



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION







2021-2022

MORAL, SOCIAL & CULTURAL STUDIES





By using 100% recycled paper on this book, I reduced the environmental impact by:

-  25 litres of water
-  5 kWh of energy
-  0.1 kg CO₂ and greenhouses gases
-  2.4 kg of wood

Moral, Social & Cultural Studies

Teacher Guide

Grade 4

Term 1

First Edition

1442- 1443 A.H. /2021- 2022



Ministry of Education
Call Centre
For Suggestions Inquiries
& Complaints



80051115



04-2176855



www.moe.gov.ae



ccc.moe@moe.gov.ae



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

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: Social Studies

Lesson 1 Weather, Climate, and Climate Zones 35

Lesson 2 Impact of Landforms and Climate on People..... 51

Lesson 3 Nature and Wildlife 65

Lesson 4 Climate Changes 81

Lesson 5 Energy Sources and Preserving the Planet 91

Lesson 6 UAE National Day 101

Glossary 109

Domain: Moral

Unit 1:

Compassion and
Empathy**Unit Objectives**

- The meaning of self-respect
- The importance of treating others with compassion and empathy

Unit Description

The concepts of this unit are covered throughout five lessons designed to answer the central question.

The graphic features a background of colorful watercolor washes in shades of blue, purple, and red. At the top left, a small black box contains the text 'Domain Moral'. The title 'Compassion and Empathy' is written in large, bold, yellow font. Below the title is a table with five rows, each representing a lesson. At the bottom, a white question mark is centered above a white-bordered box containing the central question.

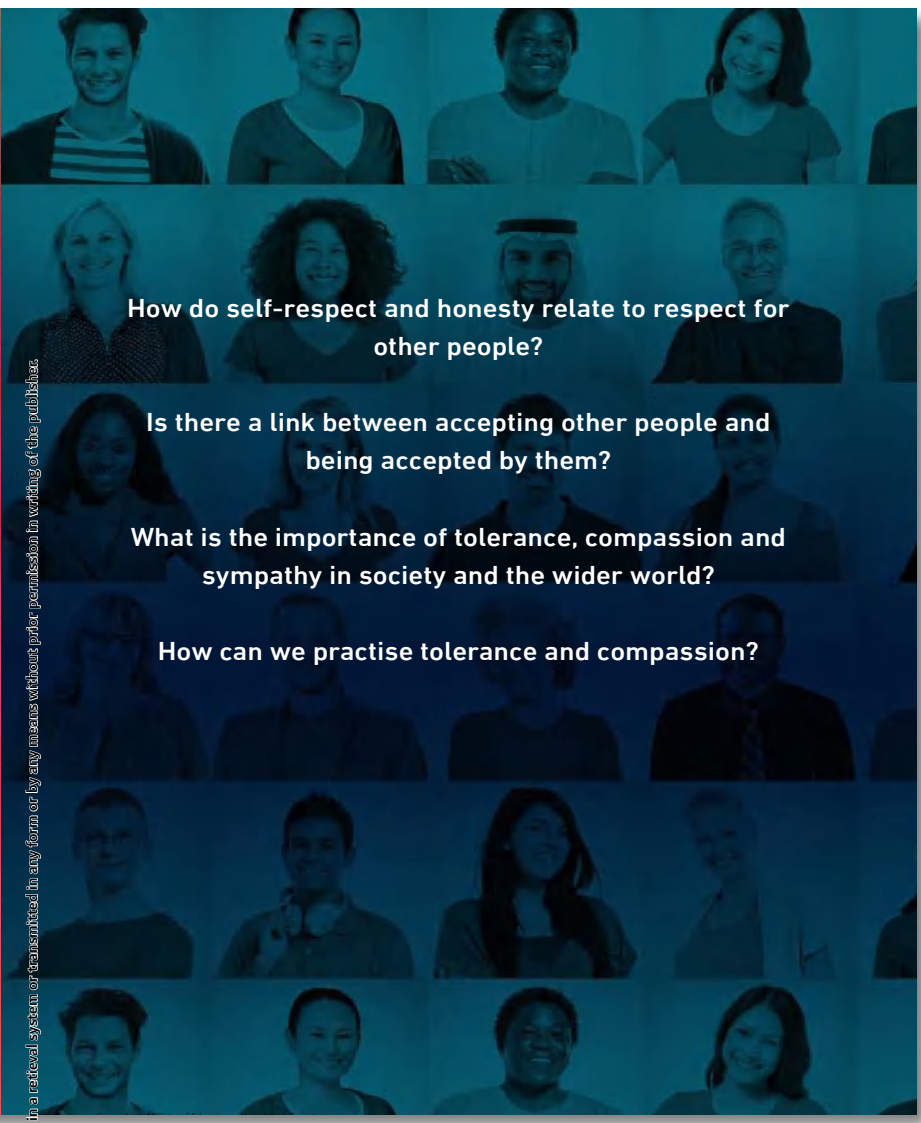
| | |
|-----------|---------------------------------|
| Lesson 1: | How do I Respect Others? |
| Lesson 2: | Mercy, Sympathy and Empathy |
| Lesson 3: | Practising Sympathy and Empathy |
| Lesson 4: | Tolerance |
| Lesson 5: | Prejudgements |

?

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

The Central Question

Each unit has a central question. All the lessons are structured around this question. Throughout the unit, students explore the concept of the central question. In this unit, the central question is: 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?

Exploratory Questions

These questions provide an overview of the concepts that the students will learn throughout the lessons in this unit.

Learning Outcomes

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

Lesson Objectives

- Define self-respect
- Recognise the importance of treating others respectfully

Required Materials

Chart paper
Pictures from the Student Book
Identification cards
Objects from the classroom

Unit 1Compassion
and Empathy

Lesson 1

How do I Respect Others?

○ Learning Outcome ○

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

Learning Outcomes

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

Vocabulary

self-respect

respecting others

Self-respect

Belief in one's inherent value and worth as a human being; an appreciation of one's positive qualities and skills.

Respecting others

Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class).

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.



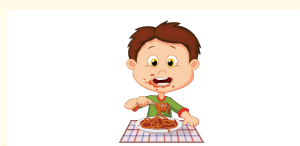
1. I hold the door open for my grandmother.



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



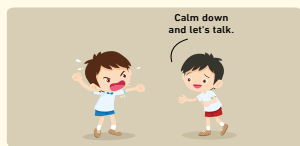
3. I leave my seat without permission.



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.

Introductory Activity 1 (5 minutes)

Pose the question: What do we mean by respecting others? Listen to all the students' suggestions.

Write two titles on the board: 'Respectful behaviour' and 'Disrespectful behaviour'. Hand out the pictures from the Student Book. Students work in groups to discuss the behaviours and decide whether each one is respectful or disrespectful.

Let them share their thoughts. Have students describe each behaviour and say why they think it is respectful or disrespectful. Guide them to use words such as polite, respectful, wait, ask.

Read the leading question to the class: What should we do to be respectful when we...

- enter or leave a room (knock; wait to enter; ask to be excused)
- walk around at home (knock on doors; avoid making too much noise)
- walk around in public places (greet others; control behaviour; listen well; follow adults' instructions, and so on)
- eat (eat neatly; use cutlery; eat with knife and fork; wait for others to finish; help to set the table and to clear away dishes)
- speak to others (use polite language; listen; wait for others to finish).

Activity 2 (10 minutes)**Read the story**

Read the story aloud to the class. There are many details in the story. You may need to stop and explain terms or concepts the students do not understand.

In order to change his behaviour Nemo must stop fighting with other students, look after the property of others (like the school bag), enter the classroom appropriately and cease being impolite and being disrespectful to his teacher and classmates. To improve his behaviour Nemo must learn self control, that is, behaving in a balanced, non-violent manner whenever he needs anything. That means acting politely when he enters a room, not to mention the classroom. He must knock on the door, greet his teacher and classmates, and sit in his place.

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?

Answer the questions (5 minutes)

Ask the students: Which behaviours should Majid change?

Suggested answers: Fighting with other students; kicking over another student's bag; entering the classroom without knocking or greeting; showing disrespect towards the teacher, towards other students and towards property.

Question: Which behaviours should Nemo adopt?

Suggested answers: He needs to develop self-control, behave in a non-violent way, and treat others politely.

Differentiated Learning:

Beginners: Provide examples from daily life of other respectful attitudes that should be adopted, such as dining and speaking etiquette.

Advanced students: Role-play the corridor scene between Majid and the other student in a positive, respective way. Avoiding physical violence, students insert statements that suggest a desire to solve the problem.

Activity 3 (10 minutes)

Students work in groups. They read the articles and discuss how each situation shows self-respect and respect for others.

The first article shows Queen Elizabeth II covering her head when she entered the Sheikh Zayed Grand Mosque in Abu Dhabi.

Aspects of self-respect: She dressed modestly and smartly.

Aspects of respect for others: By covering her head, taking off her shoes and also wearing a long robe, she showed respect for rules of visiting a Masjid (mosque). In this way the queen showed respect for the religion of Islam, its rules and its places of worship.

The second article outlines the principles of Al sanaa.

Aspects of self-respect: the Alsanaie teaches children to respect themselves

Aspects of respect for others: the Alsanaie shows us how to interact and communicate with others.

Students may create costumes and props for their role plays.

After the performances, let the audience discuss what they saw in the role play.

Establish some rules for the discussion:

- Speak politely about others.
- Speak calmly and in a friendly fashion.
- Take turns and listen to others.
- Give everyone a chance to speak.

If there is any negative feedback, calmly remind them of the rules.

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.

| |
|--|
| <p>I am respected by others</p> |
| <p>I respect others</p> |
| <p>I respect myself</p> |

Activity 4 (15 minutes)

Divide students into groups.

Each group selects a situation from home, school or the community for their role plays.

Remind them of the need to use a clear voice, stand in front of the audience and do not turn your back.

Activity 5 (5 minutes)

Students fill in the boxes with words or statements they have learned from this lesson.

Ask: Is it possible to respect others if we do not respect ourselves? Guide the students to see that to respect others, we need to have self-respect first.

Ask: Is it possible to gain respect from others if we do not respect them? Guide them to see that there are three steps:

- Show self-respect
- Show respect for others
- Enjoy respect from others.

Let them read out what they filled into the boxes. Encourage students to compliment each other on their answers and to give constructive feedback.

Lesson Objectives

- Define compassion, sympathy and empathy
- Reaffirm the importance of alleviating the suffering for others

Required Materials

Faces showing feelings
Online search tools

Unit 1 Compassion and Empathy

Lesson 2

Mercy, Sympathy and Empathy

○ Learning Outcome ○

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

Learning Outcomes

1. Explain the key qualities of compassion, respect and tolerance

Key Words

sympathy

empathy

acts of compassion

Empathy

The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering.

Sympathy

A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering.

Acts of compassion

Acts by individuals, associations or countries to alleviate the suffering of others, such as feeding the hungry, giving charity to the poor, visiting the sick, giving condolences in death, sheltering the homeless, providing financial and emotional care for orphans and so on.

Introductory Activity 1 (10 minutes)

This game encourages students to express their feelings using images or words.

You will need pictures of faces showing a variety of feelings: fear, anger, happiness, discomfort.

Show the pictures and ask students to name the feeling. They give reasons for their choices.

Consider: How can we tell from a person's body or face what they are feeling? (We may notice how the eyes or the mouth look happy or sad, relaxed or tense; how the person is sitting or standing; what they are doing).

How do we know when someone is uncomfortable or unhappy? (Crying, frowning, looking sad, and so on) How do you feel when someone notices you are sad or unhappy? (Possible relief or gladness to share the problem. Some students may feel embarrassment or discomfort if others notice they are unhappy).

What do you understand by sympathy and empathy? (See definitions above) Guide students to understand that sympathy and empathy are linked to our ability to understand other people's feelings. These qualities help us to make others feel better.

- 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?



Activity 2 (15 minutes)**A-Listen to the story (5 minutes)**

Read the story of Chris Gardner. Inform students that the true story of businessman Chris Gardner has been made into a film. Stop to explain any words that the students do not understand.

Differentiated Learning:

Beginners: Students can role-play the story.

Advanced students: can research the life of Chris Gardner's or others who have suffered from homelessness and poverty, but gone on to play an influential role in society.

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?**

Questions for Discussion (10 minutes)

Read the questions to the class. Give students time to think and share their answers. Give a variety of students the opportunity to answer.

Question A: Students imagine they are passers-by, how would they feel if they saw the father and son? Let them express different feelings (sadness to see a child without a home; anger that the community did not offer shelter; affection; sympathy, etc.)

Question B: Students brainstorm compassionate acts that could help the homeless. For example: The community must work to provide housing for everyone so that no one needs to be homeless. Furthermore, hot meals could be provided for free to everyone: adults and children. They also need free health care and education. Governmental social services or civil associations could help single parents who are raising their children on their own. In general, acts of compassion contribute to improving the lives of suffering individuals.

Question C: Researching the life of Chris Gardner produces the following information: Christopher Gardner is a businessman whose current fortune is estimated at about \$60mn. At the beginning of his life, Gardner suffered from poverty and homelessness with his son Chris Jr. Then, he managed to achieve great success in his career. He became the founder and chairman of a huge corporation. He has made many contributions to countries such as South Africa by establishing a number of projects under the patronage and support of Nelson Mandela. On the social level, Gardner is a prominent voice in American society and across the world, thanks to his known history of deprivation and homelessness, and his later contribution to helping the needy. He is highly respected and well known.

Activity 3 (10 minutes)**Sympathy vs empathy**

Discuss the differences between sympathy and empathy. Sympathy means feeling something in response to someone else's feelings. For example, feeling pity for someone else's misfortune. Empathy means imagining yourself in their shoes and sharing their feelings.

For each situation, students discuss whether the person is showing sympathy or empathy:

- A. Empathy:** A child feels a cat's pain, so she takes care of it and provides it with everything she can until it is fully recovered.
- B. Sympathy:** Nahid feels sad because of the tragedies she saw in the documentary.
- C. Empathy:** Said manages to place himself in Mohammed's shoes. Saif can understand his friend's feelings after going through a similar situation and tries to console him with words.

Differentiated Learning:

Beginners: can add other situations and classify them.

Advanced students: can turn situations of sympathy into empathy. Include real-life actions or examples of empathy from the UAE and across the world. You could use a video about the leader of Ajman, who reunited a Syrian man with his son after six years of separation, as an example.

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.

Activity 4 (10 minutes)

In groups, students imagine what Chris would have felt had someone provided him with a safe place and foods (good feeling, comfort, contentment, joy...). They should then imagine the feelings of the person who provided the help (positive feeling, self-satisfaction, joy...).

The activity aims to help students to understand that sympathy and empathy improve other people's feelings, and they also have a positive impact on the person who initiates such acts.

Discuss the questions with the class.

It is difficult to put ourselves in other people's shoes because we did not live through their experiences and feelings (it is easier for those who have lived through the same experiences to feel empathy towards others). We can try though to sympathise with them and most importantly help them overcome their suffering. This can be achieved through supportive and positive words, calling on society's help, taking the initiative to help with the available means and participating in charity work (acts of compassion). These acts help alleviate suffering.

Activity 5 (optional) (20 minutes)

Read the quotation from William Faulkner. Ask the students to speak or make a statement on the importance of empathy and its role in the world. Collate the answers, have the students read aloud and discuss their veracity in groups. The students, within their groups, should define and provide examples of sympathy, empathy and compassion.

Activity 6 (20 minutes)

Have students share positive situations of empathy and sympathy that they can experienced. You can start by sharing your own experience.

Each student sends a message on a decorated card to a person who has showed them empathy, using expressions such as:

- I remember when...
- I was feeling...
- You helped me...
- Thank you...

If the students agree, read out the messages at the start of the next lesson. Then display them in the classroom under a header such as 'Gratitude for sympathy and empathy.'

Lesson Objectives

- How and when to offer help to others
- To recognise how rewarding it is to help others.

Required Materials

- Sticky notes
- Feeling cards

Unit 1
Compassion
and Empathy

Lesson 3

Practising Sympathy and Empathy

Learning Outcomes

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

Learning Outcomes:

1. Explain the basic qualities of empathy, respect and tolerance
2. Discuss situations where students have succeeded or failed to show empathy and tolerance towards others.

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?



Empathy

The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering.

Sympathy

A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering.

People of determination

An honorary designation for "People With Special Needs", instead of the term "People With Disabilities" which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

Activity 1 (10 minutes)

Pose the questions: How do we express different feelings? How do we show it when we are feeling happy/sad/worried/disappointed?

Facilitate discussion to suggest some of the ways we express feelings: through words, through facial expressions, through gestures, actions such as laughing, crying, frowning and looking down. Sometimes we express our feelings through our behaviour to others.

Hand out cards with different faces expressing different feelings. Invite each student to mime what is on their card. To mime means to act without using words. The other students guess the feelings on the card from what their classmate does.

Reflect: Was it easy to guess? Why or why not? Which feelings mean the person needs help? How can we help?

* In April 18th 2017, His Highness Sheikh Mohammed bin Rashid al Maktoum- may God protect him- launched the National Strategy for Empowering People with Disabilities, designating them using the term "People of Determination" instead of the frowned-upon term "People With Disabilities".

"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.

Activity 2 (15 minutes) (Group work)**1. Listen to the story (5 minutes)**

Divide the students into groups.

Each group reads the story separately. Have students introduce and answer the questions. Remind them of the difference between sympathy and empathy, which they studied in the previous lesson.

Questions for discussion (10 minutes)

Complete the questions. Give students time to think and share their answers. Give different students the opportunity to answer.

Possible answers:

1. The caretaker, his assistant, Ahmad and his classmate all felt sympathy for Tarik. What the four felt shifted from sympathy to an act of compassion when they went to help his father carry him.
2. Ahmad rushed over to help because he felt sympathetic towards Tarik. His behaviour shows that he notices the feelings of others, and is compassionate and willing to help.
3. Tarik felt surprised, grateful and relieved. He expressed his feelings by thanking Ahmad (using words) and shaking his hand (using a gesture).

Differentiated Learning:

Beginner students can participate in the discussion and answer verbally through the use of a graphic organiser

Advanced students write a short story about a similar situation in their school or family.

Moral, Social & Cultural Studies | Grade 4 | Term 1

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.



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

Activity 3 (10 minutes)

Draw a table with two columns on the board, headed 'Sympathy' and 'Empathy'.

Distribute cards with different situations on each. Every group gets two cards.

Students discuss the situations on the cards and decide whether each situation shows sympathy or empathy.

CARD 1: Samuel helped an elderly woman carry her heavy bags as she was leaving the shopping centre.

When he saw that she would be carrying her shopping on the bus, he accompanied her to her house. When she offered him money, he refused.

CARD 2: When Ahmad found his friend Jamil sitting sadly on a chair, he sat next to him and said, 'I feel your sadness, even though I don't know why you are sad. I don't want you to be sad; you are my best friend.'

CARD 3: Irena saw a film about an earthquake in Chile and its enormous destruction. The film included interviews with people who had lost their relatives and homes. She wept with sadness for the victims and the homeless.

CARD 4: Every day, Salam walks along the road by the sea. When she passes Abu Labib, she greets him, asks about his health and talks to him for about a quarter of an hour despite having limited time. She knows he is lonely and likes to talk to others.

Phrases 1 and 4 express sympathy since each includes a verb related to feeling for others.

Phrases 2 and 3 express empathy since each has a feeling shared with the other person.

Differentiated Learning:

Beginners: can participate in the discussion and recount what the group shared.

Advanced students: can look at news sites and give examples of situations from the UAE and around the world that show sympathy or empathy.

Activity 4 (10 minutes)

Students work in groups.

Read through the text as the class. The key point is that all schools must offer classes in sign language or Braille.

Students discuss the questions in their groups.

Possible answers:

1. Article 12 ensures that people of

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."

- Why do you think Article 12 was written? How can people benefit from it? Share your opinions with the rest of the class.
- 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.

determination* get fair treatment. They benefit because they can still receive an education, even with their disability.

- The school must offer classes with support for sign language or Braille learning. The students need to assist to make people of determination feel welcome, and help them as needed (for example help them to move around the school easily).

This activity prepares students to accept the idea of integration at school based on the principle and exercise of equal rights and social justice.

Differentiated Learning:

More advanced students can perform role-plays of situations that illustrate empathy.

Beginner students can suggest how the acted scenes show empathy, and give ideas for how to help in each situation.

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 | | |

Activity 5 (20 minutes)

Students can use the Internet to research these famous people who achieved great success despite their disabilities.

Profiles have been provided below.

Andrea Bocelli

Andrea Bocelli is a famous composer, writer and opera singer from Italy.

People of Determination: He was born with serious problems with his eyesight, and became totally blind by the age of 12.

Achievements: Became a famous composer and singer-songwriter; he has performed in many concert and sold millions of records.

Mohamad Khamis

Mohamad Khamis is a famous football player from the UAE.

People of Determination: leg paralysis caused by polio at very young age.

Achievements: gold medals in powerlifting during international paralympic games.

Taha Hussein

People of Determination: He lost his sight at the age of three after receiving incorrect treatment.

Achievements: He attended the Egyptian University, where he studied Egyptian and Islamic Civilisation, Philosophy and Literature. He was the first student to receive a Ph.D. from that university. He later obtained a second Ph.D. in France. He became a Professor of Arabic Literature and later became President of the University of Alexandria.

Beethoven:

Beethoven is one of the world's most well-known composers of classical music.

People of Determination: Lived in great poverty and solitude, and lost his hearing.

Achievements: He composed nine symphonies and many other compositions that are still considered some of the greatest pieces of classical music.

Jamie Brewer:

Jamie Brewer is the first person with Down Syndrome to have a career as a model.

People of Determination: Down Syndrome
Achievements: Became a lawyer; defended the rights of people with mental disabilities; became a well-known actress in films and television programmes.

Lesson 4

Tolerance

Lesson Objectives

- To define tolerance
- Provide the skills to practise tolerance, and how to avoid intolerance and vengeance

Required Materials

- Coloured stars
- Student Book
- A picture representing a situation
- Letter-shaped cards
- Hand-shaped cards
- A board with a picture of the globe in the middle

Learning Outcomes

1. Explain the key qualities of compassion, respect and tolerance
2. Critically discuss situations in which the students have shown or have failed to show compassion and tolerance towards others

- Learning Outcome ○
- Explain whether tolerance is a moral necessity.

Tolerance

Appreciating and accepting diversity; showing respect to others without any discrimination on the basis of race, religion, age or gender.

Vocabulary

tolerance

Activity 1 (10 minutes)**Stars game**

Ask the students to quietly close their eyes. Explain that while their eyes are closed, you will place a star on each student's book. Don't tell them about the colours you will use.

Use stars of different colours: red, gold, silver, green, blue and purple. Use four colours for all students except two, who each have their own colour star.

Then invite students to open their eyes and find other books with stars whose colours match their own. They gradually form the four groups of matching colours, except for the two who will not find a group.

Question the class: Why do these students not have a group? (They do not belong to any of the groups because their stars are different colours.) Continue questioning. Is this a good reason to exclude them? Does it matter if someone looks different? Explain that even if they are different, each student can still add something positive to the group. Therefore, we should include them, even if they are different.

Ask: Which groups will welcome someone with a different colour into their group? Encourage them to accept. Thank the students for their acceptance, respect and compassion.

Now have students rearrange themselves into groups as they wish. Continue to encourage students to include classmates who might be left out.

Encourage students to share their opinions about the importance of accepting others into our groups, and the importance of accepting people who look different or have different views.

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

Activity 2 (15 minutes)**Read about Martin Luther King**

Tell the students about Martin Luther King. Explain that he was a famous African-American leader. He called for a peaceful end to racial discrimination against black people. He became the youngest person to win the Nobel Peace Prize.

Read the text together as a class. Explain any terminology they don't understand.

Research and discussion

Students research using books and/or the internet.

Martin Luther King is an icon of freedom and tolerance because he fought against injustice and called for the end of racial discrimination. He believed people should not be judged based on the colour of their skin.

He called for peace and tolerance between people of all races.

The Jim Crow laws called for separation between white and black people. These laws excluded black people from schools, public places, public transport, public bathrooms and restaurants. They deprived black people from living freely with equal rights.

Differentiated Learning:

Form mixed-ability groups so that the more advanced students are supporting the beginner students with their learning.

Reiterate the definition of tolerance as a willingness to accept people who are different from us.

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.

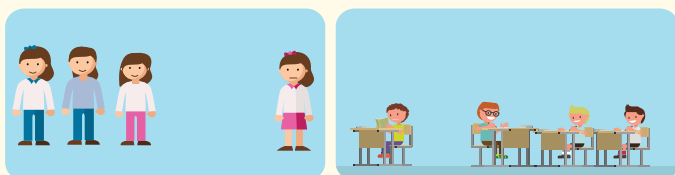
King's speeches. Stanford University regularly brings together social activists from all over the world to work on supporting human rights.



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.



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

Activity 3 (5 minutes)

Divide the students into four groups. Distribute cards showing pictures of the different situations. Students discuss and role-play each situation. They should try find an ending illustrating the principle of tolerance.

SITUATION 1: Children mock and tease a boy for wearing pink or a girl for wearing blue.

Discussion points:

Colours do not need to be specific to one gender or another. We are all free to wear any colours we like.

Discuss the styles in which men and women dress.

Ask: Which clothes are only for men/women?

Students research about different types of traditional dress worn around the world. Many countries have types of skirts worn by men (kilts in Scotland, kandora or dishdasha in Gulf countries); in other places there are suits and trousers made for women. There are also countries in the Maghreb where men cover their faces and women do not.

SITUATION 2: One child mocks another because he is disabled and cannot walk easily.

Have students suggest other ways of responding to a disabled classmate. For example, they may suggest offering help, choosing kind words and tactful behaviour.

Encourage the students to show respect and acceptance of others through their role plays.

Emphasise the importance of accepting others who are different in gender, colour, appearance, ability or opinion.

Differentiated Learning:

For this activity, students of all levels work together. The whole class should participate. Avoid discriminating against students based on ability level. Discuss how we can co-operate to include people of all levels and abilities in our activities in future.

Activity 4 (5 minutes)**Cards expressing tolerance**

Divide the class into groups. Distribute cards to each group.

Ask each group to decide on a statement expressing tolerance. They complete and decorate the cards.

Display the drawings around the picture of the globe, under the title 'Through tolerance, peace prevails in the world' (or any other title that the students suggest and agree on).

Moral, Social & Cultural Studies | Grade 4 | Term 1

4

Draw the outline of your hand on a piece of coloured card, cut it out and write on it some words about, or that show, tolerance. Stick your piece of card along with everyone else's around a picture of the globe. Stick the globe with all the hands on the wall under the heading 'Through tolerance peace will prevail all over the world.'

**5**

Read the following two texts on the theme of tolerance. The first one is on the UAE's designated Year of Tolerance and Happiness in 2016. The second one is on the leader of the Indian independence movement, Mahatma Gandhi. Then design a wall chart with pictures, definitions and statements on the subject of tolerance. Quote the words of important role models of tolerance from the UAE, India and the wider world.

The UAE is noted for the values of tolerance, peace, security and cultural diversity, hosting as it does more than 200 nationalities, all enjoying a fair and decent quality of life. Laws in the UAE promise justice, respect and equality for everyone, while making hatred, intolerance and discrimination a crime.

The UAE has played an important part in international agreements calling for a stop to violence, extremism and discrimination. In addition, it has become a global meeting place, for eastern and western cultures, an example of peace, harmony, and respect for different beliefs. The many churches and temples in the country enable non-muslims to practise their religion.

The country has also led the way in pushing for global security and peace, and aims to improve living standards for everyone.

The Mohammed bin Rashid Al Maktoum Award for World Peace is one of the most important awards in the field of international bridge-building and peace-making. The award stems from the teachings of Islam, which embody tolerance and moderation. Some of the key achievements of the federal government in promoting tolerance across the UAE include:

- The creation of the post of Minister of Tolerance
- The launch of the National Programme of Tolerance
- The issuing of 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

Activity 5 (20 minutes)

Extension activity.

Students collect photos that portray tolerance and develop meaningful statements by researching on the Internet. As a class they create and hang a wall chart displaying the statements in the classroom. Encourage students to decorate it and giving real consideration to presenting ideas, and conveying the message.

Students should quote the words of UAE leaders who abide by moral values such as tolerance and justice for all cultures in the UAE, regardless of religion. They should incorporate the appointment of a Minister of Tolerance to emphasise the importance of promoting tolerance. Also direct the students to read the words of leaders such as Gandhi, who called for tolerance all over the world.

Emphasise that we must practise tolerance towards the people we know and love, and towards those we do not know or agree with. Discuss tolerance as a class, and let the students come up with their own definition after reading the statements.

If time allows, they may research institutions that work to spread tolerance around the world. Examples include centres in UAE, such as the Hedayah Centre and Sawab Centre, as well as governmental and other associations all over the world.

Lesson 5

Prejudgements

Lesson Objectives

- Define stereotyping
- Recognise different types of stereotyping
- Understand how stereotyping leads to discrimination

Required Materials

Small pieces of paper or cardboard
Internet access or articles related to stereotyping
Small box

Learning Outcomes

- Explain the key qualities of compassion, respect and tolerance.
- Identify individuals and groups who can be regarded as tolerant and/or who suffer discrimination.

- Learning Outcome ○
- Define stereotyping.
 - Describe how stereotyping leads to discrimination.

Vocabulary

stereotyping

discrimination

Stereotyping

A common prejudgement about a subject, person or group in general.

Discrimination

Unwillingness to accept people, views or behaviour that is different from one's own.

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

Activity 1 (5 minutes)

Introduction

Give each student two cards. Ask them to write down a statement about girls on one card, and a statement about boys on the other.

Begin with leading questions such as: What is something girls/boys like to do?

Write two headings on the board: Girls and Boys.

Students stick their cards under the relevant heading.

The teacher reads aloud what they have written. Students respond to the questions: Is this only true of girls? If the statement is 'Boys like soccer', reply: Do any girls like playing soccer? Can girls play soccer too? If the statement is 'Girls cry', query: Don't boys cry too? Doesn't everybody when they are sad or hurting?

Lead students to become aware that we sometimes say things about boys or girls that are not true of all boys or all girls. Explain that a stereotype is a general belief about all people that belong to a particular group. But not everyone in that group may fit the stereotype, and it can be unfair to apply stereotypes to groups.

Activity 2 (15 minutes)**Read and discuss (7 minutes)****Questions for discussion (8 minutes)**

Divide the students into two groups to answer the questions. Allow approximately two minutes per question.

Suggested answers:

- A. The woman judged the man based on his appearance (the marks on his skin).
- B. Students can express their own opinions. It is likely that they will disapprove of her prejudice.
- C. Students imagine themselves in the man's position. They should be able to imagine negative feelings such as embarrassment, pain, sadness or anger.
- D. Students suggest alternative reactions. Encourage them to think of actions that would show respect and tolerance.

Invite students to share their own examples of stereotyping that they have witnessed. If necessary, ask them to consider statements such as:

- Only tall people can play basketball
- Only girls can dance
- Obese people do not play sport
- Poor people are uneducated.

Differentiated Learning:

Help beginner students to read the questions and answer verbally.

Challenge more advanced students with more complex questions, such as: Why do people continue to stereotype and discriminate against others? (For example, ignorance, fear, the media, holding onto false ideas from one generation to the next.)

Moral, Social & Cultural Studies | Grade 4 | Term 1

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?

Activity 3 (15 minutes)

Students discuss a different type of stereotyping. They look at the stereotype of politicians and consider how some politicians may be different to the stereotype.

A. Talk about stereotypes (5 minutes)

Class discussion: What is the stereotype of a politician? How would you expect a politician to live?

(Possible answer: The stereotype of a politician is someone who enjoys the power and wealth of their position, and lives in great opulence. We expect politicians to have luxurious cars and homes, processions, and bodyguards.)

Analyse the picture and answer the questions. Explain that the man pictured is the Prime Minister of the Netherlands, Mark Rutte. Outline the ways that Mr Rutte is different from the usual stereotype of the politician.

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?

B. Discussion in groups (10 minutes)

Divide the class into two groups. Mix beginner and advanced students together in order to facilitate peer discussions.

Each group reads the text and discusses questions 2 and 3. A member from each group shares their ideas with the rest of the class.

Students discuss stereotypes about politicians. They explain how stereotypes can lead to discrimination. For example, some people express hatred for all politicians, expecting them to be corrupt and selfish. This discrimination may prevent the politicians from being able to do good work.

Summarise the activity. Emphasise that it is important to recognise and question common stereotypes. We should be careful not to let stereotypes lead to discriminatory ideas and attitudes.

Differentiated Learning:

In the discussion, mixing beginners and advanced students encourages them to learn from each other. Invite more advanced students to bring pictures of local and international politicians, present these using PowerPoint, and deconstruct them in relation to stereotypes about politicians.

The objective of this activity is to introduce students to another form of stereotyping: judging others based on their social class or power. This can lead to discrimination of a different kind.

Moral, Social & Cultural Studies | Grade 4 | Term 1

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?

Activity 4 (Optional) (45 minutes)

The teacher divides the class into groups of four or five students and asks them to read the activity and answer question No. (A.) about choosing the person who best fits the job amongst all the applicants, while each student in the group has to express their opinion to make the final decision and the reason behind the decision. (4 minutes)

Students participate in the decision and explain their point of view. The teacher highlights the reasons for rejecting some of the applicants that imply stereotyping and discrimination (on the basis of gender, age, preferring youth or due to a disability). (3 minutes)

Later, the teacher provides the groups with the CVs of the applicants, asks them to read the CVs, reconsider their decision and make a final decision about the most suitable applicant. (3 minutes)

The teacher then ends the activity by focusing on the need to know the truth and the facts before

making any decision or showing intolerance towards others, who might become victims of stereotyping and discrimination, due to narrow-mindedness and lack of awareness.

This activity aims to educate students about the importance of studying any matter from all aspects before making a decision, in order not to base these decisions on prejudgements.

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.

Domain: Moral**Unit 2:****Growing up and Well-being****Objective of the Unit**

In this unit, the students learn how to obtain positive growth and development by following a physically and psychologically healthy lifestyle. This includes building positive relationships with family members and friends, and living happiness in its true sense. The unit also covers the changes and difficulties that students may face, as well as the ways of dealing with them.

Unit Description

This unit covers a number of concepts distributed among five lessons, which are designed to answer the central question.

Domain Moral

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?

All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.

The Central Question

It is the question around which all the lessons are centred, and about which students should regularly refer back to. Students will have to understand the targeted concept to be able to answer the question at the end of the unit.

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?

Exploratory Questions

These questions provide an overview of the concepts students should know at the completion of the lesson.

Learning Outcomes - Unit 2

Growing Up and Wellbeing

1. Learn how to grow in a healthy, positive way and to cooperate so that everyone can live in harmony.
2. Realize that they will face continuous change as they grow and learn to adapt to the challenges they face.
3. Identify when changes occur and be able to communicate their concerns to others, while realising that change can be positive.
4. Understand what it means to attain real wellbeing, know which tools are available to promote and maintain physical and psychological well-being, as opposed to seeking true happiness promoted by the community.
5. Understand change and loss and Identify who to ask for help, for either themselves or others.

Unit 2

Growing up and Well-being

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.

Lesson Objective

This lesson aims to determine the structures of a healthy lifestyle essential for positive growth and development in personal hygiene and healthy diet, in respect of quantity and quality. The importance of exercising in our daily life on both a psychological and physical level

Required Material

A box - tools to take care of personal hygiene, such as a toothbrush, toothpaste, soap, a comb etc.

Items to be used in acting scenes:

- Cardboard paper
- crayons
- magazines
- a computer
- scissors
- Cards representing electronic media
- computers or tablets

Learning Outcomes

1. Learn how to grow in a healthy, positive way and to cooperate so that everyone can live in harmony.
2. Understand that they will face constant change as they grow and can learn to adapt to the challenges they face. Identify when change is occurring and communicate their concerns to others, while realising that change can be positive.
3. Understand what it means to attain wellbeing in life, by promoting physical and psychological wellbeing and preserving these characteristics instead of seeking a superficial happiness that the community promotes.

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?

Preliminary Activity 1 (5 minutes)

The teacher starts the lesson with the preliminary activity:

The teacher opens a closed box containing: A toothbrush, a comb, deodorant, shampoo, soap and other personal hygiene tools.

He chooses students to (separately) explain to their classmates one of the items in the box using mime.

The teacher gives each student 10 seconds only to accomplish this task quickly and in a fun way.

After identifying the items in the box, the teacher asks the class: Why do we need these items? What's their use and importance for proper and healthy growth?

The answers will revolve around the concept of personal hygiene and its importance to growing properly and preventing illnesses (such as dermatitis, food poisoning and diarrhea). Students may reference germ removal and bad smells from the body, keeping teeth safe from cavities and other aspects of personal hygiene. At the conclusion of this activity, the teacher will introduce the lesson and present its objectives.

Welfare

A group of services aimed at providing the appropriate living and health conditions for individuals, in addition to developing their abilities according to both individual and collective needs.

Growing in a Positive Way

Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill developing opportunities.

Healthy Diet

Eating diverse and varied food to acquire all nutrients in the quantities required by the human body.

Personal Hygiene

A person's habits and actions to maintain bodily cleanliness and general health.

Healthy Lifestyle

Living within proper environmental and health standards that ensure wellbeing and positive growth.

Activity 2 (10 minutes)

This activity aims to highlight personal hygiene as a healthy lifestyle, the importance of preserving it and how to accomplish it.

Students read 'Khalid's story' independently. (3 minutes)

After reading the story, the teacher divides the class into groups of four or five students and asks them to answer questions. (A) and (B):

a. Personal hygiene guidelines to alleviate a problem (4 minutes)

Expected Answers:

To shower daily, wash with soap when sweating, use a deodorant, wear clean clothes and change them when they sweat or no longer clean, and wash clothes regularly.

Other Guidelines for Personal Hygiene: Clipping our nails, brushing our teeth at least twice a day to remove bad breath, taking care of our gums, cleaning our ears and washing our hands after using the toilet and before and after a meal.

b. Meaning of Mental Health: (3 minutes)

Dealing well with events around us, the ability to find appropriate solutions to our problems, control anger, anxiety or sadness, for a healthy mind.

Relationship of mental health to hygiene: Lack of personal hygiene cause our classmates to distance themselves from us, it also causes diseases, anxiety and sadness. Paying attention to personal hygiene leads to a healthy mind, "Healthy mind, healthy body."

Expected Answers:

Preventing illnesses, such as diarrhea and pneumonia, reducing the spread of germs and viruses that cause illnesses, protecting teeth from cavities. Pleasant odours, unlike bad odours, attract people around us.

The teacher might receive answers that have not been mentioned in the text, such as the cleanliness of food, our surroundings which include and the bathroom, our house or class.

The teacher summarises the learning outcomes of the activity, invites the students to present their conclusions and helps them to draw parallels between personal hygiene, a healthy lifestyle, growth and wellbeing (subject of the unit).

The students conclude:

Following a proper and healthy lifestyle requires maintaining personal hygiene.

Personal hygiene is one of the fundamentals of wellbeing and growing in a positive way.

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.

Activity 3: (20 minutes)

This activity aims to educate children about healthy diets, healthy habits and how they relate to a healthy lifestyle.

The teacher divides the class into four groups and asks each group to reflect on a nutritional situation.

Expected Answers to correspond with the pictures:
(10 minutes)

- a. This food is unhealthy and leads to obesity, laziness and diseases, such as diabetes, heart disease, kidney failure, lethargy and lack of agility. People who have a healthy body weight tend to be more fit, healthy and confident.
- b. The father will not buy sandwiches for his son from an uncovered food cart because uncovered food being sold on roads is susceptible to dirt and sun, leading to contamination with bacteria and viruses. This can lead to diarrhea, vomiting, nausea, abdominal pain and fever. This condition affects people of all ages, but it's more common among infants.
- c. The mother is upset with her son because he goes to bed late and does not get enough sleep which leads to a lack of focus and anxiety and possibly diseases. The body needs to sleep to take a rest so that they can be physically and mentally active in the morning, which is the basis for concentration and success in study and life.
- d. This habit reduces social communication with people and leads to laziness due to lack of movement. Instead of playing games on a tablet, a girl can play sports or read books and articles. Sport helps to activate her body and maintain good health, while reading contributes to the expansion thought and the increase of general information.
- e. The teacher asks the students to select one of the situations presented to act it in a theatrical scene, which includes a dialogue with the person in this situation to encourage him/her to follow a healthy lifestyle. Highlight the positive aspects of wellbeing and growing in a positive way. (5 minutes)

The students conclude: That a healthy diet is eating balanced and proper meals in respect of quantity and quality. A healthy diet is one of the fundamentals of a healthy lifestyle that ensures wellbeing and growing in a positive way. Sports and sleeping are essential elements of good health habits and growing in a positive way.

Moral, Social & Cultural Studies | Grade 4 | Term I

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.

Activity 4 (10 minutes)

This activity aims to teach the importance of exercising on both mental-emotional and physical levels and how they relate to a healthy lifestyle. The teacher reads the points aloud that summarise the importance of exercising, and determines with the students the points which relate to mental health and those to physical health. The teacher gives a more substantial explanation if the students need. Visual aids can also be employed to support understanding. They then ask each student to write about his/her favourite sport and present to their classmates.

The students conclude: Exercising is part of a healthy lifestyle that ensures wellbeing and growing in a positive way.

Activity 5 (Optional) (20 minutes)

The objective of this activity is to prepare a poster that shows the ways to a healthy lifestyle (personal hygiene, healthy diet and exercising) and how they are interconnected to wellbeing and growing in a positive way.

The teacher divides the students into groups and asks each group to prepare an illustrative poster. The poster might contain pictures from book, magazines or the Internet, drawings, or a short picture story.

Note: The teacher should encourage students to express themselves artistically, creatively and freely.

Activity 6 (Optional) (15 minutes)

This activity aims to show how a healthy lifestyle can take root in our daily lives and special events.

The students read the passage and answer the questions individually. The teacher may prefer though for the students to work in pairs or groups in order to share views and enrich the activity with ideas. (5 minutes)

Justification: Distinctive family life, healthy diet, personal hygiene and tidiness, playing sports (tennis).

a. (10 minutes) The teacher divides the class into three groups, each group prepares a list based on the criteria outlined in the student book in the form of emails on special paper. Make the activity fun by creating a mock email or use electronic means of communication (if possible) to follow the conversation between the Malek and Marcus.

- **A List of Delicious Food:** Includes the most famous and best healthy UAE and foreign dishes.
- **A List of recreational games:** They include animated, IQ, and logical thinking recreational games, and cultural and artistic activities suggested by students according to their hobbies. The teacher should pay attention to the type of the recreational activity suggested so that it is not dangerous, for example).
- **Hygiene Requirements:** Safe place and environment such as home or a restaurant known for its hygiene. Mention hygiene requirements (such as cleanliness, safety, food hygiene).

Moral, Social & Cultural Studies | Grade 4 | Term 1

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.

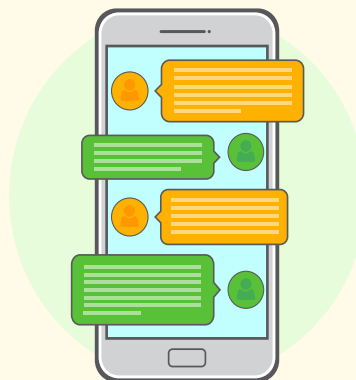
- 6** Read Malik's email to his friend Marcos. Then do the activity that follows.

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



[illegible]

Unit 2

Growing up and
Well-being

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.

Lesson Objective

The lesson is aimed to introduce students to the suitable conditions needed for growth and development. Students focus on the importance of providing life's essentials which is grounded in living in a local area with a safe and suitable home environment.

Required Material

- Papers, pens
- Display screen

Learning Outcomes

1. Know how they can grow and develop in a positive way, co-operate with others and collaborate with them to maintain well-being.
2. Understand that they will face changing situations as they grow and that they can learn to adapt to the challenges they face in these situations.
3. Identify when changes are occurring and communicate their concerns to others, while recognising that change can be positive.
4. Address change and loss and Identify whom to ask for help in difficult situations for themselves and others.

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?



Right to housing

Each person's right to a healthy, secure shelter that guarantees safety and contains services, facilities and basic needs at a low cost. This guarantees their right to be protected against arbitrary expulsion or forced eviction.

Social care

A group of services aimed at achieving the appropriate living and health conditions for individuals as well as developing their abilities based on their needs and those of the community.

Right to education

Receiving education without discrimination, developing talents and a mental and physical capacity and enabling people to participate effectively in the community.

Welfare

A group of services aimed at providing the appropriate living and health conditions for individuals, in addition to developing their abilities according to both individual and collective needs

Preliminary Activity 1 (5 minutes)

Review the key concepts from the previous lesson.

Have four students sit on a single bench and simultaneously write - in a legible handwriting - the following sentence: "I am currently comfortable in this position"

When students begin to find it difficult, the teacher asks them to think why and lead them to conclude that their current seating position is hindering their ability to complete the task.

The teacher reinforces the importance of suitable conditions for productivity, learning and developing. Introduce the lesson and its objectives.

Activity 2 (10 minutes)

This activity is aimed at identifying the fundamentals of adequate housing as a basic condition necessary to attain wellbeing and grow in a positive way.

The teacher or a student selected reads the activity aloud. (a-). (The teacher can display on the interactive board or the presentation screen pictures of families living in uninhabitable houses) (3 minutes)

The teacher asks the students to complete the table. (7 minutes)

Expected Answers:

| Conditions of adequate housing | Hardships and risks | How to help |
|--------------------------------|---------------------|--|
| Security | Insecure | Financial Aid |
| Hygiene | Dirty | Cleaning |
| Comfort | Unhealthy | Calling the relevant governmental or civil authorities |
| Maintenance | Narrow | Renovation or Maintenance |

Differentiated Learning:

Beginners: Help students to read the paragraph, explain unfamiliar words, ask questions during the presentation and use pictures of houses that don't meet the conditions of health, environmental and structural safety of housing.

Advanced Students: Question students: What's the risk of not having these fundamentals? Do you know local and/or global bodies that help building homes for the poor or renovate old houses?

Growing in a positive way requires living in a healthy, proper and safe environment.

Activity 3 (15 Minutes)

The activity aims to highlight the importance of providing social welfare and the suitable conditions for the growth and development for all children - their current state - in education, entertainment activities and benefiting from all rights.

This is a group work activity to be conducted in the jigsaw style.

The teacher divides the class into four groups which are equal in number to the fields of service provided by the Emirate of Abu Dhabi for People of Determination. Each group is then asked to read only one field and prepare a verbal explanation about it. (5 minutes)

The teacher reforms the groups but on this occasion the groups must include a student from each of the previous groups. A student from the first field group and a student from the second field group thereby each student within his new group has become an expert in the field he read about and explains to his team-mates. (5 minutes)

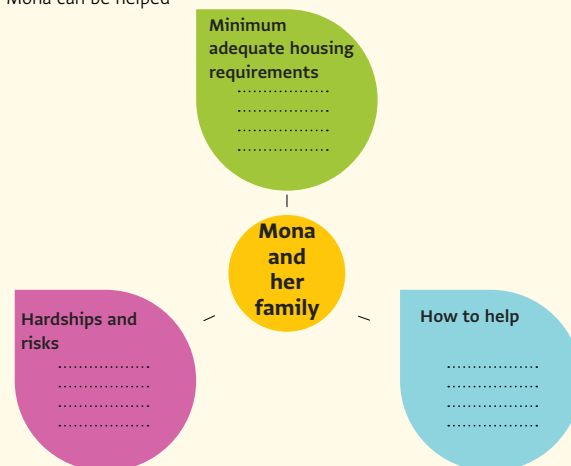
2 Look at the picture of Mona's home and read about her living conditions. Then do the activity that follows.



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



Plenary action. Groups complete the table and explain their answers. (10 minutes)

Expected Answers:

Providing People of Determination, as with all people, with the suitable conditions for growth and development has a positive impact on the community. It gives society productive and efficient people instead of isolated and marginalised ones.

Differentiated Learning:

Beginners: Students can request help from the teacher or peers in preparing and explaining the text.

Advanced Students: Complete more than one field or consider other field not outlined in the student book. The teacher can supply information from government of Abu Dhabi website, programs and Initiatives for People of Determination in Abu Dhabi. All people,

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: |

regardless of their health and physical condition, have the right to benefit from conditions of growing in a healthy and comfortable way, which enables them to develop and enhance their capabilities and participate in the community.

1. Municipality Services
 The municipality sends one of its representatives to the people of determination fully prepared with all required office and electronic equipment to help them to complete their work from home.

- Field: Civil.
- Objective: People of Determination receive all municipal services easily and in the comfort of their home, which saves them a lot of time, effort and money.
- Importance: Reducing suffering and facilitating interaction with the community and exercising rights.

2. Education
 Abu Dhabi provides for People of Determination the right to access to education at the level offered by public schools. Students can enrol in these or other schools, according to the needs of each student.

- Field: Education.
- Objective: Securing special programmes suitable for the needs of People of Determination.
- Importance: Shaping an educated citizen who could one day serve his community.

3. Free Entrance to Emirates Park Zoo
 Children with special needs enjoy free entry to Emirates Park Zoo. The Emirates Park Zoo is aimed to introduce the children to their nature and how they can deal with harmless animals and eliminate all barriers between children and animals.

- Field: Tourism and Entertainment.
- Objective: To enjoy the garden and to introduce children to their environment. Teach them how to interact with domesticated animals.
- Understand the importance of: Visiting recreational and cultural venues and communication with the community.

4. Transportation
 All public parking, sidewalks, corridors, bridges, pedestrian passages, entrances and other public facilities in Abu Dhabi have become more in line with the needs of people with disabilities. The new fleet of buses of public transport is equipped with low-floor and non-slip entrance.

- Field: Transportation.
- Objective: Ensure easy and convenient transportation for People of Determination and provide logistical support when necessary, like ascending and descending staircases.
- Understand the accessible and reliable transportation provides opportunities is essential to securing the needs of the country. Going to work, school or recreational venues.

Activity 4 (15 Minutes)

This activity reviews the premise that all people have the right to suitable conditions such as education, safety and welfare for growing and developing in a positive way.

Students read the text and draw comparisons between what they have read, and what the pictures tell us. The class is asked to determine whether the cases in the pictures enable the individuals to grow positively or not. (5 minutes)

The teacher divides the students into pairs. Each pair establishes a dialogue as part of an interview or an acting scene representing the people in the picture. Describe their daily experience, each according to their living circumstances while highlighting the safety and learning conditions in an ideal environment. (10 Minutes)

Wellbeing and positive growth can also be accomplished by providing the basic livelihood needs, such as education, security and opportunities to develop capabilities.

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?

Activity 5 (Optional) (5 minutes)

The teachers explains that the Committee on Economic, Social and Cultural Rights in the United Nations Organisation determined housing requirements and provided detailed instructions to the countries on how to respect housing rights and protecting them. Students are then asked to conduct their own research on these requirement and instructions, while highlighting its importance for the health and safety of all individuals.

(The student conducts their research for homework and can later present it in their class. The teacher gives 5 minutes to each student for their presentation. After the presentations, the students discuss the information shared for 10 minutes and draw their own conclusions.)

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.

Lesson Objective

The lesson introduces the student to the importance of building positive relationships with their classmates and families because of the positive impact it will have on their growth, well-being and happiness

Required Material

- Cards
- Pens

Learning Outcomes

1. Learn how to grow in a healthy, positive way and to cooperate to live in harmony.
2. Realize that they will face changing situations as they grow and can learn to adapt to the challenges they face in these situations.
3. Identify when they occur and communicate their concerns to others, while realising that change can be positive.
4. Understand what it means by living in real wellbeing, know which tools are available to promote and maintain physical and psychological well-being, rather than to seek a virtual happiness promoted by the community.

Vocabulary

happiness

positive relationship

Happiness

Feeling joy, contentment and reassurance.

A Positive relationship

Develop effective and clear communication with others and understand them well.

Introductory Activity 1 (5 minutes)

The teacher starts the lesson by having the students recount what they learnt about positive growth and wellbeing in the previous lesson. (maintaining physical health and the availability of basic growth requirements such as learning and living in a safe environment). The lesson focuses on the relationships among themselves, their classmates and families and the importance of psychological support.

The teacher asks the students to write on cards what the term 'positive relationships' means to them. Students then write short phrases or words such as: Friendship, respecting others, supporting others when they are in difficult circumstances. Students stand and walk around the classroom comparing what each of them has written. Identify the similarities between them and gain awareness of how their peers define positive relationships.

The teacher invites the students to think, separately, about their responsibility to build positive relationships with their classmates.

- 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?



Activity 2 (20 minutes)

This activity is designed for students to become aware of the need to support each other, in different ways, to benefit others and themselves. Highlighting the role the school plays in offering such support.

The teacher divides the students into four groups, selecting a representative from each group. The teacher asks each group to read a text from students' diaries describing how they needed help and support from a classmate.

The students read texts and think about what the situation represents. (3 minutes)

After completion, the representative of each group presents the case studied. Group discussions about these scenarios should reference the importance of building positive and supportive relationships for growth and wellbeing (5 minutes). The students then answer the questions.

2 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?

Expected Answers: (5 minutes)

- A- For Mohamed, who needed help in math: He can be supported by helping him to review the exercises and explaining the formula to him during the break - meeting with him after school to study together - reassuring him by showing enthusiasm to help him study the lesson.
- For Jessica, who follows a diet to lose weight: She can be supported by not eating fatty foods such as sugars and fries around her, supporting her with moral encouragement, showing admiration for her perseverance and the results she achieved.
 - For Collins, who has a family problem that makes him sad: Expressing empathy for him and a willingness to help, making him feel that we care, we are willing to help and carry his burden, trying to make him smile and constantly asking him to join in games.
 - For Mariam, who will participate in a national swimming competition: Encouraging her, helping her with the lessons she has missed, ease her tension by avoiding actions that disturb her.

B- (2 minutes)

Students think of the school affiliates that may be approached in any circumstances (positive or negative), where they need assistance and support such as teachers or the management. From these authorities students can receive guidance and advice, and a clearer idea of the problem and solution. The school psychologist who can also assist by listening to students' problems and helping solve them.

C- (5 Minutes)

Students share the benefits of building positive relationships. (Students can prepare a display board to remind them of the importance of helping one another to create a positive atmosphere.)

Advantages and benefits of building positive relationships:

1. Contribute to the happiness of others, especially when they are most in need of it.
2. Building friendships.
3. Increase self-confidence.
4. Fearlessness and greater ability to face difficulties.
The students can give their own thoughts.
5. The sense of belonging to the group.

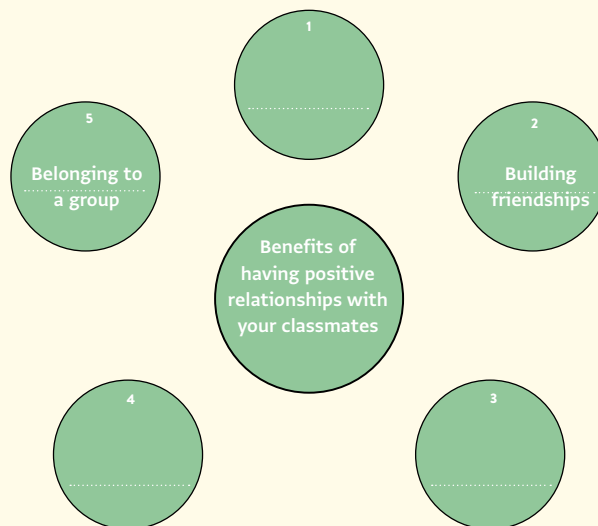
Differentiated Learning:

Beginners: The teacher clarifies any points that are difficult for the student and provides them with answers should it be necessary.

Advanced Students: The students create acting scenes that mimic the events described in the texts, suggesting appropriate ways to display support and - through verbal and physical expressions - how this affects the relationships among peers.

Moral, Social & Cultural Studies | Grade 4 | Term I

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.**



.....

.....

.....

.....

.....

.....



.....

.....

.....

.....

.....

.....

Activity 3 (10 minutes)

This activity is designed to make students aware of the importance of positive family relationships for growth and well-being.

Students read the text which focuses on the need for family togetherness for family cohesion and a sense of belonging. (3 minutes)

The teacher divides the students into four groups.

a- (5 minutes)

Students are asked to reflect on one of the pictures to consider how the rewards of having a close family and how these scenes contribute to building strong positive family relationships.

Expected Answers (Students can give examples to support their answers).

1. Communication: Family members listen to one another with openness and frankness.
2. Compassion: Love, support and care.
3. Respect: Accepting differences and understanding and appreciating family members.
4. Sharing activities: Spend time together with fun, entertaining, shared interests.

Activity 4 (15 minutes)

This activity draws attention to the needs of others and helps students develop a proactive attitude towards supporting them, with a focus on communication skills.

Students sit in a circle to ensure a better non-verbal (physical) connection during the activity.

The teacher starts the session by asking the following questions: Why is it important to listen to others?

What is the benefit of knowing others' concerns, problems and interests? Why do I have to interact with others nicely? (3 minutes)

The students read the instructions of the activity and form pairs. Each student tells their classmate about a problem they have heard about, and then they play the roles of the people. Present the dilemma to the class in order to find a solution. (6 minutes)

The students discuss their problems and target similarities. (6 minutes)

Moral, Social & Cultural Studies | Grade 4 | Term 1

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.

Activity 5 (5 minutes)

| What makes you feel satisfied and happy at your school? | Parallel feelings | What makes you feel upset and less confident at school? | Parallel feelings |
|---|-----------------------------------|---|--------------------------------|
| Friendship | Happy and satisfied | My friend ignoring me | Angry and sad |
| Good grades | Pride | Playing alone | Loneliness and bullying |
| Being liked by the teacher | Happy and psychologically relaxed | Being shouted at by the teacher | Ashamed and sad |
| Doing my hobby at school | Relaxed and high self esteem | Failing in certain subjects | Uneasiness and low self esteem |

Possible replies:

The teacher asks: "What can we do to help one another to grow and develop positively at school? The teacher then asks the students to discuss that, focusing on the following ideas:

Helping and supporting one another, accepting differences, being tolerant, working as a team, listening to others opinions and respecting others.

a How can we help each other grow and develop positively at school?

[illegible]

Lesson 4

Happiness is the Key of Life

Learning Outcomes

- 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.

Lesson Objective

The lesson is aimed at defining happiness and how to attain it through the right ways and methods. To build a disregard for the concept of virtual happiness which is promoted by the community.

Required Material

- Table of faces expressing feelings
- Computers connected to the Internet
- Papers and tools for drawing

Learning Outcomes

Understand what it means to possess real wellbeing, know which tools are available to promote and maintain physical and psychological well-being, without relying on virtual happiness which is promoted by the community.

Vocabulary

happiness

real happiness

fake happiness

| | |
|-----------------------|---|
| Happiness | Joy, satisfaction and reassurance. |
| Real happiness | Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace. |
| Fake happiness | Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction. |

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 | | | |

Introductory Activity 1 (10 Minutes)

The introductory activity, is aimed at clarifying happiness as a feeling whose levels vary according to the circumstances.

The students will conduct active research through a questionnaire to discover how their classmates feel happiness. (One minute)

a- The teacher asks the students to answer the questionnaire questions individually, impartially and objectively. (One minute)

b- The teacher prepares a table (such as the table in the student's book), then compiles the students' answers for each question, having divided them into groups and having them record their answers in their book. (8 Minutes)

The teacher questions the students about their findings. (expected responses: People feel a different kind of happiness when they are alone and when they are amongst others).

Students reflect on the questions: Why are you happy today, (name)? Why were not you happy yesterday like what you are today?

The teacher invites students to form a conclusion within their groups.

Expected Answers:

- An individual's feeling of happiness changes between one day and another, as he/she can be very happy and become sad or vice versa.
- Individuals are not all happy, while someone is very happy the other can be less happy or sad.
- Not everyone is necessarily happy, it is a non-permanent feeling that varies according to circumstances.

The students answer the questions individually and think about the things, people or events that make them happy.

Activity 2 (15 Minutes)

The activity promotes the concept of true happiness and how to live it, as well as supporting their classmates and encouraging them to live it too.

The students read the text on how an individual can feel true happiness, which comes with loving life, self-confidence, self-esteem, respect for others, kindness and polishing skills, using time objectively and effectively. (3 Minutes)

- a- Students are divided into groups and discuss the concept of true happiness as represented in the text. (2 minutes)
- b- The students collaborate in developing a two-day programme so that their classmates have an opportunity to experience true happiness. The programme can include (10 Minutes)

Playing your favourite sport with friends, visiting a sick person and relieving his/her pain, giving away old possessions, thinking (with his/her parents, teachers or friends) about the decisions he/she failed to take responsibility for and apologising for them, actively taking responsibility (like room arrangement), thinking about skills and hobbies, planning how to develop them, buying or reading a book or magazine, reading a book for a child (maybe for his/her brother)

Differentiated Learning:

Beginners: The teacher helps students to read and comprehend the text, as well as to understand what is required by question (b). They participate by suggesting two activities that makes one happy.

Advanced Students: They expand the programme to include specific locations and places.

Moral, Social & Cultural Studies | Grade 4 | Term 1

2

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

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, Ohoud 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.

Activity 3 (10 Minutes)

This activity is aimed to introduce students to the UAE's efforts to achieve happiness and positivity for its citizens by establishing the Ministry of Happiness. The Ministry ensures that all plans and programmes of the Government are aligned to achieve the happiness of the community.

Students read the texts and discuss the importance of a ministry specialising in spreading positivity, happiness and ensuring citizens' satisfaction. (3 Minutes)

a- (4 minutes)

Every student, whether a citizen or resident, thinks of reasons why they feel happy to be living in the UAE. In groups of five students share their positive answers and experiences.

Each group presents its answers on a large paper with drawings as seen in the student's book.

b- (3 minutes)

Every student, as a minister of happiness, thinks of an initiative to launch in the UAE that contributes to instilling happiness and positivity in the community. Refer to the examples if needed.

It is preferred for the initiative to be specific rather than general. Example: Holding an event on the occasion of the National Day of Happiness, that includes games and recreational activities for children aged between 6 and 10.

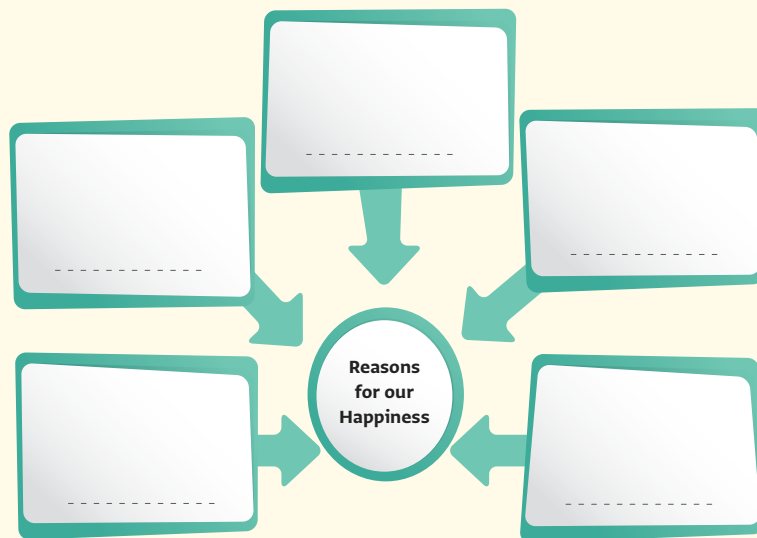
Differentiated Learning:

Beginners: The teacher helps the students to read both texts and encourages them to answer questions verbally.

Advanced Students: In question (b), the students to prepare a short speech to announce the initiative to be launched by their ministry with the possibility of audio-video recording (or only audio like a radio broadcast).

Moral, Social & Cultural Studies | Grade 4 | Term 1

- 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.

Activity 4 (15 Minutes)

Students read the text and work in groups to answer the question. Students share their views on the concept of happiness and other peoples concept of happiness. (the people of Bhutan).

Expected answers: Happiness is based on the satisfaction of the individual who successfully navigates social daily life of man. For example, he/she is happy to achieve a psychological balance that allows him/her to overcome the hardships of life as well as those who do not complain of physical illness or illness. Those who can learn in a way that enables him be multi-disciplined achieves happiness. One of the most important examples of obtaining happiness is the ability to enjoy a native country with wise leadership that believes in the capacities and capabilities of youth and promotes social security.

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.

Lesson Objective

This lesson is aimed to introduce the students to the concepts of loss, missing and change and enable them to follow practical steps to help them overcome the crises that accompany those cases.

Required Material

- 🖐️ A hand shape with the thumb pointing up (indicating the number of the grade students) as evidence of support - 🖐️ A hand shape with the thumb pointing down (indicating the number the grade students) as a sign of lack of support.

Learning Outcomes:

- Understand that they will face changing situations as they grow and can learn to adapt to the challenges they face in these situations by identifying when they occur and communicate their concerns to others, while realising that change can be positive.
- Understand changes and losses and Identify who to ask for help to deal with such situations, for themselves and others.

Vocabulary

change

loss

adaptation

Change

To become different; different circumstances from one situation to another

Loss

No longer having something or someone that you once had; the feeling of something or someone being taken from you.

Adaptation

Harmony and compatibility with circumstances

Introductory Activity 1 (10 Minutes)

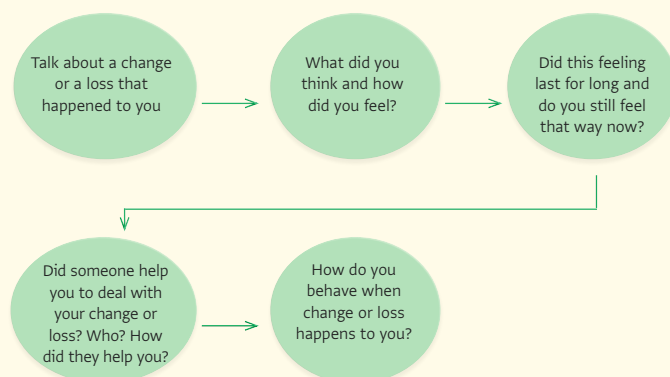
The teacher starts the lesson with the following introductory activity, a dialogue session in which students self-reflect and share their experiences of change and missing.

Cases that students can review: Change of the place of residence, the teacher, the educator, the house, the room he/she used to love, his/her place in the grade, physical change, losing something valuable as a watch or gift, missing a beloved person or a friend (may be due to losing contact with him/her or losing the relationship because of a certain problem), etc.

The students choose - among themselves - the order of speech (draw lots, pass a ball randomly, rotate a bottle ...).

Each student talks about the situation in which he/she has gone through the sequence of questions. He/she tells about the incident and the emotions it raised (sadness, anxiety, anger, fear) and perhaps the accompanying physical symptoms (abdominal pain, loss of appetite, trembling). The teacher asks whether these feelings still accompany him/her or if he/she has overstepped them; and if they still accompany him/her, it is likely that the student has not overstepped the incident in a healthy manner. If he/she has overstepped them, he/she talks about the kind of support and assistance he has received. The students may choose to share with their colleagues a positive change in their lives.

- 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.**



Activity 2 (20 minutes)

This activity is aimed to provide students with ways to adapt to change and missing by studying a new situation that is subject to certain uncontrolled conditions.

The teacher presents Johnny's case to the students. (2 minutes)

Each pair is then asked to answer the activity's questions. After that, each two pairs form a group in which students discuss their answers, until one answer is reached.

Expected Answers:

a- (Two minutes)

The students discuss the difficulty and criticality of what Johnny is going through; he has left his home to live in a new country and a new culture. He has also moved away from his colleagues and school and will join a new school, with new teachers and colleagues with whom he may mix up or not.

The answers revolve around what Johnny misses and will miss by moving to Abu Dhabi and the changes that will occur in his life, and also around his concerns about them: New country, new people, new school and system, new colleagues...

b- (3 minutes)

After having been assured by his father, Johnny replied:

I will not be alone because I will get the support and accompany from my parents and the officials at the new school. I will be able to build new friendships in the new school, so I'll have more friends. Also, I'll be able to keep in touch with my colleagues in America thanks to the means of communication via the Internet.

c- (3 minutes)

If necessary, the teacher explains the meaning of adaptation, that is: Harmony and compatibility with changing and new conditions in order to maintain living properly. The change may be for the better, but it takes effort to adapt.

Non-adaptation negatively impacts individuals, which may lead to isolation and loss of communication with others and thus feeling unhappy.

d- (5 minutes)

Building new friendships in the new school/ learn about the UAE culture and the customs of its people by reading stories, watching documentaries and tourism, which helps to adapt in the new community/ joining recreational and sports club...

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?

The students share the answers and the teacher summarises the activity for the students, stressing the importance of overcoming change and missing in a positive way.

Differentiated Learning:

Beginners: The teacher helps them identify Johnny's problem and how to properly overcome this problem.

Advanced Students: They use questions to write a short story that reviews Johnny's problem and how he overcome it.

Conclusion of activity 2

Change and missing may leave a bad and sad feeling, but we can transform it into new energy through learning, adaption and being introduced to new things and places that may change our lives for the better, if not for the best. At least we have learned how to maintain the essentials of a healthy life.

Activity 3 (10 Minutes)

This activity is aimed to self-train coping with change (especially negative) and missing in practical ways, and identify the people to be asked to help.

The teacher reads with the students the text about how to deal with change and missing.

The teacher divides the grade into small groups, each of which explains the importance of one step in the process of overcoming missing through explaining or sharing examples.

Expected Answers:

- **Expression of self and feelings:** It is very important to express our concerns and psychological state to others to let them give us support.
- **Allow feeling sad and crying:** It is not good to suppress our emotions (keeping emotions), which can lead to burden oneself with problems and burdens that we cannot bear alone. It is therefore advisable to express what we feel even if crying is required.
- **Sleeping:** Sleeping helps to secure comfort to the human body, which in turn helps to provide us with a positive energy to overcome difficulties (the teacher must intervene to explain the difference between healthy sleeping and the seriousness of escaping problems through sleeping).
- **Eating healthy food:** Linking with previous lessons, healthy and balanced meals strengthen the body and give us the ability to think properly (binge may also be address or stop after addressing eating only).
- **Seeking advice and assistance:** Seeking advice from experienced counsellors conveys their experiences to us, relieving us which alleviates the suffering of thinking and finding meaningful solutions to help us overcome the problems. Asking friends and family for help to do fun and entertaining activities relieves grief.

The teacher listens with the students to the answers and discuss them. The teacher stresses the importance of resorting to a trusted adult and the possibility of going to the school psychological mentor (the school psychological mentor can be invited to participate in this session so that he/she introduces himself/herself to the students and tells them about his/her work and expresses his/her willingness to help them whenever they need him/her.)

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.

Activity 4 (25 minutes)

This activity is aimed to review the concepts of well-being and true happiness and to instil it in the minds of the students by reading the text about the Dutch children who are classified as the world's happiest children due to the simple and healthy lifestyle they live with their families

The students read the text and discuss the lives of Dutch children and what distinguishes them based on what they have learned throughout the unit. (5 Minutes)

The students are divided into five groups. Each group is given a large paper and then they write on it the following addresses: Physical Wellbeing - Health & Safety - Education - Behaviours & Risks - Housing & Environment.

Each group writes 5 to 8 steps to achieve well-being and healthy growth of children according to each of the above criteria. (10 Minutes)

Each group, through a representative (or two representatives speak alternatively), presents its work in front of the grade and at the end of each presentation the students give their opinions on what has been said and suggest additional appropriate steps which are then approved. (10 Minutes)

Suggested Answers:

Some group answers may be similar.

Financial Well-Being: Living above poverty line, proper meals, entertainment (reading books, practicing hobbies, playing freely), getting games, owning enough money to participate in paid school activities, lighted and quiet place for study, internet access, tidy and new clothes, being able to invite friends to come to one's home and having meals together, owning a computer or IPAD (not necessarily changing it every year), owning a vehicle (car)...

Health and Safety: Access to health centres, availability of vaccines and taking them, food safety, good and developed health services, eating healthy and balanced meals, practicing sports and exercising...

Education: The availability of high-quality education, for all and for People of Determination, a healthy and encouraging school environment, the presence of a psychological mentor who follows students' issues, the availability of safety requirements (for example: Transportation safety).

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.

Behaviours and Risks: Following a healthy and proper diet, maintaining personal hygiene, practicing sports, maintaining body health and safety (non-smoking, drug abuse or drinking alcohol), protection from physical and psychological abuse (such as violence and bullying), receiving support from parents and school and availability of psychological counselling...

Housing and Environment: The availability of inhabitable housing (provides protection from cold and heat, good structure) that secures the special needs of the people living in it (for example, suitable for People of Determination), secures essentials of safety and comfort (a sufficient number of rooms to feel comfort and privacy), a healthy environment free of pollution, a morally sound environment...

Differentiated Learning:

Beginners: The teacher helps the students understand the text and what is needed and encourages them to suggest a step or two to achieve growth and wellbeing for children according to the studied criterion.

Advanced Students: The students work on more than one criterion.



- 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.

Activity 5 (15 minutes)

This activity is aimed to provide support and assistance to people in situations of change and missing.

In three groups, the students study the dialogues and write appropriate text for each case, to review through it:

- The type of the problem.
- Feelings that prevail in such situations (sadness, anger, anxiety, confusion ...) With the behaviours that accompany them (crying, aloneness, declined school performance, violence...).
- The role of the friend in providing support and assistance.
- The entity or persons who can be trusted and resorted to (parents, teacher, psychological mentor).
- Lessons and guidelines on how to overcome difficulties in a positive way

The teacher discusses with the students the objective of the activity and each case in it.

Activity 6 (20 minutes)

The teacher explains the changes in the way the food facing the student at the age of the adolescent and its causes. This includes the fact that a teenager tends to eat outside the home at fast food restaurants, and may tend to eat more sweets because of the change of hormones in this age. Moreover, he/she may sleep late at night, etc.

The teacher requests the students to be divided into groups to perform the project of healthy food.

The teacher follows the instructions contained in the student's book and helps the students complete their project presentation in classroom or at a school ceremony.

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

Domain: Social

Unit 3:

Understanding our
Physical World

Domain Social Studies

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.

Student Learning Outcomes (SLOs):

- MSC.2.2.01.015 - Interprets information from a variety of maps (e.g. contour, population density, natural resource, historical maps)
- MSC.2.2.01.012 - Compares, contrasts and interprets various types of maps (e.g. political, physical, population)
- MSC.2.3.01.008 - Examines how the weather and climate affect people's lives (e.g. recreation, economy, clothing, transportation)
- MSC.2.3.02.008 - Describes ways in which the earth's physical features and man-made features change over time
- MSC.2.2.01.014 - Uses technology to create maps, adds information and shares with others
- MSC.2.5.01.009 - Gathers information from primary and secondary sources on content areas
- MSC.2.3.01.008 - Examines how the weather and climate affect people's lives (e.g. recreation, economy, clothing, transportation)

Lesson Objective

- By the end of the lesson, students will:
- 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
- understand and apply different latitudes
- be able to identify the climate zones
- be able to describe each climate zone

Unit 3
Understanding our Physical World

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

73

Copyright © Ministry of Education – United Arab Emirates

Vocabulary

weather

climate

atmosphere

equator

poles

latitude

North Pole

South Pole

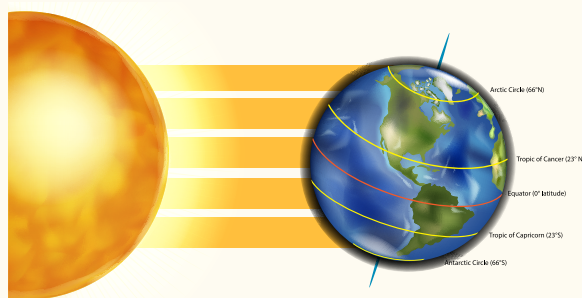
climate zones



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. | | |

Warm Up

The Warmup asks the students to look at the picture, locate the names of the different latitudes and not their degrees. First one is done for the students:

Arctic Circle – 66 degrees N

Tropic of Cancer – 23 degrees N

Equator – 0 degrees

Tropic of Capricorn – 23 degrees S

Antarctic circle – 66 degrees S

(MSC.2.2.01.015)

Copyright © Ministry of Education – United Arab Emirates

Unit 3 Lesson 1 74

Key Vocabulary:

- weather: a temporary condition of the atmosphere
- climate: describes the typical weather conditions in an entire region for a very long time
- atmosphere: the air that surrounds the planet Earth
- equator: the imaginary line that goes around planet Earth and is the same distance from the two poles
- poles: point of the planet Earth located at 90 degrees from the equator (there are two poles: North Pole and South Pole)
- latitude: imaginary lines around planet Earth that show the distance to the North and the South
- North Pole: most northern point of the planet Earth
- South Pole: most southern point of the planet Earth
- climate zone: a region with a distinct climate

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.



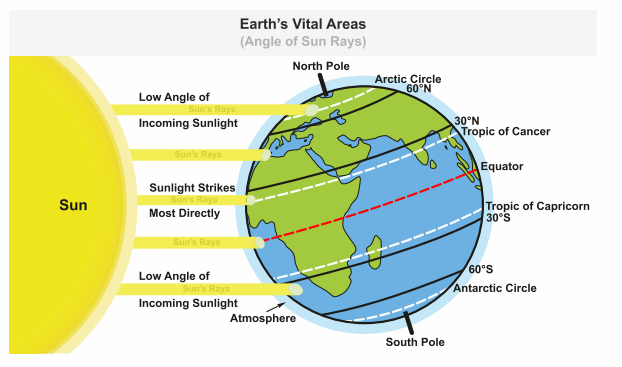
The weather is affected by the heat produced by the sun. The heat travels through the atmosphere. When the air is heated, it rises. Cold air replaces it. This movement of the air in the atmosphere is called the wind.



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.



Copyright © Ministry of Education – United Arab Emirates

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.

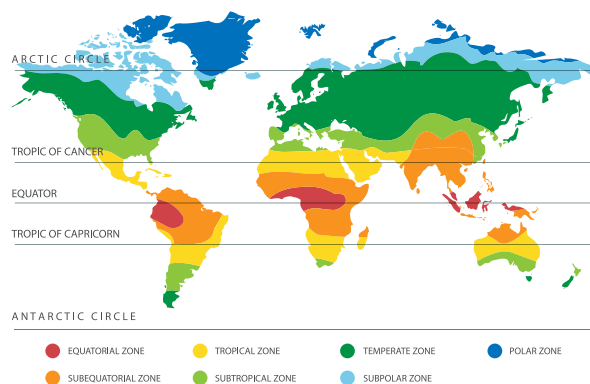
A common way to describe climates is to divide them into five categories: tropical, dry, mild, cold, and polar. These categories are based on long term weather patterns, mostly of temperature and precipitation.

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.



Tropical Rainforest



Sahara Desert, Chad

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

Lesson Description with SLO**Tags and Notes**

Activity 1 is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. (MSC.2.2.01.012)

Lesson Description with SLO**Tags and Notes****Activity 2****1. What is weather?**

- Weather is a temporary condition of the atmosphere.

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

- Heat produced by the sun
- Wind
- Moisture

3. Give an example of precipitation:

- fog, rain, snow

4. What is climate?

- The typical weather conditions in an entire region for a long time.

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

- The sunlight strikes it most directly.

6. Name five types of climate:

- tropical
- cold
- dry
- polar
- mild

7. What are latitudes?

- Imaginary lines around planet Earth that show the distance from North to South.

8. What is the equator?

- 0 degree latitude

9. How many hemispheres is the planet Earth**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?

divided into?

- 2

10. What are these hemispheres called?

- Northern and Southern hemisphere.

11. Which climate zone is between the Tropic of Cancer and the Tropic of Capricorn?**12. What is the average temperature in the subtropics?**

- Tropical

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

- 20-35 degrees Celsius.

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

- Polar and subpolar

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?

Lesson Description with SLO

Tags and Notes

In **Activity 2**, students show their understanding of the difference between climate and weather by indicating what each statement describes. (MSC.2.3.01.008)

Activity 3 focuses on the water cycle. Students describe the picture, specifying what happens at each stage. (MSC.2.3.01.008)

Lesson Description with SLO

Tags and Notes

Activity 2

| 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. | X | |
| The African Savannahs may get an average of 75cm to 100 cm of rainfall each year. | X | |
| It might snow snow tomorrow. | | X |
| The average temperature in Germany is 18 degrees Celsius. | X | |



Activity 2: Climate or Weather?

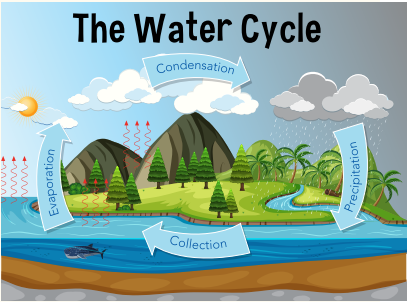
Indicate whether the statements describe the climate or the weather. The first one is done for you:

| 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 | |

Lesson Description with SLO Tags and Notes

Activity 2

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

The Water Cycle

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

- **Evaporation** Due to heat, the water evaporates into the atmosphere.
- **Condensation** The moisture collects in the clouds, causing condensation.
- **Precipitation** The clouds get too heavy, so it rains.
- **Collection** The rain water is collected in rivers.

Lesson Description with SLO

Tags and Notes

In **Activity 4**, students match the statements to the climate zones. Next, with the help of the teacher, using a world map, students locate the countries mentioned in this activity on the map. (MSC.2.2.01.014)

In **Activity 5**, students read about 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 your help, students should research why the scientists spend time in the South Pole and make a list of things they do. (MC.2.5.01.009)

Lesson Description with SLO

Tags and Notes

Activity 4

Match the climate zone in the box with the descriptions the countries. The first one has been done for you.

tropical; subtropical; temperate; subpolar; polar

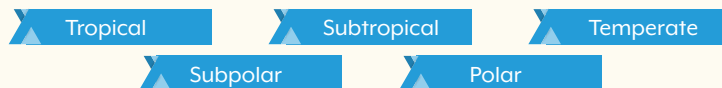
Country and weather conditions Climate zone

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



Activity 4: Matching

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



| 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. | |

Lesson Description with SLO Tags and Notes

Activity 4

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, research why the scientists spend time in the South Pole. Make a list of things they do. These are some possible answers.

- 1 Explore animals that live there
- 2. Explore the plants that live there
- 3. Measure temperature
- 4. Measure the thickness of the ice
- 5. Measure the level of the water

All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.

Lesson Description with SLO
Tags and Notes

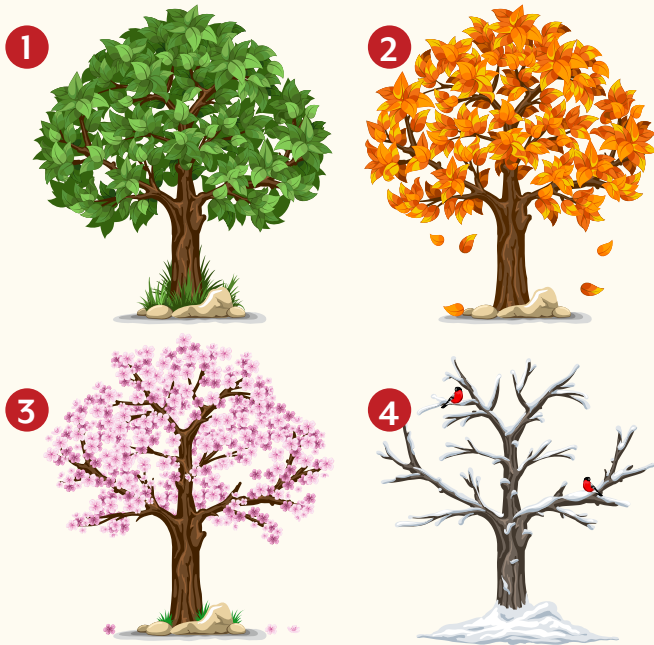
In **Activity 6**, students look at pictures of a tree in the temperate zone. They match each tree to the season it belongs to and describe why the tree looks different in each season. (MSC.2.3.01.008)

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



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.



Lesson Description with SLO
Tags and Notes

Activity 4

| Spring | Summer | (Fall (Autumn | Winter |
|---|---|---|---|
| In the spring the temperatures rise, so the trees start to grow. They get blossoms that grow into small fruits. | In the summer, the temperatures are higher. The trees get more leaves and the fruits ripen. | In the fall, the fruits are ripe and can be harvested. The nights are cooler, but the sun is still strong during the day. The leaves burn and fall off. | In the winter, the temperatures are too low for the tree to grow. |

Explain why the tree looks different in each season.

| Spring | Summer | Fall (Autumn) | Winter |
|--------|--------|---------------|--------|
| | | | |

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above. .

Remedial Opportunities

Activity 3 may be challenging for some students. We suggest that students who are struggling with the concepts work in pairs with more advanced students. It could serve as a learning opportunity for both.

Activity 2 may be challenging for some students. In such case, we suggest pairing them up with other students

Extension Opportunities

Activity 5 can be extended. Students can present their findings.

Activity 5 can be shared. Students can work in groups of 2 or 3 and share their answers.

Student Learning Outcomes (SLOs):

- MSC.2.5.01.010 - Answers questions related to social studies from printed or non-printed sources
- MSC.2.2.01.013 - Describes regions based on their human and physical characteristics
- MSC.2.3.01.008 - Examines how the weather and climate affect people's lives (e.g. recreation, economy, clothing, transportation)
- MSC.2.2.02.014 - Identifies why particular locations are used for certain activities
- MSC.2.6.01.008 - Collaborates with others in collecting evidence from one or two sources regarding a certain phenomenon (e.g., historical, geographical, economic, social)

Lesson Objective

- 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

Unit 3
Understanding our Physical World

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

89

Copyright © Ministry of Education – United Arab Emirates

Key Vocabulary:

- Landform: shape of land
- Impact: effect or influence
- Hut: a small, simple house or shelter
- Thatched roof: roof made of dried vegetation
- Igloo: home/shelter made of ice and snow blocks

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 | |

Warm Up

In the Warmup, students use the picture to identify the types of clothes worn in four different seasons. (MSC.2.3.01.008)

Materials/ Resources/ Technology

Resources from Student Book

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

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.



Stilt House in Southeast Asia

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

2

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.



Lesson Description with SLO**Tags and Notes**

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. (MSC.2.5.01.010)

Lesson Description with SLO**Tags and Notes****Activity 1****1. What are landforms?**

Shapes of land.

2. Name three types of landforms:

- mountain
- valley
- hill

3. How are mountains and hills created?

Movement of tectonic plates.

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

On stilts, slanted roof

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

Keeps the house cool in the summer.

**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?

To create a breeze in the house.

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

Use brick for building and small windows.

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?

8. What materials are used to build igloos?

Snow and ice blocks.

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

Coat and boots.



Lesson Description with SLO

Tags and Notes

Activity 2 asks the students to make a connection between this and the previous lesson. They need to select a climate zone, find a picture of it and write a paragraph about it, answering the assigned questions. (MSC.2.2.01.013)

Activity 3 is done in pairs. One student selects a country and names a season. The other student then writes down the types of clothes people wear in that place at that time. (MSC.2.3.01.008)

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 |
|--------------------|------------------|
| | |
| | |
| | |
| | |

All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.

Lesson Description with SLO

Tags and Notes

In **Activity 4**, students read about the temperate zone: 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.

Then, students are asked to describe the activities children do in the different seasons. Then, they need to say which of the activities can be done in the UAE.

Boy Playing in Different Seasons

(MSC.2.2.02.014)

In **Activity 5**, students show their understanding of the lesson through drawing. They are asked to draw a picture of a person wearing appropriate clothes for the climate zone he lives in, standing next to his house.

(MSC.2.6.01.008)

Lesson Description with SLO

Tags and Notes

Activity 5

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



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.

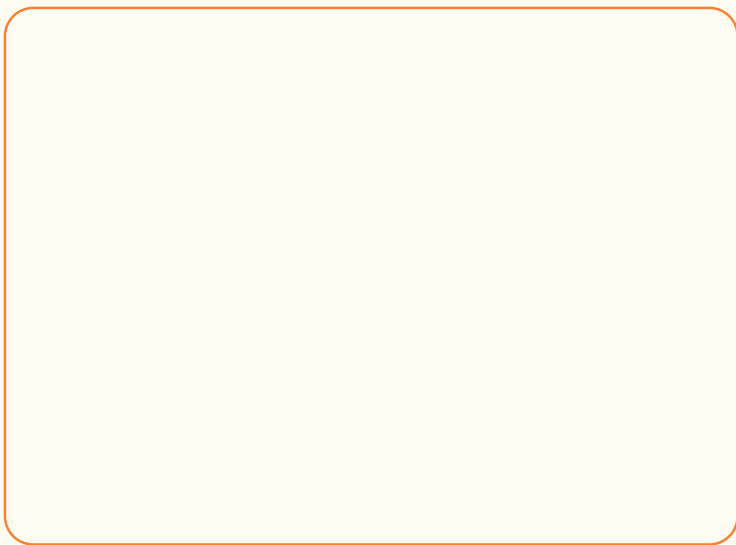


Which of the activities can you do in the UAE?



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.



Copyright © Ministry of Education - United Arab Emirates

Unit 3 Lesson 2 102

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Remedial Opportunities

Activity 2 may be challenging. To help the students, we suggest you provide them with a picture and ask them to describe it.

Activity 4 has a picture that shows one activity in each season. Some students can only list that activity.

Extension Opportunities

Instead of drawing a picture in activity 5, student can be asked to write a short paragraph providing the same details.

Student Learning Outcomes (SLOs):

- MSC.2.5.01.010 - Answers questions related to social studies from printed or non-printed sources
- MSC.2.2.01.013 - Describes regions based on their human and physical characteristics
- MSC.2.3.01.008 - Examines how the weather and climate affect people's lives (e.g. recreation, economy, clothing, transportation)
- MSC.2.2.02.014 - Identifies why particular locations are used for certain activities
- MSC.2.6.01.008 - Collaborates with others in collecting evidence from one or two sources regarding a certain phenomenon (e.g., historical, geographical, economic, social)

Lesson Objective

- 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

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

Key Vocabulary:

- Rainforest: a forest with tall trees in a warm climate with a lot of rain
- Arid: dry
- Vegetation: plants
- Walrus: a large marine mammal (this means it lives in the water (in the Arctic Ocean) and they feed their young with milk)
- Antarctica: South Pole

Vocabulary

rainforest

arid

vegetation

walrus

Antarctica



Warm up: Brainstorm

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

| TROPICS | SUBTROPICS | POLAR |
|---------|------------|-------|
| | | |
| | | |
| | | |
| | | |

Warm Up

In the Warmup, students use the picture to identify the types of clothes worn in four different seasons. (MSC.2.3.01.008)

Materials/ Resources/ Technology

Resources from Student Book

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

All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.

Animals in the rainforest

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.

2

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

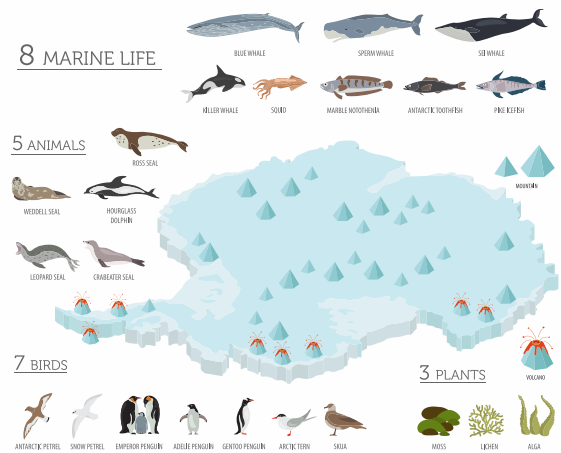
North and South Pole

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.





All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.

Lesson Description with SLO
Tags and Notes

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. (MSC.2.5.01.010)

Lesson Description with SLO
Tags and Notes

Activity 1

What is the name of the rainforest in the tropics?

Amazon Rainforest

2. What is the weather like in the tropics?

Hot and rainy

3. Why is the rainforest important to people?

Has different animals and plants. The plants release oxygen into the .air



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”?

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

dry

5. Which climate zone can we find arid climate?

subtropics

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

Answers could include: Camel, Arabian Oryx, fox, jackal, snakes, scorpions, .Arabian sand cat

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.

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

Answers could include: Beluga whale, collared lemming, bearded seal, narwhal, harp seal, ringed seal, snowy owl, ermine, muskox, Arctic fox, polar bear, Arctic hare, and walrus

Lesson Description with SLO**Tags and Notes**

Activity 2 asks the students to make a connection between this and the previous lesson. They need to select a climate zone, find a picture of it and write a paragraph about it, answering the assigned questions. (MSC.2.2.01.013)

**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 | |

Lesson Description with SLO**Tags and Notes****Activity 2**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 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 |



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.

Lesson Description with SLO

Tags and Notes

Activity 3 is done in pairs. One student selects a country and names a season. The other student then writes down the types of clothes people wear in that place at that time. (MSC.2.3.01.008)

➤ Answers will vary.

Lesson Description with SLO Tags and Notes

In **Activity 4**, students read about the temperate zone: 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.

Then, students are asked to describe the activities children do in the different seasons. Then, they need to say which of the activities can be done in the UAE.

Boy Playing in Different Seasons

(MSC.2.2.02.014)

➤ Answers will vary.

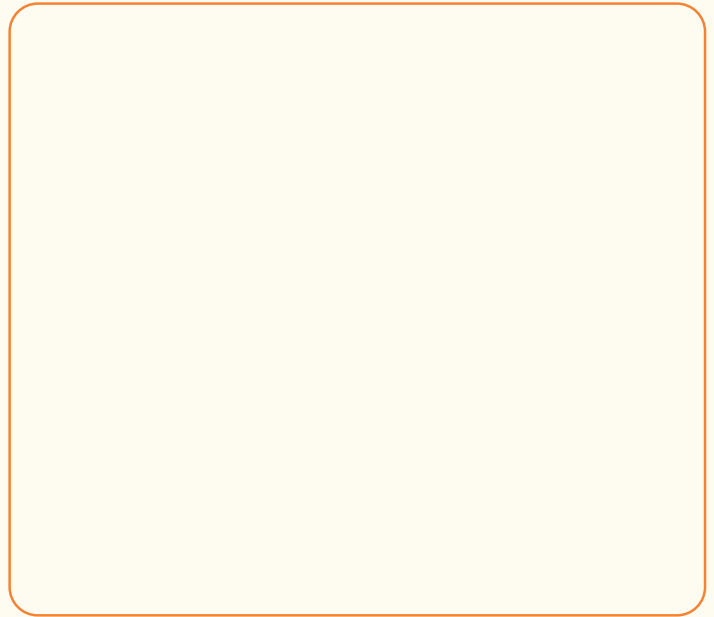
In **Activity 5**, students show their understanding of the lesson through drawing. They are asked to draw a picture of a person wearing appropriate clothes for the climate zone he lives in, standing next to his house.

(MSC.2.6.01.008)



Activity 4: Short presentation

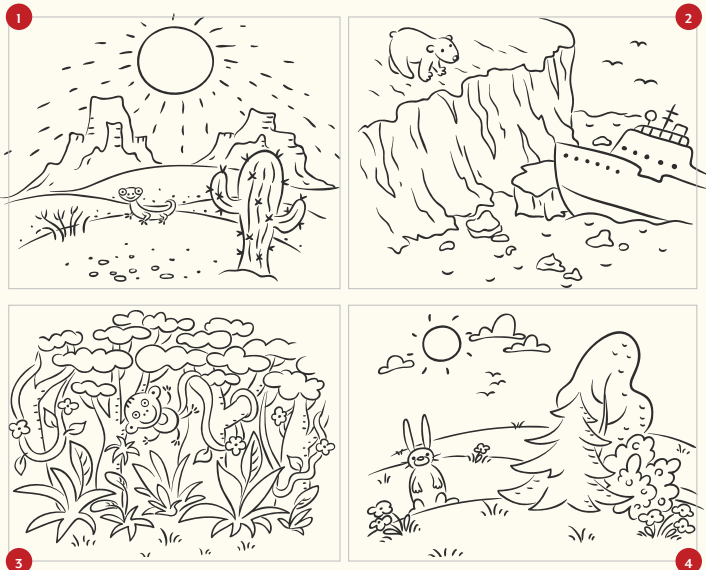
Draw a picture of the animal you researched. Make a poster using the four facts. Present your animal to the class.





Activity 5: Colour and label

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



| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

Copyright © Ministry of Education - United Arab Emirates

Unit 3 Lesson 3 118

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Remedial Opportunities

Activity 2 may be challenging. To help the students, we suggest you provide them with a picture and ask them to describe it.

Activity 4 has a picture that shows one activity in each season. Some students can only list that activity.

Extension Opportunities

Instead of drawing a picture in activity 5, student can be asked to write a short paragraph providing the same details.

Student Learning Outcomes (SLOs):

- MSC.2.3.01.008 - Examines how the weather and climate affect people's lives (e.g. recreation, economy, clothing, transportation)
- MSC.2.6.01.008 - Collaborates with others in collecting evidence from one or two sources regarding a certain phenomenon (e.g., historical, geographical, economic, social)
- MSC.2.5.02.009 - Differentiates between cause and effect, facts and opinion, and main ideas and supporting details
- MSC.2.3.02.008 - Describes ways in which the earth's physical features and man-made features change over time

Lesson Objective

- 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

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

Key Vocabulary:

- climate change: noticeable changes in the climate pattern that take place over periods of time
- greenhouse effect: the entrapment of gases in the atmosphere
- pollution: releasing harmful gasses into the atmosphere
- sediment and ice cores: samples of soil or ice used by scientist to study climate changes
- magnetic field: (an invisible shield) that protects us from killer radiation and brutal solar wind

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.



Warm Up

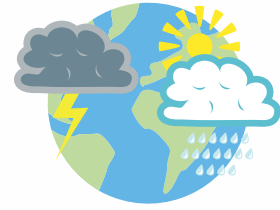
The Warmup activates students' background knowledge about global warming. They are presented with a picture of the planet Earth as an ice cream scoop and asked to answer the following questions: What does this mean? What is happening to the scoop? Why? Have a brief discussion with your classmates about what is happening to our planet. (MSC.2.3.01.008)

Materials/ Resources/ Technology

Resources from Student Book

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

2



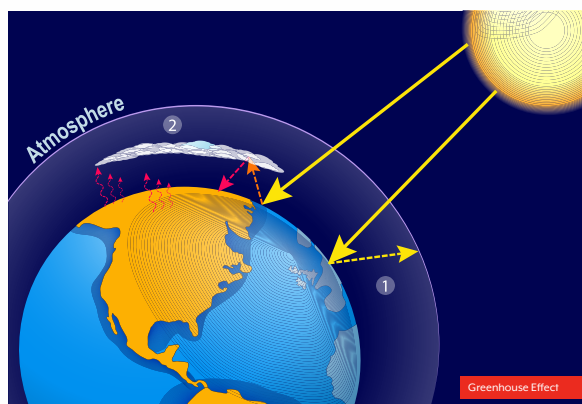
What are Climate Changes?

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.

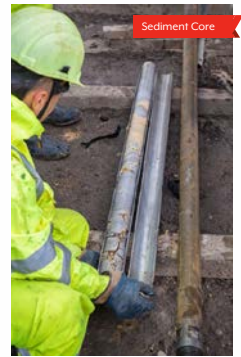
This temperature is needed for the plants to grow, and living creatures to survive. If the atmosphere is polluted (dirty), some gases, such as carbon dioxide

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 is 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. Scientists 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.

Lesson Description with SLO**Tags and Notes**

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. (MSC.2.3.01.008)

**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?

Selected Activity**Answers****1. What are climate changes?**

Noticeable changes in the climate pattern over periods of time.

2. Name some effects of climate change.

Possible answers: air pollution, volcano eruptions, changes in the sun.

3. What is the greenhouse effect?

Entrapment of gases in the atmosphere.

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

Factories, cars that emit harmful gases, burning fossil fuels.

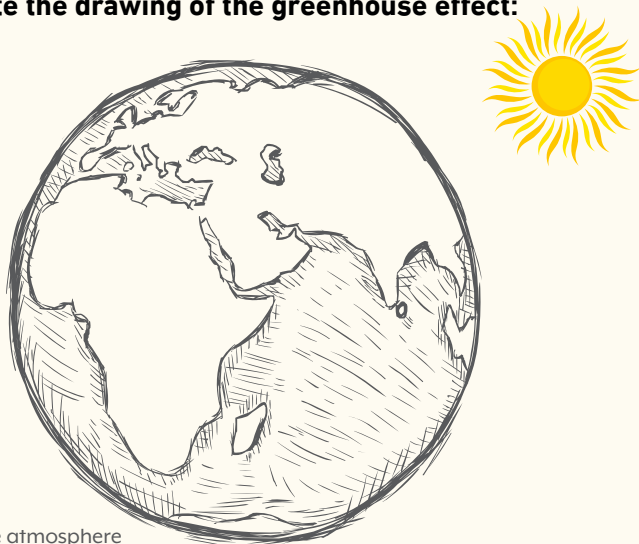
5. What do sediment and ice cores tell us?

Earth's climate in the past.



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

Copyright © Ministry of Education - United Arab Emirates

Unit 3 Lesson 4 126

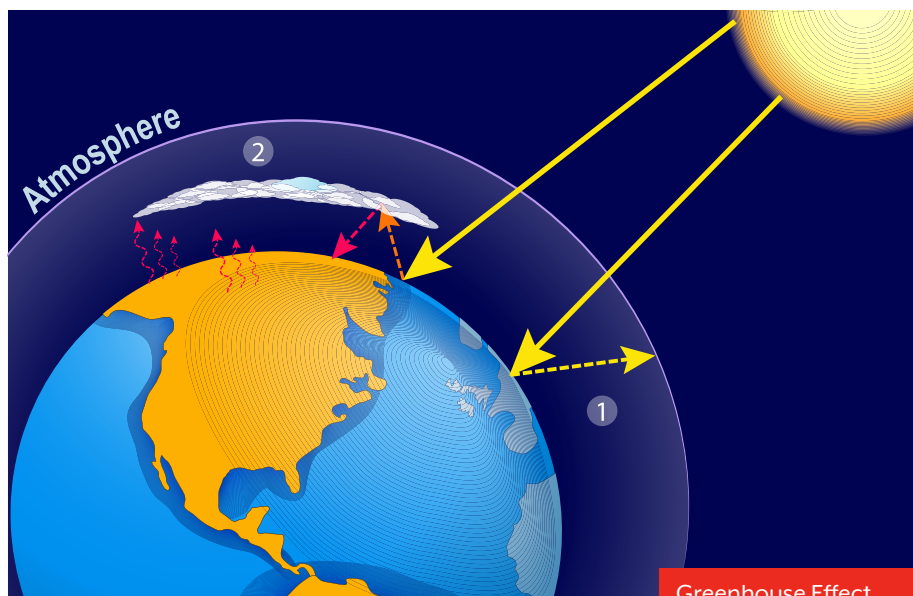
Lesson Description with SLO

Tags and Notes

Activity 2 asks the students to add items to the picture to create the greenhouse effect: 1. Atmosphere, 2. Sunrays, 3. Sunrays reflecting back into space, 4. Pollution, 5. Rays that remain trapped in the atmosphere, and 6. Two things people use that cause pollution. (MSC.2.6.01.008)

Selected Activity

Answers



Lesson Description with SLO
Tags and Notes

In **activity 3**, students list two causes and two effects of global warming. (MSC.2.5.02.009)

Activity 4 shows a picture of the effect of global warming. Students are asked to describe what they see and list some dangers of global warming. (MSC.2.3.01.008)

In **Activity 5**, students are asked to state why we care about global warming. (MSC.2.3.01.008)



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 |
|-------|-------------|--------|
| | << <<----- | |
| | << <<----- | |

Selected Activity Answers

| Cause | Leads to... | Effect |
|--|-------------|----------------|
| Building large factories that emit harmful gases | ----->> >> | Air pollution |
| Greenhouse effect | ----->> >> | Global warming |



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?



Copyright © Ministry of Education - United Arab Emirates

Unit 3 Lesson 4 128

Selected Activity Answers

- Dead plants
- Less fresh air
- Pollution
- No sun/all grey/acid rain

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

As in previous lessons, if the teacher decides to have students present their work to others, it offers the chance to assess many moral education learning outcomes, like listening respectfully and responding appropriately to those who do not show respect. These moral learning outcomes would be assessed through teacher and peer observations.

Remedial Opportunities

If needed, the teacher can assist students with the drawing in activity 2

Extension Opportunities

Students can have a class discussion using their responses in activities 4 and 5.

Student Learning Outcomes (SLOs):

- MSC.2.5.02.009 - Differentiates between cause and effect, facts and opinion, and main ideas and supporting details
- MSC.2.3.01.008 - Examines how the weather and climate affect people's lives (e.g. recreation, economy, clothing, transportation)
- MSC.2.6.01.009 - Examines printed and digital sources that suggest solutions to various social, local issues
- MSC.2.5.02.008 - Presents the information gathered on social studies topics showing relevant information with visuals and citing sources
- MSC.2.6.02.010 - Presents a summary of claims and explanations using various technologies (e.g., posters, charts, videos)

Lesson Objective

- 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

Unit 3
Understanding our Physical World

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

129

Copyright © Ministry of Education – United Arab Emirates

Key Vocabulary:

- renewable energy: energy that comes from sources that can be replenished (refilled)
- non-renewable energy: energy that comes from sources that cannot be replenished
- energy sources: how we get the energy - renewable and non-renewable energy sources
- pollution: releasing harmful gasses into the atmosphere
- carbon footprint: the amount of carbon dioxide (CO₂) released into the atmosphere
- environment: everything that is around us

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.



Warm Up

In the Warm up, students look at the picture and discuss the following:

How does the picture illustrate energy and what it does? How important is electric energy to modern society? Students summarize the discussion. (MSC.2.5.02.009)

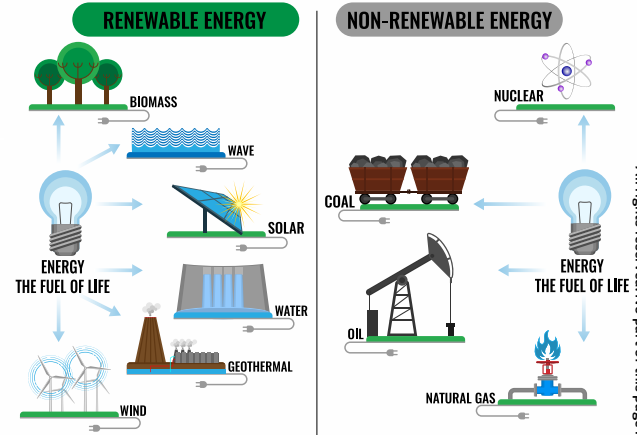
Materials/ Resources/ Technology

Resources from Student Book

- United Arab Emirates Ministry of Climate Change and Environment, Strategic Goals: <https://www.moccae.gov.ae/en/about-ministry/about-the-ministry/strategic-goals.aspx>
- *Note: Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.

2

ENERGY SOURCES

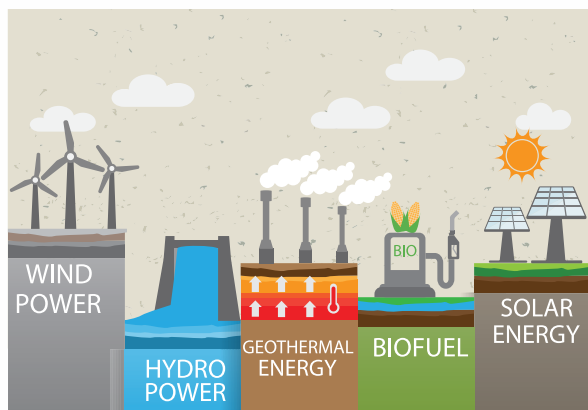


Energy is the ability to do work. It is everywhere. It makes things move. In the picture, the person on the left is running low on energy and has a hard time moving. If he had some food, his energy level would increase.

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.

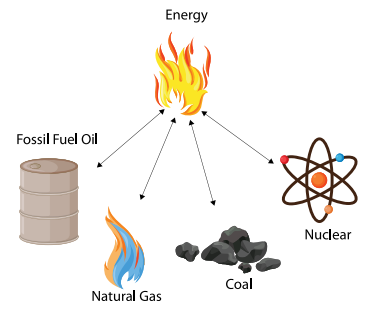
Energy sources are also divided into two types: renewable and non-renewable.

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 (CO_2) released into the atmosphere. The more CO_2 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.

Lesson Description with SLO

Tags and Notes

Activity 1, is designed to provide scaffolding for students whose reading comprehension skills may be somewhat below grade level. It can also serve as a general comprehension check of the reading material. The answers in the outline follow the same order as the reading. (MSC.2.3.01.008)



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.

Selected Activity

Answers

1. The two types of energy sources are renewable and nonrenewable.
2. Hydropower is the energy we get from water.
3. The energy we get from plants is called biomass.
4. The remains of dead animals and plants are called fossil fuels.
5. Carbon footprint is used to measure the amount of pollution in the environment.
6. Environmental protection is one of the main objectives in the UAE.
7. Sustainability 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. |
| | |
| | |
| | |

Lesson Description with SLO Tags and Notes

In **Activity 2**, students make a connections between what they had learned in the previous lesson and this one. They list three ideas of things they can do to save the planet. They also explain how these ideas can affect the environment. (MSC.2.6.01.009)

➤ Answers will vary.

Lesson Description with SLO

Tags and Notes

In **Activity 3**, students visit the UAE Ministry of Climate Changes and Environment website. They focus on the environmental protection (see the different option on the website under Strategic Goals). Students need to say which area they are focusing on, briefly describe it and state how this will help the environment. (MSC.2.6.01.009)

In **Activity 4**, students create a poster using the information they have gathered from the website. (MSC.2.5.02.008)

In **Activity 5**, students present their posters. (MSC.2.6.02.010)

➤ Answers will vary.



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.

Selected Activity Answers

- Dead plants
- Less fresh air
- Pollution
- No sun/all grey/acid rain

Formative Assessment Opportunities

All of the activities serve as formative assessment for the SLO mentioned in the description of each activity above.

Because Activity 5 is a student presentation, it offers the chance to assess many moral education learning outcomes, like listening respectfully and responding appropriately to those who do not show respect. These moral learning outcomes would be assessed through teacher and peer observations.

Remedial Opportunities

The teacher might want to have some items ready for Activity 3 in case students struggle to identify items from the website.

Extension Opportunities

Activity 5 can be expanded by using computer-based presentation software.

Student Learning Outcomes (SLOs):

- MSC.3.2.01.006 - Compares norms and traditions of the UAE society to those of other societies

Unit 3
Understanding our Physical World

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

139

Copyright © Ministry of Education – United Arab Emirates

Lesson Objective

- 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

Key Vocabulary:

- Karabi game: a balancing game
- Khoosa Boosa game: counting game
- Al Gaheef game: the pebble game

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?

Lesson Description with SLO

Tags and Notes

The Warmup prepares students to think about games and rules of the games they play. (MSC.3.2.01.006)

Once the students read about the games, you can ask them to try playing each. Prepare some pebbles for the Al Gaheef game. (MSC.3.2.01.006)

Materials/ Resources/ Technology

Resources from Student Book

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

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 gahaf is, 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.



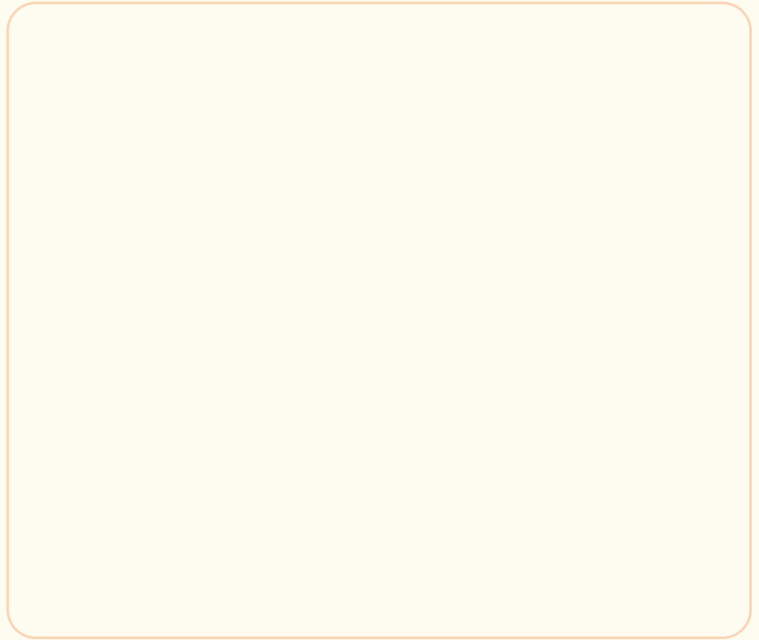
All rights reserved. No part of this page may be reproduced, stored in a retrieval system or transmitted in any form or by any means without prior permission in writing of the publisher.

Copyright © Ministry of Education – United Arab Emirates



Activity 1: Play the games

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





Remedial Opportunities

Some groups of students may need help with the game rules.

Extension Opportunities

Students could share other traditional UAE games they know.

Glossary

Accessible: Able to be reached or entered.

Action: Something that is done.

Active listening: Completely concentrating on what someone is saying to you.

Acts of compassion: Acts by individuals, associations or countries to alleviate the suffering of others, such as feeding the hungry, giving charity to the poor, visiting the sick, giving condolences in death, sheltering the homeless, providing financial and emotional care for orphans and so on.

Adaption: Adjusting and getting used to different or changed, circumstances.

Caravanserais: Roadside in where travelers could rest and recover from the day's journey.

Change: To become different; different circumstances from one situation to another.

Charity: An organization set up to provide help and raise money for those in need.

Communication: The process of using words, sounds or signs to express or exchange information, ideas, thoughts or feelings to someone else.

Compromise: A way of resolving a dispute in which a person accepts less than what they wanted at the beginning in order to reach an agreement.

Concession: Something given up or accepted in order to end a conflict or disagreement.

Conflict: Disagreement resulting in struggle or argument.

Conflict resolution: The process in which two or more people or groups reach an agreement or resolve a conflict between them.

Consequence: Something that happens as a result of something else.

Construction: The action of building something.

Consumer: A person who purchases goods and services for personal use.

Convoy: A group of vehicles or ships that travel together for protection.

Culture: The ideas, customs, and social behaviour of a particular people or society.

Discrimination: Practices or attitudes that unfairly treat some people different than others because of their social class, ethnicity, religion or gender.

Economy: Pertaining to the production, distribution, and use of income, wealth, and commodities.

Emissions: The production and discharge of something, especially gas or radiation.

Empathetic: Identifying with the feelings or experience of another person.

Empathy: The ability to recognise the feelings of others and understand their suffering by taking a moment to imagine yourself in their position; the ability to respond to such feelings in order to alleviate other people's suffering.

Ethical: Pertaining to right and wrong in conduct.

Export: To send merchandise to another country.

Fair trade: Trade based on transparency and equity in a way that guaranties the rights of the producer, the worker and the consumer.

Fake happiness: Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction.

Good deed: Something kind done for someone, with no expectation of reward.

Growing in a positive way: Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill developing opportunities.

Happiness: Joy, satisfaction and reassurance.

Healthy diet: Eating diverse and varied food to acquire all nutrients in the quantities required by the human body.

Healthy lifestyle: Living within proper environmental and health standards that ensure well-being and positive growth.

Historian: A person who studies historical events and writes about them.

Import: To bring in goods, commodities and workers from a foreign country.

Incense: An aromatic material, which releases fragrant smoke when burned.

Inferior: To be lower in rank or importance.

International: Something that exists or is carried on between nations.

Irresponsible: Not responsible.

Loss: No longer having something or someone that you once had; the feeling of something or someone being taken from you.

Modern: Relating to the present time.

Municipal: Relating to a town or district.

Network: A group or system of interconnected people or things.

Nursing home: A residence for elderly people who need care.

Peace: Calm and quiet state where there is no conflict.

People of determination: An honorary designation for “People With Special Needs”, instead of the term “People With Disabilities” which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

Perform: To do something that usually requires some skill or knowledge.

Personal hygiene: A person's habits and actions to maintain bodily cleanliness and general health.

Port: A town or city with a harbour or access to navigable water where ships load or unload.

Positive relationship: Develop effective and clear communication with others and understand them well.

Poverty: The state of being extremely needy.

Producer: A person, company, or country that makes, grows, or supplies goods for sale.

Relationship: Set of interactions and behaviours that happens between two persons or more.

Resolution: The solution or answer to a problem or conflict.

Respect: Due regard for the feelings, wishes, or rights of others.

Respecting others: Belief that other people deserve to be treated in a way that recognises their value and worth; commitment to communicate and talk with others politely; commitment to treating others as you would like to be treated, accepting all differences (such as gender, age, race, religion and social class).

Responsibility: A task or a duty that a person is meant or required to do.

Responsible: Able to be trusted to do the correct thing or the expected thing.

Real Happiness: Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace.

Review: An inspection or consideration of something so as to give an opinion.

Right to Education: Receiving education without discrimination, developing talents and a mental and physical capacity and enabling people to participate effectively in the community.

Right to housing: Each person's right to a healthy, secure shelter that guarantees safety and contains services, facilities and basic needs at a low cost. This guarantees their right to be protected against arbitrary expulsion or forced eviction.

Security: The state of being free from danger or threat.

Self-respect: Belief in one's inherent value and worth as a human being; an appreciation of one's positive qualities and skills.

Silk route: An ancient route between China and the Mediterranean.

Social responsibility: Responsibility or obligation towards the society you live in.

Social care: A group of services aimed at achieving the appropriate living and health conditions for individuals as well as developing their abilities based on their needs and those of the community.

Speech bubble: A bubble with a point in it towards the character who is talking. Inside the bubble are the character's words.

Stereotype: A common prejudgement about a subject, person or group in general.

Superior: To be higher in rank or importance.

Sympathy: A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering.

Thought bubble: Often drawn like a cloud with small circles coming from it in a line towards whomever is thinking. Inside the bubble are the character's thoughts.

Tolerance: Appreciating and accepting diversity; showing respect to others without any discrimination on the basis of race, religion, age or gender.

Toxic: Poisonous.

Trade: The buying, selling or exchanging of goods or services.

Trading partner: Is a region or country that buys goods from or sells goods to another region or country.

Traditional: Inherited from the past.

Trust (in a person): Firm belief in the reliability, truth, or ability of someone or something.

Volunteer: Someone who does something without obligation or pay.

Welfare: Comfort, health and happiness.

Well-being: Comfort, health and happiness.

Antarctica: South Pole

Arid: dry

Atmosphere: the air that surrounds the planet Earth

Carbon footprint: the amount of carbon dioxide (CO₂) released into the atmosphere

Climate: describes the typical weather conditions in an entire region for a very long time

Climate change: noticeable changes in the climate pattern that take place over periods of time

Climate zones: a region with a distinct climate

Energy sources: how we get the energy - renewable and non-renewable energy sources

Environment: everything that is around us

Equator: the imaginary line that goes around planet Earth and is the same distance from the two poles

Greenhouse effect: the entrapment of gases in the atmosphere

Hut: a small, simple house or shelter

Igloo: Home/shelter made of ice and snow blocks

Impact: effect or influence

Landforms: shapes of land formed by the movement of tectonic plates

Latitudes: imaginary lines around planet Earth that show the distance to the North and the South

Magnetic field: (an invisible shield) that protects us from killer radiation and brutal solar wind

Non-renewable energy: energy that comes from sources that cannot be replenished

North Pole: most northern point of the planet Earth

Poles: Point of the planet Earth located at 90 degrees from the equator (there are two poles: North Pole and South pole)

Pollution: releasing harmful gasses into the atmosphere

Rainforest: a forest with tall trees in a warm climate with a lot of rain

Renewable energy: energy that comes from sources that can be replenished (refilled)

Sediment and ice core: samples of soil or ice used by scientist to study climate changes

South Pole: most southern point of the planet Earth

Thatched roof: roof made of dry vegetation

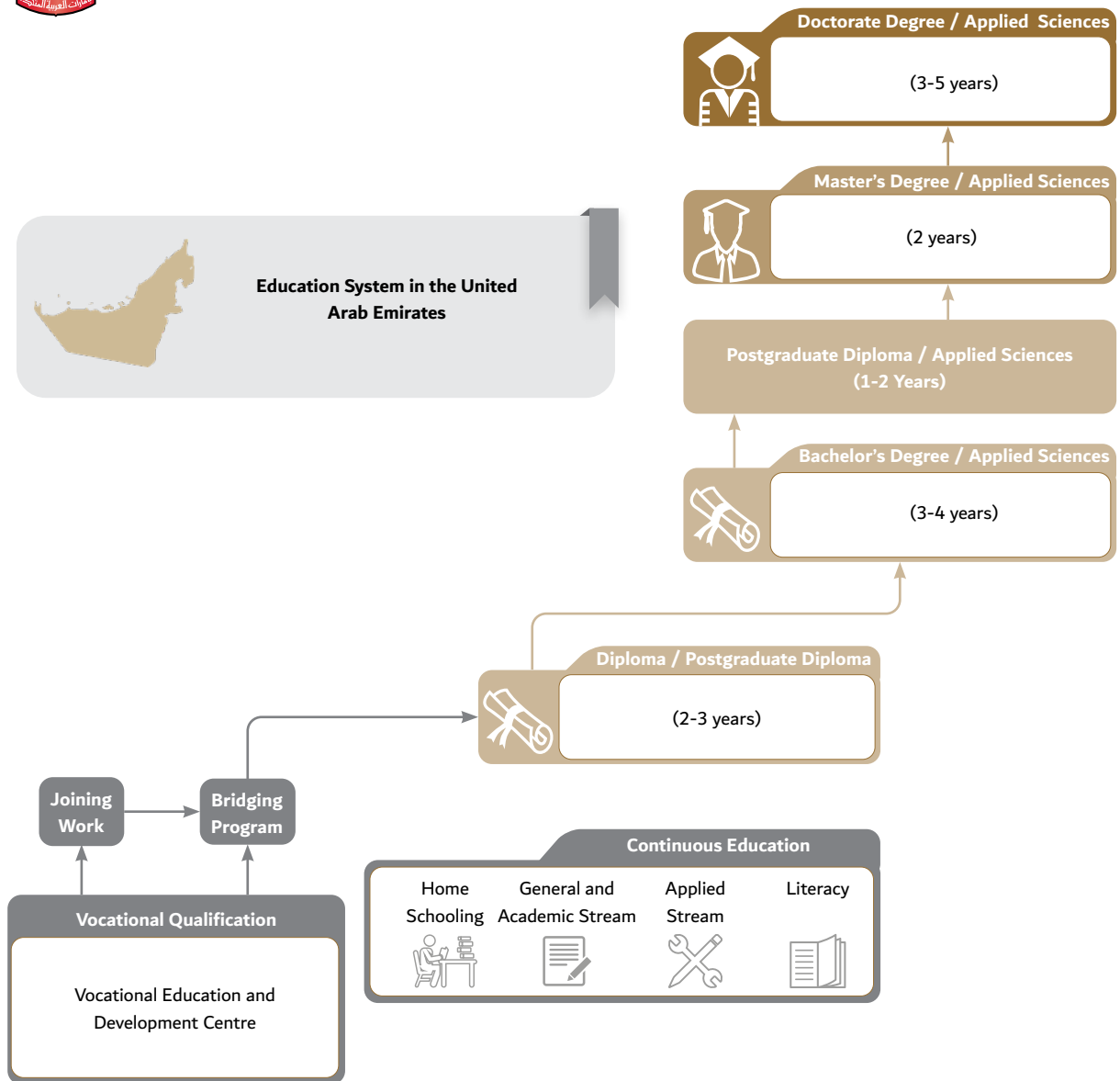
Vegetation: plants

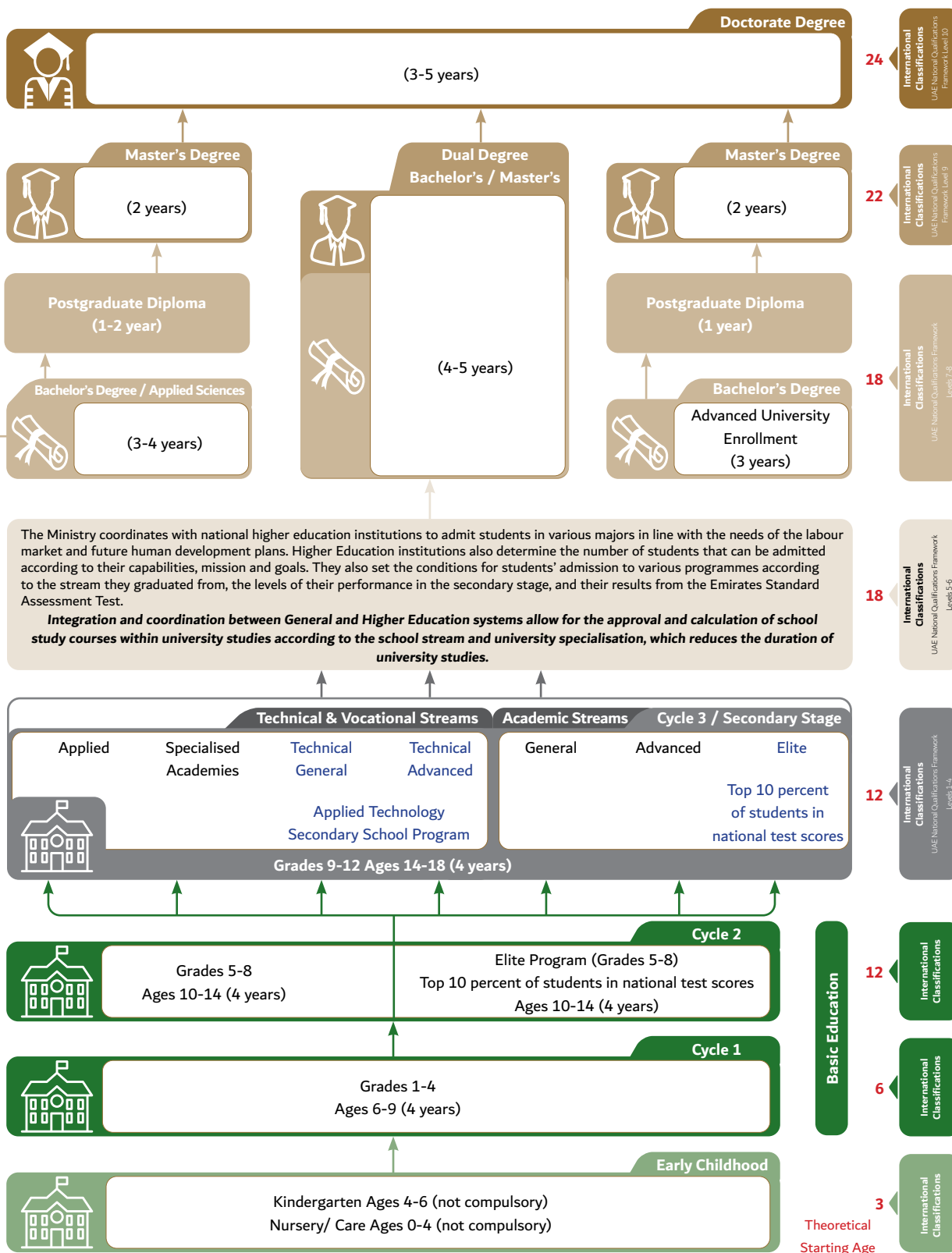
Walrus: a large marine mammal (this means it lives in the water (in the Arctic Ocean) and they feed their young with milk)

Weather: a temporary condition of the atmosphere



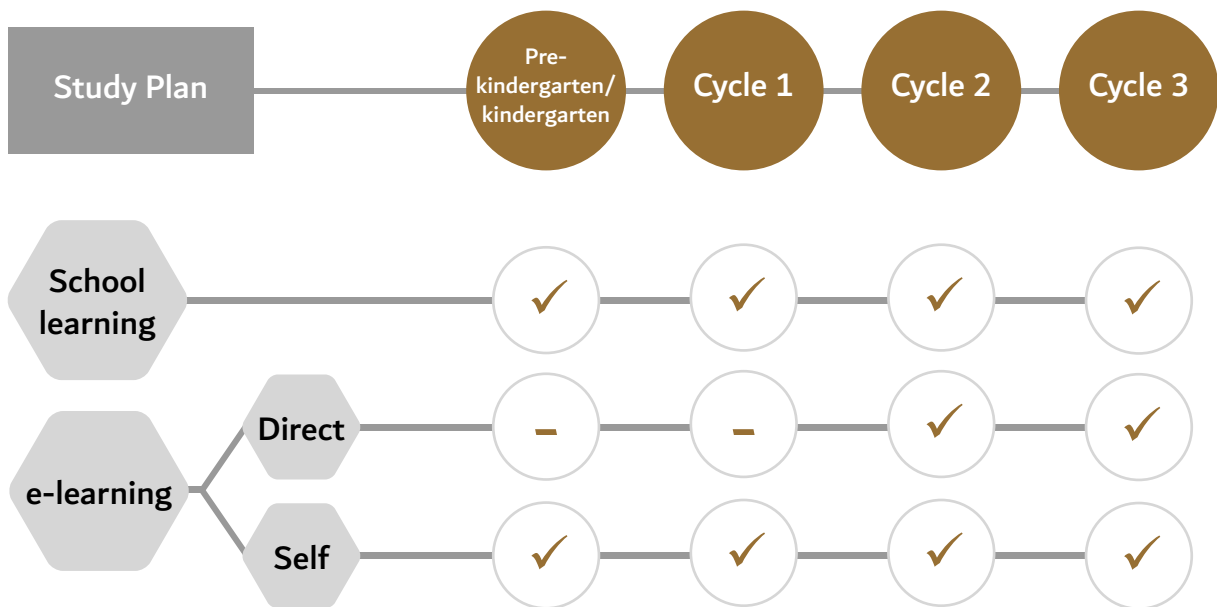
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



برنامج محمد بن راشد
للأفلام الذكية
Mohammed Bin Rashid
Smart Learning Program

Electronic units

