, list the goods and services.



Figure 58

Goods:

Services:



Figure 59

Goods:

Services:

Needs and Wants

There are some goods that we need. For example, we need clothes and healthy food. However, there are some goods that we want, like cupcakes and toys.

It is the same with services. We need some services. We need the police to protect us. We need nurses and doctors to keep us healthy. Some services we want. We might want a singer to sing songs at our party or have someone coach us in basketball.



Figure 60



Activity 5: Concept Check

Complete the table with the needs and wants in the text. Then, add 1 more to each category from your own experience.

	Goods	Services
Needs		
Wants		



Activity 6: A Weekend Alone

Imagine that you must stay at home alone for the weekend. No parents or other family members are there. What 4 things would you buy to be ready for that weekend alone? Draw a picture of item, then answer each question.



Figure 61

A Weekend Alone	
1	2
What is it?	What is it?
Is it a need or want?	Is it a need or want?
Why would you buy it?	Why would you buy it?
.....	
.....	
3	4
What is it?	What is it?
Is it a need or want?	Is it a need or want?
Why would you buy it?	Why would you buy it?
.....	
.....	

Lesson 14:

Producers and Consumers

Grade **3**

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will identify producers and consumers. Then, they will describe how producers get goods to consumers.

Key Vocabulary: producer, consumer, goods, services, needs, wants



Activity 1: Brainstorm

List some companies that produce cars, video games, and mobile phones.

Car Companies	Video Game Companies	Mobile Phone Companies

Producers and Consumers

A producer makes goods and provides services that people need or want. The companies that produce cars, video games, and mobile phones you listed from Activity 1 are producers. They produce goods.

Other companies and people provide services. Hospitals, hair salons, sports clubs, and fire fighters are some producers of services.



Figure 62



Figure 63

A consumer is someone who buys goods and services. When you buy toys, books, or clothes, you are a consumer. If you take a music lesson from a music teacher, you are a consumer.

Consumers pay money for some goods and services. Consumers buy goods they need, like food and clothes. Consumers also buy goods they want, like candy and video games.



Activity 2: Concept Check

Answer the questions.

What do producers do?

Producers only produce goods, not services. (True / False)

Who are consumers?

Consumers buy both what they need and what they want. (True / False)



Activity 3: Producer or Consumer

For each picture, circle if people are producers or consumers.



Figure 64

Producers / Consumers



Figure 65

Producers / Consumers



Figure 66

Producers / Consumers



Figure 67

Producers / Consumers

Companies are Producers and Consumers

Most companies are both a consumer and a producer. For example, a mobile phone company buys materials like metal and glass to make phones. It is a consumer.

The mobile phone company makes the phone with the materials and sells it to people. It is a producer.



Figure 50



Figure 63

Grocery stores are both consumers and producers. Grocery stores buy food from food companies. This makes the grocery store a consumer. They sell the food to people. This makes the grocery store a producer.



Activity 4: Concept Check

Answer the questions.

How are companies both a consumer and a producer?

Apply What You Learned: Think of a company you know of. Explain how it is a consumer and a producer.



Activity 5: Getting Goods from the Producer to the Consumer

Below are pictures that show the steps of producing vegetables and getting them to your table. Put 1 – 6 on each line to show the correct order of the process. Then, write a sentence to describe each step. Step 1 has been done for you.

Producing Vegetables		
 Figure 70	 Figure 71	 Figure 72
 Figure 73	 Figure 74	 Figure 75
	Plant a seed.	

Notes:

[illegible]

Lesson 15:

Supply and Demand

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will explain the effect that supply and demand have on the price of goods and services.

Key Vocabulary: supply, demand, available, scarce, increase, decrease



Activity 1: Brainstorming

In groups, discuss the answers to the questions.

What goods do you see in the classroom? How much do they cost? Why do they have different prices?

Supply and Demand

The price of goods depend on supply and demand. If there is a low supply of a good or service, we say that the good or service is scarce.

Demand means how much people want to buy a good or service. If many children want to buy a new toy, we say that the demand for the new toy is high.

The supply and demand of goods and services change. This affects the price. If the supply of a certain type of computer increases, then the price for that computer decreases. If the demand for a certain computer increases, then the price that computer increases.



Figure 76

The price of any good or service is a combination of the supply and demand of that good or service. If there is a high supply but a low demand, then the price will be lower. For example, pens have a low price because the supply is high and the demand is low. However, computers have a high price because the supply is low and the demand is high.



Activity 2: Concept Check

Answer the questions.

According to the reading, what is supply?

According to the reading, what is demand?

Circle the correct word to complete the sentence: When supply increases, then the price increases / decreases.

When the demand decreases, then the price increases / decreases.



Activity 2: Think and Discuss

For each situation, decide what will happen. For #6, make your own situation and have a partner decide.

Supply, Demand, and Price		
#1 It is summer in the UAE, so it is very hot. What will happen to the demand for ice cream?	#2 There is a grocery store next to your home. Another grocery store opens across the street. What will happen to the supply of milk?	#3 A store has many of last year's mobile phone model. The store will get the new model of phone next week. What will happen to the demand for last year's model of mobile phone?
The demand will probably increase / decrease.	The supply will probably increase / decrease.	The demand will probably increase / decrease.
The price will probably increase / decrease.	The price will probably increase / decrease.	The price will probably increase / decrease.
#4 Apples grew very well this year. There are more apples than usual. What will happen to the price of apples? Why?	#5 The truck delivering juice had an accident and could not deliver the juice to the store near your house. What will happen to the price of juice? Why?	#6
.....		

Sales at Stores

Often, stores have sales. In these sales, stores lower their prices. One reason they do this is supply and demand.

Let's say a store had a shirt that few people wanted to buy. At the current price, the demand for the shirt is low, and the supply of the shirt is high. The store might reduce the price to get more people to buy the shirt. The store lowers the price to try to increase the demand for the shirt.



Figure 77



Activity 4: Concept Check

Answer the questions.

What is a sale?

Why do stores have sales?

Your Opinion: Would lower prices make you more willing to buy something? Why or why not?



Activity 5: Musical Chairs

Play the game musical chairs. After the game, discuss the answers the questions below



Figure 78

Describe the supply of chairs at the beginning of the game.

How did the supply of chairs change? How did the demand of the chairs change?

Did the teacher ever remove 2 or more chairs? How did the demand for chairs change?

Lesson 16:

The UAE Economy

Grade **3**

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will analyse the UAE economy in the past, present and future. Then, students will describe the job they want in the future.

Key Vocabulary: economy, export, import, tourism, knowledge-based, innovation, Fourth Industrial Revolution



Activity 1: Brainstorm

In groups, discuss the answer to this question.

What businesses do you see in the UAE? What goods and services do these businesses produce?

The UAE Economy: In the Past Up to Now

In the past, fishing and pearl diving were main parts of the economy in the area that is now the UAE. Fishing provided food for people in the area.

People all over the world wanted pearls to use as jewellery. People in the area sold pearls to consumers from around the world to make money



Figure 79

In the 1960s, the emirates became a large producer of oil. After the emirates united into one country, the UAE continued to produce oil. Countries all around the world needed oil. The UAE exported oil to many countries. The UAE economy grew quickly.

In the 1990s and 2000s, tourism in the UAE became more popular. More and more people come to the UAE from other countries for their holiday. They buy goods and enjoy services available in UAE such as hotels, shopping malls, and places of entertainment.

The UAE is a desert. It has to import food from other countries. It also imports cars, gold, and jewellery. The UAE is a consumer of these goods.



Figure 80



Activity 2: Concept Check

Answer the questions .

What is pearl diving?

Why did people dive for pearls?

When did oil start being produced?

When did tourism become more popular?

What are examples of tourism in the UAE?



Activity 3: Consumer and Producer

From the reading, write what goods and services the UAE has produced. Then, put what goods and services that the UAE has consumed.

Produced

Consumed



Activity 4:

Place each good or service the UAE produces into the correct area of the table. Two answers are provided as examples.

	Good	Service
Need		
Want	pearls	pearl diving

The UAE Economy: The Future

For the future, the UAE Government wants to create a knowledge-based economy. They want an economy based on innovation and research. Innovation means to create new goods and services. Much of this innovation will be in science and technology. Research means to learn about new things.



Figure 81

The knowledge-based economy is part of the Fourth Industrial Revolution, often called 4IR. In 4IR, we will see innovations in artificial intelligence, like robots and self-driving cars. The UAE Government wants the country to be a leader in the Fourth Industrial Revolution.



Activity 5: Concept Check

Answer the questions.

Complete the sentence: The UAE Government wants the future economy to be based on

.....

What is innovation?

What kind of artificial intelligence will we see in the Fourth Industrial Revolution?

Apply What you Learned: What is another innovation you know of?



Activity 6: Think and Discuss

In groups, discuss the answer to the questions.

Would you like to talk to a robot? Would you like to ride in a driverless car?

Why or Why not?



Activity 7: Look into the Future

Think about the job you want in the future. Do people have that job now? Is it a new job that no one has now? Draw a picture of you doing that job. Then, write a paragraph describing the job.



Figure 82

Answer these questions to prepare to write your paragraph.

What is the name of the job?	
What good or service do you provide?	
Is the good or service you provide a need or a want?	
What skills and knowledge do you need for that job?	



My Future Job:

Draw a picture of you doing your job.

Describe your job.

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Lesson 17:

Costs and Benefits

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will plan for a weekend activity, describing the benefit, cost and opportunity cost.

Key Vocabulary: benefit, cost, opportunity cost



Activity 1: Brainstorming

Write your answer to these questions. You can write words, phrases, or sentences. Then, share your answers with your group.

When you hear the word “cost”, what do you think of?	When you hear of the word “benefit”, what do you think of?

Costs and Benefits

People buy goods and services because there is a benefit. A benefit is something good that a person receives. For example, families buy food for their children. The benefit to the family is that their children grow up healthy. The cost to the family is the money they spend for the food. For the family, the benefit of having healthy children is worth the money they spend.

Costs and benefits do not always involve money. Studying has benefits and costs for students.

Studying has the cost of time. Students must give up their time to study. The benefit of studying is that the student learns more and earns higher grades.

Every day, people decide if the benefit of goods and services are worth the cost.



Figure 83



Activity 2: Concept Check

Answer the questions.

What is a benefit?

What is a cost?

Costs can involve money or other things like time. (True / False)



Costs and Benefits		
	#1  Figure 84	#2  Figure 85
The Event	A family moves into a new flat.	A family cooks a meal together.
Costs		
Benefits		
	#3  Figure 86	#4
The Event	A family moves into a new flat.	A family cooks a meal together.
Costs		
Benefits		

Opportunity Costs

Every day, people must choose between options. Let's say you need to choose either pizza or chicken for lunch. If you choose chicken, then pizza is your opportunity cost. If you choose to buy a basketball instead of a video game, then the video game is your opportunity cost.



Figure 87



Activity 4: Your Costs and Benefits

Write about a choice you made last weekend regarding something you did or something you bought. Share your answers with your group.

What did you choose?	What was the benefit?	What was the cost?	What was the opportunity cost? What did you give up?



Activity 5: Plan Your Weekend

In groups, think of 3 options for how you can spend your weekend. Find out how much that event costs.

Option	What is the benefit of this activity?	What is the cost of this activity per person?	What is the opportunity cost?



Activity 6: Describe Your Plan

Draw a picture and describe why your final choice was the best of the three options. Make sure to talk about the benefit, cost, and opportunity cost of your choice.

OUR WEEKEND PLANS

Draw a picture of your weekend plan here.

Describe your choice.

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Lesson 18:

Saving and Spending

Grade 3

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will describe what people spend and save money for. Then, they will prepare a budget for an event.

Key Vocabulary: spend, save, budget



Activity 1: Brainstorm

In groups, discuss the answer to the question.

If someone gave you 100 AED, what would you do with it?

Using a Budget

People spend money on goods and services that they want or need, like food and rent. Most people also try to save some money. They save money for things like new furniture, a new car, or a holiday.

People cannot buy everything they want. Many people make a plan for spending and saving money. This plan is called a budget. A budget helps people control how much they spend and save.



Figure 88



Activity 2: Concept Check

Answer the questions.

How do people spend their money?

According to the reading, what do people save money for?

What is a budget?

Why do people use a budget?



Activity 3: Receiving and Spending Money

In groups, discuss the answer to the questions.

What are ways that your parents receive money?

What are ways that you receive money?

What do your parents spend money on?
How often do they spend money on that?

What do you spend money on? How often
do they spend money on that?

Good / Service	How Often?	Good / Service	How Often?



Activity 4: Saving Money

In groups answer the questions.

Why do people save money?	
Are you saving money? If you are, what are you saving money for?	
Are your parents saving money? If so, what are they saving money for?	
Why is it a good idea to save money?	
Why is it hard to save money?	



Activity 5: Budgeting for a Party

Imagine that you want to have a party with 3 other friends. You have 150 AED to spend. Below are items that you can buy for your party. Decide what you can buy for your party. You cannot spend more than 150 AED. You have to buy at least some healthy food.

Available Items			
Item	Cost for 4 People (AED)	Item	Cost for 4 People (AED)
Pizza	100.00	Soda	12.00
Hamburgers	80.00	Juice	10.00
Chips	20.00	Water	8.00
Cupcakes	30.00	Plates	10.00
Carrot Sticks	7.50	Forks	5.00
Celery Sticks	7.50	Knives	5.00
Oranges	10.00	Spoons	5.00

What You Will Buy (Subtract from 150 AED)	
Item	Total 150 AED
Remaining Money	



Activity 6: Make a Budget for a Day Out

In your group, decide on a place or event to go to. Find out how much it will cost. Then, write a paragraph explaining your choice.

Where Will You Go?	Option 1:	Option 2:
	Cost in AED	Cost in AED
Transportation		
Entrance Fee / Ticket Price		
Food and Drinks		

Where did you decide to go for your day out?



Why did you decide to go there?

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Notes:

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A graphic of a wooden tag with two holes at the top, attached to a larger piece of aged, textured paper. The paper is secured with four grey triangular corner tabs. The background is a gradient from blue at the top to orange at the bottom, with a desert landscape at the very bottom.

Lesson 19:

Contributing to Your Community

Grade **3**

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will prepare a good or service for their class or school.

Key Vocabulary: product, service, target market



Activity 1: Brainstorm

In groups, think of a good or service that would help your class or your school. You have Dh 200 to spend. Try to think of 2 ideas. What need or want does your good or service meet?



Figure 89

Good or Service	What need or want does it meet?



Activity 1: Decide on Good/Service and Target Market

Make a final decision on what product or service you will provide.

Good or Service	Who do you think will want your product or service (Target Market)?	Why will they want your product or service?



Activity 3: Resources Needed

Write the good or service your group will provide. Then, write the natural resources, human resources, and capital resources you need.

Good or Service:		
Natural Resources Needed	Human Resources Needed	Capital Resources Needed



Activity 4: Make a Budget

In your group, think of what you must buy. Find the costs of these items. Prepare a budget in the table.

Item	Quantity	Cost	Balance (Dh 200)



Activity 5: Permissions

Who do you need to get permission from to provide your good or service? Write a letter to one of those people.

Who do you need permission from?

Make sure to include these in your letter:

- ☼ Date
- ☼ Greeting (Dear Mr., Dear Ms., etc.)
- ☼ What good or service you are asking permission to provide?
- ☼ Why your class or school will benefit from your good or service?
- ☼ Closing (Sincerely yours,)
- ☼ Your names

Write your letter on the lines below:

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Notes:

This image shows a full page of a handwriting practice worksheet. It consists of multiple rows of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

Lesson 20:

Present Your Contribution

Grade **3**

Our UAE, Our World: Understanding our Past,
Present and Future

Lesson Objective: Students will present their ideas for providing a good or service to the classroom or school.

Key Vocabulary: presentation, poster, outline



Activity 1: Mind Map

To prepare for your group's presentation, create a mind map with ideas to answer the question below.

What information and pictures should you put on your poster?



Activity 2: Make the Poster

Make a poster to advertise your good or service.



Activity 3: Prepare What You Will Say

Make an outline of what your group will say. Decide who will say each part.

Part of Presentation	Important Information	Who Will Say This Part?



Activity 4: Make Notes

Make notes for what you will say.

My Notes



Activity 5: Choose the Best Presentation

Listen to each team's presentation and decide which one is the best. Explain how that good or service will help your class or school.

My Choice	How does it help your class or school?