



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



# Moral Education

Grade Seven

First Semester

Pilot Edition 2017 - 2018



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

# Moral Education

## Grade 7

First Semester

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التربية الأخلاقية  
MORAL EDUCATION

Ministry of Education - Call Centre  
For Suggestions, Inquiries & Complaints



800511115



04-2176855



ccc.moe@moe.gov.ae



www.moe.gov.ae

Trial Edition

2017- 2018

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

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**  
President of the United Arab Emirates



## Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

**“ ‘A country’s greatest investment lies in building generations of educated and knowledgeable youth.’... ‘To the young men and women of the Emirates, the future is yours. You are those who will determine your country’s future’ ”**

Sheikh Zayed Bin Sultan Al Nahyan (May God place peace upon him)

**“ ‘Values are the foundation of a nation’s stability, and the spirit of its laws. Without values a country has no security, stability or continuity.’ ”**

H.H. Sheikh Khalifa Bin Zayed Al Nahyan (God save him)

**“ ‘The future belongs to those who can imagine it, design it and execute it. It isn’t something you await, but rather create.’ ”**

H.H. Sheikh Mohammed Bin Rashid Al Maktoum (God save him)

**“ ‘Our children face major challenges, and it is our responsibility to prepare and protect them. We should not sit back and watch. We should race faster than light, to ensure that future generations are well prepared to continue achieving and progressing.’ ”**

H.H. Sheikh Mohammed Bin Zayed Al Nahyan (God save him)

## Moral Education

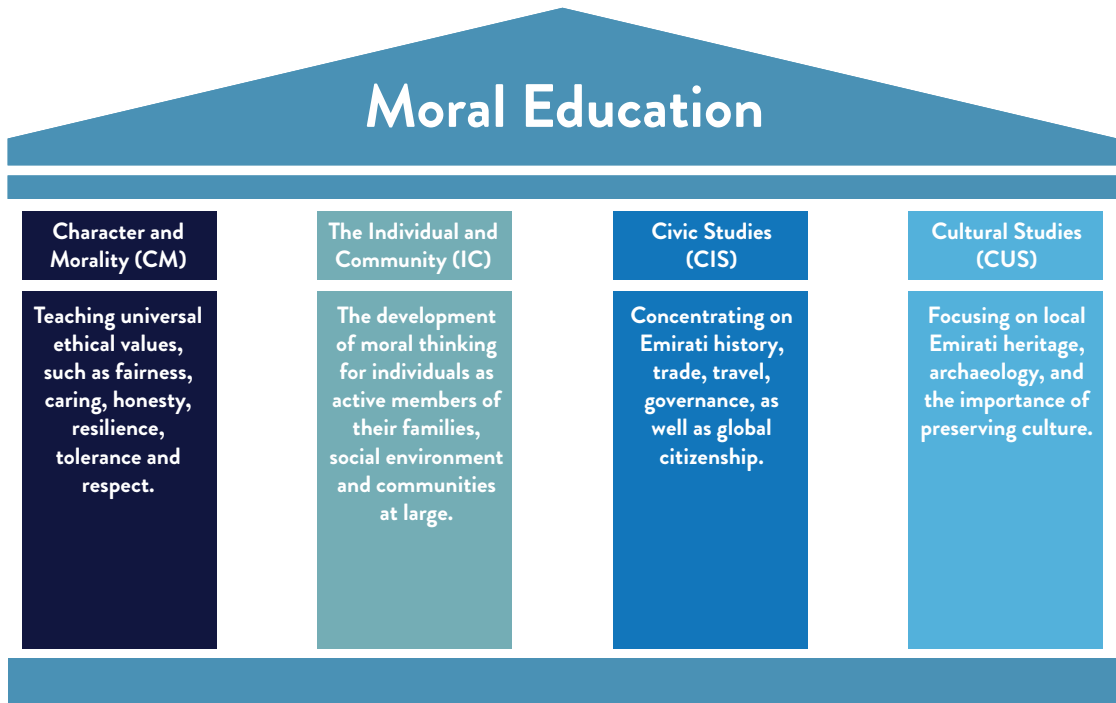
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. It enables them to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society. Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.



## Values of the Moral Education Course

## Key Pillars of Learning

The Moral Education course will be experienced by students as they progress through the course, working their way through four key pillars of learning. Each of the four pillars is constructed around a series of learning outcomes.

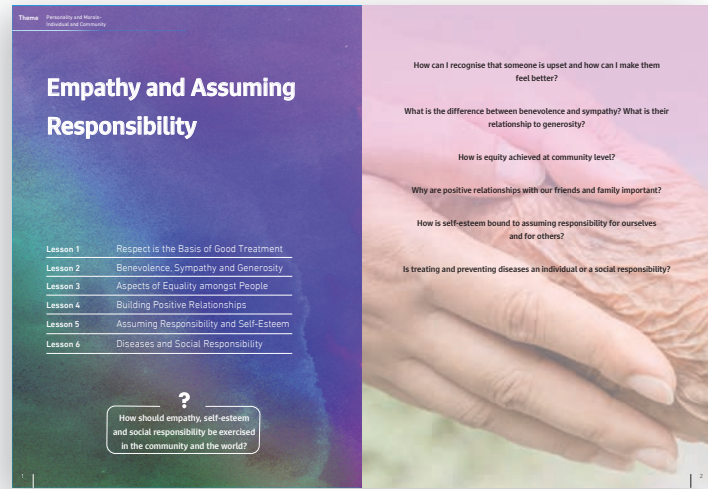




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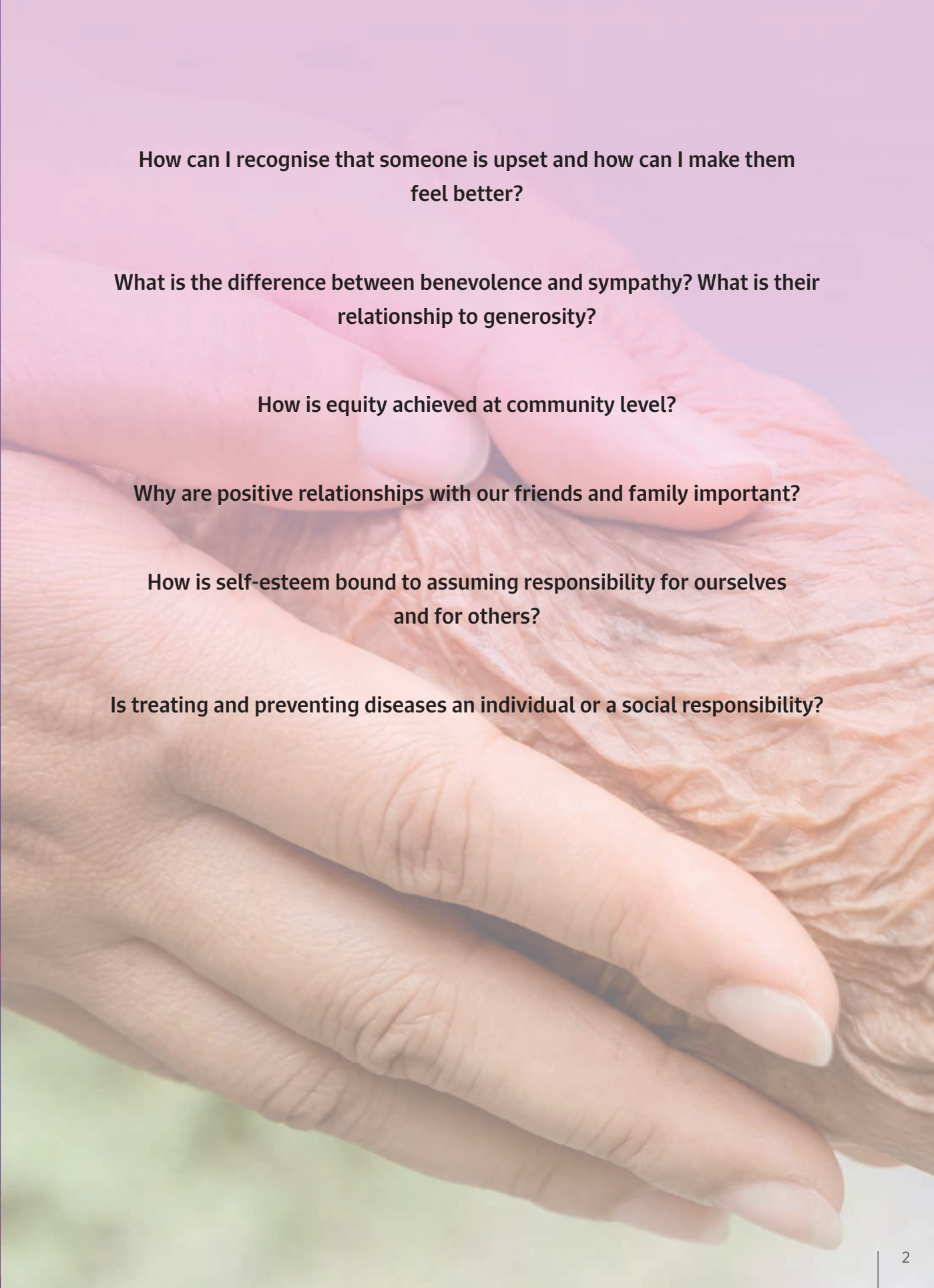
# Empathy and Assuming Responsibility

Lesson 1	Respect is the Basis of Good Treatment
Lesson 2	Benevolence, Sympathy and Generosity
Lesson 3	Aspects of Equality amongst People
Lesson 4	Building Positive Relationships
Lesson 5	Assuming Responsibility and Self-Esteem
Lesson 6	Diseases and Social Responsibility



How should empathy, self-esteem  
and social responsibility be exercised  
in the community and the world?





**How can I recognise that someone is upset and how can I make them feel better?**

**What is the difference between benevolence and sympathy? What is their relationship to generosity?**

**How is equity achieved at community level?**

**Why are positive relationships with our friends and family important?**

**How is self-esteem bound to assuming responsibility for ourselves and for others?**

**Is treating and preventing diseases an individual or a social responsibility?**



## Lesson 1

# Respect is the Basis of Good Treatment

## Learning Outcomes:

- Explain the key aspects of compassion, respect and tolerance
- Discuss situations where students have shown or failed to show compassion and tolerance towards others
- Identify tolerant individuals or groups and/or those who think they are victims of discrimination
- Understand why self-respect is an integral part of respecting others

## Vocabulary

self-respect

respecting others

sympathy

empathy

acts of compassion

people of determination

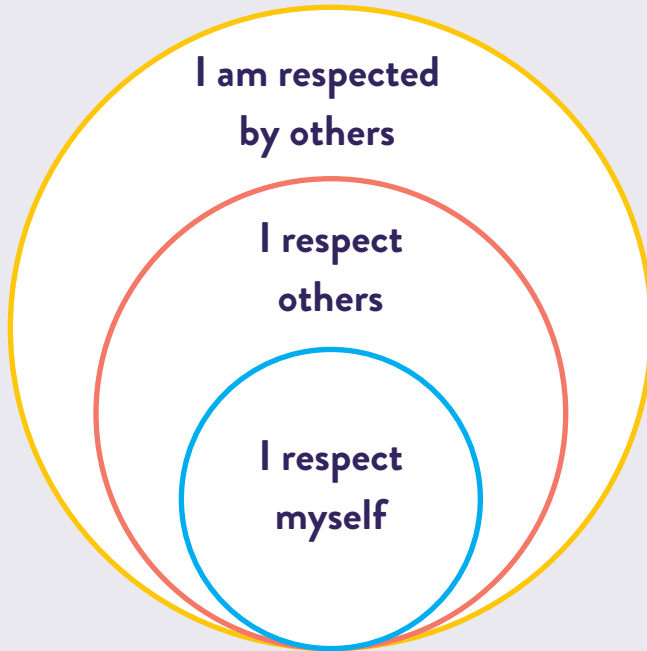
tolerance

discrimination

In this lesson, the teacher will define self-respect and how it is essential for gaining the respect of others. Once the concept of self-respect is established, the teacher introduces the concept of empathy. Students are made aware that respect for others is the cornerstone of empathy and the beginning of sympathy. The teacher requests that students imagine themselves in the shoes of others to feel their suffering, and try to act compassionately towards them as much as possible. Respect and empathy are paired with tolerance and acceptance of others. No matter how different a person may be, tolerance and acceptance is paramount and is protected by the rights guaranteed by laws of citizenship and international legitimacy. In this instance, we refer to UAE law which provides for the rights of those in the country.

**1** How can you show self respect and respect for others? Fill the circles below with what you have learnt about respect. Start with *I respect myself*. Then complete *I respect others*. Finally, fill in *I am respected by others*.

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



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

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

Define in your own words sympathy, empathy and compassion.

sympathy	empathy	compassion
.....	.....	.....
.....	.....	.....
.....	.....	.....

## 2 Read the following text on the theme of tolerance in the UAE and do the activity below.

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

The UAE has played an important part in international agreements calling for a stop to violence, extremism and discrimination. In addition, it has become a global meeting place, for Eastern and Western cultures, an example of peace and harmony for all people. The many churches and temples in the country enable worshippers of different faiths to practise their religions.

The country has also led the way in pushing for global security and peace, and aims to improve living standards for everyone. The Mohammed bin Rashid Al Maktoum Award for World Peace is one of the most important awards in the field of international bridge-building and peace-making. The award stems from the teachings of Islam, which embody tolerance and moderation. Some of the key achievements of the federal government in promoting tolerance across the UAE include:

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



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

2016 was declared the year of Tolerance and Happiness in the UAE. Design a wall chart that displays expressions of the meaning of tolerance as well as quotes from world champions of tolerance and their pictures.

.....

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

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

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

.....

b. How could these ideas be implemented in your school?

.....

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

‘Disability is people’s inability to develop. It’s when they remain in their place, unable to make any accomplishments. What people of determination have achieved over the past years in all fields proves that purposefulness and willpower help accomplish the impossible and push people to confront all circumstances and challenges with unwavering determination in order to reach their goals’, said His Highness Sheikh Mohammed bin Rashid Al Maktoum. ‘Today, our institutions will begin reflecting our great and unwavering interest in this category, where a special official will be assigned to take on the responsibility of facilitating services for people of determination. An Advisory Council, including federal and local government institutions and community members, will also be established to offer counsel, in order to reach a continuous development of services and find solutions to the challenges that prevent the integration of this category in the community,’ His Highness added.

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

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

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

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

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

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

The Martin Luther King Jr. Research and Education Institute is based at Stanford

University, California. It is home to all of Dr. King's speeches. Stanford University regularly brings together social activists from all over the world to work on supporting human rights.



Martin Luther King in Washington during his "I Have a Dream" speech



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

### **Let us act compassionately!**

- 5** Within your group, plan a day in which you can show empathy for weak or needy groups within your community through acts of compassion.  
This may include visiting a hospital for the elderly to spend some fun time with patients, filling boxes with small gifts for needy children or visiting a school for children with special needs people of determination.

## Lesson 2

# Benevolence, Sympathy and Generosity

**Learning Outcomes:**

- Explain the meaning of benevolence, sympathy and generosity, and giving examples from real life when students (or people they know) have applied these values

This lesson requires students to imagine themselves in someone else's shoes to feel their suffering, which allows them to sympathise. We explore the meaning of sympathy, benevolence and generosity through local and international humanitarian actions. Students will also develop a theatre scene in which a cartoon character expresses empathy.

**Vocabulary**

charity

sympathy

empathy

generosity

emotive empathy

cognitive empathy

compassionate empathy

# 1 A picture is worth a thousand words.

Your teacher is going to put pictures of people on the classroom wall. If you were in the position of the people in these pictures, how would you think and feel? And what would you need? Consider the pictures and discuss with the class.



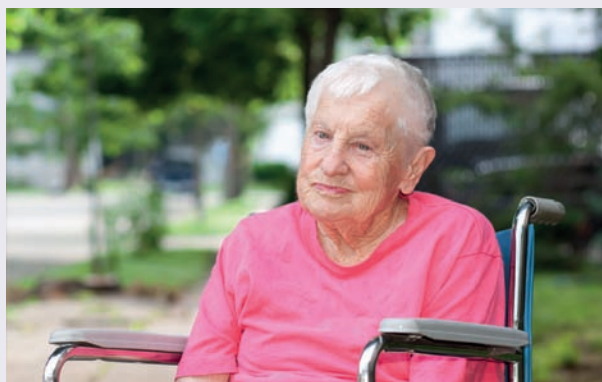
I would think and feel: .....

I would need: .....



I would think and feel: .....

I would need: .....



I would think and feel: .....

I would need: .....

## **2 Sympathy, benevolence and generosity are achieved by helping others, easing their suffering or showing them support. Read the text about the work of the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation, and then discuss the points that follow.**

In order to support its humanitarian activities, the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation works to define a framework with other stakeholders involved in charitable and humanitarian work. Charity work is one of the main patriotic features that has helped the UAE stand out and lead the way as one of the most generous countries in the world.

Everyone deserves to live with dignity, regardless of their colour, race or religion. This is why Sheikh Zayed (may God have mercy upon him) launched this humanitarian initiative for all people with different needs, focusing on health, education and daily life.

His humanitarian work extended to many continents and has helped to ease the suffering of the needy, especially people in war-stricken and poor countries. The Foundation has developed various charity schemes and launched many poverty-focused programmes to provide aid to all people without discrimination. The Foundation responds to all kinds of events, mainly natural disasters, crises and terrible wars.

Recognising the importance of providing humanitarian aid at both national and international levels, the Foundation is keen to reach out to the needy. In order to improve its work, the Foundation uses accurate research methods to collect data based on modern technologies. It also embraces a spirit of openness towards all peoples and countries, and promotes fast communication with international organisations and humanitarian associations.

- a. How do the works of the Zayed bin Sultan Al Nahyan Charitable and Humanitarian Foundation reflect the values of sympathy and benevolence?
- b. Reflect on the life of H.H. Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) and, with your team, identify the generous acts he was known for. Present them on a piece of paper, as a poster or in a digital form.

### **3 Let's take a look at humanitarian work that shows benevolence and generosity in action and promotes empathy in the world. Read the article about UNICEF's efforts in fighting world hunger. Then discuss the points that follow.**

Since the outbreak of war in South Sudan, nearly 1,900,000 people, half of whom are children, have fled from the violence to often inaccessible areas. UNICEF and the World Food Programme (WFP) set up a quick and complete response mechanism in early 2014 to offer urgent help to desperate families by aeroplane or across rivers. In March 2017, one month after declaring a state of emergency over the worsening food crisis in parts of South Sudan, UNICEF, in collaboration with the WFP and other partners, helped save the lives of 145,000 people, including 33,000 children under the age of five.

And with the help of rapid response teams, UNICEF staff ran malnutrition tests on nearly 6,000 children under the age of five and vaccinated over 25,000 children against polio and measles. The organisation also offered clean water and other hygiene supplies to nearly 11,000 people. Furthermore, more than 40 children accompanied by their parents have been registered to begin the family reunion process.

These missions are moving around all parts of South Sudan. This is another reminder of why all of the workers in the humanitarian field in the country must be allowed to reach those in need in a full, safe and uninterrupted way.





Refugee camp in Sudan

- a.** Imagine that you are a child in South Sudan and that UNICEF helped save your life. Write a short letter to this organisation. The letter should contain the following
- I remember when...
  - I was feeling...
  - You helped me...
  - Thank you...
- b.** Research an active government or civil humanitarian organisation or agency around the world, highlighting its most prominent contributions in its fight against poverty or the protection of the environment, health or world heritage. Also note the most significant obstacles it faces in its work. You can display your findings electronically, which would allow you to include photos and films in your presentation.

**4** Work with your classmate to write and act out a scenario about ways to show sympathy towards others. Consider the following points:

- I can feel what others feel
- I understand their suffering
- I respond to this feeling

**5** Work in groups. Create a cartoon character who has the traits needed to be a symbol of empathy. Draw it on a separate piece of paper and describe it below.

.....

.....

.....

## Lesson 3

# Aspects of Equality Among People.

Learning Outcomes:

- Describe the issues that may arise while studying equality (e.g. discrepancies between equal opportunities and equal outcomes)

## Vocabulary

equality

fairness

justice

distributive justice

### 1 Equality Knowledge Table:

With your classmates, brainstorm the concept of equality in the community. Then, on a sticky note, write two things you know about equality and place it in the first box of the Knowledge Table. On a second sticky note, write two things you'd like to learn in this lesson and place it in the second box of the Knowledge Table. When you complete the lesson, on a third sticky note, write two things you have learned. Place this on the third box of the Knowledge Table.



**2** Having learned about equality, let's think about it in terms of opportunities. Compare the situations in the following pictures.

Decide which is fair and which is unfair.



a. ....  
.....  
.....  
.....  
.....  
.....  
.....



b. ....  
.....  
.....  
.....  
.....  
.....  
.....

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

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

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

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

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

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

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

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

-----

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

-----



The foundation of the United Arab Emirates



## 4 Equality on a national level:

Look at the pictures and read the United Nations Universal Declaration of Human Rights. Then, provide an example of somewhere in the world where this Declaration is upheld.



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



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



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

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

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



.....

.....

.....

## Lesson 4

# Establishing Positive Relationships

**Learning Outcomes:**

- Learn how to grow in a healthy, positive way and to cooperate to live in harmony

**Vocabulary**

happiness

positive relationships

wellbeing

positive growth

In this lesson, we will define wellbeing and positive relationships. Students will list their needs for satisfaction and happiness. Students become aware that helping one another to grow and develop positively in school also provides satisfaction and happiness. Family behaviours will be analysed and strategies shared that will help to strengthen relationships within the family. The lesson concludes with students acting out an incident that has happened to them and describing ways the incident could have been avoided or resolved.

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



## 2 Learn about the needs of students at school. Read the text and then discuss the points that follow.

Most students need to feel comfortable and safe both physically and psychologically. During school years, their need to feel safe at school increases. As a result, they should be given opportunities to develop positive relationships with teachers and classmates. School teams, clubs and governmental projects help to enhance this important feeling of belonging. If students don't trust their teachers or mentors, the school loses its students. Without these positive relationships, the school becomes just a building full of learners rather than a place for learning and development.

In groups, fill out the following table:

What makes you feel satisfied and happy at your school?	Parallel feelings	What makes you feel upset and less confident at school?	Parallel feelings

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

.....

.....

.....

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

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

How do you think Mohammed feels?

.....

How can you help Mohammed?

.....

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

How do you think Jessica feels?

.....

How can you help Jessica?

.....

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

How do you think Colin feels?

.....

How can you help others?

.....

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

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

Edited



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



a. ....  
.....



b. ....  
.....



c. ....  
.....



d. ....  
.....



**b.** What feeling does positive family relationships generate among family members?

.....  
.....

**c.** Some children consider family meetings to be an old-fashioned habit that adds nothing to their lives. As a result, they go online to look for solutions to their problems. What is your opinion on this?

.....  
.....

Share your opinion with your classmates and listen to their opinions. Take part in the discussion.

## **5 Share with your colleagues a situation you have encountered at school, which have caused bodily harm, such as bullying, beating, cursing, intolerance, or discrimination to you or one of your colleagues.**

Express the following:

The details of the incident - The emotions you had at the time - The way you behaved then - How you would act, now that you have learnt the significance of building positive relationships with your colleagues - People who you were able to reach for assistance.

In collaboration with your colleagues, you can act out the situation that shows some possible ways to avoid the incident, or suggests people who you could reach for assistance.

## Lesson 5

# Responsibility and Self-Esteem

## Learning Outcomes:

- Present and discuss ideas about the concept of identity and how other people's behaviours could have a positive or negative effect on our own self-esteem

## Vocabulary

responsibility

identity

self-esteem

This lesson will outline the basic responsibilities we share in class and at home, and discuss the motivations that drive us to be responsible. Students will read stories and real-life experiences about self-esteem and taking responsibility. The lesson concludes with a discussion on how self-esteem is linked with responsibility in many common situations.

## 1 Assigning responsibility in the classroom.

List daily tasks on a poster. Put the poster on the board.

Main Classroom Tasks	Students Responsible

a. What would happen if someone didn't carry out an assigned task? How would you categorise such behaviour?

.....

## 2 Read about taking responsibility at an early age. Then answer the questions that follow.

### My Responsibilities

- To follow rules at home, at school and in society because they protect me and preserve my rights and the rights of others
- To fight as hard as I can for my rights and the rights of others
- To be well mannered
- To take good care of my body
- To respect the rights of others and never cause them harm
- To look after my personal property and respect the property of others
- To be determined to achieve my ambitions
- To be caring for those who need it



Towards sharing responsibilities!

a. Analyse why looking after your health is included in self-responsibility:

.....  
.....

b. Illustrate what makes you a responsible person:

.....  
.....

c. Compare the feelings you have when you are responsible and those you have when you are irresponsible. Give examples.

.....  
.....

### 3 How can we help other people without hurting their feelings?

Read Noha's story about her attempts to help her friend Sara. Then do the activities that follow.

Noha is a kind-hearted and intelligent girl. She is generous and always willing to help others. One day, she noticed that her friend Sara was wearing a pair of glasses that were broken and had been stuck together by her father. Most days Sara comes to school without any money, and if she gets any allowance, it is usually very little. Noha knows that Sara comes from a poor family. She wanted to help Sara but she couldn't think of a good way to go about it. She decided to ask her parents for advice. That evening, while everyone was sitting in the kitchen, Noha said, 'Dad, I have friend at school who doesn't get much of an allowance from her family. I want to help her, but I don't know how to. If I give her a present, she might feel she has to buy me something in return and she can't really afford it. If I give her money, it might hurt her feelings. So, how shall I help her?'

Noha's father was very pleased that his daughter was so considerate. He kissed her and said, 'You are such a good girl, Noha! I am proud of you. Let's think of how you can help your friend without hurting her feelings.'

Then Noha's brother, Sami, said, 'Why do you have to help her? You shouldn't get involved in other people's lives! Everyone should live according to their means.'

Noha said, 'Well, I don't agree. I think we should all empathise with other people and help them as much as we can in times of need.'

Sami said, 'I don't want to help anyone. Everyone is responsible for their own lives and how they live them. I am only responsible for myself.'

Sami's father looked at him and said, 'No, you are wrong. We should be ready to help others. At the same time, helping other people makes us happy because we are making them happy.'

Suddenly Noha jumped up and said, 'I've got it! I've got it! I've got a great idea! I'll take a box to school and make it into a coin box. Then I will ask Sara and my other friends to put some of their allowance in it. At the end of the week, we'll share out all the money between us. I'll put a lot of money in every day so Sara gets a lot of money by the end of the week, without knowing where the money comes from. That way, we won't hurt her feelings because she'll put in a share of her own allowance every day, even if it is not very much.'

Noha's father smiled and said, 'That's a great idea! You are a special girl because you think about other people and want to help them. I'll help too, by giving you some money to put in the piggy bank. Look, Sami, your sister is really happy because she is helping a friend. There's a lesson for you to follow there, Sami!'



a. Work in groups. Compare the attitudes of Noha, Sami and their father. With whom do you agree? Why?

b. What do you think society would be like if everyone acted like Noha? What would society be like if everyone acted like Sami?

#### 4 The late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) was a role model for the values of self-esteem and responsibility. Read the article about his achievements and discuss the points that follow.

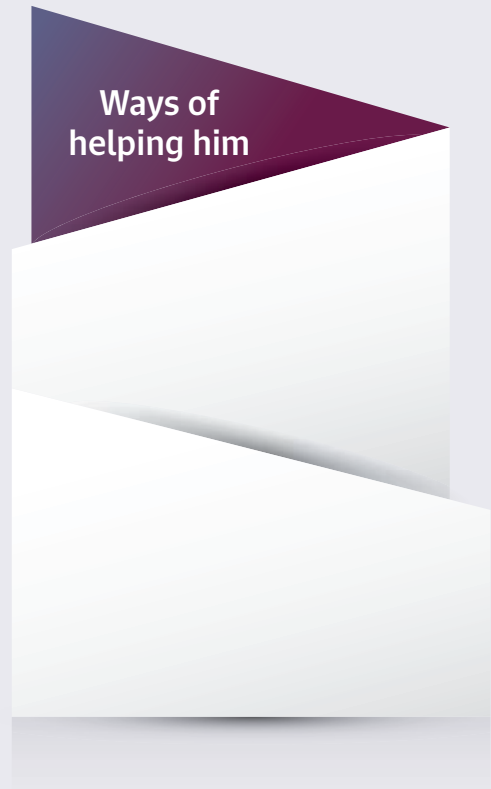
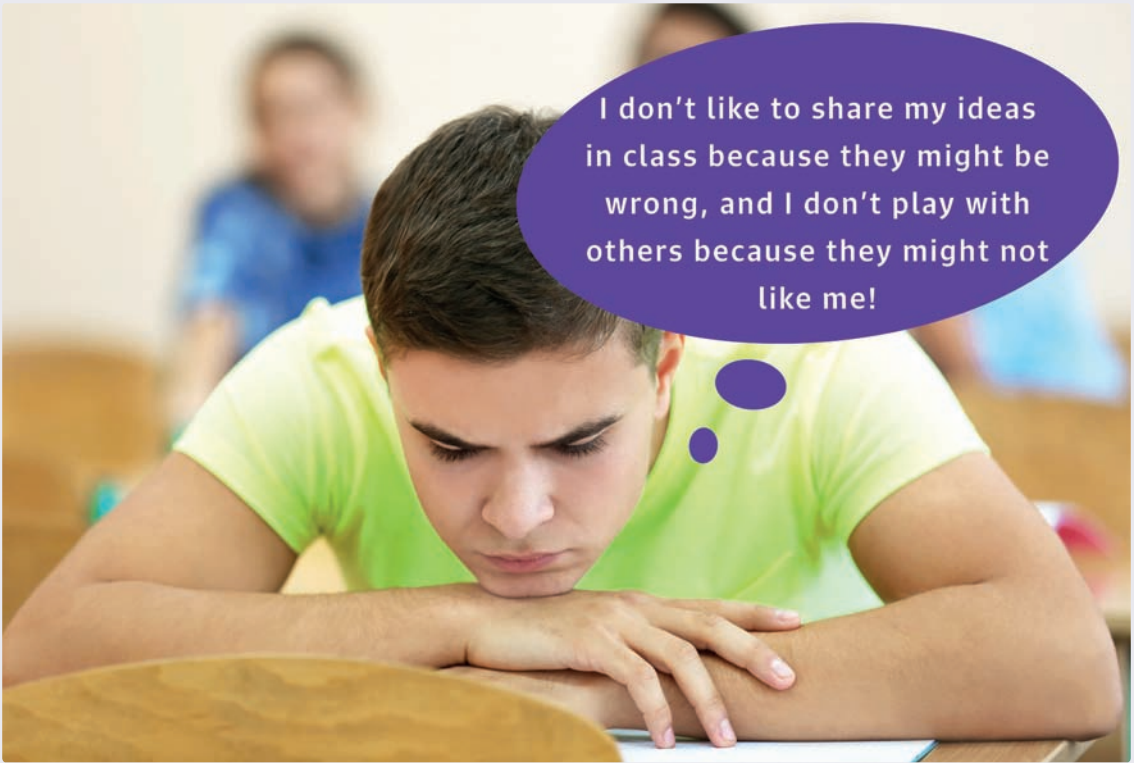
The most important rule learnt by people in the UAE from the great late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) is that we have to respect ourselves in order to be respected by others. Sheikh Zayed stressed the importance of this great value to UAE people. This value is evident when we visit a foreign country and receive love and respect wherever we go because of our commitment to his guidance. He also cultivated a sense of responsibility in the people of the UAE towards themselves and their state. This is the foundation of every nation's success. This is what we learnt when we saw him standing on sand heaps on work sites, spending his whole day out in the sun among the workers and having his breakfast, lunch and dinner at the same place. This behaviour has taught us to assume responsibility, respect work and insist on setting goals and achieving them. In addition to the attention that Sheikh Zayed dedicated to urban projects, he placed considerable importance on people. This was obvious from his great efforts in this field, including his care for orphans and people of determination and his establishment of the Zayed Higher Organization for Humanitarian Care and Special Needs. Not only did he care for UAE orphans, but he also cared for orphans from other Arab countries. This is a humanitarian gesture that is difficult to find in other leaders.



a. Explain the importance of self-esteem and how it is related to responsibility towards oneself and others?

b. List the factors that undermine self-esteem.

c. Look at the picture and analyse how the student is feeling. Find ways to help him to appreciate and feel satisfied with himself.



**5** Work in pairs. Look at the pictures. Which pictures show self-responsibility? Which pictures show responsibility for other people? Do any of the pictures show a lack of responsibility? Explain your answers.



a. Shows: .....  
Explanation: .....



b. Shows: .....  
Explanation: .....



c. Shows: .....  
Explanation: .....



d. Shows: .....  
Explanation: .....



Lesson 6

# Diseases and Social Responsibility

## Learning Outcomes:

- Analyse the concepts of individual and social responsibility in relation to health within the context of community-based resources or projects, such as sports facilities or health centres

## Vocabulary

social responsibility

contagious diseases

prevention

awareness

malnutrition

malaria

In this lesson, we will learn about diseases that could spread around the world, especially contagious diseases, and identify prevention methods and the causes of outbreaks. We will also look at the efforts of local and international humanitarian institutions and other organisations to prevent these diseases, then discuss their respective roles. We will conclude the lesson by staging a health-related role play for a cultural TV show.

## 1 What diseases could potentially spread due to the circumstances in the pictures?



Desertification

Potential diseases: .....



Poverty

Potential diseases: .....



War

Potential Diseases:.....



Pollution and Population Growth

Potential Diseases: .....

## 2 What can we do to prevent contagious diseases? Read this article, then discuss the following point.

Contagious diseases develop when harmful foreign objects enter the human body: bacteria, viruses, fungi or parasites. These objects are transmitted from infected people, animals, food or through exposure to any environmental agents that are contaminated with these objects, causing diseases.

Symptoms of these diseases include high body temperature, loss of appetite, nausea, and pain. The symptoms vary depending on the type of infection, the affected organ and the severity of the infection. Treatment of these diseases also varies, according to how severe the individual case is. Infection may occur directly: for example, when there is contact with an infected person or animal, or through body fluids transmitted by coughing or sneezing. It may also occur indirectly: for example, by eating contaminated food, or by being exposed to contaminants such as mosquitoes, fleas and lice.

**How would you reduce the risk of infection? Some of the most important measures include:**

- Hand washing: Especially before eating, after contact with infected people or after using the toilet.
- Getting vaccinated: Vaccines to prevent many contagious diseases are available. Getting vaccinated is very important, especially for children and the elderly.
- Maintaining hygiene in the kitchen: Especially when preparing food. Also, by making sure no uncooked food is left for a long time at an inappropriate temperature.

- Research global contagious diseases, then compare two of them by symptoms, severity, causes of spread and prevention and treatment methods.

<b>The disease</b>	.....	.....
The symptoms	.....	.....
The severity	.....	.....
Causes of spread	.....	.....
Prevention method	.....	.....
Treatment method	.....	.....

### 3 Let's take a look at the work of the Zayed Foundation - may God have mercy upon him - for humanitarian actions aimed at the prevention of diseases around the world. Read the article, then discuss the following point.

The medical, cultural and humanitarian institutions bearing the name of the late Sheikh Zayed (may God have mercy upon him), around the world are too many to count. Sheikh Zayed (may God have mercy upon him) gave considerable importance to building hospitals and health centres in many countries around the world, as health and education are the main pillars of development in poor countries. The Sheikh Zayed Institute for Pediatric Surgical Innovation (SZI) in Washington is one of the world's leading medical institutions, and was established by a grant of \$150 million from the Abu Dhabi Government to commemorate the memory of the late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him). Among the health projects established by the Zayed Charitable & Humanitarian Foundation are the Zayed Hospital in Moroni, the capital of Comoros, the Sheikh Zayed Hospital for Motherhood and Childhood in Sana'a, Yemen, the Zayed Hospital for Motherhood and Childhood in Kabul, Afghanistan, and the Sheikh Zayed Hospital in Nouakchott, Mauritania, which is considered to be one of the landmarks of the capital. In Gambia, the Foundation established a centre for the prevention of sight loss, in 2007 under the name of the Zayed Regional Eye Care Centre. This is the most important project of its kind in the developing world. In addition to that, the Zayed Foundation has established the Sheikh Zayed Children Welfare Centre in Kenya and the Sheikh Zayed Hospital in Cairo, which represents the UAE's social commitment to Egypt. In 2016, the most recent hospital named after Sheikh Zayed was opened in the city of Vushtrri in Kosovo.

The late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) is an eternal symbol of giving and humanitarian actions in the world, which have contributed to alleviating the suffering of many people on a global scale.

### Sheikh Zayed Children Welfare Centre in Kenya

The project includes a commercial complex and a multi-purpose hall to help fundraise for the centre in its continuing mission to assist and educate orphans. The project was completed in 2009

- a. Imagine you are a child suffering from a disease and receiving treatment at one of the Sheikh Zayed Foundation's care centres. Write a thank you letter to the people in charge of the project explaining how it impacted your life, particularly your health.

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## 4 Read the text about the role of international and UAE organisations in reducing diseases.



The United Nations announced in April 2016 that it would place a special focus on the issue of malnutrition in the period to 2025. It intended to tackle the problem by encouraging political action around the world. The goal is to ensure that all people have access to healthier and more sustainable food.



UNICEF is the world's largest provider of medical aid, including therapeutic supplies. The organisation is always trying to find more efficient ways to deliver aids to remote areas in difficult circumstances and emergencies. UNICEF also supports local production of therapeutic supplies. At both global and national levels, UNICEF is striving to position acute malnutrition as a public health priority, and improve understanding of the scope and scale of the problem.



The Khalifa bin Zayed Al Nahyan Foundation for humanitarian actions was established by virtue of Law No. 20 of 2007, issued by His Highness Sheikh Khalifa bin Zayed Al Nahyan (God save him), President of the UAE. The foundation's strategy is focused on both education and health, locally, regionally and internationally. Its educational strategy includes supporting vocational education projects in the region. As for health, its strategy includes tackling malnutrition, protecting and caring for children, and providing safe water globally.

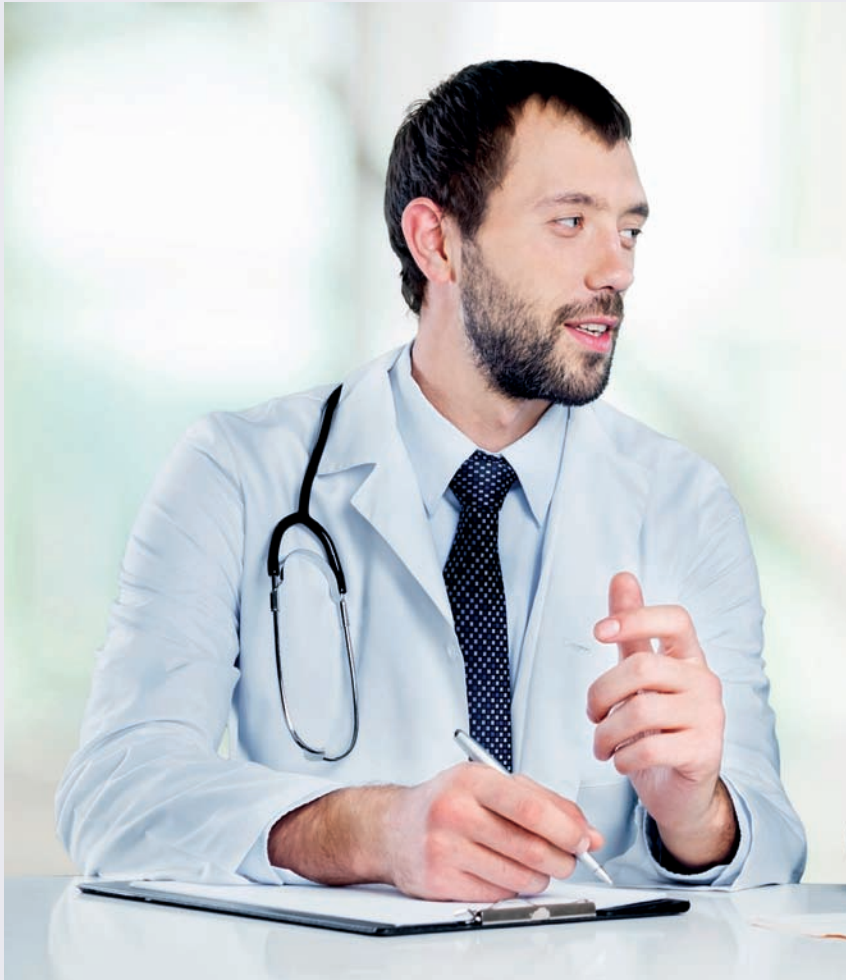
- a.** In your group, discuss the importance of the work of the humanitarian organisations referred to above.

.....  
.....

- b.** Prepare a presentation on the roles of international and UAE organisations in reducing and treating contagious diseases, and compare these roles. If possible, use an electronic format so you can include photographs and images.

.....  
.....

- 5** Carry out research on contagious diseases and the role of the UAE and global humanitarian institutions in addressing them, then prepare a health-related role play for a cultural TV show. The scene should include a presenter, a microbiologist, an active member of an international humanitarian organisation and an active member of a UAE humanitarian organisation. Work with your classmates to devise appropriate questions about malaria, malnutrition, and the role of humanitarian institutions in addressing and delivering solutions.





# Unit 1

# Individual Moral Responsibilities, Duties and Obligations

**Lesson 1** What is Meant by Duties and Responsibilities?

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**Lesson 2** Duties and Responsibilities of Parents Towards their Children

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**Lesson 3** Duties and Responsibilities of Sons and Daughters

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**Lesson 4** Moral Rules

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**Lesson 5** Moral Rules Govern Behaviour

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What are individual responsibilities, duties and moral obligations?



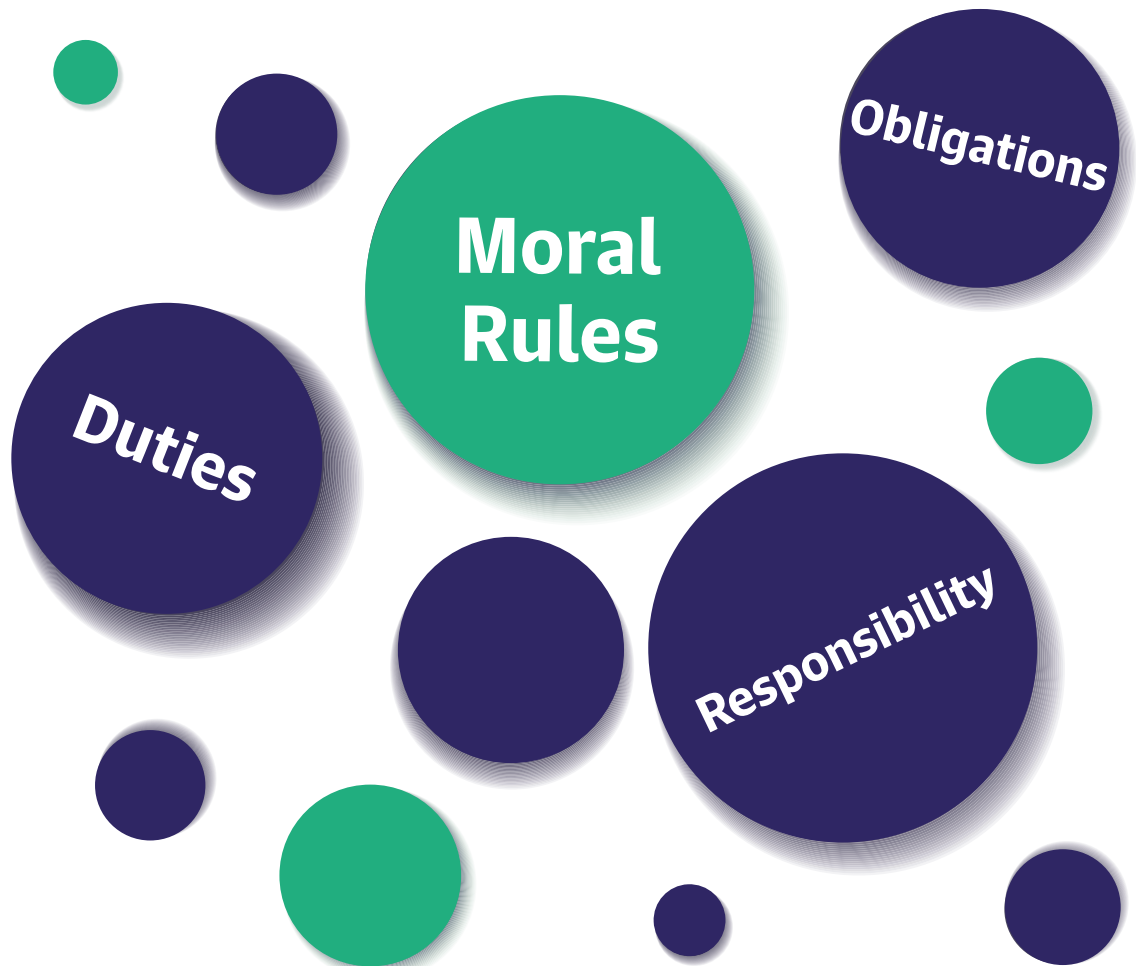
What is meant by duties and responsibilities?

What are the duties and responsibilities of parents towards their children?

What are my duties and responsibilities?

Which moral values should your children be taught?

How are moral rules applied?



Lesson 1

# What Is Meant by Duties and Responsibilities?

### Learning Outcomes:

- Discuss responsibilities and duties towards their classmates.

### Vocabulary

responsibility

duties

1 Look at the pictures. In your opinion, what are students' rights and duties at school?



## 2 Read about students' duties and responsibilities and then discuss the points that follow.

In order to survive, grow and develop, every community needs legislation and laws that govern relationships among its members. The community might be small, like a family, or large, like a country. In both cases, the laws that govern the community and determine its members' rights and duties usually originate from customs, traditions and general moral principles. They also come from the harmony created among members of a community through a social agreement—also known as a constitution. A constitution is basically a set of rules and laws. It aims to ensure the rights of individuals and determine their duties and responsibilities towards one another, the community they form and the country they live in. Individuals can then serve the greater good and common interest.

In this context, the situation at school is no different. After all, a school is considered a small community that must ensure a good educational framework. Therefore, every school should have internal regulations, usually established by the Ministry of Education or the school administration. The regulations govern the relationships among students, on the one hand, and between students and the school faculty and administration, on the other. This is how the rights and duties of students and the school are defined.

In class, it is the students' duty and responsibility to adopt certain behaviours that ensure the good framework of the educational process. These behaviours govern their relationships with their colleagues and their teachers. Students' awareness of their duties and responsibilities towards their classmates and more generally while on school grounds is the cornerstone of mutual support and interdependence in their relationships with one another. It also creates a warm, familiar atmosphere. Indeed, it is considered a key factor in preparing them to become responsible citizens and productive individuals after finishing their academic journey, and entering the community at large.

- a. Write three examples about the relationship between the school and the students.
- b. What are the duties and responsibilities that make you a responsible and productive citizen?

### 3 Read about the right to learn and committing to duties and then discuss the points that follow.

Access to education is one of the most important characteristics of a developed country. In fact, educational standards are taken into account when measuring a country's level of development. Measuring education standards involves assessing the number of educated people, their education levels and the quality of the education. Standards to measure the quality of education include students' rights during their academic journey. Students' rights include receiving training in dealing with real-life situations and having public rights in their country. In addition, students' duties involve committing to a set of morals and behaviours that they should follow in life, in terms of respect for the law and dealing with others responsibly and tactfully.

Similar to countries, academic institutions grant their students basic rights and ask them to accomplish general school-related duties. Rights that students benefit from in academic institutions include: the preservation of dignity; freedom from insults or discrimination based on their religion, gender, race or family background; participation in

the educational process; freedom to express their thoughts and feelings; access to educational materials that meet quality standards; and freedom to ask about certain details that they do not fully understand during classes.

Duties that students must abide by include: committing to daily attendance during school hours; providing an explanation when absent; knowing which lessons they missed and making up for them; and committing to upholding general morals at school with teachers and classmates alike. Also, students must look after school property and the tools used by the class, and commit to bringing their own tools and attending exams. As well as these general rights and duties, each school or institution may have its own regulations based on its own academic system.

- a. Work with your classmate to explain why you follow the moral ethics in the community.
- b. From your experience, describe a duty that your school has assigned you. Did this help clarify the concepts of rights and duties for you?



**4** Through its educational vision and mission, the UAE Ministry of Education seeks to build and manage an innovative educational system in order to create a knowledge community with global competitiveness. With this in mind, it recently set a strategic plan to be fulfilled between 2017 and 2021. Read about the goals of this plan, and then discuss the points that follow.

**Strategic goals of the Ministry of Education:**

1. Ensure inclusive quality education including pre-school education.
2. Achieve excellent leadership and educational efficiency.
3. Ensure quality, efficiency and good governance of educational and institutional performance, including the delivery of teaching.
4. Ensure safe, conducive and challenging learning environments.
5. Attract and prepare students to enroll in higher education internally and externally, in light of labor market needs.
6. Strengthen the capacity for scientific research and innovation in accordance with the quality, efficiency and transparency standards.
7. Provision of quality, efficient and transparent administrative services, in accordance with the quality, efficiency and transparency standards.
8. Establish a culture of innovation in an institutional working environment.

- a. Write about the rights and responsibilities that you have to follow as a citizen of the UAE.
- b. Write a report on the elements of the safe environment in your school. Suggest some improvements to create a safer environment.





## 5 Read about the responsibilities and duties of students in Japan. Discuss the points that follow.

The Japanese education system focuses on developing students' sense of community and responsibility towards society. This starts with their school environment, such as looking after school facilities, teaching materials, school furniture and so on.

Japan is known for its clean schools. The first thing that catches the eye of a visitor to a Japanese school is the collection of shoes at the entrance to the school building. Each pair is neatly stored in a closet or on wooden shelves, and bears the name of its owner. Students must take off their regular shoes and put on these clean sneakers inside the school building. This practice is adopted in most elementary and middle schools and in many high schools.

It is also common in Japanese schools for students to sweep the floors of the classrooms and clean them at the end of the school day. Moreover, they often sweep the corridors, and wipe them with wet cloths. In addition, they clean the restrooms, collect fallen leaves in the schoolyard and pick up any rubbish they find! Teachers often join them to work on achieving general cleanliness, whether at school or in public places, such as public parks and beaches during the summer holidays. Nobody looks down on students or teachers when they undertake this work.

This system develops the students' sense of community and their leadership skills too. This is especially true when the teacher assigns someone to watch the class when he or she is absent, or puts someone in charge of preparing the class, organising it and resolving problems, including those between students.

At the end of the school day, students gather and check whether they have fully accomplished the day's tasks, if they have missed something or if another issue has arisen. There is no doubt that this method of education promotes a sense of community, responsibility, commitment and leadership. It also helps students to avoid inappropriate social behaviour when dealing with certain communities and with other people.



- a. Work with your classmate to identify the importance of school for students and teachers in Japan. Justify your answer using examples from the text.
- b. Present what students do at the end of the school day and why you think it is important.
- c. Organise with your classmates a “Cleanliness at School Week” activity and implement it. Decide on the places you will clean that week. Create rules that apply to all students to help keep these places clean.

**6 Work with your classmate: Determine the responsibilities and duties of each of the following employees at your school:**

Security:

.....

The nurse:

.....

The headmaster:

.....

The bus driver:

.....



Lesson 2

# Duties and Responsibilities of Parents towards their Children

## Learning Outcomes:

- Demonstrate their awareness of daily responsibilities and duties in their family.

## Vocabulary

the role

family tree

- 1 Identify some of the qualities of an ideal father from the words of the late Sheikh Zayed bin Sultan (may God have mercy upon him).

A real leader is one who takes care of, observes, follows up with, and asks about his people as if they are his family members.



- 2 Read the text about family and then discuss the points that follow.

The family is the pillar of society. Indeed, the way family members are raised is essential to building a generation capable of successfully withstanding all the difficulties of life. Therefore, parents should be keen on taking care of their children and promoting their self-confidence and the ability to assume responsibility. They should take an interest in everything they face, at home or out in the world, listening to them and discussing different matters with them. Parents should also guide their children to respect the common social customs and other people's rights, abide by moral values and respect our customs and traditions, all for the good of the family and society equally.

- a. Give examples that show a proper upbringing in action.
- b. Name a hobby that you or one of your family members practice. Share with your classmates how your parents encourage you to practice it.

**3** The United Arab Emirates signed the United Nations Convention on the Rights of the Child, which was concluded on 20 November 1989. The table below shows some of the important articles in this Convention. Read the table and then answer the questions that follow.

- a. Identify the parties responsible for meeting children’s rights stated in the table and write them in the second column.

	Numbered articles in the Convention	The parties responsible for meeting such rights	The responsibility
1	24. You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.		
2	28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.		
3	12. You have the right to give your opinion, and for adults to listen and take it seriously.		
4	13. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.		

5	39. You have the right to help if you've been hurt, neglected or badly treated.		
6	42. You have the right to know your rights! Adults should know about these rights and help you learn about them, too.		
7	2. All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor.		



Playing and learning are two important children rights

- b.** Evaluate and then select the most appropriate responsibility for each item (meeting essential needs, moral support, education) and write it in the third column.
- c.** With your classmates, discuss the goals of UAE organisations concerned with the Child Protection Law and the reasons for its inception.

## 4 How does the UAE protect children? And what is the “Wadeema” Child Protection Law? Read about this law, and then discuss the points that follow.

UAE society welcomed the State’s efforts to provide full protection for children, through the declaration of the “Wadeema” Child Protection Law. It was named in memory of the eight-year-old girl Wadeema, who was killed by her father in 2012 in a crime that shook UAE society.

His Highness Sheikh Khalifa bin Zayed Al Nahayan (God Save Him), President of the UAE, declared this Federal Law on 8 March 2016 and it entered into force on June 15th 2016. It highlights the UAE’s role in preserving children’s rights to live, survive and develop, and in providing all the opportunities required to help achieve this objective. It also protects the child from negligence, exploitation and abuse.

In this context, it is worth mentioning that the law uses the term “best interest” in taking measures to protect the child.

Wadeema’s Child Protection Law addresses both aspects of preventing and resolving. The preventive aspect is represented by sending warning messages and holding private organisations responsible for child protection as stated in Article 29: “Telecommunications companies and Internet service providers shall notify the competent authorities or the concerned entities of any child-inappropriate materials being circulated through the Internet.” And in Article 56, which states: “that the competent authorities and concerned entities shall coordinate with the Ministry of Social Affairs to determine the standards and engineering specifications related to construction laws and safety and security conditions that protect children from any type of harm, in order to reduce risk of children falling off of house balconies.”



- a. Analyse the meaning of “best interest”, and clarify the services provided under this term.
- b. Name some family activities that make you feel safe.

## 5 Read the following text by a woman about her late father. And then discuss the points that follow.

As well as being a loyal patriot until his last day, my father was a great parent. He was caring, loving and good-hearted. He loved his family greatly and looked at boys and girls equally. He used to gather us and discuss different life-related topics with us. He often took our opinions, despite him being highly cultured and experienced in life matters, encouraged us to abide by the basics of morality, such as honesty and loyalty, and raised us on the values of love for the family, the country and loyalty at work. He was socially active and had a zest for life. He was also very generous towards others. He stood by them in their moments of joy and sadness and earned their love and respect. He was a great teacher, a great role model and will always be alive in our hearts.

- a. Consider the father's behaviour in this story. How does it compare with what Sheikh Zayed (may God have mercy upon him) did as an ideal father?

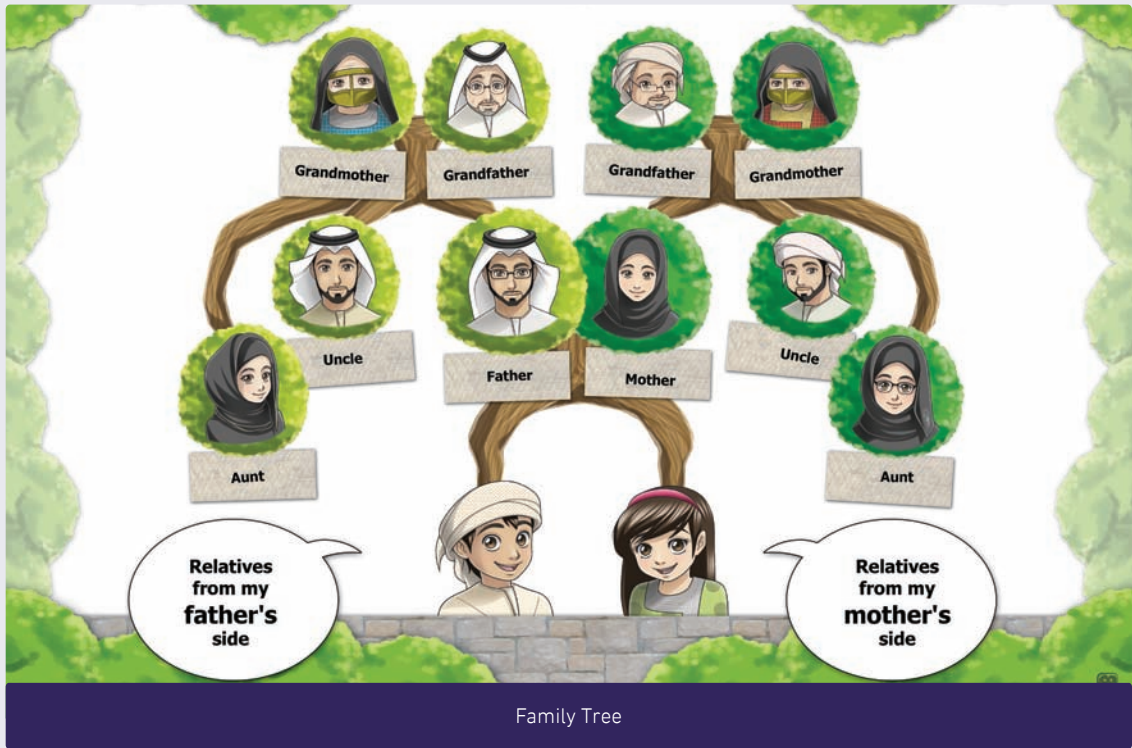
## 6 Read the following text about family structure and family trees. Then answer the questions that follow

A family is a group of individuals related to each other by kinship and blood.

Families come in different forms, including:

- The nuclear family: includes the parents and their children (if they have any).
- The extended family: includes grandparents, uncles and aunts, and can extend to three generations.
- Single-parent family: a family that has lost one of the parents, either through death or divorce.
- Joint family: a family that has multiple marriages and half-brothers and sisters.

For generations, families have drawn trees that represent their members and illustrate their origins and kinship. The family tree goes from top to bottom, from the oldest to the youngest.



- a. Look at the family tree example and then draw your own family tree.
- b. Compare the characteristics of life within a nuclear family and an extended family.

Lesson 3

# Duties and Responsibilities of Sons and Daughters

## Learning Outcomes:

- Demonstrate awareness of their daily responsibilities and duties in their family.

## Vocabulary

kindness to parents

dependency

**1** Children’s responsibilities and duties towards their parents start at home, but do they end there? Discuss this topic in class.

**2** Read the text about parents’ rights and children’s duties, and discuss the points that follow

Children have important duties towards the parents who raised them, cared for them and supported them financially. Parents spend long days and nights taking care of their children, putting their children’s needs even before their own. They also work hard, doing everything they can to provide a decent life for their children. They give their children all the support they need to fulfill their wishes and needs. Therefore, it is the duty of children to be kind to their parents and to fulfill their obligations towards them.

The most important obligations of children towards their parents include:

- Respecting their parents’ opinions and discussing controversial issues with them
- Being kind to them and never scolding them
- Listening to them and answering their questions



- Accepting their requests and trying to make them happy
- Getting close to them, seeking their love and never making them feel indebted
- Show kindness to them even after their death

- Think of a time when your parents made an important sacrifice for you.
- Write a story about something you have done to show your appreciation for your parents. Then present it to the class.



A child appreciating his mother

### 3 Is it your responsibility to help your parents by doing chores at home? Discuss with your classmates. Then match the skills with the tasks in the table below.

Tasks	Physical and Psychological Skills
1. Washing the dishes	a. Mastering delicate hand movements
2. Setting the table	b. Understanding scientific concepts
3. Helping with the shopping	c. Awareness of the cost of goods
4. Keeping track of household spending	d. Switching from one activity to another
5. Helping younger siblings with their homework	e. Developing environmental awareness
6. Preparing desserts	f. Understanding the meaning of waste
7. Repairing domestic appliances	g. Practising calculation
8. Sorting waste for recycling	h. Arranging administration
9. Making a list of missing items	i. Understanding household budgeting
	j. Housekeeping
	k. Learning habits
	l. Helping and benefiting others



Helping family

#### 4 Read this extract from the book *The Birth of a Historical Leader*. Then discuss the points that follow.

The late Sheikh Zayed bin Sultan (may God have mercy upon him) grew up under the care of good parents. They raised him on the solid teachings and principles of their tribal surroundings.

Sheikh Zayed, like other children of his generation, received his education from a teacher at a small Al- Katateeb school, which taught children to read the Holy Quran and the principles of religion and morality, as well as some basic mathematics. The principles that Sheikh Zayed (may God have mercy upon him) was raised on, both at home and at school, had a strong and direct impact on his personality throughout his life. This was apparent to anyone who listened to his speeches and statements.

Growing up, he received the rest of his education by attending daily meetings headed by his father, the leader of the Emirate of Abu Dhabi. His father was a strong ruler with many good qualities, such as tolerance, good manners and close ties with his people. His people loved him and were faithful to him. Sheikh Zayed (may God have mercy upon him) was very close to his father, and he always attended his meetings and discussions with tribal leaders and the people - hearing, analysing and memorising everything. He learned a lot from his father, particularly the importance of having love for his people - showing them kindness and generosity, and adhering to the traditions and customs he was raised on.

Sheikh Zayed (may God have mercy upon him) was eight years old when his father passed away. The personality of Sheikh Zayed was significantly impacted by his mother, Sheikha Salama, since he was close to her and influenced by her guidance, gaining a lot of her character and ethics, which instilled into him love of the people and charity to the poor and needy.

These qualities were established in the personality of Sheikh Zayed (may God have mercy upon him) and instilled in him by his parents until they became an integral part of his qualities for which he was so renowned.



The late Sheikh Zayed bin Sultan (may God have mercy upon him)

- a.** Work in groups. List the obligations that Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) fulfilled towards his family during his early life. Think about the national achievements of Sheikh Zayed (may God have mercy upon him). Did he follow the same principles in dealing with his people?
- b.** The previous text showed how strong family and tribal ties can develop a sense of duty and responsibility. With your group, research the possible reasons those bonds can become weaker. Offer suggestions on how to strengthen those bonds.

## 5 Read the text. Then answer the questions that follow.

When Zhao, a Chinese student, was a young boy, he was struck with polio, a disease that if left untreated causes paralysis of the legs. As a result, he was unable to walk.

Throughout this ordeal, his father, a single parent, cared for him, taking him by bicycle from one doctor to another.

Eventually, Zhao was cured. Later in life, just as he was about to start university, his father contracted a mysterious illness that paralysed him.

Faced with that situation, Zhao had a difficult decision to make. He needed to take care of his father, but he had to go to university. So what should he do?

For Zhao, the only solution was to bring his father to stay with him in the university dormitories. That way he could take care of his father and pay back what he owed him in life, with care, patience and tenderness. And that's what he did. While the other first-year students were arriving at university with excitement and anticipation of a new life and new friends, Zhao divided his time between cooking, feeding his father, fulfilling his daily needs, studying and preparing for exams. He also had to find a part-time job to support himself and his father.

- a. Why didn't Zhao put his father into a nursing home? And what would you think if he had done that?
- b. How does the UAE take care of elderly people with home care benefit?

**6** Write a paragraph that explains how ethics and mutual respect are the basis for a sense of duty and responsibility, whether among children, between children and parents, or between students and school. Present this text through a photo-supported presentation to your classmates next week.

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Lesson 4

# Moral Rules

## Learning Outcomes:

- Define and classify some moral rules, such as stealing is wrong, lying is wrong, keeping a promise is right.
- Reflect on “doing what is right”.
- Apply at least one moral rule that has been discussed in the unit.
- Justify how disobedience could be acceptable when the alternative is to discriminate against someone.

## Vocabulary

moral rules	globalisation
ethics	popular heritage
moral values	community service
moral duty	modesty

**1 Read this poem by Ahmad Shawki. Then write a sentence summarising the moral values that the poet supports.**

Nothing is worse than lying,

He who lies will never be noble.

Stick to honesty, even if you expect severe consequences.

.....



## 2 Read this text about the United Nations Sustainable Development Goals and the Earth Charter as a declaration of the fundamental ethical principles of the international community. Then complete the activity that follows.

The United Nations has always been committed to human dignity and rights, environmental preservation and environmental protection. Sustainable development puts these values into action, both for present and future generations. Sustainable development also promotes biodiversity and the preservation of species, as well as human diversity, non-exclusion and participation by all. For any person developing their own view of the world, it is essential to understand these values. When learning how to build a sustainable future, people need to understand their own values, society's values and the values of others around the world. Each country, cultural group and individual must then learn how to apply these values in the context of sustainable development.



Diversity of communities in the world

The Earth Charter was launched in 2000 by the Earth Charter Commission. It is the outcome of a decade-long global intercultural dialogue on common goals, moral principles and shared values. It is an international declaration of fundamental values and principles for building a just, sustainable and peaceful global society in the 21st century. Its aim is to promote a comprehensive approach to addressing global affairs. The project began as an initiative of the United Nations. It has since inspired the United Nations Educational Contract for Sustainable Development.

- a. What moral values do you think are common among individuals all over the world?
- b. Work in groups. Research the Earth Charter principles. Explain the importance of applying them in societies.
- c. Corruption is the opposite of morals. Research the UAE government policy aimed at combating corruption at the level of state departments. Summarise the legislation related to corruption.

### 3 There is a saying in Japan. 'Morals are the secret behind the success of the Japanese experience'. Read this passage and see how it relates to that saying.

Japanese society is disciplined, creative, respects time and order, values teamwork, and highly committed to ethics and good manners. Based on honesty and truthfulness, commercial ethics in Japan are sophisticated, stemming from the educational programmes on morals and conduct at home, school and in society. Moreover, Japanese social values compel people to apologise for mistakes. Apology is an important phenomenon in Japan. Both for the offender and the victim, apologising is a way to alleviate remorse and conscience. That's why Japanese people do not generally hesitate to apologise. Fortunately, Japanese people accept apologies and are generally forgiving.

In 1989, the Japanese education system reviewed its educational programmes, removing all instances of imported individual values. It also added a comprehensive behavioural and moral programme, which was introduced in all school activities and programmes. In addition, one hour every week throughout

the school year is dedicated to a specialised programme on morals. The programme emphasises the importance of individual morals: diligence and mastery in all work; dealing with people truthfully and honestly; respect of personal freedom; discipline; enhancement of personal points of strength; love of truth; and striving to achieve ideal morals and behaviours. In terms of interaction with others, the programme emphasises the importance of gentleness, polite dialogue, compassion, faithfulness in friendship, helpfulness, modesty, acceptance of others' ideologies and being appreciative of assistance, especially from the elderly. Japanese students also clean their schools and care for the plants and animals there.



Japanese companies' executives wipe the shoes of new employees to eliminate ego and to be an example of modesty.

- a. Community service and respecting those working in it is ethical. Give an example of community service that you do at your school in cooperation with your classmates (planting flowers, cleaning the school or any similar work).
- b. In Japan, apology dominates all situations and is a moral duty. Analyse the concept of "moral duty". Then create a scene with one of your classmates showing the importance of apologising for a mistake.

## 4 Popular culture is a summary of a deep repository of human values. To understand the importance of preserving the popular culture of the UAE, read this text. Then complete the exercise that follows.

The UAE's heritage combines spiritual, emotional and behavioural values. Decades ago, the late founder, leader of the state, Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him), said that 'he who has no past has neither present nor future'. He also said that heritage represents the spirit, wisdom and innovations of nations. Nations are evaluated by their heritage; there is no nation without heritage.

As a nation develops, it needs a moral and behavioural code. This code forms a solid ground on which the nation can achieve its objectives and establish its presence in the global arena.

The culture of globalisation has led to a more open world. The result is that a nation can become influenced by values that are not part of its moral code. Our UAE cultural heritage then becomes a fence that protects the individual, the family and society from cultures that are contrary to our values and morals. These lead to a number of important social responsibilities:

- Media institutions need to be committed to their historical responsibility to preserve society and protect its cultural and social texture.
- The institutions of civil society, such as people's associations, sports clubs and cultural institutions, should introduce new generations to the importance of culture and heritage, especially in the context of the relationship among various generations.
- Cultural institutions need to morally and financially support thoughtful research and studies by Emirati people, encouraging them to introduce today's generations to the civilising value of their people's heritage.

National popular culture in the UAE aims to introduce new generations to their cultural, moral and civilising roots. The goal is to preserve the personality of society. Our culture represents a life system and an educational and creative approach that was developed by generations of creative Emirati people.

- a. Compare the Emirati, Moroccan and German cultural heritages.
- b. Conduct research on the programme 'The Stories of Ancestors — Righteousness'.  
Explain its role in teaching the importance of popular culture to future generations.



Rightful hospitality makes today's children tomorrow's men.



## 5 Conclude from the pictures the moral values gained from family and school.

Treat people based on your morals, not theirs.

Morality is man's mirror

They say:

Be good-looking and you will never be forgotten

But...

Be good mannered and their hearts will not forget you

Morals are the ornament of man

Lesson 5

# Moral Rules Govern Behaviour

## Learning Outcomes:

- Describe the importance of some moral rules.
- Reflect on 'doing what is right', and apply at least one moral rule that has been discussed in the unit.

## Vocabulary

moral rules

morals

duty

moral values

the concept of volunteerism

rights

social values

**1** How do you apply moral rules to control behaviour? Look at the pictures. Discuss with your classmates the moral values they represent.



A female specialist helps a turtle



A relief worker gives water to an abandoned Nigerian child

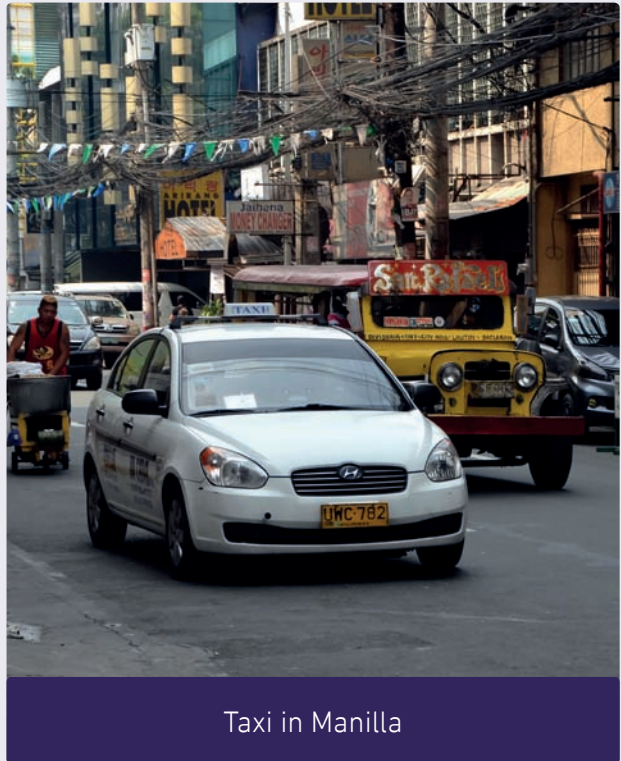
**2** Read the story about the integrity of a taxi driver in the Philippines. Then discuss with your classmates the questions that follow.



On January 17, 2016, a Filipino taxi driver took an Australian businessman to Baguio city in the Philippines. When he was getting out of the car, the businessman was in a hurry and left his bag behind. 'He got out of the taxi and forgot his luggage,' said the driver.

When the businessman realised what had happened, he went immediately with his friend to the police station. 'We arrived at the police station to report the missing luggage, but found that the taxi driver had got there before us. We were so happy when we saw him there with the luggage. It was a wonderful moment that showed he was a man of principles,' said the businessman's friend.

The story received a lot of attention. The Philippines government gave this honest taxi driver a certificate of appreciation and praise during a special ceremony. And he also received another unexpected reward. The Vivixx Academy and the Fast Track Coding Boot Camp, based in Australia, offered the driver a six-month scholarship to learn computer coding. Upon completion of this course, an Australian company promised to offer him a job as a reward for his honesty.



- a. What do you think would have happened if the driver had not brought the bag to the police station? What would you have done if you were the driver? Why?
- b. Conduct a questionnaire in class. Ask your classmates to name the three most important moral rules that should be applied in class, in the playground, on the school bus, at the school library, in the laboratory, etc.

### 3 The UAE regards human rights as a top priority. Read the text. Then complete the activity that follows.

The UAE is committed to promoting and protecting human rights at home and throughout the world. The pillars of the State's foreign policy are based upon the principles of justice, equality and the observance of these rights.

The UAE regards human rights as a top priority in accordance with the international standards of human rights, and is committed to continuously improving its laws and practices, all rooted in the cultural heritage of the people of the UAE, and values that enshrine the principles of justice, equality and tolerance.

- a. Suggest a list of five rights and a list of five duties that you should respect in order to preserve human rights in your community and throughout the world.
- b. Work in groups. Prepare a study on how people apply moral rules by observing their actions in society, institutions, schools and other places. Then present the results of your study in class.

#### 4 Voluntary work is an essential activity that reflects the moral values in our community and the world. Read the text about the voluntary work in Germany and the UAE. Then complete the activity that follows.



A German healthcare worker in Burkina Faso

During their leisure time, one third of Germans participate in voluntary work and activities for charitable purposes. Such activities help people develop moral values, such as integrity and honesty, and social values, such as tolerance and helping others. Joachim Gauck, who was president of Germany between 2012 and 2017, described this as 'free but invaluable activity'. Charities and other organisations that provide assistance for public benefit need people to work voluntarily and be socially responsible by, for example, offering aid during sporting events or caring for the elderly.

In the United Arab Emirates, HH. Sheikh Mohamad Bin Rashid Al Maktoum launched volunteers.ae, the National Volunteer Platform in Dubai. This platform aims to encourage more people to do volunteer work in the UAE by facilitating the process of volunteering. It also serves as a medium between volunteers and volunteer opportunities offered by public and private sector organisations. Individuals can register and apply for volunteer roles on the website, and can use the platform to search for opportunities according to their interest, skills and experience.

The Ministry of Community Development received a great response from people from all areas of society to the volunteer opportunities made available on the platform. Several members of the council of ministers registered with the platform due to their belief that volunteering has a humanitarian value and an important role in building and developing our society.



Emirati volunteers in action

- a. Voluntary work is a moral duty towards society. Explain the concepts of both voluntary work and moral duty.
- b. Did you know that anyone over the age of six years can volunteer in the Dubai Volunteering Program? Design an activity or task that will benefit you and the school so that you will be an example for other students to follow.

## 5 The application of moral values is reflected in the protection of the environment. Let's consider the efforts of the UAE and Finland in this respect. Read the text. Then complete the activity that follows.

### In the United Arab Emirates

Environmental protection is the main objective of the UAE's development policies, which aim to increase green spaces and develop water resources. The UAE has developed a set of laws to ensure environmental sustainability, and has joined the world in recognising environmental problems through the signing and ratification of environmental conventions. Environmental protection bodies organise educational campaigns at the level of each emirate or in co-ordination with the concerned federal authorities to conduct such campaigns at federal level.

### In Finland

The environment in Finland is in a positive and healthy state. For example, Finland has a specialised plant to deal with waste, with all the waste from trees used in the timber industry used to generate energy. Finland's industrial sector has an excellent reputation in environmental protection, which has likely been a positive factor in the spread of factories across the country.

Finland has also entered into many significant agreements with the European Union designed to address environmental challenges.

- a. In your opinion, what is the connection between moral values and environmental preservation? Give examples.
- b. Conduct a team exercise with your classmates that benefits the school environment. Submit a report after implementing this work. In the report, explain the implementation steps and methods.



## 6 Deduce from these images:



Students in the United States cleaning their town



A young man helps an elderly lady carry a shopping bag and cross the street

- a. the moral rules reflected in the images.
- b. the importance of practising ethics in daily life, and its impact on individual and society.

## 7 Read the quote. Then complete the activity.

'Without morality and good behaviour, and without learning, nations cannot build their generations nor do their duty. The nation's civilisation is built through knowledge, good manners, integrity, knowing the past and looking forward to the bright present and future.'

Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him)

- a. Identify with your classmates the values that you want to enhance in your school.
- b. Work with your classmates to develop a project to raise awareness and instill global moral values among children at the primary stage. Be sure to explain the steps of developing and preparing the project. The project could be a theatrical performance about moral values and their importance in our lives. Or it could be an open day for values, interspersed with recreational activities and artistic projects.
- c. Launch a media campaign to support your project. Discuss it with parents, asking them to participate and help support. Invite some of them to participate in preparation for the values' open day.

# Parents' Guide



**Introduction Unit**      **Empathy and Assuming Responsibility**

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**Unit 1**                      **Individual Responsibilities, Duties and Moral Obligations**

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**Unit 2**                      **Making Good Decisions**

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**Unit 3**                      **Trade, Travel and Communications: The Status of the UAE in an Increasingly Globalised and Interconnected world that is Deeply Affected by the Cultural Exchange**

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**Unit 4**                      **Human Needs**

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**Unit 5**                      **The Digital Challenge**

## Introduction Unit

# Empathy and Assuming Responsibility

Dear Parents,

Welcome to a new academic year, one that we hope will be fruitful and beneficial.

We have decided to teach Moral Education in order to help our students develop their character. We aim to introduce a set of individual and social values, which we hope they will abide by. This will enable them to play an effective role in the community and create a bright future on both personal and social levels.

Therefore, we hope you will contribute to our efforts by talking to your children and discussing the topics and lessons of this course with them. You can then apply the activities suggested in this manual, ensuring students' interaction with their family members.

At the beginning of each unit, you will find a summary of its content and intended learning outcomes. We hope you will read the summary and learning outcomes and collaborate with your children to apply the two activities relating to each unit.

### Objectives of the Unit:

In this unit, students are introduced to the key qualities of empathy, respect, tolerance and self-respect. Also, students explore the meaning of assuming responsibility and its importance in the life of an individual, the family and community. Students will also examine how self-esteem and assuming responsibility are related as well as the importance of building positive relationships with friends and their families, as this has a positive reflection on their growth and living a healthy and happy life. The unit also focuses on individual and community responsibility for public health.

This will be accomplished across six lessons containing the concepts relating to the unit title. These lessons are designed to answer the central question. This is the question that all lessons revolve around and that the students should think about throughout the unit learning process.



**How can empathy, self-responsibility and social responsibility be practiced in the community and the world?**

## Exploratory Questions

- How do I recognise that somebody is upset and make him/her feel better?
- What is the difference between benevolence and sympathy? What is their relationship to generosity?
- How is fair distribution accomplished in community?
- What is the importance of positive relationships with our friends and family?
- How is self-esteem linked to assuming responsibility for oneself and others?
- Is treating and preventing diseases an individual or a social responsibility?

## Learning Outcomes:

- Understand and provide examples about the key qualities of empathy, respect and tolerance
- Discuss situations where students have shown or failed to show compassion and tolerance towards others
- Identify individuals and groups who can be regarded as tolerant and/or who are allegedly discriminated against
- Understand why self-respect is an integral part of respecting others
- Explain the meaning of benevolence, compassion and generosity, and give real-life examples of when they (or people they know well) have applied these values
- Describe some issues that might arise when studying the matter of equality (e.g. the difference between equal opportunities and equal outcomes)
- Learn how to grow in a healthy, positive way and cooperate to live in harmony
- Present and discuss ideas about identity and how the behaviours and actions of others, whether negatively or positively, influence individuals' levels of self-esteem

## Home Activities

### Activity 1: Problems Container and Solutions Container

- Family members bring two containers. They write "Problems" on the first one and write "Solutions" on the second one.
- Family members explain that, for positive growth, they have to support one another and that any problem can be resolved through dialogue and cooperation.
- Any member writes a problem on a small piece of paper and puts it in the Problems container. The rest of the family members write solutions to the problem on pieces of paper and put these in the Solutions container. For example, suppose the problem is "I cannot improve my mathematics grades." One member might offer to help him or her study the subject.



**Activity 2:**

Success requires an open mind and a sound body. Therefore, the UAE is looking to apply a health system based on the highest international standards. You can - as part of your family - support the national project.

- Families can look for organisations that address global health concerns, such as malaria and malnutrition (for example, Khalifa bin Zayed Al Nahyan Foundation, UNICEF, UAE Red Crescent, Dubai Cares ...).
- Families can discuss a project idea to help these organisations. (For example, you could start a fund-raising campaign or sell home-made treats in order to raise funds).
- Family members can write down the responsibility of each member, the stages of implementation of the project and the required materials.

Students will work with their classmates to take photos of the different projects.

## Unit 1

# Individual Responsibilities, Duties and Moral Obligations

### Objectives of the Unit

In this unit, students are introduced to fundamental morals and responsibilities they must adopt, and their duties towards people they deal with in their daily life (family members, schoolmates and the community in general). It is designed to help students to develop their abilities to think about and discuss the importance of such duties and responsibilities. Also they will be introduced to the moral duties and the need to appreciate and respect all people equally, regardless of their origin, gender, colour and nationality.

This will be accomplished across five lessons containing the concepts relating to the unit title. These lessons are designed to answer the central question. This is the question that all lessons revolve around and that the students should think about throughout the unit learning process.



**What are individual responsibilities, duties and moral obligations?**



## Exploratory Questions

- What is meant by Duties and Responsibilities?
- What are the duties and responsibilities of parents towards their children?
- What are my duties and responsibilities?
- Which moral values should children be taught?
- How are moral rules applied?

## Expected Learning Outcomes

- Discuss their responsibilities and duties towards their colleagues
- Demonstrate their awareness of their daily responsibilities and duties in their families
- Identify and explain some moral rules, for example: Theft is wrong, lying is wrong, keeping a promise is good
- Reflect on “doing what is right”, and apply one or more of the moral rules that have been discussed in the unit.
- Justify how violation of regulations may be acceptable if you are asked to do something discriminatory against another person

## Home Activities

### Activity 1: Responsibilities, Duties and Moral Obligations at Home

- Family members discuss the moral responsibilities and obligations they share at home and how important they are to the family.
- Each individual writes down in a table his or her role, responsibilities and the importance of undertaking them. Put the table in a place where family members meet.
- Whenever a family member performs his or her duties, a (✓) sign will be placed in the space corresponding to his or her name. Add up the points at the end of the month. The member who receives the highest total marks will be the winner. The family presents a gift to him or her to express gratitude.

	The responsibility	Its importance	Assuming it
The mother			
The father			
...			
...			

**Activity 2: In November 2013, His Highness Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, the Crown Prince of Dubai and Chairman of the Executive Council, launched an initiative entitled "My community ... a place for all", which aims to transform Dubai into a people of determination-friendly city. Year 2020.**

- The student's family conducts research on children of determination in the UAE community.
- The student's family discusses how to help them with an action in which all of its members cooperate to demonstrate responsibility towards the community.
- Optional Activity: The family pays a field visit to one of the associations in coordination with the competent authorities and acts in a way expressing their appreciation and respect to children of determination.

**Optional Activity:**

- A student selects two children of determination and gives them a toy or a book of their choice. If possible, they may exercise their favourite sport with them, while documenting this activity as a practical model for the rest of the youth and families.

# Glossary

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

**Care:** Performing acts of benevolence toward the needy on a non-discriminatory basis

**Cognitive empathy:** To understand what the others think and accept their thoughts

**Communicable diseases:** Diseases transmitted through different media from one body to another

**Community responsibility:** The responsibility of individuals and groups to benefit the community as a whole, by, for example, protecting citizens, securing their rights and safeguarding our home country. For example, environmental responsibility involves protecting the environment and securing a clean environment; cultural responsibility involves promoting the culture of the home country and strengthening the feelings of belonging to it

**Community service:** The provision of a service to a particular community, which may be our own community or another. This is often in response to a specific need usually determined by those who perform it

**Compassionate empathy:** To extend a helping hand and to support those who need assistance

**Cultural legacy:** All customs, traditions, arts and traits that nations pass down from generation to generation

**Culture:** All the characteristics that distinguish a group of people. It includes knowledge, beliefs, values, arts, morals, laws, customs, language and other aspects that unite such groups

**Devotion:** Maximum level of empathy, obedience and loyalty

**Discrimination:** Thoughts and actions that show bigotry and disrespect towards people of a different social class, religious, economic or ethnic group

**Distributive justice:** The fair distribution of services, resources and assets to everyone according to their own needs

**Duties:** The tasks and moral obligations that must be performed by an individual according to his or her role and responsibilities in the community

**Education:** Learning what things are, their causes and their consequences

**Emotional empathy:** Consideration for and understanding of other people by putting ourselves in their shoes

**Empathy:** An individual's ability to sympathise with others' feelings and understand their suffering by putting himself or herself in their position for few moments, and then to respond to this feeling appropriately to relieve their suffering

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

**Equity:** A key social pillar that enables people to live together in harmony; it is based on fairness, equality, balance and protection of both private and public interests

**Fairness:** Justice, giving people their rights

**Family tree:** A chart showing kinship relations between family members

**Generosity:** Being generous; giving material, emotional and moral support while expecting nothing in return

**Globalisation:** The ideal of building a unified world based on unified standards, liberated international political and economic relations, interpreted cultures, freely shared information, globalised mutual production, shared advanced technologies and globalised media

**Happiness:** Feelings of joy, satisfaction and reassurance

**Identity:** A set of attributes that distinguish a person or group from others. Identity can take the form of national, religious, linguistic, racial, historical, civil, cultural and other identities

**Maintenance:** Financial support and aid

**Malaria:** A deadly disease caused by parasites, which can be transmitted among humans through insect bites

**Malnutrition:** Insufficient or excessive or unbalanced food consumption, resulting in different food disorders

**Modesty:** Values and acts that do not reflect any vanity or arrogance towards others



**Moral Duty:** The individual's sense of duty towards others or towards society, without being compelled by laws or obligations. People often feel that it is their duty to help the needy and the poor, or to advise against lying. Therefore, one of the most important characteristics of moral duty is the desire to do it, freely and responsibly

**Moral values:** Moral ideals and principles such as patience, courage, sincerity, honesty and altruism

**Morality:** A person's tendency to act in a certain way. When a person behaves in a good way - such as acting with honesty, providing help or honouring parents - this person has good morality. If the person behaves badly - for example, by lying - this person has bad morality

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

**Positive growth:** A person's physical and mental growth in a proper, healthy and decent way, taking advantage of learning and skill development opportunities

**Positive relationship:** Developing effective and clear communication with others and understanding them well

**Prevention:** Protection against diseases, especially infectious diseases

**Respect for others:** To communicate and talk with others politely, treat others the way that you would like to be treated and accept all differences (in terms of gender, age, race, religion, social class, etc.)

**Responsibility:** Undertaking duties, participation, cooperation and helping others in the family, school and society, as well as dealing with the impact of your errors, i.e., acknowledging mistakes, apologising for them, retracting them and working to find solutions to the problems resulting from them

**Right:** A firm and certain duty. An interest which authorises its owner to take necessary actions to achieve this interest. A certain value established to be due to a particular person by virtue of law. What the legislator gives equally to all individuals and must be respected. Achieving a common interest as decided by the law. An entitlement to something recognised and protected by law. What an individual can apply within the framework of the so-called legal legitimacy

**Role:** The sum of rights and responsibilities required by the individual's position within a group or a community

**Self-esteem:** Knowing your own value and how you see yourself and how you feel about yourself

**Self-respect:** Self-acceptance and self-preservation; appreciating the positive qualities and skills that you have

**Social values:** The desirable characteristics or qualities of a community defined by the existing culture, such as tolerance, rights and power. Social values help to maintain social order and stability in society

**Sympathy:** Being prepared to help others, alleviate their suffering and let them know that there are people who are willing to stand by their side

**Tolerance:** Appreciating diversity and showing respect to others without discrimination based on race, religion, age or gender

**Value:** The mental judgement that directs us towards our desires and orientations. You get it from the community in which You live. Values direct your behaviour, as they are the rules that influence your personality, style, personal traits and behaviour

**Volunteer work:** A tool used to advance societies, especially nowadays, as this work is becoming increasingly important because governments can no longer meet all people's needs. Anyone can participate in voluntary work. It is not exclusive to anyone, and it links the interests of volunteers to the interests of other individuals in the community

**Well-being:** Enjoying comfort, health and happiness

Dear Student,

To get the digital version of the book, visit the below link to download the app  
[www.elib.moe.gov.ae/MoElib/getting-started](http://www.elib.moe.gov.ae/MoElib/getting-started)

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