



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

MORAL, SOCIAL & CULTURAL STUDIES



Grade
01

Moral, Social & Cultural Studies

Teacher Guide

Grade 1

Term 3

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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Domain: Social

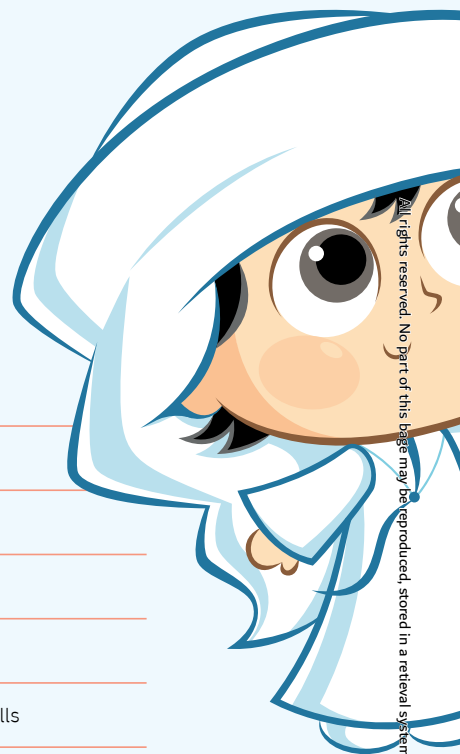
Unit 1:

UAE

Domain Social

UAE

Lesson 1	The Seven Emirates
Lesson 2	Islam and the UAE
Lesson 3	UAE Culture
Lesson 4	Museums in the UAE
Lesson 5	Money in the UAE
Lesson 6	Baqala, Markets and Malls
Lesson 7	UAE Emergency Services
Lesson 8	Job Fair





In this unit, you will learn about the UAE. You will learn about live in different areas of the UAE. You will share ideas and discuss topics with your classmates. Sharing your thoughts and ideas with others will make learning together fun.



Tips for the classroom

Tips for the classroom:

- Warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. They will cause students to stop whatever they are doing or thinking and refocus their attention. They are an effective way to help the students begin to think in English and to review previously introduced material. Increasing the students' interest in the material will lead to higher motivation and thus, enhance learning opportunities.
- Pre- reading/ listening tasks: The pictures chosen for the topics are carefully selected with the aim to create discussion and increase interest in the material as enhanced curiosity leads to increased learning opportunities. Try to use the pictures to create interest and allow students to analyse the visual clues. This will get students into the habit of drawing connections and using the visual clues, they will be able to make assumptions. The aim is to improve students' critical thinking skills as they progress.






Questions

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

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

**Activities**

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

Student Learning Outcomes (SLOs):

- SOC.1.3.02.005 Explains the concept of location
- SOC.1.2.01.003 Describes symbols, songs and traditions that identify the UAE
- SOC.1.2.02.003 Understands the importance of preserving the elements of national identity

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

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

Key Vocabulary:

- Ruler
- dam
- protect
- founding fathers

Unit 3 Living in the UAE

Lesson 1

The Seven Emirates

Lesson Objective:

By the end of the lesson, students will

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

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Vocabulary

Abu Dhabi

Ruler

Ruin

Fort

Protect

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Warm up: Test Your Knowledge

Instructions: Read and Discuss.

Discuss places shown on the map of the UAE?
What can you do at each place?



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Unit 3 Lesson 1

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Materials/ Resources/ Technology

No outside resources

▶ JamesDeagle18: The 7 Emirates Song

Teacher-ONLY resources

▶ (can be shown to students after teacher preview*):

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

Lesson Description with SLO Tags and Notes

Warm up

Students discuss the questions related to the UAE.

Lesson Description with SLO Tags and Notes

Warm up

Students discuss the questions related to the UAE.



Warm up: Test Your Knowledge

What does UAE stand for? What does each word mean?

U _____ A _____ E _____

Why is the word UNITED in the name of the UAE?

How many Emirates are in the UAE?

Selected Activity Answers

Warm up

2. UAE
3. Because the seven emirates united and formed the United Arab Emirates
4. seven
5. Abu Dhabi- blue , Dubai- Orange, Ajman-dark orange , Ras Al Khaimah,- yellow Fujairah- purple, Um Al Quwain-dark green .

Name the emirates in the UAE and write the names on the lines.

Name	Colour on the Map

Lesson Description with SLO Tags and Notes

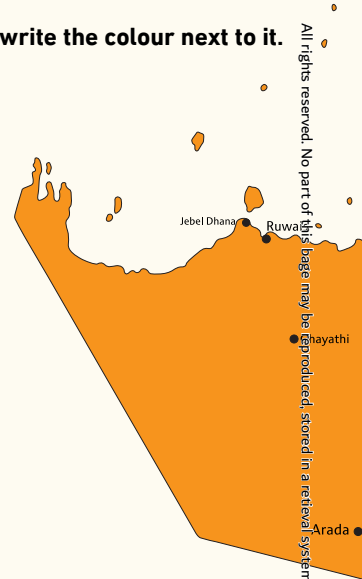
Activity 1

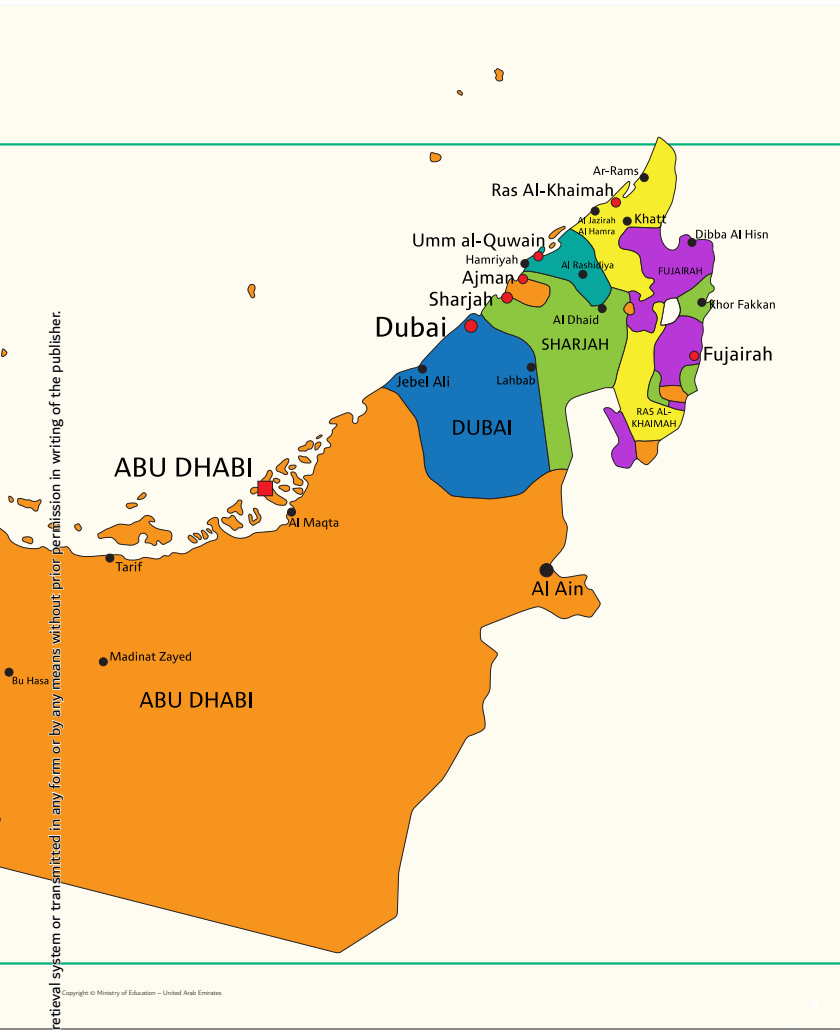
Students match the ruling family to the emirate.



Activity 2:

Find each emirate on the map and write the colour next to it.





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The Seven Emirates and their Rulers

Each of the seven emirates is different. Each emirate has special and has its own ruling family. The rulers at the time the UAE was formed are called the founding fathers. They worked together to build the UAE.



The capital city of Abu Dhabi is in the emirate of Abu Dhabi. The ruling family is the Al Nahyan family. HH Sheikh Zayed bin Sultan Al Nahyan was the first President of the UAE. The city of Al Ain is in the



emirate of Abu Dhabi. It has underground water and a lot of farms. The emirate of Dubai is a business centre. The ruling family is the Al Maktoum family. Dubai has deserts, beaches, and mountains. There is a dam at Hatta.

The emirate of Sharjah is known for its cultural activities and museums. The ruling family is the Al Qassimi family. People visit areas such as Flag Island at Buhaira Cornish to attend events and activities



The emirate of Ras al-Khaimah is shaped like the top of a tent. The ruling family is the Al Qassimi family. The tallest mountain in the UAE is in Ras al-Khaimah. It is called Jebel Jais.



The emirate of Fujairah is located beside the sea and next to mountains. The royal family is the Sharqi family. Fujairah has a lot of farms and sandy beaches.



The emirate of Ajman is next to the emirates of Sharjah and Umm al-Quwain. The ruling family is the Al Nuaimi family. Ajman has desert and sandy beaches.



The emirate of Umm al-Quwain is next to the emirates of Ajman and Ras al-Khaimah. The ruling family is the Al Mualla family. Umm al-Quwain is known for its water activities.

Lesson Description with SLO Tags and Notes

Activity 2

Students discuss the landforms and match the emirate and its feature.

Activity 1: Rulers of Each of the Emirates

Instructions: Draw a line from the emirate to its ruling family.

Ruling Family	Emirate
Al Nahyan	Umm Al Quwain
Al Maktoum	Ras Al Khaimah
Al Qasimi	Ajman
Al Qasimi	Sharjah
Al Nuaimi	Fujairah
Al Mualla	Abu Dhabi
Al Sharqi	Dubai

Selected Activity Answers

- ✎ Al Nahyan- Abu Dhabi
- ✎ Al Maktoum -Dubai
- ✎ Al Qasimi- Sharjah
- ✎ Al Qasimi- Ras Al Khaimah
- ✎ Al Nuaimi- Ajman
- ✎ Al Mualla- Umm Al Quwain
- ✎ Al Sharqi- Fujairah



Activity 2: Brainstorm

Instructions: Discuss the landforms. Draw a line to the emirates that have each feature. Some features are in



Lesson Description with SLO Tags and Notes

Activity 2

Students discuss the activity and if it can be done in the UAE.

If yes, they name the emirate where the activity can be done.

Selected Activity Answers

- ✎ Mountains & Jebel Jais: Ras al Khaimah
- ✎ Sandy Beaches: Fujairah, Ajman, Umm al Quwain
- ✎ Culture activities: Abu Dhabi, Sharjah
- ✎ Underground water and farms :Abu Dhabi
- ✎ Hatta Dam: Dubai



Activity 3: Critical Thinking

Play in the snow	Ride a zip line	Visit endangered animals	Learn about the past
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Formative Assessment Opportunities

The Vocabulary items related to the emirates can be assessed in formative ways. Students could identify emirates by circling the correct picture.

Remedial Opportunities

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

Extension Opportunities

- Have students draw the map of the UAE
- Have pictures of the famous landmarks like Burj al Arab and ask in which emirate these are. Alternatively, they could draw a famous landmark of the emirate they come from.

Student Learning Outcomes (SLOs):

- SOC.1.3.01.003 Describes symbols, songs and traditions that identify the UAE
- SOC.1.2.02.003 Understands the importance of preserving the elements of national identity

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

- the official religion of the UAE is Islam
- ways that Emirati culture is related to Islam
- The five pillars of Islam
- Muslim lifestyle
- The national dress

Key Vocabulary:

- Muslims
- Islam
- Mohammad (PBUH)
- Quran
- respect
- modest
- halal

Unit 3
Living in the UAE

Lesson 2

Islam and the UAE

Lesson Objective:

By the end of the lesson, students will

- describes symbols, songs and traditions that identify the UAE
- understands the importance of preserving the elements of national identity
- recall that the official religion of the UAE is Islam
- understand ways that Emirati culture is related to Islam

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Vocabulary

Muslims

Islam

Mohammad

Quran

Respect

Modest

Halal

Materials/ Resources/ Technology

All resources for this unit are from the Student Book

Teacher-ONLY resources:

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

Lesson Description with SLO Tags and Notes

Warm up

Students discuss the five pillars of Islam



Warm up: Brainstorm

The pictures to brainstorm the five pillars of Islam. The five pillars of Islam are five things that Muslims must do.



Five Pillars of Islam

1. _____
2. _____
3. _____
4. _____
5. _____

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Selected Activity Answers

Warm up

1. Shahada- This is the belief that there is no God but Allah and that Muhammad is his messenger.
2. Salat- the practice of praying 5 times a day
3. Hajj
4. Zakat- the duty of making a yearly charitable donation
5. Sawm- fasting during the holy month of Ramadan

What do Muslims do?



People who practice Islam are called Muslims.

Muslims believe in only one God, Allah. Muslims believe that Mohammad (peace be upon him) is the Prophet of Allah.

The Quran is the holy book of Islam. Muslims believe that the Quran tells people how to live a successful and happy life.

Islam is a big part of Emirati culture. Many of the laws in the UAE are based on Islam. Laws protect

and help everyone in the UAE.

Muslims pray five times each day. Athan is the call to prayer. Athan comes from mosques around the UAE to tell Muslims the times for prayer.

Friday is the holy day of Muslims. A community prayer is held in mosques around noon each Friday. Friday is part of the weekend in the UAE.

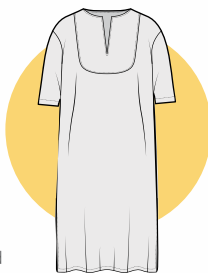
Muslims eat food that is halal, meaning clean and pure. UAE laws does not allow Muslims to have some foods and drinks that are not halal.

Muslims should dress modestly in public. This shows that people respect themselves and others. In the UAE, people should cover their bodies from the shoulders to the knees in public places to show respect for themselves and others.

Muslims fast during the holy month of Ramadan. Fasting means not eating or drinking during daylight hours.

During the month of Ramadan, adults in the UAE may not eat in public. Many restaurants have only delivery during the day. The work day is shorter and people stay awake longer at night.

People who are not Muslims must respect the culture and laws of the UAE. The laws keep everyone safe and happy.



Lesson Description with SLO Tags and Notes

Activity 2

Students match the concepts with their meanings



Activity 1: Concept Check

Match each term with its meaning from the text.

Ruling Family	Emirate
1. Friday	a. called from Mosques to let Muslims know the time to pray
2. Halal food	b. covering body from shoulders to knees in public places
3. Athan	c. not eating or drinking during the daylight hours
4. Fasting	d. clean and pure food that Muslims are allowed to eat
5. Modest dress	e. Muslim holy day, part of weekend in UAE



Activity 2: Check Your Understanding

Use the words in the boxes to fill in the blanks.

halal	five	laws	Holy day
sunset	mosques	respect	shorter

1

1. Muslims pray _____ times each day.

2

2. Covering the body from shoulders to knees in the UAE shows _____.

3

3. During Ramadan, adult Muslims fast from sunrise to _____.

4

4. During Ramadan, the workday is _____.

5

5. Food sold to in the UAE must be _____, meaning clean and pure.

6

6. The athan or call to prayer can be heard from _____ in the UAE.

7

7. The _____ in the UAE keep people happy and safe.

8

8. Friday is the _____ for Muslims.

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Lsson Description with
SLO Tags and Notes

Activity 3

Students fill in the blanks with a word from the box

Lesson Description with SLO Tags and Notes

Activity 3

Students read text 2 and match the correct clothing part to the picture

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Activity 3: Critical Thinking

Read or listen to the passage and complete the activity that follows.

Traditional Dress in the UAE

When the UAE was founded, the national dress was chosen as a symbol for the unity of the seven emirates. In addition, the Arab national dress is a symbol of pride and identity that is both comfortable and allows Muslims to dress modestly.



Emirati boys and men wear a long, loose-fitting garment made of white cotton, called a kandora or dishdasha. A ghutra covers the head and is held in place by the agal, a black cord. Traditionally, women wear an abaya, that is a long, black flowing light coat over their clothing. The traditional long-sleeved dress that many women wear is called jalabeya. A black scarf called a shayla covers the head.

Match the name to the correct clothing part in the picture part in the picture

A. abaya	B. shayla	C. kandora/ dishdasha	D. ghutra
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Formative Assessment Opportunities

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

Remedial Opportunities

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

Extension Opportunities

- Students create a poster that displays the five pillars of Islam
- Five Pillars of Islam Display Poster - Arabic/English

Student Learning Outcomes (SLOs):

- SOC.1.3.01.003 Describes symbols, songs and traditions that identify the UAE
- SOC.1.3.01.004 Describes ways in which people depend on the environment
- SOC.1.4.01.002 Identifies factors influencing human activities (natural and human)

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

- Describe some parts of the culture of the UAE
- Compares and contrasts family life in the past with family life in the present (e.g. clothing, housing, transportation, etc.)

Key Vocabulary:

- pot
- mind map
- hump
- eyelid
- caravan

Unit 3
Living in the UAE

Lesson 3

UAE Culture

Lesson Objective:

By the end of the lesson, students will

- describe some parts of the culture of the UAE
- compares and contrasts family life in the past with family life in the present (e.g. clothing, housing, transportation, etc.)

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Vocabulary

Pot

Mind map

Hump

Eyelid

Caravan

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

WHERE DO CAMELS STORE
WATER ?

Teacher-ONLY resources:

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

Lesson Description with SLO Tags and Notes

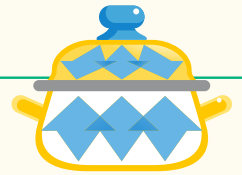
Warm up

Students discuss the traditional Emirati foods they know.

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Warm up: Discussion



What foods are traditional Emirati foods?

List as many as you can.



Traditional Food

The UAE culture is very rich and is based on traditional Arab culture and Islamic values. Traditional Emirati foods are dates and fish. In the old days, people drank camel milk.

You can buy camel milk in the supermarket.



Machboos and harees are traditional Emirati dishes.

The UAE is home to people from all over the world. People from different cultures have different foods. In the UAE, you can eat foods from many other countries.

Lesson Description with
SLO Tags and Notes

Activity 1

Students match the name of the Emirati food to the picture





Selected Activity Answers

- Fish- fig 13d
- Machboos –fig 13b
- Dates- Fig 13 a
- Camel Milk- fig 13c



Activity 1: Matching

Match each term with its meaning from the text.

fish	machboos	dates	Camel milk
			
_____	_____	_____	_____



Activity 2: Discuss

Think about the pictures. Try to name the foods in the pictures. Try to guess which area of the world the foods are from.



Lesson Description with SLO Tags and Notes

Activity 2

Students look at the pictures and name the foods they see and guess from which area in the world these foods come from.

Selected Activity Answers

Fig 13 e= biryani- India

Fig 13 f= sushi- Japan

Fig 13 g= Pasta= Italy

Fig 13h= tacos= Mexico

Lesson Description with SLO Tags and Notes

Activity 3

Students draw their favourite food and share with their peers why they like it.



Activity 3: Use your Creativity

Draw your favourite food. Why do you like it?



Camels, the Ships of the Desert

In the past in the UAE, travelling was difficult. The desert was very hot and there were no paved roads. People travelled in the desert in caravans using camels.



Camels were called ships of the desert. They can carry heavy loads in the hot sun. They can walk for up to five days without drinking water. In the past, people travelled by camel from Ras Al Khaimah to Dubai in three days.

Camels store fat in their humps and use it when there is no food or water. Camels have three eyelids. They can completely shut their nose when there is a sandstorm. Camels can live up to 50 years.



Formative Assessment Opportunities

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

Remedial Opportunities

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

Extension Opportunities

- Students create a poster that displays the five pillars of Islam
- Five Pillars of Islam Display Poster - Arabic/English

Lesson Description with SLO Tags and Notes

Activity 3

Students complete the sentences telling why camels were used in the past to travel in the desert.



Activity 1: Complete the Sentence

Use the pictures to complete the sentences telling why camels were used in the past to travel in the desert.

Camel bodies help them live in the desert. They have _____ that can completely close in a sandstorm.



Camels have 3 _____ to keep out blowing sand.



Camels have _____ that store fat.



Selected Activity Answers

- eyelids
- long eyelashes
- humps
- food and water



Because they have humps,
camels don't need much to
_____ and _____

Camels can carry heavy
loads.



Formative Assessment Opportunities

The vocabulary related to the unit can be used for formative assessment..

Remedial Opportunities

Students could re-read the texts to improve reading skill as well as find recipes to make Emirati dishes at home..

Extension Opportunities

Students bring pictures or samples of food from their own culture and talk about it in terms of taste, smell.

Student Learning Outcomes (SLOs):

SOC.1.2.02.003 Understands the importance of preserving the elements of national identity

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

- List some museums in the UAE
- Understand the importance of museums in preserving heritage

Key Vocabulary:

- museum
- exhibit
- display
- theme
- artefact
- preserve

Unit 3
Living in the UAE

Lesson 4

Museums in the UAE

Lesson Objective:

By the end of the lesson, students will

- list some museums in the UAE
- understand the importance of museums in preserving heritage

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Vocabulary

Museum

Exhibit

Display

Theme

Artefact

Preserve



Warm up: Brainstorm

Have you ever been to a museum? Where was it? What did you see? Share with your classmates.



Materials/ Resources/ Technology

All resources can be found in the Student Book

Inside the Dubai Museum and historical neighbourhood! (2018)

Teacher-ONLY resources:

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

Lesson Description with SLO Tags and Notes

Warm Up

Students discuss their experience of visiting a museum if they have been.



Museums in the UAE

Every emirate has at least one museum. Each museum has a theme.



Dubai Museum was once Al Fahidi Fort. The fort once stored weapons. At one time it was used as a prison. In 1971 the fort was opened as a museum.

The Sharjah Museum of Islamic Civilization was once a traditional market or souq. It is located in the "Heart of Sharjah" on Sharjah Corniche.

Sharjah Museum of Islamic Civilization has more than 5,000 artefacts from all over the Islamic world. The galleries contain art work, ancient inventions, coins, and other valuable displays.





The Louvre in Abu Dhabi has a sister museum in Paris, France. The two museums share exhibits.

The Abu Dhabi Louvre Museum has a different structure. The roof is part of an exhibit with water and a dome shape.

The Museum of the Future is in Dubai. It is not completed yet.

The theme is robotics. There will be exhibits that show the relationship between robots and humans.

Fujairah, Ras al-Khaimah, Ajman, and Umm al-Quwain have museums that show the culture, history, and heritage of those areas.





Fujairah Museum



Ras al-Khaimah Museum



Ajman Museum



Falaj Al Mualla Fort
in Umm Al Quwain



Activity 1: Concept Check

Instructions: Match the museum with information describing it. You may use the museum more than once.

Museum		Information
A. Dubai Museum	E	Shows life in Fujairah in the past
B. Sharjah Museum of Islamic Culture	H	Located in Falaj al-Mualla
	C	a dome and water exhibit
C. Louvre Museum Abu Dhabi	D	Theme of robots and humans
	A	Once was Al Fahidi Fort
D. The Museum of the Future	G	Located in the emirate of Ajman
	C	has a sister museum in Paris, .France
E. Fujairah Museum	B	Once was a traditional souq
F. Ras al-Khaimah Museum	F	Shows how emirate of Ras al-Khaimah protected itself
G. Ajman Museum	B	artefacts from the 5,000 over Islamic World
H. Falaj Al Mualla Fort Museum	D	has a whole in the middle

Lsson Description with SLO
Tags and Notes

Activity 1

Students either rad or listen to the teacher read the text. They then match the museum to the information describing it.

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Lesson Description with SLO Tags and Notes

Activity 2

Discuss the statement with our classmates and write keywords to remember.

"How do museums help people preserve their heritage?"



Activity 2: Class Discussion

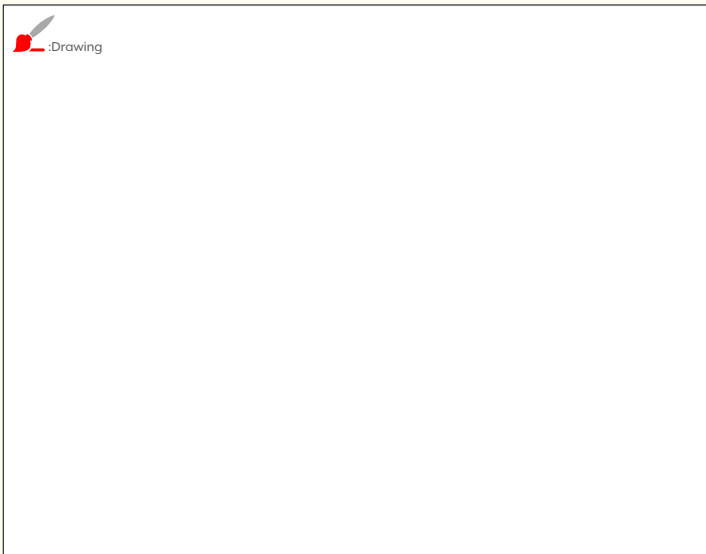
Instructions: Discuss the statement with our classmates and write keywords to remember.





Activity 2: Use Your Creativity

Imagine you are going to start a museum about you. Design the museum showing all of your favorite things such as your favorite food, favorite clothes, favorite sports, and so on. Label the galleries and artefacts.



Lesson Description with SLO

Tags and Notes

Activity 3

Students imagine they are going to start a museum about themselves. They design the museum showing all of their favourite things such as favourite food, favourite clothes, favourite sports, and so on.

Formative Assessment Opportunities

Information related to the museums could be used for formative assessment.

Role-play: Give a little speech on the importance of preserving items and artefacts...

Remedial Opportunities

In groups, students do a mini-research on a museum; you can turn it into a game; if you were the museum curator, what three highlights of the museum would you display? Why?

Extension Opportunities

Abu Dhabi Virtual Museum Tour

Virtual tour:

<https://www.louvreabudhabi.ae/en/Explore/exhibitions/furusiyya-the-art-of-chivalry-between-east-and-west/virtual-tour-with-museum-educators>

Student Learning Outcomes (SLOs):

- SOC.1.2.01.003 Describes symbols, songs and traditions that identify the UAE
- SOC.1.5.01.003 Identifies local currency and note and coin names
- SOC.1.5.02.004 Identifies ways people meet their needs by sharing, trading, and using money to buy goods and services

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

- Make connections between places and events to understand the past and present
- Identifies the stages of development of human activity in his/her country
- Identify money from the UAE
- Understand why people use money

Key Vocabulary:

- trade
- exchange
- dirham
- coins
- notes

Lesson 6

Money in the UAE

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

- makes connections between places and events to understand the past and present
- identifies the stages of development of human activity in his/her country
- identify money from the UAE
- understand why people use money

Vocabulary

Trade

Exchange

Dirham

Coins

Notes

Materials/ Resources/ Technology

All resources can be found in the Student Book

Teacher-ONLY resources

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

Lesson Description with SLO Tags and Notes

Warm Up

Students discuss the questions; teacher can get an idea of how much students know about the topic..



Warm up: Test Your Knowledge

Try to answer the questions, then compare with your classmates.



What is the money in the UAE called?

.1



How can people pay for things without using paper or coin money?

.1



How did people in the past get what they needed without using money?

.2



Selected Activity

Answers

Warm-up

1. What is the money in the UAE called?

- Dirham

2. How can people pay for things without using paper or coin money?

- use credit cards/ phone (apple pay)

3. How did people in the past get what they needed without using money?

- They exchanged goods

Money through History

In the past, people traded. Maybe a person had extra of salt but needed sugar. He could trade with someone who had extra sugar but needed salt. Salt and sugar are goods.



People traded services or actions. Maybe a person needed help on his farm. The person could give food to someone willing to work on his farm.

Trading goods and services was not easy. People could not easily find others willing to trade the goods they wanted.



People started using silver or gold coins to trade. They could sell goods and services to get coins. They could use the coins to buy anything they wanted. Trading with coins was much easier.

There were problems with trading with coins. They were heavy and took up a lot of space. Finally, paper money was used because it was easy to carry. Now, people pay with plastic cards or electronic devices.

Lesson Description with SLO Tags and Notes

Activity 1

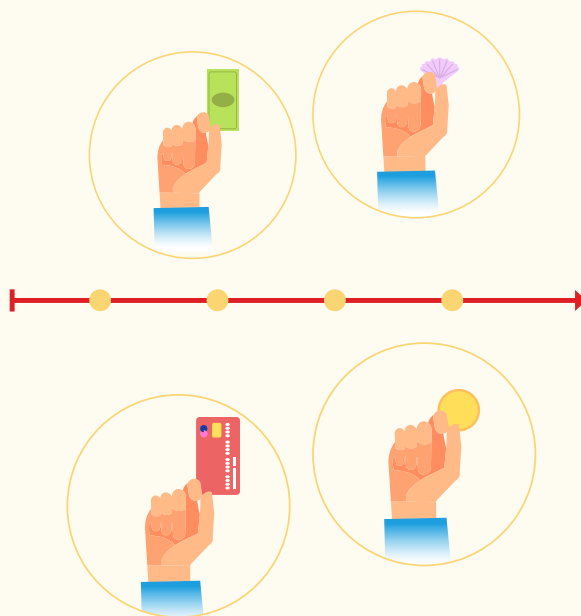
Students read/ listen to the text 1 and create a timeline of how payments were done in history to today. They put the number of the picture on the correct spot on the timeline.

Moral, Social & Cultural Studies | Grade 01 | Term 3



Activity 1: Create a Timeline

Put the way to pay for goods and service in order from oldest to newest.



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Selected Activity Answers



Money in the UAE

The money in the UAE called is called dirhams. This can be written DH or AED. Each dirham has 100 fils.

The coins have pictures that show the culture of the UAE. The dallah or Arabic coffee pot is on the front of the 1-dirham coin.



specimen

E

The 50-fils coin has oil derricks on it. Oil is an important trading good for the UAE.

H

C

D

A

G

C

B

F

B

D



specimen

The animal on the 25-fils coins is the Arabian gazelle. They live in the UAE deserts.



specimen



specimen

The Central Souq or Market in Sharjah is on the 5-dirham note. In the past, it was a traditional market. Now it sells everything from gold to electronics.

F

The dagger, or khanjar, is on the 10-dirham note. The dagger is a symbol of security and power.



specimen

Selected Activity**Answers****How did people get things before they used money?**

- They traded good like oil

How many fils are in one dirham?

- 1003.

What is a dallah?

- It's the Arabic coffee pot

Which coin has an oil derrick?

- The 50-fils-coin

Which note has a dagger?

- The 10-AED-note

**Activity 2: Concept check**

Use the text to help you answer the questions..

How did people get things before they used money?

.1



How many fils are in one dirham?

.2



What is a dallah?

.3



Which coin has an oil derrick

.4



Which note has a dagger?

.5





Activity 3: Critical Thinking

Pictures of the 20, 50 and 100 dirham notes are given. In groups discuss the pictures on the notes. Discuss what the picture is and try to think why it is important for the UAE.

20-AED Note

Picture :

Why is it important?



specimen

AED Note-50

Picture:

Why is it important?



specimen

AED Note-100

Picture :

Why is it important?



specimen

Lesson Description with SLO

Tags and Notes

Activity 3

Students read/ listen to the text2 and answer the open -ended questions.

Selected Activity Answers

Students discuss the activity. Some key ideas:

- 20 AED note: Has the traditional Dhow which is used for trading goods and transportation, to this date.
- 50 AED: The Arabian Oryx, a species with long horns and white fur and black stripes. It is a species that lives in the Arabian desert.
- 100 AED: The falcon, the traditional bird that was used by Bedouins for hunting

Formative Assessment Opportunities

The vocabulary items can be used for formative assessment. Also, student's familiarity with the UAE currency can be tested using realia.

Remedial Opportunities

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

Set up a market of pre-money time:

Each student selects an items she owns as a token of exchange. They can "go shopping" around in the classroom and try to exchange their good with their peers if they spot something they would like to have. At the end of the activity, students can return their good to the original owner.

Extension Opportunities

Group work: In groups, look at a banknote from a country other than the UAE and analyse it. What can you see and why do you think is it important for the country? You can select a country via the internet or ask your families if they have banknotes you can use for this activity.

Student Learning Outcomes (SLOs):

- SOC.1.3.01.004 Describes ways in which people depend on the environment
- SOC.1.5.01.001 Identifies basic economic concepts and terms (e.g., work, selling, buying, wants, needs)

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

- identify souks, baqalas, supermarkets, and malls.
- understand where to buy different goods in the uae
- understand why trade is important to people in the uae
- discuss and/or write about what life was like along the trade routes and in the cities

Key Vocabulary:

- souq
- merchant
- shopkeeper
- negotiate
- hypermarket

Unit 3 Living in the UAE

Lesson 7

Baqala, Souqs, Markets and

Lesson Objective:

By the end of the lesson, students will

- identify souks, baqalas, supermarkets, and malls.
- understand where to buy different goods in the UAE
- understand why trade is important to people in the UAE
- discuss and/or write about what life was like along the trade routes and in the cities

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Vocabulary

Souq

Merchant

Shopkeeper

Negotiate

Hypermarket

Materials/ Resources/ Technology

All resources can be found in the Student Book

<https://www.youtube.com/watch?v=jVcs7N727BI>

The Dubai Mall

Teacher-ONLY resources:

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

Lesson Description with SLO Tags and Notes

Warm Up

Students complete the activity on their own and then compare in pairs or groups. The aim is get students think about the kind of stores they buy these goods from and form a basis of comparison that will be looked at in this session.

Selected Activity Answers

Clothes?

- Splash, Zara, Mamas & papas, Carrefour

Shoes?

- Nike, Adidas, Clarks, Shoestore

Groceries?

- Union Coop, Spinneys, Lulu's supermarket, Carrefour

Furniture?

- Homes r Us

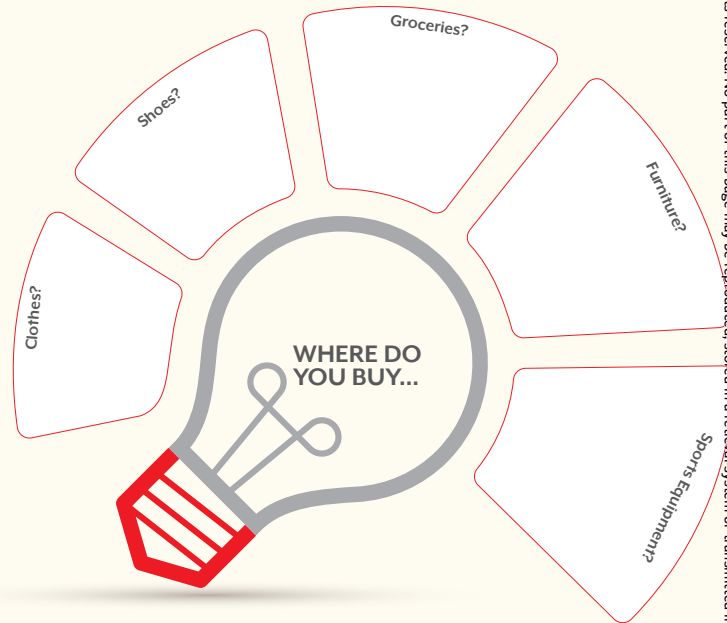
Sports Equipment?

- Nike, Adidas, Sun and Sports



Warm up: Mind Map

Instructions: Discuss where you buy the things you need and want. Write the kinds of stores in the mind map.



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Shopping in the UAE – Past and Present

Shopping in the past was not like shopping today. In the past, people shopped in traditional markets called souqs.

Most markets were in towns near the sea. Ships brought goods from other countries to the markets. Markets were busy and noisy.



Each shop in the market sold one good. Spice shops sold spices. Meat shops sold meat. Shoe shops sold shoes. Shoppers went to many shops to buy the goods they needed. Prices were not fixed, so shoppers tried to get lower prices from shopkeepers.

Today, most people shop in supermarkets, hypermarkets and malls. Shoppers can find everything they need in one area. Most shops have fixed prices. That means that the shopkeepers cannot sell goods to people for different prices.



Shop for Traditional
Arabic Shoes



Shop for Dallahs or
Arabic coffee pots



Shop with Spices



Traditional markets had coffee shops and food stands. Sometimes people met in the market to talk with each other or to get the latest news.

Today, most neighborhoods have small supermarkets called baqalahs. They sell a few pieces of many types of goods. Goods sold in baqalahs are more expensive than goods sold in the large supermarkets.



Now more people shop in supermarkets, hypermarkets or malls. They don't have a lot of time. They want to buy many items in one place.

Sometimes people go to malls to eat or drink coffee or have fun. Malls or centers are like the traditional souqs or markets of the past.



Activity 1: Concept Check

Instructions: Choose the best answer.

1. Large souqs were located _____

☐ near the sea
 ☐ near mountains
 ☐ January 2nd

2. Shoppers went to _____ shops to buy the goods they needed.

☐ few
 ☐ many

3. In traditional souqs, shoppers found coffee in a _____

☐ hypermarket
 ☐ baqalah
 ☐ coffee shop

4. In a baqalah, you can find .

☐ many pieces of one good
 ☐ few pieces of many goods

5. The malls of today _____ like souqs of the past.

☐ are
 ☐ are not

Lesson Description with SLO Tags and Notes

Activity 1

After reading the text, students circle the correct option

Selected Activity Answers

1. Large souqs were located _____

☒ near the sea
 ☐ near mountains
 ☐ January 2nd

2. Shoppers went to _____ shops to buy the goods they needed.

☐ few
 ☒ many

3. In traditional souqs, shoppers found coffee in a _____

☒ hypermarket
 ☐ baqalah
 ☒ coffee shop

4. In a baqalah, you can find .

☒ many pieces of one good
 ☐ few pieces of many goods

5. The malls of today _____ like souqs of the past.

☒ are
 ☐ are not

Lesson Description with SLO Tags and Notes

Activity 2

Students compare traditional markets with malls and identify differences.

Activity 3

In groups, students discuss the answers to the questions and write keywords.

Selected Activity Answers

Activity 2

Students compare traditional markets with malls and identify differences.

Some ideas are:

	traditional markets	malls / hypermarkets
1.	Few shops	Many different shops
2.	Less option	Lots of option
3.	busy and noisy	quiet

Activity 3

1. Why were the traditional markets located near the sea?

- To make transportation to and from ships easier

2. Why did shops have only one type of good?

- Because the trader has that item on his farm or it's his expertise

3. Why are goods at the baqalahs more expensive than goods at large supermarkets?

- The large supermarkets sell many items but baqalah only has a few of the same item so it's more precious if there is only a few of something.



Activity 2: Class Discussion

What's the difference between the traditional markets of the past and malls or hypermarket of today? Find at least three differences. How are they the same? Write keywords.



Activity 3: Critical Thinking

In groups, think about the questions. Discuss the answers with your class. Write keywords.

Why were the traditional markets located near the sea?

1.

Why did shops have only one type of good?

2.

Why are goods at the baqalahs more expensive than goods at large supermarkets?

3.



Activity 4: Use Your Creativity

What do you like to do when you go shopping? Do you go to the supermarket? Do you visit the clothing shops? Do you visit the entertainment areas or play games?

Draw what you do when you visit a mall or hypermarket. Think about how that would be different in a traditional market. Discuss with a classmate. UAE.



Drawing:

Lesson Description with SLO

Tags and Notes

Activity 3

In groups, students discuss the answers to the questions and write keywords.

Selected Activity Answers

➤ Students' answers will vary

Formative Assessment Opportunities

The information related to traditional markets and modern supermarkets can be tested in a formative way.

Remedial Opportunities

Students could talk about their own favourite store.

Extension Opportunities

Visit the Blue Souq in Sharjah or take a virtual tour of the Grand Bazaar in Istanbul, Turkey. The grand Bazaar, with more than 60 streets and 4000 shops, is one of the world's first malls in history..

Student Learning Outcomes (SLOs):

SOC.1.2.02.001 States basic classroom, school, family and community rules/laws

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

- List emergency services in the UAE
- Match the service with the emergency

Key Vocabulary:

- emergency

Unit 3 Living in the UAE

Lesson 8

UAE Emergency Services

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

- list emergency services in the UAE
- match the service with the emergency
- explains the importance of work and describes how people depend upon specialized jobs
- understand what caring means and that it can take many different forms

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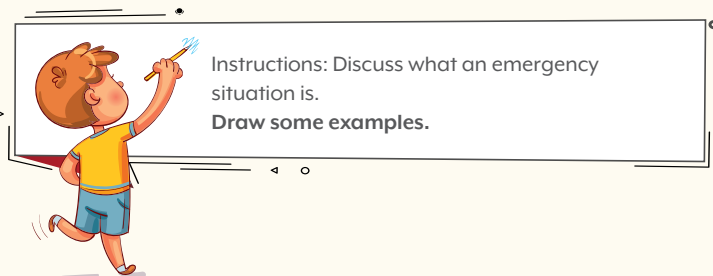
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Vocabulary

Emergency



Warm up: Class Discussion



Materials/ Resources/ Technology

Student Book

Teaching children how to call 999 in an emergency with Lookout Lion

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

Lesson Description with SLO Tags and Notes

Warm Up

Students discuss what an emergency situation is and draw some examples.



Emergency Services in the UAE



Dialling 999 in the UAE connects the caller to emergency services. Emergency services include police, fire, and ambulance. There are other emergency numbers.

999 for Police	
998 for Ambulance	
997 for Fire Department (Civil Defense)	

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996 for Coastguard



991 for electricity failure



992 for water failure



Lesson Description with SLO**Tags and Notes****Activity 1**

Students fill in the blanks

**Activity 1: Concept Check**

Fill in the blanks..

What number do you call if you want to ...

reach emergency services?



get an ambulance?



report a traffic accident?



report a water failure?



report an electricity outage?



Selected Activity Answers

reach emergency services?



999

get an ambulance?



998

?report a traffic accident



999

?report a water failure



992

?report an electricity outage



997



Activity 2: Class Discussion

Instructions: Discuss why you must never call the emergency number as a joke. What happens to



Lesson Description with SLO Tags and Notes

Activity 2

Students do the activity in groups. They discuss why they must never call the emergency number as a joke and what happens to emergency workers when they are called.

Selected Activity Answers

Some ideas:

- Someone who really needs help might find the lines busy
- Emergency workers get alarmed for no reason
- Real emergencies may be taken as a joke if this happened a few times

Lesson Description with SLO Tags and Notes

Activity 3

Students fill in the form with their personal information. If they don't know the information, it is advised that the parent is informed and made aware of the fact that their child is not able to respond with personal information and needs practice..

Selected Activity Answers

- The answers vary.



Activity 3: Fill in a Form

You should know important information about yourself in case you get lost or need help. Practice filling in an emergency contact checklist.

My Full Name is:

The name of my school is:

I know my address: (yes / no)

I live in the Emirate of:

I know my house phone number: (yes / no)

I know my mother's mobile number:(yes / no)

I know my father's mobile number (yes / no)

Formative Assessment Opportunities

The telephone numbers for emergencies can be used as formative assessment as well as how well students can provide personal information.

Remedial Opportunities

In pairs, students practice telephone numbers and giving personal information. Two students stand / sit back to back and one gives personal information while the other writes the information down. (especially telephone numbers)

Alternatively, students could practice dialling their telephone numbers.

Extension Opportunities

Students do role-play between caller and emergency worker on the phone.