

WEEKLY PLAN-2026-27

GRADE: 10

TERM 2

WEEK – 20 26th October to 30th October

Subject	Topic	Learning Objectives (Students will be able to...)	Teaching & Learning Activities	Assessment (Type-Skill & Evidence)	Differentiation (Support-Core-Challenge)	AFL Strategy	National Identity Link	LMS Upload	Home Work
English	The Tale of Custard the Dragon – Ogden Nash	1. Identify the central theme, characters, and key events in the poem. 2. Analyse the use of irony, humour, similes, and onomatopoeia. 3. Evaluate the contrast between appearance, boasting, and genuine courage. 4. Interpret the significance of Custard's actions in conveying the poem's message.	Engage: Display pictures of courageous and boastful characters and invite students to distinguish between appearance and reality. Explore: Conduct a guided reading of the poem, focusing on rhythm,	Diagnostic: Oral questions on courage and bravery. Formative: Identification of poetic devices and character traits. Analytical: Written response	Support: Provide a simplified summary, vocabulary clues, and a character trait worksheet. Core: Explain the theme and analyse poetic devices with textual evidence. Challenge: Evaluate the poet's use of	Think–Pair–Share; targeted questioning; mini whiteboard response; exit ticket: Why is Custard the bravest character despite being	Connect the poem's message of courage and responsibility to the UAE values of bravery, unity, compassion, and helping others during challenging situations. Discuss how responsible actions contribute to the safety	Upload the poem, annotated notes, poetic device worksheet, and differentiated practice questions to the LMS.	1. Write a character sketch of Custard using textual evidence. 2. Explain how humour and irony contribute to the poem's message. 3. Answer a higher-order question:

			rhyme, and humorous expressions. Explain: Discuss character traits, poetic devices, and the contrast between Custard and the other characters, using textual evidence. Plenary: Students explain how Custard challenges the assumptions made by the other characters.	explaining the contrast between Custard and the other characters. Evidence: Annotated poem, notebook responses, and oral contributions.	humour and irony to challenge conventional ideas of bravery; compose an alternative ending	called a coward?	and well being of the community.		“The poem suggests that genuine courage is revealed through actions rather than words.” Evaluate this statement with reference to the poem.
Mathematics	Circles – Tangents to a Circle	Support: Identify a tangent, point of contact, radius and external point. Core: Apply	Starter (5 min): Display pictures of bicycle wheels, clock faces and	Diagnostic : Oral questions on circle terminology	Support: Provide labelled diagrams, a theorem	Think– Pair– Share; targeted question	Relate circular geometry to UAE architecture, domes,	Upload lesson notes, labelled diagrams, theorem	1. Prove that tangents drawn from an external

		<p>the theorem that tangents drawn from an external point to a circle are equal. Challenge: Solve application-based problems involving tangent lengths and angles using geometrical reasoning.</p>	<p>circular architectural structures. Ask students to identify the centre, radius and tangent-like lines. Introduction (5 min): Revise the meaning of a circle, radius, secant and tangent using a labelled diagram. Teacher Modelling (10 min): Explain the tangent-radius property and prove that tangents drawn from an external point to a circle are equal. Guided Practice (10 min): Solve NCERT examples</p>	<p>gy and properties of right-angled triangles. Formative : Observe pair work and check geometrical proofs. Skills: Logical reasoning, mathematical communication, problem-solving and application. Evidence: Correct diagrams, identification of relevant theorems, logical proof steps and</p>	<p>reminder and step-by-step hints. Core: Solve standard NCERT problems on equal tangents and tangent lengths. Challenge: Solve multi-step problems involving tangent lengths, angles and geometrical proofs; justify each step independently.</p>	<p>ng; mini-whiteboard responses ; peer assessment; exit ticket. Ask: “Why are the two tangents drawn from the same external point equal?”</p>	<p>wheels and engineering structures. Discuss how geometrical principles support design, precision and innovation.</p>	<p>proof, solved examples, differentiated worksheet and homework to the LMS.</p>	<p>point to a circle are equal. 2. A circle has radius 5 cm, and an external point is 13 cm from its centre. Find the tangent length. 3. Two tangents $\sqrt{PA}$ and $\sqrt{PB}$ are drawn from an external point $\sqrt{P}$. If $\sqrt{PA=3x+2}$ and $\sqrt{PB=5x-6}$, find $\sqrt{x}$ and the tangent lengths. 4. Two tangents $\sqrt{PA}$ and $\sqrt{PB}$ are drawn to a circle with</p>
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			involving tangent lengths and the Pythagorean theorem. Collaborative Learning (10 min): Students work in pairs to solve graded problems and explain their reasoning. Plenary (5 min): Students complete an exit ticket with one theorem-based question and one numerical problem.	accurate calculations.					centre O). If $\angle APB = 70^\circ$, find $\angle AOB$. Practise the relevant NCERT examples and exercise questions.
Science (Biology)	Male and Female Reproductive Systems, Fertilisation	Identify the male and female reproductive organs. Most: Describe the functions of the main	Explain the male and female reproductive systems using age-appropriate	Formative: Diagram labelling, matching organs with	Support: Provide labelled diagrams, a word bank and simple notes on	think–pair–share, peer assessment and	Connect the lesson to the UAE's emphasis on family wellbeing, personal	Upload the presentation, labelled diagrams, summary notes, worksheet	1. Draw and label the male and female reproductive systems. 2.

		reproductive organs and explain fertilisation. More Able: Explain the stages of human reproduction, from fertilisation to the development of the embryo, using a labelled diagram.	diagrams and a PPT. Describe the functions of the testes, sperm ducts, ovaries, oviducts and uterus.	functions and sequencing activities. Skills: Observation, identification, sequencing and scientific explanation.	reproductive organs. Core: Complete a table showing each reproductive organ and its function. Challenge: Explain the roles of the oviduct and uterus in fertilisation and embryo development.	an exit ticket	responsibility, respect, and healthy living		Write the functions of the major reproductive organs.
Science (Chemistry)	Carbon Compounds: Covalent Bonding & Electron Dot Structures	To analyse covalent bond formation and represent molecules using electron dot structures.	Explain electron sharing using diagrams. Students draw electron dot structures of H ₂ , Cl ₂ , CH ₄ and CO ₂ .	Diagram-based assessment – Understanding and application of covalent bonding.	Support: Identify valence electrons. Core: Draw electron dot structures. Challenge: Explain single, double and triple bonds.	Think-Pair-Share, peer assessment and exit ticket.	Connect methane in UAE natural gas to covalent bonding and its importance as a fuel.	Upload notes, diagrams and practice worksheet.	Draw electron dot structures of H ₂ O, NH ₃ and CH ₄ .

Science (Physics)	Light – reflection and refraction - refraction , ray diagram-lens	1. Identify convex and concave lenses and explain their converging and diverging properties. 2. Describe the three principal rays used to construct lens ray diagrams. 3. Draw ray diagrams showing image formation by convex and concave lenses for different object positions. 4. Predict the position, nature, and relative size of images formed by spherical lenses.	Starter (5 min): Display pictures of spectacles, magnifying glasses, and cameras. Ask students how lenses help form images. Teacher Demonstration (10 min): Demonstrate refraction using a convex lens and ray box or interactive simulation. Explain the optical centre, principal axis, and principal focus. Model the three principal rays. Guided Practice (10	Diagnostic: Oral questioning to assess prior knowledge of refraction. Formative: Observation of ray diagram construction and peer discussions. Skills: Scientific drawing, application, analysis, and prediction. Evidence: Accuracy	Support (LA/SEND): Provide partially completed ray diagrams, colour-coded principal rays, and step-by-step guidance. Students complete basic convex and concave lens diagrams. Core (MA): Independently construct ray diagrams for different object positions and identify image characteristics using a table.	Think–Pair–Share: Predict how the image changes when the object moves closer to a convex lens. Mini Whiteboards: Sketch the path of refracted rays for immediate feedback. Peer Assessment: Students check ray	Connect with the application of lenses to technological development and innovation in the UAE, including optical instruments, cameras, telescopes, and astronomical research. Discuss the role of the Mohammed Bin Rashid Space Centre (MBRSC) in promoting space science and technological advancement. Encourage students to	Upload the lesson PPT, notes on ray diagrams for convex and concave lenses, differentiated worksheets (Support, Core and Challenge), a ray-diagram simulation link, an image-formation summary table and an online formative quiz to Education LMS.	1. Draw neat and labelled ray diagrams for image formation by a convex lens when the object is: (a) beyond $2F_1$, (b) at $2F_1$, (c) between F_1 and $2F_1$, and (d) between F_1 and the optical centre. 2. Draw a ray diagram for a concave lens with the object at a finite distance. 3.
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			min): Students draw ray diagrams for a convex lens with the object beyond $2F_1$ and between F_1 and $2F_1$. Collaborative Activity (10 min): In groups, students construct ray diagrams for assigned object positions and identify image characteristics. Plenary (5 min): Students complete an exit ticket predicting image	y labelled ray diagrams completed image-characteristics tables and exit-ticket responses. Success Criteria: Students correctly construct at least three ray diagrams and identify image position, nature, and size in at least two cases.	Challenge (HA): Analyse image formation when an object is placed at F_1 , between F_1 and the optical centre, and at infinity. Compare real and virtual images and explain practical applications.	diagrams using a success-criteria checklist. Traffic Light Assessment: Green – confident, Amber – need practice, Red – need support. Exit Ticket: Draw one ray diagram and state the nature of the image.	appreciate how optics support the UAE's vision for scientific innovation.		Prepare a table showing image position, nature, and relative size for each case. 4. Identify two applications of convex or concave lenses in everyday life and explain their uses.
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			formation for a given object position.						
Social Science (History)	Outcome of Democracy	To explain the major outcomes of democracy, analyse its achievements and limitations, and understand how democracy promotes accountability, equality and individual dignity.	Explains the five major outcomes of democracy using textbook examples and illustrations. Students participate in discussions, analyse examples and prepare a mind map summarising the outcomes.	Oral questioning, MCQs, textbook exercises and written responses to assess conceptual understanding, critical thinking and analytical skills.	Support: Provide simplified notes and keywords. Core: Explain the outcomes with examples. Challenge: Analyse the limitations of democracy and justify answers with evidence.	Use questioning, think-pair-share and exit tickets to check students' understanding of the outcomes of democracy.	Connect the topic to UAE values of tolerance, respect for diversity, equality, responsible citizenship and respect for human dignity.	Past year question paper	Explain any three outcomes of democracy with examples. Why does democracy not always guarantee economic equality?
Social Science (Geography)	Manufacturing Industries – Backbone of the Economy	Define manufacturing industries and analyse why and how they form the backbone of an economy.	Students work in groups to research how manufacturing contributes to employment, agriculture, trade, economic growth and value addition.	Formative : Group presentation assessing conceptual understanding, research, analytical	Support: Provide key points and examples. Core: Explain the economic importance of manufacturing. Challenge: Analyse how manufacturing	Peer questioning and exit ticket: "Why are manufacturing industries called the backbone	Connect manufacturing with India's economic growth, Make in India, employment generation and self-reliance	Group presentation/slides and research notes uploaded to LMS.	Write a short paragraph explaining three reasons why manufacturing industries are essential for

			Each group prepares and delivers a short presentation with relevant Indian examples.	thinking and communication.	g promotes economic development with suitable examples.	of the economy ?”	(Atmanirbhar Bharat).		India's economic development.
Social Science (Economics)	Various Ways through Which Multinational Corporations (MNCs) Spread Their Production Across the Globe	1. Explain the meaning and role of Multinational Corporations (MNCs) in global production. 2. Analyse the various ways MNCs spread production across countries, including setting up subsidiaries, establishing partnerships with local companies, placing orders with local producers and acquiring local	Starter: Display familiar international brands and ask students where their products are manufactured. Teacher Input: Explain the meaning of MNCs and how they organise production across countries to access markets, resources, skilled labour	Diagnostic: Oral questioning on international brands and the countries in which their products are manufactured. Formative: Classification activity and group	Support: Provide key-term cards, visual prompts and a matching worksheet to identify the different methods used by MNCs. Core: Students explain at least three methods through which MNCs spread production, using suitable	Use Think–Pair–Share, concept sorting, targeted questioning and exit tickets. Ask: “Why might an MNC collaborate with a local company instead of establishi	Connect the UAE’s role as an international business and logistics hub with the operations of MNCs. Discuss how global companies contribute to employment, investment, technology transfer and international trade while highlighting the importance	Upload the lesson presentation , MNC production-network diagram, classification worksheet, case study and assessment questions to Edunation/ MS Teams, as applicable.	Select one MNC and research how it spreads production across countries. Identify two methods it uses, provide relevant examples and explain how these methods connect different

		companies. 3. Evaluate how these arrangements connect production across countries and contribute to globalisation.	and lower production costs. Collaborative Activity: Students classify examples into setting up factories/subsidiaries, joint production with local companies, purchasing local companies and outsourcing production to local producers. Application Task: Groups analyse a familiar multinational brand and identify how	discussion to assess understanding and analytical skills. Application-based: Students analyse a case study and identify the methods an MNC uses to spread production globally. Evidence: Accurate classification, relevant	examples. Challenge: Students compare different production arrangements and evaluate why an MNC might choose a joint venture, acquisition, subsidiary or outsourcing arrangement in a particular country.	ng its own factory?" Students identify one method and justify its potential advantage.	of sustainable development and responsible business practices.		economies .
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			its production network may involve different countries. Plenary: Students explain how MNCs link producers and markets across the world.	examples , logical explanations and a completed production-network diagram.					
Hindi	आत्मत्राण – रवीन्द्रनाथ ठाकुर	कविता का भावार्थ समझना और साहस एवं आत्मविश्वास के महत्व को जानना।	कविता वाचन, शब्दार्थ एवं भावार्थ की व्याख्या।	मौखिक प्रश्नोत्तर एवं भावार्थ लेखन।	Support: शब्दार्थ; Core: भावार्थ; Challenge: कविता के संदेश का विश्लेषण।	प्रश्नोत्तर एवं एक्जिट टिकट।	UAE के दृढ़ संकल्प एवं सहनशीलता से कविता के संदेश को जोड़ना।	नोट्स एवं अभ्यास प्रश्न।	कविता का केंद्रीय भाव लिखें।
Malayalam	വിഷുക്കണി (കവിത) വൈലോപ്പിള്ളി	1:സമൂഹത്തിലെ സാധാരണക്കാരുടെയും പാവപ്പെട്ടവരുടെയും വീടുകളിൽ പട്ടിണിയും ഇരുട്ടും മാത്രമാണുള്ളതെന്ന് കവി തിരി	1: വിഷു, വിഷുക്കണി എന്നിവയെ കുറിച്ചുള്ള മുൻഅറിവ് ചർച്ച ചെയ്യുന്നു (ആമുഖം). • ജോഡി പ്രവർത്തനം:	Type: രൂപീകരണ മൂല്യനിർണ്ണയം (Formative) – വാചികം	Support: വരികൾ ചെറുഭാഗങ്ങളായി നൽകി, സൂചനാചോദ്യങ്ങളുടെ സഹായത്തോടെ ആശയം	• Think–Pair–Share • സംവാദം • Exit ticket: കവിതയുടെ സന്ദേശം ഒരു	• UAE-യിലെ ആഘോഷങ്ങളും പങ്കുവയ്ക്കലിനെയും കാര്യം സന്ദേശം സംസ്കാരവും	• കവിതയുടെ ടെക്സ്റ്റ് / ഓഡിയോ • സംവാദ മാർഗ്ഗനിർദ്ദേശങ്ങൾ • ക്വിസ്	• കവി പാവപ്പെട്ടവരുടെ വീടുകളെ തിരിച്ചറിയുന്നത് എങ്ങനെയാണെന്ന് നോട്ട്ബുക്ക്

		<p>ചുറിയുന്നത് കവിതയിൽ നിന്ന് കണ്ടെത്തി വിശദീകരിക്കാൻ കഴിയും.</p> <p>2: എല്ലാവരും ഒരേപോലെ സന്തോഷിക്കേണ്ടതുണ്ടെന്നും സമൂഹത്തിലെ അന്തരം ഇല്ലാതാകുമ്പോഴാണ് ആഘോഷങ്ങൾക്ക് ജീവൻ ഉണ്ടാകുന്നത് എന്നുമുള്ള മാനവിക ദർശനം വിലയിരുത്തി അവതരിപ്പിക്കാൻ കഴിയും.</p>	<p>സാധാരണക്കാരുടെയും പാവപ്പെട്ടവരുടെയും വീടുകളെ സൂചിപ്പിക്കുന്ന പ്രയോഗങ്ങൾ കണ്ടെത്തി അവയുടെ ആശയം എഴുതുന്നു.</p> <p>• ഗ്രൂപ്പ് ചർച്ച: 'സമൂഹത്തിലെ അന്തരം ഇല്ലാതാകുമ്പോഴാണ് ആഘോഷങ്ങൾക്ക് ജീവൻ ഉണ്ടാകുന്നത്' - കവിതയിലെ ആശയം വിശകലനം ചെയ്യുന്നു.</p>	<p>+ ലിഖിതം</p> <p>Skill: ചൊല്ലൽ / വായന, ആശയഗ്രഹണം, വിശകലനം, അഭിപ്രായ പ്രകടനം</p> <p>Evidence: ആശയവർക്കുചീറ്റ്, സംവാദനിരീക്ഷണ ചെക്ക്ലിസ്റ്റ്, നോട്ട്ബുക്കിലെ ആസ്വാദനക്കുറിപ്പ്</p>	<p>കണ്ടെത്തുന്നു.</p> <p>Core: കവിതയുടെ തിരിച്ചറിയും മാനവിക ദർശനവും സ്വന്തം വാക്കുകളിൽ വിശദീകരിക്കുന്നു.</p> <p>Challenge: കവിതയുടെ ആശയത്തെ വർത്തമാനകാല സമൂഹവുമായി ബന്ധപ്പെടുത്തി വിലയിരുത്തി ആസ്വാദനക്കുറിപ്പ് എഴുതുന്നു.</p>	വാക്യത്തിൽ	<p>ചർച്ച ചെയ്യുന്നു.</p> <p>• സഹിഷ്ണുത, സാമൂഹിക ഉൾക്കൊള്ളൽ, മാനവികത എന്നീ മൂല്യങ്ങൾ.</p>		<p>ക്കിൽ എഴുതുക.</p> <p>• 'ആഘോഷങ്ങൾക്ക് ജീവൻ ഉണ്ടാകുന്നത് എപ്പോൾ?' - സ്വന്തം അഭിപ്രായം</p>
French	<p>Leçon 10 : Vive la République ! — Le conditionnel présent</p>	<p>Les élèves seront capables de former et d'utiliser le conditionnel présent pour exprimer un souhait, un conseil ou une demande</p>	<p>Rappel des terminaisons de l'imparfait et des radicaux du futur. Explication de la formation du conditionnel</p>	<p>Formativ e – Écriture et grammair e : exercices de conjugais on,</p>	<p>Soutien : tableau de conjugaison et verbes modèles. Niveau moyen : compléter des phrases. Approfondiss</p>	<p>Questions ciblées, ardoises et billet de sortie avec trois phrases au conditio</p>	<p>Comparer les expressions de souhaits et de suggestions dans la vie quotidienne en France et aux Émirats arabes unis,</p>	<p>Fiche de grammaire et exercices déposés sur le LMS.</p>	<p>Compléter les exercices sur le conditionnel présent et rédiger cinq phrases exprimant</p>

			présent. Exercices de conjugaison et phrases à	phrases à compléter et correction du cahier.	ement : rédiger des phrases personnelles au conditionnel présent.	nnel présent.	en valorisant la politesse et le respect.		un souhait ou un conseil.
AI	Loops in Python(While Loop)	To understand the purpose of a while loop and write Python programs to repeat a set of statements as long as a condition is true.	Introduction: Discuss real-life examples of repeated actions. Explanation: Explain the syntax and working of a while loop with examples. Demonstration: Execute programs to print numbers from 1 to 10 and count down from 10 to 1. Hands-on	Practical and oral assessment: Students predict the output and write a program using a while loop. Skill: Logical thinking and programming.	Support: Provide a partially completed program and guide students in setting the condition and updating the variable. Core: Write a program to print numbers from 1 to 10 using a while loop. Challenge: Write a program to calculate the	Use questioning, output prediction, peer discussion, and quick coding tasks to check understanding. Ask: "What happens if the loop condition never becomes false?"	Create a Python program using a while loop to display a countdown for a UAE National Day celebration.	Upload lesson notes, sample programs, and practice worksheets to the LMS.	Write a Python program using a while loop to print numbers from 10 to 1 in descending order.

			Activity: Students write and execute programs using while loops.	Evidence : Correct code, output, and responses to questions.	sum of numbers from 1 to 10 using a while loop.				
Arabic	القيادة المتهورة	أن يستمع الطالب إلى التقرير التلفزيوني ويفهم مضمونه. أن يحدد الفكرة الرئيسية والأفكار الفرعية في النص.	الاستماع: تشغيل التقرير التلفزيوني أو قراءة النص قراءة واضحة ومعبرة. المناقشة: مناقشة أسباب الحوادث المرورية الناتجة عن استخدام الهاتف. نشاط جماعي: استخراج الحقائق والأرقام من النص وتحديد النتائج المترتبة على الانشغال بالهاتف.	تشخيصي: أسئلة شفوية حول مخاطر استخدام الهاتف أثناء القيادة. تكويني: أسئلة أثناء الاستماع، وتحديد المعلومات والأفكار الرئيسية. ختامي: ورقة عمل تتضمن أسئلة اختيار من	Support (الدعم): شرح (المفردات بالصور، وتقديم أسئلة مباشرة وخيارات للإجابة). Core (المستوى الأساسي): تحديد الفكرة الرئيسية واستخراج المعلومات والأرقام والإجابة عن أسئلة الفهم. Challenge (التحدي): كتابة تقرير	الأسئلة الشفوية والتحقق من الفهم أثناء الاستماع. استراتيجية فكر، زواج، شارك بطاقات الخروج: يكتب الطالب نصيحة واحدة لتجنب الحوادث المرورية	تعزيز قيمة المسؤولية والالتزام بقوانين المرور في دولة الإمارات العربية المتحدة. توعية الطلاب بأهمية المحافظة على أرواح السائقين والمشاة. ربط الدرس بجهود الدولة في تعزيز السلامة المرورية وبناء مجتمع آمن	رفع نص الاستماع وورقة عمل الفهم والاستيعاب والمفردات الجديدة	اكتب فقرة من 5 إلى 6 جمل عن مخاطر استخدام الهاتف أثناء القيادة.

			نشاط فردي: الإجابة عن أسئلة الفهم والاستيعاب، وكتابة نصيحة للسائقين حول السلامة المرورية	متعدد، وصح أو خطأ، أسئلة تفصيلية	قصير عن السلامة المرورية، واقترح ثلاث وسائل للحد من استخدام الهاتف				
Islamic Studies	Recording the Sunnah	analyze the example mentioned in the holy verses infer the meaning of Allah's honoring of man. apply the rules of constructive dialogue.	Ask students how the Sunnah of Prophet Muhammad (ﷺ) was preserved before it was written down.	Explain how the Sunnah was preserved in the early days.	Provide key vocabulary, a timeline, and matching activities.	Questioning and Think–Pair–Share.	Highlight the UAE's commitment to preserving Islamic heritage, promoting authentic Islamic knowledge, and passing religious values to future generations.	Upload the presentation , timeline activity, worksheet, and assessment questions to the school's LMS.	Explain how the Sunnah was preserved before its official compilation.
Moral Science	Understanding Accountability	To analyse the importance of taking responsibility for one's actions and accepting	Students will discuss real-life scenarios and explore how accountability builds trust,	Formative assessment – students will analyse a	Support: guided prompts; Core: analyse everyday situations; Challenge:	Think–Pair–Share will encourage students	Students will connect accountability with the UAE values of integrity, responsibility	Scenario-based activities and reflection questions will be	Students will write a short reflection on how taking accountabi

		their consequences.	integrity, and responsible decision-making.	situation and suggest an accountable response with justification.	evaluate the consequences of avoiding responsibility and propose solutions.	to reflect on responsible choices and consider different perspectives.	, and commitment to the community.	uploaded to the LMS.	lity can strengthen trust in their personal and academic lives.
MSCS	What is Meant by the Terms 'Openness' and 'Social Inclusion'?	<ul style="list-style-type: none"> Analyse how a person may become close-minded when responding to another close-minded person. Suggest empathetic and non-judgmental ways of dealing with different perspectives. 	<p>Starter: Students respond to: <i>"If someone disagrees with you, should you try to prove that you are right?"</i></p> <p>Think–Pair–Share.</p> <p>Development: Teacher explains closed-mindedness, its causes and the importance of empathy, acceptance</p>	<p>Formative Assessment – Understanding, Analysis & Evaluation : Questioning during discussion ; scenario analysis; students justify the best method of dealing with a close-minded person.</p>	<p>Support: Provide definitions, keywords and sentence starters; identify open/close-minded behaviours from simple scenarios.</p> <p>Core: Explain causes of closed-mindedness and suggest appropriate responses to disagreement.</p> <p>Challenge: Evaluate how</p>	<p>Think–Pair–Share, targeted questioning, peer discussion and exit ticket.</p> <p>Exit question: <i>"What is the best way to deal with a close-minded person, and why?"</i></p>	<p>Connect the lesson with the UAE values of tolerance, respect, acceptance and peaceful coexistence. Students discuss how respecting different cultures and perspectives contributes to harmony in the UAE's multicultural society.</p>	Lesson presentation	Complete the textbook activity

			<p>and non-defensiveness. Students analyse the Joe/Oman scenario and identify examples of cultural intolerance. Students then work in pairs to analyse situations where people disagree and suggest an open-minded response.</p> <p>Reflection: Students answer the thinking task: <i>"Can a close-minded person become open-minded? Why?"</i></p>	<p>Evidence: A4 responses , notebook work and oral responses .</p>	<p>our own reaction to a close-minded person can make us close-minded and justify the most effective response.</p>					
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