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MORAL EDUCATION



Grade
07

Moral Education

Student book

Grade 7

Volume 1

Third Edition

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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

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

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan

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

“ ‘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

“ ‘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

“ ‘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

Moral Education

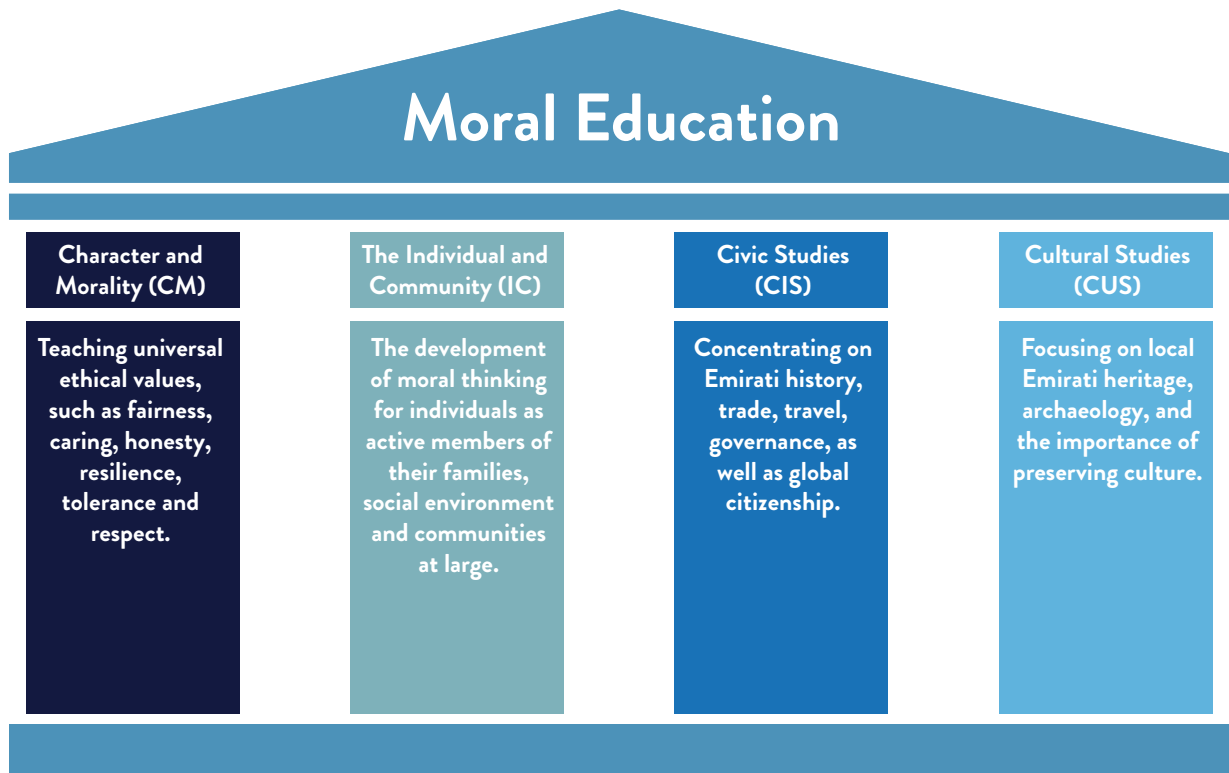
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. 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.



Inspiration

The Ghaf tree is an essential and inspiring part of the ecosystem of our region

The Ghaf tree provides a safe environment for many animals and is a source of valuable resources for plants and humans. It is also so important that if it disappears, all other living organisms in its ecosystem may become extinct. The Sustainability Suite at Expo 2020 will rely on this idea to focus on the interdependence of human health with the earth planet.

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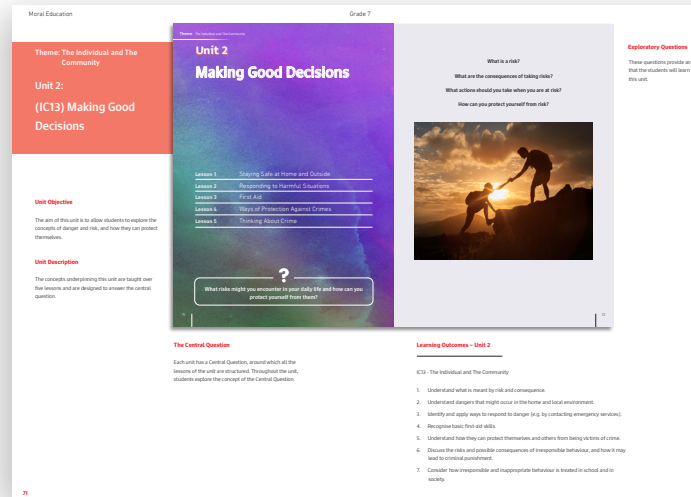
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Unit 3

Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange

Moral Education Grade 7

Theme: Civic Studies

Unit 3:
(CIS) Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange

Unit Objectives
The aim of this unit is to allow students to explore the concept of globalisation, including the issues it raises and the impact it has had on the global economy. They will also explore how the UAE connects to the rest of the world in terms of trade, travel and communications. They will also explore how evolving communications technology has led to change for both the individual and society.

Unit Description
The concepts underlying this unit are taught over four lessons and are designed to answer the central question.

Central Question
Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.

Unit 3
Trade, Travel and Communications: The UAE in an Increasing Globalised and Interconnected World; Cultural Exchange

Lesson 1 Understanding Globalisation
Lesson 2 What Factors Have Enabled Globalisation?
Lesson 3 Globalisation and The UAE
Lesson 4 Advantages and Disadvantages of Globalisation
Lesson 5 The Individual in a Globalised World

How did improved transport and communication increase trade?
What is 'globalisation' and how does it impact the UAE?
What are the issues raised by globalisation?
What economic concepts do we need to apply in order to create a sustainable global economy?
How have communications advances affected the individual, society and international relations?

How have advances in communications and globalisation changed the global economy and created social (re)connections?

Learning Outcomes

1. Understand the concept of 'globalisation', some of the issues it raises, and how it affects the UAE.
2. Understand the concept of a sustainable global economy, and the challenges it faces.
3. Understand some economic concepts.
4. Evaluate the impact of communication technology on the individual and society.

Exploratory Questions
These questions provide an overview of the concepts that the students will learn throughout the lessons in this unit.

Note To Teacher
Each lesson contains at least four facts. However, please feel free to choose how often to work on with your students, based on their needs.

- 1 Understanding Globalisation
- 2 What Factors Have Enabled Globalisation?
- 3 Globalisation and The UAE
- 4 Advantages and Disadvantages of Globalisation
- 5 The Individual in a Globalised World

Online Unit 4

Human Needs

Moral Education Grade 7

Theme: Character and Morality

Unit 4:
(CM14) Human Needs

Unit Objectives
The goal of this unit is to introduce students to the concepts of human needs and events, and their relationship to human dignity. It will also address how unmet basic needs can lead to dysfunctional behaviour and tense conflicts.

Unit Description
The concepts underlying this unit are taught over five lessons and are designed to answer the Central Question.

Unit 4 Human Needs

Lesson 1 Life Necessities
Lesson 2 Basic Needs
Lesson 3 Is There a Link Between Unmet Needs and Conflict?
Lesson 4 Commitment to the Value of Human Life
Lesson 5 Take Action Now!

What actions can you take to defend human dignity?

Central Question
Each unit has a Central Question, around which all the lessons of the unit are structured. Throughout the unit, students explore the concept of the Central Question.

Learning Outcomes

1. Name some basic human needs, and explain what they entail and why meeting such needs is important.
2. Present arguments for or against conflict as a response to a lack of basic human needs.
3. Demonstrate a commitment to the fundamental value of every human life.

Explanatory Questions
These questions provide a guide to what the students will learn throughout the unit.

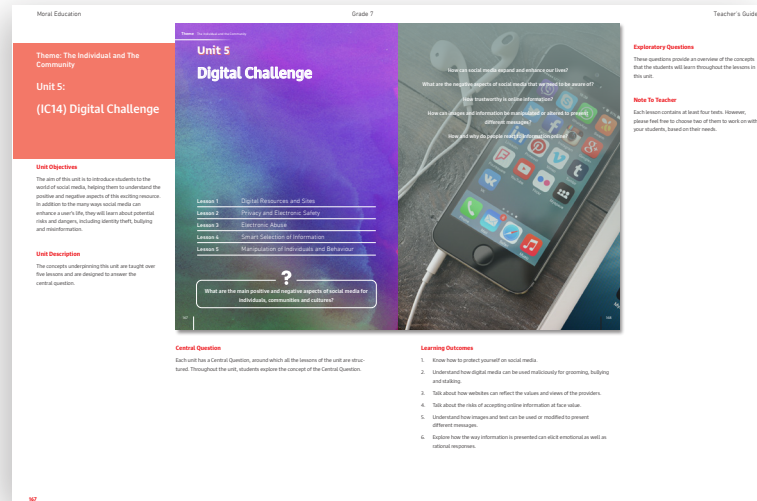
Note To Teacher
Each lesson contains at least one explanatory question. Please feel free to choose your students, based on their needs.

- 1 Life Necessities
- 2 Basic Needs
- 3 Is There a Link Between Unmet Needs and Conflict?.....
- 4 Commitment to the Value of Human Life
- 5 Take Action Now!

Online

Unit 5

Digital Challenge



1 Digital Resources and Sites

2 Privacy and Electronic Safety

3 Electronic Abuse

4 Smart Selection of Information

5 Manipulation of Individuals and Behaviour

Online

Unit 6

Moral Education in Action

Unit 1

Individual Responsibilities and Duties and Moral Obligations

Lesson 1	What is Meant by Duties and Responsibilities?
Lesson 2	Duties and Responsibilities of Parents Towards their Children
Lesson 3	Duties and Responsibilities of Sons and Daughters
Lesson 4	Moral Rules
Lesson 5	The Moral Imperative Rules Governing Behaviour



What are individual
responsibilities, duties and moral
obligations?

What is meant by duties and responsibilities?

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

What are my duties and responsibilities?

Which moral values should your children be taught?

How are moral rules applied?



Lesson 1

What is Meant by Duties and Responsibilities?

Learning Outcomes:

- Discuss responsibilities and duties towards their classmates.

Vocabulary

responsibility

duties

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



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

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

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

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

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

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

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

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

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

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

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



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

Strategic goals of the Ministry of Education:

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

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



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

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

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

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

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

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



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

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

Security:

.....

The nurse:

.....

The headmaster:

.....

The bus driver:

.....

Lesson 2

Duties and Responsibilities of Parents Towards their Children

Learning Outcomes:

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

Vocabulary

the role

family tree

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

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



Sheikh Zayed (may God have mercy upon him), with children

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

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

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

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

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

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

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



Playing and learning are two important children rights

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

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

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

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

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

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



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

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

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

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

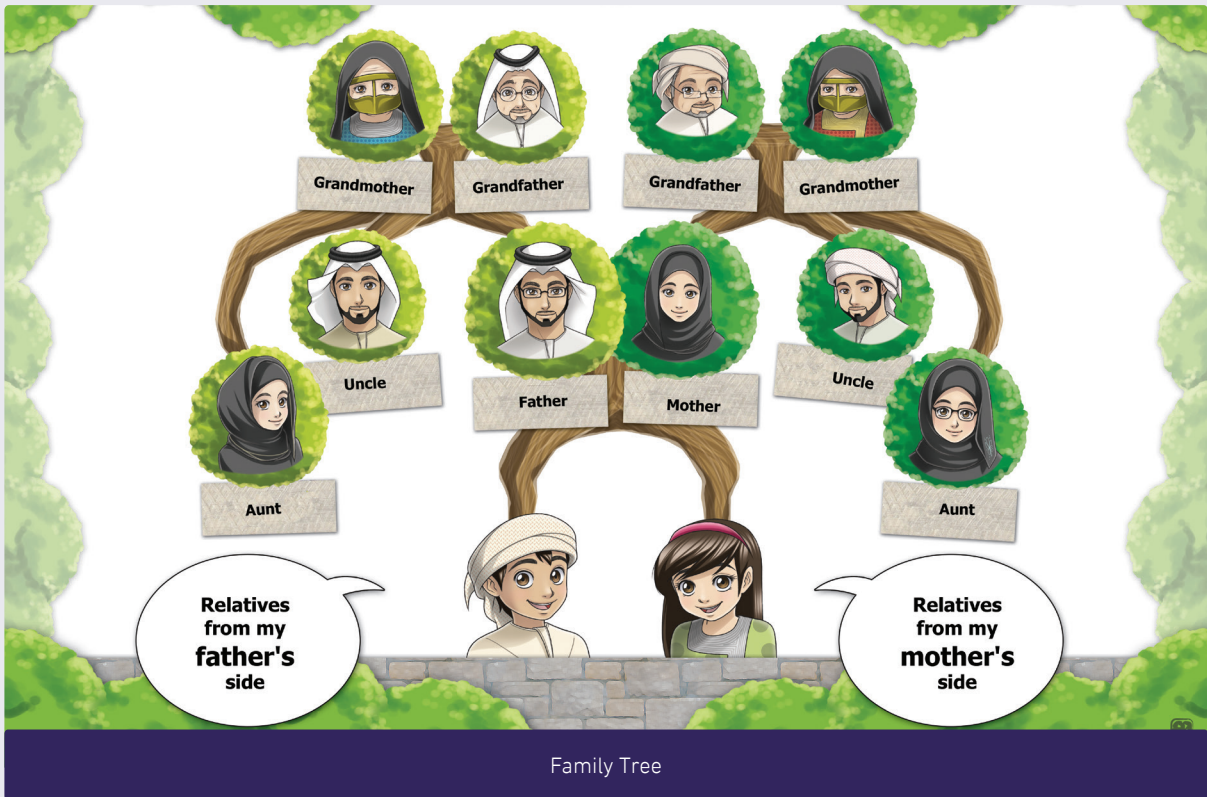
6 Read the following text about family structure and family trees. Then answer the questions that follow

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

Families come in different forms, including:

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

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



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

Lesson 3

Duties and Responsibilities of Sons and Daughters

Learning Outcomes:

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

Vocabulary

kindness to parents

dependency

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

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

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

The most important obligations of children towards their parents include:

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

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

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



A child appreciating his mother

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

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



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

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

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

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

Sheikh Zayed (may God have mercy upon him) was eight years old when his father passed away. The personality of Sheikh Zayed was significantly impacted by his

mother, Sheikha Salama, since he was close to her and influenced by her guidance, gaining a lot of her character and ethics, which instilled into him love of the people and charity to the poor and needy.

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



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

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

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

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

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

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

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

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

Lesson 4

Moral Rules

Learning Outcomes:

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

Vocabulary

moral rules

globalisation

ethics

popular heritage

moral values

community service

moral duty

modesty

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

Nothing is worse than lying,

He who lies will never be noble.

Stick to honesty, even if you expect severe consequences.

.....

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

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



Diversity of communities in the world

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



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

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

Treat people based on your morals, not theirs.

Morality is man's mirror

They say:

Be good-looking and you will never be forgotten

But...

Be good mannered and their hearts will not forget you

Morals are the ornament of man

Lesson 5

The Moral Imperative Rules Governing Behaviour

Learning Outcomes:

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

Vocabulary

moral rules

morals

duty

moral values

the concept of volunteerism

rights

social values

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



A female specialist helps a turtle



A relief worker gives water to an abandoned Nigerian child

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

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

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

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



Taxi in Manilla

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

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

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

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

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

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



A German healthcare worker in Burkina Faso

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

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

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



Emirati volunteers in action

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

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

In the United Arab Emirates

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

In Finland

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

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

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

6 Deduce from these images:



Students in the United States cleaning their town



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

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

7 Read the quote. Then complete the activity.

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

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

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

Unit 2

Making Good Decisions

Lesson 1 Staying Safe at Home and Outside

Lesson 2 Responding to Harmful Situations

Lesson 3 First Aid

Lesson 4 Ways of Protection Against Crimes

Lesson 5 Thinking About Crime



What risks might you encounter in your daily life and how can you protect yourself from them?

What is a risk?

What are the consequences of taking risks?

What actions should you take when you are at risk?

How can you protect yourself from risk?



Lesson 1

Staying Safe at Home and Outside

Learning Outcomes:

- Understand what is meant by risk and consequence.
- Understand dangers that might occur in the home and local environment.
- Identify and apply ways to respond to danger (e.g. by contacting emergency services).

Vocabulary

Risk

Consequence

Danger

Environment

1 Write a sentence that explains what (a) a risk and (b) a consequence are. You may use the word bank to help you.

Chance	Danger	Happens
Punishment	Take	Result
Outcome	Action	Unknown

- a. A risk is:
- b. A consequence is:

Now that we have explored what a risk and a consequence is, list two examples of a risk and two examples of a consequence.

Risk	Consequence
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>

2 Follow the instructions below to complete the list.

Tools used in our daily activities can be the cause of danger. We must be aware of these so that we can keep ourselves and our families safe.

Below is an image of a house. See how many risks you can spot in this house and make a list of them.



Now put your list in order. Start with the one that is the highest risk to the residents of this house.

- a.
- b.
- c.
- d.
- e.
- f.

3 While there are hazards in our homes, there are also hazards in our local community. Look at the pictures below. Discuss the risks in each of these situations. Then suggest a way to keep yourself and others safe from the danger in the pictures.



Risk:
Safety measures:



Risk:
Safety measures:



Risk:
Safety measures:



Risk:
Safety measures:

4 Inappropriate practices can lead to damages or to dangerous situations in the local environment. They can harm you and others in the community. Read the story below and answer the questions that follow.



In Kenya, volunteers have cleaned up 6,000 kg of plastic waste to try to reduce the amount of plastic dumped into the ocean. The effort was part of a global initiative called the *International Coastal Cleanup*. It takes place every year around the world. In 2015, about 800,000 volunteers collected over 8,000,000 kg of plastic around the world.

But the initiative is only a drop in the sea compared to the size of the problem. Experts say that 8,000,000 tons of plastic ends up in the ocean every year. Some of the plastic floats on top of the ocean and gets washed up on the beach. More of it breaks down into tiny pieces and is eaten by birds, fish and other sea creatures. When humans catch the fish and eat them, they're eating the toxic plastic as well. What's more, the chemicals from the plastic can dissolve into the water, with a harmful effect on the environment.

Researchers say that 20 countries are to blame for more than 80% of the plastic that goes into the sea each year. China is the biggest offender, with the United States in 20th place. Sometimes, the plastic goes straight into the ocean from people who don't pick up after themselves at the beach. Sometimes, it comes from litter in cities, washed all the way to the sea by rivers and streams. Some of it is thrown over the side of boats and ships.

As a result, there are whole islands of plastic in the Pacific Ocean, swept together by currents from all over the world. Some of the islands are large enough for people to walk on. By 2050, experts say, there will be more waste than fish in the world's oceans.

a. What are the risks of having plastic in the ocean?

.....

b. What can people do to stop plastic ending up in the ocean?

.....

c. Do you think there should be consequences for throwing away plastic carelessly?

.....

5 Read this story about a woman who was attacked on her way home, and then answer the questions that follow.

A woman was attacked, robbed on her way home from work

The police in a town are searching for two suspects who allegedly assaulted and robbed a woman on her way home from work last week.

It happened on Aug. 25 around 8:30 p.m.

The victim told police that she was walking home from work alone when she was suddenly attacked from behind by two men.

Police say the victim was thrown to the ground and then robbed.

The suspects are described as men in their 20s or 30s, wearing all dark clothing.

The victim was transported to a nearby hospital where she received medical treatment and was released.

a. How do you think the woman felt after she was attacked?

.....

b. What actions could she have taken to keep herself safe?

.....

c. Are there any dangerous areas in your community?

.....

d. Suggest one way you could keep yourself safe on your way home.

.....

6 Complete the following activity.

A risk is:

A consequence is:

Risks that can lead to dangers in home	Risks that can lead to dangers in community
.....

I can keep myself safe by:

I can keep others safe by:

Lesson 2

Responding to Harmful Situations

Learning Outcomes:

- Understand what is meant by risk and consequence.
- Understand dangers that might occur in the home and local environment.
- Identify and apply ways to respond to danger. (e.g. by contacting emergency services).

Vocabulary

Fire

Ambulance

Safety

1 Find the keywords.

E	J	C	C	P	Z	O	J	W	E	G	T	H	V	V
R	C	R	A	D	O	B	L	C	C	J	N	P	O	Z
G	M	N	N	G	C	L	N	K	V	R	E	G	T	I
M	Y	O	E	M	P	A	I	F	H	F	M	F	E	A
K	T	P	A	U	L	O	R	C	R	M	N	S	D	X
F	L	H	N	U	Q	D	K	I	E	Y	O	Q	X	I
O	C	V	B	W	R	E	E	R	G	U	R	S	U	B
T	H	M	E	R	I	F	S	N	K	J	I	A	Z	N
D	A	N	G	E	R	R	E	N	E	H	V	F	N	D
Z	A	W	R	Q	X	Y	J	W	O	M	N	E	Z	I
V	G	I	X	X	D	G	J	N	U	C	E	T	H	K
H	S	G	W	C	E	T	C	Q	B	V	A	Y	L	Z
K	H	E	P	Y	E	F	Q	U	D	A	J	H	Y	A
F	M	M	P	P	K	O	V	Q	B	M	S	E	H	O
E	V	M	X	T	O	Z	M	H	L	A	M	A	L	A

Keywords from last lesson	Keywords for this lesson
.....
.....
.....
.....

2 Karim is a very brave boy. Read his story and then answer the questions that follow.

Quick-Thinking can Save Lives

Karim is a very brave boy. And his father is a very lucky man!

When Karim came home to find his father lying on the floor, he knew something was wrong. He gently shook his father and called his name, but he got no response. Feeling how cold his father's hand was, he knew this was a medical emergency.

Without hesitating, Karim took out his phone and dialled 998. Soon, an ambulance was racing to his home.

"We learned about first aid in school," Karim explains. "I know how to handle small injuries and cuts. But I also know what I can't do! Sometimes all you can do is call in the emergency services in the United Arab Emirates."

Although Karim's father, Waleed, had suffered a severe heart attack, the ambulance crew was able to revive him on the way to the hospital. Thankfully, Waleed, his father, made a full recovery and is looking forward to getting back home.

"I can't believe how lucky I was," Waleed says from his hospital bed. "It all happened so quickly. I was walking to the kitchen when suddenly I felt a massive pain in my chest. I knew it was nothing good, so I reached out for my phone to call my doctor. However, before I knew what was happening, I was on the floor."

Karim's quick thinking saved his father's life. If he had hesitated or called the wrong people, the story might not have had such a happy ending.

"I'm no hero," Karim modestly says, with a teenage shrug. "Our teacher taught us that we have to be prepared for emergencies. We all memorised the emergency phone number. So when I saw my father on the floor, I knew what number to call."

"Would your children know which number to call in a similar situation?" Waleed stresses the importance of teaching your children how to cope with emergencies.

"It saved my life," he says. "One day, your children might save your life too."

Karim just smiled and shrugged again.

a. Why does the writer say Karim was brave?

.....

b. How did Karim know it was a medical emergency? Would you have known it was an emergency?

.....

c. Why does Karim say he's no hero?

.....

d. What do you think might have happened if Karim had not known the number of the emergency services?

.....

3 Look at the images below and decide which emergency service should be called. Write the name and number of this service and the reason for it.



Service:
Phone number:
Reason:



Service:
Phone number:
Reason:



Service:
Phone number:
Reason:



Service:
Phone number:
Reason:



5

Service:

Phone number:

Reason:



6

Service:

Phone number:

Reason:

4 Read the text below and answer the questions that follow.

The most important thing you need to do when there's a fire is to call the fire service. What could trigger a fire and what are the measures taken to keep you safe?

A fire requires the following: heat to light the fire, oxygen to keep the fire going, and fuel to burn. When you know that, it's easier to understand why you do the things you do to stop a fire.

For example, have you ever heard the words: "Stop, drop and roll?" That's what you're supposed to do if your clothes are on fire. You stop where you are, you drop to the ground, and you cover your face with your hands and roll around on the ground. The reason is that when you roll, the fire can't get oxygen – so it might go out. You should never run if your clothes are on fire.

Suppose you're in a house that's on fire. There is no fire in the room you're in, but the door is closed. You want to open the door, but the doorknob is hot. Do you know what to do? It might sound surprising, but you shouldn't open the door. If you can't get out of a window, wait for help. Don't hide under a bed or sofa, because that will make it more difficult for a fire fighter to find you. Try to attract attention and wait where you are until someone can get to you.

Many schools and homes have fire extinguishers, and you should learn where they're kept and how to use them. Fire extinguishers are full of special foam. When the foam covers the fire, the fire can't get oxygen, so it stops burning.

A house made of wood will burn much faster than a house made of brick. Papers and leaves and garbage are good fire fuel as well – so make sure you keep rubbish away from heat, like electrical outlets or candles or cooking appliances.

a. What kind of things could light a fire? What kind of things could be fuel for a fire?

.....

.....

b. Why should you not run if your clothes are on fire?

.....

.....

c. Why should you not open the door if the doorknob is hot? Think of the three things that the fire needs?

.....

.....

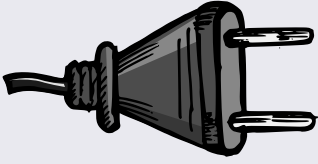
d. Why does a house made of wood burn faster than a house made of brick?

.....

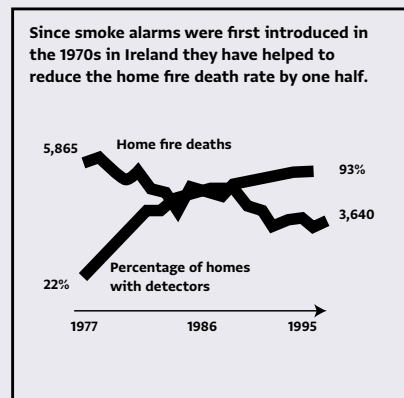
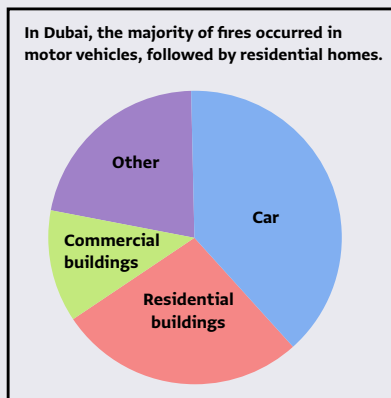
.....

5 Look at the diagram and discuss the questions below.

In the UAE



Electrical malfunctions, cooking appliances and gas leakages are the most common cause of fires.



a. Why do you think the number of fires that occurred between 1977 and 1995 has decreased?

.....

b. How important is it to have a smoke detector?

.....

c. Why do you think older people are more at risk of dying in a fire?

.....

d. What could you do in your home to protect yourself from a fire?

.....

e. What could you do in your home to protect yourself from a fire?

.....

Look around the school for any fire hazards, for example fire escapes being blocked. As a class, think of a way to address to address fire safety in your school.

6 Consider an emergency that hasn't been discussed in this lesson. Write the emergency. Write what the risks are. Write what you should do in the situation.

Emergency:

.....
.....

Risks:

.....
.....

Action:

.....
.....

Lesson 3

First Aid

Learning Outcomes:

- Identify and apply ways to respond to danger (e.g. by contacting emergency services).
- Recognise basic first-aid skills.

Vocabulary

First Aid

Care

Recovery

1 Complete the following activity.

There are many different incidents that require first aid. Would you know how to perform first aid if one of your friends was injured?

a. First aid is:

.....

b. Why is it important to know first aid?

.....

2 Read about the work the Emirates Red Crescent carries out and answer the questions that follow.

“The Emirates Red Crescent is a volunteer humanitarian organization that supports official authorities in times of peace and war. It was established on 31 January 1983 and was internationally attested as a member of the International Federation of Red Cross and Red Crescent Societies in 1986. In 2001, the The Emirates Red Crescent was selected as the second best humanitarian authority in Asia
The Authority works to support the official authorities in times of peace and war, in accordance with the provisions of Article (26) of the First Geneva Convention of 1949.

In times of peace:

- Organising awareness programmes, providing first aid, protecting and controlling epidemics, paying attention to social issues, providing various humanitarian assistance for vulnerable, needy people and victims of accidents and disasters.

In times of war:

- Transferring and treating the wounded and assisting prisoners according to the Geneva Conventions.
- Providing first aid and relief to victims.
- Protecting civilians and sheltering the displaced and homeless.
- Searching for missing persons and reuniting separated families.

Our values

- Transparency, credibility and enlightening public opinion by the authority's efforts locally and internationally.
- Humanitarian Partnership with civil society institutions.
- Creative and effective cooperation with humanitarian and charitable organisations locally and internationally; to meet the needs of the vulnerable and afflicted.
- Encouraging and stimulating voluntary work as a value in itself.”



The Emirates Red Crescent in action

a. Give some real-life examples of Red Crescent work. Say how the Red Crescent's intervention alleviated people's suffering.

.....

.....

b. Design a poster for the Emirates Red Crescent outlining the work that it does.

KEY FACT

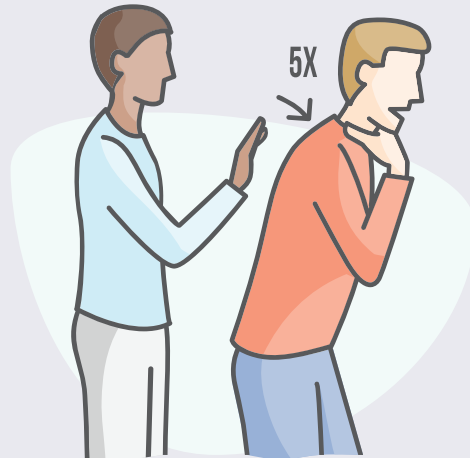
Red Crescent Day is May 8th.

3 Read the text below and answer the questions that follow.

Choking can be scary. It can happen in a second, so it is good to be prepared. Here are the steps that are done if a person is choking.



1. **Ask a question.** If the person cannot respond or is having trouble breathing, then it is severe choking.



2. **Hit the back.** Bend the choking person, wrap an arm around their chest and with your free hand give them 5 blows in the back, just between their shoulder blades.



3. **Give abdominal thrusts.** Following the back blows stand behind the choking person (if a child, kneel down behind him). Next place a fist above their belly button, cover with your other hand, and do five sharp inward and upward thrusts.
Note: This procedure can cause harm to young children and should preferably be performed by a professional.

Repeat step 2 and 3 until the person stops choking.

a. Make a list of items that may cause choking.

.....

b. How would you know that someone was choking?

.....

c. How do you think it might feel if you were choking?

.....

d. Why could abdominal thrusts be harmful to babies under 1 year of age?

.....

4 Now that we have looked at what to do when someone is choking we look at how to put them into the recovery position.

The recovery position is:

Look at the steps to be followed when helping someone who is choking. Those steps are based on the information available on posters from St. John's Ambulance, a first aid organisation in the UK. Then answer the questions below.

a. Discuss with your classmates at least three situations where you might use this.

b. In groups of three, practice putting each other in the recovery position.

WHAT TO DO IF SOMEONE IS UNRESPONSIVE



4. If they're breathing
- put them in the recovery position
- Then call 999/112 for an ambulance

If they're not breathing
- call 999/112 for emergency help
- Start CPR



5 Now that you have learned some first aid skills, read each story below and decide how you would react to them. Look at the instructions below and carry out the activities that follow.

Scenario 1



You are playing football with your friends. Suddenly one of the players collapses on the pitch. He appears to be unconscious, but is still breathing.

Action:

.....

Scenario 3



You are having lunch with your friends. One of your friends is telling a story while he's eating. He gets excited and chokes on his food. "Help me," he gasps.

Action:

.....

Scenario 2



You are out shopping with your parents in a busy street. You notice an old woman going slowly down the stairs. Suddenly she falls to the ground. She looks to be in deep pain and points to her leg.

Action:

.....

Scenario 4



You are walking down the street and you see a man walking unsteadily towards you. He is clutching his chest and trying hard to speak. He then doubles over and collapses on the road. You run over to him but he is unable to speak. He keeps pointing at his chest.

Action:

.....

6 Think of a scenario that hasn't been mentioned in this lesson. Write the scenario and what first aid you should be given in that situation.

Scenario:
.....
.....

Action:
.....
.....

Lesson 4

Ways of Protection Against Crimes

Learning Outcomes:

- Understand how they can protect themselves and others from being victims of crime.
- Discuss the risks and possible consequences of irresponsible behaviour, and how it may lead to criminal punishment.
- Consider how irresponsible and inappropriate behaviour is treated in school and in society.

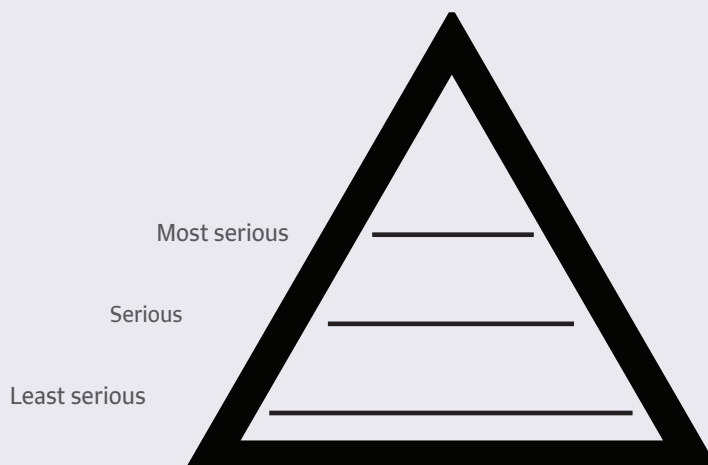
Vocabulary

Crime

Victim

Humanity

1 Think of as many crimes as you can. When you have completed your list, place them in order of most serious to least serious.



2 Examine the images below and complete the activity.

- a. Suggest a way the person in each picture could better protect themselves from crime.
- b. Choose one image and write a story about what is happening in the picture.



Protection

.....



Protection

.....



Protection

.....



Protection

.....

My Story

3 Read about family relationships in the UAE and answer the questions that follow.

The role of the family is an essential element of Emirati culture; it signifies unconditional and endless love, care, respect and support.

People in the UAE have always been very proud of their large families. Emirati families take the form of the extended family, which means that parents, children, grandparents, and in-laws often share one household. Old Emirati houses were designed to be large and spacious so that there would be enough room for everyone, and the same concept is still followed when designing today's modern houses. And if there's no room left inside the parents' house, the extended family will try to live in the same neighbourhood. This is the way that Emiratis are used to living.

Family is like a wall of protection. It gives you a feeling of safety and makes you aware that, no matter what, there is always someone there who will offer you support. Being part of a family means that a person feels loved, safe, supported and always knows that there is someone there for them, even if there has been a misunderstanding or conflict. The bonds of a family are more important than all other issues and they can help overcome any obstacles that life might bring.

- a. How do UAE family relationships affect a person's sense of security?
- b. Imagine that one of your family members was in a difficult situation. How would you and other family members react?

4 Read the text below, examine the poster, and answer the questions that follow.

Crime doesn't only takes place in our communities – it can also take place online. For example, if people are not careful, they can have their bank details stolen or their computers hacked in order to get the user's personal information.

Hackers are looking for all sorts of things when they target you. They might want you to download software that will show them everything you do online. They might be trying to steal your information so that they can sell it. Or they might want to take over your computer or phone to use it to send spam to millions of people.

To protect yourself from online crimes, there are a few things you can do. The most important is to think critically. Does an offer look too good to be true? It probably is. Has your friend shared something on social media that doesn't sound like them? Don't click on that link.

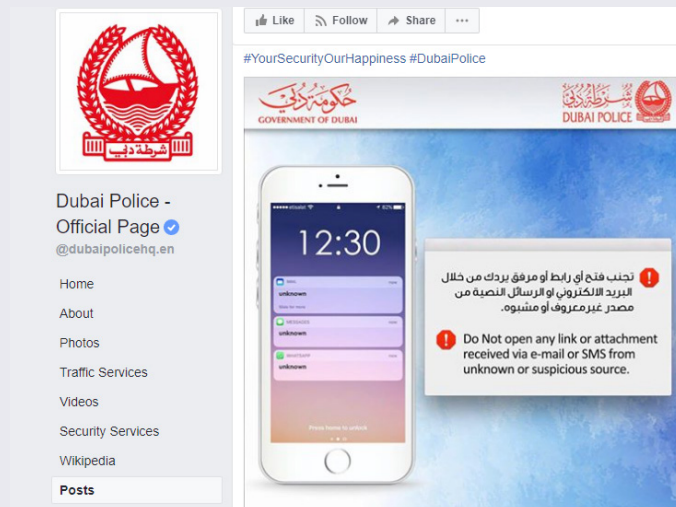
Don't go roaming to strange sites on the web – stick to ones you know and trust. If you're not sure about a site, ask a knowledgeable adult. Don't use the same passwords for every site, and make your passwords long and difficult to guess.

If a website asks you for personal information, think hard before you enter it. Does it need the information it's asking for? Give every site the minimum information possible.

If you think you've made a mistake, don't be afraid to tell – it happens to all sorts of people, adults and kids alike, and the longer you go without taking action, the more likely damage will be done.

The Dubai Police Force has launched a campaign warning of the dangers of online crimes.

Take a look at their poster:



The image shows a screenshot of the Dubai Police official page on Facebook. On the left, the page header includes the Dubai Police logo (a red emblem with Arabic text) and the text "Dubai Police - Official Page" with the handle "@dubai.police.hq.en". Below this are navigation links: Home, About, Photos, Traffic Services, Videos, Security Services, and Wikipedia. The main content area displays a security warning poster. The poster features a smartphone screen showing a list of messages from "unknown" senders. To the right of the phone, there is a warning box with Arabic text: "تجنب فتح أي رابط أو مرفق يردك من خلال البريد الإلكتروني أو الرسائل النصية من مصدر غير معروف أو مشبوه." and English text: "Do Not open any link or attachment received via e-mail or SMS from unknown or suspicious source." The poster also includes the logos of the Government of Dubai and Dubai Police.

a. Why should you not click on a link from a friend if it doesn't sound like them?

.....

b. Why does the writer say "ask a knowledgeable adult"?

.....

c. Why should you not use the same passwords for every site?

.....

d. The poster contains the hashtag #YourSecurityOurHappiness. What do you think this means?

.....

KEY FACT

Did you know the UAE has one of the lowest crime rates in the world?

5 Read the text and answer the questions that follow.

Crime is a global problem. Crimes against humanity have been common throughout history. An example of a crime against humanity is mass killing of a particular sect of a population.

In Rwanda in 1994 mass killing of the Tutsis population took place. Most of the people that carried out the killing were Hutus. Read Valentina's Story about her experience of living in Rwanda at this time and answer the questions that follow.

The Rwandan Girl Who Refused to Die

When I first saw her nearly three years ago she seemed more shadowlike than human. When it came to the time for changing her dressings the girl winced and cried in pain.

The nurse told me the child's name was Valentina. She was 13 and her family had been killed in a massacre carried out by Hutu soldiers and militiamen a few weeks before in the nearby parish of Nyarubuye.

Valentina was among a small group of survivors. "She will probably die," the nurse said.

I left Rwanda shortly afterwards vowing never to go back. However, Rwanda did not go away, nor did the memory of Valentina and the other survivors of genocide. I found myself endlessly questioning: how could this have happened? I was still in search of the answer three years later when I returned.

Within minutes of arriving at Nyarubuye I learnt Valentina had not died. Shortly after I had last seen her she had been transferred to a hospital and, against the medical odds, survived her injuries. Now, meeting her, I saw a tall and beautiful 16-year-old, nothing like the emaciated child of three years previously.

The story of what happened at Nyarubuye is more than a straightforward commentary on humanity's capacity for evil. It began on a Friday afternoon in the middle of April.

The killing at Nyarubuye began with an attack on Tutsis at the local marketplace. After this Valentina fled with her family. That afternoon the killers arrived, led by the local mayor. Valentina recognised many of her Hutu neighbours among the more than 30 men who surrounded the building they were in.

Among the gang of men was a 56-year-old grandfather whose own grandchildren went to school with Valentina.

She described what happened next: "First they asked people to hand over their money, saying they would spare those who paid. But after taking the money they killed them anyway."

The killings took place over four days.

The grandfather has confessed some of his crimes and has implicated some of his friends and neighbours. Valentina hopes he will never return to the village. She now lives with an aunt and two other orphans.



a. What happened to Valentina?

.....

b. What do you think she did to protect herself?

.....

c. What consequence could the old man face?

.....

d. Put yourself in Valentina's shoes. In what way do you think the events of 1994 still impact her life today?

.....

6 Complete the table below. Identify three crimes that you heard about, write how you protect yourself and others from these crimes.

Crime	Protect Myself	Protect Others
.....
.....
.....

Lesson 5

Thinking About Crime

Learning Outcomes:

- Understand how they can protect themselves and others from being victims of crime.
- Discuss the risks and possible consequences of irresponsible behaviour, and how it may lead to criminal punishment.
- Consider how irresponsible and inappropriate behaviour is treated in school and in society.

Vocabulary

Irresponsible

Criminal

1 Complete the following activity.

If someone commits a crime, he should expect consequences. What could be the consequences of the actions you see in the images below?



Consequence:

.....



Consequence:

.....

2 There are always consequences when people are arrested for committing a crime. Read the article below about two men being arrested and answer the questions that follow.

Two men were arrested as they were trying to break into an automated teller machine (ATM) in an industrial area, police said.

The two men were trying to smash the machine's cover using some metallic tools at 3.30am, but they were arrested within minutes, thanks to the quick response of police patrols.

The deputy director of Criminal Investigation Department said they received a call about two men trying to break into the cash-dispensing machine.

"Within fifteen minutes, police patrols arrived on the scene and arrested the two suspects who were still inside trying to steal money from the ATM," he said in a statement.

The pair confessed to the police that they had planned to steal money from the machine after breaking it open using tools.

Pictures from security camera footage released by police showed clear signs of damage to the ATM.

The duo were referred to the public prosecution to finish the investigation after charging them with attempted theft.

"The fast response to the emergency call helped arrest the suspects within fifteen minutes. We are ready to crack down on criminals and chase them whenever and wherever they commit crimes," the deputy director said.

He praised public awareness and cooperation which have helped the police prevent crimes and ensure safety and stability in the emirate.

a. What crime were the men arrested for?

.....

b. What do you think will happen next?

.....

c. How effective were the police in arresting the criminals?

.....

d. Find out about a crime that happened recently.

.....

KEY FACT

According to statistics on Abu Dhabi Police's website, the number of crimes per 100,000 population in the UAE was 119.8 in 2011, a figure that decreased to 110.2 by 2013 and continued to fall to 90.6 in 2014 and 83.8 in 2015.

3 Many crimes lead to criminals serving time in prison. Prison is used as a form of punishment in countries around the world. Read the article about Austin's time in prison and answer the questions that follow.

Interviewer: Tell us a little bit about yourself.

Austin: My name is Austin and I'm 22. I had a fairly normal life until I was 20. My family lived in the suburbs. I worked hard at school and played sports. I wanted to become a painter when I was younger. I was always fascinated by art.

Interviewer: When did things start to go wrong?

Austin: I like hanging out with people. I always want to be in some group or other. Be cool and impress the others.

Unfortunately, I chose the wrong group!

Interviewer: What happened?

Austin: It was all petty crime at first. Shoplifting and minor vandalism. Break this, steal that. We were all into that. And we were always trying to impress each other. Find a bigger store to rob, find a more expensive gadget to lift, make an impression. Of course, I soon made an impression on the police too!

Interviewer: So you ended up in prison?

Austin: Yeah, and I can't blame anyone but myself. I got plenty of chances to repent, but I just kept returning to that group. We were getting wilder as we got older and things got out of hand. So yeah, prison became my home for a while.

Interviewer: How did you cope with that?

Austin: Prison is just another group, isn't it? More people to impress. If people pushed me around, I pushed back, hard! In prison, that's how you earn respect. And that's how you get into fights!

Interviewer: But then things changed for you again?

Austin: Ray! He was a prison guard who took an interest in me. He changed everything! I was just drawing one day, killing time. You've no idea how boring prison can be. He liked my drawings. He told me about the art classes in the prison. I never even knew about that. I probably wasn't even listening when they told us about it. Too busy fighting!

Interviewer: You've served your time now.

Austin: That's right. I took my punishment and I learned my lesson, and now I've got a new life, and I'm on the straight and narrow. I'm still doing art classes, this time at night in the college. I work in the store during the day to pay for the classes.

Interviewer: Have you got any plans for the future?

Austin: Some day I'm going to exhibit my paintings in town. And Ray is going to come to see them. I'm going to really impress him!



a. List the advantages of imprisonment as a form of punishment.

.....

b. List the disadvantages of imprisonment as a form of punishment.

.....

c. Did imprisonment achieve its aim in Austin's case?

.....

4 Answer the questions below to create a leaflet for a Crime Victims' Helpline.

People who commit crimes are eventually punished. But their victims can continue to suffer daily from the consequences of the crimes they have perpetrated against them. Create a Crime Victims' Helpline leaflet using your answers to the following questions.

a. Do you think the victims of crime need support? Explain your answer.

.....

.....

.....

b. Name three effects of crime.

.....

.....

.....

c. List three things that this organisation could provide.

.....

.....

d. There is no slogan on this leaflet. Compose a suitable slogan for the organisation.

.....

.....

5 Read the list of school rules below and answer the questions that follow.

Irresponsible behaviour doesn't always have to be a crime. Irresponsible behaviour can simply be bad behaviour, and it happens in school and society too. If a school rule is broken, there are consequences for the students who break them.

School rules:

- Follow all the instructions and rules of the school and the classroom.
- Behave responsibly so you don't put other people or yourself in danger.
- Take care of buildings, equipments, and property belonging to the school and other people.
- Arrive at school and lessons on time and, if absent, provide the office with a signed note from your parent explaining latenesses and/or absences.
- Participate to promote a positive school community.
- Demonstrate a positive attitude towards studying and learning and act appropriately so as not to disrupt the classroom or the learning of others.
- Show commitment to the heritage and culture of the UAE by behaving honestly and with dignity.
- Show respect to all teachers, school personnel, fellow students, their families, and members of the community.



a. Who makes the rules in school and society?

.....

b. What happens when rules are broken in your school?

.....

c. Do you think we really need rules?

.....

d. What happens when rules are broken in society?

.....

6 Think of three crimes. Consider the impact of each crime on the victim and suggest a protective measure against it. Complete the table below.

Crime	Impact on Victim	Protective Measure
.....

Parents' Guide Grade 7

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

Unit 2 **Making Good Decisions**

Unit 3 **Trade, Travel and Communications: The UAE in an increasing Globalised and Interconnected World; Cultural Exchange**

Unit 4 **Human Needs**

Unit 5 **Digital Challenge**

Lettre to the Parents/ Guardians

Dear Parents/ Guardians,

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 facilitate the character development of our students. We aim to introduce them to 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 with them the topics and lessons of this course. 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 work with your children to complete one or more activities from the menu suggested in this unit, thus ensuring interaction between the students and their family members.

Unit 1

Individual Responsibilities, Duties and Moral Obligations

Objectives of the Unit

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

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



What are individual responsibilities, duties and moral obligations?

Exploratory Questions

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

Expected Learning Outcomes

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

Home Activities

Activity 1: Responsibilities, Duties and Moral Obligations at Home

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

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

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

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

Optional Activity:

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

Unit 2

Making Good Decisions

Objectives of the Unit

The aim of this unit is to allow young people to explore the concepts of danger and risk, and how they can protect themselves.



What risks might you encounter in your daily life and how can you protect yourself from them?

Exploratory Questions

- What is a risk?
- What are the consequences of taking risks?
- What actions should you take when you are at risk?
- How can you protect yourself from risk?

Learning Outcomes:

- Understand what is meant by risk and consequence.
- Understand dangers that might occur in the home and local environment.
- Identify and apply ways to respond to danger (e.g. by contacting emergency services).
- Recognise basic first-aid skills.
- Understand how they can protect themselves and others from being victims of crime.
- Discuss the risks and possible consequences of irresponsible behaviour, and how it may lead to criminal punishment.
- Consider how irresponsible and inappropriate behaviour is treated in school and in society.

Home Activities

Activity 1:

- To be completed after Lesson 2.
- Your child will have discussed risks that may arise in the home, the dangers of house fires and the need to call the emergency services when necessary.
- As a family, look around your home for dangers. Discuss with your child ways to make the house safer for all the family.
- Create an evacuation plan with your family in case a fire breaks out in the home. To do this:
 - Choose a window to use as a backup escape route, in case doors are blocked. Ensure the window is easily opened.
 - Decide on a meeting place – a safe place outside to meet, such as a tree or other landmark.
 - Have your child draw a plan of the house, including escape routes from each room.
 - Practice a fire drill to implement your plan.
- Ensure your child has contact numbers for you and relevant family members as well as the emergency services.



Activity 2:

- To be completed after Lesson 3.
- Your child will have learned about basic first aid, including the recovery position.
- Act out with your child a circumstance in which they might need to apply the recovery position. Pretend to be unresponsive, and allow your child to put you into the recovery position. Afterwards, have your child explain the actions they took.
- You could also consider visiting a first aid centre as a family and asking a nurse to explain basic first aid procedures.

Glossary

Action: Something done by a person or a thing.

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

Ambulance: A vehicle that takes the sick and injured to and from hospital.

Arbitrator: A person who has been appointed to resolve a dispute.

Awareness: Know what things are, their causes and their consequences.

Basic Needs: The resources humans need for their well being.

Benevolence: Kindness to others.

Care: The provision of what is necessary for the health, welfare, maintenance, and protection of someone or something.

Charity: Giving help of one's free will, usually giving money to people in need.

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

Confidentiality: The act of keeping something secret.

Conflict: Disagreement between two or more people or countries, or internal struggle.

Consequence: The result of actions or evolving situations.

Consumer: Buyer or customer.

Contagious Diseases: Diseases transmitted by different carriers (by touch, by air, ...) From one body to another.

Crime: An illegal act that is against the law.

Criminal: A person who has committed a crime.

Cyberbullying: The use of technology to harass, threaten, embarrass, or target another person.

Danger: A situation where people, objects or their misuse, could cause negative results such as harm, injury or threat to life.

Debate: A formal discussion on a certain matter, it usually ends by voting.

Demand: How much a product is needed or wanted by the consumers.

Deny: Refuse to give something to someone, deprive someone of his rights.

Dependancy: Financial support and aid.

Dignity: The value of a person, that means they are deserving of respect.

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

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

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

Emotional Response: A reaction triggered by emotions.

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

Environment: The surroundings a person lives in.

Equality: Treating people in such a way that the outcome for each person can be the same.

Ethics: Ethics or morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society. We all live within a society that needs to be regulated by a set of defined rules in order to remain strong and sound.

Factual: Something that is based on or involves facts.

Fairness: Justice, giving people their rights.

Family tree: A chart clarifying kinship relations between family members.

Fire: The light, heat and flame produced by burning.

First Aid: Assistance given to a sick or injured person until full medical treatment is available.

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

Global Community: When the people or nations of the world are seen as being closely connected by modern telecommunications including social media.

Globalisation: Economic activities occurring around the world as opposed to being limited to one country or region.

Grooming: The process in which an older person forms an inappropriate emotional connection with a younger person.

Happiness: Feelings of joy, satisfaction and reassurance.

Hub: A centre.

Humanitarian: Something or someone who is trying to reduce human suffering.

Humanity: Human race/people.

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

Influence: Having an effect on someone or something. It could also be the effect itself.

Interconnected: Not isolated or standalone; being dependent on and affecting one another.

Irresponsible: Showing lack of care for consequences.

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.

Kindness to parents: Maximum level of empathy, obedience and loyalty to parents.

Leisure: Time spent on activities that are not work or duties.

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

Malnutrition: The term refers to insufficient, excessive or unbalanced consumption of food leading to different food disorders according to their nutritional components. In other words, malnutrition is the increase or decrease of a meal.

Mediator: Someone who tries to get those involved in disagreements and conflicts to settle their differences.

Migration: Movement of people from one country to another for various reasons.

Modesty: Commitment to values and acts that do not reflect any vanity or arrogance towards others.

Modification: The process in which something is changed or adapted.

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

Moral 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.

Morals: A man's actions reflect his morals. Morals are the basic principles of any society.

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

Multiculturalism: A state of mix of different cultures.

Multilateral: An action or decision taken by three or more groups, or countries involved in a situation.

Opinion: A belief or way of thinking about something.

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.

Planning: Establishing the steps to carry out an action.

Popular Heritage: Combines all the characteristics that distinguish a human group. It includes knowledge, beliefs, values, arts, morals, laws, customs, language and other aspects forming the basic factors combining such groups.

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

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

Prevention: Protection against diseases, especially infectious diseases.

Quote: A statement that is part of what a person said or wrote, reused by another person.

Rational Response: A reaction resulting from thinking and analyzing.

Recovery: Return to a normal state of health.

Refugee: A person who has been forced to leave their country or home because of conflict or disaster.

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

Responsibility: Performing tasks, participation, cooperation and assisting others in the family, school and community. In addition, accepting the consequences of mistakes i.e. recognition of, apology for and withdraw of the committed mistake and work to find solutions to the problems resulting from it.

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

Risk: A chance of danger or loss.

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

Safety: Freedom from the occurrence or risk of injury, danger, or loss.

Self-esteem: Confidence in one's self or abilities, self respect.

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

Social Media: A platform or place where individuals and communities share information and connect using computers. Smart phones, tablets etc.

Social Media Protection: A mechanism or plan that can be followed for effective security and shielding from possible risks associated with using social media.

Social Responsibility: The responsibility of individuals and community groups for benefit of society as a whole, such as protecting citizens, securing their rights and safeguarding the homeland. e.g. Environmental Responsibility is to protect the environment and ensure living in a clean environment - Cultural Responsibility is to spread culture of supporting our homeland and fostering the sense of belonging.

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

Special Olympics: An international organisation which provides people with intellectual disabilities with a program that allows them to enjoy playing sports.

Stalking: The act of following or watching someone over time in a manner that can be disturbing or threatening.

Strategic location: A location that provides advantages.

Supply: The amount of a certain product offered in the market.

Survival: Continuing to live in spite of hardships.

Sustainability: The ability of a given system to remain productive indefinitely.

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

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

Unilateral: An action or decision taken by one of the parties involved in a situation.

Unmonitored: Something that is not closely observed.

Victim: A person harmed, injured, or killed as a result of a crime accident or other event or action.

Virtual: Simulating reality.

Virus: A code that can be transmitted to a device and corrupt all its system.

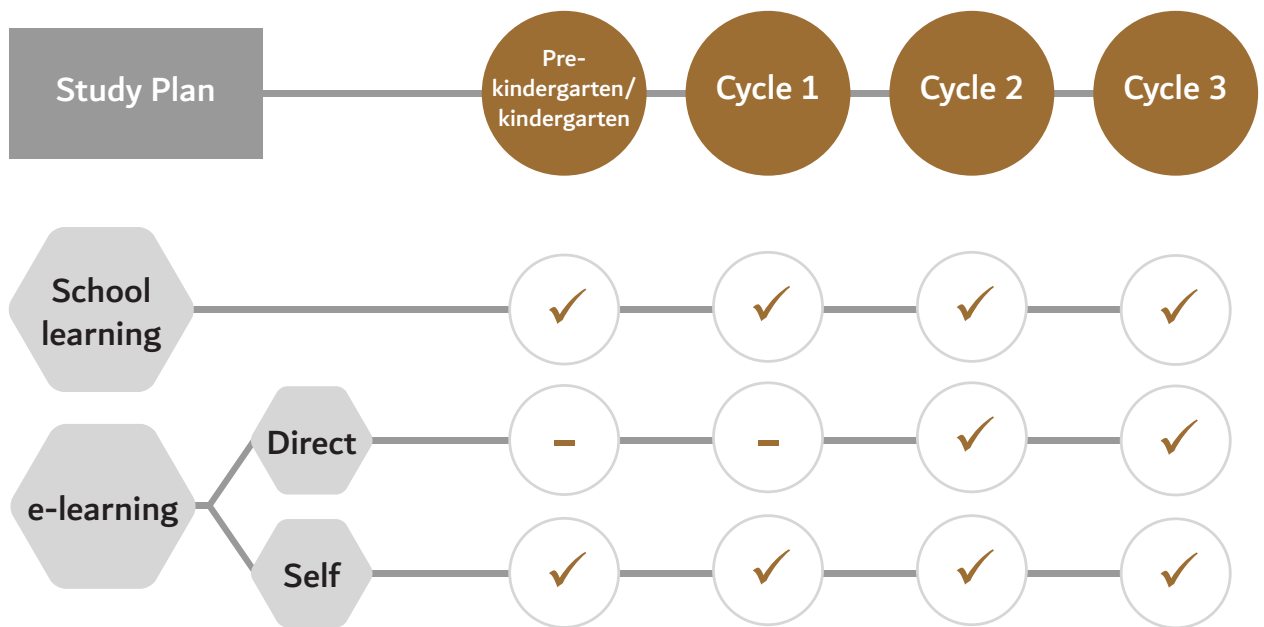
Volunteer work: A tool used to advance societies, especially nowadays, as this work is becoming increasingly important because governments can no longer meet all people's needs. Anyone can participate in voluntary work. It is not exclusive to anyone, and it links the interests of volunteers to the interests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

Welfare: An overall state of happiness and contentment.

Well-being: Enjoying comfort, health and happiness.

Hybrid education in the Emirati school

Within the strategic dimension of the development plans in the Ministry of Education, and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



برنامج محمد بن راشد
للتعلم الذكي
Mohammed Bin Rashid
Smart Learning Program

Electronic units





UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

