



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

MORAL, SOCIAL & CULTURAL STUDIES



Grade
04



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Table of Contents

Unit 1: Compassion and Empathy

Lesson 1:	How do I Respect Others?	3
Lesson 2:	Mercy, Sympathy and Empathy	9
Lesson 3:	Practising Sympathy and Empathy	15
Lesson 4:	Tolerance	21
Lesson 5:	Prejudgements	27

Unit 2: Growing up and Well-being

Lesson 1:	Development of Both Mind and Body to Achieve Success	35
Lesson 2:	Growth and Development in Suitable Conditions	43
Lesson 3:	Helping each other for Everyone's Benefit	49
Lesson 4:	Happiness is the Key to Life	57
Lesson 5:	Addressing Changes and Losses	63

Unit 3: Understanding our Physical World

Lesson 1:	Weather, Climate, and Climate Zones	73
Lesson 2:	Impact of Landforms and Climate on People	89
Lesson 3:	Nature and Wildlife	103
Lesson 4:	Climate Changes	119
Lesson 5:	Energy Sources and Preserving the Planet	129
Lesson 6:	UAE National Day	139

Moral, Social & Cultural Studies

Student Book

Grade 4

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

Compassion and Empathy

Lesson 1: How do I Respect Others?

Lesson 2: Mercy, Sympathy and Empathy

Lesson 3: Practising Sympathy and Empathy

Lesson 4: Tolerance

Lesson 5: Prejudgements



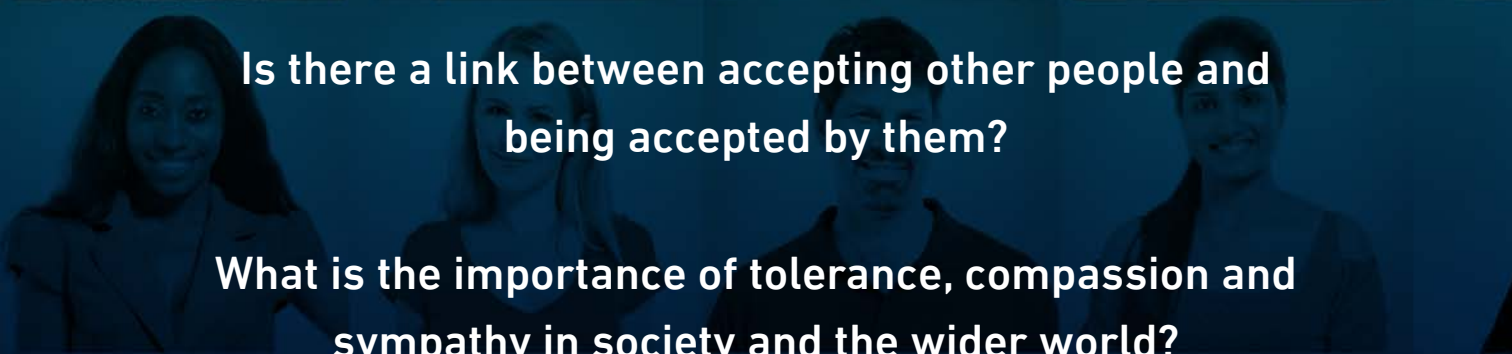
How can sympathy, tolerance and compassion be practised in society and the wider world?



How do self-respect and honesty relate to respect for other people?

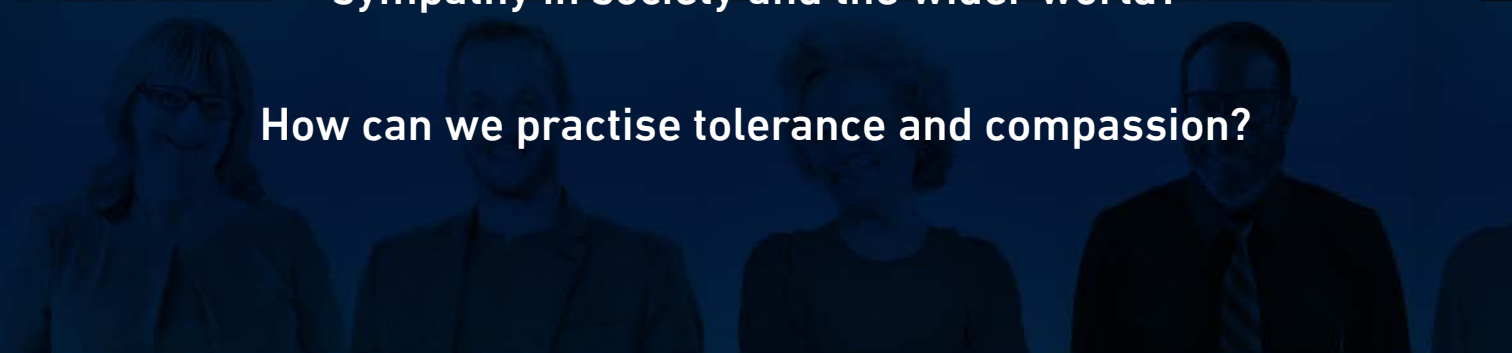


Is there a link between accepting other people and being accepted by them?



What is the importance of tolerance, compassion and sympathy in society and the wider world?

How can we practise tolerance and compassion?



Lesson 1

How do I Respect Others?

○ Learning Outcome ○

- Understand why self-respect is an integral part of respecting others.

Vocabulary

self-respect

respecting others

1

Your teacher will hand out pictures that illustrate certain behaviours. Put these pictures on the class bulletin board. Then classify each behaviour as either respectful or disrespectful.



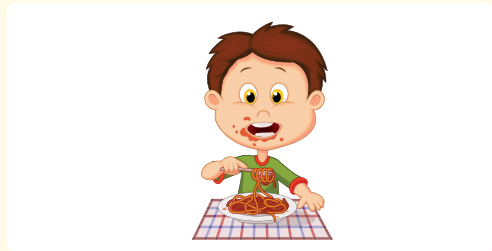
1. I hold the door open for my grandmother.



2. I open the door and enter the room without knocking.



3. I leave my seat without permission.



4. I make noise while eating.



5. I study hard because I want to be successful.



6. I am calm and polite even during an argument.

2

Read this story about respect. Then answer the questions that follow.

Nemo and his classmates were waiting for the teacher to arrive at the class. When the teacher arrived, the students stood up and greeted him politely. The teacher greeted the students in return and asked them to sit down again. Then the teacher noticed that Majid was not there, so he asked about him.

Michael raised his hand. He explained that Majid had been brought to the headmaster's office to explain his behaviour towards another student in a different class. Majid and the other boy had been fighting earlier that morning. Michael explained that the other boy had put his bag in the corridor, and Majid had moved it with his foot, leaving it in the middle of the corridor. Then some other students kicked the bag while they were passing. That was why Majid and the other boy started to fight. A teacher separated the boys and took them to the headmaster's office. Majid was already on his last chance because he had caused trouble lots of times before, so he would probably be expelled from the school. That would be a serious blow to him.

While the class was watching a film about life and language in New York City, Majid opened the door, without knocking, and went directly to his seat next to Nemo. The students were surprised to see such rudeness in the classroom. The teacher said, 'Let's greet Majid. Since you did not respect the rules of entering the classroom, I must take action. If one of your classmates will volunteer to accompany you for a week to help you to learn how to respect yourself and others, I will forgive you. I will also speak to the headmaster and make sure that you aren't expelled. However, if nobody volunteers, you will have to leave the classroom immediately.' Confused, Majid looked to his friends, waiting for someone to volunteer. Everyone remained quiet. It was clear that no other student wanted to spend time with him. Majid's eyes moved from boy to boy, and then focused on Nemo, who was sitting next to him. He looked straight at him, silently asking for help. Nemo raised his hand and said to the teacher, 'Sir, I will accompany my friend Majid throughout the week. I am sure he will behave respectfully and not repeat his past behaviour.' As the class ended, Nemo wondered how he was going to help his friend to learn to follow the rules and improve his behaviour.



Nemo and his classmates in their classroom.

A. Work in groups. Answer the questions: If you were Nemo, which ways of behaving would you try to encourage Majid to change? What behaviours would you help Majid to adopt to prove to the teacher that he respects himself and others?

3

Work in groups. Read the two texts and identify examples of self-respect and respect for others.

1. At the beginning of her visit to the UAE, Queen Elizabeth II toured the Sheikh Zayed Grand Mosque in Abu Dhabi. When the Queen entered the mosque's courtyard, she took off her shoes and wore a cloak-like robe and a full-head cover designed specially for her visit.



Queen Elizabeth during her visit to the Sheikh Zayed Grand Mosque

Aspects of self-respect

Aspects of respect for others.....

2. Al Sanaa is a set of customs and traditions, including general rules and ethics. It relates to dealing with others, respecting the feelings of others and finding the best way of communicating with people in order to improve social values. Al Sanaa is also about protecting cultural and social heritage. It tries to teach children to be good citizens, regardless of the nature, technologies and requirements of their age.



Children learn customs and traditions from their parents and families

Aspects of self-respect

Aspects of respect for others

4 Work in groups. Think of examples of self-respect and respect for others in your family, at school, in your country and around the world.

5 Complete the table below with what you have learnt about respect. Start with “I respect myself”. Then complete “I respect others”. Finally, fill in “I am respected by others”.

Discuss with your friends the idea that respecting yourself is what leads to being respected by others.

I am respected by others

I respect others

I respect myself

Lesson 2

Mercy, Sympathy and Empathy

○ Learning Outcome ○

- Recognise when someone is upset and how to understand their feelings.

Key Words

sympathy

empathy

acts of compassion

1

Choose the face that best expresses how you are feeling at the moment. Discuss your feelings with your classmates. How important is it to recognise the feelings of others? How can negative feelings occur? How can positive feelings be strengthened?



2

Read about empathy in the story of Chris Gardner. Then answer the questions that follow.

A two-year-old boy is playing with a broken toy, while his father, Chris, talks to the person in charge of the city shelter. Chris and his son do not have a home; they're homeless. Chris is trying to persuade this official to let him and his son stay at the shelter. But the shelter does not allow children to stay. Chris does not know what to do, but it is his responsibility, as a parent, to take care of his son. And he does not want to put his son into foster care or send him to a children's home. He has to find a solution. Chris looked at the official talking but did not say a word. What is the point of all these words when Chris and his son now have nowhere to live?

Chris used to live in the shelter, while his wife took care of their son. A few days ago, however, she brought their son to Chris, and said she did not have the money to care for him properly. Chris was not the kind of man who would abandon his son, so he took the child. However, the shelter administrator found out about the boy and asked Chris to leave. But where could he go? Nowhere. He could sleep in stations, on the streets or in a nearby park, but how would this little boy endure such a hard life? While he was thinking of all this, he felt a hand grabbing his worn-out trousers. The little boy said in a language that only his father could understand, 'I'm hungry.' Chris picked up his son and left the building. He looked around but didn't know where he should go. How could they get food when he had almost no money? How could they endure sleeping in the park in such cold weather?

They had no choice. Eventually the two of them went to the park. It was a cold winter. The people walking and playing in the park ignored the sight of a cold father taking off his coat to cover his son, as Chris desperately tried to keep his son warm. They see this every day. They would never have imagined that, in a few short years, this man would be involved in big money deals and meeting important people.

Based on the film "Pursuit of Happyness", which tells the story of Chris Gardner.



Chris Gardner

- A. How would you feel if you were a visitor to the park and saw this father and his son?**
- B. What could a compassionate society do to solve the problems of Chris and his son?**
- C. Research the life of Chris Gardner and his contributions to American society and South Africa during the Nelson Mandela presidency. Why are people, like Chris, who suffer greatly and manage to overcome their hardships regarded as an example of empathy?**

3

Differentiating between sympathy and empathy.

Work in pairs. Discuss the pictures and situations below. Decide whether each situation is an example of sympathy or empathy. Explain your answers.

- a. Samira saw a cat panting with fatigue next to her house. She gave the cat food and water every day until it had fully recovered.



Samira feeding the exhausted cat

- b. Nahid watched a documentary about earthquake victims in Kamalpur, Nepal in 2015. She felt very sorry for them, especially when she saw they were homeless after their houses had been destroyed.



A Nepalese woman weeping over her destroyed house

- c. Said and Mohammed are childhood friends. They live in the same neighbourhood and go to the same school. One day, Mohammed's father falls ill and is taken to hospital. Saif stays with his friend. He talks to him about the time his own father was hospitalised and the feelings that he experienced before his father's recovery.



Saif consoling his friend Mohammed

4

William Faulkner (American novelist, Nobel Prize winner in 1949) said:

“Never be afraid to raise your voice for honesty, truth and compassion against injustice, lying and greed. If people all over the world would do this, it would change the Earth.”

Define in your own words *sympathy*, *empathy* and *compassion*.

sympathy

empathy

compassion

5

Can you recall a situation when someone empathised with you and did something that made you happy? Write a short message of appreciation to that person.

Lesson 3

Practising Sympathy and Empathy

Learning Outcomes

- Identify what makes us offer help to others.
- Analyse how you feel after offering help.

Vocabulary

empathy

sympathy

people of determination

1

The teacher will give out pictures depicting facial expressions. Students mime these to the class. The class identifies the expressions.

Will your classmates be able to guess the feelings that you are miming?



2

Read this story about empathy in a school situation. Then answer the questions that follow.

It was the first day of the new school year! Friends were eagerly racing up the steps at the school's front entrance.

A new student, Tarik, sitting in his wheelchair, was not so happy. As he looked at the steps, his expression was one of concern and worry.

Tarik looked up to his father, who was standing by his side. He whispered in a tiny voice, 'Dad... how can we get up those steps? Dad... I'm ... I'm scared ...'

Tarik's father smiled to encourage and reassure his son. He said, 'Don't worry Tarik - this'll be easy. You stay in your chair and I'll carry you up the steps. Piece of cake! You'll see.' Meanwhile, the caretaker and his assistant were watching from a distance. They went to Tarik's father to help him carry Tarik. Moved by their willingness to help, Tarik's father thanked them. He counted to three - 'One, two, three' - and they lifted the chair off the ground and got Tarik up the steps easily.

Then they heard cheers from the children who were watching. Tarik turned to face them, feeling upset. He thought they were laughing at him. They disappeared immediately. Strange! Where had they gone?

Moments later, one of the children came over to Tarik. He was carrying a rectangular wooden plank. He said, 'Welcome to your new school. My name is Ahmad. This is my friend Rashid. And that's my sister Sarah.'

With the help of Rashid and Sarah, Ahmad put the wooden plank down on the steps. Then he said, 'This will make it easier for you to get up the steps.'

Tarik was surprised, and at the same time grateful and relieved at such a kind gesture. He thanked Ahmad with a smile on his face, and reached out to shake his hand. Tarik was happy that he had made friends on his very first day at school.



- a. How do you think the caretaker, Ahmad and his classmates felt when they saw Tarik at the school entrance?
- b. Why did Ahmad rush over to help Tarik? What does the behaviour of Ahmad and his classmates show?
- c. How did Tarik feel? How did he show his feelings?

- 3** Work in groups. Try to understand the difference between sympathy and empathy. Pick a card from the box the teacher gives you and read the sentence written on it. Then decide with your group whether the situation shows sympathy or empathy. Then put the card on the board in the appropriate column.



- 4** Work in groups. Read the extract from Article 12 of UAE Federal Law No. (29), 2006. Then answer the questions.

“The state guarantees for people of determination* equal opportunities for education within all educational and vocational institutions through regular or special classes if it is required, with the provision of educational curriculum on sign language, Braille or other methods/accommodations as required.”

- a. Why do you think Article 12 was written? How can people benefit from it? Share your opinions with the rest of the class.
- b. How could these ideas be implemented in your school?

* On April 18 2017, His Highness Sheikh Mohammed bin Rashid Al Maktoum(may God protect him) launched the National Strategy for Empowering People with Disabilities, designating them ‘People of Determination’ instead of the frowned-upon term ‘People with Disabilities’.

‘Disability is people’s inability to develop. It’s when they remain in their place, unable to make any accomplishments. 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.

5 The people in the table below achieved success despite being born with certain challenges. Do some research to find the information needed about each person below.

	Challenges	Achievements
Andrea Bocelli		
Mohamad Khamis		
Taha Hussein		
Ludwig Van Beethoven		
Jamie Brewer		

Lesson 4

Tolerance

○ Learning Outcome ○

- Explain whether tolerance is a moral necessity.

Vocabulary

tolerance

- 1 The teacher will stick a coloured star on your book. Don't look at the star. Ask questions to find out the colour of your star and form a group with classmates who have the same colour star. Some students will not be allowed to join any group because they will have a star of a particular colour. How do you think these excluded students feel? How does your group act towards them?

How do they feel in your opinion? How did you act as a group towards them?



My star and my team

2

Martin Luther King is a hero of freedom and tolerance. Read the following about him. Then do the tasks that follow.

Dr. Martin Luther King Jr. was a political activist and spiritual leader. He was born in Atlanta, Georgia, in the United States of America, in 1929. He is considered one of the most important figures in the struggle for human rights and equality. Dr. King is admired for the peaceful way he fought for racial equality and for African Americans' civil and political rights.

The Atlanta that Dr. King grew up in was a cauldron of racism. He began his political journey after he started college. He himself suffered unfair treatment throughout his life due to the colour of his skin. On one occasion his house was bombed and he almost lost his wife and son. As a result of such violence, he started a resistance movement that centred on the idea of 'peace', inviting his allies to be forgiving and to avoid violence. He is especially famous for his 'I Have a Dream' speech, which he gave at a political rally in 1963. During this speech he expressed his dream of his children one day being able to live in a society that didn't judge them based on the colour of their skin, but on their behaviour.

As a result of his efforts in fighting for civil rights, the American President of the time, Lyndon Johnson, signed the Civil Rights Act in 1964, prohibiting racial discrimination in the workplace and public institutions, and granting other civil rights. President Johnson also signed the Voting Rights Act in 1965.

In 1964, Dr. King was awarded the Nobel Peace Prize. He was the first African American to win the award and is the youngest ever winner. Dr. Martin Luther King Jr. was assassinated in 1968.

Martin Luther King Jr. Day is now celebrated every year on the third Monday of January and is a federal holiday in the United States. Dr. King's legacy is honoured in many ways on this day, including in people taking part in volunteer work in their communities.

The Martin Luther King Jr. Research and Education Institute is based at Stanford University, California. It is home to all of Dr.

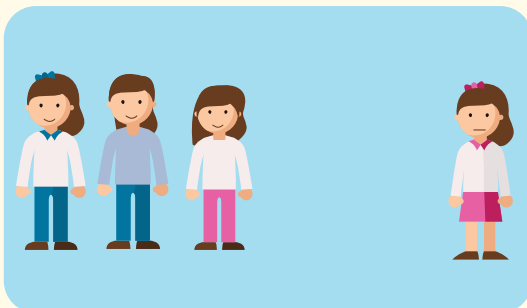
King's speeches. Stanford University regularly brings together social activists from all over the world to work on supporting human rights.



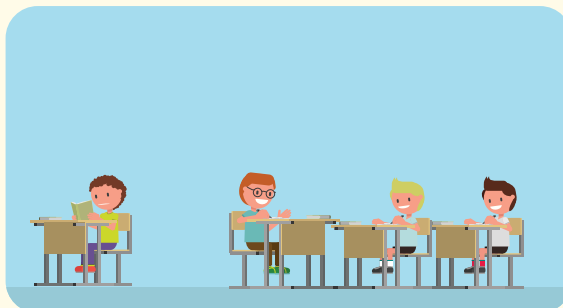
Martin Luther King in Washington after giving his 'I Have a Dream' speech

A Why is Martin Luther King considered a hero of freedom and tolerance? Research the Jim Crow laws to help you answer this question.

3 A Look at these pictures and role-play the situations.



1



2

B Think of other situations involving discrimination against others. Act them out in front of the class.

- The creation of the post of Minister of Tolerance
- The launch of the National Programme of Tolerance
- The issuing of the the Anti-Discrimination and Hatred Law
- The opening of the Hedayah Centre
- The opening of the Sawab Centre

From the words of Mahatma Gandhi, Indian independence leader

Gandhi was asked, 'Why don't you take revenge on your enemies?'

He said, 'Because I cannot spend my life running after a dog to bite him in the same way that he bites me.'

He also said:

- I do not like the word tolerance but I cannot find a better word.
- Anger and intolerance are the twin enemies of correct understanding.
- Hatred ever kills, love never dies.
- Having flung aside the sword, there is nothing except the cup of love which I can offer to those who oppose me.
- The weak can never forgive. Forgiveness is the attribute of the strong.
- I look only at the good qualities of men. Not being faultless myself, I won't presume to probe into the faults of others.
- I believe that non-violence is infinitely superior to violence and forgiveness is more manly than punishment.
- We can only win over the opponent by love, never by hate. Hate is the subtlest form of violence. It affects the hater without affecting the hated at all.
- We must respect other religions even as we respect our own. Mere tolerance thereof is not enough.



HE Sheikha Lubna bint Khalid bin Sultan Al Qasimi -
The First Minister of State for
Tolerance



Mahatma Gandhi

Lesson 5

Prejudgements

○ Learning Outcome ○

- Define stereotyping.
- Describe how stereotyping leads to discrimination.

Vocabulary

stereotyping

discrimination

1

Write on a piece of paper something that girls are known for. Write on another piece of paper something that boys are known for. You can include hobbies, favourite colours, favourite places, feelings etc.

Stick your piece of paper to the board with all the other pieces of paper from your classmates. Discuss what has been written with your classmates.

Do you agree with everything that has been written?

Is it fair to think that all girls and all boys behave in the same way or feel the same way?

What is this kind of generalising called?



A Girl and a Boy

2 Read this story about an incident that took place on a plane. Then answer the questions that follow.

On board a plane, a woman in economy class, where the cheapest seats are, saw that the man next to her had white burn scars on his hands and chin. She angrily called the flight attendant and said, 'I am seated next to a deformed man. I am so disgusted. I cannot bear to sit next to him throughout the flight! Please find me another seat.'

The attendant tried to calm her down, saying quietly, 'Don't worry, Madam. These are just burn marks and they will not make you ill.'

However, the woman insisted on being moved, refusing to sit next to the man, who she thought was ugly.

The attendant then said, 'All the seats in economy class are taken, but I'll do my best to find a solution.'

The attendant left for a while, then she came back and said, 'I told the captain about the issue and he told me that there's a vacant seat in first class.' The woman seemed pleased and was about to stand up when the attendant asked her to remain in her seat. She went on, 'Madam, although we do not usually allow an economy-class passenger to sit in first class, the captain decided to make an exception in this case as he thought it was wrong for someone to be in a bad situation like this.' Then, the attendant turned to the man and said, 'Please bring your belongings and follow me, sir. There's a seat waiting for you in first class.'

A. Why did the woman react negatively to the passenger next to her?

B. What do you think of her behaviour?

C. How would you have felt if you had been in this man's shoes?

D. The woman acted in a discriminatory way towards the man. How would you have acted if you had been in her position?

3

Look at this picture of the former Prime Minister of the Netherlands. Answer the question that follows.



Dutch Prime Minister Mark Rutte

A. What are common stereotypes about politicians?

Read about the life of Dutch Prime Minister Mark Rutte. In light of what you have read think again about the life of this politician.



Mark Rutte rides a bicycle to the Dutch government offices

The Netherlands' former Prime Minister Mark Rutte was born in The Hague and raised in a middle-class family. His father was a merchant and his mother was a secretary. They taught him to be modest, humble, hard-working, respectful and supportive of others. His dream was to be a pianist, and he learnt to play the piano at a music institute. However, he later chose to study history at Leiden University. Before becoming a politician, Rutte entered the world of business and worked as the general manager of a company. Rutte grabbed the world's attention by cycling to the government offices, with no grand parade or bodyguards.

B. Does his life match the stereotypes that you thought of before you read the text?

4

Read the following judgements and stereotypes about poor people.

- Poor people are lazy and hate to work.
- If poor people were serious and showed more effort, their living situation would improve.
- Poor people always rely on social aid to live.

A. Prepare a role-play script to present in class. The aim of the role-play is to show compassion to a family who is living in poverty. Include the following in the role-play script:

A description of this family's situation.

Scenes of discrimination from other people towards them.

An invitation to show compassion.

A suggestion of a solution for this family's situation.

Growing up and Well-being

Lesson 1: Development of a Sound Mind and Body to Achieve Success

Lesson 2: Growth and Development in the Right Environment

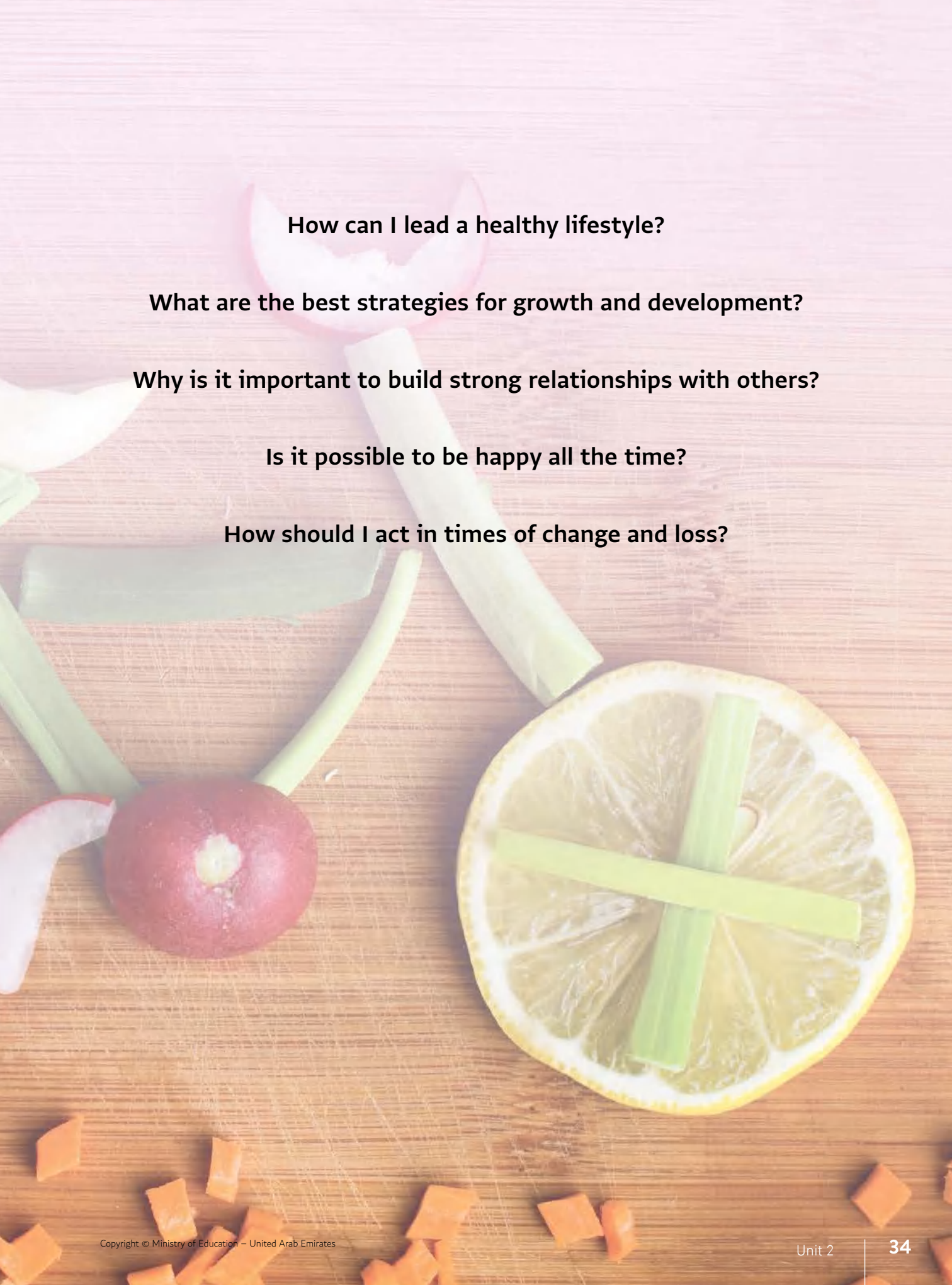
Lesson 3: Helping Each Other for the Benefit of All

Lesson 4: Happiness is the Key of Life

Lesson 5: Addressing Change and Loss



How can we learn to live our lives with
integrity and confidence?



How can I lead a healthy lifestyle?

What are the best strategies for growth and development?

Why is it important to build strong relationships with others?

Is it possible to be happy all the time?

How should I act in times of change and loss?

Lesson 1

Development of Both Mind and Body to Achieve Success

Learning Outcomes

- Understand how to grow and develop in a positive way, while cooperating and collaborating with other people so as to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health. At the same time, you will be able to avoid wanting to achieve unrealistic concepts of happiness as portrayed in the media.

Vocabulary

welfare

growing in a positive way

healthy diet

personal hygiene

healthy lifestyle

1

- Pick an item and mime how you would use it to the class.
- Think about why we need these items.
- Think about what concept this activity is introducing.



What does the bag contain?

2

Read the story of Khalid. Then answer the questions that follow.

Khalid is an 11-year-old boy, who is very popular with his classmates. One day, however, he noticed that his classmates were avoiding him. They whispered about him behind his back and complained when they had to sit next to him. Confused and upset, Khalid didn't know what was wrong. He started to fall behind in class.

At home, he became distracted and he didn't talk with his family. He also became less enthusiastic about going to school. He began to feel sick and get stomachache, especially in the morning just before the school bus arrived. Khalid's parents became worried about his mental and physical well-being. They contacted the school's counsellor to discuss their concerns. The counsellor asked Khalid to come and see him. He asked Khalid to tell him the real reason he was feeling so down. He also talked to two of Khalid's classmates and was surprised to find out that the entire class was put off by Khalid smelling of sweat after PE.



A. It is common for young people to sweat during puberty because our sweat glands are very active at this time of life. The best solution is to maintain good personal hygiene.

Work in groups. Think of what young people can do to maintain personal hygiene. Write a list of suggestions.

How to maintain personal hygiene

**B. Work in groups. Think about the term 'mental health'. What do you think it means?
How can it be connected to issues of personal hygiene? Write.**

3

Work in groups. Look at the pictures and think about whether the lifestyles shown are good for physical or psychological (or mental) health. Answer the questions under the pictures.

- **Is this girl eating healthily? How might her physical health be affected by eating such food?**



- **Should parents buy food for their children from outlets like these?**



- **Why might a mother be upset by her child's behaviour in this picture?**



- **How do habits such as the one displayed by this girl affect our well-being and social life?**



Work in groups. Role-play a conversation with one of the children pictured. Try to persuade him/her to adopt a healthier lifestyle. Promote a sense of positive well-being and growth.

4 Read about the importance of exercise. Then do the activity that follows.

- a. Exercise produces hormones, called endorphins, making us happier and reducing stress.
- b. It helps us make good use of our spare time.
- c. It helps to develop fitness, strength and healthy muscles and bones.
- d. It helps to burn calories and transform nutrients into useful energy. It also reduces fat, especially around the stomach, thighs, and hips. This helps us maintain our ideal weight and body shape.
- e. It gives you a healthy heart. Exercise makes the heart work harder. The heart then beats faster and pumps blood more efficiently. This in turn helps to pass oxygen and energy to the brain and muscles.
- f. It improves our lungs. They can then provide more oxygen to the body and distribute it to the organs, especially the brain and muscles.

A. Write about your favourite sport. Where and when do you play this sport? How does it benefit your physical and mental health? Present what you have written to your classmates.

In this lesson you have read about healthy lifestyles.

5 Work in groups. Design a poster highlighting some healthy lifestyles. Show their significant impact on well-being, happiness and sound, healthy growth.

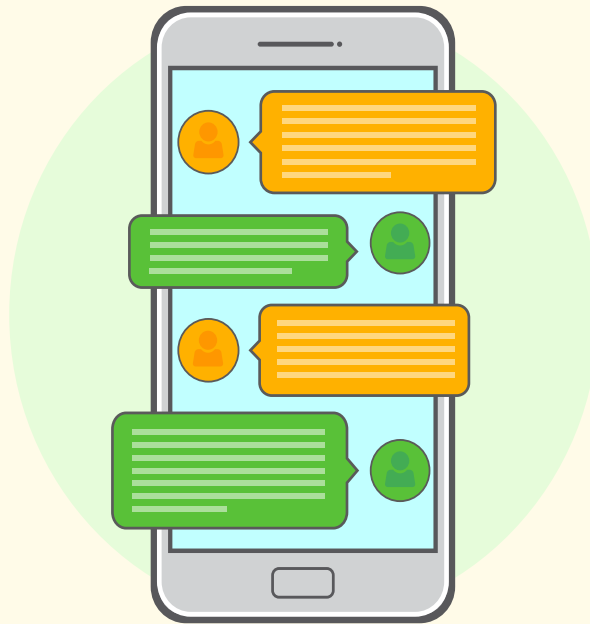
6 Read Malik's email to his friend Marcos. Then do the activity that follows.

Hi Marcos,

The day after tomorrow is my sister Aya's graduation. My parents have asked me to help them organise a special party for her. Please help me come up with some bright ideas so we can surprise Aya on her graduation. First, we will pick her up from basketball practice and then come home, as we usually do on Thursdays. It would be great if you could help me choose some healthy and delicious food for the party! Also, please help me organise some crafts and games so we can have a really great time.

Best wishes,

Malik



Lesson 2

Growth and Development in Suitable Conditions

○ Learning Outcomes ○

- Understand how to grow and develop in a positive way while cooperating and collaborating with other people to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Know how to identify whom to ask for help in dealing with change and loss and will know how to draw on support from the community.

Vocabulary

right to housing

social care

right to education

welfare

Do you feel comfortable?

1 Sit on one chair with four of your friends. Write, 'I feel very comfortable sitting like this.'

Do you *really* feel comfortable? Is it possible to study effectively in this situation?



2

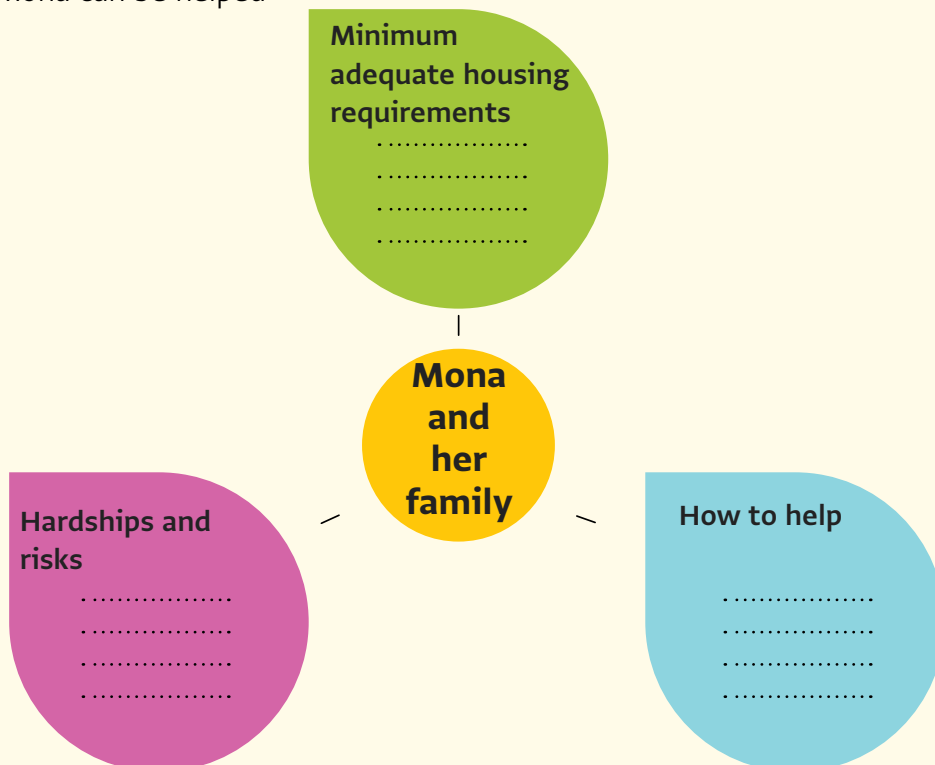
Look at the picture of Mona’s home and read about her living conditions. Then do the activity that follows.



Mona and her family are facing financial difficulties. They couldn’t afford the rent on their last home and had to leave. They have moved to poor accommodation on the farm where Mona’s father works.

Work in groups to complete the chart. Think about:

- the hardships and risks Mona and her family face
- minimum adequate housing requirements
- how Mona can be helped



3

Everyone has the right to adequate services. In the UAE, the Ministry of Social Affairs is developing social welfare and rehabilitation programmes to help those in need.

Read about the care it provides. Then work in groups to discuss how important this care is in terms of personal development and well-being. Write your thoughts below.

a. Municipality Services

The municipalities send representatives to homes of people of determination so they complete their official forms without having to leave their homes.

Field:

Objective:

Importance:

b. Education

The UAE provides several educational choices to people of determination. It also helps them to get enrolled in regular schools, according to each student's improvement or level.

Field:

Objective:

Importance:

c. Free Entry to Emirates Park Zoo

People of determination are given free access to the zoo. Emirates Park Zoo aims to bring children closer to nature. It even has areas without barriers where children can touch and connect directly with the animals.

Field:

Objective:

Importance:

d. Moving around

All new public car parks, pavements, corridors, bridges, pedestrian walkways, entrances and other public facilities in many cities in the UAE are being designed with people of determination in mind. The new fleet of public transport buses are all equipped with low floors and non-slip entrances.

Field:

Objective:

Importance:

4 Read about the yellow school bus.

Yellow school buses are a familiar sight in many countries. They usually have prevention and warning systems to protect children from accidents. The buses are clearly identified as school buses. When they stop to let children off, they flash red and yellow lights to warn other drivers that kids are around. In a further safety measure, the left side of the bus has a round red 'Stop' sign, again as a warning to other drivers. Of course, children have to be educated in bus safety. They should always remain in their seats until the bus comes to a complete stop. Then they should get off without pushing. It is very important to be careful after getting off the bus. Therefore children who want to cross the road in front of the bus should move several metres in front before starting to cross.



Work in pairs. Choose the picture you like best. Write a dialogue between the people in the picture, focusing on safety or learning. Practise your dialogue with your partner. Then present it to the class.

5 **The United Nations Committee on Economic, Social and Cultural Rights has determined a set of housing requirements. It has provided countries with detailed instructions on respecting and protecting housing rights.**

Work in pairs. Do some research to find out more about these housing requirements. With your partner, choose what you think are the three most important requirements. Write them down. Compare your findings with other pairs. Do you agree?

Lesson 3

Helping each other for Everyone's Benefit

Learning Outcomes

- Understand how to grow and develop in a positive way, while cooperating and collaborating with other people to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health. At the same time, you will be able to avoid wanting to achieve unrealistic concepts of happiness as portrayed in the media.

Vocabulary

happiness

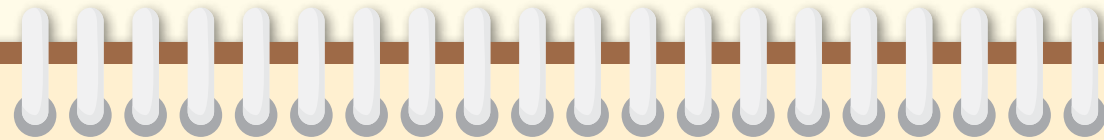
positive relationship

- 1** Write down a word or a statement that explains what the term ‘positive relationships’ means to you. Then, compare what you and your classmates wrote. What do ‘positive relationships’ mean to your classmates? Do you try to build positive relationships with others? Are you successful?

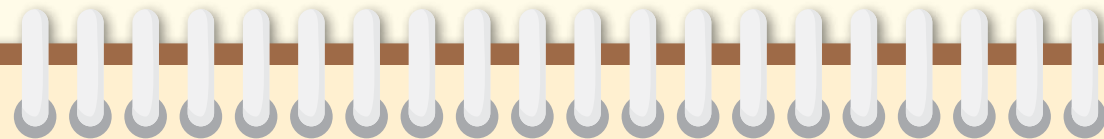


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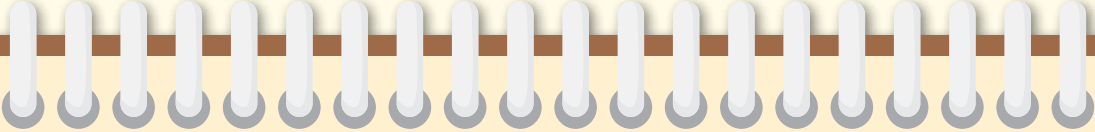
Read the diary entries written by students. They all refer to relationships with others. Then work in groups to answer the questions that follow.



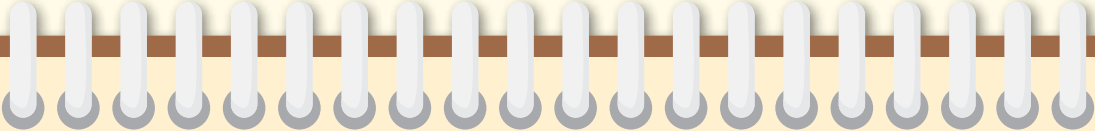
I met Mohammed at the school gate. He seemed worried. He asked me if I was ready for tomorrow's maths test. I said I was because it was an important one and would affect our end-of-term marks. I asked him if he had done any revision for the test and he started crying. He said that he couldn't do the exercises. Then he asked me to help him.



My classmate Jessica is overweight. She told me today that she had gone to a doctor with her mother to get some advice on healthy eating. She is now bringing walnuts and almonds to school instead of chocolate. (She used to eat a lot of chocolate during the break!) She seemed positive and asked for my support and encouragement.



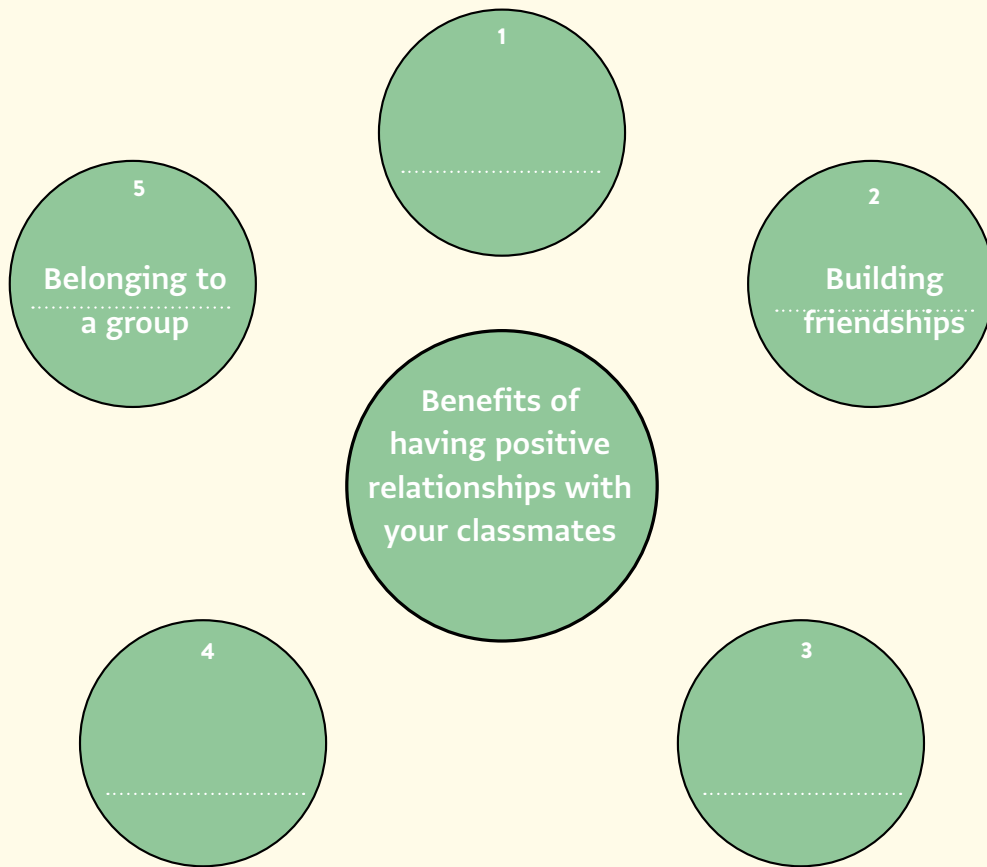
For a few days now, I have been feeling that there is something wrong with my friend Colin. He's stopped playing with us during the break, and just sits by himself, refusing to talk to anybody. In class he seems distracted and the teachers have noticed his lack of focus, especially during group work. He won't join in and the teachers are starting to get angry with him. Today I pushed him to tell me what's wrong and it soon became clear that he's having problems at home.



I am very excited that my friend Mariam is getting ready to take part in a national swimming competition next week. She is a very good swimmer, practises regularly and always does what her coach tells her. She has to train a lot - three times a day until the competition. She says she doesn't have time to come to the park with us until after the competition.

- A. What kind of support could you give to these students?**
- B. Who else might be able to help these students?**

C. Discuss in groups. Complete the diagram with other benefits from having positive relationships with your classmates.



3

Now that you have looked at examples of positive relationships with your classmates, read the following text about the importance of family meetings. Then do the activities that follow.

Psychologists say that families that spend time together have a much stronger bond. Family meetings teach children listening skills and give family members a feeling of belonging and attachment. These meetings also create a positive family atmosphere that makes the family happy, helps deal with their daily concerns and strengthens the bonds between them. Medical studies show that strong family relationships enhance children's self-confidence and relieve their feelings of concern and anxiety.

**A. Work in groups. Discuss the behaviours shown in the pictures.
How do they strengthen family relationships? Write.**









4

Work in pairs. Tell your partner either about a problem you have faced or about a dream you want to achieve. Then listen to your partner.

Present your partner's situation to the class. Discuss ways in which the problem can be resolved or the dream achieved.

What do you learn from this activity?

5

Read the text about student needs. Then do the activity that follows.

Students have a natural and understandable need to feel safe, both physically and psychologically. As they progress through school, this need increases. To foster feelings of security, children should be given opportunities to develop positive relationships with teachers and classmates. School teams and clubs, as well as government-led projects, can help to enhance an all-important sense of belonging. Schools that don't have teachers or advisors whom students trust will soon start losing students.

Lesson 4

Happiness is the Key of Life

o Learning Outcomes o

- Explain what is meant by well-being.
- Have an awareness of the tools available to promote physical and psychological well-being.
- Differentiate between a state of genuine well-being and one of superficial happiness.

Vocabulary

happiness

real happiness

fake happiness

1

Complete the following questionnaire. Then work out the level of happiness in the class.

A. Complete the questionnaire by putting ticks in the boxes that describe your feelings.

My feelings	Happy	Normal	Sad
Today			
Yesterday			

B. Collect answers from the class. Add the answers for each day and record them on the chart.

Survey of Student Feelings	Happy	Normal	Sad
Today			
Yesterday			

Read the text about happiness. Then do the activities which follow.

2

Happiness brings joy to life and makes us feel better. What makes us happy is different for different people. Things that make one person happy may not have the same effect on someone else. However, in two ways we are all the same: we can all find happiness through our relationship with ourselves, and we can all find happiness through our relationships with others. Happy people support others and can do the following things:

- **Feel good about themselves**
- **Take responsibility for decisions that they make**
- **Not worry when changes happen in the lives**
- **Try to improve their skills and talents**
- **Teach others and allow others to know their true feelings**
- **Love and respect other people and understand how they feel**
- **See life in a positive way**

Work in groups

- a. Think about the text and talk to your classmates about what true happiness means.
- b. Talk to your friends about things you could do together to make you all truly happy.

3

In 2016, the UAE created the Ministry of State for Happiness. This government department wants to make sure that everyone in the UAE is happy. It works with many different organisations to try to do this.



Students took part in the ‘100 Days of Positivity’. Lots of artistic, cultural, social and sports activities were organised to try to make schoolchildren all over the UAE behave in a positive way.

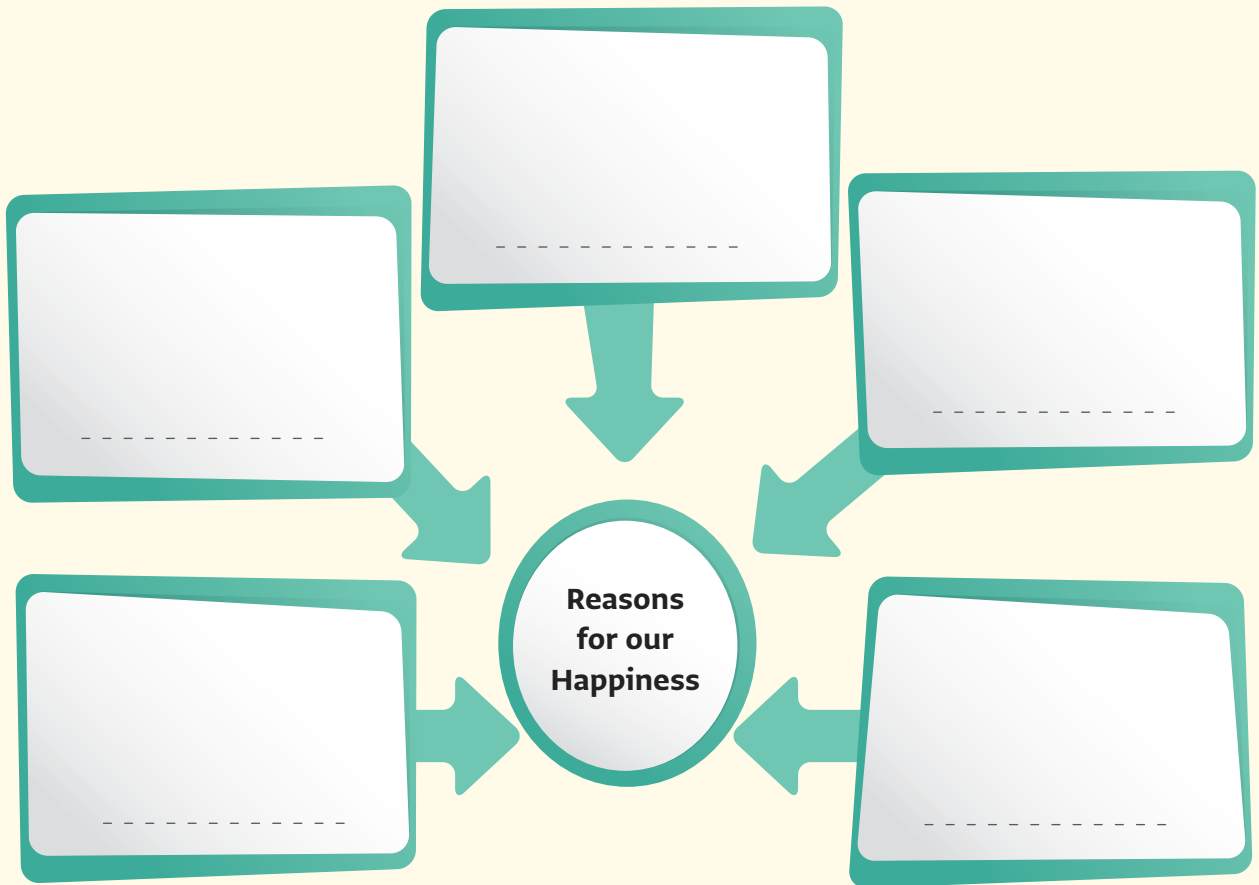


Her Excellency the Minister of State for Happiness, Ohood Khalfan Al Roumi, started the first ‘Happiness Patrol’ in the world. When the patrol sees a driver who is obeying the rules of the road, they give them vouchers and gifts.



Also, the Ministry of State for Happiness decided that workers should spend two hours out of every month doing something that makes them feel happy and positive about their jobs.

- a. Work in groups. Think about what makes you happy as a citizen or resident of the UAE. Talk to the students in your group about your ideas. Write the five most important things.



- b. If you were the Minister of State for Happiness, would you suggest to help everyone in the country feel happy and positive?

4 Read the text about the Kingdom of Bhutan. Then do the activity that follows.

The small Himalayan Kingdom of Bhutan is a Land of Happiness. Sadness amongst its people is unusual. Since 1971, the kingdom uses the slogan ‘Gross domestic happiness is more important than gross domestic product.’ This means that when we measure how well a country is doing, we should not only measure how much money its people make. We also need to measure their happiness. In Bhutan, the government considers the following things to measure happiness: a person’s health, how they feel about themselves, their education, how they use their time, how well they deal with changes in their lives and how much they like the homes and areas they live in. According to the 2010 Gross Domestic Happiness Index, 42% of Bhutanese people are happy, 50% are almost happy and 8% are very happy.



Kingdom of Bhutan

Work in groups. Think about the list of things used in Bhutan to measure happiness and how people feel about themselves, there. Do you think those things are important for making people happy? Explain your answer, giving examples.

Lesson 5

Addressing Changes and Losses

○ Learning Outcomes ○

- Understand that we will face changes as we grow older and that we can adapt to these changes by identifying when they occur and sharing our concerns with others, while recognising that change can be positive.
- Identify the people in the community best able to help us cope with change and loss.
- Ask for help for ourselves and for our friends.

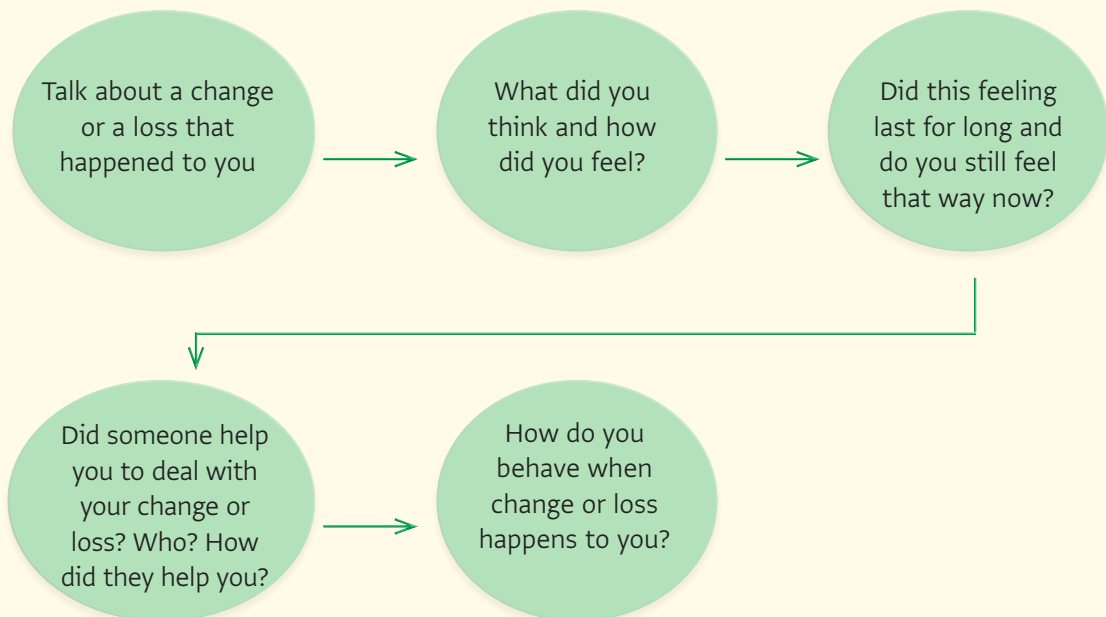
Vocabulary

change

loss

adaptation

- 1 **Work in groups. Following the steps below, talk to each other about times when change and loss happened in your lives. Make sure that everyone in the group gets a chance to speak.**



2

After you have talked about times when change and loss happened to you, read the story about Johnny. Then answer the questions that follow.

Johnny and his parents recently moved from America to Abu Dhabi. When they arrived in Abu Dhabi, Johnny's parents began looking for a suitable school for him. But Johnny was very quiet and didn't seem to be interested in finding a new school. He stopped speaking to anyone.



His father noticed that Johnny was unhappy and asked what was wrong.

a. What do you think Johnny said when his father asked him what was wrong?

b. Johnny's father will probably tell Johnny not to worry about starting a new school. What do you think Johnny will say?

c. How big a problem is it if people refuse to accept change or adapt to a new situation?

d. What could you say to Johnny to help him adapt to his new life?

3

Work in groups. Look at this list of things we can do at times when change or loss happen to us. Do you agree with these ideas? Explain your answer, giving examples.

- Talk to a friend, someone in your family, or a doctor or nurse.
- Don't be afraid to cry.
- Get plenty of sleep and rest.
- Eat healthy food.
- Ask for advice and help, especially when you are feeling unhappy or worried about something.

4 Read the text about the happiest children. Then do the activity that follows.

In 2013, a UNICEF report said that Dutch children are the happiest in the world. It said that Dutch children were happier than children in twenty-nine of the richest countries in the world, such as the United Kingdom and the United States of America. The report looked at the following important areas of a child's life: physical well-being, health and safety, education, behaviours and risks, housing and environment. Dutch children were the happiest in all these areas. When asked how happy they were, 95% of Dutch children said they were happy.

Dutch parents try to treat their children as individuals. They understand that children are not all the same. They believe that success does not always make people happy, but happiness can help them to succeed.

The report said that 85% of Dutch children aged 11-15 ate breakfast every day. Studies prove that if children eat breakfast every morning, they are less likely to eat unhealthy, fattening snacks during the day and it helps them to concentrate in school.

But the real point here is that starting the day by having breakfast as a family helps to build strong relationships in the family.

Dutch families like to live a simple life. Most of them like to do simple, cheap activities together, and they do not always want to buy expensive things.



- A. Work in groups. Identify five to eight steps that can ensure the well-being and healthy growth of children. Present your ideas to the rest of the class.

5

Read about some situations where change or loss happens.

Work in groups. Role-play each situation to show how you could help the people involved. Talk about the different emotions felt by each of people.

- Yusuf crashed his bicycle today. It was badly damaged and he won't be able to ride it again.
- Janna's father has found work abroad. He will only be able to visit his family once every three months.
- In the middle of the school year, the science teacher had to leave because he was sick and a new teacher has arrived to teach science.

6 As some children move into adolescence, they start to eat more fast food instead of healthy food.

Collaborate with your colleagues to make a project on healthy food.

1. List your team members names and their tasks in the project
2. Specify the budget
3. Choose one of the situations below:
 - a. Hosting a nutritionist and asking him or her to talk about:
 - Healthy food that the body needs
 - The different types of food that children need and why
 - The importance of adequate sleep and the relationship between healthy nutrition and increased concentration
 - and other topics relevant to public health
 - b. Play videos collected by your group on the same topic. You have to consider the following:
 - Distribute the roles to the team members
 - Select the appropriate material for the presentation
 - Specify the presentation duration
 - Provide the required sources
 - Design the display style (large screen, or PowerPoint)
 - c. Design magazines, pamphlets, folded cards
 - Select the method type: Wall magazine, board, pamphlet, folded card, etc.
 - Specify the form and design

- Collect the scientific content: Sayings, tips and guides, realistic stories
 - Perform and direct
 - Present the product
4. Develop a time plan
 5. Set the presentation date
 6. Make a word list and write the meaning of words related to health eating and other factors related to health. For example, meat, vegetable, desert, fatigue, etc.
 7. Prepare questions to run the discussion after the project is presented

Unit 3

Understanding our Physical World

Lesson 1: Weather, Climate, and Climate Success

Lesson 2: Impact of Landforms and Climate on People

Lesson 3: Nature and Wildlife

Lesson 4: Climate Changes

Lesson 5: Energy Sources and Preserving the Planet

Lesson 6: UAE National Day



In this unit, you will learn about the weather and the climate.

You will explore different climate zones and their flora and fauna. You will also learn about climate changes, the greenhouse effect, and what causes air pollution. At the end of the term, you will explore ways to preserve your environment.

Lesson 1

Weather, Climate, and Climate Zones

○ Learning Outcomes ○

- understand the difference between weather and climate
- be able to explain how the weather changes
- be able to identify five types of climate, atmosphere, North Pole, South Pole, and the equator
- be able to explain the weather differences at the North and South Pole, as well as the equator
- identify latitudes
- be able to identify the climate zones
- be able to describe each climate zone

Vocabulary

weather

climate

atmosphere

equator

poles

latitude

North Pole

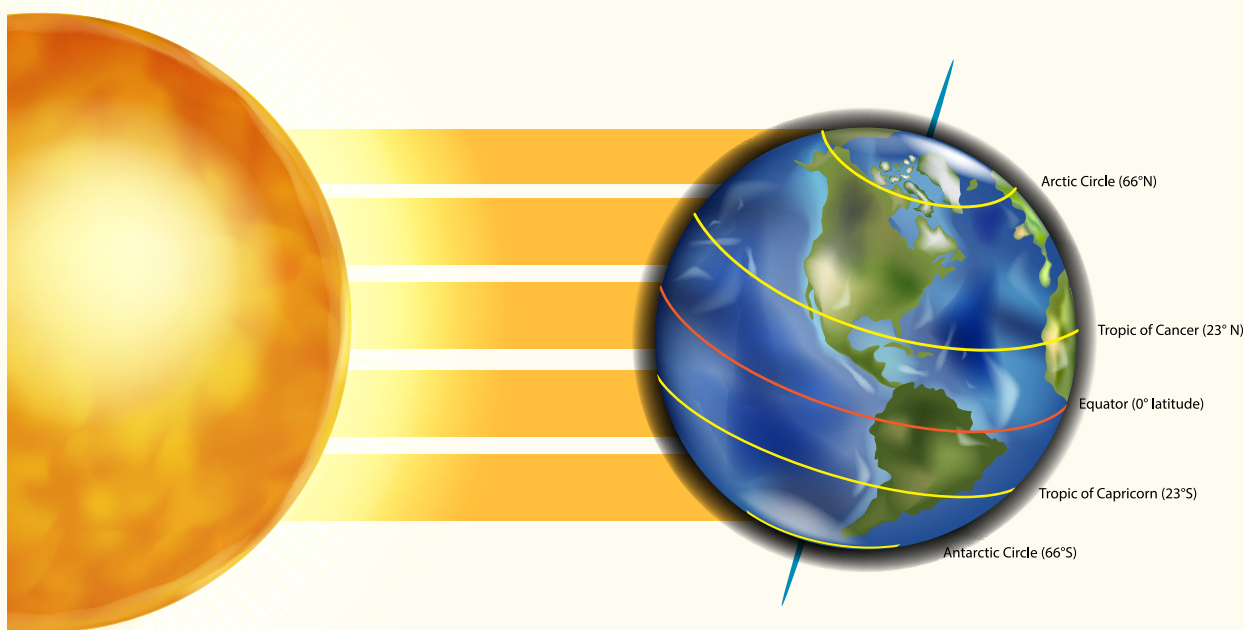
South Pole

climate zones



Warm up: Did you know?

Latitudes are imaginary lines around planet Earth that show the distance to the North and the South. The 0 degree latitude is the Equator. Other latitudes are labelled in the picture below.



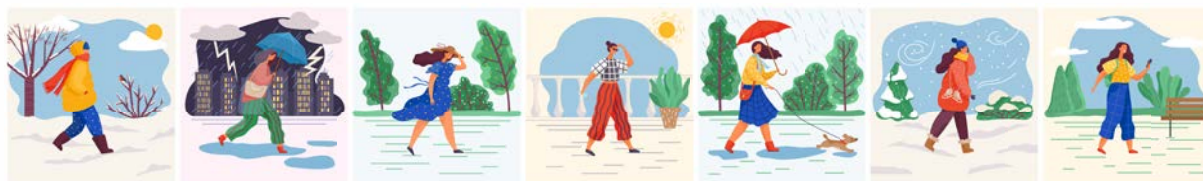
Find the other latitudes and write their names and degrees. The first one is done for you.

1.	Arctic Circle	66 degrees North
2.		
3.		
4.		
5.		

2

Weather

Weather is a temporary condition of the atmosphere (the air that surrounds the planet Earth). It changes continuously. For example, on a day when clouds form in the atmosphere, we may get rain. Later the same day, the sun may come out. This is why we call weather a temporary condition.



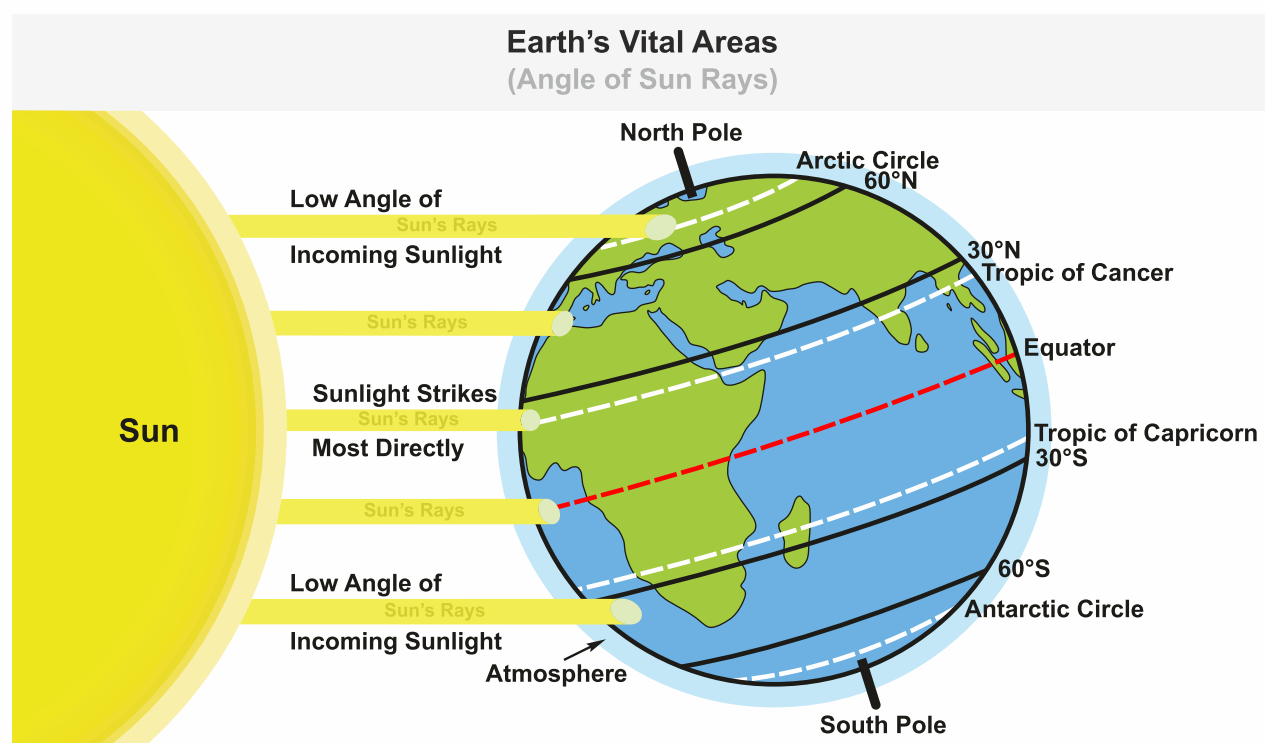
The weather is affected by the heat produced by the sun. The heat travels through the atmosphere. When the air is heated, it rises. Cold air replaces it. This movement of the air in the atmosphere is called the wind.



Moisture can cause the weather to change. Clouds are moisture formations in the air. When they grow big, they produce fog, rain, or snow. The precipitation, water that falls on the ground, depends on the time of the year and the climate.

Climate

Climate describes the typical weather conditions in an entire region for a very long time—30 years or more. Average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years are used to describe the climate.





2

The planet Earth is round and tilted, so sun rays reach certain areas more directly than others. For example, the North Pole and the South Pole get a lot less sun than the Equator. The Equator is the imaginary line that goes around the earth. It is the same distance from the two poles. That is why the regions around the equator have the warmest climate.

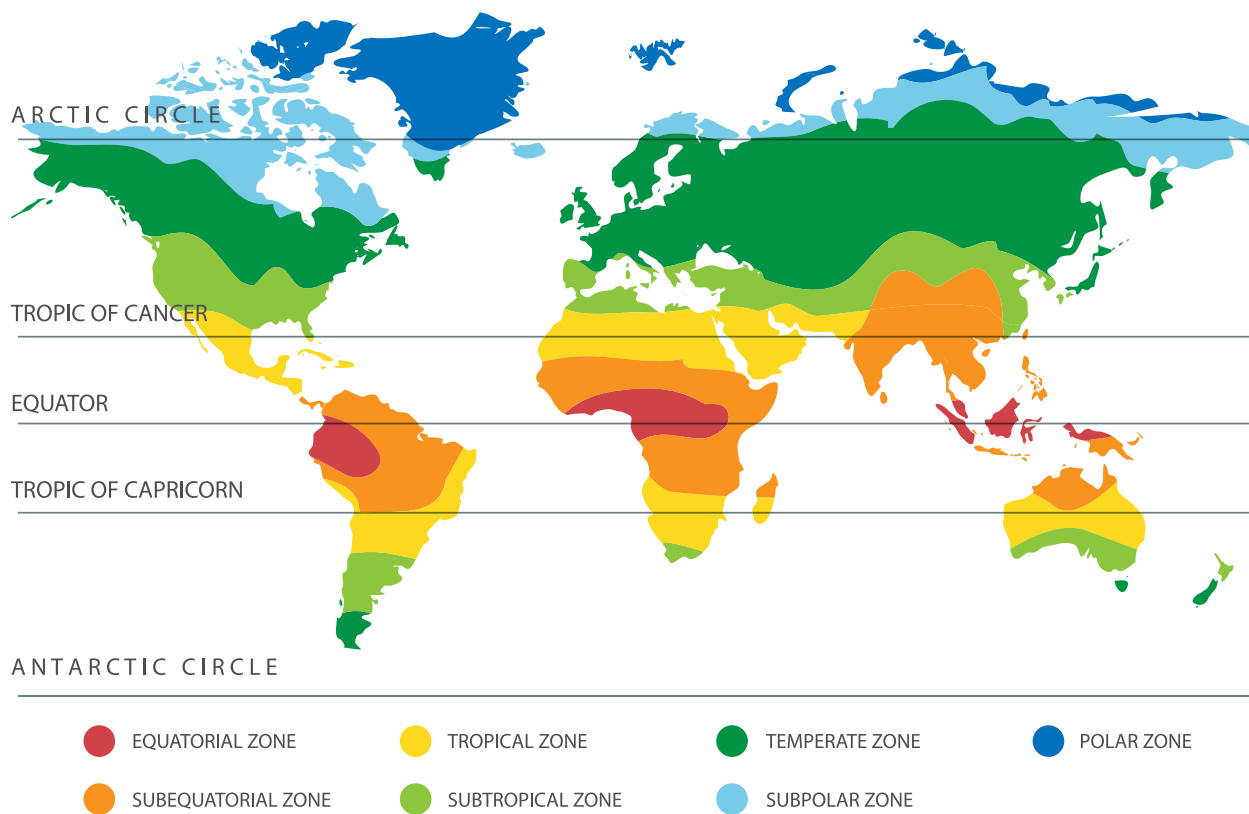
A common way to describe climates is to divide them into five categories: tropical, dry, mild, cold, and polar. These categories are based on long term weather patterns, mostly of temperature and precipitation.

Important Latitudes

Specific latitude lines indicate areas where the earth is especially warm or cold. The earth is warmer where it is closest to the sun. The Equator is the midpoint between North Pole and South Pole and is given 0 degrees latitude. The equator is not a real line on the earth. It is only drawn on maps to help us find locations. It divides the earth into the northern and the southern hemispheres.

The Climate Map

The earth is divided into climate zones. A climate zone is a region with a distinct climate. A climate map shows the climate of different areas of the world.



The earth is colder where it is farthest from the sun. The northern and southern polar regions are the coldest parts of earth. The polar regions are called circles. The northern polar region is called the Arctic Circle. The southern polar region is called the Antarctic Circle.

The line drawn between the Arctic Circle and the Equator on a map is called the Tropic of Cancer. The line drawn between the Equator and the Antarctic Circle is called the Tropic of Capricorn.

2

The Climate Zones

The area between the Tropic of Cancer and the Tropic of Capricorn is called the tropical zone or the tropics. The weather stays warm throughout the year in the tropics. There are two seasons in the tropics: the hot season and the wet season. It can be very humid in the tropics due to many rainfalls. The average temperature in the tropics is between 20 and 30 degrees Celsius.



The subtropical zone, also known as the subtropics, is located north and south of the tropics. In the subtropics, the average temperature is between 20 and 35 degrees Celsius. The subtropical zone receives less moisture than the tropical zone. Deserts are often in the subtropical zone.

The temperate zone, is between the subtropics and the subpolar zone. In the north, it reaches to the Arctic Circle and in the south to the Antarctic Circle. The average temperatures in the temperate zone are between 0 and 20 degrees Celsius. In the temperate zone, there are four distinct seasons: spring, summer, fall (autumn), and winter.



Four Seasons: Spring, Summer, Fall, Winter

The polar and the subpolar zones are the farthest north and south points of the earth. The average temperatures are -47 to 0 degrees C. Instead of rain, polar and the subpolar zones often get snow. Sometimes, the sun doesn't shine on this part of the world.



Penguins in Antarctica



Activity 1: Concept Check

1. What is weather?

2. Name three things that cause the weather to change?

3. Give an example of precipitation

4. What is climate?

5. Why do the regions around the equator have the warmest climate?

6. What are latitudes?

7. What is the equator?

8. How many hemispheres is the planet Earth divided into?

9. What are these hemispheres called?

10. Which climate zone is between the Tropic of Cancer and the Tropic of Capricorn?

11. What is the average temperature in the subtropics?

12. What are the four seasons in the temperate climate zone?

13. What are the climate zones in the farthest north and south points of the planet Earth?



Activity 2: Climate or Weather?

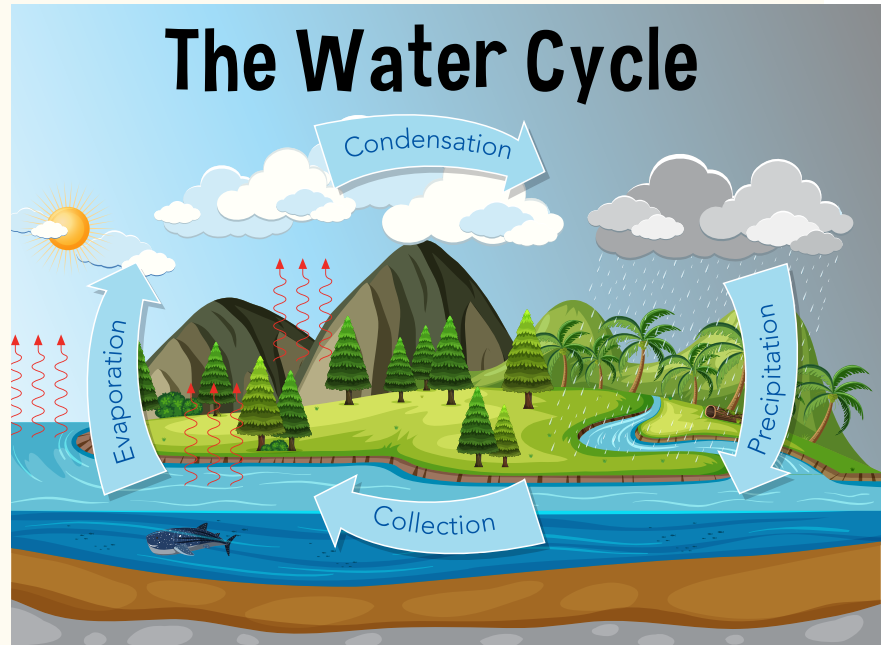
Indicate whether the statements describe the climate or the weather. The first one is done for you:

Statement	Climate	Weather
This afternoon, we expect some cloud formations and light rain.		X
The UAE gets most of its rain in the winter months.		
The African Savannahs may get an average of 75 cm to 100 cm of rainfall each year.		
It might snow tomorrow.		
The average temperature in Germany is 18 degrees Celsius.		



Activity 3: Water cycle

The water cycle is the movement of water in the atmosphere. There are four stages: evaporation, condensation, precipitation and collection.



Use the picture to describe what happens at each stage in the water cycle.

Evaporation	
Condensation	
Precipitation	
Collection	



Activity 4: Matching

Match the climate zone in the box with the descriptions the countries.

Tropical

Subtropical

Temperate

Subpolar

Polar

Country and weather conditions	Climate zone
The coldest American state is Alaska. The winters are extremely cold and the average temperature is 5 degrees Celsius.	
Venezuela is very humid. The rainy season is from May until December and the average temperature is 25 degrees Celsius.	
Iceland gets a lot of cold winds from the north. The average temperature in Iceland is between 10 and 15 degrees Celsius.	
Except the Nile Delta region, Egypt is extremely dry. The summer is very long and hot. It lasts for 9 months.	
In Bosnia and Herzegovina, there are four seasons. The summers are warm, and in the winter the temperature drops below freezing. It snows in Bosnia and Herzegovina during the winter months.	

With the help of your teacher, locate the countries mentioned in this activity on the map: Alaska, America; Venezuela; Iceland; Egypt; Bosnia and Herzegovina.



Activity 5: Researching the South Pole

The South Pole is the coldest area on earth. From September until March, there is no sunlight. The only source of natural light is the moonlight. Nobody lives there permanently. It is covered in ice and snow year round. The only people you will find in the South Pole are scientists.

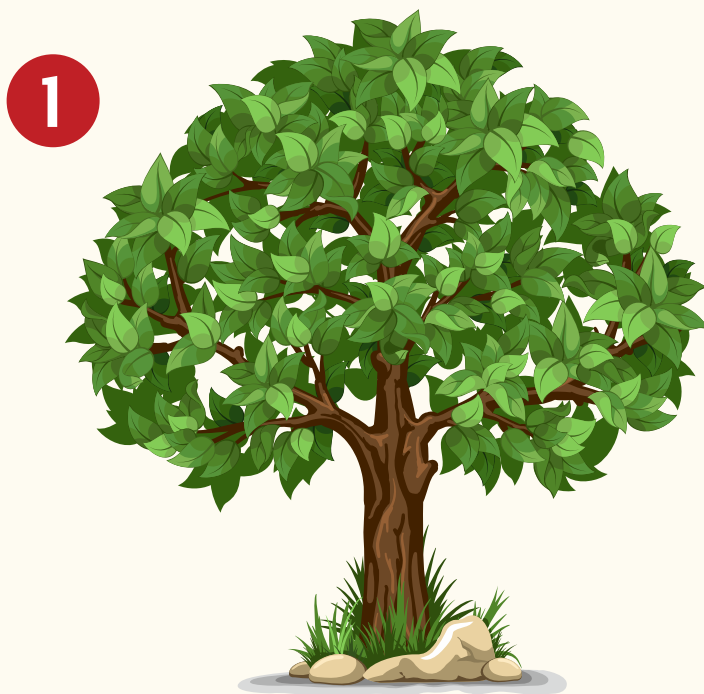
With the help of your teacher, search for information about why scientist spend time in the South Pole. Make a list of things they do.

1.	
2.	
3.	
4.	
5.	



Activity 6: Four Seasons

The temperate climate zone has four distinct seasons. Some trees look different in the different seasons. Match each tree to the season.



Explain why the tree looks different in each season.

Spring	Summer	Fall (Autumn)	Winter

Lesson 2

Impact of Landforms and Climate on People

Learning Outcomes

- understand how landforms and climate determine the way we live
- identify the types of homes built in different climate zones
- tell why certain features (such as small windows) of the homes are important in different climate zones
- identify the types of clothes worn in different climate zones

Vocabulary

landforms

impact

hut

thatched roof

igloo



Warm up: Brainstorm

What are some clothes we wear in different seasons?



Season	Clothes
Spring	
Summer	
Fall	
Winter	

2

Landforms

Natural forces shape the landforms. The highest landforms are mountains. Valleys are low areas between mountains. Sometimes rivers create the valleys. Hills are smaller than mountains.



Landforms are sometimes formed by the movement of tectonic plates. Earthquakes can occur when tectonic plates push against one another. Landforms affect people's lives. They determine where people live and how they build their homes.

Impact of Climate on People

Climate affects the type of homes people build. Depending on where you live, you may have a different type of home because of the weather conditions in the region. People also enjoy different foods in different climates, and their clothes match the weather conditions.

In the past, people lived close to water to catch fish and to irrigate their crops. Some people lived in plains, because it was easier to farm where land is flat. Some people lived in the mountains for protection.

Before air conditioners and heaters, people built their homes to adapt to their climate.

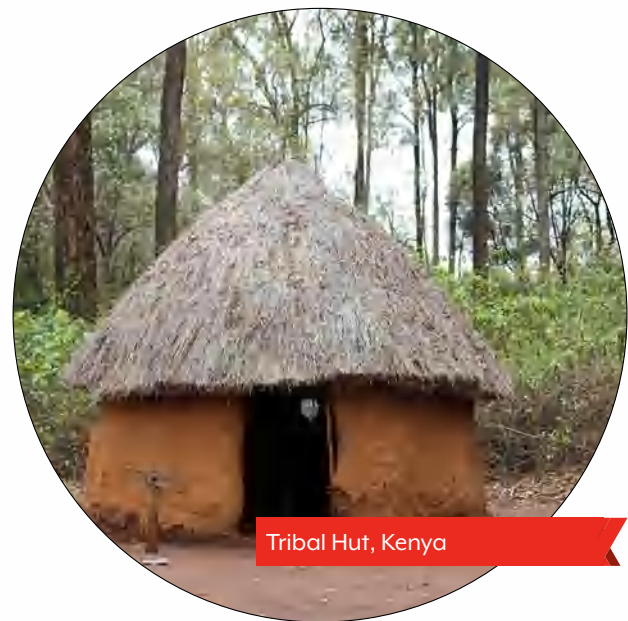
Southeast Asia is in the tropical climate zone. There is a lot of rain and flooding in that region. People often built stilt houses above ground to avoid floods.

The roofs were slanted so that rain rolled off of the roofs instead of into the house. Stilt houses are still common today.



2

In the subtropics, the people lived in huts with thatched roofs. They needed homes that protect them from the sun and the water. Thatched roofs keep the house cool in the hot summer days.



Tribal Hut, Kenya



Wind Tower Al Seef, Dubai

The UAE has a hot, dry climate. It too is in the subtropical zone. In the past, Emiratis kept buildings cooler with wind towers. The wind tower catches air and brings it into the house. The wind tower does not make the wind cold, but it creates a breeze in the house. This breeze makes the house more comfortable.



Old Brick House, Bavaria, Germany

In the temperate zone, people had to keep in mind all four seasons. They had to make sure their homes are protected from rain and snow, warm in the winter, and cool in the summer. That is why they used bricks. Homes had small windows, so that the weather conditions have a smaller impact on the inside temperature.

At the Arctic Circle, it is very cold. People built hunting shelters with blocks of snow and ice called igloos. The walls of the igloo kept out the cold wind. The walls trapped body heat inside the igloo. This made the inside of an igloo warmer than the outside.



Igloo

Impact of Climate on Clothing and Food

The weather determines what people wear. In the Arctic Circle, people have to wear warm coats, boots and hats. In the subtropical zone, people wear clothes that protect them from the sun, such as kandooras and gutras. The people in the temperate climate zone wear different clothes in different seasons.

Today, the supermarkets are filled with food from all over the world. In the past, that was not the case. People grew their crops and raised their own animals for food. People who lived near a river or ocean ate a lot of fish. People who lived in the rainy areas in Asia grew and ate a lot of rice. People who lived in temperate climate zones planted and ate corn and vegetables.





Activity 1: Concept Check

1. What are landforms?

2. Name three types of landforms?

3. How are mountains and hills created?

4. Name a feature of some homes in the tropics.

5. Why is a thatched roof useful in the subtropics?

6. What are the wind towers used for in the UAE?

7. What are two ways people control the temperature in their homes in the temperate climate zone?

8. What materials are used to build igloos?

9. Name two clothing items you would wear in a cold place?



Activity 2: Describing a climate

Choose one climate zone. Find a picture. Answer the questions in a paragraph.

What is the weather like? Is there a lot of precipitation? What are the temperatures like? What features do you see in homes that help people control the temperature? What kind of clothes do people wear?





Activity 3: What would you wear?

In pairs, each person chooses a country and names a season. The other person in the pair writes the clothes people wear in that place at that time.

Country and Season	Types of clothes



Activity 4: Seasonal activities

In temperate climate zone there are four distinct seasons. In the northern hemisphere, spring is from March until May, and summer is from June until August. Fall is from September until November. Winter is from December until February. In the southern hemisphere the seasons are reversed.

Describe the activities children do in the different seasons.



Which of the activities can you do in the UAE?



Activity 5: Draw a picture

In the box below, draw a picture of a person wearing appropriate clothes for the climate zone he or she lives in standing next to his house. You can use the pictures and descriptions from this lesson.

Lesson 3

Nature and Wildlife

Learning Outcomes

- identify different climate zones based on pictures
- identify the types of plants and animals in different climate zones
- describe different animals and their habitats
- conduct basic research on an animal of their choice
- create a poster using the research findings
- present their findings to class

Vocabulary

rainforest

arid

vegetation

walrus

Antarctica



Warm up: Brainstorm

List at least three animals that live in each climate zone.

TROPICS	SUBTROPICS	POLAR

How Much Precipitation (Rain) Does an Arid Climate Get?



Atacama Desert, Chile

Lack of rain is what makes a climate arid. We find this climate in the subtropics. To have an arid, or dry, climate, an area must receive less than 35 cm of rain per year. However, many areas of arid climate receive far less than that. Some deserts around the world receive less than 10 cm of rain in 10 years.

The Atacama Desert in Chile is known as the driest place on Earth. It averages 0.01 – 0.03 cm of rain each year. Cold currents carry dry air, so these lands are blasted with dry air most of the year, which causes the low precipitation.

What Kinds of Vegetation (Plants) Does Arid Climate Have?

There are a few arid climate areas that are so dry that no plants can survive, such as Atacama Desert. However, many arid climate areas do receive some rain (up to 35 cm a year), so you will find vegetation in most arid areas.

To survive in this climate, plants must either require very little water or be able to store water. The plants often have long roots and thorns such as scrub bushes, grasses, aloe, and cactus.



Cactus and Aloe Plants

What Kinds of Animals live in Arid Climates?



Camels in the Liwa Desert

Over thousands of years certain animals have adapted to the lack of water and extreme temperature to survive in an arid climate. Camels store water in their bloodstream and can drink 40 gallons of water in 10 minutes, allowing them to go days without water.

Foxes and jackals can also be found in deserts around the world. Snakes such as the sidewinder and scorpions can also survive the arid climate.

2

Arabian oryx

Arabian oryx are desert antelopes that are perfectly made for living in the Arabian Peninsula. They are herbivores (they only eat plants). They have white coats to help them stay cool in the hot sun. The Arabian oryx have a special adaptation; they have wide feet that help them stay on top of the sand, rather than sink in.



Arabian Oryx Family

Arabian Sand Cat

The sand cat lives in desert, rocky and sandy environments. It feeds on small rodents, snakes, and lizards. It hunts at night, when its sight is best, especially in the darkness. The Arabian Sand Cat is able to live without drinking water and sustains itself on the water it gets from its prey. It has a certain dislike of high temperatures but can maintain the body's moisture without feeling thirsty or hungry for a long time.



Arabian Sand Cat

North and South Pole

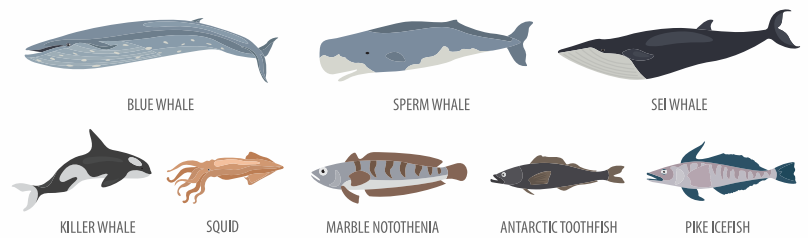
Polar bears live in the North Pole. What other animals live there? For instance, the walrus lives there too. A walrus is a large marine mammal. This means it lives in the water (in the Arctic Ocean) and it feeds its young with milk. Some other animals we can find in the North Pole are the Arctic fox, the snowy owl and the Arctic hare.



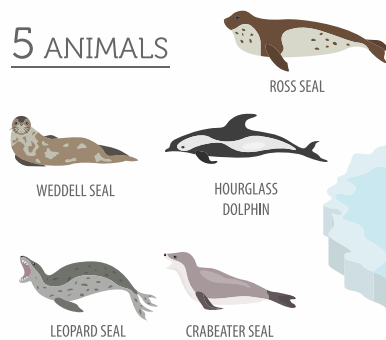
2

The South Pole (Antarctica) is covered in ice, but it does have some plants: alga, moss and lichen. Penguins live in Antarctica. There are several types, such as emperor, adeli, and chinstrap penguins. Other animals that live in Antarctica include different types of seals, squid, whales, and different types of birds.

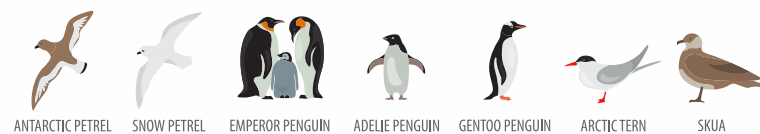
8 MARINE LIFE



5 ANIMALS



7 BIRDS



3 PLANTS







Activity 1: Concept Check

1. What is the name of the rainforest in the tropics?

2. What is the weather like in the tropics?

3. Why is the rainforest important to people?

4. What is the meaning of the term “arid”?

5. In which climate zone can we find arid climate??

6. Name two animals that live in an arid climate.

7. Name 2 animals that live in the North Pole.

8. True or false, there are no plants in Antarctica.



Activity 2: Word search

Find and circle the words related to this lesson. They run right to left, left to right, top to bottom, bottom to top, diagonally top to bottom or bottom to top.

k	q	a	r	t	r	o	p	i	c	s
w	u	p	a	r	k	w	a	l	p	c
r	a	i	n	f	o	r	e	s	t	i
s	g	l	o	n	i	u	g	n	e	p
s	a	o	r	y	x	p	z	o	u	o
u	s	m	y	u	p	o	r	t	a	r
t	q	o	l	c	s	x	a	c	l	t
c	u	t	w	a	b	y	r	a	r	b
a	n	t	a	r	c	t	i	c	a	u
c	d	h	s	q	u	i	d	r	y	s

Squid

Tropics

Subtropics

Antarctica

Penguin

Rainforest

Arid

Oryx

Cactus

Walrus



Activity 3: Research about an animal

Select one of the animals from this lesson. With the help of your teacher, find four facts about the animal. You can focus on: its habitat (where it lives), which countries this habitat can be found in, what it eats, etc. Write your facts in the box below.

My animal:

Facts:

1.

2.

3.

4.



Activity 4: Short presentation

Draw a picture of the animal you researched. Make a poster using the four facts. Present your animal to the class.

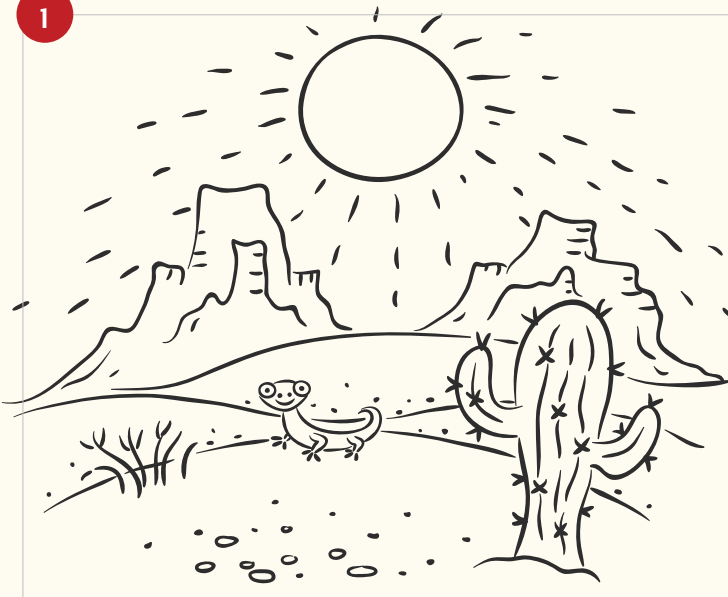
A large, empty rounded rectangular box with an orange border, intended for drawing a picture of an animal and creating a poster.



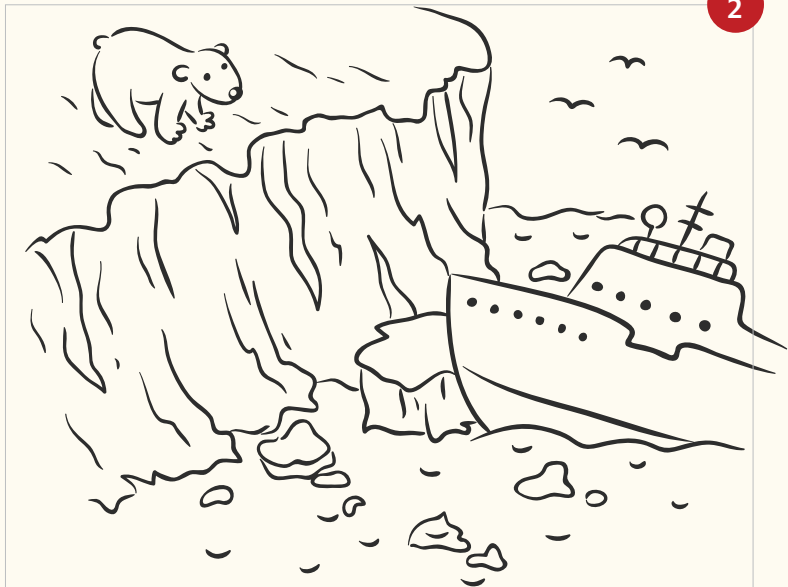
Activity 5: Colour and label

Colour the picture below and label which climate zone you think each scene is from.

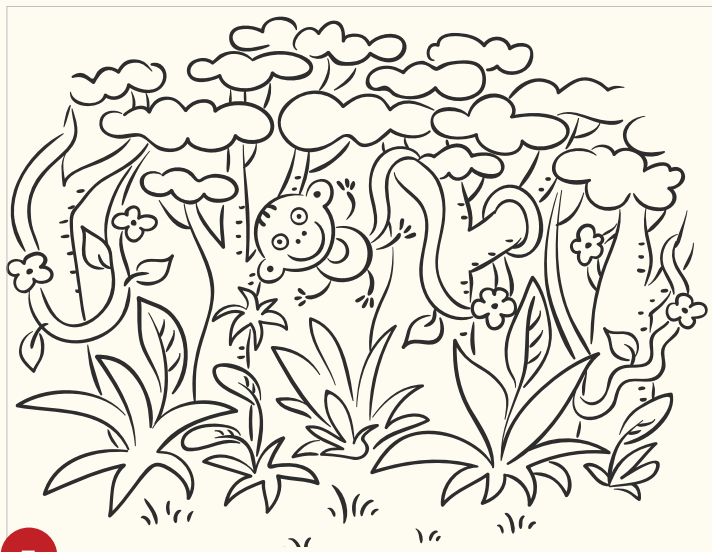
1



2



3



4



1	2	3	4

Lesson 4

Climate Changes

Learning Outcomes

- understand climate changes
- understand the concept of greenhouse effect
- explain how humans contribute to the pollution
- know how scientists research the climate changes over millions of years
- understand the use of sediment and ice cores

Vocabulary

climate change

greenhouse effect

pollution

sediment and ice core

magnetic field



Warm up: Class discussion

The picture below shows planet Earth as a scoop of ice cream. What does this mean? What is happening to the scoop? Why? Have a brief discussion with your classmates about what is happening to our planet.





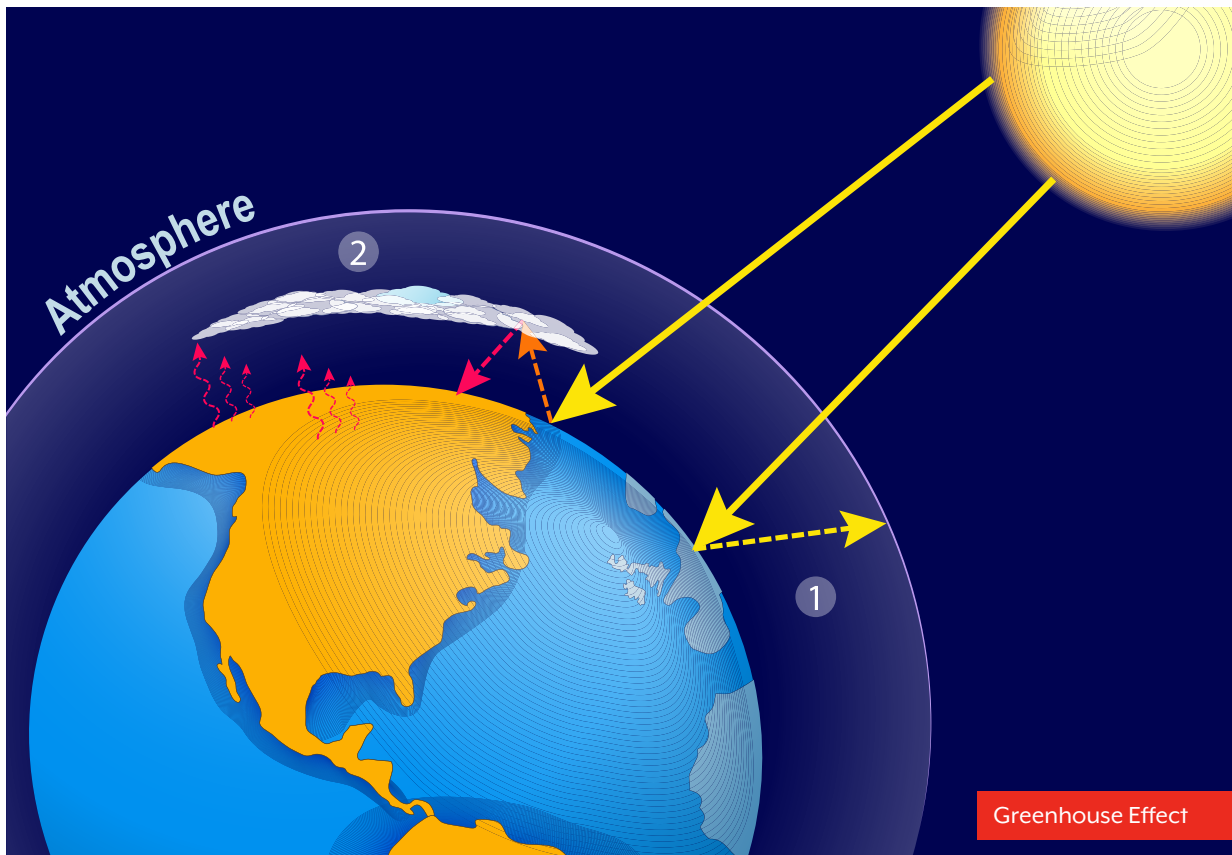
What are Climate Changes?

Climate is the weather measured over a long period of time. Climate changes are noticeable changes in the climate pattern that take place over periods of time. Sometimes outside forces can have a big impact on the climate.

Humans have had an impact on climate changes by building factories that pollute the air, and cutting down trees in places like the rainforest. This has had an impact on the local climate. Other major events that can affect the climate include volcano eruptions and changes in the Sun.

Scientists have observed that our planet's surface is getting warmer and getting less precipitation in the recent past. This is called global warming. Greenhouse gases are especially dangerous. Some of the effects of these changes are the melting of the glaciers and rising sea levels caused by global warming.

The Greenhouse Effect



The greenhouse effect is the entrapment of gases in the atmosphere. The atmosphere (1) surrounds the planet Earth. It protects us from some dangerous rays that come from the Sun. It also traps the heat produced by the Sun rays that do reach Earth. Some of the energy is reflected back into the space. Some is absorbed and radiated as heat. The heat that stays in the atmosphere warms up the Earth.

This temperature is needed for the plants to grow, and living creatures to survive. If the atmosphere is polluted (dirty), some gases, such as carbon dioxide

2

(CO₂) and carbon oxide (CO), prevent the heat from escaping (2). When this happens, the heat is trapped in the atmosphere, and the planet Earth gets hotter. Humans contribute to this effect as well. They cause air pollution through building factories and driving vehicles that emit (release) these harmful gases. Other factors that contribute to the ongoing rise of planet Earth's average temperature is the burning of fossil fuels (remains of organisms that lived long ago). Fossil fuels include coal, petroleum (oil) and natural gas.

How do we know that the climate is changing?

We know what earth's past climate was like by studying things that have been around for a long time. For example, scientists can study what earth's climate was like hundreds of years ago by studying the insides of trees that have been alive since then. Another way to tell what the climate was like in the past it to study sediment cores and ice cores.



Scientists can go back millions of years by looking at the samples. Sediment cores come from the bottoms of the lakes and oceans. Ice cores are drilled from deep – sometimes miles – below the surface of the ice in places like Antarctica. Scientist look at these samples and read the layers, studying what the surface had gone through in a particular period.

Do we care if Earth is getting warmer?

Yes, we care! After all, imagine the earth as our spaceship. It carries us on a 583-million-mile cruise around the sun every year. It even has its own “force field.” Earth has a magnetic field (an invisible shield) that protects us from killer radiation and brutal solar wind. The earth has all the air, water, and food humans, animals, and plants need for its life-support system.

Just like the astronauts on a large space voyage, we need to monitor all our “ship’s” vital functions and keep our earth “ship shape.” we need to monitor all our «ship>s» vital functions and keep our earth «ship shape.» This is the only spaceship we have and we can’t change the spaceship. We have to improve it, to make sure it is running ok.





Activity 1: Concept Check

1. What are climate changes?

2. Name some effects of climate change.

3. What is the greenhouse effect?

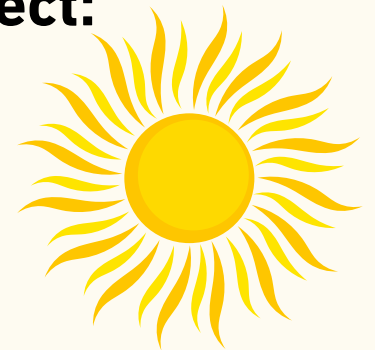
4. What are some ways people pollute the planet Earth?

5. What do sediment and ice cores tell us?



Activity 2: Show your understanding

Complete the drawing of the greenhouse effect:



1. Add the atmosphere
2. Add the sunrays
3. Add how the sunrays reflect back into space
4. Add some pollution
5. Add how some rays remain trapped in the atmosphere
6. Draw 2 things people use that cause pollution



Activity 3: Cause and effect

Cause is the reason something is happening. Effect is the result. Identify 2 causes of global warming and list one effect for each.

Cause	Leads to...	Effect
	<< <<-----	
	<< <<-----	



Activity 4: What if...

If people continue behaving the way we behave today, we are taking a big risk. Take a look at the picture below. Describe what you see. What are some of the dangers of global warming?



Lesson 5

Energy Sources and Preserving the Planet

○ Learning Outcomes ○

- differentiate between renewable and non-renewable energy
- identify energy sources
- understand what leads to pollution
- list ways to save the environment
- create a poster and share how the local government works on saving the environment

Vocabulary

energy sources

carbon footprint

pollution

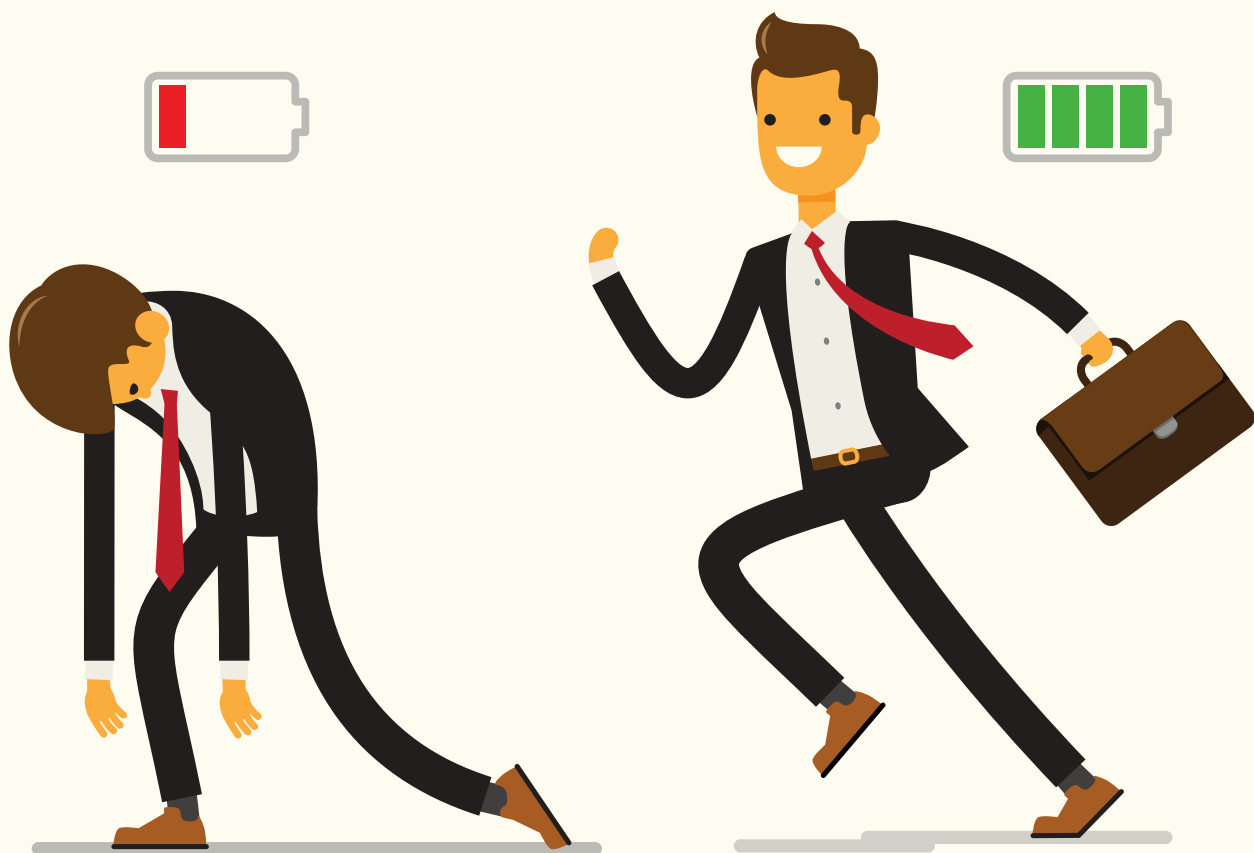
renewable and non-renewable energy

environment



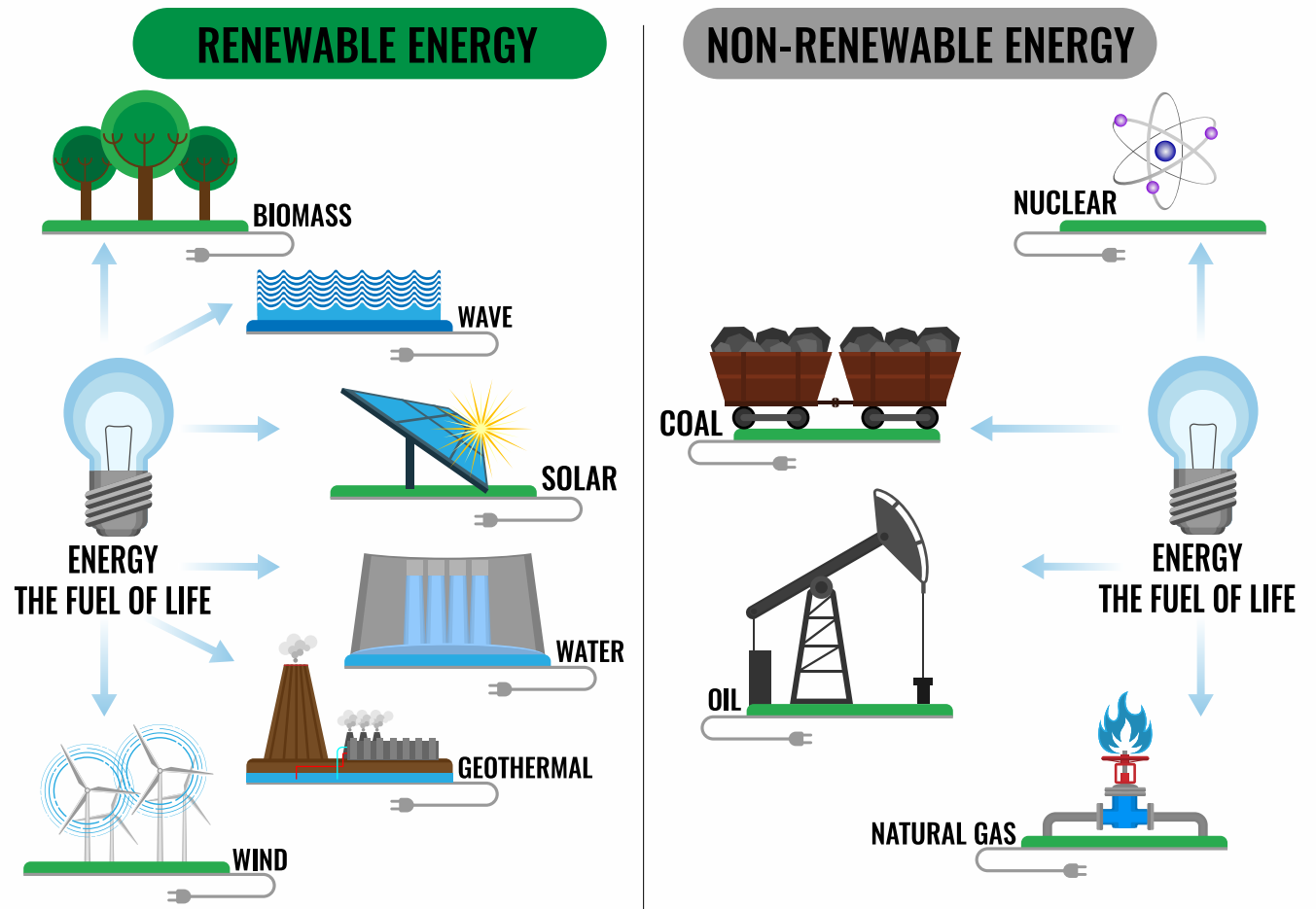
Warm up: Class discussion

How does the picture illustrate energy and what it does? How important is electric energy to modern society? Summarize the discussion.



2

ENERGY SOURCES

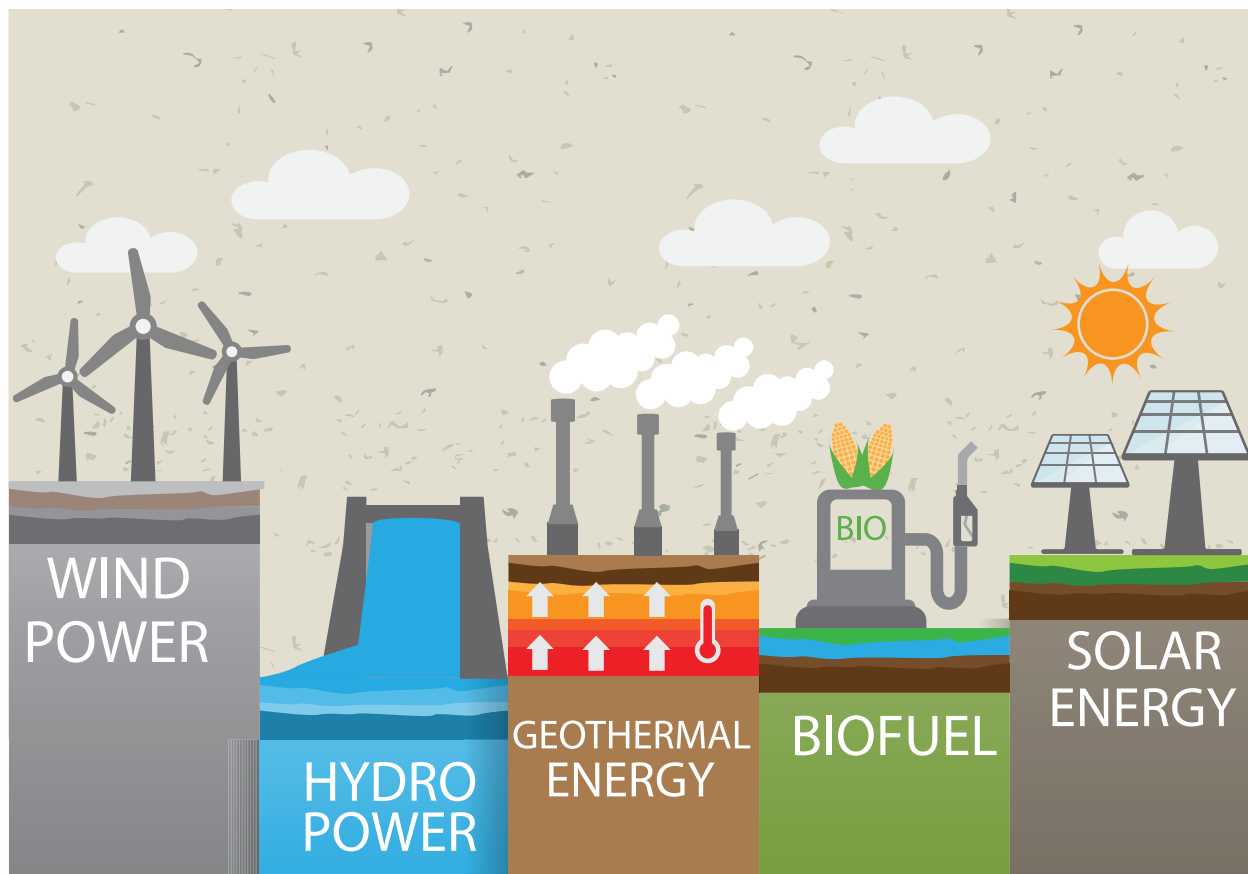


Energy is the ability to do work. It is everywhere. It makes things move. In the picture, the person on the left is running low on energy and has a hard time moving. If he had some food, his energy level would increase.

There are two types of energy: stored (potential) and working (kinetic) energy. Stored energy is something that is saved for later. Working energy is the energy we use for doing work around the house, playing sports, and so on.

Energy sources are also divided into two types: renewable and non-renewable.

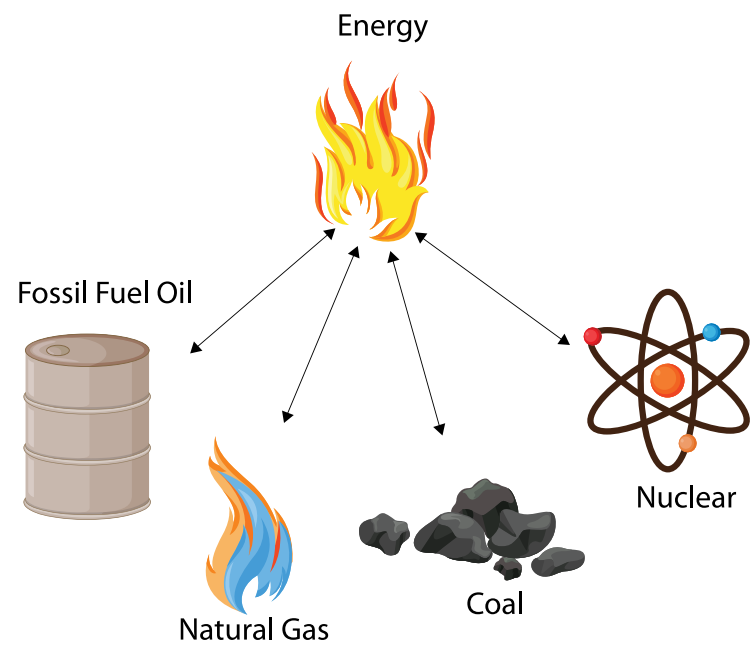
Renewable energy comes from sources that can be replenished (refilled). Solar energy is a renewable energy. It can be used to create electricity and heat. Another renewable energy is hydropower. This is the energy we get from water. Biomass (energy from plants), wind energy, and geothermal energy (energy from inside the earth) are also renewable.



2

Non-renewable energy is the source of energy that is not replenished. It is a source that will eventually run out.

Fossil fuels are an example of non-renewable energy. We call them fossil fuels because it took millions of years for them to form. They are the remains (fossils) of dead animals and plants. Oil, natural gas, coal, and uranium (nuclear) are examples of non-renewable sources of energy.



Our environment (everything that is around us) is endangered by non-renewable energy sources. When a lot of chemicals or gasses are released into the air, it becomes polluted. Factories release chemicals and waste into the rivers and oceans. This pollutes the water.



Pollution causes many problems: people have a hard time breathing and can get sick, animals are endangered, and plants die. Pollution released into the environment is measured in carbon footprint. Carbon footprint is the amount of carbon dioxide (CO₂) released into the atmosphere. The more CO₂ in the air, the more polluted it is.

To help protect the planet, many countries are spreading awareness. Children learn in school what pollution is and what can be done to protect the environment.

One of the UAE's main objectives is environmental protection. The government has created laws that introduce an efficient use of natural resources. Additionally, it has created nature reserves where endangered animals find rescue, protected marine and coastal environments, and introduced sustainability. Sustainability is the idea that human beings should act responsibly to save resources. This will ensure that these resources are available for future generations.



Activity 1: Show your understanding

Fill in the blanks using the following words in the boxes.

non-renewable

biomass

carbon footprint

sustainability

environmental protection

fossil fuels

hydropower

renewable

1. The two types of energy sources are _____ and _____.

2. _____ is the energy we get from water.

3. The energy we get from plants is called _____.

4. The remains of dead animals and plants are called _____.

5. _____ is used to measure the amount of pollution in the environment.

6. _____ is one of the main objectives in the UAE.

7. _____ means using the resources in a manner that will ensure that future generations can enjoy them too.



Activity 2: Making a connection

List three ideas of things you can do to help save the environment.

Explain how this idea can affect the environment. One has been done for you.

Complete the table. The first row has been done for you.

Idea	How can this idea affect the environment?
Using bicycles	Using bicycles instead of cars can reduce the release of CO ₂ into the air.



Activity 3: Search for information

In groups of 4, visit the Ministry of Climate Change and Environment website provided by your teacher. Identify one area related to environmental protection and write a short summary. Answer the following questions:

1. Which area are you focusing on?

2. Give a brief description.

3. How will this help the environment?



Activity 4: Create a poster

Create a poster using your answers.

Lesson 6

UAE National Day

Learning Outcomes

- learn three games played by Emirati children
- identify similarities between the traditional Emirati games and games played in other parts of the world
- play traditional Emirati games

Vocabulary

Al Gaheef game

Karabi game

Khoosa Boosa game



Warm up: Brainstorm

Do you recognize the game in the picture?



Would you say that this game is played internationally?

Make a list of games you play:

1	2	3

Compare your list to your classmates' lists and discuss similarities and differences between these games. Do you follow the same rules?

Traditional Emirati Games



Karabi Game – The Balancing Game

This game is played in two teams. Each team selects one representative to face the challenger (eventually each child gets their turn). Lines are drawn on the ground and the challengers (one from each team) stand on the lines, facing each other. They clutch each other's hand and lift one foot. The goal of the game is to balance on one foot longer than your opponent. It is OK to try to push your opponent, so he or she loses balance, but this can be risky, as you may lose balance too. Once the round is over, the winner plays against another member of the opposing team. The one who loses is out. The winners are the team left with more players in the game.

Khose Bose Game

For this game, children need to know how to count from one to ten. To make it more authentic, learn the numbers in Arabic:

1	١	Wahid
2	٢	Ithnaan
3	٣	Thalatha
4	٤	Arba
5	٥	Khamsa
6	٦	Sitta
7	٧	Sabaa
8	٨	Thamaania
9	٩	Tisa
10	١٠	Ashara

In groups of four or five, children sit in a circle. They put their hands (with fingers outstretched and spread out) on the ground or on the table. One child counts to 10, touching each finger. The finger that is touched when the child comes to number 10 is folded. The game continues until one child's finger is left. That is the child who counts next.

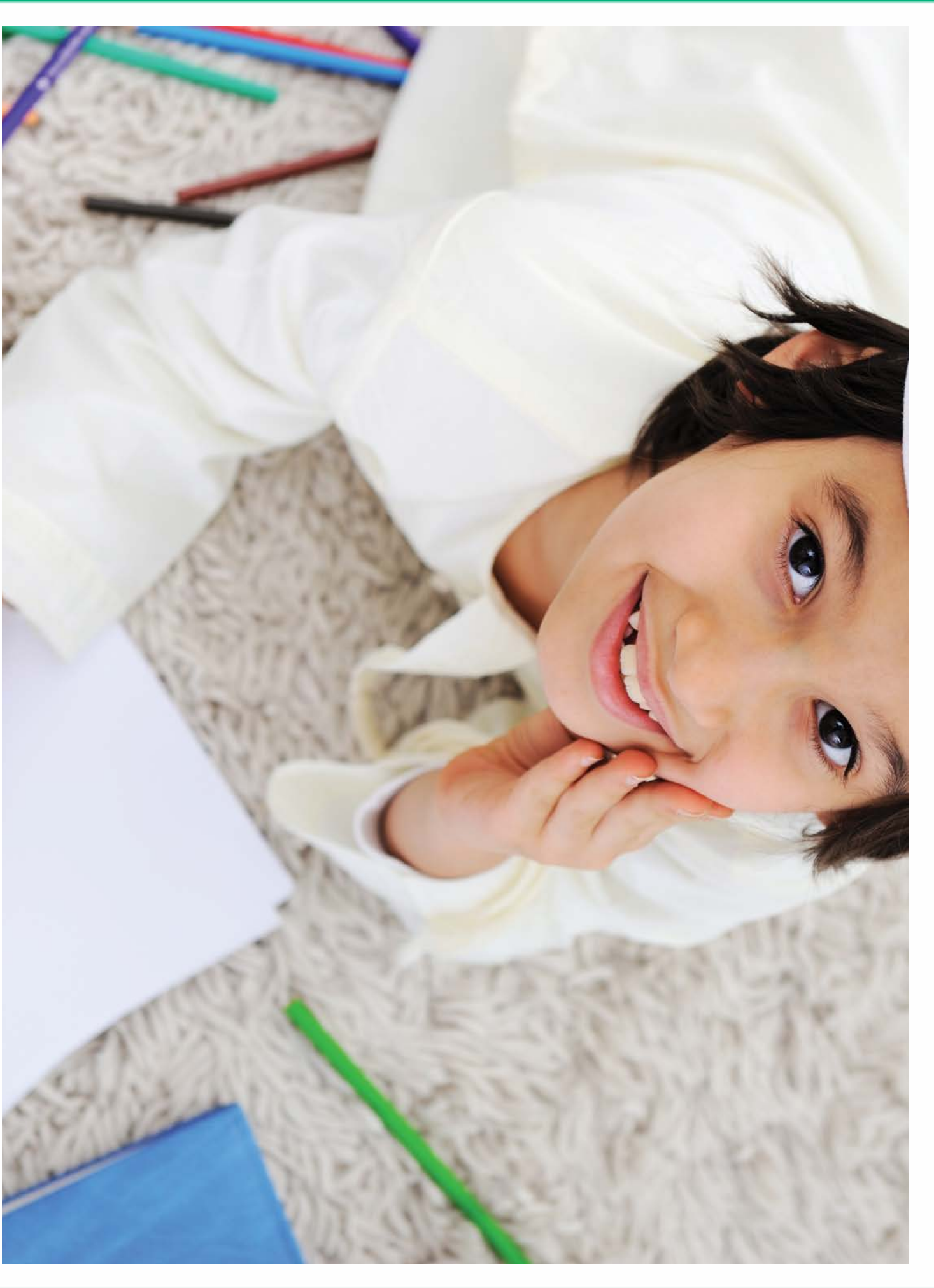


2

Al Gaheef (The Pebble) Game

1	2
3	4
5	6
7	8
9	10

Al Gaheef is played the same way as hopscotch. The only difference is that the numbers are organized in a different way. Players toss the gahaf (pebble) into the corresponding box to play that particular number. If the player misses the box, they lose their turn.. If the gahaf is inside the box, the player starts hopping. The player hops one foot hops on one foot from box to box, starting at number 1. When they reach the box where the gahafis, they pick it up, and continues hopping all the way to number 10. In some cases, the hopping between the boxes includes rules too. For example, if, while hopping from box to box, the player steps on the line, they are out. Then the next player gets his turn. The aim of the game is to get through all ten numbers according to the rules that are set before the game begins.





Activity 1: Play the games

Now that you have learned about three traditional games, play them with your classmates. Try them all!

A large, empty rectangular box with rounded corners, outlined in orange, intended for students to write or draw their reflections on the activity.





Activity 2: Search for information

In groups of 4, visit the Ministry of Climate Change and Environment website provided by your teacher. Identify one area related to environmental protection and write a short summary. Answer the following questions:

1. Which area are you focusing on?

2. Give a brief description.

3. How will this help the environment?

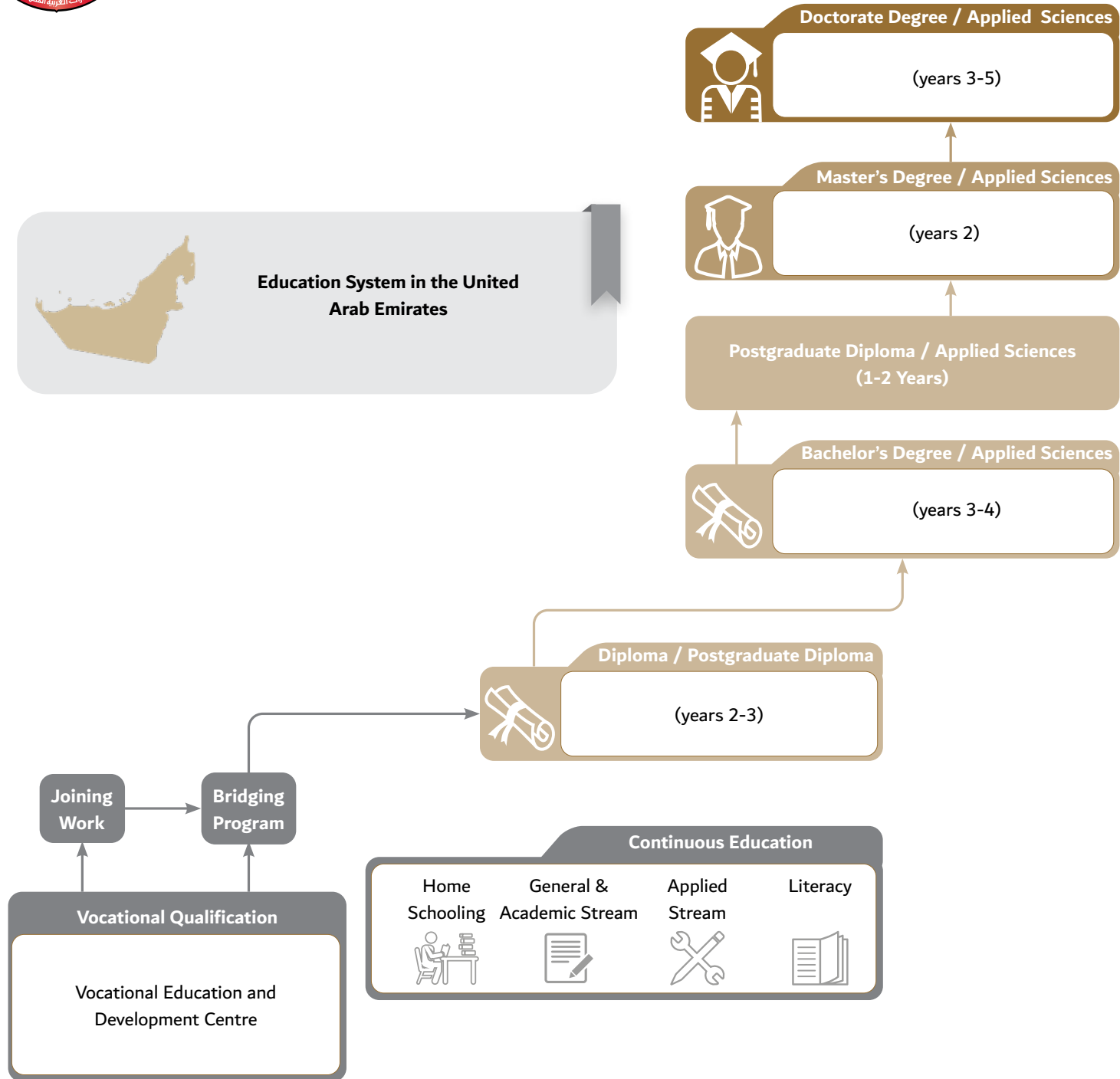


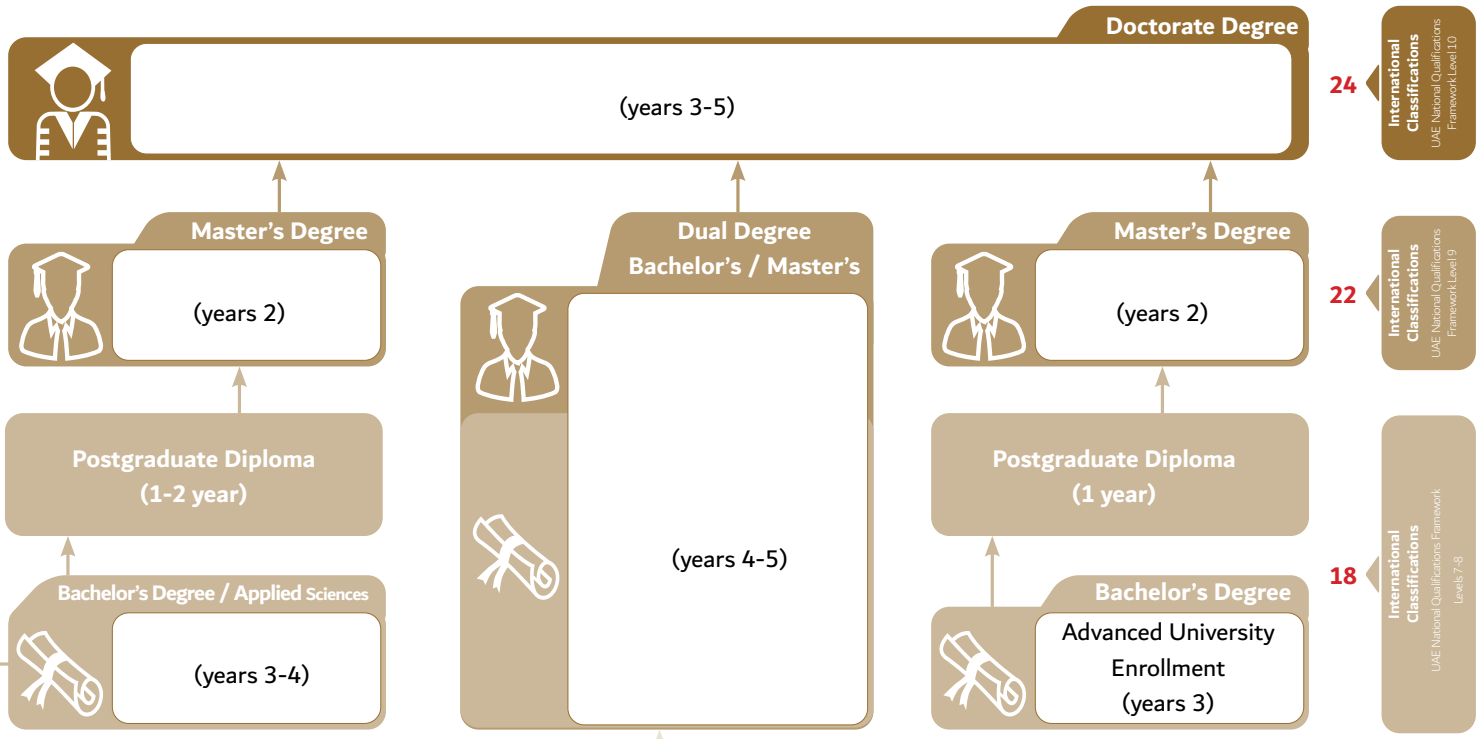
Activity 3: Create a poster

Create a poster using your answers.



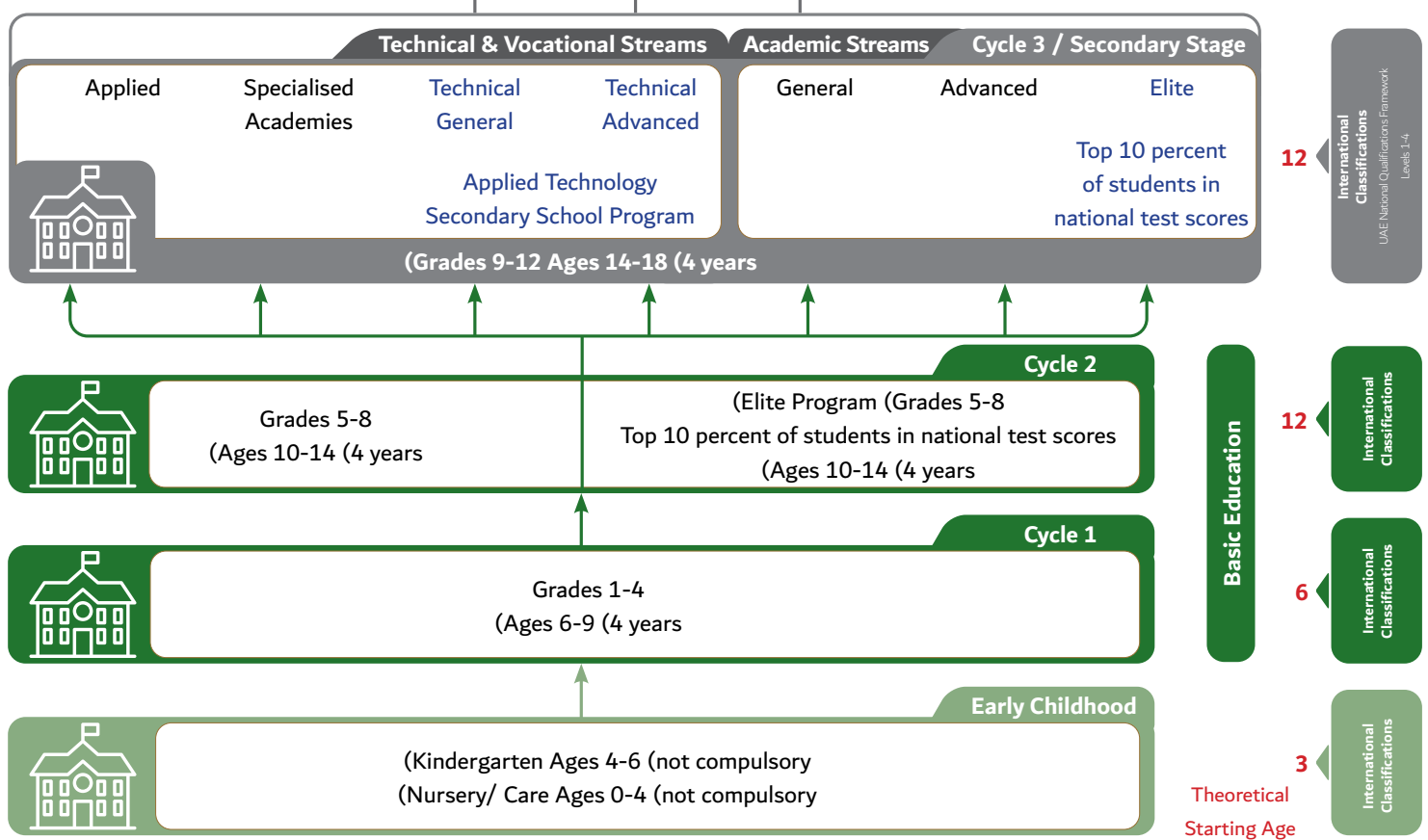
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





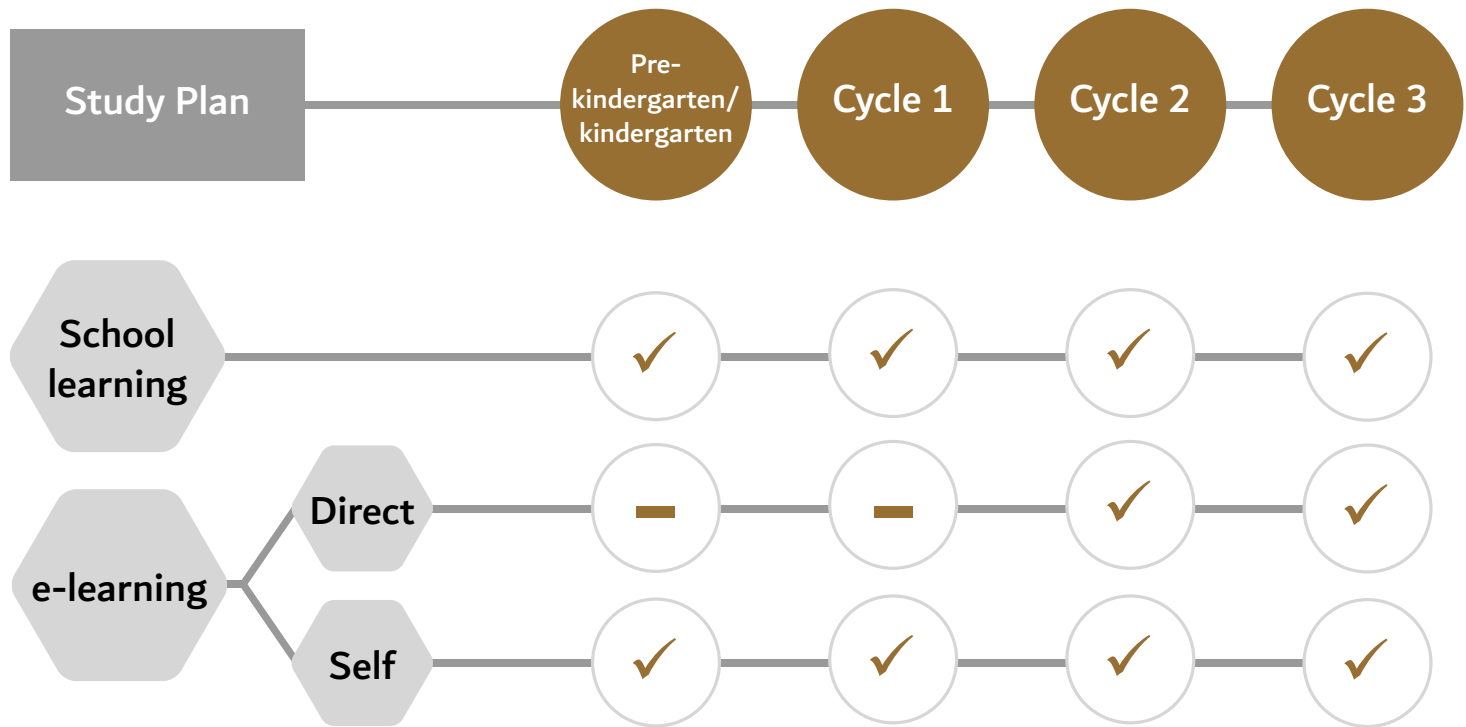
The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, 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



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:



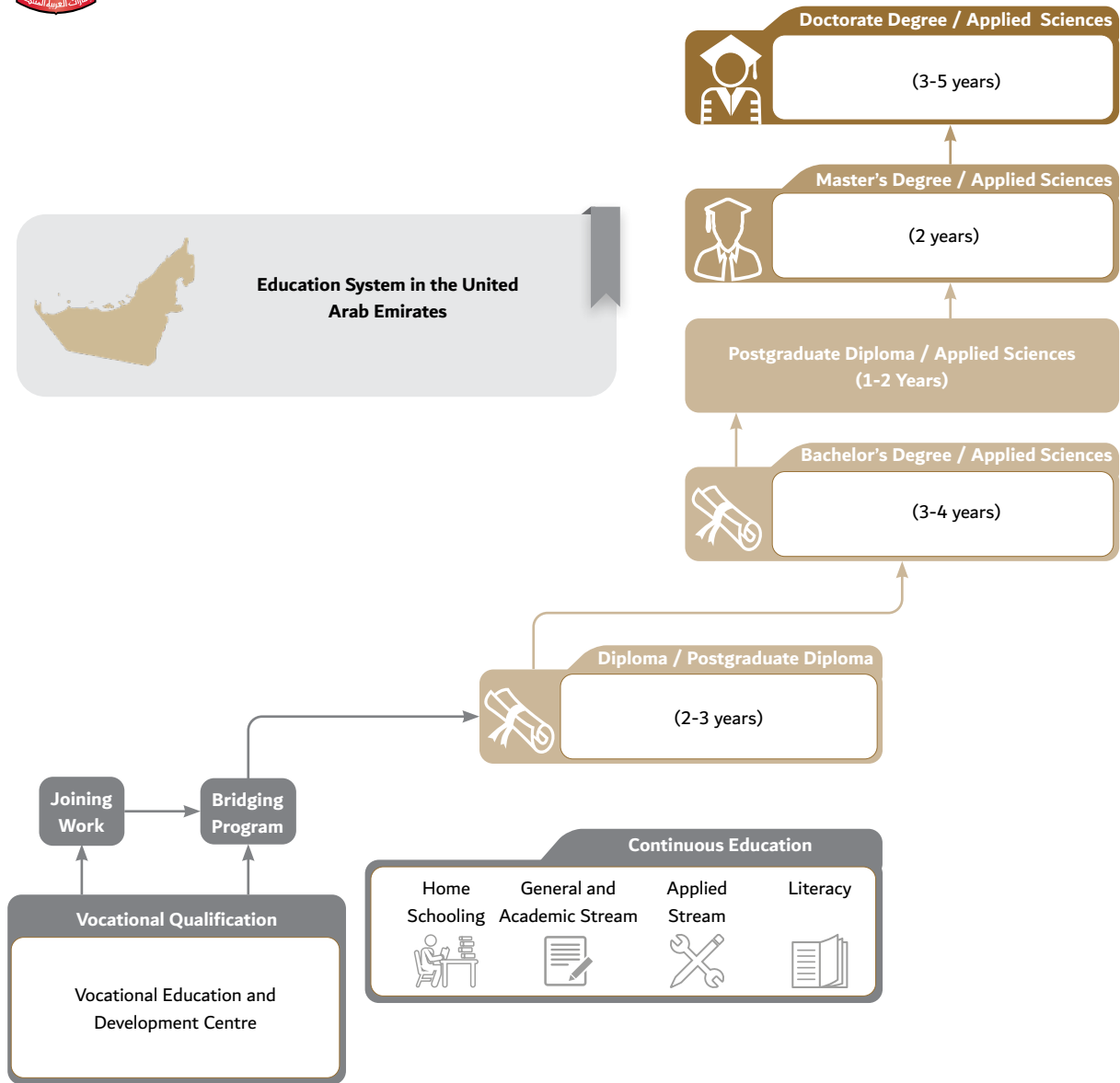
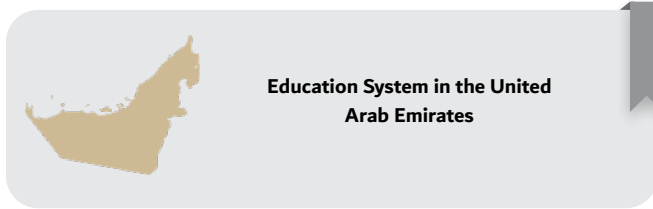
برنامج محمد بن راشد
للتعلم الذكي
Mohammed Bin Rashid
Smart Learning Program

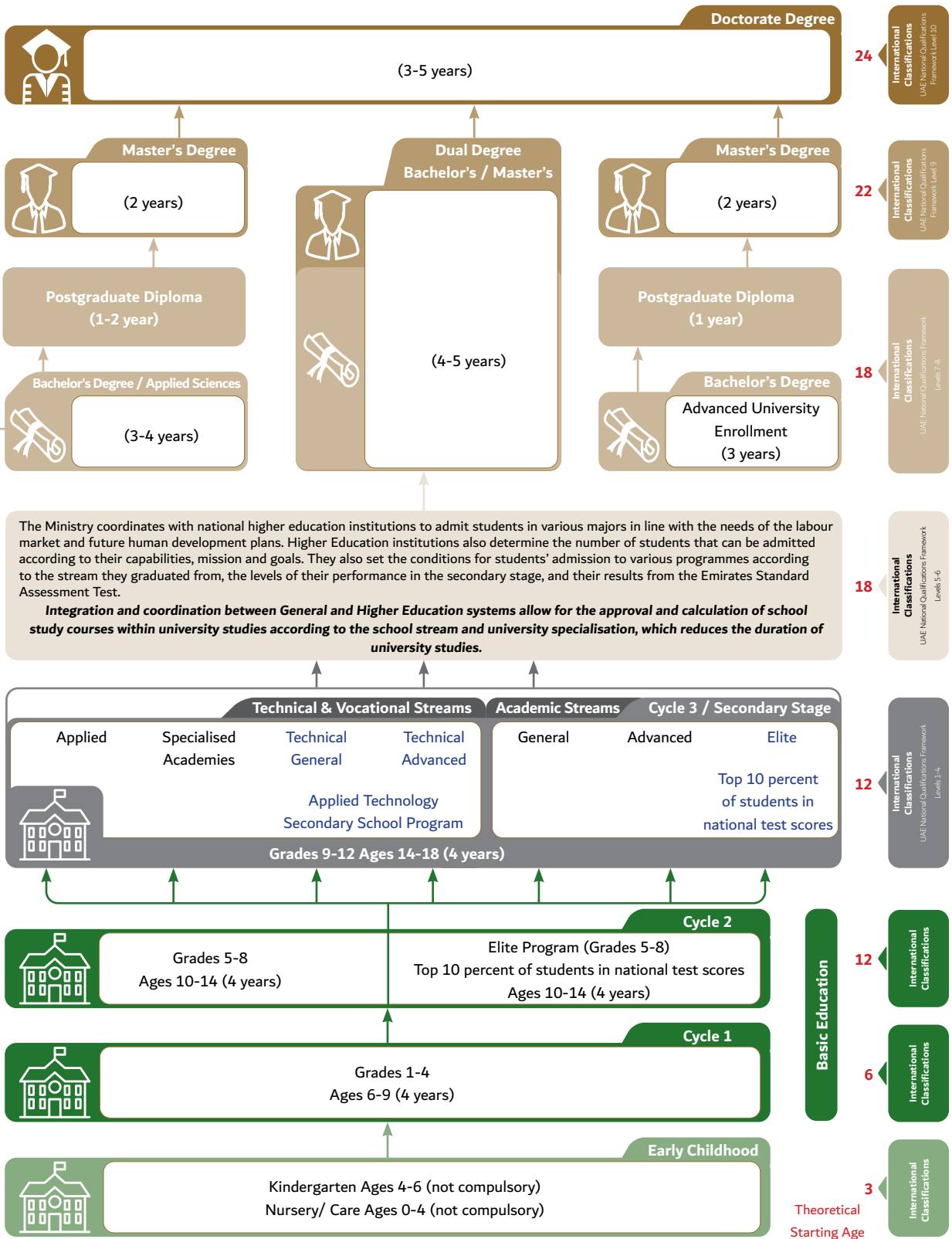
Electronic units





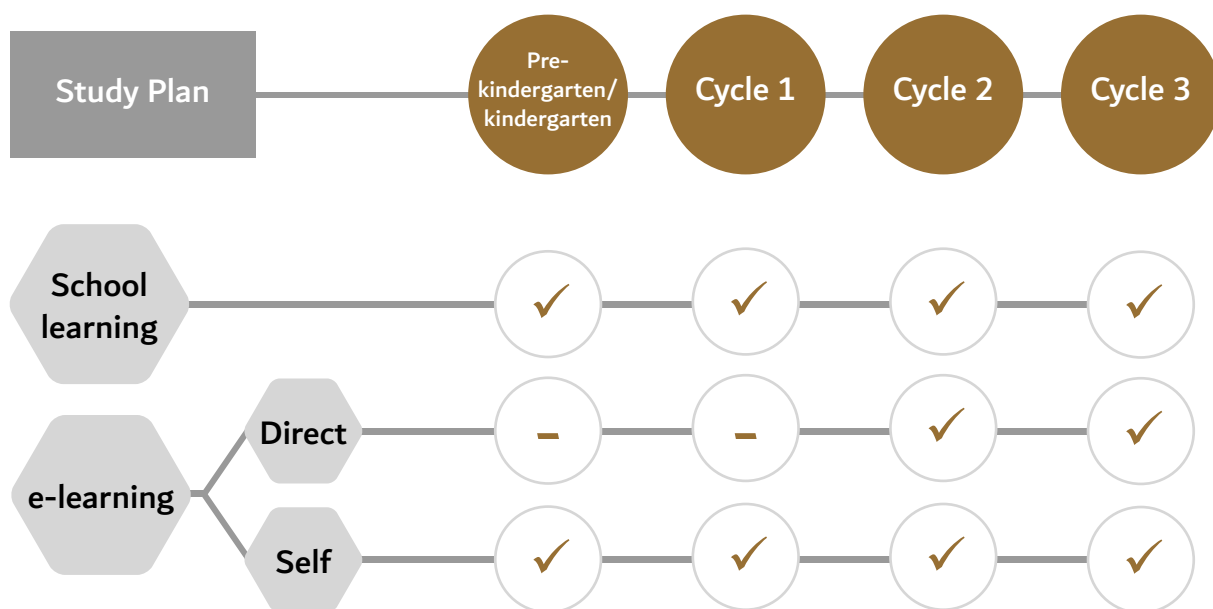
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