



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



# Moral Education

Grade Eight

First Semester

Pilot Edition 2017 - 2018



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

# Moral Education

## Grade 8

First Semester

Pilot Edition

2017 - 2018



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

Copyrights reserved -Ministry of Education in the United Arab Emirates - Curriculum and Evaluation Sector ©



"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

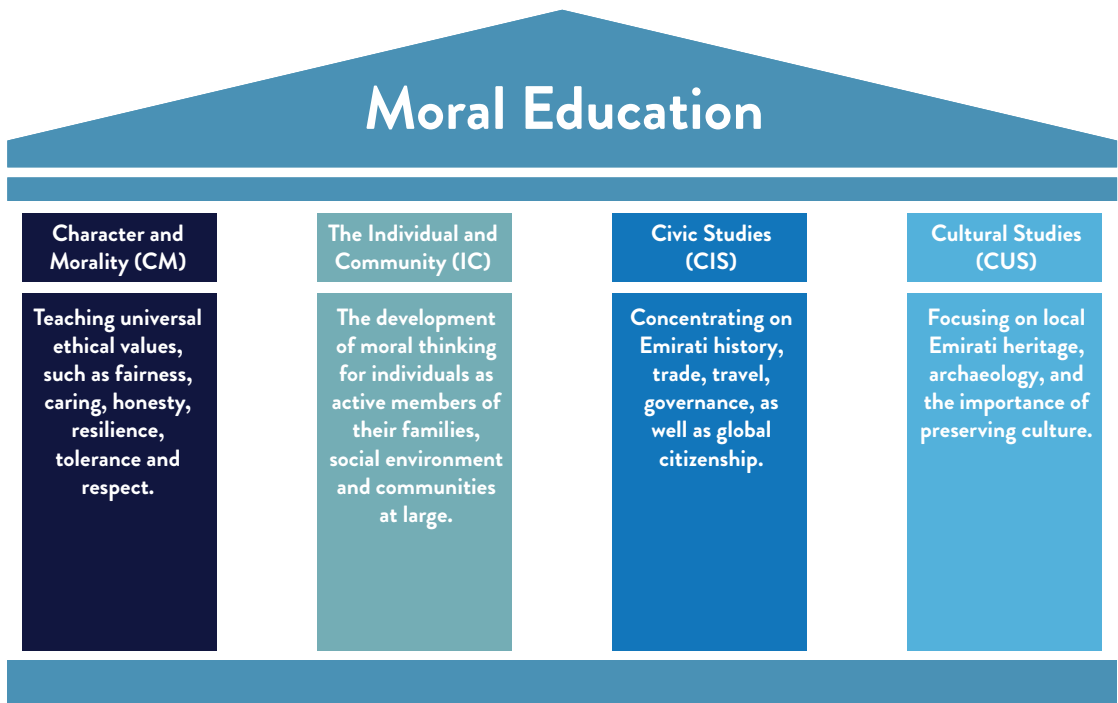
Moral education seeks to develop students' universal values. This will enable them to peacefully interact and connect with people from different cultural and social backgrounds who hold divergent views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. 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.







# Table of Contents

## Introduction Unit

### Moral Rules and Assuming Responsibility



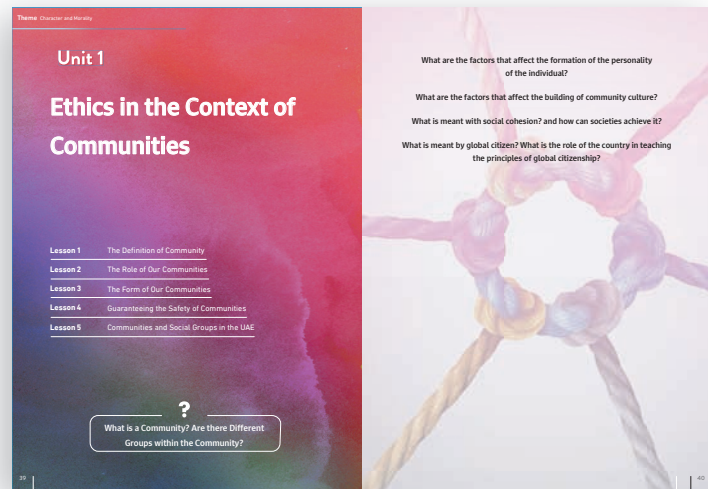
How can I recognise that somebody is upset and how can I make him/her feel better?  
How is fairness in distribution achieved on a community level?  
What is the importance of exercising morals in daily life? What are the impacts on the individual and the community?  
What is the importance of positive relationships with our friends and family?  
How is self-esteem related to assuming responsibility towards oneself and others?  
Is treating and preventing diseases an individual or a social responsibility?



- 1** **Respect is the Basis of Good Treatment** ..... **P. 3**  
Exploring respect as the basis of good treatment and thus to sympathize with them tolerance and acceptance of the different other and recognize the full rights within citizenship and International legitimacy
- 2** **Aspects of Equality Among People** ..... **P. 9**  
The concept of equality in society. Explore the extent to which the level of equity opportunities through community-based positions are achieved. Achieving equality and equity locally and globally
- 3** **Moral Rules** ..... **P. 15**  
Moral Values: Right and Wrong Applying Human Rights Charter in the United Arab Emirates as a basis for commitment to moral values. Voluntary work is an essential activity that reflects moral values in our community, and the world as a whole.
- 4** **Establishing Positive Relationships** ..... **P. 21**  
The meaning of wellbeing and positive Relationships. The feeling of satisfaction and happiness and helping each other in growth and development positively. Discussing some family behaviours that may strengthen the links within the family.
- 5** **Assuming Responsibility and Self-Esteem** ..... **P. 27**  
Identifying the main responsibilities that we share, the motivations that urge us to be responsible, and the extent to which self-esteem is associated with responsibility in the attitudes of in the situations of daily life situations.
- 6** **Diseases and Social Responsibility** ..... **P. 33**  
Contagious diseases that spread around the world, the reasons of its spread and to prevent them. The role of institutions and humanitarian organizations, local and international, and the efforts they exert to reduce these diseases.

# Unit 1

## Ethics in the Context of Communities



- 1 Definition of Community ..... P. 41**  
Definition of society, community characteristics, examples of different communities, belonging to different overlapping communities
- 2 The Role of Our Communities ..... P. 47**  
Social identity, the role/identity or position occupied by each of us within each community we belongs to, and our contributions in our society
- 3 The Form of our Communities ..... P. 53**  
Values and common duties of individuals belonging to a particular community, duties and responsibilities and patterns of acceptable behaviour in a given society
- 4 Guaranteeing the Safety of Communities ..... P. 59**  
Factors contributing to the safety of communities, the concept of social cohesion, assessing the importance of social cohesion in the communities to which we belong
- 5 Communities and Social Groups in the UAE ..... P. 65**  
Contrast that may arise between different heterogeneous social groups and communities, and the importance of tolerance among these groups.

# Unit 2

---

## Respecting diversity

- 1 Diverse Community** .....
- 2 The Concept of Equality in Society** .....
- 3 Diversity and the Media** .....
- 4 Fighting Prejudice and Discrimination** .....
- 5 Fighting Prejudice and Discrimination** .....

# Unit 3

---

## The Growth of Consultative Government in the UAE

- 1 The Council: The Traditional Method of Consultation** ..
- 2 Sheikh Zayed and the Beginnings of Federal National Council** .....
- 3 The Consultative Government in the UAE** .....
- 4 Traditional Components of the Government of Abu Dhabi** .....
- 5 Integrating the Traditional Idea of the Council with New Technology**.....

## Unit 4

---

### Ethics in the Context of Countries

- 1 State and Government .....
- 2 Laws .....
- 3 Governments Between the Past and Present .....
- 4 The Good Form of Government .....
- 5 The Government in the UAE .....

## Unit 5

---

### Addressing Conflicts

- 1 Internal Conflicts .....
- 2 Management of Internal Conflicts .....
- 3 External Conflicts .....
- 4 Management of External Conflicts .....
- 5 Vulnerable Social Groups Under Armed Conflicts.....

# Moral Rules and Assuming Responsibility

Lesson 1	Respect is the Basis of Good Treatment
Lesson 2	Aspects of Equality among People
Lesson 3	Moral Rules
Lesson 4	Building Positive Relationships
Lesson 5	Assuming Responsibility and Self-esteem
Lesson 6	Diseases and Social Responsibility



What are moral responsibilities and how can we, as individuals and a community, assume responsibility in the community and the world?

How can I recognise that somebody is upset and how can I make him/her feel better?

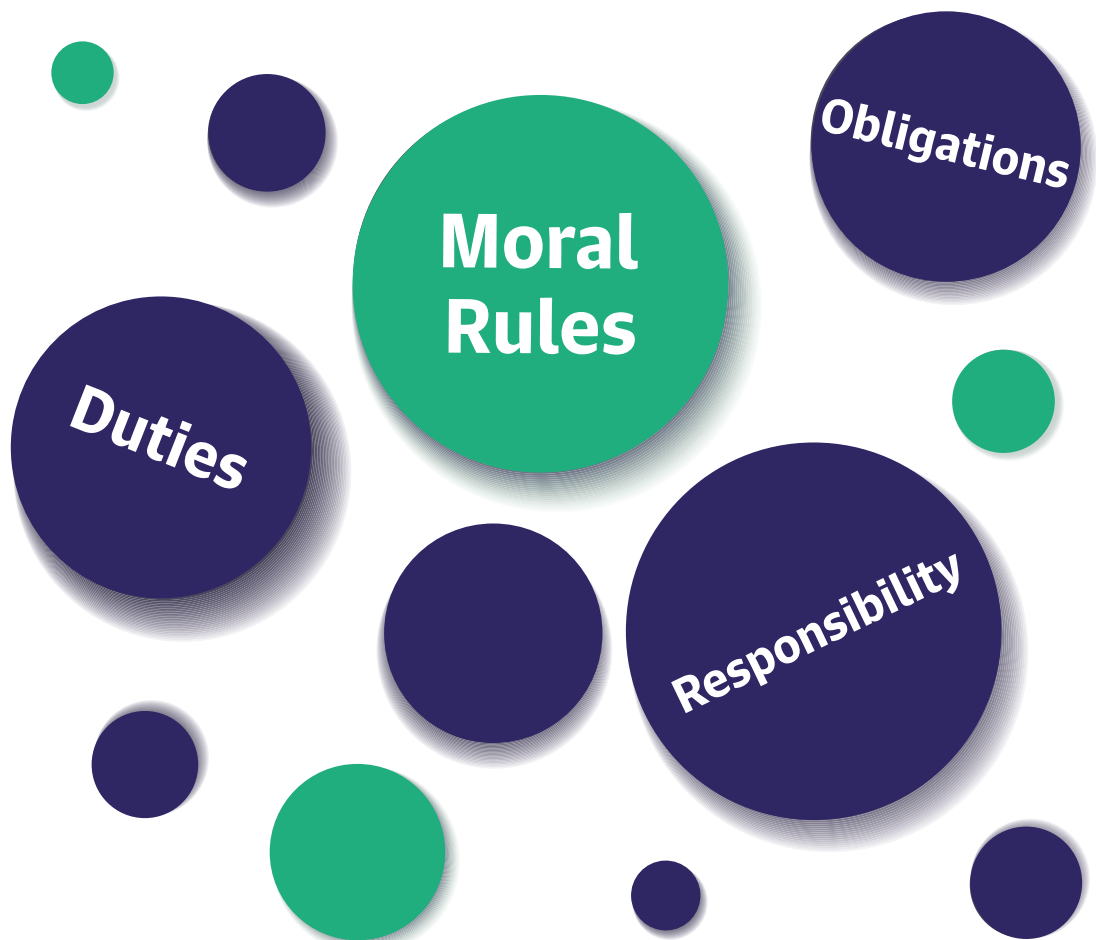
How is fairness in distribution achieved on a community level?

What is the importance of exercising morals in daily life? What are the impacts on the individual and the community?

What is the importance of positive relationships with our friends and family?

How is self-esteem related to assuming responsibility towards oneself and 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

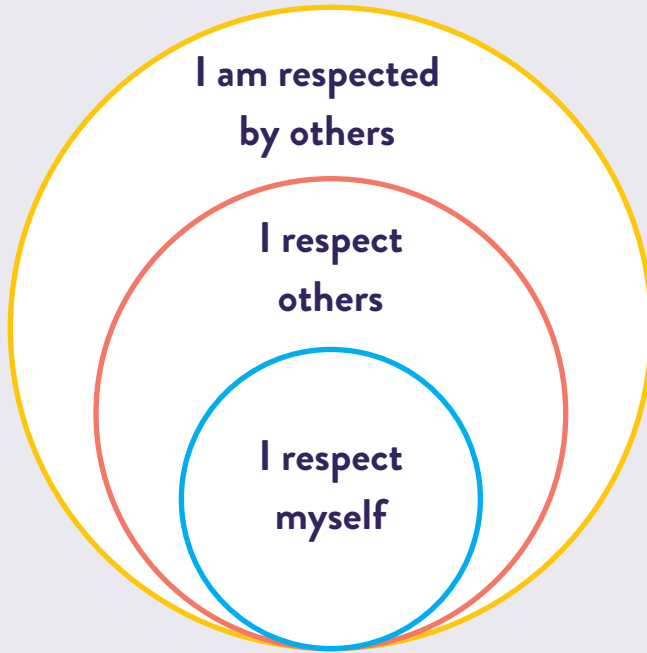
tolerance

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

# Aspects of Equality Among People.

The 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 them) started working together.

His Highness Sheikh Zayed met with His Highness Sheikh Rashid (may God have mercy upon them) 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 3

# Moral Rules

Learning Outcomes:

- Identify and classify some moral rules, such as: Stealing is wrong, lying is wrong, keeping promises is right

## Vocabulary

moral rules

the concept of volunteerism

morals

rights

duty

social values

moral values

the concept of values

The introductory activity of this lesson is to establish the important values and rules of ethics essential to preserving human rights that people share in our society and around the world. Students will study methods to abide by those rights and to practice them locally and globally. Following, voluntary work is defined.

The lesson concludes with the students reflecting on the importance of practicing the implementation of ethics and morals in our daily life and its effect on the person and the society.

## 1 Look at the pictures and discuss the moral values they represent.



A woman gives medical care to a turtle



A relief worker gives water to an outcast Nigerian child

**2** It is commonly known that theft and lying are immoral behaviour, unlike keeping promises and honesty.

- a. Give other examples of essential moral rules and state the reason behind their existence.
- b. Name some universal moral values shared by individuals around the world.

Moral rules	The reason behind their existence	Universal moral values
• ..... • ..... • .....	• ..... • ..... • .....	• ..... • ..... • .....

### 3 Read about respect for human rights in the UAE then discuss the following point.

The UAE is committed to the promotion and protection of human rights at home and around the world. The foreign policy of the UAE is based on the principles of justice, equality, and human rights. The UAE is determined to make a positive difference on a global level by working constructively to support the implementation of the principles of the Universal Declaration of Human Rights.

Domestically, the UAE places a high priority on respect for human rights in accordance with international human rights standards and is committed to the continual improvement of its own laws and practices, based upon the country's cultural heritage and religious values, which enshrine justice, equality and tolerance.

Since its founding in 1971, the UAE has built a tolerant, multicultural society in which people from all over the world live harmoniously together. The UAE Constitution outlines the freedom and rights of all citizens, prohibits torture, arbitrary arrest and detention, and protects civil liberties, including freedom of speech and press, peaceful assembly and association, and the practice of religious beliefs. Significant investments have been made in education, healthcare, housing and sustainable economic development.

- a. Make a list of four human rights you feel entitled to, and another list of four duties you should be committed to in order to preserve human rights within your community and the global community.

**My rights**

.....  
.....  
.....

.....  
.....  
.....

**My duties**

.....  
.....  
.....

.....  
.....  
.....

- b. Conduct a survey in the class and ask your classmates to name the most important three moral rules that should be applied: in class, in the playground, on the school bus, at the school library, in the laboratory, etc.

#### 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.

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, such as offering aid during sporting events or caring for the elderly.



German volunteer in the healthcare field in Burkina Faso

In the United Arab Emirates, HH. Sheikh Mohamad Bin Rashid Al Maktoum launched volunteers.ae, the National Volunteering 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 performing voluntary work

- a. Voluntary work is a moral duty towards society. Explain the concepts both of voluntary work and moral duty.

---

---

## 5 Deduce from these images:

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



Students in the USA cleaning their town.



A young man helps an elderly lady carry her shopping basket



## 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.

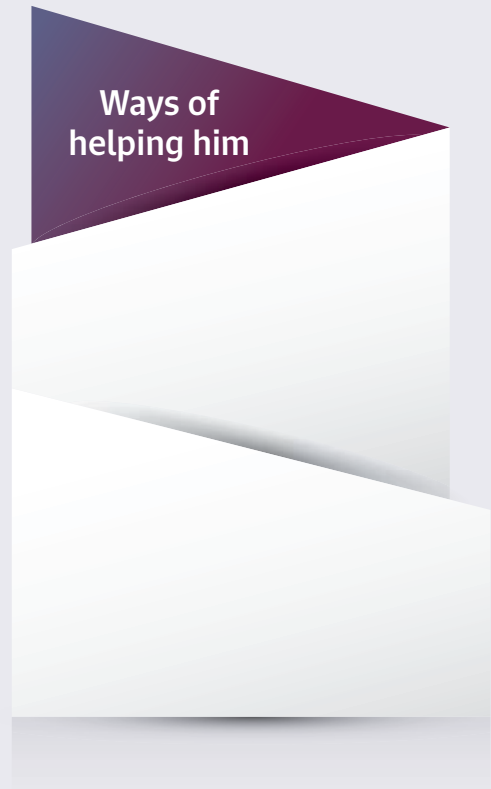
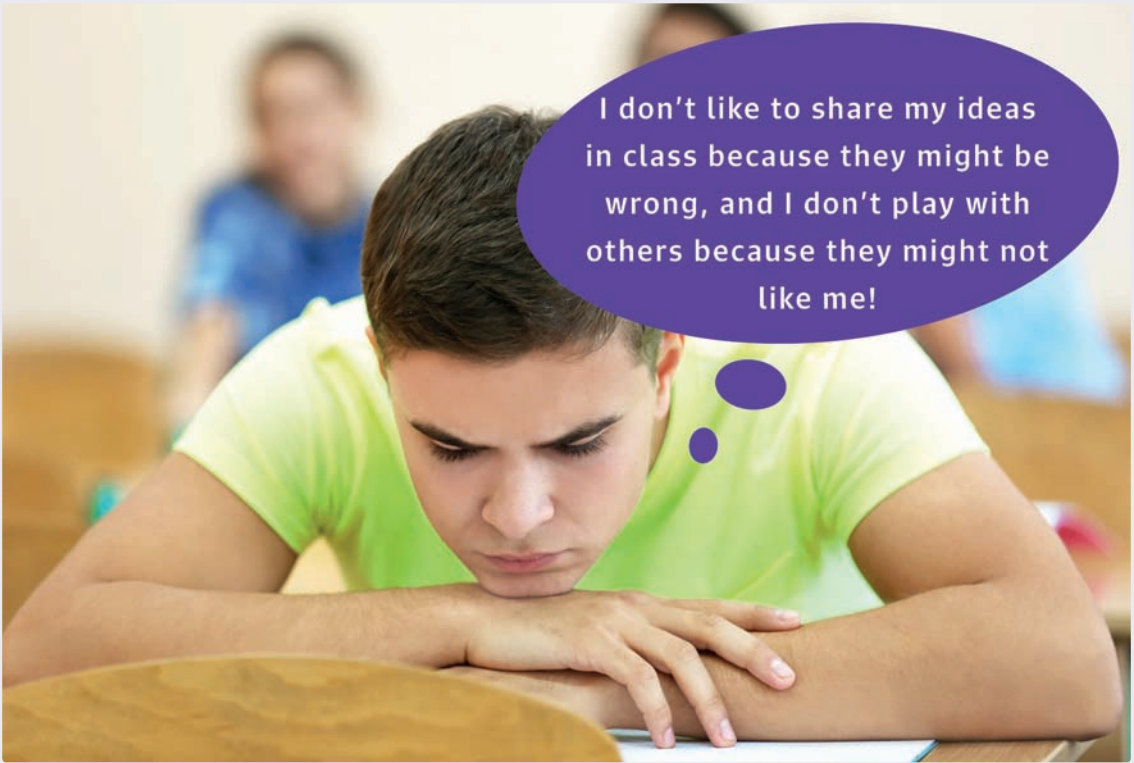
The most important rule learnt by people in the UAE from the great late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) is that we have to respect ourselves in order to be respected by others. Sheikh Zayed stressed the importance of this great value to UAE people. This value is evident 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.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## 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.



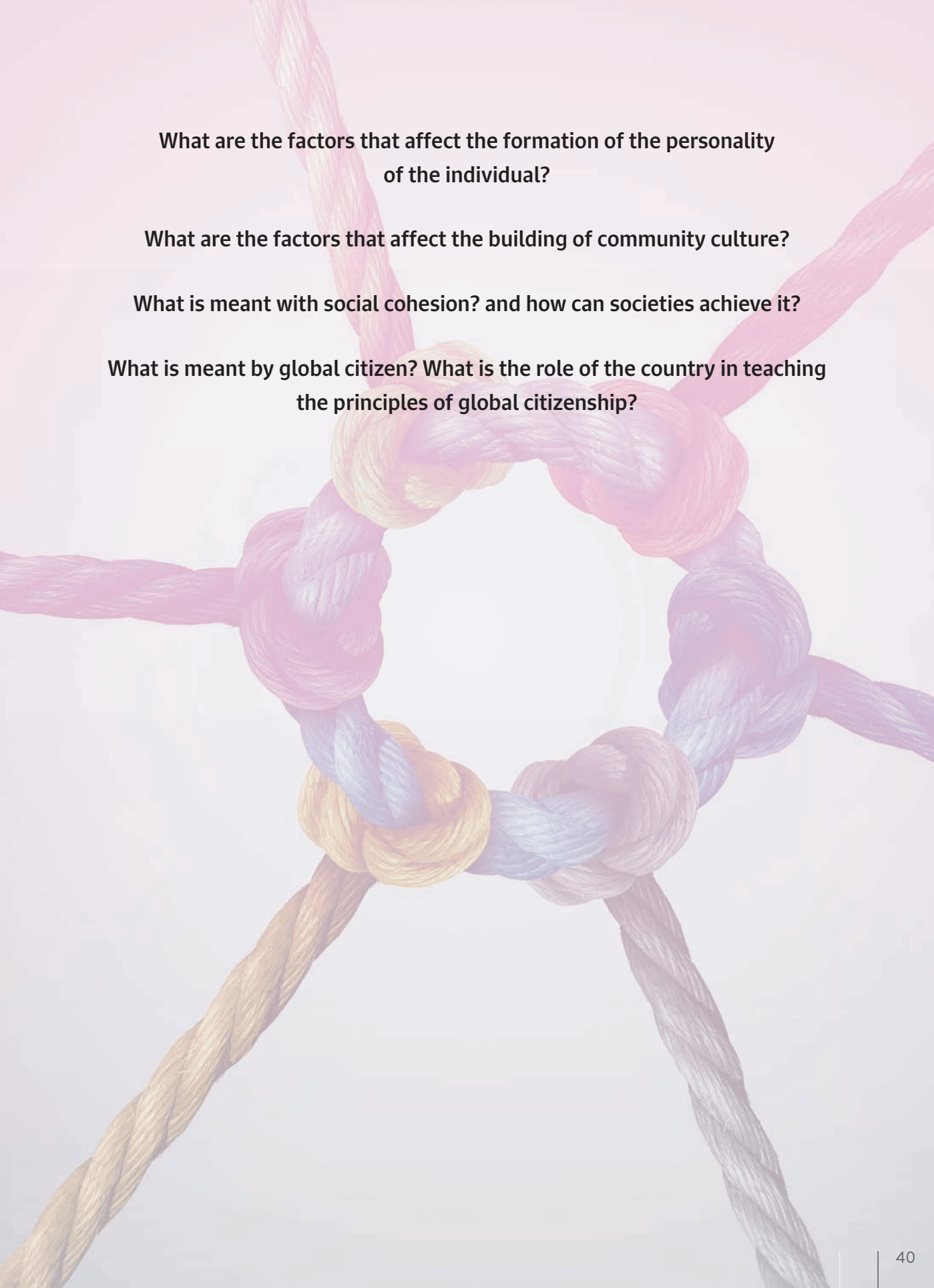
# Unit 1

# Ethics in the Context of Communities

<b>Lesson 1</b>	The Definition of Community
<b>Lesson 2</b>	The Role of Our Communities
<b>Lesson 3</b>	The Form of Our Communities
<b>Lesson 4</b>	Guaranteeing the Safety of Communities
<b>Lesson 5</b>	Communities and Social Groups in the UAE



What is a Community? Are there Different Groups within the Community?



**What are the factors that affect the formation of the personality of the individual?**

**What are the factors that affect the building of community culture?**

**What is meant with social cohesion? and how can societies achieve it?**

**What is meant by global citizen? What is the role of the country in teaching the principles of global citizenship?**

Lesson 1

# The Definition of Community

## Learning Outcomes:

- Clarify the meaning of community and the importance of belonging to the community or at least one group
- Describe the main types of communities and groups in the UAE
- Provide a description of at least one group that students belong to, and identify some of the common values and duties shared by members of this group

### Vocabulary

Community

Society

Belonging

**1 Write down the types of groups you recognise in the following images and the nature of the relationships between their members.**



Relationships:

.....  
.....



Relationships:

.....  
.....



Relationships:

.....  
.....



Relationships:

.....  
.....



Relationships:

.....

.....



Relationships:

.....

.....



Relationships:

.....

.....

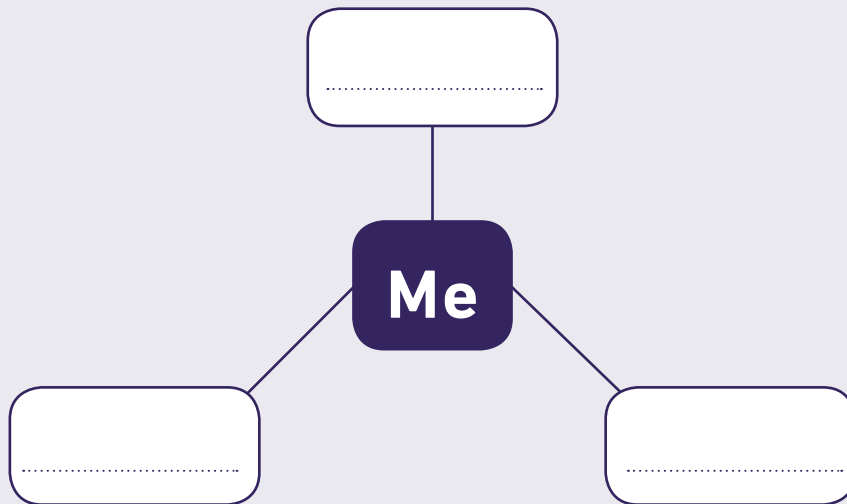


Relationships:

.....

.....

- b.** Think about what you learned about different groups and relationships in the first section on this activity. Then write down in the boxes below the names of some of the groups that you belong to. Next, identify the type of relationship between you and each of them and then write down the name of the largest of these groups.



**The name of the largest group: .....**

## 2 Read a text on the concept of community and its components. And then discuss the points that follow.

The basic component of any community is the individual. A community is a number of individuals living in one area and interacting among themselves with a shared culture, profession, political system, or faith. Three elements characterise a community and distinguish it from other communities: individuals, area and relationships.

However, being in a community is not unique to human beings. Some animal groups also rely on their communities to improve their chances of survival. Moreover, animal communities display behaviours such as collective care for the young, cooperation to find food and collective defence of their territory.

A group is a social unit consisting of at least three people connected by relationships based on fulfilling material and moral needs. Groups may form a community connected by language, culture, political, social systems and common goals.

There are two types of groups: primary groups and secondary groups. Primary groups are considered groups of belonging because the individual belongs to them automatically. These groups are united by very strong emotional relationships, such as those between family members.

Secondary groups are those that individuals join voluntarily. They are called reference groups, such as schools and volunteer institutions. Relationships between members of these groups are often less emotional because they are rational and governed by rules. Also, it is worth mentioning that membership of a secondary group is usually temporary. You belong to your school, your football team, your sports club or the orchestra where you play a musical instrument for a certain period.

- a. Write some examples of human values that govern the relationships between group members and contribute to the continuity of the group.
- b. From the text, identify some of the benefits that an individual gains from belonging to the community group.

### **3 What are the most important reasons why an individual belongs to a group? Read the article on the concept of social belonging by German sociologist George Simmel. Then discuss the points that follow.**

The concept of social belonging is one of the main concepts that determines an individual's relationship with the group at all times and places. Humans are social beings, who live together and depend on one another materially and morally. Therefore, the essence of the individual's relationship with others lies in his or her need for support.

The importance of belonging on a social level is emphasised. Without belonging, the group loses the cohesion that depends on the extent to which it can fulfil the needs of its members. As long as the group fulfils the individual's needs, it can influence the individual's ideas and behaviour through the benefits he or she obtains by belonging to it, which are as follows:

- Individuals can fulfill personal and social desires that they cannot normally fulfil on their own.
- Individuals have a sense of security and calm within a group that they accept and which accepts them.
- Individuals adopt the standards and values of the group to which they belong, which requires identifying with its behaviour.
- Individuals acquire the cultural heritage that enables them to interact positively with members of their community.

**a. Choose a group that you belong to. Describe to your classmates the benefits you get from belonging to this group.**

**b. Can individuals react to a crisis they are going through in their primary group in the same way that they would react to a crisis within a secondary group? Discuss and support your opinion with explanatory examples.**

**c. Identify the educational means provided by the Emirati community to help promote community belonging.**



#### **4 Historical events may occur in a country and change its social structure. Read the text about changes to the social structure in the UAE. And then discuss the points that follow.**

The discovery of oil in the UAE community led to several fundamental changes to all of its community systems and relationships. Kinships, which relied on the extended family or tribe and used to determine the status and position of a person, have changed. Moreover, new variables have emerged to become the main determinants of a person's status and position. The most prominent of these variables are education, the emergence of the nuclear family and the change to many values and roles within the family. Furthermore, openness to the outside world has led to fundamental changes in the roles and status of family members. New social segments appeared in the UAE community, which were not present before the discovery of oil. This is because the presence of the modern state and the development of its management institutions have led to a massive increase in the number of employees. Because of a scarcity of local labour, the state needed foreign workers who flowed into various departments and sectors.

These new foreign workers from different nationalities (more than 200 nationalities) have played an important role in the development of community and the diversity of culture and values.

- a. Research the Industrial Revolution and its impact on European social structures.

#### **5 Not only does the social structure of a community change, but its scope may also change as the community expands. Read the quoted text adapted from the National Archives of the UAE. And then discuss the points that follow.**

The late Sheikh Zayed (may God have mercy upon him) emphasised the importance of the federation when he became ruler of Abu Dhabi on 6 August 1966. He said: "In harmony and in some sort of federation, we could follow the example of other developing countries." The importance of the federation and the need to work in cooperation with the other Emirates have been the pillars of his mandate. Despite his full awareness that the Union was a modern concept for the region, he had a firm conviction that it could be established, based on the mutual ties between the different Emirates and the history and the heritage they have shared for centuries. Sheikh Zayed worked on translating his principles and ideas about federation, cooperation and mutual support into action. This was achieved by allocating a large part of Abu Dhabi's income from oil to the Trucial States Development Fund before the establishment of the UAE as a federation.

- a. Define your duties towards your country in terms of your role in each of the following groups: family, school and neighbourhood.
- b. With one of your classmates, think about reasons that may increase an individual's sense of belonging to a community.

**6** Bearing in mind the texts you have read and the information you have acquired, write a ten-line paragraph outlining the impact of development on the growing number of groups to which individuals belong. Pay particular attention to the impact of social media.

# The Role of Our Communities

## Learning Outcomes:

- Clarify the meaning of the word “community” and the importance of belonging to a community or at least a group
- Provide a description for at least one group that the students belong to and identifying some of the values and duties shared by the members of that group

## Vocabulary

people of determination

social identity

secondary groups

**1 Who am I? Fill in the card below and then tell your classmates your answers to the last four elements.**

My name	
My gender	
My age	
My family	
My school	
The emirate where I live	
My city/village/neighbourhood	
My favourite hobbies	
My nationality	

## 2 Read this text about social identity. And then discuss the points that follow.

In her book *"Social Identity: Knowing Yourself, Leading Others"* (2009), Kelly Hannum, researcher and assistant in the Global Leadership and Diversity Project, said that social identity consists of personal elements that usually come from the groups that a person belongs to, whether the groups are related to age, gender (male or female), nationality, race, tribe, religion or social and economic status. Your social identity can determine the way you deal with others. In addition, the social identity of the people around you influences their perception of you and others, as well as the way they deal with you and others.

Consequently, social identity can be thought of as the individual's perception of his or her identity, starting from the groups that he or she is a member of.

- a. Express your opinion about the following statement: "Social identity is always a source of pride and honour."

## 3 The family is a society that influences the child's education, refines the child's personality and makes him or her the person he or she becomes as an adult. Read the text from the book *"A Cup of Coffee: The Emirates in the Memory of its Children, Part 3"*. And then discuss the points that follow regarding how the groups and environment that a child belongs to can influence his or her education and upbringing.



... We highlight here the ways in which parents take care of their children, starting from direct supervision and taking children to groups, to paying careful attention to their behaviour and their movements outside the home.

Since early childhood, children inherit customs, traditions, concepts, arts, and experiences. For example, some children make a game of making small sailing boats of different forms, names, sizes and colours, using cuttings of metal sheets or of palm trees, along with other materials. These children go to the seaside in all emirates, especially in the summer, organising races for their boats and playing traditional sea games inspired by their ancestors.

In this context, let's consider the Omani oasis of Khasab, which many mothers and their children in the past visited in the summer months, especially those from Dubai and Abu Dhabi. They went there on small sailing boats to spend the summer settling there as the men were away on seasonal diving trips. In that atmosphere of farms and mountains, children spent the afternoon each day making small boats and playing sea games.

**a.** Fill the table with old-fashioned and newer games.

old games	new games

**b.** How do you organize your time while playing electronic games? What would happen if you did not belong to any digital community? Explain your answer.

**c.** On the map, show the location of Khasab.



**4** The role of education does not depend only on the family and school, especially in cases of people of determination. Read the summary of Loretta Claiborne’s life story and an overview of Timothy Shriver’s book on the Special Olympics to discover the role that voluntary associations can play in education.



Loretta Claiborne was born in 1953 in Pennsylvania. She was the middle daughter in a poor family of seven children raised by a single mother. She was born partially blind and suffered from an intellectual disability. She did not speak or walk until she was four years old.

During her childhood years, Claiborne endured bullying and harassment from the children around her because of her differences. As a result of often having to run away from her bullies, she discovered the pleasure of running. She was then introduced to the Special Olympics by the social specialist Janet McFarland. The Special Olympics were founded by Ms Eunice Kennedy Shriver, sister of former US President John F. Kennedy. The organisation started “Camp Shriver” designed to provide young people with intellectual disabilities the opportunity to integrate with athletes without intellectual disabilities in an environment that develops their social interaction and motor skills.

Claiborne went on to cross the finish line in 26 marathons. She was also twice ranked among the top 100 women at the Boston Marathon. She has received many medals and awards for her achievements in sport.

Running was not the only activity Claiborne was engaged in; she achieved the fourth-level black belt in karate, mastered four languages including American Sign Language, and received two honorary doctorates from two universities in the United States. Consequently, she became the most highly decorated person with intellectual disability in the world.

**a.** Write about three UAE athletes who participated in the Special Olympics.

.....

.....

.....

## 5 No matter how great the individual's achievements are in his or her society, some goals can be achieved only through group work.

The following two texts provide striking examples of the role of society in achieving goals that are in the common interest, through voluntary action in the United Arab Emirates.

### Text 1: Water is the Bedouin Dream

Sheikh Zayed bin Sultan, (may God have mercy upon him), recognised the importance of agriculture for the city of Al Ain. However, the scarcity of water was a major obstacle, and he saw with his wisdom that water should be available for everyone. In the past, fresh water from the falaj system was divided by people that controlled it, and he decided to give up the share of the ruling family. When people saw what he had done, they were moved by his good deed. So, they decided to follow his example so that water could be available for all and for free. Then Sheikh Zayed gathered the tribesmen, and asked them to help him dig new expansions of the falaj system, including Falaj Al Sarooj, and to help maintain others, such as Falaj Al Mutaredh. This falaj had remained intact since the days of his grandfather, Sheikh Zayed bin Khalifa (may God have mercy upon him). People joined in, and helped him complete the work, and water became freely available for everyone. The aspirations of Sheikh Zayed were high, but the resources were limited. Nevertheless, he spent his money repairing the falaj system, buying water pumps and bringing in agricultural experts, and Al Ain city grew and developed.



## Text 2: A Campaign to Clean the Land

One afternoon in February 2012, crowds began to arrive at Al Khatem from all over Abu Dhabi. This was in a response to a call by His Highness Sheikh Abdullah bin Zayed Al Nahyan, Minister of Foreign Affairs. This gathering was a way for people to show their belief in the importance of volunteering and their commitment to community participation.

His Highness launched this campaign in order to raise awareness among the land-goers of the importance of preserving the cleanliness of the environment in the country. His Highness praised the great role of the participants in the success of this campaign. As well as instilling a culture of volunteering, the campaign highlighted how to preserve a clean environment through voluntary participation by cleaning the desert areas of waste left behind by camping. Moreover, the campaign called for raising awareness of the importance of preserving the UAE natural environment.



- a. Analyse and compare the values and the motives that led the residents of Al Ain to help Sheikh Zayed, (may God have mercy upon him), to start digging in the city; and those that prompted the people to participate in a cleaning campaign.
- b. Research about volunteering fields in the UAE and identify the field that you feel fits your interests. Design and outline a voluntary campaign that addresses a problem in this field.

**6** Choose a group that you belong to and write a ten-line paragraph about the reasons why you belong to this group, how you belong to it, the rules that you comply with inside it, your roles and duties towards it, and the role this group plays for you and the society.



Lesson 3

# The Form of Communities

### Learning Outcomes:

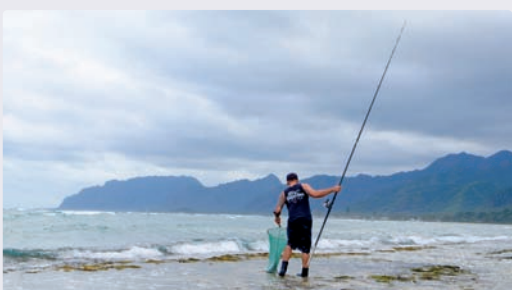
- Explain what a community is, and why being a member of at least one community or social group is important
- Describe at least one community or social group to which a student belongs, specifying some of the common values and duties that each member in that community or social group is supposed to abide by

### Vocabulary

Responsibility

Nationalism

1 Proverbs reflect the culture of the people. What cultural aspects of Hawaii and the UAE do the following proverbs reflect?



They say in Hawaii:  
No skill required in catching shrimps



We say in the UAE: He who wants to be at the front of the ship must tolerate the splashes of the water

## 2 Read about the marine environment in the UAE and Africa. Then complete the activity that follows.

### The Role of the Sea in the UAE

The sea has played an active and vital role in the history and development of the UAE. It has also had a significant social, cultural and economic influence. Everyone in the UAE who lived along the coast was involved in marine activities- whether diving, pearling, fishing or sailing to neighbouring countries for trade. Since ancient times, the people of the UAE have had close ties to the sea, which has given them a deep attachment to coastal life.

Ali bin Matar Al-Shamsi, an 80-year-old sea captain, has spent his entire life around the sea. "Emiratis have a strong relationship with the sea. It is a relationship with historical and cultural dimensions. One cannot overstate how much Emiratis are part of the sea. This symbiotic relationship between Emiratis and the sea can be seen in many aspects of Emiratis' lives. We are united with the sea and in thrall to its absolute beauty. This connection has produced many social, cultural and creative traditions, customs and ceremonies," says Al-Shamsi.

Al-Shamsi continues, "Maritime professions are old. And they are deeply rooted in the culture of coastal populations. These people practice these professions with great passion and determination. These activities require a certain amount of experience, as well as a great deal of bravery and patience. Divers or fishermen must have these qualities in order to be able to earn a living while coping with extremely hot weather. For Emiratis, diving is an epic, eternal story and an endless journey to discover the deepest secrets of the sea."



A fish market in the UAE

## The Role of the Sea in African Countries

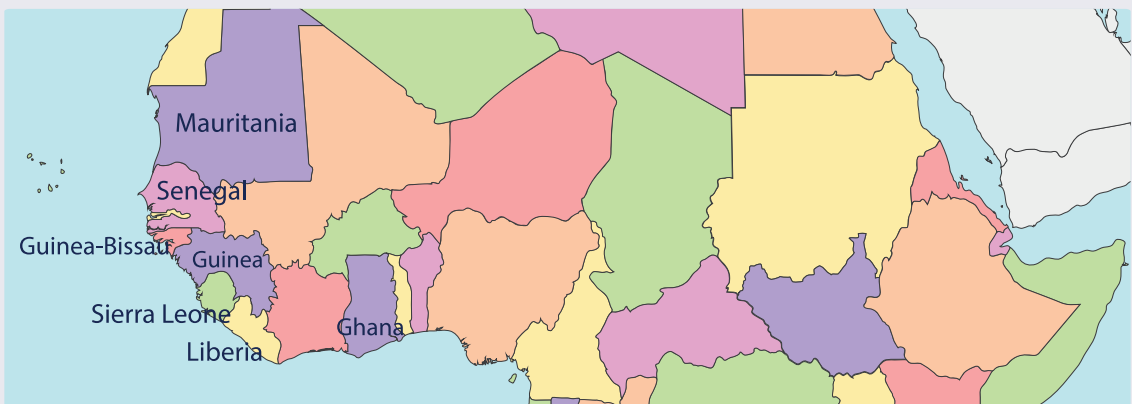
For coastal populations across West Africa, the ocean is a way of life. It is also a major source of income and nutrition, especially for the poor. In countries such as Mauritania, Senegal, Guinea, Guinea-Bissau, Ghana, Liberia and Sierra Leone, the Atlantic Ocean provides a vast habitat for a rich variety of marine biodiversity. The fishing industry brings about \$4.9 billion annually to this region, increasing gross national incomes, supporting private incomes and providing food security for fishing communities.

“In Africa, fisheries provide 10 million jobs for local communities,” says Gamal Al-Saghir, Director of the African Sustainable Development Sector at the World Bank. As management systems improve, these fisheries could generate at least \$2 billion extra each year. As well as mineral wealth and other non-renewable resources, this could make a constant contribution to economic growth across the region.



A fishing boat in Senegal

- a. Conduct research on the lifestyles of people in the coastal areas of the UAE and Africa. Focus in particular on the characteristics of each coast, the practices followed by each community and challenges they face. Then compare and contrast their respective situations.



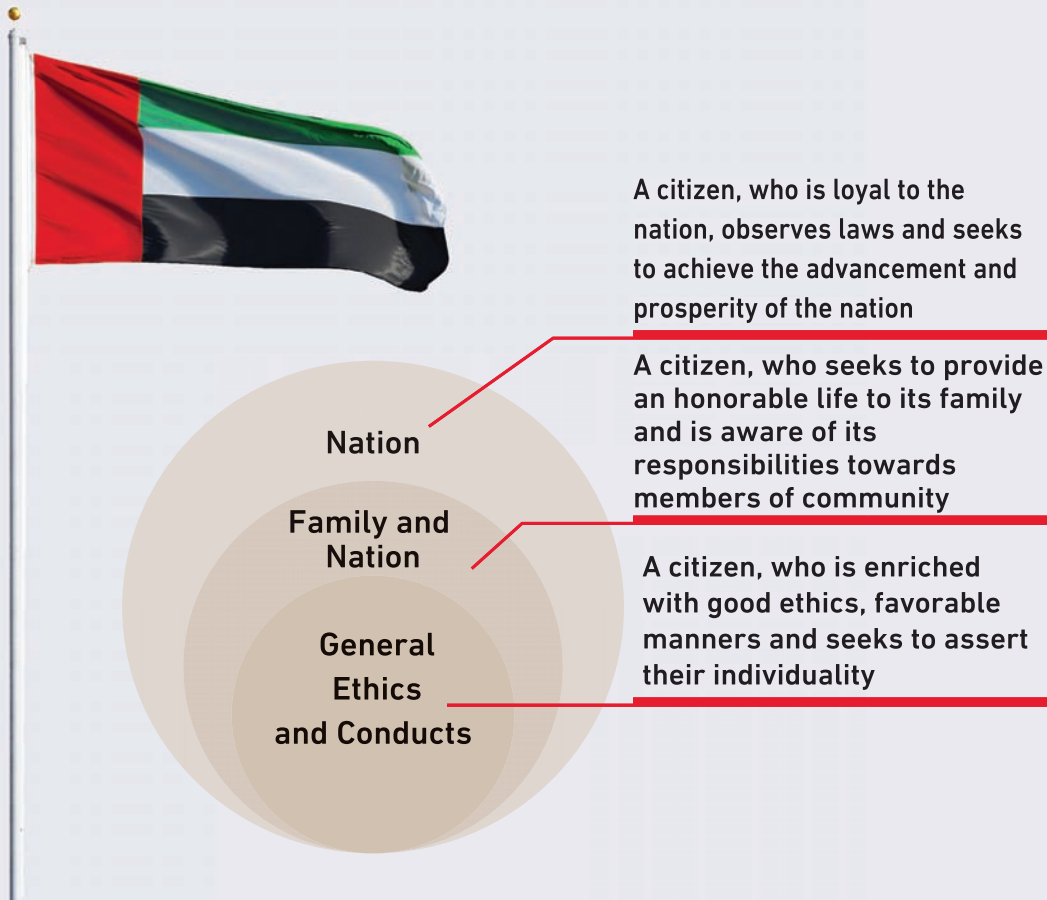
The African countries along the Atlantic Ocean

b. Fill in the table below with details of marine employment in the UAE and Africa.

UAE	Africa

### 3 Read about the Document of Conduct and Ethics of the Emirati Citizen. Then complete the activity that follows.

The document of Conduct and Ethics of the Emirati citizen was approved by the Cabinet in Union House on 27 November 2012. The document aims at bringing up a new Emirati generation that is aware of its responsibilities and duties towards its nation, family and community. This document comprises the most important characteristics, manners, values and skills which Emirati citizen should be distinguished with.



- a. Create a short story or a feature film about the basic Emirati values that are passed down from one generation to another.
- b. Conduct research on the unique values and behaviours of Chinese people. Compare your findings with the predominant values and behaviours of Emirati people.

## 4 Read “UAE Vision 2021”, which demonstrates the required qualities of a responsible and reliable Emirati citizen. Then complete the activity that follows.

Emiratis have the required confidence and sense of responsibility to shape their future at a steady pace and with a high entrepreneurial spirit. They also actively participate in the process of building their nation, armed with noble moral values, promoting a sense of accomplishment and self-fulfilment.

We want Emiratis to move forward with confidence so that they can create a promising future for themselves and their homeland. Moreover, each ambitious Emirati citizen is deeply committed to his national duties, and through such firm commitment personal success grows along with moral responsibility. Emiratis promote this noble and socially responsible dimension of their behaviours through greater and more effective social participation. Therefore, a successful Emirati should be aware of his responsibilities towards others, and share his successes with other members of society. Those who do good to others express their deep commitment to serve the country and make a good example. They also gain the appreciation of their society and enjoy feelings of self-satisfaction.

- a. Why should people begin themselves in practicing values and being responsible? What particular value would you like to practise?
- b. What responsibility do you generally take on when your family is away or during special occasions?

## 5 Read the text about the Dubai Forum, which paid special attention to the issue of global citizenship. Then complete the activity that follows.

Attended by over 2,000 delegates from public, private and social sectors, the Forum focused on the theme “How to make real global citizens”. The Director-General recalled that UNESCO, a partner of the Forum, had fought hard for global citizenship education to be featured as a target in Sustainable Development Goal 4, encompassing “a holistic vision of why education cannot wait”.

During another discussion session with Camfed’s Lucy Lake, former Greek Prime Minister George Papandreou and Rebecca Winthrop from Brookings, the Director-General defended education as an answer to the rise of populism. This calls for educational transformation through universal access to quality education with equity and inclusion as yardsticks, in addition to a fresh focus on content that fosters new values and skills for new times. “We need education that both provides relevant skills for the markets of today and tomorrow and education that promotes critical thinking, understanding between cultures, which strengthens democratic values and the resilience of societies and the planet based on new forms of global citizenship,” she added.

Opening the Forum, Mr Sunny Varkey, founder and chairman of the Varkey Foundation, affirmed that education should help children from every country, culture and faith learn that there is more that unites than divides and provide the inspiration and tools to make a positive imprint on the lives of others.

- a. Define the role of the UAE in enforcing the initiative launched by UNESCO for Global Citizenship Education.
- b. Develop a draft project at your school that promotes global citizenship based on the key conceptual dimensions identified by UNESCO in consultation with experts from all over the world.

The Key Concepts of Education for Global Citizenship and Education for Sustainable Development	
<b>Cognitive Skills</b>	Learners acquire more knowledge as well as the skills of critical thinking and understanding of global issues and the interdependence of different states and peoples
<b>Emotional and Social Skills</b>	Learners feel a sense of belonging to a common human background, in which they share values, responsibilities and rights  Learners show empathy and solidarity with others and respect differences and diversities
<b>Behavioural Skills</b>	Learners act effectively and responsibly in local, national and global contexts in order to build a more peaceful and viable world

Source: UNESCO prepared a schedule on the basis of the information provided by experts from around the world in the field of education for global citizenship and education for sustainable development, as per the Technical Consultation on Global Citizenship Education held in Seoul in 2013, and the UNESCO First Forum on Education for Global Citizenship held in Bangkok in 2013.

Lesson 4

# Guaranteeing the Safety of Communities

### Learning Outcomes:

- Indicate the meaning of social cohesion and the importance of this value for the communities to which the students belong
- Discuss the importance of fostering social cohesion within the groups to which the students belong first and then in the wider community of the United Arab Emirates

### Vocabulary

Belonging	National service
Marginalisation	Social cohesion

1 Read about the main pillar of the UAE vision. Then discuss the definition of social cohesion.



The UAE Vision 2021 National Agenda strives to preserve a cohesive society proud of its identity and sense of belonging. Thus, it promotes an inclusive environment that integrates all segments of society while preserving the UAE's unique culture, heritage and traditions, and reinforces social and family cohesion.

a. Draw a circle around the statements that express the meaning of social cohesion.

Linking individuals to general standards and values	Broken relationships	Mutual dependence between individuals
Deterioration of individual values	Unity of individuals within the group	Social isolation and feeling threatened

b. Define "social cohesion."

.....

.....

## 2 Having learned the meaning of social cohesion, read about its importance for community growth. Then complete the activity that follows.

A cohesive society provides the basis on which to prepare people to face the risks of life and to promote the confidence of individuals in their neighbours and governmental institutions. It also encourages people to work for a brighter future for themselves and their families. Social cohesion is the endeavour to reach a greater comprehensiveness, to increase the participation of citizens in social work and create opportunities for promotion.

How can governments promote social cohesion? The structural transformation of economies resulting from their integration into the world economy offers unprecedented opportunities for a variety of policies to promote social cohesion.

Moreover, social cohesion requires group participation and active co-operation of all actors in society—the government, the business sector and civil society—to undertake collective group work. Professor Guten said: "Social cohesion is the end, but also a useful means, and it is so difficult to sustain long-term growth and move forward without social cohesion."





- a. Look for the United Nations Development Programme (UNDP) and highlight its importance for the growth of the world and UAE communities.
- b. Suggest three procedures that contribute to individual cohesion within the community to sustain economic growth within the UAE.
- c. Write a speech about the importance of social cohesion and belonging to appropriate groups. Discuss a groups that you are part of and express your feelings at being part of it. Deliver the speech to your classmates.

### **3** Read the following article about social cohesion in the United Arab Emirates through the 2021 Vision, Then discuss the points that follow.

Strong social relations represent the central pillars of a vibrant society. As well as providing an essential safety net against social exclusion, communities are the collective space where children reach out beyond their families and take their first steps into society. In tightly bonded neighbourhoods, young people develop their Emirati identity, learn respect for others and develop steadily into fully engaged citizens. Emiratis will contribute to the vigorous social scene that provides the lifeblood of every community. By the same token, Emirati communities will embrace the vulnerable to ensure that everyone is integrated in an inclusive society. Grass-roots initiatives, charitable work and volunteering will nurture a common spirit of social awareness and responsibility. Beyond their communities, Emiratis must actively express and reinforce their solidarity as a nation of citizens. Mutual trust and understanding form the basic fabric of our society. This shared identity empowers us to co-operate, exchange information and learn from each other in a way that enriches everyone.

Solidarity is the basic ingredient that allows Emirati society to function in harmony, enhancing the well-being of all. Reaching out further still, dialogue with other nationalities will further strengthen the social fabric of the UAE. A spirit of respect and consideration among our many cultural groups is essential for the preservation of productive and harmonious coexistence. It will enhance our tradition of mutual understanding throughout society.

- a. Social relations provide an essential safety net against social exclusion. Define the meaning of social exclusion in family and school, and analyse its negative impact on the community.
- b. Identify three ways to maintain social relations with an elderly man, a schoolmate of different nationality and a neighbour.
- c. After reading the launch of the UAE Federation project, define the date of establishment and the target achieved at the level of UAE development.

#### **4 How do international organisations develop the concept of social cohesion? Read about the initiative of Generations For Peace (GFP) and UNICEF in Jordan. Then discuss the points that follow.**

Generations For Peace (GFP: a non-profit organisation seeking to promote a culture of peace, established in Jordan in 2007) has received additional funds from the United Nations Children's Fund (UNICEF) to expand one of its programmes in co-operation with young volunteer leaders to enhance their social cohesion, their ability to adapt and to limit the potential of violence in host communities.

The programme has had an impressive, positive impact across ten communities over the past year. UNICEF, in order to supplement such success, has increased its support in expanding the programme to include 16 communities this year.

Robert Jenkins, UNICEF representative in Jordan said:

"In Jordanian society, which hosts a huge number of refugees, these youth-led activities promote social cohesion, resilience, successful participation and involvement in the community and reliance on support networks while facing significant challenges."

Omar Al-Haraky, one of the volunteers in training said: "I should be an active player in the society. If there's anything I can do, I will offer it. We all have to ensure that our society is a safe place, and that's why I have volunteered for the programme."



Al Mafrq refugee camp in Jordan



The Emblem of National Service in the UAE

- a. In your opinion, why is this initiative important for society? Define the targeted category and how they got help.
- b. In a country like the United Arab Emirates, based on multiculturalism due to the large number of nationalities living in its territory, educational plans contribute to social integration. Name some of social classes that need educational plans to be protected from social exclusion. Suggest programmes that would contribute to that.
- c. Conduct research on an initiative launched by an international or Emirati organisation to enhance social cohesion. Then present your research.

## **5 National Service in the UAE is an example of social cohesion. Read about the volunteering of young men and women in the seventh batch. Then discuss the points that follow.**

On April 24, 2017, the training centres of the armed forces welcomed the youth of the homeland from the seventh batch of national service, including male employees and fresh graduates.

During the period of national service, conscripts will be subject to an integrated training programme, developed according to best practices. This programme meets the requirements of the General Command of the UAE Armed Forces to upgrade its programme's training system and develop it with high-level approaches to ensure achievement of the desired objectives.

During this period, they will also partake in various military and field exercises, physical fitness exercises, and many national and security lectures by specialised trainers to promote national values.

The participants in this batch have expressed their joy and happiness in performing the duty of serving the homeland and providing their service in response to the call of the nation. They added that it is an honour for them to be in this batch of national and reserve service in the country, and they wish to acquire all the skills that offer them so many positives in their lives. They are very excited to join the conscription centre assigned to them, and for some time they have been ready and keen to pass this training course. They always encourage other young people to join national service because it is an honour for all citizens to participate in national duty.

- a. Define the importance of military service and the role played by the youth. Analyse its importance for social cohesion, the country and all citizens.**
- b. Conduct research on UAE National and Reserve Service Law. Then compare it with national service in Germany, Greece and Finland in terms of the objective of the law, targeted categories of youth and duration of service.**

## **6 Write down what you have concluded about the importance of social cohesion to ensure the interest, progress and prosperity of the nation.**

Lesson 5

# Communities and Social Groups in the UAE

### Learning Outcomes:

- Explain the meaning of community and the importance of being a member of a community (or a group, at least)
- Mention the types of communities and main groups within UAE
- Indicate the meaning of social cohesion and the importance of this value to the students' communities
- Discuss the importance of fostering social cohesion within the groups to which the students belong first and then within the wider community of the United Arab Emirates

### Vocabulary

intolerance

tolerance

How can social cohesion be achieved under the umbrella of diversity?

**1** In the previous lesson, we learnt the meaning of social cohesion. Read the words of Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him). Then discuss the importance of human beings to communities and cohesion.

“The human is the basis of any civilised process. Our interest in man is necessary because he is the pivot of every tangible progress, regardless of the buildings, establishments, schools and hospitals... or crossing bridges, building monuments; these all remain hollow entities, with no spirit... unable to stand out and continue; as man is the spirit of everything. Man has the ability through its art and potential to maintain and develop all these facilities and grow with it.”



The late Sheikh Zayed bin Sultan Al Nahyan (1918–2004) was the president of the United Arab Emirates, ruler of Abu Dhabi and founder of the United Arab Emirates

## 2 Let's look at the achievements of Sheikh Zayed (may God have mercy upon him) in building social cohesion within the UAE in the face of great diversity. Read the text below. Then complete the exercise that follows.

The late Sheikh Zayed, may God have mercy on his soul, recognised the importance of promoting internal harmony and social and national cohesion among the people of his country. He was renowned for interacting with his people, which meant meeting and

socializing with the local community. In the late 1920s and 1930s, Sheikh Zayed spent time among the Bedouin people so that he could understand the hardships of their life and discuss with them how to overcome their challenges. Through his experience, he acquired many traits, which, combined with the endurance and patience he picked up from the Bedouin that gave him great insight and wisdom. After His Highness became ruler of Abu Dhabi, he acted quickly to establish closer ties with his brothers in the other Emirates. He had great faith and trust in his idea of unity.

On December 2, 1971, the rulers announced the establishment of the United Arab Emirates. In recognition of his efforts, leadership and wisdom, the rulers of the Emirates elected Sheikh Zayed to be the first president of the country, a position that earned him the title 'The Founding Father'.

- a. How do you think the citizens from different tribes felt when the United Arab Emirates was declared?
- b. Explain the vision of Sheikh Zayed and discuss the importance of federation to foster social cohesion within the UAE.

### 3 Tolerance is an important part of promoting social cohesion and accepting multiculturalism. Read the article. Then complete the activity that follows.

The United Nations is committed to supporting tolerance through the promotion of mutual understanding between cultures and peoples. This forms the basis of the Charter of the United Nations, as well as the Universal Declaration of Human Rights, which are now more important than ever, especially in this era of violent extremism and widening conflicts characterised by a fundamental disregard for human life. In 1996, the UN General Assembly invited UN member states to observe the International Day for Tolerance on November 16, with appropriate activities directed towards both educational establishments and the wider public.



In the United Arab Emirates:

Her Excellency Sheikha Lubna Al Qasimi, Minister of State for Tolerance, has stated that the aim of the National Tolerance Programme is an Emirati society that values tolerance and multiculturalism, while also rejecting discrimination, hatred and intolerance in thoughts, education and behaviour within the community through national programmes in partnership with various local, regional and international bodies. The general values of the programme are focused on respect for religious and cultural diversity, dialogue and coexistence, integrity and transparency, effective communication, innovation and initiative.

- a. Conduct research on the UAE Charter of Tolerance and Coexistence and Peace. Discuss its aims. Suggest ways in which tolerance can be applied to our behaviour at the level of family, school and youth groups.

- b.** Talk about an initiative carried out by one individual or group towards another individual or group that shows tolerance.
- c.** Within your group, discuss the importance of celebrating the Day of Tolerance. Then organise a day of tolerance in your school. Agree on the activities you will undertake.

#### 4 Read about the concept of sub-community, which exists within a society. Then complete the activity that follows.

The culture of a society is the sum of the customs and traditions adopted by that society. And that culture is the product of all the cultures and legacies within each sub-community. Each sub-community consists of a number of neighbourhoods, with each neighbourhood divided into a number of streets, each street consisting of several buildings, where each building has a number of apartments housing many families, and each family comprising of individuals that each have their own direction. Therefore, we can say that society overall comprises of several overlapping sub-communities that form the whole society. So, society consists of sub-communities, with each sub-community having its own values, customs, traditions, legacies and trends. This is called sub-culture. At the same time, each sub-culture is divided into other smaller sub-cultures, reaching eventually the culture of the individual. Through the culture of the individual, it can be seen that the legacies, values and traditions within this culture are part of the general culture of society.

- a.** A neighborhood is considered part of the sub-community. Carry out a study to identify whether your neighborhood is comprised of people of the same nationality or of several different nationalities. Provide an example of a culture you have acquired from a / e.g. neighbourhood / place of residence—where you live, and describe an occasion when you practise these acquired customs, practices or behaviours.
- b.** In what ways could several sub-cultures impact upon social cohesion? Analyse the pros and cons that arise from it, and write them in the table below..

pros	cons

- c.** Compare the traditions of the United Arab Emirates with those of some other countries of your choice. Focus on the holidays and festivals of these different communities.



## 5 How has the social class system in ancient China affected the architecture? Read the text. Then discuss the points that follow.

Confucius is the common name, outside China, for the famous Chinese philosopher Kung Fu-tse. Confucius was born in 551 BCE and died in 479 BCE in Lu province (currently known as Shandong province). It was a very chaotic time for Chinese society. The supreme political goal of Confucius was to return society to its integrity and honesty, and to build a clear hierarchy of social classes. The influence of Confucius on China's architecture seems clear, starting from public houses to the emperor's palace. The establishment of public houses, called "siheyuan", known as Chinese quadrangles, adheres to the Confucian principles and rules of dealing with relations, which emphasise strict differences between the inside and outside, the high and the humble, and male and female.

The hierarchical social class system in China led to a strict system of regulations and architectural systems. All establishments were subject to the construction rules and principles that set apparent distinctions of social position and status, and included systems for all aspects of the building, its dimensions, the shape of the floor, ceiling and decorations. Violation of these construction systems was a crime punishable by death in some cases. The art of architecture has become one of the most important symbols of class-based feudal systems.



Confucius was a Chinese philosopher, famous for adhering to the moral and social traditions of China

- The architecture of some cities reminds us of how urban planning is used as a tool for social division or as evidence of social cohesion. Look for examples from all over the world to demonstrate this point.
- Family and school are among the components of the community. Draw a hierarchical structure for your extended family starting with the first grandfather to the grandchildren, corresponding to a structure of your school, specifying the duties of each person according to the rank they occupy, explaining the impact of commitment to duties in social cohesion in the family and school.
- In modern countries, the head of the state, either a president or a constitutional king, is still at the top of the hierarchy. Name three Arab and foreign countries headed by a king and another three headed by a president.

**6** Jérôme Ferrari, a French writer, lives in Abu Dhabi, and works as a professor of civilisational and cultural diversity that is formed by hundreds of nationalities within the UAE. "The clear mix between Arabic and foreign culture and the flexibility that prevails in the dealings between different nationalities might exceed in its importance all efforts exerted by the international community to bring out a greater convergence of civilisations."

Jérôme Ferrari, a French writer who lives in Abu Dhabi, works as a professor of civilisational and cultural diversity that is formed by hundreds of nationalities within the UAE. What is the importance of social cohesion to preserve Emirati culture despite the interaction and cultural diversity within the country?

**7** Read the following project. Then, with your group, complete the activity that follows.

Lots of refugee children suffer from difficult conditions in the countries to which they have been displaced. These children have been displaced due to conflict in their homeland, forcing them and their families to leave their schools and their homes. They need psychological support to help them heal from the trauma of the conflict. They also need education to ensure they do not fall behind other children around the world.

- a. Conduct research with your classmates on the following:
  - Conditions of refugee children
  - The role of UNICEF and UNHCR in providing support
  - The role of UAE NGOs in helping them
- b. With your classmates, choose a project aimed at providing educational support for refugee children. Follow the steps of project setup and preparation.
- c. Collect donations that will be used to provide refugee children with the educational resources they require, such as school books, stationery, school bags and clothes.
- d. Make contact with relevant NGOs in UAE to provide them with the funds you have raised.
- e. Write a report or make a film that explains your responsibility to others and documents your experience. Present the report or show the film to the class.



Picture of a child in a refugee camp

# Parent's Guide

**Introduction Moral Rules and Assuming  
Unit Responsibility**

---

**Unit 1 Ethics in the Context of Communities**

---

**Unit 2 Respect for Diversity**

---

**Unit 3 The Growth of Consultative Government  
in the UAE**

---

**Unit 4 Ethics in the Context of Countries**

---

**Unit 5 Dealing with Conflicts**

## Introduction Unit

# Moral Rules 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, the students are introduced to the key concepts of compassion, tolerance and self-respect. They will also: explore the meaning of responsibility the application of moral rules and their importance to individual, family and community life; the relation between self-esteem and assuming responsibility; and, the importance of building positive relationships with colleagues and families, which is reflected positively in terms of development and happiness. The unit also aims to focus 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 what the students should think about throughout the unit learning process.



**What are moral responsibilities and how can we, as individuals and a community, assume responsibility in the community and the world?**

## Exploratory Questions

- How do I recognise that somebody is upset and make him/her feel better?
- How is fair distribution accomplished in the community?
- What is the importance of exercising morals in daily life, and what is their impact on the individual and the community?
- What is the importance of positive relationships with our colleagues and family?
- How is self-esteem linked to taking responsibility for oneself and others?
- Is treating and preventing diseases an individual or a social responsibility?

## Learning Outcomes:

- Explain the key characteristics of compassion, respect and tolerance.
- Discuss situations where students have shown or failed to show compassion and tolerance towards others.
- Identify individuals or groups who are tolerant towards others, and those who are allegedly discriminated against.
- Understand why self-respect is an integral part of respecting others.
- Describe some issues that might arise when studying the matter of equality (e.g. the difference between equal opportunities and equal outcomes).
- Identify and classify some moral rules, for example: stealing is wrong, lying is wrong, keeping promises is right.
- Learn how to grow in a healthy, positive way and to cooperate and live in harmony.
- 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.

## Home Activities

### Activity 1: Positive Characteristics Wall

- Family members write their names on coloured cards. If possible, they then stick the cards on a wall.
- Each day, one person writes a positive characteristic (such as kind, intelligent, loyal or creative) on a card and sticks it in front of the name of someone else who exhibits that characteristic.
- At the end of the week, each person attaches the positive characteristic written in front of his or her name to their own piece of paper.
- Family members discuss the characteristics and strengths of each person. They also discuss the importance of self-esteem.

Names of Family Members	Characteristics

## Activity 2: Support the National Agenda to Improve Family Health

The UAE Vision 2021 National Agenda seeks to implement a health system based on the highest international standards. Family members commit to take individual responsibility to improve the health of the family and to support the national agenda.

- Family members discuss ideas for activities that will improve public health in terms of diet and fitness.
- Family members compile a list of healthy foods they will eat for the next month, as well as a schedule of sports activities for each individual.
- Everyone tries to eat healthily and exercise regularly.
- The family meets again at the end of the month to discuss their feelings about the healthier routine and how it has affected their own health.
- Take notes and discuss your conclusions with your classmates.

Name	Date	Healthy Foods	Sports
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



## Unit 1

# Ethics in the Context of Communities

### Objectives of the Unit

In this unit, students are introduced to the concepts of community, social identity and social cohesion. It also introduces the ideas that people belong to intertwining social circles and have moral obligations towards their communities. The unit also guides students to think about the role of different communities and groups in their lives, while introducing them to the main principles of the communities' morality. Students also address the concepts of community and social identity through simple examples from their daily lives.

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 what the students should think about throughout the unit learning process.



**What is a community? Are there different local communities within the community?**

## Exploratory Questions

- What factors affect developing the personality of the individual?
- What factors affect building the culture of communities?
- What is meant by social cohesion, and how can societies succeed in achieving it?
- What is meant by the global citizen, and what is the role of the country in teaching the principles of global citizenship?

## Learning Outcomes:

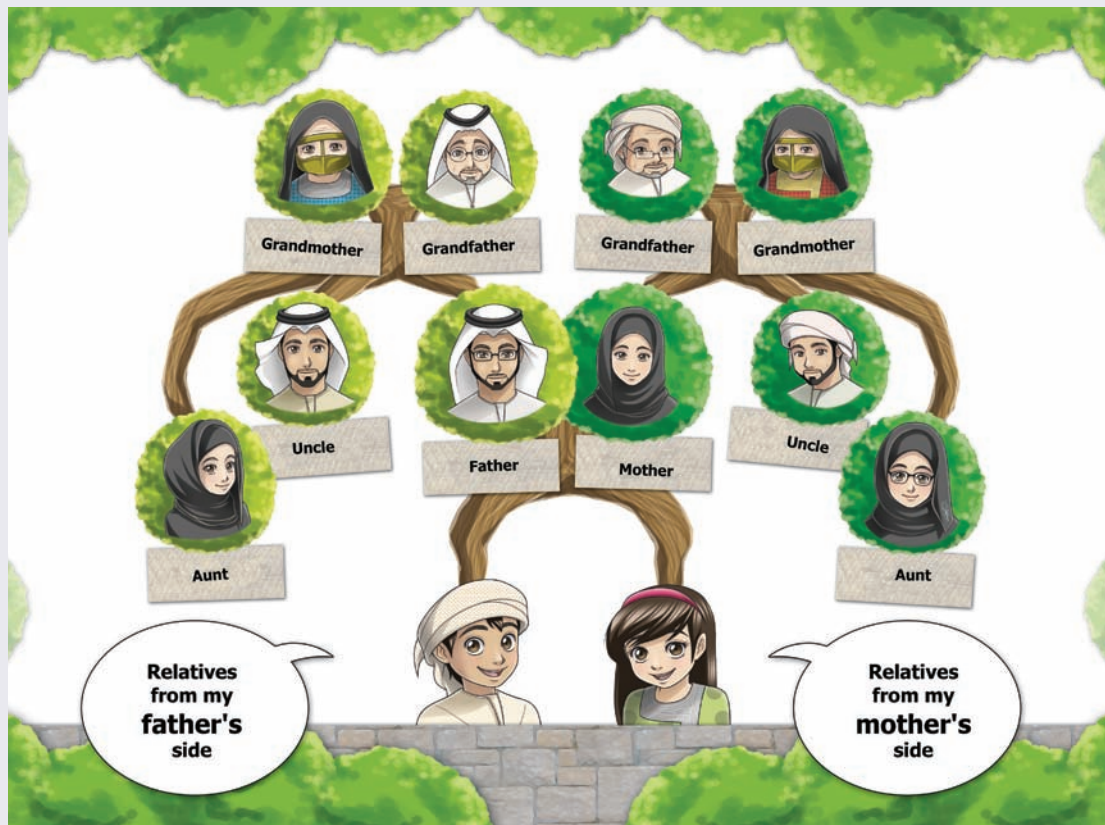
- Clarify the meaning of community and the importance of belonging to the community or at least one group.
- Mention the types of communities and social groups in the UAE.
- Provide a description of a local community (at least one) to which the students belong, and identify some of the common values and duties shared by members of this local community.
- Explain the meaning of social cohesion, and the importance of this value for the communities to which the students belong.
- Discuss the importance of promoting social cohesion, first in the local communities to which the students belong, and then in the wider community of the UAE.

## Home Activities

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

For families who are proud of their roots, origins and ancestors, the family tree is essential.

- The student writes the names of parents, children, brothers, sisters, grandparents, uncles, nephews, etc. On small pieces of paper, the student collects as many names as possible.
- For names that are unknown or forgotten, the student seeks help from older members of the family. The student may even learn some stories or secrets from older relatives, and may even be able to record some stories in writing.
- The student begins creating the chart by pasting the names of children, parents, grandparents and so on onto a piece of cardboard. Then the student connects the names, for example, connecting parents' names to siblings' names and then the siblings' names to their children.
- The student takes the chart to school to discuss it with classmates.



## **Activity 2: What is my responsibility towards others and towards my country?**

Older people need emotional, psychological and material support to feel like a valued member of the community. This support also serves as an expression of appreciation, respect and gratitude for what they have previously offered to others and to their homeland.

- The family conducts research on nursing homes for the elderly in the UAE, comparing their findings to nursing homes for the elderly in a chosen western country.
- The family members discuss ways to help the elderly to feel valued and respected. The ways could include visiting the elderly, inviting them to watch a movie or offering to prepare their favourite meal.

### **Optional Activity 1:**

With the approval of the relevant authority, the family visits a nursing home for the elderly. During the visit, the family does something that shows appreciation and honours the residents of the nursing home. This activity was discussed previously.

# Glossary

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

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

**Community responsibility:** The set of tasks, duties and responsibilities that every citizen has towards his or her community, which include participating in the community, respecting others within the community and the community itself, and cooperating with the community

**Community:** A group of people who live and interact with one another in a specific place and in accordance with specific regulations

**Conscience:** The sum of feelings, emotions and trends that an individual interacts with or is affected by

**Discrimination:** Practices or attitudes that unfairly treat some people differently to others because of their social class, ethnicity, religion or gender

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

**Duty:** The moral obligation that an individual commits to, which may lead to corruption if not met

**Education:** Knowing or understanding what things are, their causes and their consequences

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

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

**Equity:** When things are fair, just and impartial

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

**Happiness:** Feeling joy, satisfaction and reassurance

**Identity:** A set of attributes, qualities or beliefs that make a person or group different from others

**Initial local community:** The community we automatically belong to without any voluntary decision or choice

**Intolerance:** Regarding oneself as being right and others as always being wrong without argument or proof; a steadfast refusal to permit or accept something

**Malaria:** A deadly disease caused by parasites transmitted to humans through insect bites

**Malnutrition:** Insufficient or unbalanced food consumption, resulting in different food disorders, depending on their nutrient composition

**Marginalisation:** To put people into a position of secondary importance, so that they're not integrated within society and feel lonely and isolated; when people are not permitted to be economically active

**Moral rules:** A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and being truthful

**Moral values:** The set of standards and beliefs that help us determine what is right and what is wrong; qualities that a person has that make him or her of high moral standing, such as patience, courage, wisdom, sincerity and honesty

**Moralities:** A system of principles and values concerning people's behaviour, which is generally accepted by a society or by a particular group of people

**National Service:** Training courses aimed at preparing citizens to defend their homeland

**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

**Populism:** Actions, policies or statements that target people's emotions to acquire popularity

**Positive growth:** Physical and mental growth in a proper, healthy and decent way, while taking advantage of learning and skill-developing opportunities

**Positive relationship:** A bond, connection or friendship based on effective communication, trust and understanding

**Prevention:** Action of stopping something from happening or arising.

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

**Responsibility:** Undertaking duties, participating, cooperating and helping others in the family, school and society, as well as assuming the results of errors, i.e. acknowledging mistakes, apologising for them, retracting and working to find solutions to the problems resulting from them

**Right:** A proven and certain duty; an interest which authorises its owner to take necessary actions to achieve this interest; something due to a particular person by virtue of law; something granted equally to all individuals by legislation, which everyone is obliged to respect; an entitlement to something recognised by others and protected by law

**Secondary local community:** A local community to which a person willingly and mostly temporarily belongs

**Self-esteem:** Knowing one's own value and worth; self-respect

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

**Social belonging:** The connection that a person has to another person, group or community

**Social cohesion:** The association that individuals have with one another through social and cultural connections; the cohesion between members of small local communities, which is either motivated by persuasion, i.e. these communities persuade their members, or by interests and goals that local community members pursue by belonging to it



**Social identity:** The sense of belonging to a human group with social, cultural, psychological and historical characteristics, which distinguish it from others and form an entity embracing all its members

**Social values:** The desirable characteristics or qualities of a community defined by the existing culture, such as tolerance, rights and power; a social tool to maintain social order and stability in society, expressed through an individual's care for other people and tendency to help other people with compassion, kindness and love

**Support policy:** A policy adopted by countries to remove burden from citizens and residents when the prices of certain commodities fluctuate in the global market, especially goods that are a daily requirement

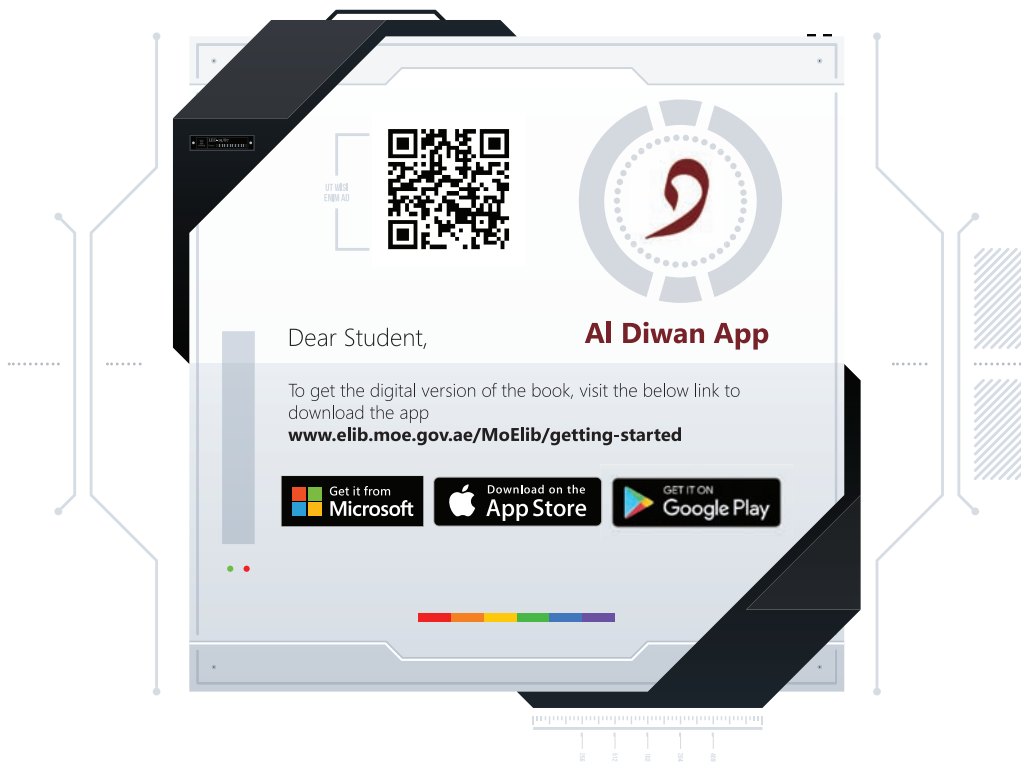
**Sympathy:** A willingness and desire to support and help others who are suffering; a desire to alleviate someone else's suffering

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

**Value:** A collection of mental judgments, often acquired through the person's community, that determine someone's desires and orientations; the rules that govern a person's personality, style, traits and behaviour

**Volunteer work:** Work that someone performs willingly and without pay, often as a way of advancing or benefiting society; unpaid work used to engage community members in the provision of support or assistance to the poor, sick or needy

**Well-being:** Comfort, health and happiness



# References

p 5 UAE National Archives; p 7 Pictorial Press Ltd/Alamy; p 9 Frannyanne/Shutterstock; p 10 Denis Cristo/Shutterstock; p 10 Lorelyn Medina/Shutterstock; p 10 Denis Cristo/Shutterstock; p 10 Lorelyn Medina/Shutterstock; p 10 Olga1818/Shutterstock; p 12 philipus/123RF; p 13 Martin Allinger/Shutterstock; p 13 OJO Images Ltd/Alamy; p 14 E.D. Torial/Alamy; p 15 meunierd/Shutterstock; p 15 Jake Lyell/Alamy; p 18 Herve GLOAGUEN/Getty Images; p 19 Kertu/Shutterstock; p 20 Monkey Business Images/Shutterstock; p 20 SpeedKingz/Shutterstock; p 21 diplomedia/Shutterstock; p 25 Nicholas Joe Correia/Arabian Eye; p 25 Monkey Business Images/Shutterstock; p 25 Dayna More/Shutterstock; p 25 yongtick/Shutterstock; p 28 Blend Images/Shutterstock; p 29 Eakachai Leesin/Shutterstock; p 30 UAE National Archives; p 30 philipus/Alamy; p 31 Africa Studio/Shutterstock; p 32 RFarrarons/Shutterstock; p 32 ra2studio/Shutterstock; p 32 ChiccoDodiFC/Shutterstock; p 32 DGLimages/Shutterstock; p 33 krisckam/123RF; p 33 Travel Stock/Shutterstock; p 34 hikrcn/Shutterstock; p 34 Echo/Alamy; p 36 UAE National Archives; p 36 Momcilo Jovanov/Shutterstock; p 37 Lucky Team Studio/Shutterstock; p 37 www.uae-embassy.ae/uploads/news/gallery/6054.jpg; p 38 Billion Photos/Shutterstock; p 41 ArtesiaWells/Alamy; p 41 Sergei Butorin/Shutterstock; p 41 mikedray/Shutterstock; p 41 MBI/Alamy; p 42 Christophe Cappelli/Alamy; p 42 NurPhoto/Getty Images; p 42 Omer Hindawi/Shutterstock; p 42 Monkey Business Images/Shutterstock; p 48 Anson0618/Shutterstock; p 48 Owned by ADEC; p 49 dikobraziy/Shutterstock; p 50 Jordan Strauss/Getty Images; p 51 trabantos/Shutterstock; p 52 Elena Nichizhenova/Shutterstock; p 53 Joshua Rainey Photography/Shutterstock; p 53 ChameleonsEye/Shutterstock; p 54 Clari Massimiliano/Shutterstock; p 55 Salvador Azna/Shutterstock; p 55 Pablofdezr/Shutterstock; p 56 Jiri Flogel/Shutterstock; p 59 Vision 2021; p 60 dpa picture alliance archive/Alamy; p 63 Ehab Othman/Shutterstock; p 65 RABIH MOGHRABI/AFP/Getty Images; p 67 Gelpi/Shutterstock; p 69 North Wind Picture Archives/Alamy; p 70 JOSEPH EID/AFP/Getty Images; p 79 Owned by MOE

p 13 <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>  
p 17 <https://www.mofa.gov.ae/TheUAE/Pages/الإمارات-و-حقوق-الإنسان.aspx>  
p 18 <https://www.deutschland.de/ar/topic/lhy/lmjtm-wlndmj/ml-ttwy-bl-hdwd#>  
p 18 <https://www.cda.gov.ae/ar/volunteering/Pages/default.aspx>  
p 28 <http://www.cyhcomHealthTopicsHealthTopicDetailsKids.aspx?p=335&np=287&id=1712#top>  
p 30 <http://www.alittihad.ae/details.php?id=71481&y=2013&article=full>  
p 35 <http://www.aluom.com/uae-news/43168/الإنسان-والعطاء-للخير-والعطاء-للخير>  
p 51 <http://www.alittihad.ae/details.php?id=14550&y=2012>  
p 54 <http://www.albankaldawli.org/ar/news/feature/2013/06/05/west-africa-fishing-communities-restore-health-to-ocean-habitats>  
p 57 [http://www.unesco.org/new/ar/media-services/single-view/news/global\\_citizenship\\_takes\\_centre\\_stage\\_at\\_dubai\\_forum](http://www.unesco.org/new/ar/media-services/single-view/news/global_citizenship_takes_centre_stage_at_dubai_forum)  
p 60 <http://www.un.org/ar/development/desa/news/policy/perspectives-on-social-cohesion-2.html>  
p 61 <http://www.alkhaleej.ae/alkhaleej/page/5ab440b2-393c-475f-9a48-f0440caa566c>  
p 62 <http://www.alghad.com/articles/915701-أجيال-السلام-والبيونسيف-يوسعان-نطاق-برنامج-التماسك-الاجتماعي>  
p 64 <http://www.albayan.ae/across-the-uae/news-and-reports/2017-01-07-1.2819239>  
p 65 <http://www.study4uae.com/vb/showthread.php?t=1207>  
p 67 <http://www.un.org/ar/events/toleranceday/>  
p 67 <http://www.emaratyom.com/local-section/other/2016-10-03-1.933860>  
p 68 <http://www.uae7.com/vb/t79973.html> [موسوعة ويكيبيديا](#)  
p 69 <http://www.chinaasia-rc.org/index.php?d=46&id=1553>







# التربية الأخلاقية MORAL EDUCATION

