



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2021-2022

MORAL, SOCIAL & CULTURAL STUDIES



Grade
06

Moral, Social & Cultural Studies

Teacher Guide
Grade 6

Term 1

First Edition

1442- 1443 A.H. /2021 - 2022



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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

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“Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan

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Domain: Moral

Unit 1:

Equality and Justice as Fairness

Unit Objective

This unit focuses on justice within small and large groups, particularly in terms of treating others fairly and justly at a school, family or community level. It also addresses the concept of fair distribution..

Unit Description

The unit concepts are distributed across five lessons designed to answer the central question.

Domain Moral

Unit 1 Equality and Justice as Fairness

Lesson 1	Aspects of Equality Among People
Lesson 2	How is Fair Distribution Accomplished?
Lesson 3	Distributive Justice
Lesson 4	Standards of Distributive Justice
Lesson 5	How is Fair Distribution Accomplished?



How do we commit to distributive justice in our daily lives and on the community level?

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The Central Question

The question that all lessons revolve around and that the students should think about throughout the learning process. Throughout this process, the students will have to understand the target concept at the base of this question.

How do we achieve equality amongst people?

What is the relationship between equality, fairness and justice?

Are resources and funds distributed fairly?

As a community, how can we achieve distributive justice through what we have learnt?



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Learning Outcomes – Unit 1

Equality and Justice As Fairness

1. Describe some issues that might arise when studying the matter of equality (e.g. the difference between equal opportunities and equal outcomes).
2. Explain that distributive justice is about how scarce resources—such as wealth, work or positions (e.g. leadership positions)—can be distributed fairly within a certain group or on the community level.
3. Understand the importance and contested nature of reasoning behind deciding what is fair.
4. Demonstrate personal commitment to encouraging the just or fair distribution of scarce resources (initially amongst classmates, family and friends).

Exploratory Questions

These questions highlight the concepts that the students should learn in the lessons in this unit.

Unit 1

Equality and
Justice as
Fairness

Lesson 1

Aspects of Equality Among People

Learning Outcome

Describe some issues that might arise while studying equality (e.g., the difference between equal opportunities and equal outcomes).

Learning Objective

The lesson aims to explore what ethics, relationships between people, and how they behave. It also introduces the idea of equality, equality / inequality, differences in individual attitudes (by possibilities, personality, or family) and their impact on dealing with others

Required Materials

- Coloured labels Knowledge Table

Learning Outcomes:

- Create a brief about an equality-based issue (e.g. the difference between equal opportunity and equal pay disparities).

Vocabulary

equality

fairness

justice

Knowledge Table:

1 With your classmates, brainstorm the concept of equality in the community. Then, on a sticky note, write two things you know about equality and place it in the first box of the Knowledge Table.

On a second sticky note, write two things you'd like to learn in this lesson and place it in the second box of the Knowledge Table.

After you complete the lesson, on a third sticky note, write two things you have learned. Place this in the third box of the Knowledge Table.



Equality

Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, sect or race

Fairness

Justice, giving people their rights

Justice

A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests

Introductory Activity 1 (5 minutes)

In two groups, the students complete the Knowledge Table: The first group answers during the introductory activity; the second group completes it during final activity at the end of the session.

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What are the best ways to resolve a dispute? What happens when we fail to achieve equality?

Read the story of 'The Monkey and the Scale'. Then answer the questions that follow.

Once upon a time, there were two cats, named Fulla and Yasmina. Fulla and Yasmina were good friends and would often help each other to look for food.

One morning, the cats woke up and looked out of the window to find everything covered in snow. They felt cold and sad, knowing that finding food in this weather would be very difficult. The cats waited until they were so hungry they had no choice but to go in search of food. They had been searching for a long time, when suddenly Fulla found a sardine in front of them. Yasmina picked it up in her mouth and the two friends hurried back home.

Once home, Yasmina said, 'I will eat the whole sardine myself, as I was the one who carried it back home, and I am very hungry'. 'I should eat the sardine because I found it,' objected Fulla. 'And I am hungry too!' The two friends disagreed. Soon they were screeching and hissing and snarling at each other. Their fight was so loud that a monkey passing by could not help but take a look at what was causing all that noise.

Unable to find a solution, the cats decided to tell their story to

Activity 2 (10 minutes)

- Students read the story.

The teacher divides the students into groups, and asks each group to answer the two questions.

When completed, the teacher encourages an open discussion about how fair the monkey judge was with the cats:

- a. The teacher allows the students to answer honestly (for example, the students can recount what happened and mention that the monkey judge was unfair with the cats. He did not achieve a level of equality between them and tricked his way into taking all the cheese, even though the cats were the ones who found it. The cats could not agree on a fair resolution of their conflict, so they appealed to a third party, but the monkey satisfied its own interests and greed without considering the cats).
- b. Students suggest a range of solutions including: the cats should have agreed on dividing the cheese as equally as possible. If one of them had a slightly bigger piece this time, then they would get a smaller piece next time.

The groups re-write the story in a way that guarantees the rights of both cats.

the monkey and see what he thought. The monkey thought hard about their problem. He sat for a long while quietly scratching his chin, and then he said, 'You should go and see the judge. He holds court under the giant fig tree.' Then, the monkey hurried to that tree. He quickly put on his judge's robes and sat behind the table waiting for the cats to arrive. Soon the cats approached the judge, each of them looking angrily at the other. Fulla spoke first. 'Your Honour, as we were out in the cold looking for food, I found a sardine. Clearly that sardine is mine!' Yasmina objected, 'Your Honour, yes, my friend was the first to call our attention to the sardine, but I was there, and I carried it back home.' From a box under the table, the monkey brought out a small scale.

Holding the sardine, he cut it into two uneven pieces. Then, he placed each piece of fish on either side of the scale. When he lifted the scale, the side with the larger piece sunk lower. It clearly outweighed the other. The monkey shook his head and said, 'This is unfair! The two pieces should be exactly even.' So, he took a bite of the largest piece and put the piece of sardine back on the scale. When he lifted the scale again, the second side now outweighed the first. He picked up the other piece and took a bite. Again he said, 'This is unfair! The two pieces should be exactly even.' The judge continued to eat from each piece while shaking his head and exclaiming that the two pieces should be exactly even'. Soon, only one small piece of fish remained. The

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monkey took the remaining piece while the cats stood stunned in front of him. Mocking them, he then put the fish in his mouth and said, 'This is the judge's fee!' Dismayed, the cats stood in silence. They realised that their dispute had left them both with no fish, and empty stomachs!

Adapted from the 'Human Rights Teaching Guide' (page 30).



Differentiated Learning:

Beginners: During story time, beginners read the questions together and answer aloud. Students can draw their answers. While writing new scenarios, they work collaboratively to provide a moral message.

Advanced Students: During story time, advanced students give reasons or criteria for the judge to be considered fair or unfair. During the writing process, they modify the story in a way that sheds light on the cats' agreement, based on clear and fair criteria for dividing the cheese.

a. In your group, discuss what happened between the monkey and the cats. Write down the conclusions from your discussion.

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b. How could the cats have resolved their dispute? Rewrite some of the story so that the cats come to an agreement.

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Activity 3 (10 minutes)

The teacher asks the students to read the text independently for five minutes. After the time elapses, students are required to close their books. Then, the students brainstorm ideas about equality in the UAE. The teacher writes the ideas on the board without expressing any reaction, neither accepting nor rejecting. This way, everyone participates and expresses their beliefs about equality in the UAE. Afterwards, the teacher asks the students to reopen their books and answer the following questions:

- Emirati society is very diverse. Specify the aspects of this diversity.

Answer: Respect, appreciation, rights and duties, gifts, love, gratitude and loyalty.

- Where do all these diverse aspects exist? Who receives them?

Answer: In Rashid's council, the ruler of Dubai receives them.

- This is evidence of the values that govern the country's relationship with its diverse nation, with no discrimination whatsoever. Identify these values.

Answer: The main value is equality, which enables everyone to live and work together in order to build a promising future for their children without fear of prejudice, hatred or discrimination based on colour, religion, sect or race.

In question (b) the students narrate their everyday experiences that revolve around equality and tolerance. In this sense, students should focus equality, especially in the events that highlight the pillars of citizenship.

3

Tolerance is the key to a diverse and fair community. Read the Message of Tolerance by His Highness Sheikh Mohammed bin Rashid Al Maktoum. Then, answer the questions that follow.

Brothers and sisters... May God's peace, mercy and blessings be upon you.

Tomorrow the world will celebrate the International Day of Tolerance. In light of this important occasion, I would like to share a few heartfelt words with our citizens and residents, and particularly with the young people amongst you.

I vividly remember my late father Sheikh Rashid's majlis, over four decades ago. I remember the form of the majlis and its attendees. Citizens, young and old, from the cities and Bedouins from the desert used to attend the majlis. The people that came were from various tribes and sects, and people of different backgrounds and races. But, to Rashid, they were all citizens. They were all given the same respect, appreciation, rights and considerations.

The closest to Rashid were the hardest-working people, and those that excelled in their fields. The residents and visitors who attended Rashid's majlis were treated exactly the same as citizens. They were from different religions, nations and cultures, and all were welcome in Rashid's majlis and were welcome in Dubai. In response, the residents gave love, gratitude and loyalty, attitudes that both they and their children still reflect.

After our union, I came to know Sheikh Zayed (may God have mercy upon him) more closely. Our relationship developed into that of a father and son, a teacher and student. I have come to know his majlis, his morals and his appreciation of people. His majlis was a school in itself, as were his talks and the way he dealt with people.

Sheikh Zayed welcomed everyone into his majlis, regardless of their origin, tribe, sect, denomination or religion. Sheikh Zayed was generous with everyone; he taught everyone and loved everyone. Everyone loved him in return, irrespective of their differences, and they all prayed for his soul. When he passed away they passed on their admiration of him to their children and grandchildren.

This is the legacy of Sheikh Zayed and Sheikh Rashid. Sheikh Zayed's greatest legacies were his values, spirit and morals.

Mohammed bin Rashid Al Maktoum



Sheikh Mohammed bin Rashid Al Maktoum

a. What does Sheikh Mohammed say is the value that governs the relationship between the nation and its people? How is it important for the UAE community?

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b. How can we contribute to spreading the values that are mentioned in this message?

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Activity 4 (10 minutes)

- Have the students to look at the pictures. Discuss each picture in relation to the human rights article they represent.

Picture 1: The possibility to address the problems that cause discrimination.

Picture 2: Problems related to unequal opportunities or the difference between women and men's occupations and salaries.

Picture 3: Equality in education and health services. The teacher poses: Are rights necessary for the community? Ask the students to justify their answers and provide feedback.

4 Equality on a national level: Look at the pictures below and read the United Nations Universal Declaration of Human Rights. Then, provide an example of somewhere in the world where this Declaration is upheld.



a. Article 2 states that 'Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.'

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b. Article 23 states that 'Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work.'

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c. Articles 22 and 23 endorse the Convention on the Rights of the Child, which states that children have the right to receive all forms of protection, healthcare and education based on their needs.

.....

5 Do you remember the Knowledge Table? Now fill in the last box of the Knowledge Table with what you have learnt during the lesson.

Read your three sticky notes with your friends and discuss whether the lesson has met your expectations. What is the role of the Knowledge Table in the lesson? Were everybody's expectations met?

.....



Activity 5 (5 minutes)

This activity 5 completes the introductory lesson. Students complete the Knowledge Table by writing in the last column what they have learnt in the lesson. All students participate in defining the key concepts contained in the text:

Equality is achieved by treating others without prejudice, hatred or discrimination based on colour, gender, religion, sect or race.

The pillars of distribution and legislation in the community depend on fairness. In fact, this means allowing everyone their rights in order to achieve justice as a key social pillar and an essential element for permanent co-existence between people. Hence, the foundations of justice are fairness, equality, balance, non-infringement and protection of both individual and public interests.

Lesson 2

How is Fair Distribution Accomplished?

Learning Outcomes

- Explain that distributive justice is about scarce resources — such as wealth, work or positions (e.g., leadership positions) — being allocated fairly within a group or in the wider community.
- Understand the importance and contested nature of identifying what is fair.

Lesson Objective

The aim of the lesson is to focus on the challenges in implementing equality. Justice as the realisation of equity, how to deal fairly with others and the relationship between equity, equality, and inequality will all be explored. Students will learn the distinction between a fair and unfair position or attitude, and critically consider the reasons behind fair and unfair behavior.

Required Materials

- white sheets, pens for working groups, special leaves for drawing and wooden crayons

Learning Outcomes:

- 1- Explain that distributive justice is about scarce resources—such as wealth, work or positions (e.g. leadership positions)—being allocated fairly within a group or in the wider community.
- 2- Understand the importance and contested nature of different reasoning behind deciding what is fair.

Vocabulary

fairness

justice

distributive justice

What is distributive justice?

- 1 With your classmates, brainstorm to determine what 'distributive justice' means. Use creative thinking to come up with ideas and build on other students' ideas throughout the activity.



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Unit 1 Lesson 2

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Fairness	Justice, giving people their rights.
Justice	A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests.
Distributive Justice	The fair distribution of services, resources and assets to everyone according to their own needs.

Introductory Activity 1 (5 minutes)

- Brainstorm the central concept of the lesson. The teacher writes down all the answers, including the examples, to refer back to at the end of the session. The teacher gives no answers, but allows the students to gradually explore the concept of fair distribution (Pre-test).

2

Activity 2 (15 minutes)**Let's listen to a story**

The teacher asks the students to read the story independently (3 minutes).

Exercise A (5 minutes): The teacher divides the students into pairs and requests that each pair provide an argument that supports either the right of young Bing to win, or that takes the side of the other young men who did not win. Each pair fills in the blanks with an argument supporting each side.

Exercise B (5 minutes): The pairs share opinions and a discussion is held about how fair the Chinese emperor is. The discussion centres around the fact that the emperor's decision to pass on the throne based on honesty is fair to Bing. However, the other dishonest young men consider it unfair, as they see cheating and replacing spoilt seeds with healthy seeds as an unethical but justified act. They thought that they might have been a viable option, had competence been the criterion of inheritance, or other values such as courage, generosity or the ability to create solutions. Hence, the emperor's decision to pass on the throne based on honesty is fair since all the people had the same test, which was built on a very important value. However, it also denies victory to those who don't have this value and neglects other values or standards that might be important for ruling a country.

Do you think fairness depends on your point of view? Read the Chinese story 'Chunhua and the Emperor'. Then do the activities that follow.

A long time ago in China, there was an emperor who loved flowers and took care of his garden every day. The emperor was getting very old and he had no children, but he had to choose a successor. After a long time thinking about whom he was going to choose, he came up with an idea. The emperor ordered that his imperial announcement was to be shown in every city in China, so that every Chinese man and woman could read it.

Imperial Announcement

To every man and woman who wants to sit on the throne,
Come take a seed and work to make it grow.

Come next year with a plant to show,

And he or she with the most beautiful flower will inherit my throne.

The news caused great excitement across the country. Every family wanted their son or daughter to be chosen to succeed the emperor. One by one, they made the journey from all across China to take a seed from the emperor. There was a long line, as far as the eye could see, with people waiting days for their turn. Finally, after three days of waiting, a poor young woman called Chunhua entered the palace. She bowed to the official sitting behind his desk and took a seed from him. She watered it and sang to it, and sat there giving that seed the best care she could, day after day, wishing to see it grow and flower.

Days turned to months, but nothing grew in Chunhua's pot, and she felt extremely sad. She tried different pots, and different soils, and even different types of water. She borrowed her neighbour's horse, and rode far to get the richest soils in the land. However, months passed, and still there was nothing. When spring came, everyone rushed to the castle with their pots. The pots all had beautiful flowers, some with colours Chunhua had never seen before. The flowers were all different shapes, and some even gave off their own light! All the men and women with beautiful flowers laughed when they saw Chunhua holding her empty pot. One by one, they walked in, holding their pots above their heads to show the emperor. Throughout the day, the emperor sat there still, frowning and silent. Suddenly, a flowerless pot caught his eye. The emperor leaped up off his throne with a huge smile covering his face. He approached Chunhua and asked her, 'Young lady, why did you bring a flowerless pot?' Chunhua blushed, and explained what had happened. The old emperor listened quietly and smiled. Then, he turned to everyone and said, 'I gave all of you pebbles to grow! And yet everyone here brings me such wondrous plants, except for this honest young lady. She is the only winner!' The emperor placed a small crown on Chunhua's head and proclaimed loudly, 'Here stands Chunhua, Crown Princess, and future Empress of all of China!'

Valerie Dovey: Search for Common Ground. Building a culture of human rights in the leaders of tomorrow\Lebanon March 2010.

2



Conclusion of the discussion (2 minutes): The teacher points out that fairness is very important in life; but sometimes, there are different opinions about what is considered fair or unfair. Thus the contested nature of determining what is fair.

Differentiated Learning:

Beginners: Help students in small groups to read question 1 together share their thoughts as a group and then write down what they have agreed upon together.

Advanced Students: When discussing the criterion that the emperor used to pass on the throne—i.e. Fairness—, ask the students to adapt the story and change the criteria to include generosity, courage and honesty. Then, ask them to give their opinion about whether the story is fairer for everyone in this way.

a. In pairs, write an argument below to support Chunhua’s rights or to support the other people’s rights.

Chunhua’s rights	The other people’s rights
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Activity 3 (10 minutes)

The teacher tells everyone to line up in height order, from tallest to shortest. Then, the teacher announces a redistribution of seats for all students. Firstly, they sit with the shortest at the front with the tallest at the back. They then switch, with the tallest at the front and the shortest at then back. The teacher then waits for comments and fidgeting amongst the students. Then teacher then questions: Is this distribution fair? The teacher allows the shorter students to express the unfairness they experience. Then, they end the discussion by asking: How is fair distribution achieved? The students conclude that fairness in distribution is achieved when everyone gets the same rights according to their own needs.

The teacher asks the students to answer the question in Activity 2: Fairness or Unfairness? And to give two reasons.

Situation 1: Fairness because 1 - The distribution of wooden cases was by height. 2 - Everyone was able to see the field.

Situation 2: Unfairness because 1 - The wooden cases were distributed equally but the shortest couldn't reach the fence level. 2 - Not everyone could see the field.

Situation 3: Unfairness because 1 - The ladder is not the same for the two people, because the rungs are a different size (gender discrimination). 2 - Unequal chance of achieving the goal, which is the occupation, due to the difference in gender and maybe for other reasons; people of determination.

The students conclude that fair distribution is based on adapting to the special needs of each individual (short/tall) or the whole group (women or people of determination) to enable them all to achieve all their goals in life. This is true fairness.

3 Having learned about fairness, let's think about it in terms of opportunities. Compare the situations in the following pictures. Compare both pictures and decide which is fair and which is unfair.



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Activity 4 (15 minutes)

The article is **about the foundation of the UAE**.

Implement the jigsaw strategy. The teacher divides the text into three parts and the students into three groups, each getting one part of the text. Each group reads their part of the text.

Exercise A- They discuss the ideas that come up in the text. They also focus on achieving fairness in establishing the state of the UAE.

Exercise B- The students discuss the importance of having a fair governor.

Exercise C- Each team writes down two or three ideas on how to achieve fairness in establishing the state of the UAE.

The first team's text: In 1960, early stages of a renaissance appeared... which had already begun decades before.

Possible responses: Equality during the term of power - the rotation of power - establishing councils based on consultancy - attending to people's needs with no regional discrimination - providing elements of development and resilience on the ground - government that focuses on developing both the state and the people.

The second team's text: From the first moment success was attainable on a national scale.

Possible answers: Comprehensive development process on a national scale - harnessing resources for popular progress - fairness to all based on citizenship.

The third team's text: And under great leadership justice and security was given to all.

Possible answers: People have a sense of pride in their homeland - securing their needs and improving their way of life - providing education as a right for everyone - adopting values in governance such as justice and peace.

The teacher rearranges the groups so that each group has one student who is an expert for each of the three texts that they discussed with their previous group. Each group summarises the points in which it sees the pillars of the UAE and concentrates on the concepts of fairness, justice and equality in distribution. Everyone shares admiration for the ethical foundations of the UAE.

The students spend a few minutes discussing the question: How is fair distribution achieved in a small group or on a wider community scale?

They then write down a sentence that encapsulates their answer at the bottom of the page.

4

Fairness is one of the key pillars on which the UAE was founded. Read the article about the foundation of the UAE. Then discuss the points that follow.

In 1960, an economic movement started in the country, fuelled by the good news of oil discovery in Abu Dhabi. The movement was initiated by establishing The Board of Governors 'Trucial States Council'. His Highness the late Sheikh Rashid bin Saeed Al Maktoum, who ruled the Emirate of Dubai in 1958, and Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon them) started working together.

His Highness Sheikh Zayed met with His Highness Sheikh Rashid at Orkub Al-Sudaira, located between Abu Dhabi and Dubai, in February 1968. It was an exciting time, with many difficult points to discuss. However, thanks to communication and consultation, the council was formed in 1971 and, through the commitment of the seven rulers of the UAE to cooperation, work began on the modern UAE.

After the council was founded, work began on one of the biggest development plans the region had ever known. And from his very first day as ruler of Abu Dhabi, the late Sheikh Zayed bin Sultan Al Nahyan started harnessing all the resources available to him, to develop the country and raise the standard of living.

Consequently, the UAE grew into a modern and prosperous state after the birth of the union, thanks to the leadership and the generous nature of the seven rulers.

Under Sheikh Zayed's presidency, the UAE was industrialized, and thousands of people moved from houses made of vines and mud into clean, healthy homes. Fresh water and electricity were provided to every house, new roads were built and the outdated educational system was quickly modernised.

Through his values, Sheikh Zayed led the people, communicated with the world and, with the seven rulers, built the modern UAE. The values of fairness, generosity and spreading world peace became the backbone of the country. Fairness and justice were essential parts of his life and work. Sheikh Zayed was fair with himself, his family, his community and with all people. His way of life turned this country into a regional haven for anyone seeking justice and security.

"Fairness is to give others their rights just as you would like to have your rights if you were in their shoes. This is achieved through words and actions, during satisfaction or anger, with people who you love and people who you hate. Fairness in distribution is achieved within a small group or on a wider community scale by distributing limited resources such as wealth, work or posts (e.g. leadership posts) fairly to those who are worthy and to our fellow citizens. Equality is a moral basis that is essential for communities, but fairness is equality in a just way".



a. In your group, discuss the importance of the founder's characters during the establishment of this nation of justice and equality. Then, write down the conclusion of your discussion.

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b. Discuss how fair distribution is accomplished in a small group or on a wider community scale.

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5 Draw a picture highlighting unfairness towards humans across the world. Then, show your drawing to your classmates.

Additional Activity 5 (20 minutes)

This activity requires some creative, artistic skills, but all students should hand in their work, as the most important aspect is the embodied idea regarding unfairness in human rights around the world.

Exercise A- The students draw cartoons.

Exercise B- The drawings are shown in class and a discussion is held around what each drawing represents, if there is time.

Lesson 3

Distributive Justice

Learning Outcomes

- Understand the importance and the uncertain nature of what is fair.
- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

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Lesson objectives

The aim of the lesson is to explore the concept of distributive justice as it relates to limited resources such as wealth, work or positions (such as leadership positions). Differences in issuing equitable distribution and conflict resolution are also considered.

Required outcomes

- Items from the classroom that could be used as props during the play.
- White cards and pens for each group to record.

Learning Outcomes:

- 1- Realise the importance of equity, and the uncertain nature of what is considered equitable.
- 2- Demonstrate personal commitment to ensuring the fair or equitable distribution of limited resources (initially on a classroom level between classmates, and between family members and friends).

Vocabulary

equality

fairness

justice

distributive justice

Equality	Treating others without prejudice, hatred or discrimination based on colour, gender, religion, ethnicity or race.
Fairness	Justice, respecting individuals' rights.
Justice	An essential social norm for the continuity of human life based on equity, equality, fairness, non-infringement, and protecting communal and private interests.
Distributive justice	The distribution of services, resources, and opportunities equitably among all citizens, based on specific needs.

1 Read the story below. Then, in your group, identify a solution and play the roles of Rafa, Yan, May and their parents in a way that ensures everyone is happy at the end.

Zang's family owns a motor showroom in China. They decided to visit Dubai's 2017 International Motor Show. When the family headed for the car, Rafa rushed to sit beside one window and Yan took the other window side. May was upset because she had to sit between them.

Their father refused to go until they'd found a solution to this problem. He got them out of the car, and their mother asked them to stop being selfish and agree on a solution to suit everybody.



Introductory Activity 1 (10 minutes)

The teacher introduces the text and explains that the focus will be on distributive justice, continuing on from our previous lesson.

The teacher divides students into of five and asks each group member to play the parts of either Rafa, Yan, May or their parents.

The teacher asks students to address the characters' problems while playing the parts: I am tired of always sitting in the middle and feeling bored.

Rafa: I sit by the window because I feel sick.

Yan: I sit by the window to enjoy the beautiful views.

Students suggest solutions to achieve equal distribution, including: Numbering the seats 1, 2 and 3, so each child takes their turn sitting on each seat, or they agree to sit in a way that allows them all to see the views.

Students conclude that equitable distribution between family and society is important.

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Having considered the importance of fair distribution within the family, let's think about justice at the level of society. Read the story of 'The Elephant and the Blind Men'. Then answer the question that follows.

An Indian parable tells the story of six blind men who heard that an enormous elephant would be brought to their town to take part in an annual celebration. The six men went to talk to the town governor and asked his permission to touch the elephant for the first time in their lives.

They had heard about elephants and how big they were, but they could not imagine their shape or form. The governor agreed, and asked each of them to describe the elephant in one



Activity 2 (10 minutes)

- The teacher reads the story aloud, and then asks each group to answer the question. The teacher leaves the students to discuss independently, how the governor behaved equitably towards the blind individuals:

Yes, he behaved equitably, giving each of them a reasonable explanation regarding their description of the elephant, as each one described a part of the whole (elephant).... The blind men were being mocked, but the governor did them justice, and taught everyone a lesson on how to show empathy to others.

sentence after touching it. On the day of the celebration, and in the presence of the townspeople, the six men surrounded the elephant and began to touch it. When they had finished, they each described the elephant in front of the governor and the huge crowd of people.

The first man said, 'The elephant looks like a rope.'

Astonished, the second man said, 'Where is the elephant and where is the rope? It is exactly like a wall.'

The third man laughed and said, 'That's absurd, a rope and a wall! How is that even possible when the elephant is nothing but a big spear?'

The fourth man said mockingly, 'What you are saying is wrong, and what people say about the huge size of the elephant is also wrong. I was keen to discover the elephant, but shocked when I found out it is only a harmless fat snake.'

The fifth man said sarcastically, 'What is all this nonsense? The elephant is like a fan made out of leather!'

The sixth man chuckled and said, 'It sounds like you have touched something other than the elephant, as the elephant is nothing but a tree trunk.'

During each description, everyone present laughed loudly, except the governor, who was listening carefully and with great calm. After the six men had finished their descriptions of the elephant, the governor stood up and made a sign to

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the crowd to stop laughing. When everyone was quiet, he addressed them, saying: 'Every one of them was right about the description of the part of the elephant they touched. The first man said that the elephant looked like a rope because he touched the tail. The second one said that the elephant is like a wall because he touched its side. Then, the third one said it is like a spear because he touched the tusk. And the fourth one said that the elephant is like a snake because he touched the trunk. Next, the fifth one said that the elephant is like a fan because he touched one of its ears. And finally, the the last one said that the elephant is like a tree trunk because he touched its leg. So each of the six was partially right; the only mistake they made was not waiting to know the whole truth. We also, without exception, often make this mistake. We speak about part of the truth and we think that this part is the whole truth. Then we hold on to it and become stubborn about it. We argue with those who disagree and hold differing opinions, simply because we have failed to see the truth from all sides.' When people heard the governor's wise words, they nodded and became humble.

Differentiated Learning:

Beginners: Help the students to read the questions together in small groups, and answer them verbally as a team. Students can write down their answers.

Advanced Students: Ask students to list reasons why the governor behaved in an equitable or inequitable way.

Activity 3 (15 minutes)

The teacher asks students to read the document independently then divides them into groups in order to answer the questions. Subsequently, the groups present their answers to the teacher in a manner that allows all classmates to participate.

A- Germany has achieved distributive justice by providing social services to all citizens.

However, many problems have emerged, including a decrease in young people in employment, the high cost of social services for the elderly, and the decrease in birth rates.

As such, we suggest that the German government should:

Reform the labour law for women (providing paid maternity leave for 12 months), and increase employment opportunities for the unemployed...

3 Now let's think about justice around the world. Read the text about the declining birth rate in Germany. Then discuss the points that follow.

In Europe, and particularly in Germany, there has been a decline in the number of births. The decline raises fears for the future, such as a drop in available labour and qualified academics. These concerns have forced Germany to look at the root causes of the birth rate decline. Young working people are increasingly deciding against having large families as many of them see this as having a bad impact on their career. German labour laws ensure that women keep their jobs when they go on leave to give birth and care for their child during its early days. However, the laws do not guarantee the same job position as they held before going on leave, which is a huge cause of concern for many women. Mothers who want to return to work often find themselves in an unrewarding situation. If there are no places available in the limited public nursery schools, then new mothers' salaries are spent on private nursery schools. Additionally, many working women complain that their husbands do not provide enough help at this difficult stage. Although the government allows paternity leave, it is uncommon for the father to stay home while the mother returns to work.

a. In your group, discuss whether Germany could have achieved better justice in distributing social services. Present the conclusion of the discussion.

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Additional Activity 5 (20 minutes)

The teacher divides the student into groups, and asks each group to read the document and answer the questions.

A- Paying public taxes imposed by the local, national or municipal government.

Being a member of a public healthcare system – increasing birth rate.

B- Lack of employment opportunities – Increase of the elderly population compared to the decline of young people in employment – The high cost of modern medical technologies. And the threat that these pressures may cause financial collapse of healthcare systems.

C- Students may read articles on the Ministry of Health's website, or other official websites, for details regarding the UAE's healthcare system. Students may present their research.

5

Read the text about funding and distributive justice in health systems throughout the world. Then, answer the questions that follow.

Human societies are experiencing changes caused by ageing and overpopulation. In addition, health problems such as heart disease, obesity and diabetes are increasing at serious rates. This is also putting pressure on the finances of the healthcare systems around the world. And this in turn is making it more difficult for countries to increase development and combat poverty.

The forms and types of healthcare systems vary widely throughout the world. Each has its own history and unique organisational structure. However, all healthcare systems are funded by one or more of the following resources:

- 1 - Public taxes imposed by the government, state, county or sometimes the city
- 2 - The social health insurance system
- 3 - Private health insurance
- 4 - Direct payment of costs by those who receive healthcare benefits
- 5 - Grants and donations given by charitable institutions and others

Most countries have social care systems that are funded with a unique mixture of these five resources. However, the distribution of these resources and the financial amounts differ from one country to another.

a. If you are a citizen of a self- supportive country, what should you do in order to benefit from the distributive justice in healthcare.

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b. What are the challenges that prevent countries from achieving justice in the healthcare sector in general?

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c. Carry out some research into the Emirati healthcare system. Then identify how distributive justice could be achieved within it. You can choose to present your findings in written or electronic form.

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Lesson Objective

This lesson aims to introduce the students to the criteria for applying distributive justice (equality, authority, need and eligibility) and how to actively use this criteria in case-study activities and role playing. Students will need to consider their resources and make decisions on how to distribute them.

Required outcomes

- Three plants of different sizes (big, medium and small) – one litre of water.

Learning Outcomes:

- 1- Explain that distributive justice is about the distribution of scarce resources – such as wealth, work or positions (e.g. leadership positions) – fairly within a group or in the wider community.
- 2- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

Authority	A position that grants an individual capacities that prioritise them over others. Hence they could be in the position of enacting laws and making decisions.
Need	Lack of something or of a resource.
Eligibility	Conditions that grant the individual the right to do something or the advantage of having achieved it. For example: a person who sacrifices a great deal of time, money or effort receives more resources compared to a person who makes fewer sacrifices.
Equality	Treating everyone the same with regard to the distribution of shares and opportunities.

Unit 1

Equality and Justice as Fairness

Lesson 4

Standards of Distributive Justice

Learning Outcomes

- Explain that distributive justice is about the distribution of scarce resources – such as wealth, work or positions (e.g., leadership positions) fairly within a group or in the wider community.
- Demonstrate personal commitment to fostering just or fair distributions of scarce resources (initially among classmates, family and friends).

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Vocabulary

eligibility

equality

authority

need

Preliminary Activity 1 (5 minutes)

Three plants of different sizes are placed in front of you and you have one litre of water.

How would you distribute the litre of water between them, knowing that they are all thirsty and have not been watered for a week?

What is the criterion you adopted? What are the criteria adopted by your colleagues?

So, what are the criteria for distributive justice?

The teacher brings in three plants of different sizes and places a litre of water in front of the students.

Then he asks them how they will decide to distribute the water between the three plants.

The students' answers will differ here. For example, some of them will consider that the small plant should be given the largest quantity of water because it is the weakest and needs water to grow (the teacher highlights the concept of 'eligibility'); others will consider that the big plant, based on its size, should take the largest quantity of water (the teacher highlights the concept of authority); another group will adopt equal distribution of water considering that the three plants are all thirsty (the teacher highlights the concept of equality); and others will grant the plant that appears to be the most thirsty the largest quantity of water (the teacher highlights the concept of need).

The students will recognise the different logic they adopted in the distribution of water between the three plants, as well as their different views of distributive justice. The teacher presents the lesson and invites the students to further discuss the criteria for distributive justice through the following activities.

1 Three plants of different sizes are placed in front of you. You have one litre of water. Each plant is thirsty and has not been watered for a week. How would you distribute the litre of water between them?

What criteria did you adopt? What criteria did your classmates adopt? So, what's the criteria for distributive justice?



Activity 2 (15 minutes)

This activity aims to categorise the options for resource distribution according to the four criteria of distributive justice (eligibility, authority, equality and need). It also aims to show how to judge the distribution of resources and choose the most appropriate criterion to ensure the distribution is just and fair.

The students read the story of Sarah, who was offered a certain amount of money by her parents to buy clothes for herself and her sisters for a holiday. She was confused as to how to distribute this amount justly and fairly between the three of them. (5 minutes)

a- (5 minutes)

The teacher divides the students in four groups and asks them to study the options that Sarah considered in order to distribute the amount between herself and her sisters. Then he asks them to categorise these options according to one of the criteria for distributive justice. After that, each group explains the criterion based on Sarah's way of thinking.

Expected Answers:

- Eligibility: Sarah considered that she had the right to take the larger amount since her father gave her the responsibility to choose.
- Equality: Buying three dresses of the same value for the three of them.
- Authority: Buying the most expensive dress for her older sister.
- Need: Buying the dress that her little sister likes and wants.

b- (5 minutes)

The teacher asks each student to put themselves in Sarah's situation and consider individually how to distribute the amount between the three sisters fairly, while justifying the criterion adopted to achieve fair distribution.

Here, the teacher points out that those behind the concept of distributive justice do not usually provide answers to the question of who is entitled to impose a particular method of distribution. The teacher thus invites the students to accept other people's opinions

2

Read the text about Sarah's distributive justice dilemma during her family's preparation for Eid. Then answer the questions that follow.

Here comes Eid again. It is a time for families to come together and enjoy the holiday. Preparations begin very early - from preparing the delicious sweets and tasty food to decorating houses and buying new clothes for family visits. It is all about creating an atmosphere of positivity and happiness, and renewing family ties.

Sarah was delighted when her parents asked her to go with them to the Dubai Mall, one of the largest malls in the world. As well as shopping, there are also cafés and attractions, such as the Dubai Ice Rink, Dubai Aquarium and Underwater Zoo. People go there to enjoy the wide range of social, artistic and cultural activities on offer - there is something for every member of the family!

When Sarah entered the mall, she was amazed by its size. She looked around her and felt proud that there was such a beautiful, luxurious and entertaining place in her country. She was even happier when she was told they would be buying new clothes. When they got to the clothes store, Sarah's parents asked her to choose clothes for herself and her two sisters up to a total value of 500 AED. Sarah was confused. She started thinking about how she should divide this amount to buy clothes for the three of them in a way that was fair for everyone.

Sarah started thinking: 'Perhaps I should buy myself the most expensive dress because I'm more deserving of my father's money. Or should I choose the most expensive dress for Maha as she is the eldest? But then there won't be enough money left to

and use a persuasive method that is based on fact in order to prove their point of view. This may influence others and lead them to change their minds.

Differentiated Learning:

Beginners: Help the students to understand the criteria by asking questions about the story.

Advanced Students: Work on more than one criterion at a time. Then they compare them in the light of distributive justice and give examples of similar situations.

buy two more dresses! And if I buy Yara, our younger sister, the dress that she liked last time we were here, there won't be enough money for anything else because it's so expensive. There is another option. Perhaps if I looked around more, I might find three dresses for the same price. Then there'd be no difference between us.'



Sarah was thinking about this when her mother asked her to make a decision.

a. In your group, discuss the options considered by Sarah to distribute the 500 AED between her and her sisters. Categorise these options according to these justice criteria:

Eligibility	Equality	Authority	Need
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b. If you were in Sarah's position, how would you distribute the amount? Explain why your distribution would be fair.

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Activity 3 (15 minutes)

This activity aims to raise awareness among students of the effects of resource distribution criteria on the relationships between individuals and communities. This takes place through the discussion of the issue of water justice.

The students read the text about water justice that highlights the issue of fairness in benefitting from trans-boundary waters. After discussing the text, the teacher divides the students into four groups and assigns the study of the case to each of them according to one of the criteria for distributive justice (eligibility, equality, authority and need). (5 minutes)
The students come up with a scenario on how to distribute the water over the two areas while demonstrating the effects of this distribution on the development of their relationship (peace or conflict?). Each group presents their work to the class and the floor is opened for discussion. (10 minutes)

Expected Answers:

The group that works according to the principle of authority in the distribution depicts Area 1 as an economic power that imposes its authority over the water. Thus, the relationship is represented by the stronger area having power and control over the weaker area. This would result in permanent conflicts over the water on the basis of Area 2's legitimate right to also benefit from the river water.

If we assume that this river emanates from one of these two areas, distribution could be allocated according to the 'eligibility' criterion. The residents of the area from which the river emanates consider themselves to be eligible for the larger share of it, in addition to investing in it to produce power and irrigate the area. This could also lead to disputes and conflicts between the two parties if this happened without mutual consent.

3

Read the following text about water justice. Then complete the activity that follows.

The first thing to do to ensure 'water justice' is to find a fair way to share water between different regions or countries. Second, it's necessary to recognise that water resources are social and collective resources, so providing water should not be just about supply and demand. Third, the rules of justice and fairness have to be respected so that there's a balance between everyone's interests and needs. Fourth, there must be solidarity between current and future generations of people to ensure that environmental resources, such as water, are treated in line with the concepts of sustainable development and collective interests. Fifth, water must be regarded as an element of human security as it is essential to human life. In fact, water justice is related to many environmental concepts, including both the capacity to obtain water and water security. Water security means having enough water to meet human needs. Water justice is also related to water governance, which means the legal management of water resources, while also living in a clean and healthy environment. We can add to the list the common heritage of humanity, collective interests, justice among members of the same and different generations, the common governance and development of water resources, environmental interdependence and common yet different responsibilities.



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Differentiated Learning:

Beginners: Present their point of view verbally.

Advanced Students: Suggest solutions to the distribution methods that may lead to a conflict. They could also demonstrate the position of each region through role play.

a. In your group, discuss the photo. Consider the relationship between the two areas pictured. Think about how resources might be distributed. Keep in mind the criteria for distributive justice that we learned.

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b. Did each member of your group agree on the specific distribution method? Or did each of you have your own thoughts?

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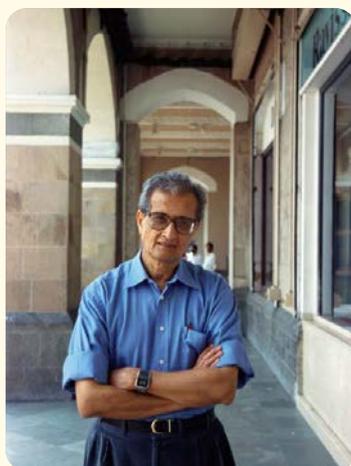
c. What aspects did you agree on? What caused disagreement?

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Read the following passage about the economic philosopher Amartya Sen. Then answer the following:

Amartya Kumar Sen was born on November 3, 1933, in India. He is an economist and philosopher, and a lecturer in the United Kingdom and the United States. In 1998, Sen received the Nobel Memorial Prize in Economic Sciences for his integration of ethical values and humanitarian concepts with economic analysis. He has made multiple contributions, particularly in the



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Activity 4 (15 minutes)

This activity aims to get the students to adopt one of the criteria for distributive justice and defend it from the community's point of view by discussing the issue of employment.

The students read about the economic philosopher Amartya Sen, one of the greatest thinkers and specialists in the concept of justice. Then they discuss his concept of equality based on an individual's capabilities and competencies (3 minutes). In view of that, they make a decision regarding who will occupy the two vacancies in the company.

The teacher divides the students into five groups whereby each group represents one of the categories shown in the table. The students discuss the criteria for distributive justice from the point of view of these four social categories: relatives of the company's general manager, members of the wealthy class in the community, employees hoping for a promotion, and young and educated men and women who are eligible to occupy the two posts. The fifth group will have to take the decision about choosing the two classes that will be given the two vacancies.

Each group forms its own point of view that justifies the benefits of accepting the job. They give their opinion in turn without the other groups judging or disapproving. The right to ask questions remains with the judging group who are the decision makers. (12 minutes)

Expected Answers:

The first group chooses to justify their point of view in the light of the 'authority' criterion. The general manager can employ whoever he wants, and who is more eligible than members of his family?

The second group justifies its point of view in the light of the 'eligibility' criterion. The candidates from the wealthy class were educated in the best and most expensive universities in the world.

The same is applied with the third and fourth categories.

The fifth group takes the decision about the employment while justifying their point of view. They can choose employees from two different categories and satisfy more than one party.

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Activity 5 (Optional): (10 minutes)

In this activity, the students apply the criteria for distributive justice to scholarships in order to be fair to students from both upper and middle social classes.

a- (5 minutes)

The teacher divides the students into two groups and asks each group to read one of the announcements about the scholarships granted by the University of Iowa and the American University in the Emirates. Then, a representative of each group shows how the universities are just in the way they distribute scholarships to students. After that, the class discusses this matter.

Expected Answers:

-University of Iowa in the USA: It offers two types of scholarship based on two criteria: eligibility (for students who have an outstanding average) and need (for students who suffer from financial hardship). This distribution of scholarships is just and fair because it benefits everyone.

-The American University in the Emirates: It offers three types of scholarship based on three criteria: eligibility (for outstanding students as an encouragement to study), need (for those who suffer from financial hardship) and equality (for everyone without discrimination on the basis of religion, race, citizenship or colour). This distribution is also fair because it reaches out to the different social classes without any discrimination.

b- (5 minutes)

The students work in pairs. The teacher asks each pair to discuss the requests of those students who face difficulties in paying their tuition fees despite the fact they have received a scholarship for their excellent academic performance. The course students present a solution that the university can adopt to satisfy all its students.

Expected Answers:

The university acts equally with the distinguished students and offers them the scholarship with no discrimination. It also acts fairly with the outstanding students as well as those who suffer from a financial hardship and looks into their situation – case by case – so that the deserving students receive an additional scholarship that helps them pay the remaining tuition fees.

field of social and economic justice, in addition to many publications including the book entitled *The Idea of Justice*, which was published in 2009.

Amartya Sen invites us to think of equality based on individual capabilities, also known as competencies. Given the different capabilities amongst individuals, equality is unnecessary and ineffective when it comes to achieving fairness.

As a class, discuss the case presented below. Base your discussion on the criteria for distributive justice and Amartya Sen's idea about equality. Then act out the scene that has been assigned to your group.

There are two 'department manager' vacancies in a major company.

As a class discuss all five possible scenarios until you reach a decision about who should receive each of the jobs.

Join the group that you have been assigned to. Then, act out the following scene:

Groups representing the job candidates:	One group represents the decision maker
Relatives of the company's general manager	
Members of the wealthy class in the community	
Employees hoping for a promotion	
Young and educated men and women who are eligible for the two jobs	

The scenario: The decision-maker group meets the job candidates and chooses the new employees.

5

What follows is mentioned in the scholarship section of the web pages of the University of Iowa in the USA and the American University in the Emirates:

The University of Iowa offers various scholarships each year to its students based on financial need, academic merit, or, in particular, academic performance. Receiving a merit scholarship may not disqualify students from receiving other offered educational grants or loans based on their proven financial needs.



Citizens of the United Arab Emirates or residents and nationals of the Gulf Cooperation Council are eligible for scholarships. There are certain conditions necessary to receive a scholarship, which include:

- completion of 45 course credits, as well as a general average equal to 3.6 or above,
- achievement of a global average of 2.5 or above in order to renew the scholarship each year.

- a. **In what ways do the universities distribute the scholarships with justice?**

- b. **A university decided to give 700 USD to each student with a GPA of 3.5 and above as a scholarship payment towards tuition fees. It seems that all students are treated fairly - everyone with a GPA of 3.5 and above will receive the same amount. However, the students who suffer from financial difficulties objected to this decision and considered it unfair. They and their parents will struggle to pay the rest of the tuition fees, whereas the wealthy students can pay them easily. In this case, what solution could the university offer in order to be just towards both the wealthy students and those who suffer from financial difficulties?**

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Lesson 5

How is Fair Distribution Accomplished?

Learning Outcomes

- Clarify that distributive justice means the distribution of limited resources, such as wealth, employment or positions (such as leadership positions) fairly within a group or within the wider community.
- Show personal commitment to ensure fair and equitable distribution of limited resources (initially at the level of classmates, family members and friends).

Lesson objectives

Students continue to learn about distributive justice. They participate in activities related to the distribution of benefits, while ensuring that others are treated fairly and equitably both in the classroom and in society.

Required outcomes

- Place a stationery set on the table including pencils, ink, crayons, card, geometric rulers, and paper.

Learning Outcomes:

- 1-Clarify that distributive justice refers to the distribution of limited resources, such as wealth, employment or positions (including leadership positions) equitably within a group, or within the wider community.
- 2-Demonstrate personal commitment to ensuring the fair or equitable distribution of limited resources (initially on a classroom level between classmates, and between family members and friends).

Vocabulary

benefits

1

In front of you there is a box filled with stationery, including pencils, ballpoint pens, colouring pens, erasers, geometric rulers, perforators and other items. Share these items among your classmates without regard to age, position within the class, and needs or possessions.

Was it possible?

Was everyone satisfied?

How can you ensure a fair distribution of benefits?



Benefits

Communal benefits of resources.

Introductory Activity 1 (5 minutes)

The teacher starts the lesson with a brief review of the topics discussed in previous sessions. The teacher then places stationery including pencils, ink, crayons, geometric rulers and paper on the table, and gives students the freedom to share these resources with each other. Students cannot compare themselves to other students based on their privileges and features, or differences in age and social status. In addition, the students' own things and stationery must be left outside of the classroom. The teacher monitors how students share stationery with each other, and then asks them: Were you able to overcome your selfishness and greed when sharing the stationery? Is everyone satisfied? How, then, can justice be achieved through the distribution of benefits? The teacher allows the students to express themselves freely, and asks them about the difficulties that they have faced personally.

Activity 2 (15 minutes)

This activity aims to introduce the concept of individuals' right to equality in the distribution of benefits to students, even in the case that the benefit refers to a particular role within society.

The students read the text about James, who wants to be the class coordinator. His friend Wael has occupied this position since the beginning of the year, which James feels is unfair. (3 minutes)

The teacher divides students into four groups, and asks each group to answer three questions. The focus should be placed on giving each student in the group the right to voice his or her opinion. All answers are written, and presented verbally in front of the class. The students then discuss the answers. (6 minutes)

Expected answers:

A- (2 minutes)

Each student has the right to occupy this position, especially those who are most suited to the role. The right of other students or their role should not be marginalised or denied. All students must be treated equally on the basis of respect and equality, without prejudice or discrimination.

B- (2 minutes)

No, his anger is unjustified. While he is a diligent student with the right to hold a position of responsibility, there are other students with the same level of competence who also deserve the opportunity to take this position, and may contribute new ideas and classroom initiatives.

C- (2 minutes)

The proposal must be accepted on the basis of equal opportunities and equality in the distribution of roles. Wael has had the opportunity to be a coordinator, and has done his job well. Thus, he could now contribute to James' election campaign, and help him to win the highest number of votes.

Differentiated Learning:

Beginners: Clarify questions, and encourage the students to express their views and provide answers, even in a simplified manner.

Advanced Students: prepare a dialogue between Wael and James, and present it in the form of an acted scene.

2

Read the story about James who felt unjustly treated in class. Then discuss the questions that follow.

James was unhappy that Wael had been the coordinator of the class for four months. This was a frustrating situation for James. He always worked hard to help his classmates, even though he had no position in the class. He also enjoyed having the authority to speak for his classmates and having a connection with the teachers.

The teacher proposed that James compete with Wael for the post of coordinator. Each candidate devised an election programme, which included a plan to facilitate students' affairs and organise sports and art activities for the classroom.

James prepared a classroom programme that included new and important ideas for schoolwork and sports activities. He started going on school trips that were interesting, fun and educational at the same time, and told his teacher about his preparations. The teacher said that the position of coordinator would be based on the principle of equitable participation in the class.

a. What do you think of James' position with regard to the concept of equality?

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b. Imagine that Wael was angry about James' desire to run for the position of coordinator. Would his anger be justified? Why or why not?

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c. How should Wael see things to help him accept James' candidacy?

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Activity 3 (15 minutes)

The aim of this activity is to introduce the principle of equity in the distribution of benefits on a local level to students, in accordance with individuals' competence and specific skills.

Students read the text, where the Municipality shows interest in recruiting talented and efficient professionals to work. Applicants help to boost the Municipality's level of growth and excellence on a national and international level. Then they review the case study of Yusuf (skilled in motor racing) and Ibrahim (a civil engineer), both of whom are interested in working at the Municipality. However, Yusuf does not have the necessary academic qualifications and experience. (3 minutes)

In groups, students consider the issues, prepare answers, and present them to the class for discussion. (3 minutes)

A- (2 minutes)

Ibrahim and Yusuf both have competencies and skills that can contribute to achieving the Municipality's vision. Ibrahim is skilled in the field of civil engineering, and can implement high quality projects in accordance with international standards. Meanwhile, Yusuf is a qualified leader in the motor racing field, and can help organise races, entertainment and sporting events involving well-known local and international personalities in the city.

B- (5 minutes)

The students are divided between those that prefer the contributions that can be made by Ibrahim, and those that prefer the contributions that can be made by Yusuf. Students may then use the internet.

Ibrahim offers: Bridge or tunnel construction planning. He can plan the construction of urban infrastructure such as sewage networks – Design, construction and maintenance of major and secondary roads in the city, in accordance with international standards.

Yusuf offers: To represent his town in international competitions.

3

Read the text from the jobs page of a municipality website. Complete the activity that follows.

As part of our overall efforts to improve the municipality, we are seeking to develop the city into one of the most advanced cities in the world in terms of the excellence of services provided to residents.

To achieve this transformation, we are looking for qualified and talented people who will work hard to provide the highest standards of service. We need a group of people who can work with passion and enthusiasm to make the city one of the best municipalities in the world.

You will gain invaluable experience from working with us. You will also be part of a government institution dedicated to achieving strong economic progress.

Ibrahim and Yusuf have been friends since childhood. Ibrahim spent six years at university studying civil engineering, while Yusuf has devoted his time and effort to developing his motor racing skills. Ibrahim and Yusuf read the announcement about job vacancies in the municipality of their hometown. As Ibrahim prepared his application, Yusuf went to the municipality to ask for further information about how he could serve his city.

a. Imagine you are in charge of this municipality. How could Yusuf and Ibrahim achieve the vision of the municipality both locally and globally?

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C- (2 minutes)

Students conclude that equity is important in regard to distributive justice.

In order for distributive justice to be successful, it must be implemented in a neutral environment, on the basis of equal opportunities and equity among all peers, free from social considerations in the distribution of benefits. This will strengthen citizens' confidence in their country, and promote cooperation in different areas, without selfishness or jealousy.

b. What real contributions could Yusuf and Ibrahim, each according to his competence, make? Conduct online research.

.....

.....

.....

.....

c. Draw some conclusions about the importance of impartiality in distributive justice.

.....

.....

.....

.....

4

A country has issued the following decisions:

- Provide free education from kindergarten to secondary school.
- Provide free health services for all.
- Improve women’s employment opportunities in public administration by ensuring 30 percent of positions are filled by women.

Discuss these decisions with your classmates and their values based on the concept of justice in the distribution of benefits.

Activity 4 (10 minutes)

This activity aims to evaluate decisions that affect the distribution of benefits on a community level, and allow students to voice their opinions in a critical and constructive manner.

The teacher divides the students into four groups, and asks each group to identify a leader to conduct the discussion. Each student in the group voices their opinion on the fairness of decisions made by the State, based on the concept of equity in the distribution of benefits. (6 minutes)

Each group then presents the results of its discussion. (4 minutes)

Expected answers:

- Providing free education from nursery to secondary school.

Equitable and fair distribution of benefits provided on the level of free education, with a similar level of quality to that of private schools.

- Providing free healthcare services for all citizens.

Equitable and fair distribution of benefits provided on the level of free healthcare services, with a similar level of quality to that of private healthcare services.

- Increasing public sector employment opportunities for women, raising the percentage of female employees in the public sector to 30%.

Providing women with equal opportunities in the distribution of benefits is a positive decision, especially if the participation of women in the public sector is much lower than men. Equity in the distribution of benefits can only be achieved when men and women have access to equal opportunities in benefit distribution.

- The average salary of directors is \$10,000 and above, while the minimum wage for lower-level employees is \$600.

This is to an unfair distribution of benefits. The difference between directors' salaries and those of lower-level employees is vast, which widens the gap between rich and poor.

Differentiated Learning:

Beginners: Work on activities 1 and 2.

Advanced Students: Work on activities 3 and 4.

Activity 5 (optional) (15 minutes)

The aim of this activity is for students to send a message to all those who attempt to marginalise people of determination, excluding them from benefit distribution schemas and employment opportunities.

The task can be conducted individually or in groups. Each group will read a text about people of determination who have demonstrated their skills in the course of their daily routine.

Students then discuss these real-life examples. The teacher should direct the discussion towards the challenges that these people have encountered, and their perseverance in overcoming their disability in order to achieve their goals. The teacher should also encourage students to express their opinions regarding the exclusion of people of determination from employment opportunities on the grounds that they are physically or mentally unable to perform their roles effectively.

Students then write a letter addressed to people who refuse to include people of determination in the equitable distribution of benefits, especially in work-related matters.

Expected answers:

'Disability has never been an obstacle for the excellence of people of determination, especially if the mind is sound.' (His Highness Sheikh Mohammed bin Rashid Al Maktoum).

- Many people of determination have overcome their circumstances, excelled in many areas, and have won awards in their workplaces. This includes leaders who have become managers running a multidisciplinary team, in addition to those who have excelled in sports and contributed significantly to promoting their country overseas.
- They must be given the necessary training to develop

5

Read the following texts about people of determination who have received the same employment opportunities as their non-special needs counterparts. Then complete the exercise that follows.

- a. Saif Saeed, who has a mental disability, has proven his ability to work. He works for the Desert Group, a local company that Saif says provides the appropriate working environment to enable him to work productively. He says, 'I started working in 2006. I have overcome the challenges presented by my disability. Since starting work, I have participated in many important projects, including the establishment of institutions and schools nationwide.'
- b. Aisha Bilal, a teacher, worked with dedication and skill to overcome the many challenges resulting from being paralysed since childhood. Aisha says, 'The support I received from my family enabled me to continue and succeed. Their support enabled me to complete my education at the Faculty of Islamic and Arabic Studies and begin working as a teacher immediately after graduation. Despite suffering from an illness, having family responsibilities and raising my daughter, I am still capable of contributing.'

Some people refuse to allow people of determination to participate in employment, arguing that they are not able to physically or mentally perform roles effectively. Based on what you have read, write a 10-line letter addressing these issues and explaining the importance of equitable distribution of benefits among all members of society.

their skills, and help them to become active members in the community. The more that people of determination are respected and given their rightful place in society, the more civilised, progressive and aware of the importance of equal rights society becomes, regardless of contrary opinions that may be promoted by some.

- Human beings, whether or not they have special needs, have the right to life, education and work, as in this way justice is achieved.

6 Consider some injustices in the world. Start building a project that addresses these issues. You can complete the project as homework and present it next week.

- Think of some unfair attitudes that you want to change in your school or community (attitudes that express prejudice or discrimination in some way). What are these attitudes?

.....

- Form small groups with your classmates based on their preference for one of these issues.

.....

- Identify the problem that you would like to resolve.

.....

- Explain the ultimate goal or outcome you would like to achieve.

.....

- Provide a list of the resources you need (human and material).

.....

- Set a schedule to accomplish the tasks or goals.

.....

Activity 6 (20 minutes)

The teacher asks students to provide some examples of unfair attitudes they've witnessed in their school, community or in the world that they would like to change (attitudes that express prejudice or discrimination in one way or another). Students write their answers on sheets of paper.

- The teacher forms small groups based on the issue that the students would like to resolve.

Students must do the following:

- 1) Identify the problem that they would like to resolve;
- 2) Clarify the final objective or outcome that they want to achieve;
- 3) Provide a list of necessary resources (human and material);
- 4) Establish a schedule for the implementation of specific tasks and objectives.

Students must complete the project as homework, and then present the following week.

Differentiated Learning:

Beginners: Provide students with the necessary technological resources to search for examples that will help them to complete the project, in accordance with the teacher's instructions.

Domain: Moral

Unit 2: Physical Health and Diet

Unit Objectives

The aim of this unit is to enable students to care for their health through diet and lifestyle and how about these factors affect their lives. Students learn about global health concerns and diseases that threaten the individual and the wider community and how these can be prevented. Students learn about their own responsibilities regarding their own and global health concerns.

Unit Description

The concepts underpinning this unit are taught over five lessons and are designed to answer the central question.

Domain
Moral

Unit 2 Physical Health and Diet

Lesson 1 How Healthy Is Your Life Style?

Lesson 2 Exercise and Healthy Habits

Lesson 3 Obstacles to Health and Getting Help

Lesson 4 Types of Diseases

Lesson 5 Disease Prevention



What can I do to stay healthy and safeguard the health of others?

Central Question

Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.



What does it mean to be healthy?

How can I maintain a healthy body?

What factors contribute to poor health?

What are the health issues that concern the world today?

What can we do to ensure good health for all?

Exploratory Questions

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

Learning Outcomes

1. Recognise the importance of healthy eating, sufficient sleep and regular exercise.
2. Understand and explain the different ways in which disease is spread, and know the importance of sanitation and clean water.
3. Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.
4. Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

Lesson Objectives

This lesson will teach students about their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.

Required Materials

- Student book
- A selection of small coloured cards or post-its

Learning Outcomes

Recognise their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.

Lesson 1

How Healthy Is Your Lifestyle?

Learning Outcomes

- Recognise their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.

Vocabulary

nutrition

diet

carbohydrate

Nutrition

The process of getting the food necessary to maintain good health and growth.

Diet

The type and range of food that a person regularly eats.

Carbohydrate

The compound in food that is broken down to release energy.

1

Read the quote. What do you think it means?

**“Take care of your body.
It is the only place
you have to live”.**

Jim Rohn
North American Businessman

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Activity 1 (5 minutes)

Introduce the lesson by asking students to discuss the quote. Ask them what they think it means.

Suggested Answers

Your mind and heart live in your body. No matter where you go, you inhabit your own body. If it is healthy and well, you will have a better life.

Activity 2 (20 minutes)

Ask students to read the text. Have them discuss the answers to the questions in groups. Ask them to consider their own lifestyles and what they do to maintain their fitness and health.

Suggested Answers

Diet, exercise, sleep, hygiene, access to knowledge (education), and access to health services are the six ingredients for good overall health.

Suggested Answers

- a. If a person is not healthy, then he cannot be fully productive and therefore does not make a full contribution to society. This makes his life difficult. This affects the community and the country by diminishing productivity and adding more cost on medications for those unhealthy people.
- b. Young people are like sponges, they soak information and take them as habits. What we practice in our early years becomes a pattern we follow all our lives.
- c. Ordering take away meals.
Watching TV or playing with electronic devices instead of doing physical activity.
Late bedtimes or long lie-ins.

2**Read the article *Learning the Health Habit* and answer the questions that follow.**

With child obesity and other health problems like diabetes on the rise in developed countries, child nutrition and health have become frequent topics of discussion.

These issues have an effect not only on the future of children, but also on the countries themselves. The main sources of obesity are the food choices we make, lack of physical activity, and family habits that are not in line with a healthy lifestyle. Doctors fear that the increased frequency of obesity could lead to chronic health problems in adulthood.

Experts suggest that good nutrition, physical exercise, and sleeping patterns are among the most important factors that contribute to our health. They also suggest that it is essential that good habits are learned early on in life.

It is important to understand the nutritional value of food and how to prepare and cook quick and easy healthy meals. Exercise should be incorporated into our daily routine and we should make sure to get enough sleep to ensure we have the healthy minds and bodies we need to achieve our full potential in life and avoid health problems, like obesity or diabetes, in later life.

a. In what ways do health issues affect the country as well as the individual?

.....



b. Why do you think it's easier to learn good habits early in life?

.....

c. What family habits can contribute to health problems like the ones mentioned in the text?

.....

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Activity 3 (15 minutes)

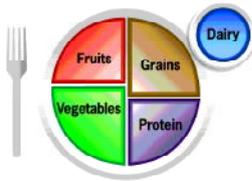
Read the article about the Mediterranean diet. Ask students if they follow this diet in their homes.

Draw their attention to the food groups and the food plate. Tell them that this plate has the proportion of food for a healthy diet. Then let them reply to the questions.

Suggested Answers

- a. **Fruits:** Apples, bananas, mango, oranges, kiwi...
- Vegetables:** tomatoes, cucumber, lettuce, radish...
- Proteins:** Fish, poultry, meat, eggs, beans..
- Grains:** Bread, corn, rice, pasta, oat, cereal...
- Dairy:** Milk, yogurt, cheese...

b.



- c. **Fats** – Use sparingly and choose healthy oils like olive oil.
- **Treats** – not recommended for daily intake as they are not actually needed for good health.

Ask students to discuss their own diets and, in groups, relate their own diet to the food plate.

Differentiated Learning

For Beginners

Students draw a blank food plate and draw in the food they eat for one day. Does it look like the plate shown?

For Advanced Students

Students draw a blank food plate for each member of their family. Fill in with the food they eat for one day and then write a report to each member advising them how they can improve their diet.

3

Read the text below and answer the questions that follow.

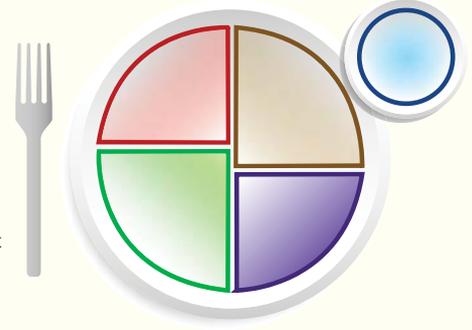
The Mediterranean diet is known for its health benefits and claims to deter chronic diseases, especially those which are related to the heart.

It places great emphasis on olive oil, fish, whole grains, fruit and vegetables, and legumes as its main foods.

If you follow this traditional diet, then red meat, dairy and sugary desserts are not eaten on a regular basis.

As a result, this kind of diet is low in saturated fat and cholesterol, both of which are enemies of the heart. In this kind of diet, protein is obtained from fish and legumes like lentils and beans, all of which are abundant in these countries.

It is also believed that following a Mediterranean diet can benefit the health of your brain. One study revealed that the risk of developing diseases like Parkinson’s or Alzheimer’s is greatly reduced for people who follow that diet.



a. Give examples of each of the following food groups.

- **Fruits:**
.....
- **Vegetables:**
.....
- **Proteins:**
.....
- **Grains:**
.....
- **Dairy:**
.....

b. Fill your plate with the correct portion of each group.

c. What about fats and treats?

Activity 4 (10 minutes)

Ask to students form pairs and have them work together to say whether the following statements are true or false. Encourage them to discuss their reasoning around each answer with each other.

Suggested Answers

- a. FALSE
Grilling is healthier because as the meat cooks the fat drips off into the pan below. Having less fat in your diet keeps your cholesterol lower and leads to a healthy heart. It is also healthier to grill rather than fry vegetables as less moisture and nutrients are lost from the food.
- b. TRUE
Fast food contains high levels of salt, sugar and fat as well as other preservatives and chemicals. When you cook for yourself at home you can use fresh ingredients and control the methods to make the healthiest choices possible.
- c. TRUE
Health experts claim that sleep is of equal importance to diet and exercise in maintaining good health. Children who get enough sleep are known to have better levels of concentration, are less likely to become obese, can make better decisions, and have more energy.

4 In small groups, read the following statements and decide whether they are True or False.

- a. Frying is the healthiest method for cooking food. T F
- b. Eating homemade food contributes to a healthy body. T F
- c. The average 6 -13 year old should sleep 9-11 hours per day. T F
- d. Using electronic devices helps us sleep well at night. T F
- e. Regular exercise can harm bones and muscle. T F

5 Ask your partner what food he likes to eat, then fill his lunch box from the choices you see in the pictures. Then evaluate his lunch box and advise if it needs to be healthier.



Fruit and Vegetables



Treats



Grains



Dairy



Soft drinks



Proteins

- d. FALSE
The blue light emitted from screens such as TV, phone & computer, delays the release of sleep inducing melatonin meaning that the quantity and quality of sleep is greatly reduced. It is best to stop using all electronic devices, including phones at least 2 hours before bedtime.
- e. FALSE
Regular exercise has many positive effects on the health:
 - strengthens bones and muscles
 - maintains slim, lean body
 - decreases the risk of developing type 2 diabetes
 - lowers blood pressure and cholesterol levels
 - improves mood
 - improves sleep quality

After they have had time to complete the activity, take a few moments to go through the answers and ask them some questions about what they have learnt. For example:
 What fact surprised you most?
 What did you learn that you didn't already know?

Activity 5 (15 minutes)

Ask students to look at the 6 pictures. Tell them that they are going to prepare a personal lunch box for their friend.

Divide class into pairs. Each one will ask his partner which food he likes to eat most. Then he will prepare a lunch box that fits his partner's taste. Students may write or draw what will be in the lunch box.

Remind students to look at the food plate they did in activity 3. Also, allow students to have a small treat portion!

When students are done, share their lunch boxes with the class. Ask the class to evaluate the lunch box. Is it healthy? If not, how can they make it healthier.

Ask them to talk about the lunches they have chosen. Encourage them to examine if they have control over the lunch they eat at school.

Do they buy their lunch or is it made for them?
 Is money a factor when choosing what food to eat?
 Do family habits influence the type of lunch they eat? etc.

Key Skills (Think, Pair, Share)

- Research
- Managing oneself
- Decision-making
- Care

Evaluation/Reflection

- Formative assessment through teacher observation of quiz
- Peer feedback (hot-seating)

Differentiated Learning

- Ensure mixed ability pairings
- Teacher differentiated questioning

Lesson Objective

The aim of this lesson is to enable students to acknowledge their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.

The lesson also aims to explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water.

Required Materials

- Lots of pictures of physical activities and famous sports people and Olympians displayed around the room.
- Chart paper or whiteboard
- Markers, pens, colouring pencils
- Cards or small pieces of paper

Learning Outcomes

- Recognise the importance of healthy eating, sufficient sleep and regular exercise.
- Understand and explain the different ways in which disease is spread, and know the importance of sanitation and clean water.

Exercise and Diet

Lesson 2

Exercise and Healthy Habits

Learning Outcomes

- Recognise the importance of healthy eating, sufficient sleep and regular exercise.
- Understand and explain the different ways in which disease is spread, and know the importance of sanitation and clean water.

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Vocabulary

aerobic

flexibility

movement

1 The children in the pictures look like they are having fun. Is this kind of fun good for them? Why?



Aerobic

Vigorous activity that exercises and strengthens the heart and lungs.

Flexibility

The ability to bend and stretch without breaking.

Movement

Changing position or going from one place to the other.

Activity 1 (5 minutes)

Explain to students physical exercise is one of the major factors that affects their health.

Suggested Answers

Yes, all these activities are good for them. They are having fun and at the same time they are doing physical exercise which is very important for their health.

Ask them if they think they do enough physical exercise, and if not why not?

Answers will vary but reasons for not doing physical activity may include:

Too much homework,

Not enough time,

Too hot.

Activity 2 (20 minutes)

Read the information about the different types of physical exercise and how they affect the body.

Ask students the following questions:

What are the three categories of exercise in this text? Aerobic, Anaerobic, and Flexibility. What is the difference between aerobic and anaerobic exercise? Anaerobic exercise uses less oxygen and targets smaller muscle groups. Which exercise uses more oxygen? Aerobic exercise. Which do you think is the most important? Why?

Types of exercise usually incorporate more than one of the categories. And may also focus on core exercises, balance training, accuracy, agility, power and speed.

Fitness professionals would advise that everyone should try to get a mix of all three categories of exercise to maintain good physical health.

Ask about other activities that you know your students are involved in.

Aerobic	Anaerobic	Flexibility & Stretching
Swimming	Sprinting	Ballet
Zumba	Football	Martial Arts
Walking	Push ups	Gymnastics

2

Read the information about different types of exercise and the benefits associated with each.

Aerobic (also known as Cardiovascular or Cardio)

Aerobic means relating to free oxygen. During this type of exercise you are using large muscle groups which require you to breathe at a higher intensity than when you are at rest. The increase in oxygen intake pumps the blood around your body at a quicker rate so the oxygen can get to your muscles. This type of exercise helps maintain a healthy weight as well as regulating digestive health and strengthening the immune system.



Anaerobic (also known as strength or resistance training)

This type of exercise tones your muscles making them stronger and firmer. It requires short intense actions that are not reliant on a huge use of oxygen. It also improves the health of your bones as well as your balance and coordination.



Flexibility and Stretching

This type of exercise stretches and lengthens your muscles to increase your range of movement. It helps to keep joints flexible and

muscles limber. Stretching should only be started when muscles are warm and the body temperature is raised. This type of exercise also creates good posture, helps to prevent injury during more intensive exercise and increases the length of life and overall health of the individual.



Look at the sports and activities below. To which category of exercise do they belong?

Swimming, Sprinting, Zumba, Ballet, Martial Arts, Football, Gymnastics, Walking, Push Ups

Aerobic	Anaerobic	Flexibility and Stretching

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Activity 3 (10 minutes)

Ask students to read the text about the benefits of sports. After discussing, ask them to reply to the questions in their books.

Suggested Answers

- a. Motivating because it boosts energy
Rewarding because you set goals and achieve them
Regular training improves memory because of repetitive activities
Communication is improved when one joins a team
- b. Boosted energy
Weight control
Muscle toning

Activity 4 (15 minutes)

Ask students to read the story and imagine what life was like for their ancestors when hygiene awareness did not exist and water was not so freely available.

Ask students to **think** about the acts of hygiene. Then, in **pairs**, they compare their answers. Students then **share** their opinions with the class.

Suggested Answers

- Wash hands frequently
- Brush teeth 3 times a day **after** meals
- Stay home if I am sick
- Stay away from sick people (especially flu)
- Eat clean food
- Wash fruits and vegetables well
- Store food in proper temperature
- Use wipes when travelling
- Regular dentist visits
- Have a shower daily
- Wear clean clothes
- Eat only with my own fork

3

Read what are the health benefits of playing sports. Then answer the following questions.

Sports activities have many benefits on the physical and mental health. Studies showed that regular moderate sports have a positive effect on the immune system.



When one exercises, the heart pumps more blood, consequently, the blood circulation is more active. The lungs' intake of oxygen is increased and the muscles become stronger. All of that makes the immune system better prepared to fight bacteria.

Sports also have a positive mental effect on people. Practicing sports whether alone or in a team is a good way of releasing stress, it is motivating and rewarding. It also improves the memory and boosts communication.

- a. **Explain how can sports be motivating, rewarding and an improvement for the memory and communication.**
- b. **Name other physical benefits of sports.**

4

Sports add up to a healthy life. Read about other habits and answer the following questions.

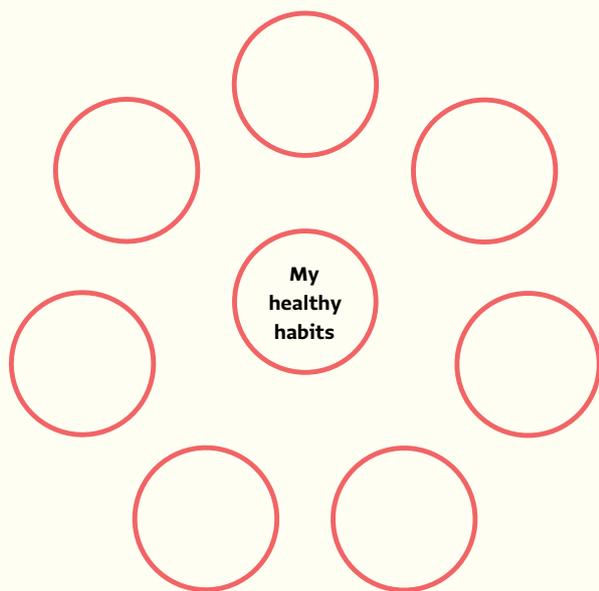
By practicing sports and eating a well-balanced diet we are leading a healthy life style, but what about other healthy habits?

Basic rules of hygiene are necessary in order to stay healthy. If they are not followed, then it is easy for infections and diseases to threaten our own health and the health of everyone we come into contact with.



These basic rules include washing hands frequently. Did you know that imposing the rule of washing hands very thoroughly before a surgery remains one of the greatest measures that saved lives? Brushing teeth at least twice a day is also another important habit that preserves your health by preserving the health of your teeth that allow you to eat a variety of foods and hence a balanced nutritious diet.

a. Fill in the chart with important healthy habits.



5

Keep a Health Diary for the next week. In it, record your daily diet, your physical activity, and the rules of hygiene you follow, and how often.



Differentiated Learning

For Beginners

Students can draw a poster of the things they do during the week that are good for their health.

For Advanced Students

Students can create a set of "Guidelines for Good Health". This can be illustrated with some of the drawings the less confident students produce. The guidelines could be posted in a common area for all classes to learn how to maintain a healthy body and be aware of hygiene as a way to protect themselves and others.

Key Skills (Head, Heart, Hands)

- Collaboration
- Autonomy
- Critical thinking

Evaluation/Reflection

- Identify the health benefits of exercise). Introduction and closure activities will support the children in being intentional about meeting their learning outcomes.

Activity 5 (5 minutes)

As you conclude this lesson, ask students to keep a health diary over the next week. They should make a record of their diet as well as their activity levels. Students can also record their personal hygiene habits.

Highlight to students that now they are armed with the information they need to stay healthy, it is their responsibility (not their parents') to use all the information they have learned and form the habits that will benefit their health.

Reassure them that they will not be required to share their diary if they do not wish to do so – nobody should be made to feel uncomfortable with their choices.

Lesson Objectives

The aim of this lesson is to enable students to analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community. Students also learn to discuss global concerns such as malaria and malnutrition, and how such issues are tackled.

Required Materials

- Large version of grid on board or printed
- Case studies (in book)
- List of local doctors, health clinics, sports centres, etc.

Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community .

Lesson 3 Obstacles to Health and Getting Help

Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.

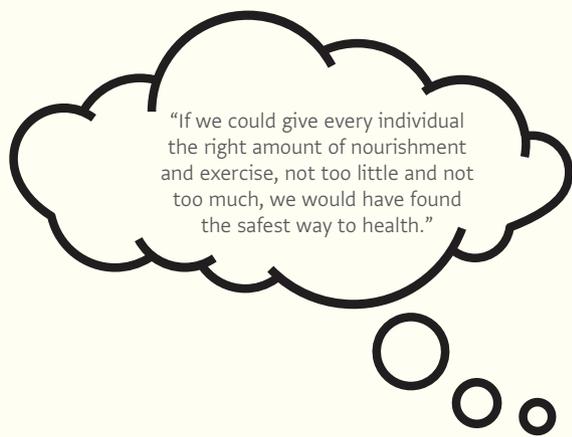
Vocabulary

challenge

consequence

disease

1 What do you think is meant by this quote?



Hippocrates

Challenge

Something new and difficult that requires great effort and determination.

Consequence

The results or effects of a particular action or event.

Disease

An illness which affects people, animals or plants. It is usually caused by an infection or bacteria.

Activity 1 (5 minutes)

Ask students to read the quote. Together, discuss what they think is meant by it.

Suggested Answers

We should try to live a balanced lifestyle with daily exercise, eating regular balanced meals, getting enough sleep. We shouldn't overeat nor should we starve ourselves.

Activity 2 (20 minutes)

Get students to read the article and consider the questions. Explain that obesity is overweight to the point where their health is at risk. It is a problem in most developed countries in recent years.

Suggested Answers

- a. The ban on soft drinks was introduced in order to make such drinks less accessible to young people. Invite students to comment on the fact that young people themselves are relying on others to make the drinks less accessible rather than take responsibility for their health and just not buy them.
- b. There are many reasons for the sedentary lifestyle: at school for long hours, watching TV or playing computer games, use of cars and buses, etc.
- c. Individual – personal hygiene, food choices when out of home, physical activity.
Family – provision of healthy food at home, access to health care, clean home environment, purchase of personal hygiene products, etc.
Government -- health care facilities, education about health and well-being, sports facilities and spaces where physical activity can take place, campaigns to inform citizens of the facilities that are available and the benefits of using them, etc.
- d. With economic progress, food and drink have become available in larger quantities to a larger number of people. In many places of the world the tendency is now to eat in excess of the basic needs. With people having less time and opportunities to exercise naturally, rates of obesity have increased globally.

2**Read about colleges in the UAE, then answer the following questions.**

Some colleges in the UAE are leading by example when it comes to facing the challenge of global obesity and promoting healthy living. Students are being taught about health and wellbeing right from the basics of food intake and energy levels.

Healthy living is reinforced by the college. The cafeteria serves only healthy meals and soft drinks have been banned on campus. A sedentary lifestyle in which young people spend most of the day sitting either at school or at home has been blamed for the rise of obesity. "It's important that we educate this generation and the ones that come after. Otherwise, the trend of longer life expectancy could be reversed" "If you can walk for 30 minutes a day and keep your heart beat above 130 beats per minute, that's a great start." Says one college representative.

Another culprit of increased weight among young people has been found to be fizzy drinks. A recent study found that many young people consume more than one 330ml can a day. Results showed more tooth decay among soda drinkers and people who drink soft drinks had nearly five times more risk of suffering a bone fracture than those who did not.

The government of the UAE is working closely with other organisations to address the problem, and efforts are ongoing to ensure the health of the population.



- a. Why do you think a ban on soft drinks was introduced?
- b. What reasons can you give for the sedentary lifestyle mentioned in the article?
- c. In your group, discuss the responsibilities of the individual, family, and society in ensuring that we live full and healthy lives
- d. Obesity has been referred to as “a global health problem”
What do you think this statement means?

Activity 3 (10 minutes)

Create a large version of the grid from the student book on the board. Talk about what an obstacle (a thing that blocks one’s way or prevents or hinders progress) is and what a consequence (a result or effect, typically one that is unwelcome or unpleasant) is.

Ask students to work in pairs for 3 minutes and to come up with at least one obstacle and one consequence to each of the 6 factors for maintaining health.

If they come up with more they can write them down. Ask for feedback and encourage the students to add to their grids in their book when they hear something that they do not have written down.

3

Consider the obstacles and the consequences people encounter in their lives while trying to maintain their health.

	Obstacles	Consequences
Diet		
Exercise		
Sleep		
Hygiene		
Access to knowledge		
Access to health care services		

Suggested Answers

	Obstacles	Consequences
Diet	Lack of choice, Lack of money Lack of knowledge	Weight gain/loss Malnourished
Exercise	Lack of knowledge, Lack of time Lack of motivation, No space/ place to go	Weight gain, lack of muscle tone, lack of bone density
Sleep	Too many commitments – homework, Worry or anxiety, too much screen time, staying up too late	Lack of concentration, Increased hunger, Tiredness, irritability
Hygiene	Lack of knowledge, Lack of access to clean facilities or cleaning products	Catching and spreading disease
Access to knowledge	No schools or education, Inability to read, No access to internet, Misinformation	Lack of proper diet, Lack of sufficient exercise and sleep. Lack of sufficient, knowledge around sanitation and health care
Access to health care services	None provided, No knowledge of how or where to access it, No transport to get there	Serious illness and death resulting from something that could have been treated easily

4

In pairs, role play the scenarios: Before you deliver your advice, think about whether the problem is a consequence of poor lifestyle choices made by the individual and what they need to do to improve their health.

Nadia is 11 years old. She finds it difficult to sleep at night. Every morning she wakes up tired and cranky as she starts her day. She can't concentrate at school and she doesn't have energy to exercise. She drinks energy drinks to help her stay awake and do her homework. At night she tries to watch TV or movies to help her to fall asleep. Without these, she finds herself thinking about things she is worried about.



Farhad is 11 years old. He is overweight and is often teased in school because he can't run easily so can't join in the sports activities. He buys his lunch in the cafeteria and usually chooses French fries and some fried chicken.

Sophie is 12. She feels that she eats quite healthy and gets enough sleep but when she has to walk up stairs she finds herself getting out of breath very easily. She is afraid to play sport because she doesn't think she'll be any good at it.

Adnan is 12 years old. He is in Grade 6 and even though he is smart he does not enjoy school very much. He hasn't got many friends and feels sad and lonely a lot of the time. He doesn't see any point in working hard or joining in. His energy is low and he spends most of his free time playing video games.

5

Visit one of the following facilities in your neighbourhood:

- sports club
- gym
- swimming pool
- health club

Write a report on how this facility contributes to the health of the people who go there regularly.

Activity 4 (15 minutes)

Put students in pairs. Allocate a case study to each pair. More than one pair can look at each case study. Ask the pairs to role play the scenarios. Ask other groups if they think the advice given is good and whether there is other advice they can give them?

While no advice is wrong, it is important that the children understand that asking for help is a good idea – whether it is from a friend, a trusted adult or a professional.

Ask beginner students the following questions as prompts, if necessary.

If you were sick, who would you tell?

If you wanted to get more exercise, where would you go?

Where would you go if you had a strange rash?

Who would you talk to if you were finding it hard to get enough sleep?

Where can you find information about the nutritional value of different foods?

Who could you talk to if you wanted to find out more information about your health?

Differentiated Learning

For Beginners:

Students can read the scenario and be the person who is looking for advice.

For Advanced Students:

Students can take the role of the counselor and give advice to those who ask for it

Activity 5 (5 minutes)

Arrange a visit to a local facility that offers health services.

Examples include :

a health centre

a sports centre

You could ask a health professional in one of these places if they could talk to students about how they can take responsibility for their own health.

Key Skills (Head, Heart, Hands)

- Problem-solving
- Multiple perspectives
- Empathy

Evaluation/Reflection

- Samples of grid in workbook included in student portfolio.

Differentiated Learning

Higher order and lower order questioning from teacher.

Differentiation by choice provided through a variety of reflective questions.

Lesson Objectives

This lesson aims to enable students to talk about global health concerns such as malaria and malnutrition. And discuss the factors that increase the spread of diseases, including the impact of poverty. Students learn how these health issues are tackled.

Required Materials

- Posters
- Flyers
- Websites and other examples of health campaigns

Note to teacher

In this lesson you will be focusing on global health concerns and then asking students to create a local campaign to highlight any of the issues in the unit so far. This is an opportunity for the students to choose a topic they feel needs to be highlighted. In order to complete this project, students will need to work at other times during or after school. Please read the next lesson so that you can plan what kind of presentation you would like students to complete.

Learning Outcomes

Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.

Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

Lesson 4

Types of Diseases

Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.
- Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

Vocabulary

global health concerns

malnutrition

malaria

1 Discuss the following statement: "All over the world, health concerns are the same."

.....

.....

.....



Activity 1 (5 minutes)

Ask students if they believe people everywhere have the same concerns as in the UAE.

Have they heard of diseases or illnesses that occur in other places?

Global Health Concerns

Health issues that are not restricted to one area alone but affect people worldwide. Examples include epidemics of flu, obesity, cancer, heart disease, diabetes, malaria, malnutrition, etc.

Malnutrition

Physical weakness and illness due to a severe lack of food.

Malaria

A serious disease causing fever. It is carried by mosquitoes.

Activity 2 (15 minutes)

Have students read the article about malaria. Discuss the questions in an open discussion.

Suggested Answers

- a. Infectious diseases are diseases caused by living organisms that are harmful to our bodies. These organisms could be bacteria, viruses or parasites. Infectious diseases are contagious which means they can be passed from person to person through direct or indirect contact.
- b. Unlike typical flu, malaria is caused by a parasite that keeps on evolving and resists the medicines that are developed to fight it. The scientific word for “evolving” is growing.
- c. Because treatment is not always effective, the disease can continue to spread easily and the problem becomes a problem of scale. The measures to be taken do not remain at the individual level but become a collective problem, which require collective efforts. Hence, the importance of organisations such as the Roll Back Malaria Partnership.

Explain these tips for preventing malaria:

1. Use a mosquito net at night.
 2. Use mosquito repellent.
 3. Wear long sleeves.
 4. Use sunscreen first - repellent second.
- To eradicate malaria and other diseases, more research is needed into medicines or vaccines. More funding is needed to inform people about how to prevent diseases and sanitation and clean water also help to prevent the spread of disease.
 - Explain that **vaccines** are medicines that are used to prevent someone getting a disease. Most medicines are used after you get a disease.

2**Read the text about malaria and answer the questions that follow.**

Malaria is an infectious disease that is caused by a parasite carried by mosquitoes. The symptoms of the disease include fever, chills and flu-like illness. If it is not treated, people can develop complications and die. Although this is a preventable disease, “bad environmental sanitation, stagnant water, poor access to healthcare and lack of information are still contributing factors to its existence” says one health expert. Unfortunately, since those factors are still prevailing in many areas of the planet, the disease continues to be devastating.

Statistics show that a child dies every two minutes from the disease and about half the world’s population is at risk of catching the disease.

What offers hope is that other diseases have almost been put to an end, and with governments and health organisations behind intervention problems, we can hope to see the day where malaria too will be a disease of the past. Malaria cases that used to occur in the UAE were of imported origins. That means that people would get contaminated abroad and spread the disease after entering the UAE. The efforts of the UAE government have kept the country free of the disease since 2007. The UAE has always been at the forefront of the battle for the elimination of malaria regionally and internationally. The latest action in that regard was the commitment to global malaria elimination, which was announced by His Highness Sheikh Mohammed bin Zayed, UAE Crown Prince of Abu Dhabi and long-standing supporter of humanitarian causes, in September 2017. The UAE made a large contribution to Roll Back Malaria Partnership, the global platform composed of more than 500 partners fighting together against malaria.



- a. **What is an infectious disease?**
- b. **How is malaria different from a typical flu, which is also an infectious disease?**
- c. **Why does it take joint efforts to eliminate some infectious diseases like malaria?**

KEY FACT

World Malaria Day is on April 25. People spread awareness of the disease and help fight it.

Activity 3 (15 minutes)

Put students into two groups and get them to read one case study each. They can choose one spokesperson for the group to feed back the main health challenge that these countries are facing.

Suggested Answers

- Tanzania – Malaria
Guatemala – Malnutrition
- In both cases, extreme poverty has contributed to the unfortunate situation of the people. However, the state has neglected sections of society and this too should be mentioned.
- The global community could raise funds to help these people. Awareness campaigns also help. Petitions to government agencies. Some volunteer agencies actually go to these countries and fix sanitation facilities, buy mosquito nets, organize food banks, build health clinics, organize information campaigns etc.

3

Read the following short articles about the challenges of malaria and malnutrition today.

Tanzania

Malaria risk is high in Tanzania, especially in rural areas. But prevention measures are few in these poverty-stricken areas. One woman, who knew her son was ill with malaria headed to the health centre in order to get free medicine for him. But the clinic did not have any. Medications were usually supplied at the beginning of each month and due to high demand, there was none available by the end of the first week. The only choice she had left was to buy it! Of course, she did not have the money to do so. She was then advised to go to a nearby town where she might find some for free. She carried her 8 months old baby and headed to the nearby town, 6km away, riding her father-in-law's bicycle. As she reached the health center there, she was stunned by the scene: the queue at the entrance was even longer than the one in her hometown. Will she be luckier here?



Guatemala

Guatemala has a very high rate of malnutrition. In 2015, around 46% of the population was stunted. This means people are shorter and thinner than normal. In some areas, all children are at least 16 - 20 centimeters shorter than they should be. In a very poor family, you will see twelve years old children look as if they are four or five. The main cause of stunted growth, experts say, is lack of vital nutrients during the first thousand days of life.

But stunting is not just about height. Malnourishment also means that these children get sick more easily and their brain function does not develop properly. Stunted kids are more likely to drop out of school and grow up to be unskilled workers with little potential for economic success later in life.



www.alamy.com - BK6XNR

In your group, consider the following questions:

- a. What is the main health challenge in each article?
- b. What has led to this in these situations?
- c. What could the global community do to help these people?

Activity 4 (20 minutes)

Explain to students that they will do a "Walking Debate".

Mark one side of the room 'Agree' and the other side 'Disagree'.

To begin, all students stand in the middle of the room.

Instruct the students that they can stand as close or as far from the sign in relation to how strongly they agree or disagree with the statement. If they are undecided, they can stand in the middle of the room. Ask students to share their opinion.

Read out or hold up the following statements or create statements of your own.

I can make choices to improve my health.

Your physical health affects your mental health.

I can play a part in improving the health of my local community.

I can play a part in improving global health.

Poor people are more likely to get diseases.

Clean water is vital to global health.

Rich people are less likely to get diseases.

Everyone has the right to health care.

Groups will then share their examples/reasons and some aspects may be discussed.

4

Complete the following activity.

Your teacher will call out a number of statements. You will be given time to think in groups about each statement, and give examples or reasons that confirm or oppose each statement.



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5

Choose a health issue that affects young people today.

This can be a local issue or a global issue that you want more people in the UAE to be aware of.

Work together as a group to create a public health awareness campaign to highlight the issue. You can create a poster, a flyer, a website, or a short visual or audio ad.

Use your creativity and do your best to make a positive difference to the health of your community and your world.

Below are some ideas but feel free to choose another topic and ask your teacher for guidance.

Obesity

Awareness against smoking - What can we do?

Do you get enough physical exercise?

How healthy is your diet?

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Activity 5 (10 minutes)

In groups, assign students the task of creating a public awareness campaign for a health issue affecting adolescents in the UAE or abroad.

Give the children time to choose a topic and make a plan. Make sure to go around to each group to make sure they have chosen a topic and assist where needed. It is a good idea to take note of what each group plans to highlight in their campaign so that there are a variety of topics covered.

Differentiated Learning

- Differentiation by pace and choice within project parameters.
- Mixed ability groupings for the campaign project.

Key Skills (Head, Heart, Hands)

- Communication
- Solidarity
- Research

Evaluation/Reflection

Students are afforded the opportunity to identify further learning interests in the area.

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Lesson Objectives

The aim of this lesson is to enable students to acknowledge their responsibility for caring for themselves, including the importance of healthy eating, sufficient sleep and regular exercise, and explain how choices about these factors affect their lives in the short and longer term.

The lesson also aims to explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water.

Required Materials

- SDG Poster
- Posters
- Flyers
- Website and other examples of health campaigns
- Coloured paper, blue tack
- Copies of group questions (for option 1)

Unit 2

Physical Health and Diet

Lesson 5

Disease Prevention

Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.
- Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

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Learning Outcomes

- Analyse and consider the concepts of individual and collective responsibility in relation to health within a sports facility or health centre in the community.
- Discuss global health concerns such as malaria and malnutrition, and how such issues are tackled.

Vocabulary

sustainable development goals

campaign

prevention

“The Future We Want”

1 Think about how you want to see the future of the planet.



Sustainable Development Goals

A set of 17 “global goals” over a range of issues, such as ending hunger and poverty, improving health and education, ensuring clean water and sanitation, etc.

Campaign

A series of planned activities done in order to bring about change in a particular area. For example, politics, education, health, sports, etc.

Prevention

Ensuring that something does not happen.

Activity 1 (5 minutes)

Ask students to consider what they personally can do to improve their own health, the health of their friends and families, and global health.

Then ask them to consider how they would like to see their world in terms of health and wellbeing.

Do you think people will be healthier in years to come?

Suggested Answers

With all the awareness and the efforts done by individuals, communities and countries, it is expected that people will be healthier.

Activity 2 (20 minutes)

Read the article about the Sustainable Development Goals set out by the United Nations. Tell students that the agreement was signed in 2015.

On the IWB, show students the UN SDGs poster and allow students to discuss how the different goals relate to healthy living.

Suggested Answers

- a. The SDGs aim to improve the lives of the global population and the living standards. There is special emphasis on poorer nations and the children who are hungry and impoverished. However, the agreement hopes to improve health in developed countries too by tackling issues such as obesity, diabetes Type 2, heart disease, etc.
- b. For the goals to be achieved, a global effort is necessary. Governments, charities, public services, communities, and individuals need to do their part.
- c. If we follow a healthy lifestyle, we will ensure our own health and then we will be able to help others achieve the global goals.
- d. Answers will vary but if the United Nations succeeds in achieving the SDGs by 2030, then there is no doubt that the world will be a better place for all.

2

Read the article *United Nations Sustainable Development Goals (SDGs)* about the world's plans for a brighter future. Then answer the questions that follow.

By the year 2030, the world will be a better place. At least that is what world leaders, who have signed up to work towards achieving the United Nations Sustainable Development Goals by that year, believe.

The UAE is among the 193 nations that support the 17 goals which aim to improve the living standards and life expectancy of people all over the world. The initiative especially hopes to make a difference to people whose lives are at risk from hunger, poverty, disease and lack of sanitation or clean water.

The goals cover a range of global issues which include Climate Change, Peace, Justice and Strong Institutions, Life on Land, and Life below Water. However, among the 17 goals, goals 1, 2, and 3 concern No Poverty, Zero Hunger, and Good Health and Well being, all of which are closely linked. Goal 6 concerns Clean Water and Sanitation.

Poor health often means that children have to drop out of school, meaning they can't get well-paid jobs when they grow up. This leads to poverty and malnutrition which leads to poor health and the cycle continues.

For the goals to be reached, everyone needs to do their part: governments, communities, and people like you. It's going to take all of us working together to make the world a better place.



www.alamy.com - KFBJMB

- a. Whose lives do the SDGs aim to improve?
- b. Who will be involved in helping to achieve the goals?
- c. What part does a healthy lifestyle play in achieving the global goals?
- d. What do you think the world will be like in 2030?

Facts and Figures

- Malnutrition is the biggest contributor to disease in the world.
- Almost half of child deaths are linked to malnutrition.
- Children born into poverty are almost twice as likely to die before the age of five as those from wealthier families.

Activity 3 (20 minutes)

Ask students to create a checklist reflecting on their own health. Ask them to think about what they can do to improve it. Tell them to divide their list into three categories:

1. Physical activities
2. Diet
3. Hygiene

Suggested Answers

1. Take up a new physical activity.
Limit time spent with electronic devices, especially before bedtime.
Increase sleep time by going to bed earlier.
2. Increase daily intake of water/reduce intake of sugary drinks like juice or sodas.
Reduce intake of snacks like crisps or sweet things like biscuits and cake.
Avoid processed foods and opt for wholegrain options.
Eat nutritious breakfast.
3. Wash hands before preparing food.
Shower daily.
Brush teeth at least twice daily.

Activity 4 (10 minutes)

Read the article about how the UAE contributes to the global campaign to ensure that everyone has access to clean water and sanitation.

Suggested Answers

- a. They save lives, provide nutrition, teach people how to be safer and healthier and help prevent the spread of illnesses and diseases like malaria.
- b. One can find water by digging in the areas where rain falls. Because water will be in underground reserves. Conserving water can happen from man-made reserves. This is what Sheikh Zayed did. Sheikh Zayed believed that water is the most essential element regarding good health. It is the veins of the nation.
- c. Ask students to do research on a charity or foundation that is striving to improve global health. If possible, arrange for a representative of one of these organisations to visit the school and explain their work to the students.

3

Create a checklist reflecting on your own health and what to improve in it.

Divide your list into three categories:

1. Physical activities
2. Diet
3. Hygiene

**4**

Access to clean water is one of the basic human rights. Read the text and answer the following questions.

Our good health depends on it. Yet millions of people die each year as a result of lack of access to clean potable water and adequate sanitation.

There is no doubt that water projects funded by developed countries are life-changing events.

The UAE has a proven track record in supporting global efforts to bring clean water and sanitation to even the remotest area. Sheikh Zayed (May Allah place peace upon his soul) believed that water was the most essential natural element in life. He encouraged and supported all ways of finding and conserving water in the UAE.

a. Explain why would a water project be a life-changing event.

Some examples are:

- Al Jalila Foundation - founded by HH Sheikh Mohammed Bin Rashid Al Maktoum – global philanthropic organization dedicated to transforming lives through medical education and research.
- Khalifa Foundation - established by HH Shaikh Khalifa Bin Zayed Al Nahyan – carries out welfare projects in health and education locally and globally.
- Noor Dubai - established by Shaikh Mohammad Bin Rashid in 2008, the organisation's main target is to eliminate preventable eye diseases and has carried out several global projects reaching millions of people.
- Bill and Melinda Gates Foundation - seeks innovative, ambitious, and scalable solutions to address health problems that have a major impact in developing countries.

- b. Research how Sheikh Zayed found and conserved water. How does this show his responsibility for the health of the citizens?
- c. Do research on a charity or foundation that is striving to improve global health.



5

Now it is time for your group to present your campaign on the topic you chose in the previous lesson.

Answer any questions your classmates may have and ask questions about the other campaigns too.

Evaluate the campaigns using **Two Stars and a Wish**.



Activity 5 (10 minutes)

Tell groups to present their campaigns to the class. Give feedback using **Two Stars and a Wish**. This is where the teacher or other students can say two positive things – stars. And one thing that could be improved – a wish. For example, it might be “I really liked the idea you had for your campaign and I think you did an excellent job with the poster. Maybe you could add more details about how to find more information.”

Tell students they can write these Two Stars and a Wish on sticky notes and put them next to the posters or in a little feedback box.

Key Skills (Head, Heart, Hands)

- Critical reflection
- Active listening
- Taking action

Evaluation/Reflection

Two stars and a wish

Differentiated Learning

Differentiation by pace and choice through project and project presentation.

Differentiated Learning

For Beginners

Support students in their research into the organisation of their choice. Provide guidelines outlining where to search, and questions to be answered.

For Advanced Students

Ask students to prepare a full report, outlining the work of the organization of their choice, the impact it has had on health, and the work volunteers do.

Domain: Social

Unit 3:

Perspectives of People through Time - Spotlight on Transitions in Europe

Unit Objectives

In Term 1, we examine European history. You will learn about the Middle Ages of Europe, the European Renaissance, and other important events in European history.

The lessons of Term 1 will cover the following Grade 6 Social Studies SLOs:

- MSC.2.1.01.015 Explains the causes of significant historical events and issues
- MSC 2.1.02.015 Identifies how music, architecture, art, literature illustrates various cultures and historical time periods
- MSC.2.2.01.020 Identifies and describes selected countries in terms of their features and challenges presented by their geography
- MSC.2.3.01.012 Describes social effects due to changes in the environment derived from natural phenomena

Domain Social

Unit 3

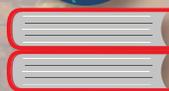
Perspectives of People through Time - Spotlight on Transitions in Europe

Lesson 1	After the Fall of the Roman Empire
Lesson 2	The High Middle Ages of Europe
Lesson 3	The Republic of Venice
Lesson 4	The Late Middle Ages—The First Hundred Years' War
Lesson 5	Crises of the Late Middle Ages

- MSC.2.3.02.011 Analyzes maps and illustrations reflecting the interrelated relationship between humans and their location
- MSC.2.3.02.013 Describes how people's actions affect the environment
- MSC.2.4.01.018 Explains primary causes of world trade
- MSC.2.5.01.013 Cites specific textual evidence to support analysis of a

primary or secondary source

- MSC.2.5.02.012 Provides an accurate summary of a text related to social studies topics
- MSC.2.5.02.013 Compares and contrasts information given in primary and secondary sources
- MSC.2.6.01.013 Critiques arguments presented by others providing evidence



Introduction

In Term 1, you will learn about the Middle Ages of Europe, the European Renaissance, and other important events in European history.

Try to imagine what life would have been like the societies as you learn about them. How have the events of the past contributed to forming the societies of today?

- MSC.2.6.02.012 Analyses evidence from various sources supporting a point of view
- MSC.2.6.02.013
- Constructs explanations using examples and relevant information recognizing the strengths and weaknesses of the explanations
- MSC.3.2.01.010 Identifies national figures who participated in establishing the Union

The lessons of term 1 will also cover the following Grade 6 Moral Education Curriculum SLOs:

- Demonstrate a personal commitment to fostering just or fair distributions of scarce resources.
- Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage.
- Articulate some of their own prejudices and provide strategies to overcome the prejudices.
- Explain that distributive justice is about how scarce resources—such as wealth, work or positions (e.g. leadership positions)—are allocated fairly within a group or wider community.
- Understand the importance and contested nature of reasoning about how one might go about deciding what is fair.
- Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water.



Student Learning Outcomes (SLOs)

MSC.2.1.01.015

Explains the causes of significant historical events and issues.

MSC.2.2.01.020

Identifies and describes selected countries in terms of their features and challenges presented by their geography.

MSC.2.3.02.011

Analyzes maps and illustrations reflecting the interrelated relationship between humans and their location.

Unit 3

Perspectives of People through Time - Spotlight on Transitions in Europe

Lesson 1

After the Fall of the Roman Empire

Lesson Objective

By the end of the lesson, students will:

- identify causes of the fall of the Roman Empire.
- decide how to best distribute resources.

Vocabulary

Common Era (CE)

to benefit

to conquer

destruction

domestic

barbarian

fierce

to storm

bow

present-day



Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/



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



Lesson Description with SLO Tags and Notes

In the Warmup, teachers can pre-assess students' knowledge of the location of present-day countries on a map (MSC.2.3.02.011).

Activity 1 is designed to check student comprehension of the information provided in the text (MSC.2.1.01.015).

In Activity 2, students label a map with the names of groups of people from that area (MSC.2.2.01.020).

Activity 3 asks students to explain the causes and effects of various historical events presented in the text (MSC.2.1.01.015).

In Activity 4, students are encouraged to think critically about how historical events presented in the text contributed to the Pax Romana (MSC.2.1.01.015).

Activity 5 is a reflection activity for students to imagine themselves as ancient Roman emperors and decide how best to distribute land (MSC.2.4.01.015).

In Activity 6, students write the reasons for the fall of the Roman Empire (MSC.2.6.02.013).



Warm up: Brainstorm

The red area on the map shows the ancient Roman Empire at its peak.

France	Germany	England	Turkey	Italy
Egypt	Morocco	Greece	Spain	Algeria

Locate and label the area where the modern day countries in the box would be on the map.



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**What is the Roman Empire bordered by?
How did it help the empire spread?**



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

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Lesson Text



The Fall of the Roman Empire

In the early centuries of the Common Era, the Roman Empire was the largest empire in the world. It stretched north to England where Hadrian's Wall was built and east to the River Euphrates in Iraq.

The Roman Empire brought many different peoples and cultures together under Roman rule. Conquered people were expected to accept Roman customs, language, and laws. Romans severely punished those who did not obey.

For over two hundred years, the tight control of the Romans kept the conquered people from fighting. This period is called the Pax Romana.

The Pax Romana did not benefit all of its people who lived in empire equally. Only male citizens who owned land could participate in the government. Many of the people who lived in the Roman Empire were conquered people who were poor and served the rich landowners. The common people had few privileges yet were heavily taxed. Over time, the common people grew more and more dissatisfied.



In addition to internal conflicts, the Roman Empire was frequently attacked by tribes outside their borders. Romans referred to people who were not Roman as Barbarians because their ways, customs, laws, and outward appearances were not like the Romans.

Around 376 CE, tribes including the Goths, came from the southeast to the edge of the River Danube. Some Gothic tribes fought against the

Roman Empire while others joined the empire and fought with the Romans.

These tensions inside and outside the empire grew. The Goths declared war against the Romans and won several large battles. In the Battle of Hadrianapolis, sometimes called Adrianapolis, in 378 CE, the Roman emperor Valens was killed. In 410 CE, the Goths stormed the city of Rome and carried away great deal of the city's wealth.

At the about the same time, another fierce group of nomads called the Huns attacked the edges of the empire. The Huns were horsemen armed with larger, more powerful bows than the Romans. Within a decade, the Huns, led by Attila, conquered the eastern territories of the Empire, establishing a kingdom where Hungary, Slovakia, and Romania are today. The Hun dominance started to decline when their leader, Attila, died in 453 CE. Attacks by other Germanic peoples, such as the Visigoths, the Franks, the Suevi, and the Vandals, continued.



Romans and Barbarians

Bit by bit, the attackers gained control over important Roman provinces. The Visigoths and Franks took control of most of Western Europe, including France and Spain. The Suevi established a kingdom in northern Spain, roughly where Portugal is today. The Vandals conquered the Roman province of Africa, which is now present-day Tunisia, Algeria, and Libya. Gradually, the Western Roman Empire began to decline.



Selected Activity Answers

Activity 1: Check Your Understanding

Match the group of people with the correct fact about each one.

People		Fact	
a.	Franks	___	captured most of Western Europe
b.	Goths	___	took control of northern Africa
c.	Romans	___	came to the edge of the Danube River
d.	Huns	___	were often attacked by Germanic armies
e.	Vandals	___	were led by Attila

Activity 1

Match the group of people with the correct fact about each one.

People		Fact	
a.	Franks	<u>a</u>	captured most of Western Europe
b.	Goths	<u>e</u>	took control of northern Africa
c.	Romans	<u>b</u>	came to the edge of the Danube River
d.	Huns	<u>c</u>	were often attacked by Germanic armies
e.	Vandals	<u>d</u>	were led by Attila

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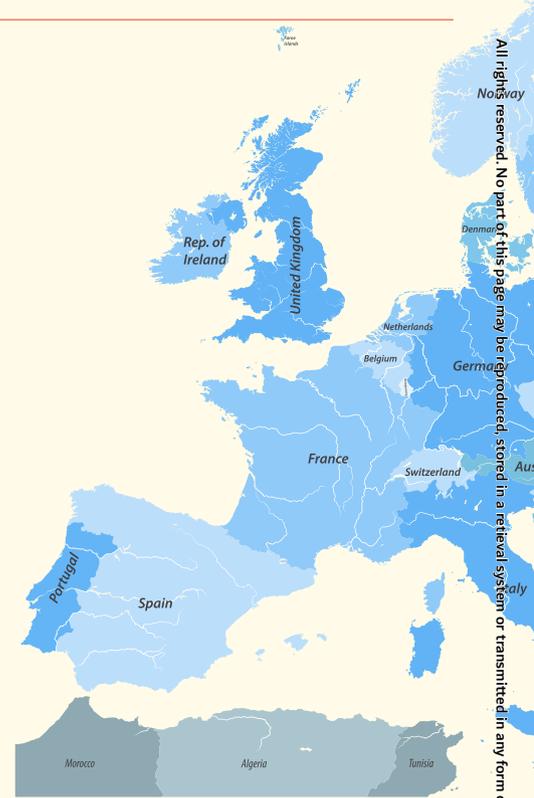
Selected Activity Answers

Activity 2: Map Activity



Write the names of each of the kingdoms in the box in the correct place on the map.

Kingdoms
Goths
Visigoths
Huns
Vandals
Suevi



Activity 2

Write the names of each of the kingdoms in the box in the correct place on the map.

- ▶ Goths=from southeast area of Europe near the River Danube
- ▶ Visigoths=France and Spain
- ▶ Huns= Hungary, Slovakia, and Romania
- ▶ Vandals=Tunisia, Algeria, and Libya
- ▶ Suevi=northern Spain and Portugal

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Selected Activity Answers

Activity 3

Using information from the text, chart out the causes or the effects of each of the following events.

CAUSE	EFFECT
Most Roman citizens could not vote and were taxed heavily.	<u>People grew more and more dissatisfied.</u>
<u>Tensions inside and outside the empire.</u>	The Goths declared war on the Romans.
Attila the Hun died in 453 CE.	<u>Attacks by other Germanic people continued.</u>



Formative Assessment Opportunities

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



Extension Opportunities

Activity 6 can be used as an extension activity.

Activity 3 : Cause and Effect

Using information from the text, chart out the causes or the effects of each of the following events.

Cause

Most Roman citizens could not vote and were taxed heavily.

Effect

→

Cause

Effect

The Goths declared war on the Romans.

→

Cause

Attila the Hun died in 453 CE.

Effect

→

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Activity 4 : Critical Thinking

Some of the events that helped create the Pax Romana (27 BC - 180 CE) are listed. How do you think the events contributed to keeping the Roman Empire peaceful? Write your ideas next to the events in the timeline.

Emperor Augustus unites all major military leaders.



Augustus convinces the Roman people that peace will lead to wealth.



The Romans increased trade with the East.





Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, the strategies described are the following:

- **Activating:** “Priming the cognitive pump” in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text.

- **Inferring:** Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text.

- **Monitoring-clarifying:** Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups.

- **Questioning:** Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering.

- **Searching-selecting:** Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.

- **Summarizing:** Restating the meaning of text in one’s own words—different words from those used in the original text.

- **Visualizing-organizing:** Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text.

Group students who need remedial attention together and give them an activity based on one or more of these reading strategies.



Student Learning Outcomes (SLOs)

MSC.2.1.01.015

Explains the causes of significant historical events and issues.

MSC.2.1.02.015

Identifies how music, architecture, art, literature illustrates various cultures and historical time periods.

MSC.2.6.02.013

Constructs explanations using examples and relevant information recognizing the strengths and weaknesses of the explanations.

MSC.3.1.02.013

Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.

Unit 3

Perspectives of People through Time - Spotlight on Transitions in Europe

Lesson 2

The High Middle Ages of Europe

Lesson Objective

By the end of the lesson, students will:

- explore the Byzantine Empire and identify some of the key figures of the time.
- discuss the importance of preserving cultural heritage.

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Vocabulary

overnight

centre of power

province

capital

invader

figure

prominent

border

stability



Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/

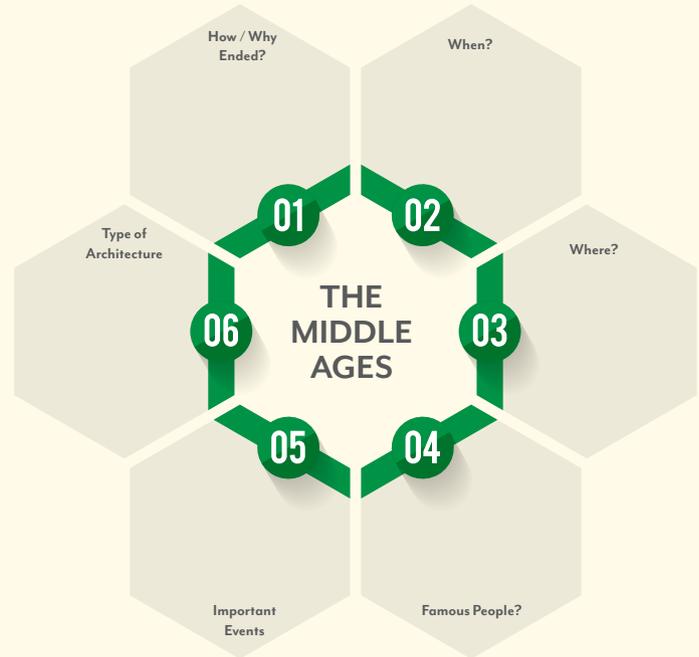


***Note:** Teachers are responsible for previewing any material and images and assuring that visual and verbal content is suitable for students.

Warm up: Mind Map



What do you think the term “Middle Ages” means? Discuss with your class and fill in as many spaces as you can.



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Lesson Description with SLO Tags and Notes

The Warmup activates students' schemata related to Europe in the Middle Ages (MSC.2.1.01.015).

Activity 1 is designed to check student comprehension of the information provided in the text (MSC.2.1.01.015).

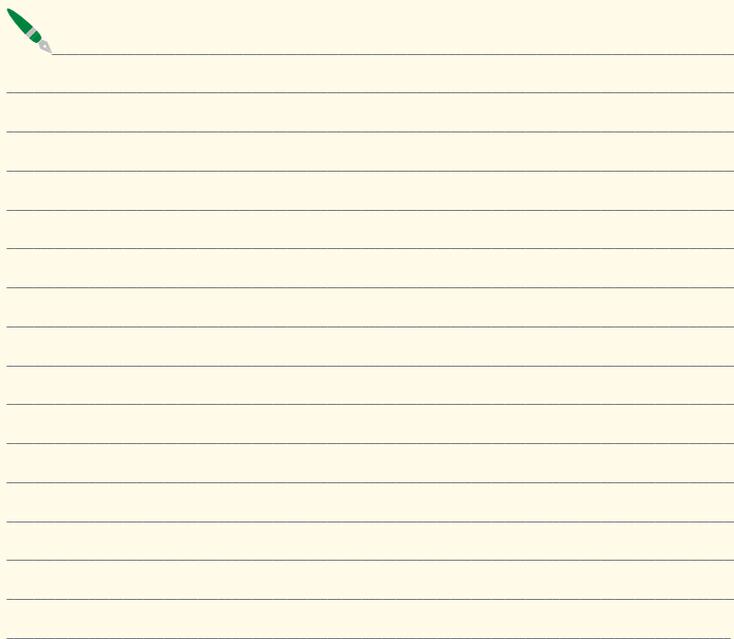
In Activity 2, students construct a timeline of historical events from the text (MSC.2.1.01.015).

In Activity 3, students identify innovations from the Golden Age of Byzantium (MSC.2.1.02.015).

In Activity 4, students give their ideas of the uses of various artefacts from the Golden Age of Byzantium (MSC.2.6.02.013).

In Activity 5, students reflect on the importance of heritage museums. (MSC.3.1.02.013).

Use your mind map to write a paragraph about the Middle Ages.



A series of 15 horizontal lines for writing, starting with a green pen icon on the left side.

T

Lesson Text



The High Middle Ages in Europe

The fall of the Roman Empire did not happen overnight. When the western part of the empire, faced serious challenges, the empire split. The western empire, covering Western Europe and North Africa, was led from Rome while the eastern empire was led from Byzantium.

The province of Byzantium covered the areas now known as Turkey, Greece, and Eastern Europe. After the fall of the Western Roman Empire, the Byzantine Empire become the most powerful empire in Europe and the Near East for over one thousand years.

The capital city of the Byzantine Empire was Constantinople (now present-day Istanbul, in Turkey). It was named after Constantine, the Roman emperor to rule from Byzantium, who ruled the Roman Empire from 306-337 CE.



Walls of Constantinople



While the Western Roman Empire was falling from attacks by foreign invaders, the Eastern or Byzantine Empire was just beginning its rise to power.

Justinian I, became emperor of Byzantium in 527 CE. Justinian worked with important political leaders to write a new legal system that he used to govern all the citizens of the empire. The legal system is called the Justinian Code. He negotiated a peace with the rival empires, worked hard to protect his borders from attacks by neighboring tribes, and fought to regain control over territories the empire had lost in places like Italy and North Africa.

Attack from foreign invaders was not the only crisis that Justinian I faced. During his reign, a swept through Europe. It was called the Plague of



Justinian. The disease was carried by rats onto ships from Egypt. It caused up to 5,000 deaths a day from 541-542 CE.

The Byzantine Empire was greatly weakened by the plague. Justinian I was forced to spend large amounts of money fighting wars throughout the empire. The plague did great damage to agriculture and trade. Recurrences of the plague, as well as attacks by rival empires, continued to weaken the Byzantine Empire.

In the 9th century CE, emperors from Macedonia, a country north of Greece, brought some peace and stability to the Byzantine Empire. The empire went through a 250-year period of cultural, philosophical, and artistic achievement, called the Golden Age of Byzantium.

When Basil I became emperor in 867 CE, art and literature



Byzantine Mosaic Art

T

Lesson Text



flourished. The movement was similar to the Golden Age of Islamic Culture that was happening in the Middle East. During this period of time, the Byzantine Empire regained control over territories it had lost.

Over the next two centuries, frequent wars tested the Byzantines. However, when Basil II became emperor in 976 CE, he focused on defeating his enemies. After many hard-fought battles, he finally defeated the Bulgarians at the Battle of Kleidion in 1014 CE and annexed Bulgaria into the empire. From there, he expanded into Georgia and Armenia, annexing those territories in 1022 CE. These victories helped establish the Byzantine Empire as the largest and most powerful in Europe.





Selected Activity Answers

Activity 1

Choose the correct answer.

What is Constantinople called today?

- a. Armenia
- b. Turkey
- c. Istanbul
- d. Bulgaria

What event damaged agriculture and trade during Justinian I's reign?

- a. foreign wars
- b. the Golden Age of Byzantium
- c. the Plague of Justinian
- d. the Justinian Code

Who brought peace to Byzantium in the 9th century CE?

- a. Constantine the Great
- b. emperors from Macedonia
- c. Bulgarian kings
- d. Justinian I

Activity 1: Check Your Understanding

Choose the correct answer.

What is Constantinople called today?

1. a. Armenia b. Turkey c. Istanbul d. Bulgaria

What event damaged agriculture and trade during Justinian I's reign?

2. a. foreign wars b. the Golden Age of Byzantium c. the Plague of Justinian d. the Justinian Code

Who brought peace to Byzantium in the 9th century CE?

3. a. Constantine the Great b. emperors from Macedonia c. Bulgarian kings d. Justinian I

Which territory did Basil II annex?

4. a. Georgia b. Bulgaria c. Macedonia d. Italy

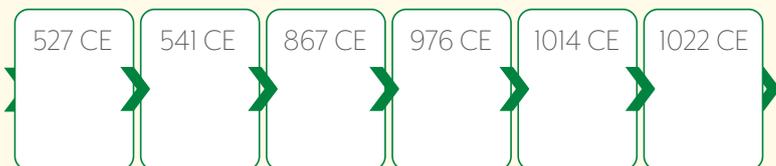
Which territory did Basil II annex?

- a. Georgia
- b. Bulgaria
- c. Macedonia
- d. Italy

Activity 2 : Timeline

Write the number for each of these events under the correct year.

1. the Battle of Kleidion	2. Basil II becomes emperor of Byzantine
3. the Plague of Justinian begins	4. Justinian I becomes emperor of Byzantine
5. Basil I becomes emperor of Byzantine.	6. the Byzantine Empire annexes Armenia



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Activity 2

Choose the correct answer.



Write the number for each of these events under the correct year.

- ▶ 1. the Battle of Kleidion=1014 CE
- ▶ 2. Basil II becomes emperor of Byzantine=976 CE
- ▶ 3. the Plague of Justinian begins=541 CE
- ▶ 4. Justinian I becomes emperor of Byzantine=527 CE
- ▶ 5. Basil I becomes emperor of Byzantine=867 CE
- ▶ 6. the Byzantine Empire annexes Armenia=1022 CE

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Selected Activity Answers

Activity 3

During the Golden Age of Byzantium, there were many cultural and technological innovations and achievements.

Write the number of the fact in the box next to the correct picture.

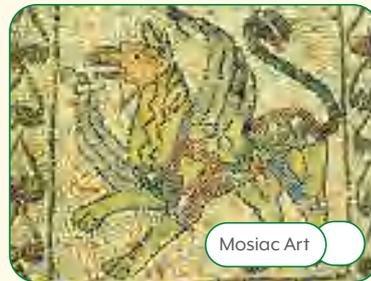
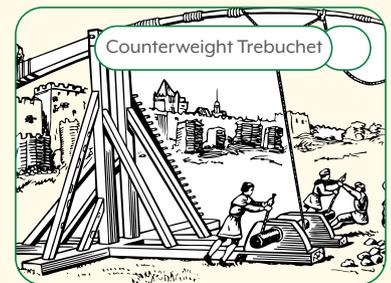
1. used heavy weights to throw large rocks as weapons = <u>Counterweight Trebuchet</u>
2. used to design images with many small, careful details = <u>Mosaic Art</u>
3. gave a structure great strength and stability = <u>Pointed Arch Bridge</u>
4. used painted images along with text = <u>Manuscripts</u>

Activity 3 : The Golden Age of Byzantium

During the Golden Age of Byzantium, there were many cultural and technological innovations and achievements.

Write the number of the fact in the box next to the correct picture.

1. used heavy weights to throw large rocks as weapons	2. used to design images with many small, careful details
3. gave a structure great strength and stability	4. used painted images along with text



Activity 4

Description and Uses
Artefact: cistern Description: underground place where water was kept for use of the city above Uses: helped people survive when they were attacked, made water easier to get to in the city
Artefact: oil lamp Description: small vessel with a handle and a spout Uses: gave people light and warmth

Activity 4 : Critical Thinking

The pictures show artefacts from the Byzantine Empire.

Describe and explain what you think each one was used for?

Artefact	Description and Uses
	Description: Uses:
	Description: Uses:
	Description: Uses:
	Description: Uses:

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Unit 3 Lesson 2 110



Formative Assessment Opportunities

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

Activity 5 considers the Moral Education Curriculum SLO “Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage,” and is not addressed by the Social Studies SLOs. Although the activity does not deal specifically with Emirati culture, it focuses on the importance of preserving cultural heritage.



Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the area of Lesson 1 in this Teacher’s Guide.



Extension Opportunities

Activity 4 is a critical thinking activity. Students can also search for more innovations from the Byzantine Empire.

Description and Uses

Artefact: public bath

Description: floor of an ancient Byzantine public bathhouse with heating system

Uses: gave people a place to stay clean and socialize

Artefact: very old mosque

Description: very old mosque with dome and minarets

Uses: place of worship

Activity 5 : Reflection

Why do you think heritage museums are important? What can we learn from them?



Lined writing area for student reflection.



Formative Assessment Opportunities

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

considers the Moral 5 Activity Education Curriculum SLO “Research and analyse how and why Emirati culture has changed over time and the ways in which museums, art galleries, archives and other bodies maintain the cultural heritage,” and is not addressed by the Social Studies SLOs. Although the activity does not deal specifically with Emirati culture, it focuses on the importance of .preserving cultural heritage



Student Learning Outcomes (SLOs)

C-2G-6SI.3

Explains the causes of significant historical events and issues.

MSC.1.1.01.028

Give reasons why it is important to respect the beliefs, values and traditions of others.

MSC.2.1.01.015

Explains the causes of significant historical events and issues.

MSC.2.2.01.020

Identifies and describes selected countries in terms of their features and challenges presented by their geography.

MSC.2.4.01.018

Explains primary causes of world trade.

MSC.2.5.01.013

Cites specific textual evidence to support analysis of a primary or secondary source.

Unit 3

Perspectives of People through Time - Spotlight on Transitions in Europe

Lesson 3

The Republic of Venice

Lesson Objective

By the end of the lesson, students will:

- explore the history of the Republic of Venice.
- understand the importance of keeping promises.

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Vocabulary

influential

maritime

fleet

navy

oarsman

pirate

armed

deck

exclusive

medieval



Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/



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



Lesson Description with SLO Tags and Notes

The Warmup activates students' schemata related to Venice during the Middle Ages (MSC.2.1.01.015).

Activity 1 is designed to check student comprehension of the information provided in the text (MSC.2.1.01.015).

In Activity 2, students answer questions about the Venetian navy (MSC.2.4.01.018).

In Activity 3, students label a map of the shipping routes between Venice, Egypt, and Constantinople (MSC.2.2.01.020).

In Activity 4, students match up traditional Venetian masks with their descriptions (MSC.2.5.01.013).

In Activity 5, students reflect on the fairness or unfairness of breaking promises, using the story of Alexios (MSC.1.1.01.028).

In Activity 6, students reflect on a time when someone didn't keep a promise to them and how they felt about it (MSC.1.1.01.028).

Warm up: Brainstorm

During the Middle Ages, people often travelled from one country to another by sea.

What are some advantages of travelling by sea instead of by land?

 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/>



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T

Lesson Text



The Republic of Venice

Venice is a small city in Italy made up of over one hundred small islands. Instead of streets and cars, the city uses small rivers and boats to move around. Nowadays, Venice is a popular tourist attraction. But in the High Middle Ages, Venice was a wealthy and influential maritime power.

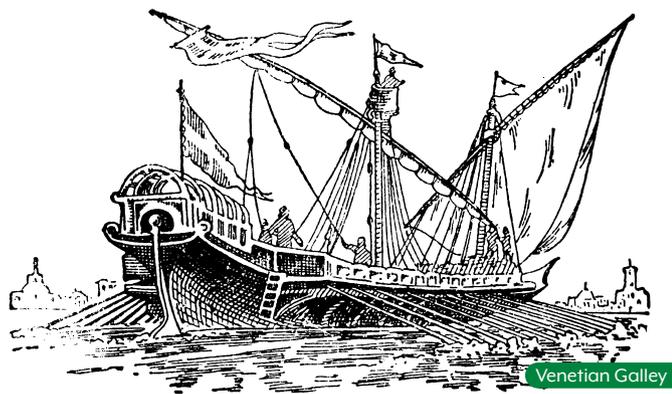


In the 12th century CE, Venice controlled much of the Adriatic and Aegean Seas. Venice was able to grow wealthy and powerful because of the trading relationship it established with Egypt and other Middle Eastern countries.

The Venetian maritime fleets were useful in many ways. They were called galleys. They were very large, with more than one hundred oarsmen moving it through the water. Armed soldiers stood on the main decks of the ships, ready to battle pirates, enemy ships, and other dangers. They were the most powerful protectors of the Byzantine Empire's seas. In fact, they were the only real navy that the empire had.

These ships were so powerful that, in 1082, the Byzantine Emperor, Alexios I Komnenos, signed a treaty with Venice. In exchange for the Venetians' help against the Normans, a fierce group of warriors from France, the Venetians enjoyed free trade throughout the empire, without tariffs.

The Venetians controlled several important ports, such as Constantinople. It was a very good deal for the Venetians, who became quite wealthy through trade. They developed such a strong relationship with Egypt that they became Egypt's exclusive European trading partner for spices and other goods.





Selected Activity Answers

Activity 1 : Check Your Understanding

Are these statements about Venice true or false?

Venice was a province of the Roman Empire.



Alexios I Komnenos was the leader of the Normans.



Venice helped the Roman Empire defeat the Egyptians.



Venice grew rich on trade with Egypt.



Venice was wealthy and powerful for less than one hundred years.



Activity 1



Are these statements about Venice true or false? Mark T or F.

Venice was a province of the Roman Empire. **T**

Alexios I Komnenos was the leader of the Normans. **F**

Venice helped the Roman Empire defeat the Egyptians. **F**

Venice grew rich on trade with Egypt. **T**

Venice was wealthy and powerful for less than one hundred years. **F**

Activity 2 : Facts about the Venetian Navy

Answer the following questions about the Venetian navy.

1.	What seas did the Venetian navy control?
2.	Who did Emperor Alexios ask for the Venetians' help against?
3.	What was special about the relationship between Venice and Egypt?
4.	Venice agreed to help during the Byzantine Empire during a series of wars between 1096 CE and 1271 CE. What did they ask for in return?
5.	What was a Venetian navy ship called? Describe it.

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Unit 3 Lesson 3

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Activity 2

Answer the following questions about the Venetian navy.



1. What seas did the Venetian navy control?

Adriatic and Aegean



2. Who did Emperor Alexios ask for the Venetians' help against?

the Normans



3. What was special about the relationship between Venice and Egypt?

Venice had exclusive trading rights with Egypt.



4. Venice agreed to help during the Byzantine Empire during a series of wars between 1096 CE and 1271 CE. What did they ask for in return?

profits from future wars



5. What was a Venetian navy ship called? Describe it.

galley; had over one hundred oarsmen and armed soldiers, only navy the Roman Empire had



Selected Activity Answers

Activity 3 : Labelling a Map

The map shows the Mediterranean, including ancient Italy.

Find the three places in the table on the map and circle them.

- ▶ Venice - in the northern part of Italy, on the Adriatic Sea
- ▶ Egypt - in the northern part of Africa, closest to Italy
- ▶ Constantinople - in Turkey, near the Black Sea

Draw a line from Venice to Egypt and from Venice to Constantinople.



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Activity 3

Find the three places in the table on the map and circle them.

- ▶ Venice - in the northern part of Italy, on the Adriatic Sea
- ▶ Egypt - in the northern part of Africa, closest to Italy
- ▶ Constantinople - in Turkey, near the Black Sea

How would Venetian ships get to Egypt and Constantinople? Draw a line showing these routes on the map.

Activity 4 : Critical Thinking

In Venice during the High Middle Ages, people wore masks to celebrate holidays. Write the number of the description next to the correct mask.

1.	This mask is black and covers the mouth. This symbolized that the person wearing it should not speak.	2.	This mask only covers the eyes, because the person wearing did not want to cover the whole face. The mask has many decorations on it.
3.	This mask has a pointed chin and no mouth. This meant no one could see the person during times of political decision-making.	4.	This mask has a long nose and narrow eyes. The narrow eyes symbolize intelligence.

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Unit 3 Lesson 3

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Activity 4

In Venice during the Middle Ages, people wore masks to celebrate holidays. Write the number of the description next to the correct mask.

1. This mask is black and covers the mouth. This symbolized that the person wearing it should not speak. [Moretta mask](#)
2. This mask only covers the eyes, because the person wearing did not want to cover the whole face. The mask has many decorations on it. [Colombina mask](#)
3. This mask has a pointed chin and no mouth. This meant no one could see the person during times of political decision-making. [Bauta mask](#)
4. This mask has a long nose and narrow eyes. The narrow eyes symbolize intelligence. [Pantalone mask](#)



Student Learning Outcomes (SLOs)

MSC.2.1.01.015

Explains the causes of significant historical events and issues.

MSC.2.5.02.012

Provides an accurate summary of a text related to social studies topics.

MSC.2.6.02.012

Analyses evidence from various sources supporting a point of view

MSC.2.5.01.013

Cites specific textual evidence to support analysis of a primary or secondary source.

MSC.2.5.02.013

Compares and contrasts information given in primary and secondary sources.

MSC.3.1.02.013

Discuss with their peers the concept of what should be valued and maintained, and what can be learnt from our past to inform the future.

MSC.3.2.01.010

Identifies national figures who participated in establishing the Union.

Unit 3

Perspectives of People through Time - Spotlight on Transitions in Europe

Lesson 4

The Late Middle Ages

The First Hundred Years' War

Lesson Objective

By the end of the lesson, students will:

- identify causes of the First Hundred Years' War and some of its key figures and events.
- discuss the concept of what should be valued and maintained.

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Vocabulary

particularly

to take place

kingdom

to convince

to expan

reputation

account

strategy

victorious

treaty



Materials/Resources/Technology

Resources from Student Book

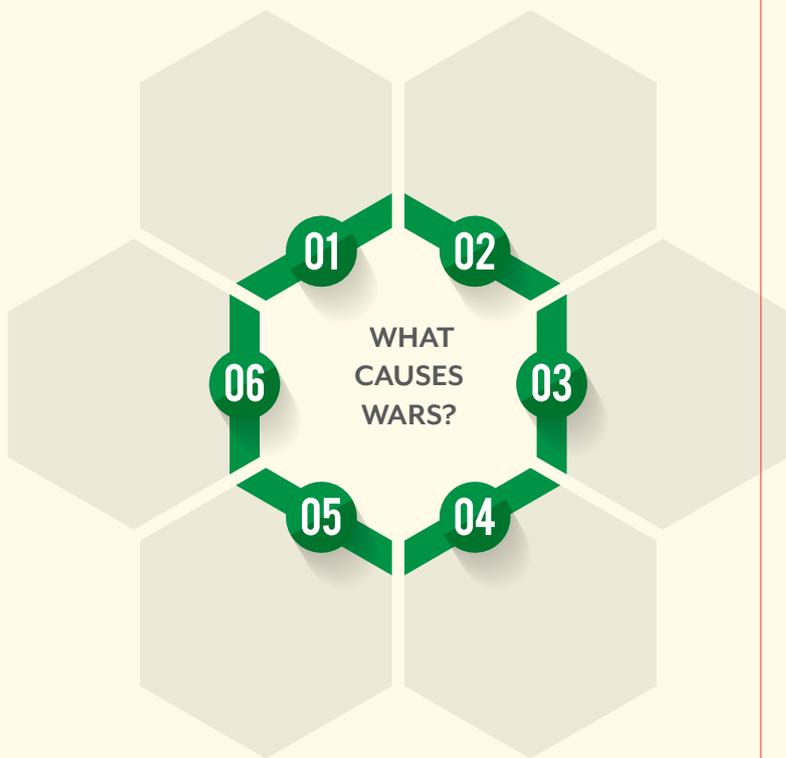
Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/



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



T

Lesson Text



The Late Middle Ages in Europe - The First Hundred Years' War

The 12th century CE was another period of instability and conflict in Europe, particularly between England and France. This period occurred from 1159 CE to 1259 CE and was known as the First Hundred Years' War.

At the time, there were two major kingdoms in England and France. The Plantagenet family ruled most of England and owned a great deal of land in France. In fact, nearly half of France was owned by the English kings, Henry II, Richard I, and John.

The French kings of the Capet family, Louis VII and, later, Philip Augustus, wanted to regain control of their own lands. They began fighting the English kings.

Henry II became King of England in 1154 CE. He decided to expand England's territory in France, winning several major battles. When Philip Augustus became King of France in 1180 CE, he fought back against Henry. He persuaded Henry's son, Richard, to help him against his father. Richard's nickname was Richard the Lionheart, because of his reputation as a great warrior and leader. When Henry died in 1189 CE, Richard became the new King of England.



Richard the Lionheart

Although Richard the Lionheart was close to King Philip, Philip kept attacking the English lands in France. He convinced John, Richard's brother, to rebel against Richard. King Philip's strategies were successful, and he was able to regain many of his lost territories.

John became King of England in 1199 CE after Richard died from injuries in battle. Over the next 50 years, conflicts continued between France and England, with France winning battle after battle.

In 1215 the king signed the Magna Carta, a document that protected the rights of wealthy landowners. King John did not follow the rules of the Magna Carta which prompted the landowners to fight with the king. England was weakened by wars within its own country at the same time as outside the country.

The First Hundred Years' War lasted until 1259, exactly one hundred years after it began. It ended with the signing of the Treaty of Paris on December 4, 1259. The treaty was signed by King John's son, Henry III, and the King of France, Louis IX. By signing the treaty, Henry III agreed to give up many of his lands in France, and officially ended the First Hundred Years' War.





Selected Activity Answers

Activity 1

Choose the correct answer.

When did the first Hundred Years' War begin?

- A. 1154 CE
- B. 1159 CE
- C. 1199 CE
- D. 1259 CE

Which king convinced Richard the Lionheart's brother to fight against him?

- A. King Henry III
- B. King Philip Augustus
- C. King John
- D. King Louis IX

What was the French royal family called?

- A. The House of Plantagenet
- B. The House of Capet
- C. The Angevid Empire
- D. The Treaty of Paris

Who did the Magna Carta protect?

- A. English kings
- B. peasants
- C. wealthy landowners
- D. French kings

Activity 1 : Check Your Understanding

Choose the correct answer.

1.	When did the first Hundred Years' War begin?			
	<input checked="" type="radio"/> A. 1154 CE	<input checked="" type="radio"/> B. 1159 CE	<input checked="" type="radio"/> C. 1199 CE	<input checked="" type="radio"/> D. 1259 CE
2.	Which king convinced Richard the Lionheart's brother to fight against him?			
	<input checked="" type="radio"/> A. King Henry III	<input checked="" type="radio"/> B. King Philip Augustus	<input checked="" type="radio"/> C. King John	<input checked="" type="radio"/> D. King Louis IX
3.	What was the French royal family called?			
	<input checked="" type="radio"/> A. The House of Plantagenet	<input checked="" type="radio"/> B. The House of Capet	<input checked="" type="radio"/> C. The Angevid Empire	<input checked="" type="radio"/> D. The Treaty of Paris
4.	Who did the Magna Carta protect?			
	<input checked="" type="radio"/> A. English kings	<input checked="" type="radio"/> B. peasants	<input checked="" type="radio"/> C. medieval artists	<input checked="" type="radio"/> D. French kings

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King Philip Augustus



King John



King Henry III



Selected Activity Answers

Activity 4 : Interpreting a Picture

The picture of King John signing the Magna Carta is shows how some people thought about the event. It make a statement about the event.



Magna Carta

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Activity 4

The picture of King John signing the Magna Carta is shows how some people felt about the event. It makes a statement about the event.

- ?** What do you think the picture is showing about what King John thought about signing the Magna Carta?
- ?** How does he look like he feels about it in the picture?
- ?** Who was watching him? Do you think he signed it willingly? Why?
- ?** Who benefited from the Magna Carta?

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1.	What do you think the picture is showing about what King John thought about signing the Magna Carta?
2.	How does he look like he feels about it in the picture?
3.	Who was watching him? Do you think he signed it willingly? Why?
4.	Who benefited from the Magna Carta?



Selected Activity Answers

Activity 5 : Concept Check

The table gives information about the events that occurred around the time of signing of the Magna Carta. Indicate who benefitted from each event and briefly explain your answer.

EVENT	King John Benefitted	Rich Landowners (Barons) Benefitted
King John taxed the barons to help pay for his wars in France.		
The barons refused to pay the taxes.		
The barons formed an army of their own.		
The Barons captured London in 1215 CE.		
The Magna Carta was written limiting the power of the king.		
King John first refused to sign the Magna Carta.		
King John finally signed the Magna Carta on June 15, 1215 CE.		

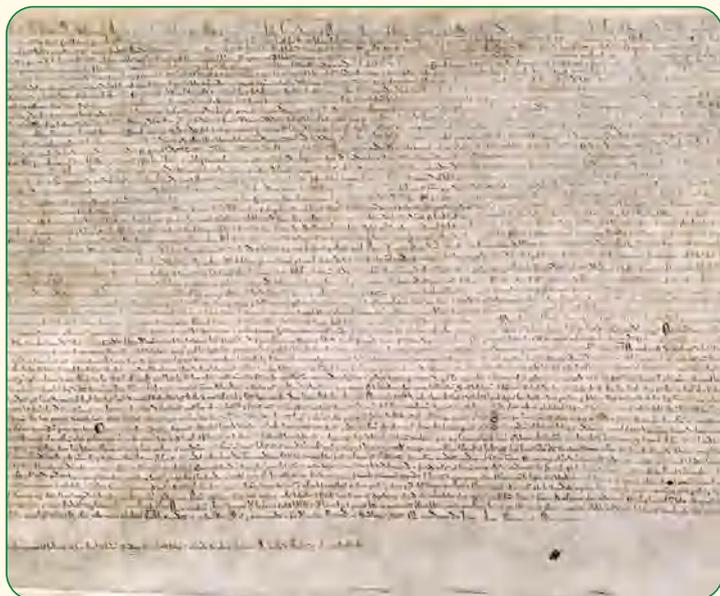
Activity 7:

Activity 6 : Discuss and Reflect

The picture shows an original signed copy of the Magna Carta below which is kept in the British Library.

Why do you think it's important to save documents like this for hundreds of years? What can we learn from the past? And what kinds of objects should we save?

Write your ideas in the box below. Then, compare your answers with a classmate.



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Unit 3 Lesson 4

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Formative Assessment Opportunities

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



Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the area of Lesson 1 in this Teacher's Guide.



Extension Opportunities

Activity 6 is a reflection that can be used as an extension activity.

Students can also search for information about the Hundred Years' War that took place between England and France from 1453-1337 CE. Students can find out about how it was connected to the First Hundred Years' War and what the outcomes were on European society.



Student Learning Outcomes (SLOs)

MSC.1.2.01.024

Understand and explain the different ways in which diseases are spread and how to avoid infection and contamination at the individual and community levels, including the importance of sanitation and clean water.

MSC.2.3.01.012

Describes social effects due to changes in the environment derived from natural phenomena.

MSC.2.3.02.013

Describes how people's actions affect the environment.

MSC.2.6.01.013

Critiques arguments presented by others providing evidence.

Unit 3

Perspectives of People through Time - Spotlight on Transitions in Europe

Lesson 5

Crises of the Late Middle Ages

Lesson Objective

By the end of the lesson, students will:

- explore the natural disasters that occurred during the Late Middle Ages in Europe.
- understand the importance of cleanliness and sanitation for public health.

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Vocabulary

crisis

consequence

famine

climate

flood

wheat

to starve

to estimate

to appreciate

hygiene



Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources (can be shown to students after teacher preview*):

Link to article on the seven strategies of highly effective readers:

www.adlit.org/article/19844/



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



Lesson Description with SLO Tags and Notes

The Warmup activates students' schemata related to natural disasters. (MSC.2.3.01.012).

Activity 1 is designed to check student comprehension of the information provided in the text(MSC.2.3.02.013).

In Activity 2, students give facts about the Great Famine and the Black Death (MSC.2.6.01.013).

In Activity 3, students give causes and effects of the Great Famine and the Black Death (MSC.2.3.01.012).

In Activity 4, students explain the possible causes of a 'mini Ice Age' in Europe (MSC.2.3.02.013).

In Activity 5, students reflect on how modern medicine helps us to prevent diseases. (MSC.1.2.01.024).



Warm up: Brainstorm

The pictures show some natural disasters. What happens during these times? Write your ideas under the pictures.







T

Lesson Text

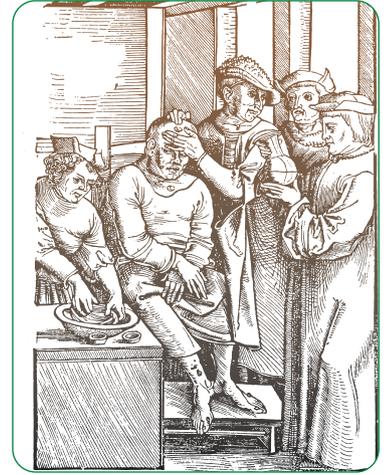


The Great Famine and the Black Death

Wars and battles for territory were not the only problem that Europeans faced during the Late Middle Ages. Several other natural disasters also occurred during this time that had terrible consequences all over Europe.

One of these disasters was the Great Famine of 1315-17 CE. At the time of the Great Famine, Europe had been enjoying a relatively successful period of growth and prosperity for nearly two hundred years. However, changes in the climate were happening.

During the Middle Ages, temperatures across Europe were perfect for farming and raising cattle. By the end of the 13th century CE, the weather was getting cooler and cooler. Summers were getting shorter and winters were getting longer and colder. More snow was falling and it was staying on the ground longer, shortening the growing season. Later historians would call this period of time the Little Ice Age, and it would lead to one of the worst famines in European history.



The spring of 1315 CE was hit by very heavy rain across all of Europe, causing large floods and damaging the grains that had been stored over the winter. The spring weather stayed cool, which meant that crops could not grow and cattle could not be fed. This situation got even worse in the summer, as food prices doubled and then tripled.

In France, wheat became too expensive to use for baking bread, and many poor people had nothing to eat. The famine continued for the next two years, with millions of people starving to death. Some historians estimate that the Great Famine killed up to 25% of the population of Europe.

The next major crisis to hit Europe was the bubonic plague, which was called the Black Death. The bubonic plague was a horrible disease. It struck fast, and killed faster, causing painful deaths to almost everyone who caught it. The bubonic plague was caused by bacteria carried on fleas which lived on rodents. When the flea bit someone, the bacteria were transferred to that person.

In crowded European cities, where personal hygiene practices were poor, the bubonic plague spread quickly. Some scientists estimate that the plague killed up to 200 million people—a third to a half of all Europeans—in just four years, from 1347 to 1351.

Despite its horrifying nature of the plague, some good actually came from it. Living standards generally improved as wages increased and the prices of food and other goods fell.





Selected Activity Answers

Activity 1

Are these statements about the Great Famine and Black Death true or false? Write T or F in the blanks.

- ◆ Wheat prices became expensive during the Great Famine. T
- ◆ The Great Famine was caused by bacteria carried by fleas. F
- ◆ The Great Famine lasted for more than 10 years. F
- ◆ Poor hygiene helped spread the Black Death. T
- ◆ The Great Famine killed half of the people in Europe. F

Activity 1 : Check Your Understanding

Are these statements about the Great Famine and Black Death true or false? Mark the correct answer.

1. Wheat prices became expensive during the Great Famine.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The Great Famine was caused by bacteria carried by fleas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The Great Famine lasted for more than 10 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Poor hygiene helped spread the Black Death.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The Great Famine killed half of the people in Europe.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Activity 2 : Make a Chart

What did you learn about the Great Famine and the Black Death?
Write 3 facts about each.

**Great
Famine**

**Black
Death**

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Unit 3 Lesson 5

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Activity 2

? Write 3 facts about each to
<Without looking at the text, write as
many facts about each as you can.

Great Famine

- ▶ caused by a 'mini Ice Age'
- ▶ heavy rains during 1315 CE
- ▶ spring was cool, so crops couldn't grow and cattle couldn't be fed
- ▶ food prices doubled and tripled
- ▶ wheat became too expensive
- ▶ around 25% of Europeans died

Black Death

- ▶ bubonic plague
- ▶ caused by bacteria on fleas
- ▶ spread due to poor hygiene
- ▶ killed nearly a third of all Europeans in four years
- ▶ living standards improved, wages increased, and food prices fell after the Black Plague



Selected Activity Answers

Activity 3 : Cause and Effect

What caused the Great Famine and the Black Death? And what effects did they have on European society? Write your ideas below. Also, write the years that each crisis occurred.

Causes of the Great Famine	Years of the Great Famine	Effects of the Great Famine
	From: _____ To: _____	
Causes of the Black Death and its spread	Years of the Black Death	Effects of the Black Death
	From: _____ To: _____	

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Activity 3

What caused the Great Famine and the Black Death? And what effects did they have on European society? Write your ideas below. Also, write the years that each crisis occurred.

Great Famine

- ▶ Causes: mini Ice Age, heavy rains, cooler weather
- ▶ from 1316-1315 CE
- ▶ Effects: 25% of Europeans died, food prices rose, crops couldn't grow, cattle couldn't be fed

Black Death

- ▶ Causes: bacteria on fleas, poor hygiene
- ▶ from 1347 to 1351 CE
- ▶ Effects: one third of Europeans died, living standards improved, food prices fell, wages increased



Formative Assessment Opportunities

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



Remedial Opportunities

Remedial activities should focus mainly on text comprehension, using reading strategies from the following link:

www.adlit.org/article/19844/

If the link is not active, refer to the descriptions of the seven reading strategies outlined in the area of Lesson 1 in this Teacher's Guide.



Extension Opportunities

Activity 4 is a critical thinking activity that can be used as an extension activity.

Students can also search for more information on other crises from the Middle Ages, such as the Peasant Revolts of the 14th to 16th centuries CE and the Wars of the Roses of the 15th century CE.

Glossary

Abandoning responsibility: Evading duties and blaming others.

Active: Moving and energetic; not still.

Acts of compassion: Initiatives 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.

Aerobic: Vigorous activity that exercises and strengthens the heart and lungs.

Anti-racism: Opposition to all types of discrimination based on race or culture.

Archaeology: The study of objects from the past, especially bones, fossils and equipment.

Assuming responsibility: Acknowledging committed acts and a willingness to bear the consequences of these acts. The ability of the individual to commit to certain obligations, then fulfil such obligations voluntarily and with effort.

Attitude: A belief or opinion that varies from one culture to the next, such as attitudes towards money or health.

Audit: An official evaluation or assessment of an organisation.

Authority: A position that grants an individual capacities that prioritise them over others. Hence they could be in the position of enacting laws and making decisions.

Benefits: Good or positive effects of something.

Benevolence: Kindness to others.

Brochure: A leaflet outlining information.

Campaign: A series of planned activities done in order to bring about change in a particular area. For example, politics, education, health, sports, etc.

Carbohydrate: The compound in food that is broken down to release energy.

Challenge: Something new and difficult that requires great effort and determination.

Communication: The process of transferring information from a source to a target.

Compliment: To say something nice or positive to or about another person.

Connect: Engage with someone else in a meaningful way and share thoughts and feelings with them.

Consequence: The results or effects of a particular action or event.

Counselling: Professional support for people suffering mental health issues or stress.

Cultural significance: The reason why something (an artefact or symbol, for example) is important to a particular culture.

Culture: The ideas, knowledge, behaviours, patterns, customs, beliefs, characteristics or habits of a group of people.

Curator: The person in charge of a museum exhibit.

Demographics: The study of populations and population movement.

Destigmatisation: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Diet: The type and range of food that a person regularly eats.

Discrimination: The practice of treating or regarding others differently on the basis of their social class, religion, economic class or ethnicity.

Disease: An illness which affects people, animals or plants. It is usually caused by an infection or bacteria.

Distributive justice: The fair distribution of services, resources and assets to everyone according to their own needs.

Diversity: Many different types of people (or things) being included and treated as equal.

Eligibility: Conditions that grant the individual the right to do something or the advantage of having achieved it. For example: a person who sacrifices a great deal of time, money or effort receives more resources compared to a person who makes fewer sacrifices.

Empathy: The ability to share the feelings of another person, and to put yourself in their shoes.

Enriched culture: A culture that is vibrant, innovative and evolving, and interacting with other cultures.

Equality: Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, x or race.

Exercise: Activities that use up energy and improve your physical health.

Exhibit: A display (usually public) of objects for people to examine and learn about.

Experience: Something you have taken part in or gone through.

Fairness: Justice, giving people their rights.

Flexibility: The ability to bend and stretch without breaking.

Floor plan: A map showing a view of rooms and spaces from above.

Generosity: Benevolence; giving material and moral support without expecting anything in return.

Global Health Concerns: Health issues that are not restricted to one area alone but affect people worldwide. Examples include epidemics of flu, obesity, cancer, heart disease, diabetes, malaria, malnutrition, etc.

Gratitude: Giving thanks for the good things you have, good things that have happened to you, or good things you received.

Happiness: Feeling joy, satisfaction and reassurance.

Heritage: The shared history of a group or community, including its traditions, customs and values.

Identity: What makes a person unique, or part of a specific group.

Justice: A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests.

Malaria: A serious disease causing fever. It is carried by mosquitoes.

Malnutrition: Physical weakness and illness due to a severe lack of food.

Mental health: The condition and 'fitness' of your thoughts and your emotions, as opposed to the fitness of your body.

Mindfulness: Focussed awareness of your thoughts and feelings.

Moral dilemma: A problematic situation that requires analysis of the reactions of those involved in order to understand the different viewpoints and judge fairly.

Moral standards: A commitment to values such as equality, justice, empathy and respecting others and the law.

Movement: Changing position or going from one place to the other.

Multiculturalism: Having a variety of cultures in one place and appreciating the rich variety that this leads to.

Multiple perspectives: Acknowledging that there are numerous ways of looking at something and that a variety of different standpoints can be helpful.

Museum: A building that houses and displays important objects from the past, such as artefacts and fossils.

Need: A lack of some thing or resource.

Nutrition: The process of getting the food necessary to maintain good health and growth.

People of determination: People who have different abilities. They may be blind, deaf, disabled, have learning difficulties or any other condition that means they have different needs to others.

Physically fit: Having a healthy body that is able to do many exercises and activities.

Policy: A document or statement used by an organisation to guide action.

Population: The number and variety of people in a specific area.

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

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

Prejudice: Pre-judging someone or something. A pre-conceived idea formed without any basis in knowledge or fact.

Prevention: Ensuring that something does not happen.

Research: To search for further information about a topic.

Resilience: The ability to cope with life's difficulties and to recover after setbacks.

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: Undertaking duties, participating, cooperating and helping others in the family, school and society, as well as assuming the results of errors, i.e. acknowledging mistakes, apologising for them, retracting them and working to find solutions to the problems resulting from them.

Review: Look back upon; assess and evaluate.

Revisions: Make changes based on corrections or feedback.

Seeking help: Contacting others when you feel overwhelmed, in danger or stressed.

Self-esteem: Knowing one's own value and worth; self-respect.

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

Snap judgment: A decision made in a hurry without thinking, usually straight after meeting someone or an event.

Social responsibility: Protecting citizens, securing their rights and safeguarding the homeland. Environmental responsibility, for example, lies in protecting the environment and securing the right to live in clean environment; cultural responsibility lies in supporting the homeland and strengthening loyalty to it.

Sources: Where information was obtained from.

Stigmatisation: Negative beliefs and attitudes about a situation or a condition.

Support: Help or encouragement, especially in times of difficulty.

Sustainable Development Goals: A set of 17 "global goals" over a range of issues, such as ending hunger and poverty, improving health and education, ensuring clean water and sanitation, etc.

Sympathise: Feel with others.

Sympathy: Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.

Theme: The main or central idea.

Tolerance: The quality of accepting people and their behaviour and opinions even if you are not in agreement with them.

Well-being: A person's state of comfort, health and happiness.

account: (n.) a story

armed: (adj.) having a weapon to fight with

barbarian: (n.) in ancient times, a member of a group that was not part of the main civilization; an uncultured, violent person

benefit(v.): to be good for someone

border: (n.) the line between two countries, decided politically

boundary: (n.) a line that divides two areas

bow: (n.) a weapon that shoots a sharp object

caliph: (n.) the main leader of a Muslim area

capital: (n.) the city of a country where the main government offices are

center of power: (n.) the city where most economic, political, and military power is located

climate: (n.) the weather of an area over a long period of time

Common Era: (n.) a way of counting years in history

conquer: (v.) to defeat by military power

consequence: (n.) result

convince: (v.) to get someone to agree with you

crisis: (n.) large problem

deck: (n.) the area of a ship that is open to the weather

destruction: (n.) complete damage

domestic: (adj.) of the inside of a country; not foreign or international

earth: (n.) dirt or mud

enforce: (v.) to use power to make people follow a rule or law

estimate: (v.) to roughly calculate or judge

exclusive: (adj.)

expand: (v.) to make larger or wider

famine: (n.) a time when crops and plants can't grow

fierce: (adj.) very strong and angry

figure: (n.) a person in history

fleet: (n.) a group of ships sailing together

flood: (n.) a large amount of water that causes damage

grain: (n.) a plant used for food, but not a fruit or vegetable

helmet: (n.) a hard hat that protects the head

hygiene: (n.) cleanliness

influential: (adj.) having the power to change people's minds

invader: (n.) a person who enters another country to attack it

kidnap: (v.) to steal a person

kingdom: (n.) an area or country ruled by a king

maritime: (adj.) of the sea

medieval: (adj.) of or about the Middle Ages in history

merchant: (n.) a person who buys and sells products

myth: (n.) a story that is not true

navy: (n.) a group of ships whose job is to protect a country

oarsman: (n.) a person whose job is to use his strength to move a ship through the water

overnight: (n.) in a short period of time

particularly: (adv.) especially

pirate: (n.) a criminal who attacks and robs ships at sea

present-day: (adj.) of the present time; now

privilege: (n.) a special right only for a certain person or group

prominent: (adj.) well-known and important

property: (n.) things you own or that belong to you

province: (n.) a smaller part of a country

reputation: (n.) the opinions that people have of someone or something

row: (v.) to use strength to move a ship through the water

shore: (n.) the place where the ocean touches the land

stability: (n.) a time when there is no war or disasters

starve: (v.) to die from not eating

storm: (v.) to suddenly attack and capture

strategy: (n.) plan

take place: (v.) to happen

treaty: (n.) an official agreement between two countries

tribe: (n.) a social division based around families and communities

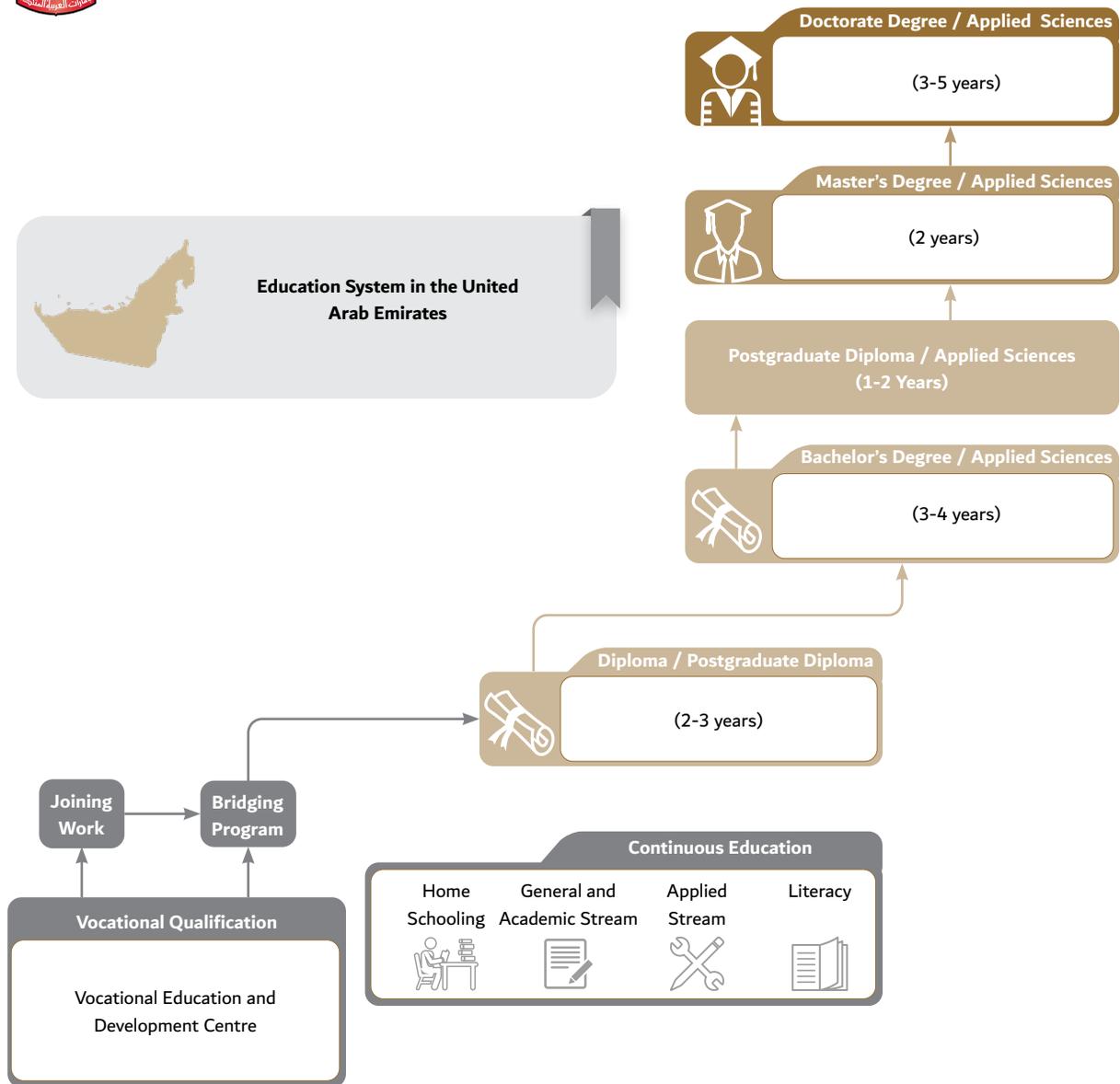
unified: (adj.) working together as one

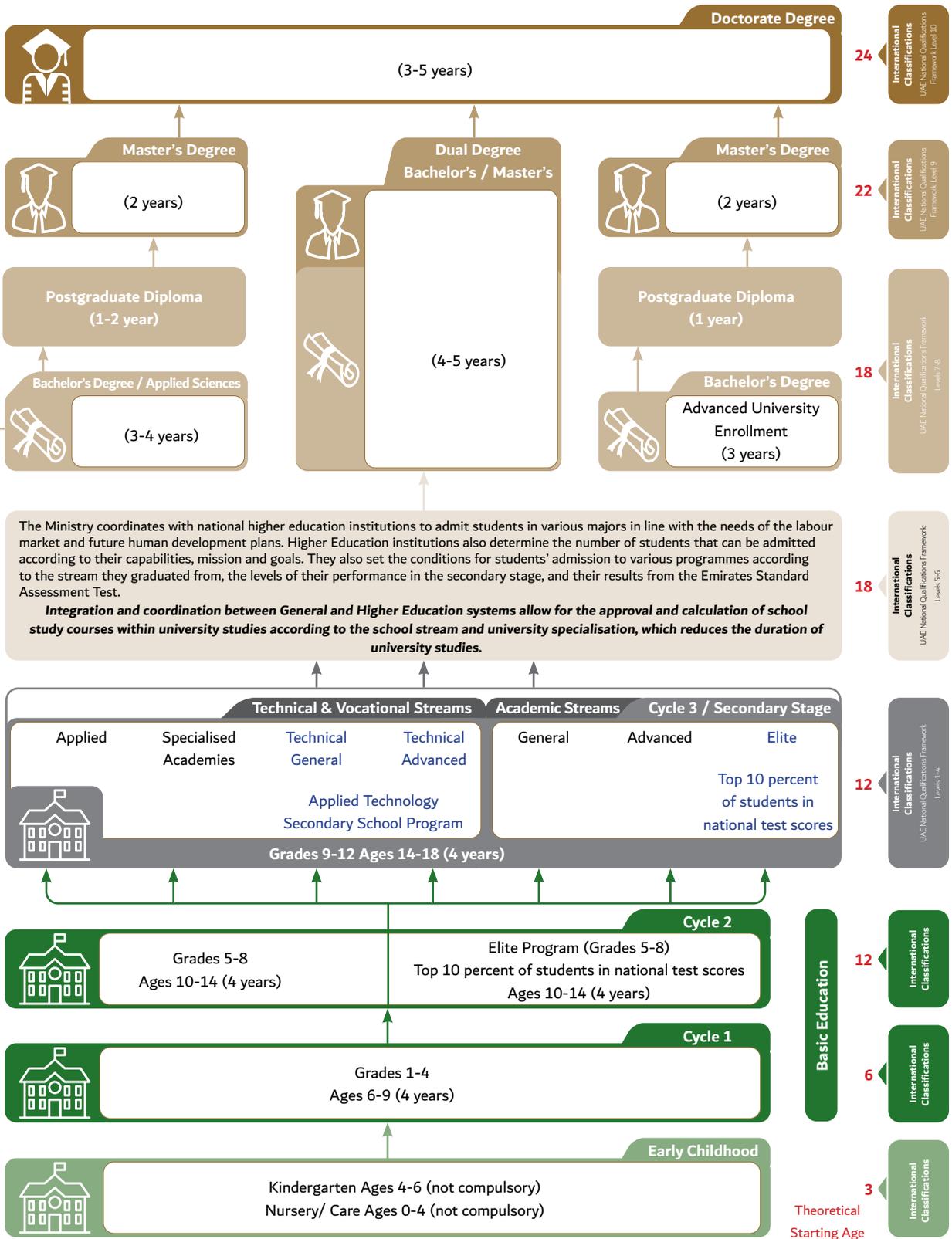
victorious: (adj.) winning a war or game

wheat: (n.) a plant that is used to make bread



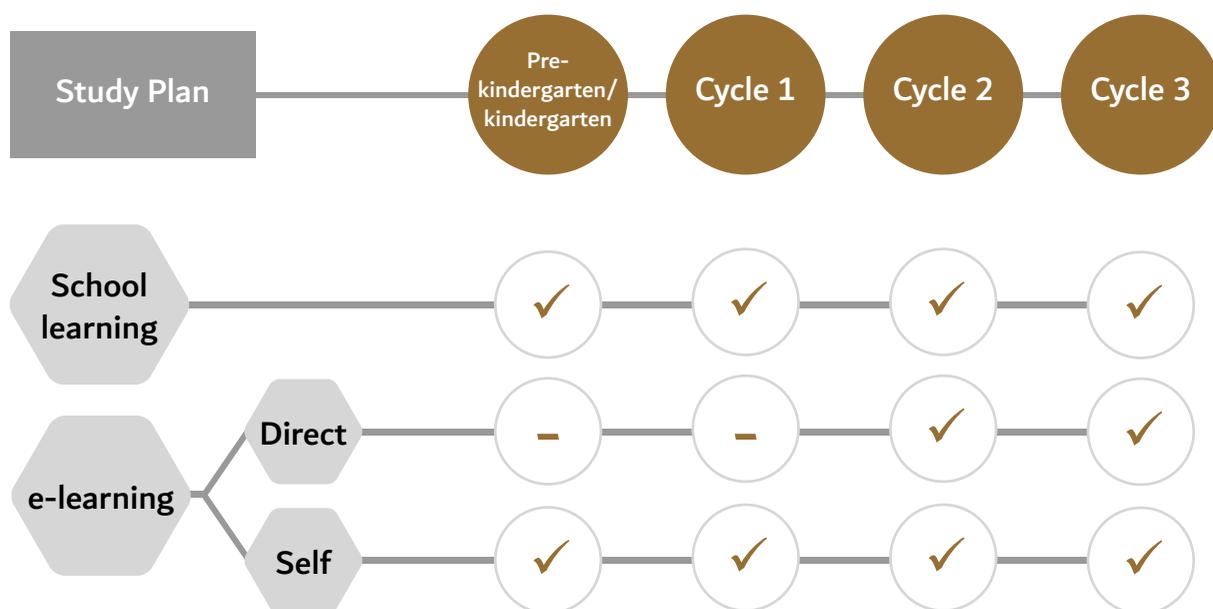
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





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:



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