

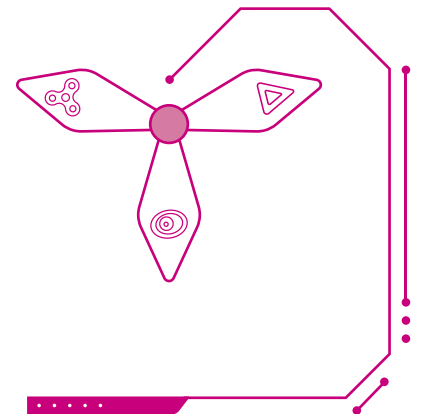


LESSON PLAN | SECONDARY

MAJLIS AROUND THE WORLD

Subject: Social Studies, Moral Education, Humanities, Entrepreneurship, Arts & Design

Years: Cycle 3 / Secondary



• **CONNECTING MINDS**
UAE FROM PARTICIPATION TO HOSTING



EXPO CONNECTION

Expo 2020's theme 'Connecting Minds, Creating the Future' is about bringing the world together. When we come together, extraordinary things happen. Better ideas, better experiences, a better future for all. Sharing ideas and showcasing of innovations will inspire careers of the future, paving the way for improving the lives of all citizens.



HOLISTIC AIM

To help students recognise that through mindful and meaningful communication, we can work together towards innovative solutions to issues that affect people all over the world.



LESSON PLAN SUMMARY

Students identify the benefits of a Majlis by reflecting on the skills and practices they use to work well together and negotiate their conclusions. They identify some aspects of tolerance and how this is both necessary for, and an outcome of, a Majlis. They consider and rank cultural exports from around the world and identify how a Majlis could become a cultural export of the UAE and the region. They then work as a class to create the outline of a Toolkit to help others deliver a Majlis.



LEARNING OBJECTIVES

We are learning to:

- List some aspects of tolerance and describe how these contribute to a Majlis, along with other skills and practices
- Generate and explain an outline for a Majlis Delivery Toolkit, identifying the elements of the challenge and collaborating and negotiating to agree its content
- Share ideas for how to promote Majlis Toolkits at Expo 2020 and the global benefits their Toolkits could deliver.



MATERIALS/RESOURCES REQUIRED

- **What is a Majlis?** Activities & Handouts sheet – one per pair
- **Majlis Delivery Toolkit** cards from the Activities & Handouts sheets – one of each, on A4 paper
- Sticky notes – several per student
- A4 paper

Preparation:

- Prepare your room for students to work in groups and move around from table to table to contribute to the Toolkit ideas.
- Web links:
 1. [Next Gen World Majlis for schools:](https://omp.expo2020dubai.com/news/students-envision-future-cities-at-next-gen-world-majlis/)
<https://omp.expo2020dubai.com/news/students-envision-future-cities-at-next-gen-world-majlis/>
 2. The UAE Government has been taking efforts towards building a tolerant nation:
<https://u.ae/en/about-the-uae/culture/tolerance/tolerance-initiatives>



STARTER:

WHY HOST A MAJLIS?

25 MINUTES

15 minutes

The power of thought

- Explain to students that this lesson will explore the concept and benefits of a Majlis. As they take part, students are going to use skills and practices that facilitate a Majlis, and then reflect on their contribution.
- Ask students to describe a Majlis in one sentence. Share their ideas and if students are unsure, hand out copies of the **What is a Majlis?** Activities & Handouts sheet. Briefly discuss. Share any student experiences of participating in a Majlis.
- Ask students to identify what they think makes a Majlis a unique approach to conversation or discussion.
 - What benefits does a Majlis bring to the UAE's culture and communities?
- Ask students: what skills or other practices do Majlis participants need to use? These might include:
 - Empathy
 - Respect
 - Compassion
 - Listening
 - Working together
 - Communication, dialogue
 - Patience, acceptance
 - Honesty
 - Openness
 - Negotiation
 - Being able to identify the real issue or challenge the Majlis is there to resolve.
- Students write each of their ideas on a sheet of A4 paper, as well as those listed above. Stick these onto your wall so the whole class can see. Explain that students need to demonstrate these skills and practices during the lesson.
- Highlight that when people display these skills and practices in a Majlis, it's possible to resolve all sorts of problems or create new ideas. A Majlis can be a tool for moving forward together.

10 minutes

Tolerance

- Highlight that during a Majlis, participants may share ideas and viewpoints that are very different to those of others, but it's important to be respectful of other points of view, even when expressing your disagreement. Can students name the ability to accept these differences?
(It is tolerance.)
- Use the weblink to introduce the [2019 Year of Tolerance](#) in UAE. Help students identify that tolerance is a virtue and part of the Islamic culture.
- Ask students to discuss tolerance in small groups and identify what it might (or might not) mean. Students may identify that tolerance has limits: there are actions and beliefs that sometimes it is not possible (or acceptable) to tolerate, and tolerance can only relate to differences in opinion, not what is a fact or the truth. This is important in a Majlis, where participants must tell, and respect, the truth.



MAIN ACTIVITY: CULTURAL EXPORTS

20 MINUTES

15 minutes

What are cultural exports?

- Introduce the idea of 'cultural exports' – elements of one culture, country or region's customs that others adopt.
 - Ask students to work in small groups to name any cultural exports from other countries that are popular in the UAE. For example:
 - Pizzas
 - Baseball caps, sneakers
 - Football and other sports
 - Dance
 - Some soft drinks
 - Food chains
 - Manga.
 - Students write their examples on sticky notes and put them on the wall.
- Explain that the right-hand end of the wall represents 'important impact' while the left hand side represents 'no major impact'.
- Explain that students need to negotiate the correct position for each example, based on their opinions about how much of an impact the example has made to culture or life in UAE.
 - Remind students of the skills listed earlier (listening, dialogue, negotiation etc.) and discuss which ones students will need to carry out this activity.
 - Highlight that this illustrates the idea that not all cultural exports are equally influential or impactful. (Students could also debate the differing opinions of young people versus adults.)

5 minutes

Majlis as a cultural export

- Suggest that Majlis could be a cultural export that with students' help and ideas, could spread from UAE and the Middle East to countries around the world.
- Ask students to imagine a class in another (non-Middle Eastern) country doing this exercise, and negotiating where to place Majlis on their line.
 - Where would the class want these students to position Majlis? (As a high impact cultural export.)
 - What features of a Majlis can they identify that justifies that opinion?



MAIN ACTIVITY:

MAJLIS DELIVERY TOOLKIT IDEAS

37 MINUTES

10 minutes

What is the goal for a Majlis Delivery Toolkit?

- Review the list of skills and practices on your wall. Remind students to demonstrate these as they work in small groups and as a class – to treat this process as a kind of a Majlis itself.
- Explain that one way to promote Majlis around the world might be to create a simple Toolkit or guide that helps anyone in another country use a Majlis to improve communication and connections in their community, business, organisation or even family.
- What do students think people might want or need to know? Together, the whole class is going to create an outline of the most important content they think this Toolkit should contain, and agree the best formats for sharing their ideas.
- But first, each group needs to clarify its understanding of the challenge: ask students to form small groups and identify a clear, simple purpose or goal for a Majlis Delivery Toolkit to promote to other countries and cultures.
- Briefly share ideas.

27 minutes

Majlis Delivery Toolkit ideas

- Students need to move from table to table in small groups to complete this activity. Deliver as a whole class, or divide the class in two. Allow 9 x 3 minutes.
- Place one **Majlis Delivery Toolkit** card from the Activities & Handout sheets on each table.
- Explain that students will visit each table in turn and add their ideas, starting with the card on their own table. Each group can only write ONE response to each question.
- After they have visited each card, groups will return to their original card and table, read the contributions of the others, and identify the most popular and interesting ideas to include in the Toolkit, which they will briefly present back to the class.
- Before they begin, ask each group to briefly explain their card to the class, to clarify what students should discuss, Majlis-style, at each table.
- Manage students as they rotate in groups between each table, adding their ideas and commenting on those of previous groups. Allow time at each table to suit the time you have available.
- Remind students to stay aware of their behaviour, to use their skills and to be constructive at all times.
- Finish when groups have returned to their original table. They will now see the ideas and comments of the whole class, as well as their own.



MAIN ACTIVITY:

NEGOTIATE YOUR TOOLKIT CONTENT

25 MINUTES

15 minutes

Negotiate your Toolkit content

- Give groups a few minutes to read all the ideas and comments and to negotiate what they think are the most useful, important and interesting ideas to include in this element of the Toolkit. Students need to show respect, tolerance and inclusivity towards the other ideas and not just favourite their own!
- Explain that each group will have just one minute to share their ideas, which should reflect a consensus (agreement) of the whole class or represent the range of their ideas.
- Groups review the ideas and identify what they will recommend including.
- Give each group one minute to share their suggestions. The class can feed back, as time permits, whether they feel this is an accurate reflection of the range of ideas they generated.

10 minutes

How did we demonstrate our Majlis skills and practices?

- Review the skills and practices you put on your wall at the start of the lesson.
- Invite students to share examples of how they demonstrated each one.
- Gather ideas for what students would like to do better next time so they can be even better Majlis participants in the future.



PLENARY:

CONNECTING MINDS, CREATING A BETTER FUTURE

20 MINUTES

5 minutes

Expo 2020

- Ask what students know about Expo 2020 Dubai.
- Can they name the Expo's theme? ('Connecting Minds, Creating the Future'.)
- Explain that Expo 2020 will showcase

lots of ideas about how we can create a better future, not just in the UAE but around the world, to the 25 million visitors expected to come, who can then share their inspiration around the world.

15 minutes

Promoting Toolkits at Expo 2020: Connecting Minds, Creating a Better Future

- Highlight that Majlis are already an important part of Expo 2020.
- Use the web links to explore the [Next Gen World Majlis](#) for schools, which are each using a Majlis to help people connect and share ideas to create a better future for all.
- Remind students that over 25 million visitors from around the world are expected at Expo 2020.
- As a final review, ask students to reflect on their thinking and identify how Majlis help to connect minds and create a better future.
- How could visitors be introduced to the concept and benefits of Majlis, and discover that they can take (or access) a Toolkit to help them use Majlis in their home communities? Discuss and share ideas of how Expo 2020 could introduce visitors to Majlis and promote them as a positive and helpful cultural export of UAE and the Middle East – a gift to the world.



EXTENSION ACTIVITY 1:

STUDENTS DEVELOP AND SHARE THEIR TOOLKITS

- Students use their templates or concept maps as a starting point to write their Majlis Delivery Toolkits in full. This could include developing web pages, PDFs, presentations slides, videos etc. It should help a person in a different country or culture understand the values and thinking behind Majlis, their purpose and value, and the practicalities of hosting and delivering a successful Majlis based on tolerance and respect.



EXTENSION ACTIVITY 2:

TECHNOLOGY AND MAJLIS

- Students research and share ideas about how technology could help people connect in a Majlis even if not physically together.
- For example:
 - How might a virtual or augmented reality Majlis work?
 - How could digital assistants use AI (artificial intelligence) to attentively listen to someone or help guide the participants in a Majlis?
 - How might facial recognition technology help someone interpret the facial expressions of someone from a different culture?
 - How might real-time translation help?
 - How could a digital assistant help participants understand different cultures?
- How could a smartphone provide constructive feedback about a person's tone when writing an email or a social media post?

EVALUATION:

Use this grid to help you evaluate students' understanding of the Lesson Plan.

Outcome/objective	Emerging (fair)	Developing (good)	Mastery (very good)
<ul style="list-style-type: none">▪ List some aspects of tolerance and describe how these contribute to a Majlis, along with other skills and practices.▪ Generate and explain an outline for a Majlis Delivery Toolkit, identifying the elements of the challenge and collaborating and negotiating to agree its content.▪ Share ideas for how to promote Majlis Toolkits at Expo 2020 and the global benefits their Toolkits could deliver.	Students can follow directions and repeat information back accurately, showing a basic understanding of content.	Students can confidently use the vocabulary and content in familiar contexts.	Students demonstrate clear understanding of the vocabulary and content by using it confidently, and applying it to unfamiliar contexts.