



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



2021-2022

# MORAL, SOCIAL & CULTURAL STUDIES



# Moral, Social & Cultural Studies

## Teacher Guide Grade 1

Term 2

**First Edition**

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

President of the United Arab Emirates

“

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

”

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



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**Domain: Moral****Unit 1:****Caring and  
Honesty****Unit Objectives**

In this unit, students will be introduced to the values of being caring and honest.


The lessons focusing on being caring will require students to reflect on their own behaviour towards, and appreciation of their friends, family and school environment. The lessons focusing on being honest will require students to make independent decisions about their own behaviour and to think about how it affects those around them. In making decisions, students will be taught that all decisions have consequences.

**Unit Description**

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.

Domain
Moral
Unit 1
Caring and Honesty

# Caring and Honesty



Lesson 1	Caring for Ourselves
Lesson 2	Caring for Others
Lesson 3	Caring for The School Environment
Lesson 4	Being Honest
Lesson 5	Exploring Honesty through Storytelling

**Why are decisions about behaving in a caring and honest manner so important?**

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**Central Question**

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



### Exploratory Questions:

- What does it mean to be caring?
- How can you be more independent and care for yourself?
- How can you care for others?
- How can we encourage everyone to respect the school environment more?
- What are the qualities of an honest person?
- Why are people sometimes dishonest?

### Exploratory Questions

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

### Learning Outcomes

1. Understand what caring means and that it can take many different forms.
2. Describe how they care for themselves.
3. Demonstrate the ways in which they care for others, focusing on friends and family.
4. Explain how they can care for the school environment.
5. Explain the difference between honesty and dishonesty.
6. Use a wide vocabulary to express their feelings objectively, without blaming others and without hurting the feelings of someone else.

**Lesson Objective**

Explore the importance of caring for and looking after yourself.

**Learning Outcomes**

- Understand what caring means and that it can take many different forms.
- Use a wide vocabulary to express their feelings objectively, without blaming others and without hurting the feelings of someone else.

Unit 1 Caring and Honesty

# Lesson 1

## Caring for Ourselves

What does caring mean and what forms can it take?

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### Vocabulary

caring

inclusive

independant



**1** Look at this image of a family. What do you think it means to be 'caring'? Share your thoughts with a partner.



Caring

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Unit 1 Lesson 1

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### Activity 1 (5 minutes)

Before beginning, explain the ground rules for discussions. It is important that teachers create a classroom environment that is a safe space for students. Tell the students that a 'safe space' means they are free to voice their own opinions without being judged, that there are no right or wrong answers and everyone's opinion is valid. Students are expected to listen to each other respectfully and take turns when contributing to group discussion.

Then ask the students to look at the image of a family being caring.

Allow them to share their ideas on what they think it means to be 'caring' with a learning partner.

Take a selection of answers.

### Caring

Looking after others, to be kind.

### Inclusive

To involve others, to invite others to play.

### Independant

To do tasks by yourself.

### Differentiated Learning

#### For Beginners

Who cares for you? (My mum, my dad...)

#### For Advanced Students

Can you think of times when it might be difficult

to be caring? (When you are feeling angry or

upset it might be more difficult as you might

let your feelings get in the way of being nice to

someone.)

#### Model a definition on the board:

**Caring:** To look after others, to be kind.

**Activity 2 (15 minutes)**

Explain to students that it's important that we care for members of our family and look after them. Point out that by caring for others, we can also care for ourselves.

Read **"The Big Chase"** to the classroom. Read the story slowly and check for understanding as you read, if necessary.

When the story has been read, ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- Jack was disappointed because he wanted to play with his friends.
- Jack wanted his brother to have time to enjoy the game. This tells us that Jack cares about Dim.
- Jack was having so much fun chasing Dim that he forgot about his friends.
- Yes, by deciding to enjoy his time with his brother, Jack was caring for himself, as well as his brother.

Then have a class discussion about the **Let's Think Together** question in the student book.

**Suggested Answers**

We learn that Jack respects his father. And he cares about him because he does what his father asked him to do.

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**The Big Chase**

Jack couldn't wait to meet his friends later in the evening. They planned to chase each other in the park. It was always great fun!

"You have to stay in this evening," his father suddenly said, "and look after Dim."

Jack was very disappointed. He didn't want to have to look after his younger brother. That was so boring! However, Jack knew he had to obey his father. So he told his friends that he would not be able to meet them that evening.

"What do you want to play?" Jack asked his brother. "I'm a thief," Dim said, "and you're a policeman. You have to catch me."

Jack wondered how much fun his friends were having without him.

"Catch me!" Dim shouted. He ran into the next room. Jack started running after his brother. He ran slowly. He didn't want to catch his brother too quickly. But his brother was quick. And his brother was small. He could crawl under furniture and run around corners.

Soon they were both laughing loudly as Jack tried to catch his brother.

Jack had forgotten about his friends in the park!

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### Questions for Discussion

- Why did Jack feel so disappointed when he was told he had to look after his brother?
- Why did Jack run slowly after his brother? What does this tell us about Jack?
- Why do you think Jack forgot about his friends in the park?
- Was Jack caring for himself in this story?



**Let's Think Together** 'Jack knew he had to obey his father.'



**Activity 3 (10 minutes)**

Explain that smiling at someone is one way of showing that you care for him/her. Read out the poem. Ask students how they feel when somebody smiles at them.

Explain that a smile can make someone feel welcome, happy and safe.

Prompt students to look at the image of friends. Explain that everyone in this photo feels welcome and part of the group.

Ask the students what they think being 'inclusive' means. Take a selection of answers.

Model a definition on the board: To involve others, to invite others to play.

Next, ask students to sit in a circle. Explain that each student will pass a smile to the person next to them. Ask students to take some time to think about how being smiled at makes them feel, before they pass the smile to the next person. It's okay if the students laugh as the smile is being passed.

**3****Being Kind**

"It's good to care  
It's good to share  
A kind word here  
A kind word there  
A smile can brighten up your day  
And make your worries go away."



**In a circle, pass a smile to the person next to you.  
Then discuss how smiling has a positive effect on your mood.**

**THINK!**

Why is it important to be caring and welcoming?

**Activity 4 (15 minutes)**

Ask students what they think 'independent' means.

Take a selection of answers. Tell the students that being independent means caring for yourself and completing tasks by yourself, such as folding your own clothes, washing your own dishes and tidying your own room.

Ask questions:

- How can you care for yourself by being more independent? (You learn to do things for yourself and look after yourself.)
- How can you be more independent at home? (Tidying up after yourself.)
- In the morning before school? (Getting your own breakfast dish.)
- During the school day? (Doing your activities.)
- After school? In the evening? (Doing your homework.)
- When parents are busy? (Getting yourself ready for bed.)

4

Look at the pictures, then put a tick in the boxes that show an independent action.



DATE

World Kindness Day: November 13th

5

With your partner, discuss how you can take care of yourself.

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Unit 1 Lesson 1

8

Emphasise that by being independent and caring for yourself, you also create more time for you to be able to care for others.

Ask students to look at the images. Ask students to decide if the action shown is an independent action. Ask them to put a tick in the box that shows an independent action.

### Differentiated Learning

#### For Beginners

Students can draw examples

#### For Advanced Students

Students can list and draw

### Activity 5 (5 minutes)

Divide the class into pairs.

Facilitate a discussion around taking care of yourself, perhaps using the following questions as prompts:

- Why is it important to care for yourself? (You'll then be better able to take care of others.)
- How does being independent help you care for yourself? (You don't have to rely on others to help you.)

### Key Skills (Head, Heart, Hands)

- Communication
- Care
- Active listening
- Respect
- Teamwork
- Collaboration

### Evaluation/Reflection

Did the students achieve the Learning Outcomes?

How did the informal seating contribute to the discussion?

Was active listening / turn taking evident?

Use positive reinforcement to reward students who show good body language during discussion; e.g. "Well done \_\_\_\_! Your eyes are on the person speaking."

Again, use positive reinforcement to reward children who wait their turn.

e.g. "Excellent \_\_\_\_! You are listening attentively while waiting your turn."

**Lesson Objective**

Examine how you can care for others in different situations.

**Learning Outcomes**

- Understand what caring means and that it can take many different forms.
- Demonstrate the ways in which they care for others, focusing on friends and family.
- Use a wide vocabulary to express their feelings objectively, without blaming others and without hurting the feelings of someone else.

Unit 1 Caring and Honesty

## Lesson 2

# Caring for Others

How can you show that you care for others, especially your friends and family?

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## Vocabulary

choice

decision

results

## Choice

A selected course of action from two or more options.

## Decision

Making your mind up to choose a certain course of action.

## Results

The effects of an action.



## 1 How can you care for friends and family?



Taking care of friends at school

Thoughts	Emotions	Words	Actions

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Unit 1 Lesson 2

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## Activity 1 (10 minutes)

Begin by reminding students of the importance of caring for ourselves. Remind students that by being independent, we can learn to take care of ourselves. This then helps us to care for others as well. Ask students to share any examples they have of acting independently since the last class.

Discuss with students how they can care for friends and family, posing questions such as:

- What **thoughts** do you have when you want to care for somebody? (You can see that someone is in difficulty and you want to help them.)
- What **emotions** do you have? (You feel what the other is feeling, and then you feel happy after you help them.)
- What **words** can you say? (You can let them know that you are here to help)
- What **actions** can you take? (Find out what is causing the person discomfort or upset, and then work with them to help fix the situation.)

**Activity 2 (15 minutes)**

Explain to students that caring for people involves having choices, making decisions, and knowing the consequences. Check for understanding of these three terms.

Model definitions on the board:

**Choice:** A selected course of action from two or more options.

**Decision:** Making your mind up to choose a certain course of action.

**Consequences:** The results or effects of an action.

Tell the students it is important to think about consequences when faced with choices and making decisions. It is important to think about how another person might be feeling.

Read "Jack Makes a Decision" to the class. Read the story slowly and check for understanding as you read, if necessary.

When the story has been read, ask the students to

consider the Questions for Discussion in the student book.

**Suggested Answers**

- Jack broke the window. He had a choice to admit his mistake.
- Jack decided to let others take the blame.
- As a consequence, other children would get in trouble.
- No, he didn't. All he cared for was himself. He didn't care about the other children getting into trouble.

Then have a class discussion about the Let's Think Together question in the student book.

**Jack Makes a Decision**

Jack was excited about trying out his new bow and arrow toy. He got it as a present the previous evening. However, his mother had said it was too late to play outside. He was told he'd have to be patient and wait until after school the following day.

The minutes ticked by slowly in the classroom. Jack could hardly wait. He had arranged to meet Alia for a game in the garden opposite to his home once school had finished.

After school, he sprinted home as fast as lightning. Alia was already waiting for him. The game was going well until Jack accidentally shot the arrow too high. It flew through the air and accidentally hit their neighbour's window causing it to smash. Just as their angry neighbour came out, two children they didn't know came round the corner. The neighbour starting shouting at the other children.

"What will we do?" whispered Alia.

Jack thought for a second then said: "Let's make a run for it! The neighbour hasn't seen us yet and my dad will never forgive me if we have to pay for that window."

Alia agreed. They ran off, leaving the other children to take the blame.

**Suggested Answers**

How would you feel if you were one of the other children in this story?

You would probably feel angry and upset because you were blamed for something you didn't do.



### Questions for Discussion

- What choices did Jack have?
- What decision did he make?
- What was the result of his decision?
- Do you think Jack cared for others? Why?



**Let's Think Together** 'They ran off, leaving the other children to take the blame.'

**Do you think this was a caring thing to do?**

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Activity 3 (10 minutes)

Remind students that people can choose to decide to act in a caring or uncaring manner in any situation.

Divide the class into pairs and ask students to discuss the four situations in the images in their book. How would they behave in each situation?

Prompt students to think of the choices they have, the decisions they decide to take and the consequences of their decisions.

After 5 minutes, discuss with the class. Let them share their answers.

Then ask them to write their decision in their books.

Suggested Answers

Explain how people could act in a caring manner in each situation:

- 1. Sad little girl sitting alone: (you invite her to play with you)
- 2. Upset mother among mischievous kids: (stop shouting, help mother)
- 3. Sick little girl: (comfort her, ask for help from an adult)
- 4. Boy fallen on the ground: (help him get up and make sure he isn't badly hurt).

Differentiated Learning


Pair beginners and advanced students together so they can scaffold each other's learning.

Mixed abilities partners helps less confident speakers as they can listen to their partners' ideas.


This gives the beginners the chance to structure and verbalise their own answers before sharing them with the class.

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**3** With your partner, discuss how you'd behave in the following situations. Think of the choices and decisions. Write your decision.




1. Decision: .....



2. Decision: .....



3. Decision: .....



4. Decision: .....

**THINK!**  
Why is it so important to think about results when making choices / decisions?

Activity 4 (10 minutes)

Discuss with the students how they can show they care.

Remind them that we take care of ourselves, our families, and our friends.

Ask students to fill each star with an action that shows they care.

While students are filling the stars, walk around the class offering advice and encouragement.

Suggested Answers

- Share toys with others.
- Be independent.
- Protect and stand up for others.
- Help parents at home.
- Play with siblings.
- Look after others when they are sick.

Prompt students to share their stars with others.



4

**Fill each star with an action that shows you care for yourself, your family, and your friends.**



DATE

30th July: International Day of Friendship.

5

**Here are three actions you can take this week to show that you care for others.**

- Action 1: Helping a family member
- Action 2: Helping a classmate
- Action 3: Helping a friend

Also think about the results of these actions.  
Discuss your actions with your partner.



How can I show that I care?

### Key Skills (Head, Heart, Hands)

- Communication
- Deliberation
- Moral reasoning
- Empathy
- Care
- Solidarity
- Multiple perspectives
- Active listening
- Respect.
- Decision making
- Collaboration
- Taking Action

### Evaluation/Reflection

Informal Teacher Assessment:

Beginners and advanced questions during group discussion.

Written Assessment: Base this on Activity 4. Look at students' words / sentences. Have all children understood the task?

Using informal teacher assessment, and the more formal written assessment, think about what the students achieved from the Learning Objectives? Which students might need more support?

### Activity 5 (10 minutes)

Remind students that caring for others can take many forms. Ask the students to decide on three actions they can take to show they care for others. One action should be for a family member, one for a classmate and one for a friend. Emphasise that students should also think about the consequences of their actions.

After 5 minutes, divide the class into pairs and ask students to discuss their actions with their partners. Ask students to share their answers with the class, if they feel comfortable doing so.

### Suggested Answers

- I will help my parents with the household chores.
- I will help my classmate to carry his bag if he or she is struggling with it.
- I will invite my friend to play with me.



**Lesson Objective**

Examine how you can demonstrate that you care for your school environment.

**Required Materials**

- Art materials

**Learning Outcome**

- Explain how they can care for the school environment.

Unit 1 Caring and Honesty

Lesson 3

# Caring for The School Environment

How can I care for the school environment?

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### Vocabulary

environment

respect

appreciate



**1 As well as taking care of ourselves and other people, we need to take care of places. Consider the following questions:**



The school environment

- a. Why is it important to take care of our school environment?
- b. How can we do this?

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Unit 1 Lesson 3

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### Teacher's Guide

#### Environment

Everything in the world around us that affects all life on earth; including the air, water, plants, animals and humans.

#### Respect

Thinking good things about a person. Show you care about others' feelings.

#### Appreciate

To understand the importance of someone/ something.

### Activity 1 (5 minutes)

Remind students that it's important to look after themselves, as well as their friends and family. Point out that it is also important to look after places, such as our home, our town or city, our school, and our environment.

Ask students to consider the two questions in the student book. Then have a short discussion around them.

### Suggested Answers

- a. We spend many hours every day at school, so it's important that it is kept in a safe and tidy condition. Also, the school is an important part of the local community.
- b. We can show that we care for our school by cleaning up after ourselves, repairing any damage and taking pride in how it looks.

**Activity 2 (15 minutes)**

Explain that the school environment includes the school buildings and the grounds. It's important that all students should respect, appreciate and take care of the school environment. Check students' understanding of these three key terms.

Read **"Jack and His Environment"** to the class. Read the story slowly and check for understanding as you read, if necessary.

Then ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- He enjoys the fresh air and probably enjoys being able to take part in different outdoor activities.
- Students plant seeds to take care of and enrich their school environment.
- Environment: Everything in the world around us that affects all life on earth; including the air, water, plants, animals and humans.

Then have a class discussion about the Let's Think Together question in the student book.

**Suggested Answers**

Appreciating the environment is taking care of it and not damaging it. It is very important to do so because we all use the environment around us. It provides us with space, food, water and supplies. So we have to maintain it properly.

## Jack and His Environment

Jack cycles to school every morning. He enjoys being out in the open air.

Every week, Jack and his class take a trip around the school grounds to admire and appreciate their environment. Jack enjoys the school grounds because it has lots of trees and he loves walking among nature.

Today, Jack and his class are planting seeds in the garden. He is very excited. Jack can't wait to see the plants grow.

As he walks back to the school building, Jack admires the various trees. The leaves are all different colours. And he can see some birds hiding in the branches. Jack loves his environment.



### Questions for Discussion

- How does Jack feel when he is outdoors?
- Why are Jack and his friends planting seeds at school?
- What does the word 'environment' mean?



**Let's Think Together** 'To admire and appreciate their environment.'

**What do you think this means?**

**Activity 3 (15 minutes)**

Explain to students that you're all going on a hunt.

Take the students on a tour around the school. As they go on the tour, they are to notice any evidence of caring for the environment, noting tidiness, amount of litter and caring behaviour.

Ask students to pay particular attention to corridors, the schoolyard and the behaviour of others in the school grounds.

When you get back to class, facilitate a short discussion about the trip. Use the following to prompt discussion:

- Did the school look clean and tidy?
- Was there any damage?
- Was there any litter?
- Did you see evidence of students treating the school environment with care?
- What improvements would you suggest? (Regular cleaning; reporting system; noticeboard warnings)

**Activity 4 (15 minutes)**

Ask students to think further about the school tour. Ask what evidence there was of students caring for the environment.

**Differentiated Learning****For Beginners**

Ask questions to remind them what they saw during the school tour

**For Advanced Students**

Ask questions that stimulate critical thinking skills e.g Why is it so important to respect and appreciate the environment? What would a world where no-one cared about the environment would look like?

**3**

**It's time to go hunting!  
Your teacher will take  
you on a tour around  
the school. Notice any  
evidence of caring for the  
school environment.**



School Tour

**4**

**Think back to the school tour. How do we show our  
care for the school environment?**



Caring for our schools

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Divide the class into pairs. Ask pairs to come up with ideas to improve the school environment. Write these ideas on the board.

**Suggested Answers**

- Students using litter bins.
- Clearing up leaves and debris.
- Helping to look after the grounds.
- Develop a school garden.
- Plant bulbs and seeds and watch them grow.

Also, draw students' attention to the key dates. Say the school could decide to take specific action on these days, such as making a special effort to reduce water use on World Water Day; or reduce electricity consumption on Earth Hour Day.

With a partner, discuss some ideas to show respect for and improve the school environment. Share these with the class.

As a class, choose one idea and make a class pledge to carry it through.



DATE

World Water Day: March 22nd Earth Hour: Late March Earth Day: April 22nd



5

**Now, with your group, design a poster to support your class pledge. Write a slogan to go with it.**



Designing a poster

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Unit 1 Lesson 3

20

- Many people can get involved.

Divide the class into groups. Ask each group to design a poster to support your class pledge. Write a slogan to go with it.

Write slogan examples on the board:

- We care for our school environment.
- Our school will be better than the rest.
- Look how we sparkle.
- We love the garden; the garden loves us.

After 5 minutes, ask each group to share its poster.

### Key Skills (Head, Heart, Hands)

- Imagination
- Enquiry
- Curiosity
- Critical thinking
- Care
- Solidarity
- Respect
- Creativity
- Working independently
- Teamwork
- Taking action

### Evaluation/Reflection

Informal Teacher Assessment:

Beginners and advanced questions during whole class discussion.

When asking advanced questions, which students demonstrate 'critical thinking' skills? (e.g. the ability to think outside the box, the ability to predict or anticipate consequences).

Finally, explain that the class will pledge, or promise to choose one of the ideas and take action on it.

Have a vote to choose the idea to pledge. This should involve improving a communal area in the school, such as the corridors, the garden or the grounds, so that all students can benefit from it.

### Activity 5 (10 minutes)

Ask students to think again about the class pledge. Do they think their action will make the school environment a better place? Have a short discussion.

### Suggested Answers

- It will make the school look nicer.
- Everyone can benefit from the improvement.
- It will teach people good values.

**Lesson Objectives**

This lesson focuses on the importance of honesty and what it means in practice: to be truthful, not to lie, cheat or steal.

**Learning Outcomes**

- Explain the difference between honesty and dishonesty

Unit 1 Caring and Honesty

# Lesson 4

## Being Honest

What is the difference between honesty and dishonesty?

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## Vocabulary

consequence

honest

dishonest

pros

cons

## Consequence

A result of someone's decision or action.

## Pros

Advantages.

## Cons

Disadvantages.

## Honest

When you speak the truth and behave appropriately.  
An honest person does not lie, cheat or steal.

## Dishonest

When you do not speak the truth.  
A dishonest person lies, cheats or steals.



**1** Your choices and decisions have consequences. That's why you must be honest with people.

Close your eyes to think about what being honest means to you. Then share your thoughts with your partner.



Share your thoughts

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Unit 1 Lesson 4

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## Activity 1 (5 minutes)

Remind the students that their choices and decisions have consequences.

Explain that because our actions have consequences, we have to be honest with each other.

Divide the class into pairs. Ask students to think about what honesty means to them and then discuss this with their partner. Then ask pairs to share their thoughts with the class.

## Suggested Answers

- Telling the truth.
- Admitting when you are wrong.
- Reporting when someone has done something wrong.
- Not hiding things from another person.
- Not taking credit for something you didn't do.
- Not blaming others for your actions.



**Activity 2 (15 minutes)**

Remind students that when we are honest with ourselves, we think about the consequences of our actions.

Read **"The Broken Window"** to the class. Read the story slowly and check for understanding as you read, if necessary.

Then ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- He had to finish his homework and help around the house. This tells us that he is a good boy who does what he is told. He is responsible and independent.
- Hamid is sad because he's not allowed to play outside. He's also sad because he is being blamed for something he didn't do.
- Jack has found out the consequence of his actions. Hamid was blamed for something Jack did.
- He probably felt sad and guilty.

Then have a class discussion about the Let's Think Together question in the student book.

What do you think Jack needed to tell his father?  
What does this tell you about Jack?

**Suggested Answer**

- Jack is going to tell his father that he was the one who broke the window. This tells us that Jack has learned the importance of honesty.

## The Broken Window

Jack finished his homework. And he helped his mother tidy the kitchen. And then he read a story to his brother, Dim.

It was now time to play bow and arrow!

It was a lovely sunny evening and Jack couldn't wait to go to the park.

He phoned his friend Hamid.

"Hi, Hamid! Are you ready to go to the park?"

"I can't go." Hamid sounded very sad. "My father won't allow me to play outside this week."

"Why?"

"Somebody broke my neighbour's window with an arrow last week. The neighbour told my father about it. He said the boy looked like me. I told my father that I didn't do it. But he said I have to stay at home every evening and think about what I did."

"Okay." Jack didn't know what else to say. "I'll talk to you later."

He looked through the window at the park. There were so many boys out there playing. They were all having fun.

But Jack wanted to play with Hamid.

Jack thought about what he had done. He thought about the day he broke his neighbour's window. He thought about Hamid sitting alone in his room.

"Father," he called out. "I need to tell you something."



### Questions for Discussion

- What did Jack have to do before he could play? What kind of a person is Jack, do you think?
- Why did Hamid feel sad?
- Why didn't Jack know what to say to Hamid?
- How do you think Jack felt when he "thought about what he had done"?



**Let's Think Together** 'Father, I need to tell you something.'

**What do you think Jack wanted to tell his father?**

**Activity 3 (15 minutes)**

Explain that the class is going to have a "circle time" discussion about honesty, and its opposite, dishonesty.

**Questions**

- What makes someone an honest person?
- What makes someone a dishonest person?
- If you found money on the street, what would you do? Why?
- If you lost money, what would you like a person to do if they found it?
- Why, do you think, are people sometimes tempted to be dishonest?
- How would you convince someone who tends to be dishonest to tell the truth?

**Suggested Answers**

- He is trustworthy, dependable and respected by others, and does the right thing.
- He cheats, lies and steals.
- Return the money because I know it doesn't belong to me.
- I would like the person to return the money.
- You might feel like you are getting something for nothing.
- Remind the person of the consequences of his or her decision, and point out that other people will be hurt.

**Differentiated Learning****For Beginners**

Pose lower order Yes/No questions.

**For Advanced Students**

Pose challenging higher order questions which may stimulate critical thinking skills.

**3**

**Your teacher will ask you questions. Try to answer as truthfully and honestly as you can.**

.....

.....

.....

.....

.....

.....

**4**

**What do you do if the cashier charges you for only two chocolate bars when you really bought three? Fill the table below.**



	Tell the cashier about their mistake	Don't tell the cashier about their mistake
Pros		
Cons		

**Activity 4 (10 minutes)**

Remind students that decisions have consequences. So when making a decision, we need to consider the pros and cons. Check for understanding of these terms. Then explain that pros are advantages, whereas cons are disadvantages.

Explain the situation to the students:

You are at the supermarket and the cashier charges you only for two chocolate bars when you really bought three.

What would they choose:

- Tell the cashier about their mistake and pay for the three bars.
- Don't tell the cashier about their mistake, and only pay for two.

What consequences do you get for each decision?



5

Look at the following images. Listen to the description and discuss what choices could be made. Think about the pros and cons of each choice before making a decision.



1. You borrow your friend's toy and lose it.



2. At the store, you see a friend putting something in his pocket without paying for it.



3. You don't listen to your parents' recommendations.



4. You broke your mother's vase by accident while playing in the house.

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Unit 1 Lesson 4

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### Activity 5 (10 minutes)

Divide students into pairs. Ask them to examine each situation and agree what decision they'd take. Then ask them to identify one pro and one con of their decision.

Prompt each pair to share one of its situations with the class.

Emphasise that the consequences of dishonesty are:

- Losing trust / respect of others
- Feeling guilty for being dishonest
- Risking getting caught
- Facing punishment

### Key Skills (Head, Heart, Hands)

- Critical reflection
- Deliberation
- Problem solving
- Moral reasoning.
- Multiple perspectives
- Empathy
- Decision-making
- Dealing with complexity

### Evaluation/Reflection:

Did the students achieve the Learning Outcomes?

### Suggested Answers

	Tell the cashier about their mistake	Don't tell the cashier about their mistake
Pro	feel good for being honest	you get a free bar of chocolate
Con	you spend more money	<ul style="list-style-type: none"> <li>• you feel bad for not telling the truth</li> <li>• the cashier will likely have the money deducted from his/her pay</li> </ul>

**Lesson Objective**

Explore how stories can be used to show honesty in action.

**Required Materials**

- Poem about being honest
- Story: The Boy Who Cried Wolf
- Images x 4 'The Boy Who Cried Wolf'

**Learning Outcomes**

- Understand what caring means and that it can take many different forms.
- Explain the difference between honesty and dishonesty.

Unit 1 Caring and Honesty

# Lesson 5

# Exploring Honesty through Storytelling

What is the difference between honesty and dishonesty?

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## Vocabulary

truth

trust

## Truth

Facts as they are or as they happened in reality.

## Trust

Belief in someone's honesty.



**1** Think about the differences between an honest and a dishonest person. Try to come up with three characteristics for each and share them with the class.



## DATE

30th April: World Honesty Day

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Unit 1 Lesson 5

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### Activity 1 (10 minutes)

Remind students that dishonesty is the opposite of honesty. Ask students to think about the differences between an honest and a dishonest behavior.

As students share their answers, fill out a table on the board showing the different characteristics.

Honest Behavior	Dishonest Behavior
<ul style="list-style-type: none"> <li>Telling the truth</li> <li>Admitting mistakes</li> <li>Following the rules</li> <li>Respecting others</li> <li>Keeping promises</li> <li>Feeling good about oneself</li> <li>Results to being trusted by others</li> </ul>	<ul style="list-style-type: none"> <li>Lying</li> <li>Hiding</li> <li>Cheating</li> <li>Only thinking of oneself</li> <li>Breaking promises</li> <li>Feeling guilty</li> <li>Results to being not trusted by others</li> </ul>

### Suggested Answers

Draw students' attention to the key date. Emphasise that students should be honest every day, not just on World Honesty Day.

**Activity 2 (15 minutes)**

Read “Fire! Fire!” to the classroom. Ask students to pay particular attention to the themes of honesty and dishonesty as they listen to the story. Read the story slowly and check for understanding as you read, if necessary.

Then ask the students to consider the **Questions for Discussion** in the student book.

**Suggested Answers**

- Although he has studied hard, he is still worried that he might not do well in the test.
- Yes, he cares about Jamil. He looks around to see if he is nervous.
- He set off the fire alarm so he would not have to do the test. He did not care about being dishonest or about the other students.
- He was shocked that Jamil would be so dishonest and not think about the consequences of his action. We learn that Jack cares about honesty.

Then have a class discussion about the **“Let’s Think Together”** question in the student book.

Would Jamil have acted differently if he thought about the consequences of his actions? What do you think he should have done?

**Suggested Answers**

If Jamil thought about the risk to the other students, he might not have set off the alarm. He should have sat the test and tried his best. He then could study more for the next test.

Moral, Social and Cultural Studies | Grade 01 | Term 2

**Fire! Fire!**

Jack was feeling worried. There was big test in class today!

Jack had done his homework. He knew the test was coming today.

He thought he probably would do okay in the test. But he was still a bit worried.

“At least I did more work than Jamil,” he thought.

Jamil was one of Jack’s classmates. He was very lazy. He was always getting into trouble.

Jack looked around to see if Jamil was nervous.

Jamil wasn’t there.

“He’s going to be late for the test,” Jack thought.

Suddenly, the fire alarm started ringing. Everybody jumped up.

Jamil ran into the classroom.

“There’s a fire in the hall,” he shouted. “We all have to leave!”

All the students followed the teacher out of the classroom. The alarms were ringing everywhere.

“How did you know there was a fire?” Jack asked Jamil.

Jamil started laughing.

“I set off the alarm,” he said. “I had to find some way to get out of that test.”

Jack couldn’t believe his ears.

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"What happens the next time the alarm goes off?" he shouted at Jamil. "We'll think there's no fire.

We could all be hurt."

"Oh!" Jamil looked sad. "I never thought of that."



#### Questions for Discussion

- Why do you think Jack felt nervous?
- Do you think Jack cares about Jamil? How do you know?
- In what way was Jamil dishonest?
- Why could Jack not believe his ears? What does this tell us about him?



**Let's Think Together** Jamil said 'I never thought of that.' Why do you think Jamil said this?



**Activity 3 (15 minutes)**

Read the poem to the students. Then, divide the class into pairs.

Ask questions to stimulate discussion about honesty:

- Who might be the people talking? (A friend who thinks another friend is lying to him.)
- What do you think happened? (One friend is hurt and thinks the other friend caused it.)
- Do you think the 1st person is telling the truth? Why? (Yes. He keeps insisting that he didn't do it.)
- Why does the 2<sup>nd</sup> person find it so hard to believe him? (He has lied many times before.)
- What do you think happened after this conversation? (The two friends promised to be honest with each other.)
- What lesson is the poem trying to teach you? (That honesty is always the best policy. If you are honest, you will always be believed.)

Let the students know that if people lie, no one will believe them anymore.

Moral, Social and Cultural Studies | Grade 01 | Term 2

**3**

**Read the poem about honesty. Then, with your partner, discuss the questions that your teacher asks.**

Believe me when I tell you  
It **really** wasn't me!

*I wish I could believe you  
But you've told untruths before.*

I was playing in the garden  
Nowhere near the site.

*The trouble with a liar  
Is they're so hard to believe.*

But this time I'm not lying  
I promise, hear my plea!

*You've used up all your promises  
They are shallow to my ears.*

*May this be a real lesson learned  
To be honest through the years.*



It really wasn't me!

4

**Remember Jamil, the boy who set off the fire alarm? Put yourself in his shoes. Take the 'truth seat' and answer questions from that character's point of view.**



Jamil in the 'truth seat'

**THINK!**

Do you agree with the statement?

"It is always right to tell the truth even if the truth may hurt someone". Give reasons for your answer.

5

**What does this quote mean to you?**

"Breaking someone's trust is like crumpling up a piece of paper. You can smooth it over but it's never going to be the same again."

**Activity 5 (10 minutes)**

Ask students to think about Jamil's friends in the story. What are the consequences of Jamil's actions on them? Explain that they are unlikely to trust him again.

Ask students to read the quote in the student book. And then ask them to share their thoughts about the quote, if they feel comfortable doing so.

Compare with the students the story of Jamil and the poem of activity 3.

End the lesson by summarising the traits of an honest person:

- Tells the truth
- Keeps their promises

**Key Skills (Head, Heart, Hands)**

- Critical thinking
- Moral reasoning
- Empathy
- Active listening
- Decision making
- Participation

**Evaluation/Reflection**

Did the students achieve these Learning Outcomes? Did telling a story help with their understanding?

**Activity 4 (20 minutes)**

Explain that it's important to understand why people sometimes behave in a dishonest way. Remind students that Jamil in the story behaved in a dishonest way.

Ask students to sit in pairs in a "truth seat" setting. Let each one reveal to the other a dishonesty he did, then explain why and how he will resolve it.

Discuss with the students that telling the truth is a must do thing even if the consequences are not what one likes.

**Differentiated Learning****For Beginners**

Can draw examples.

**For Advanced Students**

Can list and draw.

## Domain: Moral

## Unit 2:

## Discovery of UAE Heritage through Storytelling

## Unit Objectives

The aim of this unit is to introduce students to the rich storytelling tradition of the UAE. Students will learn about the different forms of storytelling and how these stories are handed down from generation to generation, hence preserving the heritage of the UAE. The aim is to foster an appreciation for the value of national identities. Students will get an opportunity to engage in imaginative play and creative activities towards creating their own stories.

## Unit Description

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.

Domain
Moral
Unit 1
Discovery of UAE Heritage through Storytelling

# Discovery of UAE Heritage through Storytelling

Lesson 1	What Do We Know about Storytelling?
Lesson 2	Traditional Storytelling
Lesson 3	Discovering UAE Heritage through Storytelling
Lesson 4	The Storyteller
Lesson 5	Creating Our Own Stories

**?**

**What does our tradition of storytelling tell us about the heritage and culture of the UAE?**

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## Central Question

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



### Exploratory Questions:

- What is traditional storytelling and what was it for?
- How are traditional stories passed from generation to generation?
- Why are national identities so important?

### Exploratory Questions

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

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### Learning Outcomes

1. Identify different forms of traditional storytelling.
2. Talk about the entertainment and also functional purposes of storytelling.
3. Understand the significance of how stories handed down from generation to generation inform our knowledge of the past.
4. Create and tell stories about themselves and their families.
5. Show awareness of the value of shared and national identities.
6. Show appreciation of others' stories.

**Lesson Objectives**

Distinguish some different forms of traditional storytelling.

Demonstrate understanding of the significance of the way in which the stories that are handed down from generation to generation inform our knowledge of the past.

**Required Materials**

- flipchart paper
- pens

**Learning Outcomes**

- Identify different forms of traditional storytelling.
- Understand the significance of how stories handed down from generation to generation inform our knowledge of the past.

**Unit 2** Discovery of UAE Heritage through Storytelling**Lesson 1**

# What Do We Know about Storytelling?

**What are the purposes of traditional storytelling?**

## Vocabulary

myth

generation

## Myth

A story that is not true even though some people believe it.

## Generation

People born and living at about the same time.



1

**We hear stories constantly. Every time you tell someone about something that happened, you're telling a story. Answer the following questions.**

- Why do we listen to stories?
- What can we learn from stories?



## Activity 1 (15 minutes)

Encourage students to consider the importance of storytelling. Explain that before written or printed books, the only way to remember a story was to tell it to someone else - and it was passed from generation to generation this way until it was written down.

Explain that stories are part of oral tradition - they were passed on from being heard and then retold. Then people began to write down stories so they would not be forgotten.

## Suggested Answers

- We listen to stories because they're funny, interesting, entertaining or educational.
- Depending on the story, we learn about morals, values, history or culture. All stories teach us to think about things in a new or different way.

**Activity 2 (15 minutes)**

Read the story “**A Bedouin Grandfather**” twice. Use a narrative style.

Ensure the pace and tone of the reading enable the students to understand its meaning.

On the second reading, ask students to pay particular attention to the grandmother’s description of her grandfather, emphasising his qualities and the importance of storytelling within Bedouin culture.

**Questions for Discussion**

Then, ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- Bedouin people are nomadic people from the Arabian Peninsula and beyond. Traditionally, Bedouins are part of small groups or tribes that live in tents in the desert. Each group has a Sheikh - its leader and most important member.
- Traditionally, Bedouins are divided into tribes, which are small, related communities. People within a particular tribe live together and share certain characteristics.
- The Bedouin people also value hospitality, generosity and courage.

Then have a class discussion about the **Let’s Think Together** question in the student book.

**Suggested Answers**

In the past, storytelling would have been important for entertainment and education. It could have also been the only way. Now it’s an important way of preserving Bedouin culture.

**A Bedouin Grandfather**

Maryam sighed loudly and flopped back on the sofa. “Oh, Grandma, I’m so bored. When will the rain stop?” she said. “Soon, dear”, replied Grandma. Maryam’s eyes scanned the room looking for a distraction. “Who’s that in the old photo, Grandma? The one by the armchair.” asked Maryam. “That’s Khalaf, my grandfather,” said Grandma, “your great-great-grandfather.” “Oh”, said Maryam, sitting up to take a closer look, “he looks... interesting.” “He was a wonderful man”, said Grandma with a sad smile. “Tell me about him”, said Maryam. “He was a Bedouin sheikh; the head of his tribe; known for his kindness and patience; and a storyteller, too. “Storytelling is important in Bedouin culture,” explained Grandma. “That’s why you have such great stories, Grandma... You get it from your grandfather!” said Maryam. “Perhaps”, smiled Grandma, “I like to think I’m a little like him”. “And me? Am I like him, do you think?” asked Maryam. “Maybe. You have his kindness for sure; not his patience, though”, laughed Grandma.





### Questions for Discussion

Grandma said her grandfather was “a Bedouin sheikh”.  
 What does ‘Bedouin’ mean?  
 What did Grandma mean when she said he was the head  
 of “his tribe”?  
 Kindness and patience are valued qualities among  
 Bedouin people. What other qualities do they value?

**Let's Think Together**  
 do you think the art of  
 storytelling is so important  
 in Bedouin culture?



**Activity 3 (5 minutes)**

Explain to the students that there are many different types of stories. Allow them a few minutes to work in groups to name the different types of stories that they know and to come up with examples.

**Suggested Answers**

- Fairy tales
- Fables
- Nursery rhymes
- Myths and legends
- Poems and songs
- Riddles
- Proverbs

**Activity 4 (10 minutes)**

Direct students to read the proverb and ask them to answer the questions in the student book.

**Suggested Answers**

- a. Stories tell us many things: what to do and not do, consequences of actions. They tell us about morals and ideas, our history and values.
- b. A story dies if people stop telling it; it then stops moving from generation to generation
- c. This proverb states the importance of stories and storytelling in transmitting the history of people and countries from generation to generation. They tell us who we are as individuals and people of different countries. Stories are effective media of transmission as they appeal to all ages and all levels of education.

**3**

**There are many different types of stories. How many can you name? Can you think of some examples of different types of stories?**



Story time

**4**

**Read the quote, then answer the questions that follow.**



"Stories have to be told or they die, and when they die, we can't remember who we are or why we're here." - Sue Monk Kidd, author



- a. What do stories tell us?

.....

.....

- b. What does it mean to say that a story dies?

.....

.....

c. What does this quote mean?

.....

.....



Storytelling

### Key Skills (Head, Heart, Hands)

- Imagination
- Problem solving
- Moral reasoning
- Empathy
- Multiple perspectives
- Active listening
- Decision-making
- Teamwork
- Participation
- Dealing with complexity

### Differentiated Learning

Differentiated questioning should be used throughout the lesson to cater for individual learning abilities. The teacher can choose from a range of beginners and advanced questions to suit the needs of the class.

### Evaluation/Reflection:

Ask the students to reflect on the lesson using the 3-2-1 prompt strategy. Allow the students think-time and ask for feedback. students share 3 things they learned, 2 things they would like to know more about and 1 question they have about the content of the lesson.



5

**What can we learn from stories? What did we learn from the story “A Bedouin Grandfather”?**



Grandfather Khalaf

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Unit 2 Lesson 1

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### Activity 5 (5 minutes)

Briefly discuss with your group the idea that we learn so much from stories because stories bring the subject alive, making it fun and interesting.

Ask students to reflect on what they learned from the story in Activity 2.

### Suggested Answers

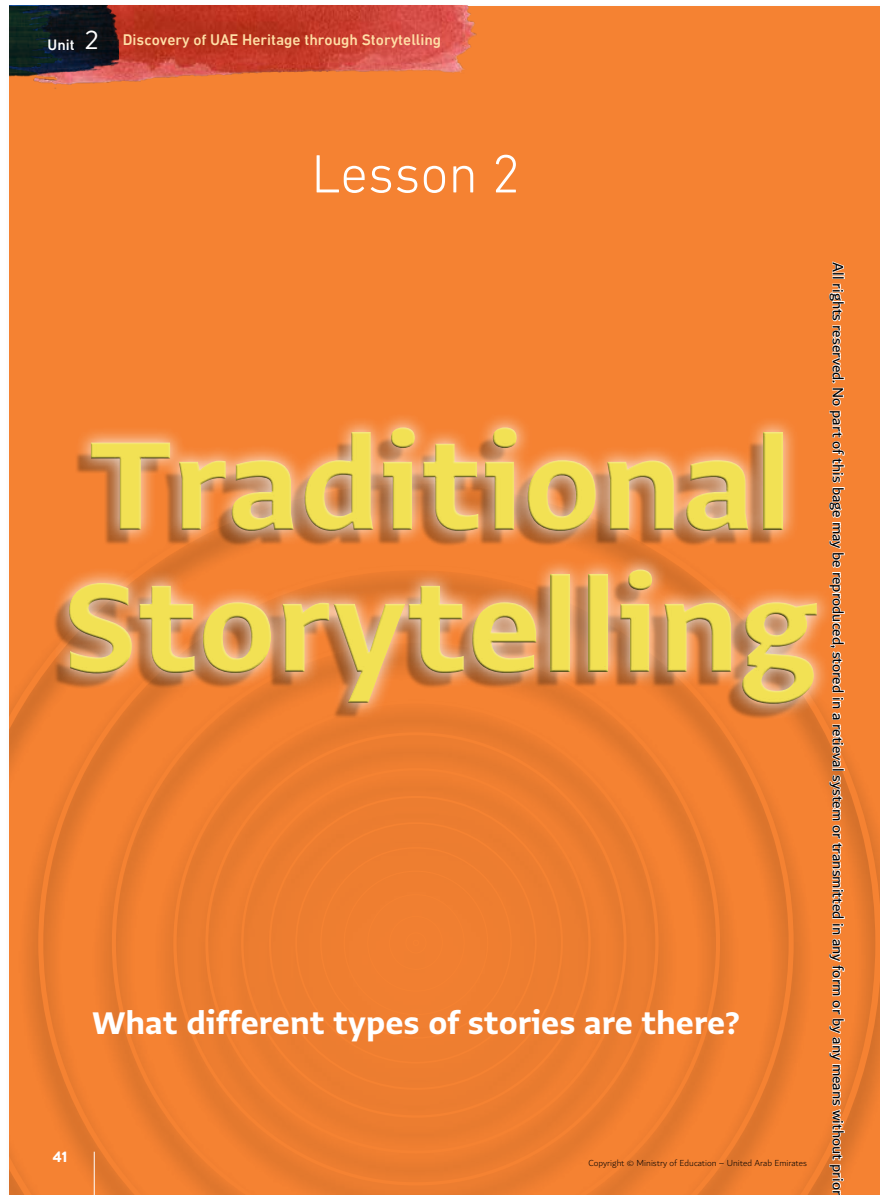
I learned that Bedouin society is divided into tribes, the importance of storytelling within Bedouin culture and the qualities valued within Bedouin society.

**Lesson Objectives**

In this lesson, students will learn about the different forms of storytelling, as well as the different purposes these various forms served.

**Learning Outcomes**

- Identify different forms of traditional storytelling.
- Talk about the entertainment and also functional purposes of storytelling.

The slide has an orange background with a pattern of concentric circles. At the top left, a dark blue banner contains the text 'Unit 2' and 'Discovery of UAE Heritage through Storytelling'. The title 'Lesson 2' is in white at the top right. The main title 'Traditional Storytelling' is in large, bold, yellow 3D letters in the center. Below it, the question 'What different types of stories are there?' is written in white. The page number '41' is in the bottom left, and the copyright notice 'Copyright © Ministry of Education – United Arab Emirates' is in the bottom right.

Unit 2 Discovery of UAE Heritage through Storytelling

Lesson 2

# Traditional Storytelling

What different types of stories are there?

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### Vocabulary

moral

parable

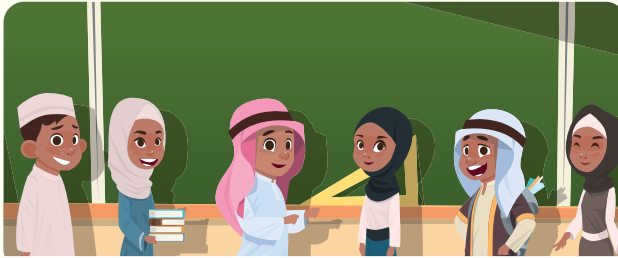
tribe

drought



### 1 Let's think again about learning through stories.

- What different types of stories are there?
- What was the story you heard in the last lesson?
- What was the story about?



Getting ready for reading time

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Unit 2 Lesson 2

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#### Moral

Related to what is right and what is wrong in how a person acts.

#### Parable

A story that contains a moral or a lesson.

#### Tribe

A society or community that includes families and relatives that share common customs.

#### Drought

A prolonged period of time when there is no rain.

### Activity 1 (15 minutes)

Initiate group discussion on what has been learned so far from Lesson 2.

Ask the students to consider the following questions:

- Can you name different types of stories?
- Can you remember the story that we listened to in last week's lesson?
- What was the story about?
- Did we learn any new words or phrases?

### Suggested Answers

- Fairy tales, fables, parables, nursery rhymes, myths and legends, poems and songs, riddles and proverbs.
- Story of "A Bedouin Grandfather".
- We learned about 'tribe' and 'culture'.

**Activity 2 (20 minutes)**

Read the story **Generosity and Kindness** twice. Use a narrative style.

Ensure the pace and tone of the reading enable the students to understand its meaning. On the second reading, place particular emphasis on the grandfather's explanation as to why he is being so generous to the guests.

Then, ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- The Bedouin people are traditionally nomads who keep goats, sheep and camels. This is how they live. Without water, their animals die.
- He means that generosity, kindness and hospitality are the virtues and qualities of the Bedouin people. If they do not live by these virtues, they will not be themselves.
- Because he stays true to the virtues of his tribe - even though it is hard to do so.

Then have a class discussion about the **Let's Think Together** question in the student book.

**Suggested Answers**

- I would have done exactly what Khalaf did because it was the right thing to do.

## Generosity and Kindness

Maryam stood by the window, watching the rainfall outside. "A penny for your thoughts", said Grandma. "I was thinking about your grandfather. You said he was known for his generosity and kindness.", said Maryam.

"Yes.", replied Grandma, "Let me tell you a story." "Please do!", said Maryam excitedly, rushing to sit by her side.

"It was one of the harshest droughts in living memory. Bedouin tribes throughout the land were suffering. People were scared. The drought had already wiped out a neighbouring tribe's herd of sheep and goats. They had nothing left. Even though relations between the tribes were not close, the sheikh of the other tribe had no choice; he came to my grandfather to ask for help. "Just some bread, some rice", he asked, "I beg you." My grandfather told him to bring his people. An abundant, lavish feast of goat meat and rice and other foods was laid before the guests. Then he called for dishes of dates and bowls of fresh camel milk to be brought. Some of the younger men within my grandfather's tribe questioned him: "Why do you do this?" they asked, "We have barely enough for ourselves". Khalaf answered them calmly: "Because this is who we are.".

he said. That night, just as my grandfather had finished his bite, the skies opened and it began to rain.” Maryam was quiet for a moment. Then she looked at her grandmother. “You’re right”, she said, “he was a wonderful man.”



#### Questions for Discussion

- How badly did the drought affect the Bedouin people?
- What do you think Khalaf meant when he said: “Because this is who we are”?
- Why did Maryam say that Khalaf was “a wonderful man”?

**Let's Think Together** ‘If you were in Khalaf’s position, what would you have done? Why?’

**Activity 3 (10 minutes)**

Select one student to play the part of Khalaf and another student to play the part of the other Sheikh.

First, ask these two students to act out the scene. They are free to improvise and add dialogue.

Next, engage the students in a 'conscience-alley' drama activity. Ask them to stand in two straight lines facing one another. Use the scene in the story when the second Sheikh asks for help. One line of students must try to convince Khalaf that he should refuse, while the other line must try to convince him to agree.

**Suggested Answers**

**Pros:** We can't let others die from hunger; it is a crime even if they are our enemies. If we were in the same situation, we would expect others to help us.

**Cons:** We don't have enough water and food ourselves. They are enemies, they have hurt us in the past and they could hurt us again.

Now ask the student who played the role of Khalaf which side's arguments he or she found most convincing.

**Activity 4 (10 minutes)**

Ask the students to match the type of stories with their definitions.

**Suggested Answers**

- a.
1. c
  2. a
  3. b
  4. d
- b. Discuss each type then ask the students the next question. Be open to any choice.

**3****Now let's role-play**

Decide who's going to be Khalaf and who's going to be the sheikh of the other tribe. Everyone else will have a role to play too!



Role playing

**4****Complete the following activity.**

- a. Match the type of story with its definition.

**Story Type**

1. Fable
2. Poem
3. Tale
4. Nursery Rhyme

**Story Definition**

- a. Pieces of writing that may rhyme
- b. Narrative story
- c. Short story of animals with a moral
- d. Verses that are sung

- b. Which type from the above stories do you prefer, and why?

.....



5

**What lessons can we learn from the story *Generosity and Kindness*? Can stories tell us things to make our life better?**



Being kind

### Key Skills (Head, Heart, Hands)

- Imagination
- Critical reflection
- Problem solving
- Moral reasoning
- Empathy
- Care
- Solidarity
- Teamwork
- Participation
- Taking action

### Evaluation/Reflection:

- Encourage the students to reflect on the question, 'How can I show kindness to my family and friends?'

### Activity 5 (10 minutes)

Through a group discussion, encourage students to reflect on the action taken by the main characters in the story. Ask them to consider how it is similar or different from the action they would have taken in a similar situation.

#### Questions to prompt could include

- What did Khalaf agree on to help the other tribe?
- What lesson does the story teach us? Is there a moral to the story?
- Can you think of a time when you helped someone? How did it make you feel?

#### Suggested Answers

- Khalaf ordered an abundant, lavish feast of goat meat and rice and other foods, followed by dishes of dates and bowls of fresh camel milk.
- Stick to one's moral values in all situations; treat others as you would like others to treat you; doing good will ultimately lead to positive things.



**Lesson Objectives**

In this lesson, students will learn about the purposes of storytelling. They will also consider the value of national identity and the historical knowledge contained within stories.

**Required Materials**

- A3 Photo of a date palm tree
- Tic-tac-toe board on a chart
- Ingredients for making sweets
  - 1/2 cup Medjool dates, pits removed
  - 1 cup walnuts
  - 3 tablespoons cacao powder
  - 1 teaspoon vanilla extract
  - 1/4 teaspoon sea salt

**Learning Outcomes**

- Identify different forms of traditional storytelling.
- Talk about the entertainment and also functional purposes of storytelling.
- Understand the significance of how stories handed down from generation to generation inform our knowledge of the past.
- Show awareness of the value of shared and national identities.

Unit 2 Discovery of UAE Heritage through Storytelling

Lesson 3

# Discovering UAE Heritage through Storytelling

What can stories teach us about our past?

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### Vocabulary

nomadic

#### Luqaimat

A popular dessert in the Arab world

#### Nomadic

Relating to nomads, who were people who moved from one place to another instead of living in just one location

**Let's think again about what we have learned.  
Can you remember the last story you heard?  
Did it have an important lesson?**



#### Activity 1 (5 minutes)

Initiate group discussion on what has been learned so far.

Ask the students to share their answers.

**Activity 2 (20 minutes)**

Read the story **My Favourite Fruit** twice.  
Use a narrative style.

Ensure the pace and tone of the reading enable the students to understand its meaning. On the second reading, place particular emphasis on the grandmother's account of the role of dates in UAE history.

Then, ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- She thought heritage was limited to "serious stuff", so probably things like architecture and literature.
- Dates can last for a long time, especially if they have been dried, so they can be stored until they are needed. For nomads, who would not always have access to an alternative source of food, this was really important.
- Date palm trees provided a steady and dependable source of nutritious food. In a way, they gave life.

Then have a class discussion about the **Let's Think Together** question in the student book.

**Suggested Answers**

Yes, I do! Dates were and still are abundant in the UAE. They were so central to people's lives - and even facilitated a particular lifestyle. That makes them part of our heritage.

OR

No, 'No, I don't' think that dates are still part of the UAE's identity and heritage because now the generation and food culture has evolved.

**My Favourite Fruit**

"I don't think this rain will ever stop," said Maryam, "we're stuck here forever, like prisoners!" Maryam threw herself onto the sofa. "And I'm hungry now," she said. "Well," said her Grandma, clapping her hands together, "I have just the thing for that."

A moment later, Grandma appeared with a small tray of what appeared to be little sticky dumplings. "Dates with honey on top!" shrieked Maryam with delight.

"Actually," said Maryam, munching away happily, "anything with dates in it is my favourite. I love them!"

"Well," said Grandma, "they're part of our heritage and culture. Perhaps that's why you love them so much."

"Part of our heritage?," said Maryam, "I don't think so. I just like the taste. And anyway, isn't 'heritage' more serious stuff?"

"Dates are serious stuff," laughed Grandma, "They have been an important source of food for our people for thousands of years. Some of our people survived at times on dates and milk. They were especially important for nomadic people, like my grandfather, who moved from place to place because dates last a long time. That's why people used to call date palm trees 'trees of life'. So, you see, dates aren't just

another fruit... they're part of our history. And, I think, part of our identity and heritage."

Maryam turned the little dumpling around in her fingers. "Yes, I think so too," she said, "and now I love them even more!"



### Questions for Discussion

What kinds of things did Maryam think 'heritage' involved?  
 Why were dates especially important for nomadic people?  
 Why did some people refer to date palm trees as "trees of life"?

**Let's Think Together** 'Are dates really part of the UAE's identity and heritage?'

**Activity 3 (10 minutes)**

Divide the class into groups. Have each group line up. Communicate softly 2-3 connected sentences to the head of the line.

Each student then repeats the sentences to the next in line. The last in line says the sentences aloud.

Ask students to list at least 2 things that would make the transmission of the sentences successful. Can one thing alone work?

**Suggested Answers**

- Listeners: listen carefully, remember, and avoid making disturbing noise
- Speakers: articulate well; intonate

Point out to students that this is a simplified model of how stories get transmitted from one generation to the next. Stress the importance of respecting the person who is speaking by listening carefully and avoiding disturbances. Clarify to students that some stories remain the same while others get distorted.

**Activity 4 (15 minutes)**

Ask students if they have ever seen a date palm tree. Explain that date palm trees are a very important part of life in the Emirates (both in the past and present).

Show a picture of a date palm tree and ask students to think of some uses it might have. Allow some thinking time.

Ask the questions in the student book.

**3**

**Listen to a few sentences and repeat them softly in the ear of your partner next in line in the group. The last one in line will say the sentences out loud.**

- a. Were the sentences transmitted accurately?

**4**

**Are dates really part of the UAE's identity and heritage?**

- a. What could the branches be used for?
- b. What could the trunk be used for?
- c. What could the leaves be used for?



Date Palm Tree

**Suggested Answers**

- a. In the past, branches of palm trees were used to make small fishing boats.
- b. The trunks were used as supports for tents and as the framework for houses. The fibre of the trunk was turned into rope, fish traps, brushes and sacks and the wood was used to make furniture, boxes and many other items.
- c. Leaves were used to make mats, baskets and fans. Woven leaves were sometimes used to make roofs of houses.



5

### Now let's get a taste of Emirati food!

Ingredients:

- ½ cup Medjool dates, pits removed
- 1 cup walnuts
- 3 tablespoons cacao powder
- 1 teaspoon vanilla extract
- ¼ teaspoon sea salt

Help the teacher in placing dates, walnuts, cocoa powder, vanilla and salt in a food processor. When ingredients are all mixed, roll into little balls and taste.



### Activity 5 (5 minutes) (Optional)

This is an optional activity that the teacher can do in class or ask the students to do at home.

Ask students to prepare easy-to-make Arabian sweets. Students will prepare the mix; after all ingredients are mixed in the processor, they will roll the paste into balls; but you alone will operate the processor.

This activity provides students with an opportunity to incorporate an important element of Emirati food into a classroom activity.

Prepare all ingredients listed in student book. Place dates, walnuts, cocoa powder, vanilla and salt in a food processor. Remove mixture from food processor and roll into little balls. Serve to students for tasting.

### Key Skills (Head, Heart, Hands)

- Enquiry
- Curiosity
- Deliberation
- Care
- Multiple perspectives
- Decision making
- Teamwork
- Participation
- Research

### Evaluation/Reflection

Ask the students to reflect on the lesson using the 3-2-1 prompt. Allow the students think-time and ask for feedback. Students share 3 things they learned, 2 things they would like to know more about and 1 question they have about the content of the lesson.

**Lesson Objective**

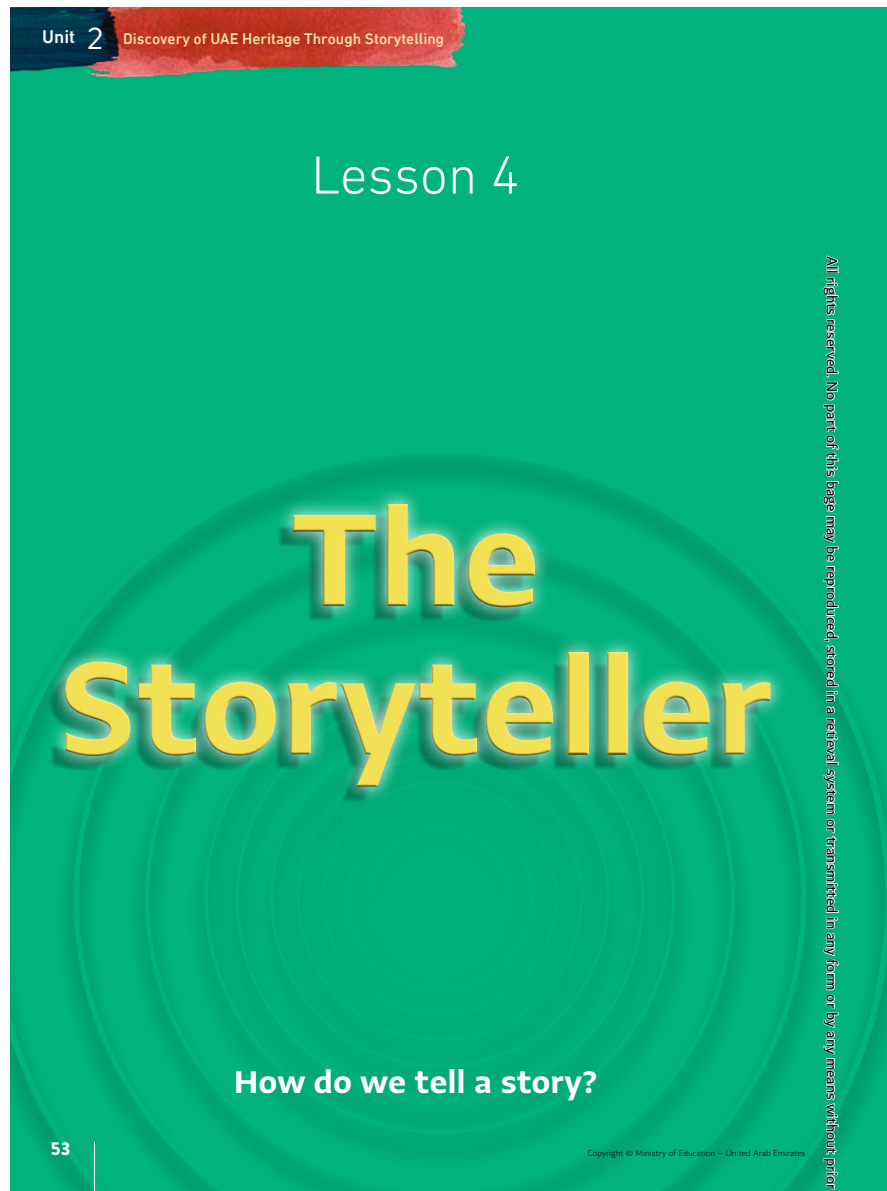
In this lesson, students will learn how stories passed down through the years contain valuable insight into our heritage and past.

**Required**

- Making contact with a storyteller

**Learning Outcomes**

- Identify different forms of traditional storytelling.
- Talk about the entertainment and also functional purposes of storytelling.
- Understand the significance of how stories handed down from generation to generation inform our knowledge of the past inform our knowledge of the past.
- Show appreciation of others' stories.



### Vocabulary

ancestor

heritage

identity

luqaimat

### Ancestor

Someone from a long time ago that someone else is descended from; a family member from the past.

### Heritage

All the customs, traditions, beliefs, creations and accomplishments that are part of a group or nation's history.

### Identity

The characteristics or customs that make a group of people who they are.

1

**Let's match ! Look at the pictures. Can you match the object with the correct word?**



1 •

• a. Gothra



2 •

• b. Falcon



3 •

• c. Palm Tree



4 •

• d. Incense Stand

### Activity 1 (5 minutes)

Provide students with an opportunity to recap on the content covered in the previous lesson.

Remind students about the story in the previous lesson, and encourage them to make the connection between it and cultural traditions in UAE.

Provide students with a matching activity sheet. Encourage them to match each object with the correct word.

### Suggested Answers

1. c
2. d
3. a
4. b



**Activity 2 (15 minutes)**

Read the story “Storytellers” twice. Use a narrative style.

Ensure the pace and tone of the reading enable the students to understand its meaning. On the second reading, place particular emphasis on the grandmother’s account of the importance of storytelling to UAE’s heritage.

Then, ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- It means that folklore and poetry has a strong and important role in Emirati heritage.
- Before these stories were written down, this was the only way to preserve them.
- If these stories are forgotten, we lose an important part of our heritage and identity. That’s why they need to be preserved.

Then have a class discussion about the **Let’s Think Together** question in the student book.

**Suggested Answers**

- Yes, it is. Stories come to life - and are more vivid and exciting - when they are told orally.
- No, it is not. We have TV, internet and radio - we don’t need storytellers

**Storytellers**

“I love your stories, Grandma,” said Maryam, “almost as much as I love your date Luqaimat.” She popped another one into her mouth. “Yum!” she said. “Do you really think you got your talent for storytelling from your grandfather?” asked Maryam.

Grandma shrugged. “Who knows? Maybe. But I think there’s a passion for storytelling in all Emiratis, don’t you?” she asked.

“Oh... I suppose you’re going to say it’s part of our identity and heritage,” teased Maryam.

“You know me too well,” laughed Grandma, “and don’t you dare make fun of me!”

“I’m just teasing, Grandma. Tell me, please,” said Maryam.

“Emiratis have always had a rich heritage of folklore and poetry. Years and years ago, before people could read and write, stories lived only in people’s memories and were passed on from generation to generation. In the evenings, families would sit around the campfire telling tales. They would tell stories

about their ancestors and important events. It's as if the history and identity of our people were preserved within those stories. And that's why storytellers have always been cherished in this country - storytellers like your great-great grandfather," said Grandma.

"And like you too, Grandma," said Maryam, "You're the greatest storyteller there's ever been!"



#### Questions for Discussion

- What does it mean to say Emiratis have a "rich heritage of folklore and poetry"?
- Why was it important for stories to be passed on from generation to generation?
- Does it really matter if stories are forgotten?



**Let's Think Together** 'Is oral storytelling as important now as it was in the past?'

**Activity 3 (10 minutes)**

Explain the importance of expression and varied pitch when telling a story. Demonstrate this by reading the first paragraph of the story from the last activity, keeping your voice at the same level and pitch. Ask the students how they felt when listening to a story being read without varied pitch.

Tell the students that a good storyteller uses different voices for different characters, knows the story off by heart, uses facial expression and gestures.

Then ask them to tell the class a story making sure they change the pitch of their voice according to the events and characters of their story.

**Differentiated Learning****For Beginners**

Let students tell their stories at the end of this activity.

**For Advanced Students**

Ask them to go first in order to model their performance to beginners.

**Activity 4 (20 minutes)**

Remind the students of the importance of varied pitch and body movement when telling a story.

Encourage them to practice this by playing the game Scared, Angry, Sad and Happy.

Place cards numbered 1 to 20 into a box. Then ask a student to draw a card without looking. There are four different emotions - when a student reads out his or her number, he or she must show the corresponding emotion both in voice and body movements. Make sure that all the students take their turn.

**3**

**Tell the class a story. Make sure your voice goes higher and lower, louder and softer.**

**4**

**Now it's time to play a game. The game is called Scared, Angry, Sad and Happy. Pick a card and then show that emotion.**

1 - 5 = Scared

6 - 10 = Angry

11 - 15 = Sad

16 - 20 = Happy





5

Look at the 4 images and choose one to create a story about. Use proper pitch and gestures.



### Key Skills (Head, Heart, Hands)

- Critical thinking
- Communication
- Multiple perspectives
- Respect
- Teamwork
- Collaboration
- Participation

### Evaluation/Reflection:

Encourage the students to reflect on the question, 'Why is it important to change your voice and move your body when telling a story?'

### Activity 5 (20 minutes)

Ask the student to look at the images and take 2 minutes to think of a story to tell. Ask them to use proper pitch, gestures and facial expressions.

### Differentiated Learning:

#### For Beginners

Give the student the opening line of each story

#### For Advanced Students

Ask the student to include more than one feeling in the story, by expanding the scenario beyond what is obvious in the image.

**Lesson Objectives**

In this lesson, students will learn how to create and exchange stories about themselves and their families, while showing appreciation for others' stories.

**Required Materials**

- Paper
- Drawing tools
- 'Storyteller's Chair'

**Learning Outcomes**

- Create and tell stories about themselves and their families.
- Show awareness of the value of shared and national identities.
- Show appreciation of others' stories.

Unit 2 Discovery of UAE Heritage Through Storytelling

# Lesson 5

## Creating Our Own Stories

Can you create your own story about yourself or your family?

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## Vocabulary

Self-expression

### Self-expression

Showing your feelings, thoughts, or ideas in writing, art, music or dance.



**1** Now we know all about stories and storytelling. Do you remember what stories are for? And what they can teach us?



Learning from storytelling

### Activity 1 (5 minutes)

Encourage the students to reflect on the learning that has taken place in this unit.

Remind students that we have listened to different stories - and learned that some make us laugh and others teach important lessons. We also learned how important storytellers are and how we can learn about our country's history and culture from stories.

**Activity 2 (15 minutes)**

Read the story “**Maryam’s Story**” twice.  
Use a narrative style.

Ensure the pace and tone of the reading enable the students to understand its meaning.

Then, ask the students to consider the Questions for Discussion in the student book.

**Suggested Answers**

- Pearl diving was an important economic activity in the UAE for many years. Brave and skilled divers would retrieve the pearls from the sea.
- The history of pearl diving goes back almost 7,000 years. And it continued up until the nineteenth century.
- This was not a story that Maryam read or was told. She created it with her own imagination.

Then have a class discussion about the Let’s Think question in the student book.

**Suggested Answers**

Yes! It was not just economically important - it was also culturally and socially important. Pearl diving inspired stories, music and poems.

**Maryam’s Story**

When Maryam awoke, her bedroom was already flooded in sunlight. Her Grandma was standing by her bed. “Good morning, dear,” she said, “I thought you’d never wake!”

Maryam rubbed her eyes and sat up a little. “Oh, Grandma, I had the nicest dream ever... I dreamt of Grandpa - but he was a young man in my dream. He was diving.”

“Your grandfather was a pearl diver,” said Grandma. “Yes,” continued Maryam. “I was standing by the shore. He was on a wooden boat.”

“A dhow,” said Grandma.

“He waved to me and I waved back. And then he dived into the water. He seemed to be under the water for so long, but then he appeared and another man pulled him into the boat. Later he came ashore to me. He opened my hand and placed something inside. ‘What it is, Grandpa?’, I asked. ‘It’s a pearl... the first of the season,’ he said. His eyes were so kind. He knelt beside me and we looked at it together. ‘They say pearls are raindrops filled with moonlight that have fallen into the sea,’ he said. ‘I was so happy.’”

Grandma smiled. "What a lovely story! And it's your story," she said.



#### Questions for Discussion

- What is pearl diving?
- When did it happen?
- What did Grandma mean when she said 'it's your story' to Maryam?

**Let's Think Together** 'Would pearl diving be considered part of the UAE's heritage?'



**Activity 3 (10 minutes)**

Direct students to illustrate their experience on paper. Encourage them to include as many specific details as possible such as the characters involved, the timeline of the story... Remind them to think about how they are going to share their story with the class.

Suggested questions to ask in order to prompt students:

- How will you start your story?
- How will the story end?
- What are the main points of your story?
- How are you going to tell your story in an interesting way?

**Activity 4 (10 minutes)**

Engage students in a brainstorm session.

The first task is to choose the story. Suggest to students that they consider a story about an experience they all have in common. These could be:

- A monument you have visited in your country
- An artefact from your family
- A famous story from your country

List as many common experiences as possible and ask students to select one experience from the list. When they have made their choice, write it on the board. Next, ask students to write down in their student book key words or sentences about the experience.

Some students may require the support of a writing frame. See differentiation section for example of a writing frame that could be used in this lesson.

**3**

**Draw a picture of the story you want to tell about one aspect of your heritage. Remember to include as much detail as you can because this will help you when you are sharing your story with the class.**



Student drawing his story

**4**

**Tell the story that you drew in the previous exercise. Make sure to use the proper pitch.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Student writing his story

### Key Skills (Head, Heart, Hands)

- Imagination
- Communication
- Active listening
- Respect
- Creativity
- Working independently
- Participation

### Differentiated Learning

Writing frames may be used to assist students who have difficulty recalling/structuring their story. Writing frames may be presented as follows:

### Evaluation/Reflection

It is possible to encourage the use of peer-assessment in this lesson. Two stars and a wish encourages students to choose two positive aspects of their peer's work and express one wish about what their peer might do next time to improve their work. At this grade level, it is suggested to do this orally.

5

**After you visit, or receive the visit of a storyteller, check what you liked most about the storytelling experience you had:**

- The storyteller's clothes .....
- Their voice pitch .....
- The stories themselves .....
- The morals of the stories .....
- Their gestures and facial expressions .....



#### DATE

World Storytelling Day is celebrated every year around March 20.

### Activity 5 (20 minutes)

Arrange a storytelling session, for example, by inviting a storyteller to visit the school.

By asking students what they liked most about the storytelling session, you may learn more about their learning styles.

## Domain: Social

## Unit 3:

## Living in the UAE

## Tips for the classroom

Warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. They will cause students to stop whatever they are doing or thinking and refocus their attention. They are an effective way to help the students begin to think in English and to review previously introduced material. Increasing the students' interest in the material will lead to higher motivation and thus, enhance learning opportunities.

Pre- reading/ listening tasks: The pictures chosen for the topics are carefully selected with the aim to create discussion and increase interest in the material as enhanced curiosity leads to increased learning opportunities. Try to use the pictures to create interest and allow students to analyse the visual clues. This will get students into the habit of drawing connections and using the visual clues, they will be able to make assumptions. The aim is to improve students' critical thinking skills as they progress.

Domain Social

# Unit 3

## Living in the UAE

Lesson 1	The United Arab Emirates Part 1
Lesson 2	The United Arab Emirates Part 2
Lesson 3	Stories from the past
Lesson 4	Grandad's photo album
Lesson 5	Friendships part 1



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## Questions you can ask are based on the critical question words

- Who are they?
- Where are they?
- What are they doing?
- Why are they dressed like this?
- When was the picture taken?
- How do the people in the picture feel?



In this unit, you will learn about the past and present of the UAE. You will compare life in the past to life today in different ways. You will use research skills to find out information for yourself. You will discuss your findings with your classmates. You will learn about the cultures of some people who live in the UAE. You will work on a project about the cultures in the UAE.

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Unit 3 | 66

## Activities

- Reading activities:** Depending on the reading skills, the teacher can either read the text for the students or let them read on their own. Should you opt to read out to the students, be aware that the task turns to a listening task and a slightly different approach to the comprehension questions may be needed, depending on the skills set of the students. Listening activities may require the text to be heard twice; once for general gist and the second time for specific information. When listening for specific information, you could ask the students the questions before they hear the text again so they listen for specific information. This is an important listening skill that we aim to improve in the students.
- Feedback:** When students have finished an activity, it is useful to allow pairs to do peer-check before group feedback. This increases collaboration between students, boosts confidence and decreases teacher talking time in the classroom, allowing students to learn from each other and become more independent learners. Therefore, for all activities in the book, it is suggested that prior whole-class-feedback, students discuss their answers in pairs or in little groups.
- Creative activities:** Whenever possible, add some fun factor that make the activity more meaningful with an outcome that serves a purpose. Drawing enhances motor skills and the right brain hemisphere responsible for creativity and arts. Sharing and guessing increases communication between the students, breaks the ice and gives the class common experiences to draw on during classes. This will enhance memory and learning.

**Student Learning Outcomes (SLOs):**

MSC.2.2.02.006	Explains the concept of location
MSC.2.2.02.003	Identifies characteristics of maps and globes (e.g. compass rose, symbols, key/legend)
MSC.2.5.01.003	Recognizes and interprets key symbols on a map and indicates the directions and information on it
MSC.2.2.02.005	Locates each emirate on the map
MSC.3.1.01.001	Discuss and/or write about examples of intangible heritage in the UAE

**Lesson Objective**

**By the end of the lesson, students will:**

- Locate each emirate on the UAE map
- Describes symbols, songs and traditions that identify the UAE
- Understands the importance of preserving the elements of national identity

**Key Vocabulary**

- Abu Dhabi
- Dubai
- Sharjah
- Al Ain
- Umm Al Quwain
- Ras Al Khaimah
- Fujairah

Unit 3

Living in the UAE

Lesson 1

# The United Arab Emirates Part 1

**Lesson Objective:**

**By the end of the lesson, students will**

- locate each emirate on the map
- describe symbols, songs and traditions that identify the UAE
- understand the importance of preserving the elements of national identity

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### Vocabulary

Abu Dhabi

Dubai

Sharjah

Umm Al Quwain

Ras Al Khaimah

Fujairah

Al Ain



## Warm up: Introduction

**Do you  
remember Ali  
from last term?**

Asalamu alaikum, Hi

My name is Ali, I live in the UAE  
.I am six years old

I live with my mother, father, older brother  
Khalid, and younger sister Hamda.

I am an Emirati and I am happy to tell you  
more about my country.

I will tell you about interesting traditions  
in the UAE. Traditions are part of our  
heritage and help us keep our identity as  
Emiratis.



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Unit 3 Lesson 1

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### Materials/ Resources/ Technology

No outside resources are placed in the Student Book in order to allow teachers the opportunity to pre-screen resources for appropriateness for their students.

- Colouring pens

Teacher-ONLY resources (can be shown to students after teacher preview\*):

*\*Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.*

### Warm up: T draws SS attentions to the photos; asks:

Who is this?

- do you know him? (if the answer is a mixed yes/ no, ask what they know/ remember about him and explain that those students who did term1 may remember him, but those who don't know shouldn't worry. They will find out about him.

Depending on the class profile, T can ask:  
"who else is from the UAE?"



## Activity 1: Map Activity

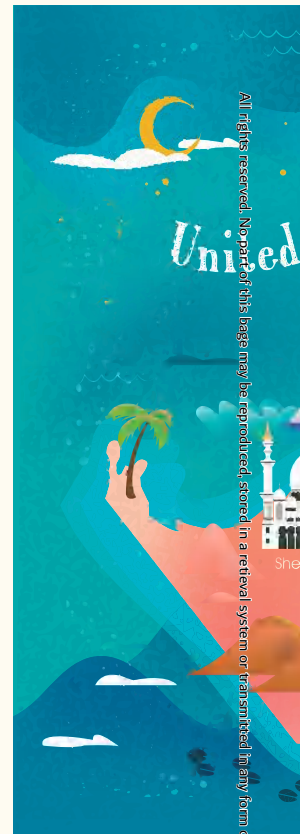
The map shows buildings and places in the UAE. Read the place names and draw a line to the place on the map.

**Sheikh Zayed Mosque**

**Al Badiya Mosque**

**Al Jahili Fort**

**Jabel Hafeet**



### Activity 1

T draws SS attention to the map and elicits information.

T asks: What does this map show?

T explains: The map shows buildings and places in the UAE. T gives instructions: Listen to the names of the places, which picture shows the place? Draw a line

The teacher reads locations and students draw a line to the place on the map.

**MSC.2.2.02.006**





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### Activity 2

T asks: Do you know the UAE Flag? Have you seen it? What colours does the flag have?

T shows the flag/ puts it up on the board.  
Allows time for Students to colour.

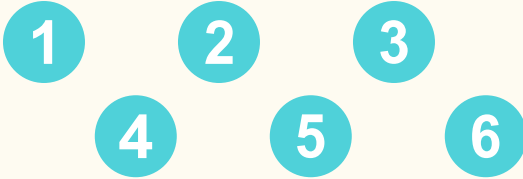
### Activity 2: Colour

**Read the place names and draw a line to the place on the map.**




### Activity 3: Counting and naming

**How many different colours does the UAE flag have?  
Circle the correct number.**



**Write the names of the colours  
of the UAE flag on the lines.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### Activity 3

T asks: How many colours does the UAE Flag have? (to create more physical activity and fun, you could ask students the question and tell them not to share the answer. Ask them to stand up and wave their hand in the air when they hear the right answer). Ask students to write the colours in the space provided .

**MSC.3.1.01.001**

### Suggested Answers

4, red, white, black & green

### Activity 4

Students work on the map of the UAE that shows each Emirate.

Ask students to colour each emirate in a different colour. When they are done, ask - how many emirates are there? Count the colours.

**MSC.2.2.02.006**

**MSC.2.2.02.003**

**MSC.2.5.01.003**

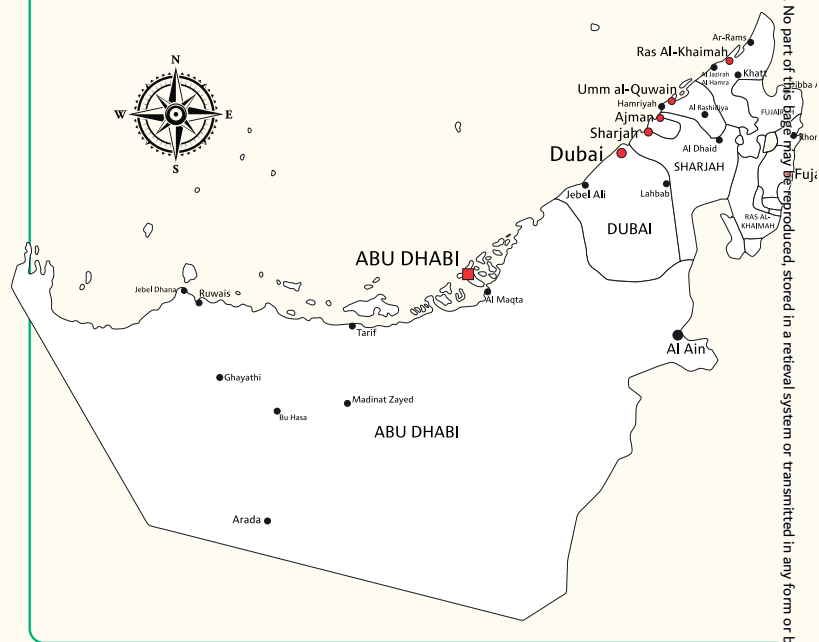
**MSC.2.2.02.005**

Moral, Social & Cultural Studies | Grade 01 | Term 2



### Activity 4: Map Activity

**Look at the map of the UAE. Then, colour the different areas different colours**





## Activity 5: Spelling

Using the map, write the names of the seven emirates. Be sure to spell them correctly.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....



### Activity 5

Using the information on the map, students write the names of the emirates in their notebook. Observe students' work and give feedback on spelling.

**MSC.2.2.02.006**

**MSC.2.2.02.005**

**MSC.3.1.01.001**

### Suggested Answers

Abu Dhabi, Al Ain, Dubai, Ajman, Ras Al Khaimah, Fujairah. Um Al Quwain



What is the capital city of the UAE?.....

What emirate is it located in?.....

### Activity 6

The teacher explains the concept of compass rose and explains that a compass rose is a drawing that shows the different directions on a map which are called the four cardinal directions. These are north, south, east, and west.

The teacher gives examples of how a navigator in the car uses a compass and elicits what would happen to drivers if they didn't have a navigator. Students proceed to answer the Questions..

**MSC.2.2.02.003**

**MSC.2.5.01.003**

**MSC.2.2.02.005**

### Suggested Answers

- Which Emirate is in the furthest north?
  - Ras Al Khaimah
- Which Emirate is in the furthest south?
  - Abu Dhabi
- Which Emirate is in the furthest East?
  - Fujairah
- Which Emirate is west of Fujairah?
  - Any of these are correct: Sharjah, Um al Quwain, Rak



## Activity 6: Map Activity



A compass rose is a drawing that shows the different directions on a map which are called the four cardinal directions. These are north, south, east, and west. A compass is used to find directions and without one, pilots and captains would get lost! Some people use the phrase

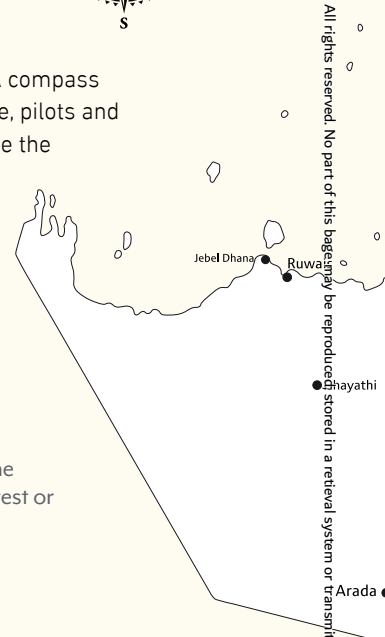
**Never Eat Soggy Waffles**

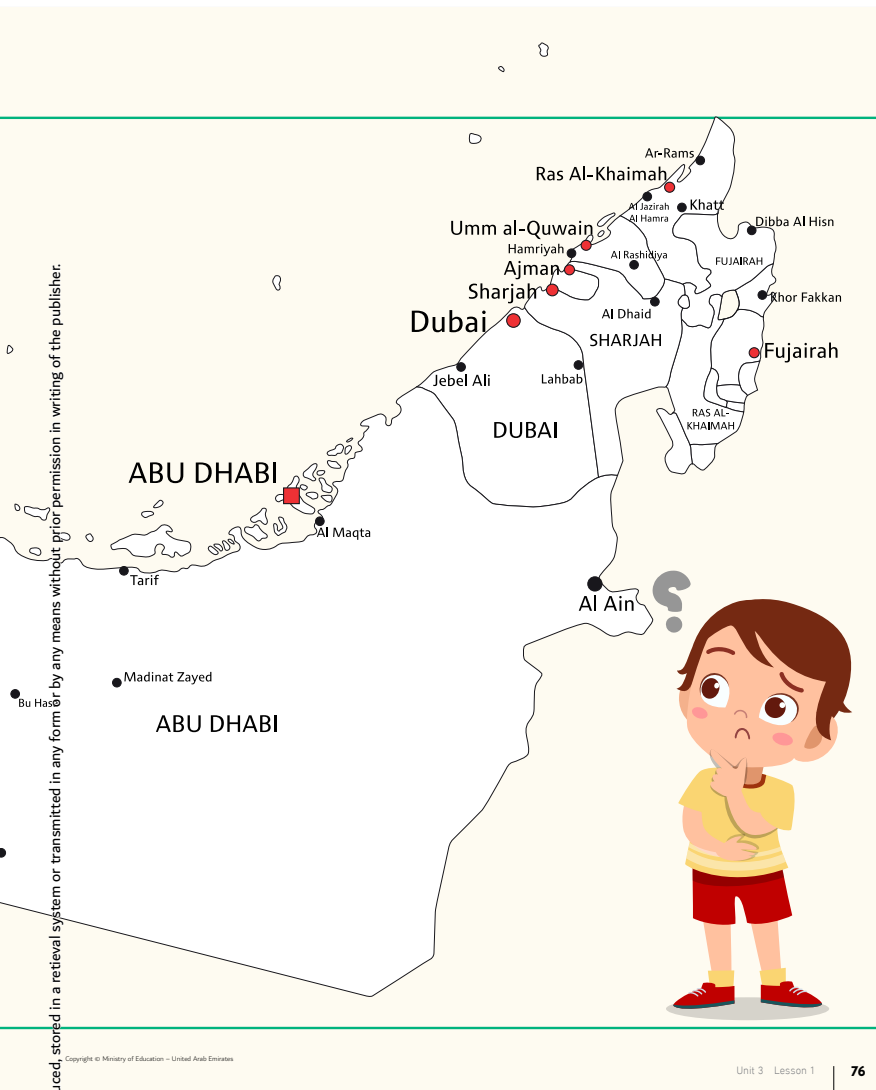
**to remember the order of the first initial of the words north, east, south, west if you went clockwise around the compass rose.**

You can combine the two words and say the direction is northwest or northeast, southwest or southeast.

Practice with the Compass Rose:  
Look at the map of the UAE.

- Which Emirate is in the furthest north?
- Which Emirate is in the furthest south?
- Which Emirate is in the furthest East?
- Which Emirate is west of Fujairah?





### Formative Assessment Opportunities

The Vocabulary items related to the emirates and the UAE flag can be assessed in formative ways. As students' reading ability is still at beginner level, it's advised to avoid reading load by providing lots of visual clues. Students could identify correct colours by circling the correct picture or showing real objects in the class in that colour. The use of drama (body language and play) can consolidate learning and lead to long-term learning.

### Remedial Opportunities

For spelling of the emirates: you could provide the names of emirates in jumbled form, preferably cut out and allow students to put the letters in the correct order. This is good for kinaesthetic learners.

### Extension Opportunities

- Have students draw and colour their own flag/ the flag of their favourite family member / country etc.
- Have pictures of the famous landmarks like Burj al Arab and ask in which emirate these are. Alternatively, they could draw a famous landmark of the emirate they come from.

**Student Learning Outcomes (SLOs):**

- MSC.3.1.01.001 Discuss and/or write about examples of intangible heritage in the UAE
- MSC.3.1.02.002 Understands the importance of preserving the elements of national identity
- MSC.3.1.01.001 Discuss and/or write about examples of intangible heritage in the UAE
- MSC.3.1.02.001 Describes symbols, songs and traditions that identify the UAE

**Lesson Objective**

**By the end of the lesson, students will:**

- describe symbols, songs and traditions that identify the UAE
- understand the importance of preserving the elements of national identity
- explain why people live in social groups (e.g. families, communities, nation)

**Key Vocabulary**

- National Day
- celebration

Unit 3
Living in the UAE

Lesson 2

The United Arab Emirates Part 2

Lesson Objective:  
By the end of the lesson, students will

- describe symbols, songs and traditions that identify the UAE
- understand the importance of preserving the elements of national identity
- explain why people live in social groups (e.g. families, communities, nation)

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## Vocabulary

National Day

celebration



## Warm up: Class Discussion

What did you do on the last National Day?



1. What symbols of the UAE can you see in the picture?  
Discuss with your class.
2. Circle and label as many as you can.

### Materials/ Resources/ Technology

All resources for this unit are from the Student Book

Teacher-ONLY resources:

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

### Warm up:

T draws SS attentions to the photos and asks the questions.

**MSC.3.1.01.001**





### Activity 1: Testing Knowledge

What does UAE stand for?

U \_\_\_\_\_

A \_\_\_\_\_

E \_\_\_\_\_

#### Activity 1

Students guess what UAE stands for.

**MSC.2.2.02.001**

#### Suggested Answers

United Arab Emirates



One of my favorite  
holidays is the  
National Day holiday!  
National Day is an  
important holiday in  
the UAE.

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## National Day in the UAE



National Day is celebrated on December 2nd each year. This day is special because UAE was formed on December 2, 1971. On National Day, Emiratis celebrate their union and heritage.

On National Day, there are festivals, activities and competitions. Some people do traditional activities On National Day, some people have picnics in the park. Other people visit their relatives. There are usually fireworks displays. National Day is a time to remember the hard work of developing the country.

**Activity 2**

Depending on the level of the students, T either reads out text1 or students read it and answer the questions.

**MSC.3.1.02.002****MSC.3.1.01.001****MSC.3.1.02.001****Suggested Answers**

1. December 2nd
2. It is the day country was formed
3. Heritage & Hard work of developing the country

**Activity 2: Check the Facts**

**Read the questions and choose the best answers.**

1. What is date of National Day in the UAE?

November  
2ndDecember  
2ndSeptember  
2ndJanuary  
2nd

2. Why do people in the UAE celebrate National Day on this date?

It is the day the country  
was formed.It is the day people came to the  
UAE.

3. What do people remember on National Day? (circle two)

Heritage

Birthdays  
of famous  
peopleTheir first  
day of schoolHard work of  
developing  
the country

## His Highness Sheikh Zayed bin Sultan Al Nahyan



The first president of the UAE was HH Sheikh Zayed bin Sultan Al Nahyan. When the UAE was formed, he was the Ruler of the emirate of Abu Dhabi. He led the rulers of the other emirates to unite, so they chose him to be the first president.

He wanted the UAE to one of the best countries in the world. The wise leadership of the UAE worked together to develop the country to what it is today.

**Activity 4**

Depending on the level of the students, T either reads out text2 or students read it and answer the questions.

**MSC.3.1.02.002****MSC.3.1.01.001****MSC.3.1.02.001****Suggested Answers**

1. His Highness
2. To show respect
3. Students' answers will vary

**Activity 3: Discuss and Answer**

**Read the questions and discuss the answers. Then, write the answers.**

1. What does HH mean?

---



---

2. Why do we use these words in front of the names of the Rulers?

---

3. We use titles to show respect. For example, we do not call our parents by their names. We say "mother" and "father" or other respectful names.

What do you call your teacher?

---

Can you think of other titles we use?

---



## Sheikh Zayed Mosque



The Sheikh Zayed Mosque in Abu Dhabi was built to remember HH Sheikh Zayed bin Sultan Al Nahyan. People from all over the world come to see the building.

The Holy Quran, the Holy book of Muslims, is read in the Sheikh Zayed Mosque non-stop every minute of every day without a break. There more than 20 imams on duty who take turns to read verses from the Quran.

**Activity 5**

Depending on the level of the students, T either reads out text3 or students read it and answer the questions.

**MSC.3.1.01.001****MSC.3.1.02.001****Suggested Answers**

1. To remember HH Sheikh Zayed bin Sultan Al Nahyan.
2. Because it is beautiful/ biggest Mosque in the UAE/ where HH Sheikh Zayed is buried
3. The Holy Quran is the Holy book of Muslims
4. It is read non-stop.

**Activity 4: Fact Check**

**Read and discuss the questions. Then, write answers.**

1. Why was the Sheikh Zayed Mosque built?

---



---

2. Why would people from all over the world come to see the Sheikh Zayed Mosque?

---



---

3. What is the Holy Quran?

---



---

4. How often is it read in the Sheikh Zayed mosque?

---



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### Formative Assessment Opportunities

Information covered in all three texts can be used for formative assessment.

### Remedial Opportunities

Students could try to read the texts in their own time to improve their reading skills.

### Extension Opportunities

- Sheikh Zayed mosque virtual tour:  
<https://www.p4panorama.com/Gallery.aspx/grand-mosque-abu-dhabi-360-virtual-tour/>



**Student Learning Outcomes (SLOs):**

- MSC.3.1.01.005 Create and exchange stories about themselves and their families with each other
- MSC.2.5.01.005 Show appreciation of others' stories
- MSC.2.5.01.004 Participates in class discussions of past or present the topic
- MSC.3.1.01.003 Talk about the various entertainment and functional purposes of storytelling (explain morals, pass on culture, express heritage, and so on)
- MSC.3.1.01.002 Distinguish some different forms of traditional storytelling (legends, oral histories, nursery rhymes, fables, and so on).

**Lesson Objective**

**By the end of the lesson, students will:**

- describe various ways people learn about the past (e.g. listening to elders; viewing photos, videos and artefacts; examining buildings; reading diaries and stories, etc.)
- create and exchange stories about themselves and their families with each other

**Key Vocabulary**

- celebrate
- gathering
- hospital
- feast

Unit 3 Living in the UAE

Lesson 3

# Stories from the Past

**Lesson Objective:**  
**By the end of the lesson, students will**

- describe various ways people learn about the past (e.g. listening to elders; viewing photos, videos and artefacts; examining buildings; reading diaries and stories, etc.)
- create and exchange stories about themselves and their families with each other

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### Vocabulary

celebrate

hospital

gathering

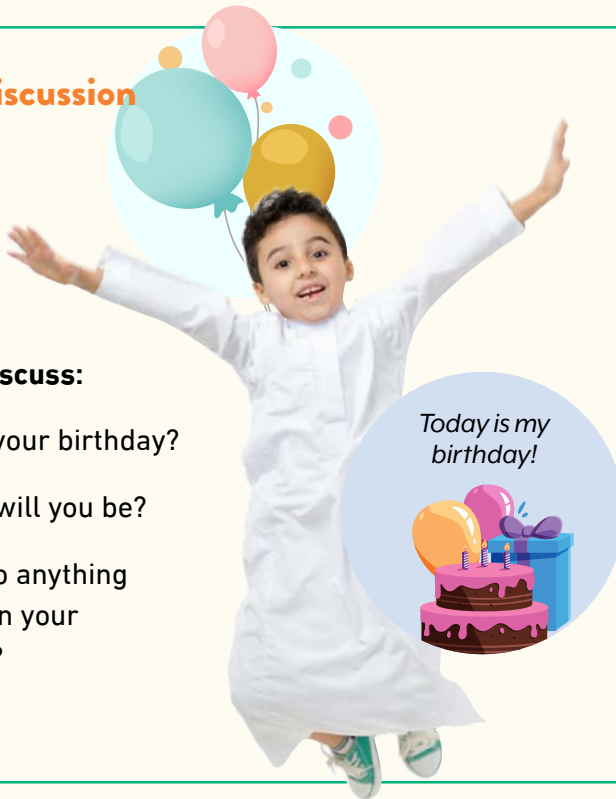
feast



## Warm up: Discussion

### In pairs, discuss:

- When is your birthday?
- How old will you be?
- Do you do anything special on your birthday?



Today is my  
birthday!

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### Materials/ Resources/ Technology

#### Resources from Student Book

70 People on How To Sing the Happy Birthday Song in Their Country | Condé Nast Traveler

<https://www.youtube.com/watch?v=jghYM7XQxEA>

#### Teacher-ONLY resources:

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students

### Warm up:

Teacher uses the picture to ask questions and students discuss the answers to the questions.



## It is Friday today and it is Ali's birthday!

It is Friday and Ali's birthday!

His mother made his favourite breakfast of pancakes. After breakfast, Ali's family went to his grandfather's house. Ali's grandfather said, "Oh I remember the day you were born, and look, you have grown!"

"Really? You remember the day?" Ali's eyes lit up.

"Please tell me more, granddad" he said.

Granddad laughed. "Well, the day you were born, I was at the hospital with your dad and grandma. When we walked into the room, your mom was holding you. You were sleeping. We all started crying out of happiness."

Later, your uncles and aunties came with balloons, flowers and special sweets for your mum. Your dad offered chocolates to all his friends at work.

Ali asked his granddad, "What happened on the day you were born?" He laughed and said, "Oh boy, things were very different when I was born. Let me tell you after lunch."



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**Activity 1**

Depending on the level of the students, T either reads out text1 or students read it and answer the questions.

**MSC.3.1.01.005****MSC.2.5.01.005****Suggested Answers**

1. Ali's mother made him his favorite breakfast.
2. They brought balloons, flowers and special sweets
3. They were happy

Moral, Social &amp; Cultural Studies | Grade 01 | Term 2

**Activity 1: Fact Check**

**Read and discuss the questions. Then, write answers.**

**What happened on Ali's birthday?**

**What did his aunts bring his mother?**

**Why did all the family members cry?**

## Granddad's birthday!



"Tell, me granddad, please! Tell me about your birthday," begged Ali after lunch.

"I'm about 70 years old now. In those days, things were very different," he said. "Of course I don't remember the day myself but your great-grandfather told me all about it."

"I was born in my grandfather's home!

In those days, there were few hospitals in the UAE so most people were born at home. We didn't have a car either."

"My father gave me the name Khalid," the same name as his father.

"He said that he invited everyone in our village for a party. Of course I don't remember and unfortunately, my family did not have a camera back then so there are no photos of me or my family in those days."

**Activity 2**

Depending on the level of the students, T either reads out text 2or students read it and answer the questions.

**MSC.3.1.01.005****Suggested Answers**

1. 70
2. Very different
3. At home
4. He doesn't have pictures because they didn't have cameras back then.
5. They had a party in the village
6. His father used to tell him about the day he was born
7. Stories help us visualize events which we dont have any records of. They teach us about things.

**Activity 2: Fact Check**

**Read and discuss the questions. Then, write answers.**

1. How old was Ali's grandfather?
2. Were things mostly the same or different when he was born?
3. Where was Ali's grandfather born?
4. Why doesn't Ali's grandfather have pictures of him when he was born?
5. What did Ali's grandfather's family do after he was born?
6. How does Ali's grandfather know about his own birthday?
7. How do stories about the past help us today?





**Activity 3**

SS read the statements and decide if the answers are true or false..

**MSC.3.1.01.002****MSC.3.1.01.003****MSC.3.1.01.005****Suggested Answers**

1. F.
2. T
3. F
4. T.
5. T

**Activity 3: Compare**

**Read the statements and decide if they are true or false.  
Discuss each of the false statements.**

	Statement	True	False
1.	Ali and his grandfather were born in hospitals.		
2.	Both the families of Ali and his grandfather were happy when they were born.		
3.	Ali and his grandfather have pictures of themselves as babies.		
4.	Ali's grandfather's family had no car when he was born.		
5.	Storytelling is one way of teaching people about past events		



## Activity 4: Explore

**Write about your birthday.**

When were you born?

Is there a special meaning in your name?

Do you have a special story about when you were born? Tell the class.

### Activity 4

Personalisation; teacher asks students the questions. The teacher can give herself as an example and then form groups where students share their information...

**MSC.3.1.01.002**

**MSC.3.1.01.003**

**MSC.3.1.01.005**

### Suggested Answers

Answers will vary

### Formative Assessment Opportunities

The vocabulary related to celebrations can be used for formative assessment. The vocabulary related to celebrations can be used for formative assessment.

### Remedial Opportunities

Students could re-read the texts to improve reading skills..

### Extension Opportunities

Students could ask their family members about the day they were born and report back to the class.

**Student Learning Outcomes (SLOs):**

- MSC.2.5.02.001 Gathers information from listening to videos, guest speakers or reading texts with the help of the teacher
- MSC.2.6.01.002 Illustrates different points of view of an event
- MSC.2.3.02.002 Describes how people from different cultures relate to the environment (e.g. use of resources, shelter, transportation)
- MSC.2.4.02.001 Describes one's own feelings and the feelings of other, noting the similarities and differences
- MSC.2.6.02.002 Gives examples on how the feelings and opinions of others change over time

**Lesson Objective****By the end of the lesson, students will:**

- have talked about the UAE in the past and now and have discussed aspects such as transportation, free time activities and communication methods.

**Key Vocabulary**

- remember
- past
- transportation

Unit 3 Living in the UAE

Lesson 4

# Grandad's photo album

**Lesson Objective:**

**By the end of the lesson, students will**

- describe various ways people learn about the past (e.g. listening to elders; viewing photos, videos and artefacts; examining buildings; reading diaries and stories, etc.)
- make connections between places and events to understand the past and present
- use terms that refer to time to compare events (e.g. before, after, etc.)
- compare and contrast family life in the past with family life in the present (e.g. clothing, housing, transportation, etc.)

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### Vocabulary

remember

past

transportation



### Warm up: Brainstorm

**How was life different in the UAE when Ali's grandfather was born?**

**Try to think of at least three ways.**

**Teacher Read the text. while students follow along and look at the pictures.**

Granddad, your life must have been quite difficult. How did you travel without a car? Please can you tell me more about life in the UAE in the past.



I can do more than that. I can show you. Let's look at some photos of the past and present.

### Materials/ Resources/ Technology

#### Resources from Student Book

UAE then and Now

<https://nyuad.nyu.edu/en/news/latest-news/community-life/2015/november/uae-then-now.html>

#### Teacher-ONLY resources:

The teacher is responsible for pre-viewing any visuals /audios that are assigned to students

### Warm up:

Students look at Ali's picture with his granddad- and read the caption.

**Activity 1**

Students put the pictures of the houses into order from oldest to newest. They discuss what makes them think one house is older than the other. They answer the question.

**MSC.2.5.02.001****MSC.2.3.02.002****Suggested Answers**

3-1-2

Moral, Social &amp; Cultural Studies | Grade 01 | Term 2

**Activity 1: Learning from Pictures**

**Look carefully at the three pictures of places where people lived or are living now. Put the pictures in order of 1 to 3 from oldest to newest. Discuss your choices.**



Which one do you think Ali's grandfather lived in when he was born?

---

Why?




---



---

## “My childhood”



When I was a boy, we lived in a neighbourhood with small houses next to each other. We did not have air conditioning or even electricity. We did not have a fridge so we didn't have cold drinks or ice. Most people didn't have cars. We had to walk to go from place to place. We walked a lot.

You might think that things were difficult. But we did not feel that way. All the people in the neighborhood knew each other. They helped each other. They celebrated together and were sad if something happened to anyone they knew. Because we all had about the same things, we did not feel different. We did not feel that life was hard.

When I was a small boy, I learned to read the Holy Quran in the small mosque beside our house. When I was older, my family sent me to one of the first schools in our area. It had one room and one teacher but we so honoured and happy to learn. We used chalkboards and copy books.

We didn't have smartphones, TVs, or computers. As I grew up, I learned to do new things. Only now when I look back, I see how hard yet how sweet life was.

**Activity 2**

Students read/ listen to the text and answer the question.

**MSC.2.3.02.002**

**MSC.2.4.02.001**

**MSC.2.6.02.002**

**Suggested Answers**

Ali's grandad didn't have AC, electricity, car, smartphones, TV, computer

Moral, Social & Cultural Studies | Grade 01 | Term 2

**Activity 2: Learning from a Story**

**What are the things grandfather did not have?  
Write four things.**

1

2

3

4



### Activity 3: Think and Discuss

**Ali thought his grandfather had a difficult life.  
Try to think of three reasons.**




---

---

---

---

---

---



### Activity 4: Discuss

**Discuss in pairs. Does Ali's grandfather think that his life was difficult? Why (not)?**

#### Activity 3

Students discuss why Ali's granddad doesn't think that his life was difficult and name three reasons.

**MSC.2.4.02.001**

**MSC.2.6.02.002**

#### Suggested Answers

Students' answers vary; things such as "he was playing with his friends and life was different" are acceptable.

#### Activity 4

Students discuss if Ali's grandfather thinks that his life was difficult. The aim is for students to realise that everyone has their own point of view.

**MSC.2.5.02.001**

**MSC.2.3.02.002**





### Activity 5: Think and Choose

Label the pictures from Ali's life with "Ali" and label the pictures from his grandfather's life with "grandfather."



\_\_\_\_\_

\_\_\_\_\_

#### Activity 4

Students categorise the pictures as "Ali's life" or "Grandad's life."

**MSC.2.5.02.001**

**MSC.2.3.02.002**

#### Suggested Answers

Life with Ali: picture of the metro and the high-rise buildings

Life with Ali's grandad: picture of the camel and school teacher.



### Formative Assessment Opportunities

Comparisons of Life in the UAE now and then could be used for formative assessment..

### Remedial Opportunities

Teacher could provide pictures of the UAE in the past to give students a better understanding. Students could try to find pictures themselves.

### Extension Opportunities

10 pictures that show glimpses of the UAE through the last half century.

<https://whatson.ae/2018/08/historical-photos-of-the-uae/>

**Student Learning Outcomes (SLOs):**

- MSC.3.1.01.004 Show respect for a range of people and roles
- MSC.2.1.01.001 Understand that certain situations and objects also require respectful behavior
- MSC.2.5.01.005 Show appreciation of others' stories
- MSC.2.1.01.001 Realizes there are other cultures with different languages, food, clothing, etc.

**Lesson Objective****By the end of the lesson, students will:**

- discuss cultural differences
- realise that people come from different backgrounds and cultures
- find out more about China

**Key Vocabulary**

- Friends
- expats
- country
- countries

Unit 3 Living in the UAE

Lesson 5

Friendships  
part 1

Lesson Objective:

By the end of the lesson, students will

- discuss cultural differences
- realise that people come from different backgrounds and cultures
- find out more about China

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### Vocabulary

friends

expats

country

countries



### Warm up: Did you know?

**Most people who live in the UAE are from other countries.**

**How many people from other countries do you know?**

**What countries are they from?**

COUNTRY

COUNTRY

COUNTRY

HOW MANY  
PEOPLE?

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Unit 3 Lesson 5 | 106

### Materials/ Resources/ Technology

#### Resources from Student Book

[include all resources from the Student book]

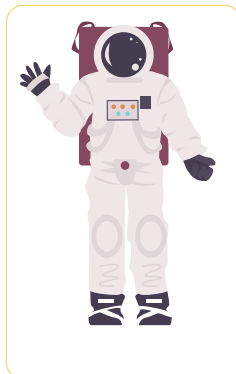
#### Teacher-ONLY resources:

links to videos, YouTube, other resources to be used by Teacher's only – The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

#### Warm up:

Students discuss the questions.

## Ali's Friends



Most of the people who live in the UAE are from other countries. Most people who live in the UAE come to work. They are called expats. Expats have different religions, languages, cultures and histories.

Ali lives in a building with a lot of other families. He has a lot of friends in the building that are expats. Their parents work in the UAE.

Ping is from China. He likes computer games. His dream is to be an astronaut.

Joey is from Italy. He plays football and is good at sports. He wants to be a professional football player one day.



John is from Ireland. John loves animals and he wants to be a vet.

Ali wants to be an architect. He wants to design houses when he grows up.



The four boys often play together because they live in the same building. They ride their bikes together, go roller-skating and play computer games with each other. They also celebrate different important days together.

**Activity 1**

Students read/ listen to the text 1 and answer the questions.

**MSC.3.1.01.004**

**MSC.2.1.01.001**

**Suggested Answers**

1. Expat
2. Four
3. Ireland, Italy, China

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**Activity 1: Fact Check****Answer the questions.**

1. What is a person who comes to a country to live and work called ?

2. How many friends does Ali have in the story ?

3. Where are Ali's friends from? Circle the correct answers.

Germany	Italy	France	Spain
China	Nepal	Ireland	



## Activity 2: Think and Choose

Read each statement and choose if it is True or False.  
Discuss each false statement and make it true.

Statement	True	False
1. Ping doesn't like computer games.		
2. Joey wants to be an astronaut.		
3. John wants to be an actor.		
4. Ali wants to build houses when he grows up.		
5. Ping wants to be a vet.		

### Activity 2

Students read/ listen to the text 1 and chose TRUE or FALSE.

**MSC.2.1.01.001**

### Suggested Answers

1. F
2. F
3. F
4. T
5. F



## Ping's Family

Ni Hau.

My Name is Ping and I am from China. One of the most important holidays for us is the Chinese New Year festival. It's my favourite holiday.

We dress in red because we think red is a lucky colour. We have fireworks and watch dragon dances.



We meet and celebrate the Chinese New Year with other Chinese people living in the UAE. We speak Chinese and share Chinese food together. My favourite Chinese food is chicken dumplings.



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**Activity 4**

Students read/ listen to the text 2 and write three things.

**MSC.2.5.01.005**

**MSC.2.1.01.001**

**Activity 3: Fact Check**

**Write three things you learned about Chinese culture.**

Important holiday

1.

Important colour

2.

Type of food

3.



## Activity 4: Try it Yourself

People eat their food in different ways. Some people use utensils like forks and spoons. Other people use chopsticks. Most people in China use chopsticks. Have you ever used chopsticks to eat food at home or in a restaurant? If not, try practicing with two pencils. Use the pictures to help you.



### Activity 5

Students try to use chopsticks..

**MSC.2.1.01.001**

### Formative Assessment Opportunities

The vocabulary items can be used for formative assessment..

### Remedial Opportunities

Students could try to read the texts in their own time to improve their reading skills..

### Extension Opportunities

[https://www.circleonestudios.com/360/Great\\_Wall\\_China/](https://www.circleonestudios.com/360/Great_Wall_China/)

Virtual tour of the great wall of China

**Student Learning Outcomes (SLOs):**

- MSC.2.1.01.001 Realizes there are other cultures with different languages, food, clothing, etc.
- MSC.3.1.01.005 Create and exchange stories about themselves and their families with each other
- MSC.1.2.01.004 Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other
- MSC.1.2.01.005 Explore their feelings in the context of their important relationships, including family and friends
- MSC.1.2.02.001 Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests

**Lesson Objective****By the end of the lesson, students will:**

- Explore their feelings in the context of their important relationships, including family and friends
- Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests
- Discuss their dream jobs and favourite holidays find out more about China

**Key Vocabulary**

- Pizzeria
- vegetarian

Unit 3 Living in the UAE

Lesson 6

Friendships  
part 2

Lesson Objective:

By the end of the lesson, students will

- Explore their feelings in the context of their important relationships, including family and friends
- Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests
- Discuss their dream jobs and favourite holidays

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### Vocabulary

pizzeria

vegetarian



## Warm up: Class Discussion

**Why is it important to respect people from other countries?**



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### Materials/ Resources/ Technology

#### Resources from Student Book

[include all resources from the Student book]

#### Teacher-ONLY resources:

[links to videos, YouTube, other resources to be used by Teacher's only – The teacher is responsible for pre-viewing any visuals /audios that are assigned to students]

#### Warm up:

Teacher draws students attention to the picture; class discussion of why it is important to respect people from other countries

Activity 1

This is a recall activity where students try to remember information related to Ali's friends from the previous lesson. Teacher asks why it is important to have good friends..

MSC.3.1.01.005

Suggested Answers

2.

Italy- Joey
3.

China – Ping
4.

Ireland- John
1.

Ping- astronaut
2.

Joey- footballer
3.

John- vet
4.

Ali- architect



Activity 1: Recall

Write the name of Ali's friend from each country.

	Country	Name
1.	UAE	Ali
2.	Italy	
3.	China	
4.	Ireland	

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**What jobs do they dream about? Match the name to the job.**

Name	
1.	Ping
2.	Joey
3.	John
4.	Ali

Job	
a.	astronaut
b.	vet
c.	architect
d.	football player



**Activity 2**

This is critical thinking skills and students should be encouraged to identify key words. Same as activity 1, remembering the information about Ali's friends, students guess which of these special days is celebrated by the four friends.

**MSC.1.2.02.001****Suggested Answers**

Teacher focuses on the keywords and asks what word gave them the clue to their answers.

1. Joey
2. Ali
3. John

**Activity 2: Critical Thinking**

The teacher reads the text. Students write the name of one of the four friends that the story describes.

Story about Ali's Friends	Name of friend
My favourite holiday is summer break. I can play a lot of football with my friends. After our games, my dad takes us to our favourite pizzeria. Pizza is my favourite food.	
My favourite holiday is Eid Al Fitr. We have this holiday after a month of fasting. We wear our best clothes and go to a special eid prayer. After that, we visit our family members. My favourite food is Hamour, it's a kind of fish.	
My favourite holiday is Christmas. We have special Christmas dinner and exchange gifts. My favourite food is vanilla Ice-cream!	



### Activity 3: Class Survey

**All people are different. Read and answer the questions.**

Where are you from?

1. \_\_\_\_\_

What is your favourite holiday?

2. \_\_\_\_\_

What is your favourite subject?

3. \_\_\_\_\_

What do you want to be when you grow up?

4. \_\_\_\_\_

How many students have exactly the same answers?



#### Activity 3

Survey; students participate in the teacher's survey and analyse the result together. The aim is to realise how similar/ different they are and that living together in one country gives the opportunity to learn from each other.

**MSC.2.1.01.001.**

**MSC.1.2.02.001**

#### Suggested Answers

Students' answers will vary

**Activity 4**

The teacher can make copies of the flower (see resources) and distribute a flower to each student to write their information on. Student's pin their flowers and walk around to share information.

**MSC.2.1.01.001****MSC.1.2.02.001****Suggested Answers**

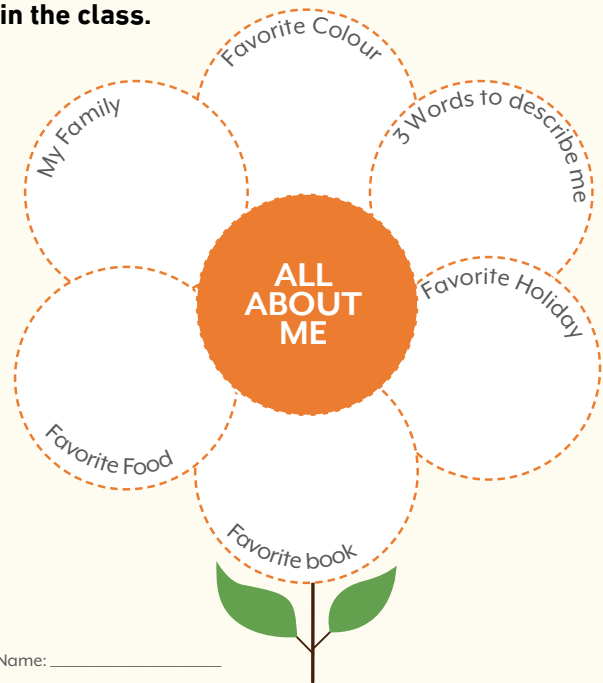
Students' answers will vary

Moral, Social &amp; Cultural Studies | Grade 01 | Term 2

**Activity 4: All about You**

**1. Fill in the flower with information about you.**

**2. Attach the flower to your chest and walk around. Find out if you have similarities or differences with anyone else in the class.**



Name: \_\_\_\_\_



## Activity 5: Writing

**What did you find out? Write a few sentences about the similarities or differences you found out from your classmates.**

### Activity 5

The teacher can refer back to the information in activity 3; students write a few sentences/ keywords that show similarities or differences with their partner/ group members.

**MSC.3.1.01.005**

**MSC.1.2.01.005**

### Suggested Answers

Students' answers will vary

### Formative Assessment Opportunities

The information related to special days and hobbies can be used for formative assessment..

### Remedial Opportunities

Students could talk about their own favourite holidays and explain their dream job in a voice message and send it to the teacher.

### Extension Opportunities

Students write/ talk about their own best friend and give information about him/ her. They could draw the person and give a mini-presentation using the drawing.

# Glossary

**Affection:** Fondness or love.

**Ancestor:** Someone from a long time ago that someone else is descended from; a family member from the past.

**Angry:** Annoyed and upset.

**Apology:** Expression of regret trying to undo the mistake.

**Appreciate:** To understand the importance of someone/something.

**Background:** Things that have happened in a person's past e.g. where they come from, their family's past, what languages they speak.

**Better:** Improved.

**Bullying:** Hurting the body or the feelings of one's peers.

**Caring:** Looking after others, to be kind.

**Change:** Changing.

**Choice:** A selected course of action from two or more options.

**Clay:** A material that can be shaped when wet and baked to make artefacts.

**Compliment:** Something nice that's said about someone or something.

**Conflict:** When people think differently about something and it stops them agreeing and being friends.

**Cons:** Disadvantages.

**Consequence:** A result of someone's decision or action.

**Cowardly:** Someone is so afraid and cannot do the right thing.

**Decision:** Making your mind up to choose a certain course of action.

**Dhow:** A special kind of fishing boat used for pearl diving.

**Dishonest:** When you do not speak the truth. A dishonest person lies, cheats or steals.

**Drought:** A prolonged period of time when there is no rain.

**Dyreen:** A woven bag made from rope.

**Environment:** Everything in the world around us that affects all life on earth; including the air, water, plants, animals and humans.

**Excellent job:** Task that is very well completed.

**Excited:** Passionate; enthusiastic.

**Fair:** Treating people equally, justly and without discrimination.

**Fairness:** The quality of being fair. Treating people equally, justly and without discrimination.

**Family / Relatives:** Family members, from the mother's or father's side, who share social and family bonds.

**Feeling of Satisfaction:** A feeling of comfort, when you have what you need.

**Feeling of Injustice:** Unfairness, wrongness.

**Friendly:** Loving.

**Friends:** Classmates.

**Generation:** People born and living at about the same time.

**Honest:** When you speak the truth and behave appropriately.  
An honest person does not lie, cheat or steal.

**I am good at:** I can do a job well.

**I am happy:** To feel joy.

**I am sorry:** I express my regret. A common phrase to express remorse or sympathy.

**Identity:** The characteristics or customs that make a group of people who they are.

**I like someone or something:** I have positive feelings for.

**Imaginary fear:** Fear of things that don't exist and shouldn't be feared.

**Important:** Necessary; worth paying attention to.

**In a non-verbal way:** Expressing something using body gestures.

**Inclusion:** Involving everyone regardless of differences.

**Inclusive:** To involve others, to invite others to play.

**In Common:** Being similar.

**Independent:** To do tasks by yourself.

**Influence:** The ability to change someone's mind or behaviour, to think or act differently.

**Injustice:** Unfairness, wrongness.

**Intangible:** Things that you cannot touch.

**I respect:** I treat others well out of love and politeness; I consider other people's feelings.

**I respect the Law:** I abide by the Law; I follow and apply it.

**Jealous:** Having the feeling of jealousy.

**Jealousy:** Envy, a love for being solely cared for and loved by others, being bothered when someone else receives more love, care or even a higher position or more money.



**Loving:** Friendly; capable of showing love and care.

**Loyal:** Always being a good support and a good friend to someone or something.

**Luqaimat:** A popular dessert in the Arab world.

**Moral:** Related to what is right and what is wrong in how a person acts.

**Myth:** A story that is not true even though some people believe it.

**National park:** An area protected by the state for the enjoyment of the general public or the preservation of wildlife.

**Negative feelings:** Feelings that bother me.

**Negative situation:** An unfair situation, often involving improper behaviour or hurting others.

**Nomadic:** Relating to nomads, who were people who moved from one place to another instead of living in just one location.

**Origami:** The Japanese art and skills of folding papers to make decorative items.

**Others:** People around me in my community, other than family and friends.

**Parable:** A story that contains a moral or a lesson.

**Participation:** Joining in and doing things together

**Polite:** Well behaved.

**Positive feelings:** Pleasant feelings that make us feel happy or comfortable .

**Positive situation:** A fair situation, usually involving decent behaviour and comfort for others.

**Pottery:** Pots, dishes and other things made from clay.

**Preserve:** Keep something in its original or existing state.

**Pros:** Advantages.

**Qualities:** Attributes that people have that make them who they are e.g. kindness, loyalty.

**Respect:** To act towards someone with politeness and good manners.

**Results:** The effects of an action.

**Roles:** Functions and tasks carried out by people.

**Security:** Feeling safe, reassured and unafraid.

**Self-expression:** Showing your feelings, thoughts, or ideas in writing, art, music or dance.

**Similarities:** Anything that makes people or objects alike.

**Smiling:** Showing you are happy and not sad.

**Statue:** A figure of a person or animal, usually life-size or larger. It can be made from stone, metal, clay or wood, for example.

**Talents:** Natural abilities that you were born with.

**Tangible:** Things that you can touch.

**Tenderness:** Love, kindness.

**Tribe:** A society or community that includes families and relatives that share common customs.

**True fear:** Fear of real things that evoke fear and justify it.

**Trust:** Belief in someone's honesty.

**Truth:** Facts as they are or as they happened in reality.

**Unfair:** A person who is unfair treats people unjustly and with discrimination. people unjustly and with discrimination.

**Washi:** Special paper made in Japan to be used in decorative items.

**Worried:** Feeling upset, uneasy or uncomfortable.

**Worry:** A sense of unease or discomfort.

**the seven Emirates :** All the emirates that make up the UAE Country ( Abu Dhabi, Dubai, Sharjah, Umm Al Quwain , Ras Al Khaimah , Fujairah , Al Ain)

**symbol :** A drawing/ picture that represents a concept. For example, the symbol of peace is a white pigeon.

**national day:** An important day for a country, generally the “birthday” of the country

**to appreciate:** To show gratitude, to understand that you understand the effort

**ruler:** leader

**visionary:** Somebody who has vision is able to visualize, to dream of something than works towards realising that dream

**to celebrate:** To show happiness and share the happiness together

**hospital:** A place where you stay overnight if you need the help of doctors

**feast:** Huge dinner

**gathering:** Get-together

**to remember:** To be able to think of thinks that happened long time ago

**past:** Some time ago, not now

**transportation:** Any kind of vehicle used to go from one place to another. EG: car, camel, train, plane

**expat :** Somebody who works and lives in another country from where they are originally from

**religion:** Belief system e.g. Islam, Christianity, Hinduism

**culture:** Shared beliefs, teachings and background

**value:** Concepts that are important and shared. For example; Respect is an important value in friendships.

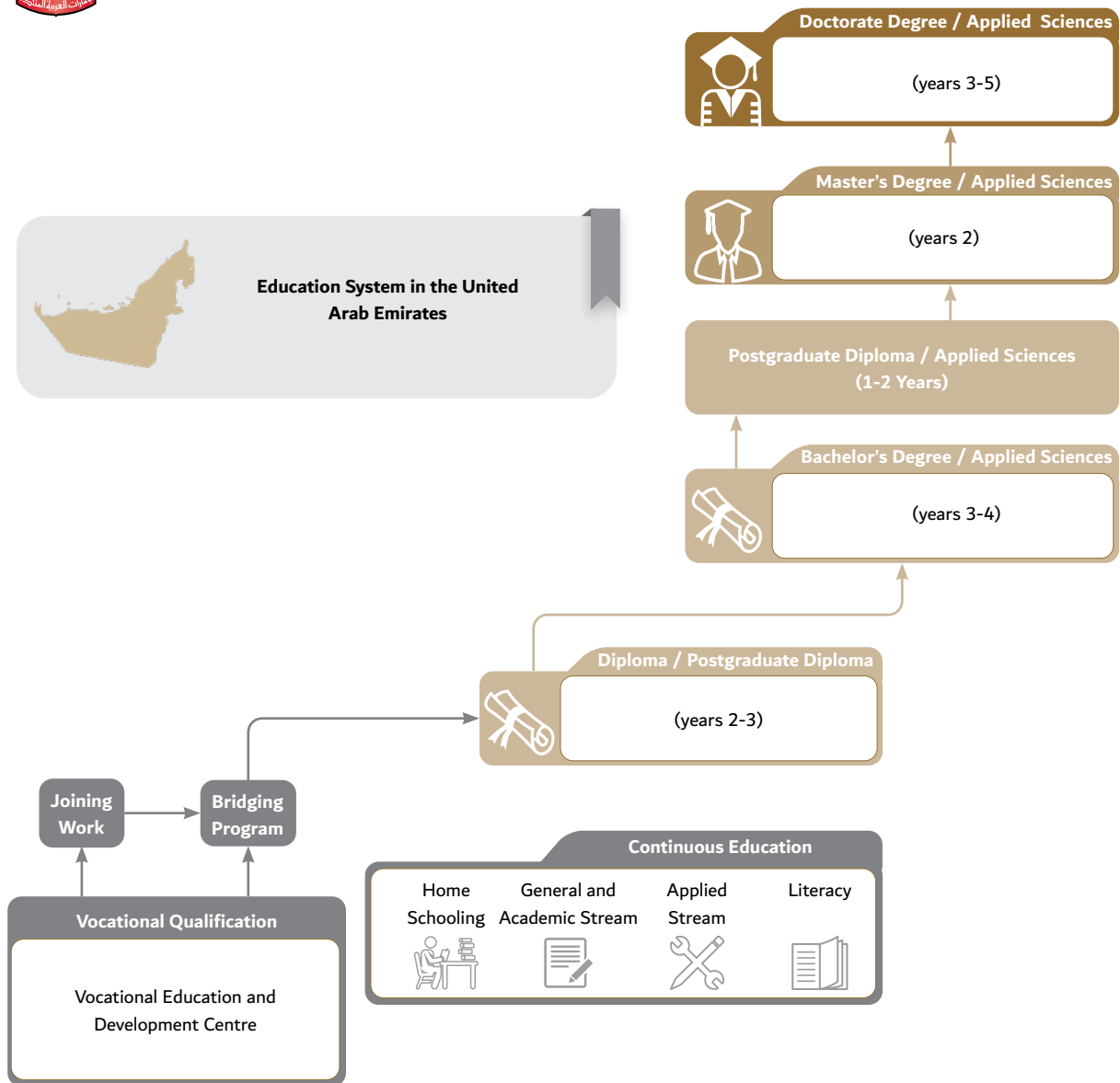
**pizzeria:** An Italian restaurant that sells pizza and pasta

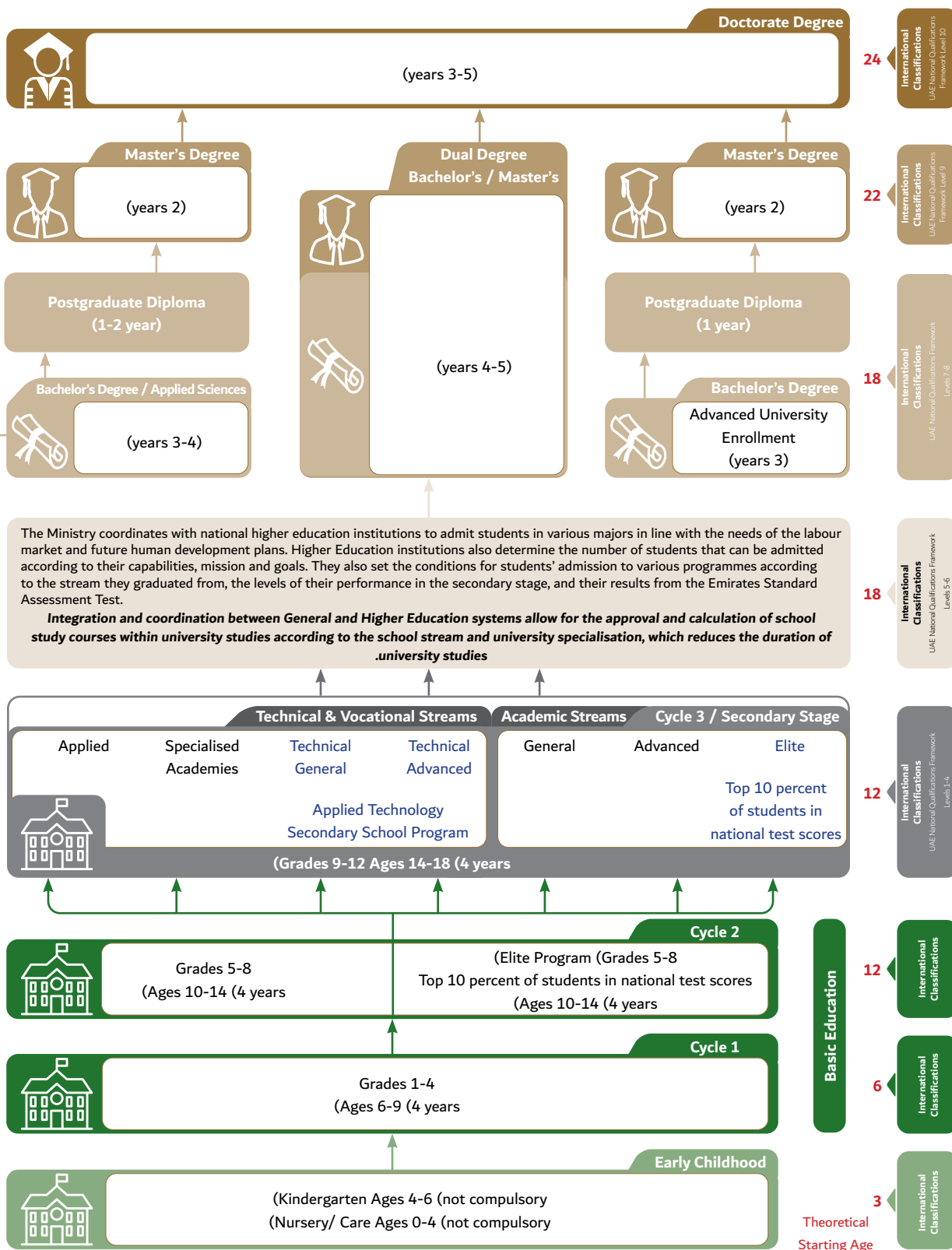
**vegetarian:** Somebody who does not eat red meat. Some vegetarians will eat white meat like fish but some will not.

**to bow:** To bend forward when greeting someone.



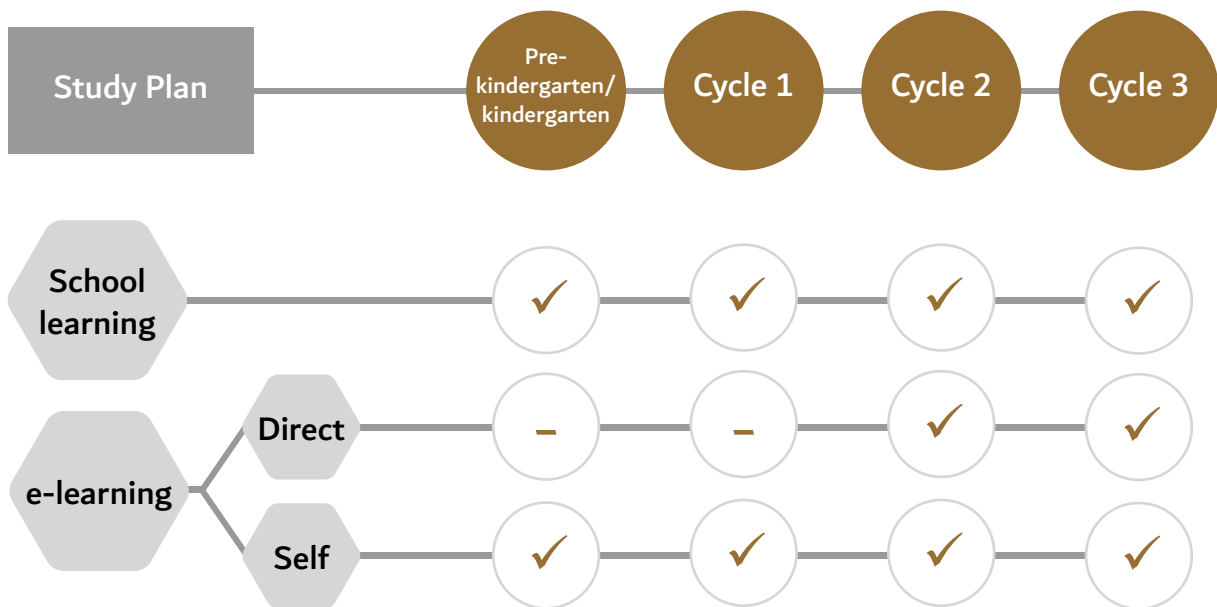
UNITED ARAB EMIRATES  
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## Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



برنامج محمد بن راشد  
للأفلام الذكية  
Mohammed Bin Rashid  
Smart Learning Program

Electronic units

