



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Four

First Semester

Pilot Edition 2017 - 2018



وزارة التربية والتعليم
MINISTRY OF EDUCATION

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التربية الأخلاقية
MORAL EDUCATION

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Trial Edition

2017- 2018

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

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

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

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

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

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

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

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

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

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

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

Moral Education

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



Values of the Moral Education Course

Key Pillars of Learning

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

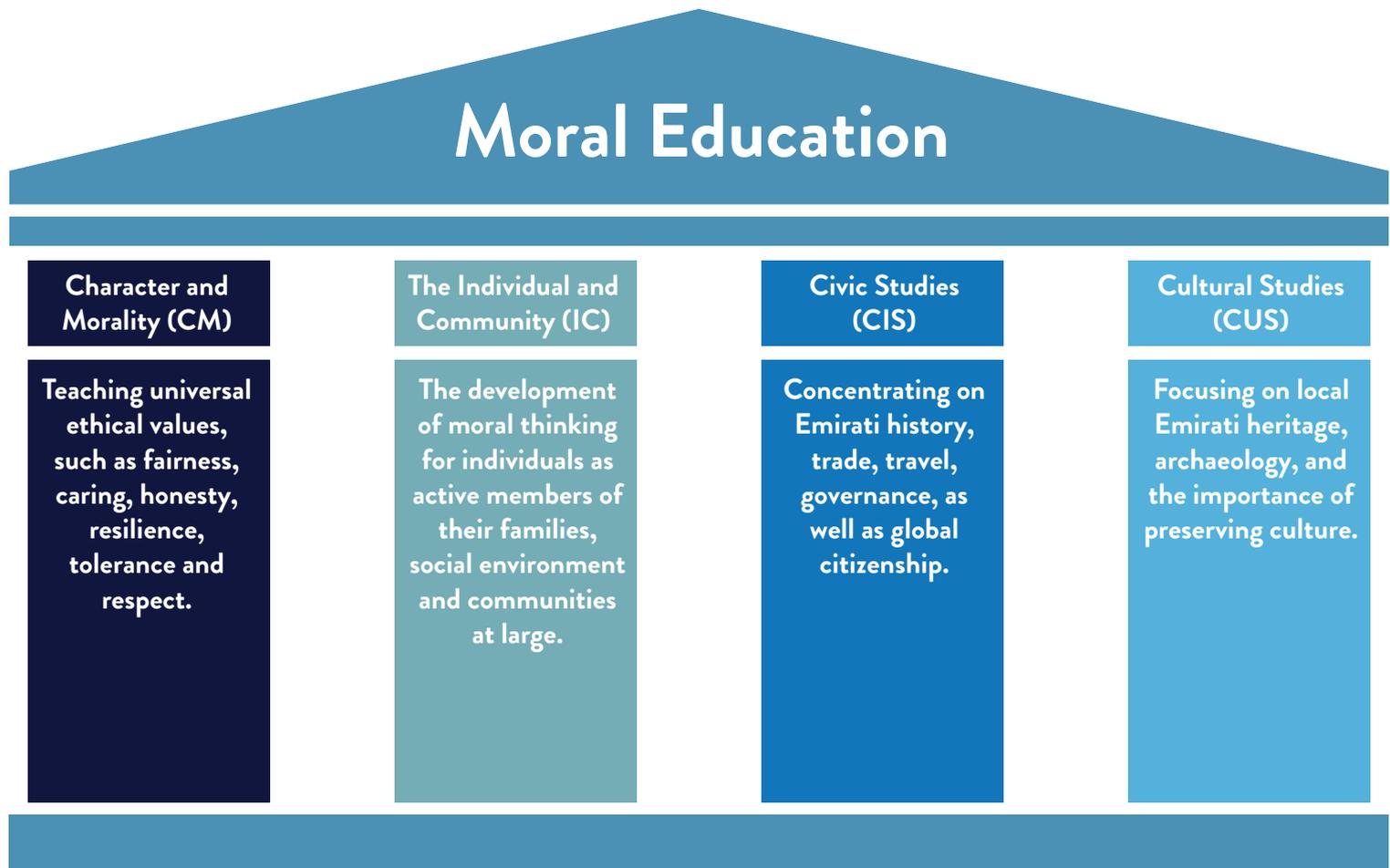


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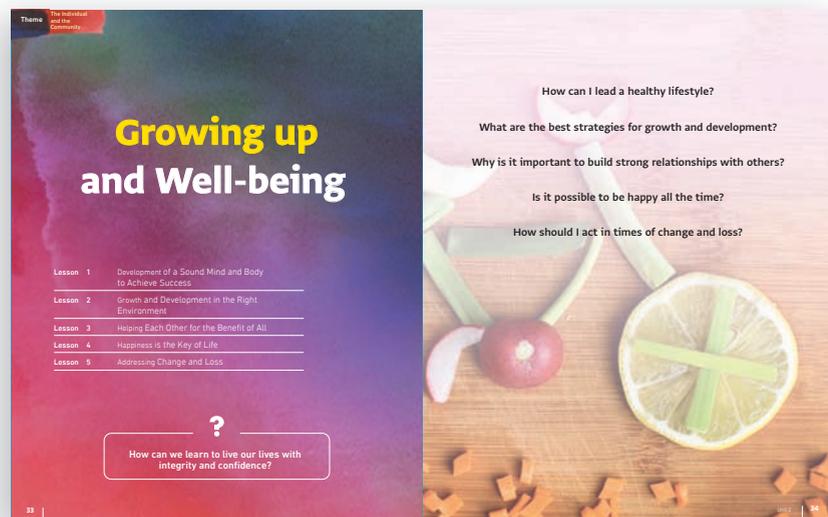
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Compassion and Empathy

Lesson 1	How do I Respect Others?
Lesson 2	Compassion, Sympathy and Empathy
Lesson 3	Sympathy and Empathy in Deeds
Lesson 4	Tolerance
Lesson 5	Stereotyping



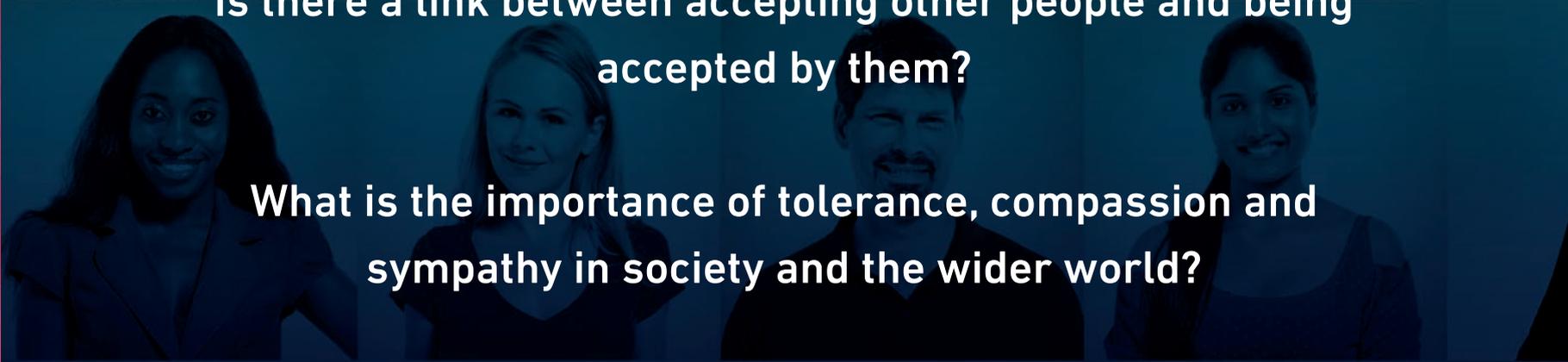
How can sympathy, tolerance and compassion be practised in society and the wider world?



How do self-respect and honesty relate to respect for other people?



Is there a link between accepting other people and being accepted by them?



What is the importance of tolerance, compassion and sympathy in society and the wider world?



How can we practise tolerance and compassion?



Lesson 1

How do I respect others?

Learning Outcome

- Understand why self-respect is an integral part of respecting others.

Vocabulary

self-respect

respecting others

1

Your teacher will hand out pictures that illustrate certain behaviours. Put these pictures on the class bulletin board. Then classify each behaviour as either respectful or disrespectful.



1. I hold the door open for my grandmother.



2. I open the door and enter the room without knocking.



3. I leave my seat without permission.



4. I make noise while eating.



5. I study hard because I want to be successful.



6. I am calm and polite even during an argument.

2

Read this story about respect. Then answer the questions that follow.

Nemo and his classmates were waiting for the teacher to arrive at the class. When the teacher arrived, the students stood up and greeted him politely. The teacher greeted the students in return and asked them to sit down again. Then the teacher noticed that Majid was not there, so he asked about him.

Michael raised his hand. He explained that Majid had been brought to the headmaster's office to explain his behaviour towards another student in a different class. Majid and the other boy had been fighting earlier that morning. Michael explained that the other boy had put his bag in the corridor, and Majid had moved it with his foot, leaving it in the middle of the corridor. Then some other students kicked the bag while they were passing. That was why Majid and the other boy started to fight. A teacher separated the boys and took them to the headmaster's office. Majid was already on his last chance because he had caused trouble lots of times before, so he would probably be expelled from the school. That would be a serious blow to him.

While the class was watching a film about life and language in New York City, Majid opened the door, without knocking, and went directly to his seat next to Nemo. The students were surprised to see such rudeness in the classroom. The teacher said, 'Let's greet Majid. Since you did not respect the rules of entering the classroom, I must take action. If one of your classmates will volunteer to accompany you for a week to help you to learn how to respect yourself and others, I will forgive you. I will also speak to the headmaster and make sure that you aren't expelled. However, if nobody volunteers, you will have to leave the classroom immediately.' Confused, Majid looked to his friends, waiting for someone to volunteer. Everyone remained quiet. It was clear that no other student wanted to spend time with him. Majid's eyes moved from boy to boy, and then focused on Nemo, who was sitting next to him. He looked straight at him, silently asking for help. Nemo raised his hand and said to the teacher, 'Sir, I will accompany my friend Majid throughout the week. I am sure he will behave respectfully and not repeat his past behaviour.' As the class ended, Nemo wondered how he was going to help his friend to learn to follow the rules and improve his behaviour.



Nemo and his classmates in their classroom.

A. Work in groups. Answer the questions: If you were Nemo, which ways of behaving would you try to encourage Majid to change? What behaviours would you help Majid to adopt to prove to the teacher that he respects himself and others?

3

Work in groups. Read the two texts and identify examples of self-respect and respect for others.

1. At the beginning of her visit to the UAE, Queen Elizabeth II toured the Sheikh Zayed Grand Mosque in Abu Dhabi. When the Queen entered the mosque's courtyard, she took off her shoes and wore a cloak-like robe and a full-head cover designed specially for her visit.



Queen Elizabeth during her visit to the Sheikh Zayed Grand Mosque

Aspects of self-respect.....

Aspects of respect for others

2. Al Sanaa is a set of customs and traditions, including general rules and ethics. It relates to dealing with others, respecting the feelings of others and finding the best way of communicating with people in order to improve social values. Al Sanaa is also about protecting cultural and social heritage. It tries to teach children to be good citizens, regardless of the nature, technologies and requirements of their age.



Children learn customs and traditions from their parents and families

Aspects of self-respect

Aspects of respect for others.....

4 Work in groups. Think of examples of self-respect and respect for others in your family, at school, in your country and around the world.

5 Complete the table 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.

I am respected by others

I respect others

I respect myself

Lesson 2

Compassion, Sympathy and Empathy

○ Learning Outcome ○

- Recognise when someone is upset and how to understand their feelings.

Key Words

sympathy

empathy

acts of compassion

1

Choose the face that best expresses how you are feeling at the moment. Discuss your feelings with your classmates. How important is it to recognise the feelings of others? How can negative feelings occur? How can positive feelings be strengthened?



2

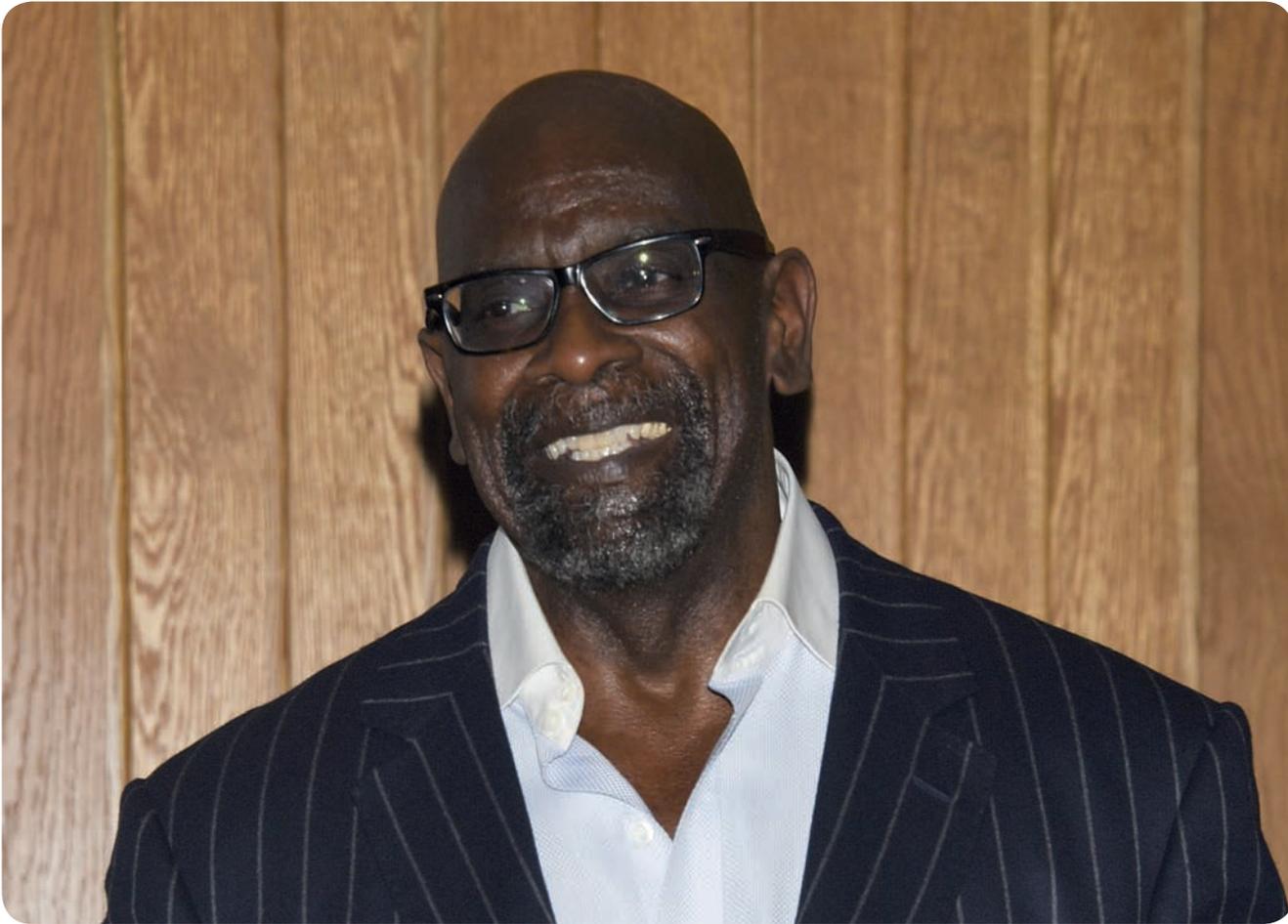
Read about empathy in the story of Chris Gardner. Then answer the questions that follow.

A two-year-old boy is playing with a broken toy, while his father, Chris, talks to the person in charge of the city shelter. Chris and his son do not have a home; they're homeless. Chris is trying to persuade this official to let him and his son stay at the shelter. But the shelter does not allow children to stay. Chris does not know what to do, but it is his responsibility, as a parent, to take care of his son. And he does not want to put his son into foster care or send him to a children's home. He has to find a solution. Chris looked at the official talking but did not get a word, but what is the point of all these words when Chris and his son now have nowhere to live?

Chris used to live in the shelter, while his wife took care of their son. A few days ago, however, she brought their son to Chris, and said she did not have the money to care for him properly. Chris was not the kind of man who would abandon his son, so he took the child. However, the shelter administrator found out about the boy and asked Chris to leave. But where could he go? Nowhere. He could sleep in stations, on the streets or in a nearby park, but how would this little boy endure such a hard life? While he was thinking of all this, he felt a hand grabbing his worn-out trousers. The little boy said in a language that only his father could understand, 'I'm hungry.' Chris picked up his son and left the building. He looked around but didn't know where he should go. How could they get food when he had almost no money? How could they endure sleeping in the park in such cold weather?

They had no choice. Eventually the two of them went to the park. It was a cold winter. The people walking and playing in the park ignored the sight of a cold father taking off his coat to cover his son, as Chris desperately tried to keep his son warm. They see this every day. They would never have imagined that, in a few short years, this man would be involved in big money deals and meeting important people.

Based on the film "Pursuit of Happyness", which tells the story of Chris Gardner.



Chris Gardner

- A. How would you feel if you were a visitor to the park and saw this father and his son?**
- B. What could a compassionate society do to solve the problems of Chris and his son?**
- C. Research the life of Chris Gardner and his contributions to American society and South Africa during the Nelson Mandela presidency. Why are people, like Chris, who suffer greatly and manage to overcome their hardships regarded as an example of empathy?**

3

Differentiating between sympathy and empathy.

Work in pairs. Discuss the pictures and situations below. Decide whether each situation is an example of sympathy or empathy. Explain your answers.

- a. Samira saw a cat panting with fatigue next to her house. She gave the cat food and water every day until it had fully recovered.



Samira feeding the exhausted cat

- b. Nahid watched a documentary about earthquake victims in Kamalpur, Nepal in 2015. She felt very sorry for them, especially when she saw they were homeless after their houses had been destroyed.



A Nepalese woman weeping over her destroyed house

- c. Saif and Mohammed are childhood friends. They live in the same neighbourhood and go to the same school. One day, Mohammed's father falls ill and is taken to hospital. Saif stays with his friend. He talks to him about the time his own father was hospitalised and the feelings that he experienced before his father's recovery.



Saif consoling his friend Mohammed

4

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

“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.”

Define in your own words *sympathy*, *empathy* and *compassion*.

sympathy

empathy

compassion

5

Can you recall a situation when someone empathised with you and did something that made you happy? Write a short message of appreciation to that person.

Lesson 3

Sympathy and Empathy in Deeds

Learning Outcomes

- Identify what makes us offer help to others.
- Analyse how you feel after offering help.

Vocabulary

empathy

sympathy

People of determination

1 The teacher will give out pictures depicting facial expressions. Students mime these to the class. The class identifies the expressions.

Will your classmates be able to guess the feelings that you are miming?



2

Read this story about empathy in a school situation. Then answer the questions that follow.

It was the first day of the new school year! Friends were eagerly racing up the steps at the school's front entrance.

A new student, Tarik, sitting in his wheelchair, was not so happy. As he looked at the steps, his expression was one of concern and worry.

Tarik looked up to his father, who was standing by his side. He whispered in a tiny voice, 'Dad... how can we get up those steps? Dad... I'm ... I'm scared ...'

Tarik's father smiled to encourage and reassure his son. He said, 'Don't worry Tarik - this'll be easy. You stay in your chair and I'll carry you up the steps. Piece of cake! You'll see.' Meanwhile, the caretaker and his assistant were watching from a distance. They went to Tarik's father to help him carry Tarik. Moved by their willingness to help, Tarik's father thanked them. He counted to three - 'One, two, three' - and they lifted the chair off the ground and got Tarik up the steps easily.

Then they heard cheers from the children who were watching. Tarik turned to face them, feeling upset. He thought they were laughing at him. They disappeared immediately. Strange! Where had they gone?

Moments later, one of the children came over to Tarik. He was carrying a rectangular wooden plank. He said, 'Welcome to your new school. My name is Ahmad. This is my friend Rashid. And that's my sister Sarah.'

With the help of Rashid and Sarah, Ahmad put the wooden plank down on the steps. Then he said, 'This will make it easier for you to get up the steps.'

Tarik was surprised, and at the same time grateful and relieved at such a kind gesture. He thanked Ahmad with a smile on his face, and reached out to shake his hand. Tarik was happy that he had made friends on his very first day at school.



- a. How do you think the caretaker, Ahmad and his classmates felt when they saw Tarik at the school entrance?
- b. Why did Ahmad rush over to help Tarik? What does the behaviour of Ahmad and his classmates show?
- c. How did Tarik feel? How did he show his feelings?

3 Work in groups. Try to understand the difference between sympathy and empathy. Pick a card from the box the teacher gives you and read the sentence written on it. Then decide with your group whether the situation shows sympathy or empathy. Then put the card on the board in the appropriate column.



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

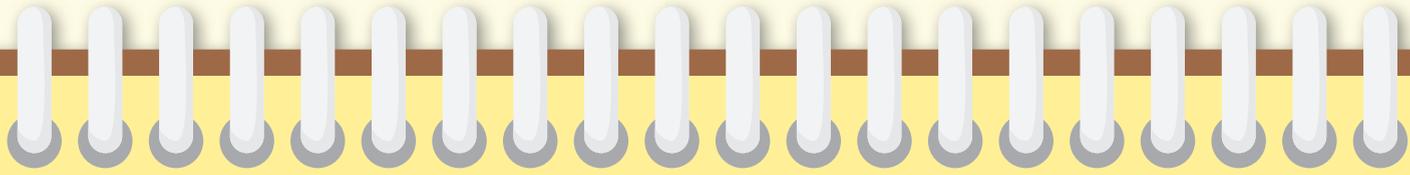
“The state guarantees for people of determination* equal opportunities for education within all educational and vocational institutions through regular or special classes if it is required, with the provision of educational curriculum on sign language, Braille or other methods/accommodations as required.”

- 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.

5

The people in the table below achieved success despite being born with certain challenges. Do some research to get the information needed to complete the table.



	Challenges	Achievements
Andrea Bocelli		
Mohamad Khamis		
Taha Hussein		
Ludwig Van Beethoven		
Jamie Brewer		

Lesson 4

Tolerance

Learning Outcome

- Explain whether tolerance is a moral necessity.

Vocabulary

tolerance

1

The teacher will stick a coloured star on your book. Don't look at the star. Ask questions to find out the colour of your star and form a group with classmates who have the same colour star. Some students will not be allowed to join any group because they will have a star of a particular colour. How do you think these excluded students feel? How does your group act towards them?

How do they feel in your opinion? How did you act as a group towards them?



My star and my team

2

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 of January and is a federal holiday in the United States. Dr. King's legacy is honoured in many ways on this day, including in people taking part in volunteer work in their communities.

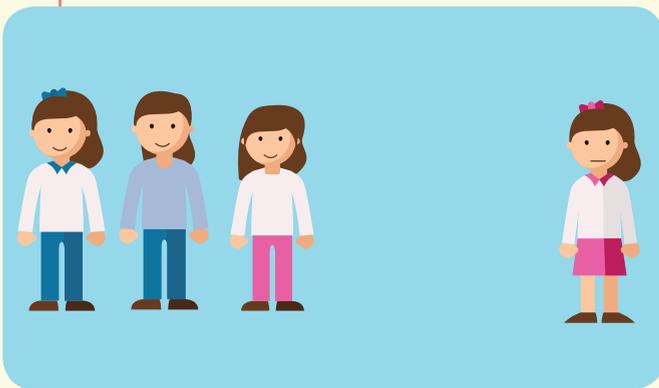
The Martin Luther King Jr. Research and Education Institute is based at Stanford University, California. It is home to all of Dr. King's speeches. Stanford University regularly brings together social activists from all over the world to work on supporting human rights.



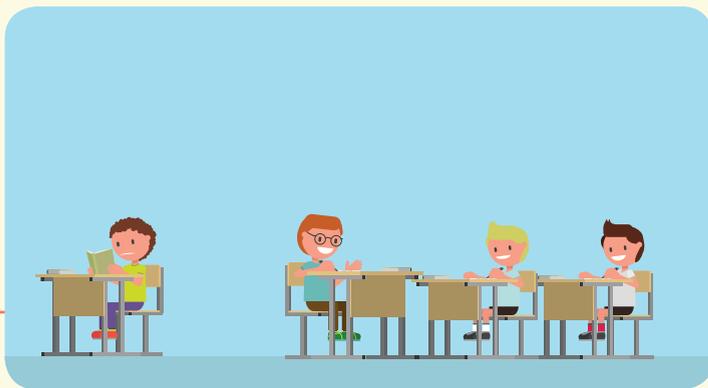
Martin Luther King in Washington after giving his 'I Have a Dream' speech

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

3 A Look at these pictures and role-play the situations.



1



2

B Think of other situations involving discrimination against others. Act them out in front of the class.

4

Draw the outline of your hand on a piece of coloured card, cut it out and write on it some words about, or that show, tolerance.

Stick your piece of card along with everyone else's around a picture of the globe. Stick the globe with all the hands on the wall under the heading 'Through tolerance peace will prevail all over the world.'



5

Read the following two texts on the theme of tolerance. The first one is on the UAE's designated Year of Tolerance and Happiness in 2016. The second one is on the leader of the Indian independence movement, Mahatma Gandhi. Then design a wall chart with pictures, definitions and statements on the subject of tolerance. Quote the words of important role models of tolerance from the UAE, India and the wider world.

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, harmony, and respect for different beliefs. The many churches and temples in the country enable non-muslims to practise their religion.

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 the Anti-Discrimination and Hatred Law
- The opening of the Hedayah Centre
- The opening of the Sawab Centre

From the words of Mahatma Gandhi, Indian independence leader

Gandhi was asked, 'Why don't you take revenge on your enemies?'

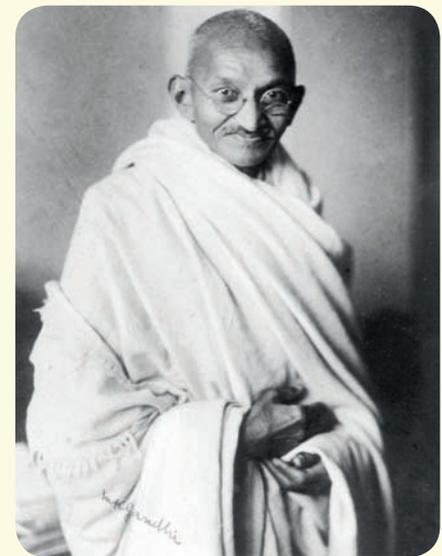
He said, 'Because I cannot spend my life running after a dog to bite him in the same way that he bites me.'

He also said:

- I do not like the word tolerance but I cannot find a better word.
- Anger and intolerance are the twin enemies of correct understanding.
- Hatred ever kills, love never dies.
- Having flung aside the sword, there is nothing except the cup of love which I can offer to those who oppose me.
- The weak can never forgive. Forgiveness is the attribute of the strong.
- I look only at the good qualities of men. Not being faultless myself, I won't presume to probe into the faults of others.
- I believe that non-violence is infinitely superior to violence and forgiveness is more manly than punishment.
- We can only win over the opponent by love, never by hate. Hate is the subtlest form of violence. It affects the hater without affecting the hated at all.
- We must respect other religions even as we respect our own. Mere tolerance thereof is not enough.



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



Mahatma Gandhi

Lesson 5

Stereotyping

Learning Outcome

- Define stereotyping.
- Describe how stereotyping leads to discrimination.

Vocabulary

stereotyping

discrimination

1

Write on a piece of paper something that girls are known for. Write on another piece of paper something that boys are known for. You can include hobbies, favourite colours, favourite places, feelings etc.

Stick your piece of paper to the board with all the other pieces of paper from your classmates. Discuss what has been written with your classmates.

Do you agree with everything that has been written?

Is it fair to think that all girls and all boys behave in the same way or feel the same way?

What is this kind of generalising called?



A Girl and a Boy

2

Read this story about an incident that took place on a plane. Then answer the questions that follow.

On board a plane, a woman in economy class, where the cheapest seats are, saw that the man next to her had white burn scars on his hands and chin. She angrily called the flight attendant and said, 'I am seated next to a deformed man. I am so disgusted. I cannot bear to sit next to him throughout the flight! Please find me another seat.'

The attendant tried to calm her down, saying quietly, 'Don't worry, Madam. These are just burn marks and they will not make you ill.'

However, the woman insisted on being moved, refusing to sit next to the man, who she thought was ugly.

The attendant then said, 'All the seats in economy class are taken, but I'll do my best to find a solution.'

The attendant left for a while, then she came back and said, 'I told the captain about the issue and he told me that there's a vacant seat in first class.' The woman seemed pleased and was about to stand up when the attendant asked her to remain in her seat. She went on, 'Madam, although we do not usually allow an economy-class passenger to sit in first class, the captain decided to make an exception in this case as he thought it was wrong for someone to be in a bad situation like this.' Then, the attendant turned to the man and said, 'Please bring your belongings and follow me, sir. There's a seat waiting for you in first class.'

A. Why did the woman react negatively to the passenger next to her?

B. What do you think of her behaviour?

C. How would you have felt if you had been in this man's shoes?

D. The woman acted in a discriminatory way towards the man. How would you have acted if you had been in her position?

3

Look at this picture of the former Prime Minister of the Netherlands. Answer the question that follows.



Dutch Prime Minister Mark Rutte

A. What are common stereotypes about politicians?

Read about the life of Dutch Prime Minister Mark Rutte. In light of what you have read think again about the life of this politician.



Mark Rutte rides a bicycle to the Dutch government offices

The Netherlands' former Prime Minister Mark Rutte was born in The Hague and raised in a middle-class family. His father was a merchant and his mother was a secretary. They taught him to be modest, humble, hard-working, respectful and supportive of others. His dream was to be a pianist, and he learnt to play the piano at a music institute. However, he later chose to study history at Leiden University. Before becoming a politician, Rutte entered the world of business and worked as the general manager of a company. Rutte grabbed the world's attention by cycling to the government offices, with no grand parade or bodyguards.

B. Does his life match the stereotypes that you thought of before you read the text?

4

Read the following judgements and stereotypes about poor people.

- Poor people are lazy and hate to work.
- If poor people were serious and showed more effort, their living situation would improve.
- Poor people always rely on social aid to live.

A. Prepare a role-play script to present in class. The aim of the role-play is to show compassion to a family who is living in poverty. Include the following in the role-play script:

A description of this family's situation.

Scenes of discrimination from other people towards them.

An invitation to show compassion.

A suggestion of a solution for this family's situation.

Growing up and Well-being

Lesson 1 Development of a Sound Mind and Body
to Achieve Success

Lesson 2 Growth and Development in the Right
Environment

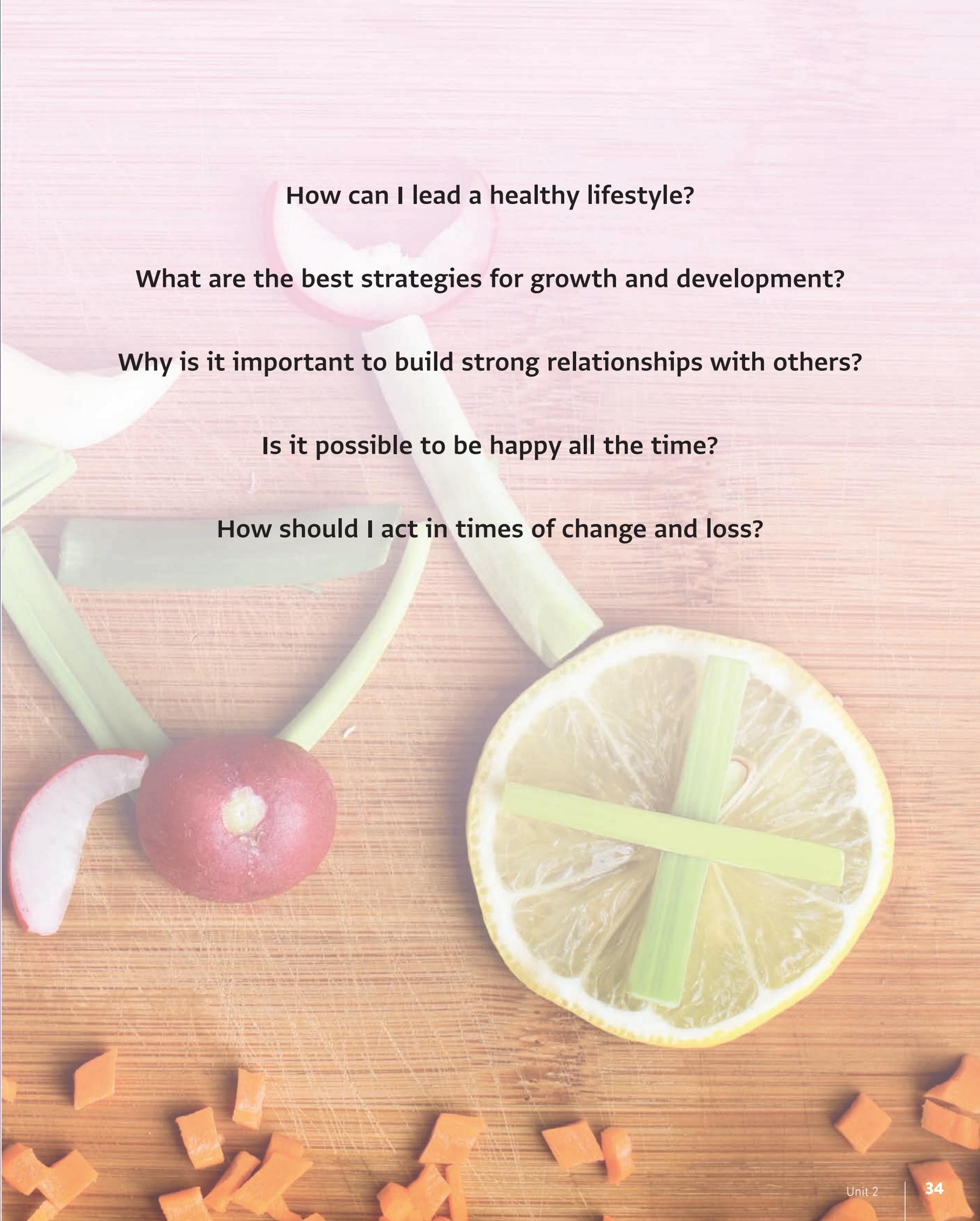
Lesson 3 Helping Each Other for the Benefit of All

Lesson 4 Happiness is the Key of Life

Lesson 5 Addressing Change and Loss



How can we learn to live our lives with
integrity and confidence?



How can I lead a healthy lifestyle?

What are the best strategies for growth and development?

Why is it important to build strong relationships with others?

Is it possible to be happy all the time?

How should I act in times of change and loss?

Lesson 1

Development of a Sound Mind and Body to Achieve Success

○ Learning Outcomes ○

- Understand how to grow and develop in a positive way, while cooperating and collaborating with other people so as to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health. At the same time, you will be able to avoid wanting to achieve unrealistic concepts of happiness as portrayed in the media.

Vocabulary

welfare

growing in a positive way

healthy diet

personal hygiene

healthy lifestyle

1

- Pick an item and mime how you would use it to the class.
- Think about why we need these items.
- Think about what concept this activity is introducing.



What does the bag contain?

2

Read the story of Khalid. Then answer the questions that follow.

Khalid is an 11-year-old boy, who is very popular with his classmates. One day, however, he noticed that his classmates were avoiding him. They whispered about him behind his back and complained when they had to sit next to him. Confused and upset, Khalid didn't know what was wrong. He started to fall behind in class.

At home, he became distracted and he didn't talk with his family. He also became less enthusiastic about going to school. He began to feel sick and get stomach ache, especially in the morning just before the school bus arrived. Khalid's parents became worried about his mental and physical well-being. They contacted the school's counsellor to discuss their concerns. The counsellor asked Khalid to come and see him. He asked Khalid to tell him the real reason he was feeling so down. He also talked to two of Khalid's classmates and was surprised to find out that the entire class was put off by Khalid smelling of sweat after PE.



3

Work in groups. Look at the pictures and think about whether the lifestyles shown are good for physical or psychological (or mental) health? Answer the questions under the pictures. Write.

- Is this girl eating healthily? How might her physical health be affected by eating such food?



- Should parents buy food for their children from outlets like these?



- Why might a mother be upset by her child's behaviour in this picture?



- How do habits such as the one displayed by this girl affect our well-being and social life?



Work in groups. Role-play a conversation with one of the children pictured. Try to persuade him/her to adopt a healthier lifestyle. Promote a sense of positive well-being and growth.

4 **Read about the importance of exercise. Then do the activity that follows.**

- a. Exercise produces hormones, called endorphins, making us happier and reducing stress.
- b. It helps us make good use of our spare time.
- c. It helps to develop fitness, strength and healthy muscles and bones.
- d. It helps to burn calories and transform nutrients into useful energy. It also reduces fat, especially around the stomach, thighs, and hips. This helps us maintain our ideal weight and body shape.
- e. It gives you a healthy heart. Exercise makes the heart work harder. The heart then beats faster and pumps blood more efficiently. This in turn helps to pass oxygen and energy to the brain and muscles.
- f. It improves our lungs. They can then provide more oxygen to the body and distribute it to the organs, especially the brain and muscles.

A. Write about your favourite sport. Where and when do you play this sport? How does it benefit your physical and mental health? Present what you have written to your classmates.

In this lesson you have read about healthy lifestyles.

5 Work in groups. Design a poster highlighting some healthy lifestyles. Show their significant impact on well-being, happiness and sound, healthy growth.

6 Read Malik's email to his friend Marcos. Then do the activity that follows.

Hi Marcos,

The day after tomorrow is my sister Aya's graduation. My parents have asked me to help them organise a special party for her. Please help me come up with some bright ideas so we can surprise Aya on her graduation. First, we will pick her up from basketball practice and then come home, as we usually do on Thursdays. It would be great if you could help me choose some healthy and delicious food for the party! Also, please help me organise some crafts and games so we can have a really great time.

Best wishes,

Malik



A. If you were Marcos, how could you help Malik organise a fantastic party where everyone has a great time? Complete the table.

Healthy, delicious food	Aya's Graduation	Hygiene rules
.....	Crafts and games

Lesson 2

Growth and Development in the Right Environment

○ Learning Outcomes ○

- Understand how to grow and develop in a positive way while cooperating and collaborating with other people to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Know how to identify whom to ask for help in dealing with change and loss and will know how to draw on support from the community.

Vocabulary

right to housing

social care

right to education

welfare

Do you feel comfortable?

1

Sit on one chair with four of your friends. Write, 'I feel very comfortable sitting like this.'

Do you *really* feel comfortable? Is it possible to study effectively in this situation?



2

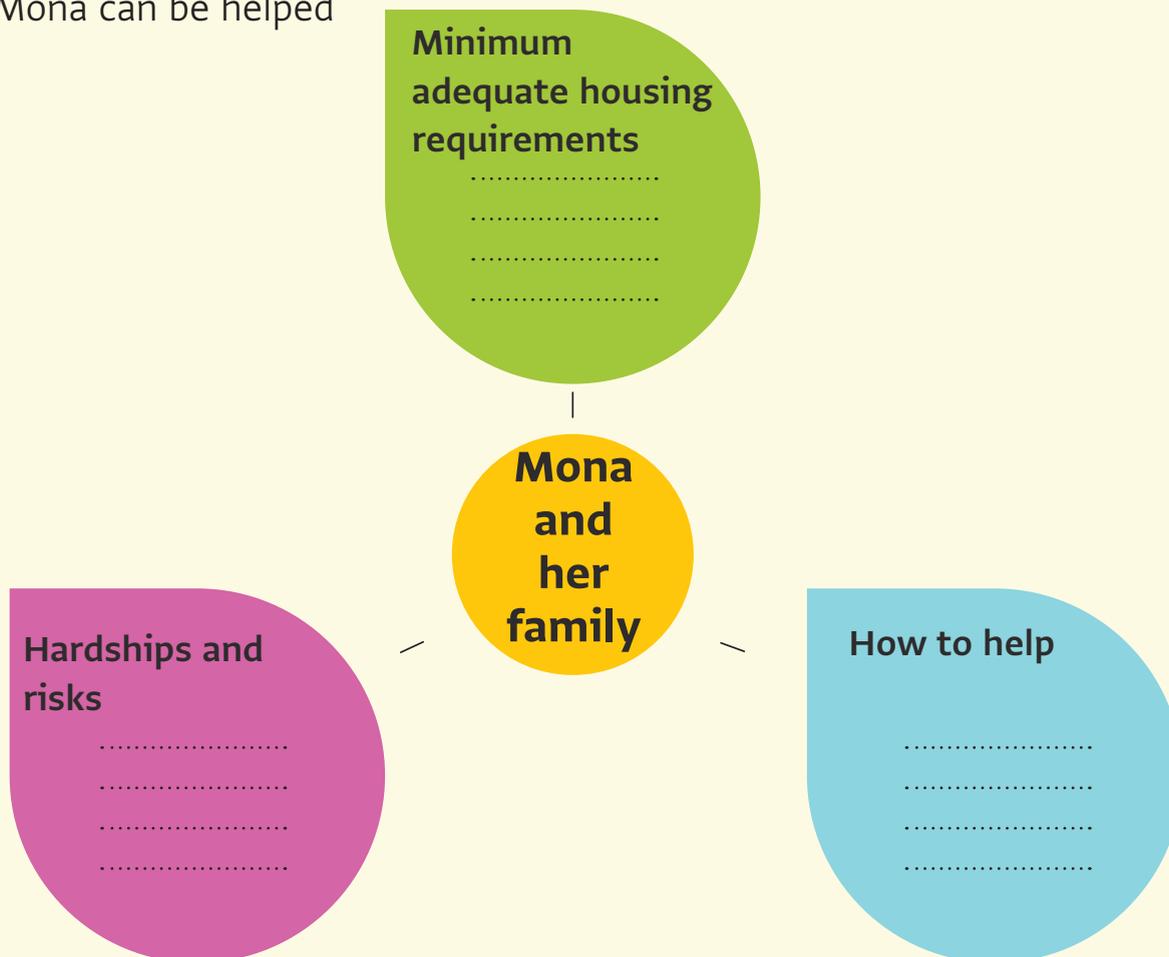
Look at the picture of Mona's home and read about her living conditions. Then do the activity that follows.



Mona and her family are facing financial difficulties. They couldn't afford the rent on their last home and had to leave. They have moved to poor accommodation on the farm where Mona's father works.

Work in groups to complete the chart. Think about:

- the hardships and risks Mona and her family face
- minimum adequate housing requirements
- how Mona can be helped



3

Everyone has the right to adequate services. In the UAE, the Ministry of Social Affairs is developing social welfare and rehabilitation programmes to help those in need.

Read about the care it provides. Then work in groups to discuss how important this care is in terms of personal development and well-being. Write.

a. Municipality Services

The municipalities send representatives to homes of people of determination so they complete their official forms without having to leave their homes.

Field:

Objective:

Importance:

b. Education

The UAE provides several educational choices to people of determination. It also helps them to get enrolled in regular schools, according to each student's improvement or level.

Field:

Objective:

Importance:

c. Free Entry to Emirates Park Zoo

People of determination are given free access to the zoo. Emirates Park Zoo aims to bring children closer to nature. It even has areas without barriers where children can touch and connect directly with the animals.

Field:

Objective:

Importance:

d. Moving around

All new public car parks, pavements, corridors, bridges, pedestrian walkways, entrances and other public facilities in many cities in the UAE are being designed with people of determination in mind. The new fleet of public transport buses are all equipped with low floors and non-slip entrances.

Field:

Objective:

Importance:

4 Read about the yellow school bus.

Yellow school buses are a familiar sight in many countries. They usually have prevention and warning systems to protect children from accidents. The buses are clearly identified as school buses. When they stop to let children off, they flash red and yellow lights to warn other drivers that kids are around. In a further safety measure, the left side of the bus has a round red 'Stop' sign, again as a warning to other drivers. Of course, children have to be educated in bus safety. They should always remain in their seats until the bus comes to a complete stop. Then they should get off without pushing. It is very important to be careful after getting off the bus. Therefore children who want to cross the road in front of the bus should move several metres in front before starting to cross.



Work in pairs. Choose the picture you like best. Write a dialogue between the people in the picture, focusing on safety or learning. Practise your dialogue with your partner. Then present it to the class.

5 The United Nations Committee on Economic, Social and Cultural Rights has determined a set of housing requirements. It has provided countries with detailed instructions on respecting and protecting housing rights.

Work in pairs. Do some research to find out more about these housing requirements. With your partner, choose what you think are the three most important requirements. Write them down. Compare your findings with other pairs. Do you agree?

Lesson 3

Helping Each Other for the Benefit of All

Learning Outcomes

- Understand how to grow and develop in a positive way, while cooperating and collaborating with other people to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health. At the same time, you will be able to avoid wanting to achieve unrealistic concepts of happiness as portrayed in the media.

Vocabulary

happiness

positive relationship

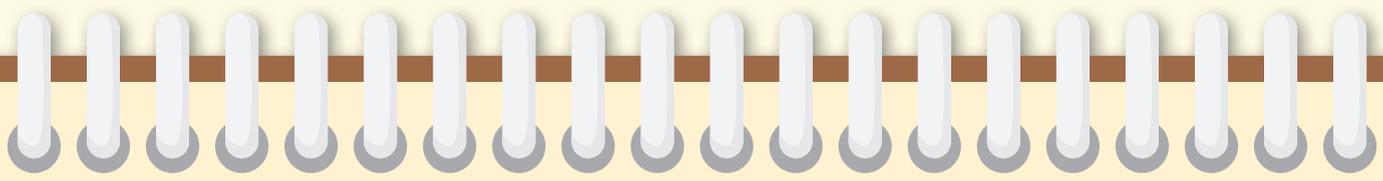
1 Write down a word or a statement that explains what the term 'positive relationships' means to you. Then, compare what you and your classmates wrote. What do 'positive relationships' mean to your classmates? Do you try to build positive relationships with others? Are you successful?



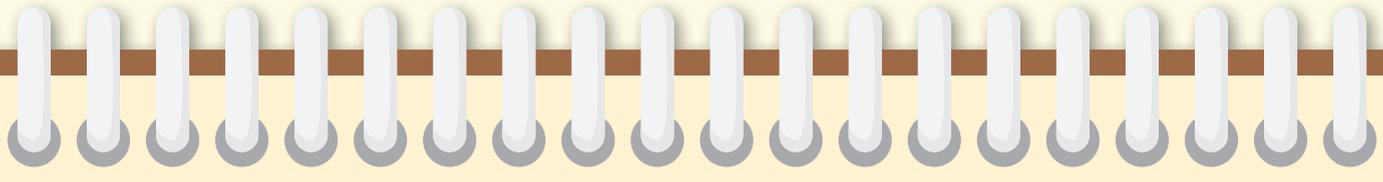
- 2** Read the diary entries written by students. They all refer to relationships with others. Then work in groups to answer the questions that follow.

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.

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.



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.

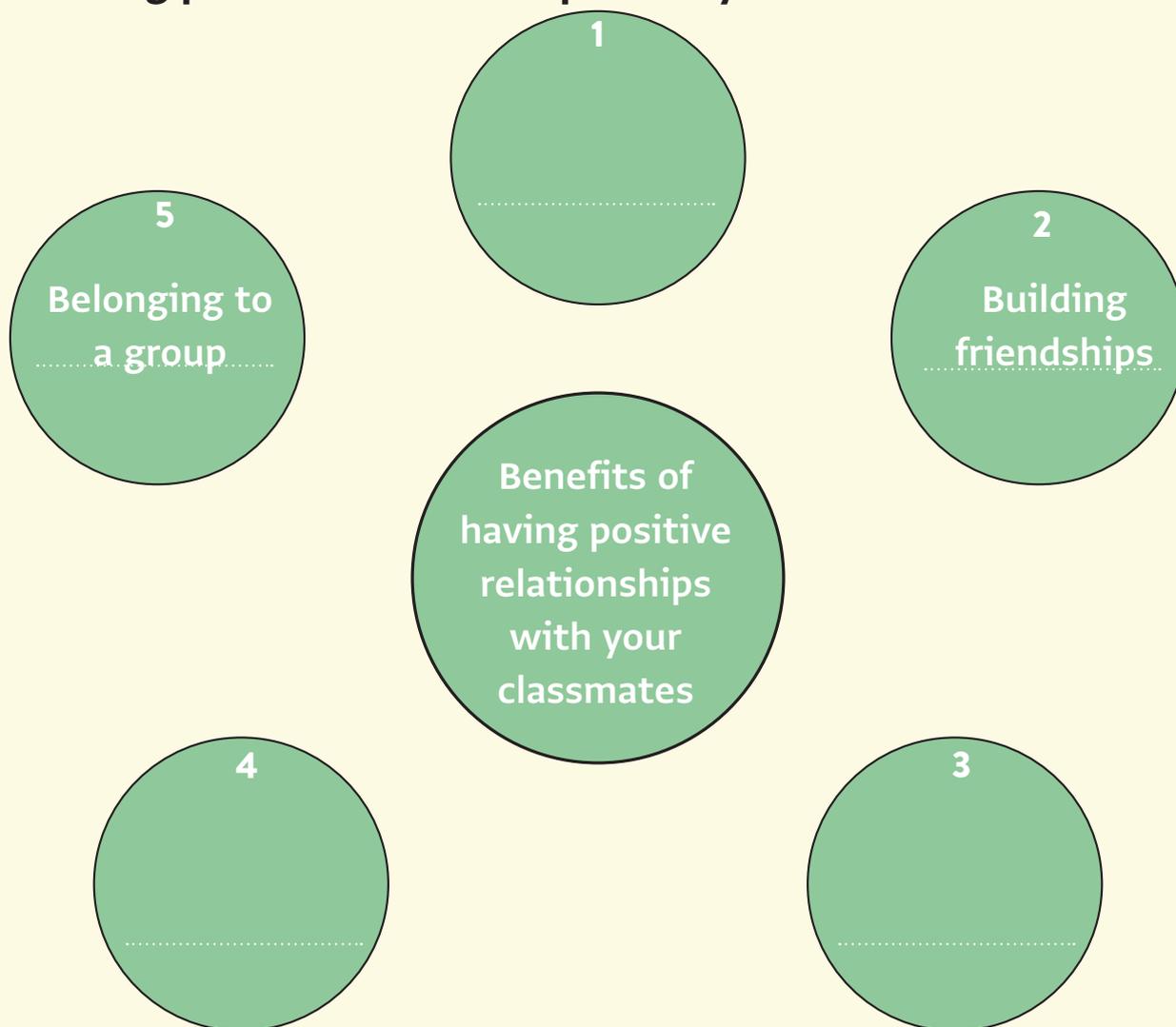


I am very excited that my friend Mariam is getting ready to take part in a national swimming competition next week. She is a very good swimmer, practises regularly and always does what her coach tells her. She has to train a lot - three times a day until the competition. She says she doesn't have time to come to the park with us until after the competition.

A. What kind of support could you give to these students?

B. Who else might be able to help these students?

C. Discuss in groups. Complete the diagram with other benefits from having positive relationships with your classmates.



3 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.









4

Work in pairs. Tell your partner either about a problem you have faced or about a dream you want to achieve. Then listen to your partner.

Present your partner's situation to the class. Discuss ways in which the problem can be resolved or the dream achieved.

What do you learn from this activity?

5

Read the text about student needs. Then do the activity that follows.

Students have a natural and understandable need to feel safe, both physically and psychologically. As they progress through school, this need increases. To foster feelings of security, children should be given opportunities to develop positive relationships with teachers and classmates. School teams and clubs, as well as government-led projects, can help to enhance an all-important sense of belonging. Schools that don't have teachers or advisors whom students trust will soon start losing students.

What makes you feel happy at your school?	Parallel feelings	What makes you feel upset at school?	Parallel feelings

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

.....

.....

.....

Lesson 4

Happiness is the Key of Life

○ Learning Outcomes ○

- Explain what is meant by well-being.
- Have an awareness of the tools available to promote physical and psychological well-being.
- Differentiate between a state of genuine well-being and one of superficial happiness.

Vocabulary

happiness

real happiness

fake happiness

1 Complete the following questionnaire. Then work out the level of happiness in the class.

A. Complete the questionnaire by putting ticks in the boxes that describe your feelings.

My feelings	Happy	Normal	Sad
Today			
Yesterday			

B. Collect answers from the class. Add the answers for each day and record them on the chart.

Survey of Student Feelings	Happy	Normal	Sad
Today			
Yesterday			

2

Read the text about happiness. Then do the activities which follow.

Happiness brings joy to life and makes us feel better. What makes us happy is different for different people. Things that make one person happy may not have the same effect on someone else. However, in two ways we are all the same: we can all find happiness through our relationship with ourselves, and we can all find happiness through our relationships with others. Happy people support others and can do the following things:

- **Feel good about themselves**
- **Take responsibility for decisions that they make**
- **Not worry when changes happen in the lives**
- **Try to improve their skills and talents**
- **Teach others and allow others to know their true feelings**
- **Love and respect other people and understand how they feel**
- **See life in a positive way**

Work in groups

- a. Think about the text and talk to your classmates about what true happiness means.
- b. Talk to your friends about things you could do together to make you all truly happy.

3

In 2016, the UAE created the Ministry of State for Happiness. This government department wants to make sure that everyone in the UAE is happy. It works with many different organisations to try to do this.



Students took part in the ‘100 Days of Positivity’. Lots of artistic, cultural, social and sports activities were organised to try to make schoolchildren all over the UAE behave in a positive way.

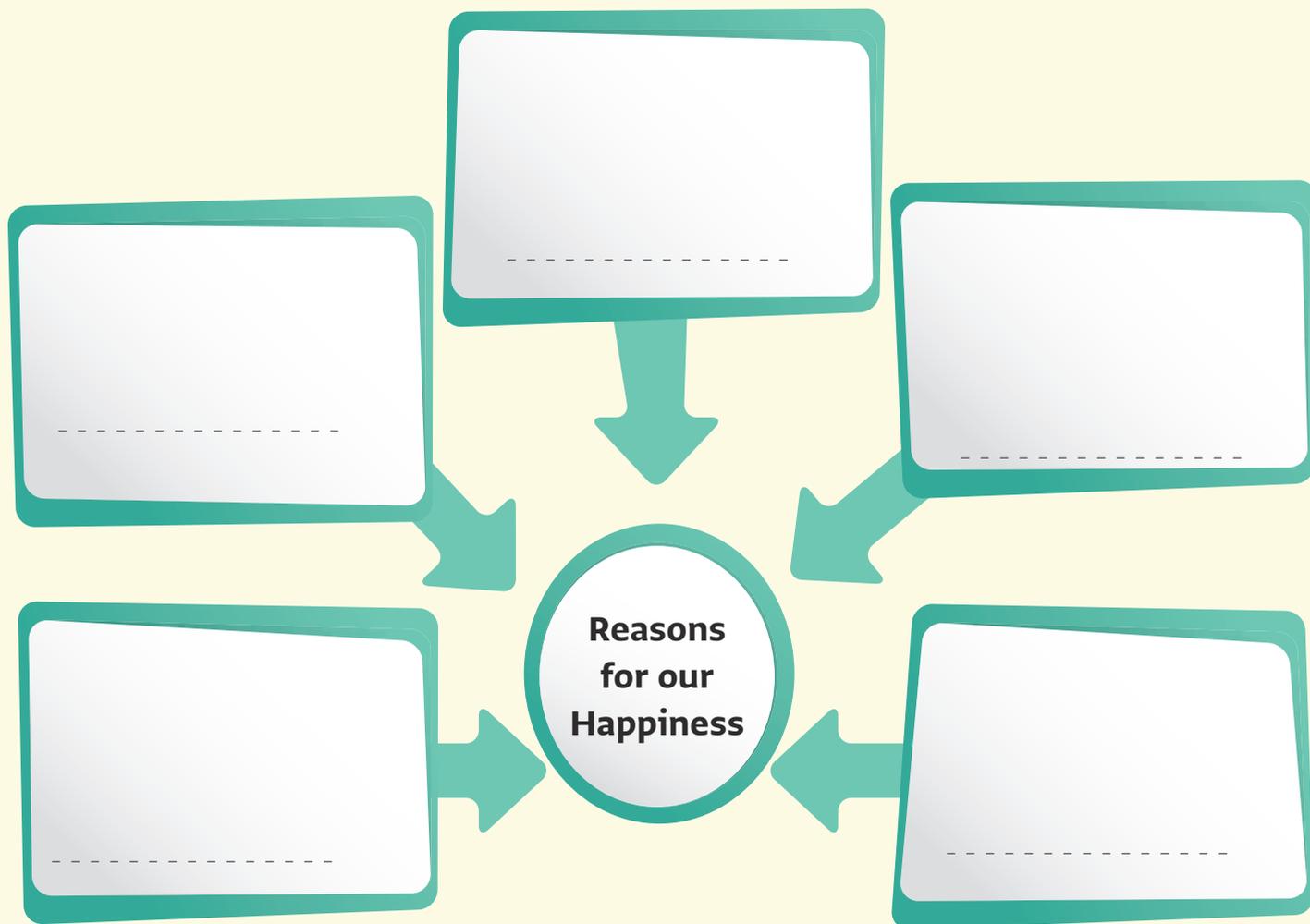


Her Excellency the Minister of State for Happiness, Ohood Khalfan Al Roumi, started the first ‘Happiness Patrol’ in the world. When the patrol sees a driver who is obeying the rules of the road, they give them vouchers and gifts.



Also, the Ministry of State for Happiness decided that workers should spend two hours out of every month doing something that makes them feel happy and positive about their jobs.

- a. Work in groups. Think about what makes you happy as a citizen or resident of the UAE. Talk to the students in your group about your ideas. Write the five most important things.



- b. If you were the Minister of State for Happiness, would you suggest to help everyone in the country feel happy and positive?

4

Read the text about the Kingdom of Bhutan. Then do the activity that follows.

The small Himalayan Kingdom of Bhutan is a Land of Happiness. Sadness amongst its people is unusual. Since 1971, the kingdom uses the slogan ‘Gross domestic happiness is more important than gross domestic product.’ This means that when we measure how well a country is doing, we should not only measure how much money its people make. We also need to measure their happiness. In Bhutan, the government considers the following things to measure happiness: a person’s health, how they feel about themselves, their education, how they use their time, how well they deal with changes in their lives and how much they like the homes and areas they live in. According to the 2010 Gross Domestic Happiness Index, 42% of Bhutanese people are happy, 50% are almost happy and 8% are very happy.



Kingdom of Bhutan

Work in groups. Think about the list of things used in Bhutan to measure happiness and how people feel about themselves, there. Do you think those things are important for making people happy? Explain your answer, giving examples.

Lesson 5

Addressing Change and Loss

○ Learning Outcomes ○

- Understand that we will face changes as we grow older and that we can adapt to these changes by identifying when they occur and sharing our concerns with others, while recognising that change can be positive.
- Identify the people in the community best able to help us cope with change and loss.
- Ask for help for ourselves and for our friends.

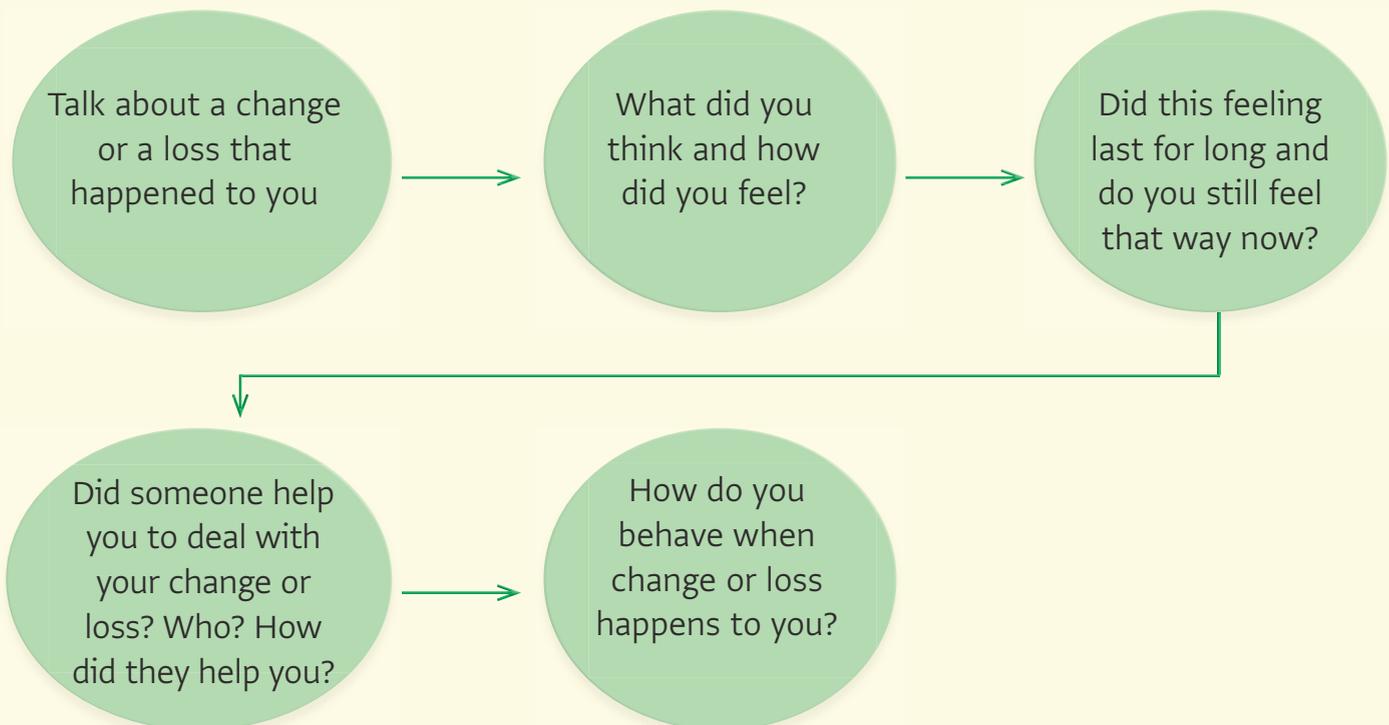
Vocabulary

change

loss

adaptation

- 1 **Work in groups. Following the steps below, talk to each other about times when change and loss happened in your lives. Make sure that everyone in the group gets a chance to speak.**



2

After you have talked about times when change and loss happened to you, read the story about Johnny. Then answer the questions that follow.

Johnny and his parents recently moved from America to Abu Dhabi.

When they arrived in Abu Dhabi, Johnny's parents began looking for a suitable school for him. But Johnny was very quiet and didn't seem to be interested in finding a new school. He stopped speaking to anyone.

His father noticed that Johnny was unhappy and asked what was wrong.



a. **What do you think Johnny said when his father asked him what was wrong?**

b. **Johnny's father will probably tell Johnny not to worry about starting a new school. What do you think Johnny will say?**

c. **How big a problem is it if people refuse to accept change or adapt to a new situation?**

d. **What could you say to Johnny to help him adapt to his new life?**

3

Work in groups. Look at this list of things we can do at times when change or loss happen to us. Do you agree with these ideas? Explain your answer, giving examples.

- Talk to a friend, someone in your family, doctor, or nurse.
- Don't be afraid to cry.
- Get plenty of sleep and rest.
- Eat healthy food.
- Ask for advice and help, especially when you are feeling unhappy or worried about something.

4

Read the text about the happiest children. Then do the activity that follows.

In 2013, a UNICEF report said that Dutch children are the happiest in the world. It said that Dutch children were happier than children in twenty-nine of the richest countries in the world, such as the United Kingdom and the United States of America. The report looked at the following important areas of a child's life: physical well-being, health and safety, education, behaviours and risks, housing and environment. Dutch children were the happiest in all these areas. When asked how happy they were, 95% of Dutch children said they were happy.

Dutch parents try to treat their children as individuals. They understand that children are not all the same. They believe that success does not always make people happy, but happiness can help them to succeed.

The report said that 85% of Dutch children aged 11-15 ate breakfast every day. Studies prove that if children eat breakfast every morning, they are less likely to eat unhealthy, fattening snacks during the day and it helps them to concentrate in school.

But the real point here is that starting the day by having breakfast as a family helps to build strong relationships in the family.

Dutch families like to live a simple life. Most of them like to do simple, cheap activities together, and they do not always want to buy expensive things.



- A. Work in groups. Identify five to eight steps that can ensure the well-being and healthy growth of children. Present your ideas to the rest of the class.

5

Read about some situations where change or loss happens.

Work in groups. Role-play each situation to show how you could help the people involved. Talk about the different emotions felt by each of people.

- Yusuf crashed his bicycle today. It was badly damaged and he won't be able to ride it again.
- Janna's father has found work abroad. He will only be able to visit his family once every three months.
- In the middle of the school year, the science teacher had to leave because he was sick and a new teacher has arrived to teach science.

6 Eating unhealthy meals is one of the children's changes in their adolescence, as they eat more fast food instead of healthy food.

Collaborate with your colleagues to make a project on the healthy food.

1. List names of your team's members and task of each member according to his tendencies
2. Specify the budget
3. Choose the method suitable for you to present your project from the following:
 - a. Hosting a nutritionist and asking him to talk about:
 - Healthy food that the body needs
 - Child's different needs of the different types of food and the reason behind that
 - The importance of adequate sleep and the relationship between healthy nutrition and increased concentration
 - and other topics relevant to public health.
 - b. Play videos collected by your group on the same topic. You have to consider the following:
 - Distribute the roles to the team members.
 - Select the appropriate material for the presentation.
 - Specify the presentation duration.
 - Provide the required sources.
 - Design the display style (large screen, PowerPoint, ...).

- c. Design magazines, pamphlets, folded cards
 - Select the method type: Wall magazine, board, pamphlet, folded card, etc.
 - Specify the form and design
 - Collect the scientific content: Sayings, tips and guides, realistic stories
 - Perform and direct
 - Present the product
4. Develop a time plan for implementation
5. Set the presentation date
6. Prepare a healthy food word beginning by defining the healthy foods such as meat, vegetables, fruits, etc., unhealthy foods such as fast food, fats, deserts, etc. and other factors affecting the health such as wake, fatigue, etc.
7. Prepare questions to run the discussion after the project is presented

Parents' Guide

Unit 1 Compassion and Empathy

Unit 2 Growing Up and Well- being

Unit 3 What Objects and Symbols Can Tell Us

Unit 4 Flexibility and Perseverance

Unit 5 Providing Help and Making Difference

**Unit 6 Trade, Travel and Communication's
Influence on UAE Culture (part 2)**

Unit 1

Compassion and Empathy

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

This unit relates to the unit on tolerance and respect for difference in which students focus on themselves and their school. In this unit, students expand their understanding of the importance of self-respect and integrity. They also learn the concepts of tolerance, compassion, sympathy, and empathy while broadening their discussions to include the community and whole world.

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.



How can sympathy, tolerance and compassion be practiced in society and the wider world?

Exploratory Questions

- How do self-respect and honesty relate to respect for other people?
- Is there a link between accepting other people and being accepted by them?
- What is the importance of tolerance, compassion and sympathy in society and the wider world?
- How can we practise tolerance and compassion?

Learning Outcomes:

- Understand why self-respect is an integral part of respecting others.
- Recognise when someone is upset and understand their feelings.
- Identify what makes them offer help to others.
- Analyse how they feel after offering help.
- Explain whether tolerance is a moral necessity.
- Define stereotyping.
- Describe how stereotyping leads to discrimination.

Home Activities

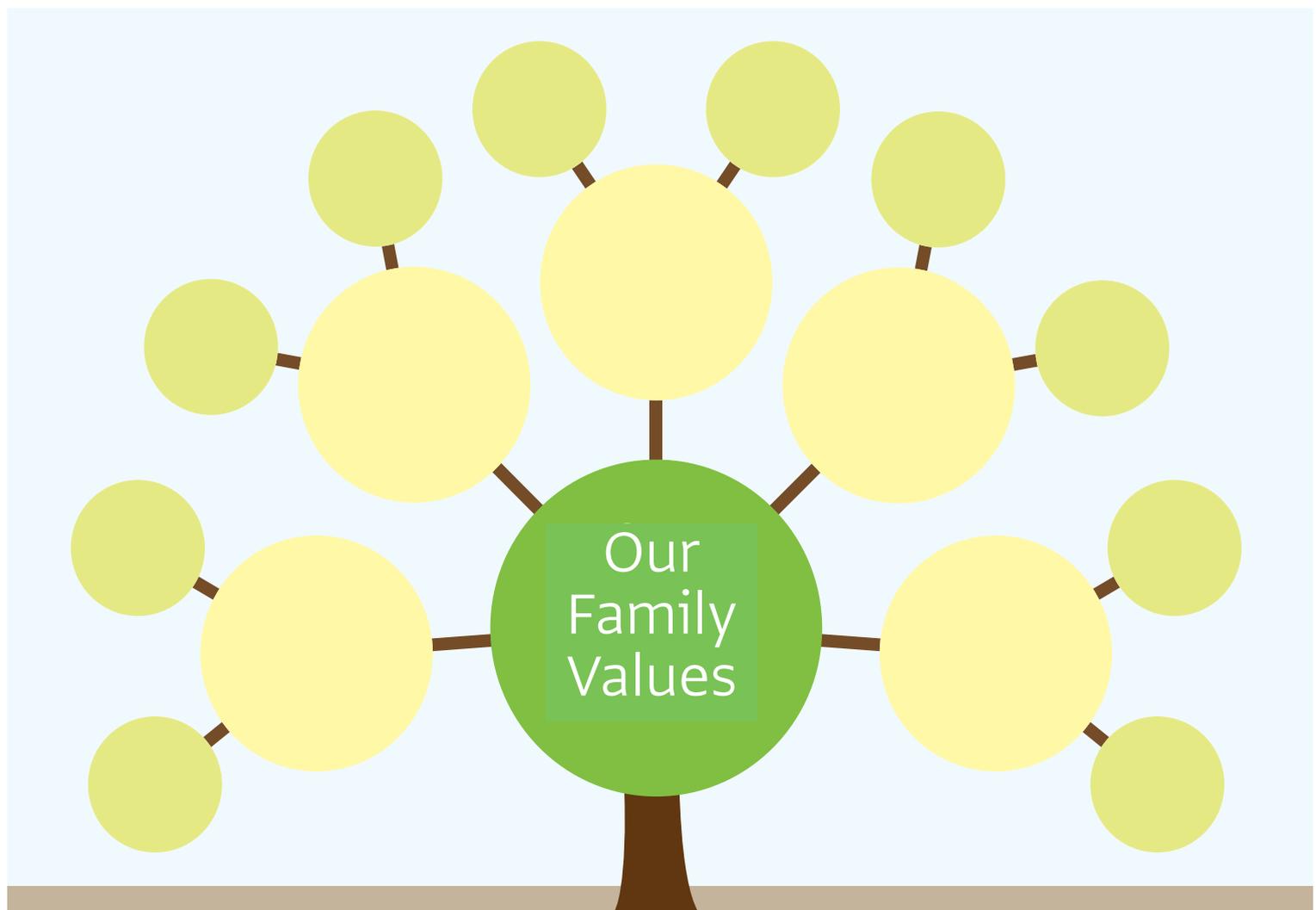
Activity 1: We are a compassionate family

- Family members together visit someone who is sick, elderly or needy.
- After the visit, family members design an "emotions card" and decorate it.
- Each person writes his/her name and feelings about the visit on a post-it note.
- Everyone discusses the emotions and reaction of the person visited, and then writes these details in the centre of the card.
- Everyone sticks their post-it notes (on which they wrote their feelings) around the centre of the card (where the emotions of the patient who they visited are written) and then hangs the card at home.
- Family members who do not want to write can draw their emotions and attach them to the "emotions card".



Activity 2: Our Family Values

- Family members draw a tree with three levels of branches and put the title 'Our Family Values' at the first level, in the middle of the trunk of the tree.
- At the second level, they write some of the family values they appreciate, such as compassion, empathy, tolerance, self-respect and respect for others.
- Family members discuss behaviours and habits that show their appreciation for the value in question.
- Everyone writes phrases expressing these behaviours at the third level of the tree.
- The student can bring the tree to school and discuss it with his/her classmates.



Unit 2

Growing Up and Well-Being

Objectives of the Unit

In this unit, students learn about methods for positive growth and development through following a physically and psychologically healthy lifestyle, building positive relationships with family members and friends and living happiness in its true sense. This unit also covers the changes and difficulties that students may face, especially loss, as well as ways to deal with 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.



How do we grow up positively and live well?

Exploratory Questions

- How can I lead a healthy lifestyle?
- What are the best strategies for growth and development?
- Why is it important to build strong relationships with others?
- Is it possible to be happy all the time?
- How should I act in times of change and loss?

Learning Outcomes:

- Understand how to grow and develop in a positive way, while cooperating and collaborating with other people so as to promote mutual well-being.
- Understand that the future will bring challenges and changes, which can be faced by predicting when these might occur.
- Learn to talk about challenges and changes with other people, while at the same time understanding that challenge and change can be positive.
- Develop a perception of the nature of well-being and an understanding of the tools, techniques and support strategies available for promoting mental and physical health. At the same time, you will be able to avoid wanting to achieve unrealistic concepts of happiness as portrayed in the media.
- Identify whom to ask for help in dealing with change and loss and will know how to draw on support from the community.
- Explain what is meant by well-being.
- Have an awareness of the tools available to promote physical and psychological well-being.
- Differentiate between a state of genuine well-being and one of superficial happiness.
- Understand that we will face changes as we grow older and that we can adapt to these changes by identifying when they occur and sharing our concerns with others, while recognising that change can be positive.
- Identify the people in the community best able to help us cope with change and loss.
- Ask for help for ourselves and for our friends.

Home Activities

Activity 1: Happiness candy

- Discuss behaviours or actions, such as loving, laughter and sharing, that create happiness within your family.
- Meet together at a time that suits everyone in order to make candy that everyone loves.
- List the ingredients (such as flour, sugar and water) in the first column of the table.
- Then write the behaviours and actions that match each ingredient (for example, loving = sugar or laughter = flour) in the second column of the table
- When the candy is ready, decorate it with whatever family members want to share with one another. It is the happiness candy!

Happiness candy	
Ingredients	Behaviours and actions

Activity 2: Let us always remember them as they like to remember them

- Family members meet and remember a beloved person who passed away or who now lives far away.
- They remember wonderful situations and happy moments they shared.
- Everyone is invited to express their feelings while remembering these happy times.
- Family members express sympathy for others who feel sad, frustrated, upset or angry, and remind them that the person they miss would like to be remembered with happiness rather than sadness.
- Every family member designs a display of photographs showing happy moments they had with the person they miss. These could be turned into wall photos or a poster - or they could even be printed on shirts, cups or blankets.
- Family members use the item they made and remember the happiness they shared with the person they miss.
- The student can share the activity with his/her peers.

Beautiful memory picture



Glossary

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

Adaption: Adjusting and getting used to different or changed, circumstances

Change: To become different; different circumstances from one situation to another

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

Educational equality: When everyone is given an equal right to access education, develop their talents and capabilities, and participate effectively without judgment or discrimination

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

False happiness: Unreal happiness that comes from external objects and possessions, usually accompanied by feelings of instability, unhappiness and dissatisfaction

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

Happiness: Joy, satisfaction and reassurance

Healthy diet: Eating diverse and varied food to acquire all nutrients in the quantities required by the human body

Healthy lifestyle: Living within proper environmental and health standards that ensure well-being and positive growth

Loss: No longer having something or someone that you once had; the feeling of something or someone being taken from you

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.

Personal hygiene: A person’s habits and actions to maintain bodily cleanliness and general health

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

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)

Right to housing: Everyone’s right to safe, secure and affordable shelter with the services and facilities needed to meet basic needs, as well as protection against arbitrary expulsion or forced eviction

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

Social welfare: A group of services aimed at providing the appropriate living and health conditions for individuals, in addition to developing their abilities according to both individual and collective needs

Stereotype: A common prejudgement about a subject, person or group in general.

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

True happiness: Happiness emanating from within an individual, stemming from self-esteem, talents and advantages, which helps someone to live a life of satisfaction and peace

Vulnerable groups: Marginalised groups in society facing difficult social and living conditions, such as the poor and refugees

Well-being: Comfort, health and happiness

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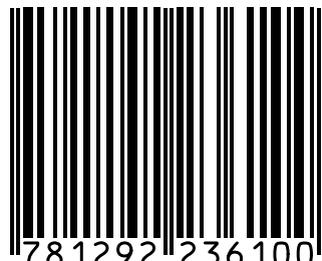
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