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Moral Education



Moral Education

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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 Mohamed Bin Zayed Al Nahyan

Moral Education

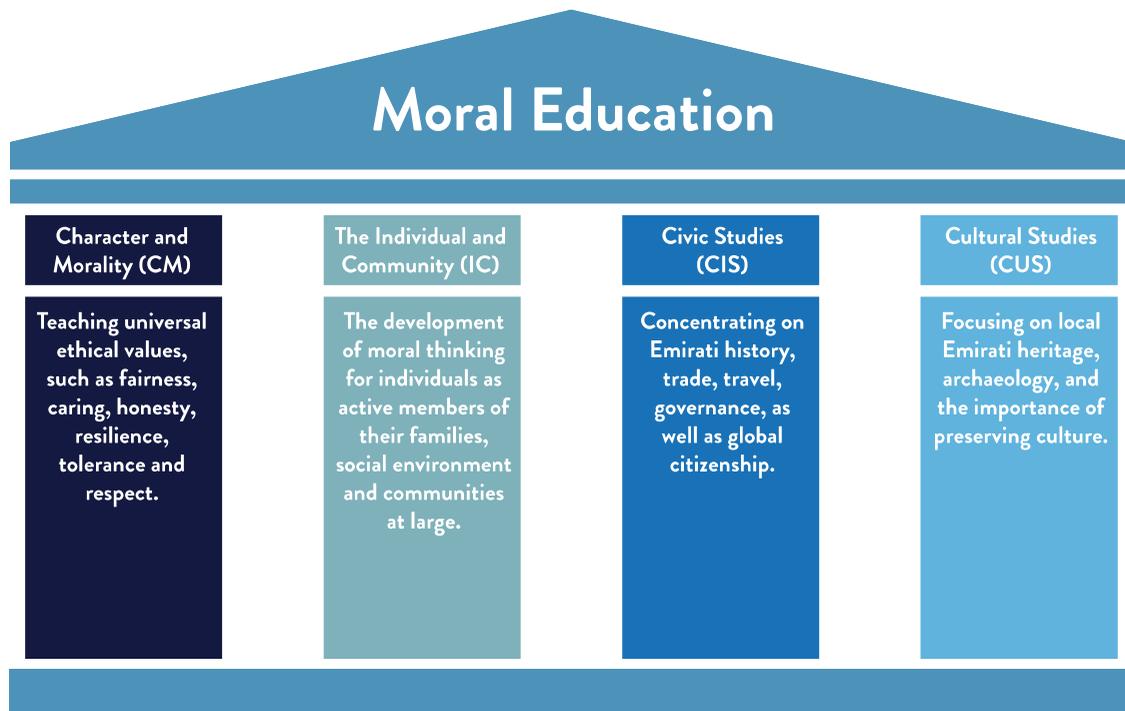
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. 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 continues to lay the foundations for a happy and prosperous future.

ABOUT THIS BOOK

The lessons in this book contain various feature boxes which require some response and engagement from you. There are different features requiring different responses and each is indicated with its own icon. Below is a summary of what each box means and how you should respond to these features.



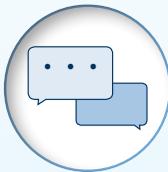
Enlightening quotes that include the immortal words of the founding father Sheikh Zayed bin Sultan Al Nahyan - may Allah have mercy upon his soul -

through which we can see his true vision, his high morals and his proper futuristic and visionary approach and leadership of the UAE. His humanitarian dimension has been followed by the rulers of the United Arab Emirates, and its citizens as reference for personal, Social and universal moral life.



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 you that the definition will be given in a box. At the end of the book there is a glossary which includes all the key terms used throughout the book. It is good practice to learn the definitions of these key terms and be able to use the definitions in different contexts to show you understand them.



Discussion Task Boxes

Discussion task boxes provide a topic, issue or question which you can discuss with classmates or with your family. When discussing these issues, remember to form your 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 are individual tasks. They require you to set aside some time to think carefully about the issue or question in the box. These are designed to challenge your thinking so be prepared to consider both sides of the issue and to recognise that you may end up thinking differently after you have contemplated and reflected on the issue at hand.



Action Task Boxes

Action task boxes contain tasks that require action! They will expect you to do something and this could be some writing, completing a table, finding out some information, noting something which you may need and use in the lesson, right through to measuring something or looking at some labels in your clothes!



Research Task Boxes

Research task boxes require you to go and find out some additional information to that provided in the textbook. You might be expected to use some of this information in the classroom or to help provide more background to the topic or issue you are exploring. The research task may involve finding out more through a book, the library, asking friends and family questions or the Internet.



Self-Assessment Questions

At the end of each lesson there will be a set of Self-Assessment Questions. In some cases, these questions will be used by your teacher as part of the checks on your learning and progress through the course but it is advisable to tackle these questions in any event so that you can deepen your understanding and learning of the key issues in the Lesson.



Checkpoint

These are short questions which will appear throughout the lesson and which will require you to stop reading and jot down a quick answer to the Checkpoint question. This is to help you check your understanding of key issues before you move 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.

Overview

In this unit, we will be exploring the ethical issues that arise from conflict. This includes conflicts that may be encountered individually, in domestic politics and through international relations. We will consider when, if ever, it is justifiable to resort to violence. We will also investigate 'just war theory' and a range of peaceful, non-violent means of responding to conflict.

Peace and Conflict Studies



content is defined on smart learning app

- Lesson 1** What is Conflict and How Can Conflicts be Resolved?
- Lesson 2** How Can We Make Conflict Resolution Work?
- Lesson 3** What is War and What are the Causes of War?
- Lesson 4** Is there Such a Thing as a 'Just War'?
- Lesson 5** What is the Role of International Organisations in Peacekeeping?
- Lesson 6** What is the Nature of Peace and Non-violence Traditions?

Learning Outcomes



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

- 1.** Explain what conflict is and give an account of different ways of responding when you find yourself in conflict with another person/other people.
- 2.** Discuss the notion of 'non-violence' and its relevance in the contemporary world.
- 3.** Give an account of the main causes of conflict and war.
- 4.** Know what criteria to apply to evaluate whether a specific, imminent or ongoing war between states is a 'just war' or not.

LESSON 1

What is Conflict and How Can Conflicts be Resolved?

Learning Objectives



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

- ▶ Give a brief explanation of what conflict is and identify at least two reasons why individual conflict occurs.
- ▶ Identify at least two features of conflict description and explain the difference between a low-scale and a high-scale conflict.
- ▶ Identify at least two conflict resolution styles, providing an advantage and a disadvantage of each.

INTRODUCTION

Conflict is something that everybody will encounter in life. In this lesson, we will explore what conflict is, why it happens and what approaches we may take to resolve it without recourse to violence. In the next lesson we will develop our understanding of how to peacefully resolve the kinds of conflicts that we are most likely to find ourselves involved with: conflict between individuals and small groups. In later lessons we will consider

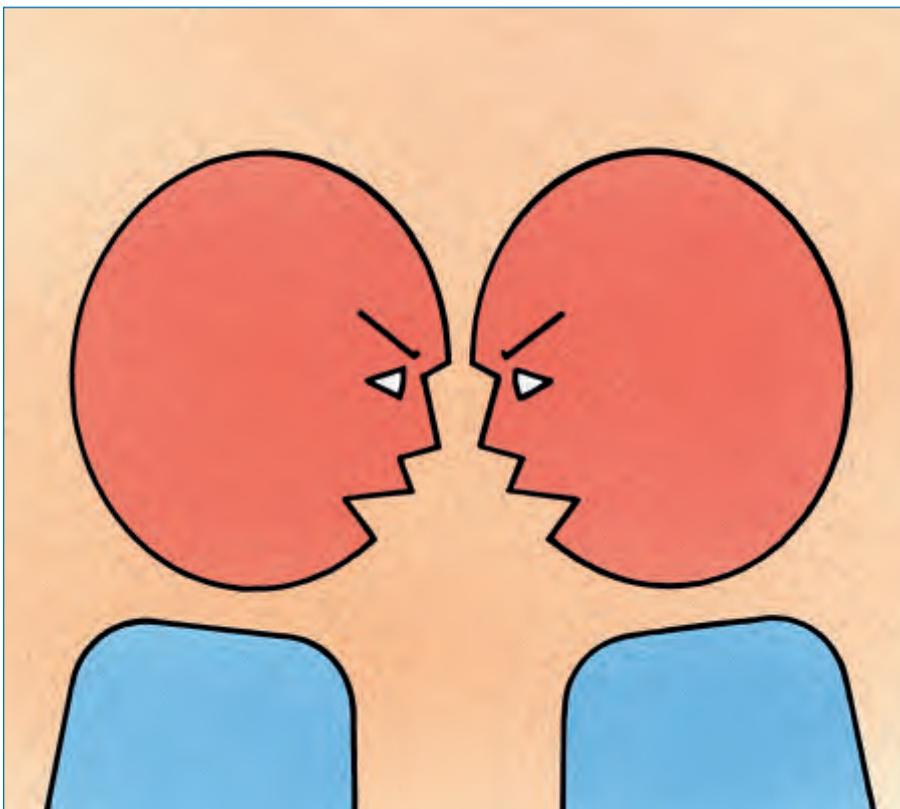
larger conflicts, including wars within and between countries. We will examine the causes of war and a framework for assessing the ethics of war, 'just war theory'. We will conclude the unit by exploring approaches to maintaining peace and security in the world, through international organisations and traditions of peaceful, non-violent action.

What is Conflict?

A **conflict** involves a disagreement between individuals or groups of people, either about their beliefs or their actions. These actions may be ones already done or ones that are intended to be done. However, conflict is more than *just* the existence of a disagreement. It involves a state of considering the other's beliefs or actions to be unacceptable and in need of changing. It involves believing that something needs to happen, the conflict needs to be dealt with in some way. It would not be acceptable to leave things as they are.

Key Terms

Conflict: A disagreement between individuals or groups, about beliefs or actions



- Some conflict between individuals is inevitable.

It would be very difficult to go through life and not get into any conflict with anyone at all. Conflicts occur between individuals across areas of life; between friends and family, neighbours, strangers in public, fellow students at school and colleagues at work. Conflicts also occur between groups, for example, different families, different groups within a country and even between countries themselves. Most people do not like or seek conflict and yet conflict seems to be an inevitable part of human life. This is a puzzling feature of human experience that needs explaining. Why is some amount of conflict between humans inevitable?

Reasons for Individual Conflict

There are many reasons why some conflict will always occur between people. Some of these reasons are 'factual', concerning facts about the world in which we live, and some reasons are 'psychological', concerning the ways that humans tend to think and feel. Examples may include:

- Sometimes there are not enough resources for us to have as much as we would like without sharing.
- Different people can have different interests and preferences that clash with each other.
- Sometimes we interpret the decisions of others as 'unfair'.
- We may disagree on what the 'right' thing to do is.
- We may disagree in our interpretation of the facts about what happened.
- Sometimes strong emotions can influence people to act in an unkind way to others and act selfishly.
- It only takes a small number of people to create a conflict.
- It is easy to get drawn into a conflict that is started by other people, especially if we feel we have been 'wronged'.

Thinking Task



A Personal Conflict 1

Can you think of any other reasons why conflict between individuals is so common?

Think of a conflict that you have had with someone. What were the reasons? (Consider both factual and psychological reasons.)

Describing Conflict

It seems that everyone will encounter conflict at some time or another. However, not all conflicts are as serious or as long lasting as each other. Some conflicts are minor and are easy to resolve; a conflict with a friend might create a very small amount of discomfort and be resolved within minutes. Other conflicts may be very serious and difficult to solve. For example, a conflict between countries might lead to war and the conflict may go on for decades, or even hundreds of years, with no end in sight!

It can be useful to judge conflicts of any kind on a scale against a number of 'conflict descriptions' as illustrated in the table below. Note, these are not hard and fast descriptions - some low-scale conflicts could involve groups and vice-versa.

Table 1 Conflict Description

Conflict Description	Low-scale	High-scale
Scope:	Individuals	Groups
Severity (consequences):	Minor (e.g. uncomfortable feelings)	Serious (e.g. violence / murder)
Period:	Short (e.g. minutes)	Long (e.g. years / decades)
Resolution:	Easy	Difficult

Key Terms

Low-scale conflict:

A conflict where, overall, the conflict descriptions are low in scale and the consequences are minor

High-scale conflict:

A conflict where, overall, the conflict descriptions are high in scale or where the consequences of the conflict are serious, such as the use of violence

Overall, a conflict may be described as **low-scale** or **high-scale** depending on how the characteristics of the conflict are distributed across the conflict description table.

However, this is not always straightforward as a conflict might score high on some characteristics and low on others. For example, a conflict involving large groups of people might nevertheless be described as low-scale, if it is easily resolved and does not carry serious consequences. For instance, a short-term dispute over the precise boundary of fishing rights between two friendly countries. On the other hand, a conflict might be described as high-scale even if it is very short in length, if the consequences are very serious. For example, one country shooting down a fighter plane belonging to another country in neutral airspace.

If the consequences of a conflict are very serious, it will almost always be considered a high-scale conflict, even if the other descriptions are at the lower end. Acts of violence are always serious and so are high-scale conflicts.

Despite not being very precise, the distinction between low-scale and high-scale can be a useful way to categorise conflicts.



Checkpoint *A mother and daughter discuss what to eat for lunch. They both want different things, and this causes some tension. However, after a brief discussion they happily agree, recognising that there are plenty of other lunch opportunities coming. Is this a low-scale or high-scale conflict? Explain.*



- Acts of violence are always high-scale conflicts.

Thinking Task



A Personal Conflict 2

Think again of the conflict that you have been personally involved with. How would you describe the conflict using the above table?

The Scope-Severity Paradox

Joseph Stalin, one of the most murderous dictators in history, once claimed, 'A single death is a tragedy, but a million deaths is a statistic.'

It has been observed that humans are more emotionally moved by less serious tragedies involving individuals, than they are by more serious tragedies involving thousands or hundreds of thousands of victims. They are more likely to show concern and actively help if an individual is suffering than if lots of people are suffering. This tendency is called **the scope-severity paradox**.

Key Terms

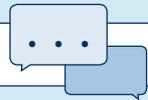
The scope-severity paradox: The illogical tendency to judge harmful events as less serious if they involve a very large amount of people



■ Joseph Stalin (1878–1953)

This sounds absurd, but the idea has received lots of support from studies in psychology looking at how people actually tend to behave in these situations. The scope-severity paradox could have very important moral implications.

Discussion Point



The Scope-Severity Paradox

- Why might people be more moved, emotionally, by individual cases than cases involving large numbers of people?
- Would you be more motivated to donate 100 AED to help one upset friend or to use the same money to help a dozen starving children in Africa? Why?

Psychological Factors

It is worth noting that two conflicts may be very similar due to the ‘factual’ reasons causing them, but the scale of the conflict may be very different due to the other ‘psychological’ reasons involved.

For example, suppose Zahra and Mona have a conflict over exactly the same thing as Faten and Amira. Zahra and Mona may not get particularly upset, and speak to each other with calmness and respect. The conflict lasts for only a few minutes and they come to a straightforward solution that they are both comfortable with. However, Faten and Amira react very differently to the conflict. They shout at each other aggressively, the conflict goes on for several days and they find it very hard to agree on an acceptable solution to their conflict.

Discussion Point

What may explain the differences between how Zara and Mona have reacted, compared with Faten and Amira?

Are Conflicts Always Bad?

Most people do not seek conflict. However, this does not necessarily mean that conflict is always a bad thing. This is important to remember, given that conflict is an inevitable part of life. Indeed, sometimes low-scale conflict, if managed well, could have some benefits.

“ Situations change from time to time. A friend may become an enemy and an enemy a friend. Life is inconsistent and ever changing. So are health and weather. We must therefore be prepared for the unexpected changes coming our way. ”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



Able individuals who do not use their intellectual and mental abilities, and do not harness them the way Allah Almighty intended for us, will only face disease, mental and social problems.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



Action Task

The Possible Benefits of Conflict

Identify three reasons why conflict (low-scale) might have some benefits?

- 1 _____
- 2 _____
- 3 _____

Key Terms

Escalation: When a conflict moves from the lower end of the conflict description scale to the higher end

De-escalation: When a conflict moves from the higher end of the conflict description scale to the lower end

Escalation and De-escalation

While it may not be possible or desirable to avoid all low-scale conflicts, high-scale conflicts are almost always bad and should be avoided. In these cases, it would have been far better for everyone involved if the conflict had been resolved while it was still a low-scale conflict. This leads us to an important distinction about the way that a conflict might unfold.

A conflict might start as a low-scale conflict and then, because of the way that it is being handled, it may worsen to become a high-scale conflict. This is called **escalation**. Conversely, a high-scale conflict, if handled well, may become a low-scale conflict. This is called **de-escalation**. A conflict may move up and down the conflict scale over time (although continuing over time is itself a form of escalation!).

A key goal in dealing with any conflict is to avoid escalation and to promote de-escalation.

 **Checkpoint** Explain the difference between escalation and scale when describing conflicts.

Thinking Task



A Personal Conflict 3

Think back to the personal conflict you identified previously. Did the conflict escalate or de-escalate? Why or why not?

Resolving Conflicts

As we have seen, an immediate goal when faced with a conflict is to avoid escalation and to promote de-escalation. However, what is really needed is to achieve a **resolution** to the conflict. Resolution occurs when the conflict is 'solved' so that the people involved have no sense of conflict any more. The absence of conflict is a state of **peace**. So, the ultimate goal is to achieve and to remain in a state of peace.

Being able to resolve conflicts is a vitally important skill. This is not just because conflict can lead to serious consequences. Even with low-scale conflicts, poor conflict management can lead to a higher production of the stress hormone cortisol, and cause hardening of the arteries, leading to increased risk of heart attacks and high blood pressure. Learning to take a constructive approach to dealing with conflict is therefore an important way to improve your well-being, your relationships and the quality of your studies and your work.

Key Terms

Resolution: When a conflict has de-escalated to the point that the conflict has ended

Peace: The continued absence of conflict

However, this is not a skill that everyone is equally good at and some people may find it harder to develop these skills than others. Developing these skills requires knowledge about conflict resolution techniques, self-awareness, practice and a thorough commitment to seeking peace.

Different people may adopt a different style of conflict resolution, based on where they tend to strike the balance between considering their own needs and the needs of others. These are called **conflict resolution styles**. It is useful to be aware of the style that you are prone to take when faced with a conflict and to recognise what styles other people tend to adopt. The table below describes the different conflict resolution styles, identifies typical outcomes that these produce and suggests a benefit and disadvantage of each style.

Key Terms

Conflict Resolution Styles: The types of approach that can be taken when trying to resolve a conflict

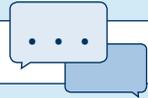


■ Getting angry can lead to more than just unnecessary conflict. It can affect your long-term health.

Table 2 Conflict Resolution Styles

Conflict Resolution Style	Description	Typical Outcome (Side1/Side2)	Benefit	Disadvantage
Competitive	Does not give way. Uses their power or authority to their advantage.	Win/Lose	May be useful when an urgent decision has to be made or when the other side is trying to be exploitative.	Can leave people feeling resentful and bullied. Conflict may easily resurface later.
Collaborative	Tries to find a solution that benefits everybody. Very cooperative.	Win/Win	Can provide the best solution for everybody, bringing about lasting peace.	It can be very difficult to find a solution that everybody gains from.
Compromising	Everyone is expected to give up something to resolve the conflict.	Somewhere between Lose/Lose and Win/Win	Can provide the next best solution, so long as it is agreed that peace is better than conflict.	One side may be left feeling that they have compromised more than the other.
Accommodating	One side gives in to the other side, sacrificing their own needs or preferences.	Lose/Win	May be useful in circumstances where the conflict is trivial or where it matters much more to one side.	Can lead to one side being taken advantage of and feeling resentful.
Avoiding	Avoids conflict (even low-scale) whenever possible. Afraid to hurt other people's feelings at all costs.	Lose/Lose	May be appropriate if a proper solution is absolutely impossible or if the conflict is extremely trivial.	This is rarely a good strategy as it often leads to bigger conflicts in the long-term as issues are not dealt with.

Discussion Point



Conflict Resolution Styles

- Which conflict style do you tend to take when faced with a conflict?
- Taking each style in turn, can you think of someone you know who fits each style?
- Which conflict style should people aim to operate in? Why?

Self-Assessment Questions



1. In a restaurant a man gets into an argument with a waiter and pushes him away, leading to the waiter falling over. Is this a low-scale or high-scale conflict? Why?
2. Why are the 'facts' about a conflict insufficient by themselves in explaining the scale of the conflict?
3. Majed has a conflict with Kadin. He thinks that the conflict is over something very small so, despite losing out, he lets Kadin get his way. What conflict resolution style is Majed adopting?

LESSON 2

How Can We Make Conflict Resolution Work?

Learning Objectives



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

- ▶ Outline the five-step process for resolving conflict.
- ▶ Describe the role of mediation and/or arbitration in the resolution of conflict.
- ▶ Identify at least one barrier to the resolution of conflict and suggest a way of overcoming this.

INTRODUCTION

In the previous lesson, we explored what conflict is, why it happens, and approaches that can be taken when trying to resolve conflicts. In this lesson, we will look at specific steps that can be taken to resolve conflicts. We will also identify some common obstacles to the resolution of conflicts and suggest ways that these can be overcome. Included in this will be reference to organisations and structures within the UAE designed for this purpose.

Key Terms

Collaborative: A cooperative style of conflict resolution that attempts to find a solution that benefits everyone

The Interest-Based Relational (IBR) Approach:

An approach to conflict resolution that prioritises the preserving of a good relationship between the parties involved

The Interest-Based Relational Approach

Normally, the ideal conflict resolution style is the **collaborative** one, as this is the style of conflict that is most likely to establish a lasting peace. However, this style can only be maintained if the participants of a conflict are committed to treating the other side with mutual understanding and respect.

To encourage each participant to adopt the collaborative style, **The Interest-Based Relational (IBR) Approach** suggests focusing on the 'interests' or 'wants' that each side has, rather than on any negative perception of the people involved. This helps to preserve good relationships and encourage collaboration. A number of rules to follow when resolving a conflict are suggested by this approach, which include:

- **Make sure that good relationships are the first priority** Always treat the other person with respect and expect this from them too. Remain calm and courteous throughout any discussion. Always try and be constructive.
- **Keep people and problems separate** Recognise that, in most conflicts, the other person is not trying to be difficult just to be annoying. There are usually genuine differences of view that have caused the conflict. The focus of any discussions should be on the underlying problem, not on the people involved. By distinguishing the problem from the person involved, there is less chance of further harm being done to the relationship and the real underlying issue can be addressed.
- **Listen carefully to the interests of the other side** You must try to fully understand why the person is adopting their position and what their point of view really is. It usually helps to try and listen first to the other person, to make sure that you have understood them properly, *before* presenting your own point of view. (It is worth recalling the work done on listening in unit 3 in Grade 10).

The idea is that, by following these rules during a conflict, personal relationships will not deteriorate, and the conflict will not escalate or become aggressive. This will provide the best opportunity for a peaceful solution to the conflict to be found that benefits everybody collaboratively.



Checkpoint *If someone was to ask you why the Interest-Based Relational Approach is called that, what would you say?*

A Five-step Conflict Resolution Process

Drawing on these ideas, an effective five-step process for resolving conflicts has been developed. When a dispute arises, a choice needs to be made: either engage in continued conflict or resolve the dispute. By having a clear framework for resolving conflicts, it should be much easier to go down the path of resolution.

The resolution process is summarised in these five steps:

1. Both sides to agree to the rules of the IBR approach, adopting a collaborative conflict resolution style.
2. Each side explains their point of view to the other, with each side listening carefully to the other.
3. Both sides agree on exactly what the conflict is about and what the relevant observable facts are.
4. Options for resolving the conflict are explored together by both sides. It is important that both sides are open to considering new ideas.
5. A solution to the conflict is negotiated and agreed.



- When a dispute arises, there is a choice between continued conflict and resolution.

Thinking Task



A Personal Conflict 4

Thinking back to the personal conflict you identified during the previous lesson, did you manage to complete any of the stages described here?

Action Task



The Sports Centre 1

Let's apply the five-step process to a very low-scale conflict to see how it might work in practice.

Maitha and Shamma are friends who want to go to the sports centre together. However, a dispute has arisen because Maitha wants to play table tennis while Shamma wants to play badminton. Maitha is sure that last time it was Shamma who decided what to play, and thinks that it is unfair that Shamma is not letting her choose this time around. Shamma can't remember that being the case and thinks that Maitha is just trying to force her choice on them. They decide to use the five-step conflict resolution process to solve the dispute.

Explain what might happen, at each of the five stages, by writing a dialogue between Maitha and Shamma.



Stage 1:

Maitha, " _____ "
_____ "

Shamma, " _____ "
_____ "

Stage 2:

Maitha, " _____ "
_____ "

Shamma, " _____ "
_____ "

Stage 3:

Maitha, " _____ "
_____ "

Shamma, " _____ "
_____ "

Stage 4:

Maitha, " _____ "
_____ "

Shamma, " _____ "
_____ "

Stage 5:

Maitha, " _____ "
_____ "

Shamma, " _____ "
_____ "

Mediation

Sometimes it is very useful for this process to be managed by an outside 'third party' who is neutral in the conflict. This is called **mediation** and the neutral party managing the process is called the **mediator**.

The use of a mediator is particularly useful when there are very negative feelings between the sides of a conflict or where there is already a history of unsuccessfully resolved conflicts between them. A skilled mediator will support the five-step resolution process to take place in a sensitive and appropriate manner, preventing escalation of the conflict and encouraging a solution to eventually be found.

Mediators can also be very useful in helping to identify the reasons why a conflict occurred in the first place and making suggestions as to how this could be prevented in future. They can also help to establish resolution procedures before any new conflicts arise, to ensure that they are resolved quickly when they do.

Key Terms

Mediation: The involvement of a neutral third party to help manage the conflict resolution process

Mediator: The neutral third party who is assisting in a conflict resolution process

Thinking Task



A Personal Conflict 5

Thinking back to the personal conflict you previously identified, was there someone who could have intervened as a mediator?



■ A mediator works between individuals or groups to help in the resolution of disputes.

Barriers to Resolving Conflicts

People are prone to thinking and feeling in ways that can act as barriers or obstacles to the resolution of conflicts or can cause conflicts to escalate. These are both problems of human psychology and weaknesses in critical thinking skills. Being aware of these tendencies and trying to avoid them is therefore very important in coming to peaceful resolutions of conflict. We will explore three of the key common barriers and suggest techniques for overcoming them.

Key Terms

Confirmation Bias:

The tendency to seek or interpret evidence in a way that favours existing beliefs

Confirmation Bias This is the tendency to look for evidence that favours beliefs that you already hold, rather than look for evidence that goes against them. Also, when presented with evidence that could be interpreted in different ways, it is the tendency to interpret evidence in a way that favours pre-existing beliefs.

This tendency can be very damaging for conflict resolution as it encourages each side of the conflict to become more polarised in their views. They become less likely to agree on what the objective facts are and become more certain that they are right and that the opposing side is wrong. This strongly works against attempts at collaboration.

To overcome this, it is important to recognise that all human beings are prone to this tendency. This includes *yourself*, not just the people on the other side of the conflict!

- Firstly, actively try and find evidence that might go against your own view, rather than just collect evidence in favour of your view.

- Then, when considering evidence in favour of your own side, remind yourself that you may be over-exaggerating the degree to which the evidence supports your side. Imagine that the opposing side was offering exactly the same evidence for their position. Would you accept their argument with the same degree of conviction?
- Finally, be prepared to publicly admit when you are mistaken and see this not as a weakness but as a sign of strength, as it demonstrates that you are committed to the truth.

Research Task



One of the hopes for the Internet was that it would enable people to overcome confirmation bias by having access to much more information. However, some people argue that the opposite has happened!

This is because we now have access to vast networks of like-minded people online and so can spend all of our online time with people who share our views. Additionally, search engines use computer algorithms to return searches based on information about the user, such as location and previous searches. Examples of this include Google's personalised search results and Facebook's personalised news-stream. This means that it is easy to end up in intellectual isolation with little exposure to different views, creating a skewed sense of how much the evidence supports your own views.

Research this phenomenon further and what actions can be taken to overcome the problem. As part of this research you could carry out an experiment with friends, by entering the same search term into a search engine and comparing your results. (In one famous experiment of this type, the search term 'Egypt' was used.)



- Comparing search results. Are there any differences between the results given by a search engine between you and your friends if you each type in the same search request? If so, why do you think this is the case?

Key Terms

The Attribution Error

Error: The tendency to attribute bad motives to the other person in a conflict

The Attribution Error When we behave in a way that is not appropriate, we tend to explain this as being due to outside circumstances, so it is not *our* fault. However, when others behave inappropriately, we tend to interpret this as being caused by the bad character or bad motivation of the other person, so it is *their* fault. We ‘attribute’ the bad behaviour to the other person’s character or motivation. For example, if someone is walking in a hurry and pushes past you in the shopping mall, you may be tempted to think of them as a selfish person who is rude. However, if you did the same thing, you may be tempted to explain it in a different way because you have a legitimate reason to be in a hurry.

This tendency to misinterpret the motivations of the people you are in conflict with, makes the conflict much harder to resolve. Relationships can quickly break down with an increasing sense of mistrust between both sides. People can then quickly shift from a collaborative style to a more competitive style, which can be counter-productive.

One of the best ways to overcome this barrier is to imagine that you were in exactly the same position as the other person in the conflict. How would you behave? Also, before rushing to conclude that the other person has bad motives, try and find external factors that might explain why they are behaving like that. Most importantly, go to great lengths to listen to them for their explanation as to why they are behaving in the way that they are. (Again, recall the work you did in unit 3 of Grade 10 on listening skills to help you.)

Action Task



The Sports Centre 2

Thinking back to the sports centre activity we looked at previously, what motives might Maitha and Shamma be tempted to attribute to each other when the conflict began?

Maitha might attribute to Shamma: _____

Shamma might attribute to Maitha: _____

Impatience Resolving conflicts often takes much longer than is desired or expected by either side. It is tempting to be unrealistic in making initial judgements about how long a conflict should last. This is often based on an overconfidence about how 'obvious' it is that your own side is correct.

This can be incredibly damaging because frustration with progress in resolving the conflict can lead people to adopt more aggressive tactics and a more competitive resolution style. The anger that results can create a vicious circle of attack and counter-attack, escalating the conflict further.



- At times progress will be made and at other times it will seem as though it isn't.

Overcoming this barrier requires developing a particular mindset at the outset of a conflict. Firstly, is it important to accept that the other side is very unlikely to be immediately convinced that they are in the wrong, no matter how obvious it is to you that they are. It normally takes time to resolve conflicts and it is unlikely to be a totally smooth process. Expect it to be hard work. At times progress will be made and at other times it will seem as though it isn't. Secondly, you must be absolutely committed to a peaceful resolution. This will foster a sense of resilience and perseverance with the IBR rules, even when progress is going much slower than desired or expected.

As mentioned previously, it can be very useful sometimes to get a third party involved in the resolution of conflict. A trusted mediator can help parties to steer away from these barriers.



Checkpoint *Suppose you are having a disagreement with somebody, and somebody else gets involved. They claim that the person you are disagreeing with is probably right, and they start to offer evidence as to why that is. You might be tempted to get very frustrated by this, think that they are probably just trying to support their friend or to annoy you, and that their argument probably isn't very good anyway. How could confirmation bias, the attribution error and impatience, explain your reaction?*

The UAE as a Peaceful Society

At its foundation, the UAE placed central importance on the value of peaceful conflict resolution. In the 2005 *UAE Yearbook*, in a special tribute to the founding president of the UAE, Sheikh Zayed Bin Sultan Al Nahyan (May Allah have mercy upon his soul), France's then President, Jacques Chirac, is said to have described Sheikh Zayed as, 'a man of peace and vision'. In a message to His Highness, Sheikh Khalifa bin Zayed Al Nahyan (May Allah protect him), current President of the UAE, he added,

'The work accomplished by Sheikh Zayed is huge . . . he kept promoting the virtues of compromise, reason and dialogue in a region troubled by crises and conflicts. His name will remain closely associated with the cause of peace and development in the Middle East to which he devoted his life.'

(Source: https://archive.org/details/bub_gb_75VA3rU2sVQC)

In peaceful societies, like the United Arab Emirates (UAE), there should be no reason why individual personal conflicts should ever escalate to violence. Most individual conflicts ought to be manageable through a collaborative conflict resolution process between the sides involved. Usually the sides involved in a conflict can manage this process themselves. However, sometimes it will be preferable to involve a third-party mediator. In informal conflicts, this could be arranged by the individuals involved in the conflict. For example, at school you could ask for a teacher or another responsible student to mediate. In a family dispute, you could ask a family friend to help.

For more formal conflicts, the judicial system of the UAE provides a mechanism for conflict resolution and for securing justice through peaceful means. The UAE judicial system includes local courts within each Emirate, federal courts which can deal with issues across the Emirates and a Supreme Court based at Abu Dhabi.



■ The UAE legal system provides a mechanism for resolving domestic conflicts through peaceful means.

Key Terms

Alternative Dispute Resolution (ADR): A process of resolving disputes outside of the formal court system

Arbitration: A form of ADR process, where the parties in a dispute agree to be bound by the ruling of an independent organisation on how to settle the dispute

Outside of the court system, **Alternative Dispute Resolution (ADR)** processes are available. These provide a means for individuals and businesses in the UAE to resolve disputes without going through the court system. One of these processes is **Arbitration**, where an independent organisation outside of the formal court system is empowered by the parties involved in the dispute to provide a resolution. For example, the Dubai International Arbitration Centre provides arbitration services for regional and international business communities.

The Benefits of Arbitration There are some important advantages of resolving conflicts through arbitration, rather than through the court system. Firstly, the arbitration process is normally faster, meaning that the conflict is resolved sooner. Secondly, arbitration is often cheaper than the legal fees involved in court proceedings. Thirdly, arbitration helps to build and maintain improved relationships between the parties of a dispute.

Other organisations and services provide opportunities for mediation. Within the Family Court, The Family Guidance Department is where all divorce applications are first processed. Professional mediators will work to try and resolve the issues between couples and family members amicably. This is a *compulsory* first stage in divorce proceedings in the UAE.

A fair and active legal system plays a crucial contribution in ensuring that individual conflicts can be resolved peacefully. The UAE is currently one of the safest countries in the world. Additionally, the UAE 2021 National Agenda includes, as one of its stated aims, to make the UAE *'the safest place in the world, by implementing the rule of law and principles of equity and justice, where citizens, residents and visitors feel safe and encouraged to claim their rights and prosper in their lives.'*

(Source: <https://government.ae/en/information-and-services/justice-safety-and-the-law/justice-and-vision-2021>)

The Use of Violence

So far, we have seen how individual or small-scale conflicts can be resolved through peaceful means, either informally through conflict resolution processes or formally through the judicial system. Consequently, there is almost never a justification for the use of violence in the resolution of conflicts. There *can* be rare exceptions. According to UAE law, using violence for self-defence can sometimes be a legitimate right. However, this is only in extreme cases where an immediate danger is faced, there is no other reasonable option and the amount of force used is proportionate. For example, if someone was attacked by a thief during an attempted robbery and there was no other option than to use force to defend themselves, this *could* be permissible.

Research Task

Use a search engine to access the UAE Penal Code. It should be available as a PDF. Type in the words “UAE Penal Code” into the search engine.

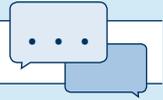
Find Article 56 in the Code and note down one example of lawful self-defence for each of the four conditions in the Article.

One of the complexities in using self-defence as a justification for violence is that it may depend on why you are being attacked in the first place.

“*Raise your thoughts, not your fists.*”

Matshona Dhlwayo, author

Discussion Point



An argument breaks out between two people in the street. One of the people begins to become very aggressive. Under what circumstances, if any, would the other person be justified in using violence to defend themselves against such aggression?

Self-Assessment Questions



1. A friend of yours is very angry because they have just had an argument with a member of their family. What is the first piece of advice you would give them?
2. You get into a debate with another student about a topic you care about. They disagree with you and offer some strong arguments against your view, shaking your confidence about being right. However, after discussing this later with your usual friends, you feel very confident you must be right after all. What might explain the change in your confidence?
3. A company has a dispute with another company and suggests taking the other company to court. Why would you recommend that both companies consider arbitration first?

LESSON 3

What is War and What are the Causes of War?

Learning Objectives



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

- ▶ Explain the distinction between Inter-State and Intra-State wars.
- ▶ Identify at least four of the main causes of war.

INTRODUCTION

So far, we have been focusing on conflicts between individuals or between small numbers of individuals within a country. Of course, not all conflict is small in scope. Sometimes conflicts can be very large, such as civil conflicts within countries, conflicts between countries and even conflicts between groups of countries. At the most extreme end of this spectrum would be World Wars. In this lesson, we will examine the nature and causes of war.



- War is a disturbing feature of human history.

Key Terms

Inter-State wars:

Wars that are between countries

Intra-State wars:

Wars that occur within countries

War

For almost all of human history there have been wars occurring somewhere in the world. In some respects, the world has been surprisingly peaceful since the end of the Second World War, as there have been fewer wars *between* countries (sometimes called **Inter-State wars**). However, there have been many wars *within* states (sometimes called **Intra-State wars**). These Intra-State wars are the most common form of war in modern times.

It is estimated that in World War Two, the deadliest war of all, approximately 70 million people were killed. This does not take into account all of the other devastating and long-lasting consequences that war brings to families and to societies. Since World War Two, most wars that have occurred have been civil wars, or civil wars with foreign interventions, although there have also been some notable wars between countries. However, with the advent of nuclear missiles, arguably the risks involved for international wars are now even greater.



Checkpoint Was World War Two an Inter-State or an Intra-State war? Explain.

The Main Causes of War

Given that wars have occurred since the beginning of human history, it is important to understand some of the reasons why this may be. In very early human history, wars tended to be in the form of tribal raids. One reason for these raids would be that a tribe wanted to capture the resources of another (not just goods but also, for example, slaves). Another reason would be to make a 'pre-emptive' attack. This is when, because you fear being attacked by the other side, you attack them first. With the development of Nation-States (political countries), the main causes of war changed.

There are many different causes of war (both within and between countries), however, the main causes can largely be classified under the following ten headings:

- 1. Land** Disputes over the ownership of territory have historically been common causes of war. Territory is also sometimes desired to create a protection zone between two countries.
- 2. Economics/Resources** The resources and wealth of one country might be sought after by another. This is especially so if a country has been badly impacted by local or global economic problems. In the past, the resources likely to be sought after would be valuable materials such as gold, or livestock. In the post-industrial age, the resources that are sought after are more likely to be those used in manufacturing, like oil or minerals. Within a country, economic problems can lead to civil unrest and potentially to civil war.
- 3. Ideology, Politics and Power** If one group holds particularly strong beliefs about how society should be structured (ideologies) it may try and enforce those on other people or neighbouring countries. Revolutions within a country can be started when large sections of the population fundamentally disagree with the way that their country is being run. Civil wars are often triggered by competition between groups for ruling power.
- 4. Empire Building** Countries that want to expand their influence in the world may try and conquer or colonise other countries to build an empire.

Key Terms

Ideology: The ideas and beliefs of an individual or society which form the basis of economic or political theory.

- 5. Cultural and Religious Differences** A lack of tolerance for different cultural and religious beliefs can result in tensions between groups that can escalate to violence.
- 6. Nationalism and Ethnicity** Nationalists may want to prove the superiority of their country or race by invading others. Tensions between ethnic groups within a country, especially if there is an imbalance of power, can lead to civil wars. Sometimes ethnic groups may create civil wars to set up their own independent states.
- 7. Defence/pre-emption** Conflict might be started in anticipation of a future attack from the other side or to limit their ability to cause damage in case they did attack.
- 8. Proxy Wars** These are wars that are fought by a country indirectly by supporting a side in another conflict, maybe through financial or military aid, in the belief that it will benefit its own country or harm another enemy.
- 9. Revenge** Conflict might be started on the grounds that it is revenge for a past wrong committed by the other side. This can easily lead to countries engaging in a continuous and indefinite cycle of revenge attacks.
- 10. Justice** Some wars are started to correct a perceived injustice or to secure freedom.



- Disputes over the ownership of territory have historically been a common cause of war.

“ Many countries go to war and then towards reconciliation. The history of mankind is full of stories of wars between people and states that have come together after fighting for long. Why can't Arabs be like them? ”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Thinking Task



Can you think of some examples where countries or people which have been at war manage to reconcile their differences and live in peace?

 **Checkpoint** Country A has an enemy, country B. Country C is at war with country D. Country C is an ally of country B, whereas country D is not. Country A secretly provides financial assistance to country D, to help them fight against country C. What is the name of the kind of war that A is engaged in?

Thinking Task



Think of a war that you know about. Which of the ten causes apply to that war?

Most conflicts and wars are caused by a combination of these factors. Sometimes it may be obvious what the cause of a war is, but often it can be very hard to identify which causes are the most significant. Sometimes the publicly stated aims of war might be hiding the true causes.

When considering wars from a long time ago it is worth remembering that often it was the winners of the war who got to write the history of the war. This means that a balanced view of the causes and the nature of the war is unlikely to be readily available in the historical record. Even in present-day wars, the prevalence of journalists and social media does not guarantee easy access to the 'truth'. The different sides of a war often have a vested interest to present the truth in a way that favours their side. A strong use of critical thinking skills is needed when assessing the 'facts' about any given war.

Research Task



Conduct research into the causes of other wars. Be careful in your use of sources to ensure that you are not using information that is propagandist. Try to be as objective as possible.



■ The first ever dropping of an aircraft bomb occurred during the Italo-Turkish war.

The Italo-Turkish War

From September 1911 to October 1912, Italy fought a war in Libya with Turkey. As a result, Italy captured the northern coastal region of Libya, including the city of Tripoli. The war is famous for being the first instance of the dropping of a bomb by an aircraft, a major technological innovation for the time.

Italy became a united country only in 1861. The Italians wanted an empire. They had conquered land in East Africa by 1890 and were competing with France in their colonial ambitions for North

Africa. Italy believed that it had legitimate claims to Libya as a result of Turkey's defeat during the Russo-Turkish war of 1877–78. Additionally, Libya was thought of as a place rich in minerals.

The Ottoman government refused to comply with Italy's demands and Italy declared war in September 1911. After much fighting, a peace deal was signed in October 1912 and the Ottomans withdrew their military force from the area. There were approximately 20 000 casualties of the war.

Action Task



Identify what the main causes of this war are likely to have been:

The Ragamuffin War

One of the southern states of Brazil, Rio Grande do Sul, operated a different economic model than the rest of the country. It traded its main produce, salted beef, mostly with other Brazilian states, rather than outside countries. However, the other states of Brazil charged high taxes on Rio Grande do Sul for this trade, despite not doing so with the outside countries that they traded with. The economy of Rio Grande do Sul was suffering greatly as a result.

Because of the perceived unfair treatment, rebels in the state of Rio Grande do Sul began an uprising and captured the main city of the area, Porto Alegre in September 1835. The rebels were called 'ragamuffins' because of the ragged leather clothes that they wore. Their goal was to create an independent republic. 'The Ragamuffin War' between the rebels and the Brazilian military continued until March 1845. A peace agreement was reached on 1 March 1845, with Rio Grande do Sul continuing to be a state of Brazil. There were approximately 20 000 casualties of the war.

Action Task



Identify what the main causes of this war are likely to have been:

The Khmer Rouge



■ Skulls of Khmer Rouge victims at killing fields memorial, Cambodia.

The Khmer Rouge was the ruling party in Cambodia from 1975 to 1979, led by Pol Pot. The Khmer Rouge believed in the ideology of an 'agrarian utopia', where there are no cities or the need for money, and all people live self-sufficiently in rural farmland communities.

The Khmer Rouge fought a civil war to gain power over Cambodia, taking control of the country in 1975. Once in power, Pol Pot forcibly emptied the cities, abolished private property, money and religion, and sent people to work on farms. The Khmer Rouge executed anyone who they thought were potential opponents. They also committed genocide against minority ethnic groups and religious groups.

The Khmer Rouge's rule ended in 1979 when Vietnam invaded Cambodia. During the rule of the Khmer Rouge, up to two million people are thought to have died, either through execution, torture, starvation or exhaustion from forced labour. This was approximately 25% of the total population.

Action Task



Identify what the main causes of this war are likely to have been:

Other Causes of War

It has been suggested that, in the future, climate change might be a significant causal influence on war due to its potential influence on available resources, particularly of water and food.

Discussion Point

- How serious a threat is climate change as a potential cause of war?
- How could this threat be reduced?

In addition to the main causes of war, it also should be remembered that sometimes very minor incidents can quickly escalate into an international crisis.



- Could climate change be a cause of future wars?

The War of the Stray Dog

In 1925 a Greek soldier, who was stationed on the border with Bulgaria, was chasing his dog which was running away from him. Unfortunately, the dog, being unaware of political boundaries, ran across the borderline into Bulgaria. The Greek soldier ran after the dog across the border. A guard on the Bulgarian side of the border shot the Greek

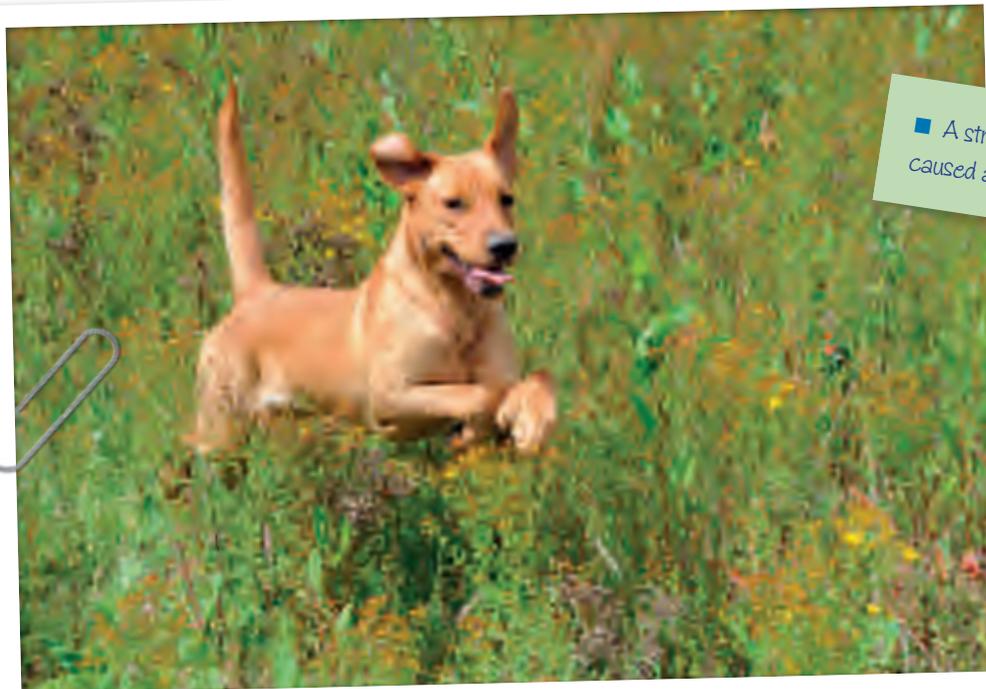
soldier. In response, the Greek army invaded Bulgaria, occupied several villages and prepared to commence an attack on the Bulgarian town of Petrich.

The League of Nations (an early form of the United Nations) intervened and negotiated a ceasefire between the two nations. However, by that time over 50 people, mainly civilians, had been killed.

Self-Assessment Questions



1. Explain, with examples, the difference between Inter-State and Intra-State wars.
2. Identify a war where ideology was its main cause.
3. Explain two difficulties in identifying what the causes of war are.



■ A stray dog caused a war.

LESSON 4

Is there Such a Thing as a 'Just War'?

Learning Objectives



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

- ▶ State the seven conditions for a just war, as described by just war theory.
- ▶ Describe, with an example, at least one complication of using just war theory.

INTRODUCTION

In the previous lesson, we considered some of the causes for war. The last of the ten main causes of war we identified was 'justice'. Wars are incredibly serious (high-scale), so it is crucial that a proper moral justification is available before a country engages in war. This raises a couple of extremely important questions. Under what circumstances would a war be justified? If a war is justifiable, how should it be conducted? In this lesson, we will explore a framework for evaluating the morality, or justice, of war.

Thinking Task



It is worth giving some initial thought to this before continuing to read this lesson. What ideas do you have about when, if ever, wars are justified?

Just War Theory

The tradition of thinking about the circumstances that would morally justify war and what the rules of warfare should be, are as old as warfare itself. Early written records of fighting demonstrate that some moral considerations have often been used by warring parties to limit either the scope or the severity of the conflict, or to discourage unnecessary escalation. Consideration was often given to how to treat prisoners and people not directly involved in the combat, such as women and children. Some ways of fighting were considered to be more 'honourable' than others, though cultural influences often heavily influenced what was understood by 'honourable'.



- The ethics of warfare have been discussed since early historical records.

Key Terms

Just war theory: A framework that specifies a set of conditions that must be met before a war to be considered justified

Jus in bellum: Within just war theory, the conditions that must be met before a country is justified in going to war

Jus in bello: Within just war theory, the conditions that must be met for a war to be conducted in a just way

This thinking about the ethics of war developed into a framework called, '**just war theory**'. Within this framework, there are very specific conditions that must be met before it is justified for a country to go to war (this is often referred to using the Latin phrase '**Jus in bellum**'). If all of these conditions are met, it does not mean that war is a 'good' thing, but only that the war may be morally permissible. Additionally, there are strict conditions as to how the war must be conducted to be a just war (referred to as '**Jus in bello**'). The just war theory conditions are as follows:

- 1. Lawfully Declared** The war must be fought by a legally recognised authority, e.g. a government.
- 2. Just Cause** The cause of the war must be just.
- 3. Rightful Intention** The war must be fought with the intention of establishing good or correcting evil.
- 4. Chance of Success** There must be a reasonable chance of success.
- 5. Last Resort** The war must be the last resort (after all diplomatic negotiations have been tried and failed).
- 6. Proportion** Only sufficient force must be used.
- 7. Discrimination** Civilians and other non-combatants must not be targeted.



- One of the arguments for a just war is that there must be a reasonable chance of success.

By setting out strict conditions under which using military force is justified, just war theory seeks to demonstrate that violence is, in fact, rarely justified. Because of this, countries should always seek other, non-violent ways to resolve their conflicts. Also, even if it is morally permissible to use force, wars will not be justified if they are conducted in an unethical way.

Although these conditions are designed to apply at the level of the country and not to individuals, an individual may use just war theory as a framework for discussing and assessing historical, current and potential wars.

Let us now consider each of the just war theory conditions in more detail.

Lawfully Declared This rule places a considerable restriction on who or what groups can legitimately start a war. Only the legal government of a state has the authority to make declarations of war. For example, it would not be ethical for a group of rebels to try and overthrow their local government under this criterion. Additionally, it would not normally be acceptable to take pre-emptive action *before* a war is declared.

Just Cause Before military force can be used, a country must have a just cause to do so. Normally, this is to correct a wrong that is occurring or has occurred. Self-defence against an invasion might be a good example. The action does not have to be in defence of oneself, it could be to protect other innocent people who are being attacked or who are experiencing very serious human rights violations.

Rightful Intention The motive behind using force must be right. This ties in with the just cause criterion. However, even if there is a just cause, the actual motive for using force must be for *that* reason. The just cause can't be used to defend military action if the true motive is something else, for example, a desire to expand territorial claims, revenge for past wrongs, hatred of the enemy or seeking national glory.



Gulf nations shall not rest until Kuwait returns to its people as it used to.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



Checkpoint *Can you think of an example where an individual might do something that seems to be good, but their motives are actually bad.*

Chance of Success There needs to be a reasonable chance of the war being successful. This condition is important because the ‘cost of war’ in terms of the loss of human life and human suffering is so great. It would therefore be wrong for a country to sacrifice the lives of its people in a war if there was little chance of the war actually being successful. One of the reasons for forming alliances with other countries during a war is to make the chance of success more likely. When using this criterion, it is important to be clear about what it actually means for the war to be successful.

Last Resort Given the incredible cost of war on human lives, a war can only be justified if it is the very last resort. Every other non-violent alternative that could be taken needs to be fully pursued before taking military action.



■ The threat of nuclear weapons makes the criterion of proportionality even more relevant today.

Proportion The aim of military force must be in proportion to the just cause. It would be wrong to have a military objective that is not necessary given the nature of the conflict. For example, it would be wrong to conquer an entire country on the basis that it invaded a very small area of another country's land. Any force used must be in proportion. For example, it would not be justified to kill a great many enemy soldiers, just because you could. Furthermore, overall the war has to be worthwhile. There is little point engaging in a war that will cause more long-term suffering than it would prevent.

Modern weapons technology has made this criterion especially relevant today. One reason for this is because some countries are far more developed than others in their military technology, so military conflicts are not necessarily fought evenly (this is called 'asymmetric warfare'). Also, in some cases modern weapons of mass destruction are available, such as biological, chemical and nuclear weapons.

Discrimination A discrimination needs to be made between combatants and non-combatants. The only legitimate targets are those who are directly involved in fighting, i.e. combatants. The fact that combatants are attacking you makes them a legitimate target. However, deliberately attacking non-combatants, like civilians, is a violation of their human rights. Additionally, care must be taken with any force used to try and minimise accidental harm to non-combatants. If it is known that military action is likely to cause unintended harm to non-combatants, that harm must not be excessive. An alleged recent case of the failure to discriminate civilians from combatants, involves the response of security forces in a Southeast Asian country to local militant attacks. It is claimed that civilians in the country have been deliberately persecuted in response, with villages being burned down and hundreds of thousands of civilian refugees forced to flee into a neighbouring country.

In modern conflicts, this criterion has become especially important as civilians are now the main casualties of war, which is a major change from a century ago. It also carries significance in considering the types of weapons that can be used in modern warfare. For example, landmines are sometimes argued to be problematic as they are indiscriminate and often harm civilians. Very powerful weapons that destroy on a mass scale are also, by their nature, very indiscriminate.



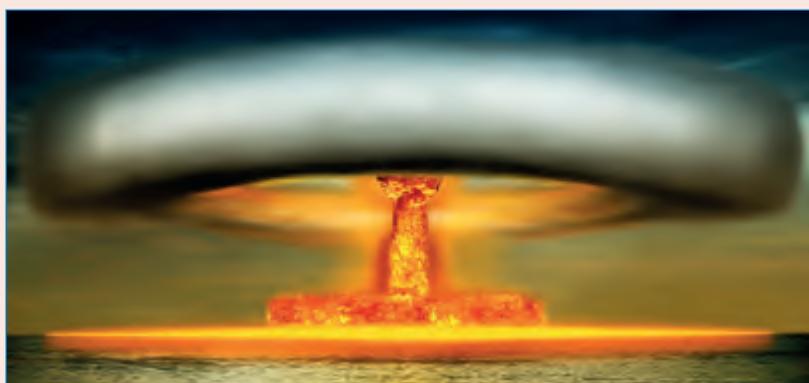
Action Task

Simple Hypothetical Examples

Consider the following ten hypothetical scenarios. Would the actions of 'B' be justified according to just war theory? If not, identify which of the criteria they do not meet.



1. Country A invades an unpopulated island belonging to country B. Without hesitation, country B sends a military force with instructions to engage country A's troops on the island.



2. Country A invades an unpopulated island belonging to country B. After exhausting all non-violent options, country B launches a nuclear bomb to destroy the entire naval fleet of country A.



- 3.** Country A invades a small area of country B. After exhausting non-violent diplomatic options without success, country B bombs the main civilian cities of country A.



- 4.** Country A invades country C. Country B has wanted to destroy as much of country A as possible, in revenge for battles lost centuries ago. It uses the invasion of country C by country A as justification to wage war with country A.



- 5.** Country A invades a defenceless country B. Country A is a massive military might, with weapons of mass destruction. Country B has very little by way of military resources, with virtually no chance of winning a war against country A. However, it goes to war with country A to protect its honour.
-
-



- 6.** Within country A, a small group, B, is unhappy with the way that the government is running the country. They get hold of weapons and declare war against the government of country A.
-
-



- 7.** Country A invades country C to steal its land. Country B tries to negotiate peace between Country A and Country C, but this does not work. Country B decides to send a small force to protect country C.



- 8.** Country B invades country A because they fear that country A may attack them sometime in the future.



9. Country A and Country C are fighting. Country B enters the war because country C has offered to pay them to help out.



10. The main news channels in country B declare war on country A. Seeing this, country B's military leaders then attack country A.

“ *An unjust peace is better than a just war.* ”

Marcus Tullius Cicero, Roman Politician and Lawyer

World War Two

The Allied defence against Nazi Germany in World War Two is often considered to be a good example of a war that meets the just war conditions. It may have met the conditions in the following way:

Lawfully Declared

The Allied countries were legal authorities. The Governments of the Allied countries formally declared war on Germany.

Just Cause

Germany was being attacked for invading other countries and showed no signs of stopping their invasions. They were committing terrible atrocities in the process.

Rightful Intention

The intention was to correct the evil that Hitler was unleashing on the world and to protect innocent people.

Chance of Success

The Allies believed that they had a reasonable chance of success.

Last Resort

All forms of peaceful negotiation with Hitler had been tried but failed.

Proportion

Most of the fighting was based on what was thought to be militarily necessary.

Discrimination

Most of the fighting was targeted at enemy forces.

Research Task



The Bosnian War 1992-1995

In 1995, governments from Europe and the United States agreed to instruct forces from the North Atlantic Treaty Organisation (NATO) to bomb targets of the Bosnian Serb Army, in a campaign called 'Operation Deliberate Force'. This formed part of a wider-scale intervention by the UN in The Bosnian War. Research the reasons that prompted this operation and compare them against the just war criteria.



- The war in Bosnia left many buildings, including hospitals and government buildings, as well as thousands of homes, damaged and destroyed. It was a divisive and damaging war.

Complications

Although just war theory provides a useful set of criteria for judging whether a war is ethical or not, there are complications with using the criteria. These complications do not make just war theory redundant, but reveal that there is a real complexity surrounding the moral issues to do with war. We can express these complications as questions relating to each of the just war criterion.

Lawfully declared What if the government is corrupt or is exploiting its people? Does it then lose the authority to declare war? What if a country is certain that it will be attacked but the risk of defeat will be greatly reduced by striking first? Could this justify a pre-emptive attack?

Research Task



Research some famous examples of pre-emptive attacks and identify the reasons for the attack. Famous examples could include:

- The Japanese attack of Pearl Harbor in 1941
- The Peloponnesian War 431-404 B.C.
- The invasion of Grenada by the United States in 1983.

Just Cause Although self-defence against military invasion may be justifiable, what about self-defence against very serious but non-military aggression, e.g. cyber warfare or economic attack? Could this ever be justified?

Rightful Intention Can you always separate a good intention from a bad one? For example, if you know that taking military action will harm civilians, can you really claim that you do not *intend* to harm civilians?

Chance of Success Isn't it sometimes right to stand up to aggressors even if the chance of winning is small? By never fighting back if the odds are against you, could you be inviting bullies to take advantage of you?

Last Resort What if there is no time to pursue other non-violent options? What if delaying war by pursuing other options will make the cost of war much greater, as the enemy will have built up a bigger force by then?

Proportion What if being proportionate means that your side will lose more lives than they would if you used more extreme force?

Discrimination Is it always clear who is a combatant and who is a non-combatant? What about civilians who are essential to the war effort, for example, they are supplying weapons or food to the soldiers? What about child soldiers who have been forced by the enemy to fight?



Checkpoint *Suppose someone manages, without the use of any violence, to steal all of your family's money. Would it be justifiable to use some force to stop this from happening? If so, how might this represent a complication for just war theory?*

Hypothetical Example: A Hard Case

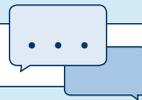
Country A has, for a long time, declared that it wants to invade country B to take its resources. Country A is much larger than country B, with a huge ground army. Country B has a tiny army and would be no match in a ground war with country A. However, country B has well-developed missile technology, unlike country A.

Country B learns, through its spy network, that country A has a factory that is building chemical and biological weapons. Intelligence suggests that they are planning on using these weapons imminently against country B. When challenged, country A denies this, but the evidence suggests that the threat of attack is real and will happen very soon.

The weapons factory of country A has been built in the basement of a large civilian hospital. It was deliberately built there for three reasons. Firstly, the hospital technology is useful for developing the weapons. Secondly, the hospital provides a good disguise for the factory. Thirdly, if the factory ever got discovered and the hospital was attacked by country B, country A could claim that country B has committed a war crime against them and use this as an excuse to attack them in return.

Country B believes that if it gives warning that it will strike the hospital then the weapons factory will be moved to another location or they will be attacked with the weapons straight away. Country B fires a missile that totally destroys the hospital (and hence the factory). Hundreds of civilians who were in the hospital die as a result.

Discussion Point



For this hypothetical example, discuss whether the actions of country B constitute a 'just war'.

Events Within a War

A final complication is that, even if it is judged overall that a war is just, there may be specific events within the war that are unjust. It may be necessary to separately apply just war theory to these specific events.

Dresden

During World War Two the British deliberately bombed the mainly civilian but industrialised German city of Dresden. Although there were some military and infrastructure targets involved, the general aim of the bombing was to cause mass destruction, confusion and terror. It was hoped that this would shorten the war and therefore save Allied lives. Over a two-day period, 90% of the city was destroyed through aerial fire-bombing raids, killing 25 000 civilians and refugees.

Soon afterwards, the ethics of this action were hotly debated, and the British changed their policy on aerial bombardment to be against this kind of operation. However, the incident became one of the most controversial operations of the war.

Despite these complexities, just war theory provides a very useful moral framework for thinking about the ethics of war and conflict, and continues to be used in international discussions about war.

■ The city of Dresden was deliberately destroyed during the Second World War.



Post-war Ethics

In more recent times, considerable attention has been given to the need to extend just war theory to cover the end of war and what ought to be done in the period after the conflict has ended (this aspect of just war theory is referred to as '**Jus post bellum**').

This has been prompted by the significant humanitarian crises that have occurred after many modern conflicts, and other negative long-term consequences of war. Some of the specific just war theory criteria might be applied to the end of war in the following ways.

Lawfully Declared The terms of peace must be made and accepted by a legitimate authority.

Just Cause The war can be ended if the aggressor is willing to surrender and to properly address the wrong that has been committed.

Rightful Intention Revenge cannot be sought after the conflict. All sides must agree to fair investigation and punishment for any wrongdoing during the conflict.

Proportion The terms of surrender must be proportionate to the wrongs committed. The people of the defeated side must have their Human Rights protected.

Discrimination In the aftermath of the conflict a distinction must be made between political leaders, combatants and civilians. Punishment must only be given to the people directly responsible for the conflict.

More generally, a process needs to be established for after the conflict has ended, for reconstruction and rehabilitation, to ensure that there is a transition to a long-lasting and sustainable peace.

Key Terms

Jus post bellum:

The application of just war theory to the period immediately after war has ended

Self-Assessment Questions



1. Identify a condition that must be met before a just war can be started, a condition for how it must be conducted, and a condition for how it must be ended.
2. Explain a complication with the concept of 'civilian' for just war theory.
3. Explain the difference between 'jus in bellum', 'jus in bello' and 'jus post bellum'.

LESSON 5

What is the Role of International Organisations in Peacekeeping?

Learning Objectives

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

- ▶ Outline the key roles of the United Nations and the International Criminal Court.
- ▶ Describe at least two peacekeeping activities of the United Nations.

INTRODUCTION

The principles of just war theory, examined in the previous lesson, have been very influential in the development of international laws governing the use of military force. In this lesson, we will be exploring some of the international organisations involved in the formation of these laws. We will also consider the wider role that these organisations play, examining a range of peacekeeping strategies that are used in an attempt to maintain peace and security in the world.

Key Terms

The United Nations (UN): An international organisation whose membership is comprised of most countries in the world, working to maintain peace, security and prosperity for all

The United Nations

The largest and most well-known of these international organisations is **the United Nations (UN)**.

The UN was founded after the Second World War to prevent another such conflict. It currently has 193 members including the UAE. According to its founding Charter, the mission of the UN is to maintain international peace and security, to promote friendly relations between countries, affirm human rights and to promote social progress.



■ The flag of the United Nations.

The **UN General Assembly** provides a place for all of its members to debate international issues. These may cover a range of global issues, not just issues of war and peace, for example, climate change, refugees and human trafficking. **UN Resolutions** (formal proposals for action) are passed by being voted on by the member states (though they are not always compulsory).



■ The United Nations General Assembly provides a place for all of its members to debate international issues.

Key Terms

The United Nations General Assembly:

A body of the UN in which all member states can vote on key issues

UN Resolutions: A formal proposal of action of the United Nations



- The International Court of Justice is in the Peace Palace, The Hague, Netherlands.

The Charter of the United Nations establishes that one of its roles is to help in the development of international laws. The principle behind this is that if *everyone* is subject to fair and just rules of law, not just individuals but also countries themselves, then this will promote peace and prosperity throughout the world.

Key Terms

The International Court of Justice (ICJ):

A court of the UN, based in the Hague, whose purpose is to resolve international disputes

Another key role of the UN is to settle, peacefully, international disputes. This can be through arbitration and also through an international judicial system. International disputes can be settled at the UN's **International Court of Justice (ICJ)**, sometimes known as the World Court. It is located in the Peace Palace, which is in a city called The Hague, in the Netherlands. By bringing disputes, such as disagreements over territorial rights, for settlement at the ICJ, the escalation of conflict can be avoided and peace can be maintained.

Abu Musa and the Tunbs

The islands of Abu Musa and Greater and Lesser Tunbs are currently occupied by Iran. There is a territorial dispute between Iran and the UAE over ownership of these islands. The UAE believes that it has a strong legal and historic claim of sovereignty to the islands. A key piece of evidence for this is historic use and ownership. The Qawāsīm tribe has owned and used the land since the 18th century. This matters because the Qawāsīm are the direct tribal predecessors of the current rulers of Sharjah and Ras al Khaimah. Until Iran made a claim to the islands in 1887, the Qawāsīm ownership of the islands was not disputed.

Since that time Iran has escalated the conflict by, for example, rejecting requests to submit the dispute to arbitration, and making threats of the use of force. On 30th November 1971, two days before the establishment of the UAE as a state, the three islands were invaded and occupied by Iranian military forces. On the 9th December 1971, the UAE lodged a protest against the Iranian action at a UN Security Council meeting, condemning the action as an infringement of the sovereignty of the UAE and a violation of the UN Charter.

The UAE has, several times, tried to initiate negotiations with Iran to resolve the dispute, but this has been unsuccessful. The options of negotiation and arbitration are still being offered. The UAE has also offered to submit the dispute to the International Court of Justice for final resolution in accordance with international law. The UAE continues to protest the occupation of the islands through international institutions such as the League of Arab States and the Gulf Cooperation Council.

(Source: United Arab Emirates Ministry of Foreign Affairs and International Cooperation.)



We shall not give up a grain of sand from our land to Iran. The land belongs to the people and not to any family.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

The UN and Just War Theory

Key Terms

International Humanitarian Law

Law: The area of international law that covers the rules of armed conflict and the treatment of people affected by conflict

The UN has been instrumental in the development of **international humanitarian law**. These are international laws that govern the use of war. Just war theory has been influential in the development of these laws. Perhaps most famously, the Geneva Conventions and Protocols establish standards for humanitarian treatment in war, particularly the treatment of prisoners of war, wounded soldiers and non-combatants, and the prohibition of biological and chemical weapons. The UAE is party to the Geneva Conventions and Protocols.



- The Geneva Conventions establish standards for the treatment of prisoners of war.

After some major conflicts, the UN has set up temporary courts to investigate and punish people for war crimes and violations of international law committed during those conflicts, similar to the Nuremberg Trials set up after the Second World War. An example is the International Criminal Tribunal for Rwanda, established to hold people to account for their participation in the genocide that took place in Rwanda in 1994.

The UN Security Council

The UN Security Council is the main body of the UN that is responsible for peace and security in the world. The council is made up of only 15 members, five of whom are permanent (China, France, Russia, the United Kingdom and the United States) and ten are non-permanent (other members take turns being on the Council). Unlike General Assembly resolutions, all member states are obligated to comply with Security Council resolutions. The Security Council will respond to potential conflicts or threats to peace by working to settle disputes by diplomatic means and by recommending specific solutions. If this fails, the Security Council can resort to imposing sanctions (see below), or even authorise the use of force in an attempt to restore peace.

Given the importance and authority of the United Nations, many people now argue that to satisfy the first condition of just war theory, 'lawfully declared', a declaration of war must be authorised through a resolution of the UN Security Council. In fact, Article 2.4 of the UN Charter states that, '*all members shall refrain in their international relations from the threat or use of force*'. Although UN resolutions have approved the use of military force, for example, to remove Iraq from Kuwait when they invaded in 1990, some individual states have nevertheless engaged in wars in the absence of clear UN approval.

The UN Charter does, in fact, permit member states to use force in the absence of a specific resolution, when exercising their right to self-defence. Article 51 of the Charter allows states to use self-defence in the event of an '*armed attack*' and '*until the Security Council has taken measures necessary to maintain international peace and security*'. However, the use of Article 51 to provide a legal basis for war can be extremely controversial (consider, for example, the US invasion of Afghanistan in 2001 in response to the 9/11 terrorist attacks).

(Source: <http://www.un.org/en/charter-united-nations/>)

Key Terms

The UN Security Council: The body of the UN which has primary responsibility for maintaining peace and security in the world



- All member states are obligated to comply with Security Council resolutions.



Checkpoint *Two (normally friendly) countries have a dispute concerning the area of sea over which they have fishing rights. Should this be dealt with by the UN General Assembly, the International Court of Justice or the UN Security Council?*

Research Task



One of the more controversial arrangements of the UN Security Council is the power that each of the permanent member states has to veto (block) resolutions. Research the use of this power and the effects it may have had on the maintenance of peace and security in the world.

Action Task



Imagine that you have been placed in charge of the United Nations and have been asked to create three rules that all countries must follow. What would those rules be?

Rule 1: _____

Rule 2: _____

Rule 3: _____

How do your rules compare with what others have chosen?

The International Criminal Court

The International Court of Justice (ICJ) needs to be distinguished from **the International Criminal Court (ICC)**. Confusingly, they are both located in The Hague. However, the ICC is an independent entity to the UN, although they work in partnership together. For example, the UN Security Council can refer specific cases to the ICC. The ICC was founded on a treaty called the Rome Statute. The UAE is a signatory to the Rome Statute. The ICC is a permanent international court for the prosecution of individuals for crimes that emerge out of conflict. These crimes are explained in more detail below.

Genocide Intentionally destroying a national, ethnic, racial or religious group by killing or other means. This can include causing bodily or mental harm, preventing births within the group and transferring children outside of the group.

Crimes Against Humanity Serious violations committed as part of a large-scale attack against any civilian population. This covers many possible actions including murder, rape, imprisonment, enslavement (particularly of women and children), and torture.

Key Terms

The International Criminal Court (ICC):

A permanent court, based in the Hague, whose purpose is to prosecute individuals for war crimes

War Crimes These are serious breaches of the Geneva Convention. For example, the use of child soldiers, killing or torturing civilians or prisoners of war, and directing attacks against hospitals or religious buildings.

The Crime of Aggression A state's use of armed force against another state to threaten its sovereignty or political independence.

Research Task



Go to the website for the ICC (<https://www.icc-cpi.int/about>). Research one case that is currently being dealt with by the ICC. How effective do you think the ICC has been in managing this case?



- The use of child soldiers is considered a war crime under international law.

Peaceful Alternatives to Military Force

Consistent with just war theory, when diplomacy fails in international conflicts the UN Security Council will always first seek non-violent alternatives to military action. It can take a broad range of actions against countries, called **sanctions**, to maintain international peace and security. Normally sanctions do not operate alone, but are part of a much wider peacekeeping strategy. Examples of the types of sanctions that could be imposed on countries include:

- A ban on the import of weapons and other military goods (called ‘an arms embargo’).
- A ban on the import of goods or technologies that, although not themselves military, could be used for military purposes (for example, equipment needed to develop missiles or nuclear weapons).
- A ban on the import/export of goods that generate money for a country’s leaders, like oil or timber.
- Travel bans for certain people.
- Financial restrictions, such as freezing the assets of people or companies.

Although sanctions are often associated with the UN, they can be imposed individually by any one country against another or by other international organisations, such as the European Union and the League of Arab States.

Key Terms

Sanctions: Non-military action taken against a country in an attempt to modify their behaviour

Discussion Point

Although sanctions are imposed on countries because of the actions of the country’s leaders, the sanctions can have very negative effects on the people of that country. For example, economic sanctions could help to create conditions of poverty.

Is this fair? Is it better than the alternative of military action?

Peace Operations and Activities

The United Nations operates a range of activities to maintain international peace and security throughout the world. These activities fall under the following headings:

- Conflict prevention and mediation
- Peacemaking
- Peace enforcement
- Peacebuilding
- Peacekeeping

Although it is important to distinguish these activities, practical strategies for creating a lasting peace will often involve engaging in these activities in a mutually reinforcing way, rather than in isolation. The difference between these activities is as follows.

Conflict Prevention This involves taking diplomatic measures when disputes arise (both within and between countries) to try and prevent the dispute from escalating into violence. Special envoys (diplomatic messengers) will be sent to crisis areas to encourage dialogue, compromise and a peaceful resolution. Expert mediators are also provided to support negotiations and to provide advice.

Peacemaking These are activities similar to those for conflict prevention, but are taken once a violent conflict has already started. The key aim is to establish a peaceful negotiated agreement between the parties in conflict.

Peace Enforcement This is the use of military force to end a conflict after it has started, often against the will of at least one side of the combatants. It usually requires a substantial military force. The UN Security Council can authorise such force to enforce its resolutions. An example is the use of force to remove Iraq from Kuwait during the Gulf War.

Peacebuilding These activities typically occur after a specific conflict has ended (though they can be preventative also) and are designed to make sure that conflict does not reoccur. They aim to create a sustainable peace into the long-term. Peacebuilding activities are often focused on the root structural problems that may have led to conflict and promote reform of these structures. This could include economic, social, legal and political structures as well as underlying cultural beliefs and attitudes. Another aspect of peacebuilding can include the managing of a process of reconciliation between the conflicted parties.

Peacekeeping The United Nations operates peacekeeping missions around the world which aim to help countries that have been affected by conflict to create conditions for lasting peace. The missions are often used to support the implementation of a ceasefire, protect civilians, assist in the disarming of combatants, support the organisation of elections, protect human rights and restore the rule of law. They can play an active role in supporting both peacemaking and peacebuilding activities.



We are a nation that seeks peace, respects the right of good-neighbourliness and cares for its friends, yet reserves the right for a strong and capable army that protects its land. We build the army, not out of a desire to invade or fight other nations, but to defend ourselves

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



■ The United Nations operates peacekeeping missions around the world.

Peacekeeping missions involve using military troops from several countries that serve under the authority of the UN Security Council. Some of these previous missions, for example in Kosovo and Afghanistan, have involved UAE troops. The UN peacekeeping troops are sometimes called 'blue helmets' because of the distinctive colour of their helmets. In 1988 the UN Peacekeeping Forces were awarded the Nobel Prize for Peace. The key principles underlying UN peacekeeping missions are:

Consent of the Parties The main parties involved in the conflict have to consent to the peacekeeping operation, to ensure that the peacekeeping operation does not itself become a part of the conflict.

Impartiality The peacekeeping mission must act like an impartial referee, taking action rigorously but fairly in relation to all sides of the conflict.

Non-use of Force Not using force except in self-defence and defence of the mandate (the mission). In extreme circumstances, force can be used to protect civilians under imminent threat of physical attack or to assist authorities in maintaining law and order. If it must be used, force must be minimal.



Checkpoint *What is the difference between peacemaking and peacebuilding?*

Women, Peace and Security

In 2000, the UN Security Council passed resolution 1325. This resolution was the first to emphasise the need to consider conflict, peacekeeping and security from the perspective of women and girls. This is critical because women and girls are disproportionately impacted on by war and armed conflict. Additionally, the role of women is crucial for securing effective peace negotiations and for maintaining post-conflict peace. The resolution also requires the protection of women and girls from gender-related violence in situations of armed conflict, particularly any form of sexual abuse.

The UAE believes that empowering women in times of peace as well as conflict is key to building sustainable peace and security in societies. As part of its commitment to contributing to the Global Study on the implementation of resolution 1325, in 2014–15 the UAE hosted a series of panel discussions on Women, Peace and Security in partnership with UN Women and the Georgetown Institute for Women, Peace and Security.

The panels addressed topics such as the role of women in countering violent extremism; how to best harness modern technologies in peacekeeping operations to improve security for women and girls; an exploration of the women, peace and security agenda within the context of climate change, and gender-responsive humanitarian intervention.

(Source: https://www.un.int/uae/sites/www.un.int/files/United%20Arab%20Emirates/uae_giwps_publication_2015.pdf)

Additionally, a global summit entitled, 'Gender Dimensions of International Peace and Security: Key to Peace and Prosperity', was hosted in December 2017 in Abu Dhabi. During a keynote speech at that summit, Ambassador Lana Zaki Nusseibeh, Permanent Representative of the UAE to the United Nations, stated: 'Building on the legacy of the late founder of our nation, Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul), and the continued leadership of our President, His Highness Sheikh Khalifa bin Zayed Al Nahyan (May Allah protect him), as well as the dedication of Her Highness Sheikhha Fatima bint Mubarak, the UAE maintains its commitment to gender equality and women's empowerment as a key component of its agenda at home and abroad, and as a cornerstone of peace and security.'

(Source: https://www.un.int/uae/statements_speeches/keynote-gender-dimensions-international-peace-and-security-keys-prosperity-and)

“ Islam affords women their rightful status, and encourages them to work in all sectors, as long as they are afforded appropriate respect. ”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



Checkpoint Look at the following article:

<https://www.thenational.ae/uae/government/more-women-than-the-white-house-and-the-youngest-minister-in-the-world-meet-the-new-uae-cabinet-1.668876>

Briefly explain how the current leaders of the UAE are fulfilling the legacy of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) with regards to the role of women.

The UAE and Peacekeeping

In 1976, the Federal Supreme Council issued a decree which merged all the armed forces under one command. From that point onwards, the armed forces in the UAE have been active in peacekeeping roles in various parts of the world. In part, this was in response to the vision of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) in promoting global peace.

In 1992, the UAE joined other forces in supplying humanitarian aid to Somalia. In 1996, the UAE sent forces to assist in the UN peacekeeping operation in Kosovo. Work carried out by UAE forces included setting up camps to shelter refugees. UAE service personnel also helped in the search for the missing Malaysian Airlines plane MH370 which disappeared in 2014 and were involved in operations in Afghanistan.

Following the work carried out in Kosovo in the late 1990s, the UAE helped fund the construction of the Sheikh Zayed bin Sultan Al Nahyan Hospital in Vushtrri in the northern part of Kosovo. The hospital includes a maternity unit, radiology and laboratory departments, a dental clinic, an intensive care unit, and an emergency room and incorporates state-of-the-art medical equipment. The hospital was funded by the Khalifa bin Zayed Al Nahyan Foundation.

Self-Assessment Questions



1. Identify three ways that the United Nations has helped to maintain peace and security in the world.
2. Explain the distinction between the ICJ and the ICC.
3. Identify a task that might be carried out by a UN peacekeeper.
4. Explain how the philosophy adopted by Sheikh Zayed bin Sultan al Nahyan (May Allah have mercy upon his soul), that promotes peace and cooperation among people and countries, contributed to the success of UAE in its various endeavours to keep and preserve peace in various parts of the world.

LESSON 6

What is the Nature of Peace and Non-violence Traditions?

Learning Objectives



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

- Describe at least one peacekeeping activity of a Non-Governmental Organisation.
- Identify at least one example of non-violent action.
- Define at least one form of pacifism.

INTRODUCTION

In the previous lesson, we examined how international organisations play an important role in promoting peace in the world, through the making and enforcement of international laws, and through various peacekeeping operations. Large organisations, like the United Nations, are government-based; they are set up and run by the governments of countries. However, there are numerous traditions of ways that peace and the non-violent resolution of conflict have been promoted throughout the world, by groups and by individuals. In this lesson, we will explore some of these traditions.

Non-governmental Organisations

A **non-governmental organisation (NGO)** is an organisation, often a charity, that operates independently from government. They can be local or international organisations. NGOs carry out many functions, but some have become involved in activities to resolve violent conflict and to promote and sustain peace around the world.

An example of NGO involvement to promote peace is in the use of **unarmed civilian protection (UCP)**. This is where groups of unarmed civilians act as peacekeepers. The use of unarmed peacekeepers is not unique to NGOs. In fact, the first international peacekeeping interventions by the United Nations were also unarmed 'observer missions', using military officers but without weapons. However, some of the most successful peacekeeping operations in recent years have been carried out by unarmed civilians working for an NGO.

Many activities can be used in UCP, based on the idea of applying pressure to influence and change behaviour. Often this can be in the form of simply observing, for example, monitoring voting booths, demonstrations or military checkpoints, to make sure that proper procedures are being carried out and to report any abuses. It can also involve the use of discussion, mediation, training, providing expert advice, data collection or just providing moral support to afflicted communities.



■ Approximately ten people are killed every day by landmines, and many more are maimed.

Key Terms

Non-governmental Organisation (NGO):

An organisation, often a charity, that is independent from government

Unarmed Civilian Protection (UCP):

The use of unarmed civilians as peacekeepers

Other NGOs can be involved in solving specific conflict-related problems. A good example is the use of NGOs with specialist staff, to clear mines from civilian areas and to train civilians about the risk of mines. This sort of peacekeeping effort is extremely important in the modern world. According to UN data, *'In 2014, landmines and explosive hazards killed approximately ten people every day – most of them children, women and the elderly – and severely maimed countless more.'*

(Source: <http://www.un.org/en/sections/issues-depth/peace-and-security/index.html>)



Checkpoint *Your friend claims that it is only the actions of Government that can be effective in bringing about and securing peace. What evidence could you use to challenge that view?*

Research Task



Research the work of specific NGOs, particularly in areas that have been affected by conflict.

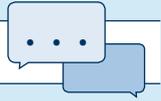
Non-violent Action

There are well established historical traditions of **non-violent action**, particularly in response to political oppression or in countries where there are no effective mechanisms for the resolution of disputes. These traditions are useful to consider because they demonstrate how non-violent action can be a persuasive form of conflict resolution and can bring about change, even under conditions where violence might seem to be the only option.

The Goal of Non-violent Action The goal of non-violent action is to change the mind of the opponent, to persuade them that your point of view is right, rather than just to get them to do what you want. The action enables the opponent to come over to your way of thinking without losing their dignity or respect in the process. This might mean that, rather than making the opponent suffer, you may have to suffer yourself to bring about a change in attitude in the opponent. It is not necessarily an easy option; it may take more courage and resilience than it would to engage in violent conflict.

A key benefit of non-violent action is that it can break the cycle of retaliatory violence that tends to occur when violent conflict is used. The peace that is established as a result then has a better chance of being long-lasting.

Discussion Point



- Which of these non-violent actions is the most extreme? Which is the least extreme?
- Under what circumstances, if any, would it be acceptable to engage in any of these activities?

Pacifism

Pacifism is a non-violent ethical tradition, specifically concerned with the ethics of war. Generally, pacifists believe that war is wrong, although there are different versions of pacifism which hold this view to different extents. People may be pacifists for several reasons, and these differences can be reflected in the different types of pacifism. Usually, the basis of pacifist beliefs is a strong moral conviction that the lives of human beings have an extremely high value. In addition, some pacifists argue that war is ineffective and counter-productive, and therefore it makes no practical sense to go to war.

The main types of pacifism are:

- Absolute Pacifism
- Conditional Pacifism
- Selective Pacifism
- Active Pacifism

Key Terms

Pacifism: The view that war is morally wrong

Mohandas (Mahatma) Gandhi

Mohandas Gandhi (1869–1948), known by his followers as ‘Mahatma’, led a protest movement in India during the 20th century. He campaigned against British colonial rule, seeking the full independence of India.

Unlike many other independence leaders, Gandhi’s movement was based on non-violent conflict. This approach was influenced by his commitment to the religious principle of ‘ahimsa’ (doing no harm). He also believed that non-violent action would be more effective in the long run because it would win opponents over in their point of view.

Gandhi insisted that non-violent action was not a weapon of the weak, but a weapon of the strong. This is because it does not permit violence under any circumstance whatever and it always insists upon truth. Evidence of the strength and courage required to engage in this non-violent action is evidenced from the rules that Gandhi gave to his followers; these included:

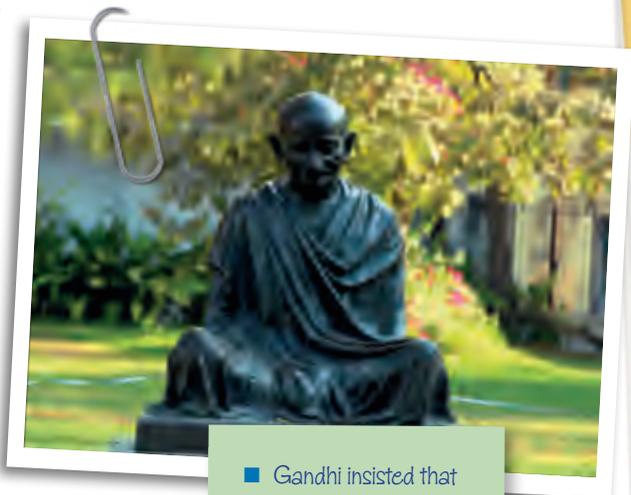
- Have no anger
- Tolerate the anger of your opponent without retaliation
- Non-retaliation also means not swearing or cursing
- Do not insult your opponent
- Do not resist arrest from an official
- Protesters should, even if it places their own lives in danger, protect officials from attack by other protesters.

Gandhi’s protest movement used a range of non-violent actions. One of these actions was the ‘salt march’. The British had banned the Indians from collecting their own salt, so that they would have to buy British salt and pay heavy taxes. Gandhi led a march of protesters to the beach and encouraged them to collect salt, in defiance of the law.

The non-violent movement of Gandhi had considerable influence, not just in India, but through inspiring other non-violent movements across the world.

“ There are many causes I would die for. There is not a single cause I would kill for. ”

Mohandas Gandhi



■ Gandhi insisted that non-violent action was a weapon of the strong.

Absolute, conditional and selective pacifism are concerned with the extent to which war is wrong. Active pacifism is a view about how pacifists should act if they find themselves in a situation of war.

Absolute Pacifism Absolute pacifism is the strongest version of pacifism, holding the view that killing is never justified. This means that it is never right to go to war, even in self-defence. Sometimes this can be based on beliefs about moral rules against taking life, perhaps based on religious considerations, or beliefs in the sanctity of human life. At other times it could be based on a pragmatic belief that the long-term consequences of taking life are always more likely to be worse than by not taking life.



- Absolute pacifism claims that war is always wrong.

Conditional Pacifism Conditional pacifism is the belief that, in principle, war and violence are wrong. However, there may be extreme circumstances when, of all the available options, war might be the 'least wrong' option. This would be because the cost of not going to war is so great that war is the best option. Examples might include cases of self-defence or where war is needed to protect innocent people. Conditional pacifists are likely to appeal to just war theory to help to decide when war is justified.



- Conditional pacifism allows war in extreme cases only.

Selective Pacifism Selective pacifism is the belief that there are particular kinds of war or warfare that are never justifiable. This could include wars involving weapons of mass destruction, such as nuclear weapons and chemical and biological weapons. Reasons for this might include the lack of discrimination that is inevitable with the use of such weapons and the sheer scale of their destructive capacity. By their nature, these weapons can leave lasting effects on populations and the environment for many years into the future once the conflict has ended. Selective pacifists are likely to focus primarily on the conditions of 'proportion' and 'discrimination' within just war theory.



- Selective pacifism rules out certain kinds of violence.

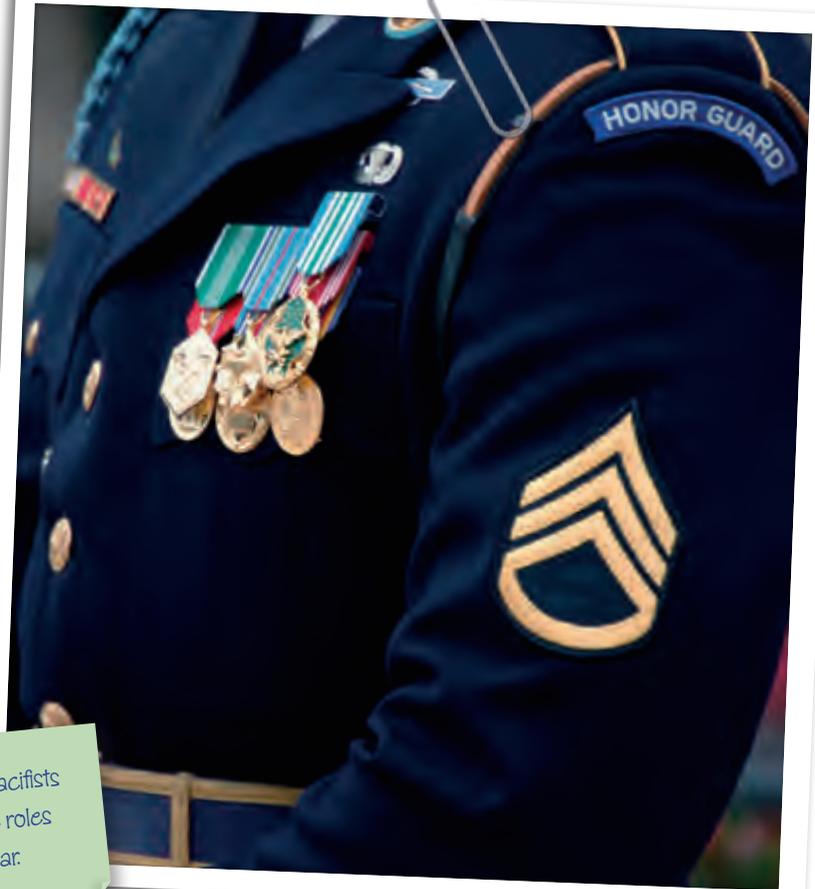
Active Pacifism Some pacifists believe that they should have no active involvement at all in a war situation. On the other hand, active pacifists believe that participatory roles should be taken during a war, but that these roles should be ones that are peaceful. For example, they could work in a medical capacity, carrying stretchers of the injured.



- Active pacifists may take on non-combat roles during a conflict.



Checkpoint *Someone argues that stockpiles of chlorine gas should be destroyed, because their use in warfare would always be morally wrong. What kind of pacifist could we say they are likely to be?*



■ Some pacifists take active roles during a war.

Desmond Doss

Desmond Doss was a United States soldier during World War Two. Due to his pacifist beliefs, he refused to kill an enemy soldier or even to carry a weapon into combat. Despite this, he was posted to the front line during the 'Battle of Okinawa'. Under considerable danger to his own life, and despite being wounded himself four times, he saved

the lives of seventy-five other wounded soldiers by carrying them to safety.

He was the only active pacifist in the war to receive the Medal of Honour, the highest military medal available for acts of courage.

You can find out more about Desmond Doss at <https://desmondoss.com/bio/bio-real.php>

Action Task



For each version of pacifism, identify an argument in support and an argument against that position:

Absolute pacifism

For: _____

Against: _____

Conditional pacifism

For: _____

Against: _____

Selective pacifism

For: _____

Against: _____

Active pacifism

For: _____

Against: _____

Compare your suggestions with other students.

Thinking Task



Would you consider yourself to be a pacifist? If so, of what type?

Countries are likely to always reserve the right to self-defence and to participate in a just war. Nevertheless, the pacifist ideal, of seeking a non-violent solution to disputes, continues to have significant influence in international politics, domestic issues and the everyday interactions of individual people.

Self-Assessment Questions



1. Explain the role of NGOs in the maintenance of peace and security in the world.
2. Explain why non-violent action might be more effective than violent action.
3. Identify two reasons why someone might be a pacifist.

Overview

In this unit, we will reflect on our achievements and challenges, explore goals and ambitions and study key employability skills. We will practice techniques to develop interview and presentation skills and consider how our experiences can prepare us for the next stage of our career.

Reflection and Transition



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Online

- Lesson 1** What is Meant by the Term 'Reflection'?
- Lesson 2** How Do We Define Goals And Ambitions?
- Lesson 3** What Are the Key Employability Skills?
- Lesson 4** What is Meant by the Terms 'Leadership' and 'Management'?
- Lesson 5** What is a Good Way to Prepare for an Interview?
- Lesson 6** What is the Best Way to Present Your Knowledge Skills and Experience?

Learning Outcomes



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

- 1.** Confidently self-evaluate in order to recognise your own strengths and areas for development.
- 2.** Articulate to a range of audiences what your goals and ambitions are and how you hope to achieve them.
- 3.** Acquire knowledge of a range of different career paths, which will enable you to make informed decisions about your future.
- 4.** Effectively prepare for an interview and deliver an engaging presentation.
- 5.** Create a record of your achievements as a way of showcasing your skills, knowledge and experience.

LESSON 1

What is Meant by the Term 'Reflection'?

Learning Objectives

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

- Give a verbal or written definition of the term 'reflection'.
- Identify in yourself a strength, a weakness, a skill and an achievement.
- Reflect on an event, an incident and a personal response and write down your response in no more than 100 words.

INTRODUCTION

In this lesson, we are going to look at the meaning of reflection and explore how examining our experiences and achievements enables us to realise our self-worth. Understanding and practicing reflection techniques allows us to document our accomplishments and foster a culture of pride and professionalism while we transition to the next stage of our careers.

Key Terms

Active Reflection:

To have serious thought about something and the ability to reflect on your actions to engage in a process of continuous learning.

WHAT IS REFLECTION?

Describing what you see when you look in a mirror is self-reflection. If we go beyond the physical description and think about how we feel, what we do, how we do things and where we do them, this draws out many thoughts and ideas about our experiences. This is called **active reflection**

which does not come naturally to everyone, but is a normal activity. Many people reflect on their daily activities, their relationships, jobs, their successes and failures. This reflective process can happen anywhere and anytime such as when you are walking, relaxing, having a bath or even trying to sleep. However, many people view their experiences in life as single and unrelated occurrences which they may think of as isolated events. By linking and constructing meaning from these experiences, you can increase opportunities for further learning such as:

- increased confidence and motivation
- greater self-awareness
- improved performance in your studies
- progression of professional skills and in turn your career

However, to acquire these achievements the process requires active reflection.

Altered Consciousness

Have you ever been in the middle of a conversation when someone asks you a question and you realise your mind has drifted away? Scientists have been researching this situation for many years. Some people refer to this as daydreaming, which is associated with negative behaviour as it means you are not paying attention. Scientists believe that this altered state of **consciousness**, which is when the mind is aware of the surrounding activities but thinks about something else, is related directly to a person's goals.

However, these goals are often short term and not very important for example, remembering to return a book you borrowed from the library and then thinking about how you must buy some headphones, so you can listen to a recorded lecture on the library computer; then thinking, it would be so much better if you had your own computer, followed by how you would like to buy the latest hi-tech laptop etc. Before you know it you can't remember the first goal and wondered how you ever arrived at thinking about which computer you would like to buy. As you can see from the example there is a link between these thoughts even though the plans and desires are isolated, but the link is easily broken as the thinking is not **purposeful**.



The present we are witnessing on this land is a victory over the suffering and the cruelty of the past.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Key Terms

Consciousness: The state of being aware of and responsive to one's surroundings.

Purposeful: Having a clear aim or determination to do something or complete something.

Thinking Task



Think about when your mind wanders. See if you can identify the circumstances under which this usually happens to you and why you think it happens.

Action Task



In the next few days make a note of when your mind drifts. Try and track from your first thought to your last thought. Look at the example below and document the circumstances around the time that your mind drifted.

Where/when/with who	At home/in the morning/ in the dining room /with my brother
Action/event/occurrence	My brother wanted help with his homework at breakfast time/I told him it was too late, and we would be late for school
Thoughts	looked at my phone to check the time/my phone case is cracked / I don't want to repair it as I want to buy a new phone / all my friends have the latest smartphone / I must persuade my parents that I need a Smartphone for school / If I had a part time job I could buy my own phone ...

The Different Aspects of Reflection

Reflection has many **aspects**. For example, reflecting on your *work* may enhance its meaning, reflecting on your *experiences* encourages insight and higher order learning, and reflecting on your *achievements* allows you to build on past accomplishments and think of future challenges. Reflection also involves drawing on intelligence and emotional information from visual, auditory and kinaesthetic sources. Therefore, to reflect, you must purposefully process a variety of different forms of information involving imagery, sound and movement and act upon the information by synthesising or constructing and evaluating the data. For example, if you were reflecting on an occurrence at work this may include you thinking about someone's body language, whether he or she sounded confident or angry and whether the surrounding environment was calming or involved distractions.

Key Terms

Aspect: A way in which something may be considered.

Linking the Past, the Present and the Future

- **From present to past** – Linking present experience to previous learning by, for example recognising similarities, differences and connections can not only consolidate previous learning but also create a new network of learning possibilities that can grow in size and scope.
- **From past to future** – Using past experiences as a scaffold or support for current learning can enhance your present understanding of new events and allow you to plan the future more confidently. Reflection can bring new meaning to future actions by connecting past and present experiences where you can recollect, notice and re-evaluate your experience. Some believe you do not learn from experience, but from reflecting on it. However, for reflection to be effective you must pursue it with intent where actions, feelings and thoughts are closely interrelated and interactive.

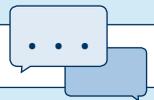


■ Although reflecting on our own experiences is probably thought of as a solitary process, reflection is also enhanced when we think about our experiences with others.

“ He who does not know his past cannot make the best of his present and future, for it is from the past that we learn. ”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Discussion Point



Discuss the meaning of Sheikh Zayed bin Sultan Al Nahyan's quote (May Allah have mercy upon his soul), and consider how reflection can play a role in linking the past, the present and the future.

Why is Reflection Important?

We have seen that reflection is important as it enables you to make sense of all the different events and occurrences in your life and allows you to learn from the experience of your successes and failures. Reflection deepens learning and develops your skills, so you can review the effectiveness of what you learned. In life, it is all too easy to continue with a routine even if that routine is inefficient. However, reflection can help you understand your actions and activities and make you question whether there is a more effective way of doing things in the future.

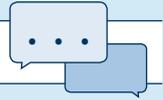


Checkpoint *When you have finished learning about something, do you consider how effective your learning process was? Explain.*

Considering Other Options Whether it is at home or at school, reflection is essential to learning as it can force you out of routine events and occurrences and make you consider other options. For example, you wouldn't want to go to the same shop again if you found that the service was not good, or choose an educational subject to study at university if you were not really motivated by the topic at school. You may instead reflect on your experience and apply past learning to settings beyond the original situations and adjust your present actions accordingly.

Reflection can help you understand what may have gone wrong in a situation, how you may avoid those mistakes in the future, and consider other options. However, if you do not actively reflect on your experiences it is far too easy to just carry on doing things the way you have always done them. Therefore, it is essential to reflect and demonstrate critical thought and thinking about your learning.

Discussion Point



Discuss the importance of changing the way you go about learning new things as a result of thinking about past learning situations.

Key Terms

Transferable Skill:

Skills developed in one situation which can be transferred to another situation.

Reflective Practitioner:

Someone who can reflect on one's actions, wishes to learn from his or her successes and failures and reflects on what can be improved.

Reflection is Valued The ability to reflect is now recognised as an advanced skill of guiding your thinking, emotions and actions and is valued in education, employment and in everyday life. In fact, many educational institutes now require students to document their reflection as they believe reflection supports students' transition to professionalism. Employers see reflection as a **transferable skill** where the organisation can benefit from the **reflective practitioner** by applying this skill to decision-making and other essential qualities required to work in an organisation.

BECOMING A REFLECTIVE PRACTITIONER

To become a reflective practitioner, you need to critically reflect on your experiences by drawing on, examining and analysing the roles and responsibilities you have experienced to further develop effective practices in learning. This includes thinking about what you are learning, how you are learning, your strengths and weaknesses, and while engaging in a specific subject area or skill, the extent you are achieving your aims and how you may improve on the learning process.



■ Spending time to critically reflect on your experience after an event or an activity can help review the effectiveness of what you learned.

Action Task



Ask yourself the following reflective questions:

- Achievements – What are my achievements?
- Skills – What skills do I have and what am I good at?
- Strengths – What are my strengths? For example, am I a good leader?
- Weaknesses – What are my weaknesses? For example, do I lose focus?
- Disappointment – Are there things that I am not happy with or disappointed about?
- Problems – What problems do I have, and do they affect my studies?
- Solutions – What could I do to improve in these areas?

Document the answers in a journal so you can refer to them in the future.

Raising Awareness

Reflection can fade if you do not actively document it. With the number of actions and experiences that compete for your attention, if you do not evidence their importance, their relevance will disappear.



- Past thoughts must resurface to consolidate learning and create links to the present and future.

Key Terms

Raising Awareness:

The condition or state of being aware; acquiring knowledge; increasing consciousness.

People will reflect in different ways, but if you are to reflect with purpose you should record your thoughts in a diary or journal, on a computer or even use an audio voice recorder. The main aim is to document your reflective practice. How can you produce evidence of your skills of reflection? A good place to start is by **raising awareness** of your skills, as you did in the previous action task. You are now in a position to consider any changes you may need to make.

Different Focuses when Reflecting

As discussed earlier, reflecting on different aspects such as work, an experience or an achievement can bring clarity to the meaning of your work, encourage insight and complex learning of an experience and develop future accomplishments.

The following three forms of reflection demonstrate focusing on an action, focusing on an incident and focusing on a personal reaction. All three aspects require you to assign five minutes after the occurrence in order to document the points of interest. The first one has been completed as an example for you to follow.

1 Reflecting on Events

Event – Class lecture	Notes
What was good	I understood the argument and counterargument of the topic.
What was not so good	I didn't understand how I could either agree or disagree with the different perspectives when I agreed with both points of view.
What I learned	There isn't necessarily a right or wrong answer.
What I would change next time	Ask the teacher for an example.

2 Reflecting on Incidents

Incidents often involve strong emotions and feelings. The analysis of incidents is an aspect of reflection that could benefit you by understanding your own and different people's perspective, especially if the emotions involved are of a negative nature. For example, you may have had to work with a student that you do not get on with, which resulted in major problems, or you worked on an assignment that you just could not understand. The following questions can be used to direct the reflective process.

Incident	Notes
Describe the incident, what, where, when etc.	
What contributed to the circumstances?	
What was my role in creating this situation?	
What should I do differently in the future?	

3 Reflecting on Personal Reactions

Analysing your reaction to a situation can be a useful form of reflection and help you to confirm the benefits of an event, a task or method of interaction such as teamwork. You may conclude that on reflection you should have disengaged from the occurrence if it was a negative situation, or you should have behaved with a measure of control over your actions. The following questions may be used to direct the reflect process.

Personal Reaction	Notes
How do you feel about this event, task or interaction?	
What did you like about your responses?	
What did you dislike about your responses?	
What would you do differently?	

A Model of Reflection

Learning through reflection is more powerful if you use a framework with a structural process to guide the process of reflection. Documenting your thoughts allows you to demonstrate an increase in your knowledge, a change in perspective and to challenge how you make sense of the information. The aim is not only to see more through reflecting but to see differently from diverse perspectives. This different way of viewing a situation is reflected in your documentation and can act as a commitment to action. These increments of learning will prepare you for the next stage of your career.

The reflective cycle (Gibbs 1988)



■ Gibbs' (1988) reflective cycle recommends you think systematically of the situation, analyse your feelings, evaluate the experience or activity, make sense of the experience, consider what other options existed at the time and what you would do if the same situation occurred again.

(Source: Gibbs G (1988) Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.)

Action Task



Gibbs' (1988) reflective cycle encourages you to broaden the scope of questioning and go deeper into your understanding of an event or an incident. Choose an event, activity or occurrence and use your diary or journal to demonstrate the use of Gibbs' (1988) reflective cycle.

Research Task



Do some research to find out about other models of reflection.

Having carried out your research, explain to the class which would be your preferred method of reflection and why.

Self-Assessment Questions



Having read about the term 'reflection', what do you think is meant by the following phrases:

- Going beyond the physical description.
- Linking the past, the present and the future.
- Raising awareness.

LESSON 2

How Do We Define Goals And Ambitions?

Learning Objectives

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

- ▶ Give a verbal or written definition of the terms 'Goals' and 'Ambitions'.
- ▶ Set a goal related to a quality that is most important to you.
- ▶ Develop a specific goal using specified criteria.

INTRODUCTION

In this lesson, we are going to look at the meaning of goals and how your ambitions can drive them. Goals can change with the different stages of your life. For example, while you are at school one of your main goals may be to pass your exams, but later it could be to get a good job or buy a house. The strength of your professional and personal desires to do or achieve something is linked to your determination and forms your ambitions. If you wish to achieve your ambitions, it is important to articulate them and define how you hope to achieve them.

WHAT ARE GOALS AND AMBITIONS?

Key Terms

Goals: The action or feeling of a person's ambition or effort towards a desired result.

Ambitions: A strong desire and determination to do or achieve something.

Deadline: A time or date by which something should be completed.

Timeframe: A specified period of time in which something occurs or is planned to take place.

Potential: Having or showing the ability to develop into something in the future.

A **goal** is the result that you want to accomplish and the target that you want to reach, whereas **ambition** is the desire and determination that drives a person's goals. Goals are created out of people's professional and personal ideas and desires which they plan and make a commitment to achieve. It is common for people to complete their goals within a time limit by setting a **deadline**. Goals and their deadlines help you think about what you want to do, where you want to go and what you want to be in your life within a **timeframe**. You can measure your achievements and progress by setting clearly defined goals which can be updated or adjusted if your circumstances change. Redefining your goals according to your needs is a powerful method of motivating yourself to reach your full **potential** in life. Having goals can encourage you to use your knowledge and manage your time and resources, so that you can concentrate on making the most of your life.



■ In order to get motivated it helps to clearly define your goals by writing them down.

Long term and Short term Goals

Long term goals usually require time, planning, and purposeful thinking and are important to accomplish in your life. You would aim to achieve long term goals sometime in the future, whereas short term goals are goals that you want to complete in the not too distant future. Short term goals often involve meeting immediate needs and may be of little importance such as remembering to return a book you borrowed. However, even though some goals are short term they might have a high level of importance.

For example, if you do not achieve your goal of returning the book to the library you can decide to return it at another time, but if you had to return the book to your head teacher, your thinking would become more purposeful and would involve a stronger commitment to achieving the goal. Therefore, even though the length of time of long term and short term goals may correspond to the amount of effort and complexity involved in achieving the goals, a short term goal that is important may also involve purposeful thinking and a strong commitment towards its completion.

Thinking Task



Think about the goals you have planned for your future. What are you presently doing to pursue them?

The Difference Between Plans and Goals Some people may confuse plans with goals. In their mind, these two ideas are similar or, have the same meaning. A plan can be thought of as part of a goal. A plan may be a series of actions that you would do to achieve the goal. A goal on the other hand is the target or the end result. For people who do not formally set goals, a goal may be a mental target which exists in their mind. Although a plan can also be stored in the mind, if there are too many actions involved it might be more effective to write plans down in the form of notes or lists so they can be followed in a **mechanical** way and do not fade in the mind.

Key Terms

Mechanical: An action done without thought in an automatic way.

The Benefits of Setting Goals – Motivation and Vision, Reflection and Time Management

Key Terms

Reliant: Dependent on someone or something

Motivation: Having a strong reason to act or accomplish something

Vision: To think about or plan the future with imagination or wisdom

Identifying a person's goals has a beneficial impact on their studies, their professional development and their ability to function at work. Setting goals increases people's **motivation**, gives them a **vision**, encourages them to reflect with purpose and helps them to manage their time. Without setting goals they may be **reliant** on others to direct them which may limit their responsibilities and progress at work.



Checkpoint *Why might you be reliant on or need direction from others if you do not set yourself goals? Explain.*

Motivation and Vision Students who go through the process of setting goals know where they want to go in school and what they want to achieve. Knowing what you want to accomplish means you will understand what you must focus on now and in the future. Therefore, setting goals produces short term motivation and long term vision.



- A goal is similar to a purpose or aim where the planned result guides the actions of the person trying to accomplish the goal.

Reflection If executed in a purposeful manner reflection is significant when directed by goals. This may involve using previous experience to direct the learner's decision-making on a new situation, which is more focused as it is driven by achieving goals. Goals cannot be achieved unless they are founded on a willingness to learn from the past, impact the present and work towards the future. One way to reflect in a purposeful manner is to start by **goal-setting** which is concerned with *where you want to go*, then think about **planning** which is linked to *how you actually get there* and finally **reflect** on *where you are at the moment, how you got there and how this experience can direct your approach to achieving your goals*. Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) believed that the goal of the Union was to learn from lessons in the past and link this to the present and future, which would bring happiness to its people and would allow them to build a modern state.

Key Terms

Reflection: To give something serious thought or consideration

Goal-setting: The process of deciding what you want to accomplish and making a plan to achieve the goal.

Planning: The process of deciding how to do something before you start to do it.

“ From the beginning, we realised that the goal of the Union is the means to our strength and progress and the way to make people happy, provide a decent life for them and for future generations with Allah’s will. We also realised that we cannot achieve this goal except under a well rooted and firmly founded federal state that realises the past with all its lessons, lives the present with all its achievements and prosperity and moves towards a future, taking Islam as the methodology of its internal and external policy to establish the state, root its pillars and reach a decent life that we all look forward to and seek.”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Checkpoint Look at Sheikh Zayed bin Sultan Al Nahyan’s (May Allah have mercy upon his soul) quote and decide how the goal of the Union is achieved.



■ On the 2nd of December 1971 history witnessed the birth of a modern state – The United Arab Emirates.

Questioning Task



Ask your parents about what their short term and long term goals are for themselves. Ask them to reflect on how their goals have changed from when they were single to the present.



Knowledge increases power, and if individuals have the power to think and reason they shall gains in strength, as a result of heightened knowledge and experience.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Time Management **Time management** or **self-management** in relation to time can only be achieved successfully by people setting goals for their life, career and work and allocating time towards those goals, based on priorities. Any form of planning should incorporate goals, but should also include details on what, where and when a person needs to do the action and the amount of time it should take.

Thinking about Goals

'Never put off until tomorrow what you can do today' is a well-used expression, meaning you should not delay doing something if you can do it immediately. However, for many of us, we use work and personal commitments as excuses to delay things that take a little effort. We convince ourselves that there is never a good time to stop and think about what we want to achieve in life, but perhaps for something as important as planning our future, there is never a bad time!

It is very important to articulate what your goals and ambitions are, and how you hope to achieve them, to a range of audiences as this confirms your intentions and maintains your motivation. Therefore, it is beneficial to be able to describe your goals to your classmates, your teachers, your work colleagues and family.

Key Terms

Time

Management: The process of organising how to divide your time between specific activities.

Self-Management:

To take responsibility for your own behaviour and well-being.



Action Task

1. Write down 10 goals you'd like to accomplish in your life.
2. Divide them into categories (school, career, family, personal achievements).
3. Choose your best three goals. Out of those three choose your top goal.
4. Write a paragraph of 50 to 100 words on your top goal stating why you chose this goal and when, where, how etc. you intend to accomplish it.
5. In groups exchange paragraphs with other students and read their top goal.

Key Terms

Prompt: To use something like a note or a goals document to guide or remind you of what action to take.

Spontaneous: To do something without thinking about it beforehand.

Planning: The process of deciding how to do something before you start to do it.

Planning Some people are not comfortable with making plans and prefer to just let life follow its natural path. These people are likely to be happy with accepting and dealing with events and occurrences without being **prompted** by any pre-planned action. However, on some level we all plan, reflect on the past and create goals even if those goals remain as thoughts. In fact, with all the actions and ideas that compete for our attention, balancing these demands is not an option, but a natural reaction. Therefore, people **spontaneously** organise all the activities and occurrences that they are involved in, which in fact is a form of **planning**. Although it is all in their head, once they begin thinking about what they have to do, they are unconsciously managing their time, planning and creating goals.

Turning Plans into Goals If people accept that planning is spontaneous, and they do a considerable amount of planning to get through their day, they may realise the advantages of turning plans into formal goals. This can produce additional benefits such as being prepared for occurrences, procedures and events that are difficult to account for mentally. For example, they may wish to think about possible changes in how things are done at work or at home, but their imagination and creativity may fade if it is reliant on just mental notes.

Avoiding Long Term Goals The more people rely on their memory the more likely it is that they will have to write down parts of a plan. This can include completing lists of jobs to be done at school or work and then checking them off as they complete them throughout the day or week, which may not take much effort. These plans are likely to be approached as isolated events and occurrences, which lack the support of reflection and future vision.

Short term plans are often about getting through busy periods of time where the main aim is not forgetting actions or plans that need immediate attention, and therefore they are not formalised into any kind of goal. It is therefore understandable that people who are very busy may avoid planning long term goals, especially if they involve a lot of effort and time. However, if people want to make changes in their life or gain new experiences they need long term goals that include **action plans**. Of course, this involves a higher level of commitment, which usually takes more time, determination and commitment.

Long term goals are different from short term goals as the focus of long term goals is usually wider or more **encompassing** and includes a vision of where you want to be at some point in the future.

Action Plans A personal action plan allows a person to identify short and long term goals that take into account their needs, desires and personal circumstances. Creating an action plan is intended to motivate and guide a person in achieving their goals and is desirable because when people work towards something of importance to themselves, they work at their best. Action planning should also include identifying potential problems and how a person might overcome them. It is important to understand the distinction between an aim and an action. If a person is unable to carry out an activity because it is beyond the scope of the plan, it is not an action that should be included in the present action plan.

Key Terms

Action Plans: A process which helps people decide what steps they need to take to achieve particular goals.

Encompassing: Encloses or surrounds something else, including all or everything.

Key Terms

Mnemonic: A system to assist in remembering something.

Acronym: A word or name formed from the initials of the components.

THE MNEMONIC ACRONYM 'SMART'

A good approach to creating an action plan is to make sure that each part of the plan is directed by criteria that guides your actions. The criteria often used in action plans is referred to as the **mnemonic** acronym SMART. Although different writers and teachers may use different words to discuss SMART goals, the words generally have the same aim of purposeful goals that share five characteristics:

- S** a goal that is **specific** but detailed
- M** a goal that is **measurable** and meaningful
- A** a goal that is **attainable** and possible
- R** a goal that is **realistic** but reflects ambition
- T** a goal that is **timely** and includes deadlines

Developing as an Individual

It is important to set yourself goals which build your character and help you to be a better person and act in an honourable way. Character building involves behaving in a **virtuous** manner which is not only good for you but also the people around you and your community.

Key Terms

Virtuous: Having or showing high moral standards.

Research Task



Do some research to find out about someone you admire in the UAE. This person may be contributing to society now in the present day, or has had an impact on the UAE's success in its history. You need to focus on what core qualities they have or had, and give evidence of their virtuous life by writing notes about their honourable actions. Make sure you document your research in your notebook and make a record of all the sources you have used to obtain the information. You will need this information for your final assessment of this lesson.

Setting Positive Goals To increase your ability to deal with the challenges life brings, it is a good idea to set positive goals in a SMART way. A goal has a target and is something that should make a difference when it is achieved. It should be ambitious, require effort and be challenging but not impossible to attain. It should be realistic. Goals need to be timely with, deadlines in place so you can measure your actions, keep track of progress and make necessary adjustments.

Learning how to frame SMART goals is a skill that would help you make a good start at school, at work and will prepare you for the future. Here is an example of a goal that is not very SMART in the left column of the table and how it should be written to make it SMARTer in the right column of the table.

Goal	Comment	SMART
I am going to get a better grade in Maths.	This goal is not SMART. It doesn't express which area of Maths and which grade you aim to get, how you are going to get it, and when you will achieve the grade.	By week six of this term I will have completed five support classes in algebra and achieved at least a grade C in one core module of algebra Maths.

Action Task



1. Look at the qualities one to four in the table and match them to the definitions A to D.
2. In groups compare your answers with each other and then check the answers with your teacher.
3. In groups decide on two more qualities to add to the table.
4. In groups discuss these qualities and tell your group:
 - a. Which quality is the most important to you?
 - b. Which quality would you like to work on to improve your life and why?
5. Create a SMART goal to represent the quality you chose in step 4b.

Quality (Virtue)	Definition
1. Caring	A. To act independently and make decisions. To deal with something and take control over a situation.
2. Confidence	B. A feeling of being sure of your own abilities or qualities.
3. Responsibility	C. The ability to accept delays or problems that others may cause without becoming annoyed or anxious.
4. Patience	D. A person who gives emotional support to others. Looking after those unable to support themselves for example, due to old age or illness.
Add two more qualities and their definitions	
5.	E.
6.	F.

Self-Assessment Questions



You should now be in a position to write up your research notes on a person you admire. Write at least 100 words on the core qualities of this person giving evidence of their honourable actions.

LESSON 3

What Are the Key Employability Skills?

Learning Objectives

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

- ▶ Give a verbal or written definition of the terms 'Employability Skills' in terms of organisation, teamwork and negotiation.
- ▶ Create a portfolio of personal development and include evidence of 6 employability skills and a completed survey on time management.

INTRODUCTION

In this lesson, we are going to look at the meaning of employability skills. The lesson will first look at the benefits of creating a portfolio to demonstrate and record your work, then the lesson will further explore employability skills in terms of organisation, teamwork and negotiation. Learning about these skills is valued in education, employment and everyday life. It will allow you to further develop your ability to make informed decisions about your future and increase your chances of future employment.

WHAT ARE EMPLOYABILITY SKILLS?

Key Terms

Transferable Skills:

Skills and abilities which are usually picked up over time, gained from previous learning and can be applied to a wide range of jobs and situations in life.

Employability skills are **transferable skills** that an employer believes will equip a person to carry out their job to a level that would benefit the organisation. Employability depends on how you use your skills, knowledge and attitude and how you present these skills and experiences to employers. There are several skills that employers say are essential and desirable. In fact many of these skills such as organisation and teamwork you are already practising in your everyday life at school, and interaction with friends and family. The key is to raise awareness of your existing skills and explore areas where you require more knowledge.



- Skills that employers say are essential and desirable

Action Task



Practice essential employability skills by listening, showing respect, exercising interpersonal skills and communicating by taking part in a pair work activity:

One person talks about a topic of interest or relays their past activities over the last few days while the other person listens without speaking. The listener must focus on their partner's words and not let their mind wander or think about how they are going to respond. The listener then recaps what their partner said. Finally, you switch roles.

Portfolios

A **portfolio** is a compilation of materials that showcases a person's skills, education, qualifications, training and experiences. It provides insight into a person's learning style, organisation and work ethic, and can therefore reflect their personality. Portfolios are often used in higher education to assess a variety of skills and document evidence of students' learning. The use of portfolios encourages students to reflect on their experiences and increases their focus on organisation and **personal development planning**. This portfolio discusses the topics of time management, teamwork and negotiation skills.

Independence in Learning To independently manage, direct and make decisions about your career and future, you need to develop behaviour and attitudes that support learning. For example, students who learn to motivate themselves, set their own goals, manage their time and generally stand on their own two feet, demonstrate the characteristics of independence in learning.

Portfolios of work usually demonstrate independence in learning as many tasks and activities require the student to explore, investigate and act independently. In addition, portfolios are not only used as a record of work, but the content of the portfolio could also be used for assessing your professional strengths, weaknesses and opportunities for further study. This enables self-assessment and personal development planning which, in turn, can lead to professional growth.

Key Terms

Portfolio: A set of work intended to demonstrate a person's ability to an educational supervisor or potential employer.

Personal Development Planning: The process of creating action plans and goals based on awareness, values and reflection within the context of education, a career or self-improvement.

Action Task



1. Copy the table below onto a Word document.
2. Look at the employers' skills in the table and their definitions. Think of an occurrence when you have met each of the skills or part of each skill and write the example in the evidence column. Note – your evidence can come from your everyday life at school or interaction with your friends and family.
3. In groups compare your examples with other group members.
4. Add the document to your portfolio.

Employers' Skill	Definition	Evidence
Organisational skills	Capable of planning work and monitoring progress to meet deadlines and targets. Being organised and systematic.	
Team working	Working together with others with different abilities and backgrounds to accomplish an activity or task.	
Negotiation skills	Accepting other people's feelings, while putting forward your own requirements in a professional manner, to achieve a positive outcome for everyone involved.	
Communication and interpersonal skills	Explaining yourself when communicating in writing or speaking in a clear and concise manner. Responding to people by listening to their point of view, and acting upon key information and instructions.	
Using your initiative and being self-motivated	Showing a strong independent personal drive to act on a situation without waiting to be told what to do, if appropriate. Expressing new ideas of your own and sharing them to benefit the people around you or the situation.	

Organisation

Organisational skills are not only important from very early on in life, but also throughout your educational and professional life. Therefore, you will already have experience and knowledge of these skills which are important to showcase. Having a sense of organisation shows employers that you can focus and that you have strategic ability to fulfil a variety of tasks successfully. Interestingly, many would agree that the foundation of organisation skills is time management.

Time Management The major issues with time management are planning, **procrastination** and spending excessive time on tasks. Overcoming these issues could be achieved by completing a time log, which is invaluable as it not only establishes a person's present use of time but also reveals their deviance from how they think they spend time.

In addition, for students and people who work, being aware of their strengths and weaknesses in their management of time is important to develop strategies to overcome any mismanagement.

By managing time successfully, you will be able to:

- balance your studies, work, family and social life
- know your priorities
- make time for the important things in your life
- get your studies or work handed in on time

It is advisable to analyse your time management regularly to ensure that you are making the best use of your time.

Key Terms

Procrastination:

The action of delaying or postponing something.

Action Task



The diagnostic survey below is a self-examination that requires you to be completely honest in your responses. This will help you to identify how you work at school or behave at home, and raise your awareness of your strengths and weaknesses in time management.

1. Copy the table below onto a Word document and complete the True/False statements. Then add the document to your portfolio.

	How do you work?	True ✓	False ✗
1	I know what I want to achieve each day (Time management)		
2	I assign time to my priorities (Time management)		
3	I waste my time (Procrastination)		
4	I put things off (Procrastination)		
5	I plan my time successfully in the short term (Setting Goals)		
6	I plan my time successfully in the long term (Setting Goals)		
7	I set deadlines (Time management)		
8	I meet deadlines (Time management)		
9	I spend too much time on some activities (Procrastination)		
10	I work on activities that are not a priority (Procrastination)		

Action Task



2. Read the self-evaluation comments below. This is a guide as only you can fully understand the specifics of statements 1 to 10 and how they relate to how well you work.

Self-evaluation	
True – 1, 2, 5, 6, 7, 8	False – 1, 2, 5, 7, 8
If you have answered 'True' to these statements, you have already begun to establish your long term priorities.	If you have answered 'False' to these statements, then you have not established any priorities or strategies.
True – 5 / False – 6	True – 3, 4, 9, 10
If you have answered 'True' to statement 5, but 'False' to statement 6, you have some understanding of your priorities. You are able to manage your time, but only for isolated daily or weekly activities.	If you answered 'True' to these statements you procrastinate and need to explore techniques to avoid the things that are distracting you from your work.

3. In groups compare your answers and consider possible strategies that may help to improve the time management of yourself and the others in your group.

Thinking Task



After completing the survey, think about when will you start to plan your goals. What factors will you take into account in your planning?

Key Terms

Stimulation: To encourage something and make it develop or become more active.

Resolve: Strong determination to do something.

Solution to Procrastination Wasting time and putting things off are the result of engaging in something you do not want to do. When this happens, people are more likely to procrastinate. Procrastination can fuel negative behaviour such as self-doubt, anxiety, avoidance of tasks and deferring decision-making. Procrastination occurs when your brain tries to stop negative **stimulation** and entices you to think about something more pleasant.

However, procrastination can have benefits if you use this time on tasks, which are still essential but not of the highest priority, so the gratifying feeling of procrastination is at least put to good use. For example, choose smaller more manageable tasks such as planning how to achieve your goal and the action required in the next few hours or days. If possible break down the tasks into smaller chunks, for example you need to complete an essay so start by writing out a brief plan or create a quick mind-map of the structure of the essay. Take something that challenges you, but not something so challenging that you procrastinate to the point of avoidance. Give yourself permission to do it therefore converting the time spent on procrastinating to something that is productive or that contributes to your goal even though it may not be a priority.

In order for you to strengthen your **resolve** to study, entertain fewer interruptions and avoid procrastination, the Pomodoro technique (Cirillo, 2007) is very effective. This involves studying or working for 25 minutes under timed conditions, which may increase your motivation, your determination to meet your goals and generally reduces your engagement in procrastination. The Pomodoro technique also defines the time available for a given task.



Officials should encourage teamwork, unlock the creative energies of young people and guide them to the benefit of society.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

■ The Pomodoro timer is a time management tool that gives you a prescribed interval of 25 minutes of work followed by a 5-minute break. After 4 work intervals, there is a 15-minute break.



Checkpoint *If you meet your deadlines is it likely that you procrastinate? Explain your response.*

TEAMWORK

Most employers view the ability to work effectively in teams as an essential skill, and the ability to lead a team as a desirable skill. Teamwork provides opportunities for you to develop and showcase your transferable skills such as negotiation, compromise, decision-making, communication and participation.

Effective Teamwork

Effective teamwork often shows the following characteristics:

- Well organised – team meetings are informative; team members document their activities, agree actions, and monitor their progress against deadlines.
- Good management of the work process – team members support each other, include everyone, check that everyone understands the tasks.
- Communication – team members listen to each other and give everyone a chance to speak and contribute their ideas.

Key Terms

Conflict: A disagreement between individuals or groups, about beliefs or actions

Discussion Point

1. Discuss what it means to be a member of a team. What can a team achieve that one person working alone cannot?
2. Discuss the positive or negative experiences you have had when you have worked in teams.
3. Discuss examples of occurrences when your team's effectiveness has suffered due to **conflicting** differences among the team members.

Key Terms

Negotiation: A discussion aimed at reaching an agreement.

Negotiation

Negotiation is a method by which people reach compromise or agreement while avoiding arguments and conflicts, both within and across teams. There are different forms of negotiation which are used in a variety of situations such as in business, international affairs, government politics, personal relationships and teamwork. The common principle is to accomplish the best possible outcome between the people or teams involved or the organisation they represent. Good negotiation skills can have a huge impact on your career and increase your chances of future employment.

Negotiation and Teamwork Teamwork is now an established activity in educational and professional environments. Teams involve a variety of people who have different personalities. Therefore, the chances that different people will put different amounts of effort into their work may cause frustration and conflict among the team members.

The following table outlines some common problems in teamwork, with strategies for resolving conflict, including different negotiating techniques and strategies for compromise. Learning how to deal with these situations in an educational environment will help you to develop negotiating and leadership skills for your future career.

Common Problems in Teamwork

Strategies for Addressing Teamwork Problems

Problem/Conflict	Strategies for Resolution
A team member doesn't attend meetings	<ul style="list-style-type: none"> • Check that that the person is receiving the invite and understands, for example, that attendance is not optional. • Inform your teacher or supervisor if the absence continues. • Circulate meeting notes identifying who attended, along with any comments made at the meeting.
Conflict between team members	<p>If you are not the team leader you can still suggest:</p> <ul style="list-style-type: none"> • Having a cooling off period. • Discussing the situation and ways of resolving it. • Building on common ground and agreement. • Asking a neutral person to mediate.
Some team members have a dominating, controlling approach and are less accepting of compromise	<p>Strategies for managing this situation may include:</p> <ul style="list-style-type: none"> • Rotating leadership and coordination roles among team members. • Discussing with team members the best ways of sharing the tasks and working together.

Self-Assessment Questions



In this lesson, we have looked at the benefits of keeping a portfolio. Using the information in this lesson, complete the activities below:

- Look back in this Grade 11 unit at the completed action tasks in:
Lesson 1: What is meant by the term 'Reflection'?
Lesson 2: What is meant by the terms 'Goals and Ambitions'?
Copy or transfer your work onto a document and file it in your portfolio in the correct order.
- Describe the benefits of keeping a portfolio. Write up your answer in at least 50 to 100 words and file it in the front of your portfolio.

LESSON 4

What is Meant by the Terms 'Leadership' and 'Management'?

Learning Objectives

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

- ▶ Give a verbal or written definition of the terms 'Leadership' and 'Management'.
- ▶ Give your view on an issue using at least three different approaches to leadership and management reflecting different perspectives.

INTRODUCTION

In this lesson, we are going to look at the meaning of leadership and management in a multicultural environment. In the present world of globalisation, many organisations employ people from all **walks of life**, of different ages, nationalities and religious backgrounds, working alongside each other. Therefore, today's diverse workforce can often require a different style of leadership.

This lesson will first define leadership and management, its similarities and differences, and how these positions must include and embrace the skills and attitudes required to lead a diverse workforce. The lesson will then focus further on team management as an introduction to the skills required of managers in a multicultural society such as the UAE.

Key Terms

Walks of Life:

Different types of job and occupations within different levels of society.

LEADERSHIP AND MANAGEMENT

Key Terms

Leadership: The action of directing, inspiring and leading people.

Management: The process of creating order, dealing with or controlling situations or people.



Our destiny is one... No emirate has a separate destiny, and no individual has a separate destiny. We are united by destiny, concern and interest.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Leadership is a process that involves influencing the actions and attitudes of others to achieve certain results. The role of leadership is to produce change and movement through motivating and inspiring people, establishing direction, and aligning people's views to the leader's way of thinking. However, in a multicultural society a leader's awareness of different perspectives and world views is essential if his or her vision is to be inspiring, and adopted honestly and honourably by all who are to contribute to that vision. A team, a community or a society determines whether the leadership of an individual is effective, based on the goals being pursued and on the methods used to influence them in achievement of those goals.

While leadership and management overlap by sharing common tasks, such as working with people and goal achievement, the main purpose of **management** is to produce order and consistency. As with leadership the goals of management are more easily achieved if the manager has a clear understanding of the different backgrounds of the people involved, and the skills to manage the impact of that diversity. In the words of His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), Ruler of Dubai, on the need for planning:

Having vision is not enough, there must be planning to prepare for the future and achieve this vision.

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)

It is my duty as the leader of the young people of this country to encourage them to work and to exert themselves in order to raise their own standards and to be of service to the country.

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Discussion Point

Why is having vision not enough?

Leaders Need Managers and Managers Need Leaders

Both leadership and management are required within an organisation, a community or a society for it to succeed. If an organisation has a powerful leadership without management, the outcome can be meaningless or misdirected due to a lack of planning. Executing ideas and the vision, and organisation is usually **overseen** by management. Conversely, if an organisation has strong management without leadership the result can be overly **bureaucratic** due to a lack of direction. To be effective, organisations need to develop both skilled leadership and **competent** management. Therefore, to ensure that clearly defined goals are leading employees in the right direction, managers need leaders, and for essential help in reaching those goals, leaders need managers. This situation is all the more critical in a multicultural setting if leaders and managers wish to succeed in their vision and planning, but also learn from, and perhaps adopt, concepts and methods from people with different world views.

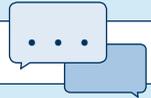
Key Terms

Oversee: Supervise (a person or their work), especially in an official capacity.

Bureaucratic: Involving complicated rules and processes that make something slow, complex and difficult.

Competent: Having the ability, knowledge, or skill to do something successfully.

Discussion Point



Look at the quote from Bennis and Nanus (1985). In groups discuss its meaning.

'Leaders are people who do the right thing; managers are people who do things right'. Bennis and Nanus (1985)

Action Task



Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) is widely recognised as having a wide range of leadership skills. These covered not only the leadership of the development of the UAE domestically but also representing and leading global opinion.

Produce a mind map of the skills and qualities that you think a great leader such as Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) needs, to be recognised as an 'international leader'



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TEAM MANAGEMENT SKILLS IN A MULTICULTURAL SOCIETY

With its diverse multicultural society, the UAE has developed its own unique cultural identity. Leading a team in most circumstances can be complicated. Being prepared to lead a multicultural community, whether it be a small organisation or in a large institute, can enhance your leadership and management skills along with increasing your employment opportunities in the future. Team members may come from a variety of backgrounds and therefore have different communication styles and different perceptions of leadership and management. However, in order to be an effective leader, you need more than a good attitude and an awareness that people are different, you need good management skills.

Challenges to Communication in the Workplace

Employees coming from different cultures will have different interpretations of forms of communication and interaction. This has an impact on how they express themselves, deal with others, and approach conflict. Poor or lack of communication caused by diversity in the workplace can lead a business to suffer because of division among employees.

However, diversity in the workplace should be the source for teamwork on a global level. There are different strategies that can be employed to deal with and, better still, pre-empt the issues that can arise in a diverse working context.

Structure the Team for Success

Creating initial conditions that maximise a team's chances of success is fundamental. In a diverse workplace, that means making sure the team has a clear understanding of the vision and an engaging mission, that all members have access to the information and resources they need to successfully carry out the work, and that there is **buy-in** with the team's goals. Choosing staff carefully is also key, an ideal team will be composed of people who possess the necessary skills, as well as cultural intelligence and **global awareness**.

Key Terms

Buy-in: To believe in and support an idea, concept, or system.

Global Awareness: Understanding based upon knowledge and experience of global and cultural perspectives.

Key Terms

Subordinates: A person under the authority or control of another person.

Pitfall: An unsuspected difficulty or danger.

Atypical: Not representative of a type, group, or class.

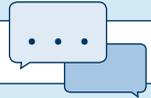
Group Dynamics: The processes involved when people in a group interact.

Understand the Profile of your Team The leader of any cross-cultural working group needs to understand and appreciate the different cultures, language differences, and 'gaps' within the team, as well as possible causes for misunderstandings or miscommunication. For example, communication styles in 'Western cultures' may be different to those in Asian or Latin American cultures.

Obviously, how employees from different cultures respond to different communication styles determines how well the group will work and how productive it will be. Being aware of these potential **pitfalls** can help foresee challenges and allow them to be resolved before they become a serious obstacle to progress.

In addition to appreciating the differences between the cultural groups that make up a team, effective leaders also must understand individual personalities. What if the people mentioned in the previous example had all worked in an international environment for years and were **atypical** in their cultural style. The predictions about **group dynamics** might be very different.

Discussion Point



Discuss the last sentence of the paragraph above.

'The predictions about **group dynamics** might be very different.'

Explain why these predictions might change.



- Being aware of cultural differences within a team can help you foresee challenges and resolve them before they become a serious obstacle.

Key Terms

Norms: Something that is usual, typical, or standard.

Set Clear Norms

Multicultural team members will likely have a wide variety of different communication styles. It is therefore essential to establish behaviour that is standard and expected as team **norms** that everyone follows, regardless of their background or personal beliefs. However, to increase the chances of buy-in, the most successful way of choosing and setting rules is to consider what will work best for the team as a whole, including practices from other cultures that could be useful. For instance, if the team members have a preference for finding and proposing ideas as a group instead of individually, you could assign small work groups the task of presenting solutions to a given issue as a team.

Thinking Task



Think about whether you prefer working individually or in a team. What do you think are the reasons for your preference?

Further Strategies to Streamline Team Management

It may be necessary to provide additional communication for team members whose cultural backgrounds make it difficult for them to embrace the norms which have been set. For example, if team members must arrive at meetings promptly, the importance of punctuality will have to be reinforced consistently. The same applies for styles and methods of communication. Establishing a regular pattern of information, for example how often and who they receive the information from, and regularly scheduled meetings and conferences, will create a rhythm and working pattern that all the team members can learn to expect and work with. Keeping a consistent, clear structure regarding work styles is key to creating a uniform team culture.

Understand Different Attitudes towards Hierarchy and Authority

Although teamwork is essential to success in any workplace, in some cultures, employees receive different treatment or behave differently themselves based on their **rank** within the organisation. For example, multicultural employees may have different ways of presenting an idea to their manager. In some work cultures, employees must follow a **hierarchical organisation** structure and present to higher level team members before reaching the executive level. On the other hand, other organisations have a relatively **flat organisation** structure where employees and leaders work side by side as one team. Being sensitive to the cultural diversity in the workplace can result in a more connected workforce and avoid the risk of some employees feeling left out or undervalued. Examples of how you could increase your understanding of different attitudes towards hierarchy and authority is to educate yourself about different cultural traditions and approaches to work, keep up to date with global politics and international events and get to know your colleagues from different countries and backgrounds.

Key Terms

Rank: A position in an organisation.

Hierarchical Organisation: An organisation structure consisting of multiple levels.

Flat Organisation: An organisation structure with few or no levels of supervision between staff and top management.

Discussion Point

Discuss the norms you would set as priorities in a multicultural team?

Build Personal Bonds

One of the best ways to avoid potential conflict in a team is establishing personal connections. Of course, different people have different views when it comes to relationship building in the workplace. In some cultures, it takes longer to build a friendship; in others, hierarchy is very important and people at different levels within an organisation will rarely mingle in social situations. Although this means that it may not be possible to have personal relationships at work, there is always a way to establish a positive rapport (a close relationship in which people understand each other) and

individual connections. For example, a common interest or similarities in people's personal circumstances, for example where they live or where their children go to school, can help to establish personal bonds, especially in a multicultural team.

Address Conflict Immediately

As you saw in Unit 1 in Grade 11, conflict is an inevitable characteristic of human beings. It should be of no surprise, therefore, that conflict can and will occur in any team. In such cases, it must be dealt with quickly to stop it becoming difficult to manage and an obstacle to the team's progress and wellbeing. Solving conflict may require an understanding of indirect as well as direct communication styles, and being open to discussion, as well as the ability to keep an open mind and consider all viewpoints. You should utilise what you learned in Unit 1, Grade 11 about the nature of conflict and conflict resolution in thinking about how to manage conflict in teams.

Key Terms

Diversity Training:

Any programme designed to facilitate positive intergroup interaction, reduce prejudice and discrimination, and generally teach individuals who are different from others how to work together effectively.

Diversity Training Successful organisations create a working environment that inspires employees to respect one another through **diversity training**. This cultural awareness fosters mutual understanding among managers and employees, and encourages new ideas. Accepting and even seeing different perspectives as an added value to the team leads to more fruitful collaboration and a more profitable organisation.

An Example of Diversity Training The Six Thinking Hats (De Bono, 2000) method is a tool that helps people look at problems from different perspectives. In most team or group contexts people tend to assume a character, or can be associated and expected to behave in a certain manner because of their culture or communication style. This can limit the person's thinking and **suppress** their creativity. Therefore, seeing things from another person's point of view, which may be contrary to your views, can be a good strategy to overcome feelings of conflict and raise your awareness of the benefits of exploring **alternative possibilities**.

The benefits of the Six Thinking Hats:

- Creates awareness that multiple perspectives exist.
- Experience how other people feel by **putting yourself in their position**.
- Improves communication.
- Focuses your thinking.

Using the Six Thinking Hats Each hat or approach is assigned a different colour with a respective viewpoint. For example, the white hat should elicit ideas based on objective facts, what is needed and how to obtain it; the red hat is more intuitive and would approach an issue or topic with more emotion and feeling, without necessarily any evidence as justification; whereas when you wear the black hat you are allowed to be critical and find why something is wrong by voicing negative points. As the method encourages a problem to be examined from different perspectives, no individual view or person is allowed to dominate the process. One perspective is not necessarily better than another.

Key Terms

Suppress: Prevent or stop the action or expression of a feeling or idea, etc.

Alternative Possibilities: Other ideas, actions or solutions which you have not already considered.

Putting Yourself in their Position: To imagine oneself in the situation or circumstances of another person, so as to understand their perspective, opinion, or point of view.



- Exploring the same issue through different perspectives.

Action Task



1. In groups of six, think of a problem or an issue. For example, children should not have to wear school uniform; you should be allowed to go home during school free periods; the school should consider running classes at the weekend etc. Decide on a topic that is relevant to the whole group.
2. Sit in a circle. Each member of the group chooses a colour from the Six Thinking Hats in the table below. You do not actually need coloured hats, you could just write each colour on a piece of paper.
3. Adopt the Six Thinking Hats' approach which represents your colour, and discuss the problem or issue using your adopted approach. Set a five-minute time limit for the first round of discussion. See the following instructions:

Coloured Hat	Approach
White hat	Present the facts of the issue. You have a neutral balanced view.
Red hat	Ask for everyone's feelings about possible alternatives. Your view is based on emotions without any evidence or justification, just your feelings.
Black hat	Evaluate the issue and list the drawbacks. Your outlook is critical, stern and you always see the negative aspects in a situation.
Yellow hat	Evaluate the issue and list the benefits. Your outlook is always positive.
Green hat	Generate ideas on how the issue could be handled.
Blue hat	Sum up the points and the meeting.

4. As the aim of this activity is to experience other people's views and therefore understand their perspective, at the end of the time limit change hats with the person next to you and now discuss the group's issue with your new approach. This time set a three-minute time limit.
5. Continue to do this until you have experienced all six approaches or at least three of the approaches if time is limited.
6. When the group have completed the activity have an open and honest discussion with each other about which approach you felt was the best for you and why.

Self-Assessment Questions



What is Leadership?

How different is leadership from management? What are the main differences?

LESSON 5

What is a Good Way to Prepare for an Interview?

Learning Objectives



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

- ▶ Give a written or verbal definition of at least three kinds of interview.
- ▶ Take part in an interview as either the interviewer or interviewee.

INTRODUCTION

In this lesson, we are going to look at how to perform well in an interview. We will look at the purpose of interviews, the different kinds of interviews, and the various aspects involved for the interviewee and interviewer. Attention to aspects such as body language for the interviewee, question formation and the order of question types for the interviewer will be explored in detail. Studying the different aspects involved in interviews allows us to build knowledge and confidence, so that we are prepared for these important roles in life, whether it be as an interviewee or interviewer.

INTERVIEWS

Key Terms

Interview: A meeting of people face-to-face or over the Internet, especially for job applications.

Vacancy: An unoccupied position or job.

Interviewer: A person who interviews someone and leads the meeting.

Interviewee: A person who has applied for a job and is interviewed by the interviewer.

Information transfer: The process of transferring information between people.

Participants: A person who takes part in something.

Take turns: When two or more people alternate doing something.

First impression: A first evaluation of a person or organisation.

An **interview** is usually a meeting between an applicant and a representative of a company the applicant wishes to work for, or an educational institute such as a university where the applicant wants to study. A meeting is organised because a company has a **vacancy** for a job or an institute has a place to offer a student to study. During an interview questions are asked by the **interviewer** and answers are given by the **interviewee**. This **information transfer** can happen in both directions where **participants take turns** talking if the interviewee also wishes to ask questions.

With the advancement of technology interviews can also take place over the Internet. Video conferencing between two or more participants and telephone interviews allow interviews to take place at a distance, meaning the participants are not located in the same place.

What is the Purpose of the Interview?

The Purpose of the Interview is for the company:

- to get an overall **first impression** of the interviewee
- to get their chance to ask the interviewee questions about their life and work experience
- to see if the interviewee would fit in with the other employees

The interview is also an opportunity for the interviewee:

- to make a good first impression
- to ask questions about the company and its business
- to see if he or she would like to work for this company

Thinking Task



Do you think companies interview every job applicant? Why or why not?

Do you think there are any jobs where you would not need an interview for example, delivery staff or factory workers?

Screening and Selection

There are two basic types of interviews, screening and selection. The screening interview determines whether the interviewee fits the **job profile** and has the skills for the job. The questions asked during the screening interview are designed to collect this information. This information is usually detailed on the applicants' **résumés** (or curriculum vitae) but sometimes screening will be done through video conferencing or over the telephone.

The selection interview is usually carried out by a manager with the authority to employ people. It decides if you can do the job, if you are motivated and if you will fit in with the people, the style of company and the environment. Selection interviews can be carried out on a one-to-one basis or by a panel of people.

A one-to-one interview means you are being interviewed by one person. This could be the manager, the **human resources** representative, or the owner of the business.

A panel interview means that you will be interviewed by more than one person at the same time. It could be three or more people. Each person asks you a question. The other individuals are told to observe you and listen carefully to your response.

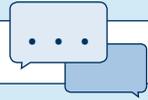
Key Terms

Job profile: A document that describes the general tasks, or other related responsibilities of a position.

Résumé: A document that gives a list of your qualifications and experience, often in date order.

Human Resources: The department of an organisation that deals with the hiring of employees, administration, and training of staff.

Discussion Point



Which type of interview would you feel more comfortable with? Why?

Different Kinds of Interviews

In addition to job and university interviews, there are several other kinds of interviews that take place in the business and entertainment world.

Action Task



1. Look at the list of different interviews below. In groups decide which type of interview they are, write 1. Education or 2. Business next to the interview type. Consider what you think is involved in each interview.
2. Choose two that you could take part in and tell your group why.
Marketing interview.
Scholarship interview.
Research interview.

A Marketing Interview Having a job in the marketing field is a career that involves a combination of creativity and the ability to communicate well to an audience. Marketing involves many different skills therefore, to show that you are an ideal applicant you should academic achievements at school or college especially your computer technology skills, competency in English and ability to communicate can demonstrate your potential to grasp an understanding of consumer preferences and needs.

A Scholarship Interview A scholarship is awarded to a student who has achieved a high level of academic success. Sometimes students have to be interviewed for scholarships. In the UAE scholarships have been awarded by ADNOC (Abu Dhabi National Oil Company), ENEC (Emirates Nuclear Energy Corporation), and many other industries. It is important to promote yourself successfully. The points that you would discuss to show that you are an ideal applicant are your academic achievements at school or college, volunteer work, **extracurricular** activities, **competency** in English or a foreign language, and any past work experience.

A Research Interview A research interview is a conversation usually between two people. The main purpose of this kind of interview is to collect information to support a research question. The research question may require you to investigate individuals' beliefs and thoughts about a topic. For example, if the research question is about how life in the UAE is different from the past, the research may focus on collecting data on different elements of that topic such as changes in the age of marriage, the kind of jobs men and women perform, or how housing has changed.

Key Terms

Extracurricular: An activity at a school or college in addition to the normal course of study.

Competency: The ability to do something successfully or efficiently.

A Successful and Unsuccessful Interview

We have discussed different kinds of interviews including scholarship and research interviews. The success of these interviews depends on how prepared you are, whether you are the interviewer or the interviewee.

Interviews and Body Language

In a multicultural society, it is essential that your **mannerisms**, **posture** and general movements adopt what is acceptable when interacting with others. Body language reveals much about your character and personality, and it is important to make sure that your body language reflects the image you want to **portray**. However, defining good body language may not be so straightforward. For example, crossing your legs may seem appropriate in some settings, but would be impolite in a Japanese work environment. Therefore, if you knew beforehand that the interviewer for a job you applied for is Japanese, it would probably be best not to sit through the interview with crossed legs. Some interviewers like applicants who speak with their hands, while others prefer that you speak with words and not make too many **gestures**. In some countries, you should never hide your hands by putting them in your pockets or behind your back. Some believe that these positions show that you are being **defensive** or **guarded**. Without an international accepted standard for body language, it can be difficult to work out which movements and positions are best.

Key Terms

Mannerisms: A gesture or way of speaking or behaving.

Posture: The position in which someone holds their body when standing or sitting.

Portray: Describe or show someone or something in a particular way.

Gesture: Movement of part of the body, such as a hand or the head, to express an idea or meaning.

Defensive/Guarded: Concerned about you what you say to avoid criticism.

Mirroring



- Mirroring the posture and mannerisms of your interviewer will improve the interaction and improve your appearance of openness and honesty.

Thinking Task



What does this photograph show?

Why do you think these two men are displaying a similar posture? Is one of them copying (mirroring) the other?

Why do you think this is happening?

Who do you think is mirroring whom?

Posture According to experts many of us instinctively copy the body language or mannerisms of a person we are trying to impress but for others, especially if they find preparing for an interview challenging, and they are not sure how to position their body. One of the most asked questions is about body language and how to move and act during an interview. Experts now recommend that you do not need to practice your body language for an interview, all you need to do is adopt the posture of the interviewer. This is known as mirroring.

Key Terms

Emulating: Copying the style of something or someone.

Subtle: An action or behaviour that is difficult to notice or describe.

Sub-conscious: Concerning the part of the mind which influences a person's actions and feelings without their full awareness.

Mirroring and Police Strategies It is thought that mirroring indicates openness and honesty which is why the police practise this skill by copying a suspect's spoken style and non-verbal behaviour to gain his or her confidence. This includes **emulating** the suspect's behaviour of crossing legs, shifting postures, folding arms and leaning back or forward. These actions are **subtle** strategies used to send **sub-conscious** messages to the suspect, which make them believe the police officer is similar to them in character and can therefore be trusted. However, after mirroring, police officers will then act out their own non-verbal behaviour to see if the suspect starts to unconsciously copy them. If the suspect mirrors the police officer, it is an indication that the suspect now trusts the police officer and will answer their questions more honestly.

Mirroring and Job Interviews

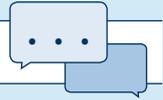
Does mirroring really work or is it too difficult to mirror posture and mannerisms during a job interview? According to research, it works. Of course, if you copy every single movement this is just mimicking, which means that your actions will not look natural. Mirroring is not mimicking. Mirroring is a skill that requires you to emulate another person's behaviour, not at the same time but shortly after that person has leaned forward, touched their face or moved their arms etc. Remember, experts are convinced that if you do not know how to position your body during an interview, mirroring the posture and mannerisms of your interviewer will improve your interaction and your appearance of openness and honesty.

Action Task



- 1.** In pairs have a short conversation about what you will do this evening and take turns to mimic everything your partner says and does. At first this might be amusing but after a while you may find this behaviour annoying.
- 2.** In pairs take turns to interview each other for the job of class leader. While the interviewer (student number 1) is talking, the interviewee (student number 2) should mirror the interviewer's movements and posture. Remember this involves emulating your partner's movements without him or her noticing.
- 3.** When you have completed steps one and two discuss how you both felt during each activity and the difference between mimicking and mirroring.

Discussion Point



Watch this video on mirroring and in groups discuss if it gives good advice.

What are highly negative postures?

<https://www.youtube.com/watch?v=rqhSWI4-hnA>

Closed and Open Questions

Closed and open questions allow an interviewer to ask for factual information requiring short answers or ask for more detailed information requiring longer answers.

Closed Questions Closed questions are used for a number of purposes. They allow the interviewer to make the interviewee feel comfortable by having him or her answer short easy questions. In addition, the interviewer can confirm simple but important facts while keeping control of the meeting. Another strategy the interviewer can use if they just wish for a yes or no response is to add a question tag at the end of the sentence. This way the interviewer **retains** control of the conversation, but can still get information which requires a longer question but a **conclusive** short response.

The table illustrates the different kinds of closed questions and the expected responses.

Key Terms

Retain: Continue to have something such as control.

Conclusive: Information that is understood by all without any doubt

Closed Questions	Response
Do you live in the area?	Yes/No
Have you applied for a job with this company before?	
How old are you?	Short factual answers
Where did you study?	
You understand that you may have to work evenings, don't you?	Yes/No
You can get your references to Human Resources before the start date of the contract, can't you?	

Open Questions Open questions can also be used to make the interviewee feel comfortable at the beginning of an interview. For example, a question like "Can you tell me about yourself?" allows the interviewee to ease into the meeting. However, open questions are mostly used to **probe** for information that requires more details from the interviewee. This can result in the interviewer having less control, but he or she can still guide the interviewee by starting the questions with question words such as What, Where, Why, When etc.

Open questions invite the interviewee to reflect on their experiences, give their opinions and allows the interviewer to test how well the interviewee responds when they have the control of the conversation. All this information can be used by the interviewer to evaluate the interviewee's knowledge, confidence and skills.

Key Terms

Probe: Explore or examine something.

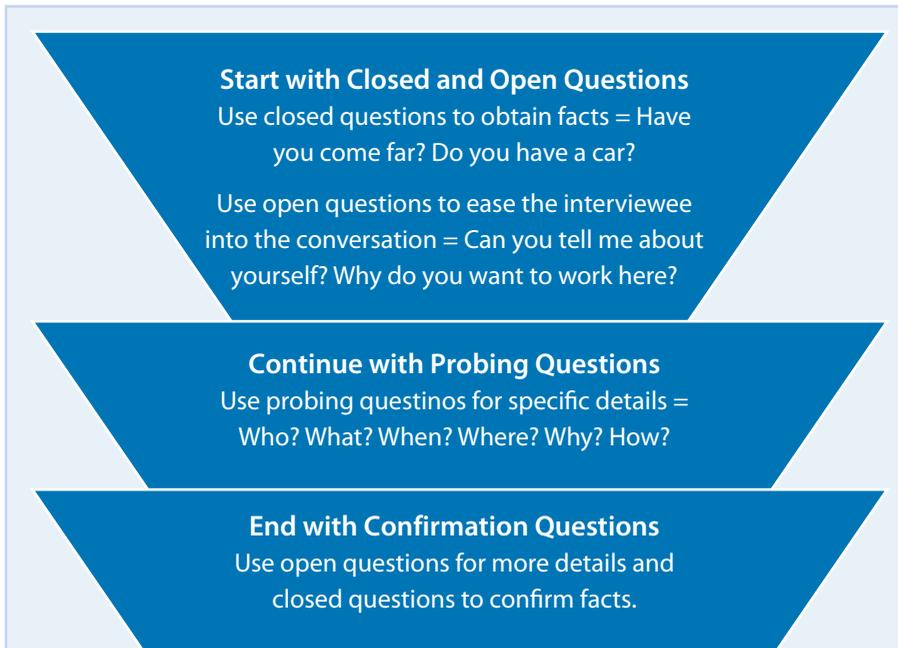


- An interviewer can guide the interview by starting questions with question words such as What, Where, Why, When etc.

Question Order

The upside-down pyramid system of questioning can be used as a guide to order and structure questions.

Figure 1 The Upside-down Pyramid System of Questioning



Action Task



1. Think of a topic you would like to ask your partner about. This could be about what they plan to do in the future and why they think they can achieve this goal.

2. Write some questions, following the upside-down pyramid system.

3. Now practise asking and answering these questions with your partner. Imagine that you are in an interview setting, so you will need to use formal language, be aware of your body language and make eye contact while asking and answering the questions.

Self-Assessment Questions



Now that you know a little more about interviews, try to answer the following questions.

1. What is the difference between mimicking and mirroring?

2. What is the difference between open and closed questions?

3. Write a short description of three different kinds of interviews?

LESSON 6

What is the Best Way to Present Your Knowledge Skills and Experience?

Learning Objectives

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

- ▶ Give a written or verbal definition of at least two purposes of presentations.
- ▶ Give a structurally developed presentation, highlighting significant points and supporting detail.

INTRODUCTION

In this lesson, we are going to look at how to prepare and give a presentation. We will look at the purpose of presentations, the different parts of a presentation and how to deliver a presentation to an audience. Studying the different aspects involved in presentations and how to showcase your achievements allows others to evaluate your skills and prepares you for your future career.

PRESENTATIONS

Key Terms

Presentation: A speech or talk to an audience in which a new product, idea, or piece of work is shown and explained.

Conference: A formal meeting of people which can range from small to large audiences.

Reiterate: To say something again to make it clear.

Persuade: To cause someone to believe something.

A **presentation** presents the content of a topic to an audience. It can be communicated to different kinds of audiences and adapted to different speaking situations, from addressing classmates about a school project to addressing a large audience at a **conference**. Like most forms of communication, presentations have a structure. For example, it has an introduction, main points, more specific or sub-points and a conclusion. A presentation is a process that needs explaining as it progresses.

To begin with, you need to indicate where it will lead the audience. As you progress you need to tell the audience that you are moving on, finally, you must close the presentation with something more than just asking if there are any questions, instead you should **reiterate** key points. Presentations have several purposes which include: to inform, to instruct, to **persuade** and to present new ideas.



■ Using visuals as a tool to display your ideas can help your presentation capture the audience's attention.

The Purpose of Presentations

It is important to give a presentation in a clear, organised and effective manner. This not only involves preparing the content of the presentation but also planning how you will engage and interact with your audience. As mentioned earlier there are several purposes for presentations. However, whatever the topic, the overall aim and main purpose should be clear to the presenter and the audience.

To Inform The purpose of this kind of presentation is to **circulate** information or update the audience of facts, procedures or general information that does not require deep analysis. The presenter tells the audience about something they wish or need to know. The **address** should be short so that the audience can fully understand by just listening to the presenter speak about the topic.

To Instruct When the purpose of the presentation is to instruct, the presenter will aim to direct and teach the audience about how something works. Instructing involves explaining a process or how to achieve a result and differs from informing the audience of facts and general information. However, informing and then instructing often go together.

To Persuade A persuasive presentation aims to get the audience to believe the presenter's message by changing or influencing the audience's opinions and beliefs. It is better to present a limited number of points and keep the audience's attention, rather than talk about several ideas which may distract or confuse them. However, if your delivery is not as persuasive as you would have wished, and your ideas are challenged by the audience, a good strategy is to acknowledge any opposing views. This shows that you are open to alternative opinions and if appropriate allows you to reiterate your main points and how they may offer a solution or help towards meeting overall goals.

To Inspire and Motivate When the purpose of the presentation is to inspire and motivate, the presenter must **appeal** to the emotions and feelings of the audience. A good strategy is to convince the audience that anything is possible by referring to previous success stories as examples of how something can be achieved.

Key Terms

Circulate: Pass information to everyone.

Address: To speak to an audience. A formal speech delivered to an audience.

Key Terms

Appeal: Make a serious or heartfelt request.

Thinking Task



Think carefully of a time when you were inspired by information that you received through a presentation. Who delivered the presentation? Why were you inspired?

Key Terms

Overwhelm: Have a strong emotional effect.

Overcome: Succeed in dealing with a problem or difficulty.

Nervousness: Being overly concerned or worried.

Strategies to Build Confidence

Giving a presentation can be **overwhelming**. To **overcome** feelings of **nervousness** it is a good idea to practice addressing an audience. Although practising the content of the presentation is beneficial, the non-verbal aspects of presenting are also important. It is essential to pay attention to your body language and physically show that you are interested in and enthusiastic about your presentation. In addition, it is a good idea to maintain eye contact with members of the audience to check you have their attention, making it look as though you are addressing them individually allows you to evaluate their reaction to what you are saying.

Practice You could practise your presentation delivery in front of a mirror and imagine you are facing the audience, this allows you to check your own facial expressions and posture. When you have completed the Action Task below, try practising in a room with just a few other students, who should act as the audience.

Action Task



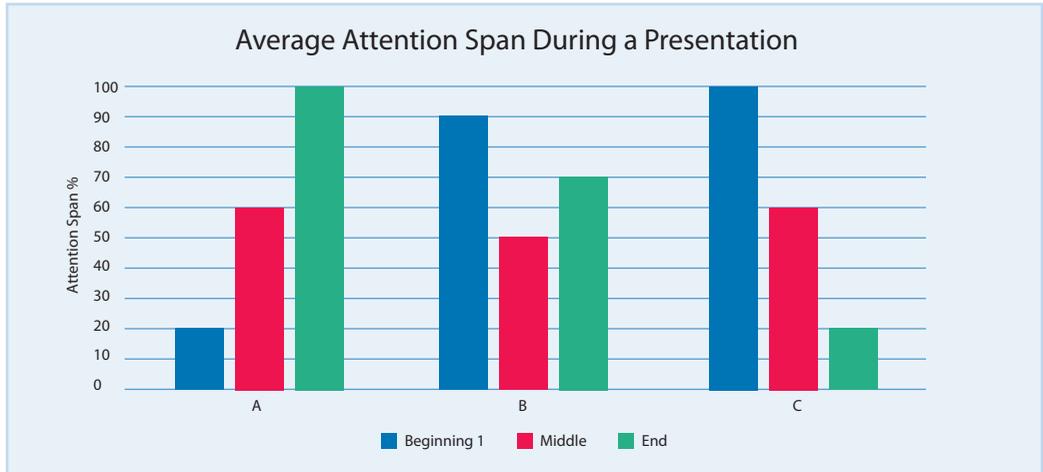
1. Look in a mirror and practice looking in the distance to the right, the left and then the middle by not just moving your eyes but by turning your head.
2. Repeat step 1 but this time pause at each position for a few seconds. Do this several times and increase the amount of time you pause at each stage.
3. Now do the exercise again while you introduce yourself and tell the audience the purpose of your presentation. For example:

'Hello everyone, let me introduce myself. My name is My purpose today is ...'

Check your facial expressions and make sure you smile when it is appropriate and that your posture is correct.
4. When you feel confident enough, ask some other students to join you in an empty room. Ask them to position themselves on the right, the left and in the middle of the room so you can practise your address without being in front of a mirror.

Attention Span

Attention span means the amount of time someone can spend focused on something without becoming distracted. Most experts agree that the ability to focus and maintain attention on a task is important for achieving your goals. The following charts show three different hypothetical scenarios of the attention span of an audience during an average time of a presentation. The vertical axis indicates the level of attention of the audience as a percentage, and the horizontal axis refers to the stages of a presentation.



Discussion Point

Discuss which chart, A, B or C, you would consider best reflects the typical pattern of the attention span of an audience during an average presentation.

In groups explain why you chose A, B or C.

Most audiences are more attentive at the beginning and end of a presentation, which is referred to as the serial position effect. This means a person will remember the first and last items in a series of information more clearly than the middle items. According to experts this occurs in all kinds of learning and presentations. Therefore, if the beginning and end of your presentation are where you have the highest level of audience attention, you should use these stages as opportunities to state and reiterate the key points.

TED Talks is a non-profit media organisation which seeks to help to discuss and spread new ideas about all sort of different subjects. One of the key elements of TED Talks is that any presentation or talk is kept to a maximum of 18 minutes. This is because the average human being can only concentrate fully for a limited amount of time. If a presentation takes too

long, you can lose your audience and your message does not get across. Keeping any presentation to less than 18 minutes is a useful rule as it helps to ensure your message is concise, prevents you from waffling and helps your audience to maintain their attention on you and the message.

Before your Presentation



■ In any presentation there are key questions that have to be considered and addressed such as how the presentation will be organised and the timing as well as the content.

In addition to revising the content of your presentation you should also consider what your audience might be thinking. We have seen how important the beginning and end stages of a presentation are in terms of the audience's attention, so to maximise your success in **initiating** and **retaining** their interest you need to anticipate some of the answers to questions the audience may have before the presentation begins. Answering Who? Why? What? and How? by predicting what you think your audience is thinking will increase your chance of achieving a high level of audience attention.

The following sections will explore addressing questions that your audience may have, followed by examples of language that will help you to answer those questions.

Key Terms

Initiate: To cause a process or action to begin.

Retain: Continue to keep someone's attention.

Key Terms

Formality: To follow a strict procedure in how things such as addressing an audience should be done.

Evaluate: Form an idea of the amount, number, or value of; to assess, and to make a judgement.

Criteria: A standard by which something may be judged or decided.

Critical: Of great importance.

Accurate: Correct in every detail.

Who is the Presenter? The amount of information you give about yourself depends on the audience and conditions that you are presenting under. For example, if your presentation is an informal address to other students, the level of **formality** will be low, and you may not have to state your full name and position as the audience knows who you are. However, if you are doing a presentation as part of a school assessment, your teacher or examiner may require you to introduce yourself in a formal manner, so they can **evaluate** your performance against exam **criteria**.

Even though we learned earlier that the beginning of a presentation is a **critical** stage it should not be too long. Your listeners will form a first impression of you in the first minute. Therefore, a short **accurate** start with confident body language, accurate language and a clear voice will help to create a good first impression.

Examples of language to introduce yourself

Good afternoon, everyone, thank you for coming. My name is ... and I work ...

Let me introduce myself. My name is ...

For those who don't know me, my name is ... and I'm in charge of ...

Before I continue, let me tell you something about myself... I have worked in many different countries ... I have Masters degree in ...

Why Are we Here? You need to inform your audience of the reason they are present and the purpose of your presentation. If the audience don't know why they must be present, they will not have a strong reason to listen. If it is in a work environment, perhaps management require them to be informed of the content of your presentation for professional development or for training purposes. If it is at school, you could point out the benefits of their attendance and what they may achieve from your presentation.

Examples of language to express purpose

The reason we are here today is to ...

Today I would like to give you a general outline of ...

Today I'm going to tell you about ...

My purpose/object today is to ...

What is the Presenter Going to Talk About? This is where you outline the main points that you're going to present, and the order in which you will discuss them. Experts say that your audience will listen more if your presentation has a clear structure. In addition, it shows that you have planned the management of the presentation. The language you require for this stage is referred to as sequencing, which means stating information in a particular order using language such as one, two, three, or firstly, secondly, next.

Examples of language to express structure

The main points I'm going to discuss are first, ... second, ... third, ...

The presentation has three main points. I would like to begin with ...

The discussion will focus on three points and the first one is The second point will be And finally, the last point is ...

I would like to start with ... And then, ... Finally, I'll finish with ...

How is the Presentation Going to Progress and be Organised?

As we learned earlier the attention span of the audience can drop in the middle of the presentation, so it is important to try and keep them alert by addressing their needs at the start and during the presentation. For example, as you go into the main part of your presentation they may be thinking: Is it okay to ask questions now or do I have to wait until the end? How long is this going to go on for? Do we get a break? It would be useful to answer these questions when you begin the presentation so that your audience are ready to listen when your talk progresses on to the main points. However, occasionally you should interject with information that address their needs if you feel it will keep the audience alert.

Examples of language to express organisation

The presentation should last about ten minutes.

If you have any questions, I'm happy to take them at the end.

Please feel free to interrupt me at any time if you have a question.

There will be a short coffee break straight after the presentation.



Action Task

Predict your audience's questions. Imagine you will give a presentation in a few days on why you should be chosen to be head girl or head boy. Write the answers to the audience's questions one to five, as if you are the presenter trying to persuade the audience that you are the best person for the job. Use the example language in the previous paragraphs to help you.

1. What experience has s/he got?

3. I wonder how long this will take?

2. Why is s/he doing this presentation?

4. I wonder what the presentation will be about?

5. How is s/he going to present the information?

1. *Before I continue, let me tell you something about myself. I have been involved in many different school projects. My experience includes...*

2. _____

3. _____

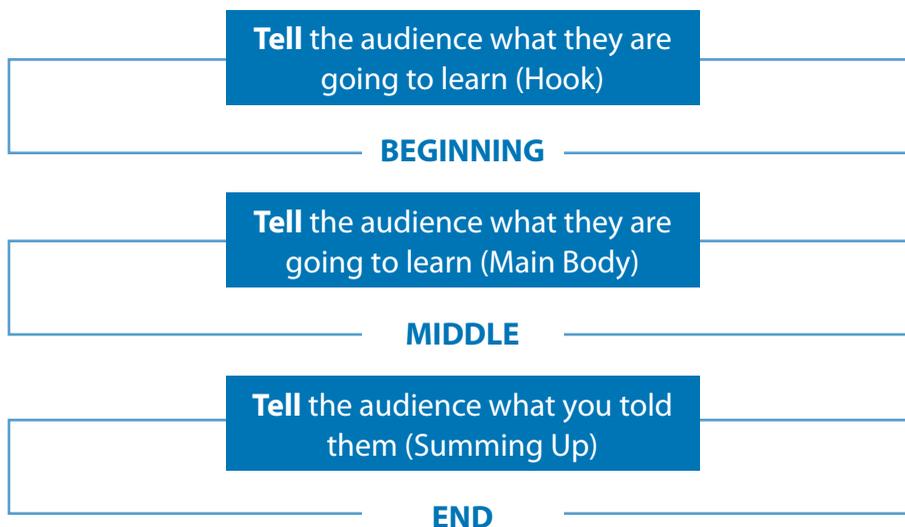
4. _____

5. _____

The Structure of your Presentation

Like most forms of communication, the progression of presentations from start to finish is guided by a structure which allows the audience to clearly understand your message. The beginning should act as a **hook** to **capture** the audience's attention followed, by some basic information to outline the content. Then the focus shifts to **the main body**, which includes the supporting evidence, and finally a clear conclusion or **summing up** of the information. Preparing for a presentation can become challenging if you do not use strategies to break down its delivery into smaller, manageable tasks.

An essential guide to creating your presentation is the three T's:



Key Terms

Hook: A spoken or written expression to catch people's attention.

Capture: To gain someone's attention.

The Main Body: Forming and expressing the important content of a spoken or written presentation.

Summing Up: To repeat the main points of a speech, a presentation or a written piece of work.

Thinking Task

Think about what kinds of presentations you have delivered and what you used to inform, instruct, persuade, or inspire the audience?



Action Task

You must give a presentation on your skills, knowledge and experience to become head girl or head boy at your school. Therefore, the purpose of your presentation is to persuade the audience that you are the best person for the job.

Include: An introduction, a main body and a conclusion:

- 1. Introduction:** Tell the audience who you are and how the presentation will be organised.
- 2. Main body:** Choose two or three main reasons why you should get the job of head boy or head girl. Include: 1) information about your qualifications, 2) your extracurricular activities and 3) what you will do for the students and the school if you are chosen. Under each main point create sub-points to support your claims.
- 3. Conclusion:** Remind the audience of what they have learned during your presentation by restating your main points.
- 4.** Think about how you will deliver your presentation. You could use pictures and write your main points and supporting points on a whiteboard or create a PowerPoint presentation. Think also about how much time your presentation will take.

Self-Assessment Questions



Now that you know a little more about presentations, try to answer the following questions.

1. What does the serial position effect mean?
2. What are the three Ts?
3. Write a short description of two different purposes of presentations.

4. After doing a presentation complete the following self-evaluation form.

Presentation Self Evaluation Form

- a. Describe one thing that went well in the presentation.

- b. Describe one thing that you would change about the presentation.

- c. Comment on your eye contact: was it sufficient? If not, how could you improve your eye contact for your next presentation?

- d. Comment on your body language: was it effective? If not, how could you improve your gestures and movement for your next presentation?

What is your overall assessment of your presentation:

Not very good/Acceptable/Very good

Glossary

Abstain:	Withdraw from exercising a vote or carrying out an action (i.e. take no stand on it).
Accurate:	Correct in every detail.
Acronym	A word or name formed from the initials of the components.
Action Plans	A process which helps people decide what steps they need to take to achieve particular goals.
Active Reflection	To have serious thought about something and the ability to reflect on your actions to engage in a process of continuous learning.
Address:	To speak to an audience. A formal speech delivered to an audience.
Affirming Diversity:	Recognising and accepting diversity of people with fair and equal treatment.
Alternative Dispute Resolution (ADR)	A process of resolving disputes outside of the formal court system.
Alternative Possibilities	Other ideas, actions or solutions which you have not already considered.
Always on:	Being available online anytime anywhere.
Ambitions	A strong desire and determination to do or achieve something.
Appeal:	Make a serious or heartfelt request.
Arbitration	A form of ADR process, where the parties in a dispute agree to be bound by the ruling of an independent organisation on how to settle the dispute.
Aspect	A way in which something may be considered.
Atypical	Not representative of a type, group, or class.
Biased:	Unfairly prejudiced for or against someone or something.
Blog:	A web page usually owned by an individual, called a blogger, which the blogger uses to write updates about an issue they are involved in, or express their opinion about something.
Boom:	To increase in importance or popularity.
Bureaucratic	Involving complicated rules and processes that make something slow, complex and difficult.
Buy-in	To believe in and support an idea concept, or system.
Capture:	To gain someone's attention.
Catastrophe:	An event causing great and usually sudden damage or suffering; a disaster.
Charity:	Voluntarily giving aid, such as money or other forms of assistance, to those in need.

Charter:	A published statement developed by the leadership of an organisation that stipulates how it is established, as well as how rights, privileges and responsibilities are defined.
Circulate:	Pass information to everyone.
Citizen:	A recognised member of a country.
Civic Activities:	The collective activities carried out by a group of citizens in order to address and resolve public issues or concerns.
Civil society:	A group or community of 'ordinary citizens' linked by a common interest or collective activity (not controlled by either private or public entities).
Clarity:	Easy to understand. In critical thinking, it also refers to being clear in purpose when you say something.
Co-create:	Work together to create something that will benefit all.
Co-exist:	To live together peacefully, despite having different ideas and beliefs.
Cognitive:	Knowledge acquired through learning, experience, and understanding.
Collaborative	A cooperative style of conflict resolution that attempts to find a solution that benefits everyone.
Collective Intelligence:	The intelligence, including the skills, knowledge, and wisdom, gained through collaboration involving a group of like-minded people. It is also often called 'the knowledge of the crowd'.
Comfort zone:	A mental state, feeling or behaviour, in which you feel safe, easy, anxiety free. The comfort zone is often considered problematic as you do not want to make any effort to learn new things, nor improve your behaviour.
Commercial Commodity:	The resource or raw material to be used for commercial production and consumption.
Compassion:	Sympathy and concern for others, especially if they are suffering.
Competency	The ability to do something successfully or efficiently.
Competent	Having the ability, knowledge, or skill to do something successfully.
Conclusive	Information that is understood by all without any doubt.
Conditioning:	Being influenced or affected in a certain way through experience.
Conference:	A formal meeting of people which can range from small to large audiences.
Confirmation Bias	The tendency to seek or interpret evidence in a way that favours existing beliefs.
Conflict	A disagreement between individuals or groups, about beliefs or actions.
Conflict and Fragility:	A situation where a country is susceptible to breakdown in the rule of law and potential violence.
Conflict Resolution Styles	The types of approach that can be taken when trying to resolve a conflict.
Consciousness	The state of being aware of and responsive to one's surroundings.

Constitution:	The collection of guiding principles or rules about how a country or other organisation is to be governed.
Contentious:	Highly provocative or controversial; likely to lead to conflict.
Criteria:	A standard by which something may be judged or decided.
Critical:	Of great importance.
Cross-cultural Competence:	The knowledge and skills that help you to work in a different culture from that of your own.
Cross-cultural:	Across two or more cultures.
Cultural Beliefs:	The values and ideas of a particular culture or society.
Cultural ethics:	A system of dealing with morality, integrity, religion, principles and values of a culture.
Cultural Exchanges:	Practices of mutual sharing of information between cultures with an aim to learn more about each other and build friendship between them.
Cultural Homogenisation:	A situation where the diversity of culture, ideas, and social values diffuse into one global culture.
Cultural Intelligence:	The set of mental and intellectual capabilities to relate, interact, and work effectively across different cultures and social situations.
Cultural pluralism:	Different cultures in one place, all keeping their own beliefs and cultural characteristics, but all living together peacefully and respecting others.
Cultural universals:	Things that exist in every culture throughout the world. Some examples include language, family structure and education.
Cyber security:	The protection of computer systems, networks and data.
De-escalation	When a conflict moves from the higher end of the conflict description scale to the lower end.
Deadline	A time or date by which something should be completed.
Defensive/Guarded	Concerned about you what you say to avoid criticism.
Defying the Crowd:	Doing something that is unusual or unconventional, yet creative.
Dehumanisation:	The treatment of people or groups as inferiors to other humans.
Developing Nations:	Nations where the average income per head of the population is lower than that in industrialised nations.
Digital Citizens:	Individuals with skills, knowledge, and ethics to participate in digital activities.
Digital Content:	All types of products or materials available in a digital format.
Digital Footprint:	The record of online and offline activities on the web server and other digital devices.
Digital Immigrants:	The predecessors of digital natives.
Digital Natives:	The young generation who was born into the digital world and grew up surrounded by multiple gadgets.

Digital Social Networks:	Online social networking sites, such as Facebook, Instagram, and Twitter.
Digital Technologies:	The technologies with computing capabilities.
Digital World:	The world of the Internet and gadgets, such as computers, mobile phones, and tablet devices.
Digital Youth:	Active users of various types of digital technology.
Discrimination:	Treating a person or a specific group of people differently, especially in a way that is worse than you treat other people. This is because of their skin colour, gender etc.
Disposable cash:	The money that you can spend as you want and not the money that you spend on taxes, food and other basic needs.
Diversity Training	Any programme designed to facilitate positive intergroup interaction, reduce prejudice and discrimination, and generally teach individuals who are different from others how to work together effectively.
Diversity:	The similarities and differences among individuals and social groups in terms of their varied cultural, racial, ethnic, gender, and socioeconomic backgrounds.
Dominant Social Group:	A more powerful social group, which controls the systems of social values and norms in a society.
Dynamic Phenomenon:	An event, process or human experience that changes constantly.
Economic recession:	A period where economic activity declines, specifically where economic growth is negative for two successive quarters.
Embedded:	Firmly fixed in place.
Emotional Intelligence:	The ability to understand and manage the feelings and emotions of others to get things done.
Empathy:	Being able to truly understand other people's feelings, as though you have experienced the same thing yourself.
Emulating	Copying the style of something or someone.
Encompassing	Encloses or surrounds something else, including all or everything.
Entrepreneurial:	Characterised by taking financial risks in the hope of profit and being able to exploit knowledge and experience to create new opportunities.
Environmental Justice:	Sustainable, fair and just policies and actions in relation to all stakeholders sharing an environment.
Escalation	When a conflict moves from the lower end of the conflict description scale to the higher end.
Evaluate:	Form an idea of the amount, number, or value of; to assess, and to make a judgement.

Executive:	The branch of government that implements laws that have been passed or decisions that have been taken.
Extracurricular	An activity at a school or college in addition to the normal course of study.
Fairness:	Ability to make impartial judgments free from favouritism, discrimination or dishonesty.
First impression	A first evaluation of a person or organisation.
Flat Organisation	An organisation structure with few or no levels of supervision between staff and top management.
Foreign Policy:	A government's strategy and guidelines for dealing with other countries.
Formality:	To follow a strict procedure in how things such as addressing an audience should be done.
Gadgets:	New digital devices, such as smartphones, tablets, and wearables.
Generation Z:	A term referring to a demographic of the population born between the mid-1990s to the early 2000s.
Genocide:	Deliberate killing of a large number of people belonging to a particular nationality or ethnicity.
Geopolitical:	Relating to international relations and politics among countries affected by geographical factors.
Gesture	Movement of part of the body, such as a hand or the head, to express an idea or meaning.
Global Awareness	Understanding based upon knowledge and experience of global and cultural perspectives.
Global media:	Communication networks through which information and data are spread throughout the world, for example, advertising, news, education or entertainment.
Global Mind-set:	A mental capacity to understand specific global issues.
Global Outlook:	A mental ability to understand general aspects of globalisation.
Goal-setting	The process of deciding what you want to accomplish and making a plan to achieve the goal.
Goals	The action or feeling of a person's ambition or effort towards a desired result.
Governance:	The way a country or other enterprise is ruled, controlled or run.
Government:	A group of people who have the authority to govern a nation or country.
Grass-roots initiatives:	Innovative networks of community members and organisations that create solutions that respond to the local situation and the interests and values of the communities involved.
Group Dynamics	The processes involved when people in a group interact.

Hierarchical Organisation	An organisation structure consisting of multiple levels.
High-scale conflict	A conflict where, overall, the conflict descriptions are high in scale or where the consequences of the conflict are serious, such as the use of violence.
Hook:	A spoken or written expression to catch people's attention.
Human Resources	The department of an organisation that deals with the hiring of employees, administration, and training of staff.
Humanitarian:	Seeking to promote human welfare.
Identities:	Characteristics which are the same or similar despite different situations or aspects.
Ideological Terrains:	Socio-political areas heavily influenced by the thinking and ideas of a certain dominant group or nation.
Ignorance:	A state of not knowing.
Infectious diseases:	Diseases which can be spread, directly or indirectly, from person to person.
Information and Communications Technologies:	Combined applications, systems, devices and networking options, that together permit people and organisations to interact in the digital world.
Information transfer	The process of transferring information between people.
Infotainment:	Information that is broadcasted or delivered with entertainment.
Infrastructure:	The organisation of structures and facilities such as buildings, communications networks, ports, roads and power supplies.
Infringement:	The violation of law, an agreement, or someone else's right.
Initiate:	To cause a process or action to begin.
Innovators:	People who come up with new ways of doing something, often to solve a problem in a new way, or to solve a problem that has not been solved before.
Insular:	Not willing to engage with new or unfamiliar culture, ideas or people.
Integration:	Mixing or combining two things together to make a whole.
Inter-State wars	Wars that are between countries.
International Humanitarian Law	The area of international law that covers the rules of armed conflict and the treatment of people affected by conflict.
International law:	A set of rules established by treaty and accepted by nations as binding in their relations with one another.
Internet of Things:	The interconnections of computer-enable physical things, devices, and services.
Interview	A meeting of people face-to-face or over the Internet, especially for job applications.

Interviewee	A person who has applied for a job and is interviewed by the interviewer.
Interviewer	A person who interviews someone and leads the meeting.
Intra-State wars	Wars that occur within countries.
Intrinsic:	On the inside of a person's mind or behaviour.
Job profile	A document that describes the general tasks, or other related responsibilities of a position.
Jurisdiction:	Having official, recognised power to make legal judgments and decisions.
Jus in bello	Within just war theory, the conditions that must be met for a war to be conducted in a just way.
Jus in bellum	Within just war theory, the conditions that must be met before a country is justified in going to war.
Jus post bellum	The application of just war theory to the period immediately after war has ended.
Just war theory	A framework that specifies a set of conditions that must be met for a war to be considered justified.
Justice:	The quality of being moral or righteous lawfulness.
Knowledge Worker:	A member of knowledge society whose work is mainly focused on the creation, distribution, and management of knowledge.
Knowledge-intensive Activity:	An activity that involves collecting, processing, analysing, and synthesising of information.
Leadership	The action of directing, inspiring and leading people.
Leadership:	Leading a group of people, a government, or an organisation; having the ability to motivate people to work towards achieving a common goal.
Low-scale conflict	A conflict where, overall, the conflict descriptions are low in scale and the consequences are minor.
Machine Learning:	The application of artificial intelligence that makes robots and machines to learn and adapt on their own like humans do.
Makers:	Persons or groups who make things. More recently, makers are commonly referred to people who can create various objects using 3D printing technology.
Management	The process of creating order, dealing with or controlling situations or people.
Mannerisms	A gesture or way of speaking or behaving.
Manoeuvring Tool:	A tool that helps you to plan and achieve your goal or task in a more efficient manner.
Maternal:	Related to motherhood.

Mechanical	An action done without thought in an automatic way.
Mediation	The involvement of a neutral third party to help manage the conflict resolution process.
Mediator	The neutral third party who is assisting in a conflict resolution process.
Migration:	The movement of people from one country to another. They may be moving because of extreme poverty, trying to join families or to look for better opportunities and employment.
Millennium Development Goals:	A set of eight goals that 191 member states of the United Nations agreed to achieve by 2015.
Minority Social Group:	A group of people who form a small percentage of the total population.
Mnemonic	A system to assist in remembering something.
Monarchies:	Governments run by a monarch (king, queen, principal leader) who usually inherit the position and exercises absolute power in governance.
Motivation	Having a strong reason to act or accomplish something.
Nation State:	A sovereign and recognised country where most citizens share a common identity such as language or common descent, in addition to their legal status as citizens of the country.
Negotiation	A discussion aimed at reaching an agreement.
Nervousness:	Being overly concerned or worried.
Neutral:	Not supporting or helping either side in a conflict, disagreement.
Non-governmental Organisation (NGO)	An organisation, often a charity, that is independent from government.
Non-renewable Energy:	Sources of energy which once used cannot be replenished unless over a very long period of time.
Non-violent action	Ways of taking action against injustice or oppression that do not involve the use of violence.
Norms	Something that is usual, typical, or standard.
Online Forums:	Online and social networking platforms where people can post their content or make comments.
Overcome:	Succeed in dealing with a problem or difficulty.
Oversee	Supervise (a person or their work), especially in an official capacity.
Overwhelm:	Have a strong emotional effect.
Pacifism	The view that war is morally wrong.
Parity:	A state of being equal in status or rights.
Participants	A person who takes part in something.
Peace	The continued absence of conflict.

Personal Development Planning	The process of creating action plans and goals based on awareness, values and reflection within the context of education, a career or self-improvement.
Persuade:	To cause someone to believe something.
Philanthropic:	The attribute of wanting to uplift and promote the welfare of people through gestures of assistance and generosity; benevolent.
Philanthropy:	A voluntary act for long term human welfare.
Pitfall	An unsuspected difficulty or danger.
Planning	The process of deciding how to do something before you start to do it.
Portfolio	A set of work intended to demonstrate a person's ability to an educational supervisor or potential employer.
Portray	Describe or show someone or something in a particular way.
Posture	The position in which someone holds their body when standing or sitting.
Potential	Having or showing the ability to develop into something in the future.
Predictions:	Statements about what we think will happen in the future.
Presentation:	A speech or talk to an audience in which a new product, idea, or piece of work is shown and explained.
Private Good:	The socioeconomic wellbeing of an individual person or family.
Private sector:	The part of the national economy that is owned, controlled and financed by private individuals (not the government).
Probe	Explore or examine something.
Processes of Globalisation:	The global events and forces that shape globalisation.
Procrastination	The action of delaying or postponing something.
Prompt	To use something like a note or a goals document to guide or remind you of what action to take.
Prosperity Index	A global index measuring well-being using both economic and social criteria published by The Legatum Institute.
Public Good:	The wellbeing of people in general promoted by individual and collective action.
Public Morality:	The moral and ethical values and standards of the public or society.
Pull factors:	These are usually positive reasons or perceptions of another place or country that encourage people to move there.
Purposeful	Having a clear aim or determination to do something or complete something.

Push factors:	These are usually negative reasons why a person decides to leave a place or country.
Putting Yourself in their Position	To imagine oneself in the situation or circumstances of another person, so as to understand their perspective, opinion, or point of view.
Raising Awareness	The condition or state of being aware; acquiring knowledge; increasing consciousness.
Rank	A position in an organisation.
Real-time:	Happening immediately.
Real-world Problems:	Problems that occur in our everyday lives, such as at home, community, school or workplace.
Reflection	To give something serious thought or consideration.
Reflective Practitioner	Someone who can reflect on one's actions, wishes to learn from his or her successes and failures and reflects on what can be improved.
Regional:	Relating to a geographic area or territory that may include several countries or nations that share a common terrain or economic system (greater than local).
Reiterate:	To say something again to make it clear.
Reliant	Dependent on someone or something.
Renewable Energy:	Sources of energy that are capable of being replenished in a relatively short period of time.
Resolution	When a conflict has de-escalated to the point that the conflict has ended.
Resolve	Strong determination to do something.
Résumé	A document that gives a list of your qualifications and experience, often in date order.
Retain	Continue to have something such as control.
Sanctions	Nonmilitary action taken against a country in an attempt to modify their behaviour.
Savvy:	Using digital technology skilfully and wisely.
Self-Management	To take responsibility for your own behaviour and well-being.
Smart City:	A fully computer technology integrated city, in which latest information and communication technologies are used to distribute, monitor, and manage all types of utilities, traffic systems, law enforcement, and waste management, to name a few.
Social Cohesion:	Developing social harmony for mutual benefit.
Social Groups:	Groups of two or more individuals sharing similar geographical, cultural, and political identities.

Social Justice:	The equitable distribution of opportunities, wealth, access to resources and privileges in a society.
Social media:	Technologies, applications and websites that allow people to create and share content, ideas, information and participate in social networking. Some examples of popular social media are WhatsApp, Facebook, LinkedIn, Twitter and Instagram.
Social Norms:	Socially created and accepted rules that govern the behaviours of people in society.
Solicitors:	Qualified members of the legal profession who are able to deal with and advise on legal matters.
Sovereign:	Free, not controlled by external power.
Spontaneous	To do something without thinking about it beforehand.
Start-up incubator:	A collaborative programme to help entrepreneurs grow their business. Help is provided in the form of management training or specialist advice.
Status Quo:	The existing state of affairs.
Stereotypes:	The judging of a person as having some generalised characteristics or attributes that are believed to be true for a group they represent – often negative.
Stimulation	To encourage something and make it develop or become more active.
Strategic:	Relating to having an advantage that may be for all purposes.
Structures:	The building blocks or forces of a knowledge society and knowledge economy.
Sub-conscious	Concerning the part of the mind which influences a person's actions and feelings without their full awareness.
Subordinates	A person under the authority or control of another person.
Subtle	An action or behaviour that is difficult to notice or describe.
Summing Up:	To repeat the main points of a speech, a presentation or a written piece of work.
Supporting Evidence:	Supporting details, such as relevant facts, information, and data of an argument.
Suppress	Prevent or stop the action or expression of a feeling or idea, etc.
Sustainable Development Goals:	A set of 12 goals adopted by members of the United Nations in 2015 designed to end poverty, protect the planet and ensure prosperity for all.
Sustainable economic development:	Sustainable economic development is to be able to continue to develop without depletion of natural resources.
Take turns	When two or more people alternate doing something.

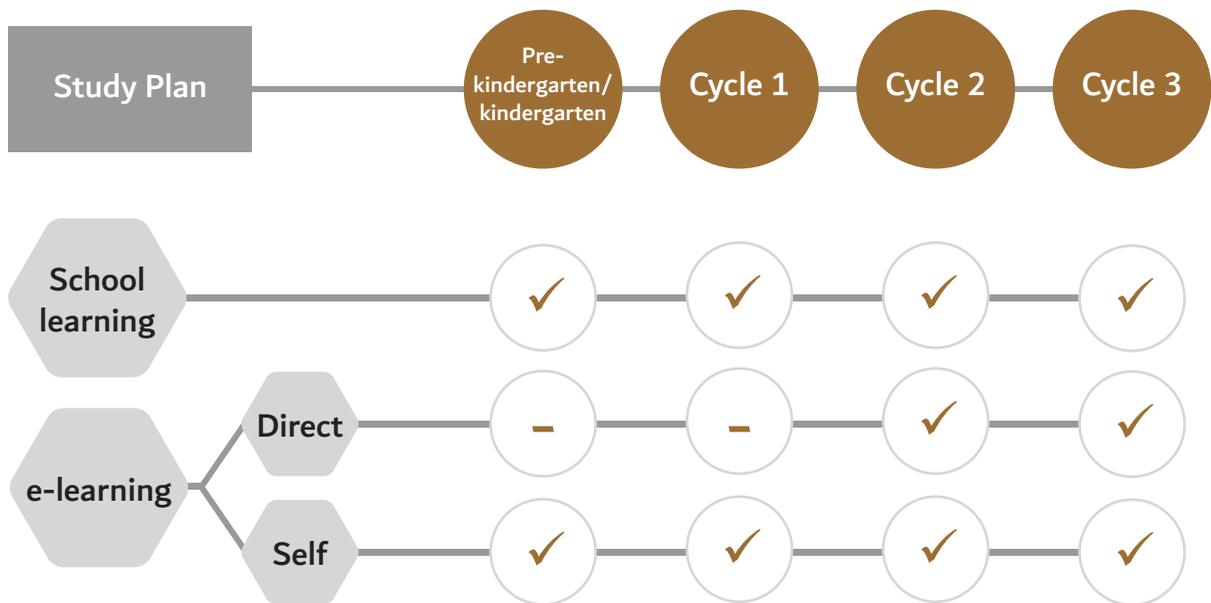
Tax Havens:	Countries where taxes are levied at a low rate, which is often offered with secrecy.
The Attribution Error	The tendency to attribute bad motives to the other person in a conflict.
The Interest-Based Relational (IBR) Approach	An approach to conflict resolution that prioritises the preserving of a good relationship between the parties involved.
The International Court of Justice (ICJ)	A court of the UN, based in the Hague, whose purpose is to resolve international disputes.
The International Criminal Court (ICC)	A permanent court, based in the Hague, whose purpose is to prosecute individuals for war crimes.
The Main Body:	Forming and expressing the import content of a spoken or written presentation.
The scope-severity paradox	The illogical tendency to judge harmful events as less serious if they involve a very large amount of people.
The UN Security Council	The body of the UN which has primary responsibility for maintaining peace and security in the world.
The United Nations (UN)	An international organisation whose membership is comprised of most countries in the world, working to maintain peace, security and prosperity for all.
The United Nations General Assembly	A body of the UN in which all member states can vote on key issues.
Time Management	The process of organising how to divide your time between specific activities.
Timeframe	A specified period of time in which something occurs or is planned to take place.
Tourism:	The activity of travelling to a place for pleasure. The tourism industry is involved with hotels, restaurants, entertainment, etc., for people who are travelling.
Transferable Skill	Skills developed in one situation which can be transferred to another situation.
Treaty:	A formal agreement between the governments of two or more countries.
Twenty-first Century Skills:	A broad set of skills, knowledge, and attitudes that are essential to be successful in a twentyfirst century global society and workplace.
UN Resolutions	A formal proposal of action of the United Nations.
Unarmed Civilian Protection (UCP)	The use of unarmed civilians as peacekeepers.
Uncertainties:	The situations or states of being unsure about what is going to happen next.

Universal culture:	The values and beliefs that are shared by all members of the United Nations.
Unlearning:	Making effort to discard previously learnt information or ideas so that you can build a new and improved mental model with more relevant information and ideas.
Vacancy	An unoccupied position or job.
Values:	The characteristics or ideas we feel strongly about.
Veto:	The right to reject or rule against a formal proposal or decision.
Virtuous	Having or showing high moral standards.
Vision	To think about or plan the future with imagination or wisdom.
Vision:	A great plan for the future that is based on wisdom and imagination.
Walks of Life	Different types of job and occupations within different levels of society.
Wired:	Making use of computers to transfer or receive information, especially by means of the Internet.
Xenophobia:	Prejudice towards people from a different country.



Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



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