

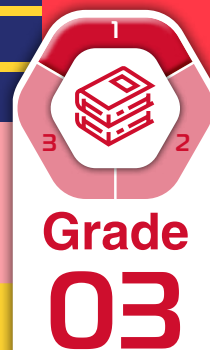


UNITED ARAB EMIRATES
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MORAL, SOCIAL AND CULTURAL STUDIES



Moral, Social and Cultural Studies

Student Book
Grade 3

Term 1

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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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Equality and Appreciation



Lesson 1: Equality — Am I a Fair Person?

Lesson 2: Discrimination

Lesson 3: Confronting Discrimination

Lesson 4: Equality or Justice

Lesson 5: Appreciation and Gratitude



What does it mean to treat people equally? How can equality be ensured and appreciation expressed?



Exploratory Questions

Am I a fair person?

Do I treat people the way I'd like to be treated myself?

How should I deal with discriminatory treatment?

What is the difference between equality and fairness?

When should I express my appreciation and gratitude to others and how?

Lesson 1

Equality - Am I a Fair Person?

**What does it mean to treat
people equally?**

Am I a fair person?

Vocabulary

discrimination

discriminatory treatment

difference

unfair

fair

equally

confronting discrimination



1 What do equality and justice mean?

Children will be divided into groups. The teacher will then share apples among the groups. We will discuss whether the teacher was fair or unfair when sharing the apples.

I Have The Right To Play

Rajeef is my neighbour and classmate at school. He is a quiet, peaceful and pleasant kid. He is always happy and smiling. He likes playing football, and always tries to reach out to his classmates and be friends with them. But some of them avoid him and don't talk to him.

One day, we decided to play a football match in the playground. We divided ourselves into two teams. Rajeef went to join his team, but three boys stood in his way to block him. They didn't want to let him play. One of them said to the referee, 'We don't want Rajeef to play on our team. We don't want him because he doesn't look like us, he doesn't know how to play and he can't run fast. He will slow us down and we will lose the game because of him'.

Rajeef's face fell. He looked at me. He wanted someone to defend him, to take his side.

For a few seconds I froze. So did everyone else. We were like statues. I told myself that I should

do something about this... I went to the referee and firmly told him:

'Either we all play without discrimination and without excluding anybody - and Rajeef plays with us - or you call off the game and we don't play'.



Questions for Discussion

- How do you think Rajeef felt when his classmates refused to let him play with them?
- What do we call the attitude of the classmates who refused to let Rajeef participate in the game?
- If you were one of Rajeef's classmates, what would you have done? Why?
- What do you think the referee said?



Let's think together about the statement, 'I have the right to play', and discuss it.



3 **Let's read about people of determination taking part in world sports.**

The emirate of Abu Dhabi is hosting the 2019 Special Olympics World Games where almost seven thousand male and female athletes of determination participate from 170 countries. The games last for more than two consecutive weeks. The participants show their athletic skills in 22 games.

- a Why are these special games held and who are they for?
- b Which athletic games will participants compete in?

* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term “People of Determination” instead of the frowned-upon term “People With Disabilities”. The objective was to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

“Disability is people’s inability to develop. It’s when they remain in their place, unable to accomplish anything. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals”, said His Highness Sheikh Mohammed bin Rashid al Maktoum. “Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community”, His Highness added.



4 **Decide if the situations below are fair or unfair. Write either 'fair situation' or 'unfair situation' on each of the lines below.**

- a Hessa was going on a trip with her classmates. She took ages deciding what clothes to wear, so was very late. Her classmates had to wait for a long time.

.....

- b Ruba plays the piano every day while her neighbour Walid is studying.

.....

- c A boy's parents give their son twice as much pocket money as they give to his younger brother.

.....

- d My aunt came back from her vacation and got gifts for everyone except my younger sister.

.....

Lesson 2

Discrimination

How do I act when I face
discrimination?

Vocabulary

fair

justice

unfair

equality



1 Act out this scene with a group

Dialogue: Idris is a new student. He joined the class one month after the school year began. This was because his father's company transferred him from abroad to a new position at the company's branch office in the UAE. When he first arrived, some people neglected and ignored him. Others just walked away from him. One group refused to accept him.

How would you act in this situation?

I Have The Right To Play

The referee considered the situation for a moment. Then he walked over to Rajeef, put his hand on his shoulder and said to everyone, 'May I have your attention? As the referee, I have decided that today's game will be a "friendly" between the two teams. And to be fair, Rajeef will play on an equal basis. If you don't agree with this decision, the game will be cancelled and no one will play. Come



on, what do you think? We don't want to waste any more time. '

I looked at everyone, and nodded for them to agree. Then I said to the referee, 'We have no time to waste. Blow your whistle and let's start the game.'

The referee blew his whistle, but, sadly, everyone went away. They preferred to cancel the game rather than play with Rajeef. I stood there stunned. I couldn't believe what I was seeing. Then, I turned to Rajeef and noticed that his face had changed.

I was ashamed. We had to do something. We had to confront the discrimination. But how?

Questions for Discussion

- The referee decided to let Rajeef participate in the game. What does this mean?
- What expression do you think Rajeef had on his face when the other boys went away?
- Was the decision to cancel the match a fair decision?
- What issue do you think the writer is raising?



Let's think about the question from the story, 'How do we confront this?' Suggest a solution.



3 **Imagine a situation where a group of yellow birds refuse to accept a blue bird because of its different colour.**

- Work with your classmates to write a dialogue for this scene. Write the dialogue between the blue bird and the yellow birds. Use the vocabulary and concepts you have learned in this lesson.
- Write a conclusion that shows equal treatment.
- Take roles and act out the dialogue in front of the class.



Dialogue

Conclusion



4 **Tell a classmate about an unfair situation you have experienced.**

Recall a time when someone treated you unfairly, even though, you were being fair to that person. Then tell the story to a classmate and recall how it made you feel.

Lesson 3

Confronting Discrimination

**Does discrimination only
happen among humans?
Explain. How can we confront
discrimination?**

Vocabulary

confronting discrimination individually

confronting discrimination collectively



1 I walk around the room with my classmates and answer questions that are on the walls.

- What is the meaning of *discrimination*?
- Give examples of discrimination.
- Where can discrimination occur?

I Have The Right To Play (Part 3)

Rajeef and I went up to the classroom, feeling sad and disappointed. We sat frowning in our seats.

I asked the teacher if I could speak to the class. She said I could. I said to the class, 'I want to ask you to

think about what happened in the playground. Look at Rajeef. He is part of this class, working with us and taking part in all classroom activities. We cannot exclude him from our activities outside the classroom.'

I stopped talking and returned to my place.

Bassem suddenly broke the silence, saying, 'I feel that I have been unfair towards Rajeef'.

Amer added, 'I feel that too. We are all the same in some ways and different in other ways. And we have to respect that.'



‘After class, Let’s go back and finish the game, letting everyone participate.’ I said enthusiastically, we went back to the playground. Rajeef went quickly and took his place in midfield. All through the game, he played brilliantly - skillfully stopping the attacks of the opposing team and passing the ball brilliantly to his forwards. He played fairly, and with a skill and ingenuity that impressed everyone. Rajeef’s team won the match.

As soon as the match was over, we all ran to Rajeef. We carried him on our shoulders and ran with him across the playground. We shouted, ‘Go Rajeef, Go!, Go Rajeef, Go!, Go Rajeef, Go!.’



Questions for Discussion

- Does the writer confront the discrimination or just sympathise with Rajeef? Explain your answer.
- Where can we see that Rajeef’s character is distinguished by openness, awareness and determination?
- If Rajeef’s team had lost the game, do you think his classmates would have wanted to play with him next time? Explain your answer.
- What rights does Rajeef have as a member of the class?
- Does discrimination only happen among children?



Let’s think about the lines,
‘We are all the same in some ways and different in other ways. And we have to respect that’.



3 Case Study

- a Consider the following cases of discrimination. Then write down what type of discrimination is occurring in each case.
- b Discuss with your classmates how you could confront each of these situations as individuals. Write suggestions.



- 1 Haidy is harassed by her classmates every day because she has red hair.

Type of discrimination:

How I can confront it:



- 2 Shoug and Alia refuse to let Amal eat with them because she does not eat meat.

Type of discrimination:

How I can confront it:



4

A collective action plan to confront discrimination at school or at home

Work in groups. Think about something that is unfair and discriminatory at school or at home. Work with your group to develop a collective action plan to confront the discrimination. The form below will help you.

Subject of Discrimination	
Objectives	
Success Criteria	
Required Budget	
Schedule	
Actions to be Implemented	

Lesson 4

Equality or Justice?

**Should we treat each other equally
or fairly?**

Vocabulary

equality

discrimination

justice

fairness

unfairness

equal treatment



1 Let's Think Together

Ahmad broke his right hand before an exam and he was forced to use his left hand to write. This slowed him down, so the teacher gave him an extra fifteen minutes.

How would you describe the teacher's behaviour?

2

Equal, but ...

The supermarket was very crowded. Rajeef was there with his mother, busy shopping for groceries.

Rajeef's eyes glowed with excitement at the neatly arranged toys on the shelves.

He asked his mother, 'Can I have this one?'

His mother said, 'Of course you can, dear.'

Rajeef picked up the toy and put it in the trolley, smiling.

'Only one?' said his mother. 'And what about your brother, Taher? And your sister, Nadia? Don't you all have equal rights?'

'Yes! This one is for Taher and this one is for Nadia.'

Rajeef's mother smiled and said, 'Well done. This is how equal treatment works.'

Rajeef and his mother made for the crowded checkout with their trolley, and joined the queue. The queue moved slowly. Suddenly, a lady, using crutches to help her walk, moved slowly towards the checkout. The checkout operator waved at her to come closer.

Rajeef turned in surprise and said: 'Why doesn't that lady wait for her turn like us? Don't all of us have equal rights?'

His mother said, 'Yes, equal but ...'



Questions for Discussion

- Complete Rajeef's mother's sentence: 'Yes, equal but ...'
- If you were in Rajeef's shoes and saw the lady on crutches standing in the queue, how would you behave?
- Can you think of any people in your own life who sometimes need extra help, just like the lady on crutches needed help?



Let's think together about treating people differently. Does treating people differently always mean they are being treated unfairly? Try to think of examples of people being treated differently but fairly.



3 From Equality to Justice

Are all these situations fair? Change the ones you don't think are fair to become fair.



- a The meals in the school canteen are the same for all the students.

.....



- b Jaber's father decided that Jaber and all of his siblings would learn to play the piano during the summer holiday.

.....



- c All of the brothers and sisters in Rajeef's family must go to bed at 7 o'clock sharp.

.....



- d Kushbu gave hats to her classmates at her birthday party. Everybody got one hat.

.....



4 Between Justice and Equality

Majed and his brothers, Tamer and Yusuf, went with their parents to watch a horse race. The stands were crowded and the boys were not able to watch the races because they were too short to see over the heads of the people in front. Yusuf's father sat him on his shoulders, and Tamer was lifted up by his mother. Majed was left standing. He kept fidgeting and saying, 'It's not fair!'

- Do you agree with his opinion? Explain.



5 Discussion in Pairs

With your partner,
discuss an unfair
situation in which you
once found yourself.
Think of ways that the
situation might have
been made fairer.

Lesson 5

Appreciation and Gratitude

**In this lesson we will examine
ways in which we can express our
appreciation and gratitude to others.**

Vocabulary

gratitude

appreciation

care

admiration

I appreciate your work



1

Write a statement of gratitude on a piece of paper to a classmate who has been kind to you. Begin like this:
Thank you for ...

- Scrunch the piece of paper into a ball and put it into the basket the teacher will provide.
- Take someone else's ball out of the box, read what is written, and try to guess who wrote it.

Our Teacher, Ms. Nora

One morning, we went into our classroom, as usual, and found a new teacher waiting for us. We were very surprised. She introduced herself as Ms. Hala, and said that she would be replacing our classroom teacher, Ms. Nora, for a month. She told us that Ms. Nora had had a baby the day before and so would need to stay at home for a while.

During the break, Rajeef suggested that the class make a card for Ms. Nora, to say thank you for all that she had done, wishing her and her baby a life of health and happiness, and promising to visit her at the weekend. 'That's a great idea!' everyone agreed.

When we returned to our classroom, we told Ms. Hala about what we planned to do. She said it was a great idea and gave us a colourful card to use.

Each of us drew a small cartoon and wrote a few words next to it expressing our appreciation and gratitude to Ms. Nora. Then we all signed the card.

That weekend we visited Ms. Nora in her house. She greeted us warmly. We happily gave her the card, and she thanked us and kissed each of us on the forehead. A month later we were delighted to see Ms. Nora

return to our class. The following week we organised a party with Ms. Nora's help and invited Ms. Hala, so that we could show our appreciation and gratitude to her as well.



Questions for Discussion

- Why do you think the students wanted to show gratitude and appreciation to their teacher?
- If you were one of Rajeef's classmates, what words would you have used to show your gratitude to Ms. Nora?
- In the story there are two other situations where gratitude is shown. Can you find them? Who showed gratitude, and to whom, and why?



Let's think about the following questions: How can we show our appreciation and gratitude to others? Who should we show gratitude to?



3 How can I show my appreciation and gratitude to those around me?

Make a card showing gratitude and give it to someone in your family, school or neighbourhood who deserves it.

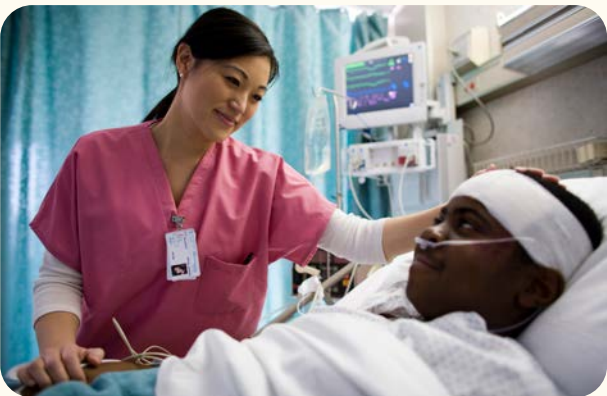
Dear

I am grateful to you for
.....
.....
.....

And I would like to say:
.....
.....



4 Look at the pictures and complete the messages.



A Nurse

Thank you for
I appreciate



B Emirati soldier

Thank you for

I appreciate



C A paramedic from UNICEF

Thank you for

I appreciate



5

The class makes a 'gratitude tree' together.

Draw a big, leafless tree on a piece of card.
Stick it on the wall.

Cut leaves out of white paper and stick
them on to the branches.

Each person in the class writes a message
of gratitude on one of the leaves to the
teacher or to a classmate, showing
appreciation for something kind they
once did.

Keep the exercise going for the next month
- keep adding leaves when you want to
show your thanks to someone.

At the end of the month your teacher will take a photo of everyone next to the
tree. At that point the tree should be heavy with leaves.



The Gratitude Tree

Me and My World

- Lesson 1:** My Place in the World
-
- Lesson 2:** What Do I Know About Where I Live?
-
- Lesson 3:** I Take Care of My World
-
- Lesson 4:** Risks Threatening Our World
-
- Lesson 5:** Environmental Protection Project
-



What do I know about my place in the world?
What's my role in protecting my world?



Exploratory Questions

What is my place in the world?

What do I know about the place where I live?

In what way is the place I live in important to me?

How can I take care of the place where I live? Why?

What are the dangers that threaten the environment?

How can I help protect the environment?

Lesson 1

My Place in the World

What is my place in the world?

Vocabulary

location

country

continent

planet

planet Earth

map

world

Questionnaire

1

A Answer the questions.

- a What is the name of your school?
- b Where do you live?
- c What is the name of your street?
- d What is the name of the emirate you live in?
- e What is the name of the country you live in?
- f What is the name of your home country?
- g What is the name of the city or town you are from?

B Work in pairs. Compare your information with your classmate's information. Write the similarities and differences.

Me

My classmate

Me and My World - The Land of Happiness

I recently went with my family to my brother Abdullah's school. We were going to see a play held at the school to mark the World Day for Cultural Diversity.

The theatre was packed with parents, students, teachers and other staff from the school.

The judges would decide the winner of the best play so they sat in the front row. The curtain was raised to reveal



a backdrop covered in photographs and flags. Then we all stood up for the national anthem of the United Arab Emirates.

Abdullah appeared on stage and started to welcome the actors. 'I am delighted to welcome my friends Sam from India, Raya from Lebanon, Hassan from Egypt and Julia from the United States of America. Welcome

to the Land of Happiness exhibition. I am happy you are here. Let me introduce you to the heritage of the United Arab Emirates.'

Abdullah held the brightly coloured flag of the United Arab Emirates. He pointed to a large map of the world beside him and said,

'This is where I am, in the continent of Asia, in the Arabian Gulf region.'

Then Abdullah pointed to the pictures at the back of the stage. 'Here you can see our capital,

Abu Dhabi, with its clear waters, colourful fish and pearls. These birds are falcons and over here we have the

historic Qasr Al Hosn Palace. These beautiful palm trees and these magnificent horses running through the desert symbolise our country. And finally, here is the Emirati flag, flying proudly in the capital city.'



Questions for Discussion

- Why do you think all celebrations start with the national anthem?
- What do you know about the countries mentioned in the text?
- Do you know of any Emirati features and symbols that are not mentioned in the text?
- Do you know any features and symbols of other countries?



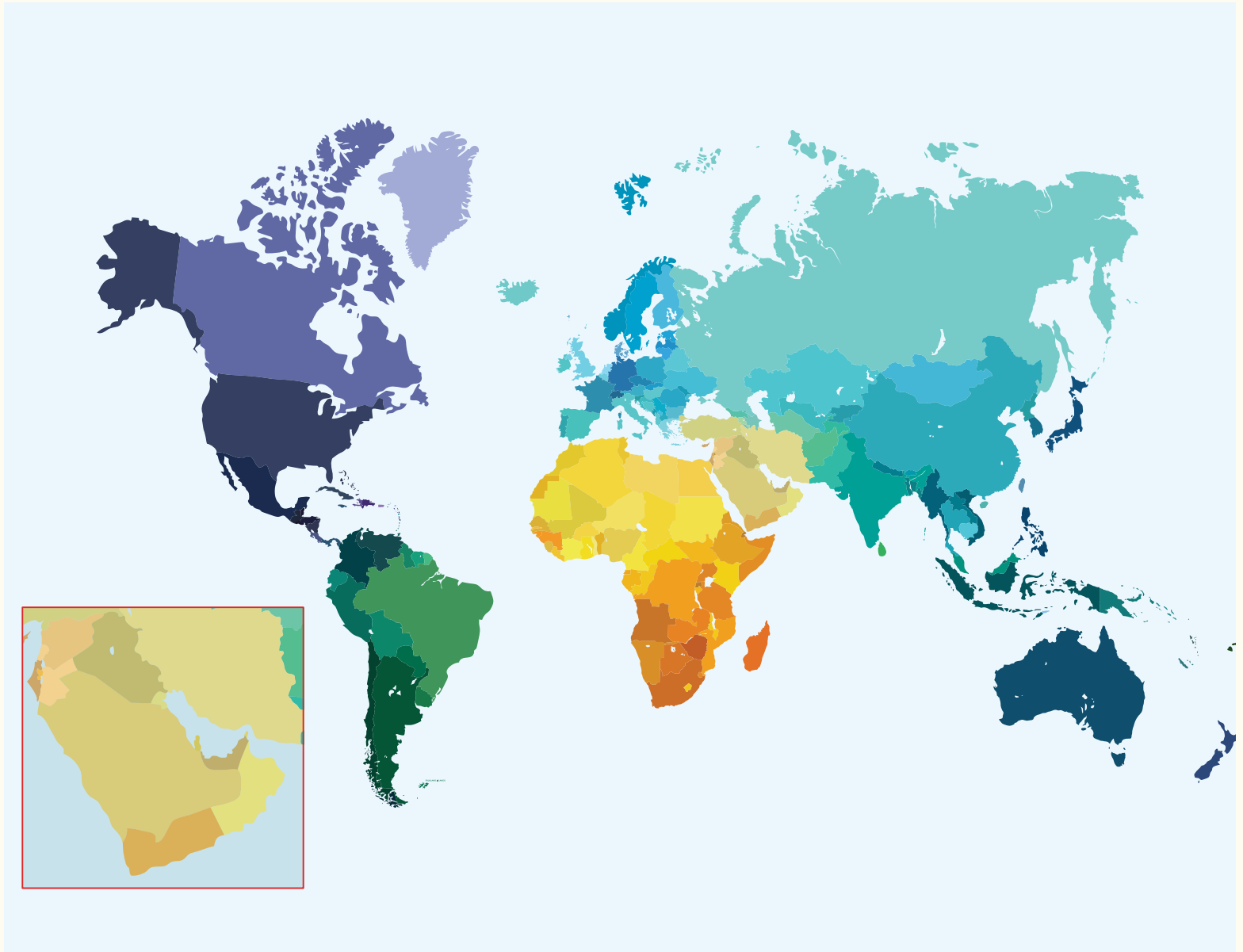
Let's think together about the statement,

'The UAE is characterised by cultural diversity.' What do you think this means? Share your thoughts with the class.





3 Map of the world



- Find the continent of Asia and mark it on the map.
- Find the Gulf region and mark it on the map.
- Find the United Arab Emirates and colour its borders red.



4 A Country I Know

Work in pairs. Name a country and find it on the world map. Then write a short description of where the country is located and some information about it.

Example: Egypt is a big country in North Africa. It has a very rich history. It also has many old buildings, for example the pyramids. The language of Egypt is Arabic, though many people speak English as well.



5 My Country

Imagine that a friend is coming to visit you from abroad. He/she wants to know everything about your country. Complete the table below with information that will be of interest to him/her.

- Country name:
- Famous local dishes:
- Traditional dress:
- Places and landmarks:
- Celebrations and holidays:
- Paintings and photos:

Lesson 2

What Do I Know about Where I Live?

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

**What are the things that matter
to me?**

Vocabulary

crafts

customs and traditions

important things

community



1 What matters to me?

- Think about the people, things and places that are important to you.
- Write your ideas on three pieces of paper. (Use one for important people in your life, one for your important things and one for your important places.)
- Stick them on the board.

People

Things

Places

Me and My World: Where Civilisations Meet

As the curtain went up, my brother Abdullah appeared on stage with his friends. I clapped as loud as I could, and when I looked at my parents, I saw how happy and proud they were.

Draped in the Emirati flag, Abdullah went up to a girl. She was wearing a traditional Lebanese dress, a golden cloak and tall conical hat or 'tantour.' Abdullah asked, 'Where are you going to take us, Raya?' She replied, 'Abdullah, I am delighted to unite my country's flag with the flag of the country I live in now - the UAE. Our countries have shared ties of brotherhood and friendship, built on respect and co-operation. I'm going to take you, Julia, Sam and Hassan to my world.'



The five actors stepped forward. They lifted the curtain to reveal a map of Lebanon made out of Lego.

‘We’re going to leave the United Arab Emirates now and travel to Lebanon, my home country is also in Asia on the Mediterranean Sea.

It’s one of the smallest Arab countries but has a rich and diverse culture.’

Raya pointed to the map.

‘This is Byblos, where the Phoenicians invented their alphabet. Here you can see our coastline. And here are

our mountains, which are capped with snow in winter.

Over here is the citadel of Baalbek, and this is the Jeita Grotto. Down in the south is the ancient city of Tyre,

where the dye “Tyrian purple” was first made. I would like to invite you all to visit my country and hope to see you there soon.’



Questions for Discussion

- What do you think Raya meant when she referred to ‘shared ties of brotherhood and friendship’?
- Do you know of any Lebanese regions that Raya didn’t mention? Do you know what they are known for?
- What shows Lebanon’s rich and diverse cultural heritage?
- What have the worlds of Abdullah and Raya got in common?



Let’s Think Together. What does the expression ‘My Beloved World’ mean to you?



3

My World in Boxes

A You are going to draw four pictures. In your drawings, try to show what is important to you.

Your school or your friends

Your home or your family

Your country

Your city or community



B Work in pairs. Show your drawings to your partner. Explain how the pictures show what is important to you.

4

Customs and Traditions around the World

- Choose a country and research a custom, tradition or event celebrated there.
- Collect pictures and information about your research topic.
- Present your work to the class.

Brazil



Kuwait



England



United Arab Emirates



Russia





5 Sharing Customs and Traditions

Tell the class about a
traditional craft practised by
your family or in your country.
Describe its purpose and
benefits.

Lesson 3

I Take Care of My World

How can I take care of the people and things that are important to me?

Vocabulary

taking care of things

cradle of civilisation

organisation



1 One, Two, Three

Review the list of important people, places and things on the classroom wall.

- Choose **one** person, place or thing that is important to you.
- Give **two** reasons for your choice.
- Suggest **three** ways to show respect for what you have chosen.
- Share your thoughts with the class.



Towards a Better Tomorrow

Sam comes on stage in his colourful national costume and bows to the audience. Then he turns to my brother Abdullah and says, ‘Who am I? Where do I come from?’

Abdullah presses a button on the device in his hand and a film starts playing on the large screen at the back of the stage. The film shows the friends on a bus tour of Bangalore. Sam says, ‘I am Sam. I was born here in Bangalore in India, also in Asia. India was the cradle of the Indus Valley Civilisation. It is a country of many religions, cultures, languages and attractions. These attractions include the Taj Mahal, one of the wonders of the world. Bangalore is India’s information technology capital. It was technology from Bangalore that helped



India send a probe to Mars! At the same time, we have not forgotten our traditional heritage, customs and festivals. Now, on our bus tour, we can see the green forests of the city.'

'What a beautiful forest!' said Abdullah. 'I would love to visit it.'

At this, Sam's face fell. He said sadly, 'I'm afraid, Abdullah, that logging is destroying our forests. Fortunately the government is taking action to stop this and hopefully we'll be able to preserve our natural beauty. Do you have the same problems in your country as we have in India?'

Questions for Discussion

- What do the worlds of Abdullah, Raya and Sam have in common?
- How do you think India is preserving its traditional heritage, customs and festivals?
- Why do you think people are cutting down trees?
- What are some of the benefits of trees?



Let's think together about the saying, 'The place I live in now is now my home.' Does this apply to Raya and Sam?



3 Work in groups. Think of three ways in which we can reduce the number of trees that are cut down.

.....

We can reduce the number of trees that are cut down by

.....

.....



4 Work in groups. Do the people in the pictures care about the world they live in or not? What impact will their actions have on the world? Discuss and write.



a

.....



b

.....



c

.....



d

.....



5 Taking Care of My World

Work in groups. You are members of the World Environment Protection Organisation. You have been asked to write a set of guidelines to help protect either the land or the sea environment. Think of six recommendations. Write a list.

Lesson 4

Risks Threatening Our World

What are the risks that threaten the environment?

Vocabulary

environment

pollution

water resources

danger

1 Try this

- Work in groups. Collect the following: a plastic cup, water, a spoonful of flour, a little soil, a spoonful of oil, and some pencil shavings.
- Mix everything together in the plastic cup.
- Think about how the water can be made clean again.



Coral Gardens

In the theatre, the show is ready to start. The curtain rises and the people can hear the sea. On a large screen, they can see a lady swimming deep in the water. She is wearing a diving suit. Many kinds of fish are swimming around her. They come in different colours. Suddenly, the people hear a voice. It is Abdullah. 'Who are you? How did you get here?' he asks.

The girl answers from behind the screen, 'I am Julia. I'm from Hawaii, in America. Hawaii is a group of hundreds of islands and coral reefs in the Pacific Ocean. I'm interested in coral reefs. I came to the United Arab Emirates to learn more about them. I wanted to see your beautiful sea life. '

'Come and tell us what you found out about the coral reefs', said Abdullah.

Julia walks onto the stage. She is wearing a red dress with white dots. She says, 'The coral reefs in many countries are dying because of pollution. I hope that other countries will copy the UAE and try to protect their sea life the way you do.'

‘Here in the UAE, we are all friends of the environment’, said Abdullah. ‘ We know that we must look after it. You are always welcome to visit our coral reefs and their beautiful fish. ’

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Questions for Discussion

- Where are the Hawaiian islands? What is important about them?
- What are the causes of sea pollution?
- Who do you think causes sea pollution? Who does it hurt?



Let's think about the statement, 'We are all friends of the environment.' What can we do to help protect the natural environment?



3 Work in groups. What problems for the environment can you see in the pictures? How can we solve these problems?



Problem

.....

.....

Solution

.....

.....



Problem

.....

.....

Solution

.....

.....



Problem

.....

.....

Solution

.....

.....

4

Work in groups. You are going to work on a project called 'I Must Look After My Environment'. Follow the steps below.

- Make a list of things that are a danger to the natural environment. This could be in the sea, in the air, or on the land.
- Make a poster with two columns. At the top of one column write 'A Healthy Environment'. At the top of the second column write 'An Unhealthy Environment.' Collect photographs and pictures showing dangers to the environment and healthy environments.
- Stick these on the poster in the correct column.
- Hang your poster on the wall outside your classroom.
- Invite other students and teachers to write comments on your poster.

Lesson 5

Environmental Protection Project

**How can we protect the environment
from the threats that endanger it?**

Vocabulary

restoration

reserve

slogan



1 Agreeing and Disagreeing

Ibrahim bought a traditional old house in Al Ain. He wanted to knock it down and build a new one. His friend Yasser said he should keep the old house and restore it.

Who do you agree with? Ibrahim or Yasser? Find someone in the class who disagrees with you and talk to them about it.



Human World

The curtain rose again. The large screen showed a boy sitting in the middle of the desert. He looked very sad. Abdullah, Raya, Julia and Sam went up to him. Abdullah asked him gently: 'Who are you?'

The boy replied, 'I am Hassan. I am from Egypt. Egypt is one of the oldest places on Earth. It is in the north of Africa.'

Raya said, 'Why are you so sad?'

Hassan said, 'The desert called me. It said, 'My friend, why have you left me all alone? The birds and all the other living creatures are gone. My sand is almost gone. There is no water. There are no trees to protect me.'

Abdullah held out his hand to Hassan and said, 'Come with us. We will all work together to help the desert. But first, let's go to the UAE and ask the desert there, 'Who made you happy? How did you become so green.'

Now the screen showed a desert in the UAE, with flowers and trees. Everyone smiled. Abdullah said, 'Don't worry Hassan. We know how to protect the desert. We will water it.'

Raya said, 'I will plant trees.' Julia said, 'I will build houses near the desert.' Sam said, 'I will give it electricity.'

Then, the screen went dark. The friends stood together on the stage. They said, ‘If we work together, we can make our world a better place.’

Then, one of the judges stood up. He said, ‘The winner is “Human World”. We invite the “Human World” team to perform at the Mother of Nation Festival in Abu Dhabi.’



Questions for Discussion

- Who made the UAE deserts green? How did they do it?
- Have you ever visited a nature reserve in Abu Dhabi or anywhere else in the UAE?
- Why should we care about nature reserves? What use do they have?



Let's think about the statement, ‘If we work together, we can make our world a better place.’ What does this mean?

3 Looking after our resources

The late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) said, 'Our environment and resources are not our property; they have been entrusted to us. We all have responsibility for looking after them and passing them on safely to future generations.'

Talk about this in groups. Look at the photographs. How can we protect these traditions?



4 Protecting the environment

Put a tick (✓) beside good behaviour and a cross (X) beside bad behaviour.

- a. I keep the tap on when I brush my teeth.
- b. I switch off the light when I leave a room.
- c. I sort my rubbish into: paper, metal, plastic and glass.
- d. I plant trees near my house.

5 Let's each plant a tree.

Go to a park with your friends. Plant a tree to show how much you care about protecting the environment.



Our Earth and the Resources it Gives Us

Lesson 1: Landforms

Lesson 2: Bodies of Water

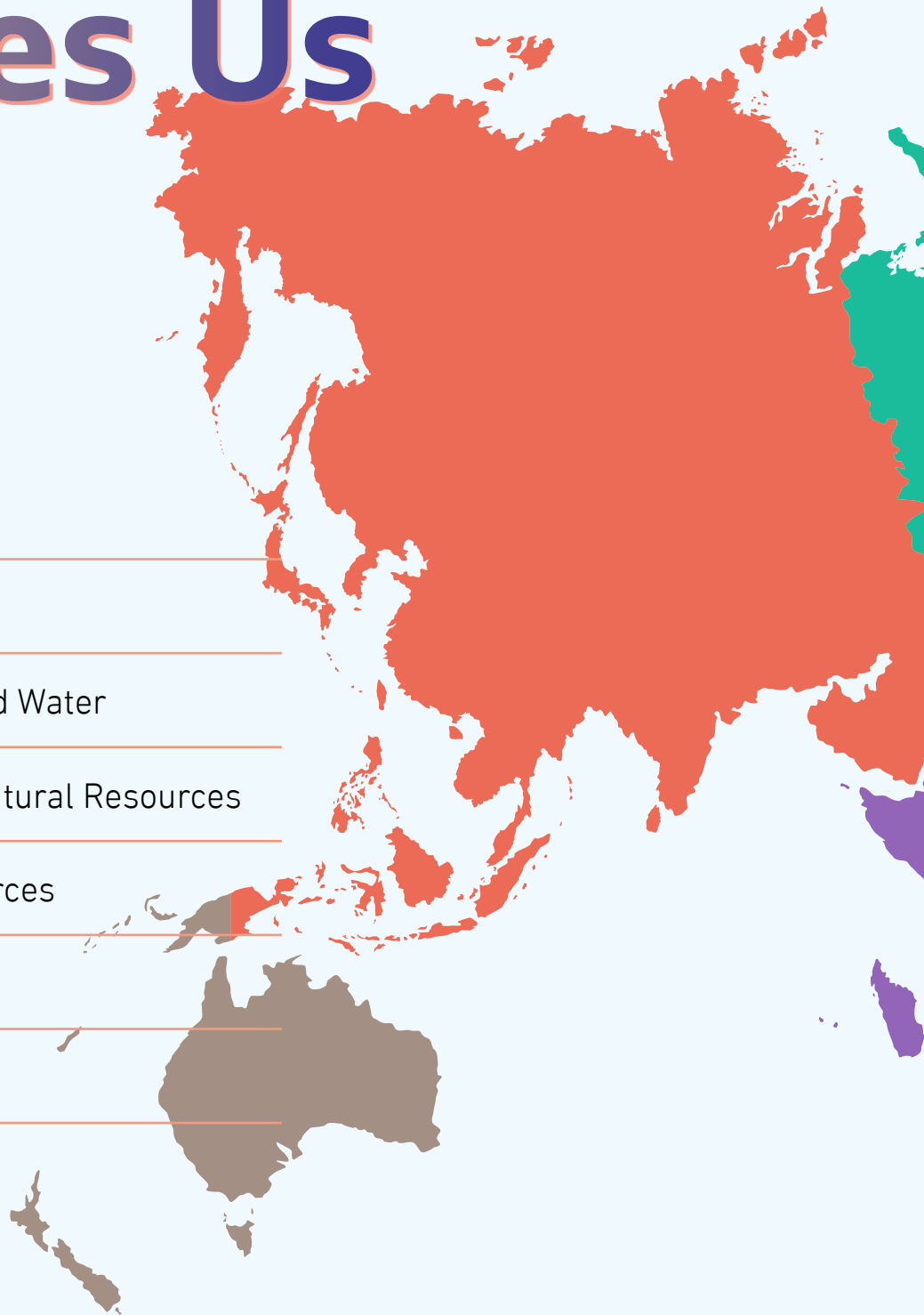
Lesson 3: Natural Resources - Land and Water

Lesson 4: Natural Resources - Other Natural Resources

Lesson 5: New Ideas for Natural Resources

Lesson 6: Reading a Map

Lesson 7: Different Kinds of Maps





In Unit 3, students will learn about the earth, resources the earth gives to people, and how different kinds of maps provide information about the earth and its people.

Lesson 1

Landforms

- **describe landforms of the earth**
- **describe their favourite landforms**

Vocabulary

island

desert

plain

valley

mountain

landform



Warm up: Brainstorm

When you go outside, where do you like to go? The mountains? A park? Someplace else? Why do you like it? Share your answers with a partner.

	Where do you go?	Why you like to go there?
1.		
2.		
3.		
4.		
5.		



Landforms of the World

Landforms are natural features of the earth. They can be land or water. In this lesson, we will look at different kinds of land. In the next lesson, we will look at bodies of water.

The highest places on earth are **mountains**. Some mountains are so high that no trees or plants can grow on the top of them. The tallest mountain in the UAE is Jabel Hafit, a mountain in Al Ain



looking down from Jabel Hafit



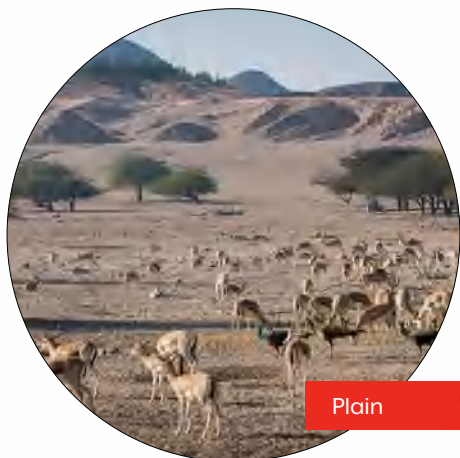
Valley with a River

Valleys are the low areas between mountains. Rivers often run through valleys.

A **desert** is a dry place. **Deserts** can be hot with sand or rocks or cold and frozen. The **elevation** of a landform is how much it is above or below sea level.



Desert



Plain

A **plain** is a large, flat area of land. People grow food in plains because the land is flat. In the past, people lived in plains near places of fresh water. The people grew food and raised animals in the plains.

An **island** is a landform surrounded on all sides by water. The city of Abu Dhabi is an island. Another island, Sir Bani Yas is a nature reserve. A nature reserve is an area where animals are protected. On the Sir Bani Yas, you can see animals like oryx, giraffes, and cheetahs.



Sir Bani Yas Island



Activity 1: Vocabulary

The diagram shows landforms.

Landforms



Volcano



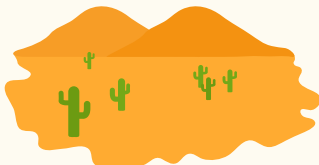
Hills



Island



Canyon



Desert



Ocean



River



Jungle



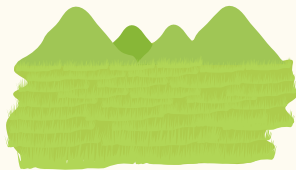
Mountains



Marshes



Waterfall



Plain

	Descriptions	Landforms
1		
2		
3		
4		
5		
6		
7		
8		



Activity 2: Vocabulary

List the six landforms from the text.
Write a short description.

	Landforms	Descriptions
1		
2		
3		
4		
5		
6		



Activity 3: Concept Check

Answer the questions below based on the text on page 72.

1. Which landform is the highest on earth?

2. What landform is good for growing food?

3. What 2 things do people need to grow food?

3.

How are Abu Dhabi and Sir Bani Yas the same? How are they different? Write your answer in sentences

SAME:


4.

DIFFERENT:



Activity 4: Critical Thinking

For each landform in the table, decide if people can find wood, food, and fresh water.

 Write “Yes”, “No”, or “Maybe” for each landform. You may use the landforms chart from this lesson to help you.

	Landform	Is there wood to build a house?	Is it easy to get or grow food?	Is it easy to get fresh water?
1.	In the Mountains			
2.	On a plain			
3.	On an island			
4.	In a jungle			
5.	In a desert			

 Compare and discuss your answers with other students. Take notes.



Activity 5: Name your two favourite landforms. Then, draw the landform and describe why it is important for people.

Name:



Drawing:

Name:



Drawing:

Lesson 2

Bodies of Water

- identify the different kinds of bodies of water
- describe how each kind of body of water is important for people

Vocabulary

ocean

lake

river

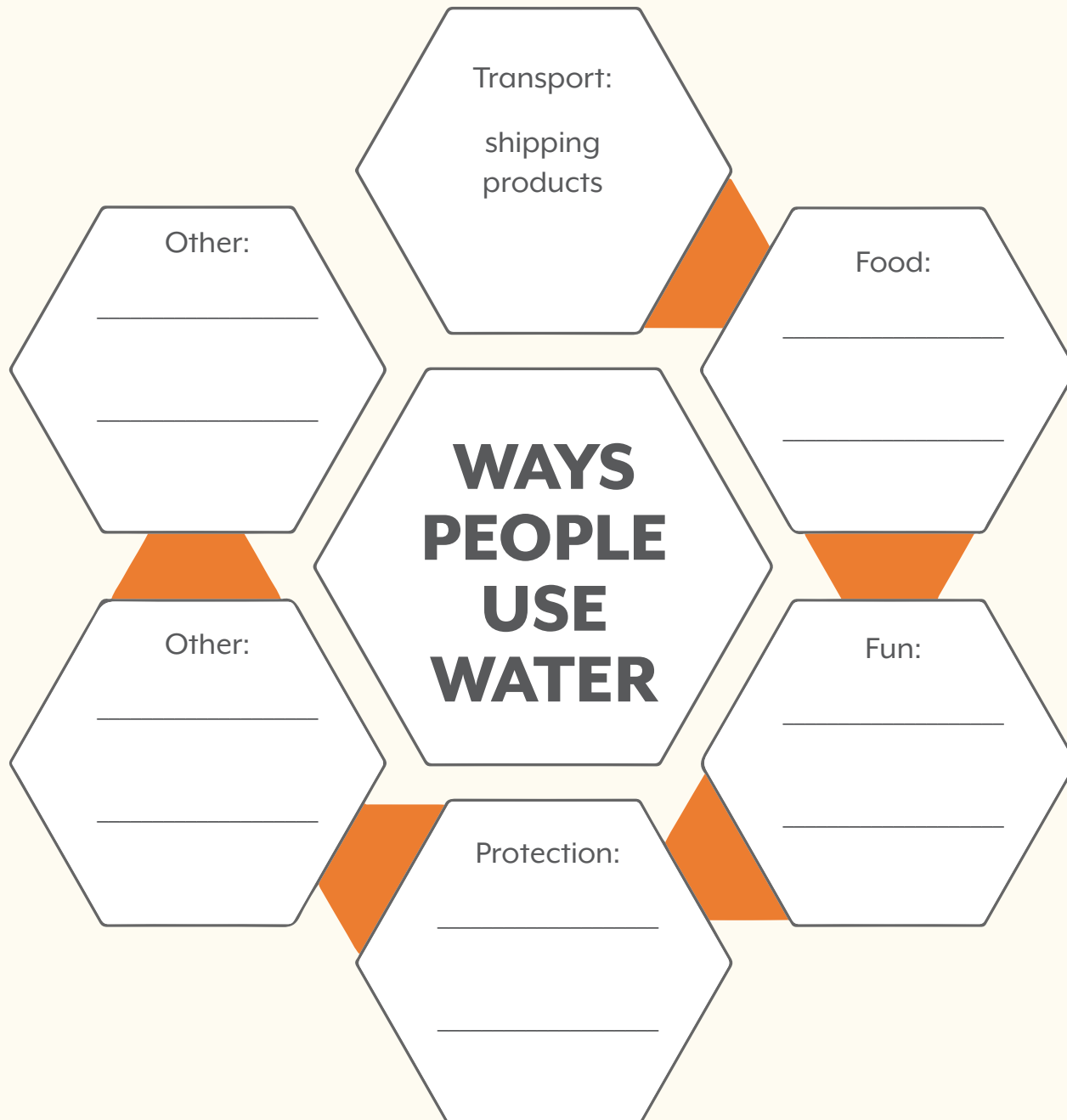
waterfall

oasis



Warm up: Brainstorm

How do people use oceans, seas, rivers, or a lakes? Try to find an example of each.
One has been done for you as an example





Bodies of Water

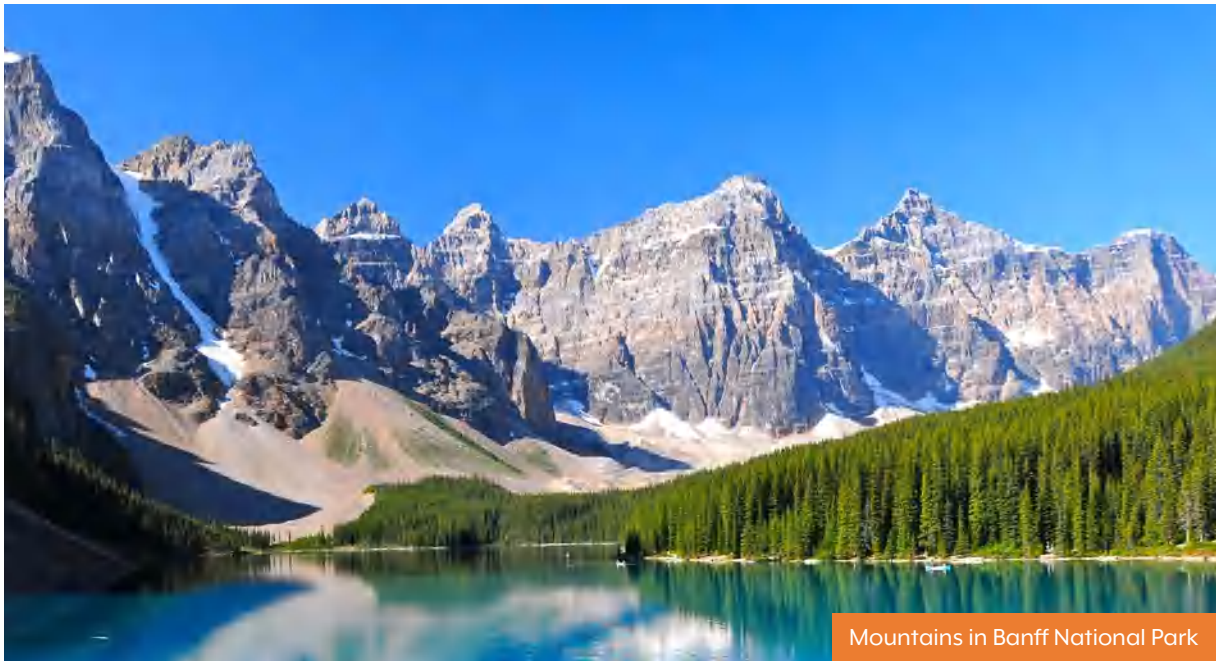
Over 70% of the surface of the earth is covered by water. Oceans and seas contain 97% of all the water on the earth. However, ocean and sea water is salty. Humans cannot drink salty water. Water that is not salty is called fresh water or sweet water. Only 3% of all the water in the world is fresh water. Fresh water comes from ice, rivers, lakes, pools, or underground.



Niagara Falls

Fresh water comes from rain or snow. It sinks through the ground and collects in a large underground pool. The pool is called the water table.

Rain and snow that falls in the mountains collects in lakes and rivers. Fresh water flowing from a high elevation to a lower one sometimes falls over a waterfall.



Mountains in Banff National Park

Some of the biggest and bodies of water on land are lakes. Lakes are often found in mountain areas. Most lakes contain fresh water.



Al Ain Oasis

An oasis is a place in the desert where people can get fresh water. People can have farms near the oases.

In the UAE, there are two famous oases. One is in Al Ain, and another is in Liwa. People get fresh water for themselves and their animals from underground wells.



Activity 1: Check Your Understanding

Answer the questions below based on the reading.

About _____ of the surface of the earth is covered by water.

1.



%3



%70



%97

How much water in the earth is fresh water?

2.



%3



%70



%97

3. Fresh water comes from rain or _____

What is a water table?

4.



It is a large pool of water under the ground.



It is a table you sit by near a lake or river



It is water that comes from a waterfall.

Name 2 ways that people get fresh water. Write sentences

5.

Choose the best word to complete the sentence: _____ of our drinking water comes from lakes

6.



All



Some



None

Name 3 ways that people use water from the Liwa and Al Ain Oases.
Write sentences.

7.



Activity 2: Think About It

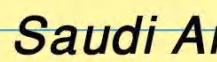
For each body of water, write at least one way that people use it to help them live.

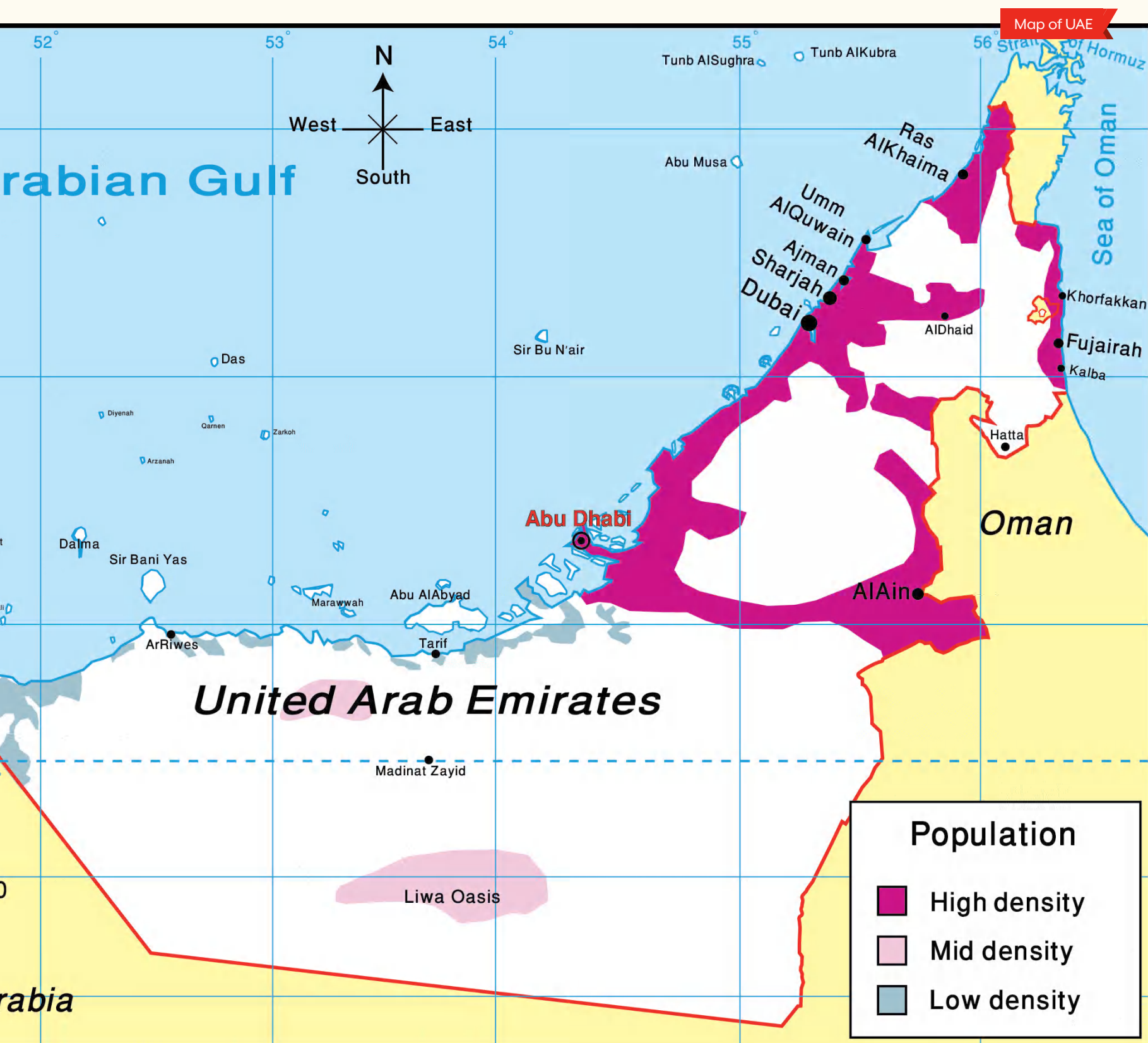
	Body of Water	How People Use It
1.	Ocean	
2.	Lakes	
3.	River	
4.	Oasis	

Find the cities of the UAE shown on the map in pairs.

Why do people live near water?

Discuss and write your ideas in the box.

[illegible]





Activity 4: My Favourite Body of Water

Draw a picture of your favourite body of water. Describe why you like it, and why it is important for people.

Name of Your Favourite Body of Water:

Draw a picture of you playing at your favourite body of water.

A large, empty rectangular box with a thin orange border, intended for the student to draw a picture of themselves playing at their favourite body of water.

Write your paragraph here. Be sure to describe: ❶ your body of water, ❷ why you like your body of water, and ❸ why your body of water is important to people:



A series of horizontal lines for writing, starting from the first line below the pen icon and continuing down to the bottom of the page.

Lesson 3

Natural Resources - Land and Water

- identify natural resources and how natural resources affect people's lives and where they live
- describe the natural resources available in different areas
- compare how people live now and in the past



Vocabulary

community

natural resources

shelter



How Natural Resources Affect Communities

Natural resources are things that sustain life. Water, trees, plants, and animals are natural resources.

People settle in communities near resources that meet their needs. The basic needs of people include food, fresh water, clothing, shelter, and transportation. Shelter is another name for a place that provides protection.



In the past, people settled near natural resources in the land that is now the UAE. One important natural resources is the Arabian Gulf. The water in the Arabian Gulf is not drinkable because it is salty. People used the Gulf for fishing and they earned money by pearl diving. Pearls can be made into jewellery worth a lot of money.



Some people settled in the area now called Al Ain. They brought fresh water from the mountains to their farms in Al Ain, and from under the ground.

People could grow more food in places like Al Ain than in the desert. In the past, life in the desert was difficult because of the natural environment.





Activity 1: Concept Check

Instructions: Answer the questions using information from the reading.

1. Name 3 examples of natural resources

➤ _____

➤ _____

➤ _____

2. In the past, people often built communities near the natural resources of _____
and _____

3. Why did people live near the Arabian Gulf?



4. What did people in Al Ain do to grow food?



5. What allowed people to build farms in Al Ain?





Activity 2: Critical Thinking

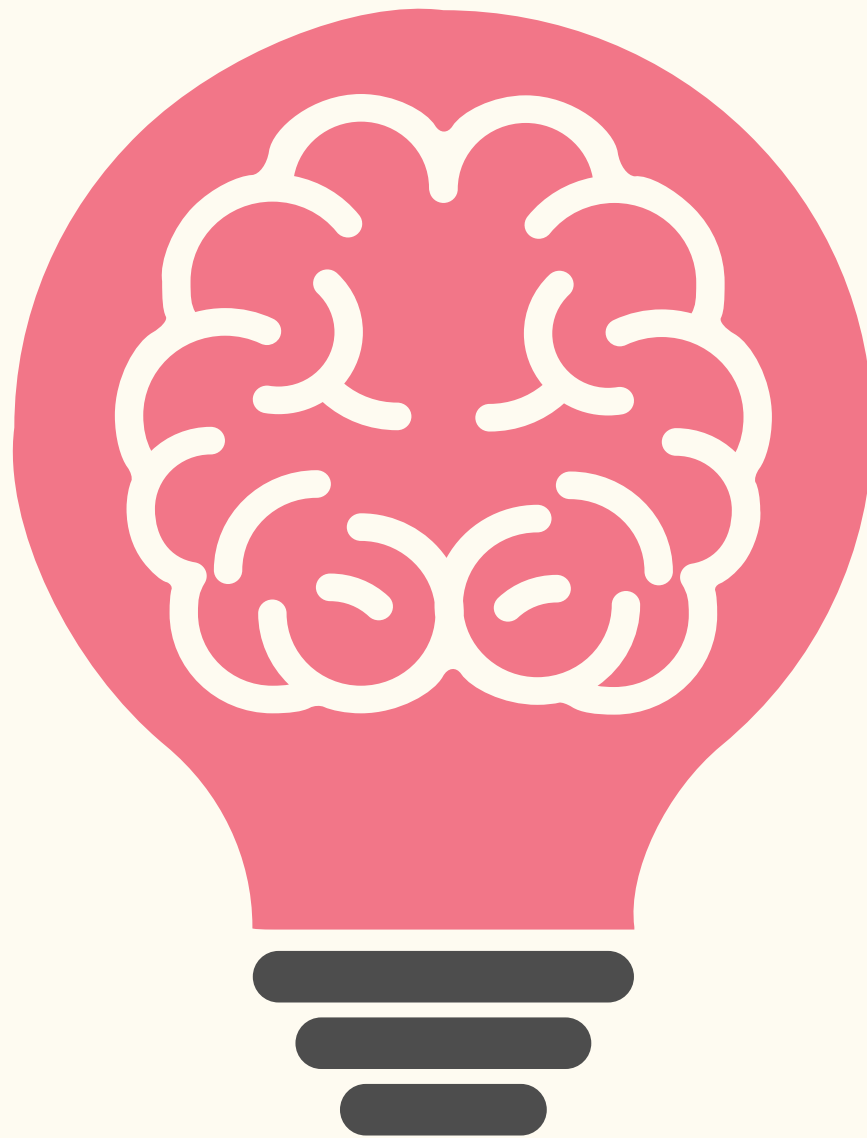
Instructions: Look at the pictures. What resources could you get to make things you need from each location? Write the resources and things you need in the table.

	Plain	Mountain River
Type of resource		
Food		
Fresh Water		
Clothing		
Shelter		

Lesson 4

Natural Resources - Other Natural Resources

- identify other natural resources, like sunlight, wind, and coal
- identify which natural resources are renewable and non-renewable
- suggest ways to preserve natural resources



Vocabulary

stone

soil

minerals

coal



Other Natural Resources

The earth has many natural resources which include sunlight, wind, soil, stone, minerals, coal, and oil. Plants grow in soil. Gold, silver, and lithium are examples of minerals. Lithium is used in mobile phone batteries. Coal is a hard, black material people burn for energy or heat.

People use natural resources in different ways. For example, humans and animals eat plants. Some people eat animals. Some medicines are made from plants. Trees are plants. People use trees to build homes and make paper.

People use the natural researches available in the



stone



soil



minerals (gold)



coal

place they live. People that live near water usually eat a lot of fish. People that do not live near water do not eat much fish. People trade for the resources they need but do not have.

Resources are classified as renewable and non-renewable resources. Renewable resources can be replaced within a few years. Non-renewable resources cannot be replaced for thousands of years or more. Renewable resources include wind, water, and sunlight. Non-renewable resources include coal and oil.



Activity 1: Concept Check

Instructions: Answer each question with information from the reading.

1. Name 4 examples of natural resources.









2. What natural resource is used in mobile phones?



3. What do people use coal for?



4. Natural resources can be used in only one way.



5. All places have the same natural resources.



6. How soon can renewable resources be replaced?



7. How soon can non-renewable resources be replaced?





Activity 2: Word Search

Instructions: Find these natural resources in the word search below.

animals	coal	minerals	oil
plants	soil	stone	sunlight
trees	water	wind	

A	U	R	L	Z	S	L	T	P	L
U	N	I	E	T	S	H	M	L	X
Y	O	I	O	T	G	X	B	A	V
S	Q	N	M	I	A	W	I	N	D
U	E	O	L	A	S	W	H	T	C
Z	L	N	I	G	L	B	S	S	W
O	U	S	P	L	A	S	A	Y	L
S	E	E	R	T	H	Y	E	T	A
C	M	I	N	E	R	A	L	S	O
Z	Y	A	T	Y	Q	K	P	U	C



Activity 3: Think About It

Instructions: List which natural resources are common near your home and which natural resources are not. In groups, answer the question.

Resources Near My Home	Resources Not Near My Home

How do people get natural resources that are not near their home?



Activity 3: Picture Dictionary

Create a picture dictionary of 4 natural resources that you use a lot.

Resource:	Resource:
Drawing:	Drawing:
How often do you use it?	How often do you use it?
Resource:	Resource:
Drawing:	Drawing:
How often do you use it?	How often do you use it?

Lesson 5

New Ideas for Natural Resources

- identify new ways to produce clean energy
- identify new ways to improve farming methods

Vocabulary

windmill

clean energy

solar plant

vertical farming



Warm up: Brainstorm

Instructions: In groups, answer the questions.

Is sunlight a natural resource? Why or why not?



Is wind a natural resource? Why or why not?





Using Resources Better



The world has a growing population but a limited amount of natural resources. We need to use them without harming the earth. Different countries are using their natural resources to get **clean energy**.

In Ireland, lots of wind comes over the Atlantic Ocean. Companies in Ireland are building **windmills** near the coast. Wind makes the windmills turn, which creates electricity. This electricity is used for businesses and homes. Wind energy does not pollute.

The UAE gets a lot of sunlight. Two world leading **solar plants** are in the UAE. In Abu Dhabi, there is the Noor Abu Dhabi. In Dubai, there is the Mohammed bin Rashid Al Maktoum Solar Power Park. These two plants make electricity in a clean way for the UAE.

A resource that we must use better is farmland. When cities grow, people often put new buildings on farmland. This destroys the land and we cannot grow food on it.

There have been many improvements in farming in the UAE. In 1971, there were about 4,000 farms. In 2011, there were about 36,000 farms. Modern irrigation systems put water right next to the plants so that no water is wasted.



In 1999, 32% of farms in the UAE used a modern irrigation system. In 2011, 91% of farms used a modern irrigation system.



A recent idea is indoor farming using **vertical farming**. Vertical means going up rather than across. The plants are on shelves inside the greenhouse. The farmer can control the temperature and the water used. Little or no soil is needed. The farm produces 1,000 to 1,500 kilograms of food every day. This saves farmland, soil, and water.



Activity 1: Concept Check

Instructions: Answer the questions below with information from the text on page 108.

1. Why do we need to use natural resources in a clean way?



2. What country uses windmills?



3. How does a windmill make electricity?



4. What natural resource is the UAE using to create electricity?



5. Why do modern irrigation systems save water?



6. What kind of new farm did the reading talk about?





Activity 2: Make Graphs

Instructions: Make graphs that explain changes in farming in the UAE.

On the left is a graph that shows how many farms were in the UAE in 1971. How many cells should you shade in the graph for 2011? (Hint: How many farms is each cell worth?)

Number of Farms in 1971							

Number of Farms in 2011							

Draw a circle graph to show the percent of farms that use a modern irrigation system in the UAE in 1999 and 2011. In 1999, 32% of the farms used a modern irrigation system. In 2011, 91% of the farms used a modern irrigation system.

Percent of Farms that Use Modern Irrigation Systems in the UAE	
1999	2011



Activity 3: Discussion

Instructions: Choose your favourite new idea for using resources from this lesson. Draw the resource being used. Describe why you like the idea and how it will help people.

Your Favourite Idea:

Draw a picture of that idea being used here:

Describe why you like this idea and how it will help people:



Lesson 6

Reading a Map

- use a map grid to locate items on a map
- create a map of their classroom

Vocabulary

location

map

grid

coordinate



Warm up: Brainstorm

Instructions: In groups, answer the questions.

Are there any numbers in your address, like a flat number or a number on your street?.

why do we use numbers in our addresses?





Reading a Map

Most **maps** show the location of places. A very simple map shows pictures to indicate landmarks at different **locations**. For example, this map of an amusement park shows where different activities are in the park.

Draw a line to the activities in the list.

Clown giving out balloons
Castle Ride
Ferris Wheel
Snack Cart
Train Ride
Bumper Cars
Roller Coaster
Other: _____

To find a place on a map of a larger area, a map has a grid system. A **grid** system has lines that cross each other to form boxes. Each box is a **coordinate**. Across the top of the grid are letters. Down the side of the grid are numbers. Together, the letters and numbers give coordinates of locations.





Activity 1: Reading a Map Grid

Look at the grid and give the colour for each coordinate. The first one has been done for you.

	1	2	3	4	
A				BLACK	A
B		RED			B
C			BLUE		C
D	GREEN				D
	1	2	3	4	

1.	Red	_____
2.	Black	_____
3.	Green	_____
4.	Blue	_____



Activity 2: Read a City Map

The city map has gridlines to show coordinates.



Use the map to answer the questions. The first one has been done for you.
(Hint: look at the point of each icon, not the picture)

1.	Where is the parking lot (P)?	2-C
2.	Where is the hospital (H)?	
3.	Where is the hotel (house)?	
4.	Where is the gas station?	
5.	Where is the restaurant (fork and knife)?	
6.	Where is the information centre (star)?	



Activity 3: Other Kinds of Maps

The map shows where different animals live.



Use the map to answer the questions. Write sentences. The first one has been done for you.

1.	Where do elephants live	They live in Africa.
2.	Where do pandas live?	
3.	Where do kangaroos live?	
4.	Where do penguins live?	
5.	Where do polar bears live?	



Choose two more animals and write where they live:



Activity 4: Hide and Seek

Play with a partner, but DO NOT let your partner see your map.

people in a square in the map. Put only one name in each coordinate. 5 Write the names of Your partner will do the same. Then, take turns saying coordinates trying to find your partner's !people first, wins 5 people. Whoever finds

	A	B	C	D	E	
1						1
2						2
3						3
4						4
5						5
	A	B	C	D	E	



Partner 1



Partner 2

For Example:

C-1

“She is not there.” or “You found her.”






Activity 5: Making a Map

On the map grid, draw a picture of your classroom.
Put the front of the classroom at the top.

	A	B	C	D	E	
1						1
2						2
3						3
4						4
5						5
	A	B	C	D	E	



Now, write the coordinates of your desk, the teacher’s desk, and a bookshelf. After that add 3 items of your own, and give the coordinates of each item.

Item	Coordinate
<div>Your desk</div> <div></div>	
<div>The Teacher’s Desk</div> <div></div>	
<div>Bookshelf</div> <div></div>	

Lesson 7

Different Kinds of Maps

- identify locations on a map using longitude and latitude
- Identify in what hemisphere or hemispheres a location is
- identify things they like from different continents

Vocabulary

political map

legend

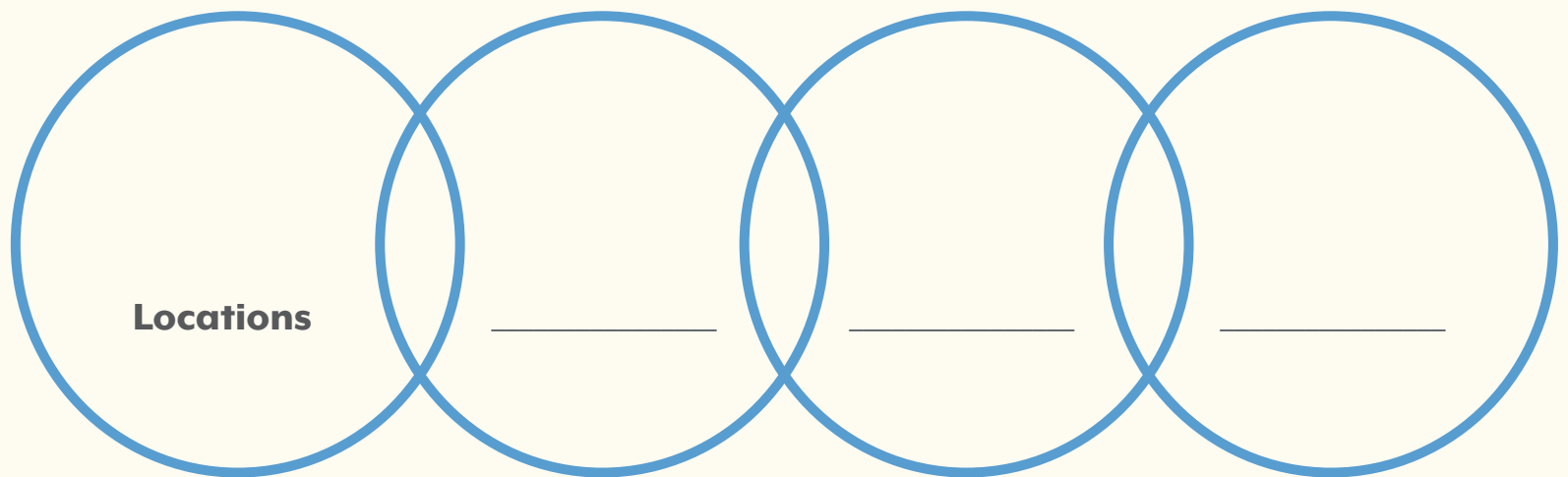
population density

rainfall



Warm up: Brainstorm

Maps show us locations. What other information have you seen on the maps this term? List other information you have seen



Challenge Question:

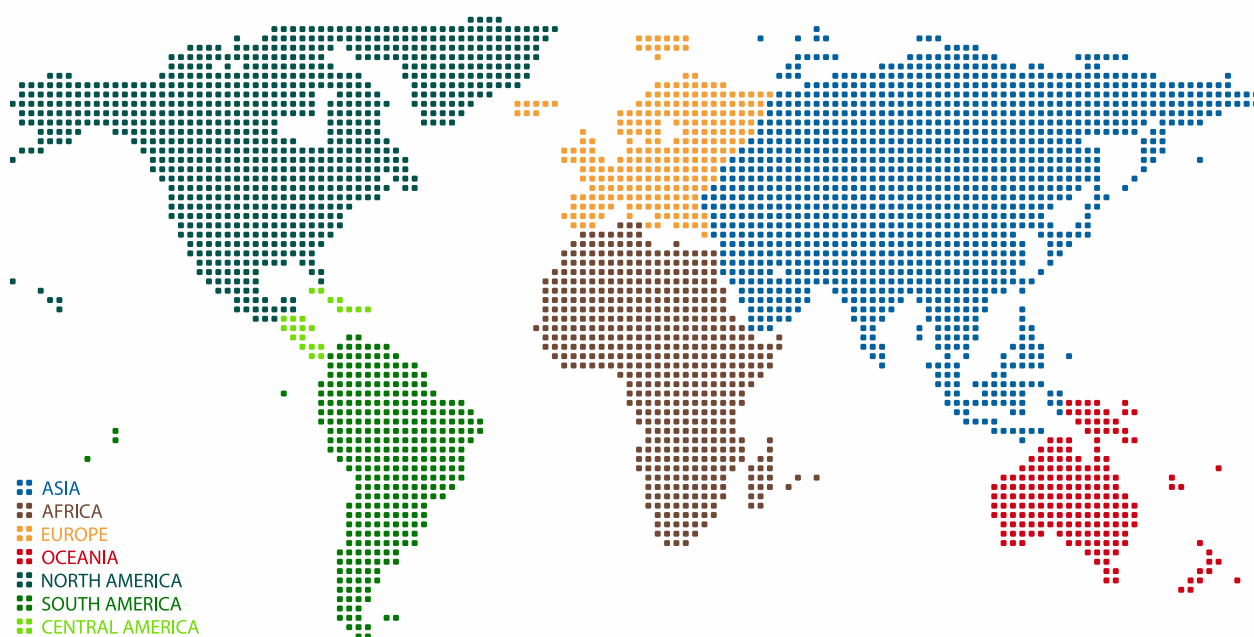
Why is other information in a map useful?



Map Legends

There are different kinds of maps which show different information. Maps titles and map **legends** are important. The legend shows what the different colours and symbols on the map mean.

The map has a legend in the lower left corner. It describes what each colour means.



Challenge Question:

What do the colours show on the map?

Political Maps

Political maps show borders of countries. A border is the line around each country. Political maps often use colours to help identify each country. Political maps can also show things like the capital city of a country.





Activity 1: Concept Check

Answer the questions about the texts and maps from the previous pages.

1. True or False (circle one): all maps tell us the same kind of information.



2. What should you look at closely to understand different kinds of maps?

the roads on the map

the title of the map and the legend

the colours of the map

3. What does the legend tell you?

it tells you where the buildings are

it tells you where the animals live

it tells you what the symbols and colours mean





Activity 2: Understanding a Political Map

Use the political map of South America to answer the questions.



Challenge Question:

What problems might a country have if it is not next to an ocean?





Activity 2: Answer the questions

1. What is the capital of Bolivia? _____

2. What is the capital of Brazil? _____

3. Peru is in the (east / west) part of South America? (circle one)

What 5 countries are on the border of Peru?

4. _____

What 3 countries are on the border of Paraguay?

5. _____

6. Which ocean is Brazil next to? _____

Why do you think that the map uses different colours?

7. _____

8. Does this map use a legend? (Yes or No)

What 2 countries are not next to an ocean?

9. _____



Activity 3: Population Density Map

Using the legend in the population density map, answer the questions.

1.

Which continent has the most areas where 8100-200 people live in each square kilometre.

Australia (Oceania)

Asia

South America

North America

2.

How many people live in each square kilometre in the yellow areas?

52 – 21

93 – 52

200 – 93

8100 – 200

3.

Why does Antarctica have the lightest colour? (Hint: it is not because it is cold)

4.

What does it mean as the colour of areas become redder?

Those areas are hotter.

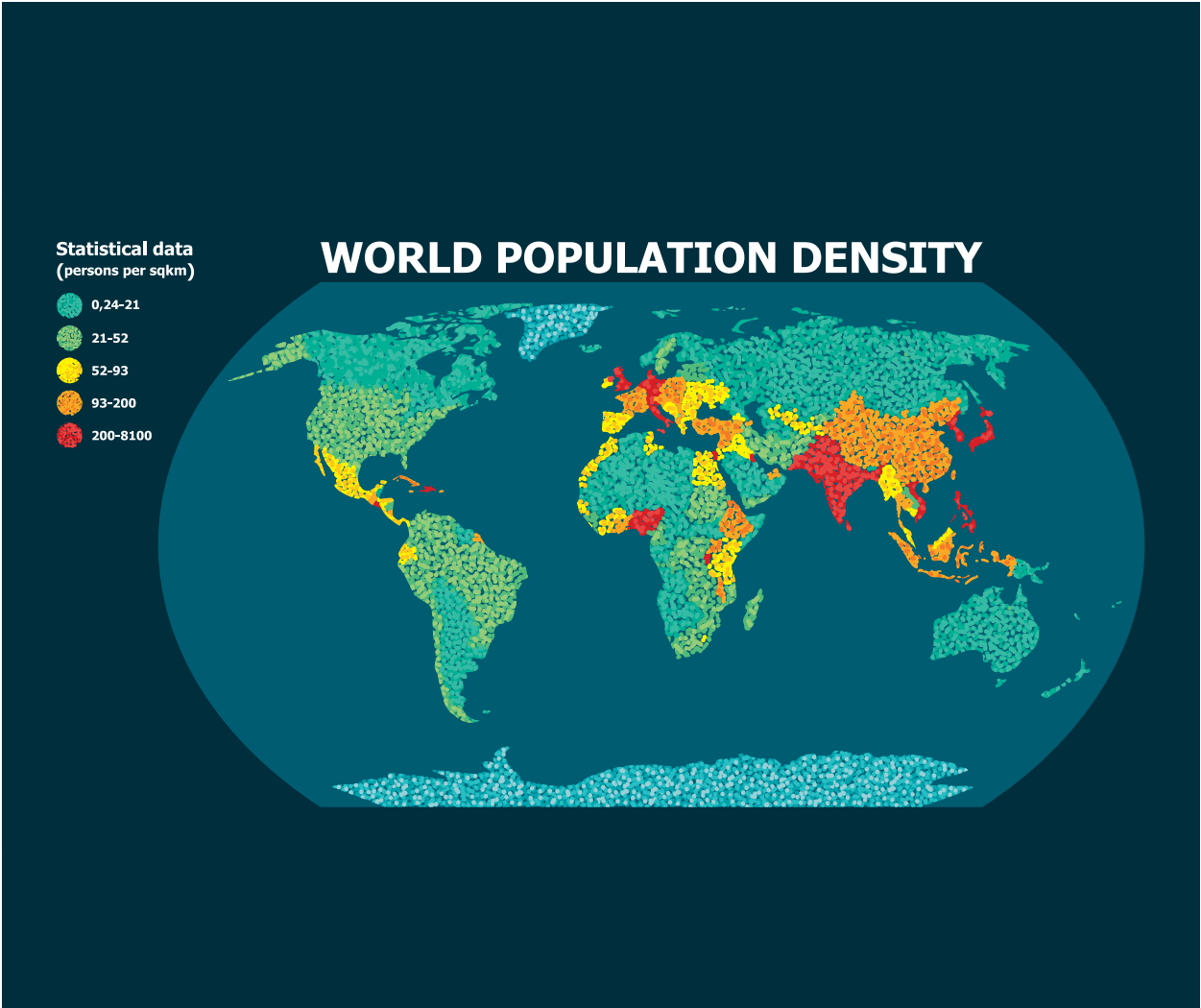
Those areas are a different country.

Those areas have more population.



POPULATION DENSITY MAP

This world **population density** map shows how many people live in 1 square kilometre. One square kilometre is about the size of 10 football fields put together side-by-side. What other information do you see on the population density map?





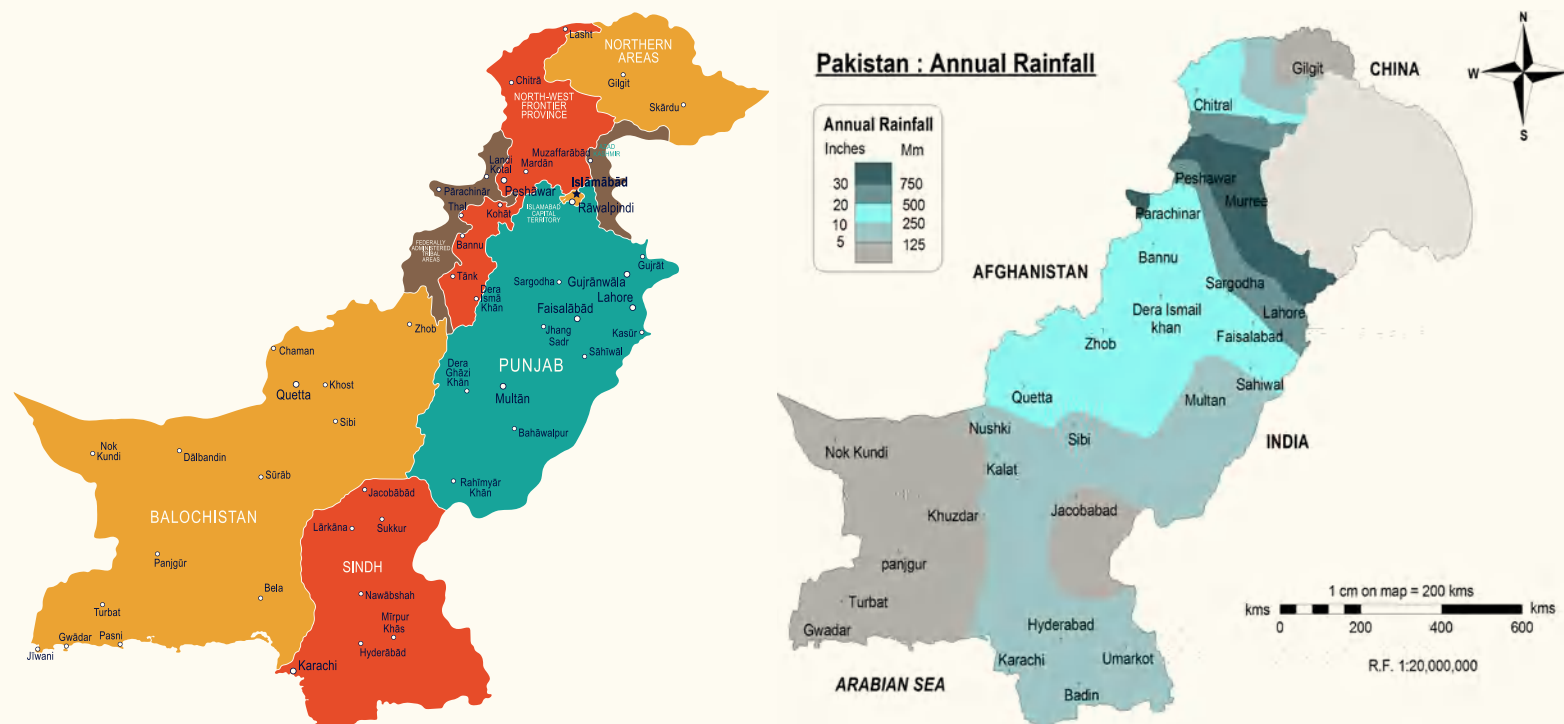
SYMBOLS ON A MAP

Not every symbol on the map is in the legend. On this map, the legend only shows the colour of the land, the lake/sea, and the park. However, we can look at other symbols to know where things are.



Activity 4: Comparing Different Maps

The two maps of Pakistan show different information.



Map A is a political map of Pakistan. What information does map B give?

1.

In the political map, what do the colours mean?


2.

In the rainfall map, what do the colours mean?

3.

How much rain does the city of Zhob receive each year?

4.

-  125 – 250 mm
-  250 – 500 mm
-  500 – 750 mm

What do the darker colours mean in the rainfall map?




5.



Activity 5: Reading Symbols

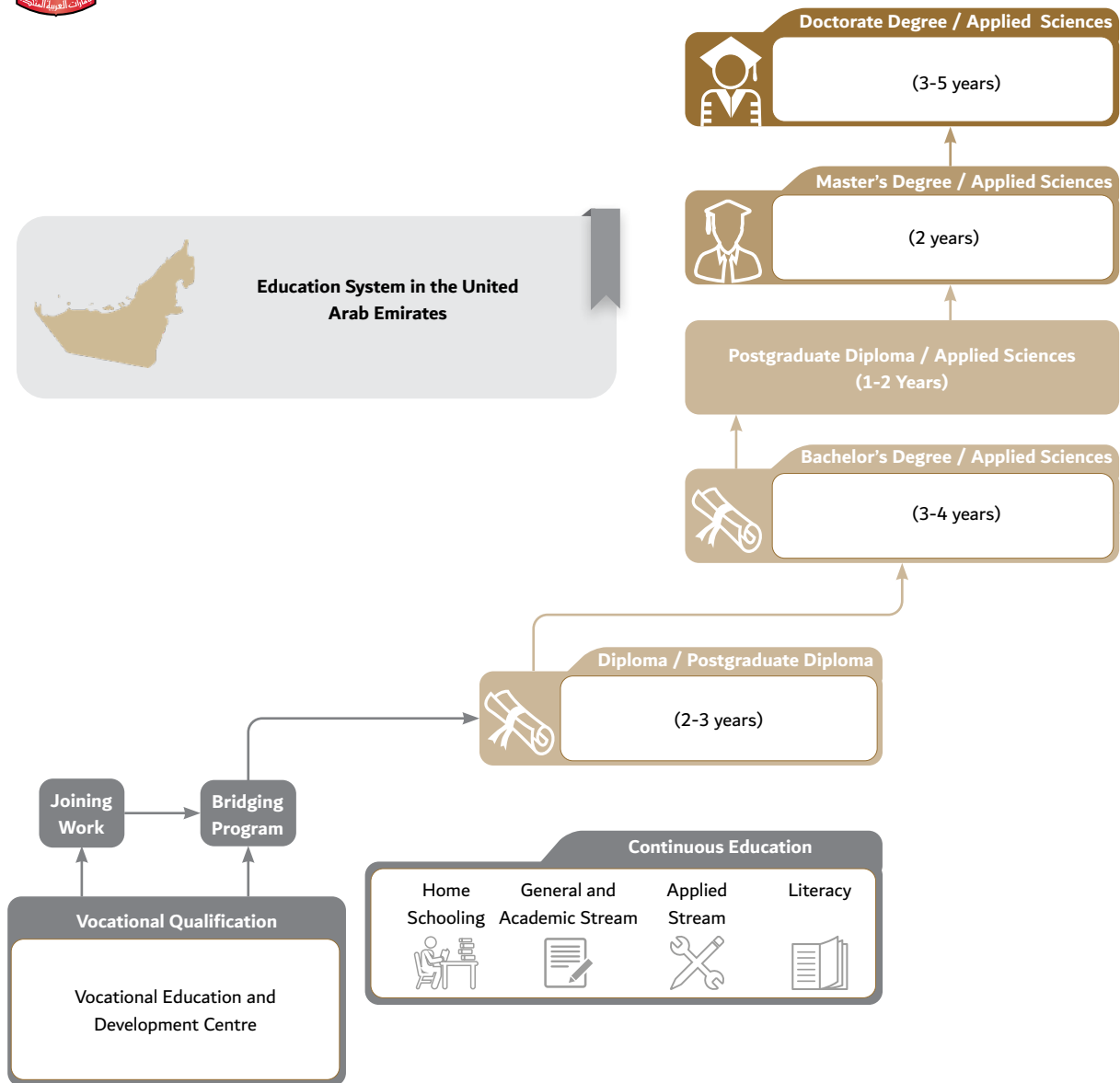
Use the city map to answer the questions about symbols.

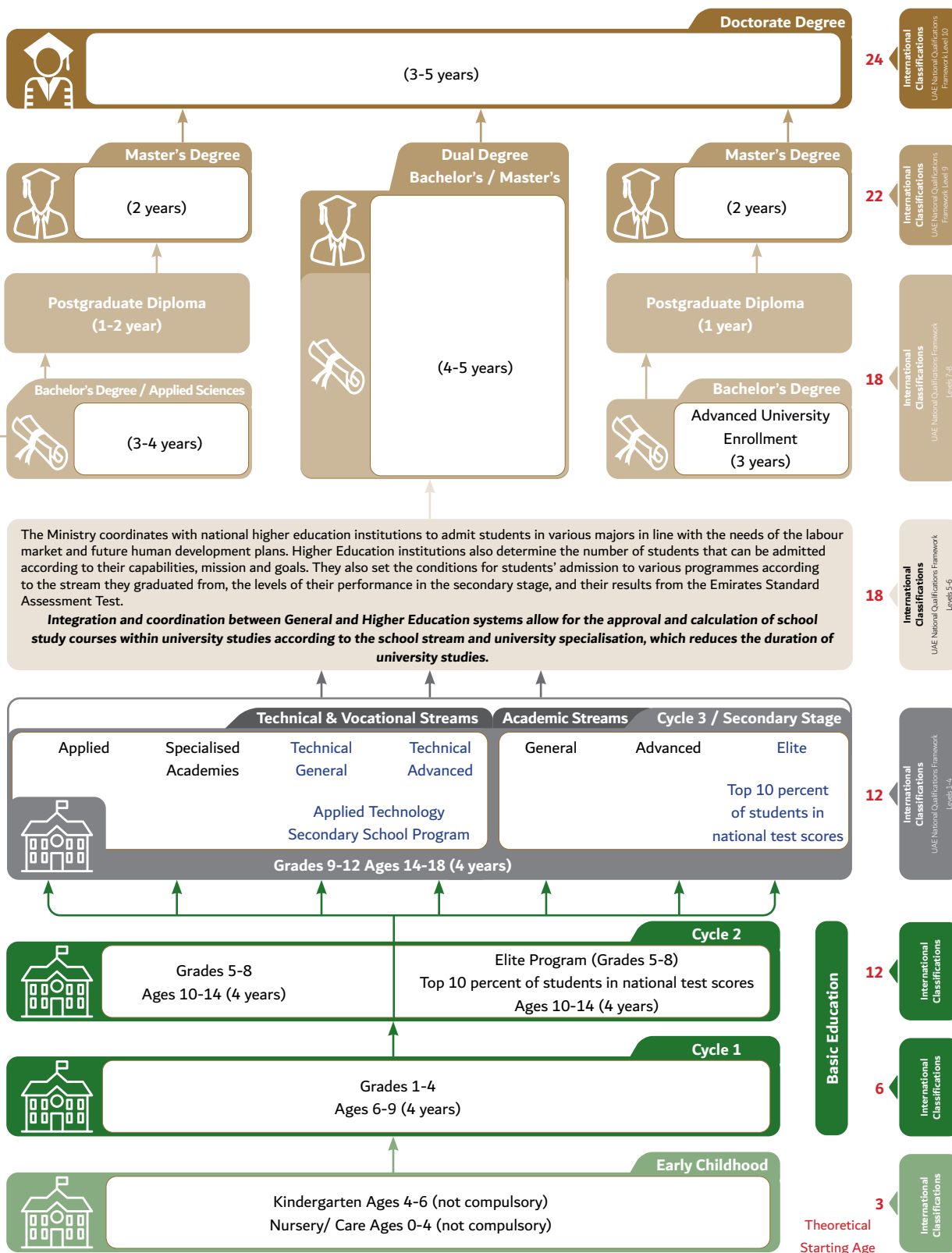
Where is the restaurant?

-  In the middle of the city
-  In the west part of the city
-  In the northeast part of the city



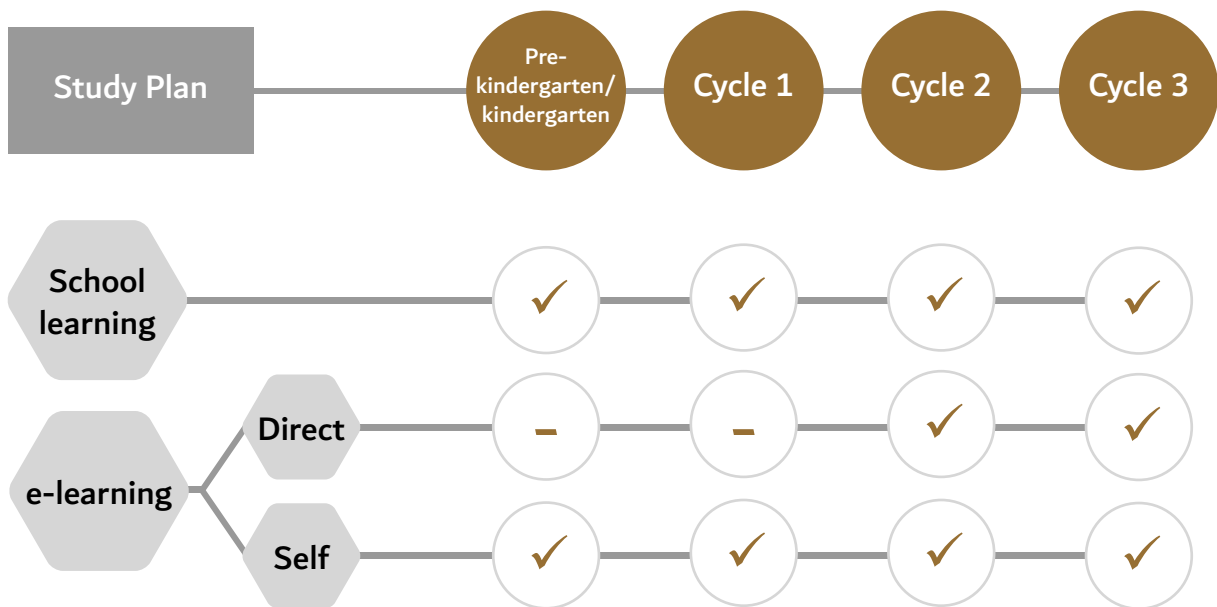
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





Hybrid education in the Emirati school

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



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