

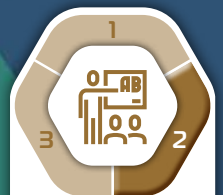


UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



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# MORAL, SOCIAL & CULTURAL STUDIES



Grade  
**10**

# Moral, Social & Cultural Studies

## Teacher Guide Grade 10

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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**UNIT 1**

# Intercultural Relationships

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- Lesson 1** What is 'Visible' and 'Invisible' Culture?
- Lesson 2** What are the Different Approaches to Understanding Cultures?
- Lesson 3** What is the Role of Communication within Groups of People with Different Backgrounds?
- Lesson 4** What are the Challenges to Intercultural Communication?
- Lesson 5** What is the Difference between 'Real' and 'Pseudo' Listening?
- Lesson 6** What Values are needed for Intercultural Understanding and Communication?
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## Learning Outcomes

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

1. Give a detailed explanation of the nature of individual cultures and approaches to understanding them.
2. Discuss and present possible guidelines for effective intercultural communication and dialogue.
3. Analyse and reflect on encounters with those from other cultures, identify and describe any actual or potential conflict areas and, in the light of your experience, recognise opportunities for building relationships and/or changed future actions or behaviour.

## Introduction

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

- **Lesson 1** needs to focus on the term 'culture' so that students are familiar with its different meanings and related terms. Most will have heard the word mentioned and used a great deal but may not have a full understanding of what the concept means or how it can be used in different contexts.
- **Lesson 2** uses the understanding of the terms from Lesson 1 and begins to explore some of the approaches to understanding cultures. It is important to keep in mind throughout that the aim is not to make judgements about other cultures but to provide tools and notions which help students to critically think about the issues in a multi-cultural society. If just one student thinks more carefully about the variety of cultures present in the UAE and how to best approach and understand them, then the lessons will have begun to do their job of helping students think and be more responsible citizens.
- **Lesson 3** focusses on the concept of communication. It begins by exploring the meaning and nature of 'communication' and the different types of communication that can be used. The lesson moves on to look at the factors which affect communication and this creates an opportunity to carry out a practical activity on researching the makeup of Emirati society. The lesson finishes by presenting an analysis of the role of communication within groups of different backgrounds.
- **Lesson 4** is focussed on the challenges to intercultural communication. Again, we begin by exploring some key terms, specifically, the idea of 'culture shock', its causes and its effect on communication. There are a number of other challenges to communication, both abstract and concrete. Some of these are looked at, along with reflection and discussion points which aim to have the students think about the challenges faced in their own society, and possible solutions to those difficulties.
- **Lesson 5** builds on and extends the concept of communication by focussing on the listening process. First, we introduce the idea that the kind of listening we perform is based on our intent and then move on to explore the terms 'real' and 'pseudo' listening. Then we consider the idea that as individuals we can adopt different listening styles, and we might shift between those styles depending on the circumstances we find ourselves in. The lesson moves on to consider barriers to effective listening as well as ways to overcome the obstacles and adopt good listening habits.
- **Lesson 6** draws together much of what has been covered in the unit so far into a focus on the values needed for intercultural understanding and communication. First, we introduce the idea that the term 'values' can be used in different ways, and then consider a set of values and their meaning. Following this, we explore the idea that as individuals, we have a set of core values which may differ from those of the people around us. The lesson then finishes by taking a closer look at the values found in Emirati society and how these contribute to intercultural understanding and communication through a series of examples and tasks which aim to raise awareness to initiatives in the UAE which exemplify the core values on which this society is based.



# Lesson 1

## WHAT IS 'VISIBLE' AND 'INVISIBLE' CULTURE?

In this lesson, the students look at the meaning of culture, and two related ideas, 'visible' and 'invisible' culture. Looking at the meaning of these terms and reflecting on the concept of culture both within and outside of the UAE provides the building blocks to explore the different approaches to understanding cultures in Lesson 2.

### Learning Objectives

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

- Categorise visible and invisible aspects of culture.
- Explain the relationship between visible and invisible culture.
- Identify at least three features of their own culture, how they have shaped them and reflect on a culture other than their own.

## Suggested Lesson Structure

### 1. Lesson Starter (5 minutes)

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

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

To follow up this activity, refer students to the definition of culture in their Student Book and then move on to getting them to think about what characterises their own culture. You can frame the task in terms of an external observer, like the foreign student mentioned in the Student Book, but this could also be a visitor from another planet, to encourage students to take a step back and view distinguishing aspects of their culture more objectively. The questions asked can help to bring out these key features. For example, you can ask:

- ‘What would the observer find special about your school?’
- ‘What gestures, behaviours or ways of speaking would they notice?’
- ‘What reasons might an observer give for these actions?’ etc.

Ultimately, we are looking to get students to recognise that the gestures and actions they do on a daily basis, and take for granted, are actually a result of their visible or invisible culture. This point could be posted on the board or revealed as a pre-prepared ‘key term poster’ on the wall of the classroom. This section and the questions help to introduce the idea of visible and invisible culture.

### 3. Identifying Aspects of Visible and Invisible Culture (15 minutes)

This activity builds on the previous task and considers the concepts of visible and invisible culture in greater detail and the differences between them. Students can get confused with the two concepts so it is essential to ensure they refer to the visual image of culture as an iceberg, with visible features above the waterline and invisible features below. This is important when considering culture as a whole which is comprised of two distinct, but closely interrelated parts.

Following the explanatory paragraphs you can ask the students for examples of visible and invisible culture before leading into the Checkpoint activity which can also be carried out as a kinaesthetic **matching exercise**. Draw an iceberg on the board and ask students to write the features above or below the waterline as appropriate. You can then discuss with students how many they got right, identify reasons why they may have got answers wrong and clarify any misunderstandings as a piece of formative assessment. Alternatively, students could do this task in pairs or small groups, drawing their iceberg on a piece of flip chart paper and then posting their work around the room prior to them giving feedback.

**KEY:** (A) refers to 'above' the iceberg and (B) is 'below the iceberg.

The following would be expected to be (A): School subjects, Facial expressions, Table manners, Art, Style of dress, Meeting deadlines, Addressing your teachers and parents, Government structure, Hand Gestures

The following would be expected to be (B): How to raise children, How to behave in public, Idea of beauty, Concept of leadership, Importance of time, Notion of respect.

Another option in exploring the idea of visible and invisible culture is to project an image of a 'culture iceberg' with some / all of the features in the wrong place. The students have to identify the mistakes and give reasons why. The teacher can then summarise the activity by looking at what other aspects of visible or invisible culture they can think of, and the relationship between the two.

A short **plenary** can then be held with either a written or verbal task which asks students to reflect on the features discussed in the activity and decide which examples of visible culture are the result of invisible features of culture. Alternatively, students can also be asked to complete the Checkpoint question on page 170 in the Student Book. Ensure that there is a focus on the direct cause and effect relationship between the invisible and visible features as opposed to just listing features without distinction.

#### 4. Identifying Cultural Differences and Similarities in the UAE (15 minutes)

Having explored the broader concept of visible and invisible culture, the lesson now sees the students consider the society they are living in, the different cultures it is composed of, and where these might overlap or oppose each other. Ultimately, the aim is for students to understand that regardless of the differences, everyone shares the same basic needs.

The learning point in this section can be reinforced by the self-reflection Action Task, which the students complete alone at first, then with their classmates, or by the group discussion that follows. Both tasks lend themselves to a **pyramid discussion** with students gradually including more and more points of view in their debates as the circle of people involved becomes bigger.

#### 5. The Idea of the UAE as a Melting Pot (20 minutes)

The term 'melting pot' is frequently used in everyday speech and it is likely that its meaning is not fully understood. The purpose of this section of the lesson is to explore the meaning of the phrase and to help students to use this and other related terms such as 'creeds', 'fusion nation' and 'integrate'. Move the students' attention to focus on the future of the culture of the UAE and then direct them to the quotation by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul). *Invite the students to interpret the meaning of the quotation in light of the notions of culture acquired in this lesson. This could be done either as a paired or a small group discussion, and then asking students to share their ideas with the whole class.*

One way of consolidating what the students have learned so far and applying the concepts to their immediate environment is to carry out the Research Task. Depending on what facilities your school offers, it might be possible to have the students carry out their research in the library, computer lab or on their tablets.

Another option might be to set the task as an out of class project and provide some useful links to guide the students. <http://worldpopulationreview.com/countries/united-arab-emirates-population/>, and <https://www.dsc.gov.ae/en-us/EServices/Pages/Population-Clock.aspx> are two examples.

Having set up the task, students can then work in small groups to complete the research by following the guideline questions. Allow students time to prepare and practise their presentations, and monitor and support as needed during the preparation stage. You may want to briefly review some useful tips on presentation skills before the students explain their findings to the rest of the class.

By exploring the cultural makeup of the UAE, the aim is to raise the students' awareness to the size of the different ethnic groups in their country, especially compared to the local community. The activity can be rounded off with a **plenary** based on the Thinking Task on page 177 of the Student Book and/or Self-Assessment Questions at the end of Lesson 1 in the Student Book to check understanding. For example, students could be asked to write a short answer to one or more questions of their choice.

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

# Lesson 2

## WHAT ARE THE DIFFERENT APPROACHES TO UNDERSTANDING CULTURES?

### Introduction

Having explored the different meanings and aspects of culture in the previous lesson, the students now consider a variety of ways to decipher the complex codes of cultures. The first part of the lesson explores the 'why' of understanding cultures by getting students to think about the benefits to them as individuals and to their society in the broader sense of getting to know their cultural environment. The second part of the lesson deals with the more practical issue of 'how' this could be done, by covering some key approaches and terms, such as 'emic' and 'etic'. Most likely students will not have come across such concepts before so their acquisition can be ascertained through reflection and discussion points which see the students discussing advantages and disadvantages of the approaches they have been exposed to.

### Learning Objectives

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

- Compare and contrast different approaches to understanding cultures.
- Give one or more examples of culture complexes and traits of the UAE.
- Give a definition of 'emic' and 'etic' approaches to understanding cultures.

## Suggested Lesson Structure

### 1. Lesson Starter (10 minutes)

The lesson can begin by referring to the image on page 179 and the caption “Some experts say that the world has become flat.” Elicit the students’ views by asking questions such as: “Do you agree with this view? Can you give examples of how the world is becoming flat? Is the world becoming flat a good thing? Why? Why not?”

You can also link to lessons they have had on globalisation in Unit of Grade 10 and the notion that the world is ‘shrinking’. This lead-in should be timed to take no more than 10 minutes. The starter can be done as a whole class discussion or as a debate, with half the class arguing that there are more advantages and the other half arguing that there are more disadvantages.

### 2. Benefits of Learning About Culture (10 minutes)

To follow up this ‘for’ and ‘against’ activity, ask about the advantages of knowing a culture, especially your own. The questioning can be designed to encourage students to think about the multi-faceted culture of the UAE and how a deeper understanding of their environment can benefit them as individuals and their nation as a whole.

To structure the discussion, you can refer to the image on page 181 of the Student Book and comment on the caption which states that: “Understanding other cultures is essential in order to thrive in a multi-cultural nation like the UAE” and/or use the Thinking Task on page 180.

You could then write the word BENEFIT on the board with two subheadings INDIVIDUAL and COUNTRY. You could then ask students to think about the benefits in pairs or small groups, and ask them to share their ideas with the whole class. Ultimately, we are looking to get the students to pre-empt some of the concepts which are represented by the key terms in this section, such as cultural diversity, company culture, conventional wisdom, social cohesion and synergy. The students are unlikely to come up with these words themselves, but if they can come up with the concept, you can provide the actual term which they then find in their Student Book.

As a follow up task, you could have the students do a **mingle** activity to complete a survey using the questions in the Action Task on page 182. This could be followed by an open class discussion where the students assess and reflect on their findings through guided questions like: “How much do you and your classmates know about other cultures? How could you learn more about other cultures?”

Alternatively, you could set the Research Task on page 182 as an awareness raising exercise to the existence of multi-cultural initiatives and projects in the UAE. You might want to prepare a presentation of your own as a model in one lesson, then allow the students to complete the research outside of class and present a project of their choice in the following lesson.

### 3. Approaches to Understanding cultures (20–40 minutes)

Now that the idea of cultures has been explored and consolidated, the next stage is to look at various approaches to understanding cultures.

The Student Book provides four different types of approach which could be dealt with in different ways.

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

Put students into pairs and assign each student two approaches to read. Students sit in their pairs and the first student tells his/her partner about the approaches he/she has read and says what the advantages of these approaches are, giving a short justification for their reasoning with an example, where appropriate.

The other student then has to think of a drawback to the approaches along with a similar short justification. The first student then has to counter this. The second student then provides a further counter to this second point. It is suggested that a maximum of three points and counterpoints are made.

At the end of the 'dialogue', each pair writes a short summary of the 'argument' they have had and presents it to the rest of the class. When all pairs have reported back, the teacher can summarise the key advantages and disadvantages which arise from each approach. To consolidate the students' debate in this task, you could assign Self-Assessment Question no.1 on page 189 to be completed at home.

#### **Possible Activity 2: A Jumbled Reading Activity**

Set the students in groups of four and assign one approach to each student. Have them read their approach and make brief notes under headings like:

- Name of approach
- Focus of approach



After the students have finished reading and taking notes, they exchange information so that by the end of the exchange, everyone has notes on all four approaches. You can then ask the students to complete the various Discussion and Action Tasks in this section as small groups, as the exercises lend themselves to group work. Finally, you can end this stage with whole class feedback, especially using the culture complex Action Task on page 186, which can be challenging.

### KEY

#### **Culture Complex Action Task page 186 – Possible Answers:**

Complex: LEADERSHIP, Traits: Images of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) and Rulers in shops, offices and in the streets, concept of ‘majlis’ open to the public.

Complex: RELIGION, Traits: modest dress, Friday is day of rest, call to prayer in mosques, men and women do not usually shake hands.

Complex: GENEROSITY, Traits: Red Crescent Foundation, offering Iftar meal to less fortunate during Ramadan, clothes banks in all malls.

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

Put students into groups of 3 or 4. Their task is to produce a poster which outlines one of the approaches to understanding culture with particular reference to the UAE. The poster should be a large enough size to be easily read by other students. There are a number of templates which can be downloaded and used on the web – type “poster presentations” into a search engine. The students spend 20 minutes putting together their poster. These will then need to be displayed around the classroom. Once the display is complete, at least one student from each group takes it in turns to be with their poster to answer questions while the other students move around looking at the other posters and asking questions of the student/s who did the poster. The whole activity might take around 40 minutes.

In addition to the suggested activities above, you can also use the feature boxes in the Student Book as a source of in-lesson activity. For example, there is a Checkpoint Task on page 187 and a Discussion Point on page 188, both of which focus on the complex concept of ‘emic’ and ‘etic’ approaches. This could be a useful way for students to share understanding and clarifying any doubts or questions.

**KEY**

**‘emic’ and ‘etic’ Discussion Point page 188.**

**EMIC**

**Advantages:** focusses on a specific context, it is culture specific;

**Disadvantages:** findings are not generalisable, it may only describe subjective observations, without drawing any objective conclusions.

**ETIC**

**Advantages:** findings are generalisable, gives a bigger picture;

**Disadvantages:** does not allow for exceptions.

The first Action Task on page 184 on ‘Five Do’s and Don’ts of Emirati Etiquette’ is a fun way to reinforce the concept of stereotypes which features throughout this unit. To add a bit of fun to this exercise, you could ask the students to **role play** different ‘don’ts’ and have the rest of the class spot the mistake and correct the behaviour. There are also some Thinking Tasks and Discussion Points which could form the basis of class activities if a different route is chosen through the lesson to that which has been suggested here.

The quote by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) on page 184 and the associated Action Task, could also be used, as it requires the students to think about the meaning of the quote and reflect on their role as ambassadors of the UAE. This type of activity can be individual, done in pairs, or small groups, and then get students to feedback following their thinking or small group discussion time.

**Plenary (10–20 minutes)**

Depending on the activities used in the previous stages, it is important to pull together the learning in the lesson with regard to the learning outcomes. The Self-Assessment Questions at the end of Lesson 2 could be a way in which learning is checked, specifically, the first bulleted task, which could be assigned as written work. The second Self-Assessment Question is particularly relevant to Expo 2020, which the country is preparing. This question is important to get the students reflecting on what part they can play in this event which will showcase the UAE to the rest of the world.

# Lesson 3

## WHAT IS THE ROLE OF COMMUNICATION WITHIN GROUPS OF PEOPLE WITH DIFFERENT BACKGROUNDS?

### Introduction

In this lesson, we want students to explore the meaning and nature of communication and the different ways it can occur. This helps provides the basis for understanding the role communication plays in their own culture and within groups with different backgrounds.

### Learning Objectives

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

- Identify at least two examples of high and low contexts and verbal and non-verbal communication.
- Rephrase spoken statements to make them direct or indirect.
- Identify and describe at least three features of non-verbal communication in the UAE and highlight a minimum of two differences with other cultures.

## Suggested Lesson Structure

### 1. Introductory Activity (5 minutes)

Begin the lesson by discussing what students think might be the difference between culture and communication (students might not think there is any difference!). This could be done through simply asking students to write down or say what they think the difference is and then share their views. The aim of the discussion is to make students realise how culture and communication are inextricably connected, and that communication is just one of the many expressions of culture. This point could be posted on the board or other presentation device, or revealed as a pre-prepared 'key term poster' on the wall of the classroom. This section and the questions can help to introduce the next section, which focusses on communication.

### 2. The Meaning and Nature of Communication (5 minutes)

The following stage expands the concept of communication and considers it from an intercultural perspective to frame the lesson within an Emirati context. You can use the image and caption regarding world languages on page 192 as a springboard for getting students to think about the challenges of intercultural communication and **elicit** some of the issues which will be discussed later in the lesson.

### 3. Types of Communication (20–40 minutes)

Having touched on the topic of intercultural communication, the next stage is to look at ways of communicating. This section offers four types of communication which could be approached in various ways.

#### Possible Activity 1: Independent Reading

Independent reading encourages learners to read silently on their own with minimal guidance or interference from the teacher. It provides an opportunity for learners to acquire the concepts at their own pace and expand their knowledge. To assess the students' grasp of the texts, you could have them complete the Checkpoint question on indirect/high vs. direct/low contexts, and verbal vs. non-verbal communication on page 193 and the Action Task on direct vs. indirect language on page 195 in class as a **quiz** type exercise.

In exploring types of communication, another option is to ask students to do some **online research** to identify other forms of communication and compare these with the ways given in their Student Book. The aim is to show how communication can be achieved in a variety of ways that go beyond just speaking.

### Key

#### **Checkpoint Question on indirect/high vs. direct/low contexts, and verbal vs. non-verbal communication – Page 193:**

1.D; 2.NVC; 3.I; 4.VC; 5.D; 6. NVC; 7.I; 8.D; 9.NVC; 10. VC

#### **Discussion Point on high/low context in the UAE – Page 194:**

(Possible responses) Both, depending on the situation. When dealing with other Emiratis, it is likely to be high context; however, when dealing with foreigners or people whose background is unfamiliar, it can be low context.

#### **Action Task on direct vs. indirect statements – Page 195:**

(Possible examples of direct statements) 1. We don't agree with this idea.; 2. I don't want to discuss this now.; 3. We can't solve your problem.; 4. I don't like your idea.; 5. I want to talk to someone who knows what they're saying.

(Possible examples of indirect statements) 1. Do you think that's a good idea?; 2. That's another *good point*.; 3. I would do that this way. 4. Have you considered doing it this way?; 5. Can we discuss this at a later time?

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

Set the students in groups of four and assign one type of communication to each student. Have them read their text and make notes under headings like:

- Type of communication
- Main features

After the students have finished reading and making notes, they exchange information so that by the end of the exchange, everyone has notes on all four approaches. You can then ask the students to complete the Discussion and Action Tasks together as the exercises lend themselves to group work. Finally, you can end this stage with whole class feedback, for example using the second Self-Assessment Question on page 199, which has students recap the different ways of communicating.

**Possible Activity 3: Reading Race**

Prepare a minimum of four questions, one per text, about the four types of communication; these questions should be objective and have one clearly defined answer. For example:

1. What kind of communication style do we find in a low context culture? (They are direct.)
2. What characterises societies with a high context culture? (They are homogenous.)
3. Give one example of a direct and indirect statement having the same meaning. (Encourage students to think of statements of their own.)
4. Give two sub-categories of non-verbal communication. (Any two from those listed in the Student Book.)

This activity can work either before learners read the texts or as a review activity after learners have finished the reading:

- Organise learners into pairs and ask them to focus on one text at a time. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should give their written answer to the teacher.
- If the answer is correct, give the pair the second question.
- The process is repeated until a group has answered all of the questions correctly.

This activity can be adapted to learners working individually, in pairs or small groups 'racing' one another to read pieces of text and find information.

In addition to the suggested activities above, you can also use the feature boxes in the Student Book as a source of in-lesson activity. For example, there is a Thinking Task on page 192. The Action Task on non-verbal language on page 196 can also be a fun **miming** activity with students performing the non-verbal gestures and the others interpreting their meaning. Alternatively, you could mime or show videos of different non-verbal gestures of communication from other cultures and have the students guess their meaning.

#### 4. Factors Affecting Communication (10–20 minutes)

Having explored different types of communication, the lesson's focus now turns to barriers to effecting communication. This stage could be carried out as a whole class **prediction** task with students anticipating what the barriers could be then reading to check if their predictions were correct. Or you could focus on the key words, 'ethnic origin', 'hierarchy', and 'racism', by writing these on the board, asking if anyone knows the meaning, then asking the students to read in order to check their definitions. You could concept check their understanding of the key terms by asking students to provide practical examples of each.

The Research Task on ethnic communities on page 197 lends itself to different activity types, like a **poster presentation**, **mingling task**, or small group discussion. Depending on the method of delivery you choose, the whole stage could take up to 20 minutes.

#### 5. The Role of Communication within Groups of Different Backgrounds (15 minutes)

The lesson reaches its final stage by drawing on the notions acquired so far in order to analyse the impact communication can have on a multi-cultural environment. You could introduce this stage by referring to the quotation by His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) on page 199, and asking the students for practical examples of how they, as citizens and members of the UAE community, can demonstrate "mutual respect for each other's humanity, culture and rights" when communicating.

This leads into the **role play** exercise in the Action Task on page 198. The role cards are found in Appendix 1. If you feel the role play requires a more structured approach, you could provide specific questions which the students ask each other in order to facilitate the task and highlight the cultural differences between the 'ethnic' groups. Before addressing the questions at the end of the task, you could ask the students if they can identify their 'compatriots'.

You can end the lesson with a plenary using questions 1 or 3 of the Self-Assessment section.

**Note:** The timings given here are for guidance and can be adjusted depending on the learning progress being made and the individual needs of the teacher and the group.

**APPENDIX 1****Action Task page 198****Rolecards**

**Role Card 1:** You come from Redland. You like to meet foreigners, but you really dislike being touched by strangers. In your country you avoid eye contact and you never shake hands when you first meet someone, you simply shake your head and smile. You also speak very softly and never say 'no' directly to someone's face. You do not eat meat in your culture and find it very offensive if someone eats from your plate.

**Role Card 2:** You are from Blueland. In your country, people gently, but consistently touch each other's arms when they talk. When you meet someone for the first time, both people put their hands on each other's shoulders. In your culture, it is common to share meat-based dishes using your hands with people you do not know well to establish a bond.

**Role Card 3:** You come from Whiteland. You love to meet people and express your enthusiasm with a lot of gestures and you speak very loudly. When you meet someone, you touch the top of your head and stand on your toes to say "hello" politely. In your culture, you never touch food with your hands as this is seen as unhygienic.



# Lesson 4

## WHAT ARE THE CHALLENGES TO INTERCULTURAL COMMUNICATION?

### Introduction

In this lesson, we hone in on the barriers to effective communication in a multi-cultural context. The aim is not to see these challenges as inextricable problems, but rather as opportunities to exploit the differences between cultures to facilitate and enhance multi-cultural communication in the UAE.

### Learning Objectives

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

- Demonstrate an understanding of the concepts of politically and non-politically correct language by comparing five examples of each and explaining the differences.
- Give a verbal definition of linear and relational worldviews and provide at least two examples of the worldview held in the UAE.
- Provide at least three practical examples of ways cultural and human diversity can be recognised and appreciated in the UAE.

## Suggested Lesson Structure

### 1. Introductory Activity (10 minutes)

You could start the lesson by showing or projecting the ying and yang symbol (see Appendix 2) and asking students if they know what it represents. Accept any suggestion and then explain that in Chinese philosophy, **yin** and **yang** (literally “dark-bright”, “negative-positive”) describe how seemingly opposite or contrary forces may be complementary and how they may give rise to each other as they interrelate to one another.

The purpose of this lead-in is to raise students’ awareness to the fact that the striking cultural differences within the UAE can either be viewed as threats or opportunities. To make the discussion more relevant to the local context, refer the students to the facts in the image caption on page 201 and ask them to reflect on how the presence of cultural diversity actually enriches the nation.

### 2. Challenges to Intercultural Communication (20 minutes)

The next part of the lesson focusses on the specific barriers to intercultural communication. Great emphasis is placed on culture shock in order to put the students in the position of the many foreigners who come to their country and may struggle to adjust to culture which is completely unknown to them. You can use the caption to the image on page 202 at the beginning of this stage of the lesson or at the end to have students reflect on how the young boy might feel, and how they think it must feel to be disoriented in a new home.

There are ten different challenges presented in this part of the lesson. You can deal with the texts on the specific cultural and linguistic challenges in different ways.

#### Possible Activity 1: A Running Dictation

With this activity students not only acquire new knowledge, but they also must work together, thereby developing their collaboration skills. They are also responsible for checking their own work, hence becoming more independent learners.

- Depending on the size of the class, prepare any number of the texts taped to walls around the room.
- Organise the students into pairs or small groups, with one students being the runner and the others being the writers.
- The runner must run to the wall where the text is displayed, read the text, run back to his or her group, and repeat what he or she read.
- The group’s job is to listen to the runner and write down what is said.

It usually takes many trips to and from the text for the runner to relay the entire paragraph to the writer. When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and a second text is used.

### **Possible Activity 2: Gapped Headers**

Prepare copies of the texts but remove the headings. Have the students read the paragraphs and decide what a suitable title for each might be. Then display the headings from the Student Book on the board in jumbled order and have the students match headings and paragraphs. After checking their answers, ask the students if the headings they had thought of were similar.

A fun way to end this stage is with the Action Task on page 204 which focusses on linguistic barriers. You can start this activity by showing the image in Appendix 2 and asking the students to describe what they can see. Ask students how the woman in the picture might feel (she is in a difficult situation which she cannot get out of easily). Then explain a possible context when you might use the idiom “to paint (oneself) into a corner”. For example, “One of my students really painted him/herself into a corner by promising to give me his/her project then leaving it till the last minute!” and ask concept check questions like “Is my student in an easy position?” (No) “Did he/she cause this situation?” (Yes)

The idioms task could be completed as is or, if you feel the students need more support, you could cut up the idioms and the definitions on slips of paper, give each student just one slip and have them **mingle** until they find their match.

### **Key**

#### **Action Task on page 204 – Idioms**

1. They refuse your offer/invitation but with the hope that it can be postponed to a later time
2. Don't ruin a relationship
3. It was very over-priced
4. You should improvise; not make a plan but decide what to do as you do it
5. They want to say something serious or difficult that they have been thinking about for a while.

#### **Checkpoint Task on page 205 – Worldviews**

1.L; 2.R; 3.R; 4.L; 5.R; 6.L

#### **Action Task on page 209 – Cross Cultural Quiz**

1.c; 2.a; 3. False; 4. Four; 5. True

### 3. Overcoming Challenges (10 minutes)

Having examined different barriers to effective communication, the students are now asked to think of possible solutions to avoid or overcome the challenges. You could:

- Consider each barrier in the previous section one at a time and have the whole class suggest solutions for all of the challenges.

Possible solutions:

1. Culture shock: read up on the local culture before visiting or moving to a country.
2. Linguistic differences: learn as much of the language before going to another country. Learn at least a few basic words like 'hello', 'please' and 'thank you'.
3. Linear and relational worldviews: find out what kind of view the culture you are dealing with holds.
4. Language and mentalities: do research on which language might be perceived as impolite or incorrect in the new culture then choose your words carefully so as not to offend.
5. Silence: find out if silence is regarded as normal or awkward in the new culture then modify your behaviour accordingly.
6. Body language: check your own body language in the mirror or ask a friend if any of your gestures could be offensive in another culture.
7. Context: find out the context of the new culture and practice communicating accordingly.
8. Notion of time: try to adopt the behaviour of the new culture and be accepting and understanding of their perception of time.
9. Stereotypes: think of examples which disprove the stereotypes which might exist.
10. Feelings and emotions: analyse the behaviour of the new culture and be accepting and understanding of the extent to which they display and accept show of emotions.

- Assign a different challenge to pairs of students and ask them to think of a solution.
- Choose just one or two main challenges, for example culture shock and linguistic barriers are present in the UAE, and have the students discuss possible solutions in small groups- Then ask groups to share their solutions and have the class vote for the best one.

The Thinking Task on page 211 is an effective way to close this stage and turn the tables by getting the students to reflect on how it feels to experience culture shock and, in light of this knowledge, what they can do to facilitate the settling in of foreigners in the UAE.

#### 4. Plenary (20 minutes)

To wrap up the lesson and ascertain the students' grasp of the concepts they have been exposed to, you could use a combination of written and spoken tasks. For example, it would be useful to have the students complete the Action Task on page 212 in class. As writing generally needs more time than other activities, and this particular task requires the students to reflect on the quotation by His Highness Sheikh Khalifa bin Zayed Al Nahyan (May Allah protect him), you could ask the students to complete this in pairs or small groups and to keep the length of their answer within the box provided. This writing exercise could be coupled with questions one and two of the Self-Assessment Questions at the end of the lesson on page 213, which are more spontaneous in nature and lend themselves to a quick fire oral **quiz**.

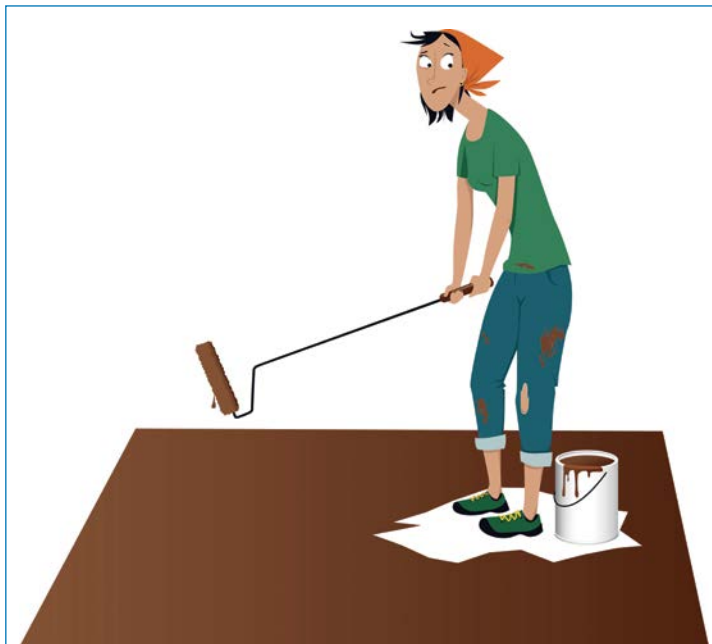
Alternatively, you could try different **summarising** activities such as:

- A 60-second challenge (students write down a summary of what they have learned in 60 seconds).
- Put students into pairs and ask Student 1 to explain what they have learned in the lesson to Student 2. Student 2 then summarises Student 1's learning in written words such that Student 1 agrees this accurately represents their learning.

Your choice of activities for the plenary stage will depend on the time available and level of the students. You could even choose to diversify tasks to suit the students' styles and abilities. For example, stronger students can complete the higher-level tasks which provide them with some stretch and challenge, while students needing more support can be asked to do fewer tasks which require more straightforward answers and less higher level thinking skills.

**APPENDIX 2****Introductory Activity: yin and yang symbol**

**Action Task page 204: image to introduce idioms**  
***(She painted herself into a corner)***



# Lesson 5

## WHAT IS THE DIFFERENCE BETWEEN 'REAL' AND 'PSEUDO' LISTENING?

### Introduction

The students' learning from previous lessons on the role of communication in a multi-cultural environment and the barriers to effective intercultural communication will be important in this lesson. The focus now turns to a fundamental feature of communication, listening, and how this essential skill affects communication.

### Learning Objectives

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

- Write a definition of 'listening' and 'hearing' and highlight the differences between the two actions by giving at least one example of each.
- Identify at least four possible situations they are familiar with which describe real or pseudo listening.
- Distinguish between open and closed questions by making a note of three examples of each used by professional interviewers.

## Suggested Lesson Structure

### 1. Introductory Activity (5 minutes)

You could start the lesson with a practical demonstration to differentiate between 'listening' and 'hearing'. For example, without warning the students, make a loud noise, like clapping your hands or dropping a book on the floor. Ask the students if they knew the sound was coming and whether they were expecting, or listening for, the sound (no, hearing is involuntary and spontaneous).

Now, tell the students that you know a funny story and ask them what they must do if they want to know the story (they must listen, i.e. they must choose to decipher your message). To make sure the students can differentiate between the two actions, you can ask them to complete the Checkpoint on page 215, then provide a definition yourself for students to compare their suggestions with, for example "Listening requires paying attention, interpreting, and remembering sound stimuli."

### 2. Real and Pseudo Listening (15 minutes)

The next part of the lesson focusses on two distinct aspects of listening, real and pseudo listening. To illustrate the two actions, carry out a **stimulus observation exercise** by showing a short video clip with examples of both types of listening. There are a number available on YouTube if you type into a search engine: "Real+Pseudo+Listening" or "Pretend+Active+Listening", selecting videos which are appropriate for your group.

You can guide the viewing by providing a series of pre-viewing questions. For example, ask the students 'What is going on in each situation?' Students will hopefully observe that the listening styles are very different. Further questioning can help them to think more deeply about what they are observing. Why is the listener behaving this way? What is the listener's intent? What is the effect on the speaker? These sorts of **serial questions** help students build their understanding and go deeper into the issue. The same questions could also be used as a post-viewing task where students work in small groups to think about what they have seen.

Alternatively, you could simply describe two situations, for example listening to the teacher explain what is on a test, and listening to a friend while you are playing video games, and asking the students to tell you what the difference is in the way they would listen and why.



Your chosen introduction strategy can be supported by the explanatory paragraphs, and then by checking the students' understanding with the Checkpoint question on page 216.

### Key

#### Checkpoint question on Real v. Pseudo Listening

Effective (real) listening is active rather than passive (pseudo). In passive listening, you're like a recorder. You do not process the information given and may not even listen at all.

Active listening, in contrast, requires you to concentrate on the message in order to make sense of and understand what is being said.

Point out to the students that pseudo listening is not necessarily a bad thing. There could be very good reasons for pseudo listening, which brings the point back to the importance of the intent of the listener and being able to tell the difference between when someone is real or pseudo listening as this can affect the communication process.

To illustrate this point, you can use the Action Task on page 218 which checks students' ability to recognise the two situations. Whether this task is completed individually or in pair/group work, it is important to ask the students to explain the reasons for their choices and then asking if the pseudo listening cases were examples of bad behaviour.

### Key

#### Action Task on Real v. Pseudo Listening

1.P; 2.R; 4.P; 5.R

The answer to 3. Could be either P or R. Initially, this might involve scan listening, so the listener switches off or only 'surface' listens when the information regarding the other movies is given by the recording. The listener might then pay attention as soon as the recording gives the details of the movie he/she is interested in. It could be argued, therefore, that this example is a combination of both pseudo and real listening. It is pseudo when the recording is giving the details of the other films and real when the listener focusses on the details of one specific film.

The next step in understanding real and pseudo listening is to make the whole concept more relevant to the students by getting them to reflect on their own listening style. Before they do so, have them think about why this self-awareness is important. You can use the question in the caption to the image on page 219 to guide the students.

Remind them that verbal communication is a two-way process involving a speaker, or the sender of the message, and a listener, or the receiver of that message. Though we generally tend to give more importance to the way we express ourselves, we often forget that both parts are equally important and that no matter how well we might convey our message no communication will take place if our message is not received.

The Research Task on page 220 is a very practical exercise which aims to raise the students' self-awareness of their listening styles. As suggested in the task instructions, the students could spend one day monitoring their listening habits then reporting their findings in the next lessons. This could lead to an interesting discussion on whether they were surprised by their listening profile.

Students might also write a short reflection after they have completed the Research Task, encouraging them to think more about how they listen. The aim is to encourage students to keep thinking about the issues covered in the lesson and to maybe reflect on their listening style and how they could change this.

### 3. Barriers to Effective Listening (10 minutes)

There can be many obstacles to effective listening. Although some may be physical, for example external noise or poor sound, this section focusses on less tangible challenges which may not immediately come to mind. You could simply have the students read about the four distinct barriers to effective listening, or cover this part of the lesson in different ways:

#### Activity 1: Mind Map

A **mind map** is a visual and memorable way to organise, develop and record ideas. Set the students in small groups and have each group create a large colourful poster with the central key concept, 'Barriers to Effective Listening', placed in the middle of the diagram. Each member of the group then adds ideas and thoughts as branches that radiate from the central point. Using colours, symbols, words and images appeals to different learning styles and makes the process memorable for learners. Each group can then display their poster on the walls and do a **carousel walk** to see how other groups have interpreted the same information.

#### Activity 2: Summarising

Ask the students to read each text and summarise what they have read in just one sentence per text. As this is a rather challenging task, it is advisable to set the students in pairs or small groups mixing strong students with those needing more support in order to allow students to collaborate, sharing their knowledge and understanding.

Whichever way you choose to deal with the information on barriers to effective listening, you can check the students' understanding by referring them to question two of the Self-Assessment Questions at the end of the lesson on page 229 and asking them to reply orally or in writing.

#### 4. Strategies for Effective Listening (10 minutes)

If you have opted for the **mind map** approach in the previous section, you can exploit the students' work by having them think of a strategy for every barrier they have mapped. Alternatively, you can write the four different barriers on the board and have the students suggest ways to overcome them before reading the texts in their Student Book. The two Action Tasks on pages 226 and 227 are effective ways to get the students practising different listening strategies. These practical tasks aim to personalise the learning experience and can be followed up with question three of the Self-Assessment Questions where students are engaged in thinking about the positive listening strategies presented in the lesson.

#### 5. Open and Closed Questions (15 minutes)

Being aware of and mastering this questioning strategy is important for the students to become effective listeners and communicators. The Research Task on page 228 can either be set as a homework task or, alternatively, you could do this activity in class by showing the students a short video of an interviewer demonstrating the use of open and closed questions. You can choose examples of any professional news or sports interviews, preferably featuring contexts and interviewees the students can relate to. Ask the students to make note of the questions with particular attention to when and how both question types are used.

#### 6. Plenary (5 minutes)

As this lesson is quite dense in challenging concepts and the students are nearing the end of the Unit, you could create a Word Search containing key terms used in this and previous lessons which students have to find in a few minutes. There are many useful sites on the Internet to help you create Word Searches such as <http://www.discoveryeducation.com/>

# Lesson 6

## WHAT VALUES ARE NEEDED FOR INTERCULTURAL UNDERSTANDING AND COMMUNICATION?

This is the last lesson of the Unit on Intercultural Relationships. The lesson consolidates the learning points covered so far by reviewing and building on key terms and concepts in order to determine what specific values are needed to understand and communicate effectively with other cultures. Many of the exercises refer to the UAE as a situational context to personalise the tasks and encourage the students to see the immediate relevance of the concepts presented.

### Learning Objectives

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

- Consolidate and show a clear understanding of key concepts such as 'visible' and 'invisible' context, 'ethnocentrism' and 'stereotyping' by writing definitions of each term.
- Identify at least three personal core values.
- Explain the effect of at least two values on intercultural understanding and communication in the UAE.

## Suggested Lesson Structure

### 1. Lesson Starter (10 minutes)

The lesson can begin with a **back to the board** game to review some of the key terms that are recycled in this lesson. This is a competitive activity format that can be used to check vocabulary or knowledge.

- Divide the class into two or three groups.
- One student from each group sits in a chair with their back to the board or presentation device, facing their group.
- Write one of the key terms covered so far in the unit on the board or presentation device so that the students with their backs to the board or device cannot see the word.
- Each group provides hints to the student from their group with their back to the board or device, who in turn attempt to guess the word.
- The first student to guess the word correctly gets a point for their team.

### 2. Values (10 minutes)

You can refer to the image on page 231 and ask “What does the word ‘values’ mean?” Ask the students to write a definition in pairs or small groups, then get them to exchange their definitions and finally say which one they consider is the most appropriate and why. You can also refer to the definition of ‘values’ on page 232 and check if the students’ definitions are similar.

The Thinking Task on page 232 is also a good exercise to raise students’ awareness to an important linguistic collocation and also to the idea that ‘core’ values are close to the heart and therefore deeply engrained in us all.

### 3. Identifying Key Values (10 minutes)

Refer the students to the quotation by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) on page 232 and ask the students why the values of solidarity and participation referred to in the quote are important for the prosperity of a nation. Accept any suitable answer, then ask the students what other core values they can think of. You can cover this point as a **brainstorming** exercise or build up a **wall of ideas**, where each pair or small group of students is given a post it on which they write at least one value and stick this on the wall. To add a bit of fun, you could even lead this as a competition between teams with one point awarded for values that others have thought of and two points awarded for values that no one else has written.

As a follow up task, you could have the students do the matching exercise in the Action Task on page 233. Depending on the linguistic ability of the class, this could be done in a variety of ways depending on the time available and the ability of the class:

**Possible Activity 1:** For groups who need more 'thinking time' and support, complete the task as is, either individually or in pairs.

**Possible Activity 2:** For a more challenging approach, ask the students to cover the definitions, then they write a definition themselves for each value and finally check their work against the definitions in their Student Book.

**Possible Activity 3:** For a more kinaesthetic approach, do a **mingle** activity where each student is given either a value or a definition and must find their match among their classmates. This could be followed by asking the students to complete steps 2 – 4 of the Action Task and closing the stage with the Discussion Point on page 234. The latter task also lends itself to a **debate** or whole class **survey**.

Whatever approach is adopted, the point of this stage is raising students' awareness to the fact that if core values differ within people of the same culture, then there is a stronger likelihood of even greater differences within core values held by different cultures.

#### 4. Values and Intercultural Communication (20 minutes)

The lesson now brings together the fundamental concept of values covered in this lesson and the notions of intercultural communication acquired in previous lessons. You can start by setting the Thinking Task on page 234 as an open question, or have the students think of at least two core values that are important for intercultural communication and understanding, and explain why each is important. Students are then invited to discuss their choices and reasons with a partner or in small groups.

The Student Book provides four different core values which could be dealt with in different ways.

### Possible Activity 1: A Scan Reading Exercise

Before the students read, set a minimum of four questions which require the students to find specific information. For example:

1. Which value is based on you knowing your own background and culture well? (self-awareness)
2. Which value means you are a good listener? (openness)
3. Which value means you accept others' ideas even if you do not agree with them? (tolerance)
4. Which value characterises someone who is very generous and helps people in need? (compassion)

As scan reading is fast reading in nature, once the students have answered the questions, you can ask them to elaborate on each value and its importance in intercultural communication.

### Possible Activity 2: A Summary Reading Activity

- Ask students to summarise the texts on each value in this section to just one sentence. This can be done individually or in pairs.
- Call on students to share their summary sentences and have the class vote on the best one.

Whichever approach you choose, you can use the Checkpoint questions on page 235 and page 236 as chances to revise concepts taught in previous lessons, namely 1, 3 and 4, to consolidate learning.

Depending on the time available, you could set either of the Research Tasks on page 238 or on page 239 in class using a **Task Based Learning** (TBL) approach, which is based around the completion of a central task and encourages communication and collaboration among the students. Depending on the size of the class, you could even assign half of the groups the Research Task on tolerance and the other half the task on compassion. While the students complete the task they have been given in pairs or groups, you should monitor and offer support as needed. The students can prepare a short oral or written report and feedback to the whole class on what they found.

The Action Task on page 240 pulls together the learning from this section and lends itself to individual written responses which the students can provide as an in-class written assessment or as homework.

## 5. Summary (10 minutes)

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

- Set any one of the Self-Assessment Questions as brief in-class research tasks, especially question three which encourages students to take part in a nationwide initiative.
- Revise key concepts from the lesson or even from the unit using a **hot seat** activity:
  - Start by choosing a specific topic to frame the activity, for example values for effective intercultural understanding and communication, or approaches to understanding cultures. Divide the class into two teams and have each team write a minimum of three questions about the topic you have selected.
  - Select one student from each team to sit in the 'hot seat' chair at the front of the room. While in the hot seat, the students have control of the class. They are responsible for calling on students who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication.
  - Each group asks their question and the people in the hot seat have 10 seconds to answer. They can ask their team mates for assistance, but only they can answer the question.
  - During this process, you should act as a facilitator and support to provide prompts and encourage the progression of the session.

**Note:** The timing for each section is given as a guide only. It may be necessary to adjust these, depending on the students you have in your group and the learning progress. For example, you may choose to spend more time on Activity 4 and less on Activities 2 and 3 to accommodate.



**UNIT 2**

# Being a Responsible Adult (1)

**Lesson 1** What is Meant by the Terms 'Core Values' and 'Societal Types'?

**Lesson 2** What Are the Key Qualities of a Responsible Adult?

**Lesson 3** What Are the Key Differences Between 'Rights' and 'Obligations'?

**Lesson 4** What is Meant by the Terms 'Openness' and 'Social Inclusion'?

**Lesson 5** What Does it Mean to be a 'Cultural Ambassador'?

**Lesson 6** What is Information and How it is Shared?

## Learning Outcomes

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

- Explain the difference between needs and rights, and how rights benefit individual lives and society as a whole.
- Present their opinions to their peers, based on primary and secondary research evidence on what their responsibilities will be as a responsible adult.
- Make a reasoned argument to support their ideas on what rights and responsibilities are required for a just and sustainable community.

## Introduction

In this unit, students will be exploring how a responsible adult interacts within the boundaries of culture and society. They will explore the differences between needs and rights and how rights benefit individual lives and the society as a whole. Below is a summary of the elements of each lesson:

- **Lesson 1** focuses on 'core values' and 'societal types' to ensure students are familiar with their meaning. Some students may not be familiar with these terms and may need more time explaining what they are and the importance of them in understanding their own personal values. This is crucial, as the other lessons in this unit and lessons from Unit 5, of Grade 10, rely on students being able to not only understand but apply their personal, familial and cultural values.
- **Lesson 2** begins to examine some of the key qualities of adulthood and the difference between being an adult and being a responsible adult. The six qualities explored in this lesson are: personal power, setting and implementing of goals; rationality; non-defensiveness; non-confrontationalism; and equality.
- **Lesson 3** focuses on 'rights' and 'obligations'. It explores what each term means and the different types of rights and obligations that exist. It also examines how our core values affect our perception of what we consider a right or an obligation and discusses situations in which an obligation may supersede a right.
- **Lesson 4** builds on information learned from the previous lessons by discussing the terms 'openness' and 'social inclusion', and the extent to which a person's degree of openness affects how they bond and interact with others.
- **Lesson 5** draws on the information learned so far in this unit by looking at 'cultural representation' and 'multicultural collaboration'. Students will explore what it means to be a representative or ambassador for their culture or society. This lesson covers the importance of understanding how a person's behaviour may impact other people's perception of not only them but their culture, including enforcing stereotypes. It also examines how people interact within groups or organisations that require multicultural collaboration.
- **Lesson 6** covers how people share information. It explores the four types of information: Personal, Private, Confidential, and Public. It also examines the dangers of oversharing personal and private information with others and online, including social media. Students will also learn more about Personal Identifiable Information (PII) and the importance of protecting their PII by limiting who they provide that information to.

# Lesson 1

## WHAT IS MEANT BY THE TERMS 'CORE VALUES' AND 'SOCIETAL TYPES'?

The aim of this lesson is for students to understand what their personal core values are, and what impact external influencers (family, community, universal values) have on them. This lesson builds on concepts learned in Unit 3, of Grade 10.

We would like students to be able to identify the four types of values: universal, societal, familial and personal. We also want them to understand how they connect to and influence one another. As part of this discovery, we will look at the effect that a person's emotional maturity has on value development. We will introduce students to two societal types, collective and individualistic, along with the perception of power and authority. Students will explore how societal views and values of power and authority directly impact a person's perception of what is acceptable or unacceptable within their community or society by looking at the Power Distance Index.

### Learning Objectives

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

- Provide a written definition with at least two examples to show what is meant by the term 'core values'.
- Give at least three values and perspectives of others as a Responsible Adult and comment on each.
- Describe at least one impact of values and perspectives on individuals, communities, and the world.

## Suggested Lesson Structure

### 1. Introductory Activity (10 minutes)

This lesson can begin by handing out the 'personal core values' graphic organiser and having the students complete it. This should not take more than five minutes, and be done on an individual basis. A sample core value worksheet has been included at the end of these notes for Lesson 1 (**Appendix 1**). Note that there are a large number of values provided in the Appendix. Teachers should use their judgement about whether to provide all these for students or to provide a smaller number. It is at the teacher's discretion to use an alternative worksheet, graphic organiser or table for their class.

To follow up on this activity, ask students to share three of their personal core values with the class. Some students may wish to write their answers directly on the board (whiteboard, smartboard, clipboard, etc.) and others may wish to present their answers verbally. For those students who wish to answer verbally, write the values on the board for them.

Then ask the students to find three values that are common within the class. On a separate section of the board write the three common values under a heading 'Our Class Common Values'. Let the students know that these values will be evaluated at the end of the lesson, once the class has learned more about core values and societal types. Identifying common core values will aid in the introduction of the concept that there are layers of values in everyone's personal environment.

### 2. Activity 1: Identifying Core Value Types (20 minutes)

Now that the idea of personal core values has been explored, the next stage is to look at the three core value types that influence an individual's personal core values. The Student Book outlines the three types as universal, societal and familial (this can be immediate family or extended family). This is a good opportunity to either use the board or digital presentation software such as PowerPoint to display the core values image and the definition for each core value type for the students to refer back to throughout this activity and the lesson. This will offer visual clues for students who have a strong attachment to wanting to understand the relationship between two or more concepts, and/or visual learners who connect best through visual clues such as pictures and videos. Start with the most general value type and filter down to the most specific...i.e., start with universal values, then cultural values, then finally familial values.

Break students into groups of three or four; make sure to include a mix of learning styles and experiences within the groups if possible. This will help promote diversity in brainstorming and solutions for the activities. Encourage your students

to read Lesson 1 of the Student Book before the lesson. Assume that most of the students have at least skimmed over the lesson. Assign each group with one of the core values type: universal, cultural, or familial. Give each group 10 to 12 minutes to discuss what their assigned value means and what impact it has on personal core values. Ask them to provide two values for that type and corresponding examples. Make sure that within the group all students participate. One can take notes, one could read aloud the relevant information from the Student Book, and the others could be responsible for presenting an example each to the class based on their findings. These examples could then be written on the board, presented verbally or acted out in front of the class depending on each group's dynamic.

When assessing whether a value is universal in nature, have students discuss if that value could be applied to all of humanity. Universal values are those values that are shared among all, or almost every human. They exist above culture, religion, socioeconomic background or nationality. Universal values are closely linked to basic human rights and dignity. A good place to start is looking at the United Nations Human Rights Council, which outlines a few of the values including peace, dignity, equality, fairness, freedom, safety, responsibility and friendship. Get students in this group to provide two real-life examples of universal values such as:

*"Despite being from different cultures and religions, both Jasim and Roger were able to connect to one another through the universal values of equality, peace and responsibility."*

Some examples of societal values are: harmony, tolerance, hospitality, mobility, collectivism, success, innovation, individualism, efficiency modesty such as:

*"In Japan's society conformity is a societal value, whereas in the United States individualism is highly prized; however, that is starting to change."*

-or

*"In the United Arab Emirates the values of tolerance and innovation are encouraged and celebrated."*

Familial values are specific to either one's immediate or extended family or tribe. These values usually deal with moral standards, social customs and responsibilities that have been passed down from generation to generation. Some examples of familial values are: honesty, hard work, perseverance, cleanliness, and trust, such as:

*"In Amna's family, the value of perseverance has been passed down through the generations as a reminder that giving up is not option. If you fail, you learn from your mistakes and persist until you reach your goal." –or- "Jane's family put a high value on hard work and effort."*

### 3. Activity 2: Societal types and Power Distance Index (12 minutes)

The next stage is to look at two major societal or cultural types in the world, collective and individualistic, and show how those societies view power and authority. Students will examine different examples of each societal type, and the relationship between the characteristics of a society and how that has a high importance on what values they deem worthy.

Allow the students to remain in their groups, but have this as a whole class activity. Look at what is a collective or individualistic culture or society. Try to keep students away from negative connotations when addressing societal values. Just because one person does not find a particular value important does not lessen the importance of that value to someone else from the same or different culture, religion or society.

Have the students look at the sample graph in the Student Book, or you can use **Hofstede's Country Comparison tool** to quickly compare any two countries to engage both visual and rational users. The link is:

<https://www.hofstede-insights.com/country-comparison/>. Enquire whether students are surprised at the ranking of some of the countries in the graph. Where do they feel that their country would rank? A short plenary may be used to summarise this activity, and you may want to have students jot down what they now understand about how societal types and power and authority affect a person's core values and principles.

### 4. Activity 3: Jasim's story (8 minutes)

Have the students review 'A Cultural Exchange Story' case study in the Student Book, either by themselves, in pairs or in the previous activity's group. Have the students consider what would have happened if Jasim was not emotionally mature. Is it possible to be emotionally mature and not secure in what your core values are? Randomly get a few concise answers from the class.

### 5. Concluding activity (10 minutes)

At the end of the lesson, teachers may use the Self-Assessment Questions at the end of the lesson in the corresponding Student Book to review the learning which has taken place. Some of the questions presented in the Self-Assessment or in the lesson tasks may be used for homework to strengthen what was learned in the lesson.

## APPENDIX 1

### Core Values Worksheet

Values are a persons' foundation in life. They are our life anchors, the beliefs and principles that matter most, and the traits that define who we are.

Review the value word list, which is presented here alphabetically, and circle or highlight the words that best match your core values. If you cannot find your values listed, please write them down. When done, write down at the bottom of the page the three or four values that are the most important to you.

Accepting	Family	Personal Power
Accomplishment	Forgiveness	Proactive
Affirmation	Freedom	Quality
Ambition	Fulfilment	Rationality
Beauty	Fun	Recognition
Career	Happiness	Relaxed
Caution	Hard work	Risk taker
Collaboration	Honour	Security
Communication	Honesty	Self-Esteem
Community	Humility	Service
Compassion	Humour	Silence
Competition	Independence	Sincerity
Contentment	Influence	Stability
Control	Integrity	Success
Creativity	Joy	Tolerance
Determination	Loyalty	Trust
Diligence	Motivated	Wellbeing
Efficiency	Order	_____
Elegance	Patience	_____
Empathy	Peace	_____
Encouragement	Perfection	_____
Excellence	Persistence	_____

**My most important values are:**

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

# Lesson 2

## WHAT ARE THE KEY QUALITIES OF A RESPONSIBLE ADULT?

In this lesson, we want students to explore what the six key qualities of a responsible adult are, beginning with understanding that young adulthood and the teen culture are relatively new concepts in human history. Before the mid-20<sup>th</sup> century, teens were already expected to have adult responsibilities by the time they reached the age of the students within the class.

We will then explore six key qualities that reflect a responsible adult's core values and principles. This will build on what the students have already learned in Lesson 1. The six key qualities that are addressed in this lesson are personal power, setting and implementing goals, rationality, non-defensiveness, non-confrontationalism, and equality.

### Learning Objectives

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

- Identify six key qualities of a responsible adult.
- Explain two differences between being an adult and being a responsible adult.



## Suggested Lesson Structure

### 1. Introductory Activity (8 minutes)

Review expectations of what an adult and a responsible adult are with the class by examining the opening section of Lesson 2 of the Student Book. The opening section addresses the phenomenon of the emergence of the concept of the teenager and young adult. The class should be able to understand that less than a hundred years ago people their age were expected to uphold adult rules and obligations. People back then went from childhood straight into adulthood. Ask the class, as a whole, what age do they think someone should legally be recognised as an adult and have to assume adulthood responsibilities, what these responsibilities should be, and why. Encourage a few students to answer. Try to field answers from a diverse section of students in order to avoid having narrow or one-sided viewpoints of the issue. Explain that there is a difference between being legally an adult and being a responsible adult. This can be done in a few quick examples, such as:

*“An adult has the legal right to have a credit card; a responsible adult understands that it should be used for emergencies, and should be paid off at the end of each billing cycle in order to avoid unnecessary fines and charges.”*

*“An adult has the legal right to own and drive a car; a responsible adult ensures that the car is maintained, the insurance is valid, and that they obey traffic rules and regulations such as wearing a seat belt, driving according to the speed limits, and not speaking on the phone or texting whilst driving.”*

Note: It is fundamental to state that societies and nations differ on what age a person becomes an adult. Some societies view a person as an adult at the age of 15, and others don't recognise adulthood until someone reaches the age of 21. Saudi Arabia recently changed its legal age from 15 to 18 and Japan from 20 to 18. However some nations have more than one legal age of maturity, such as the United States where most states recognise the legal age of adulthood as 18, but in Nebraska and Alabama the age is 19, and it is 21 Mississippi and the District of Columbia. We will be using the general age of maturity common among most United Nations states, which is 18, for practical purposes. In the UAE, the Federal Law 9 of 1976 stipulates that for the purposes of criminal trial, a juvenile is someone under the age of 18. With regard to employment, the main features of employment law also apply once a person has reached the age of 18.

**Alternative Activity:** Have the students break into groups and play a matching game with one another. The objective of the game is to match statements with either being an Adult or a Responsible Adult. Statements can be placed on the board in front of the class and each group has four minutes to correctly identify on a piece of paper whether the statement is for an adult or a responsible adult.

All students should be able to match five statements, most should be able to match ten statements, and a few will be able to match fifteen statements. Read off the correct answers to the class. Did any group get them all correct? Discuss what the students learned from the activity.

## 2. Exploring the Key Qualities (45 minutes)

There are two ways explored in this guide for teaching the key qualities in Lesson 2 of the Student Book:

- The first option is built upon five quick mini lessons done either on an individual or class basis.
- The second option is a more fluid group based activity. Each group will be assigned a key quality to explore, and will be asked to deliver the information learned in the form of a poster, sketch or presentation on their assigned key quality to the rest of the class.

### **Possible Activity 1: Small group brainstorming activity – 20 minutes of group activity followed by a three to five minute mini-presentation from each group.**

Break the class into five groups to investigate one of the following: personal power; equality; rationality; setting and implementing goals; non-defensiveness and non-confrontationalism. You may wish to -separate the two key qualities of non-defensiveness and non-confrontationalism as two separate groups, or assign them both to one group as they are closely related to one another.

Ensure that each group has a variety of learning styles, experience levels and backgrounds. The more diverse the group is, the more balanced the exercise will be in fostering a deeper understanding of how different students perceive and approach each of the key qualities. The diversity of the group will also help some of the weaker students benefit from peer shared learning with more topic knowledgeable students.

Have each group read aloud to themselves the corresponding section of the Student Book on the quality or qualities that they were assigned. The qualities of non-defensiveness and non-confrontationalism can be grouped together as they are closely related to one another. Should you chose to separate them into two groups, then the group activity time should be reduced to 15 minutes in order to allow time for all groups to give their mini-presentation.

Have the students in each group brainstorm:

- What information is the most important to present to the class.
- What method should be used, whether as a poster, oral report, visual report or slide show (PowerPoint or a sketch enacting different elements of that key quality). The last one could be particularly useful when presenting on non-defensiveness and non-confrontationalism.

Ask students to take notes on what they learned from each group presentation as they will be asked to either answer Self-Assessment Questions at the end of the lesson or complete an evaluation form on the knowledge that they have learned.

### **Possible Activity 2: Mini-lesson activity – (45 minutes)**

Guide students through the activity. Explain to them that each of the six qualities will be looked at, and that they will be asked to complete a series of tasks for each of the six qualities, with each one being a little more challenging than the one before. Before the lesson, prepare a slide show, hand-out, or write the necessary information on the board in order to have a quick review of facts readily available for students to refer back to, in addition to the information in their Student Book. Instruct the students to work on the tasks to the best of their ability.

This activity allows students to set their own pace in disseminating the content, and then applying that information to the tasks that have been laid out for them. Remind the students that it is not a competition, and that they should complete the tasks based on their ability and the time limit.

Expect that all students will be able to complete one task; most students will be able to complete two tasks and that a few students may be able to complete three or more tasks for each key quality, given their level of ability and the time-frame in which to complete the task. Remind the students that it may be easier to tackle the tasks for the topics that they are comfortable with first, and leave time to come back to the ones that they are unfamiliar with. This, in itself, could be viewed as a task for the second key quality of setting and implementing goals.

- **Quality 1: Personal Power** Personal power is a state of mind that is based on positive personal values, competencies and being confident in whom we want to be. There are six attributes of personal power. They are self-development, connections, solutions not problems, time management, responsibility, being humane. The following sample tasks can be used, or feel free to create your own:
  - Write down two examples of personal power.
  - Identify what it means to act humanely and include two real-life examples.
  - Create a motivational poster based on one the attributes of personal power.
  - Explain in your own words why time management is important and how it can be applied in your daily or school life.
- **Quality 2: Setting and Implementing Goals** The ability to properly set goals and implement realistic strategies helps remove the stress of not knowing what you want to achieve in your personal, school, or professional life. Part of setting goals is how we manage our time, which is an essential skill to have as we just learned in personal power. The following sample tasks can be used, or feel free to create your own:
  - Create an itinerary for a school event such as a sports day, book fair or charity event.

- Identify a goal you want to accomplish in school this year, and what realistic strategies you will use to achieve it.
- Consider that you have a goal of finishing your homework by Thursday evening so you can enjoy the weekend. How would you accomplish that?
- **Quality 3: Rationality** Rationality is the way we understand the importance of how we feel about something, and how that feeling may influence what we know is the right thing to do. It is important that students learn that they need to make rational choices based on a strong sense of identity and integrity in relation to their core values and ethical concerns. The following sample tasks can be used, or feel free to create your own:
  - Read the two scenarios under the heading 'Rationality' in the Student Book. Answer the questions in either one or both of the scenarios using rationality.
  - Explain the difference between a rational and an emotional ('gut') statement.
  - What steps are recommended in the rational decision making process?
- **Quality 4: Non-Defensiveness** Point out that it is easy to get angry or defensive when we feel that we are threatened. Part of being responsible is to do one's best to approach such situations in a calm and level headed manner. The following sample tasks can be used, or feel free to create your own:
  - Rephrase the surrender-sabotage statement in the Sharon Ellison Action Task from Lesson 2 of the Student Book.
  - Create a poster with two different defensive ways people react.
  - Explain the difference between being non-defensive and non-confrontational in communicating others and in dealing with difficult situations.
- **Quality 5: Non-Confrontationalism** Part of being responsible is delivering a message in a non-critical way by steering clear of generalisations. Make "I" statements instead of "You" statements such as, 'I don't feel appreciated' instead of 'You always make me upset'. The following sample tasks can be used, or feel free to create your own:
  - Rephrase the counter-attack – blame statement in the Sharon Ellison Action Task from Lesson 2 of the Student Book.
  - Explain the difference between an 'I' statement and a 'You' statement.
  - Create a drawing that displays non-confrontational behaviour.
- **Quality 6: Equality** Students must understand the differences between being equal and being fair. Equality is a tangible concept whereas fairness is subjective concept. One person may view being fair differently from another. The following sample tasks can be used, or feel free to create your own:
  - Explain the differences between equality and fairness.
  - Write down what it means to be fair.
  - Read the discussion under Equality in Lesson 2 of the Student Book and answer the two questions.
  - Give an example where someone is being equal but unfair at the same time.

### 3. Concluding activity (5–7 minutes)

It is important to ensure that the learning objectives for the lesson are met, whatever activity was used. This could be achieved by using the Self-Assessment Questions at the end of Lesson 2 in the Student Book. Another option if presentations have been used, is asking students to write down important features of each of the six qualities during the presentations, based on a pre-prepared evaluation form like the one at the end of this section in **Appendix 2**.

## APPENDIX 2

### Sample Evaluation Form:

Group	Type of Presentation	What I learned that I didn't know beforehand
Personal Power		
Setting and Implementing Goals		
Rationality		
Non-Defensiveness		
Non-Confrontationalism		
Equality		

# Lesson 3

## WHAT ARE THE KEY DIFFERENCES BETWEEN 'RIGHTS' AND 'OBLIGATIONS'?

This lesson aims to help students understand what are 'rights' and 'obligations' in a social context. Students will learn the differences between rights and obligations, and the various types of right and obligations that exist. They will also learn under what circumstances an obligation has the authority to override a right, even an inalienable one.

### Learning Objectives

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

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

## Suggested Lesson Structure

### 1. Introductory Activity (8 minutes)

A good way to start the lesson is to ask students to write down what they believe the definitions of a 'right' and of an 'obligation' are. Also ask them to write down an example of what they perceive to be a right and an obligation within the classroom. You can then ask a few students to read out aloud either their definition or example to the class. Such examples may be:

- I have the right to be heard.
- I am obligated to listen to others when they speak.
- I have the right to learn in a safe and welcoming environment.
- I have a duty towards my classmates to follow class rules.

Write down on the whiteboard or smartboard the keywords from student examples. Ask the class to review the keywords on the board and ask them if they can spot any similarities between responses. The main goal is to have a cohesive decision among the students about what they feel is a right and an obligation. Write the final definition of a right and an obligation, along with the keywords, on the board, and tell the students that they will review it again at the end of the lesson in the concluding activity.

### 2. Activity 1: Must/Should and Have Got To (5–7 minutes)

Whilst internal and external obligations appear at the end of Lesson 3 in the Student Book, address it with the class before the main activity, which will encompass students exploring either rights or obligations, and then sharing their knowledge with the rest of the class. This exercise should take no more than seven minutes to complete, and is a way to further introduce the main activity.

Explain to the students the difference between internal and external obligations. An internal obligation is a subjective responsibility to oneself, whereas an external obligation is an objective legal or situational obligation.

Ask students to give example statements of both internal and external obligations using 'Must/Should' and 'Have got to/Have to'. Alternatively have students share examples within a pair or group setting. Remind students that the statements do not need to be serious; they can be light-hearted as long as they are not rude or inappropriate. Sometimes the light-hearted or silly statement has a more lasting impression on young adults, and may help them further understand the point of this activity. Please note that some students may be more comfortable using the North American version of 'Have Got To' which is 'Have to' depending on where

they come from. Expect all students to provide one statement, most students to provide two statements and some students to provide three or more statements. Such as:

- Internal Obligations:
  - I must get to sleep early since tomorrow is a school day.
  - I should eat healthier food.
  - I must call my friend.
  - I should brush my teeth in the morning.
- External Obligations:
  - I have to ready for school by 6am, otherwise I will miss the bus.
  - I have got to listen to the teacher in class.
  - I have got to study for my exam in history.
  - I have to obey the dress code at school.

Or you could show the students a video that is under four minutes, such as 'talking about obligations' (<https://youtu.be/sWOEFXnSYoc>) before moving on to asking students for examples.

A short plenary may be used to reflect on the differences between internal and external obligations. This can be done as a discussion of when to use the two, or by having them fill in blanks on the board with the rest of the class. You could say 'Complete the following statement as an internal obligation. I \_\_\_\_\_ read the book from the movie we watched in class yesterday.'

### 3. Activity 2: Rights and Obligations (40 minutes)

There are six groups in this exercise based on rights and obligations. They are:

- Inalienable versus legal rights.
- Entitled versus privileged rights.
- Group rights.
- Duties.
- Social obligations.
- Moral and Legal obligations.

Randomly assign students to one of the six groups. This can be done by drawing a group name out of a hat or by another method that you may have already used. Depending on the size of your class you, may end up with odd numbers in one or two groups or you may find that there are not enough students to generate six groups. If there are not enough students for six groups then you can combine together Duties with Social Obligations.



Once the students have been divided into their groups, have them review the relevant content from Lesson 3, of the Student Book, before brainstorming what is the best way to share the information with the rest of the class and in what format. Students may wish to create a poster, cartoon or diagram; or, they may wish to do an oral presentation, or even a sketch that highlights the relevant content. Allow the groups to work independently, but offer guidance and clarification as need. Remind students to use the Discussion Points, Thinking Tasks, and Action Tasks from the Student Book to help them in the activity. For example when reviewing legal rights, there is mention of article 14 from the UAE Constitution in the Student Book, in which some the legal rights of citizens of the UAE are laid out:

*“Equality, social justice, and providing safety, security, and equal opportunities to all the citizens are pillars on which the community is grounded. Solidarity and shared sympathies are close links that tie the Emirates together.”*

This can be compared and contrasted with the inalienable rights mentioned to in the American Declaration of Independence:

*“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness.”*

Give the students around 15–16 minutes to review, brainstorm and create their mini-presentation, sketch, cartoon or poster. The remaining time can be used for group presentations to the class. Each presentation should take between two to four minutes. Allow the students to present from their location or allow them to go to the front of class depending on the type presentation and their comfort level. The action of going to the front of the class may make some students nervous, so by allowing those students to present from a more comfortable location will be cause less anxiety about situation.

#### 4. Concluding activity (5–7 minutes)

The purpose of this concluding activity will be to reflect on the lesson, and how students’ behaviours and actions may be affected by the information that they have covered during the lesson. This can be done by having the students agree on a class bill of rights and obligations as in Appendix 3.

Refer students back to the start of the lesson and the introductory activity. The definition for both a right and an obligation, along with the keywords, should still be on the board. Ask the students to suggest what top three rights and obligations the class should adopt. Have them phrase them in direct sentences. This can be later made into a poster and placed inside the classroom for the students to see during each class.

**APPENDIX 3****Class 10A's Declaration of Rights and Obligations**

**I have the right to:**

- Learn in a safe environment.
- Fair and equal treatment.
- Be heard.
- Give my opinion on a topic.

**I have the obligation to:**

- Follow class rules.
- Listen while others are speaking.
- Respect the opinions of others.
- To study and do my best.

# Lesson 4

## WHAT IS MEANT BY THE TERMS 'OPENNESS' AND 'SOCIAL INCLUSION'?

In this lesson students will explore two more key qualities of being a responsible adult which are 'openness' and 'social inclusion'. They will also explore how the two are interconnected. This lesson also serves as a gateway lesson into the topics that will be explored throughout Unit 5, of Grade 10 where the concepts related to open-mindedness and inclusion have a vital role in understanding or applying a particular concept or topic. This is an opportunity to include discussions of social inclusion and open-mindedness towards those with special needs.

### Learning Objectives

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

- Identify the key differences between being 'open-minded' and 'close-minded' either verbally or in writing.
- Present a solution to dealing with a 'close-minded' person or group.
- Give a verbal example of how students can implement 'social inclusion' their daily lives.

## Suggested Lesson Structure

### 1. Introductory activity (8 minutes)

Explain the concept of openness to the class, and say that people who are open to new ideas and experiences are usually secure in what they believe, considerate of others, and have a willingness to share their knowledge or information. Those who are open-minded are also aware of internal motivators that may prevent them from seeking out equality and understanding.

Ask the students if they feel that they are open-minded. Explain that while most people agree that they believe they are open to new experiences and ideas, not everyone actively explores opportunities for openness in their daily lives. Ask the students to discuss with the person sitting next to them what reasons may prevent them from exploring opportunities that openness can offer, and why.

### 2. Activity 1: Open-mindedness vs. Close Mindedness (15 minutes)

This activity has the potential of being a good individual self-study activity; however, teachers are free to pair up students if they would like to. Provide the students with a scenario or an image such as the ones below.

**Scenario:** You want to get one of your friends to try a new video game that you like. They are not interested in even hearing about it, as they told you 'It is not my type of game. I can tell by the cover.' This makes you feel increasingly frustrated that your friends are not willing to even try the game that you like. You have tried the ones they liked, after all.



Tell the students that in these situations, each person may begin by considering the other person's behaviour as wrong and theirs as right. They see the problem being with other person and not with them. Ask them to think about whether or not this approach is right. What conclusions have they made, and can they justify their decision? Alternatively, you may ask the students what either the image or the scenario represents. This alternative may be completed in pairs or in small groups of not more than four students.

Briefly explain to the students that, though we may have the best of intentions, often when someone is faced with resistance they, in turn, become resistant to the other person's personal perspective. In other words, we become close-minded to their viewpoint. This is an internal opposition that usually stems from our pride or ego, which encourages us to act irrationally. We must try to see the situation from the other person's perspective, and from there we can empathise with them.

Based on this new information, ask the students to review and revise, if necessary their previous conclusions and justifications for their decisions. Has their perception of what the image or scenario represents changed? If so, how or why? Randomly choose a student pair or group to share their conclusions with the rest of the class.

### 3. Activity 2: Social Inclusion (15 minutes)

Break the class into groups. The groups can range in size from three to five students in each group. Acquaint them with the term **social cohesion**, and explain that it is the proverbial 'glue' that binds a society, group or community together. The more connected (included) a person is made to feel towards the group or community, the more tolerant, open-minded, and content they feel.

Clarify that social inclusion goes further than social cohesion by ensuring that each individual member is made to feel that they and their ideas are not only important, but appreciated. Use the quote from His Highness Sheikh Khalifa bin Zayed Al Nahyan (May Allah protect him) in the Student Book as an example of inclusive behaviour on a societal level.

Some of the traits of inclusive behaviour are:

- Fairness
- Cooperation
- Openness
- Respect
- Communication

Have the students conduct research on social inclusion in one of the local newspapers, whether online or in print, and to find an example of social inclusion here in the UAE. Have two or three groups volunteer their findings. Try to make sure that those who volunteer have not been called on already in this lesson. Try to motivate all students to share with the class.

Examples of inclusion in the newspapers:

- **Gulf News:** Diversity makes UAE safer, says top official – <http://gulfnews.com/news/uae/government/diversity-makes-uae-safer-says-top-official-1.2173826>
- **The National:** Other nations could learn from the UAE's model of growth and tolerance – <https://www.thenational.ae/opinion/feedback/other-nations-could-learn-from-the-uae-s-model-of-growth-and-tolerance-1.693271>

**Alternative activity:** Have students identify social inclusion within their school. Have students break into groups and examine inclusive behaviour, whether at assembly, during their normal class schedule, or at special events such as sports days or Flag Day. For example:

*"During Flag Day we all gather to raise the UAE flag together as a school. All students then go back inside to the assembly hall, where we learn how the flag came to be created as it is now, and each year group had an opportunity to present a sketch, poem, song or presentation regarding the flag for the rest of the assembly."*

#### 4. Activity 3: Excluded to Included (15–17 minutes)

Let the students know that everyone has a need to belong to a group, a community, project, etc. When they feel excluded, a person has been marginalised by someone or a group of peers. They feel that they and/or their ideas and opinions are less important or valued than others. Social exclusion can lead to **social isolation** which will be covered in the first lesson of Unit 5, in Grade 10. Social isolation is the actual or imagined disconnection from others through an absence of meaningful interactions, relationships or contact. This shouldn't take more than two minutes.

Keep the students in their groups from the previous activity. Have each group review and answer the questions for one or both of the Action Task scenarios under the section on social exclusion in the Student Book. This should take no more than five minutes. Ask each group to participate in a role play exercise based on either the scenarios that they have reviewed or another one that you have created. Let different members of the group take turns so everyone performs as both the excluder and the excluded, or the includer and the included. Offer guidance and support to the groups as needed. This should take around ten minutes.

**Alternative Activity:** Have the students watch a video clip or two regarding social exclusion and inclusion. Then have the students break into groups to discuss the clips and how it made them feel. Ask if they could give examples of inclusive and exclusive behaviour that they have witnessed first-hand, whether in the community or at school. In this alternative activity, offer guidance to each group and help them keep on track for the discussion. Advise the students to be careful in choosing examples to discuss so not to offend others within the group.

#### 5. Concluding activity (5–7 minutes)

At the end of the lesson, teachers may use the Self-Assessment Questions at the end of the lesson in the Student Book to review the learning which has taken place. Some of the questions presented in the Self-Assessment or in the lesson tasks may be used for homework to strengthen what was learned in the lesson.

# Lesson 5

## WHAT DOES IT MEAN TO BE A 'CULTURAL AMBASSADOR'?

In this lesson, students will explore what it means to be a cultural ambassador/cultural representative. This lesson builds on what students have already learned in previous lessons of this unit. They will look at the responsibilities that they have to set an example of what their culture or society represents whether inside their country, online, or travelling abroad. Students will also look at how they, as cultural representatives, can effectively participate in a multicultural collaborative setting.

### Learning Objectives

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

- Explain the relation between 'multicultural collaboration' and 'cultural representation' either verbally or in writing.
- List two responsibilities of being a cultural ambassador for your culture.
- Give an example of how students can represent their culture at home, whilst travelling abroad, or online.



## Suggested Lesson Structure

### 1. Introductory Activity (5–8 minutes)

A good way to introduce this lesson is to have a brief brainstorming session on what the class believes the terms ‘cultural ambassador’ or ‘cultural representative’ means. Write down on the board some of the common words or catch phrases, and leave it on the board for the students to view at the end of the lesson during the plenary assessment of the lesson.

**Alternative Activity:** Break the students into groups have them discuss among themselves about behaviours that annoy them when they (or hear about people who) travel aboard, or how compatriots act at home towards others. Ask them to discuss how they believe cultural stereotypes are formed and why?

### 2. Activity 2: Cultural Identity (10 minutes)

Offer students a concise explanation of the importance of understanding one’s cultural identity and how it impacts the way one portrays not only oneself but one’s culture to others. Ask the students to complete the following Action Task on page 301 in the Student Book:

*“Imagine that you lived in a society that did not allow you or anyone else residing in it to display or practice any aspect of cultural identity. Would such a society be an interesting or boring place to live?”*

Ask them to write a small paragraph that would describe what an average day would be like in such a society. Collect each paragraph and tell the students that their stories will be compiled into a document and given to back to each student to read at the beginning of the next lesson.

### 3. Activity 3: Cultural Representation (Poster) (15–17 minutes)

Break the students into groups that have a diversity of skills and learning types. Talk to the students regarding their responsibility to project a positive personification of their culture so as to avoid negativity and the endorsement of common cultural stereotypes such as:

- ‘People from this nationality are always \_\_\_\_\_’ or
- ‘Everyone from that country doesn’t know how to \_\_\_\_\_’.

Go over the section on Cultural Representation Responsibilities with the students in Lesson 5 of the Student Book. Highlight the six responsibilities everyone has when representing their culture whether at home, online or travelling abroad.

Ask the groups to create a motivational poster covering one or more of the responsibilities that highlight cultural representation/ambassadorship like the one below. Students may also draw inspiration from the Future Ambassadors and Innovation Ambassadors programmes sponsored by the Ministry of Education. They can use images found online, their own photographs or drawings. There is no one correct way that the motivational should look. However, students should avoid using images or language that may be offensive to others from different cultures, religions or backgrounds.



When done, have the students hang up their posters around the classroom and allow five to seven minutes for the class to view everyone's creations. After the students have finished viewing the motivational posters, ask them if they feel more or less inspired and/or motivated to be a cultural ambassador, and why.

#### 4. Activity 4: Multicultural collaboration (20 minutes)

Briefly review with the students what was learned so far about cultural ambassadorship or representation. Ask them if they feel that being a cultural representative is necessary when working in collaboration, especially in a multicultural setting like their school or class. What is necessary to bond a multicultural group together? Let them answer this question, at the same time try to direct them to the conclusion that usually such groups are most successful when there is a shared concern/s and a desire for a common goal. On its own, a group or an individual may not have enough authority to get a specific problem

resolved, but as a collective group that changes. Ask the students to consider the question: in order to create and maintain a successful multicultural collaboration in a school setting, for example, what is needed?

You can have the students remain in the previous groups or reassign them. Have the class review the section on Multicultural Guidelines, and instruct them to create either a sketch or a mini-story (not more than two or three paragraphs) based on multicultural collaboration in a school setting. For inspiration, refer them to the Action Task (page 308) about Sara and 'World Olympics for All Initiative'. Or use another example of your choice. Allow for two or three groups to volunteer to share what they have created with the other students in the class.

### **5. Concluding activity** (5 minutes)

At the end of the lesson, begin by reviewing the outcomes from the introductory activity with the class. Are there any amendments that they would like to make based on what they learned in this lesson? If so either write them down or ask students to come and write them on the board. Teachers may use the Self-Assessment Questions at the end of the lesson in the Student Book to review the learning which has taken place. Or alternatively, teachers may make use of the tasks and checkpoints from the Student Book. Students may write their answers to the tasks, related specifically to the learning objectives of this lesson, in their copy of the Student Book in the spaces provide, or you can provide them with an answer sheet on which they can write down their responses.

# Lesson 6

## WHAT IS INFORMATION AND HOW IT IS SHARED?

In this lesson, students will explore the differences between personal, private, confidential and public information. They will also examine the responsibilities and risks that are associated with sharing information both in the real-world and online. Finally, students will review what Personal Identifiable Information (PII) is and why it is important to limit how much of it students unconsciously or consciously give away to others.

### Learning Objectives

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

- Identify four types of information.
- Distinguish between 'Private' and 'Public' information.
- Describe at least four responsibilities and risks of sharing information.

## Suggested Lesson Structure

### 1. Introductory Activity (6–8 minutes)

Start the lesson off with discussing Personal Identifiable Information with the class. Ask students if they have any form of identification with them. It could even be a school ID. What kind of information is available on their ID? Examples of Personal Identifiable Information are one's date of birth; mother's family name; mobile number; email; nationality; home address; full name; passport information; etc. Could this information be used by someone else to access more of your personal information? What?

Explain that everyday people have their identities stolen due to the unwittingly sharing of Personal Identifiable Information. Go over one of the Action Task scenarios in the Student Book with the students or use your own scenario.

The first scenario is a real-world situation that students may have already seen. The second scenario is an online situation. Often people are more willingly to provide information online in order to enter a desired website than they are to provide the same information to someone face-to-face.

It would be good to divide this activity into two large groups with each group presenting their observations to the class. A short plenary could be added to ask the students if they would now be more conscious of what information that they are willing to disclose to others, whether face-to-face, over the phone, or online.

### 2. Activity 2: Types of Information (20 minutes)

There are four basic types of information which are: personal; private; confidential and public. Students must be aware of what each of these types of information means, and the impact that their use or mishandling may have on their lives.

Information Type	Examples
Personal Information	Diary, thoughts, feelings, opinions.
Private Information	Home address, passwords, travel plans, passport number.
Confidential Information	Student records, grade reports, hospital patient file.
Public Information	Anything published on the Internet or social media.

Divide the class into groups. It is okay to have more than one group working on the same information type, as long as the two groups are separated from one another so there is no accidental sharing of information. Randomly assign each group an information type, and have them read the relevant information in the Student Book.

Brainstorm and complete the assigned task, whether from the Student Book or one that you have designed. After ten minutes, have the groups share their new found information with the rest of the class in a creative method of their choice: a poster, oral presentation, a poem, a mini cautionary tale, etc:

- **Mini-lesson activity: Personal Information.** Have students identify what types of information they consider personal. Does everyone agree with the classification or do some students see the examples as another type of information? Remind students that personal information is information that they do not want shared with anyone.
- **Mini-lesson activity: Private Information.** Ask students when does personal information become private information? With whom do they share personal information if they wish it to remain private? Is it truly possible to have information remain private, or is there an opportunity for it to be made public?
- **Mini-lesson activity: Confidential Information.** Have the students understand the ramifications of sharing confidential information, which often has legal implications.
- **Mini-lesson activity: Public Information.** Students need to be aware that once information is made public, it stays public and may be altered as it is passed on from one person to the next. Have the students in each group play a round of telephone in which the first person whispers to the person next to them an easy statement like 'I like the colour blue,' and then that person whispers to the next person, and so on until it reaches the last person. The last person tells the group the statement. This can be compared to the original statement. Is it still the same? If it changed, why do they believe it changed?

### 3. Activity 3: Oversharing information (20–25 minutes)

Discuss with the students about what it means to share and over-share information. Ask the students to consider before they share information the following:

- Should I share this information? Is it personal or private information?
- Is this information something that I am comfortable with everyone knowing? Once information is shared it is as if it has been written in ink ... it cannot be erased.
- Is it really necessary for that person to know that particular piece of information?

Have students think of their favourite reality TV show. While over sharing information can make reality television fun to watch, what kinds of ramifications do you think it has for those involved after the reality show has concluded? Can the students recall a situation where a reality star faced a legal or social backlash due to comments made or behaviour on or off the show?

Ask the students to consider the fact that nowadays when we share information that becomes public it runs the risk of being not only available to their group, community or nation but to the entire world. Sharing information about your

favourite book or movie may be acceptable, but sharing information about someone's health issues without their express consent is not. Firstly, it is not your information to share, and secondly the sharing of that information could have ramifications for the other person. You might give an example here such as what might happen to that person at school or work if teachers, other students, or employers found out about the health issue.

Have the groups discuss if they or someone they know has ever been in a situation where the oversharing of information has put them in harm's way? For example, sharing your daily routine on your social page might allow someone to steal from your house when they know that you will be away for the weekend. Remind students that, just like their transcripts are their own permanent academic record that may affect them after High School, their posts, tweets, and other online information that they share are their own permanent record of their life that is available to the world, and it is extremely difficult to remove that information once it has been posted.

Ask the students to consider what types of information they trust on the Internet. Ask them to use one of the many search engines or reverse email searches available on the Internet to look up their name such as:

- <https://pipl.com/corp/lp/find-social-profiles-by-email-address/>
- <https://www.social-searcher.com/>
- <https://www.google.ae/>
- <http://www.bing.com/>

Give them a set time period in which to do so. Ask the students whether or not they were surprised by the type, quality and quantity of information about their personal life which is available to the world. Then ask them how they would evaluate what information that they would want to post, tweet, or repost in the future. If a student did not find any information about themselves online, ask them why they believe this is the case. Perhaps their parents have strict policies about what can and cannot be posted online, or maybe these students do not have social media or Internet based accounts.

Conclude this activity with having the students discuss within their groups what types of information should be posted, and what they do if they receive threatening or unwanted attention from others whether online or in the real world. Ask each group to share one or two of these with the rest of the class. For example:

- When faced with threatening or unwanted attention online, I report it immediately to the site administrator and my parents.
- I make sure to read and understand the bylaws or rules of the site or application that I want to use before downloading or accepting to its terms of use.
- I never say something online that I have not said or am not willing to say when face-to-face with the person in question.

#### 4. Concluding Activity (5–7 minutes)

For the concluding activity of this lesson, have the students complete the Self-Assessment task at the end of the lesson, which requires the writing of a small paragraph on their view of what personal or private information should be made public, and under what conditions. Alternatively, you may have the students complete an activity of your own design, possibly a short pop quiz on the subject matter.



**UNIT 3**

# Markets in the UAE

**Lesson 1**

Introducing Markets

**Lesson 2**

Everything Changes

**Lesson 3**

Market Structures

**Lesson 4**

UAE AND EMIRATISATION

**Lesson 5**

Business Structures: Private, Public and Semi-government

**Introduction**

This term you will learn about economics. You will learn how economics affects every part of your life. By the end of the term you will understand how you can use economics to make good decisions in your life.

# Lesson 1

## RISE AND FALL OF ANCIENT CIVILIZATIONS

### Student Learning Outcomes (SLOs)

MSC.2.4.02.032

Identifies evidence that draws information from various sources and recognizes inconsistencies in evidence so as review, change or strengthen claims

MSC.2.4.02.035











Cites specific evidence from text to support explanation or analysis

#### Lesson Objective

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

- describe the arc of a civilization, from rise to demise.
- explain the roles and responsibilities of the king and his subjects
- describe the economic and social structures of ancient civilizations.

## Key Vocabulary

-  **hierarchy:**
-  **hereditary:**
-  **bloodline:**
-  **consumption:**
-  **commodity:**
-  **bureaucrat:**
-  **manual labor:**
-  **driver:**
-  **demise:**
-  **surplus:**

## Materials/Resources/Technology

### Resources from Student Book:

None

### Teacher-ONLY resources:

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

## Lesson Description

The warmup is designed to activate student knowledge regarding leadership.

Activity 1 is a comprehension activity that checks student understanding of the roles and responsibilities of ancient kings and their subjects **MSC.2.4.02.032**

Activity 2 is a comprehension activity that checks student understanding of how ancient civilizations developed and declined **MSC.2.4.02.032**

Activity 3 is a discussion activity where students discuss critical thinking questions based on the text **MSC.2.4.02.035**

Activity 4 is an application activity where students write about the daily life of an ancient soldier **MSC.2.4.02.035**

## Selected Activity Answers

### Warmup: Brainstorm

What makes a successful leader? List some reasons why people follow leaders.

### Activity 1: Check Your Understanding

Answer the questions using information from the text.

List five roles and responsibilities of the king:

made all laws, maintained order in society, protected his people from foreign enemies, made sure farmers produced surplus crops, collected taxes and rents

List five roles and responsibilities of the people under the king:

produce crops, construct buildings and equipment, support the ruling group, do manual labor, fight in foreign wars

### Activity 2: Development Chat

Draw a chart describing the major stages of development and eventual fall of an ancient civilization.

### Activity 3: For Discussion

Discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

**Question 1: If you were king of an ancient civilization, how concerned would you be about maintaining your hold on power? What threats would most worry you?**

**Question 2: In your opinion, what was the most important consequence of the development of money, and why?**

**Question 3: How did kings use relationships to secure their rule?**

**Activity 4: A Soldier's Diary**

Armies played a range of roles in ancient civilizations. Write a brief (150-250 words) diary entry for a soldier in an ancient army that describes an important day in the soldier's work.

**Activity 5: Focus on Jobs**

Imagine you are an entrepreneur. What new product can you think of? And how would you market this product to investors? Use the box below to draw a picture of your product and write your marketing ideas.

**Activity 6: Going Beyond**

The text argues that the study of ancient civilizations can provide insights into the modern world. Based on the text's description of the vulnerability of ancient civilizations, consider how modern civilization may also be at risk.

**Formative Assessment Opportunities**

Activity 2 and 3 could be used for class comparisons of ideas, assessing their understanding of the text.

**Remedial Opportunities**

Text can be broken up among student groups, where stronger students can help others with comprehension. Activities 4 and 6 can be omitted so more focus can be placed on the text.

**Extension Opportunities**

Activity 6 can be used as an extension activity.

# Lesson 2

## ARCHAIC GREECE

### Student Learning Outcomes (SLOs)

MSC.2.1.01.024

Describes the impacts of technology and scientific discovery in the world

MSC.2.4.02.034

Identifies evidence that draws information from various sources and recognizes inconsistencies in evidence so as review, change or strengthen claims

MSC.2.4.02.035 Cites specific evidence from text to support explanation or analysis

MSC.2.4.02.039 Assesses the credibility of primary and secondary sources and draws sound conclusions from them

### Lesson Objective

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

- describe the emergence of ancient Greece as a great civilization
- explain the rise and decline of the Mycenaean Period
- describe attributes of Greece during the Archaic Period.

## Key Vocabulary

 **weaponry**

 **thrive**

 **stoa**

 **sanctuary**

 **elder**

 **juror**

 **magistrate**

## Materials/Resources/Technology

### Resources from Student Book

None

### Teacher-ONLY resources:

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

## Lesson Description

The warmup asks students to think about significant developments from three ancient civilizations.

**Activity 1** is a comprehension activity that checks student understanding of important historical events from the text **MSC.2.4.02.035**

**Activity 2** is an analysis activity where students use information from the text to support their ideas about how we learn about history **MSC.2.4.02.039**

**Activity 3** is an application activity where students create an Olympic Games poster **MSC.2.4.02.034**

**Activity 4** is an analysis activity where students give their opinions on influential inventions, with justifications **MSC.2.1.01.024**

## Selected Activity Answers

### Warmup: Review

What were the three most significant societal developments from the three ancient civilizations studied in Term 1?

#### Activity 1: Check Your Understanding

Construct a timeline of five events/periods noted in the reading, beginning with the eruption of Thera and ending with the development of Greek political culture. Remember that BCE years are in reverse order: the numbers get smaller as time moves forward.

##### Possible Answers:

1500 BCE: Eruption of Thera

1200-1150 BCE: Late Bronze Age Collapse/Greek Dark Ages

1150 BCE: Greek Archaic Period begins

8th century BCE: Greek communities evolve

776 BCE: Olympic Games begin

6th century BCE: Greek social and political structure is established

#### Activity 2: How Do We Know?

Historians make use of a range of sources to understand history. Working with a partner, list the facts that the text supports with evidence, and mention the evidence's source.

#### Activity 3: Olympic Poster

Design a poster advertising an ancient Greek item that links it to the early Olympics. You will need to research items commonly used in Greek society, the types of sports played at the ancient Olympics, and imagine how an item's promotion could be related to the Games.



**Activity 4: Short Writing**

In your opinion, which invention or development described in the text had the greatest influence on Greek society and those that followed? Justify your answer.

**Activity 5: Focus on Jobs**

What different jobs can you think of that the Olympic Games provides? Work with two or three other students and write your ideas below

**Activity 6: Going Beyond**

Think about the Greek stoa and sanctuary. What modern buildings or public places are most similar to these? How are they different? Write your ideas in the box below.

**Formative Assessment Opportunities**

Activity 2 can be used for class discussion to assess student comprehension of the text.

**Remedial Opportunities**

Text can be broken up among student groups, where stronger students can help others with comprehension. Activities 3, 4, and 6 can be omitted so more focus can be placed on the text.

**Extension Opportunities**

Activity 6 can be done as an extension activity.

# Lesson 3

## CLASSICAL TO ROMAN PERIOD

MSC.2.4.02.035

Cites specific evidence from text to support explanation or analysis

MSC.2.4.02.034

Presents information gathered from primary and secondary sources to an intended audience and initiates debates or discussions with partners justifying his/her point of view with evidence

MSC.2.4.02.033

Engages in social studies discourse presenting claims and findings effectively and clearly

MSC.2.1.02.025

Evaluates the role and legacy left by historical figures in the history of UAE world

### Lesson Objective

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

- ▶ outline the Classical, Hellenistic and Roman periods of Ancient Greece.

## Key Vocabulary

 institution

 elite

 colonize

 phase

## Materials/Resources/Technology

### Resources from Student Book

None

### Teacher-ONLY resources:

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

## Lesson Description

The warmup activates student knowledge of ancient civilizations and why they might be useful to study.

**Activity 1** is a comprehension activity that checks student understanding of various battles described in the text **MSC.2.4.02.035**

**Activity 2** is an analysis activity that asks students to compare and contrast Athens and Sparta, using information from the text **MSC.2.4.02.034**

**Activity 3** is an application activity that asks students to create a travel brochure promoting either Athens or Sparta **MSC.2.4.02.034**

**Activity 4** is a discussion activity where students discuss critical thinking questions based on the text **MSC.2.4.02.033**

**Activity 6** is an extension activity that asks students to write about famous statues they know about **MSC.2.1.02.025**

## Selected Activity Answers

### Warmup

What features of an ancient society would make one worthy of study by us, now?

### Activity 1: Check Your Understanding

What features of an ancient society would make one worthy of study by us, now?

YEAR	WAR	INVOLVED	WHO WON?
492-479 BCE	Persian Invasions	Greece and Persia	Greece
431-413 BCE	Peloponnesian War	Athens and Sparta	Sparta
357 BCE	(no name given)	Macedonia and Athens	Macedonia
305-304 BCE	(no name given)	Greece and Rhodes	Rhodes
214-148 BCE	Macedonian Wars	Rome and Greece	Rome
146 BCE	Achaean War	Rome and Greece	Rome
BCE 31	Battle of Actium	Rome and Egypt	Rome

### Activity 2: Compare Athens and Sparta

Create a table comparing Athens and Sparta's culture, government, economy, educational systems. Additional sources from the Internet will be helpful. What traits did Athens and Sparta have in common?

### Activity 3: Travel Brochure

Using additional information from the internet or other sources, create a brochure promoting either ancient Sparta or ancient Athens as a destination.

### Activity 4: For Discussion

Discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

**Question 1: Why did the emergence of the Delian and Peloponnesian Leagues make the resulting war so devastating for ancient Greece?**

**Question 2: Why was military strength important for a city-state in ancient Greece?**

**Question 3: Why is ancient Greece so historically and culturally significant?**

### Activity 5: Focus on Jobs

Do you think being a sculptor would be an interesting job to have? What do you think some of the challenges would be? And some of the rewards? Write your ideas in the box below.

### Activity 6: Going Beyond

You read about the Colossus of Rhodes in this lesson. What are some other famous statues that you know? And what do you know about them? Write your ideas in the box below.

## Formative Assessment Opportunities

Activities 2 and 4 can be used to initiate classroom discussion of ideas, to assess student understanding of the text.

## Remedial Opportunities

Text can be broken up among student groups, where stronger students can help others with comprehension. Activities 3 and 6 can be omitted so more focus can be placed on the text.

## Extension Opportunities

Activity 6 can be used as an extension activity. Students can also branch into learning about the Seven Wonders of the Ancient World.

# Lesson 4

## TRADE AND MIGRATION

### Student Learning Outcomes (SLOs)

MSC.2.4.02.035

Cites specific evidence from text to support explanation or analysis

MSC.2.3.01.019

Identifies the economic issue facing individuals and societies in terms of concepts, emergence, and outcome

MSC.2.4.02.041

Decides on valid sources to answer social studies questions

MSC.2.4.02.033

Engages in social studies discourse presenting claims and findings effectively and clearly

### Lesson Objective

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

- explain the linguistic evidence to support our knowledge of people movement
- describe the developments in science, trade and politics that promoted Middle Ages migration.

## Key Vocabulary

 prehistoric

 wave

 rural

 merchant

 bandit

 navigational

 linguistic

 adjust

## Materials/Resources/Technology

### Resources from Student Book:

None

### Teacher-ONLY resources:

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

## Lesson Description

The warmup activates students' knowledge about the benefits of international travel.

**Activity 1** is a comprehension activity that checks student understanding of how ancient traders exchanged cultural information **MSC.2.4.02.035**

**Activity 2** is an analysis activity where students think about modern equivalents of ancient activities from the text **MSC.2.3.01.019**

**Activity 3** is an application activity where students create a poster advertising an ancient activity from the text **MSC.2.3.01.019**

**Activity 4** is an analysis activity where students give their opinions on how we learn about ancient migration patterns, using information from the text **MSC.2.4.02.041**

**Activity 6** is an extension activity that asks students to think about how ancient sailors navigated the oceans **MSC.2.4.02.033**

## Selected Activity Answers

### Warmup

Why do we travel? Brainstorm the benefits we gain from traveling between different regions of the world.

### Activity 1: Check Your Understanding

According to the text's conclusion, traders "shared new information, new ideas, and new products with each other". From the text, give five specific examples of these exchanges between civilizations.

Possible Answers

- traders picked up each other's languages
- provided housing and marketplaces for foreign traders
- imported new fruits and vegetables

### Activity 2: Big Business

With a partner, list five activities described in the text that have grown into major industries that we can see everywhere today

Possible Answers: housing for traders, marketplaces, shipbuilding, imported fruits and vegetables, new roads and bridges

### Activity 3: Promotion

Choose an industry from your list in Activity #2 and create a poster advertising the ancient activity.

### Activity 4: How Do We Know?

The text tells us that our knowledge of these patterns of people movement is less from written history than from other ways.

In your own words, what is the main area of study that historians rely on for knowledge of these migrations?



What other pieces of evidence mentioned in the text might support this Knowledge.

### **Activity 5: Focus On Jobs**

One of the most important factors in human migration has been the domestication of animals, such as horses and camels, for traveling.

Do you know anyone who does this job? What do you think are some of the challenges of animal husbandry? Write your ideas in the box below.

### **Activity 6: How Did They Do It? The Science of Travel**

In the 21st century we use compasses, GPS and navigational maps to guide us. But how did ancient mariners manage to cross oceans without any of these aids?

### **Formative Assessment Opportunities**

Activities 2 and 4 can be used to initiate class discussion to assess student understanding of the text..

### **Remedial Opportunities**

Text can be broken up among student groups, where stronger students can help others with comprehension. Activities 4 and 6 can be omitted so more focus can be placed on the text.

### **Extension Opportunities**

Activity 6 can be used as an extension activity.

# Lesson 5

## EARLY GOLDEN AGES – ATHENS AND INDIA

### Student Learning Outcomes (SLOs)

MSC.2.4.02.035

Cites specific evidence from text to support explanation or analysis

MSC.2.1.02.025

Evaluates the role and legacy left by historical figures in the history of UAE world

MSC.2.4.02.033

Engages in social studies discourse presenting claims and findings effectively and clearly

MSC.3.2.01.027

Compares and contrasts the UAE system of government to other forms of government

### Lesson Objective

At the end of the lesson, students will:

- describe the attributes of a civilization's "golden age"
- explain the achievements of Athens and the Gupta Empire as examples of golden ages.

## Key Vocabulary

 **breakthrough**

 **condition**

 **standardize**

 **benevolent**

## Materials/Resources/Technology

### Resources from Student Book:

None

### Teacher-ONLY resources:

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

## Lesson Description

The warmup activates student knowledge of Babylon's Golden Age, from the previous term.

**Activity 1** is a comprehension activity where students use information from the text to describe the golden ages of Athens and the Gupta Empire **MSC.2.4.02.035**

**Activity 2** is a comprehension activity where students explain how the leaders of Athens and the Gupta Empire helped create their cultures' golden ages **MSC.2.1.02.025**

**Activity 3** is an application activity where students create a 'fair' constitution using information from the text **MSC.2.4.02.035**

**Activity 4** is a discussion activity where students discuss critical thinking questions based on the text **MSC.2.4.02.033**

**Activity 6** is an extension activity where students write about what makes a benevolent leader **MSC.3.2.01.027**

## Selected Activity Answers

### Warmup

In Lesson 6, Term 1 we learned about Babylon's "Golden Age". How was it described and why was it called a golden age?

### Activity 1: Check Your Understanding

The text notes the golden ages of Athens and the Gupta Empire hold some similarities. Compare the two golden ages by completing the chart:

	ATHENS	GUPTA EMPIRE
Architecture	Parthenon, large temples, beautiful concert halls and gymnasiums	temples
Important leaders	Pericles	Candra Gupta I, Samudra Gupta
Social and political features	fair society, created jobs, improved economy for everyone	peaceful and benevolent, tolerant of other cultures, fair laws, took advice from wise councils, no cruel punishments, no discrimination based on class or religion, promoted trade, maintained and policed trade routes
Science, art, and philosophy	most influential philosophers in the world (Socrates, Plato, Aristotle), "school of Greece"	classics of Sanskrit literature, dramatic arts, new scientific discoveries in mathematics and astronomy (Aryabhata discovers rotation of Earth (and pi

### Activity 2: Leaders

Pericles and the Guptas supported the emergence of prosperity and innovation by their actions and leadership traits. By their example, which actions and traits promoted the development of golden ages in their societies?

### Activity 3: Justice

The word “fair” appears in the descriptions of both societies profiled in the text. What is a fair society? With a partner, create a “constitution” listing ten rules would result in a fair society if everyone followed them.

### Activity 4: For Discussion

Discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

**Question 1: Why would Pericles be concerned with the wellbeing of poorer citizens in Athens?**

**Question 2: How might the Gupta Empire have benefited from well-maintained and well policed trade routes?**

**Question 3: What similarities do you notice between the abilities of Pericles and the Guptas?**

### Activity 5: Focus on Jobs

What are some of the interesting things an astronomer might learn? Write your ideas in the box below.

### Activity 6: Going Beyond

What do you think are the qualities of a benevolent leader? If you were a benevolent leader, what programs would you create to help your community? Write your ideas in the box below.

## Formative Assessment Opportunities

Activities 2 and 4 can be used to initiate class discussion to assess student understanding of the text..

## Remedial Opportunities

Text can be broken up among student groups, where stronger students can help others with comprehension. Activities 3 and 6 can be omitted so more focus can be placed on the text.

## Extension Opportunities

Activity 6 can be used as an extension activity. Students can also branch off to find more information about community-related volunteering initiatives.

# Lesson 6

## LATER GOLDEN AGES – TANG DYNASTY, BULGARIA AND MALI

### Student Learning Outcomes (SLOs)

MSC.2.4.02.031

Composes various types of written work to investigate a historical event, place or person using various sources, printed and digital

MSC.2.1.02.025

Evaluates the role and legacy left by historical figures in the history of UAE world

MSC.2.4.02.033

Engages in social studies discourse presenting claims and findings effectively and clearly

MSC.2.5.01.031

Explains migration patterns in the world and their impact on the national and human characteristics in a particular geographic region

### Lesson Objective

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

- compare and contrast the golden ages of the Tang Dynasty, Mali and Bulgaria with the Gupta Empire and Athens.

## Key Vocabulary

-  fruitful
-  rebellion
-  steppe
-  civil servant
-  rational
-  ceramics
-  governance
-  vanquish

## Materials/Resources/Technology

### Resources from Student Book:

None

### Teacher-ONLY resources:

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

## Lesson Description

The warmup activates student knowledge of the various golden ages they have studied so far.

**Activity 1** is a comprehension activity that checks student understanding of how the golden ages from the text began, flourished, and ended **MSC.2.4.02.035**

**Activity 2** is a comprehension activity where students label a map **MSC.2.4.02.031**

**Activity 3** is an application activity where students create a Help Wanted poster advertising for a leadership position, using information from the text **MSC.2.1.02.025**

**Activity 4** is a discussion question where students discuss critical thinking questions about the golden ages they have studied **MSC.2.4.02.033**

**Activity 5** is an extension activity where students write about which golden age they would like to visit and why **MSC.2.5.01.031**

## Selected Activity Answers

### Warmup

Based on the golden ages we have already covered, what are some things that happened in all of them? Draw pictures in the box below.

### Activity 1: Check Your Understanding

Answer the questions below using information from the reading.

**What military actions secured Bulgaria, Mali and China, allowing their golden ages to begin?**

Tang Dynasty: Li Yuan's rebellion against the Sui family and rebel forces

Bulgaria: Simeon I the Great made peace with Constantinople

Mali: Sundiata defeated King Sumangura of Ghana and broke away to form a new kingdom

**The leaders of the three societies in the text ruled effectively by consulting others in the government. Who did they consult and how did it help their rule?**

Tang Dynasty: officials and military leaders, which established a pattern of good governance

Bulgaria: most respected thinkers and writers, which laid the foundation for Bulgarian literary and artistic and culture

Mali: tribal chiefs, which kept their loyalty

**The golden ages of the three societies ended in similar ways. What marked their end?**

Tang Dynasty: rebellions and other provinces breaking away

Bulgaria: death of Simeon I the great, wars with invaders (Constantinople and Croatia)

Mali: rebellion of smaller kingdoms, foreign invaders



## Activity 2: Labelling a Map

With a partner, list five activities described in the text that have grown into major cities. On a map, identify Bulgaria, India, Mali, China, and Athens.



## Activity 3: Help Wanted - A Leader for Our People

Create an advertisement looking for the perfect leader to launch a golden age in an ancient society. What experiences and qualifications would be helpful for the applicant to be successful?

## Activity 4: How Do We Know?

Consider the five societies we have studied and discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

**Question 1: Are we in a golden age now? Why or why not?**

**Question 2: How important were leaders in establishing golden ages in their societies?**

**Question 3: According to the text, once Taizong had established himself as emperor, he began to make improvements in the Chinese education system. He started a program of examinations for civil servants and published new versions of classic Chinese literature. What else did he do?**

**Activity 5: Focus On Jobs**

Goldsmithing is an ancient profession and has been around for hundreds of years. What new techniques do you think we have today for goldsmithing? And what do you think are the challenges in this profession? Write your ideas in the box below.

**Activity 6: How Did They Do It? The Science of Travel**

Review the last two lesson texts describing the golden ages of five ancient societies. If you had a time machine, which civilization would you want to visit or live in? Support your reasons with specific points from the texts.

## Formative Assessment Opportunities

Activity 1 could be used to initiate a class discussion to check student understanding of how cultural golden ages rise and fall.

Activity 4 can be used to initiate class discussion to assess student understanding of the text.

## Remedial Opportunities

Text can be broken up among student groups, where stronger students can help others with comprehension. Activities 3 and 6 can be omitted so more focus can be placed on the text.

## Extension Opportunities

Activity 6 can be used as an extension activity.

# Lesson 7

## COLONIALISM AND ITS IMPACT

### Student Learning Outcomes (SLOs)

MSC.2.4.02.033

Engages in social studies discourse presenting claims and findings effectively and clearly

MSC.2.2.02.032

Analyzes trends in world demographics as they relate to physical systems

MSC.2.2.01.031

Explains migration patterns in the world and their impact on the national and human characteristics in a particular geographic region

MSC.2.2.01.030








Analyzes how migration affects the structure of societies

### Lesson Objective

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

- describe the motivations for European states to gain colonies and grow empires
- explain the consequences and legacies of colonialism on former colonies.

## Key Vocabulary

-  colony
-  station
-  presume
-  erroneously
-  smallpox
-  immune system
-  legacy

## Materials/Resources/Technology

### Resources from Student Book:

None

### Teacher-ONLY resources:

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

## Lesson Description

The warmup activates student knowledge of colonization and its impact on societies.

**Activity 1** is a comprehension activity that checks student understanding of why Europe chose to colonize foreign territories **MSC.2.4.02.033**

**Activity 2** is a comprehension activity that checks student understanding of the benefits and consequences of colonization **MSC.2.2.02.032**

**Activity 3** is a comprehension activity where students identify colonial territories on a map **MSC.2.2.01.031**

**Activity 4** is an analysis activity where students compare and analyse colonial territories and powers **MSC.2.2.01.030**

**Activity 5** asks students to write about jobs where people must travel far away their home countries **MSC.2.2.02.032**

**Activity 6** is an extension activity where students write about the negative effects of colonialism today **(SOC.1.5.02.030)..**

Selected Activity Answers

Warmup

Name a country that you know of that used to be a colony. Do you believe its history as a colony was positive or negative for its development?

Activity 1: Check Your Understanding

What was the initial motivation for European nations to colonize territories? List three reasons for exploring the world and establishing colonies.

Possible Answers:

to find new and profitable resources, to gain more power in foreign territories, to help relations between traders and native people

Activity 2: Labelling a Map

Based on the text, list benefits that possessing colonies provided the European nations who established them, and negative effects experienced by colonized peoples.

Possible Answers:

Benefits to Colonizing Country	Consequences to Colonized Peoples
access to new resources	killed by diseases
control over new territories	enslaved by colonizers
access to native people to do hard work	freedom of language, culture, and religion taken away
increased wealth and power	resentment and frustration at colonizers

### Activity 3: Build a Colony Map

On the map on the next page, shade in the major colonial territories of these five European states. You can find the information for each state with a Google image search for “colonial empire map” + country name.

Shade according to this key:

Britain=red, France=blue, Spain=yellow, Portugal=green, Netherlands=orange



### Activity 4: Map Work

Based on the map you have drawn, what regions of the world were most heavily colonized? Can you notice any other patterns (large colonies vs small colonies...)? Which empire claimed the most territory? Which claimed the least?

**Activity 5: Focus On Jobs**

What challenges do you think people face when they must live and work so far from their homes? How can they overcome these challenges? Write your ideas in the box below.

**Activity 6: How Did They Do It? The Science of Travel**

The text points out that the negative effects of colonialism are still felt in many former colonies today. In your opinion, could there be a fair solution to ease these effects in the present? Write your ideas in the box below

**Formative Assessment Opportunities**

NONE

**Remedial Opportunities**

Text can be broken up among student groups, where stronger students can help others with comprehension. Activities 4 and 6 can be omitted so more focus can be placed on the text.

**Extension Opportunities**

Activity 6 can be used as an extension activity.





# Lesson 8

## TERM PROJECT

### Lesson Objective

At the end of the lesson, students will:

- present their term projects

### Key Vocabulary

 Vocabulary from Term 1 and 2 lessons

### Materials/Resources/Technology

#### Resources from Student Book:

None

#### Teacher-ONLY resources:

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

### PROJECT DESCRIPTION: History of a location

#### PROJECT STEPS

Working in pairs, students will select a region of the world to profile outside of the UAE, and beyond the main territories in the text (Greece, Mali, China, Bulgaria, India). The team will create and give to the class a 10-minute presentation about the recorded history of the land, highlighting:

1. **Empires:** Empires the region belonged to throughout history to the present

2. **Colonization:** History of colonization: did the region colonize other places, or was it colonized by others? If so, how, and when did it become independent?
3. **Historical leaders:** Two key leaders in its history: why are they remembered?
4. **Migration:** A key migration to or from the place involving significant numbers of people: why did people move?

The team should also produce a worksheet (with copies) for the rest of the class to complete with information from the presentation..

## Lesson Description with SLO Tags and Notes

Pre-project work is where students are grouped and decide which region they want to focus on.

Students will need to use a variety of sources to find information about the region of their choice

**Step 1** focuses on the history of the region and who it was governed by

**Step 2** focuses on the colonial history of the region

**Step 3** focuses on historically important leaders and figures of the region

**Step 4** focuses on migration patterns of the region and why they happened

**Step 5** is the delivery of the presentation and leading the discussion afterwards

The worksheet will consolidate the knowledge presented among the students and students can use this to critique their peers' presentations.

## Selected Activity Answers

Project answers and development will vary according to the students' topics and groups. Therefore, there are no answers here, but teachers need to monitor students carefully to ensure they are working in their groups on the task and given time limits so they complete the work on time.

## Remedial Opportunities

Grouping students according to their abilities could work well here. Have a strong speaker with a more creative or artistic students to work on their design.

## Extension Opportunities

The project allows itself to be developed easily into a competition or formal class debate.

# Glossary

<b>Acceptance</b>	Agreeing to the reality of an often uncomfortable situation or condition without the attempt to change or protest it.
<b>Active Citizenship</b>	Getting involved in campaigns and other actions to contribute to community upliftment.
<b>Addiction</b>	A psychological condition in which the individual uses a substance, or indulges in an activity which can result in short term pleasure, but which the body or the individual comes to depend on.
<b>Affective</b>	Relating to moods, feelings, and attitudes.
<b>Age of Majority</b>	The age at which you are recognised by law, in a country, as an adult.
<b>Agenda</b>	A list of items to be discussed at a formal meeting.
<b>Alternative Civilian Service</b>	A service to a government made as a civilian, particularly such service as an option for conscripted persons who are conscientious objectors and object to military service.
<b>Altruism</b>	Having a selfless concern for the well-being of other people.
<b>Anecdotal</b>	Based on personal accounts (not proven facts).
<b>Anthropology</b>	The science of the origins and development of human beings and their cultures.
<b>Assumptions</b>	Something that is accepted as being true without proof that it is.
<b>Authenticity</b>	Being yourself and living in accordance with your values.
<b>Behaviourial</b>	Relating to behaviours and actions.
<b>Bilateral Trade Agreements</b>	An agreement between two countries to remove import duties and taxes on trade.
<b>Blanket Approach</b>	A very broad statement or view which tries to cover all possible explanations or methods of understanding.
<b>Body Mass Index (BMI)</b>	A measure of body fat based on height and weight.
<b>Camaraderie</b>	A mutual trust and/or friendship amongst individuals who spend a lot of time together.
<b>Campaign</b>	An organised programme of events or actions to achieve a goal.
<b>Capital</b>	Machinery, buildings and equipment used in the production of goods and services.
<b>Chair</b>	Run or control a meeting; the person who runs the meeting.
<b>Charity</b>	Providing something to those in need, on a voluntary basis.
<b>Chauvinism</b>	An extreme form of patriotism or nationalism, on an individual level, in which there is a conviction of the superiority over all other nations, cultures, religion or societies.

<b>Close-mindedness</b>	A person's unwillingness to be receptive towards a new idea or perspective.
<b>Cognitive</b>	Relating to the act or process of knowing and perceiving.
<b>Cognitive Based Therapy</b>	A type of therapy that can help people manage their problems by changing the way they think and behave.
<b>Collaboration</b>	Individuals co-creating together with one another.
<b>Collective Consciousness</b>	A shared awareness or common understanding amongst a group or community; group consciousness; community consciousness.
<b>Collective Culture</b>	Group and social cooperation is highly valued and people are more likely to lean on family and the community in their decision making.
<b>Communication</b>	Individuals informing or acknowledging one another.
<b>Company Culture</b>	Is the 'personality' of a company and includes elements such as work environment, company mission, value, ethics, expectations, and goals.
<b>Confidential Information</b>	Information shared in confidence with a legally binding agreement that authorisation is needed to share the information with a specific group.
<b>Conform</b>	Behave according to socially acceptable conventions or standards.
<b>Conformity</b>	Compliance or acceptance of beliefs and attitudes shared by a group.
<b>Connectedness</b>	An emotional connection or sense of belonging to a person, group, community, or culture whether in the real world or a digital environment.
<b>Contentment</b>	A state of being satisfied with life and not just in a specific moment.
<b>Context</b>	The circumstances that form the setting for an event or idea which allow a fuller understanding.
<b>Contingency Planning</b>	Planning for a possible future event that may occur.
<b>Convention</b>	A way in which something is usually done.
<b>Conventional Wisdom</b>	The ideas or explanations generally accepted as true.
<b>Conversation</b>	Individuals talking or sharing a dialogue with one another.
<b>Core Values</b>	One word value statements that define our true self.
<b>Counselling</b>	Therapy with a trained professional listening and offering advice about social or personal problems.
<b>Creed</b>	A system of religious beliefs.
<b>Cultural Ambassador</b>	An individual, who though their actions or deeds, represents their culture or society to those coming from another culture; cultural representative.
<b>Cultural Consciousness</b>	Shared values, thoughts, or ethical behaviours which unite various people with a society or culture.; cultural awareness.
<b>Cultural Diversity</b>	Differences among people because of their racial or ethnic backgrounds, language, dress and traditions.
<b>Cultural Identity</b>	An individual's sense of belonging to a specific social group, culture, or society.

<b>Cultural Norms</b>	A social behaviour that is typical or expected.
<b>Culture</b>	The beliefs and values shared by a group of people.
<b>Culture Complex</b>	A group of interrelated culture traits which are dominated by one essential idea.
<b>Culture Shock</b>	The challenges to adjusting to life in a new culture.
<b>Culture Trait</b>	A single element or feature within a culture.
<b>Customs Union</b>	An agreement between two or more countries to remove import duties and taxes on trade between them, but to enforce a common external tariff (tax) on goods imported from countries who are not members of the customs union.
<b>Delegate</b>	Allocate a task to someone else to complete, trusting that they will use their judgment to complete it correctly.
<b>Donation</b>	The act of giving a resource to help someone in need.
<b>Dubai Fitness Challenge</b>	A city wide fitness challenge, sponsored by the Dubai Government, to encourage all residents to engage in 30 minutes of exercise a day for 30 days.
<b>Duty</b>	A moral or legal responsibility to act in a specified manner.
<b>Economy</b>	All the production and exchange activity that takes place over a period of time, in a particular place.
<b>Emotional Maturity</b>	Acting in an adult manner in response to a situation, which includes keeping emotions in check while dealing with others.
<b>Empathy</b>	The ability to understand and share someone else's feelings.
<b>Empathy</b>	The awareness of a person's feelings and the ability to visualise things from their perspective so that you can value and identify with the way they think and feel.
<b>Entitled Rights</b>	A person's entitlements or claims to a specific right that is based on the actions or duties of another individual or group; claim rights.
<b>Equality</b>	The state of being equal, especially in status, rights, and opportunities.
<b>Ethnic Origin</b>	Ethnic origin refers to a person's 'roots' and should not be confused with his or her citizenship, nationality, language or place of birth.
<b>Ethnocentrism</b>	A belief that your own culture is better than that of others.
<b>Etiquette</b>	The customs of polite behaviour in society.
<b>Expatriate</b>	An informal short form of 'expatriate', a person who lives outside their native country.
<b>Exports</b>	The sale of goods and services from the domestic economy to customers abroad which results in currency entering into the domestic economy.
<b>Expression of Interest</b>	A statement that an individual or company makes to indicate that they want to be considered for inclusion in a project or undertaking by another organisation.
<b>Extrinsic Motivation</b>	The process of carrying out a task or activity to receive an award such as praise, grades, trophies or money; external motivation.

<b>Fairness</b>	Being just or unbiased, without favouritism or discrimination, in your treatment and behaviour towards others.
<b>Familial Values</b>	Values acceptable or unacceptable within a family that are passed on generation to generation.
<b>Feedback</b>	Information about people's perception or experience of something; may be used to improve the process in future, or inform continuing action.
<b>Food Bank</b>	A place where non-perishable food items are distributed for free to people in need.
<b>Fundraising</b>	Seeking to gather financial support for a charity cause.
<b>Fusion Nation</b>	A country where many different nationalities and ethnic communities live side by side.
<b>Global Citizen</b>	Someone who feels part of a world community and whose actions contribute to building this community's values and practices.
<b>Global Economy</b>	All the production and exchange that takes place throughout the world.
<b>Globalisation</b>	The increase in connections between economies around the world.
<b>Globalisation</b>	A situation in which different countries and people of the world are increasingly interconnected through communication networks and the influence of multinational corporations and global concerns.
<b>Goal Setting</b>	The process of identifying something you want to accomplish and then establishing measurable objectives in order to achieve it.
<b>Goals</b>	Specific statements of how you intend to achieve or accomplish your vision (outcomes).
<b>Gross Domestic Product</b>	The value of all the goods and services produced in a country.
<b>Gross Domestic Product</b>	The GDP of a country divided by the size of the population.
<b>Per Capita</b>	
<b>Group Rights</b>	Rights held by a group as a collective entity rather than by its individual members; collective rights.
<b>Happiness</b>	State of well-being and contentment.
<b>Heterogeneous</b>	Composed of very different parts or dissimilar elements.
<b>Hidden Agenda</b>	A secret or hidden motive for doing something.
<b>Hierarchy</b>	A system in which members of an organization or society are ranked according to relative status or authority.
<b>Holistic</b>	The belief that the parts of something are interconnected and can be explained only by considering the whole.
<b>Homogenous</b>	Consisting of parts all of the same kind.
<b>Human Rights</b>	Rights that are regarded as belonging essentially to all of humanity.
<b>Ideology</b>	The ideas and beliefs of an individual or society which form the basis of economic or political theory.

<b>Idiomatic Expressions</b>	Informal phrases that have a meaning different from the meaning of the words in the expression.
<b>Imports</b>	The purchase of goods and services from abroad for use in the domestic economy which results in flows of funds out of the domestic economy.
<b>Inalienable Rights</b>	Rights that cannot be alienated, surrendered, or transferred; moral rights.
<b>Inclusion</b>	An action of including or being included within a group.
<b>Income</b>	A flow of money over a period of time.
<b>Individualistic Culture</b>	Individual rights are highly valued and a great emphasis is placed on being unique and self-reliance in decision making. Individuals are responsible for their own actions, which do not reflect back onto their family or community.
<b>Inquiry</b>	An investigation into a topic or issue to find out more about it, or to deepen understanding of it.
<b>Insomnia</b>	Difficulty falling asleep or staying asleep, even when a person has the chance to do so.
<b>Inspiration</b>	To influence, motivate or conjure up a feeling.
<b>Integrate</b>	Combine one thing with another to form a whole.
<b>Intent</b>	The reason why you do something.
<b>Intercultural Communication</b>	Intercultural communication studies communication across different cultures and social groups, or how culture affects communication. It includes understanding the different cultures, languages and customs of people from other countries.
<b>Interest Group</b>	A group of people that share a common interest or concern.
<b>Intolerance</b>	The inability to accept opinions, beliefs, behaviours or people that are different from your own.
<b>Intrinsic Motivation</b>	A personal challenge or action that compels us to carry out a task or activity out of personal gratification; internal motivation; self-motivation.
<b>Investment</b>	Doing something today which will generate some return in the future.
<b>Invisible Culture</b>	The aspects of culture that influence how people behave such as values and beliefs.
<b>Jingoism</b>	An extreme form of patriotism or nationalism, on a group or society level, in which there is a conviction of the superiority over all other nations, cultures, religion, or societies and that often calls for violence towards foreigners and foreign countries.
<b>Legal Obligations</b>	Obligations that are enforceable by a court of law.
<b>Legal Rights</b>	Rights that have been proposed, declared, and protected by a specific government; civil rights.
<b>Mandatory National Service</b>	Conscription, or draft, is the compulsory enlistment of people in a national service, most often a military service; Compulsory National Service; Conscription.
<b>Minutes of a Meeting</b>	The official record of what was discussed and decided at a formal meeting.



<b>Misconception</b>	A view or opinion that is incorrect because based on faulty thinking or understanding.
<b>Mitigate</b>	To make something less severe or harmful.
<b>Morals</b>	Responsibilities or duties to conduct oneself in a manner defined by one's ethical principles, personal values, or beliefs.
<b>Motivated</b>	Provided a person with a motive (such as a need or want) which caused that person to act.
<b>Motivation</b>	The condition or process in which a person is motivated; a need or feeling to fulfil or accomplish something.
<b>Multicultural Collaboration</b>	A combined effort between two or more individuals or groups from different cultures for a common purpose or goal.
<b>Multinational Company</b>	A company that has its headquarters in one country but may have many other departments, offices, outlets or factories in other countries.
<b>National Consciousness</b>	The level of awareness of the issues and events within a nation in which we are either a resident or citizen, and an awareness of how these affect not just us but everyone within that society or community.
<b>National Identity</b>	The act of belonging and identifying with a state or nation.
<b>National Service</b>	A system of either mandatory or voluntary government services including community service and military service.
<b>Nationalism</b>	A sense of national consciousness that is meant to inspire loyalty and devotion to a nation; to validate or defend narrow and extreme ideologies and beliefs about a community, race or nation.
<b>Negative Peer Pressure</b>	Influence from peers that results in unhealthy or harmful behaviour.
<b>Non-defensive</b>	Creating an atmosphere of mutual trust and respect by being composed and sensible.
<b>Non-verbal Communication</b>	The use of gestures or mannerisms to express yourself.
<b>Nonconfrontationalism</b>	The handling issues and situations in a rational and considerate way.
<b>Obligations</b>	Individuals or groups of individuals have a legal or moral responsibility to do something.
<b>Open-mindedness</b>	A person's willingness to consider a new idea or perspective without bias or judgment.
<b>Openness</b>	The state of being open to constructive criticism and new ideas in order to develop one's knowledge and awareness.
<b>Oral History</b>	The narratives of memories, of living people, about specific events or a social life which they experienced during their lives, which are recorded and preserved as historical record.

<b>Oral Traditions</b>	The social customs, historical events, folklore, personal narratives or other information that are shared and passed down the generations through verbal communication.
<b>Oversharing</b>	Sharing an inappropriate level of information about your private life with others or social media.
<b>Paraphrase</b>	To express the meaning of something written or spoken using different words.
<b>Peer</b>	A person of the same age, status, or ability as another specified person.
<b>Peer Pressure</b>	Influence from members of one's peer group.
<b>Peer Pressure Cycle</b>	Expectations and actions due to pressure to keep up with changing norms of a peer network or group.
<b>Personal Identifiable Information</b>	Information or data that describes specific characteristics of your identity.
<b>Personal Information</b>	Information that is kept secret and known only to a single individual.
<b>Personal Power</b>	The ability to control the environment around you.
<b>Personal Values</b>	Individual values that define who we are and how we project and act towards others.
<b>Politically Correct (PC)</b>	A belief that language and practices which could offend sensibilities (as in matters of gender or race) should be eliminated.
<b>Positive Peer Pressure</b>	Influence from peers that results in positive outcomes.
<b>Power Distance Index</b>	A measure of how a society deals with inequality in status and power.
<b>Private Information</b>	Personal information that is shared with a trustworthy person or group with the inherent notion that it is not for public consumption.
<b>Privileged Rights</b>	Rights that do not require any obligation from a third party, just the liberty or consent for the right holder; liberty rights.
<b>Proactive</b>	Making things happen, instead of waiting for them to happen.
<b>Psychosis</b>	A severe mental disorder in which thoughts and emotions are so impaired that contact is lost with external reality.
<b>Public Information</b>	Information that is made available to the public at large.
<b>Publicity</b>	Attention given to a cause or situation through information published in the media; it may serve to promote the issue or to criticise the issue.
<b>Purpose Statement</b>	A statement that defines a topic and declares the goals for it.
<b>Racism</b>	Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
<b>Ramsar Convention</b>	An international treaty for the conservation and sustainable use of wetlands.
<b>Rationality</b>	The quality in which one bases decisions on logic and reason instead of acting on impulse or emotion.
<b>Reactive Behaviour</b>	You wait for things to happen to you before you respond.

<b>Rehabilitation Clinic</b>	A place where people with addictions are treated.
<b>Rejection</b>	The act of being socially excluded or isolated from a social group or interaction.
<b>Respondents</b>	People who respond to a questionnaire or survey.
<b>Responsibilities</b>	Something for which one is responsible; an obligation; a duty.
<b>Responsible</b>	The ability to be answerable or accountable for your actions and behaviour. This means doing the right thing at the right time so others can trust and depend on you.
<b>Revenue</b>	The amount received by a business for selling its goods or services. Revenue is calculated by multiplying the amount sold by the price.
<b>Rights</b>	Individuals or groups of individuals have a legal or moral entitlement to have or to do something.
<b>Risk</b>	A situation that may lead to danger or harm.
<b>Risk Assessment</b>	The process of identifying potential risks and what can be done to mitigate them.
<b>Risk Factor</b>	Any attribute, characteristic or exposure of an individual that increases the likelihood of a disease.
<b>Role Model</b>	A person who inspires others through setting a positive example for attitudes and action.
<b>School Connectedness</b>	The notion held by students that school staff and classmates have a genuine interest in them as individuals.
<b>Sedentary</b>	Too much sitting and little or no physical activity.
<b>Servant Leadership</b>	Leading by serving others.
<b>Slang</b>	The words and phrases that are considered as very informal.
<b>Social Awareness</b>	The acknowledgement or recognition of the existence of another person or group.
<b>Social Cohesion</b>	The willingness of members of a society to cooperate with each other in order to survive and prosper.
<b>Social Cohesion</b>	Common values, principles, customs, or behaviours that bind a society together.
<b>Social Connectedness</b>	The way individuals come together and interact with one another in a social setting whether in person or online.
<b>Social Consciousness</b>	A consciousness or an awareness shared by individuals within a group, community or society.
<b>Social Constructs</b>	Thoughts or perceptions of concepts that are rooted in shared observations that are recognised and upheld within a collective group, community or society.
<b>Social Exclusion</b>	The unwillingness to include an individual or group within the society in which they reside.
<b>Social Inclusion</b>	Ensuring that all individuals or groups of people, within a society or community, feel important and valued.

<b>Social Isolation</b>	The actual or imagined disconnect from others through an absence of meaningful interactions, relationships or contact.
<b>Social Obligations</b>	Responsibilities or duties to something based on social customs that have a positive effect on the entire community or society.
<b>Social Presence</b>	The perceived notion of social awareness between two communicators in an encounter using a communication medium.
<b>Socially Responsible Investing</b>	Assessing investments to take into consideration ethical factors.
<b>Societal Values</b>	Values acceptable or unacceptable in a culture, nation, or society.
<b>Sponsorship</b>	Providing financial support for a charitable cause.
<b>Stakeholders</b>	People who are involved in, or affected by, or have an interest in a project in some way.
<b>Stereotype</b>	A fixed and overgeneralised idea of a particular type of person or thing.
<b>Stigma</b>	A strong feeling of disapproval that many people in a society have about something.
<b>Stress</b>	How the body responds to any kind of demand or threat.
<b>Survey</b>	A close examination of something by, for example, asking questions or observing patterns and characteristics.
<b>Synergy</b>	The interaction or cooperation of two or more parts to produce a combined effect greater than the sum of their separate effects.
<b>Teenager</b>	An individual between the ages of 13 to 19.
<b>Tolerance</b>	The ability or willingness to be lenient of beliefs or practices that differ or conflict with your own.
<b>Trade</b>	An exchange of goods and services between two people/businesses/groups/countries, usually for money.
<b>Trickle-down Effect</b>	A theory that suggests investment by multinationals and high incomes of the rich can benefit everyone in an economy as the wealth flows down through the economy.
<b>Understanding</b>	The ability to be sensitive and aware of other people's feelings; tolerant and forgiving.
<b>Universal Values</b>	Values that shared by all, or almost all, of humanity. They are the building blocks of universal human rights.
<b>Values</b>	The inner judgments or beliefs that determine how a person actually behaves.
<b>Verbal Communication</b>	The use of sounds and words to express yourself.
<b>Visible Culture</b>	The aspects of culture that we can observe.
<b>Vision</b>	The ability to plan and see an outcome in the future using wisdom and imagination.

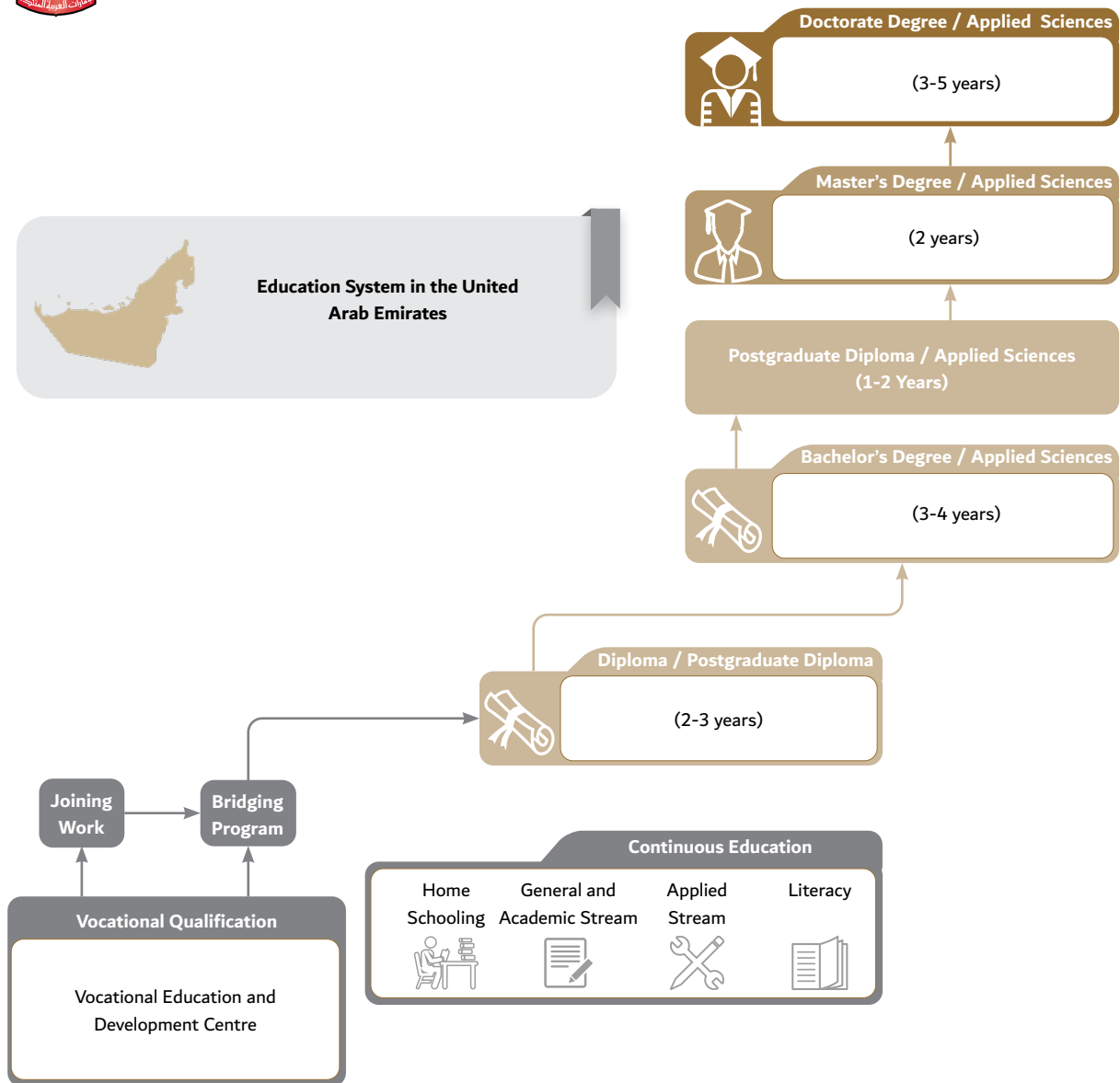
<b>Voluntary National Service</b>	A volunteer service that a person performs for the benefit of their community or nation that teaches them valuable lessons including ones related to being a responsible adult.
<b>Volunteering</b>	Taking action to help others in some way without expectation of personal gain.
<b>Wealth</b>	A stock of assets at a point in time.
<b>Well-being</b>	A person's ability to lead a purposeful and meaningful life.
<b>Work-life Balance</b>	Managing your time and energy between work or study and other important aspects of life, such as family, friends, leisure and health.
<b>adjust</b>	(v.) to make changes based on the current situation
<b>bandit</b>	(n.) a criminal who steals things from other people
<b>benevolent</b>	(adj.) good and kind; not wanting to hurt others
<b>bloodline</b>	(n.) a line of ancestors
<b>breakthrough</b>	(n.) an important new discovery, invention, or accomplishment
<b>bureaucrat</b>	(n.) a person whose job is to keep official records and follow official procedures
<b>ceramic</b>	(n.) a material used to make dishes
<b>civil servant</b>	(n.) a government official
<b>colonize</b>	(v.) to establish a settlement in a foreign country
<b>colony</b>	(n.) a settlement of people in a foreign country
<b>commodity</b>	(n.) something that can be bought and sold
<b>condition</b>	(n.) a situation that must happen before something else can happen
<b>demise</b>	(n.) the death or end of something
<b>driver</b>	(n.) something that causes something else to happen
<b>elder</b>	(n.) an older, respected person in a community
<b>elite</b>	(adj.) of a very high level of quality or importance
<b>erroneously</b>	(adv.) by mistake or by accident
<b>fruitful</b>	adj.) useful and effective
<b>governance</b>	(n.) the act or process of governing
<b>hereditary</b>	(adj.) passed down from parents to children
<b>hierarchy</b>	(n.) an organizational structure where certain levels are above other levels
<b>immune system</b>	(n.) the ability of the body to fight sickness and disease
<b>institution</b>	(n.) a social organization that has a certain purpose
<b>juror</b>	(n.) a person who must decide the guilt or innocence of a person on trial
<b>legacy</b>	(n.) something handed down by an ancestor or previous
<b>linguistic</b>	(adj.) about languages

<b>magistrate</b>	(n.) an official whose job is to enforce the law in an area
<b>manual labor</b>	(n.) work done by hand
<b>merchant</b>	(n.) a person whose job is to buy and sell products
<b>navigational</b>	(adj.) about the act of finding the correct path for a ship or vehicle to follow
<b>phase</b>	(n.) a period of time in the development of something
<b>prehistoric</b>	(adj.) happening before written records
<b>presume</b>	(v.) to believe without proof
<b>rational</b>	(adj.) making decisions with critical thinking and scientific understanding, and not superstition or belief
<b>rebellion</b>	(n.) a violent act of resistance against a government or ruler
<b>rural</b>	(adj.) about the countryside and not the city
<b>sanctuary</b>	(n.) a place where people can worship safely, or enjoy other social activities
<b>smallpox</b>	(n.) a highly contagious disease
<b>station</b>	(n.) a place between two other places where a traveller can stop for a rest
<b>steppe</b>	(n.) a large area of flat grassland
<b>stoa</b>	(n.) an open outdoor hall for markets or meetings in ancient Greece
<b>surplus</b>	(n.) an extra amount of something; an amount that is more than necessary
<b>thrive</b>	(v.) to be very successful
<b>vanquish</b>	(v.) to defeat
<b>wave</b>	(n.) a sudden occurrence or increase of something
<b>we</b>	

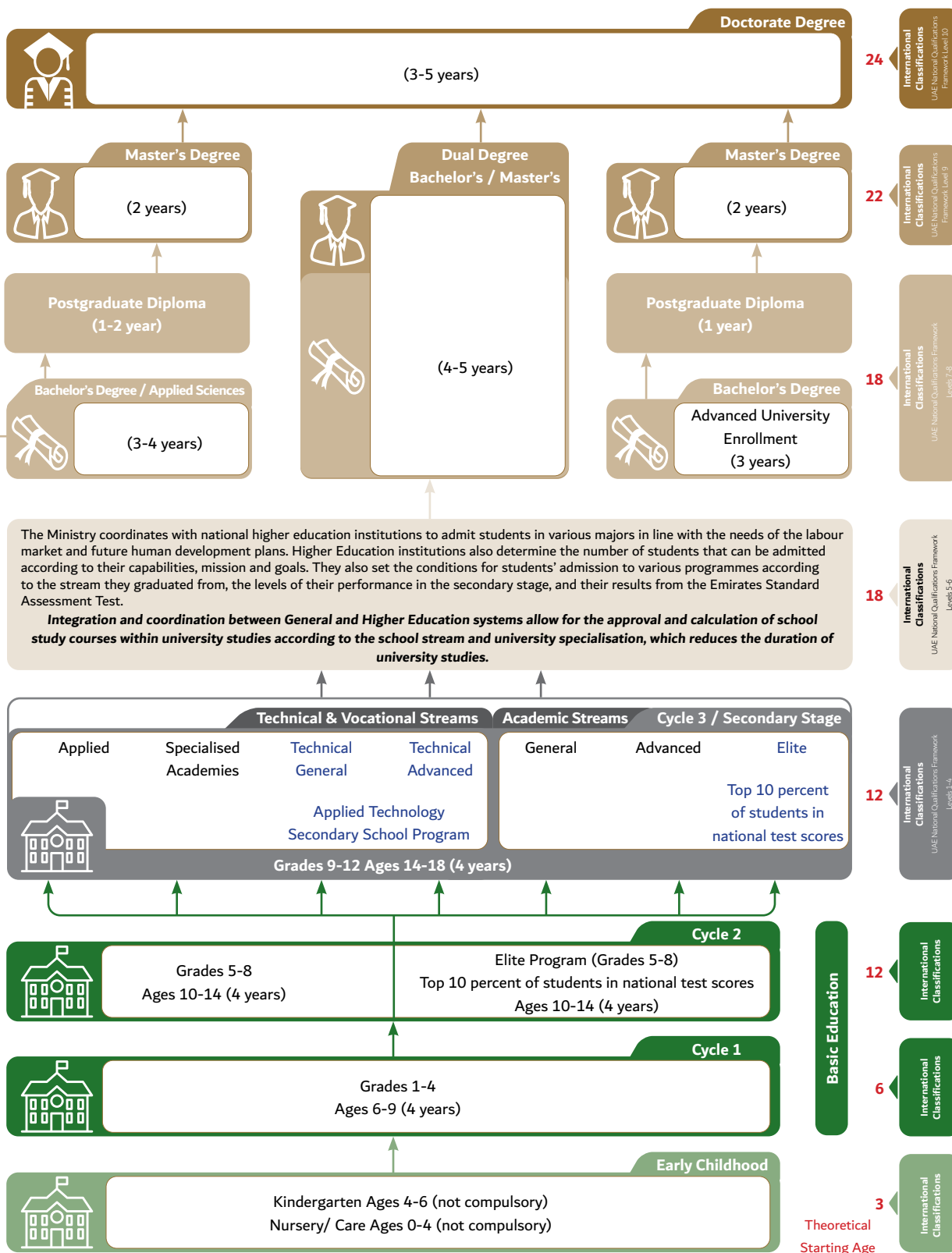




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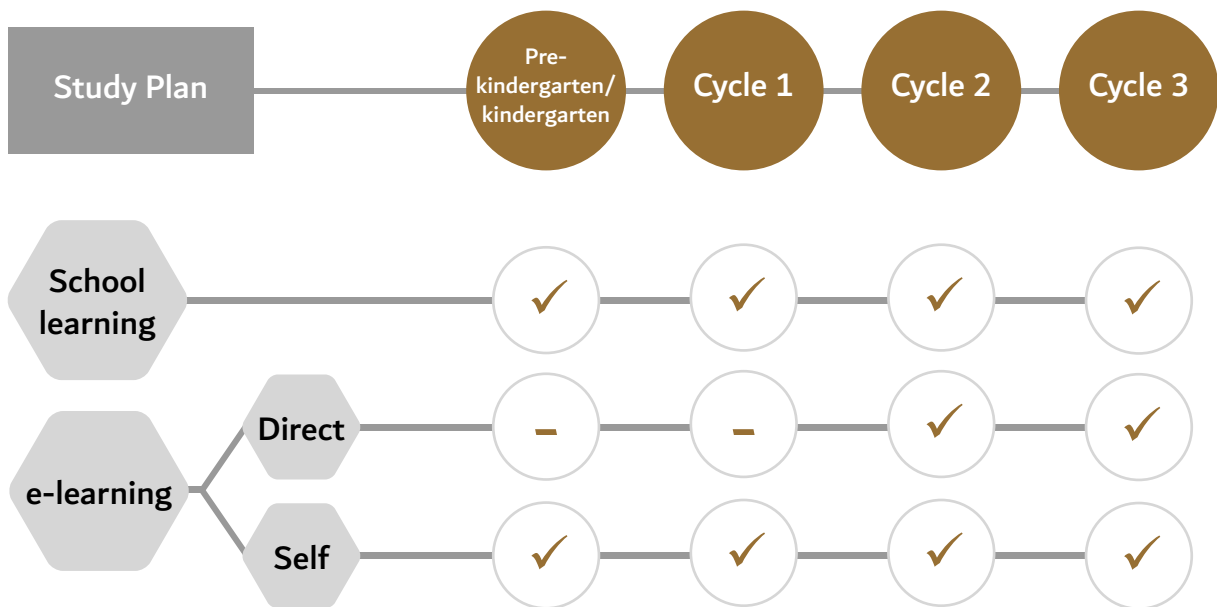






## Hybrid education in the Emirati school

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



**Channels for obtaining a textbook:**



برنامج محمد بن راشد  
للأفلام الذكية  
Mohammed Bin Rashid  
Smart Learning Program

**Electronic units**

