



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



# Moral Education

Grade Two

First Semester

Pilot Edition 2017 - 2018



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

# Moral Education

## Grade 2

First Semester

Pilot Edition

2017 - 2018



التربية الأخلاقية  
MORAL EDUCATION

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



80051115



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<sup>©</sup>



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

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

## Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

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

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

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

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

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

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

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

## Moral Education

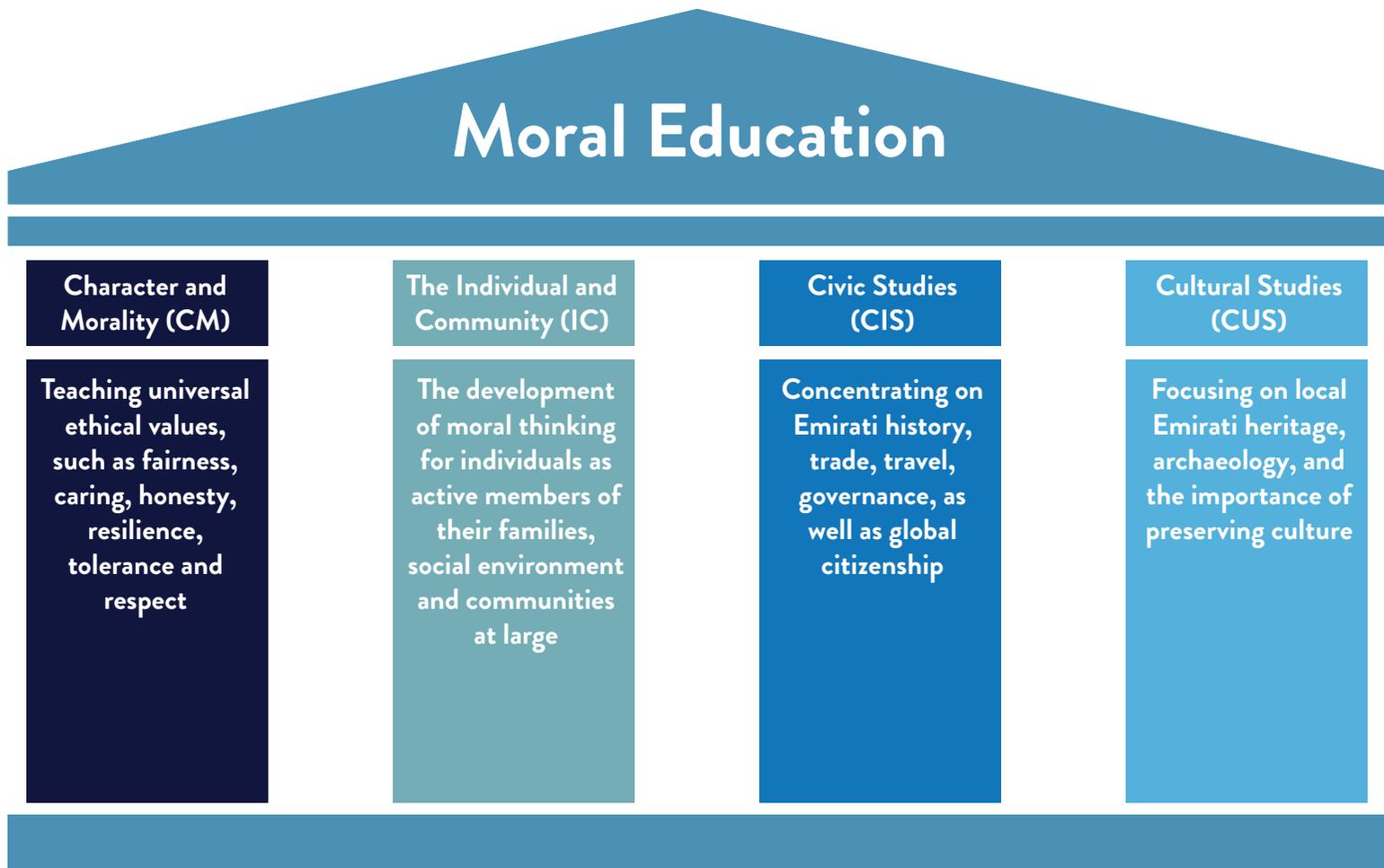
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



## Values of the Moral Education Course

## Key Pillars of Learning

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





# Table of Contents

## Unit 1

### Tolerance and Respect for Difference



#### **1 Difference and Uniqueness** ..... **P. 3**

The meaning and significance of Difference, the meaning of Uniqueness, and the things that make the individuals different. Praising the personal traits that distinguish each person and encouraging these traits.

#### **2 Respect is a Duty** ..... **P. 9**

Respect and how to practice it. Individuals and the things that should be respected, and respect signs. Ways to implement the Charter of Class Respect.

#### **3 How Would You Like to be Treated?** ..... **P. 15**

The need to treat others as we would like to be treated, and the ways in which we get to better understand the feelings of others. Identifying the actions that we like and dislike.

#### **4 Helping Others Feel Good** ..... **P. 21**

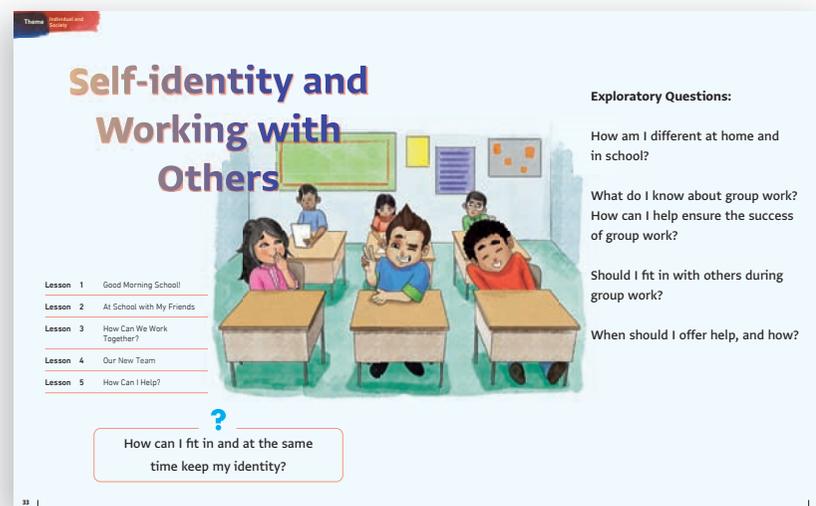
Understanding others' feelings, showing empathy and help. Acquiring new vocabulary to help express feelings.

#### **5 Put Yourself in My Shoes** ..... **P. 27**

The importance of putting to ourselves in others shoes to understand their need for empathy, and the state of feeling of gratitude that is a result of empathy. Ways of showing empathy.

# Unit 2

## Self-Identity and Working with Others



- 1 Good Morning, School! ..... P. 35**  
Understanding the school's structure, who plays each role, how to deal with the administrative and educational staff as well as classmates/ friends, and where things are.
- 2 At School with My Friends ..... P. 41**  
Different behaviours when being in school or elsewhere, determining the types of acceptable and unacceptable behaviours in all of these places.
- 3 How Can We Work Together? ..... P. 47**  
Teamwork, and the similarities and differences between working individually and withing teamwork.
- 4 Our New Team ..... P. 53**  
The impact of the actions of individuals on others. Self-confidence while working within a team, and the skills that contribute to achieving goals.
- 5 How Can I Help? ..... P. 59**  
Personal desire to get help or support, and ways of presenting help and support to others.

# Unit 3

---

## What Objects and Symbols Can Tell us

- 1 Moving from moral Heritage to Physical Heritage .....
- 2 Studying Artefacts .....
- 3 Studying Artefacts .....
- 4 Thinking about Symbols (can be incorporated in lessons 2 & 3) .....
- 5 Who is the Archaeologist? .....

# Unit 4

---

## Flexibility and Perseverance

- 1 What do We Know about Resilience and Perseverance? .....
- 2 Exchanging Useful Remarks .....
- 3 Persons Have Resilience .....
- 4 What I Find Difficult .....
- 5 Resilience in Projects .....

# Unit 5

---

## Being Healthy and Staying Well

- 1 Proper Food for Good Health .....
- 2 Sport and Healthy Body .....
- 3 Different Attitudes and Feelings .....
- 4 Understanding other People's Feelings .....
- 5 What is the Solution? .....

# Unit 6

---

## What Objects and Symbols can Tell us: "Similarities and differences"

- 1 Does the Heritage Change? .....
- 2 Evolution of the Objects and their Uses (1) .....
- 3 Evolution of the Objects and their Uses (2) .....
- 4 Evolution of the Objects and their Uses (1) .....
- 5 Evolution of the Objects and their Uses (2) .....

# Tolerance and Respect for Difference

- Lesson 1 Difference and Uniqueness
- Lesson 2 Respect is a Duty
- Lesson 3 How Would You Like to be Treated?
- Lesson 4 Helping Others Feel Good
- Lesson 5 Put Yourself in My Shoes



Why should we respect difference?



## **Exploratory Questions:**

**How should I treat others?**

**Why should I accept difference? Why should I respect those different from myself?**

**Should I treat others like they treat me?**

**How can I help others feel better?**

**Whom and what should we respect?**

## Lesson 1

# Difference and Uniqueness

**Are we similar or different?  
What makes us similar or  
different? And why should  
difference be accepted?**

## Vocabulary

unique

similar

different

positive feelings

negative feelings



- 1 Choose a classmate. Then draw a picture of him or her and stick the drawing to the class board.**

# Salem's Farm

2

There are lots of different animals on Salem's farm. Some are big, others are small. Some are covered in wool, others in feathers. Some eat grass, others eat seeds.

One day, Salem brought along a dog to watch over his farm. The other animals gathered in the farm yard. They didn't like the new dog. The sheep said, 'Get away from us, strange animal! You're not like us! We don't want you here with us!'

The chicken said, 'What are you useful for? Do you lay eggs every morning?' The cow laughed, and asked, 'Do you give milk?'

The animals said together, 'Go away! We don't want you here with us!'

Salem went up to the animals and talked to them. He said, 'What is wrong with you, my friends? Is this how we welcome our guests here to Farmer Salem's farm?'

The animals felt ashamed. They looked first at each other and then at the dog. And then they all said, 'You are welcome among us. Uncle Salem's farm is for everyone. We're sorry!'





### Questions for Discussion

- How do you think the dog felt when he heard what the other animals said about him?
- Do you think a dog can be useful on a farm? Why?



**Let's think together about the following statements.**

'You're not like us! We don't want you here with us!' Discuss them with each other.



3

1. What similarities can you see among the children in the photograph? What differences can you see? Discuss with the class.



2. Write down five differences you can see between the children.

a. ....

c. ....

e. ....

b. ....

d. ....

Write what the children have in common. ....



## 4 How are we similar? How are we different?

Write:

1. The name of your favourite food on the blue card
2. The name of your favourite sport on the yellow card
3. The name of the best book you have ever read on the green card

**Collect all the cards of each colour together. Compare your answers with the answers of your classmates.**



## 5 Speak to two members of your family. Tell them:

We are different because.....

We are similar because.....

I like .....

## Lesson 2

# Respect is a Duty

**Whom and what should we respect?  
Why can difference be regarded as positive?**

## Vocabulary

respect

I respect the law

duty

care

tolerance

accepting other  
points of view

other people's  
needs



### 1 Let's talk about our hobbies.

Describe a task that you can do well and that makes you stand out.



## Chaos on the Farm

One day, chaos spread throughout the farm, leaving hay and wood scattered everywhere.

'What's going on? Why all this mess?', said Farmer Salem.

'I'm not responsible! I did my job and woke up early. "Cock a doodle doo!"', answered the rooster. The chicken interrupted him, saying, 'And I laid a large egg'. The cow shouted, 'I want water! Where's my water?'

The sheep shouted, 'I want grass, I'm hungry!' At that moment, Salem's nephew, Rashid, entered the farm and greeted everyone. 'Good morning, my friends,' he said.

'Good morning and welcome!' said Salem. Come over here, Rashid!

The animals continued to cause chaos, accusing one another of different things, and demanding food and water.

Salem turned to them and said, 'Enough! I can't understand anything any more! How can we communicate if everyone talks at the same time? Haven't you noticed Rashid is here? Why haven't



you greeted him like you said you would?'  
The animals looked at one another and realised their mistake. They apologised to Salem and then to one another. Then each of them greeted Rashid.



### Questions for Discussion

- What did the chicken do when the rooster was speaking? What does this show?
- The animals were all speaking at the same time. What do we call this situation?
- Find another example of behaviour that shows disrespect.
- What did the animals do after realising their mistake?



**Let's think together:** Where in the story did the animals show respect?

3

Match the expressions to the pictures.

- 1. Respecting other people's needs
- 2. Speaking honestly when necessary
- 3. Being helpful
- 4. Accepting different interests



a: \_\_\_\_\_  
\_\_\_\_\_



b: \_\_\_\_\_  
\_\_\_\_\_



c: \_\_\_\_\_  
\_\_\_\_\_



d: \_\_\_\_\_  
\_\_\_\_\_



## 4 Our class rules

Work in groups. Brainstorm a set of class rules. Make sure you include rules related to the concept of respect.



## 5 In your environment, whom and what do you respect?

Think of one person, one animal and one thing. Draw them in the boxes below in situations where they are being shown respect.

-----	-----	-----

## Lesson 3

# How Would You Like to be Treated?

Should we treat others in the way we would like them to treat us? How can we gain a better understanding of other people's feelings?

## Vocabulary

cooperative

treating others as  
they treat us

friendly

good listener

bad treatment

good treatment

decent behaviour



### 1 Do I understand other people's feelings?

You are going to play a game using 'emotion cards'.

- The teacher puts the emotion cards in a bowl.
- Pick a card.
- Mime the word on the card.
- The other students try to guess the emotion you are miming. They can ask questions to help them guess: 'When would you feel this emotion ...?'

## At Rashid's

One day, Farmer Salem took his daughter Nour to visit his brother. Salem and his brother drank coffee in the living room. Nour and her cousin Rashid went into the garden to play. Nour saw two bicycles, a big blue one and a little red one, in the corner of the garden. After she asked Rashid for permission, Nour rode the big blue bicycle, and Rashid rode the little red one. They cycled around the garden. Then, Majid, Rashid's younger brother, came along and said, 'Get off! Get off my bicycle, now!' Then, Majid grabbed hold of his brother's clothes and said, 'Who gave you permission to ride my bicycle?'

Rashid got off the bike and tried to push his brother. Majid was crying and shouting. At that moment, their mother came out with some glasses of juice on a tray. She put the tray down on the table. Then she said to her two children, 'Let's think! How do we all like to be treated by other people?' She looked at Majid and said, 'You, Majid. Don't you like to play with your brother's ball sometimes? What if he wouldn't let you have it?' Then she turned to Rashid, saying, 'What about you,

Rashid? Do you like when your brother pushes you and you fall over?’

The two boys felt ashamed. Then they smiled at each other.

Their mother laughed and said, ‘Now I’m happy!’ It’s so nice when we’re all living together so peacefully, and happily.’



### Questions for Discussion

- Nour asked Rashid’s permission before riding his bicycle. Was she right to do this?
- How did Majid feel when he saw his brother riding his bicycle? If the bicycle was yours, would you have acted in the same way?
- What could Rashid have done to stop the fight with his brother?



**Let’s think about and try to explain this statement:** ‘Always treat other people in the same way that you would like to be treated.’



3

### How well do you understand the feelings of other people? What would you do in the situations below?

The situation	The other person's feelings	What I would do in this situation
My classmate left his pen at home		
My classmate fell over in the playground		
On the first day of school, my classmate missed his mother		
My sister broke her toy		



4

### Agreement between my friend and me.

Tell your classmate what you would and wouldn't like to hear them say.

I like it when you tell me .....

I don't like it when you tell me .....



5

**Work in groups. Choose one of the two situations below. Remember the statement ‘Always treat others as you would like them to treat you.’ Now, use role play to show the rest of the class how your group would act in this situation.**



Kushbo shouted at a classmate during a class discussion.



Nazih refused to play football with his classmate, Sam. He said mean things to Sam.

## Lesson 4

# Helping Others Feel Good

**In this lesson, I will learn how I can  
help others feel good.**

## Vocabulary

angry

scared

shy

sad

excited

bored

happy

confused

compassionate

helpful



### 1 Identifying feelings

Look at the faces of the people below. How do you think each person feels? Discuss with your classmates why you think the people feel that way.



## Every Problem Has a Solution

One day, when Nour came home from school, she looked angry, worried and sad. Her father, Farmer Salem, asked her, 'What's the problem? Why do you look so sad, my dear?'

'I was playing a game with my friends. I lost the game, and I got very angry. I asked them to start again but they said no. Then, they left me by myself and started playing without me.'

'I think your classmates went away because you were a bad loser. What if you won and they lost? Would you be happy to start again?'

Nour looked down and said, 'I feel angry. No one pays any attention to me.'

Even the farm animals turn away when I walk up to them.'

Salem said, 'The farm animals turn away from you because you don't take care of them. Everyone needs



someone else's attention!

'Listen to me, Nour!' he said. 'I have an idea. Let's invite your friends to a fun day on the farm?'

Nour said, 'Great idea! But what if they don't want to come?'

'Let's try!' said Salem.

Nour was really surprised when her friends came. They were kind to her and to the farm animals. It was a great day!

The children played hide-and-seek together all over the farm. Later, Nour's mother called them to come in for some biscuits and a lovely glass of Jallab. Nour felt very happy and said, 'For every problem there's a solution, and a simple act can go a long way.'



### Questions for Discussion

- How should we act if we lose a game?
- In the story, which situation makes you think about the statement, 'Put yourself in my shoes'?
- What does Salem mean by the statement, 'Everyone needs someone else's attention'?
- How did the negative feelings between the group of friends turn into positive ones?
- What should Nour have done if her friends had said no to her invitation to the farm?



**Let's think about this statement:** 'For every problem there's a solution, and a simple act can go a long way'. Talk to your classmates about what it means.



- 3** Think of two things that have happened to you, one that made you happy and one that made you sad. Draw a picture of yourself in each situation in the boxes below. Then talk about your feelings with your classmates.

A large, empty rectangular box with a thin purple border, intended for drawing a picture of a happy situation.

happy

A large, empty rectangular box with a thin purple border, intended for drawing a picture of a sad situation.

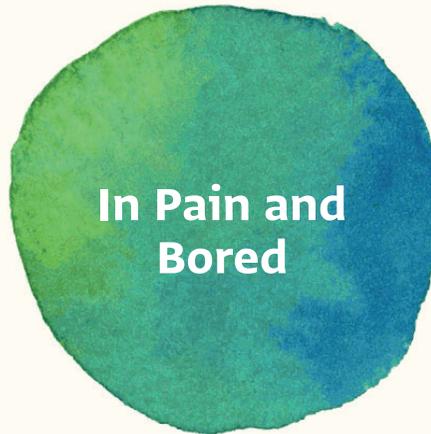
sad



## 4 Role play in pairs



Scared and  
Worried



In Pain and  
Bored



Angry and Shy

Student A: Choose an envelope. Read the words on the piece of paper that's inside the envelope. Act out the words.

Student B: Put yourself in your partner's shoes. Do you understand what your partner is feeling? How can you help them to feel better?



Left Out and  
Sad



## 5 Discuss with a partner

Talk to your partner about a time when you felt a particular way. Tell your partner how you felt then and what you wanted to happen.

## Lesson 5

# Put Yourself in My Shoes

**In this lesson, I will learn how to  
be understanding and how to show  
compassion to others.**

## Vocabulary

understanding

compassionate

appreciative

loving

caring



- 1 Look at the pictures of this man below. How do you think he feels? What would you say to him if you met him?



## Our New Neighbour Bruno

A boy stood outside the farm fence. He was pointing to the animals with a smile on his face and speaking in a different language.

‘Hi there! Who are you?’ Nour asked the boy. He stopped smiling and started to look worried. ‘Would you like to play with me? Come into the farm,’ she added. Scared and upset, the boy ran away.

Nour asked her neighbours’ children, ‘Do you know who the new boy is?’

‘He’s our new neighbour Bruno. He came with his family from Brazil. He stays by himself all the time and doesn’t talk or play with anyone. We often notice him standing by the farm fence. We don’t know why he just stands there.’

Nour thought it was strange and told her father, Salem, all about it.

‘Yes, he is Brazilian and doesn’t speak our language. That is why he’s always alone. Why don’t you invite him over to play?’ Salem said.

‘I did, but he didn’t say anything and just ran away,’ Nour said. ‘Try inviting him again. Next time you see him, offer him a piece of halwa. Bruno’s from a country far away and doesn’t know anyone here. He must be feeling homesick.’

‘How do you know this, Dad?’ Nour started thinking...



### Questions for Discussion

- Why do you think Bruno often stood outside the farm fence? Why did he run away when Nour tried to talk to him?
- Imagine being in a new country where you don't know anyone. How would you feel? And how would you like others to treat you?
- Compare your feelings in that situation to Bruno's in the story.



**Let's think about and discuss**  
**Nour's question:** 'How do you know this, Dad?'



**3** Look at the photos. With your partner, discuss what you see. Then explain how you could show empathy with those you see in the photos.





## 4 Show sympathy and talking about feelings.

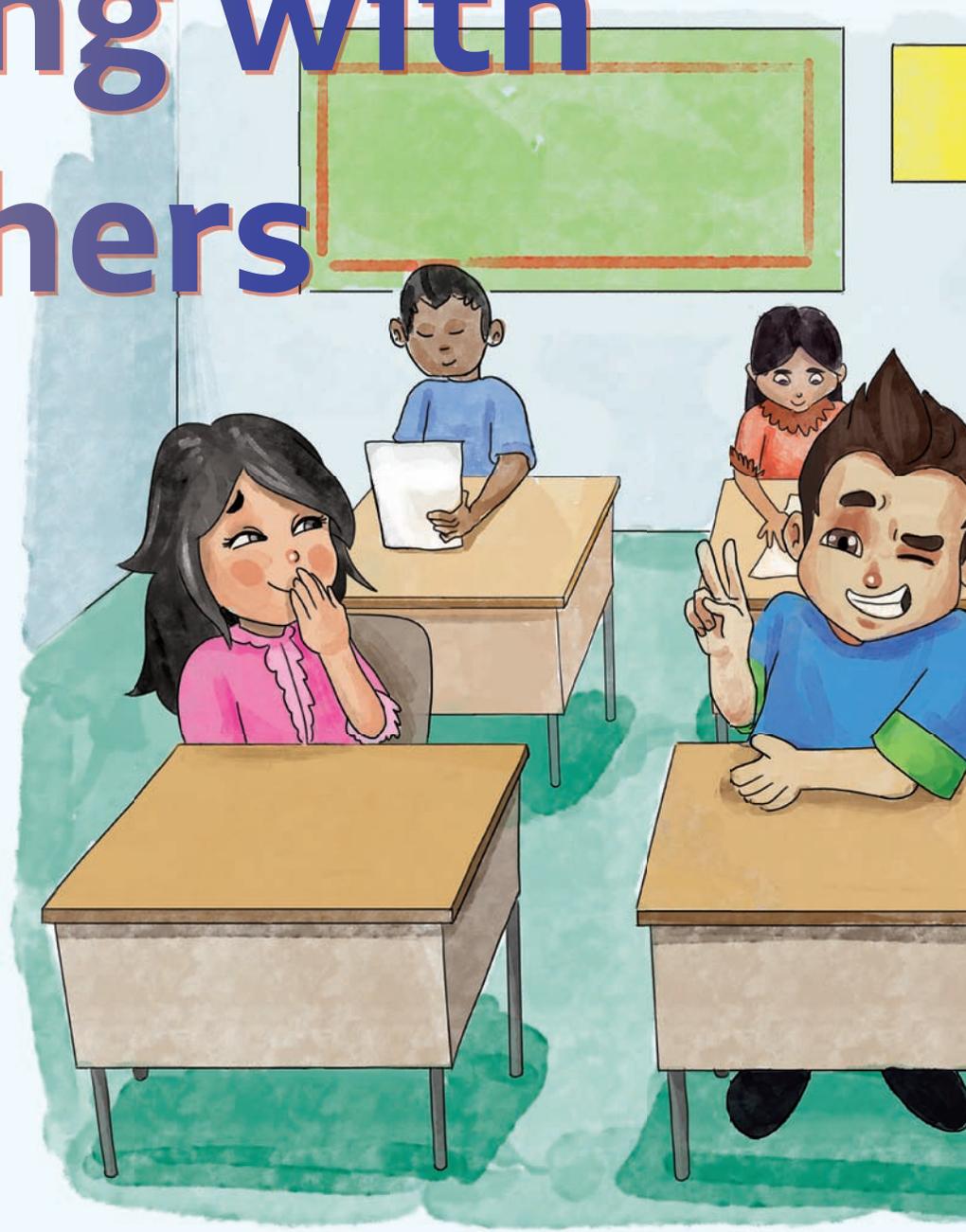
- Tell your partner about an upsetting incident that happened to you. Your partner puts himself in your shoes and shows sympathy. Then reverse roles. Be prepared to talk about your feelings in both roles.
- Each of you should express your feelings: when you show sympathy to your partner and when your partner shows sympathy to you.



## 5 Make a sympathy card.

- Think of a situation where someone has a problem and is in need of sympathy. This could be at home, at school or in the neighbourhood. How would you show sympathy to this person?
- On coloured card, make a drawing illustrating the situation. Show clearly how you are sympathising.
- Show your card to the class. Explain the importance of expressing your feelings to people who need sympathy. Also explain how you feel when they respond to you.

# Self-identity and Working with Others



- Lesson 1 Good Morning School!

---

- Lesson 2 At School with My Friends

---

- Lesson 3 How Can We Work Together?

---

- Lesson 4 Our New Team

---

- Lesson 5 How Can I Help?

---




How can I fit in and at the same time keep my identity?



## **Exploratory Questions:**

How am I different at home and in school?

What do I know about group work?  
How can I help ensure the success of group work?

Should I fit in with others during group work?

When should I offer help, and how?

## Lesson 1

# Good Morning, School!

**How I behave at school? How I behave  
at home?**

## Vocabulary

system

respect

pride

appreciation



## 1 My School

- The class will be divided into two groups: Group A and Group B.
- Group A: Draw pictures of teachers you know.
- Group B: Draw pictures of the different parts/rooms of your school that you know.



## Our School is Special

Our teacher divided the class into groups. He said, ‘In your groups you will work together to write possible answers to the question “What makes our school special?” We’re doing this because we’ve got some visitors coming to the school today. And I want you to tell them all about our school.’

The students began to collect their ideas. Our school is special for these reasons:

- It’s the place where we learn.
- It teaches us why it is important to respect others and how to do this.
- We talk about issues.
- We learn to listen politely and express ourselves properly.
- We learn to work with our classmates.
- We do teamwork. This makes the work easier and helps us achieve excellent results.
- We make new friends and learn about good behaviours.

Hamed stood up and said, ‘Haven’t we forgotten something important? The people who work at this school: the headteacher, the teachers and the rest of the staff. They all play an important role in the

success of the school.'

Our teacher walked around the class and said, 'Well done. You've come up with some great ideas! Let's put them on a poster and hang it on the school gates. Then the visitors can read your ideas when they come into the school.'



### Questions for Discussion

- Which idea on the list do you think is the most important? Why?
- How can we make our parents proud of us?
- Who are some of the important people in a school? Why are they important? What do they do?



**Let's think together about the statement, 'Our school teaches us to respect others and follow the rules.'**



3

**Look at the lists below. In each list, one word does not belong. Circle that word.**

- a. headteacher, assistant headteacher, teacher, salesman
- b. nurse, teacher, student, soldier
- c. supervisor, manager, student
- d. librarian, baker, instructor



4

**Write which of the activities below do you do only at school? Which do you do only at home? Which do you do at school and at home?**

sleeping and resting, getting instructions, following directions, watching television, having fun with relatives, playing football, receiving care and attention, enjoying learning, talking to classmates, taking part in group work, showering, going on educational trips.

At home: .....

.....

.....

.....





At school: .....

.....

.....

.....



At home and at school:

.....

.....

.....



**5** Work in pairs. What are your school rules? Which ones do you follow?

My school rules:

.....

.....

The rules I follow: .....

.....

.....

## Lesson 2

# At School with My Friends

**How do I behave at school?**

## Vocabulary

behaviour

personal freedom

readiness

ignorance



1

### Who am I?

- Pick a card.
- The class will ask you questions to try to identify your character.
- You can only answer 'yes' or 'no'.



## A New Student Joins the Class

A new student started at our school today. His name is Adam. Adam wasn't very organised. When the class began he was still looking for his books and pencils. When he finally started paying attention to the class, he kept interrupting the teacher and speaking when it wasn't his turn.

The other students in the class told him that he had to ask permission to speak, but he didn't listen to them.

During the sports lesson, when the boys were playing football, Adam pushed them out of the way. He wanted to win, but he didn't want to follow the rules.

Then, when it was time to stand in line, Adam pushed to the front, ahead of everyone else. The teacher said, 'I'm sorry, but you can't push in front like that. We've got rules here and we all have to respect them.' Adam was surprised. 'Why are you all trying to stop me? I can do whatever I want,' he said.

The teacher said, 'Yes, you do have the right to have your say, but the rights of others have to be respected as well. And that means following the rules.'

Adam said, 'But why do I always have to respect the rules? What about my personal freedom?'

Then it was time for reading class. The teacher told everyone to sit on the floor in a circle in front of her. She was going to tell a story. Adam rushed to the front, right next to the teacher. He said, 'Great! I really

love listening to stories.’ The teacher looked at him and said, ‘Hmm ... now I think I know which story to tell.’



### Questions for Discussion

- If Adam was in your class, what advice would you give him?
- Was Adam really expressing his rights through his actions?
- Would you describe Adam's behaviour as chaotic, ignorant, silly or free?
- What do you think the subject of the teacher's story is going to be?



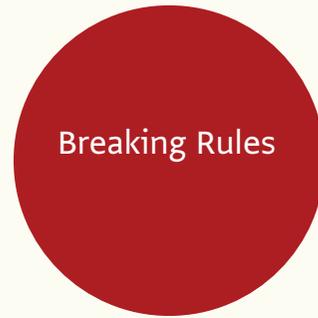
**Let's think about what Adam meant when he said, 'But why do I always have to respect the rules? What about my personal freedom?'**



### 3 Distinguishing between personal freedom and respecting rules

**Work in groups. Read the actions listed below. Which ones represent accepted personal freedom? And which ones show disrespect for the rules? Think of two more examples of each category. Add them to the list. Conclude by writing a sentence about the difference between personal freedom and respecting the rules.**

wearing what I want, speaking without permission, interrupting others, choosing my own friends, annoying people I don't want to play with, expressing my concerns politely, talking loudly when others are working.



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

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

I conclude:

.....



**4** Draw a red circle around the behaviours that you think contribute to learning and a yellow circle around the behaviours that prevent learning.

having rules, listening, cooperating, not lining up properly, concentrating, being prepared, having fun, showing respect, making noise, racing in the corridor.



**5** Work in groups.

- a. Think of a classroom behaviour that could be improved.
- b. Think how it could be improved.
- c. Persuade other groups to improve the behaviour.

## Lesson 3

# How Can We Work Together?

**What does the word 'team' mean?**

## Vocabulary

commitment

responsibility

cooperation

team

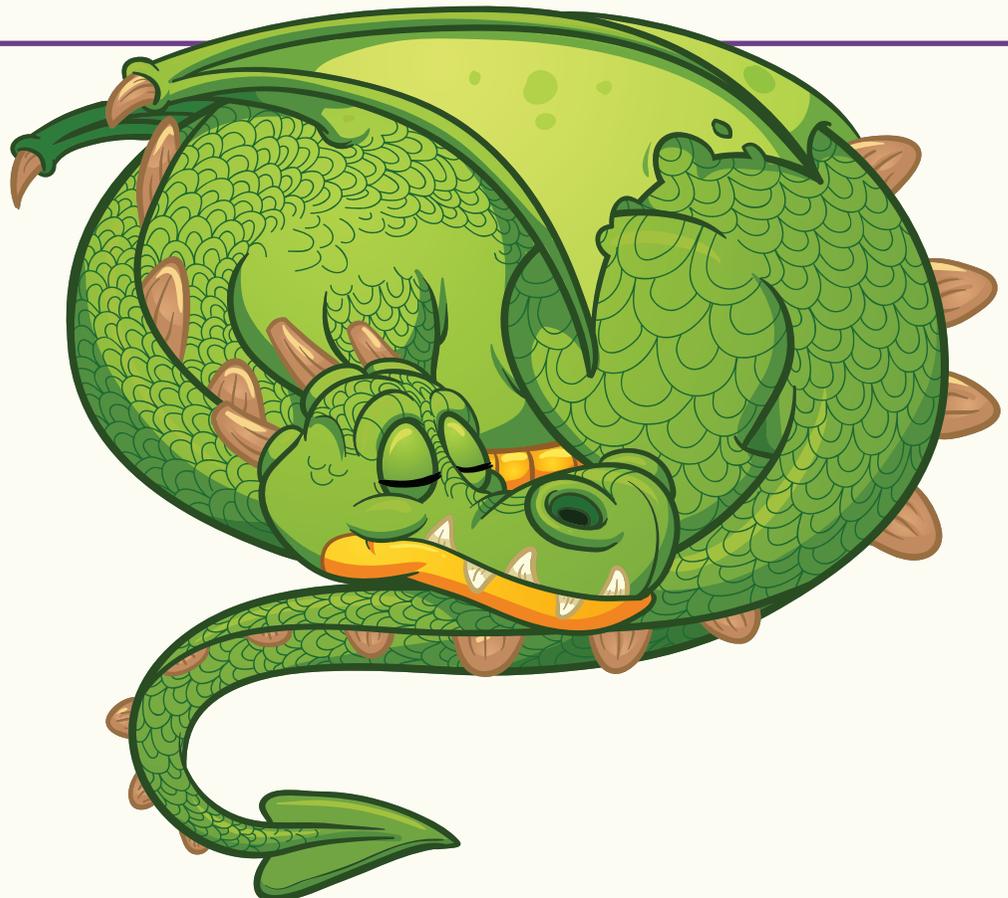
tasks

productivity



### 1 Don't Wake the Dragon

In the village where you live, there is a nasty dragon. There is only one way to save the village and the people in it. You must stand in a straight line in order of height, from the shortest to the tallest. You are not allowed to speak because if you do the dragon will wake up. When you are all standing in line, everyone shouts, 'BOO' at the same time. This will scare the dragon away.



## Adam and the Bees

One day, Adam decided to go for a walk. He was interested in nature and wanted to explore. He walked for a few minutes and discovered a garden full of flowers. There was a shed in the garden. Adam went into the garden and tried to see what was inside the shed by looking through a hole in the wall of the shed. He saw a beehive inside. The bees were all busily going about their work. One group of bees was making beeswax. Another was guarding the hive. A third group was cleaning. While this was all going on, the queen bee was laying her eggs. Then Adam looked at the honeycomb with its hexagonal cells. He saw a sticky yellow liquid oozing out. He knew that this was the bees' honey and he tasted it. He Said, 'Wow! It's so delicious!' He tasted it again. It really is delicious!

Adam sat near the beehive and watched the bees go about their work. He watched without making any noise, so as not to disturb the worker bees.

Adam sat and watched the bees for a long time. He was not bored because the bees were always moving and busy working together to make their delicious honey.

Then, he went back home with a lot of questions going through his head. He told his mother about what he had seen. She smiled and said, 'Of course, teamwork achieves goals and saves time.'





### Questions for Discussion

- What do you think would happen if a group of bees stopped working?'
- Can you think of any other examples of successful teamwork?
- Have you ever taken part in teamwork? Describe the team and the role you played.



**Let's think about this statement** from the story: 'Teamwork achieves goals and saves time.'



### 3 Organising a Mother's Day Party

The class is going to organise a party for Mother's Day. The class will be divided into four groups. Each group will have a different role and will carry out different tasks. Think about what roles and tasks will be needed in order to organise the party effectively well.

	Group 1	Group 2	Group 3	Group 4
The group's role				
The group's tasks				



## 4 Learning How a Successful Team is Formed

Work in groups. You are going to set up a football team. You will need to decide who is going to play in which position. You will also need to make decisions about training and kit.

- a. Reason for setting up a football team: .....
- b. Who will play in the following positions?
  - goalkeeper;
  - defenders;
  - midfield players;
  - forwards;
  - reserves;
- c. Training schedule: .....
- d. Shirt colour: .....



## 5 Success as a Group

What skills do you need to be a successful member of a team?

## Lesson 4

# Our New Team

**How can I be an effective member of  
the team?**

## Vocabulary

blending in

commitment

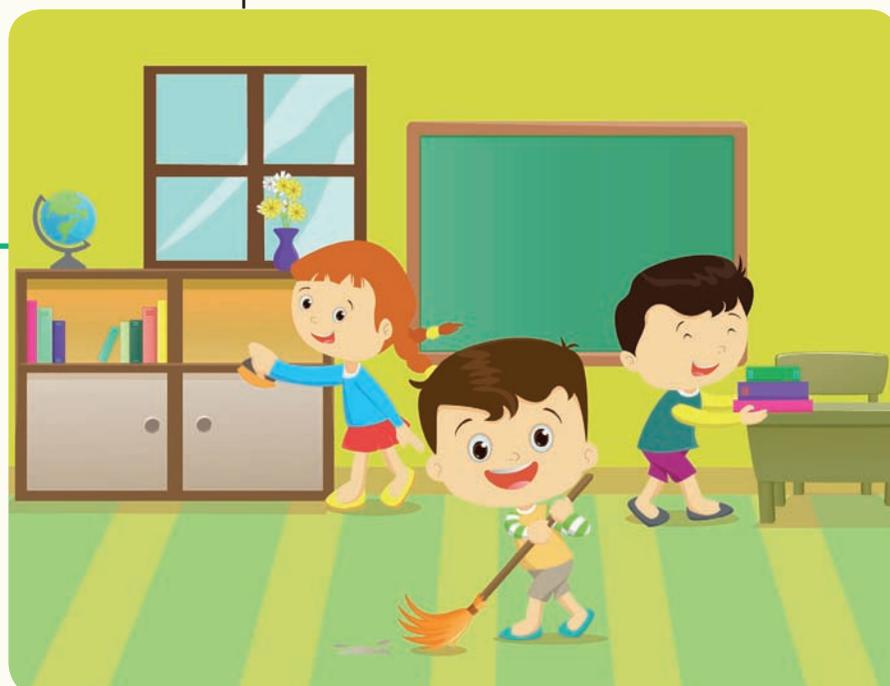
skills

leadership



### 1 Let's keep our class clean and tidy.

- Work in groups. You are going to clean your classroom.
- Choose a team leader.
- Work with your team leader to create a work plan.
- What skills do you need?



## What Shall I Do?

2

Adam's mother kept talking to him about the importance of teamwork. However, Adam wasn't paying attention; he was thinking about his new school and how he could fit in.

The next day at school, the students were getting ready to play a football match against a team from another school. Adam's coach split the team into attacking players and defenders. He said that it was important for everyone to keep to the plan and for attacking players to attack and defenders to defend.

The match started. Adam's team was keeping to the plan that their coach had discussed with them. But suddenly, Adam, who was playing in defence, decided that he could score a goal all on his own. He got the ball and set off towards the other team's goal, but before he could get there the other team got the ball off him, ran down to the other end of the field and scored. Adam's teammates were angry and shouted at him, 'What do you think you are doing?'

The coach said, 'Why didn't you stick to the plan? They wouldn't have scored if you had stayed in defence.'

Adam felt bad about what he had done.

He said, 'I thought I was doing what was best for the team. I'm really sorry.'

He wondered what he could do to put things right.

Adam came to a decision. He would stay in defence for the rest of the match. When, at the end of the match, the referee blew his whistle, Adam's team had won.

Adam, his teammates and the coach were all happy.



### Questions for Discussion

- How do you think Adam feels about his teammates at the beginning of the match?
- Why do you think Adam's team won the match?
- In what situations do you think team work is important?



Let's think about the statement, 'Unity is Strength'. What do you think this means?



**3** Are the activities below done in groups or individually?



a Taking a maths test.

.....



b Working on a construction project.

.....



c Celebrating National Day in the UAE.

.....



d Reciting a poem during Teacher's Day.

.....



4

### Work in groups. What qualities lead to effectiveness at work? Match the words to the situations.

leadership	helpfulness	tolerance	open-mindedness	teamwork
------------	-------------	-----------	-----------------	----------

- Sami couldn't finish the poster on his own and Salah offered to help. (\_\_\_\_\_)
- Rocci presented her ideas clearly to the class. (\_\_\_\_\_)
- Majid didn't agree with Sami's ideas, but he respected them. (\_\_\_\_\_)
- Conal and the rest of the team stuck to the plan and everyone tried to make it work (\_\_\_\_\_)
- Hamid organised his team well so that they were able to complete the task. (\_\_\_\_\_)



### 5 Find the words.

t	l	i	s	t	e	n	e
w	e	p	m	l	s	t	f
a	s	l	t	c	e	e	f
s	h	a	r	e	l	a	o
l	a	n	x	r	o	m	r
l	e	a	d	e	r	t	t
f	s	u	c	c	e	s	s

- |        |         |        |
|--------|---------|--------|
| plan   | leader  | listen |
| share  | success | team   |
| effort | roles   |        |

## Lesson 5

# How Can I Help?

**When should I offer to help? How?**

## Vocabulary

support

tasks



### 1 Stating a wish to help others.

Work in pairs. Think of something you find difficult to do. Ask your partner for help.



Working with my friend

## New Friends

Adam came home from school with a big smile on his face. His mother asked him why he was so happy and excited. He said, 'I made new friends! Wassim helped me in the maths test! He showed me his paper so I could copy all the answers. Then Majid explained that the word night has a 'g' and 'h' even though you don't hear them. Then I couldn't find my exercise book and Hanaa helped me to look for it.'

Adam's mother hugged him and said, 'I'm really happy that you made new friends, but I want you to think carefully about what Wassim, Majid and Hanaa did for you today. Who offered you the right type of help? It is very important to help and support one another, but it's even more important to know how to help in the right way.'

Adam thought carefully about his mother's words. Then he said, 'OK, I think I understand what you mean. You mean it's important to help at the right time and in the right way. But Wassim, Majid and Hanaa will still be my friends, all three of them.'

Adam's mother laughed and said, 'Of course they will.'



### Questions for Discussion

- Who do you think offered the right type of help to Adam?
- Did anyone offer help that was not really helpful at all?
- If your friend asked you for help during a test, would you help?
- What would you do if your friend asked you for help before the test? Would you help? How?



**Let's think about the statement, 'One hand can't clap.'** What do you think this means?



### 3 Helping others.

Look at the pictures. How do you think the children are feeling? How could you help them?

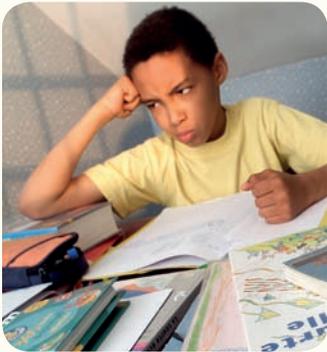


I think ...

.....

How would you help?

.....



I think ...

.....

How would you help?

.....



I think ...

.....

How would you help?

.....



I think ...

.....

How would you help?

.....



# 4

## Helpful actions. Unhelpful actions.

Decide if each of these actions is helpful or unhelpful. Put each one into its correct column.

- I did my friend’s homework for him.
- I tied my friend’s shoelace.
- I helped our neighbour look for his lost cat.
- I taught my little sister how to draw a flower.
- I built a palace out of blocks with my brother.
- I helped my brother throw away the food he didn’t want to eat behind our mother’s back.

**Helpful**

.....

.....

.....

**Unhelpful**

.....

.....

.....



## 5 Finding a solution

Work in groups. Imagine that your school caretaker, who lives on his own, is very ill and doesn't have anyone to take care of him. He will have to stay in bed for a long time. How could you help? Work with your group to think of a plan of action.

- Select a team leader.
- Make a list of the caretaker's usual tasks.
- Decide which of his tasks you could do.
- Decide on the level of help you could offer him while he is ill.
- Develop a clear work plan.
- Distribute tasks and roles.
- Exchange ideas with other groups.





## 6 Support and help within the family

Talk with a friend about ways to help and support your families.

# Parents' Guide

**Unit 1**            **Tolerance and Respect for Difference**

---

**Unit 2**            **Self-identity and Working with Others**

---

**Unit 3**            **What Objects and Symbols can Tell us**

---

**Unit 4**            **Resilience, Perseverance**

---

**Unit 5**            **Being Healthy and Staying Well**

---

**Unit 6**            **What Objects and Symbols can Tell us:  
“Similarities and Differences”**

## Unit 1

# Tolerance and Respect for Difference

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 this unit.

### Objectives of the Unit

This unit introduces students to the values of tolerance, compassion and respect, while focusing on teaching students to respect themselves and others in their families, schools and communities. Students are given the opportunity to discuss the meaning and importance of difference, the meaning of uniqueness and the aspects that make individuals different from one another. This unit also introduces them to the concept of having respect for yourself, showing respect to others by respecting difference and the ways of applying respect. Students also think about the people and things they should show respect to on a daily basis. It also teaches about other people's positive or negative feelings by communicating verbally and non-verbally, how to show compassion in daily situations, how to accept gratitude for their compassion and the meaning of putting themselves in



**Why should we respect difference?**

other people's shoes. The focus is on how students can receive respect in their school environment, with teachers providing them with a model of the conduct and terms expected of them.

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

### **Exploratory Questions**

- How should I treat others?
- Why should I accept difference? Why should I respect those different from myself?
- Should I treat others like they treat me?
- How can I help others feel better?
- Whom and what should we respect?

### **Learning Outcomes**

- Realise that we are all different from one another and understand the reasons behind the importance of embracing this difference and respect it.
- Praise other people's special qualities.
- Determine whom and what to respect.
- Understand that they must treat others the way they wish to be treated themselves.
- Identify ways of gaining a better understanding of others.
- Learn new terms that enable students to express their feelings.

## Homework activities

### Activity 1:

- All family members draw a flower, write their names in the middle part and put it in the vase every time they show compassion to another member of the family.
- At the end of the month, count the flowers.
- The family offers a symbolic gift to whomever has the largest number of flowers.
- Students compare the number of flowers they have with the number their classmates have.



## **Activity 2:**

- During this month, family members work together on some daily house chores, such as making the beds, tidying the rooms, folding clothes, washing the dishes or preparing food.
- At the end of the month, each family member expresses gratitude to the others for what they have done through a drawing, letter or voice recording.
- Students share their experience with their classmates.

## Unit 2

# Self-identity and Working with Others

### Objectives of the Unit

This unit introduces students to the values of tolerance, compassion and respect, while focusing on teaching students to respect themselves and others in their families, schools and communities. Students are given the opportunity to discuss the meaning and importance of difference, the meaning of uniqueness and the aspects that make individuals different from one another. This unit also introduces them to the concept of having respect for yourself, showing respect to others by respecting difference and the ways of applying respect. Students also think about the people and things they should show respect to on a daily basis. It also teaches about other people's positive or negative feelings by communicating verbally and non-verbally, how to show compassion in daily situations, how to accept gratitude for their compassion and the meaning of putting themselves in other people's shoes. The focus is on how students can receive respect in their school environment, with teachers providing them with a model of the conduct and terms expected of them.

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

### Exploratory Questions

- How am I different at home and in school?



**How can I fit in and at the same time keep my identity?**

- What do I know about group work? How can I help ensure the success of group work?
- Should I fit in with others during group work?
- When should I offer help, and how?

### **Learning Outcomes**

- Behave at school in a way that ensures they learn effectively and realise their responsibilities, duties and the way they should adapt their behaviour to different situations
- Realise the impact of people's behaviour on their classmates and have a sense of responsibility when interacting with them and playing the roles.
- Work confidently in teams, apply communicative skills and solve problems to accomplish objectives and avoid the behaviours that hamper the success of the group work.
- Offer support to their classmates in suitable ways, use the simple and diverse dialogues provided to them, show respect for all opinions and be compassionate with other people's feelings.

## Homework activities

### Activity 1:

Family members collectively choose an occasion they would like to celebrate (such as an anniversary or a graduation) and work together to prepare for it.

- They choose a supervisor for their project.
- They list the specific tasks involved (such as organising the food, decorating the house or sending invitations).
- They draw up a work plan to accomplish these tasks.
- They allocate different tasks to different people.
- They implement the work plan.
- They celebrate the occasion.
- They take pictures of the different stages of the project and event
- Students share these pictures with their classmates.
- Students keep the pictures in the “Cooperation and Love” album.

Family member	Task	Ability to accomplish the task

## Activity 2:

- Family members sit in a circle.
- One person starts by placing some item or apparatus, that has a head and a base, in the centre of the circle and spinning it.
- When the apparatus stops spinning, whomever the head is pointing at asks whomever the base is pointing at for help.
- This game is repeated several times.
- The game can be repeated during each weekend.
- At the end of the month, everyone gets together to prepare a celebratory cake, and everyone thanks one another for the help they have exchanged during this month.
- Students tell their classmates about the experience and how it made them feel.

# Glossary

**Accepting other points of view:** Respecting the opinions and views of other people

**Angry:** Annoyed and upset; on edge

**Appreciative:** Aware of the value of people and things

**Bad treatment:** Treatment that makes someone feel dissatisfied and sad

**Behaviour:** The way people act; a person's conduct and morals

**Blending in:** Involvement in the community

**Bored:** Uninterested; experiencing dullness

**Care:** To look after something or someone

**Caring:** Looking after people and things

**Commitment:** Working hard to perform the required tasks and necessary duties within the specified time frame

**Compassionate:** Tender; gracious; has a spirit of solidarity

**Confused:** Troubled or puzzled; unsure about something

**Cooperation:** Help; participation; working together

**Cooperative:** Helpful; works with others

**Decent behaviour:** Good and polite behaviour

**Different:** Contrasting, distinct ; not the same as something else

**Duty:** What someone has to do

**Excited:** Fidgety; feeling a strong desire to do something

**Forgiveness:** Pardon; maintaining a good relationship

**Friendly:** Loving

**Good listener:** Someone who listens attentively

**Good treatment:** Treatment that makes someone feel satisfied and happy

**Happy:** Joyful; glad; satisfied

**Helpful:** Cooperative ; does things for other people

**I respect the law:** I follow the rules of the law; I apply the law

**Ignorance:** Lack of knowledge or understanding

**Integration:** Involvement in the community

**Leadership:** Ability to guide a group of people towards a common goal

**Loving:** Friendly; showing love and care

**Negative feeling:** A feeling of sadness, injustice and tiredness

**Order:** Organisation; consistency

**Other people's needs:** The things that other people require

**Personal freedom:** Being able to act, behave and think with your own free will

**Positive feeling:** Feeling joy, happiness and comfort

**Pride:** Taking pleasure from or valuing achievements, qualities or virtues

**Productivity:** Achieving or gaining a lot from working hard and effectively

**Readiness:** Being prepared and ready to do something

**Reciprocity:** Treating others in the same way you would like them to treat you

**Respect:** Considering and appreciating other people's feelings

**Responsibility:** Doing a task because you gave a commitment to do it or because you should do it; accepting the consequences of your actions

**Sad:** Unhappy; in low spirits

**Scared:** Afraid

**Shy:** Feeling bashful; timid

**Similar:** Being almost the same as something or someone else; having common qualities

**Skills:** Abilities; talents

**Support:** Assistance; help

**System:** Aware of the value of people and things

**Tasks:** Work or jobs that need to be done

**Team:** A group of individuals who work together to achieve a common goal

**Tolerance:** Forgiveness and maintaining good relationships

**Treating others as they treat us:** Exchanging things with others in a fair way; giving and taking evenly

**Understanding:** Accepting and believing what other people say or think

**Unique:** Has own qualities; doesn't resemble anyone else

Dear Student,

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

Get it from Microsoft | Download on the App Store | GET IT ON Google Play

8000 8000 8000 8000 8000

# References

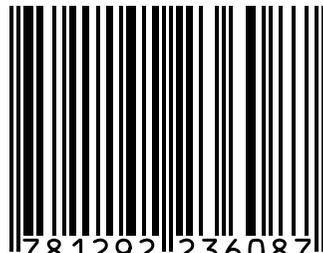
p 7 Image Source Plus/Alamy; p 10 Olga1818/Shutterstock; p 10 Olga1818/Shutterstock; p 10 Olga1818/Shutterstock; p 10 Niwat singsamarn/Shutterstock; p 13 iimages/123RF; p 13 blueringmedia/123RF; p 13 Dualororua/Shutterstock; p 13 Lorelyn Medina/123RF; p 20 Multi-bits/Getty Images; p 20 Kostic Dusan/123Rf; p 22 ZouZou/Shutterstock; p 22 Sandra van der Steen/Shutterstock; p 22 Graham Prentice/Alamy; p 28 ivector/Shutterstock; p 31 Peter Wemmert/Shutterstock; p 31 Jasmin Merdan/123RF; p 31 Edd Westmacott/Alamy; p 36 giedre vaitekune/Shutterstock; p 40 TasfotoNL/Shutterstock; p 40 Philip Lange/Shutterstock; p 40 TasfotoNL/Shutterstock; p 42 Sarawut Padungkwan/Shutterstock; p 48 Memo Angeles/Shutterstock; p 52 Teguh Mujiono/Shutterstock; p 54 Wisnu Ali/123RF; p 57 ADEC; p 57 ndoeljindoel/123RF; p 57 Frankris/Shutterstock; p 57 BlendImages/Shutterstock; p 60 Tania Kolinko/Shutterstock; p 63 Marcos Calvo Mesa/123RF; p 63 BSIP SA/Alamy; p 63 Damian Ryszawy/Shutterstock; p 63 Yaping/Shutterstock; p 65 Lorelyn Medina/Shutterstock; p 71 Veleri/Shutterstock







## التربية الأخلاقية MORAL EDUCATION



9 781292 236087