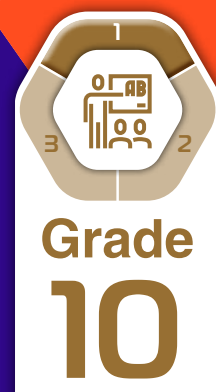


2021-2022

MORAL, SOCIAL & CULTURAL STUDIES



Moral Education

Teacher Guide
Grade 10

Term 1

First Edition

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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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UNIT 1

Ethics and the Global Economy

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- 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, students 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'.

Introduction

This unit covers some complex issues and concepts. To build the students' understanding, the initial lessons introduce some key terms and concepts which will form building blocks for later development. Below is a summary of the elements of each lesson:

- **Lesson 1** focuses on the terms 'economy' and 'globalisation' so that students are familiar with their meaning. Most will have heard the two terms mentioned and used a great deal but may not have a full understanding of what the terms mean or how they can be used in different contexts.
- **Lesson 2** uses the understanding of the terms from Lesson 1 and begins to explore some of the advantages/benefits of globalisation and the disadvantages/costs. It is important to keep in mind throughout that the aim is not to make judgements about the issues in this Unit but to provide a balanced view which helps students to critically think about the issues. If one student thinks more carefully about the amount of water they use to brush their teeth, or whether they buy a particular item of clothing because of its origin, then the lessons will have begun to do their job of helping students think and be more responsible citizens.
- **Lesson 3** introduces the concept of inequality. It begins by exploring what is meant by the term 'inequality' and the different types of inequality that can be used. The lesson moves on to look at ways of measuring inequality and this creates an opportunity to carry out a practical activity on dividing populations into deciles and quintiles. The lesson finishes by presenting a balanced look at the effects of globalisation in inequality both between and within countries.
- **Lesson 4** is focused on fair trade. Again, we begin by exploring some key terms, specifically, the idea of 'trade' and the meaning of 'fair trade'. There are a number of organisations that promote fair trade and some of these are looked at along with some of the arguments which have been put forward which criticise fair trade movements. The aim is to explore why fair trade is desirable but to put it into the context of a balanced argument which allows students to arrive at a judgement at the end of the lesson.
- **Lesson 5** draws together much of what has been covered in the unit so far into a focus on the role of consumers. First, we introduce the idea that the term 'consumers' includes not only individuals but also businesses and governments. Then we explore the idea that as individuals, we can have some control over our own consumption choices and we might choose to amend those choices in the light of knowledge about where the goods and services we buy every day come from. The clothing industry is used as the basis for this lesson but the food industry could equally be a focus of the teaching.
- **Lesson 6** covers the idea of socially responsible investing. This is a very complex area and many students will be unaware of the size and complexity of global investment markets. However, the lesson aims to simplify as much as possible and classify different types of investment – by individuals, governments and businesses. It then looks at some of the ethical issues which might arise as a result of investment decisions and provides some examples for students to think about and discuss.

Lesson 1

WHAT IS MEANT BY THE TERMS 'ECONOMY' AND 'GLOBALISATION'?

The terms 'economy' and 'globalisation' are used in everyday conversation but few students will have stopped to consider the precise meaning of these terms. This could be ascertained early in the lesson by asking students to write their own definitions of the two terms to see the extent of the knowledge and understanding as part of early formative assessment. Assuming that most students will not have any developed understanding, the aim in the first part of the lesson is to cement the understanding of these two terms. The second part of the lesson explores the nature of globalisation covering some of its key features including the reasons for globalisation, barriers to globalisation and trade agreements between countries.

Learning Objectives

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

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

Suggested Lesson Structure

1. Lesson Starter (5 minutes)

The lesson can begin by handing out brand snippet sheets and asking students to complete them. This should be timed to take no more than 5 minutes. A brand snippet is easily produced – find an image of the brand you wish to use, and copy it to a slide presentation software such as PowerPoint. You can then use the ‘draw’ function to ‘hide’ the brand in some way so that only a small part is visible to the students. Using the ‘shapes’ options in the ‘draw function’ in PowerPoint, for example, is one way in which you can create these brand snippets. When you have finished creating your snippet, copy it and paste it onto a sheet. You can re-size the snippets to ensure you get around ten on a sheet of A4 paper. This can be done as an individual task or as a small group task with no more than four students in a group. It is suggested that those used should be examples of global brands which students are likely to be familiar with. If appropriate, this task can be presented in the form of a quiz competition and a small prize given to the winner.

2. Follow up Activity (5–7 minutes)

To follow up this activity, ask what connects each of the examples given? This is likely to be primarily a questioning session. The questioning can be designed to encourage students to think about the nature of the brands, who the companies are, and where they come from. The questions asked can help to bring out these key features. For example, you can ask:

- ‘What do BMW produce?’
- ‘Does anybody know what BMW stands for?’
- ‘Does anybody know which country BMW originates?’ etc.

Ultimately, we are looking to get students to recognise that the brands are owned by companies which are not originally from the UAE but have headquarters elsewhere. This point could be posted on the board or revealed as a pre-prepared ‘key term poster’ on the wall of the classroom. This section and the questions can help to introduce the idea of the global nature of business.

3. Identifying Imports and Exports (15 minutes)

This next activity builds on the last task and considers the idea of imports and exports. Students can get confused with the concepts of imports and exports so it is essential to ensure they think about *payment flows* rather than the direction of physical goods. This is important when considering the trade in services where it is more difficult for students to imagine the trade.

If, in the last activity, it has been established that BMW is a German company, for example, and that BMW cars are manufactured in Germany and then sold to the UAE, you can ask students what happens to the good and the payment flow and see if anyone knows that this is an example of an import to the UAE. You can then present other examples and see if students can identify an export for the UAE.

This activity can also be carried out as a **matching exercise**. Put a list of goods and services which the UAE imports and exports on the cards and ask students to go to a desk which has the sign 'Imports' and 'Exports' on it. You can then discuss with students how many they got right, identify reasons why they may have got answers wrong and clarify the misunderstanding as a piece of formative assessment.

Other options in exploring the idea of imports and exports is to give students a 'shopping list' of typical goods and services needed each week for typical families. Divide students into groups of four or five and ask each group to think about where the goods and services on the list might come from – are they produced in the UAE or do they come from outside the UAE? (Fuel for cars, for example, will be produced within the UAE but bananas are likely to come from countries outside the UAE such as India, China, Brazil and Ecuador). Each group can read out their list categorisations to see the extent of the agreement in the class. The group can then be asked to write the list of goods on a post-it note or similar and decide whether they represent imports or exports by posting their good onto a board or flip chart in the room. The teacher can then summarise the activity by looking at the extent to which the groups have agreed on which are 'imports' which are 'exports'.

A short **plenary** can then be held with either a written or verbal task which asks students to decide which of another short list of five goods are imports and which are exports and a very brief sentence to say why. Students can also be asked to complete the Checkpoint question on page 9 in their Student Book. Ensure that there is a focus on the direction of the flows of money in payment for the imports and exports as opposed to the direction of the flow of the physical item. This is where many students get confused and class tourism as an 'import' because people (the physical unit), for example, from Russia visit the UAE. The key is that they are using money from their earnings in Russia and spending it in the UAE so it represents a flow of money to the UAE in payment for a service (tourism) and is classified as an export for the UAE.

4. The Idea of an 'Economy' (15 minutes)

The word 'economy' is used in everyday speech frequently and it is likely that its meaning is not fully understood. The purpose of this section of the lesson is to explore the meaning of the word and to help students to use it in different contexts. An economy consists of all the exchange activity that takes place over a period of time in a particular location. The location is important as it helps to understand what we mean by terms like 'local economy', 'the economy of a town or city', 'the economy of a country', 'the economy of a region' and ultimately 'the global economy'.

One way of exploring the meaning of the term is to carry out a **stimulus observation exercise**. Depending on where your school is located, it might be possible to take students out to a local area and simply observe what is going on – people and businesses all going about their daily lives and being part of the economy.

Another option might be to show a video clip, for example, there are several video clips of shopping malls in the UAE on YouTube.

Having used a stimulus of some kind, students can then work in small groups to think about what the stimulus means or can be given a series of questions to help them think through the stimulus. For the video, for example, students might be asked 'What is going on in this video?' Students will observe that there are lots of people walking about and adverts, shops etc. Further questioning can help them to think more deeply about what they are observing than they have probably ever done before. People in the video, for example, may be walking round, but what are they walking around for? Where are they going? What is their purpose? These sorts of **serial questions** help students build their understanding and go deeper into the issue. They are likely to be at the mall because they are going to buy things.

Other questions might be:

- What are they buying things with?
- How might they make the decision to buy?
- Why might they decide not to buy something?
- Staff in the shop are working there – they are selling their labour for a wage which they then use to acquire the things they want and need to live. What do the jobs of people working in shops depend on?
- When shop assistants earn wages in return for their work, what do they then do with their wages?

You can then point students to other aspects of the video. The adverts have been designed by someone, produced and shown using the technology which in turn has also been designed, planned and constructed. The actual fabric of the mall has all been produced by businesses – the walls, floors, windows, escalators etc. – everything they see has been produced by a business and sold – even what the people are wearing. The intention here is to get students to recognise that everything they see has had to be produced by some business using people, and that everything has been exchanged.

By exploring the microcosm of the mall, the aim is to bring out the idea that everything around us has been the subject of production and exchange. All this production and exchange is part of what we describe as an 'economy'.

The activity can be rounded off with a **plenary** to check understanding. For example, students could be asked to write a short answer to the Self-Assessment Questions at the end of lesson 1 in the Student Book.

Note, a plenary could take place during the lesson, or at the end of the lesson. It is designed to be a short session to pull together the learning in the lesson and can be linked back to the learning outcomes given at the start of the lesson in the book. The idea is that the teacher can assess the extent to which the learning objectives have been achieved by the students in the group and allow you to be able to identify students who may need further help or those who need stretch and challenge.

5. Exploring Globalisation (20 minutes)

Having explored the term 'economy', the last part of the lesson can look at the term 'globalisation'. The basis of this section could be a **questioning session**, using **serial questioning** with the whole group.

It might also be useful to have a '**Wonder Wall**' available in the class to encourage students to write down questions they have about globalisation which they post on the wall. These questions can then be taken by the teacher and used as the basis for exploring the nature and meaning of globalisation. A 'Wonder Wall' is a useful means of differentiating as it allows students of all abilities the chance to post a question and to be challenged to think of a question in the first instance without fear or threat. The teacher can choose a selection of questions which cover the ability ranges and levels of challenge.

In exploring globalisation, another option is to go back to the brand snippets used at the start of the lesson – students could be asked to do some **online research** to identify where the headquarters of each of the companies is located and how many countries the company operates in. This task could be shared between three students in a group with each group choosing a different company and then

reporting back at the end of the time period for this task. The aim is to show how far the global business world is interconnected and interdependent as the basis for establishing a definition of 'globalisation'.

Another option would be to ask students to check the labels in their trainers, tee-shirts, school bags and so on and note on a map of the world where the product was made. The chances are that many students will have branded items. For example, Nike trainers. Ask students if they think that the company actually owns manufacturing facilities in the country of origin or whether the shoes/clothes/bags etc. have been manufactured by another company? This can lead into a discussion about outsourcing:

- Why source manufacturing operations to an outside business?
- What issues might a firm face in outsourcing production elsewhere in the world?
- Can a business simply set up in another country or do they have to go through lots of different processes?

A plenary option at the end of this task might include a **Hot Seat activity**. Here, students are invited to the front of the class and sit in the 'Hot Seat'. They are asked questions about the lesson topics by their peers and do their best to answer the questions. This is a useful differentiator because all students can take part over the course of the Programme and is less threatening than the teacher asking the questions. Those students who are not strong can feel more comfortable asking questions of their peers than asking the teacher and the language and phrasing used is more likely to be understood and accessed by students than if the teacher is asking the questions.

Lesson 2

WHAT ARE THE BENEFITS AND COSTS OF GLOBALISATION?

Introduction

The aim of this lesson is to explore some of the advantages and disadvantages of globalisation. Having introduced the idea of globalisation as being the increased connectedness of economies around the world, we now want students to explore some of the benefits and costs this brings. As part of the exploration we introduce the idea of a multinational company which draws on the work done in the first lesson.

Learning Objectives

At the end of the lesson, students 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.

Suggested Lesson Structure

1. Lesson Starter (10 minutes)

A useful way to start the lesson and reinforce the learning from the last lesson is to carry out a practical exercise. On the wall of your classroom, post a map of the world. It should be large enough to enable students to pin 'flags' to it. In the last lesson, you may have asked students to note the country of manufacture of clothes items, food, bags etc. If so then use the information from that for the task and if you did not do this in the first lesson, then you can ask students to carry out this task.

Having identified the good and the country of manufacture, students go to the map and pin these two pieces of information to the map via a 'flag' (see the sample in Appendix 1, which you can copy, cut out and use). Then ask students to identify the brand associated with the product and put a flag where they think (or know) the headquarters of the company is. For example, Nike's world headquarters is in Oregon in the United States. If you used the snippets task in the last lesson, this could help reinforce and refresh that learning.

When this has been completed, put students into groups of three or four and ask them to think about what they see and whether they can identify any connections or patterns which might emerge. For example, they might see that clothing and shoe manufacturing seems to take place in Asia – Thailand, Indonesia, Vietnam, Malaysia, etc. Students can then be asked what the connections might be (they are emerging economies, they have supplies of cheap labour, some students might comment on working conditions, and so on).

A plenary can be used to summarise the learning about globalisation relating to the increase in the number of connections between economies of the world. Students might be asked to write a short sentence summarising the key points they have learned from the exercise.

2. Exploring Advantages and Disadvantages (40 minutes)

Now that the idea of globalisation has been explored and reinforced, the next stage is to look at some of the advantages and disadvantages.

The Student Book provides an outline of the advantages and disadvantages.

Possible Activity 1: A Socratic Exercise

Prepare a series of cards each with one advantage and one disadvantage written on each. Put students into pairs and give one student a card. You can have more than one pair covering a particular advantage or disadvantage. Students sit in their pairs and the student with the card reads out their disadvantage and then gives a short justification for it with an example, where appropriate. The other student

then has to think of a counterpoint to the advantage/disadvantage along with a similar short justification. The first student then has to counter this. The second student then provides a further counter to this second point. It is suggested that a maximum of three points and counterpoints are made. At the end of the 'dialogue', each pair writes a short summary of the 'argument' they have had and presents it to the rest of the class. When all pairs have reported back, the teacher can summarise the key advantages and disadvantages which arise from globalisation.

Possible Activity 2: A Stepped Activity

Prepare a series of tasks, with each one being a little more challenging than the last. The tasks can be written out in advance and presented on the board using a presentation programme such as PowerPoint or similar. Students are instructed to work through the tasks as best they can. This is a good task for differentiation because it allows students to work at their own pace and to achieve success at each stage as they work through the tasks. Some weaker students might only get through three tasks, for example, but in doing so they will have achieved success in moving from task 1 to task 3 – it is not a competition to see who can do the most tasks. Stronger students can access the higher-level tasks which provide them with some stretch and challenge.

The tasks could be something like the following:

- Write a letter to a friend telling them about the work you have been doing on globalisation, explaining in your own words what you think 'globalisation' means.
- Draw a diagram or cartoon to show the meaning of globalisation.
- Write down three advantages of globalisation and give an example to highlight each advantage.
- Write down three disadvantages of globalisation and give an example to highlight each disadvantage.
- Explain in your own words, how the 'trickle-down' effect is supposed to work and try and give an example to highlight this idea.
- (For this next task, you will need to find a piece of stimulus material which could be a news article, a blog, a short video or similar, which provides either a view in favour of globalisation or a view against). Read/look/listen to the source provided. Try and summarise the arguments being put forward in the source. What are your views on the content of the source?
- Globalisation has advantages and disadvantages. To what extent do you think a country like the UAE benefits overall from globalisation? Justify your argument.

Possible Activity 3: Poster Presentation

Put students into groups of three or four. Their task is to produce a poster which outlines the advantages and disadvantages of globalisation with particular reference to the UAE. The poster should be a large enough size to be easily read by other students. There are a number of templates which can be downloaded and used on the web – type "poster presentations" into a search engine. The students

spend 20 minutes putting together their poster. These will then need to be displayed around the classroom. Once the display is complete, at least one student from each group take it in turns to be with their poster to answer questions whilst the other students move around looking at the other posters and asking questions of the student/s who did the poster. The whole activity might take around 40 minutes.

In addition to the suggested activities above, you can also use the feature boxes in the Student Book as a source of in-lesson activity. For example, there is a Questioning Task on page 25 which could be a useful way of students sharing narratives from their family.

The Checkpoint on page 25 could be set after the starter activity where students will have been looking at multinational companies. You can relate the specific term 'multinational' to the work being done and check the learning by setting the Checkpoint at this stage.

There are also some Thinking Tasks and Discussion Points which could form the basis of class activities if a different route is chosen through the lesson from that which has been suggested here.

The Quotes that are included in the lesson could also be used as a stimulus. They can be presented on the board or screen and students asked to think about what the quote says, what it means for the way in which globalisation is developing, and how it is affecting the UAE. This type of activity can be individual, done in pairs or small groups and then getting students to feedback following their thinking or discussion time.

3. Plenary (10 minutes)

Depending on the activity used, it is important to pull together the learning in the lesson with regard to the learning outcomes. The Self-Assessment Questions at the end of lesson 2 could be a way in which the learning is checked, specifically the second bulleted task.

Other options are also possible, including a brief question and answer session with the students as a group, asking students to write down answers to the points in the learning outcomes at the start of this lesson or even using an interactive software to enable students to answer pre-prepared questions based on the learning outcomes. One such piece of software is Kahoot (<https://kahoot.com/>). Further details of how to access and use this software is available at <https://kahoot.com/what-is-kahoot/>. Note, there is no charge for the basic version of Kahoot.

APPENDIX 1

Item:

Country of Manufacture:

Item:

Brand:

Lesson 3

WHAT IS MEANT BY THE TERM 'INEQUALITY'?

Introduction

In this lesson, we want students to explore the meaning of the term inequality and how inequality is measured. This helps provide the basis for understanding different types of inequality, both within and between countries.

Learning Objectives

At the end of the lesson, students 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.

Suggested Lesson Structure

1. Introductory Activity (10 minutes)

Begin the lesson by discussing the relative terms 'rich' and 'poor'. This could be done through simply asking students to write down or say what they think the words 'rich' and 'poor' mean and then sharing their views allowing you to arrive at an agreed definition. It can also be useful to show students, or ask them to research for themselves, the top paid 'celebrities' and draw a contrast between the highest paid and the lowest paid and see if students think that the lowest paid on the ranking could be considered 'poor'. You could also use web sites which list the richest business people – the principles will be the same.

These lists vary because they are measuring different values – some might be measuring total wealth whereas others might measure income earned in the previous year. The aim here is to draw a distinction between 'wealth' and 'income'.

Use a plenary to reinforce the idea that the terms 'rich' and 'poor' are relative terms and depend on how and what we are comparing.

2. Activity 2: Measuring a Country's Wealth or Income' (25 minutes)

The next stage is to ask how we might measure how 'rich' a country is. You could ask some open questions such as 'Is the UAE a rich or poor country?' and get students to justify their answers. You can ask students what they think would be an example of a poor country and again ask them to justify their answer.

Ask students questions to encourage them to think about how we might measure how rich a country is. Your questioning should aim to get students to recognise that one way is to add up the incomes of people in that country over a period of time. This gives a measure of 'national income' and provides a means of comparing how 'rich' countries are. You can use the information in the student book to reinforce the learning here and use some examples. You will also need to get students to understand the principle of GDP per capita or per head. Again, the student book can be used to help cover this material.

Then ask students to go to a website and find the GDP per capita of 10 different countries. Get students to rank the list in order of 'rich' to 'poor'. You can utilise students' numeracy skills to ask questions about how much richer the number one country is in their list compared to the number 10 country. You can also use the 'Research Task' in the Student Book on page 37 for this task.

As a precursor for the next task you can ask students if they think that looking at GDP per capita is a fair way of measuring how rich and poor countries are and if this means that people living in rich countries, for example, are more equal than those in poor countries. To help stimulate some thinking on this, it can be helpful to find an image such as the one in the student book on pages 33 and 34 or similar, which shows areas of wealth next to areas of poverty. Ask students to think aloud about what they see, what thoughts they have and what questions they might want to ask as a result of what they are seeing.

3. Activity 3 (20 minutes)

Having looked at GDP and GDP per capita as a way of measuring how rich or poor a country is, the lesson can conclude with an active task. To do this task you will need two baskets or tubs which contain pieces of paper with different monetary values written on them. For illustration, we are going to assume there are 30 students in the class but the details of the task can be adjusted according to the class size.

You will need to have some templates on the board or presentation software to record figures. A sample template is given in Appendix 1. In one of the tubs (Tub A) put pieces of paper which amount to a total value of 3 trillion AED and in the other (Tub B), pieces of paper with a total value of 5 trillion AED. It is important to ensure that the amounts you write on the pieces of paper vary so that in the tub with 5 tn AED, there will be a less equal distribution of 'income' than in the tub with a total value of 3tn AED. For example, in Tub A, you might have 30 pieces of paper with 5 pieces having values on them which total 1.5tn AED and the remaining 25 pieces having smaller values which total 1.5tn AED. In Tub B, you might have 25 pieces of paper which have values on them totalling 4 trillion AED and the remainder totalling 1 trillion AED.

Students are then invited to take one piece of paper from Tub A and then organise themselves to stand in a line with the students who have picked out the highest value pieces of paper at one end and gradually going down the line to the students with the lowest value pieces of paper. Ask students to read out the amounts on the pieces of paper they have and get them to add the sums together until they arrive at the total value of 3tn AED.

Then ask students to 'divide' into ten equal groups – there will be three students in each group. You can ask students what proportion of the total number of students each group represents. This is a way of using cross-curricular skills in the lesson as students will have to use their numerical literacy skills to recognise that they have been split into groups representing 10% of the whole. You can tell students, once they have recognised this, that each group is called a 'decile' from the Greek word deka meaning 'ten'. (You might extend this by asking students to divide themselves into five equal groups and look at the distribution of income by quintile (derived from the Latin word quintus meaning 'fifth'))

Ask students to add up the total 'income' in their decile and insert the amounts onto the template. The outcome should be that in this 'country' income is distributed relatively equally – the income of each group does not differ by a large amount.

Now repeat the activity using Tub B. The outcome now should be that in Tub B the total 'income' of the class is higher at 5tn AED but the distribution of income is more unequal with a small number of students having a large amount of 'income' and the majority having far lower 'incomes'. Record the figures again so that the differences between the two outcomes are clearly visible to students.

You can then ask students which of the two 'countries' is the richer. (Their conclusion should be Tub B country). Then ask which country they would prefer to live in and why? The likely outcome of the discussion here is that students will feel that it would be better to live in Tub A country because even though it is not as rich as Tub B country, income is distributed more equally and the country seems to be 'fairer'. Of course, it is possible that students will not arrive at this conclusion but the main point is to get them to think about what they have experienced in the activity and the implications.

4. Plenary (5 minutes)

At the end of the lesson, you can use some of the Self-Assessment Questions at the end of the lesson in the student book to review the learning which has taken place. Some of the questions here could also be set as homework to further reinforce the learning. There are some other tasks in the student book which you can also use as part of the plenary or for homework, such as the Action Task on page 39.

APPENDIX 2

Tub A

1	2	3	4	5	6	7	8	9	10

Tub B

1	2	3	4	5	6	7	8	9	10

Lesson 4

WHAT IS FAIR TRADE?

Introduction

In this lesson, students will explore the nature of trade and what is meant by the term 'fair trade'. There is a good opportunity here to make the lesson quite active but this does require instructions to be clear in the minds of students (and so clear in your own mind at the outset).

Learning Objectives

At the end of the lesson, students 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.

Suggested Lesson Structure

This activity is designed to introduce the idea of trade and what trade means. It provides a means of reinforcing the work on measuring a nation's income in the last lesson and takes this one step further to look at what we mean by the subjective term 'fair'.

1. The Trading Game (15 minutes)

This is a simple game designed to introduce students to the idea of trade. You will need to make available a small 'gift', one for each student in the class. This might be a mini-chocolate bar, a small toy, a key fob – anything small which students might feel have some different value to them.

Give out the 'gift' to each student randomly – the intention is that some students will have a gift which they really do not want or value, whereas others will. Once the students have received their gift, ask them to rank the value of their gift, to them, on a scale of 0 – 10, with 10 being the highest and 0 being the lowest. Record these values using a pre-prepared spreadsheet or on a flip chart etc. and total all the scores to give a crude measure of the welfare of the class.

Now give students five minutes to go around the class and see if they can arrange to exchange their gift with another. The exchange must be voluntary and no coercion is allowed. The expectation is that students will look to exchange a gift they think is of limited value to them to one which they would have preferred. Not every student will want to trade but that is to be expected. When the five minutes is over, call time and ask students to re-rank the gift they now have in their possession. Record the values again.

It is highly likely that the scores on the second round will be higher than those of the first round. This provides one indication of a benefit of trade.

Now ask the students what they have been doing – the aim is to get them to recognise that they have been engaging in trade and that a trade involves an exchange. Ensure that the word 'exchange' is clearly noted. You can then explain that what they have been doing is taking part in a mini economy. They were all individuals seeking to improve their situation by engaging in trade by exchanging one thing for another. This helps to reinforce the learning about the meaning of 'economy' in the first lesson.

The last five minutes of the game should be used to summarise the learning. Ask students, either verbally through questions, or via a written task, to identify two benefits of trade to a country.

2. Exploring the Meaning of the Term 'Fair' in Fair Trade (10 minutes)

The next stage is to ask students about the trades that they made. They can be put in groups of four and asked to discuss what they thought about their trades and how happy they were with the outcomes.

Each group then feeds back their thoughts to the rest of the class. Note the key points being feedback on the board or other suitable presentation device. As a brief plenary to this task, ask students to write down in no more than 140 characters, how they would define a trade being 'fair'. (This is a 'Twitter' type activity and a template for using with students is provided in Appendix 3 and there is also a template in the student book which can be used).

3. Research Activity (15 minutes)

To follow up, students can be asked to do some research to find out how 'fair trade' is defined globally. There are some useful websites which students can be directed for this purpose (these sites are also listed in the student book which can also be used for this task):

- The Fairtrade Foundation <http://www.fairtrade.org.uk/>
- The World Fair Trade Organisation <https://wfto.com/>
- Fairtrade International
<https://www.fairtrade.net/about-fairtrade/what-is-fairtrade.html>

4. Creative Activity (10 minutes)

Having identified the main characteristics or principles of fair trade, students could be asked to present these as a poster, as a cartoon strip or similar for display in the classroom.

5. Lesson Summary (10 minutes)

The final part of the lesson makes use of tasks from the Student Book. Students could write their answers to the tasks in the Student Book in the spaces provided or you can provide templates or similar to enable the tasks to be completed. These tasks are designed to enable students to complete the required assessment of learning outcome for this unit as specified in the MEP Curriculum Document: **'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'**.

- Task 1 – students provide an outline of the main features of fair trade (they are helped in this task by the work done earlier in the lesson).
- Task 2 – students outline the main benefits of fair trade to small farmers and workers.
- Task 3 – this task provides an opportunity for students to recognise that there are criticisms of fair trade.
- Task 4 – the final task is to present the student's personal view of what they think of fair trade and is intended to allow you to assess against the learning outcome.

APPENDIX 3

Lesson 5

WHAT ARE THE ETHICAL CONSEQUENCES OF OUR OWN CONSUMER CHOICES?

Introduction

In this lesson, students will look at what we mean by the term 'consumers' and to reflect on their own consumption choices.

Learning Objectives

At the end of the lesson, students 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.

Suggested Lesson Structure

1. Observation Exercise (10 minutes)

To introduce the lesson, it is suggested you use the facilities around the school to identify different types of consumers and different types of consumption goods and services. Students are at school ‘consuming’ education and as part of the provision of the service will be the land, labour and capital that surrounds them. The school buys labour services in the form of you, the teacher, administration and support staff, estates staff and so on, will also be part of the service provision.

The aim should be to get students to recognise that all these people have to be ‘bought’ and that the buyer is as much a consumer as when we all go shopping for food, clothing, and entertainment etc. The consumer in this case might be a private school or the government depending on the type of school.

In addition, there will be many other consumption items in the school; ICT equipment, desks, chairs, furniture, the fabric of the building itself, carpets, curtains, air conditioning equipment, possibly vending machines, kitchens, display boards and so on. All these items must be bought by someone or some organisation and these people and organisations are all consumers – they buy goods and services.

There is plenty of stimulus around the school building to use as the basis of the introductory activity. One way of using these stimuli is to put students in pairs or small groups of about three or four and ask them to move around the school for five minutes and make a list of ten items (these could include items of clothing they are wearing, their bags and other personal items), and to then think about who might have bought these items and who from.

Each pair or group can then be asked to report back their findings. Having heard back from each pair or group, you can do a short summary session which categorises the ‘consumers’ – these might be broadly be categorised as individuals, businesses, and the government but students might come up with more categories.

2. Activity 2: Thinking About Ethics (25 minutes)

In the next part of the lesson, the aim is to get students thinking about the ethics of purchasing decisions. This might be done in different ways.

- **Role Play:** Students can be divided into small groups and given a ‘scenario’ where there is a consumer (or perhaps two or three consumers representing an organisation or business) and a seller (or sellers). The students have to come up with a short dramatic role play which highlights the ethical issues arising out of the ‘transaction’ to be carried out. There are some suggested scenarios on the Institute for Business Ethics Education site: <http://www.ibe.org.uk/scenarios/98/52>.

- **Presentation:** The Student Book contains some examples of scenarios where there are ethical considerations. Students could be split into groups and asked to look at the scenario, think and discuss the issues raised and then provide a short presentation involving all the group on the scenario and their thoughts and findings.

3. Activity 3: Using a Case Study (15 minutes)

The next stage is to turn the attention to individual consumption choices.

One option is to use a case study to raise issues which may influence the way students think about their personal consumption choices. The Student Book uses the Ran Plaza incident in Bangladesh in 2013. Students can read this and then spend a bit of time doing further research to provide some further detail, or you can provide them with other examples of similar situations where it has been alleged that ethical production methods have not been followed.

Other possible case studies might include:

- Toyota's issues over vehicle safety and recalls,
- VW – another car firm criticised for attempting to disguise the emissions its vehicles produce,
- Foxconn, a firm which manufactures products for Apple and which has been criticised for its work practices,
- Tobacco companies such as Philip Morris who have been accused of influencing children to smoke through its marketing and advertising practices, and
- Coca Cola who were accused of depleting water resources and polluting water courses in India.

The web site Ethical Consumer presents a series of profiles on different companies which can be used: <http://www.ethicalconsumer.org/ethical-company-ratings.aspx>.

Remember: As with any use of website, it is sensible to remind students that what they read is not always what is real, truthful or accurate and that they must look at sources of information with a critical eye.

Another option is to set students the task of looking at some big brand name companies and finding out what their claims are regarding the way in which they carry out ethical business. Many of the major brand corporate websites (note, not the retail websites) have some reference to ethical or sustainable business practices. The students can work in groups to analyse these claims and ask questions around how accurate and reliable they think they are in relation to ethical business practices. They can then present their findings to the rest of the class.

For this last part of the lesson, you can also utilise the options in the Student Book. The Action Task covering Pages 63 to 65 could be used. You might choose to put the question/scenario on the board and invite students to discuss and offer their thoughts or use questioning to tease out the key issues. Students could be set the tasks individually and the teacher moves around the room checking work, posing questions and using this as an opportunity for formative assessment.

4. Plenary (10 minutes)

The purpose of the plenary will be to reflect on the lesson and how students' behaviours and actions might be affected by the information they have covered during the lesson. This could be done via a Hot Seat activity giving students the chance to ask their peers questions about their thoughts following the lesson.

In this instance, it is worth keeping the Hot Seat 'open' for a maximum of 2 minutes per student. This is designed to be a short closing activity and you will not be able to invite every student into the Hot Seat. Aim to involve every student at some point during the term, however.

Homework Task:

It is likely that in a one hour lesson it is not possible to cover all the angles in this important topic, so one way you can see how students behave in the aftermath of the lesson and keep the issues in their minds is to ask them to complete a reflective journal. This journal might include students thinking about the food they eat at home and exploring where it comes from, who the companies are that produce the food, how the food might be produced and so on.

Students might also write a short reflection after they have been shopping at a mall, encouraging them to think more about what they see, the nature of the products they look at, where these products are manufactured, the prices they are charged and so on.

The aim is to encourage students to keep thinking about the issues covered in the lesson and to maybe reflect on their consumption choices before they make them.

There is a good summary of the principles and approaches to writing a reflective journal on: <https://penzu.com/how-to-write-a-reflective-journal>.

Lesson 6

WHAT IS SOCIALLY RESPONSIBLE INVESTING?

Introduction

This lesson will introduce the concept of investment. The word is used regularly in everyday language, but in this context, will have a specific meaning. Once the meaning of the term has been covered, students will then explore the idea of 'socially responsible investing'.

Learning Objectives

At the end of the lesson, students 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'.

Suggested Lesson Structure

1. Exploring the Meaning of the Term 'Investment' (10 minutes)

To begin the lesson, you can explore the extent of prior knowledge and understanding of students in relation to the meaning of the term 'investment'.

Ask students to write down a definition of the term 'investment'. You can then select a number of students to stand up and read out their definition to the rest of the class. Try to reflect the main points each student makes on the board or whatever central presentation device you have. Once you have a reasonable selection of responses, ask students to look at the summary points you have made and see if they can spot any patterns or similarities in what is being said.

Depending on the type of responses you get, the aim will be to focus on the term 'investment' as meaning the sacrifice of something immediate to generate a return of some kind at some point in the future.

By arriving at this definition, you can ask students to think of different contexts in which the word can be used as a means of reinforcing the understanding. For example, students could be asked to write at least three sentences which include the word 'investment' but which use the word in different contexts. Such statements might be:

- 'I am investing in my future by working hard at my studies so I can go to university and be in a better position to have more choices in life.'
- 'I do regular exercise and keep a close eye on my diet as a means in investing in my future health and well-being.'
- 'I regularly save a part of the allowance I am given so that I can have the option of travelling when I finish school/university.'
- 'The President of the UAE is leading the investment in the country so that future generations are able to grow and prosper.'

Another option for the starter is to use Kahoot or similar. Devise a set of questions and answers relating to the word 'investment' which is used in different contexts, and ask students to 'vote' on their answers. You can use this as evidence of the extent of prior knowledge and as the basis for formative assessment as the lesson progresses.

2. Activity 2: Exploring Large Scale Investment Projects (10 minutes)

Having established the meaning of the term 'investment', you can now turn to looking at financial and capital investment. The basis of this is to consider large scale investment decisions which require significant funding and to think about where those funds come from. You can introduce this by taking examples from the immediate

surroundings of the school and local area. Look for examples of large scale building projects of infrastructure projects that the students are likely to be familiar with.

You can ask students if they have any idea about how much such a project might cost. (It is possible to get an idea of the some of these larger investment projects by using a search engine. For example, the estimated cost of the Dubai Metro scheme is reported to be around 16 billion AED, the expansion of the Marina Mall in Abu Dhabi is reported in excess of 3 billion AED). It is likely that students might underestimate the costs significantly. As you reveal the costs of some projects from your own research a useful way of helping students have more of an appreciation of the size of the sums of money involved is to do a little numeracy exercise. Assume the sum in question is 3 billion AED. Ask students to work out how long it would take them to count to 3 billion if they counted one unit at a time in exactly one second. (There are 60 seconds in a minute and 60 minutes in an hour so there are 3600 seconds in one hour. With 24 hours in a day that means there are 86 400 seconds in a day. 3 billion divided by 86 400 equals around 3472 days which equates to around 63 years!).

You will need to ask students where these large sums of money come from. It is highly likely that they will not know, but it will be interesting to see what sort of responses they come up with and gives you the opportunity to check the understanding of students.

You can now introduce the idea of capital markets. In the Student Book, there is a diagram showing the way in which funds flow through capital markets (see Figure 5 on page 85). You can then introduce the two key elements of the capital market, stock exchanges and the bond market.

(It might be worth investigating whether the Dubai Financial Markets or Abu Dhabi Securities Exchange (or similar) could arrange for student visits – some university students have visited. Visits to such institutions can be invaluable in helping reinforce learning).

To cover how stock markets and bond markets work, it is worth accessing appropriate videos. There are a number available on YouTube if you type into a search engine: 'How stock markets work+YouTube' and 'How bond markets work+YouTube'. Select videos which are appropriate for your group.

3. Plenary (5 minutes)

Follow up the videos with a short plenary to check the understanding of students. It is important that students recognise that there are millions of people, many thousands of organisations and hundreds of governments around the world with funds that they wish to 'save' and that these savings find their way into the capital markets and are then borrowed by firms and governments for the type of large scale projects identified earlier in the lesson. You can explore the understanding by asking questions, by setting some simple written questions or again using Kahoot or similar to check learning progress.

4. Activity 3: Investment and Ethics (25 minutes)

The next stage of the lesson is to introduce some thinking about investment decisions taking into consideration ethical issues.

You can begin this section of the lesson by doing a 'brainstorming' activity to get students to say what they think the word 'investment' means. Give students one minute to write down as many words as they can think of relating to the word 'investment'. At the end of the minute, ask some students to give a selection of the words that they have come up with. You can write some of these words on the board and use this as the basis to create a definition which captures the meaning of 'investment'.

When you have identified the meaning of the word, then you can move into the exploration of the idea of socially responsible investing, although you might not choose to use this term at this stage. There are two Action Tasks in the Student Book which you can use for this part of the lesson on pages 87 to 89 under the heading 'Thinking About Investing'. You can work through these Action Tasks with students.

These can be done individually, in pairs or small groups (it is suggested a maximum of three or four). This allows you the chance to get students to think about some of the wider issues relating to investment when large sums of money are involved. You can present Figure 6 on the board or presentation device as a stimulus to help students think about some of the issues as they work through the Action Tasks.

At the end of the activity, pull the learning together by asking students to feed back on their thoughts and findings. In so doing you can begin to identify common themes which you want students to be particularly aware of and this can be used to introduce the idea of 'socially responsible investing'.

5. Lesson Summary (10 minutes)

The final part of the lesson can be used to pull together the learning from the lesson in relation to the learning outcomes at the start of the lesson. You can use different methods to do this for example:

- Ask students to summarise the learning in the lesson in five sentences, then reduce these to one sentence, then to five words and finally to one word.
- A 60-second challenge (students write down a summary of what they have learned in 60 seconds)
- Create a Word Search containing key terms used in the lesson which students have to find in a few minutes.
- Put students into pairs and ask Student 1 to explain what they have learned in the lesson to Student 2. Student 2 then summarises Student 1's learning in written words such that Student 1 agrees this accurately represents their learning.

UNIT 2

Living a Moderate Life

Lesson 1 What is Meant by the Phrase '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, students should be able to:

1. Recognise and articulate the benefits of living a moderate life, both physically and emotionally, and make 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.

Introduction

This unit explores some key issues that help support the students' understanding of what leading a moderate life entails in the 21st Century. After examining this in the earlier lessons, the learners will then move on to explore the risks and consequences involved in not practising moderation. Below is a summary of each lesson:

- **Lesson 1** needs to focus on the phrase 'living a moderate lifestyle' so that students are familiar with the different aspects of its meaning. Most of the students will have some knowledge of what a moderate lifestyle entails, but may not have a full understanding of the range of topics involved.
- **Lesson 2** uses the understanding of the terms from the first lesson and begins to explore the benefit that leading a moderate lifestyle brings to the individual, the family and society as a whole. The lesson highlights the benefits of living a moderate life e.g. physical and mental wellbeing, establishing a productive work-life balance, eating healthy food, taking regular exercise, developing positive thinking, and maintaining strong relationships with family and friends. The lesson will encourage students to reflect upon their own lives, and consider ways to develop crucial problem-solving skills and personal responsibility. The lesson integrates various tasks that encourage students to focus on the importance of respect for themselves.
- **Lesson 3** builds on the highlighted benefits of leading a moderate lifestyle to introduce the possible consequences that leading a life of excess can have on the individual, the family unit and society. The lesson focuses on providing students with the tools to recognise characteristics of excess in terms of eating unhealthily, not taking enough regular exercise, thinking negatively, being irresponsible, and making bad choices in life.
- **Lesson 4** is focused on the potential consequences of excess in life in terms of addiction and addictive behaviours. We begin by exploring the meaning of 'addiction.' Some of the students may already have knowledge about specific forms of addiction through on-going United Arab Emirates (UAE) drug awareness programmes in schools. The aim is to explore the various risk factors involved in developing addiction or addictive behaviour and to develop students' self-awareness about the potential symptoms of addiction.
- **Lesson 5** Students will take a closer look at the effects that addiction has on the individual, family unit and wider society. The negative consequences on physical and mental wellbeing, the family unit and relationships, work and study, and financial costs to the individual and society as a whole are considered to develop the student's awareness of the seriousness of the problem.
- **Lesson 6** draws together much of what has been covered in the unit so far, by focusing on the different ways that people suffering from addiction can be helped and supported, by the individual, the family and society. The main aim of this lesson is to highlight the idea of tolerance and support for addicts through rehabilitation programmes, support for addicts' families and changes in the law to encourage more addicts to seek the medical attention that they need.

Lesson 1

WHAT IS MEANT BY THE PHRASE 'LIVING A MODERATE LIFE'?

In this lesson, students look at the meaning of living a moderate lifestyle and the range of topics this encompasses. Looking at this range will provide the opportunity to reflect on and consider the degree to which they exhibit moderation in their daily lives in terms of respecting their physical and mental wellbeing, their relationships with their family and friends, as well as the core values of being responsible and positive thinking. This provides the building blocks to explore the benefits of leading a moderate life in Lesson 2.

Learning Objectives

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

- Give a written definition or verbal definition of a 'moderate lifestyle'.
- Write a short summary of about 250 words 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.

Suggested Lesson Structure

1. Lesson Starter (5 minutes)

The lesson can begin by writing the phrase 'A MODERATE LIFESTYLE' on the board or other presentation device, and asking students to brainstorm words and topics associated with this term. This stage should be timed to take no more than five minutes. This can be done as an individual task, a small group task (maximum four students per group), or as a whole class. Accept all answers and try to elicit some of the upcoming key terms. If appropriate, this task can be presented in the form of a competition with one point awarded for every association and two points for every word or topic which no one else has thought of.

2. Follow up Activity (20 minutes)

To follow up this activity, refer to students to the definition of a moderate lifestyle on page 95 of the Student Book (the avoidance of excess) and then move on to getting them to consider the work and study activities and life activities they typically complete in an average week. This activity can be done in pairs or small groups.

Alternatively, this task could be framed so that the students consider what they did in the previous week and estimate the amount of time that each activity took for both work/study and life activities.

Ultimately, we are aiming for the students to consider the balance they currently have between work and study, and life. This point could be highlighted by students comparing their findings with a partner or small group and then asking students to raise their hands if they think they currently have a positive work–life balance. You can then select some students to ask them to explain why they think they do.

Having established the meaning of work–life balance and what work–life balance students currently have, you can then explore what students would change about their work–life balance findings, if anything. This can be done through a whole class questioning activity, or you could keep students in pairs or groups and ask them to discuss changes that they would make and why, then report back to the rest of the class.

This can form the basis for an individual task of considering the reasons why a healthy work–life balance is important. The questions asked can help to bring out the students' understanding of the benefits of this. For example, ask:

- 'What are the consequences of a positive work–life balance?'
- 'What can you do to ensure a healthy balance?'

3. Identifying the Benefits of Being Positive and Having Positive Relationships (15 minutes)

Encourage students to consider the points in the explanatory paragraph on page 99 and consider aspects of their lives that they are grateful for. The aim of this task is to encourage **self-reflection** and positive thinking. Students can complete the Discussion Point on page 101. As part of the discussion, encourage students to provide a rationale for their choices.

Alternatively, students can write their name on a piece of paper and put it in a small bag. You can mix the names around in the bag and the students pick out a name and write a gratitude note to that student. You can elicit from the students how they felt when they received their note from a friend. If the students pick a name that is not their friend, this still encourages students to think carefully about themselves and the relationships that they have with their classmates. They still need to consider some positive aspects of the person.

The lesson then moves on to a very important value: strong relationships with family and friends. A short **interview** can be held, which asks students to consider the relationships they have and what makes these relationships strong.

1. Ask students to write five questions individually about the topic and then get students to interview a partner.
2. This can be set up as a tiered activity with the support students thinking of three questions to ask their partner and the remaining students writing five to seven questions to ask their partner.
3. This means that all students are working with the same skills and topic, but work with different levels of support, challenge and complexity.
4. You can select some of the students' questions and answers and ask the whole class if they agree or disagree and why.

Other options for this task include providing small groups with flipchart paper to list their ideas as a **peer practice** task. Once the flipcharts are completed, you can ask students to read their peers' ideas and stand next to the flipchart that they think is the most interesting one. You can then ask some students why they chose their particular flipchart.

4. Being Responsible and Taking Care of Personal Hygiene (15 minutes)

Having explored the topics of taking regular exercise and being positive, the next stage of the lesson moves onto the topics of being responsible and taking care of personal hygiene.

1. You could ask some open questions such as “What makes you a responsible person?” and ask students to justify their answers.
2. Students then complete the Action Task on Student Book page 105, individually, ticking the sentences that highlight responsible behaviour and actions.
3. Students can then check their answers in pairs or small groups. You can then ask the students to justify their answers.

Answer key: Responsible example sentences 2, 4, 5, 6, 8

As an **extension** activity, students can either change example sentences, 1, 3 and 7 into responsible statements, or work collaboratively with a small group to think of another four examples of showing responsibility.

Other options can include asking students to brainstorm examples of how they show responsibility, based on the Thinking Task on Student Book page 106, or asking students to work in small groups and create a poster of responsibilities at home and at school.

Elicit from students that responsibility for yourself includes taking care of your personal hygiene. This may be rather a sensitive topic for teenagers, so judiciously select the formation of small groups. One way to nominate the students to work in small groups and list as many different aspects of personal hygiene that they can. Once the groups have their lists, ask students to read the paragraph individually on page 106 of the Student Book, and compare the Student Book’s ideas with their own.

5. Plenary (5 minutes)

At the end of the lesson, you can use the Self-Assessment Questions at the end of the lesson in the Student Book to review the learning which has taken place. These provide students with the opportunity to review and consolidate their learning.

Please note that all timings are flexible and may vary according to the students’ needs. Student’s own answers.

Lesson 2

WHAT ARE THE BENEFITS OF LIVING A MODERATE LIFE?

Introduction

The aim of this lesson is to explore some of the benefits of living a moderate life. Having introduced the idea of what is involved in leading a moderate life, we now want students to explore some of the advantages that this brings to the individual, the family unit and society as a whole.

Learning Objectives

At the end of the lesson, students 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 themselves, their family, friends, school and the UAE.
- Demonstrate an understanding of the benefits of living a 'moderate life' by choosing their top three examples and providing a rationale for each of these choices.

Suggested Lesson Structure

1. Lesson Starter (10 minutes)

A useful way to start the lesson is to reinforce the learning from Lesson 1 eliciting from the students the different ways that they can live a moderate life. You can do this by asking students to work with a partner or small group to write as many ideas as they can in two minutes. You can set a countdown timer on the main presentation device or use an alarm on your phone. Ask students to work in pairs and discuss their reasons why each of these areas is important in leading a healthy and balanced lifestyle. Monitor learners while on the task, and use this to inform which students you will nominate for whole group feedback.

Alternatively, ask students to work in groups of four and write a sentence about each of the previously discussed topics e.g. work–life balance, a healthy diet, physical exercise, developing problem-solving skills, having positive relationships, being positive, being responsible and taking care of personal hygiene. The students write a balance of **True and False** statements, for example 'Working all the time is good for you', or 'You brush your teeth at least twice a day'. They can then swap their examples with another group, who decide which statements are true and which statements are false. You can write the true statements on the board or main presentation device and ask students to give reasons for their answers.

2. Follow up Activity (25 minutes)

To follow up this activity, split the class into two large groups. Each group has a piece of flip chart paper. Group A has the topics about having a positive work–life balance, (eating healthily, taking physical exercise, developing problem-solving skills), and Group B has the topics about being positive, (having positive relationships, being responsible and personal hygiene).

Ask Group A and Group B to draw four circles on their paper with each of the topics written in the middle of the circles. You could demonstrate this on the board so that the students have a clear model to work with. Students in both groups **brainstorm** ideas about the benefits of each of their team's topics, noting their ideas around each circle to create a **mind map**. Ask students to stick their completed mind maps on the classroom wall and ask the groups to read each other's posters and add any more benefits they can think of to the other group's flipchart.

This activates the students' background knowledge on the topics and prepares them for the next part of the lesson.

Group A will be focusing on the paragraphs about having a positive work–life balance, eating healthily, taking physical exercise, developing problem-solving skills from page 110 of the Student Book. Group B will be focusing on the paragraphs about being positive, having positive relationships, being responsible and personal hygiene from page 114 of the Student Book. Students read their specific paragraphs and make a note of the benefits for their topics. Ask students to then compare the ideas from the Student Book with the ideas on their group flipchart to see if their ideas were the same. The aim of the activity is for learners to develop more awareness of the benefits of leading a moderate lifestyle, as highlighted in the different topic areas.

GROUP A suggested answers

Benefits of:

Positive work–life balance: being productive in work and also your life

Eating healthily: Getting the vitamins and minerals your body needs

Taking physical exercise: Maintaining a healthy body

Developing problem-solving skills: life skills that are useful in different situations.

Able to find solutions to problems.

GROUP B suggested answers

Benefits of:

Being positive: leading a rich and fulfilling life

Having positive relationships: Provide love and security

Being responsible: Good behaviour and self-respect

Good personal hygiene: To feel great and stay healthy.

- Ask students to work with someone from the other group to exchange information about the different topics in a **jumbled reading** activity. This is a co-operative learning strategy that enables each student of a base group to read assigned texts, and then exchange this information with a student who focused on different texts. Ensure that there is a good variety of support and stretch students working within each group.
- The students read their assigned texts and then summarise them. Students then pair up with someone from a different group and tell them about their texts, and listen to their peer.
- At the end of the activity, you could ask students to create a flipchart about the other group's texts.

3. Activity 1 (15 minutes)

To follow this up, elicit from students the benefits of developing strategies for solving problems and why these are essential in life. Direct students to the Action Task on page 114 of the Student Book, and read the steps 1–6. Give an example yourself so that students can see the process of solving a problem, for example, you could write ‘I am always arguing with my sister’ on the board, and then go through the steps with the whole class.

Students can think of a problem, real or imaginary, and students can work together in small groups to think of possible solutions.

Other options include an **advice wall**, which is a specific area of the classroom where students can stick up problems they might be worried about. Have some sticky notes available near the wall, so that students can complete their activity. Students then choose someone else’s problem and suggest a solution, which is then stuck next to the problem. At the end of the activity, students find their original problem and look at the suggested solution. You can then ask some of the students if they are willing to share their problem, and whether they think the suggested solution will work. You could then ask other students if they have a better solution to open up the discussion. For each problem stuck on the wall, the writer has to provide a solution for someone else’s problem.

To give students further opportunities to put positive thinking theory into practice, ask them to look at the Activity Task on Student Book page 115. Demonstrate some examples to the students before they begin the task individually by using one of the topics, for example, for the United Arab Emirates column, you could give an example, e.g. “I am proud to belong to the United Arab Emirates because it is a progressive and peace-loving nation.”

Once students have completed the task, ask them to compare their answers with a partner, but be aware that students may be a little reticent to share their ideas for the ‘ME’ column. Ask students to share any ideas with the whole class that they thought were particularly interesting.

6. Plenary (10 minutes)

Depending on the activities used in the previous stages of the lesson, it is important to pull the learning together with regard to the learning outcomes. The Self-Assessment Questions at the end of Lesson 2 could be used to check learning. Students can choose and personalise three of the topics. This also encourages them to reflect on the importance of these benefits. The Self-Assessment Questions could be a Discussion Task of the students’ top three choices, with students justifying their answers, or it could be a written task. By encouraging students to give positive feedback on their oral or written responses, this gives further opportunities for the students to develop their positive thinking skills as well.

Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.

Lesson 3

WHAT ARE THE CONSEQUENCES OF NOT LIVING A MODERATE LIFE?

Introduction

In this lesson, we want students to explore the consequences of not leading a life of moderation and how this affects the individual, the family unit and society. This helps to develop the students' awareness and understanding of the dangers of excess in life and to recognise these characteristics.

Learning Objectives

At the end of the lesson, students 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.

Suggested Lesson Structure

1. Introductory Activity (5 minutes)

Begin the lesson by discussing the possible outcomes if people lead lives that do not practise moderation. You can use the picture in the Student Book page 123 as a means to elicit some ideas from the students. Ask students to work in small groups and consider what the potential consequences could be, based on the visual prompt.

2. Individual Reading (20 minutes)

Independent reading encourages learners to read silently on their own with minimal guidance or interference from the teacher. It provides an opportunity for learners to acquire the concepts at their own pace and expand their knowledge. To assess the students' understanding of the key concepts, you can direct them to the Thinking Tasks on page 122 and page 124.

Possible Activity 1: Reading Race

Divide the class into five groups, and allocate one text to each group e.g.:

- Group 1: You are What You Eat
- Group 2: Being Sedentary
- Group 3: Being Negative
- Group 4: Being Irresponsible and Making Bad Choices
- Group 5: Poor personal Hygiene

Once students have read their text silently, ask them to discuss their findings with the rest of the group. Students can then write a maximum of four questions about their specific text, which another team will answer. The questions should be on individual coloured strips of paper (one colour per group), and should each have one clearly defined answer. Using different coloured strips for each group will help with the task organisation later. Allocate a new text to each group and ask the groups to give you their group's questions.

- Groups are provided with the first question for their new text and race to find the answer.
- Once found, the group should give the correct answer to the teacher to receive the second question.
- The process is repeated until a group has answered all the questions accurately.

Possible Activity 2: Jigsaw Reading

The set up for this activity is the same as the previous task. Ask the students to form five groups and allocate each group. Students read their specific texts and make notes of the key points. You can use the template provided in Appendix 1, or create your own. Once completed, allocate numbers to students so that in each group there is a mixture of Group 1, 2, 3, 4 and 5 students. Students can then exchange information about the key points in the texts they read and make notes on the template. In this way, all students will have information about all the texts. You could hold a question and answer session to check that students have understood the key points of their peers' texts.

Suggested answers: Key points**You are What You Eat**

Eating unhealthy food and large amounts of this may lead to health issues. Not eating the right kinds of food may lead to reduced energy levels, as well as mental health issues.

Being Sedentary

Being inactive e.g. with little or no physical activity can lead to an increase in anxiety, affect our sleep patterns and other health issues.

Being Negative

This way of thinking can affect our health in terms of increasing stress, depression and anxiety, as well as reducing self-confidence. It also affects the way the brain works.

Being Irresponsible and Making Bad Choices

This means that you do not think about the consequences of your actions and how these may affect you, and the people around you.

Poor personal hygiene

Not showering or bathing can lead to your body producing an unpleasant odour. Not cleaning teeth regularly and thoroughly can lead to dental issues. Washing your hands reduces the spread of bacteria and viruses, so if you don't do this, the risk of catching certain types of diseases increases.

3. Identifying strategies to avoid a sedentary lifestyle (10 minutes)

Having explored the implications of a life of excess in general, students will now move on to considering strategies that can be employed to counteract a sedentary lifestyle. Students can complete this task individually, in pairs or in small groups. Consider pairing support and stretch students together if the task is managed as a pair activity. Ask students to read the Activity Task on Student Book page 126.

Once completed, whole group feedback provides the opportunities for students to share their ideas and add other examples onto their own diagrams. You can then nominate different support and stretch students to present their diagrams to the whole class.

4. Moderation Focus (10 minutes)

Put students into groups of three or four and ask them to consider the Discussion Point on page 131 of the Student Book. Ask students to justify their answers. A point is awarded for every example that the students come up with. This task can be extended with the stretch students producing an additional four examples and support learners providing an additional two examples.

5. Plenary (15 minutes)

The final stage of the lesson draws all the students' learning together in the form of a series of Self-Assessment Questions. Learners' own answers, but encourage them to give a clear rationale for their choices. The students can do this task individually, or in small groups. The questions review and consolidate the key information in the lesson and allow for further clarification is needed during the feedback stage.

Alternatively, the task could be set up as a quiz, with small groups answering the questions and a point awarded for each correct answer. To encourage more student-centred learning, small groups could write their own quiz about the different topics from the lesson and create a Blockbuster game. Instructions on how to play this game can be found here:

- <http://www.aprender.org.uk/blockbusters.htm>

You can show the group the Blockbuster game already filled in with letters that correspond to some of the key content from the lesson, for example, NT for Negative Thinking, BI for Being Irresponsible etc. Students create their quiz questions based on these letters. You can use/adapt the template provided in Appendix 2 or create your own. The game can be played in two teams. This can be a pair, a small group of four or the whole class split into two teams.

- Have one team choose a letter or letters, whether the game is being played in pairs, small groups of four, or two teams.
- The opposite team reads out their question and if the other team answers the question correctly, they can colour in that hexagon.
- The winning team is the one that gets from one side of the board to the other.

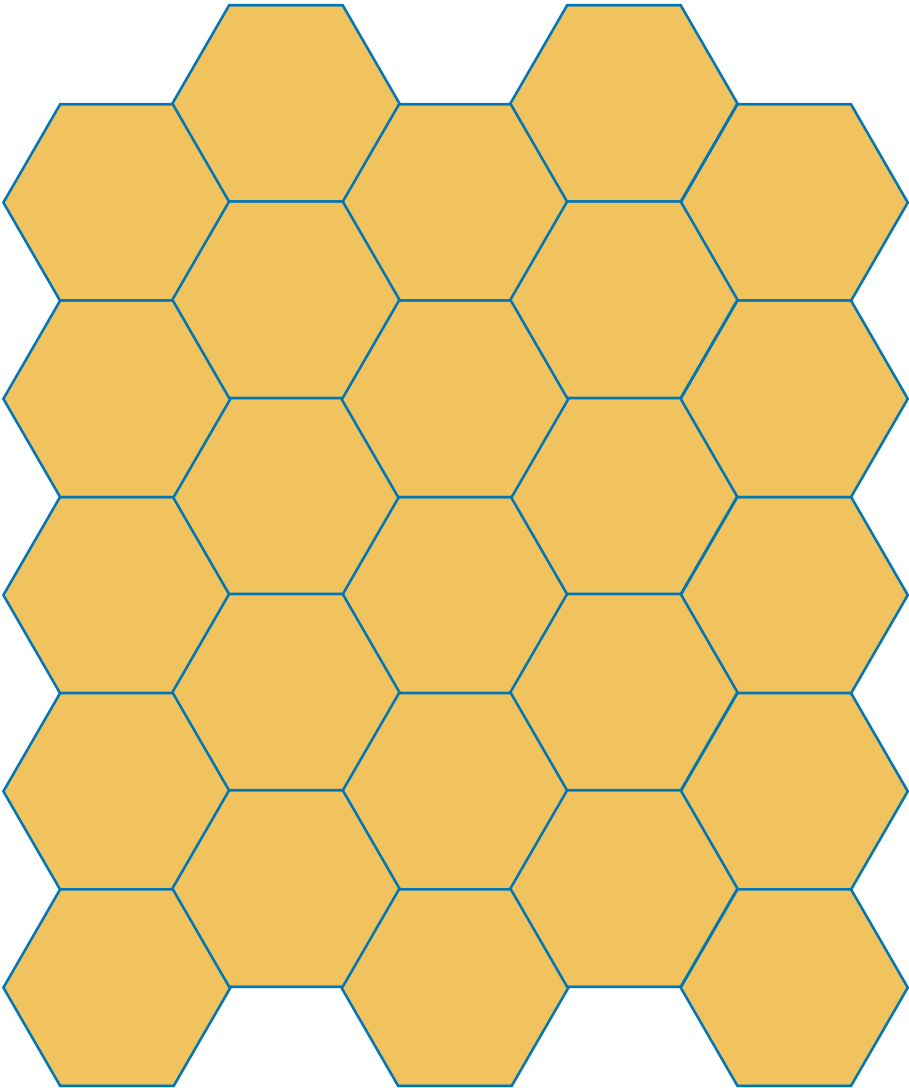
Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.

APPENDIX 1

GROUP 1 You are What You Eat	GROUP 2 Being Sedentary	GROUP 3 Being Negative	GROUP 4 Being Irresponsible and Making Bad Choices	GROUP 5 Poor personal Hygiene

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APPENDIX 2



Links for Blockbuster templates:

- <http://www.aprender.org.uk/blockbusters.htm>

Lesson 4

WHAT IS MEANT BY THE TERM 'ADDICTION'?

Introduction

In this lesson, we focus on the serious issue of addiction and addictive behaviours. This develops the content ideas from the previous lesson, which focused on the consequences of not living a moderate and healthy lifestyle.

Learning Objectives

At the end of the lesson, students 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.

Suggested Lesson Structure

1. Introductory activity (10 minutes)

This topic could potentially be a sensitive one for students, and you may not be fully aware of their backgrounds where these issues may exist. It is, therefore, vital that students are monitored while working through the lesson to evaluate their responses, and to be judicious in your nomination of students for feedback. You could start the lesson by showing the visuals on page 134 of the Student Book, and asking learners to describe what they can see e.g. someone holding a lot of shopping bags and someone holding a laptop, smartphone and a small tablet. You could ask students to think about the following questions:

- What can happen if you can't control buying things?
- What can happen if you use social media all the time and can't stop? Is it good for you, or not? Why? Why not?

At the start of the lesson, we are asking learners to consider the consequences of when an activity can start to become a problem. This will lead on to the next stage of the lesson, where students will start to explore when addiction/addictive behaviours to substances and activities can lead to devastating consequences. You can write the following words on the board, 'drugs', 'alcohol', and 'cigarettes' and ask students if these are healthy or not. Once it is established that these are not healthy, ask students why they are not healthy

2. Follow up Activity (20–40 minutes)

The next part of the lesson focuses on the specific consequences of the effects that addictive substances can have. You could ask the students to use reputable websites to find further information regarding addictive substances, following the Action Task instructions on page 135 of the Student Book. Some possible websites for this are:

- <https://www.drugabuse.gov/related-topics/health-consequences-drug-misuse>
- <https://www.promises.com/articles/substance-abuse/dangerous-dozen-12-addictive-substances-around-globe/>

Other options include drawing on the students' previous knowledge of substance abuse programmes at school to **peer teach**. The students could make awareness posters highlighting the dangers of using specific addictive substances and these could be stuck up on the classroom walls.

Moving on from this, the students will focus on the risk factors involved in developing an addiction or addictive behaviour. This is key information that will help the students develop better awareness of these potential 'flags' in their daily lives.

You can ask the students to brainstorm ideas about the risk factors that can potentially lead to addictive behaviours and addiction. It is essential to emphasise that addiction is a disease. The students can compare their ideas before completing the **categorising** Action Task on page 141 of the Student Book. To transform this task into a more kinaesthetic one, the risk and protective factors could be cut up (see Appendix 3) and one set provided for each student pair. As an extension to the task, students could provide an additional risk and protective factor.

3. Plenary (10 minutes)

The final part of the lesson makes use of the Self-Assessment Questions at the end of the lesson in the Student Book (page 141). These questions are designed to enable students to complete the required assessment of learning outcomes for this unit as specified in the MEP Curriculum Document: **'Explain and understand the factors that lead to addiction, including factors that influence people to start using addictive substances or form addictive habits.'**

Students can complete the questions individually, making notes of their answers. The students can then participate in a class **mingle** to ask about their peers' responses.

Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.

APPENDIX 3

lack of parental supervision	good self-control	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 and monitoring	rules and expectations at home		

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Lesson 5

WHAT ARE THE EFFECTS OF 'ADDICTION'?

Introduction

In this lesson, students will look at the possible effects of addiction and addictive behaviour on the individual, family unit and society, and reflect on the far-reaching consequences these have. This builds on previous lessons' content of living a life of excess, and the meaning of addiction and addictive behaviours.

Learning Objectives

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

- Write a 250-word summary about the impacts 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.

Suggested Lesson Structure

1. Introductory Activity (10 minutes)

You could start the lesson by having a quick quiz about the previous lesson's content to review and consolidate previous learning. Ask the students to work in small groups of four and to write the numbers 1 to 10 down the side of a piece of paper. You read out ten questions, pausing between questions to give the students enough time to discuss and note their group's answer. Example questions could include:

- What does addiction mean?
- What is a risk factor and protective factor? (1 example)
- What is a possible symptom of addiction or an addictive behaviour?

Once students have completed the quiz, they can exchange their papers with another group. You can elicit the answers from the students and they mark the paper. This also provides the opportunity to clarify answers, if needed.

2. Follow up Activity (15 minutes)

Tell students to read the explanatory texts about the consequences of substance addiction and addiction to activities from page 142 of their Student Book. Ask the students to work in five groups. You can put five pieces of flipchart paper around the room. Each of the pieces of flipchart paper should be clearly numbered, for example,

1. Family
2. Friends and Recreation
3. School and Work
4. Financial and
5. Society

Ask the students to read each text and **summarise** what they have read in just one sentence per text, working with their group. Once all five groups have summarised all the texts, they can stick their summaries on the corresponding piece of flipchart paper. Students can then read other group's summaries, and the whole class decides which summary is the best one on each of the flipcharts. As this is a rather challenging task, it is advisable to set the students in pairs or small groups, mixing strong students with those needing more support in order to allow students to collaborate, share their knowledge and understanding.

Alternatively, the students can work individually on the two Action Tasks on page 146 of the Student Book. Students can compare their answers before whole class feedback.

3. Activity 1: Discussion Task (10–15 minutes)

Split the class into four groups, with roughly an equal number of students in each group, ensuring that support and challenge students are equally distributed amongst the groups. All groups read the Discussion Task on page 149 of the Student Book. Students discuss their ideas with their group, and then allocate numbers to the students by counting them off as 1, 2, 3, 4 in each group. Ask all the number ones to move to work together, all the twos to work together etc. Ask students to again discuss their ideas with their new group, before managing whole group feedback. Nominate students to report back on their findings and clarify as needed.

Alternatively, split the class into groups and ask students to read the Discussion Point on page 150 of the Student Book. When the groups have finished, ask the students to note how many people agreed or disagreed with each of the six statements. Students can then create a bar chart to show their class findings, and general opinions regarding addiction and addictive behaviours.

4. Research Task (15 – 20 minutes)

Students can complete this task in small groups. The story of Abdullah is given in the Student Book on pages 150 to 152.

An alternative is to ask students to complete the Self-Assessment Question. Ask students to use the flipcharts from earlier in the lesson to help them, or students can make a **mind map** of the consequences of addiction or addictive behaviour to organise their ideas in the stage before writing their short summary. A **mind map** is a useful, visual and memorable way for the students to organise, develop and record ideas and is also good for helping weaker students express their thoughts, and and organise their ideas. Students can then write their summary of the addict's story. The expected learning outcome is a 250-word summary of their learning.

5. Plenary (5 minutes)

As this lesson contains quite challenging concepts and the students are coming to the end of the Unit, you could create a Word Search containing key terms used in this and previous lessons which students must find in a few minutes. There are many useful sites on the Internet to help you create Word Searches such as http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp?campaign=flyout_teachers_puzzle_wordcross

Another option is for the students to create word searches for other groups, reviewing and consolidating the content further.

Lesson 6

HOW CAN WE HELP OTHERS TO FIGHT AND OVERCOME 'ADDICTION'?

Introduction

This is the last lesson of the Unit on Living a Moderate Life. The lesson consolidates many of the key points covered so far, by looking at how those suffering from addiction and addictive behaviours can be helped on their path to recovery. The content focuses on what support is generally available to those suffering from this illness, before focusing on the UAE's approach to this issue.

Learning Objectives

At the end of the lesson, students 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 addiction.

Suggested Lesson Structure

1. Introductory Activity (10 minutes)

You can start the lesson with a back to the board game to review some of the key terms that will be recycled in this lesson. This is a competitive activity that can be used to check understanding of specific lexical items, or content. You can organise the game as follows:

- Divide the class into three or four groups.
- One student from each group sits in a chair with their back to the board or presentation device, facing their group.
- Ask one of the students to choose a key term covered in this unit and write it on the board or on the presentation device. The students sitting with their backs to the board should not turn around to read the board or presentation device, and emphasise that the students in the groups, cannot read the word aloud.
- Each group tries to elicit the word or phrase from the student sitting in the chair. They can give hints and clues so that the student in the chair guesses the correct word or phrase. The student who is sitting in the chair can ask 'yes' or 'no' questions to their group.
- The first student in the chair to call out the correct word or phrase gains the point for their team.
- The students in the chairs can be changed so that other students have the opportunity to guess the word or the phrase.
- The team with the most points at the end of the game wins.

2. Follow up task (15 minutes)

You could ask students to use their background knowledge on the subject, and ask them what they know about help that is available for addicts and those trying to overcome addictive behaviours. You could then direct them to the Thinking Task on page 154 of the Student Book. This will encourage students to recycle content regarding the nature of addiction and addictive behaviours from previous lessons.

Once students have discussed their ideas in pairs or small groups, you can direct them to the Action Task on page 155 of the Student Book. Students can complete this task individually or in pairs. You can monitor students while on the task to inform which students to nominate for whole class feedback. You can hold a brief question and answer stage to gauge if students have understood the content.

3. Identifying the Need for Empathy and Support (20 minutes)

Refer the students to the quotation by His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) on page 160 of the Student Book and ask the students why it is vital to help people suffering addiction and addictive behaviours. You could prompt learners by asking them to discuss in pairs if it is their responsibility to help others in need, no matter who they are, or that helping others less fortunate is part of being a positive member of society, for example.

Another option is to ask students to use their personal devices to search for other quotations that mirror His Highness Sheikh Mohammed bin Rashid Al Maktoum's (May Allah protect him) caring attitude toward others who need help and support. The type of questions that you use depends on the quote, but should encourage students to give a rationale for their answers in more detail. The students could then make small posters of these inspirational quotes, which can be posted around the classroom walls. You could ask the students to look for a minimum of five quotes per group. You may find the following website useful:

- <https://sheikhmohammed.ae/en-us/quotes>

As a follow up, you could ask students to complete the Action Task on page 163 of the Student Book. Students could do this task individually, in pairs or small groups. If the task is completed in small groups, this allows for more collaboration and co-operation between students. Students can work on their personal devices, using Google Docs to make a collaborative document, with all students working on the document at the same time. You can learn about how to use Google Documents by doing a search on the Internet. The documents can then be shared amongst the whole group for feedback.

4. Summary (15 minutes)

The final stage of the lesson can be used to review the content covered. There are different options:

- Ask the students to complete the Self-Assessment Questions individually, or in pairs.
- Ask students to complete the Self-Assessment Questions in small groups, awarding points to the most succinct but relevant answers.
- Ask the students to work in four groups, and each group is allocated one of the Self-Assessment Questions to answer. When the groups have completed this first stage, ask the students to find the answers to the remaining three questions, in a whole class mingle activity.
- Ask students to work in small groups and think of four more questions about the content from this lesson. The groups' questions can then be passed on to the next group to be answered. This will help to identify any points from the lesson that need to be clarified for the students. You can then ask students to report back on their answers to the whole class.

Please note that the timings for each section of the lesson plan are flexible and should be adapted according to the needs of the students.

UNIT 3

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
-

Introduction

This year we will discover the history of the world, from Stone Age times before writing, through to modern times. We will see how the study of history is really the story of ourselves and learning about our past helps us understand who we are.

Lesson 1

HOW AND WHY WE STUDY HISTORY?

Student Learning Outcomes (SLOs)

MSC.2.4.02.035 Cites specific evidence from text to support explanation or analysis

MSC.2.4.02.030 Uses the scientific research methodology to solve investigate various public issues related to social studies

MSC.2.4.02.041 Decides on valid sources to answer social studies questions

MSC.2.5.01.031 Gathers relevant information from many sources and uses evidence to interpret an event

Lesson Objective

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

Key Vocabulary

- 🕒 **field:** n. an area of study
- 🕒 **branch:** n. an area of study within a larger area of study
- 🕒 **to catalogue:** v. to put things into categories
- 🕒 **palaeontologist:** n. a scientist who studies plant and animal fossils and bones
- 🕒 **fossil:** n. the remains of a plant or animal in stone

- **archaeologist:** n. a scientist who finds and studies historical objects made by humans
- **artefact:** n. an object made by humans
- **anthropologist:** n. a scientist who studies human society and development
- **philologist:** n. a scientist who studies the evolution of languages
- **demographics:** n. the study of data about population and different groups within it

Lesson Description with SLO Tags and Notes

Warmup is an analytical activity, in which student pairs determine factors that might make a story true or untrue.

Activity 1 is designed to check student comprehension of the information provided in the text. MSC.2.4.02.035

Activity 2 asks students to classify descriptions of various fields of historical research. MSC.2.4.02.030

Activity 3 is a discussion activity, in which students discuss several critical thinking questions in groups. MSC.2.4.02.041

Activity 4 is a reflective activity, in which students explain why the study of history is important, using evidence from the text. MSC.2.5.01.031

Selected Activity Answers

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.**

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.
 - support existing textual information about the past
 - provide context to textual information
 - show how civilizations emerge, flourish, spread, and decline
- List three uses of modern technology to assist historical research.
 - virtual reality simulators can turn ancient ruins into living civilizations
 - satellite imagery can show new areas to dig
 - ground-penetrating radar can show exact locations of buried objects

Activity 2: Classifying

Write the correct scientific study under each description.

Descriptions:

the study of languages <u>philology</u>	looks the deepest into the past <u>paleontology</u>	the study of human artefacts <u>archeology</u>	studies evolution of human societies <u>anthropology</u>
the study of humanity <u>anthropology</u>	the study of fossils <u>paleontology</u>	A branch of anthropology <u>archeology</u>	another branch of anthropology <u>philology</u>

Activity 3: For Discussion

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



Question 1: Which of the jobs mentioned in the text do you think is the most interesting? Why?



Question 2: Describe a mistake you made that taught you something. What happened, and what did you learn?



Question 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?

Formative Assessment Opportunities

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

Remedial Opportunities

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

www.adlit.org/article/19844/

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

- **Activating:** “Priming the cognitive pump” in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text.
- **Inferring:** Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text.
- **Monitoring-clarifying:** Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups.
- **Questioning:** Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering.

- **Searching-selecting:** Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.
- **Summarizing:** Restating the meaning of text in one's own words—different words from those used in the original text.
- **Visualizing-organizing:** Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text.
- Group students who need remedial attention together and give them an activity based on one or more of these reading strategies.

Extension Opportunities

Students could do some more of their own research on the branch of historical research they are most interested in and outline certain aspects and roles of that profession.

Lesson 2

EARLY HUMAN MIGRATION

Introduction

MSC.2.2.01.030 Analyzes how migration affects the structure of societies

MSC.2.2.02.032 Analyzes trends in world demographics as they relate to physical systems

MSC.2.2.01.031 Explains migration patterns in the world and their impact on the national and human characteristics in a particular geographic region

Lesson Objective

At the end of the lesson, students 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:** n. the permanent movement of people from one place to another
- **species:** n. a group of animals that are biologically similar enough to exchange genes or breed together
- **cross-disciplinary:** n. relating to different areas of study at the same time

- **geneticist:** n. a scientist who studies the characteristics of people through history, using genes and DNA
- **waterway:** n. a route for water, such as a river or canal
- **grassland:** n. an area of land that is grassy and flat, without trees, mountains, or deserts
- **nomadic:** adj. relating to a lifestyle where people keep moving from one place to another
- **sedentary:** adj. relating to a lifestyle where people stay in one place

Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources:



Note: Links to videos, YouTube, other resources to be used by Teacher's only – The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

Lesson Description with SLO Tags and Notes

Warmup primes students to consider the relationship between human needs and various environments. MSC.2.2.02.032

The text draws on the earlier lesson discussion of the range of historical researchers engaged in determining early human history. It details the spread of humans across continents and oceans, discussing causes and consequences, and how we know this. MSC.2.2.01.030

Activity 1 is designed to check student comprehension of the information provided in the text. MSC.2.2.01.030

In **Activity 2**, students are asked to trace migration patterns on a map. MSC.2.2.02.032

Activity 3 is an application activity, in which students use knowledge from the text to construct a diary of an ancient person. MSC.2.2.01.030

Activity 4 is a discussion activity, in which students discuss several critical thinking questions in groups. MSC.2.2.01.031

Selected Activity Answers

Warm up

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



Fig 1



Fig 2



Fig 3



Fig 4

Activity 1: Check Your Understanding

Answer the questions using information from the text.



How did language help humans develop and survive?

- ▶ It helped them merge communities and exchange information.



Where did early people live?

- ▶ in Central Africa



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

- ▶ to survive: hunters followed animal movements
- ▶ changes in the environment: plant life decreased
- ▶ to form new communities: exchanged ideas and information
- ▶ fighting with each other: to obtain new resources

Activity 2: Map Activity

Use the map to trace the migration paths of early humans. Write the correct time periods next to each path.

- ▶ Central Africa to Middle East: 100,000 to 40,000 years ago
- ▶ Central Africa to the Arctic: 40,000 to 15,000 years ago
- ▶ the Arctic to North and South America: 15,000 years ago

Activity 3: Diary – Oral History of a Day



The humans described in the text passed on their experiences through oral history. What do you think the story of a teenage human would be like from this time period? Imagine you are listening to the story of an early teenage human migrating with his or her family. How would they describe the landscape? How would they get food? How would they fight for survival? What mistakes would he or she make and learn from?

- ▶ Record the story of a typical day of an early teenage human as if it is being told to you. Be as descriptive as possible.

Activity 4: Discuss and Take Notes

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



Question 1: How could the study of genetics and language help us understand the migration of early humans?



Question 2: What are some things that ancient people need to do to be successful when they migrate to new areas?



Question 3: What are some reasons for human migration in today's world?

Activity 5: Think Deeper

Print old activity 5 here:

Read the quote from the text.

“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.



Interpret the quote. Where do physical differences in people come from? Are they important? Should they be important in a modern tolerant society? Why or why not?

Lesson 3

THE RISE OF CIVILIZATION

Student Learning Outcomes (SLOs)

MSC.2.1.01.024 Describes the impacts of technology and scientific discovery in the world

MSC.2.4.02.035 Cites specific evidence from text to support explanation or analysis

MSC.2.2.01.029 Categorizes and describes the various features of earth surface and locate them (e.g., the distribution of various terrain, water, soil on the Earth's surface)

MSC.2.4.02.034 Presents information gathered from primary and secondary sources to an intended audience and initiates debates or discussions with partners justifying his/her point of view with evidence

MSC.2.4.02.040 Determines the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of social science

Lesson Objective

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

- 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.
- Categorise at least three healthy and three unhealthy food habits.

Key Vocabulary

- **to trace:** v. to follow a path
- **wilderness:** n. an area in nature where few or no people live
- **desertification:** n. the process of changing grassy areas or forests into deserts
- **to cultivate:** v. to prepare and use land to grow crops
- **to domesticate:** v. to keep an animal on a farm or as a pet
- **settlement:** n. a place where people establish a community
- **to engrave:** v. to use a tool to dig pictures or symbols into a piece of wood, stone, or bone
- **dwelling:** n. a building used as a home

Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources:



Note: Links to videos, YouTube, other resources to be used by Teacher's only – The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

Lesson Description with SLO Tags and Notes

Warmup is a brainstorming activity, in which groups come up with ideas about things a society needs to develop. MSC.2.1.01.024

Activity 1 is designed to check student comprehension of the information provided in the text. MSC.2.4.02.035

In **Activity 2**, students construct a timeline of historical events from the text. MSC.2.4.02.035

Activity 3 is an application activity, in which students use knowledge from the text to construct a Natufian recipe. MSC.2.2.01.029

Activity 4 is a discussion activity, in which students discuss several critical thinking questions in groups. MSC.2.4.02.034

Activity 5 is a reflective application activity, in which students explain a typical day in an ancient society. MSC.2.4.02.040

Selected Activity Answers

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 space provided.

Activity 1: Check Your Understanding

Answer the questions below using information from the reading.



Why might historians be unsure about the Natufians' activities?

Best answer: They did not leave written records.



What advantages did settling in one place provide the Natufians?

They had access to a rich variety of resources and could develop their economy.



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

As families and communities grew larger, they needed to produce more food.

Activity 2: Timeline

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

3,400,00 - 11,700 BCE	12,000 - 7,500 BCE	9,000 BCE	8,800 - 6,500 BCE
<u>Stone Age</u>	<u>Natufians</u>	<u>Jerico and Catalhoyuk</u>	<u>improving agricultural skills</u>

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.

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.



Question 1: How are a sedentary lifestyle and agriculture related?



Question 2: Why do you think people with a sedentary lifestyle would be easier for archeologists to study than people with a nomadic lifestyle?



Question 3: Explain how decorative arts could indicate the growth of a civilization?

Activity 5: Think Deeper



We live in a modern world surrounded by technology: smartphones, microwave ovens and YouTube. Imagine what life would have been like for a young person living in an early settlement. Choose one of the early settlements from the text and describe what a typical day would have been like for person your age. Be sure to mention what kind of house you would have lived in, what tools you would have used, and what you might have eaten. What would be your biggest challenges? What would you have enjoyed?

Formative Assessment Opportunities

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

Remedial Opportunities

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

www.adlit.org/article/19844/

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

Extension Opportunities

Activity 5 is a reflective activity that can be used as an extension activity.

Lesson 4

THE BIRTH OF WRITTEN LANGUAGE

Student Learning Outcomes (SLOs)

MSC.2.4.02.035 Cites specific evidence from text to support explanation or analysis

MSC.3.2.01.026 Discuss and present possible guidelines for effective intercultural communication and dialogue

MSC.2.1.01.024 Describes the impacts of technology and scientific discovery in the world

MSC.2.4.02.031 Composes various types of written work to investigate a historical event, place or person using various sources, printed and digital

Lesson Objective

At the end of the lesson, students 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:** adj. related to farming
- **residential:** adj. relating to an area of houses where people live
- **ideogram:** n. an image that represents a concept or idea
- **pictograph:** n. a symbol that represents an object
- **character:** n. a written symbol
- **logogram:** n. a symbol that represents a spoken sound

Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources:



Note: Links to videos, YouTube, other resources to be used by Teacher's only – The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

Lesson Description with SLO Tags and Notes

Warmup is a pair activity, in which students reflect on the importance of writing. MSC.2.1.01.024

Activity 1 is designed to check student comprehension of the information provided in the text. MSC.2.4.02.035

Activity 2 is a map labelling activity, in which students locate where early writing systems originated. MSC.2.4.02.035

Activity 3 is an application activity, in which students use knowledge from the text to design their own pictographs. MSC.3.2.01.026

Activity 4 is a discussion activity, in which students discuss several critical thinking questions in groups. MSC.2.1.01.024

Activity 5 is a reflective evaluation activity, in which students explain the importance of written language to the development of a society. MSC.2.4.02.031

Selected Activity Answers

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?

- ▶ Written texts give much more detail than artefacts.



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

- ▶ ideograms
- ▶ pictographs
- ▶ logograms



What benefit did translating Chinese writing give to researchers?

- ▶ They could learn how Chinese society was organized.

Activity 2: Map Work

Use this map of the world to label the areas of the world where early writing systems originated from the box. (Timeline has locations if you need help.)

Cuneiform Writing (<u>Iraq</u>)	Hieroglyphic Writing (Egypt)	Linear A (<u>Greece</u>)
Writing on Bones (<u>China</u>)	Phoenician Alphabet (Lebanon)	Olmec Tablet (Mexico)

Activity 3: Create Pictographs

In a group of three, create 4 “pictographs” each representing important ideas, actions, events or objects in your life. Your group will first need to decide which 12 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.



Question 1: How did a sedentary lifestyle lead to the creation of writing systems?



Question 2: How did written language benefit ancient societies?



Question 3: What do you think would be some communication challenges in using pictographs and ideograms?

Activity 5: Think Deeper



How and why was communication an essential part of human development? Think about spoken communication. How does it give humans an advantage over animals? Think about written language. How did having a writing system give one society an advantage over other societies which did not have a writing system? How does being literate, able to read and write, give a person an advantage inside his or her own society?

Formative Assessment Opportunities

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

Remedial Opportunities

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

www.adlit.org/article/19844/

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

Extension Opportunities

Activity 5 is a reflective activity that can be used as an extension activity.

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Lesson 5

ANCIENT CIVILIZATIONS - MESOPOTAMIA

Introduction

MSC.2.1.01.024 Describes the impacts of technology and scientific discovery in the world

MSC.2.4.02.035 Cites specific evidence from text to support explanation or analysis

MSC.2.4.02.036 Determines the central ideas or information of a primary or secondary source; provides an accurate summary of how key events or ideas develop over the course of the text

MSC.3.2.01.027 Compares and contrasts the UAE system of government to other forms of government

Lesson Objective

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

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

Key Vocabulary

- **fertile:** adj. rich in resources, plants, and animals
- **crescent:** n. a curved shape

- **empire:** n. a group of states or countries under a single ruler
- **standard:** adj. of the same size or process
- **to inscribe:** v. to write or draw on something
- **dynasty:** n. a line of rulers of the same family

Materials/Resources/Technology

Resources from Student Book

Teacher-ONLY resources:



Note: Links to videos, YouTube, other resources to be used by Teacher's only – The teacher is responsible for pre-viewing any visuals /audios that are assigned to students.

Lesson Description with SLO Tags and Notes

Warmup is an information-gathering activity, in which students find facts about ancient Babylon.

Activity 1 is designed to check student comprehension of the information provided in the text. MSC.2.1.01.024

In **Activity 2**, students chart out facts about each leader from the text. MSC.2.4.02.035

Activity 3 is an application activity, in which students use the model of the Hammurabi Code to come up with laws for ancient Babylon. MSC.2.1.01.024

Activity 4 is a discussion activity, in which students discuss several critical thinking questions in groups. MSC.2.4.02.036

Activity 5 is a reflective evaluation activity, in which students determine which UAE 'firsts' would be important for future generations to know about. MSC.3.2.01.027

Selected Activity Answers

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.

▶ Egypt, Iraq, Jordan, Syria, Lebanon, Turkey

● Name three principles included in Hammurabi law.

- ▶ people are innocent until proven guilty
- ▶ guilty are punished harshly
- ▶ widows and orphans are protected from injustice

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

▶ the Sumerians, the Akkadians, the Amorites, the Assyrians, the Archaemenians, the Macedonians

Activity 2: Who Were They?

? Which Mesopotamian ruler do these facts describe? Write two facts from the text under the correct ruler.

Sargon



Cyrus II



Hammurabi



Sargon	Cyrus II	Hammurabi
world’s first emperor brought wealth to his people	conquered Babylon ruled for nearly 100 years	created a code of laws took over Mesopotamia from the Akkadians

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.

Activity 4: For Discussion

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



Question 1: Why do you think the Assyrians were able to control Babylon for so long?



Question 2: Why do you think it was a good idea for Hammurabi to write his code of laws on a stone tablet?



Question 3: What were some of the main causes of the decline of Mesopotamian civilization?

Activity 5: Think Deeper



Mesopotamia is considered a great civilization in history and credited with many “firsts.” What do you think makes a civilization or society great? Consider developments in the UAE over the last 50 years. Think of some of the things the UAE did “first” or some things that makes the UAE society special. Think of lifestyle, transportation, education, safety, laws, and so on.

Write a few paragraphs of a history book that students in the year 2121 (100 years from now) might read about the UAE in this time period.

Formative Assessment Opportunities

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

Remedial Opportunities

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

www.adlit.org/article/19844/

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

Extension Opportunities

Activity 5 is a reflective activity that can be used as an extension activity.

Glossary

Acceptance	Agreeing to the reality of an often uncomfortable situation or condition without the attempt to change or protest it.
Active Citizenship	Getting involved in campaigns and other actions to contribute to community upliftment.
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.
Affective	Relating to moods, feelings, and attitudes.
Age of Majority	The age at which you are recognised by law, in a country, as an adult.
Agenda	A list of items to be discussed at a formal meeting.
Alternative Civilian Service	A service to a government made as a civilian, particularly such service as an option for conscripted persons who are conscientious objectors and object to military service.
Altruism	Having a selfless concern for the well-being of other people.
Anecdotal	Based on personal accounts (not proven facts).
Anthropology	The science of the origins and development of human beings and their cultures.
Assumptions	Something that is accepted as being true without proof that it is.
Authenticity	Being yourself and living in accordance with your values.
Behaviourial	Relating to behaviours and actions.
Bilateral Trade Agreements	An agreement between two countries to remove import duties and taxes on trade.
Blanket Approach	A very broad statement or view which tries to cover all possible explanations or methods of understanding.
Body Mass Index (BMI)	A measure of body fat based on height and weight.
Camaraderie	A mutual trust and/or friendship amongst individuals who spend a lot of time together.
Campaign	An organised programme of events or actions to achieve a goal.
Capital	Machinery, buildings and equipment used in the production of goods and services.
Chair	Run or control a meeting; the person who runs the meeting.
Charity	Providing something to those in need, on a voluntary basis.
Chauvinism	An extreme form of patriotism or nationalism, on an individual level, in which there is a conviction of the superiority over all other nations, cultures, religion or societies.
Close-mindedness	A person's unwillingness to be receptive towards a new idea or perspective.
Cognitive	Relating to the act or process of knowing and perceiving.

Cognitive Based Therapy	A type of therapy that can help people manage their problems by changing the way they think and behave.
Collaboration	Individuals co-creating together with one another.
Collective Consciousness	A shared awareness or common understanding amongst a group or community; group consciousness; community consciousness.
Collective Culture	Group and social cooperation is highly valued and people are more likely to lean on family and the community in their decision making.
Communication	Individuals informing or acknowledging one another.
Company Culture	Is the 'personality' of a company and includes elements such as work environment, company mission, value, ethics, expectations, and goals.
Confidential Information	Information shared in confidence with a legally binding agreement that authorisation is needed to share the information with a specific group.
Conform	Behave according to socially acceptable conventions or standards.
Conformity	Compliance or acceptance of beliefs and attitudes shared by a group.
Connectedness	An emotional connection or sense of belonging to a person, group, community, or culture whether in the real world or a digital environment.
Contentment	A state of being satisfied with life and not just in a specific moment.
Context	The circumstances that form the setting for an event or idea which allow a fuller understanding.
Contingency Planning	Planning for a possible future event that may occur.
Convention	A way in which something is usually done.
Conventional Wisdom	The ideas or explanations generally accepted as true.
Conversation	Individuals talking or sharing a dialogue with one another.
Core Values	One word value statements that define our true self.
Counselling	Therapy with a trained professional listening and offering advice about social or personal problems.
Creed	A system of religious beliefs.
Cultural Ambassador	An individual, who though their actions or deeds, represents their culture or society to those coming from another culture; cultural representative.
Cultural Consciousness	Shared values, thoughts, or ethical behaviours which unite various people with a society or culture.; cultural awareness.
Cultural Diversity	Differences among people because of their racial or ethnic backgrounds, language, dress and traditions.
Cultural Identity	An individual's sense of belonging to a specific social group, culture, or society.
Cultural Norms	A social behaviour that is typical or expected.
Culture	The beliefs and values shared by a group of people.
Culture Complex	A group of interrelated culture traits which are dominated by one essential idea.
Culture Shock	The challenges to adjusting to life in a new culture.
Culture Trait	A single element or feature within a culture.

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.
Delegate	Allocate a task to someone else to complete, trusting that they will use their judgment to complete it correctly.
Donation	The act of giving a resource to help someone in need.
Dubai Fitness Challenge	A city wide fitness challenge, sponsored by the Dubai Government, to encourage all residents to engage in 30 minutes of exercise a day for 30 days.
Duty	A moral or legal responsibility to act in a specified manner.
Economy	All the production and exchange activity that takes place over a period of time, in a particular place.
Emotional Maturity	Acting in an adult manner in response to a situation, which includes keeping emotions in check while dealing with others.
Empathy	The ability to understand and share someone else's feelings.
Empathy	The awareness of a person's feelings and the ability to visualise things from their perspective so that you can value and identify with the way they think and feel.
Entitled Rights	A person's entitlements or claims to a specific right that is based on the actions or duties of another individual or group; claim rights.
Equality	The state of being equal, especially in status, rights, and opportunities.
Ethnic Origin	Ethnic origin refers to a person's 'roots' and should not be confused with his or her citizenship, nationality, language or place of birth.
Ethnocentrism	A belief that your own culture is better than that of others.
Etiquette	The customs of polite behaviour in society.
Expatriate	An informal short form of 'expatriate', a person who lives outside their native country.
Exports	The sale of goods and services from the domestic economy to customers abroad which results in currency entering into the domestic economy.
Expression of Interest	A statement that an individual or company makes to indicate that they want to be considered for inclusion in a project or undertaking by another organisation.
Extrinsic Motivation	The process of carrying out a task or activity to receive an award such as praise, grades, trophies or money; external motivation.
Fairness	Being just or unbiased, without favouritism or discrimination, in your treatment and behaviour towards others.
Familial Values	Values acceptable or unacceptable within a family that are passed on generation to generation.
Feedback	Information about people's perception or experience of something; may be used to improve the process in future, or inform continuing action.
Food Bank	A place where non-perishable food items are distributed for free to people in need.
Fundraising	Seeking to gather financial support for a charity cause.

Fusion Nation	A country where many different nationalities and ethnic communities live side by side.
Global Citizen	Someone who feels part of a world community and whose actions contribute to building this community's values and practices.
Global Economy	All the production and exchange that takes place throughout the world.
Globalisation	The increase in connections between economies around the world.
Globalisation	A situation in which different countries and people of the world are increasingly interconnected through communication networks and the influence of multinational corporations and global concerns.
Goal Setting	The process of identifying something you want to accomplish and then establishing measurable objectives in order to achieve it.
Goals	Specific statements of how you intend to achieve or accomplish your vision (outcomes).
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.
Group Rights	Rights held by a group as a collective entity rather than by its individual members; collective rights.
Happiness	State of well-being and contentment.
Heterogeneous	Composed of very different parts or dissimilar elements.
Hidden Agenda	A secret or hidden motive for doing something.
Hierarchy	A system in which members of an organization or society are ranked according to relative status or authority.
Holistic	The belief that the parts of something are interconnected and can be explained only by considering the whole.
Homogenous	Consisting of parts all of the same kind.
Human Rights	Rights that are regarded as belonging essentially to all of humanity.
Ideology	The ideas and beliefs of an individual or society which form the basis of economic or political theory.
Idiomatic Expressions	Informal phrases that have a meaning different from the meaning of the words in the expression.
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.
Inalienable Rights	Rights that cannot be alienated, surrendered, or transferred; moral rights.
Inclusion	An action of including or being included within a group.
Income	A flow of money over a period of time.
Individualistic Culture	Individual rights are highly valued and a great emphasis is placed on being unique and self-reliance in decision making. Individuals are responsible for their own actions, which do not reflect back onto their family or community.

Inquiry	An investigation into a topic or issue to find out more about it, or to deepen understanding of it.
Insomnia	Difficulty falling asleep or staying asleep, even when a person has the chance to do so.
Inspiration	To influence, motivate or conjure up a feeling.
Integrate	Combine one thing with another to form a whole.
Intent	The reason why you do something.
Intercultural Communication	Intercultural communication studies communication across different cultures and social groups, or how culture affects communication. It includes understanding the different cultures, languages and customs of people from other countries.
Interest Group	A group of people that share a common interest or concern.
Intolerance	The inability to accept opinions, beliefs, behaviours or people that are different from your own.
Intrinsic Motivation	A personal challenge or action that compels us to carry out a task or activity out of personal gratification; internal motivation; self-motivation.
Investment	Doing something today which will generate some return in the future.
Invisible Culture	The aspects of culture that influence how people behave such as values and beliefs.
Jingoism	An extreme form of patriotism or nationalism, on a group or society level, in which there is a conviction of the superiority over all other nations, cultures, religion, or societies and that often calls for violence towards foreigners and foreign countries.
Legal Obligations	Obligations that are enforceable by a court of law.
Legal Rights	Rights that have been proposed, declared, and protected by a specific government; civil rights.
Mandatory National Service	Conscription, or draft, is the compulsory enlistment of people in a national service, most often a military service; Compulsory National Service; Conscription.
Minutes of a Meeting	The official record of what was discussed and decided at a formal meeting.
Misconception	A view or opinion that is incorrect because based on faulty thinking or understanding.
Mitigate	To make something less severe or harmful.
Morals	Responsibilities or duties to conduct oneself in a manner defined by one's ethical principles, personal values, or beliefs.
Motivated	Provided a person with a motive (such as a need or want) which caused that person to act.
Motivation	The condition or process in which a person is motivated; a need or feeling to fulfil or accomplish something.
Multicultural Collaboration	A combined effort between two or more individuals or groups from different cultures for a common purpose or goal.
Multinational Company	A company that has its headquarters in one country but may have many other departments, offices, outlets or factories in other countries.

National Consciousness	The level of awareness of the issues and events within a nation in which we are either a resident or citizen, and an awareness of how these affect not just us but everyone within that society or community.
National Identity	The act of belonging and identifying with a state or nation.
National Service	A system of either mandatory or voluntary government services including community service and military service.
Nationalism	A sense of national consciousness that is meant to inspire loyalty and devotion to a nation; to validate or defend narrow and extreme ideologies and beliefs about a community, race or nation.
Negative Peer Pressure	Influence from peers that results in unhealthy or harmful behaviour.
Non-defensive	Creating an atmosphere of mutual trust and respect by being composed and sensible.
Non-verbal Communication	The use of gestures or mannerisms to express yourself.
Nonconfrontationalism	The handling issues and situations in a rational and considerate way.
Obligations	Individuals or groups of individuals have a legal or moral responsibility to do something.
Open-mindedness	A person's willingness to consider a new idea or perspective without bias or judgment.
Openness	The state of being open to constructive criticism and new ideas in order to develop one's knowledge and awareness.
Oral History	The narratives of memories, of living people, about specific events or a social life which they experienced during their lives, which are recorded and preserved as historical record.
Oral Traditions	The social customs, historical events, folklore, personal narratives or other information that are shared and passed down the generations through verbal communication.
Oversharing	Sharing an inappropriate level of information about your private life with others or social media.
Paraphrase	To express the meaning of something written or spoken using different words.
Peer	A person of the same age, status, or ability as another specified person.
Peer Pressure	Influence from members of one's peer group.
Peer Pressure Cycle	Expectations and actions due to pressure to keep up with changing norms of a peer network or group.
Personal Identifiable Information	Information or data that describes specific characteristics of your identity.
Personal Information	Information that is kept secret and known only to a single individual.
Personal Power	The ability to control the environment around you.
Personal Values	Individual values that define who we are and how we project and act towards others.

Politically Correct (PC)	A belief that language and practices which could offend sensibilities (as in matters of gender or race) should be eliminated.
Positive Peer Pressure	Influence from peers that results in positive outcomes.
Power Distance Index	A measure of how a society deals with inequality in status and power.
Private Information	Personal information that is shared with a trustworthy person or group with the inherent notion that it is not for public consumption.
Privileged Rights	Rights that do not require any obligation from a third party, just the liberty or consent for the right holder; liberty rights.
Proactive	Making things happen, instead of waiting for them to happen.
Psychosis	A severe mental disorder in which thoughts and emotions are so impaired that contact is lost with external reality.
Public Information	Information that is made available to the public at large.
Publicity	Attention given to a cause or situation through information published in the media; it may serve to promote the issue or to criticise the issue.
Purpose Statement	A statement that defines a topic and declares the goals for it.
Racism	Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
Ramsar Convention	An international treaty for the conservation and sustainable use of wetlands.
Rationality	The quality in which one bases decisions on logic and reason instead of acting on impulse or emotion.
Reactive Behaviour	You wait for things to happen to you before you respond.
Rehabilitation Clinic	A place where people with addictions are treated.
Rejection	The act of being socially excluded or isolated from a social group or interaction.
Respondents	People who respond to a questionnaire or survey.
Responsibilities	Something for which one is responsible; an obligation; a duty.
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.
Revenue	The amount received by a business for selling its goods or services. Revenue is calculated by multiplying the amount sold by the price.
Rights	Individuals or groups of individuals have a legal or moral entitlement to have or to do something.
Risk	A situation that may lead to danger or harm.
Risk Assessment	The process of identifying potential risks and what can be done to mitigate them.
Risk Factor	Any attribute, characteristic or exposure of an individual that increases the likelihood of a disease.
Role Model	A person who inspires others through setting a positive example for attitudes and action.
School Connectedness	The notion held by students that school staff and classmates have a genuine interest in them as individuals.

Sedentary	Too much sitting and little or no physical activity.
Servant Leadership	Leading by serving others.
Slang	The words and phrases that are considered as very informal.
Social Awareness	The acknowledgement or recognition of the existence of another person or group.
Social Cohesion	The willingness of members of a society to cooperate with each other in order to survive and prosper.
Social Cohesion	Common values, principles, customs, or behaviours that bind a society together.
Social Connectedness	The way individuals come together and interact with one another in a social setting whether in person or online.
Social Consciousness	A consciousness or an awareness shared by individuals within a group, community or society.
Social Constructs	Thoughts or perceptions of concepts that are rooted in shared observations that are recognised and upheld within a collective group, community or society.
Social Exclusion	The unwillingness to include an individual or group within the society in which they reside.
Social Inclusion	Ensuring that all individuals or groups of people, within a society or community, feel important and valued.
Social Isolation	The actual or imagined disconnect from others through an absence of meaningful interactions, relationships or contact.
Social Obligations	Responsibilities or duties to something based on social customs that have a positive effect on the entire community or society.
Social Presence	The perceived notion of social awareness between two communicators in an encounter using a communication medium.
Socially Responsible Investing	Assessing investments to take into consideration ethical factors.
Societal Values	Values acceptable or unacceptable in a culture, nation, or society.
Sponsorship	Providing financial support for a charitable cause.
Stakeholders	People who are involved in, or affected by, or have an interest in a project in some way.
Stereotype	A fixed and overgeneralised idea of a particular type of person or thing.
Stigma	A strong feeling of disapproval that many people in a society have about something.
Stress	How the body responds to any kind of demand or threat.
Survey	A close examination of something by, for example, asking questions or observing patterns and characteristics.
Synergy	The interaction or cooperation of two or more parts to produce a combined effect greater than the sum of their separate effects.
Teenager	An individual between the ages of 13 to 19.
Tolerance	The ability or willingness to be lenient of beliefs or practices that differ or conflict with your own.

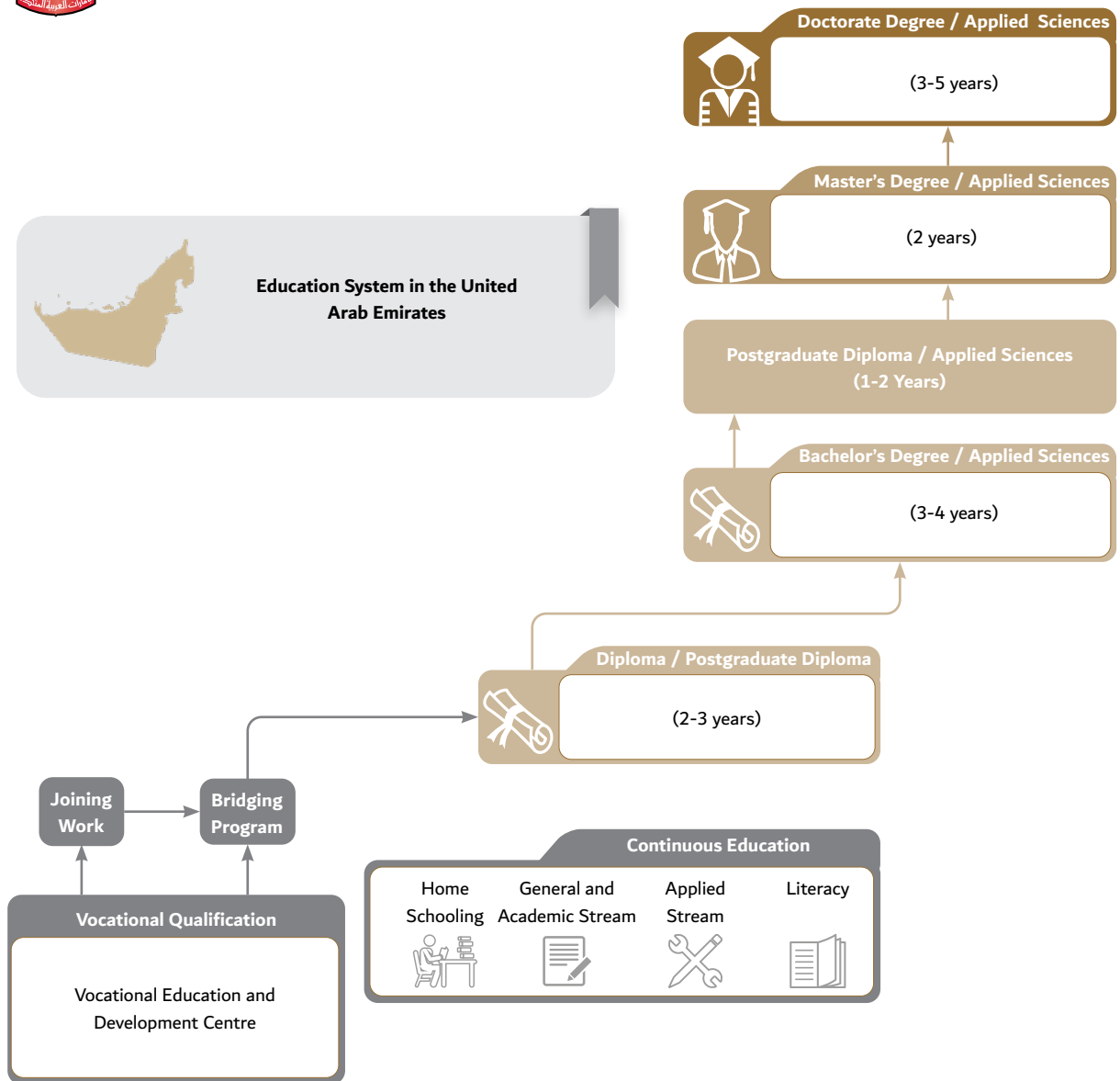
Trade	An exchange of goods and services between two people/businesses/groups/countries, usually for money.
Trickle-down Effect	A theory that suggests investment by multinationals and high incomes of the rich can benefit everyone in an economy as the wealth flows down through the economy.
Understanding	The ability to be sensitive and aware of other people's feelings; tolerant and forgiving.
Universal Values	Values that shared by all, or almost all, of humanity. They are the building blocks of universal human rights.
Values	The inner judgments or beliefs that determine how a person actually behaves.
Verbal Communication	The use of sounds and words to express yourself.
Visible Culture	The aspects of culture that we can observe.
Vision	The ability to plan and see an outcome in the future using wisdom and imagination.
Voluntary National Service	A volunteer service that a person performs for the benefit of their community or nation that teaches them valuable lessons including ones related to being a responsible adult.
Volunteering	Taking action to help others in some way without expectation of personal gain.
Wealth	A stock of assets at a point in time.
Well-being	A person's ability to lead a purposeful and meaningful life.
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.
agrarian	adj. related to farming
anthropologist	n. a scientist who studies human society and development
archeologist	n. a scientist who finds and studies historical objects made by humans
artifact	n. an object made by humans
assembly	n. a group of people who make laws or decisions for a country
branch	n. an area of study within a larger area of study
catalogue	v. to put things into categories
character	n. a written symbol
citadel	n. a fortress in a high area of a city
city-state	n. a city that is also an independent state
class	n. a group of people in a society that are at a similar level economically, educationally, or politically
crescent	n. a curved shape
cross-disciplinary	n. relating to different areas of study at the same time
cultivate	v. to prepare and use land to grow crops
demographics	n. the study of data about population and different groups within it
desertification	n. the process of changing grassy areas or forests into deserts

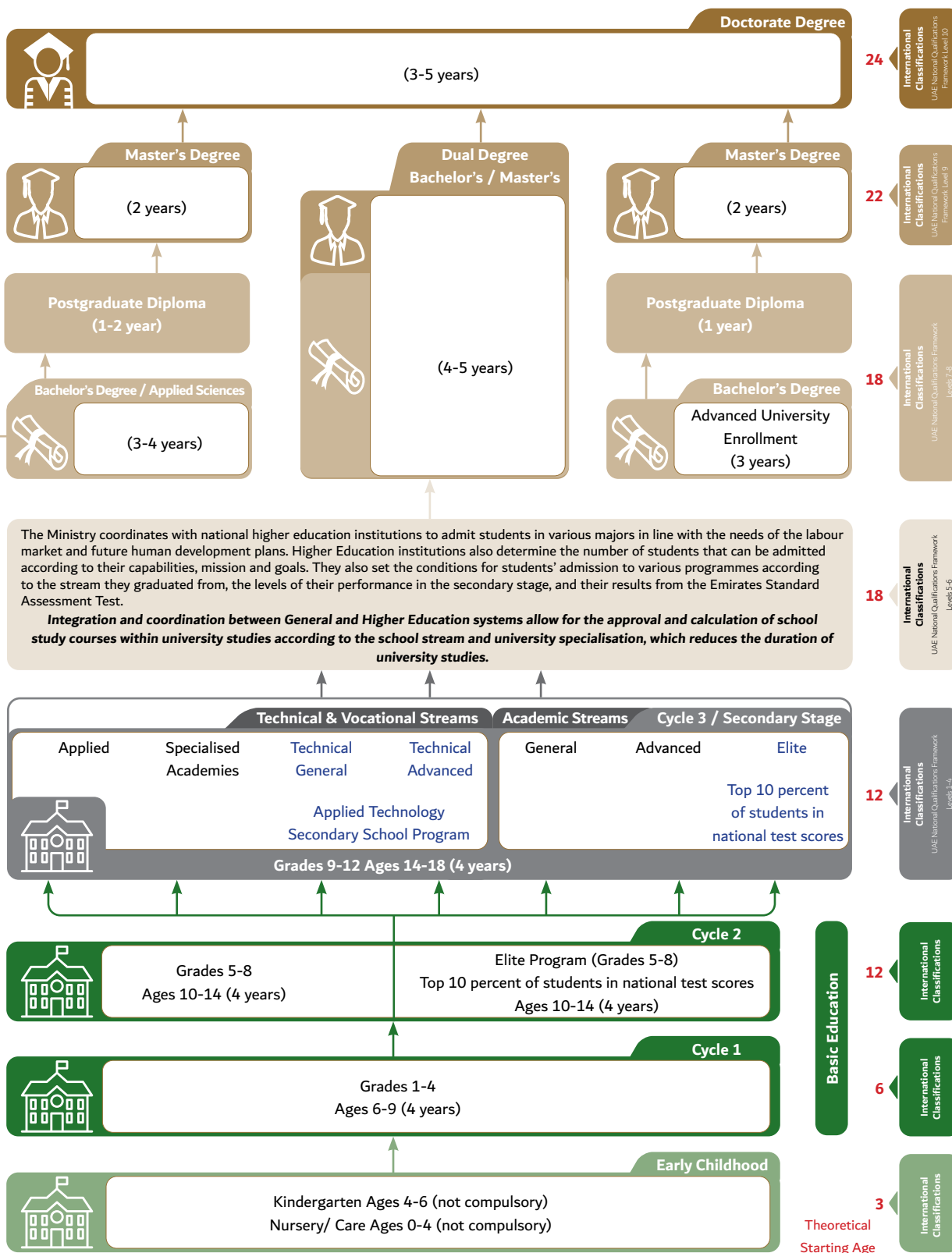
dig	n. a place where archeologists search for historical objects
domesticate	v. to keep an animal on a farm or as a pet
drainage	n. the process of moving water from a higher area of land to a lower area of land
dwelling	n. a building used as a home
dynasty	n. a line of rulers of the same family
empire	n. a group of states or countries under a single ruler
engrave	v. to use a tool to dig pictures or symbols into a piece of wood, stone, or bone
fertile	adj. rich in resources, plants, and animals
field	n. an area of study
fossil	n. the remains of a plant or animal in stone
geneticist	n. a scientist who studies the characteristics of people through history, using genes and DNA
grassland	n. an area of land that is grassy and flat, without trees, mountains, or deserts
herder	n. a person who keeps cattle
hominid	n. a group of animals that includes humans
ideogram	n. an image that represents a concept or idea
infrastructure	n. the basic physical and organizational structures and facilities (roads, buildings) needed for a society
inscribe	v. to write or draw on something
jade	n. a green stone used for decoration
logogram	n. a symbol that represents a spoken sound
migration	n. the permanent movement of people from one place to another
nomadic	adj. relating to a lifestyle where people keep moving from one place to another
paleontologist	n. a scientist who studies plant and animal fossils and bones
philologist	n. a scientist who studies the evolution of languages
pictograph	n. a symbol that represents an object
residential	adj. relating to an area of houses where people live
seal	n. a tool used to stamp an official identity on a document
sedentary	adj. relating to a lifestyle where people stay in one place permanently
settlement	n. a place where people establish a community
species	n. a group of animals that are biologically similar enough to exchange genes or breed together
standard	adj. of the same size or process
talc	n. a type of soft stone
trace	v. to follow a path
urban	adj. relating to towns and cities
waterway	n. a route for water, such as a river or canal
wilderness	n. an area in nature where few or no people live





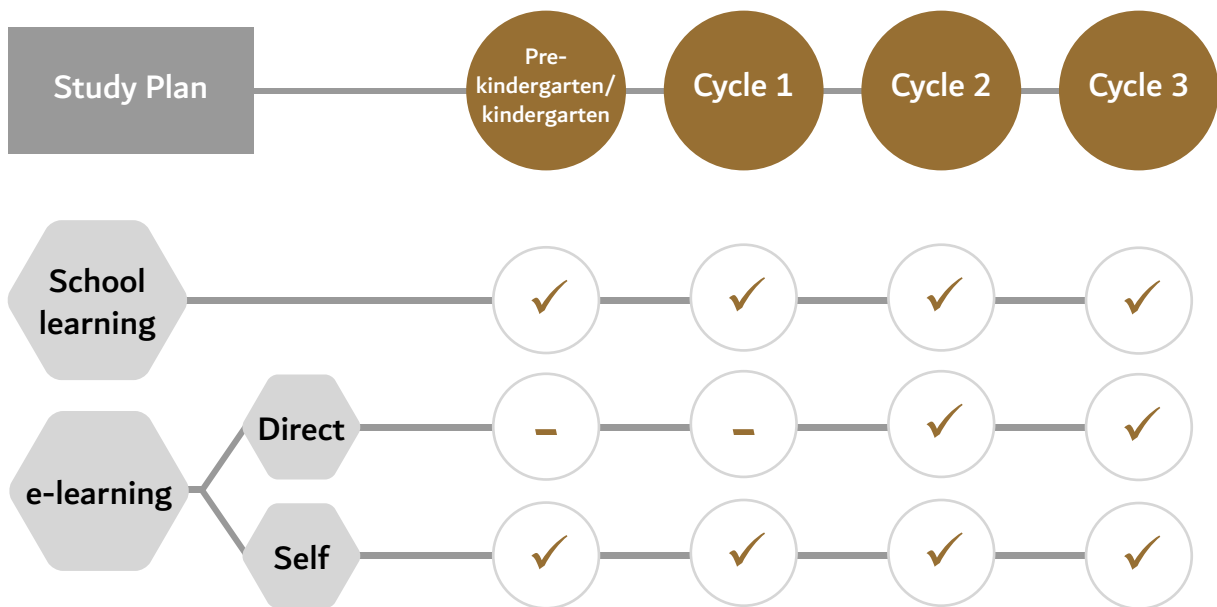
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION





Hybrid education in the Emirati school

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



Channels for obtaining a textbook:



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

Electronic units

