

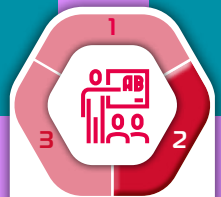


UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022





MORAL, SOCIAL & CULTURAL STUDIES



Grade
04



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Moral, Social & Cultural Studies

Teacher Guide Grade 4

Term 2

First Edition

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

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Domain: Moral**Unit 1:
Peace and
Responsibility****Unit Objectives**

This unit teaches students to be efficient in their relationships at home, school and in the community by keeping peace (conflict resolution) and taking responsibility. One of the key concepts covered in this unit is peace, particularly: treating others amicably and without tension, having positive ideas people, being in harmony with others, and ending conflict and aggression. It also covers how to be a responsible person, encompassing how to be trustworthy and dependable.

Unit Description

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

Lesson	Topic
Lesson 1	Conflict Resolution
Lesson 2	Peer Mediators I
Lesson 3	Peer Mediators II
Lesson 4	Act Responsibly
Lesson 5	Social Responsibility in Practice

Central Question: How do we work toward peace for ourselves, our community and our world?

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

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

Learning Outcomes

1. Show a greater understanding of how to solve conflicts at home and at school.
2. Explain how communication is the key to conflict resolution.
3. Demonstrate, independently, how to achieve a compromise.
4. Identify signs of an impending conflict, and take measures to pre-empt it.
5. Recognize the consequences of actions.
6. Describe how to show social responsibility.
7. Take care of themselves and their property.

Lesson Objectives

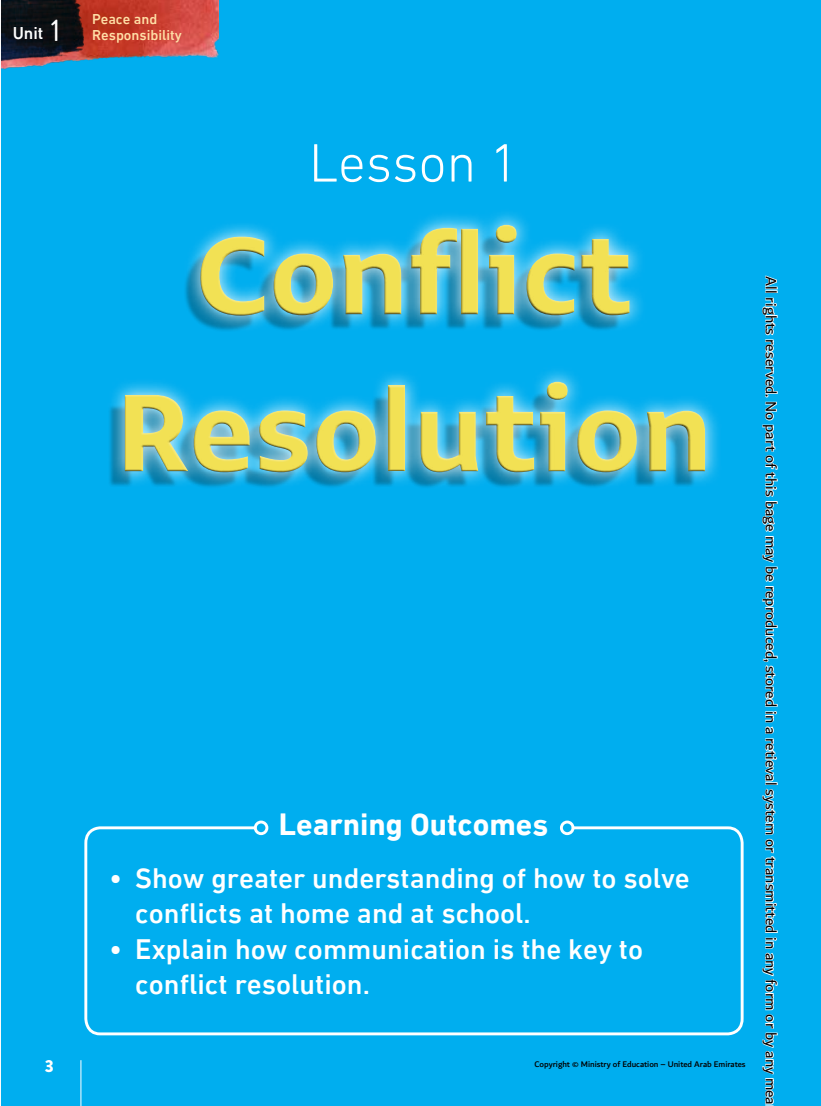
In this lesson, students will learn about conflict resolution at home and at school. In particular, they will learn about the important role played by communication when it comes to conflict resolution.

Required Materials

- Speaking object for circle time – a small item such as a painted rock, shell or stuffed animal.

Learning Outcomes

- Show greater understanding of how to solve conflicts at home and at school.
- Understand and explain that communication is the key to conflict resolution.

A blue presentation slide for Lesson 1. At the top left, a dark blue box contains 'Unit 1' and a red box contains 'Peace and Responsibility'. The title 'Lesson 1' is in white, and 'Conflict Resolution' is in large, bold, yellow letters with a drop shadow. At the bottom, a white-bordered box titled 'Learning Outcomes' contains two bullet points. The page number '3' is at the bottom left, and the copyright notice is at the bottom right.

Unit 1 Peace and Responsibility

Lesson 1

Conflict Resolution

Learning Outcomes

- Show greater understanding of how to solve conflicts at home and at school.
- Explain how communication is the key to conflict resolution.

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Vocabulary

peace

conflict

communication

resolution

What is peace?

Think about peace. What does it mean to you? What does it mean to your community and to the wider world? How can we participate in creating peace? Share your thoughts with the class.



Dove of peace

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Unit 1 Lesson 1

4

Peace

Calm and quiet state where there is no conflict.

Conflict

Disagreement resulting in struggle or argument.

Communication

Act or process of sharing or passing ideas, thought or feelings to another person.

Resolution

The solution or answer to a problem or conflict.

Suggested answers

- To me, peace means quiet and calm, with no noise, war or disruption.
- To my community/to the wider world, peace means everyone living together happily and in harmony, without problems or conflict.
- We can participate in creating peace by focusing on the things that unite us, not the things that divide us.

Then have a general discussion about peace. Draw students attention to the image. Ask them who knows why the dove is a symbol of peace. If they don't know, explain that long ago some people were lost in the sea. When they saw the dove with the olive branch, they knew that they were close to land and that they were safe. Use the questions below as guidance.

For Beginners

- What does peace look like?
- What does peace sound like?
- Can you give examples of peace at home? At school? In our communities? In our world? Within ourselves?
- What is the opposite of peace?
- Would you like more peace?
- How do we create peace?

For Advanced students

- Does the world need more peace?

Activity 1 (10 minutes)

Arrange students in a circle. Remind them about the rules of circle time:

- Every person will have a chance to speak.
- Others will listen and not judge.
- If you do not want to speak you can 'pass'.

Use a 'speaking object' to pass around. The s any object you deem fit

Allow each student to answer the first question.

You can begin by modelling an answer. "To me, peace means ..."

Activity 2 (15 minutes)

Read the text *Resolving Domestic Conflict* aloud. Then discuss the questions that follow.

Suggested Answers

- a. Different family members wanted to watch different things on TV, but there is only one TV.
 - b. It was resolved through communication. Everyone talked about the problem and agreed on a solution.
 - c. Another solution would have been to take turns according to times. Usually, kids programs are early in the evening when kids are awake.
- Conflict resolution starts with communication, so that's definitely important. After that, there's need for understanding and compromise.

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2

Read the story *Resolving Domestic Conflict*. Then answer the questions that follow.

Watching TV in my house is difficult. We just have one screen in the house and everyone has different tastes. My mum likes to watch dramas and her favourite program is Samarkand. For me it's so boring – it seems to go on for ages. My dad likes comedies. He's always laughing at programs like Tawaree. I just don't see what's so funny. My sister loves travel and fashion programs; her favourite is Duroob. She likes to imagine travelling to lots of exotic destinations and buying expensive clothes. I like kids shows. My favourite channel is Majid TV, but no-one else in the house likes it.

You can probably guess how many arguments we used to have! One day, my father said, "we need to talk about this and come to an agreement". And we did! So Monday is my mother's night. She gets to watch her favourite dramas then. On Tuesday, my sister gets to watch her travel programmes and on Wednesday my father spends all evening watching comedy shows. On Thursday I get to watch cartoons. On all the other days, we try to find something that everyone likes. It's difficult, but mostly we succeed.

5

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Our TV room

- a. What was the conflict in the story?
- b. How was it resolved?
- c. Think of another solution to this conflict.

Think!

What's the most important things to do when trying to resolve a conflict?

Activity 3 (10 minutes)

Arrange class into pairs. Read the introduction and statements aloud. Instruct students to discuss the statements with their partner and decide if each is true or false.

Suggested Answers

Answers may vary as students have different opinions and experiences in this matter.

Accept and discuss all replies till you have more than half the class agree to the answer.

Activity 4 (10 minutes)

Divide the class into pairs. and discuss between them.

Then let them figure out what is happening in the picture. Encourage students to think deeply and imagine scenarios.

After they reply to the questions, ask them to find the solution to this conflict in three different ways. Make sure they pass through the step of communication between the kids in the picture.

3

What is conflict? Discuss the statements below with your partner. Decide whether each one is true or false.

- | | True | False |
|----------------------------------------------------------|--------------------------|--------------------------|
| 1. There are at least two sides to every conflict. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Conflict can be eliminated completely. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It is not possible for everyone to win in a conflict. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Conflict can be constructive as well as destructive. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It is possible to learn how to handle conflict well. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Conflict is a normal part of life. | <input type="checkbox"/> | <input type="checkbox"/> |

4

Look at an image of conflict. With your partner, discuss these questions:

- Where is conflict happening in the picture?
- Who is involved?
- What do you think is the source or cause of the conflict?
- How do you think the people involved feel?
- How are they expressing those feelings?

Now resolve this conflict to have three different results:

- Both sides lose**
- One side wins, the other loses**
- Both sides win.**



Conflict

5

Read the statements below. Choose one and use the five lines below to write your answer.

- Peace is possible.
- Communication is the key to conflict resolution.
- There does not have to be a loser when a conflict is resolved.
- I can learn how to resolve conflicts.

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Activity 5 (10 minutes)

Read the introduction and statements aloud. Give students a moment to reflect. Then ask them to choose a statement and write about it on a paper.

Collect and read students' responses in order to assess learning and to adapt subsequent lessons if necessary.

Key Skills (Head, Heart, Hands)

- Communication
- Multiple Perspectives
- Dealing with complexity

Differentiated Learning

- Use multiple question levels to ensure that students of differing abilities can be challenged at a level that is appropriate to them.
- Allow for '**think time**' after questions or concepts are posed to allow all students time to process.
- When pairing or grouping students ensure that students who need more support or guidance are working with a capable child.
- Encourage students who are capable to reflect on the more challenging questions in their writing.

Evaluation/Reflection

- Share learning outcome with students before lesson begins.
- Effective questioning
- Peer assessment – through group work

Lesson Objectives

In this lesson, students will learn about the importance of communication and compromise in resolving conflict. They will also learn how to identify the likelihood of conflict occurring, and how to make and act upon the correct decisions to address the situation.

Required Materials

- Character cards and role cards for Activity 2
- Display posters for 5 styles of conflict

Learning Outcomes

- Show greater understanding of how to solve conflicts at home and at school.
- Explain how communication is the key to conflict resolution.
- Demonstrate, independently, how to achieve a compromise.
- Identify signs of an impending conflict, and take measures to pre-empt it.

Unit 1
Peace and Responsibility

Lesson 2

Peer Mediators I

Learning Outcomes

- Show greater understanding of how to solve conflicts at home and at school.
- Explain how communication is the key to conflict resolution.
- Demonstrate, independently, how to achieve a compromise.
- Identify signs of an impending conflict, and take measures to pre-empt it.

9

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Vocabulary

compromise

concession

active listening

How can we respond to conflict?
Share your thoughts with the class.

- What is conflict?**
- How do people feel during conflict?**
- How do people act during conflict?**
- What is the key to resolving conflict?**

Although building is more difficult than destroying, peace more difficult than war and convincing more difficult than imposing, these three ways are more enduring.

Sheikh Mohammed Bin Rashid Al Maktoum

Compromise

A way of resolving a dispute in which person accepts less than what they wanted at the beginning in order to reach agreement.

Concession

Something given up or accepted in order to end a conflict or disagreement.

Active listening

Completely concentrating on what someone is saying to you.

Activity 1 (10 minutes)

Arrange students in a circle. Remind them about the rules of circle time:

- Every person will have a chance to speak.
- Others will listen and not judge.
- If you do not want to speak you can 'pass'.

Use a 'speaking object' to pass around. Start asking the students the a, b, c, and d questions in the book. Allow one student to answer one question. Then ask the big question 'How can we respond to conflict?', allowing each student to answer it.

Explain that they can share possible feelings and actions that people undertake when in conflict – they do not have to share their personal reactions to conflict.

Suggested Answer

- Conflict is when there is an ongoing disagreement or argument between people.
- People might feel angry, confused, worried, helpless.
- People might act angrily and blame others, or they might try to find the reasons for the conflict and try to resolve the problem.
- Communication between those involved in the conflict is the key. Then the cause of the conflict can be identified and corrected and, if necessary, apologies can be offered.

Activity 2 (15 minutes)

Read the text about **Conflict Resolution Styles** aloud then ask the questions in the student book.

Suggested Answers

- a. The shark style is perhaps the least helpful. Confronting and enforcing is unlikely to produce a solution that everyone is happy with, so it's unlikely to lead to peace.
- b. The owl style is probably the most helpful because it works towards a fair outcome, which will probably be a lasting outcome. Note to the students that the owl is always described as the logical animal.
- c. A lot of people compromise when faced with conflict, which is the fox style. So perhaps the fox style is the most common one.

Discuss the **Think** feature. Allow students to share their examples in the class. Correct them whenever you think they are giving the wrong examples.

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2

Read the text about *Conflict Resolution Styles*, then answer the questions that follow.

There are many different ways of dealing with conflict. Turtles, for example, avoid conflict. They hide in their shells avoiding the situation or postponing a decision. Bears accommodate difference. Relationships matter so much to them that they sometimes forget about their own needs to allow others to win. Sharks are competitive. They confront and enforce. They often win at the expense of others. Foxes compromise. They give and take to find a middle of the road solution. Owls collaborate with others to try to achieve fair outcomes. We can understand these styles better with a concrete example. Imagine you're playing tennis. Your opponent hits the ball close to the line. You think it's out. Your opponent thinks it's in. If you're a turtle or a teddy bear, you'll agree with your opponent. If you're a shark, you'll try to intimidate your opponent until he agrees with you. If you're a fox, you'll ask your opponent to replay the point. But if you're an owl, you'll try to get to the root of the problem. You might ask any onlookers if they saw where the ball landed. If all the people you ask say the ball was in, you'll give the point to your opponent.



- Which style do you think is the least helpful?
- Which style is the most helpful?
- Which style is the most common?

THINK

Can you think of anyone you know who is definitely one of these styles?

Activity 3 (15 minutes)

Explain to students that they will be doing an active listening activity.

- Put students into groups of three.
- Give each group an envelope containing three pieces of paper outlining roles - two roles are characters involved in a conflict and the third role is an observer. Create your own situations to suit the needs of your students – between friends, family members, parent and child, teacher and student etc.
- Each student has a few minutes to think about what they will say before starting.
- Each character will then have 1-2 minutes (depending on time) to explain their side of the story. Use a timer for this and give a signal when the time is up. The other two students listen without interrupting or responding.
- The independent listener then has time to summarise what the first character said by stating the facts and then the feelings. The independent listener says something like, "This is what happened _____. You feel _____ about it. You want _____ to happen next."
- Then it's the second character's turn to speak. Use a timer again and signal when the time is finished.
- The independent listener again will summarise the character's point of view.

When the task has been completed, open up a debrief of the activity using the following questions as guidance:

For Beginners

- Was it difficult to listen without interrupting?
- Was it difficult for the independent listener to remember all the things that had been said?
- Did the independent listener do a good job of summarising?
- Did the wants of the characters differ?
- What kind of feelings did the characters have about the conflict?

For Advanced Students

- Why do you think having an independent listener can be helpful?
- What type of conflict style (out of the 5 we looked at earlier) did your character have?
- How do you think the skill of active listening will help you during a conflict?

Moral, Social and Cultural Studies | Grade 04 | Term 2

3

Now let's practice active listening through a short role play. You will either be a character in a conflict or an independent listener.

Your teacher will explain the details of the conflict.

Roles and Duties	
Characters	Your job is to explain your side of the story, explain how you feel and say what you would like to happen.
Independent listeners	Your job is to listen to each character without judgement. Pay attention to the facts, their feelings and what they want.

"Listening is an art that requires attention over talent, spirit over ego and others over self."
Dean Jackson

Did you know?

There is an International Day of Listening that happens in late september

Teacher's Explanation

Often people who are in a conflict get stuck on debating details of what happened instead of moving on to how they feel about the situation and what they would like to happen.

This activity encourages students to listen closely, identify and to pay attention to the details of what happened, how they feel about it and what they want.

The aim of this activity is to show students that, in order to resolve conflict, they need to: 1) identify their own feelings and wants, and 2) listen to the feelings and wants of the other person.

The independent listener acts as a neutral person in the conflict. It is often easier for a neutral person to see the situation with greater clarity when their own emotions and wants are not involved. This can often be the case in life where we ask a friend or mediator to help us resolve conflicts. We will be learning more about this role in the following lesson.

4

What is a compromise? How does it happen? See if you can come up with a compromise to settle the conflict from the previous activity.



- Have you ever had to make a compromise?
- What happens if you can't reach a compromise?
- What is a concession?
- What concessions have you had to make in the past?
- What happens if you do not make a concession?

5

Choose one of these statements. Then use the five lines below to write your answer.

- In a conflict, listening is as important as clearly explaining your side.
- Compromises allow both sides to win, but there is something that must be given up.
- "When I am involved in a conflict, I usually behave like a [insert conflict style]."

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Activity 5 (5 minutes) optional

Read the introduction and the statements aloud. Then ask students to choose one and write about it.

Give students time to reflect and write their thoughts about the statements. You can add more statements for your students to choose from taking their needs and the local situation into account.

If there's time, ask some students to voluntarily read their piece to the class.

Collect and read your students' responses in order to assess learning and to adapt subsequent lessons if necessary.

Key Skills (Head, Heart, Hands)

- Managing oneself
- Active listening
- Decision making

Differentiated Learning

- Use multiple question levels to ensure that students of differing abilities can be challenged at a level that is appropriate to them.
- Allow for 'think time' after questions or concepts are posed to allow students time to process.
- When pairing or grouping students, ensure that those who need more support or guidance are working with a more capable student.
- Encourage students who are capable to reflect on the more challenging questions in their writing.

Evaluation/Reflection

Share learning outcome with students before lesson begins.

Effective questioning

Peer assessment – through group work.

Activity 4 (15 minutes)

Read the introduction. Return to the question, 'What is a compromise?', and ask students for suggestions.

Then share this definition with them and ask them to write it down in their note books:

"Compromise is an agreement or settlement of a dispute that is reached by each side making concessions."

Direct students to remain in the same groups from previous activity. Ask them to think of a compromise that the characters in their role plays could come to in order to resolve the conflict. Ask them to determine the concession that each character would make.

Lesson Objectives

In this lesson, students will learn more about resolving conflicts through communication and compromise. In particular, they will take an in-depth look at how to tell when a conflict is likely and how to act in a way that resolves the problem.

Required Materials

- Large sheets
- Markers

Learning Outcomes

- Show greater understanding of how to solve conflicts at home and at school.
- Explain how communication is the key to conflict resolution.
- Demonstrate, independently, how to achieve a compromise.
- Identify signs of an impending conflict, and take measures to pre-empt it.

Unit 1
Peace and Responsibility

Lesson 3

Peer Mediators II

Learning Outcomes

- Show greater understanding of how to solve conflicts at home and at school.
- Explain how communication is the key to conflict resolution.
- Demonstrate, independently, how to achieve a compromise.
- Identify signs of an impending conflict, and take measures to pre-empt it.

15

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Vocabulary

conflict resolution

perform

review

responsibility

1

Have you ever heard of Mahatma Gandhi? Read the short text about Mahatma Gandhi: A Promoter of Peace then participate in the class discussion.

Mahatma Gandhi, born on October 2, 1869, is one of the most well-known promoters of peace in history. He was the leader of the Indian Independence movement against British Rule. He convinced Indians to fight for their rights in a unique way: non-violence. India and the rest of the world remember him fondly as Gandhiji or Mahatma Gandhi. Mahatma means 'great-souled'.

- a. What are some signs that conflict may happen?
- b. How can we prevent conflict from occurring?

DATE

Ghandi's birthday is celebrated annually as International Day of Non-Violence.

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Unit 1 Lesson 3

16

Conflict resolution

The process in which two or more people or groups reach an agreement or resolve a conflict between them.

Perform

To do something that usually requires some skill or knowledge.

Review

An inspection or consideration of something so as to give an opinion.

Responsibility

A task or a duty that a person is meant or required to do.

Activity 1 (5 minutes)

Read the introduction aloud. Ask if anyone has ever heard about Gandhi. If so, ask what they know about him.

Then read the text aloud.

Next, discuss the questions in the Student Book.

Suggested Answers

- a. One sign that a conflict may happen is raised voices / anger / tears / doors slamming.
- b. One way to prevent conflict from occurring is to clearly express how you feel / apologise if you have made a mistake or done something wrong / take time to understand the other person's perspective.

Write the answers on a large piece of paper to display in the classroom.

Divide the page into two sections headed 'Signs of Conflict' and 'Ways to Prevent Conflict'.

Activity 2 (15 minutes)

Ask students to read the story then answer the questions.

Suggested Answers

- a. At first, Raja responded with anger, insulting Brian. It did not work because Brian continued to behave badly - and Raja became even more distracted.
- b. Raja and his classmates resolved the conflict by getting together and talking to Brian. They explained the problem he was causing, and listened to his explanation.
- c. Yes, I think so. Everyone understands one another now, and Brian has addressed his problem in a constructive rather than destructive way.

Suggested Answers

I would have approached Brian and calmly spoken to him, and explained that his behaviour was upsetting me and preventing me from learning. And I would have listened to what he had to say.

2

Read the story about *Resolving a Classroom Conflict* then answer the questions that follow.

Brian hated English class so he always tried to disrupt the teacher's lessons. Raja sat beside Brian. He loved English. Brian's bad behavior made him very angry. He would insult Brian, telling him that he was lazy and stupid. He would get so angry that he would lose track of what was happening in class himself. But Brian just laughed. Eventually he just stopped talking to Brian, but Brian was so loud that Raja couldn't concentrate on the class. One day, Raja noticed that some other students were getting tired of Brian's antics too. One day after class, Raja got together with some of the others. They all agreed something needed to be done. The next day they confronted Brian as a group. This time he listened. After a while, he admitted that the reason he acted like he did was because his English was poor and he felt lost in class. After the confrontation he decided to take extra English lessons. In a few weeks, he was speaking English better than Raja.



Raja and Brian in class

- a. How did Raja respond at first to the conflict? Was it successful?
- b. How did Raja and his classmates ultimately resolve the conflict?
- c. Do you think the resolution will last?

THINK!

How would you deal with this problem if you encountered it?

Activity 3 (20 minutes)

Explain to students that they are going to create a play about conflict. Read the introduction aloud.

Arrange the class into groups of around five students each. Tell them they will have 15 minutes in total to plan and write their play. It should take around two minutes to perform.

While the students are doing group work, go around and ask them to explain something about their story and characters. Offer help where needed.

Activity 4 (15 minutes)

Read the introduction aloud. Explain that each group will get a chance to perform the play they prepared in activity 3.

After each performance, ask the audience for its views. Specifically, the audience should review each play on the basis of how well it met the checklist requirements.

Questions to ask

- Was the drama set at home or school?
- Did each character display a different style of conflict resolution?
- Were there signs that a conflict will arise?
- Did the characters reach a compromise and resolve the conflict in the end?

3

Using the knowledge you have learned about conflict resolving styles, compromise and concessions, write a short drama with your group.

Be creative, tell a story and, most of all, have fun!

Use this checklist to guide you:

- The drama can be set at home or school.
- Try to have each character displaying a different style of conflict resolution.
- Try to make it so that the signs of conflict can be seen and a conflict arises.
- Be sure that the characters reach a compromise and resolve the conflict in the end.

4

It's time to perform! Perform your play for your classmates and receive feedback, and watch your classmates' plays and give feedback.



Our Performance

5

Choose one of these questions and use the five lines below to write your answer.

- What steps will you take next time you are involved in a conflict?
- Did you enjoy the plays today and why?
- Do you think each person has a responsibility to learn and practice conflict resolution?

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Key Skills (Head, Heart, Hands)

- Problem Solving
- Resilience
- Collaboration

Differentiated Learning

- Use multiple question levels to ensure that students of differing abilities can be challenged at a level that is appropriate to them.
- Allow for 'think time' after questions or concepts are posed to allow all students time to process.
- When pairing or grouping students ensure that those who need more support or guidance are working with a capable student.
- Encourage students who are capable to reflect on the more challenging questions in their writing.

Evaluation/Reflection

Share learning outcomes with students before lesson begins.

Effective questioning.

Peer assessment – through group work and feedback from performances.

Activity 5 (5 minutes)

Read the introduction and the questions aloud. Then ask students to choose one and write an answer to it.

Give students time to reflect and write their thoughts about the questions. You can add more questions for your students to choose from taking their needs and the local situation into account.

If there's time, ask some students to voluntarily read their answer to the class.

Collect and read your students' answers in order to assess learning and to adapt subsequent lessons if necessary.

Lesson Objectives

In this lesson, students will learn how to act responsibly. Specifically, they will be shown how to recognise the effects and consequences of their actions. They will also learn about showing social responsibility.

Required Materials

- Large sheets
- Markers
- Paper
- Paint
- Crayons
- Colouring pencils
- Scissors
- Glue
- Coloured paper
- Collage materials

Learning Outcomes

- Recognize the consequences of their actions
- Describe how they show social responsibility

Unit 1Peace and Responsibility

Lesson 4

Act Responsibly

Learning Outcomes

- Recognize the consequences of actions.
- Describe how to show social responsibility.

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Activity 1 (10 minutes)

Arrange students in a circle.

Use a 'speaking object' to pass around. Allow each student to answer the question, in their books. 'What does being responsible mean?'

Explain that they can share possible feelings, actions or traits.

Suggested Answers

Being responsible means... completing your tasks / keeping your promises / being dependable / accepting consequences of actions / accepting blame for mistakes / being honest / being trustworthy / being truthful / being punctual / being diligent

Then ask students to work in pairs to Think/Pair/Share and come up with at least five character traits of a responsible person. As students are feeding back to the class, instruct to write the ones they think are most valuable into their Student Books.

Vocabulary

responsible

irresponsible

consequence

1

What does being responsible mean? Share your opinion with your classmates.

Then work with your partner to create a list entitled 'Characteristics of a responsible person'. Fill in the most valuable characteristics into the following table:

Characteristics of a responsible person

1

2

3

4

5

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Unit 1 Lesson 4

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Responsible

Able to be trusted to do the correct thing or the expected thing.

Irresponsible

Not responsible.

Consequence

Something that happens as a result of something else.

If there is time remaining, initiate a discussion about responsibilities. Ask questions such as:

- What is a responsibility?
- Do you have responsibilities?
- Is everyone considered a responsible person?
- In what ways might a person be irresponsible?

Characteristics of a responsible person

1

completes tasks

2

keeps promises

3

dependable

4

accepts consequences of actions

5

accepts blame for mistakes

6

honest

7

trustworthy

8

truthful

9

punctual

10

diligent

Activity 2 (15 minutes)

Ask students to read the text **Afif's Responsibilities**. Then ask the questions in the Student Book.

Suggested Answers

- a. Yes, Afif behaved irresponsibly. He promised his mother that he would look after her plants, but he did not keep his promise.
- b. It's hard to say, but probably not. Even though his mother kept reminding him to water the plants, he still forgot. It does not look like he recognised it was his responsibility or that there would be consequences.
- c. He behaved that way because he was constantly getting distracted by his videogames - and perhaps because he was a little bit lazy.

Suggested Answers

- I think Afif's mother was probably very angry. Firstly, she was probably angry because her plants died. Secondly, she was probably angry because Afif behaved so irresponsibly.

2

Read the story *Afif's Responsibilities* and answer the questions that follow.

Being responsible includes learning how to take care of yourself and others, as well as managing personal belongings, a school life, a home, and eventually a job. A responsible person can be counted on to do what they've promised to do, whether at home, at school or at work.

Adults are responsible for their children. They provide them with proper education, they make them healthy food, and they make sure that they have clean clothes and go to bed at the right time. Responsible adults fulfill their duties and their children live happy, healthy lives.

Kids have responsibilities too. They have to work hard in school, and often they have to do chores at home.

Afif's chore was to water his mother's indoor plants. For the first month he did this twice a week, but then began to forget to do it. He used to always tell his mother "I'll do it later," and then go back to playing videogames.

In a few months, his mother's plants had withered and died. She was very angry and didn't let Afif play videogames for a month!



Question	Answer/Justify
Did Afif behave irresponsibly?	
Did he expect the consequences of his actions?	
Why did he behave the way he did?	

THINK!

How do you think Afif's mother felt when she saw that her plants had all died?

Activity 3 (20 minutes)

Read the introduction aloud.

Restate to the class that we all have certain responsibilities. Ask them what these might be? And where they might happen?

Then tell them that they are going to use their creativity to do a 'responsibilities portrait.'

Give students a large piece of paper – A3 or bigger to complete the task. Then instruct them to follow and complete the steps listed in the Student Book.

Display these portraits proudly in the classroom. Allow students to share a bit about the activity and their poster.

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3

We all have responsibilities in our lives. We have responsibilities to ourselves and other people. Take a moment to think about your responsibilities. Then use your creativity to illustrate them on a poster.

Follow the steps below to create your 'responsibility portrait'.

Step 1

Draw an outline of your body or your head and shoulders in the centre of the page. Inside this outline write your responsibilities to yourself.

Step 2

Draw another outline around this. Within this space you will draw, write your responsibilities to your family.

Step 3

Draw another outline around this. Within it, write your responsibilities to your friends.

Step 4

Draw another outline around this. Within this space you will draw, write and illustrate your responsibilities to your school community.

Step 5

Draw another outline around this. Within it, write your responsibilities to your community and world.

Step 6

Fill in each of these five areas using pictures or words.

Activity 4 (10 minutes)

Explain to students that a consequence is something that happens as a result of an action. So, for example, if you don't keep a promise, your friend would be disappointed. Your friend's disappointment is the consequence of you not keeping your promise. Consequences can be positive or negative. It usually depends on whether the initial action is positive or negative - in general, negative actions have negative consequences, while positive actions have positive consequences.

Ask students to look at the two pictures and think what is happening in each. Divide the class into groups and ask them to talk about the consequences of fulfilling responsibility or not.

4

Look at the two pictures below. With your group talk about the consequences of assuming or not assuming responsibilities. Think about consequences for yourself, your family and friends and your community.



5

Choose one of these questions and use the five lines below to write your answer.

- What are some of the responsibilities in your life that you enjoy?
- What are some of the responsibilities in your life that you find difficult to fulfil?
- What are some of the consequences when you are irresponsible with your actions?

.....

.....

.....

.....

.....

Activity 5 (5 minutes)

Read the introduction and the questions aloud. Then ask students to choose one and write an answer to it.

Give students time to reflect and write their thoughts about the questions. You can add more questions for your students to choose from taking their needs and the local situation into account.

If there's time, ask some students to voluntarily read their answer to the class.

Collect and read your students' answers in order to assess learning and to adapt subsequent lessons if necessary.

Key Skills (Head, Heart, Hands)

- Imagination
- Care
- Working independently
- Autonomy

Evaluation/Reflection

Share learning outcome with students before lesson begins.

Effective questioning.

Peer assessment – through group work and feedback from performances

Differentiated Learning

Use multiple question levels to ensure that those of differing abilities can be challenged at a level that is appropriate to them – Lower order to Higher order.

Allow for 'think time' after questions or concepts are posed to allow all students time to process.

When pairing or grouping students ensure that students who need more support or guidance are working with a capable student.

Encourage students who are capable to reflect on the more challenging questions in their writing.

Suggested Answers

In the first picture, the girl is using the seatbelt. This means she is assuming her responsibilities which results in a positive consequence: staying safe.

In the second picture, this person is driving and using the phone. This means he is not assuming his responsibilities which may result in a negative consequence: putting himself and others in danger.

Lesson Objective

In this lesson, students will learn about social responsibility. In addition, they will learn about caring for themselves and their property.

Required Materials

- Large sheets of paper
- Markers
- Crayons
- Colouring pencils

Learning Outcomes

- Describe how to show social responsibility.
- Take care of themselves and their property.

Unit 2 Peace and Responsibility

Lesson 5

Social Responsibility In Practice

Learning Outcomes

- Describe how to show social responsibility.
- Take care of themselves and their property.

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Vocabulary

social responsibility

action

volunteer

1 Look at the image below and discuss with your class.

Think about ways you contribute positively to your society and the planet. Share your opinion with your classmates.



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Unit 1 Lesson 5

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Activity 1 (10 minutes)

Ask students to look at the picture and discuss with them what is social responsibility. Explain that we are all responsible for the society we live in.

Discuss that what they see in the image are children taking care of their community. Ask them to list what are the children doing in the image:

Cleaning, planting, recycling, watering plants....

Social responsibility

Responsibility or obligation towards the society you live in.

Action

Something that is done.

Volunteer

Someone who does something without obligation or pay.

Activity 2 (20 minutes)

Ask students to read the text **The Lost Wallet** aloud. Then ask the questions in the Student Book.

Suggested Answers

- No, it would have been the opposite to social responsibility. It would have been dishonest, and would have been putting their own wants ahead of the benefit of society.
- Giving the wallet to security desk ensured that the wallet would ultimately be returned to the owner, which was the socially responsible thing to do.
- They probably would have felt guilty and ashamed.

After checking the students answers, open a discussion with the class asking the 'THINK!' question.

Suggested Answers

- The children perhaps could have tried to find the owner of the wallet themselves - perhaps by putting up notices in the vicinity. Doing that would have shown strong social responsibility!

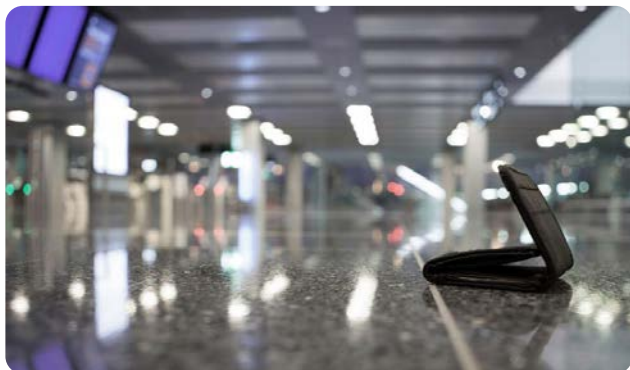
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2

Read the story *The Lost Wallet* and answer the questions that follow.

Shady and Ruba were in the shopping mall with their mothers one day when they saw something on the ground. It was a wallet! Ruba picked it up. Inside there were credit cards, ID, and 800 Dirham. "Someone must have lost this. You'll have to take it to the security desk" said Shady. "He'll be able to track down the owner and return the wallet." Ruba turned to her friend: "I could do that, but imagine what we could buy with 800 Dirham. We could buy really cool sneakers."

She was really excited. "The person who owns this probably doesn't need the money so much. We could just take it. I'm sure someone else will find the wallet and return the cards and ID. What's the problem?" Shady shook his head: "The problem is that it's dishonest. What if you lost your wallet? Would you like people to take your money?" "Well, no, I suppose not" replied Ruba reluctantly. The kids took the wallet to the security desk. While they were there, the man who lost his wallet arrived. When he saw that the children had his wallet, he was so delighted. He thanked the children over and over again. Shady and Ruba were so proud that they had done the right thing.



- a. Would keeping the wallet have been socially responsible?
- b. How was giving the wallet to the security desk an example of social responsibility?
- c. How do you think the kids would have felt if they had kept the wallet?

THINK!

What else could the kids have done to enact social responsibility?

Activity 3 (20 minutes)

Explain to students that they are going to undertake a self-evaluation questionnaire.

Explain that knowledge is power, so self-knowledge will also give them power. Tell them they can use that power to make positive changes in their lives.

Explain that when we reflect on our own skills, attitudes and actions, we are able to reflect on what is working well and what we need to change. Encourage students to be honest but not to be too self-critical. Once they realise where they need more work or effort, then they have an opportunity to grow.

Ask the students to fill the questionnaire in their books.

Then evaluate with the class the different skills and attitudes.

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3

Now let's think reflectively about our skills, attitudes and actions.

Take time to think about the following statements and answer the questions about yourself honestly.

Read each statement carefully and give yourself a number corresponding to the answers below.

Statements	Always	Most of the time	Sometimes	Never
I take care of my property				
I take care of school property				
I consider myself a responsible person				
My friends and family trust me				
I like to win arguments				
I volunteer in my school or in my community				
I help at home				
I am good at making decisions				
I am good at identifying my feelings				
I am good at communicating my feelings				

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4

Let's think about local issues. What are some issues that you consider a problem in your local community? You're going to create an Action Plan for Social Responsibility.

Include the following criteria:

Our hope: What change do you wish to make? Why?

How we will do it: What practical steps will you need to take? Who will you need to contact? What materials will you need to get?

Positive outcomes: Who will benefit? How? How will it benefit you?

Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can.

John Wesley

5

Choose one of the questions below. You have 20 minutes to write an answer taking into account the quote below.

- How will what you have learned in this unit affect your behaviour from now on?
- What are some ways that you will enact your social responsibility?
- Where would you like to see more peace in this world?

Peace at home, Peace in the world

Mustafa Kemal

DATE

UN International Volunteer Day – December 5th

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Unit 1 Lesson 5

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Activity 5 (10 minutes)

Read the introduction and the questions aloud. Then ask students to choose one and write an answer to it

Give students time to reflect and write their thoughts about the questions. You can add more questions for your students to choose from taking their needs and the local situation into account.

If there's time, ask some students to voluntarily read their answer to the class.

Collect and read your students' answers in order to assess learning.

Key Skills (Head, Heart, Hands)

- Moral reasoning
- Managing oneself
- Care
- Taking action.

Evaluation/Reflection

Share learning outcome with students before lesson begins.

Effective questioning

Self-assessment

Differentiated Learning

Use multiple question levels to ensure that students of differing abilities can be challenged at a level that is appropriate to them – Lower order to Higher order.

Allow for 'think time' after questions or concepts are posed to allow all children time to process.

When pairing or grouping students ensure that those who need more support or guidance are working with a capable student.

Encourage students who are capable to reflect on the more challenging questions in their writing.

Activity 4 (10 minutes)

Explain to students that they are going to create an Action Plan for Social Responsibility - explain that this is an action plan of actions they can take locally to improve our world. Read the introduction.

Arrange students in small groups.

Begin by asking them to list some issues that they would like to change locally (for example: ensure that students wait for the school bus in the shade, participate in an environmental campaign). Choose five major themes and ask the class to organise themselves into these themes in terms of skills and motivation. Ask them to include the criteria in the Student Book in their Action Plans.

While the students are working, move around to the groups and ask them questions about their plan. Help them to find a balance to channel their enthusiasm in practical ways.

Allow a few minutes at the end for each group to share a brief outline of their plan. If students feel motivated, they may be able to help each other to achieve all the ideas.

Domain: Moral**Unit 2:****The Impact of Trade, Travel and Communication's on The Emirati Culture (Part 1)****Unit Objectives**

This unit aims to explore the historical development of trade routes, centres and commercial cities in the Gulf region in addition to goods and innovations transported through the first land and sea routes, and the ways by which they were exported.

Students will examine how trade methods have opened the way for the exchange of art, music, religions, languages, literature, philosophies, political ideologies and technological developments between different regions of the world.

They will also explore the lives of traders and others along the roads and commercial cities.

Unit Description

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

Unit 2 Domain Moral

The Impact of Trade, Travel and Communications on the Emirati Culture (Part 1)

Lesson 1	The old ways of Trade: Where, How and Why?
Lesson 2	Expansion of Trade Routes
Lesson 3	The Lives along the Roads and Commercial Cities
Lesson 4	Commercial Routes as Cultural Channels
Lesson 5	Trade and the Openness of the UAE to the World

?

In what ways did trade, transport and communication shape the country as it is today?

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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.

What is trade?

How were items moved from place to place to trade?

What was the life of a trader like?

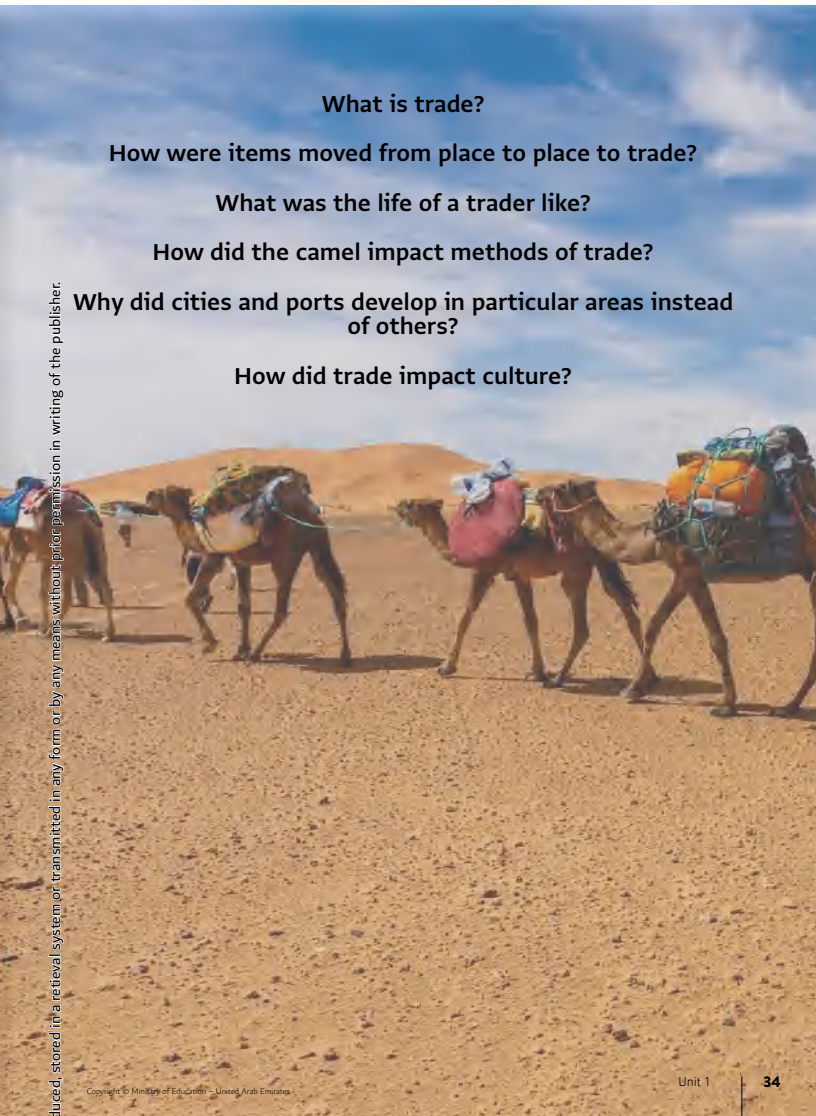
How did the camel impact methods of trade?

Why did cities and ports develop in particular areas instead of others?

How did trade impact culture?

Exploratory Questions

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



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Unit 1

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Learning Outcomes

1. Identify where and how overland and sea-trade routes developed in the region.
2. Talk about the various goods that were traded along these routes.
3. Describe ways in which trade routes were important beyond the movement of goods.
4. Discuss and/or write about what life was like on the trade routes and in the cities along them.
5. Describe, at a simple level, the benefits and potential problems of interconnectivity between different peoples.

Lesson Objective

In this lesson students will understand the concept of trade. They will discuss the importance of land and sea trading routes and evaluate which route would be best for each trading partner.

Required Materials

- Counters with 4 different colours – red, blue, yellow, green; 1 per pupil.

Learning Outcomes

- Discuss and/or write about what life was like along the trade routes and in the cities.

Unit 2 Trade, Travel and Communication's Influence on Culture

Lesson 1

The Old Ways of Trade: Where, How and Why?

Learning Outcomes

- Discuss and/or write about what life was like along the trade routes and in the cities.

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Vocabulary

trade

import

trading partner

1 Fill the graph with words that go with 'trade'.



Trade is:

Import

To bring in goods, commodities and workers from a foreign country.

Trade

The buying, selling or exchanging of goods or services.

Trading partner

Is a region or country that buys goods from or sells goods to another region or country..

Activity 1 (10 minutes)

Introduce this unit by telling students that they will be learning about trade in the past and modern times.

Ask them if they know what is meant by 'trade'.

Trading is exchanging.

Ask them to give you an example of trading from their daily lives. They may give you an example of exchanging 2 objects or buying a good from a store. Emphasize that this means exchanging a good (tangible thing) against money. Take the explanation further by giving them (or letting them come up with) examples such as: having a hair-cut, going to the dentist, having a car repaired. Explain that these are intangible things they buy and are called services.

Divide the class into pairs and let them fill in the graph with all the words that go with the word 'trade'.

Finish by coming up with a definition and write it on the board. Ask students to write it also in their books.

Trade is: The buying, selling or exchanging of goods or services.

Suggested Answers:

- Sell
- Buy
- Money
- Exchange
- Services
- Goods

Activity 2 (10 minutes)

Divide students into pairs. Remind them that trade is the action of buying goods or services or exchanging goods or services for something else.

Explain that nowadays we trade money for phones, food and houses. Ask students what might have we traded 1000 years ago?

Suggested Answers:

Spices, textiles, precious metals, exotic fruits

Ask students why was trade important thousands of years ago? Use prompting to elicit responses such as it was difficult for people to grow everything themselves, some people were more skilled at making goods than others. Trading goods was often the only way people could access many things (like spices, copper, clothing)

Tell students that some of the most important traders in history were the people of Ancient Rome, Ancient Egypt, Mesopotamia – which consisted of modern Iraq, Kuwait and also parts of Syria and Turkey, India and the Middle East.

With their partner ask them to read the text Trade in Ancient Rome.

Pause during reading to teach key word * Trade. *, *import*, *trading partner*

Ask them to discuss the questions with their partner.

Suggested Answers:

By using sea and land routes they could access many different countries/travelling by sea opened up many new destinations that were far away.

Spain (sea – it would be quicker)

France (land – as it borders Italy)

Turkey (sea – don't have to cross several countries who may be enemies).

Egypt (sea – it is a shorter than travelling by land)

Greece (sea – would not require large ships).

2**Read the story of *Trade in Ancient Rome*****Then answer the questions that follow.**

Ancient Rome grew from a small town on central Italy's Tiber River into an empire that spread through of continental Europe, Britain, much of western Asia, northern Africa and the Mediterranean islands. Trade was vital to Ancient Rome. The empire cost a vast sum of money to run and trade brought in much of that money.

The population of the city of Rome during the 2nd century was one million and this large population required all manner of things brought back via trade.

The Roman Empire was crisscrossed with trade routes - hence the saying "All roads lead to Rome". There were sea routes that covered the Mediterranean and Black Seas and numerous land routes using the roads built by the Romans. Trade and moving the Roman Army around were the two principal reasons for building roads.

The most important port was Ostia as it was the nearest major port to Rome itself. The Romans did what they could to make sea journeys safe - lighthouses were built as were safe harbours and docks.

The Roman Navy did what it could to make the Mediterranean Sea safe from pirates.

The Romans imported a whole variety of materials: beef, corn, glassware, iron, lead, leather, marble, olive oil, perfumes, purple dye, silk, silver, spices, timber, and tin. The main trading partners were in Spain, France, the Middle East and North Africa.



a. Why do you think Rome traded using both sea and land routes?

.....

.....

.....

b. Imagine you are the Emperor of Ancient Rome, would you decide to trade with the following countries using land trade routes or sea trade routes? Explain your reasons why.

- Spain
- France
- Turkey
- Egypt
- Greece

Activity 3 (10 minutes)

Divide the students into groups of 4.

Instruct the groups to look at the list of goods the Romans imported and discuss which 2 items they would import and why.

Ask each group to select an “ambassador”. The ambassador spends 2 minutes at each group to answer questions posed by the group.

Why did you choose this item?

Where are you importing this item from?

Do you not have the item in your country?

What will you use the item for?

Ask ambassadors to rotate clockwise around the room.

Activity 4 (10 minutes)

Read the text aloud to the class.

When you have finished, divide them into groups and ask them to compare the ancient market to one they may have visited. Ask them to list similarities and differences between the two markets.

Ask a representative from each group to share their lists with the class.

Role play that they are an Arabian traveller returning home from an ancient European market. They should describe all the people they met and all the things they saw.

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3

Look at the list of items traded by the Romans in the text. In your group discuss which two items you would import. Why did you choose these items? After choosing the items nominate an ambassador. Your ambassador will move from group to group and answer questions posed by the groups.

- Beef
- Corn
- Glassware
- Iron
- Lead
- Leather
- Marble
- Olive oil
- Perfumes
- Purple dye
- Silk
- Silver
- Spices
- Timber
- Tin



4

Read the text and complete the activity that follows.

In ancient Europe, and more specifically in Rome which was one of the main cities of the Silk Road, people used to shop in what was known as forums. Forums were meeting places where people from different countries traded all kinds of goods and stroke business deals. A forum used to have different sections. The main part had shops that sold food, spices, shoes, wool, books, etc. Other sections contained barber and blacksmith shops, the meat and cattle market and the luxury goods market. The forums used to be so crowded, although by pedestrians only, as no carriages were allowed to enter. To maintain safety and security, the Roman government set weights

and measures around the city and employed inspectors to protect buyers from being cheated. Can you imagine what would have happened if each seller used his own measuring tools or weights?



Imagine you are an Arabian traveller returning home from an ancient European market and role play it describing your experience.

Key Skills (Heart, Head, Hands)

- Enquiry
- Multiple perspectives
- Teamwork

Evaluation/Reflection

Return to KWL chart and assess whether any of the What questions have been answered in this lesson.

5

What do you know about your country's trading history? And what would you like to know? Complete the KWL chart below.



What I Know	What I Want to Know	What I Have Learned

Key Fact

Did you know? Archaeological evidence shows that the history of trade in the Arabian Peninsula dates back as far as 3000 B.C.

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Unit 2 Lesson 1

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Activity 5 (5 minutes)

Divide the students into pairs.

Ask them to **think** about what they know about trade and what they would like to know about trade.

Give them time to share with a partner.

Ask them to complete the KWL chart in their book.

Ask one student from each group to **share** their examples with the class.

Lesson Objective

In this lesson students will discover the land and sea trade routes of the UAE in ancient times.

Students will evaluate which means of transport (land or sea) would have been better to use when transporting goods with specific trade partners.

Required Materials

- Piece of paper for every student, student's goods from home.

Learning Outcomes

- Identify where and how overland and sea-trade routes and cities developed in the region.
- Explain about the various goods that were traded along these routes
- Describe ways in which the trade routes were important beyond the movement of goods.
- Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.

Unit 1 Trade, Travel and Communication's Influence on Culture

Lesson 2

Expansion of Trade Routes

Learning Outcomes

- Identify where and how overland and sea-trade routes and cities developed in the region
- Talk about the various goods that were traded along these routes
- Describe ways in which the trade routes were important beyond the movement of goods
- Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.

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Vocabulary

incense

silk route

network

Incense

An aromatic material, which releases fragrant smoke when burned.

Silk route

An ancient route between China and the Mediterranean.

Network

A group or system of interconnected people or things.

1 Your teacher has selected some items. Where did these items come from? How were they transported?



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Unit 1 Lesson 2

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Activity 1 (10 minutes)

Select 3 items. For example phone, sneakers and a book (the items in the picture are just examples; you can choose any item that you deem fit).

Divide the class into pairs.

Ask them to examine the items and locate where each one was made or where it was produced.

How were these items transported?

Suggested Answers

By plane, ship, trucks.

Mention that some items were traded because they were not available or manufactured in the country.

Activity 2 (10 minutes)

Explain to students the value that silk, incense and particularly spices had in ancient times. At onetime the spice nutmeg was once worth more than gold. Read the text to the students. Explain that these routes were extremely important in ancient times for transporting silk, incense and spices.

Suggested Answers

- a. Spices were important for a number of reasons. There was no refrigeration, so spices such as salt could be used to preserve the food. Also, the spices would help to mask the flavour of food that was no longer fresh. And spices were also used to enhance the taste of food, making it more enjoyable.
- b. Thieves, bad weather, lack of food, illness.

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2

Read the text below then answer the questions that follow.

A network of trading routes brought silk, spices and incense to Europe. These were known as the Silk, Spice and Incense Routes. The Silk Route brought silk from across the Asian continent and connected China to the Mediterranean Sea. The Spice Route extended from India to the Western world. After reaching either the Indian or the Sri Lankan ports, spices were sometimes shipped to East Africa. The Incense Route stretched from Mediterranean ports through Northeastern Africa and Arabia to India and beyond.

- a. Why do you think spices were important?
- b. What dangers do you think the merchants might have faced along the routes?



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3

Read the text and complete the activity that follows.

Frankincense and myrrh were highly prized in Europe as fragrances, but could only be obtained from trees growing in southern Arabia, Ethiopia, and Somalia.

Arab merchants brought these goods to European markets by means of camel caravans along the Incense Route.

The Incense Route originally commenced at Shabwah in Hadhramaut, the easternmost kingdom of South Arabia, and ended at Gaza, Palestine, a port north of the Sinai Peninsula on the Mediterranean Sea.

From there, goods would be transported by sea to Europe. Both the camel caravan routes across the deserts of Arabia and the ports along the coast of South Arabia were part of a vast trade network covering most of the world then known to Greco-Roman geographers as Arabia Felix.

South Arabian merchants utilized the Incense Route to transport not only frankincense and myrrh to Rome, but also spices, gold, ivory, pearls, precious stones, and textiles—all of which arrived at the local ports from Africa, India, and the Far East.

Both the Nabataeans and the South Arabians grew tremendously wealthy through the transport of goods destined for lands beyond the Arabian Peninsula.

a. Write a diary entry for a day in the life of a trader.



Activity 3 (10 minutes)

Ask students to think about their favourite scents. Do they know where these scents came from? Explain that many of the ingredients used to make perfumes come from all over the world.

Ask students to read the text, checking for understanding.

When they have finished reading the text, ask the students to close their eyes think of the traders who travelled by land or by sea. Imagine you are one of those traders. Think of the things you might have seen, heard, tasted, held in your hands and the aromas you have smelled on your travels. When you are ready open your eyes. We are now going to write a diary entry for a day in the life of the trader you just imagined.

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4



Read the text and answer the question that follows.

Long-distance trade played a major role in the cultural and artistic exchanges that took place between the major centres of ancient civilization in Europe and Asia. The trade routes were used to transfer raw materials, foodstuffs, and luxury goods from areas with large supplies to others where they were in short supply. For example, China supplied West Asia and the Mediterranean world with silk; Arabia supplied these areas with frankincense and myrrh. Goods were transported over long distances— either by pack animals overland or by seagoing ships—along the Silk, Spice and Incense Routes. These routes were the main routes of contact between the various ancient empires of the Old World. The trade routes were the considered to be the communications highways of the ancient world.

**Role play trading along one of the routes. Which route are you on?
What are you trading? What cities are you trading in?**

5

Sketch the silk, spice and incense routes. Identify at least 3 cities and 2 ports along the route. Mark the UAE on map. Which routes was the UAE on?



Activity 4 (10 minutes)

Read the text about trading during early civilizations with the students. Divide students into pairs. Ask them to look at a world map and identify the places mentioned in the text.

Divide the class into groups. Students will write the items they are trading on pieces of paper and will barter these with their groups.

Ask students to role play trading along one of the routes.

Ask students Which route are they on? What are they trading? What cities are they trading in? Remind them of the research they did in Lesson 1 Activity 5 where they discovered what their country traded in the past.

Key Skills (Heart, Head, Hands)

- Curiosity
- Decision making
- Empathy

Evaluation/Reflection

Use the quizzes created by the class to assess their learning and understanding and pick two of the quizzes to use as a whole class assessment.

Activity 5 (5 minutes)

Give students blank maps. Working with their partner tell them to sketch the Silk, Spice and Incense routes. Students should identify at least 3 cities and 2 ports along the route.

Suggested Answers

Tell students to mark UAE on map. Which routes was the UAE on?

Silk route: Cities, Constantinople (now Istanbul), Xi'an (China), Karakorum (Mongolia)
Ports: Alexandria (Egypt), Chennai (India).

Spice route: Cities, Constantinople (now Istanbul), Venice (Italy), Calcutta (India) Ports: Alexandria (Egypt), Malacca (Malaysia).

Incense route: Cities, Mecca (Saudi Arabia), Medina (Saudi Arabia), Petra (Jordan)
Ports: Aden (Yemen), Goa (India).

The UAE was located on the silk route.

Lesson Objectives

In this lesson students will explore the role that camels played in trade in the Arabian Peninsula. The students will understand the adaptations that camels have made in order to fulfill this role.

Required Materials

- Picture of domesticated camel
- Sticky notes with vocabulary words underlined in the Camel text written on them
- A4 text message template

Learning Outcomes

- Identify where and how overland and sea-trade routes and cities developed in the region.
- Explain about the various goods that were traded along these routes.
- Describe ways in which the trade routes were important beyond the movement of goods.
- Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.

Unit 2 The Impact of Trade, Travel and Communications on the Emirati Culture (Part 1)

Lesson 3

The Lives along the Roads and Commercial Cities

Learning Outcomes

- Identify where and how overland and sea-trade routes and cities developed in the region.
- Talk about the various goods that were traded along these routes.
- Describe ways in which the trade routes were important beyond the movement of goods.
- Explain, at a simple level, the benefits and potential problems of interconnectivity between different peoples.

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Vocabulary

mammal

convoy

economy

1

Line up behind your team's section on the board. Encourage your teammates and help them where needed.



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Unit 2 Lesson 3

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Activity 1 (10 minutes)

Divide the class into 4 teams. Divide the whiteboard into 4 equal sections. Each team must line up in a row in front of their section. Instruct the students that you are going to show them a picture and each student must take a turn to write a word related/ associated to the object in the picture. They must write their words on a sticky note. If a word has already been used by a team member it cannot be used again.

The race will last 3 minutes and the team with the most words wins.

Display the picture of a domesticated camel. Allow 3 minutes to pass. Ask the students to post their words on the board before returning to their seats.

Count the words each team brainstormed and declare one team a winner.

Suggested Answers

Hump, caravan, desert, nomad, oasis, livestock, wadi, load, hooves, saddle.

Mammal	Any animal of which the female feeds her young on milk from her own body. Most mammals give birth to live young, not eggs.
Convoy	A group of vehicles or ships that travel together for protection.
Economy	Pertaining to the production, distribution, and use of income, wealth, and commodities.

Activity 2 (10 minutes)

Return the students' attention to the board that still contains their words associated with camels. Tell them they are going to read a text called 'Camels'.

Allow the students to read the text silently before reading it as a whole class. Ask them to answer the questions in the Student Book.

Suggested Answers

- They can carry large loads, and they can travel great distances.
- They store fat in their humps which can be used when food and water is scarce. And they have many methods of protection in snowstorms such as an extra eyelid, more eyelashes and the ability to shut their nostrils.
- They can provide milk and meat and their skin and wool can be used for shoes, clothes, bags, and water containers.
- Camels made it possible to carry goods over large distances, helping commerce to spread. They also ensured regular travel between trading sites, leading to increased interaction between people from different areas.

For advanced students

Working in pairs, ask them to think of a heading name for each of the three paragraphs in the text.

Suggested Answers

Camel Types, Camel Adaptations, The Role of the Camel in Trade

For beginners

Ask the students to imagine they were a merchant using camels to transport silk and gems along a trade route. They reach a part of the road and see wild camels roaming freely. How do they feel?

Suggested Answers

Seeing the other camels might make the merchants feel sad, because they know their camel isn't free. However, they might also feel that they need to treat their own camel well because it does such an important job.

2**Read the text below and complete the activity.**

There are two types of camels: dromedary camels, which have one hump, and Bactrian camels, which have two humps. The two types of camel are found in different parts of the world. The dromedary camel, also called the Arabian camel, can be found in North Africa and the Middle East. The Bactrian camel lives in Central Asia.



Camels' humps consist of stored fat, which they can use when food and water is scarce. In addition to their humps, camels have other ways to adapt to their environment. They have a third, clear eyelid that protects their eyes from blowing sand. Two rows of long lashes also protect their eyes. Sand up the nose can be a problem, but not for camels. They can shut their nostrils during sand storms. Humans have used camels as a means of transport for thousands of years. They can carry about 375 to 600 lbs. (170 to 270 kilograms) on their backs. Domestic camels are often the main source of meat, milk and

even leather or wool products. Camels played a huge role in trade in the Arabian Peninsula. They were used particularly in the North which was a meeting point for Arab traders and foreigners. The convoys travelled across the Arabian Peninsula with silk, soft clothes and gems from East Asian countries. The taming of camels in the second millennium BC helped to develop and increase the commercial traffic on the Arabian Peninsula, it helped move more quickly across the vast plains and valleys.



- a. Why do you think that camels earned the nickname 'ships of the desert'?**
- b. Why are camels so suited to living in deserts?**
- c. As well as transporting goods, what else were camels used for?**
- d. How would camels have helped the development of trade and society, do you think?**

Activity 3 (15 minutes)

Read the Marco Polo quote to the students. Explain that Marco Polo was an Italian trader who travelled the world in the 1200s. Divide students into pairs. Ask them to discuss the dangers and hardships of life on the trade routes. Then ask them to answer the questions in the Student Book.

Suggested Answers

- Yes because they are confined to a boat with no escape route if they are attacked or run out of supplies.
- Pirates, shipwrecks.
- Noise carries in deserts so it would be easy to hear them if they went astray.

Activity 4 (10 minutes)

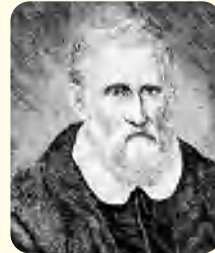
Read the text aloud to the class.

When you have finished, divide the class into pairs. Ask them to role play the following scenario. You are a merchant in a city and a trader has come to visit.

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3

Research a famous explorer. Choose from Marco Polo, Vasco da Gama, Ahmad ibn Fadlan or Sulaiman Al Mahri.



Marco Polo: Travels

"By daylight men hear voices, and often you fancy you are listening to the strains of many instruments, especially drums, and the clash of arms. For this reason bands of travelers make a point of keeping very close together. Before they go to sleep they set up a sign pointing in the direction in which they have to travel, and round the necks of all their beasts they fasten little bells, so that by listening to the sound they may prevent them from straying off the path."

Marco Polo

- Would the life of a sailor be more difficult than someone who travelled by land?
- What dangers did sailors face?
- Why did the travellers tie bells around the necks of their animals?

4

The Silk Road was a trade route that was used by many merchants between 200 B.C. to 260 C.E. It became known as the Silk Road because the product that was most traded on it was silk from China. Actually, silk became so important to the economy of China that they kept the process of how to make silk a secret. The Silk Road started the idea of globalization. One of the advantages of the Silk Road was that it connected the world. It created a heavily used trade route that connected Central Asia, the Mediterranean, China, and Japan. This connectedness allowed for the exchange of ideas and technologies. For example, as nomadic traders went around the world, they became immune to many diseases. Another advantage of the Silk Road was its economic impact on many countries. As the Silk Road grew, more people started working as merchants and they started making money. Industries that supported the merchants on the Silk Road grew. Hotels, were built to house the travellers. Blacksmiths set up workshops along the routes and merchants who sold animal feed also set up shops. This economic impact was also felt in China. As Chinese silk became more popular among the world, more Chinese people started working in the silk industry. In fact, the popularity of silk started creating jobs for most Chinese. People that didn't have jobs could now work in the silk industry.

Role play the following scenario. You are a merchant in a city and a trader has come to visit.

.....

5

Research a famous explorer. Choose from Marco Polo, Vasco da Gama, Ahmad ibn Fadlan, Ahmad ibn Majid or Sulaiman Al Mahri.



Unit 2 Lesson 3

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Key Skills (Head, Heart, Hands)

- Communication
- Multiple perspectives
- Teamwork

Evaluation/Reflection

Using the text message template assess the information that the students could summarise from their lesson on camels.

Activity 5 (5 minutes)

Divide class into pairs. Students will research a famous explorer. They can choose from Marco Polo, Vasco da Gama, Ahmad ibn Fadlan or Sulaiman Al Mahri.

Then ask each pair to share one interesting fact about their explorer with the class.

Lesson Objectives

In this lesson students will explore the impact trade had on culture.

They will reflect on the role caravanserais played on shaping and spreading different cultures as well as the role of caravanserais played in a trader's life.

Required Materials

- Paper
- Colours/paints

Learning Outcomes

- Discuss and/or write about what life was like on the trade routes and in the cities along them.
- Describe, at a simple level, the benefits and potential problems of interconnectivity between different peoples.

Unit 2 The Impact of Trade, Travel and Communications on the Emirati Culture (Part 1)

Lesson 4

Commercial Routes as Cultural Channels

Learning Outcomes

- Discuss and/or write about what life was like on the trade routes and in the cities along them.
- Describe, at a simple level, the benefits and potential problems of interconnectivity between different peoples.

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Vocabulary

caravanserais

historian

Caravanserais

Roadside inn where travelers could rest and recover from the day's journey. .

Historian

A person who studies historical events and writes about them.

1

Work with your partner to identify things that were traded or exchanged by travelers along trade routes excluding goods and services.

- What do you think was traded, besides silk, on the Silk Roads?**
- How did historians know that travelers and traders brought different cultural items with them when they visited other countries?**



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Unit 2 Lesson 4

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Activity 1 (10 minutes)

Remind the class that The Silk Road or Silk Route was an ancient network of trade routes that connected the East and West. It stretched from the Korean Peninsula and Japan to the Mediterranean Sea.

It was called the Silk Road because of its trade in silk among other things.

Divide the class into pairs. With their partner ask them to discuss the questions in their book

Suggested Answers

- No - cultural things like art, music, languages, philosophies, political ideas etc.
- Evidence that a certain style of music or art technique associated with a particular country only began after traders from that country had visited.

Activity 2 (10 minutes)

Read the text aloud and ask the students to read along.

Explain to the students that a caravanserai was a roadside inn where travelers could rest and recover from the day's journey. They were common among the trade routes covering Asia, North Africa and Southeast Europe, especially along the Silk Road.

For Beginners

Compare caravanserai to a modern guest house. What are the differences and similarities?

For Advanced Students

Why do you think caravanserai were located so close to each other?

Distribute paper to each student. Ask them to draw and colour a scene they imagine happening in a caravanserai.

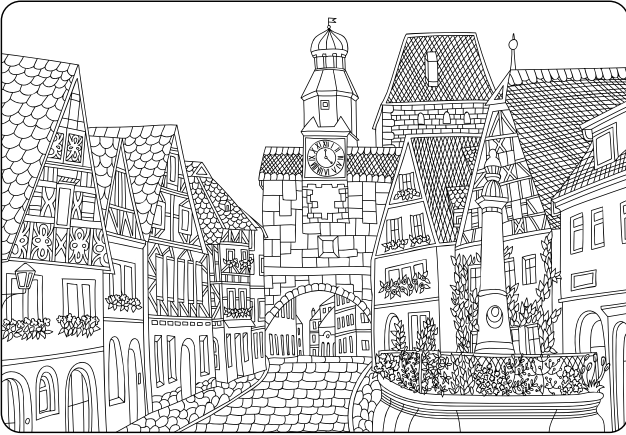
When each student is finished have them display and describe their scene and allow other students to ask questions about the scene.

2**Read the text *Be Our Guest* and complete the activity that follows.**

My name is Mansour. I am the proud owner of a bustling caravanserai. I open my guest house to weary travelling merchants who are trading along the local Silk Road. I have had guests from distant lands such as China and Rome. In the comfort of my home they can eat well, rest and prepare for the next leg of their journey.

There are many caravanserai in the region. A dear friend of mine owns another caravanserai 40km north, a day's journey from here. Many of my guests exchange goods while here. It pleases me greatly to see their transactions even though I do not understand their native tongue. Often guests spend a couple of days here trading at the local markets. They always return in the evening with the camel's load considerably lighter than it had been at breakfast.

At nighttime the guests settle and share stories, songs, ideas and different traditions. Many important friendships have been formed under this very roof. I will never forget the trader who sang a beautiful sorrow filled song, why even the animals in the courtyard stood in silence transfixed by him. No two days are the same here in the caravanserai but I wouldn't have it in any other way.



Draw and colour a scene you imagine happening in a caravanserai.

Activity 3 (10 minutes)

Remind them that trade is the action of buying goods or services or exchanging goods or services for something else.

Explain that as well as goods and services being traded, many other things like culture, language, inventions etc. were also traded.

Divide the class into pairs. Tell students to imagine that they are a trader travelling a trade route. Ask them to decide what parts of their culture they would like to share with someone from a faraway land who had never experienced the UAE culture. (Examples of songs, art, favourite words or phrases, a part of your tradition that you feel is special.)

Share your ideas with your partner and discuss why you chose them.

Activity 4 (10 minutes)

Divide students into pairs. Tell them to role play the meeting of a Chinese and Arab trader at a city along the Silk Route. Explain to them that they need to find out as much as possible about each other's lives, journeys, countries, and products.

3

Imagine you are a trader travelling a trade route. What parts of your culture would you like to share with someone from a faraway land who had never experienced the UAE culture?

.....

.....

.....

.....

4

Role play the meeting of a Chinese and Arab trader at a city along the Silk Route.



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Lesson Objectives

In this lesson students will identify cities and ports in the UAE and rest of the world. They will also learn about how Dubai became a successful trading port.

Required Materials

Learning Outcomes

- Describe ways in which trade routes were important beyond the movement of goods.
- Describe, at a simple level, the benefits and potential problems of interconnectivity between different people.

Unit 2 The Impact of Trade, Travel and Communications on the Emirati Culture (Part 1)

Lesson 5

Trade and the Openness of the UAE to the World

Learning Outcomes

- Describe ways in which trade routes were important beyond the movement of goods.
- Describe, at a simple level, the benefits and potential problems of interconnectivity between different people.

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Vocabulary

port

culture

Port

A town or city with a harbour or access to navigable water where ships load or unload.

Culture

The ideas, customs, and social behaviour of a particular people or society.

1 Divide your page into two columns. Label the left one 'The UAE' and the right one 'Rest of the World'.

List as many cities and ports as you can in the Rest of the World column. Repeat for the UAE column.



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Unit 2 Lesson 5

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Activity 1 (10 minutes)

Give the students a sheet of paper. Ask them to divide the page into two columns. Ask them to label the left side 'UAE' and the right side 'Rest of the World'.

Tell them you are giving them 2 minutes to list as many cities, ports or large towns as they know on the right side column labeled 'Rest of the World'. They may use a map.

Suggested Answers

Cities may include Cairo, New York, Beijing, Ankara, Muscat, Baghdad, Tehran, Damascus, Doha etc. Ports may include Venice, Kusadasi, Dubrovnik, Hong Kong, Singapore, Marseille etc.

Tell them you are giving them 2 minutes to list as many cities, ports or large towns as they know on the left side column labeled 'UAE'. Again they may use a map.

Suggested Answers

Cities may include Abu Dhabi, Dubai, Sharjah, Al Ain, Ajman, Fujairah, Umm al-Quwain, Ras al-Khaimah etc.

Ports may include Jebel Ali, Mina Rashid, Mina Zayed, Mina Khalid, Khor Fakkan.

Activity 2 (10 minutes)

Read the text to the students checking for understanding. Ask students to complete the questions in the student book. Allow for some time at the end of the activity to discuss the students' responses.

Suggested Answers

- a. The Great Depression and the development of cultured pearls. The Great Depression reduced the demand for luxury goods and the development of cultured pearls reduced their value.
- b. These allowed Dubai to diversify its economy and not rely solely on oil.
- c. Both are trading centers and both rely on trade with larger neighbours – China in the case of Hong Kong and Iran in the case of Dubai.

2

Read the text below then answer the questions that follow.

Dubai was traditionally a center for fishing and pearl diving. After the Great Depression which was a worldwide economic depression that lasted 10 years, along with the development of cultured pearls, Dubai's growth stagnated until the discovery of oil in 1966.

Oil revenue from 1969 onwards helped Dubai's economy grow. However, administrators were quick to realize that their oil reserves were limited compared to other Middle Eastern countries. The future of declining oil production prompted them to use oil money to develop Dubai's infrastructure of roads, ports, business centers, educational institutes and medical facilities. Their foresight freed Dubai from oil revenue dependence and made it into a major trading center. In some ways, Dubai is similar to Hong Kong. Both are famed for duty-free trade in countless consumer goods, from electronics and house wares, to jewelry and textiles. Most importantly, each outpost offers access to enormous surrounding markets – for example Hong Kong to China. Like Hong Kong, Dubai is a gateway.



- a. What would you be worried about if you were a pearl diver in 1929? Why?
- b. Why was it a good idea to invest oil revenue in infrastructure, ports, and education?
- c. In what ways is Dubai similar to Hong Kong?

Activity 3 (10 minutes)

Remind students that trade is the action of buying goods or services or exchanging goods or services for something else.

Explain that as well as goods and services being traded, many other things like culture, language, inventions etc were also 'traded'.

Ask students to read the text, checking for understanding.

Ask students to research how different cultures may have impacted the silk industry.

Suggested Answers

Designs and motifs were influenced by different cultures, techniques for weaving and embroidering it changed.

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New inventions, artistic styles, languages, and social customs, as well as goods and raw materials, were transmitted by people moving from one place to another to conduct business. For example, the Chinese inventions of paper making, printing, gunpowder, and the compass came to be known through contacts made along the Silk Road. Although sometimes these contacts could involve conflict and conquest, overall trade enriched the world's distinct cultures.



*"May our land remain prosperous forever more,
While people live happiest embraced in its core."*

Extract from the 'Happiest Nation' written by Sheikh Mohammed Bin Rashid Al Maktoum



4

Present the research of your explorer to your group.



5

Write about what you have learned in this unit on trade, and travels influence on culture.



What I Know

What I Want to Know

What I Have Learned

Unit 2 Lesson 5

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Activity 5 (10 minutes)

Reintroduce the KWL chart made in Activity 4, Lesson 1.

Ask the students to make suggestions about what we should put in the L (learned) section.

Suggested Answers

(Information on what trade is, new information on camels, land and sea trade routes, how cities and ports developed because of trade and the exchange of culture through the traders.)

Watch a movie about a camel or take the students to visit a camel farm. See how the camel still helps transporting goods.

<http://www.emarattv.ae/vod/lp00026049-16025/%D8%B3%D9%88%D8%A7%D9%84%D9%81-%D8%A7%D9%84%D8%A3%D9%88%D9%84%D9%8A%D9%8A%D9%86>

Key Skills (Head, Heart, Hands)

- Imagination
- Multiple perspectives
- Creativity

Evaluation/Reflection

Reflect on the answers in the whole class KWL chart.

Activity 4 (5 minutes)

In Lesson 3, students researched one of the following famous explorers: Marco Polo, Vasco da Gama, Ahmad ibn Fadlan and Sulaiman Al Mahri. Divide class into groups of four. Ensure that no two students in the group have researched the same explorer. Ask students to present their findings to the group.

Domain: Social

Unit 3:
Peace and
Responsibility

Unit 3

Domain

Social

Learning about Money

Lesson 1	Institutions and People in a Community
Lesson 2	Goods and Services
Lesson 3	Producers and Consumers
Lesson 4	Supply and Demand

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You will learn how people in a community are interconnected. You will explore the economic aspect of a community and learn about needs and wants. Through various activities, you will learn how to make a budget and how demand and supply determine the prices. You will also learn how to be a responsible member of the community and the importance of being honest.

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Lesson Objectives

- MSC.2.2.01.012 Compares, contrasts and interprets various types of maps (e.g. political, physical, population)
- MSC.2.2.01.013 Describes regions based on their human and physical characteristics
- MSC.2.2.02.015 Creates maps and other geographical representations of familiar and unfamiliar places
- MSC.1.2.01.014 Know how they can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing

Lesson Objective

By the end of the lesson, students will:

- understand the concept of community
- be able to differentiate needs and wants
- be able to list different institutions and name their basic functions

Key Vocabulary:

- **community:** A group of people that have things in common (living, working, playing together)
- **neighbourhood:** An example of a community
- **institutions:** Community organizations that serve the public
- **needs:** Things people must have to survive
- **wants:** Things people enjoy having in life, but do not need to survive

Unit 3

Learning about Money

Lesson 1

Institutions and People in a Community

o Learning Outcomes o

By the end of the lesson, students will

- understand the concept of community
- differentiate needs and wants
- list different institutions and name their basic functions

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Materials/ Resources/ Technology

Resources from Student Book

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

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

Vocabulary

community

neighbourhood

institutions

wants

needs

Lesson Description with SLO Tags and Notes

Warm Up :

In the Warmup, teachers can pre-assess students' abilities to read maps. Students use the map to identify and write down the places where people study, get gas, see a doctor, buy food, learn about the community's past, and have some fun. MSC.2.2.01.012

Warm up: Brainstorm

Use the neighbourhood map to answer the questions.
Write the name of the place you would:

1.	study	
2.	get gas	
3.	see a doctor	
4.	buy food	
5.	learn about the community's past	
6.	have some fun	



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Unit 3 Lesson 1

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2

People in a Community

A community is a group of people that have things in common. They live in the same area. They work together, play together, and help each other. They may have the same beliefs. Communities can live in traditional villages or in modern cities.

People form communities to meet their needs. Needs are things people must have to survive.

People have basic needs of food, water, clothing, and shelter. Shelter is a safe place to live. If people do not have basic needs, they would die within a few days or weeks. Other important needs are health care, safety, education, and transportation.

Wants are things people enjoy having in life, but don't necessarily need. People want to have fun. They want to have friends. They want to be happy. People do not need these things to survive, but they make life much better.

People cannot fill all of their needs and wants by themselves. They need help from other people. People are interconnected in communities to meet fill needs and wants. Your neighbourhood is an example of a community.





Neighborhood in Palm Jumeirah

Institutions in a Community

A community can be a neighbourhood, town, or city. A community includes homes and different institutions that provide goods and services to the community. Institutions are organizations that serve people.

Communities may have educational institutions. One type of educational institution is a school. Some communities have several schools, while others have only one school.

Communities may have libraries, museums, and theatres. Some communities have universities and other institutions.

Communities have institutions to help keep people safe. Police and firefighters help keep people safe. Hospitals help people who need medical care.

Banks and supermarkets provide goods and services. Goods are things we can buy and services are actions that we pay for. Banks provide services dealing with money. Supermarkets sell food and other goods.

Communities may have post offices. People go to the post office to send a letter or pick up a package.

Lesson Description with SLO Tags and Notes

Activity 1:

Activity 1 is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. MSC.2.2.01.013

Selected Activity Answers

1. What is a community? Give an example.

- A group of people that have things in common (living, working, playing together). Examples may include school, neighbourhood, town, city, etc..

2. What is the difference between needs and wants:

- Needs – we need to survive
- Wants – not needed to survive

3. Which institutions provide safety for citizens?:

- Police and firefighters. Hospitals can be included.

4. Where can people pick up letters and send packages

- Post office

5. Where can people buy food and other products?

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

Activity 1: Concept Check

1. What is a community? Give an example.

.....

.....

.....

.....

.....

2. What is the difference between a need and a want?

.....

.....

.....

.....

.....

3. Which institutions help keep people safe?

.....

.....

.....

.....

.....

4. Where can people pick up letters or send packages?

.....

5. Where can people buy food and other products?

Activity 2: Needs and Wants

How does each community meet needs and wants you have?

Community	Needs and Wants
Your Neighbourhood	
Your School	
Your choice	

Lesson Description with SLO Tags and Notes

Activity 2:

In Activity 2, students explain how three different communities (their neighbourhood, their school, and a community of their choice) meet their needs and wants. MSC.2.2.01.013

Selected Activity Answers

For each community below, write how it meets your needs and wants. Can you think of another community that you are part of? How does it meet your needs and wants?

- Answers will vary

Lesson Description with SLO Tags and Notes

Activity 3:

Activity 3 asks students to describe their community by answering various questions about it. They are also asked to list some institutions in their neighbourhood.
MSC.2.2.01.013

Selected Activity Answers

Answer questions about your community.
Use full sentences.

- Answers will vary

Activity 3: My Community

Answer questions about you and your community.

Do you live in a house or in an apartment?	
Do you have tall buildings in your neighbourhood?	
Who do you know who lives near you?	
Do you have any friends in the neighbourhood?	
Where do you play in your neighbourhood?	
Is your school near your house?	
How do you get to school?	
List some institutions in your neighbourhood.	

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Activity 4: Draw a map

Using the box below, draw a map of your neighbourhood.
Label where you live and the institutions in your neighborhood.



Lesson Description with SLO Tags and Notes

Activity 4:

In Activity 4, students draw a map of their neighbourhood. They label their home as well as the institutions in their neighbourhood.

MSC.2.2.02.015

Selected Activity Answers

- Answers will vary

Lesson Description with SLO Tags and**Notes****Activity 5:**

Activity 5 focuses on how the people in the community help each other. Students identify someone who helps them, explain how this person helps and draw a picture of this person helping them. MSC.1.2.01.014

Selected Activity Answers

- Answers will vary

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

Activity 5: Helping Each Other

People in communities help each other. Think of someone who helps you. How does that person help you? How do you help that person?

Who helps you?

How?

Draw a picture of the person helping you.



Who do you help?

How?

Draw a picture of you helping the person.



Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above. .

Remedial Opportunities

Activity 4 may be challenging for some students. Encourage them to use Activity 3 to identify what should be on the map. .

Extension Opportunities

Lesson 5 can be extended. Students can share their answers and drawings with the class.

Lesson Objectives

- MSC.2.4.01.010 Explains economic principles (e.g., initiative, production, goods, services, saving)
- MSC.3.1.01.022 Work at a basic level with some of the concepts that are part of acquiring economic literacy

Lesson Objective

By the end of the lesson, students will:

- define and differentiate between goods and services
- understand interdependence
- understand the importance of earning money and contributing to the community economy

Key Vocabulary:

- **goods:** Things we buy
- **services:** Actions people do for others
- **interdependence:** Relying on each other

Materials/ Resources/ Technology

Resources from Student Book

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

Unit 3
Learning about Money

Lesson 2

Goods and Services

○ Learning Outcomes ○

By the end of the lesson, students will

- Define and differentiate between goods and services.
- Understand interdependence .
- Understand the importance of earning money and contributing to the community economy.

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Vocabulary

community

neighbourhood

institutions

Warm up: Brainstorm

In groups, discuss the answers to the questions.

What did your family buy last weekend?

Did your family receive any services?



Lesson Description with SLO Tags and Notes

Warm Up :

In the Warmup, students discuss the following questions: What did your family buy last weekend? Did your family receive any services? You can explain the two categories: goods and services.
MSC.2.4.01.010

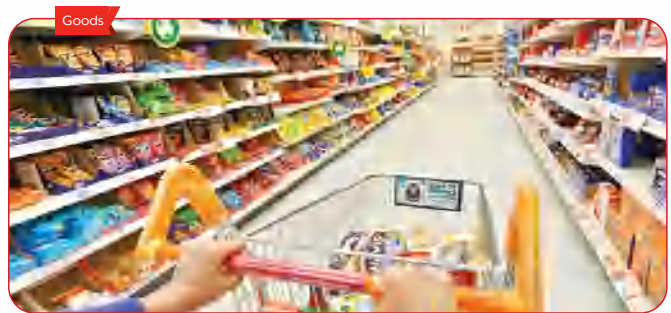
2

Goods and Services

Goods are things we buy. Food, clothes, toys, and cars are all goods. Services are actions people do for others.

People within a community provide goods and services to each other. People in a community are interdependent – they rely on each other for both goods and services.

People need money to buy goods and services they need and want. People have jobs and work to make money. Some people work for the government such as police officers and firefighters. Other people work for companies such as supermarkets, clothing stores, and building companies.



People pay for goods and services offered by companies. Companies pay people for working for them. For example you pay a hospital when you get medical care. The hospital pays the doctors, nurses, and other staff.

Needs and Wants

Needs and wants can be goods or services. Some needs are goods and some are services. Some wants are goods and some are services. We need to eat food and drink water to live. We may want to eat ice cream or drink orange juice, but if we didn't we would still live. We must have transportation to school. We may want to go by car rather than ride the school bus. Getting to school is the need, but going by car is something we may want.



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Unit 3 Lesson 2

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Lesson Description with SLO Tags and Notes

Activity 1:

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. MSC.2.4.01.010

Selected Activity Answers

- Answers will vary.

Activity 2:

Activity 2 asks the students to demonstrate their understanding of goods and services. They read different statements and describe it as either a good or service. MSC.2.4.01.010

Selected Activity Answers

Statement	Circle one	
You went to the salon to get your hair cut.	good	service
You got a new backpack for school.	good	service
Your father pays to get his car washed.	good	service
Your mother bought a new dress.	good	service
.A mechanic fixed your father’s car	good	service

Activity 1: Concept Check

Answer the questions.

List 2 examples of goods.

-
-

List 2 examples of services.

-
-

Activity 1: Concept Check

Indicate whether each statement is describing a good or a service.

Statement	Circle one	
You went to the salon to get your hair cut.	good	service
You got a new backpack for school.	good	service
Your father pays to get his car washed.	good	service
Your mother bought a new dress.	good	service
A mechanic fixed your father’s car.	good	service

Activity 3: Needs and Wants

Complete the table.

	Goods	Services
Needs		
Wants		

Lesson Description with SLO Tags and Notes

Activity 3:

In Activity 3, students need to complete the table with the needs and wants in the reading. Then, they need to add one more to each category from their own lives. MSC.2.4.01.010

Selected Activity Answers

- Answers will vary.

Lesson Description with SLO Tags and Notes

Activity 4:

Activity 4, focuses on the importance of money. Using the diagram, students show how money moves through a community. They start with a person making money and then shows how the money is spent on goods and services. MSC.3.1.01.022

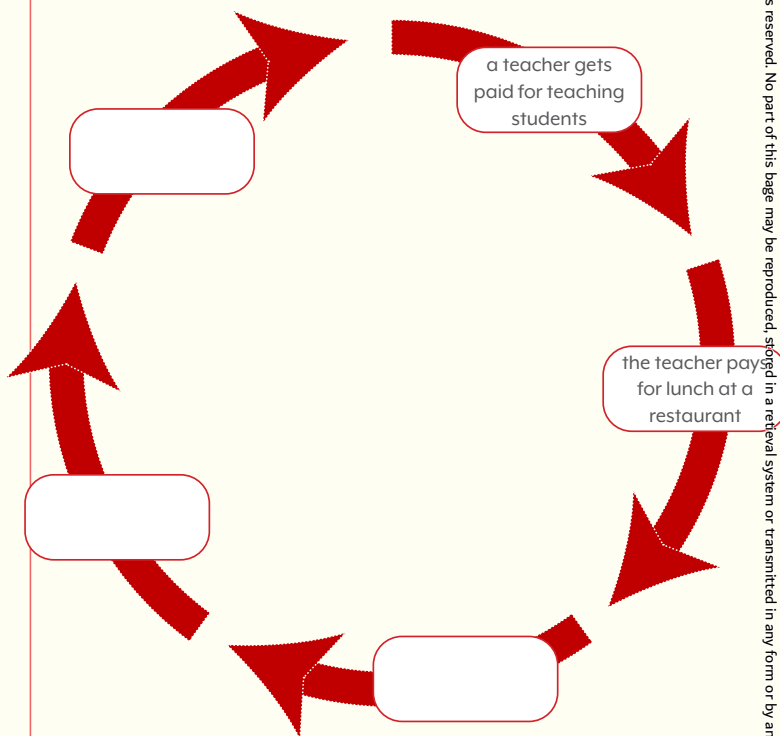
Selected Activity Answers

- Answers will vary.

Activity 4: Making Money

Making money is important to a community. People need and want goods and services. People work to make money. People pay for goods and services.

Draw a diagram or picture showing how money moves through a community. Start with a person making money from work. What does that person spend money on?



Activity 5: Weekend Camping Trip

Imagine that you and your family are going on a camping trip for the weekend. "What would you NEED to take on a trip and what would you WANT to take on a trip?". Try to identify two wants and two needs.

Weekend Camping Trip

Item 1:

Is it a need or want?

Why would you take it?

Item 2:

Is it a need or want?

Why would you take it?

Item 3:

Is it a need or want?

Why would you buy it?

Item 4:

Is it a need or want?

Why would you buy it?

Lesson Description with SLO Tags and Notes

Activity 5:

In Activity 5 students imagine that they are going on a camping trip. They need to identify items they need and want to take on this trip and explain why they would take them. MSC.3.1.01.022

Selected Activity Answers

- Answers will vary.

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Remedial Opportunities

Activity 4 may be challenging. Students can work in pairs.

Extension Opportunities

Students can share their answers in Activity 5 with the group and make a class list of needs and wants using their answers.

Lesson Objectives

- MSC.2.4.01.010 Explains economic principles (e.g., initiative, production, goods, services, saving)
- MSC.3.1.01.022 Work at a basic level with some of the concepts that are part of acquiring economic literacy

Lesson Objective

By the end of the lesson, students will:

- define producers and consumers
- describe the journey of a product from a producer to consumer
- understand that some companies can be both a consumer and a producer
- understand the “buying local” concept

Key Vocabulary:

- **producers** – people/companies that make goods and provide services that people need and want
- **consumers** – someone who buys goods or services
- **buying local** – purchasing goods and services from local companies to support the community

Materials/ Resources/ Technology

Resources from Student Book

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

Unit 3
Learning about Money

Lesson 3

Producers and Consumers

Learning Outcomes

By the end of the lesson, students will

- define producers and consumers
- describe the journey of a product from a producer to consumer
- understand that some companies can be both a consumer and a producer
- understand the “buying local” concept

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Vocabulary

producers

consumers

buying local

Warm up: Brainstorm

List your favourite car, video game, and mobile phone companies.

Car Companies	Video Game Companies	Mobile Phone Companies

Lesson Description with SLO Tags and Notes

Warm Up :

The Warmup activates students' background knowledge about everyday products and the companies that produce them. MSC.3.1.01.022

2

Producers

A producer makes goods and provides services that people need or want. The companies that produce cars, video games, and mobile phones are producers. They produce goods. Other companies and people provide services.



Services are jobs that companies or people do (cleaning service, gardening, and teaching). Hospitals, hair salons, and fire fighters are some service providers. If you visit a hospital, you can get medical care. At the hair salon, you can get a haircut. Firefighters put out fires and rescue people who are in dangerous situations.



A consumer is someone who buys goods and services. When you buy toys, books, or clothes, you are a consumer. If you take a music lesson from a music teacher, you are a consumer. Consumers pay money for goods and services. They pay for goods and services they need, like groceries and medical care. They pay for goods and services they want, like fast food and going to the cinema.

Companies are Producers and Consumers

Most companies are consumers and producers. For example, a mobile phone company buys materials like plastic and metal to make



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Unit 3 Lesson 3

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2

phones. It is a consumer. The mobile phone company makes phones to sell to people. It is a producer.

Supermarkets are consumers and producers. Supermarkets buy food and other goods from farms or other companies. This makes the supermarket a consumer. Supermarkets sell the food and other goods to people. This makes the supermarket a producer. Sometimes supermarkets sell services such as preparing food for carry out or assembling big items for a fee.



Local and International Companies

Local companies are based and operated in the community where the owner lives. The community could be a neighborhood or a country. If a person opens a restaurant in his or her neighborhood, the restaurant is a local company. If a person opens a farm that sells products in the UAE, the farm is a local company.



Companies which are operated in many communities are not local companies. McDonalds, Carrefour, GMC, and other international companies are not local companies. Goods and services from local companies are often more expensive than other companies. Other companies may have more goods and services to choose from. Buying from local companies keeps money in the community and helps support people in the community.

Sometimes local products can be found in other companies. Goods like eggs, milk, and juice produced in the UAE are available for sale in large supermarkets. People can buy local goods or services by checking the products to see where they were made.

Some people buy local goods and services to support their neighbours or the country they live in. For example, instead of buying lunch from an international fast food restaurant, they order food from a restaurant owned by a neighbour.

Lesson Description with SLO Tags and

Notes

Activity 1:

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading MSC.2.4.01.010

Selected Activity Answers

1. What do producers do?

- The make goods and provide services that people need and want.

2. Producers only produce goods, not services

- False

3. What are consumers

- People who buy goods or services.

4. Consumers buy both what they need and what they want

- True

Activity 1: Concept Check

Answer the questions:

1.	What do producers do?	
2.	Producers only produce goods, not services.	
	➤ True	➤ False
3.	Who are consumers?	
4.	Consumers buy both what they need and what they want.	
	➤ True	➤ False

Activity 2: Think and Choose

Indicate whether the each picture shows producers or consumers.



Producers

Consumers

Producers

Consumers



Producers

Consumers

Producers

Consumers

Lesson Description with SLO Tags and Notes

Activity 2:

In Activity 2, students differentiate between producers and consumers. MSC.3.1.01.022

Selected Activity Answers

- Answers are marked .

Lesson Description with SLO Tags and

Notes

Activity 1:

Activity 3 asks the students to circle the local goods and services. MSC.3.1.01.022

Selected Activity Answers

- Eggs and phone repair should be circled. If students circle the fast food restaurant, clarify that they understand that this is not an international chain.

How do you know which are local goods and services and which are not?

- In the reading students find out that they can buy local eggs.
- Audi is a German brand.
- Students know that the phones are goods produced abroad, but the repair service is local.
- If students say that this is a local restaurant, this answer should be accepted.
- Other students may say that it looks like a chain restaurant. This answer can also be accepted.

Moral, Social and Cultural Studies | Grade 04 | Term 2

Activity 3: Think and compare

Circle the local goods and services.



How do you know which are local goods and services and which are not?



Activity 4: Apply

Discuss and write your answers.

How are most companies a consumer and a producer?

Think of a company you know of. Explain how it is a consumer and a producer.

Lesson Description with SLO Tags and Notes

Activity 4:

In Activity 4, apply their knowledge by answering the questions how most companies are both consumers and producers, and they give an example of a company, specifying how it is a consumer and a producer. MSC.3.1.01.022

Selected Activity Answers

- Answers will vary.

Lesson Description with SLO Tags and

Notes

Activity 5:

In Activity 5, students describe the process of getting the vegetables to their table. They label the steps and describe each. MSC.3.1.01.022

Selected Activity Answers




- The pictures show the steps of the process of getting vegetables to your table. Write a sentence to describe each step. Put a 1-6 on each line above the picture to show the order of the steps in the process. Step 1 has been done for you..

Activity 5: Describe a process




The pictures show the steps of the process of getting vegetables to your table. Write a sentence to describe each step. Put a number on each line above the picture to show the order of the step in the process. Step 1 has been done for you.

Producing Vegetables



		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

THE FARMER
PLANTS SEEDS
IN A FARM.

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

This lesson offers the chance to assess many moral education learning outcomes, like listening respectfully and responding appropriately to those who do not show respect. These moral learning outcomes would be assessed through teacher and peer observations..

Remedial Opportunities

Before students start activity 3, we suggest you discuss each picture with them. This will be especially useful for the pictures of the fast food restaurant..

Extension Opportunities

Activity 5 can be assigned as homework.

Lesson Objectives

- MSC.2.4.01.010 Explains economic principles (e.g., initiative, production, goods, services, saving)
- MSC.3.1.01.022 Work at a basic level with some of the concepts that are part of acquiring economic literacy

Lesson Objective

By the end of the lesson, students will:

- explain supply and demand
- determine when goods will be in demand based on scarcity
- understand why goods go on sale

Key Vocabulary:

- **supply** – amount of items available for use
- **demand** – how much people want to buy goods and services
- **available** – possible to get
- **scarce** – low supply of a good or service
- **reputation** – popularity

Materials/ Resources/ Technology

Resources from Student Book

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

Unit 3

Learning about Money

Lesson 4

Supply and Demand

○ Learning Outcomes ○

By the end of the lesson, students will

- Explain supply and demand.
- Determine when goods will be in demand based on scarcity.
- Understand why goods go on sale.

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Vocabulary

supply

demand

available

scarce

reputation

Warm up: Brainstorm

In groups, discuss the answers to the questions.

What goods do you see in the classroom?

How much do they cost? Why do they have different prices?



Lesson Description with SLO Tags and Notes

Warm Up :

The Warmup asks the students to discuss items in the classroom and their costs. Then, they are asked why the items they listed have different prices. MSC.2.4.01.010

2

Supply and Demand

The price of goods depends on supply and demand. Supply is the amount of goods available for sale at a certain price. If there is a low supply of a good or service, then the good or service is scarce. This means that there is not enough of the good available for everyone who wants to buy it.



Demand means how many people want to buy the good or service at a certain price. Many people may want to buy the newest phone. They may be willing to pay a high price. That means demand is high. Some people may be willing to wait in line in front of the store to be the first ones to get the phone. After a few years, few people want the same type of phone, even at a low price. That means demand is low.

The supply and demand of goods and services change. This affects the price. If the supply of a certain type of good increases, the price usually falls. The good is no longer scarce. For example, after lots of people buy the newest phone, the price goes down. This is because they are available in a lot of stores and many people have already bought one.

Sometimes demand increases, causing the price to increase. Maybe a special app is installed in a normal tablet. People may be willing to pay more to get a normal tablet that has a special app installed.



2

The price of any good or service is a combination of the supply and demand of that good or service. If there is a high supply but a low demand, then the price will usually be lower. Low supply and high demand usually makes the price higher.



Sales at Stores

Often, stores have sales. In these sales, stores lower their prices. One reason they do this is supply and demand.

A store may have a shirt that few people wanted to buy at the price they are asking. That means that the demand for the shirt is low at that price. The store might reduce the price to get more people to buy the shirt. The store lowers the price to try to increase the demand for the shirt. Sometimes stores attract customers by adding “limited quantities” to the sale advertisement. This is to make people feel that they must hurry before they miss the deal.

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OFF SALE



**BUY 1
GET 1 FREE**



Another way to get customers to come to the store is making offers or coupons. For example, an offer could be “buy one pizza, get one free.” The reason for this sale may be the expiration date on some of the food items like pizza sauce. The expiration date is the date after which the product should not be used. If the food item expires, then the store will lose the opportunity to make money from it. Offering two for one helps the producer sell the goods.

Lesson Description with
SLO Tags and Notes

Activity 1:

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. MSC.2.4.01.010

Selected Activity Answers

- 1. The amount of goods or services available for sale is the supply.
- 2. The amount of people who want to buy a good or service at a certain price is the demand.
- 3. Lowering the price of an item often increases demand because people will pay less.
- 4. Increasing the supply often decreased price because the item is no longer as scarce as it was.

Activity 1: Gap Fill

Fill each gap with one of the keywords. You may use the keywords more than once.

	supply	demand	price
1.	The amount of goods or services available for sale is the _____.		
2.	The amount of people who want to buy a good or service at a certain price is the _____.		
3.	Lowering the _____ of an item often increases _____ because people will pay less.		
4.	Increasing the _____ often decreased _____ because the item is no longer as scarce as it was.		

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Activity 2: Short answer

Explain in your own words or give an example.

1.	What is supply?	
2.	What is demand?	
3.	What does scarce mean?	
4.	What is a sale?	
5.	Why do stores have sales?	

Lesson Description with SLO Tags and Notes

Activity 2:

Activity 2 asks the students to explain supply, demand, scarce, sale, and reasons for sale in their own words. They also need to give an example for each. MSC.2.4.01.010

Selected Activity Answers

1. What is supply?

- Amount of goods available for sale at a certain price.

2. What is demand?

- How many people want to buy the good or service at a certain price.

3. What does scarce mean?

- Low supply of a good or a service.

4. What is a sale?

- Reducing the prices of goods or services.

5. Why do stores have sales?

- Supply and demand.

Lesson Description with

SLO Tags and Notes

Activity 3:

In activity 3, students decide what could happen considering what they have learned about supply, demand, and scarcity. They are also asked to give their own example. MSC.3.1.01.022

Selected Activity Answers

1. The summer is very hot. What could happen to the demand for ice cream?

- The demand will increase.
- The prices will probably increase.

2. In the winter people like to barbeque outside. What could happen to the demand of charcoal?

- The demand will increase.
- The prices will probably increase.

3. A store has many of several tablets from last year. The store will get the new tablets soon. What could happen to the demand for last year's tablet.

- The demand will decrease.
- The prices will probably decrease.

4. Apples grew very well this year. There are more apples than usual. What will happen to the price of apples? Why?

- Prices will decrease because the supply is high.

5. The truck delivering a special kind of juice had an accident and could not deliver the juice to the store near your house. What could happen to the price of juice? Why?

- It may increase, because it is scarce.

Activity 3: Think and discuss

For each situation, decide what could happen considering what you learned about supply, demand, and scarcity. For #6, make your own situation and have a partner decide.

Supply, Demand, and Price		
1# The summer is very hot. What could happen to the demand for ice cream?	2# In the winter people like to barbeque outside. What could happen to the demand for charcoal?	3# A store has many of several tablets from last year. The store will get the new tablets soon. What could happen to the demand for last year's tablet?
The demand will probably increase / decrease. The price will probably increase / decrease.	The supply will probably increase / decrease. The price will probably increase / decrease.	The demand will probably increase / decrease. The price will probably increase / decrease.
4# Apples grew very well this year. There are more apples than usual. What could happen to the price of apples? Why?	5# The truck delivering a special kind of juice had an accident and could not deliver the juice to the store near your house. What could happen to the price of juice? Why?	6#

Activity 4: Your opinion

Would lower prices make you more willing to buy something? Why or why not?



Activity 5: In your own words

Explain how sales and coupons attract customers to the stores and who benefits from them. Give an example.



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Unit 3 Lesson 4 **106**

Lesson Description with SLO Tags and Notes

Activity 4:

Activity 4 asks for the students' opinion on the topic: Would lower prices make them more willing to buy something? Why or why not?
MSC.3.1.01.022

Selected Activity Answers

- Answers will vary.

Activity 5:

In Activity 5, students respond to the following prompt: Explain how sales and coupons attract customers to the stores and who benefits from them. Give an example.

MSC.3.1.01.022

Selected Activity Answers

- Answers will vary.

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

As in previous lessons, if the teacher decides to have students present their work to others, it offers the chance to assess many moral education learning outcomes, like listening respectfully and responding appropriately to those who do not show respect. These moral learning outcomes would be assessed through teacher and peer observations...

Remedial Opportunities

Some students may need assistance in Activity 3, #6. You can arrange that they work with others, or help them by preparing a few more scenarios and asking them to explain what would happen...

Extension Opportunities

Some students may need assistance in Activity 3, #6. You can arrange that they work with others, or help them by preparing a few more scenarios and asking them to explain what would happen..

Lesson Objectives

- MSC.2.4.01.010 Explains economic principles (e.g., initiative, production, goods, services, saving)
- MSC.3.1.01.022 Work at a basic level with some of the concepts that are part of acquiring economic literacy

Lesson Objective

By the end of the lesson, students will:

- understand the benefits of saving and budgeting
- develop a small budget
- describe a wise shopper

Key Vocabulary:

- **saving:** putting money aside
- **budgeting:** a plan for spending and saving money
- **spending:** paying out
- **wise shopper:** people who think, compare prices, and look for coupons and sales before they decide to buy goods and services

Materials/ Resources/ Technology

Resources from Student Book

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

Unit 3
Learning about Money

Lesson 5
**Saving,
Budgeting
and
Spending**

○ Learning Outcomes ○

By the end of the lesson, students will

- Understand the benefits of saving and budgeting.
- Develop a small budget.
- Describe wise shoppers.

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Vocabulary

saving

budgeting

spending

wise shopper

Warm up: Class Discussion

In groups, discuss the answer to the question.

If someone gave you 100 AED, what would you do with it?



Lesson Description with SLO Tags and Notes

Warm Up :

The Warmup prepares students to think about how they spend their money. They are asked to discuss what they would do if someone gave them 100 AED. MSC.3.1.01.022

2

Budget

People spend money on goods and services that they want or need, like food and rent. Most people try to save some money to buy goods or services in the future. They save money for things like new furniture, a new car, or a holiday.



People cannot buy everything they want. Many people make a plan for spending and saving money called a budget. A budget helps people control how much they spend and save.



A budget has two parts, income and expenses. Income is money coming in like money earned from work. An expense is money going out like spending money for goods and services. The difference between income and expenses is the savings. Sometimes people need to save for a long time to buy an expensive item such as a new car or a house.

Being a Wise Shopper

Money is spent every day. We spend money on things we need, such as food and clothes. Often, we spend money on things we don't need but want such as going to the cinema. It is important to know how to spend the money wisely.



Wise shoppers consider alternatives before buying. That means that the shoppers look at the type of product and the price. If the products have the same features, the wise shopper may choose the cheaper product. That is how they save money.

Wise shoppers may look at advertisements or supermarket flyers. They look for items that are on sale before they make their purchases. They may use coupons to save money. Wise shoppers understand their needs and wants. They do not always have to buy everything they want or everything their friends have.



Lesson Description with
SLO Tags and Notes

Activity 1:

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. SOC.1.5.01.009, SOC.2.1.01.009, SOC.3.2.01.025

Selected Activity Answers

1. How do people spend their money?

- They spend their money on goods and services they need or want.

2. What expensive items could people save money for?

- New car or a house.

3. What is a budget?

- A plan for spending and saving money.

4. What two parts does a budget have?

- Income and expenses.

5. Why do people have a budget?

- They want to know how their money is spent and how much they have saved.

6. Give an example of a wise shopper.

- Someone who compares the prices, uses coupons and looks for sales.

Activity 1: Concept Check

1. How do people spend their money?

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2. What expensive items could people save money for?

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3. What is a budget?

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4. What two parts does a budget have?

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5. Why do people have a budget?

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6. Give one example of a wise shopper?

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Lesson Description with
SLO Tags and Notes

Activity 2:

Activity 2 asks students to discuss some examples of income, and list some they have received. Also, they are asked to list expenses families have, stating how often they have them, specifying if they are goods or services. Next, students do the same for their own expenses. SOC.1.5.01.009, SOC.2.1.01.009, SOC.3.2.01.025

Selected Activity Answers

- Answers will vary.

Activity 2: Complete the Table

In groups, discuss the answer to the questions.

What are some examples of income?	List examples of income you have received

What are some expenses families have?		List examples of your expenses.	
Good / Service	How Often?	Good / Service	How Often?

Activity 3: Planned and unplanned expenses

What are planned expenses? Give an example.

What are unplanned expenses? Give an example.

Lesson Description with SLO Tags and Notes

Activity 3:

In Activity 3, students plan a budget for a party. They are given 150 AED, a list of items and their costs. They need to decide what they would spend the money on. They cannot exceed 150 AED and they have to buy some healthy food. MSC.3.1.01.022

Selected Activity Answers

- Answers will vary.

Lesson Description with
SLO Tags and Notes

Activity 4:

In Activity 4, students work in groups. They decide on a place or an event to go to. They have to find out how much it costs and then write a paragraph explaining their choice. MSC.3.1.01.022

Selected Activity Answers

- Answers will vary.

Activity 4: Budgeting for a party

Imagine that you want to have a party with 3 other friends. You have 150 AED to spend. Below are items that you can buy for your party. Decide what you can buy for your party. You cannot spend more than 150 AED. You have to buy at least some healthy food.

Available Items	Item	Cost for 4 People (AED)	Item	Cost for 4 People (AED)
	Pizza	100.00	Soda	12.00
	Hamburgers	80.00	Juice	10.00
	Chips	20.00	Water	8.00
	Cupcakes	30.00	Plates	10.00
	Carrot Sticks	7.50	Forks	5.00
	Celery Sticks	7.50	Knives	5.00
	Oranges	10.00	Spoons	5.00
	Other:		Other:	
	Other:		Other:	

What You Will Buy (Subtract from 150 AED)	Item	Total 150 AED
	Remaining Money	

Activity 5: Make a Budget for a Day Out

In your group, decide on a place or event to go to. Find out how much it will cost. Then, write a paragraph explaining your choice.

Where Will You Go?	Option 1:	Option 2:
Item	Cost in AED	Cost in AED
Transportation		
Entrance Fee / Ticket Price		
Food and Drinks		

Where did you decide to go for your day out?

Why did you decide to go there?

Lesson Description with

SLO Tags and Notes

Activity 5

Activity 5, students work in groups. They decide on a place or an event to go to. They have to find out how much it costs and then write a paragraph explaining their choice.

Selected Activity Answers

- Answers will vary.

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Because Activity 5 is a group activity, it offers the chance to assess many moral education learning outcomes, like listening respectfully and responding appropriately to those who do not show respect. These moral learning outcomes would be assessed through teacher and peer observations....

Remedial Opportunities

Activity 3 requires the use of math skills. Check if the students have stayed within their budget....

Extension Opportunities

Students can present their responses in activity five and compare them to the answers provided by their peers...

Glossary

Accessible: Able to be reached or entered.

Action: Something that is done.

Active listening: Completely concentrating on what someone is saying to you.

Acts of compassion: Acts by individuals, associations or countries to alleviate the suffering of others, such as feeding the hungry, giving charity to the poor, visiting the sick, giving condolences in death, sheltering the homeless, providing financial and emotional care for orphans and so on.

Adaption: Adjusting and getting used to different or changed, circumstances.

Caravanserais: Roadside in where travelers could rest and recover from the day's journey.

Change: To become different; different circumstances from one situation to another.

Charity: An organization set up to provide help and raise money for those in need.

Communication: The process of using words, sounds or signs to express or exchange information, ideas, thoughts or feelings to someone else.

Compromise: A way of resolving a dispute in which a person accepts less than what they wanted at the beginning in order to reach an agreement.

Concession: Something given up or accepted in order to end a conflict or disagreement.

Conflict: Disagreement resulting in struggle or argument.

Conflict resolution: The process in which two or more people or groups reach an agreement or resolve a conflict between them.

Consequence: Something that happens as a result of something else.

Construction: The action of building something.

Consumer: A person who purchases goods and services for personal use.

Convoy: A group of vehicles or ships that travel together for protection.

Culture: The ideas, customs, and social behaviour of a particular people or society.

Discrimination: Practices or attitudes that unfairly treat some people different than others because of their social class, ethnicity, religion or gender.

Economy: Pertaining to the production, distribution, and use of income, wealth, and commodities.

Emissions: The production and discharge of something, especially gas or radiation.

Empathetic: Identifying with the feelings or experience of another person.

Empathy: The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering.

Ethical: Pertaining to right and wrong in conduct.

Export: To send merchandise to another country.

Fair trade: Trade based on transparency and equity in a way that guarantees the rights of the producer, the worker and the consumer.

Fake happiness: Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction.

Good deed: Something kind done for someone, with no expectation of reward.

Growing in a positive way: Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill developing opportunities.

Happiness: Joy, satisfaction and reassurance.

Healthy diet: Eating diverse and varied food to acquire all nutrients in the quantities required by the human body.

Healthy lifestyle: Living within proper environmental and health standards that ensure well-being and positive growth.

Historian: A person who studies historical events and writes about them.

Import: To bring in goods, commodities and workers from a foreign country.

Incense: An aromatic material, which releases fragrant smoke when burned.

Inferior: To be lower in rank or importance.

International: Something that exists or is carried on between nations.

Irresponsible: Not responsible.

Loss: No longer having something or someone that you once had; the feeling of something or someone being taken from you.

Modern: Relating to the present time.

Municipal: Relating to a town or district.

Network: A group or system of interconnected people or things.

Nursing home: A residence for elderly people who need care.

Peace: Calm and quiet state where there is no conflict.

People of determination: An honorary designation for “People With Special Needs”, instead of the term “People With Disabilities” which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

Perform: To do something that usually requires some skill or knowledge.

Personal hygiene: A person’s habits and actions to maintain bodily cleanliness and general health

Port: A town or city with a harbour or access to navigable water where ships load or unload.

Positive relationship: Develop effective and clear communication with others and understand them well.

Poverty: The state of being extremely needy.

Producer: A person, company, or country that makes, grows, or supplies goods for sale.

Relationship: Set of interactions and behaviours that happens between two persons or more.

Resolution: The solution or answer to a problem or conflict.

Respect: Due regard for the feelings, wishes, or rights of others.

Respecting others: Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class).

Responsibility: A task or a duty that a person is meant or required to do.

Responsible: Able to be trusted to do the correct thing or the expected thing.

Real Happiness: Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace.

Review: An inspection or consideration of something so as to give an opinion.

Right to Education: Receiving education without discrimination, developing talents and a mental and physical capacity and enabling people to participate effectively in the community.

Right to housing: Each person's right to a healthy, secure shelter that guarantees safety and contains services, facilities and basic needs at a low cost. This guarantees their right to be protected against arbitrary expulsion or forced eviction.

Security: The state of being free from danger or threat.

Self-respect: Belief in one's inherent value and worth as a human being; an appreciation of one's positive qualities and skills

Silk route: An ancient route between China and the Mediterranean.

Social responsibility: Responsibility or obligation towards the society you live in.

Social care: A group of services aimed at achieving the appropriate living and health conditions for individuals as well as developing their abilities based on their needs and those of the community.

Speech bubble: A bubble with a point in it towards the character who is talking. Inside the bubble are the character's words.

Stereotype: A common prejudgement about a subject, person or group in general.

Superior: To be higher in rank or importance.

Sympathy: A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering

Thought bubble: Often drawn like a cloud with small circles coming from it in a line towards whomever is thinking. Inside the bubble are the character's thoughts.

Tolerance: Appreciating and accepting diversity; showing respect to others without any discrimination on the basis of race, religion, age or gender

Toxic: Poisonous.

Trade: The buying, selling or exchanging of goods or services.

Trading partner: Is a region or country that buys goods from or sells goods to another region or country.

Traditional: Inherited from the past.

Trust (in a person): Firm belief in the reliability, truth, or ability of someone or something.

Volunteer: Someone who does something without obligation or pay.

Welfare: Comfort, health and happiness

Well-being: Comfort, health and happiness

Available: Possible to get

Benefit: Something good that a person receives

Branch: Office or shop that is part of a larger business

Budgeting: A plan for spending and saving money

Buying local: Purchasing goods and services from local companies to support the community

Community: A group of people that have things in common (living, working, playing together)

Conflict resolution: Resolving conflicts (disagreements) between people

Consequences: Something that happens as a result of a certain action

Consumers: Someone who buys goods or services

Cost: Price

Demand: How much people want to buy a good or service

Goods: Things we buy

Institutions: Community organizations that serve the public

Interdependence : Relying on each other

Needs: Things people must have to survive

Neighbourhood: An example of a community

Opportunity cost: Choosing between two goods or services. The one that is not selected is the opportunity cost.

Producers: People/companies that make goods and provide services that people need and want

Reputation: Popularity

Responsibilities: Duties

Rules: Guidelines everyone in the community should follow

Saving: Putting money aside

Scarce: Low supply of a good or service

Services: Actions people do for others

Spending: Paying out

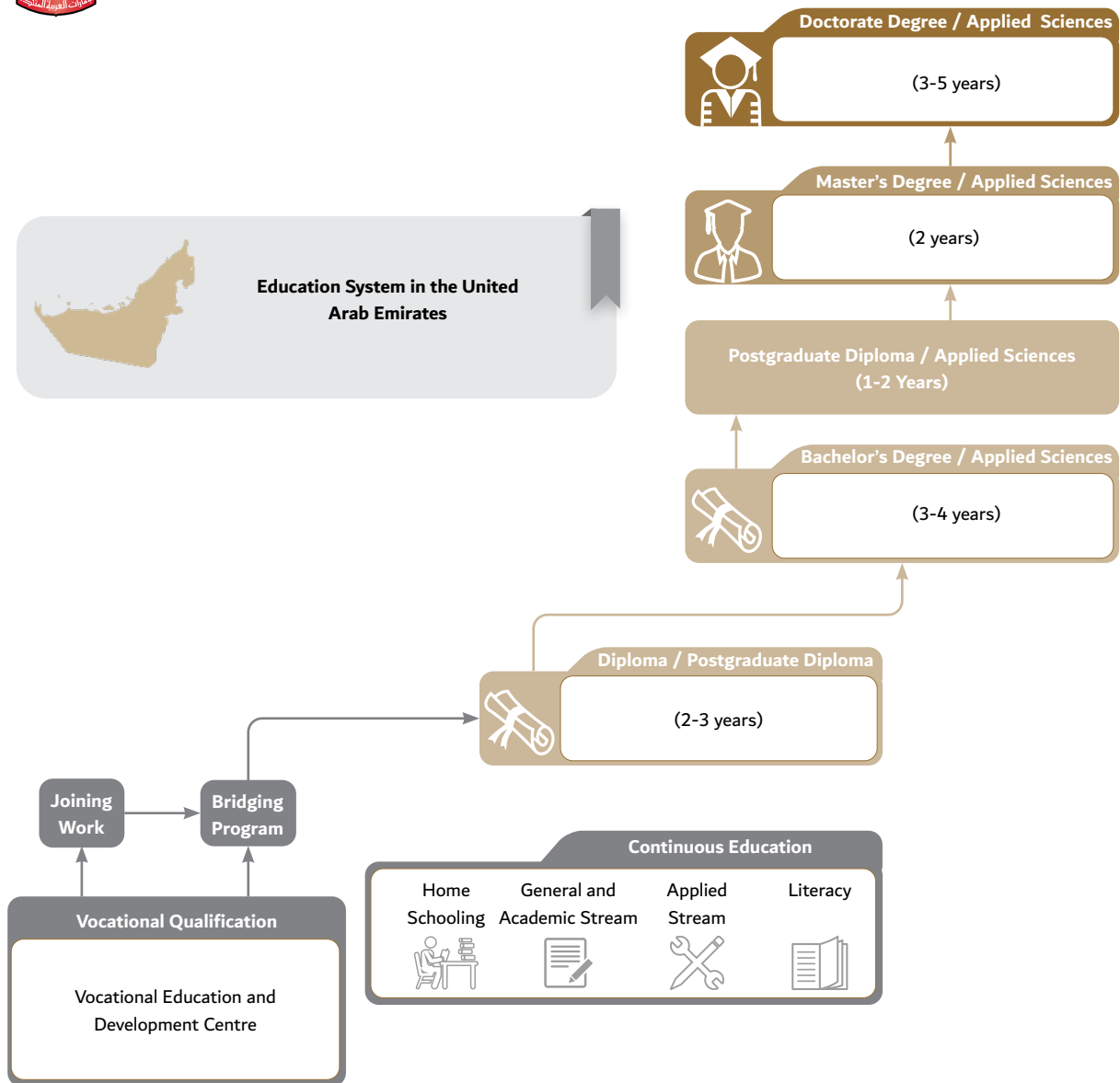
Supply: Amount of items available for use

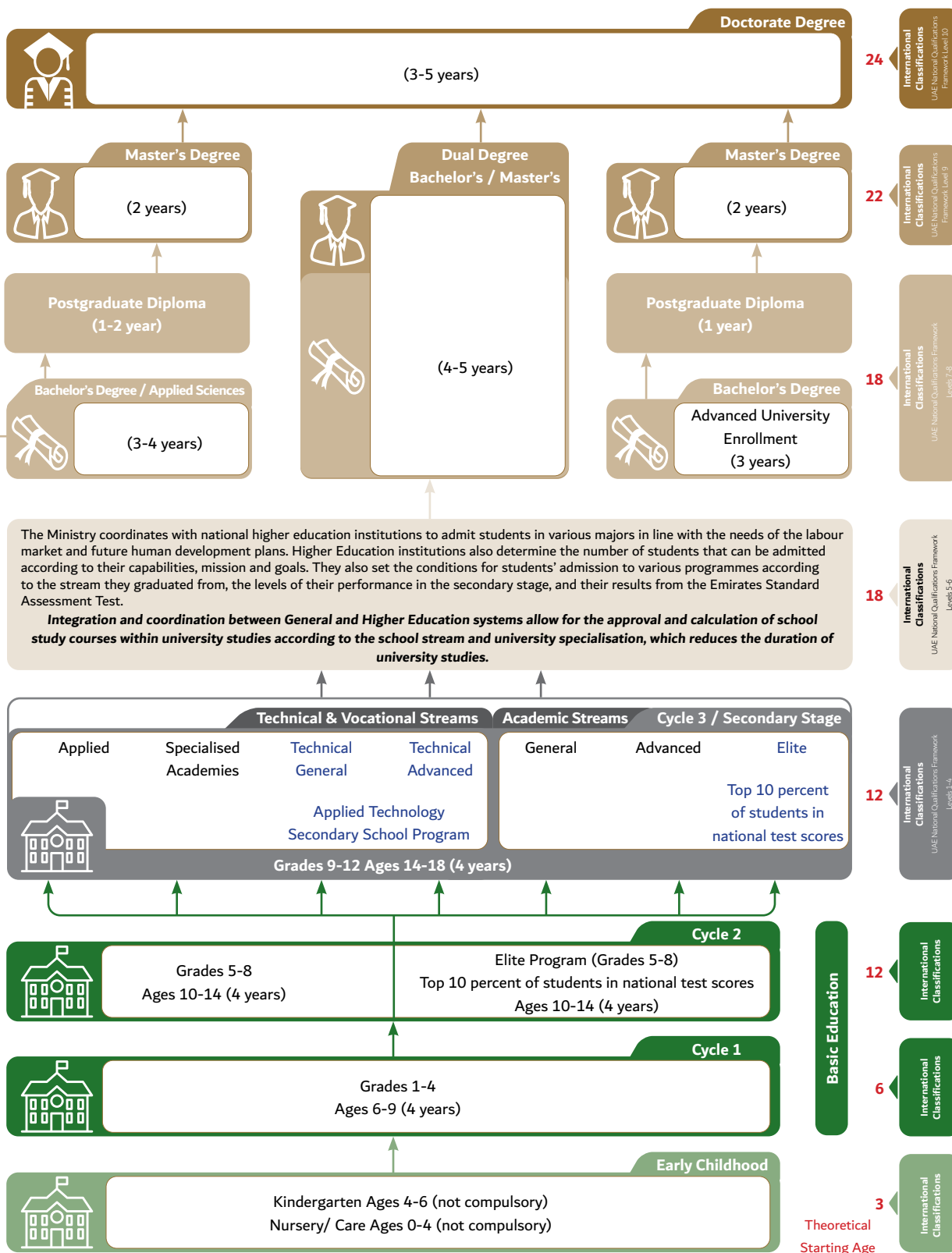
Wants: Things people enjoy having in life, but do not need to survive

Wise shopper: People who think, compare prices, and look for coupons and sales before they decide to buy goods or services



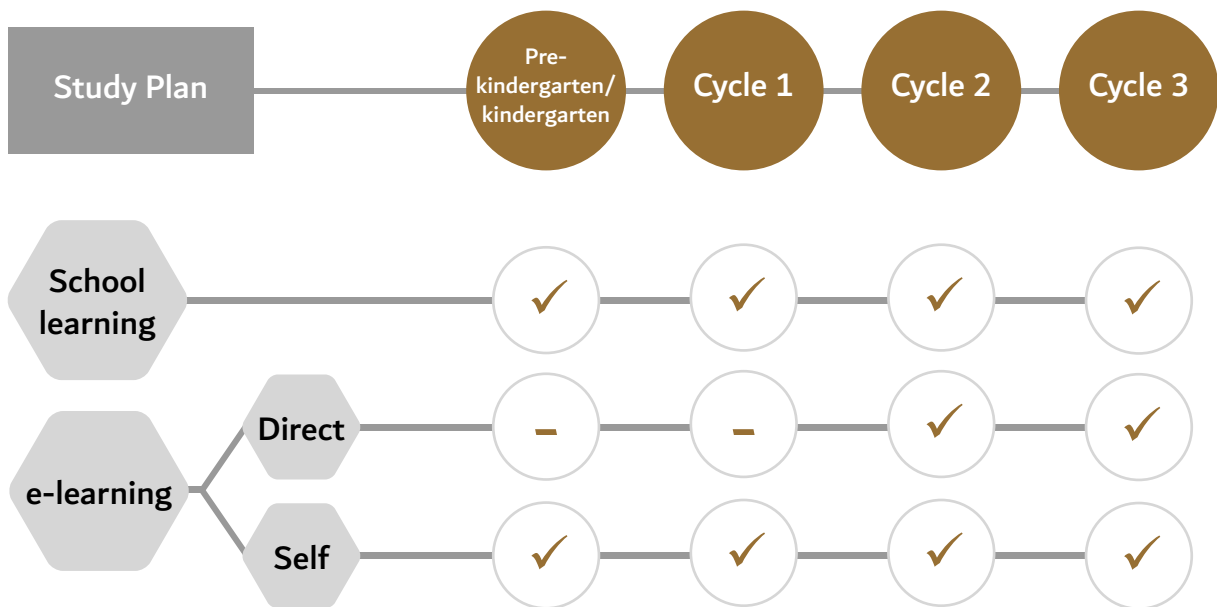
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





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.



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