



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Moral Education

Grade Nine

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.

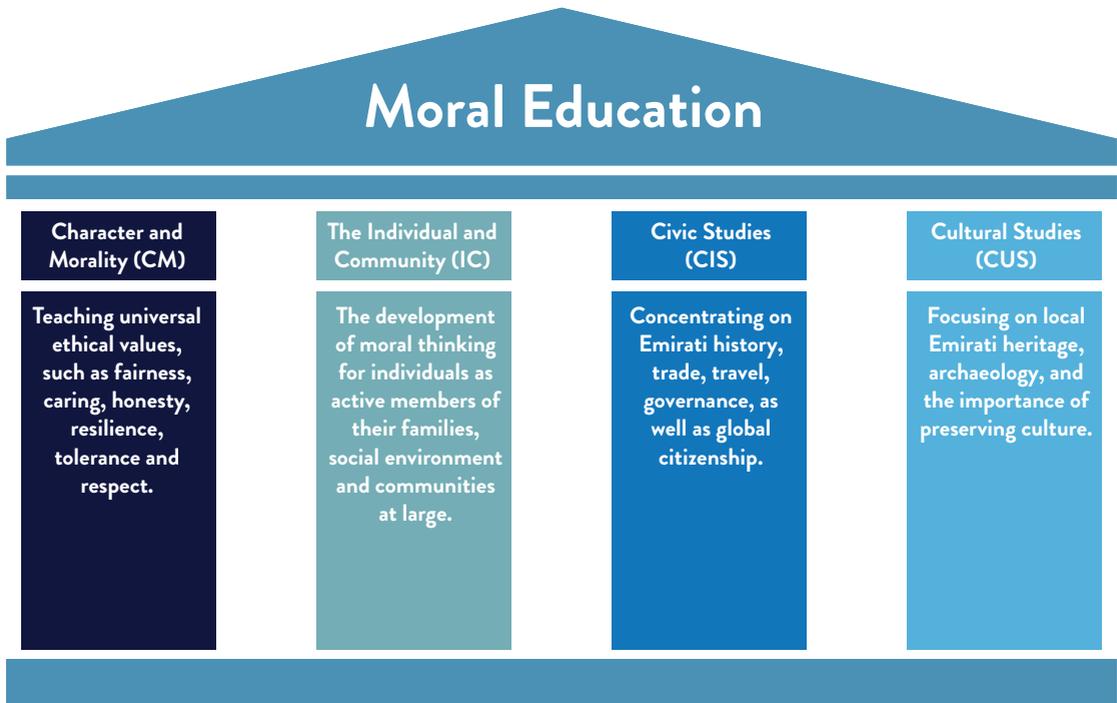
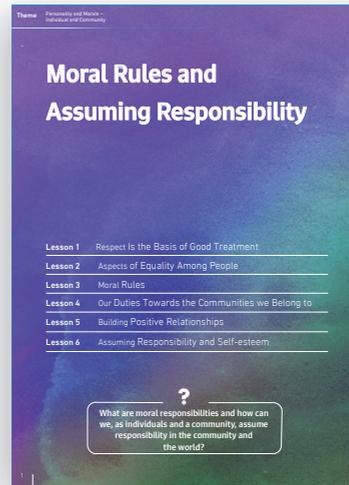


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What are the values and duties to which every individual should be committed for the sake of their community and the global community?
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Moral Rules and Assuming Responsibility

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Lesson 3 Moral Rules

Lesson 4 Our Duties Towards the Communities we Belong to

Lesson 5 Building Positive Relationships

Lesson 6 Assuming Responsibility and Self-esteem



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

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

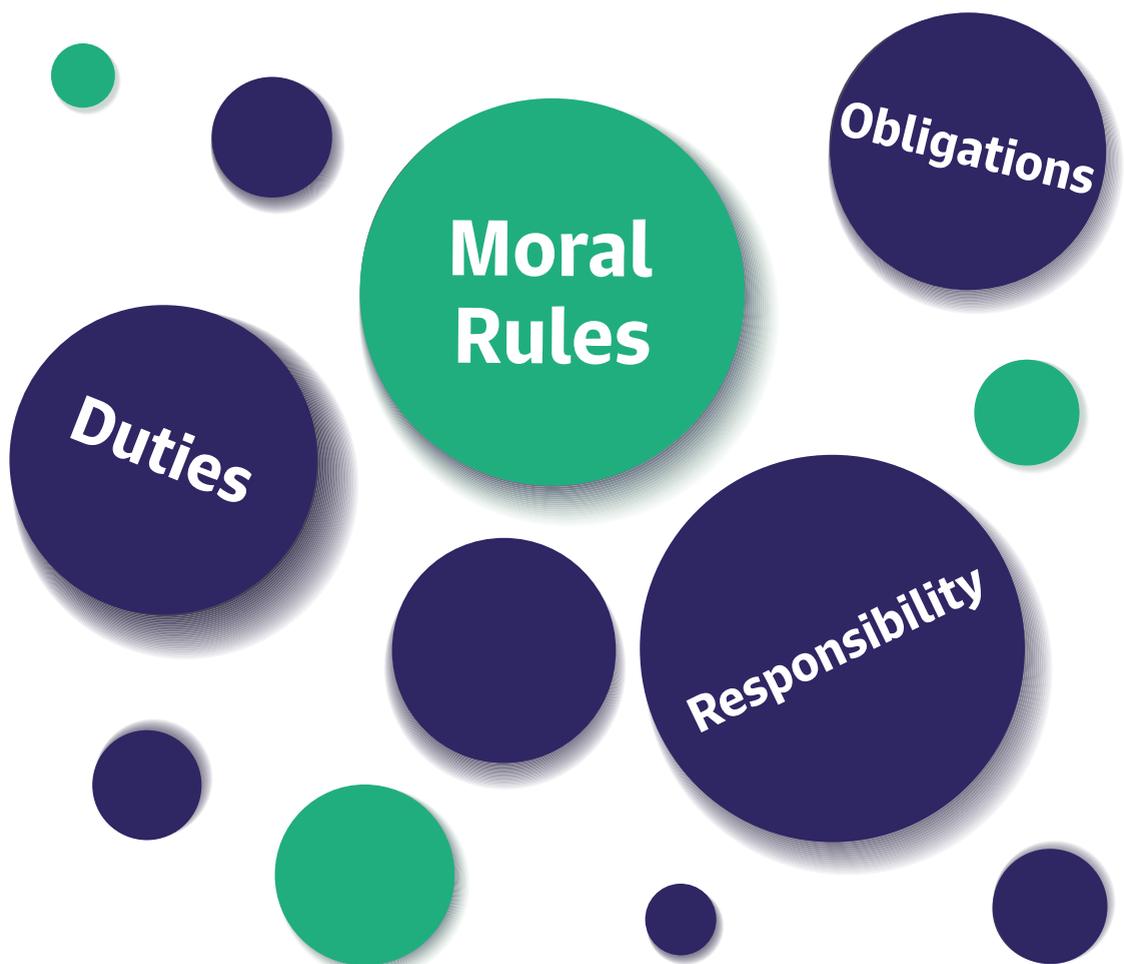
How is fairness in distribution achieved on a community level?

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

What are the values and duties to which every individual should be committed for the sake of their community and the global community?

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

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



Lesson 1

Respect is the Basis of Good Treatment

Learning Outcomes:

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

Vocabulary

self-respect

respecting others

sympathy

empathy

acts of compassion

people of determination

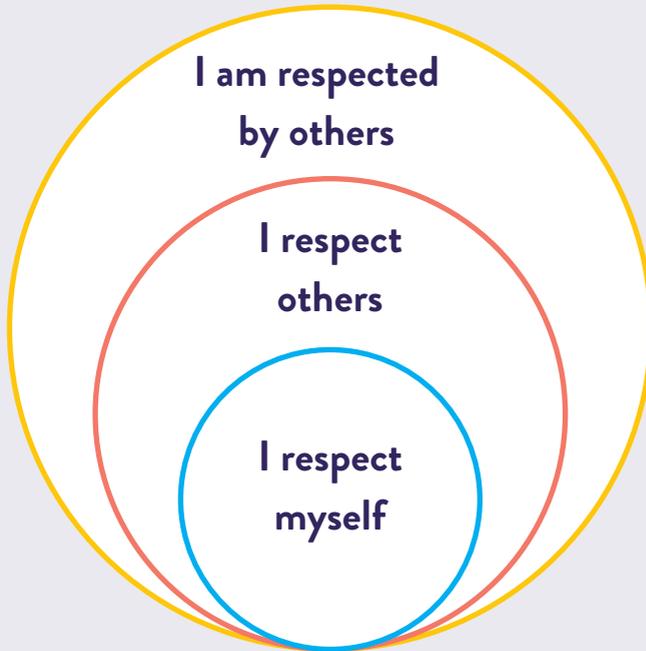
tolerance

discrimination

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

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

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



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

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

Define in your own words sympathy, empathy and compassion.

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

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

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

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

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

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



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

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

.....

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

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

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

.....

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

.....

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

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

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

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

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

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

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

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

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

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



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

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

Let us act compassionately!

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

Lesson 2

Aspects of Equality Among People.

The Learning Outcomes:

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

Vocabulary

equality

fairness

justice

distributive justice

1 Equality Knowledge Table:

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



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

Decide which is fair and which is unfair.



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



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

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

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

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

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

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

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

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

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



The foundation of the United Arab Emirates

4 Equality on a national level:

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



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



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



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

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

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



.....

.....

.....

Lesson 3

Moral Rules

Learning Outcomes:

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

Vocabulary

moral rules

the concept of volunteerism

morals

rights

duty

social values

moral values

the concept of values

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

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

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



A woman gives medical care to a turtle



A relief worker gives water to an outcast Nigerian child

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

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

Moral rules	The reason behind their existence	Universal moral values
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

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

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

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

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

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

My rights

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

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

My duties

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

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

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

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

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



German volunteer in the healthcare field in Burkina Faso

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

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



Emirati volunteers performing voluntary work

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

5 Deduce from these images:

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



Students in the USA cleaning their town.



A young man helps an elderly lady carry her shopping basket

Lesson 4

Our Duties Towards the Communities We Belong to

Learning Outcomes:

- Explain what a community is and why being a member of a community, or at least a group, is important to most people

Vocabulary

community

local community

belonging

In this lesson, we will start by learning about different communities and identifying the nature of the relationships between their respective members. Then, we will identify some of the groups we belong to, the type of relationships that bind us to them and our duties towards them. In addition, we will introduce the concept of community, as well as primary and secondary local community, and also draw our family trees.

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



Relationships:



Relationships:



Relationships:



Relationships:



Relationships:



Relationships:

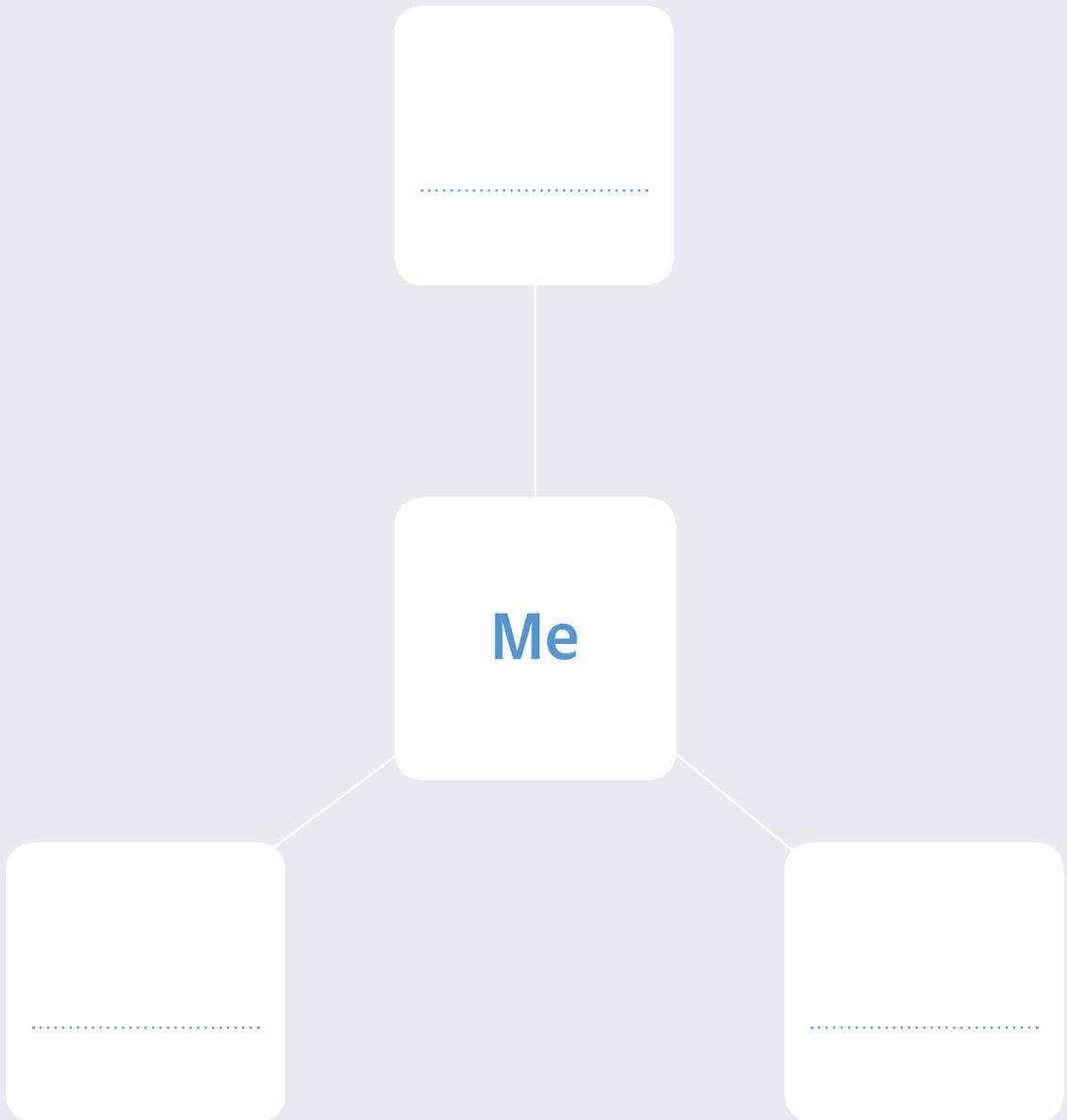


Relationships:



Relationships:

2 Based on what you found out in activity 1 about the different types of groups and the nature of the relationships between their members, write down in the boxes below the names of some of the groups to which you belong, identify the type of relationship between you and each of them and then write down the name of the largest of these groups.



Name of the largest group:

3 Read a text on the concept of community and its components text, then discuss the following points.

An individual is the basic component of a community. A community is a group of individuals interacting with each other within a network of human relationships of a cultural, emotional, professional, social, political and religious nature. Such individuals have a number of non-physical traits and characteristics, common interests and concerns. So, these three elements are: the individuals and the relationships that identify the general unique characteristics of a community, ensuring its existence and continuity.

However, communities are not exclusive to humans. Some animal groups also rely on their communities to enhance their chances of survival. These animal communities display behaviour such as collective care for the young, cooperation to find food, and collective defence of their territory.

A local community is a social unit comprising at least three people connected by relationships based on satisfying material and moral needs. Local communities correlate with each other within a larger community through language, culture, political and social systems, and common objectives.

There are two types of local communities: Primary and secondary local communities. Primary local communities are considered communities of belonging, because the individual involuntarily belongs to them. Such communities are characterized by facilitating the establishment of strong emotional relationships within them, such as family and clan.

Secondary local communities are voluntarily joined by the individual. They are called reference communities, and include things such as schools and voluntary organizations. Relationships between the members of such communities are rational and governed by rules, rather than impersonal. It is worth mentioning that belonging to a secondary local community is usually temporary. You belong to your school, your football team, your sports club or the orchestra where you play a musical instrument for a certain period.

Edited

- a. Choose a group to which you belong. Describe to your classmates, the benefits you get from such belonging.
- b. Make a table of the primary and secondary groups you know. What are the moral and materialistic needs fulfilled by a group to its members?

4 Family is one of the primary local communities to which we belong. Read about family structure and family trees, then draw your family tree.

A family is a group of individuals related to each other by kinship and blood. When a man and a woman are married, they form the core of a family structure.

Families come in different forms, including:

The nuclear family: includes the husband, the wife and their children (if they have any).

The extended family: includes grandparents, uncles and aunts, and can extend to three generations.

Single parent family: a family that has lost one of the parents, either through death or divorce.

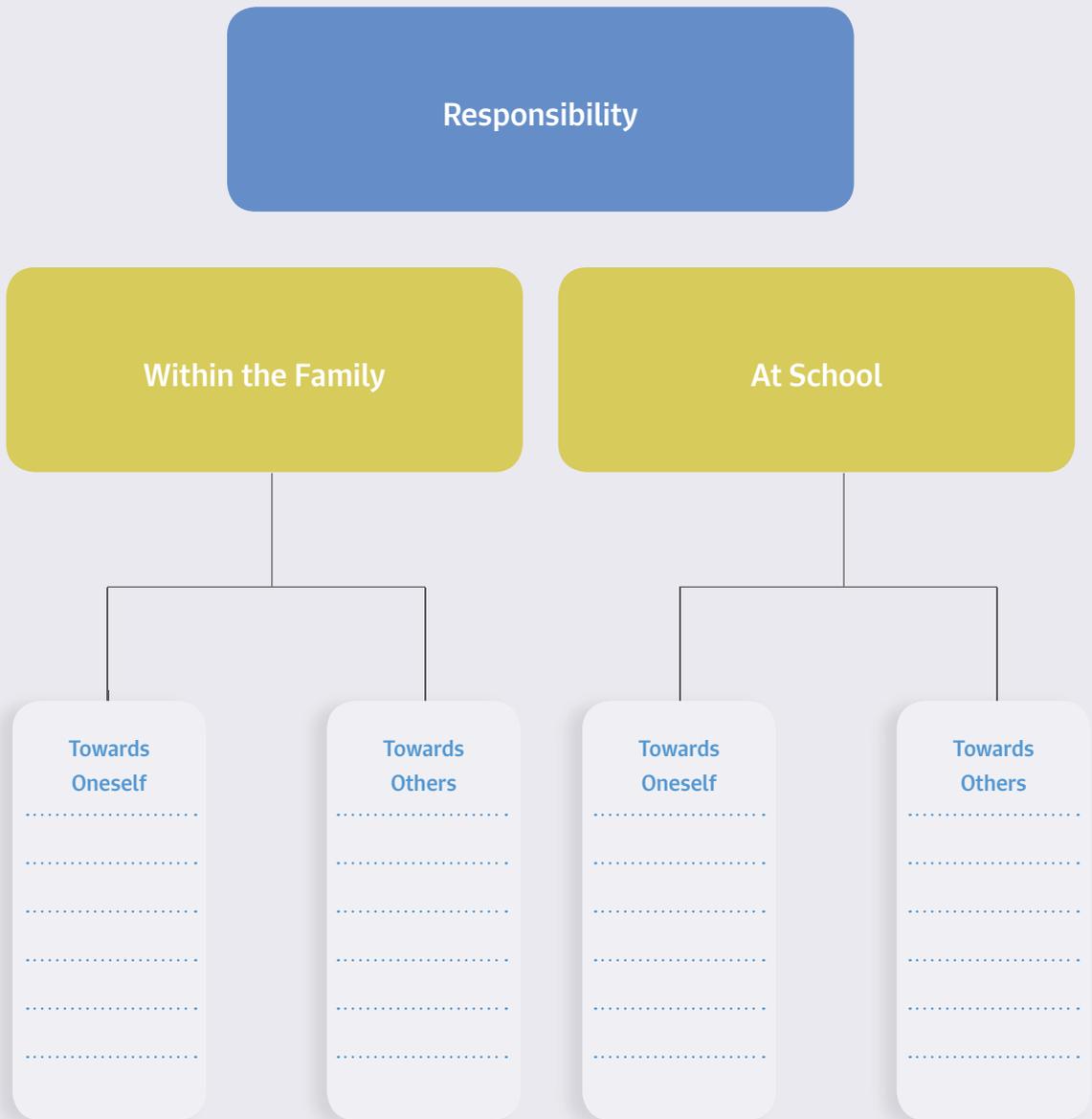
Joint family: a family that has multi marriages and half-brothers and sisters.

For generations, families have drawn family trees that represent their members and constitute a reference for their origins and kinship. The family tree starts from top to bottom, from the oldest to the youngest.

- a. Look at the family tree sample, then draw your own family tree and compare it to those of your classmates.



5 As a part of your family and community, you should assume certain responsibilities. In your group, think about the meaning of responsibility, fill the following map of concepts with examples of how to assume responsibility towards oneself and others within a family and at school.



Lesson 5

Establishing Positive Relationships

Learning Outcomes:

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

Vocabulary

happiness

positive relationships

wellbeing

positive growth

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

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



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

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

In groups, fill out the following table:

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

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

.....

.....

.....

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

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

How do you think Mohammed feels?

.....

How can you help Mohammed?

.....

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

How do you think Jessica feels?

.....

How can you help Jessica?

.....

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

How do you think Colin feels?

.....

How can you help others?

.....

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

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

Edited

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



a.
.....



b.
.....



c.
.....



d.
.....

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

.....

.....

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

.....

.....

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

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

Express the following:

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

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

Lesson 6

Responsibility and Self-Esteem

Learning Outcomes:

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

Vocabulary

responsibility

identity

self-esteem

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

1 Assigning responsibility in the classroom.

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

Main Classroom Tasks	Students Responsible

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

.....

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

My Responsibilities

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



Towards sharing responsibilities!

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

.....
.....

- b. Illustrate what makes you a responsible person:

.....
.....

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

.....
.....

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

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

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

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

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

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

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

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

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

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



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

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

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

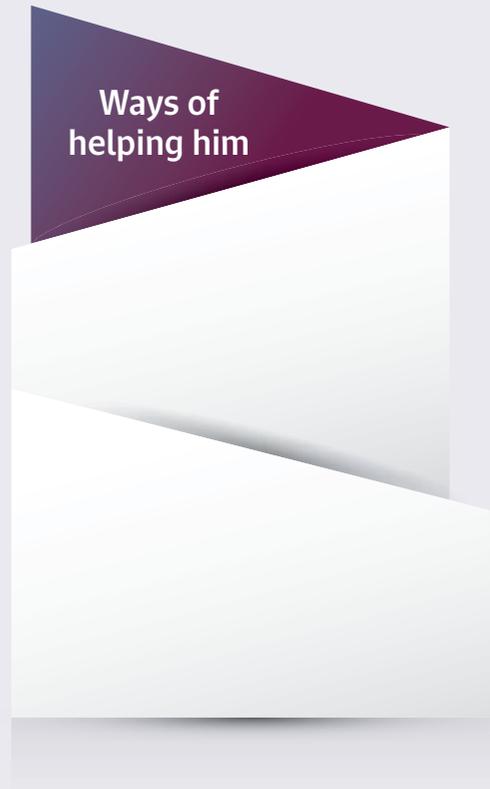
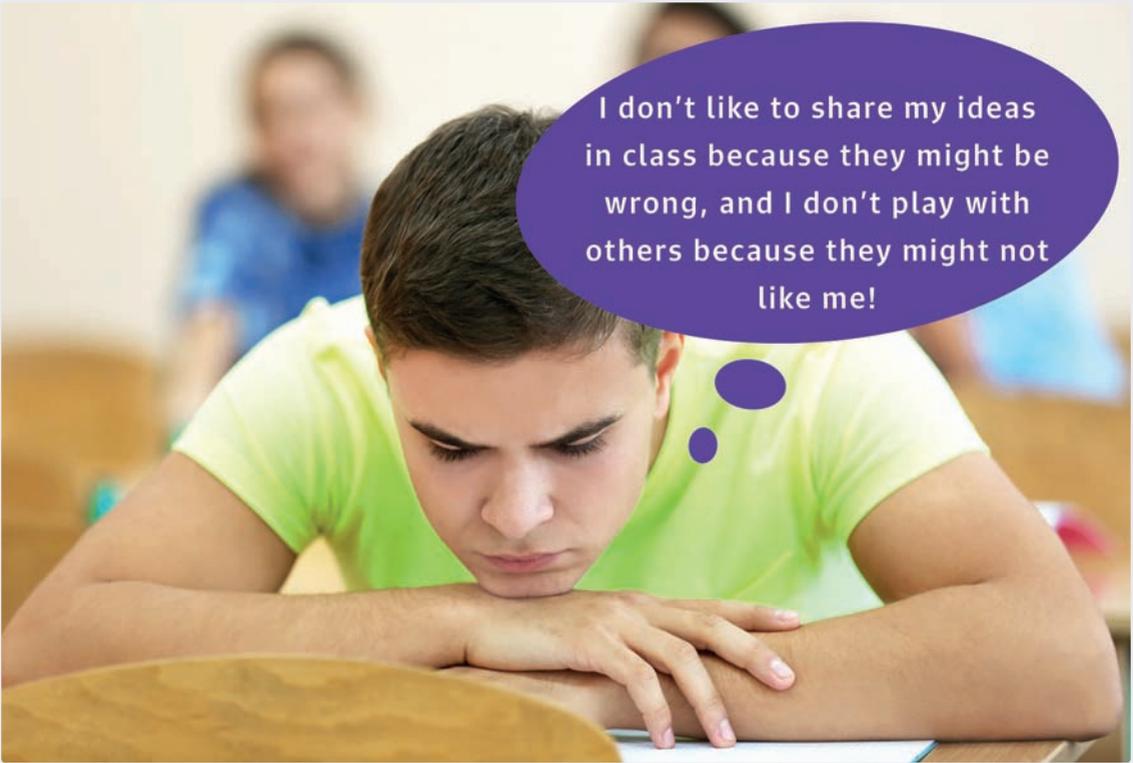
The most important rule learnt by people in the UAE from the great late Sheikh Zayed bin Sultan Al Nahyan (may God have mercy upon him) is that we have to respect ourselves in order to be respected by others. Sheikh Zayed stressed the importance of this great value to UAE people. This value is evident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



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

b. List the factors that undermine self-esteem.

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



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



a. Shows:
Explanation:



b. Shows:
Explanation:



c. Shows:
Explanation:



d. Shows:
Explanation:

Unit 1

Introduction to Global Ethics

Lesson 1 Global Ethics in the Context of International Issues

Lesson 2 International Relations of the UAE

Lesson 3 Global Ethical Challenges

Lesson 4 Global Ethical Challenges (continued)

Lesson 5 Dealing with Ethical Challenges Globally



What are Global Ethics and the
Global Ethical Challenges?

How can international relations continue for the benefit of humanity without being governed by morals?

What is the external role of the UAE in the various international organisations and forums?

What are the most important ethical challenges faced by the global community?

How does the global community deal with the ethical challenges it is facing?

How can I face global ethical challenges individually and through group work?



Lesson 1

Global ethics in the context of global issues

Learning Outcomes:

- Explain what is meant by ethics and ethical enquiry in the context of international relations.

Vocabulary

moral imperative

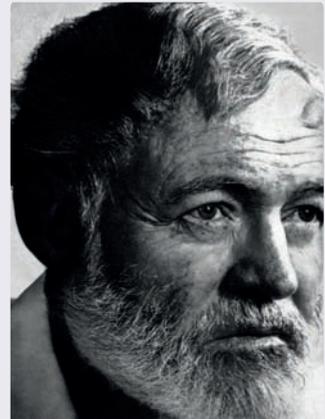
malnutrition

famine

water security

1 Read this quote by Ernest Hemingway and analyse the concept of an ethical action. Then suggest some actions you have done or could do that are moral actions.

“So far, about morals, I know only that what is moral is what you feel good after and what is immoral is what you feel bad after.”



Ernest Hemingway

2 Read the following passage about morality and discuss the points it makes.

Morals are deep-rooted values that result in actions - they can be positive and result in a good action, or negative and result in a bad action. Hence, morals play a significant role in building societies. They are the source of individuals' actions and they play a fundamental role in developing group empathy toward others and in regulating relationships among individuals. In turn, this reinforces societal ties and increases familiarity, cooperation, solidarity and strength.

Morals are also fundamental to society because laws and rules are based on them. This is the main element in creating upstanding citizens, wholesome families, sophisticated societies and developed countries. Morals protect societies from destruction and dissolution. Morals also maintain civility and civilization, which makes morals so important to a nation's development and strength. They are also a prerequisite for the sustainability of nations. Nation's morals minimise disputes and conflicts among people, which helps to reinforce relationships and social ties between the individuals of a society.

Such relationships were among the main reasons for establishing the United Nations Organisation, which works to spread peace and solidarity among people. Currently all recognised countries of the world are members of the UN, and their members work according to its founding principles.

- a. The sovereign equality of all its members.
- b. Goodwill towards the commitments made by members.
- c. Settle international disputes by peaceful means and enforcing the Universal Declaration of Human Rights.
- d. Consult with the United Nations regarding any action countries intend to take.

a. Write about two ethical behaviours governing:

children in a public park	football fans at the stadium	student in extra-curricular activities	parents behaviour in front of their children.
.....

b. Imagine you are in a position where one of your classmates acts in an immoral manner. Write a ten-sentence dialogue illustrating the situation, and your reaction.



3 Read and discuss a section of UNICEF's appeal regarding the most significant threats to the lives of millions of people in four different countries.

On 28 March 2017, UNICEF (United Nations Children's Fund) launched an urgent appeal to raise \$255 million dollars to respond to the urgent needs of children in the northeastern areas of Nigeria, Somalia, southern Sudan and Yemen. The spokesperson clarified, "We need this money to provide those children with food, water, health, education and protection services, during the next few months according to a new funding update."

A big part of such funding will be allocated to nutrition programs, and to provide medical care to children suffering from malnutrition, in addition to other health services, including vaccinations. The money will be also allocated to drinking water, sanitation systems, and to promoting cleanliness and hygiene advice for the protection against potentially fatal diseases.

UNICEF will work with partners in the four countries to respond to the threat of famine. In Northeast Nigeria, UNICEF will provide emergency primary health care to 3.9 million people this year and provide treatment for 220,000 children under the age of five who suffer from acute malnutrition. It will also provide more than 2 million people access to safe drinking water.

In Somalia, UNICEF supports 1.7 million children under the age of five including treating around 227,000 cases of severe malnutrition through health and nutrition services in health care facilities and mobile units.

In southern Sudan, UNICEF has provided, in collaboration with partners, life-saving aid for 145,000 people in areas affected or threatened by famine, including 33,000 children under the age of five.

In Yemen, UNICEF expanded the scale of its malnutrition response activity through healthcare facilities and mobile teams, and by deploying healthcare practitioners and volunteers who reach out to communities that are difficult to access.

UNICEF also supports children suffering from acute malnutrition and their families with cash assistance, water and sanitation services, including the provision of safe water and supplies and promoting hygiene. UNICEF, as usual, calls for the support of children and human rights and respect thereof.

UNICEF UN News Centre. "Famine, Drought and War Threaten Millions of People in Four States" 28 January 2017. (Edited)

- a. Compare the situations of children in one of the countries mentioned in the text with the situation of children in the UAE, in terms of the following three aspects: healthcare, education and protection from danger.
- b. UNICEF seeks funding for programs to fight hunger and malnutrition, considered an international moral imperative. Carry out research about the UAE's contribution to the fight against hunger and malnutrition.

4 Read what was written in *Al Ittihad* newspaper about tolerance and peace in the UAE and then answer the questions that follow.

The approach of tolerance, peacefulness, civil coexistence and respect of beliefs adopted by the UAE stems from the legacy of its people. This approach contributed to establishing and strengthening its presence as a country that always seeks peace and supports efforts to reinforce and maintain peace. Tolerance, love and peace are principles upon which this approach depends. They serve the good of nations and stability across the region and the world.

The UAE is currently working on boosting means for reinforcing and strengthening humanitarian values shared by nations of the region based on tolerance, acceptance and respect of others, building and reinforcing trust, and maintaining the bonds of brotherhood, friendship and human coexistence among all societal groups in an a friendly, tolerant and respectful environment

Al Ittihad newspaper website 25 April 2017. (Edited)

- a. Write about the way Sheikh Zayed, may God have mercy upon him, ruled the country. Describe his morals in dealing with citizens and residents and support your argument with examples.
- b. The value of tolerance builds community and protects people from extremism. Define four values that facilitate the relationship between citizens and residents, showing their importance in building a cohesive society.
- c. The Egyptian poet Ahmed Shawqi said,
"Nations live as long as they keep their morals. Once their morals cease, they cease to exist."
Paraphrase the lines and compare them to an essay in a newspaper.

5 Read the passage about the National Program Award for tolerance and discuss the points that follow.

National Program Award for tolerance

The United Nations General Assembly declared the year 1995 as a Year for Tolerance.

That Declaration stated, "The United Nations is committed to strengthening tolerance through reinforcing mutual understanding between cultures and peoples. This need lies in the essence of the Charter of the United States and also in the Universal Declaration of Human Rights."

In light of this commitment and in the same year, 1995, the UNESCO Member States adopted the Declaration of Principles on Tolerance.

The prize was inspired by the ideals mentioned in the UNESCO Constitution which states that "it is imperative that peace is based on the intellectual and moral solidarity of mankind."

In the same year the UNESCO-Madanjeet Singh Prize was also established to reinforce tolerance and non-violence, and to mark the United Nations Year for Tolerance and the 125th anniversary of the birth of Mahatma Gandhi.

The award is given every two years during an official ceremony marking the International Day of Tolerance. It is given as a reward to people, institutions or organisations that distinguished themselves by meritorious initiatives in particular, over the course of several years, designed to enhance understanding and resolve international or national problems in a spirit of tolerance.

Proceeding from that, in 1996 the General Assembly called on Member States to observe the International Day of Tolerance on 16 November, through appropriate activities directed towards both educational establishments and the wider public.

That is what happened in past years with the United Nations. On 8 June 2016, the Cabinet, headed by His Highness Sheikh Mohamed bin Rashid Al Maktoum, Vice President, Prime Minister and ruler of Dubai, adopted the National Tolerance Programme presented by Sheikha Lubna bint Khalid Al Quasimi, Minister of State for Tolerance, presenting "The Principles of Tolerance in Emirati Community" based on seven pillars: Islam; the UAE's Constitution; Zayed's legacy and ethics of the UAE; international conventions; archaeology and history; humanity; and common values. The programme stresses that authentic Emirati society will continue through these solid foundations to reinforce the values of tolerance, multiculturalism and acceptance of others. Emirati society will also continue to reject discrimination, hate and intolerance in ideology, education and behaviour.

The Emirati National Programme for Tolerance was launched on 26 October 2016, in response to the call by State Minister for Tolerance to participate in the initiatives and events designed to highlight the global status of the UAE as a tolerant country. It aimed to shed light on the leading role of the State, in terms of its leadership, government and citizens, in reinforcing common human values, on the local, regional and international arenas on the occasion of the International Day of Tolerance.

To elaborate, the National Tolerance Programme will work within five main subjects based on: strengthening the Government's role as an incubator of tolerance; strengthening the role of the family in society and promoting tolerance among young people; preventing intolerance and extremism; enriching scientific and cultural content; and contributing to international efforts to promote tolerance and highlighting the role of the State in this area.

National Tolerance Programme supports the State in implementing the UAE Vision 2021, and the national agenda, so as to create a cohesive society preserving its identity. This will launch targeted initiatives and national programmes in sequence, through the programme and working groups that will be formed in collaboration with the relevant main parties, such as celebrating the Week of Tolerance, and establishing a Council of Intellectuals for Tolerance and the Emirates Centre for Tolerance, in addition to launching the Cooperate Tolerance Responsibility programme and the UAE Charter of Tolerance Coexistence and Peace.

These many efforts, on many occasions and in various places that are different at the geographical level yet so close at the intellectual and humanitarian levels, work together to spread the message of global tolerance to all, across generations in all times and places.

Source: *Al Khaleej* newspaper website, National Programme for Tolerance Award, 15 November 2016.



- a. The United Nations Charter, the Universal Declaration of Human Rights, and UNESCO Declaration of Principles on Tolerance all called for tolerance among peoples.
 - Write a research paper concerning tolerance as mentioned in each of them and present it to your class.
 - Analyse the role of tolerance in facilitating international relations.
- b. Study the National Programme for Tolerance in the UAE. Prepare a collage of items of your choice.

6 #Dealing with international humane problems is an international moral imperative. Launch this as a hashtag# on one of the social media platforms and ask your classmates and teachers to leave their comments after you post your comment on the subject.

Lesson 2

International Relations of the UAE

Learning Outcome:

- Discuss the foreign relations of the UAE and its role in various international organisations and forums

Vocabulary

moral rules

globalisation

1 Look at the logos of the organisations and read their names. To which of those organisations do you think that the UAE belongs?



Logo of the Gulf Cooperation Council



Logo of the United Nations



Logo of the European Union



Logo of the Arab League

2 Read the statements of Sheikh Zayed bin Sultan Al Nahyan, may God have mercy upon him, and President Jimmy Carter regarding international relations and then answer the questions that follow.

The policy of the UAE internationally consolidates its relations with all states in the world according to the principles of equality, justice, mutual respect and love of good for all without exception.

Sheikh Zayed (may God have mercy upon him) said: "The UAE is keen on developing friendly relations with all countries of the world, as this benefits both the people of the UAE and the wider world."

The UAE supported the issues of rights and justice in the UN and other international institutions, which enabled it to assume an important role in establishing international relations that are based on peace and stability. Sheikh Zayed expressed that by saying: "The UAE's leading position in international organisations is the result of a moderate foreign policy that advocates truth and justice, adopts dialogue and understanding between brothers and friends, respects international conventions and laws, abides by the Charter of the United Nations, respects the rules of good neighbourliness, sovereignty and territorial integrity, does not interfere in the internal affairs of other nations, and endeavours to resolve disputes peacefully."

In 1978, during a meeting that took place in the White House to commemorate the 30th anniversary of the signing of the Universal Declaration of Human Rights, US President Jimmy Carter stated: "Human rights are the essence of our foreign policy, for they are equal to the essence of the nation itself."

- a. Compare Sheikh Zayed's words with what President Carter said about foreign policy.
- b. In your group, discuss the rights that you could claim as a member of the UN. Check your information online, and support your answer with examples.



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



President Jimmy Carter

3 Read about the collaboration between Japan and the UAE as an example of collaboration between countries. And then answer the questions that follow.

The Masdar Institute of Science and Technology and the University of Tokyo signed an agreement for academic and research collaboration, paving the way for many fruitful partnerships between the two parties.

The areas of the agreement include the exchange of researchers from among faculty members and graduate students, the conduct of joint research and seminars and the exchange of publications, information and research materials, as well as lectures and courses run by researchers and academics. The Masdar Institute in 2014 hosted three PhD students from the University of Tokyo.

The agreement with the University of Tokyo follows a number of cooperation projects established by the Masdar Institute throughout Asia, including the cooperation agreement with the Japan International Cooperation Center on its annual summer training programme and research cooperation agreements with Mitsubishi Heavy Industries.

Many leading Japanese companies participate in the summer training programme with the Masdar Institute. The Institute continues to play a vital role in supporting Masdar's vision and helping it achieve its objectives of helping the UAE and Abu Dhabi transform into a knowledge-based economy, as well as finding effective solutions to the most difficult challenges facing humanity, primarily climate change.

The Masdar Institute of Science and Technology and the Japan International Cooperation Center also signed an agreement setting out the framework of cooperation in annual training programmes and other collaborative activities at the World Future Energy Summit 2014 hosted by Abu Dhabi. The agreement, with all its articles, seeks to enhance cooperation between the Masdar Institute and the Center to implement the annual training programme and ensure that training programmes will include introductory courses on Japanese culture and language, while the final presentations will be given to students in Abu Dhabi.

As of 2014, faculty staff will be appointed to work with specialised companies to achieve the training objectives of each student in each category. This will enable students to work in companies related to their fields of research, directly benefitting their research activities at the Masdar Institute. In accordance with the agreement, many Japanese companies, in cooperation with faculty staff, will receive applications from students, prepare and schedule interviews and make final selections. Next year, more than one application is expected for each course. The companies will select the students who will participate in the training programme.

The years 2012 and 2013 witnessed effective cooperation between the Masdar Institute and the Japan International Cooperation Center in their summer training programmes, which are supported by the Ministry of Economy, Trade and Industry of Japan.

Emirates News Agency website, "Report: UAE–Japan relations undergo qualitative leap", 25 February 2014. (Cited)



Academic cooperation with Japan

- a. If you had the chance, would you have been interested in participating in a two-month training programme in Japan? Give reasons.
- b. Suggest four points on which to compare education in the UAE before and after the introduction of technology in the classroom, determining how students benefit from technology in learning.

4 What is the nature of EU foreign policy? Read the following text, and then answer the questions.

The EU is considered a key player on the global scene and it has security interests and responsibilities at both regional and global levels. Via its common foreign policy, the EU speaks in a unified voice with regards to the main international issues.

The EU plays a key role in world peace operations. It has soldiers, police officers and judges to help save lives, stabilise conflict-stricken countries and regions around the world, and provide emergency relief in the aftermath of disasters.

A common foreign and security policy has been adopted by the EU in light of several meetings and treaties that led to an agreement between the concerned countries on establishing a common European Council.

On 1 December 2009 the European Council appointed Catherine Ashton as the highest representative of the European Union's Security and Foreign Affairs Policy. She became the president of the European Council on Foreign Affairs and assumed

responsibility for the Department of Foreign Affairs and Joint Security Policy until 2014. After its establishment in 2011, the European Office of Foreign Services became an essential agency in helping the High Representative perform her tasks.

The goals of the common foreign policy include:

- Preserving the values of the EU, its basic and security interests, its independence and its integrity
- Promoting and supporting democracy, the rule of the law, human rights and the principles of the international law
- Maintaining peace, avoiding conflicts and strengthening international security
- Helping citizens, countries and regions facing natural and man-made disasters

Quoting from www.eupolcops.eu website (cited)



- Within the group, choose an example of an international union in the world, and list the benefits of this union and its impact on the foreign relations of countries. Then present your research to your classmates.

5 Read about customs agreements between two countries. And then answer the questions that follow.

Bilateral agreements on customs, and technical and administrative cooperation represent one of the core elements in the regional and international brief of the Federal Customs Authority (FCA). Regarding this brief, the FCA works from the basis that it is the official federal customs authority concerned with customs affairs. It also has international obligations as an active member in the World Customs Organisation, the World Trade Organisation and the international community.

Agreements on mutual technical and administrative cooperation in customs affairs are considered among the most important conventions underlined by the World Customs Organisation for several reasons:

- Effective agreements contribute to reduction of customs legislative violations that cause disruption of economic, commercial, financial, social and cultural interests of the two countries
- Its role in ensuring the exact calculation and collection of custom duties and other taxes and dues on exported and imported goods, as well as implementation of judgements related to prohibition, restriction and control
- Enforcement of actions against customs violations, in close cooperation between the two countries
- Putting an end to the increasing volume of illicit trafficking in narcotic drugs and psychotropic substances, which are a threat to public health and society
- Taking into account relevant international conventions that encourage bilateral mutual assistance, as well as the recommendations of the World Customs Organisation
- Enforcing customs cooperation in a way that serves the common interest and preparing an appropriate climate to facilitate and encourage trade exchange and economic relations in general between the two countries
- Consequent exchange of experiences and expertise between customs administrations of the two countries, especially in technical and administrative fields
- The need for international cooperation in matters relating to the management and application of the customs legislation of the two countries

The authority also seeks, through bilateral agreements, to embody and transform the goal that it has adopted as a motto since the beginning of its work: "Towards a secure society and fair trade". It seeks to make this a reality on the ground, through protecting the local community from the negative economic, social and health impacts of forged, counterfeit goods and others. Furthermore, the authority seeks to facilitate the movement of trade between the UAE and its trading partners around the world. International bilateral agreements aim to achieve both sides of the targeted customs equation.



- a. What's the role of customs in the economic cycle?
- b. Conduct research with your colleague about four countries that have a trade agreement with UAE. What are the most important exports and imports with these countries?

Lesson 3

Global Ethical Challenges

Learning Outcomes:

- Name the key ethical challenges that humanity faces and master the methods of searching for advanced information about them (use reliable sources on the Internet or elsewhere)

1 What are the challenges for global communities in the 21st century? Look at each of the three pictures and think about the saying that accompanies each one. How does each one make you feel? What do you think is the lesson or message?



“Climate change does not respect borders; it does not respect who you are - rich and poor, small and big. Therefore, this is what we call ‘global challenges,’ which require global solidarity.”
Ban Ki-moon, Secretary-General of the United Nations, from 2007–2016



“Every positive value has its price in negative terms... The genius of Einstein lead to the tragedy of Hiroshima.”
Pablo Picasso, a Spanish painter, (1881–1973)



“When the well is dry, we know the worth of water.”
Benjamin Franklin, one of the Founding Fathers of the United States of America

2 Environmental problems - and global warming, in particular - are among the “global challenges” that the former Secretary-General of the United Nations, Mr. Ban Ki-moon, was talking about. Read the text about polar bears feeding on dolphins in the North Pole. Then complete the activity that follows.



During research in the Svalbard archipelago in Norway in April 2014, 1000 km from the North Pole, Jon Aars (from the Norwegian Polar Institute) monitored and photographed a bear feeding on white-beaked dolphins. This species of dolphins is not usually part of the diet of polar bears, which feed mainly on seals. Aars explained to Agence France-Presse that these dolphins are becoming part of the diet of the polar bears because of climate change. This is because, as the waters warm, new species are finding their way north. Despite the fact that the white-beaked dolphins swim in these northern waters during the summer after the melting of the ice, there are no previous records of these animals being in these areas during the winter.

According to the researchers, the significant reduction of sea ice—to the extent that it disappears from the areas where it is typically found in previous seasons—could be the reason why these dolphins were drawn to the area. As the waters cool and ice forms, the dolphins find themselves trapped under ice, with only small openings from which they can breathe.

Aars noted that the bear, which was apparently a hungry old male, most likely hunted the two dolphins when they surfaced to breathe through a tiny hole in the ice.

After these first observations, a further five cases of dolphins stranded or captured and then eaten by bears have been reported.

Aars added, “I don't think that this signifies a great change in the diet of this kind of animal. It's just that polar bears are coming into contact with species they have not been used to meeting until now.”

Oslo (AFP)

- a.** The North Pole is far from the United Arab Emirates. Are you supposed to be interested in this issue? Conduct thorough research into the effects of the reduction of sea ice on the ecosystem. Then write a dialogue with a classmate who disagrees with you. Then present your dialogue to the class.

3 Why is climate change considered an ethical dilemma at the level of international relations? Read the text to learn more. Then complete the activity that follows.

Climate change causes ethical challenges in the international community for three reasons. First, it is a distinctively global phenomenon. As soon as greenhouse gases spread through the air, their impact on the climate of any place on Earth can no longer be prevented. Consequently, international positions arise indicating what is known as the 'Prisoner's Dilemma'. It is true that all countries, collectively, are keen to reduce the emissions of greenhouse gases with the aim of mitigating the risk of their impacts, but each country individually prefers to keep emitting the gases unconditionally and without restriction. At the same time, those affected by these gases are not equally affected. In the short- and the medium-term, most of the severely affected countries and peoples are those who, historically, emitted and are still emitting the least percentage of the greenhouse gases.

Second, current emissions have a distinctively trans-generational impact. The most prevalent gas of all of the greenhouse gases, carbon dioxide, remains in the air for long periods contributing to negative effects on climate over hundreds, if not thousands, of years. The present generation is responsible for preventing environmental harm in the future because it is unfair to ask future generations to bear the burden of their ancestors' emissions. It is also unfair to ask the present generations, especially those that did not until now contribute to greenhouse gas emissions, not to conduct economic activities that are beneficial for these generations just because it will further worsen the ecological imbalance in the future.

Third, there are theoretical tools that we can use to decide with great clarity some of the under-addressed problems in several areas, such as international justice, trans-generational ethics and environmental justice, which consider matters to do with the relationships between humanity and other elements of nature.

- a. With your group, suggest actions that you and your classmates could do at home and at school to limit global warming.
- b. Conduct research with your group about the most notable convention that the international community has established to limit the factors causing climate change. Identify one or more obstacles, which match the reasons given in this text, to the signing of this convention.

4 Read the text. Then complete the activity that follows.



The reduction of freshwater in the Middle East and North Africa constitutes a grave danger to economic growth, social cohesion, peace and political stability. This situation has been getting worse in recent years on account of rapid climate change that greatly affects water resources, including water's quantity, timing, change, form and deposition.

The Middle East, and in particular North Africa, are the most vulnerable to the negative impacts of climate change because the countries in this area suffer most severely from water shortages. This is because water availability per capita is much less than the normal range. While some countries in the Middle East, like the Countries of the Arabian Peninsula, have almost no fresh water resources, they are not dependent on agriculture, like those in the Levant and North Africa.

In addition, countries of the Middle East and North Africa are facing a critical situation, which is low precipitation rates and very variable rainfall ratios regarding place and time. Lebanon is the best in terms of precipitation, and Qatar is the worst in terms of change in precipitation rates.

How climate change affects water resources?

High temperatures increase water vapour in the atmosphere, which in turn increase the amount of water carried by the atmosphere. This leads to early and short flow seasons and an increase in the dry seasons frequency. Additionally, increased evaporation reduces soil moisture levels, a matter with which the area may face the danger of droughts again, and thus the desertification probabilities.

Climate change also affects sea levels. Sea level rise may lead to a decline in the fresh groundwater nature and abundance in coastal areas. This in turn adversely affects the groundwater quality due to saltwater intrusion, leading to a decline in freshwater flow and reduction of freshwater bodies.

Sea level is expected to rise by about 19 to 58 cm at the end of the 21st century. This rise will affect 12 out of the 19 MENA countries. There is no doubt that these reductions in water resources will have costly social and economic consequences.

- a. What is the ethical problem of water desalination? Explain this, guided by the definition of “moral dilemma”
- b. search on the web for water filtration methods, then chose one and perform it (homework).

5 Read the text on water desalination and its economic and environmental outcomes, then discuss the following points.

Transformation of seawater into freshwater is the lifeline for the countries with limited freshwater resources in this part of the world. For the UAE in particular, almost all of the Country’s drinking water is desalinated. However, desalination needs high energy and is not cost-effective, especially with rising oil and gas prices. The Gulf region alone produces about 50% of the desalinated water in the world. In the UAE, seawater desalination requires about 10 times more energy than fresh surface water production. Desalination costs are expected to increase by 300%. In addition, like all industrial processes, seawater desalination has a negative impact on the environment, and thus on marine life. The most important reasons for this process’s negative impact on the environment are summarised in the steady increase in seawater salinity. Salinity of the water returned to the sea after desalination is twice as high as the basic salinity. Moreover, the situation is likely to be more and more complicated if we take into account the high evaporation rate due to climate quality in the UAE. This process also adversely contributes to the long-term impact of global warming.

Hence, decreasing the demand for energy, mitigation of environmental impact and reduction of the cost of water desalination, which is essential, is required. To this end, Masdar (Abu Dhabi’s Multifaceted Renewable Energy Initiative) has launched a pilot programme to test and develop advanced and highly efficient energy technologies for seawater desalination using renewable energy sources. The long-term objectives of the Programme are to establish renewable energy desalination plants in the UAE, so that a commercially operational plant will be completed by 2020. The Programme aims to significantly reduce energy consumption by combining advanced and highly efficient desalination technologies with renewable energy sources. The Programme contributes

to create a link between promising desalination technologies being developed at universities and research centres around the world, and large-scale and renewable energy plants.

- a. What is the ethical problem resulting from desalination? Explain this using the definition of “ethical problem”. Express your answer by performing an acting scene with two colleagues. One of you will play the role of a state that desalinates water, the other one will play the role of an activist in an environmental society and the third colleague will play the role of a scientist in modern techniques for seawater desalination using renewable energy.

Lesson 4

Global Ethical Challenges

Learning Outcomes:

- Identify the key moral challenges to humanity and find out more about them (by using reliable sources on the internet and elsewhere)

Vocabulary

treaty

controversial

propaganda

genetic map

1 Express your opinion on the moral challenges represented in the two pictures below, and then answer the questions that follow.



- a. Are we entitled to revive animal species?
- b. Are we entitled to change our genetic map so that future generations do not inherit diseases or disabilities?

2 Read about the international organisations working to protect ideas from piracy, and then complete the activity that follows.

WIPO | MADRID

International Design System

Industrial design is the decorative or aesthetic appearance of a piece consisting of two-dimensional elements, such as drawings, lines or colours. In terms of principle, the owner of the registered industrial design or registered patent owner shall be entitled to prevent others from manufacturing, selling or importing products that are designed or embody a design that is a copy of the protected design, when he undertakes such business for commercial purposes.

The laws of the majority of countries require that the industrial design shall be registered and protected under the Industrial Design Act as a “registered design”. Some countries ensure protection of industrial designs under patent law as “design patents”.

In some countries, industrial design laws stipulate that what are known as “unregistered industrial designs” have to be granted fixed term protection and scope, without registration.

The industrial designs considered artworks under copyright law may also be protected under the concerned national law and according to the type of design.

WIPO-administered treaties, together with national and regional laws, constitute the international legal framework for industrial designs.

WIPO | HAGUE

The International Trademark System

A brand is a mark distinguishing the goods or services of a company from the goods or services of other companies. Trademarks are protected by intellectual property laws at national and regional level, where the trademark can be protected by registration through filing the appropriate application form at the national/regional trademark office and paying the required fees. At international level, you have two choices: either file a trademark application at the trademark office of the country in which you wish to obtain protection, or use the World Intellectual Property Organization’s (WIPO) Madrid System.

The periods of the protection vary, but trademark registration can be renewed without a time limit for an additional fee. Trademark protection is enforced by courts, which in most countries have the power to prevent trademark infringement.

A trademark can be a single word or a combination of words, letters and numbers. It may consist of three-dimensional marks, symbols and signals, such as the shape and packaging of goods, or sound signals such as music, oral sounds, smells or colours used as distinctive features.

WIPO-administered treaties, together with national and regional laws, constitute the international legal framework for trademarks.

- a. Explain why pirating ideas is a moral challenge, and the importance of intellectual protection in combatting piracy.
- b. Logos are of fundamental importance in developing and exploiting a brand globally. Draw a new mark for your school to introduce it to students from Western countries.
- c. Protect your intellectual product (your school’s logo) by researching necessary steps in the UAE.

3 Let's learn about the measures the UAE is taking in its efforts to face climate change and the global challenges that hamper sustainable development. Read the article about Masdar City.

Masdar has committed more than US\$ 1.7 billion to renewable energy projects. Its projects are responsible for the generation of nearly one gigawatt of clean power both inside and outside of the UAE. Masdar's projects in the UAE include:

- The 100-megawatt Shams 1 solar power station project with Total, which stretches over 2.5 square kilometres in western Abu Dhabi
- The 10-megawatt solar photovoltaic plant in Abu Dhabi
- The city's 1-megawatt solar photovoltaic rooftop installations
- The Carbon Capture and sequestration projects in the UAE, which seek to add value to the national economy while also reducing industrial carbon emissions

Internationally, Masdar Clean Energy has invested in high profile, utility-scale renewable energy projects like:

- Torresol Energy, a joint venture in Spain with SENER that builds and operates 120-megawatt concentrated solar power plants
- London Array, a 650-megawatt offshore wind farm in the Thames Estuary

Now complete the activity that follows.

- a.** Define the term sustainable environment. Compare how the UAE, France and India work to accomplish the objective of sustaining the environment.
- b.** Design a poster to introduce classmates to different types of renewable resources.
- c.** Prepare a report on the most important environmental and health indicators adopted in studying global environment and health status. Use these indicators to study the environmental and health status of your neighbourhood.

4 Read the report about the contribution of morals to public health in the WHO bulletin, and then complete the activity that follows.



The World Health Organisation's emblem

Although the issue of health ethics dates back to the times of Hippocrates, San Si Miao and Ibn Sina, the field of bioethics emerged only after World War II. In recent years, efforts have been made to broaden ethical analysis in health care to increase direct focus on public health issues. Unlike bioethics, which have traditionally focused on the physician–patient relationship, public health ethics focus on designing, implementing and improving measures to monitor the health of the population. The perspective of public health ethics goes beyond health care to include the country-specific economic and social structural factors that contribute to or prevent the creation of healthy societies. The scope of such ethics generally covers the following main issues:

- Differences in the health status of different social groups, and their opportunities to access health care and benefit from medical research: Decisions on the allocation of resources in a health field depend largely on the importance that officials attach to the impact of simple improvements affecting the quality of life of a large segment of people, in relation to the impact of life-saving medical operations that serve only a small proportion of people.
- Addressing the risk of infectious diseases: Efforts to contain infectious diseases raise complex questions about the viability of limiting the choices of individuals to safeguard the health of other people. Examples include the use of isolation and quarantine to stop the uncontrolled spread of tuberculosis and influenza.

- Exploitation of individuals in low-income countries: Current medical research practices are likely to expose participants to significant risks without benefiting them or their communities. Therefore, limiting the obligations of foreign entities, sponsoring research activities for participants in medical experiments at the local level, is crucially ethical. In the area of organ transplantation, the growing phenomenon of “tourism for organ transplants” is one of the issues that may expose the poor to serious health risks, and at the same time raise many questions about the exploitation of the human body for commercial purposes.

- Health awareness: The growing risk of non-communicable and imminent public health diseases, including those caused in part by unhealthy behaviours such as smoking, unhealthy diets or lack of physical activity, raises the question of the powers of public health authorities to intervene in personal health issues.

- Participation, transparency and accountability: The process by which decisions are taken is morally the same as the outcome of those decisions. In medical research in recent years, the strengthening of pre-informed consent and community-based surveillance systems has been given considerable attention. The next step is to develop mechanisms to assess their effectiveness.

Since the founding of the World Health Organisation (WHO) 60 years ago, the question of ethics has been at the core of the organisation mission to globally protect and promote the health of societies. Many programmes and departments, as well as regional offices, have undertaken ethics activities. In 1994, for example, the Regional Office of the Americas developed a programme on bioethics. In 2002, the Director-General, Dr. Gro Harlem Brundtland, launched an initiative in the field of ethics and health. The identification of ethical and evidence-based policy choices is one of the six core functions of the WHO. The Organisation's 60th anniversary and the 30th anniversary of the Declaration of Alma-Ata provide an opportunity to reflect on the moral values and dilemmas that arise in the field of public health.

a. Take the role of an official at the WHO, and then discuss with your classmates the following ethical health issues:

- Using individuals to conduct medical experiments
- Use of chemical weapons

b. What ethical health issue is set to be the subject of research?

Browse the website of the UAE's Ministry of Health, and then make a presentation on the laws concerning health morals.

5 Read about the ethical problems in the field of journalism around the world and how to reduce them. Then complete the activity that follows.

A new report from the Ethical Journalism Network tackled the challenges that journalists face in the “post-truth era”, where facts and enlightened opinion have been replaced by propaganda and misinformation.

The report consists of a series of articles by journalists and academics, and presents aspects of the challenges faced by the media in the United States, the United Kingdom, India, Turkey and elsewhere.

The report defines 'hate speech' as statements calling for discrimination and violence, which differ from controversial statements that others or other societies may consider offensive. Journalists face the task of distinguishing between them in order to avoid censoring speech at the risk of being offensive. This is compounded by the problem of reporting

on officials who advocate intolerance. Media coverage of these controversial statements may raise viewing figures of television channels or attract more readers, but it may also inflate these statements and thus give them legitimacy that they do not deserve.

The Ethical Journalism Network has published a list to guide journalists during this process, which includes “pre-publication”, if the speech is fact-based, or “beyond the limits and unpublishable”. The report provides a detailed guide on how journalists can best deal with their sources of information. When they try to establish a good relationship with a source, the guide urges journalists to consider some of the following issues:

- Journalists must have very honest and transparent intent, and make sure that the source understands the circumstances of the interview
 - If the interview is with a person at risk, the journalist must ensure that the source understands the consequences of disseminating the information provided
 - The guide also includes questions that journalists must ask themselves when they deal with an anonymous source, as well as advice on what to do if they are pressured to reveal their sources or to share the content of their articles before publication
 - Since journalists are now using social media as a source of information, the report includes a guide containing tips for verifying publications, videos, photos, etc.
 - It is important to check that the image or video taken from social media has not been edited or distorted (e.g. using Photoshop)
 - Journalists should communicate with the original source of the social media content in order to verify its accuracy, reliability and credibility
- a. Write a report explaining how the United Arab Emirates regulates journalism so that it remains a cornerstone of truth, not falsehood.
 - b. Show the importance of verifying the source of information before making judgements.
 - c. Look for an example of global propaganda and explain its consequences.

6 With a classmate, choose one global ethical challenge. Make your classmates aware of its seriousness and suggest ways in which to overcome it.

Lesson 5

Dealing with Global Ethical Challenges

Learning Outcomes:

- Outline some ways in which people and interested parties (such as countries and regional and international organisations) might find a solution to alleviate a specific global ethical challenge.

Vocabulary:

technology

mother language

disability

logistic processes

People of Determination

1 So far, you have discussed examples of global challenges. Define what can hinder dealing with these challenges by reading the words of Her Highness Sheikha Jawaher Mohammed Al Qasimi. Then discuss the points that follow.

"... It is a sad fact that the issue of financing humanitarian assistance, although governments quickly agree that it is necessary to ensure the well-being of our global community, is often a thorny issue. To address this challenge, I think we need to start by accepting that we all have a responsibility to others. This may sound like a mere concept, but without being prepared to take on this responsibility, any solutions will be short-term solutions."

- a. In your opinion, why is funding aid often a "thorny issue"?
- b. Think of the saying "We have to take on responsibility for others."

2 Read about the education sector in the world and the challenges it faces, and how to deal with these challenges at the global level. Then discuss the points that follow.

There is an urgent need for greater progress in education. Based on current trends, primary education in both Africa and West Asia will be mainstream by 2048, and preparatory and secondary education will be mainstream by 2062 and 2082, respectively. It is worth mentioning that these dates are significantly later than the year 2030, the deadline for achieving the Sustainable Development Goals. UNESCO Director-General Irina Bokova said, "A fundamental change must be made in our view of the role of education in global development because of its great impact on the well-being of individuals on the one hand, and the future of our societies on the other." She added, "More than ever, education has a responsibility to meet the challenges and aspirations of the 21st century, as well as to promote the values and skills necessary to achieve both sustainable and inclusive growth, and peaceful coexistence."



06.09.2016 - Edited from UNESCO Press

In Sweden, the Swedish Education Minister Gustav Fridolin said that students leaving before completing high school is one of the most important problems the Education Ministry and the government are trying to resolve. He also said that it is the ministry's task to set the rules of the educational policy, which is based on granting teachers more time for their students, and providing the necessary study materials for the student. Here we see that students should not graduate from preparatory school without getting what is needed to be ready for secondary school, especially since some of them are newcomers or students whose native language is not Swedish.



Sweden aims to increase the number of teachers and encourage them to stay in the teaching profession by increasing their salaries. It is also working to provide a high level of education for those who want to practice teaching and those whose mother tongue is not Swedish.

- a. Write a paragraph outlining the importance of the education sector in developing the future of nations, determining the UAE's place in this global development.
- b. With a classmate, research the reality of education in Finland and Algeria, and then link the elements of this educational reality to the extent of the country's progress and its impact on the population's daily lives.

3 What challenges do children in the world today face? To learn about how the world is working to meet these challenges, read this report issued by the United Nations and then discuss the points that follow.

The UN Children's Fund (UNICEF) report on "The State of the World's Children 2013" is the first global study on people of determination. The main message of the report stresses that people of determination are "not problems" but they are our sisters, brothers, daughters, sons and friends.

In his introduction to the report, UNICEF Executive Director Anthony Lake wrote that the inclusion people of determination into society is not impossible, but requires a change in perception and vision. He added, "It is a recognition that people of determination have the

same rights as others; that they can be agents of change and self-determination. They are not just beneficiaries of charity. And their voices must be heard in the development of our policies and programs." The report recommends that people of determination must be encouraged and given access to participate in activities alongside their peers. For example, through the use of universal designs that can be found in the form of custom ramps instead of stairs, audio books, Velcro fastenings, cabinets with pull-out shelves, automatic doors and low-floor buses.

The Emirate of Abu Dhabi is keen to provide all forms of support to all segments of society to achieve comprehensive care for all its members in the fields of education, employment, healthcare and social development, and to build a confident, balanced and cohesive society that can meet the various social challenges. In particular, people of determination get strong support from good leadership to enable them to overcome disability in various forms and take up their role in society as active and productive individuals.

The Khalifa Award For Education offers a financial reward of AED 200,000 to people of determination and centres for people of determination, and to local community institutions working in the field of special education. There are also projects that take into account the rights of this group in order to improve the field of education locally and in the rest of the Arab world. Abu Dhabi also adopts many projects that respect the rights of people of determination.



UNICEF Executive Director Anthony Lake

16 May 2017

- a. With a classmate, research other projects sponsored by the United Arab Emirates dedicated to people with special needs, and compare these projects to relevant United Nations reports.
- b. Write a short biography of an Emirati person of determination and of an American person of determination. Focus on elements that can inspire achievements in the UAE.

4 Did you know that promoting respect for human rights is one of the objectives of the United Nations? Read the text and discuss the points that follow.

Promoting respect for human rights is one of the goals of the United Nations and one of its distinguishing factors as an organisation that cares for people all over the world. In November 2013, the Secretary-General of the United Nations renewed the commitment of the Secretariat, its funds and programs, to uphold human rights. Events over the past years attest to the need for the work of the organisation to complement human rights.

The task of early warning may be one of the most important roles of the organisation in its conflict-prevention efforts, which would liberate it from the responsibilities that fall upon the organisation's residing coordinators.

- a. Conduct research on local and international government bodies showing ways in which they work to protect human rights (ministries/courts/international laws, etc.).
- b. Explain the importance of social responsibility towards the members of the UAE society and the global community by researching local human rights associations and highlighting the role played by them in this field.

5 Read the text highlighting China's industrial challenges and the corresponding technological thinking of the UAE. Then discuss the points that follow.

Challenges facing China's industrial sector

A recent report by the Organisation of Economic Co-operation and Development (OECD), a Paris-based intergovernmental economic organisation, said that China's economy is about to move from a system driven by investment and low-cost items to a system ever more driven by innovation. The nature of this transformation is surrounded by many challenges, which is why the government is investing huge sums of money to meet them by doubling its expenditure on research and development. This expenditure from Gross Domestic Product during the period from 1995 to 2005 reached \$30 billion. China became the sixth-largest country in global expenditures in these areas.

In 2015, the Chinese government announced a plan to make Chinese society a society driven by technological innovation by 2020.



Although the report concluded that China had made great strides in its science and technology development at an unprecedented rate, it points out that these achievements had not yet translated into a corresponding increase in innovative performance.

Inaugural Global Manufacturing and Industrial Summit Session

Executive officials participating in the events of the "Global Manufacturing and Industrialisation Summit", held in Abu Dhabi, confirmed that the choice of the Emirate of Abu Dhabi to hold the inaugural session of the Global Summit reaffirms the UAE's commitment towards the development and support of the industrial sector to keep abreast of the latest international industrial technologies.



The discussions of the first round of the Summit will work to formulate a global vision for this industry sector, based on a knowledge economy, starting from the capital of Abu Dhabi, which began to take a growing and significant role in the operation of the industrial process and logistics operations and their management. This highlights that Abu Dhabi has become an ideal destination for the launch of international events, becoming a global platform for announcing specialised international visions and strategies across all economic sectors.

Regarding the most important characteristics of the industrial sector in the UAE, the Secretary General of the Gulf Organisation for Industrial Consulting said that the UAE's diversification of industrial activities across industries including the food, pharmaceutical and metal industries enabled the country's recent access to more advanced industrial activities such as manufacturing ships and some aircraft parts, which confirms that the UAE has a basis upon which it can build, and enables the country to interact with the rapid developments witnessed by the digital world.

- a.** With classmates, discuss the importance of working to develop innovative technological thinking to meet the major challenges in the field of competitive industrial development among nations. Prepare a report showing the UAE's global standing in this field compared to a major European industrial country. Support your report with examples.
- b.** In a one-minute recorded voice message, to be published through social media, state how will you play an active role in realising Abu Dhabi's universal vision of the industrial revolution of technology.

6 Socrates said, "Moral education is more important than food and dress."

- a. Discuss the philosopher Socrates's saying, bearing in mind what you have learned about meeting global ethical challenges.
- b. Write your own saying about global ethical challenges as a motto for your future life and the lives of your classmates.

7 With your classmates, prepare and implement the following project.

Remember that you can challenge many ethical problems, even with limited abilities. To complete this project, you will work with other members of your team to put a smile on the faces of others, and to alleviate their suffering in all forms.

This project may become the first steps in your future path in cooperating with local and global communities. You may improve, and perhaps change, the living conditions of the needy and the poor, through either financial or moral support. Therefore, the assistance of others should not be limited to giving them money and in-kind assistance.

Parents' Guide

**Introduction Moral Rules and Assuming
Unit Responsibility**

Unit 1 Introduction to Global Ethics

Unit 2 Financial Awareness

Unit 3 What Should We Preserve and How

**Unit 4 Governments, Power and the Judiciary
System in the UAE**

Unit 5 Being an Active Citizen (part 1)

Introduction Unit

Moral Rules and Assuming Responsibility

Dear Parents,

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

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

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

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

Objectives of the Unit

In this unit, the students are introduced to the key characteristics of compassion, tolerance and self- respect. Also, they will explore the meaning of assuming responsibility, the application of moral rules and their importance in the individual, family and community life. They will also examine the relation between self-esteem and assuming responsibility, and the importance of building positive relationships with their colleagues and families, which can help them develop a positive and happy life. The unit also aims to focus on individual and community responsibility for public health.

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



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

Exploratory Questions

- How do I recognise that somebody is upset and make him/her feel better?
- How is fair distribution accomplished in community?
- What is the importance of exercising morals in daily life, and what is their impact on the individual and the community?
- What are the values and duties to which every individual should be committed to for the sake of their community and the global community?
- What is the importance of positive relationships with our colleagues and family?
- How is self-esteem linked to taking responsibility for oneself and others?

Learning Outcomes:

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

Home Activities

Activity 1: Acts of Kindness and Compassion

- Family members discuss how acts of kindness are the opposite of bullying, as they help others to feel comfortable and valued instead of feeling upset.
- Every member of the family describes an act of kindness that he or she showed towards another person, and that person's response to it. He or she also shares how it felt to carry out the act of kindness.
- Every member of the family plans, over a week, to show compassion towards at least one other family member.
- The family members discuss these acts at the weekend, asking the following question: How do you feel when you show compassion?
- The family members conclude the activity by discussing how acts of kindness are very important and valuable, and deserve appreciation. And they discuss how carrying out such acts can increase a person's self-esteem!



Activity 2: Moral rules

- The family is divided into two groups. Each group then writes the ten most important moral rules according to priority.
- Each group presents its list to the other group and explains why it chose these rules in particular.
- Discussion: What values do the two groups share? Were there major differences in their priorities?
- The family members discuss differences and work together to create a list of moral rules for the family.
- The family members write down these rules on a large board or sheet and pin it on the wall if possible.

Moral rules of first group	Moral rules of second group

Unit 1

Introduction to Global Ethics

Objectives of the Unit

In this unit, the students recognise the most important current issues related to the world morality and foreign relations of the state of the UAE. They learn about the UAE's role in the region and in the different organisations and international forums. Also, they recognise global challenges and ethical issues, as well as methods of reaching solutions for these problems through collective human work at the national and global/international level.

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



What are Global Ethics and the Global Ethical Challenges?

Exploratory Questions

- How can international relations continue for the benefit of humanity without being governed by morals?
- What is the external role of the UAE in the various international organisations and forums?
- What are the most important ethical challenges faced by the global community?
- How does the global community deal with the ethical challenges it is facing?
- How can I face global ethical challenges individually and through group work?

Learning Outcomes:

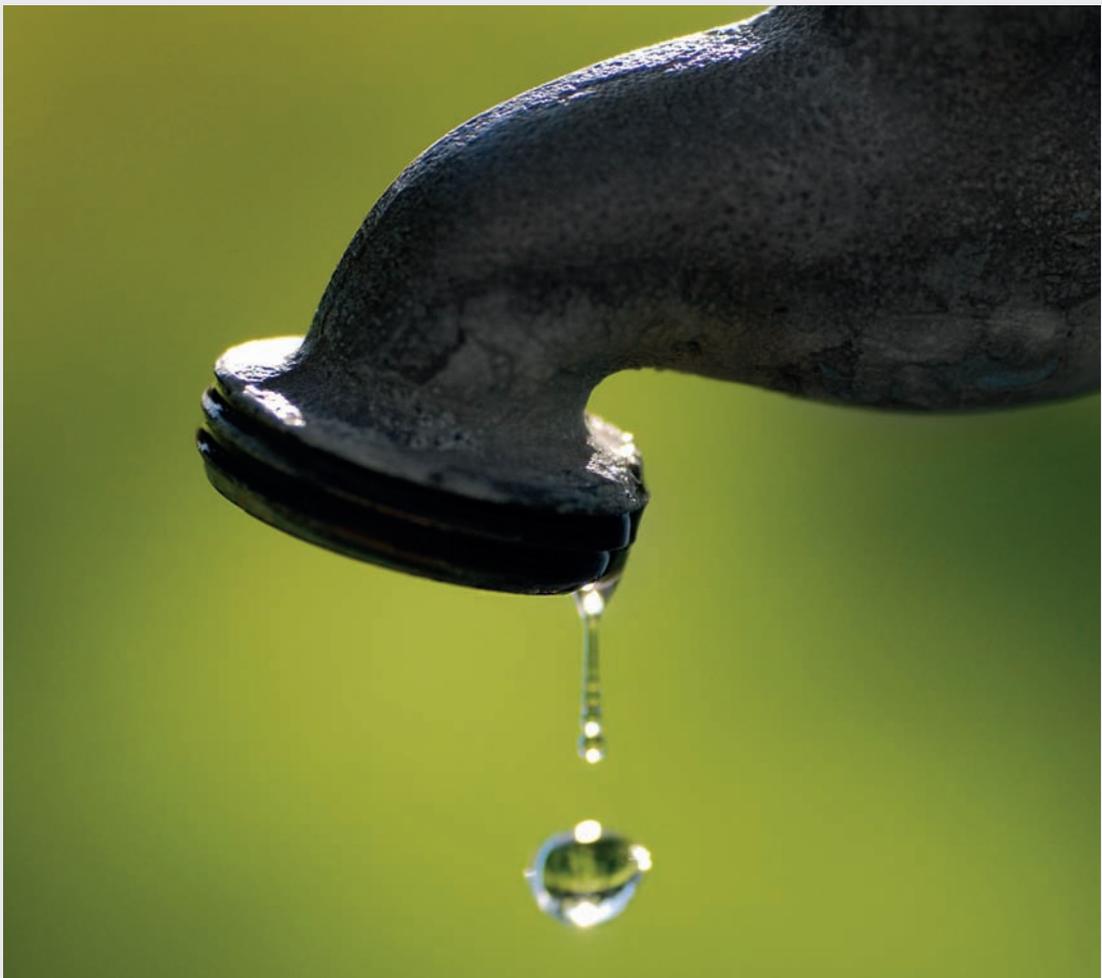
- Explain what is meant by Ethics and Ethical Enquiry in the context of international relations
- Discuss the UAE's foreign relations and its role in different international organisations and forums
- Name the key ethical challenges that humanity faces and mastering the methods of searching for advanced information about them (using reliable sources on the Internet or elsewhere).
- Outline some ways in which people and interested parties (such as countries, regional and international organisations) might go about alleviating a specific global ethical challenge

Home Activities

Activity 1:

The problem of water shortage is one of the most critical global challenges. The Middle East, and North Africa in particular, is considered the region most at risk from water shortage.

- Family members discuss their water consumption habits.
- On a piece of paper, family members write possible solutions to the problem of water wastage. They debate how to consume water and use it with the least amount and cost possible, and ways to reduce water consumption (such as not opening the water faucet for a long time while shaving or cleaning your teeth, and installing water-saving tools).
- Optional Activity: Design a poster about careful water consumption by family members, and share it with neighbours and relatives.



Activity 2: Role-playing: International relations of the UAE

- The family researches the most prominent international organisations and forums (United Nations; League of Arab States and so on).
- Family members play the roles of:
 - A. Representatives of international organisations: They should explain the role of their organisation, and state the relevant terms of accession.
 - B. Representatives of the UAE, or any other country of their choice: They should look into the possibility of their country joining these organisations and the benefits of joining.
- Optional Activity: Representatives of countries should examine the exports and imports of each country, and consider the possibility of cooperation between different countries.



Glossary

Acts of compassion: Actions by individuals, associations or countries to relieve 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

Belonging: The sense that a person has of belonging to a community

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

Compassion: An individual's ability to feel what others are feeling and understand their suffering. In other words, to imagine yourself in their places for a moment, and then to appropriately respond to that feeling by trying to reduce such suffering by doing what you can to help

Components of cognitive production: Elements of academic achievement

Controversial: Likely to provoke debate and discussion

Customs: The government agency that has the authority to implement the laws for the protection of exports and imports, and the regulation of the entry and exit of goods, as defined as a tax imposed on imported products

Disability: An injury that affects a person and leads to an impairment of an organ, or in a total or partial inability

Discrimination: Actions and attitudes that show intolerance and disrespect towards people of different social, religious, economic or ethnic groups

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

Duty: The moral obligation of the individual, which can lead to corruption if not met

Economic cycle: Regular and frequent periodic fluctuations in the level of economic activity, varying in timing and length

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

Equity: Justice; giving people their rights

Famine: A significant food shortage leading to a significant rise in mortality rates; a sudden and acute shortage of food supply causing widespread hunger; a sudden breakdown in the level of food consumption by a large number of people; or a combination of circumstances that prevent a large number of people from receiving enough food, leading to widespread malnutrition

Genetic map: A chart or document showing biological legacies

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

Ground: Basis

Happiness: A feeling of joy, contentment and reassurance

Identity: A set of attributes that give the person (or group) elements that distinguish him or her from others. Identity can involve features such as national, religious, linguistic, racial, historical, civil, cultural and other identities

Justice: A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests

Local community: A group of more than three members who gather to share their values and interests

Logistics operations: A management process that aims to examine a range of processes by providing them with appropriate information until they are done correctly

Luxury: Enjoying comfort, good health and happiness

Malnutrition: A serious health condition that occurs when people do not get the right amount of nutrients in their diet, or if the nutrients are less than their needs (or more than their needs, in the case of obesity). Although malnutrition is usually referred to as lack of nutrients, such as vitamins and minerals, "too much of anything is good for nothing". For example, eating large amounts of calories leads to fat storage, which can lead to obesity

Moral act: Each action or behaviour beyond the egotistic or selfish needs of the individual is a moral act; any action or behaviour showing selflessness is a moral act. The criteria for being a moral act is a love of others, and working to serve them and comfort them

Moral duty: A sense of responsibility towards the other person or the community, without being compelled with laws and mandates. For example, people often feel that it is their duty to help poor or needy people. Therefore, among the most important qualities of moral imperative is willingness, responsibility and freedom

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

Moral values: The beliefs we hold for virtuous behaviour. Culture is a source of measures, standards, means, goals, objectives and forms of behaviour that are considered virtuous. Those who have these values show characteristics such as patience, self-confidence, courage, wisdom, honesty and truthfulness

Morality: Morality, is a mannerism and inherent nature, resulting in a person's tendency to act in a certain way. A mannerism, on the other hand, is an adjustment that occurs when a person forces himself or herself to act in a certain way, and gets used to it over time. When a person's behaviour is good, it is called good morality, such as honesty, honouring parents, offering help and altruism. Bad behaviour is called bad morality, such as lying

Mother language: Language of country of origin

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

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

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

Propaganda: False information designed to publicise just one point of view

Renewable energy: The non-traditional sustainable energy obtained from natural resources that are renewable and inexhaustible

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

Responsibility: Undertaking duties, participation, cooperation and helping others in the family, school and society. It also involves assuming responsibility for your errors, acknowledging your mistakes, apologising for them and trying to fix any damage they might have caused

Right: A firm and certain duty. It is an interest that entitles its holder to take necessary actions to achieve this interest. The right is the evidence of a certain value for the benefit of a particular person under the law. The right is what Sharia has granted to all individuals, and they are committed to respect it. It is a mean to achieve common interest, where the law decides such interest. And it is an entitlement to something recognised and protected by law. The right entitles the individual to act according to the so-called legality

Self-esteem: Knowing one's own value and self-image

Self-respect: Self-acceptance and self-preservation without any physical, psychological or social harm through acts committed by others. It also enables you to appreciate the positive qualities and skills that you have

Social values: The desirable characteristics or qualities of a community defined by the existing culture. These characteristics include tolerance, rights and power. This makes them a social tool to maintain social order and stability. They are expressed through people's care for other people and their tendency to willingly help others. People who have this value are compassionate, kind and love serving others

Sustainability: Continuation; unlikely to run out

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

Technological revolution: The huge progress in information and communication technology, which has enabled information sharing at the global level to overcome barriers between nations

Technology: A comprehensive process that systematically employs science and knowledge in many fields, for the purposes of achieving practical value for society

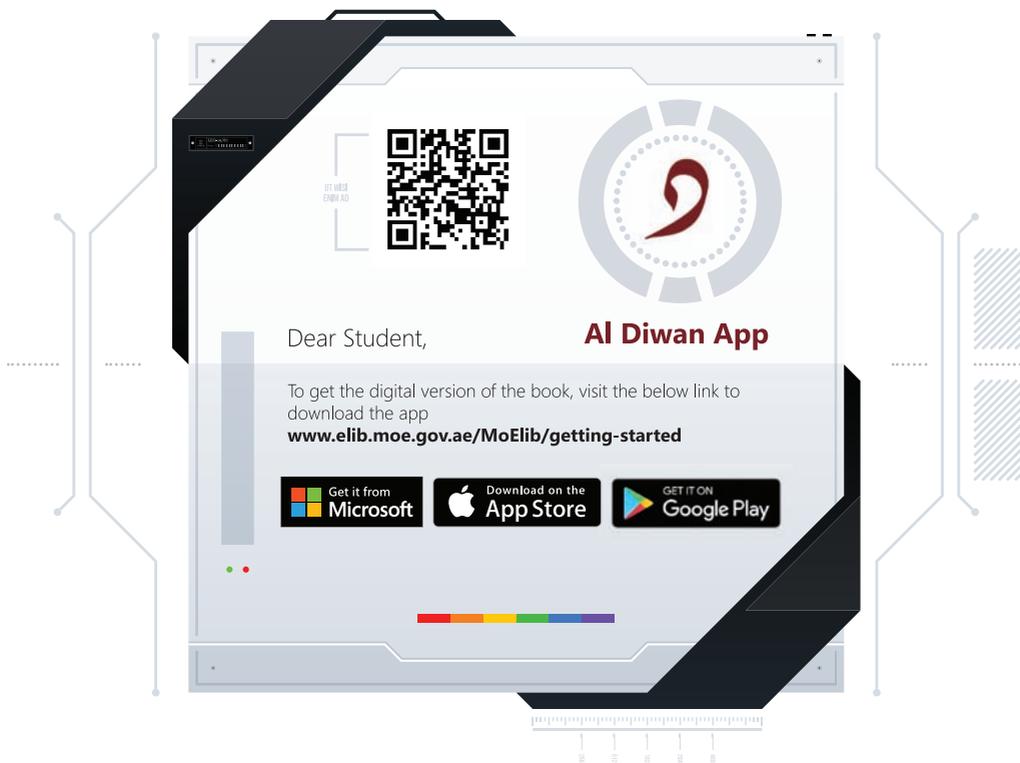
Tolerance: Appreciating diversity and showing respect to others without discrimination based on race, religion, age or gender

Treaty: An agreement between two or more countries or parties, regulating certain relations between them

Values: A set of mental judgements that guide us to our desires and trends, and affect our behaviours. People acquire their values from the society they live in. They also acquire values from their life experience and the challenges they face. This in turn creates a set of rules that govern a person's actions, thoughts and behaviours. Also, they refer to the inner personality of humans

Volunteer work: One of the means used to advance societies. This work is becoming increasingly important, as the governments want to involve community members in providing support to those in need. Moreover, volunteer work is not a profit-making profession, nor is it a mandatory profession. Anyone can participate in such work because it is based on linking the interests of volunteers with the interests of other individuals in society

Water security: The average per capita share in a country, annually, of renewable and fresh water resources available to meet the need for water in agriculture, industry and household consumption



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