

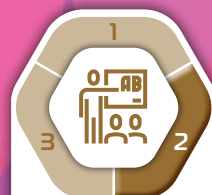


UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



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MORAL, SOCIAL & CULTURAL STUDIES



Grade

11

Moral, Social & Cultural Studies

Teacher Guide
Grade 11

Term 2

First Edition
1442- 1443 A.H. /2021- 2022



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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 CUS11

Universal Culture

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- Lesson 1:** What Is Meant by the Term 'Universal Culture'?
- Lesson 2:** What Are the Key Concepts of 'Universal Culture'?
- Lesson 3:** How Do Values and Ethical Issues Vary from Different Cultural Perspectives?
- Lesson 4:** How Have Global Media, Social Media and Information Communication Technology Affected Different Cultures?
- Lesson 5:** How Have Tourism and Migration Affected Culture Globally?
- Lesson 6:** How Does the UAE Exhibit the Core Values and Beliefs of 'Universal Culture'?
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Learning Outcomes

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

1. Debate the extent to which there is a 'universal culture'.
2. Explain some key underpinning concepts of universal culture.
3. Analyse and discuss the notion of culturally determined moral relativity.
4. Analyse and evaluate the impact of a range of factors on cultural developments globally.

Introduction

This unit covers issues related to universal culture and the complex concepts which underpin it. To develop the students' understanding, the initial lessons introduce some key concepts which will support later learning. Below is a summary of the elements of each lesson:

- **Lesson 1** needs to focus on the concept of 'universal cultural values' that are shared by all United Nations (UN) members. Students will focus on the meaning of universal culture as a premise to build on in later lessons.
- **Lesson 2** uses the understanding of universal culture to introduce the concepts of cultural pluralism, cultural relativism and cultural universals. These concepts will be explored in depth, together with the idea of shared values between different cultures.
- **Lesson 3** builds on the first two lessons, by focusing on personal values and the influence these and cultural values have on day-to-day living. By reflecting on their own values, students will develop awareness regarding how these personal values can be embedded in their own culture. This leads on to examining how values vary between different cultural perspectives in terms of power-distance relationships, individualistic versus collectivist cultures, and indulgence versus restraint dimensions.
- **Lesson 4** looks at the influences of global media, social media and information and communications technologies (ICTs) on different cultures, and extends the focus on how different cultures respond to these emerging trends. By reflecting on the impacts these have on culture, students will develop better awareness of both positive and negative impacts of these developments.
- **Lesson 5** concentrates on the impacts that tourism and migration have on global culture. By focusing on both positive and negative effects of these phenomena, students will be better equipped to develop an objective evaluation on these topics.
- **Lesson 6** develops the unit's content by illustrating how the UAE embodies core values and beliefs of universal culture through its ambitious Vision 2021 project. The main aim of the lesson is to raise students' awareness of the importance of the project, the importance of universal values and to reflect on how they can contribute to the ambitious development programme's success.

Lesson 1

WHAT IS MEANT BY THE TERM 'UNIVERSAL CULTURE'?

Introduction

Some of the students might not be familiar with the term 'universal culture' and so this can be focused on early in the lesson as a base for introducing universal values as illustrated by the United Nations (UN). The main aim is to develop students' awareness of what universal values are embedded in universal culture, by focusing on the UN's Sustainable Development Goals.

Learning Objectives

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

- Give a written definition or verbal definition of 'universal culture'.
- Present a view on the importance of human rights as an element of universal culture.
- Write a short presentation highlighting five examples of 'universal culture' in terms of the United Nation's sustainable development goals.

Suggested Lesson Structure

1. Lesson Starter (5 minutes)

You could start the lesson by asking students if they know what ‘universal culture’ means. The topic of ‘culture’ has been focused on previously in Unit 3, (Cultural Studies) in Grade 10, so the students should have some background knowledge on the subject and can use this to inform their answers. You could use the visual on page 177 of the Student Book as a prompt, by asking some questions such as:

- What does our school do on National Day?
- What do your family and friends do on this day?
- Why is this day important to you and your country?

Following the explanatory paragraph on page 177, ask students to consider whether all countries have the same values or not. Ask students to work in pairs or small groups and write a definition of universal culture. These answers could be written on sticky notes and posted around the classroom. You can then ask the students to move around and read the responses before choosing their top three.

Ask students to move on to the Thinking Task on page 178 and complete the task individually.

Students can then discuss their ideas in pairs before whole class feedback. During the feedback stage, you could ask students to write their ideas on the board, and to use these ideas as a prompt for the next stage of the lesson.

2. Follow up Activity (10 minutes)

Moving on to the next stage of the lesson, ask students to complete the Discussion Point on page 179 of the Student Book. Students can complete this in pairs or small groups and brainstorm their ideas on a **mind map**. The mind maps can then be swapped with another pair or group and additional ideas added to the mind maps before whole group feedback.

3. Human Rights (10 minutes)

Moving on to the next stage of the lesson, ask students to read the Action Task on page 182 of the Student Book.

Students work individually to rank the nine quotes in order of importance. You can emphasise to the students that all of the human rights are important, and there is no correct answer, just their opinion. Remind students that they should provide a rationale for their choices. This encourages the students’ critical thinking

skills where they think rationally and clearly to analyse and evaluate the different examples and use evidence to inform their decisions.

Another alternative to make this task more **kinaesthetic** and appeal to different learning preferences, is to give pairs of students a copy of Appendix 1. You can cut the sentences into strips for them to rearrange before the lesson begins, and students can work in pairs to discuss the order.

For the feedback stage, students can have a whole class discussion to negotiate their top three.

Students can then move on to the Thinking Task on page 182. Students could write their ideas on post-it notes and these could be stuck on one of the classroom walls as a 'human rights wall'. Students could then do a **carousel walk** and read each other's ideas.

4. Activity (5 minutes)

You can focus the students on the quote by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul), on page 184 of the Student Book, and ask them to discuss why this is an example of applying universal values and why they are so important. This activity can be carried out with the students working in small groups of three or four. You could prompt students to consider which universal values the quote represents by writing some examples on the board. The students can choose which ones they think are the best option, for example, you could ask the students if the quote is an example of educational rights, human rights or freedom of thoughts or speech.

Another option here is to ask students to use their personal devices to find other Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) quotes that mirror universal values. The students could work in pairs or small groups to search for quotes and then make posters of the quotes and their ideas. This encourages the students to apply their knowledge of universal values and explicitly link these to the UAE's perspective, making it more meaningful and memorable for them. If this option is chosen then it is likely that you will have to adjust the timing of the lesson structure.

5. UN Sustainable Goals (15 minutes)

You could show a video clip about the UN's Sustainable Development Goals to give students an overview of what the SDGs encompass. There are several videos on YouTube, but maybe using one of the UN's official videos may be more judicious. Some examples are available at these links:

- <https://www.youtube.com/watch?v=5G0ndS3uRdo>
- <https://www.youtube.com/watch?v=pgNLonYOc9s>

For this stage of the lesson, students need to look at the Action Task on page 185. Ask students to work in pairs and decide on a logo they would use to represent each of the goals. You can then display the official logos on a presentation device, or give the learners a copy of the icon grid, which is available for download at the site: <https://www.globalgoals.org/resources>

Students can compare their own ideas with the official icons used before choosing five of the goals to explore in more depth.

Another option here is for you to divide the students into three groups and allocate the icons from the icon grid numbered 1 to 6 to group one, 7–12 to group two and 13–17 to group three. Students can research their specific goals on their personal devices. There are many resources available online, so it could be preferable to give the website (<https://sustainabledevelopment.un.org/sdgs>) to the learners, rather than learners becoming overwhelmed and distracted by the plethora of resources available.

Another option is for the students to create a slide presentation to present their information about specific sustainable development goals to their peers.

6. Research Task and Self-Assessment (15 minutes)

You can give students the choice of whether they want to complete this task individually or in small groups. The students can present their ideas as a slide presentation, or create a poster highlighting the information.

The students can add additional questions and extra content under each slide to develop more interaction for their presentation. When the slides are uploaded, a unique code is generated and this can be shared with their peers, who can connect to the presentation on their own devices. There is also a 'Q and A wall' option where participants can ask presentations in real time.

Ask students to complete the Self-Assessment Questions on page 190 by discussing the three quotes. Students can work in small groups for this task and the ideas from the lesson can be discussed in open group feedback.

Please note that all the timings in the lessons are flexible, and should be viewed as a guide only. You can adapt the pace and timing according to your specific students' needs.

APPENDIX 1

You have human rights, no matter your gender, skin colour, nationality, language, religion or wealth.

You are considered innocent until it can be proved you are guilty. If you are accused of a crime, you have the right to defend yourself.

You have the right to own things and nobody has the right to take these from you without a good reason.

You have the right to be free from torture.

You have the right to freedom of religion.

You have duties towards the community. You cannot use your rights in a way that threatens the rights of others.

You have the right to food, clothing and shelter.

You have the right to education.

You have the right to freedom of thought and speech.

Lesson 2

WHAT ARE THE KEY CONCEPTS OF 'UNIVERSAL CULTURE'?

Introduction

The aim of this lesson is to build on the students' understanding of universal culture to explore the meaning of 'cultural pluralism', 'cultural relativism' and 'cultural universals'. The lesson highlights the meaning of these three concepts before students focus on the idea of shared values between cultures.

Learning Objectives

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

- Summarise the key concepts of 'cultural pluralism', 'cultural relativism' and 'cultural universals'.
- Give a definition of 'cultural pluralism', 'cultural relativism' and 'cultural universals' and give one example of each of these concepts.
- Identify at least three shared traits between their own and another culture.

Suggested Lesson Structure

1. Lesson Starter (5 minutes)

To start the lesson, you can briefly review what universal culture is and how the UAE exhibits these values from the previous lesson, by asking students to give you a definition. On the board or main presentation device, you can then write the three phrases 'CULTURAL PLURALISM', 'CULTURAL RELATIVISM' and 'CULTURAL UNIVERSALS'. You could ask the students to work in small groups and see if they can remember what these phrases mean from Unit 3, from Grade 10 (Cultural Studies). Monitor the groups when they are discussing the phrases to inform who you want to nominate for whole class feedback.

2. Follow-up Activity (15 minutes)

You can get students to read the texts in more detail before completing the accompanying tasks. There are several options for managing this:

- **Jigsaw reading:** this is a co-operative learning strategy that enables each student of a base group to read one text, and then exchange this information with a student/students who focused on a different text/texts. Tell the students to work in three groups and nominate which students will work together so that there is a good variety of support and stretch students working within each group.
 - Group A should focus on the text about Cultural Pluralism, Group B on the text about Cultural Relativism and Group C will work with the text about Cultural Universals. The students read their assigned texts and then summarise them. Students then pair up with members from a different group, tell them about their texts, and listen to the other one. They then pair up with someone from the last group and repeat the activity.
- **Carousel of Ideas:** This activity helps students find out what they already know about a topic and encourages them to share ideas about topics before they read their texts. The students read the texts and choose key topics or phrases that relate to the texts that would be useful for students to think about before reading. For example, you might choose these items:
 - Group A: co-exist, retain values, contribute to the culture
 - Group B: to judge from your perspective, similarities, embrace differences
 - Group C: body language, same everywhere

Take a large piece of paper and divide it into four triangles by drawing diagonal lines from opposite corners. Write one of the topics in each of the triangles in the centre of the piece of paper. Four students sit around the piece of paper and are given a time limit, e.g. one minute. They write as many ideas as possible relating to the topic in their triangle. You can give the whole group some examples on the board, so that the students are clear about what you want them to do. For example, you could ask the students to call out the words and phrases that they associate with culture. The students may give answers such as art, religion, food, behaviour, etc.

When the time is up, they rotate the piece of paper and have another minute. This time, they read the ideas already written down and add new ones to it. After a minute, they rotate the paper again and add more ideas. Repeat one last time until all students have written in each triangle. They then read all the ideas in each triangle. This is a good differentiator as all students, whatever their ability, can contribute and achieve.

3. Research Task (25 minutes)

You can now focus the students on the Research Task on page 200. For this stage of the lesson, ensure that the students are working with different groups than those for Activity 2, and aim to have a balance of student abilities in each group. The students can brainstorm their ideas of which ten cultural universals they want to focus on for their poster.

The students can use information technology to search for images and visuals to support the presentation of their ideas. The students can work on all ten items together, or the items can be split up within the group. You should emphasise the importance of presentation of their work and give them a pre-prepared presentation checklist to ensure that their work is accurate and well-presented. There are several examples of these available online, which can be adapted for your specific students. Please see Appendix 2 for an example presentation checklist.

Provide an overview of some points that you may want the students to focus on when producing and delivering their presentations.

Once completed, each group could give a brief presentation of the ten cultural universals they have chosen, and give a reason why they chose them.

Ultimately, this research task is designed to raise students' awareness of the bond that exists between all humans, no matter their culture or values and beliefs.

4. Summary (15 minutes)

To conclude the lesson, ask students to read the four quotes given in the Self-Assessment Questions at the end of Lesson 2. Students can work individually to paraphrase the examples. If learners are finding this task challenging, ask them to work with a partner or a small group to increase peer input. Ask learners to share their ideas with the rest of the class before whole group feedback.

Other options for approaching this task include:

- Students working in small groups, choosing the quote they like the best and giving a rationale why they like it.
- Students giving a rationale as to why they don't agree with any of the quotes.
- Students might look at the quotes and find that they don't agree with them, for example, they might disagree with the quotes from Gandhi and Angelou. They can then be asked to come up with an alternative quote which they think better represents the point being made.
- Students interpret the different quotes through drawing pictures, producing a cartoon or making a collage.

Suggested answers:

1. Tolerance in everyday life should be part of one's personality, and not used as a superficial buzzword.
2. The more developed a country is, the more equality there is for women in all aspects of society.
3. Educating children is essential.

You could choose to use the different options listed above to provide a **choices** menu. This is a good means of differentiation as students can choose which tasks to start with, according to how comfortable they feel with the task, before progressing to more challenging tasks.

Please note that all timings should be viewed as flexible timings, and can be adapted to the needs of the students.

APPENDIX 2

1. Have you identified your aims, i.e. the topic and goal of your presentation (e.g. to entertain/inform/educate)?	
2. Do you know how much time you have for the presentation?	
3. Have you familiarised yourself with the material?	
4. Have you decided on format and structure?	
5. Is it set out in a logical manner?	
6. Have you included a summary?	
7. Have you anticipated and prepared for questions?	
8. Are presentation aids clear and legible?	
9. Have you checked your slides for grammar and spelling?	
10. Are you using technology?	
11. If you are using technology, is the equipment set up already?	
12. Have you practised your presentation using the technology?	
13. Do you have a contingency plan if the technology breaks down?	
14. Is the seating arranged effectively? Can all participants see you?	
15. Do you have enough time to warm up and calm your nerves?	

Source: https://nile.northampton.ac.uk/bbcswebdav/pid-3295344-dt-content-rid-2903671_1/orgs/SD101/PDFs/pre-presentation%20checklist.pdf

Lesson 3

HOW DO VALUES AND ETHICAL ISSUES VARY FROM DIFFERENT CULTURAL PERSPECTIVES?

Introduction

Students will focus on the concept of personal values and how these combine with cultural values to influence their daily lives. The main aim of the lesson is for students to explore how different cultures' perspectives affect different aspects of culture such as power-distance relationships, individualistic versus collectivist cultures, and indulgence versus restraint dimensions.

Learning Objectives

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

- Identify at least three core personal values that influence their day-to-day living.
- Compare two different cultural perspectives and their values regarding four cultural dimensions: power-distance relationships, individualistic versus collectivist dimensions, and indulgence versus restraint dimensions.
- Write at least 300 words on their own culture's perspective in terms of power-distance relationships, individualistic versus collectivist dimensions, and indulgence versus restraint dimensions.

Suggested Lesson Structure

1. Introduction (5 minutes)

Ask students to stand up at their desks. You will need a small soft ball, or make one out of scrunched up paper and elastic bands. Explain to the students that when you throw the ball to them, they must answer and then throw the ball back to you. If they answer correctly they remain standing, and if they don't, then they sit down. The last student standing is the winner. The speed of the game should gradually increase.

Ask students a general question about what the term 'values' means to them. After taking three or four responses, write a definition on the board for students to refer to. Next ask students to work in pairs or small groups to discuss what their personal values are, and ask students to take some notes that they will refer to later in the lesson.

Direct learners to the Thinking Task on page 204, and ask them to note down some ideas. These will be used in the next stage of the lesson. At this stage, the aim is to encourage learners to reflect on what is important to them, before exploring these values in more detail.

2. Individual values (10 minutes)

Ask students to read through the Action Task on page 206, and compare their notes from the previous stage with the examples in the grid. Explain to them that the examples in the grid do not represent all values, and students can fill in an additional four values in the final row of the table if they want to. Emphasise to students that there are no correct answers and everyone's choices will be different. It is also key to highlight that students should choose values that reflect themselves at this moment.

Students work individually to circle ten examples, and then narrow this down to their top three, giving specific examples of why these three values are the most important to them. Students can compare their answers in pairs or small groups and then the whole class can complete a class survey to find out which are the top five values for the class. Students can present their findings in a pie chart, or a bar graph, and the results can be displayed on the classroom walls. Alternatively, the students can create a 'Class Values' poster for display.

Another option for this stage of the lesson is to ask students to create a table, using a similar template to the Research Task on page 212, and produce a collaborative Google Doc. Being able to organise information visually is an important skill, and students can learn to develop their skills for all kinds of information in the future.

Students could also record themselves or their group on their personal devices and give a 30-second to one minute audio clip describing their own personal values. These could be played for the whole group, and their peers guess who the speaker is.

3. Activity (15 minutes)

The next stage of the lesson moves on to some challenging concepts for learners, e.g. individualistic versus collectivist cultures, power-distance relationships and avoidance of uncertainty. The students need sufficient time to read the content in the textbook on pages 208–210.

To check understanding of the key concepts, divide students into groups of no more than three. Get each group to agree on a summary of the key points of the text they have read individually, as a group. One member of the group might be invited to read out their summary.

As each group reads out their summary, the teacher can draw comparisons and similarities between each. It is suggested that, following the lesson, the teacher takes the final summaries and presents these on a piece of flipchart paper and posts them around the walls of the classroom to help reinforce these concepts for future lessons. This is a good example of peripheral learning techniques.

Following on from this, the students can then focus on the Checkpoint on page 208 and the Discussion Point on page 210.

4. Research Task (30 minutes)

This Activity uses the Research Task on page 212 of the Student Book. The aim of the next stage of the lesson is to develop students' awareness of how values vary between two different cultures. Instruct the students that they cannot choose their own culture for this task but choose cultures that are quite different from their own. If students are finding it challenging to choose their two cultures for this task, you could ask them to use their personal devices and search the Internet to find a global map.

Students can complete this task individually, or in small groups. If you decide on a group task, ensure that the students are clear that they have to choose two cultures as a team. One pair can research one culture.

Ask students to make notes in the template provided. Students can either write directly into their textbook or you could print out the template as a worksheet to give to the students.

Decide how you want them to present the information to their peers. This could be a slide presentation, a video presentation of their findings, a presentation, or students can create a poster with a summary of their information, as well as using suitable visuals to support their findings.

You can tell the students to complete the Self-Assessment Questions. This builds on developing the students' awareness of the UAE's values in terms of the four topics: power-distance relationships, individualistic versus collectivist dimensions, and indulgence versus restraint dimensions. Students can complete this task individually and write at least 300 words.

Please note that all timings should be viewed as flexible guidelines, and you may need to adapt these according to the pace and timing of the lesson, and the students' needs.

Possible Answers:

Learners should provide their answers to the questions provided in the grid. For example, based on the culture found in Sweden, the notes could be:

Power distance: Being independent, hierarchy for convenience only, equal rights, superiors accessible, coaching leader, management facilitates and empowers. Power is decentralized and managers count on the experience of their team members. Employees expect to be consulted. Control is disliked and attitude towards managers are informal and on first name basis. Communication is direct and participative.

Individualistic versus Collectivism: there is a high preference for a loosely-knit social framework in which individuals are expected to take care of themselves and their immediate families only. In Individualist societies offence causes guilt and a loss of self-esteem, the employer/employee relationship is a contract based on mutual advantage, hiring and promotion decisions are supposed to be based on merit only, management is the management of individuals.

Indulgence versus Restraint: high score in Indulgence generally exhibits a willingness to realise their impulses and desires with regard to enjoying life and having fun. They possess a positive attitude and have a tendency towards optimism. In addition, they place a higher degree of importance on leisure time, act as they please and spend money as they wish.

Lesson 4

HOW HAVE GLOBAL MEDIA, SOCIAL MEDIA AND INFORMATION COMMUNICATIONS TECHNOLOGY AFFECTED DIFFERENT CULTURES?

Introduction

The main aim of the lesson is for students to examine the influences of global media, social media and information and communications technologies on different cultures, and extends the focus on how different cultures respond to these emerging trends. In the latter stages of the lesson, students will objectively explore the positive and negative effects that these phenomena have on culture.

Learning Objectives

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

- Give a definition, either verbal or written, of the key concepts of 'global media', 'social media' and 'information and communications technology'.
- List at least two positive and two negative impacts of each of global media, social media and information and communications technology on different cultures.
- Provide a 100-word summary of the impact of global media and information and communications technology on their culture.

Suggested Lesson Structure

1. Introduction (5 minutes)

You could start the lesson by asking students to watch a short video clip about social media from the Internet. There are many examples available on YouTube but select one that is appropriate for your students. This will set the context for the lesson and lead on to students discussing their opinions about using social media. Some suggested video clips that could be used can be found at the following sites:

- https://www.youtube.com/watch?v=SgNIIUD_oQg
- <https://www.youtube.com/watch?v=VxdL6xusyKM>

Another option here is to ask students to work together in pairs and think of a definition of social media, global media and information and communication technologies and compare these with the definitions in the Key Terms Boxes on page 215 of the Student Book. You can then ask the students for their definitions on the board or main presentation device, and clarify as necessary.

2. Follow up Activity (10 minutes)

You can give each student three pieces of different coloured A4 paper. One colour can be for social media, another colour for global media, and a third colour for ICTs. You can tell students that they should work individually and think of all the different ways that people can access and share information using global media, social media and ICTs. Students can use words, phrases or visuals or produce a mind map. Give staged instructions for the initial example, so that the students can follow the stages as you model the task with a piece of A4 paper. You could give the following instructions:

- Take the piece of A4 paper and fold it in half.
- Fold it in half again, then half again, and finally fold in half once more.
- Unfold the paper and you should see eight rectangles marked.
- Write down the key ideas and points you want to make. These could be words, phrases or pictures.
- When completed, cut out the eight rectangles.

Students can then work in small groups to see if any of their ideas are the same as their peers. The lesson can then move on to whole group feedback.

3. Activity 1 (10 minutes)

Students can complete the Action Task on page 216 of the Student Book. Once students have noted their three most regularly used sites, ask students to work in small groups and create a class questionnaire. Students can then ask other peers about their choices and you can encourage them to give reasons for their choices. The information can then be transformed into a bar chart, based on the whole class questionnaire answers. Students can work in small groups for this activity.

4. The Positives and Negative Effects (20 minutes)

The main aim for this stage of the lesson is for students to consider the positive and negative impacts of global media, social media and ICTs. You can split the class into four groups with two groups focusing on the positive effects and the other two groups focusing on the negatives.

Before students begin their task, you could give each group a copy of Appendix 3, which focuses on their ability to collaborate. Highlight to the students that they will be assessing each other's ability to work well with their group, which involves good listening and speaking skills. By using this collaboration rubric, students will be encouraged to develop better awareness of their own strengths and weaknesses in being and becoming a better team player.

Another option is to ask the students to work in small groups of three or four. Each group is to produce a poster, which outlines the positive or negative effects of the three topic areas. There are numerous poster templates available online, such as <https://www.lucidpress.com/pages/templates/posters>.

Once the students have completed their posters, these can be displayed on the classroom walls with at least one student from each group taking turns to be with their group's poster to answer questions while the other students move around the classroom in a **carousel** activity, asking questions to the students who made the posters.

5. Activity (10 minutes)

Moving on to the next stage of the lesson, you can split the class into two groups. The first group is going to focus on the Action Task on page 221 of the Student Book, and the second group is going to focus on the Discussion Point on page 222. Tell both groups that they have five minutes to discuss the questions. You could ask the students to stand and move their chairs into one large circle, or, if this is not possible, ask them to stand in a circle facing each other. You could set a timer on your own phone to use as a countdown, or, if you are using a presentation device, you can use a countdown clock with an alarm for when the time is up.

Once the timer has finished/the alarm has rung, ask students from each group to pair up with someone from the opposite group. Both students have 5 minutes to exchange information and ask and answer questions.

You can ask students to complete the Research Task on page 223 if time allows, or alternatively it can be given as homework. Ask students to use their personal devices to search the Internet for information about the five most wired countries in the world. Students could make short group video presentations of their findings, giving reasons why they think that these countries are the top five.

6. Plenary (5 minutes)

For the final stage of the lesson, it is important to consolidate the learning with regard to the learning objectives. You could use the Self-Assessment Questions at the end of Lesson 4. Another option is to have a brief question and answer session, which allows students to ask their peers for clarification if needed.

Please note that all timings are flexible and should be viewed as adaptable according to the students' needs.

APPENDIX 3

Collaboration Skill	1 – Poor	2 – Fair	3 – Good	4 – Excellent
Completed Assigned Tasks	Does not carry out assigned tasks.	Does assigned tasks, but are incomplete.	Does assigned tasks but not beyond the assignment.	Carries out assigned task thoroughly.
Sharing Information	Does not share with the group.	Shares when prompted.	Volunteers to share without being asked.	Volunteers information and prompts others to do so.
Asking Appropriate Questions	Does not ask questions or asks inappropriate questions.	Asks questions that are mostly on topic.	Asks questions that relate to the topic.	Asks questions that extend the learning of the group.

Lesson 5

HOW HAVE TOURISM AND MIGRATION AFFECTED CULTURE GLOBALLY?

Introduction

Students will focus on the global impacts of tourism and migration. The main aim is for students to provide objective opinions regarding the positive and negative impacts of these topics.

Learning Objectives

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

- Give a written or verbal definition of the terms 'tourism' and 'migration'
- Identify at least three reasons why the UAE is a popular tourist destination
- Describe three 'push' and 'pull' factors for migration

Suggested Lesson Structure

1. Introduction (10 minutes)

You can focus students on the visual on page 225 of the Student Book and elicit from them who the people are, where they are, and what the students think they are doing.

Then set students in pairs and ask them to exchange information about places they have visited other than in the UAE. Tell students to describe to each other what the place was like, what they did there, what places of interest they visited, etc.

Show a map of the UAE and ask students to say where they think the most popular tourist destinations are. The aim of the introduction is to activate the students' background knowledge about the topic of tourism, which will be developed as the lesson progresses.

You can then move students on to the Thinking Task on page 226 and ask them to complete the task individually before comparing with a partner. Students can write their ideas on the board or presentation device before their ideas are discussed with the rest of the class.

2. Follow-up Activity (15 minutes)

For the next stage of the lesson, you can split the class into two groups, A and B. The A group will focus on the positive economic, socio-cultural and environmental effects of tourism in their Student Book, and the B group will focus on the negative effects in their textbooks.

The A group will be split into three groups, A1, A2 and A3, and the B group will also be working in three groups, B1, B2 and B3. Aim to distribute support and stretch students between all the groups.

Suggested Answers:

Positive Effects

Economic: bring money into local economy, creates jobs, improves infrastructure and healthcare facilities.

Socio-Cultural: mixing/exchange of diverse cultures, learn from other cultures, develop understanding.

Environmental: protection of natural environments, promote conservation, provide fees for maintenance/protection, develop cultural pride and increase environmental awareness.

Negative Effects

Economic: poorly paid and seasonal jobs, increase in basic food item prices, expense of developing infrastructure, changing tourist patterns can effect the local economy.

Socio-Cultural: changes in local culture's value systems and beliefs, potential for increased crime, as well as illegal activities such as drug use, failure to adhere to local customs in terms of dress and behaviour.

Environmental: poses a threat to the environment if not managed properly, littering, noise pollution, congestion, construction of tourist facilities can impact on ecosystems and natural resources.

You could get the '1' groups to focus on the positive effects on the economy, the '2' groups to focus on socio-cultural aspects, and the '3' groups to focus on environmental effects.

Students can note their ideas and then check with other students in their group. You can organise the 'A' students into small groups where there are students from the '1', '2' and '3' groups sharing their information. The B group will work together as well to exchange their information. You can then ask 'A' and 'B' students to work in pairs to exchange information on the positive and negative effects.

The students can then work together to create a flipchart that outlines the positives (Group A) and the negatives (Group B) effects of tourism. At this stage, you can tell the students to either present their flipchart ideas to the other group, and hold a group **question and answer** session, or the groups could record their ideas and present them on a presentation device.

Another option here is to pair A and B students together to have an **information swap** about the positive and negative effects of tourism.

Following on from this, the class could have a debate about whether overall, tourism is a positive or negative development. You could ask students to work in pairs to write their own definitions of tourism. Students could write their definitions on sticky notes and then the whole class takes a **poll** for the most appropriate definition. Online polling software such as Kahoot can be used for this type of activity.

Possible Activity: A Socratic Exercise

Prepare a series of cards with one advantage and one disadvantage written on each. Put students into pairs and give one student a card. You can have more than one pair covering a particular advantage or disadvantage. Students sit in their pairs and the student with the disadvantage card reads it out to their partner and then gives a short justification for it, with an example where appropriate. The other student then must think of a counterpoint to the advantage/disadvantage along with a similar short justification. The first student then must 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 tourism.

3. Activity (15 minutes)

Moving on to the next stage of the lesson, you could ask students to choose one of the Research Tasks, or you can ask half the class to complete the Research Task focusing on the most popular tourist destinations in the UAE, and the other half of the students to focus on the changes that tourism has had in the UAE over the last decade.

Ask students to access their personal devices to find information for each of the tasks. You can give the students some choice in terms of how they want to present their findings. For the students focusing on the most popular tourist destinations in the UAE, students can search the Internet for appropriate information. These sites may be useful for the students:

- <https://government.ae/en/information-and-services/visiting-and-exploring-the-uae/travel-and-tourism>
- <http://gulfnews.com/guides/>
- <https://visitabudhabi.ae/uk-en/default.aspx>
- <https://www.visitdubai.com/en/departments-of-tourism>
- <http://www.fujairahatourism.ae/>
- <https://en.rasalkhaimah.ae/things-to-do>

For the other half of the class, students can also search the Internet to find relevant information regarding the changes in tourism over the past decade in terms of accommodation, employment, transport, the environment, security and noise pollution levels. Possible options for both groups to present their findings to the other group include:

- Asking students to work with someone from the other group and present their findings verbally.
- Groups work collaboratively and then upload their presentations using <https://www.emaze.com/> and <https://www.emaze.com/ar/> in Arabic. There are simple instructions for students to follow on the website.
- Students create a cartoon strip to represent their findings.
- Students can sign up on the website <http://www.myhistro.com/> and create their own timeline of events.

Moving on from this stage, ask students to write a summary on another team's topic. The students can then exchange summaries with the other team, and they can **peer check** their work. This kind of task encourages students to provide constructive criticism on their peers' work, as well as allowing them to see another student's opinion about the topic.

4. Activity 2 (10–15 minutes)

For this stage of the lesson, the students will be exploring the meaning of migration, and how this leads to a mixing of different cultures. This may be a new term for the students, so you could search the Internet and find a map that shows global migration patterns and ask students to describe what they can see. The students can work in pairs or small groups and discuss what they think causes migration. Once students have an understanding of migration, they can move on to the Action Task on page 237 in the Student Book and work in small groups.

Students could access their personal devices and search for information about migrants in the UAE. They can then present their ideas as a pie chart, or alternatively, create a small leaflet describing the different migrant groups that are present in the UAE. Some useful websites for the students could be :

- <https://esa.un.org/migmgprofiles/indicators/files/UAE.pdf>
- <https://www.khaleejtimes.com/nation/uae-is-country-with-most-immigrants>

5. Summary (10 minutes)

Having looked at the issues of tourism and migration, ask students to work individually and complete the Self-Assessment Questions at the end of the lesson in their Student Book. You could emphasise to the students that they should justify their answers with specific examples. Alternatively, you can end the lesson with a plenary, using the Self-Assessment Questions.

The Self-Assessment questions are designed to encourage students to think for themselves. There are no specific 'right' answers to these questions and this can be communicated to students. However, it is important to encourage them to give a rationale for their responses.

Please note that all timings are flexible and should be viewed as a guide. You can adapt according to the pace and timing of the lesson and the needs of the students.

Lesson 6

HOW DOES THE UAE EXHIBIT THE CORE VALUES AND BELIEFS OF 'UNIVERSAL CULTURE'?

Introduction

The final lesson in this unit focuses on how the UAE incorporates core values and beliefs of universal culture, as embodied in the Vision 2021 Project. Some of the students may already be aware of some of the initiatives involved in this project, as it has been promoted in many schools. By focusing on the various aspects of Vision 2021, the main aim of the lesson is to develop students' awareness and understanding of how universal values and beliefs are embedded in this wide-ranging initiative, and provide them with the opportunity to reflect on what they can personally contribute to the success of the programme.

Learning Objectives

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

- Identify at least three practical examples of being an active contributor to your local community.
- Reflect on 12 essential 21st century skills and rank them according to their strengths and areas to develop.
- Demonstrate an understanding of the concepts of the UAE's Vision 2021 Project by comparing a specific principle of the project with the United Nations Sustainable Development Goals and finding five common universal values.

Suggested Lesson Structure

1. Introduction (5 minutes)

Explain to the students that they are going to find out how the UAE exhibits universal values. You could search the Internet to source an image of the UAE's Vision 2021 project and ask learners if they have seen the logo before, and if they know what the project's aims are.

You can select an image from Google Images using an appropriate search term.

You could show some visuals of the project from the official website to prompt the students and ask them what they think the project entails. Students can discuss their ideas in small groups and then write them down on sticky notes, which can be collected by the teacher. You can then read the ideas aloud to the whole class and the students raise their hands if they think the ideas are valid.

You can write a selection of the students' choices on the board. These ideas can be adapted as the lesson progresses, with the addition of students' new ideas, or erasing irrelevant ones. An alternative is to discuss what universal values are and what students think are the most important ones. This recycles previous learning and allows students to show their knowledge and understanding.

2. Follow-up Activity (10 minutes)

Having established the four key areas of the project, students can move on to the Action Task on page 242 of the Student Book.

It is advisable to do some pre-lesson research regarding the grass-roots initiatives, volunteering opportunities and charitable work options available in the local community by searching the Internet. Some useful websites include:

- <http://www.volunteerinuae.com/>
- <https://government.ae/en/information-and-services/charity-and-humanitarian-work/volunteering>

Another option is to invite people who work in one of these initiatives to give a short presentation of what they do at their organisation, and how this impacts the local community. If possible, a trip to a local organisation could be arranged, so that students can gain first-hand experience of how these organisations operate and the benefits they bring.

The main aim here is to develop students' awareness of the various options that are available to them to become involved and help their local community, no matter the contribution. You could ask students to work in small groups and report back

on their experiences by asking them to make a short video presentation of their findings. These short video presentations could be viewed by the whole class and a question and answer session incorporated.

3. Activity (15 minutes)

You can move learners on to developing awareness of which recreational activities are available in their local communities. Ask students to discuss in pairs or small groups which facilities they already use, or know of, and then write some of their ideas on the board or main presentation device. You can follow this with a short question and answer session with the whole class.

Ask students to work in small groups and create a poster to advertise a specific recreational service available. Students can make a poster using visuals and key information about the service on poster paper, or ask them to design a poster online. Students can search the Internet as there are many free poster templates available.

Students can then present their ideas to the rest of the group. The posters could be put up in the classroom, or if possible, put up in an area as a display for other classes to read.

4. 21st Century Skills (15 minutes)

Ask students to work in pairs. Get each student to look at the list of 21st century skills on page 248. Each pair should note down what they think is meant by the skills, for example, what do they think is meant by 'critical thinking', 'flexibility' etc? Select some pairs to present their interpretations of the meaning of the skills and then agree on the key elements of the meaning of each.

This can be reinforced by getting each pair to give an example of each of the 12 skills, to ensure that they understand the meaning which has been explored in the activity. Ask students to close their Student Books, so that they do not copy the information.

Students can then work individually on the task to rank the skills according to their personal strengths and areas to develop. Students check their answers with a partner or small group and then discuss the practical strategies available to develop weaker areas. You can select some of the more pertinent ideas and write them on the board or main presentation device.

The aim of this activity is to encourage students to reflect on their own strengths and areas to develop, as well as think of concrete and practical strategies to develop their weaker 21st century skills.

5. Research Task (10 minutes)

Tell the students to complete the Research Task on page 250 of their textbook. You can set up the task by dividing the class into four groups, with each group focusing on one of the four principles: United in Responsibility, United in Destiny, United in Knowledge and United in Prosperity. As a brief review, you could project an image of the UN's 17 Sustainable Development Goals (SDGs) logos on the board and ask students to identify which universal value each logo represents. Each group chooses five of the universal values to their specific principle.

Although the students focused on the UN's SDGs in Lesson 1, you can tell them to choose a different five from the 17 options. Remind students that many of the universal values are embedded in different principles. Students can present their findings as a slide presentation to the rest of the group.

6. Summary (10 minutes)

The final part of the lesson can be used to pull together the learning from the lesson in relation to the learning objectives. You can use different methods to do this. You could project the poem 'Happiest Nation' by His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) from page 251 of the Student Book on the board or main presentation device, and ask the students to read and then work in pairs to summarise the main ideas from the poem. The summaries can then be used as springboards for the students to consider which universal values the poem exhibits.

Alternatively, students can be split into three groups and each group is allocated verse 1, 2 or 3 of the poem. Groups can then work on their specific verse and link the ideas to universal values. Once all the groups have written their ideas on flipchart paper, the three pieces of flipchart paper can be rotated between the groups, and students can discuss and add or erase universal values as needed.

After reading the three verses and the links to universal values, you can then put the flipcharts on the classroom walls, and the three groups can write group summaries about the poem. In terms of the overall learning outcome, you should expect clear links between universal values and the content of the poem.

Once the summaries are completed, the whole class can work collaboratively and decide how they want to present their work on the classroom walls. This could be a **spidergram** presentation, with the poem being in the centre, and the summaries placed around the poem, or students may decide to add visuals or drawings that represent the universal values highlighted in the poem.

Please note that all timings in the lesson are flexible and should be viewed as a guide. Timings should be adapted according to the students' needs.

UNIT CIS11

Global Citizenship (Part 1)

Lesson 1 What is 'Citizenship'?

Lesson 2 What is 'Global Citizenship'?

Lesson 3 What is 'Governance'?

Lesson 4 Looking Outward: What is the Significance of Regional Governance Structures?

Lesson 5 What is the Significance of Global Governance Structures?

Lesson 6 How do International Judicial Structures and Processes Work?

Lesson 7 How are We Interconnected Through the 'Global Commons'?

Learning Outcomes

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

1. Know about, and understand, global governance structures, international legal systems, global issues and connections between global, national and local systems and processes.
2. Have a developing sense of belonging to a common humanity, sharing values and responsibilities.
3. Show empathy, solidarity and respect for differences and diversity.

Introduction

Units 4 and 5 cover two terms of learning in two parts. In this first part the aim is to build students' developing awareness of how the world and its people are connected through globalisation, and the importance of shared values in promoting development and peace. They also expand their awareness of what it means to be an active citizen by considering their role in a broader context as global citizens. The Student Book provides information about structures and case studies related to global citizenship and legal processes, focusing on human rights and social and environmental justice. An underlying principle is that values, ethics and attitudes drive decision making and action. Students will build their knowledge base about forums through which global citizenship goals and actions can be realised, and they will be guided in how to participate meaningfully and practically in issues to promote social and environmental justice.

Below is a summary of the elements of each lesson:

- **Lesson 1** gives the students a context for learning by defining citizenship. It is useful for them to consider the term 'citizen' from several perspectives – for example, legal status granted by the government of a country, as well as a socially inclusive description (such as 'ordinary citizens'). The lesson leads the students to define related terms such as 'constitution', and 'nation state'.
- **Lesson 2** extends the student's understanding of citizenship to what it means to be a *global* citizen. They will work with a case study that demonstrates features of global citizenship. This allows them to begin thinking about their own participation in global issues across political, cultural and national boundaries. The lesson should provide them with opportunities to reflect on their personal values, and to begin to understand that global citizenship is a complex issue that presents humanity with opportunities as well as challenges, risks as well as rewards. They will reflect on the lesson by writing a personal journal entry about what it means to be a global citizen of the UAE.
- **Lesson 3** introduces the concept of governance. This is a key theme throughout the rest of the lessons, because governance is exercised at local, regional and global levels in relation to issues that affect peace, environmental management and human development; effective governance is a foundation for peace and development. The lesson begins by demonstrating the link between leadership and governance, providing examples from the UAE that students can relate to. It moves on to exploring the need for formal governance structures to enable effective governance at different levels. The students develop an understanding of the governance structures within the UAE and their purpose. They then move on to identifying the features of good governance. As a practical task, students are guided to evaluate a local governance structure that they are familiar with, according to good governance criteria.

- **Lesson 4** focuses on regional governance structures. It builds on Lesson 3 by giving students the opportunity to consider geopolitical and security reasons in the establishment and functioning of regional structures of governance. It is important for them to have a historical perspective on which to base their understanding – for example, that World War II was a catalyst for a range of treaties, alliances and concerns about regional cooperation and peace. The Pacific Alliance is presented as a case study for students to discuss and consider multiple perspectives in regional arrangements. They then move on to learning about foreign policy, and its connection to how countries interact with one another on issues of common concern. In the last part of the lesson the students learn about regional structures that involve the UAE and its neighbouring countries.
- **Lesson 5** builds on lessons 3 and 4 by extending the context for governance to the global level. The students are likely already familiar with the United Nations and some of its organs and work in various contexts. They also likely know that multinational companies play a significant role in global economics. The lesson allows the students to think about the range of types of structures that influence global governance – including the private sector and non-governmental organisations. It is important for them to reflect on the importance of civil society in global participation, instead of assuming that governments are the main (or only) role players. The lesson in the Student Book presents case studies of the G20, the United Nations and the IMF as examples of influential global governance structures, and the learners are able to reflect on multiple perspectives related to these structures, thus developing their critical thinking.
- **Lesson 6** takes the idea of formalised global governance a step further by examining international judiciary structures and processes. The students need to understand that cooperation among countries is often challenging, and disputes may arise that need to be addressed according to specific legal processes. The lesson presents the concept of justice, and how it relates to global human rights issues especially. Students will learn about agents involved in global justice, including the International Court of Justice and the International Criminal Court. A key learning in this lesson is that crime against humanity is a formal, recognised crime, with formal processes to charge and try individuals accused of committing crimes against humanity.
- **Lesson 7** begins to explore the theme of ‘interconnectedness’ in detail. Students are introduced to the idea of the ‘Global Commons’, which have been identified formally as dimensions that are available to all of humanity, but owned by none. Therefore, cooperation and collaboration in using and managing them is of critical importance. The lesson in the Student Book presents the students with a range of case studies that allow them to consider the significance of these realms, and how actions carried out by people in one part of the world have an impact on many others. The lesson also focuses on climate change which, it is largely agreed, is one of the most significant threats to humanity in the current age. The lesson also gives the students an opportunity to reflect on other possible ‘common’ realms affecting global citizens, such as knowledge and science.

Lesson 1

WHAT IS 'CITIZENSHIP'?

The terms 'citizen' and 'citizenship' are likely to be familiar to students. In previous grades they will have engaged with these terms in different ways (for example, how to be an active citizen), and they have probably come across these terms in everyday conversation. If your class is composed of students of different nationalities, you can draw on their experiences in how they identify themselves as citizens of different countries. You can write these terms on the board at the start of the lesson to keep students focused on the purpose of the lesson. As the students work more closely with these terms, you can add key words to the terms so that you are 'constructing' the learning, visually, as it develops.

Learning Objectives

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

- Define 'citizen'.
- Outline three contexts in which the word 'citizen' may be used.
- State what it means to be a citizen of the UAE.

Suggested Lesson Structure

1. Lesson Starter (6 minutes)

You could begin the lesson by writing the incomplete statement 'I am a citizen ...' on the board and instructing the students to complete the sentence. They can do this by writing down their ideas, or you can ask them to take turns to say their sentences aloud to the class, or in small groups.

You could prepare some of your own statements to share with them, to break the ice. For example, 'I am a citizen of the UAE, and I connect with my community most comfortably when we can share an air-conditioned space!' If there are students in the class who are shy or reluctant to make a statement aloud, you can let them work with a 'buddy' who reads out the statements for both partners.

The idea is to capture as many ideas as possible, and for them to begin to think of themselves in relation to the label, 'citizen'. Capture some of their ideas on the board as key words, and leave these there as you move into the next part of the lesson.

Where appropriate, you might use questions to elicit further comments on their statements. For example, if a student says, 'I am a citizen and I have a passport for travel purposes', you can probe further, with questions like, 'Is it only citizens living permanently in a specific country who have passports? What privileges does a passport accord to its holder? What limitations?' And so on. Leave their responses on the board, or type them into a software program such as PowerPoint, because you will refer to them again later in the lesson.

2. Consolidating the meaning of 'citizen' (10 minutes)

Moving from the students' own ideas of the meaning of the term 'citizen', you can put them into pairs or small groups and let them read the two cases studies about Zayed and Teulia in the Student Book.

For some students, it may be helpful for you to read the case studies to them, as they listen and take notes. You can also appoint stronger readers to read the case studies aloud to the class, or in smaller groups. Some students may not have heard of New Zealand or Samoa and may like to use a map of the world in an atlas or online to locate these countries.

Instruct them to identify aspects of being a citizen from the two characters that they have not yet considered. For example, they may not know that some people change their citizenship status in their lifetime, as in the case of Teulia. Let them capture some points of interest from both characters and then share these in plenary.

The point of this is for students to begin to consider the different aspects of being a citizen, and what citizenship means. You will continue to build on these concepts with them throughout the lesson. Make sure they understand the terms 'nation state' and 'national', as part of the **plenary** session. You could add these terms to the key word section of the board.

3. Citizenship within a country (10 minutes)

Once the students have demonstrated a clear understanding of the term 'citizen', the next activity draws on this foundation to get them to consider what the term 'citizenship' means, which has legal or formal implications.

Put the students into groups and ask them to discuss responsibilities that they think all citizens should exercise. Suggest to them that they should think about this in a global way. They may come up with ideas such as, 'treat fellow citizens with respect', 'work together to solve common problems', 'respect the law', 'pay taxes when required', and so on.

Then ask them to discuss what rights they think citizens of a country could be entitled to. They may come up with ideas such as: 'having caring and strong leaders who make good decisions for the good of the citizens', 'having access to educational opportunities', and so on.

Following this, you can ask them to discuss how a person acquires citizenship within a particular country.

The students can select key words from their discussions to summarise the meaning of citizenship. Let them share key words in **plenary** and capture some of the key ideas on the board. The students should understand that citizenship is a legal status that is usually acquired by birth or grant (in some countries) that provides certain privileges to the individual, but also requires certain responsibilities.

You can draw on the example of Teulia again to illustrate this point. As a citizen of New Zealand, Teulia is obliged to perform jury duty if she is old enough to vote – but this is not a condition of citizenship for citizens of most other countries that have a different judicial system.

4. Other meanings of the term 'citizen' (10 minutes)

One of the overall aims of this theme is for students to develop values that include empathy and a sense of being connected to other people. There might be a community of people in a country who are not all *legal* citizens of that country (some might be expatriates or residents), but if they share a concern, for example, animal rights, they might unite as 'citizens' who want to do something about the cause they believe in. To facilitate this part of the lesson, you can refer students

back to the first activity, when they completed statements beginning with 'I am a citizen...' Let them try to **classify** some of the statements according to different aspects of citizenship identity that they can think of. For example:

- 'I am a citizen of the UAE, and I am proud of our traditional dress': indicates a cultural aspect of citizenship identity.
- 'I am a citizen of the UAE, and I love living in a country that has many modern conveniences such as good internet coverage and the latest mobile phone models': indicates a technological aspect of identity as a citizen of the UAE.
- 'I am a citizen of the UAE, and I think citizens should stand together and show their pride for their country': indicates that shared values and attitudes are part of citizenship.

You can refer students to page 261 in the Student Book where they can read different statements that use the term 'citizens', and let them identify the aspect of citizenship represented in each of the terms. This will assist them to consolidate their understanding of shared values, a significant aspect of being a citizen. Some students in the class may need you to make flashcards with values terms on them, and then match these to the statements.

Examples of terms you could put onto flashcards:

- Prejudice about status.
- Ethical and moral.
- Equality for all people.
- Compassionate and helpful.

5. Guidelines for being a responsible and responsive citizen of the UAE (20 minutes)

For this activity, the class will work with a social, rather than a legal, definition of the term 'citizenship'.

Put the students into small groups. Explain the difference between the terms 'responsive' and 'responsible' to the class. 'Responsible' is about an attitude or intention of doing the right thing in a situation and according to an expectation of being moral or ethical in the process. 'Responsive' is more about taking action, as quickly as possible. For example, if you witness an injustice being carried out against a child, the responsible thing to do is to make a decision to report, it because what is taking place is wrong. The responsive aspect is about actually going to a trusted authority to report it and make sure something gets done to address it.

You can facilitate this as a **post box activity**:

Set up four 'post boxes' around the classroom. These could be empty photocopier paper boxes (with lids intact), plastic tubs with lids, or any other types of box or container you have available. The students must be able to 'post' notes into them.

For each of the four 'post boxes', create a scenario, possibly something that is against the law, or deemed to be morally wrong, that a person living in the UAE (or in your emirate or community) may encounter, that is challenging and may require action. These will be tailored to the context of your students and community, but examples could be:

- You witness an adult physically abusing a young child in a parking area.
- While at the mall, a fight breaks out between two boys who also attend your school.
- A student at school invites you to participate in an online activity that involves gambling.
- You observe two girls vandalising the wall of a public recreational facility on a Saturday afternoon by 'tagging' it with flowers painted using spray paint.

Attach each scenario to the top of a 'post box'. Leave strips of blank paper in front of each box. You may need to duplicate the boxes and have two sets of four boxes, depending on how many students there are in your class. Send each group to a 'post box' (if you have two sets of boxes, you will have two groups working on the same issue at the same time, but at different boxes).

They are to read the scenario and take two minutes to decide the responsible and responsive thing to do in each cases, as a citizen living in the UAE. You must keep time strictly and give them a signal for when time is up. They must record their responses on a blank sheet of paper very quickly and then 'post' them into the box. When time is up at one station, they move to the next box. All groups must visit all four scenarios and respond to them. This process should take about eight minutes.

Once all groups have visited all four boxes, get the groups to settle in front of the station and scenario they finished with. They are to open the box and spread out the responses and discuss them. Then get them to **rank** the responses according to how responsible and responsive each description is. Note that while they are discussing this, you should move around and listen, and perhaps give them some questions to facilitate the discussion. The one they think represents the best response is number 1, and so on.

In **plenary**, let a representative from each group read out the scenario, and then read the ranked responses. They may provide a brief justification for the groups' decisions. Get them to focus on what values, attitudes and attributes they were working from when they ranked the responses. Do all students agree that the suggested responses reflected shared *values* among people living in the UAE? Were there any differences in how to respond to each situation? If so – did the

different suggestions reflect a different set of values, or merely an alternative response based on the same values? The point is for students to understand that there is generally an expectation in society that people living among each other get along more peacefully if they share a baseline set of values.

6. Conclusion (4 minutes)

Put the students into pairs. Let them face one another and summarise the key learnings of the lesson in 30 seconds.

Then ask one member from each pair to call out one sentence to summarise the key learnings. You can facilitate this in a fun way, such as 'Mexican wave' – as soon as one student has finished standing up and calling out their sentence, they sit down and the student closest to them stands up and calls out a sentence, and so on. Use this as an opportunity to check students' understanding of the terms 'citizen' and 'citizenship'. You can also allocate homework tasks from the Student Book to consolidate learning.

Lesson 2

WHAT IS 'GLOBAL CITIZENSHIP'?

Introduction

The aim of this lesson is to build on students' understanding of 'citizenship' and extend this to them being able to explain the meaning of 'global citizenship'. One of the strategies used is to get the students to engage with a case study in which features of global citizenship are reflected. They continue to work within the theme of values and attitudes as a key part of global citizenship, and they should be able to articulate the features of global citizenship clearly.

Learning Objectives

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

- Define 'global citizen'.
- Give four features of global citizenship.
- Write a journal entry about what it means to be a 'global citizen' as a young person living in the UAE.

Suggested Lesson Structure

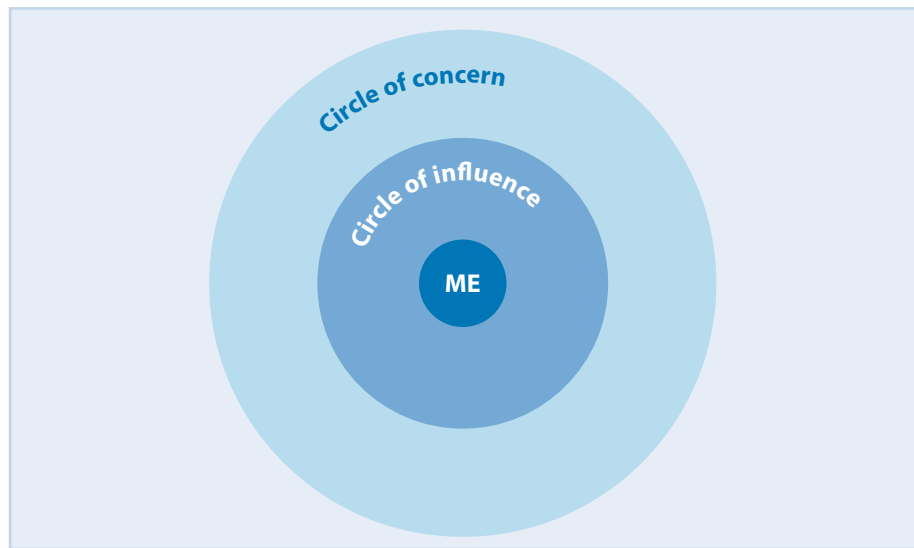
1. Lesson Starter (10 minutes)

A suggested way to begin the lesson is to discuss **'circles of concern'** and **'circles of influence'** with the students. (This idea is based on Stephen Covey's work. Stephen Covey (1932–2012) was an American educator, business person, and author most noted for his book 'The 7 Habits of Highly Effective People', which detailed some basic principles for fairness, integrity and humanity.) Explain that each of us has a range of concern, and a range of influence that extends towards, and includes, other people. People in our range of concern are any people that we have some connection with, for example, our parents, friends, the merchant we purchase household goods from, a cousin who lives in another country, the manager at our favourite restaurant, and so on.

Our circle of influence is the people that are also in our circle of concern, but whom we also have the capacity to influence in some way. For example, a parent has a very immediate and close influence over their child – they have power and authority, but also a great deal of responsibility. If we had to draw this relationship as a circle representing influence, the parent would be in the centre of the circle, with the child a very short distance away. The parent may also be an aunt or uncle, with nieces and nephews in the circle of influence. But these children would usually be a little further away from the parent in the circle, because they likely have parents of their own. The same parent may sponsor a child in a developing country by sending a monthly donation to an aid agency. The child being sponsored may actually be quite distant within the adult's circle of concern, but the influence is strong, because without the donation, the child may go hungry.

Explain that the people in these 'circles' do not have to represent people who have a physical proximity to us – they could be connected online, through social media, through our faith communities, etc.

Hand a large sheet of newsprint to each student, and let them use permanent markers or pens to begin to map their own circles of concern and circles of influence. They can write 'me', or their name in the centre of the sheet. They draw a large circle that extends close to the edges of the paper – this is the 'circle of concern'. They draw a circle inside this circle, with its edges extending to approximately the mid-way point between 'Me' and the outer circle. The inner circle is the 'circle of influence'.

Figure 1 Circle of concern and circle of influence

The students think of as many people or groups as possible with whom they have some connection, and decide where to place them on the map – concern and influence (inner circle), or merely ‘concern’ (outer circle only). Give them five minutes to do their ‘mapping’.

The critical thing is for you to walk around and ask questions as you observe what they are putting on the paper. For example, if a student writes: ‘online gaming friends’ in their circle of concern, you could ask them, ‘How often do you do online gaming with these friends? Do you ever share opinions about different games with them? Do you ever make recommendations for new games that are fun or challenging? Are they perhaps in the circle of influence as well?’

Try to get them to think about the meaning of ‘influence’, and the meaning of ‘concern’. This is an opportunity for them to reflect on how much potential they actually have, which they may not have considered before, to influence other people.

This is also a useful method of differentiation, as it focuses on the individual and what he or she can do and achieve. The questions you ask stronger students might be more challenging than those you ask the weaker students. It is fine if they cross out a name in one circle and move it to the other circle. When they have completed their maps, let them work in pairs or small groups and briefly discuss their maps.

In **plenary**, ask if any students were able to include people or groups they had not thought about before in their circles of influence. Ask them if there are any people or groups of concern in their outer circles that they would like to bring into the inner circle. For example, if a student is interested in a Facebook group that showcases animation developed by teens from around the world, they may like to play a role in contributing to the group, or providing feedback to the contributors on how they could improve their animation skills.

Use this opportunity to let them reflect on the world and the connections between people in the world. The idea is for them to articulate, using their own experience as a point of reference, that each of us is connected to a very large network of other people, and in a 'connected' world, we have influence which we can apply in constructive or destructive ways. This is a starting point for understanding global citizenship.

2. Features of Global Citizenship – Case Study (40 minutes)

In this activity, students will work with the case study pages 264–265 of the Student Book to identify features of global citizenship. You can facilitate this activity in different ways:

Possible Activity 1: Group Collaboration With Different Roles.

Put students into mixed ability groups of approximately five members, with at least one strong reader, one confident chair/facilitator, and one note-taker/scribe in each group. Hand out a sheet of newsprint or paper and a set of permanent markers to each group. Allocate other group roles, such as time keeper and another student (who presents alternative ideas or questions to challenge the group to think about things in new ways). These are suggestions – you can allocate different roles as you see fit.

The chair/facilitator manages the activity and chairs the discussion. The reader reads the case study aloud to the group. Another student takes on the role of challenging the group to think critically about a question. The time keeper alerts the chair of the passing of time and keeps the discussion on track.

The facilitator/chair leads the discussion using the Action Task questions in the Student Book to elicit responses. Allocating these roles is a useful differentiator, as each student gets to play an important part in the process, and so achieves something.

The group discusses it and uses their responses to direct the scribe in making a graphic organiser that represents the features of global citizenship that they identified from the case study. Give 20 minutes for this part of the activity, and then ten minutes to allow each group to present their graphic organisers/mind maps in plenary.

Possible Activity 2: Teacher-directed Activity

If students need a little more differentiation and **scaffolding** in this activity, you can read the case study aloud, or facilitate 'read around the class', in which selected students take it in turns to read aloud a paragraph or a few sentences. Encourage students to highlight or underline key ideas as they read. They can also identify words that are unfamiliar or new.

This approach encourages students to become critical and active readers. You can use the questions in the Action Task as plenary discussion points with the class. You can also select a few questions to work from, instead of trying to cover all of them.

Capture key terms and words on the board during the discussion. Then you can put students into small groups and let them use the key words to make mind maps about global citizenship that they show to you. Use these as a way to formatively assess their understanding of some of the points related to global citizenship.

Another way to approach this is to use the headings representing features of global citizenship in the Student Book as key points for discussion. Write the headings on the board, with space to capture key points underneath or around each one. As you work through the case study with the class, ask students to identify ideas from the case study that could fit underneath each heading.

You can then refer students to the commentary in the Student Book to check if there are any ideas they did not identify, which can be added to the ideas on the board. The students can then work independently to make a summary of key points.

3. Conclusion – Self-reflection (10 minutes)

The students should understand the key features of global citizenship by now. Refer them back to their circles of concern and influence that they mapped at the start of the lesson. Give them one minute to reflect on those independently.

Then give them 8 minutes to write a journal entry in which they write a few sentences about what they can do to extend their circle of influence, in relation to the features of global citizenship (this enables you to informally assess their understanding of the features). For example, they might commit to setting aside half an hour each week to reading about significant events occurring across the world, and reflect on the implications of these events for the lives of people. They may consider how their online activity connects them to other people, and how they can use online forums to be responsive to issues in the world.

This task lays a foundation for Lesson 3 of Part 2, when they will reflect on how to be an empathic, compassionate and engaged global citizen.

Possible Extension Task 1: Students who need a challenge can be directed to responding to the Thinking Task on page 268 of the Student Book.

Possible Extension Task 2: Students could undertake the Research Task on page 271 of the Student Book, to find out more about how the UAE provides aid to international development initiatives.

Lesson 3

WHAT IS 'GOVERNANCE'?

Introduction

In this lesson, the aim is to encourage students to develop an understanding of the term 'governance', and how it is applied at different levels. The focus will be on local governance structures within the UAE, and features of good governance. Students will then expand on the context of governance in the following two lessons, where they will learn about regional and global governance structures.

Learning Objectives

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

- Define governance.
- Describe the organs of governance in the UAE.
- Evaluate the effectiveness of local governance structure according to nine elements.

Suggested Lesson Structure

1. Introductory Activity (5 minutes)

The concept that most students would likely be able to associate with governance is rules. They all have to abide by certain rules – at home, at school, in sports and games. Rules provide structure and enable a state of order. Governance is about an overall structure within which order and decision making is facilitated.

You can begin the lesson by asking students to call out examples of rules they ordinarily have to follow at home and at school. For each rule they come up with, immediately ask them ‘What if ...?’ and let them predict what would happen.

Examples:

- Rule: All students must arrive at school at the prescribed time.

Question: *What if students arrived at school at different times, whenever they felt like it?*

Possible responses: Lessons could not run properly; some students might miss out on important information or learning activities if they are absent; classes would be disrupted if students arrived at different times; there would be safety risks because it would not be possible to locate a student’s whereabouts if there is an emergency.

- Rule: All devices at home must be switched off and left on charge mode out of bedrooms by 10pm every night.

Question: *What if children and other family members could access and use their devices any time they like?*

Possible responses: Less-disciplined people may suffer from sleep deprivation, because they could give in to the temptation of gaming or being on social media all night; parents may neglect their children if they are obsessed with working on their devices at home after work hours; levels of the hormone melatonin, which is essential for quality sleep, may drop if a person has a device with an active screen on in the room during sleep hours, leading to fatigue and sleep disorders.

- Rule: Students and teachers must communicate in a mutually respectful way towards one another.

Question: *What if students and teachers were allowed to be rude or aggressive towards one another?*

Possible responses: Learning would suffer; individuals would feel disrespected and frustrated; relationships would be destructive instead of constructive; trust would break down.

The point is for the students to think about the implications of not having structure to guide people in everyday life. Of course, it is also appropriate for them to identify the negative effects of meaningless rules! (Or rules that need to be updated or reviewed from time to time.) They will build on this learning as the lesson continues.

2. Activity 2: What is 'Governance'? (5 minutes)

Plenary: Now that students are thinking about the significance of rules, write the word 'governance' on the board and ask them if they have heard this word before. If any learners have, then you can ask them to elaborate on what they know about it and capture some of their key ideas. You can also use the example of a school, which they are all familiar with:

There is a group of people who have the responsibility of setting the vision for the school and making sure the school administration is doing the right things at the right time, in the right ways.

Differentiation: Another way to do this, which would assist in differentiating learning, is to make a set of flashcards with words on them that could relate to governance. Spread them out on a desk and let students sort through them and choose words that fit best with the idea of governance. Then they can use the words as 'hooks' to define the term.

Examples of words you could use are:

- lead
- rules
- control
- organise
- structure
- country
- organisation

Listen to student's sentences/definitions as a way of formatively assessing their understanding of the concept.

You may like to keep some of the key words on the board for students to refer to at any time during the lesson.

Extension activity: Students who know what governance means and need a greater challenge can be directed to the Discussion Point task on page 276 of the Student Book, where they consider if there should be any limits to governance. This develops their critical thinking skills.

3. Contexts for governance (5 minutes)

Plenary: Now that the students understand the concept of governance, they need to be able to identify different contexts for governance – local (national), regional and global. Put up a map of the world on the wall of the classroom (or hand out a set of atlases, or project a world map from an online source).

Ask the students to think about ways in which different countries may be connected to one another (they likely already have some idea about this, from learning about globalisation in Unit 1 of Grade 10). They may respond, for example, ‘The UAE, Saudi Arabia and Oman are all regarded as being part of the Middle East’ (regional), or ‘The UAE has trade relationships with other countries in Africa’.

Try to elicit responses that include a global perspective, for example, ‘Many countries from all over the world participate in the Olympic Games’ (global). Once the students have come up with a range of responses, ask them how they think these relationships are managed. They should be able to identify the need for governance structures at all of these levels – national, regional and global.

4. Governance in the UAE (national governance) (10 minutes)

Now that students understand the need for governance structures so that relationships among countries and organisations can be run in an orderly way, they need to know how governance works in the UAE.

Quiz Activity

Option 1: The governance structure of the federation of the UAE can be taught in a fun way by using a quiz approach. You can put the students into mixed ability teams and set up 20 or 30 quiz questions using the Kahoot software, for which you can sign up here: <https://kahoot.com/>. Note that this option is only relevant for your classroom if students have access to individual laptops or other mobile devices in class.

The students log in to the quiz using their own devices, and you can set a time limit for how long they have to answer the quiz questions. This is run like a competition, so you can have a small prize or two ready for the winning team and the team who comes in at second and third place, having answered the most questions correctly. The questions must relate to the structure of governance within the UAE, including the members and purpose of the Supreme Council and the Federal National Council.

You can use the information in the Student Book to design questions. Examples could be:

- What is the executive branch of the Federation?
- What is the title of the person who heads the Council of Ministers?
- In what year were the first elections held for the Federal National Council?
- The Supreme Council has no jurisdiction over air traffic control in the individual Emirates. Is this statement true, or false?
- How many members sit on the Federal National Council?
- Which governance organ ensures that the judiciary system in the United Arab Emirates is unbiased and independent from other organs?

Set up the quiz and give students the web site address and login code to access the quiz. You can instruct the students to use their own names when they set up user names, or you can let them choose a team name (within appropriate limits). Facilitate the quiz by giving students the opportunity to look up answers in the Student Book. Award prizes for teams in the top three.

Option 2: Put the students into small teams of three, or in pairs. Give the teams about five minutes to come up with four or five questions related to governance in the UAE. (They will use the Student Book as a reference.)

Set up a score board on the board or create one using software (even a simple Word document or an Excel sheet can be used) and project it onto the screen. Teams can give themselves names, and you can write the team names on the score board, or type them into the software program you are using. (You can also appoint a student to help with this task.)

The idea is that teams will ‘test’ each other by standing up and asking a question. The first team to answer the question correctly gets one point. In this activity, they may NOT refer to the Student Book to find the answer, because they will already have had time to read all the content when they made up their questions. If no-one answers the question correctly in a time limit (of about ten seconds – you can decide how long is suitable), the ‘asking team’ gets a point and they can also ask the next question. If a team answers the question correctly, they get a point and have the opportunity to stand up and ask one of their own questions. You can set a time limit on the quiz. They may not get through all of their questions.

Add up the scores and award a small prize to the top three teams.

5. Consolidation activity (5 minutes)

Consolidate (and informally assess) students' understanding of the national governance structure by letting them mind map it quickly, in two minutes, in their exercise books or on paper. You can walk around the class and check their mind maps. Help them to apply corrections where necessary. Weaker students can be paired with stronger students to work together on this.

6. What is good governance? (15 minutes)

Group Discussion Activity: The students will now think about the elements of good governance. You may like to begin this activity by asking them the opposite question: how do we know if an entity is *poorly* governed? They could come up with some ideas, such as: people will be unsure what to do and how to do things; there may be corruption; conflict could occur if there is no agreed way to settle disputes, and so on.

Put the students into groups of four.

Option 1: Refer them to the 'Features of good Governance' section on pages 282–283 of the Student Book.

Instruct them to spend ten minutes talking about and identifying why each of the features is necessary for effective governance. Then let them feedback responses in plenary.

Option 2: Another way to facilitate this is to let them work with a well-publicised case study involving charges of corruption within or against a large organisation (it does not have to be one that has been concluded). One example could be the charges brought against FIFA officials in 2015. The BBC published an informative article about this at the time, available at:

<http://www.bbc.com/news/world-europe-32897066>

Let the students read the article, or you can give them a brief overview. Then let them use the features of good governance as a sort of checklist, to identify which features were compromised or absent in the case study.

Elicit feedback in plenary, focusing on the *reasons* for good governance to adhere to certain principles or features.

7. Evaluating governance in a familiar organisation or entity (10 minutes)

Individual Reflection Activity: The students should be able to use the features of good governance as a checklist to evaluate an organisation or entity that is familiar to them – it should preferably be a student-led activity or group, for example, a sports team or chess club, or something similar. Try to steer them clear of the school governing board, or anything that involves their parents, as this activity may lead to sensitive responses.

Direct the students to the Action Task on page 284 of the Student Book. They can use the template to conduct their evaluation.

You do not need to let students share their responses – this is an individual activity, and you can read their responses and talk to them individually if necessary.

Extension: As an extension of the task, you could ask stronger students how they think the ineffective aspect of governance could be improved or changed.

Scaffolding: Weaker students may benefit from working with only three features of governance and evaluating a familiar entity according to those three.

8. Conclusion (5 minutes)

You can use the Self-Assessment Questions at the end of the lesson in the Student Book to allow students to consolidate their learning. These can also be given as homework tasks.

Lesson 4

LOOKING OUTWARD: WHAT IS THE SIGNIFICANCE OF REGIONAL GOVERNANCE STRUCTURES?

Introduction

Building on the previous lesson, the focus in this lesson is on regional governance structures. The students will explore some of the regional structures of which the UAE is a member, and what the purpose of these structures are.

Learning Objectives

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

- Identify at least three benefits and challenges of regional governance structures for different stakeholders.
- Develop a presentation about the benefits and disadvantages of different stakeholders in a regional governance case study.

Suggested Lesson Structure

1. Introductory Activity (5 minutes)

One way to introduce this lesson is to put up a map of the world again (you can use the same one you used in Lesson 3), and let students study it. Explain to them that 'regional' refers to a geographic area that may include several countries with specific political boundaries. Ask them to look at the map and identify as many 'regions' as they know about. Examples may include:

- The Middle East
- The Gulf States
- Asia-Pacific
- Australasia
- North Africa
- Southern Africa
- West Africa
- Central Africa
- Southeast Asia
- Europe
- North America

Another way is to let them use their devices to browse some news sites that report on current affairs around the world. Tell them to scan some of the headlines to see if they can find examples of news related to regions. (Scan reading is when the reader quickly casts their eyes across headlines, bold text and key words to get the main topics; it is not detailed reading or reading for meaning. This is a way for them to develop their research skills as well.)

Examples of news sites:

Gulf News: <http://gulfnews.com/news/gulf>

The BBC: <http://www.bbc.com/news>

Khaleej Times <https://www.khaleejtimes.com/>

The students could try to figure out what the countries in different regions may have in common.

The idea of the activity is for students to understand that a 'region' is a geographic area with countries that have similar interests or characteristics. This will prepare students to explore the purpose of regional structures.

2. Regional Governance – geopolitics, security and trade (30 minutes)

To prepare the students to participate in this activity, give them a few minutes to read the case about the Pacific Alliance on page 289 in the Student Book (or read it aloud to them). Let them study the map to make sure they know where the four countries (Chile, Colombia, Mexico and Peru) are located.

Debate Activity: Put the students into groups of four (these will be debating teams). Then group two teams together (there will be eight students participating in one debate). If there are 32 students in your class, for example, you will have four teams debating at the same time. Appoint a Chair for each debate. This student remains 'neutral' because they need to control the debate. (The Chair is not one of the team members.)

Give the teams a motion to debate. You can decide what the motion can be, but try to make it a statement that clearly provokes different points of view, for example: ***'Regional trade alliances do not necessarily favour all involved countries all of the time'***.

The students of each debating group can flip a coin to decide which team will be for the proposition and which team will be the opposition. You can allocate roles if you prefer. They must use the case study of the Pacific Alliance as the case study or basis for evidence and points.

Explain to the students that the proposing team must come up with points that 'prove' the motion. If you use the example provided, the proposing teams could use the points about member countries in the case study that prove that at times they may not benefit from the alliance (for example, domestic market producing same products as other countries in free trade agreement). The word 'involved' is a key here, because it could also refer to other countries in South America who are 'involved' (in same geographic area, sharing similar values in some aspects, etc.) but are not members of the Alliance, so they do not benefit from it.

The opposing team must find points to 'disprove' the motion. If we look at the case study, they may emphasise points about the four member countries being very satisfied with what they have gained from the Alliance.

Give the teams about ten minutes to come up with points to support their perspective. They may look up additional information using their devices, if they want to.

Instruct the teams to move to four different corners or places of the classroom and begin the debate. (All of the rules of formal debating will not apply here; this activity is for students to practise critical thinking and identifying multiple perspectives, and advantages and disadvantages of alliances.).

The Chair of each group opens the debate and gives the opposition an opportunity to make a brief statement that presents their point of view. Then the proposition gets a turn. Then the Chair opens the debate. Opposing team members may make new points and rebut points made by the other team. They must raise their hands to indicate to the Chair that they want to make a point. The Chair allocates time to each point and keeps time (no more than 30 seconds per point).

Allow the debate to continue for about eight minutes, as you walk around listening to and observing each debate. You may like to jot down some feedback points of your own to share with the students afterwards.

Call time, and let the proposing and opposing teams give a summary of their argument in one minute.

Ask the students in each debating group to reflect on who they think presented the most convincing argument. They should be honest, and be able to justify which team was strongest. You may need to step in and use some of your feedback from observing them to award the debate to one team in each group.

Ask the students for some feedback to debrief the activity. If they participated enthusiastically, students may need some time to 'decompress'!

Now instruct the students to use the points that were raised during the debate to write down a list of advantages and disadvantages of regional alliances.

3. Regional Governance involving the UAE (20 minutes)

In plenary, discuss with the class that the UAE is involved in several regional structures that have been created in line with the foreign policies of member countries. These structures facilitate cooperation and mutual benefit in certain matters such as trade and security.

Presentation Activity: Put the students into pairs and tell them to read the information about the Gulf Cooperation Council (GCC) and the League of Arab States.

They are to use a software program such as PowerPoint or Prezi to develop a short presentation of about three slides that outlines the structure and purpose of two alliance structures.

Differentiation: Students who are weaker in reading or processing information could be given key words written on the board to work with. You could also allocate one alliance structure for them to work with, instead of two.

Give the students about ten minutes to complete their three slides. Then put two sets of pairs together and let them present to one another, using the slides as a resource.

You can use this opportunity to informally assess their understanding of the regional structures that involve the UAE, including the purpose and structure of each.

4. Conclusion (about 5 minutes)

Let the students reflect on the quotation on page 295 of the Student Book. They could write two sentences summarising the key values that they think should form the basis of regional governance alliances.

Lesson 5

WHAT IS THE SIGNIFICANCE OF GLOBAL GOVERNANCE STRUCTURES?

Introduction

This lesson builds on the idea of governance by introducing the students to global governance structures such as the G20, the UN and the IMF. The students will apply critical thinking skills to identify the purpose and roles of organs of governance, and consider different perspectives regarding their effectiveness and operation.

Learning Objectives

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

- Name four types of global governance structures and give two examples of each.
- List and explain three perspectives in relation to a global governance structure (the G20).
- Make a slide presentation on the global governance roles of the United Nations (UN).

Suggested Lesson Structure

1. Introduction (10 minutes)

Brainstorm Activity: Introduce the lesson with a fun task to get the students thinking. Write the word 'GLOBAL' vertically, in caps, on the board. Get the students to brainstorm key words that start with each letter of the word, related to the concept. Try to capture as many ideas as you can, writing them next to one another, for example 'g' for 'going places'. They can come up with phrases and key words.

Explain to the students that if you played this game all day, there are likely hundreds of words and phrases that could apply to the key word, 'global'. In a similar way, there are almost limitless possibilities for structures that can connect people and organisations across the globe.

Refer the students to the four combinations of governance structures in Figure 1 in the Student Book on page 299. Briefly explain the key types that may be combined in each of the combinations, and then ask the students to think of examples. If weaker students need **scaffolding**, you can write examples down on pieces of paper and let the students match them to the correct headings in a **matching** exercise.

Examples:

- IGOs: UN, International Court of Justice (which they will learn more about in Lesson 6).
- Public group: OPEC
- Private groups: (You might suggest a multinational corporation of your choice here).
- Civic society groups: (Again, it is left to your professional judgement to select an appropriate example).

Students should have a foundational understanding of types of organisations that can play a role in global governance.

2. A Global Governance Organisation: The G20 (15 minutes)

The G20 is an example of a powerful global alliance of countries that is also steeped in some controversy. This is used as a case study because it provides students with a good example of a group that was created to achieve certain aims, but it is a very large group (which tends to dilute its purpose and effectiveness), and also perceived to be composed of countries that are collectively powerful, without addressing the needs of non-member countries. The students may be able to relate this to what they likely already know about inequality among countries of the world.

Group Discussion: Put the students into groups of about four. Let them discuss the G20 case study. They can use the information in the Student Book as a basis. They can also look up additional information about the G20. They must identify three different perspectives in relation to the case study. These perspectives could be:

- The member countries of the G20: they have formed an alliance to strengthen trade and cooperation among major and emerging economies.
- The emerging economy members of the G20: these countries may benefit economically from being part of the alliance with countries that have more established and industrialised economies.
- Countries that are not members of the G20: these countries may feel excluded and that they are not benefiting from having their concerns heard (unless they get invited) at the G20 summits.
- Civil society groups whose members may also be citizens of G20 countries: some feel that the G20 enhances inequality between countries, rather than working more explicitly towards being inclusive and achieving greater global equality among different countries and regions.

Students may come up with other perspectives. These are examples only. The idea is for them to think critically about the G20 as a global alliance, and identify that it may be perceived in different ways – positive and negative. There may even be different perspectives from within the G20 itself (for example, benefits experienced by the more economically developed countries may differ from the benefits experienced by emerging economies that are part of the group).

Hand a sheet of newsprint or a large sheet of paper to each group. Let them summarise three perspectives as a graphic organiser.

Put the summaries up on the classroom wall and let the students line up and walk past them, noting new perspectives that they may not have thought of in their own group.

Possible extension task: You can give students who enjoy being challenged a homework task that requires them to read up more about the G20 and its history and then try their hand at writing a case study to reflect their research.

3. The United Nations: The Largest IGO (25 minutes)

The students are going to learn about more specific aspects of the work of the UN in later lessons (for example, in Lesson 7, when they examine treaties related to the Global Commons), so in this lesson it is important for them to develop their understanding of the overall purpose and structure of the United Nations as arguably the largest IGO in the world.

A more subtle theme that they should become aware of is that as the world changes and different problems and challenges evolve, governance organisations also need to adapt. For example, the UN was set up mainly as a peace-keeping organisation, but much of its work now is related to development, in addition to peace-keeping.

Presentation Activity:

Option 1 (differentiated for weaker students): You can show students a short video clip that explains the structure and purpose of the UN. One example is: <https://www.youtube.com/watch?v=Qolafzc0k74>

There are also short videos available on the UN's web site, illustrating its involvement in global issues such as refugee crises. Students can access them on their devices as further stimuli:

<https://www.unmultimedia.org/tv/unia/>

Then provide the students with key word cards that you have created prior to the lesson and let them work in pairs or small groups to 'build a **jigsaw**' or flow chart that reflects the structure of the United Nations. They can look up information in the Student Book. Key words for the jigsaw could include:

- Security Council
- General Assembly
- Permanent Members
- Non-Permanent Members
- Peace-keeping
- Human Rights
- Secretary-General
- International Court of Justice
- UN Development Programme
- UN High Commissioner for Refugees
- UN International Children's Emergency Fund
- UN Environment Programme
- UN Educational, Scientific and Cultural Organisation
- UN Economic and Social Council

Students can 'build the jigsaw' or flow chart. They can then move around the class and look at other groups' jigsaw or chart as a prompt to explain the structure and organs of the UN to each other in pairs or small groups.

Option 2: Group Task: Put the students into groups of three or four and let them work through the information about the UN. They should develop a one minute speech, accompanied by a visual or graphic resource (such as a poster, slide or other type of visual resource) to teach the structure of the UN to an audience of younger students. If it is possible to do this, you could even arrange for some younger students to visit your classroom on a 'field trip' and listen to the presentations. They can ask questions of the presenters. If this is not possible, then let students present their speeches in smaller groups.

Listen to their speeches/presentations and use this opportunity to informally assess their understanding of the UN as a global organisation.

4. Perspectives on the IMF (8 minutes)

The IMF is a global organisation that the students are likely to know about already. Ask them to say what it stands for, and give a brief overview of its purpose if they have not heard of it.

Case Study Activity: Put the students into pairs and let them read the case study about Siaka on page 309 of the Student Book. Then ask them to respond to the Discussion Point after the case study on page 310. This is a further opportunity for students to practise identifying multiple perspectives in a situation, and to begin to think critically about governance structures that operate in the world at different levels.

5. Conclusion (2 minutes)

You can conclude the lesson by choosing one of the Self-Assessment Questions on page 311 of the Student Book and letting the students work independently to write a response to it.

Lesson 6

HOW DO INTERNATIONAL JUDICIAL STRUCTURES AND PROCESSES WORK?

Introduction

This lesson introduces the students to the structures that have been created globally to deal with significant cases of country disputes and human rights injustices. They will explore the definition of justice and then examine the roles of the International Court of Justice and the International Criminal Court.

Learning Objectives

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

- Outline the purpose and structure of two agents of international justice.
- Write and present a speech about how the two agents of international justice aid in maintaining peace and respect for humanity in the world.

Suggested Lesson Structure

1. Introduction (10 minutes)

To start this lesson, you can ask the students to write down their own definition of 'justice'. Then ask for volunteers to read out their answers to the class. You could type their responses into a slide presentation or Word document that you project into the screen. Let the students briefly reflect on the different ideas that have been presented. Then you can ask them what they think 'injustice' means. They could use the points about justice to develop opposite statements, or they could come up with new ideas. Encourage them to think about different contexts in which justice and injustice might be an issue.

The point is for students to understand that justice is generally taken to mean a state of lawfulness, morality and ethics, and injustice is when these attributes have been violated in some way.

In plenary, briefly discuss the importance of justice as an international concept that is a precursor and condition for world peace and development.

Another way to start the lesson, which may work better for weaker students, is to put up a definition of justice (you can use the one on page 313 in the Student Book) on the board, and hand out statements printed or written on paper to some or all of the students (you could put them into pairs for this task).

Make two headings on a wall in the classroom – 'justice' and 'injustice'. They can use Prestik or drawing pins (depending on what type of surface the wall has) to attach the statements underneath the correct headings. Then let them stand in front of the headings and comment on whether they think all the statements have been put under the correct heading. If they disagree with a statement, they must give a reason why. Examples of statements you could use:

- A country closes its borders to a neighbouring country to stop migrants without visas from entering the country.
- A country closes its borders to a neighbouring country to stop asylum seekers from trying to enter the country.
- The leader of a large private multinational corporation accepts a gift of an apartment in a pleasant holiday destination in exchange for supporting a project that another company wants to run.
- A group of people in a community provide food, shelter and medical care to a woman whose husband and children have died in violent conflict.
- The leader of a country tells a 'white lie' about a security risk that affects the population, to protect the population from anxiety.
- Citizens of a democratic country vote in national elections under careful scrutiny of election monitors, whose job is to make sure votes are cast according to the electoral rules.

- A country that is downstream of another country with whom it shares a river holds the upstream country to account for allowing factories in its jurisdiction to dump toxic waste into the river.
- A doctor is accused of intentionally withholding life-saving treatment from patients who cannot pay for the treatment immediately, and is charged with a crime. They are provided with a defence attorney to represent him during the ensuing trial.
- A factory owner is forced to pay a large fine after being found guilty of making workers work overtime without pay.

If you want to **extend or challenge** students in this task, you can make the statements more controversial.

The idea is for students to understand the nature of justice and that it is applied in many different contexts, which prepares them for the next part of the lesson.

2. Two major contexts for justice (20 minutes)

For this part of the lesson, you could create some presentation slides that summarise the work and context of the International Court of Justice (ICJ) and the International Criminal Court (ICC). You could use a program such as PowerPoint or Prezi. Work through the material on the slides with the class in **plenary**. Part of your preparation is to set some questions that could help students to focus on the structure and purpose of the two organisations. Examples of questions could be:

- Why was the ICJ created?
- List the conditions for settling disputes through the ICC.
- State why you think each condition has been created.
- What sorts of disputes would the ICJ deal with?
- How is The Hague Academy of International Law connected to the ICJ?
- In what way were the Nuremburg Trials a forerunner of the establishment of the ICC?
- List five features of the ICC.
- Explain the difference between the ICJ and the ICC.
- Why do you think criticisms have been levelled at the ICC about their effectiveness in bringing serious criminals to justice?
- If the ICJ does not have jurisdiction to handle all disputes that may arise between two or more countries, then how effective is their role in promoting international cooperation?

Think-pair-share: Tell the students that they are to think about the questions and jot down a few responses. Then put them into pairs and let them compare ideas. There is an opportunity for **differentiation**, because you can pair a stronger student with a weaker student and let them share ideas, with the stronger student helping the weaker student. You can also pair two weaker students and let them answer three questions instead of all of them. You can instruct the students to choose three or four questions to respond to. The last few questions in the examples provided would be more challenging, because students need to form an opinion based on what they have learnt. You may like to allocate these questions as an **extension** opportunity for stronger students.

Allow each pair to share at least one of their responses in plenary.

3. Working with case studies and making a short speech (25 minutes)

The students will be assessed on their understanding of organs and processes involved in international justice by making a short speech. Public speaking and presentation skills are an important skill for them to develop, and this lesson provides them with a safe, collegial atmosphere in which to practise, provided you set some ground rules about respecting one another and remaining mindful of time.

The topic for the speech is: *'Two agents of international justice protect human rights and maintain world peace.'* It is not a values based or opinion based topic, but stronger students may choose to interpret it in a way that allows them to express an opinion about the effectiveness of these organisations.

There are different ways you can approach this activity.

Option 1: Let the students work in the same pairs as they did for the previous activity, because they have formed a connection. Instruct them to read and use the two case studies in the Student Book as a basis for making a short speech or presentation about how the ICJ and the ICC protect human rights and maintain peace. If you feel it may be challenging for them to work with the case studies, then you can let them choose to use the responses they recorded to the questions in the previous activity as a basis for the speech.

Option 2: 'Speech' can be interpreted creatively! You can give students the option of working in pairs or small groups and writing a short rap song or poem about the ICJ and the ICC, and performing it.

Option 3: Some students prefer to work independently, and this is fine for this task. Give them the option to write and present their speech on their own, either referring to the case studies, or drawing on the notes from the previous activity.

Time is limited. The challenge for the students is to prepare a one minute speech, rap song, poem or presentation in response to the topic. Depending on the size of the class and the number of presentations, you can either let them present in small groups, or to the entire class. Give them about ten minutes to prepare, and use the rest of the time for presentations. What you will be listening for is how well they have grasped the purpose of both organisations, and how cases are dealt with.

4. Conclusion (5 minutes)

Let the students work on their own and write one sentence responses to these prompts:

- One thing that I found really interesting during the lesson was...
- I would like to know more about...
- I think international justice ...

You can walk around and read some of their responses, or ask them to share them with you. This is an opportunity for you to suggest homework tasks or further extension. Students could do the research task on page 325 of the Student Book, about how an international case has been dealt with by international legal processes.

Lesson 7

HOW ARE WE INTERCONNECTED THROUGH THE 'GLOBAL COMMONS'?

Introduction

This lesson will introduce the students the interconnectedness of the world through the 'Global Commons'. It prepares them for reflecting on their own opinions, decision and actions by making them aware that the environment connects all people, all land, and all countries.

Learning Objectives

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

- List the dimensions regarded as the 'Global Commons' and how they connect humanity across the planet.
- Explain international strategies to manage preservation and sustainable use of one of the 'Global Commons'.

Suggested Lesson Structure

1. Introduction – working with scenarios (8 minutes)

Start the lesson with a fun task that is designed to get the students to think about how people across the world are connected. Type the following **scenarios** into a presentation software such as PowerPoint, or write them onto large sheets of paper. You can add scenarios to the ones suggested here – these are merely examples:

- Samirah's parents host a 16th birthday gathering for her at home. She invites 20 friends. After lunch, each guest is given a helium balloon to release into the air. Where do the balloons land up?
- Nawal browses the Internet using free wi-fi at an international airport. How many people could she potentially connect to by doing this?
- Radi contracts a serious flu virus in a foreign country. He must travel by bus, train and a long-haul flight on an aeroplane to reach home. How many people could he potentially infect with the virus?
- Malik played football with his friends on a beach in Ras al-Khaimah. He had left his sandals close to the edge of the sea before the game. After the game he realised the waves had washed away his left sandal. Where does Malik's left sandal travel to? Where does his right sandal end up?

'Mexican wave' responses: Project a scenario or hold up the paper with it printed on. Instruct a student to stand up and call out a response, with their hands in the air, and then quickly sit down.

The next student to their left (or right – you must tell them in which direction to 'wave') immediately stands up and calls out a different response to the same scenario, and so on.

The idea is to get the students to think very quickly, and creatively, about what could happen in each case. By doing this, they are thinking about how something as simple as a flu virus can be spread right across the world through one person's interaction with people in different places (and then their interaction with others), or how a sandal washed out to sea by waves may end up on a distant shore. A discarded sandal without a match may end up in a landfill site, where it could become part of a 'midden' (a preserved rubbish heap) that is dug up by archaeologists in 500 years. Wi-fi access (especially if used in a non-secure environment) can enable the spread of information, photographs, comments, and even computer viruses right across the world.

Ask the students to identify the mediums through which the items were connected in the scenarios – for example, the sea and the atmosphere.

Explain to them that the global community has actually identified areas called the 'Global Commons' that are free for everyone to use, but are not owned by anyone.

Ask them what implications this may have for global interaction. Do people living near a foreign beach appreciate having Malik's sandal washing up on their shore as litter? How is a seagull affected if its leg gets caught up in the string of Samirah's helium balloon and it cannot remove it?

2. Management of the Global Commons (8 minutes)

The next phase of the lesson is for students to learn about strategies that have been created to manage the Global Commons. These are in the form of international treaties and agreements that have been established at different times.

To begin, let them look at Figure 3 in the Student Book on page 329 that illustrates what the 'Commons' are.

Ask some simple questions to make sure they understand each of the words. In this lesson, we will not deal with biodiversity in depth – you can set the students a homework extension task to explore that further.

The aim of this part of the lesson is to familiarise students with the types of treaties that exist to sustainably manage the use of the Global Commons.

Matching Activity: Put the students into four groups. Make four sets of flash cards with the following terms on them (each word on a separate card). Then give a set to each group and give them one minute to sort and match them correctly. This allows you to assess whether or not the students can identify significant treaties and their purpose in relation to the Global Commons.

Once the group has correctly matched the terms, they need to give a one minute summary of the purpose of the treaty in relation to its corresponding 'Common'.

The High Seas	UNCLOS
The Atmosphere	The Paris Climate Agreement
Antarctica	ATS
Outer Space	ISS

3. Protecting the Global Commons (40 minutes)

Conference Activity: For this part of the lesson, the students can remain in the same four groups as for the previous activity. They are going to participate in a class 'conference' about the four Global Commons covered in the Student Book. Allocate a 'Common' to each group. The group must write a brief 'paper' to present to the conference. The paper must achieve the following aims:

- It must present a case study, or an issue of concern, as evidence of why the treaty or agreement is necessary.
- It must be succinct – not more than 200 words.
- It should have a visual aspect, even if this is merely a photograph, flow chart or picture on a presentation slide.

The task can be organised as follows:

- Each group elects individuals to the following roles:
 - a presenter, or two presenters, who will present the paper.
 - two chief researchers who will gather the necessary information to include in the paper.
 - a scribe who will write up/type the paper.
 - a checker who keeps everybody on track with their required tasks.
- Give the groups about 30 minutes to prepare their paper (it can be written up in a key point summary). They must use this time responsibly – including planning five minutes for the presenter/s to make sure they know what to say during the conference.
- Allocate a place for each group on the conference agenda.
- While each group is presenting their 'paper', the other conference 'delegates' should be jotting down questions and comments that they may wish to pose to the presenting group.
- Allow three minutes for each presentation to be made, and then facilitate a question and answer or discussion slot for each paper.
- Conclude the 'conference' by asking the 'delegates' to write down four key 'takeaway' points from the conference.
- You can read some of these to informally assess the students' understanding of the key treaties and agreements related to protecting the Global Commons.

4. Conclusion (4 minutes)

If the students demonstrated achievement of the learning objectives during the 'conference' then you could conclude the lesson by referring them to the Questioning Task on page 342 of the Student Book and asking them to complete this task for homework. It should be manageable for students of all abilities.

UNIT 3

Macro Factors

Lesson 1 National Economy

Lesson 2 Global Production

Lesson 3 Global Trade

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

NATIONAL ECONOMY

Student Learning Outcomes (SLOs)

MSC.3.1.02.022

Analyze and evaluate the impact of a range of factors on cultural developments globally

MSC.2.3.01.023

Identifies and analyzes cultural factors which influence changes in a town, nation or world

MSC.2.1.02.027

Analyzes how historical contexts influence people's perspectives about an event
Determines how customs affect individuals or Explains the relationship between trade and

MSC.2.2.01.035

Uses geographic representations to analyze cultural and environmental characteristics

MSC.2.4.02.046

Analyzes the similarities and differences among economic systems

Lesson Objective

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

- describe how GDP and per capita GDP are calculated, and how they are useful.
- explain the cyclical nature of business growth and contraction.
- describe Keynesian government intervention in economies.
- define inflation and explain its negative consequences.
- describe global inequality as a moral issue.

Key Vocabulary

-  **GDP:** Gross Domestic Product; the total value of all goods and services produced by a nation during a period.
-  **per capita GDP:** Gross Domestic Product, divided by population; indicates the share of national production for each person in the country.
-  **investors:** people who buy property or a «share» of a company, or other investment, with the expectation of receiving profit in the future.
-  **return:** amount of profit an investor receives.
-  **stock exchange:** also called stock market, located in major world cities. Shares of companies are traded (bought and sold) between investors.
-  **expansion:** period of growth in the business cycle.
-  **peak:** the top (or end) of the growth period in the business cycle.
-  **recession:** period of shrinkage/slowing down of the economy in the business cycle.
-  **depression:** longer-term period of shrinking of an economy. More severe than a recession.
-  **the Great Depression:** the main global recession of the last century, from 1929-1939.
-  **lay off:** temporary or permanent termination of employment, often due to business factors rather than job performance.
-  **recovery:** period following a depression or recession when the economy begins to grow again.
-  **inflation:** loss of value of money, often resulting in the increase of prices.
-  **inequality:** gap between income, living standards and opportunities between classes, regions, nations or other groupings.

Materials/Resources/Technology

Text's readings, illustrations and activities

Device with internet access

Calculators (or computers or other devices with calculators)

Map, globe or atlas

Has GDP Become an Irrelevant Economic Metric?

<https://publishers.boclip.com/video/5c54cb2bd8eafeecae1a1add>

TED-Ed: What causes an economic recession? | Richard Coffin

<https://publishers.boclip.com/video/5e0f6d0bca83812cff2250b3>

Great Depression

<https://publishers.boclip.com/video/5c54d5c7d8eafeecae1fe3fe>

Limitations of GDP- Macro Topic 2.2

<https://publishers.boclip.com/video/5e5659389ae1283de55436bc>

Keynesian Economics and Deficit Spending with Jacob Clifford

<https://publishers.boclip.com/video/5e565937efb850178b4bdf8>

Lesson Description

The lesson begins with a warmup intended to gauge student awareness of the general health and growth of the economy at the time of the class: is it in a period of expansion or contraction? Students might note characteristics they have noticed: rising or falling prices, difficulty or ease for relatives to find jobs, or perhaps ideas they have picked up from listening to the news. Some may have no real idea about their community's economic health, which is also good feedback for a teacher. The overall point is to introduce the concept of measuring a national economy, which leads to the definition of GDP and descriptions of business cycles.

MSC.2.1.02.027

MSC.2.6.02.030

MSC.2.4.02.046

Activity 1 builds on the warmup, but with the added information from the text the students may be able to provide more insight. The 3rd question, "what does uncertainty and the future mean for investors" is meant to give students the opportunity to express understanding of the risks investors take, as there is no guarantee that the markets will move in a particular direction. Students can be told that in general, greater risk for investors comes with both higher potential for loss, and greater potential rewards.

The next section gives a history lesson about the Great Depression and governmental responses to stimulate the economy through large spending. Iconic megaprojects from the 1930s are profiled as examples, and lead to Activity 2, where students identify other large public projects. These can be (but do not have to be) in the local region – the students can research one – an Olympic stadium could be an example, or a new airport or a solar power station. The 3rd question, about the project's "economic effect" is intended to stimulate student awareness that a project may have side benefits for the economy (employment, generating economic activity) beyond the utility of the project

MSC.3.1.02.022

MSC.2.3.01.023

The next section defines inflation, and Activity 3 asks students to research two figures: the interest rate for a local savings account, and the current inflation rate, and then deduce the effect of inflation on funds deposited in a savings account over time (it would surely depreciate).

MSC.2.4.01.032

Per Capita GDP is defined as a metric for comparing the relative size and wealth of two or more countries. Iceland and Russia are shown as examples: Iceland is

small with a much smaller GDP, but a much higher GDP per capita – which has real benefits for Iceland’s citizens. Activity 4 asks students to choose two countries to make similar comparisons. This leads to the final topic of the unit, Inequality. This is highlighted as a moral issue, and one of basic fairness. Activity 5 shows the relationship between quality of life issues - health and education for example - and the wealth of a country. Activity 5 further extends this idea using the national pair the students examined in Activity 4. Students research literacy and life expectancy levels for the two countries and see if there is a relationship between per capita GDPs and those metrics.

MSC.3.1.02.022

MSC.2.3.01.023

MSC.2.4.01.031

MSC.2.2.01.035

Selected Activity Answers

Responses for each question in this unit will vary from student to student.

Activity 4’s figures should be similar in format to the examples given for Iceland and Russia, though the numbers will depend on the national pair selected by the student.

Formative Assessment Opportunities

The activities are structured as formative assessments to be conducted as the students progress through the unit. They are cumulative, with the subsequent activity often referring directly to the previous activity. These can give the teacher instant feedback about student understanding of the overall concepts.

Remedial Opportunities

The text often refers to concepts covered in Term 1. The teacher should review and highlight these, drawing on connections with previous knowledge and understanding wherever possible.

The text also assumes students’ general geographical knowledge, but a teacher may find a world map (or an online map such as Google Maps) useful as an aid.

Extension Opportunities

The topics of this unit – and most of the others this term – are general concepts. The teacher should apply these to relevant current events in the news at the time of the class. Newspaper clippings or news video articles can be used in class to illustrate the concepts.

Lesson 2

GLOBAL PRODUCTION

Student Learning Outcomes (SLOs)

MSC.3.2.02.020

Compares and contrasts the powers and responsibilities of local, national and international political institutions

MSC.2.6.02.030

groups decisions

MSC.2.4.01.031

international economic blocks

MSC.2.6.02.032

Develops criteria for evaluating individuals' behavior in the past

Determines how customs affect individuals or Explains the relationship between trade and

MSC.2.2.01.036


Explains the relations between the natural and human phenomena in a particular geographic region (e.g., the Arab World)


Lesson Objective

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

- By the end of the lesson, students will be able to.
- list the four sectors of goods and services and describe examples.
- detail competitive advantages for companies, individuals, and nations.
- discuss the importance of location in global trade, particularly with reference to the UAE.
- describe national competitive advantages based on strengths in the four production factors.

Key Vocabulary

 **raw materials:** basic materials used to create other products. Usually raw materials are extracted from the environment.

 **subsistence:** production for one's own consumption, not for sale in a market.

-  **automation:** the application of automatic machinery in a process, such as manufacturing, without requiring direct control from people
finished goods: manufactured products ready for sale to consumers.
-  **primary sector:** industries that extract materials from the environment.
-  **secondary sector:** industries that manufacture products from raw materials.
-  **tertiary sector:** industries that provide services.
-  **quaternary sector:** industries that produce knowledge.
-  **supply chain:** industries that produce and process components used in the assembly a finished product.
-  **competitive advantage:** a favourable business position because of a factor that other competitors lack

Materials/Resources/Technology

Student book text, activities and additional readings;
Devices with internet access

Depending on student level, the teacher may choose to show the video “The Story of Stuff”, or its sequel, “The Story of Electronics” (both commonly found on the internet) to stimulate discussion about supply chains and the modern production process.

As always, the teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

Natural Resources: What Are Natural Resources?

<https://publishers.boclip.com/video/5c54da68d8eafeecae225b92>

[include all resources from the Student book]

Teacher-ONLY resources:

None

Lesson Description

This unit builds on the “Four Factors of Production” from Term 1. In this lesson we classify types of industries into primary/secondary/tertiary/quaternary sectors and define each. To set the unit up, the warmup asks students to brainstorm In groups of three a list of 20 companies operating in the UAE. Later, Activity 1 uses this student-generated list as examples to sort into the four sector types. The text provides a further example, describing the global supply chain behind the production of a smartphone. Activity 2 continues the theme, asking students to identify and classify the most common industry in the community surrounding the school.

MSC.3.2.02.020

MSC.2.2.01.036

The next section describes competitive advantage, tying the material to Term 1's Competition theme. The text describes competitive advantage in business terms, but also in national and individual terms, with a side discussion about how job applicants need to highlight their own competitive advantage to set themselves apart from the other applications. **MSC.2.6.02.030** Activity 3 asks students to identify any business that has a unique competitive advantage over others, and how the competition responds.

The text applies the competitive advantage concept to nations, highlighting geographical and other factors that benefit a particular nation.

MSC.3.2.02.020

MSC.2.4.01.031

Activity 4 reviews the sector classification using UAE entities as examples, and Activity 5 asks how location can be a potential disadvantage.

MSC.3.2.02.020

MSC.2.4.01.031

MSC.2.6.02.032

Selected Activity Answers

Activity 2: Think and Discuss

Primary

date farming
ADNOC oil rig

Secondary

Patchi chocolate shop
RAK Ceramics
National Paints factory
food processing

Tertiary

EMAAR
real estate
Taxi driving
hotel manager
FlyDubai
school teaching

Formative Assessment Opportunities

The activities are structured as formative assessments to be conducted as the students progress through the unit.

The teacher should encourage discussion about issues raised in the text. Students should be comfortable with expressing their opinions in a healthy and respectful way.

Remedial Opportunities

The teacher may find it helpful to pre-teach any challenging/new vocabulary from the text, including the keywords, depending on the students' English comprehension level.

Extension Opportunities

There may be businesses or industries highlighted in the news during the time of the lesson: a story about an electric car company, or a large technology company – the teacher can ask students to search these and then classify them into the four sectors.

Students can research the supply chain and life-cycle for another product as was done for the smartphone in the text. The students can try to determine:

Where the components were made

Where it was assembled

Where it is sold

What services relate to the product

How it is disposed at end-of-life

A suggested topic for such a cycle: An Airbus aircraft.

Lesson 3

GLOBAL TRADE

MSC.2.3.02.024

Evaluates the relationship between the various human societies and their physical environments

MSC.2.6.02.029

Works collaboratively to research, examine and present a contemporary issue recognizing all sides of the issue

MSC.2.5.01.034







Presents a detailed and accurate report on a certain problem highlighting the research methodology used to solve the problem

Lesson Objective


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

- describe the role of imports and exports in a national economy, and highlight a governmental preference to maximize exports.
- describe the innovation of containerization as a catalyst of globalization.
- describe how trade wars can develop.
- Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers.
- Identify costs and benefits of trade barriers over time.


Key Vocabulary


-  **Export:** products entering a country
-  **Import:** products leaving a country
-  **balance of trade:** calculation of imports against exports
-  **trade surplus:** more exports than imports
-  **trade deficit:** more imports than exports
-  **containerization:** process beginning in 1960s and 1970s to ship products globally in large containers. Pushed transport costs to near 0,


helping trigger globalization

 **globalization:** growth of movement of people, goods and information on an international scale, reducing the importance of national borders

 **tariffs:** Taxes on imports, also called duties

 **protectionism:** government policies to protect domestic industries from international competition through tariffs and other trade barriers

 **retaliate:** return action taken by a country harmed by another country's protectionist actions

 **trade war:** uncontrolled exchange of protectionist trade barriers, intended to harm each other's trade

Materials/Resources/Technology

Resources from Student Book

Devices with internet access

Teacher-ONLY resources:

hard-copies of current print newspapers, particularly the "Business" sections

Lesson Description

This lesson is largely about globalization: how and why the goods we buy and use come from all over the world, and the path they take to get to us. Therefore the warmup begins with a "scavenger hunt" in the classroom to look for products with "Made in ____" labels. Students will list these. As the text advises, students can find the "Made in" labels on most products: the bottom of machines, phones, labels on bookbags and on the inside of shoes. The teacher can help with this. The subsequent questions further emphasize the global nature of modern manufacturing.

MSC.2.6.02.029

The text defines imports and exports, as well as trade balances, deficits and surpluses. It links to term 1's Circular Flow of Income and shows how imports remove funds from the domestic circular flow, which is why countries generally prefer to maximize exports and minimize imports. This point should be emphasized.

Activity 1 reinforces this with a map activity and internet search, asking students to locate a list of countries on a map, and to look up whether the country is currently running a deficit (imports more than exports) or surplus (exports more than imports). The students can also gain a sense of which countries are the dominant trading partners of the listed nations.

MSC.2.3.02.024

MSC.2.6.02.029

Unit 3 Lesson 2

The next part of the text describes the effect of containerization since the 1960s, which is one of the key reasons why production is now global: cheap shipping has moved production to wherever in the world is cheapest to make a good. This explains the rise of East Asian manufacturing: first Japan in the 1970s & 80s, then South Korea, and now China, India and Southeast Asia.

This leads to the sections on tariffs and trade wars and is reinforced by the next activity's questions. The students search for a recent trade dispute in the news (Google News or Microsoft News can be helpful here) and they describe its causes and consequences on other countries.

MSC.2.3.02.024

MSC.2.6.02.029

MSC.2.5.01.034

This leads to the sections on tariffs and trade wars and is reinforced by the next activity's questions. The students search for a recent trade dispute in the news (Google News or Microsoft News can be helpful here) and they describe its causes and consequences on other countries.

Selected Activity Answers

Responses will vary with each student's selections at the time of their searching of data.

Formative Assessment Opportunities

The supplied activities are intended to be formative. Students should complete each of the activities as they progress through the text.

Remedial Opportunities

The teacher should pre-teach any language and concepts likely to be challenging for their students prior to their reading of the text.

Extension Opportunities

The teacher should also be alert for relevant stories in the current news related to trade, either with the UAE, neighbouring countries and/or the world's leading exporters and importers. Products that are frequently the subject of trade disputes include aircraft, cars and oil.

UNIT 4

Trade

-
- Lesson 1** Trade Agreements
 - Lesson 2** Sustainability & Application Activities
 - Lesson 3** Free Trade Agreements
-

Lesson 1

TRADE AGREEMENTS

Student Learning Outcomes (SLOs)

MSC.3.2.02.020

Compares and contrasts the powers and responsibilities of local, national and international political institutions

MSC.3.1.02.023

Analyse and discuss the notion of culturally determined moral relativity

MSC.2.6.02.033

Evaluates different points of on a current issue

MSC.2.4.02.047

Explains the role of banks in economic investment

Lesson Objective

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

- Explain the relationship between trade and international economic blocks.
- Describe the effects of international trade on the UAE and other nations.
- Explain how exchange rates work and how they affect international trade.

Key Vocabulary



trade agreements: Treaties negotiated between two countries (bilateral) or many countries (multilateral) to facilitate trade and reduce tariffs.



exchange rate: The value of one currency expressed against the value of another.



free-floating currencies: National currencies whose value rises and falls according to market demands.

-  **pegged currencies:** National currencies whose value are tied to the value of another, usually stable, currency.
-  **Gulf Cooperation Council:** Economic and political alliance of Gulf Arab nations
-  **MENA:** Middle East North Africa geographical region
-  **European Union:** Economic and political union of 27 European nations.
-  **United States – Mexico – Canada Agreement (USMCA):** Economic alliance of Canada, Mexico and the United States.
-  **Association of Southeast Asian Nations (ASEAN):** Regional group that promotes economic and political cooperation between ten nations in Southeast Asia.
-  **African Union (AU):** Political and economic group of nearly all African nations.

Materials/Resources/Technology

Resources from Student Book (text, questions and illustrations;

Devices with internet access

Teacher-ONLY resources: map or atlas;

Also:

UAE Says Dollar Peg Is Here to Stay

<https://publishers.boclips.com/video/5c54ca82d8eafeecae19c7ed>

How the EU customs union works

<https://publishers.boclips.com/video/5e394e515e1e9f4507c15352>

Imports, Exports, and Exchange Rates: Crash Course Economics #15

<https://publishers.boclips.com/video/5c54d6d3d8eafeecae206b80>

Lesson Description

This lesson follows on from Lesson 3's global trade theme, providing additional detail and context about currencies, trade agreements and regional trading blocks.

MSC.2.6.02.033

The lesson's warmup asks students about their awareness of various currencies beyond the UAE dirham. They may be aware of other currencies from their own

travel, or “common knowledge”. The students are likely to identify the US dollar, the Euro and the Rupee, and others as well.

The text describes how different currencies rise and fall in value against each other. The value of a bottle of cola is shown in various currencies as an example. Students who have traveled may be familiar with using exchange rates to convert prices into their home currencies. Currencies are further defined as either “free-floating”, or “pegged” to another currency (as with the UAE dirham).

Activity 1 gives students practice with currencies and introduces “purchasing power”: an amount of money holds greater value in one country than another. Students research the price of a 5-star hotel in various countries and will observe that the same amount of money purchases less or more of a comparable product. This is then tied into the GDP content from lesson 1, as students look for a relationship between the country’s relative per capita GDP and how expensive a hotel room may be compared to other countries.

MSC.3.2.02.020

MSC.2.4.02.047

Activity 2, at the end of the lesson, provides similar conversion practice.

Activity 3 is intended to be a debate about borders. As pairs, students create an argument either for keeping national borders and border crossings, or for removing them. The students should first search in pairs for ideas to support their position and then debate with an opposing pair. They then reflect on whether the other side was persuasive. This is then tied into the GDP content from lesson 1, as students look for a relationship between the country’s relative per capita GDP and how expensive a hotel room may be compared to other countries.

MSC.3.1.02.023

MSC.2.6.02.033

Selected Activity Answers

Student responses will vary with the topics chosen and how students present the material. However, for Activity 1, responses may look like this:

Question: Which locations are cheap?

Response: Malaysia, Argentina and Thailand are cheap.

Question: Which are expensive?

Response: Japan, Canada and the United Kingdom are more expensive.

Question: How do they compare with prices in the UAE?

Response: The UAE is about average within the range of countries selected.

Question: Is there are relationship between per capita GDP and the price of a hotel room for one night?

Response: Yes. Countries with higher per capita GDP have higher prices when converted to a common currency. This may mean that the purchasing power of money is greater in countries with lower per capita GDP.

Formative Assessment Opportunities

In addition to the supplied activities, the section of the text that defines the major trading blocks of the world: the EU, the GCC, ASEAN, etc could be used as a formative assessment. Each block could be assigned to a group of students to investigate and present to the whole class through a short presentation covering the main details: location in the world, main countries, type of union. (SOC.1.5.01.031)

Remedial Opportunities

To prepare for activities 1 and 2, the teacher should show the students how to covert between exchange rates using a search engine like Google: “100 US dollars dirhams” returns the current rate in dirhams of 100 US dollars, for example.

Extension Opportunities

The lesson compares hotel room stays and cola prices, but other products can also be compared between countries: UK magazine The Economist regularly publishes the Big Mac Index to perform a similar purchasing power comparison, for example. Students can choose other products to compare: automobile costs, petrol costs, mobile phone plan prices – the students could investigate another product and see if the costs track with the hotel and cola bottle prices.

Lesson 2

SUSTAINABILITY & APPLICATION ACTIVITIES

Student Learning Outcomes (SLOs)

MSC.2.2.01.035

Uses geographic representations to analyze cultural and environmental characteristics

MSC.2.2.01.036




Explains the relations between the natural and human phenomena in a particular geographic region (e.g., the Arab World)

Lesson Objective

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

- Describe actions that promote responsibility at local, national and global levels for a more peaceful and sustainable world.
- Participate in and contribute to contemporary global issues as informed, engaged, responsible and responsive global citizens.
- Check their understanding of lessons one through four.
- Reflect on areas for improvement.

Key Vocabulary

-  **Sustainability:** Practices and policies that allow for human development while maintaining ecological and social processes and natural resources.
-  **Renewable:** Energy sources that are indefinitely provided through natural processes (solar, wind, water)
-  **shared resource:** Natural resources shared by many economic participants



externalized costs: Situation where the price of a product does not represent its total cost; externalized costs are experienced by others, or the environment.

Materials/Resources/Technology

Resources from Student Book

[include all resources from the Student book]

Teacher-ONLY resources:

<https://publishers.boclip.com/video/5c54d7cfd8eafeecae20eefa>

TED-ED: What is the tragedy of the commons? - Nicholas Amendolare

<https://publishers.boclip.com/video/5f354edc3241087e7a18c31b>

Tragedy of the Commons Part 1 - Chalk Talk

<https://publishers.boclip.com/video/5f354edc3241087e7a18c31c>

Tragedy of the Commons Part 2 - Chalk Talk

Lesson Description

The lesson is split between content related to sustainability, and the midterm.

The sustainability section has three parts: sustainability's "dimensions" defined, the Tragedy of the Commons allegory about shared resources, and the "externalizing" of costs as pollution among other consequences of the modern economic system.

To help visualize the Tragedy of the Commons, the teacher may choose to show one of the cited Tragedy of the Commons videos in the media section.

In addition, "The Story of Stuff" (2010), suggested in Lesson 2, can also be useful for its description of externalized costs.

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

There are no activities through this section, but the teacher may choose to deliver the content as a group activity.

MSC.2.2.01.035**MSC.2.2.01.036**

Also, activity 2 and 3 in the midterm review features questions related to this sustainability content.

The midterm review has four sections:

Activity 1: Matching term vocab with definitions

Activity 2: Briefly define terms

Activity 3: Short answer (four sectors of production & sustainability)

Activity 4: Reflection.

Selected Activity Answers

Activity 1

- **A: Return – profit from investment**
- **B: Expansion – Period of growth**
- **C: Recession – The economy slows down**
- **D: Depression - Long period of a shrinking, slowing economy**
- **E: Inflation – Money loses value**
- **F: Subsistence -Production for consumption by one's own family**
- **G: Secondary sector – Manufacturing industries**
- **H: Primary sector – Industries that extract resources from nature and the earth**
- **I: Tertiary sector – Service industries**
- **J: Supply chain – Industries that manufacture parts for assembly into larger devices**
- **K: Trade surplus – GDP value of exports is greater than imports**
- **L: Tariff – tax on imported goods**
- **M: Protectionism – Policies that favour exports and discourage imports.**

Activity 2

Laissez-faire: little to no government interference with trade

Pegged currency: currency that is tied to another country's exchange rate

GCC: Gulf Cooperation Council

Shared resource: Natural resources shared by many economic participants

Externalized cost: Situation where the price of a product does not represent its total cost; externalized costs are experienced by others, or the environment.

Competitive advantage: a favourable business position because of a factor that other competitors lack

Per Capita GDP: Gross Domestic Product, divided by population; indicates the share of national production for each person in the country.

Formative Assessment Opportunities

As described, the sustainability content can be delivered as a group activity. However, the rest of the unit is review of the first five lessons as preparation for a summative assessment.

Remedial Opportunities

Vocabulary or concepts that may prove problematic should be pre-taught before the students approach the readings. The rest of the unit is intended as review.

Extension Opportunities

Students can discuss the three dimensions (sometimes called “pillars”) of sustainability. All three are requirements for true sustainability.

Students should take and defend a position on the following:

Which of the three dimensions are the greatest challenge for societies to accomplish?

Do students believe societies are getting closer to or further away from the ideal?.

Lesson 3

FREE TRADE AGREEMENTS

Student Learning Outcomes (SLOs)

MSC.3.2.02.020

Compares and contrasts the powers and responsibilities of local, national and international political institutions

MSC.3.1.02.023

Analyse and discuss the notion of culturally determined moral relativity

MSC.2.6.02.033

Evaluates different points of on a current issue

MSC.2.4.02.047

Explains the role of banks in economic investment

Lesson Objective

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

- Understand what Free Trade Agreements are and describe the positive and negative effects of Free Trade Agreements for a country.

Key Vocabulary

-  **Free Trade Agreements:** Multinational agreements according to international law between states
-  **Exports:** Goods and services purchased by residents of another country
-  **Imports:** Foreign goods and services bought by citizens
-  **Tariffs:** Tax on imports and exports between states
-  **Restrictions:** Limiting condition on goods or services
-  **Goods:** Merchandise to sell or trade
-  **Services:** Providing work for a company or business

Materials/Resources/Technology

Resources from Student Book (text, questions and illustrations;

The images in the section can be useful in reinforcing vocabulary while equally illustrating certain concepts.

Teacher-ONLY resources

The images in the section can be used to explain certain processes and concepts.

Lesson Description

Activity 1. The activity is designed to encourage students to collaborate together in groups and brainstorm five main characteristics of Free Trade Agreements.

MSC.3.2.02.020

Activity 2. This is an individual concept checking exercise mainly centring on negative and positive effects of Free Trade Agreements.

MSC.3.2.02.020

MSC.2.6.02.033

Activity 3. Activity 3 builds on activity 2 with further concept checking questions and true and false questions relating to the key elements of Free Trade Agreements.

MSC.3.1.02.023

MSC.2.6.02.033

MSC.2.4.02.047

Activity 4. This activity requires students to record the benefits and disadvantages of Free Trade Agreements

MSC.3.2.02.020

MSC.2.4.02.047

Selected Activity Answers

Activity 1

- In groups, discuss and describe the 5 main characteristics of free trade agreements
- Trade barriers are eliminated or reduced between countries and international borders.

- **Free Trade Agreements are the opposite of protectionism between countries where nations protect their trade with tariffs and restrictions.**
- **Regulations and government oversight can come with Free trade Agreements.**
- **Free Trade Agreements are made between nations to promote stronger commercial and trade relationships.**
- **Free Trade Agreements can help energise and boost the economy of participating countries.**

Activity 2

Individually answer the questions. Write your answers in the boxes

1. What are the positive outcomes of free trade agreements?

Free Trade Agreements can lead to increased economic growth of a country. It promotes a more dynamic business environment. With barriers and protectionism reduced or eliminated industries and businesses become more motivated to become competitive. Governments subsidize less as trade barriers are removed for companies thus freeing up more public spending which can be used for other important initiatives. Technology transfer between countries is often enhanced as companies have access to the latest technologies which in turn contribute to economic growth and greater job opportunities.

2. What are the negative effects of the free trade agreements between countries?

Free Trade Agreements can sometimes cause poor working conditions as multinational companies outsource jobs without proper labour protections. For developing nations Free Trade Agreements can lead to natural resource degradation. Such as depletion of timber and deforestation. As Free Trade agreements between countries lead to reduced tax revenue, smaller and weaker countries may suffer and struggle to replace the loss of revenue from import and export fees and tariffs.

3. Who does the UAE have free trade agreement with?

Free Trade Agreement between the GCC and the EFTA. The UAE also has free trade access to countries such as morocco, Syria, Tunisia and Yemen as part of the Greater Arab Free Trade Area Agreement (GAFTA)

Activity 3

Name the key elements of Free Trade Agreements

- **Trade barriers are eliminated or reduced between countries and international borders.**
- **Free Trade Agreements are the opposite of protectionism between countries where nations protect their trade with tariffs and restrictions.**
- **Regulations and government oversight can come with Free trade Agreements.**
- **Free Trade Agreements are made between nations to promote stronger commercial and trade relationships.**
- **Free Trade Agreements can help energise and boost the economy of participating countries.**

Tick the appropriate box to indicate whether each statement is true or false

Free Trade Agreements are not between countries False

Free Trade Agreements do not have negative effects for a country False

The UAE does not have Free Trade Agreements False

The UAE has free trade access to countries such as morocco, and Syria True

The UAE does not have a Free Trade Agreement with Singapore False

Activity 4

Compare the benefits and disadvantages of Free Trade Agreements

Free Trade Agreements can lead to increased economic growth of a country. It promotes a more dynamic business environment. With barriers and protectionism reduced or eliminated industries and businesses become more motivated to become competitive. Governments subsidize less as trade barriers are removed for companies thus freeing up more public spending which can be used for other important initiatives. Technology transfer between countries is often enhanced as companies have access to the latest technologies which in turn contribute

to economic growth and greater job opportunities. Free Trade Agreements can sometimes cause poor working conditions as multinational companies outsource jobs without proper labour protections. For developing nations Free Trade Agreements can lead to natural resource degradation. Such as depletion of timber and deforestation. As Free Trade agreements between countries lead to reduced tax revenue, smaller and weaker countries may suffer and struggle to replace the loss of revenue from import and export fees and tariffs

Formative Assessment Opportunities

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

Remedial Opportunities

Students could be directed to other simplified material relating to the content at teacher's discretion and guidance. In addition, teachers can promote further reflection activities on the concepts covered. It is important to highlight that the concepts covered in term 1 are closely linked with term 2. Teachers can draw on this material again.

Extension Opportunities

Students can conduct research on different countries Free Trade Agreements.

Teachers can utilize official websites related of Free Trade Agreements and create further material and activities. Newspaper, video or other media can be utilized for extra material.

UNIT 5

Economic Diversification

-
- Lesson 1** OPEC
- Lesson 2** Oil and Diversification in the UAE Economy
- Lesson 3** Term Project
-

Lesson 1

OPEC

Student Learning Outcomes (SLOs)

MSC.3.2.02.020

Compares and contrasts the powers and responsibilities of local, national and international political institutions

MSC.2.2.01.035 Uses geographic representations to analyze cultural and environmental characteristics

MSC.2.2.01.036


Explains the relations between the natural and human phenomena in a particular geographic region (e.g., the Arab World)

Lesson Objective

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

- Describe what OPEC is and what role it plays globally. Students will also be able to name the members of OPEC.

Key Vocabulary

-  **OPEC:** Group of 14 countries that export oil
-  **Oil producing countries:** Countries that produce oil
-  **Oil market:** Selling oil between countries and setting prices to sell
-  **Petroleum policies:** Rules and regulations relating to the sale and production of oil
-  **Member states:** Countries that belong to a certain group or organization



Fracking: Injecting liquid at high pressure into subterranean rocks to extract oil/gas

Materials/Resources/Technology

Resources from Student Book

The images in the section can be useful in reinforcing vocabulary while equally illustrating certain concepts.

Teacher-ONLY resources

The images in the section can be used to explain certain processes and concepts.

Lesson Description

Activity 1: The activity is designed to make sure students have understood OPEC and what the UAE's role in this organization. The activity is a concept checking task centred around 6 questions. All answers can be found in the reading text for students to answer.

MSC.3.2.02.020

MSC.2.2.01.036

Activity 2: Students are required to reflect in this activity on how influential OPEC is as an organization. Students are encouraged to give examples to support their opinion

MSC.2.2.01.035

MSC.2.2.01.036

Activity 3: Students in this activity answer true or false to 6 questions. All questions relate to OPEC and are concept checking questions

MSC.3.2.02.020

MSC.2.2.01.036

Selected Activity Answers

Activity 1

1. Who were the four founding member states of OPEC?

- Kuwait, Iraq, Iran and Venezuela

2. When did Abu Dhabi join OPEC?

- 1967

3. Who is OPEC membership open to?

- According to the rules of OPEC membership is only strictly open to those countries that are major exporters of oil.

4. In your own words describe what OPEC is?

- OPEC is a group of 14 countries that export oil which was created in 1960 to coordinate petroleum policies.

5. What is one challenge that OPEC faces now with a new kind of technology?

- Fracking

6. Name at least four key elements of OPEC

- OPEC is a group of 14 of the world's leading oil producing countries
- The objective of OPEC is to regulate the supply of petroleum in order to control the price for oil on the international market
- The arrival of fracking technology for natural gas in the U.S. has reduced OPEC's ability to control the world market.
- Three of the largest oil producers in the world, Russia, United States and China are NOT members of OPEC

Activity 2

How influential is OPEC as an organization? Is it beneficial for a country to belong? to OPEC. Give examples to support your opinion.

Students can give examples such as economic, military and political power in the international community.

Activity 3

Indicate whether each statement is true or false

OPEC is a group of 12 oil producing countries –False

Non-oil producing members can become members of OPEC -False

Member countries of OPEC hold the majority of oil reserves-True
Fracking has had a considerable effect on international oil prices-True
The UAE ranks as the top 5th oil producer in the world-False
ADNOC is not state owned-False

Formative Assessment Opportunities

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

Remedial Opportunities

Students could be directed to other simplified material relating to the content at teacher's discretion and guidance. OPEC website is useful for this alternative. It is important to highlight that the concepts covered in term 1 are closely linked with term 2. Teachers can draw on this material again.

Extension Opportunities

Teachers can utilize official websites related to OPEC where more in depth information can be located. Teachers can then create activities at their own discretion. In addition, teachers can promote further reflection activities on the concepts covered. video or other media can be utilized for extra material.

Lesson 2

OIL AND DIVERSIFICATION IN THE UAE ECONOMY

Student Learning Outcomes (SLOs)

MSC.3.2.02.020

Compares and contrasts the powers and responsibilities of local, national and international political institutions

MSC.2.6.02.030

Determines how customs affect individuals or groups decisions

MSC.2.4.01.031

Explains the relationship between trade and international economic blocks

Lesson Objective


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

- Describe the main sectors of diversification in the UAE's economy.
- Students will have an awareness and appreciation of the importance of diversification of the UAE's economy.

Key Vocabulary


 **GDP:** Gross Domestic Product

 **GCC :** Gulf Cooperation Council

 **Diversified economy:** Multiple sources of income for a country rather than just relying on one

 **Gulf Region:** Saudi Arabia, Qatar, UAE, Bahrain, Oman and Kuwait

 **Aviation sector:** Aircraft industry

 **Tourism industry:** Travelling to different countries from which you are from

 **Free zones:** Places where goods and services can be traded with reduced or no taxes

 **Abu Dhabi Economic Vision:** Aim of improving and developing transportation infrastructure and ICT within the Emirates

 **2030 Dubai Industrial Strategy:** Emphasizes the development of high technology activities in Dubai

Materials/Resources/Technology

Resources from Student Book

The images in the section can be useful in reinforcing vocabulary while equally illustrating certain concepts.

Teacher-ONLY resources

The images in the section can be used to explain certain processes and concepts.

Lesson Description

Activity 1. In groups students are required to consider and discuss how important diversification is for an economy of a country

MSC.3.2.02.020

Activity 2. This activity is a concept checking exercise on free zones and the aviation sector in the UAE.

MSC.2.6.02.030

Activity 3. Students think and discuss in groups the benefits for a country having a diversified economy

MSC.2.4.01.031

Activity 4. Concept checking activity: Naming at least six key sectors of the UAE's economy

MSC.3.2.02.020

MSC.2.6.02.030

MSC.2.4.01.031

Selected Activity Answers

Activity 1

What does diversification mean in relation to an economy of a country?

1. It means a country does not rely on one or two sectors of the economy for its growth. It has many differing sectors which a country can rely on for growth.

How diversified is the economy of the UAE? Give examples to support your answer.

2. The UAE is the most diversified economy in the Gulf region and launched its diversification to become less reliant on oil. Individual Emirates within the UAE have invested heavily in sectors such as technology, tourism, aviation and telecommunications.

How important is oil for the economy of the UAE? Give examples to support your answer.

3. The UAE has the world's seventh largest proven oil reserves thus making it a major partner and player in global energy markets. Oil has always been the mainstay of the economy of the country since its founding. As of 2020 oil exports account for approximately 25 % of the UAE's GDP.

Activity 2

According to the reading, what are free zones?

1. They provide incentives for overseas companies to invest in the UAE such as exemption of taxes is also a central element of the diversification of the economy of the UAE How important is the aviation sector to the UAE's economy?

2. The development of the Aviation sector is a central pillar of the diversified economy of the UAE which have played a central role in the development of the tourism industry. Explain why the tourism sector is important for the economy of the UAE

3. The tourism sector is an important part of the UAE's diversified economy. The total contribution of tourism to the domestic product of the UAE was estimated at approximately at Dh134 billion in 2015 accounting to 8.7 % of GDP Describe what the Dubai Industrial Strategy is

4. The strategy emphasizes the development of high technology activities including targeting aerospace in making Dubai a 'Super Connector' hub for both short haul and long-haul flights around the world. Moreover, as part of the diversification drive the Dubai 2030 Strategy is seeking to develop the maritime industry by making Jebel Ali port the leading port facility in the world.

Which key sectors are targeted for development under the Abu Dhabi Economic Vision 2030?

5. Service industries such as tourism, media and education are to be targeted for development.

Activity 3

In groups, discuss why it may be beneficial for a country to have a diversified economy rather than just relying on one or two sectors of the economy for economic growth. Give examples to support your opinions

1. Not relying on one particular sector provides more economic security, opportunity and growth for a country. (Other examples can be given as long as it relates to benefits to diversification of an economy.

Activity 3

Name at least six key sectors of the UAE's economy

- DXB Dubai Airport is the world's busiest –Connecting over 100 million passengers to over 240 destinations
- Investment in renewable energy- 4 civilian nuclear reactors meeting 25% of the UAE's energy needs by 2020
- 4th largest port operator in the world is located in Dubai (DP World)
- 200 Hundred Media companies located in the UAE
- 8 of the world's top free zones are located in Dubai
- The tourism sector is projected to create 410,000 jobs by 2027long as it relates to benefits to diversification of an economy.

Formative Assessment Opportunities

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

Remedial Opportunities

Students could be directed to other simplified material relating to the content at teacher's discretion and guidance. The UAE's economic and development website is useful for this alternative. It is important to highlight that the concepts covered in term 1 are closely linked with term 2. Teachers can draw on this material again.

Extension Opportunities

Teachers can promote further reflection activities on the concepts covered. Video or other media can be utilized for extra material.

Lesson 3

TERM PROJECT

Student Learning Outcomes (SLOs)

MSC.2.6.02.029 Works collaboratively to research, examine and present a contemporary issue recognizing all sides of the issue

MSC.2.6.02.030

Determines how customs affect individuals or groups decisions

MSC.2.6.02.033

Evaluates different points of on a current issue

MSC.2.5.01.034

Presents a detailed and accurate report on a problem highlighting the research methodology used to solve the problem

Lesson Objective

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

- ▶ Complete a project about the economy.

Materials/Resources/Technology

Resources from Student Book

Students in groups can collaborate and cooperate with each other

Teacher-ONLY resources

[Teachers can refer back to the material already covered within the textbook]

Lesson Description

In pairs, profile a product sold in the UAE. Each pair in the class should choose a different product. The teacher can help advise if a suggested product is suitable for the project and should approve. The presentation should be 7-10 minutes. All supporting information should be properly referenced. Your presentation should answer as many of the following questions as possible. If you are unable to locate an answer, substitute a different question of your own related to the class content to answer.

Introduce the product: what does it do?

Where is it from? Is it made in the UAE or imported?

- If it is imported, do you believe it could be possible to manufacture this product in the UAE?
- If it is made in the UAE, is it exported, and if so, to Where?
- How is it made? (by hand, in a factory, by skilled workers...?) Discuss its method of production.
- What materials are required to construct the product?
- Where do they come from?
- Comparative international prices
- How does the price of this product in the UAE compare to the price in other countries? (you may want to search online shopping sites in other countries...) Are there countries where the price is dramatically different? Identify two countries that sell the same product at different prices from the UAE price. Why do you think the prices are different?

MSC.2.6.02.030

MSC.2.6.02.033

MSC.2.5.01.034

- If the economy slows, how would sales of this product be affected?

Consider the materials of the product, and the lifespan of the product. How sustainable is this product? Does it wear out easily? Is there much plastic packaging? Offer any recommendations to improve the sustainability of the product.

MSC.2.6.02.030

MSC.2.6.02.029

Selected Activity Answers

Teachers will grade the project and award marks accordingly in line with the project criteria

Formative Assessment Opportunities

This is a project in which students will collaborate and collaborate together in pairs

Remedial Opportunities

Teachers can refer students back to the reading material covered throughout term 2 and also term 1 for extra ideas. Newspaper, articles and video can be used to provide more context and ideas for the project completion.

Extension Opportunities

Extra resources can be used from online resources approved by the teacher

Glossary

Acceptance	Agreeing to the reality of an often uncomfortable situation or condition without the attempt to change or protest it.
Active Citizenship	Getting involved in campaigns and other actions to contribute to community upliftment.
Addiction	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.
Affective	Relating to moods, feelings, and attitudes.
Age of Majority	The age at which you are recognised by law, in a country, as an adult.
Agenda	A list of items to be discussed at a formal meeting.
Alternative Civilian Service	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.
Altruism	Having a selfless concern for the well-being of other people.
Anecdotal	Based on personal accounts (not proven facts).
Anthropology	The science of the origins and development of human beings and their cultures.
Assumptions	Something that is accepted as being true without proof that it is.
Authenticity	Being yourself and living in accordance with your values.
Behaviourial	Relating to behaviours and actions.
Bilateral Trade Agreements	An agreement between two countries to remove import duties and taxes on trade.
Blanket Approach	A very broad statement or view which tries to cover all possible explanations or methods of understanding.
Body Mass Index (BMI)	A measure of body fat based on height and weight.
Camaraderie	A mutual trust and/or friendship amongst individuals who spend a lot of time together.
Campaign	An organised programme of events or actions to achieve a goal.
Capital	Machinery, buildings and equipment used in the production of goods and services.
Chair	Run or control a meeting; the person who runs the meeting.
Charity	Providing something to those in need, on a voluntary basis.
Chauvinism	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.
Close-mindedness	A person's unwillingness to be receptive towards a new idea or perspective.

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

Culture Shock	The challenges to adjusting to life in a new culture.
Culture Trait	A single element or feature within a culture.
Customs Union	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.
Delegate	Allocate a task to someone else to complete, trusting that they will use their judgment to complete it correctly.
Donation	The act of giving a resource to help someone in need.
Dubai Fitness Challenge	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.
Duty	A moral or legal responsibility to act in a specified manner.
Economy	All the production and exchange activity that takes place over a period of time, in a particular place.
Emotional Maturity	Acting in an adult manner in response to a situation, which includes keeping emotions in check while dealing with others.
Empathy	The ability to understand and share someone else's feelings.
Empathy	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.
Entitled Rights	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.
Equality	The state of being equal, especially in status, rights, and opportunities.
Ethnic Origin	Ethnic origin refers to a person's 'roots' and should not be confused with his or her citizenship, nationality, language or place of birth.
Ethnocentrism	A belief that your own culture is better than that of others.
Etiquette	The customs of polite behaviour in society.
Expatriate	An informal short form of 'expatriate', a person who lives outside their native country.
Exports	The sale of goods and services from the domestic economy to customers abroad which results in currency entering into the domestic economy.
Expression of Interest	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.
Extrinsic Motivation	The process of carrying out a task or activity to receive an award such as praise, grades, trophies or money; external motivation.
Fairness	Being just or unbiased, without favouritism or discrimination, in your treatment and behaviour towards others.
Familial Values	Values acceptable or unacceptable within a family that are passed on generation to generation.
Feedback	Information about people's perception or experience of something; may be used to improve the process in future, or inform continuing action.
Food Bank	A place where non-perishable food items are distributed for free to people in need.

Fundraising	Seeking to gather financial support for a charity cause.
Fusion Nation	A country where many different nationalities and ethnic communities live side by side.
Global Citizen	Someone who feels part of a world community and whose actions contribute to building this community's values and practices.
Global Economy	All the production and exchange that takes place throughout the world.
Globalisation	The increase in connections between economies around the world.
Globalisation	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.
Goal Setting	The process of identifying something you want to accomplish and then establishing measurable objectives in order to achieve it.
Goals	Specific statements of how you intend to achieve or accomplish your vision (outcomes).
Gross Domestic Product	The value of all the goods and services produced in a country.
Gross Domestic Product	The GDP of a country divided by the size of the population.
Per Capita	
Group Rights	Rights held by a group as a collective entity rather than by its individual members; collective rights.
Happiness	State of well-being and contentment.
Heterogeneous	Composed of very different parts or dissimilar elements.
Hidden Agenda	A secret or hidden motive for doing something.
Hierarchy	A system in which members of an organization or society are ranked according to relative status or authority.
Holistic	The belief that the parts of something are interconnected and can be explained only by considering the whole.
Homogenous	Consisting of parts all of the same kind.
Human Rights	Rights that are regarded as belonging essentially to all of humanity.
Ideology	The ideas and beliefs of an individual or society which form the basis of economic or political theory.
Idiomatic Expressions	Informal phrases that have a meaning different from the meaning of the words in the expression.
Imports	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.
Inalienable Rights	Rights that cannot be alienated, surrendered, or transferred; moral rights.
Inclusion	An action of including or being included within a group.
Income	A flow of money over a period of time.
Individualistic Culture	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.

Inquiry	An investigation into a topic or issue to find out more about it, or to deepen understanding of it.
Insomnia	Difficulty falling asleep or staying asleep, even when a person has the chance to do so.
Inspiration	To influence, motivate or conjure up a feeling.
Integrate	Combine one thing with another to form a whole.
Intent	The reason why you do something.
Intercultural Communication	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.
Interest Group	A group of people that share a common interest or concern.
Intolerance	The inability to accept opinions, beliefs, behaviours or people that are different from your own.
Intrinsic Motivation	A personal challenge or action that compels us to carry out a task or activity out of personal gratification; internal motivation; self-motivation.
Investment	Doing something today which will generate some return in the future.
Invisible Culture	The aspects of culture that influence how people behave such as values and beliefs.
Jingoism	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.
Legal Obligations	Obligations that are enforceable by a court of law.
Legal Rights	Rights that have been proposed, declared, and protected by a specific government; civil rights.
Mandatory National Service	Conscription, or draft, is the compulsory enlistment of people in a national service, most often a military service; Compulsory National Service; Conscription.
Minutes of a Meeting	The official record of what was discussed and decided at a formal meeting.
Misconception	A view or opinion that is incorrect because based on faulty thinking or understanding.
Mitigate	To make something less severe or harmful.
Morals	Responsibilities or duties to conduct oneself in a manner defined by one's ethical principles, personal values, or beliefs.
Motivated	Provided a person with a motive (such as a need or want) which caused that person to act.
Motivation	The condition or process in which a person is motivated; a need or feeling to fulfil or accomplish something.
Multicultural Collaboration	A combined effort between two or more individuals or groups from different cultures for a common purpose or goal.
Multinational Company	A company that has its headquarters in one country but may have many other departments, offices, outlets or factories in other countries.

National Consciousness	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.
National Identity	The act of belonging and identifying with a state or nation.
National Service	A system of either mandatory or voluntary government services including community service and military service.
Nationalism	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.
Negative Peer Pressure	Influence from peers that results in unhealthy or harmful behaviour.
Non-defensive	Creating an atmosphere of mutual trust and respect by being composed and sensible.
Non-verbal Communication	The use of gestures or mannerisms to express yourself.
Nonconfrontationalism	The handling issues and situations in a rational and considerate way.
Obligations	Individuals or groups of individuals have a legal or moral responsibility to do something.
Open-mindedness	A person's willingness to consider a new idea or perspective without bias or judgment.
Openness	The state of being open to constructive criticism and new ideas in order to develop one's knowledge and awareness.
Oral History	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.
Oral Traditions	The social customs, historical events, folklore, personal narratives or other information that are shared and passed down the generations through verbal communication.
Oversharing	Sharing an inappropriate level of information about your private life with others or social media.
Paraphrase	To express the meaning of something written or spoken using different words.
Peer	A person of the same age, status, or ability as another specified person.
Peer Pressure	Influence from members of one's peer group.
Peer Pressure Cycle	Expectations and actions due to pressure to keep up with changing norms of a peer network or group.
Personal Identifiable Information	Information or data that describes specific characteristics of your identity.
Personal Information	Information that is kept secret and known only to a single individual.
Personal Power	The ability to control the environment around you.
Personal Values	Individual values that define who we are and how we project and act towards others.

Politically Correct (PC)	A belief that language and practices which could offend sensibilities (as in matters of gender or race) should be eliminated.
Positive Peer Pressure	Influence from peers that results in positive outcomes.
Power Distance Index	A measure of how a society deals with inequality in status and power.
Private Information	Personal information that is shared with a trustworthy person or group with the inherent notion that it is not for public consumption.
Privileged Rights	Rights that do not require any obligation from a third party, just the liberty or consent for the right holder; liberty rights.
Proactive	Making things happen, instead of waiting for them to happen.
Psychosis	A severe mental disorder in which thoughts and emotions are so impaired that contact is lost with external reality.
Public Information	Information that is made available to the public at large.
Publicity	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.
Purpose Statement	A statement that defines a topic and declares the goals for it.
Racism	Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
Ramsar Convention	An international treaty for the conservation and sustainable use of wetlands.
Rationality	The quality in which one bases decisions on logic and reason instead of acting on impulse or emotion.
Reactive Behaviour	You wait for things to happen to you before you respond.
Rehabilitation Clinic	A place where people with addictions are treated.
Rejection	The act of being socially excluded or isolated from a social group or interaction.
Respondents	People who respond to a questionnaire or survey.
Responsibilities	Something for which one is responsible; an obligation; a duty.
Responsible	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.
Revenue	The amount received by a business for selling its goods or services. Revenue is calculated by multiplying the amount sold by the price.
Rights	Individuals or groups of individuals have a legal or moral entitlement to have or to do something.
Risk	A situation that may lead to danger or harm.
Risk Assessment	The process of identifying potential risks and what can be done to mitigate them.
Risk Factor	Any attribute, characteristic or exposure of an individual that increases the likelihood of a disease.
Role Model	A person who inspires others through setting a positive example for attitudes and action.

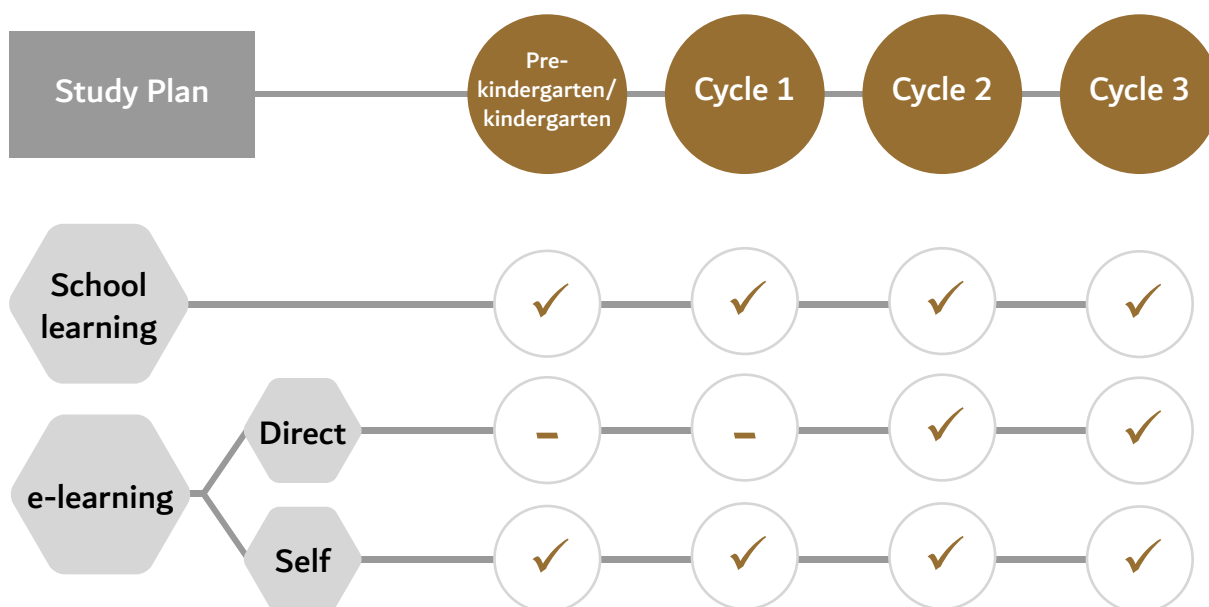
School Connectedness	The notion held by students that school staff and classmates have a genuine interest in them as individuals.
Sedentary	Too much sitting and little or no physical activity.
Servant Leadership	Leading by serving others.
Slang	The words and phrases that are considered as very informal.
Social Awareness	The acknowledgement or recognition of the existence of another person or group.
Social Cohesion	The willingness of members of a society to cooperate with each other in order to survive and prosper.
Social Cohesion	Common values, principles, customs, or behaviours that bind a society together.
Social Connectedness	The way individuals come together and interact with one another in a social setting whether in person or online.
Social Consciousness	A consciousness or an awareness shared by individuals within a group, community or society.
Social Constructs	Thoughts or perceptions of concepts that are rooted in shared observations that are recognised and upheld within a collective group, community or society.
Social Exclusion	The unwillingness to include an individual or group within the society in which they reside.
Social Inclusion	Ensuring that all individuals or groups of people, within a society or community, feel important and valued.
Social Isolation	The actual or imagined disconnect from others through an absence of meaningful interactions, relationships or contact.
Social Obligations	Responsibilities or duties to something based on social customs that have a positive effect on the entire community or society.
Social Presence	The perceived notion of social awareness between two communicators in an encounter using a communication medium.
Socially Responsible Investing	Assessing investments to take into consideration ethical factors.
Societal Values	Values acceptable or unacceptable in a culture, nation, or society.
Sponsorship	Providing financial support for a charitable cause.
Stakeholders	People who are involved in, or affected by, or have an interest in a project in some way.
Stereotype	A fixed and overgeneralised idea of a particular type of person or thing.
Stigma	A strong feeling of disapproval that many people in a society have about something.
Stress	How the body responds to any kind of demand or threat.
Survey	A close examination of something by, for example, asking questions or observing patterns and characteristics.

Synergy	The interaction or cooperation of two or more parts to produce a combined effect greater than the sum of their separate effects.
Teenager	An individual between the ages of 13 to 19.
Tolerance	The ability or willingness to be lenient of beliefs or practices that differ or conflict with your own.
Trade	An exchange of goods and services between two people/businesses/groups/countries, usually for money.
Trickle-down Effect	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.
Understanding	The ability to be sensitive and aware of other people's feelings; tolerant and forgiving.
Universal Values	Values that shared by all, or almost all, of humanity. They are the building blocks of universal human rights.
Values	The inner judgments or beliefs that determine how a person actually behaves.
Verbal Communication	The use of sounds and words to express yourself.
Visible Culture	The aspects of culture that we can observe.
Vision	The ability to plan and see an outcome in the future using wisdom and imagination.
Voluntary National Service	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.
Volunteering	Taking action to help others in some way without expectation of personal gain.
Wealth	A stock of assets at a point in time.
Well-being	A person's ability to lead a purposeful and meaningful life.
Work-life Balance	Managing your time and energy between work or study and other important aspects of life, such as family, friends, leisure and health.
adjust	(v.) to make changes based on the current situation
bandit	(n.) a criminal who steals things from other people
benevolent	(adj.) good and kind; not wanting to hurt others
bloodline	(n.) a line of ancestors
breakthrough	(n.) an important new discovery, invention, or accomplishment
bureaucrat	(n.) a person whose job is to keep official records and follow official procedures
ceramic	(n.) a material used to make dishes
civil servant	(n.) a government official
colonize	(v.) to establish a settlement in a foreign country
colony	(n.) a settlement of people in a foreign country
commodity	(n.) something that can be bought and sold
condition	(n.) a situation that must happen before something else can happen
demise	(n.) the death or end of something

driver	(n.) something that causes something else to happen
elder	(n.) an older, respected person in a community
elite	(adj.) of a very high level of quality or importance
erroneously	(adv.) by mistake or by accident
fruitful	adj.) useful and effective
governance	(n.) the act or process of governing
hereditary	(adj.) passed down from parents to children
hierarchy	(n.) an organizational structure where certain levels are above other levels
immune system	(n.) the ability of the body to fight sickness and disease
institution	(n.) a social organization that has a certain purpose
juror	(n.) a person who must decide the guilt or innocence of a person on trial
legacy	(n.) something handed down by an ancestor or previous
linguistic	(adj.) about languages
magistrate	(n.) an official whose job is to enforce the law in an area
manual labor	n.) work done by hand
merchant	(n.) a person whose job is to buy and sell products
navigational	(adj.) about the act of finding the correct path for a ship or vehicle to follow
phase	(n.) a period of time in the development of something
prehistoric	(adj.) happening before written records
presume	(v.) to believe without proof
rational	(adj.) making decisions with critical thinking and scientific understanding, and not superstition or belief
rebellion	(n.) a violent act of resistance against a government or ruler
rural	(adj.) about the countryside and not the city
sanctuary	(n.) a place where people can worship safely, or enjoy other social activities
smallpox	(n.) a highly contagious disease
station	(n.) a place between two other places where a traveller can stop for a rest
steppe	(n.) a large area of flat grassland
stoa	(n.) an open outdoor hall for markets or meetings in ancient Greece
surplus	(n.) an extra amount of something; an amount that is more than necessary
thrive	(v.) to be very successful
vanquish	(v.) to defeat
wave	(n.) a sudden occurrence or increase of something
weaponry	(n.) tools used for fighting

Hybrid education in the Emirati school

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



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