

Summary

Due to the spread of many wrong and unacceptable behaviors in the community in general, and in schools in specific, such as knives, fight, sexual harassment, negative and laziness, underachievement and others. These issues were identified mostly by schools, parents and the wider community. As we don't want to reach to the state of addiction, criminality, terrorism and fraud, many leading, ambitious, successful, leading and effective initiatives were launched in the UAE by different parties, but they are limited in scope and does not speak the language of the young people. Minister of Interior Office (MIO) has coordinated with different stakeholders and the community to strength national identity, instill loyalty, build a conscious generation and stable family and self-immune generation. The vision is to build "youthful and student generations" that have an inclusive awareness, self-empowerment, meeting the challenges of the present and future, and hence the importance of this program in working to enhance the role of youth and enable them to create and innovation in this field to serve the UAE community. MOI launched Khalifa empowerment program (Aqdar) to achieve this vision and to cover the whole UAE.

The program is using different means, which are To Do, To Show and To Tell. Twenty mechanisms and means are used to deliver awareness messages and learning topics to students, including: Military Training, Awareness Exhibitions, Virtual atmosphere (model villages), Field visits, Toys, gifts, School theater, Traffic Scout, Karate training for girls, student researches, Touch Screens, Brochures and flyers, Awareness messages, website, Cartoon characters, magazine, Awareness movies, lectures, Forums and symposiums, training courses, Free Atelier, competitions, animated videos and short movie clips, interactive magazine, social media campaign and educational video games. The program covered all schools in the UAE and the results were effective. More than 25.5 million benefited from the program.

Questions

MIO vision is to be pioneers in building patriotic, conscious student generations who are proud of their country and their country is proud of them. The mission is to have an awareness-raising program seeking to unify the national efforts, build highly-aware students who are self-fortified, empowered and able to face the challenges of the present and the future.

Aqdar established a Supreme Committee that have the following functions:

- Placing the basic system of the program
- Set the strategic goals, policies and strategic plans of the program in line with the government strategy
- Approve the proposed program budget according to the program's statute
- To develop the vision, mission and values of the program and to update its objectives according to developments
- Determine the role and responsibilities of each organization or program entity
- Adopting the regulations and decisions necessary to implement the program in accordance with the program's statute.
- To develop, apply and update work systems and manuals by developing the appropriate organizational structure to implement strategic objectives, and to ensure the implementation of effective operational management systems
- Work on reviewing and developing key performance results, enhancing continuous improvement processes, and adopting effective measurement systems

Aqdar have 13 subcommittee responsible for environmental, social and governance issues and to report to the organization's leadership and higher committee. Its membership included 167

members from some (50) federal and local institutions and held more than (400) meetings and workshops.

Aqdar established a council consist of consists of members from the police, members of the public, residents, businesses, youth groups, educational institutions, government departments and non-profit organizations. It aims at solving neighborhood problems by identifying the expectations and aspirations of the community in an attempt to respond to them within the limits of available resources. The Council is considered an important link with the community where detailed reports of the issues, problems, with the opinion and recommendations are prepared to issue the necessary executive decisions. The council study public security problems and issues that concern the people of the neighborhood, such as the problems of young people, drugs, traffic and others. It also search proposed solutions from the point of public view and plans directly related to the community. In addition, identifying the views of the people of the neighborhood on the projects and programs that the leadership intends to put forward to the public, in addition to receiving their proposals and ideas. Aqdar use different social networking sites such as Facebook, twitter, Instagram, and the different electronic means to receive information and feedback from the community.

Initiative Questions

According to the international statistics, at present the population growth in UAE is one of the fastest and the country is one of the international leaders in the rate of the population growth path. The population size reached 9 million individuals and around 202 nationalities are living in the UAE. Due to these facts, it is important for the government to play an important role in providing safety and a safe community environment for all nationalities.

Due to the spread of many wrong and unacceptable behaviors in the community in general, and in schools in specific, such as fight, clannish, robbery, obesity, white arm, dropouts, accidents at home, sexual harassment, negative and laziness, underachievement. As we don't want to reach to the state of addiction, criminality, terrorism, devastation, destruction and fraud, many leading, ambitious, and effective initiatives were launched in the UAE by different parties, but they are limited in scope and does not speak the language of the young people. In addition, these initiatives do not reach large group of the community, including the poorest and most vulnerable.

The results of field studies and analysis of statistical data and the exchange of functional expertise with educational specialists through conferences, seminars, visits and translations, which reached 65 diverse activity, that there are many problems and risks and dire is expected to have a negative impact on young people reach their peak during adolescence.

Furthermore, a field study conducted by Police & Ministry of Education about the phenomenon of "violence in the UAE schools" revealed the need for concerted efforts of police and school departments to address this growing phenomenon. A "Juvenile delinquency of a policeman's perspective" study report prepared by an expert from Dubai Police showed that the number of juvenile offenders in Dubai are growing at a rate of up to 3.10% on average annually. It is a very high rate and foreshadowing the problems in the future.

Conferences and seminars held by the government indicated that the threats to the young and the accompanying technical innovations are increasing and are difficult to control. The community development authority provided a report about the details of juvenile crime and the high rate of crime, corruption, and behaviors that are incompatible with the values, customs

and traditions of the United Arab Emirates. The Ministry of Education presented ratios of school drop rates, and other common negative behaviors among students.

Therefore, it is important to have an initiative which aims to use an innovative and engaging delivery methods for learning material, content and messages to the community and reach all disadvantages people. The initiative should ensure inclusive and equitable quality education , promote lifelong learning opportunities for all and to help to make cities and human settlements inclusive, safe, resilient and sustainable.

The objectives of the program was identified after studying the school environment as the following:

- Educational goals:
 - Reduce school dropout .
 - Reduce behavioural deviation rates .
 - Promote the spirit of discipline through behavioural sense .
 - Raising the increase in the average academic success rate to double the average rate

- Security goals:
 - Creating a generation of young people involved w the police crime prevention.
 - Promote the spirit of discipline behaviour.
 - Raise the sense of security among the youth.
 - Training young people on crisis management .

- Community Awareness Goals:

- Sending awareness messages, concepts and lessons to all sectors of the society using all available traditional and electronic means.

Quantitative criteria and numerical foundations for these objectives have been identified based on the rules and logical principles. The program aims, beside e-learning and education, to promote of World Summit on the Information Society (WSIS) values in the Society. The outcomes expected from the implementation of Khalifa Empowerment Program (Aqdar) concerns the following:

1. **Personal Skills:** life skills are behavioral patterns that enables students to take more responsibility, in relation to their lives, by doing healthy life choices, or to acquire a greater ability to resist negative pressure, also include personal and social skills that young people need in order to deal with confidence and efficiency with themselves or with people others
2. **Health & Safety:** This theme aims to educate students about public health and a equip them with the skills to have a balanced diet, and the formation of a positive attitudes towards compliance with the traffic safety and laws, and the environment in its entirety, Additionally to teach him the commitment to the rules of prevention and safety in the home and school and on the road, and how to deal with emergencies and crises and disasters.
3. **Crime Prevention:** The student has during this theme the ability to think properly, and make the right decisions, and how to deal with intellectual influences, also improves handling with modern means of communication, and to raise awareness of the seriousness of drugs and psychotropic substances usage risks, and various crimes and ways to avoid them, and deprives the State laws and adhere to their application, inline with the exercise of good citizenship.

4. National Awareness: This theme aims to educate students to the historical roots of the United Arab Emirates, and biographies of the founding fathers and their achievements, and enhances their love for the homeland, and their adherence to their Arabic and Islamic identity, and push them to the service of their homeland, and increase the sense of belonging and loyalty the preservation of it, by defending it with self, money and effort and time

Different community partners collaborated in the initiative and played a role in planning and implementing. The following demonstrates examples of the role of each partner:

- Dubai Police: Implementation of the lectures and the establishment of activities and awareness events & Developing electronic awareness games
- Dubai Educational Zone: Facilitating the work of the lecturers and the establishment of activities and awareness events in public schools in the Emirate of Dubai
- Knowledge and Human Development Authority (DHA): Facilitating the work of the lecturers and the establishment of activities and awareness events in private schools and adult education
- Roads and Transport Authority: Participating in the security of Education Week and in the traffic village Fair
- Civil Defence Department: Preparing scientific materials on “my safety” and “emergency situations”, providing field training courses for students in the evacuation - home security program, providing lecturers in civil defence and participate in the security of Education Week and providing field presentations
- Emirates Transport - Dubai Branch: Preparation of scientific material "in the safety of school transportation."
- Centre of Ambulance Services: Providing ambulance activities

- Women's Association: Prepare scientific materials on "successful marriage"
- Dubai Foundation for Women and Children: Preparation scientific materials on "my right to my community".
- Parents of Handicapped Society: Preparation of scientific material, "a disabled friend". Participate in the security of Education Week
- The National Human Resource Development Authority: Prepare scientific materials "future industry substance."
- The Ministry of Youth, Culture and Community Development: The participation of cultural convoys
- Student Counselling Department within the Ministry of Education: Preparation of scientific material, "behavioural Student Guide"
- Land House Charity: Contributing to print brochures and booklets issued by the program

The program aims to use an innovative and engaging delivery methods for awareness messages to the community through developing using latest technologies through games to communicate messages, concepts and different awareness lessons and strengthen national identity to different sectors of the community that runs on smart devices and PCs. Electronic games are considered one of the best ways and means to contribute in spreading awareness because of the widespread of games on various devices and systems. These games contains awareness and learning messages in an interesting, enjoying and funny form for both kids and adults. It is significant to use the latest techniques in the implementation of the program. The use of an innovative and engaging delivery methods is a key to success. Video games mean is considered an innovative and engaging delivery method that speak the language of the young people for education purposes to the community. Another reason of using videos games is the widespread of games

on various devices and systems. Most young people have smart and mobile devices these days. Providing devices for all students is a key reason for success. Statistics shows that 81.2% of children from the age of 6-11 used the internet to play video games (Mediamark Research & Intelligence). Moreover 97% of children play video games, and 53% of Adults play video games (The Pew Internet & American Life Project). Therefore, video games are considered one of the important means for awareness.

Developing and dealing with electronic games was a new area of investigation. An important step in developing any game is to understand how learning occurs while playing games and more crucially how the game can be based on sound learning and instructional principles. This is needed to ensure that learning is integrated in the gameplay. To achieve this a multidisciplinary solution is required which can involve instructional designers, game designers, and subject matter experts. Research and comparison is done between the different games engines, and one of the important requirements is the ability to develop one version that can run on different operating system and smart devices. The games development cycle started with focus groups on students. We had 40 focus groups with more than 1200 students from different cities in the UAE. We distributed questionnaires on students to know their favorite games. We tested different games prototypes on students and used Psychologist and Scenario writers in order to design the games, determine the targeted ages, awareness and educational content and to know the affects. We tested the games before release to evaluate them. Our games are developed in-house using specialized team experienced in developing serious games. In the beginning, we developed games that have a target learning material or messages. However, we found that it is not acceptable by students and they may not play them. Therefore, we redeveloped the games, and provided them with indirect learning and awareness materials. By using this way, students liked playing our games and played them continuously.

Initiative Evaluation

A third-party specialist certified by the UAE government evaluates the program in accordance with the following mechanisms:

- 360-degree evaluation on students, parents, lectures, teaching staff, schools administrators and partners. All feedback collected either in schools or online through the games or social media sites.
- Kirkpatrick model to evaluate training: consists of 4 levels, level 1 (Participants Reaction) by measuring the level of satisfaction, level 2 (Learning Assessment) by measuring the extend of reaching awareness messages by students, level 3 (Behavior Evaluation) by measuring the extent of the application of learning through everyday life, level 4 (Return on Investment) by measuring targeted indicators.

The following are some of the results:

- The evaluation results of 2nd cycle students about knowledge about different subjects was: Drugs (97.2%), smoking (91%), Security service (87.3%), coordination with police (87.2%), Academic excellence (91.5%), Successful personal (93.9%) and time management (85.6%).
- The number of juveniles that have registered cases against them before implementing the program (415) cases. The number reached during the last three cycles of the program, (379, 288, 232) in a row
- The program contributed in the sense of security. This led to an increase in the number of calls from students and their parents to the security service to report everything that threatens their security and security of others as the number of callers reached 13514.
- Program results associated with the strategic objectives of stakeholders. For example, Police have a strategic goal which is Prevention and reduction of crime. Four topics within the

program are related. The topics and the results of these topics are: smoking (91.7%), drugs (98.1%), Student's knowledge of the concept of sexual harassment (84.7%) and extent of Student Discipline (70%). Another example, Educational Zone strategic objective is Reduction of students dropping out of the educational system. The program has six associated topics. The topics and the results of these topics are: child knowledge about the importance of school (94.9%), time management (84.5%), Successful personal (92.5%), planning to choose the right specialization (88.2%), Academic excellence (91.6%) and preparation for university life (87.4%)

- Number of fire incidents decreased from 595 incidents on the 4th cycle to 475 incidents on the 6th cycle to 393 incidents on the 8th cycle of the program.

We evaluated the results of the workshops on electronic means that students deal with, so we evaluated students' knowledge before and after the workshops. The results are:

For primary school (grade 1-5):

- Know the dangers of electronic games: Before (60%), after (64.95%)
- Recognizes the health and safety basics: Before (79%), after (84.44%)
- Recognizes smart devices: Before (82%), after (91.62%)
- Recognizes electronic harassment: Before (72%), after (86.87%)
- Recognizes cyberbullying: Before (70%), after (86.97%)
- General Average: Before (72.00%), after (82.97%)

For middle school (grade 6-9):

- Digital Footprint: Before (50.70%), after (70.90%)
- Know the dangers of electronic games: Before (48.22%), after (64.57%)

- Recognizes electronic harassment: Before (76.67%), after (87.28%)
- Recognizes cyberbullying: Before (85.57%), after (90.75%)
- Recognize the concept of privacy: Before (38.90%), after (62.51%)
- Known the concept cybercrime and its penalties: Before (64.40%), after (82.03%)
- General Average: Before (60.74%), after (77.17%)

For Hight school (grade 10-12):

- Identify the security risks of technology: Before (83.33%), after (95.43%)
- Recognize the acceptable use of social media: Before (66.67%), after (87.28%)
- Recognizes electronic harassment: Before (83.33%), after (90.74%)
- Recognizes cyberbullying: Before (50.00%), after (94.32%)
- Recognize the concept of privacy: Before (75.00%), after (86.17%)
- Known the concept cybercrime and its penalties: Before (68.75%), after (83.55%)
- General Average: Before (71.18%), after (89.58%)

Workshops were held to target all schools in the country in all sectors and institutions and to cover the concepts of information security, cybercrime and e-education in general based on the National document. Aqdar held 979 lectures in 612 schools that covers 77,950 students, 12091 teachers and 152 parents.

Aqdar has used many tools to spread awareness in the community. One of the most successful tools are smart video games. Our games are now available in PCs in most public and private schools in the UAE. Downloads of games reached 24.5 million globally and ranked no. 1 in 74

countries worldwide in the educational category. Downloads of games reached (1 million in UAE, 1,619,443 in USA, 3,081,795 in Saudi Arabia, 1,333,876 in Russia, 1,031,379 in Brazil, 588,051 in Thailand, and 85,100 in Australia). Our games provide learning content that target the different ages. It provides a free learning opportunity and its inline with Sustainable Development Goal that ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. Smart games complement other ways of awareness and education such as lectures, books, website, kiosk, social media, awareness movies, booklets, brochures and training courses. The main advantage of smart games over other means, that it speak the preferred language of the current generation. It maintain the components of the National Unity, and that we are all equal.

Aqdar designed a digital magazine called Aqdar Magazine. It is an interactive digital magazine designed with the latest technologies. The magazine includes information designed for all members of the community to help them understand and overcome the dangers posed by technology. The magazine is available on Apple and Google Play stores.

Aqdar succeed in reaching the following:

- Increased awareness among students and the program's outreach to more than 70,000 students and 15,000 teachers during one academic year, constituting 22% of the total number of students in the country and approximately 50% of the total teachers are a clear success compared to similar initiatives around the world.
- The international success of the program was represented by winning the World Summit on the Information Society (WSIS) as a global benchmark for the success of the experiment and their desire to apply it in other countries

Lessons Learned

Aqdar plays its part in sustainable development through social and community programs aimed at creating a real impact for a better tomorrow. The initiative enabled effective engagement with local communities, contributing towards the development of safe and sustainable societies. Launching such initiative represents a step towards promoting the concepts of mutual institutional work between all ministries, local and federal entities, private institutions and civil society organizations. The strategic approach adopted by the program to unify student-related national efforts designed to address social, moral and security problems that they may face in their lives. The approach includes presenting a number of initiatives and projects across all educational levels, in a bid to empower, train and enable students to deal positively with these challenges through institutional partnerships with other relevant agencies. It also includes working on ensuring the sustainability of prevention efforts among student groups and their communities, such as families and youth institutions. The students of today will be the lawmakers and the government officials of tomorrow, meaning the time is right to educate the youth and help them to feel that they are an important part of our futures.

The initiative cover all schools and universities in the UAE and available worldwide. This initiative can be used and replicated from other organizations worldwide.

Human is the main resource and the most important element in achieving comprehensive development. On the effect of its construction, communities are developed, and one the raise of his abilities and ideas, civilization is built. The development of this resource topped the list of concerns and the development plans of the wise leadership in the UAE. Everyone claimed responsibility to participate in the care of completing the educational role played by the Ministry of Education through what was adopted by these institutions of awareness, training

and development programs. They have one goal in common which is to achieve a leading construction of UAE community by taking care of children and build themselves and their abilities. With the large number of these programs, there was an urgent need for a major initiative to combine the scattered efforts in one program that fill the gaps and achieve integration, balance and the sought inclusiveness. Khalifa Empowerment Program (Aqdar) took the lead and launched electronic awareness games initiative in the UAE . This program reflects the main theme of empowering young people to face challenges in the real world. The main approach in this programme, the so-called 360-degree scale, reflects the comprehensive collaboration of multiple entities stretching from government to academia, students, private sector, and others. The main partners on which the program relies are students who have absolute freedom to design the content and suggest ideas that will raise awareness about the different topics and issues. The government is there just to realise and support these ideas. The philosophy of this programme is one of teamwork, diversity, professionalism, and sustainability. It is designed around personal skills, national safety, and crime prevention.

Other lessons learned are:

- It is important to have strategic partnerships and involve all stakeholders in the initiative in order to have a successful program that is accepted by all parties. One of the main reasons being the program successful is to have a broad range of partners.
- It is significant to use the latest techniques in the implementation of the program. The use of an innovative and engaging delivery method is a key to success. For example, the program used an innovative and engaging delivery method for awareness messages to the community through developing games to communicate messages, concepts and different awareness lessons to different sectors of the community, particularly students, through video games that runs on smart devices on IOS & Android devices. Electronic

games are considered one of the best ways and means to contribute in spreading awareness because of the widespread of games on various devices and systems. Statistics shows that 81.2% of children from the age of 6-11 used the internet to play video games (Mediamark Research & Intelligence). Moreover 97% of children play video games, and 53% of Adults play video games (The Pew Internet & American Life Project). Therefore, video games are considered one of the important means for awareness.

- It is important to identify the needs of the community and take the necessary steps to address recurring problems, instead of waiting for the arrival of complaints to the police.
- It is proved that building the capacity of police on the principle of community policing is very important to start working with these initiatives. It has also proved that a constant and continuous interaction between the police and the community effective in addressing the issues in the initial stage it, and so to anticipate situations that may develop into the existence of problems and complications

Agency and Officer Information

Agency: Dubai Police

Key Project Team Members : Virtual Team

Project Contact Person. Include:

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Position/Rank Colonel

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Email mansoordxb@gmail.com



**Aqdar Electronic Games: providing accessible games for the blind and visually impaired.
In the Photo: a blind student enjoying playing the game**



Lt. General HH Sheikh Saif bin Zayed Al Nahyan, Deputy Prime Minister and Minister of Interior launched the electronic camel racing awareness game



HH Sheikh Saif bin Zayed Al Nahyan launches Badayer Racing Electronic Game

aqdar اقدر

برنامج خليفة لتمكين الطلاب
Khalifa Empowerment Program For Students

www.aqdar.ae

Electronic Awareness Games

The General Situation in Schools



Clannish



Obesity



Negative and laziness



Underachievement



Dropouts



Immorality & Imitation

Fight & Quarrel



Robbery



White Arm



Sexual Harassment



Run-over accidents



Accidents at homes



... We don't want to reach



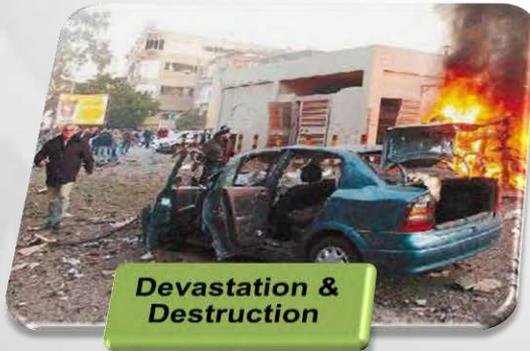
Addiction



**Imitating
Opposite Sex**



Fraud



**Devastation &
Destruction**



Terrorism



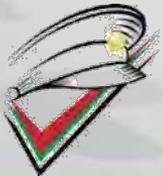
Crime



We need more than Awareness, we need .



Initiatives



Initiatives



Effective



Successful



Ambitious



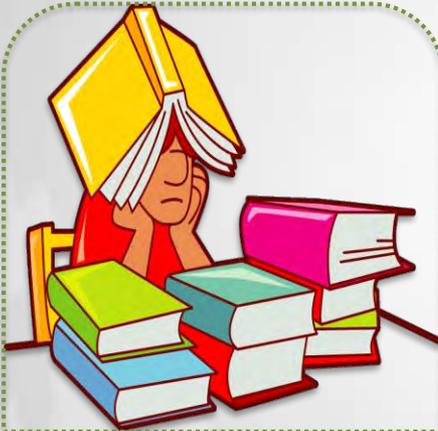
Leading initiatives



... But



Extra burden



Fragmented efforts



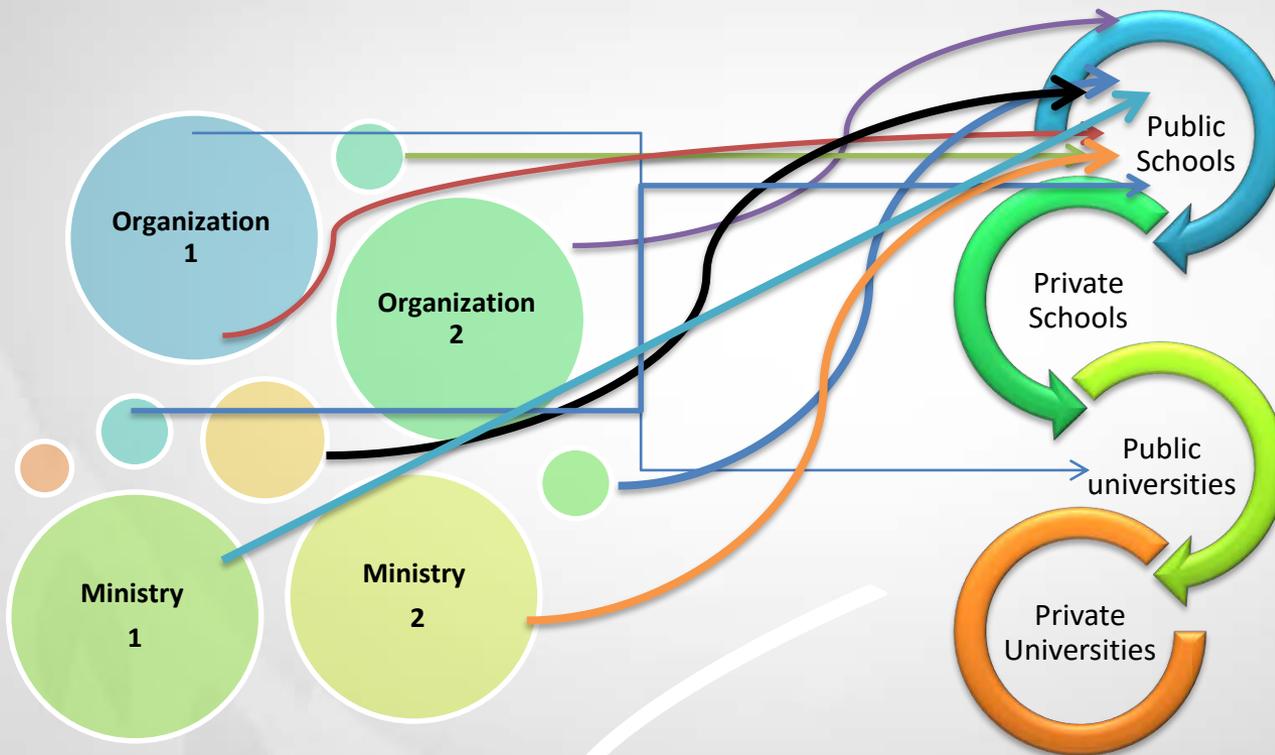
Limited scope



Independent



Situation

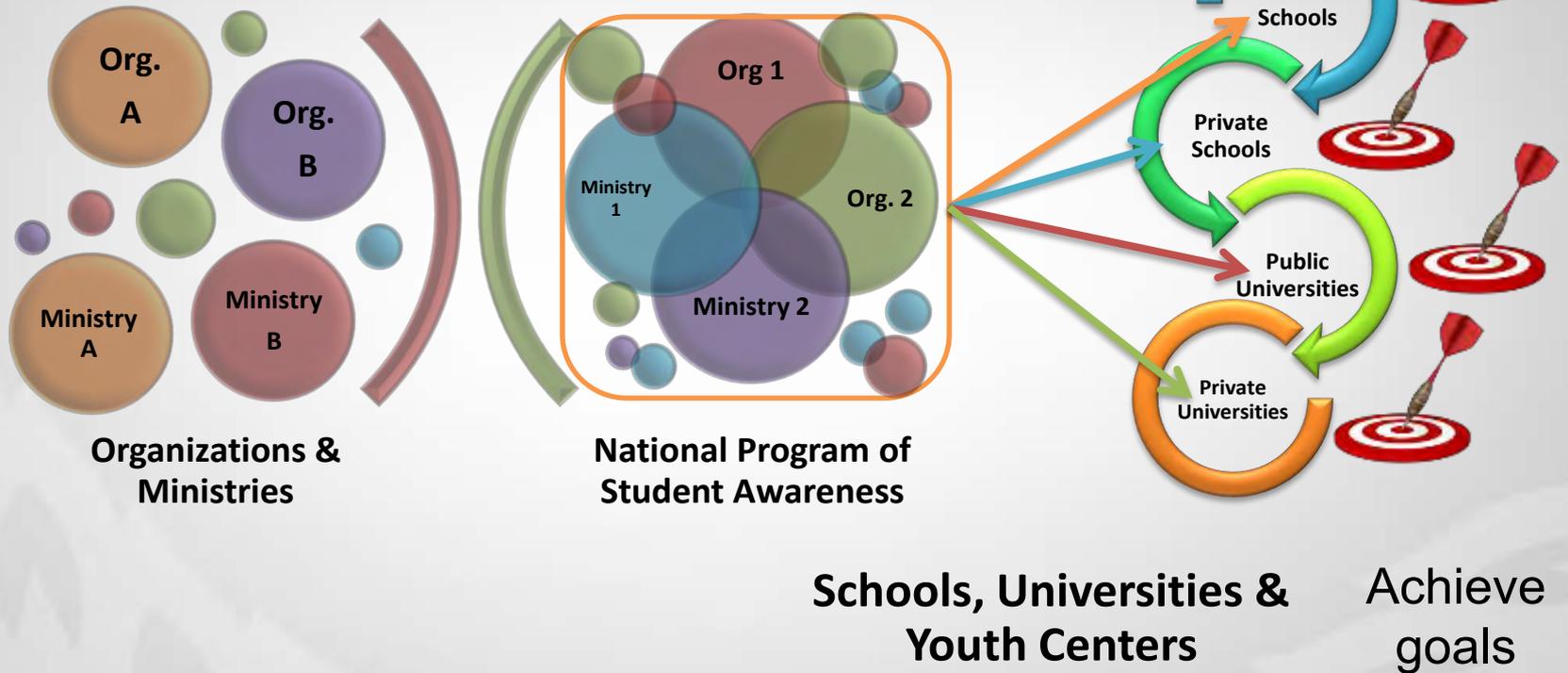


Organizations & Ministries

Schools, Universities &
Youth Centers

Achieve
goals

National Program of Student Awareness





Learning Means

To Tell



Lectures



Forums and symposiums

Training Courses

To Show



Remote Awareness



Kiosks



Brochures and leaflets



Awareness message (mobile)



Web site



Cartoon characters

Magazine



Awareness movies



Booklets

To Do



Awareness Exhibitions



Virtual atmosphere (model villages)



Variety of events



Competitions



Field visits

Video Games



School theater

Military Training

TRAFFIC SCOUTS



Karate training for girls



Anti-obesity Training



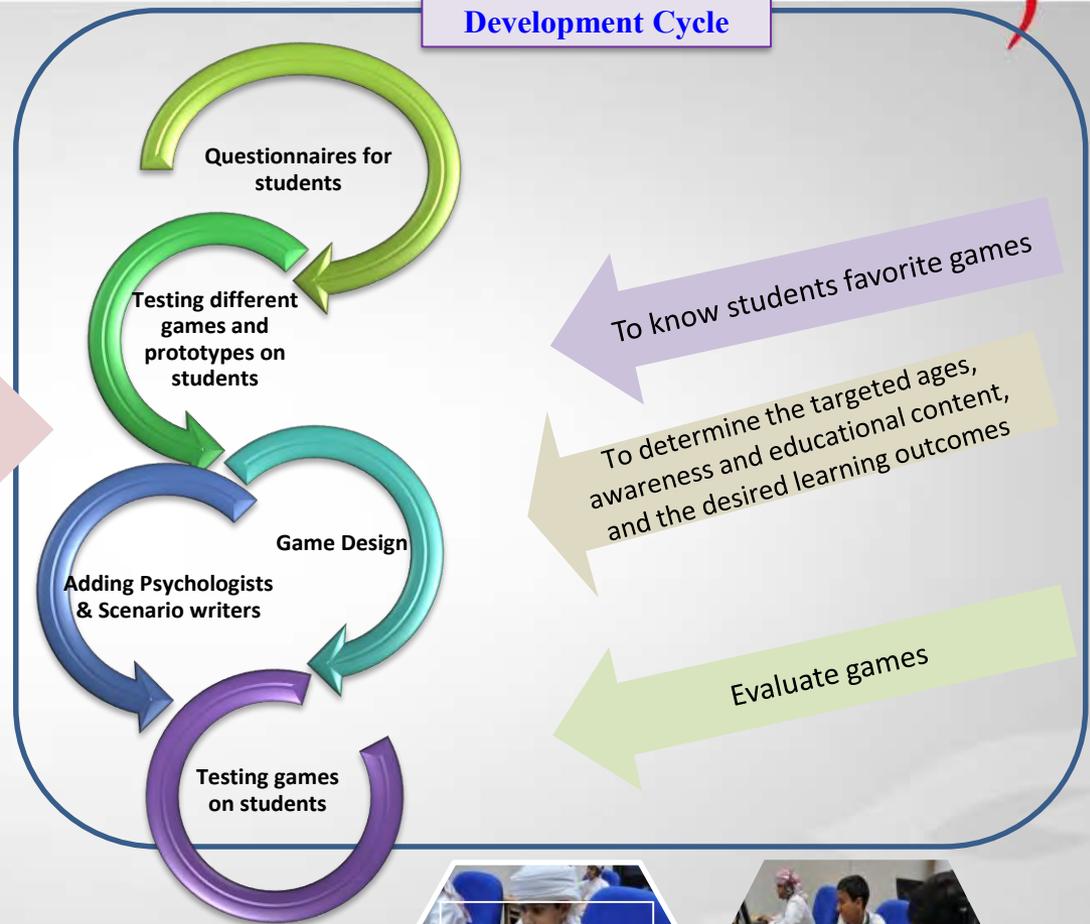
Student research



Awareness Games Objectives



Development Cycle



Preparation a conscious generation that can manage itself and its relationships with others.

Sending awareness messages, concepts and lessons to all sectors of the society using all available electronic means.

Introducing a range of smart interactive games based on the community and the historical culture of the United Arab Emirates.

Designing awareness games that include the National Educational Implications.



facebook



Participation

Sponsors



Public Sector Partners



الإمارات العربية المتحدة
وزارة التربية والتعليم



مجلس أبوظبي للتعليم
Abu Dhabi Education Council



وزارة التربية والتعليم
منطقة دبي التعليمية



هيئة الأوراق المالية والسلع
SECURITIES & COMMODITIES AUTHORITY



هيئة الطرق والمواصلات
ROADS & TRANSPORT AUTHORITY



إمارة أبوظبي
المركز الوطني للتأهيل
National Rehabilitation Centre

مجلس أبوظبي للتعليم
هيئة المعرفة والتنمية البشرية
KNOWLEDGE & HUMAN DEVELOPMENT AUTHORITY



القيداع العامة لشرطة أبوظبي
Abu Dhabi Police GHQ

الهيئة العامة لرعاية الشباب والرياضة
General Authority of Youth & Sports Welfare



وزارة الصحة
MINISTRY OF HEALTH



المجلس الوطني للإعلام
National Media Council



UNITED ARAB EMIRATES
MINISTRY OF CULTURE YOUTH &
COMMUNITY DEVELOPMENT

الإدارة العامة للدفاع المدني - دبي
Directorate General Of Civil Defence - Dubai



مواصلات الإمارات
Emirates Transport

الهيئة العامة للشؤون الإسلامية والأوقاف
GENERAL AUTHORITY OF ISLAMIC AFFAIRS & ENDOWMENTS



Private Sector Partners



Audi



Mercedes-Benz



* For example, but not limited to

Participants

More than

1,200 students



Awareness Games (examples)



Knowledge City



Theme Park

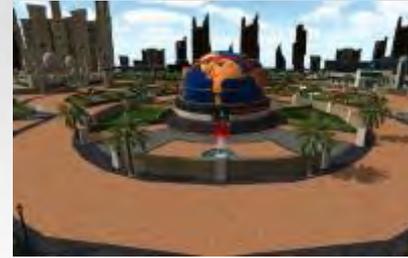


Camel Racing





Knowledge city (awareness topics)



The player enters a virtual city, where he will get information through various means, from Coins of Knowledge, the treasures of knowledge, lectures). Then the players enters a competitive atmosphere to test the amount of knowledge collected throughout his progress in the game .

- **National Identity Awareness**
- **Crime Prevention:**
 - Cybercrime: recognize the positive uses of new technologies
 - sexual harassment.
 - Dangerous of Drugs
 - Fireworks Risks
 - Traffic Awareness
- **Personal Skills:**
 - Healthy skills First Aid Self-development
 - Social interaction and communication skills



Example Results

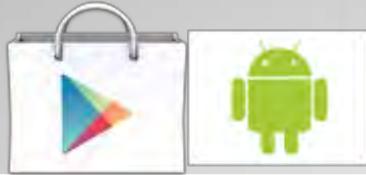


Badayer Racing



Games Results

(Badayer Racing Results – Example as of 01/09/2018)



Reviews



- Badayer Racing**
- Nice game**
★★★★★ Samahu San 12/05/2013
The game control is good, it maybe a bit hard for starters. So the AI needs to be a bit easier for easy level within the arcade mode. i.e needs some sort of difficulty balancing. In my opinion, the game graphics and art can be better.
 - Good game**
★★★★★ Arooj Irshad 25/07/2013
This is the world best game ever
 - Good game**
★★★★★ Sean Dunbeck 08/07/2013
The menu interface is clunky but the racing and controls are good. Shame no one plays the multiplayer.
 - Really cool game**
★★★★★ Ben Grandon 22/09/2013
This game is really fun
 - please reduce the 220mb**
★★★★★ Cherie Isip 06/09/2013
please anyone can reduce the 220mb i will

- Total Installs **1,840,178**
- Number #1 in UAE **In Less than 24hrs**
- Number #1 in iPad Educational **74 Countries**
- Number #1 in iPhone Educational **66 Countries**



Customer Ratings

Current Version:
★★★★☆ 46 Ratings

All Versions:
★★★★★ 1731 Ratings

COUNTRY	PROFIT	DOWNLOADS
Saudi Arabia	\$0.00	192,411
United States	\$0.00	120,200
UAE	\$0.00	107,607
Russia	\$0.00	45,318
Israel	\$0.00	29,131
Brazil	\$0.00	28,666
Ukraine	\$0.00	26,211
Kuwait	\$0.00	26,009
Thailand	\$0.00	22,262
United Kingdom	\$0.00	14,460
Mexico	\$0.00	14,072
Egypt	\$0.00	13,945
Pakistan	\$0.00	11,511

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- اول اللعبة للإمارات!!**
★★★★★ by Sherry-kun1
ماذي اول مرة احدى اللعبة في الإمارات لعينها في حياتها!
و مستحيل واحد يقول أنها مش حلو أو بايخ، يلا بلا عااشووو
- العين 2**
★★★★★ by شبيطون هيلي
كل ما انخل سباق يطلعوني من العبه
- bin_3bdulla**
★★★★★ by bin_3bdulla
nice
- UAE**
★★★★★ by Dubai5
7btaaaain a3bh ma3leha klam
- Badayer**
★★★★★ by Mohammed 5643
لعبة رائعة جداً

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Results



Projects: **Results** (Kirkpatrick's Model & the tools used)

- Total downloads of the games
- Students Games Profiles
- Sessions at schools

Level 4
Results

- Satisfaction Level
- Store Reviews
- Social networking sites

Level 1
Users
Reaction

- Behavior in Schools
- Parents Feedback

Level 3
Behavior

- Questionnaires
- Games Profiles

Level 2
Learning



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New gaming app to combat crime in UAE

The 'Smart Aqdar City' is available on Google Play and the Apple Store

» TODAY'S PAPER » IN SCHOOL

DUBAI, March 13, 2014

Camel racing-based electronic awareness game launched

UAE virtual game to foster positive values in children

Smart Aqdar City game aims to build educational and health awareness while fighting crime

By Nada Al Taher, Staff Reporter
Published: 21:30 May 6, 2014

GULF NEWS

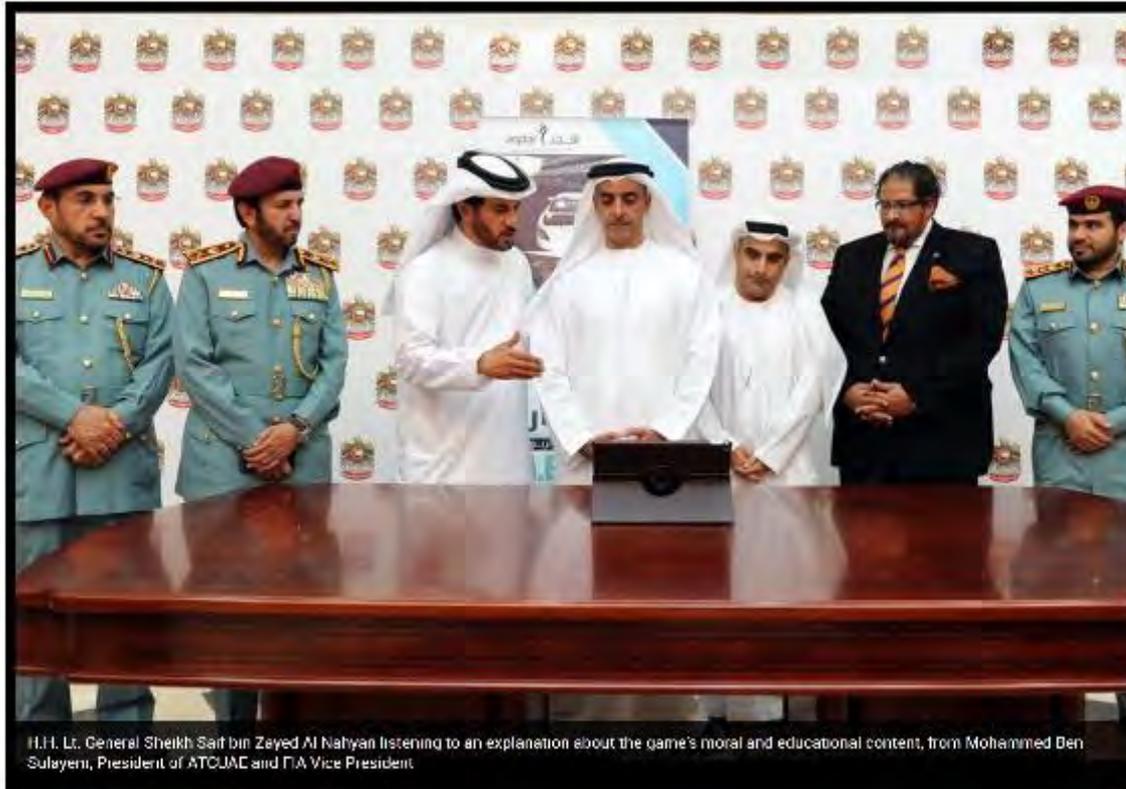
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NEW GAMING APP TO COMBAT CRIME IN UAE



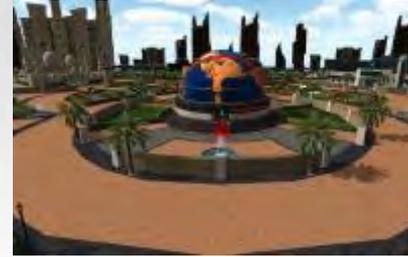
Targeting the nation's youths, Saif bin Zayed launches computer game called "UAE Racing"



H.H. Lt. General Sheikh Saif bin Zayed Al Nahyan listening to an explanation about the game's moral and educational content, from Mohammed Ben Sulayem, President of ATQAC and FIA Vice President.

Knowledge city (example of a games)

(awareness topics)



The player enters a virtual city, where he will get information through various means, from Coins of Knowledge, the treasures of knowledge, lectures). Then the players enters a competitive atmosphere to test the amount of knowledge collected throughout his progress in the game.

- **National Identity Awareness**
- **Crime Prevention:**
 - Cybercrime: recognize the positive uses of new technologies
 - sexual harassment.
 - Dangerous of Drugs
 - Fireworks Risks
 - Traffic Awareness
- **Personal Skills:**
 - Healthy skills First Aid Self-development
 - Social interaction and communication skills





Khalifa Empowerment Program for Students

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برنامج خليفة لتمكين الطلاب - الإمارات
Khalifa Empowerment Program For Students - U.A.E.

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Introduction

Man is the main resource and the most crucial factor in the process of achieving comprehensive development. People build their communities at their will and their culture according to their ideas and capacities. Developing this resource has always been the top priority for the enlightened leaders of the United Arab Emirates in putting the development plans of the country. With time, this came to represent the concern of every official in the government. The entire body of government has publically announced their responsibility in nurturing young blossoms and complementing the educational responsibility of the Ministry of Education. These institutions have adopted educational, training and developmental programs that fall under the same purpose of building a pioneering Emirati community concerned with building its sons and daughters and their characters and capabilities.

Despite the large number of programs offered and their noble cause, there was a dire need for a grand initiative to gather all these efforts within one frame, fill all the gaps in between and affirm the desired balanced integration and comprehensiveness. HH Sheikh Saif Bin Zayed Al Nahyan, Deputy Prime Minister, Minister of Interior, offered a sincere and enlightened call and vision in a genuine attempt to unify these venues, energies and efforts under one program that bears the name of the president of the UAE, HH Sheikh Khalifa Bin Zayed Al Nahyan. The proposed program is developed under the supervision of faithful leaders who have devoted their efforts to the service of this country and the safety and comfort of its people with special attention to the children of the UAE, today's students and tomorrow's leaders.

The launch of this national project included forming several committees to contribute to the development of the project, including a scientific committee entrusted with putting the overall referential frame for the program covering all educational grades starting from the first grade and to the end of university education.

The patriotic members of the Scientific Committee have persisted with holding periodic meetings in order to find out the current needs of the students in terms of skills and awareness, and have succeeded in summarizing them in four main concerns: personal skills, national awareness, safety and security and crime prevention. These four concerns were developed into main topics which in turn branched out into secondary topics. The secondary topics were then divided in a balanced and comprehensive manner upon the different grades according to the perspective students' age.

The expected learning outcomes for each school grade (including college years) were put according to these main concerns and topics while matrices of the topics were developed and distributed to the different grades and school stages.

This Document is a referential frame of a program that we are proud to belong to, and to contribute in establishing and laying its foundations to build generations of students who have the power and the ability to face self-challenges, and the challenges posed by the community and the age they live in, in order to be the pioneers we aspire to be, as everyone is capable, God willing!

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Vision:

To be pioneers in building patriotic, conscious student generations who are proud of their country and their country is proud of them.

Mission:

An awareness-raising program seeking to unify the national efforts, build highly-aware students who are self-fortified, empowered and able to face the challenges of the present and the future.

Values:

- Belonging and Loyalty
- Commitment and responsibility
- Good Morals
- Creativity and innovation
- Originality and renovation
- Credibility and transparency
- Cooperation in a team spirit
- Quality and precision

General Objectives:

- Developing effective integration between the institutions involved in the healthy upbringing of students.
- Reinforcing patriotism and the sense of belonging to the homeland in the hearts of students.
- Raising the students positive awareness of the national, cultural, religious and health-related issues
- Developing the students' personal and leadership skills
- Developing the students' sense of social responsibility

Objectives of the Empowerment Program Document:

1. Promoting the values of taking initiatives, giving and contributing to the building of the country in a conscious manner and in accordance with the government's vision and mission
2. Building a generation of students devoted to their homeland and proud of belonging to it
3. Promoting good citizenship and exercising its principles correctly
4. Empowering the students with the skills required to react positively with the givens of modern age and the challenges and requirements of practical life
5. Qualifying students capable of developing

- themselves constantly using the strategies of self-learning and sustainable development
6. Empowering the students with thinking skills, and familial and social communication skills
 7. Developing the learners' positive attitudes to adhere to the rules of general and traffic safeguarding, safety and security
 8. Enabling students to build healthy lives, physically and psychologically
 9. Helping students to manage themselves and reach a high level of emotional intelligence and adaptation to strains
 10. Helping learners master general economic skills in the disciplines of bank dealings, investment, financial planning and establishing private businesses

11. Educating students with the laws enforced in the United Arab Emirates to prevent and restrain crime, and punish criminals
12. Enabling students of the UAE to safely interact with modern technology and follow the rules and regulations enforced within the nation

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Khalifa Empowerment Program For Students - U.A.E.

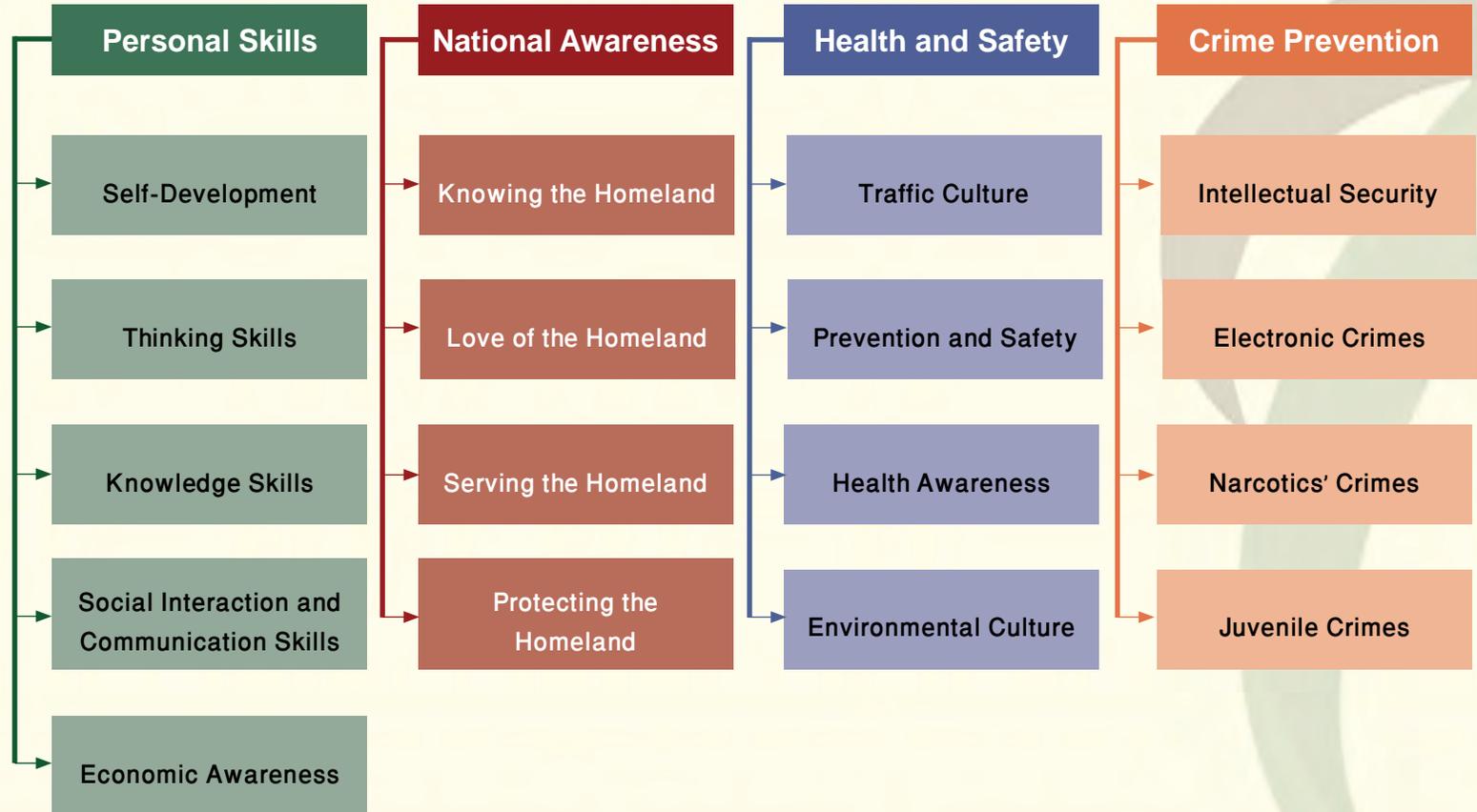
Concerns of Khalifa Empowerment Program for Students' Document



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Main Concerns of the Program



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General Standards of the Program's Concerns



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First: Standards of Personal Skills

1. Capable of self-management and achieving high levels of emotional intelligence and coping with strains
2. Employs intellect in processing information and solving school and life problems
3. Masters positive communication skills, which is the road to social and familial harmony
4. Gains the skills of continuous self-education and positive usage of the sources of knowledge

Second: Standards of National Awareness

1. Learning the historical roots of the United Arab Emirates since its establishment and the steps and factors for establishing the Union, demonstrating the main components of the

Emirati identity, learning about the lives and achievements of the leaders of the nation and their contribution to the national success locally and within the scope of the region, the Arab World and the entire world.

2. Maintains their national identity and shows their love for their country and its symbols
3. Takes the initiative to serve their country in any position with consideration to work values and ethics while seeking to carry out volunteer work out of their sense of social responsibility
4. Showing loyalty and sense of belonging to the homeland, and seeks to maintain the essence of the Union and the fundamentals of the national unity
5. Being aware of the necessity of giving all they could in order to protect their homeland and answer its call in time of hardships and crises

Third: Standards of Health and Safety

1. Masters the skills of attending to their general health and maintaining a balanced diet in order to build a healthy life
2. Forms a positive attitude towards adhering to the rules of traffic safety and security
3. Capable of performing a positive role in the local environment with all its resources
4. Forms a positive attitude towards adhering to the rules of safety and protection at home, school or on the road, and during the times of emergencies or national crises

Fourth: Standards of Crime Prevention

1. Possesses the skills of sound thinking, making the right decisions according to established methods and dealing with the intellectual influences
2. Knows how to positively handle the technology revolution and benefit from its tools and applications in a manner that reflects positively on his behavioral and intellectual growth
3. Demonstrates awareness of the dangers of narcotics and mind-altering substances and how to protect oneself against them and deal with their effects, while knowing the legal consequences of using or selling them
4. Learns the different types of juvenile crimes, how to avoid them and the Emirati laws legislated for the purpose of dealing with them
5. Respects the laws of the country, in its entirety and adheres to them as a mark of good citizenship

Standards and Learning Outcomes of the Program's Concerns



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Khalifa Empowerment Program For Students - U.A.E.

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- First Grade (Stage 1)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Describes himself and lists his favorite activities Shows positive compassion towards domesticated animals Articulates what he wants to be in the future Demonstrates positive attitude towards perception of time 	<ul style="list-style-type: none"> A training program teaching the child about himself, his favorite activities and his future dreams
	Higher Thinking Skills	<ul style="list-style-type: none"> Identifies a problem within a story and points out its main elements 	<ul style="list-style-type: none"> Picture stories
	Knowledge Skills	<ul style="list-style-type: none"> Expresses the elements of a told story 	<ul style="list-style-type: none"> Picture stories
	Social Interaction and Communication Skills	<ul style="list-style-type: none"> Uses simple methods to remember names and faces Takes part in some social interactions in a balanced manner Applies simple communication skills through phrases of common courtesy 	<ul style="list-style-type: none"> A training program in communication and memory skills My Newspaper (Sahefati) program for the family to follow the implementation of communication and social participation skills

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Second Grade (Stage 1)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Describes the skills that distinguished him from everybody else Shows positive practice of time management Shows courage in apologizing and admitting fault 	<ul style="list-style-type: none"> A training program about time management skills, problem solving, whom would the child consult to solve a problem and reinforcing the courage of apologizing and admitting fault
	Higher Thinking Skills	<ul style="list-style-type: none"> Identifies to whom he would turn in case of a problem Uses simple skills in a problem-solving strategy 	
	Knowledge Skills	<ul style="list-style-type: none"> Practices the skills of concentration and attentiveness 	<ul style="list-style-type: none"> An electronic game about the skills of concentration and attentiveness
	Social Interaction and Communication Skills	<ul style="list-style-type: none"> Applies the skills of cooperation within a team Communicates with his family to present his ideas and questions 	<ul style="list-style-type: none"> A training program about the skills of cooperation My Newspaper (Sahefati) program to develop family communication

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Third Grade (Stage 1)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> • Expresses his feelings and emotions in a healthy way • Performs activities reflecting his interests • Shows positive empathy with the staff and employees • Puts a list of specific activities and things to do during the weekend with an estimate of how long it would take 	<ul style="list-style-type: none"> • A training program about time management and positive communication with others and with oneself
	Higher Thinking Skills	<ul style="list-style-type: none"> • Uses the skill of fluency in creating the biggest number possible of creative ideas (verbal, intellectual, and shapes fluency) 	<ul style="list-style-type: none"> • An educational game about fluency and generating creative ideas

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Third Grade (Stage 1)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Knowledge Skills	<ul style="list-style-type: none"> Classifies the children's programs he watches on television 	<ul style="list-style-type: none"> Included in the Arabic language and Islamic Studies curriculums An awareness program
	Social Interaction and Communication Skills	<ul style="list-style-type: none"> Uses listening skills with his teacher and classmates 	<ul style="list-style-type: none"> A training program in communication skills
	Economic Awareness	<ul style="list-style-type: none"> Applies saving behavior by using a personal money box 	<ul style="list-style-type: none"> Communicating with the national banks sponsoring children's saving projects (Sharjah Islamic Bank, Abu Dhabi Islamic Bank, Al Hilal Bank... etc.)

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Fourth Grade (Stage 1)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
<p>Personal Skills</p>	<p>Self-Development</p>	<ul style="list-style-type: none"> • Defines his own needs and relates them to his abilities • Shows self-confidence when speaking to others 	<ul style="list-style-type: none"> • A training program to enhance the child's self-confidence and train him on decision-making skills
	<p>Higher Thinking Skills</p>	<ul style="list-style-type: none"> • Uses simple decision-making skills 	

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Fourth Grade (Stage 1)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Knowledge Skills	<ul style="list-style-type: none"> • Implements question-posing skills • Shows respect to his classmates' questions in the classroom 	<ul style="list-style-type: none"> • A training program about listening and question-posing skills
	Social Interaction and Communication Skills	<ul style="list-style-type: none"> • Designs a ties-of-kinship schedule with the participation of his family 	<ul style="list-style-type: none"> • My Newspaper (Sahefati) program
	Economic Awareness	<ul style="list-style-type: none"> • Specifies aspects of savings' disbursement 	<ul style="list-style-type: none"> • An interactive awareness-raising program on school level about aspects of savings' disbursement

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Fifth Grade (Stage 1)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> • Uses two time management tools effectively • Sets three personal goals with simple steps towards achieving them 	<ul style="list-style-type: none"> • A training program in goal-setting, time management and problem-solving skills
	Higher Thinking Skills	<ul style="list-style-type: none"> • Shows flexibility in putting alternative solutions to a problem related to his life and interests him 	
	Knowledge Skills	<ul style="list-style-type: none"> • Criticizes a program that he watches according to simple standards 	<ul style="list-style-type: none"> • A training program
	Social Interaction and Communication Skills	<ul style="list-style-type: none"> • Shows sense of humor in communicating with others • Chooses his friends well • Implements leadership skills within his team • Uses conversational skills with others 	<ul style="list-style-type: none"> • A training program in leadership and communication skills

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Sixth Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Expresses himself positively and has a sense of self-esteem Shows affirmative empathy and understanding for others Draws an ambitious picture for his future 	<ul style="list-style-type: none"> Public contests (the Red Crescent competition) Preparing projects within classroom activities A training program Having notable persons as guests
	Higher Thinking Skills	<ul style="list-style-type: none"> Uses the skill of fluency in creating various innovative ideas 	<ul style="list-style-type: none"> Designing electronic games Intelligence games
	Knowledge Skills	<ul style="list-style-type: none"> Uses mental mapping when studying 	<ul style="list-style-type: none"> A workshop about mind mapping and using relevant modern technology and software

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Sixth Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> Shows sufficient skill in building human relationships Distinguishes good family communication channels from bad ones Implements the skills of leading and organizing the team in his class group 	<ul style="list-style-type: none"> An open day (parent-teacher meeting, self-management and contests) A training program about family and team management skills
	Economic Awareness	<ul style="list-style-type: none"> Learns about banking products 	<ul style="list-style-type: none"> Visiting a bank

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Seventh Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Shows pride in his own skills and abilities Demonstrates skill controlling his emotions in contradictory situations that require making a decision 	<ul style="list-style-type: none"> Workshops A training program Having notable persons as guests Awareness-raising seminars
	Higher Thinking Skills	<ul style="list-style-type: none"> Uses the skill of elaborateness in offering more details for the introduced ideas Distinguishes relevant from irrelevant information in certain topics Takes steps towards making a decision in a real life situation 	<ul style="list-style-type: none"> A training program about drawing up social policies A training program in relevant thinking skills
	Knowledge Skills	<ul style="list-style-type: none"> Plans a study program Defines methods of positive interaction with audio means 	<ul style="list-style-type: none"> A workshop about drawing up a study plan An awareness-raising program in positive interactions with audio means

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Seventh Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> • Practices mnemonics to remember names and faces • Practices the skills of successful speaking 	<ul style="list-style-type: none"> • A training program on speech skills and mnemonics
	Economic Awareness	<ul style="list-style-type: none"> • Implements the principles of saving by estimating the needs of a certain project • Defines the different ways of saving • Demonstrates how to open a savings account in a bank 	<ul style="list-style-type: none"> • Workshops about money saving and economizing • Visiting a bank or hosting a banker

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Eighth Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> • Implements the steps of reinforcing self-confidence • Practices the skills of setting priorities 	<ul style="list-style-type: none"> • Workshops on reinforcing self-confidence and the skills or prioritizing
	Higher Thinking Skills	<ul style="list-style-type: none"> • Uses originality skills in generating intelligent ideas and unique responses • Defines the contradictions between things and ideas based on logical reasons • Applies problem-solving strategies to solve a certain problem 	<ul style="list-style-type: none"> • Training programs in thinking and problem solving skills • Intelligence games
	Knowledge Skills	<ul style="list-style-type: none"> • Adheres to interacting positively with visual means 	<ul style="list-style-type: none"> • Awareness-raising programs in positive interactions with visual means

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Eighth Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> • Demonstrates a positive character with a sense of humor • Changes negative behaviors as a result of observing other people's behavior • Masters the skills of nonverbal communication (facial expressions) • Practices positive interaction within a work group 	<ul style="list-style-type: none"> • Training workshops about the skills of positive interaction within a team • Open Day events • Visual programs about the skills of communication and behavior change
	Economic Awareness	<ul style="list-style-type: none"> • Define the functions of stock markets through an introductory visit 	<ul style="list-style-type: none"> • A visit to the stock market or showing a illustrative program made by specialists about the stock market

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Ninth Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Forms a positive self-image Applies the healthy methods of adapting with psychological stress 	<ul style="list-style-type: none"> Training programs on self-esteem and positive adaptation to stress
	Higher Thinking Skills	<ul style="list-style-type: none"> Distinguishes between facts and opinions based on the standards of each Uses the skills for generating possible solutions for life problems 	<ul style="list-style-type: none"> Training programs in relevant thinking skills Intelligence games Workshops Case study
	Knowledge Skills	<ul style="list-style-type: none"> Uses the skill of summarization Practices speed reading Adheres to effective positive interaction with visual means 	<ul style="list-style-type: none"> Extracurricular activities in the Arabic curriculum A training program about the techniques of speed reading Awareness-raising programs in positive interaction with visual means

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Ninth Grade (Stage 2)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> Shows acceptance of and pride in his family Practices posture and movement skills in communicating with other 	<ul style="list-style-type: none"> An open day in school for students and their parents A training program in communication skills
	Economic Awareness	<ul style="list-style-type: none"> Explains, measures and compares between some of the common economic phenomena such as recession and inflation Defines inflation and demonstrates the risks and reasons behind it 	<ul style="list-style-type: none"> An introductory program on recession and inflation

Secondary Education (Tenth Grade)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Has confidence in himself and his abilities and skills Controls or restrains himself in different social situations Controls his emotions towards those around him Defines his own vision, mission and future goals 	<ul style="list-style-type: none"> Visiting recruitment fairs Guided trips Meeting influential and prominent people Videos Specially designed practical guiding exercises
	Higher Thinking Skills	<ul style="list-style-type: none"> Predicts the results in light of the presented data Discovers contradiction in situations, circumstances, standards, other people's thinking, actions, sayings... etc. Finds creative solutions to the problems facing himself or other people Applies positive decision-making strategies 	<ul style="list-style-type: none"> Practical guiding exercises in the skills of prediction, problem solving and discovering contradictions Displaying a documentary about decision making
	Knowledge Skills	<ul style="list-style-type: none"> Adopts positive thoughts of the importance of education to himself Takes initiative in educational or school activities Implements the skills of Survey reading 	<ul style="list-style-type: none"> The student's personal portfolio (Achievements portfolio) Writing various reports Practical exercises on Survey reading

Continued/ Secondary Education (Tenth Grade)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> Builds positive relationships with others Interacts with problems facing his family Feels comfortable communicating with others Assumes responsibility within a team setting 	<ul style="list-style-type: none"> Psychodrama activities Taking part in family projects Taking part in a group project with his classmates
	Economic Awareness	<ul style="list-style-type: none"> Lists his needs and his monthly and annual expenses and practically implements money-saving within the school year Visits a bank to learn about the simple bank dealings such as opening an account, having a card issued, writing a check, and making a deposit or a withdrawal 	<ul style="list-style-type: none"> A training program about economizing and money saving Visiting banks

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Secondary Education (Eleventh Grade)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Shows a positive conception of himself Has positive expectations of himself Feels happy during leisure time 	<ul style="list-style-type: none"> Practical guiding training programs, designed on positive conceptions of oneself
	Higher Thinking Skills	<ul style="list-style-type: none"> Logically concludes results from introductions and previously available information Masters advanced decision-making skills 	<ul style="list-style-type: none"> Practical exercises in the stages of decision making and making logical deductions Implementing psychodrama method
	Knowledge Skills	<ul style="list-style-type: none"> Actively benefits from the teachers within the classroom Actively participates in classes Asks his teachers about what he doesn't understand in class 	<ul style="list-style-type: none"> A guiding program within the student guidance curriculum

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Secondary Education (Eleventh Grade)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> • Reacts positively in difficult situations • Uses humor in communicating with others 	<ul style="list-style-type: none"> • School camp • A training program about positive interaction with difficult situations, and using humor in communicating with others
	Economic Awareness	<ul style="list-style-type: none"> • Learns how to use banking cards safely and successfully • Puts a plan for his personal expenses • Differentiates between taxes and fees, as found in the State Budget 	<ul style="list-style-type: none"> • A practical guiding training program about safe and successful use of banking cards • An illustrative film about the difference between taxes and fees

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Secondary Education (Twelfth Grade)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> • Proves himself Successfully and effectively • Adapts to the multiple pressures surrounding him • Realizes and applies the concept of strategic planning 	<ul style="list-style-type: none"> • A guiding training program on self-esteem and adaptation to strains • Training work papers, videos and role play • Applied workshop about strategic planning
	Higher Thinking Skills	<ul style="list-style-type: none"> • Employs flexibility skill in real life situations • Easily changes his opinions when convinced with other points of view • Moves from judging minor situation to judging the whole picture • Uses proof and precise factual evidence to issue his judgment on a raised problem • Prioritizes (the most important to the important) 	<ul style="list-style-type: none"> • A guiding training program about relevant thinking skills
	Knowledge Skills	<ul style="list-style-type: none"> • Uses positive skills during exams • Positively analyzes what he reads 	<ul style="list-style-type: none"> • Awareness-raising program about positive skills during exams

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Secondary Education (Twelfth Grade)

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> • Appreciates the importance of knowing the speaker's state of mind during the conversation • Realizes the importance of his effective role in increasing happy feelings within the family • Employs pronunciation in social communication out of his knowledge of the voice's intensity and tone • Applies advanced leadership skills 	<ul style="list-style-type: none"> • A guiding training program of social and leadership skills • Taking part in group events in his school
	Economic Awareness	<ul style="list-style-type: none"> • Demonstrates how to protect the personal information of his bank accounts • Exhibits smart shopping skills and a wise consumer behavior • Points out ways of investment in stocks and bonds 	<ul style="list-style-type: none"> • A short awareness-raising film about protecting one's bank account's personal information and the risks of divulging them • A guiding program about smart shopping skills and a wise consumer behavior • An introductory program of stocks and bonds

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
University Education

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Self-Development	<ul style="list-style-type: none"> Adapt well with the stresses of life 	<ul style="list-style-type: none"> A guiding training program on strategies of adjusting to the stresses of life Training work papers, videos and role play
	Higher Thinking Skills	<ul style="list-style-type: none"> Applies advanced creative thinking skills in real life situations Applies critical thinking skills (clarity, accuracy, credibility, precision and depth) in real life situations Uses decision-making and risk-study strategies in choosing their life partner 	<ul style="list-style-type: none"> An advanced training program in the skills of creative and critical thinking A guiding training program on the basics of choosing a life partner according to decision-making and risk-study skills
	Knowledge Skills	<ul style="list-style-type: none"> Implements analytical reading skills 	<ul style="list-style-type: none"> A training program on analytical reading skills

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ University Education

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Personal Skills	Social Interaction and Communication Skills	<ul style="list-style-type: none"> • Uses positive communication skills in communicating with his family • Communicates using body language skills • Uses positive interaction skills in group work 	<ul style="list-style-type: none"> • A guiding training program on conflict management and family disputes • An advanced training program in positive communication skills
	Economic Awareness	<ul style="list-style-type: none"> • Learns about methods of financing projects • Distinguishes between portfolios and investment funds and the purposes of each • Shows the indexes of the national income and the national product and distinguishes their general significance 	<ul style="list-style-type: none"> • A visit to bodies supportive of youths' projects • A guiding training program about investment funds and portfolios, methods of funding projects and the indexes of the national product and the national income

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- First Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	• Shows a general understanding of the features of the country's historical sites	• Cartoons, and a series of short stories about the historical sites
		• Tells a simple story of the declaration of the establishment of the Union	• A picture story about the establishment of the Union
		• Discerns the map of the UAE	• A coloring book and an electronic puzzle of the map
		• Explains some aspects of the lives of the President and the Vice-President	• A documentary appropriate for the age group
		• Names the occupied Emirati islands	• A touch screen to pinpoint and name the Emirati islands • An electronic game teaching the students the names of the occupied islands
	Love of the Homeland	• Shows altruism in dealing with his family	• A cartoon character in a series of stories teaching values
		• Shows respect and pride in the flag of the United Arab Emirates	• A coloring book, a construction toy and patriotic songs
		• Takes pride in the elements of his national identity • Knows a ditty from the Emirati heritage	• Ditties from the Emirati heritage, composed, filmed and copied on CDs
		• Expresses joy of the National Day and celebrates it with his classmates	• Organizing programs in celebration of the National Day
		• Points out the most notable tourist attractions in the country • Names and respects several old nautical professions	• Field visits to the tourist attractions • Posters and CDs with pictures of Emirati tourist attractions • Printing pictures of the tourist attractions on school bags and stationary • Visits to museums and heritage villages • Action figures of maritime professions • Documentaries

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- First Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Serving the Homeland	<ul style="list-style-type: none"> Keeps the environment clean 	<ul style="list-style-type: none"> Practical programs to take part in cleaning the school and its surroundings Coloring books about keeping the environment clean
	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Expresses loyalty to the Union 	<ul style="list-style-type: none"> Printed or electronic coloring projects for all the symbols of the union Emirati patriotic songs
		<ul style="list-style-type: none"> Shows pride in his Emirati national identity 	<ul style="list-style-type: none"> A picture book

Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Second Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	• Shows a general understanding of the country's historical sites	• Cartoons, and series of short stories of the historical sites
		• Expresses the meaning of the union between the different emirates of the UAE, in his own way	• A picture story about the establishment of the Union
		• Pinpoint the location of the nation's emirates on a map	• An electronic map of the emirates
		• Explains some aspects of the lives of the current leaders of the UAE	• Documentaries about the leaders of the country at different times of their lives
		• Names the emirates which the occupied islands belong to	• An electronic game referring the occupied islands to the emirates they originally belong to
	Love of the Homeland	• Shows altruism in playgrounds and places of leisure	• A cartoon character in a series of stories teaching values
		• Shows respect to the national anthem of the UAE and stands up to its music	• A daily program at the school morning broadcasts (An Emirati Morning- Sabah Al Emarat) with martial music
		• Takes pride in the Emirati accent	• Dramatic scenes about patriotic themes in the Emirati accent
		• Celebrates the National Day with his classmates	• Holding programs in celebration of the National Day
		• Points out the most notable tourist attractions in the country	• Field visits to tourist attractions • Posters and CDs with pictures of Emirati tourist attractions • Printing pictures of the tourist attractions on school bags and stationary

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Second Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Serving the Homeland	<ul style="list-style-type: none"> Appreciates the farming profession 	<ul style="list-style-type: none"> A visit to heritage villages and museums Starting agricultural school programs
		<ul style="list-style-type: none"> Takes part in serving the needy in the school area 	<ul style="list-style-type: none"> Practical programs for the service of the needy designed in coordination with social care and charitable institution (aiding the poor, for an example)
	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Learns the story of the Union-seven emirates, one state 	<ul style="list-style-type: none"> A picture story about the establishment of the Union between the state's emirates
		<ul style="list-style-type: none"> Shows his love for the UAE in his behavior 	<ul style="list-style-type: none"> An electronic or printed children's magazine, produced by students
		<ul style="list-style-type: none"> Interprets his loyalty to the UAE in his literary and artistic creations 	<ul style="list-style-type: none"> Art exhibitions for the students' works of art

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Third Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> Explains the main aspects of the country's historical sites 	<ul style="list-style-type: none"> Cartoons, and series of short stories about the historical sites Scientific visits to a number of historical sites
		<ul style="list-style-type: none"> Tells the story of the declaration of the establishment of the Union (the leaders' meeting and announcing the establishment of the Union) in his own words 	<ul style="list-style-type: none"> A picture short story about the establishment of the Union A visit to the Union House
		<ul style="list-style-type: none"> Points out some of the most important advantages of Abu Dhabi, the capital of the UAE 	<ul style="list-style-type: none"> Documentaries about Abu Dhabi
		<ul style="list-style-type: none"> Explains several aspects of the biographies of founders of the United Arab Emirates 	<ul style="list-style-type: none"> Short documentaries about founders of the United Arab Emirates
		<ul style="list-style-type: none"> Lists some of the country's achievements in education 	<ul style="list-style-type: none"> Picture leaflets about the educational achievements of the Union
		<ul style="list-style-type: none"> Explains the natural aspects of the UAE's occupied islands 	<ul style="list-style-type: none"> A 3D film explaining the nature of the UAE's occupied islands
		<ul style="list-style-type: none"> Shows altruism with his schoolmates 	<ul style="list-style-type: none"> A school program promoting altruism amongst peers
		<ul style="list-style-type: none"> Shows respect to the emblem of the UAE 	<ul style="list-style-type: none"> A daily program at the school morning broadcasts (An Emirati Morning- Sabah Al Emarat)

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Third Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	<ul style="list-style-type: none"> Adopts good manners in communicating with his parents and his family's guests 	<ul style="list-style-type: none"> Al Senaa' program , implemented at the Ministry of Culture, Youth and Community Development
		<ul style="list-style-type: none"> Celebrates the National Day with his family and classmates 	<ul style="list-style-type: none"> Organizing programs to celebrate the National Day
		<ul style="list-style-type: none"> Points out the most notable tourist attractions in the country 	<ul style="list-style-type: none"> Field visits to tourist attractions Posters and CDs with pictures of Emirati tourist attractions Uploading videos of tourist attractions to the program's website
	Serving the Homeland	<ul style="list-style-type: none"> Illustrates Emirati women's contributions in working side by side with Emirati men 	<ul style="list-style-type: none"> Documentaries Data and statistics
		<ul style="list-style-type: none"> Proceeds to helping people with special needs 	<ul style="list-style-type: none"> Programs serving those with special needs
	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Understands the meaning of loyalty to the Union 	<ul style="list-style-type: none"> Short stories
		<ul style="list-style-type: none"> Recites a poem showing his pride in the Arabic language; the language of his country 	<ul style="list-style-type: none"> Chants in classical Arabic (fusha) about the beauty of the language

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Fourth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> • Points out features of some of the country's historical sites 	<ul style="list-style-type: none"> • Field visits to historical sites
		<ul style="list-style-type: none"> • Explains how the founders of the Union came to consider its establishment in the first place and their efforts to develop the idea 	<ul style="list-style-type: none"> • A documentary • A presentation • A visit to the Union House
		<ul style="list-style-type: none"> • Draws the geographic borders of UAE on the map 	<ul style="list-style-type: none"> • Electronic and on paper activity
		<ul style="list-style-type: none"> • Demonstrates the biographies of the current leaders of the United Arab Emirates 	<ul style="list-style-type: none"> • Documentaries • Picture stories
		<ul style="list-style-type: none"> • Describes the economic activities of the population of the UAE's occupied islands 	<ul style="list-style-type: none"> • Documentaries • Picture stories
		<ul style="list-style-type: none"> • States number of the cultural achievements of the UAE 	<ul style="list-style-type: none"> • Lectures • Picture booklets

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Fourth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	• Shows altruism to others in the road	• Applied programs about road etiquette • Drama scenes
		• Shows respect and appreciation for the leaders of the state	• Applied activities • Raising pictures of the nation leaders at schools in the morning alongside the flag
		• Masters several folk games	• Festivals and open sporting days
		• Actively participates in the celebrations of the National Day resembling good citizenship	• Participating in the celebrations of the UAE's National Day
		• Maintains the marine environment of his country	• Taking part in environmental programs and activities
	Serving the Homeland	• Illustrates several traditional Emirati handicrafts	• Holding heritage activities and festivals in schools • Field visits
		• Takes part in several official volunteer programs	• Organizing cleaning campaigns in the schools and neighboring suburbs, meeting travelers at airports and handing out introductory leaflets on the National Day
	Loyalty to the United Arab Emirates	• Learns what it takes to maintain the structure of the Union	• Stories • Dramatic scenes
		• Lists several authentic Emirati customs and traditions	• A televised school contests program

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Fifth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> • Points out features of some of the country's historical sites 	<ul style="list-style-type: none"> • Visiting historical sites and tourist attractions in every emirate of the UAE • Antiquarian exhibitions and scale models in schools
		<ul style="list-style-type: none"> • Lists the most important cities in his country and describes the advantages of each 	<ul style="list-style-type: none"> • Films • Booklets • Visits
		<ul style="list-style-type: none"> • Describes the role the current leaders of the UAE play in supporting the Union 	<ul style="list-style-type: none"> • Leaflets and comic books
		<ul style="list-style-type: none"> • Describes the social life of the population of the occupied Emirati islands 	<ul style="list-style-type: none"> • Documentaries
		<ul style="list-style-type: none"> • States a number of UAE's local and international achievements in sports 	<ul style="list-style-type: none"> • Films • Visiting sports' clubs

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Fifth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	<ul style="list-style-type: none"> Distinguishes between common and personal interests 	<ul style="list-style-type: none"> Articles Autobiographies
		<ul style="list-style-type: none"> Shows love for and pride in the leaders of the nation 	<ul style="list-style-type: none"> Writing thoughts and phrases expressive of which Learning poems and poetry verses on the subject
		<ul style="list-style-type: none"> Memorizes a number of proverbs and folk stories and uses them in his speech and writings 	<ul style="list-style-type: none"> Books of proverbs Stories from the heritage Al Senaa' program
		<ul style="list-style-type: none"> Maintains the terrestrial environment of his country 	<ul style="list-style-type: none"> A program about maintaining the environment Visiting national museums and landmarks
	Serving the Homeland	<ul style="list-style-type: none"> Shows appreciation to handwork 	<ul style="list-style-type: none"> Workshops Visiting factories enjoying the national element; Dubai and other factories
		<ul style="list-style-type: none"> Links between serving his country and joining positive volunteer programs 	<ul style="list-style-type: none"> Visiting Takatof, Sanid and other charitable societies Filmed programs
	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Points out his own role in maintaining the different aspects of the Union 	<ul style="list-style-type: none"> Dramatic scenes Stories
		<ul style="list-style-type: none"> Practices good citizenship in his own community 	<ul style="list-style-type: none"> Awareness raising lectures about adhering to the national identity (dress, customs, tradition and attending social sittings) Stories and theatrical pieces

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Sixth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> Points out features of some of the country's historical sites 	<ul style="list-style-type: none"> A series of short stories about Jebel Hafeet and Tawam
		<ul style="list-style-type: none"> Explains how the Union was established 	<ul style="list-style-type: none"> An educational documentary about the establishment of the Union An annual exhibition about the Union and its leaders Year round television ads about the Union under the slogan "Our country is not a day, our country is everyday"
		<ul style="list-style-type: none"> Points out the Islamic identity of the United Arab Emirates and its manifestations 	<ul style="list-style-type: none"> A leaflet about the number of mosques in the country and the religious contests, listing the most important of both
		<ul style="list-style-type: none"> Tells, in detail, the biography of HH Sheikh Zayed bin Sultan Al Nahyan-may he rest in peace; Builder of the Union state 	<ul style="list-style-type: none"> A film about the human, political, cultural and economic aspects of Sheikh Zayed's character
		<ul style="list-style-type: none"> States the strategic importance of the UAE's occupied islands 	<ul style="list-style-type: none"> A presentation prepared by the students (self-education) about the strategic importance of the islands A program at the school morning broadcasts (An Emirati Morning- Sabah Al Emarat) about the strategic importance of the islands
		<ul style="list-style-type: none"> Points out several aspects of the UAE's humanitarian work in Arab, Islamic and friendly states 	<ul style="list-style-type: none"> A documentary about the most notable humanitarian efforts in the UAE Field visits to official charitable bodies and societies in the UAE Statistics about humanitarian efforts in the UAE
		<ul style="list-style-type: none"> Lists several environmental accomplishments of the UAE 	<ul style="list-style-type: none"> Making a leaflet about the most notable environmental accomplishments A documentary

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Sixth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	<ul style="list-style-type: none"> Takes pride in all of the elements of the United Arab Emirates' national identity 	<ul style="list-style-type: none"> A picture booklet about the elements of the national identity of the UAE with a brief about each element
		<ul style="list-style-type: none"> Takes part in national celebrations in a civilized manner displaying good citizenship 	<ul style="list-style-type: none"> Awareness-raising posters about active participation in national celebrations The school morning broadcasts (An Emirati Morning- Sabah Al Emarat) about taking part in national celebrations (My behavior makes my country proud)
		<ul style="list-style-type: none"> Demonstrates methods of organizing programs for domestic family tourism 	<ul style="list-style-type: none"> A presentation about domestic tourism in the UAE (Learn how to organize a family tourism program)
		<ul style="list-style-type: none"> Shows knowledge of the boundaries of personal interest, with examples 	<ul style="list-style-type: none"> A lecture
		<ul style="list-style-type: none"> Shows respect to the Emirati folk heritage 	<ul style="list-style-type: none"> A school seminar by experts in the Emirati heritage, under the title "My heritage, My Identity" Designing a drawing booklet with beautiful themes from the Emirati heritage: dress, customs, professions, ditties, and games
	Serving the Homeland	<ul style="list-style-type: none"> Demonstrates the value and importance of work 	<ul style="list-style-type: none"> A lecture under the title "You Make Us Strong" Students show their volunteer work for the service of their nation on the "aqdar" website
		<ul style="list-style-type: none"> Lists fields where he can volunteer 	

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Sixth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	National Awareness	<ul style="list-style-type: none"> • Is proud of his leader Sheikh Khalifa Bin Zayed Al Nahyan 	<ul style="list-style-type: none"> • A love letter to the leader • A film about the role Sheikh Khalifa plays in leading the Union and taking it forward • A play under the title "Loyalty to the Emirates" performed by the students • Patriotic-themed murals on the outer walls of state schools
		<ul style="list-style-type: none"> • Adopts the behavior entailed by his Emirati Arab identity 	<ul style="list-style-type: none"> • A radio program under the title Ana Emirati (I Am an Emirati) about responsible Emirati citizens who adopt nationalism in their everyday behavior
	Protecting the Homeland	<ul style="list-style-type: none"> • Takes pride in the Arabic language and uses it in everyday life 	<ul style="list-style-type: none"> • A theatrical piece in the Arabic language

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Seventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> Explains some aspects of the history of the human settlements in the UAE's region 	<ul style="list-style-type: none"> A documentary about the birth of human settlements around the UAE
		<ul style="list-style-type: none"> Lists the social and cultural factors involved in the establishment of the Union 	<ul style="list-style-type: none"> A discussion group about the social and cultural factors involved in the establishment of the Union
		<ul style="list-style-type: none"> Explains the elements of the Arab identity of the United Arab Emirates 	<ul style="list-style-type: none"> A lecture
		<ul style="list-style-type: none"> Explains, in detail, the biography of Sheikh Rashid bin Saeed Al Maktoum-may he rest in peace; Builder of the Union state 	<ul style="list-style-type: none"> A booklet by the title "Rashid, the Builder of the Union" A documentary
		<ul style="list-style-type: none"> Recites detailed information about the occupied island of Abu Musa 	<ul style="list-style-type: none"> A documentary about the occupied island of Abu Musa
		<ul style="list-style-type: none"> Lists several health projects established by the UAE in Arab, Islamic and friendly states 	<ul style="list-style-type: none"> A documentary about the health-oriented projects established by the UAE
		<ul style="list-style-type: none"> Lists several Emirati accomplishments in medicine 	<ul style="list-style-type: none"> The school morning broadcast program (An Emirati Morning- Sabah Al Emarat) and the Emirati accomplishments in medicine: Noor, the eyesight restoration program; Dubai Cares; and the Red Crescent

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Seventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	<ul style="list-style-type: none"> Takes pride in all the social and cultural heritage of the United Arab Emirates 	<ul style="list-style-type: none"> Publications of the Emirati heritage institutions and other bodies concerned with the country's cultural heritage Electronic applications about the country's social and cultural heritage, uploaded on the program's website
		<ul style="list-style-type: none"> Takes part in religious, cultural and sports events in a civilized manner 	<ul style="list-style-type: none"> A simplified lecture with a clear purpose and message about the "social fabric"
		<ul style="list-style-type: none"> Maintains the touristic and environmental landmarks 	<ul style="list-style-type: none"> Participation in environment protection programs
		<ul style="list-style-type: none"> Demonstrates the boundaries of public interest 	<ul style="list-style-type: none"> Awareness-raising religious lectures
		<ul style="list-style-type: none"> Takes pride in the proper customs, traditions and social conventions 	<ul style="list-style-type: none"> Al Senaa' program A leaflet about the proper customs, traditions and social conventions in the UAE
	Serving the Homeland	<ul style="list-style-type: none"> Explains how every honorable work, however small, serves the country 	<ul style="list-style-type: none"> Awareness-raising religious lectures
		<ul style="list-style-type: none"> Lists the basics and conditions for participating in volunteer programs 	<ul style="list-style-type: none"> Participating in volunteer programs

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Seventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Shows loyalty to the united Arab Emirates by word and deed 	<ul style="list-style-type: none"> Values and Behavior; a program promoting loyalty and the values that guarantee the survival of the Union
		<ul style="list-style-type: none"> Illustrates how to guarantee the survival of the Union 	
	Protecting the Homeland	<ul style="list-style-type: none"> Learns the culture of the Emirates in maintaining the social fabric 	<ul style="list-style-type: none"> An awareness-raising lecture about the country's social fabric

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Eighth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> Explains the outlines of the civilized unity of the Emirates' region from the 3rd century BC to the 7th century AD 	<ul style="list-style-type: none"> A historical documentary
		<ul style="list-style-type: none"> Lists the economic factors involved in the establishment of the Union 	<ul style="list-style-type: none"> A lecture A documentary
		<ul style="list-style-type: none"> Explains the elements of the cultural identity of the United Arab Emirates 	<ul style="list-style-type: none"> Electronic applications A documentary Field visits to heritage centers
		<ul style="list-style-type: none"> Recites, in detail, the biography of Sheikh Khalifa Bin Zayed Al Nahyan, President of the UAE; may Allah save him 	<ul style="list-style-type: none"> A documentary A presentation of the biography of Sheikh Khalifa Bin Zayed Al Nahyan, President of the UAE; may Allah save him
		<ul style="list-style-type: none"> Recites detailed information about the occupied islands of the Greater and Lesser Tunbs 	<ul style="list-style-type: none"> Historic documents and filmed reports
		<ul style="list-style-type: none"> Lists some of the Emirati relief efforts in the Arab World 	<ul style="list-style-type: none"> Pamphlets and leaflets Documentaries
		<ul style="list-style-type: none"> Lists a number of the Emirati accomplishments in science 	<ul style="list-style-type: none"> Pamphlets and leaflets Documentaries

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Eighth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	• Shows respect of the traditional industries and professions	• Visits to museums and heritage villages
		• Takes part in official events promoting the dignity of the nation	• Programs for the participation in official events
		• Designs a promotional program for domestic tourism	• A specialized workshop
		• Puts public interest before personal interest in times of contradiction	• Awareness-raising lectures and examples from the past
		• Appreciates the nation leaders' stands towards different local issues	• Writing short articles, and letters of thanks and gratitude
	Serving the Homeland	• Puts the nation's interests before his own when choosing his future career	• A workshop
		• Realizes the connection between volunteering in different fields and serving his country	• Volunteer humanitarian programs

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Eighth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> • Learns how to follow the instructions of leaders of the nation 	<ul style="list-style-type: none"> • A workshop
		<ul style="list-style-type: none"> • Puts public interests before ethnic and sectarian associations 	<ul style="list-style-type: none"> • Dramatic scenes
		<ul style="list-style-type: none"> • Illustrates the importance of maintaining security and stability in the UAE 	<ul style="list-style-type: none"> • Communicating with the official security channels (Al Ameen, Aman and Najeed)
		<ul style="list-style-type: none"> • Respects others to promote the national identity 	<ul style="list-style-type: none"> • A workshop
	Protecting the Homeland	<ul style="list-style-type: none"> • Appreciates his responsibility towards his nation in finishing his education 	<ul style="list-style-type: none"> • Various training programs in national responsibility

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Ninth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	• Tells the story of the spreading of Islam around the UAE	• A presentation
		• Lists the historic factors behind the establishment of the Union	• Lectures and a documentary film
		• Describes the political outlines of the United Arab Emirates	• Lectures and a documentary film
		• Recites, in detail, the biography of Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President, Prime Minister of the UAE and Ruler of Dubai-may Allah save him	• Lectures and a documentary film • My Vision
		• Describes the political circumstances that led to the occupation of the Emirati islands	• Lectures
		• Lists some of the Emirati relief efforts on the global level	• Lectures and a documentary film
		• Lists a number of the UAE's economic accomplishments	• Pictures and a documentary film

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Ninth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	<ul style="list-style-type: none"> Practices a number of the traditional sports 	<ul style="list-style-type: none"> Traditional sports' events
		<ul style="list-style-type: none"> Promotes the dignity of the nation by taking part in various events 	<ul style="list-style-type: none"> Lectures
		<ul style="list-style-type: none"> Organizes family domestic tourism programs 	<ul style="list-style-type: none"> Training workshops
		<ul style="list-style-type: none"> Puts public interest before personal interest in times of contradiction 	<ul style="list-style-type: none"> A case study (evaluating different situations in stories) Decision-making and problem-solving exercises A theatrical show
		<ul style="list-style-type: none"> Appreciates the nation leaders' stands towards different global issues 	<ul style="list-style-type: none"> Lectures and workshops Documentaries
	Serving the Homeland	<ul style="list-style-type: none"> Realizes the connection between skillful work and serving the country 	<ul style="list-style-type: none"> Lectures and workshops
		<ul style="list-style-type: none"> Makes sure to do volunteer work as a part of his daily schedule 	<ul style="list-style-type: none"> A social service volunteer program

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Ninth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Follows the instructions and directions of the nation's leaders 	<ul style="list-style-type: none"> Lectures and workshops
		<ul style="list-style-type: none"> Demonstrates that the decisions of the nation's leadership in all domains are for the nation's best interest 	<ul style="list-style-type: none"> A workshop and awareness-raising national and religious lectures
		<ul style="list-style-type: none"> Respects the symbols of the nation and observes them 	<ul style="list-style-type: none"> A workshop and awareness-raising national and religious lectures
		<ul style="list-style-type: none"> Respects the general rules and systems within the country 	<ul style="list-style-type: none"> A workshop and awareness-raising national and religious lectures
	Protecting the Homeland	<ul style="list-style-type: none"> Understands his responsibility in learning for the service of his homeland 	<ul style="list-style-type: none"> A student forum where he can steer his colleagues towards fulfilling their responsibilities towards their country

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
The Tenth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> Lists the names of the Arab tribes around the area of the UAE, historically 	<ul style="list-style-type: none"> A story Lectures
		<ul style="list-style-type: none"> Explains the political factors that contributed to the establishment of the United Arab Emirates 	<ul style="list-style-type: none"> Lectures
		<ul style="list-style-type: none"> Describes the outlines of the political identity of the United Arab Emirates 	<ul style="list-style-type: none"> Studying the articles of the constitution that define the political identity of the country
		<ul style="list-style-type: none"> Explains the biographies of the Crown Princes of the emirates and their achievements 	<ul style="list-style-type: none"> The ruling scheme of each emirate A documentary
		<ul style="list-style-type: none"> Describes the historical rights and the Emirati arguments in the issue of the occupied Emirati islands 	<ul style="list-style-type: none"> A documentary about the islands Lectures about the Emirati arguments
		<ul style="list-style-type: none"> Lists some of the Emirati housing projects in other countries 	<ul style="list-style-type: none"> Student contests A documentary
		<ul style="list-style-type: none"> Describes the UAE's achievements in the field of human development 	<ul style="list-style-type: none"> A presentation

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ the Tenth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	<ul style="list-style-type: none"> • Uses folk maxims and proverbs in communicating with others 	<ul style="list-style-type: none"> • Competition in maxims and proverbs from the heritage • Al Senaa' program
		<ul style="list-style-type: none"> • Demonstrates civilized behavior when participating in social events 	<ul style="list-style-type: none"> • Visiting heritage villages • Participating in social events
		<ul style="list-style-type: none"> • Introduces the environmental tourist attractions of the country to others 	<ul style="list-style-type: none"> • Picture booklets
		<ul style="list-style-type: none"> • Shows feelings of love towards his homeland and its symbols 	<ul style="list-style-type: none"> • Celebrating the national occasions, such as: the National Day, Armed Forces Unification Day, Accession Day, and celebrations of other achievements
	Serving the Homeland	<ul style="list-style-type: none"> • Observes quality and skillfulness in his work considering this a mark of good citizenship 	<ul style="list-style-type: none"> • Lectures and workshops
		<ul style="list-style-type: none"> • Explains the different rights guaranteed by the constitution 	<ul style="list-style-type: none"> • Studying selected texts form the constitution
		<ul style="list-style-type: none"> • Explains the concept of social responsibility 	<ul style="list-style-type: none"> • Contemporary Emirati examples and role models • Religious texts

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ the Tenth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Shows full loyalty to the undivided nation of the UAE 	<ul style="list-style-type: none"> Studying the speech of Sheikh Mohammed bin Zayed during the opening of the National Consultative Council in Abu Dhabi
		<ul style="list-style-type: none"> Makes the connection between putting the nation's best interest first and the reflection of which on the country's political stability 	<ul style="list-style-type: none"> A story, a drama scene
		<ul style="list-style-type: none"> Explains his own role in maintaining the unity of the Union 	<ul style="list-style-type: none"> A story, a dramatic scene
		<ul style="list-style-type: none"> Demonstrates the values of forgiveness and acceptance of others 	<ul style="list-style-type: none"> Religious texts Evidence of the national policy in this matter (before the establishment of the Union and after)
		<ul style="list-style-type: none"> Respects the cultures of others without melting into them 	<ul style="list-style-type: none"> Religious texts Evidence of the national policy in this matter (before the establishment of the Union and after)
	Protecting the Homeland	<ul style="list-style-type: none"> Adheres to national, religious and intellectual axioms in the face of religious and intellectual extremism 	<ul style="list-style-type: none"> A school program Patriotic and religious lectures
		<ul style="list-style-type: none"> Answers his country's call in times of crisis and disasters 	<ul style="list-style-type: none"> Documentaries about the role of the army in this aspect

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
The Eleventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> Describes the economic activities and trade movement in the area of the UAE during the 19th century and all through mid-20th century 	<ul style="list-style-type: none"> A documentary of the period and its activities An Interview with Emiratis whom have documented that period
		<ul style="list-style-type: none"> Explains the outlines of the structure of the Union state 	<ul style="list-style-type: none"> A chart and a presentation A visit to the Union Monument
		<ul style="list-style-type: none"> Defines the country's religious and Arab identity as written in the constitution of the United Arab Emirates 	<ul style="list-style-type: none"> Reading selected texts from the constitution
		<ul style="list-style-type: none"> Explains the accomplishments of the leaders of the nation in promoting the development of the country 	<ul style="list-style-type: none"> A documentary Visits to selected sites of these accomplishments
		<ul style="list-style-type: none"> Demonstrates Emirati people's sacrifice and redemption in resisting the occupation of the Emirati islands 	<ul style="list-style-type: none"> A novel and a story about Salim Suhail
		<ul style="list-style-type: none"> Describes the policy of the UAE in supporting the Arab and Islamic issues (the Palestinian issue, for example) 	<ul style="list-style-type: none"> A documentary
		<ul style="list-style-type: none"> Shows the UAE's achievements in the infrastructure field 	<ul style="list-style-type: none"> A documentary film - visits

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ the Eleventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	<ul style="list-style-type: none"> Adheres to hospitality etiquette and visitation good manners in his daily life 	<ul style="list-style-type: none"> Al Senaa' camp
		<ul style="list-style-type: none"> Demonstrates civilized behavior when participating in sports events 	<ul style="list-style-type: none"> A lecture A program of sports events
		<ul style="list-style-type: none"> Introduces the historical and archaeological tourist attractions of the country to others 	<ul style="list-style-type: none"> An electronic program explaining these sites and pinpoints their locations Visits to these locations
		<ul style="list-style-type: none"> Shows feelings of love towards his homeland and its symbols, by word and by deed 	<ul style="list-style-type: none"> A poetry matinee -a competition about the best article concerning the love of the homeland
	Serving the Homeland	<ul style="list-style-type: none"> Makes the connection between committing to his job or profession's code of honor and good citizenship 	<ul style="list-style-type: none"> A lecture
		<ul style="list-style-type: none"> Explains the citizen's duties as cited in the Emirati constitution 	<ul style="list-style-type: none"> Reading selected texts form the constitution
		<ul style="list-style-type: none"> Gives examples of individual social responsibility 	<ul style="list-style-type: none"> A documented meeting with exceptional Emiratis in the field of social responsibility

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ the Eleventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Refuses taking instructions or directions from any outside bodies 	<ul style="list-style-type: none"> Security-related Lectures
		<ul style="list-style-type: none"> Respects the constitution of the UAE, and the international conventions and agreements which the country had signed 	<ul style="list-style-type: none"> Reading selected texts form the constitution - a Lecture
		<ul style="list-style-type: none"> Takes pride in the religious values and the deep-rootedness of the Emirati community 	<ul style="list-style-type: none"> A Lecture - stories
		<ul style="list-style-type: none"> Understands that defending the Union state is a sacred duty 	<ul style="list-style-type: none"> A patriotic and religious Lecture
	Protecting the Homeland	<ul style="list-style-type: none"> Understands that adhering to the religious and intellectual axioms of the UAE is a patriotic duty 	<ul style="list-style-type: none"> A patriotic and religious Lecture
		<ul style="list-style-type: none"> Practices good citizenship by refusing outsider behaviors that are against the law, religion and traditions 	<ul style="list-style-type: none"> A documented meetings with national role models A piece of theater
		<ul style="list-style-type: none"> Participates in the state-organized training programs about facing crises and disasters 	<ul style="list-style-type: none"> Training workshops

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
The Twelfth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Knowing the Homeland	<ul style="list-style-type: none"> Demonstrates the historical facts related to the Portuguese occupation, liberation movements, rise of alliances, the British occupation and the independence of the United Arab Emirates 	<ul style="list-style-type: none"> A documentary
		<ul style="list-style-type: none"> Explains the aspects of political empowerment in the UAE 	<ul style="list-style-type: none"> A Lecture about political empowerment and the participation of women therein
		<ul style="list-style-type: none"> Defines outlines of the cultural identity as set in the constitution 	<ul style="list-style-type: none"> A reading of the constitution and a discussion about the cultural identity
		<ul style="list-style-type: none"> Draws a tree chart of the rulers of the UAE 	<ul style="list-style-type: none"> Presentation of the tree chart
		<ul style="list-style-type: none"> Forms a complete view about the issue of the occupied Emirati islands 	<ul style="list-style-type: none"> A Lecture
		<ul style="list-style-type: none"> Describes official efforts to resolve the issue of the occupied islands 	<ul style="list-style-type: none"> A presentation of the Emirati solutions for resolving the issue of the occupied islands
		<ul style="list-style-type: none"> Describes the UAE developmental contributions (Abu Dhabi Fund for Development) 	<ul style="list-style-type: none"> A presentation - a leaflet
		<ul style="list-style-type: none"> Learns about the UAE's achievements in the field of renewable energy, Masdar City and the Emirati satellite 	<ul style="list-style-type: none"> Field visits

نواتج التعلم المتوقعة من تطبيق برنامج خليفة لتمكين الطلاب
تابع/الصف الثاني عشر

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Love of the Homeland	• Adheres to good manners in dealing with neighbors and relatives	• Al Senaa' program
		• Uses every occasion to enhance the country's status	• Awareness-raising lectures
		• Tells others about the cosmopolitan landmarks of the country	• A training program about the fundamentals of tourist guiding
		• Abides by articulation etiquette when expressing his love for the country's symbols	• A training program in speech and delivery etiquettes
	Serving the Homeland	• Demonstrates dedication and sacrifice in working for the benefit of his country	• A volunteer program
		• Respects the constitution and takes pride in the benefits that it has caused for the Emirati citizen	• Studying selected texts form the constitution
		• Gives examples of corporate social responsibility	• A lecture and meetings with exceptional Emiratis in this field

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ the Twelfth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
National Awareness	Loyalty to the United Arab Emirates	<ul style="list-style-type: none"> Knows that the only binding patriotic point of reference is his nation represented in its federal bodies 	<ul style="list-style-type: none"> A lecture A presentation
		<ul style="list-style-type: none"> Knows the UAE's foreign policy and the challenges it faces 	<ul style="list-style-type: none"> A lecture
		<ul style="list-style-type: none"> Commits to the UAE's policies in resolving the issue of the occupied islands 	<ul style="list-style-type: none"> A lecture (Adopting the UAE's policies in resolving the issue of the occupied islands)
		<ul style="list-style-type: none"> Develops his own sense of patriotism putting it above all other partisanship or ethnic affiliations 	<ul style="list-style-type: none"> Awareness-raising lectures
		<ul style="list-style-type: none"> Defends the Union against all sorts of aggression 	<ul style="list-style-type: none"> Lectures, booklets and leaflets
	Protecting the Homeland	<ul style="list-style-type: none"> Effectively contributes to the Emiratisation of jobs and professions 	<ul style="list-style-type: none"> Awareness-raising lectures
		<ul style="list-style-type: none"> Be always prepared to join the formal groups formed by the state to encounter disasters 	<ul style="list-style-type: none"> A specialized training workshops

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- First Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> Learns about the importance of a full health check-up and deduces the benefits of it 	<ul style="list-style-type: none"> Awareness-raising films
	Traffic Culture	<ul style="list-style-type: none"> Implements the rules of safe usage of the school bus Criticizes the negative behaviors of playing inside the house or in the streets and parking lots Implements safe road crossing rules 	<ul style="list-style-type: none"> Cartoon films Scale models (the Traffic Village) Field visits Exhibitions Touchscreens
	Environmental Culture	<ul style="list-style-type: none"> Recycles, by several means, for the benefit of his environment 	<ul style="list-style-type: none"> Practical applications Posters and instructions Competitions
	Prevention and Safety	<ul style="list-style-type: none"> Learns the rules of kitchen safety and security Takes care not to fall from high places 	<ul style="list-style-type: none"> Awareness-raising cartoon films Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Second Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Lists the specifications of a proper place to sleep as well as healthy sleeping positions • Defines proper sleeping times • Shows courage in his assertive behavior 	<ul style="list-style-type: none"> • Awareness-raising films • Posters, leaflets and pamphlets
	Traffic Culture	<ul style="list-style-type: none"> • Identifies the meaning of the different traffic lights • Implements the traffic safety procedures related to traffic lights 	<ul style="list-style-type: none"> • Cartoon films • Scale models (the Traffic Village) • Field visits • Exhibitions • Touchscreens
	Environmental Culture	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Prevention and Safety	<ul style="list-style-type: none"> • Learns the rules of safety and security in using vehicles • Stays cautious against vehicle-related risk factors 	<ul style="list-style-type: none"> • Awareness-raising cartoon films • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Third Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Demonstrates proper practices of maintaining the health of his mouth, teeth, eyes and ears 	<ul style="list-style-type: none"> • Awareness-raising films
	Traffic Culture	<ul style="list-style-type: none"> • Demonstrates safety procedures in using bicycles 	<ul style="list-style-type: none"> • Cartoon films • Scale Models (the Traffic Village) • Field visits • Exhibitions • Touchscreens
	Environmental Culture	<ul style="list-style-type: none"> • Seeks to ration the usage of water and electricity in his home and school 	<ul style="list-style-type: none"> • Practical applications • Posters and instructions • Competitions
	Prevention and Safety	<ul style="list-style-type: none"> • Learns the rules of safety inside buildings 	<ul style="list-style-type: none"> • Awareness-raising cartoon films • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Fourth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Identifies macro and micro nutrients • Explains the items of the food pyramid • Identifies balanced nutritional portions • Becomes an example for adopting healthy nutrition habits • Adheres to a balanced healthy diet 	<ul style="list-style-type: none"> • Awareness-raising films • Posters, leaflets, pamphlets and installations
	Traffic Culture	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Environmental Culture	<ul style="list-style-type: none"> • Learns the methods of environmental cleanliness at school and at home 	<ul style="list-style-type: none"> • Practical applications • Posters and instructions • Competitions
	Prevention and Safety	<ul style="list-style-type: none"> • Explains the procedures to be taken at the sound of a warning siren • Explains the procedures for reporting accidents 	<ul style="list-style-type: none"> • Awareness-raising cartoon films • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Fifth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Lists the benefits of physical activity • Actively participates in organized sports activities 	<ul style="list-style-type: none"> • Awareness-raising films
	Traffic Culture	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Environmental Culture	<ul style="list-style-type: none"> • Learns safe and hygienic methods of caring for animals 	<ul style="list-style-type: none"> • Practical applications • Posters and instructions
	Prevention and Safety	<ul style="list-style-type: none"> • Identifies types of manual fire extinguishers • Lists types of fire extinguishers • Explains proper safety and security procedures during fires 	<ul style="list-style-type: none"> • Awareness-raising cartoon films • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Sixth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
<p>Health and Safety</p>	<p>Health Awareness</p>	<ul style="list-style-type: none"> • Defines physical activity and explains its health benefits • Identifies the duration and intensity required for every physical activity • Actively participates in organized sports activities • Learns the connection between physical activity and cardiovascular diseases, bronchial asthma, obesity and diabetes • Learns how to take care of his appearance and keep his body clean 	<ul style="list-style-type: none"> • Awareness-raising films • Posters, leaflets, pamphlets and films • Lectures
	<p>Traffic Culture</p>	<ul style="list-style-type: none"> • Learns the principles of using public transportation 	<ul style="list-style-type: none"> • Practical applications • Electronic applications • Posters, and leaflets • Field visits

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Sixth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Environmental Culture	<ul style="list-style-type: none"> • Learns different methods of recycling 	<ul style="list-style-type: none"> • Applied campaigns • Posters and instructions • Competitions
	Prevention and Safety	<ul style="list-style-type: none"> • Illustrates how to avoid the risks of cooking • Explains the safety procedures when dealing with sharp objects and toxic substances • Implements the procedures of evacuating danger zones upon hearing a warning siren 	<ul style="list-style-type: none"> • Awareness-raising films • Posters • Seminars • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Seventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Lists the benefits and positive aspects of comprehensive medical check-ups • Discovers the connection between periodic check-up and disease prevention • Criticizes situations that demonstrate lack of assertive behavior • Trains to strengthen his assertive behavior 	<ul style="list-style-type: none"> • Awareness-raising films • Posters, leaflets, pamphlets and films • Lectures
	Traffic Culture	<ul style="list-style-type: none"> • Explains the rules of riding the school bus • Lists the safety rules when riding the vehicle • Implements safe usage of bicycles and motorbikes 	<ul style="list-style-type: none"> • Practical applications • Electronic applications • Posters, and leaflets • Field visits

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Seventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Environmental Culture	<ul style="list-style-type: none"> • Learns about air, water and soil pollution aspects • Takes part in protecting the environment from all kinds of pollutants 	<ul style="list-style-type: none"> • Applied campaigns • Posters and instructions • Competitions
	Prevention and Safety	<ul style="list-style-type: none"> • Explains the safety requirements in school labs • Learns the rules of safety in school facilities • Lists the rules of personal safety within school buildings 	<ul style="list-style-type: none"> • Awareness-raising films • Posters • Lectures • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Eighth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Discovers the importance of sleep in realizing good physical and psychological health 	<ul style="list-style-type: none"> • Awareness-raising films • Posters, leaflets, pamphlets and films • Lectures
	Traffic Culture	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Environmental Culture	<ul style="list-style-type: none"> • Learns the methods of keeping the common environment clean • Takes part in cleaning the deserts, public gardens and beaches • Learns preventative measures against diseases caused by household pets 	<ul style="list-style-type: none"> • Applied campaigns • Posters and instructions • Competitions
	Prevention and Safety	<ul style="list-style-type: none"> • Demonstrates preventative measures against vehicle risk factors • Demonstrates the proper methods for dealing with vehicle fires and other risk factors • Explains how to help others in the face of vehicle risk factors 	<ul style="list-style-type: none"> • Awareness-raising films • Posters • Lectures • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Ninth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Distinguishes between different nutritional elements • Lists the food groups and what they include • Discovers nutrition-related illnesses • Implements healthy nutrition habits • Learns what is meant by psychological stress and defines its sources and types • Deduces the economic, social, psychological and health-related effects of stress • Uses different methods of managing stress 	<ul style="list-style-type: none"> • Awareness-raising films • Posters, leaflets, pamphlets and films • Lectures
	Traffic Culture	<ul style="list-style-type: none"> • Identifies types of traffic accidents • Discovers the reasons of traffic accidents and their consequences 	<ul style="list-style-type: none"> • Practical applications • Electronic applications • Posters, and leaflets • Field visits

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Ninth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Environmental Culture	<ul style="list-style-type: none"> • Demonstrates methods of using clean renewable energy • Learns how to benefit from the international standard, " Energy Star", in improving products' energy efficiency 	<ul style="list-style-type: none"> • Applied campaigns • Posters and instructions • Competitions
	Prevention and Safety	<ul style="list-style-type: none"> • Identifies the different types of fire extinguishers • Applies pre-usage procedures for fire extinguishers • Demonstrates safety and security procedures at times of fire • Names the contents of the first aid kit 	<ul style="list-style-type: none"> • Awareness-raising films • Posters • Lectures • Practical applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Tenth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
<p>Health and Safety</p>	<p>Health Awareness</p>	<ul style="list-style-type: none"> • Explains the importance of physical activities in preventing diseases • Practices different types of physical activity in order to improve his level of fitness • Adheres to choosing the right nutrition for each physical activity • Demonstrates healthy sleeping habits and methods of dealing with insomnia • Criticizes situations that shows lack of assertive behavior • Trains himself to strengthen his assertive behavior 	<ul style="list-style-type: none"> • Sports competitions • Forums and seminars • Leaflets, booklets and posters • Using electronic networks and social networking websites
	<p>Traffic Culture</p>	<ul style="list-style-type: none"> • Explains traffic-related policies and strategies • Deduce the types of traffic accidents • Lists the reasons and consequences of traffic accidents 	<ul style="list-style-type: none"> • Participating in exhibitions • Local and international traffic-related events • Booklets and leaflets • Seminars and forums

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Tenth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Environmental Culture	<ul style="list-style-type: none"> • Explains the manifestations of environmental depletion • Discovers the dangers of fish stock depletion • Lists the reasons of underground water depletion • Deduces the effects of overhunting of wild animals and over-collection of wild plants • Lists methods of recycling and their effects on keeping a clean environment • Explains methods of recycling waste water • Explains safe methods of caring for animals • Learns the preventative measures against diseases caused by household pets 	<ul style="list-style-type: none"> • Lectures • Application (participating in environment campaigns)
	Prevention and Safety	<ul style="list-style-type: none"> • Applies the pre-operating procedures for fire extinguishers • Lists the type of fire extinguishers • Trains how to use fire extinguishers when fires occur 	<ul style="list-style-type: none"> • Posters and leaflets • Lectures • Awareness-raising messages via modern communication methods • Practical applications (workshops) • Booklets • Instruction panels

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Eleventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Compares between clinical and laboratory examinations • Learns to read his laboratory tests • Learns self-examination techniques and uses them • Explains food safety and preservation techniques • Learns how to read the label of food items 	<ul style="list-style-type: none"> • Forums and seminars • Leaflets, booklets and posters • Using electronic networks and social networking websites
	Traffic Culture	<ul style="list-style-type: none"> • Explains passenger safety procedures • Explains safe usage of motorcycles • Demonstrates safe driving techniques • Criticizes wrong driving practices 	<ul style="list-style-type: none"> • Participating in exhibitions • Local and international traffic-related events • Booklets and leaflets • Seminars and forums

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Eleventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Environmental Culture	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Prevention and Safety	<ul style="list-style-type: none"> • Lists the construction safety requirements of school buildings • Propagates the conditions for personal safety inside buildings • Demonstrates proper methods for dealing with vehicle risk factors • Explains how to help others who have been subjected to vehicle-related dangers • Applies the procedures for evacuating a danger zone • Explains what should be done when finding or giving shelter 	<ul style="list-style-type: none"> • Posters and leaflets • Lectures • Awareness-raising messages via modern communication methods • Practical applications (workshops) • Booklets • Instruction panels

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Primary Education- Twelfth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
<p>Health and Safety</p>	<p>Health Awareness</p>	<ul style="list-style-type: none"> • Lists methods of maintaining the health of pregnant women, infants and children (female students only) • Explains ways of improving teenagers' health • Learns about reproductive health and how to improve it • Learns about psychological stress and avoids its causes • Manages stress through different methods • Explains ways of dealing with psychological disorders • Defines the causes of psychological disorders 	<ul style="list-style-type: none"> • Sports competitions • Forums and seminars • Leaflets, booklets and posters • Using electronic networks and social networking websites
	<p>Traffic Culture</p>	<ul style="list-style-type: none"> • Identifies traffic signals and their meanings • Applies the procedures followed at traffic signals • Explains the penalty of violating traffic signals 	<ul style="list-style-type: none"> • Participating in exhibitions • Local and international traffic-related events • Booklets and leaflets • Seminars and forums

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ Primary Education- Twelfth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Environmental Culture	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Prevention and Safety	<ul style="list-style-type: none"> Explains the procedures of reporting accidents Reenacts how to transport an injured person away from danger Handles minor injuries using the fundamentals of first aid 	<ul style="list-style-type: none"> Posters and leaflets Lectures Awareness-raising messages via modern communication methods Practical applications (workshops) Booklets Instruction panels

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students University Education

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Health Awareness	<ul style="list-style-type: none"> • Actively participates in organized sports activities to improve his fitness • Chooses the suitable nutrition for each physical activity • Knows the difference between full clinical and laboratory examinations • Learns to read laboratory test results • Applies self-examination techniques • Distinguishes between different nutritional elements and their health benefits • Defines the proper portions of the different food groups • Learns nutrition-related illnesses and their prevention methods • Adopts healthy nutrition habits • Lists methods of maintaining the health of pregnant women, infants and children (female university students only) • Explains ways of improving teenagers' health • Learns methods of improving reproductive health • Avoids causes of stress • Manages stress through different methods • Defines the causes of psychological disorders and ways of dealing with them • Strengthens his own assertive behavior 	<ul style="list-style-type: none"> • Seminars and forums • Field visits • Research • Electronic applications

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ University Education

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Health and Safety	Traffic Culture	<ul style="list-style-type: none"> • Explains passenger safety procedures • Explains safe usage of motorcycles • Demonstrates safe driving techniques • Criticizes wrong driving practices 	<ul style="list-style-type: none"> • Participating in exhibitions • Training applications
	Environmental Culture	<ul style="list-style-type: none"> • Explains the manifestations of environmental depletion • Discovers the dangers of fish stock depletion • Lists the reasons of underground water depletion • Deduces the effects of overhunting of wild animals and over-collection of wild plants 	<ul style="list-style-type: none"> • Seminars and forums • Researches

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Continued/ University Education

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
<p>Health and Safety</p>	<p>Prevention and Safety</p>	<ul style="list-style-type: none"> • Applies pre-usage procedures for fire extinguishers and lists their types • Trains how to use fire extinguishers • Explains the sounds of warning sirens and lists the types of warning • Explains the procedures to be taken at the sound of a warning siren • Lists the types of evacuation from danger zones and its procedures • Applies the rules of finding or giving shelter • Explains the procedures of reporting accidents • Reenacts how to transport an injured person away from danger • Handles minor injuries using the fundamentals of first aid 	<ul style="list-style-type: none"> • Participating in exhibitions • Training applications • Using electronic networks and social networking websites

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
First Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> • Illustrates that there are practices and topics that are considered dangerous and threatening to him • Learns methods of reporting any danger or threat he might face 	<ul style="list-style-type: none"> • Awareness-raising films, pictures and drawings
	Electronic Crimes	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Protection against Drugs	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Juvenile Crimes	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Second Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	• -	• -
	Electronic Crimes	• Learns the good uses of modern technology	• Electronic games
	Protection against Drugs	• Explains the dangers of Passive Smoking • Explains how to deal with smokers	• Awareness-raising film • Dramatic scenes
	Juvenile Crimes	• Avoids verbal offence to others • Explains the importance of respecting the law	• Cartoon film • Electronic games

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Third Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Electronic Crimes	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Protection against Drugs	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Juvenile Crimes	<ul style="list-style-type: none"> Identifies the types of abuse (verbal, physical and sexual), negligence and maltreatment 	<ul style="list-style-type: none"> Drawings and electronic touchscreens

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Fourth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> • Differentiates between sound and faulty thinking 	<ul style="list-style-type: none"> • Drawings and picture leaflets
	Electronic Crimes	<ul style="list-style-type: none"> • Identifies the dangers resulting from modern technology and how to benefit from this technology 	<ul style="list-style-type: none"> • Awareness-raising film
	Protection against Drugs	<ul style="list-style-type: none"> • Explains the dangers of smoking and the resulting illnesses 	<ul style="list-style-type: none"> • Awareness-raising film
	Juvenile Crimes	<ul style="list-style-type: none"> • Respects other people's property • Explains why one should stay away from bad companions 	<ul style="list-style-type: none"> • Guide leaflets • Pictures and films

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Fifth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> • Identifies the dangers that might come from strangers or bad companions, and how to face them • Explains the importance of reporting threats and dangers coming from strangers • Learns about other cultures and shows respect to them 	<ul style="list-style-type: none"> • Competitions and touchscreens • Awareness-raising film • Visiting cultural festivals and events
	Electronic Crimes	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Protection against Drugs	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Juvenile Crimes	<ul style="list-style-type: none"> • Explains the consequences of all forms of abuse and how to avoid them • Explains the seriousness of withholding information concerning anything that threatens his and other people's security and its consequences 	<ul style="list-style-type: none"> • Awareness-raising film

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Sixth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> Explains the importance of freedom of expression without submission or hostility Realizes the importance of positive usage of free time, and learns several methods of such 	<ul style="list-style-type: none"> A piece of theater Picture leaflets and awareness-raising films
	Electronic Crimes	<ul style="list-style-type: none"> Discovers health and behavioral damages resulting from addicting modern technology 	<ul style="list-style-type: none"> Reports and films
	Protection against Drugs	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Juvenile Crimes	<ul style="list-style-type: none"> Distinguishes anomalous sexual practices and lists their serious consequences Explains how to fight against sexual abuse Identifies the laws and punishments of minor offenders in matters of abuse and sexual relations 	<ul style="list-style-type: none"> Lecture

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Seventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> Explains the importance of reporting anything that threatens himself, properties, or others Identifies anomalous alien-to-the-community ideas (emo, metal, rock, tattoos) 	<ul style="list-style-type: none"> Lectures Lectures and picture leaflets
	Electronic Crimes	<ul style="list-style-type: none"> Explains how to handle the risks of modern technology 	<ul style="list-style-type: none"> Electronic games
	Protection against Drugs	<ul style="list-style-type: none"> Identifies the dangers of smoking and how to overcome it 	<ul style="list-style-type: none"> Awareness-raising films
	Juvenile Crimes	<ul style="list-style-type: none"> Learns about the concept of imitating the opposite sex Rejects practices inconsistent with religion, customs and traditions in imitating the opposite sex 	<ul style="list-style-type: none"> Guiding leaflets and a religious lecture Religious and Psychological awareness-raising lectures

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Eighth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> Identifies the steps of proper scientific thinking 	<ul style="list-style-type: none"> Lectures
	Electronic Crimes	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Protection against Drugs	<ul style="list-style-type: none"> Learns the dangers of narcotics and Psychotropic Substances Learns about the drug-related laws in the UAE and the legal protection provided to those who ask for treatment 	<ul style="list-style-type: none"> Awareness-raising films Guidance lectures in law
	Juvenile Crimes	<ul style="list-style-type: none"> Demonstrates an understanding of the obligation not to pester others Maintains public property and does not transgress other people's private property Learns the preconditions for choosing friends and how to face bad companions and their pressure Describes the risks of joining bad companions 	<ul style="list-style-type: none"> Lecture Picture leaflets Awareness-raising film

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Ninth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> • Demonstrates the importance of forgiving others, accepting them, and respecting their opinions 	<ul style="list-style-type: none"> • Leaflets and films
	Electronic Crimes	<ul style="list-style-type: none"> • Learns the dangers of handling controlled substances and the punishment of such • Explains the seriousness of deception, fraud, threatening others, blackmailing and the punishments of such 	<ul style="list-style-type: none"> • Leaflets and electronic games
	Protection against Drugs	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Juvenile Crimes	<ul style="list-style-type: none"> • Explains the seriousness of using white arms and the legal consequences of such • Describes the consequences of psychological abuse and emotional neglect • Demonstrates the importance of adhering to the traffic law • Explains the consequences of covering up crimes and violations 	<ul style="list-style-type: none"> • Lectures • Awareness-raising films

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Tenth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> • Accepts others and reacts in a forgiving spirit • Explains best practices of investing time • Evaluates anomalous young ideas, and avoids them 	<ul style="list-style-type: none"> • Awareness-raising films • Awareness-raising films and leaflets • Lectures and leaflets
	Electronic Crimes	<ul style="list-style-type: none"> • Identifies methods of hacking and the dangers of such • Explains the punishment for spreading rumors, espionage and divulging secrets • Explains the proper usage of internet cafés and other entertainment spots 	<ul style="list-style-type: none"> • Lectures and films • Lectures and leaflets
	Protection against Drugs	<ul style="list-style-type: none"> • Explains the different dangers resulting from smoking • Explains methods of protection against smoking, and methods of overcoming it 	<ul style="list-style-type: none"> • Films
	Juvenile Crimes	<ul style="list-style-type: none"> • Explains the importance of keeping away from indecent acts, homosexuality, and imitating the opposite sex 	<ul style="list-style-type: none"> • Lectures

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Eleventh Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> • Identifies the tools of intellectual influence • Describes the consequences of intellectual influence on the individual and the entire community • Describes how to stand up to intellectual influence 	<ul style="list-style-type: none"> • Lectures • Lectures and leaflets
	Electronic Crimes	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
	Protection against Drugs	<ul style="list-style-type: none"> • Explains the danger of drugs on the entire community and the individual • Explains the drug-related laws and the legal protection provided to those who ask for treatment voluntarily 	<ul style="list-style-type: none"> • Films • Lectures
	Juvenile Crimes	<ul style="list-style-type: none"> • Highlights the damages resulting from sexual, physical and verbal abuse • Lists the minors-related laws applied in the UAE • Explains the importance of respecting laws of all kinds • Learns about the importance of the Certificate of Good Conduct • Gives examples of the consequences of covering up crimes 	<ul style="list-style-type: none"> • Student seminar • Lecture • Presentation • Leaflet

Learning Outcomes Expected from the Implementation of Khalifa Empowerment Program for Students
Twelfth Grade

Main Concern	Secondary Concern	Learning Outcomes	Suggested Means
Crime Prevention	Intellectual Security	<ul style="list-style-type: none"> • Distinguishes factors influencing mental integrity (fanaticism and extremism, temperance and moderation) 	<ul style="list-style-type: none"> • Lectures
	Electronic Crimes	<ul style="list-style-type: none"> • Learns about the rules of safe online shopping 	<ul style="list-style-type: none"> • Leaflets
	Protection against Drugs	<ul style="list-style-type: none"> • Illustrates the role of the community in post-treatment care for addicts 	<ul style="list-style-type: none"> • Lectures
	Juvenile Crimes	<ul style="list-style-type: none"> • Respects others and avoids pestering them 	<ul style="list-style-type: none"> • Student seminar • Lecture

aqdar (اقدار)

برنامج خليفة لتمكين الطلاب - الإمارات
Khalifa Empowerment Program For Students - U.A.E.

Matrix of the Program's Concerns

Topics and Items



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Khalifa Empowerment Program For Students - U.A.E.

Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	First Stage classes				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Self-Development	Self-esteem	<ul style="list-style-type: none"> Understanding one's self 	<ul style="list-style-type: none"> Improving self confidence 	<ul style="list-style-type: none"> Understanding one's self 	<ul style="list-style-type: none"> Self-respect Improving self confidence 	<ul style="list-style-type: none"> -
	Emotional Intelligence	<ul style="list-style-type: none"> Empathy skills 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Empathy skills 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Planning	<ul style="list-style-type: none"> Identifying dream and vision Understanding the value of time 	<ul style="list-style-type: none"> Time management 	<ul style="list-style-type: none"> A daily plan program 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Personal goals Practical steps in time management
Higher Thinking Skills	Creative Thinking Skills	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> The skill of fluency 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> The skill of flexibility
	Critical Thinking Skills	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Deduction 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Problem-solving	<ul style="list-style-type: none"> Analysis 	<ul style="list-style-type: none"> Simple problem-solving skills 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Assessment of possible solution
	Decision-making	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Simple decision-making skills 	<ul style="list-style-type: none"> -

Continued/ Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	First Stage classes				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Knowledge Skills	Learning Strategies	<ul style="list-style-type: none"> The skill of verbal summarization 	<ul style="list-style-type: none"> Focusing and paying attention 	<ul style="list-style-type: none"> The skill of listening 	<ul style="list-style-type: none"> The skills of posing questions and respecting other people's questions 	<ul style="list-style-type: none"> -
	Reading Strategies	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Dealing with visual media 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> -
	Handling Sources of Knowledge	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Criticizing visual programs
Social Inter- action and Communica- tion	Social Intelligence	<ul style="list-style-type: none"> Remembering names and faces 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Sense of humor and fun
	Family Interaction	<ul style="list-style-type: none"> The skills of turning to the family in the time of need 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Methods of increasing the motivation to participate in family-related events 	<ul style="list-style-type: none"> -
	Communication Skills	<ul style="list-style-type: none"> Verbal communication skills (courteous) 	<ul style="list-style-type: none"> Family communication skills 	<ul style="list-style-type: none"> Listening skills 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Using jokes and humor in communicating with others
	Group Work Skills	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Team building skills 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Simple leadership skills Speech skills

Continued/ Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	First Stage Classes				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Economic Awareness	Handling Banking Products	-	-	-	-	-
	Investment Skills	-	-	-	-	-
	Financial Planning	-	-	Saving	aspects of savings' disbursement	Economizing
	General Economic Skills	-	-	-	-	-

Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	Second Stage Classes			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Self-Development	Self-esteem	<ul style="list-style-type: none"> Understanding one's self 	<ul style="list-style-type: none"> Improving self confidence 	<ul style="list-style-type: none"> Self-respect 	<ul style="list-style-type: none"> The concept of the self
	Emotional Intelligence	<ul style="list-style-type: none"> Empathy skills 	<ul style="list-style-type: none"> Controlling emotions 	-	<ul style="list-style-type: none"> Adjusting to strains
	Planning	<ul style="list-style-type: none"> Identifying vision 		<ul style="list-style-type: none"> Setting priorities 	-
Higher Thinking Skills	Creative Thinking Skills	<ul style="list-style-type: none"> Fluency 	<ul style="list-style-type: none"> Elaborateness (expansion) 	<ul style="list-style-type: none"> Authenticity 	-
	Critical Thinking Skills	-	<ul style="list-style-type: none"> Distinguishing between relevant and irrelevant information 	<ul style="list-style-type: none"> Discovering contradictions 	<ul style="list-style-type: none"> Distinguishing facts from opinions
	Problem-solving	-	-	<ul style="list-style-type: none"> Problem-solving strategies 	-
	Decision-making	-	<ul style="list-style-type: none"> Decision-making strategies 	-	<ul style="list-style-type: none"> Generating possible solutions

Continued/ Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	Second Stage Classes			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Knowledge Skills	Learning Strategies	• Mind mapping	• Putting studying plans	-	• The skill of summarization
	Reading Strategies	-	-	-	• Speed reading
	Handling Sources of Knowledge	-	• Dealing with audio means	• Dealing with visual means	• Dealing with visual means
Social Interaction and Communication	Social Intelligence	• The skill of building relationships	• Remembering names and faces	• Sense of humor • Noticing the human behavior	-
	Family Interaction	• Strategies of positive communication with family members	-	-	• The skills of accepting the family with its current features
	Communication Skills	-	• The skills of a successful speaker	• The skills of communication via facial expressions	• The skills of posture and movement in communicating with others
	Group Work Skills	• The skills of organizing and leading a team	-	• The skills of positive interaction with the team	-

Continued/ Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	Second Stage Classes			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Economic Awareness	Handling Banking Products	<ul style="list-style-type: none"> Bank products 	<ul style="list-style-type: none"> Opening bank accounts 	-	-
	Investment Skills	-	<ul style="list-style-type: none"> Developing projects 	<ul style="list-style-type: none"> Stock markets 	-
	Financial Planning	-	<ul style="list-style-type: none"> Saving 	-	-
	General Economic Skills	-	-	-	<ul style="list-style-type: none"> Inflation

Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Self-Development	Self-esteem	<ul style="list-style-type: none"> Improving self-confidence 	<ul style="list-style-type: none"> The concept of the self 	<ul style="list-style-type: none"> Self-actualization
	Emotional Intelligence	<ul style="list-style-type: none"> Controlling emotions 	<ul style="list-style-type: none"> Leisure and happiness 	<ul style="list-style-type: none"> Adjusting to strains
	Planning	<ul style="list-style-type: none"> Identifying the vision, message and goals 	-	<ul style="list-style-type: none"> Strategic planning
Higher Thinking Skills	Creative Thinking Skills	<ul style="list-style-type: none"> Predicting in light of the provided data 	-	<ul style="list-style-type: none"> Flexibility
	Critical Thinking Skills	<ul style="list-style-type: none"> Discovering contradictions 	<ul style="list-style-type: none"> The skills of deductive thinking 	<ul style="list-style-type: none"> The skills of inductive thinking
	Problem-solving	<ul style="list-style-type: none"> Creative problem-solving skills 	-	<ul style="list-style-type: none"> Assessment of problem-solving
	Decision-making	<ul style="list-style-type: none"> Decision-making strategies 	<ul style="list-style-type: none"> Advanced decision-making skills 	<ul style="list-style-type: none"> The skills of prioritizing

Continued/ Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Knowledge Skills	Learning Strategies	<ul style="list-style-type: none"> The skills of increasing the motivation to learn 	-	<ul style="list-style-type: none"> The skills of positive reaction to exams
	Reading Strategies	<ul style="list-style-type: none"> Survey reading skills 	-	<ul style="list-style-type: none"> Analytical reading skills
	Handling Sources of Knowledge	-	-	-
Social Interaction and Communication	Social Intelligence	<ul style="list-style-type: none"> The skill of building relationships with others Noticing the human behavior 	<ul style="list-style-type: none"> Reacting to difficult situations 	<ul style="list-style-type: none"> Identifying the speaker's state of mind
	Family Interaction	<ul style="list-style-type: none"> The skills of reacting to any problems facing the family 	-	<ul style="list-style-type: none"> The skills of realizing his role in increasing happy feelings within the family
	Communication Skills	<ul style="list-style-type: none"> The skills of feeling comfortable communicating with others 	<ul style="list-style-type: none"> The skills of using humor in communication 	<ul style="list-style-type: none"> The skills of using the voice in communication
	Group Work Skills	<ul style="list-style-type: none"> The skills of taking responsibility within the team 	-	<ul style="list-style-type: none"> Advanced leadership skills

Continued/ Scope and Sequence Matrix of Personal Skills' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Economic Awareness	Handling Banking Products	<ul style="list-style-type: none"> Bank dealings 	<ul style="list-style-type: none"> Bank cards 	<ul style="list-style-type: none"> Protecting personal identity and information
	Investment Skills	-	<ul style="list-style-type: none"> Stocks and bonds 	-
	Financial Planning	-	<ul style="list-style-type: none"> Skills of planning expenditure 	<ul style="list-style-type: none"> Smart shopping Wise consumer
	General Economic Skills	-	<ul style="list-style-type: none"> The State Budget 	-

Scope and Sequence Matrix of Personal Skills' Topics and Items (University)

Secondary Concerns	Topics	Items
Self-Development	Self-esteem	-
	Emotional Intelligence	<ul style="list-style-type: none"> • Adjusting to strains
	Planning	<ul style="list-style-type: none"> • Institutional planning
Higher Thinking Skills	Creative Thinking Skills	<ul style="list-style-type: none"> • Methods of creative thinking
	Critical Thinking Skills	<ul style="list-style-type: none"> • Strategies of critical thinking
	Problem-solving	-
	Decision-making	<ul style="list-style-type: none"> • Strategies of decision-making and risk study
Knowledge Skills	Learning Strategies	-
	Reading Strategies	<ul style="list-style-type: none"> • Analytical reading skills
	Handling Sources of Knowledge	-

Continued/ Scope and Sequence Matrix of Personal Skills' Topics and Items (University)

Secondary Concerns	Topics	Items
Social Interaction and Communication	Social Intelligence	-
	Family Interaction	<ul style="list-style-type: none"> • Methods of positive communication with the family
	Communication Skills	<ul style="list-style-type: none"> • Skills of communicating using body language
	Group Work Skills	<ul style="list-style-type: none"> • Positive group work interaction skills
Economic Awareness	Handling Banking Products	<ul style="list-style-type: none"> • Funding small to medium businesses
	Investment Skills	<ul style="list-style-type: none"> • Investment funds • Investment portfolios
	Financial Planning	-
	General Economic Skills	<ul style="list-style-type: none"> • National income • National product

Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	First Stage				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Knowing the Homeland	Historical Roots of the United Arab Emirates since the origination	<ul style="list-style-type: none"> Primary historical sites/ Umm Al Nar (the whole story) 	<ul style="list-style-type: none"> Primary historical sites/ Hili - Al Qusais 	<ul style="list-style-type: none"> Primary historical sites/ Shaml - Abraaq 	<ul style="list-style-type: none"> Primary historical sites/ Maliha - Al Door 	<ul style="list-style-type: none"> Primary historical sites/ Dibba - Galfar
	Factors and Steps of the Establishment of the Union	<ul style="list-style-type: none"> Announcing the establishment of the Union (a simplified story) 	<ul style="list-style-type: none"> Announcing the establishment of the Union 	<ul style="list-style-type: none"> Announcing the establishment of the Union 	<ul style="list-style-type: none"> The Union (the initial idea) 	<ul style="list-style-type: none"> The efforts behind establishing the Union
	The National Identity of the United Arab Emirates	<ul style="list-style-type: none"> Map of the UAE 	<ul style="list-style-type: none"> Location of the UAE's emirates on the map 	<ul style="list-style-type: none"> Abu Dhabi, the capital of the UAE 	<ul style="list-style-type: none"> UAE's Geographical borders 	<ul style="list-style-type: none"> UAE's most important cities
	Autobiographies and Accomplishments of the UAE's Leaders	<ul style="list-style-type: none"> Current leaders (the President and the Vice-President) 	<ul style="list-style-type: none"> Current Rulers of the UAE 	<ul style="list-style-type: none"> The founding leaders of the UAE 	<ul style="list-style-type: none"> Autobiographies of current leaders 	<ul style="list-style-type: none"> The role of the leaders of the nation in promoting the future of the Union
	The Issue of occupying the Three Emirati Islands	<ul style="list-style-type: none"> The location of the occupied Emirati islands on the map, and their names 	<ul style="list-style-type: none"> The location of the occupied Emirati islands on the map, and their names 	<ul style="list-style-type: none"> The location of the occupied Emirati islands on the map, and their names 	<ul style="list-style-type: none"> Natural elements of the occupied islands 	<ul style="list-style-type: none"> Social and demographic outline of the population of the occupied islands

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	First Stage				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Knowing the Homeland	National Contribution in Arab and Humanitarian Issues	-	-	-	-	-
	Local, International, Official and Non-Official Accomplishments of the UAE	-	-	• Educational achievements	• Cultural achievements	• Sports achievements
Love of the Homeland	Maintaining the National Identity	• Elements of the national identity (dress, food, ditties)	• Elements of the national identity (accent, ditties)	• Elements of the national identity (communication manners with guests and parents)	• Elements of the national identity (folk games)	• Elements of the national identity (proverbs and folk tales)
	Active Participation in National Occasions	• Celebrating the National Day	• Celebrating the National Day	• Celebrating the National Day, and other national holidays	• Active participation in the National Day	• Active participation in national holidays
	Promoting Domestic Tourism	• Tourist attractions in Dubai and Abu Dhabi	• Tourist attractions in Sharjah and Ajman	• Tourist attractions in Ras Al-Khaimah, Umm Al Quwain and Fujairah	• Marine environment landmarks in the UAE	• Terrestrial environment landmarks in the UAE

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	First Stage				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Love of the Homeland	Putting Public Interest Ahead of Personal Interests	<ul style="list-style-type: none"> Showing altruism at home 	<ul style="list-style-type: none"> Showing altruism in playgrounds and places of leisure 	<ul style="list-style-type: none"> Showing altruism at school 	<ul style="list-style-type: none"> Showing altruism on the road 	<ul style="list-style-type: none"> The concepts of private and public interest
	Love and Appreciation for the Symbols of the Nation	<ul style="list-style-type: none"> Respecting the nation's flag and showing pride in it 	<ul style="list-style-type: none"> Respecting the national anthem and standing up when it is played 	<ul style="list-style-type: none"> Respecting the emblem of the country and showing pride in it 	<ul style="list-style-type: none"> Showing love and appreciation for the nation's leaders 	<ul style="list-style-type: none"> Showing love and appreciation for the nation's leaders
Serving the Homeland	Serving the Country in Different Fields	<ul style="list-style-type: none"> Old maritime professions 	<ul style="list-style-type: none"> Old agricultural professions 	<ul style="list-style-type: none"> Emirati women contributions in work in the past 	<ul style="list-style-type: none"> Old Emirati handcrafts 	<ul style="list-style-type: none"> Respecting manual crafts and professions
	Constitutional Rights and Duties	-	-	-	-	-
	Volunteer Work	<ul style="list-style-type: none"> Serving the environment 	<ul style="list-style-type: none"> Serving the needy 	<ul style="list-style-type: none"> Serving persons with special needs 	<ul style="list-style-type: none"> Participating in official volunteer programs 	<ul style="list-style-type: none"> Volunteering for the service of the nation

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Knowing the Homeland	Historical Roots of the United Arab Emirates since the origination	<ul style="list-style-type: none"> Primary historical sites/ Jebel Hafeet - Tawam 	<ul style="list-style-type: none"> Origination of human settlements in the UAE area 	<ul style="list-style-type: none"> Civilizational unity of the UAE area from the 3rd century BC to the 7th century AD 	<ul style="list-style-type: none"> The spread of Islam in the UAE area
	Factors and Steps of the Establishment of the Union	<ul style="list-style-type: none"> The establishment of the Union of the United Arab Emirates 	<ul style="list-style-type: none"> The social and cultural factors behind the establishment of the Union 	<ul style="list-style-type: none"> The economic factors behind the establishment of the Union 	<ul style="list-style-type: none"> The historic factors behind the establishment of the Union
	The National Identity of the United Arab Emirates	<ul style="list-style-type: none"> UAE's religious identity and its manifestations 	<ul style="list-style-type: none"> UAE's Arab identity and its manifestations 	<ul style="list-style-type: none"> UAE's cultural identity and its manifestations 	<ul style="list-style-type: none"> UAE's political identity and its manifestations
	Autobiographies and Accomplishments of the UAE's Leaders	<ul style="list-style-type: none"> The biography of Sheikh Zayed bin Sultan Al Nahyan- may he rest in peace 	<ul style="list-style-type: none"> The biography of Sheikh Rashid bin Saeed Al Maktoum- may he rest in peace 	<ul style="list-style-type: none"> The biography of Shaikh Khalifa Bin Zayed bin Sultan Al Nahyan, President of the UAE; may Allah save him 	<ul style="list-style-type: none"> The biography of Sheikh Mohammed Bin Rashid bin Saeed Al Maktoum, Vice-President of the UAE- may Allah save him
	The Issue of occupying the Three Emirati Islands	<ul style="list-style-type: none"> The strategic importance of the occupied Emirati islands 	<ul style="list-style-type: none"> Detailed information about Abu Musa Island 	<ul style="list-style-type: none"> Detailed information about the islands of Greater and Lesser Tunbs 	<ul style="list-style-type: none"> Introduction to the issue of occupying the three Emirati islands

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Knowing the Homeland	National Contribution in Arab and Humanitarian Issues	<ul style="list-style-type: none"> The United Arab Emirates' philanthropic work in Arab, Islamic and friendly states 	<ul style="list-style-type: none"> The United Arab Emirates' health-related projects in Arab, Islamic and friendly states 	<ul style="list-style-type: none"> The United Arab Emirates' relief efforts and projects in the Arab World 	<ul style="list-style-type: none"> The United Arab Emirates' relief efforts and projects on the global level
	Local, International, Official and Non-Official Accomplishments of the UAE	<ul style="list-style-type: none"> UAE's Environmental accomplishments 	<ul style="list-style-type: none"> UAE's Medical accomplishments 	<ul style="list-style-type: none"> UAE's Scientific accomplishments 	<ul style="list-style-type: none"> UAE's Economic accomplishments
Love of the Homeland	Maintaining the National Identity	<ul style="list-style-type: none"> Taking pride in the elements of the national identity most distinctive to the UAE 	<ul style="list-style-type: none"> Taking pride in the country's cultural and social heritage 	<ul style="list-style-type: none"> Respecting old crafts and professions 	<ul style="list-style-type: none"> Playing heritage sports
	Active Participation in National Occasions	<ul style="list-style-type: none"> Civilized participation in national occasions 	<ul style="list-style-type: none"> Civilized participation in religious, cultural and sporting events 	<ul style="list-style-type: none"> Reinforcing the stature of the State by participating in official events 	<ul style="list-style-type: none"> Investing different occasions in reinforcing the stature of the State
	Promoting Domestic Tourism	<ul style="list-style-type: none"> Mechanisms of organizing domestic tourism programs for families (gathering information, setting priorities and benefiting from offers) 	<ul style="list-style-type: none"> Maintaining tourist and environmental landmarks 	<ul style="list-style-type: none"> Putting marketing programs to stimulate organizing domestic tourism programs 	<ul style="list-style-type: none"> The skills of organizing domestic tourism programs (booking accommodation and transport and organizing the visit's schedule)

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Love of the Homeland	Putting Public Interest Ahead of Personal Interests	<ul style="list-style-type: none"> Limits of private interest 	<ul style="list-style-type: none"> Limits of public interest 	<ul style="list-style-type: none"> Putting public interest ahead of personal interest in times of contradiction (real life examples) 	<ul style="list-style-type: none"> Putting public interest ahead of personal interest in times of contradiction (real life examples)
	Love and Appreciation for the Symbols of the Nation	<ul style="list-style-type: none"> Respecting the folk heritage 	<ul style="list-style-type: none"> Respecting proper customs, traditions and social norms 	<ul style="list-style-type: none"> Appreciating the nation's leaders' stands in different issues 	<ul style="list-style-type: none"> Appreciating the nation's leaders' stands in different issues
Serving the Homeland	Serving the Country in Different Fields	<ul style="list-style-type: none"> The value of work 	<ul style="list-style-type: none"> Every honorable job serves the nation 	<ul style="list-style-type: none"> Connecting the choice of the future career with serving the nation (putting the good of the nation first) 	<ul style="list-style-type: none"> How to serve the country through work
	Constitutional Rights and Duties	<ul style="list-style-type: none"> Rights, as stated in the constitution 	<ul style="list-style-type: none"> Duties, as stated in the constitution 	<ul style="list-style-type: none"> Appreciating the acquired rights according to the constitution 	<ul style="list-style-type: none"> Respecting the constitution
	Volunteer Work and Social Responsibility	<ul style="list-style-type: none"> Fields of volunteer work 	<ul style="list-style-type: none"> The conditions and fundamentals of volunteering 	<ul style="list-style-type: none"> Volunteering and serving the homeland 	<ul style="list-style-type: none"> Volunteering as a part of the daily work schedule

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Knowing the Homeland	Historical Roots of the United Arab Emirates since the origination	<ul style="list-style-type: none"> The Arab tribes in the UAE's area 	<ul style="list-style-type: none"> The economic activity, the trade movement and major ports (Galfar, Dibba, Khor Fakkan) 	<ul style="list-style-type: none"> The Portuguese occupation and the liberation movements Emergence of alliances The British occupation Independence
	Factors and Steps of the Establishment of the Union	<ul style="list-style-type: none"> The political factors behind the establishment of the Union state 	<ul style="list-style-type: none"> The structure of the Union state 	<ul style="list-style-type: none"> Political empowerment in the United Arab Emirates
	The National Identity of the United Arab Emirates	<ul style="list-style-type: none"> UAE's political identity as stated in the constitution 	<ul style="list-style-type: none"> UAE's religious and Arab identity as stated in the constitution 	<ul style="list-style-type: none"> UAE's cultural identity as stated in the constitution
	Autobiographies and Accomplishments of the UAE's Leaders	<ul style="list-style-type: none"> Autobiographies and accomplishments of the UAE's Crown Princes 	<ul style="list-style-type: none"> The achievements of the nation's leaders in promoting the country's development 	<ul style="list-style-type: none"> The tree chart of the UAE rulers
	The Issue of occupying the Three Emirati Islands	<ul style="list-style-type: none"> The historical rights and the Emirati arguments 	<ul style="list-style-type: none"> Resisting the occupation of the Emirati Islands 	<ul style="list-style-type: none"> A complete picture of the Emirati islands' occupation issue and the official efforts to resolve it

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Knowing the Homeland	National Contribution in Arab and Humanitarian Issues	<ul style="list-style-type: none"> Emirati housing projects in Arab, Islamic and friendly states 	<ul style="list-style-type: none"> UAE's policy in supporting Arab and Islamic issues (the Palestinian issue, for example) 	<ul style="list-style-type: none"> Emirati developmental contributions (Abu Dhabi Fund for Development)
	Local, International, Official and Non-Official Accomplishments of the UAE	<ul style="list-style-type: none"> UAE's achievements in human development field 	<ul style="list-style-type: none"> UAE's achievements in the infrastructure domain 	<ul style="list-style-type: none"> Renewable energy Masdar City The Emirati satellite
Love of the Homeland	Maintaining the National Identity	<ul style="list-style-type: none"> Folk proverbs and maxims 	<ul style="list-style-type: none"> Hospitality Etiquette, and rules of visitation 	<ul style="list-style-type: none"> Interacting with neighbors and relatives and Etiquettes of speaking
	Active Participation in National Occasions	<ul style="list-style-type: none"> Showing a civilized behavior when participating in social events 	<ul style="list-style-type: none"> Showing a civilized behavior when participating in sports events 	<ul style="list-style-type: none"> Showing a civilized behavior when participating in religious events
	Promoting Domestic Tourism	<ul style="list-style-type: none"> Spreading information about the Emirati environmental tourist attractions 	<ul style="list-style-type: none"> Spreading information about the Emirati monuments and historical tourist attractions 	<ul style="list-style-type: none"> Spreading information about the Emirati urban tourist attractions

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Love of the Homeland	Putting Public Interest Ahead of Personal Interests	<ul style="list-style-type: none"> Limits of private interest 	<ul style="list-style-type: none"> Limits of public interest 	<ul style="list-style-type: none"> Putting public interest ahead of personal interest in times of contradiction (real life examples)
	Love and Appreciation for the Symbols of the Nation	<ul style="list-style-type: none"> Showing love for the nation and its symbols 	<ul style="list-style-type: none"> Expressing one's love for the homeland and its symbols 	<ul style="list-style-type: none"> Adhering to manners and rules of expression when expressing their feelings artistically and literarily
Serving the Homeland	Serving the Country in Different Fields	<ul style="list-style-type: none"> Perfecting the work is one of the fundamentals of citizenship 	<ul style="list-style-type: none"> Committing to the jobs' and professions' code of honor is one of the fundamentals of citizenship 	<ul style="list-style-type: none"> Sacrifice and dedication in work for the service of the nation
	Constitutional Rights and Duties	<ul style="list-style-type: none"> Taking pride in the gains achieved under the constitution 	<ul style="list-style-type: none"> Taking pride in the gains achieved under the constitution 	<ul style="list-style-type: none"> Taking pride in the gains achieved under the constitution
	Social Responsibility	<ul style="list-style-type: none"> The concept of social responsibility 	<ul style="list-style-type: none"> Social responsibility on the individuals' level 	<ul style="list-style-type: none"> Social responsibility on the institutions' level

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	First Stage				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Loyalty to the United Arab Emirates	Loyalty to the Nation and the Leadership	-	-	-	-	-
	Adhering to the Country's Interests	-	-	-	-	-
	Conserving the Structure of the Union	I Maintain my Union	Our Union	Loyalty to the Union	The concept of maintaining the Union's structure	How do I maintain my Union
	Promoting and Maintaining the Components of the National Unity	My Identity is Emirati, and Emirates is My Identity	I am an Emirati and Islam is My Religion	I am an Emirati and Arabic is my Language	I am an Emirati, I am Proud of my Customs and Traditions	I am an Emirati

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Loyalty to the United Arab Emirates	Loyalty to the Nation and the Leadership	Khalifa Is Our Leader	My Loyalty is to my Emirates	Complete Obedience to the Leaders of the Nation	Complete and Total Adherence to the Leaders of the Nation
	Adhering to the Country's Interests	-	The Union is my approach	My Homeland Comes First	The Leaders of My Nation
	Conserving the Structure of the Union	-	-	The Stability of a Nation	My Flag is the Symbol of My Union
	Promoting and Maintaining the Components of the National Unity	Highlighting the National, Arab and Islamic Identity	Our Emirati Culture	Respecting Others Is My Duty	We Are All Equal Before the Law

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Loyalty to the United Arab Emirates	Loyalty to the Nation and the Leadership	Loyalty is Indivisible	My Country is the source of my legislation	One Homeland
	Adhering to the Country's Interests	The Stability of My Country is Safety and Security	I respect the Constitution of my Country	We all are the United Arab Emirates
	Conserving the Structure of the Union	Protecting the Union	Protecting the Union	Protecting the Union
	Promoting and Maintaining the Components of the National Unity	The United Arab Emirates is everyone's Home	Emirates is Authenticity	No Intolerance "Citizenship is Responsibility"

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Protecting the Homeland	Standing up to Contemporary Challenges	-	-	My Country Teaches Me	It Is My Responsibility
	Facing Negative Population-Related Effects	My Beautiful Language	-	-	-
	Answering the Nation's Call in Times of Crises and Disasters	-	-	-	For Our Country

Continued/ Scope and Sequence Matrix of National Awareness' Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Protecting the Homeland	Standing up to Contemporary Challenges	No Extremism	Clinging to my Principles	-
	Facing Negative Population-Related Effects	-	My Country is My Responsibility	Emiratization of Jobs
	Answering the Nation's Call in Times of Crises and Disasters	At My Country's Service	Participating in training programs for facing crises	Instantly joining the formal groups that the state forms in the face of crises

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items of the First Stage (Grades 1 to 5)	Items of the Second Stage (Grades 6 to 9)	Items of the Secondary School stage (Grades 10 to 12)	University Education
Health Awareness	Physical Activity	<ul style="list-style-type: none"> The benefits of physical activity Participating in organized sporting activities 	<ul style="list-style-type: none"> The relation between physical activity and some diseases (obesity, diabetes, cardiovascular diseases and bronchial asthma) 	<ul style="list-style-type: none"> Practicing different kinds of physical activity (home-suitable sports, school-suitable sports and outdoor sports) The importance of the relation between physical activity and some diseases The role of physical activity in preventing such diseases Practicing physical activities in order to improve fitness and increase the body's muscle mass Choosing the right nutrition for every physical activity (nutritional programs, food supplements, sports supplements and sports drinks) 	<ul style="list-style-type: none"> Practicing different kinds of physical activities Practicing physical activities to improve fitness and increase the body's muscle mass Choosing the right nutrition for every physical activity (nutritional programs, food supplements, sports supplements and sports drinks)

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Health Awareness	Full Physical Check-Up and Periodic Examination	<ul style="list-style-type: none"> • Benefits of the full health check-up 	<ul style="list-style-type: none"> • Benefits of the full health check-up and several related positive experiences • The importance of periodic examination in preventing diseases 	<ul style="list-style-type: none"> • The difference between full clinical and laboratory examinations • Reading laboratory tests • Self-examination 	<ul style="list-style-type: none"> • Clinical and laboratory examinations • Reading laboratory tests • Self-examination
	Healthy Sleep	<ul style="list-style-type: none"> • The right sleeping time, place and position 	<ul style="list-style-type: none"> • The importance of sleep 	<ul style="list-style-type: none"> • Dealing with insomnia • Healthy sleeping habits 	<ul style="list-style-type: none"> • Dealing with insomnia • Healthy sleeping habits

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Health Awareness	Healthy Nutrition	<ul style="list-style-type: none"> Nutrients (macroelements, microelements and water) Food groups (food guide pyramid, food intakes and examples of healthy foods) 	<ul style="list-style-type: none"> Nutrition-related illnesses (obesity, emaciation, cardiovascular diseases, diabetes, anorexia nervosa, food allergies, food poisoning and noninfectious diseases) Healthy eating habits (Recommendations: using less salt, saturated fat and fast food) 	<ul style="list-style-type: none"> The different nutrients and their importance to health Food groups The proper intake of each food group Nutrition-related illnesses and preventing them Healthy nutrition according to age group and physical activity Healthy eating habits (Recommendations: using less salt, saturated fat and fast food) Food safety and preservation The food label, and how to read it 	<ul style="list-style-type: none"> The different nutrients and their importance to health Food groups The proper intake of each food group Nutrition-related illnesses and preventing them Healthy nutrition according to age group and physical activity Healthy eating habits (Recommendations: using less salt, saturated fat and fast food) Food safety and preservation How to read the label

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Health Awareness	Health According to the Age Group	-	-	<ul style="list-style-type: none"> • Pregnant women • Infants • Children • Adolescents (youths and teenagers-general and reproductive health) • Senior citizens • Persons with special needs 	<ul style="list-style-type: none"> • Pregnant women • Infants • Children • Adolescents (youths and teenagers-general and reproductive health) • Senior citizens • Persons with special needs
	Personal Hygiene	<ul style="list-style-type: none"> • Oral health • Eye health • Ear health 	<ul style="list-style-type: none"> • Body care and hygiene • Caring for one's appearance 	-	-

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Health Awareness	Psychological Strains and How to Handle Them	-	<ul style="list-style-type: none"> • Psychological strains • Identifying sources of psychological strains and classifying them • Identifying the effects of psychological strains (psychologically, socially, economically and health wise) • Applying methods of managing psychological strains (realization, relaxation, and adopting a positive attitude and a healthy lifestyle) 	<ul style="list-style-type: none"> • Psychological strains • Avoiding sources of psychological strains of all kinds • Identifying the effects of psychological strains (psychologically, socially, economically and health wise) • Applying methods of managing psychological strains (realization, relaxation, and adopting a positive attitude and a healthy lifestyle) 	<ul style="list-style-type: none"> • Psychological strains • Avoiding sources of psychological strains of all kinds • Identifying the effects of psychological strains (psychologically, socially, economically and health wise) • Applying methods of managing psychological strains (realization, relaxation, and adopting a positive attitude and a healthy lifestyle)

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Health Awareness	Psychological Disorders and Methods of Handling Them	-	<ul style="list-style-type: none"> • Psychological disorders and methods of handling them • Identifying sources of psychological disorders 	<ul style="list-style-type: none"> • Psychological disorders and methods of handling them • Identifying sources of psychological disorders 	<ul style="list-style-type: none"> • Psychological disorders and methods of handling them • Applying methods of dealing with psychological disorders • Identifying sources of psychological disorders and how to handle them
	Psychosocial Problems	<ul style="list-style-type: none"> • Developing assertive behavior 	<ul style="list-style-type: none"> • Developing assertive behavior 	<ul style="list-style-type: none"> • Developing assertive behavior 	<ul style="list-style-type: none"> • Developing assertive behavior

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Traffic Culture	Traffic Safety	<ul style="list-style-type: none"> The rules of using the school bus Children's play at home, in the streets and parking lots Crossing the road Passenger safety Riding bicycles and motorcycles Rules of using public transport 	<ul style="list-style-type: none"> The rules of using the school bus Children's play at home, in the streets and parking lots Crossing the road Passenger safety Riding bicycles and motorcycles Driving vehicles Vehicle safety Wrong practices while driving (using the phone, eating, smoking, overtaking on the right, racing, quarreling, not paying attention) Rules of using public transport 	<ul style="list-style-type: none"> Passenger safety Riding bicycles and motorcycles Driving vehicles Vehicle safety Wrong practices while driving (using the phone, eating, smoking, overtaking on the right, racing, quarreling, not paying attention) 	<ul style="list-style-type: none"> Passenger safety Riding bicycles and motorcycles Driving vehicles Vehicle safety Wrong practices while driving (using the phone, eating, smoking, overtaking on the right, racing, quarreling, not paying attention) Rules of using public transport

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Traffic Culture	Traffic Signs and Signals	<ul style="list-style-type: none"> • Types of traffic signals and their meanings • Common procedures at traffic signals • Punishment of violating traffic signals 	-	<ul style="list-style-type: none"> • Types of traffic signals and their meanings • Common procedures at traffic signals • Punishment of violating traffic signals 	-
	Traffic and Pedestrian Rules	<ul style="list-style-type: none"> • Pedestrians • Cyclists and motorcyclists 	-	-	-
	Traffic Accidents	-	<ul style="list-style-type: none"> • Traffic policies and strategies • Types of traffic accidents • Reasons and consequences of traffic accidents 	<ul style="list-style-type: none"> • Traffic policies and strategies • Types of traffic accidents • Reasons and consequences of traffic accidents 	-

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Environmental Culture	Hazards of Environmental Resources' Depletion	-		<ul style="list-style-type: none"> • Depletion of Environmental resources • Depletion of Fish stocks • Depletion of underground water • Overhunting of wild animals and over-collection of wild plants 	<ul style="list-style-type: none"> • Depletion of Environmental resources • Depletion of Fish stocks • Depletion of underground water • Overhunting of wild animals and over-collection of wild plants
	Rationalizing the use of Environmental Resources	<ul style="list-style-type: none"> • Rationalization of water • Rationalization of energy 	<ul style="list-style-type: none"> • Using clean and renewable energy • Using the Energy Star standard 	<ul style="list-style-type: none"> • Using clean and renewable energy • Using the Energy Star standard 	-
	Recycling	<ul style="list-style-type: none"> • Ways of recycling (household, technology...etc.) • Methods of recycling waste water 	<ul style="list-style-type: none"> • Ways of recycling (household, technology ...etc.) • Methods of recycling waste water 	<ul style="list-style-type: none"> • Ways of recycling (household, technology ...etc.) • Methods of recycling waste water 	-

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Environmental Culture	Cleanliness of My Environment	<ul style="list-style-type: none"> • Cleanliness of the household • Cleanliness of the school • Cleanliness of the wider environment (deserts, gardens and beaches) 	<ul style="list-style-type: none"> • Cleanliness of the wider environment (deserts, gardens and beaches) 	<ul style="list-style-type: none"> • Cleanliness of the household • Cleanliness of the school • Cleanliness of the wider environment (deserts, gardens and beaches) 	-
	Environmental Pollution	-	<ul style="list-style-type: none"> • Air pollution • Pollution of seas and bodies of water 	<ul style="list-style-type: none"> • Air pollution • Pollution of seas and bodies of water 	-
	Owning All Kinds of Animals	<ul style="list-style-type: none"> • Caring for animals • Protection from animal diseases 	<ul style="list-style-type: none"> • Caring for animals • Protection from animal diseases 	<ul style="list-style-type: none"> • Caring for animals • Protection from animal diseases 	-

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Prevention and Safety	School Safety	<ul style="list-style-type: none"> Introducing safety requirements inside buildings 	<ul style="list-style-type: none"> Safety requirements in school labs Safety rules in school facilities Introducing safety requirements inside buildings 	<ul style="list-style-type: none"> Safety requirements in schools labs Safety rules in school facilities Construction safety requirements in school buildings Introducing safety requirements inside buildings 	-
	Household Safety	<ul style="list-style-type: none"> How to avoid kitchen risks The risks of falling from high places 	<ul style="list-style-type: none"> How to avoid kitchen risks The risks of falling from high places How to avoid electricity risks Hazards of sharp objects and toxic substances 	-	-

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Prevention and Safety	Road Safety	<ul style="list-style-type: none"> • Protection against vehicle risk factors 	<ul style="list-style-type: none"> • Handling fires and other vehicle risks • How to help others 	<ul style="list-style-type: none"> • Protection against vehicle risk factors • Handling fires and other vehicle risks • How to help others 	-
	Manual Fire Extinguishers	<ul style="list-style-type: none"> • Advantages of manual fire extinguishers • Types of extinguishers • What do we do when a fire occurs? 	<ul style="list-style-type: none"> • Types of extinguishers • Pre-operation procedures • What do we do when a fire occurs? 	<ul style="list-style-type: none"> • Pre-operation procedures • Types of extinguishers • How to use • What do we do when a fire occurs? 	<ul style="list-style-type: none"> • Pre-operation procedures • Types of extinguishers • How to use • What do we do when a fire occurs?

Scope and Sequence Matrix of Health and Safety Topics and Items

Secondary Concerns	Topics	Items for the First Stage (Grades 1 to 5)	Items for the Second Stage (Grades 6 to 9)	Items for Secondary School (Grades 10 to 12)	University Education
Continued Prevention and Safety	Crises and Disasters	<ul style="list-style-type: none"> What to do at the sound of a siren 	<ul style="list-style-type: none"> What to do at the sound of a siren What are the proper procedures for evacuating a danger zone 	<ul style="list-style-type: none"> The meaning of different siren sounds What to do at the sound of a siren Types of warnings What are the proper procedures for evacuating a danger zone What to do when finding or giving shelter 	<ul style="list-style-type: none"> The meaning of different siren sounds Types of warnings What to do at the sound of a siren What are the proper procedures for evacuating a danger zone Types of evacuations What to do when finding or giving shelter
	First Aid	<ul style="list-style-type: none"> How to report an accident 	<ul style="list-style-type: none"> How to report an accident How to carry an injured person and transport him away from danger The contents of a first aid kit 	<ul style="list-style-type: none"> How to report an accident How to carry an injured person and transport him away from danger The contents of a first aid kit Fundamentals of first aid for minor injuries 	<ul style="list-style-type: none"> How to report an accident How to carry an injured person and transport him away from danger The contents of a first aid kit Fundamentals of first aid for minor and severe injuries

Scope and Sequence Matrix of Crime Prevention Topics and Items

Secondary Concerns	Topics	First Stage				
		First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Intellectual Security	Assertive Attitude	<ul style="list-style-type: none"> How to say no Reporting any threats made against one's self or others 	-	-	-	<ul style="list-style-type: none"> How to say no Reporting any threats made against one's self or others
	Sound Thinking	-	-	-	<ul style="list-style-type: none"> Requirements of sound thinking 	<ul style="list-style-type: none"> The culture of forgiveness, acceptance and respecting the other
	Intellectual Influences and How to Deal with Them	-	-	-	-	-
Electronic Crimes	Positive Interaction with Modern Technology	-	<ul style="list-style-type: none"> Knowing about modern technology and its advantages 	-	<ul style="list-style-type: none"> Exploitation of minors (sexual, financial or in crime) 	<ul style="list-style-type: none"> Ways of achieving maximum benefit from modern technology
Protection against Narcotics	Using and Trading Narcotics and Mind-Altering Substances	-	-	-	-	<ul style="list-style-type: none"> Passive smoking, its dangers and how to deal with smokers

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Intellectual Security	Assertive Attitude	<ul style="list-style-type: none"> Expressing ideas and feelings without submissiveness or aggressiveness 	<ul style="list-style-type: none"> Reporting any threats made against property, one's self or others 	<ul style="list-style-type: none"> Expressing ideas and feelings without submissiveness or aggressiveness 	-
	Sound Thinking	<ul style="list-style-type: none"> Positive investment of free time 	-	<ul style="list-style-type: none"> Requirements of sound thinking 	<ul style="list-style-type: none"> The culture of forgiveness, acceptance and respecting the other
	Intellectual Influences and How to Deal with Them	-	<ul style="list-style-type: none"> Imitating anomalous young trends (emo, metal, rock, tattoos, piercing) 	-	-

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Electronic Crimes	Positive Interaction with Modern Technology	<ul style="list-style-type: none"> • Addiction to modern technology • Best methods of dealing with modern technology 	<ul style="list-style-type: none"> • Exploitation of minors (sexual, financial or in crime) 	-	<ul style="list-style-type: none"> • Trading prohibited materials • Deception, fraud, making threats and blackmail
Protection against Narcotics	Using and Trading Narcotics and Mind-Altering Substances	-	<ul style="list-style-type: none"> • Smoking, its dangers and how to quit 	<ul style="list-style-type: none"> • All kinds of narcotics and intoxicating and mind-altering substances • Raising awareness about drug-related laws and legal protection 	-

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items

Secondary Concerns	Topics	Second Stage			
		Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
Juvenile Crimes	Sex Education	<ul style="list-style-type: none"> Doing indecent acts 	<ul style="list-style-type: none"> Imitating the opposite sex 	-	-
	Abuse	<ul style="list-style-type: none"> Sexual abuse: rape and sexual molestation 	-	<ul style="list-style-type: none"> Verbal abuse Pestering others: harassment 	<ul style="list-style-type: none"> Physical abuse: physical violence and using white arms Psychological abuse and emotional neglect
	Infringing on Other People's Rights	-	-	<ul style="list-style-type: none"> Vandalizing public and private property Writing on walls Theft 	-
	Choosing Friends	-	-	<ul style="list-style-type: none"> Cliquing Keeping away from bad company Standing up to peer pressure 	-
	Respecting the Law	<ul style="list-style-type: none"> Raising awareness concerning juvenile laws 	-	-	<ul style="list-style-type: none"> Respecting traffic laws Consequences of concealment

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Intellectual Security	Assertive Attitude	<ul style="list-style-type: none"> Expressing ideas and feelings without submissiveness or aggressiveness Reporting any threats made against property, one's self or others 	-	-
	Sound Thinking	<ul style="list-style-type: none"> Positive investment of free time The culture of forgiveness, acceptance and respecting the other 	<ul style="list-style-type: none"> Requirements of sound thinking 	<ul style="list-style-type: none"> Factors influencing mental integrity (fanaticism and extremism, balance and moderation)
	Intellectual Influences and How to Deal with Them	<ul style="list-style-type: none"> Imitating anomalous young trends (emo, metal, rock, tattoos, piercing) 	<ul style="list-style-type: none"> Tools of intellectual influence Consequences of intellectual influence Standing up to intellectual influence 	-
Electronic Crimes	Positive Interaction with Modern Technology	<ul style="list-style-type: none"> Hacking Spreading rumors and divulging secrets Spying and invasion of privacy Positive usage of internet cafés and places of leisure 	-	<ul style="list-style-type: none"> Online buying and selling

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Protection against Narcotics	Using and Trading Narcotics and Mind-Altering Substances	<ul style="list-style-type: none"> Smoking, its dangers and how to quit 	<ul style="list-style-type: none"> All kinds of narcotics, and mind-altering substances Drug abuse, addiction psychology and addiction as a disease Recognizing addicts Raising awareness about drug-related laws and legal protection 	<ul style="list-style-type: none"> Treatment and post-treatment care; a mission for everyone How society sees addicts
	Sex Education	<ul style="list-style-type: none"> Doing indecent acts Homosexuality Imitating the opposite sex 	-	-
Juvenile Crimes	Abuse	-	<ul style="list-style-type: none"> Sexual abuse: rape and sexual molestation Physical abuse: physical violence and using white arms Verbal abuse Psychological abuse and emotional neglect 	<ul style="list-style-type: none"> Pestering others: harassment

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items

Secondary Concerns	Topics	Secondary School		
		Tenth Grade	Eleventh Grade	Twelfth Grade
Juvenile Crimes	Infringing on Other People's Rights	-	-	-
	Choosing Friends	<ul style="list-style-type: none"> • Cliqing • Keeping away from bad company • Standing up to peer pressure 	-	-
	Respecting the Law	-	<ul style="list-style-type: none"> • Raising awareness concerning juvenile laws • Respecting the law • Good conduct • Consequences of concealment 	-

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items (University)

Secondary Concerns	Topics	Items
Intellectual Security	Assertive Attitude	-
	Sound Thinking	<ul style="list-style-type: none"> • Requirements of sound thinking • The culture of forgiveness, acceptance and respecting the other • Factors influencing mental integrity (fanaticism and extremism, balance and moderation)
	Intellectual Influences and How to Deal with Them	<ul style="list-style-type: none"> • Tools of intellectual influence • Consequences of intellectual influence • Standing up to intellectual influence
Electronic Crimes	Positive Interaction with Modern Technology	<ul style="list-style-type: none"> • Hacking • Trading prohibited materials • Spreading rumors and divulging secrets • Spying and invasion of privacy • Deception, fraud, making threats and blackmail • Exploitation of minors (sexual, financial or in crime) • Online buying and selling

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items (University)

Secondary Concerns	Topics	Items
Protection against Narcotics	Using and Trading Narcotics and Mind-Altering Substances	<ul style="list-style-type: none"> • Smoking, its dangers and how to quit • All kinds of narcotics, and mind-altering substances • Drug abuse, addiction psychology and addiction as a disease • Recognizing addicts • Treatment and post-treatment care; a mission for everyone • How society sees addicts • Raising awareness about drug-related laws and legal protection
Juvenile Crimes	Sex Education	<ul style="list-style-type: none"> • Doing indecent acts • Homosexuality • Imitating the opposite sex
	Abuse	<ul style="list-style-type: none"> • Sexual abuse: rape and sexual molestation • Physical abuse: physical violence and using white arms • Verbal abuse • Psychological abuse and emotional neglect • Pestering others: harassment
	Infringing on Other People's Rights	-

Continued/ Scope and Sequence Matrix of Crime Prevention Topics and Items (University)

Secondary Concerns	Topics	Items
<p>Juvenile Crimes</p>	<p>Choosing Friends</p>	<ul style="list-style-type: none"> • Standing up to peer pressure
	<p>Respecting the Law</p>	<ul style="list-style-type: none"> • Raising awareness concerning anti-terrorism laws • Respecting the law • Intellectual property • Economic crimes



*The End
With
The Grace of Allah*



مبادرة اقدر للألعاب الذكية



مقدمة

بناء على توجيهات الفريق سمو الشيخ سيف بن زايد آل نهيان نائب رئيس مجلس الوزراء وزير الداخلية، بشأن تشكيل لجنة إعداد البرنامج الوطني للتوعية الطلابية (برنامج خليفة لتمكين الطلاب) والتي تضمنت إعداد برنامج متكامل للتوعية الإلكترونية عبر مختلف الوسائل والتقنيات، الموجهة إلى الشرائح الطلابية والشبابية، وذلك دعماً وتمكيناً لهم على التوصل إلى أفضل المعارف والمعلومات والسلوكيات التي تجعلهم قادرين على مواجهة تحديات المستقبل ومتغيراته، وذلك من خلال تركيز التوعية والمعرفة وذلك ارتكازاً على ثلاثة جوانب رئيسية:

- معرفة وصف وظروف هذا الشيء.
- فهم ومعرفة طبيعة حركته وهل هي مفيدة أو ضارة، ايجابية أم سلبية، خير أم شر.
- التوصل إلى أسلم الطرق الممكنة للتعامل مع هذا الشيء.

فالتوعية تعنى بتحسين الفرد ضد أية أخطار محتملة، بمعنى أننا نحاول عن طريق التوعية أن نشيد أسواراً لحماية الفرد من المخاطر قبل وقوعها، والتحوط لما يمكن أن يقع من أخطار، والعمل على تأمين المحيط الذي يعيش فيه الفرد بشكل يسمح له بالتكيف مع كل ما هو آمن والبعد بالتالي عن كل ما هو خطر.





نبذة عن المبادرة:

تدعم هذه المبادرة العملية التعليمية عن طريق ألعاب الفيديو والتي تعد أفضل السبل والوسائل للمساهمة في نشر التوعية بسبب الانتشار الواسع للألعاب على مختلف الأجهزة والانظمة (Apple , Android, windows)، بما تحتويه هذه الألعاب من رسائل تعليمية في قالب ممتع للصغار والكبار، وفيها استثمار للوقت فيما ينفذ، وتحتوي الألعاب الذكية على محاور توعوية ومضامين تربوية . كما أنها إحدى وسائل التوعية والتي تستخدم فيها كافة تقنيات المعلومات والاتصالات من خلال عدة قنوات إلكترونية.



الرؤية

اعداد أجيال وطنية واعية تفخر بها الدولة ويفخرون بها .

الرسالة

استحداث مجموعة من الألعاب الذكية التفاعلية المرتكزة على الثقافة المجتمعية والتاريخية لدولة الإمارات العربية المتحدة ذات مضامين تربوية وقيمية وأخلاقية ونشرها بين الفئات الطلابية.





مبادرة اقدر للألعاب الذكية

الأهداف:

1 اعداد جيل واعى يحسن إدارة نفسه وعلاقته مع الآخرين

1

2 ايصال الرسائل والمفاهيم والدروس التوعوية المختلفة إلى قطاعات المجتمع في أي مكان وبكل السبل الإلكترونية المتاحة التي تساهم في الوصول إلى أفراد المجتمع الذين قد يصعب التواصل معهم مباشرة

2





الفئات المستهدفة:

تستهدف المبادرة ثلاث فئات رئيسية وهي:

1 الفئة الأولى:

كافة الطلبة ابتداءً من الروضة حتى المراحل العليا.

2 الفئة الثانية:

أولياء أمور الطلبة .

3 الفئة الثالثة:

فئة الشباب.





مبادرة اقدر للألعاب الذكية

الطرق والوسائل المستخدمة:

- استخدام أفضل المحركات المستخدمة عالميا في تطوير الالعاب وعن طريق كادر داخلي متخصص، بالتعاون مع الشركات المتخصصة .
- تطوير العاب توعوية تعمل على الأجهزة الذكية مختلفة الأنظمة
- استخدام شخصيات كرتونية وطنية، وإبراز الجهات المساهمة.
- التطوير بناء على السيناريوهات الموضوعه بالتعاون مع اللجنة الوطنية و المتوافقة مع أهداف الدولة والبرنامج الوطني.
- تعدد اللغات (العربية، الانجليزية، الفرنسية، الأوردو).

الشركاء:

- الجهات ذات العلاقة المباشرة وغير المباشرة مع الطالب .



التوعية باستخدام ألعاب الفيديو

وهناك عدة طرق ووسائل لنشر الوعي من خلال الإعلام المرئي والمقروء منها الكتيبات، المطويات، الملصقات، الأفلام، البوسترات، المحاضرات والندوات، الزيارات الميدانية، الحملات التوعوية....، وتعد التوعية الإلكترونية من أبرز وسائل التوعية.

وتعد ألعاب الفيديو من أفضل السبل والوسائل للمساهمة في نشر التوعية بسبب الانتشار الواسع للألعاب، فتشير الإحصائيات أن 72% من الأسر في أمريكا يقومون بلعب ألعاب الفيديو (Entertainment Software Association). وأن المراهقين يقضون معدل 25 دقيقة يوميا للعب ألعاب الفيديو مقابل 3 ساعات و 20 دقيقة لمشاهدة التلفاز و 6 دقائق للمكالمات و 23 دقيقة على الانترنت و 6 دقائق لمشاهدة فيديو على الانترنت (Nielson)، وتشير إحصائية أخرى أجريت على أطفال من سن 6-11 أن 81,2% استخدموا الانترنت للعب ألعاب الفيديو (Mediamark Research & Intelligence)، وإحصائية أخرى تشير أن 97% من الأطفال يلعبون ألعاب الفيديو و 53% من الكبار يقومون بلعب ألعاب الفيديو (The Pew Internet & American Life Project). وتسبق ألعاب الفيديو وسائل أخرى مثل الایمیل والإذاعة والفيديو عبر الانترنت والتواصل المجتمعي والمجلات كما في الجدول التالي:

النسبة	نوع الوسيلة
45%	الانترنت
32%	التلفاز
29%	ألعاب الفيديو
26%	الایمیل
22%	الإذاعة
18%	الفيديو عبر الانترنت
17%	التواصل المجتمعي
9%	المجلات
7%	الحفلات المباشرة



مبادرة اقدر للألعاب الذكية

التوعية الإلكترونية (E-Awareness)

الأجهزة الذكية والنقالة مثل:

(XOOM. GALAXY TAB. Android devices. Galaxy S2)

الإنترنت والمواقع المجتمعية (Facebook)

البرامج والتطبيقات على الحاسب الآلي (Macintosh.Windows)

التوعية الإلكترونية هي إحدى وسائل التوعية وذلك عن طريق استخدام كافة تقنيات المعلومات والاتصالات في مجال التوعية، ويتم ذلك عن طريق عدة قنوات الكترونية، منها:



وتهدف التوعية الإلكترونية إلى إعداد جيل واعى يحسن إدارة نفسه وعلاقته مع الآخرين، وإيصال الرسائل والمفاهيم والدروس التوعوية المختلفة إلى قطاعات المجتمع في أي مكان وبكل السبل الإلكترونية المتاحة التي تساهم في الوصول إلى أفراد المجتمع الذين قد يصعب التواصل معهم على أرض الواقع، وزيادة سبل الحصول على المعلومات المفيدة في أي وقت ومن أي مكان.

برنامج سيف بن زايد للمبادرات المجتمعية



لعبة سباق البداير



مبادرة اقدر للألعاب الذكية



الفريق سمو الشيخ/ سيف بن زايد آل نهيان، نائب رئيس مجلس الوزراء وزير الداخلية، يطلق لعبة البداير بحضور، اللواء/ ناصر لخرياني النعيمي، رئيس ديوان سمو نائب رئيس مجلس الوزراء وزير الداخلية، رئيس اللجنة العليا لبرنامج خليفة لتمكين الطلاب، واللواء الركن / خليفة حارب الخيلي، وكيل وزارة الداخلية المساعد للموارد والخدمات المساندة، واللواء / الخبير. خميس مطر المزينة، القائد العام لشرطة دبي رئيس اللجنة التنفيذية لبرنامج خليفة لتمكين الطلاب، وعدد من المسؤولين .



لعبة البداير (رياضة سباق الدراجات والسيارات)

فكرة اللعبة :

يقوم اللاعب بالتنافس مع الآخرين في جو من المرح والتنافس، حيث يتعلم من خلالها أهمية الالتزام بإجراءات السلامة والقيادة والتنافس في الحلبات المخصصة.

الأهداف التربوية

تعمل اللعبة على تعزيز الوعي الوطني، والتعرف على خريطة الدولة، وإمارات الدولة وقوانينها المرورية. وثقافة السلامة المرورية، كما يتعرف على أنواع الإشارات المرورية ومعانيها. والحصول على رخصة قيادة باجتياز إختبار الإشارات واختبار عملي. وارشادات القيادة بحذر أثناء تكاثف الضباب وهطول الأمطار. كما تعمل اللعبة على تعزيز المهارات الشخصية، ومهارات المعرفة من خلال ممارسة الطالب مهارتي الإنتباه والتركيز، وتنمية الذات من خلال ما يؤديه الطالب من أنشطة تعكس ميوله، مما يشعره بالسعادة أثناء الترويج عن النفس. وكذلك تنمية مهارات التفاعل والتواصل الاجتماعي.



مبادرة اقدر للألعاب الذكية

المعلومات والمعارف:

القوانين المرورية، أساسيات السلامة المرورية، الإشارات المرورية.

المضامين التربوية:

ترتكز لعبة رياضة الدراجات والسيارات على تطوير التركيز الذهني للطلاب من خلال تدريبيه على التأزر الحركي البصري، والاستدلال المكاني، والدقة والسرعة في الأداء، إضافة إلى دافعية الانجاز، وتوكيد الذات والثقة بالنفس، والتحكم والتمكن، والتنافس الايجابي، والعمل الجماعي، والعمل ضمن فريق، وتكوين اتجاه سلبي نحو الجريمة ونبد السلوك الاجرامي، وتكوين اتجاهات إيجابية نحو العمل الشرطي، وتعزيز مفاهيم الولاء والانتماء.



برنامج سيف بن زايد للمبادرات المجتمعية



لعبة سباق الهجن



مبادرة اقدر للألعاب الذكية



الفريق سمو الشيخ / سيف بن زايد آل نهيان

نائب رئيس مجلس الوزراء - وزير الداخلية

يطلق لعبة سباق الهجن بحضور اللواء / ناصر لخريباني رئيس اللجنة العليا لبرنامج خليفة لتمكين الطلاب



لعبة سباق الهجن

تعد لعبة سباق الهجن أحد مخرجات البرنامج المتكامل للتوعية الإلكترونية، وهي لعبة مخصصة للأطفال في المرحلة الأولى ومن خلال هذه اللعبة يتم تعليمهم المفاهيم والمفردات الثقافية بالإضافة إلى الثقافة الغذائية الصحية.



مبادرة اقدر للألعاب الذكية





الهدف العام من اللعبة:

تعزيز الوعي الوطني من خلال الارتباط المعرفي بالمفردات الثقافية التراثية والتاريخية، والتي تعد سباق الهجن أحد أهم أركانها، وتعمل لعبة سباق الهجن على تحقيق التالي:

أولاً: الوعي الوطني:

- التعريف بتراث سباقات الهجن والحث على الحفاظ عليه.
- لوحات توعوية عن حب الوطن.

ثانياً: الثقافة الصحية:

- الأغذية الصحية.
- الأغذية غير الصحية.

ثالثاً: المهارات الشخصية:

- مهارات المعرفة: (ممارسة مهارتي الانتباه والتركيز).
- تنمية الذات (من خلال ممارسة أنشطة تعكس ميوله، والتي تشعره بالسعادة أثناء الترويج عن النفس).
- مهارات التفاعل والتواصل الاجتماعي.



مبادرة اقدر للألعاب الذكية

رابعاً: المضامين التربوية:

تتضمن لعبة سباق الهجن عدداً من القيم والمهارات التربوية والسلوكية التي تتلخص في:



- التأزر الحركي البصري.
- الاستدلال المكاني.
- الدقة والسرعة في الأداء.
- دافعية الانجاز.
- تنمية الذات والثقة بالنفس.
- التحكم والتمكن.
- التنافس الايجابي.
- تعزيز مفاهيم الولاء والانتماء.
- التوعية والثقيف الصحي.



لعبة مدينة أقدر الذكية

فكرة اللعبة: يقوم اللاعب بالدخول إلى مدينة افتراضية تسمى مدينة أقدر الذكية، وفيها يحصل اللاعب على المعلومات من خلال عدة وسائل (التجميع، كنوز المعرفة، المحاضرات)، ومن ثم يدخل في أجواء تنافسية لاختبار مقدار المعرفة التي قام بجمعها.

الأهداف التربوية:

تستهدف هذه اللعبة تعزيز الوعي الوطني من خلال مجموعة من الفلاشات التوعوية ومعلومات متنوعة عن دولة الإمارات العربية المتحدة. والوقاية من الجريمة، مثل الجرائم الإلكترونية حيث يتعرف على الاستخدامات الإيجابية للتقنيات الحديثة. والتحرش الجنسي. وأضرار المخدرات. ومخاطر الألعاب النارية. إضافة إلى تنمية المهارات الشخصية، والمعارف الصحية، مثل أهمية النظافة، ومعلومات عن H1N1، السرطان وغيرها. والإسعافات الأولية: الحماية في المنزل.

كما تعزز اللعبة مهارات المعرفة، حيث يمارس الطالب مهارتي الانتباه والتركيز، ويحرص على التعامل الإيجابي الفاعل مع الوسائل المرئية. وتنمية الذات حيث يؤدي الطالب أنشطة تعكس ميوله، ويشعر بالسعادة أثناء الترويج عن النفس. والتدريب على مهارات التفاعل والتواصل الاجتماعي. والتفوق الدراسي والبيئة وفن ادارة الوقت.

المعلومات والمعارف:

تتضمن اللعبة عدداً من المعلومات والمعارف تشمل مواد مثل، مادة الأحياء، والجغرافيا، والتاريخ، والرياضيات، والأدب، والتربية الإسلامية، والعلوم. إضافة إلى معلومات أخلاقية ودينية: كالأمانة، وفنون التعامل في ظل السيرة النبوية، وفضل شهر رمضان، وأهمية الوقف، والبيت العتيق.



مبادرة أقدر للألعاب الذكية

المضامين التربوية :

تقدم مدينة أقدر الذكية مجموعة متنوعة و موثوقة من المعلومات العامة والثقافية والعلمية التي تؤدي الى الإثراء المعرفي والتنوع المهاري لدى الطلبة الذين يتجولون في أنحاءها.

كما تحقق مدينة أقدر الذكية مبدأ تربوياً هاماً في الانتقال من التعليم بالتلقين الى التعلم بالبحث الذاتي والممارسة الفعلية النشطة من جانب المتعلمين مما يؤدي إلى تثبيت المعلومات ويجعلها أكثر قابلية للتطبيق في الحياة العملية.

وتعمل مدينة أقدر الذكية على تقديم المعلومات العلمية في إطار من التشويق والجاذبية التي تحد من شعور المتعلمين بالملل وتجعلهم أكثر رغبة في استقاء مزيد من المعلومات.

وتعتبر مدينة أقدر الذكية نقلة نوعية في تقديم المادة العلمية والتثقيفية للطلبة بصورة إلكترونية تفاعلية مدروسة ومبتكرة مما يعتبر تمهيداً للانتقال الى التعلم الذكي الذي نطمح لتحقيقه على صعيد المناهج الدراسية.





لعبة مدينة الملاهي :

فكرة اللعبة :

يذهب الطالب فيها إلى رحلة إلى مدينة ملاهي للتسلية، وفي هذه الرحلة يواجه عدد من المواقف والمغامرات التي سيتم من خلالها غرس قيم برنامج خليفة لتمكين الطلاب.

الأهداف التربوية :

تعمل لعبة مدينة الملاهي على تعزيز الوعي الوطني، من خلال عروض ولوحات من التراث في حب الوطن، وعدد من الأمثال الشعبية. كما تعمل اللعبة على تعزيز المهارات الشخصية، ومهارات المعرفة من خلال ما يمارسه الطالب من مهارتي الإنتباه والتركيز، وما يمارسه من ألعاب ذكاء. وتنمية الذات حيث يؤدي الطالب أنشطة تعكس ميوله، يشعر بالسعادة أثناء الترويح عن النفس، إضافة إلى مهارات التفاعل والتواصل الاجتماعي.

المضامين التربوية :

تم إعداد لعبة مدينة الملاهي لتدريب الطالب على مهارات الاكتشاف والبحث عن الحقائق، وتتبع الأدلة للوصول الى استنتاجات، والربط المنطقي بين المقدمات بالنتائج المترتبة عليها، والتخطيط للوصول الى الهدف، والدقة والسرعة، والتحكم والتمكن، وتكوين اتجاهات ايجابية نحو الادخار والاستخدام المناسب للمدخرات، ومعلومات تثقيفية حول التراث والثقافة الإماراتية، وتعزيز مشاعر الولاء والانتماء.



مبادرة اقدر للألعاب الذكية



للاتصال:

دولة الإمارات العربية المتحدة

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قمة اقدر العالمية
aqdar world summit

Nourishing Minds, Flourishing Nations

DAY ONE

26 November 2018

Opening Ceremony

Agenda	Country	Code	From	To
National Anthem			10:00	10:02
Recitation of the Holy Quran			10:02	10:05
Operetta - Year of Zayed			10:05	10:15
Main Speech H.H. Sheikh Nahyan bin Mubarak Al Nahyan Cabinet Member – Minister of Tolerance	United Arab Emirates	V001	10:15	10:30
Aqdar World Summit 2018 Video			10:30	10:35
Main Speech - United Nations	United Nations	V002	10:35	10:40
Main Speech - UNESCO	UNESCO	V003	10:40	10:45
Patron Speech Lt. General H.H. Sheikh Saif bin Zayed Al Nahyan Deputy Prime Minister and Minister of Interior		V004	10:45	11:00
Exhibition Inauguration			11:00	

Conference Program

Main Sessions	Country	Code	From	To
First Session: Sheikh Zayed Strategies on Empowering People		P001	11:30	12:40
 Chairperson: Dr. Hawaa Saeed Almansoori Deputy Medical Director at the Imperial College of London	United Arab Emirates	M001		
 Sheikh Zayed empowered his nation to build the UAE. H.E. Zaki Anwar Nusseibeh Minister of State	United Arab Emirates	S001	11:30	11:50
 Zayed A Unique Approach to Nation Building and Human Empowerment Dr. Jayanti Robin Maitra Research Advisor – National Archives	United Arab Emirates	S002	11:50	12:10
 Zayed Approach in Human Development H.E. Afra Rashed Al Basti Director General of Dubai Foundation for Woman and Children and Member of the Federal National Council	United Arab Emirates	S003	12:10	12:30
Panel Discussion - End of Session 1		D001	12:30	12:40

Conference Program

Main Sessions	Country	Code	From	To
Second Session: Human Development for Economy Growth		P002	12:40	14:50
 <p>Chairperson: Dr. Najwa Mohmed Alhosani Vice Dean - College of Education at UAE University</p>	United Arab Emirates	M002		
 <p>The Role of Human Resources in Sustainable Development H.E. Nasser Juma Al Hamli Cabinet Member and Minister of Human Resources and Emiratisation</p>	United Arab Emirates	S004	12:40	13:00
 <p>Human Capital Development for the Future of Work – through the lenses of Singapore’s Skills Development Effort Guo Xiangcen Principal Manager at SkillsFuture Singapore</p>	Singapore	S005	13:00	13:20
 <p>Social Engagement: LRT2 - Learn, Reflect, Transfer, Transform Dr. Alexander Herzner Assistant Professor and Researcher at Applied Science University, Amberg - Weiden</p>	Germany	S006	13:20	13:40
Panel Discussion - End of Session 2		D002	13:40	13:50
Lunch Break			13:50	15:00

Third Session: Gender Parity for a Better Society		P003	15:00	16:10
 <p>Chairperson: Mostafa Ismail Al Zarooni Editor in Chief - Khaleej Times</p>	United Arab Emirates	M003		
 <p>Gender Parity the Mean for a Balanced Society H.E. Hessa bint Essa Buhumaid Cabinet Member and Minister of Community Development</p>	United Arab Emirates	S007	15:00	15:20
 <p>Gender Parity: a Fundamental Right and a Developmental Necessity H.E. Asma Hanna Khader Former Minister - CEO at SIGI and a Member of the Jordanian Senate</p>	The Hashemite Kingdom of Jordan	S008	15:20	15:40
 <p>Gender Parity in Education, Employment and Leadership: Mapping Gulf Countries in to the Globe Dr. Tatiana Karabchuk Assistant Professor of Sociology, Humanity and Social Science College - UAE University</p>	Russia	S009	15:40	16:00
Panel Discussion - End of Session 3		D003	16:00	16:10

END OF DAY ONE

DAY TWO

27 November 2018

Conference Program

Main Sessions	Country	Code	From	To
Fourth Session: Sustainable Education for Flourishing Countries		P004	10:00	11:10
 Chairperson: Dr. Robert R. Buckley Technical Advisor - National Archives	United Arab Emirates	M004		
 Education as one of the Sustainable Development Goals of 2030 Dr. Ahmad Mohammad Alkandari Consultant Doctor and a Specialist in Sustainable Development	Kuwait	S011	10:00	10:20
 The 4th Goal of SDG (Education): the Main Pillar for Developing Stable Societies Dr. Faisal Mohammed Al Bakeri Advisor to His Excellency Minister of Education	United Arab Emirates	S012	10:20	10:40
 How to develop a world-class educational system in 8 years? Pavel Kuzmin Director of Moscow Center for Quality Education <i>*This session will not be delivered in Arabic</i>	Russia	S013	10:40	11:00
Panel Discussion - End of Session 4		D004	11:00	11:10
Break			11:10	11:50

Fifth Session: Sustainable Goals and Successful Partnerships		P005	11:50	13:00
 Chairperson: H.E. Dr. Hatem Aly Representative of the UNODC Office for GCC Countries	UN	M005		
 Maritime National Industries H.E. Khamis Juma Buamim Chairman of Dubai Council for Marine and Maritime Industries	United Arab Emirates	S014	11:50	12:05
 Telehealth Failures and Secrets to Success: A Blueprint for UAE and the World Dr. Milton Chen CEO at Vsee	United States of America	S015	12:05	12:20
 Sustainability: A Call to Action for Socially Conscious Businesses Adel Ahmed Alzarouni General Manager/ Real Estate & Administration Chairman, Corporate Social Responsibility Council at Abu Dhabi Islamic Bank	United Arab Emirates	S016	12:20	12:35
 UAE and China-Partners for Sustainable Development Jiang Xiheng Vice President at China Center for International Knowledge and Development	China	S017	12:35	12:50
Panel Discussion - End of Session 5		D005	12:50	13:00
Lunch Break			13:00	14:00

Conference Program

Main Sessions	Country	Code	From	To
Sixth Session: Smart Infrastructure for Sustainable Nations		P006	14:00	15:10
 <p>Chairperson: Dr. Farhi Marir Professor at College of Technological Innovation - Zayed University</p>	United Arab Emirates	M006		
 <p>Telecommunication sector: the strategic partner and the pivotal enabler for the smart infrastructures H.E. Ahmed bin Ali Alhammadi Senior Vice President - Etisalat Group</p>	United Arab Emirates	S018	14:00	14:20
 <p>Smart Cities: Roles, Responsibilities and Opportunities Dr. Ayman Yehia Zeineldin Director of Strategic Marketing at the Arab Academy for Science, Technology and Maritime Transport</p>	Egypt	S019	14:20	14:40
 <p>Challenges and Solutions of the Digital ID in Future Cities Dr. Obaid Saleh Almukhattin Academic Researcher</p>	United Arab Emirates	S020	14:40	15:00
Panel Discussion - End of Session 6		D006	15:00	15:10

Seventh Session: Building Countries on the Foundation of Justice and Peace		P007	15:10	16:50
 <p>Chairperson: H.E. Dr. Faisal Obeid Alayyan Vice President at Rabdan Academy</p>	United Arab Emirates	M007		
 <p>The Role of Justice in Establishing a Healthy Nation Sheikh Aboobacker Ahmad Chairman of the Executive Committee for the Sheikh Zayed International Peace Conference</p>	India	S021	15:10	15:30
 <p>Speckhard Breaking the ISIS Brand Counter Narrative Project Dr. Anne Catherine Speckhard Director, International Center for the Study of Violent Extremism (ICSVE)</p>	United States of America	S022	15:30	15:50
 <p>Programmes and initiatives of the United Nations Office on Drugs and Crime to empower communities for crime prevention Marine Mayer Crime Prevention and Criminal Justice Coordinator</p>	UN	S023	15:50	16:10
Panel Discussion - End of Session 7		D07	16:10	16:20
End of Day Two and the Announcement of Aqdar World Summit 2018 Recommendations			16:20	16:50

END OF DAY TWO



The e-safe school initiative in UAE , a nationwide online safeguarding framework

Dr. Ibrahim Aldabab
ceo of AQDAR



e-Safe School
المدرسة الآمنة رقمياً

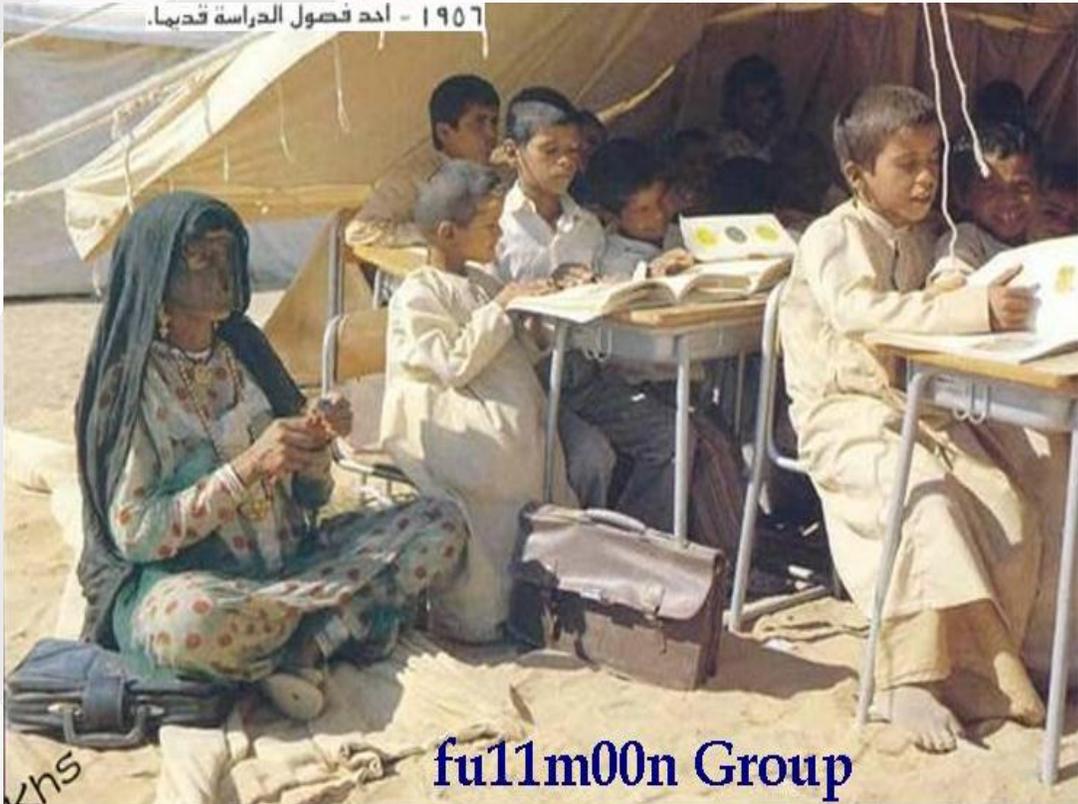




U.A.E ...



UAE, 45 years ago....



Background

- The UAE is a centrally located regional hub with world class infrastructure.
- More than 206 nationalities reside in the UAE **which means the influx of digital information** into the country can come from anywhere around the world.

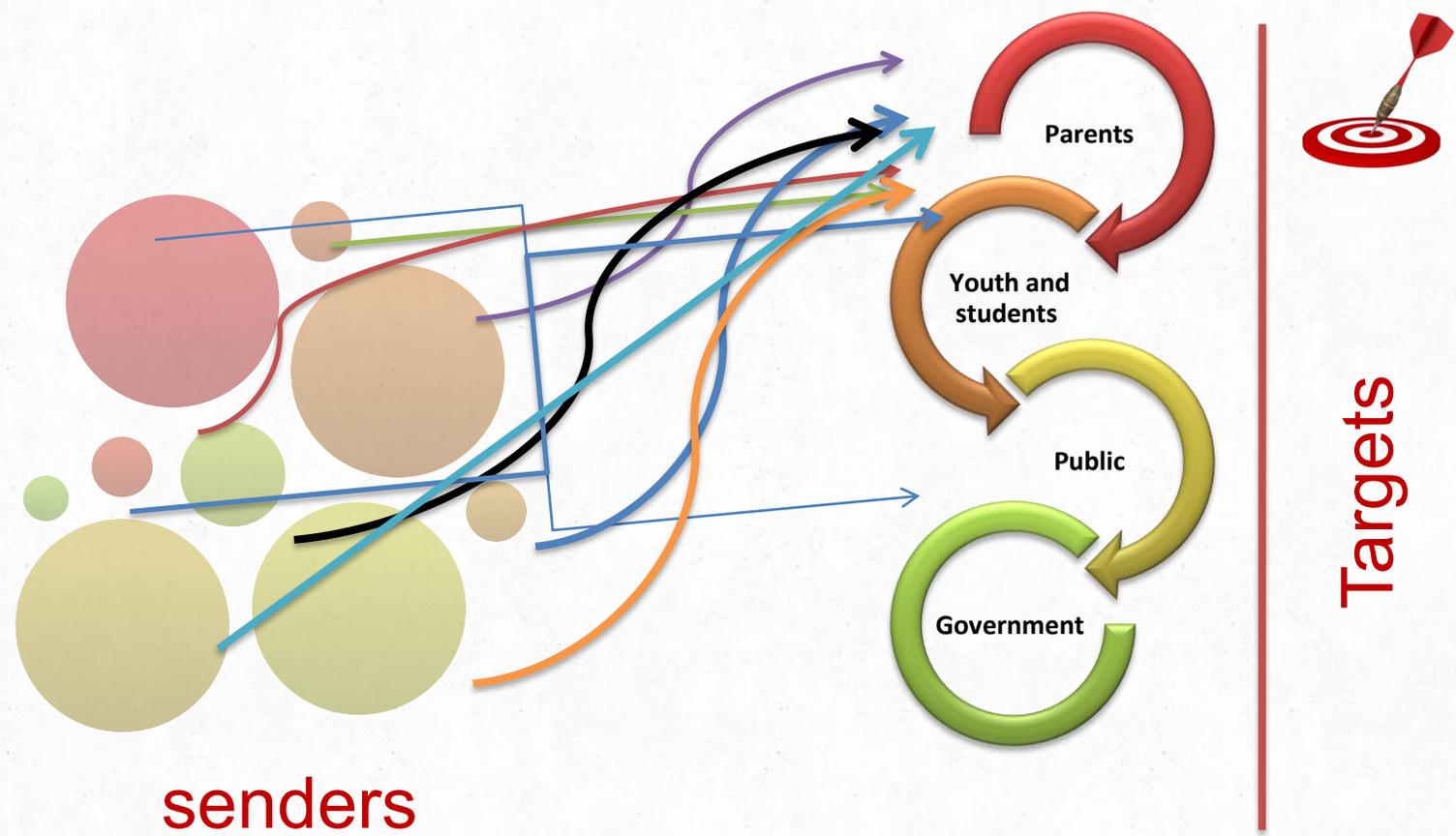


Internet Stats

	Global	Middle East	UAE
Internet users	4.021 billion 53%	164 million 65%	9.38 Million 99%
Active social media users	3.196 billion 42%	130 million 52%	9.38 Million 99%
Unique mobile users	5.135 billion 68%	323 million 128%	77%
Internet annual growth %	+7%	+11%	+2%
Active social media growth %	+13%	+39%	+2%
Unique mobile users growth %	+4%	+3%	-



Current situation





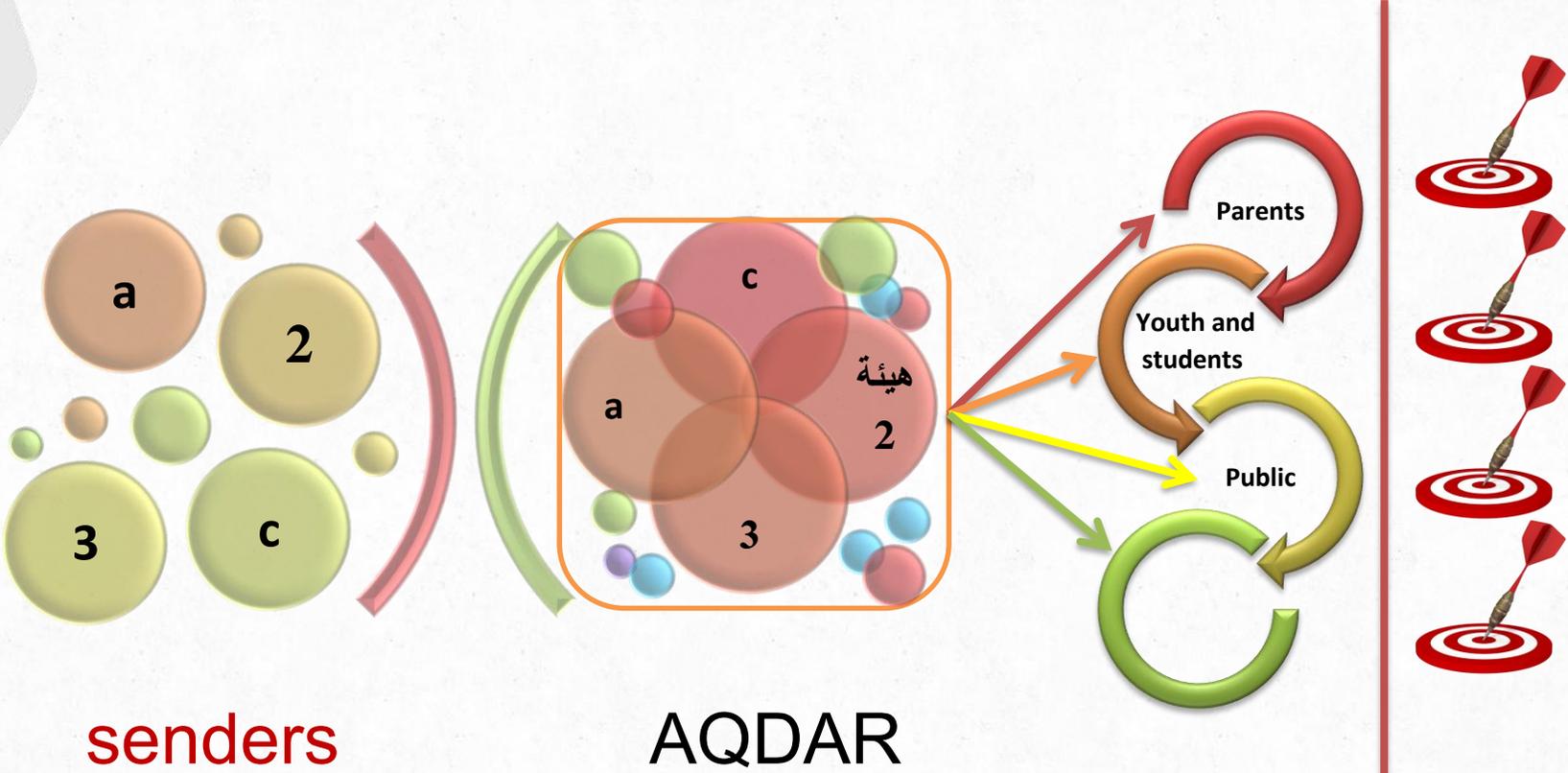
Then what we should do???



from where we should start??



Our aim



How did UAE provide a Safe Online life for it's children?

Legislations
and Policies

Local
Partnerships

Initiatives and
Programs

Global
presence and
partnerships



Legislations and Policies

- Child Protection Law
- Cyber Crimes Law
- Online Safety Policies in Schools



Local Partnerships

- Khalifa Empowerment Program (AQDAR)
- Child Protection Center
- Telecommunications Regulatory Authority (TRA)
- General Women Union
- Sharjah Supreme Family Council
- Ministry of Interior



Initiatives and Programs

- The contributors of the Child Online Safety initiatives have created several program. Each designed to tackle a certain area.
- An example of those initiatives is:
360 Degrees of Students Awareness –
 -



Global presence and partnerships

UAE is a member (Currently leading) the VGT •

UAE is a member of the ITU-COP (Currently leading) •

The contributors of the Child Online Safety in UAE have collectively world wide partnerships •
with organizations that varies from governmental all the way to NGOs and Charities such as:

UKSaferInternetCenter –

SWGFL –

UNESCO –

Safer Internet Day –





aqdar اقدر

Khalifa Empowerment Program - U. A. E.
Nourishing Minds, Flourishing Nations

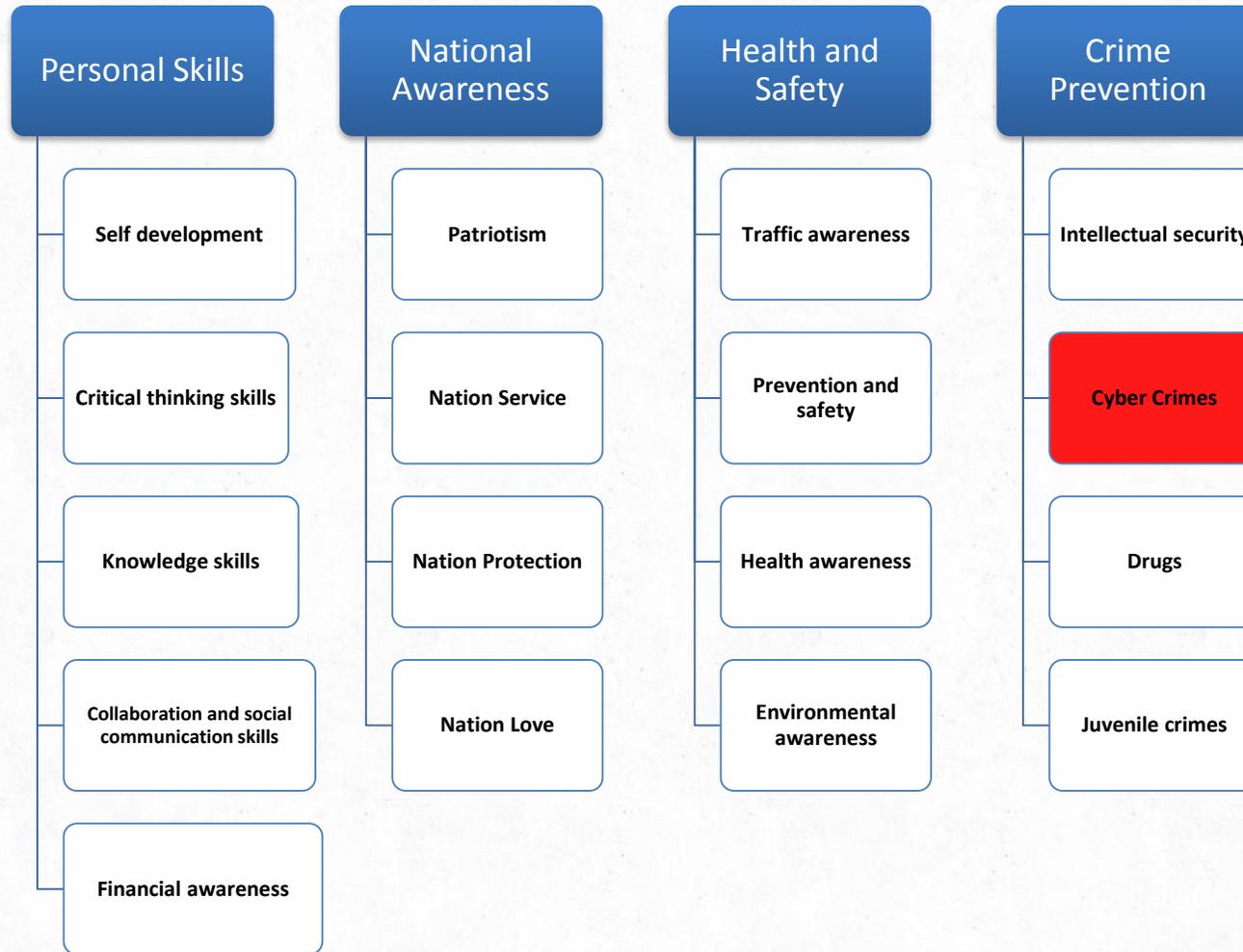
Skills - Capabilities - Partnerships



The first copy of the National Document for Student Awareness was handed to H.H. Shiekh Mohamed Bin Zayed



AQDAR Pillars



Learning Styles

To Tell



Lectures



Parenting skills

Workshops

To Show



Videos

kiosk



flyers



Social media

websites



Cartoon characters



films

Books



To Do



Events



Competitions



Activities



School theatre



Students researches



Partnerships



Academic

- UAE Ministry of Education
- UAE Ministry of Higher Education
- Knowledge and Human Development Authority



Law enforcement

- UAE Ministry of Interior
- Civil Defense GHQ
- Drugs Prevention GHQ
- National Anti-Terrorism Committee

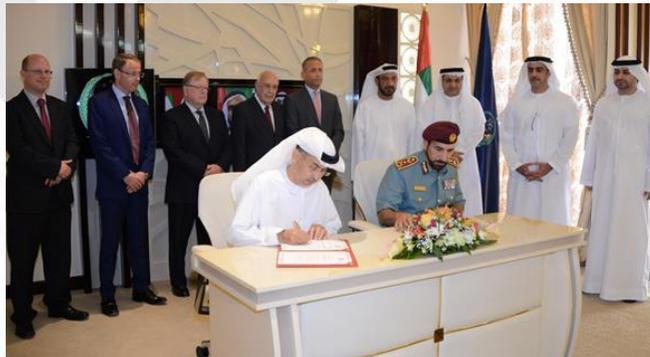


Family and Youth Programs

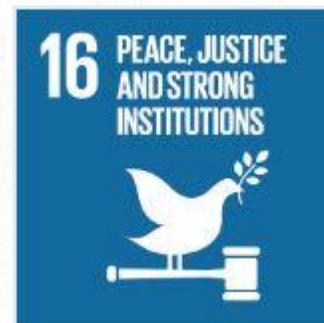
- Family Development Foundation
- General Authority of Youth & Sports Welfare



Signing MOUs with partners



AQDAR's Links to the SUSTAINABLE DEVELOPMENT GOALS



The Link between AQDAR and SDG

- AQDAR is committed to several SDG goals through the implementation of the National Students Awareness Document and through it's multiple programs and initiatives.
- AQDAR covers the following SDGs:



SUSTAINABLE DEVELOPMENT GOALS (SDGS)

- The UAE is regional leader in Sustainable development through it's UAE 2020 vision.
- Peace, Equality, Quality education, health and safety are major pillars in UAE's vision and plan
- UAE helps and supports developing countries in achieving their SDGs (e.g . Somalia, Palestine, • Syria..etc)



Ensure Healthy Lives And Promote Well-being For All

AQDAR is committed to the following goals target: •

- **Reduce the number of global deaths and injuries from road traffic accidents** through it's "AQDAR (I can) Drive Safely" awareness Program
- **Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol** through it's Drugs Prevention awareness programs



Ensure Inclusive And Equitable Quality Education And Promote Lifelong Learning Opportunities For All

- AQDAR is committed to the following goals target:
ensure that all learners acquire the knowledge and skills needed to promote – sustainable development through it's eAwareness program
- The **UAE Ministry of Education** (AQDAR's Key Partner) have achieved all of the SDG goal target!



Achieve Gender Equality And Empower All Women And Girls

AQDAR is committed to the following goal targets:

End all forms of discrimination against all women and girls everywhere – through raising awareness and eliminating cyber bullying and discrimination against women

AQDAR works closely with the **UAE Women General Union** to ensure gender equality and empower all girls



Build Resilient Infrastructure, Promote Sustainable Industrialization And Foster Innovation

AQDAR is committed to the following goal targets: •

- **Support domestic technology development, research and innovation in developing countries.** Through it's AQDAR Competition and AQDAR International Summit Research papers
- **Develop quality, reliable, sustainable and resilient infrastructure** by protecting the country's education ICT infrastrucre through it's AQDAR eSafe school program



Make Cities Inclusive, Safe, Resilient And Sustainable

AQDAR is committed to the following goal targets: •

- Strengthen efforts to protect and safeguard the world's cultural and natural heritage through several AQDAR programs and initiatives
- Reduce the adverse per capita environmental impact of cities through AQDAR's Environmental awareness program
- Support least developed countries, including through financial and technical assistance
- AQDAR is willing to spread their awareness programs to all and any developed country



Promote Just, Peaceful And Inclusive Societies

AQDAR is committed to the following goal targets: •

Significantly reduce all forms of violence and related death rates everywhere –

through AQDAR's Crime prevention awareness program

Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels –

by countering terrorism and extremism at a school level through programs like eSafe school and Cyber C3 .



360 Degrees of Students Awareness

Comprehensive program focuses on:
Students, Teachers, Parents and community

Interactive Magazines, Live videos, Cartoons, Competitions, Events and Activities.

Enforces: confidence, Personal skills, Self development, Critical thinking skills, Nation Protection, Prevention and safety, etc...

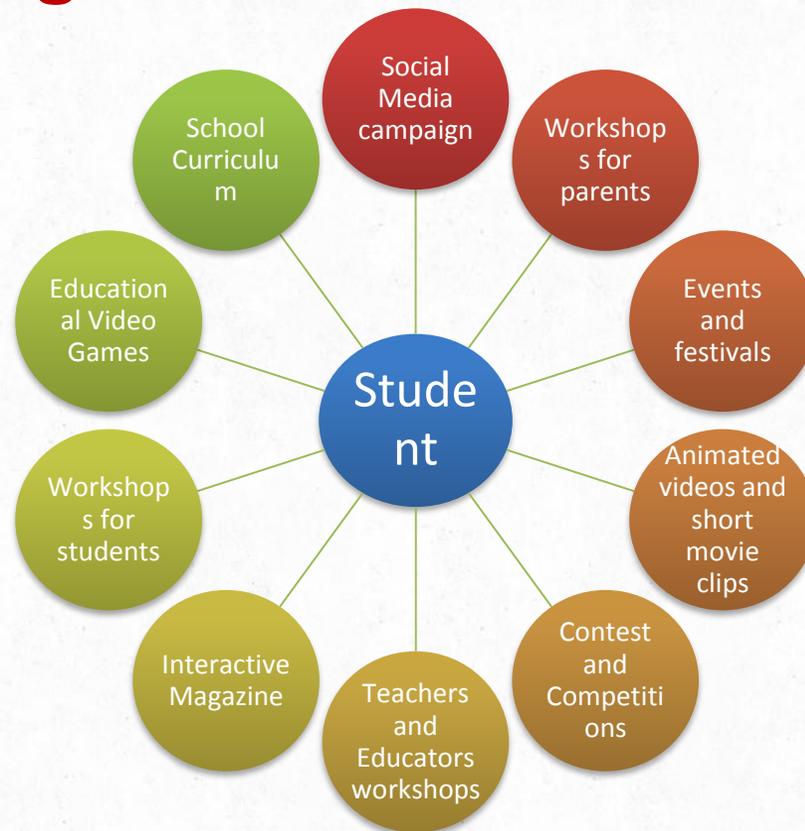
Has won several international awards

Has covered the entire UAE education system

360 Degree Program



360 Degrees of Student Awareness



AQDAR Stats

- Total numbers of conducted classes is **1,710**
- Total numbers of visited schools is **1,154**
- Total number of what has been trained (students, Teachers and parents) is **240,692**



AQDAR Interactive Magazines



**سالم
SALIM**

مرشدكم لحماية الشبكة الإلكترونية
Your Cyber Security Advisor

The Telecommunication Regulation Authority (TRA) and Khalifa empowerment program for students "Aqdar" launched "Salim" website for E-awareness of a ceremony held for this purpose in the presence of a number of officials from both TRA and Aqdar. Launching Salim's website is considered a big step towards supporting the institutional work to educate students about the current risks, and to be the standard official national platform electronic awareness in the United Arab Emirates. Salim's website would be an electronic framework that will serve all of UAE's governmental and local stakeholders at a national level to achieve the objectives of awareness designed for students. Salim provides a unified and documented materials approved by the concerned official authorities and built using a scientific approach.

The website supports security awareness through educational videos, educational material and awareness messages and gamification based educational content to achieve a high level of assurance in the delivered materials, in addition to increasing national reputation of UAE in the fields online safety and awareness for students and parents.



الأهل 02

السمعة
لأبنائك الرقمية
وكيفية
حمايتهم

كيف
تحمي أبنائك
من
الإدمان
على الإنترنت

التهديد
الإلكتروني تأثيره
ومؤثراته



التنمية الإلكترونية

أقدر aqdar

برنامج خليفة لتعليم الطلاب - الإمارات
Khalifa Empowerment Program For Students - U.A.E.

أزادكم
بذكاء

الطلاب
الأهل
المعلمون

هاتفك
المتحرك...
هل يمكن
أختراقه؟

التعداد 161 | نوفمبر 2015



16 | Parents

Educating children about internet safety

There are many ways children can access the internet and interact with others including social media. There are many risks that children are exposed to which include:

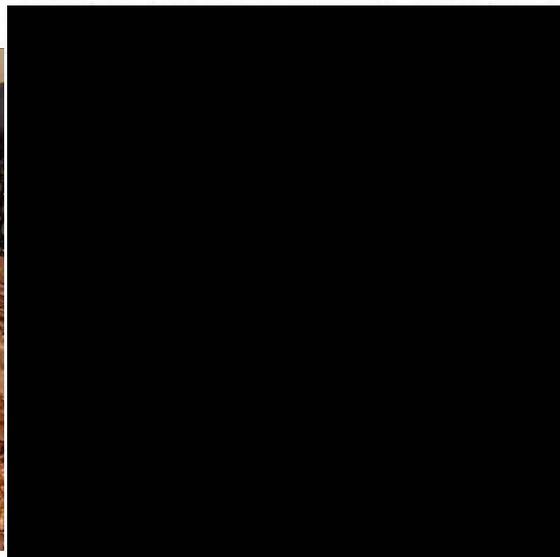
Risks

Educating children



AQDAR E-Awareness Videos

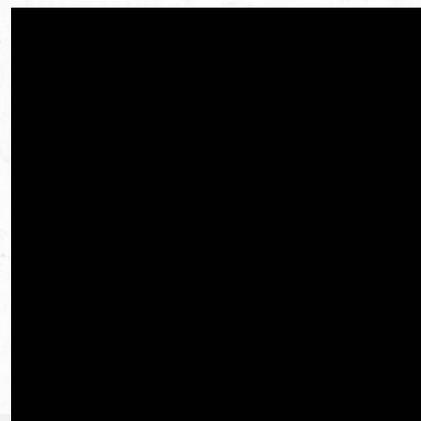




Download Now



Download Now



Download



Aqdar e-awareness program





Cyber C3 Certificate



The certificate template features a blue and white abstract background with flowing lines. At the top right is the 'aqdar' logo in Arabic and English. The center features the 'CYBER 3' logo with a globe icon and the text 'Communication Culture Certification'. Below this, the text 'تشهد هذه الوثيقة بأن' and 'This is to certify that' is centered. A horizontal line separates the title from the main text, which states: 'قد أتم بنجاح الحد الأدنى من المتطلبات اللازمة للحصول على شهادة ثقافة التواصل الإلكتروني - ساير سي 3 والتماسية مع معايير التوعية الإلكترونية ضمن برنامج خليفة لتمكين الطلاب - أقدر'. Below this, the English translation is provided: 'Has successfully completed the minimum requirements to acquire CYBER C3 certificate compatible with E-awareness guidelines of Khalifa Empowerment Program for Students - AQDAR'. At the bottom, there are two signature blocks. The left block contains a signature and the name 'Talal Alhashmi, Chief Executive Officer, Knowledge Point Educational Consultant, LLC'. The right block contains a signature and the name 'Colonel Dr. Ibrahim Al Dabal, General Coordinator of the Khalifa Empowerment Program for Students - AQDAR'. At the bottom left, there is a QR code and several logos, including the Ministry of Education and Higher Education, the Ministry of National Security, and the Ministry of Information and Public Relations.

aqdar **أقدر**
برنامج خليفة لتمكين الطلاب - الإمارات
Khalifa Empowerment Program For Students - U.A.E.

CYBER 3
Communication Culture Certification

تشهد هذه الوثيقة بأن
This is to certify that

قد أتم بنجاح الحد الأدنى من المتطلبات اللازمة للحصول على شهادة ثقافة التواصل الإلكتروني - ساير سي 3 والتماسية مع معايير التوعية الإلكترونية ضمن برنامج خليفة لتمكين الطلاب - أقدر

Has successfully completed the minimum requirements to acquire CYBER C3 certificate compatible with E-awareness guidelines of Khalifa Empowerment Program for Students - AQDAR

Talal Alhashmi,
Chief Executive Officer
Knowledge Point Educational Consultant, LLC

Colonel Dr. Ibrahim Al Dabal
General Coordinator of the
Khalifa Empowerment Program for Students - AQDAR



Other Initiatives

Child Safety Campaign •

By Sharjah Supreme Family Council –



Don't be Tricked •

By TRA –

Digital Kid and Mothers Av



Campaign •

By GWU –



E-safe School - Software



برنامج خليفة لتمكين الطلاب - الإمارات
Khalifa Empowerment Program For Students - U.A.E.





“A child’s Online Safety is
Nation’s Responsibility”





e-Safe School المدرسة الآمنة رقمياً

- Develop school safeguarding policy
- Encourage safe use in school and beyond
- Outstanding online safety education for all



AQDAR's E-Safe School

- The E-Safe School is *designed to be* a school evaluation and assessment platform/matrix to measure the school's online safeguarding level.
- It prevents all of the aforementioned risks by providing the schools, the governing bodies and other governmental organizations with a full bird-eye view of the current standings
- It measure through a 21 check points system that are categorized into 4 categories:
 - Policies and Leadership
 - Infrastructure
 - Education
 - Monitoring and impact



e-Safe School
المدرسة الآمنة رقمياً





360° safe

the online safety self-review tool





UK Safer Internet Centre

www.saferinternet.org.uk

insafe

FIND AN AWARENESS CENTRE IN YOUR COUNTRY

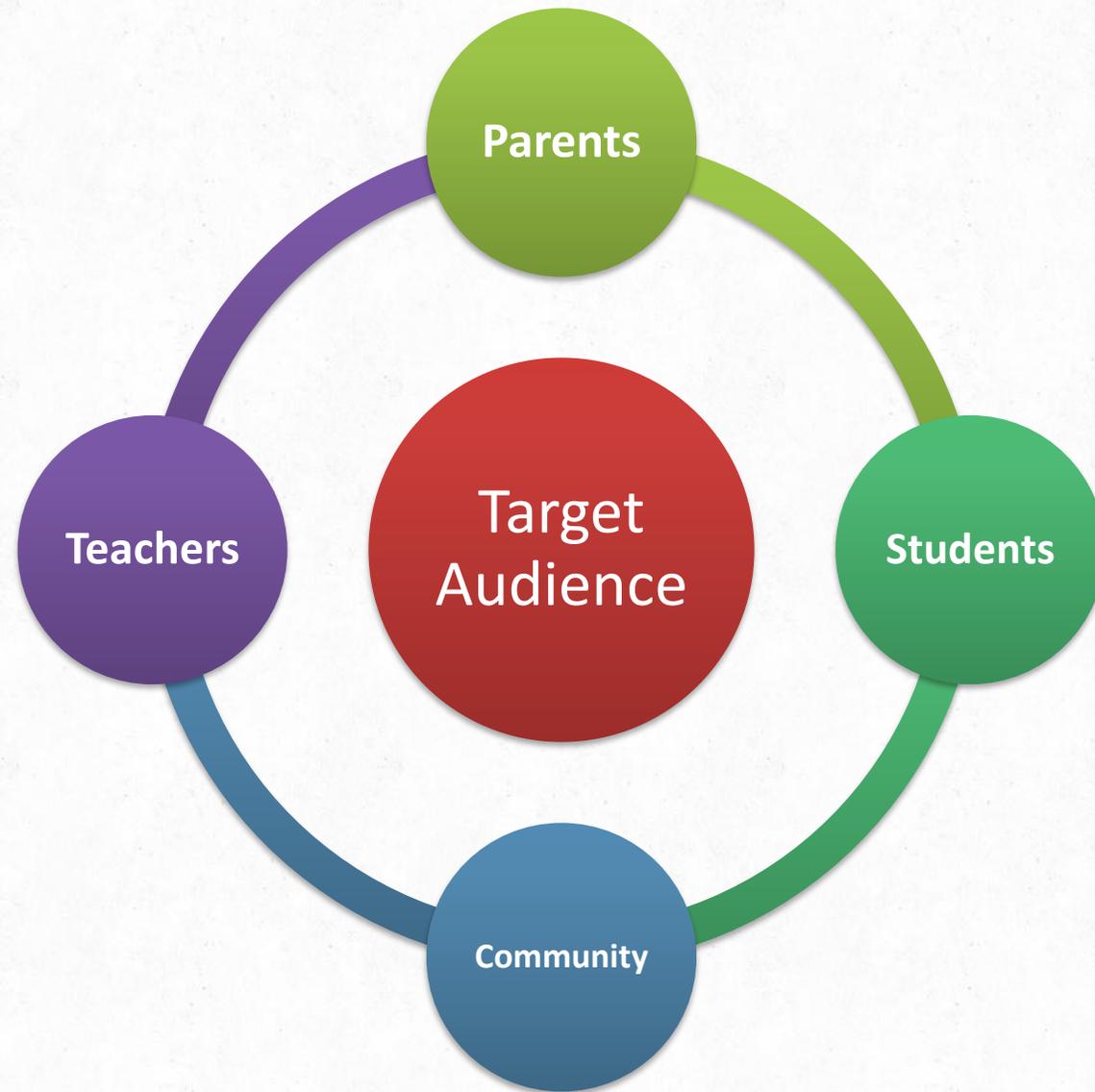
	REPORT illegal content
	HELPLINES contact now

WHAT IS INSAFE?

Insafe is a European network of Awareness Centres promoting safe, responsible use of the Internet and mobile devices to young people.

[Find out more](#)







Expectation



15
years

SWGfL experience in policy and standards development

NATIONAL ONLINE SAFETY POLICY FOR SCHOOLS
STANDARDS FOR ONLINE SAFETY

UAE

adaptation
EDUCATION SYSTEM
CULTURE
LANGUAGE
LEGISLATION



Empowerment



- 360 degree safe system empowers schools to assess and track performance against online safety standards.
- Prioritized improvement actions and reports
- Schools rewarded with accreditation standard
- National training programme



Education



- Age appropriate classroom and curriculum resources
- Staff Professional Development
- Parental support materials
- Child Protection reporting measures
- National online safety specialists trained

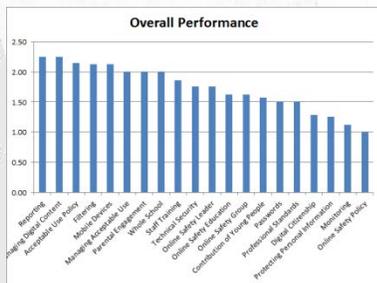


e-Safe School
المدرسة الآمنة رقمياً

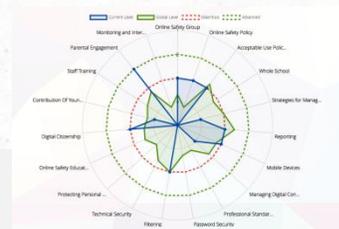
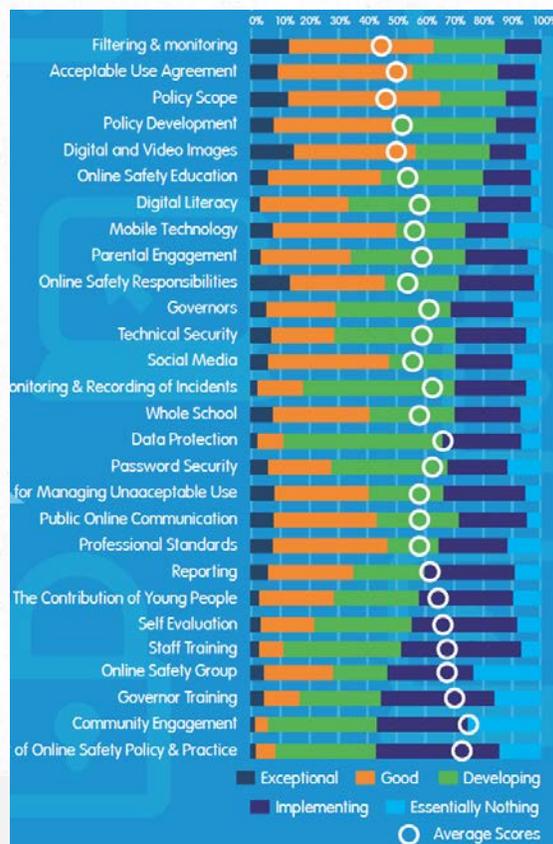




Evaluation

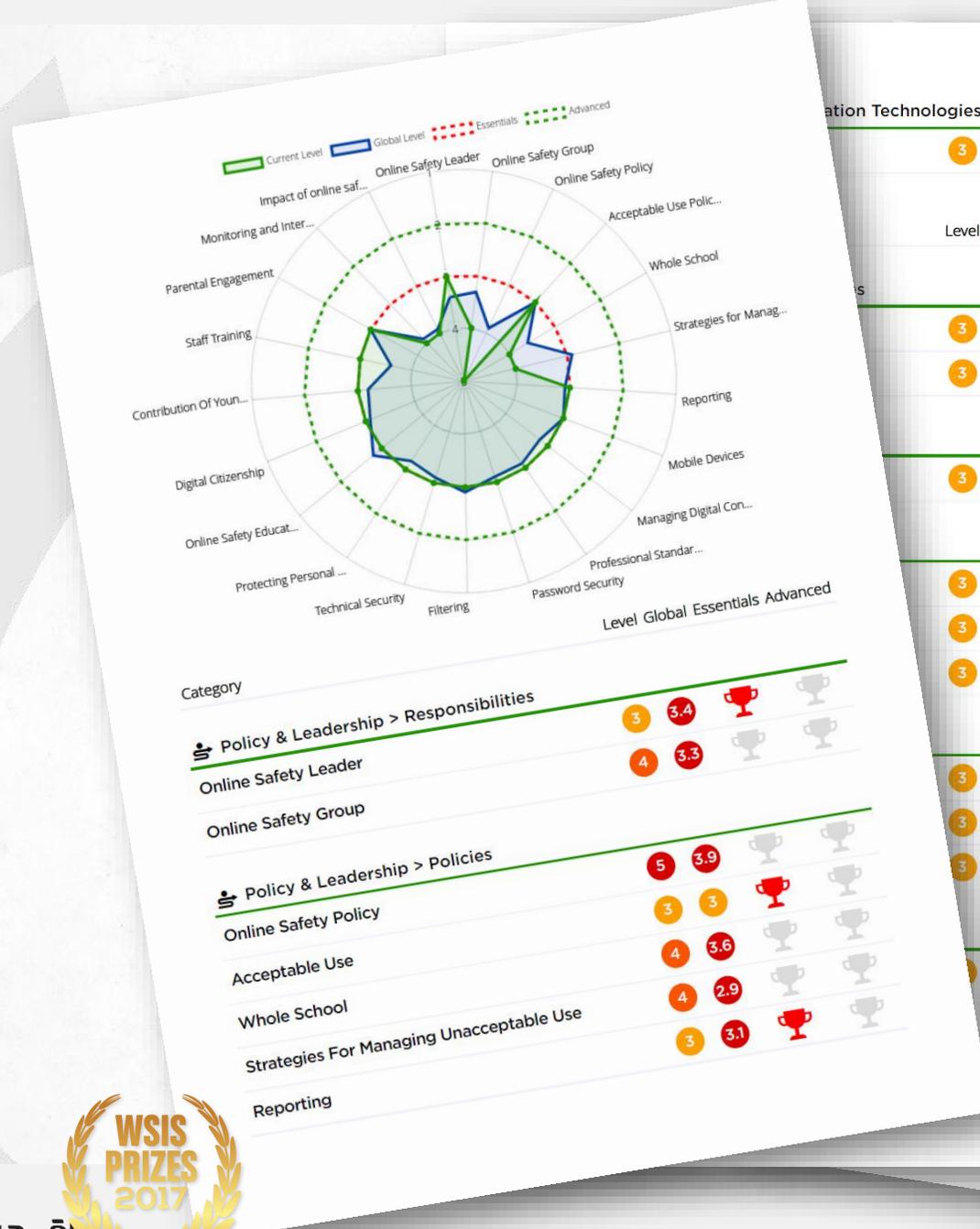


- Individual school progression data and report
- Accreditation levels
- National school performance and tracking data
- Inform national strategy



Safe School
المدرسة الآمنة رقمياً





Category	Current Level	Global Level	Essentials	Advanced
Information Technologies	3	3	3	3
Level Global Essentials Advanced				
...	3	3.2	3	3
...	3	3.1	3	3
...	3	3.1	3	3
...	3	2.9	3	3
...	3	3.1	3	3
...	3	3.2	3	3
...	3	2.8	3	3
...	3	3.1	3	3
...	3	3.2	3	3
...	3	3.6	3	3
...	3	3	3	3

Category	Current Level	Global Level	Essentials	Advanced
Reporting	4	3.9	3	3
Safety Incidents	4	3.9	3	3
Level Global Essentials Advanced				
...	4	3.9	3	3
Overall:	3.3	3.3	15/21 (71%)	0/21 (0%)



Performance



Top 5 Strengths

- 1. Reporting (2.38)
- 2. Acceptable Use Policies (2.25)
- 3. Managing Digital Content (2.25)
- 4. Filtering Systems (2.14)
- 5. Managing Acceptable Use (2.14)

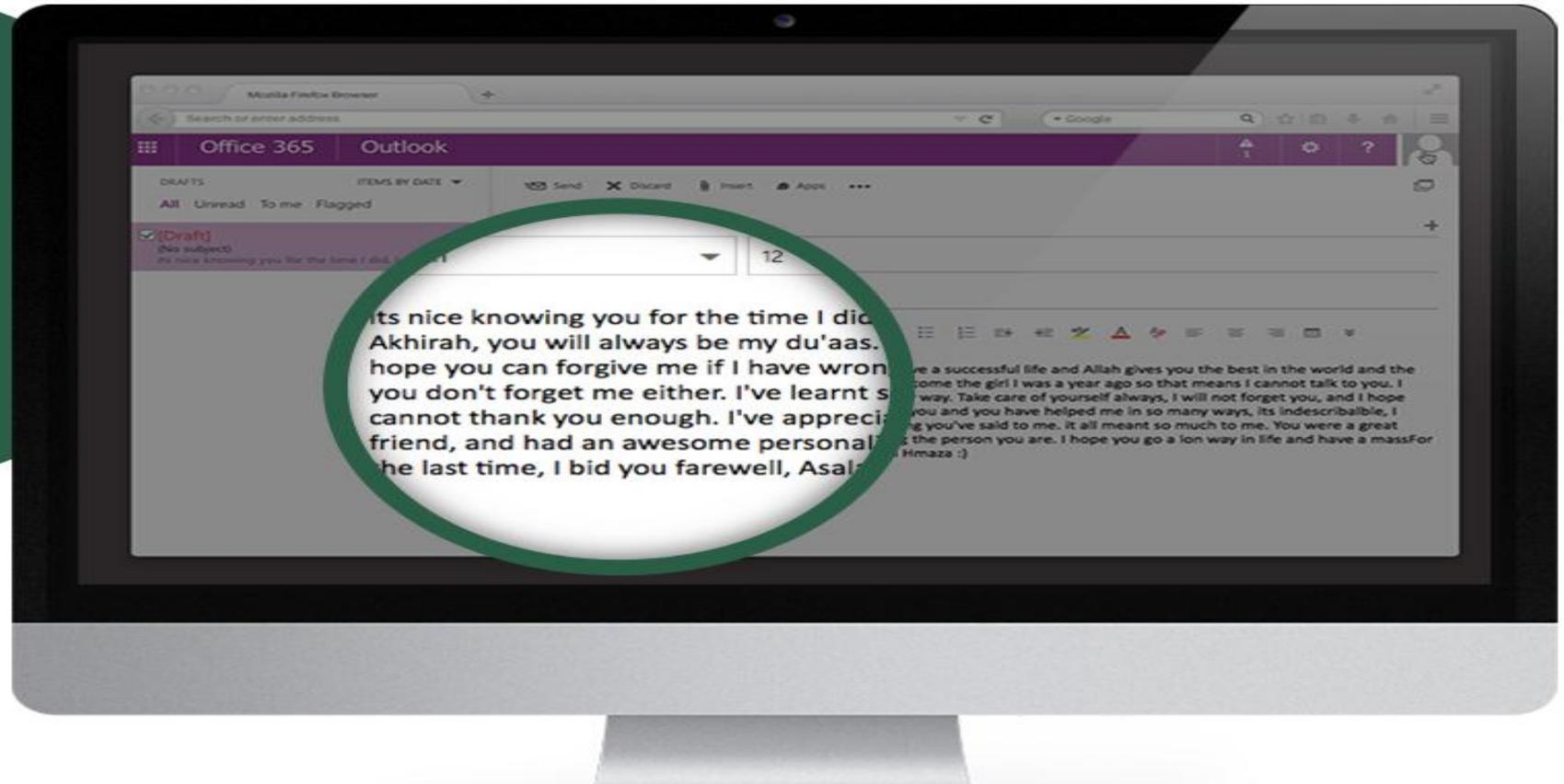
Top 5 Weaknesses

- 1. Impact (1.00)
- 2. Online Safety Policy (1.13)
- 3. Monitoring (1.25)
- 4. Protecting Personal Information (1.29)
- 5. Digital Citizenship (1.50)



Case Study 1

The girl referred to the “person I need to be” and stated that she was sorry that she would not see people again but that she was embarking on a journey that she needed to make.



Case Study 1

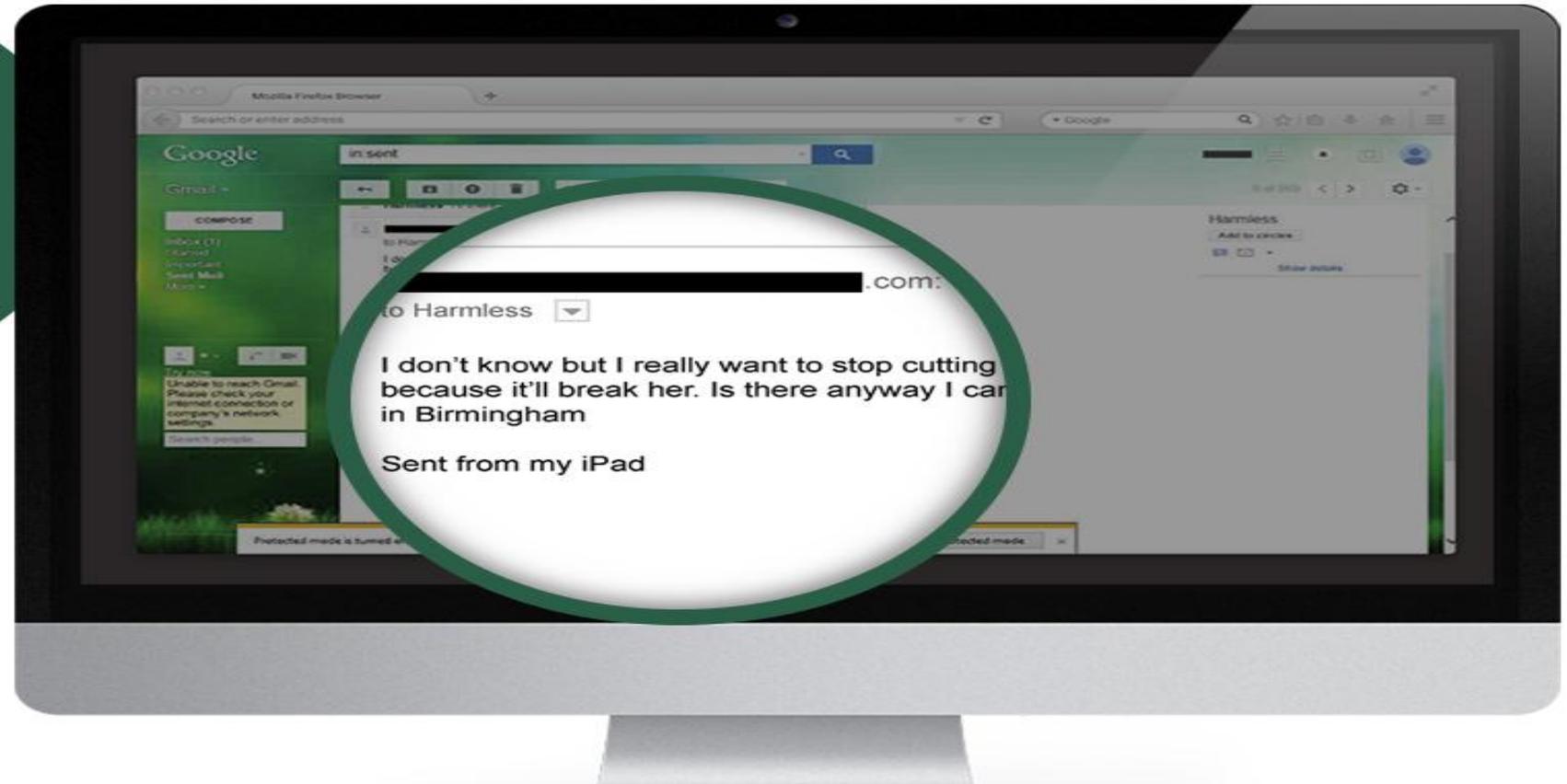
The school and relevant agencies were immediately alerted and the safeguarding process activated.

- Aqueed: 4
- Tawheed: 12
- Aleppo
- Salafi: 84
- Jihad: 29
- Kufr



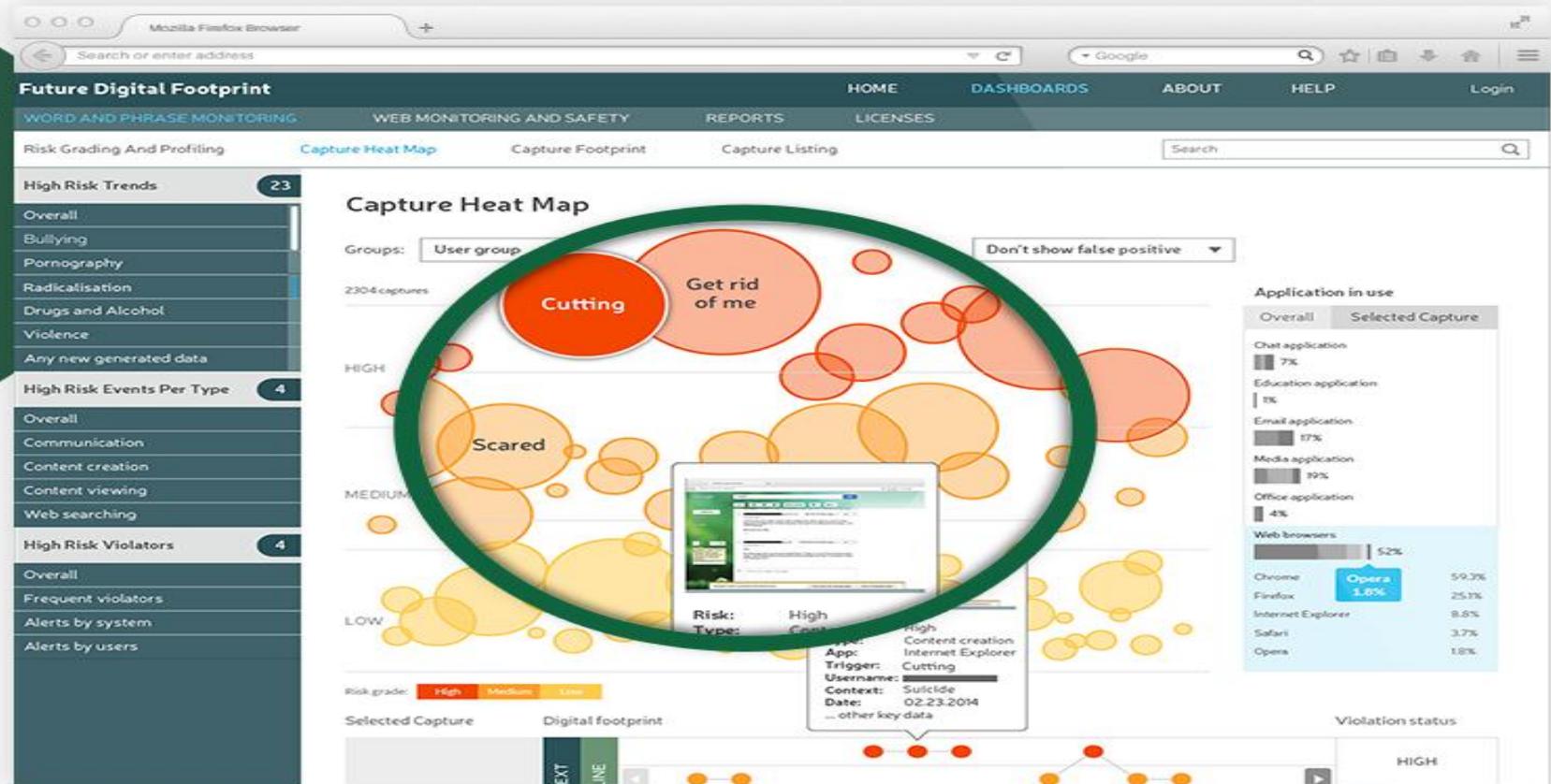
Case Study 2

The dialogue makes evident that the young person contacted the group as she wanted help to stop self-harming.



Case Study 2

This issue was identified on a Friday afternoon and the school was alerted immediately in order to ensure that the situation would not escalate over the weekend.



Transformation



Expectation

- National digital safety policy and standards for schools



Empowerment

- Universal system to equip all schools to implement the system and empower staff



Education

- Educate all children to manage online risks to benefit from technology
- Prevent harm online



Evaluation

- How well equipped are schools and teachers to recognise, respond and resolve issues
- How do you know?



Policy and Leadership

Responsibilities

Group

Responsibility

Governors

Acceptable Use

Policy Development

Policy scope

Reporting

Strategies

Self Evaluation

Whole School

Digital images and video

Social Media

Mobile technology

Professional standards

Public communications

Passwords

Security

Filtering / monitoring

Technical security

Data Protection

Digital Literacy

Education

Contribution

Training

Training

Engagement

Engagement

Recording of incidents

Impact of policy

Infrastructure

Services

Education

Children

Staff

Governors

Parents

Community

Monitoring

Standards





[Overview](#) [Accreditation](#) [Register](#) [Contact Us](#) [Sign In](#)

The Free Online Safety Self-Review Tool for Schools

360 degree safe is free to use, and is intended to help schools review their Online Safety policy and practice. We walk you through each aspect of Online Safety, helping you to collaborate, report, and progress.

[Begin Review](#)



Welcome to 360 degree safe, the award winning Online Safety self-review tool for schools. Our tool provides:

- Information that can influence the production or review of online safety policies and develop good practice.
- A process for identifying strengths and weaknesses.
- Opportunities for commitment and involvement from the whole school.
- A continuum for schools to discuss how they might move from a basic level provision for online safety to practice that is aspirational and innovative.



Online Safety Review

Progress through 28 aspects of Online Safety, improve your practice, record progress and produce reports



Accreditation

When you are able to show good practice you can apply for the nationally recognised Online Safety Mark



Academy Groups

Track and monitor progress across your chain of schools, identify areas of strength and development, and drive change

Sign Out

Reporting Saved Reports

Review > Policy & Leadership

Responsibilities



Choose Aspect ▾

This aspect describes how the school manages their online safety strategy, involving a group with wide ranging representation.

Please select an appropriate level

- 5 There is no Online Safety Group
- 4 The school is in the process of establishing an Online Safety Group.

Your Improvement Actions

Ensure that the Online Safety Group has staff representation and a clear brief, which is clearly stated in its terms of reference. Ensure that those involved on the committee / group can have an impact in ensuring that policies are understood and implemented.

Enter Commentary

- 3 The school has an Online Safety Group with staff representation and a clear brief.
- 2 The school has an active Online Safety Group with wide representation from the SLT, staff (including child protection representative), governors and pupils / students. It has clear lines of responsibility and accountability.
- 1 The school has an active Online Safety Group with wide representation from within the school eg SLT, teaching and support staff (including Child Protection representative), governors and pupils / students and also from parents and carers and the wider community. It has clear lines of responsibility and accountability which are understood by all members of the school. The committee is actively integrated and collaborating with other relevant groups in school eg School Council.

Suggested Evidence Sources

Online Safety Group Minutes. Online Safety Group Terms of Reference. Other minutes and reports as relevant, including Governors

Supporting Links & Documents

- Specialist help and support - Online Safety BOOST service to support online safety development
- SWGfL School Online Safety Policy, Online Safety Group
- Terms of Reference for an Online Safety Group (Somerset)
- Guidance for establishing an Online Safety Group (e-safety adviser)

Current Position

Enter what your current position is with this aspect, Schools applying for accreditation must fully describe their provision for this aspect and how it meets the benchmark level:



Annual Assessment Report

**ONLINE SAFETY
WITH
PLYMOUTH
UNIVERSITY**

2010

Online Safety
UK - Annual
review

Dr Andy Phippen, SWGL

Executive Summary

The 360 Degree Safe

current policy and practice

This report presents the

UK, and is believed to

has not previously existed

The data shows that in

and policy areas, such as

- Filtering

- Acceptable Use

- Policy Scope

- Policy Development

However, in these areas

schools require further

- Community involvement

- Government training

- Monitoring the effectiveness

- E-Safety Co-ordinators

- Staff training

One of the lowest rates

consistent across all

schools play a central

We can also demonstrate

practice compared to

involvement and the

effective technical security

The data also suggests

pattern of activity across

policy and protection

2011

Online Safety
UK and
360 degree
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Prof Andy Phippen

Report prepared

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Online Safety
UK and
360 degree
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Prof Andy Phippen,
David Knight, Soud
Dr Tonya Overden

Report prepared

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2014

UK Schools
Practice
Annual
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2015

UK Schools
Practice
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2016

UK Schools
Practice
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360safe
the e-safety self review tool

UK Schools Online Safety
Policy and Practice
Assessment 2016

Prepared By Prof Andy Phippen for SWGL, October 2016

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Registered in England and Wales, Company Number 5589479, Charity Number 1120354, VAT Reg. Number 880 8618 88

South West Grid for Learning Trust Ltd, Belvedere House, Woodwater Park, Pynes Hill, Exeter, EX2 5WS
Registered in England and Wales, Company Number 5589479, Charity Number 1120354, VAT Reg. Number 880 8618 88

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360safe
the online safety self-review tool

UK Schools Online Safety
Policy and Practice
Assessment 2017

Annual Analysis of 360 degree safe self-review data

Report prepared by Prof Andy Phippen, January 2018.

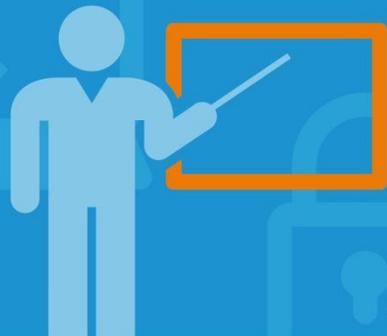
South West Grid for Learning Trust Ltd, Belvedere House, Woodwater Park, Pynes Hill, Exeter, EX2 5WS
Registered in England and Wales, Company Number 5589479, Charity Number 1120354, VAT Reg. Number 880 8618 88



Analysis of the data from the 12,000 UK schools using the 360 degree safe self review tool presents a unique picture of online safety policy and practice. The report analyses how schools have used the tool since 2010 to underpin their online safety strategy and explores improvement trends and barriers to progress.



12,000 Schools



Top 5 Strengths

- Filtering and monitoring
- Policy Scope
- Acceptable Use Agreement
- Digital and Video Images
- Policy Development

Top 5 Weaknesses

- Community Engagement
- Impact of Policy and Practice
- Governor Training
- Staff Training
- Online Safety Group

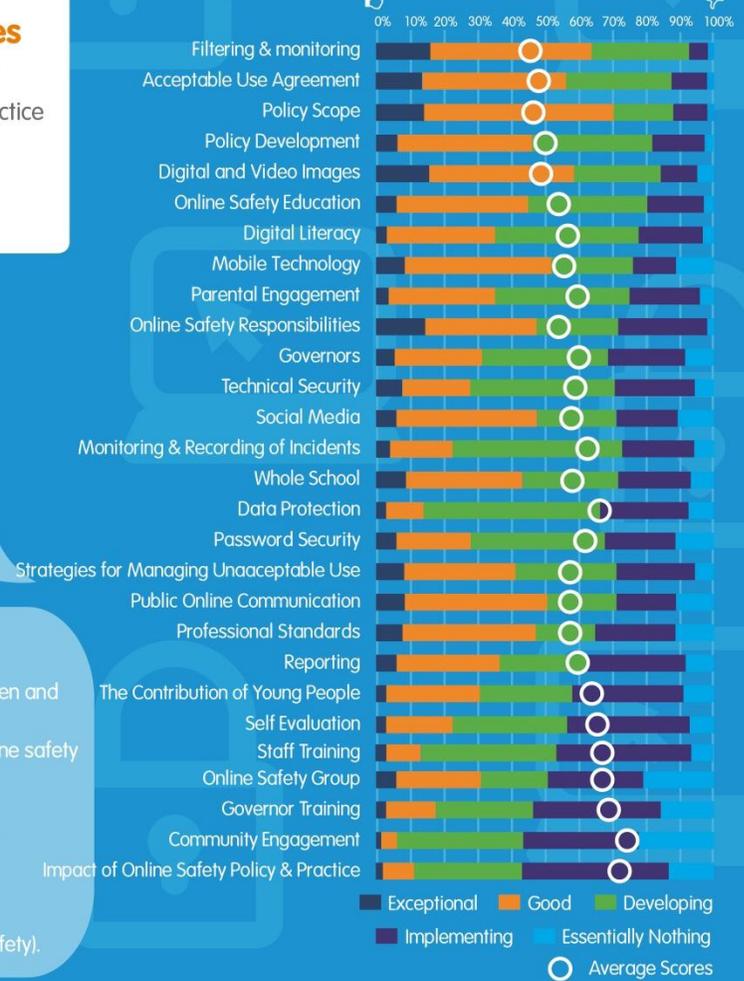
Areas of strength are:

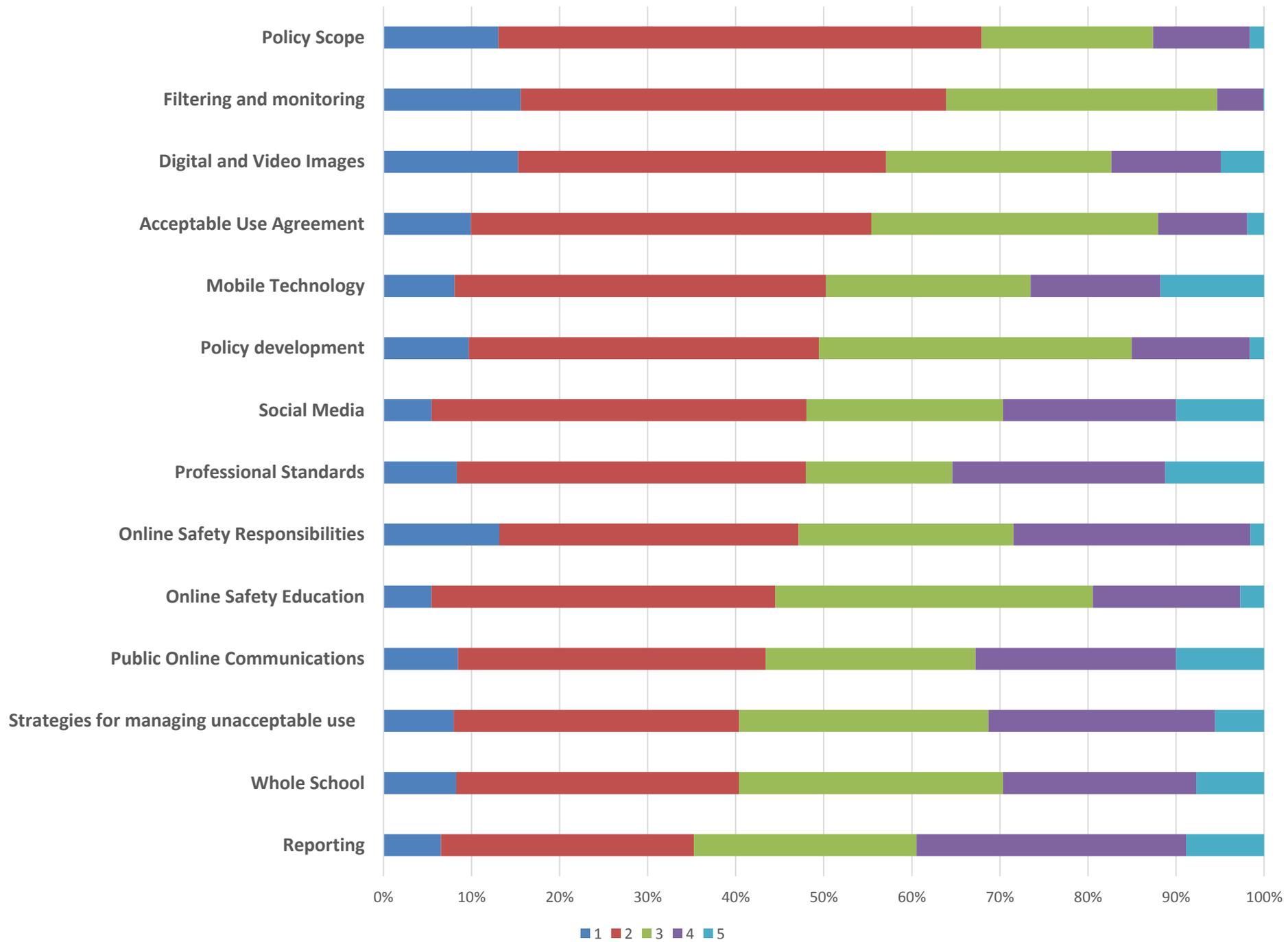
- **having effective connectivity and filtering in place** (Almost 65% of schools have excellent or good connectivity and filtering in place);
- **the scope of online safety covered in school policies** (Just over 70% of schools have strong online safety policies in place);
- **having effective Acceptable Usage Agreements in place** (Almost 60% have a detailed and effective Acceptable Usage Agreement in place).

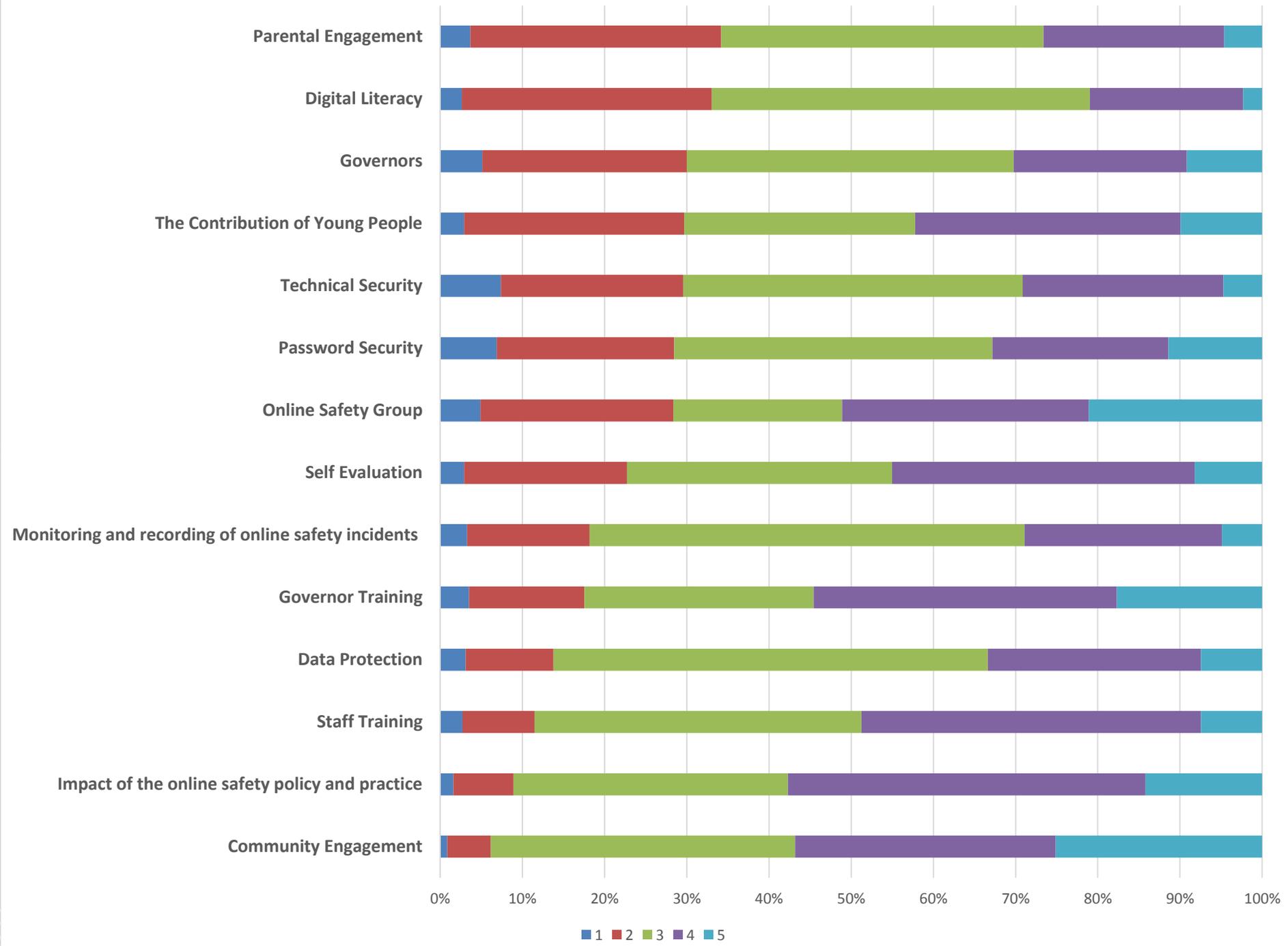
Areas of weaker practice are:

- 33% have no data protection policy in place, even though they are responsible for the storage of sensitive personal data about children and young people
- the evaluation mechanisms in place to measure the impact of online safety policy and practice in schools (57% of schools have no means to evaluate the impact of their online safety strategy);
- the effectiveness of training for school governors related to online safety (53% have carried out no governor training around online safety issues);
- the effectiveness of training for staff on matters related to online safety (Almost 50% have no staff training to date around online safety).

Average Scores







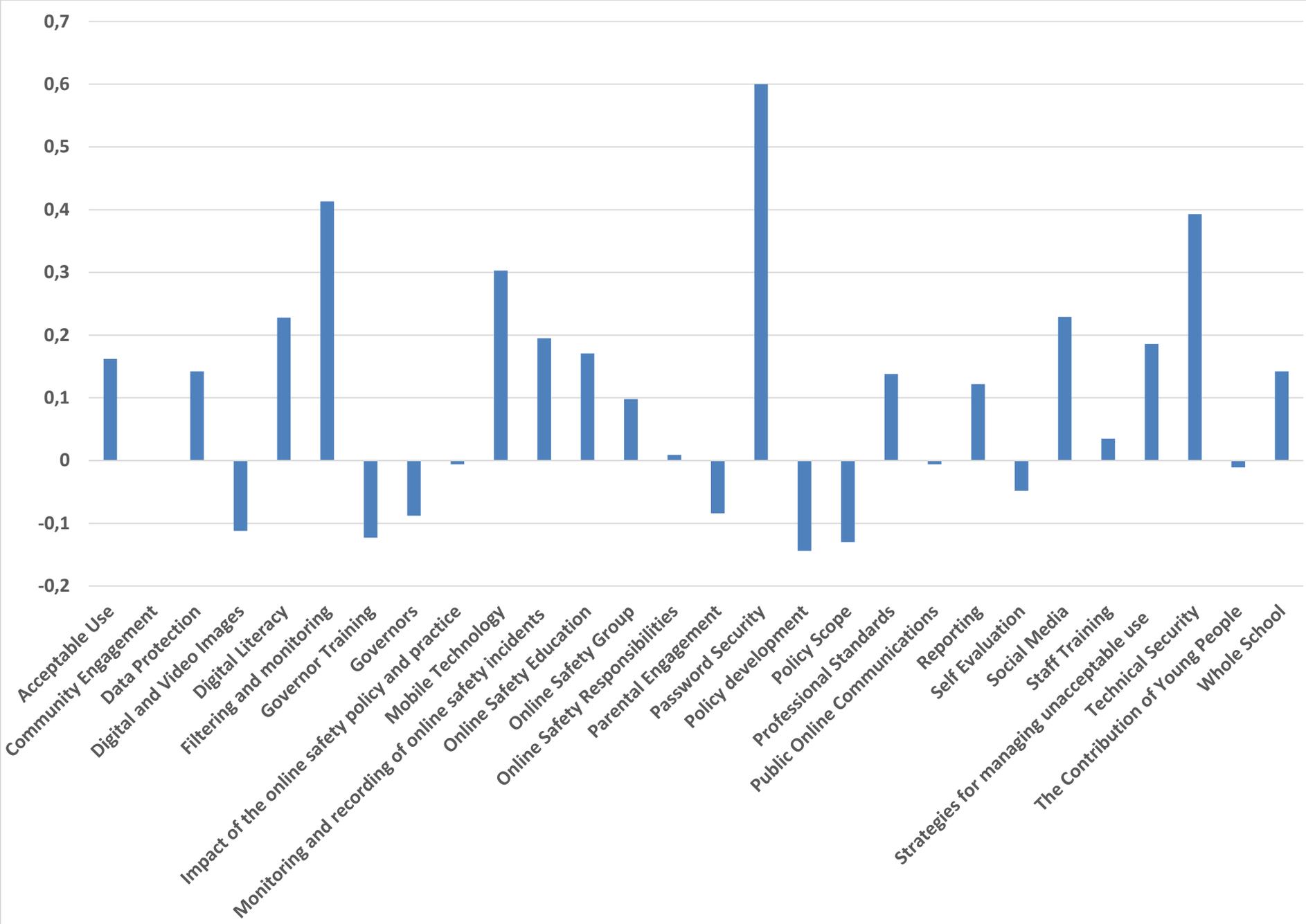


Figure 6-2 - Difference in average ratings between primary and secondary schools

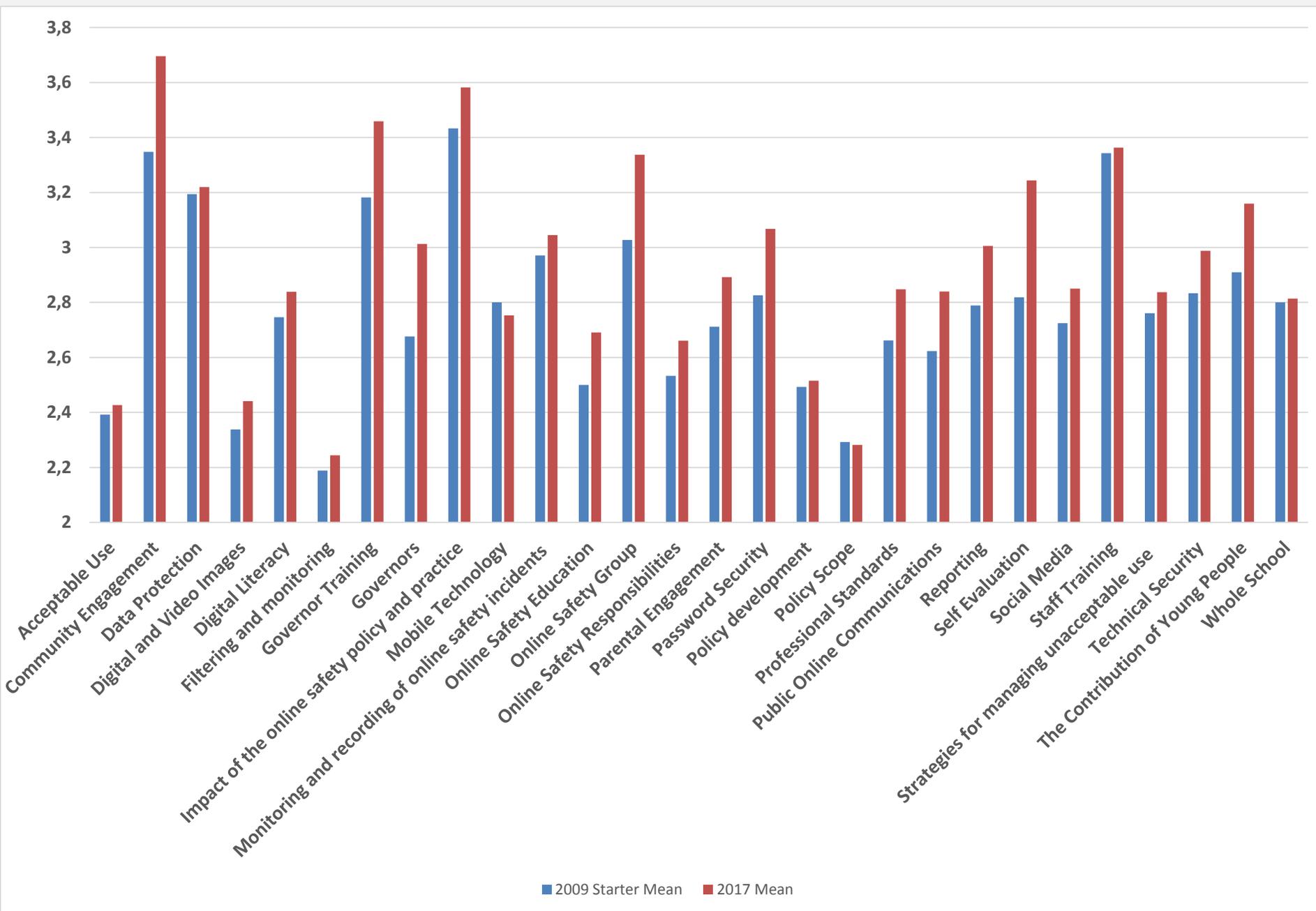
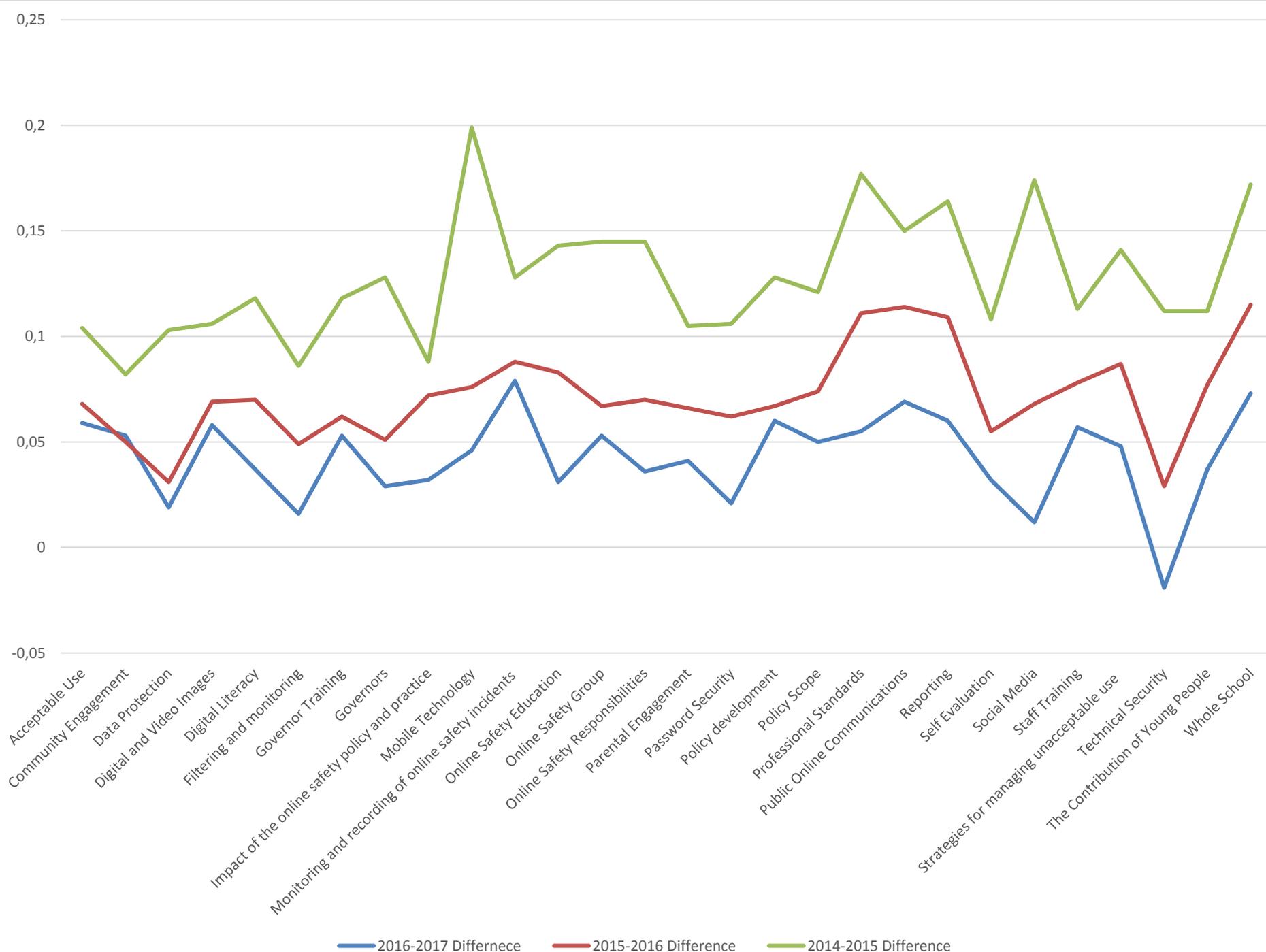


Figure 8-3 - Comparison of 2009 starters with overall averages





اقدار aqdar
برنامج خليفة لتمكين الطلاب - الإمارات
Khalifa Empowerment Program For Students - U.A.E.

برنامج خليفة لتمكين الطلاب - أقدار يشهد بأن مدرسة النهائية

قد استوفت المعايير القياسية للمدرسة الآمنة رقمياً ضمن مبادرة
أقدر - للتوعية الإلكترونية بتاريخ.....

AQ-SC-001



يسري هذا الإعتماد لمدة عام واحد من تاريخه

اللواء الدكتور ناصر لخريانيه النعيمي
الأمين العام لمكتب سمو نائب رئيس مجلس الوزراء وزير الداخلية



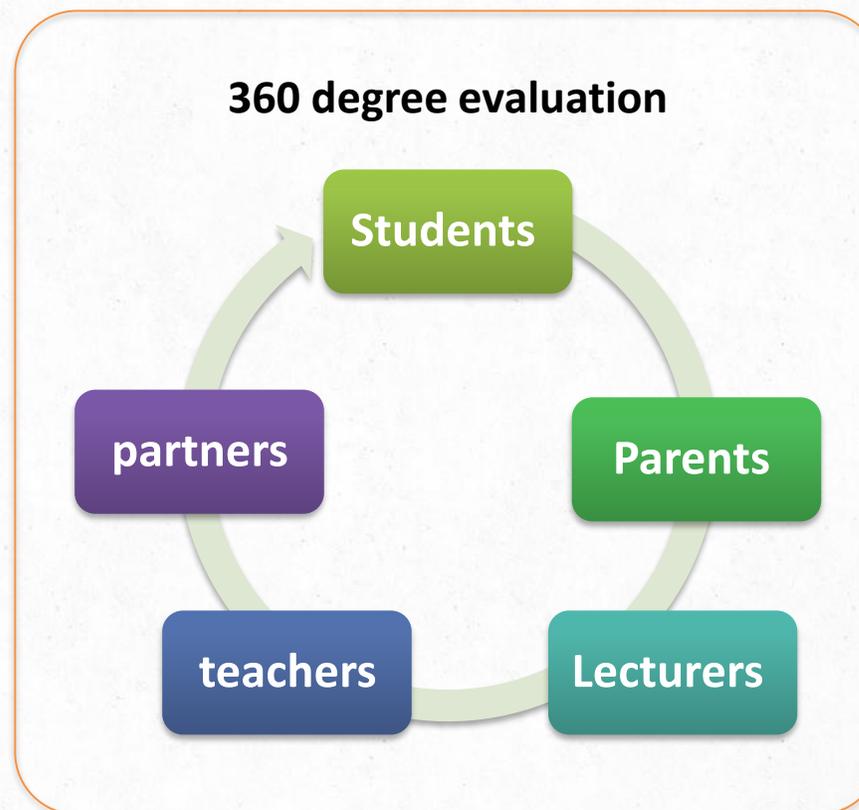
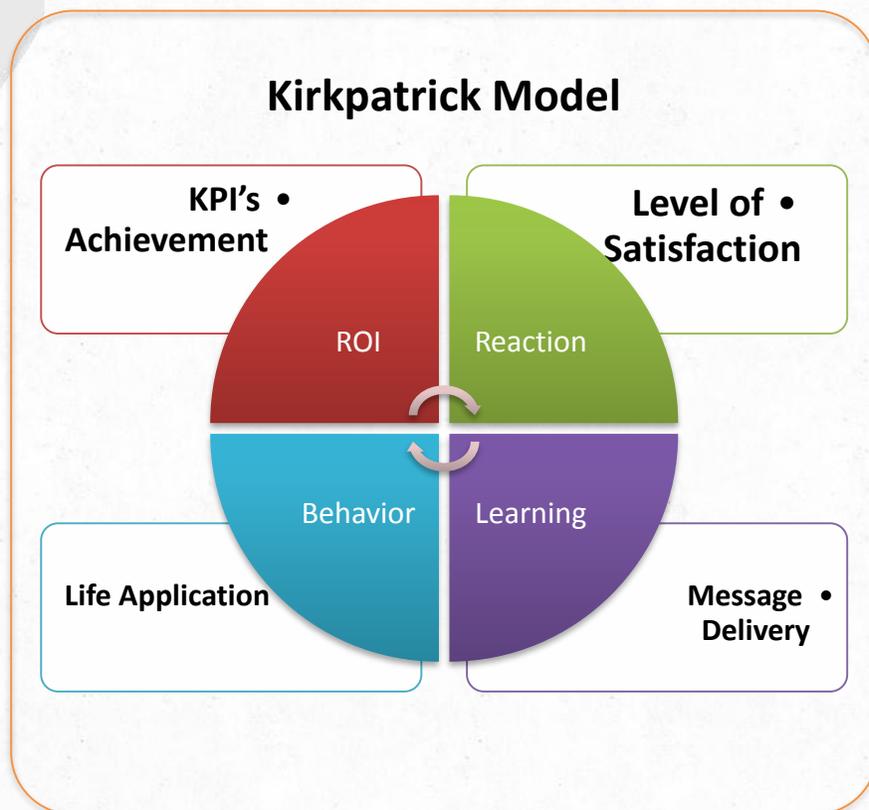
Recommendations

2017 Annual assessment report concludes the following are areas that schools require urgent improvement

- Staff Training
- Data Protection
- Evaluation



Evaluation of the program



Thank you



شُجاعة نخبير



جمعية توعية ورعاية الأحداث
Juvenile Association

يسر

جمعية توعية ورعاية الأحداث
أن تمنح هذه الشهادة إلى

برنامج خليفة لتمكين الطلاب - شرطة دبي

تقديرًا منها لدورها ومساهماتها الفعالة في دعم برامج وأنشطة الجمعية خلال عام ٢٠١٥م
مما كان له الأثر الكبير في تحقيق الأهداف المرجوة منه.

متمنين لكم التقدم والنجاح
والله ولي التوفيق

الفریق / ضاحي خلفان تميم
رئيس مجلس الإدارة





LETTER OF APPRECIATION FOR WSIS PRIZE 2016 CHAMPION IN CATEGORY

WSIS Action Line C10: Ethical dimensions of the Information Society

On the occasion of the WSIS Forum 2016 it is with great pleasure to award **Khalifa Empowerment Program for Students | AQDAR** with this Letter of Appreciation for the amazing ICT-related project work done within your community. Your project **360 Degrees of Student Awareness** is among the most voted ones and has gained one of the best reviews by the members of the WSIS Expert Group.

Taking into account **Khalifa Empowerment Program for Students | AQDAR** significant efforts in promoting and fostering the information society development as well as your successful participation in the WSIS Prize 2016 contest, it is a great pleasure to honor you as a Champion of WSIS Prize 2016.

Geneva, 4 May 2016

A handwritten signature in black ink, appearing to be "赵厚麟" (Zhao Houlin).

Houlin Zhao
ITU Secretary-General

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION
DUBAI EDUCATIONAL ZONE



الإمارات العربية المتحدة
وزارة التربية والتعليم
منطقة دبي التعليمية

شهادة شكر وتقدير

تتقدم منطقة دبي التعليمية بجزيل الشكر و وافر التقدير إلى
برنامج خليفة لتمكين الطلاب - الإمارات
على المشاركة المتميزة والبناءة في ملتقى الرعاية الاجتماعية 2015/2016
شاكرين لكم تعاونكم الدائم معنا


د. أحمد عيد المنصوري
مدير منطقة دبي التعليمية



2016/2/21 م



المدرسة الهندية INDIAN SCHOOL

(SENIOR SECONDARY SCHOOL AFFILIATED TO C.B.S.E. NEW DELHI)

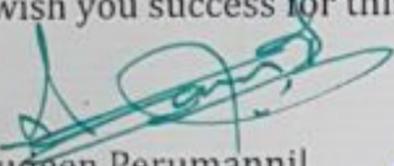
IS/540/2016-17

30-01-2017

Certificate of Appreciation

We would like to extend our heartfelt **Thank You** to **Khalifa Empowerment Program for Students** launching the "Express Your Love for UAE" National Campaign at Indian School, Ras Al Khaimah on Sunday 22nd January, 2017. Through your campaign our students and staffs were able to express how they love and treasure UAE.

We wish you success for this National Campaign.


Sainudeen Perumannil.
Principal



ص.ب : 4943، رأس الخيمة - إ.ع.م. - هاتف : 2288346، 2284346، فاكس : 2285346، 2284346 - بريد إلكتروني : indian1@emirates.net.ae

رخصة رقم : 172 - من إدارة الجمعية الهندية برأس الخيمة

P.O. Box : 4943, Ras Al Khaimah, U.A.E., Telephone : (07) 2288346, 2284346, Telefax : (07) 2285346, E-mail : indian1@emirates.net.ae

Licence No. : 172, Managed by Indian Association, Ras Al Khaimah.



وزارة التربية والتعليم
MINISTRY OF EDUCATION

مِنَ الْمُتَمَنِّينَ



تشرف

وزارة التربية والتعليم

بمنح

برنامج خليفة لتمكين الطلاب

هذه الشهادة تقديراً لمساهمتهم الفاعلة في إنجاح فعاليات معرض ابتكر
وذلك في أسبوع الإمارات ابتكر خلال الفترة من 26-28/11/2015م
متميزاً لهم مزيداً من التقدم والنجاح والعطاء

مروان أحمد الصويح

وكيل الوزارة للشؤون الأكاديمية



#الإمارات_تبتكر



ADISBr1/AQDAR/2017

Ref. No.

23/02/2017

Date.....

**AQDAR - Khalifa Empowerment Program for Students
UAE Team**

Respected Sirs/Madams,

This is with reference to "Express Your Love for UAE Campaign" conducted in our school, Abu Dhabi Indian School, Branch 1 on Monday, 23rd January 2017.

We are thankful to the entire team at AQDAR for giving our students the opportunity to participate in this nationwide campaign.

Our students have been greatly inspired by the "Express You Love for UAE Campaign" and have gained insight about the great leaders of this nation and on what it means to love UAE in an enthusiastic and practical way.

We look forward to fostering a positive relationship with AQDAR for more such community driven programs.

Thanking You,

With Best Regards,

Shibanti

Ms. Shibanti Bhowmik
Principal





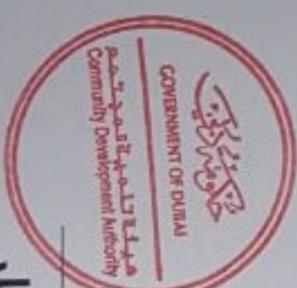
شهادة تقدير



يسر هيئة تنمية المجتمع أن تتقدم بالشكر والتقدير إلى

برنامج خليفة لتمكين الطلاب (أقدر)

لرعايتهم و إسهاماتهم الكريمة في إنجاح منشط (شتتي وينا)
خلال الفترة من تاريخ 18 ديسمبر 2016 إلى 5 يناير 2017



أحمد عبدالكريم جلفار
مدير عام - هيئة تنمية المجتمع





وزارة التربية والتعليم
منطقة دبي التعليمية

مدرسة سارة للتعليم الأساسي للبنات - 13

شهادة شكر و تقدير

كما يشعركم بالامتنان وتملككم مشاعر الاعتراف والفخر لوجود أشخاص رائعين أمثالكم حولنا

تقدم أسرة مدرسة سارة للتعليم الأساسي بجزيل الشكر والتقدير

لبرنامج خليفه لتمكين الطلاب

تقديرًا لمساهمتمكم المتميزة وبرعكم بتذاتكم ودخول كيدنا للطلاب المتفوقات

سدد الله خطاكم وفقكم لما يحبه ويرضاه،،،،

مديرة المدرسة

صفية عبد الرحمن المنصور ربي

تاريخ: 2016/01/19



ST. JOSEPH'S SCHOOL

P.O. Box 3361, Abu Dhabi, United Arab Emirates

CERTIFICATE OF APPRECIATION

Presented to

**AQDAR – Khalifa Empowerment Program for
Students – UAE Team**

*in appreciation for your
outstanding presentation*

“Express Your Love for UAE”

held on Wednesday, 18th January 2017

Sr. Carmen

Principal

18th January 2017

Dated



Abu Dhabi Education Council

Shamma Bint Mohammad Primary School Cycle 1

Al Ain Education Office



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First - ليد أبوظبي

مجلس أبو ظبي للتعليم

مدرسة شما بنت محمد للتعليم الأساسي / 12

مكتب العين التعليمي

Certificate of Appreciation

The Administration of Shamma bint Mohammad
Primary School thanks

QDAR – Khalifa Empowerment Program for Students – UAE Team

We would like to extend our heartfelt Thank You
for launching the “Express Your Love For UAE” National Campaign
at Shamma Bint Mohammed Primary School. Through your campaign our
students and staffs were able to
express how they love and treasure UAE.
We wish you success for this National Campaign



School Principal
MS. Amina Jaffal

School Social Worker Team
12-January, 2017

Certificate of Appreciation

This award of appreciation is given to

**AQDAR - Khalifa Empowerment Program for
Students - UAE Team**

for there untiring participation in "EXPRESS YOUR LOVE FOR

UAE NATIONAL CAMPAIGN" which was held in
EMIRATES FUTURE INTERNATIONAL ACADEMY



CHAIRMAN

PRINCIPAL

K. V. Anparsi



SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA PRIVATE SCHOOL

Abu Dhabi, United Arab Emirates



Certificate of Appreciation

Presented to

AQDAR - Khatifa Empowerment Program for Students - UAE Team

For presenting the "Express Your Love for UAE" National Campaign to our students and teachers.

Principal

Date: _____

THE NEW INDIAN SCHOOL

UJAQ EDUCATIONAL ZONE

Licence No.189-Dated 1/10/1983



المدرسة الهندية الجديدة الخاصة
منطقة أم القوين التعليمية

ترخيص رقم ١٨٩/شاريخ ١/١٠/١٩٨٣

Sincere Thanks

The Management of The New Indian School,

with its entire staff and students appreciates

**AQDAR – Khalifa Empowerment
Program for Students – UAE Team**

for their devoted and excellent service

extended to the students and staff of the school on Jan-16, 2017

under the title

EXPRESS YOUR LOVE FOR UAE NATIONAL CAMPAIGN

We wish them great success in their future endeavours.

RafeeqRahim

Principal

01.02.2017

أم القوين-أ.ع.م
Umm Al Quwain, UAE

ص.ب : ٨٢٣
P.O.Box: 823

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Fax: +971 6 7663947

تليفون : +٩٧١ ٦ ٧٦٦٦٩٦٥
Tel.: +971 6 7666965

E-mail: nisuaq@emirates.net.ae, nisuaq@gmail.com, Web: www.nisuaq.com

The shared vision of The New Indian School is one that enables students to achieve their potential within a multi-cultural environment, that is safe, positive, respectful and welcoming so as to become successful world citizens.

www.saferinternetday.org

**"CREATE, CONNECT AND SHARE RESPECT:
A BETTER INTERNET STARTS WITH YOU".**



 safe

جمعية الإمارات للحماية من مخاطر الإنترنت
EMIRATES SAFER INTERNET SOCIETY



Safer
Internet
Day 2018 | Tuesday 6 February

SAFER INTERNET DAY 2018

Tuesday 6th February

Safer Internet Day is celebrated globally in February each year in over a hundred countries to promote the safe and positive use of digital technology for children and young people and inspire a national conversation.

The day offers the opportunity to highlight positive uses of technology and to explore the role we all play in helping to create a better and safer online community. It calls upon young people, parents, carers, teachers, social workers, law enforcement, companies, policymakers, and wider, to join together in helping to create a better internet.

SID CHALLENGE

As a part of this initiative, we are pleased to announce a challenge for school students: Students are required to "Create" a presentation for parents, video record the presentation and post on YouTube.

The title for the presentation is "Make Your Parents Safe Techie".

OBJECTIVE

Objective of this challenge is to ignite the skill of research and critical thinking in children. As the child deeply researches digital safety domain, they will understand the importance of digital safety themselves.

The challenge also facilitates more family time, integration with parents and hence increases the self-esteem of the children. This will also enhance the presentation and project management skills of students.



RULES

- ◆ The competition is open for all UAE school students of all nationalities (age 13 and above).
- ◆ Research and create a Cyber Security Awareness presentation for your Parents / Adult family members, about at least one online threat and solution for their day to day internet usage.
- ◆ Introduce at least one great online skills to your Parents/Adult family members, to exhibit how technology can be their best tool for solving day to day professional or personal challenges.
- ◆ The idea presented should reflect all the three themes of the safer internet day: **CREATE, CONNECT and SHARE RESPECT.**
- ◆ Create: Create the presentation to educate /inspire parents.
- ◆ Connect: Collaborate with internet peers globally for getting ideas and improving research skills, social entrepreneurship and volunteerism.
- ◆ Share Respect: By incorporating national patriotic agenda. The year 2018 being marked as the "Year of Zayed", Sheikh Zayed's vision of UAE being a land of tolerance, progress and unity. Take this opportunity to come up with ideas on how you can contribute to the vision of the great leaders UAE.
- ◆ All presentations must have minimum 6 and maximum 10 slides.
- ◆ Video must be recorded in Landscape mode
- ◆ The participants are required to record and submit us the video of their presentation- presenting the concepts to the audience (parents/adult family members) and the testimonials from the audience. The video duration should not exceed 7 min (5 Min for presentation and 2 Min for QA).
- ◆ The videos will be evaluated by the Esafe team and will be published in Esafe facebook page. The published videos can then be shared online by the participants to hit maximum likes and shares for their video.
- ◆ The videos should be submitted on or before 25th of February 2018, 8.00 pm
- ◆ Judgment Criteria : The entries will be evaluated based on the following criteria
 - ◆ Content and Creativity
 - ◆ Clarity of presentation
 - ◆ Count of the shares, likes and comments in social media.

WHO WE ARE ? – AQDAR CONSORTIUM



Register on : <http://SID2018.esafesociety.org>

Email : info@esafesociety.org Mobile : +971-55-6878232