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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

”

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

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Domain | *Moral*

Overview

In this unit, we will be exploring how the increase in connectivity between nations has led to an increase in global trade. We will explore the impact of this change and look at the ethical issues which arise, including how we, as individuals, can reflect on our own consumer choices.

Ethics and the Global Economy



content is defined on smart learning app

- Lesson 1** What is Meant by the Terms 'Economy' and 'Globalisation'?
- Lesson 2** What are the Benefits and Costs of Globalisation?
- Lesson 3** What is Meant by the Term 'Inequality'?
- Lesson 4** What is Fair Trade?
- Lesson 5** What are the Ethical Consequences of Our Own Consumer Choices?
- Lesson 6** What is Socially Responsible Investing?

Learning Outcomes



At the end of this unit, you should be able to:

- 1.** Give a definition of the terms 'global economy' and 'globalisation'.
- 2.** Outline the effect of globalisation on income inequality within and between countries.
- 3.** Provide a well-reasoned and well-justified view on the value of fair trade as a way of reforming trade in order to promote justice.
- 4.** Give an account of the possible ethical consequences of your own consumer choices.
- 5.** Explain what is meant by 'socially responsible investing'.

LESSON 1

What is Meant by the Terms 'Economy' and 'Globalisation'?

Learning Objectives



At the end of the lesson, you should be able to:

- ▶ Give a written or verbal definition of the terms 'economy' and 'globalisation'.
- ▶ Classify examples of trade into 'imports' and 'exports'.
- ▶ Explain two features of globalisation.

INTRODUCTION

In this lesson, we are going to look at the meaning of two commonly used terms, 'economy' and 'globalisation'. Looking at the meaning of these terms allows us to provide the building blocks to explore how the increase in globalisation has affected people around the world in different ways in Lesson 2.

GLOBALISATION

Imagine tourists from the other side of the world finding themselves in a mall in the United Arab Emirates (UAE). They move around the mall

and make mental notes about what they see. They then visit the United States and go to another mall, again they move around and take notes. This process happens again and again, in Singapore, Australia, the United Kingdom, Germany and Russia.

When the tourists return home, they talk to their friends and families. They remark to their friends and families that wherever they visited, the shopping malls all seemed to be selling goods which are the same. The names McDonald's, Nike, Adidas, Apple, Zara, Costa, Samsonite, Swarovski, Dolce and Gabbana, Calvin Klein, Converse, L'Occitane, and many others stand out in virtually every shopping mall.

Thinking Task



Why do you think that businesses like those mentioned want to have a presence in so many different countries?



■ Shopping malls throughout the world are characterised by the number of large global businesses that operate in many different countries.

Key Terms

globalisation: the increase in connections between economies around the world

What the tourists are describing is one aspect of globalisation. **Globalisation** refers to the increase in the connections between economies around the world. These connections are increased by agreements made between governments which cover trade, the movement of money across countries and agreements about the movement of people across countries. The globalisation process has enabled businesses to be able to set up operations in many different countries.

These operations not only involve selling goods and services in different countries such as opening a shop in a mall in Abu Dhabi, or Dubai, or Fujairah, or Sharjah or any other Emirate, but also setting up manufacturing operations in different countries, establishing offices, opening service centres such as call centres and using banking and finance services to enable money to be transferred to and from different countries.

What is the Nature of Trade?

Here we will look at some of the background to trade between countries. In our discussions, we will assume that the domestic country is the UAE. Any country outside the UAE is the foreign country.

Trade Between Countries Many businesses (companies) produce goods and services and want to sell them to as large a number of customers as possible (the market). Many companies will seek to sell their goods and services to customers in their domestic market. For example, a company based in the UAE might expect to sell its products to customers (businesses and individuals) in the UAE. The company might also wish to sell its products to customers outside the UAE, to foreign countries. It might want to sell to other markets in the Gulf region or to Asia, to the United States, to Europe or Africa. If it does want to sell to other markets outside the UAE, it will have to go through many different processes to get permission to sell abroad.

The Difference Between Exports and Imports When a company sells goods and services to customers in another country, these goods and services are called **exports**. An export is the sale of a good or service to a foreign customer for which the domestic company receives an inflow of currency in payment for the goods and services.

Key Terms

exports: the sale of goods and services from the domestic economy to customers abroad which results in currency entering into the domestic economy



■ Etihad Airways operate a fleet of aircraft including the A380 – a plane manufactured by Airbus with parts manufactured in Spain, the UK, France and Germany. When Etihad buy an aircraft from Airbus, it represents an import for the UAE because the company in the UAE has to pay Airbus and currency leaves the UAE.

To produce goods and services, companies have to buy raw materials, and component parts from companies in other countries. Some companies may buy goods from other countries for sale to customers in the domestic country because it is either not possible to produce them in that country or other countries can produce them to a better quality and cheaper than could be done in the domestic economy. For example, the UAE buys cars, planes and helicopters, medicines, meat, cheese, rice, gas turbines, tyres and leather from abroad. Goods and services bought by domestic companies for use or sale in the country are called **imports**. An import is the purchase of a good or service from a foreign country for which a payment is made and leads to funds flowing out of the domestic economy.

Key Terms

imports: the purchase of goods and services from abroad for use in the domestic economy which results in flows of funds out of the domestic economy



Checkpoint A family from France visits Abu Dhabi on holiday. Is this an import or an export for the UAE? Explain.



■ The UAE provides many attractions for tourists. Tourism is a service - visitors from abroad are buying this service. Does this represent an import or an export to the UAE?

Action Task



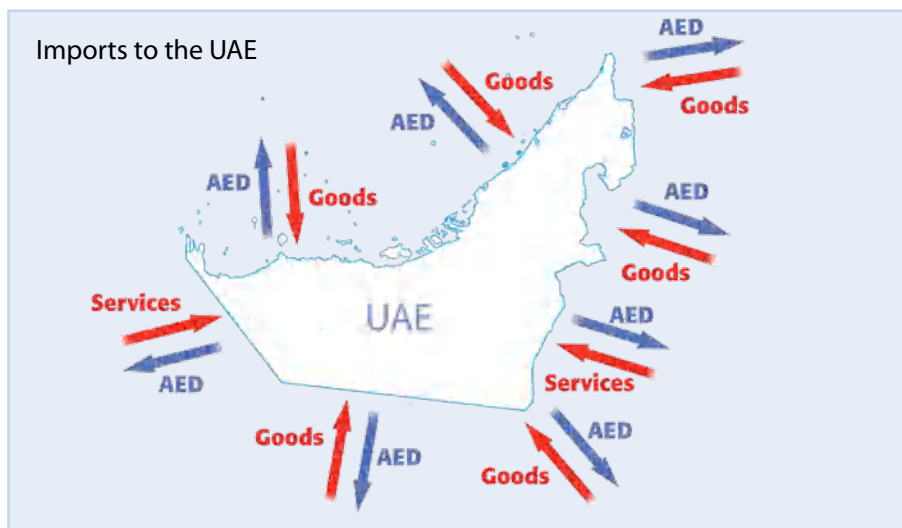
In the clothes or school uniform and shoes that you are wearing, there is likely to be a label on which the country in which the item was manufactured will be printed. Look at some of these labels to see where your clothes and shoes, and those of your classmates come from. On a map of the world, post a 'flag' showing the range of different countries that make goods which sell in the UAE.

Research Task

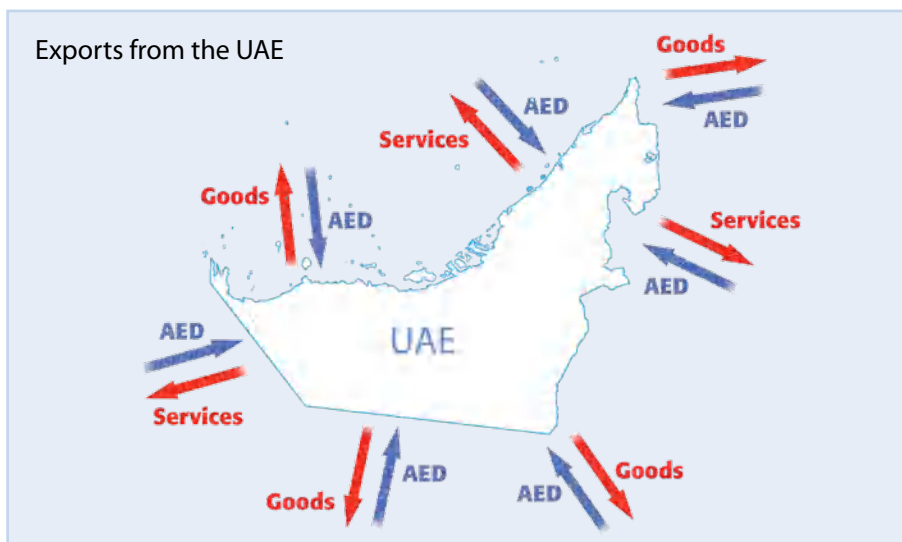


Do some research to find out the main types of goods and services imported and exported to and from the UAE. Find the value of imports and exports into and from the UAE.

Figure 1 Imports and Exports to and from the UAE



Imports to the UAE involve the purchase of goods and services from foreign countries for use or sale in the UAE. Payment for imports results in flows of currency out of the UAE.



Exports from the UAE involve the sale of goods and services to foreign countries from firms in the UAE. Payment by foreigners for exports results in flows of currency into the UAE.

Trade, Administration and Payments Doing business with companies from different countries involves a number of processes. In the first instance, contact must be made between each business and this might take place at a trade convention, for example at a conference at the Abu Dhabi National Exhibition Centre (ADNEC). Both businesses will need to build trust between them before eventually placing an order. This will require an invoice to be raised detailing

the goods or services provided. Both companies' banks must be involved as the payments between the two companies must be processed and this will often involve the need to change currency. For example, a company in the UAE selling goods to Australia will want payment in AED not Australian dollars and so the two companies' banks must ensure that the transaction is completed in the appropriate currency.

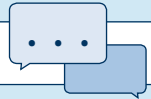
Once the order is placed, the company which is producing the goods must arrange for the products to be produced to the specifications required and start to arrange the shipping. The products may be shipped by air, sea or land. The cost of each method will be different, as will the length of time for delivery. Other companies will be involved in the shipping process. On arrival at the borders, the goods will need to be inspected and checked for security reasons and to ensure that the quantity and nature of the goods is what is described. In some cases, countries impose taxes on goods coming into a country and these must be calculated and paid, and all the documentation to prove that this has been carried out must be completed, checked and submitted to the authorities. If goods are being transported by air or sea, they must be offloaded and put onto other transport for final delivery. This also involves more paperwork to ensure that the correct goods get to the right place at the right time. Once the goods are finally received, checked and confirmed by the receiver of the goods, the company's bank can be instructed to complete the payment.



■ Khor Fakkan is a key port for the UAE where goods coming into the UAE and goods bound for foreign countries are loaded and unloaded.

Depending on where in the world the trade is taking place, the process can be very complex and very costly. One of the ways in which globalisation has developed is through agreements between countries to try and reduce the complexity of trading between countries so that it is easier for companies to set up and to trade with each other, wherever they happen to have their headquarters.

Discussion Point



Why do governments impose taxes on imported goods? What effect do import taxes have on trade between countries?

What Do We Mean by the Term 'Economy'?


It is not only large well-known branded businesses that can benefit from globalisation. Smaller businesses also take part in trade across the world. Many businesses, large and small, make up the global economy. We use the word 'economy' on a regular basis but if you were asked to define it, what would your answer be? You might find that it is not easy to be clear about what this word means.

Ways in Which We Use the Term 'Economy' An economy can refer to a relatively small area, such as the economy of a village, a larger area such as a town or city, a municipality, a country, a region, a continent and globally. What is common to each is that an economy is made up of people; these people are all engaged in living their lives, and to do so must provide themselves and their families with, at the very least, the basics in life – food, clothing and shelter.

For millions of people around the world, life consists of more than just having the basics. People want to enjoy life, to have more choices, enjoy leisure time, possess more material goods, and enjoy services such as entertainment and other luxuries. Equally, there are millions of people in the world who do not have the basics in life, who are barely able to survive.



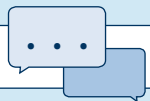
■ Exchange is at the heart of any economy. To make an exchange, money (not just cash) is the medium of exchange but what is paper money really worth?

Thinking Task 

Why do you think that some people in the world have access to lots of goods and services and luxuries whilst many others can barely survive?

Earning a Living To provide for ourselves and our families, many people work to earn money, which in turn allows us to buy the goods and services we need to live. For people who are just surviving, it may be that they must provide for themselves through finding water and food wherever it is available. People who work for a living do so through earning money in exchange for their efforts and skills. They then exchange this money for the things they need to survive. Money acts as a medium of exchange, it allows us to access the things that we want and need.

Discussion Point



Is money itself (i.e. notes and coins) actually worth anything? How might you measure the value of money?

The Exchange Process Every day, billions of people around the world engage in exchange. Your teachers go to work to help support and provide you with education. In return for their skills, they are paid a wage and they use this money to buy food, clothing, cars, housing, gas, electricity and water, go to the movies, and many other things. The people who are providing these goods and services are working for or run businesses and provide these goods and services in exchange for money. This process of exchange is at the heart of what we mean by the word **economy**. The economy is all the production and exchange activity that takes place over a period of time in a particular place.

Key Terms

economy: all the production and exchange activity that takes place over a period of time, in a particular place

“Wealth is not money. Wealth lies in men. This is where true power lies, the power we value. This is what has convinced us to direct all our resources to building the individual, and to using the wealth which God has provided us in the service of the nation.”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Thinking Task



What do you think Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) means by the phrase:
“Wealth is not money. Wealth lies in men.”?


When we talk of the 'economy of a village' we are referring to the amount of production and exchange that takes place in that village. We can place a value on this production and exchange by using some monetary unit and a time period. For example, assume that in this village, 50 loaves of bread each priced at 5 AED, 100 litres of water priced at 1.25 AED, and 10 kg of apples at 8 AED per kilo are bought and sold each day. The value of this small economy would be 455 AED per day.

If we talk of the economy of the UAE, we are referring to all the production and exchange that takes place in the UAE over a period. For example, the UAE produces products such as cement, jewellery, confectionery, sulphur, plastics, and salt, and trades these to other countries. In return, the UAE buys in iron and steel products, electrical appliances, vehicles, copper, and machinery from other countries. The World Bank estimates that the value of production in the UAE in 2016 was about US\$349 billion (\$349 000 000 000). If we discuss the economy of the Gulf Cooperation Council (GCC) states, we are referencing all the production and exchange that takes place in all the member states.

Key Terms

global economy: all the production and exchange that takes place throughout the world

It follows that the **global economy** refers to all the production and exchange that takes place throughout the world. The value of this global economy is \$74 trillion (\$74 000 000 000 000). The UAE economy represents around 0.5% of the global economy.

 **Checkpoint** *'In 2016, the size of Sharjah's economy was around 152 billion AED, about 6.3% of the total economy of the UAE'. Explain in your own words what this statement means.*

Research Task



Do some research using a reputable source to find out the size of the economies of 10 different countries of your choice from around the world. In making your choice, try to select countries that cover a range of sizes from those that are very rich to those that are very poor.

Present your selection in the form of a suitable chart, for example, a pie chart or a bar chart. How much bigger is the economy of the richest country you have chosen compared to the poorest?

Businesses and Globalisation

Like individuals, businesses engage in exchange. Businesses produce goods and services and charge customers. A business's customers include the end-user or final consumer, and other businesses called intermediate customers. To access the services or acquire the goods, the customer must pay a price. The amount received by a business for selling its goods and services is called its **revenue**. If a hotel business in the UAE sells 100 rooms per night to guests, at an average price of 500 AED per room, its revenue will be 50 000 AED per night. The hotel's guests are accessing the service of the provision of a room in exchange for paying a price in money.

Businesses may seek to increase their sales and their influence by expanding into other countries. Many companies will have a headquarters in a particular country, normally the country of its origin. Etihad Airways, for example, is headquartered in the UAE but it has operations in many other parts of the world. Some businesses may operate primarily in the country in which it has its headquarters, but if it wants to expand and make its products or services available in other countries, there must be a framework in place which allows it to do so. Businesses cannot simply set up in other countries and begin trading. There are many obstacles to overcome, but these obstacles are being reduced or are changing. This is one reason why the process of globalisation has grown in the last 50 years.

Key Terms

revenue: the amount received by a business for selling its goods or services. Revenue is calculated by multiplying the amount sold by the price

The Barriers to Globalisation

Legal Requirements In locating in other countries, the business must consider the legal requirements of the country it wants to operate in. These may be different to those in its own country. There will often be different cultural norms and different regulations and the business must take these into consideration as well. For example, a company wishing to sell toys may have to ensure that it meets certain health and safety regulations. The warnings that must be provided to customers, the type of packaging used, the materials which the toy can be made from, how the toy is described and so on might all have to adhere to particular standards set by the government of the country it wants to sell in if it is to be allowed to operate in that country.

Thinking Task



Why do you think different countries have different standards and regulations in relation to the production and selling of goods such as children’s toys?



- Children’s toys are subject to lots of rules and regulations in different countries. Firms selling toys across the world must ensure they meet these different regulations and laws.

Regulations Many companies are associated with selling global brands which may differ in some respects according to the country in which they are sold, but in other respects are very similar. For example, if BMW wishes to sell cars in the UAE, it must manufacture the cars to drive on the right-hand side of the road with the steering wheel on the left of the vehicle. If BMW wants to sell the same types of vehicle to Cyprus, India or the UK, it must manufacture the cars to drive on the left-hand side of the road with the steering wheel on the right of the car.

Laws Relating to People It is often the case that when setting up in another country, businesses want to use some of its senior staff to help get the business up and running. If it wants to re-locate staff to a different country, it must consider the laws and regulations that are associated with workers in different countries. Some countries will require foreign workers to have visas which limit the amount of time they can spend in the country. If the business wants to employ workers locally, it might have to take into account laws about paying employment taxes, such as income tax. Some countries have laws about the amount of hours a worker can legally work over a period of time. The laws on employment contracts, provision of health insurance, pensions, paid annual leave and payment when a worker is off ill, and the circumstances and obligations of a company if they want to make workers redundant can all vary from country to country. The more rules and regulations a business must follow, the more difficult it can be to set up and operate in different countries.

Sub-contracting and Outsourcing

If you have a pair of branded trainers, look at the label in the tongue and see where the trainers were made. Chances are that it will be somewhere like Indonesia, Malaysia, Bangladesh or Vietnam, amongst others. It may be thought that the company which owns the brand have set up a manufacturing facility in that country to produce its products. This is, however, unlikely to be the case. One of the features of globalisation has been the opportunity for large companies to employ contractors to produce goods for it. This is often the case for clothing and shoe manufacturers.

Companies like Adidas, Nike and Puma rarely have their own manufacturing plants. Instead they provide specifications to the local manufacturer who will fulfil the production tasks for the company. In other cases, companies might decide to enter into an agreement with a business in another country to carry out particular services for it, for example, to provide call centre or IT support services. These types of 'back-end' functions in a business are

essential to the workings of modern global businesses, and whilst they are not always obvious to most customers many companies would not operate as efficiently without them.



- Most training shoes are manufactured on behalf of the brand name company by companies in many different countries.

Thinking Task



Why do you think companies such as Adidas and Nike sub-contract their manufacturing operations to other companies?

Trade Agreements

The barriers to trade we have covered above have led many governments in countries across the world to seek ways of reducing these barriers. One way to achieve this is through trade agreements. A trade agreement is usually designed to allow goods, services, money and people to move freely across borders. Trade agreements may also reduce the paperwork needed, and in many cases remove taxes and duties on goods moving between countries.

This is the case in the European Union, for example, where all 27 members can trade goods and services across their borders without having to pay any import duties or taxes. Countries that are not part of the EU may have to pay taxes if they want to sell goods and services to countries in the EU.

The UAE is part of the GCC. The GCC is described as a **customs union** which means that the members of the GCC agree that goods traded between members are free of any duties or taxes, but any trade from outside the GCC is subject to a tax called a common external tariff (tax).

Other global trade agreements include the North America Free Trade Agreement (NAFTA) between the United States, Canada and Mexico.

Bilateral Trade Agreements The UAE also has free trade agreements with individual countries. These are called **bilateral trade agreements** because they are an agreement between two countries. Typically, bilateral trade agreements not only help in reducing the barriers to trade between two countries, but are also a sign of the desire of the two countries to establish friendly relations and closer political ties.

The UAE has bilateral trade agreements with such countries as Pakistan, India, South Korea, the Netherlands, Argentina, Algeria, Morocco, Azerbaijan, the Maldives and Kazakhstan. It is also a member of the Greater Arab Free Trade Area (GAFTA) which includes Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libyan Arab Jamahiriya, Morocco, Oman, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia, and Yemen.

Key Terms

customs union: an agreement between two or more countries to remove import duties and taxes on trade between them, but to enforce a common external tariff (tax) on goods imported from countries who are not members of the customs union

bilateral trade agreements: an agreement between two countries to remove import duties and taxes on trade

Self-Assessment Questions



Having read about the meaning of the term 'economy', what do you think is meant by the following phrases?

- The economy of the UAE is set to speed up in 2022.
- The global economy shrank in the last five years.
- Abu Dhabi has the largest economy of the 7 emirates that make up the UAE.

LESSON 2

What are the Benefits and Costs of Globalisation?

Learning Objectives

At the end of the lesson, you should be able to:

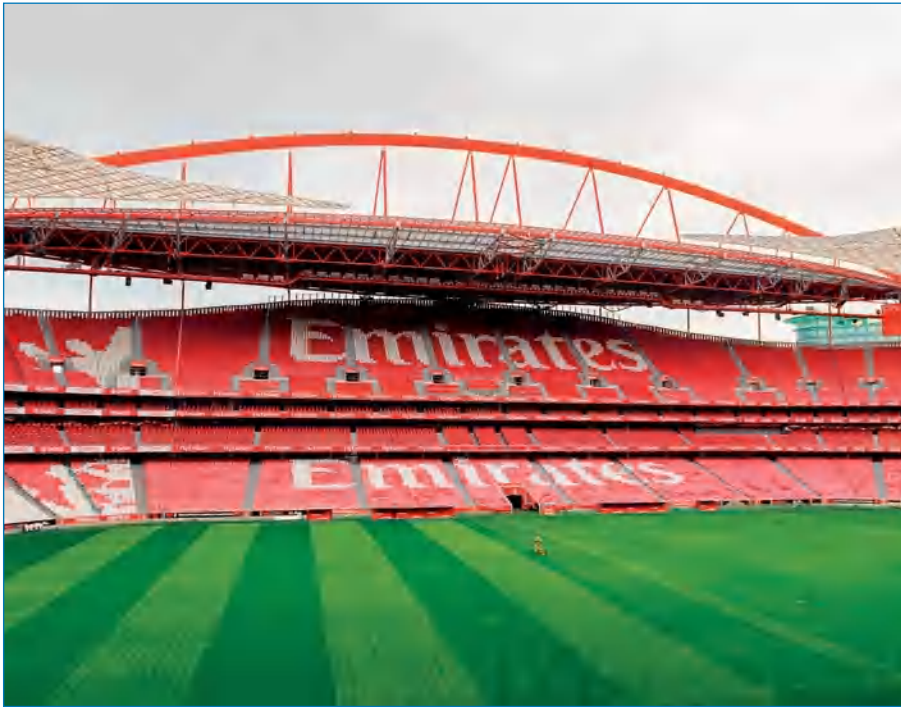
- ▶ State at least two advantages of globalisation and two disadvantages of globalisation.
- ▶ Give a definition of a multinational business and give at least four examples of multinational businesses operating in the UAE.

INTRODUCTION

We have seen that globalisation is associated with the increase in the connections between countries, which has meant that trade between countries has increased over the last 50 years. People in all seven continents of the world can access goods and services from many different companies. Students from schools in the UAE, the United States, Europe, Asia, Africa and Australia would all recognise many large companies which offer their goods and services for sale in their countries. Many students, for example, would recognise the Emirates brand even if they have never been on an Emirates flight. The Emirates name and logo appears all over the world, on the shirts of Arsenal, Paris Saint-Germain, Real Madrid, Benfica, A.C. Milan, Olympiacos and Hamburger SV, on the shirts of rugby union referees and the USA Rugby Union team, at many tennis tournaments throughout the world, horse

racing, golf tournaments, cricket, Australian Rules Football and many arts and cultural events. If you check the clothes and items you have at home, you might be surprised at how many different branded items you own.

Like any process, globalisation can bring many benefits to the people of the world but it can also result in costs. In this lesson, we are going to explore some of these benefits and costs.



■ The Emirates logo and name will be familiar with millions of people in many different countries throughout the world because of the company's association with sporting events and stadiums.

The Benefits of Globalisation

An Increase in the Variety and Quality of Goods and Services One of the main benefits of globalisation has been the increase in trade between nations which has meant that millions of people around the world have access to a much greater variety of goods and services and in many cases, goods and services which are of high quality. For example, people can buy different types of fruit and vegetables all year round, not just when they are in season.

Availability of Goods and Services at Lower Prices The increase in global trade has also made many goods available to more people at lower prices. Many young people in different parts of the world can buy clothes at stores at very low prices. It can be the case that young people will wear some clothing items just a few times, then either throw them away or replace them with new ones and donate the 'old' clothes to a charity.

Movement of Labour Look around the UAE and you will see many different people from many different backgrounds. In addition to Emiratis, you will see people from Russia, India, the Philippines, the UK, France, Germany, the US and many other countries all working and living in the UAE. Many of these people who come to work in the UAE bring with them skills, innovative ideas and expertise which can benefit the businesses they work for and also the country. They also bring a richness of cultural diversity which helps to make the country attractive to investors. The ability of people to move around the world to work, to travel and to receive an education have all been made easier by globalisation.

Key Terms

capital: machinery, buildings and equipment used in the production of goods and services

Movement of Capital and Funds In general terms, the word 'capital' is used to refer to money, but it also has a more specific meaning. **Capital** refers to any item which is produced for the purpose of assisting in the production of other goods and services. Cranes, servers, office buildings, ships, and lorries, for example, are all examples of capital goods. Investment in capital goods helps countries to produce more goods and services in the future. Of course, in order to invest in capital goods, there has to be money available to invest in these goods.

Many parts of the UAE have been developed in relatively recent times. The skylines of the UAE glisten with high rise office buildings, residential apartments and entertainment complexes. Airports have been built and extended, golf courses, Formula 1 race tracks, sports stadiums, ports, roads, industrial plants and many other facilities have been built, and these all require money. Some of the funds to invest in building this sort of infrastructure will come from within the country, but there will also be financial companies abroad who will invest in countries like the UAE, providing billions of dollars of investment funds. To enable this to happen, close relationships between banks and other financial institutions in different countries is necessary to ensure that the investments can be made and funds can flow across national borders quickly and efficiently. Globalisation has resulted in much greater understanding and cooperation between financial institutions and governments and made it much easier for money to move freely across the world.

Questioning Task



Ask your parents about whether they travelled overseas when they were younger. If they did, how did they organise their money requirements? Ask them if they can tell you about travellers' cheques and having to order currency from a bank before travelling. Today, many people can put their bank card into an ATM at the airport or in towns and cities and withdraw funds in local currency.

The Growth of Multinational Companies A **multinational company** is a company that has its headquarters in one country but may have many other departments, offices, outlets or factories in other countries. Multinationals are also referred to as Trans-National Corporations (TNCs).

The growth of multinationals as a result of globalisation has led to an increase in the number and quality of goods available for consumers around the world. Because of their size, multinationals are in a position to invest large sums of money into different countries to develop their businesses. With this investment come jobs. If Popeye's, a US company, opens a new restaurant in the UAE, it may have to employ local builders to construct the restaurant and local people to work in the restaurant. The creation of these jobs provides incomes to local people who are then able to spend their incomes buying goods and services from other businesses in the UAE. Companies operating in different countries may also have to pay local taxes and this can help boost government revenues which can be used to provide public services.

Key Terms

multinational company: a company that has its headquarters in one country but may have many other departments, offices, outlets or factories in other countries



Checkpoint *Do multinationals always bring benefits to a country like the UAE? Explain.*

Greater Awareness It is often said that globalisation has led to the world ‘shrinking’. What is meant by this is that the improved connectedness between countries means that it is more likely that events and issues in one part of the world will not go unnoticed in other parts of the world. If an earthquake is experienced in Pakistan, for example, the news travels very quickly around the world – partly due to the existence of globalised news networks and global social media companies. As more people are made aware of disasters like earthquakes; help, assistance and support can be mobilised much quicker to help those affected. Equally, companies operating globally are aware that their actions are more likely to be scrutinised and questioned, so there is an incentive to operate as efficiently and ethically as possible, although as we will see later, this is not always the case.



- When natural disasters such as earthquakes hit communities, globalisation can mean that information is quickly shared which results in help and support arriving for victims much quicker.

Thinking Task



Do you think that globalisation has helped more people understand issues like deforestation and global warming? Does an increased understanding of these issues help people make different choices?

The Costs of Globalisation

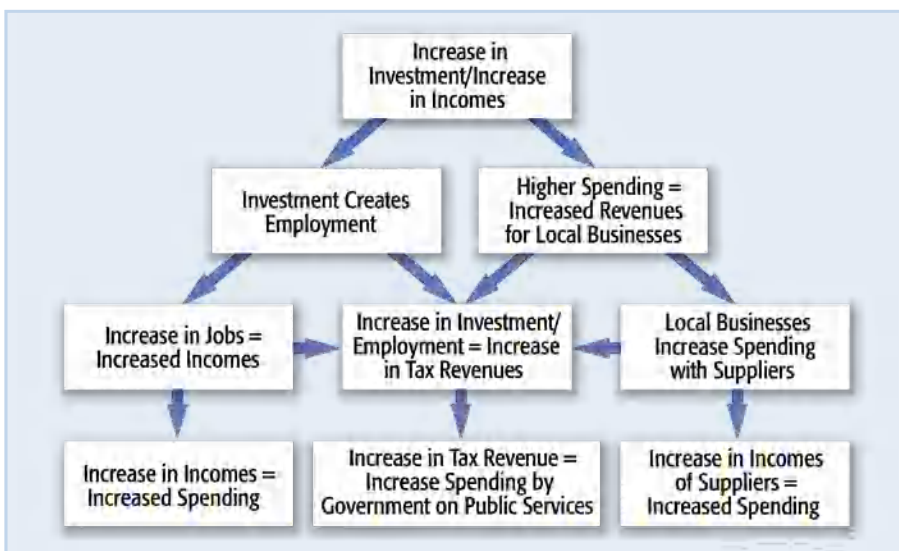
Increases in Inequality Globalisation tends to favour companies who are very large and who have considerable power and influence both economically and politically. Because of their power, they can negotiate terms which may be favourable to them but not necessarily to the country in which they operate. The result can be that the rich countries get richer and the poor countries get poorer. We will look at the issue of inequality in more detail later in this unit.

No 'Trickle-down' Effect One of the arguments for globalisation is that the investment in countries that is made by companies as they expand their operations will lead to what is called a **'trickle-down' effect**. The wealth that is created will flow down to all parts of the community in a country and make everyone better off. The principle is illustrated in Figure 2. There are many people who question whether there is any evidence to support this view. It is argued that profits made by large multinationals, for example, do not stay in the country in which they are created but flow back to the country in which the multinational is headquartered. Equally, there have been a number of cases across the world where very large businesses have been accused of avoiding paying taxes by (legally) devising their accounting procedures to minimise the amount they have to pay in different countries in which they operate. If governments are not receiving tax revenues, then they cannot use this revenue to help provide services for the public.

Key Terms

trickle-down effect: a theory that suggests investment by multinationals and high incomes of the rich can benefit everyone in an economy as the wealth flows down through the economy


Figure 2 The Trickle-down Effect



The Effect on Local Businesses We have noted that globalisation has resulted in the growth of very large businesses that expand their operations around the globe. This can mean that small businesses in countries where these large businesses locate can suffer. Smaller businesses may not be able to compete on price or quality and can be forced out of business. This can lead to a reduction in local services as well as unemployment for those who were involved in the business.

Cultural Diversity Many countries have their own particular cultural histories and traditions. One of the arguments against globalisation is that it can threaten culture and tradition. In cinema, for example, movies from the USA dominate and can present a very Americanised/western view of issues and events portrayed in the movie. Food, clothing and fashion goods might also be developed which does not take into account the local traditions and cultures of other countries. The UAE is trying to diversify its economy so that it does not rely on one or two key products for its future wealth and prosperity. In doing so, it has to balance the need to diversify and attract investment from overseas with the need to maintain its cultural identity and traditions upon which the UAE was founded and which have been handed down by Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul).

Discussion Point




Has the development of Dubai resulted in a reduction in the cultural diversity and wealth of the UAE?

Working Conditions and Health and Safety Many developed economies have high levels of legal and regulatory protection for workers. These laws and regulations are designed to protect workers and in some cases, ensure that they receive a minimum wage for the work they do. Providing these levels of pay and health and safety for workers has cost implications for businesses. A criticism of globalisation is that companies can avoid these costs by locating operations in countries which do not have such laws and protection. That way they can reduce costs and provide goods and services to its global consumers at lower prices, but at the risk of greater exploitation of workers.

The Effect on the Environment The expansion of companies across the globe and the increase in production of so many goods and services can lead to effects on the environment, including pollution and the depletion of non-renewable resources. Industrial development requires energy. Using carbon-based, non-renewable resources such as oil, gas, and coal to generate electricity can increase the amount of carbon dioxide in the atmosphere. As oil reserves are used up and new reserves become more expensive to extract, countries that rely on oil for their wealth like the UAE and Saudi Arabia must look to diversify their economies, which is exactly what the UAE is seeking to do.

“ We must not rely on oil alone as the main source of our national income. We have to diversify the sources of our revenue and construct economic projects that will ensure a free, stable and dignified life for the people. ”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

 **Checkpoint** Write a short justification for the reasons why the UAE should diversify its economy.

Many production processes require water, and in many countries of the world water is a scarce resource. As the population of the UAE grows and economic development expands, there is an increased demand for water. Whilst the UAE has an extensive coastline, the country is primarily desert and water is a scarce resource. The UAE is described as a ‘water scarce country’ and is one of the world’s top ten water scarce countries. In 2013, His Highness Sheikh Mohamed bin Zayed Al Nahyan (May Allah protect him) put water security for the UAE at the heart of the priorities for the nation.

Examples of measures to address water security include the construction of an underground water storage facility in Liwa, in the west of Abu Dhabi. The facility is capable of storing up to 5 billion gallons of water. This is enough to provide 180 litres of water for people in Abu Dhabi and the surrounding areas each day for 90 days in the event of emergency. In addition, the National Centre of Meteorology and Seismology has been working on partnerships with scientists and researchers to explore the idea of rain enhancement. The research will explore cloud physics and dynamics, cloud-cloud interactions, and cloud systems to identify options for helping generate rainfall in the region.



Action Task

Dentists recommend that we brush our teeth for at least two minutes, twice a day. Many people will run the tap for the whole time it takes to brush their teeth. Run the tap in your bathroom for two minutes and collect the water into a suitable container so that you can measure how much water is used in two minutes of keeping the tap running. Make sure that you now use this collected water wisely and do not just pour it away!

Once you have measured the amount of water collected, calculate how much water you will use if you brushed your teeth twice a day and kept the tap running all the time.

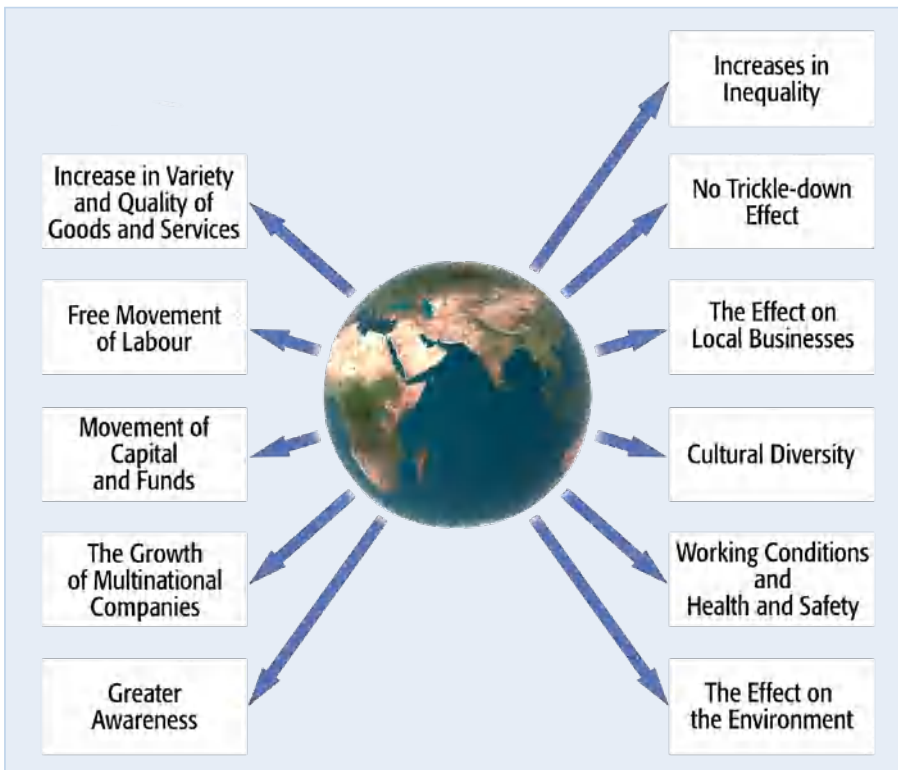
Now assume that everyone in your class does the same, how much water is being used just to clean teeth?

Now multiply the amount you have calculated by 365. You now have the amount of water used just to clean teeth each year, just in your class.

You can extend the idea to working out how much water is used just to clean teeth and assuming people keep the tap running throughout in the whole population of the UAE (about 9.2 million people).

When you next brush your teeth (and each time in the future), will you do things differently?

Figure 3 The Benefits and Costs of Globalisation



Self-Assessment Questions



In this lesson, we have explored some of the benefits and costs of globalisation.

- For each of the benefits and costs highlighted in Figure 3, try to think of or find a specific example of the particular benefit or cost from the UAE.
- Do you think the benefits of globalisation to the people of the world are greater than the costs, or do you think the costs are greater than the benefits? To answer this question, you will need to develop an argument which presents both sides of the debate. You will then have to arrive at a judgement depending on your point of view about the question. Ensure that you provide reasons why you have arrived at the judgement you have.

LESSON 3

What is Meant by the Term 'Inequality'?

Learning Objectives



At the end of the lesson, you should be able to:

- Write a short explanation of the difference between income and wealth.
- Give a definition of the term 'inequality'.
- Give and briefly explain three different ways of measuring inequality.

INCOME INEQUALITY

In the last lesson, we noted that globalisation can have costs. In this lesson, we are going to look at the idea of income inequality and how it is measured and consider the effect of globalisation on inequality.

The Meaning of Inequality.

Inequality refers to a situation where an individual, group of people, region or country have a different amount of income, wealth or assets than another individual, group, region or country. **Income** refers to a flow of money over a period of time, in other words, it is the amount of money that an individual or organisation earns in a specified time period. For example, Hareb might earn a wage of 2000 AED per week and Fahed may earn a salary of 185 000 AED. In this example, Hareb's income is the amount he earns in a week whereas Fahed's income is the amount he earns in a year.

Key Terms

income: a flow of money over a period of time

wealth: a stock of assets at a point in time

Wealth refers to a stock of assets at a point in time. In other words, if you calculated the value of all the things you own right at this moment, this would represent your wealth. Assets are things that people own such as cars, houses, TVs, and land.

When looking at issues surrounding inequality you will see the terms 'rich' and 'poor' used regularly. It is important to remember that these are what are called *relative terms*. To make a comparison you have to be aware of what you are relating the comparison to. For example, Khaled is a multi-millionaire business person. Most people would agree that Khaled is 'rich'. Mansour works as a construction engineer and earns a salary of 750 000 AED a year. In comparison to Khaled, Mansour is not 'rich' but compared to Ramy who works in a vehicle repair garage and earns 80 000 AED a year, he is 'rich'.



Checkpoint *Do you have an income? What wealth do you have? Is your income and wealth different? If so, why?*



■ In many countries, there are people who live in relative luxury and others who can barely survive. In this image from Brazil, people live in high rise apartments with swimming pools on balconies next to people living in tin shacks. Is this fair?



■ Cape Town in South Africa has very sharp divides between the incomes and living standards of some of its population. These two images show very different landscapes within the same city.

Types of Inequality

When exploring inequality, we can do so through looking at different types of inequality.

Individual Inequality This refers to the differences in incomes and wealth of individuals as highlighted in the examples of Khaled, Mansour and Ramy above.

Regional Inequality Regional inequality occurs when there are differences in incomes and wealth between regions in a country. For example, parts of South Africa are relatively wealthy whereas other parts are very poor, the north of Italy is more developed than the south and in England, the South East is wealthier than the North East of the country.

International Inequality International inequality refers to the differences in income and wealth between different countries. Some countries are relatively rich compared to other countries.

Key Terms

gross domestic product: the value of all the goods and services produced in a country

gross domestic product per capita: The GDP of a country divided by the size of the population

Gross Domestic Product

If we want to look at the effects of globalisation on inequality, we need to have some way in which we can measure inequality and to assess how globalisation has affected inequality. Typically, we might look at international inequality and the differences between countries. We therefore need a measure of income for a country and that is done in two ways. One is by measuring **gross domestic product** and the other, **gross domestic product per capita**.

To understand gross domestic product (GDP), try to imagine adding up the value of all the goods and services produced in an economy like Singapore every year. This value is calculated by taking the amount produced and multiplying it by the price at which it is sold. For example, if Singapore only produced computers and produced 3 million computers per year with each computer selling for \$450, Singapore’s GDP would be \$1.35 billion. Of course, Singapore produces many more products than computers and so the GDP of Singapore covers all the exchanges that take place in the economy over a year. In 2017, the Singapore national statistics office, Singstat, reported that Singapore’s GDP was \$447 billion. (GDP figures are often quoted in US dollars which makes comparison between different countries easier).

Action Task



Use a reputable website to find out the GDP of a country of your choice over the last 30–40 years. Present the data in graphical form.

GDP per Capita It is a relatively simple step to go from GDP to GDP per capita. GDP per capita is found by taking the GDP of a country and dividing this figure by the population of the country. The words ‘per capita’ means ‘each head’ so the GDP per capita tells us the average income per head of the population in a year. The population of Singapore is around 5.6 million so taking the GDP figure we quoted above, we can find that the GDP per capita for Singapore is $447\text{bn}/5.6\text{m} = \$79\,821$ per year.

Research Task



Do some research to find out the GDP and GDP per capita of ten different countries across different parts of the world.

Having carried out your research, put the ten countries into a rank order according to their GDP and GDP per capita. Is there a difference between your two rankings? If so, why?

Inequality Between Countries

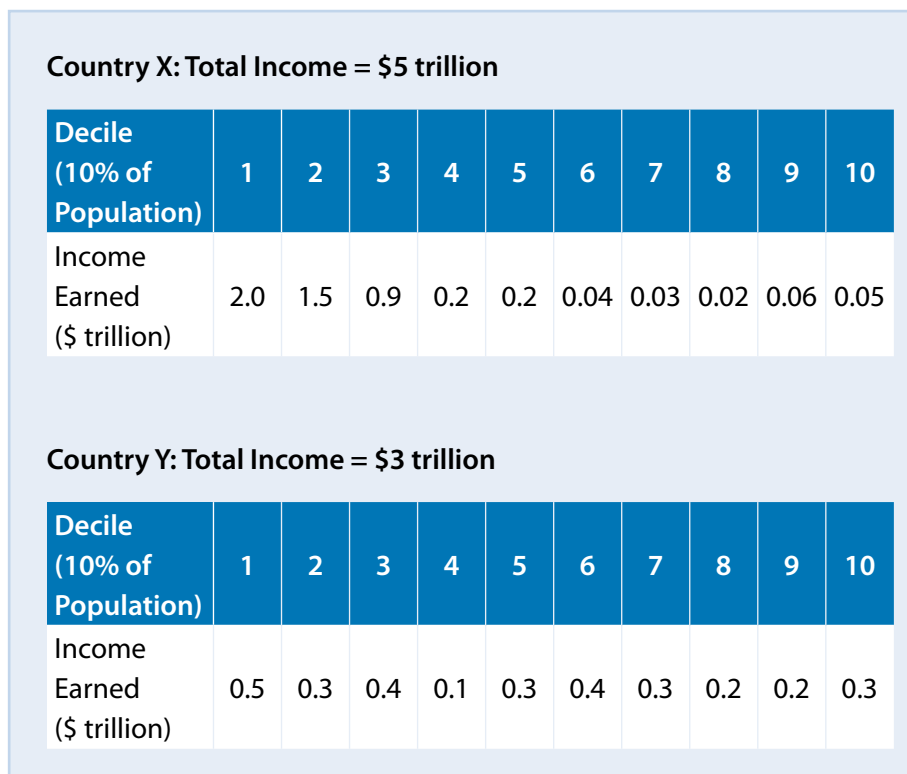
Some countries in the west might be considered 'rich' developed countries whilst others in parts of central America and Africa are considered 'poor', undeveloped countries. Looking at the total wealth of the citizens of a country through GDP figures and GDP per capita can, however, be deceiving. To explore the idea of inequality further, we need to have some understanding about how incomes are distributed between the population. GDP per capita gives an indication about the *average* income per head of the population but this does not mean that every person in the population earns that amount per year.

Income Distribution Looking at the way income is distributed amongst the population can help to reveal the extent of inequality between countries. Income distribution refers to how the total income of a country is divided between its population. In some countries, a relatively small number of people earn a large proportion of the total income of the country and are relatively rich and the remainder of the population are relatively poor. An example is the best way of highlighting this.

Let us assume that the GDP, which is the same as saying total income, of two countries, X and Y is \$5 trillion and \$3 trillion respectively. Looking at these figures we might conclude that Country X was richer than Country Y. It is clear to see that Country X has a larger total income than Country Y.

Our next question is to ask how the income of the two countries is distributed amongst its population? To do this imagine taking the population of each country and dividing these people into ten equal parts, with each group representing 10% of the total. Because we are dividing each population into ten equal parts, we call each group a *decile*. You then look at the amount of income each decile earns. This principle is illustrated in Figure 4.

Figure 4 Income Distribution



In Country X, the top ten percent of the population earns \$2 trillion in total. This is 40% of the total income of the country, which is \$5 trillion. The bottom 10% of the population earn just \$0.05 trillion in comparison, which is just over 1% of the total income of the country.

Compare this to Country Y, which has a total income of \$3 trillion per year. In Country Y, the top 10% of the population together earns \$0.5 trillion, which is around 17% of the total income of the country. The bottom 10% earns \$0.3 trillion, 10% of the total income of the country.

In this example, Country X has a relatively small number of people who are very wealthy but a large number of people who are very poor in comparison. In Country Y, the distribution of income amongst the population is much more even. The top 10% do earn more than the bottom 10% but not that much more.

Action Task



Using the information in Figure 4, calculate the following:

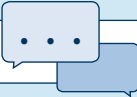
- How much do the top 20% of the population earn in comparison to the bottom 20% of the population in Country X?
- How much more do the top 20% earn in comparison to the bottom 20% in Country X?
- How much do the top 20% of the population earn in comparison to the bottom 20% of the population in Country Y?
- How much more do the top 20% earn in comparison to the bottom 20% in Country Y?
- Which country do you think is the fairest? Explain.

Income Distributions and Inequality When looking at figures in this way, we get a different picture. Country X is clearly the richer country but in terms of its income distribution it is very unequal in comparison to Country Y.

If we look at countries around the world we see similar stories. Some countries are rich, but the income in the country is concentrated in the hands of a relatively small number of people who are extremely wealthy, whilst the majority of the population live in poor conditions.

This is the case, for example, in the United States, the world’s richest economy. A study by the Levy Economics Institute* in the US suggested that the top 10% of households in the US accounted for over 70% of the wealth of the country. Figures from 2015 suggest inequality is getting worse in the US with the top 20% owning 84% of the country’s wealth.

* Edward N. Wolff, 2010. “Recent Trends in Household Wealth in the United States: Rising Debt and the Middle-Class Squeeze – An Update to 2007.” Levy Economics Institute Working Paper No. 589. Annandale-on-Hudson, NY: Levy Economics Institute.

Discussion Point 

The Walton family in the US, who have derived their wealth from the development of the Walmart supermarket business, collectively own more wealth than over two-fifths (42%) of the entire US population put together. Is this fair? Some would say that building Walmart took many years and lots of hard work and the wealth they have is a deserved reward for that hard work and enterprise. Do you agree?

Action Task



Look again at the information in Figure 4. Which country would you prefer to live in?

I would prefer to live in Country X because...

I would prefer to live in Country Y because...

Share your choice and reasons with three of your classmates. Did you all choose the same country? If so, were the reasons for the choice the same? Try to note down any differences in the reasons given for the choice.

Were there different choices made? If so, what were the reasons given for choosing the country? Discuss between you why there are different choices and different reasons.

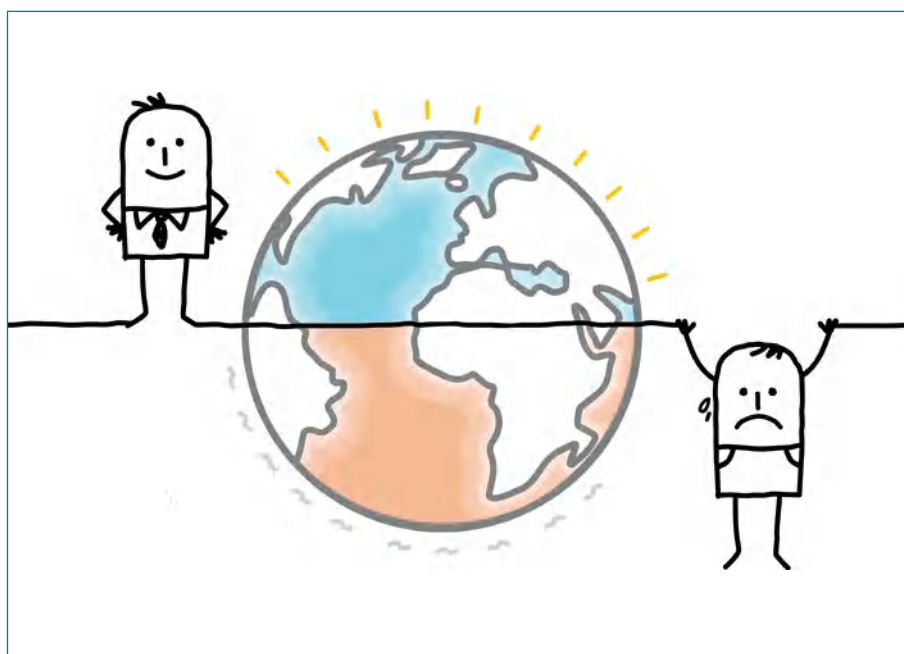
The Gini Coefficient – A Measure of Inequality In addition to looking at GDP data, we can also look at a measure of inequality called the Gini coefficient. This measure was developed by an Italian statistician called Corrado Gini (1884–1965) in 1912. The coefficient is a number between 0 and 1. If the Gini coefficient was 0, a country would have perfect equality – every citizen would have an equal share of the total income of the country. A coefficient of 1 means perfect inequality – all the income of a country would be in the hands of just one household. The lower the coefficient, therefore, the more equal a country is and the higher the coefficient, the more unequal

is the country. The coefficients are often expressed as an index where the coefficient has been multiplied by 100. For example, a Gini coefficient of 0.256 would be expressed as 25.6.

Table 1 shows some Gini coefficients for selected countries. The data comes from the World Bank, Index Mundi, the OECD and the CIA Factbook.

Table 1 Gini Coefficients for Selected Countries.

Country	Gini Coefficient
Belarus	26.7 (2015)
Brazil	51.3 (2015)
Egypt	31.8 (2015)
South Africa	63.4 (2015)
Saudi Arabia	45.9 (2013 estimate)
United States	40.0 (2014)
United Kingdom	32.6 (2012)
Australia	34.9 (2010)
Norway	25.9 (2012)
Jordan	33.7 (2010)



■ On average, people living in the Northern hemisphere are better off than those living in the Southern hemisphere. Can you think of any reasons why this might be the case?



Checkpoint *What do you think is a better measure of inequality, GDP, Income Distribution or the Gini coefficient? Explain.*

The Impact of Globalisation on Inequality

We looked at some of the advantages and disadvantages of globalisation in Lesson 2. Having identified what is meant by inequality and the different types of inequality, we are now in a position to explore the impact of globalisation on inequality. Has globalisation helped to reduce inequality or has it contributed to making it worse? The answer to this question depends on what definition of inequality we use and how we measure inequality. Let's explore some facts to help you draw some conclusions.

This information comes from the International Monetary Fund (IMF)*.

1. Global trade has increased by 500% since 1980.
2. Global trade as a share of global GDP is now 55% compared to 36% in 1980.
3. Using the Gini coefficient, inequality has risen in all low income countries apart from two in the last 20 years.
4. Inequality has also risen in developing countries in Asia, Europe, Latin America and the newly industrialised economies such as South Africa, Mexico, Brazil, China, India, Indonesia, Malaysia, Philippines, Thailand and Turkey.
5. Inequality has declined in sub-Saharan Africa and the Commonwealth of Independent States. (Sub-Saharan African states broadly include those in Africa which are located below the Sahara Desert. The Commonwealth of Independent States includes Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan).
6. Inequality in China has decreased substantially, whereas in India there are differences in how inequality has changed. People living in Indian urban areas have seen inequality decrease but those living in rural areas have not seen much change, if any.

7. Across all income levels, inequality has been rising, apart from countries classed as 'low income' countries. The richest 20% of the population has tended to get richer whereas the other 80% of the population has got poorer.
8. In advanced, developed economies, imports from developing countries has tended to reduce income inequality.
9. In developing economies, the export of agricultural products and greater trade has helped improve the distribution of income.
10. Because of the difficulties of collecting data and drawing comparisons between countries which are very different and have different systems, it is not easy to establish a cause and effect relationship between changes in inequality and globalisation.

*There are academics who state that globalisation has increased inequality. One such example is 2007 Nobel Prize for Economics winner, Eric Maskin, a professor at Harvard University in the United States. Maskin notes that globalisation has increased trade of goods and services. This has led to an increase in average global incomes. This increase in income, however, is not shared equally between countries and between people within countries. Maskin suggested there were two 'versions' of globalisation:

- **Version 1: The less-worse version.** Globalisation increases wages of the workforce of countries, but not every segment of the workforce benefits. The gap between those who benefit and those who do not widens and inequality increases.
- **Version 2: The worse version.** The wages of low-skilled workers fall as demand for their labour falls, but the wages of high-skilled workers increase, which results in greater inequality.

Maskin argues that the key to the effect of globalisation is the skill levels that people in different countries possess. Those that have the skills that global businesses want are more likely to benefit from globalisation than countries where skills are low or not in demand.

“The right thing to do is not to try to stop globalisation – that would be foolish – because globalisation certainly does increase average income in all countries.”

Eric Maskin, Adams University Professor at Harvard

Self-Assessment Questions



In this lesson, we have looked at the meaning of inequality and how it is measured. We then provided some facts and views on the impact of globalisation. Using the information in this lesson, try answering the questions below:

- What is the difference between inequality between countries and inequality within a country?
- Which of the measures of inequality we have covered in this lesson do you think is the best? Give a reason for your judgement.
- Why are terms such as 'rich and poor' and 'equal and unequal' described as relative terms?
- Equality is one of the key pillars on which the UAE was founded. Do you think that Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) would be pleased with the way the UAE has developed in terms of equality in the last 30 years? Give reasons for your answer.
- How important do you think education is in helping to spread the benefits of globalisation and reduce inequality within countries?
- Using the information provided from the IMF and Eric Maskin, prepare a short presentation of around three minutes length, which draws some conclusions about the effects of globalisation on inequality. Overall, do you think globalisation is a good thing or not? Be prepared to give your presentation to the rest of your class.

LESSON 4

What is Fair Trade?

Learning Objectives



At the end of the lesson, you should be able to:

- Explain what the word 'fair' means in the context of 'fair trade'.
- Outline at least two features of fair trade organisations.
- Present a view on the value of fair trade.

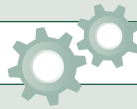


- A banana plantation in South America. When you eat bananas, do you ever think about where they come from, who has grown them and what conditions the people who grow them live in?

WHAT IS FAIR TRADE?

In this lesson, we will be looking at the growth of fair trade. We will explore what fair trade means, how it works and some of the advantages and disadvantages of fair trade.

Thinking Task



Think about some of the food items which you eat every day. Where do you think they come from and what processes do they have to go through to be ready for you to eat? Think about the types and range of exchange and trade that takes place during the production of food items.

What is Trade?

An exchange of goods and services for money is an example of a **trade**. A trade can bring benefits to both parties in the trade – the seller and the buyer. The seller receives money which they can use to buy the goods and services they need to survive and the buyer gets the goods and services they want for whatever reason.


The Trade in Bananas Let's take the example of bananas. To grow bananas takes time, land, and resources and involves a cost. Once bananas have grown and are ready for sale, the seller will want to sell their bananas at a price which not only covers the cost of growing them but which also gives them some profit which they can use to either reinvest in the business or pay themselves for the work they put in running their business.

The buyer of bananas may be a large business which buys many tonnes of bananas and then arranges to sell them on around the world to end up in supermarkets and stores. Individuals then buy these bananas from supermarkets and stores for final consumption – in other words, they are the ones actually eating the bananas. Individuals eat bananas because they are tasty and nutritious.

Key Terms

trade: an exchange of goods and services between two people/businesses/groups/countries, usually for money


Given that both the buyer and the seller gain a benefit from the trade, we might say that this is an example of 'fair trade'.

Thinking Task 

What do you think the word 'fair' means in a 'fair trade'?

Why Might Trade be Unfair? It is not always the case that trade is fair between buyers and sellers. In some cases, the buyer has a considerable amount of power and can use their power to force the seller to accept prices that are much lower than they need to help their businesses run properly. If the seller is forced to accept lower prices, they may find they do not earn enough to keep the business going or cannot afford to feed their families and continue growing their crops. This can be the case where the buyer is very big, such as a large global company and there are many small producers each offering only a small amount of the product for sale.

In 2018 it was estimated that there are around 7.6 billion people on Earth. The World Bank reports that 13% of these people live on less than \$1.25 (4.6 AED) a day.

 **Checkpoint** *This requires you to use some maths skills! Use the information above to calculate the number of people in the world who live on less than 4.6 AED per day.*

Discussion Point



Why does the relative size of the buyer and seller make a difference to the way in which trade takes place and the sort of prices that will be agreed?

Fair Trade Organisations Because not all trade is fair, organisations have developed to help support businesses to get better trade deals. One such organisation is the Fairtrade movement. The Fairtrade movement aims to help growers of different types of agricultural products such as coffee, cocoa, tea, bananas, cotton, flowers, and sugar, as well as other commodities such as gold.

Its aim is to help small farmers to become more sustainable and have more control over their businesses. Products produced under the Fairtrade Foundation principles can include a logo which sends a message to customers. If the product includes the logo, it means that it meets certain social, economic and environmental standards as it goes through the production process. These standards include the necessity of paying farmers a minimum price for their products (the Fairtrade Minimum Price), which not only allows them to get a better return on their products than might otherwise be the case but may also include an additional amount (the Fairtrade Premium) which can be used to invest in developing the business or the local community in which the business is located.

- There are now around 1.65 million farmers and workers who are part of the Fairtrade movement.
- Fairtrade covers 74 countries and includes 1226 certified producer organisations.
- Just over a quarter of farmers and workers in the Fairtrade movement are women.
- In 2013 – 14, the size of the Fairtrade Premium was around 470 million AED.
- 122 million AED of the Premium was spent on education for workers on plantations.
- 146 million AED of the Premium was spent on improving productivity and quality.



- Organisations like the Fairtrade Foundation and the World Fair Trade Organisation both seek to help support farmers, workers and communities in less developed countries and encourage fair trade.

(Source: the Fairtrade Foundation (2018): <http://www.fairtrade.org.uk/What-is-Fairtrade/Facts-and-Figures>)

The World Fair Trade Organisation It is not only organisations like the Fairtrade movement which seeks to promote fair trade. The World Fair Trade Organisation (WFTO), for example, also seeks to promote fairer trade and has identified ten principles which characterise fair trade. These are:

1. Providing opportunities for disadvantaged producers in the agricultural industry.

Helping small farmers to escape from poverty and be more self-sufficient.

2. Transparency and accountability

To ensure that everything the WFTO does is clear and ethical and involves all stakeholders.

3. Fair trade practices

Any trade carried out by the WFTO is done on the basis of a concern for the economic, social and environmental welfare of producers and that suppliers respect contracts, deliver on time and to high quality.

4. Fair payment

An agreed price between buyer and seller that reflects a fair return to the seller

at each stage of the production process. Fair payments also include paying workers a wage which allows them to afford a decent standard of living.

5. No child labour and no forced labour

Adhering to the Rights of the Child and ensuring that people are not forced to work against their will.

6. No discrimination, gender equity, freedom of association

That employment, training, wages, promotions etc. are carried out without any discrimination on the grounds of gender, age, race, religion, disability, and origin etc.

7. Good working conditions

That workers are employed in safe and healthy working conditions which comply with local and national laws and in accordance with basic hours and conditions.

8. Building capacity

To allow small farmers to develop their businesses and expand.

9. Promoting fair trade

To enable all concerned in trades to have honest and accurate information and to increase justice in global trade.

10. Respecting the environment

Under the WFTO, farmers will use sustainable resources, processes, and technologies which minimise the impact on the environment.

(Source: <https://wfto.com/>)

She was then introduced to a representative of the WFTO who spoke to her about getting support. The WFTO representative urged her to join a local cooperative – a group of similar small farmers. The cooperative helps negotiate prices with the major cocoa buyers, shares information and advice about how to run farms more efficiently, and invests in machinery and equipment which can be shared amongst the members of the cooperative. In return, Bashirah would have to undergo some training about how to grow her cocoa sustainably and to understand the standards which the cooperative applies to all its growers. The cooperative also received support from a local non-government organisation. Under the terms of the membership, Bashirah could no longer expect her children to help out on the farm for anything like the amount of hours they had been working, and she was also expected to ensure that the quality of her cocoa was very high.



■ The fruit of the cacao plant from which cocoa beans are harvested. Farmers growing these types of crops can benefit from belonging to a fair trade organisation which helps them secure higher prices and better conditions.

Bashirah felt she had no option and so signed up to the cooperative. After a year of hard work and training, Bashirah was awarded a certificate which recognised that her cocoa was of high quality and had been produced according to the standards set by the rest of the cooperative. She had regular meetings with some of the nearby cooperative members and found them very helpful and supportive. She looked forward to the day when she could give advice to other newcomers to the cooperative as well. The opportunity of sharing machinery and equipment was especially useful as it meant that she could devote time released to other ways of improving the farm rather than engaging in the manual tasks she had focused on before. The price she received for her crop after the first year of membership was \$1200 per tonne (4400 AED) and the following year, \$1700 (6250 AED). She has been able to use some of the additional money to buy some more land and is hoping to expand her production in the coming years. She was even able to ensure all four of her children went to school for the first time. Previously, not all of them could go all the time.

As part of her training, she was shown some examples of chocolate bars which are produced from the cocoa beans the cooperative grow. Bashirah heard more about the way the cocoa beans are turned into the chocolate bars. She was amazed at two things: one, just how many places in the world the bars were sold in and two, the price that people paid to buy them. She realised then just how small a price she had been getting for her cocoa beans. The best thing of all, however, was the opportunity to eat the chocolate bar. Even though she had spent most of her life growing cocoa beans, she had never tasted chocolate before!

Is Fair Trade the Whole Story?

Bashirah's story is typical of many small farmers and workers in less developed countries who find that the large global multinationals have a considerable amount of buying power. Some people argue that they have too much power and exploit small farm owners and workers. What these global multinationals are interested in is making profit and they can make more profit by driving down the prices they pay for the inputs they use in production. Fair trade organisations can help to provide more balance by helping and supporting small farmers and their workers as well as the local communities.

What Are Large Companies Doing to Promote Fair Trade? It is relatively easy to cast the large global companies as 'evil money grabbing capitalists' and believe that fair trade organisations are the only groups dedicated to helping reform global trade and bring justice to farmers and workers. Global manufacturers are keen to show that they are interested in more than just profit and that they also have a vested interest in ensuring that their suppliers are well looked after and that they act sustainably. For example, as far back as 2007, a large sugar manufacturer, announced that it had applied for accreditation with the Fairtrade Foundation in the UK to allow it to display the Fairtrade logo on its products. In this example, the company agreed to guarantee a minimum price for sugar producers in Belize which would not only allow farmers to increase their incomes but give a surplus to invest in community projects.

Criticisms of Fair Trade Organisation As with any initiative, fair trade organisations can bring some benefits but may also bring some costs. The Adam Smith Institute in the UK produced a report in 2008 which highlighted some of the potential problems of fair trade organisations. The following were some of the main points of the report:

- Only a small number of farmers can get the necessary certification to comply with fair trade rules, and as a result many small farmers continue to be poor and may even be worse off.
- The fair trade movement does not cover a sufficient number of the less developed countries – it is generally assumed that fair trade farmers come from the poorest countries of the world, when this may not be the case.
- Consumers face higher prices for goods which have been certified as complying with fair trade rules. Only a small proportion of the higher prices that are paid actually goes to the farmers and workers. Much of it goes to other organisations in supply chain.
- The higher prices received by some farmers distorts the market and can mean that poor farmers become even worse off as they are unable to compete.
- There are other, more effective ways of helping support poor farmers as well as ensuring a more sustainable planet.

Source: <https://www.adamsmith.org/news/news/fair-trade-is-unfair>

LESSON 5

What are the Ethical Consequences of Our Own Consumer Choices?

Learning Objectives



At the end of the lesson, you should be able to:

- Describe three different types of consumers.
- Identify at least three ethical factors in making consumption decisions.
- Explain at least two factors that you will personally consider in future consumption choices.

INTRODUCTION

In Grade 9, you were introduced to the idea of global ethics. Your learning from that unit will be important in this unit as we explore our own choices as consumers. In that unit, you explored the meaning of the term 'ethics' and considered the ethical challenges facing humanity. We are going to take some of that learning in this lesson and develop our ideas and views about making ethical decisions and what this means to us as individuals.

WHO ARE CONSUMERS?

Let's start with an easy answer to this question. You are an example of a consumer because you buy goods and services. However, you are not the only type of consumer. The term covers a wide range of different types of consumers and each might be making decisions about what to buy based on different motives. We will look at some of these motives and the ethical implications of decision making.

Types of Consumers


Individuals as Consumers We might typically think of consumers as being people like you and your classmates and teachers who buy goods and services every day. This is a good example of individual consumers. Around the world, millions of people make consumption decisions every day. They make decisions about what food and drinks to buy, what clothes to buy, which movies they will go and see, how they spend their leisure time, what cars they will buy, what fuel they use, decisions about houses and the furniture, ornaments, decorations and so on that are part of the house, amongst many other purchasing decisions.

Businesses as Consumers Businesses need labour and have to buy many different types of raw materials, machinery, equipment, buildings, computers, and stock to help with the production process. These are all called 'factor inputs' – they are the things a business needs to operate. Many of these inputs are bought from other businesses both at home and abroad. Businesses, are therefore, consumers as well but they tend to be what are called 'intermediate consumers' in that what they are buying is not for final consumption (which you buying a burger might be, for example) but as part of their production process. In making consumption decisions, businesses may also have to consider whether the decisions they make are ethical or not.

Governments as Consumers Governments around the world are major buyers of many different types of goods and services. Governments too, therefore, are consumers. Governments employ people, spend money on major infrastructure projects like bridges, roads, railways, airports, ports, and telecommunications, and provide services such as health, education, justice and defence. There are many ethical questions that arise when governments make consumption decisions.

Purchasing Ethics

The majority of this lesson will focus on the decisions you make as an individual when purchasing goods and services. To set the scene, we are going to look at some issues that arise for businesses and governments in making consumption decisions.

 **Checkpoint** Do you remember from your work in Grade 9 what the word ethics means? If so, write down the definition. If you cannot remember, go back to your notes and remind yourself of what it means.

We are going to present a series of situations which involve ethical considerations and ask you to think about what the ethical issues might be. Write down what you think the issues might be in the space provided after each Scenario.



Discussion Point



When you have completed your responses to the three scenarios, read some of the responses from your classmates. Discuss what differences there are in responses and why there might be differences in the way people in your class have responded to these scenarios.

INDIVIDUAL CONSUMPTION CHOICES

It can be seen from the scenarios above that making purchasing decisions is not easy and can raise a number of ethical issues. You may not be in a position to influence business or government purchasing decisions directly, but your actions can have an effect on businesses and the way in which they carry out their operations. We are going to begin our exploration of individual consumption decisions by looking at a case study of a factory in Bangladesh which produced clothing.



■ Many of the clothes we buy are now manufactured in less developed countries and there is concern that workers in these countries are suffering exploitation.

The Rana Plaza Case

On 24th April 2013, a building in the Bangladesh capital, Dhaka, collapsed. The building was used as a factory making clothing for the fashion industry. Inside the building at the time of the collapse were around 3100 workers. Of these, over 1100 died and many of the survivors were reported to be injured. The building was constructed on ground which was swampy. The building was not designed to house the number of people working there nor to have the amount of equipment and machinery that was in the building. The day before the collapse, it was reported that there were cracks in the building and it was evacuated whilst checks were carried out. The owner of the building declared that it was safe for workers to return. The following day, the building collapsed.

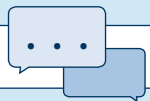
The factories in the Rana Plaza building produced clothes for leading global brands. In July 2016, 38 people were formally charged with murder in connection with the collapse of the building, including the owner, who was arrested four days after the collapse trying to leave Bangladesh for India. In the wake of the disaster, many other factories were checked and a number were closed due to safety concerns. The closures resulted in many people losing their jobs.

In 2016, research carried out by the Asia Floor Wage Alliance suggested that despite the disaster, conditions for workers in clothing factories across Bangladesh had not improved dramatically. Many factories still have no proper fire escapes, and have no air conditioning so workers have to work in very hot temperatures. A major clothing retailer signed an Accord on Fire and Building Safety in the country in 2013. This accord is meant to cover around 1600 factories which are subject to action plans to improve safety and working conditions. Three years after the Rana Plaza disaster, only 0.4% of these factories had completed work to improve conditions, whilst almost 86% were behind schedule in completing plans to improve conditions. The failure to complete the work meant that over 78 000 workers producing clothes for this major clothing retailer continued to work in buildings without fire exits, according to the Asian Floor Wage Alliance.



- The Rana Plaza building in Dhaka on the outskirts of Bangladesh. Poor construction, inappropriate use and poor safety features contributed to the death of over a thousand people when it collapsed in April 2013.

Discussion Point



Given the information about the Rana Plaza disaster, discuss whether it is right to buy clothes from Bangladesh where worker health and safety is still an issue.

Working Conditions for Clothing Workers The Rana Plaza case highlights one aspect of the conditions under which clothes for the fashion industry are produced. There are plenty of reports of other issues which workers in this industry face. Some of these issues include:

- Production targets which mean workers do not get breaks
- Low pay and long hours
- Female employees being dismissed for being pregnant
- Children being employed and also being forced to work
- No entitlement to paid leave for holidays
- No entitlement to paid leave when sick
- Female workers being abused
- Workers being employed on contracts which can be terminated at any time
- Equipment and machinery being used which is dangerous and offers little protection from injury to workers.



■ In the 19th century, child labour was common in countries experiencing rapid industrialisation. Gradually, it was recognised that using children in hard, dangerous and tiring jobs was inappropriate and in many developed countries, child labour is now illegal. This is not always the case in less developed countries where child labour is still used.

Are There Any Benefits?

From what we have looked at so far, it might sound as if the fashion industry is terrible. As with many things, we have to look at other perspectives to get a balanced view.

According to McKinsey, the global fashion market is worth \$2.4 trillion (8.8 trillion AED – a trillion is one thousand billion).

- Profit margins in the industry are between 9 and 10%. (The profit margin can be thought of as the difference between the selling price and the cost of production. A profit margin of 9% would mean fashion companies make 9 fils in profit for every dirham it earns).
- The access to a massive range of good quality clothes at relatively low prices for millions of people is higher now than at any time in the past.
- There are only a relatively small number of companies (a fifth) who make most of the profits in the industry.

- According to FashionUnited, the number of people employed in clothing manufacturing has increased from 14.5 million in 1990 to over 25 million in 2017 (a 72% increase).
- In the clothing industry in general, the number of people employed has increased from just over 34 million in 1990 to almost 58 million in 2017.
- Prices for some types of clothing have fallen in the last 20 years – t-shirts, jeans and other casual clothing has become very affordable for millions of people.
- ‘Fast fashion’ and ‘cheap chic’ mean that for many people clothes have become ‘throw-away’ items. We can replenish our wardrobes several times a year as a result.
- Many fashion manufacturers produced their clothes in developed countries, but globalisation has led to the outsourcing of clothing manufacture to less developed and developing countries. This has led to millions of people in these countries getting jobs (but has also meant that people in developed countries lost their jobs).

Thinking Task



Why do you think the profit margins in the clothing industry are relatively low?

The Environmental Effects In addition to the issues surrounding labour in the fashion industry, there are also environmental factors to take into consideration. Because many people are buying more clothes (because the choice is wider and prices are relatively low) we are also having to dispose of more clothes.

The World Economic Forum (WEF) is a not-for-profit foundation, set up in 1971 to promote discussion by business, academic and political leaders on global issues. It organises an annual conference once a year in Davos, Switzerland. The WEF noted in 2016 that purchases of clothing for the year were double that 30 years ago. This increase in demand for clothes means that 150 billion new clothing items are being manufactured every year. A proportion of these clothes will be discarded which creates issues for waste disposal.

The Global Footprint of Clothing The manufacture of low-priced clothing has also been driven by the use of different materials. The WEF reports that over 50% of clothing is now made from 'polyester'. Polyester is a synthetic fabric which consists of chemicals which do not biodegrade. The transfer of manufacturing from developed countries to less developed countries has also meant that the efficiency of the manufacturing process is not as high. The WEF says that the fashion industry contributes 10% of the world's global footprint. To put this into context, the aviation industry accounts for 2% of the world's carbon footprint.

(Source: <https://www.weforum.org/agenda/2016/04/our-love-of-cheap-clothing-has-a-hidden-cost-it-s-time-the-fashion-industry-changed/>)



- Clothing is one potential source of waste which must be disposed of. Changes in the way clothes are manufactured means they might not be biodegradable.

Thinking About Your Consumption Choices

In this unit, we have been looking at ethics and the global economy. The information in this lesson provides some background to the increase in the choice and availability of goods as a result of globalisation. This increase in choice and availability brings benefits but we also must be mindful of some of the consequences that arise. Taking all factors into account, we can reflect on our own consumption choices and maybe even think about changing the way we make future consumption choices. In this section, we are going to explore some of the questions that we might want to consider as we think about our own individual consumption choices.

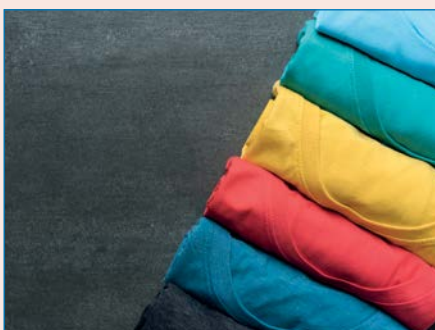
Below are a series of questions for you to think about and then provide a short response. At the end, we will then reflect on whether your thinking in relation to these questions affects the way in which you will make consumption choices in the future.



Action Task



Think about going shopping in a mall for some new clothes. What are the key things you are thinking about as you browse to make your choice?



You see some tee-shirts in the store which are priced at 20 AED. What is the first thing that you think about when seeing this price?



You look at the label in a garment and see that it was 'Made in Bangladesh'. What are your immediate thoughts?



You decide that there is nothing in the store that you want and leave. The store assistant says "goodbye" as you leave the store. What do you think the effect of your decision not to purchase anything might have on the store and the people who work there?



You decide to go and buy some food. Much of the discussion in this lesson has been about clothing but what issues might there be with regard to the ethics of buying food?

Stores and Workers In November 2017, shoppers at a well-known clothes store in Istanbul were surprised when they found labels inside some garments in the store saying “I made this item you are going to buy, but I didn’t get paid for it”. The labels had allegedly been put into the garments by Turkish workers employed by a manufacturer which had gone out of business. It was reported that the workers were owed three months’ pay and had not received other allowances to which they were entitled.

Action Task



If you had come across these labels, what would your thoughts and actions be?

Self-Assessment Questions



What do you think is meant by 'ethical decision making' in consumption?

Is ethical decision making confined to individuals only? Explain.

Give three examples of ethical decision making from the perspective of an individual, a business and a government.

Having looked at the issues surrounding ethics and consumption in this lesson, write a reflective piece on whether your consumption decisions in the future will change. If they do, in what way will they change and why? If not, why not?

LESSON 6

What is Socially Responsible Investing?

Learning Objectives



At the end of the lesson, you should be able to:

- Give a definition of 'investment'.
- Identify at least five possible ethical considerations in making investments.
- Give a verbal or written definition of the term 'socially responsible investing'.

INTRODUCTION

So far in this Unit we have looked at the idea of globalisation and how it has affected global inequality – in some cases for good and in others, not so good. Because globalisation invariably involves trade, we then looked at the idea of fair trade and then explored some of the ethical considerations in making consumption choices. We now look at the idea of investment. In this lesson, we will be considering whether there are choices to be made when considering investment projects and in particular how governments and businesses might behave if they invested 'responsibly'.

WHAT IS INVESTMENT?

In this lesson, we will be looking at the idea of 'socially responsible investing'. Before we do, we are going to explore the meaning of the term 'investment'. The reason is that investment can mean different things in different contexts so we need to be clear on what investment is at the outset.

The term '**investment**' generally means doing something today which will generate some return in the future. We use the term in different ways; for example, by going to school, you are investing in your future. The hope is that by getting an education, you will be in a better position to get a job in the future. By investing in the Moral Education Programme, it is hoped that as members of society in the future, you will learn values and moral principles that will guide you through life and contribute to the success and development of the UAE in its bid to become the best country in the world and build on the legacy of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul).

Key Terms

investment: doing something today which will generate some return in the future

The UAE Centennial 2071 Plan The UAE Centennial 2071 plan is an investment in the UAE. His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), Vice President and Prime Minister of the UAE and Ruler of Dubai, said of the plans: "We have established a clear strategy for 2021; UAE Centennial goes beyond that, with a five-decade vision for future generations that provides the government a clear roadmap for long-term development... We must plant the seeds today for future generations to grow and prosper tomorrow. The world is rapidly changing, and we must equip our youth with the new tools, knowledge and skills needed to thrive in an ever-evolving environment."

“The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people are measured by the standard of their education.”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



Checkpoint Explain why the prosperity and success of a nation is closely linked to the standard of education in a country.

Investing in Our Health We can also ‘invest in a healthy lifestyle’. In this context, what we eat today, how we exercise and live our lives can have a bearing on how we will be able to live our lives in the future. If we choose to eat foods which are high in salt, fat, and sugars, and take little exercise, we might end up becoming obese, suffer from diseases such as diabetes, and have higher risk of heart attacks and strokes in the future. In many developed countries, obesity rates and diabetes are major health care problems.



■ Investing in a healthy lifestyle by eating a balanced diet and exercising can bring rewards later in life in terms of better health.

Financial Investment In many parts of the world, people will refer to investment in terms of setting aside some money now through saving. Money might be saved in a bank, through a pension fund or investment fund. The expectation is that the money saved will grow over time and be used for funding retirement, children's education or some other planned spending in the future. Saving in this way can result in an increased return in the future because of interest payments. If an individual saved 50 000 AED for a year at an interest rate of 5%, they would have 52 500 AED at the end of the year. People who choose to invest in pension funds give the responsibility for managing their money to professional fund managers who invest the money into stocks and shares. If the value of the stocks and shares increases over time, the value of the pension fund rises and people can use this money in their retirement to help them live.

In Islamic finance, interest (riba) is not allowed. This is because money is not seen as having any value in itself and is simply a medium of exchange. Saving in an Islamic bank can generate a return through the bank using the money to invest in beneficial projects and businesses which it is hoped will generate a profit. The profits are then shared with savers, giving them a return on their investment. The base principle of Islamic banking is one of shared risk and sharing of profits and losses.



■ Islamic finance operates in a different way from other types of international finance. The sharing of risk and reward is central to investment under Islamic finance principles.



■ The UAE government invests in infrastructure to help improve connectivity in the country. Roads, bridges and transport systems are all essential to the operation of a modern, efficient and dynamic economy which is capable of growing and developing in the future.



Checkpoint Do you or your parents have a savings account? If so, what happens to the money you save? Do you care who might be using your savings for investment? Explain.

Investment in Capital The use of the term ‘investment’ in these contexts tends to be the more general use of the word, but in business. Investment can mean something different, although the principle of seeing some benefit in the future remains. Businesses and governments spend large sums of money on investment. In this context, investment means the purchase of capital items which are not bought for their own sake but for the contribution they will make to production.

For example, if a business buys a computer system which helps process payments from customers, this is classified as capital investment. If the Abu Dhabi National Oil Company decides to set up a new refinery, it is investing in the future productive capacity of the oil industry in the UAE. In this example, the investment may run into billions of dirhams.

Investment by Government Many governments oversee large investment projects in a range of services. Hospitals and schools, for example, are major investments for many governments. In the UAE, the Ministry of Health and Prevention works with health authorities to ensure both private and public hospitals meet high standards and are appropriately equipped and staffed. As part of the UAE Vision 2021 National Agenda, the government is investing in the reform of education in schools and universities. It is investing in the provision of Smart systems in schools and in preschools as part of this process to ensure that the UAE has a first-rate education system.



No matter how many buildings, foundations, schools and hospitals we build, or how many bridges we raise, all these are material entities. The real spirit behind the progress is the human spirit, the able man with his intellect and capabilities.



Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



Checkpoint *Comment on the view that real progress exists when the human spirit is enriched rather than in material developments.*

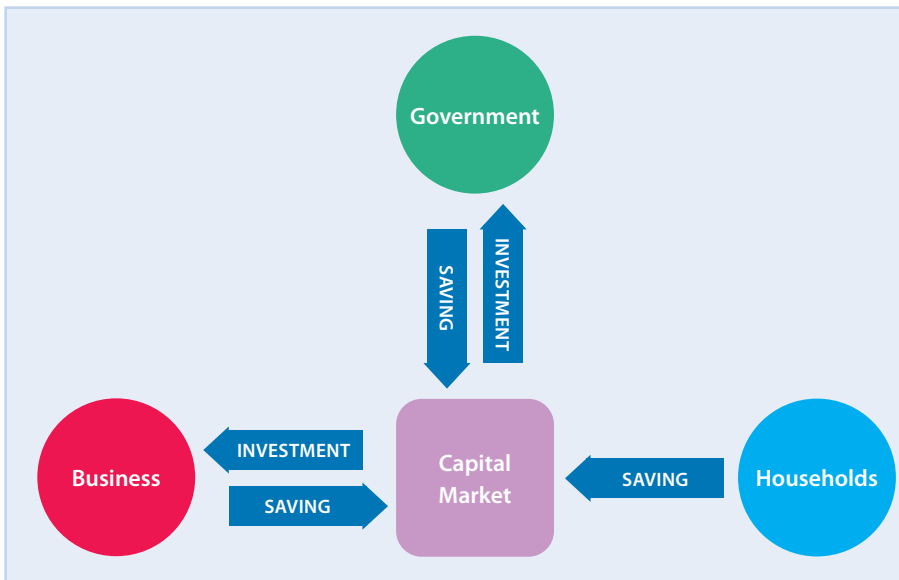
In addition, governments will invest in infrastructure projects that are vital to ensuring that business can operate efficiently and that the lives of people in the country are improved. This includes the provision of roads, bridges, ports, telecommunications systems, transit systems and so on. These are all essential to ensuring that a country can operate efficiently and to help its economy to grow.

Funding for Investment

Let us put to one side the more general use of the term ‘investment’ and focus initially on investment by businesses and governments. To buy buildings, equipment, plant, machinery, and invest in infrastructure, companies and governments need money. For businesses, this money might come from the revenue they receive from selling their goods and services or from financial institutions in the form of loans of some type. For governments, funds for investment might come from the revenue of state-owned assets such as oil revenues in the UAE, from taxation, from returns on investments governments make and from borrowing.

The global financial system helps to put individuals, businesses, governments and organisations who need funds for investment with individuals, businesses, governments and organisations with funds available which they are willing to allow others to use. At the heart of the financial system is the capital market. The capital market is the general term used to describe the markets where people who wish to save money can be put in touch with people who wish to access money. The flow of funds through capital markets is illustrated in Figure 5.

Figure 5 The Flow of Funds for Investment



■ Figure 5 shows some of the relationships between different sectors of the economy and how funds flow to provide investment. 'Households' represents all the individuals who collectively own resources in an economy. Their saving finds its way into the capital market as do the savings of businesses and governments. These savings are then borrowed by governments and businesses for investment.



■ Companies issue share certificates providing details of the shares issued and owned by a shareholder. The shareholder owns a proportion of the business and is entitled to a share in the future profits of the company.

There are a number of key features of capital markets:

Stock Exchanges Stock exchanges exist to enable the trade in stocks and shares of businesses. A share or stock is a part ownership in a business and a claim on the future profits the business may make. Etisalat, for example, is a company with shares traded on the Abu Dhabi Securities Exchange. As of January 2018, the company had shares valued at 154 billion AED with each share valued at 17 AED. People who own shares in Etisalat can sell them on the Abu Dhabi Securities Exchange to people who want to buy them. Etisalat could issue more shares in the business to help it raise additional funds for investment.



■ According to the Securities Industry and Financial Markets Association (SIFMA), the value of the global bond market in 2016, was \$92.2 trillion (338.6tn AED). (<https://www.sifma.org/wp-content/uploads/2016/10/US-Fact-Book-2017-SIFMA.pdf>)

The Bond Market A bond is a means of raising funds for businesses and governments. A bond is essentially an IOU. For example, the real estate company Manazel might issue bonds each valued at 10 000 AED. The 10 000 AED is called the 'principal'. A buyer of this bond will lend Manazel 10 000 AED for a specified period of time, for example, 5 years. When the 5-years is completed, Manazel will repay the bond holder their 10 000 AED. When the bond is due to be repaid, this is referred to as the 'maturity date'. In return for lending the 10 000 AED to the business, Manazel will pay the bond holder an interest rate called the 'coupon'. The coupon for our fictional bond example here might be 3.5%. This means that the bond holder will receive 3.5% of 10 000 AED (350 AED) each year for 5 years in interest. When the bond matures, the bond holder is paid back the principal.

Bond holders might not wish to hold onto their bonds until maturity, and so the bond market exists to facilitate the trade in bonds. The price of a bond will depend on the number of people looking to buy and the number willing to sell and might be higher or lower than the principal.



Checkpoint Explain the difference between a bond and a share.

Thinking About Investing

With the value of the global bond market at around \$92 trillion and global stock markets valued at \$76.3 trillion (280.2tn AED) according to Bloomberg, it is clear that there is a lot of money being used for investment around the world. Governments, businesses organisations and individuals all invest to varying degrees. Is all investment a good thing? The answer is yes, it can be but we also have to be aware of the ethical dimension of investing. Imagine that you had 50 000 AED to invest. You have carried out some research and you have shortlisted the following options:


1. Buying Venezuelan government bonds which pays a return of 45%.
2. Buying bonds in Imperial brands, a tobacco manufacturer. The coupon in the bonds is 25%.
3. Buying shares in Monsanto, a global agriculture company. The typical dividend paid out by the company gives a return of 30%.

Action Task



Which of the options would you choose and why?

We have chosen these particular three examples because these represent investments which have an ethical dimension.

Discussion Point 

Is investing in companies that manufacture tobacco products ethical?

Let’s assume that you do a bit of research and find out the following information:

Transparency International carries out an annual survey on perceptions of corruption and produces an index which ranks 176 countries from least corrupt to most corrupt. According to the 2017 Transparency International Index, countries at the bottom end of the index have police and justice system that do not work properly and are untrustworthy. Funds that are raised in some of these countries may not go to the sorts of projects they are meant to go to and instead go to political leaders. Bribery and extortion in countries at the bottom of the index is common. Many ordinary people face poverty and suffer human rights abuses.

The World Health Organisation (WHO) report that around 50% of tobacco users will die of tobacco related illnesses. More than 7 million people around the world every year die from tobacco and 890 000 of these are non-smokers who die as a result of being exposed to second-hand smoke. This is where non-smokers breathe in the smoke from smokers and can develop health problems as a consequence. There are 1 billion smokers in the world and four-fifths of them live in relatively poor counties.

Agro-chemical companies create different types of herbicides, pesticides and fungicides, which, critics argue, can be harmful to human health and damage ecosystems and biological diversity. Chemical companies also invest in genetically modified organisms (GMO) which are now part of the food chain and can also damage delicate ecosystems. Chemicals used in agriculture can drain into water systems and pollute the environment.

Action Task



Given this information, would you change your decision about which option to invest your money in (if any)? Explain.

Research Task



Do some research to find out some of the criticisms which have been made against Monsanto, and how the company itself responds to these criticisms.

Socially Responsible Investing

The example we have used here highlights issues that have led to the growth of the idea of socially responsible investing. Socially responsible investing looks at investing in different ways. Socially responsible investing involves assessing investments to take into consideration ethical factors.

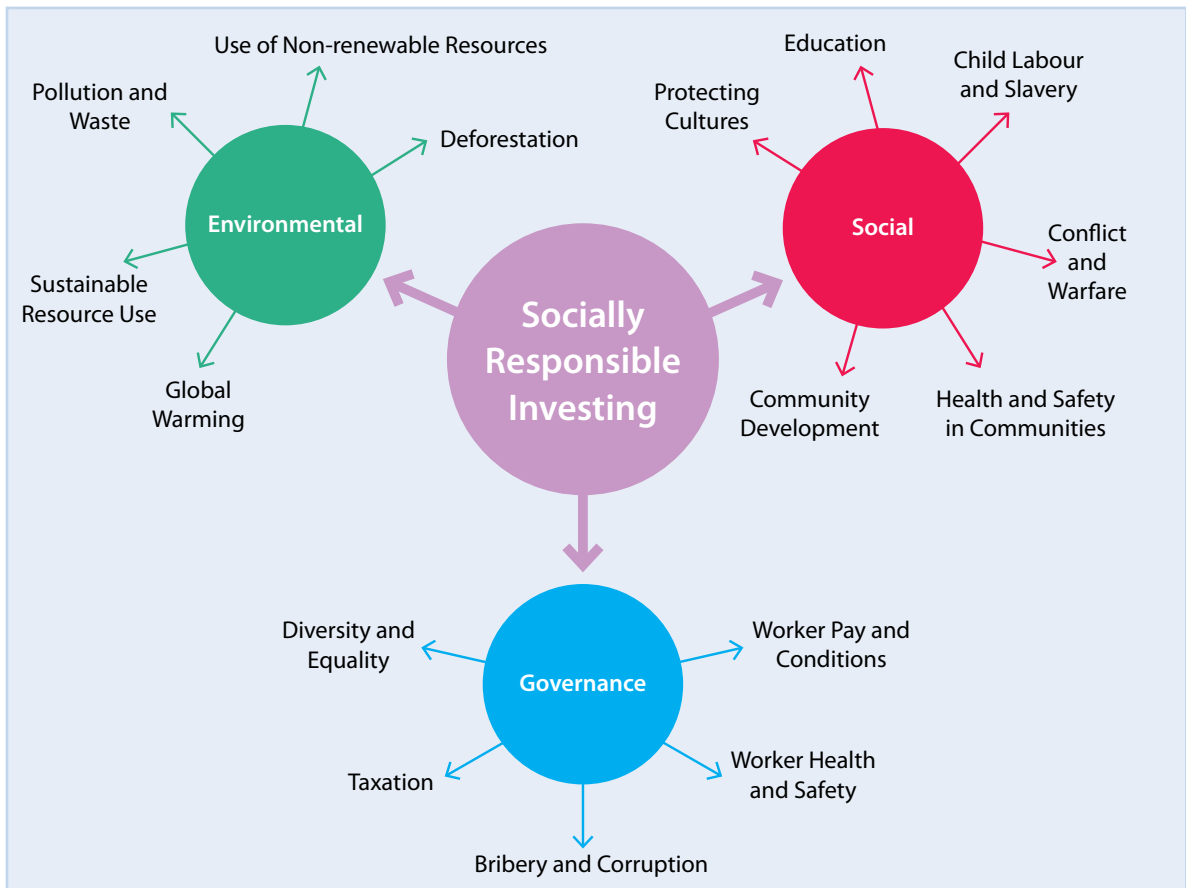
A socially responsible investment might seek to avoid placing funds into governments that have poor human rights records, who are classified as being corrupt or who are alleged to be linked to terrorism. Socially responsible investment might also avoid placing funds into businesses which are associated with certain products and services which are considered 'bad' in some way. For example, companies who are associated with producing alcohol or tobacco, gambling, are seen to support poor working practices like child labour, paying low wages, not providing appropriate health and safety for its workers or who produce goods which have a negative impact on the environment.

Key Terms

socially responsible investing: assessing investments to take into consideration ethical factors

In addition, socially responsible investing might deliberately target investment funds at governments and businesses where there is a clear social, environmental or economic benefit in addition to providing a financial return on the investment. Decisions may be made on investment which has a measurable impact on generating employment, on building houses, in the provision of health and education services, the provision of clean drinking water or improvements in rural services and agriculture.

Figure 6 Features of Socially Responsible Investing



The Emirates Investment Authority (EIA)

The EIA was set up in 2007. Its role is to: "...strategically invest funds allocated by the Federal Government to create long-term value for the UAE and contribute to the future prosperity of the country." The EIA is inspired by the vision of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) to build the long-term sustainable prosperity of the nation and its people. In its inaugural report, the EIA made its commitment to socially responsible investing clear:

“As a Federal organisation with an investment strategy and mandate that covers both the UAE and overseas, the EIA has an obligation to ensure that its activities create as much positive, sustainable economic and social impact on their various stakeholders and external communities as possible.”

Source: <http://www.eia.gov.ae/>

Self-Assessment Questions



Now that you know a little more about socially responsible investing, try to answer the following questions.

1. What is the difference, if any, between investing in a savings account and buying shares in a company?

2. If more businesses, organisations, governments, and individuals considered socially responsible investing, do you think that businesses and governments who do not act ethically would be encouraged to change the way they carry out their activities?

3. How do bodies like the EIA help to set standards for socially responsible investing?

4. What type of businesses do you think should not be invested in because of ethical concerns and why?

5. Businesses like Monsanto and Imperial Brands have been criticised for the effect they have on the environment and people’s health. These companies would argue that they make every effort to operate in a socially responsible way. Can you explain how this apparent contradiction might arise?

Domain | *Moral*

Overview

In this unit, we will be exploring different ways that we can live moderate, healthy lifestyles and the benefits this brings in making us physically and mentally strong members of society. We will examine the consequences of living a life of excess and focus on the debilitating illness of addiction. We will discuss the influencing factors that can lead to patterns of addictive behaviour and the devastating impacts that addiction has on the self, the family and the community. Finally, we will discover different community resources for supporting people who suffer from addiction.

Living a Moderate Life

- Lesson 1:** What is Meant by the Term Living a Moderate Life?
- Lesson 2:** What are the Benefits of Living a Moderate Life?
- Lesson 3:** What are the Consequences of Not Living a Moderate Life?
- Lesson 4:** What is Meant by the Term 'Addiction'?
- Lesson 5:** What are the Effects of 'Addiction'?
- Lesson 6:** How can we Help Others to Fight and Overcome 'Addiction'?

Learning Outcomes



At the end of this unit, you should be able to:

- 1.** Recognise and articulate the benefits of living a moderate life, both physically and emotionally and making responsible choices.
- 2.** Explain and understand the factors that lead to addiction, including factors that influence people to start using addictive substances or form addictive habits.
- 3.** Discuss and explain the risks and impact of addiction on the individual, their family, community and society.
- 4.** Demonstrate an awareness of the consequences of addiction on physical and mental health and ways in which people can be helped to overcome addiction.

LESSON 1

What is Meant by the Term “Living a Moderate Life”?

Learning Objectives



At the end of the lesson, you should be able to:

- Give a written definition or verbal definition of a ‘moderate lifestyle’.
- Write a short summary about a balanced and healthy diet.
- Demonstrate an understanding of living a ‘moderate lifestyle’ by giving at least two examples for each of the categories e.g. work-life balance, eating healthily, doing physical activity, being positive, having positive relationships, being responsible and having a personal hygiene routine.

INTRODUCTION

The UAE government is focused on providing a high quality of life for all, where everyone can enjoy rich and fulfilling lives. At the core of this policy is the idea of everyone in the UAE living moderate and healthy lifestyles. This is not only essential for the physical and mental wellbeing of the individual, but of Emirati society as a whole. In today's fast-paced and ever-changing modern world, it is very important to lead healthy and productive lives and contribute to our local communities and our nation.

WHAT IS A MODERATE LIFESTYLE?

There are many different aspects involved in leading a moderate lifestyle, but the key element is the idea of avoiding excess. Excess means too much of something, for example continuing to eat when your stomach is already full, eating or doing things that are harmful for your body and mind, using more water than is necessary, buying more physical goods than we really need, working too many hours, seeking more and more pleasure, seeking to amass more wealth than we need to live, and so on. Living a life of excess can mean making bad choices in your life. Avoiding excess can mean that you have more of a balance in your life, both mentally and physically. We will explore the benefits of leading a moderate life in the following lesson.

Having a Positive and Healthy Work-Life Balance


Having a balance between work and study, and other important areas of life such as spending time with your family and friends, taking part in different types of activities, and helping other people, can be challenging in today's dynamic world. It is essential, however, to help in leading a happy and productive life. This idea doesn't mean that you divide your time in half between work or study, and your life, but that you find the right **work-life balance** that suits you. What the right work-life balance is can be different for everyone. We all have our own ideas about what is important in achieving fulfilment in our lives will be different.

Key Terms

work-life balance: managing your time and energy between work or study and other important aspects of life, such as family, friends, leisure and health



- It is important to find a work-life balance that suits you. Do you think you currently have a good work-life balance?

Thinking Task 

Why do you think it is important to have a healthy work-life balance?

Eating Healthily

Think back over the past week and all the things that you have eaten and drunk. Do you think you eat healthily or not? All research indicates that eating healthily is one of the cornerstones of leading a moderate lifestyle. What is a healthy diet though and what does it consist of?

A healthy balanced diet means eating a wide range of foods, but in the right proportions to maintain a healthy body. Fresh fruit and vegetables are part of a healthy and balanced diet. They provide vitamins and minerals and fibre for the body and health experts suggest it should make up around a third of what we eat every day. Foods that are high in starch, for example, bread, rice and pasta, should make up another third of your diet. Beans, pulses, fish, eggs and meat are all good sources of protein. The body needs protein so that it can grow.



- Eating a variety of fresh fruit and vegetables is essential for a healthy body and mind.

Thinking Task



Why do you think many people find it difficult to have a healthy diet? Do you think that the average person in the UAE has a healthy diet?



Checkpoint

1. Do you think that you have a balanced diet? Why or why not?
2. What foods would you remove from or add to your current diet to improve the balance?
3. What drinks would you remove from or add to your current diet to improve the balance?

Action Task



Write a short summary of what a balanced diet should include.

Being Physically Active

Physical activity is an important part of a healthy lifestyle. Health professionals recommend that young people need to do different types of physical activity every week for about 60 minutes a day. For moderate exercise, people do cycling and playground activities, whereas more challenging exercises include running and tennis. Moderate exercise activities could include walking to school or playing in the playground.



■ Football is one of the world’s most popular sports and a good way to get exercise. There are, of course, many other sports which help keep you fit and healthy!



Checkpoint

1. Why is it important to do exercise?
2. How much exercise do you do every day?
3. Do you do enough exercise? Explain.

Action Task



For one week, do 60 minutes of exercise every day. It doesn't have to be 60 minutes a time, but two 30 minute or three twenty minute sessions. Make notes on the activities that you took part in. You might find it easier to ask a friend to do the activities or sport with you because you can give each other help and support. Remember to take notes on how you feel at the end of each day.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Being Positive

The UAE government has a Ministry of State for Happiness and among its main goals are to promote a culture of happiness and positivity for all Emiratis, and develop an environment where Emiratis create their own happiness and spread positivity through their communities. Being happy and positive are fundamental values in leading a rich and fulfilling life. Being positive in life centres around the idea that you look for the good in any situation. Thinking positively is linked to success in life and a healthy life.

The first place to begin is how we think and how we approach life. Being grateful, for example, can change the way that you see things in life,

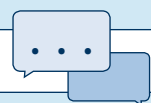
“Happiness and positivity are a lifestyle and government's commitment and a true spirit that unites the Emirati community. The job of the government is to create the environment in which people can achieve their happiness. Yes, the government's job is to achieve happiness.”

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)

particularly the small things that can be taken for granted. Being grateful for the house you live in, all the things your parents do for you, or a friend helping you understand some difficult homework are all things you can do which can help you change how you approach life in a more positive way.

A smile can also be a sign of positivity. Smiling at people not only changes the way you feel, but makes other people feel good too. When they smile back at you, it can make you feel good as well. It is helpful to spend time with other positive and happy people as this makes you feel good as well. Being kind to other people is a sign of a positive outlook and being prepared to give. Looking at things from an optimistic perspective also has an effect on your mental wellbeing.

Discussion Point

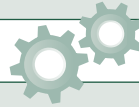


A popular saying is that an optimist sees the glass as half full, rather than half empty. Discuss the meaning of this saying.



- A popular saying is that an optimist sees the glass as half full, rather than half empty. What do you think this means?

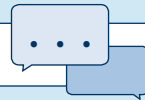
Thinking Task



Look at the picture and think about all the things that you are grateful for in your life. Note down some of your ideas.



Discussion Point



Choose three people that you are grateful for. They could be members of your family, or friends. Discuss with your small group why you feel grateful to have these people in your life.

Having Positive Relationships

This is another important aspect of leading a healthy and moderate lifestyle. The people that you spend time with and the influences that support you provide a solid basis in life. Having close and dependable relationships that provide love and security are essential for a caring society to develop.

Parents need to spend time with their children so that children can learn good behaviour and values. If children see how positive relationships work, then they are more likely to develop those skills themselves.

Grandparents can be excellent role models for children as well, and give a sense of cultural heritage and family tradition. Children can learn new skills and hobbies from their grandparents. It is important for all family members to spend time together, to care for each other and be kind to one another. Visiting relatives and asking relatives to your house is another great way to spend time together.



■ Spending time with your grandparents or older relatives is an important part of having healthy family relationships.

Thinking Task



Think about the relationships that you have with your family and your friends. Who do you think you have the strongest bonds with? Why do you think these bonds are strong?

Being Responsible

Being responsible means that you do the right thing at the right time so that people can depend on and trust you. It is very important to develop this characteristic because it is a sign of good behaviour and responsible people usually do well in life.



- You can show responsibility in many ways, such as helping around the house.

We can learn how to be **responsible** from the role models that our parents provide when we are young. Helping your younger brothers and sisters, in turn, gives them a role model for responsible behaviour as well. When children do tasks that they are asked to do, they learn that they can do many things and this helps to develop self-confidence. Working hard at school or work means being the best you can be. The effort that you put in increases future opportunities. Being responsible also means making sure that you practise good health and hygiene habits by eating healthily, exercising every day and staying away from all drugs.

Key Terms

responsible: the ability to be answerable or accountable for your actions and behaviour. This means doing the right thing at the right time so others can trust and depend on you



- Doing the best you can at school is part of being responsible.

Remember that keeping your room clean and tidy is important and cleaning up after yourself shows that you are mature and respectful. One of the most important things is to be honest with your parents and ask for their advice, as they will have wise suggestions for you. Being kind to family and friends and showing **empathy** towards other people helps you to develop emotionally. Always be respectful and help others as much as you can.

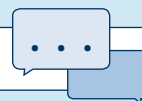
Key Terms

empathy: the ability to understand and share someone else's feelings

“ It is my duty as the leader of the young people of this country to encourage them to work and to exert themselves in order to raise their own standards and be of service to the country. The individual who is healthy and of a sound mind and body but who does not work commits a crime against himself and society. ”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Discussion Point



Read the quote from Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul). With your group, discuss why you think the people who are mentally and physically healthy, but choose not to work are committing “a crime against himself and society”?

Action Task



Read through the sentences. Tick the ones that you think are about being responsible. Write a sentence to justify your decisions.

1. Someone asks you if you want a cigarette, but you refuse.
2. A friend lends you their tablet, and you take good care of it while you are using it.
3. You must complete your homework, but leave it until the last minute to finish.
4. You lost your phone. Rather than blaming other people, you are honest with your parents and tell them the truth.
5. After finishing your meal, you wash up your plate and glass and put them away.
6. Your brother or sister needs some help with their homework and you agree to help him or her.
7. You leave your bedroom in a mess.
8. Your grandfather fell asleep while watching TV. You switch the TV off, and put a blanket on him to keep him warm.

Thinking Task



How do you think you would show responsibility in the following situations?

1. You broke your friend's new laptop.
2. Your parents asked you to clean up your room, but you don't feel like doing it.
3. Your friend wants you to go to their house to play video games, but you haven't finished your homework.
4. Your mother is unwell and needs some help with the housework.
5. You forgot to take your homework to school.
6. Your local community needs some help with a project to help people learn to read and write.

Personal Hygiene

As noted earlier, it is important to take care of your physical health. This means taking care of your body inside and out. It is very important to develop good personal hygiene habits so that you can look and feel great. This is an essential part of staying healthy and being responsible. This includes having a shower or bath regularly, brushing your teeth, washing your hands properly to help stop the spread of bacteria and disease, keeping your nails trimmed and getting a good night's sleep. Another thing to think about is washing your clothes regularly and making sure that they are clean and ironed. Combing or brushing your hair and getting a trim regularly will make you feel better and look tidy.

It is also important to have regular check-ups at the doctor and dentist to make sure that your body and teeth are strong.



- Washing your hands regularly with soap and water prevents bacteria spreading.

Self-Assessment Questions



In the 'SELF' circle, write notes about the different ways you are responsible for yourself. Next, draw another circle around the 'SELF' circle, and make notes on the different ways you show responsibility towards your family. Draw another circle around the family one and make notes on the different ways that you show responsibility to your community.



When you have completed this, consider your notes when answering the following questions.

1. Give three reasons why having a healthy work-life balance is important in leading a moderate lifestyle.
2. List four things you should eat to have a healthy and balanced diet. Give reasons why these things are important.
3. List two reasons why doing physical exercise is important.
4. Give two reasons why being positive is an important part of a moderate lifestyle.
5. Give two reasons why having positive relationships with your family and friends is important.
6. Give six examples of how you can show responsibility for yourself, your family and friends and your community. Give two examples for each category.
7. Give three examples of good personal hygiene routines and reasons why they are important.

LESSON 2

What are the Benefits of Living a Moderate Life?

Learning Objectives



At the end of the lesson, you should be able to:

- ▶ Outline six characteristics that are key to developing strong and positive relationships.
- ▶ Develop positive thinking by giving two positive points about yourselves, your family, friends, school and the UAE.
- ▶ Demonstrate an understanding of the benefits of living a 'moderate life' by choosing your top three examples and providing a rationale for each of these choices.

INTRODUCTION

In the previous lesson, we looked at the different aspects of living a moderate lifestyle and how vital these are to leading healthy, productive, and positive lives for ourselves, our family and friends, and the community. We're going to explore these aspects in a little more depth in terms of what benefits they bring. This not only has an impact on you, but the world you live in and the people you interact with.

THE BENEFITS OF LEADING A MODERATE LIFE

Leading a moderate lifestyle shows respect for yourself and for others. It means that you have balance in your life and can bring a sense of calm to everyday living. Practising moderation in all things helps people to be more focused and more productive members of society.

The Benefits of Having a Positive Work-Life Balance

Creating a work-life balance that works for you means that you maximise your time. You are able to work or study hard, but still enjoy the time you have with your family and friends, doing sports and other activities. This allows you to be more focused in both work or study, and other aspects of your life.

For many working people, one way of achieving such a balance is to avoid taking work home. If people don't take their work home with them, they can fully concentrate on family time in the evenings and at weekends. This provides a boundary between work and home, which can provide benefits, as it allows the stresses of work to stay at work, and not affect family time. Having clear boundaries can mean that people can be more productive because they have enough time for work, recreation and rest. Achieving an appropriate work-life balance depends on your priorities and what is important for you.

“ I don't like to see someone who does not have a hobby, sport or passion in life. Idleness is not only an attitude towards work; it starts with the mind. ”

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)

Discussion Point

Consider the quotation from His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him). Which hobbies, sports or passions do you have? Are there any that you would like to do in the future? Discuss your ideas with your group.



■ Getting the most out of the time that you spend at school, and the time that you spend with your family and friends, relaxing and taking part in other activities allows you to be more focused and productive.

The Benefits of Eating Healthily

Eating a well balanced diet has many benefits to your physical and mental wellbeing. What you eat affects how you feel and the amount of energy that you have. If you eat healthily, your body receives the nutrients and energy it needs to keep your body active all day. Having a sensible balance between what you eat and exercise can help in maintaining a healthy weight.

Your body is a complex machine and needs to be taken care of so that it lasts a long time. The healthier you are, the less likely it is become sick or develop diseases as you grow older. Eating healthily has the benefits of contributing to strong bones and teeth, keeping your blood pressure and cholesterol under control, and having a healthy heart. Ensuring that you eat a healthy diet improves your chances of living a long life. Improving your diet also affects your ability to study and work more efficiently, as well. Healthy foods boost your cognitive abilities and make you more alert and focused. The food choices that you make affect your life, so make wise choices, eat healthily and enjoy of all the benefits.



- Eating healthily is essential for a healthy body and mind.

The Benefits of Taking Physical Activity

Taking physical activity, combined with a healthy and balanced diet, has numerous benefits. A calorie is a unit of energy. When we consume food and drink, we increase the number of calories in our body. Exercise and activity burns up these calories. If we put more calories into our body than we use up, the excess is stored as body fat. Physical activity helps to maintain the calorie balance in the body and maintains a healthy body weight.

Exercise and a healthy diet as part of the management of a healthy body weight also helps prevent high blood pressure and cholesterol build up, which are very dangerous and can lead to serious diseases in later life, such as diabetes and heart attacks.

Regular exercise also helps strengthen the heart. A strong heart is necessary to pump blood around the body more efficiently and send oxygen and nutrients to muscles, and organs. Physical exercise provides more oxygen

to the brain, which then releases beneficial chemicals which can help us concentrate and think more effectively. This can help improve our ability to learn. 'A healthy body is linked to having a healthy mind'.

Exercise is also necessary to build strong bones and muscles. To build muscles, weight-bearing exercises, gymnastics, football, and sit-ups are all very good. For strengthening bones, running, skipping with a rope, dancing, exercises with weights, and martial arts are all options.



■ Running as part of a sport like soccer is one form of exercise that has physical and mental benefits.

Experts have shown that regular exercise can improve mood and helps you sleep much more soundly. Taking daily exercise can reduce stress, increases the likelihood of living longer and also helps to build your own self-confidence. This self-confidence can spread to all other aspects of your life.

Developing Problem-Solving Skills

People need to solve problems on a daily basis, but these skills do not develop by themselves. To solve problems, we need to listen and think carefully, look at the different solutions that are possible and find workable solutions, which may involve making compromises. It is also important to think about other people's opinions and needs when problem-solving. These are life skills that are useful on a lot of situations.



Action Task

1. Write down a problem that you have.
2. Think about why it is a problem.
3. Brainstorm at least four possible solutions.
4. Evaluate each of the solutions, focusing on the positives and negatives. Rate each solution from 0 (not very good) to 10 (very good).
5. Put the solution into action. Write down who will do it, when they will do it and what is needed.
6. Evaluate the outcome, focusing on what worked well, what didn't work so well and any changes that could be made to make the solution more effective.

The Benefits of Being Positive

In the previous lesson, we examined what it means to be positive in life. Being positive is a key factor in living a long and happy life. It allows you to have a wider perspective on life and look for solutions to problems. As noted above, problem-solving is an important part of being able to live a moderate life. When you experience positive emotions like happiness and love, your mind becomes more open. This wider view allows you to learn more skills and try new things more readily. Thinking positively helps you to build a wide range of skills that impact on your work and study, your health and your life in general.

“Do not underestimate your thoughts, because your energy, determination, success and even health, are directly related to positive thoughts.”

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)

Life has many challenges, and being positive and optimistic develops your ability to deal with difficulties more effectively and manage stress more efficiently. People want to be around positive people, so the more positive you are, the more like-minded people will be around you.



■ Thinking positively affects your mental wellbeing. How do you maintain positive thinking?

Thinking Task



How do you think that thinking positively can affect the way you view your life?

Action Task



Look at the table below and write two positive thoughts or ideas in each category.

ME	FAMILY	FRIENDS	SCHOOL	THE UAE

The Benefits of Positive Relationships

Our happiness and success in life are essentially based on the relationships that we build with other people. Having positive and healthy relationships is a choice. Having and creating positive relationships with our family and friends includes listening to each other, trusting and respecting each other and making time to spend time together. You will have learned about the importance of listening in Unit 3 in Grade 10. People encourage you, and want you to do well and succeed in life, helping you in any way that they can. Strong relationships also work as a support network when you are having difficult times in your life, as you can ask your family and friends for help. Positive relationships need to be developed and won't happen on their own.

Surrounding yourself with positive relationships allows you to share happy moments on a more regular basis and develop your sense of purpose and meaning. Like a ripple in the water, having positive relationships spreads out and touches everyone. These types of relationships create strong and healthy family bonds, which in turn create strong, positive communities. Healthy relationships are part of a moderate lifestyle as well. If the people you have positive relationships with lead moderate lifestyles, then it is more likely that you will lead a moderate lifestyle as well.

Action Task



Creating strong relationships with friends is an important part of leading a healthy life. Make a list of six characteristics that you need to make friends and describe why each characteristic is important.

The Benefits of Being Responsible

Being responsible in life means doing the things that need to be done when they need to be done, as well as the behaviours you choose. This develops self-confidence and a 'can do' attitude to everything in life, which helps us to feel

good about ourselves. We manage our time better and complete things that need to be finished, even if we don't want to do them.

When you are responsible, people trust and depend on you because they know you are reliable. It is very important that you act responsibly for your family and your community. By showing this characteristic, you become a role model for others to follow. This is the same for your friends as well, as they can see how you act and are more likely to want to be like you. As you grow, you will have more responsibility in life, particularly when you have a family of your own to take care of. This means that you will need to think carefully about the decisions you make as you become more mature. Good choices generally lead to successful lives. Showing responsibility has the benefit of making you more independent in the choices that you make in life.

Action Task



Make a list of six daily responsibilities that you have. Show it to your parents and friends ask them if they have another two suggestions for your list.
Make a responsibility diary and tick the activities that you do every day.

The Benefits of Personal Hygiene

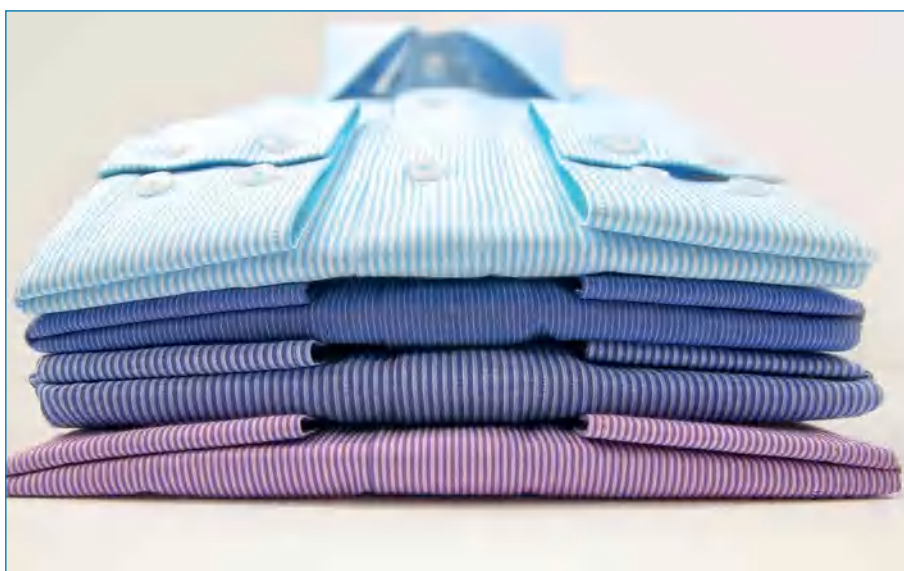
Personal hygiene involves practising daily routines that keep your body clean. This involves washing, oral care and hair care. The risk of harmful bacteria and germs can be reduced by washing your hands regularly and thoroughly after visiting the bathroom, using a tissue when you sneeze, and protecting cuts on your skin with plasters helps to avoid cross-infection. Taking regular showers or baths keeps your body fresh and free from odour, as well as making your skin clear. Brushing and flossing your teeth regularly keeps your breath fresh and reduces the risk of gum disease and tooth decay, as well as reducing the costs of dental care. If you have healthy teeth and gums, you may be inclined to smile more often, which has a positive effect on your own mental wellbeing, as well as affecting those around you.

“To hold others responsible for failure is a way of escaping one's own responsibility. Responsibility is a heavy burden and a great honour at the same time. Whoever shoulders responsibility must be worthy of it.”

**His Highness Sheikh
Mohammed bin Rashid
Al Maktoum (May Allah protect
him)**

Taking care of your personal hygiene shows people that you have self-respect and care about yourself. This affects how we perceive ourselves, and how others perceive us. You will have better health by keeping your body clean, because this reduces the risk of illness. If you take care of yourself and your physical appearance, people notice this and recognise that you are a tidy and well-groomed person.

There are many benefits to changing your clothes regularly and wearing clean and ironed ones. Clean clothes make you look and feel clean. This affects what other people think of us.



■ Washing clothes is an important part of basic hygiene. They smell fresh and make you feel great as well!

Thinking Task



What do you think are your three most important personal hygiene routines? Give reasons for your choices.



Checkpoint

1. *Why is it important to practise good personal hygiene?*
2. *Why does good personal hygiene affect the way that other people perceive us?*
3. *Are there different personal hygiene routines you want to incorporate into your life having covered information in this lesson?*

Self-Assessment Questions



Having looked at the benefits of leading a moderate life, choose the three benefits that you think are most important. For each of the three benefits, write a short description of why you think that they are the most important.

LESSON 3

What are the Consequences of Not Living a Moderate Life?

Learning Objectives



At the end of the lesson, you should be able to:

- Outline at least three examples of leading a life of 'excess'.
- Describe at least five ways of improving a 'sedentary lifestyle'.
- Categorise at least three healthy and three unhealthy food habits.

INTRODUCTION

We have looked at the many benefits of leading a moderate lifestyle in the previous lesson, but what happens if people don't do this? Leading a life that is not moderate, but full of excess and a lack of care for others has far-reaching and in some cases, very dangerous consequences. Let's now look at some of the consequences of a life of excess.

A LIFE OF EXCESS

In many countries, excess can be seen in many sectors of life. For example, restaurants have all-you-can eat buffets, encouraging people to eat more than is healthy, and many fast food outlets offer supersize portions of food. Too much of anything is often not beneficial for your mental and physical health.

Work or Study Excess

There is an increasing pressure in some countries for workers to work harder than ever, work longer hours, and work at the weekends. Working or studying hard are very important in life, but if people don't have an appropriate balance of personal life and work or study, they can become exhausted and less effective. This is sometimes called 'burn out.' Burn out can be the result of stress, and if stress is not managed, it can lead to serious health issues. Without proper rest, the body starts to weaken and the chances of becoming ill will increase. If work or study is affecting a person so much that they are continually exhausted, then it can become a downward spiral. The lack of balance in life can create professional and personal problems. People become less productive and efficient in their working environments, and more negative in their personal lives.



■ Working too much without adequate rest and relaxation time can have serious physical and mental consequences. Why do you think this is an issue?

Thinking Task



What do you think companies and employers could do to help people achieve better a work-life balance?

You Are What You Eat

The more unhealthy food that you eat, the unhealthier you will become. It makes sense, doesn't it? It is not just about the kind of food that you are eating, but it is the amount as well. When you eat healthy food, you are providing your body and mind with the right amount of fuel it needs to work effectively. If you eat unhealthy food, then the body is not getting the correct amount or types of nutrients it needs and starts to have problems.

Eating healthily is not just about eating the right balance of foods. It is also about not eating certain types of food to excess. In many countries, the amount of saturated fat that people eat is excessive. Saturated fats are high in calories. They are found in cream, cakes, processed meats, cheeses, butter, and whole milk. Health experts note that too much saturated fat can lead to increased cholesterol and increases the risks of heart disease and strokes.

In many countries, people eat diets that have too much sugar. Sugar can be present in cereals, sweets and chocolate, soft drinks, ketchup and in fruit. Reducing the amount of sugar in your diet can contribute to a healthier diet. For example, think about drinking water, rather than cans of soft drinks, and cutting back on chocolate.



■ Eating a lot of food that is high in fat, salt or sugar is very dangerous for your health.

If you eat too much of the wrong kinds of food, your body is not getting what it needs. A diet that is high in sugar, fat or salt can lead to chronic illnesses developing, such as diabetes or heart disease. The body responds to this kind of unhealthy diet by becoming heavier, and once your **body mass index** (BMI) reaches 30 or above you are officially classed as obese. This increases the likelihood of other health conditions such as high blood pressure and certain cancers. The World Health Organisation's 2014 report on diabetes estimates that there are 422 million adults living with diabetes. This is linked to being overweight or obese.

Not only are the risks of ill health increased, but eating these types of food means that the body is not getting the energy it needs. You may feel tired and not have the energy to do anything. Mental health suffers as a result of a poor diet because brain cells need energy, something an unhealthy diet does not provide. This results in being unable to remember things, headaches and an inability to focus clearly. Many studies have shown that eating unhealthy food affects how we feel and we are more likely to feel stressed and suffer from depression.


*Source: <http://www.who.int/diabetes/global-report/en/>.

Key Terms

body mass index (BMI): a measure of body fat based on height and weight




■ It is important that children develop healthy eating habits to maintain a healthy body weight. If these habits are not developed when children are young, then they are less likely to lead happy, healthy and successful lives.



Thinking Task

Generally, people who eat a lot of unhealthy food know that it is not good for them, but they eat it anyway. Why do you think this happens?



Action Task

Make notes in the table about everything you eat and drink in one week. At the end of the week, which side of the table has more entries? Share your findings with your group.

HEALTHY FOOD AND DRINK	UNHEALTHY FOOD AND DRINK

Being Sedentary

The term '**sedentary**' means being inactive and not moving. It is the opposite of a healthy, active lifestyle where a person takes regular physical exercise. People who have a sedentary lifestyle do little or no physical activity and are often sitting or lying down and being inactive for most of the day. A lot of their time is spent with little movement, for example spending lots of time on their smartphone or computer, watching television and playing video games. Many people at work find that their day is spent sitting down, often in front of a computer with little opportunity to move around. The increases in technology over the last 30 years have tended to encourage many more people to have a sedentary lifestyle.

As humans, we are designed to move, and if we do not move as we are meant to, a lot of problems can develop. Sedentary behaviour, such as watching television or playing computer games, can increase anxiety.

We have previously looked at the connection between physical activity and the mind. If we are inactive, the mind will follow this by becoming more forgetful and less focused, because there is less blood being pumped throughout our body and the brain receives less oxygen. Being inactive can also affect sleep patterns.

Key Terms

sedentary: too much sitting and little or no physical activity



■ Our bodies are designed for moving and long periods of inactivity can affect our mental and physical health.

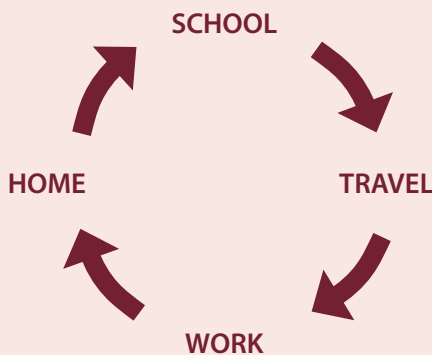
Getting an appropriate amount of sleep is important in maintaining overall health. Health experts note that proper sleep is important in helping the body repair itself, and a lack of proper sleep can be associated with heart and kidney diseases, as well as high blood pressure, diabetes and strokes. A lack of sleep is also a factor in many accidents, including road accidents.

Action Task



Sedentary behaviours are linked to many of the necessities of modern life, for example, driving to work or school, or sitting down for long periods of time at school. However, changing many of these sedentary behaviours can be altered, by making small changes in our daily lives.

Look at the four categories and make notes of small changes that can be made to reduce the amount of inactivity e.g. sitting or lying down. Write two ideas next to each category.



Being Negative

In the previous lesson, we have seen how vital positive thinking can be to our mental and physical health, but what happens when we don't do this and allow negative thinking to dominate our thoughts? Negative thoughts focus on the idea that the worst case scenario will happen in any situation. This can have a serious health impact because it can develop into depression, stress and anxiety. This way of thinking works against you, makes you feel worse, and reduces your self-confidence.

Everyone goes through challenges in life, but problems can be exacerbated if we allow negative thinking to develop. Negative thinking, and the stress that comes with it, can affect changes in the brain. The brain thinks there is a problem and sends signals to the body that something is wrong. As a result of this, your blood pressure increases, your hearts start to beat faster, your breathing becomes more rapid and you start to sweat more. This is completely natural, but if we perpetuate negative thinking, then these signals to the brain become stronger and more regular, causing a feedback loop, which can lead to panic attacks and anxiety as the body increases the symptoms. Remember that you create your own thoughts, and therefore have control about what and how you think.

Thinking Task



Why do you think that some people focus more on the negative things in life, rather than the positive?



Action Task

Look at the following situations. For each situation, think of what a negative thinker might say in the situation and write your examples under 'NEGATIVE THOUGHTS.' In the 'POSITIVE THOUGHTS' column, write examples of what a positive thinker might say in the situation.

SITUATION	NEGATIVE THOUGHTS	POSITIVE THOUGHTS
Having to stand up in front of the class and give a presentation.		
Falling out with a friend because they want you to do something you know is wrong.		
Taking an exam for a subject that you don't like very much.		
Getting a bad mark in an exam.		
Helping your younger brother or sister do their homework, but you have your own homework to do.		

Being Irresponsible and Making Bad Choices

Being irresponsible means that you do not take time to think about the possible results of what you do. People who are irresponsible may not take sufficient care of themselves or how their actions affect others. This can be because they do not consider the possible consequences of their actions, either to themselves, or those around them.

Examples of irresponsible behaviour might include being late for lessons, wasting time, distracting other students from their work or using other students' possessions without asking first. Using inappropriate language, bullying and disrespecting the school's equipment are also examples of irresponsible behaviour.

Many children have an understanding of what is acceptable and unacceptable behaviour, but some teenagers make poor choices when they feel stressed, want attention or are trying to impress their friends.

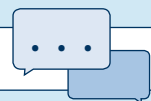
The part of the brain that controls decision-making and consequential thinking does not fully develop until people are in their early 20s. This means that some teenagers are more likely to make poor choices and take more risks without thinking through the consequences of their actions on themselves or others.

Becoming involved with crime, experimenting with drugs and dropping out of school are all situations where people make poor choices, and have not considered the impact that these actions will have on themselves, their family and the wider community.

“...people do not hear your words as deeply as they feel your actions.”

**His Highness Sheikh
Mohammed bin Rashid
Al Maktoum (May Allah protect
him)**

Discussion Point



In many countries, there are laws that make it illegal for people to use their smartphone when driving. The technology company Apple has introduced a warning on its more recent phone to encourage people not have phone activated when driving. One of the reasons for banning the use of phones while driving is because it increases the risk of being involved in an accident. Concentration on the primary task of driving is much lower when using a phone.



Discuss the extent to which using a smartphone when driving is an example of irresponsible behaviour.

Poor Personal Hygiene

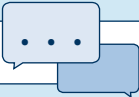
If you do not have daily routines that help clean all of your body, the consequences can range from problems with your family and friends, to more serious health issues. When someone doesn't bathe or take a shower regularly, then the body produces an odour, which can be unpleasant for others. If a person doesn't brush and floss their teeth, then they can develop bad breath, and gum disease. This disease attacks the teeth and they start to decay and fall out.

Washing your hands regularly helps prevent the spread of bacteria and viruses. Every day, people touch all sorts of things such as door handles, cups and laptops. Without thinking, they then touch their face. Bacteria and viruses can be easily transferred and spread very quickly. If you don't wash your hands regularly, then you are increasing the risk of catching the flu, or a cold, or a much more serious disease like some types of hepatitis, or a disease which affects the liver.



■ Your hair will become greasy and dirty if you do not wash it regularly. What would you say to a friend who was not washing their hair regularly?

Discussion Point



Look at the picture. Discuss with your group how the difference in the 'before' and 'after' highlights the importance of cleanliness.



Self-Assessment Questions



Now that you have explored some of the consequences of leading a life of excess, answer the following questions:

1. What is the difference between working hard and 'burn out'?
2. What happens to your physical and mental wellbeing if you eat too much unhealthy food?
3. What are the consequences of a sedentary life?
4. How can negative thinking affect you?
5. What are possible outcomes if you are irresponsible and make poor decisions?
6. Why is personal hygiene important?

LESSON 4

What is Meant by the Term 'Addiction'?

Learning Objectives



At the end of the lesson, you should be able to:

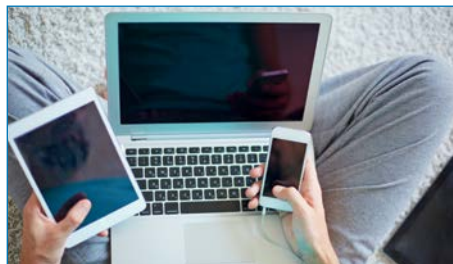
- Give a written definition or verbal definition of 'Addiction'.
- Describe four risk factors that can lead to 'Addiction'.
- Categorise 14 factors into risk factors and protective factors.

INTRODUCTION

In this lesson, we will be looking at the issue of 'addiction'. We will explore what this means and the risk factors involved in developing an addiction.

WHAT IS ADDICTION?

Addiction is a global issue that many different societies are having to deal with on an increasing scale. When we consider addiction, most people tend to think of being addicted to drugs, tobacco or alcohol, but addictions can also be linked to activities as well, such as gambling, playing video games, shopping and technology.



■ Shopping and technology addictions, particularly social media, are very common in many parts of the world.

Key Terms

addiction: a psychological condition in which the individual uses a substance, or indulges in an activity which can result in short term pleasure, but which the body or the individual comes to depend on

Addiction is a psychological condition in which the individual uses a substance, or indulges in an activity which can result in short term pleasure, but which the body or the individual comes to depend on. The behaviour becomes compulsive and begins to interfere with their normal daily functioning, their social relationships and their health. People with an addiction may not appreciate that their behaviour is out of control, nor recognise the implications of their behaviour.

There is a difference between an addiction and a habit. The American Journal of Psychology defines a habit as *“a more or less fixed way of thinking, willing or feeling, acquired through a previous repetition of a mental experience”*. Habits can become addictions. However, most of us have habitual behaviour, but are not addicts.

*Source: American Journal of Psychology, 1903, Vol XIV, no2.

The crucial point is the consequences of behaviour. When the behaviour becomes compulsive and the body or mind become dependent on the behaviour, then the long term effects can become damaging. This is why addictive behaviour can be dangerous. With habits, people can often choose to stop, and will stop if they want to. This is not the same as an addiction. If you are addicted to something, it means that you face more challenges in controlling the addiction without help because of the mental and physical aspects involved. You are not as much in control of your choices.

The Use of Addictive Substances and Different Types of Addiction

Addictive substances ^{*}“are chemicals or materials that can create physical and /or psychological dependencies”. When we feel pleasure, the brain releases certain chemicals. Many addictive substances have the same effect, although at a much higher level, so the body feels a sense of euphoria. In the case of people taking non-medicinal drugs (and increasingly in some societies, prescription medicines), for example, the person will need to take more of the drug to maintain the effect because the body builds a tolerance to the drug. The person may develop intense cravings for the substance and will continue to use it, despite the harmful and dangerous consequences.

^{*}Source: <https://www.addiction.com/a-z/addictive-substances/>.

In the recent World Drug Report 2017^{*}, The United Nations Office on Drugs and Crime estimates that there were “29.5 million people globally suffering from drug use disorders”. There are different kinds of addictions, but the most prevalent ones globally are alcohol, tobacco and drugs. We will look at the devastating impacts that addiction can have in the following lesson.

^{*} Source: United Nations Office on Drugs and Crime World Drug Report 2017, United Nations Publication.

Action Task



Research information about addictive substances. Find four examples and make notes on what makes them addictive.

The Risk Factors Involved in Developing Addiction

There are no set rules for why addiction develops in some people, but not others. There are many complex factors that can contribute to the development of an addiction, but that does not mean that these factors will affect everyone the same way. Having a **risk factor** does not mean that a person will develop an addiction, but the more risk factors there are, the greater the potential for addictive behaviours to develop.

Key Terms

risk factor: any attribute, characteristic or exposure of an individual that increases the likelihood of a disease

Psychological Risk Factors This group of risk factors covers a wide range of issues, but two personality characteristics, sensation seeking and impulsiveness, *have been linked or associated with different types of addiction. Sensation-seeking involves taking risks in the pursuit of pleasure and excitement, and impulsiveness is behaving in a way that has little or no forethought, reflection or consideration of the consequences. The risk factor is increased because substance abuse lowers inhibitors that would normally stop you from doing something dangerous.

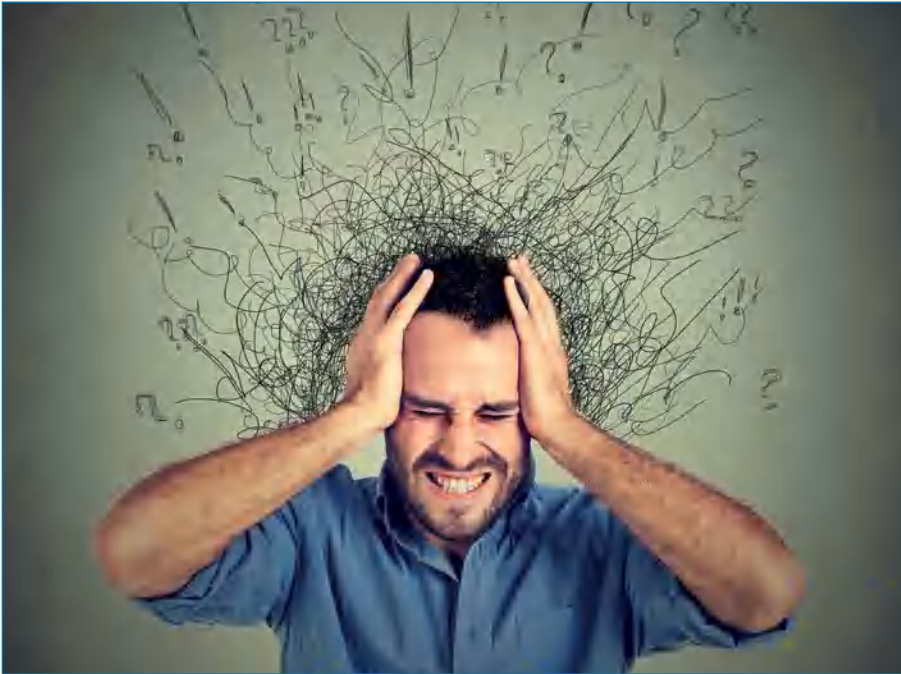
*Source: Kelly TH, Robbins G, Martin CA, Fillmore MT, Lane SD, Harrington NG, and Rush CR (2006): Individual differences in drug abuse vulnerability: d-amphetamine and sensation-seeking status. *Psychopharmacology* 189: 17–25.

Key Terms

stress: how the body responds to any kind of demand or threat

Stress as a Risk Factor In the modern world, **stress** is part of everyday life and everyone experiences situations or emotions that activate stress responses. For example, someone who is stuck in a traffic jam and late for work may experience relatively mild stress. However, high levels of stress over periods of time can be very dangerous if left unchecked. Stress is the way that your body responds to any kind of demand or threat, and affects both the mind and the body. People under a lot of stress can become ill. Extreme stress affects our behaviour and emotions. When people find it difficult to deal with stress, they may take drugs or resort to other forms of behaviour to help them feel better and gain pleasure and release from their stress. If they do turn to these behaviours, they can become addictive.

It is important to remember that even though people may have these risk factors, it does not mean that they will become addicted or exhibit addictive behaviour.



■ If stress is prolonged, it can have serious effects on your physical and mental well-being.

Action Task



With your group, consider the different things that can result in feeling stressed. Remember there are no right or wrong answers. Make a list of at least four things that make your group feel stressed.

Biological and Environmental Risk Factors According to the American Society of Addiction Medicine, genetic factors account for *"...about half the likelihood that an individual will develop an addiction." This means that if you have a parent or sibling that has an addiction, you are at a greater risk of developing the same addiction.

*Source: (<https://www.asam.org/quality-practice/definition-of-addiction>).

Many of our earliest interactions in life affect our development. Strong and healthy relationships with family and friends are vital as they form the basis of children’s development. Ineffective parenting and a chaotic home environment, with a lack of strong relationships with a caring adult, can all increase the risk factors. If children are in a household environment of conflict and tension, this can create an environment of stress. Research has shown that *“environmental factors influenced the tendency to addiction more than individual factors.”*

*Source: (International Journal of High Risk Behaviours and Addiction, 2012 Autumn; 1(3): 92–99).



- Having strong relationships and bonds within families provides a safer environment for children and reduces the risk factors associated with addictive behaviour.

The Risk Factor of Negative Peer Influence Peer influence is not a cause of addiction, but, combined with other risk factors, still has the potential to lead to addictive behaviour. Peer pressure can be a positive or a negative thing. Peers can provide positive role models for each other. If a friend asks you to help on a volunteer project to plant more trees in the local park or school, this is a positive influence. Another positive peer influence may be a friend who is kind and caring towards other people, and you want to be like them.

However, it is important to remember that peers can have a negative influence on you as well. If a peer wants you to try smoking a cigarette or something illegal, like drugs or alcohol, remember to tell them “No!” immediately and tell them to stop as well.



■ Peer pressure can be powerful but resisting peer pressure and making wise and sensible decisions demonstrates self-control and independence of mind.

Potential Symptoms of Addiction

Addiction affects a person’s brain. This can develop into a situation where the person cannot control the use of the substance. According to the Mayo Clinic in the United States*, depending on the type of drug being abused, the symptoms will be different. Drug addiction symptoms or behaviours can include the following:

1. A feeling that you need to use the drug or carry out an activity daily.
2. Having very strong cravings for the drug or activity that block out everything else.
3. Over a period of time, needing more of the drug or activity to get the same effect.
4. Spending money on the drug or activity, even though you can’t afford it.

- 5. Not meeting obligations and work responsibilities, or reducing the amount of social and recreational activities.
- 6. Continuing to use the drug or carrying out the activity, even though you know it is causing problems in your life or causing you psychological harm.
- 7. Doing things you wouldn't normally do, such as stealing.
- 8. Driving or doing other risky activities when you are under the influence of the drug.
- 9. Spending a good deal of time getting the drug, partaking in the activity, using the drug or recovering from the effects of the drug.
- 10. Failing in your attempts to stop using the drug or pursuing the activity.
- 11. Experiencing withdrawal symptoms when you attempt to stop using the drug or carrying out the activity. Withdrawal symptoms are the unpleasant physical reactions that happen when an addict stops taking an addictive drug.

*Source: <https://www.mayoclinic.org/diseases-conditions/drug-addiction/symptoms-causes/syc-20365112>

Discussion Point



What would you do if you spotted the symptoms of addiction in a friend? Do these symptoms mean that your friend is showing symptoms of addictive behaviour, or are they an escalation to addiction? Discuss the fine lines between observing a type of behaviour and whether this is indicative of a potential for that individual to develop addictive behaviours.

Action Task



Look at the terms provided and then categorise them into 'risk factors' or 'protective factors'. Compare your answers with your group. Can you think of two more factors for each category?

lack of parental supervision

good self control

expectations at home

aggressive childhood behaviour

neighbourhood pride

community poverty

drug experimentation

academic competence

school anti-drug policies

availability of drugs in social group

poor social skills

positive relationships

unclear rules at home

parental support

RISK FACTORS

PROTECTIVE FACTORS

Self-Assessment Questions



1. Why are the consequences of 'addiction' seen in both developed and developing countries? Give reasons for your answer.
2. If a person has a lot of 'risk factors' in their life, does this mean that they will definitely develop an 'addiction'? Why or why not?
3. Why are 'protective factors' important in reducing the risk of addictive behaviours occurring? Give reasons for your answer.

LESSON 5

What Are the Effects of 'Addiction'?

Learning Objectives



At the end of the lesson, you should be able to:

- Write a 250-word summary about the effects of 'addiction' based on a recovering addict's true story.
- Describe three consequences that 'addiction' has on physical wellbeing and three consequences that 'addiction' has on mental wellbeing.

INTRODUCTION

In the previous lesson, we looked at the risk factors that can potentially lead to addictive behaviours. In this lesson, we will look at the **impact** of addiction in terms of physical and mental health, the family unit, friends and recreational activities, the financial costs, and societal costs.

Physical and Mental Consequences of Substance Addiction

Addictive substances affect all parts of your body, how your body functions and cause health problems that could remain with you for the rest of your life. Drugs affect many parts of the brain, which lead to problems with emotional health, learning and sleeping. Some drugs make the brain send the wrong signals to parts of the body which result in side-effects which

can be damaging, for example, by increasing or decreasing the heart rate to levels below normal, generating **insomnia** (an inability to sleep), and paranoia (the thinking and feeling that you are in personal danger or under threat even though it is highly unlikely that this is the case) among other problems.

Substance addiction can lead to heart disease, cancer, lung disease, a weakened immune system and damage your liver. It can also cause brain damage, memory problems, attention disorders and decision-making problems. Addictions can also cause a number of mental problems contributing to depression, and over arousal, anxiety, schizophrenia, a feeling of not being in control and **psychosis** (seeing or perceiving reality in a different way to that which would be classed as 'normal'). Many people who suffer from substance addictions can find their moods can change very quickly. An addict can become scared, angry or sad for no reason.

One of the consequences of mental health issues brought on by substance addiction is that it makes feeling and showing empathy, and developing strong relationships more difficult to do. When people are addicted to a substance, they may take more risks and find it difficult to think clearly.

Key Terms

insomnia: difficulty falling asleep or staying asleep, even when a person has the chance to do so

psychosis: a severe mental disorder in which thoughts and emotions are so impaired that contact is lost with external reality



- Mental health issues can be triggered by addiction to substances.

Thinking Task



Why do you think that addicts can become selfish and do not care about their actions or behaviour?

Physical and Mental Consequences of Addiction to Activities

There are also activities that can become physically and mentally addictive, and the behaviours are similar to those associated with addiction to substances such as drugs or alcohol. Research has shown that work, social media, gambling, shopping and exercise are all activities that have the potential to become addictive.

Even though these addictive activities may not seem as dangerous as substance addiction, they may have a negative effect on the individual and society. Similar to substance addiction, the person can become obsessed with the activity and seek it out, which, like addictive substances, can cause physical and/or mental harm, problems with family and friends, and issues with work or study. The person may exhibit denial of the issue, try to hide it from family and friends, and, in the case of addictive shopping behaviour or gambling, can develop serious financial problems. There is an element of compulsion to do the activity repeatedly, even if the individual does not want to do it. If they stop the activity, withdrawal symptoms can appear and feelings of anxiety, irritability and craving can all make the chances of stopping more difficult.

Addiction to social media can exhibit many of these symptoms and illustrates some of the physical consequences. Using social media can involve sitting down and not moving for long periods of time, which, as you have explored in previous lessons, has physical consequences. Over a period of time, this inactivity can affect our physical state in terms of weight gain, as it is a common tendency to snack and eat 'junk' food when engaging with social media. Sedentary behaviours, as we have seen, have the potential to develop into serious diseases such as diabetes and heart disease.

Family


Not only does addiction harm the self, but it affects family members as well. Trust between the addict and their family starts to disappear, and this can cause a lot of tension and family arguments, creating a negative home environment for all. The risk of domestic violence is also increased in families where addiction is a problem. Some families may choose to ignore the addict's problems and pretend that there are no problems at all, because they find it difficult to confront the problem and seek support and help. This may be due to cultural reasons, feeling that such problems bring shame on the family, or that they will be viewed negatively by others. Sometimes, stress can cause arguments in the home because of the addict's behaviour. Addicts may lie and try to hide their problems from their families.

Addicts may find it difficult to be responsible and reliable and they can forget things because they are focused on feeding their addiction.


If there is an addict in the family home, this can cause potential risks for younger members of the family. As we looked at in the previous lesson, when children are in environments where addicts are present, the risk of them developing addiction problems of their own later in life greatly increases.



- Telling lies is common among addicts, no matter what their addiction is.

Thinking Task 


Why do you think that some addicts tell lies about their disease, or ignore their problem?

Action Task 

Draw a mind map to show possible consequences that addiction can have on physical and mental wellbeing. Compare your ideas with your group.

Friends and Recreation

Addicts may lose friends who do not want to spend time with them because of their addiction and behaviour. This can mean that addicts spend much of their time with other addicts, who are interested in the same thing, which might feed their addictions. This only serves to compound the problem. Addicts can start to show less enthusiasm and motivation for activities and sports that they used to enjoy.

Action Task 

Make notes about three impacts that addiction has on friends and recreation. With your group, design a poster based on your ideas.

School and Work

The impacts of addiction do not stop within the family and friends circle, but affect the school and work spheres of life as well. An ambitious and efficient student or worker can change into someone who is late, has poor personal hygiene and behaves inappropriately.

Other consequences can be poor decision-making and increasing the chances of experiencing social and personal problems. Addicts tend to focus on feeding their addiction. This means that decision-making can be poor and they are unable to work effectively. In many cases, addicts at school either drop out, or are asked to leave. Workers who are addicts risk losing their jobs.

Discussion Point



The consequences of addiction on school and work are very damaging. What would you do if you knew that a peer at school was addicted to a substance? Discuss your ideas with your group and make notes of at least three possible solutions.

Financial

Constantly trying to get and pay for addictive substances and activities is a priority for many addicts. Some find that their only motivation is to get their substance or take part in their activity, nothing else. However, paying for illicit substances or carrying out addictive activities costs money. If an addict has lost their job and has no income, there are limited choices in where they can find the finances to support their addiction. They can borrow money, which quickly turns into a large debt as they have no money to pay back the initial loan. In some societies, there are criminal elements associated with lending money to people who have no legal means of acquiring funds for their addictions. People can quickly get into serious debt as a result of borrowing money in this way. This can also lead to them getting pulled further into a spiral of debt, crime and abuse.

In some countries, there have been attempts to research how much crime is influenced by addiction. In the UK, for example, research suggests that between a third and half of all recorded acquisitive crime is linked to illegal drug use. In other words, individuals resort to stealing things from other people to sell them and get some money.

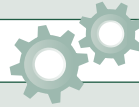
It has been further reported that to make enough money to buy illegal drugs, for example, an individual will steal three times the value of the purchase price of drugs to fund their habit. The reason is that when they sell on stolen goods to get money, they only get a fraction of what the item is worth because they are selling it among the criminal fraternity. A charity in the UK, Drugwise, reported that the market value of stolen goods related to illegal drug use is around £2 – £2.5 billion per year (10.4bn AED – 12.9bn AED) in the UK alone*.

*Source: <http://www.drugwise.org.uk/how-much-crime-is-drug-related/>



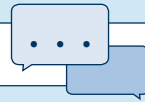
- Addicts often turn to crime to finance their addictions.

Thinking Task



Why do you think that some addicts may turn to crime to finance their addiction, rather than asking their families and friends for help?

Discussion Point



Why do you think that some addicts only care about their addiction, and not their families, friends or work? Discuss your ideas with your group.

Society

In terms of societal costs, the problems created by addictions of all kinds must be dealt with. This can include costs associated with the provision of drug addiction helplines, support groups and **rehabilitation clinics**. Increased funds are needed in terms of policing and dealing with anti-social behaviour linked to addictions, as well as addiction-related crime. Health care costs also increase because of the volume of addiction-related diseases that need to be treated. According to VeryWell Mind, an online advice and support organisation, the cost of illegal drug use in the United States is around \$193 billion (709 billion AED).

Key Terms

rehabilitation clinic:
a place where people with addictions are treated

Discussion Point



Discuss the following statements with your group, and decide whether you agree or disagree. Give a reason for your answer.

1. Sometimes, young people use drugs because their friends do.
2. It should be illegal to bring any type of drug into the UAE.
3. Addiction is an increasing problem in the UAE.
4. Some families will ignore addiction in the family because they are ashamed of what other people in the community will think of them.
5. It is a country's responsibility to help and support people who suffer from addiction.
6. Addicts only have themselves to blame for their situation.

Research Task



There are many people for whom addiction is a daily battle. Read the story about Abdullah, a recovering addict who attended the National Rehabilitation Centre. Make notes on the consequences that addiction had on his life. Write a 250 word summary that Abdullah's experiences.

Abdullah: I came back to life thanks to the NRC

The beginning:

Abdullah, 47, who recovered from heroin addiction, says: "my addiction started during a trip to Bangkok when I was 22. I had a strong tendency and curiosity about trying out the effect of drugs without knowing their perilous consequences and this is exactly what I have done. When I traveled back home my journey with multi-substance and drug use began, the last of which was heroin. This carried on for 23 continuous years".

Temporary joy:

With a sense of regret Abdullah continues: “earlier on in my journey with using drugs I used to control myself and the doses of drugs I took and deceived myself that I could cease using any time I wished. This carried on until the phase addicts refer to as the “joyful phase” passed and I entered in the “decline and pain” phase followed by severe addiction and being unable to keep away from a substance. Money was not an obstacle from getting hold of drugs”.

The vital decision:

He was like his fellow patients who have been addicted to drugs for long years. He has no hope of ceasing using and escaping this spiral. He carried on using and ended up in jail several times. His family then forced him to enter a treatment centre but the treatment attempts failed to cure him. He relapsed and went back to his habit. Abdullah was marked by the fact that addiction treatment centres and clinics are only concerned with the detoxification the body through inhibiting drugs from reaching him for several months then he is released. This method is not only wrong but perilous. Most patients will relapse as soon as they are freed and they go back to using once again.

The treatment journey:

Abdullah continues his story by saying that he was transferred to the National Rehabilitation Centre where he was warmly and respectfully welcomed. He was told by specialists that his illness requires treatment. He was told that he was neither a criminal nor deviant from a behavioural standpoint as he was made to believe by others. After a period of treatment he began to sense a relief from stress and he started to believe that he can give up using for good. Abdullah has been a fully recovered person for the last three and a half years and continues to follow treatment programmes which help him maintain his recovery.

Prevention:

Abdullah expressed his views regarding the necessity to develop addiction rehabilitation centres throughout the country and take the NRC in Abu Dhabi as a model. This he said will help addiction patients to recover and continue to reintegrate once more in social life; in addition to correcting misconceptions about the nature of addiction be it amongst families, treatment centres or correctional facilities as the current inappropriate methods used to deal with recovering addicts fail to encourage them. On the contrary, they have the counter effect which makes individuals carry on using and try to cheat their way through the conventional treatment methods.

(Reproduced by kind permission of the National Rehabilitation Centre).

Self-Assessment Questions



You should now be in a position to provide a summary of the consequences that addiction can have on the individual, family and society. Complete the task below in 250 words.

Addiction affects all sections of society because...

LESSON 6

How can we Help Others to Fight and Overcome 'Addiction'?

Learning Objectives



At the end of the lesson, you should be able to:

- Highlight four examples of how the UAE government is helping others to fight and overcome 'addiction.'
- Describe five support strategies that could be used to help an individual suffering from an addiction.

INTRODUCTION

In many countries worldwide, there is a strong social **stigma** attached to those who suffer from addictions, which the World Health Organisation* highlights as a "major cause of discrimination and exclusion." This attitude is gradually changing as people are becoming more aware of the need to help addicts to overcome their cravings and addiction lifestyles. This has been supported by scientific research that has proven addiction to be a brain disease, rather than a lack of willpower**.

*Source: <http://www.euro.who.int/en/health-topics/noncommunicable-diseases/mental-health/priority-areas/stigma-and-discrimination>.

**Source: <https://www.drugabuse.gov/related-topics/addiction-science>.

Key Terms

stigma: a strong feeling of disapproval that many people in a society have about something

HELPING TO OVERCOME ADDICTIONS

The first step for those suffering from any addiction is to admit that there is a problem. This can be very challenging. It may be difficult for people to ask for help, as denial of an addiction problem is common. In some contexts, as noted above, there is a stigma attached to addiction, and this can also discourage people from accessing the help they need.

Professional Support

People suffering from addictions do need personal and professional support to overcome their problems. A counsellor is a trained professional who focuses specifically on providing therapy to people by giving advice on their personal problems. **Counselling** people with addictive behaviours can help addicts to explore their lives to uncover the issues that may have led to them developing their addictions. Open communication and a feeling of trust and confidentiality are very important as there may be very emotional and sensitive issues being discussed about the addict's life.

Key Terms

counselling:

therapy with a trained professional listening and offering advice about social or personal problems

Thinking Task



Why do you think that addicts need help in overcoming their addictions?

Psychotherapy

Psychotherapy is a more specialised field than counselling. One of the most widely used techniques is **cognitive based therapy (CBT)**. CBT is a type of therapy that can help people manage their problems by looking at ways they can change their thinking and behaviour. It is commonly used to treat anxiety and depression, but can be useful for other mental and physical health problems. CBT can be used to treat depression and anxiety as a means of helping the patient to see how their thoughts and feelings affect their behaviour. This may involve writing a journal about their mood,

Key Terms

cognitive based

therapy: a type of therapy that can help people manage their problems by changing the way they think and behave

what made them feel the way they do and how they responded to it, and practising relaxed breathing and relaxing muscles until the whole body feels relaxed.

Action Task



Use reputable websites to find three commonly used CBT tools. Make notes why each of the tools may be useful for an addict.



- Why is it important that dialogue between an addict and a counsellor or psychiatrist is confidential?

Detox and Rehabilitation

One way in which people can get treatment for their addiction is to enter rehabilitation. Rehabilitation is generally a supervised procedure overseen by medical practitioners and professionals in psychology. In the UAE, for example, the National Rehabilitation Center (NRC) was set up under the direction of

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) in 2002. The NRC aims to provide help and support in treating drug addicts and conducting research into improving the scientific understanding and treatment of the illness.

Before people enter a rehabilitation programme for an addiction to a substance or substances, they may need to go through a period called 'detox'. This is the period where the addictive substance or substances is/are given the chance to exit from the body. The body and mind suffer withdrawal symptoms as the substances in the body decline. Withdrawal symptoms range from emotional issues, such as anxiety or depression, to physical body aches, sweating, headaches and vomiting. Medical staff are often present throughout the detox period to ensure the patient is helped during this time. The length of time for detox to be completed depends on the addiction and also the length of time that the addiction has existed, as well as other mental and medical factors.

Once the detox phase is complete, rehabilitation can begin. This involves the patient entering a programme to remove their dependency on the substance that they are addicted to. The main goal of any rehabilitation program is to change the patient's attitudes towards a specific substance. Medical staff support patients and encourage them to make goals for themselves, such as making commitments to themselves, and their families, that they will work towards to make positive changes in their lives.

Rehabilitation and counselling can happen at the same time, to give the patient the opportunity to work on the factors that may have been initial triggers for the addiction. For the addict to make a full recovery, the emotional and psychological factors need to be addressed. The most common rehabilitation programmes deal with drug and alcohol addictions.

Once addicts are aware of the triggers, the focus can move to developing the skills to deal with these triggers when they appear. This involves the development of a set of personal coping skills on the part of the patient to stop them returning to using the substance again.

Help and Support for Addictions to Activities There are several organisations to support specific addictive behaviours. For example, The Cabin Dubai, provides treatment programmes for people with gambling issues, internet usage addictions, shopping addictions and compulsive eating. These outpatient programmes are confidential, and allow patients to stay at home in order to maintain their regular routines for work and family, while attending treatment at the centre.

Treatments offered include CBT, mindfulness training, and identifying the individual triggers specific to the addictive behaviour. The inclusion of coping skills and preventing relapse techniques are also support strategies that help addicts on their paths to recovery.



■ The road to recovery from addiction is a challenging one for many addicts.



Work therapy is the latest means to overcoming mental illnesses and problems that plague humanity nowadays

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Family Involvement in the Rehabilitation Process

Family members take a central role in the rehabilitation process. In a previous lesson, we looked at the toxic effect that addiction can have on family relationships, and rehabilitation involves mending broken relationships. Family members are often unaware of what addiction is, but, by speaking with the medical staff, and support professionals, they can become better informed of the reasons why an addiction started in the first place.

Family members can also learn about the coping skills, the different addiction triggers, and how to show support and understanding, rather than anger and judgement, which can help the addict to recover. According to The United Nations Office on Drugs and Crime*, family skills training programmes have been found to be more effective than only providing families with information about substance abuse.

*Source: <https://www.unodc.org/documents/prevention/family-guidelines-E.pdf>

Thinking Task



Why do you think that an important part of rehabilitation involves the addict's family?

What Happens after the Rehabilitation Progress?

After rehabilitation, the process is far from over. The patient is likely to pay regular visits to the clinic, a doctor, a counsellor and/or a support group to build a network of support and people they can turn to. It is important to note that recovery from addiction is a lifelong process and that the patient is learning how to manage their lives without the substance or activity. The problems that the addict had before rehabilitation have not gone away, but by developing their coping skills, they are better armed to deal with everyday challenges.

The UAE's Approach to Helping Addicts

The UAE has acknowledged the issues of drug addiction and is actively encouraging drug awareness programmes. To raise awareness regarding the dangers of drug addiction, there are numerous policies that focus on the strengthening of the family unit, and the importance of providing a safe and nurturing environment for children.

The focus is on prevention, treatment, and rehabilitation, giving addicts the opportunity to re-enter society. To encourage more addicts to seek the help they need, the UAE changed the law: "No criminal proceedings shall be instituted against any abuser of narcotic drugs or psychotropic substances who voluntarily presents himself to the Addiction Treatment Unit... or to the Public Prosecution, requesting treatment." (Federal Law No14-1995, Article 43). The law will not prosecute those who ask for help for drug addiction. Parents, brothers and sisters of the addict can also come forward to seek help for them as well, without fear of legal consequences.

National Rehabilitation Centre

The National Rehabilitation Centre (NRC) in Abu Dhabi promotes treatment and rehabilitation as the tools to support addicts in their recovery. The centre also provides community initiatives to educate people about drug addiction and its devastating effects. The Emirates National Schools has collaborated with the NRC to implement a comprehensive education program to address substance abuse issues. The NRC is seen as a model for tackling substance abuse and treatment throughout the UAE. It recognises that addiction can occur at any level of society.

The relationship between the UNODC and the UAE is expanding, and Sheikh Saif Bin Zayed Al Nahyan, the UAE's Minister of the Interior since October 2004, and Deputy Prime Minister since 2009, was "fundamental in setting up this partnership and in supporting the regional approach to addressing drugs", according to the former Executive Director of the UNODC, Mr Yury Fedetov.*

* Source: <https://www.unodc.org/unodc/en/press/releases/2011/February/unodc-and-the-united-arab-emirates-step-up-cooperation-on-crime-and-drugs-threats.html>.

The NRC also works in collaboration with King's College London, the University of Aberdeen in Scotland, and the McLean Hospital at Harvard University in the United States, to develop research areas in the abuse of substances, training programmes, and more effective treatment and care methods. The on-going collaboration in research and sharing of addiction-related knowledge, and more training opportunities for staff specialising in the treatment and care of addiction patients has resulted in the National Rehabilitation Centre (NRC) becoming a regional hub for developing awareness of substance abuse, and also for the various rehabilitation programmes it offers. It has been awarded the Abu Dhabi Award for Excellence in Government Performance.



- What are the benefits of medical staff from different countries collaborating on research into addiction and rehabilitation?

“...we do not
hesitate to help and support
the brother, the ill-fated
friend or the needy wherever
they are.”

**His Highness Sheikh
Mohammed bin Rashid
Al Maktoum (May Allah
protect him)**

Types of Programmes at the NRC The NRC provides both in-patient and outpatient programmes. The in-patient programmes treat individual patients suffering from severe alcohol or drug dependencies. Patients have a psychiatric assessment, medical examination and social assessments, which helps the medical staff prepare a bespoke treatment plan. The process involves a week of detox, followed by a rehabilitation programme of approximately 10 weeks.

The patient then has outpatient treatment for up to two years. The outpatient program focuses on a patient having a week of detox, followed by regular outpatient follow-up for two years. There are also options available for addicts who cannot participate in the in-patient program due to social or personal situations.

An important part of an addict's journey of detox and rehabilitation involves their family. Support and guidance for families is provided, as they also need to learn new skills to support the patient.

The NRC has seen a sharp increase in the number of patients seeking treatment since 2009*. This is possibly due to the population becoming more aware through the UAE government’s media campaigns, or from the change in the law.

*Source: International Journal of Prevention and Treatment of Substance Use Disorders, Volume 1, August 2013 (1) 62–75.



■ Families work with medical staff to develop skills of listening, talking and supporting the patient with implementing their coping strategies.

Helping Someone Who Suffers from Addiction.

It can be very difficult to know what to say or do if you know someone or are misfortunate enough to have a friend or family member who you think is suffering from an addiction. When considering how to approach the addict, it can be common to feel anxious about getting involved in someone else’s life. It is possible that you have been hurt by trying to help the addict before, and don’t want to be hurt again.

Try to arrange a time to meet with the person in a quiet place where there are no distractions. Speak to the person about something they care about, for example, a parent, their job, or something else that is important to them. Be clear that their addiction is a problem. Letting the person know that you are there to listen and support them is very important, as they may feel isolated and overwhelmed. The person may be afraid to ask for help because of what other people might think, but rehabilitation is confidential. Encourage the person to take the first step of going to see a doctor or the NRC. Listening to a doctor is often more effective than listening to someone the person already knows, as there are no emotional ties, and a doctor will know how best to advise the patient so they get the right help and support.

It is also a good idea to do some research to find out what rehabilitation programs are offered in the community and suggest these to the person. Look for local community support groups and medical professionals who specialise in addiction.

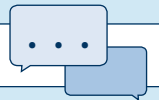
Remember to listen, encourage, share, inform and support.

“One who is strong yet doesn't help his weaker brother will regret it later for he could lose his strength and become weak tomorrow much the same way a sick man would regain health and a poor man could turn rich.”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

Source: https://imedia.gulfnews.com/GN_Interactive/ShaiKhSayed/index.html

Discussion Point



Read the quote from Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul). Discuss with your group why it is important to help those that are “weaker”?

Action Task



Imagine you know someone who is suffering from an addiction, and consider how you would help them using the prompts below. Give an example for each of the prompts.

LISTEN

ENCOURAGE

SHARE

INFORM

SUPPORT

Self-Assessment Questions



Having looked at the various ways that addicts can be helped to overcome their disease, answer the following questions:

1. What are four strategies that the UAE employs to help addicts overcome their addictions?
2. How can cognitive based therapy help addicts?
3. What are the different rehabilitation stages that an addict goes through?
4. Describe three ways that families can support addicts as they go through rehabilitation.

The Beginning of History - Ancient Civilizations

- Lesson 1** How and Why We Study History
- Lesson 2** Early Human Migration
- Lesson 3** The Rise of Civilization
- Lesson 4** The Birth of Written Language
- Lesson 5** Ancient Civilizations - Mesopotamia

Overview

This term you will learn about economics. You will learn how economics affects every part of your life. By the end of the term you will understand how you can use economics to make good decisions in your life.

LESSON 1

How and Why We Study History

Lesson Objectives

At the end of the lesson, you should be able to:

- understand the benefits of studying history.
- know about some of the fields of the study of history.

KEY VOCABULARY

- field
- branch
- to catalogue
- palaeontologist
- fossil
- archaeologist
- artifact
- anthropologist
- philologist
- demographics

WARM UP

What is history? Events happened in past, but history is the story about what happened in the past. People who witnessed an event may remember it in a certain way. Memories may fade. Stories about different events may become combined. How do you know if stories about the past are true?

With a partner, list four signs that a story might be true. Then, list four signs indicating that a story might not be true.



1.
2.
3.
4.



1.
2.
3.
4.

WHY STUDY HISTORY?

Why study what happened in the past at all? How can it benefit us today or in the future? Do events that happened hundreds or thousands of years ago have an effect on our lives in the present day?

These are important questions. After all, the areas we study should be relevant to us. We should be able to apply the information we learn about

these areas to our own lives. Academic fields need to have a purpose and our study of them needs to have a practical use for us.

LEARNING FROM HISTORY

“Those who cannot remember the past are condemned to repeat it.” The Spanish philosopher and poet George Santayana wrote this famous quotation in his book *The Life of Reason: The Phases of Human Progress* in 1905-1906. What do you think he meant?

One interpretation of the quote is that if we do not understand what our past mistakes are and learn from them, then we will make the same mistake again. His quote was about more than personal mistakes. He was also referring to mistakes in history.

In order to understand our current social, cultural, and political environment, we need to understand how it has developed through history, where our cultures and traditions have come from, how they have evolved over the centuries, and what we can learn from them. The job of the historian is to discover these historical facts and preserve them to give us a better-rounded picture of the evolution of global civilization.

Perceptions change over time. For example, in ancient times, a civilization expanded into new territories by conquering and, often, enslaving the people who were living there. Conquest by military force was a common method of acquiring land and resources in the past. Now, unprovoked military advance into another country is considered a violation of human rights and a violation of international law.



For most of history, conquest was a common method of acquiring territories and expanding empires. It is now viewed as a violation of international law.

BRANCHES OF HISTORY

How do we study history? What tools and procedures do historians use? What do scientists do to discover, interpret, and preserve historical objects and texts? The study of history has several branches. Scientists and historians work in specific fields of activity to make sense of the past.

PALEONTOLOGY



A paleontologist carefully unearths dinosaur bones after millions of years

Palaeontology looks the deepest and furthest into the past. It is concerned with discovering and **cataloguing** plant, animal, and human fossils from millions of years ago. **Paleontologists** travel all over the world to locate **fossils**, gradually developing a picture of what life was like at different points in time.

After the fossils are removed from the ground, they are studied in more detail. Bones and other organic matter may be processed using radiocarbon dating. The radiometric dating process examines the level of certain chemical particles in bones and fossils to determine how long they have existed. This process helps scientists narrow down the period in which animals or ancient people lived.



A researcher carefully handles an artifact after recovery. Bones like this one are a direct link to history and through advanced techniques they tell us much about the past.

ARCHEOLOGY

This field is specifically concerned with the development of human civilization and culture. Archeologists travel to areas where ancient civilizations are known to have existed and dig for human artifacts, such as dishes, tools, building materials, and weapons.



The ruins of Pompeii, preserved in lava from the eruption of Mt Vesuvius 2000 years ago and now a UNESCO World Heritage Site

After discovering these artifacts, the job of the archeologist is to classify them into various time periods and civilizations of human history.

Archeologists use actual human products to support and extend existing textual information and provide some context to textual descriptions and explanations of historical events.

In this way, the impacts of events such as the eruption of the volcano Mt. Vesuvius in 79 CE can be evidenced in a more direct and accurate way. In this sense, archeologists help us understand more clearly how people lived in the past and what happened to them.

ANTHROPOLOGY

Archeology is essentially a branch of **anthropology**, the study of humanity. Anthropologists look at how humans have evolved through time from a social as well as a physical perspective. They examine and classify human artifacts to understand human societies and behaviors.

Anthropologists look at how human communication has developed by studying the evolution of languages, a branch of anthropology called **philology**. They also study human cultures and social groups, to gain a clearer understanding of how civilizations emerge, flourish, spread, and decline. Some other areas of anthropological research include art history, **demographics**, and cultural psychology.



Archaeologists digging in Egypt for ancient remains.

It is important for historians and scientists from multiple areas of specialization to coordinate their efforts to identify gaps in knowledge. In this way, a clearer and more accurate picture of human society and how it has transitioned over time can be constructed.

Technological advancements are continually helping us add to our store of knowledge as well. For example, virtual reality simulators can be used to turn ancient ruins into active, living communities. Satellite imagery can show us new areas to dig, and in incredible detail. Ground-penetrating radar machines can pinpoint the exact locations of buried objects in a way that saves more time and money than ever before. These tools can help bring history to life in new and exciting ways.

Activity 1: Check Your Understanding

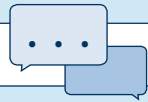


Answer the questions using information from the text.

List three ways archaeology can add to our knowledge of the past.

List three uses of modern technology to assist historical research.

Activity 2: Classifying



Write the correct scientific study under each description.

Descriptions:

the study of languages <hr/>	looks the deepest into the past <hr/>
the study of human artifacts <hr/>	studies evolution of human societies <hr/>
the study of humanity <hr/>	the study of fossils <hr/>
one branch of anthropology <hr/>	another branch of anthropology <hr/>

Activity 3: For Discussion



Discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

1. Which of the jobs mentioned in the text do you think is the most interesting? Why?
2. Describe a mistake you made that taught you something. What happened, and what did you learn?
3. Some history lessons teach us about famous people, dates, actions, and places. History can also teach us about historical patterns from the past that can be compared to our world today. Which do you think is more important to learn, and why?

Notes:

Q	YOUR IDEAS	YOUR PARTNERS' IDEAS
1		
2		
3		

LESSON 2

Early Human Migration

Lesson Objectives

At the end of the lesson, you should be able to:

- learn how ancient people migrated from one part of the world to another.
- understand how scientists learn about ancient migration patterns.
- understand how migration causes physical changes in human bodies.

KEY VOCABULARY

- migration
- species
- cross-disciplinary
- geneticist
- waterway
- grassland
- nomadic
- sedentary

WARM UP: THINK ABOUT PRICES

Several environments are pictured. What would early people need to do to survive in each environment? Work with a partner and write your ideas next to each picture.



A large, empty, rounded rectangular box for writing ideas about the savanna environment.



A large, empty, rounded rectangular box for writing ideas about the desert environment.



A large, empty, rounded rectangular box for writing ideas about the tropical beach environment.



A large, empty, rounded rectangular box for writing ideas about the snowy mountain environment.

EARLY MIGRATION PATTERNS

Throughout human history, migration has been one of the most important ways in which cultures and peoples have interacted with each other. People have been moving from one part of the world to another since before human civilization. In this lesson, we will look at some of the earliest examples of human migration and the impact they had on the cultures and societies that followed.

Most scientists and historians believe that people lived in Central Africa about 200,000 years ago and over several millennia migrated across Africa to the Middle East, Asia and Europe.

How were people able to survive in their environment? Answering this question requires a collaboration between several branches of historical research: paleontology, archeology, and anthropology.

First, paleontologists discover human bones, which indicate the pattern and extent of migration. Archeologists and anthropologists then examine artifacts to get a sense of the human society and culture. This **cross-disciplinary** approach gives a clearer and more accurate picture of how people survived in the environment and why people traversed over so much territory. Why not stay in the same place?

Anthropologists have discovered that people communicated their ideas to each other through language. The information was passed down from generation to generation with each new generation adding to the information from the past. The earliest form of human history is the oral history of a civilization. It is the way the ancestors learned from their mistakes and advised the new generations how to avoid them.



Migrating people



African grassland in modern Namibia, where early humans migrated to hunt.

People migrated to survive. They followed animals that they hunted for food. They gathered edible plants to supplement their diet. Cyclical changes in temperature and rainfall caused a decrease in plant life. Animals had to migrate to find new grazing land. People followed the animals. They formed temporary communities around lakes, rivers, and other **waterways**, and eventually traveled into the open **grasslands** of Africa.

Sometimes groups of people encountered other groups of people and exchanged ideas and information. Sometimes the groups fought and took resources from each other. Anthropologists, with the help of **geneticists** and other scientists, have been trying to trace the migration patterns of people.



Geneticist studying data

Around 100,000 to 40,000 years ago, humans migrated out from Africa into the Middle East. Some groups built small boats from reeds and bamboo that carried them to Indonesia and Australia. This was the first major migration of early humans. The next one occurred from about 40,000 to 15,000 years ago.

Over this time, humans developed new technologies for hunting and survival. These included new types of spears for more efficient hunting and using animal hides for warm outer clothing and to waterproof their boats. These innovations allowed them to survive in colder climates, as they expanded into northern Europe and present-day Russia.

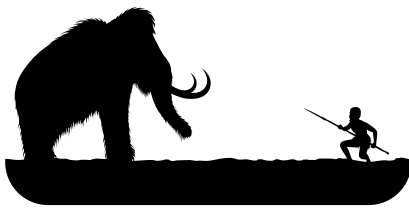


Realistic life size replica model of Woolly Mammoth with skeleton fossil at Shanghai Natural History Museum

People expanded further and further east into the Arctic. It is believed that people crossed a narrow land bridge into the Arctic regions of North America during an Ice Age period when the sea level was lower than it is today. In North America, they found giant animals such as woolly mammoths. Humans gradually migrated downward over the continents of North and South America.

MIGRATION AND HUNTING

By studying the languages of indigenous peoples of North America, anthropologists attempt to map migration patterns. They try to find the earliest examples of languages of indigenous peoples then compare the language dialects, similarities and transitions. Anthropologists also examine the oral histories of indigenous people to find similarities. The idea is that people who have related languages and similar oral histories may have come from a similar community branch. Languages and oral histories with elements of more than one group may indicate a merge in communities.



An ancient human hunting a woolly mammoth.

Some scientists believe that as humans moved southward from the arctic they hunted the megafauna such as woolly mammoths possibly to extinction. Evidence shows a connection between the appearance of humans in an area and the disappearance of megafauna at the same time.

ADAPTING TO THE ENVIRONMENT

As humans migrated and settled in new regions with varying climates and environments, certain physical changes were happening to their bodies to allow them to adapt to these conditions. Changes in body size and shape, changes to skin tones, hair, and changes to facial features, all emerged as adaptations to their environment.

The physical differences in humans occurred to help our ancestors survive in different environments. Unfortunately, physical differences have been used as social markers in some societies. People have been treated differently, better or worse, because of their physical characteristics. In a modern tolerant society, physical differences are embraced as we realize that what makes us human is our hearts and minds, not skin color, eye color, or body structure.

Activity 1 : Check Your Understanding



Answer the questions using information from the text.

How did language help humans develop and survive?

Where did early people live?

**List four of the reasons for migration mentioned in the text.
How are these related to basic human needs?**

Activity 4: Discuss and Take Notes



Discuss three critical thinking questions related to early human migration in groups or with your class. Take notes of the discussion in the space provided.

1. How could the study of genetics and language help us understand the migration of early humans?
2. What are some things that ancient people need to do to be successful when they migrate to new areas?
3. What are some reasons for human migration in today's world?

Notes:

Q	YOUR IDEAS	YOUR PARTNERS' IDEAS
1		
2		
3		

LESSON 3

The Rise of Civilization

Lesson Objectives

At the end of the lesson, you will:

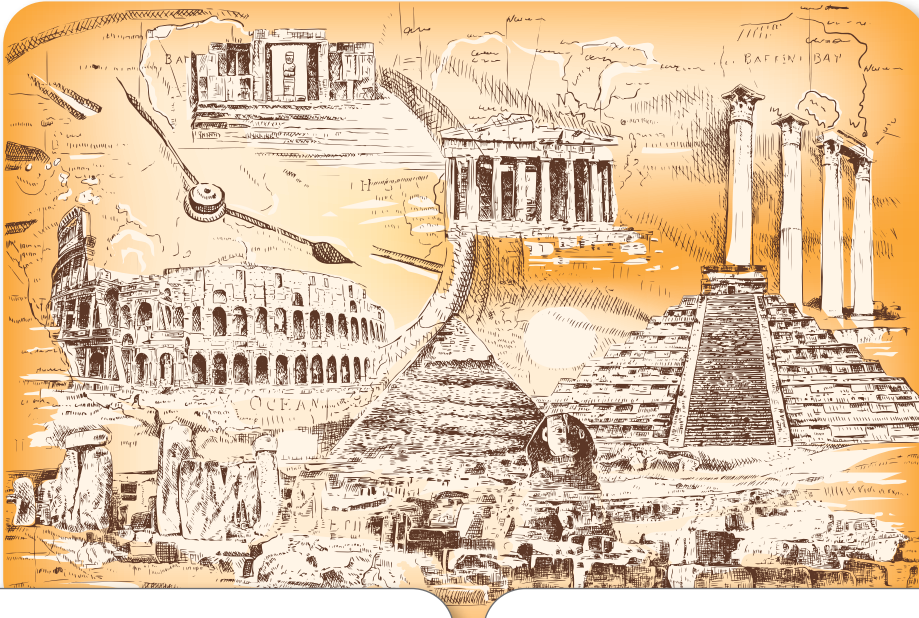
- learn about the change in human society from a nomadic lifestyle to an agricultural lifestyle.
- learn about the lifestyle of the Natufians, one of the earliest agricultural societies in world history.

KEY VOCABULARY

- to trace
- wilderness
- desertification
- to cultivate
- to domesticate
- settlement
- to engrave
- dwelling

WARM UP:

How does a civilization begin? What do people need to develop a civilization? Work with two or three other students and brainstorm your ideas in the spaces provided.



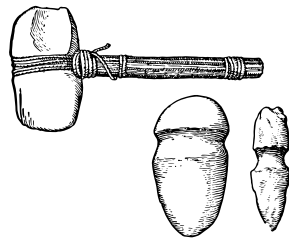
Blank space for brainstorming ideas.

Blank space for brainstorming ideas.

Blank space for brainstorming ideas.

Blank space for brainstorming ideas.

THE RISE OF CIVILIZATION



Neolithic stone tools

The rise of human civilization can be traced back to a period in history known as the Neolithic period, which began roughly 11,700 years ago. The Neolithic period, also known as the New Stone Age ('neo' meaning 'new' and 'lith' meaning 'stone') was the third part of a 3.4 million-year period called the Stone Age when early man used stone tools.

During this period, early humans left records in the form of cave paintings. The paintings show us what was important to Stone Age humans and give us information about their lives. During the Stone Age, early humans were hunter-gatherers. They were nomadic, moving from one area to another in search of food, using tools of stone for hunting.



Neolithic cave paintings

EARLY SETTLEMENTS

The Neolithic period was a shift away from the nomadic lifestyle. Early humans began to grow and cultivate their own food, instead of just searching the **wilderness** for it. By producing their own food, early humans could stay in one place and raise crops. This gave rise to the first human settlements, which eventually grew into cities that would become the centers of the great ancient civilizations.

This shift did not happen all at once. There are many theories attempting to



Process of desertification or climate change

explain why early humans started to engage in agriculture. One theory suggests that **desertification** of large areas of land led early humans to focus their activity around oases and rivers where fresh water could be found.

Another theory is that people living in hilly areas began to **cultivate** plants as a form of 'cultural evolution.' In other words, agriculture was a natural cultural result of people living together in an area. As people's lives became more sedentary and less nomadic, families grew larger, and the need to produce more food for the growing population became stronger.

THE NATUFIANS

The remains of possibly the earliest sedentary society were discovered at a site in the Levant area, in what is now Palestine, Jordan, Syria, Lebanon, and northern Saudi Arabia. The people are known as the Natufians and lived from around 12,000 to 7,500 BCE.

The Natufians appear to have been skilled at crafting tools to survive in their environment. Archeologists have uncovered several different types of stone tools including knives, scrapers, and picks. Tools made of bone such as arrows, barbs, and hooks, used for hunting and fishing, were also found.

The Natufians lived in a resource-rich area which had a variety of plant and animal life. Plant fossils such as barley, wheat, and other cereals indicate that these crops were gathered by the Natufians, but most likely not cultivated until later. Archeologists are not certain if the Natufians had domesticated animals but evidence indicates that they hunted wild goats, deer, and gazelles.

ANCIENT CITY OF JERICHO IN PALESTINE

The ancient city of Jericho located in present day Palestine is another important archeological site. The city was first inhabited around 9000 BCE similar to the Natufians. By about 8000 BCE, the city had a stone wall around it suggesting that it was a permanent settlement. Other archeological evidence suggests that the people of Jericho cultivated plants and had domesticated livestock.

CATALHOYUK IN TURKEY

Another early site from about 9000 BCE is the city of Catalhoyuk in Turkey. At this site, archeologists found well preserved stone homes built back to back. The inhabitants entered their homes through doors in the roofs. The main room had

a hearth for cooking and warmth. The population of this city apparently had some good hygiene practices like burning or burying garbage and separating “clean” and “dirty” parts of their homes with benches or platforms.



Site of the ancient site of Catalyoyuk in Turkey

DEVELOPMENT AND TRADE

From 8,800-6,500 BCE people were improving their agricultural skills allowing permanent settlements to grow bigger. Houses were rectangular in shape and divided into rooms with specific purposes. There were larger buildings outside of the residential areas that were used for community meetings, rituals, and storage.

As villages and settlements expanded, trade between these settlements occurred. People traded their surplus food or materials for food or materials that they did not have. Materials traded were minerals such as turquoise, jade, and obsidian, which



Stone Age knife made from obsidian and bone

was used to make hunting weapons. Obsidian, a type glasslike volcanic rock, was especially valued because it could easily be made into very sharp tools or weapons.

As the Neolithic Revolution was happening in the Middle East, China was also experiencing its own agricultural revolution, cultivating rice around the Yangtze River region in the northern regions of the country. In time, these early first steps into agriculture would lead to the development of the great civilizations of the world.

Activity 1 : Check Your Understanding



Answer the questions below using information from the reading.

Why might historians be unsure about the Natufians' activities?

What advantages did settling in one place provide the Natufians?

What is one theory about why the Natufians began to add grains to their diet?

Activity 2: Timeline



Write the names of the cities mentioned in the appropriate periods.

BCE 3,400,000-11,700



11,700-10,000 BCE



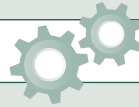
10,000-8,800 BCE



8,800-6,500 BCE



Activity 3: Create a Recipe



In a group of four, create a recipe for a food that the Natufians would have been able to make - and that the group would want to eat. You must work within the Natufians' limitations, so include all the steps without modern appliances or ingredients. Draw a picture of what you think it would look like.

When you finish, present your recipe to the rest of the class, who will vote on which group made the most creative and delicious food. Take notes.

RECIPE _____

_____ **TITLE** _____

_____ **NOTES** _____

INGREDIENTS	DIRECTIONS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Drawing of final product:

A large, empty rectangular box with a thin black border, intended for a student to draw their final product. The box occupies most of the page's vertical space.

Activity 4: Discuss and Take Notes



Discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

1. How are a sedentary lifestyle and agriculture related?
2. Why do you think people with a sedentary lifestyle would be easier for archeologists to study than people with a nomadic lifestyle?
3. Explain how decorative arts could indicate the growth of a civilization?

Notes:

Q	YOUR IDEAS	YOUR PARTNERS' IDEAS
1		
2		
3		

LESSON 4

The Birth of Written Language

Lesson Objectives

At the end of the lesson, you should be able to:

- understand the importance of writing to world history.
- learn how different writing systems emerged in different parts of the world.

KEY VOCABULARY

- agrarian
- residential
- ideogram
- pictograph
- character
- logogram

WRITING



Early writing etched into a rock

One of the most important and valuable innovations in human history is the development of written language. Written language and texts have helped historians to understand the context of historical events, with firsthand accounts of how the events affected society and how cultures interpreted the events.

Written texts describe battles, buildings, and people in far more detail than the fragments of a dish or an ancient arrowhead ever could. These written texts also helped cultures and societies to document their own history, catalogue and classify information, and maintain cultural heritage and traditions for future generations. Without written texts, important aspects of human civilization would be unknowable to us.

As early humans began to develop a more sedentary, agricultural lifestyle, they began to create writing systems. These writing systems emerged at roughly the same time in very different parts of the world. The three major early writing systems appeared in the Near East, in China, and in Mesoamerica. Each of these writing systems share certain characteristics. But they also feature characteristics that are unique to the cultures that developed them.

CUNEIFORM WRITING

An early writing system was developed in the Near East was the first. Called Cuneiform, it was developed by an early civilization in the Mesopotamian region, where present-day Iraq is located. This civilization was called Sumer and it existed from 4,500-4,000 BCE.

The Sumerians were one of the earliest agrarian societies, and they were also the first society to establish an urban center. Their expertise as farmers

allowed them to produce more grain and crops than they needed and gave them important trading commodities. The surplus of agricultural products also led the Sumerians to building large granaries for storage, which meant they could store food during colder months. This gave them the opportunity to develop their culture.



Sumerian cuneiform writing

As Sumer society grew, new cities, such as Eridu, Uruk, Nippur, and Kish were established along the Euphrates River. These walled cities represented the center of Sumerian culture, economy, and politics. Each city was organized around a temple, with smaller villages and residential areas located outside the city walls.

Cuneiform writing started as a way to keep track of business transactions with the triangular shaped symbols representing numbers. Merchants had tokens representing goods. They would press the token into a clay tablet then they would record how much was bought by pressing a stylus with a triangular head into a clay tablet.

As business grew, Sumerian merchants wanted to record the names of the people they traded with in addition to the amounts traded. This led to creating symbols to represent the items traded and names of the people they traded with. Images were used instead of letters and words. The images were called **ideograms**, which were symbols used to represent a concept. For example, a circular shape represented a certain amount of grain or another commodity replacing the token imprint. As cuneiform evolved, the symbols became more sophisticated and specific.

Around 3000 BCE, the Sumerians began using symbols to represent syllables of speech, which was the first direct connection between speaking and writing. As cuneiform writing evolved, texts were

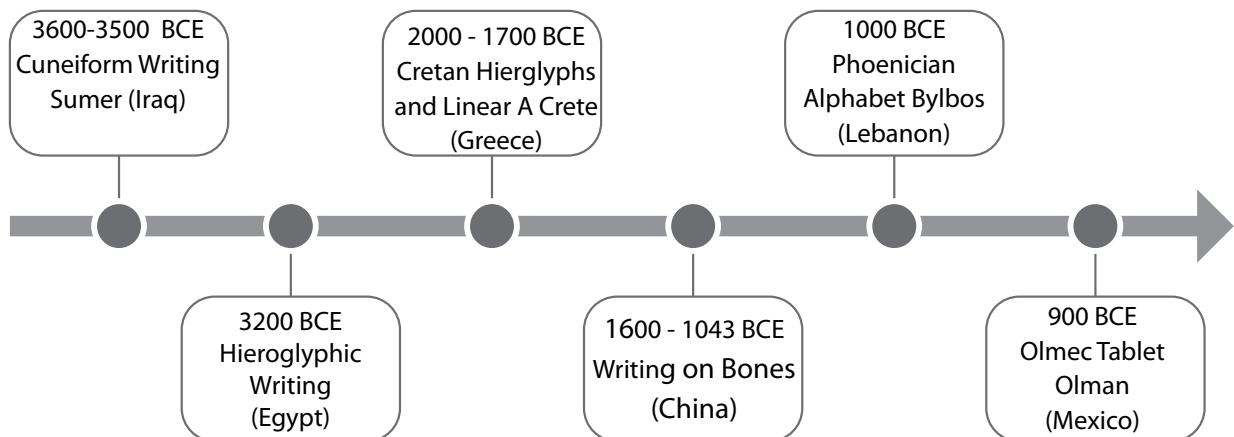


Parts of the Epic of Gilgamesh written in cuneiform on clay tablets in a museum in Turkey

written to explain the laws of the city, to record more complex business transactions, and to tell stories. One of these stories, the Epic of Gilgamesh, survives to this day and was translated from cuneiform into many languages.

WRITTEN LANGUAGE SPREADS

Writing emerged in other parts of the ancient world gradually over time. Some of the ancient languages have been deciphered and some remain a mystery. The timeline shows major archeological finds of early written language in different parts of the world. As archeologists excavate more ancient sites, they may find older artifacts to add more accurate information to the origins of writing.



Timeline showing early writing development

In China, the first written scripts that have been found appeared during the Shang Dynasty, in roughly 1600 BCE. This writing system is known as a **pictograph**, which uses an image or **character** to represent a real object or event.



Ancient Chinese writing on dried animal bones

Archeologists have found markings painted on clay pots that represent the first written Chinese characters. Historians of the 20th century discovered many more pots with writing on them and were able to translate them. The

writings were often government texts, such as official records, contracts, and designations. However, they gave researchers a deeper insight into how Chinese society was organized during the Shang Dynasty.

In 2006, a stone block was discovered in Mexico with writing thought to have been developed by the ancient Olmec civilization around 900 BCE. Before that discovery, archeologists thought that writing began in the Americas around 500 BCE. The Olmec writing has not yet been deciphered but the latter script produced by the Mayan civilization has been deciphered. It is made up of **logograms** or symbols that represent spoken words. Mayan writing appeared on ceramic dishes and carved into stone pillars.



Mesoamerican logograms

These three writing systems were early attempts by humans in different areas of the world to record information that they valued ranging from accounting of wealth, to laws, and to stories related to culture. Writing helped preserve the understanding that each society had about itself. The development of written language was an important advancement upon which other developments were established in the ancient world.

Activity 1: Check Your Understanding



Answer the questions below using information from the reading.

Why is writing such a valuable tool in helping us understand history?

What are the three different writing systems mentioned in the reading?

What benefit did translating Chinese writing give to researchers?

Activity 2: Map Work

Use map the of the world to label the areas of the world where early writing systems originated.
(The timeline has locations if you need help.)

Cuneiform Writing	Hieroglyphic Writing	Linear A
Writing on Bones	Phoenician Alphabet	Olmec Tablet

World Map



Activity 3: Create Pictographs



In a group of three, create four “pictographs” each representing important ideas, actions, events or objects in your life. Your group will first need to decide which twelve words to represent in pictographs, and then you must design them so they can be drawn relatively simply while somehow representing the concept. Do not label the pictographs - when finished, you will show them to students from the other groups. They will try to guess the meaning.

Draw your Pictographs



Activity 4: For Discussion

Discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

1. How did a sedentary lifestyle lead to the creation of writing systems?
2. How did written language benefit ancient societies?
3. What do you think would be some communication challenges in using pictographs and ideograms?

Notes:

Q	YOUR IDEAS	YOUR PARTNERS' IDEAS
1		
2		
3		

LESSON 5

Ancient Civilizations - Mesopotamia

Lesson Objectives

At the end of the lesson, you should be able to:

- learn about the development of ancient Mesopotamian civilization.
- understand possible reasons why Mesopotamian civilization rose and declined.

KEY VOCABULARY

- fertile
- crescent
- empire
- standard
- to inscribe
- dynasty

WARM UP

Have you ever heard of Babylon? The picture shows an artist's depiction of what the gates of the city might have looked like.



Babylon city gate

Work with three or four other students to find three facts about ancient Babylon.

1	2	3
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ANCIENT MESOPOTAMIAN CIVILIZATION

The history of human civilization, in many ways, begins with Mesopotamia. Mesopotamia is an area located around northern Egypt, Iraq, Jordan, Syria, Lebanon, and across southern Turkey.



Modern map showing Mesopotamian region

This area was called the **Fertile Crescent** because of the grasslands that would appear after the spring rains. The Fertile Crescent was bordered by two important rivers, the Tigris and the Euphrates. These two rivers formed the lifeblood of the Fertile Crescent. As early Mesopotamian societies learned how to grow and cultivate crops, the rivers provided them with a rich source of water and minerals.

THE SUMERIANS AND AKKADIANS

The Sumerians were the first great society of the Mesopotamian region. With their invention of cuneiform, their knowledge of agriculture, and their trade with neighboring peoples, the Sumerians developed a wealthy



Clothing and transportation captured in Mesopotamian style art

stable society that controlled Mesopotamia until it was conquered by the Akkadians around 2300 BCE.

The Akkadian king, Sargon, established the world's first **empire** as he gained control of the entire Mesopotamian region. He established trade routes throughout his kingdom and traded with people from the neighboring Indus Valley region of India. Sargon's focus on developing the economy of Mesopotamia brought his kingdom great wealth.

The period of Sargon's rule brought a new wealth and stability to Mesopotamia. During this period of time, Mesopotamian society and culture flourished around the Fertile Crescent. A later ruler, King Ur-Nammu, established and recorded the laws and administrative processes of the kingdom around 2100 BCE. The Sumerian language was reintroduced, many destroyed buildings were rebuilt, and a **standard** measurement system was developed that helped trade to flourish. This new stability and success contributed to the foundation for another early civilization: Babylon.

BABYLON AND HAMMURABI

The Amorites were a group of nomadic herders who began to appear in Akkadian society around 3,000 BCE. Over time, they adapted from a nomadic lifestyle to a more permanent, city lifestyle.



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Code of Hammurabi on large black stone

Slowly, they took over Mesopotamia from the Akkadians and established the First Babylonian Dynasty, under the emperor Hammurabi. Hammurabi was an effective ruler and military leader. A code of laws developed at that time, called the Code of Hammurabi, was **inscribed** on a large black stone. It can still be seen today, in the Louvre Museum in Paris, France.

In the Hammurabi Code, people were innocent until proven guilty. Those found guilty were punished

harshly. The code protected the weak from the strong, and protected widows and orphans from injustice. Many of those principles are found in legal systems of developed countries today.

ASSYRIANS

By around 2,000 BCE, a group of people called the Assyrians conquered Babylon and established a new dynasty for the next 1400 years. The Assyrians were powerful military strategists and engineers. They designed new types of weapons for war, and wrote very detailed accounts of their military successes and achievements. The Assyrians destroyed many Babylonian buildings and temples. In 605 BCE, King Nabopolassar gained control and re-established the Babylonian empire.

BABYLON'S GOLDEN AGE

Under Nabopolassar's son, King Nebuchadnezzar II, Babylon entered a period called the Neo-Babylonian Empire. Nebuchadnezzar oversaw the construction of many elaborate monuments and buildings in Babylon, such as the Ishtar Gate, the Processional Street, and



Painting of what the Hanging Gardens of Babylon might have looked like. Historians debate whether it really existed, as no archaeological evidence has been found at the site believed to be Babylon.



Restored ruins of Babylon

the Hanging Gardens of Babylon, one of the Seven Wonders of the Ancient World.

However, Babylon's golden age was not long. When Nabonidus became king after Nebuchadnezzar, he could not protect the city from attacks. The people were unhappy with his rule and were starting to become very angry. He also did not work hard enough to protect the city's buildings and treasures from attacks from outsiders, such as the Archaemenians, a group of warriors from Persia. After many attacks, the Archaemenians under Cyrus II conquered Babylon in 539 BCE.

Cyrus II established his own dynasty that would last for almost the next century. Babylon enjoyed a period of great success until it was conquered in 331 BCE by Alexander the Great of Macedonia. By 275 BCE, many Babylonians had been moved to a new capital in Seleucia, near present-day Baghdad, decreasing the power and influence of Babylon.

UNCOVERING HISTORY'S SECRETS

Over the past two hundred years, archeologists have discovered a wide variety of artifacts and ancient texts from the Mesopotamian civilizations. These objects have given researchers a detailed picture of Mesopotamian history, political organization, art, and architecture. Ongoing archeological and historical research continues to add more depth and breadth to our understanding of human past.



Mesopotamian ruins at Gobekli Tepe in modern Turkey

Activity 1: Check Your Understanding



Answer the questions using information from the text

Name three present day countries in the area previously known as Mesopotamia.

Name three principles included in Hammurabi law.

Control of Mesopotamia changed hands many times as mentioned in the text. Draw a timeline showing the order of the groups that controlled Mesopotamia.

A large, empty rectangular box with a thin black border, intended for the student to draw a timeline showing the order of groups that controlled Mesopotamia.

Activity 2: Who Were They



Write two facts from the text beside the correct ruler.

Sargon



Blank space for writing facts about Sargon.

Cyrus II



Blank space for writing facts about Cyrus II.

Hammurabi



Blank space for writing facts about Hammurabi.

Activity 3: Create a Legal System



Put yourself in the place of Hammurabi, the emperor of a vast empire.

Item of business #1: your people need new laws to “protect the weak from the strong”. In a group of four, create ten laws that you believe will best promote justice in Babylon.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Activity 4: For Discussion



Discuss these three critical thinking questions with two or three other students. Take notes of the discussion in this space.

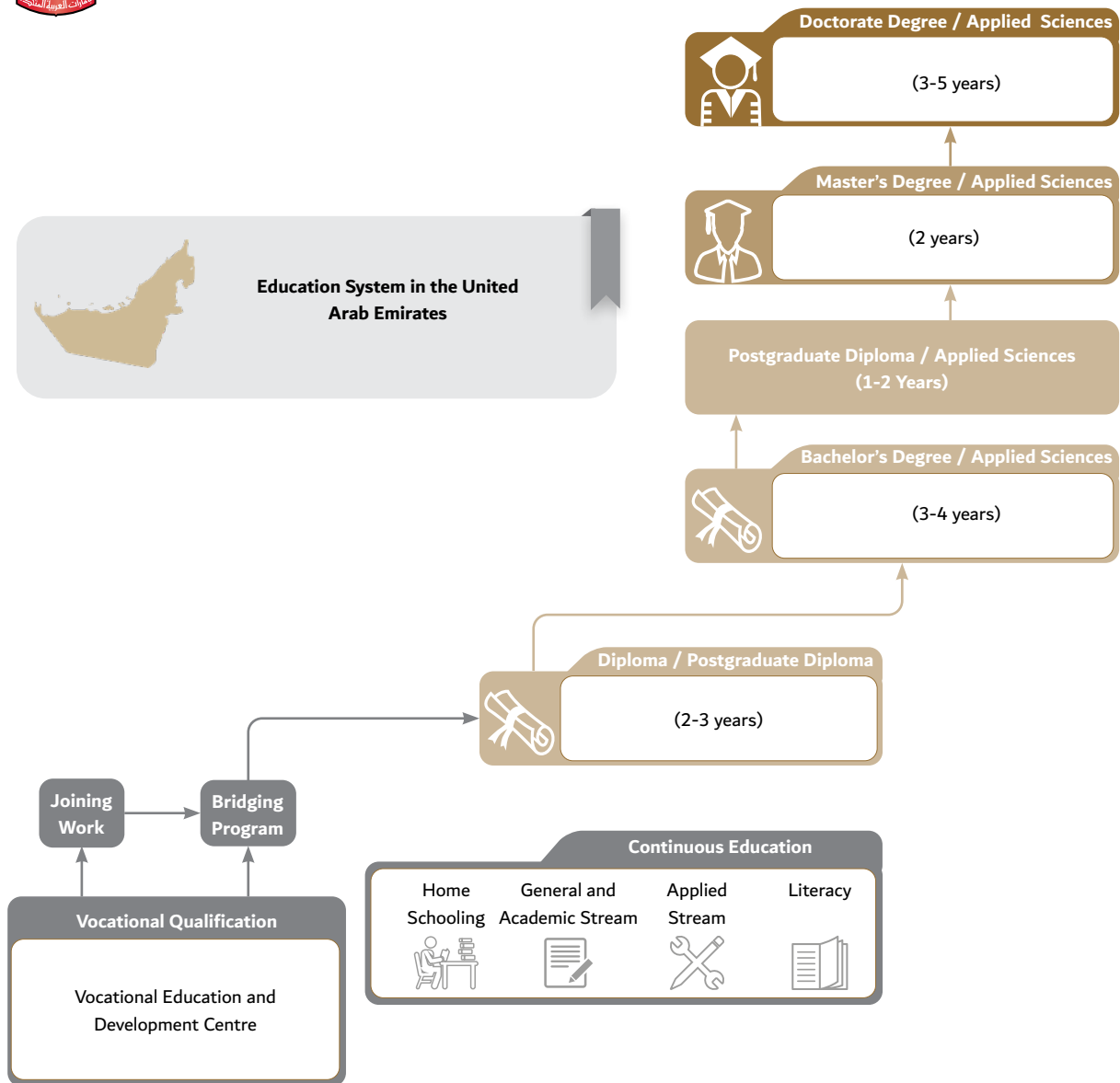
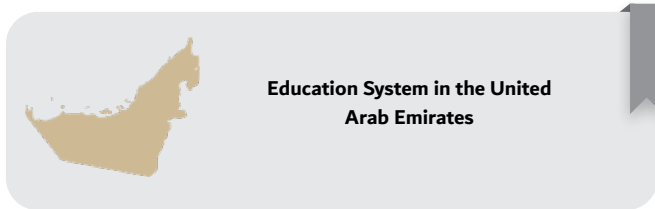
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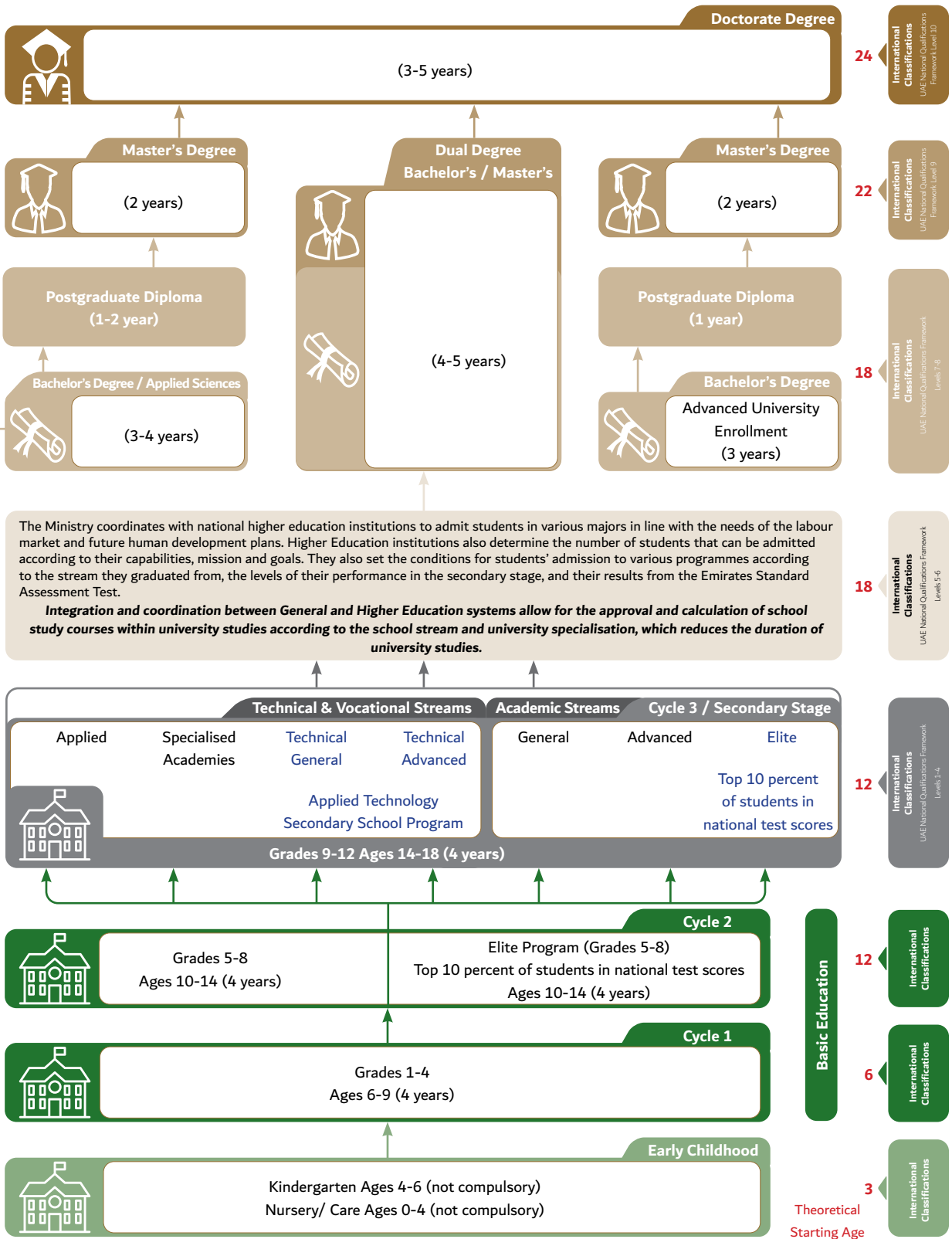
Notes:

Q	YOUR IDEAS	YOUR PARTNERS' IDEAS
1		
2		
3		



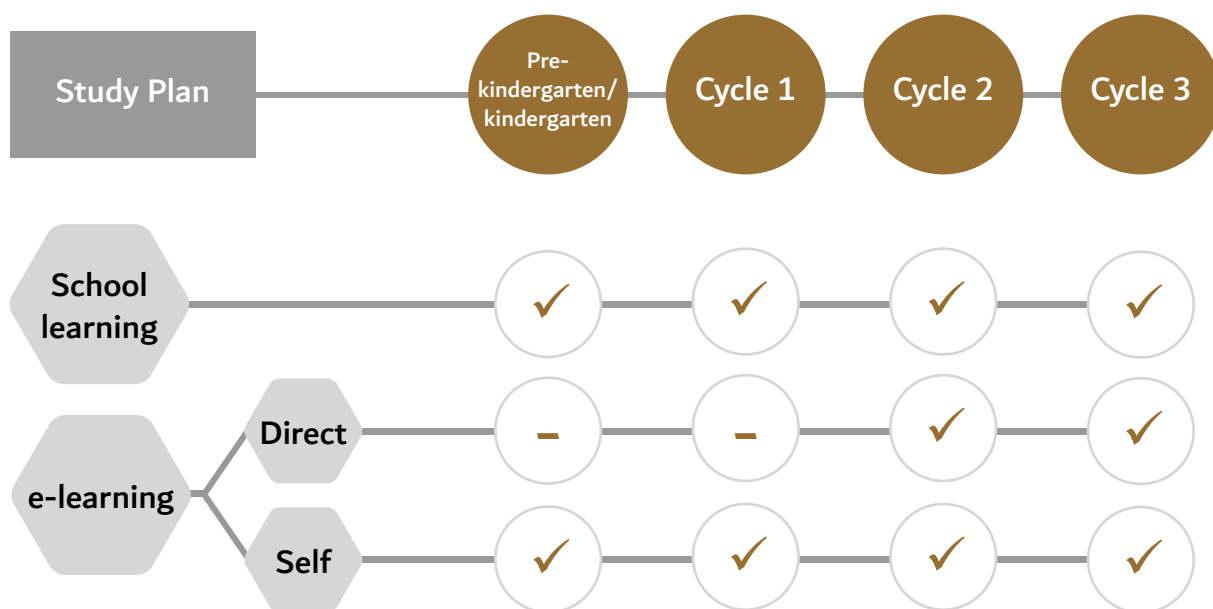
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Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



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

Electronic units

