

# Moral Education

# **Moral Education**

## **Teacher's Guide**

Grade 10

Volume 01

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**H.H. Shaikh Khalifa Bin Zayed Al Nahyan**

President of the United Arab Emirates

“

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

”

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



## Moral Education

### Engaging, Enlightening, Enabling and Empowering Global Citizens

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

Sheikh Zayed Bin Sultan Al Nahyan

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

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

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

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

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

## Moral Education

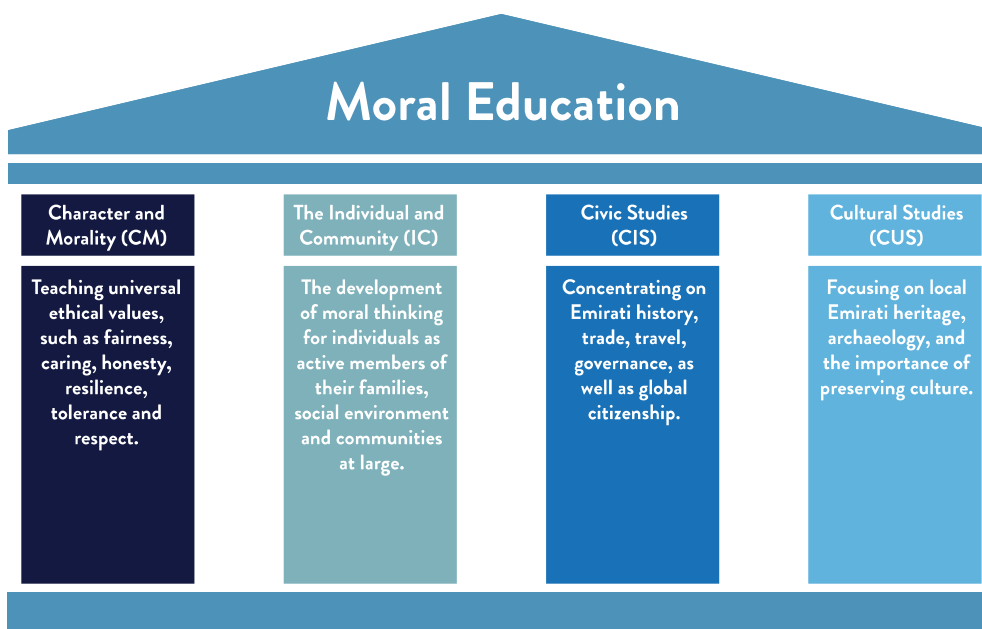
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



## Values of the Moral Education Course

## Key Pillars of Learning

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



As a nation that learned to thrive in a harsh desert environment, the UAE countries to lay the foundations for a happy and prosperous future.



## Key Skills

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



## Values

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

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

## Teaching and Learning—*A Pedagogical Approach*

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

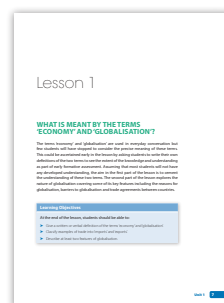
## Moral Education Course Education Resources

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



### Student Book

A book specifically for students with a range of illustrations, images, texts and activities to engage and support students in their learning.



### Teacher Guide

The Teacher Guide takes teachers through the course, highlighting learning outcomes for the unit, learning objectives for each lesson and suggested lesson ideas and tasks with approximate timings. Many of these activities incorporate differentiation to help support learners with a range of abilities skills and needs.

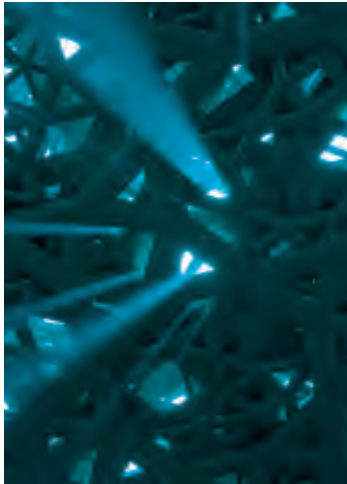


### Digital Resource

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

## Key Pillars of Learning

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



The cover draws inspiration from the Louvre Abu Dhabi Museum, which was opened in a historical ceremony by His Highness Sheikh Mohammed bin Rashid, Vice President and Prime Minister of the UAE and Ruler of Dubai, His Highness Sheikh Mohammed bin Zayed, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces, French president Emmanuel Macron and other leaders and heads of states in November of 2017.

The Louvre Abu Dhabi is noted as a cultural beacon which aims to bring people of different cultures together to help visitors understand the universality of humanity. This reflects the aims of the Grades 10–12 course in showcasing and celebrating cultural diversity to help build understanding and foster positive behaviour.

One of the aims of the Louvre Abu Dhabi is to induce respect, curiosity, learning and self-reflection. It is hoped that the Grades 10–12 books will also serve to reflect and build these important values.

The covers are based on the design by French Architect, Jean Nouvel. The roof of the dome incorporates 8000 overlapping metal stars. Each star can be thought of as an individual who is part of a complex society full of different cultures. Nouvel notes that the dome is a major symbol of Arab architecture and the roof of the Louvre Abu Dhabi a move to a modern interpretation of that tradition. The content of the books seeks to reflect that unity of tradition and modernity by encouraging students to recognise the strengths of the history of the UAE with its vibrant modern and outward looking approach, which will help develop the country in the future.



# Introduction

This Guide outlines the nature of the content to be covered in each unit for each grade and the learning outcomes for each unit. The guide provides suggestions for activities and ways to plan your lessons to cover the requirements of the MEP. Each lesson is prefaced by a set of short, concise learning objectives which provide a focus for what students are expected to be able to do by the end of the lesson.

Please note, that the activities and plans are for guidance only and you are encouraged to use your own experience, resources and activities to plan your lessons according to the ability levels and nature of the students you teach, and of course, your own teaching and learning styles.

## The Structure of the Student Book

The Student Book covers all the units which are stipulated by the MEP Curriculum Document. The Document notes that each unit “requires six, or in some cases twelve, hours of teaching time during the course of half a term or across two half-terms”. In Grades 10 and 11, there are six units. In any academic year, the number of weeks available in each half term might vary and as such, it will be necessary to review timing and in some cases, will require some judgement as to what topics to cover and what might have to be left out. This is assumed to be a decision made using the professional judgement of the individual teacher.

Each unit contains six lessons which have been written to reflect the content required by the Curriculum Document. The Student Book is what it says – it is a book for students. As students work through the MEP, they will build up their skills and knowledge and in many cases, can use this accumulated knowledge to help them progress through Grades 10 to 12.

The units are arranged for each grade as follows:

Grade	Term 1 (A)	Term 1 (B)	Term 2 (A)	Term 2 (B)	Term 3 (A)	Term 3 (B)
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
10	Ethics and the Global Economy	Living a Moderate Life	Intercultural Relationships	Being a Responsible Adult (1)	Being a Responsible Adult (2)	Being an Active Citizen
11	Peace and Conflict Studies	Reflection and Transition	Universal Culture	Global Citizenship (1)	Global Citizenship (2)	Developing a Global Outlook
12	Managing Real-World Finances	Ethics in Real Life	Project – Living a Moral Life and Morality in Practice	Project – Living a Moral Life and Morality in Practice	Project – Living a Moral Life and Morality in Practice	Project – Living a Moral Life and Morality in Practice

The content included in the Student Books for Grades 10 to 12 has been deliberately written to include a rich content base. It must be remembered that the Student Book is **not** a template for teaching. The amount of content in the Student Book is far greater than could be covered in any one-hour lesson.

The Student Book deliberately provides a richness of content to help students build their knowledge and understanding and to provide them with a reference source which can be used throughout their lessons in the MEP and beyond.

At the start of each lesson, there are suggested learning objectives for the lesson. These have been designed to be quite specific and provide a basis on which you can plan your teaching. Teachers can use these learning objectives as a focus for the lesson but also provide a degree of flexibility around how the lesson is planned and the teaching and learning which takes place. This allows teachers with different teaching styles to plan accordingly. It is recommended, therefore, that you are highly selective in the way in which you use the Student Book as part of your teaching.

**Lesson Timing** This Guide provides suggested lesson plans breaking down the lesson into different activities. Many of these activities are student-centred and active. Each activity is accompanied by a suggested timing for the activity. This timing is a suggestion only and it may be that you wish to devote more time to some tasks than others. This is left to your discretion and professional judgement, and your knowledge of your own students.

**Unit Themes** The Guide focuses on key themes in each unit which it is suggested could be covered in the space of a one-hour lesson. These key themes in each lesson have been drawn from the range of unit content provided by the Curriculum Document and guided by the Learning Outcomes specified for each unit in that Document. You may wish to focus on other themes provided in the Student Book which you think are important for your students. This is perfectly acceptable and is again left to the professional judgement of the individual teacher.

## **The Tasks and Activities in the Student Book**

There are a number of tasks and activities provided in the Student Book which you can, if you wish, use as part of your teaching. However, some teachers may wish to use their own tasks and activities and not use those in the Student Book. This is perfectly acceptable.

Alternatively, you may wish to use the tasks and activities suggested in this Guide. You may find that some of the tasks and activities in the Student Book which are not mentioned in this Guide are more suitable or appropriate for your students; again, it is perfectly acceptable to use any of the tasks and activities provided in the Student Book in your teaching.

## **Pedagogical Approach**

The suggestions in the Teacher's Guide are based on sound pedagogical principles. Lessons are divided into different tasks and activities, many of which are not teacher-led but student-centred. The aim is to inspire and excite students by encouraging them to be involved, engaged and active. Typically, the lesson begins with a short five to ten-minute introductory task which serves to introduce students to the topics to be covered or remind them of prior learning. The lessons are then broken down into tasks and activities which take differing amounts of time; some will be ten minutes, some fifteen to twenty minutes and others longer.

As noted, many of the tasks and activities are based around pair-work and small groups. It is recommended that when pairing students or putting them into groups, that different abilities of students in your class are taken into consideration. A task requiring a group of four, for example, might include students with a range of abilities. The teacher can take charge of how groups or pairs are put together and can be based on your personal knowledge of your students and their needs. It is



advisable to ensure that pairs and groups are changed regularly to ensure a mix of ideas, abilities and to retain the interest and motivation of all students in the class.

## Differentiation

There are a range of activities provided in the Teacher's Guides. Many of these activities provide the opportunity for differentiation. It is not the case that differentiation must be simply providing more able students with more challenging tasks than weaker students, although this may be something you might wish to provide in some circumstances.

Pair work, for example, might be a way tasks can be differentiated, especially if the pair includes a weaker student and a stronger student. The stronger student can not only support the weaker student but also strengthens their own understanding and range of skills by having to think differently. Similarly, group work can be an excellent source of differentiation because it takes pressure off some students and allows them to be more comfortable with their peers and work more at their own pace.

Other suggested activities which promote differentiation include questioning activities, 'hot seat' tasks, serial questioning, task choices, choosing different outcomes, for example cartoons, artwork, drama, poems and so on, which may be more appropriate for students with different learning styles or abilities.

For example, Hot Seat activities are excellent as a differentiator as the questions asked are put in the hands of students and the student in the hot seat feels under less pressure to respond to questions by their peers rather than from the teacher.

Serial and stepped questioning is designed to build the level and complexity of questions so that weaker students can take part, answer questions at a simple level, achieve, and feel they are making progress, whereas stronger students can tackle questions which provide stretch and challenge.

In some cases, it is suggested that a range of tasks be placed around the classroom and students choose which they want to tackle. Weaker students may choose simpler tasks but ones in which they will be able to complete and achieve without the pressure to keep up with their peers or attempt to do the same things as their peers and failing.

Differentiation by outcome may include the requirement to work on a task which is common to all students but to be willing to accept different outcomes as evidence of learning and progression. For example, there are a number of tasks included in the Teacher's Guide which suggest allowing students to produce poems, draw cartoons or other forms of artwork, develop role plays or a simple piece of drama as well as written outcomes. Such tasks are excellent sources of differentiation as they permit students of all abilities and skills to take part, to produce outcomes, and achieve.

## The Use of Videos

There are a number of suggested videos to use with students in the lessons. Many of these are videos provided on the YouTube platform. It may be that you wish to find a way of downloading these videos to show students in class rather than allowing the student to access the videos themselves. When students access YouTube videos, there is a temptation for them to begin to wander off-task and look at other videos suggested by the platform.

If you are using YouTube, there is an option to change language settings for Arabic.

1. Go to YouTube.com <https://www.youtube.com/>
2. Find the 'Settings' link in the menu bar.
3. Scroll to find the 'Language' link and select the link.
4. From the list, choose your language (Arabic).

## Using Kahoot

Kahoot is an educational resource which is an excellent way of allowing students to participate in the lesson and for differentiation. A number of the lessons in the Teacher's Guide suggest using Kahoot.

Kahoot is a game-based platform based on 'voting'. Teachers can create multiple choice questions related to the subject matter being taught and show these questions on a central presentation device to students. Students can then use their own devices, which may be a laptop in a learning resources centre or even their smartphone (if these are allowed in class), to 'vote' their answer. The teacher can see the individual and class responses to the questions in real-time.

The tool can be used as part of formative assessment to check on student progress or as a means of soliciting students' opinions on a topic. For the student, the tool means they can all participate anonymously without fear of retribution or ridicule. This is, therefore, excellent for differentiation.

The main Kahoot website can be found at:

<https://kahoot.com>

A guide to how to use Kahoot in schools can be found at:

<https://kahoot.com/what-is-kahoot/>

A guide to using Kahoot in Arabic can be found in different ways including:

<http://www.mohamedansary.com/2015/11/how-to-use-kahoot-in-arabic-cla.html>

<https://itunes.apple.com/us/book/engage-your-students-with-technology-kahoot-arabic/id1111213236?mt=11>

<https://www.youtube.com/watch?v=KjQEIElN3EA4>

## The Nature of the Moral Education Programme

You will notice that each lesson in each unit is framed in the form of a question. This is deliberate. In Grades 10 – 12, students are expected to be increasing in their maturity and level of awareness and understanding. As part of the preparation of students for the world of work and higher education, it is assumed that students will begin to develop more critical thinking skills. By framing each lesson as a question, we are sending a signal to students that moral education is about questions.

These questions are invariably open-ended questions which require thought, consideration, balance and critical awareness. The questions framed also reflect the underpinning foundations of the MEP including respect, thoughtfulness, thinking, learning and communication skills, handling and understanding information, solving problems, decision making, being creative, working with others, and managing oneself.

It is important to remember that whilst we wish to instil a sense of purpose, respect, an understanding of civic responsibilities and respect for law and order, in many of the topic covered in Grades 10 – 12, there are often no specific ‘right’ or ‘wrong’ answers to the questions or issues raised. The aim is to encourage students to recognise that in some cases, there are ‘grey areas’ where decision-making can be difficult. These grey areas may require leaders to be decisive, to show leadership and make difficult decisions. They may also require students to take responsibility, to be courageous, determined, show discipline, wisdom, and generosity, again underpinning foundations of the MEP. Helping students recognise the challenges faced in understanding moral education will be a crucial part of the teaching process.

## The Pedagogical Structure of the Lessons in the Student Book

The structure of the lessons includes content related to the curriculum for the unit, along with a number of pedagogical features. As noted, these pedagogical features can be used by the teacher as part of lesson planning. Many of the task boxes in the Student Book include some lines to allow students to write down their idea, thoughts, or answers. The main features are:

### Key Terms Boxes

Key terms boxes are provided in the margins of the text. They will provide a definition of a key term used in the text. The key term will be emboldened and in blue in the text to alert students that the definition will be given in a box in the margin. You may wish to encourage students to learn these key terms as they provide important building blocks to understanding the content and context of the issues being considered. Assessment on the key terms provides an opportunity to test basic knowledge recall which reflects lower order skills in the Bloom

Taxonomy, and as noted above, tools like Kahoot are a useful way to do this. To test **understanding** of the key terms, which reflect higher skill levels, it is good practice to ask students to use the terms in different contexts within sentences and short paragraphs so that they are not simply repeating phrases without considering the meaning. Assessment of understanding of key terms can also be useful as a means of differentiation, through, for example, hot seating.

### **Discussion Point Boxes**

Discussion Point boxes provide a topic, issue or question which encourage discussion with classmates or with family. Teachers can use these Discussion Points as part of the lesson with whole group interaction, paired work or small-group work. The use of Discussion Points is meant to help students explore what can be complex issues; to learn to develop their own views and opinions but to be respectful of others' views and opinions, and be prepared to listen as well as contribute.

### **Thinking Task Boxes**

Thinking task boxes tend to be an individual task, but not exclusively so. They require students to set aside some time to think carefully about the issue or question in the box. These are designed to challenge thinking and consider both sides of the issue. Thinking Tasks can be used in lessons as a chance to get students to spend a few minutes contemplating, before being prepared to share their thinking with the rest of the class.

### **Action Task Boxes**

Action Task boxes contain tasks that require action! The Action Task boxes may require students to carry out some written work, complete a table, find out some information, note something they may need and use in the lesson, or do some task outside the classroom. These can be used for classwork or homework as appropriate. There will be some Action Task boxes in the Student Book which enable students to complete tasks in the book itself, if desired, or could be completed in other ways, for example, through laptops, tablets, audio recording, video recording and so on.

### **Research Task Boxes**

Research task boxes require students to go and find out some additional information to that provided in the Student Book. This could be as part of their own learning development but could also be a requirement of part of the lesson. The research task may involve students doing some desk research, secondary research or online research.

### **Self-Assessment Questions**

At the end of most of the lessons, there is a set of Self-Assessment Questions. These questions could be tackled by students for their own learning development but could equally be set as part of classwork, homework (if appropriate) and/or used for formative or summative assessment purposes.

**Checkpoint**

These are generally short questions which appear throughout the lesson and require students to provide a quick answer to the Checkpoint question. This is designed to help students check understanding of key issues before moving on to the next topic.

**Questioning Task**

A Questioning Task requires students to ask questions and seek answers. This may mean they must ask friends, family, teachers or other people who may be in a position to provide them with information to help them construct an answer and gather more information.

**The Teacher's Guide as a Tool**

This guide has been produced to provide you with the primary tool for your teaching of the programme. Please note that the Student Book is not the curriculum, it merely reflects the curriculum as laid down by the Moral Education Programme. This guide should be your primary source of reference to help you plan and devise your teaching and learning strategies. Best practice suggests that teachers should use a textbook as an aid to teaching, and not as a replacement. It is highly recommended, therefore, that you do not rely on the Student Book as the main tool for your teaching but focus on the suggestions outlined in this Teacher's Guide as being the key source of ideas and plans for your teaching.

# INTRODUCTION

This Teacher Guide is designed to be complementary to the Student Book for this unit. The Student Book contains a range of content and tasks which are based on the Moral Education Programme (MEP) Curriculum Document. This document outlines the nature of the content to be covered in each unit and the learning objectives for each unit.

The Student Books each contain 6 'Lessons' which will reflect the 6 one hour lessons available for each unit. It is worth noting that the amount of content in each lesson in the book is not expected to all be covered in each lesson. It is likely that there will be too much content to cover in a one hour lesson. However, at the start of each lesson, students have been given some learning objectives for the lesson. Teachers can use these learning objectives as a focus for the lesson but can also have a degree of flexibility around how the lesson is planned and the teaching and learning which takes place. This helps to allow teachers with different teaching styles to plan accordingly.

It is important that the MEP inspires and excites students. The hope is that students will leave the lessons thinking about the issues which have been covered and reflecting on their own behaviour, views and opinions. In Unit 1 of Grade 10 for example, if just one student reflects about a fashion purchase they make given what they come to know about trade and ethics, then the Programme will be starting to have a positive effect.

# THE PEDAGOGICAL STRUCTURE OF THE LESSONS IN THE STUDENT BOOK

The structure of the lessons includes content related to the curriculum for the unit, along with a number of pedagogical features. These pedagogical features can be used by the teacher as part of lesson planning. The main features are:



## *Key Terms Boxes*

Key Terms boxes are provided in the margins of the text. They will provide a definition of a key term used in the text. The key term will be highlighted in the text to alert students that the definition will be given in a box. At the end of the book there is a glossary which will include all the key terms used throughout the book. Teachers may require students to learn these key terms as they provide important building blocks to understanding the content and context of the issues being considered. Assessment on the key terms provides an opportunity to test basic knowledge recall. To test **understanding** of the key terms, however, it is good practice to ask students to use the terms in different contexts so that they are not simply repeating phrases without considering the meaning. Assessment of understanding of key terms can also be useful as a means of differentiation through, for example, Hot Seating.



## *Discussion Point Boxes*

Discussion Point boxes provide a topic, issue or question which encourage discussion with classmates or with family. Teachers can use these discussion points as part of the lesson with whole group interaction, paired work or small group work. The use of Discussion Points is meant to help students explore what can be complex issues; to learn to develop their own views and opinions but to be respectful of others' views and opinions, and be prepared to listen as well as contribute.



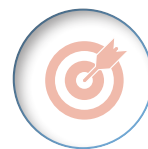
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to challenge thinking and consider both sides of the issue. Thinking Tasks can be used in lessons as a chance to get students to spend a few minutes contemplating before being prepared to share their thinking with the rest of the class.

### *Action Task Boxes*

Action Task boxes contain tasks that require action! The Action Task boxes may require students to carry out some written work, complete a table, find out some information, note something they may need and use in the lesson, or do some task outside the classroom. These can be used for homework or classwork as appropriate. There will be some Action Task boxes in the Student Book which enable students to complete tasks in the book itself, if desired, or could be completed in other ways, for example, through laptops, tablets, audio recording, video recording and so on.



### *Research Task Boxes*

Research Task boxes require students to go and find out some additional information to that provided in the Student Book. This could be as part of their own learning development but could also be a requirement of part of the lesson. The Research Task may involve students doing some desk research, secondary research or online research.



### *Self-Assessment Questions*

At the end of each lesson there is a set of Self-Assessment Questions. These questions could be tackled by students for their own learning development but could equally be set for homework and used for formative or summative assessment purposes.



### *Checkpoint*

These are short questions which will appear throughout the lesson and expect students to provide a quick answer to the Checkpoint question. This is designed to help students check understanding of key issues before moving on to the next topic.



### *Questioning Task*

A Questioning Task requires you to ask questions and seek answers. This may mean you have to ask friends, family, teachers or other people who may be in a position to provide you with information to help you construct an answer and gather more information.



In each lesson, there will be far more of these features than can be used in one lesson but the aim is to provide teachers with a selection of options to use and to encourage more self-directed learning by students themselves.





# Ethics and the Global Economy

- 
- Lesson 1**     What is Meant by the Terms 'Economy' and 'Globalisation'?
- Lesson 2**     What are the Benefits and Costs of Globalisation?
- Lesson 3**     What is Meant by the term 'Inequality'?
- Lesson 4**     What is Fair Trade?
- Lesson 5**     What are the Ethical Consequences of our own Consumer Choices?
- Lesson 6**     What is Socially Responsible Investing?
- 

## Learning Outcomes

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

1. Give a definition of the terms 'global economy' and 'globalisation'.
2. Outline the effect of globalisation on income inequality within and between countries.
3. Provide a well-reasoned and well-justified view on the value of fair trade as a way of reforming trade in order to promote justice.
4. Give an account of the possible ethical consequences of your own consumer choices.
5. Explain what is meant by 'socially responsible investing'.

## Introduction

This unit covers some complex issues and concepts. To build the students' understanding, the initial lessons introduce some key terms and concepts which will form building blocks for later development. Below is a summary of the elements of each lesson:

**Lesson 1** focuses on the terms 'economy' and 'globalisation' so that students are familiar with their meaning. Most will have heard the two terms mentioned and used a great deal but may not have a full understanding of what the terms mean or how they can be used in different contexts.

**Lesson 2** uses the understanding of the terms from Lesson 1 and begins to explore some of the advantages/benefits of globalisation and the disadvantages/costs. It is important to keep in mind throughout that the aim is not to make judgements about the issues in this Unit but to provide a balanced view which helps students to critically think about the issues. If one student thinks more carefully about the amount of water they use to brush their teeth, or whether they buy a particular item of clothing because of its origin, then the lessons will have begun to do their job of helping students think and be more responsible citizens.

**Lesson 3** introduces the concept of inequality. It begins by exploring what is meant by the term 'inequality' and the different types of inequality that can be used. The lesson moves on to look at ways of measuring inequality and this creates an opportunity to carry out a practical activity on dividing populations into deciles and quintiles. The lesson finishes by presenting a balanced look at the effects of globalisation in inequality both between and within countries.

**Lesson 4** is focused on fair trade. Again, we begin by exploring some key terms, specifically, the idea of 'trade' and the meaning of 'fair trade'. There are a number of organisations that promote fair trade and some of these are looked at along with some of the arguments which have been put forward which criticise fair trade movements. The aim is to explore why fair trade is desirable but to put it into the context of a balanced argument which allows students to arrive at a judgement at the end of the lesson.

**Lesson 5** draws together much of what has been covered in the unit so far into a focus on the role of consumers. First, we introduce the idea that the term 'consumers' includes not only individuals but also businesses and governments. Then we explore the idea that as individuals, we can have some control over our own consumption choices and we might choose to amend those choices in the light of knowledge about where the goods and services we buy every day come from. The clothing industry is used as the basis for this lesson but the food industry could equally be a focus of the teaching.

**Lesson 6** covers the idea of socially responsible investing. This is a very complex area and many students will be unaware of the size and complexity of global investment markets. However, the lesson aims to simplify as much as possible and classify different types of investment – by individuals, governments and businesses. It then looks at some of the ethical issues which might arise as a result of investment decisions and provides some examples for students to think about and discuss.

# Lesson 1

## WHAT IS MEANT BY THE TERMS 'ECONOMY' AND 'GLOBALISATION'?

The terms 'economy' and 'globalisation' are used in everyday conversation but few students will have stopped to consider the precise meaning of these terms. This could be ascertained early in the lesson by asking students to write their own definitions of the two terms to see the extent of the knowledge and understanding as part of early formative assessment. Assuming that most students will not have any developed understanding, the aim in the first part of the lesson is to cement the understanding of these two terms. The second part of the lesson explores the nature of globalisation covering some of its key features including the reasons for globalisation, barriers to globalisation and trade agreements between countries.

### Learning Objectives

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

- Give a written or verbal definition of the terms 'economy' and 'globalisation'.
- Classify examples of trade into 'imports' and 'exports'.
- Describe at least two features of globalisation.

## Suggested Lesson Structure

### 1. Lesson Starter (5 minutes)

The lesson can begin by handing out brand snippet sheets and asking students to complete them. This should be timed to take no more than 5 minutes. A brand snippet is easily produced – find an image of the brand you wish to use, and copy it to a slide presentation software such as PowerPoint. You can then use the 'draw' function to 'hide' the brand in some way so that only a small part is visible to the students. Using the 'shapes' options in the 'draw function' in PowerPoint, for example, is one way in which you can create these brand snippets. When you have finished creating your snippet, copy it and paste it onto a sheet. You can re-size the snippets to ensure you get around ten on a sheet of A4 paper. This can be done as an individual task or as a small group task with no more than four students in a group. It is suggested that those used should be examples of global brands which students are likely to be familiar with. If appropriate, this task can be presented in the form of a quiz competition and a small prize given to the winner.

### 2. Follow up Activity (5–7 minutes)

To follow up this activity, ask what connects each of the examples given? This is likely to be primarily a questioning session. The questioning can be designed to encourage students to think about the nature of the brands, who the companies are, and where they come from. The questions asked can help to bring out these key features. For example, you can ask:

- 'What do BMW produce?'
- 'Does anybody know what BMW stands for?'
- 'Does anybody know which country BMW originates?' etc.

Ultimately, we are looking to get students to recognise that the brands are owned by companies which are not originally from the UAE but have headquarters elsewhere. This point could be posted on the board or revealed as a pre-prepared 'key term poster' on the wall of the classroom. This section and the questions can help to introduce the idea of the global nature of business.

### 3. Identifying Imports and Exports (15 minutes)

This next activity builds on the last task and considers the idea of imports and exports. Students can get confused with the concepts of imports and exports so it is essential to ensure they think about *payment flows* rather than the direction of physical goods. This is important when considering the trade in services where it is more difficult for students to imagine the trade.

If, in the last activity, it has been established that BMW is a German company, for example, and that BMW cars are manufactured in Germany and then sold to the UAE, you can ask students what happens to the good and the payment flow and see if anyone knows that this is an example of an import to the UAE. You can then present other examples and see if students can identify an export for the UAE.

This activity can also be carried out as a **matching exercise**. Put a list of goods and services which the UAE imports and exports on the cards and ask students to go to a desk which has the sign 'Imports' and 'Exports' on it. You can then discuss with students how many they got right, identify reasons why they may have got answers wrong and clarify the misunderstanding as a piece of formative assessment.

Other options in exploring the idea of imports and exports is to give students a 'shopping list' of typical goods and services needed each week for typical families. Divide students into groups of four or five and ask each group to think about where the goods and services on the list might come from – are they produced in the UAE or do they come from outside the UAE? (Fuel for cars, for example, will be produced within the UAE but bananas are likely to come from countries outside the UAE such as India, China, Brazil and Ecuador). Each group can read out their list categorisations to see the extent of the agreement in the class. The group can then be asked to write the list of goods on a post-it note or similar and decide whether they represent imports or exports by posting their good onto a board or flip chart in the room. The teacher can then summarise the activity by looking at the extent to which the groups have agreed on which are 'imports' which are 'exports'.

A short **plenary** can then be held with either a written or verbal task which asks students to decide which of another short list of five goods are imports and which are exports and a very brief sentence to say why. Students can also be asked to complete the Checkpoint question on page 9 in their Student Book. Ensure that there is a focus on the direction of the flows of money in payment for the imports and exports as opposed to the direction of the flow of the physical item. This is where many students get confused and class tourism as an 'import' because people (the physical unit), for example, from Russia visit the UAE. The key is that they are using money from their earnings in Russia and spending it in the UAE so it represents a flow of money to the UAE in payment for a service (tourism) and is classified as an export for the UAE.

#### 4. The Idea of an 'Economy' (15 minutes)

The word 'economy' is used in everyday speech frequently and it is likely that its meaning is not fully understood. The purpose of this section of the lesson is to explore the meaning of the word and to help students to use it in different contexts. An economy consists of all the exchange activity that takes place over a period of time in a particular location. The location is important as it helps to understand what we mean by terms like 'local economy', the 'economy of a town or city', the economy of a country, 'the economy of a region' and ultimately 'the global economy'.

One way of exploring the meaning of the term is to carry out a **stimulus observation exercise**. Depending on where your school is located, it might be possible to take students out to a local area and simply observe what is going on – people and businesses all going about their daily lives and being part of the economy.

Another option might be to show a video clip, for example, there are several video clips of shopping malls in the UAE on YouTube.

Having used a stimulus of some kind, students can then work in small groups to think about what the stimulus means or can be given a series of questions to help them think through the stimulus. For the video, for example, students might be asked 'What is going on in this video?' Students will observe that there are lots of people walking about and adverts, shops etc. Further questioning can help them to think more deeply about what they are observing than they have probably ever done before. People in the video, for example, may be walking round, but what are they walking around for? Where are they going? What is their purpose? These sorts of **serial questions** help students build their understanding and go deeper into the issue. They are likely to be at the mall because they are going to buy things.

Other questions might be:

- What are they buying things with?
- How might they make the decision to buy?
- Why might they decide not to buy something?
- Staff in the shop are working there – they are selling their labour for a wage which they then use to acquire the things they want and need to live. What do the jobs of people working in shops depend on?
- When shop assistants earn wages in return for their work, what do they then do with their wages?

You can then point students to other aspects of the video. The adverts have been designed by someone, produced and shown using the technology which in turn has also been designed, planned and constructed. The actual fabric of the mall has all been produced by businesses – the walls, floors, windows, escalators etc. – everything they see has been produced by a business and sold – even what the people are wearing. The intention here is to get students to recognise that everything they see has had to be produced by some business using people, and that everything has been exchanged.

By exploring the microcosm of the mall, the aim is to bring out the idea that everything around us has been the subject of production and exchange. All this production and exchange is part of what we describe as an ‘economy’.

The activity can be rounded off with a **plenary** to check understanding. For example, students could be asked to write a short answer to the Self-Assessment Questions at the end of lesson 1 in the Student Book.

Note, a plenary could take place during the lesson, or at the end of the lesson. It is designed to be a short session to pull together the learning in the lesson and can be linked back to the learning outcomes given at the start of the lesson in the book. The idea is that the teacher can assess the extent to which the learning objectives have been achieved by the students in the group and allow you to be able to identify students who may need further help or those who need stretch and challenge.

## 5. Exploring Globalisation (20 minutes)

Having explored the term ‘economy’, the last part of the lesson can look at the term ‘globalisation’. The basis of this section could be a **questioning session**, using **serial questioning** with the whole group.

It might also be useful to have a ‘**Wonder Wall**’ available in the class to encourage students to write down questions they have about globalisation which they post on the wall. These questions can then be taken by the teacher and used as the basis for exploring the nature and meaning of globalisation. A ‘Wonder Wall’ is a useful means of differentiating as it allows students of all abilities the chance to post a question and to be challenged to think of a question in the first instance without fear or threat. The teacher can choose a selection of questions which cover the ability ranges and levels of challenge.

In exploring globalisation, another option is to go back to the brand snippets used at the start of the lesson – students could be asked to do some **online research** to identify where the headquarters of each of the companies is located and how many countries the company operates in. This task could be shared between three students in a group with each group choosing a different company and then reporting back at the end of the time period for this task. The aim is to show how far the global business world is interconnected and interdependent as the basis for establishing a definition of ‘globalisation’.



Another option would be to ask students to check the labels in their trainers, tee-shirts, school bags and so on and note on a map of the world where the product was made. The chances are that many students will have branded items. For example, Nike trainers. Ask students if they think that the company actually owns manufacturing facilities in the country of origin or whether the shoes/clothes/bags etc. have been manufactured by another company? This can lead into a discussion about outsourcing:

- Why source manufacturing operations to an outside business?
- What issues might a firm face in outsourcing production elsewhere in the world?
- Can a business simply set up in another country or do they have to go through lots of different processes?

A plenary option at the end of this task might include a **Hot Seat activity**. Here, students are invited to the front of the class and sit in the 'Hot Seat'. They are asked questions about the lesson topics by their peers and do their best to answer the questions. This is a useful differentiator because all students can take part over the course of the Programme and is less threatening than the teacher asking the questions. Those students who are not strong can feel more comfortable asking questions of their peers than asking the teacher and the language and phrasing used is more likely to be understood and accessed by students than if the teacher is asking the questions.

# Lesson 2

## WHAT ARE THE BENEFITS AND COSTS OF GLOBALISATION?

### Introduction

The aim of this lesson is to explore some of the advantages and disadvantages of globalisation. Having introduced the idea of globalisation as being the increased connectedness of economies around the world, we now want students to explore some of the benefits and costs this brings. As part of the exploration we introduce the idea of a multinational company which draws on the work done in the first lesson.

#### Learning Objectives

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

State at least two advantages of globalisation and two disadvantages of globalisation.

Give a definition of a multinational business and give at least four examples of multinational businesses operating in the UAE.

## Suggested Lesson Structure

### 1. Lesson Starter (10 minutes)

A useful way to start the lesson and reinforce the learning from the last lesson is to carry out a practical exercise. On the wall of your classroom, post a map of the world. It should be large enough to enable students to pin 'flags' to it. In the last lesson, you may have asked students to note the country of manufacture of clothes items, food, bags etc. If so then use the information from that for the task and if you did not do this in the first lesson, then you can ask students to carry out this task.

Having identified the good and the country of manufacture, students go to the map and pin these two pieces of information to the map via a 'flag' (see the sample in Appendix 1, which you can copy, cut out and use). Then ask students to identify the brand associated with the product and put a flag where they think (or know) the headquarters of the company is. For example, Nike's world headquarters is in Oregon in the United States. If you used the snippets task in the last lesson, this could help reinforce and refresh that learning.

When this has been completed, put students into groups of three or four and ask them to think about what they see and whether they can identify any connections or patterns which might emerge. For example, they might see that clothing and shoe manufacturing seems to take place in Asia – Thailand, Indonesia, Vietnam, Malaysia, etc. Students can then be asked what the connections might be (they are emerging economies, they have supplies of cheap labour, some students might comment on working conditions, and so on).

A plenary can be used to summarise the learning about globalisation relating to the increase in the number of connections between economies of the world. Students might be asked to write a short sentence summarising the key points they have learned from the exercise.

### 2. Exploring Advantages and Disadvantages (40 minutes)

Now that the idea of globalisation has been explored and reinforced, the next stage is to look at some of the advantages and disadvantages.

The Student Book provides an outline of the advantages and disadvantages.

#### **Possible Activity 1: A Socratic Exercise**

Prepare a series of cards each with one advantage and one disadvantage written on each. Put students into pairs and give one student a card. You can have more than one pair covering a particular advantage or disadvantage. Students sit in their pairs and the student with the card reads out their disadvantage and then gives a short justification for it with an example, where appropriate. The other student

then has to think of a counterpoint to the advantage/disadvantage along with a similar short justification. The first student then has to counter this. The second student then provides a further counter to this second point. It is suggested that a maximum of three points and counterpoints are made. At the end of the 'dialogue', each pair writes a short summary of the 'argument' they have had and presents it to the rest of the class. When all pairs have reported back, the teacher can summarise the key advantages and disadvantages which arise from globalisation.

### **Possible Activity 2: A Stepped Activity**

Prepare a series of tasks, with each one being a little more challenging than the last. The tasks can be written out in advance and presented on the board using a presentation programme such as PowerPoint or similar. Students are instructed to work through the tasks as best they can. This is a good task for differentiation because it allows students to work at their own pace and to achieve success at each stage as they work through the tasks. Some weaker students might only get through three tasks, for example, but in doing so they will have achieved success in moving from task 1 to task 3 – it is not a competition to see who can do the most tasks. Stronger students can access the higher-level tasks which provide them with some stretch and challenge.

The tasks could be something like the following:

- Write a letter to a friend telling them about the work you have been doing on globalisation, explaining in your own words what you think 'globalisation' means.
- Draw a diagram or cartoon to show the meaning of globalisation.
- Write down three advantages of globalisation and give an example to highlight each advantage.
- Write down three disadvantages of globalisation and give an example to highlight each disadvantage.
- Explain in your own words, how the 'trickle-down' effect is supposed to work and try and give an example to highlight this idea.
- (For this next task, you will need to find a piece of stimulus material which could be a news article, a blog, a short video or similar, which provides either a view in favour of globalisation or a view against). Read/look/listen to the source provided. Try and summarise the arguments being put forward in the source. What are your views on the content of the source?
- Globalisation has advantages and disadvantages. To what extent do you think a country like the UAE benefits overall from globalisation? Justify your argument.

### **Possible Activity 3: Poster Presentation**

Put students into groups of three or four. Their task is to produce a poster which outlines the advantages and disadvantages of globalisation with particular reference to the UAE. The poster should be a large enough size to be easily read by other students. There are a number of templates which can be downloaded and used on the web – type "poster presentations" into a search engine. The students

spend 20 minutes putting together their poster. These will then need to be displayed around the classroom. Once the display is complete, at least one student from each group take it in turns to be with their poster to answer questions whilst the other students move around looking at the other posters and asking questions of the student/s who did the poster. The whole activity might take around 40 minutes.

In addition to the suggested activities above, you can also use the feature boxes in the Student Book as a source of in-lesson activity. For example, there is a Questioning Task on page 25 which could be a useful way of students sharing narratives from their family.

The Checkpoint on page 25 could be set after the starter activity where students will have been looking at multinational companies. You can relate the specific term 'multinational' to the work being done and check the learning by setting the Checkpoint at this stage.

There are also some Thinking Tasks and Discussion Points which could form the basis of class activities if a different route is chosen through the lesson from that which has been suggested here.

The Quotes that are included in the lesson could also be used as a stimulus. They can be presented on the board or screen and students asked to think about what the quote says, what it means for the way in which globalisation is developing, and how it is affecting the UAE. This type of activity can be individual, done in pairs or small groups and then getting students to feedback following their thinking or discussion time.

### 3. Plenary (10 minutes)

Depending on the activity used, it is important to pull together the learning in the lesson with regard to the learning outcomes. The Self-Assessment Questions at the end of lesson 2 could be a way in which the learning is checked, specifically the second bulleted task.

Other options are also possible, including a brief question and answer session with the students as a group, asking students to write down answers to the points in the learning outcomes at the start of this lesson or even using an interactive software to enable students to answer pre-prepared questions based on the learning outcomes. One such piece of software is Kahoot (<https://kahoot.com/>). Further details of how to access and use this software is available at <https://kahoot.com/what-is-kahoot/>. Note, there is no charge for the basic version of Kahoot.

**Item:**

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**Country of Manufacture:**

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**Item:**

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**Brand:**

---

# Lesson 3

## WHAT IS MEANT BY THE TERM 'INEQUALITY'?

### Introduction

In this lesson, we want students to explore the meaning of the term inequality and how inequality is measured. This helps provide the basis for understanding different types of inequality, both within and between countries.

#### Learning Objectives

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

- Write a short explanation of the difference between income and wealth.
- Give a definition of the term 'inequality'.
- Give and briefly explain three different ways of measuring inequality.

## Suggested Lesson Structure

### 1. Introductory Activity (10 minutes)

Begin the lesson by discussing the relative terms 'rich' and 'poor'. This could be done through simply asking students to write down or say what they think the words 'rich' and 'poor' mean and then sharing their views allowing you to arrive at an agreed definition. It can also be useful to show students, or ask them to research for themselves, the top paid 'celebrities' and draw a contrast between the highest paid and the lowest paid and see if students think that the lowest paid on the ranking could be considered 'poor'. You could also use web sites which list the richest business people – the principles will be the same.

These lists vary because they are measuring different values – some might be measuring total wealth whereas others might measure income earned in the previous year. The aim here is to draw a distinction between 'wealth' and 'income'.

Use a plenary to reinforce the idea that the terms 'rich' and 'poor' are relative terms and depend on how and what we are comparing.

### 2. Activity 2: Measuring a Country's Wealth or Income' (25 minutes)

The next stage is to ask how we might measure how 'rich' a country is. You could ask some open questions such as 'Is the UAE a rich or poor country?' and get students to justify their answers. You can ask students what they think would be an example of a poor country and again ask them to justify their answer.

Ask students questions to encourage them to think about how we might measure how rich a country is. Your questioning should aim to get students to recognise that one way is to add up the incomes of people in that country over a period of time. This gives a measure of 'national income' and provides a means of comparing how 'rich' countries are. You can use the information in the student book to reinforce the learning here and use some examples. You will also need to get students to understand the principle of GDP per capita or per head. Again, the student book can be used to help cover this material.

Then ask students to go to a website and find the GDP per capita of 10 different countries. Get students to rank the list in order of 'rich' to 'poor'. You can utilise students' numeracy skills to ask questions about how much richer the number one country is in their list compared to the number 10 country. You can also use the 'Research Task' in the Student Book on page 37 for this task.



As a precursor for the next task you can ask students if they think that looking at GDP per capita is a fair way of measuring how rich and poor countries are and if this means that people living in rich countries, for example, are more equal than those in poor countries. To help stimulate some thinking on this, it can be helpful to find an image such as the one in the student book on pages 33 and 34 or similar, which shows areas of wealth next to areas of poverty. Ask students to think aloud about what they see, what thoughts they have and what questions they might want to ask as a result of what they are seeing.

### 3. Activity 3 (20 minutes)

Having looked at GDP and GDP per capita as a way of measuring how rich or poor a country is, the lesson can conclude with an active task. To do this task you will need two baskets or tubs which contain pieces of paper with different monetary values written on them. For illustration, we are going to assume there are 30 students in the class but the details of the task can be adjusted according to the class size.

You will need to have some templates on the board or presentation software to record figures. A sample template is given in Appendix 1. In one of the tubs (Tub A) put pieces of paper which amount to a total value of 3 trillion AED and in the other (Tub B), pieces of paper with a total value of 5 trillion AED. It is important to ensure that the amounts you write on the pieces of paper vary so that in the tub with 5 tn AED, there will be a less equal distribution of 'income' than in the tub with a total value of 3tn AED. For example, in Tub A, you might have 30 pieces of paper with 5 pieces having values on them which total 1.5tn AED and the remaining 25 pieces having smaller values which total 1.5tn AED. In Tub B, you might have 25 pieces of paper which have values on them totalling 4 trillion AED and the remainder totalling 1 trillion AED.

Students are then invited to take one piece of paper from Tub A and then organise themselves to stand in a line with the students who have picked out the highest value pieces of paper at one end and gradually going down the line to the students with the lowest value pieces of paper. Ask students to read out the amounts on the pieces of paper they have and get them to add the sums together until they arrive at the total value of 3tn AED.

Then ask students to 'divide' into ten equal groups – there will be three students in each group. You can ask students what proportion of the total number of students each group represents. This is a way of using cross-curricular skills in the lesson as students will have to use their numerical literacy skills to recognise that they have been split into groups representing 10% of the whole. You can tell students, once they have recognised this, that each group is called a 'decile' from the Greek word deka meaning 'ten'. (You might extend this by asking students to divide themselves into five equal groups and look at the distribution of income by quintile (derived from the Latin word quintus meaning 'fifth'))

Ask students to add up the total 'income' in their decile and insert the amounts onto the template. The outcome should be that in this 'country' income is distributed relatively equally – the income of each group does not differ by a large amount.

Now repeat the activity using Tub B. The outcome now should be that in Tub B the total 'income' of the class is higher at 5tn AED but the distribution of income is more unequal with a small number of students having a large amount of 'income' and the majority having far lower 'incomes'. Record the figures again so that the differences between the two outcomes are clearly visible to students.

You can then ask students which of the two 'countries' is the richer. (Their conclusion should be Tub B country). Then ask which country they would prefer to live in and why? The likely outcome of the discussion here is that students will feel that it would be better to live in Tub A country because even though it is not as rich as Tub B country, income is distributed more equally and the country seems to be 'fairer'. Of course, it is possible that students will not arrive at this conclusion but the main point is to get them to think about what they have experienced in the activity and the implications.

#### 4. Plenary (5 minutes)

At the end of the lesson, you can use some of the Self-Assessment Questions at the end of the lesson in the student book to review the learning which has taken place. Some of the questions here could also be set as homework to further reinforce the learning. There are some other tasks in the student book which you can also use as part of the plenary or for homework, such as the Action Task on page 39.

## APPENDIX 2

### Tub A

1	2	3	4	5	6	7	8	9	10

### Tub B

1	2	3	4	5	6	7	8	9	10

# Lesson 4

## WHAT IS FAIR TRADE?

### Introduction

In this lesson, students will explore the nature of trade and what is meant by the term 'fair trade'. There is a good opportunity here to make the lesson quite active but this does require instructions to be clear in the minds of students (and so clear in your own mind at the outset).

#### Learning Objectives

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

- Explain what the word 'fair' means in the context of 'fair trade'.
- Outline at least two features of fair trade organisations.
- Present a view on the value of fair trade.

## Suggested Lesson Structure

This activity is designed to introduce the idea of trade and what trade means. It provides a means of reinforcing the work on measuring a nation's income in the last lesson and takes this one step further to look at what we mean by the subjective term 'fair'.

### 1. The Trading Game (15 minutes)

This is a simple game designed to introduce students to the idea of trade. You will need to make available a small 'gift', one for each student in the class. This might be a mini-chocolate bar, a small toy, a key fob – anything small which students might feel have some different value to them.

Give out the 'gift' to each student randomly – the intention is that some students will have a gift which they really do not want or value, whereas others will. Once the students have received their gift, ask them to rank the value of their gift, to them, on a scale of 0 – 10, with 10 being the highest and 0 being the lowest. Record these values using a pre-prepared spreadsheet or on a flip chart etc. and total all the scores to give a crude measure of the welfare of the class.

Now give students five minutes to go around the class and see if they can arrange to exchange their gift with another. The exchange must be voluntary and no coercion is allowed. The expectation is that students will look to exchange a gift they think is of limited value to them to one which they would have preferred. Not every student will want to trade but that is to be expected. When the five minutes is over, call time and ask students to re-rank the gift they now have in their possession. Record the values again.

It is highly likely that the scores on the second round will be higher than those of the first round. This provides one indication of a benefit of trade.

Now ask the students what they have been doing – the aim is to get them to recognise that they have been engaging in trade and that a trade involves an exchange. Ensure that the word 'exchange' is clearly noted. You can then explain that what they have been doing is taking part in a mini economy. They were all individuals seeking to improve their situation by engaging in trade by exchanging one thing for another. This helps to reinforce the learning about the meaning of 'economy' in the first lesson.

The last five minutes of the game should be used to summarise the learning. Ask students, either verbally through questions, or via a written task, to identify two benefits of trade to a country.

## 2. Exploring the Meaning of the Term 'Fair' in Fair Trade (10 minutes)

The next stage is to ask students about the trades that they made. They can be put in groups of four and asked to discuss what they thought about their trades and how happy they were with the outcomes.

Each group then feeds back their thoughts to the rest of the class. Note the key points being feedback on the board or other suitable presentation device. As a brief plenary to this task, ask students to write down in no more than 140 characters, how they would define a trade being 'fair'. (This is a 'Twitter' type activity and a template for using with students is provided in Appendix 3 and there is also a template in the student book which can be used).

## 3. Research Activity (15 minutes)

To follow up, students can be asked to do some research to find out how 'fair trade' is defined globally. There are some useful websites which students can be directed for this purpose (these sites are also listed in the student book which can also be used for this task):

- The Fairtrade Foundation <http://www.fairtrade.org.uk/>
- The World Fair Trade Organisation <https://wfto.com/>
- Fairtrade International  
<https://www.fairtrade.net/about-fairtrade/what-is-fairtrade.html>

## 4. Creative Activity (10 minutes)

Having identified the main characteristics or principles of fair trade, students could be asked to present these as a poster, as a cartoon strip or similar for display in the classroom.

## 5. Lesson Summary (10 minutes)

The final part of the lesson makes use of tasks from the Student Book. Students could write their answers to the tasks in the Student Book in the spaces provided or you can provide templates or similar to enable the tasks to be completed. These tasks are designed to enable students to complete the required assessment of learning outcome for this unit as specified in the MEP Curriculum Document: **'Provide a well-reasoned and well-justified view on the value of fair trade as a way of reforming trade in order to promote justice.'**

- Task 1 – students provide an outline of the main features of fair trade (they are helped in this task by the work done earlier in the lesson).
- Task 2 – students outline the main benefits of fair trade to small farmers and workers.
- Task 3 – this task provides an opportunity for students to recognise that there are criticisms of fair trade.
- Task 4 – the final task is to present the student's personal view of what they think of fair trade and is intended to allow you to assess against the learning outcome.

### APPENDIX 3


# Lesson 5

## WHAT ARE THE ETHICAL CONSEQUENCES OF OUR OWN CONSUMER CHOICES?

### Introduction

In this lesson, students will look at what we mean by the term 'consumers' and to reflect on their own consumption choices.

#### Learning Objectives

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

Describe three different types of consumers.

Identify at least three ethical factors in making consumption decisions.

Explain at least two factors that you will personally consider in future consumption choices.

## Suggested Lesson Structure

### 1. Observation Exercise (10 minutes)

To introduce the lesson, it is suggested you use the facilities around the school to identify different types of consumers and different types of consumption goods and services. Students are at school 'consuming' education and as part of the provision of the service will be the land, labour and capital that surrounds them. The school buys labour services in the form of you, the teacher, administration and support staff, estates staff and so on, will also be part of the service provision.

The aim should be to get students to recognise that all these people have to be 'bought' and that the buyer is as much a consumer as when we all go shopping for food, clothing, and entertainment etc. The consumer in this case might be a private school or the government depending on the type of school.

In addition, there will be many other consumption items in the school; ICT equipment, desks, chairs, furniture, the fabric of the building itself, carpets, curtains, air conditioning equipment, possibly vending machines, kitchens, display boards and so on. All these items must be bought by someone or some organisation and these people and organisations are all consumers – they buy goods and services.

There is plenty of stimulus around the school building to use as the basis of the introductory activity. One way of using these stimuli is to put students in pairs or small groups of about three or four and ask them to move around the school for five minutes and make a list of ten items (these could include items of clothing they are wearing, their bags and other personal items), and to then think about who might have bought these items and who from.

Each pair or group can then be asked to report back their findings. Having heard back from each pair or group, you can do a short summary session which categorises the 'consumers' – these might be broadly be categorised as individuals, businesses, and the government but students might come up with more categories.

### 2. Activity 2: Thinking About Ethics (25 minutes)

In the next part of the lesson, the aim is to get students thinking about the ethics of purchasing decisions. This might be done in different ways.

- **Role Play:** Students can be divided into small groups and given a 'scenario' where there is a consumer (or perhaps two or three consumers representing an organisation or business) and a seller (or sellers). The students have to come up with a short dramatic role play which highlights the ethical issues arising out of the 'transaction' to be carried out. There are some suggested scenarios on the Institute for Business Ethics Education site: <http://www.ibe.org.uk/scenarios/98/52>.



- **Presentation:** The Student Book contains some examples of scenarios where there are ethical considerations. Students could be split into groups and asked to look at the scenario, think and discuss the issues raised and then provide a short presentation involving all the group on the scenario and their thoughts and findings.

### 3. Activity 3: Using a Case Study (15 minutes)

The next stage is to turn the attention to individual consumption choices.

One option is to use a case study to raise issues which may influence the way students think about their personal consumption choices. The Student Book uses the Ran Plaza incident in Bangladesh in 2013. Students can read this and then spend a bit of time doing further research to provide some further detail, or you can provide them with other examples of similar situations where it has been alleged that ethical production methods have not been followed.

Other possible case studies might include:

- Toyota's issues over vehicle safety and recalls,
- VW – another car firm criticised for attempting to disguise the emissions its vehicles produce,
- Foxconn, a firm which manufactures products for Apple and which has been criticised for its work practices,
- Tobacco companies such as Philip Morris who have been accused of influencing children to smoke through its marketing and advertising practices, and
- Coca Cola who were accused of depleting water resources and polluting water courses in India.

The web site Ethical Consumer presents a series of profiles on different companies which can be used: <http://www.ethicalconsumer.org/ethical-company-ratings.aspx>.

Remember: As with any use of website, it is sensible to remind students that what they read is not always what is real, truthful or accurate and that they must look at sources of information with a critical eye.

Another option is to set students the task of looking at some big brand name companies and finding out what their claims are regarding the way in which they carry out ethical business. Many of the major brand corporate websites (note, not the retail websites) have some reference to ethical or sustainable business practices. The students can work in groups to analyse these claims and ask questions around how accurate and reliable they think they are in relation to ethical business practices. They can then present their findings to the rest of the class.

For this last part of the lesson, you can also utilise the options in the Student Book. The Action Task covering Pages 63 to 65 could be used. You might choose to put the question/scenario on the board and invite students to discuss and offer their thoughts or use questioning to tease out the key issues. Students could be set the tasks individually and the teacher moves around the room checking work, posing questions and using this as an opportunity for formative assessment.

#### 4. Plenary (10 minutes)

The purpose of the plenary will be to reflect on the lesson and how students' behaviours and actions might be affected by the information they have covered during the lesson. This could be done via a Hot Seat activity giving students the chance to ask their peers questions about their thoughts following the lesson.

In this instance, it is worth keeping the Hot Seat 'open' for a maximum of 2 minutes per student. This is designed to be a short closing activity and you will not be able to invite every student into the Hot Seat. Aim to involve every student at some point during the term, however.

##### **Homework Task:**

It is likely that in a one hour lesson it is not possible to cover all the angles in this important topic, so one way you can see how students behave in the aftermath of the lesson and keep the issues in their minds is to ask them to complete a reflective journal. This journal might include students thinking about the food they eat at home and exploring where it comes from, who the companies are that produce the food, how the food might be produced and so on.

Students might also write a short reflection after they have been shopping at a mall, encouraging them to think more about what they see, the nature of the products they look at, where these products are manufactured, the prices they are charged and so on.

The aim is to encourage students to keep thinking about the issues covered in the lesson and to maybe reflect on their consumption choices before they make them.

There is a good summary of the principles and approaches to writing a reflective journal on: <https://penzu.com/how-to-write-a-reflective-journal>.

# Lesson 6

## WHAT IS SOCIALLY RESPONSIBLE INVESTING?

### Introduction

This lesson will introduce the concept of investment. The word is used regularly in everyday language, but in this context, will have a specific meaning. Once the meaning of the term has been covered, students will then explore the idea of 'socially responsible investing'.

#### Learning Objectives

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

- Give a definition of 'investment'.
- Identify at least five possible ethical considerations in making investments.
- Give a verbal or written definition of the term 'socially responsible investing'.

## Suggested Lesson Structure

### 1. Exploring the Meaning of the Term 'Investment' (10 minutes)

To begin the lesson, you can explore the extent of prior knowledge and understanding of students in relation to the meaning of the term 'investment'.

Ask students to write down a definition of the term 'investment'. You can then select a number of students to stand up and read out their definition to the rest of the class. Try to reflect the main points each student makes on the board or whatever central presentation device you have. Once you have a reasonable selection of responses, ask students to look at the summary points you have made and see if they can spot any patterns or similarities in what is being said.

Depending on the type of responses you get, the aim will be to focus on the term 'investment' as meaning the sacrifice of something immediate to generate a return of some kind at some point in the future.

By arriving at this definition, you can ask students to think of different contexts in which the word can be used as a means of reinforcing the understanding. For example, students could be asked to write at least three sentences which include the word 'investment' but which use the word in different contexts. Such statements might be:

- 'I am investing in my future by working hard at my studies so I can go to university and be in a better position to have more choices in life.'
- 'I do regular exercise and keep a close eye on my diet as a means in investing in my future health and well-being.'
- 'I regularly save a part of the allowance I am given so that I can have the option of travelling when I finish school/university.'
- 'The President of the UAE is leading the investment in the country so that future generations are able to grow and prosper.'

Another option for the starter is to use Kahoot or similar. Devise a set of questions and answers relating to the word 'investment' which is used in different contexts, and ask students to 'vote' on their answers. You can use this as evidence of the extent of prior knowledge and as the basis for formative assessment as the lesson progresses.

### 2. Activity 2: Exploring Large Scale Investment Projects (10 minutes)

Having established the meaning of the term 'investment', you can now turn to looking at financial and capital investment. The basis of this is to consider large scale investment decisions which require significant funding and to think about where those funds come from. You can introduce this by taking examples from the immediate

surroundings of the school and local area. Look for examples of large scale building projects of infrastructure projects that the students are likely to be familiar with.

You can ask students if they have any idea about how much such a project might cost. (It is possible to get an idea of the some of these larger investment projects by using a search engine. For example, the estimated cost of the Dubai Metro scheme is reported to be around 16 billion AED, the expansion of the Marina Mall in Abu Dhabi is reported in excess of 3 billion AED). It is likely that students might underestimate the costs significantly. As you reveal the costs of some projects from your own research a useful way of helping students have more of an appreciation of the size of the sums of money involved is to do a little numeracy exercise. Assume the sum in question is 3 billion AED. Ask students to work out how long it would take them to count to 3 billion if they counted one unit at a time in exactly one second. (There are 60 seconds in a minute and 60 minutes in an hour so there are 3600 seconds in one hour. With 24 hours in a day that means there are 86 400 seconds in a day. 3 billion divided by 86 400 equals around 3472 days which equates to around 63 years!).

You will need to ask students where these large sums of money come from. It is highly likely that they will not know, but it will be interesting to see what sort of responses they come up with and gives you the opportunity to check the understanding of students.

You can now introduce the idea of capital markets. In the Student Book, there is a diagram showing the way in which funds flow through capital markets (see Figure 5 on page 85). You can then introduce the two key elements of the capital market, stock exchanges and the bond market.

(It might be worth investigating whether the Dubai Financial Markets or Abu Dhabi Securities Exchange (or similar) could arrange for student visits – some university students have visited. Visits to such institutions can be invaluable in helping reinforce learning).

To cover how stock markets and bond markets work, it is worth accessing appropriate videos. There are a number available on YouTube if you type into a search engine: 'How stock markets work+YouTube' and 'How bond markets work+YouTube'. Select videos which are appropriate for your group.

### 3. Plenary (5 minutes)

Follow up the videos with a short plenary to check the understanding of students. It is important that students recognise that there are millions of people, many thousands of organisations and hundreds of governments around the world with funds that they wish to 'save' and that these savings find their way into the capital markets and are then borrowed by firms and governments for the type of large scale projects identified earlier in the lesson. You can explore the understanding by asking questions, by setting some simple written questions or again using Kahoot or similar to check learning progress.

#### 4. Activity 3: Investment and Ethics (25 minutes)

The next stage of the lesson is to introduce some thinking about investment decisions taking into consideration ethical issues.

You can begin this section of the lesson by doing a 'brainstorming' activity to get students to say what they think the word 'investment' means. Give students one minute to write down as many words as they can think of relating to the word 'investment'. At the end of the minute, ask some students to give a selection of the words that they have come up with. You can write some of these words on the board and use this as the basis to create a definition which captures the meaning of 'investment'.

When you have identified the meaning of the word, then you can move into the exploration of the idea of socially responsible investing, although you might not choose to use this term at this stage. There are two Action Tasks in the Student Book which you can use for this part of the lesson on pages 87 to 89 under the heading 'Thinking About Investing'. You can work through these Action Tasks with students.

These can be done individually, in pairs or small groups (it is suggested a maximum of three or four). This allows you the chance to get students to think about some of the wider issues relating to investment when large sums of money are involved. You can present Figure 6 on the board or presentation device as a stimulus to help students think about some of the issues as they work through the Action Tasks.

At the end of the activity, pull the learning together by asking students to feed back on their thoughts and findings. In so doing you can begin to identify common themes which you want students to be particularly aware of and this can be used to introduce the idea of 'socially responsible investing'.

#### 5. Lesson Summary (10 minutes)

The final part of the lesson can be used to pull together the learning from the lesson in relation to the learning outcomes at the start of the lesson. You can use different methods to do this for example:

- Ask students to summarise the learning in the lesson in five sentences, then reduce these to one sentence, then to five words and finally to one word.
- A 60-second challenge (students write down a summary of what they have learned in 60 seconds)
- Create a Word Search containing key terms used in the lesson which students have to find in a few minutes.
- Put students into pairs and ask Student 1 to explain what they have learned in the lesson to Student 2. Student 2 then summarises Student 1's learning in written words such that Student 1 agrees this accurately represents their learning.



# Living a Moderate Life

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- Lesson 1** What is Meant by the Phrase 'Living a Moderate Life'?
- Lesson 2** What are the Benefits of Living a Moderate Life?
- Lesson 3** What are the Consequences of Not Living a Moderate Life?
- Lesson 4** What is Meant by the Term 'Addiction'?
- Lesson 5** What Are the Effects of 'Addiction'?
- Lesson 6** How Can We Help Others to Fight and Overcome 'Addiction'?
- 

## Learning Outcomes

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

1. Recognise and articulate the benefits of living a moderate life, both physically and emotionally, and make responsible choices.
2. Explain and understand the factors that lead to addiction, including factors that influence people to start using addictive substances or form addictive habits.
3. Discuss and explain the risks and impact of addiction on the individual, their family, community, and society.
4. Demonstrate an awareness of the consequences of addiction on physical and mental health, and ways in which people can be helped to overcome addiction.



## Introduction

This unit explores some key issues that help support the students' understanding of what leading a moderate life entails in the 21<sup>st</sup> Century. After examining this in the earlier lessons, the learners will then move on to explore the risks and consequences involved in not practising moderation. Below is a summary of each lesson:

**Lesson 1** needs to focus on the phrase 'living a moderate lifestyle' so that students are familiar with the different aspects of its meaning. Most of the students will have some knowledge of what a moderate lifestyle entails, but may not have a full understanding of the range of topics involved.

**Lesson 2** uses the understanding of the terms from the first lesson and begins to explore the benefit that leading a moderate lifestyle brings to the individual, the family and society as a whole. The lesson highlights the benefits of living a moderate life e.g. physical and mental wellbeing, establishing a productive work–life balance, eating healthy food, taking regular exercise, developing positive thinking, and maintaining strong relationships with family and friends. The lesson will encourage students to reflect upon their own lives, and consider ways to develop crucial problem-solving skills and personal responsibility. The lesson integrates various tasks that encourage students to focus on the importance of respect for themselves.

**Lesson 3** builds on the highlighted benefits of leading a moderate lifestyle to introduce the possible consequences that leading a life of excess can have on the individual, the family unit and society. The lesson focuses on providing students with the tools to recognise characteristics of excess in terms of eating unhealthily, not taking enough regular exercise, thinking negatively, being irresponsible, and making bad choices in life.

**Lesson 4** is focused on the potential consequences of excess in life in terms of addiction and addictive behaviours. We begin by exploring the meaning of 'addiction.' Some of the students may already have knowledge about specific forms of addiction through on-going United Arab Emirates (UAE) drug awareness programmes in schools. The aim is to explore the various risk factors involved in developing addiction or addictive behaviour and to develop students' self-awareness about the potential symptoms of addiction.

**Lesson 5** Students will take a closer look at the effects that addiction has on the individual, family unit and wider society. The negative consequences on physical and mental wellbeing, the family unit and relationships, work and study, and financial costs to the individual and society as a whole are considered to develop the student's awareness of the seriousness of the problem.

**Lesson 6** draws together much of what has been covered in the unit so far, by focusing on the different ways that people suffering from addiction can be helped and supported, by the individual, the family and society. The main aim of this lesson is to highlight the idea of tolerance and support for addicts through rehabilitation programmes, support for addicts' families and changes in the law to encourage more addicts to seek the medical attention that they need.

# Lesson 1

## WHAT IS MEANT BY THE PHRASE 'LIVING A MODERATE LIFE'?

In this lesson, students look at the meaning of living a moderate lifestyle and the range of topics this encompasses. Looking at this range will provide the opportunity to reflect on and consider the degree to which they exhibit moderation in their daily lives in terms of respecting their physical and mental wellbeing, their relationships with their family and friends, as well as the core values of being responsible and positive thinking. This provides the building blocks to explore the benefits of leading a moderate life in Lesson 2.

### Learning Objectives

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

Give a written definition or verbal definition of a 'moderate lifestyle'.

Write a short summary of about 250 words about a balanced and healthy diet.

Demonstrate an understanding of living a 'moderate lifestyle' by giving at least two examples for each of the categories e.g. work-life balance, eating healthily, doing physical activity, being positive, having positive relationships, being responsible and having a personal hygiene routine.

## Suggested Lesson Structure

### 1. Lesson Starter (5 minutes)

The lesson can begin by writing the phrase 'A MODERATE LIFESTYLE' on the board or other presentation device, and asking students to brainstorm words and topics associated with this term. This stage should be timed to take no more than five minutes. This can be done as an individual task, a small group task (maximum four students per group), or as a whole class. Accept all answers and try to elicit some of the upcoming key terms. If appropriate, this task can be presented in the form of a competition with one point awarded for every association and two points for every word or topic which no one else has thought of.

### 2. Follow up Activity (20 minutes)

To follow up this activity, refer to students to the definition of a moderate lifestyle on page 95 of the Student Book (the avoidance of excess) and then move on to getting them to consider the work and study activities and life activities they typically complete in an average week. This activity can be done in pairs or small groups.

Alternatively, this task could be framed so that the students consider what they did in the previous week and estimate the amount of time that each activity took for both work/study and life activities.

Ultimately, we are aiming for the students to consider the balance they currently have between work and study, and life. This point could be highlighted by students comparing their findings with a partner or small group and then asking students to raise their hands if they think they currently have a positive work–life balance. You can then select some students to ask them to explain why they think they do.

Having established the meaning of work–life balance and what work–life balance students currently have, you can then explore what students would change about their work–life balance findings, if anything. This can be done through a whole class questioning activity, or you could keep students in pairs or groups and ask them to discuss changes that they would make and why, then report back to the rest of the class.

This can form the basis for an individual task of considering the reasons why a healthy work–life balance is important. The questions asked can help to bring out the students' understanding of the benefits of this. For example, ask:

- 'What are the consequences of a positive work–life balance?'
- 'What can you do to ensure a healthy balance?'

### 3. Identifying the Benefits of Being Positive and Having Positive Relationships (15 minutes)

Encourage students to consider the points in the explanatory paragraph on page 99 and consider aspects of their lives that they are grateful for. The aim of this task is to encourage **self-reflection** and positive thinking. Students can complete the Discussion Point on page 101. As part of the discussion, encourage students to provide a rationale for their choices.

Alternatively, students can write their name on a piece of paper and put it in a small bag. You can mix the names around in the bag and the students pick out a name and write a gratitude note to that student. You can elicit from the students how they felt when they received their note from a friend. If the students pick a name that is not their friend, this still encourages students to think carefully about themselves and the relationships that they have with their classmates. They still need to consider some positive aspects of the person.

The lesson then moves on to a very important value: strong relationships with family and friends. A short **interview** can be held, which asks students to consider the relationships they have and what makes these relationships strong.

1. Ask students to write five questions individually about the topic and then get students to interview a partner.
2. This can be set up as a tiered activity with the support students thinking of three questions to ask their partner and the remaining students writing five to seven questions to ask their partner.
3. This means that all students are working with the same skills and topic, but work with different levels of support, challenge and complexity.
4. You can select some of the students' questions and answers and ask the whole class if they agree or disagree and why.

Other options for this task include providing small groups with flipchart paper to list their ideas as a **peer practice** task. Once the flipcharts are completed, you can ask students to read their peers' ideas and stand next to the flipchart that they think is the most interesting one. You can then ask some students why they chose their particular flipchart.

#### 4. Being Responsible and Taking Care of Personal Hygiene (15 minutes)

Having explored the topics of taking regular exercise and being positive, the next stage of the lesson moves onto the topics of being responsible and taking care of personal hygiene.

1. You could ask some open questions such as “What makes you a responsible person?” and ask students to justify their answers.
2. Students then complete the Action Task on Student Book page 105, individually, ticking the sentences that highlight responsible behaviour and actions.
3. Students can then check their answers in pairs or small groups. You can then ask the students to justify their answers.

**Answer key:** Responsible example sentences 2, 4, 5, 6, 8

As an **extension** activity, students can either change example sentences, 1, 3 and 7 into responsible statements, or work collaboratively with a small group to think of another four examples of showing responsibility.

Other options can include asking students to brainstorm examples of how they show responsibility, based on the Thinking Task on Student Book page 106, or asking students to work in small groups and create a poster of responsibilities at home and at school.

Elicit from students that responsibility for yourself includes taking care of your personal hygiene. This may be rather a sensitive topic for teenagers, so judiciously select the formation of small groups. One way to nominate the students to work in small groups and list as many different aspects of personal hygiene that they can. Once the groups have their lists, ask students to read the paragraph individually on page 106 of the Student Book, and compare the Student Book’s ideas with their own.

#### 5. Plenary (5 minutes)

At the end of the lesson, you can use the Self-Assessment Questions at the end of the lesson in the Student Book to review the learning which has taken place. These provide students with the opportunity to review and consolidate their learning.

Please note that all timings are flexible and may vary according to the students’ needs. Student’s own answers.

# Lesson 2

## WHAT ARE THE BENEFITS OF LIVING A MODERATE LIFE?

### Introduction

The aim of this lesson is to explore some of the benefits of living a moderate life. Having introduced the idea of what is involved in leading a moderate life, we now want students to explore some of the advantages that this brings to the individual, the family unit and society as a whole.

#### Learning Objectives

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

- Outline six characteristics that are key to developing strong and positive relationships.

- Develop positive thinking by giving two positive points about themselves, their family, friends, school and the UAE.

- Demonstrate an understanding of the benefits of living a 'moderate life' by choosing their top three examples and providing a rationale for each of these choices.

## Suggested Lesson Structure

### 1. Lesson Starter (10 minutes)

A useful way to start the lesson is to reinforce the learning from Lesson 1 eliciting from the students the different ways that they can live a moderate life. You can do this by asking students to work with a partner or small group to write as many ideas as they can in two minutes. You can set a countdown timer on the main presentation device or use an alarm on your phone. Ask students to work in pairs and discuss their reasons why each of these areas is important in leading a healthy and balanced lifestyle. Monitor learners while on the task, and use this to inform which students you will nominate for whole group feedback.

Alternatively, ask students to work in groups of four and write a sentence about each of the previously discussed topics e.g. work–life balance, a healthy diet, physical exercise, developing problem-solving skills, having positive relationships, being positive, being responsible and taking care of personal hygiene. The students write a balance of **True and False** statements, for example ‘Working all the time is good for you’, or ‘You brush your teeth at least twice a day’. They can then swap their examples with another group, who decide which statements are true and which statements are false. You can write the true statements on the board or main presentation device and ask students to give reasons for their answers.

### 2. Follow up Activity (25 minutes)

To follow up this activity, split the class into two large groups. Each group has a piece of flip chart paper. Group A has the topics about having a positive work–life balance, (eating healthily, taking physical exercise, developing problem-solving skills), and Group B has the topics about being positive, (having positive relationships, being responsible and personal hygiene).

Ask Group A and Group B to draw four circles on their paper with each of the topics written in the middle of the circles. You could demonstrate this on the board so that the students have a clear model to work with. Students in both groups **brainstorm** ideas about the benefits of each of their team’s topics, noting their ideas around each circle to create a **mind map**. Ask students to stick their completed mind maps on the classroom wall and ask the groups to read each other’s posters and add any more benefits they can think of to the other group’s flipchart.

This activates the students’ background knowledge on the topics and prepares them for the next part of the lesson.

Group A will be focusing on the paragraphs about having a positive work–life balance, eating healthily, taking physical exercise, developing problem-solving skills from page 110 of the Student Book. Group B will be focusing on the paragraphs about being positive, having positive relationships, being responsible and personal hygiene from page 114 of the Student Book. Students read their specific paragraphs and make a note of the benefits for their topics. Ask students to then compare the ideas from the Student Book with the ideas on their group flipchart to see if their ideas were the same. The aim of the activity is for learners to develop more awareness of the benefits of leading a moderate lifestyle, as highlighted in the different topic areas.

### **GROUP A suggested answers**

#### **Benefits of:**

Positive work–life balance: being productive in work and also your life

Eating healthily: Getting the vitamins and minerals your body needs

Taking physical exercise: Maintaining a healthy body

Developing problem-solving skills: life skills that are useful in different situations.

Able to find solutions to problems.

### **GROUP B suggested answers**

#### **Benefits of:**

Being positive: leading a rich and fulfilling life

Having positive relationships: Provide love and security

Being responsible: Good behaviour and self-respect

Good personal hygiene: To feel great and stay healthy.

- Ask students to work with someone from the other group to exchange information about the different topics in a **jumbled reading** activity. This is a co-operative learning strategy that enables each student of a base group to read assigned texts, and then exchange this information with a student who focused on different texts. Ensure that there is a good variety of support and stretch students working within each group.
- The students read their assigned texts and then summarise them. Students then pair up with someone from a different group and tell them about their texts, and listen to their peer.
- At the end of the activity, you could ask students to create a flipchart about the other group's texts.

## **3. Activity 1 (15 minutes)**

To follow this up, elicit from students the benefits of developing strategies for solving problems and why these are essential in life. Direct students to the Action Task on page 114 of the Student Book, and read the steps 1–6. Give an example yourself so that students can see the process of solving a problem, for example, you could write 'I am always arguing with my sister' on the board, and then go through the steps with the whole class.



Students can think of a problem, real or imaginary, and students can work together in small groups to think of possible solutions.

Other options include an **advice wall**, which is a specific area of the classroom where students can stick up problems they might be worried about. Have some sticky notes available near the wall, so that students can complete their activity. Students then choose someone else's problem and suggest a solution, which is then stuck next to the problem. At the end of the activity, students find their original problem and look at the suggested solution. You can then ask some of the students if they are willing to share their problem, and whether they think the suggested solution will work. You could then ask other students if they have a better solution to open up the discussion. For each problem stuck on the wall, the writer has to provide a solution for someone else's problem.

To give students further opportunities to put positive thinking theory into practice, ask them to look at the Activity Task on Student Book page 115. Demonstrate some examples to the students before they begin the task individually by using one of the topics, for example, for the United Arab Emirates column, you could give an example, e.g. "I am proud to belong to the United Arab Emirates because it is a progressive and peace-loving nation."

Once students have completed the task, ask them to compare their answers with a partner, but be aware that students may be a little reticent to share their ideas for the 'ME' column. Ask students to share any ideas with the whole class that they thought were particularly interesting.

## 6. Plenary (10 minutes)

Depending on the activities used in the previous stages of the lesson, it is important to pull the learning together with regard to the learning outcomes. The Self-Assessment Questions at the end of Lesson 2 could be used to check learning. Students can choose and personalise three of the topics. This also encourages them to reflect on the importance of these benefits. The Self-Assessment Questions could be a Discussion Task of the students' top three choices, with students justifying their answers, or it could be a written task. By encouraging students to give positive feedback on their oral or written responses, this gives further opportunities for the students to develop their positive thinking skills as well.

Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.

# Lesson 3

## WHAT ARE THE CONSEQUENCES OF NOT LIVING A MODERATE LIFE?

### Introduction

In this lesson, we want students to explore the consequences of not leading a life of moderation and how this affects the individual, the family unit and society. This helps to develop the students' awareness and understanding of the dangers of excess in life and to recognise these characteristics.

#### Learning Objectives

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

- Outline at least three examples of leading a life of 'excess'.
- Describe at least five ways of improving a 'sedentary lifestyle'.
- Categorise at least three healthy and three unhealthy food habits.

## Suggested Lesson Structure

### 1. Introductory Activity (5 minutes)

Begin the lesson by discussing the possible outcomes if people lead lives that do not practise moderation. You can use the picture in the Student Book page 123 as a means to elicit some ideas from the students. Ask students to work in small groups and consider what the potential consequences could be, based on the visual prompt.

### 2. Individual Reading (20 minutes)

Independent reading encourages learners to read silently on their own with minimal guidance or interference from the teacher. It provides an opportunity for learners to acquire the concepts at their own pace and expand their knowledge. To assess the students' understanding of the key concepts, you can direct them to the Thinking Tasks on page 122 and page 124.

#### Possible Activity 1: Reading Race

Divide the class into five groups, and allocate one text to each group e.g.:

- Group 1: You are What You Eat
- Group 2: Being Sedentary
- Group 3: Being Negative
- Group 4: Being Irresponsible and Making Bad Choices
- Group 5: Poor personal Hygiene

Once students have read their text silently, ask them to discuss their findings with the rest of the group. Students can then write a maximum of four questions about their specific text, which another team will answer. The questions should be on individual coloured strips of paper (one colour per group), and should each have one clearly defined answer. Using different coloured strips for each group will help with the task organisation later. Allocate a new text to each group and ask the groups to give you their group's questions.

- Groups are provided with the first question for their new text and race to find the answer.
- Once found, the group should give the correct answer to the teacher to receive the second question.
- The process is repeated until a group has answered all the questions accurately.

## **Possible Activity 2: Jigsaw Reading**

The set up for this activity is the same as the previous task. Ask the students to form five groups and allocate each group. Students read their specific texts and make notes of the key points. You can use the template provided in Appendix 1, or create your own. Once completed, allocate numbers to students so that in each group there is a mixture of Group 1, 2, 3, 4 and 5 students. Students can then exchange information about the key points in the texts they read and make notes on the template. In this way, all students will have information about all the texts. You could hold a question and answer session to check that students have understood the key points of their peers' texts.

### **Suggested answers: Key points**

#### **You are What You Eat**

Eating unhealthy food and large amounts of this may lead to health issues. Not eating the right kinds of food may lead to reduced energy levels, as well as mental health issues.

#### **Being Sedentary**

Being inactive e.g. with little or no physical activity can lead to an increase in anxiety, affect our sleep patterns and other health issues.

#### **Being Negative**

This way of thinking can affect our health in terms of increasing stress, depression and anxiety, as well as reducing self-confidence. It also affects the way the brain works.

#### **Being Irresponsible and Making Bad Choices**

This means that you do not think about the consequences of your actions and how these may affect you, and the people around you.

#### **Poor personal hygiene**

Not showering or bathing can lead to your body producing an unpleasant odour. Not cleaning teeth regularly and thoroughly can lead to dental issues. Washing your hands reduces the spread of bacteria and viruses, so if you don't do this, the risk of catching certain types of diseases increases.

## **3. Identifying strategies to avoid a sedentary lifestyle** (10 minutes)

Having explored the implications of a life of excess in general, students will now move on to considering strategies that can be employed to counteract a sedentary lifestyle. Students can complete this task individually, in pairs or in small groups. Consider pairing support and stretch students together if the task is managed as a pair activity. Ask students to read the Activity Task on Student Book page 126. Once completed, whole group feedback provides the opportunities for students to share their ideas and add other examples onto their own diagrams. You can then nominate different support and stretch students to present their diagrams to the whole class.

#### 4. Moderation Focus (10 minutes)

Put students into groups of three or four and ask them to consider the Discussion Point on page 131 of the Student Book. Ask students to justify their answers. A point is awarded for every example that the students come up with. This task can be extended with the stretch students producing an additional four examples and support learners providing an additional two examples.

#### 5. Plenary (15 minutes)

The final stage of the lesson draws all the students' learning together in the form of a series of Self-Assessment Questions. Learners' own answers, but encourage them to give a clear rationale for their choices. The students can do this task individually, or in small groups. The questions review and consolidate the key information in the lesson and allow for further clarification is needed during the feedback stage.

Alternatively, the task could be set up as a quiz, with small groups answering the questions and a point awarded for each correct answer. To encourage more student-centred learning, small groups could write their own quiz about the different topics from the lesson and create a Blockbuster game. Instructions on how to play this game can be found here:

- <http://www.aprender.org.uk/blockbusters.htm>

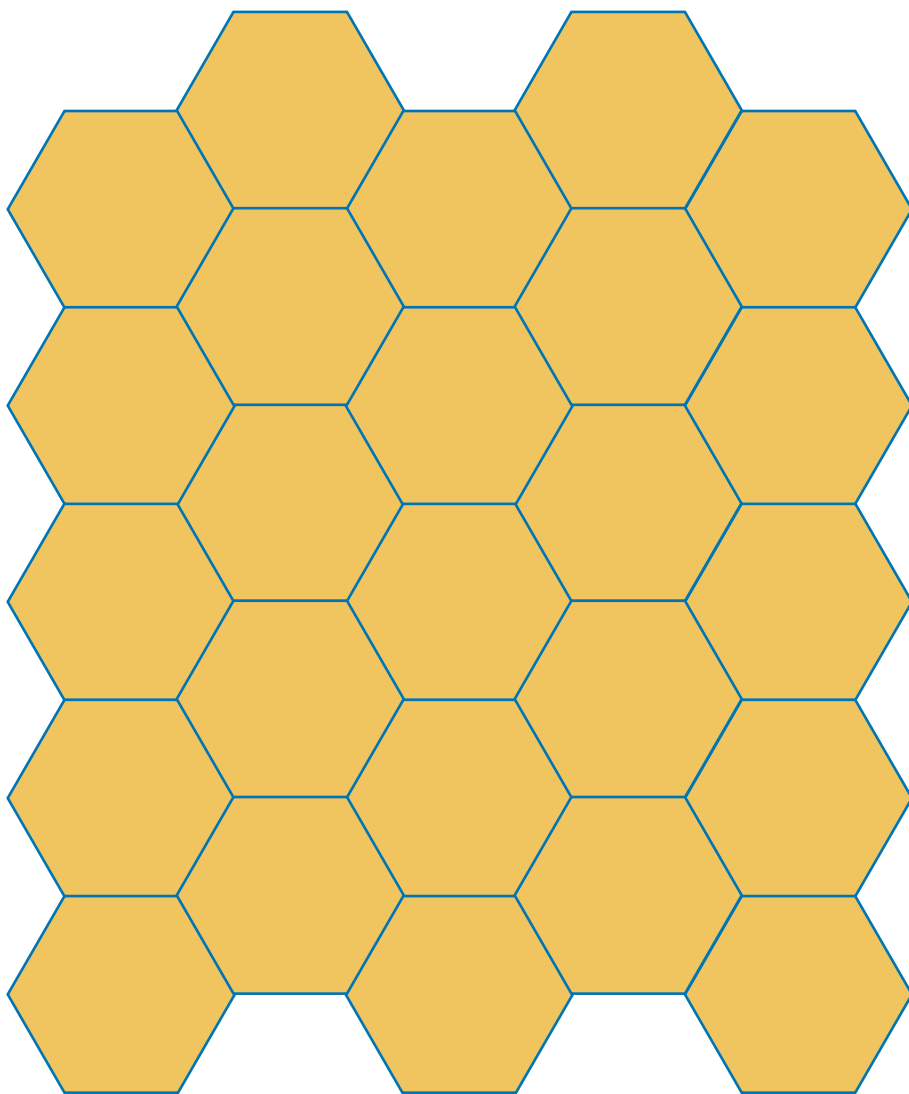
You can show the group the Blockbuster game already filled in with letters that correspond to some of the key content from the lesson, for example, NT for Negative Thinking, BI for Being Irresponsible etc. Students create their quiz questions based on these letters. You can use/adapt the template provided in Appendix 2 or create your own. The game can be played in two teams. This can be a pair, a small group of four or the whole class split into two teams.

- Have one team choose a letter or letters, whether the game is being played in pairs, small groups of four, or two teams.
- The opposite team reads out their question and if the other team answers the question correctly, they can colour in that hexagon.
- The winning team is the one that gets from one side of the board to the other.

Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.

**APPENDIX 1**

<b>GROUP 1</b> You are What You Eat	<b>GROUP 2</b> Being Sedentary	<b>GROUP 3</b> Being Negative	<b>GROUP 4</b> Being Irresponsible and Making Bad Choices	<b>GROUP 5</b> Poor personal Hygiene



**Links for Blockbuster templates:**

- <http://www.aprender.org.uk/blockbusters.htm>

# Lesson 4

## WHAT IS MEANT BY THE TERM 'ADDICTION'?

### Introduction

In this lesson, we focus on the serious issue of addiction and addictive behaviours. This develops the content ideas from the previous lesson, which focused on the consequences of not living a moderate and healthy lifestyle.

#### Learning Objectives

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

- Give a written definition or verbal definition of 'Addiction'.
- Describe four risk factors that can lead to 'Addiction'.
- Categorise 14 factors into risk factors and protective factors.



## Suggested Lesson Structure

### 1. Introductory activity (10 minutes)

This topic could potentially be a sensitive one for students, and you may not be fully aware of their backgrounds where these issues may exist. It is, therefore, vital that students are monitored while working through the lesson to evaluate their responses, and to be judicious in your nomination of students for feedback. You could start the lesson by showing the visuals on page 134 of the Student Book, and asking learners to describe what they can see e.g. someone holding a lot of shopping bags and someone holding a laptop, smartphone and a small tablet. You could ask students to think about the following questions:

- What can happen if you can't control buying things?
- What can happen if you use social media all the time and can't stop? Is it good for you, or not? Why? Why not?

At the start of the lesson, we are asking learners to consider the consequences of when an activity can start to become a problem. This will lead on to the next stage of the lesson, where students will start to explore when addiction/addictive behaviours to substances and activities can lead to devastating consequences. You can write the following words on the board, 'drugs', 'alcohol', and 'cigarettes' and ask students if these are healthy or not. Once it is established that these are not healthy, ask students why they are not healthy

### 2. Follow up Activity (20–40 minutes)

The next part of the lesson focuses on the specific consequences of the effects that addictive substances can have. You could ask the students to use reputable websites to find further information regarding addictive substances, following the Action Task instructions on page 135 of the Student Book. Some possible websites for this are:

- <https://www.drugabuse.gov/related-topics/health-consequences-drug-misuse>
- <https://www.promises.com/articles/substance-abuse/dangerous-dozen-12-addictive-substances-around-globe/>

Other options include drawing on the students' previous knowledge of substance abuse programmes at school to **peer teach**. The students could make awareness posters highlighting the dangers of using specific addictive substances and these could be stuck up on the classroom walls.

Moving on from this, the students will focus on the risk factors involved in developing an addiction or addictive behaviour. This is key information that will help the students develop better awareness of these potential 'flags' in their daily lives.

You can ask the students to brainstorm ideas about the risk factors that can potentially lead to addictive behaviours and addiction. It is essential to emphasise that addiction is a disease. The students can compare their ideas before completing the **categorising** Action Task on page 141 of the Student Book. To transform this task into a more kinaesthetic one, the risk and protective factors could be cut up (see Appendix 3) and one set provided for each student pair. As an extension to the task, students could provide an additional risk and protective factor.

### 3. Plenary (10 minutes)

The final part of the lesson makes use of the Self-Assessment Questions at the end of the lesson in the Student Book (page 141). These questions are designed to enable students to complete the required assessment of learning outcomes for this unit as specified in the MEP Curriculum Document: **'Explain and understand the factors that lead to addiction, including factors that influence people to start using addictive substances or form addictive habits.'**

Students can complete the questions individually, making notes of their answers. The students can then participate in a class **mingle** to ask about their peers' responses.

Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.

### APPENDIX 3

lack of parental supervision	good self-control	aggressive childhood behaviour	neighbourhood pride
community poverty	drug experimentation	academic competence	school anti-drug policies
availability of drugs in social group	poor social skills	positive relationships	unclear rules at home
parental support and monitoring	rules and expectations at home		

# Lesson 5

## WHAT ARE THE EFFECTS OF 'ADDICTION'?

### Introduction

In this lesson, students will look at the possible effects of addiction and addictive behaviour on the individual, family unit and society, and reflect on the far-reaching consequences these have. This builds on previous lessons' content of living a life of excess, and the meaning of addiction and addictive behaviours.

#### Learning Objectives

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

Write a 250-word summary about the impacts of 'addiction' based on a recovering addict's true story.

Describe three consequences that 'addiction' has on physical wellbeing and three consequences that 'addiction' has on mental wellbeing.

## Suggested Lesson Structure

### 1. Introductory Activity (10 minutes)

You could start the lesson by having a quick quiz about the previous lesson's content to review and consolidate previous learning. Ask the students to work in small groups of four and to write the numbers 1 to 10 down the side of a piece of paper. You read out ten questions, pausing between questions to give the students enough time to discuss and note their group's answer. Example questions could include:

- What does addiction mean?
- What is a risk factor and protective factor? (1 example)
- What is a possible symptom of addiction or an addictive behaviour?

Once students have completed the quiz, they can exchange their papers with another group. You can elicit the answers from the students and they mark the paper. This also provides the opportunity to clarify answers, if needed.

### 2. Follow up Activity (15 minutes)

Tell students to read the explanatory texts about the consequences of substance addiction and addiction to activities from page 142 of their Student Book. Ask the students to work in five groups. You can put five pieces of flipchart paper around the room. Each of the pieces of flipchart paper should be clearly numbered, for example,

1. Family
2. Friends and Recreation
3. School and Work
4. Financial and
5. Society

Ask the students to read each text and **summarise** what they have read in just one sentence per text, working with their group. Once all five groups have summarised all the texts, they can stick their summaries on the corresponding piece of flipchart paper. Students can then read other group's summaries, and the whole class decides which summary is the best one on each of the flipcharts. As this is a rather challenging task, it is advisable to set the students in pairs or small groups, mixing strong students with those needing more support in order to allow students to collaborate, share their knowledge and understanding.

Alternatively, the students can work individually on the two Action Tasks on page 146 of the Student Book. Students can compare their answers before whole class feedback.

### 3. Activity 1: Discussion Task (10–15 minutes)

Split the class into four groups, with roughly an equal number of students in each group, ensuring that support and challenge students are equally distributed amongst the groups. All groups read the Discussion Task on page 149 of the Student Book. Students discuss their ideas with their group, and then allocate numbers to the students by counting them off as 1, 2, 3, 4 in each group. Ask all the number ones to move to work together, all the twos to work together etc. Ask students to again discuss their ideas with their new group, before managing whole group feedback. Nominate students to report back on their findings and clarify as needed.

Alternatively, split the class into groups and ask students to read the Discussion Point on page 150 of the Student Book. When the groups have finished, ask the students to note how many people agreed or disagreed with each of the six statements. Students can then create a bar chart to show their class findings, and general opinions regarding addiction and addictive behaviours.

### 4. Research Task (15 – 20 minutes)

Students can complete this task in small groups. The story of Abdullah is given in the Student Book on pages 150 to 152.

An alternative is to ask students to complete the Self-Assessment Question. Ask students to use the flipcharts from earlier in the lesson to help them, or students can make a **mind map** of the consequences of addiction or addictive behaviour to organise their ideas in the stage before writing their short summary. A **mind map** is a useful, visual and memorable way for the students to organise, develop and record ideas and is also good for helping weaker students express their thoughts, and and organise their ideas. Students can then write their summary of the addict's story. The expected learning outcome is a 250-word summary of their learning.

### 5. Plenary (5 minutes)

As this lesson contains quite challenging concepts and the students are coming to the end of the Unit, you could create a Word Search containing key terms used in this and previous lessons which students must find in a few minutes. There are many useful sites on the Internet to help you create Word Searches such as [http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp?campaign=flyout\\_teachers\\_puzzle\\_wordcross](http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp?campaign=flyout_teachers_puzzle_wordcross)

Another option is for the students to create word searches for other groups, reviewing and consolidating the content further.

# Lesson 6

## HOW CAN WE HELP OTHERS TO FIGHT AND OVERCOME 'ADDICTION'?

### Introduction

This is the last lesson of the Unit on Living a Moderate Life. The lesson consolidates many of the key points covered so far, by looking at how those suffering from addiction and addictive behaviours can be helped on their path to recovery. The content focuses on what support is generally available to those suffering from this illness, before focusing on the UAE's approach to this issue.

#### Learning Objectives

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

Highlight four examples of how the UAE government is helping others to fight and overcome 'addiction.'

Describe five support strategies that could be used to help an individual suffering from addiction.

## Suggested Lesson Structure

### 1. Introductory Activity (10 minutes)

You can start the lesson with a back to the board game to review some of the key terms that will be recycled in this lesson. This is a competitive activity that can be used to check understanding of specific lexical items, or content. You can organise the game as follows:

- Divide the class into three or four groups.
- One student from each group sits in a chair with their back to the board or presentation device, facing their group.
- Ask one of the students to choose a key term covered in this unit and write it on the board or on the presentation device. The students sitting with their backs to the board should not turn around to read the board or presentation device, and emphasise that the students in the groups, cannot read the word aloud.
- Each group tries to elicit the word or phrase from the student sitting in the chair. They can give hints and clues so that the student in the chair guesses the correct word or phrase. The student who is sitting in the chair can ask 'yes' or 'no' questions to their group.
- The first student in the chair to call out the correct word or phrase gains the point for their team.
- The students in the chairs can be changed so that other students have the opportunity to guess the word or the phrase.
- The team with the most points at the end of the game wins.

### 2. Follow up task (15 minutes)

You could ask students to use their background knowledge on the subject, and ask them what they know about help that is available for addicts and those trying to overcome addictive behaviours. You could then direct them to the Thinking Task on page 154 of the Student Book. This will encourage students to recycle content regarding the nature of addiction and addictive behaviours from previous lessons.

Once students have discussed their ideas in pairs or small groups, you can direct them to the Action Task on page 155 of the Student Book. Students can complete this task individually or in pairs. You can monitor students while on the task to inform which students to nominate for whole class feedback. You can hold a brief question and answer stage to gauge if students have understood the content.



### 3. Identifying the Need for Empathy and Support (20 minutes)

Refer the students to the quotation by His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) on page 160 of the Student Book and ask the students why it is vital to help people suffering addiction and addictive behaviours. You could prompt learners by asking them to discuss in pairs if it is their responsibility to help others in need, no matter who they are, or that helping others less fortunate is part of being a positive member of society, for example.

Another option is to ask students to use their personal devices to search for other quotations that mirror His Highness Sheikh Mohammed bin Rashid Al Maktoum's (May Allah protect him) caring attitude toward others who need help and support. The type of questions that you use depends on the quote, but should encourage students to give a rationale for their answers in more detail. The students could then make small posters of these inspirational quotes, which can be posted around the classroom walls. You could ask the students to look for a minimum of five quotes per group. You may find the following website useful:

- <https://sheikhmohammed.ae/en-us/quotes>

As a follow up, you could ask students to complete the Action Task on page 163 of the Student Book. Students could do this task individually, in pairs or small groups. If the task is completed in small groups, this allows for more collaboration and co-operation between students. Students can work on their personal devices, using Google Docs to make a collaborative document, with all students working on the document at the same time. You can learn about how to use Google Documents by doing a search on the Internet. The documents can then be shared amongst the whole group for feedback.

### 4. Summary (15 minutes)

The final stage of the lesson can be used to review the content covered. There are different options:

- Ask the students to complete the Self-Assessment Questions individually, or in pairs.
- Ask students to complete the Self-Assessment Questions in small groups, awarding points to the most succinct but relevant answers.
- Ask the students to work in four groups, and each group is allocated one of the Self-Assessment Questions to answer. When the groups have completed this first stage, ask the students to find the answers to the remaining three questions, in a whole class mingle activity.
- Ask students to work in small groups and think of four more questions about the content from this lesson. The groups' questions can then be passed on to the next group to be answered. This will help to identify any points from the lesson that need to be clarified for the students. You can then ask students to report back on their answers to the whole class.

Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.