



برنامـج محمد بن راشـد
لـلـتـعـلـم الـذـكـيـ



2020-2021

MORAL EDUCATION



Moral Education

Student book

Grade 8

Volume 1

Third Edition

1441- 1442 A.H. /2020- 2021 A.D.



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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

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

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

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

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

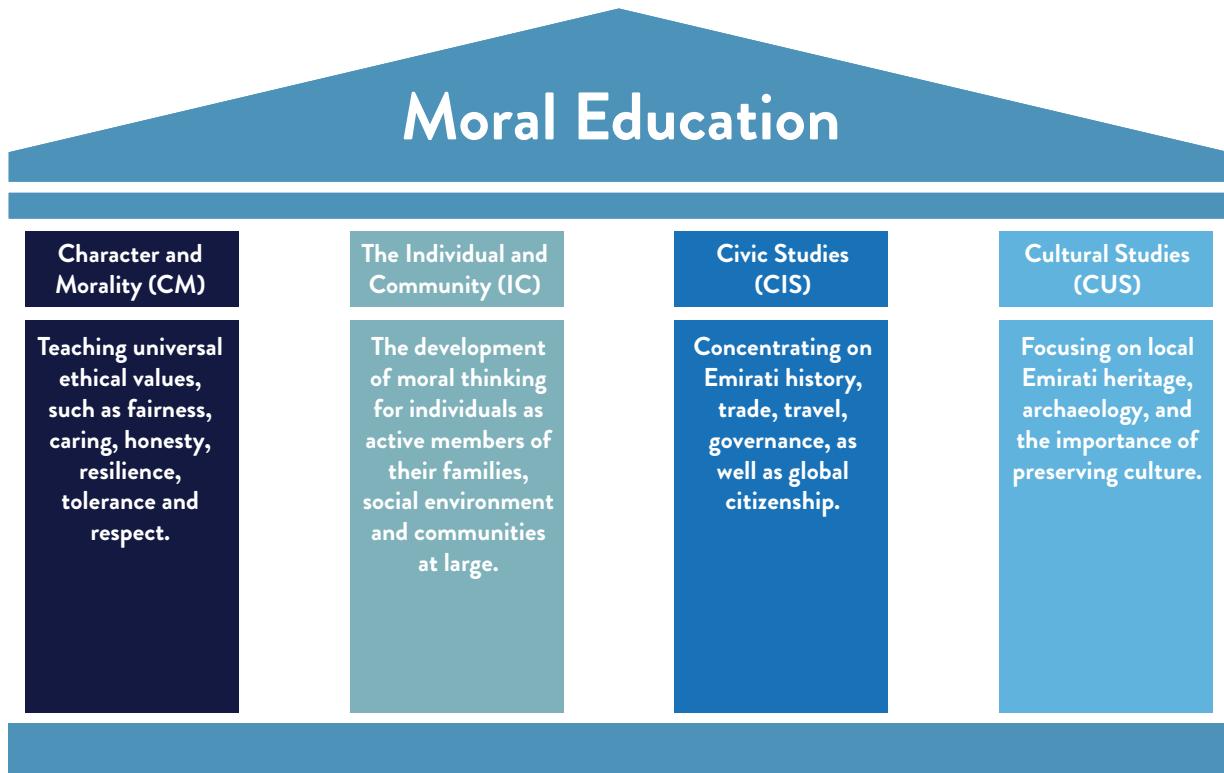
Moral education seeks to develop students' universal values. This will enable them to peacefully interact and connect with people from different cultural and social backgrounds who hold divergent views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. 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 progress through the course, working their way through four key pillars of learning. Each of the four pillars is constructed around a series of learning outcomes.



Inspiration

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

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

Table of Contents



content is defined on smart learning app

Unit 1

Ethics in the Context of Communities

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?

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?

1	Definition of Community	3
2	The Role of Our Communities	9
3	The Form of our Communities	15
4	Guaranteeing the Safety of Communities	21
5	Communities and Social Groups in the UAE	27

Unit 2

Valuing Diversity

Theme 4: The Individual and the Community

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

Why should we be open to diversity and equality?
Are you understanding and tolerant of others?
Where do we see bias in everyday life?
Can your opinions be manipulated or shaped by the media?
What would a world with no discrimination look like?
What steps can we take to try to eliminate discrimination?



1	Understanding Diversity and Equality	35
2	How Tolerant Are You?	41
3	Can I See Beyond Appearances?	47
4	Being 'Different' Is not so Bad	53
5	Celebrating Great Attitudes	59

Unit 3

Ethics in the Context of Communities

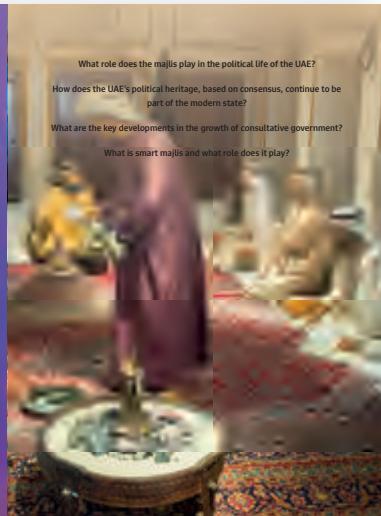
Theme: Civic Studies

Unit 3

The Growth of Consultative Governance in the UAE

Lesson 1 Majlis: The Traditional Means of Consultation
Lesson 2 Sheikh Zayed and the Beginnings of the Federal National Council
Lesson 3 The Consultative Governance in the UAE
Lesson 4 Traditional Elements of the UAE Government
Lesson 5 Combining the Traditional Concept of Majlis with New Technologies

What role does the majlis play in the political life of the UAE?
How does the UAE's political heritage, based on consensus, continue to be part of the modern state?
What are the key developments in the growth of consultative government?
What is smart majlis and what role does it play?



1 Majlis: The Traditional Means of Consultation

2 Sheikh Zayed and the Beginnings of the Federal National Council

3 The Consultative Governance in the UAE

4 Traditional Elements of the UAE Government

5 Combining the Traditional Concept of Majlis with New Technologies

Online

Unit 4

Morality in the Context of States

Theme Character and Morality

Unit 4

Morality in the Context of States

What is a state and what role does government play in it?
What are the characteristics of good and moral government?
What role does politics play in the UAE and around the world?
How can governments promote social morality and cohesion?



Lesson 1 Understanding State and Government
Lesson 2 Laws
Lesson 3 Good Governance: Past and Present
Lesson 4 The Government in the UAE
Lesson 5 The Importance of Ethics in Government

135

What is the role of governments in society and how can they promote social values?

136

1 Understanding State and Government

2 Laws

3 Good Governance: Past and Present

4 The Government in the UAE

5 The Importance of Ethics in Government

Online

Unit 5

Dealing with Conflict

Theme 8: The Individual and the Community

Unit 5

Dealing with Conflict

Lesson 1 Internal Conflicts
Lesson 2 Managing Internal Conflicts
Lesson 3 External Conflicts
Lesson 4 Managing External Conflicts
Lesson 5 Resolving Conflicts

How can people deal with conflict in different situations and find ways to resolve it?

167 | 168



1 Internal Conflicts

2 Managing Internal Conflicts

3 External Conflicts

4 Managing External Conflicts

5 Resolving Conflicts

Online

Unit 6

Moral Education in Action

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?

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

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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?

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:



Relationships:



Relationships:

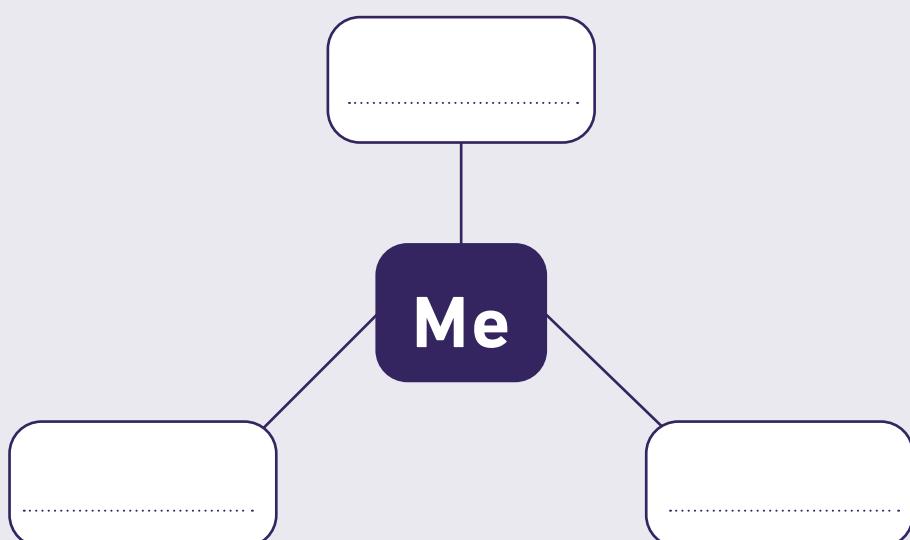


Relationships:



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:

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.

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.

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.

- 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.

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	

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.



... 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 trees, 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.

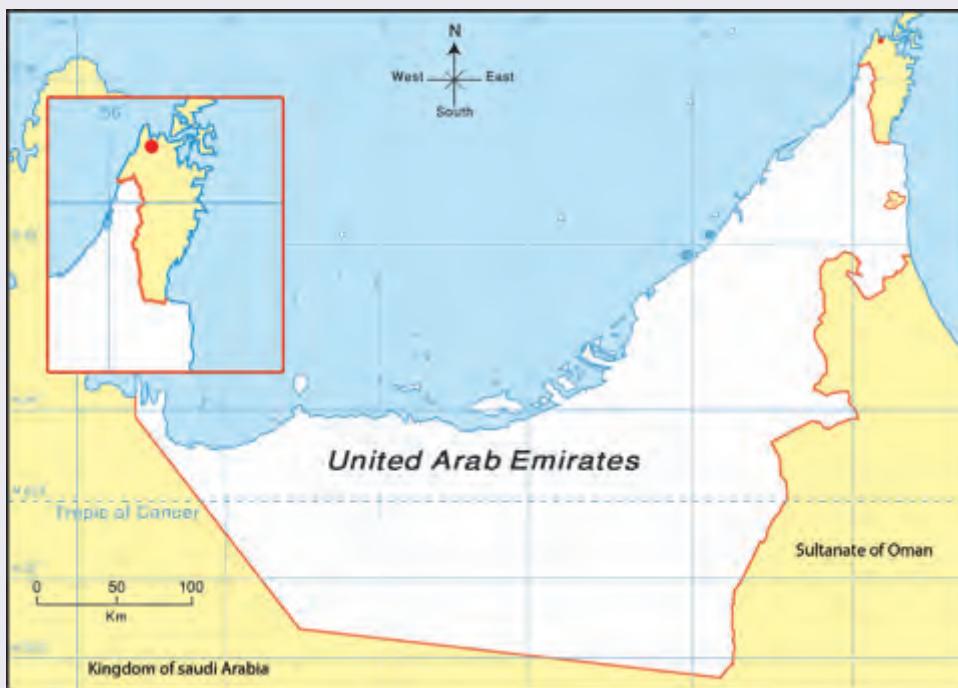
In this context, let's consider the Omani oasis of Khasab, which many mothers and their children in the past visited in the summer months, especially those from Dubai and Abu Dhabi. They went there on small sailing boats to spend the summer settling there as the men were away on seasonal diving trips. 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 Khasab.



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 1953 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 Ms Eunice Kennedy Shriver, sister of former US President John F. Kennedy. The organisation 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 26 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.

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.

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?



They say in Hawaii:
No skill required in catching shrimps



We say in the UAE: He who wants to be at the front of the ship must tolerate the splashes of the water

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

The Role of the Sea in African Countries

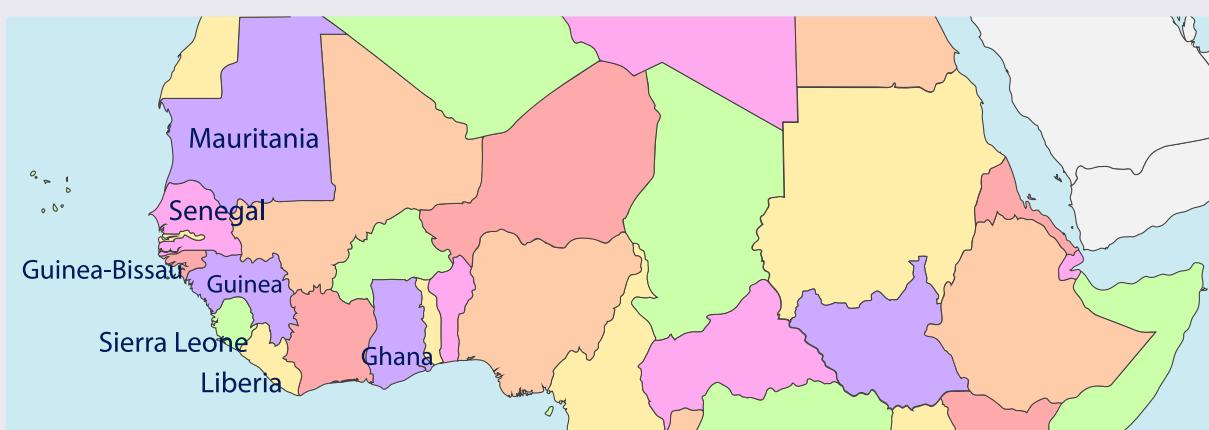
For coastal populations across West Africa, the ocean is a way of life. It is also a major source of income and nutrition, especially for the poor. In countries such as Mauritania, Senegal, Guinea, Guinea-Bissau, Ghana, Liberia and Sierra Leone, the Atlantic Ocean provides a vast habitat for a rich variety 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.



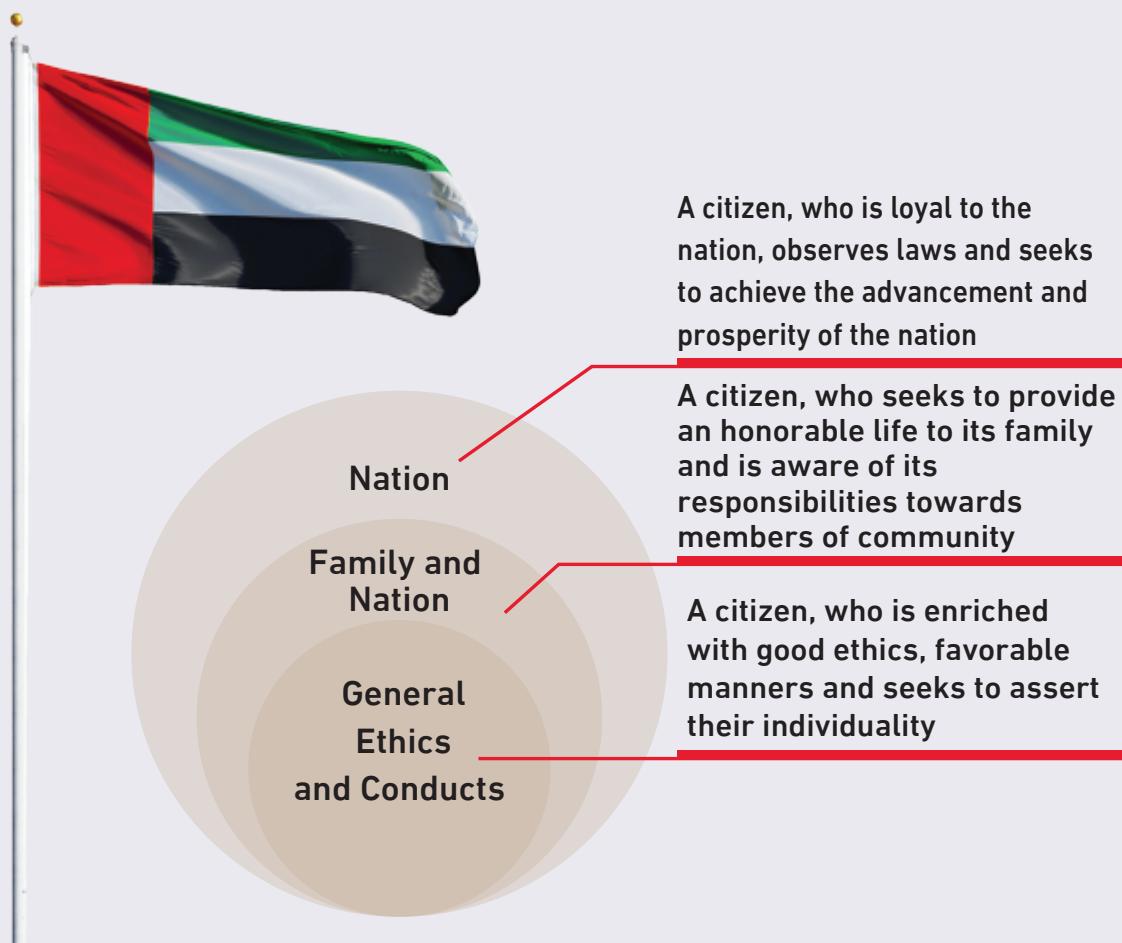
The African countries along the Atlantic Ocean

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.

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.

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.

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."



- 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.

- 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."



Al Mafraq refugee camp in Jordan



The Emblem of National Service in the UAE

- a.** In your opinion, why is this initiative important for society? Define the targeted category and how they got help.
- b.** 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.
- c.** 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.

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

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.**

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.



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..
- c.** Compare the traditions of the United Arab Emirates with those of some other countries of your choice.

pros	cons

Focus on the holidays and festivals of these different communities.

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.

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.



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

- a.** 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.
- b.** 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.
- c.** 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

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?



Why should we be open to diversity and equality?

Are you understanding and tolerant of others?

Where do we see bias in everyday life?

Can your opinions be manipulated or shaped by the media?

What would a world with no discrimination look like?

What steps can we take to try to eliminate discrimination?

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

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.



A tray of mixed dry fruit

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

- a. What would life be like in a society that is not diverse, do you think?
- b. In what ways can our differences influence the learning environment?
- c. '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?
- d. Do you believe that encouraging people to talk about their differences would lead to greater mutual respect between people?

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.

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.

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.

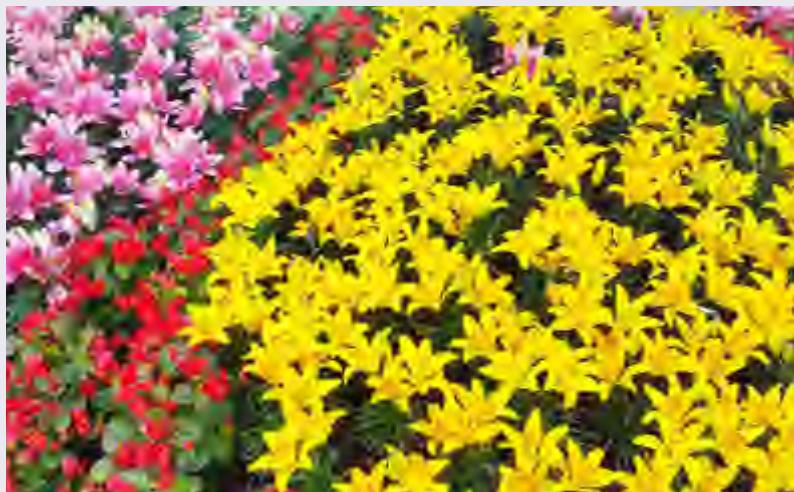
Term	Meaning	Example
Diversity
Tolerance
Prejudice
Discrimination

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.

- a. What do you think this text is about? Discuss with your partner.
- b. 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?

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.

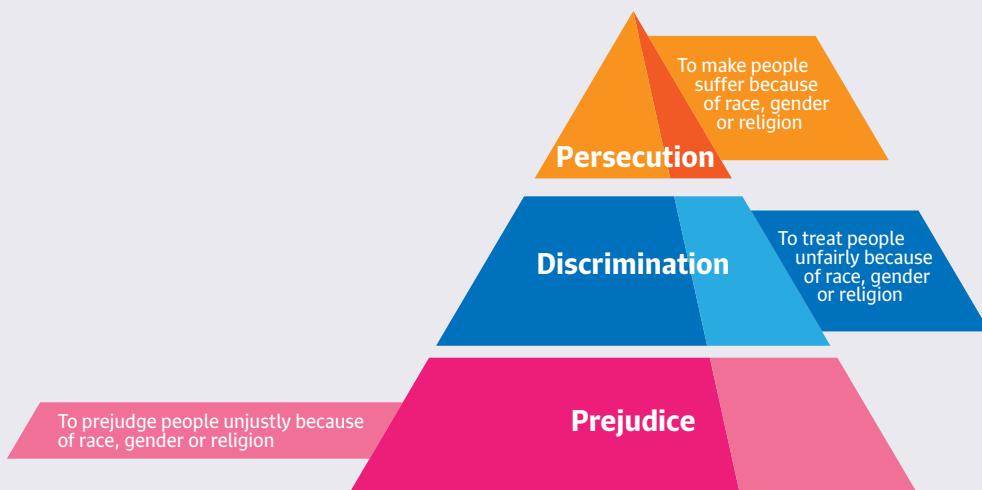
The pressure to leave my comfortable life and try to establish a career elsewhere was growing and, feeling that there were no longer any options open to me, I took the plunge and packed my bags. "I have qualifications," I thought. "I'll have no trouble getting employment."

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'.

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



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?

.....

.....

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."

- Deduce a definition of the word "stereotype".

A stereotype is:

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



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.



Be creative

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.



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."



- a. Interpret how does travel help people overcome their prejudices?
- b. With regard to stereotypes, do you agree with the statement 'what we have heard and what we experience are poles apart'? Why?
- c. 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.

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

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



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

Bias scenarios

1



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?"

2



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!"

3



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!"

4



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."

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

- What type of bias is this?
- Criticise each scenario showing the impact it has on each person.
- 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

.....

.....

.....

.....

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?

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?**

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 the 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

- a. Why do you think King became such a passionate campaigner for equality?
- b. How would you feel if you had to go to a different school just because of the colour of your skin?
- c. 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.

“Injustice anywhere is a threat to justice everywhere.”

“I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.”

“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”

“Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.”

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

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 call Arthrogryposis or AMC for short. It affects the joint 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.

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.

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



Breaking barriers – James Cawley from Ireland

THINK!

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

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.

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	

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.



1. Oprah Winfrey

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?



2. Muhammad Ali

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?



3. Andrew Symonds

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?

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.

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.

- a. What did you learn about other cultures?
- b. 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

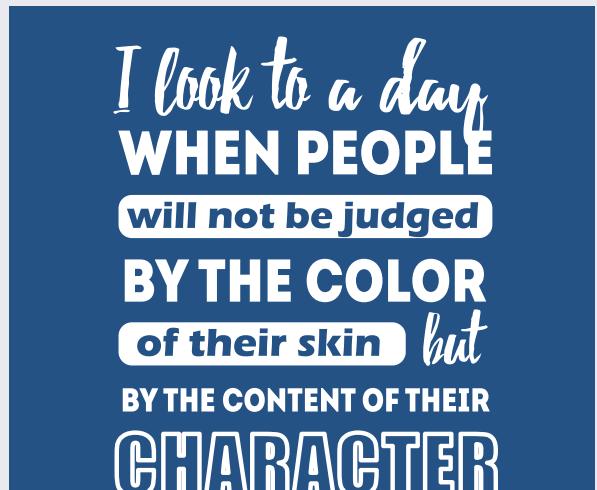
5 Complete the following activity.

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?

Parents' Guide Grade 8

Unit 1 Ethics in the Context of Communities

Unit 2 Valuing Diversity

Unit 3 The growth of consultative governance in the UAE

Unit 4 Morality in the Context of States

Unit 5 Dealing with conflict

Lettre to the Parents/ Guardians

Dear Parents/ Guardians

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

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

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

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

Unit 1

Ethics in the Context of Communities

Objectives of the Unit

In this unit, students are introduced to the concepts of community, social identity and social cohesion. It also introduces the ideas that people belong to intertwining social circles and have moral obligations towards their communities. The unit also guides students to think about the role of different communities and groups in their lives, while introducing them to the main principles of the communities' morality. Students also address the concepts of community and social identity through simple examples from their daily lives.

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



What is a community? Are there different local communities within the community?

Exploratory Questions

- What factors affect developing the personality of the individual?
- What factors affect building the culture of communities?
- What is meant by social cohesion, and how can societies succeed in achieving it?
- What is meant by the global citizen, and what is the role of the country in teaching the principles of global citizenship?

Learning Outcomes:

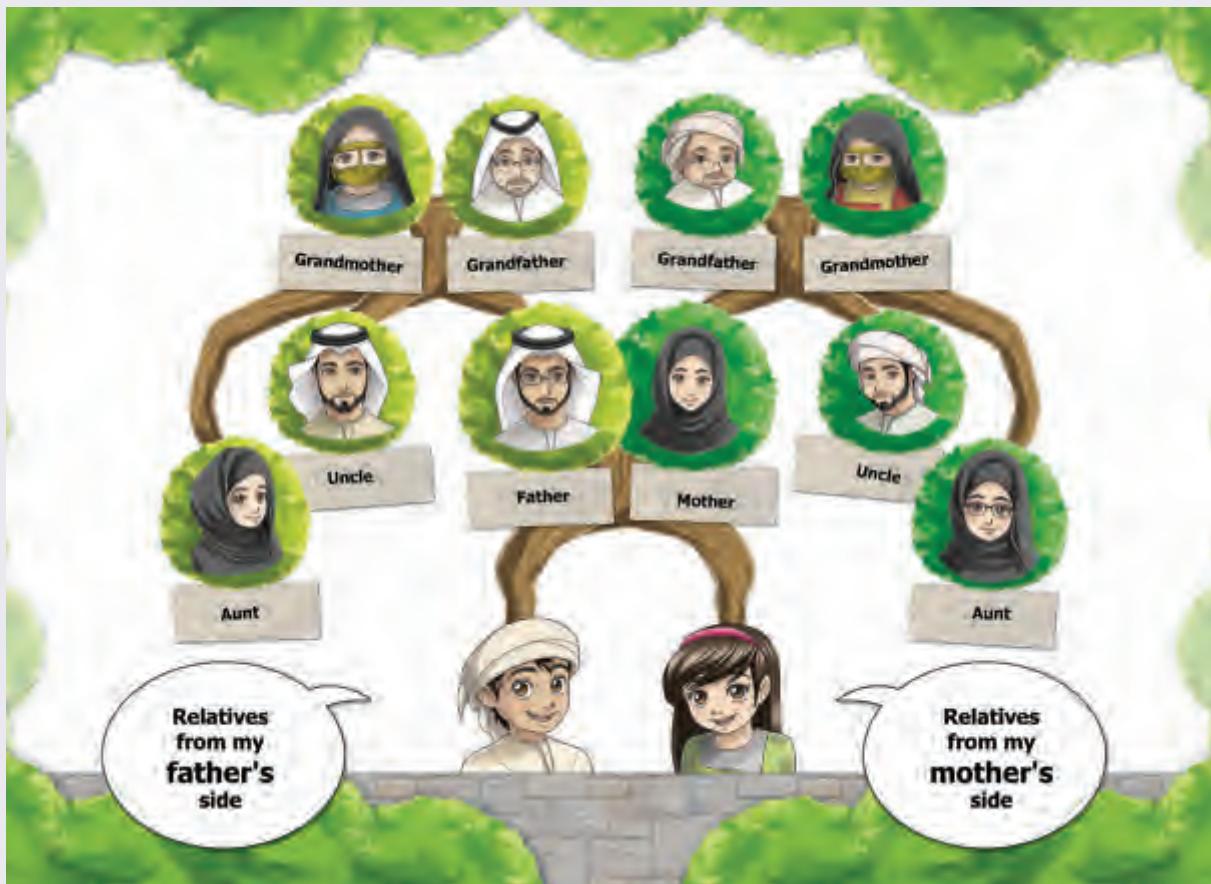
- Clarify the meaning of community and the importance of belonging to the community or at least one group.
- Mention the types of communities and social groups in the UAE.
- Provide a description of a local community (at least one) to which the students belong, and identify some of the common values and duties shared by members of this local community.
- Explain the meaning of social cohesion, and the importance of this value for the communities to which the students belong.
- Discuss the importance of promoting social cohesion, first in the local communities to which the students belong, and then in the wider community of the UAE.

Home Activities

Activity 1: Responsibilities, Duties and Moral Obligations at Home

For families who are proud of their roots, origins and ancestors, the family tree is essential.

- The student writes the names of parents, children, brothers, sisters, grandparents, uncles, nephews, etc. On small pieces of paper, the student collects as many names as possible.
- For names that are unknown or forgotten, the student seeks help from older members of the family. The student may even learn some stories or secrets from older relatives, and may even be able to record some stories in writing.
- The student begins creating the chart by pasting the names of children, parents, grandparents and so on onto a piece of cardboard. Then the student connects the names, for example, connecting parents' names to siblings' names and then the siblings' names to their children.
- The student takes the chart to school to discuss it with classmates.



Activity 2: What is my responsibility towards others and towards my country?

Older people need emotional, psychological and material support to feel like a valued member of the community. This support also serves as an expression of appreciation, respect and gratitude for what they have previously offered to others and to their homeland.

- The family conducts research on nursing homes for the elderly in the UAE, comparing their findings to nursing homes for the elderly in a chosen western country.
- The family members discuss ways to help the elderly to feel valued and respected. The ways could include visiting the elderly, inviting them to watch a movie or offering to prepare their favourite meal.

Optional Activity 1:

With the approval of the relevant authority, the family visits a nursing home for the elderly. During the visit, the family does something that shows appreciation and honours the residents of the nursing home. This activity was discussed previously.

Unit 2

Valuing Diversity

Objectives of the Unit

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.



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

Exploratory Questions

- Why should we be open to diversity and equality?
- Are you understanding and tolerant of others?
- Where do we see bias in everyday life?
- Can your opinions be manipulated or shaped by the media?
- What would a world with no discrimination look like?
- What steps can we take to try to eliminate discrimination?

Learning Outcomes:

- Have an understanding of diversity and equality in the UAE, and articulate the benefits of diversity.
- Have an appreciation of personal tolerance, and an understanding of the causes and issues surrounding intolerance.
- 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.

Home Activities

Activity 1:

With your child, read one of the international newspapers available in your area or access one online.

Examine the paper to find examples of instances where people were not treated equally, or where people do not have the same rights and opportunities as we in the UAE have. For example, there are frequent reports in the media about child labour.

Discuss with your child the concept of equality and human rights and how child labour contravenes these rights. You can download the UN Universal Declaration of Human Rights from the internet to facilitate discussion.

Activity 2:

Using what your child is learning about diversity, examine any prejudices or bias that may exist in your own family. Ask your child what they know about the many ethnic groups that now live in the UAE and discuss the stereotypes that may exist around these groups. Make a charter for your family to make a special effort to get to know some people from some of the cultural groups in your community. Your efforts could include visiting ethnic restaurants or shops, doing research on the internet, etc.

Activity 3:

Sit down together with all members of the family and discuss a foreign holiday destination that you would all like to visit. Do research on the culture of the people who live there and compare this with your own traditions. Ask each member of the family to come up with at least one place you could visit that would teach you something about the differences between the people in that country and your own. (Examples include museums, galleries, sports stadiums, local restaurants, etc.). It is not necessary to actually book a holiday.

Activity 4:

Plan a visit to the new Louvre Abu Dhabi museum and gallery on Saadiyat Island. Just opened in November 2017, it houses art, photographs, and artefacts from different countries around the world. A visit to the Louvre Abu Dhabi will allow your family to learn more about cultures of the countries whose art is represented in the museum.



Activity 5:

Organise a family outing to one of the events at the annual Abu Dhabi Festival. This is an annual cultural festival that usually takes place in the month of March (check out the official website for details). The festival promotes the role that the arts play in understanding different cultures and traditions and aims to forge the reputation of Abu Dhabi as a nation of cultural enlightenment, respect and tolerance.

Activity 6:

With the Special Olympics being held in Abu Dhabi on 14 -21 March, 2019, use this opportunity to introduce your child to the concept of volunteerism and diversity. Do research online and discover ways that you and your child can contribute to the Abu Dhabi games in order to make this event an unforgettable experience for athletes of determination and the many visitors from all around the world who will be in the country on these dates.

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 accordance 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 a way 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 ones' 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.

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.

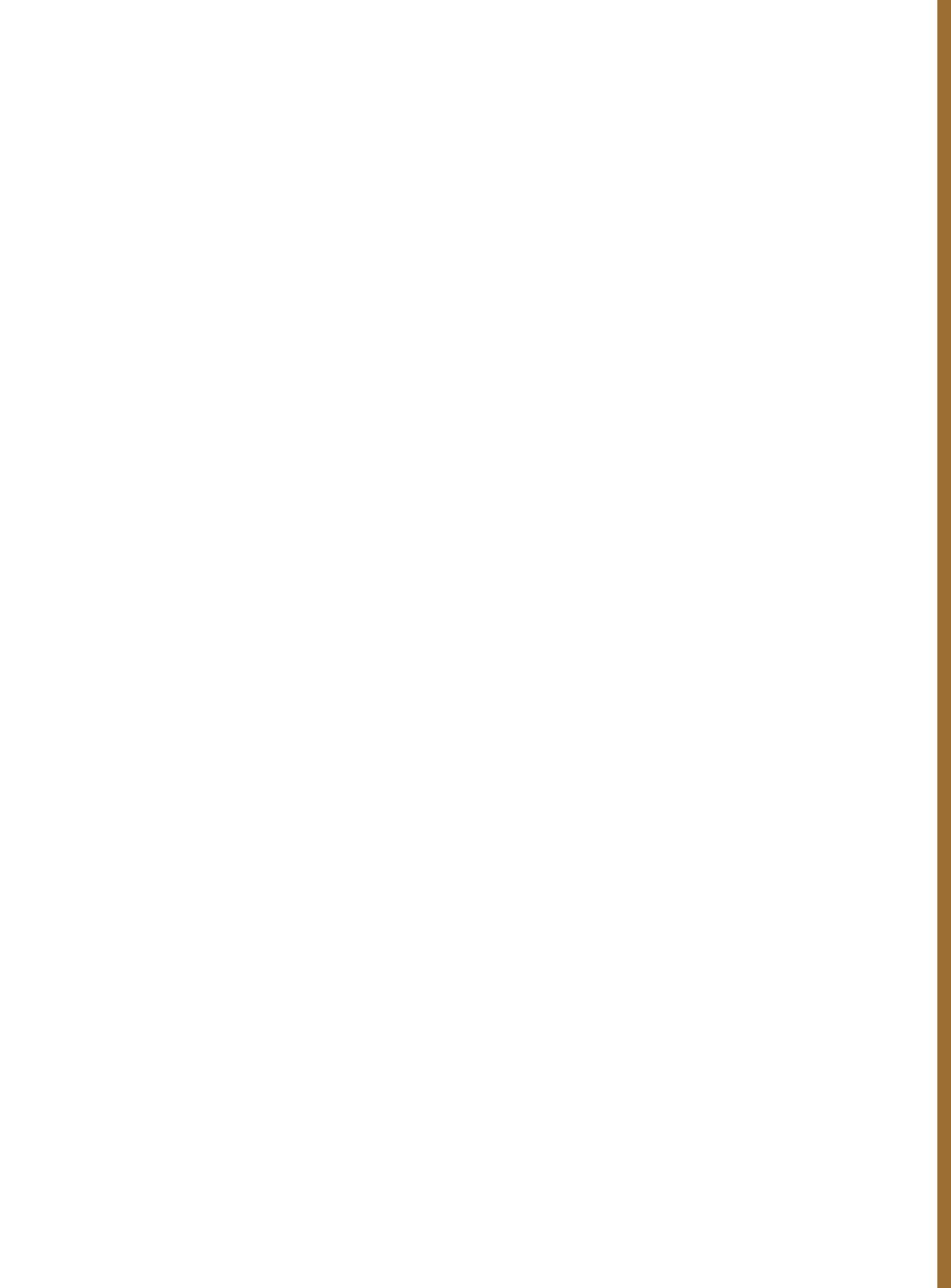
Trucial States: The Gulf states were known as the Trucial States because they had signed peace treaties/truces with the British.

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.

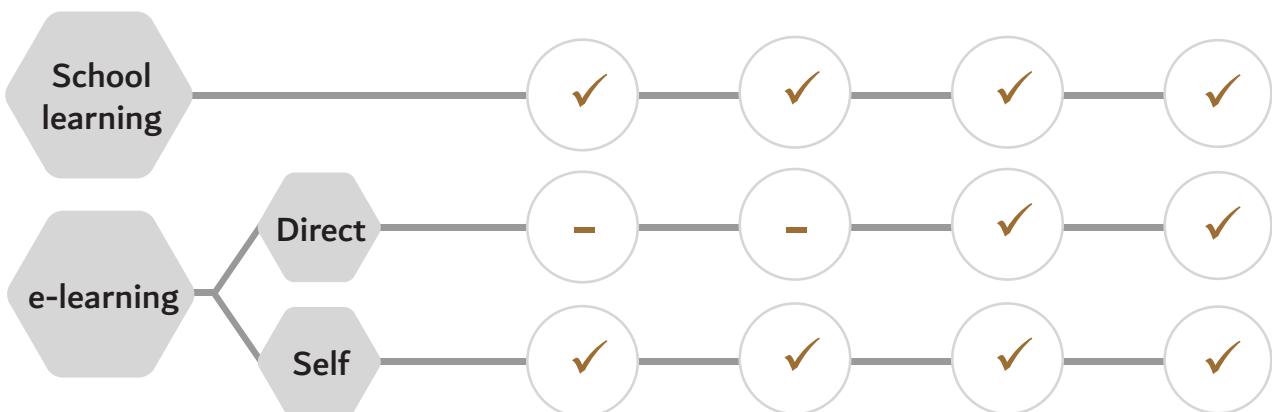
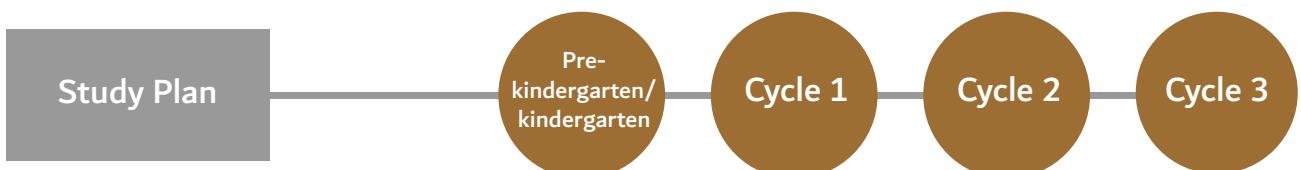
War: A conflict that leads to armed military confrontation.

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



Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



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