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MORAL EDUCATION



Grade
06

Moral Education

Student book

Grade 6

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

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

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

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

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

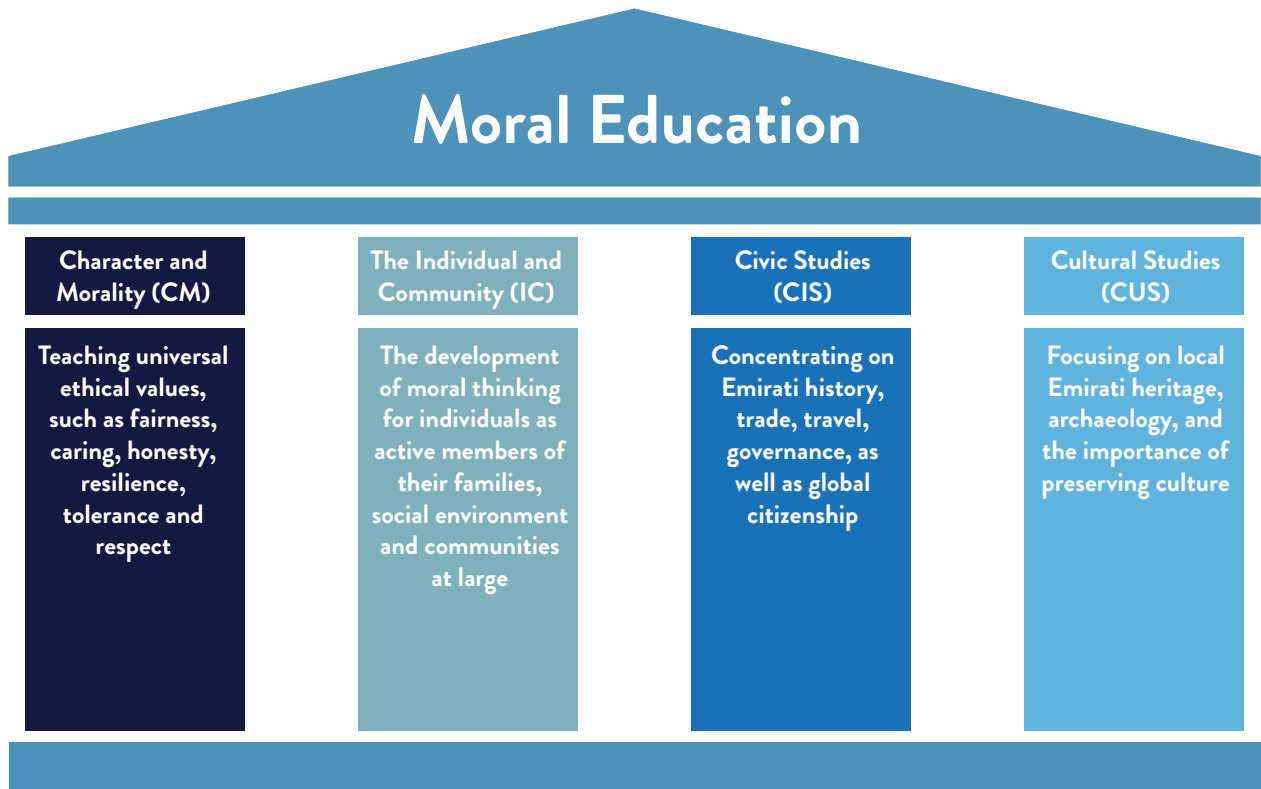
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



Values of the Moral Education Course

Key Pillars of Learning

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



Inspiration

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

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

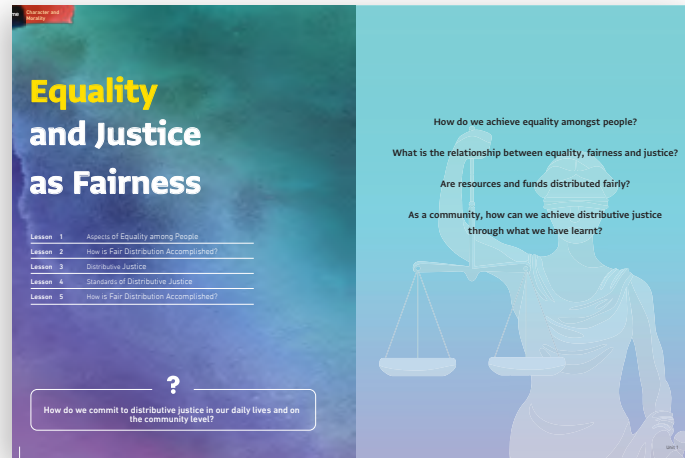
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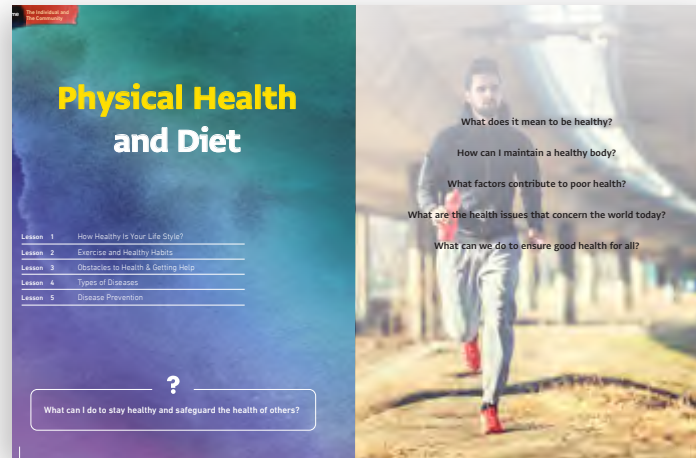
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Unit 3

How the UAE Grew into the Diverse, Inclusive Society That It Is Today



How the UAE Grew into the Diverse, Inclusive Society That It Is Today

Lesson 1 Museums in The UAE
Lesson 2 Cultural Change
Lesson 3 Research on Museum Exhibits
Lesson 4 Preparing Exhibits
Lesson 5 Opening Day of The Museum

How did the UAE develop into a culturally diverse society over the decades?



What do we mean by cultural heritage and multiculturalism?
Why has Emirati culture changed over time?
How do museums, art galleries, archives and other bodies maintain the cultural heritage?
How does the past inform our future?
What is cultural competence?

1 Museums in The UAE

2 Cultural Change

3 Research on Museum Exhibits

4 Preparing Exhibits

5 Opening Day of The Museum

Online Unit 4

Respect and Tolerance in a Diverse Community



- 1 Tolerance and Its Relation To Diversity
- 2 How Tolerance Appears in Society?
- 3 Exploring Our Own Beliefs and Attitudes
- 4 Recognising Prejudice in Society
- 5 Whole School Approach to Cultural Diversity

Online

Unit 5

Mental Health



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

Equality and Justice as Fairness

Lesson 1	Aspects of Equality among People
Lesson 2	How is Fair Distribution Accomplished?
Lesson 3	Distributive Justice
Lesson 4	Standards of Distributive Justice
Lesson 5	How is Fair Distribution Accomplished?



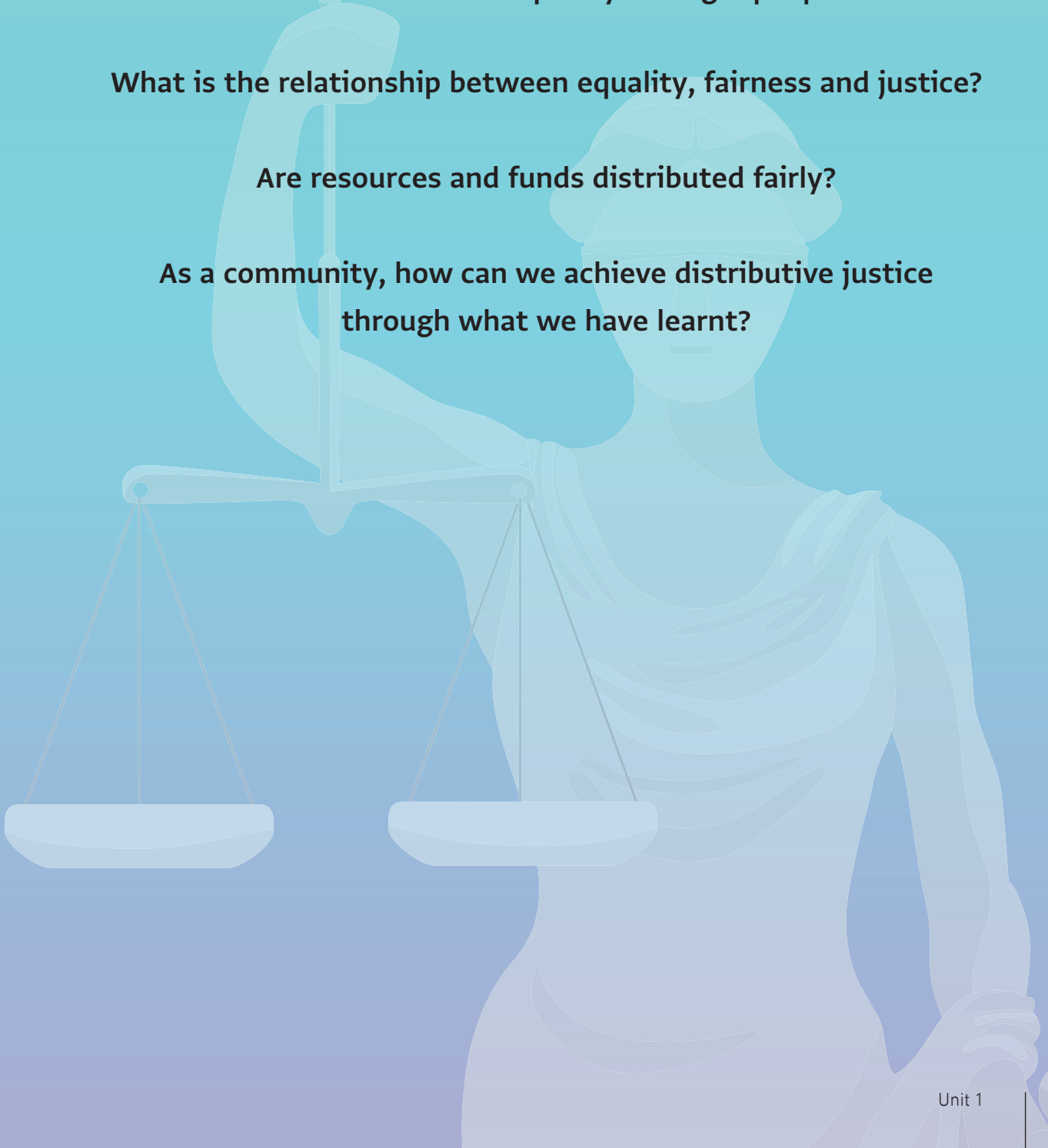
How do we commit to distributive justice in our daily lives
and on the community level?

How do we achieve equality amongst people?

What is the relationship between equality, fairness and justice?

Are resources and funds distributed fairly?

As a community, how can we achieve distributive justice through what we have learnt?



Lesson 1

Aspects of Equality among People

Learning Outcome

- Describe some issues that might arise while studying equality (e.g., the difference between equal opportunities and equal outcomes.)

Vocabulary

equality

fairness

justice

Knowledge Table:

1

With your classmates, brainstorm the concept of equality in the community. Then, on a sticky note, write two things you know about equality and place it in the first box of the Knowledge Table.

On a second sticky note, write two things you'd like to learn in this lesson and place it in the second box of the Knowledge Table.

After you complete the lesson, on a third sticky note, write two things you have learned. Place this in the third box of the Knowledge Table.



What are the best ways to resolve a dispute? What happens when we fail to achieve equality?

Read the story of 'The Monkey and the Scale'. Then answer the questions that follow.

Once upon a time, there were two cats, named Fulla and Yasmina. Fulla and Yasmina were good friends and would often help each other to look for food.

One morning, the cats woke up and looked out of the window to find everything covered in snow. They felt cold and sad, knowing that finding food in this weather would be very difficult. The cats waited until they were so hungry they had no choice but to go in search of food. They had been searching for a long time, when suddenly Fulla found a sardine in front of them. Yasmina picked it up in her mouth and the two friends hurried back home.

Once home, Yasmina said, 'I will eat the whole sardine myself, as I was the one who carried it back home, and I am very hungry'. 'I should eat the sardine because I found it,' objected Fulla. 'And I am hungry too!' The two friends disagreed. Soon they were screeching and hissing and snarling at each other. Their fight was so loud that a monkey passing by could not help but take a look at what was causing all that noise.

Unable to find a solution, the cats decided to tell their story to the monkey and see what he thought. The monkey thought hard about their problem. He sat for a long while quietly scratching his chin, and then he said, 'You should go and see the judge. He holds court under the giant fig tree.' Then, the monkey hurried to that tree. He quickly put on his judge's robes and sat behind the table waiting for the cats to arrive. Soon the cats approached the judge, each of them looking angrily at the other. Fulla spoke first. 'Your Honour, as we were out in the cold looking for food, I found a sardine. Clearly that sardine is mine!' Yasmina objected, 'Your Honour, yes, my friend was the first to call our attention to the sardine, but I was there, and I carried it back home.' From a box under the table, the monkey brought out a small scale. Holding the sardine, he cut it into two uneven pieces. Then, he placed each piece of fish on either side of the scale. When he lifted the scale, the side with the larger piece sunk lower. It clearly outweighed the other. The monkey shook his head and said, 'This is unfair! The two pieces should be exactly even.' So, he took a bite of the largest piece and put the piece of sardine back on the scale. When he lifted the scale again, the second side now outweighed the first. He picked up the other piece and took a bite. Again he said, 'This is unfair! The two pieces should be exactly even.' The judge continued to eat from each piece while shaking his head and exclaiming that the two pieces should be exactly even'. Soon, only one small piece of fish remained. The monkey took the remaining piece while the cats stood stunned in front of him. Mocking them, he then put the fish in his mouth and said, 'This is the judge's fee!' Dismayed, the cats stood in silence. They realised that their dispute had left them both with no fish, and empty stomachs!

Adapted from the 'Human Rights Teaching Guide' (page 30)



a. In your group, discuss what happened between the monkey and the cats. Write down the conclusions from your discussion.

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b. How could the cats have resolved their dispute? Rewrite some of the story so that the cats come to an agreement.

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3

Tolerance is the key to a diverse and fair community. Read the Message of Tolerance by His Highness Sheikh Mohammed bin Rashid Al Maktoum (may God bless him). Then, answer the questions that follow.

Brothers and sisters... May God's peace, mercy and blessings be upon you.

Tomorrow the world will celebrate the International Day of Tolerance. In light of this important occasion, I would like to share a few heartfelt words with our citizens and residents, and particularly with the young people amongst you.

I vividly remember my late father Sheikh Rashid's majlis, over four decades ago. I remember the form of the majlis and its attendees. Citizens, young and old, from the cities and Bedouins from the desert used to attend the majlis. The people that came were from various tribes and sects, and people of different backgrounds and races. But, to Rashid, they were all citizens. They were all given the same respect, appreciation, rights and considerations.

The closest to Rashid were the hardest-working people, and those that excelled in their fields. The residents and visitors who attended Rashid's majlis were treated exactly the same as citizens. They were from different religions, nations and cultures, and all were welcome in Rashid's majlis and were welcome in Dubai. In response, the residents gave love, gratitude and loyalty, attitudes that both they and their children still reflect.

After our union, I came to know Sheikh Zayed (may God have mercy upon him) more closely. Our relationship developed into that of a father and son, a teacher and student. I have come to know his majlis, his morals and his appreciation of people. His majlis was a school in itself, as were his talks and the way he dealt with people. Sheikh Zayed welcomed everyone into his majlis, regardless of their origin, tribe, sect, denomination or religion. Sheikh Zayed was generous with everyone; he taught everyone and loved everyone. Everyone loved him in return, irrespective of their differences, and they all prayed for his soul. When he passed away they passed on their admiration of him to their children and grandchildren.

This is the legacy of Sheikh Zayed and Sheikh Rashid. Sheikh Zayed's greatest legacies were his values, spirit and morals.

Mohammed bin Rashid Al Maktoum



Sheikh Mohammed
bin Rashid Al Maktoum
(God save Him)

a. What does Sheikh Mohammed say is the value that governs the relationship between the nation and its people? How is it important for the UAE community?

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.....

b. How can we contribute to spreading the values that are mentioned in this message?

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4

Equality on a national level: Look at the pictures below and read the United Nations Universal Declaration of Human Rights. Then, provide an example of somewhere in the world where this Declaration is upheld.



a. Article 2 states that ‘Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.’

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b. Article 23 states that ‘Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work.’

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c. Articles 22 and 23 endorse the Convention on the Rights of the Child, which states that children have the right to receive all forms of protection, healthcare and education based on their needs.

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.....

5

Do you remember the Knowledge Table? Now fill in the last box of the Knowledge Table with what you have learnt during the lesson.

Read your three sticky notes with your friends and discuss whether the lesson has met your expectations. What is the role of the Knowledge Table in the lesson? Were everybody's expectations met?

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.....
.....



Lesson 2

How is Fair Distribution Accomplished?

Learning Outcomes

- Explain that distributive justice is about scarce resources — such as wealth, work or positions (e.g., leadership positions) — being allocated fairly within a group or in the wider community.
- Understand the importance and contested nature of identifying what is fair.

Vocabulary

fairness

justice

distributive justice

1

What is distributive justice?

With your classmates, brainstorm to determine what ‘distributive justice’ means. Use creative thinking to come up with ideas and build on other students’ ideas throughout the activity.



Do you think fairness depends on your point of view? Read the Chinese story 'Chunhua and the Emperor'. Then do the activities that follow.

A long time ago in China, there was an emperor who loved flowers and took care of his garden every day. The emperor was getting very old and he had no children, but he had to choose a successor. After a long time thinking about whom he was going to choose, he came up with an idea. The emperor ordered that his imperial announcement was to be shown in every city in China, so that every Chinese man and woman could read it.

Imperial Announcement

**To every man and woman who wants to sit on the throne,
Come take a seed and work to make it grow.
Come next year with a plant to show,
And he or she with the most beautiful flower will inherit my throne.**

The news caused great excitement across the country. Every family wanted their son or daughter to be chosen to succeed the emperor. One by one, they made the journey from all across China to take a seed from the emperor. There was a long line, as far as the eye could see, with people waiting days for their turn. Finally, after three days of waiting, a poor young woman called Chunhua entered the palace. She bowed to the official sitting behind his desk and took a seed from him. She watered it and sang to it, and sat there giving that seed the best care she could, day after day, wishing to see it grow and flower.

Days turned to months, but nothing grew in Chunhua's pot, and she felt extremely sad. She tried different pots, and different soils, and even different types of water. She borrowed her neighbour's horse, and rode far to get the richest soils in the land. However, months passed, and still there was nothing. When spring came, everyone rushed to the castle with their pots. The pots all had beautiful flowers, some with colours Chunhua had never seen before. The flowers were all different shapes, and some even gave off their own light! All the men and women with beautiful flowers laughed when they saw Chunhua holding her empty pot. One by one, they walked in, holding their pots above their heads to show the emperor. Throughout the day, the emperor sat there still, frowning and silent. Suddenly, a flowerless pot caught his eye. The emperor leaped up off his throne with a huge smile covering his face. He approached Chunhua and asked her, 'Young lady, why did you bring a flowerless pot?' Chunhua blushed, and explained what had happened. The old emperor listened quietly and smiled. Then, he turned to everyone and said, 'I gave all of you pebbles to grow! And yet everyone here brings me such wondrous plants, except for this honest young lady. She is the only winner!' The emperor placed a small crown on Chunhua's head and proclaimed loudly, 'Here stands Chunhua, Crown Princess, and future Empress of all of China!'

Valerie Dovey: Search for Common Ground. Building a culture of human rights in the leaders of tomorrow\Lebanon March 2010



a. In pairs, write an argument below to support Chunhua's rights or to support the other people's rights.

Chunhua's rights

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.....
.....

The other people's rights

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b. In your group, discuss the way the emperor chose his successor. Do you think it was fair to everyone?

3 Having learned about fairness, let's think about it in terms of opportunities. Compare the situations in the following pictures. Compare both pictures and decide which is fair and which is unfair.



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4

Fairness is one of the key pillars on which the UAE was founded. Read the article about the foundation of the UAE. Then discuss the points that follow.

In 1960, an economic movement started in the country, fuelled by the good news of oil discovery in Abu Dhabi. The movement was initiated by establishing The Board of Governors 'Trucial States Council'. His Highness the late Sheikh Rashid bin Saeed Al Maktoum, who ruled the Emirate of Dubai in 1958, and Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon them) started working together.

His Highness Sheikh Zayed met with His Highness Sheikh Rashid at Orkub Al-Sudaira, located between Abu Dhabi and Dubai, in February 1968. It was an exciting time, with many difficult points to discuss. However, thanks to communication and consultation, the council was formed in 1971 and, through the commitment of the seven rulers of the UAE to cooperation, work began on the modern UAE.

After the council was founded, work began on one of the biggest development plans the region had ever known. And from his very first day as ruler of Abu Dhabi, the late Sheikh Zayed bin Sultan Al Nahyan started harnessing all the resources available to him, to develop the country and raise the standard of living.

Consequently, the UAE grew into a modern and prosperous state after the birth of the union, thanks to the leadership and the generous nature of the seven rulers.

Under Sheikh Zayed's presidency, the UAE was industrialized, and thousands of people moved from houses made of vines and mud into clean, healthy homes. Fresh water and electricity were provided to every house, new roads were built and the outdated educational system was quickly modernised.

Through his values, Sheikh Zayed led the people, communicated with the world and, with the seven rulers, built the modern UAE. The values of fairness, generosity and spreading world peace became the backbone of the country. Fairness and justice were essential parts of his life and work. Sheikh Zayed was fair with himself, his family, his community and with all people. His way of life turned this country into a regional haven for anyone seeking justice and security.



- a. In your group, discuss the importance of the founder's characters during the establishment of this nation of justice and equality. Then, write down the conclusion of your discussion.

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.....

- b. Discuss how fair distribution is accomplished in a small group or on a wider community scale.

.....
.....

5 Draw a picture highlighting unfairness towards humans across the world. Then, show your drawing to your classmates.

Lesson 3

Distributive Justice

Learning Outcomes

- Understand the importance and the uncertain nature of what is fair.
- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

Vocabulary

equality

fairness

justice

distributive justice

1 Read the story below. Then, in your group, identify a solution and play the roles of Rafa, Yan, May and their parents in a way that ensures everyone is happy at the end.

Zang's family owns a motor showroom in China. They decided to visit Dubai's 2017 International Motor Show. When the family headed for the car, Rafa rushed to sit beside one window and Yan took the other window side. May was upset because she had to sit between them.

Their father refused to go until they'd found a solution to this problem. He got them out of the car, and their mother asked them to stop being selfish and agree on a solution to suit everybody.



Having considered the importance of fair distribution within the family, let's think about justice at the level of society. Read the story of 'The Elephant and the Blind Men'. Then answer the question that follows.

An Indian parable tells the story of six blind men who heard that an enormous elephant would be brought to their town to take part in an annual celebration. The six men went to talk to the town governor and asked his permission to touch the elephant for the first time in their lives.

They had heard about elephants and how big they were, but they could not imagine their shape or form. The governor agreed, and asked each of them to describe the elephant in one sentence after touching it. On the day of the celebration, and in the presence of the townspeople, the six men surrounded the elephant and began to touch it. When they had finished, they each described the elephant in front of the governor and the huge crowd of people.

The first man said, 'The elephant looks like a rope.'

Astonished, the second man said, 'Where is the elephant and where is the rope? It is exactly like a wall.'

The third man laughed and said, 'That's absurd, a rope and a wall! How is that even possible when the elephant is nothing but a big spear?'

The fourth man said mockingly, 'What you are saying is wrong, and what people say about the huge size of the elephant is also wrong. I was keen to discover the elephant, but shocked when I found out it is only a harmless fat snake.'

The fifth man said sarcastically, 'What is all this nonsense? The elephant is like a fan made out of leather!'



The sixth man chuckled and said, 'It sounds like you have touched something other than the elephant, as the elephant is nothing but a tree trunk.'

During each description, everyone present laughed loudly, except the governor, who was listening carefully and with great calm. After the six men had finished their descriptions of the elephant, the governor stood up and made a sign to the crowd to stop laughing. When everyone was quiet, he addressed them, saying: 'Every one of them was right about the description of the part of the elephant they touched. The first man said that the elephant looked like a rope because he touched the tail. The second one said that the elephant is like a wall because he touched its side. Then, the third one said it is like a spear because he touched the tusk. And the fourth one said that the elephant is like a snake because he touched the trunk. Next, the fifth one said that the elephant is like a fan because he touched one of its ears. And finally, the the last one said that the elephant is like a tree trunk because he touched its leg. So each of the six was partially right; the only mistake they made was not waiting to know the whole truth. We also, without exception, often make this mistake. We speak about part of the truth and we think that this part is the whole truth. Then we hold on to it and become stubborn about it. We argue with those who disagree and hold differing opinions, simply because we have failed to see the truth from all sides.' When people heard the governor's wise words, they nodded and became humble.

In your opinion, was the governor being fair or unfair towards the six blind men when he made them describe the elephant in front of other people? Discuss this with your group and provide reasons for your answer.

3 Now let's think about justice around the world. Read the text about the declining birth rate in Germany. Then discuss the points that follow.

In Europe, and particularly in Germany, there has been a decline in the number of births. The decline raises fears for the future, such as a drop in available labour and qualified academics. These concerns have forced Germany to look at the root causes of the birth rate decline. Young working people are increasingly deciding against having large families as many of them see this as having a bad impact on their career. German labour laws ensure that women keep their jobs when they go on leave to give birth and care for their child during its early days. However, the laws do not guarantee the same job position as they held before going on leave, which is a huge cause of concern for many women. Mothers who want to return to work often find themselves in an unrewarding situation. If there are no places available in the limited public nursery schools, then new mothers' salaries are spent on private nursery schools. Additionally, many working women complain that their husbands do not provide enough help at this difficult stage. Although the government allows paternity leave, it is uncommon for the father to stay home while the mother returns to work.

a. In your group, discuss whether Germany could have achieved better justice in distributing social services. Present the conclusion of the discussion.

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4

Look at the sculpture. It represents justice in all the judicial systems in the world. It is characterised by three main components: the balanced scale, the closed eyes and the sword.

- a. **What does each main sculpture component stand for?**
- b. **In your group, create a design representing distributive justice in society. Each group's design will be presented in front of the class and discussed.**



5

Read the text about funding and distributive justice in health systems throughout the world. Then, answer the questions that follow.

Human societies are experiencing changes caused by ageing and overpopulation. In addition, health problems such as heart disease, obesity and diabetes are increasing at serious rates. This is also putting pressure on the finances of the healthcare systems around the world. And this in turn is making it more difficult for countries to increase development and combat poverty.

The forms and types of healthcare systems vary widely throughout the world. Each has its own history and unique organisational structure. However, all healthcare systems are funded by one or more of the following resources:

- 1 - Public taxes imposed by the government, state, county or sometimes the city
- 2 - The social health insurance system
- 3 - Private health insurance
- 4 - Direct payment of costs by those who receive healthcare benefits
- 5 - Grants and donations given by charitable institutions and others

Most countries have social care systems that are funded with a unique mixture of these five resources. However, the distribution of these resources and the financial amounts differ from one country to another.

a. If you are a citizen of a self- supportive country, what should you do in order to benefit from the distributive justice in healthcare.

b. What are the challenges that prevent countries from achieving justice in the healthcare sector in general?

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c. Carry out some research into the Emirati healthcare system. Then identify how distributive justice could be achieved within it. You can choose to present your findings in written or electronic form.

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Lesson 4

Standards of Distributive Justice

Learning Outcomes

- Explain that distributive justice is about the distribution of scarce resources – such as wealth, work or positions (e.g., leadership positions) fairly within a group or in the wider community.
- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

Vocabulary

eligibility

equality

authority

need

- 1 **Three plants of different sizes are placed in front of you. You have one litre of water. Each plant is thirsty and has not been watered for a week. How would you distribute the litre of water between them? What criteria did you adopt? What criteria did your classmates adopt? So, what's the criteria for distributive justice?**



Read the text about Sarah's distributive justice dilemma during her family's preparation for Eid. Then answer the questions that follow.

Here comes Eid again. It is a time for families to come together and enjoy the holiday. Preparations begin very early - from preparing the delicious sweets and tasty food to decorating houses and buying new clothes for family visits. It is all about creating an atmosphere of positivity and happiness, and renewing family ties.

Sarah was delighted when her parents asked her to go with them to the Dubai Mall, one of the largest malls in the world. As well as shopping, there are also cafés and attractions, such as the Dubai Ice Rink, Dubai Aquarium and Underwater Zoo. People go there to enjoy the wide range of social, artistic and cultural activities on offer - there is something for every member of the family!

When Sarah entered the mall, she was amazed by its size. She looked around her and felt proud that there was such a beautiful, luxurious and entertaining place in her country. She was even happier when she was told they would be buying new clothes. When they got to the clothes store, Sarah's parents asked her to choose clothes for herself and her two sisters up to a total value of 500 AED. Sarah was confused. She started thinking about how she should divide this amount to buy clothes for the three of them in a way that was fair for everyone.

Sarah started thinking: 'Perhaps I should buy myself the most expensive dress because I'm more deserving of my father's money. Or should I choose the most expensive dress for Maha as she is the eldest? But then there won't be enough money left to buy two more dresses! And if I buy Yara, our younger sister, the dress that she liked last time we were here, there won't be enough money for anything else because it's so expensive. There is another option. Perhaps if I looked around more, I might find three dresses for the same price. Then there'd be no difference between us.'

Sarah was thinking about this when her mother asked her to make a decision.



a. In your group, discuss the options considered by Sarah to distribute the 500 AED between her and her sisters. Categorise these options according to these justice criteria:

Eligibility

Equality

Authority

Need

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

b. If you were in Sarah's position, how would you distribute the amount? Explain why your distribution would be fair.

3

Read the following text about water justice. Then complete the activity that follows.

The first thing to do to ensure 'water justice' is to find a fair way to share water between different regions or countries. Second, it's necessary to recognise that water resources are social and collective resources, so providing water should not be just about supply and demand. Third, the rules of justice and fairness have to be respected so that there's a balance between everyone's interests and needs. Fourth, there must be solidarity between current and future generations of people to ensure that environmental resources, such as water, are treated in line with the concepts of sustainable development and collective interests. Fifth, water must be regarded as an element of human security as it is essential to human life. In fact, water justice is related to many environmental concepts, including both the capacity to obtain water and water security. Water security means having enough water to meet human needs. Water justice is also related to water governance, which means the legal management of water resources, while also living in a clean and healthy environment. We can add to the list the common heritage of humanity, collective interests, justice among members of the same and different generations, the common governance and development of water resources, environmental interdependence and common yet different responsibilities.



- a. **In your group, discuss the photo. Consider the relationship between the two areas pictured. Think about how resources might be distributed. Keep in mind the criteria for distributive justice that we learned.**
-
- b. **Did each member of your group agree on the specific distribution method? Or did each of you have your own thoughts?**
-
-
- c. **What aspects did you agree on? What caused disagreement?**
-
-

4

Read the following passage about the economic philosopher Amartya Sen. Then answer the following:

Amartya Kumar Sen was born on November 3, 1933, in India. He is an economist and philosopher, and a lecturer in the United Kingdom and the United States. In 1998, Sen received the Nobel Memorial Prize in Economic Sciences for his integration of ethical values and humanitarian concepts with economic analysis. He has made multiple contributions, particularly in the field of social and economic justice, in addition to many publications including the book entitled *The Idea of Justice*, which was published in 2009. Amartya Sen invites us to think of equality based on individual capabilities, also known as competencies. Given the different capabilities amongst individuals, equality is unnecessary and ineffective when it comes to achieving fairness.



As a class, discuss the case presented below. Base your discussion on the criteria for distributive justice and Amartya Sen's idea about equality. Then act out the scene that has been assigned to your group.

There are two 'department manager' vacancies in a major company.

As a class discuss all five possible scenarios until you reach a decision about who should receive each of the jobs.

Join the group that you have been assigned to. Then, act out the following scene:

Groups representing the job candidates:	One group represents the decision maker
Relatives of the company's general manager	
Members of the wealthy class in the community	
Employees hoping for a promotion	
Young and educated men and women who are eligible for the two jobs	

The scenario: The decision-maker group meets the job candidates and chooses the new employees.

5

What follows is mentioned in the scholarship section of the web pages of the University of Iowa in the USA and the American University in the Emirates:

The University of Iowa offers various scholarships each year to its students based on financial need, academic merit, or, in particular, academic performance. Receiving a merit scholarship may not disqualify students from receiving other offered educational grants or loans based on their proven financial needs.



Citizens of the United Arab Emirates or residents and nationals of the Gulf Cooperation Council are eligible for scholarships. There are certain conditions necessary to receive a scholarship, which include:

- completion of 45 course credits, as well as a general average equal to 3.6 or above,
- achievement of a global average of 2.5 or above in order to renew the scholarship each year.



- In what ways do the universities distribute the scholarships with justice?**
- A university decided to give 700 USD to each student with a GPA of 3.5 and above as a scholarship payment towards tuition fees. It seems that all students are treated fairly - everyone with a GPA of 3.5 and above will receive the same amount. However, the students who suffer from financial difficulties objected to this decision and considered it unfair. They and their parents will struggle to pay the rest of the tuition fees, whereas the wealthy students can pay them easily. In this case, what solution could the university offer in order to be just towards both the wealthy students and those who suffer from financial difficulties?**

Lesson 5

How is Fair Distribution Accomplished?

Learning

Outcomes

- Clarify that distributive justice means the distribution of limited resources, such as wealth, employment or positions (such as leadership positions) fairly within a group or within the wider community.
- Show personal commitment to ensure fair and equitable distribution of limited resources (initially at the level of classmates, family members and friends).

Vocabulary

benefits

- 1 In front of you there is a box filled with stationery, including pencils, ballpoint pens, colouring pens, erasers, geometric rulers, perforators and other items. Share these items among your classmates without regard to age, position within the class, and needs or possessions.

Was it possible?

Was everyone satisfied?

How can you ensure a fair distribution of benefits?



2

Read the story about James who felt unjustly treated in class. Then discuss the questions that follow.

James was unhappy that Wael had been the coordinator of the class for four months. This was a frustrating situation for James. He always worked hard to help his classmates, even though he had no position in the class. He also enjoyed having the authority to speak for his classmates and having a connection with the teachers.

The teacher proposed that James compete with Wael for the post of coordinator. Each candidate devised an election programme, which included a plan to facilitate students' affairs and organise sports and art activities for the classroom.

James prepared a classroom programme that included new and important ideas for schoolwork and sports activities. He started going on school trips that were interesting, fun and educational at the same time, and told his teacher about his preparations. The teacher said that the position of coordinator would be based on the principle of equitable participation in the class.



a. What do you think of James' position with regard to the concept of equality?

.....
.....

b. Imagine that Wael was angry about James' desire to run for the position of coordinator. Would his anger be justified? Why or why not?

.....
.....

c. How should Wael see things to help him accept James' candidacy?

.....
.....

3 Read the text from the jobs page of a municipality website. Complete the activity that follows.

As part of our overall efforts to improve the municipality, we are seeking to develop the city into one of the most advanced cities in the world in terms of the excellence of services provided to residents.

To achieve this transformation, we are looking for qualified and talented people who will work hard to provide the highest standards of service. We need a group of people who can work with passion and enthusiasm to make the city one of the best municipalities in the world.

You will gain invaluable experience from working with us. You will also be part of a government institution dedicated to achieving strong economic progress.

Ibrahim and Yusuf have been friends since childhood. Ibrahim spent six years at university studying civil engineering, while Yusuf has devoted his time and effort to developing his motor racing skills. Ibrahim and Yusuf read the announcement about job vacancies in the municipality of their hometown. As Ibrahim prepared his application, Yusuf went to the municipality to ask for further information about how he could serve his city.

a. Imagine you are in charge of this municipality. How could Yusuf and Ibrahim achieve the vision of the municipality both locally and globally?

.....

.....

.....

.....

b. What real contributions could Yusuf and Ibrahim, each according

to his competence, make? Conduct online research.

.....

.....

.....

.....

c. Draw some conclusions about the importance of impartiality in distributive justice.

.....

.....

.....

.....

4

A country has issued the following decisions:

- Provide free education from kindergarten to secondary school.
- Provide free health services for all.
- Improve women’s employment opportunities in public administration by ensuring 30 percent of positions are filled by women.

Discuss these decisions with your classmates and their values based on the concept of justice in the distribution of benefits.

5

Read the following texts about people of determination who have received the same employment opportunities as their non-special needs counterparts. Then complete the exercise that follows.

- a. Saif Saeed, who has a mental disability, has proven his ability to work. He works for the Desert Group, a local company that Saif says provides the appropriate working environment to enable him to work productively. He says, 'I started working in 2006. I have overcome the challenges presented by my disability. Since starting work, I have participated in many important projects, including the establishment of institutions and schools nationwide.'
- b. Aisha Bilal, a teacher, worked with dedication and skill to overcome the many challenges resulting from being paralysed since childhood. Aisha says, 'The support I received from my family enabled me to continue and succeed. Their support enabled me to complete my education at the Faculty of Islamic and Arabic Studies and begin working as a teacher immediately after graduation. Despite suffering from an illness, having family responsibilities and raising my daughter, I am still capable of contributing.'

Some people refuse to allow people of determination to participate in employment, arguing that they are not able to physically or mentally perform roles effectively. Based on what you have read, write a 10-line letter addressing these issues and explaining the importance of equitable distribution of benefits among all members of society.

6 Consider some injustices in the world. Start building a project that addresses these issues. You can complete the project as homework and present it next week.

- Think of some unfair attitudes that you want to change in your school or community (attitudes that express prejudice or discrimination in some way). What are these attitudes?

.....

- Form small groups with your classmates based on their preference for one of these issues.

.....

- Identify the problem that you would like to resolve.

.....

- Explain the ultimate goal or outcome you would like to achieve.

.....

- Provide a list of the resources you need (human and material).

.....

- Set a schedule to accomplish the tasks or goals.

.....

Physical Health and Diet

Lesson 1	How Healthy Is Your Life Style?
Lesson 2	Exercise and Healthy Habits
Lesson 3	Obstacles to Health & Getting Help
Lesson 4	Types of Diseases
Lesson 5	Disease Prevention



What can I do to stay healthy and safeguard the health of others?



What does it mean to be healthy?

How can I maintain a healthy body?

What factors contribute to poor health?

What are the health issues that concern the world today?

What can we do to ensure good health for all?

Lesson 1

How Healthy Is Your Lifestyle?

Learning Outcomes

- Recognise their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.

Vocabulary

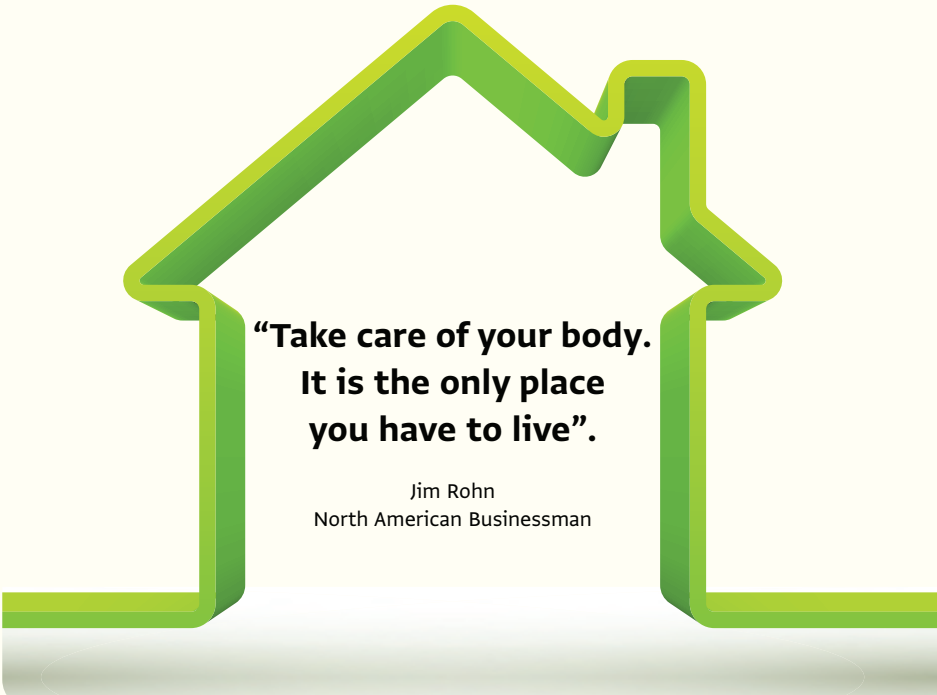
Nutrition

Diet

Carbohydrate

1

Read the quote. What do you think it means?



**“Take care of your body.
It is the only place
you have to live”.**

Jim Rohn
North American Businessman

2

Read the article *Learning the Health Habit* and answer the questions that follow.

With child obesity and other health problems like diabetes on the rise in developed countries, child nutrition and health have become frequent topics of discussion.

These issues have an effect not only on the future of children, but also on the countries themselves. The main sources of obesity are the food choices we make, lack of physical activity, and family habits that are not in line with a healthy lifestyle. Doctors fear that the increased frequency of obesity could lead to chronic health problems in adulthood.

Experts suggest that good nutrition, physical exercise, and sleeping patterns are among the most important factors that contribute to our health. They also suggest that it is essential that good habits are learned early on in life.

It is important to understand the nutritional value of food and how to prepare and cook quick and easy healthy meals. Exercise should be incorporated into our daily routine and we should make sure to get enough sleep to ensure we have the healthy minds and bodies we need to achieve our full potential in life and avoid health problems, like obesity or diabetes, in later life.

a. In what ways do health issues affect the country as well as the individual?



.....

b. Why do you think it's easier to learn good habits early in life?

.....

c. What family habits can contribute to health problems like the ones mentioned in the text?

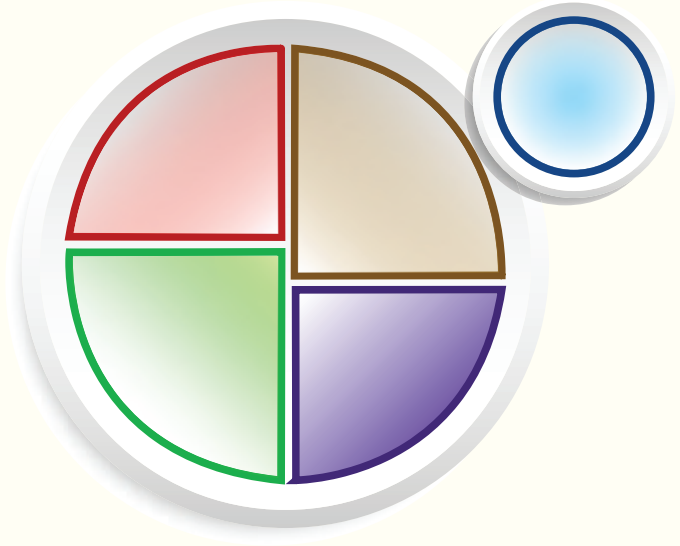
.....

3

Read the text below and answer the questions that follow.

The Mediterranean diet is known for its health benefits and claims to deter chronic diseases, especially those which are related to the heart.

It places great emphasis on olive oil, fish, whole grains, fruit and vegetables, and legumes as its main foods. If you follow this traditional diet, then red meat, dairy and sugary desserts are not eaten on a regular basis. As a result, this kind of diet is low in saturated fat and cholesterol, both of which are enemies of the heart. In this kind of diet, protein is obtained from fish



and legumes like lentils and beans, all of which are abundant in these countries.

It is also believed that following a Mediterranean diet can benefit the health of your brain. One study revealed that the risk of developing diseases like Parkinson's or Alzheimer's is greatly reduced for people who follow that diet.

a. Give examples of each of the following food groups.

- **Fruits:**.....
- **Vegetables:**
.....
- **Proteins:**
.....
- **Grains:**.....
- **Dairy:**.....

b. Fill your plate with the correct portion of each group.

c. What about fats and treats?

4

In small groups, read the following statements and decide whether they are True or False.

- | | | |
|--|--------------------------|--------------------------|
| a. Frying is the healthiest method for cooking food. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Eating homemade food contributes to a healthy body. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The average 6 -13 year old should sleep 9-11 hours per day. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Using electronic devices helps us sleep well at night. | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Regular exercise can harm bones and muscle. | <input type="checkbox"/> | <input type="checkbox"/> |

5

Ask your partner what food he likes to eat, then fill his lunch box from the choices you see in the pictures. Then evaluate his lunch box and advise if it needs to be healthier.



Fruit and Vegetables



Treats



Grains



Dairy



Soft drinks



Proteins

Lesson 2

Exercise and Healthy Habits

Learning Outcomes

- Recognise the importance of healthy eating, sufficient sleep and regular exercise.
- Understand and explain the different ways in which disease is spread, and know the importance of sanitation and clean water.

Vocabulary

Aerobic

Flexibility

Movement

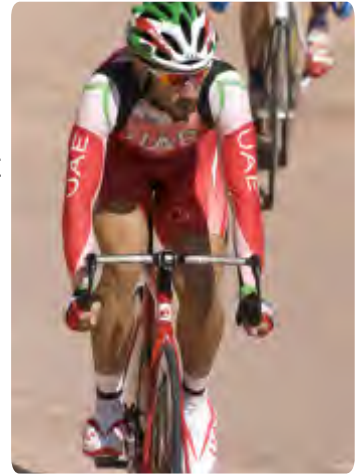
1 The children in the pictures look like they are having fun. Is this kind of fun good for them? Why?



Read the information about different types of exercise and the benefits associated with each.

Aerobic (Also known as Cardiovascular or Cardio)

Aerobic means relating to free oxygen. During this type of exercise you are using large muscle groups which require you to breathe at a higher intensity than when you are at rest. The increase in oxygen intake pumps the blood around your body at a quicker rate so the oxygen can get to your muscles. This type of exercise helps maintain a healthy weight as well as regulating digestive health and strengthening the immune system.



Anaerobic (Also known as strength or resistance training)

This type of exercise tones your muscles making them stronger and firmer. It requires short intense actions that are not reliant on a huge use of oxygen. It also improves the health of your bones as well as your balance and coordination.

Flexibility & Stretching

This type of exercise stretches and lengthens your muscles to increase your range of movement. It helps to keep joints flexible and muscles limber. Stretching should only be started when muscles are warm and the body temperature is raised. This type of exercise also creates good posture, helps



to prevent injury during more intensive exercise and increases the length of life and overall health of the individual.

Look at the sports and activities below. To which category of exercise do they belong?

Swimming, Sprinting, Zumba, Ballet, Martial Arts, Football, Gymnastics, Walking, Push Ups.



Aerobic	Anaerobic	Flexibility & Stretching

3

Read what are the health benefits of playing sports. Then answer the following questions.

Sports activities have many benefits on the physical and mental health. Studies showed that regular moderate sports have a positive effect on the immune system.

When one exercises, the heart pumps more blood, consequently, the blood circulation is more active. The lungs' intake of oxygen is increased and the muscles become stronger. All of that makes the immune system better prepared to fight bacteria.

Sports also have a positive mental effect on people. Practicing sports whether alone or in a team is a good way of releasing stress, it is motivating and rewarding. It also improves the memory and boosts communication.

- a. Explain how can sports be motivating, rewarding and an improvement for the memory and communication.**
- b. Name other physical benefits of sports.**



4

Sports add up to a healthy life. Read about other habits and answer the following questions.

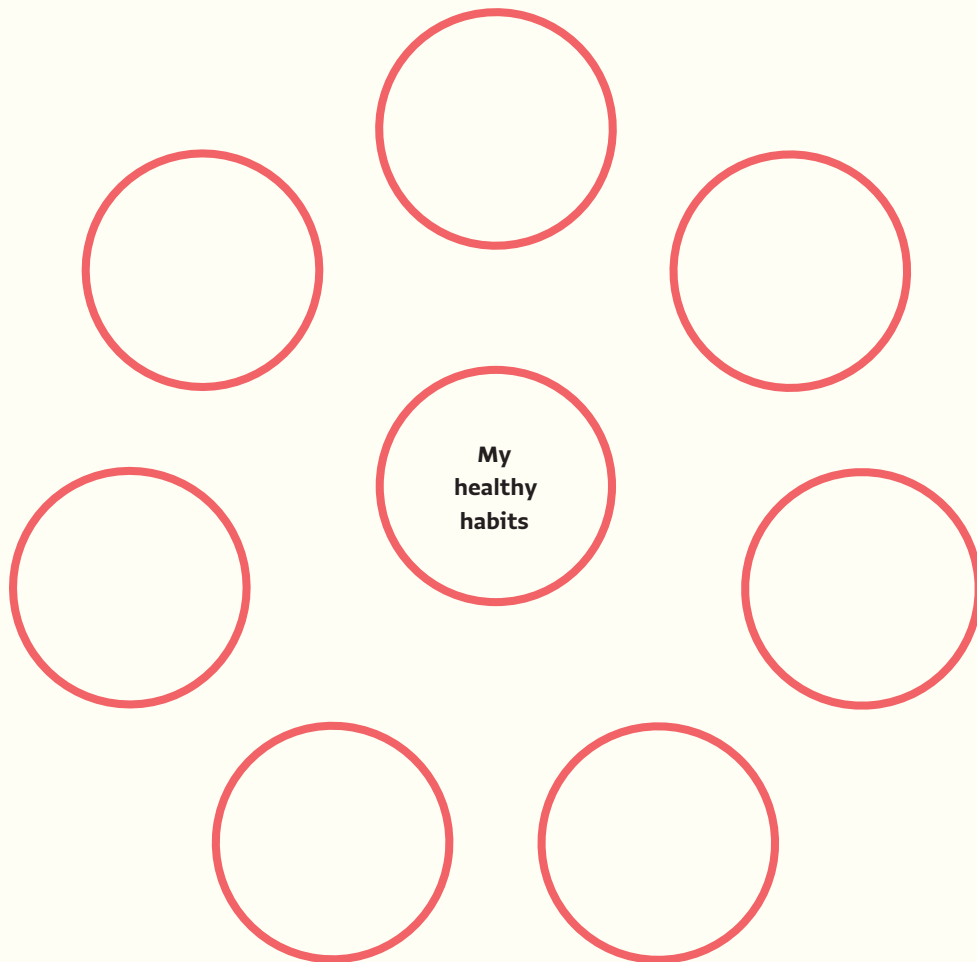
By practicing sports and eating a well-balanced diet we are leading a healthy life style, but what about other healthy habits?

Basic rules of hygiene are necessary in order to stay healthy. If they are not followed, then it is easy for infections and diseases to threaten our own health and the health of everyone we come into contact with.

These basic rules include washing hands frequently. Did you know that imposing the rule of washing hands very thoroughly before a surgery remains one of the greatest measures that saved lives? Brushing teeth at least twice a day is also another important habit that preserves your health by preserving the health of your teeth that allow you to eat a variety of foods and hence a balanced nutritious diet.



a. Fill in the chart with important healthy habits.



5

Keep a Health Diary for the next week. In it, record your daily diet, your physical activity, and the rules of hygiene you follow, and how often.



Lesson 3

Obstacles to Health & Getting Help

Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.

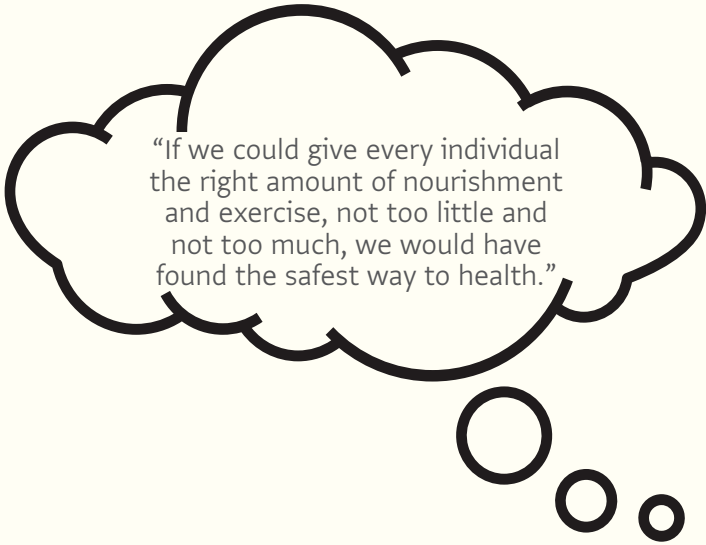
Vocabulary

Challenge

Consequence

Disease

1 What do you think is meant by this quote?



“If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have found the safest way to health.”

Hippocrates

2

Read about colleges in the UAE, then answer the following questions.

Some colleges in the UAE are leading by example when it comes to facing the challenge of global obesity and promoting healthy living. Students are being taught about health and wellbeing right from the basics of food intake and energy levels.

Healthy living is reinforced by the college. The cafeteria serves only healthy meals and soft drinks have been banned on campus. A sedentary lifestyle in which young people spend most of the day sitting either at school or at home has been blamed for the rise of obesity. “It’s important that we educate this generation and the ones that come after. Otherwise, the trend of longer life expectancy could be reversed” “If you can walk for 30 minutes a day and keep your heart beat above 130 beats per minute, that’s a great start.” Says one college representative.

Another culprit of increased weight among young people has been found to be fizzy drinks. A recent study found that many young people consume more than one 330ml can a day. Results showed more tooth decay among soda drinkers and people who drink soft drinks had nearly five times more risk of suffering a bone fracture than those who did not.

The government of the UAE is working closely with other organisations to address the problem, and efforts are ongoing to ensure the health of the population.



- a. **Why do you think a ban on soft drinks was introduced?**
- b. **What reasons can you give for the sedentary lifestyle mentioned in the article?**
- c. **In your group, discuss the responsibilities of the individual, family, and society in ensuring that we live full and healthy lives**
- d. **Obesity has been referred to as “a global health problem” What do you think this statement means?**

3

Consider the obstacles and the consequences people encounter in their lives while trying to maintain their health.

	Obstacles	Consequences
Diet		
Exercise		
Sleep		
Hygiene		
Access to knowledge		
Access to health care services		

4

In pairs, role play the scenarios: Before you deliver your advice, think about whether the problem is a consequence of poor lifestyle choices made by the individual and what they need to do to improve their health.

Nadia is 11 years old. She finds it difficult to sleep at night. Every morning she wakes up tired and cranky as she starts her day. She can't concentrate at school and she doesn't have energy to exercise. She drinks energy drinks to help her stay awake and do her homework. At night she tries to watch TV or movies to help her to fall asleep. Without these, she finds herself thinking about things she is worried about.



Farhad is 11 years old. He is overweight and is often teased in school because he can't run easily so can't join in the sports activities. He buys his lunch in the cafeteria and usually chooses French fries and some fried chicken.

Sophie is 12. She feels that she eats quite healthy and gets enough sleep but when she has to walk up stairs she finds herself getting out of breath very easily. She is afraid to play sport because she doesn't think she'll be any good at it.

Adnan is 12 years old. He is in Grade 6 and even though he is smart he does not enjoy school very much. He hasn't got many friends and feels sad and lonely a lot of the time. He doesn't see any point in working hard or joining in. His energy is low and he spends most of his free time playing video games.

5

Visit one of the following facilities in your neighbourhood:

- **sports club**
- **gym**
- **swimming pool**
- **health club**

Write a report on how this facility contributes to the health of the people who go there regularly.

Lesson 4

Types of Diseases

Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.
- Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

Vocabulary

Global Health Concerns

Malnutrition

Malaria

1

Discuss the following statement: “All over the world, health concerns are the same.”



2

Read the text about malaria and answer the questions that follow.

Malaria is an infectious disease that is caused by a parasite carried by mosquitoes. The symptoms of the disease include fever, chills and flu-like illness. If it is not treated, people can develop complications and die. Although this is a preventable disease, “bad environmental sanitation, stagnant water, poor access to healthcare and lack of information are still contributing factors to its existence” says one health expert. Unfortunately, since those factors are still prevailing in many areas of the planet, the disease continues to be devastating.

Statistics show that a child dies every two minutes from the disease and about half the world’s population is at risk of catching the disease.

What offers hope is that other diseases have almost been put to an end, and with governments and health organisations behind intervention problems, we can hope to see the day where malaria too will be a disease of the past. Malaria cases that used to occur in the UAE were of imported origins. That means that people would get contaminated abroad and spread the disease after entering the UAE. The efforts of the UAE government have kept the country free of the disease since 2007. The UAE has always been at the forefront of the battle for the elimination of malaria regionally and internationally. The latest action in that regard was the commitment to global malaria elimination, which was announced by His Highness Sheikh Mohammed bin Zayed, UAE Crown Prince of Abu Dhabi

and long-standing supporter of humanitarian causes, in September 2017. The UAE made a large contribution to Roll Back Malaria Partnership, the global platform composed of more than 500 partners fighting together against malaria.



- a. **What is an infectious disease?**
- b. **How is malaria different from a typical flu, which is also an infectious disease?**
- c. **Why does it take joint efforts to eliminate some infectious diseases like malaria?**

KEY FACT

World Malaria Day is on April 25. People spread awareness of the disease and help fight it.

3

Read the following short articles about the challenges of malaria and malnutrition today.

Tanzania

Malaria risk is high in Tanzania, especially in rural areas. But prevention measures are few in these poverty-stricken areas. One woman, who knew her son was ill with malaria headed to the health centre in order to get free medicine for him. But the clinic did not have any. Medications were usually supplied at the beginning of each month and due to high demand, there was none available by the end of the first week. The only choice she had left was to buy it! Of course, she did not have the money to do so. She was then advised to go to a nearby town where she might find some for free. She carried her 8 months old baby and headed to the nearby town, 6km away, riding her father-in-law's bicycle. As she reached the health center there, she was stunned by the scene: the queue at the entrance was even longer than the one in her hometown. Will she be luckier here?



Guatemala

Guatemala has a very high rate of malnutrition. In 2015, around 46% of the population was stunted. This means people are shorter and thinner than normal. In some areas, all children are at least 16 - 20 centimeters shorter than they should be. In a very poor family, you will see twelve years old children look as if they are four or five. The main cause of stunted growth, experts say, is lack of vital nutrients during the first thousand days of life.

But stunting is not just about height. Malnourishment also means that these children get sick more easily and their brain function does not develop properly. Stunted kids are more likely to drop out of school and grow up to be unskilled workers with little potential for economic success later in life.



www.alamy.com - BK6XNR

In your group, consider the following questions:

- What is the main health challenge in each article?
- What has led to this in these situations?
- What could the global community do to help these people?

Complete the following activity.

4

Your teacher will call out a number of statements. You will be given time to think in groups about each statement, and give examples or reasons that confirm or oppose each statement.



5

Choose a health issue that affects young people today.

This can be a local issue or a global issue that you want more people in the UAE to be aware of.

Work together as a group to create a public health awareness campaign to highlight the issue. You can create a poster, a flyer, a website, or a short visual or audio ad.

Use your creativity and do your best to make a positive difference to the health of your community and your world.

Below are some ideas but feel free to choose another topic and ask your teacher for guidance.

Obesity

Awareness against smoking - what can we do?

Do you get enough physical exercise?

How healthy is your diet?

Lesson 5

Disease Prevention

Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.
- Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

Vocabulary

Sustainable Development Goals

Campaign

Prevention

“The Future We Want”

1

Think about how you want to see the future of the planet.



Read the article *United Nations Sustainable Development Goals (SDGs)* about the world's plans for a brighter future. Then answer the questions that follow.

By the year 2030, the world will be a better place. At least that is what world leaders, who have signed up to work towards achieving the United Nations Sustainable Development Goals by that year, believe.

The UAE is among the 193 nations that support the 17 goals which aim to improve the living standards and life expectancy of people all over the world. The initiative especially hopes to make a difference to people whose lives are at risk from hunger, poverty, disease and lack of sanitation or clean water.

The goals cover a range of global issues which include Climate Change, Peace, Justice and Strong Institutions, Life on Land, and Life below Water. However, among the 17 goals, goals 1, 2, and 3 concern No Poverty, Zero Hunger, and Good Health and Well being, all of which are closely linked. Goal 6 concerns Clean Water and Sanitation.

Poor health often means that children have to drop out of school, meaning they can't get well-paid jobs when they grow up. This leads to poverty and malnutrition which leads to poor health and the cycle continues.

For the goals to be reached, everyone needs to do their part: governments, communities, and people like you. It's going to take all of us working together to make the world a better place.



- a. **Whose lives do the SDGs aim to improve?**
- b. **Who will be involved in helping to achieve the goals?**
- c. **What part does a healthy lifestyle play in achieving the global goals?**
- d. **What do you think the world will be like in 2033?**

Facts and Figures

- Malnutrition is the biggest contributor to disease in the world.
- Almost half of child deaths are linked to malnutrition.
- Children born into poverty are almost twice as likely to die before the age of five as those from wealthier families.

3

Create a checklist reflecting on your own health and what to improve in it.

Divide your list into three categories:

1. Physical activities
2. Diet
3. Hygiene



4

Access to clean water is one of the basic human rights. Read the text and answer the following questions.

Our good health depends on it. Yet millions of people die each year as a result of lack of access to clean potable water and adequate sanitation.

There is no doubt that water projects funded by developed countries are life-changing events.

The UAE has a proven track record in supporting global efforts to bring clean water and sanitation to even the remotest area. Sheikh Zayed (May Allah place peace upon his soul) believed that water was the most essential natural element in life. He encouraged and supported all ways of finding and conserving water in the UAE.

a. Explain why would a water project be a life-changing event.

- b. Research how Sheikh Zayed found and conserved water. How does this show his responsibility for the health of the citizens?
- c. Do research on a charity or foundation that is striving to improve global health.



5

Now it is time for your group to present your campaign on the topic you chose in the previous lesson.

Answer any questions your classmates may have and ask questions about the other campaigns too.

Evaluate the campaigns using **Two Stars and a Wish**.



Parents' Guide Grade 6

Unit 1 **Equality and Justice as Fairness**

Unit 2 **Physical Health and Diet**

Unit 3 **How the UAE grew into the diverse,
inclusive society that it is today**

Unit 4 **Respect and Tolerance in a
Diverse Community**

Unit 5 **Mental Health**

Lettre to the Parents/ Guardians

Dear Parents/ Guardians

Welcome to a new academic year, one that we hope will be fruitful and beneficial.

We have decided to teach Moral Education in order to facilitate the character development of our students. We aim to introduce them to a set of individual and social values, which we hope they will abide by. This will enable them to play an effective role in the community and create a bright future on both personal and social levels.

Therefore, we hope you will contribute to our efforts by talking to your children and discussing with them the topics and lessons of this course.

At the beginning of each unit, you will find a summary of its content and intended learning outcomes. We hope you will read the summary and learning outcomes and work with your children to complete one or more activities from the menu suggested in this unit, thus ensuring interaction between the students and their family members.

Unit 1

Equality and Justice as Fairness

Objectives of the Unit

This unit focuses on the concept of justice within small and large groups in terms of treating others fairly and justly at a school, in a family or at the community level. It also addresses the concept of fair distribution.

Students learn that there are different approaches to the concept of justice. These different approaches can be applied when distributing limited resources. Students also learn the concepts of equality, power, need and merit. In addition, they learn how to assess the limited resources in the classroom and make decisions about the distribution of these resources.

This will be accomplished across five lessons containing the concepts related to the unit title. These lessons are designed to answer the central question. This is the question that all lessons revolve around and that the students should think about throughout the unit learning process.



How do we commit to distributive justice in our daily lives and at the community level?

Exploratory Questions

How do we achieve equality amongst people?

What is the relationship between equality, fairness and justice?

Are resources and funds distributed fairly?

As a community, how can we achieve distributive justice through what we have learnt?

Learning Outcomes:

- Describe some issues that might arise when studying the matter of equality (e.g., the difference between equal opportunities and equal outcomes).
- Explain that distributive justice is about scarce resources - such as wealth, work or positions of power - being allocated fairly within a social class or in the wider community.
- Understand the importance and contested nature of reasoning behind deciding what is fair.
- Show personal commitment by ensuring the fair or equitable distribution of limited resources (initially with classmates, family and friends).

Home Activities

Activity 1: We want justice, Judge!

- Family members will arrange a meeting that everyone will attend, preferably on a holiday.
- On the day of the meeting, they rearrange the sitting room to form a courtroom and prepare a notebook to serve as the court's register.
- Family members play the roles of the judge, the accused, the prosecuting attorney, the defence attorney and the jury (at least four family members to play all these roles).
- Each person identifies one example of behaviour within the family, society or the world that represents injustice and inequality. Each example is recorded in the register.
- Family members conduct the trial and role-play it according to the distribution of roles amongst them.
- The judge's ruling is recorded in the court's register and signed by everyone.

Family members express their feelings towards the judgment and keep the register as a memorial to the family court.



Activity 2: Fair Distribution

- All family members arrange to have lunch or dinner together. The meal should include a choice of healthy foods.
- During the meal, each person makes a mental note of the types and quantities of foods he or she is eating. After the meal, each person writes on a piece of coloured paper the quantity of each type of food that he or she ate.
- Family members then compare the types and quantities of foods they ate, noting the differences. Did each person consume an equal amount of food? Did each person eat the same type of food? Was the meal fair to everyone?
- Then they discuss whether the meal was fair to everyone, specifying the criterion of fairness, such as whether everyone had enough food rather than the same amount.
- Family members agree on a set of criteria that determines the fairness of food distribution during this meal. This could be the age of the person, how hungry each person is, preference for certain types of foods, the speed of eating or something else.
- Everyone will vote on the extent to which justice is achieved during the meal.



Unit 2

Physical Health and Diet

Objectives of the Unit

The aim of this unit is to enable students to care for their health through diet and lifestyle and how about these factors affect their lives. Students learn about global health concerns and diseases that threaten the individual and the wider community and how these can be prevented. Students learn about their own responsibilities regarding their own and global health concerns.



What can I do to stay healthy and safeguard the health of others?

Exploratory Questions:

- What does it mean to be healthy?
- How can I maintain a healthy body?
- What factors contribute to poor health?
- What are the health issues that concern the world today?
- What can we do to ensure good health for all?

Learning Outcomes:

- Recognise the importance of healthy eating, sufficient sleep and regular exercise.
- Understand and explain the different ways in which disease is spread, and know the importance of sanitation and clean water.
- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.
- Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

Home Activities

Activity 1:

Week 1. Diet is one of the six major factors affecting every person's health.

- Talk to your child about healthy food choices. Emphasise that food choices made in childhood can have an impact on health in adulthood.
- Draw up a food diary for your child for one day, to see what he or she is eating at different times in the day. Discuss the diary with your child and agree how the diet could be improved as necessary. For example, instead of having chocolate for a snack, the child has a piece of fruit.
- Every family member also commits to making at least one change in their daily diet in order to improve.
- The family works together to prepare, cook and enjoy a healthy meal together. Take photos that your child can share with his or her classmates.
- Research the recommended daily allowance of different food types. Have a competition this week to see how scores best on their daily allowance for the different food types.

Activity 2:

Week 2. Exercise is another major factor affecting one's overall health.

- Each day this week, do 10 minutes of physical activity with your child. If possible, do this as a family. Do a different physical activity each day to show the child how exercise can be varied and fun.
- Follow an online exercise class or go and play your favourite sport.
- Have a family challenge. Set exercise targets for all family members and see who scores the best.
- Challenge each other to try as many different types of physical exercise as you can this month. Remember the best way to build healthy habits is to do exercise that you enjoy.



Activity 3:

Week 3. Your child has been learning about the six major factors that affect their health.

- Talk to them about these six factors: diet; exercise; sleep; hygiene; knowledge; healthcare.
- With your child, review the first two activities, which centred on diet and exercise. See if you, as a family, can come up with three more ways you can improve your health by focusing on diet and/or exercise.
- Monitor how much sleep every member of the family gets each night in a week. (You can use sleep monitoring apps, if available.) Is everybody getting enough (seven hours) sleep? If not, what steps can you take to help?
- Carry out a hygiene inspection at home. Identify four steps you could take to improve hygiene at home. Assign individual steps to family members.
- Have a health quiz! One family member is the quiz master and must research the questions. Whoever has the highest score at the end of the quiz wins a (healthy!) prize.
- Set a date for a medical check-up for each member of the family.

Activity 4:

Week 4 & 5: Your child is researching and planning a health campaign for young people in the UAE with their classmates.

- Ask them about what health issues they think affect them the most and what do they think will help.
- What steps can your child to improve his or her own health around this health issue? How can the family help?
- Help your child research the issue. Bring him or her to local resources such as libraries, clinics or sport centres.
- As a family, work with your child to make one item for the campaign, such as an awareness poster or a social media campaign.

Glossary

Abandoning responsibility: Evading duties and blaming others.

Active: Moving and energetic; not still.

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

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

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

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

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

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

Audit: An official evaluation or assessment of an organisation.

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

Benefits: Good or positive effects of something.

Benevolence: Kindness to others.

Brochure: A leaflet outlining information.

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

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

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

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

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

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

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

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

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

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

Curator: The person in charge of a museum exhibit.

Demographics: The study of populations and population movement.

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

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

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

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

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

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

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

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

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

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

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

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

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

Fairness: Justice, giving people their rights.

Flexibility: The ability to bend and stretch without breaking.

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

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

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

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

Happiness: Feeling joy, satisfaction and reassurance.

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

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

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

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

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

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

Mindfulness: Focussed awareness of your thoughts and feelings.

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

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

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

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

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

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

Need: A lack of some thing or resource.

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

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

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

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

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

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

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

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

Prevention: Ensuring that something does not happen.

Research: To search for further information about a topic.

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

Respecting Others: Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class).

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

Review: Look back upon; assess and evaluate.

Revisions: Make changes based on corrections or feedback.

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

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

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

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

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

Sources: Where information was obtained from.

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

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

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

Sympathise: Feel with others.

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

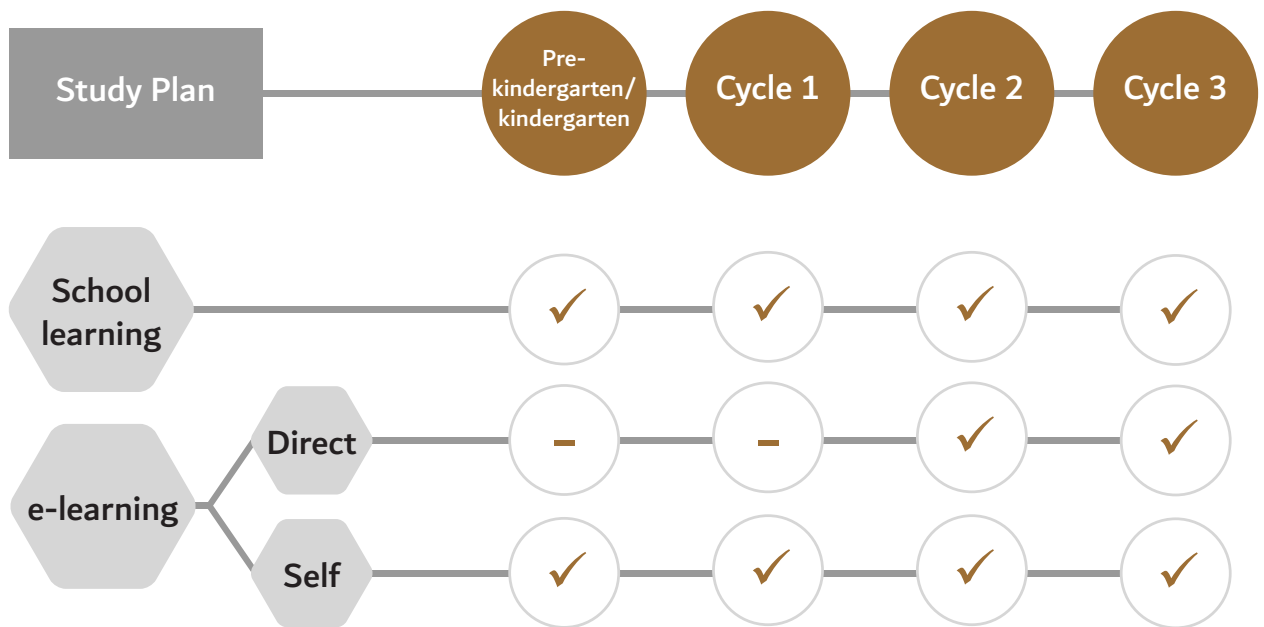
Theme: The main or central idea.

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

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

Hybrid education in the Emirati school

Within the strategic dimension of the development plans in the Ministry of Education, 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





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