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MORAL EDUCATION



Grade
08

Moral Education

Teacher Guide

Grade 8

Volume 1

Third Edition

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

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 nations stability, and the spirit of its laws. Without values a country has no security, stability or continuity.’ ”

HH. 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.’ ”

HH. 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.’ ”

HH. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

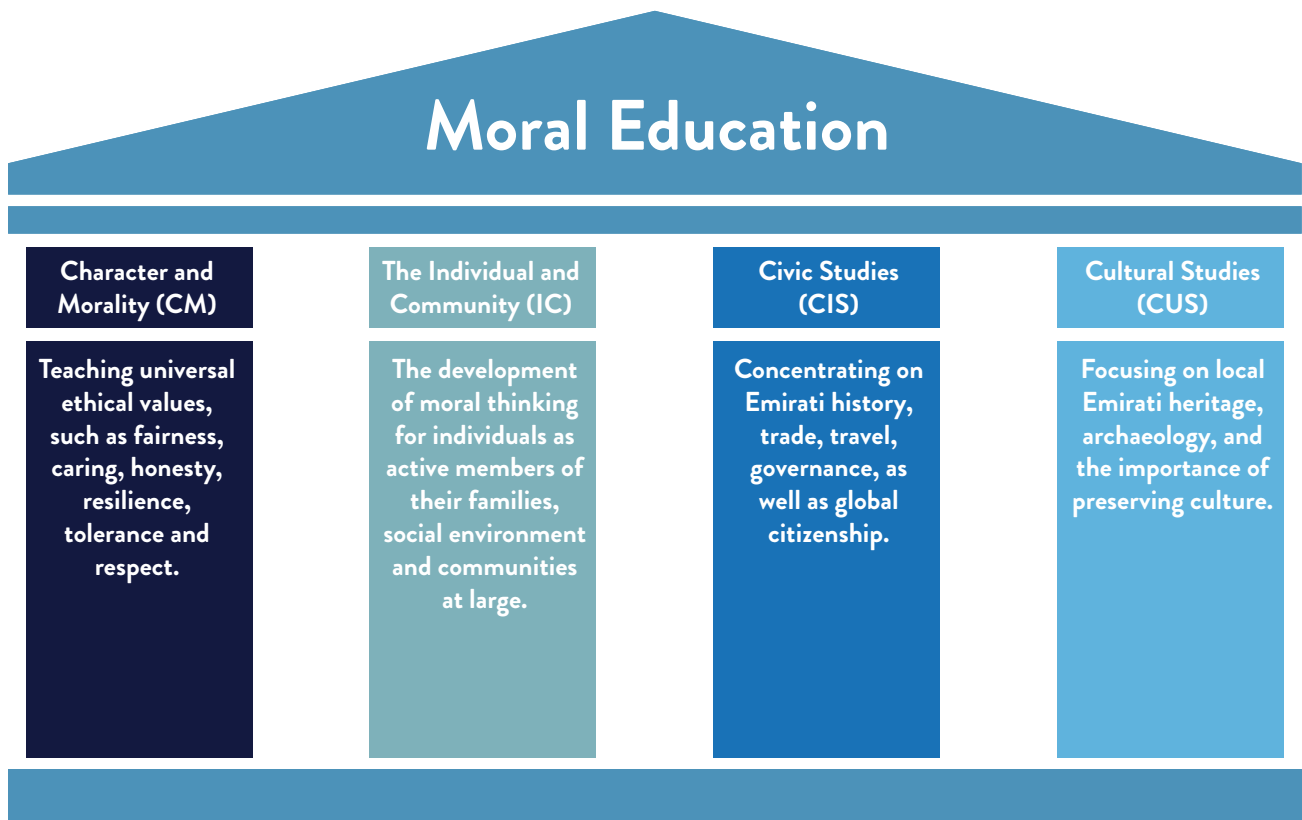
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different and divergent views and perspectives. It seeks to empower them to become active, responsible, local 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 work their way through four key pillars of learning as they progress through the course. 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.

Key Skills

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



Values

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

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

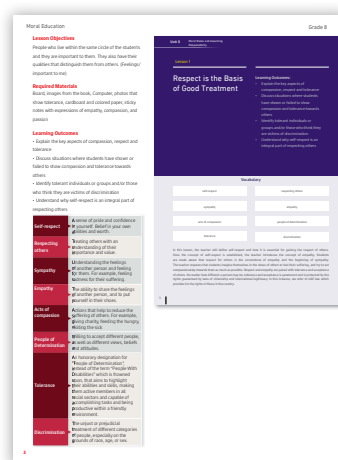
Teaching and Learning – A Pedagogical Approach

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

Action Projects

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

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



Teacher Guide

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



Digital Resources

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

The Moral Education programme includes two volumes

The Moral Education Course Cover and What it Symbolises

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

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

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

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



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

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

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

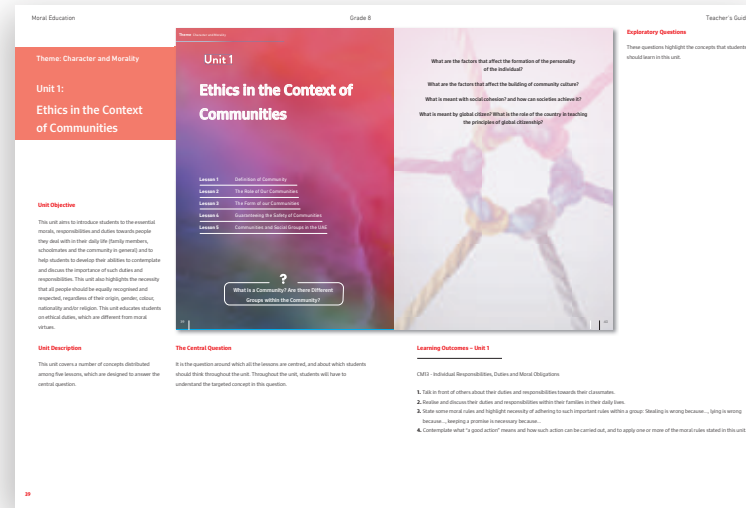
The gradation of colour portrays the complexity of the 21st century living.

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

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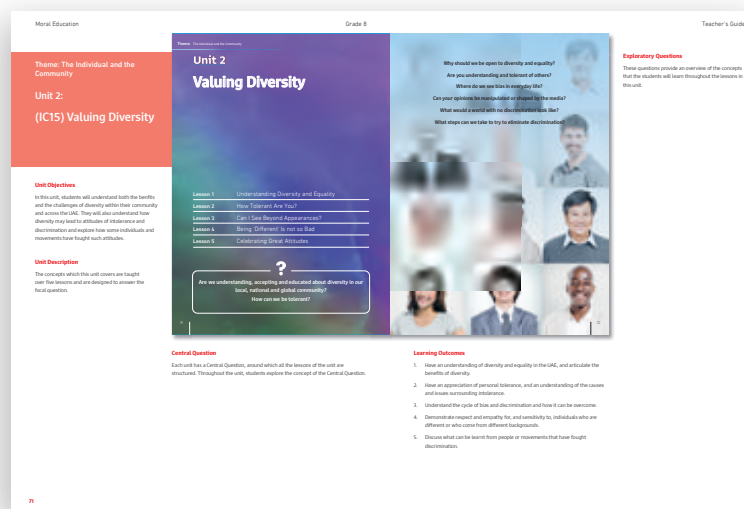
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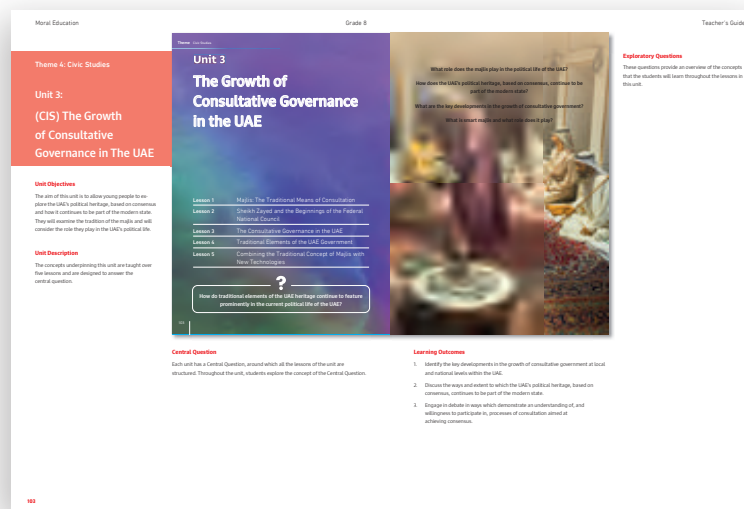
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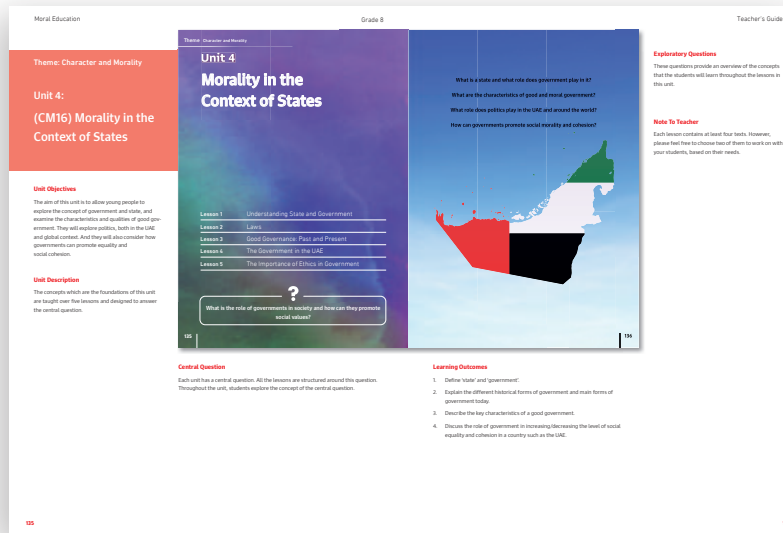
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Unit 6

Moral Education in Action

Theme: Character and Morality

Unit 1:
Ethics in the Context
of Communities

Unit Objective

This unit aims to introduce students to the essential morals, responsibilities and duties towards people they deal with in their daily life (family members, schoolmates and the community in general) and to help students to develop their abilities to contemplate and discuss the importance of such duties and responsibilities. This unit also highlights the necessity that all people should be equally recognised and respected, regardless of their origin, gender, colour, nationality and/or religion. This unit educates students on ethical duties, which are different from moral virtues.

Unit Description

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

Theme Character and Morality

Unit 1

Ethics in the Context of
Communities

Lesson 1	Definition of Community
Lesson 2	The Role of Our Communities
Lesson 3	The Form of our Communities
Lesson 4	Guaranteeing the Safety of Communities
Lesson 5	Communities and Social Groups in the UAE

?

What is a Community? Are there Different
Groups within the Community?

The Central Question

It is the question around which all the lessons are centred, and about which students should think throughout the unit. Throughout the unit, students will have to understand the targeted concept in this question.

What are the factors that affect the formation of the personality of the individual?

What are the factors that affect the building of community culture?

What is meant with social cohesion? and how can societies achieve it?

What is meant by global citizen? What is the role of the country in teaching the principles of global citizenship?

Exploratory Questions

These questions highlight the concepts that students should learn in this unit.

Learning Outcomes – Unit 1

CM13 - Individual Responsibilities, Duties and Moral Obligations

1. Talk in front of others about their duties and responsibilities towards their classmates.
2. Realise and discuss their duties and responsibilities within their families in their daily lives.
3. State some moral rules and highlight necessity of adhering to such important rules within a group: Stealing is wrong because..., lying is wrong because..., keeping a promise is necessary because...
4. Contemplate what "a good action" means and how such action can be carried out, and to apply one or more of the moral rules stated in this unit.

Lesson Objective:

This lesson aims at expanding an interest in morality within the broader Emirati community. It also discusses the concepts of community, social identity and social cohesion, and the ideas that people belong to intertwining social circles and communities require moral obligations from their constituents.

Required Material

- A variety of pictures showing Emirati groups
- Display screen
- Big cardboard card

Learning Outcomes:

1. Explain what a community is and why being a member of at least one community or a group is important.
2. Name the main types of communities and social groups in UAE.
3. Provide a description of at least one group to which the students belong, and identify some of the common values and duties shared by members of this group.

Preliminary Activity 1 (5 minutes)

This activity aims at specifying the types of the groups in the pictures and explaining the relationships between their members.

- The teacher displays the pictures (using a display screen if available) and ask the students the following:
 - a. Specify the types of these groups and explain the relationships between their respective members.
- Students write their answers in the space below each picture.

Answers:

Picture 1 - Group Type: Sporting Team - relationship among members: Teammates - Individual-level competition - Club-level cooperation

Picture 2 - Group Type: group of workers - relationship among members: Colleagues - Competition - Support

Picture 3 - Group Type: group of farmers - relationship among members: Companions - Cooperation

Picture 4 - Group Type: group of students - relationship among members: Companions - competition

Picture 5 - Group Type: group of fishermen - relationship among members: Companions - Cooperation

Picture 6 - Group Type: Clansmen - relationship among members: Companions - Solidarity

Unit 1 Ethics in the Context of Communities

Lesson 1

Definition of Community

Learning Outcomes:

- Clarify the meaning of community and the importance of belonging to the community or at least one group
- Describe the main types of communities and groups in the UAE
- Provide a description of at least one group that students belong to, and identify some of the common values and duties shared by members of this group

Vocabulary

Community

Society

Belonging

- 1 Write down the types of groups you recognise in the following images and the nature of the relationships between their members.



Relationships:

.....



Relationships:

.....



Relationships:

.....



Relationships:

.....

Picture 7 - Group Type: group of employees - relationship among members: Colleagues - Professionalism

Picture 8 - Group Type: Family - relationship among members: fatherhood - motherhood - filiation - solidarity

- b. This activity is designed to enable students to recognise and distinguish between primary and secondary groups and identify how their members belong to such groups. This activity also aims to teach the students that primary groups are not separate from secondary ones. They overlap, as an individual can be a member of more than one group.

The teacher asks the students to create and fill a table with primary groups (e.g. family, clan or village) and secondary groups (e.g. school, club, workplace, voluntary foundation).

Each student identifies and writes the groups to which he/she belongs (e.g. school, sporting club, family, etc.) The students then write this down in the specified space within the drawing.



Relationships:

.....

.....



Relationships:

.....

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Relationships:

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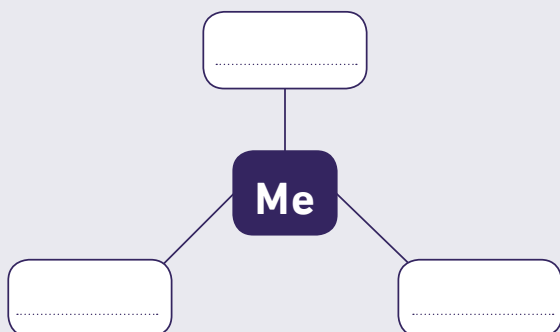


Relationships:

.....

.....

- b. Think about what you learned about different groups and relationships in the first section on this activity. Then write down in the boxes below the names of some of the groups that you belong to. Next, identify the type of relationship between you and each of them and then write down the name of the largest of these groups.



The name of the largest group:

Community

Community is a group of people who live and interact with one another in a specific place and in accordance with specific regulations.

Belonging

To be part of

Society

A group of communities.

- The teacher tells the students to draw a table and provide examples under the headings: Primary Group & Secondary Group

The teacher may make use of the first activity's table by asking students to make an overlapping map between the two stated types of groups (i.e. primary - secondary). The teacher specifies a number of people: Father - Mother - Son - Teacher - State President - Sports Player - Fisherman - Employee

- Students draw maps of their own creation to highlight the overlap between groups.

Activity 2 (10 minutes)

- a. This activity is designed to help the students determine the values that govern the relationships among the members of a given group (based on group type)

After reading the text, the teacher divides the students into smaller groups and allocates time for the students to discuss the text within their groups. Afterwards, the teacher asks his/her students to provide examples of the human values that govern the relationships among group members.

Expected Answers: Keep others safe - considering others' interests - Respect for others - respect for differences - good treatment - respect the freedom of others.

- b. This activity aims at enabling students to distinguish primary groups through the psychological and material needs provided to their members.

The teacher conducts a panel discussion (brainstorming) by asking the students about the psychological needs that each group fulfils for its members:

- How do you feel with your family (e.g. (safe - loved - powerful - supported - tranquil - proud, etc.) The teacher then asks the students to write down their feelings under the heading 'Psychological Needs Secured by the Group'.
- The teacher asks the students to list the material needs provided by the family: food, clothing, housing, health care, education, etc.

The students write down moral and material needs secured by such groups in the table under the heading 'Primary Groups'. They should also do the same under the heading 'Secondary Groups'.

Expected Answers: Primary Groups:
Moral needs (affiliation, safety, upbringing, emotional satisfaction, attention, etc.)
Material needs (care, education, health care, clothing, housing, security, etc.)
Expected Answers: Secondary Groups:
Moral needs (affiliation, mutual help, self-realization, communication, moral appreciation, common interests, etc.)
Material needs (mutual interests, material appreciation, acquiring a social rank, etc.)

2 Read a text on the concept of community and its components. And then discuss the points that follow.

The basic component of any community is the individual. A community is a number of individuals living in one area and interacting among themselves with a shared culture, profession, political system, or faith. Three elements characterise a community and distinguish it from other communities: individuals, area and relationships.

However, being in a community is not unique to human beings. Some animal groups also rely on their communities to improve their chances of survival. Moreover, animal communities display behaviours such as collective care for the young, cooperation to find food and collective defence of their territory.

A group is a social unit consisting of at least three people connected by relationships based on fulfilling material and moral needs. Groups may form a community connected by language, culture, political, social systems and common goals.

There are two types of groups: primary groups and secondary groups. Primary groups are considered groups of belonging because the individual belongs to them automatically. These groups are united by very strong emotional relationships, such as those between family members.

Secondary groups are those that individuals join voluntarily. They are called reference groups, such as schools and volunteer institutions. Relationships between members of these groups are often less emotional because they are rational and governed by rules. Also, it is worth mentioning that membership of a secondary group is usually temporary. You belong to your school, your football team, your sports club or the orchestra where you play a musical instrument for a certain period.

- a. Write some examples of human values that govern the relationships between group members and contribute to the continuity of the group.
- b. From the text, identify some of the benefits that an individual gains from belonging to the community group.

The teacher invites the students to use the table to identify common needs secured by primary and secondary groups for their members.

3 What are the most important reasons why an individual belongs to a group? Read the article on the concept of social belonging by German sociologist George Simmel. Then discuss the points that follow.

The concept of social belonging is one of the main concepts that determines an individual's relationship with the group at all times and places. Humans are social beings, who live together and depend on one another materially and morally. Therefore, the essence of the individual's relationship with others lies in his or her need for support.

The importance of belonging on a social level is emphasised. Without belonging, the group loses the cohesion that depends on the extent to which it can fulfil the needs of its members. As long as the group fulfils the individual's needs, it can influence the individual's ideas and behaviour through the benefits he or she obtains by belonging to it, which are as follows:

- Individuals can fulfill personal and social desires that they cannot normally fulfil on their own.
- Individuals have a sense of security and calm within a group that they accept and which accepts them.
- Individuals adopt the standards and values of the group to which they belong, which requires identifying with its behaviour.
- Individuals acquire the cultural heritage that enables them to interact positively with members of their community.

- a. Choose a group that you belong to. Describe to your classmates the benefits you get from belonging to this group.
- b. Can individuals react to a crisis they are going through in their primary group in the same way that they would react to a crisis within a secondary group? Discuss and support your opinion with explanatory examples.
- c. Identify the educational means provided by the Emirati community to help promote community belonging.

Activity 3 (10 minutes)

- a. This activity is designed to help students identify and distinguish between the benefits gained from being a member of different groups, whether primary and/or secondary. Discussing such benefits may make students encourage one another to join secondary groups, which will afford them new opportunities to develop their personal and social potentials and skills.

Affiliation to a family or nation: It gives one a feeling of being rooted, proud and secure. It serves as a reference that one can rely on for major life matters. The teacher encourages the students to think about and discuss the following question: What if you did not have a family? What if you did not have a homeland?

Affiliation to a secondary group (club, sporting team, and/or cultural activity): Acquiring teamwork skills, working to achieve a common goal, abiding by the rules regulating relationships and dealings, punctuality, accepting the fact that sometimes it is important to give other members a chance to perform the tasks they master as it may be in favour of the group (e.g. a prominent striker, who is brilliant on an individual level, is asked to adhere to a team play strategy)

Affiliation with a scout association or a voluntary foundation Developing manual skills and interacting with natural elements. Maintaining close relationships

as volunteers collectively attempt to overcome challenges as they organize and accomplish charity or practical works.

- b. It is easier to resolve problems arising in secondary groups, as they can be handled reasonably in accordance with the rules regulating the relationships and activities within these groups. This is unlike primary groups where the emotional aspect usually prevails. In the worst case, if things remain unresolved people can leave a secondary group that they joined of their own free will.
- c. The students conduct research on sporting clubs, buildings and cultural organisations (museums, art centres, etc.) established under the patronage of the State of the United Arab Emirates.

Differentiated Education:

Question A: **Beginners provide one example.**

Question B: **Beginners** are asked to name the material needs secured by the family.

Activity 4 (20 minutes)

- a. This activity is designed to develop electronic research skills, if the technology is available. If not, students can conduct paper research, relying on the encyclopedias available in the school's libraries. It also aims at establishing links between community building and influential events taking place in economic and scientific fields.

The teacher divides the students into smaller groups so they can conduct research on the impact of the industrial revolution on building European communities. **If technological means are available in the classroom**, every group chooses a single European country (e.g. England, France, Germany, etc.) and conducts research on the changes brought by the industrial revolution in this country. Such changes include the transformation from agricultural to industrial communities and how this impacted the lifestyles of men, women and families in Europe. Each group presents one aspect of the changes brought by the industrial revolution, e.g. faster means of transportation, industrial machines impacting productivity and manufacturing, the impacts of the revolution on arts and design, etc.
<http://www.vam.ac.uk/page/i/industrial-revolution/>
 Each group gives a presentation (if possible) about their chosen aspect.

If the technology is not available, the teacher gathers information from different references available at the school library and the above website.

Activity 5 (10 minutes)

This activity is designed to help students define the concept of "National Duty" and the entities concerned with such duties (all classes of people).

The teacher asks the students to read and discuss the texts in groups.

- Students list the groups they belong to and specify the duties assigned by such groups (family: obedience to parents, helping siblings; school: in-class concentration, respecting teachers, obeying the rules; club: obeying the system, helping teammates, punctuality; neighbourhood: preserving a clean, green environment). The teacher closely follows up the work of each group and discusses ideas with them.
- The teacher draws a map of the United Arab Emirates on the board with the heading **National Duty**. Tips: The teacher questions the students and writes down ideas radiating out from the word 'Duty'.
- Expected Answers: Duty to the nation, to work and contribute in preserving our homeland, defending

- 4 Historical events may occur in a country and change its social structure. Read the text about changes to the social structure in the UAE. And then discuss the points that follow.**

The discovery of oil in the UAE community led to several fundamental changes to all of its community systems and relationships. Kinships, which relied on the extended family or tribe and used to determine the status and position of a person, have changed. Moreover, new variables have emerged to become the main determinants of a person's status and position. The most prominent of these variables are education, the emergence of the nuclear family and the change to many values and roles within the family. Furthermore, openness to the outside world has led to fundamental changes in the roles and status of family members. New social segments appeared in the UAE community, which were not present before the discovery of oil. This is because the presence of the modern state and the development of its management institutions have led to a massive increase in the number of employees. Because of a scarcity of local labour, the state needed foreign workers who flowed into various departments and sectors.

These new foreign workers from different nationalities (more than 200 nationalities) have played an important role in the development of community and the diversity of culture and values.

- a. Research the Industrial Revolution and its impact on European social structures.

- 5 Not only does the social structure of a community change, but its scope may also change as the community expands. Read the quoted text adapted from the National Archives of the UAE. And then discuss the points that follow.**

The late Sheikh Zayed (may God have mercy upon him) emphasised the importance of the federation when he became ruler of Abu Dhabi on 6 August 1966. He said: "In harmony and in some sort of federation, we could follow the example of other developing countries." The importance of the federation and the need to work in cooperation with the other Emirates have been the pillars of his mandate. Despite his full awareness that the Union was a modern concept for the region, he had a firm conviction that it could be established, based on the mutual ties between the different Emirates and the history and the heritage they have shared for centuries. Sheikh Zayed worked on translating his principles and ideas about federation, cooperation and mutual support into action. This was achieved by allocating a large part of Abu Dhabi's income from oil to the Trucial States Development Fund before the establishment of the UAE as a federation.

our homeland, city development, keeping parks and public places in good condition, keeping the environment safe and green, taking part in afforestation campaigns, learning, preserving ethics and values, commitment to the government's vision for building a better future).

When the drawing is completed, students are taught that everyone is responsible for national duty, to keep the country prosperous.

Differentiated Learning:

Question A: The group includes beginner and advanced students.

Question B: The teacher asks the beginners first.

- a. Define your duties towards your country in terms of your role in each of the following groups: family, school and neighbourhood.
- b. With one of your classmates, think about reasons that may increase an individual's sense of belonging to a community.

- 6** Bearing in mind the texts you have read and the information you have acquired, write a ten-line paragraph outlining the impact of development on the growing number of groups to which individuals belong. Pay particular attention to the impact of social media.

Activity 6 (10 minutes) Conclusion

The texts may include different ideas. However, it is important that students refer to the role of social media in establishing new communities that are not confined to a certain geographical space.

Lesson Objective

This lesson aims to create understanding of the meaning of "Social Identity" (to a level compatible with their age), i.e. the role/identity or the position they take within their communities, and identifying their contributions on the community level.

Required Materials

- Empty mind maps as per the number of students
- Book
- iPad
- Coloured and small cards as per the number of groups
- Big piece of card for each team
- Medium size

Learning Outcomes:

1. Explain what a community is, and why being a member of at least one community or social group is important to most people
2. Describe of (at least one) community or social group to which the students belong, and specify some of the shared values and duties that each member in that community or social group should abide by

Unit 1
Ethics in the Context of Communities

Lesson 2

The Role of Our Communities

Learning Outcomes:

- Clarify the meaning of the word "community" and the importance of belonging to a community or at least a group
- Provide a description for at least one group that the students belong to and identifying some of the values and duties shared by the members of that group

Vocabulary

people of determination
social identity

secondary groups

1 Who am I? Fill in the card below and then tell your classmates your answers to the last four elements.

My name	
My gender	
My age	
My family	
My school	
The emirate where I live	
My city/village/neighbourhood	
My favourite hobbies	
My nationality	

People of Determination	Individuals who suffer from physical, motor or mental disability.
Social Identity	The sense of belonging to a human group with social, cultural, psychological and historical characteristics, which distinguish this group from others and form an entity embracing all its members.
Sub-groups	This term refers to the groups of individuals with emotional connections, common interests or practical objectives.

Preliminary Activity 1 (5 minutes)

This activity aims to help students understand the meaning and factors of "Social Identity".

The teacher distributes copies of the identification cards contained in the book to the students. Students should fill in the cards with the required information and then hand them back to the teacher. The teacher then divides the board into four columns labeled with the last four headings listed on the card (a group I'm active in, my city/village/ neighbourhood, favourite hobbies, my nationality). The teacher picks four students, and each of them writes the answers of every element in its dedicated column. Finally, students as well as the teacher contemplate how diverse the social identities of the students are.

2 Read this text about social identity. And then discuss the points that follow.

In her book *"Social Identity: Knowing Yourself, Leading Others"* (2009), Kelly Hannum, researcher and assistant in the Global Leadership and Diversity Project, said that social identity consists of personal elements that usually come from the groups that a person belongs to, whether the groups are related to age, gender (male or female), nationality, race, tribe, religion or social and economic status. Your social identity can determine the way you deal with others. In addition, the social identity of the people around you influences their perception of you and others, as well as the way they deal with you and others.

Consequently, social identity can be thought of as the individual's perception of his or her identity, starting from the groups that he or she is a member of.

- a. Express your opinion about the following statement: "Social identity is always a source of pride and honour."

3 The family is a society that influences the child's education, refines the child's personality and makes him or her the person he or she becomes as an adult. Read the text from the book *"A Cup of Coffee: The Emirates in the Memory of its Children, Part 3"*. And then discuss the points that follow regarding how the groups and environment that a child belongs to can influence his or her education and upbringing.



Activity 2 (10 minutes)

This activity aims to help the students realise.

that social identity is the mirror of the identity of the members of society.

It consists of the personal elements of its members and the ethics and respect. Thus, social identity is a source of pride and pride for the members of this society.

Activity 3 (10 minutes)

The students silently read the text.

a- This activity aims to help students realise the impact of a community on an individual, including the games and activities they practise.

The teacher runs a discussion panel to compare between material games vs electronic and digital games in terms of the skills developed by both games and the relationships formed between children during playtime.

Skills developed:

1. Old and physical games and sport activities: Hand skills including building skills, beaded (necklace) creation skills; communication with nature; directing understanding the cause/effect concept (especially in movable games); hand-eye co-ordination...
2. Electronic and digital games: Hand-eye co-ordination; higher speed observation; improved responsiveness...

b. The teacher asks the students if they can imagine themselves not belonging to any digital community (e.g. social media, online games) and also asks them to justify their answers with one or more reasons.

Expected Answers: No: Because I would feel outdated; because I would have less chances to communicate with others; because I would have less entertainment options...



... We highlight here the ways in which parents take care of their children, starting from direct supervision and taking children to groups, to paying careful attention to their behaviour and their movements outside the home.

Since early childhood, children inherit customs, traditions, concepts, arts, and experiences. For example, some children make a game of making small sailing boats of different forms, names, sizes and colours, using cuttings of metal sheets or of palm fronds, along with other materials. These children go to the seaside in all emirates, especially in the summer, organising races for their boats and playing traditional sea games inspired by their ancestors.

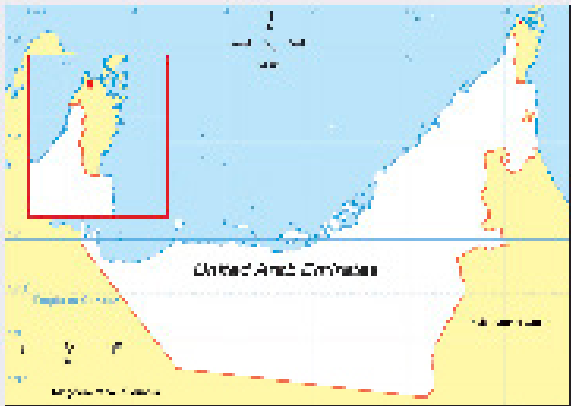
In this context, let's consider the Great scale of Khazab, which many mothers and their children in the past visited in the summer months, especially those from Dubai and Abu Dhabi. They went there on small sailing boats to spend the summer sailing there as the men were away on seasonal diving trips. In that atmosphere of farms and mountains, children spent the afternoon each day making small boats and playing sea games.

a. Fill the table with old-fashioned and newer games.

old games	new games

b. How do you organize your time while playing electronic games? What would happen if you did not belong to any digital community? Explain your answer.

c. On the map, show the location of Khazab.



- 4** The role of education does not depend only on the family and school, especially in cases of people of determination. Read the summary of Loretta Claiborne's life story and an overview of Timothy Shriver's book on the Special Olympics to discover the role that voluntary associations can play in education.



Loretta Claiborne was born in 1955 in Pennsylvania. She was the middle daughter in a poor family of seven children raised by a single mother. She was born partially blind and suffered from an intellectual disability. She did not speak or walk until she was four years old.

During her childhood years, Claiborne endured bullying and harassment from the children around her because of her differences. As a result of often having to run away from her bullies, she discovered the pleasure of running. She was then introduced to the Special Olympics by the social specialist Janet McFarland. The Special Olympics were founded by his brother Dennis/Shriver, sister of former US President John F. Kennedy. The organization started "Camp Shriver" designed to provide young people with intellectual disabilities the opportunity to integrate with athletes without intellectual disabilities in an environment that develops their social interaction and motor skills.

Claiborne went on to cross the finish line in 35 marathons. She was also twice ranked among the top 100 women at the Boston Marathon. She has received many medals and awards for her achievements in sport.

Running was not the only activity Claiborne was engaged in; she achieved the fourth-level Black belt in karate, mastered four languages including American Sign Language, and received two honorary doctorates from two universities in the United States. Consequently, she became the most highly decorated person with intellectual disability in the world.

- a. Write about three UAE athletes who participated in the Special Olympics.

Activity 4 (15 minutes)

After the students read the text, they discuss with the teacher about People of Determination and how they practice sports.

They then search for UAE nationals who participated in the Special Olympics, one of them is Mohammed Khamis.

Activity 5 (10 minutes)

This activity aims to help the students realise the primary values of volunteering.

- a. The teacher asks the students to verbally list all the values and motives that drive people towards volunteering work stated in the following two texts.

The Aflaj in Al Ain City Values: Answering the Head of the State's call; co-operation; chivalry and generosity; sense of community

Motives: Need for water as a vital resource

Clean-Up Campaign: Values: Answering the Head of the State's call; co-operation; sense of community; selflessness

Motives: Environmental preservation; an opportunity to establish friendships based on common interests

- b- If means of technology are not available, students should visit the URL listed in the activity. Each student chooses the volunteer work he is interested in using technological means (e.g. PowerPoint presentation) or not (creating a poster) to present an outline for a volunteering campaign.

5 No matter how great the individual's achievements are in his or her society, some goals can be achieved only through group work.

The following two texts provide striking examples of the role of society in achieving goals that are in the common interest, through voluntary action in the United Arab Emirates.

Text 1: Water is the Bedouin Dream

Sheikh Zayed bin Sultan, (may God have mercy upon him), recognised the importance of agriculture for the city of Al Ain. However, the scarcity of water was a major obstacle, and he saw with his wisdom that water should be available for everyone. In the past, fresh water from the falaj system was divided by people that controlled it, and he decided to give up the share of the ruling family. When people saw what he had done, they were moved by his good deed. So, they decided to follow his example so that water could be available for all and for free. Then Sheikh Zayed gathered the tribesmen, and asked them to help him dig new expansions of the falaj system, including Falaj Al Sarooj, and to help maintain others, such as Falaj Al Mutaredh. This falaj had remained intact since the days of his grandfather, Sheikh Zayed bin Khalifa (may God have mercy upon him). People joined in, and helped him complete the work, and water became freely available for everyone. The aspirations of Sheikh Zayed were high, but the resources were limited. Nevertheless, he spent his money repairing the falaj system, buying water pumps and bringing in agricultural experts, and Al Ain city grew and developed.



Text 2: A Campaign to Clean the Land

One afternoon in February 2012, crowds began to arrive at Al Khatem from all over Abu Dhabi. This was in a response to a call by His Highness Sheikh Abdullah bin Zayed Al Nahyan, Minister of Foreign Affairs. This gathering was a way for people to show their belief in the importance of volunteering and their commitment to community participation.

His Highness launched this campaign in order to raise awareness among the land-goers of the importance of preserving the cleanliness of the environment in the country. His Highness praised the great role of the participants in the success of this campaign. As well as instilling a culture of volunteering, the campaign highlighted how to preserve a clean environment through voluntary participation by cleaning the desert areas of waste left behind by camping. Moreover, the campaign called for raising awareness of the importance of preserving the UAE natural environment.



- a. Analyse and compare the values and the motives that led the residents of Al Ain to help Sheikh Zayed, (may God have mercy upon him), to start digging in the city; and those that prompted the people to participate in a cleaning campaign.
- b. Research about volunteering fields in the UAE and identify the field that you feel fits your interests. Design and outline a voluntary campaign that addresses a problem in this field.

- 6 Choose a group that you belong to and write a ten-line paragraph about the reasons why you belong to this group, how you belong to it, the rules that you comply with inside it, your roles and duties towards it, and the role this group plays for you and the society.

Activity 6 (10 minutes)

Every student chooses a group that they belong to (sports team, music group, scout team, social service team, Red Cross, etc.). He should then write a ten-line paragraph stating the following:

- Why he belongs to this group
- How he belongs to this group
- Rules and regulations that must be followed
- His role and responsibilities
- The role that this group plays for him and the community.

Lesson Objective:

This lesson aims to introduce the students to the main principles of community morality that focus on how students form their identities in the community and how these identities may change through participation and involvement in different communities.

Required Materials:

- Smart board, if available
- Technological means for research and presentation, if available
- Big cards
- iPad

Learning Outcomes:

1. Clarify what a community is and why being a member of the community or at least one group is important.
2. Mention the main types of communities and groups in the UAE.
3. Give a brief about (at least one) group that the student belongs to and specify some of its shared values and duties that members should abide by.

Introductory Activity 1 (5 minutes)

The aim of this activity is to enable students to identify marine proverbs and deduce the role of the coastal community in influencing the culture. The students read the marine proverbs, try to guess their meanings and discuss the clear impact of the land's geographical nature and the coastal community on the popular beliefs of the UAE population. The teacher then discusses what the students presented to emphasise the idea.

Responsibility	Duty
Nationalism	Refers to emotional and sentimental acts towards ones' nation.

Unit 1 Ethics in the Context of Communities

Lesson 3

The Form of our Communities

Learning Outcomes:

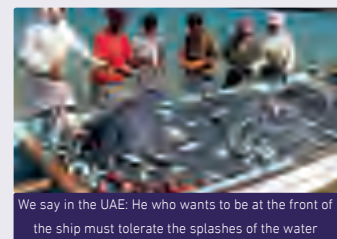
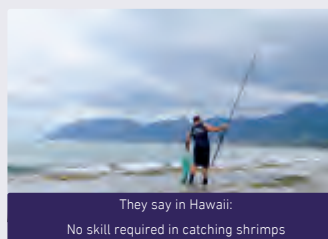
- Explain what a community is, and why being a member of at least one community or social group is important
- Describe at least one community or social group to which a student belongs, specifying some of the common values and duties that each member in that community or social group is supposed to abide by

Vocabulary

Responsibility

Nationalism

- 1 **Proverbs reflect the culture of the people. What cultural aspects of Hawaii and the UAE do the following proverbs reflect?**



2 Read about the marine environment in the UAE and Africa. Then complete the activity that follows.

The Role of the Sea in the UAE

The sea has played an active and vital role in the history and development of the UAE. It has also had a significant social, cultural and economic influence. Everyone in the UAE who lived along the coast was involved in marine activities- whether diving, pearling, fishing or sailing to neighbouring countries for trade. Since ancient times, the people of the UAE have had close ties to the sea, which has given them a deep attachment to coastal life.

Ali bin Matar Al-Shamsi, an 80-year-old sea captain, has spent his entire life around the sea. "Emiratis have a strong relationship with the sea. It is a relationship with historical and cultural dimensions. One cannot overstate how much Emiratis are part of the sea. This symbiotic relationship between Emiratis and the sea can be seen in many aspects of Emiratis' lives. We are united with the sea and in thrall to its absolute beauty. This connection has produced many social, cultural and creative traditions, customs and ceremonies," says Al-Shamsi.

Al-Shamsi continues, "Maritime professions are old. And they are deeply rooted in the culture of coastal populations. These people practice these professions with great passion and determination. These activities require a certain amount of experience, as well as a great deal of bravery and patience. Divers or fishermen must have these qualities in order to be able to earn a living while coping with extremely hot weather. For Emiratis, diving is an epic, eternal story and an endless journey to discover the deepest secrets of the sea."



A fish market in the UAE

Each community has certain natural and geographical conditions that are affected by many factors. Therefore, the group's lifestyle adapts to the natural environment. The most important of these factors are:

A. Climate: This includes temperature, humidity, storms, winds and the amount of rain. All of these affect the quality of agriculture and the group's life.

B. Size of the Surrounding Group:

This refers to the group in a village, city, or agricultural or industrial areas, because the size of a given group affects the type and nature of services provided to such group.

Activity 2 (20 minutes)

a. The aim of this activity is to identify the shape of the UAE coastal community and compare it with other coastal communities in Africa.

The students read the text, either out loud or silently, as deemed appropriate by the teacher.

If technology is available: The teacher asks the groups to conduct computer-aided research about the lifestyle in the coastal areas of the UAE and South Africa, focusing on the characteristics and practices and the challenges faced by the inhabitants of the UAE and African coastal regions. The students then present the similarities and differences between the two communities.

- If technology is not available: The teacher collects and distributes some articles or information among the students, so they can conclude and present the answer of the assigned question. Information may be found (in Arabic only) via the following links:

<http://www.emaratyouth.com/life/four-sides/2014-10-26-1.721720>
<http://www.emaratyouth.com/life/four-sides/2015-05-17-1.784576>
<http://www.albankaldawli.org/ar/news/feature/2013/06/05/west-africa-fishing-communities-restore-health-to-ocean-habitats>

b. The teacher displays images of the coastal community in the UAE and the African coast.

Think, pair, share: The teacher displays the phrase "Types of Professions"

- Each student thinks individually of the types of professions in both communities (for a minute).

- Pairing: The students discuss what they think in pairs (for 3 minutes).

- Sharing: Each group discusses and writes down one answer.

- The students present and write down the answers in a table as a comparison between the two communities. The teacher continues the presentation and displays the phrase: "Financial Characteristics" for a comprehensive comparison between the two communities.

The teacher emphasises that every community has a special nature, affecting the community's culture and lifestyle. Therefore, members of the group must learn how to adapt to protect themselves from and/or control such nature, including the climate, the nature of the land, terrains and natural resources. Sometimes, nature determines the prevailing types of professions. For instance, certain professions, such as sea-related professions and working in marine products and services, prevail in coastal cities.

c. Topography:

This means planning places, especially cities or villages and knowing the terrain of the area including any plains, mountains or valleys. Topography is highly important to determine the best means of communication and transportation, and consequently the type of professions that can be of interest to such groups.

The Role of the Sea in African Countries

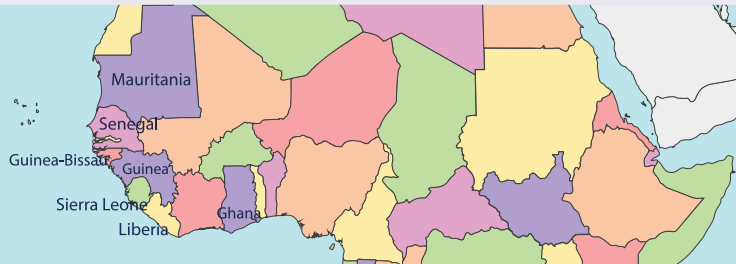
For coastal populations across West Africa, the ocean is a way of life. It is also a major source of income and nutrition, especially for the poor. In countries such as Mauritania, Senegal, Guinea, Guinea-Bissau, Ghana, Liberia and Sierra Leone, the Atlantic Ocean provides a vast habitat for a rich variety of marine biodiversity. The fishing industry brings about \$4.9 billion annually to this region, increasing gross national incomes, supporting private incomes and providing food security for fishing communities.

“In Africa, fisheries provide 10 million jobs for local communities,” says Gamal Al-Saghir, Director of the African Sustainable Development Sector at the World Bank. As management systems improve, these fisheries could generate at least \$2 billion extra each year. As well as mineral wealth and other non-renewable resources, this could make a constant contribution to economic growth across the region.



A fishing boat in Senegal

- a. Conduct research on the lifestyles of people in the coastal areas of the UAE and Africa. Focus in particular on the characteristics of each coast, the practices followed by each community and challenges they face. Then compare and contrast their respective situations.



The African countries along the Atlantic Ocean

- b. Fill in the table below with details of marine employment in the UAE and Africa.

UAE	Africa

3 Read about the Document of Conduct and Ethics of the Emirati Citizen. Then complete the activity that follows.

The document of Conduct and Ethics of the Emirati citizen was approved by the Cabinet in Union House on 27 November 2012. The document aims at bringing up a new Emirati generation that is aware of its responsibilities and duties towards its nation, family and community. This document comprises the most important characteristics, manners, values and skills which Emirati citizen should be distinguished with.



- a. Create a short story or a feature film about the basic Emirati values that are passed down from one generation to another.
- b. Conduct research on the unique values and behaviours of Chinese people. Compare your findings with the predominant values and behaviours of Emirati people.

Activity 3 (10 minutes)

A. Through this activity, students will be able to conclude the importance of social values nurtured since childhood. The teacher displays a film about the importance of values. <https://www.youtube.com/watch?v=KkUDk8CU8qg>

- **If the technological means are available:** Group work: The teacher asks the students to make their own story about a popular proverb of their choice or his, by making a short film that does not exceed ten scenes. Each group then presents their story (or short film) while explaining the values covered.

- **If the technological means are not available:** The teacher gives each group a popular proverb and asks them to write a story about it. The story should not exceed ten lines (sentences). The stories are then read out in the classroom.

b. The students continue their research on values and behaviours in the Chinese community vs the document of Conduct and Ethics of the Emirati Citizen. They are required to compare and contrast the two communities.

Activity 4 (10 minutes)

The teacher asks the students to read the text as a group and discuss its content: 2021 — UAE's vision of the confident and responsible Emirati.

a. The aim of this activity is to motivate the students to self-start and work according to the values they were raised on.

A panel discussion to answer the question: "Why should the individual apply such values to himself first?"

- Because they have to be internalised within oneself
- Because if they were not a part of one's character, one cannot convince others of their merits
- Each student determines the one characteristic he wishes to change, while explaining the reason behind such wish and the value that will be developed as a result of this change

b. The aim of this activity is to educate the students on the importance of one's role within the family, in order to enhance cohesion among its members, and the importance of role distribution and mutual help. It also aims to urge those who are not playing a role to start doing so.

- The student starts talking about the role he plays within the family (the teacher helps by asking, "what do you do?" or "what are the tasks assigned to you/ what are the tasks assigned to you during family events?") **on a regular basis:** helping the mother to tidy the house; helping the father to take care of the garden; opening the door when visitors arrive; cleaning your own room; etc.

During family events: arranging a hospitable reception; buying gifts; decorating the house; etc.

In the absence of parents: taking care of younger siblings; protecting the house; answering the phone; maintaining cleanliness and calmness; etc.

4 Read "UAE Vision 2021", which demonstrates the required qualities of a responsible and reliable Emirati citizen. Then complete the activity that follows.

Emiratis have the required confidence and sense of responsibility to shape their future at a steady pace and with a high entrepreneurial spirit. They also actively participate in the process of building their nation, armed with noble moral values, promoting a sense of accomplishment and self-fulfilment.

We want Emiratis to move forward with confidence so that they can create a promising future for themselves and their homeland. Moreover, each ambitious Emirati citizen is deeply committed to his national duties, and through such firm commitment personal success grows along with moral responsibility. Emiratis promote this noble and socially responsible dimension of their behaviours through greater and more effective social participation. Therefore, a successful Emirati should be aware of his responsibilities towards others, and share his successes with other members of society. Those who do good to others express their deep commitment to serve the country and make a good example. They also gain the appreciation of their society and enjoy feelings of self-satisfaction.

- a. Why should people begin themselves in practicing values and being responsible? What particular value would you like to practise?
- b. What responsibility do you generally take on when your family is away or during special occasions?

5 Read the text about the Dubai Forum, which paid special attention to the issue of global citizenship. Then complete the activity that follows.

Attended by over 2,000 delegates from public, private and social sectors, the Forum focused on the theme "How to make real global citizens". The Director-General recalled that UNESCO, a partner of the Forum, had fought hard for global citizenship education to be featured as a target in Sustainable Development Goal 4, encompassing "a holistic vision of why education cannot wait".

During another discussion session with Camfed's Lucy Lake, former Greek Prime Minister George Papandreou and Rebecca Winthrop from Brookings, the Director-General defended education as an answer to the rise of populism. This calls for educational transformation through universal access to quality education with equity and inclusion as yardsticks, in addition to a fresh focus on content that fosters new values and skills for new times. "We need education that both provides relevant skills for the markets of today and tomorrow and education that promotes critical thinking, understanding between cultures, which strengthens democratic values and the resilience of societies and the planet based on new forms of global citizenship," she added.

Opening the Forum, Mr Sunny Varkey, founder and chairman of the Varkey Foundation, affirmed that education should help children from every country, culture and faith learn that there is more that unites than divides and provide the inspiration and tools to make a positive imprint on the lives of others.

- a. Define the role of the UAE in enforcing the initiative launched by UNESCO for Global Citizenship Education.
- b. Develop a draft project at your school that promotes global citizenship based on the key conceptual dimensions identified by UNESCO in consultation with experts from all over the world.

The Key Concepts of Education for Global Citizenship and Education for Sustainable Development	
Cognitive Skills	Learners acquire more knowledge as well as the skills of critical thinking and understanding of global issues and the interdependence of different states and peoples
Emotional and Social Skills	Learners feel a sense of belonging to a common human background, in which they share values, responsibilities and rights Learners show empathy and solidarity with others and respect differences and diversities
Behavioural Skills	Learners act effectively and responsibly in local, national and global contexts in order to build a more peaceful and viable world

Source: UNESCO prepared a schedule on the basis of the information provided by experts from around the world in the field of education for global citizenship and education for sustainable development, as per the Technical Consultation on Global Citizenship Education held in Seoul in 2013, and the UNESCO First Forum on Education for Global Citizenship held in Bangkok in 2013.

Activity 5 (15 minutes)

The students read the text and discuss its content: It is not enough just to teach children to read, write and count. Education must spread respect for others and the world, and help people build fair and just communities that are more inclusive and peaceful. This kind of education is the core of the initiative “Education First” launched by the United Nations worldwide, which calls for governments to put education at the top of their agenda.

a. The aim of this activity is to focus on the importance of global citizenship and the role of the UAE in promoting it.

The teacher expects the following answer:

The development of the educational system in the UAE is based on the dissemination of science and culture to be accessible to all.

The role of the UAE is to promote educational opportunities based on contemporary programs and curricula that help young people to develop their capacity for independent opinion and critical and ethical thinking. This promotes understanding, solidarity and tolerance among individuals locally and globally. Thus confirming the citizens' readiness to be global citizens as stated in UNESCO's initiative

b. The aim of this activity is to encourage students to implement the concept of global citizenship in the school through analysing, relating to the community reality and planning.

The teacher divides the students into groups and asks them to start planning a project to promote global citizenship based on the main concepts identified by UNESCO: creating a student newspaper that deals with global issues; making presentations on children's rights; creating programmes to build peace; etc.

During the ten-minute presentation, the teacher must highlight the importance of the project to promote global citizenship. Furthermore, the presented content will be up for discussion and exchanging points of view, with appropriate justifications.

Lesson Objective:

This lesson aims to define the factors contributing to the safety of communities (such as the compatibility between the target of the community and the aspirations of its members). It also seeks to introduce students to the concept of “social cohesion” and its importance for the society to which they belong.

Required Materials:

- Lesson pictures, video display device, paper, pens, computer

Learning Outcomes:

- Explain the meaning of social cohesion, and the reason why it has great value for the communities to which the students belong.
- Discuss the importance of promoting social cohesion in the groups to which the students belong, and then in the wider community of the UAE.

Unit 1
Ethics in the Context of Communities

Lesson 4

Guaranteeing the Safety of Communities

Learning Outcomes:

- Indicate the meaning of social cohesion and the importance of this value for the communities to which the students belong
- Discuss the importance of fostering social cohesion within the groups to which the students belong first and then in the wider community of the United Arab Emirates

Vocabulary

Belonging	National service
Marginalisation	Social cohesion

1 Read about the main pillar of the UAE vision. Then discuss the definition of social cohesion.



The UAE Vision 2021 National Agenda strives to preserve a cohesive society proud of its identity and sense of belonging. Thus, it promotes an inclusive environment that integrates all segments of society while preserving the UAE's unique culture, heritage and traditions, and reinforces social and family cohesion.

National Service

A period of obligatory service in the armed forces of the country.

Belonging

The connection that a person has to another person, group or community.

Social Cohesion

This expression refers to the association of the individuals with one another through social and cultural connections. It is usually used to explain the cohesion between members of small groups, which is either motivated by the meaning of the small group to its members, or by interests and goals that group members pursue by belonging to it.

Marginalisation

Treating someone as insignificant.

Introductory Activity 1 (5 minutes)

This activity aims to enable students to define social cohesion through a conclusion. The teacher asks the students to read Kenya Vision and UAE Vision to conclude a definition of social cohesion.

Students discuss among themselves and circle around phrases that reflect social cohesion:

The correct answer: The individual's engagement with general values and criteria/The unity of individuals within the group/Mutual dependence between the individuals.

Define “Social Cohesion”.

The “social cohesion” expression is usually used to explain the cohesion between the members of small groups, which is either motivated by the meaning of the small group to its members, or by interests and goals that group members pursue by belonging to it.

- a. Draw a circle around the statements that express the meaning of social cohesion.

Linking individuals to general standards and values	Broken relationships	Mutual dependence between individuals
Deterioration of individual values	Unity of individuals within the group	Social isolation and feeling threatened

- b. Define "social cohesion."

.....

.....

2 Having learned the meaning of social cohesion, read about its importance for community growth. Then complete the activity that follows.

A cohesive society provides the basis on which to prepare people to face the risks of life and to promote the confidence of individuals in their neighbours and governmental institutions. It also encourages people to work for a brighter future for themselves and their families. Social cohesion is the endeavour to reach a greater comprehensiveness, to increase the participation of citizens in social work and create opportunities for promotion.

How can governments promote social cohesion? The structural transformation of economies resulting from their integration into the world economy offers unprecedented opportunities for a variety of policies to promote social cohesion.

Moreover, social cohesion requires group participation and active co-operation of all actors in society—the government, the business sector and civil society—to undertake collective group work. Professor Guten said: "Social cohesion is the end, but also a useful means, and it is so difficult to sustain long-term growth and move forward without social cohesion."



Activity 2 (15 minutes)

The students read the text and the teacher generally introduces some of the concepts included. The students discuss the importance of development to achieve social cohesion.

a- This activity aims to enable the students to look at various other aspects covered by the United Nations Development Programme (UNDP).

- The teacher asks students (in groups) to extract, through online research, the aspects of the UNDP: (economy, education, social policy, housing, health, labour market)
- Ensuring the persistence of the strong and stable position of the UAE in the various indicators of national human development

b- This activity aims to develop the national sense at the economic level and promote the cohesion that affects all economic aspects: social, educational, population, services, etc.

The teacher switches groups to mix students with each other and asks each group to come up with three suggestions that contribute to the cohesion of the members of UAE society in order to promote economic growth in the UAE:

- Wide advertising campaigns to encourage the purchase of local products
- Increasing taxes on foreign products
- Limiting the import of foreign products that have national alternatives

The students pin the list on the fixed classroom board.

c- This activity aims to enable the students to give a speech in front of their classmates that addresses a social issue.

The teacher asks each student to write a short speech that represents the social cohesion determined by the student himself with an illustrative example: its members, objectives, activities, the role he plays in it, the cohesion of its members (e.g. the football team whose members give up selfishness to win and ignore their personal desires in order to achieve their goal), his feelings towards this cohesion and his contribution to it.

Each student presents his own model to his classmates while highlighting the positivity of social cohesion with the help of the teacher.

Differentiated Learning:

For Beginners:

- The students are given the option to give a speech or make a show where they use their skills to present the importance of social cohesion.

For Advanced:

- The students organise a seminar in which they invite the teacher to talk about social cohesion and they give their speeches during it.

Activity 3 (15 minutes)

The students read the text and discuss the objectives of Vision 2021 to achieve social cohesion and integration and the role of the youth in fulfilling this vision.

a- This activity aims to introduce the students to the concept of integration within society or the group to which they belong against the concept of marginalisation. It also seeks to encourage students to be active within their groups.

- After reading the text, the teacher asks a group of students to research the meaning of “marginalisation” or “marginalised” and provide illustrative examples. The teacher asks another group to make a list of the ways to sustain relationships with the required models.

- The students work within their groups then present what they have concluded and discuss the proposed ideas about marginalisation and ways to enhance relationships while giving examples from their personal experience.

Marginalisation: “When the person becomes of secondary importance and not integrated within society, so that he feels lonely and out of the group’s range and resorts to isolation. Or when the group socially eliminates that person and deprives him at economic level.”

Within the Family: He is not entrusted with any tasks by his parents or siblings, so he feels useless.

Between Schoolmates: He does not have any friends/He does not participate in class.

The Negativity of the Marginalisation: The marginalised person lives in an isolated life, filled with indignation at the group members and society, and fails to integrate in the society.

Every group represents its work, prepares and pins a list of the negatives of the marginalisation on a big board in the classroom.

b- Three ways to sustain relationships with: an older man, a schoolmate of a different nationality, a neighbour:

With the older man: offer him food; spend time with him so that he does not feel alone; tidy his room; make him a place to sit; etc.

With the schoolmate: Help him with his studies; advise him; offer comfort when he feels sick or unhappy; play with him; etc.

With the neighbour: help him take care of his garden; give him sweets; do not disturb him; meet his requests; etc.

Each group presents their ways to enhance relationships so that students can learn different and various ways.

c- This activity aims to introduce students to the stages of the founding of the Federation, starting from the idea to the establishment of the country and the role of the leaders and founders.

- a. Look for the United Nations Development Programme (UNDP) and highlight its importance for the growth of the world and UAE communities.
- b. Suggest three procedures that contribute to individual cohesion within the community to sustain economic growth within the UAE.
- c. Write a speech about the importance of social cohesion and belonging to appropriate groups. Discuss a groups that you are part of and express your feelings at being part of it. Deliver the speech to your classmates.

3 Read the following article about social cohesion in the United Arab Emirates through the 2021 Vision, Then discuss the points that follow.

Strong social relations represent the central pillars of a vibrant society. As well as providing an essential safety net against social exclusion, communities are the collective space where children reach out beyond their families and take their first steps into society. In tightly bonded neighbourhoods, young people develop their Emirati identity, learn respect for others and develop steadily into fully engaged citizens. Emiratis will contribute to the vigorous social scene that provides the lifeblood of every community. By the same token, Emirati communities will embrace the vulnerable to ensure that everyone is integrated in an inclusive society. Grass-roots initiatives, charitable work and volunteering will nurture a common spirit of social awareness and responsibility. Beyond their communities, Emiratis must actively express and reinforce their solidarity as a nation of citizens. Mutual trust and understanding form the basic fabric of our society. This shared identity empowers us to co-operate, exchange information and learn from each other in a way that enriches everyone.

Solidarity is the basic ingredient that allows Emirati society to function in harmony, enhancing the well-being of all. Reaching out further still, dialogue with other nationalities will further strengthen the social fabric of the UAE. A spirit of respect and consideration among our many cultural groups is essential for the preservation of productive and harmonious coexistence. It will enhance our tradition of mutual understanding throughout society.

<https://sites.google.com/site/schoolehistory/po3> [in Arabic only]

After visiting the link, the teacher asks students to identify the stages of launching the Federation between the years 1968 and 1971 and how the Federation of the seven emirates helped to put the UAE on the right path of development at all levels. The teacher discusses with the students the importance of launching the Federation that comes from the idea “Power lies in Unity” and how this power was embodied to make the UAE one of the most important countries in the world.

Differentiated Learning:

For Beginners:

- Students read the information about the establishment of the Federation. The teacher asks simple questions, such as: When? Where? Who?

For Advanced:

- The teacher asks the students to search for examples from around the world of federations established among emirates or other countries and indicate their objectives.

- a. Social relations provide an essential safety net against social exclusion. Define the meaning of social exclusion in family and school, and analyse its negative impact on the community.
- b. Identify three ways to maintain social relations with an elderly man, a schoolmate of different nationality and a neighbour.
- c. After reading the launch of the UAE Federation project, define the date of establishment and the target achieved at the level of UAE development.

4 How do international organisations develop the concept of social cohesion? Read about the initiative of Generations For Peace (GFP) and UNICEF in Jordan. Then discuss the points that follow.

Generations For Peace (GFP: a non-profit organisation seeking to promote a culture of peace, established in Jordan in 2007) has received additional funds from the United Nations Children's Fund (UNICEF) to expand one of its programmes in co-operation with young volunteer leaders to enhance their social cohesion, their ability to adapt and to limit the potential of violence in host communities.

The programme has had an impressive, positive impact across ten communities over the past year. UNICEF, in order to supplement such success, has increased its support in expanding the programme to include 16 communities this year.

Robert Jenkins, UNICEF representative in Jordan said:

"In Jordanian society, which hosts a huge number of refugees, these youth-led activities promote social cohesion, resilience, successful participation and involvement in the community and reliance on support networks while facing significant challenges."

Omar Al-Haraky, one of the volunteers in training said: "I should be an active player in the society. If there's anything I can do, I will offer it. We all have to ensure that our society is a safe place, and that's why I have volunteered for the programme."

Activity 4 (13 minutes)

The students read the text, then each of them presents an idea addressed by the text in order to analyse and understand its content.

a- After reading the text, the teacher asks the first question and students work in groups of two to answer it.

Expected Answers: This initiative is important because it eliminates stereotypes, removes barriers between refugees and hosts, and contributes to building strong friendships to manage conflicts without resorting to violence. Such activities also promote social cohesion and the ability to adapt to help the youth engage in society in a successful way. The Syrian and Jordanian youth are the targeted group. They were helped by training, enabling them to teach their companions while they are learning to design and facilitate various activities using a unique method in order to change the shape of the conflict and turn it to a winning outcome.

b- This activity aims to highlight the importance of educational planning to limit the marginalisation that hinders the integration of some social groups. It also contributes to motivating the students to come up with development ideas for the society, so that each individual would be participating in the development process that enhances the social cohesion concept between them and all other groups.

- After reading the text, the teacher asks the students to make a list of the groups that can be affected by marginalisation in the absence of planning to integrate them (Arab residents of the UAE/other foreign nationalities/older people/people with disabilities/poor people/the unemployed).

Proposing Plans for a Successful Integration Process:

- Arab Residents: Participation in activities that affect the UAE culture/integration of their children in UAE public schools, etc.

- Other Foreign Nationalities: Enrolling them in mandatory Arabic courses/integrating them in UAE schools to study UAE educational curriculum, etc.

c- If technology is available: The teacher divides the students into groups and asks them to search online for an international or Emirati organisation that launched an initiative that contributes to promoting social cohesion.

If technology is not available: The teacher asks the students to look for the necessary information as an assignment, or gives them information and pictures that he collected for use with the topic. Students will then conclude the necessary information for presentation in class. The students then present their research.

Differentiated Learning:

For Beginners:

- The students choose one social group and propose a programme to protect it from marginalisation.
- The teacher gives information about an initiative launched by an international or Emirati organisation in a simplified manner.

For Advanced:

- The teacher asks the students to research the efforts made in the UAE and internationally in order to prevent the marginalisation of some social groups.
- The students present their research through a short film or electronic presentation defined by the students.



Al Mafraq refugee camp in Jordan



The Emblem of National Service in the UAE

- In your opinion, why is this initiative important for society? Define the targeted category and how they got help.
- In a country like the United Arab Emirates, based on multiculturalism due to the large number of nationalities living in its territory, educational plans contribute to social integration. Name some of social classes that need educational plans to be protected from social exclusion. Suggest programmes that would contribute to that.
- Conduct research on an initiative launched by an international or Emirati organisation to enhance social cohesion. Then present your research.

5 National Service in the UAE is an example of social cohesion. Read about the volunteering of young men and women in the seventh batch. Then discuss the points that follow.

On April 24, 2017, the training centres of the armed forces welcomed the youth of the homeland from the seventh batch of national service, including male employees and fresh graduates.

During the period of national service, conscripts will be subject to an integrated training programme, developed according to best practices. This programme meets the requirements of the General Command of the UAE Armed Forces to upgrade its programme's training system and develop it with high-level approaches to ensure achievement of the desired objectives.

During this period, they will also partake in various military and field exercises, physical fitness exercises, and many national and security lectures by specialised trainers to promote national values.

The participants in this batch have expressed their joy and happiness in performing the duty of serving the homeland and providing their service in response to the call of the nation. They added that it is an honour for them to be in this batch of national and reserve service in the country, and they wish to acquire all the skills that offer them so many positives in their lives. They are very excited to join the conscription centre assigned to them, and for some time they have been ready and keen to pass this training course. They always encourage other young people to join national service because it is an honour for all citizens to participate in national duty.

- a. Define the importance of military service and the role played by the youth. Analyse its importance for social cohesion, the country and all citizens.
- b. Conduct research on UAE National and Reserve Service Law. Then compare it with national service in Germany, Greece and Finland in terms of the objective of the law, targeted categories of youth and duration of service.

6 Write down what you have concluded about the importance of social cohesion to ensure the interest, progress and prosperity of the nation.

grandparents have provided/respecting others, etc.

b- Conduct research on the law of "National and Reserve Service" in the UAE and compare it with the national service laws in Germany, Greece and Finland in terms of the law objectives, the targeted groups and the duration of the service.

To be done at home.

Differentiated Learning:

For Beginners:

- Students conduct research on the law of "National and Reserve Service" in the UAE and compare it with the law of national service in a country of their choice.

For Advanced:

- Students play the roles of young men performing military service, explaining the importance of enrolling in military service, using the words of young men who have already entered military service.

6- The teacher asks the students to summarise the importance of social cohesion between the members of one society and the aspects of this cohesion in the neighbourhood, family, school, sports club, etc. (2 minutes)

Conclusion: Building societies can only be successfully achieved by the cohesion of the members of the group and the cohesion of the groups, the performance of each individual in its role and the performance of each group in its role, so that roles can be integrated cohesively to build an advanced and strong society.

Activity 5 (10 minutes)

- The students read the text and discuss the importance of national military service and its reflection on social cohesion, the personality of the youth and their national belonging. The students will also speak about people they have known who previously undertook military service.

a- This activity aims to introduce students to the National Service Law, and the importance of sacrifice and meeting the call to serve the country. It also shows that military service is a sign of high patriotism and refers to the cohesion of the citizens to protect it.

- After reading the text and presenting the documentary video of UAE women in military recruitment, the teacher asks the students (group work) to make lists of the reasons why UAE women enter military service:

<https://www.youtube.com/watch?v=oApZuaHKRGk> [in Arabic only]

- Protecting the country/accepting the invitation of His Highness the Prince/self-sacrifice for the sake of society/patriotism/cohesion of the sons of the country each according to his capacity/because she is the partner of the man in protecting the country.

- The students present their lists (group work) and pin them on the fixed classroom board.

- Students discuss the importance of youth sacrifice in order to protect the nation and its reflection on the cohesion of the sons of the nations.

b- <http://www.albayan.ae/across-the-uae/news-and-reports/2014-03-04-1.2073508> [in Arabic only]

- After visiting the link, the teacher asks students to define: **Military service duration** (nine months for those who have a high school diploma)/**Targeted groups** (young males and females)/**Objective** (promoting the national spirit/developing the spirit of sacrifice for the sake of the country).

- The teacher asks them to define the fields of national service in which the youth should work in order to promote social cohesion and consequently protect the nation, its development and advancement:

- Learning/protecting authentic values/helping the group to which they belong/respecting the law/going back to their roots and preserving what the parents and

Lesson Objective

Thinking of the community at State level in the UAE in general, and the most important communities and social groups therein to which students may not belong; expanding and delving into the definition of the idea of social cohesion, and thinking of the types of contrast that might arise between the different and contrasting groups and communities; the hierarchical society from the point of view of social cohesion; the importance of promoting social cohesion in the communities to which the students belong and in the UAE community in general.

Required Materials

- Display screen; multicoloured cards in different sizes; pens; the book; iPad

Learning Outcomes:

- Clarify the meaning of community and the importance of belonging to the community or at least one group
- Mention the main types of communities and groups in the UAE
- Clarify the meaning of social cohesion and the importance of this value to the communities to which the students belong
- Discuss the importance of promoting social cohesion, first in the groups to which the students belong and then in the community of UAE.

Unit 1 Ethics in the Context of Communities

Lesson 5

Communities and Social Groups in the UAE

Learning Outcomes:

- Explain the meaning of community and the importance of being a member of a community (or a group, at least)
- Mention the types of communities and main groups within UAE
- Indicate the meaning of social cohesion and the importance of this value to the students' communities
- Discuss the importance of fostering social cohesion within the groups to which the students belong first and then within the wider community of the United Arab Emirates

Vocabulary

intolerance

tolerance

How can social cohesion be achieved under the umbrella of diversity?

- 1 In the previous lesson, we learnt the meaning of social cohesion. Read the words of Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him). Then discuss the importance of human beings to communities and cohesion.

"The human is the basis of any civilised process. Our interest in man is necessary because he is the pivot of every tangible progress, regardless of the buildings, establishments, schools and hospitals... or crossing bridges, building monuments; these all remain hollow entities, with no spirit... unable to stand out and continue; as man is the spirit of everything. Man has the ability through its art and potential to maintain and develop all these facilities and grow with it."



The late Sheikh Zayed bin Sultan Al Nahyan (1918–2004) was the president of the United Arab Emirates, ruler of Abu Dhabi and founder of the United Arab Emirates

Tolerance

Tolerance is feeling empathy, compassion and kindness, and carrying them in our hearts, regardless of how the world appears around us. Tolerance is being open-hearted, without feeling angry towards others and without having negative feelings towards them.

Intolerance

Internal thought that makes a person so strict that he sees himself always being right and others always being wrong without argument or proof.

Preliminary Activity 1 (5 minutes)

The aim of this activity is to enable students to analyse the content of Sheikh Zayed Bin Sultan Al Nahyan's (may God have mercy on him) words and deduce the meaning of the individual's role in the community and in social cohesion.

The teacher will present the words of Sheikh Zayed Bin Sultan Al Nahyan (may God have mercy on him) and asks the students to discuss the individual's role in the community and in social cohesion in pairs.

2 Let's look at the achievements of Sheikh Zayed (may God have mercy upon him) in building social cohesion within the UAE in the face of great diversity. Read the text below. Then complete the exercise that follows.

The late Sheikh Zayed, may God have mercy on his soul, recognised the importance of promoting internal harmony and social and national cohesion among the people of his country. He was renowned for interacting with his people, which meant meeting and socializing with the local community. In the late 1920s and 1930s, Sheikh Zayed spent time among the Bedouin people so that he could understand the hardships of their life and discuss with them how to overcome their challenges. Through his experience, he acquired many traits, which, combined with the endurance and patience he picked up from the Bedouin that gave him great insight and wisdom. After His Highness became ruler of Abu Dhabi, he acted quickly to establish closer ties with his brothers in the other Emirates. He had great faith and trust in his idea of unity.

On December 2, 1971, the rulers announced the establishment of the United Arab Emirates. In recognition of his efforts, leadership and wisdom, the rulers of the Emirates elected Sheikh Zayed to be the first president of the country, a position that earned him the title 'The Founding Father'.

- a. How do you think the citizens from different tribes felt when the United Arab Emirates was declared?
- b. Explain the vision of Sheikh Zayed and discuss the importance of federation to foster social cohesion within the UAE.

Activity 2 (20 minutes)

The aim of this activity is to enable students to identify Sheikh Zayed's (may God have mercy on him) vision and the establishment of the union that led to the establishment of the UAE.

A- The teacher asks the students to close their eyes, and then tells them the story of Union Day, asking the students to imagine themselves coming from different emirates and visualise the announcement of the establishment of the United Arab Emirates. After this, the students open their eyes and write down the feelings they had. Then they discuss the feelings of citizens of different tribes and origins when the establishment of the UAE was announced.

B- **If technology is available:** The teacher divides the students into pairs, and asks them to conduct online research about Sheikh Zayed Bin Sultan Al Nahyan's (may God have mercy on him) vision and the importance of the union to promote social cohesion in the UAE. The students then present their ideas in the classroom and discuss them.

If technology is not available: The teacher distributes information about Sheikh Zayed Bin Sultan Al Nahyan's (may God have mercy on him) vision and the importance of the union to promote social cohesion in the UAE. The information is available at the following links:

<https://www.abudhabi.ae/portal/public/en/abu-dhabi-emirate/rulers-of-abudhabi/sheikh-zayed-bin-sultan-al-nahyan>
[Http://www.alkhaleej.ae/alkhaleej/page/bb56e3da-d7ec-44fc-b489-348756c3a57c](http://www.alkhaleej.ae/alkhaleej/page/bb56e3da-d7ec-44fc-b489-348756c3a57c) [in Arabic only]
<https://www.cpc.gov.ae/en-us/theuae/Pages/LateSheikhZayed.aspx>

Differentiated Education:

For Beginners:

- The teacher distributes simplified information about Sheikh Zayed's (may God have mercy on him) vision and the importance of the union to promote social cohesion in the UAE.

For Advanced:

- The students present Sheikh Zayed's (may God have mercy on him) vision and the importance of the union through the medium of role play.

Activity 3 (25 minutes)

The students read the text and present its content: The Ministry of Tolerance and its role in promoting the values of tolerance, harmony and renouncing intolerance, hate and discrimination. Furthermore, enhancing the values of tolerance among young people and children, and the family's role in achieving that in the UAE. Also, the contribution to global organisations to achieve tolerance among peoples and the United Nation's campaign for tolerance.

A- This activity aims to introduce the concept of social cohesion to the students whether in the local community or with other people, in addition to its role in promoting the values of tolerance.

This is achieved through having the students come up with a process to implement these values within the UAE community.

- After reading the text (out loud by students taking turns):

- If technology is available: The teacher divides the students into pairs and asks them to conduct online research on the UAE Charter for Tolerance, Coexistence and Peace. The students then present their ideas in the classroom and discuss them.

If technology is not available: The teacher distributes information on the UAE Charter for Tolerance, Coexistence and Peace, and then asks the students to make suggestions to implement the values of tolerance behaviourally.

Within the Family: Parents' forgiveness for their children; siblings forgiving each other; spouses forgiving one another...

Within the School: Forgiving your classmate who has hurt you; doing group activities including all of your classmates; announcing the Week of Tolerance in the school as a whole; sports activities including different sports...

For Young People: Exchanging visits between the Emirati and Non-Emirati youth; visits between the youth of cities and villages; conducting advertising campaigns to promote the desired values...

B- The aim of this activity is to learn the lesson from practical experience told by the students after living it, in order to be an incentive and

motivation for them to follow the example of this valuable initiative.

- The teacher asks the students to work (in small groups) on writing a situation on tolerance between two groups or two people.

- Each group presents the situation they wrote so that the rest of the students benefit from the different experiences.

C- The aim of this activity is to give the students the task of researching and planning to contribute to the promotion of tolerance. This, in return, encourages young people on social engagement and national participation.

- The teacher asks the students (small groups) to research the concept of tolerance, which means letting go of any desire to hurt others because of a conflict in the past, and wanting to open our eyes to the merits of others rather than judging them.

The Concept of Tolerance: Tolerance is feeling empathy, compassion and kindness, and carrying them in our hearts regardless of how the world appears around us.

The students work within groups to plan a Tolerance Day in school, which could include a theatrical performance, activities or an exhibition for photos and paintings... The teacher may help the students to determine the Tolerance Day's date in collaboration with the administration.

Differentiated Education:**For Beginners:**

The teacher gives the students ideas for Tolerance Day to plan and implement.

For Advanced:

- The students may organise a day for tolerance in their school and send invitations to nearby schools to attend and participate.

3 Tolerance is an important part of promoting social cohesion and accepting multiculturalism. Read the article. Then complete the activity that follows.

The United Nations is committed to supporting tolerance through the promotion of mutual understanding between cultures and peoples. This forms the basis of the Charter of the United Nations, as well as the Universal Declaration of Human Rights, which are now more important than ever, especially in this era of violent extremism and widening conflicts characterised by a fundamental disregard for human life. In 1996, the UN General Assembly invited UN member states to observe the International Day for Tolerance on November 16, with appropriate activities directed towards both educational establishments and the wider public.



Cape Town, South Africa, 1982: two children from different races developed a friendship in the era of apartheid where black South Africans were denied the most basic rights, including political rights. © The United Nations

In the United Arab Emirates:

Her Excellency Sheikha Lubna Al Qasimi, Minister of State for Tolerance, has stated that the aim of the National Tolerance Programme is an Emirati society that values tolerance and multiculturalism, while also rejecting discrimination, hatred and intolerance in thoughts, education and behaviour within the community through national programmes in partnership with various local, regional and international bodies. The general values of the programme are focused on respect for religious and cultural diversity, dialogue and coexistence, integrity and transparency, effective communication, innovation and initiative.

- a. Conduct research on the UAE Charter of Tolerance and Coexistence and Peace. Discuss its aims. Suggest ways in which tolerance can be applied to our behaviour at the level of family, school and youth groups.

- b. Talk about an initiative carried out by one individual or group towards another individual or group that shows tolerance.
- c. Within your group, discuss the importance of celebrating the Day of Tolerance. Then organise a day of tolerance in your school. Agree on the activities you will undertake.

4 Read about the concept of sub-community, which exists within a society.

Then complete the activity that follows.

The culture of a society is the sum of the customs and traditions adopted by that society. And that culture is the product of all the cultures and legacies within each sub-community. Each sub-community consists of a number of neighbourhoods, with each neighbourhood divided into a number of streets, each street consisting of several buildings, where each building has a number of apartments housing many families, and each family comprising of individuals that each have their own direction. Therefore, we can say that society overall comprises of several overlapping sub-communities that form the whole society. So, society consists of sub-communities, with each sub-community having its own values, customs, traditions, legacies and trends. This is called sub-culture. At the same time, each sub-culture is divided into other smaller sub-cultures, reaching eventually the culture of the individual. Through the culture of the individual, it can be seen that the legacies, values and traditions within this culture are part of the general culture of society.

- a. A neighborhood is considered part of the sub-community. Carry out a study to identify whether your neighborhood is comprised of people of the same nationality or of several different nationalities. Provide an example of a culture you have acquired from a / e.g. neighbourhood / place of residence—where you live, and describe an occasion when you practise these acquired customs, practices or behaviours.
- b. In what ways could several sub-cultures impact upon social cohesion? Analyse the pros and cons that arise from it, and write them in the table below..

pros	cons

- c. Compare the traditions of the United Arab Emirates with those of some other countries of your choice. Focus on the holidays and festivals of these different communities.

Activity 4 (20 minutes)

-The students read the text (within groups), and then the teacher discusses the content with them.

The aim of this activity is to present the students with realistic situations they have witnessed within their residential environment, which transferred social customs during different occasions to them, and how cultural exchange occurs when individuals of different nationalities mingle.

A- The teacher asks the students (individually) to list the nationalities living within their neighbourhoods, and to present some of the customs they have learnt from these nationalities (clothes, languages, food, different occasions, etc.). This applies if there are people of different nationalities living where the students live. If there are none, then each student may talk about his own customs during different occasions: how he wears his clothes; the way he eats and his favourite foods; his behaviour on different occasions... The teacher asks the students (within groups) to make a list of the customs they practice during occasions held within their residential environment (feasts, weddings, funerals).

Feasts: wearing new clothes; distributing sweets; exchanging greetings between family members, relatives, neighbours and residents of the area; eating traditional food with family members; exchanging visits...

Weddings: hanging decorations; helping with the wedding preparations; presenting food...

Funerals: comforting the family of the deceased; visiting the deceased's family and offering condolences; presenting coffee...

The students may present the customs to the rest of the groups and hang these customs to the fixed class board.

B - The teacher talks about the impact of multiple

sub-cultures on social cohesion, and the positive and negative outcomes of their existence. The students work in pairs to answer the question and discuss the subject in the classroom.

C- This activity directs the students towards distinguishing between the social customs and traditions of occasions in the UAE and in other countries. Through this comparison, the students will discover the singularity of each culture and the cohesion of community members in these communities despite the different cultures.

If technology is available: The teacher asks the students (in small groups) to choose a community to research its customs (the groups may choose communities of students from different nationalities) during feasts by comparing clothes, types of food, etc.

If technology is not available: The students choose a group from a different nationality the customs of which they already know. Or each student may present the customs and traditions of his nationality.

Differentiated Education:

For Beginners:

- The student chooses one positive outcome and one risk from having multiple sub-cultures within the community.
- The student compares customs in the UAE and customs in a country of his choice.

For advanced students:

- The students make a presentation of the impact of multiple sub-cultures on social cohesion.
- The students present a theatrical performance to explain different customs from all over the world.

Activity 5 (20 minutes)

The students read the text on the hierarchy of authority within any organisation, starting with the individual authority (or group authority) at the top of the hierarchy coming down through successive levels of authority. This is the common pattern in big organisations. Most businesses and governments, even some religions, are hierarchal organisations with different levels of management, power or authority.

Students discuss the hierarchy, roles and cohesion required to achieve success.

5.A- After reading the text, students conduct research to answer the first question:

- **If technology is available:** The teacher divides the students into pairs and asks them to search online for the structure of some cities that represent social cohesion or division. The students may then present their ideas in the classroom and discuss them.

If technology is not available: The teacher may distribute information on the structure of some cities that represent social cohesion or division.

B- The aim of this activity is to highlight the hierarchical structure to illustrate the hierarchy between members of the family to their smallest member, which explains the difference between individuals within one family. Corresponding to that is the structure of an educational organisation (school). The students then establish the similarities between the two structures in terms of hierarchy and organisation that enhance cohesion between individuals. Furthermore, the importance of each individual's role within the group is highlighted, which enhances cohesion within the group and social organisation as a whole to achieve social cohesion.

- The teacher asks the students to draw the structure of the family corresponding to the structure of an educational organisation. The students then present both structures in front of their classmates while discussing the internal hierarchy from top to bottom and how each individual commits to his role and duty, which enhances cohesion between members of the two groups.

Family: grandfather, father, mother, big brother, young brother...

School: Headmaster, Assistant Headmaster, teacher, student...

- The teacher asks the students to prepare an essay on the duties of the individual according to his rank within the group and its impact of social cohesion.

- Each student presents his ideas, which should reflect the positive impact of commitment to the role according to the hierarchy in social cohesion.

(The father is the family breadwinner, and all members of the family must obey him in order for him to maintain the family cohesion and achieve its goals. The manager is the organiser of the institution, and all the employees must implement the steps he stipulated and implement his plans for development.)

C- The aim of this activity is to compare between modern countries—Arab and foreign—in terms of social hierarchy.

- The teacher asks the students to make a list of Arab and foreign countries in a table under the titles "King and Constitutional President"

	King	Constitutional President
Arab Country	Saudi Arabia Bahrain, Jordan...	Lebanon Egypt, United Arab Emirates
Foreign Country	United Kingdom Spain, Netherlands	United States of America France

5 How has the social class system in ancient China affected the architecture?

Read the text. Then discuss the points that follow.

Confucius is the common name, outside China, for the famous Chinese philosopher Kung Fu-tse. Confucius was born in 551 BCE and died in 479 BCE in Lu province (currently known as Shandong province). It was a very chaotic time for Chinese society. The supreme political goal of Confucius was to return society to its integrity and honesty, and to build a clear hierarchy of social classes. The influence of Confucius on China's architecture seems clear, starting from public houses to the emperor's palace. The establishment of public houses, called "siheyuan", known as Chinese quadrangles, adheres to the Confucian principles and rules of dealing with relations, which emphasise strict differences between the inside and outside, the high and the humble, and male and female.



Confucius was a Chinese philosopher, famous for adhering to the moral and social traditions of China

The hierarchical social class system in China led to a strict system of regulations and architectural systems. All establishments were subject to the construction rules and principles that set apparent distinctions of social position and status, and included systems for all aspects of the building, its dimensions, the shape of the floor, ceiling and decorations. Violation of these construction systems was a crime punishable by death in some cases. The art of architecture has become one of the most important symbols of class-based feudal systems.

- The architecture of some cities reminds us of how urban planning is used as a tool for social division or as evidence of social cohesion. Look for examples from all over the world to demonstrate this point.
- Family and school are among the components of the community. Draw a hierarchical structure for your extended family starting with the first grandfather to the grandchildren, corresponding to a structure of your school, specifying the duties of each person according to the rank they occupy, explaining the impact of commitment to duties in social cohesion in the family and school.
- In modern countries, the head of the state, either a president or a constitutional king, is still at the top of the hierarchy. Name three Arab and foreign countries headed by a king and another three headed by a president.

- 6** Jérôme Ferrari, a French writer, lives in Abu Dhabi, and works as a professor of civilisational and cultural diversity that is formed by hundreds of nationalities within the UAE. "The clear mix between Arabic and foreign culture and the flexibility that prevails in the dealings between different nationalities might exceed in its importance all efforts exerted by the international community to bring out a greater convergence of civilisations."

Jérôme Ferrari, a French writer who lives in Abu Dhabi, works as a professor of civilisational and cultural diversity that is formed by hundreds of nationalities within the UAE. What is the importance of social cohesion to preserve Emirati culture despite the interaction and cultural diversity within the country?

- 7** Read the following project. Then, with your group, complete the activity that follows.

Lots of refugee children suffer from difficult conditions in the countries to which they have been displaced. These children have been displaced due to conflict in their homeland, forcing them and their families to leave their schools and their homes. They need psychological support to help them heal from the trauma of the conflict. They also need education to ensure they do not fall behind other children around the world.

- a. Conduct research with your classmates on the following:
 - Conditions of refugee children
 - The role of UNICEF and UNHCR in providing support
 - The role of UAE NGOs in helping them
- b. With your classmates, choose a project aimed at providing educational support for refugee children. Follow the steps of project setup and preparation.
- c. Collect donations that will be used to provide refugee children with the educational resources they require, such as school books, stationery, school bags and clothes.
- d. Make contact with relevant NGOs in UAE to provide them with the funds you have raised.
- e. Write a report or make a film that explains your responsibility to others and documents your experience. Present the report or show the film to the class.



Picture of a child in a refugee camp

Differentiated Education:

For Beginners:

- The teacher gives the students a model to draw both the structure of the family and school.
- The students look for an Arab country and a foreign one ruled by a king, and another Arab country and a foreign one ruled by a president.

For Advanced:

- The students build models for cities, which represent social cohesion or division, from recycled material, and then display them in the classroom.
- Students may draw the structure of a company of their choice, specifying the duties of every employee according to the job occupied.

Activity 6 (5 minutes)

The teacher asks about the importance of cohesion between different groups within the UAE, in order to preserve the Emirati culture despite its interaction with different cultures present in the UAE.

Cultural interaction has an important role in enriching Emirati culture. However, the cohesion of all groups plays an important role in maintaining the singularity of this culture and benefits from the other cultures at the same time.

Activity 7 (25 minutes)

This activity aims to help students show empathy to a certain social group outside the Emirati community, and promotes cohesion between other social groups to comfort this group (refugee children). This gives the student a positive attitude towards others, as he plays a humane role, which adds to spreading harmony and love throughout the Arab world and helps in establishing its humane values.

- The teacher asks the students to conduct online research on **the state of refugee** children and present a summary **of the United Nation's programme** that sponsors their continuing education in official schools in Lebanon, and **the role of UAE NGOs** in providing help, providing that each group provides the information they have found on the state of the children.

- Students may contact **social groups** (merchants, publishers, toy shop owners, etc.) who may contribute by providing assistance in supplies (story books, toys, clothes, school bags, stationery, etc.).

- Students may co-ordinate with **government officials in the UAE to help them by giving them the supplies they have collected to deliver to the refugees.**

- The teacher asks the students to document this activity in video and photographs, and conduct a media campaign to be a role model for young people.

Theme The Individual and the Community

Theme: The Individual and the Community

Unit 2:

(IC15) Valuing Diversity

Unit Objectives

In this unit, students will understand both the benefits and the challenges of diversity within their community and across the UAE. They will also understand how diversity may lead to attitudes of intolerance and discrimination and explore how some individuals and movements have fought such attitudes.

Unit Description

The concepts which this unit covers are taught over five lessons and are designed to answer the focal question.

Unit 2

Valuing Diversity

Lesson 1 Understanding Diversity and Equality

Lesson 2 How Tolerant Are You?

Lesson 3 Can I See Beyond Appearances?

Lesson 4 Being 'Different' Is not so Bad

Lesson 5 Celebrating Great Attitudes



Are we understanding, accepting and educated about diversity in our local, national and global community?
How can we be tolerant?

Central Question

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



Exploratory Questions

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

Learning Outcomes

1. Have an understanding of diversity and equality in the UAE, and articulate the benefits of diversity.
2. Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance.
3. Understand the cycle of bias and discrimination and how it can be overcome.
4. Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds.
5. Discuss what can be learnt from people or movements that have fought discrimination.

Lesson Objectives

In this lesson, students will learn to evaluate their understanding of diversity and equality within their community and across the UAE and articulate the benefits that diversity can bring.

Required Materials

- Computer
- Projector
- Markers
- Whiteboard
- Laminator
- A3 paper coloured card
- Samples of media
- Optional – device with internet connection

Learning Outcomes

- Demonstrate understanding of diversity and equality in the UAE, and articulate the benefits of diversity.

Unit 2
Valuing Diversity

Lesson 1

Understanding Diversity and Equality

Learning Outcomes

- Demonstrate understanding of diversity and equality in the UAE, and articulate the benefits of diversity.

Vocabulary

Diversity
Equality

1 Read this text and express in your own words the meaning of the two words in the bubbles.

There are almost 7.5 billion people in the world. And we're all different! We all look different, act differently, and have different beliefs, values, cultures, and different ideas of right and wrong. We all have different tastes in clothing, food, music and so on. Imagine a world where we all were the same... It would become monotonous. The United Arab Emirates is a host to a multi-cultural population from around the world. To ensure that we live in a peaceful and prosperous world, we must respect diversity and equality.

But what do these words mean?

Diversity is

Equality is

Activity 1 (5 minutes)

Write the words "Equality" and "Diversity" on the board.

Ask a student to read out the introduction from the student book (or read it out yourself).

Emphasise that equality and diversity are extremely important in the UAE society.

Ask students to **think** of definitions for the two key words. **Pair** students so they can discuss their definitions. Then have students **share** their definitions with the class.

After students have shared answers, model two definitions on the board.

Diversity refers to how we are different from one another, based on gender, culture, beliefs, appearance, social standing and so on.

Equality involves treating all people equally, so that the outcome for each person is the same.

2 Read the text about diversity and answer the questions below.

We are all diverse. None of us are the same. Indeed, life would be rather monotonous if we were all the same. Imagine if all your classmates looked the same as you do and liked the same things that you did. Life would perhaps seem simpler, but it would also get monotonous very quickly. Diversity, or difference, brings a richness to life.

Many societies are diverse today. Travel is much easier now than it was even a generation ago. The Internet has, in many ways, turned the world into a global village. People can easily learn about opportunities in other countries, and they are able to travel to those countries in search of work or security or simply just a fresh start.

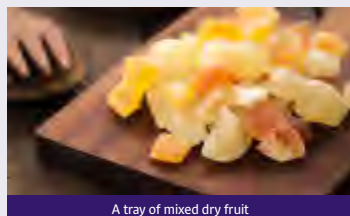
In the same way the various ingredients contribute to the rich taste of a meal, various cultures can add exciting new flavours to a society. Consider the benefits that a diverse society experiences. People are able to interact with people from other cultures; they might not otherwise have had any contact with these people. This interaction between people gives everyone a chance to learn new ideas and consider perspectives. A diverse society also has access to a wide range of skills and knowledge from people from different cultures. And don't forget the artistic heritage of each culture. People can learn the stories, songs and poems from other cultures. By being exposed to all these differences, we also learn what makes us unique. By learning about other cultures, we can learn about, and share, our own culture too.

Of course, diversity also brings its challenges. Where there is difference, there is potential for conflict too. Some people respect difference, but others fear it and seek to suppress those who are different. This can lead to various kinds of prejudice. Also, where there are difference languages and cultures and customs, misunderstandings and disagreements can arise.

However, with a committed effort, people can work together to ensure that difference is respected and everyone is working together for the common good. After all, we are all human and we have to share this planet together, despite our many differences.

Questions for Discussion

- What would life be like in a society that is not diverse, do you think?
- In what ways can our differences influence the learning environment?
- 'However, with a committed effort, people can work together to ensure that difference is respected and everyone is working together for the common good.' Would you agree with this statement? Why?
- Do you believe that encouraging people to talk about their differences would lead to greater mutual respect between people?



A tray of mixed dry fruit

Diversity

Refers to the ways that we are all different from one another. Some differences can be our gender, culture, religion or spirituality, family, how much money we have (our social standing), age, body size, and ability.

Equality

Treating people in such a way that the outcome for each person can be the same.

Activity 2 (10 minutes)

Ask the students to take turns reading the text. Then, ask students to consider the Questions for Discussion. Have an open discussion and allow students to express their views to the class.

Differentiated Learning

For Beginners

- Life would likely be quite monotonous because everyone would essentially be the same. There would be no variety. Although lack of difference can lead to a simpler life, it can also lead to monotony.
- Our differences can improve our learning environment as students broaden their views of society and come to realise that not everyone's experience is similar to their own.

For Advanced Students

- As people come to know each other as individuals, the differences that separate them become less apparent. People are then less likely to make judgements based on stereotypes. Instead, they will get to know people based on common interests and experience.
- Communication is key to breaking down discrimination and preconceived ideas about people who are different from ourselves.

Activity 3 (10 minutes)

Remind students that diversity in the classroom should be respected. Ask them why this is the case. Have a brief discussion and write some of the answers on the board.

Point out that the students should also respect diversity in the community. Explain that diversity happens at a local level and that they are already experiencing it. Emphasise that diversity is clearly not a bad thing as they are already living with it.

Ask a student to read the text aloud or read it aloud yourself.

Then, ask students to consider their local community. Then ask them to share their answers.

Suggested Answers

- a. The UAE has become a multi-cultural nation in recent years. Expatriate professionals, and their families, have made their home here. People of determination live and work in the community as well. Diversity in gender, body shape and size, abilities, and wealth surrounds us in most communities. (LO)
- b. Advantages of living in enclaves include: language and cuisine is familiar to all. Cultural events are organised and such enclaves may share facilities like a satellite dish to access foreign TV stations or shops that sell products from their countries.

Disadvantages of living in enclaves include: people do not learn anything of the culture, traditions or food of the country they live in. They do not make friends with any of the local people. Misconceptions about the local population are not addressed. Prejudice may be perpetuated. (HO)

Finally, hold a short **Think-Pair-Share** activity for the final question: ask students to think about the final question, and then discuss their answers in pairs. Ask each pair to share its question with the class.

Suggested Questions

- a. Is everyone the same age?
- b. Are there people with different abilities?
- c. Are there more men than women, or more women than men?

3 Now you need to think outside of the classroom. Read the text below and then think about your own community at home.

The UAE is a very diverse country, with people from different cultures and nationalities living side by side. This multicultural vibe creates a fantastic opportunity to bring people together to share and learn about each other's cultures.

Many groups were formed with the aim of having residents come together on a shared platform of tolerance and understanding, and appreciate one another's culture.

The groups organize a wide range of events and gatherings that help exploring mainly the culture and heritage of the UAE but also those of their own countries. They also organize trips to the desert, outings to art shows, cooking classes and other interesting activities.

Think about your own community.

- a. In what ways do you see diversity around you?
- b. Sometimes, communities of a particular cultural or national background live in enclaves within a larger community. What are the possible advantages and/or disadvantages of this?
- c. Write at least one other question below that you could ask to help you to think about the diversity of your community.

.....

.....

4 The world we live in is a big place, let's take this a step further and look at the diversity of the United Arab Emirates. Answer the questions below.

Did you know that the UAE is a very diverse society, and many people who live here come from different countries? A large number of Arabs from other countries live in the UAE, as do people from south Asia (such as Indians and Afghans) and south-east Asia (such as Filipinos and Vietnamese). Many westerners (Europeans and Americans) have also made the UAE their home. These people have come here for many reasons but primarily because of the job opportunities that the UAE offers across all economic sectors. Thanks to the promotion of tolerance by the UAE government and the welcoming attitude of its people, the UAE is considered a great example of a society that is both diverse and unified. This makes it an attractive place for people looking to relocate, as does the blend of Emirati culture with eastern and western cultures, which has resulted in the rich and vibrant society we have today.



- a. Does being multicultural make us diverse?
- b. How does this influence life in the UAE?

KEY FACT

The radius of the Earth is 6,371 km.

- a. Because people come from different countries and continents, they have different cultures, traditions, habits and ways of thinking, which means differences and variety (or diversity).
- b. Diversity in a tolerant and open society as that of the UAE can only lead to a mix of innovation, creativity and progress.

Differentiated Learning

Ensure that groups are made up of mixed ability students.

For Beginners

Students can record key points of the discussion in their notebooks.

For Advanced Students

Students can use the key points to share their conclusions with the class.

Activity 4 (15 minutes)

Explain that, having seen diversity in action in the classroom and the community, students are now going to consider diversity in the wider world.

First, ask them to consider the key fact. What implication does this have on diversity? Have a short discussion. Point out that, because the world is vast, it's inevitable that there are a great variety of people living in it.

Ask students to study the text in the book.

Divide the class into three groups.

Give each group 5 minutes to discuss the questions. Then ask each group to share their conclusions with the class.

Suggested Answers

Activity 5 (15 minutes)

Then divide the class into pairs. Ask them to think about the question in the student book.

Ask pairs to share their answers. Explore the idea of “home” in a diverse society. Although people come from many cultures, they feel that they belong in the UAE because of the tradition of warm welcomes. Also, the UAE respects different cultures and shares its cultural riches with others. In the UAE, people can feel “different” but still feel “welcome” and respected. This makes the UAE their home.

5 Read the text below and complete the activity that follows.

It has been already 3 years since I moved to study in the UK and one question I get that I always find confusing to answer is “where are you from?” The UK is very diverse in many cities with people from all over the world that sometimes I think the question simply means what UK city I am from. I get this question a lot because my accent sounds different at times.

I sometimes want to answer I am a citizen of the world to cut the story short! My father is Emirati and my mother is Canadian with Asian roots. I was born in Canada and lived there until I was six. But my father moved a lot as an ambassador so we moved with him and the longest period I spent back home in the UAE was during my high school years. I hope that once I am back to the UAE, after I finish my studies, I will reconnect with many people from all the countries I can call home who reside with us in the UAE. The UAE is my home and where I come from. It is also home for many people from around the world who share my story!

- a. “The UAE is my home.”

What makes the UAE your home? Discuss with your partner.



6 Read this information about the Universal Declaration of Human Rights and answer the following question.

The UDHR was adopted in 1948 to try to ensure that all people are treated equally and with dignity and respect in order to promote an equal society. The UDHR affirms that everyone is entitled to equal opportunities, regardless of:

- Race
- Gender
- Disability
- Age
- Beliefs and Values
- Ethnicity

In groups, find examples of ensuring equality in each of the categories mentioned in the declaration. Share your examples with the rest of the class.

TAKE ACTION

In our schools and community we can bring more awareness, be more considerate of others, accept difference and try not to discriminate. We must demonstrate these values in our everyday lives.

Key Skills (Head, Heart and Hands)

- Critical thinking
- Critical reflection
- Imagination
- Multiple perspective approach
- Communicating
- Working in groups
- Active listening
- Deliberation
- Inquiry
- Respect
- Resilience
- Anti-racism
- Multiple perspectives
- Solidarity
- Teamwork
- Adaptability
- Creativity
- Dealing with complexity
- Research

Evaluation/Reflection

Constant questioning will display an understanding of the concept under discussion. Working as part of a group allows for sharing peer examples and gives the opportunity to participate in a supportive stress-free environment .

Successful task completion can be readily monitored through observation and supervision.

To conclude the lesson, ask students to reflect on what they have learned. Ask them to write in their exercise books: what surprised them, what they already knew, and one other thing they would like to know more about.

Activity 6 (5 minutes)

Write the quote from the Universal Declaration of Human Rights on the board.

Divide the class into four groups, and ask each group to write examples of ensuring equality related to 3 of the categories mentioned in the declaration. Then ask the groups to share their examples with the class. Discuss means of preventing discrimination in each of the examples shared.

Lesson Objectives

Demonstrate appreciation of personal tolerance, and understanding of the causes and issues surrounding intolerance, discrimination and prejudice.

Recognise that they too may have individual prejudices which can be explored and overcome.

Required Materials

- Computer
- Projector
- Markers
- Whiteboard
- Laminator
- A3 paper coloured card
- Box of art supplies
- Scissors and glue
- string

Learning Outcomes

- Demonstrate appreciation of personal tolerance, and understanding of the causes and issues surrounding intolerance, discrimination and prejudice.
- Recognize that they too may have individual prejudices which can be explored and overcome.

Unit 2Valuing Diversity

Lesson 2

How Tolerant Are You?

Learning Outcomes

- Demonstrate appreciation of personal tolerance, and understanding of the causes and issues surrounding intolerance.
- Understand the cycle of bias and discrimination and how it can be overcome.

Vocabulary

Tolerance

Prejudice

1

Do you know the meaning of the words in the table? Think of an example of each that you have heard or read about.

Term	Meaning	Example
Diversity		
Tolerance		
Prejudice		
Discrimination		

Activity 1 (10 minutes)

Remind students that it’s important to be tolerant of other people. Point out that each of us has varying levels of personal tolerance of particular individuals or actions, based on our family background, cultural differences and influences.

Emphasise that we must show **tolerance** of **diversity** and reject **prejudice** and **discrimination**.

Direct students to think about these words and then ask them to complete the table in their Student Books. Draw the table on the board. Ask students to share their answers with the class and write some of their suggestions on the board.

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2 Read the text and answer the questions that follow.

I recently visited a beautiful garden. All the seeds which had been sown are watered and tended until they grow into beautiful flowers. Although the flowers are beautiful, they are also all very different. Some have colourful leaves, some have green leaves, some are big, some are small, and they are all different colours, blue, red, yellow, purple, white and pink. The seeds that the flowers grew from originated in many different parts of the world and grew in different ways. The flowers are individual. They are unique, and yet they grow in unison, together creating a place of reflection, peace and harmony. They are a magnificent spectacle. The flowers, however, are not only enjoyed by myself and the many visitors from all around the world, who come to marvel at their beauty. The garden is also visited by a plethora of species from the animal kingdom. Bees and wasps are never far from the garden, while butterflies such as the Lime Butterfly or the Plain Tiger can often be seen floating around the flower beds. The cicadas and crickets are not seen so much as heard. Then, there are the caterpillars who feed on the beautiful plants and flowers of the garden. The list of species that inhabit or frequent the garden is endless. And yet, all are essential in maintaining the equilibrium that allows the garden to continue to provide its magnificent spectacle for many years to come.

- What do you think this text is about? Discuss with your partner.
- Consider the extract "all are essential in maintaining the equilibrium that allows the garden to continue to provide its magnificent spectacle". With this extract in mind, what similarities exist between nature and the society that we live in?



A diverse range of garden flowers

KEY FACT

Did you know that nearly three quarters of all the known living things in the world are insects?

Tolerance

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

Prejudice

An unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, gender etc.

Activity 2 (15 minutes)

Read the text aloud. The text aims to draw an analogy between diversity in nature and diversity in society.

In nature, the vast number of life species are essential to the ecosystem of any particular area. Working both individually and in harmony, they all have a role to play in the continued existence of the ecosystem.

Ask students to **Think** about the question below. **Pair** students so that they can discuss their responses. Then ask students to **Share** their answers with the class.

Suggested Answers

The text is a metaphor for diversity. Like the flowers and the insects, different kinds of people can come together to create something wonderful.

In the article, the writer implies that without the diversity that characterises the world of nature, the beauty of the garden would not exist.

Likewise, in society, it is diversity that enables society to function.

Suggested Answers

Term	Meaning	Example
Diversity	Refers to the ways that we all are different from one another. Some differences can be our gender, culture, religion or spirituality, family, how much money we have (our social standing), age, body size, and ability.	The UAE is a very diverse country – people from many different cultures live here.
Tolerance	Willingness to allow people to do, say, or believe what they want without criticising or punishing them.	The UAE has a Minister of Tolerance to encourage people to be tolerant.
Prejudice	An unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, gender etc.	Some companies think young people can't be given responsibility because they are young.
Discrimination	The practice of treating one person or a group differently or in an unfair way.	In the USA in the 1960s, black people were not allowed to eat in the same restaurants as white people.

Activity 3 (10 minutes)

Read the article *Away From Home* and discuss the questions that follow. Challenge the idea that victims of prejudice and discrimination are vulnerable groups in society. Explain that the writer is a white, middle-class, West European woman who holds a university degree. Suggest that this is not someone who you would usually associate with having experience of intolerance and discrimination.

Suggested Answers

- She could have felt loneliness, fear, apprehension, anxiety, etc.
- The writer talks about 'us' meaning the culture she belonged to. That was her culture when she was in her home country. When she moved to the new and different country, she no more belonged to the 'us'. Now she is part of a different culture and she belongs to 'them'. This shows how she could not integrate in the new culture. The reason is both sides:

From her side, she kept on living as if in her own country not taking into consideration the new culture. Example, she cooked her own food at the party, she did not learn the language.

From the nationals side, they neither accepted her nor tolerated her new ways. (Same food examples).

- Answers will vary. The aim is for students to explore any prejudices they personally might have, and address them.
Students should be able to list the following in their plan:

- Tolerate the new culture.
- Learn the language.
- Know the new customs, respect them and adapt to them.
- Share their own culture in order to integrate in their new society.

Point out that it can be easy to see when others are being intolerant. However, we also need to be aware of our own levels of tolerance.

Rate My Tolerance

Ask students to look at the pyramid. It clearly shows that prejudice (judging) is more common than discrimination (treating), which is more common than actual persecution (harming).

3 Read the text below and answer the following questions.

When people talk of prejudice, discrimination, and intolerance, certain groups of people – people of determination, economic refugees, elderly people, etc. – spring to mind. However, anyone can experience feelings of exclusion. Allow me to tell you my story.

It wasn't an easy decision. I had a wide circle of friends, a family I cared for, the familiarity of my own surroundings. I had a sense of belonging – I was part of this community. I had everything. Except a job.

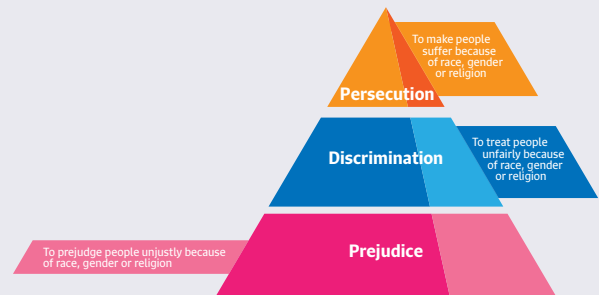
The pressure to leave my comfortable life and try to establish a career elsewhere was growing and, feeling that there were no longer any options open to me, I took the plunge and packed my bags. "I have qualifications," I thought. "I'll have no trouble getting employment."

However, on arrival in the country I had chosen to make my home, I discovered what it feels like not to be one of 'us'. I had become one of 'them'. Someone who does not belong. My qualifications did not guarantee me a career in my new country. Eventually, I did get a job but I never had a career. Simple things, like going to the bank or supermarket, were not simple. The language barrier was one thing, but the body language was just as bad. Gestures I had considered polite were suddenly perceived as rude and the opposite was also true.

I tried hard to fit in. I did. I organised a celebration for my child's first birthday. She invited all her classmates and, to their credit, they came... with their parents. However, the food I prepared went uneaten. You see, I had cooked a selection of national dishes from my own country.

Even after several years, I never became one of 'us'. I earned a living. My children grew up. They are happy. But I was always one of 'them'.

- What emotions do you think the writer experienced before she had to leave her own country?
- Analyse the words 'us' and 'them' in paragraph 4.
- If you are to immigrate to a different country, how would you plan your integration in the new culture?



Take the opportunity to give students time to reflect and think about their actions and biases. Spectrum-Point out that everyone can be intolerant at times, but that if we notice our biases and work to improve, we can become more tolerant.

While referring to the pyramid, ask students to rate their tolerance. Then ask students to **think** about the two questions in the Student Book. **Pair** students to discuss their ratings and ask them to **share** their answers with the class.

4 Sometimes we expect that everyone should be, act, look and dress the same. We get uncomfortable when people are different. Read the scenario below and answer the questions that follow.

Tom: Hey, who ate the last piece of the pizza? Andy, was it you? It must have been Andy!
 Andy: No, wasn't me... I think it was Jim.
 Tom: We don't believe you – Jim's really skinny, and you're always hungry, aren't you, Andy?
 Andy: Haha – I guess so, Tom.

(Andy's thoughts: I don't like it when Tom laughs at me, but I can't say that. It's better to laugh along, so they don't know how bad I feel. I suppose I do eat too much. I'm ashamed of how I look.)

Jim: Anyway, we're going swimming now, so see you later, Andy.

Andy: Wait, I can come too.

Tom: Are you sure? We figured you wouldn't want to come – you won't be able to keep up. You'll just be puffing along behind us like our own tame whale! Hey, that might be funny – go ahead, come if you want to. Andy's feelings: I can swim really well. I bet I'm faster than Tom is. But I don't want them to laugh at me. Everyone else thinks Tom is right, I know they do. It's better if I just go home. I can swim by myself some time. I don't really need them to be my friends anyway. I don't need anybody.

Andy: No, that's OK, Tom. I suppose I'll just see you all at school tomorrow. Bye, then.

[ANDY LEAVES]

Jim: I think you upset Andy, Tom. We wouldn't have minded if he wanted to come.

Tom: Who, me? No, I was just kidding. Everyone laughed, didn't they? Andy's OK – he knows how to take a joke. He'd have said something about it otherwise, wouldn't he?

Jim: If you say so...



Being different should not mean a person feels isolated from society.

- a. Think about a time you felt like an outsider. How did this make you feel? What did you think about other people?

.....

.....

- b. Now think of a time you treated someone like an outsider. Why did you behave this way? How do you think that person felt?

.....

.....

- c. How can we help people who feel like outsiders?

.....

.....

Activity 4 (10 minutes)

Ask students if they know what an outsider is. Discuss with class and write a definition on the board.

Outsider: Someone who does not fit in with others because he or she is seen as being different in some way.

Read aloud the introduction to the scenario. Ask four students to act out the role play: Tom, Andy, Andy's feelings, and Jim.

Ask students to answer the first set of questions.

Then have them share their answers. Ask students to answer the second set of questions. Then have them share their answers.

Suggested Answers

- It made me feel sad and angry and ashamed. I thought that other people were cruel and unkind.
- I didn't realise that my behaviour would upset them. They probably felt sad, just like I did when it happened to me.

Point out that in the vastly changing world that we live in, it is possible for people to feel isolated or alone. As a moral citizen, it is important to be able to relate to other people, put yourself in their position and understand the way of the world.

- Direct students to the group activity. Facilitate short discussion about the question, and write the main ideas that students come up with on the board.

Suggested Answers

We can try to include them in our activities.

We can avoid saying hurtful things to them.

We can put ourselves in their shoes, and imagine how we'd want to be treated.

Activity 5 (15 minutes)

Read the text aloud.

Explain that a TED talk is a video created from a live presentation at any of the Technology, Entertainment and Design events around the world. The talks have to be no more than 18 minutes in length and cover a vast range of topics from all disciplines.

Tell students that a common stereotype is that girls can't do sports.

Explain to students that intolerance often leads people to stereotype others. Ask students if they know what a stereotype is. Facilitate a short discussion.

Write a definition on the board: A stereotype is an oversimplified generalisation of a social group.

Ask students to stand in the middle of the room or hall. Put an 'Agree' poster on one side of the room and a 'Disagree' poster on the other.

Explain the walking debate rules:

- When you hear a statement, decide if you agree or disagree with it.
- Stand closer to the 'Agree' or 'Disagree' poster depending on how you feel about the statement.
- Once you have decided where to stand you can be asked to give your opinion.
- Listen to other students' opinions, and if what you hear causes you to change your opinion, you may move closer to the other poster.
- It is important that you are open to having your opinion challenged and that you are open to challenging opinions.

Read out the following statements. Ask students to choose their position after you read each statement. At random, ask students to explain their position. Tell them that they are allowed to change their position if they change their opinion.

- Women do not make good politicians.
- Black people are good dancers.
- Pink is a girl's colour.
- Football is a man's sport.
- Women are bad drivers.

5 Read the text below and complete the activities that follows.

"You throw like a girl," says the speaker in a TEDx talk she gave to an attentive audience in a crowded auditorium. She was narrating a childhood story of how a student had shouted that very statement at a classmate while playing softball. The speaker, in fourth grade at the time, thought that sounded pretty great.

"Nice. That is awesome," she recalled thinking. "Throwing like a girl. That is a job well done."

It was only later that she would realise the phrase was meant as an insult. "It was not my earliest or hardest lesson in gender stereotyping. But it was a good one," she says.

Originally from the Netherlands and born to parents who were both diplomats, the speaker, who is an author, spent much of her childhood travelling, and grew up in 12 different countries. It meant she was no stranger to making friends across borders. Also that she developed interests that were quite varied - from theatre and dance to football.

"When I was a child, we were living in Senegal in West Africa and my best friend at the time was an American girl named Caity," the author explains during a recent interview. "Caity was an amazing football player and would play the game during break. I remember the boys telling us we couldn't play one day - and it was enough for us to want to play every recess. We just didn't want them to tell us what we could and couldn't do."

a. Deduce a definition of the word "stereotype".

A stereotype is:

b. Intolerance often leads to common stereotypes. Listen to your teacher's instructions to complete the walking debate activity about common stereotypes.



- All young people have loads of energy and imagination.
- All older people are lonely.
- All women are great at multitasking.

When asking students to explain their position, you can ask them questions such as the following:

- Why are you standing there?
- Can you think of any examples that contradict your position?
- Can you think of any examples that confirm your position?

6 Complete the following activity.

You are going to create a diverse community!
 Your teacher will give you four sheets of paper.
 Draw a different person on each sheet. Think about hair colour, eye colour, clothing, job, ethnic background, general appearance, social group (try to have four different social groups).
 On the back of each sheet, write a short paragraph saying who this person is, where they are from and how they may be discriminated against or what prejudice may exist about them.



Activity 6 (10 minutes)

Explain to students that they are going to create a diverse community.

Divide class into groups of four. Give each group four sheets of blank paper.

Explain that each group must draw four people, and write a short paragraph about each person. They should also indicate how each person may be discriminated against.

When each group has presented their characters, display the drawings on the class wall. Explain that this will serve as a constant reminder that our community and world are diverse places.

Key Skills (Head, Heart, Hands)

- Moral reasoning
- Critical thinking
- Critical reflection
- Imagination
- Communicating
- Working in groups
- Active listening
- Deliberation
- Empathy
- Anti-racism
- Multiple perspectives
- Creativity
- Teamwork
- Participation
- Dealing with complexity

Lesson Objective

In this lesson, students will understand the concepts of prejudice and discrimination. By realising how the victims of discrimination feel, they will learn the importance of tolerance.

Required Materials

- Computer
- Projector
- Markers and whiteboard
- A3 paper coloured card
- Box of art supplies
- Scissors and glue
- Markers
- Optional: Device with internet connection

Learning Outcomes

- Understand the cycle of bias and discrimination and how it can be overcome.

Unit 2
Valuing diversity

Lesson 3

Can I See Beyond Appearances?

Learning Outcomes

- Understand the cycle of bias and discrimination and how it can be overcome.

Vocabulary

Stereotype

Bias

1 Complete the group activity to better understand how discrimination can make you feel.

In order to become more tolerant, we need to understand bias, discrimination and prejudice. These attitudes can be destructive.

Activity 1 (5 minutes)

Introduce the lesson by reminding students that it's important to be tolerant of others. Point out that bias, discrimination and prejudice are destructive attitudes. Ask students to consider how they'd feel if they were discriminated against.

Explain that the class will now take part in an activity to explore the impact of discrimination.

Separate the class as follows:

- Students born in January, February, and March stand at the back of the room facing the wall.
- Students born in April, May, June, and July sit on the floor.
- Remaining students sit comfortably on their chairs.
- Give the students sitting on their chairs some sweets and tell them to talk to each other.
- The rest of the groups must be silent.

2 Read the text below and answer the questions that follow.

"Don't judge until you know them!" These words always resonated in her mind after each trip abroad, even after visiting the 28th nation.

"Travelling across the world taught me that what we have heard and what we experience are always poles apart," said one Emirati professional, in an interview.

Interestingly, she said, people tend to make prejudiced comments about people of all nations across the globe.

The superpower US or the developing Asian nations, whose people constitute the majority of the UAE population, are not spared. "Only the content differs. You hear many things [about people] but when you have the direct experience, you can distinguish between prejudice and reality," said the 36-year-old who began exploring the world in 2004. Travelling also taught her how she could identify with other people in distant lands as many universal values and ideas bring people together. In Australia, while interacting with a local family, they passionately talked about koalas and kangaroos. "I immediately felt we, as Emiratis, would talk about falcons with the same passion. National symbols evoke similar feelings in all people."

In the Netherlands, long lines of windmills were, for her, not merely a revolution in green energy. They reminded her of the universal appeal of literature and art as well. When she shared the story of Don Quixote [from the famous Spanish novel by Miguel de Cervantes] who attacked windmills, many people of various nationalities around her said the same thoughts came to their minds too. "Certain characters bind us together across the world."

Says travelling makes everyone happy because it breaks life's monotony. "Life is the same while travelling but at a new place ... with new people around you, you will be doing everything differently. That newness makes you enthusiastic ... and in turn makes you happier."



- Interpret how does travel help people overcome their prejudices?
- With regard to stereotypes, do you agree with the statement 'what we have heard and what we experience are poles apart'? Why?
- We know more about the world and the people in it than at any other time in history. Has this knowledge increased or diminished our prejudices? Discuss.

After two minutes, ask the students in the silent groups how it felt to be treated differently.

Ask everyone to return to their seats.

Activity 2 (10 minutes)

Read the text aloud. Remind students that we often have stereotypical views of other people or groups. When students have read the text run a class discussion on the questions that follow. Write the words 'race' and 'ethnicity' on the board and make sure students know their meaning.

Race -- a group of people with common ancestry.

Ethnicity -- belonging to a social group that has common ancestry, language, culture, and tradition

Suggested Answers

- Travel can help people overcome their prejudices. When people visit other

Stereotype

A preconceived idea or image that many people have of a person or thing, but which is often not true in reality

Bias

An unfair preference for one person or group, often based on preconceived opinions that may not be based on fact.

countries and meet locals, they see first-hand that their lives differ very little from our own. Often they watch the same TV programs, shop in the same stores, and play the same sports, among other things.

- Concentrate on the part of the statement 'what we have heard'. Where do we acquire our prejudices? Books, newspapers, media, older members of society are all sources of information about other countries that may not be accurate or may put forward prejudicial opinions. The reality when we actually see these places is very different.
- Accept all logical answers. The extensive availability of information and the increased number of the sources of information allow us to have much more knowledge than before and bring us closer to other regions and people in the world. This can help us familiarize ourselves with other cultures. On the other hand, wrong information from unreliable sources can increase our prejudices.
- Ask students to look at the image of the French person in their book. Have students share their answers with the class. Point out that the image shows a French person in stereotypical clothes, eating stereotypical food, and with a stereotypically arrogant expression on his face.

Explain that stereotypes are often the result of **bias** and **prejudice**, and can lead to **discrimination**.

Explain that bias is a tendency to think a certain way, without having an open mind. Prejudice is making judgements about people based on their appearance or background and failing to see the individual behind the external appearance. Explain that this can lead to discrimination, leading to treating people differently.

Differentiated Learning

For Beginners

Ask students to think about what they know of people from other countries. Ask them to examine whether their knowledge is real or based on stereotypes.

For Advanced Students

Ask students to write some dialogues between UAE residents and foreign nationals from different countries. After a role-play of the dialogues, decide how much of the role play was based on stereotypes of different nationalities.

Activity 3 (15 minutes)

Remind students that it's important that we are aware of our own biases and prejudices.

Ask students to read the statements and then rate how comfortable they would be in each situation. Explain the rating scale to them and answer any questions they may have. The lower the score, the less biased the individual.

Section A: Race

Section B: Disability

Section C: Weight

Section D: Age

After 10 minutes, ask students to add their totals on the score sheet at the bottom of the activity. This shows their total for each section. They can now see at a glance what biases they may have in terms of race, disability, weight or age.

Now ask students to **think** about what they learned about their own prejudices from this activity. **Pair** students to discuss their thoughts. Ask them to **share** their thoughts with the class, if they feel comfortable doing so.

3 Complete the following activity.

Consider the situations below.

How comfortable would you feel in these situations?

Rate yourself according to the scale below. Tick the score in each situation. When a full section is completed, fill in the last column with the total score.

1. very comfortable 2. comfortable 3. neutral 4. uncomfortable 5. very uncomfortable

Section	1	2	3	4	5	Total
A	Your new neighbour is Mexican.					
	You realize you are the only person of your race when you visit a community.					
	Your new doctor went to medical school in India.					
B	You watch someone who does not have a visible disability park in a space reserved for handicapped people.					
	You walk by a mentally disabled person who is talking loudly in the supermarket.					
	You are standing in line behind a deaf person at a fast food restaurant.					
C	A heavily obese person is working out in the gym next to you.					
	You are sitting next to an obese person on a plane.					
	Your overweight cousin asks to play football with you.					
D	You are asked to volunteer in a retirement home.					
	Your grandmother often asks you for help with her computer.					
	Your 70-year-old next door neighbour can never remember your name					

- What did I learn about my own prejudices? What surprised me?

4 Consider the 2 quotes from H.H. Sheikh Mohammed bin Rashid Al Maktoum and that of the late president Nelson Mandela, then answer the following question.

"What makes us proud is not the height of our buildings, but rather the openness and tolerance of our nation."

H.H. Sheikh Mohammed bin Rashid Al Maktoum

"Our goal is to protect our society from the winds of ignorance and hatred blowing around us. We aim to build a model of tolerance in our region."

H.H. Sheikh Mohammed bin Rashid Al Maktoum

"The challenges for each one of you is to take up these ideals of tolerance and respect for others and put them to practical use in your schools, your communities and throughout our lives."

Nelson Mandela

- a. Conclude the message in each of the quotes above, then compare both of them



Activity 4 (15 minutes)

Ask students what emotions are likely to lead to discrimination. Write their suggestions on the board (fear, anger, anxiety and so on). Explain that the most common emotion behind discrimination is hate. Elaborate on the significant efforts that the UAE is doing at the nation's level to promote tolerance and fight hate.

Ask students to read the quotes in their book. Ask them to spend 10 minutes considering the question and answering it. Ask students to share their answers.

Suggested answers

Sheikh Mohammed points out that whatever a society's physical accomplishments, creating tolerance and living together peacefully is more important than wealth. There is much ignorance and hatred in the world, but Sheikh Mohammed wants the UAE to show the rest of the world that living together and appreciating each other is possible.

President Mandela asks everyone to be tolerant and to respect others. He says that this is a challenge throughout one's life but it is an important value to be practiced in daily life; at school and in the community.

Comparing the quotes of the two leaders tells us that they both consider tolerance as an important value that should be practiced.

Activity 5 (10 minutes)

Explain that we often see examples of prejudice and discrimination around us. Students will now have an opportunity to explore different scenarios.

Divide the class into four groups. Assign each group one of the scenarios.

Explain that each group is going to perform a role play of its scenario. The other groups then discuss the questions related to the scenario. Stress that each group must keep its role-play short (1 minute).

Suggested Answers

1.
 - a. Gender discrimination
 - b. The girl is excluded from an activity she would enjoy
 - c. Tell a parent or a teacher
2.
 - a. Discrimination based on weight
 - b. The boy is shamed in front of other kids
 - c. Tell a parent or a teacher
3.
 - a. Gender discrimination
 - b. The girl is upset
 - c. Try to change the friend's attitude
4.
 - a. Bias based on ability
 - b. The boy feels excluded and doesn't get to play
 - c. Convince the other boys to be more tolerant of difference

At the end of the activity, ask each group to share its thoughts on one of the scenarios. Make sure to get feedback on all four scenarios.





Differentiated Learning**For Beginners**

Students write a short dialogue of one other scenario they can think of that illustrates bias (you can suggest learning ability, height, etc).

For Advanced Students

Ask students to carry out research about the ways in which bias can limit a person's dreams and ambitions and make a presentation of their findings to the class.

5 You're now going to role play different scenarios to see prejudiced attitudes in action.**Bias scenarios**

1	2
 <p>A young girl wants to join the swimming team, but is told by the coach she doesn't have the strength to swim long distances. She says, "Why don't you go home and play with your Barbie doll instead?"</p>	 <p>An obese boy decides to learn traditional dancing. When he arrives at the dance school, the teacher laughs and says, "You're too fat to dance!"</p>
3	4
 <p>A girl tells her friend how her father looks after her baby sister at home while her mother works. Her friend raises her eyebrows and says, "That's weird! Dads aren't supposed to look after babies – mums should!"</p>	 <p>A deaf boy is not invited to play with the other boys. The other boys say, "It takes too long to explain things to him – we have to interrupt our game."</p>

After you watch each scenario being enacted, discuss these questions with your group:

- a. What type of bias is this?
- b. Criticise each scenario showing the impact it has on each person.
- c. Consider another reaction to those types of discrimination.

6 Complete the following activity.

How can you overcome bias and prejudice, and reject discrimination?

With your group, write down three actions you can take to create a more tolerant environment. These will form the basis of your class charter.

Our Class Charter

Activity 6 (10 minutes)

Explain to students that in order to fight discrimination, it's important to overcome bias and prejudice.

Divide students into groups of four. Give each group an A4 sheet.

Have them come up with three suggestions for creating a more tolerant environment. They should spend 5 minutes on this. They can then use these suggestions to write a short class charter.

Suggested Answers

- a. We will listen to other people's opinions.
- b. We will treat others as we would like them to treat us.
- c. We will include others in our activities.

Ask each group to share its charter with the class. Display the charters on the class wall to remind students of the many ways they can reject bias, prejudice and discrimination.

Key Skills (Head, Heart, Hands)

- Imagination
- Critical thinking
- Deliberation
- Moral reasoning
- Managing oneself
- Empathy
- Anti-racism
- Multiple perspectives
- Creativity
- Team
- Participation
- Dealing with complexity
- Taking action

Evaluation/Reflection

Participation and collaboration will indicate that the class understand the content and are engaging with it successfully. Close monitoring is necessary for so many student-centred learning activities.

- Exit Pass; Colourful sticky notes provided in the last few minutes of class, students asked to rate themselves out of five under the following headings:
- I have learned more than one new thing today.
- I have understood the content.
- I will take action to be more careful about bias, prejudice and racism.

Ask students to stick the note on the wall on the way out of the class.

Differentiated Learning

For Beginners

Support students with ideas for charter -- for example, learn more about people from diverse backgrounds, travel to different parts of the world, frequent international restaurants, etc

For Advanced Students

Ask students to choose one of their action points and develop it into a plan that would target bias of one particular type.

Lesson Objectives

In this lesson, students will learn to understand and respect diversity in all its forms and show empathy to people who are experiencing difficulties in their lives. Students will also learn how discrimination and prejudice can be avoided.

Required Materials

- Computer
- Projector
- Markers and whiteboard
- Laminator
- A3 paper coloured card
- Teacher's Guide
- Optional access to computers/devices
- Paper table cloth
- Markers
- Scenario cards pre-printed and laminated for the tables

Note: At the end of this lesson, ask each student to bring an item that celebrates a culture that interests him. It could be his own culture, or it could be his parents' or grandparents' culture, or it could be a culture he has read about and he is interested in. For example:

- Items of clothing
- Traditional foods
- Traditional music
- Old stories
- General information
- An image, statue or something else that describes the culture

Learning Outcomes

- Demonstrate respect and empathy for, and sensitivity to individuals who are different or who come from different backgrounds.
- Discuss what can be learnt from people or movements that have fought discrimination.

Unit 2 Valuing Diversity

Lesson 4

Being 'Different' Is not so Bad

Learning Outcomes

- Demonstrate respect and empathy for, and sensitivity to individuals who are different or who come from different backgrounds.
- Discuss what can be learnt from people or movements that have fought discrimination.

Vocabulary

Empathy

1 Read the following activity and answer the questions that follow.

In order to overcome discrimination, we need to respect diversity and difference and we have to be respectful of those less fortunate than us. People who are from a very poor economic background don't always receive education. People with disabilities can't always access transport or employment.

These people often experience discrimination.

Imagine being a refugee fleeing for your life from a war torn country. You feared for your life and the lives of your family. You arrive in a community where you are not made to feel welcome.

- How would you feel?
- What could people do to make you feel more welcome?



Activity 1 (5 minutes)

Remind students that everyone is different and we have to be tolerant of this difference. When we do not respect difference, this can lead to discrimination and other attitudes that do not promote a climate of tolerance.

Emphasise that we should also show understanding, empathy and sensitivity to those who are less fortunate than us.

Ask students if they know what empathy means. Ask for suggestions and then model a definition on the board:

Empathy: The ability to understand other people's feelings and problems.

Emphasise that it is important to be able to empathise with individuals that are different or who come from different backgrounds.

Have students **think** about the questions in the Student Book. Remind students that they are being asked to empathise with the refugee. **Pair** students to discuss their answers. Ask each pair to **share** its thoughts with the class.

2 Read the following scenarios and answer the questions that follow.



You will now have a chance to empathise with people who are in unfortunate situations.

1. Fredo came to a new country but can't speak the language. It's hard for him to understand what is happening in the class. He is put in a younger grade and has a hard time fitting in.
2. Fatima lost her parents in a war and had to move in with her uncle's family in another part of the country. She misses her parents and her old home a lot, and is very sad whenever she goes to school. People treat her as if she's strange and different, and they are afraid to approach her because of her sad story.
3. Amanda comes back from school to the home she shares with 12 other family members. It is small, crowded and noisy, and she has a hard time finding space and concentration to do her homework. In school, she gets in trouble for not doing her homework properly.
4. Samer has a hearing disability and has a hard time participating in class. He is often excluded by other students, both in class and during the breaks.

When you've read your assigned scenario, consider the following questions with your group:

- a. What prejudice or discrimination is taking place?
- b. How can we help?

Activity 2 (20 minutes)

Remind students that displaying empathy is a great way to overcome prejudice and discrimination.

Explain that students are now going to have a chance to role play showing empathy.

Divide class into four groups. Assign each group one of the scenarios.

Explain that each group will role play the scenario. One student will play the main character, explaining how he or she suffers bias or discrimination. The other students will model showing empathy to this character.

Ask students to carefully read the questions. Give students 5 minutes to prepare their role plays. Emphasise that each role play should be short (3 minutes).

Empathy

Having the ability to fully understand what other people are feeling, perhaps because you have experience of similar feelings yourself.

Suggested Answers

1.
 - a. Discrimination based on nationality.
 - b. Try to include him by speaking slowly, being patient with him and encouraging him to participate.
2.
 - a. Discrimination based on cultural diversity.
 - b. Encourage her to talk about her home if she wants to, but tell her it is OK if she does not want to speak about it. Treat her the same as other people and include her in activities.
3.
 - a. Discrimination based on socio-economic status.
 - b. Help her to find spaces in school or elsewhere to do her homework. Be understanding of her situation.
4.
 - a. Discrimination based on physical impairment.
 - b. Include him in class and in outside activities. Be patient and helpful.

At the end of the role plays, ask students to share what they learned from the exercise.

Emphasise that people can experience prejudice and bias for various reasons, including race, disability or social background. By displaying empathy to people, you can ease any hurt they suffer because of discrimination.

Differentiated Learning:

For Beginners

Paired with a more confident learner, students write the dialogue and participate in the role play.

For Advanced Students

Enact the role play. Then write a blog from the perspective of the person being discriminated against. The blog should describe a typical day in the life of that person. begin your blog with the words, "Today was no different from other days.".

Activity 3 (10 minutes)

Explain that everybody has a role to play in encouraging tolerance and fighting prejudice. Ask students if they can think of any famous people who have spoken out against prejudice. Write their suggestions on the board. (Examples might include Nelson Mandela, his highness Sheikh Khalifa, and so on.)

Before students read the article, check understanding of key vocabulary. Explain that 'segregation' means separating people from others on the basis of their appearance or background. Remind students of Martin Luther King. They have read about him this year in the first lesson they took. Check their memory by asking who he is and what did he do? Have students read the article. Ask questions to check comprehension.

Ask students to consider the questions in the Student Book. Ask students to share their thoughts with the class.

Suggested Answers

- He experienced segregation himself so he understood its effects. He wanted things to be fairer for everyone.
- I wouldn't like it. I'd feel like people were discriminating against me.
- Accept all logical answers. Explain that they will learn more about Martin Luther King in the next activity.

Differentiated Learning:**For Beginners**

Support students who struggle with the text. Ask simple open-ended questions (Who?, Where?, When?, etc.)

For Advanced Students

Have students research other people in history who have spoken out against intolerance and discrimination. Ask them to use their computers to make a digital presentation of their findings.

Their presentation should include details about the person's life, their efforts to combat discrimination, and impact those efforts have had on our lives today.

3 Read the following text and answer the question that follow.

Can you think of any famous people who have spoken out against discrimination and prejudice?

You're now going to learn about one famous spokesperson for tolerance: Martin Luther King Jr.

IDR. MARTIN LUTHER KING, JR. USA (1929–1968)

Martin Luther King Jr was an outspoken American activist who protested against discrimination against African-Americans. He became the leader of the American Civil Rights movement and won the Nobel Peace Prize for his efforts.

King raised worldwide attention about the issue of segregation, the exclusion of African-Americans from many aspects of mainstream society. He himself experienced segregation as a young boy, when he had to go to a different school than his friends. As a teenager, he experienced segregation again when he had to give up his seat on the bus to a white person.

Inspired by a passionate desire for justice and equal rights, King became a powerful speaker against discrimination and prejudice. His gift for oratory helped him eloquently describe the hurt felt by those who experienced discrimination on a daily basis.

Perhaps King's most famous speech was on 28 August, 1963, when he told that world that he had a dream! From the Lincoln Memorial in Washington, he painted a vivid picture of a brighter future, one free from prejudice and discrimination. His stirring words continue to inspire people to campaign for equal rights for all.



Martin Luther King Jr

- Why do you think King became such a passionate campaigner for equality?
- How would you feel if you had to go to a different school just because of the colour of your skin?
- If you were to write a speech about equality and inclusion today, what would you write?

4 Consider the quotes below from Martin Luther King and answer the following questions with your group.



- a. Analyse each of the quotes.
- b. How would you apply each of the quotes in view of tolerance?

b. It inspires me to be kind to everyone, even people who don't like me and to deal with problems in a non violent way and with good manners.

2.

a. He is saying that it is the time to move away from racial injustice which is like quicksand: loose, unstable and non supportive. It drags everybody to a worse place. We have to fight for brotherhood which is like a rock. It is strong, capable of supporting people and is safer and secure.

b. I will treat other people, whatever their background is, like I would treat someone in my own family.

3.

a. It means he dreams that people will be judged by what they do and who they are, not by what they look like.

b. I will be fair to all the people all the time. I will support justice everywhere at any time.

4.

a. In this quote, King wanted to emphasize on the point that justice has to prevail everywhere and all the time without exceptions. Because even if there is injustice in a small place or at a short time, it affects justice in all places, all the times.

b. I will watch out for injustice, even if it doesn't affect me, and try to do something about it.

Activity 4 (10 minutes)

Remind students that King was famous for his oratory skills and eloquence. Explain that this means he was a powerful speaker who made many memorable statements.

Ask students to read the four quotes in their Student Book.

Divide the class into four groups. Give each group an A4 sheet of paper. Assign one quote to each group and ask the group to write the quote on the sheet.

Give the groups 5 minutes to discuss and answer the questions. Then ask each group to share its thoughts.

Suggested Answers

1.

- a. It means we can't fix the problems of intolerance and discrimination by being intolerant ourselves. Returning negative by negative will only make it worse. And positiveness is the best way to deal with negative actions and thoughts. We have to model fair and equal treatment ourselves to bring about change.

Activity 5 (10 minutes)

Explain to the students that people of determination can also experience prejudice and discrimination. Ask students to consider how people of determination are discriminated against. Write their suggestions on the board.

Before students read the article, check understanding of key vocabulary. Have students read the article. Ask questions to check comprehension.

Then ask students to consider the questions. Ask students to share their thoughts.

Suggested Answers

- I think Cawley is very brave and has achieved a lot. I feel glad for him. I feel motivated to do some achievement like he did.
- I think they can't do the same things I can, and I'm sorry for them. So, I think of how can I possibly help them.
- I should think less about what they can't do and more about what they can do. I should treat them as I would want to be treated if I were in their situation.

Hand out copies of the James Cawley letter to the students. Explain that this is a letter that James wrote to himself when he was struggling at university. Ask students to share how reading this letter makes them feel.

A copy of James Cawley's letter:

Hill Road,
Drumlish,
Co. Longford
31/8/11

Dear Me,

I am writing this letter to myself in John Hume (lecture hall) on the last day of Launch Pad (orientation day).

I am nervous/excited about starting college. I am going to do an arts degree and I know I want to do Geography but I still have to pick another subject.

My fears are not being able to keep up with college courses and also making new friends all over again.

I would love to complete my arts degree and follow on to do my H-dip (Higher diploma) and become a secondary school teacher (if there are any jobs).

That's all for now, I hope I enjoy myself also!

James Cawley

5 Read the article below answer the questions that follow.

Consider how people of determination have been discriminated against.

"He will never write!"

These words, which James Cawley faced from a very early age, made him more determined than ever to succeed.

Where did he come from and what did he do?

James comes from a small village in the centre of Ireland called Drumlish in County Longford. James was born with a condition called Arthrogryposis or AMC for short. It affects the joint in the body. He uses a wheelchair in his everyday life and has very limited use of his arms and hands. He has proven prejudice wrong time and time again and has faced discrimination many times during his life in terms of accessibility. The doctors were wrong; he did write. He broke down the barriers of prejudice and bias as the many assumptions that he couldn't go to university or live away from home were broken.



Breaking barriers — James Cawley from Ireland

James also had a dream!

He applied to university and graduated with a degree in Geography and Business. He found university life difficult at first as he was no longer living with his family. He wrote at the time "I am nervous/excited about starting college. I am going to do an arts degree and I know I want to do Geography but I still have to pick another subject. My fears are not being able to keep up with college courses and also making new friends all over again."

However, with the help of his personal assistants, he soon thrived in his new environment.

He has achieved so much in his life and is truly inspirational to people around the world. Here are just some of his many achievements:

- Became Chairperson of the Arthrogryposis Association of Ireland.
- Graduated from university and is now a teacher.
- Led an online campaign (#WearBlueForAMC) raising awareness internationally.
- Became acting researcher for the Minister of State for Disability Issues in Ireland.
- Featured on national TV bringing awareness about poor accessibility and defying prejudice.

- Identify how do you feel when you read James's story?
- What thoughts come into your head when you see a person of determination?
- How can you help people of determination feel less excluded?

THINK!

Read the letter James Cawley wrote to himself while he was in university. Does it inspire you? Why?

Differentiated Learning:**For Beginners**

Students write a list of some things they find difficult (for example, speaking in public, playing sport, doing well in tests). Ask them how they would feel if they were judged on these abilities alone.

For Advanced Students

Ask students to search for examples of people of determination from the UAE who have overcome any physical limitations to fulfil their dreams and ambitions.

6 Read the text below and answer the questions that follow.

Enabling People of Determination in the UAE

In the UAE, people of determination enjoy a special place in government policy. In recognition of the fact that they have much to offer our nation, every effort is made to ensure that any form of disability -- mental or physical -- is not discriminated against. At all levels of society, government policy ensures that people of determination are given every opportunity to reach their full potential. The national policy is based on six aspects of society:

1. Health and rehabilitation — The government provides full access to high-quality health care.
2. Education — Specially qualified teachers and supportive technology and learning materials are provided to ensure that equal access to education exists for all.
3. Vocational rehabilitation and employment — people of determination are not excluded from employment in government and private institutions.
4. Outreach — The requirements of people with special needs are taken into account for buildings regulations.
5. Social protection and family empowerment — the government guarantees that the United Nations Convention on the Rights of Persons with Disabilities is upheld.
6. Public life, culture and sports — Through its campaigns and awareness programs, the integration of people of determination into cultural, social, and sports activities is maximised.

- a. Consider the six aspects of society under which people of determination are protected against discrimination. In what ways could people of determination experience discrimination were these measures not in place?

Let's take some time to research organisations and individuals that fight discrimination and prejudice internationally.

1. Find an organisation that fights discrimination and promotes equality.
2. Look at the charter of human rights and identify how these rights are connected to prejudice and discrimination.
3. Identify a celebrity who has fought for equality and against discrimination.

Activity 6 (5 minutes)

After reading the text about James Cawley, ask students to read about how people of determination are protected against discrimination in the UAE.

Suggested Answer

Under all of the aspects, physical access may preclude people of determination from availing of the services available to other members of society. If teachers and support staff in the schools are not equipped with the necessary materials, people of determination will not receive the education they need to achieve their potential. Similarly, if appropriate training programs were not in place, lack of employment skills would exclude people of determination from the workplace. Funding and support for the training of Special Olympic athletes allows full participation in sports events.

You may need to use the computer room for this if your students do not use devices in class. This can be extended into a homework exercise if necessary.

Students work in pairs. Explain that they are going to research organisations and individuals that fight discrimination and prejudice internationally. Clarify the task by discussing these guidelines:

1. Ask students to find at least one organisation that fights discrimination. Write its name and write one sentence about what the organisation does. Examples include UNESCO, IMADR (The International Movement Against all Forms of Discrimination and Racism), etc.
2. Write down one human right that aims to prevent prejudice and/or discrimination.
3. Name a celebrity that has worked to fight discrimination and write one sentence about what they have done.

Ask students to share their findings with the class.

Forward Planning:

In preparation for Activity 4 of the next lesson, ask students to choose one country that is unlike their own (different culture, climate, history, etc). Ask them to do research on the customs, traditions, cuisine, music or dances of that country. Instruct students to have at least two interesting facts about their country to share with classmates, and if possible images to illustrate these facts. If students or their parents have any of the following:

- Artefacts
- Music
- Items of traditional clothing
- Traditional stories or myths
- Art

Ask them to bring them to class.

Key Skills (Head, Heart, Hands)

- | | |
|---------------------------------|---------------------------|
| • Critical thinking | • Respect |
| • Critical reflection | • Resilience |
| • Imagination | • Anti-racism |
| • Multiple perspective approach | • Multiple perspective |
| • Communicating | • Teamwork |
| • Working in groups | • Adaptability |
| • Active listening | • Creativity |
| • Deliberation | • Dealing with complexity |
| • Inquiry | |

Evaluation/Reflection

Do you understand the term discrimination?

Do you know what diversity is?

Have you developed clear understanding of discrimination and tolerance for diversity?

Can you empathise with those who are 'different'?

Can you name one organisation that works towards these problems?

Unit 2 Valuing Diversity

Lesson 5

Celebrating Great Attitudes

Learning Outcomes

- Understand the cycle of bias and discrimination and how it can be overcome
- Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds
- Discuss what can be learnt from people or movements that have fought discrimination

Vocabulary

Inclusion

Knowledge

1 Complete the following activity.

Remember, we are celebrating diversity and difference. Find out how diverse your classmates really are.

Read your "Find Someone Who" activity sheet and listen carefully to the teacher's instructions.

How many people were you able to find?

Find someone who	Name
Has travelled to New Zealand	
Has brown eyes	
Can name 4 different types of pasta	
Has a parent who was born in the Arabian Gulf countries	
Has a name beginning with A	
Plays a sport that originated in England	
Can name five different herbs and spices	
Has a grandparent born in Dubai	
Likes nachos, burritos and other Mexican food	
Has eaten at an Indian restaurant	
Speaks a second language at home	
Takes off their shoes before entering their home	

Lesson Objectives

In this lesson, students will develop understanding of the richness that diversity brings to every individual in the classroom. They will also understand the value of tolerance in a diverse community.

Required Materials

- Computer
- Projector
- Markers and whiteboard
- Laminator
- A3 paper coloured card
- Teacher's Guide
- Stationery: scissors, paper, crayons, chalk or pastels
- Music station
- Activity sheet (activity 1)

Learning Outcomes

- Understand the cycle of bias and discrimination and how it can be overcome
- Demonstrate respect and empathy for, and sensitivity to, individuals who are different or who come from different backgrounds
- Discuss what can be learnt from people or movements that have fought discrimination

Activity 1 (5 minutes)

Explain that diversity is all about celebrating difference and getting to know people better. Tell students that today they'll get a chance to learn more about each other.

Pass out the worksheet to each student.

Announce that the class is going to do a brief interview activity in which students will ask each other questions. The goal is for student to ask his classmates until he finds someone who does that activity or has that characteristic or can answer the question.

Every student will ask his classmates, in search for a match of each of the statements on the sheet. Depending on the statement, the match would be someone who does the activity selected, or has the

selected characteristic, or say yes to the question asked. They then should write the person's name on their worksheet and go on to find the match for the next statement.

Give students 5 minutes to complete the activity.

After the five minutes, discuss the following questions, as time allows:

1. Are you all the same?
2. In what ways are you different?
3. Were you surprised about anything that you found out about someone in the class?
4. Is it a bad thing that you are all different and have differences?

2 Read the following activity and answer the questions.

Does anyone have the right to question our existence, our beliefs, our rights, or even the way we look? No!

Sadly, most of us will face some form of discrimination during our lives, celebrities included.

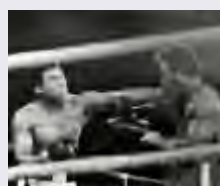
Here are some examples of discrimination that celebrities have shared.



Oprah Winfrey

The famous American talk show host was shopping in a store full of expensive handbags. She asked the shop assistant to show her a bag worth AED 140,000. The shop assistant refused to show the bag to the celebrity. Later, Winfrey said that the shop assistant assumed she wouldn't be able to afford the expensive bag.

- In what way is this prejudice or discrimination?



Muhammad Ali

Muhammad Ali won the Olympic gold medal for boxing in Rome in 1960. The day after he returned to the United States, he went to a restaurant in his hometown, Louisville, wearing the gold medal around his neck. Even though he was a famous sporting hero, the owner of the restaurant refused to serve him, because he was black. Ali went out of the restaurant and threw his gold medal in the river, to protest against the way black people were treated in the United States.

- Do you think that was a sensible way to fight back?



Andrew Symonds

During his visit to India in 2007, former Australian cricketer Andrew Symonds was bombarded with taunts and personal abuse. The crowd in Mumbai called Symonds a 'monkey' while jumping up and down like gorillas.

- Do celebrities have better ways to fight discrimination than ordinary people?

In preparation for this lesson, create a 'Find someone who?' worksheet for Activity 1 as follows:

Find someone who.....?

1. ...is from another country.
2. ...is good at sport.
3. ...plays an instrument.
4. ...is left-handed.
5. ...has fair hair.
6. ...wears glasses.
7. ...is an only child.
8. ...knows the colours of the Indonesian flag.
9. ...has visited more than two other countries.

Use your knowledge of the students to add statements that are relevant to them.

Suggestions might include: body shape, hair colour, nationality, academic ability, physical ability, dietary preference, fashion taste, etc.

Inclusion

The action of including any person having the characteristics necessary to be part of a group despite his or her differentiating aspects

Knowledge

Information and skills gained through learning and experience.

Activity 2 (15 minutes)

Ask students to read the introduction to the activity. Emphasise that anyone can be the victim of discrimination or prejudice, even celebrities.

Ask students to read the examples in the student book and answer the questions. Have students share their answers with the class.

For the last 5 minutes, conduct a **Think-Pair-Share** activity based on the Student Book questions. Have students **think** about the questions and then discuss their answers in **pairs**. Ask each pair to **share** their thoughts with the class.

Suggested Answers

1. Scenario 1: The shop assistant has judged the socio-economic condition of Ms. Winfrey by the color of her skin. This is a clear case of prejudice and bias.
2. Scenario 2: Anger can make us often react impulsively. But here Ali has shown that valuable things lose their meaning when it comes to one's honor and pride being offended. It is good to show marks of protest but it is even better to pass to constructive acts such as fighting back by legal means to reach justice.
3. Scenario 3: If celebrities face discrimination from an individual, they are in a better position to fight back given their social stature and their financial means. However, when facing crowds, there is little that can be done. Ignoring such acts is the best reaction.

Activity 3 (15 minutes)

Explain to students that promoting diversity is an ongoing effort. It has to happen every day. Point out that some days in the year place special emphasis on celebrating diversity.

Ask the students to read the article. Then read aloud the list of key dates and answer any questions that the students have.

Divide students into four groups. Ask them to come up with an activity they could do on each of the key dates to celebrate diversity. For example, for the International Day of Tolerance, they could suggest designing a poster to promote tolerance. For Know Your Neighbours Day, they could make an effort to introduce themselves to people in their neighbourhood.

Allow groups 10 minutes to complete their calendars in the Student Book. Then ask them to share their ideas with the class.

Differentiated Learning:**For Beginners**

Assign students to design and create a school poster that illustrates the diversity that exists within their learning environment.

For Advanced Students

Interview students, teachers, and support staff who are all members of your school community. Ensure you include people from different cultural backgrounds, abilities, body shapes, gender, etc. Write a collaborative report that describes how the work and services they provide are unrelated to any differences that exist between them.

3 Read the article below about an initiative to promote tolerance and complete the activity that follows.

Dubai: The 'Tolerance Sign' announcing Dubai as the capital of the world for tolerance was launched on Thursday October 27, 2016 in an event that saw four doves being released into the sky at the base of Burj Khalifa.

Weeks after His Highness Sheik Mohammad Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, announced a landmark global initiative for tolerance to consolidate the UAE's status as a capital for tolerance and openness in the region, the hand sign of a dove and a hashtag *Tolerance_Unites_Us* were announced during the event. The hashtag launched has been translated into different languages as a way to spread the message of tolerance coming from the UAE.

A famous celebrity presenter was also appointed as the ambassador for the newly launched Mohammad Bin Rashid Award for Tolerance with a task to spread the culture of tolerance and promote the values of peace across the region.

Another social media influencer, followed on social media by millions of people from across the Gulf region, pledged to further enhance and promote the values of tolerance and coexistence using her social media account. she described it as a powerful tool to reach out to people from various backgrounds.

Ahmad Al Mansouri, secretary-general of the Mohammad Bin Rashid Award for Tolerance, said the award carries a very important message about the UAE, a country where there is a peaceful coexistence of more than 200 nationalities with different cultures.

"The tolerance initiative is one of the many noble initiatives launched by Sheikh Mohammad, with a goal to eliminate violence, extremism, hatred, and discrimination across the region and around the world while also promoting values of tolerance and openness to others," said Al Mansouri.



Date	Celebration	Activity
16 November	International Day of Tolerance	
2 December	UAE National Day	
3 December	International Day of Persons with Disabilities	
10 December	International Human Rights Day	
Third Mon in Jan	Martin Luther King day	
21 March	World Day for Cultural Diversity	
9 May	Europe Day	
21 May	UN World Day for Cultural Diversity for Dialogue and Development	
Last weekend in July	Know Your Neighbours weekend	

With your group, being influenced by the message of Sheikh Mohamad Bin Rashed Al Maktoum, create a diary of events to celebrate each of these days. What action can you take to promote diversity and tolerance?

4 Read the text below and complete the activity that follows.

Celebrating Diversity

1. Find out about games or sports from another culture

Every culture has its own games. For example, Go is a famous Chinese board game played with a special board and counters. You can play it online as well as with a real board. If you prefer a more active game, you could try Kabbadi, a kind of tag from India. Research different games from around the world, and you're sure to find something that suits your tastes.

2. Visit a museum

Many museums have exhibits about different cultures – and they're a great place to find out more about your own culture as well. You can also explore the websites of museums in different countries. The British Museum, for example, has a searchable database of many of the objects in its collection.

3. Learn a language

Language is a big part of culture – the phrases people use tell you a lot about their culture and what they think is important. Some words even cannot be translated, like the Inuit word, Iktsuarpok, which means the feeling of anticipation you get when you're waiting for a visitor, so you keep checking to see whether they have arrived. There are many online resources to help you learn languages, such as Duolingo, which turns language learning into a kind of game.

Activity 4 (10 minutes)

Remind students that it's now time to celebrate diversity. Read the text about ways to celebrate diversity. Then check that all students have brought an item to represent another culture.

Divide students into pairs. In each pair, the student explains to their partner what their cultural item means and why it's important. Students then discuss the two questions.

Walk around the class to make sure students are on task and remind them about the time. The room will become very noisy as they will be very excited about sharing information.

Have pairs of students share their thoughts with the class.

Activity 5 (10 minutes)

Begin by reading the introductory paragraph with the class. Check understanding and ask the exploratory questions from the beginning of the unit.

Tell students that they are now going to create a diversity noticeboard.

- Give each student an A3 sheet of white paper, and coloured markers.
- Give out scissors and drawing materials.
- Ask each student to trace the shape of their hand and arm on the paper and colour or decorate it in any way they like to represent diversity. Draw their attention to the picture of a notice board in the student book.
- As students complete their drawings, collect them and stick them on the notice board.

Tell students that every time they look at the diversity noticeboard, they should remember this day of diversity celebration in their class.

Differentiated Learning:

Pair more confident and less confident learners together.

For Beginners

Ask less confident learners to write a list of the words they consider key to the topic in this unit. Words should include: stereotypes, empathy, prejudice, diversity, bias, tolerance, discrimination, knowledge, understanding and any others the students wish to add.

For Advanced Students

Ask students to explain the definition of each key word their partner gives them.

4. Read traditional stories

You can find out a lot about people by the stories they choose to share. Many folk tales from around the world have similar themes: for example, you often come across the characters of the trickster and the hero. This shows us that we all have things in common, whatever our culture. However, there are also many differences, and many exciting twists and turns to enjoy. On the internet, there are many collections of folk tales from most of the world's cultures

5. Try ethnic cuisine

With the greater cultural diversity in the UAE, also comes the many inviting new restaurants that offer traditional dishes from different countries. The food that is characteristic of any particular country tells us about the ingredients that are available there, the fresh produce that is grown there or even the animals that they eat. Knowing these things about the diet of our international friends helps us understand them better. Today we'll share diversity through music, traditional food and clothing, sharing stories and teaching each other about values.

- What did you learn about other cultures?
- What can you do to promote respect for other people's culture?



Traditional clothes remind people of their cultural identity and the major difference in the world we live in

5 Complete the following activity.**Diversity Notice Board**

The United Arab Emirates is one of the most diverse places on Earth. It is important that all of us who live here embrace this diversity in order to attain a life of peace and happiness. In this unit we have explored and highlighted the value of recognising difference and accepting it into our lives and communities.

We are going to create a diversity notice board to remind us of this important day of celebration. Use your imagination and let's get creative!



6 Read the text below and answer the following questions.

Life would not be a journey, if there was not a foreigner living inside us. Who would want to visit the same place over and over? We all want to travel to faraway destinations, taste exotic cuisine. We all want to see new places, meet new people, and have new experiences.

But, there would be no trip, no journey, if we didn't embrace the "foreign", the "different." The greatest explorers in history were explorers because they wanted to discover something "foreign". And the space agencies of today? They too are looking to discover a world that is different from our own.

If you take the word foreign out of our vocabulary, what would you replace it with? Boring? Foreign is good. The trick is not to fear it. The foreigner you fear is best friend, brother, mother, to someone else. If your mind is free from fear, you will soon realise that we are all the same. We share the same characteristics and dreams. We have the same nightmares.

Maybe there is no "foreign". There are no "differences". Have no fear. Maybe we are all the same.

- a. Interpret your feelings about your attitude to differences.
- b. How do you feel you are equipped to deal with issues of prejudice, discrimination and bias in your own life?

Activity 6 (5 minutes)

Ask students to read the text which was written by a young boy as a school essay. The essay was posted on social media.

Suggested Answers

- a. Students will find that they view people from diverse backgrounds more fairly. When confronted with the argument that we are all the same, students realise that prejudice is a negative attitude.
- b. Students reflect on what they have learned in this unit. They should mention that travel, communication, knowledge, and awareness are all tools that will equip them to combat prejudice, discrimination, and bias in their own lives (and in society).

Encourage students to reflect on what they have learned in this unit, using the "3 Whats" model.

Answers will vary. Accept all logical answers.

When students are done answering the Student Book's questions, prompt them to ask themselves the following questions:

- What — What have I learned?
- So what? — How is this relevant to my life and the community I live in?
- What next? — Does what I have learned affect my thinking?

Key Skills (Head, Heart, Hands)

- Critical thinking
- Critical reflection
- Imagination
- Multiple perspective approach
- Communicating
- Working in groups
- Active listening
- Deliberation
- Inquiry
- Respect
- Resilience
- Anti-racism
- Multiple perspective
- Teamwork
- Adaptability
- Creativity
- Dealing with complexity

Evaluation/Reflection

Ask students to rate themselves for tolerance. If their tolerance level has improved, it means that they have developed a deeper understanding and greater awareness of the issues covered in the unit. If this is the case it indicates that learning and personal development have taken place.

Glossary

Active citizenship: Undertaking activities that aid the community, being socially responsible. These activities are many and varied and do not have to be detailed or complicated. Being willing to contribute your ideas is a way to be an active citizen; Actions that help to reduce the suffering of others. For example, giving charity, feeding the hungry, visiting the sick.

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, offering condolences in death, sheltering the homeless and providing financial and emotional care for orphans.

Agreement: An accord or deal after negotiation between parties.

Arish: A traditional house made of palm leaves.

Awareness: Know what things are, their causes and their consequences.

Bedouin: Nomadic inhabitant of the Arabian oases and deserts.

Belonging: To be part of; The connection that a person has to another person, group or community.

Bias: An unfair preference for one person or group, often based on preconceived opinions that may not be based on fact.

Big Data: Data sources with a high volume, velocity and variety of data.

Bill: A form or draft of a proposed statute presented to a legislature, but not yet enacted or passed and made law.

Body Language: The ways in which we move our bodies according to our emotions and feelings without us being aware of it (subconsciously).

Bullying: Aggressive, unpleasant or intimidating behaviour that aims to make a person feel frightened.

Citizens : Members of a nation or a state or emirate who are legally allowed to live in the state and participate in its society and politics.

Communicable diseases: Diseases that can be transmitted through different media from one body to another.

Communication: The skill of transferring information from person to person/group to group. The ability to listen and understand signs and symbols that convey information.

Community: Community is a group of people who live and interact with one another in a specific place and in accordance with specific regulations.

Community responsibility: The set of tasks, duties and responsibilities that every citizen has towards his or her community, which include participating in the community, respecting others within the community and the community itself, and cooperating with the community.

Conflict: A disagreement caused by two or more opposing viewpoints.

Conscience: A person's moral sense of right and wrong.

Constitution: The laws and principles that govern a state.

Consultative: Able to advise and suggest, but not implement policy.

Contagious diseases: Diseases transmitted by different carriers (by touch, by air, ...) From one body to another.

Discrimination: Treating people differently (especially unfairly) because of their race, gender, age, etc; The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

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

Diversity: Refers to the ways that we are all different from one another. Some differences can be our gender, culture, religion or spirituality, family, how much money we have (our social standing), age, body size, and ability.

Domestic: Involving the home or the family.

Duty: A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying.

E-Government: Electronic governance or e-Governance is the application of ICT (information and communication technology) for delivering government services, exchanging information and consulting with the public.

Education: Knowing or understanding what things are, their causes and their consequences.

Emirate: A political territory ruled by a Sheikh.

Empathy: The ability to understand and relate to the feelings and emotions of another; The ability to share the feelings of another person, and to put yourself in their shoes; Having the ability to fully understand what other people are feeling, perhaps because you have experience of similar feelings yourself.

Equality: Treating people in such away that the outcome for each person can be the same; Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, sect or race.

Equity: When things are fair, just and impartial.

European Union/EU: A union of 28 European states who co-operate to promote social, economic and political development. There are three main institutions that govern the Union; the European Commission, The European Parliament and The Council of The European Union.

Expatriate (Expat): A person who lives outside their native country.

External: Something that is on the outside.

Fairness: Justice, giving people their rights.

Federation: A collection of states or emirates that are governed by the one ruler, such as a monarch or a president.

Global: Involving more than one place or country.

Good governance: Effective government for the good of the state and its people.

Government: A group of people who have the authority to govern a state or country. They have the power to create laws, apply them and monitor their execution.

Happiness: Feeling joy, satisfaction and reassurance.

Identity: Your sense of who you are and what you are; what makes you unique as a person; Knowing who or what a person or a thing is.

Impact: The effect somebody or something has on another.

Inclusion: The action of including any person having the characteristics necessary to be part of a group despite his or her differentiating aspects.

Initial local community: The community we automatically belong to without any voluntary decision or choice.

Internal conflict: A conflict within a person, caused by competing feelings, desires or thoughts.

International: Involving two or more nations or countries.

Intolerance: Internal thought that makes a person so strict that he sees himself always being right and others always being wrong without argument or proof.

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.

Knowledge: Information and skills gained through learning and experience.

Law: A rule created by government to protect citizens or punish wrongdoers.

Majlis: A sitting-room, a formal room to entertain male guests, a consultative forum, a place where ideas are discussed.

Malaria: A deadly disease caused by parasites transmitted by infection among humans through insect bites.

Malnutrition: The term refers to insufficient, excessive or unbalanced consumption of food leading to different food disorders according to their nutritional components. In other words, malnutrition is the increase or decrease of a meal.

Marginalisation: Treating someone as insignificant.

Migration: The movement of people from one area to another.

Monarch: The leader (for example, a king or emperor) of a state or kingdom or emirate, who is usually not elected but assumes power as a member of the ruling family.

Moral Compass: An internalized set of values and objectives that guide a person with regard to ethical behaviour and decision making.

Moralities: A system of principles and values concerning people's behaviour, which is generally accepted by a society or by a particular group of people.

Morality: Knowing the difference between right, or good behaviour and wrong, or bad behaviour.

Moral rules: A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying.

Morals: Values and principles that guide your actions so that you do good and do not harm others; Morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society.

Moral values: The beliefs we hold for virtuous behaviour.

Multiracial: Made up of many races.

National Service: A period of obligatory service in the armed forces of the country.

Nationalism: Refers to emotional and sentimental acts towards one's nation.

Negotiator: A person who acts as a mediator or go-between.

Parliament: A group of people (usually elected) who are responsible for deciding the policies and laws of a country.

Participation: Taking part, being a part of an event/process.

Peer pressure: Strong influence from your friends, colleagues or classmates to try to force you to take a particular stand or action.

People of determination: An honorary designation for “People of Determination”, instead of the term “People With Disabilities” which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment; Individuals who suffer from physical, motor or mental disability.

Populism: Actions, policies or statements that target people’s emotions to acquire popularity.

Positive growth: A person’s physical and mental growth in a healthy and decent way, while taking advantage of learning and skill developing opportunities.

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

Prejudice: An unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, gender etc.

Prevention: Protection against diseases, especially infectious diseases.

Refugee: A person seeking refuge, shelter or protection from natural disaster or conflict.

Resolution: A solution to a problem, or an agreement to end a conflict.

Respect for 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: Performing tasks, participation, cooperation and assisting others in the family, school and community. In addition, accepting the consequences of mistakes i.e. recognition of, apology for and withdraw of the committed mistake and work to find solutions to the problems resulting from it; Duty.

Rights: The beliefs we hold for virtuous behaviour. An entitlement to something recognised by others and protected by law.

Secondary local community: A local community to which a person willingly and mostly temporarily belongs.

Self-esteem: Confidence in one’s self or abilities, 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.

Shura: An Islamic method of decision-making, where counsel and advice is sought from those who are affected by the decision to be taken.

Social belonging: The connection that a person has to another person, group or community.

Social Cohesion: The force, energy or desire that unites a society to that all members work for the good of that society; This expression refers to the association of the individuals with one another through social and cultural connections. It is usually used to explain the cohesion between members of small groups, which is either motivated by the meaning of the small group to its members, or by interests and goals that group members pursue by belonging to it.

Social Equity: All people in a society or group are treated fairly.

Social identity: The sense of belonging to a human group with social, cultural, psychological and historical characteristics, which distinguish this group from others and form an entity embracing all its members.

Social responsibility: Is the responsibility of individuals and community groups for benefit of society as a whole, such as protecting citizens, securing their rights and safeguarding the homeland. e.g. Environmental Responsibility is to protect the environment and ensure living in a clean environment - Cultural Responsibility is to spread culture of supporting our homeland and fostering the sense of belonging.

Social values: The desirable characteristics or qualities of a community defined by the existing culture, such as tolerance, rights and power. This makes them a social tool to maintain social order and stability in society.

Society: A group of communities.

State: A defined territory shared by a community and ruled by a single government; a country.

Stereotype: A preconceived idea or image that many people have of a person or thing, but which is often not true in reality.

Sub-groups: This term refers to the groups of individuals with emotional connections, common interests or practical objectives.

Support: Give encouragement or assistance.

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

Telecommunication: The way people connect and communicate from a distance using technology.

The concept of values: The idea and the intention of the desirable characteristics or qualities of a community defined by the existing culture.

The concept of volunteerism: Volunteer work is providing assistance, help and effort for the good of the society in general and of its individuals in particular.

Tolerance: The quality of accepting people and their behaviour and opinions even if you are not in agreement with them; Willing to accept different people, as well as different views, beliefs and attitudes; Tolerance is feeling empathy, compassion and kindness, and carrying them in our hearts, regardless of how the world appears around us. Tolerance is being open-hearted, without feeling angry towards others and without having negative feelings towards them.

Trucial States: The Gulf states were known as the Trucial States because they had signed peace treaties/truces with the British.

Value: A collection of mental judgments, often acquired through the person's community, that determine someone's desires and orientations; the rules that govern a person's personality, style, traits and behaviour.

Volunteer work: Work that someone performs willingly and without pay, often as a way of advancing or benefiting society; unpaid work used to engage community members in the provision of support or assistance to the poor, sick or needy.

War: A conflict that leads to armed military confrontation.

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