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MORAL, SOCIAL & CULTURAL STUDIES



Grade
03

Moral, Social & Cultural Studies

Teacher Guide
Grade 3

Term 2

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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:

Consideration for Other's Feelings and Cooperation

Unit Objectives

The aim of this unit is to show the value and importance of being thoughtful and considerate towards others, while also recognising how behaviour can impact upon another person's feelings. It aims, too, to teach about the nature of friendship and how working together cooperatively benefits everyone ultimately.

Unit Description

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

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.

Domain Moral

Consideration for Other's Feelings and Cooperation

Lesson 1	Circle Time
Lesson 2	We are Thoughtful
Lesson 3	We are Good Friends
Lesson 4	Let's Work Together
Lesson 5	We are Great at Group Work



How can we treat others with thoughtfulness, consideration, cooperation and compassion?

1

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Exploratory Questions

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

Exploratory Questions:

- How can we show thoughtfulness and consideration towards others?
- How might our actions affect those around us?
- Why is it so important to work together in cooperation with colleagues?
- How can we work effectively as part of a group?



Learning Outcomes

1. Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others.
2. Show a greater understanding of how their actions affect the feelings of others around them.
3. Understand why cooperative working is important and how group activities should be conducted.
4. Work effectively as a member of a group.

Lesson Objectives

In this lesson the students will learn how to participate in Circle Time and five ways they can show consideration for others during circle time.

Required Materials

- Conch
- Cushions/spots for everyone
- Teacher's Guide
- Student book
- Flipchart
- Pen

Learning Outcomes

- Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others.
- Show a greater understanding of how their actions affect the feelings of others around them.

Unit 1 Consideration for Others
Feelings and Cooperation

Lesson 1

Circle Time

How can you show kindness to others?

3

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Vocabulary

thoughtful

feelings

Thoughtful

Showing consideration for the needs of other people.

Feelings

How someone responds emotionally.

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1

“Three things in human life are important: the first is to be kind; the second is to be kind; and the third is to be kind.”

- Henry James - North American author

Read the quote and ask your partner the following questions:

- How do you feel when you are kind to someone?
- How do you feel if someone is unkind to you?



Activity 1 (5 minutes)

Divide students into pairs. Ask them to read the quote in the Student Book. Write the key word “Feelings” on the board and elicit adjectives that describe feelings from the students.

Examples include:

Loved, wanted, happy, comfortable, important, lonely, sad, unheard etc.

Ask students to discuss the questions using the adjectives on the board.

Activity 2 (15 minutes)

Read **Bassam Presents his Project** aloud or have students take turns in reading.

Questions for Discussion

Ask students how they feel when they have to speak in front of their classmates.

Elicit words like nervous, anxious, afraid of making mistakes, afraid of being laughed at, etc.

Suggested Answers

Ask students to guess what the Five Rules might be. It is unlikely that they will guess them all but the objective is to get them thinking about how they would like others to behave when they are presenting their work.

- It is unfair if only one person's opinion is heard. It can make other students feel that their opinion is not valued and that their thoughts are unimportant.
- Accept all logical answers. Class dynamics vary, so students' experiences will differ.
- Bassam is given the conch so that he may speak and be listened to.
- The five rules are:
 - Eyes look: keep your eyes focussed on the person who is speaking and holding the conch.
 - Ears listen: show respect for others by listening carefully to what the person holding the conch has to say.
 - Mouth closed: no talking or whispering while someone else is holding the conch.
 - Hands still: no fidgeting or pushing or shoving your friends. It's best to put your hands on your lap unless you want to raise your hand to get the teacher's attention.
 - Feet quiet: again, no fidgeting. It's preferable for students to sit cross-legged for Circle Time.

Tell the students that each time you want to use this method of turn-taking, you will ask them to

Bassam Presents his Project

Bassam, a Levant boy, has a project to do about the Special Olympics. He asks his mother to help him and, together, they gather lots of information about athletes of determination who have represented their countries and the sports that they do. Bassam is so proud. "Thanks for helping me, Mum. I'm sure the teacher will be impressed." Today the children will present their projects to their classmates. But when the time comes to stand in front of the class, the teacher says, "Let's try this another way today. I'd like you all to sit in a circle on the floor. Yes, Saeed, on the cushions."

"You know how they say you can hear the sea when you put your ear to a shell?" asks the teacher. "Well, today we are all going to sit here and listen to each pupil tell us about their project. We are going to show that we are interested in hearing what everyone has to say."

The teacher takes out a very big conch and hands it to Bassam. "You go first," she says. "Bassam is going to hold this shell while he is telling us all about his project. For as long as he is holding the conch, there are five rules that

'Give Me Five' and remind them that this means they should Look, Listen, Keep quiet, Keep hands on their lap, and Keep their feet still.

Let's Think

Pose the question: How do you think Bassam would feel if his classmates didn't listen to his presentation?

Suggested Answers

He would feel disappointed and discouraged. Their inattentiveness could discourage Bassam from trying so hard with future projects.

the rest of the class must follow.” What rules?” asks Muzna.



Questions for Discussion

- Is it fair for one person to always be the one speaking in class?
- Is the loudest person always the one who is heard?
- Why does the teacher give the conch to Bassam?
- While Bassam is presenting his project, the others in the circle must follow five rules. Can you guess what they might be?

Let's Think Together 'Bassam put a lot of effort into his project.'

Activity 3 (15 minutes)

Place cushions, if they are available, on the floor in a circle and ask the students to sit down. Then ask every second person to stand up and swap seats with someone on the other side of the circle. Join the circle and sit on a cushion.

Holding the conch in your hand, explain that everyone is to tell the class one important fact about themselves and then pass the conch to the person on their left. Tell them a fact about yourself, remind them to Give you Five and then pass the conch to the person on your left.

Some facts you could say about yourself are:

- My favourite colour is blue.
- I like eating vanilla ice cream.
- My hobby is going to the cinema.

A **round** is when the teacher gives a conch (or any other object that represents 'My Turn to Speak', and asks students to contribute a word or a sentence on a given topic. The conch is then passed from hand to hand around the circle until it comes back to the first person.

Differentiated Learning

For Beginners

Ensure that all students understand the process, it may be helpful to position yourself sitting beside or near students who may find it difficult to participate.

Encourage all students to speak, but remind them that they have an option to 'pass' if they feel unable to contribute.

Suggested Answers

Everyone got a chance to speak.

Everyone else was listening and paying attention when one person was speaking.

We learned something new about everyone in the class

Activity 4 (5 minutes) (Optional)

Remind students of some of the adjectives you



3 Now let's try Circle Time. It's fun to find out new things about each other.



THINK!
"I enjoyed Circle Time because..."



Key Fact
A round is an important part of every Circle Time. Circle Time also always includes at least one game!



4 Every day we might experience many different feelings. Some make us feel good but others are uncomfortable and we have to deal with them.

Put the following words under the correct heading:
happy, miserable, puzzled, worried, proud, embarrassed, thoughtful, kind, nervous, excited.

Good Feelings	Uncomfortable Feelings

Add any other words you know that describe good or uncomfortable feelings.

wrote on the board in the first lesson. Ask them to put the adjectives under the correct heading. Explain that everyone has mixed feelings. How you behave can make others happy or miserable. Highlight the fact that your behaviour also affects your own feelings. Tell students that we have uncomfortable feelings that we need to deal with in order to change them to good feelings. Remind them that those uncomfortable feelings should not affect the way we behave with people.

Good Feelings	Uncomfortable Feelings
Happy Thoughtful Kind Excited Proud	Miserable Puzzled Worried Nervous Embarrassed

5

Listening to what other people have to say shows that you respect their opinion... and their feelings. If you listen respectfully to what others have to say, they will listen to you too.

Colour the statements that describe good listeners in green and the statements that describe bad listeners in red.



- looks at the person who is speaking
- concentrates on what the speaker is saying
- fidgets because they'd rather be somewhere else
- shows they are interested by nodding their head
- interrupts the other speaker
- tries to see what's going on outside
- stays quiet

**THINK!**

How does Circle Time help everyone in the class?

Activity 5 (10 minutes)

Ask students how important it is to feel that what they are saying has some value and is worth listening to.

Ask students to colour the statements that represent a good listener in green and those that represent bad listeners in red.

A good listener - green - looks at the person who is speaking; concentrates on what the speaker is saying; shows they are interested by nodding their head; stays quiet.

A bad listener - red - fidgets because they'd rather be somewhere else; interrupts the other speaker; tries to see what's going on outside.

Differentiated Learning**For Beginners**

Students can draw the illustrations to accompany the set of rules

For Advanced Students

Students can write the text for a set of rules for class discussions.

Key Skills (Head, Heart, Hands)

- Communication
- Curiosity
- Managing oneself
- Empathy
- Respect
- Decision-making
- Adaptability

Evaluation/Reflection

- Use the 'round' as a means of establishing the students's understanding of the term 'thoughtful'.

Differentiated Learning**For Beginners**

Add any words they know that describe feelings.

For Advanced Students

Write sentences using the words in the table.

Lesson Objectives

In this lesson, students will learn how to think about how another person is feeling and how they can show empathy.

Required Materials

- Cushions/spots for everyone
- Large sheet of paper
- Sticky notes
- Box with mirror stuck to the bottom
- Teacher's Guide
- Student book
- Flipchart
- Pen

Learning Outcomes

- Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others.
- Show a greater understanding of how their actions affect the feelings of others around them.

The slide features a vibrant orange background with a large, glowing yellow target graphic in the center. The text 'We Are Thoughtful' is written in a large, bold, yellow font across the target. Below the target, the question 'Do you consider others' feelings?' is written in a smaller, white font. In the top left corner, there is a dark blue box with the text 'Unit 1' and a pink box with the text 'Consideration for Other's Feelings and Cooperation'. The number '9' is visible in the bottom left corner, and a small copyright notice is in the bottom right corner.

Unit 1 Consideration for Other's Feelings and Cooperation

Lesson 2

We Are Thoughtful

Do you consider others' feelings?

9

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Vocabulary

considerate

inclusive

Considerate

Always thinking of other people's wishes and feelings; being careful not to upset or hurt others.

Inclusive

Ensuring that no one feels left out.



1

**Why do you think this person feels the way he does?
What could you do to help make him happy?**

Today I feel sad

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Unit 1 Lesson 2

10

Activity 1 (5 minutes)

Ask students to read the speech bubble and consider how they could make this person feel better.

Suggested Answers

- Invite them to with you.
- Invite them to visit you.
- Ask them to participate in activities.

Activity 2 (15 minutes)Read **Bassam Has Something to Say** aloud**Questions for Discussion****Suggested Answers**

- Yes, Bassam is usually well-behaved because he sits quietly and listens to his classmates. Today he has something important to say but he is getting a turn.

Write the word “inclusive” on the board. Explain that it means that no one is left out.

Ask students if Bassam feels left out? Bassam feels that he isn't getting his turn.

- Maitha could feel angry, hurt, embarrassed.
- She may feel that her contribution is not important or valued.
- Accept all answers and explain that the teacher is going to say ‘Give Me Five’ and conduct a Circle Time activity.

Explain that Bassam's teacher will do a Circle Time activity about thoughtfulness and behaviour at school. In Round 1, each student takes the conch and makes a statement about how they can be kind and considerate in school. In Round 2, each student takes the conch and makes a statement about what really happens in school. In Round 3, each student makes a statement about how people feel when others are not thoughtful or kind.

You can try the same Circle Time with this class.

Pose the question ‘How do you think the teacher's idea will help the students?’

Suggested Answers

Everyone in the class will have an opportunity to contribute to the discussion and each contribution will be listened to with respect.

Bassam Has Something to Say

Bassam can't wait to get to school today. Once a week, the teacher asks the children to tell the class a piece of news - whoever has news, that is.

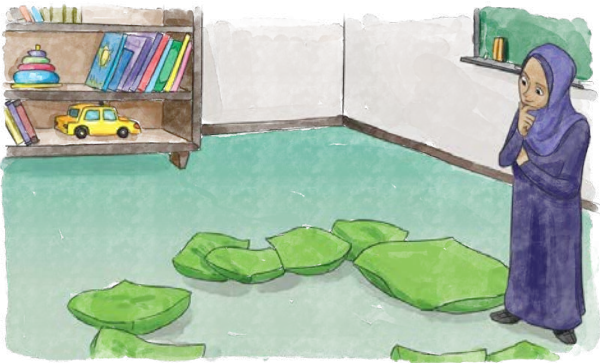
Bassam usually sits quietly and listens to the other children. They might tell the class about a family event like a wedding, a new movie they saw at the cinema, or an outing to the zoo. But this week is different. Today, Bassam has news. Big news!

He raises his hand. “Now your turn, Maitha. What's your news?” the teacher asks. Maitha tells the class about the new car her parents bought. “Bo-o-o-ring!” shouts Bassam and the other children start to giggle. “My news is MUCH more interesting,” he says.

“Now, now,” says the teacher. “You'll have your turn. Let Maitha finish.” “But Mrs. Nuha, I want to tell my news NOW.” Bassam complains. “Last night my parents told me.....” Enough Bassam!” the teacher stops him.

She has had an idea about how she can get the children to take turns and listen to each other. “OK children. It's time for recess”.

When the children return to class, they see a circle of cushions on the floor.



Questions for Discussion

- Does Bassam usually behave well when the other children are speaking? How do you know?
- How does Maitha feel when Bassam doesn't let her finish her turn?
- Why do you think there is a circle of cushions on the floor?



Let's Think Together 'How do you think the teacher's idea will help the children?'

Activity 3 (20 minutes)

Read each of the situations in the bubbles. Ask students how they think the students felt in each situation.

Suggested Answers

- Upset, angry, lonely, thankful, loved, appreciated, happy, sad.

Differentiated Learning

For Beginners

Students can read the situations and explain whether they are examples of good behaviour or bad behaviour, Alternatively, they could be given word cards to match to the situations.

For Advanced Students

Extend the activity by asking students to write a paragraph about how these peoples' lives would be if they received no help from anyone.

Activity 4 (10 minutes)

Put the students into groups. Ask students to consider all the different ways that they could help the people in the pictures.

Suggested Answers

People of determination

Include them in games, activities, and outings. Choose places to go with access in mind. Stick up for them if people make hurtful or insensitive comments.

Elderly people

Visit grandparents regularly. Read stories or articles from the newspaper to those whose eyesight is failing. Help a little with housework or take out the trash. Do some yardwork.

Baby brothers or sisters

Play games that they enjoy. Make sure they are safe when your mother is busy. Teach them how to be thoughtful and considerate by giving them a good role model to follow.



3

Let's help Bassam and his class.

1. Someone used a marker to scribble on Shamsa's new pencil case.

2. Hamda was ill yesterday and missed school. Her friends called to ask how she was.

3. Everyone laughed when Saif tripped and fell as he was running for the school bus.

4. Someone offered to help Dana get a book from the top shelf.

How do you think the children in each of these situations felt?



THINK!
Are there ways that we could be more thoughtful, considerate or inclusive at school?

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4 **It is not only our friends who we should help.**
What could you do to help these people?



.....

.....

.....



5 **Tell a classmate about a time when you felt left out.**

Recall a time when you felt that everyone else was enjoying an activity and you felt that you were not included. Tell the story to a classmate and recall how it made you feel.

Recall a time when someone treated you unfairly, even though, you were being fair to that person. Then tell the story to a classmate and recall how it made you feel.

Activity 5 (5 minutes)

Get students to sit in pairs and tell each other about a time when they felt left out and how that made them feel.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Problem solving
- Moral reasoning
- Empathy
- Care
- Multiple perspectives
- Dealing with complexity

Evaluation/Reflection

- Use the sticky notes and feedback on Activity 3 as your assessment for learning, to see where students are at in terms of understanding the complexities of inclusion and thoughtfulness in a school situation.

Lesson Objectives

In this lesson students will learn to act in ways that show they know what it means to be considerate to others.

They will also learn how to show a greater understanding of how their actions affect the feelings of others around them.

Required Materials

- Cushions/spots for everyone
- Teacher's Guide
- Student book
- Flipchart
- Pen

Learning Outcomes

- Act in ways that demonstrate they know what it means to be thoughtful and show consideration for others.
- Show a greater understanding of how their actions affect the feelings of others around them.

Lesson 3

We Are Good Friends

How does your behaviour affect others?

Vocabulary

characteristics

attributes

Characteristics

The typical qualities and features that belong to someone.

Attributes

An inherent part of someone or something.

Activity 1 (5 minutes)

Ask students to look at the picture and describe what they see.

Ask students to tell the class how they help their families and their friends every day.

Suggested Answers

- Students help their families by:
- Tidying their rooms
- Taking out the rubbish
- Laying the table for meals

Students can help their friends by

- Helping them understand difficult lessons
- Sticking up for them when others hurt them
- Keeping them company when they are unwell



1

Friends make our lives easier.

- Do you agree?
- Think of 3 ways that your friends help you every day.

.....

.....

.....



Activity 2 (20 minutes)

Ask students if they have ever had to move to a new neighbourhood.

If no one has moved, you can ask them to imagine what it would be like.

Read the story aloud or ask students to take turns reading. If necessary explain any new vocabulary.

Make sure the students understand the moral of the story -- if you are thoughtful and considerate, you will make new friends.

Questions for Discussion

Discuss the questions and encourage everyone to participate.

Suggested Answers

- Andrew felt shy because he was meeting people for the first time.
- Ask students if they have ever had this experience? How did they overcome their shyness?
- Andrew will miss:
 - Spending time with his friends
 - Sharing toys and treats
 - Caring for each other's safety
 - Having someone to stick up for him
- Andrew should join a club, or a team, arrange to meet classmates away from school, accept any invitations he receives .

Let's Think together!

Ask the question 'What do you think the quote "New friends are like new adventures. You never know what lessons they will teach you" means?'

Suggested Answers

- When we meet someone new we have no idea what changes they may make to our lives

A New Friend for Bassam

Bassam was very excited. Some new neighbours were coming to live next door and they had a ten-year-old boy. Bassam was thrilled. "We'll be able to play together. We'll have new adventures. I can't wait to meet him," he thought.

When the new boy moved in, Bassam was eager to get to know him. He pleaded with his mother to invite the new neighbours over. "Please, Mum, can we have the neighbours over for coffee? I'm sure the boy is missing his old friends and feeling lonely." His mother agreed, "You are so thoughtful Bassam," she said.

The next day, the new neighbours came for coffee. The boy's name was Andrew and he appeared to be quite shy. "I miss my old friends," he whispered to Bassam. "We used to have so much fun together. And I knew that I could always count on them to help me when I needed it," he sighed.

Bassam looked at Andrew. "Don't worry," he said. "I will be your friend. Do you want to look through my games and decide what we'll play now?"

For the first time that day, Andrew grinned. "I think that's a great idea," he said.



Questions for Discussion

- Why was Andrew feeling shy when he met Bassam?
- What do you think Andrew will miss most about his friends?
- Can you say some of the things Andrew will have to do to make new friends?



Let's Think Together 'New friends are like new adventures. You never know what lessons they will teach you'.

Activity 3 (10 minutes)

Ask students to think about something they have done to make someone else happier. Use a speaking object (a conch or something else) to ensure that students have the opportunity to speak and are listened to.

Start the discussion by saying "I make my students happy when I teach them something new."

When everyone has had a chance to contribute, ask the students to think to themselves for a moment about what three things they would look for in a friend.

Ask the students to discuss what they have come up with in **pairs**.

Ask the students to **share** their ideas with the rest of the group.

Differentiated Learning

For Beginners

Can draw a picture of someone they admire and write the three things they like best about them.

For Advanced Students

Can write a paragraph about someone they admire. Ask if this person has any of the attributes we have discussed.

Activity 4 (10 minutes)

Introduce the activity by asking students how they feel when someone is nice to them or when someone is mean. Write adjectives on the board.

Suggested Adjectives

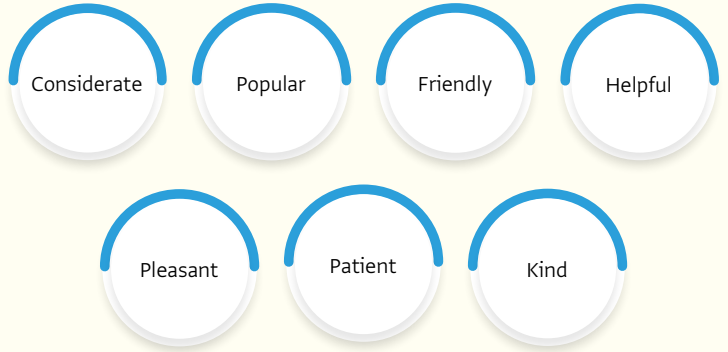
- Angry
- Disappointed
- Confused
- Embarrassed
- Lonely
- Grateful
- Happy
- Pleased
- Proud
- Pleased



3

Friends have many attributes that we admire. Look at some of the attributes a good friend might have.

What three things would I look for in a friend?



.....



THINK!

What three things would I look for in a friend?

Explain the concept of empathy to students (the ability to understand and share the feelings of someone else)

Read the statement and get students to role play the situations with reactions that show the feelings of the people involved.

Differentiated Learning

Separate the class into two groups based on their ability level. The higher ability group can write the dialogue while the lower ability group can act out the scenes.



4

How will your classmate feel if....?

- You tell them you really don't like their drawing.
- You offer to help them with some difficult homework.
- You tease them about a mistake they made in their homework.
- You invite them to come to your house after school.



5

Share a story with the class where you behaved as a good friend.



THINK!
What makes me a good friend?

Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Critical reflection
- Communication
- Moral reasoning
- Empathy
- Care
- Multiple perspectives
- Anti-racism
- Respect
- Decision-making
- Teamwork
- Adaptability
- Autonomy

Evaluation/Reflection

Teacher observation – listen to responses of students in various activities to establish their level of understanding of the concepts of friendship, kindness and thoughtfulness.

Activity 5 (10 minutes) (Optional)

Ask students to share with the class a story where they behaved as good friends. Make sure each student can have his turn.

Suggested answers

- I have been welcoming to a new student in our class
- I have shared my toys or school supplies in the past
- I try to see the positive side of things
- I have been supportive of my friends when they were upset
- I love to laugh
- I listen carefully when people speak to me
- I try to always tell the truth

Lesson Objectives

In this lesson you will learn why co-operative working is important and how group activities should be conducted. You will also learn how to work effectively as a member of a group.

Required Materials

- Cushions/spots for everyone
- Teacher's Guide
- Student book
- Newspaper
- Music

Learning Outcomes

- Understand why co-operative working is important and how group activities should be conducted.
- Work effectively as a member of a group.

Unit 1 Consideration For Others' Feelings and Cooperation

Lesson 4

Let's Work Together

Can you work effectively as a member of a group?

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Vocabulary

co-operation

collaborative

Co-operation

Working together towards a shared aim to achieve the same result.

Collaborative

Done by several people all working together.

Activity 1 (5 minutes)

Ask students whether they like to work alone or with classmates. Explain that sometimes working together can produce a better result.

Explain the key words and ask if they can think of tasks that cannot be done alone.

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1

A job shared is a job halved

Many hands make light work

**Have you ever heard these old sayings before?
What do they mean?**



Activity 2 (15 minutes)

Read **The School Gets a Garden** aloud.

Questions for Discussion

Ask the students if they have a garden at home. A garden could be some flowers in some flowerpots, or a few bushes on the veranda.

Suggested Answers

Materials included garden materials (soil, seeds, flowerpots) and painting materials (brushes, stencils, paints).

The funds would not be available to buy the materials if local businesses hadn't donated money.

If teachers hadn't given freely of their free time, the materials would not have been bought. The teachers will have to sacrifice even more free time to ensure the garden becomes a reality.

Explain that there was cooperation at several levels in order to make the school garden a reality (Local shops collaborate to gather the money, teachers collaborated to buy the materials, each class will collaborate to make the garden wall, and finally Bassam's class will collaborate to complete their section of the 'garden'.

The garden is a collaborative project and everyone in the school cooperates to complete the project.

Let's Think Together

Pose the question 'Do you think the class will have to cooperate to make their section of the wall beautiful?'

Suggested Answers

Yes. Each student's talents will be used to create the garden. Some have better skills than others. Tasks will include:

- planning the work schedule
- sketching the designs
- painting the wall
- carrying materials
- tidying the area

The School Gets a Garden

One day, the teacher came into the classroom carrying a big box. "What's in the box? What's in the box?" cried all the children together.

"The school has decided that the school needs a garden," announced the teacher. "A garden?" asked Bassam. "There's no room for a garden here."

"What I want to know is, what's in the box?" said the new boy, Andrew. "Gather around and see for yourselves," said the teacher. The children stared at the contents of the box. There were small flowerpots and some bags of soil. There were little envelopes of seeds too. There were paintbrushes and jars of paint. There were lovely stencils of different flowers as well.

The teacher explained that some of the local shops got together and donated money to the school, and the teachers all went out one day after school and bought the materials.

"And now, it's your turn," she said. "Each class will plant some seeds and place the pots along the windows in their classroom. Each class is also going to be responsible for a section of the schoolyard wall. We will paint our garden," she said.

Tell students that it takes all these skills working together to achieve a good result.

If you like, use the principle of Circle Time and provide a conch or other "speaking object" to conduct the discussion. The conch can be passed around the class from student to student.

Differentiated Learning**For Beginners**

Students can draw pictures of the garden they would like to see in their school.



Questions for Discussion

- Can you remember any of the materials that were bought to make the garden?
- Would the garden be possible if local shops had not donated the money?
- What do you think would have happened if the teachers had refused to donate their time to buy the materials?



Let's Think Together 'Do you think the class will have to co-operate to make their section of the wall beautiful?'

Activity 3 (10 minutes)

Explain that there are some jobs that can't be done unless people collaborate and co-operate with each other.

A restaurant needs a chef but it also needs cleaners, waiters, someone to prepare the ingredients, an accountant to manage the finances, etc.

To build a school, you need an architect, a plumber, an electrician, a bricklayer, a builder, a plasterer, a carpenter, etc.

Differentiated Learning

For Beginners

Students make a list of other situations where collaboration is needed for the benefit of all (a hospital, a basketball team, a family)

For Advanced Students

Students choose one of the situations that requires collaboration. They research the role that each person can play in that situation.

Activity 4 (10 minutes)

Explain to students that activities such as peer teaching can help students learn how to listen to and give feedback. It also helps students to resolve interpersonal conflicts where these may arise.



3

Building a school and running a restaurant are two tasks that cannot be done by one person alone.

Who has to co-operate to make sure the tasks are fulfilled?

Building a School

Running a Restaurant

.....

.....

.....



4

Peer teaching is when students collaborate to teach each other.

In your group, take turns to choose one of the lessons in this book and explain it to your classmates.

Remember!

- a. Respect what others have to say.
- b. Take turns to speak.
- c. Answer any questions clearly.

- d. Ask the other members of your group to contribute.
- e. Solve any queries before moving on to the next subject.

**THINK!**

Do you believe we have things to learn from our peers?

**5**

Let's work together to make something wonderful happen!

Listen to the sounds we make together.

What do you hear?

It takes all of us working together to make this beautiful sound.



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Unit 1 Lesson 4

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Activity 5 (15 minutes)

Get students to sit on cushions in a circle on the floor.

Explain that they will be working together to create the sounds of a rainstorm.

Invite the students to carefully watch the person to their left.

They must copy what the person to their left is doing, and continue with this action until the person to their left changes it to something else.

This activity must be done without speaking (teacher can give a nod to get someone's attention if necessary).

The teacher begins and, one by one, the students to her left continue until it comes back to the teacher again.

Once an action has gone all around the room, the teacher changes the action.

- Action 1: Rub hands together (this is the sound of the wind)

- Action 2: Tap one finger on the palm of your opposite hand (these are the first gentle raindrops)
- Action 3: Tap all four fingers on the palm of your opposite hand (the rain is getting heavier)
- Action 4: Clicking fingers on both hands (rain getting even heavier)
- Action 5: Clapping (rain getting very intense)
- Action 6: Slapping your legs (representing thunder)

After a crescendo of thunder, repeat the actions in reverse order, finishing on rubbing hands together again.

This represents the storm dying down and calms the group for the end of circle time.

- Conduct a final 'round', asking the students what they thought it sounded like – did anyone hear a rainstorm?

Key Skills (Head, Heart, Hands)

- Critical thinking
- Communication
- Deliberation
- Empathy
- Care
- Multiple perspectives
- Active listening
- Respect
- Decision-making
- Dealing with complexity
- Creativity
- Teamwork
- Adaptability

Evaluation/Reflection

Teacher observation – listen to responses of students in activity 2 to establish their level of understanding of the concepts of co-operation and collaboration.

Lesson Objectives

In this lesson you will learn why co-operative working is important and how group activities should be conducted. You will also learn how to work effectively as a member of a group.

Required Materials

- Cushions/spots for everyone
- Teacher's Guide
- Student book
- Paper
- Pencils/pens
- Markers/colouring pencils/crayons
- Flipchart

The image shows the cover of a lesson page. At the top left, there is a dark blue banner with the text 'Unit 1' and 'Consideration for Others' Feelings and Cooperation'. The main title 'Lesson 5' is in white. Below it, the main title 'We Are Great at Group Work' is written in large, bold, yellow letters with a 3D effect. At the bottom, a white question asks 'Do you understand why working together is important?'. The page number '27' is in the bottom left corner, and the copyright notice 'Copyright © Ministry of Education – United Arab Emirates' is in the bottom right corner. A vertical copyright notice on the right edge reads 'All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.'

Learning Outcomes

- Understand why co-operative working is important and how group activities should be conducted.
- Work effectively as a member of a group.

Vocabulary

co-operation

collaborative

compromise

Co-operation

Working together towards a shared aim to achieve the same result.

Collaborative

Done by several people all working together.

Compromise

An agreement made between two people or groups in which each side gives up some of the things they want so that all sides are happy at the end.

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1 Work in your group to decide where to go this weekend.

Not everyone will be happy. You'll have to **compromise!**



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Unit 2 Lesson 5

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Activity 1 (10 minutes)

Explain that students can choose only **ONE** place to go to with their group this weekend.

Explain the meaning of Compromise – an agreement made between two people or groups in which each side (or person within a group) gives up some of the things they want so that both sides are happy at the end.

Encourage students to use the skills they learned in the previous lessons

- Allow everyone a turn at speaking
- Listen to others
- Respect the views of others

If necessary, when everyone has given their view, a vote can be taken to decide the winning destination.

Since this is the last lesson, give the students more time to enjoy talking about this outing.

Activity 2 (15 minutes)

Read **A Project for Bassam** aloud.

Questions for Discussion

Answers could include: thinking of ideas, finding the information, illustrating the project, collating all the information, etc.

Suggested Answers

- Accept all logical answers.
- The teacher wants to encourage the students to work with their peers and not rely on their parents. Working with your peers is a step towards independence.
- The teacher wants the students to learn life skills like effective communication, teamwork, cooperation, organization, conflict resolution, etc.
- Bassam had first a negative reaction. But he quickly thought in a positive way. He showed a great spirit of cooperation.

Ask the students if they like working on projects. Ask them what they find difficult about projects.

Let's Think Together

- Pose the question 'Why do you think the teacher asked the students to work in groups?'

Suggested Answers

- The teacher wants the students to learn to be better at communicating, collaborating, compromising, and resolving conflicts. They learn that all members of the group have something to contribute.

A Project for Bassam

The last time Bassam did a project, he got his Mum to help him. The teacher was very impressed with the project and Bassam was proud.

The teacher has just given the class another project. This time, it's about The World. The children have to choose a country and find out all they can about it. "But this time, I want you to do it differently," says the teacher. "This time I want you to work in groups. You can't ask your parents for help."

Bassam was a clever student but he always liked to work alone. "Oh no!" he thought. But he quickly reacted positively. "Now that I have to work within a group, I'd better do it with students I enjoy spending time with."

He looked for Andrew and Mona and asked them "Shall we work together in one group?". Delighted, they immediately agreed. "Where shall we start?" asked Andrew.

That evening, the group meets at Bassam's house. They choose to do their project about Australia. Mona's uncle lives there, so she says she can ask him for information about what it's like to live there. "I'll find out about the flag and a bit of the history too." Bassam loves to draw, so he offers to draw pictures of a kangaroo and a koala. "You know, they're

2

animals that live in Australia,” he tells the others. Andrew thinks for a minute. “My parents bought me a computer recently. I can go online and look for information about the food they eat there,” he says. “I wouldn’t be able to do everything myself, but together, we are going to do a great project.”



Questions for Discussion

- Do you like working on your own or in a group? Why?
- Why do you think the teacher told the children not to ask their parents for help?
- How did Bassam react to the teacher’s request?

Let's Think Together ‘Why do you think the teacher asked the children to work in groups?’

Activity 3 (10 minutes)

Explain that assigning roles to group members improves cooperation because everyone is clear about their own responsibility.

Group Role	Responsibility
Speaker	The person who presents the project. The only person who can ask the teacher a question.
Leader	The person who makes sure everyone is doing what they should. Encourages everyone to do their best.
Recorder	The person who does all the writing for the group.
Time Keeper	The person who makes sure the group will be finished on schedule.
Helper	The person who cleans up and fills in any other job as required.
Material Manager	The person responsible for getting and returning all supplies.

Activity 4 (20 minutes)

Explain that today we will be practicing our teamwork skills and working collaboratively in groups.

- Ask students what working collaboratively means.
- Divide the class into groups of 4-5 students.
- Give each group some paper, pens or pencils, coloured markers, coloured pencils or crayons.
- Allow the students approximately 10 minutes for this activity.
- Ask each group to share their ideas with the whole class.
- Ask the group leaders to answer the questions on behalf of the group.

Suggested Answers**For Beginners**

- We voted / one person suggested them and we agreed.
- Why – because we agreed to go with the

**3****When we cooperate on a project, there are many roles to be fulfilled.****Match the Roles with the Responsibilities**

Group Role	Responsibility
Speaker	• The person who does all the writing for the group.
Leader	• The person responsible for getting and returning all supplies.
Recorder	• The person who presents the project. The only person who can ask the teacher a question.
Time Keeper	• The person who makes sure everyone is doing what they should. Encourages everyone to do their best.
Helper	• The person who makes sure the group will be finished on schedule.
Material Manager	• The person who cleans up and fills in any other job as required

**4****You and a group of explorers have claimed an uninhabited island as your new country.****You must work together to complete the following tasks:**

- Name the country
- Design a flag
- Create five rights & responsibilities that you feel are necessary

most popular decision. Why not – because my viewpoint wasn't considered.

For Advanced students

- They are listening to everyone in the group.
- I usually try to understand the other point of view.
- Decisions usually affect more than one person.

Differentiated Learning**For Beginners**

Can colour the flag and draw pictures of how they would like the island to be.

For Advanced Students

Can write an article for a travel magazine. Their articles should describe their island and explain why people should come and visit it.

Questions to discuss in your group:

- How were decisions made in your group?
- Are you all happy with the decisions that were made? Why/Why not?
- How can you tell if a group is working well together?
- How do you usually behave when making decisions with others?

Why is it important to be able to make decisions in a group?**5****Your teacher will divide the class into two teams.**

Team A: On a large piece of cardboard, write down all the ways you think a good group should behave.

Team B: Write down all the words that describe the characteristics of a good group.

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Unit 2 Lesson 5

32**Activity 5 (5 minutes)**

Divide the class into two teams (A and B). Provide a large sheet of coloured cardboard.

Ask Team A to list all the things they have learned about being a good group.

Suggested Answers

- Helping each others understand difficult lessons.
- Sticking up together when others hurt us.
- Keeping each others company when we are not included by other people.
- Listening to what each one feels.
- Understanding how they feel.
- Supporting each others.

- Working together.
- Ask Team B to list all the words that describe a good group.

Suggested Answers

Pleasant, Kind, Supportive, Patient, Friendly, Helpful, Considerate, Thoughtful.

Key Skills (Head, Heart, Hands)

- Critical thinking
- Imagination
- Critical reflection
- Communication
- Deliberation
- Problem solving
- Moral reasoning
- Managing oneself
- Empathy
- Care
- Multiple perspectives
- Active listening
- Respect
- Decision-making
- Dealing with complexity
- Creativity
- Teamwork
- Collaboration
- Participation
- Adaptability
- Taking action

Evaluation/Reflection

- Teacher observation – listen to responses of students in activities, to establish their level of understanding of the concepts of co-operation and collaboration, make a mental note of any students who may need additional support.

Domain: Moral

Unit 2:

Understanding The U.A.E Culture (Part 1)

Unit Objectives

In this unit, students will look at the range of cultures that live and exist in the UAE today. They will recognise and give examples of their own culture and how they identify with it and what has influenced their own culture. Additionally, they will identify various aspects and facets of culture that enable them to recognize the variety of specific cultures within the UAE including Emirati culture.

Unit Description

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

Domain Moral

Understanding The U.A.E Culture (Part 1)

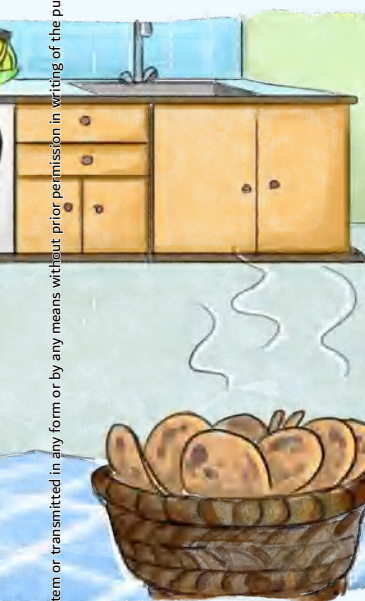
Lesson 1	What Do We Mean by Culture?
Lesson 2	Emirati Culture (1)
Lesson 3	Emirati Culture (2)
Lesson 4	How the UAE Collectively Expresses its Cultural Identity
Lesson 5	Your Cultural Identity and Mine – Our Cultural Identity



What is culture and why is it important to people?

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 culture?
- How do I recognize culture?
- What is a cultural identity?
- Which cultures can I identify in my community?
- Do I understand Emirati culture?

Exploratory Questions

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

Learning Outcomes

1. Explain and give examples of 'culture'.
2. Describe their own cultural identity and talk about what has influenced it.
3. Conduct simple cultural mapping.
4. Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways.
5. Identify and explain aspects of Emirati culture in general, and their own cultural identity in particular.

Lesson Objectives

Understand what culture is and give examples of it.

Required Materials

- Images of iceberg
- The AfL Learning log

Learning Outcomes

- Explain and give examples of 'culture'.

Unit 2 Understanding UAE culture (part 1)

Lesson 1

What Do We Mean by Culture?

What is culture? Can you give examples?

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Vocabulary

cultural iceberg

beliefs

values

world view



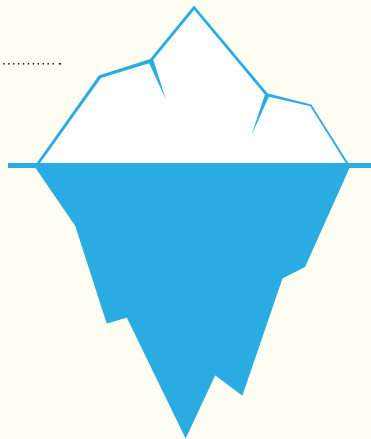
1 Culture can take many forms. With your partner, come up with a definition of culture.

Culture is:

.....

Consider the Cultural Iceberg.

With your partner, identify some examples of visible and invisible culture. Use the iceberg above. Write visible parts on the top of the iceberg and invisible parts on the bottom.



The Cultural Iceberg



Key Fact

The Cultural Iceberg is a way of explaining the visible and invisible signs of a culture- what is obvious (we can see) and what is not so obvious (that which we don't immediately see).

Cultural iceberg	An image that represents the visible and invisible aspects of culture. We see the iceberg that is above the water line, but we often don't consider what is below the water line. Culture is considered the same way.
Values	Things we think are important.
Beliefs	Things we accept as existing or as true.
World view	The way we see and understand the world around us.

Activity 1 (10 minutes)

Divide the class into pairs. Ask the pairs to come up with a definition of culture. Prompt pairs to share their definitions.

Model a definition on the board: "The way of life including customs, social behaviour food, art, music, hospitality and dress of a particular group of people"

Next explain that culture can be visible and invisible. Check that students understand these terms. Explain that visible means able to be seen, e.g. people, animals, objects. And invisible means unable to be seen, e.g. behaviour, fragrance/smells, sound.

Draw students' attention to the Cultural Iceberg. Explain that part of the iceberg (the part above the sea level) is visible. And part of it (the part below the sea) is invisible.

Explain that the Cultural Iceberg helps you outline what parts of culture are visible and what parts are invisible. You can add the visible parts of culture to the part of the iceberg that's visible (the part above sea level); and you can add invisible parts of culture to the part of the iceberg that's invisible (the part below the sea).

Next, ask pairs to come up with examples of visible and invisible parts of culture and write them on the iceberg in the Student Book.

Suggested Answers

Visible (The top part of the iceberg): Food, Musical instruments, Dance, Arts.

Invisible (The lower part of the iceberg): Heritage, Music, Values, Manners, Attitudes.

Activity 2 (15 minutes)

Explain to students that there are examples of culture all around us. Some of these are visible and some are invisible.

Read the story **"Bread for Grandfather"** to the classroom. Check for understanding as you read, if necessary. Ask the students to visualise themselves as Reem on her journey to Grandfather's house. Ensure when reading that the students can follow clearly what Reem is looking at and encourage them to imagine what she sees, hears and smells around her. And ask them to consider which parts of culture are visible and which are invisible.

Questions for Discussion

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

Suggested Answers

- Yes, it is. Her mother bakes bread for the grandfather and Reem takes it to him. Also, Reem smiles when she thinks about him.
- A tower on traditional buildings.
- Aromatic substance that releases beautiful odor when burned.
- Yes, Reem notices culture all around her and takes time to appreciate it.

Let's Think Together

Then have a class discussion about the Let's Think Together in the Student Book.

Suggested Answers

Visible: The traditional building; the market; the storyteller.

Invisible: Attitudes to family; incense.

Bread for Grandfather

Reem's mother asked her and her brother to go over to her grandfather's with some bread she had baked for him.

"It's a nice day, so you can walk over to Grandfather's house."

Reem took the bread from her mother and headed with her brother out into the sunny street. Their grandfather lived across town, about 15 minutes walk for them. As they turned at the end of the road, Reem saw the large traditional building. She stood and looked at its beautiful architecture. She looked up at the huge **barjeel** and thought about how it caught the wind and kept them all cool when they went into the traditional building.

Her attention was then turned as she smelled the scent of incense emanating from the market. As she went across and reached the market, she saw a storyteller in a cafe wearing bright clothes. His voice was enchanting as he was telling a story she heard before from her grandfather. It was a beautiful story and Reem smiled as she thought of her grandfather telling it. Reem was so engrossed by the man's voice and acting that she forgot the time.

And she forgot about the bread for her grandfather!



Questions for Discussion



- Is family important to Reem? How do you know?
- What is incense?
- What is an oud?
- Is culture important to Reem? How do you know?



Let's Think Together 'What aspects of visible culture are in the story?'

Activity 3 (10 minutes)

Remind students that they can see many aspects of the UAE culture around them.

Divide the class into pairs. Ensure that each pair has one beginner and one advanced student. Ask the students to look at the completed Cultural Iceberg again. Assign each pair two words from the Iceberg, preferably one example of visible culture and one of invisible culture. Prompt the students to discuss their assigned words and come up with examples and descriptions of those aspects of the culture.

Ask students to share their answers with the class. Write the answers on a table on the board.

Differentiated Learning

For Beginners

will give the examples; Food, musical instruments, dance, arts.

For Advanced students

will give the description; Heritage, values, behavior, attitude.

Activity 4 (15 minutes)

Draw the students' attention to the key words of **values, beliefs** and **behavior** in their Student Books.

Ask the groups to complete the matching activity and then prompt them to share their answers with the class.

Answers are

- a. 2
- b. 1
- c. 3

Now ask students to fill in their own opinion on those beliefs.

Suggested Answers

- a. like people to be honest.
- b. must eat well to stay healthy.
- c. I respect myself and people.



3 With your partner, write an example and a description of the two words that the teacher will assign to you.

Culture word	Example	Description

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4 Match each word to its meaning.

a. Values	1. things we accept as existing or as true
b. Beliefs	2. things we think are important
c. Behavior	3. the way we behave

Differentiated Learning

For Beginners

Ask students why these values, beliefs and behavior are important to them, and important to the UAE culture.

For Advanced students

Ask students which is their most important value, belief and behavior.

Fill in your personal opinion on the following.

- a. My value:
.....
.....
- b. My belief:
.....
.....
- c. My behavior:
.....
.....



5 Based on what you learned today, what do you think culture is?

Culture is:
.....
.....

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
1	Understand what culture is and give examples of it.			

Activity 5 (10 minutes)

Explain that to end the lesson they should consider what they have learned today and complete the sentence in the box in their student books.

Ask students to share their definitions of culture.

Remind students that culture combines visible aspects for example customs, arts, food... with invisible aspects for example values, beliefs and attitudes...

Remind students of the objective for the lesson. Ask them to complete their learning log in the Student Book.

Key Skills (Head, Heart, Hands)

- Imagination
- Critical reflection
- Deliberation
- Multiple perspectives
- Active listening
- Decision making
- Collaboration
- Participation

Evaluation/Reflection

Complete Assessment for Learning (AfL) learning log for this unit against today's Learning Outcomes.

Lesson Objectives

Outline different aspects of Emirati culture and identity, focusing on food.

Required Materials

- Flipchart/ wall display for questions
- Enough speech bubbles for each question posed and for each group
- Pictures of Emirati and Chinese/Indian cuisine
- Pens
- The AFL learning log

Learning Outcomes

- Describe their own cultural identity and talk about what has influenced it.
- Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways.
- Identify and explain aspects of Emirati culture in general, and their own individual cultural identity in particular.

Unit 2

Understanding UAE culture (part 1)

Lesson 2

Emirati Culture (1)

What is your own cultural identity?
What has influenced it?

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Vocabulary

historical culture

customs

cuisine

Historical culture

Culture as it was practised in the past.

Customs

Practices that people in a given place have the habit to do.

Cuisine

The style or method of cooking in a particular country, region, or place.



1 Culture takes many forms. What types of buildings can you see in the picture?



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Unit 2 Lesson 2

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Activity 1 (5 minutes)

Ask students to look at the picture and discuss what they see. Help them to identify the Dubai Global Village. Emphasize that Dubai Global Village is where you can find all kinds of cultures living in the UAE.

Remind students that culture can take visible and invisible forms. Explain that one of the ways you can learn about a culture is through its buildings, clothes, music, or food.

Differentiated Learning

For Beginners

Ask students why it is possible to see different art and architecture of many parts of the world in the UAE. (The UAE is now a culturally diverse society)

For Advanced Students

Ask students to identify the culture that the buildings belong to in the image. (Singapore, Jordan, Egypt)

Activity 2 (15 minutes)

Explain to students that food plays a central role in UAE culture. It's considered very important to provide plenty of food for guests.

Read the story "A Meal for Amanda" to the class. If necessary, check for understanding as you read.

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

Suggested Answers

- Reem likes food. Her mother is a good cook and Reem had eaten lots of food.
- Harees is a popular dish in lots of different countries, so Amanda may already have eaten it in the UK.
- Ghuzi is popular with tourists, and Amanda will be a tourist.
- Mehalbiya; al harees; al machboos.

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

What does this tell us about Reem's mother?

Suggested Answers

- Reem's mother thinks it's important to welcome guests and treat them with respect and make sure they are comfortable.

A Meal for Amanda

Reem was feeling very full. As usual, her mother had cooked an amazing meal. And, as usual, Reem had eaten as much as she could.

She was thinking of her friend Amanda, from the UK. Amanda was coming to visit next month. Reem hoped that she would like the food.

"Do you think Amanda will like harees?" Reem asked her mother.

"I'm sure she will," her mother replied. "After all, it is popular around the world now. It's simply wheat and some meat. I'm sure they have something similar in the UK."

Reem wasn't too sure.

"It will be her first time here. I'm worried that she won't like the food."

"Perhaps we could cook some ghuzi for her," her mother suggested. "That's very popular with the tourists here. They like the mix of nuts, vegetables and lamb."

"She certainly won't be hungry," Reem said, smiling.

"If she's very hungry," her mother replied, "we could always stuff a camel for her!"

"And we'll put a dish of hummus on the side, just to make her feel extra welcome," said Reem, laughing.

"Everybody is always welcome here, Reem," her mother said. "We always have food for our guests."

But Reem didn't want to hear any more about food. Well not yet. But maybe later she would consider a stuffed camel...



Questions for Discussion

- What is Reem's attitude to food? How do you know?
- Why does Reem's mother think Amanda will like harees?
- Why does Reem's mother suggest ghuzi?
- What other traditional UAE food can you identify?

Let's Think Together 'Everybody is welcome here.'

Activity 3 (15 minutes)

Remind students that we can learn more about Emirati culture by looking at its cuisine. Check that students understand what 'cuisine' means. Explain that it is the style of cooking used in different countries.

Ask students to do the activity in their books.

Suggested Answers

- **a: 3**
- **b: 1**
- **c: 2**
- **d: 4**

Next, ask groups to consider the two questions in the student book. Ask them to share their thoughts.

Explain that while some people are excited to taste food from other cultures, other people are less enthusiastic because they are unfamiliar with the flavours and smells. Similarly, people from other cultures would feel the same about Emirati food.

Finally, draw students' attention to the **Think** question. Facilitate a short discussion.

**3****Match each example of Emirati cuisine with its description.**

a



b



c



d

1. **Al harees:** A mixture of meat, wheat and salt which is usually cooked in clay pots overnight. It is then mashed into a smooth paste.
2. **Stuffed camel:** A roasted dish that is popular at weddings in the UAE.
3. **Luqaimat:** A traditional dessert in the UAE.
4. **Al machboos:** A dish prepared by cooking meat, spices and dried lemon, which is then mixed with cooked rice.

With your group, consider these questions:

- a. **How do you feel when you eat food from another culture? Why?**
- b. **How do you think people from other cultures feel when they eat Emirati food?**

**THINK!**

Before the 1960s food in the UAE consisted mainly of fish, rice, bread, dates, yoghurt, home-grown vegetables and meat from sheep, goats and camels. Why was this the case, do you think?

Activity 4 (15 minutes)

Divide students into groups. Ask them to look at the images. Explain that many aspects influence culture. Using these images, they are going to explore how nature and the environment influences food.


Ask them to match the images to the kinds of food. Then discuss the reasons for their answers.

Suggested Answers

- (a-3) Because it snows heavily in the winter and the sea freezes so they cannot catch fish so easily, Eskimos have to dry fish during the summer. They then have food to eat in wintertime.

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4 **What influences culture and food in particular? Match the type of food with the picture and discuss the reasons.**

 a
 b
 c
 d

1. **Milk and cheese**
2. **Feta cheese**
3. **Dried fish**
4. **Vegetables**

What special food do you have in your country? Do you know why it is there?

5 **We eat hamburgers and pizzas in China, and we eat Hummus in Canada! Why have people's eating habits changed since the 1960s?**

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
2	Outline different aspects of Emirati culture and identity, focusing on food.			

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Activity 5 (10 minutes)

Explain that previously, people didn't travel as much, so they mainly ate the food that was available locally. UAE food is now more international – this reflects the diversity of cultures now living in the UAE. People still eat traditional Emirati food, using recipes that have been handed down for generations, but they also experience the diverse range of international food available in the UAE today.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Critical thinking
- Deliberation
- Problem solving
- Moral reasoning
- Empathy
- Care
- Solidarity
- Multiple perspectives
- Active listening
- Dealing with complexity
- Teamwork
- Collaboration
- Participation
- Adaptability
- Taking action

Evaluation/Reflection

Complete AFL learning log for this unit, against today's LO.

Differentiated Learning

- Mixed ability groups so peers can support each other.
- As they move around the classroom, the teacher adapts questions for some students.

- (b-1) If the climate conditions mean that vegetables are easy to grow, people will eat lots of them.
- (c-2) People in countries like France eat the products of cows' milk such as butter and cheese.
- (d-4) Feta is a Greek cheese made from the milk of goats and sheep. Because of the natural environment in Greece, there are many of these animals there.

Lesson Objectives

Explore and explain different aspects of UAE culture, with a focus on hospitality.

Required Materials

- Writing frames for activities 3 and 4
- The AfL learning log

Learning Outcomes

- Describe students own cultural identity and talk about what has influenced it.
- Explain how an individual's cultural identity has many aspects and is influenced in a variety of ways.
- Identify and explain aspects of Emirati culture in general, and students own individual cultural identity in particular, to their peers and the teachers.

Lesson 3

Emirati Culture (2)

What is your own cultural identity? What has influenced it? What are some aspects of your cultural identity? Can you explain aspects of Emirati culture in general, and your own individual cultural identity in particular?

Vocabulary

hospitality

protocols

Hospitality

Our welcome for someone to our home or country.

Protocols

The expectations that we place on people which are related to our cultural norms in given situations.

1 Look at the picture below, and talk to a partner about how to organise a small dish party?



Key Fact

When sitting in an Emirati house it is important that the soles of your feet are not shown to anyone. Therefore, it is common to sit cross legged, so as not to offend others.

Differentiated Learning

For Beginners

Ask them if there are any other ways guest can show respect. **(Suggested Answers** By expressing gratitude for the hospitality)

For Advanced Students

Ask them why it is important for guests to show respect to their host. **(Suggested Answers** It is an important part of UAE culture. The host goes to great effort to make the guest feel welcome, so the guest would respond with respect)

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Unit 1 Lesson 3

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students remember what hospitality is. Remind them that it involves making guests feel welcome to your home, your community or your country.

Ask students to examine the image in their book, and then have a discussion about hospitality in the UAE.

Suggested Questions

- What does hospitality look like?
- How do we prepare to be hospitable?

Suggested Answers

- Preparing a meal; making guest feel comfortable; and allowing guest to relax.
- We always have the necessary foods available in case of a visit from visitors; we have coffee and tea available. There is always a designated area for guests in the home; it is always ready to receive guests.

Prompt students to look at the **Key Fact**.

Activity 2 (15 minutes)

Explain to students that when you visit another country, it's important to be aware of how people expect you to behave.

Read **Amanda's Visit** to the classroom. Read the story slowly and check for understanding as you read, if necessary.

Discuss the questions with the students.

Suggested Answers

- She is worried that she doesn't know enough about UAE culture and may cause offence without meaning to.
- Reem assures Amanda that she'll be okay. She explains what is expected and answers any questions Amanda asks.
- Amanda is curious about UAE culture and is interested in everything Reem tells her.

Then have a class discussion about the Let's Think Together in the Student Book.

Why did Amanda relax? What does this tell us about her?

- Amanda feels less nervous about her trip. She knows it's important to behave properly when visiting another country. She respects other cultures and doesn't want to offend people by mistake.

Amanda's Visit

Reem's friend Amanda, from the UK, is coming to visit her family. She is worried about how she should behave. She wants to make sure she doesn't offend anybody during her visit.

Amanda decided to phone Reem.

"You don't need to worry too much," Reem said with a laugh. "You'll be made to feel very welcome. My father will greet you with a warm Marhaba."

"Marhaba?"

"That's a welcome," Reem explained. "And when you walk, he will let you take the lead. That is his way of showing that the guest comes first."

"I feel special already!" Reem sounded excited. "But what about the language, you know I don't speak Arabic"

"Oh, that's easy," Reem said. "most of the people here speak English. You could also learn few Arabic words!"

"That's a good idea!"

Amanda began to relax. She was looking forward to her visit to the UAE. And she knew that Reem would be a good guide to the culture.

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Questions for Discussion



- Why does Amanda feel so worried?
- Does Reem make Amanda feel welcome? How do you know?
- Why does Amanda find Reem's advice "good to know"?



Let's Think Together 'Amanda began to relax.'

Activity 3 (10 minutes)

Explain that hospitality involves a lot of customs and protocols. Draw students' attention to the **Think** panel. Check that they understand what customs and protocols are. Ask them to provide examples.

Divide the class into groups. Explain that each group is going to write a short guide to hospitality in the UAE culture. Check that students understand how to complete the table in the student book. Students should write examples of different scenarios where they have to show they understand hospitality, and write explanations for these customs.

After 8 minutes, ask each group to share its guide with the class.

Differentiated Learning

For Beginners

How do you behave in these circumstances?

For Advanced Students

Why do you behave like this? Question – (How do I behave when....?)	Explanation of the custom or protocol (When..., you should....)
Enter a house, take off your shoes	It shows that you respect the host's house and want to keep it clean.
Have a meal, you eat first	It shows that you respect the guest and are giving them special attention during the meal

Activity 4 (15 minutes)

Explain to students that they will now think about their own culture and the expectations they have in their own cultures when they welcome someone to their home.

Divide class into groups. As much as possible, try to ensure a mix of

Moral, Social and Cultural Studies | Grade 03 | Term 2

3 With your group, write a guide to hospitality in the Emirati culture.

Question – (How do I behave when....?)	Explanation of the custom or protocol (When..., you should....)

THINK!
Customs and protocols: The expectations that we place on people which are related to our cultural norms in given situations. What customs or protocols do you expect people to follow in your own culture?

4 When people visit our home, they expect a certain level of hospitality from us. However, we also expect certain behaviour from our guests.

1. With your group, role play how a family from a different culture may treat their visitor and how this visitor will act during the visit.

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cultures in each group. Explain the each group will role play a guest situation between cultures.

If students are struggling to come up with scenarios for their role plays, you may prompt them with some questions:

- How do you expect guests to dress? Should they remove their shoes?
- How do you expect guests to greet you?
- Do you expect guests to bring a gift?
- How do you expect guests to interact with your family? Should they talk a lot or should they listen more?
- Do you expect guests to eat all the food they are offered?
- Do you expect guests to wash hands before eating?

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2. After the role play, try to identify four ways visitors should behave.

Visitors should:

- a.
- b.
- c.
- d.



Activity 5 (5 minutes)

Explain that our expectations for hospitality customs come from our cultural expectations. But all over the world, there are common customs. Ask students to discuss this and then write three international customs in their books.

Suggested Answers

- Be polite and respectful
- Offer a drink: water, juice, coffee
- Have a pleasant conversation with your guest

Finally, remind students of the objective for the lesson. Ask them to complete their learning log in the student book.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Critical thinking
- Deliberation
- Empathy
- Care
- Solidarity
- Teamwork
- Collaboration
- Participation

Evaluation/Reflection

Complete unit AfL learning log for the lesson, against today's LO.

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5

Our cultural expectations are defined by our own history. But there are common expectations of hospitality customs all over the world. List three of them below:

.....

.....

.....

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
3	Explore and explain different aspects of UAE culture, with a focus on hospitality.			

Ask students to complete the list in their student books and then share them with the class.

Ask students to consider the hospitality customs from different cultures. How similar are they? How different are they? Explain that hospitality customs and protocols are based around respect for the host, making people welcome, not causing offence.

Lesson Objectives

Explore how you can use cultural mapping to better understand a culture.

Required Materials

- Writing frames in Student books

Learning Outcomes

- Conduct simple cultural mapping.

Unit 2 Understanding UAE culture (part 1)

Lesson 4

How the UAE Collectively Expresses its Cultural Identity

Can you conduct a simple cultural mapping?

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Vocabulary

cultural diversity

cultural mapping

expatriate



1 In groups complete the following activity:

- a. Match each flag to the country name.
- b. Where do people who live in the UAE come from?

UAE •	Egypt •	USA •
• Germany	• United Kingdom	• India

Cultural diversity	A range of different cultures in a place.
Cultural mapping	A simple way to show aspects of someone's culture.
Expatriate	A person who leaves the country of his parents and lives in another country for work or education.

They will then add any nationality in their group, that is not represented by a flag in the student book, to the continents and come up with their answer:

Some come from Asia, and some come from Africa or Europe, or America.

Explain to students that if they, their parents, or their grandparents came to the UAE from another country, they would be known as “expatriates.” Having many expatriates means having many cultures. This makes the UAE a culturally diverse society.

Differentiated Learning

a. For Beginners

Ask them to match first the flags they recognise.

For Advanced Students

Ask them to finish up the match.

Suggested Answers

1. India; 2. United Kingdom; 3. USA; 4. Germany; 5. Egypt; 6. UAE

- b. Ask **Advanced Students** to categorise by continent the different countries which the students in their group come from. They will base their answer on their finding in their group

Suggested Answer

USA: America

Germany, United Kingdom: Europe

Egypt: Africa

UAE, India: Asia

Activity 2 (15 minutes)

Remind students that when we meet people from a different culture, it's important to learn about how their culture differs from ours.

Read "Best Meal Ever" to the classroom. Check for understanding as you read, if necessary.

Suggested Answers

- She thought Amanda would already be familiar with the dish. She didn't realise that it would be cooked differently in England.
- Amanda thought it was more polite to wait for someone else to eat. She didn't realise the expectations were different in the UAE.
- Amanda learned few Arabic words. She was getting to know more about Reem's culture.

Then have a class discussion about the Let's Think Together in the Student Book.

Ask students: why does Reem think that Amanda was the best guest ever?

Suggested Answers

Reem is happy because Amanda liked the meal that was prepared for her and she tried to learn local customs along with the Arabic language. Amanda knew how to behave as a guest.

Best Meal Ever!

2

"That was an amazing meal!" Amanda sat down on the couch. "That was the best haress I have ever eaten, shoukran!"

"You are learning arabic already! You said you ate haress in England" Reem said, puzzled.

"Yes," replied Amanda. "But it was never as good as that. The flavours are much stronger than in our food."

"I hope you liked that rutab." Reem knew that not everyone was fond of dates.

"It was tayyeb!" Amanda started laughing. "The only fruits I usually eat are apples and oranges and bananas. I don't think I ever saw so much food before."

Amanda glanced at the empty table. It was hard to believe it held so much food earlier.

"That's how we eat here," Reem explained. "Everything on the platter at the same time."

"We break up our meals," Amanda said. "Starter and main course and then dessert. And I'm sorry I didn't start eating before everyone else. I usually wait for someone else to start eating. I didn't know you were waiting for me, 'Afwan!' ."

"It's okay! look at you! You are getting to know more and more Arabic words. By the time you leave you will be able to speak so well!" Reem laughed.

"I am so happy about that. 'Ana Aheb atkallam Arabi!'" Amanda replied.

Amanda was the best guest ever!



Questions for Discussion

- Why was Reem surprised that Amanda enjoyed the harees so much?
- Why did Amanda wait for the other people to eat?
- What did Amanda learn during her stay?



Let's Think Together 'Amanda was the best guest ever.' Why does Reem think that Amanda was the best guest ever?

Activity 3 (10 minutes)

Remind students that the UAE is a culturally diverse society.

Ask students to think about the cultural diversity they see around them. Draw their attention to the table in the student book. Facilitate a discussion around the questions in the table.

Suggested Answers

- At home; in school; in the community; when visiting another area.
- We see lots of visible signs of culture, such as appearance, dress, language, accents, festivals that people celebrate.
- National days, festivals, food, dress, international days at schools, traditional music or dance.

Draw students' attention to the Think text and discuss what different cultures they find in the UAE.

Activity 4 (15 minutes)

Explain that cultural mapping is a simple way to show aspects of someone's culture that we recognize. Tell them that they will be mapping the culture of the communities in the UAE.

Ask students why this might be useful. Explain that it can help us to recognise, acknowledge and understand other cultures. It also allows us to plan for celebrations of all cultures in our locality, by recognising what is important to different cultural groupings in the UAE.

Put the class into pairs. Ask pairs to create a simple cultural map of their area. Each pair should select a culture that they want to map.

Suggested Answers

Japanese culture

Festivals: National day

Music: gagku

Food: rice and fish

Symbols: cherry blossom, sumo

Dress: Kimono

Hospitality: Bow politely when greeting

After 10 minutes, prompt pairs to share their maps.



3

The UAE is a culturally diverse society. It is home to people of many different cultures. Complete the table below.

Where might you see cultural diversity?	.....
How do we recognise that people are from different cultures?	.....
How do we celebrate cultural diversity in the UAE?	.....



THINK!

Cultural diversity means that there is a range of different cultures within the same place. People have moved to the UAE for many reasons and they all bring their own culture here.



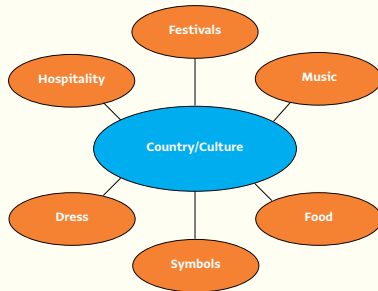
4

A cultural map helps us to see the different cultures that live in a given area.

Why might this be useful?

.....

With your partner, create a cultural map of your area.



Activity 5 (10 minutes)

Explain that to end the lesson they should consider what they have learned today and complete the sentence in the box in their student books.

Ask students to share their definitions of cultural diversity.

Remind students that cultural diversity refers to the mix of different cultures in an area. Stress that the UAE is a culturally diverse society.

Remind students of the objective for the unit. Ask them to complete their learning log in the student book.

Key Skills (Head, Heart, Hands)

- Communication
- Enquiry
- Curiosity
- Empathy
- Anti-racism
- Multiple perspectives
- Active listening
- Respect
- Working independently
- Teamwork
- Collaboration
- Participation
- Research

5 Based on what you learned today, what do you think cultural diversity is?

Cultural diversity is:

.....

.....

.....

How well do you understand what was covered today?

Lesson	Lesson Objective	I know it	I know some of it	I am still not sure
4	Explore the different ways that Emirati people express their cultural identity	.....	.....	.....

Evaluation/Reflection

Complete the learning log - tick the level you feel most secure at from today's LO.

Differentiated Learning

Teacher support for students who are in need of additional direction or support.

Mixed group/pair, ability, so that support can be given by peers.

Writing frames are used for all students to support student's written responses.

Lesson Objectives

Explain the elements that make up your cultural identity.

Required Materials

- At the end of activity 4, the teacher will ask students to prepare for the next session. Students can wear their national clothes and bring one kind of food from their culture.

Learning Outcomes

- Describe their own cultural identity and talk about what has influenced it.
- Conduct simple cultural mapping.
- Identify and explain aspects of Emirati culture in general, and their own cultural identity in particular.

The slide features a vibrant blue background with a subtle pattern of concentric circles. At the top left, a dark blue banner contains the text 'Unit 1' in white, and a red banner next to it says 'Understanding UAE culture (part 1)'. The main title 'Lesson 5' is in white, followed by 'Your Cultural Identity and Mine – Our Cultural Identity' in large, bold, yellow 3D-style letters. Below this, the question 'What is your own cultural identity? What has influenced it?' is written in white. The page number '59' is in the bottom left, and 'Copyright © Ministry of Education – United Arab Emirates' is in the bottom right.

Unit 1 Understanding UAE culture (part 1)

Lesson 5

Your Cultural Identity and Mine – Our Cultural Identity

What is your own cultural identity? What has influenced it?

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Vocabulary

cultural identity

cultural profile

Cultural identity	The cultures that someone identifies with.
Cultural profile	A way of recording the important aspects of culture that we identify with.



1 Fill in your identification details in the passport below.

First Name	.....
Last Name	.....
Father's Name	.....
Date and place of birth	.....
Place of Residence	.....

With your partner, consider the following questions.

- a. What is an identity?
- b. What is your identity?
- c. Where do you have details of your identity?

Cultural identity means
.....

Ask students the following questions:

What aspects of your identity are not included on your passport? (Beliefs; cultural heritage; food; dress; history)

Explain there is no information about the person's culture.

Explain that cultural identity is also an important part of who you are. Emphasise that just because culture is missing from our documentation, that doesn't mean it is not important.

Ask the children what they think a cultural identity is. Explain that it is how we identify ourselves within specific cultures. Cultural identity is the cultural information about a person and the culture the person identifies with as being their own culture.

Activity 1 (5 minutes)

Ask students to fill in the blank passport in their books.

Then put the class in pairs. Ask them to reply to the questions.

Suggested Answers

- All the information which is important about you – name, date of birth, address, marital status, nationality.
- It defines you as a person, makes you the individual that you are. It is the personal information that is unique to you.
- Official documents, such as birth certificates, driving licences, passports, visas, bank details etc.

Activity 2 (15 minutes)

Remind students that our cultural identity is made up of many things, both visible and invisible.

Read “Grandpa, I cannot find you!” to the classroom. Check for understanding as you read, if necessary. Ask students to think about the cultural iceberg as they listen to the story.

Suggested Answers

- A taub is a long white robe worn in the UAE.
- The ghutra and agal are a headscarf usually worn with a taub.
- All the men were dressed in similar clothes.
- The clothes; the music; the buildings.

Then have a class discussion about the Let’s Think Together in the Student Book.

Remind students of the cultural iceberg again. What aspects of cultures are invisible?’

Suggested answers

- Family values; religious beliefs; past times; music.

Grandpa, I cannot find you!

It was time for Reem and her brother to bring bread to grandfather again and this time Amanda accompanied them. No sooner had they crossed the marketplace when they heard “Reem!”

They turned around quickly.

“Grandfather?’ Reem and her brother looked around. Amanda turned around as well wondering: “How on earth could Reem and her brother find their grandfather in this busy marketplace where everyone is wearing taubs, ghutras and agals?”

Just then a hand was placed on Reem’s shoulder. It was their grandfather! “Come on. I hear you are bringing me some bread”.

Reem, her brother, Amanda and Grandfather went to his house.

“It was not easy to see you in the market place, Grandfather.” Reem explained. “I wish you could see how Amanda was surprised when we found you. For her, everyone looked the same with their taub, ghutra and agal.”

“Well what do you expect, Reem? We live in the UAE, and the taub, ghutra and agal are part of our cultural identity. It is what we wear.”

“Cultural identity?” Reem looked puzzled. “What’s that?”

“It’s how you identify yourself” Grandfather explained.

“You see many things between your own house and my house that you wouldn’t see in other places of the world, such as the great traditional buildings, the taub, ghutra and agal.” “And the man playing the oud and singing!”

“Yes, that’s right! Architecture, incense, storytelling, arts and our clothes are all part of our cultural identity. But there is much more to our culture too.”

Reem thought for a moment. She realized that there were things in her culture that she did not always see. There was so much to discover.



Questions for Discussion

- What is a taub?
- What are ghutra and agal?
- Why did Amanda think that it was hard for Reem and her brother to find their grandfather?
- What elements in the story make up Reem’s cultural identity?



Let’s Think Together “There is much more to our culture too.”

Activity 3 (15 minutes)

Explain that we show our cultural identity in different ways. Ask students for examples of how we do this.

Suggested Answers

the way we dress, food we eat, the celebrations etc that we engage in that are related to our culture, and all the other aspects that we have explored in the previous lessons.

Ask students to look at the image in the student book which shows many different cultures.

Which cultures can we see in the image? (For example, Chinese, Mexican, Scottish)

Tell the students they are going to collate their cultural identity details on a cultural passport. They can name their culture and then add in all the elements that make up their cultural identity.

Draw students' attention to the Key Fact.

Differentiated Learning

For Beginners

What elements do you share with people from your culture? (Language; dress; food; music; arts; values).

For Advanced Students

Why do you think it is important to be aware of these elements of cultural identity? (They help you better understand who you are and what you have in common with people from your culture. They also help you identify and understand how people from other cultures are different from you.)



3

Consider your own cultural identity. What elements does it contain? With your partner, complete your cultural passport below.



My Cultural identity is :	
Food I eat in my culture:	
Clothes I wear:	
Customs that I have:	
Festivals/Celebrations I enjoy:	
Famous art:	
Important symbols:	
Important places to visit:	
Other important information:	



Key fact
Cultural identity: What we identify with that is common to all people in a particular culture, including ourselves.



4 All kinds of things influence our cultural identity. With your group, complete the influences table below.

Geography	Language
Family	Nationality
History/Ancestors	Education
Religion	Social relationships



5 Our cultural identity is an important part of who we are. Let us share our culture!

Suggested Answers

The food I eat could be a result of geographical influence on my culture. Arts may be influenced by my education or my nationality and so on.

Ask each group to share one influence table with the class.

Activity 5 (40 minutes)

This will be the wrap up activity for the unit. It is a mixture of knowing other cultures and having fun. Students will be wearing clothes from their culture, they also share the food they got with them.

Key Skills (Head, Heart, Hands)

- Enquiry
- Working in a group
- Discussion
- Independent research
- Respect for places
- Symbols and festivals and why we celebrate them
- Love for own culture
- Empathy
- Decision making
- Recognising why we mark festivals and celebrations/monuments

Evaluation/Reflection

Activity 5 is a wrap up reflection of the unit. The teacher will be going around asking students what they have learned from different cultures.

Differentiated Learning

High and low ability work together in group work to learn from each other.

Support and ask children how they are doing when on task. Teacher to support where necessary when moving around the room.

Activity 4 (10 minutes)

Explain that now we have looked at our own cultural identity, we will think about what the influences have been on our cultures.

These influences differ from person to person.

Ask students to think of different ways their cultural identity may be influenced.

Suggested answers: geography, history, family background, education, language, social relationships.

Put the class into groups. Explain that each person in the group will identify the influences on their culture using the table in the student book. They will then discuss the influences with the other people in the group.

Domain: Social

Unit 3:

Resources and How
They Help Us

Domain Social

Resources and How They Help Us

- | | |
|-----------------|--------------------------------------|
| Lesson 1 | Natural, Capital and Human Resources |
| Lesson 2 | Conservation of Resources |
| Lesson 3 | Resources and Trade |
| Lesson 4 | UAE National Industries |
| Lesson 5 | Improving Our School |


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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.

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You will learn about the resources around you.
You will learn about natural resources and manmade resources.
You will learn about new resources and business in the UAE.

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Lesson Objectives

- MSC.2.2.01.010 Explains how geographical features and natural resources shape people's lives
- MSC.2.4.01.009 Distinguishes among human, natural, and capital resources.

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

- identify natural resources, human resources and capital resources
- describe how natural, human, and capital resources work together to provide people with goods and services

Key Vocabulary:

- **human resources:** people who work to make goods or provide services
- **capital resources:** goods used to make other goods or provide services
- **goods:** things like books, furniture, cars, computers, and buildings
- **services:** actions people do to help each other

Materials/ Resources/ Technology**Resources from Student Book**

- The images in the book can be very helpful in reinforcing vocabulary.

Teacher-ONLY resources *

- None

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

Lesson 1

Natural, Capital and Human Resources

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

- identify natural, human and capital resources
- describe how natural, human, and capital resources work together to provide people with goods and services

Vocabulary

human resources

capital resources

goods

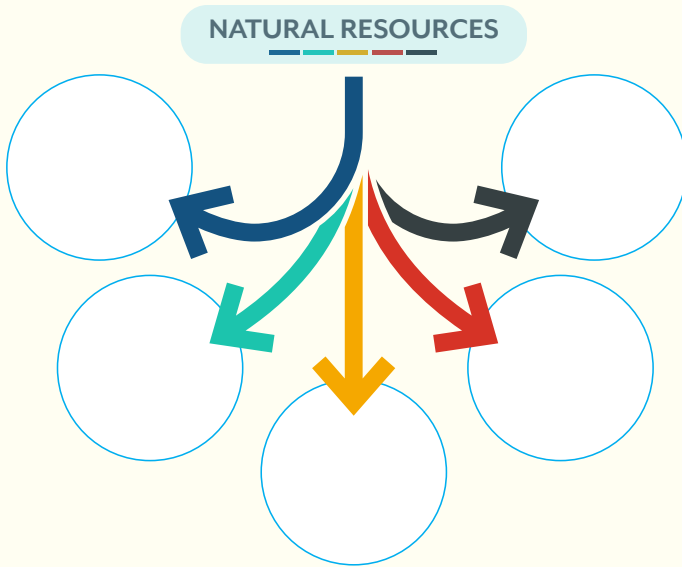
services

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Warm up: Review Natural Resources

Instructions: Natural resources are materials we use that are found in nature. Write 5 examples of natural resources.



Question

Is a computer a natural resource? What about a car? Discuss with a partner.

Lesson Description with SLO Tags and Notes

Warm Up :

Students review the natural resources they learned about.

MSC.2.2.01.010

Selected Activity Answers

Review Natural Resources

We learned that natural resources are materials in nature that we use. Write 5 examples of natural resources that we learned about.

- answers can include: animals, coal, minerals, oil, plants, soil, stone, sunlight, trees, water, and wind

Human and Capital Resources



Human resources are the people working to make goods or services. Goods are things like books, furniture, cars, computers, and buildings. Services are actions people do to help others.

Teachers, doctors, farmers, bus drivers, and police officers provide services. They are all examples of human resources.

Capital resources are goods which people use to make goods or provide services. Tools like hammers or drills are capital resources because they are used to make things. Buses or metros are capital resources because they provide the service of transportation. People use natural, human, and capital resources to meet their needs.



Lesson Description with SLO Tags and Notes

Activity 1:

Students answer comprehension questions from the preceding reading.

MSC.2.4.01.009

Selected Activity Answers

1. Why do people use natural resources?

- to meet their needs for food, water, shelter, and other needs

2. Why do people trade some of their natural resources?

- to get natural resources that they don't have

3. True or false (circle one): All resources are natural resources.



4. For each person or item below, say whether it is a human resource or a capital resource. Circle the correct answer for each question.

Teacher	Human Resource	Capital Resource
Computer	Human Resource	Capital Resource
Pencil	Human Resource	Capital Resource
Security Guard	Human Resource	Capital Resource

5. What is the difference between a human resource and capital resource?

- Human resources are people working to make goods or services. Capital resources are goods which people use to make goods or provide services.



Activity 1: Concept Check

Instructions: Answer the questions with information from the reading.

a. Why do people use natural resources?

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b. Why do people trade some of their natural resources?

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c. All resources are natural resources.



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d. For each person or item below, say whether it is a human resource or a capital resource. Circle the correct answer for each question.

Teacher	Human Resource	Capital Resource
Computer	Human Resource	Capital Resource
Pencil	Human Resource	Capital Resource
Security Guard	Human Resource	Capital Resource

e. What is the difference between a human resource and capital resource?

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Lesson Description with

SLO Tags and Notes

Activity 2:

Students start to apply what they learned in the reading. First, in pictures, they identify natural, human, and capital resources. (MSC.2.4.01.009)

Selected Activity Answers

In each picture identify the natural resources, the human resources, and the capital resources.

We learned that natural resources are materials in nature that we use. Write 5 examples of natural resources that we learned about.

- answers can include: animals, coal, minerals, oil, plants, soil, stone, sunlight, trees, water, and wind

Natural Resources	<i>trees, grass, fruit, air, sunlight</i>
Human Resources	<i>farmer</i>
Capital Resources	<i>boxes, fence, basket</i>



Activity 2: Identify Resources

Instructions: In each picture. identify the natural resources, the human resources, and the capital resources.



Natural Resources	
Human Resources	
Capital Resources	

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Natural Resources	
Human Resources	
Capital Resources	

Natural Resources	<i>grass, trees, air, sunlight</i>
Human Resources	<i>police officer</i>
Capital Resources	<i>buildings, road, police car</i>

Lesson Description with SLO Tags and

Notes

Activity 3:

Students get to further apply their knowledge of natural, human, and capital resources by identifying these resources in their classroom. (MSC.2.4.01.009)



Activity 3: Resources in Your Classroom

Instructions: List the natural, human, and capital resources in your classroom.

Natural Resources	Human Resources	Capital Resources

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Activity 4: Human Resources and Your Lunch

Instructions: List the human resources needed to get your lunch today from the farm to your table. Think of as many jobs that people do as you can!

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Lesson Description with SLO Tags and Notes

Activity 4:

In this activity, students attempt to identify the human resources needed in providing them with lunch. This allows students to take a more focused look at the human resources needed in one area, an area that is part of the students' own lives.

(MSC.2.4.01.009)

Selected Activity Answers

- Answer: farmer, truck driver, food packer, chef, lunchroom workers, etc.

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Lesson Description with SLO Tags and

Notes

Activity 5:

Reading a story about a baker, the student identifies the natural, human, and capital resources. (MSC.2.4.01.009)

Selected Activity Answers

Read the story. Underline the **natural resources**. Put a rectangle around the **capital resources**. Put a circle around the **human resources**. (Answers are colour coded. Duplicates of resources are not highlighted.)

Answer: The **baker** owns a **bakery**. He makes delicious **cakes** and **sweets**. When he bakes a **cake**, he uses **milk, flour, eggs, butter, oil, and sugar**. He mixes the **ingredients** together in a **bowl**. He also turns the **oven** on. Then, he pours the **batter** into a **pan**. After that, he puts the pan into the oven. The cake bakes for 45 minutes. When the cake is done, the baker takes it out of the oven. He puts **icing** on the cake. Then, he puts it on a **shelf** in the bakery to sell.



Activity 5: Resources Working Together

Instructions: Read the story. Underline the natural resources. Put a rectangle around the capital resources. Put a circle around the human resources.

The man owns a bakery. He makes delicious cakes and sweets. When he bakes a cake, he uses milk, flour, eggs, butter, oil, and sugar. He mixes the ingredients together in a bowl. He also turns the oven on. Then, he pours the batter into a pan. After that, he puts the pan into the oven. The cake bakes for 45 minutes. When the cake is done, the baker takes it out of the oven. He puts icing on the cake. Then, he puts it on a shelf in the bakery to sell.



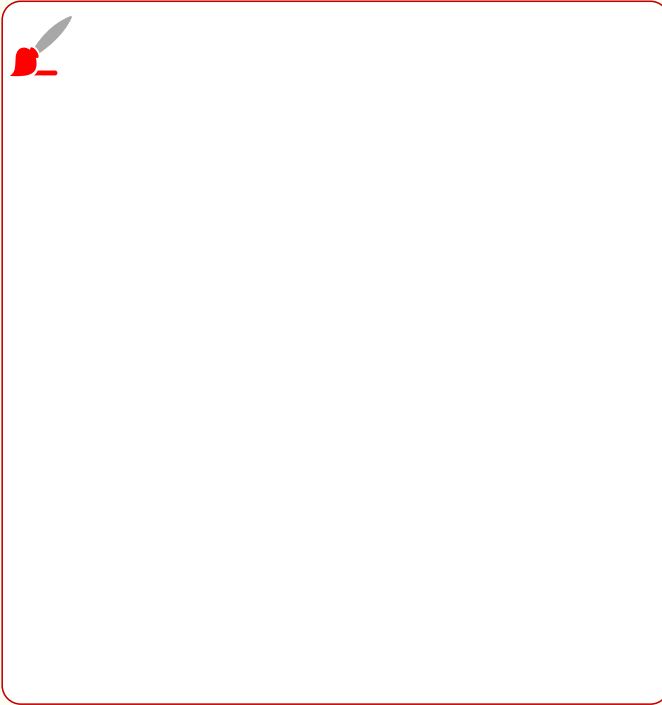
Activity 6: Drawing

Instructions: Draw a picture of your family eating a meal at a restaurant. In your drawing, include at least:

➤ 3 capital resources

➤ 3 natural resources

➤ 3 human resources



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Unit 3 Lesson 1

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Lesson Description with SLO Tags and Notes

Activity 6:

Students then create a picture of their family eating lunch at a restaurant, identifying 3 natural, human, and capital resources. .

(MSC.2.4.01.009)

Selected Activity Answers

Answers will vary, but could include:

- **capital resources:** table, tablecloth, carpet, oven, windows, cash register, etc.
- **natural resources:** water, food, air, etc.
- **human resources:** chef, waiter/waitress, cashier, cleaner, etc.

Formative Assessment Opportunities

Each activity serves as a formative assessment of the SLOs tagged in that activity.

Remedial Opportunities

In Activity 6, the teacher could use a picture that all students work from instead of having students imagine a place where their family ate.

Extension Opportunities

Extending Activity 4, students could go on a field trip to 1-2 places involved in providing food for them (e.g., farm, food processing plant, etc.). Also, students could look at something other than providing them lunch (e.g., getting them to school, having a play area, etc.)

Lesson Objectives

- MSC.2.2.01.009 Constructs charts, graphs, models to display geographic information
- MSC.2.2.02.012 Evaluates ways people affect the environment (e.g. global warming, recycling)
- MSC.2.5.02.005 Gathers relevant information from various sources for Social Studies topics independently
- MSC.2.5.02.006 Answers questions about the information gathered
- MSC.2.5.02.007 Creates various forms of written work on the information gathered (e.g. poem, comics, short story, Power Point)
- MSC.2.6.02.006 Constructs an argument using evidence from various sources and presents it to others
- MSC.2.6.02.007 Uses evidence to analyze various points of view for the same event

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

- describe how much students in the class reduce, reuse, and recycle resources

Lesson 2

Conser- -vation of Resources

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

- describe how much students in the class reduce, reuse and recycle resources

Vocabulary

conserve

reduce

reuse

recycle

Key Vocabulary:

- **conserve:** to not waste, like conserve water
- **reduce:** use something less
- **reuse:** use something again
- **recycle:** use material again but in a different form

Materials/ Resources/ Technology

Resources from Student Book

- The images in the book can be very helpful in reinforcing vocabulary.

Teacher-ONLY resources *

- None

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

Reducing, Reusing, and Recycling

Did you drink water from a disposable plastic bottle today or yesterday? If you did, what did you do with the bottle? Did you throw it away? Did you put it in a recycle bin? Did you reuse it?

A plastic bottle lasts at least 400 years. More and more plastic ends up in nature. Plastic pollutes nature. Animals think that the plastic is food, so they eat it. Eating plastic can kill animals.



Reducing means to use something less. You can reduce the number of plastic cups you use if you drink with a glass.

Reusing means to use something again. For example, grocery stores often put things into plastic bags. You can take the plastic bags to the grocery store the next time you go shopping and use them again.

Recycling means to use the material again but in a different form. The toy horses in the picture are made from recycled car tires.



Lesson Description with SLO Tags and Notes

Activity 1:

Students answer comprehension questions from the preceding reading.

MSC.2.2.02.012

MSC.2.6.02.006

MSC.2.6.02.007

Selected Activity Answers

1. How long will a plastic bottle last?

- at least 400 years

2. Match the activity with the definition

- a) Reuse - to use the same thing again
- b) Reduce - to use something less
- c) Recycle - to use the material again a different form

3. Why should we recycle plastic bottles instead of throwing them away?

- We need to keep resources. Otherwise, they will run out.



Activity 1: Concept Check

Instructions: Answer the questions.

1. How long will a plastic bottle last?

.....

2. Match the activity with the definition

a) reuse	to use something less
b) reduce	to use the material again in a different form
c) recycle	to use the same thing again

3. Why should we recycle plastic bottles instead of throwing them away? Use examples and evidence to support your opinion. Compare your opinion with other students.

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Activity 2: Think and Discuss

Instructions: Write what you can do to reduce, reuse, or recycle?

Reduce:

Reuse:

Recycle:

Discuss with other students: Are some items in more than one list? How is that possible?

.....

.....

.....

Lesson Description with SLO Tags and Notes

Activity 2:

Students start to apply what they learned in the reading, identifying other things that they can reduce, reuse, or recycle.

MSC.2.2.02.012

Selected Activity Answers

What other things can you reduce using, reuse, or recycle?

- **reduce:** answers can include plastic bottles, paper, water, electricity, etc.
- **reuse:** answers can include boxes, cans, glass jars, etc.
- **recycle:** answers can include plastic bottles, paper, cans, glass, rubber tires, etc.

Lesson Description with SLO Tags and

Notes

Activity 3:

Students collect information about recycling. Students will create a bar graph from this information.

MSC.2.2.01.009

MSC.2.5.02.005



Activity 3: Survey

Instructions: Ask other students if their families recycle. Write tally marks to record how many families do and do not recycle.

Yes, my family recycles.	No, my family doesn't recycle

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Activity 4: Bar Graph

Instructions: Make a bar graph of your tally marks from Activity 3.



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Unit 3 Lesson 2

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Lesson Description with SLO Tags and Notes

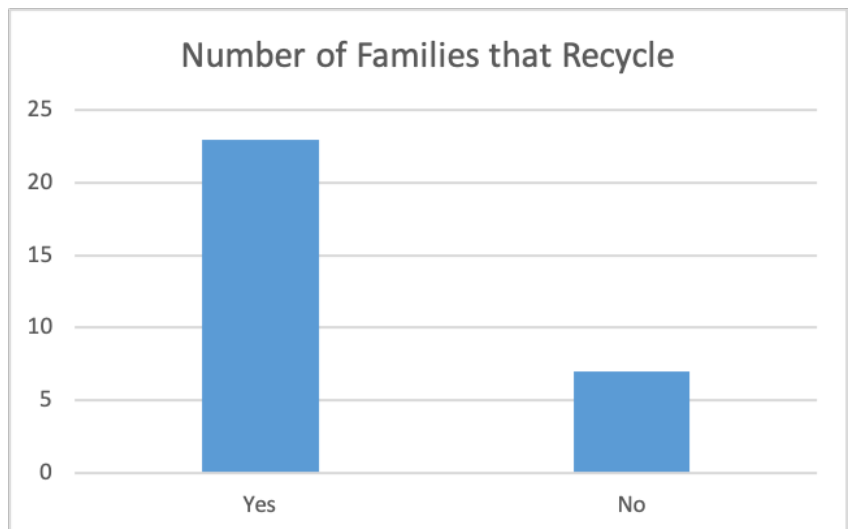
Activity 4:

Students create a bar graph from the information they gathered in Activity 3.

MSC.2.2.01.009

Selected Activity Answers

- The answer could look something like this:



Lesson Description with SLO Tags and

Notes

Activity 5:

Students interpret their results from their bar graph.

MSC.2.5.02.006

Selected Activity Answers

1. What did you want to find out?

- how many families recycled

2. How did you get your information?

- Answer should be similar to this: I asked other students. I kept a tally of their answers.

3. How many people did you ask?

- Answers will vary, but should be at least 10 other students.

4. How many students' parents recycle?

- Answers will vary.

5. How many students' parents do not recycle?

- Answers will vary.

6. Do more students' parents recycle or not recycle? Is there a big difference?

- Answers will vary.

7. What is your opinion about your results? Did you expect more families to recycle or to not recycle? Did anything surprise you? Explain.

- Answers will vary.



Activity 5: Explain Your Results

Instructions: Answer the questions using your bar graph.

1. What did you want to find out?

.....

2. How did you get your information?

.....

3. How many people did you ask?

.....

4. How many students have parents that recycle?

.....

5. How many students have parents that do not recycle?

.....

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6. Do more parents recycle or not recycle? Is there a big difference?

.....

7. What do you think about your results? Did you expect more families to recycle or to not recycle? Did anything surprise you? Explain.

.....



Activity 6: Writing

Instructions: Take the information from Activity 5 and write a paragraph explaining your research.

.....

Lesson Description with SLO Tags and Notes

Activity 6:

Students write up their findings in Activity 5 in the form of a paragraph

MSC.2.5.02.007

Formative Assessment Opportunities

Each activity serves as a formative assessment of the SLOs tagged in that activity.

Remedial Opportunities

The teacher could bring in more pictures or videos of reducing, reusing, and recycling to help students understand the concepts.

Extension Opportunities

Students could go on a field trip to a recycling plant. Also, in Activities 3-4, students can get information about what types of materials their families recycle (e.g., plastic, paper, etc.)

Lesson Objectives

- MSC.2.4.01.009 Distinguishes among human, natural, and capital resources
- MSC.2.4.02.008 Explains how land, natural resources, labor, trade, and/or technology affect economic activities in a local community

Lesson Objective

By the end of the lesson, students will:

- identify resources and explain how people overcome scarcity of resources through trade

Key Vocabulary:

- **scarce:** when something is in short supply
- **scarcity:** a situation where people do not have enough of something
- **trade:** when people give each other goods or services to get what they need
- **interdependent:** when people need each other

Materials/ Resources/ Technology

Resources from Student Book

- The images in the book can be very helpful in reinforcing vocabulary.

Teacher-ONLY resources *

- None

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

Lesson 3

Resources and Trade

LESSON OBJECTIVE:

By the end of the lesson, students will:

- identify resources and explain how people overcome scarcity of resources through trade

Vocabulary

scarce

scarcity

trade

interdependent



Warm up: Review

Instructions: In groups, complete the table.

Give examples of natural, human, and capital resources.

Natural Resources	Human Resources	Capital Resources

Lesson Description with SLO Tags and Notes

Warm Up

To prepare for the lesson on resources and trade, students review examples of natural, human and capital resources

MSC.2.4.01.009

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1



Resources and Trade

Natural resources come from nature. They include water, soil, wood, and oil. Human resources are people who do a job. Capital resources are goods that people use to make other goods or to do a job. Examples of capital resources are factories, tools, computers, or trucks.

No one has all of the resources they want and need. This means that some resources are scarce. People trade for things that they need and want but do not have.

When people need each other, they are interdependent. Trade develops when people are interdependent to get what they need or want. In this picture of two Native Americans, the man on the left has chickens but needs



fruits. The man on the right has fruits but needs chickens. The men are interdependent because they have a scarcity of some resources. The men trade resources to meet their needs.



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Lesson Description with SLO Tags and Notes

Activity 1:

Students answer comprehension questions from the preceding reading.

MSC.2.4.02.008

Selected Activity Answers

1. What does scarcity mean?

- to not have enough of a resource

2. What does interdependent mean?

- People must get help from each other; people depend on each other.

3. How does interdependence cause people to trade?

- If people need resources from each other, they will trade what they have to get what they need from other people.

Activity 2:

Students apply what they learned in the preceding reading, focusing on the concept of scarcity.

MSC.2.4.02.008

Selected Activity Answers

For each picture, say what resource is scarce.

- Answers: water, food, space, time.



Activity 1: Concept Check:

Instructions: Answer the questions.

1. What does scarcity mean?

.....

2. What does interdependent mean?

.....

3. How does interdependence cause people to trade?

.....



Activity 2: Apply What You Learned

Instructions: Answer the questions.

Instructions: For each picture, write what resource is scarce.







Activity 3: Think and Discuss

In groups discuss the questions below.

What resources do you need to do each activity?			
Activity	Natural Resources	Human Resources	Capital Resources
Go Swimming			
Eat Lunch at a Restaurant			
Choose Your Own: _____			

Lesson Description with SLO Tags and Notes

Activity 3:

Students further apply their knowledge of scarcity by identifying natural, human and capital resources needed for swimming, going to a restaurant, and another event chosen by the student

MSC.2.4.01.009

Selected Activity Answers

In groups discuss the questions below. (Example answers given.)

1. Go Swimming

- natural resources: water
- human resources: people to take me to a place i can swim and/or help me swim
- capital resources: swimming clothes

2. Eat Lunch at a Restaurant

- natural resources: food, water
- human resources: waiter/waitress, cook, cashier, etc.
- capital resources: tables, chairs, oven

Lesson Description with SLO Tags and Notes

Activity 4:

Students can learn about the concept of scarcity through movement by playing the scarcity game. Pictures for the game are at the end of this lesson.

MSC.2.4.02.008

Selected Activity Answers

You need to trade resources to get what you need.

To win the game, a team must obtain:

- 1 house card
- 2 energy cards
- 1 meat card
- 1 vegetables card
- 2 water cards

Make copies of the cards at the end of this lesson. Distribute cards randomly to teams. This way, teams will have to trade to get the resources they need.

The teacher may want to try to distribute more or fewer cards than are needed for every team to get the resources it needs (for example, distribute more than enough vegetable cards but fewer than enough water cards). This way, teams can experience the effects of scarcity.

The game can be played more than once, adjusting the total number of each resource cards in each game. This will make different resources scarce in each round of the game.



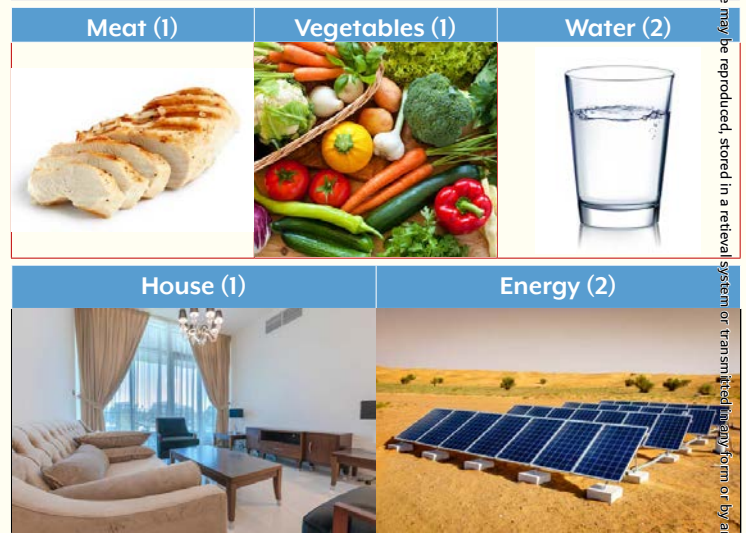
Activity 4: The Scarcity Game

Instructions: Trade resources to get what you need.

You need these resources (cards) for your group to live:

- 1 House Card
- 2 Energy Cards
- 1 Meat Card
- 1 Vegetables Card
- 2 Water Cards

Your teacher will give each group some cards. Trade the cards to get the resources above.





Activity 5: Reflect

Instructions: Answer the questions about the Scarcity Game.

Question	What Do You Think?
What did you do if your group didn't have something it needed?	
What resources seemed to be the scarcest?	
Was the value of the scarce resources higher than other resources?	
Did the value of any resource become higher or lower during the game? If so, explain how.	
Was any other group unwilling to trade? Why were they unwilling? How did this affect your group's ability to get what you need?	

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Unit 3 Lesson 3

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Lesson Description with SLO Tags and Notes

Activity 5:

Students reflect on how scarcity motivates people to trade. Further, students reflect on the dynamics of that trading (what was easy, what was difficult, etc.).

MSC.2.4.02.008

Formative Assessment Opportunities

Each activity serves as a formative assessment of the SLOs tagged in that activity.

Remedial Opportunities

In Activity 3, the teacher might want to prepare some pictures of swimming and eating lunch at a restaurant to help students think of ideas.

Extension Opportunities

Students could take their reflections from Activity 5 and put it into an essay.

Lesson Objectives

- MSC.2.3.02.006 Describes how physical and human characteristics of places change from past to present
- MSC.2.4.02.008 Explains how land, natural resources, labor, trade, and/or technology affect economic activities in a local community
- MSC.2.4.02.009 Explains how and for whom communities produce goods and services
- MSC.2.6.02.006 Constructs an argument using evidence from various sources and presents it to others
- MSC.2.6.02.007 Uses evidence to analyze various points of view for the same event
- MSC.3.2.01.004 Identify various forms of institutions, and describe how these institutions meet the needs and wants of society

Lesson Objective

By the end of the lesson, students will:

- analyse the UAE economy in the past, present and future
- describe the job they want in the future

Key Vocabulary:

- **export:** something sent to another country for sale
- **import:** something brought into a country for sale
- **knowledge-based economy:** economy based on innovation and research

Unit 3 Resources and How They Help Us

Lesson 4

UAE National industries

LESSON OBJECTIVE:

By the end of the lesson, students will:

- analyse the UAE economy in the past, present and future
- describe the job they want in the future

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Materials/ Resources/ Technology

Resources from Student Book

- The images in the book can be very helpful in reinforcing vocabulary.

Teacher-ONLY resources *

- None

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

Vocabulary

export

import

knowledge-based economy



Warm up: Brainstorm

Instructions: In groups, discuss the answer to the question.

What businesses do you see in the UAE? What goods and services do these businesses produce?

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Lesson Description with SLO Tags and Notes

Warm Up

To begin the lesson on UAE industries, students discuss what businesses they often see in the UAE.

MSC.2.4.02.009

Selected Activity Answers

In groups, discuss the answer to this question.

- Answers will vary, but should include businesses like grocery stores, restaurants, clothing stores, hair salons, etc.

2

The UAE Economy: In the Past Up to Now

In the past, fishing and pearl diving were main parts of the economy in the area that is now the UAE. Fishing provided food for people in the area. Pearls are beautiful jewellery. People all over the world wanted pearls. Pearl divers dove into the Arabian Gulf to find pearls. Then, people sold the pearls to consumers here and from around the world.



In the 1960s, the emirates became a large producer of oil. After the emirates united into one country, the UAE continued to produce oil. Countries all around the world need oil. The UAE exported oil to many countries and then the UAE economy grew quickly.

In the 1990s and 2000s, tourism in the UAE became more popular. More and more people come to the UAE from other countries for their holiday. They buy goods and enjoy services available in UAE hotels, shopping malls, and places of entertainment.



The UAE is a desert. It must import food from other countries. The UAE imports cars, gold, and jewellery as well. That means the UAE is a consumer of these goods.

The UAE Economy: The Future

For the future, the UAE Government wants to create a knowledge-based economy. This economy is based on innovation and research. Innovation means to create new goods and services.

The knowledge-based economy will help bring the Fourth Industrial Revolution, often called 4IR. In 4IR, you might see innovations in artificial intelligence and robotics. The UAE wants to be a leader in the Fourth Industrial Revolution.



Lesson Description with SLO Tags and Notes

Activity 1:

Students answer comprehension questions from the preceding reading.

MSC.2.3.02.006

MSC.2.4.02.009

Selected Activity Answers

1. What is pearl diving?

- Pearl diving is going into the water to find pearls.

2. Why did people dive for pearls?

- Pearls are a valuable form of jewellery, so people sold the pearls for money.

3. When did oil start being produced?

- in the 1960s

4. When did tourism become more popular?

- in the 1990s and 2000s

5. What are examples of tourism in the UAE?

- going to hotels, shopping malls, and places of entertainment



Activity 1: Concept Check

Instructions: Answer the questions.

1. What is pearl diving?

.....

2. Why did people dive for pearls?

.....

3. When did oil start being produced?

.....

4. When did tourism become more popular?

.....

5. What are examples of tourism in the UAE?

.....



Activity 2: The UAE as Consumer and Producer

Instructions: What goods and services are produced in the UAE. What goods and services does the UAE consume?

Produce	
Consume	



Activity 3: Goods and Services

Instructions: Place each good or service the UAE produces into the correct area of the table.

	Goods	Services
Needs		
Wants		

Lesson Description with SLO Tags and Notes

Activity 2:

Students look again at the reading, focusing on identifying how the UAE is a consumer and a producer

MSC.2.4.02.009

Selected Activity Answers

From the reading, write what goods and services the UAE has produced. Then, put what goods and services that the UAE has consumed.

- produced: pearls, pearl diving, oil, exporting oil, hotels, shopping malls, places of entertainment
- consumed: food, cars, gold, jewellery

Activity 3:

Students categorizes the goods and services produced in the UAE into needs and wants.

MSC.2.4.02.009

Selected Activity Answers

Place each good or service the UAE produces into the correct area of the table. Two answers are provided as examples.

	Goods	Services
Needs	<i>oil</i>	<i>exporting oil</i>
Wants	<i>pearls</i>	<i>pearl diving tourism</i>

Lesson Description with SLO Tags and

Notes

Activity 4:

After a short reading about the UAE economy's future, students answer comprehension questions about the reading.

MSC.2.4.02.008

MSC.3.2.01.004

Selected Activity Answers

1. Complete the sentence: The UAE Government wants the future economy to be based on

- knowledge.

2. What is innovation?

- Innovation means to create new goods and services.

3. What kind of artificial intelligence will we see in the Fourth Industrial Revolution?

- Examples include robots and self-driving cars.

4. Apply what you Learned: What is another innovation you know of?

- Answers will vary.



Activity 4: Concept Check

Instructions: Answer the questions.

1. What does the UAE want the future economy to be based on?

.....

2. What is innovation?

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.....

3. What kind of artificial intelligence could we see in the Fourth Industrial Revolution?

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4. What is another innovation you know of?

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Activity 5: Think and Discuss

Instructions: In groups, discuss the answer to the questions.

Would you like to talk to a robot? Would you like to ride in a driverless car? Why or Why not?

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Lesson Description with SLO Tags and Notes

Activity 5:

Students give their opinion on whether they would like to talk to a robot, which is something that could be part of the future of the UAE economy.

MSC.2.6.02.006

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Lesson Description with SLO Tags and

Notes

Activity 6:

After seeing a number of options of the future economy, students reflect on what job they might want to have in the future.

MSC.2.4.02.008



Activity 6: Look into the Future

Instructions: Think about the job you want in the future. Do people have that job now? Draw a picture of yourself doing that job. Write a paragraph describing the job.

Answer these questions to prepare to write your paragraph.

1. What is the name of the job?

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2. What good or service do you provide?

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3. Is the good or service you provide a need or a want?

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4. What skills and knowledge do you need for that job?

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My Future Job:
Draw a picture of you doing your job. 
Describe your job:

Formative Assessment Opportunities

Each activity serves as a formative assessment of the SLOs tagged in that activity.

Remedial Opportunities

For Activities 2-3, the teacher could prepare pictures of the goods and services mentioned in the reading..

Extension Opportunities

Students could develop Activity 7 into a more elaborate presentation, including using presentation software.

Lesson Objectives

- MSC.2.4.01.009 Distinguishes among human, natural, and capital resources
- MSC.2.5.02.007 Creates various forms of written work on the information gathered (e.g. poem, comics, short story, Power Point)
- MSC.2.6.01.006 Designs a presentation justifying his arguments regarding a certain event
- MSC.2.6.01.007 Proposes a plan to solve a contemporary local issue
- MSC.2.6.02.008 Recommends and implements a plan to solve a school wide or local issue using evidence
- MSC.3.2.02.004 Explore benefits and responsibilities of members of a community and the institutions that serve them

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

- create a way to reduce, reuse, or recycle resources at their school

Key Vocabulary:

- **reduce:** use something less
- **reuse:** use something again
- **recycle:** use material again but in a different form

Unit 3
Resources and How They Help Us

Lesson 5

Improving Our School

LESSON OBJECTIVE:

By the end of the lesson, students will:

- **create a way to reduce, reuse, or recycle resources at their school**

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Vocabulary

reduce

reuse

recycle



Project Description:

Students reduce, reuse, or recycle something to improve their school.

Project Description

- The purpose of this project is for students to see that they can be involved in the concepts learned in the book, in particular reducing, reusing, and recycling resources.

Lesson Description with SLO Tags and Notes

Project Steps:

Step 1:

Students brainstorm ideas of what they could reduce, reuse, and recycle around the school. (MSC.2.6.01.007, MSC.3.2.02.004)

Selected Activity Answers

Think about our classroom or our school. What resources could we reduce, reuse, or recycle?

Reduce: Answers will vary, but could include plastic bottles, paper, electricity, etc.

Reuse: Answers will vary, but could include paper, cans, glass jars, etc.

Recycle: Answers will vary, but could include plastic bottles, paper, etc.



Step 1: Brainstorm

Instructions: Think about our classroom or our school. What resources could we reduce, reuse, or recycle?



Step 2: Pick Your Topic

Instructions: Answer the questions.

1. In groups, decide on one item from Step 1 that you care about the most. Write it on the line below:

2. Think of three ways that students in your school could reduce, reuse, or recycle your resource:

➤ a) _____

➤ b) _____

➤ c) _____

3. Explain how your class or school environment will be better.

Step 2:

Students pick what they will reduce, reuse, and/or recycle at the school. (MSC.2.6.01.007, MSC.3.2.02.004)

Selected Activity Answers

1. In groups, decide on one item from Step 1 that you care about the most. Write it on the line below:

- Answers will vary.

2. Think of three ways that students in your school could reduce, reuse, or recycle your resource:

- Answers will vary, but could include going around campus picking up things to recycle, making a poster encouraging others to recycle, etc.

3. Explain how your class or school environment will be better.

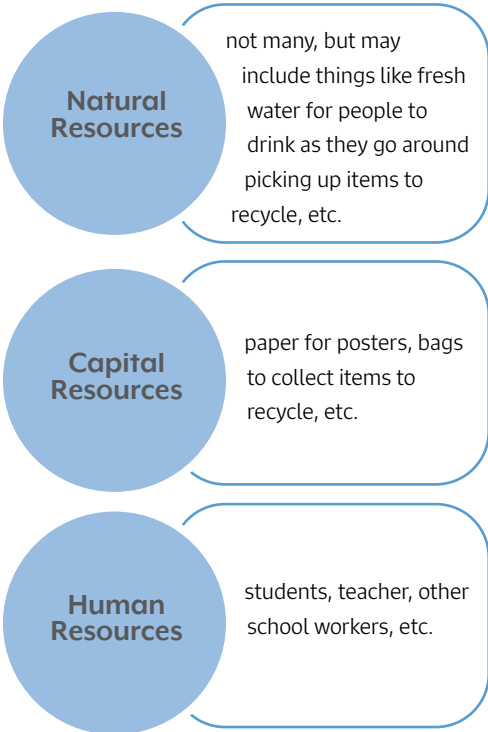
- Answers will vary, but should include things like the school will be cleaner, the environment will be prettier, etc.

Step 3:

Students think about the natural, human, and capital resources they need to reduce, reuse, and recycle their resource. (MSC.2.4.01.009)

Selected Activity Answers

What resources are needed, if any, to reduce, reuse, or recycle your resource?



Step 3: Resources Needed

Instructions: What resources are needed, if any, to reduce, reuse, or recycle your resource?

Natural Resources	Human Resources	Capital Resources

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Step 4: Make a Poster

Instructions: Make a poster that encourages people to reduce, reuse, or recycle your resource at school. Use your ideas from the lesson. Draw pictures and write short phrases.



Step 4:

Students make a poster encouraging people at the school to reduce, reuse, and recycle their chosen resource. (MSC.2.6.01.006)

Step 5:

Students take action to reduce, reuse, and recycle their resource. Examples of this action include putting up posters around the school, taking bags around the school and picking up things to recycle, etc. (MSC.2.6.02.008, MSC.3.2.02.004)



Step 5: Take Action

Instructions: Have your class or your school start doing your plan to reduce, reuse, or recycle resources.

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Step 6: Reflection

Instructions: Write about the actions you took to reduce, reuse, or recycle resources. What did you accomplish? What could you do better the next time you try a project like this?

Step 6:

Students reflect on their actions they took to reduce, reuse, and recycle their resource, including what they could do better next time to be more effective. (MSC.2.5.02.007)

Formative Assessment Opportunities

Each step in the project serves as a formative assessment of the SLOs tagged in that activity.

Remedial Opportunities

The teacher could prepare a sample presentation that students can follow.

Extension Opportunities

Students could make a larger poster or create a digital poster for school-wide circulation.

Glossary

Admiration: Respectful approval; liking something in a respectful way .

Apologising: Saying sorry.

Appreciation: Knowing something's worth and value; giving things their due respect.

Aspects of culture: The different parts of culture that go into making up a cultural identity (language, arts, social relationships, food and music).

Attributes: An inherent part of someone or something.

Behaviour: The way you act and things you do.

Beliefs: Things we accept as existing or as true.

Bully: Person or people engaging in unwanted aggressive behaviour.

Bystander: A person who sees bullying but doesn't get involved.

Care: Look after; show concern.

Characteristics: Features of something; the typical qualities and features that belong to someone.

Co-operation: Working together towards a shared aim to achieve the same result.

Collaborative: Done by several people all working together.

Community: A group of people who share common bonds, interests, traditions and rules.

Compromise: An agreement made between two people or groups in which each side gives up some of the things they want so that all sides are happy at the end.

Confronting discrimination: Rejecting unfair distinctions; allowing everyone to participate.

Confronting discrimination collectively: A collective effort, uniting efforts to reject discrimination and seeking to involve others.

Confronting discrimination individually: An individual effort to reject discrimination.

Considerate: Always thinking of other people's wishes and feelings; being careful not to upset or hurt others.

Continent: One of the five large land masses on the planet: Africa, Asia, Europe, America and Australia.

Country: A political entity that includes a great number of individuals called "people", and it is a region in the world that has its own sovereign borders and enjoys a legal personality, a governmental system and political independence.

Cradle of civilisation: Where the civilisation was born.

Crafts: Professions, crafts.

Criteria: Standards by which something is judged.

Cuisine: The style or method of cooking in a particular country, region, or place.

Cultural diversity: A range of different cultures in a place.

Cultural iceberg: An image that represents the visible and invisible aspects of culture. We see the iceberg that is above the water line, but we often don't consider what is below the water line. Culture is considered the same way.

Cultural identity: The cultures that someone identifies with.

Culturally diverse: Having a range of different cultures in a place.

Cultural mapping: A simple way to show aspects of someone's culture.

Cultural Portrait: A graphic representation of someone's cultural identity.

Cultural profile: A way of recording the important aspects of culture that we identify with.

Customs: Practices that people in a given place have the habit to do.

Customs and traditions: Customs are activities that people get used to doing effortlessly for a certain time; traditions are people's cultural heritage, inherited from their ancestors.

Danger: Something that can harm a person; exposure to the possibility of being harmed, injured or killed.

Difference: Variance, contrast.

Differences: Those which are different.

Discrimination: Isolating, differentiating or segregating someone; giving preference to some people over other people.

Discrimination against animals: Animal abuse; disregarding animal rights.

Discriminatory treatment: Discrimination in the way you treat people based on their different races, abilities, colours or beliefs.

Disrespect: Intolerance or dismissive attitude to something or someone.

Earth: The surface of the globe and its natural and political sections; it is often represented by a ball made out of cardboard.

Education: The process of teaching skills, values and moral rules.

Environment: A group of natural elements that surround people, animals and greenery.

Equality: Treating people without discrimination, regardless of colour, gender or abilities.

Equally: Treating people the same, without discrimination.

Expatriate: A person who leaves the country of his parents and lives in another country for work or education.

Facing discrimination collectively: As a group, speak out against discrimination and make efforts to stop it.

Facing discrimination individually: To speak out against discrimination on your own and seek to involve others.

Fair: Giving others their rights; treating others justly.

Fairness: Applying the properties that constitute 'fair'

Feelings: How someone responds emotionally.

Gratitude: Feeling appreciative and grateful.

Handshake: The act of two persons greeting one another by holding hands.

Harmony: People existing together without conflict.

Historical culture: Culture as it was practised in the past.

Hospitality: Our welcome for someone to our home or country.

I appreciate your work: I value your work and realise its worth.

Important things: All things, places, customs and traditions that we want to keep and preserve.

Inappropriate: Not suitable.

Inclusive: Ensuring that no one feels left out.

Just: Fair; giving people their rights.

Justice: Giving people their rights; fairness; absence of injustice.

Location: Pointing out the geographical location on the map.

Logo: A symbol used to clarify a certain idea.

Making Amends: Doing something to make the situation better after you have said or done something wrong.

Map: A diagram showing different countries and features of the globe.

Offended / Offensive: To be hurt by something that someone says or does.

Online: Connected to or using the internet.

Organisation: An institution with specific objectives, often in the areas of politics unions or culture.

Planet: An entity that orbits around the sun; the main ones are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune

Planet Earth: The surface of planet earth and its natural and political sections, which could be represented by a sphere made out of cardboard.

Pollution: Damage caused to the natural environment by waste and microbes

Protocols: The expectations that we place on people which are related to our cultural norms in given situations.

Pseudonym: A fictitious or fake name.

Reserve: A geographic area with a purpose of preserving environmental resources.

Respect: An understanding and appreciation of something or someone.

Restoration: Repair.

Similarities: Those which are the same.

Slogan: A symbol used to clarify a certain idea.

Specifying a location: Pointing out the geographical whereabouts on the map

Taking care of things: Looking after it and protecting it from harm.

Taking Responsibility: Accepting the consequences of your behaviour.

Target: The person or people who are the focus of the aggressive behaviour.

Thoughtful: Showing consideration for the needs of other people.

Trusted Adult: A grown-up you know who you can turn to.

Unfair: Unjust; depriving someone of their rights.

Unfairness: Injustice, unfairness or denying the rights of another.

Unique: There is nothing the same or similar.

Upstander: Someone who stands up for what is right.

Values: Things we think are important.

Water resources: The water and the contents of water surfaces, such as aquatic animals and plants.

World: All that surrounds us; everything on planet Earth.

World view: The way we see and understand the world around us.

capital resources: goods used to make other goods or provide services

clean energy: energy that does not create pollution, like wind or solar energy

coal: a hard, black material that is burned as fuel

community: people who live together and have something in common

conserve: to not waste, like conserve water

export: something sent to another country for sale

goods: things like books, furniture, cars, computers, and buildings

human resources: people who work to make goods or provide services

import: something brought into a country for sale

interdependent: when people need each other

knowledge-based economy: economy based on innovation and research

minerals: things like gold, silver, or lithium

natural resources: things you find in nature, like water, plants, and animals

recycle: use material again but in a different form

reduce: use something less

reuse: use something again

scarce: when something is in short supply

scarcity: a situation where people do not have enough of something

services: actions people do to help each other

shelter: a covered place where a person can live safely

soil: special dirt used for growing plants

solar plant: a place that changes the sun's rays into energy

stone: hard material made from minerals and earth

trade: when people give each other goods or services to get what they need

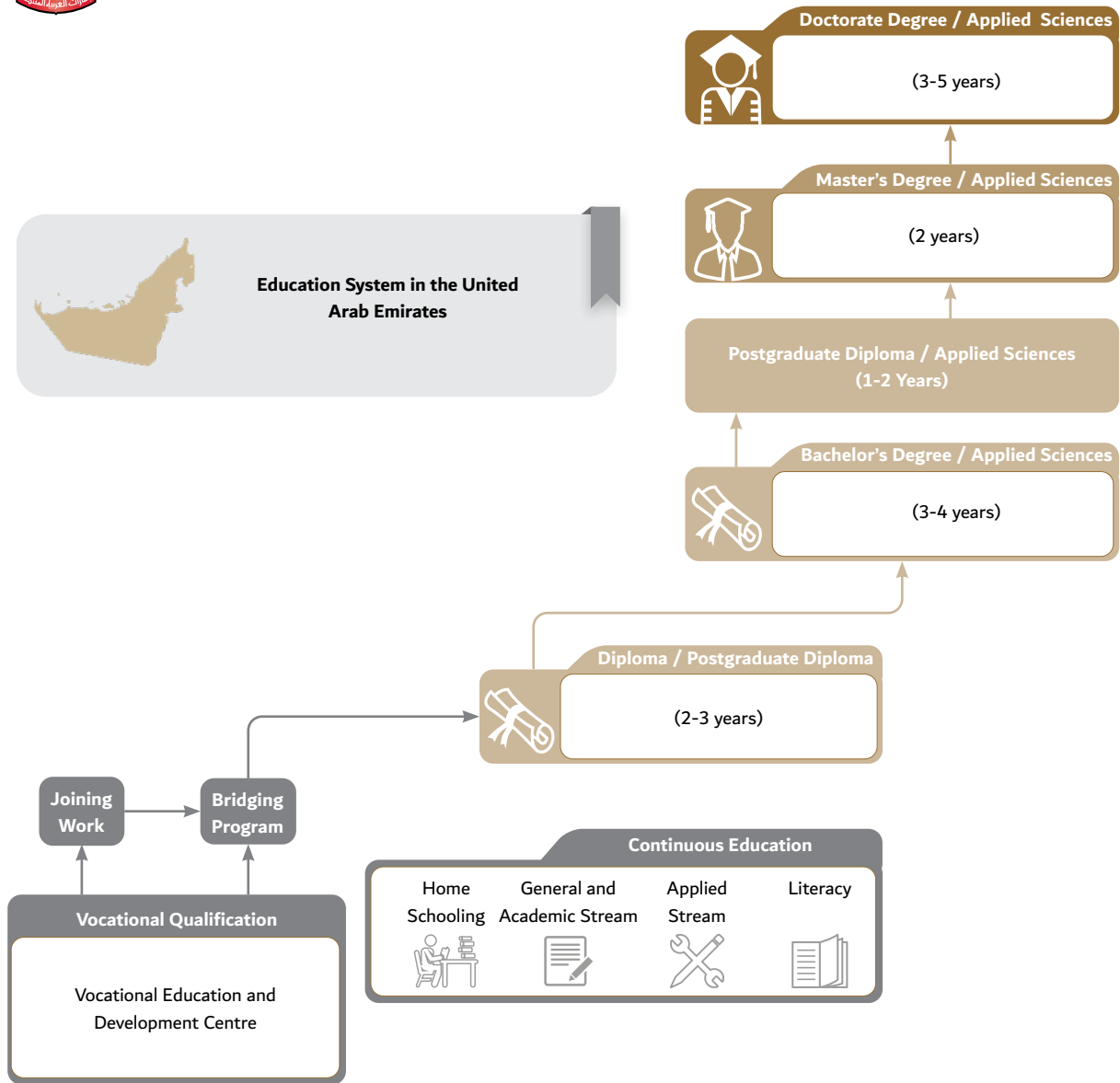
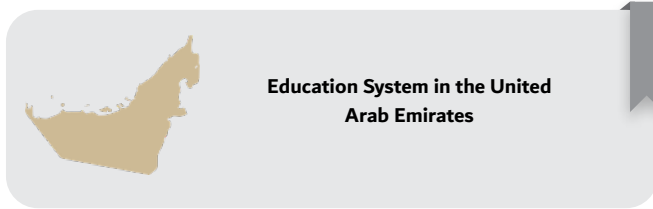
vertical farming: farming inside a building on shelves, where the farmer can closely control things like the temperature and amount of water given to the plant

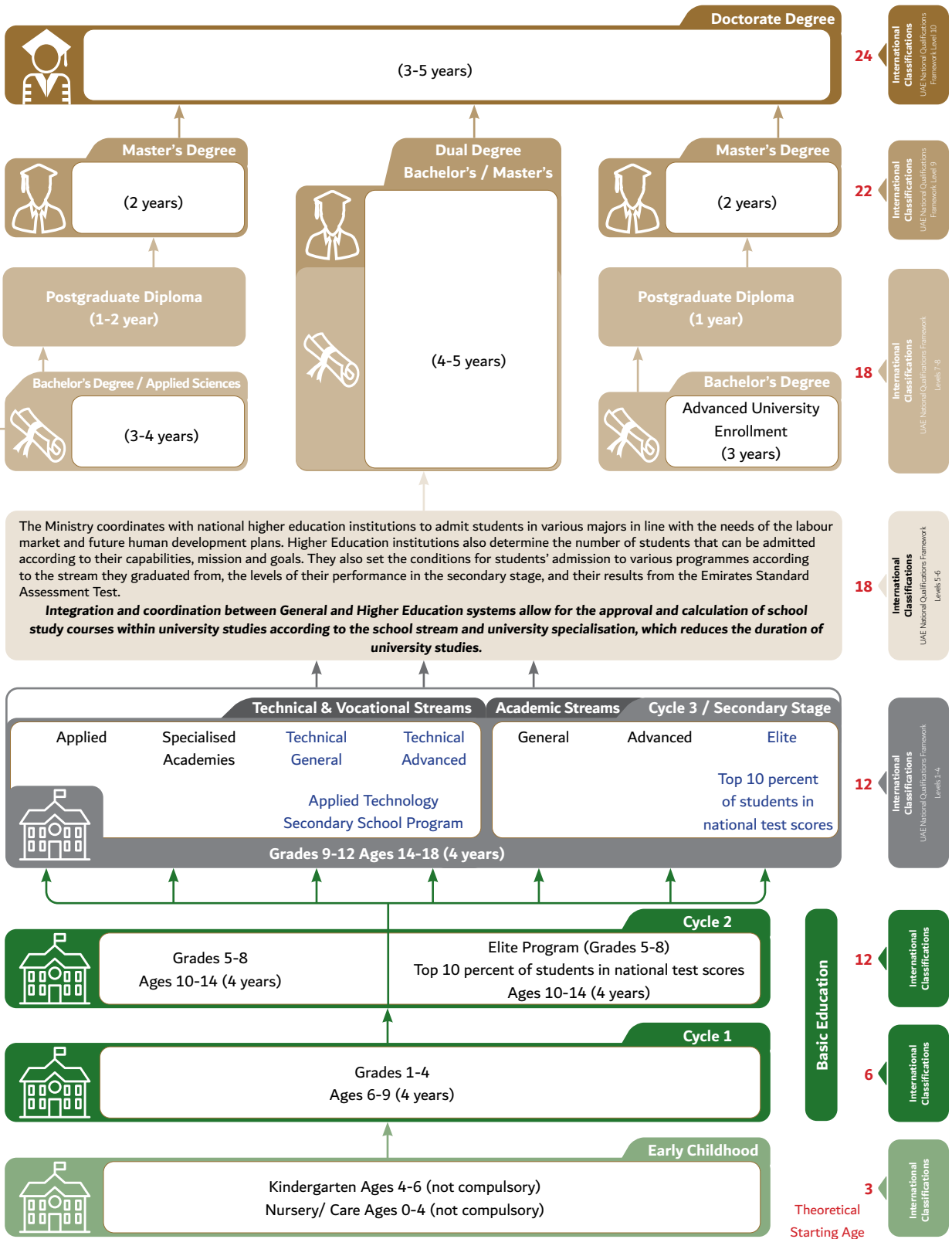
windmill: machines that make energy by turning in the wind





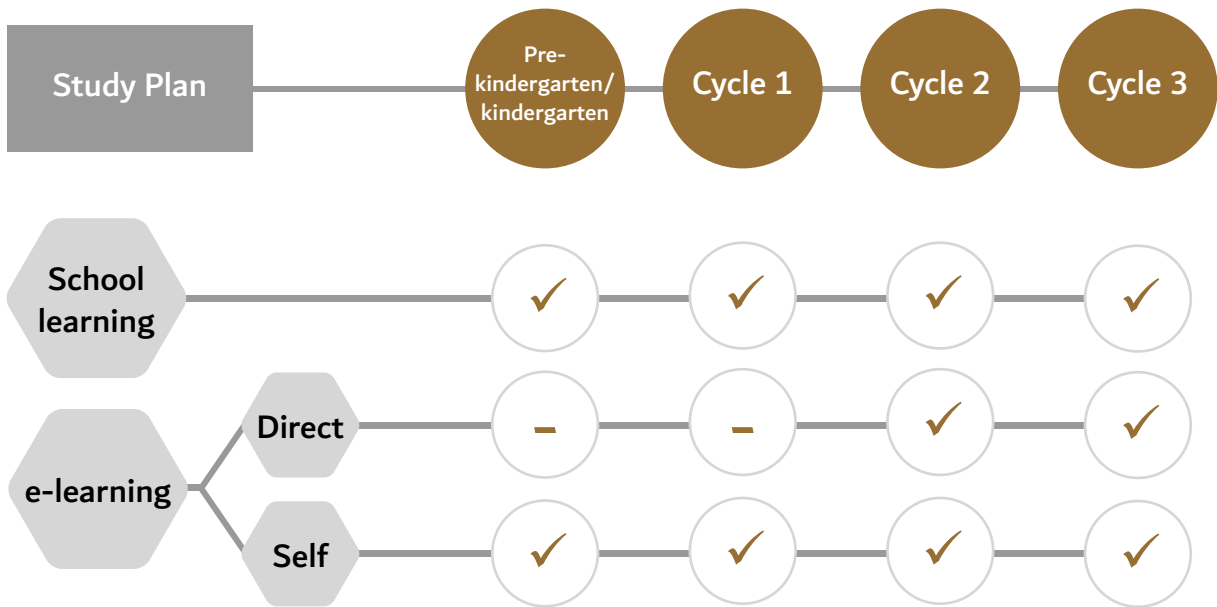
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Hybrid education in the Emirati school

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:



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للإتقان الذكي
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