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Moral Education



Grade
10

Moral Education

Teacher's Guide Grade 10

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

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“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

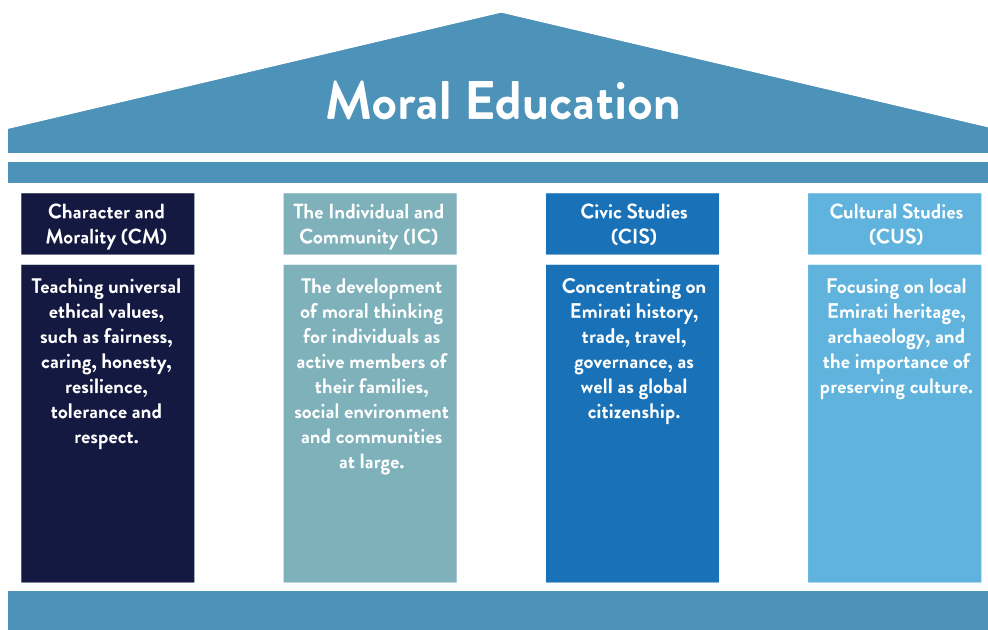
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens.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



As a nation that learned to thrive in a harsh desert environment, the UAE countries to lay the foundations for a happy and prosperous future.

Key Skills

The Moral Education Course takes a holistic approach to teaching and learning. It focuses on educating the Head (the cognitive domain—knowing), the Heart (the affective domain—feeling) and the Hands (the pragmatic domain—doing), so that students are equipped with an appropriate skill set to fully participate in a fast-changing world.



Values

Values are at the heart of moral education. They are essential to a person's sense of self; they operate as the personal benchmarks that guide our thoughts and actions. The Moral Education aims to support students in identifying their personal goals and the motivation behind them. Moral education explores many multi-faceted issues, including trade, mental health and the distribution of resources. It also enables teachers and learners to explore the ethical implications behind complex global issues, enabling them to engage as members of the UAE and international community.

It is hoped that in working through the Moral Education curriculum, teachers and students will become inspired and motivated by a commitment to the values of social justice, human rights, care for the environment, empathy, respect for diversity and global solidarity. The lessons of Moral Education course are founded on the principles of solidarity, equality and inclusion, and support a process for teaching and learning which explores how personal values are shaped and directed. This Moral Education course does not impose values, but rather encourages students to explore ethical issues, and develop an awareness on their individual values.

Teaching and Learning—*A Pedagogical Approach*

Group is important in encouraging students to be proactive and autonomous learners. Throughout this moral education curriculum, there is a focus on inclusive group work, and a student driven approach to teaching and learning in the classroom. Students are encouraged to have open discussions, guided conversations, activities, and philosophical debates. This is intended to take students through a process of awareness-raising and critical thinking, which will allow them to consciously enact moral reasoning in their everyday lives.

Moral Education Course Education Resources

In order to teach the Moral Education course a suite of resources has been developed to support the teaching and learning of all participants:



Student Book

A book specifically for students with a range of illustrations, images, texts and activities to engage and support students in their learning.



Teacher Guide

The Teacher Guide takes teachers through the course, highlighting learning outcomes for the unit, learning objectives for each lesson and suggested lesson ideas and tasks with approximate timings. Many of these activities incorporate differentiation to help support learners with a range of abilities skills and needs.

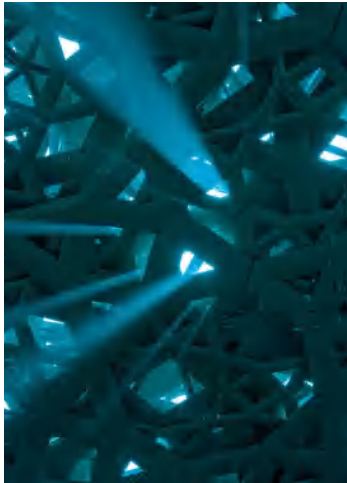


Digital Resource

Where appropriate, learners will have opportunities to use digital technologies, such as eBooks and digital objects, to support and extend their learning about aspects of moral education across each unit of the Moral Education course.

Key Pillars of Learning

A design that evokes local culture, contemporary society and global citizenship



The cover draws inspiration from the Louvre Abu Dhabi Museum, which was opened in a historical ceremony by His Highness Sheikh Mohammed bin Rashid, Vice President and Prime Minister of the UAE and Ruler of Dubai, His Highness Sheikh Mohammed bin Zayed, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces, French president Emmanuel Macron and other leaders and heads of states in November of 2017.

The Louvre Abu Dhabi is noted as a cultural beacon which aims to bring people of different cultures together to help visitors understand the universality of humanity. This reflects the aims of the Grades 10–12 course in showcasing and celebrating cultural diversity to help build understanding and foster positive behaviour.

One of the aims of the Louvre Abu Dhabi is to induce respect, curiosity, learning and self-reflection. It is hoped that the Grades 10–12 books will also serve to reflect and build these important values.

The covers are based on the design by French Architect, Jean Nouvel. The roof of the dome incorporates 8000 overlapping metal stars. Each star can be thought of as an individual who is part of a complex society full of different cultures. Nouvel notes that the dome is a major symbol of Arab architecture and the roof of the Louvre Abu Dhabi a move to a modern interpretation of that tradition. The content of the books seeks to reflect that unity of tradition and modernity by encouraging students to recognise the strengths of the history of the UAE with its vibrant modern and outward looking approach, which will help develop the country in the future.

Introduction

This Guide outlines the nature of the content to be covered in each unit for each grade and the learning outcomes for each unit. The guide provides suggestions for activities and ways to plan your lessons to cover the requirements of the MEP. Each lesson is prefaced by a set of short, concise learning objectives which provide a focus for what students are expected to be able to do by the end of the lesson.

Please note, that the activities and plans are for guidance only and you are encouraged to use your own experience, resources and activities to plan your lessons according to the ability levels and nature of the students you teach, and of course, your own teaching and learning styles.

The Structure of the Student Book

The Student Book covers all the units which are stipulated by the MEP Curriculum Document. The Document notes that each unit “requires six, or in some cases twelve, hours of teaching time during the course of half a term or across two half-terms”. In Grades 10 and 11, there are six units. In any academic year, the number of weeks available in each half term might vary and as such, it will be necessary to review timing and in some cases, will require some judgement as to what topics to cover and what might have to be left out. This is assumed to be a decision made using the professional judgement of the individual teacher.

Each unit contains six lessons which have been written to reflect the content required by the Curriculum Document. The Student Book is what it says – it is a book for students. As students work through the MEP, they will build up their skills and knowledge and in many cases, can use this accumulated knowledge to help them progress through Grades 10 to 12.

The units are arranged for each grade as follows:

Grade	Term 1 (A)	Term 1 (B)	Term 2 (A)	Term 2 (B)	Term 3 (A)	Term 3 (B)
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
10	Ethics and the Global Economy	Living a Moderate Life	Intercultural Relationships	Being a Responsible Adult (1)	Being a Responsible Adult (2)	Being an Active Citizen
11	Peace and Conflict Studies	Reflection and Transition	Universal Culture	Global Citizenship (1)	Global Citizenship (2)	Developing a Global Outlook
12	Managing Real-World Finances	Ethics in Real Life	Project – Living a Moral Life and Morality in Practice	Project – Living a Moral Life and Morality in Practice	Project – Living a Moral Life and Morality in Practice	Project – Living a Moral Life and Morality in Practice

The content included in the Student Books for Grades 10 to 12 has been deliberately written to include a rich content base. It must be remembered that the Student Book is **not** a template for teaching. The amount of content in the Student Book is far greater than could be covered in any one-hour lesson.

The Student Book deliberately provides a richness of content to help students build their knowledge and understanding and to provide them with a reference source which can be used throughout their lessons in the MEP and beyond.

At the start of each lesson, there are suggested learning objectives for the lesson. These have been designed to be quite specific and provide a basis on which you can plan your teaching. Teachers can use these learning objectives as a focus for the lesson but also provide a degree of flexibility around how the lesson is planned and the teaching and learning which takes place. This allows teachers with different teaching styles to plan accordingly. It is recommended, therefore, that you are highly selective in the way in which you use the Student Book as part of your teaching.

Lesson Timing This Guide provides suggested lesson plans breaking down the lesson into different activities. Many of these activities are student-centred and active. Each activity is accompanied by a suggested timing for the activity. This timing is a suggestion only and it may be that you wish to devote more time to some tasks than others. This is left to your discretion and professional judgement, and your knowledge of your own students.

Unit Themes The Guide focuses on key themes in each unit which it is suggested could be covered in the space of a one-hour lesson. These key themes in each lesson have been drawn from the range of unit content provided by the Curriculum Document and guided by the Learning Outcomes specified for each unit in that Document. You may wish to focus on other themes provided in the Student Book which you think are important for your students. This is perfectly acceptable and is again left to the professional judgement of the individual teacher.

The Tasks and Activities in the Student Book

There are a number of tasks and activities provided in the Student Book which you can, if you wish, use as part of your teaching. However, some teachers may wish to use their own tasks and activities and not use those in the Student Book. This is perfectly acceptable.

Alternatively, you may wish to use the tasks and activities suggested in this Guide. You may find that some of the tasks and activities in the Student Book which are not mentioned in this Guide are more suitable or appropriate for your students; again, it is perfectly acceptable to use any of the tasks and activities provided in the Student Book in your teaching.

Pedagogical Approach

The suggestions in the Teacher's Guide are based on sound pedagogical principles. Lessons are divided into different tasks and activities, many of which are not teacher-led but student-centred. The aim is to inspire and excite students by encouraging them to be involved, engaged and active. Typically, the lesson begins with a short five to ten-minute introductory task which serves to introduce students to the topics to be covered or remind them of prior learning. The lessons are then broken down into tasks and activities which take differing amounts of time; some will be ten minutes, some fifteen to twenty minutes and others longer.

As noted, many of the tasks and activities are based around pair-work and small groups. It is recommended that when pairing students or putting them into groups, that different abilities of students in your class are taken into consideration. A task requiring a group of four, for example, might include students with a range of abilities. The teacher can take charge of how groups or pairs are put together and can be based on your personal knowledge of your students and their needs. It is

advisable to ensure that pairs and groups are changed regularly to ensure a mix of ideas, abilities and to retain the interest and motivation of all students in the class.

Differentiation

There are a range of activities provided in the Teacher's Guides. Many of these activities provide the opportunity for differentiation. It is not the case that differentiation must be simply providing more able students with more challenging tasks than weaker students, although this may be something you might wish to provide in some circumstances.

Pair work, for example, might be a way tasks can be differentiated, especially if the pair includes a weaker student and a stronger student. The stronger student can not only support the weaker student but also strengthens their own understanding and range of skills by having to think differently. Similarly, group work can be an excellent source of differentiation because it takes pressure off some students and allows them to be more comfortable with their peers and work more at their own pace.

Other suggested activities which promote differentiation include questioning activities, 'hot seat' tasks, serial questioning, task choices, choosing different outcomes, for example cartoons, artwork, drama, poems and so on, which may be more appropriate for students with different learning styles or abilities.

For example, Hot Seat activities are excellent as a differentiator as the questions asked are put in the hands of students and the student in the hot seat feels under less pressure to respond to questions by their peers rather than from the teacher.

Serial and stepped questioning is designed to build the level and complexity of questions so that weaker students can take part, answer questions at a simple level, achieve, and feel they are making progress, whereas stronger students can tackle questions which provide stretch and challenge.

In some cases, it is suggested that a range of tasks be placed around the classroom and students choose which they want to tackle. Weaker students may choose simpler tasks but ones in which they will be able to complete and achieve without the pressure to keep up with their peers or attempt to do the same things as their peers and failing.

Differentiation by outcome may include the requirement to work on a task which is common to all students but to be willing to accept different outcomes as evidence of learning and progression. For example, there are a number of tasks included in the Teacher's Guide which suggest allowing students to produce poems, draw cartoons or other forms of artwork, develop role plays or a simple piece of drama as well as written outcomes. Such tasks are excellent sources of differentiation as they permit students of all abilities and skills to take part, to produce outcomes, and achieve.

The Use of Videos

There are a number of suggested videos to use with students in the lessons. Many of these are videos provided on the YouTube platform. It may be that you wish to find a way of downloading these videos to show students in class rather than allowing the student to access the videos themselves. When students access YouTube videos, there is a temptation for them to begin to wander off-task and look at other videos suggested by the platform.

If you are using YouTube, there is an option to change language settings for Arabic.

1. Go to YouTube.com <https://www.youtube.com/>
2. Find the 'Settings' link in the menu bar.
3. Scroll to find the 'Language' link and select the link.
4. From the list, choose your language (Arabic).

Using Kahoot

Kahoot is an educational resource which is an excellent way of allowing students to participate in the lesson and for differentiation. A number of the lessons in the Teacher's Guide suggest using Kahoot.

Kahoot is a game-based platform based on 'voting'. Teachers can create multiple choice questions related to the subject matter being taught and show these questions on a central presentation device to students. Students can then use their own devices, which may be a laptop in a learning resources centre or even their smartphone (if these are allowed in class), to 'vote' their answer. The teacher can see the individual and class responses to the questions in real-time.

The tool can be used as part of formative assessment to check on student progress or as a means of soliciting students' opinions on a topic. For the student, the tool means they can all participate anonymously without fear of retribution or ridicule. This is, therefore, excellent for differentiation.

The main Kahoot website can be found at:

<https://kahoot.com>

A guide to how to use Kahoot in schools can be found at:

<https://kahoot.com/what-is-kahoot/>

A guide to using Kahoot in Arabic can be found in different ways including:

<http://www.mohamedansary.com/2015/11/how-to-use-kahoot-in-arabic-cla.html>

<https://itunes.apple.com/us/book/engage-your-students-with-technology-kahoot-arabic/id1111213236?mt=11>

<https://www.youtube.com/watch?v=KjQElN3EA4>

The Nature of the Moral Education Programme

You will notice that each lesson in each unit is framed in the form of a question. This is deliberate. In Grades 10 – 12, students are expected to be increasing in their maturity and level of awareness and understanding. As part of the preparation of students for the world of work and higher education, it is assumed that students will begin to develop more critical thinking skills. By framing each lesson as a question, we are sending a signal to students that moral education is about questions.

These questions are invariably open-ended questions which require thought, consideration, balance and critical awareness. The questions framed also reflect the underpinning foundations of the MEP including respect, thoughtfulness, thinking, learning and communication skills, handling and understanding information, solving problems, decision making, being creative, working with others, and managing oneself.

It is important to remember that whilst we wish to instil a sense of purpose, respect, an understanding of civic responsibilities and respect for law and order, in many of the topic covered in Grades 10 – 12, there are often no specific 'right' or 'wrong' answers to the questions or issues raised. The aim is to encourage students to recognise that in some cases, there are 'grey areas' where decision-making can be difficult. These grey areas may require leaders to be decisive, to show leadership and make difficult decisions. They may also require students to take responsibility, to be courageous, determined, show discipline, wisdom, and generosity, again underpinning foundations of the MEP. Helping students recognise the challenges faced in understanding moral education will be a crucial part of the teaching process.

The Pedagogical Structure of the Lessons in the Student Book

The structure of the lessons includes content related to the curriculum for the unit, along with a number of pedagogical features. As noted, these pedagogical features can be used by the teacher as part of lesson planning. Many of the task boxes in the Student Book include some lines to allow students to write down their idea, thoughts, or answers. The main features are:

Key Terms Boxes

Key terms boxes are provided in the margins of the text. They will provide a definition of a key term used in the text. The key term will be emboldened and in blue in the text to alert students that the definition will be given in a box in the margin. You may wish to encourage students to learn these key terms as they provide important building blocks to understanding the content and context of the issues being considered. Assessment on the key terms provides an opportunity to test basic knowledge recall which reflects lower order skills in the Bloom

Taxonomy, and as noted above, tools like Kahoot are a useful way to do this. To test **understanding** of the key terms, which reflect higher skill levels, it is good practice to ask students to use the terms in different contexts within sentences and short paragraphs so that they are not simply repeating phrases without considering the meaning. Assessment of understanding of key terms can also be useful as a means of differentiation, through, for example, hot seating.

Discussion Point Boxes

Discussion Point boxes provide a topic, issue or question which encourage discussion with classmates or with family. Teachers can use these Discussion Points as part of the lesson with whole group interaction, paired work or small-group work. The use of Discussion Points is meant to help students explore what can be complex issues; to learn to develop their own views and opinions but to be respectful of others' views and opinions, and be prepared to listen as well as contribute.

Thinking Task Boxes

Thinking task boxes tend to be an individual task, but not exclusively so. They require students to set aside some time to think carefully about the issue or question in the box. These are designed to challenge thinking and consider both sides of the issue. Thinking Tasks can be used in lessons as a chance to get students to spend a few minutes contemplating, before being prepared to share their thinking with the rest of the class.

Action Task Boxes

Action Task boxes contain tasks that require action! The Action Task boxes may require students to carry out some written work, complete a table, find out some information, note something they may need and use in the lesson, or do some task outside the classroom. These can be used for classwork or homework as appropriate. There will be some Action Task boxes in the Student Book which enable students to complete tasks in the book itself, if desired, or could be completed in other ways, for example, through laptops, tablets, audio recording, video recording and so on.

Research Task Boxes

Research task boxes require students to go and find out some additional information to that provided in the Student Book. This could be as part of their own learning development but could also be a requirement of part of the lesson. The research task may involve students doing some desk research, secondary research or online research.

Self-Assessment Questions

At the end of most of the lessons, there is a set of Self-Assessment Questions. These questions could be tackled by students for their own learning development but could equally be set as part of classwork, homework (if appropriate) and/or used for formative or summative assessment purposes.

Checkpoint

These are generally short questions which appear throughout the lesson and require students to provide a quick answer to the Checkpoint question. This is designed to help students check understanding of key issues before moving on to the next topic.

Questioning Task

A Questioning Task requires students to ask questions and seek answers. This may mean they must ask friends, family, teachers or other people who may be in a position to provide them with information to help them construct an answer and gather more information.

The Teacher's Guide as a Tool

This guide has been produced to provide you with the primary tool for your teaching of the programme. Please note that the Student Book is not the curriculum, it merely reflects the curriculum as laid down by the Moral Education Programme. This guide should be your primary source of reference to help you plan and devise your teaching and learning strategies. Best practice suggests that teachers should use a textbook as an aid to teaching, and not as a replacement. It is highly recommended, therefore, that you do not rely on the Student Book as the main tool for your teaching but focus on the suggestions outlined in this Teacher's Guide as being the key source of ideas and plans for your teaching.

Being a Responsible Adult (2)

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- Lesson 1** What is Meant by the Terms 'Core Values' and 'Societal Types'?
- Lesson 2** What is the Impact of 'Happiness' on 'Empathy'?
- Lesson 3** What is 'Peer Pressure'?
- Lesson 4** What Does it Mean to be 'Proactive' and 'Motivated'?
- Lesson 5** What is Meant by 'National Consciousness'?
- Lesson 6** What Opportunities Can 'National Service' Offer Those Who Serve?
-

Learning Outcomes

At the end of this unit, students should be able to:

1. Research, analyse and evaluate their responsibilities as a student of the school, as a member of their family and as a citizen in the UAE and in the wider world.
2. Challenge prejudice and stereotyping through debate, drawing on concepts explored in other units, such as social cohesion, peace, respect, and tolerance.
3. Evidence and evaluate their role in a school or community-based project or as part of a committee, and how within their role they can help foster tolerance and respect for others.

Introduction

In this unit, students will take a closer look at how responsible adults interact with their families, communities and societies. Students will also explore the effect of individual choices on their social community framework. For certain lessons, students may need to have read lessons in their Student Book beforehand. Below is a summary of the elements of each lesson:

Lesson 1 builds on the themes studied in Unit 4 of Grade 10, by exploring the importance of the human need to connect in order to feel a sense of belonging. It will examine how 'connectedness' plays a role in the perception of a person's 'happiness' and willingness to be more accepting of others through the ability to communicate and connect to the world around them. It will also look at what is 'social presence' and how it is different from 'connectedness'.

Lesson 2 draws on what students have learned in Unit 3 of Grade 10, about respect and tolerance, by exploring tolerance and acceptance in relation to understanding, and ultimately, empathy. It will also expand on what was learned in Lesson 1 of this unit, about connectedness and the different ways in which people connect to the world around them. It will show the students that the more extensive and wide-reaching their connections are, then the more content and happy they will become, which in turn impacts how open-minded they are towards the unknown and unfamiliar. It will also utilise what students have learned to explore how contentment and 'happiness' influence how empathetic people are towards other people, situations and things.

Lesson 3 focuses on adulthood 'peer pressure' and will utilise information learned about personal core values in Lesson 1 of Unit 4 of Grade 10, building on it in order to have students apply the knowledge learned about identifying and cementing their core values. The lesson will also explore how they connect to the world around them and understand tolerance and well-being, as well as the ways that responsible adults handle and perceive solutions to peer pressure, whether negative or positive.

Lesson 4 builds on the key qualities of a responsible adult by examining the terms 'proactive' and 'motivated' in one's daily life. It will explore the differences between proactive and reactive behaviour. It will examine how motivation impacts someone's perception of their level of responsibility. It will look at four different types of motivators as well as the differences between motivation and inspiration.

Lesson 5 looks at what students have already learned in Unit 4 of Grade 10, and this unit about self-consciousness or self-awareness in terms of understanding their values, principles and motivators, as well as how students can apply these concepts in their decision-making processes. It will build on the concepts by exploring what it means to be socially aware or socially conscious through the examination of how individuals, whether group members or residents, interact, and their level of awareness within communities and societies. It will focus on how a social consciousness transitions into a 'national consciousness' that encompasses such elements as national identity, nationalism and patriotism for those who live within the boundaries of a state or nation. It will also delve into the darker side of patriotism and nationalism which is represented by chauvinism and jingoism.

Lesson 6 explores the concept of 'National Service'. It will examine the two main types of National Service – Voluntary National Service and Mandatory or Compulsory National Service. It will cover the alternative to military service which is Alternative Civilian Service. Students will build on what they have already learned so far in both Unit 4 of Grade 10, and in this unit in terms of values, social consciousness, connectedness, proactive behaviour, motivation, etc. It will also examine what benefits and opportunities national service, whether voluntary or mandatory, offers those who participate, as well as what impact it has on communities and nationals.

Lesson 1

WHAT IS MEANT BY THE TERMS 'CORE VALUES' AND 'SOCIETAL TYPES'?

The aim of this lesson is to have students begin to build on the themes of 'openness', 'social cohesion', 'social inclusion' and 'multicultural collaboration'. Students studied these themes in Unit 4 of Grade 10, through the exploration of the importance of the human need to connect to others in order to kindle a sense of belonging. Students will examine how 'connectedness' plays a fundamental role in a person's perception of 'happiness' and their willingness to be more accepting of others through the ability to communicate and connect to the world around them. Students will further examine what is 'social presence' and how it is different from 'connectedness'.

Learning Objectives

At the end of the lesson, students should be able to:

- Give at least three examples of how they connect to the world around them.
- Explain verbally or in writing the importance of active listening in establishing and maintaining connections.
- Explain the difference between 'social presence' and 'connectedness'.

Suggested Lesson Structure

1. Introductory Activity (10–15 minutes)

It is expected that students will have read this lesson's corresponding lesson in the Student Book. Ask students to write down different levels of connectedness they have seen around the school. Have students do this part of the activity independently in order to have a wide range of observations that can be discussed later in a group setting. To save time, this could be done as a five to ten-minute homework assignment before the class.

Divide students into small groups of three to four members and ask them to share their observations with one another. Remember to ask the students to actively listen whilst the other members of their group are talking, in order to hear their observations clearly. Encourage the students to discuss amongst themselves what commonalities each of the observed situations had. There should be at least one common element between the observations, such as active listening, communication or collaboration. Based on their combined observations and the identification of at least one common element have each group create their own school-based example of connectedness. Expect that all groups will be able to identify one common element, most groups will be able to identify two common elements and a few groups may identify three or more common elements. For example:

'The mentoring programme helps struggling students connect to the subject that they are learning through peer knowledge sharing and interaction.'

'Student councils serve as a way for students to feel that they have a say in student-related school policies and events with the administration.'

'Activities during class that use as many senses as possible and promote a safe and positive environment help the students feel connected to the topic that they are studying and to their classmates and teacher.'

Possible Alternative Activity: Have the class divide into small groups of three or four students. Give each group a different random board game. Suggested types of games: Jenga, Clue/Cluedo, Spot it, Pictionary, Telestrations, Trivial Pursuit, Monopoly, etc.

Ask each group to read the rules and identify how the game is to be played. How many people can play at a time? Get the students to play the game for five to eight minutes.

Conclude the activity by asking students for feedback on their thoughts and feelings by asking them as a group whether they feel more or less connected to one another after playing the game and why. Would they feel more or less connected if the game was played online instead of in person? Groups can either

share their conclusions verbally or write them on the board in front of the class. If so, ask students why. This is a way to help introduce the next concept of social presence which will be addressed in Activity 2.

2. Activity 2: Social Presence and Connectedness (20 minutes)

This activity highlights how social presence influences the degree in which a person feels connected to someone or something. Assume that the students have read the subsequent section and that all group members have at least a basic understanding of what social presence is in relation to connectedness. Have the group review the table in **Appendix 1** and mark each statement Low, Medium or High. Before completing the table, explain to the students that the more physically and/or emotionally connected you feel to the method of communication, the higher the level of social presence is perceived. You may wish to create your own table or graphic organiser for this activity.

Trade the completed table with another group and see how they have ranked the statements. The purpose of this part of the activity is to reflect and compare how different groups view social presence and connectedness. Have students look for any similarities between how they and the other group ranked the statements on the table. What types of communication methods were perceived to be the most 'real'? Find one statement that both their group and the other group have rated High. Review the statement and have the group come up with a unified answer for the class such as:

'Seeing and talking to someone face to face is the most 'real' as it engages four to five senses. I can hear their voice, see their face, touch their hand, smell their perfume and taste something that they have made or brought like tea or chocolates.'

All groups will be expected to come up with one unified answer. Some groups may come up with two or more answers. Give those groups the choice to present one answer or all the answers they came up with.

For the final step of this activity, give students the option to either write the group statement on the board or present it verbally to the class. Did most of the groups choose the same statement? If so, ask them why they feel that happened.

Possible Alternative Activity: Have the students read the example about Ali and the bus driver on page 335 of the Student Book. Ask them to review the following questions (or questions that you have written) and discuss in their group:

- Do you presume that the bus driver felt rejected at the beginning of the example? If so, why?
- In what way did Ali connect with the bus driver?
- What effect did Ali's behaviour have on the other students on the bus?
- Do you think that the bus driver felt less or more connected at the end of the example?

Based on the activity, have each group formulate their own short scenario of social presence through connecting, using a communication medium. This could be a short paragraph, a poster, a poem, etc. Encourage students to include the important element of being an active listener in the scenario. For example:

'Every day Jane and Brian video call their grandparents back in Ireland to keep them up-to-date on what they are doing while living the expatriate life in Ajman. Their grandparents love to listen to their stories and Jane and Brian always make sure to also listen to what is going on back home, no matter how mundane it may seem to them, because it is important to their grandparents.'

Post their scenarios on the classroom wall for them and other classes to look at even after the lesson is has been completed.

3. Activity 3: Connecting Through Oral History (25 minutes)

A great way to connect to a person, nation or historic event is through personal narratives or oral histories. This activity works best on a one-on-one level – interviewer and interviewee. Have each student pair up either with a member of their current group or with another classmate. Each student will play the part of both the interviewer and interviewee in this activity. The interviewer should ask the interviewee about a historic or important event from their lives. The interviewer should write down or record the answer of the interviewee. These answers may be voluntarily shared with the class. For example:

'I remember my first trip to the zoo. I had never seen a giraffe close up before. It was a really neat experience. The attendants even let me feed the giraffe. Did you know that they have black tongues? So cool! It was an amazing experience and makes me want to be a zoologist when I graduate from school. I would love to work with animals again.'

Possible Alternative Activity (1): Keep the students in their previous group. Have each student tell the other members of their group briefly about a historic or important event that they have experienced. The other group members should write down what the speaker is saying. Let the group announce to the class something new that they learned about each person in the group or about a historic event.

Possible Alternative Activity (2): This is a homework based-activity that would be presented and discussed in class. Have students interview a relative or a member of the community about a historic or important event that happened in their life. How did they feel at the time? What impact did it have on their life afterwards?

This can be a short two to five-minute video clip done in pairs or independently. Have the students bring in their interviews and play a few randomly chosen interviews. Ask the students what they learned during the activity. Did they remember to be active listeners?

Students can get inspiration from the following oral history clips:

- <https://www.youtube.com/watch?v=iZ1qP9Qo97g>
- <https://www.youtube.com/watch?v=aLtjed2wQbE>
- <https://www.youtube.com/watch?v=CjeA2PiGtxU>

Ask the students to reflect on the activity. Did it help them feel more connected to the person or a historic event? Did it give them insight hearing about the shared history or an historic event from someone who had actually lived through the experience?

4. Concluding Activity (5 minutes)

Use the concluding activity to reinforce what the students have learned about the learning objectives of this lesson by either having the students complete the Self-Assessment Questions at the end of the lesson or you may assign a different assessment activity of your choice, such as an interview session, or a discussion of what they learned and how what they learned can be applied to their daily lives in and outside of school.

Social Presence and Connectedness

Group members: _____

Please rank the following 'I' statements in the level of social presence (awareness) your group feels is being displayed in terms of connecting with others through various communication methods/mediums.

Low, Medium or High

Social Awareness Level	Statement
	I text my friend each morning when I leave for school.
	I talk with my friend on the phone for at least 30 minutes every day.
	I email my friend in Egypt once a week.
	I see and talk with my friend, at school, every day.
	I have a video call with my grandparents who live in another city a few times a day.
	I receive postcards from my aunt and uncle who are on holiday in China.
	I play video games with my friends online.
	I play video games with my friends on the weekend at their house.
	I use social media to keep in touch by liking and reposting posts from friends and acquaintances.
	I have set up an automatic service to send birthday and holiday e-greeting cards to friends and family.

Lesson 2

WHAT IS THE IMPACT OF 'HAPPINESS' ON 'EMPATHY'?

In this lesson, students will build on what they have learned in Unit 3 in Grade 10, about respect and tolerance, by exploring tolerance and acceptance in relation to understanding. In the previous lesson they learned about connectedness and the different ways in which they connect to the world around them. Students will also learn that the more extensive and wide-reaching their connections are, the more content and happy they will perceive they are. They will learn that this in turn ultimately impacts how open-minded they are willing to be towards new situations, the unknown and unfamiliar. Students will utilise what they have learned to explore how happiness impacts and influences empathy.

Learning Objectives

At the end of the lesson, students should be able to:

Define 'understanding' in a social context as it relates to tolerance and acceptance.

Differentiate between 'contentment' and 'happiness'.

Recognise the role that connectedness and contentment play in the willingness to demonstrate 'empathy' towards others.

Suggested Lesson Structure

- **Introductory Activity** (10–13 minutes)

Ask the students to break into groups but not the same groups that they were in during the last lesson. This is a way of exposing students to working with other students in the class and new ways of perceiving and assimilating the content of the lesson.

Assume that the students have read the corresponding lesson in the Student Book before class. Have each group devise their own definition of tolerance, acceptance and understanding, in a social context. Their definition may be based on the information that they learned while reading Lesson 2 in the Student Book. The groups compare with one another. Are there any differences? If so, what and why?

Once the groups have finished, ask each group to create examples of where one type can exist without the other, such as:

‘Ali can accept that his brother won’t read a book unless it is a print copy but he doesn’t understand it when it would be more convenient to read it on the tablet.’

‘Sara understands the history and sportsmanship of football but she cannot tolerate watching it live or on television.’

‘Demi can tolerate Pamela’s loud talking but does not accept that Pamela should talk loudly in the cinema.’

All groups should be able to create two examples, most should be to create three examples, and some may create four or five examples.

To wrap up this activity have each group present to the class one example that they have come up with, similar to the examples above. Ask the students what they learned about tolerance, acceptance and understanding from what they read and from completing the activity.

Possible Alternative Activity: Organise a class brainstorming activity. Get the class to choose colours that they associate with happiness and empathy. Are there any cultural influences on their choices? For example, **red** in the United States can symbolize excitement, danger, love, anger or power, whereas in China it represents good fortune, prosperity, happiness and long life. In Europe, white symbolises innocence and is often worn at weddings by the bride, whereas in Korea it is a symbol of death, bad luck and mourning. The colour of mourning in Brazil is **purple** but the same colour in the United States is a symbol of valour.

Ask students to either pair up or divide into small groups of not more than four per group. Have them look at different traditional costumes that are usually worn for specific occasions from different cultures. What kind of happiness can be associated with them? Or what types of colour are used differently in advertisements around the world to symbolise wealth, longevity, beauty and power? Ask the students to give examples where colour is used differently in two countries, like the examples mentioned above. A short plenary could be asking the students to jot down how something as simple as a colour can influence us in how we view others.

You could have a comparison chart of colours or traditional costumes from different countries on display in front of the classroom. This activity has the potential to not only introduce tolerance, acceptance, understanding and empathy but happiness, well-being and contentment. Understanding and acceptance of how colours are used differently around the world to relate to well-being and contentment, can open up students to creating pathways of empathy on a subconscious level.

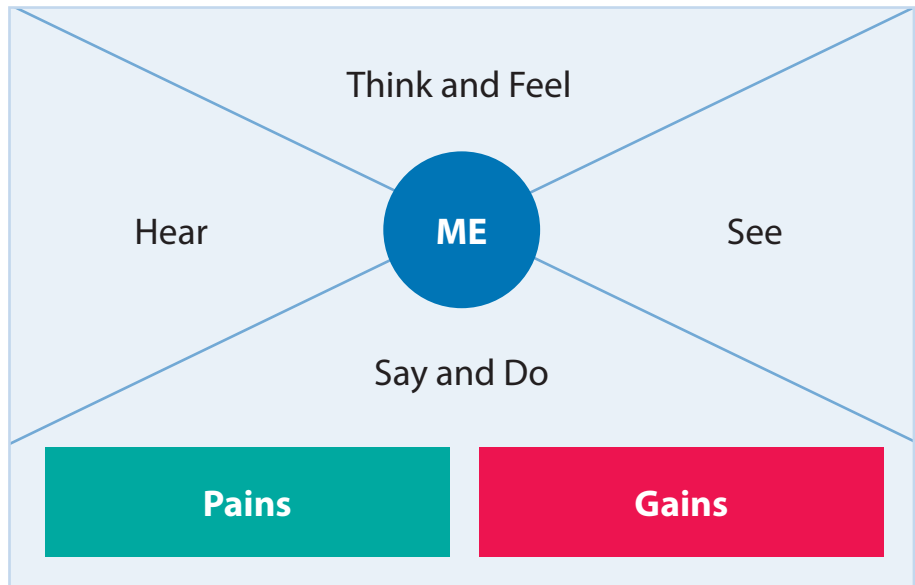
- **Activity 2: Empathy (20 minutes)**

The point of this activity is to enforce the notion of empathy and how it encompasses tolerance, acceptance and understanding. Ask the students to complete at least two of the following tasks from the corresponding lesson in the Student Book, either by themselves, in pairs or in groups. Remind them that in the spirit of 'empathy' they should not pass judgment when they are working through each of the tasks, but practise empathetic tolerance, empathetic acceptance and empathetic understanding with other members of their group and the class in general.

- Rejection Discussion Point on page 350 of the Student Book.
- Advantages and disadvantages of understanding and acceptance action task on page 351 of the Student Book.
- Dean's case study on page 352 of the Student Book.

All students or groups may only be able to complete one task, most will complete two tasks and a few will be able to complete all three tasks.

Alternative Activity: Create an **empathy map** (what a particular person thinks, feels, sees, hears, says and does, their pains and their outcomes/gains).



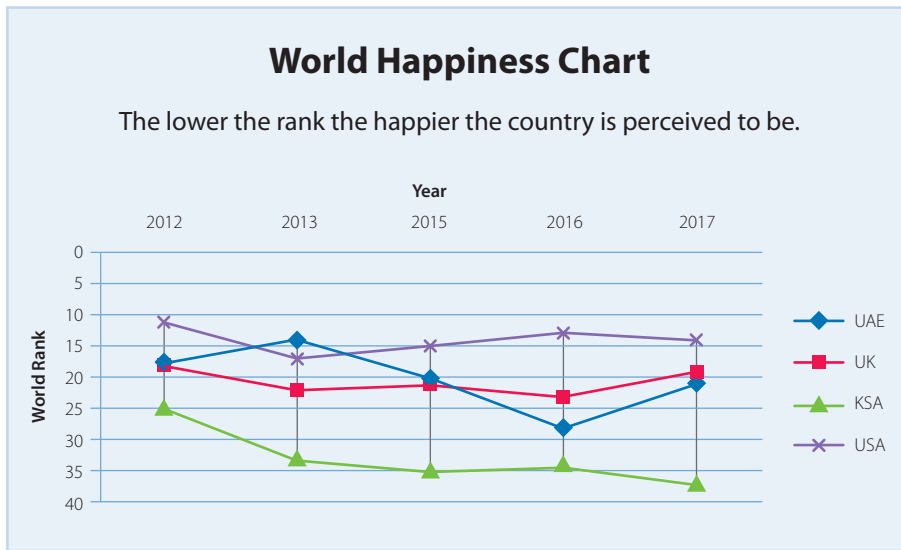
□ Empathy map template example.

Use a hypothetical person for this activity who represents the average student in your class. Ask the students to place themselves in that person's place and make sticky notes to differentiate 'gain' from 'pain' points. Populate the map ... it is okay if a similar note is placed in more than one place ... remember, empathy is subjective and not objective. It has many influencers such as religious beliefs, core values, socioeconomic backgrounds etc.

Once completed, ask the students, within their own groups, to take turns reading out all the points. Have the students agree on similar themes or patterns and write them down. This will allow the students to internalise the traits and feelings of another person or group, therefore gaining not just tolerance, understanding or acceptance but also empathy. Ask the students to discuss whether changes in the perception of contentment or happiness would have an impact on the empathy map.

- **Activity 3: Happiness (18–20 minutes)**

Break students into groups. Have them prepare a group presentation on the top ten countries listed on the World Happiness Report (<http://worldhappiness.report/>). You could assign different groups different years or ask students to check a country's ranking between the reports. (The reports that are available online in full text are for the years 2017, 2016, 2015, 2013 and 2012).



□ A sample happiness index graph for the UAE, UK, Saudi Arabia (KSA) and the USA

Within each group, have the students review the report and come up with possible reasons why each country scored high on the happiness scale. Ask each group to write down their answers based on the information they read in the World Happiness Reports:

- What rank does the UAE have?
- Has the UAE's rank changed since the implementation of new strategies geared towards happiness and tolerance? If so, how?

A short plenary could be asking students to share their findings with the group either to the right or left of them and to see how others have responded.

Possible Alternative Activity: Use reputable sites on the Internet in order to research the topic of happiness in communities such as government websites, international non-profit organisations, official newspapers, etc. As with any website, please ensure that the content has not changed or been altered. Is the information contained on the website still acceptable according to your school policy? Remind the students to validate the website's accuracy when researching online before using information from it. Wikipedia is less trustworthy than, for instance, the World Encyclopaedia as it allows individuals to add and modify information in each of the pages without a tight control on content.

Have each group create a feasible happiness project that would last an entire school year with a different theme for each month. What type of activities or awareness drives could be made for each theme? Are all students being reached and included in the project? It could be as simple as 'Say hi to everyone in the school day.' This is a great way to begin real-life situations that can translate back into their daily lives outside of school.

- **Concluding Activity** (5–7 minutes)

In the concluding activity, it is important to bring together in a cohesive fashion what students have learned in this lesson with regard to happiness, how it differs from contentment, and empathy as a composite of tolerance, acceptance and understanding. The Self-Assessment Questions at the end of Lesson 2 may be a way in which to assess what they have learned. Alternatively, you could conduct a class discussion that reflects on what the students now perceive as the impact of happiness on empathy. Or you could ask the students to write a small paragraph outlining the influence colour can have on happiness, and how by understanding the way other cultures use colour in their daily lives it can be a beginning towards empathetic understanding of others.

Lesson 3

WHAT IS 'PEER PRESSURE'?

The aim of this lesson is for students to apply the knowledge learned in Unit 4 of Grade 10, where they were introduced to concepts such as personal core values. What students learned in the previous unit will serve as a foundation as they discover the effects of adulthood peer pressure. They will take the knowledge that they learned about identifying and cementing their core values as a way of dealing with peer pressure as responsible adults.

The activities in this lesson may be slightly altered to cover anti-bullying or **bully** to **buddy** in relation to peer pressure, if you feel that this particular issue needs to be addressed or explored further. Resources from the Ministry of Education's National Bullying Prevention Week could be used here. For example:
<https://youtu.be/2vGsXavOCNk>

Learning Objectives

At the end of the lesson, students should be able to:

- Define adulthood 'peer pressure'.
- Describe two types of adulthood 'peer pressure'.
- Identify five factors in effectively dealing with peer pressure as an adult.

Suggested Lesson Structure

1. Lesson Starter (1–2 minutes)

Before starting the lesson, request that students keep in mind the following questions as they participate in the lesson's activities:

- Why do some teens your age appear to be more sensitive to the effects of peer pressure, especially negative peer pressure, than others?
- In what way do social media applications affect the way in which others influence you or how you influence others?
- What advice would you give to someone you know that is being peer pressured?
- What is positive peer pressure? Have you ever seen positive peer pressure in action? How and where?

These questions can be printed on a handout or displayed on the board or Smartboard for students to refer back to during the lesson.

2. Introductory Activity (3–5 minutes)

Have several popular age-appropriate novels on display in front of the class when students enter for the lesson. Ensure that the chosen stories represent a narrative where the hero or heroine has to deal with and overcome some sort of bullying or peer pressure such as: 'The Age of Endurance' by Mariam Mohey Addin Malla, 'The Harry Potter series' by J.K. Rowling, 'The Green Bicycle' by Haifaa Al Mansour, 'Diary of a Wimpy Kid' by Jeff Kinney or 'Summer 1990' by Firyal Al Shalabi. Let the students know that one common theme that each of the books share is the theme of 'Be true to yourself'.

Have students break up into small groups. Ask them whether or not they agree that it is important to be true to themselves or not. Do they feel that it would be easy or hard to apply that theme to their daily lives? Why or why not? Let them know that you would like them to write a short answer on a piece of paper anonymously and drop it into either a hat (or bag) that is passed around the group. Have each group trade hats/bags with one another and ask them to randomly select two or three replies and read them out loud to the class. The anonymity of this activity should helpfully encourage students to provide an honest, unbiased answer to the question.

Alternatively you could have the students, whilst still in their groups, discuss peer pressure examples from one of the books that you have displayed, such as in the Harry Potter series or another book, or even a young adult movie that is currently popular with teens. Ask them to identify a form of both negative and positive peer pressure from the book or movie. Ask students if they are familiar with either the Harry Potter Series (book, film or opera version in Abu Dhabi or Dubai), The Green Bicycle, Diary of a Whimpy Kid, etc. and if they could give an example of negative or positive enforcement from any of them. For example:

- Positive Peer Pressure: In the Harry Potter series students of each house earn or lose points for their house based on behaviour and academic achievement so others within the house reinforce good behaviour and academic success in order to achieve the house cup at the end of the year.
- Negative Peer Pressure: In the Diary of a Whimpy Kid, Grey places a lot of negative peer pressure on his friend Rowley in order for himself to climb the school social ladder.

3. Main Activity (40 minutes)

Below you will find four main activities that can be done as an entire lesson; two or more could be running concurrently as group activities; or you may decide to adapt a few of the activities into mini-activities that can be covered in the time period. You may wish to create a similar activity to the ones suggested in this lesson guide as well.

Activity Option A: Ensure that the students have read the lesson ahead of time, including the section on positive peer pressure. Have the students write a speech, poem or song, or create a poster, cartoon or piece of art that may:

- Represent the theme of 'Be true to yourself'.
- Give an example of positive peer pressure such as support groups.
- Offer advice or tips to avoid peer pressure.
- Identify when someone is being unwillingly pressured by someone else.

Have an in-class art show that showcases either students' brief performances or their creations. As a class, discuss the meanings of each piece. Remember to keep the discussions constructive and positive.

Activity Option B: This is a group activity where student address the topic of peer pressure in a game-like activity similar to games such as 'Say Anything' in which players answer open-ended subjective questions in a light-hearted way. The aim of this activity is to provide effective ways to say no to peer pressure in a non-serious engaging way.

Before taking the class, create and replicate a series of 20–25 cards that feature peer pressure phrases. There should be five blank erasable response cards or ten black index cards or large sticky note pads for each student. Ensure that you have enough sets of cards for the number of groups you plan to break the class into.

Sample situations:

- Your friends want you to stay out past your curfew.
- A classmate wants you to go somewhere interesting but dangerous.
- Other students try to get you to fight another classmate.
- One of your friends asks to copy your social studies homework.
- Several students are going to wear the same outfit for a school 'no uniform day' and want you to do the same.

While passing out the card sets to each group provide the ground rules such as no rude or disrespectful responses. Responses should be light-hearted or silly comebacks to resist or deflect negative peer pressure. Such as:

- Sorry, I can't go check out the construction site after school with you, I promised my cat that I would give her a bath this afternoon.
- If I wore the same outfit as everyone else tomorrow then how would the aliens know which to bring back to the mothership.
- I didn't study either, I was going to ask you if I could copy off of your homework.

Have the students place the cards in between them and take turns reading out a phrase or situation. The other members of the group have to write down their response and place it in front of the reader. The reader will choose the best response and read it out loud to the group. Expect that all groups will complete one round of the game, most groups will complete two rounds of the game and a few groups will complete three rounds of the game.

Activity Option C: Have students complete the worksheet in Appendix 2 then break them into five or six groups. Based on the information learned about themselves from the worksheet, let the students discuss within the group the following questions:

- What influence do you have on your friends and your friends have on you?
- Is it easy to be influenced by your friends? Are they easily influenced by you? Either positively or negatively.
- Think of the last time you and a friend did an activity together such as go to the mall, watch a film, play a game ... who influenced whom in choosing what activity to do?
- Have you and a friend ever got into trouble for doing something that you were not supposed to do? Who influenced whom? Were there any consequences?

Activity Option D: This activity helps students understand how to deal with peer pressure through offering advice in the form of answering questions sent to a fictional advice column blog. Offer them a series of five different scenarios in which they need to offer practical, non-judgemental advice. This can be either a group, pair or self-directed activity. Give the students 30 minutes to complete their replies and 15 minutes to randomly share them with other students; alternatively you can collect the replies and read a few out loud, depending on how comfortable your students are about sharing advice on peer pressure. Sample scenarios:

- My friends pressure me to eat with them when I am not hungry. How can I approach them and tell them how it makes me feel?
- There is a student at school who everyone makes fun of and my friends want me to make fun of that student as well, but I don't want to. What do I do?
- I saw an older student bullying a student who is visually impaired. Who should I tell?

4. Concluding Activity (6–8 minutes)

You can either have students complete the Self-Assessment Questions at the end of Lesson 3 or have the students compose an agreement between themselves about how to handle peer pressure such as:

My 'Be true to myself' Policy

I am confident in who I am and who I want others to see me as. I value honesty, tolerance, compassion and hard work. When I feel that I am being pressured into doing something I don't want to do, or that I know is wrong, I tell them 'no' or give a silly response to their request before I leave the situation. If that doesn't work then I will seek out advice from someone I trust on how to talk to the person. I will not feel isolated or excluded because I did not bend to the peer pressure. I would rather face myself in the mirror than to give others the satisfaction that they have any influence over me.

Who Influences Whom?

Name: _____

Directions: In the worksheet below, mark the percentage of influence by your friends on you (Friends Influence Me or 'FM') and the percentage of influence you have over your friends (I Influence My Friends or 'IM'). For example, if you influence their choices and behaviours in weekend activities a quarter of the time that would equate to 25%.

Rule Breaking	IM										
	FM										
After school activities	IM										
	FM										
Social Media	IM										
	FM										
Sports	IM										
	FM										
Homework	IM										
	FM										
Attire outside of school	IM										
	FM										

Lesson 4

WHAT DOES IT MEAN TO BE 'PROACTIVE' AND 'MOTIVATED'?

The aim of this lesson is to have students build on the key qualities of a responsible adult by examining the terms 'proactive' and 'motivated' in their daily lives. They will explore the differences between proactive and reactive behaviour. Students will also explore how motivation impacts someone's perception of their level of responsibility as well as the differences between motivation and inspiration.

Learning Objectives

At the end of the lesson, students should be able to:

- Explain the differences between 'proactive' and 'reactive' behaviour.
- Provide at least two examples of 'proactive' behaviour in their daily lives.
- Provide a definition of 'motivation' in terms of responsibility and well-being.
- Understand the ways in which 'motivation' and 'proactive' behaviour impact how students interact with the world around them.

Suggested Lesson Structure

1. Lesson Starter: Proactive versus Reactive Activity (10–12 minutes)

This is a fun activity that relies on active listening, participation and visual representations of conceptual ideas. It requires the participation of the whole class before they are divided into groups to complete the other activities of this lesson.

Get two clear bottles. Fill the first bottle half-way up with plain water. Fill the second bottle half-way up with fizzy water. Write on the right side of the board the word 'Reactive' and write on the left side of the board the word 'Proactive'. Ask for two volunteers to come up to the front of the class. Give the first bottle to the student standing next to the word 'Proactive' and the second bottle to the student standing next to the word 'Reactive'.

Inform the students that you will read a series of statements and that they will decide if the statement is proactive or reactive by raising their left hand (proactive) or right hand (reactive). The majority by show of hands will dictate which volunteer has to shake their bottle.

Sample questions:

- Your brother throws your term paper away thinking that it was trash, you don't yell but print off another copy from the file you have saved on the computer.
- Someone cuts in front you while you are waiting in line, so you yell at them for their rudeness.
- Your cousin borrows your favourite video game without asking, you make a scene in front of his friends about returning it to you NOW.
- Your best friend says something really hurtful to you and you decide that they must be having a bad day so let it pass as you know that they didn't mean it.

After asking the questions have the volunteers shake the bottles. Ask the class what would happen if you were to open the two bottles? Tell them that like the water in the first bottle when you 'shake up' a proactive person nothing happens. They stay calm. Whereas reactive people are like the fizzy water – when you shake them they get angry and possibly volatile like how the fizzy water will eventually burst if shaken too much. Ask them if any of them have ever felt like the fizzy water bottle? Why or why not?

2. Activity 2: Proactive Behaviour (15–18 minutes)

Have students break into groups and review the section entitled ‘*What is Proactive Behaviour?*’ on page 374 of the the Student Book. For each of the five common situations in this section, have the groups compose both a proactive and reactive response to the examples given for each situation. As an example, there are two sample responses (proactive and reactive) to the example under *Feelings of Anxiety and Stress* on page 375 of the Student Book.

- Proactive: Knowing that he suffered from test anxiety, Hamed spoke with the school’s guidance counsellor who got his teachers to agree to allow Hamed to take his final exams in the counsellor’s office to reduce his anxiety.
- Reactive: During his final exam in history, Hamed began so nervous that his heart began racing and when he stood up he fainted.

Have the groups share one of their proactive/reactive responses to one of the situations with the class by either stating it or through role play.

3. Activity 3: Public Awareness Campaign (20 minutes)

Have each group create a public awareness campaign about motivation and/or inspiration. Ask students to think about motivating or inspiring public awareness campaigns that may have prompted them to change their own behaviours such as studying more, better food choices, recycling, etc. You may point out current or past campaigns in the UAE. What type of message did these campaigns send and in what communication method or tool? Poster, television or radio ad, billboard, etc.

In the time frame, this would be likely to include the purpose, objectives and expected outcome of the campaign. Identify the audience and the key message that they want to put across to that audience. Select the actions or activities and the communication tools needed to execute them. Have each group briefly share their idea with the group. This public awareness campaign can be either real-life or fictional for this exercise. Students should be able to quickly identify:

- Who is their target audience?
- What is the goal or goals for their campaign?
- What behaviours they would like to encourage, motivate, and/or inspire?
- What media/communication tools will be used to deliver the message?

If the students are facing difficulties in creating their public awareness campaigns you can offer them guidance or suggest that they check out one of the following websites about creating public awareness campaigns with great examples to draw inspiration from, such as:

- <https://www.prhelper.com/templates/pr-campaign-plan-1.php>
- <http://unesdoc.unesco.org/images/0014/001476/147637e.pdf>
- http://www.motivationalposters1.com/motivation_poster_campaign.php

When students have finished putting together their campaigns, ask each group to present their campaign ideas to the class.

Alternative Activity: Have students pair up and review motivators and provide a personal example verbally to their partner for each of the four types: reward, relationship, responsibility and reason. Ask the students to make two of the examples self-motivation (intrinsic), and two that are external motivation (extrinsic). Have the students share their examples with the pair sitting next to them and discuss how the same issue could be rewritten as an inspirational statement:

- **Motivational:** Students who read ten books a month earn an appreciation of reading certificate.
- **Inspirational:** Reading a gateway to another world.

Have the students vote on the best motivational and inspirational statement that the groups have come up with and write it on the board for everyone to see. Ask the students to create a poster that could go with the slogan for the next class.

4. Concluding Activity (10 minutes)

For the plenary you can either have the students complete the Self-Assessment Questions at the end of Lesson 4 or play a review game of Tic-Tac-Toe (Noughts and Crosses). Should you choose to play Tic-Tac-Toe with the students, have prepared in advance a sheet with the standard grid, and number each square from one to nine. Split the class into two teams: Team 1 = 'X' or 'crosses' and Team 2 = 'O' or 'noughts'. The first team chooses a number from the grid and you read the pre-assigned question for that number. If the first team gets it correct then an 'X' is placed in that square. If they answer incorrectly, Team 2 gets a 'O' in that square. It is now the second team's turn. Keep going until one team has won.

Lesson 5

WHAT IS MEANT BY 'NATIONAL CONSCIOUSNESS'?

In this lesson, students will look at what they have already learned in Unit 4 of Grade 10, and this unit about self-consciousness or self-awareness in terms of understanding one's values, principles and motivators, and how students can apply these concepts in their decision-making processes. It will build on these concepts by exploring what it means to be socially aware or socially conscious through the examination of how individuals, whether group members or residents, interact, and their level of awareness within communities and societies. It will focus on how a social consciousness transitions into a 'national consciousness' that encompasses such elements as national identity, nationalism and patriotism for those who live within the boundaries of a state or nation.

Learning Objectives

At the end of the lesson, students should be able to:

- Identify at least three important traits of your nation that make it unique.
- Explain why generalisations about a nation should be avoided.
- Explain the difference between national consciousness and nationalism.
- Define social consciousness in the context of a group or community.
- Explain how multiculturalism and globalisation affect national consciousness.

Suggested Lesson Structure

1. Lesson Introduction (5–8 minutes)

Have the students recall from their studies to date about self-awareness and the awareness of the world around them, and their own perceptions of what they view, which are acceptable or unacceptable ways to interact with and in their environment. Ask students to remember what they learned about connectedness, core values, peer pressure, happiness and empathy from Unit 4 of Grade 10, and from this unit, and how these can translate into their perception of their involvement or awareness of their family, group, community or even the society or nation in which they live. Ask the students to discuss in a group of three to four members if it is necessary for a group of individuals to have common values, purposes or beliefs in order to experience a collective consciousness or awareness. Why or why not?

Teacher Note: Whilst all of these types of consciousness will be covered, most of the lesson will focus on national consciousness and the positive and negative elements associated with it.

2. Activity 2: Social, Collective and Cultural Consciousness (10–12 minutes)

Ask the students to work alone or in pairs for this activity. Have the definitions of each type of consciousness along with an example of it on the board, or as a slide from a project presentation software such as PowerPoint.

Possible Activity, Option 1: Have students work through either of the tasks for each type of consciousness in the Student Book and write down what they understand of how each one of them manifests itself in their daily lives. All students will be expected to write down a simple sentence for each type of consciousness, most will be able to write down two sentences and a few students may be able to write a short paragraph for each type of consciousness.

Possible Activity, Option 2: Review with the students the differences between social, collective and cultural consciousness through a brief verbal Q&A (Question and Answer) session with them. Some questions that could be asked are:

- Social consciousness is recognising and understanding the value systems of where you live or consider a community. Does social consciousness exist within the school? If so, how? If not, why not?
- The sentiment of 'We are in this together' is called what?
- Is collective awareness applicable outside of the setting in which the group or community exists?

- Can anyone give an example of a collective consciousness?
- What is cultural consciousness or cultural awareness?
- Is a social construct a thought or perception of a concept that is rooted in personal observations and assumptions of a group or community? Why or why not?

3. Activity 3: National Consciousness (20–28 minutes)

Assume that the students have read the section on national consciousness and have at least a basic understanding of the concepts of national consciousness, national identity and nationalism from Lesson 5 of the Student Book. Ask the students to divide up into groups. Allow them the opportunity to be responsible and to choose their groups in this activity. This activity will take up nearly half of the lesson period. It is important that the students realise the differences between the various attributes or traits that stem from national awareness or national consciousness.

- **Nationalism versus Patriotism.** Have each group come up with their own example for both nationalism and patriotism. They can get inspiration from the examples in the Student Book or you can have some examples prepared and written or displayed on the board.
- **National Identity.** Have students read the section on national identity on page 394 of the Student Book. Ask them to think of two to four elements they believe are the most relevant to their own national identity. Ensure that each student shares at least two elements with the group. Have them explore commonalities between them in small groups (three to four students) or in pairs.

Chauvinism and Jingoism. Students need to understand what the difference between chauvinism and jingoism is, despite the fact that they both originate from an excessive form of either nationalism or patriotism. Have each group complete the Discussion Point task on page 398 of the Student Book.

4. Concluding Activity (10–12 minutes)

Either ask the students to answer the Self-Assessment Questions at the end of the lesson or have them reread the quote by Her Highness Sheikha Fatima bint Mubarak on page 395 of the Student Book.

“As you come to know the United Arab Emirates, you will see a country that is truly peaceful. We take quite seriously our role in fostering regional and global peace and cooperation. Millions of people with different nationalities, from different cultures, and with diverse religious beliefs live among us in freedom and friendship and make extremely valuable contributions to society. Under the historic leadership of our founding president, my late husband Sheikh Zayed bin Sultan Al Nahyan, May the peace and mercy of Allah always be with him, we have created a society that

has moved away from viewing others through the lens of ignorance, suspicion, stereotype, and intolerance. As you look around, you will see a country of stable and effective political, economic and social institutions. You will see a society with solid foundations, committed to the peaceful pursuit of solutions to the conflicts and problems of humankind."

After the students have read the above quote ask them to write down one way in which both citizens and residents celebrate a national awareness and identity together without displays of chauvinistic or jingoistic behaviours. For example:

"The Emirati society is based on tolerance and friendship. It celebrates the contribution of a diverse range of cultures, nationalities and religions. The Emirati society's inclusive leadership and forward thinking fosters both citizens and residents alike to feel connected with not only one another but to the leadership of this young flourishing nation."

Lesson 6

WHAT OPPORTUNITIES CAN 'NATIONAL SERVICE' OFFER THOSE WHO SERVE?

The aim for this lesson is to continue to build on what students have already learned in Unit 4 of Grade 10, and this unit, in terms of values, social consciousness, connectedness, proactive behaviour, motivation etc. Students will explore what is voluntary and compulsory/mandatory 'national service'. They will examine the benefits and opportunities that national service can offer individuals who participate. Students will also learn what impact national service, whether voluntary or mandatory, has on communities and nations.

Learning Objectives

At the end of the lesson, students should be able to:

Provide at least three opportunities or benefits of national service whether at the individual, community or national level.

Explain and differentiate between voluntary and compulsory national service.

Compare the similarities and differences between how national service is perceived here in the UAE and in one of the other countries in which national service is mandatory.

Suggested Lesson Structure

1. Introductory Activity (10 minutes)

Break the students into small groups of three or four students. Ask the students to review Lesson 6 of the Student Book in terms of what is national service. Guide the students in their group discussions to make sure to talk about the fact that national service does not just mean military service or conscription but it represents many different forms. Drop clues to each group about different forms of national service such as community service, military service, alternative civilian service and voluntary government service. Ask the students if they believe that national service could create opportunities for those who serve/participate.

Alternatively, you can present the students with the scenario from the Discussion Point on page 402 of the Student Book, and ask them to discuss it with a small group of classmates. They can also complete the Checkpoint question that directly follows it as a group. Ask the students to compare with the nearest group to them on the right or left.

A short plenary can be used to summarise the introductory activity and prepare the students to investigate further the types, benefits and opportunities that national service can bring to them and to others who may participate in either voluntary or compulsory programmes.

2. Activity 2: 3 Types of National Service (20 minutes)

Whilst any type of national service can be beneficial to both the participant and to the community, there are three main types that students will explore in this activity. They are Mandatory or Compulsory National Service, Alternative Civilian Service and Voluntary National Service.

First Possible Activity: Use the board or a slide presentation to define and give a one or two line description of the three types of national service mentioned above. Students should work independently or in pairs to complete the relevant tasks in Lesson 6 of the Student Book.

Second Possible Activity: Have stations set up inside the classroom labelled: Mandatory National Service, Voluntary National Service and Alternative Civilian Service. At each station, have relevant information about each type of service and have students answer questions on a worksheet about each type of service. Questions should increase in difficulty. Expect all students to be able to answer one question at each station, most students to answer two and a few students to be to answer three or more. Sample questions are:

Voluntary National Service sample questions

- What is voluntary national service sometimes referred to as?
- What is the importance of volunteering?
- How can all members of society be included into a volunteer programme?

Alternative Civilian Service sample questions

- What is alternative civilian service? Is it compulsory or voluntary?
- Name three other names that alternative civilian service is also called?
- What was one of the first nations to offer alternative civilian service?

Mandatory National Service sample questions

- What are five countries that have mandatory national service?
- In what ways can those who serve give back to their country, community and family?
- Do you perceive that national service can enrich the lives and future prospects of those who serve? How?

Give the students around 15 minutes to complete the activity. Students are expected to spend no more than five minutes each at the three stations. Leave the last five minutes of the activity for a short plenary. Bring the students back together and ask them to recommend at least one type of service that Grade 10 students could do for the community.

Third Possible Activity: Divide the class into groups of four or five students. Ask each group to review the information on the three types of national service from the Student Book. Let them brainstorm what opportunities or benefits they perceive they would gain from participating in each type of national service. Instruct the students that they will need to have one representative from each group to present their findings to the class.

3. Activity 3: National Service in the UAE (20 minutes)

In a landmark 2014 decision (Federal Law No.6 for 2014), the leadership of the UAE put into force a mandatory national service for men and voluntary national service for women. The purpose of national service in the UAE is not from a pending threat to national security but more in alignment with Vision 2021.*

*<https://www.vision2021.ae/en/>

Possible Activity, Option A: Ask the students to review Federal Law No.6 of 2014 and write down, in their own words, how national service can be served out in the UAE.

Possible Activity, Option B: Ask the students to write a small paragraph on how national service could encourage students who may be at risk of dropping out of school due to academic or social reasons (like being bullied), to stay in school.

Possible Activity, Option C: Ask the students to create a promotional poster for national service in the UAE.

4. Concluding Activity (10 minutes)

Review with the students that in this lesson they have looked at the meaning of national service, both in general and here in the UAE, and how it can benefit not only them as individuals but the society at large. Teachers may summarise the activities in the lesson or refer back to information from Lesson 6 of the Student Book. Some possible responses which might be expected include:

- National service strengthens the national workforce and society by cultivating a socially conscious, proactive, innovative, motivated and open-minded younger generation.
- It aids in the social cohesion of the society by creating a sense of a common purpose or goal that connects the community's youth to something bigger than just themselves. National service strengthens the individuals who participate and enhances their skills such as communication, leadership, cooperation and problem solving.
- Those who serve are more likely to work in positions or fields of study that benefit society such as teachers, doctors, nurses, search and rescue, or community leaders.

Students can either complete the Self-Assessment Questions at the end of the lesson or use them as a foundation to create a mini story, poem, or poster that embodies what they have learned about national service. For example:

Mini-story

'Mariam was walking on the beach when she came across some baby sea turtles struggling to make it to the water. Some had been carried off by birds and others had flipped over onto their backs. She gently picked up a baby sea turtle and carried it to the safety of the water. She kept doing this. A woman came upon her and asked why she was bothering to save a few when there were so many. How could it make any difference in the long run? Mariam smiled at the woman and said "but it made a difference to this one" as she gently placed the baby sea turtle in her hand into the water.'

'Hassan is visually impaired. He wants to give something back to his community so he visits the local hospital each Saturday to read to the children in the children's ward. The children are fascinated at how Hassan reads with his hands (Braille) and look forward to his visits.'

Being an Active Citizen

-
- Lesson 1** What Are Active Citizenship and Volunteer Action?
- Lesson 2** What Are the Different Types of Volunteer Action?
- Lesson 3** What Are the Different Contexts for Volunteering?
- Lesson 4** How Do We Identify Addressing a Need Through Volunteering?
- Lesson 5** How Do We Plan a Volunteering Initiative?
- Lesson 6** How Do We Implement and Evaluate the Impact of Volunteer Action?
-

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain and demonstrate what is meant by 'active citizenship'.
2. Evaluate the different ways that citizens can act together to solve problems and contribute to society.
3. Undertake a period of volunteer work or similar activity of benefit to the local community.
4. Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.
5. Critically evaluate the impact of their volunteer work and identify areas for their own further development, including thinking, learning and communication skills.

Introduction

This unit aims to build on students' understanding of what it means to be an active citizen, which they explored in Unit 2, in Grade 9. The students begin to grow their awareness of what it means to selflessly participate in activities and initiatives to support people, animals and environmental causes, through volunteering. The 2017 Year of Giving was a catalyst for developing a commitment to individual volunteering opportunities and initiatives. Students will explore what types of volunteering they can engage in, and the different contexts for volunteering. They should understand that they have options for participation – from simple donations of resources to charitable causes, to more complex initiatives that require analysis, strategic planning, a range of resources and skills and a more demanding time commitment. One of the supplementary benefits of this process is that students have the opportunity to practise project management and organisational skills, while consolidating values such as empathy and goodwill.

Below is a summary of the elements of each lesson:

Lesson 1 gives the students a context for learning by defining active citizenship and volunteer action. They will explore universal values that are the foundation for volunteer action, such as altruism, generosity, goodwill and philanthropy. They will explore the attributes of a volunteer (which they will revisit again in Lesson 6 when they evaluate volunteer action) and will reflect on the role that Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) played in the values of generosity and philanthropy in the United Arab Emirates (UAE).

Lesson 2 extends the students' understanding of volunteering by providing them with the opportunity to explore different types of volunteer action. The key idea is that some types of volunteer action require minimal effort on the part of the volunteer, for example, donating to charitable causes, whereas other types of volunteering (which they are encouraged to undertake) require a greater commitment of planning, time, resources and evaluation. The students will learn about formal charities that provide specific types of assistance and aid to different target groups, enabled by volunteers who support them.

Lesson 3 builds on Lesson 2 by providing opportunities for the students to explore different contexts for volunteering. A key idea in this lesson is that there are different types of communities – for example local, national and global. Volunteers can decide what type of community context they would like to contribute to. Community is also defined in terms of interest groups.

Lesson 4 begins to introduce students to the practical aspect of how to identify a need that can be addressed through volunteering. They begin from the point of view of the familiar – their local community and what need may exist in that community. A case study is presented (which they will engage with through to Lesson 6) that allows them to understand the importance of observation and identifying assumptions about an issue. They learn about the importance of using an inquiry question to identify a need, as well as the process of analysing information gathered during an inquiry. They then learn how to write a purpose statement for a volunteering initiative.

Lesson 5 builds on Lesson 4 by showing students how to plan a volunteering initiative. The assumption made is that they will undertake a volunteering initiative of their own, which will require commitment and planning. They learn about setting goals, establishing success criteria against which the project can be evaluated, and how to identify different types of stakeholders that may be involved in the initiative. They work with a new case study that presents concepts they can discuss and explore as they consider their own volunteering work.

Lesson 6 takes the students through a process of exploring some of the issues they need to consider when implementing volunteer action, such as creating action plans that are linked to their goals, and managing communication structures such as meetings. They are introduced to the idea that formal communication is a professional aspect of any project, including volunteering.

Lesson 1

WHAT ARE ACTIVE CITIZENSHIP AND VOLUNTEER ACTION?

The terms 'active citizen' and 'volunteer action' are likely to be familiar to students, if they have studied Unit 2 of Grade 9. They will also have been exposed to volunteering as a national priority through the 2017 Year of Giving. Some students may have experience of volunteering in some capacity, while others may not have pursued any volunteering at all. This unit requires students to engage in volunteering. It is recommended that you use the case studies and concepts presented in the Student Book to encourage students to identify opportunities they can harness to do their own volunteering. Some students will need your support and guidance, and others may be confident enough to pursue their own projects with little support. However, it is important for you to be available to them in case they need advice or your help in accessing resources they may need for their endeavours.

Learning Objectives

At the end of the lesson, students should be able to:

Define 'volunteering'.

Identify and explain at least four attributes or qualities of volunteers.

Write a position paper of about 250 words on volunteering.

Suggested Lesson Structure

1. Lesson Starter (10 minutes)

You could begin the lesson by writing the incomplete statements 'Volunteer action means ...' and 'Being an active citizen entails ...' on the board. Put students into pairs and let them brainstorm how they can complete each sentence. Keep a few small prizes handy (even gold stars will do) to hand out to the pairs who make the most sentences in 5 minutes. After 5 minutes are up, they should read their sentences aloud. Try to capture some of the key words on the board, and draw attention to similar ideas that different pairs may have come up with. Then let the students look at the image of the hands holding coloured discs on the first page of the lesson in the Student Book. Ask them to describe how this image relates to what they have described in their statements. They may come up with ideas such as:

- The hands represent citizens who have a contribution to make to the lives of others. The circles represent the influence they have, and how their efforts overlap.
- The different colours of the discs represent the nature of different kinds of contributions that volunteers can make as active citizens.
- The circles represent the interconnectedness of active citizens as they engage in their communities.

Let the students read the definition of volunteering in the Student Book and ask them to give examples of how they may have undertaken volunteering in the past. You can allow them to discuss this quietly in pairs, or in class plenary.

2. Universal Concepts and Values Associated With Volunteering (20 minutes)

The students need to be able to identify that there are universal values that tend to be a foundation for all volunteering action in the world. There may be many different contexts and targets for volunteering, but most volunteers share a common set of reasons for why they want to volunteer, or why they think it is a moral duty to do so.

Group brainstorm activity: One way to facilitate this activity is to allow students to look at the list of words – philanthropy, goodwill, benevolence, generosity, humanitarianism, charitable, compassion and social conscience on page 419 in the Student Book and then work in groups or pairs to brainstorm how they would recognise each of these values in action.

They may come up with ideas such as:

- 'We know that a person is a humanitarian if they express concern about homelessness in a community and campaign for support to find shelter for homeless people.'
- 'A person may demonstrate benevolence by volunteering to take an elderly person to the doctor if they feel ill and their family is away.'
- 'Someone shows compassion by stepping up to help if they know that a family is grieving the death of a loved one.'
- 'A social conscience is evident when a person is aware of injustices and human rights abuses in a community and wants to take action to improve the situation.'

Post Box Activity: Another way to facilitate this activity is to collect four short news articles about charitable actions or people in the UAE, or in other countries, or case studies about volunteering initiatives. Print or copy these and glue them onto cardboard. Then facilitate a post box activity: You need four empty boxes with lids (photocopy paper boxes work well), or plastic tubs with lids. Place these around the classroom at different 'stations'.

Put one news item on top of each box, and place some blank sheets of paper and some pens in front of the box. Write the universal values words for volunteering on the board. Put the students into four groups. Allocate each group to one 'post box' to begin. They are to read the article (one member of the group could read it aloud to everyone). Then they must decide which of the values are represented by the scenario. They are to write a short sentence or two to explain how the scenario or the person it describes demonstrates the values they have identified. When the task is completed, they put their paper into the box. Allow about 4 minutes for this.

Then give them a signal to move to the next station. You can tell them all to move to the left, or to the right. They go to the next station and do the same thing. Once each group has put something into each 'post box', you can open the boxes and read aloud the statements they have made for each scenario. Comment on similar observations that were made in each case. This is an opportunity for you to informally assess their understanding of the values that form a foundation for volunteering.

3. Attributes and Qualities of Volunteers (10 minutes)

Group discussion activity: You could facilitate this activity by using the case study of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) on page 423 of the Student Book. Discuss the examples of the attributes of volunteers in the Student Book on pages 420–421. Let the students read the case study and discuss how Sheikh Zayed demonstrated these attributes. They can give feedback in **plenary**. The students should know what each attribute means, and be able to articulate how the founder of the UAE demonstrated these attributes.

4. Personal Position Paper on Volunteering (15 minutes)

Writing a position paper: One of the requirements of this unit is that students should undertake their own volunteering initiative. They should have a clear idea of what volunteering means for them, and how they think they can participate in volunteering tasks. Let the students read the information in the Student Book about national and global perspectives on volunteering. Then let them begin writing a personal position paper on volunteering.

They are not expected to write at a very high academic standard – the point of the paper is for them to set a foundation for their own purpose when they undertake a volunteering initiative.

You can assist the students by giving them the following suggested template for their paper. You can give them a different template if you wish – the format is not important. What is important is that they organise their thoughts and communicate their point of view clearly. This is a task that may need to be completed for homework and submitted to you to read in the following lesson.

You can explain to the students:

- A position paper presents a point of view about an issue.
- It includes some factual information to support the point of view presented.
- It may present one side of a debatable issue. In this case, the issue could be whether or not it is morally good to volunteer.
- The paper could attempt to convince a reader of the validity of the point of view. For example, if the student argues that volunteering is morally good, they should convince the reader that this is the case.
- It may contain a thesis statement, which is a statement that states the claim the writer is making.

Suggested Template for Position Paper

1. Thesis statement. Example: *Undertaking volunteer work is morally good and undeniably necessary for healthy societies.*

2. Introduction.

- Introduce the topic and the thesis statement.
- Give some brief background information about the topic.
- Assert the thesis.

3. The argument/perspective.

- Assert first point to support the thesis. Give own opinion. Then give one or two facts or sources of information as evidence to support the opinion.
- Assert second point to support the thesis. Give own opinion. Then give one or two facts or sources of information as evidence to support the opinion.

4. Conclusion. Re-state the thesis statement. Say how you intend to proceed with your own volunteer activity.

Weaker students may only be able to come up with two arguments or points to support their thesis. Stronger students may be able to come up with three or four points. You can adjust the word count as differentiation. If you have very weak writers in your class, you can also allow them to tabulate their arguments using shorter phrases or key notes, rather than writing a paper.

The tabulation template could look like this:

Thesis statement:

First point	Personal opinion	Evidence to support

5. Conclusion (5 minutes)

Put the students into pairs and let them face one another and summarise three key learning points of the lesson in 30 seconds.

Then ask one member from each pair to call out one sentence to summarise the key learnings. You can facilitate this in a fun way, such as ‘Mexican wave’ – as soon as one student has finished standing up and calling out their sentence, they sit down and the student closest to them stands up and calls out a sentence, and so on. Use this as an opportunity to check students’ understanding of the terms ‘active citizenship’ and ‘volunteer action’.

Lesson 2

WHAT ARE THE DIFFERENT TYPES OF VOLUNTEER ACTION?

Introduction

The aim of this lesson is to develop students' understanding of different types of volunteer activity that they could pursue. A key idea is that volunteering requires commitment. Levels of commitment will be different for different types of activities. Some activities require limited time and resource commitment, but others require a much greater commitment of time and resources. Similarly, some causes are relatively straightforward to support, whereas others are more complex, requiring a range of inputs.

Learning Objectives

At the end of the lesson, students should be able to:

- Outline at least one type of volunteer action that requires minimum volunteer effort.
- Discuss three or more types of volunteer action that require greater time and personal resource effort on the part of the volunteer.
- Perform a personal knowledge and skills audit to identify suitable ways of volunteering.

Suggested Lesson Structure

1. Lesson Starter (10 minutes)

Minimum and Maximum Scale/Washline Activity: A suggested way to begin the lesson is to write a list of different types of volunteering activities on separate pieces of paper. You can come with as many ideas as you like, but no more than the number of students in the class. A good number would be ten or fifteen. The examples should include activities that would take very little time and effort, and some that would take a lot of time and effort. You will also need a long piece of string (about four metres long), and a set of pegs (one for each activity sheet).

Examples of activities could be:

- Putting a money donation into a charity collection box at a shopping mall.
- Helping a frail neighbour once per week by cleaning their house for them.
- Visiting a primary school each week to read aloud to very young children.
- Collecting donations of non-perishable food and shipping them to a refugee camp in a different country.
- Running a campaign to put a stop to child labour in clothing factories.
- Organising a homework club and appointing tutors to help younger students with homework after school each day.
- Picking up litter in a nature reserve on a Saturday.
- Making toys out of recyclable materials to donate to children living in poverty.
- Organising a fundraising event (musical concert) to raise funds for a conservation project that rescues sea turtles that are trapped in fishing nets.
- Visiting the children's ward at a hospital once a month and entertaining the children with puppet shows.

Lay the length of string on the floor of the classroom (you can also go outside to do this). There needs to be space for students to line up along its length. Ask for the same number of volunteers to come forward as the number of activities you have written on paper. Hand one activity sheet to each volunteer, along with a peg. Now instruct the students to arrange themselves along the length of string according to the amount of time and effort they think is involved in the activity.

The activity with the least effort and time commitment must be placed at the starting point of the string (this is the 'minimum' end of the scale). The activity that they think requires the most time and effort is placed at the opposite end of the 'scale'. The students must confer with the rest of the class, and you should allow some chaos and noise as they try to decide who should stand where.

If they disagree about the order of one or two activities, it is because they have different ideas about what may be involved in that activity. This would be a good opportunity to halt the game for a minute and let them discuss what they think it would entail, and try to reach consensus. At the end of about 9 minutes, all the volunteers should be standing along the string and holding their activity description. Let the class discuss the arrangement and talk to them about the fact that some volunteering requires minimum effort, whereas other volunteering requires greater effort. Then get the students to peg their activity descriptions in place along the string. Get students to help you raise it off the floor and tie it up across the ceiling, or along a wall of the classroom to illustrate the concept.

2. What are 'Donations' in a Volunteer Capacity? (15 minutes)

The students should understand that there are different types of donations that people can make to charitable causes.

Option 1: Poster Activity: Put the students into groups of four and give each group a sheet of newsprint or paper, and a set of permanent markers. Tell them to read the information about different types of donations in the Student Book. They are then to make a poster that illustrates this. They should try to be creative in how they illustrate it visually. This is an opportunity for you to informally assess their understanding of the concept of donations. Let them display their posters in class. They could also vote on the one that is most creative, or that best illustrates the concept. Conclude the activity by getting the students to write two or three sentences in their books, saying what and how they could donate to charitable causes. The poster activity could be used as **differentiation** for weaker students, or students who are more visually and kinaesthetically inclined as learners.

Option 2: Inquiry Activity: Stronger learners could be set a research task in which they use the Internet or other sources of information to find out about organisations in the UAE that collect donations of money or other items for people in need. Some students may have a particular interest in blood donation, especially if this is a new concept for them. They could find out more about how they could donate blood locally. If you choose to let students do this, then you can conclude this section by getting them to share two to three key learning points from their research.

3. Volunteering Time and Talent (15 minutes)

Group Presentations Activity: Put the students into groups of four or five. Allocate one example of time and/or talent (including fundraising) that is covered in the Student Book to each group. You can also come up with your own ideas to allocate to them. Each group must read up about the example of time and talent (either in the Student Book, if you have used examples from there, or online) and prepare a short, catchy way of presenting it to the other groups.

The presentation should only last one minute. It could be a rhyme, a rap song, a poster, a short dramatic presentation, or even a mime. The idea is for the students to have fun while they come up with an interesting way to teach or present the concept to their classmates. Give each group a chance to do their presentations. To **differentiate** this activity, you can get weaker students to identify key words or phrases related to their topic.

4. Personal Knowledge and Skills Audit Activity (15 minutes)

The key idea here is that volunteering requires something of the volunteer, and because we live in a very diverse world, there is a huge range of skills, talents and knowledge that people can contribute in their personal capacity.

Let the students complete the Action Task on page 443 of the Student Book, to complete their skills and knowledge audit. They can work in pairs – it may be easier for them to discuss their ideas with a partner as they work on the ‘audit’. To differentiate this activity, you could get weaker students to look at the ‘washline’ from the introductory activity and choose three or four activities from different positions on the ‘scale’. They can think about skills or knowledge they have that could be applied to these activities (the activities provide a context for them to work from).

5. Conclusion (5 minutes)

Exit Ticket Activity: The students should have a clear understanding of different types of volunteering activities by now. To conclude the lesson, they must earn an ‘exit ticket’. They should respond to any one of the following prompts, in writing. They must show you the statement before they leave the class. You can use their statements as an informal way of evaluating their engagement in the topic. This is important, because they need to have a high level of motivation to undertake their own volunteering initiatives.

- Today I learned ...
- I was surprised to learn that ...
- After today, I think I will ...
- An idea that I would like to explore further is ...

Possible Extension Task: Students who need a challenge or who enjoy working with numbers can investigate a large-scale fundraising event that has occurred in the Emirate in which they live. They can find out how much money was raised, how much profit was generated for charity, and how the finances were handled.

Lesson 3

WHAT ARE THE DIFFERENT CONTEXTS FOR VOLUNTEERING?

Introduction

In this lesson, students build on what they learnt in Lesson 2 by exploring different contexts for volunteering. The term 'context' is used to refer to different types of communities in which volunteering may be undertaken. The students then identify specific target groups of people that may have a need that volunteering can address.

Learning Objectives

At the end of the lesson, students should be able to:

- Identify at least two types of community contexts for volunteering.
- Describe at least three types of groups or targets for volunteer action.

Suggested Lesson Structure

1. Introductory Activity (10 minutes)

Option 1: Acrostic Poem Activity: Write the word COMMUNITY vertically on the board, using capital letters. Put the students into pairs or small groups and set them a fun challenge: They are to come up with an acrostic poem that uses the initial letters of the word 'community', about the concept 'community', for each line of the poem. Tell them that they must think locally, nationally and globally, and they can include any other aspect of community that they can think of. They should try to make the poem rhyme.

Have a few small prizes ready to hand out to students who come up with the most creative poems. They should all have an opportunity to read aloud their poems. Allocate prizes and spend a few minutes discussing some key learning points they may have come up with in relation to community. They will hopefully have included some key ideas about communities being local, national and global, as well as being groups of people with something in common. This prepares students to think about their own community, and the different levels of community to which they may belong.

Option 2: Hot Seat Activity: Write the word 'community' on the board and call one student forward to say as much as they can about what it means and refers to. When they have nothing more to say, or if they begin to hesitate before coming up with more ideas, they should sit down and another student should take the 'hot seat' and come up with more ideas (they may not repeat what the first student has said). And so on. You can put a time limit of about eight minutes on this, which means that not all students are likely to occupy the 'hot seat'. You can record ideas and key words as each student speaks, and then discuss these ideas at the end of the eight minutes. You can also add ideas to what students have contributed.

2. Volunteering in the School Community (10 minutes)

Plenary: Now that students are thinking about the significance of community, ask them to discuss what the school and local community means to them. Keep in mind that some students may feel alienated or disconnected from their community for a variety of reasons. It cannot be assumed that all students experience 'community' in the same way. However, they should all be able to think of ideas that may define the parameters of a school or local community. Participating in a volunteering activity is one way to promote community engagement. Discuss with the class the ideas for volunteering in the school community on page 448 of the Student Book. Then use the following Discussion Point for students to identify ways in which they could volunteer in the school community. You can also get them to think about this in terms of their personal skills and knowledge audit that they completed in Lesson 2.

Graphic Organiser Activity: A graphic organiser helps students classify their ideas and structure them. A graphic organiser is also referred to as a concept map, mind map, spider diagram, sequence chart and Venn diagram amongst other names. There are templates to help students available online. Type in “graphic organiser” into a search engine.

After the class plenary the students can work in small groups of three or four and create a graphic organiser of ideas they have collated about how their group can volunteer (either as a group, or as individuals) in the school community. They can display these in the classroom and refer to these ideas as they start to plan their own volunteering.

Extension Activity: Some students may know about a volunteering initiative that already occurs in the school community. They can investigate it to find out how it was organised, what type of need it addresses and how much commitment is required from volunteers.

3. Volunteering in the Local Community (10 minutes)

Publicity Activity: Read the case study about Salma aloud to the class. Give students a few minutes to talk about it in pairs. Ask the students to reflect on how Salma’s project unfolded (for example, some of it was planned and some of it was unplanned and ‘organic’ – it unfolded unexpectedly).

Then put the students into groups of three and tell them to create a social media page or print advertisement that could be used to advertise Salma’s services in the community. The advertisement should include:

- A clear statement about the service Salma offers.
- The benefits of Salma’s service to the people she helps.
- A creative slogan that attracts attention to the service.
- How other members of the community could support or get involved in the initiative.
- A visual component that illustrates the service.

You can pair up groups and get them to share their advertisements or social media pages with one another.

4. Volunteering in the National and Global Community (10 minutes)

Plenary: Discuss with the class examples of volunteering that can be undertaken at the national and global levels. You could focus on the national context.

Brainstorm Action Task: For this activity you can use the Action Task on page 451 of the Student Book. The students can work in groups of four and complete the first three tasks of the activity. You could set the fourth task as an extension activity for stronger students. As the students work on the task, you can circulate among them and observe and listen to each group's discussion. You can use this as an opportunity to assess the students' understanding of how individuals and groups can get involved in volunteering activities at the national level.

Homework Task: You can set the students a task to research opportunities for volunteering with UNV Online Volunteering. This could be a relevant **extension** activity for students who may want a greater challenge.

5. What are Different Target Groups for Volunteer Involvement? (15 minutes)

Students should explore and reflect on the different interest groups that may exist for volunteer contribution. They should think about key issues such as vulnerability.

Think-Pair-Share Activity: Put the students into pairs and let them come up with examples of interest groups or groups of concern that may exist at different community levels. They can write their ideas as a list. Then let two pairs work together and create a collated list from their initial lists. Then put two groups together and let them share. Once there are four groups left, you can get the students to read aloud their ideas to the rest of the class. Discuss similar ideas and different ideas. This is a good way for students to reflect on interest groups that they might like to get involved in as individuals.

Personal Response Activity: Let the students read the quotation by Kofi Annan in the Student Book. Ask them to interpret it from their own perspective and in relation to how they could help to build a safer and better world by volunteering. They could write a letter to you in which they outline what they would like to achieve in a specific interest group or group of concern. This activity consolidates the purpose statements that they came up with in Lesson 1, and the skills and knowledge audit they conducted in Lesson 2.

Individual Conferencing: Because this unit is linked to a practical experience of volunteering, you should try to spend a few minutes with individual students during each lesson, discussing what they would like to do in a volunteering capacity and monitoring what they are already doing, to make sure they are engaging in some way.

6. Conclusion (5 minutes)

You can use the Self-Assessment Questions at the end of Lesson 3 in the Student Book to allow students to consolidate their learning. These can also be given as homework tasks.

Lesson 4

HOW DO WE IDENTIFY ADDRESSING A NEED THROUGH VOLUNTEERING?

Introduction

Building on Lesson 3, in which the students explored different types of communities where they might like to volunteer, the focus in this lesson is on identifying a specific need that can be addressed in one of those communities, through volunteering. A key idea is that observation and awareness can lead to identification of needs, but that it is important to challenge assumptions we may have about the observations we make, so that we do not pursue an activity that is a waste of time or resources, without making any sort of positive difference.

Learning Objectives

At the end of the lesson, students should be able to:

Develop at least one inquiry question that could be used to identify a community need that could be addressed through volunteering.

Describe a process for undertaking an inquiry to identify a volunteering initiative.

Write a purpose statement for a volunteer project.

Suggested Lesson Structure

1. Introductory Activity (5 minutes)

Creative Thinking Task: You could introduce the lesson by asking students to look at the image of hands holding the outline of a lightbulb at the start of Lesson 4 in the Student Book. Ask them to come up with ideas for what it could symbolise, especially in relation to community and volunteering. Encourage them to think ‘outside of the box’. They may come up with ideas such as:

- Light is a shared resource, and individuals are connected through their common need for light.
- If the light bulb is connected to a power supply, it emits light, which allows people to see and to learn.
- The light bulb is fragile – it could easily break if the hands drop it.
- Vulnerable people in the community need light and support.

The idea is to get the students to think creatively as they observe the image. They should work on developing their observation skills and get into a habit of questioning what they see around them, in order to know what specific needs and issues may exist in the local community, that they can address by volunteering.

2. Observing Issues in the Local Community (10 minutes)

Case Study and Discussion Activity: The case study about a boy called Ghalib forms the context for students exploring the importance of observation. This fictional case study is carried through to Lesson 6 as an example of volunteering in the local community, and the process of planning for a volunteering initiative and evaluating it. You can ask students to read the case study and let them write a few notes or key words to summarise what it is about. Then facilitate a plenary discussion about Ghalib and how he made use of observation to identify a potential need for volunteer action.

Some detail is provided about Ghalib’s interests and his passion for conservation, because this consolidates the idea that volunteering may find a natural synergy where personal interest, skill and knowledge intersect with need. The case study also presents an environmental theme, which may be topical for some of the students in your class.

The other important point in the case study is that Ghalib recognised that he needed to ask someone he trusts for advice, so he arranged time to meet with his favourite teacher. It is always useful to be able to call on someone for help, support and advice. You can refer students to the examples of observation comments on pages 465–466 of the Student Book. If any of your students are already undertaking

volunteer work, you can use this discussion to talk about some of the observations they have made in the local community, and what the contexts were for those observations.

3. Examining Assumptions About an Observed Issue (15 minutes)

In plenary, discuss with the class that most of us will form assumptions about something once we have observed it. For example, if we observe and hear a couple speaking in raised voices in a language we do not understand, we may form an assumption that they are arguing or disagreeing about something, but this may not be the case – they may in fact be discussing something they are both excited about.

Discuss the observations and assumptions that Ghalib made and ask the students to comment on his assumptions – do they seem true and valid?

Action Task: You can use the Action Task on page 469 of the Student Book to let the students practise identifying assumptions derived from observation. They can work in pairs for this activity. Circulate the classroom and listen to the ideas the students come up with.

They may say things such as:

The image of the dog	The image of the woman in the wheelchair
<ul style="list-style-type: none"> • The dog is starving because its ribs are showing. • The dog has been abused by humans. • It is a stray dog. • The dog is hungry. • Someone has abandoned this dog. • The dog has been ill, therefore it appears thin. • It is a dangerous dog and may have rabies. 	<ul style="list-style-type: none"> • The woman feels sad or depressed. • The woman is filled with despair (she is holding her face in her hand). • The woman is lonely. • The woman has been abandoned by her family. • The woman is receiving treatment at a hospital. • The woman may be injured, which is why she is temporarily in a wheelchair. • The woman is waiting for people to visit her, but they never arrive.

Differentiation: Students who are weaker in analytical skills can identify two assumptions for each image, and they can be paired with a stronger student for this task.

Discuss with the class how Ghalib went about testing his assumptions by turning them into questions.

Paired Socratic Activity: Put the students into pairs. Ask them to think about a need they have identified within a community they know about. Then ask them to think about what their assumptions might be in relation to the situation. Let the partners use Socratic questioning to test the origin of one another's assumptions. One partner asks a probing question, and the other must answer it. Another question follows, with the intention of getting the partner to reflect increasingly critically on the basis for their assumptions. Then they can change roles. This is another example of an activity that can help students to develop their thinking skills.

Examples of questions they may like to use are:

- Why did you make that assumption?
- Would your assumption be true in all situations that appear to be like the one you observed?
- What would be a counter-assumption that could be true in this situation?

Inquiry question: If the students are already starting to work on their own planning for a volunteering initiative, you can get them to practise writing inquiry questions.

4. What Tools Are Useful For Undertaking An Inquiry? (15 minutes)

Group Brainstorm Activity: You could let the students work in groups of three or four. Explain that when an inquiry process is undertaken, there are different tools that would be appropriate and useful to run the inquiry and collect evidence. For example, if the inquiry is related to a target population's experience of loneliness, you could use a questionnaire and survey, or anecdotal accounts, or both. The students have had a lot of exposure (in this and previous lessons) to different types of volunteering activities. Get them to study the list of evidence and tools that can be used for an inquiry on page 474 of the Student Book. They should brainstorm types of inquiries that would best be served by the different tools.

Gather feedback from the groups in **plenary** and give them some time to compare their own ideas with those of other groups. This is a way for students to broaden the scope of their thinking for when they are conducting their own inquiries.

Differentiation: Weaker students could choose three or four tools to work with in the brainstorm. They could also work with the case study about Ghalib's inquiry and comment on the usefulness of his questionnaire in gathering data.

5. How Does the Data or Information Collected From An Investigation Translate Into a Purpose for Volunteering? (10 minutes)

The students need to understand that there is always a purpose for an inquiry and for gathering data and evidence – in this case it is to confirm that a need exists that can be addressed through volunteering, or to prove that what one may have assumed to be a need is not one after all. In Ghalib’s case, he had made several assumptions about the litter in the mangroves. When he refined his inquiry and gathered some data related to it, he dispelled some of his assumptions and set himself on a path to addressing a real existing need.

Writing a Purpose Statement: The students can read and discuss the purpose statement that Ghalib has written for his project. Then they can practise writing their own purpose statements. Weaker students may need to scaffold themselves by beginning with key words or phrases and then building sentences that accurately reflect their purpose.

6. Conclusion (5 minutes)

Let the students reflect on the quotation from Mother Teresa on page 469 of the Student Book. They could write two or three sentences interpreting the meaning of her words in relation to community volunteering.

Lesson 5

HOW DO WE PLAN A VOLUNTEERING INITIATIVE?

Introduction

This lesson continues the students' practical understanding of the process of volunteering. They will look at the planning process in terms of establishing clear goals and success criteria for a project, identifying different types of resources, and considering potential risks. These are skills that are applicable to students' lives in contexts unrelated to volunteering. The Action Tasks provided in the Student Book will be used extensively to get them to engage in active learning. They should be equipped to plan their own volunteering initiatives with confidence.

Learning Objectives

At the end of the lesson, students should be able to:

- Develop at least three goals for a volunteering initiative.
- Define at least three sets of success criteria for a volunteering project.
- Identify stakeholders in a volunteering case study.
- Identify at least one potential risk related to a volunteering project.

Suggested Lesson Structure

1. Introduction (8 minutes)

Option 1: Brainstorm Activity: You could facilitate this as a whole class activity. Ask the students to call out statements of things they would like to achieve at school, or in other parts of their lives. You could capture some of their ideas on the board. Then put students into small groups and tell them to draw a simple graphic organiser or mind map that represents their understanding of the link between achievement and goals.

Encourage them to be as creative as possible. They may, for example, draw a bridge between the words 'goal' and 'achievement'. Tell them to define 'goal' on the same page. Then put two or three groups together to present their graphic organisers to one another. Circulate, observe and listen to their responses to informally assess their understanding of goals and if they understand the concept or not.

Students should demonstrate that they know a goal is a detailed statement of something that is to be achieved. Goals are derived from an overall purpose statement or vision for a project or intention to make an impact on a situation.

Option 2: Working With a Scenario: Another way to introduce the lesson is to put students into groups of four. Ask them to think of something significant that has been accomplished in the local area in recent months. This could be anything that would be familiar to most people who live there – for example, the completion of a road or residential construction project; an extension to the school facilities; an environmental initiative; and so on.

Ask the groups to write a **bullet-point list** of actions they think need to be done to complete the project. You could write these guiding questions on the board or project them onto the screen to provide context for the group discussions:

- What types of tasks would have been involved?
- How many people were involved?
- How would the project leaders have known that the project was successful or not?

Let one representative from each group give brief feedback in **plenary**. They should be able to recognise that the project team would have needed a task breakdown to guide them in what to do at different times, and a consideration of resources and people needed to get it done.

Explain to the students that this lesson is about taking the project idea further and planning it in greater detail.

2. How Do We Go About Planning a Volunteering Initiative? (10 minutes)

Goals: You could use the example template on page 482 of the Student Book to discuss goals with the students. Deciding on goals should follow the criteria outlined which refer to being specific, measurable, achievable, realistic and time-related. You can also let students refer to some of the goals they called out during the introductory activity and evaluate how far they meet the five criteria, or get them to think of a goal statement and then talk about how it could be made more closely linked to the criteria. Let them think about the consequences of *not* making goals specific, measurable, achievable, realistic/relevant and timed.

This should consolidate for them why it is important to evaluate goals and make sure they are connected to purpose. This is an important element to emphasise, because one risk in volunteering projects is that a volunteer's motivation and enthusiasm to 'make a difference' is not always aligned with a clear strategy for *how* it needs to be done.

Action Task: Evaluating Goals: For this part of the activity you could let the students work independently or in small groups (which may work well for students who need more support) and complete the Action Task on page 484 of the Student Book. Some of Ghalib's goals would need to be amended, for example number 5: 'The club will fundraise to extend its conservation activities, as and when needed.' This is a little vague because it is not timed or specific enough. It could be amended as follows: 'The club will fundraise to extend its conservation activities *pending a monthly evaluation of progress and continued forward planning*'.

It may be easier for students to write out the goals and then use a different coloured highlighter or pencil for each of the five requirements. The students can underline or highlight the part of the goal wording that represents 'timed', 'specific', etc. Some parts will be underlined two or three times because they relate to more than one of the five elements.

You can let the students feedback in a short **plenary**, and use the opportunity to informally assess their understanding of how to word goals which best match the criteria.

If the students are planning their own volunteering initiatives alongside working through this unit, this is also an opportunity for them to evaluate their own project goals, or to ask for your help in setting goals. If they have not yet set goals, then you could encourage them to take some time now to set three goals that are aligned to their purpose and which match the criteria.

3. Setting Success Criteria For the Volunteering Initiative (10 minutes)

Once the students understand goal setting, the next step is for them to explore the need for success criteria linked to the goals. You can use the example of the course they are studying to illustrate the point: There are things they have to know and demonstrate for them to achieve success in an education course.

Similarly, projects that have goals need to have a set of criteria against which achievement of goals will be measured. You could let the students read and comment on the example from Ghalib's case study on page 485 of the Student Book, in small groups.

Action Task: As with the previous section, you could let the students work on the Action Task on page 486 of the Student Book, to give them a chance to practise drawing up success criteria. They may come up with ideas such as:

Goal 2: Young people from surrounding high schools will be invited through social media and founding member ambassadors to join the club.

Criterion statement	How it will be measured?	How often it will be measured?	Who will measure it?
Young people will attend the club after receiving invitations via Facebook.	<p>A list of names of young people invited by Facebook will be kept.</p> <p>An attendance register of people who attend the meetings will be kept.</p> <p>Interest in attending will be tracked by checking the number of 'interested' people against the number of people who actually attend the meetings.</p>	<p>Levels of interest in event will be tracked daily.</p> <p>Attendance checked against interest will be measured weekly.</p>	<p>Majed.</p> <p>Majed will report to Ghalib.</p>

You can let them share ideas in a short **plenary** discussion. Use the opportunity to informally assess their understanding of the need for success criteria.

Extension: Students who would like more of a challenge could be paired with one another and they could take it in turns to write success criteria for their own project goals and then check the other student's criteria and offer recommendations for amending them if necessary.

4. Project Stakeholders, Resources and Risks (15 minutes)

Stakeholders are the most important aspect of any volunteering project. The project may be targeting a particular stakeholder group for impact, but it may involve many other people with varying levels of interest and involvement.

In a **plenary** session, discuss with the students that they need to identify stakeholders affected by their projects, including those whom they may need to consult for financial or other support. You could also discuss the concept of risk with them; they need to try to predict what could go wrong or be an obstacle in the project realising its impact.

Think-Pair-Share: Another way to facilitate this is to ask students to work alone and brainstorm groups of stakeholders that may be involved in volunteering projects. They are to write these down.

Then put them into pairs and let them share their ideas, writing down one combined list.

Then put sets of pairs together to do the same. Continue this process until there are two larger groups left. Give one representative from each group an opportunity to share the list in class **plenary**. The students can then individually write down examples that they may not have thought of initially.

Option 1: Working with Case Studies: One way to facilitate student's engagement with these concepts is to use the case studies provided in the Student Book. There are two for them to consider: Ghalib's conservation project and Lamia and Zaynah's face painting activity at the fundraising event. At this point you could also get the students to reflect on the level of commitment in each project, as a way of consolidating the idea that some initiatives will require a lot more detailed planning and effort (for example, Ghalib's new club that he is setting up) than others (Lamia and Zaynah's activity is a 'one-off' activity at an event, and they are not organising the entire event).

You can do this by letting them look at the 'washline' from Lesson 2. Let them work in small groups. Give each group a sheet of paper – one representing Lamia and Zaynah, and the other representing Ghalib. Give each group two pegs, and ask them to decide where to 'peg' each case study on the 'washline'.

They should come to the conclusion that Lamia and Zaynah's case study would be somewhere near the start of the scale 'least commitment', but definitely after donations. Ghalib's case study would be somewhere closer to the other end of the scale (greater commitment).

Graphic Organiser: The students could work in small groups and identify stakeholders, resources and risks for either one or both of the case studies using a piece of flip chart paper or similar. These could be displayed on the classroom wall. They could also summarise this information in presentation slides and

present them in larger groups. If the students are well underway with their own volunteering projects, you could get them to use this time to identify and list stakeholders, resources and risks for their own projects.

Option 2: Visual Stimulus: You could show the class a video clip of one of the volunteering initiatives organised and funded by Dubai Cares. Then in small groups let them discuss and identify the range of stakeholders, resources and potential risks for the project. An example of one of the projects can be found here (a volunteer project to build foundations for a school in Senegal in 2016). Note that this video is over eight minutes in length and you may decide not to use all of it:

<https://www.youtube.com/watch?v=oeCAIkvfgmo>

Elicit some feedback in **plenary**. The students may have identified aspects including:

Stakeholders

- Senegalese students, teachers and other community members who would benefit from the new school for which foundations are being built.
- Diverse group of stakeholders, many of whom are new to volunteering roles; others who have experience in volunteering.
- Project organisers from Dubai Cares.
- Donors who have donated financial resources to enable the project,
- Local suppliers of building materials used in construction,
- Family members and friends of the volunteers who will be told about the project and who may be inspired to participate in other volunteer projects in future.

Resources

- Skills and physical abilities of the volunteer builders.
- Financial resources to purchase building materials
- Bricks, mortar, gravel, land and tools for building.
- Food and other subsistence needs for the volunteers while working on the project.
- Range of languages represented among volunteers and local Senegalese people.
- Translation services to enable local Senegalese people to communicate with the volunteers.
- Accommodation and transport for the volunteers while participating in the project.
- Flights to and from Senegal for volunteers.

Risks

- Potential risk of injuries while building school foundations.
- Delays in delivery of building materials for project to start on schedule.
- Miscommunication about work flows and processes if there are language barriers among stakeholders.

It is important to informally assess that students have understood the concepts of stakeholders, resources and risks. They need to be able to apply these concepts in the planning of their own volunteering initiatives. You can assess this in several ways:

- Listen carefully to the feedback they gave in plenary and affirm the points they have come up with, according to the suggested bulleted points above.
- Get each student to write one sentence for each of the three concepts that summarises it. Let them share in pairs and read one another's sentences. If the partners have written something that contradicts or sounds completely different from one another, then they are to raise their hands and call you over to 'mediate' or 'adjudicate'.
- Get the students to work in small groups. Tell them to think about the lessons in this subject as an ongoing project and to identify the stakeholders, resources and risks involved. They can record their responses very simply on a sheet of paper, using key words. Each group hands you the responses to check.

5. Conclusion (3 minutes)

You can conclude the lesson by putting up the following potential tasks on the board or projected onto the screen. The students can choose one task to complete.

- Write two sentences to state the most important learning points from this lesson.
- Write down five key words that sum up the lesson.
- Tell a partner sitting next to you how you will apply the learning to your own volunteer project.

Lesson 6

HOW DO WE IMPLEMENT AND EVALUATE THE IMPACT OF VOLUNTEER ACTION?

Introduction

This lesson builds on Lesson 5 by providing students with opportunities to explore factors that they need to consider when they actually carry out a volunteering initiative. This lesson will cover drawing up very specific action plans, dealing with stakeholder communication (using meetings as a context), and reflecting on areas of personal growth and development as a result of volunteering. If the students have been volunteering for several weeks by this point, this may be a timely opportunity for self-reflection.

Learning Objectives

At the end of the lesson, students should be able to:

- Draw up at least three action plans to achieve a goal for a volunteering initiative.
- Role play a stakeholder meeting about a volunteering initiative.
- Evaluate the impact of a volunteer initiative against at least two success criteria.
- Identify at least two areas for personal development after undertaking a volunteering initiative.

Suggested Lesson Structure

1. Introduction (5 minutes)

To start this lesson, you could ask the students to think about the word 'action'. Put them into small groups and let them come up with synonyms or key words related to the word 'action'. They have been working with the term 'volunteer action', so they can draw on this. The idea is for them to identify that action implies *doing*. Give each group a different coloured board marker. One representative from each group is to stand at the board and quickly write down the key words for their group after a one-minute **brainstorm** session. The group that came up with the most relevant words could get a small prize.

Let students quietly reflect on the words on the board and then ask each student to write one sentence summarising what the words mean. In **plenary**, discuss with the class that previous lessons have focused on context and planning. *Doing* is the actual implementation of plans. If the planning has been done effectively, then the *doing* should run smoothly. However, there will always be a possibility of communication barriers and obstacles wherever there are people working together on a project, so it is important to think about communication as a priority for any project.

2. How Do We Put Plans Into Action? (10 minutes)

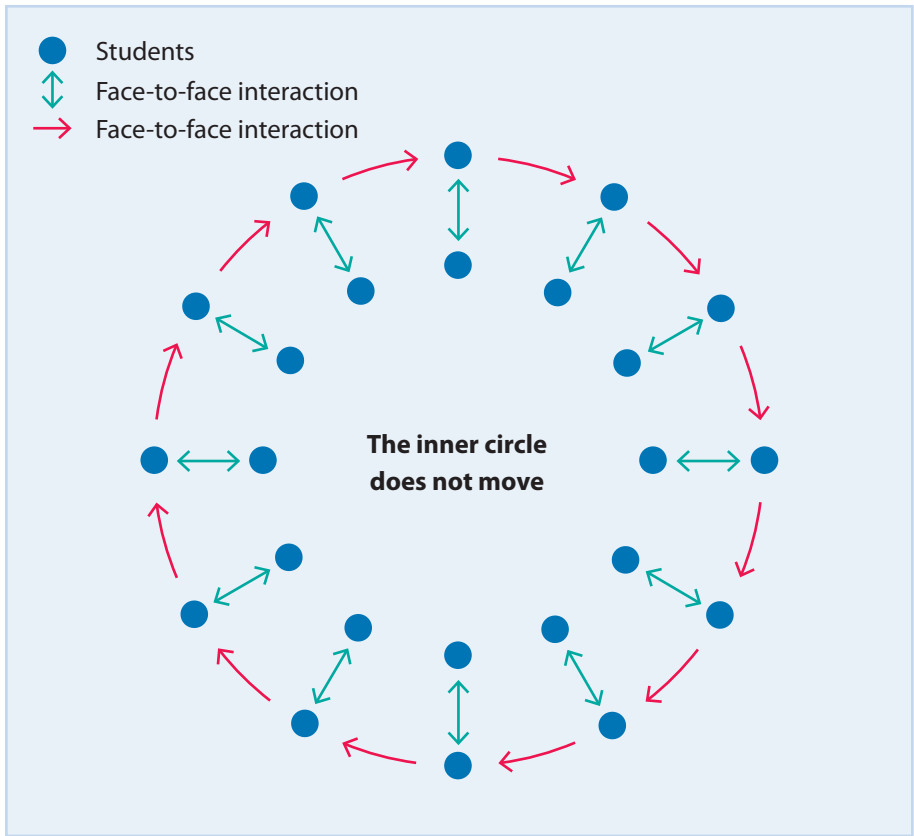
Drawing Up Action Plans: You could facilitate this part of the lesson by letting the students work in small groups to study the example of the action plan that Ghalib drew up for one of his goals that he had set for his project. This is on page 498 of the Student Book. Then they can work on the Action Task that follows the case study.

Instead of the students choosing a goal to work on, you could allocate a goal to each group. They could present their action plans as a presentation, using PowerPoint or other presentation program, or they could write them on paper. You could let two groups present their action plans to one another. They must say how and where they have included task, person responsible, resources required and time frame. This is an opportunity for you to informally assess their skill in action planning.

You can do this by observing the groups presenting to one another and listening to them identifying the four elements of the action plan. All four must be clearly described or pointed out. If an element is missing, then step in and give this feedback and ask the group to include it.

Sounding Board Activity: Another way to facilitate this is to encourage students to draw up (or revise) action plans for their own volunteering initiatives. Then let the students stand up, divide into two large groups of equal number and form two circles: one smaller circle of students (facing outward), and a larger circle formed around the smaller circle, with students facing inward. This means that two students from each circle should be facing one another. At a signal from you (for example, a whistle or clap of the hands), the students facing each other should share an aspect of their action planning with the student facing them. The other student should listen carefully (thus practising a key communication skill) and give some quick, constructive feedback. For example: 'Yes – that action clearly indicates Person responsible, Resources required, and Time frame!'. Or: 'That action plan does not really give the full list of resources that you will likely need. I think you could add ...'

When you give the next signal, the other student shares and the one who shared first listens and gives feedback. At the next signal, all students in the outside circle move one place to the left. Repeat the task several times so that students get to share with several other students. There may not be time for all students to share with all other students, but the idea is for them to have used at least a few 'sounding boards' to test the thoroughness of their action plans.



Before you move on to the next part of the lesson, make sure the students understand the concept of delegation. You could demonstrate it by asking one student to do the signalling for the sounding board activity on your behalf – you delegate the task to them.

This activity is also an opportunity for students to communicate respectfully and constructively under time pressure, which is something they may have to deal with in project management. You could ask them to work independently and write a personal response about learning points. Some students may like to write this in narrative form as a paragraph. Others may find it less challenging to write a bulleted list.

Then get them to choose any two learning points and share them with a partner sitting next to them. They may come up with ideas such as:

- ‘Communication occurs in relation to a purpose.’
- ‘Communication should always be respectful, honest and constructive.’
- ‘Listening is the most important communication skill.’
- ‘Communication can be difficult when there is background noise or other distractions (for example, other students talking). It is important to try to block out the distractions and focus on the person you are communicating with.’
- ‘Constructive communication can involve supportive gestures, such as nodding the head to indicate affirmation, smiling to indicate encouragement, eye contact to indicate attentiveness.’
- ‘There may be different points of view shared during communication. Each point of view should be valued and respected.’

3. Evaluating the Impact of a Volunteering Project (8 minutes)

The key learning point in this part of the lesson is that it is important to measure or evaluate the impact of a volunteering project. There are several reasons for this. One reason is that if public funds or donations, or even donated time and skills have been used in the project, the project organiser is accountable for making sure they have been put to use in a meaningful way that actually achieves the purpose.

The other reason is actually more important: A need was identified to make a positive difference in the life of a target group. The project organiser owes it to the target group to make sure the project achieves what it intended to achieve, and that they are better off as a result of it. This is a sensitive issue in global aid organisations: There have been cases of volunteers representing large organisations using aid money for purposes other than what the money was intended for. Or, worse, actually failing to deliver what was promised. Even worse: In recent times several scandals have been publicised about aid workers (which may include volunteers) actually exploiting or abusing the people they are supposed to be helping. Volunteerism must always be selfless and address a need

that actually exists (and should be confirmed by the target group), and its impact must be measured. Volunteers should be responsible and accountable for the role they have taken on.

Plenary: Lead a discussion about the meaning of the word 'accountability'. You could either give the students a context as provided above (scandals in global aid organisations), or you could give them a scenario that they would be familiar with. For example, adults such as their parents and teachers are accountable for setting conditions for the safety and well-being of minors. What happens if a parent neglects their duty to a child? (There may be legal and social implications.)

Case Study Analysis: Put the students into small groups and let them discuss the project evaluation aspect of Ghalib's case study. Ask them to write key word notes to describe the elements of the evaluation. They should be able to recognise points such as the following:

- The success criteria drawn up in the planning phase are used as the basis for evaluation.
- The person doing the evaluation can write a comment, and indicate evidence as proof of achievement.
- If the success criteria and action plans were properly set up, and carried out, then the project evaluation should not indicate much deviation (if any) from its purpose.
- If there is no evidence, then this is a valuable part of the exercise, because it could indicate that something occurred that was not predicted, but which could be addressed in future.

You can circulate and listen to group discussions. If they seem to be struggling with the concept of evidence or lack of evidence, or how lack of evidence can indicate something important for the future of the project, then you could give them another example to think about. For example: If a project planned to teach a group of elderly women how to use iPads to carry out certain personal administrative tasks within two weeks, but the evaluation shows this was not completely successful, the organiser can consider reasons for the lack of progress. It may have been something like implementing the project during Ramadan, when the target population was fasting and found it difficult to maintain concentration. In future, it may be better to schedule the project for after Ramadan.

Pair Brainstorm Activity: Put the students into pairs and ask them to come up with other ways of evaluating and collecting evidence for measuring the impact of a project. They may come up with ideas such as:

- statistics
- anecdotal accounts
- surveys
- observations
- photographs
- interviews

Pyramid Activity: Put two sets of pairs together and let them collate their ideas into one list. Then put two groups of four together to compile one list composed of all contributions. And so on. When there are two larger groups left, ask one representative from each group to present the collated ideas to the other group.

4. Role Playing a Volunteering Project Meeting (20 minutes)

In this part of the lesson the students will simulate or role play a meeting for a volunteering project. They are to put into practice the elements of constructive communication that they used for the sounding board activity earlier in the lesson.

Begin by discussing with the class the administrative elements of recording meetings – the notice, agenda and minutes. You could give them some time to view examples in the Student Book. Explain that formal meetings are an aspect of professional life for most working people, and are used extensively to share information, report on progress and solve problems.

Put the students into groups of five. You may wish to dictate the groupings to allow for mixed abilities in each group. Explain that the chair facilitates and controls the meeting, while the secretary takes minutes and notes who is in attendance. Allow each group to appoint a chair and secretary.

You could show the students some video clips about running meetings. You could type 'how to run a meeting' into a search engine, or search for this phrase on YouTube. Some examples can be found at the following links:

<https://www.youtube.com/watch?v=xW0CjH95K3Q>

<https://www.youtube.com/watch?v=e3a0KbM5p9A>

Tell the students to role play the meeting by following the instructions in the Action Task on page 504 of the Student Book. They will need to adjust the times for items on the agenda. They are to use the agenda to run the meeting, with each person taking on a role from the case study. The secretary is to use the template for recording minutes of the meeting to write a record.

Circulate and guide the students where necessary. The student who is the chair in each group may need some support in facilitating the meeting. The students need to draw on their understanding of the case study.

When they have concluded the meeting within the time frame, let them give feedback by writing down two learning points from the exercise and sharing it with the rest of their group.

5. Evaluating Personal Growth and Development (12 minutes)

This is a very important part of the process for students. Volunteering is an opportunity to develop the self in a range of ways, even though the activity itself should be undertaken in the spirit of selflessness.

Personal Reflection Activity: You could facilitate this by getting the students to look at the case study of Zaynah's reflection on pages 510–511 of the Student Book and then getting them to write their own reflection in relation to the attributes of a volunteer, which they first learnt about in Lesson 1. You can encourage them to revisit this whenever they have participated in some aspect of a volunteering project or activity. It could become a personal journal of development.

6. Conclusion (5 minutes)

You could let the students work on their own and write one-sentence responses to these prompts:

- One thing that I found really interesting during the lesson was ...
- I would like to improve my volunteering skills by ...
- I think volunteering can be successful if ...

You can walk around briefly and read some of their responses, or ask them to share them with you. This is an opportunity for you to suggest homework tasks or further **extension:** Students could complete the Self-Assessment Questions at the end of the lesson.

