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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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Fairness and Affection



- Lesson 1 Everyone around Me

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- Lesson 4 I Am Sorry

- Lesson 5 Fairness by Sharing



Will I Be happy if I am fair?

Exploratory Questions:

Why do we think about others and how to treat them?

Are we always fair?

What are the different ways of apologising?

How can we show affection to others?



Lesson 1

Everyone around Me



**Who are the important people
in my life?**

Vocabulary

family/
relatives

friends

others

caring

important

affection

friendly

polite

tenderness



1 Put yourself in Rashid's shoes and decide which guests to invite to a party.

Rashid is going to have a small party at his home in a week's time. The theme of the party is *Games, Fun and Entertainment*. His mother asked him whom he wished to invite to the party.

Our Extended Family

Rashid woke up in the morning and heard noises from the kitchen.

He went into the kitchen and saw piles of vegetables and several dishes of meat. His mother was busy preparing his favourite meals, including dishes such as harees, thareed and machboos. 'What is this, Mum?! Who are you preparing all this food for?' Rashid asked excitedly.

'I have invited our extended family to have lunch with us. It's been a long time since we last met. Having meals with all our relatives is a great way to share stories and news.'

'This is exciting! But what do you mean by our "extended family"?'

Before his mother answered, he said, 'Oh! You mean Grandpa Khaled, Grandma Samira, Grandpa Saleh and Grandma Khawla.'

'Your uncles, aunts and their children; your cousins are also coming.'

'This is great! Samer is very friendly — I will play with him. I will also play with Amer and with little Hessa — he is so nice and she is so cute! Now I know who I wish to invite to my party!'

It's great to get together with our relatives and loved ones!'



Questions for Discussion

- Who will Rashid invite to the party at his home?
- Are Rashid's family members important to him? How can you tell?
- What did Rashid say about Samer, Amer and Hessa? What do his feelings show?
- Can you think of times when an extended family might meet? Give some examples.



Let's think together about this statement: 'My family is the most important thing to me.'
Do you agree? Give reasons.



3 Work in pairs. Role play the scenarios below. Identify the behaviour of Rashid and his family members.

1



2



3



4



- ### 4
- Draw four squares as in the illustration on the next page. Then draw yourself in the centre.
 - Draw people in the other squares according to their importance to you.
 - Share your drawing with your classmates and tell them about the importance of the people in the squares, expressing your feelings towards them.



5 Recount a situation in which you displayed one of the following qualities, and tell your classmates about it:



Lesson 2

Affection and Appreciation

How do I express feelings of affection to others? How do I feel when others express their affection to me?

Vocabulary

appreciation

affection

in a non-verbal
way

care



1 Let's show affection:

Using the diagram you drew in the previous lesson showing the people who are important to you, choose one person from each of the three squares.

What would you like to say to each of them? How would they express their affection to you?

Useful language.

I am glad
you are
here.

Thanks
for your
help.

Talking to
you is fun
and useful.

I respect
you.

How would you feel if somebody made one of these statements about you? Share your thoughts with the class.

Rashid at School

A group of friends got together in the school's dining hall to have lunch. Yara noticed that her friend, Rashid, was uneasy, so she asked him, 'What's wrong, Rashid?'

- 'I left my lunch bag at home.'
- 'Why didn't you tell me?! Here, have part of my cheese sandwich.'
- 'Thanks, Yara. But this is your food.'
- 'I have some extra food. Here you go my friend, take it.'

Noticing what had happened, Ahmad looked at his friends and said, 'Don't worry, Rashid. What do you guys think about sharing all our food?'

John answered, 'Great idea! That's nice!'

Khaled said, 'I have some extra food as well.'

They all opened their lunch bags and emptied them.

The dining table got covered by everyone's food: apples, dates, juice, sandwiches and water.

Rashid felt happy and thanked all his friends, saying,

'How generous of you, Yara!
How nice of you, Ahmad!
How kind of you, John!
How good of you, Khaled!
It's so wonderful to have friends! And I am so happy to
have you as my friends!'



Questions for Discussion

- What did the behaviour of Rashid's friends show when they noticed he had forgotten his lunch bag?
- Why did Ahmad suggest they all share their food?
- Which do you prefer: eating alone or sharing food with your friends?
- If you had been one of Rashid's friends, what would you have done?



Let's think together about the following statement: 'It's so wonderful to have friends! And I am so happy to have you as my friends.' Let's discuss Rashid's feelings.





3

Work in groups. Look at the photographs and decide what statement of affection or appreciation each act of goodness deserves. Choose one of the situations and role play it with your group.



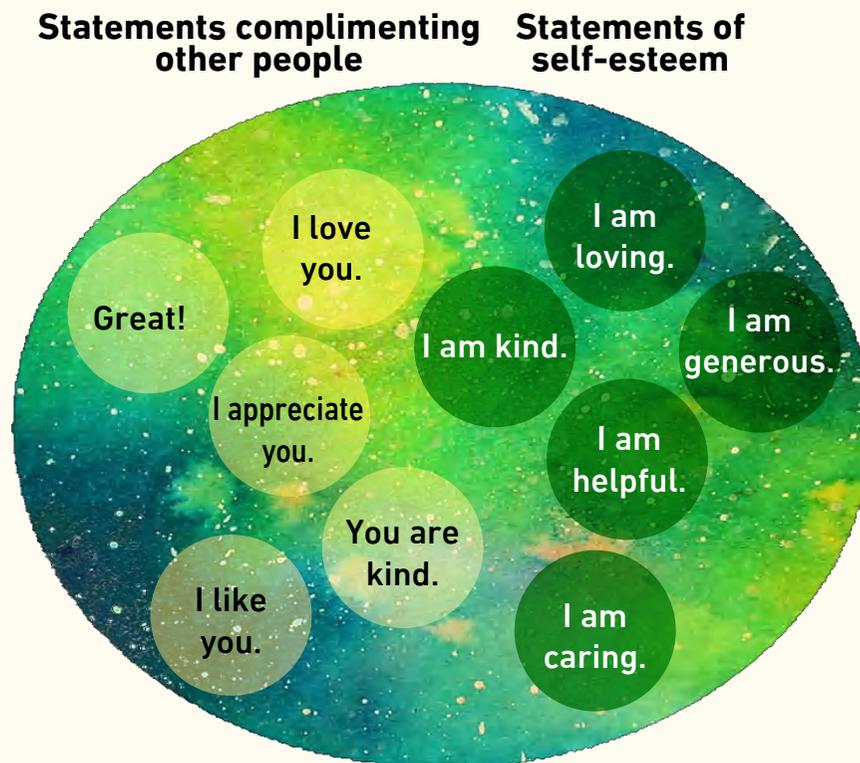


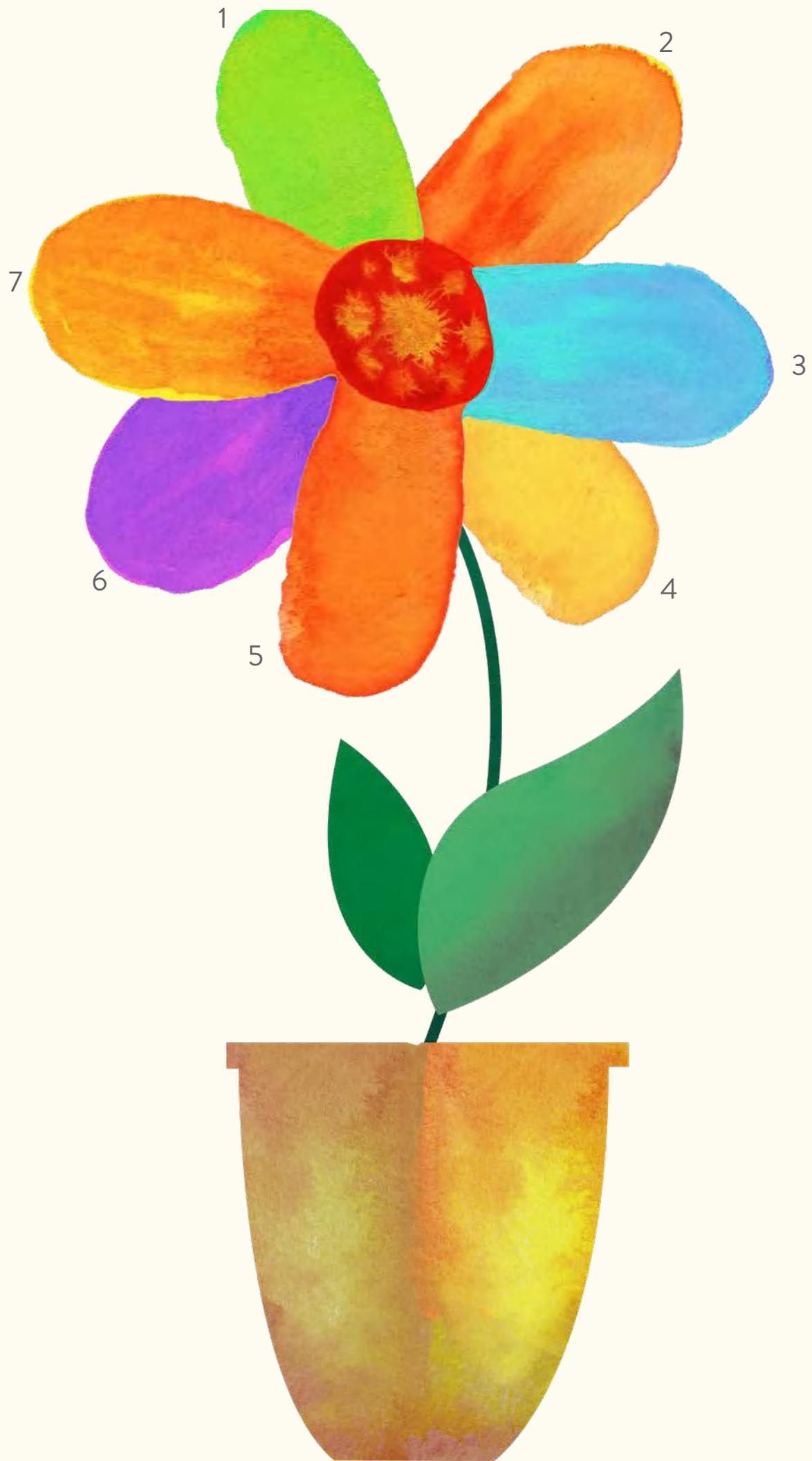
4 Make a list describing yourself. Then write a list describing your partner.

- Make a list like the one below.
- In the first column, write positive words about yourself.
- In the second column, write positive words about your partner.

Me	You
generous	smart
-----	-----
-----	-----
-----	-----

5 Every day this week you will write one complimentary statement on a flower petal. The compliments you write must be ones you have said to people around you before. Use the expressions below as an example.





Lesson 3

What Is Fairness?

**In this lesson I learn how to
distinguish between a fair and
an unfair situation.**

Vocabulary

fair

fairness

unfair

care

smiling



1 Let's Express our Feelings

One group gets sweets from the teacher, the second group gets computer tablets and the third group gets nothing. Is this fair? Use your face to show your feelings. Talk about how you feel.

At the Zoo

Rashid spent some of his holidays at the zoo. His uncle works there as a manager. However, his uncle likes to take care of the animals himself.

One morning, his uncle fed the animals. He gave the largest amount of food to the elephant. Then he gave a smaller amount to the giraffe. And he gave the smallest amount of all to the hare.

What is special about this zoo is the fact that kids are allowed to feed animals for a week while assisted by an adult.

The hare and the giraffe told Rashid how unfair this was. After all, the elephant always got the most food. Rashid then suggested that the three animals should put all the food together and share it equally. Then that it would be fair for everyone!

After one week, the hare had put on a lot of weight. He now found it difficult to move. He was also sleeping all the time in his house, and the house was full of waste food. The same thing was happening to the giraffe, because he was also getting more food than he needed. But the poor elephant had become weak because he didn't have enough food.



When Rashid's uncle saw his animals like this, he called the vet. This was when Rashid understood the meaning of fairness.



Questions for Discussion

- What was the elephant's share at the beginning of the story, and what was it at the end?
- How were the giraffe and the hare feeling at the beginning of the story?
- Imagine you were the giraffe or the hare. What would you say to the elephant at the end of the story?



Let's Think Together

What is fairness? Let's express our opinions.



3 Match the situations to the circles.

- a My mother was taking care of my sick sister. I was playing by myself.
- b My father bought a toy for me and another one for my brother.
- c My classmates played together and refused to let me play with them.
- d Hessa and her sister shared a packet of crisps with each other.



4 Let's share our experiences regarding fair situations, and express our feelings in front of the class.

I imagine a fair situation that I found myself in at school or at home. I share my feelings about the situation with the class.

5 Draw a picture of an unfair situation you have seen. Then present it to the class. Show how the situation could have been avoided.



A large grid of small squares for drawing or writing, enclosed in a yellow border.

Lesson 4

I Am Sorry

**Why should I apologise when I
behave unfairly and how can I
apologise?**

Vocabulary

apology

I am sorry

I am happy



1 Decide if the situations are fair or unfair.

- We raise a blue card when we think a situation is fair and a red card when we think a situation is unfair.

Rashid Realises his Mistake

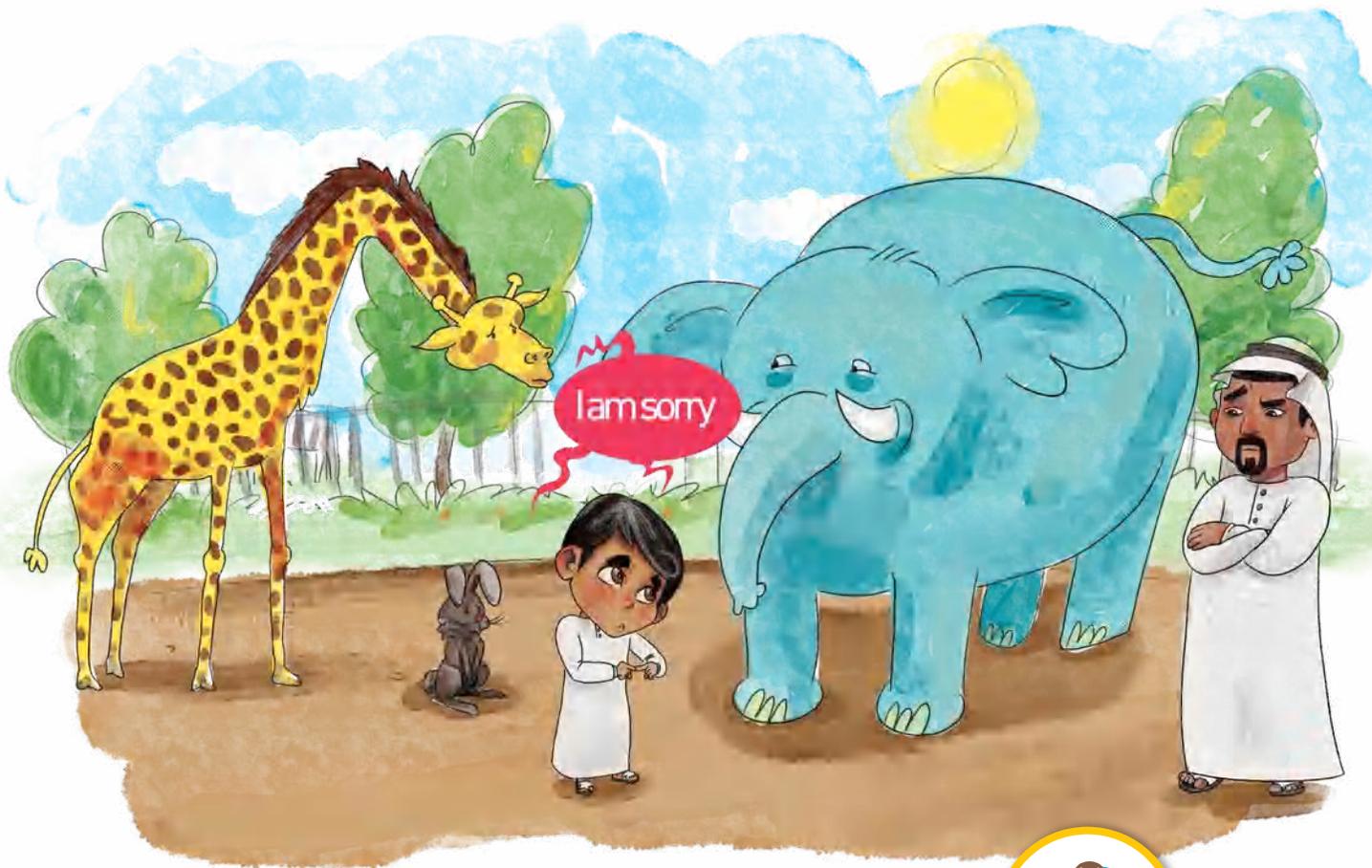
When Rashid saw that the poor elephant was ill and could hardly move, he was very sad and ashamed of himself. He realised that in listening to the giraffe and the hare he had been unfair to the elephant. So, he went immediately to the elephant and apologised, saying, 'I am sorry, elephant! I was unfair to you when I told the three of you to share the food equally. Now I understand that in some cases fairness doesn't mean sharing things equally. It actually means giving everyone what they need.'

Then he went up to his uncle and said, 'I apologise to you too, Uncle. I thought I was sharing the food fairly, without understanding how much every animal really needed. I thought how you shared out the food was unfair, when really the way you shared it out was perfectly fair.'

The hare and the giraffe heard what Rashid said and they understood that they were wrong. So they shouted loudly, 'We are sorry!'

From that day on, everyone took very good care of the elephant until it was feeling better. Rashid, himself, gave the elephant its share of the food

every morning. He spent most of his time with the elephant, making sure it was feeling better. Then his holiday came to an end and it was time for him to return home.



Questions for Discussion

- In your view, how did the elephant feel after it heard Rashid's apology?
- Is it necessary to apologise? Why?
- Why do you think Rashid spent most of his time with the elephant and fed it himself?



Let's think of ways to apologise and to show we are sorry.



3 Look at these pictures and think of ways that the people in them might say they are sorry or show they are sorry.

1



2





4 Take Part in Role Play

- Work with a partner. Act out an unfair situation which requires an apology.



5 Look up and write the meaning of 'I am sorry' in five different languages.

.....

.....

.....

.....

.....

.....

.....

Lesson 5

Fairness by Sharing

How can I distinguish between a fair and an unfair situation? How can I achieve fairness through participation?

Vocabulary

participation

negative situation

positive situation

feeling of satisfaction

feeling of injustice

security



1

I express my opinion:

The teacher asked the students to sit in a circle to participate in an activity. Kumar refused to sit next to his classmate "Saki" or work with her. When the teacher asked him why, he answered, 'She is not committed to the lessons and does not share ideas with us.'

- What do you think of Kumar's attitude?
- How would you feel if you were in "Saki"'s position?



The Tree House

When Rashid returned from his uncle's home, he found that his father had built a tree house in their garden.

Rashid was very happy with the tree house. He decided to spend the rest of the holiday playing in it. One day, his uncle Salem's family came to visit. Rashid invited his cousin Majed to his tree house. When Hamad, Majed's younger brother, wanted to join them, Rashid refused, saying,

- 'You can't come into my tree house - it's not for little kids.'

A little while later, Hessa, Majed's sister, wanted to play with them. Rashid shouted at her,

- 'No! I don't want you here! This tree house isn't for girls!'

Then Adam, the neighbours' son, came, but Rashid didn't allow him into the tree house either, saying that Adam did not like football as much as he and Majed did.

After lunch, Hamad, Hessa and Adam got into the tree house before Rashid and Majed, and started to play in it. When Rashid and Majed arrived, the others shouted together,

- 'This tree house is for sharing.'



Questions for Discussion

- Does Rashid's behaviour show justice and fairness?
- How do you think Rashid felt at the beginning and end of the story?
- Describe in two sentences what you think happened next.

Let's consider the phrase, 'Fairness through Sharing'. Link it to the tree house story, and explain its meaning.



3 Draw the stages of the story in the boxes.

1 Rashid's
Attitude at the
Beginning

2 What Rashid's
Friends Did

3 A Fair Ending



- 4** Work in pairs. Discuss how to resolve the situation below. Think about how an unfair situation can be turned into a fair one. Then role play the solution.

Molly bought a new necklace, but refused to let her sister borrow it.





5 Only four people can play a classroom game. You and your classmates are already in a group of four, but Sony wants to join you.

- a. Think of a fair solution that will allow Sony to play as well.
- b. Explain your idea to your classmates.



6 Let's see things positively and express ourselves!

Get into groups of six and form circles. The teacher will put a box in the middle of each circle. Each person in each group will take a turn to look in the box and describe what they can see in positive terms. So when one person has described what is in the box, the box is passed to the person beside them to do the same. The box is then passed to the next person, who does the same.



My Family and I

- Lesson 1 My Family
- Lesson 2 The Importance of Expressing Feelings
- Lesson 3 Ways of Expressing Feelings
- Lesson 4 I Like! I Dislike!
- Lesson 5 What Am I Good At?



How can I share my feelings with my family and friends? How can I express my likes?

Exploratory Questions

Who are my family members?
How do I share my feelings with them?

How can I recognise positive and negative feelings?

What are the things that make me scared and worried? How do I deal with them?

Who helps me get over the negative feelings? What is the role of my family in this?
Would my feelings change towards what I like and what I don't like? Would I learn how to like new things?
Do we all prefer the same things? Or does each one have his own preferences?



Lesson 1

My Family

**Who are my family members?
How do I share my feelings with them?**

Vocabulary

tenderness

important

care

jealousy

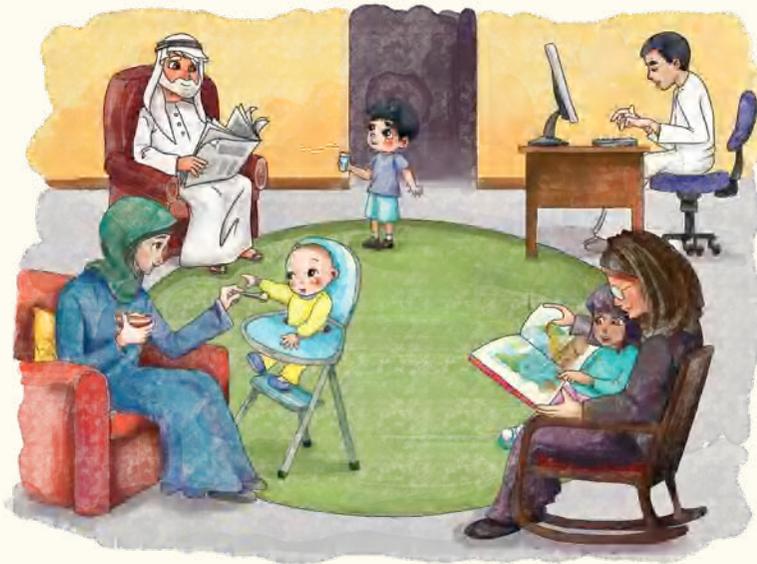
roles

worry



1

Look at the picture and answer the questions.



My Family

- Describe one good thing about each member of your family.
- Draw a picture of your family in the box above.
- Talk about your feelings for each member of your family.

The New Baby

My mother went to hospital today to have a new baby. My grandparents came to take care of me while my parents were at the hospital. But I didn't feel as happy as usual.

They tried to cheer me up, but I just wanted to stay in my room.

I felt strange and didn't really know why. I also had a lot of questions.

- Will I really have a little brother?
- Will my mother love him more than she loves me?
- Will he take my place in my family?
- What is all this attention for? And why is everybody so busy with the birth?

Just as I was thinking these thoughts, my grandparents came into the room. They were really excited. My grandmother said, 'Congratulations, Mila! You've got a new baby brother! His name is Silvio!' I wasn't sure why I should be happy. I think my grandmother saw how I was feeling and she gave me a hug. And then she said 'Come on. Let's go out for a while!'

My grandmother's plan made me happy - I love going out with her.



Questions for Discussion

- Why was Mila not as happy as usual when her grandparents came?
- Mila said that she felt strange. What do you think she meant by that? Why did she feel strange?
- Why do you think Mila's grandmother suggested going out for a while? How did this suggestion make Mila feel?
- What different feelings did Mila have at different points in the story?



Imagine you were in Mila's shoes. Share your feelings and thoughts with the class.



Identifying Feelings

3 How does Mila feel in the pictures below? Write.

a



.....

b



.....

c



.....

d



.....



4 Think about how you would feel in the following situations.

4 In each case, write how you would feel in one word.

- a. My mother was taking care of my little brother and asked me to play in my room.
- b. My friend had to go to hospital because he had a sudden illness.
- c. I scored the winning goal in a football match when my parents were watching.
- d. I love my uncle and aunt and my cousins very much. They went to live abroad.
- e. My little sister borrowed my favourite toy and broke it.



5

Some kids are looked after by an aunt or uncle.

a. Match each member of your family to the roles they play:



My grandparents



My father



My mother

- a. Helping with homework
- b. Taking care of the children
- c. Preparing food
- d. Running the home
- e. Telling stories
- f. Maintaining the house
- g. Loving and caring

b. Think about your role in the family. Write.



Lesson 2

The Importance of Expressing Feelings

How do I express my feelings?

Vocabulary

worried

angry

excited

jealous

I am good at

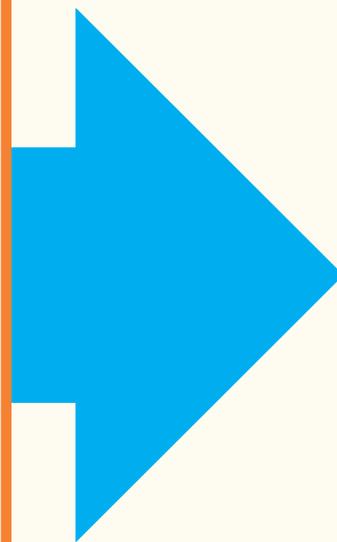


1 Everyone think of a feeling.

Remember a feeling you once had.

Write it down on a piece of paper.

Stick the piece of paper on a blackboard together with all the other feelings.



Along Came my Brother

My mother came home from the hospital today with my newborn baby brother. She hugged me and said, 'I love you so much, Mila. You really are my special girl.' I closed my eyes and felt warm and happy. I always feel safe in my mother's arms!

My grandmother was busy preparing different types of sweets for the guests who were coming to congratulate us on the arrival of the new baby.

I suddenly felt worried. I sat in my room wondering if my family would love Silvio more than they loved me. Then my mother came in and asked if I wanted to see my little baby brother.

I said, 'He's so small and I'm so big. What could I do with him?'

My mother said, 'Come with me!' She took me to see my brother, Silvio. When I looked in the little cot I saw a little face. Suddenly, Silvio opened his eyes and started to cry.

My mother said, 'Why don't you hold him? That'll calm him down.'

Gently, my mother put Silvio in my arms. I smiled at him and he stopped crying and went back to sleep!

I thought to myself, 'He must really love me.' This made me happy and I said to my mother, 'I think I'm going to love my brother Silvio very much!'



Questions for Discussion

- How did Mila's feelings change before and after her mother came home from the hospital?
- Why did Mila become worried again? Do you think you would feel the same? Explain your answer.
- Who helped her get rid of her worry, and how?
- In your opinion, how can Mila look after her little brother?



Have you ever felt worried or jealous? What was the reason? Tell us.



3 How would you feel if your mother was away in hospital having a baby? How would you feel after she comes home with the baby? Complete these sentences.

While my mother is in hospital

I would feel

.....
.....

because I

.....
.....

When my mother comes home with the new baby

I would feel

.....
.....

because I

.....
.....



4 How would you feel in these situations? Choose the correct words and write them in the boxes.

a. My father is away travelling.

b. I lost my new lunch box in the playground.

c. None of my friends want to play with me during break.

d. The teacher asks me to read a poem aloud to the class. I don't read very well.

e. We are going to play football at school. Football is my favourite game.

f. I'm going camel riding at the weekend. I have never ridden a camel before.

angry

embarrassed

worried

happy

excited

lonely

sad



5 My likes and dislikes!

Work in pairs. Draw two boxes. Write in one box some things you like and in the other box some things you don't like. Discuss with your friend.

Lesson 3

Ways of Expressing Feelings

Why do I have particular feelings?

How do they come about?

How do I express my feelings?

Vocabulary

positive feelings

negative feelings

imaginary fear

real fear



1 The Feelings Game



- You are going to play a game about different feelings.
- Pick a card.
- Mime the feeling word written on the card. The class has to guess the feeling you are miming.
- Split into two groups. The students who mimed a positive feeling go into one group. The students who mimed a negative feeling go into the other group.

My Brother Silvio

My brother Silvio cries all the time. He cries during the day and he cries during the night! Every time he cries, my mother runs to his room to take care of him. It really upsets me! I want to scream at him. That will make him quiet.

One day, Silvio started crying and, as usual, my mother ran to his room. She came back holding him in her arms. She looked worried. She told my father that Silvio had a high temperature. He needed to see a doctor.

It was time for me to go to school. Once again, I felt really angry. I thought, 'While I am at school, my mother and my father will be looking after my brother and cuddling him. I'd love to scream at him and scare him.'

At school, I was thinking, 'I wonder what my mother and my father are doing now. Is Silvio still crying?'

In the playground, I saw my friend Mona. She was crying! I asked her what was wrong. She told me that her little sister was sick. She was worried about her. She wanted school to end. She wanted to go home to see her sister.

I felt ashamed. I hoped that my brother would get well soon. I love him so much!



Questions for Discussion

- Was Mila really angry because Silvio was crying, or was there another reason?
- Was Mila right to be so angry? If Silvio was your brother, how would you have felt?
- When Mila is at school and wonders what her parents are doing, what do you think Mila is thinking?
- How do Mila's feelings change when she talks to her friend Mona in the playground?



Let's think about Mila's feelings. How do they change during the story?



3

Negative and Positive Feelings

Write down two things that make you feel the emotions below. Discuss with another student. Then discuss in groups.

Pain

Worry

Sadness

.....

.....

.....

Happiness

Pride

Calmness

.....

.....

.....



4

Think about how you would feel and act in the situations below. Write words to describe your feelings and actions.



Feeling

Action



Feeling

Action



Feeling

Action



5

Is my fear real or imaginary?

Look at the photos below. Discuss with another student the reason for the fear. Write if the reason is real or imaginary.



a. The wind blew the curtains as I was sleeping.

reason.....



b. I saw a snake in the garden.

reason.....



c. There was a big thunderstorm.

reason.....



d. I got lost in the shop.

reason.....

Lesson 4

I Like!

I Dislike!

Do I like everything?

Vocabulary

I like

change

better



1 Let's play a game: jump to the right, jump to the left.

- Jump to the right when you hear the name of something you like.
- Jump to the left when you hear the name of something you dislike.



I don't like this food

I love Fridays so much. Friday is when the whole family gets together to eat. Usually my grandmother visits us and helps my mum cook the food.

I love having my grandmother around. My grandmother cares so much for me and always tries to make me happy. She always cooks my favourite foods when she comes to our house. She makes me feel like I'm special and that makes me really happy. It's great that she cares so much for me.

Today, I am confused. My grandmother made chicken curry, but I don't like the spices in it. She asked me to try it, because she didn't have time to make anything else. I love my grandmother very much, and I don't like to say no to anything she asks. However...



Questions for Discussion

- Complete Mila sentence, 'I love my grandmother, and don't like to say no to anything she asks. However ...'
- Put yourself in Mila place. What would you do?
- Do you like the food your grandmother makes? What is the best thing she cooks?
- Is there any food that you used to dislike but now like? How did this happen?



Explain how you feel when you do something you don't like.



3

Put yourself in Waddah's position. What would you do? Why?

Waddah has invited his friends to his house to play. He's thinking of giving them biryani, harees and dates covered in chocolate to eat. He's not sure whether they should play football or watch a film.

If you were Waddah, what food would you give your friends? What activity would you do? Why?





A. Put ticks in the correct places.

Choices	I like	I dislike	Neither like nor dislike
Biryani			
Harees			
Dates covered with chocolate			
Watching football			
Watching films			



B. Let's have fun.

Work in groups. Try to agree on what food Waddah and his friends should eat, and what activities they should do.



4 Do I like the same things all the time?

Look at these pictures. Think of the different times when these different things are used. How do you feel about them? Talk about when you like these things and when you do not like these things.





5

Work in pairs. Draw a picture of something you used to like and a picture of something you've started to like. Discuss with your partner.

I used to like

I've started to like

Lesson 5

What Am I Good At?

Can I do this?

Vocabulary

talents

excellent job

I am good at



1 The Matching Game.

- Sit in a circle.
- Choose a number.
- Match the number with the activity card.
- Can you do what it says on the card?

Can You?

1. Can you stand on one leg?

2. Can you greet someone in Spanish?

3. Can you jump hop like a rabbit?

4. Can you say the days of the week?

5. Can you make a kite?

6. Can you name 5 types of fruit?

7. Say 'red lorry, yellow lorry' ten times.

8. Can you think of five words starting with the letter *d*?

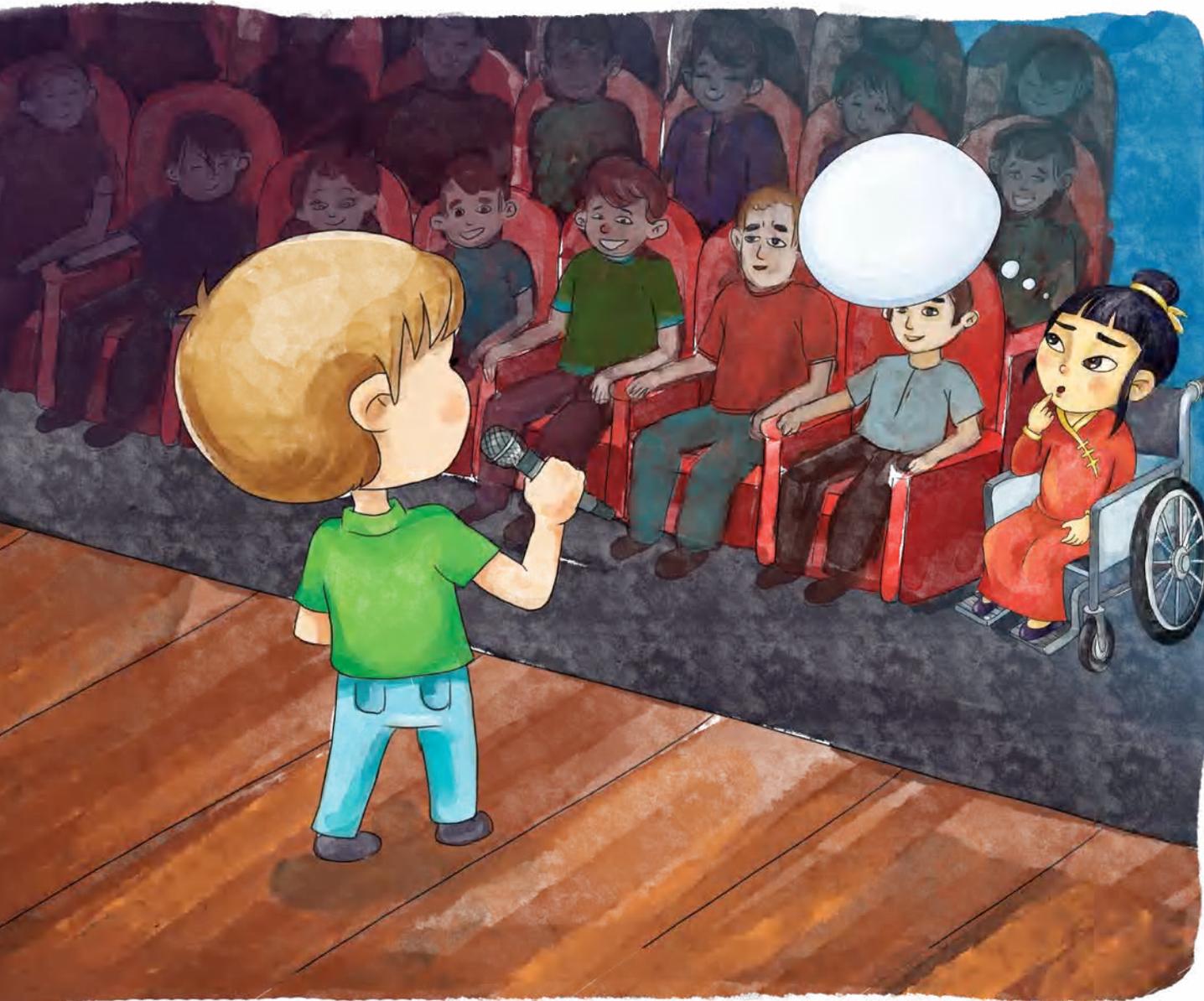
I Am Special

Our teacher recently organised a ‘Talent Day’. He asked us all to share something we are good at. My friend Shaima did a beautiful drawing.

Philip acted out a short scene from a play. He’s really talented and his performance was amazing. Carl recited a poem for all the mothers in the audience - he was so good, he made people cry.

I didn’t take part in ‘Talent Day’, but I am talented - I’m very good at science and one day the school organised a science competition. Thirty of us took part in it. The competition had several rounds. I passed them all and got to the final. It was just me and my friend Amer left. At the end of the final round, Amer and I had the same score. The teacher asked a final question to decide the winner. We both knew the answer, but I was quicker. So I won the competition!

That day I felt very special. I think each of us can do a great job if we try hard enough.



Questions for Discussion

- Why do you think the teacher organised a ‘Talent Day’?
- How do you think Shaima, Philip and Carl felt after their performances?
- Do you think Mila can be as good as her friends at drawing, acting and reciting? Why?
- Have you ever felt special? When? Why?



Let’s think about the statement, ‘I think each of us can do a great job if we try hard enough.’ Do you think this is true?



3 Things I am good at and things I am not so good at.

A. Draw something you are good at and something you are not so good at.

I am good at

I am not good at

B. Work in pairs. Discuss with your partner.

- How do you feel about what you are good at?
- How do you feel about what you are not good at?



4

Things I am not good at but like doing.



He likes swimming.



She likes riding her bike.



She likes riding a horse.



She likes drawing.

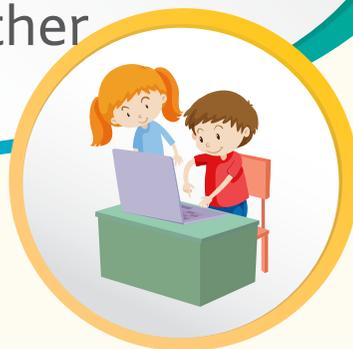
- a. Think of something you are not good at but that you like doing.
- b. Work with a classmate who has chosen the same thing as you.
- c. Discuss how you can get better at it. Who might help you get better at it?



5 Sharing Talents.



Look for classmates
who have the same talent as you.
Practise together to demonstrate your
talent to your other
friends.





6 I thought that... but now I think that...

Work in groups. Share what you understand about the *My Family and I* unit. Complete this sentence:

I thought that... but now I think that.....

Living in Groups and UAE Heritage

- Lesson 1 Living In Social Groups

- Lesson 2 My Family

- Lesson 3 My School

- Lesson 4 Living in a Community

- Lesson 5 The UAE Culture

- Lesson 6 UAE Heritage and Traditions Part 1

- Lesson 7 UAE Heritage and Traditions Part 2

- Lesson 8 Term Project - UAE Heritage Village





In this unit, you will be getting a better understanding of topics that connect us as people. You will look at rules at home and schools, our society and what connect us. You will also look into the culture and tradition of the UAE and learn about the different traditions. You will be doing your own heritage village as a project.

Lesson 1

Living In Social Groups

Lesson Objectives:

By the end of the lesson, students will

- explain that individuals can form different social groups for various reasons
- compare traditions in families with different cultural backgrounds (e.g. birthdays, religious ceremonies, etc.)
- identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other.

Vocabulary

pride of lions

bee swarm

flock of birds

school of fish

family

family member



Warm up: Identifying Animals

Match the names of animal groups to the pictures.

flock of birds

pride of lions

school of fish

swarm of bees



2

Living in Groups

People and animals live in groups. People live in families. Animals live in groups with other names like flock, swarm, pride or school.



Each animal in a group or person in a family is a MEMBER of that group or family.





Activity 1: Remember

Write the correct word from the box.

bees

groups

families

school

1. People and animals live in _____ .

2. A group of fish is a _____ .

3. A swarm is a group of _____ .

4. People live in _____ .



Activity 2: Think

**What do animals and people do in groups?
Draw a picture of each.**

Eat

Live



What do
animals and
people do in
groups?

**Have
Fun**

Other



Activity 3: Travelling to school

Each family member prefers to travel in different ways. Read the text on page 94 and answer the questions.

Who in Ali's family travels;



on foot?



by car?



by bus?





Activity 4: Match

Families do things together. Write the number of the activity into the correct picture.

1. play

2. eat

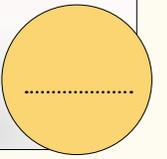
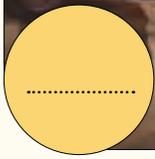
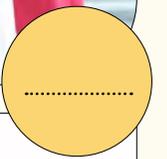
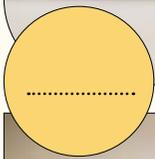
3. shop

4. relax

5. travel

6. visit







Activity 5: Explore

**Families are different. Some families are large.
Some families are small.**

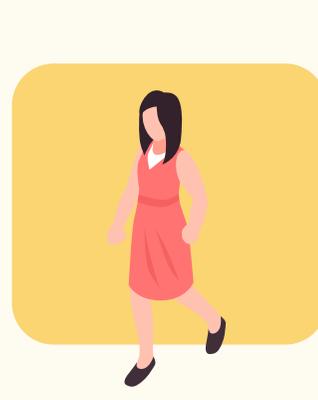
1. How many family members do you live with? _____
2. Circle the family members that you live with.



father



mother



sister



brother



grandmother



grandfather



other

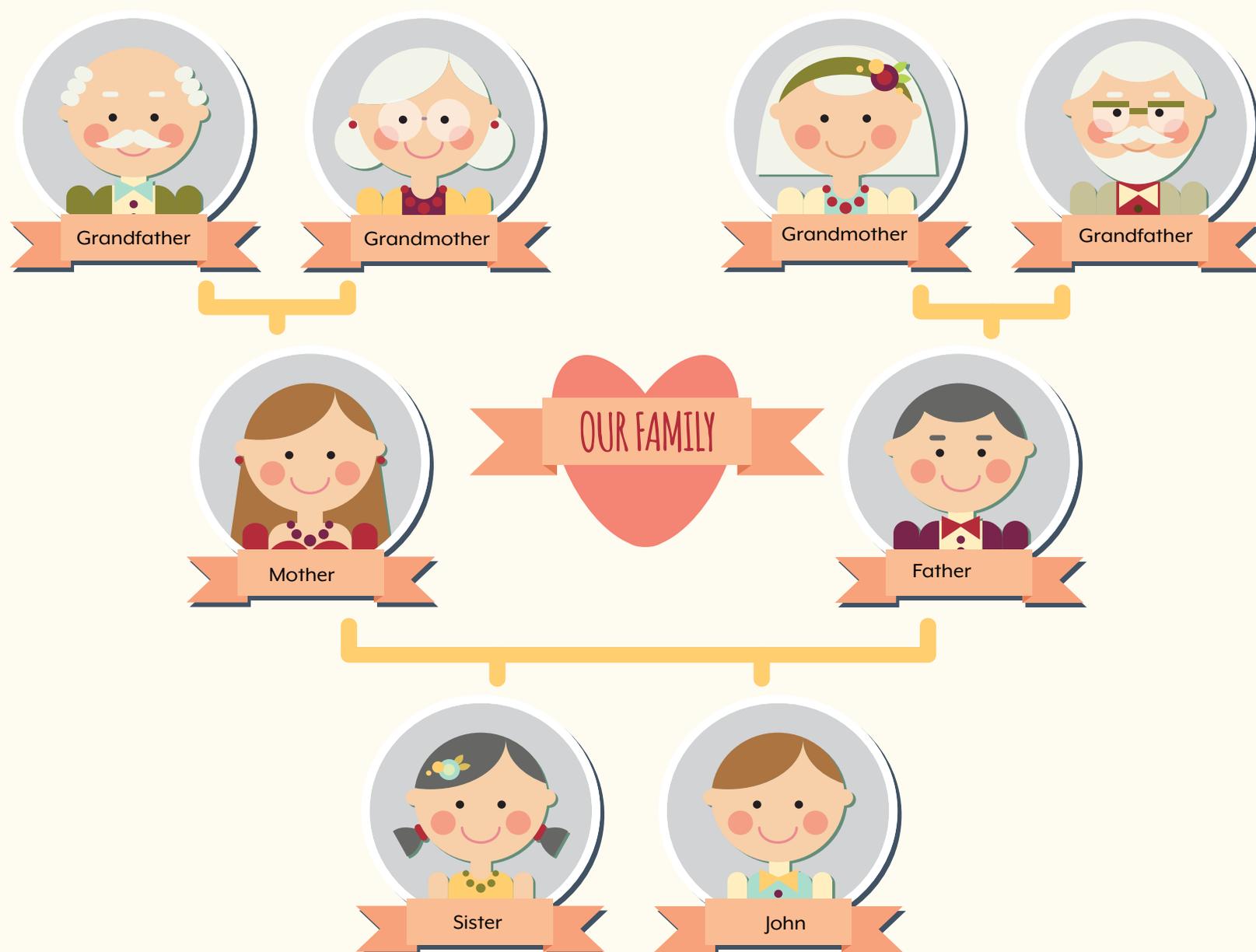


Activity 6: Think

A family tree shows people in a family. John's family tree shows people in his family.

Who are the oldest family members ?

Who are the youngest family members?





Activity 7: Draw

Draw your family tree.

Lesson 2

My Family

Lesson Objectives:

By the end of the lesson, students will

- demonstrate the ways in which they care for others, focusing on friends and family
- explain how one travels to and from school and other places

Vocabulary

cousin

aunt

uncle

gathering

extended family

contribute



Warm up: Listen

Listen to your teacher read about Ali and his family.



Hi! My name is Ali. I am seven years old. This is a picture of me and my parents.

I live with my mother, father, older brother Khalid and sister Hamda.

Ali and his family



We live in Dubai. There are seven family members in the house. I have a brother, Khaled, and a baby sister, Hamda. My grandmother and grandfather live with us, too. They look after Hamda during the week. I also have a pet. Lulu is our cat and we love her.

My brother Khalid and I go to school by bus. My mother works as a teacher and she picks us up on her way home. We go home by car.

My father is a lawyer. His office is nearby and he goes to his office on foot. Sometimes, he rides his bike.

Each member in the family has some household duties; Khaled and I clean our room and play with Hamda.

We also clean Lulu's toys and bed. My mum prepares dinner and my grandmother helps with Hamda.

My grandfather likes to work in the garden. My dad helps us with our schoolwork and likes to cook at the weekends.

My Weekends

Every Friday afternoon, we visit my grandparents. We have lunch with the whole family.

After lunch, Khalid and I play with my cousins. We play football, and hide and seek in the garden.

Hamda plays with her toys and other small cousins. My mother drinks tea with my grandmother and aunts in the house.





Activity 1: Listening Activity

Answer questions about Ali's family.

1. How many people does Ali live with?

2. Who is Ali's brother?

3. Who is Hamda?



Activity 2: Answer Questions

1. Who does Ali live with?

2. Who looks after Hamda when everyone is busy?

3. Who is Lulu?

4. Does Hamda go to school?

5. Who is a teacher?

6. Who is a Lawyer?



Activity 3: Match

Family members help each other in different ways. In Ali's family, each person carries out activities. Who is doing what? Match the family member to the activity.

Ali and Khaled

Grandmother

Grandfather

Father

Mother

1. works as a teacher

2. cleans their own room

3. helps looking after Hamda

4. works in the garden

5. helps with schoolwork



Activity 4: Draw

**What do you do to help your family?
Draw what you do.**



Activity 5: Discuss

**With your partner, look at the list of activities.
Discuss: In your family, who does these?**

1. cooking
2. supermarket shopping
3. tidying up the rooms
4. helping you get dressed
5. helping you with homework
6. looking after the plants
7. looking after any pets
8. reading stories to you
9. organizing birthday parties
10. teaching you new things

Lesson 3

My School

Lesson Objectives:

By the end of the lesson, students will

- find a relevant source of information for specific topics in social studies from printed and non-printed material (e.g. technology, picture books)
- explain how one travels to and from school and other places
- draw pictures and write captions to describe a personal experience in relation to various social studies topics

Vocabulary

community

school logo

school uniform



Warm up: Brainstorm

A community is a group of people who live close together or do the same things. For example, a school is a community and you are a member of the school community. Can you think of other communities that you are a member of?

For example:

- **neighborhood**
- **club**
- **fan club**



Activity 1: Write and draw

**Write
information
about your
school
community:**

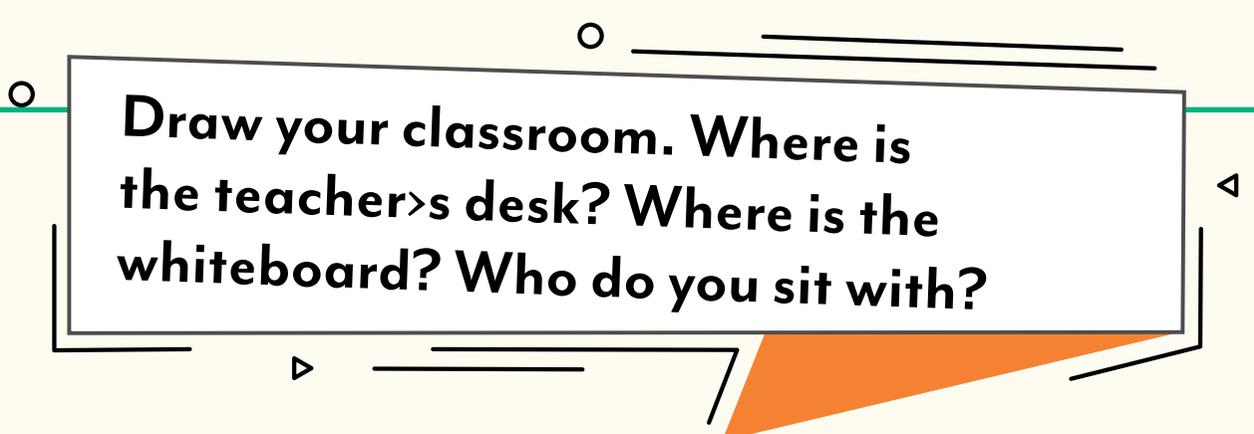
Name of my school

My teacher's name

My classroom code

My school colours

Favorite subject



Draw your classroom. Where is the teacher's desk? Where is the whiteboard? Who do you sit with?



Activity 2: Interview

Ask a partner questions. Write the answers for yourself and your partner.

My first day at school

1. What is your name?

2. How old are you?

3. How many brothers and sisters do you have?

4. Do you have a pet? What kind?

5. Do you play any sports? What kind?

6. What is your favourite colour?

7. How do you travel to school ?



Myself

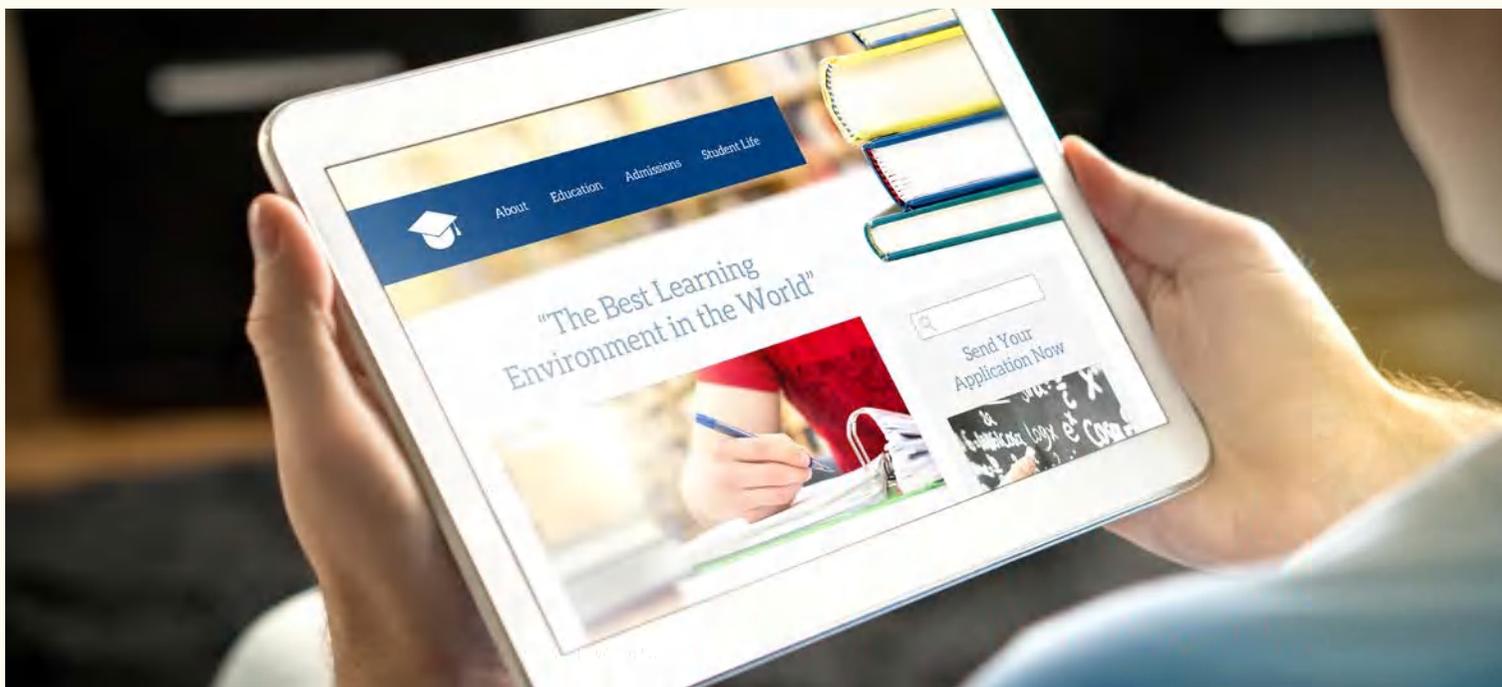


Partner



Activity 3.1: Explore the school website

Each school has a website. Your teacher will show you how to go to your school website.



Try to find the information about your school.

1. What is your school's name?
2. Where is your school?
3. What is your principal's name?
4. Does your school have a logo?



Activity 3.2: Critical thinking



Imagine you and your other partners have a group project. You all need to use the scissors and colored pens for your project. The problem is that there is only one pair of scissors and one set of coloring pens in the class-box.

How can you solve the problem?





Activity 4: Write

You and your classmates are all members of your class community. As the class, list 10 rules of your classroom.

Think about rules for using materials, the furniture, your friends, the classroom environment, etc. Here are two examples:

1. Share the class materials.

2. Take care of the class property.

3.

4.

5.

6.....

7.....

8.....

9.....

10.....

Lesson 4

Living in a Community

Lesson Objectives:

By the end of the lesson, students will

- state basic classroom, school, family and community rules/laws and discuss why they exist and what the incentives for following rules and consequences for breaking rules are
- understand that certain situations and objects also require respectful behavior

Vocabulary

rules

respectful

apologize



Warm up: Discuss

What are the rules in your classroom?

List three that you can think of.



SCHOOL RULES



2

Rules in Ali's family



In my house, we have rules. On schooldays, we have to go to bed at 7 PM. My mother or father gets us ready for bed. We brush our teeth and wear our pyjamas. Then we have a bed-time story.

After school, we can watch TV or play computer games for one hour a day. I share a laptop with my brother Khalid. Before school, we make our beds and put our toys away.

We must say “Thank you” and “please” and “I am sorry” when needed. Sometimes, Khalid and I fight over the computer but we always say “sorry” afterwards. Sometimes we don’t say anything and just hug. We must be respectful.



Activity 1: Think

All communities have rules. Rules make life easy and help us solve problems. They also help everyone to respect and treat each other fairly. Rules help us live together.





Activity 2: Comprehension Check

**Listen to Ali's rules again and answer these questions.
Are they TRUE or FALSE?
Circle the correct answer.**

	True	False
1 Ali stays up late on school days.	<input type="checkbox"/>	<input type="checkbox"/>
2 Ali's parents read them bed-time stories.	<input type="checkbox"/>	<input type="checkbox"/>
3 Ali watches as much TV as he wants.	<input type="checkbox"/>	<input type="checkbox"/>
4 Ali shares a laptop with Khalid.	<input type="checkbox"/>	<input type="checkbox"/>
5 Ali's sister Hamda picks up the toys.	<input type="checkbox"/>	<input type="checkbox"/>
6 Ali and Khalid say "sorry" after they fight.	<input type="checkbox"/>	<input type="checkbox"/>
7 Ali doesn't like saying sorry to his brother.	<input type="checkbox"/>	<input type="checkbox"/>



Activity 3: Pair Work

Look at the picture with house rules. Are there any rules that you follow at your house? Discuss with your partner.





Activity 4: Compare

Think about rules in your family. Answer the questions.

1. What time do you go to bed? _____

2. How much TV are you allowed? _____

3. How long can you play computer games? _____

Share your answers with your partner. Take notes.





Activity 5: Reflect

In groups, discuss these questions.





Lesson 5

The UAE Culture

Lesson Objectives:

By the end of the lesson, students will

- describe some parts of the culture of the UAE
- understand the importance of art in a culture
- describe means of transportation related to geographical features
- identify factors influencing human activities

Vocabulary

Ayala dance

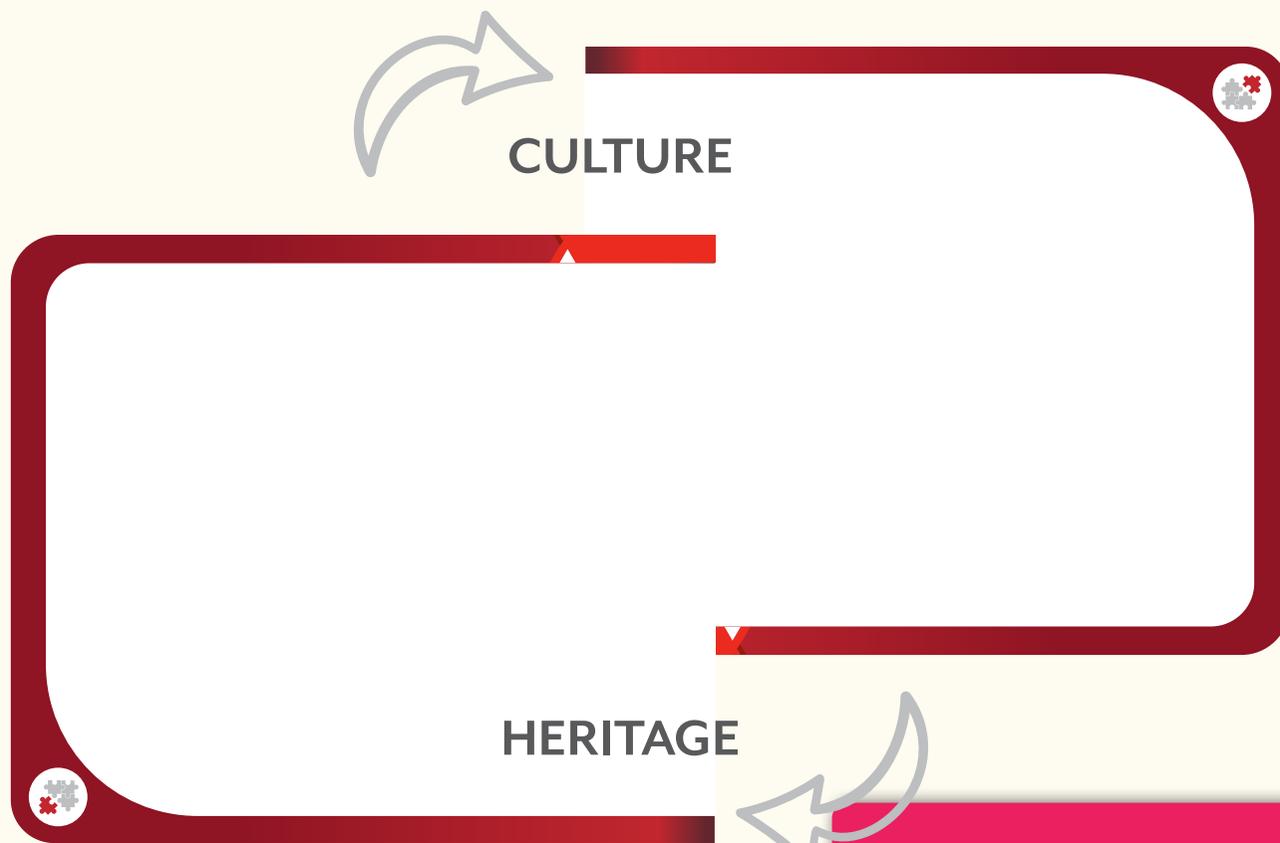
heritage village

saluki



Warm up: Culture

Discuss heritage and culture with your class. Draw something that shows your heritage and culture (clothes, food, flag, sport, or something else)



A tradition is something passed down from parents to children. What do you know about the UAE traditions and culture? Discuss and take notes.



2

Culture in the UAE

One way that Emiratis express their culture is with the Ayala dance. The men stand in lines and use sticks when they dance.



Men form two lines facing each other. Drummers play while the men do the dance. Emiratis do the Ayala dance at events and weddings in the UAE.

Weaving is part of Emirati culture. In the past Bedouin women did Sadu weaving. Sadu was made from dyed camel hair. Sadu was used to make blankets and other materials. Traditional colors were red, black, white, and green.



There are animals that are important in Emirati culture such as horses, camels, donkeys, falcons and the salukis.

Falcons used to help hunt for food in the past. Today falconry is sport or hobby. The cost of having a falcon can be very high.



Saluki dogs are desert dogs. In the past, they were used for hunting and guarding the caravans.



Emiratis are proud of their heritage and traditions. Festivals and events are held to share Emirati culture with visitors and people who live in the UAE.



Activity 1: Concept check

Draw a circle around the correct answer.

1. The Ayala is a

dance

house

animal

2. Sadu is a type of

craft

animal

dance

3. Falcon is a type of

dog

horse

bird

4. A saluki is a type of

bird

dog

camel



Activity 2: Test Your Memory

**Which animals are part of UAE Heritage?
Name three animals.**





Activity 3: Matching

Other animals are important in the Emirati culture. Match the animal to the description.

Animal Picture



Animal Name and Use

Horses were used when people wanted to travel fast and did not have a lot to carry.

Camels were used to carry people and heavy goods across the desert sands.

Donkeys were used to carry goods on rocky land and land that was not sandy.

Falcons were trained to help people hunt.



Activity 4: Think and Discuss

Why do you think animals were an important part of Emirati culture in the past?

Discuss and write key words to remember.

Lesson 6

UAE

Heritage and Traditions

Part 1

Lesson Objectives:

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
- participate in class discussions of past or present the topic
- describe ways in which people depend on the environment

Vocabulary

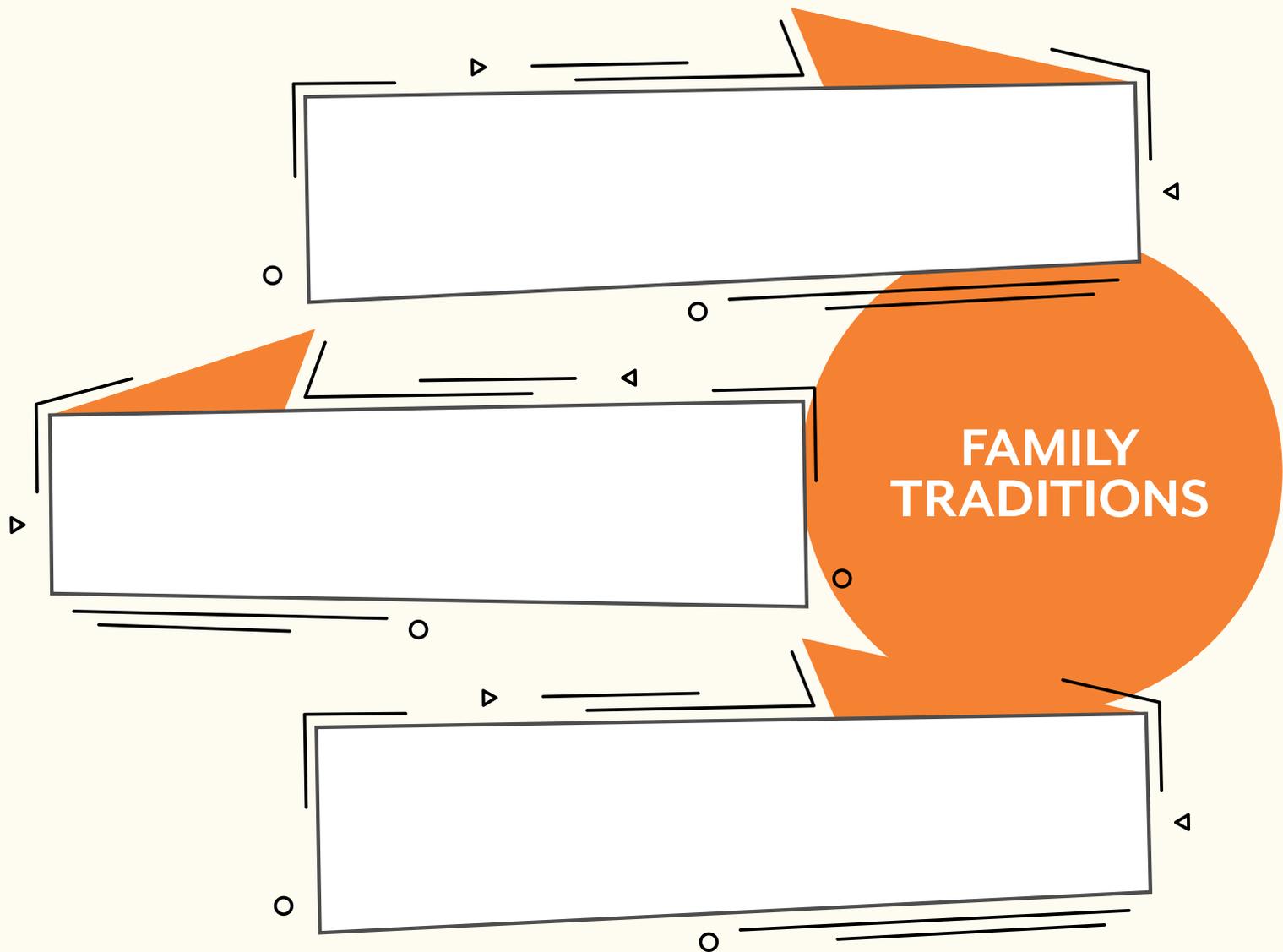
tradition

heritage village



Warm up: Discuss

Traditions are beliefs and actions that are passed down from parents to children. An example of a tradition could be having a cake on your birthday.

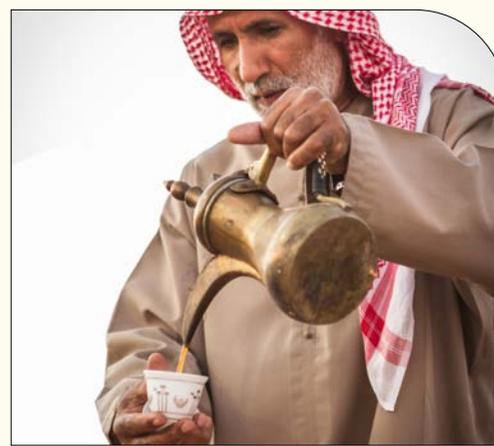




Activity 1: Learn from Pictures

In groups, look at the pictures of UAE Heritage. Discuss what you see in each picture and write keywords.











Activity 2: Discuss

Traditions may come from culture. Different families may have different traditions.

Here are some examples.

Shaking hands

Taking off shoes in the house

Giving coffee and dates to guests

Meeting family and friends on Friday

Visiting your grandparents on Eid

Lesson 7

UAE Heritage and Traditions Part 2

Lesson Objectives:

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

Vocabulary

handcraft

falconry

weaving

archery



Warm up: Class Discussion

**Have you ever been to a Heritage village in the UAE?
It's awesome!
Do you know other heritage places in the UAE?**

Discuss and list UAE heritage places.



2

Heritage Villages



Heritage villages give us an idea of the past life in the UAE. There are models of houses and markets from in the old days. Each emirate has at least one heritage village.

Visitors can see how Emiratis lived in the past. There are tents made from camel hair. There are rugs made from palm leaves. There are pots and pans and tools that people used in the past.

You can try camel milk and taste the Arabic coffee. There are all kinds of foods on offer.

There are people doing crafts and dances, arts, and markets. There are traditional sports like horse racing, camel racing and falconry. You can have a close up to horses and camels and even ride one!





Activity 1: Concept Check

List 5 things you can do or see in a Heritage Village.



1.

2.

3.

4.

5.



Activity 2: Draw

**Look at the pictures of a Heritage Village.
What are people doing? What materials are they using?**



Why are Heritage Villages important? What can we learn when we visit one? What do you think?
Try to find at least 3 reasons and write keywords to remember.



Lesson 8

Term Project

UAE

Heritage

Village

Lesson Objectives:

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
- identify factors influencing human activities (natural and human)



Project Description

As a class, you will create a Heritage Village of the UAE. With your group, you will showcase one UAE tradition.

Look at the pictures that show Emirati traditions. Most activities can be done only in certain times of the year because the climate in the desert changes.

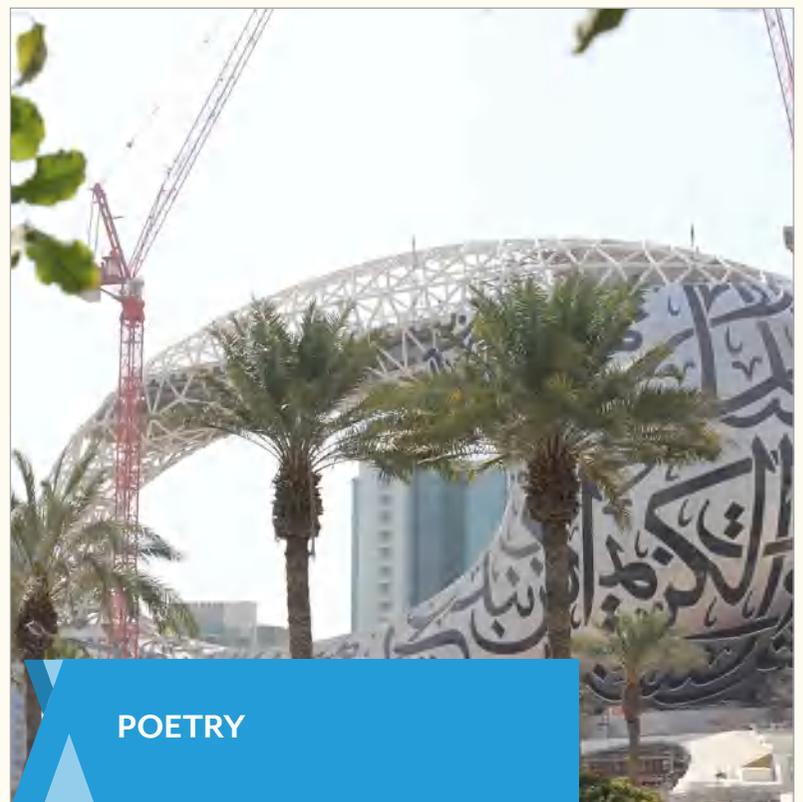
Look at the pictures and discuss in your group:

1. Is this activity done alone or in groups?





1. Is this activity done alone or in groups?





**HANDCRAFT-LEATHER
and ROPE MAKING**



**MALJIS MAKING ARABIC
COFFEE and DATE OFFERING**



AYALA DANCE



TRADITIONAL DRESS



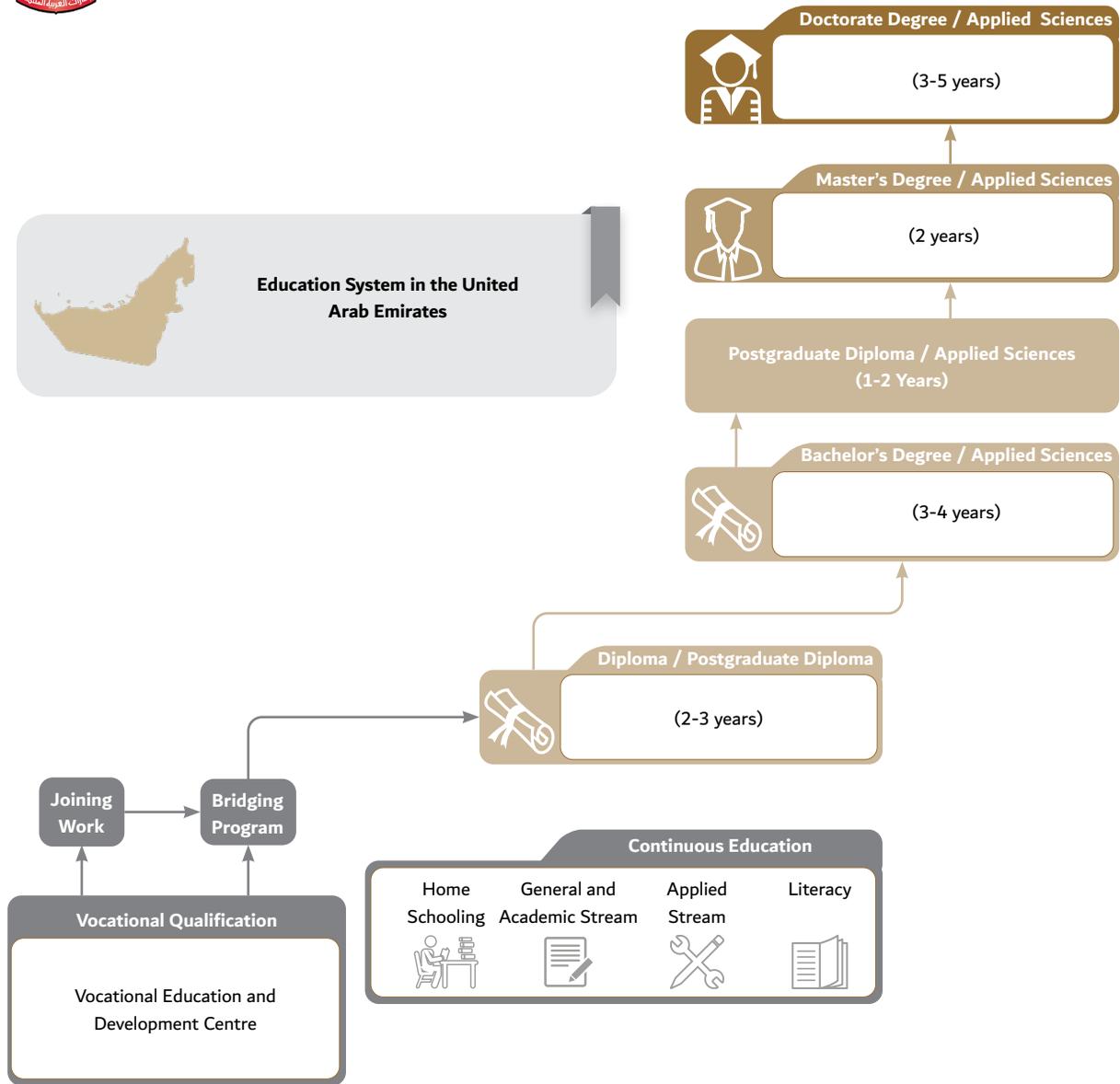
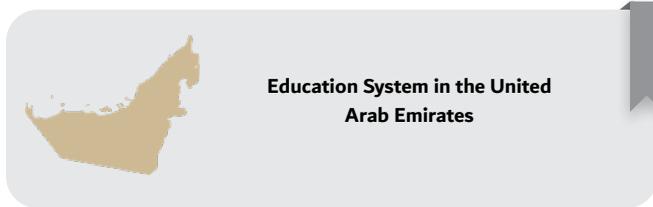
**TRADITIONAL
COOKING**

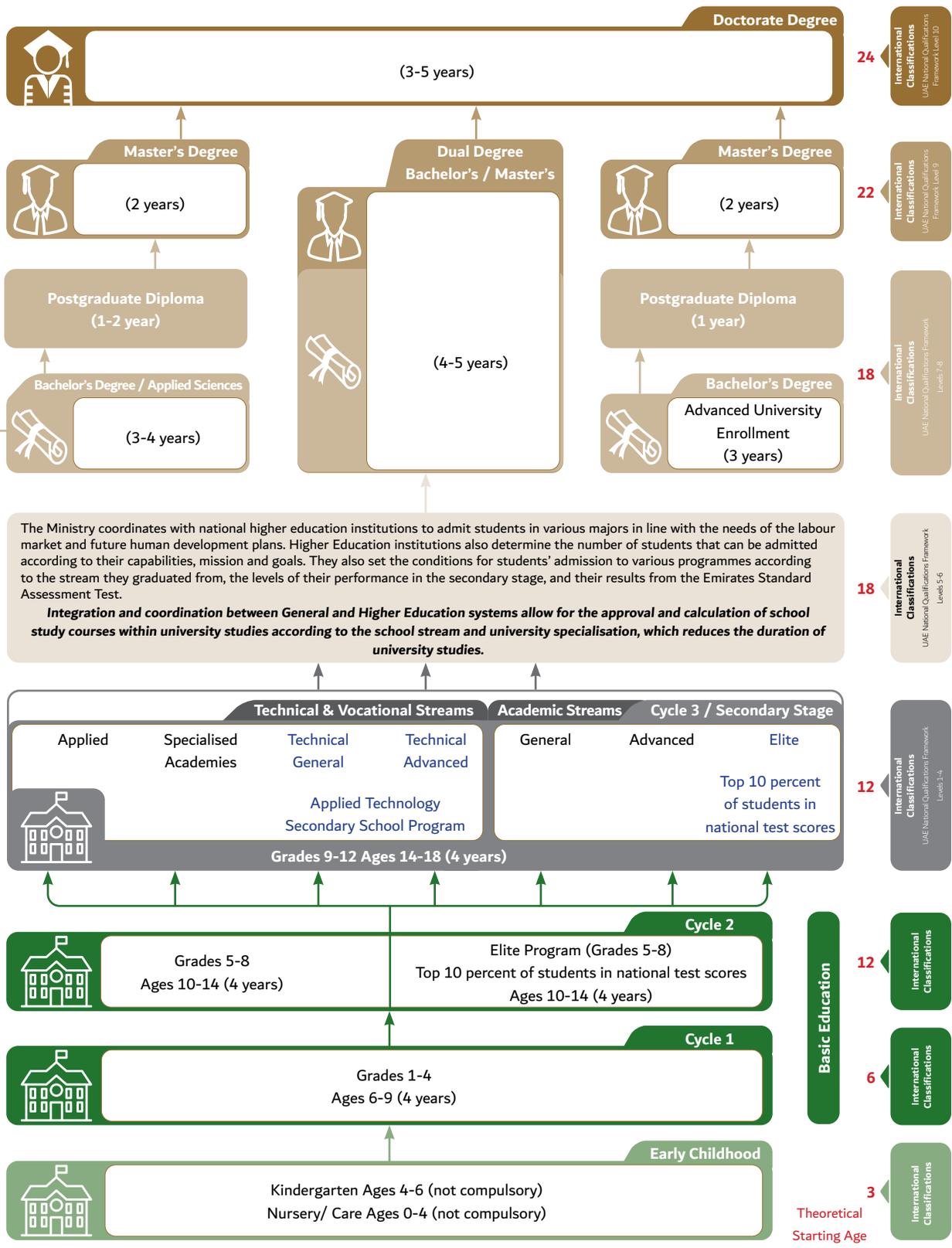
5. Draw the tradition you chose. You can also have print-outs of the images. If somebody in the family has photos, you can also use them.

6. Decorate a stall with your pictures.
Explain the tradition to the visitors who come to your stall.



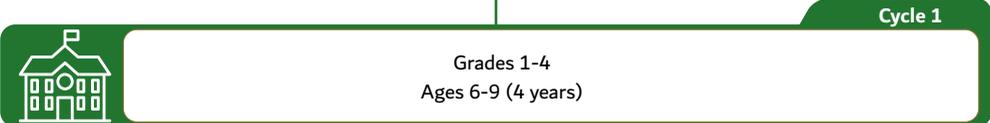
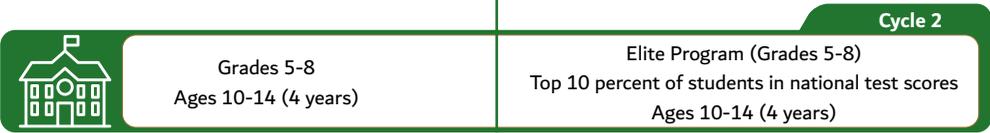
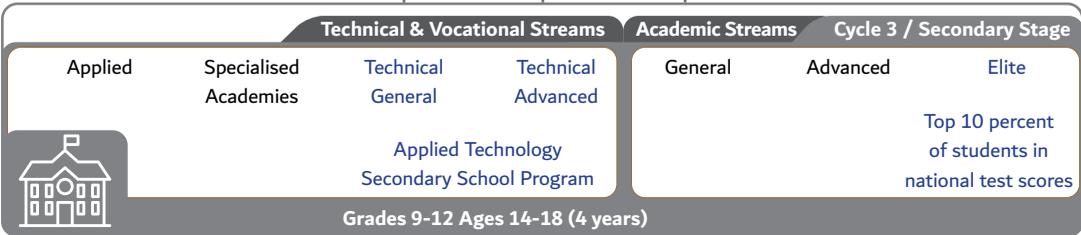
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.



Basic Education

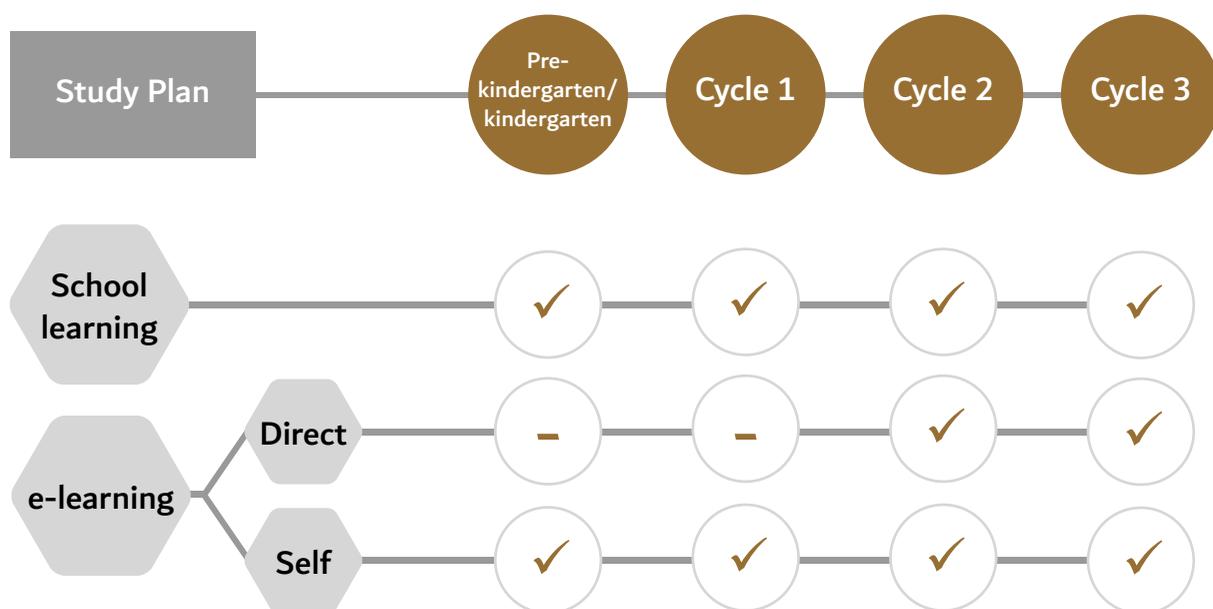
12 - International Classifications

6 - International Classifications

3 - Theoretical Starting Age

Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



برنامج محمد بن راشد
للإتقان الذكي
Mohammed Bin Rashid
Smart Learning Program

Electronic units

