

Project-Based Learning and Assessment (PBLA)
English Scenario Bank
2025-2026

Unit 5

Lesson Topic Getting Around

Learning Outcomes	1. Understand
	ENG.01.L.S.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.
	ENG.01.RV.S.4.1 I can write short, simple notes about what I am reading using a table or list of words to help me.
	ENG.01.RV.CS.2.1 I can read and pick out important information.
	ENG.01.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.
	ENG.01.WR.P.1.1 I can write using short and some longer sentences.
	2. Define
	ENG.01.L.CS.3.1 I can listen and say how something is like my life, the world around me or another story I know.
	ENG.01.RV.CS.3.1 I can read and say how something is like my life, the world around me or another story I know.
	ENG.01.WR.P.3.1 I can write about simple stories or things that happened in the past.
	ENG.01.S.IP.3.1 I can tell simple stories or talk about things that happened in the past.
	3. Ideate
	ENG.01.L.CS.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.
	ENG.01.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.
	ENG.01.S.IP.4.1 I can share simple ideas and things I know when I speak.
	ENG.01.WR.P.2.1 I can write about simple ideas and things I know.
	4. Model
	ENG.01.L.CS.2.1 I can listen and hear important information.
	ENG.01.S.IP.1.1 I can join in short conversations.
	ENG.01.S.IP.4.1 I can share simple ideas and things I know when I speak.
	ENG.01.WR.S.4.1 I can copy and change sentences, use examples, use something to plan my ideas, find words in a dictionary to help me write.

5. Test

ENG.01.L.S.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.

ENG.01.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.

ENG.01.RV.S.4.1 I can write short, simple notes about what I am reading using a table or list of words to help me.

ENG.01.S.IP.4.1 I can share simple ideas and things I know when I speak.

ENG.01.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.

ENG.01.S.IP.5.1 I can give a short talk, using a simple text to help me, and joining my ideas with words like "and," "but," "because," and "then"

6. Present

ENG.01.L.S.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.

ENG.01.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.

ENG.01.RV.S.4.1 I can write short, simple notes about what I am reading using a table or list of words to help me.

ENG.01.S.IP.4.1 I can share simple ideas and things I know when I speak.

ENG.01.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.

ENG.01.S.IP.5.1 I can give a short talk, using a simple text to help me, and joining my ideas with words like "and," "but," "because," and "then".

ENG.01.WR.P.3.1 I can write about simple stories or things that happened in the past.

7. Reflection

ENG.01.L.S.3.1 I can write short, simple notes about what I am listening to using a table or list of words to help me.

ENG.01.RV.S.4.1 I can write short, simple notes about what I am reading using a table or list of words to help me.

ENG.01.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.

ENG.01.WR.P.3.1 I can write about simple stories or things that happened in the past.

**Scenario 1: Green School Journeys**

All around the world, schools are finding new ways to make travel safer and reduce pollution from cars and buses. In many places, the roads around schools can become busy with traffic, which can affect safety and contribute to air pollution. How could a school community take action to protect the environment while also making school journeys safer and cleaner for everyone?

Work with your team to respond to this challenge by creating a Green School Journeys Plan that encourages safe, clean and low-pollution travel. Present your solutions clearly and explain how they support both students and the environment.

**Scenario 2: Park and Walk**

Many schools explore ideas to reduce traffic and support cleaner air around their school areas. One approach is for families to park a short distance away and walk the rest of the journey together. This can help reduce traffic and support the environment. In the UAE's warm climate, walking can sometimes feel challenging without shade or water. How can walking to school become a safe, cool and enjoyable choice for families?

Work with your team to solve this challenge by designing a 'Park and Walk' Plan that helps reduce traffic and supports children's safety. Share your ideas in an engaging way and explain how families can enjoy walking the last part of their journey to school.

**Scenario 3: Well-being Walk**

Walking is a great way for people to stay active, healthy and connected. In the UAE, activities like the Mall-a-thon Challenge show how walking can be fun and social. Many students enjoy walking outdoors with friends, especially in the cooler months. But during very hot weather, walking can be difficult unless the route is planned to be safe, shaded and comfortable. How can we create a walking experience, within the school grounds, that students can enjoy in every season?

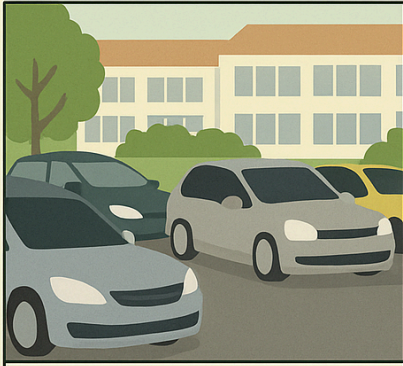
Work with your team to solve this problem by planning a 'Well-being Walk' Route that students can enjoy all year round. Present your solutions clearly and explain how the route supports health and happiness.

**Scenario 4: Our Happy Space**

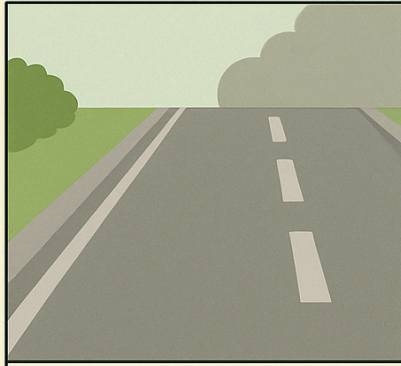
Shared spaces are often designed to bring people together and support well-being. But not all public spaces feel comfortable for everyone. Some may be too crowded, too noisy or not suitable for different age groups. To help solve these challenges, your task is to design a new "Happy Space" that people of all ages can enjoy. How can we create a place that children, youth, parents and grandparents will want to spend time in?

Work with your team to solve this problem by designing a 'Happy Space' Plan with activities for all ages. Share your ideas in an engaging way and show how the space can be enjoyable and fun for everyone.

Green School Journeys



Many cars at
the gate.



Air not clean
near the road.



Students want
safe trips.

How can
we help?



Students of Determination

The road near our school has many cars. The air is not clean. Some students feel worried at the gate. This week the class will choose one easy idea to help everyone stay safe.

Working towards GLG (Stage 1 - CEFR A1.2, ENG.01 Working Towards GLG)

In many schools, students want clean air near the gate. The road by our school is busy and not safe. The class will decide what to do this week.

At GLG (Stage 1 - CEFR A2.1, ENG.01 Working at GLG)

In many countries, schools work to make trips to school safer and reduce pollution. The road by our school is crowded at busy times. The air near the gate is not clean. Families, drivers and staff want safe travel and clean air. The class will decide what to do this week.

Beyond GLG (Stage 1 CEFR A2.2–B1.1, ENG.02 Confident Working Beyond GLG)

All around the world, schools are finding ways to make travel safer and reduce pollution from cars and buses. At our school, the roads outside are often crowded with traffic, which makes it unsafe for students and pollutes the air. How can our school community work together to protect the environment while also making school journeys safer and cleaner for everyone? Collaborate with your team to create a “Green School Journeys” plan that makes travel safer and less polluting. Present your solutions clearly and explain how they protect both students and the environment.

Unit 5

Lesson Topic Getting Around

Learning Outcomes

1. Understand

ENG.02.L.S.3.1 I can write simple notes about what I am listening to.

ENG.02.RV.CS.4.1 I can read and guess what new words mean and what phrases mean from where they are in a text.

ENG.02.RV.CS.2.1 I can read and pick out important information.

ENG.02.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.

ENG.02.WR.P.1.1 I can write using long sentences, and I can compare things and give reasons for my ideas.

2. Define

ENG.02.L.CS.3.1 I can listen and use what I know about my life, the world around me, things I know or have learned, or other stories to help me understand what a speaker is saying.

ENG.02.RV.CS.3.1 I can read and use what I know about my life, the world around me, things I know or have learned, or other stories to help me understand the story, description or information text..

ENG.02.WR.P.3.1 I can write about simple stories or things that happened in the past.

ENG.02.S.IP.3.1 I can tell simple stories or talk about things that happened in the past.

3. Ideate

ENG.02.L.CS.3.1 I can listen and use what I know about my life, the world around me, things I know or have learned, or other stories to help me understand what a speaker is saying.

ENG.02.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.

ENG.02.S.IP.4.1 I can share simple ideas, things I know and what I think about them when I speak.

ENG.02.WR.P.2.1 I can write about simple ideas, things I know and what I think about them.

4. Model

ENG.02.L.CS.2.1 I can listen and hear important information.

ENG.02.S.IP.1.1 I can join in short conversations.

ENG.02.S.IP.4.1 I can share simple ideas, things I know and what I think about them when I speak.

ENG.02.WR.S.4.1 I can use examples, use something to organise my ideas, copy the way other texts are written and repeat some parts to help me write.

5. Test

ENG.02.L.S.3.1 I can write simple notes about what I am listening to.

ENG.02.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.
ENG.02.RV.CS.4.1 I can read and guess what new words mean and what phrases mean from where they are in a text.
ENG.02.S.IP.4.1 I can share simple ideas, things I know and what I think about them when I speak.
ENG.02.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.
ENG.02.S.IP.5.1 I can give a short talk, using a simple text to help me, and joining my ideas with different words like "and," "but," "because," "then" and "after that".

6. Present

ENG.02.L.S.3.1 I can write simple notes about what I am listening to.
ENG.02.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.
ENG.02.RV.CS.4.1 I can read and guess what new words mean and what phrases mean from where they are in a text.
ENG.02.S.IP.4.1 I can share simple ideas, things I know and what I think about them when I speak.
ENG.02.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.
ENG.02.S.IP.5.1 I can give a short talk, using a simple text to help me, and joining my ideas with different words like "and," "but," "because," "then" and "after that".
ENG.02.WR.P.3.1 I can write about simple stories or things that happened in the past.

7. Reflection

ENG.02.L.S.3.1 I can write simple notes about what I am listening to.
ENG.02.RV.CS.4.1 I can read and guess what new words mean and what phrases mean from where they are in a text.
ENG.02.S.IP.2.1 I can ask and answer questions, and I can ask for help if I don't understand.
ENG.02.WR.P.3.1 I can write about simple stories or things that happened in the past.



Scenario 1: Future-Friendly School Travel

Across the UAE, schools are exploring new ways to reduce traffic and cut pollution to support the country's sustainability goals. In many school areas, daily travel by car and bus can make the roads quite busy and affect the air we breathe. How can we find smarter, cleaner and safer ways to travel that protect the environment and benefit the whole community?

Work with your team to solve this problem by designing a 'Future-Friendly Travel' Plan that makes school journeys cleaner and safer. Present your solutions clearly and explain how they benefit the community.



Scenario 2: Future-Friendly School Travel

In many neighbourhoods, schools are finding creative ways to reduce traffic while strengthening community spirit. Families in the UAE care deeply about safety and well-being, but busy school roads can sometimes feel unsafe and harmful to the environment. A "Park and Walk" plan could help families stay active, protect children and build pride in the school community. How can we make this idea exciting and inspiring for families to join?

Work with your team to solve this problem by creating a 'Safe Steps' Plan that encourages families to join. Share your ideas in an engaging way and explain how it strengthens safety and community spirit.



Scenario 3: Walk for Wellness UAE

The UAE promotes fitness and happiness through community events like the Mall-a-thon Challenge, which encourage people to stay active together. Schools across the UAE can also support this vision by creating walking routes that help students relax, enjoy nature and boost their energy. In cooler months, walking outdoors is easy, but in the warmer/summer months we need special routes and activities to make it safe and comfortable. How can we design a walk that keeps students healthy and happy all year round?

Work with your team to solve this problem by planning a 'Wellness Walk' that works in the warmer/summer months. Present your solutions clearly and show how the walk supports fitness and well-being, students' mood and energy at school.



Scenario 4: Designing Joyful Communities

Across the UAE, new spaces are being created to bring families and communities together. These places can help people relax, connect and feel a sense of belonging. However, not all spaces reflect local culture or highlight the traditions that families value most. How can we design a community space that is joyful, welcoming and truly celebrates Emirati culture?

Work with your team to solve this problem by designing a 'Joyful Community Space' that reflects local traditions. Share your ideas in an engaging way and explain how the space brings people together.

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Theme



Environmental Sustainability: Eco-Friendly Communities



Mental Health and Emotional Well-being

Future-Friendly School Travel

Across the UAE, schools are exploring new ways to reduce traffic and cut pollution to support the country's sustainability goals.

Daily travel by car and bus creates traffic and affects the air.



How can we find smarter, cleaner and safer ways to travel?



Design a 'Future-Friendly Travel' Plan that benefits the community



Students of Determination

The road near our school has many cars. Some students feel worried at the gate. The air does not smell clean. This week the class will choose one small action to help everyone feel safe when they come to school.

Working towards GLG (Stage 1 - CEFR A1.2, ENG.01 Working Towards GLG)



In many schools, students want clean air near the gate. The road by our school is busy and not safe. The class will decide what to do this week.

At GLG (Stage 1 - CEFR A2.1, ENG.01 Working at GLG)

In many countries, schools work to make trips to school safer and reduce pollution. The road by our school is crowded at busy times. The air near the gate is not clean. Families, drivers and staff want safe travel and clean air. The class will decide what to do this week.

Beyond GLG (Stage 1 CEFR A2.2–B1.1, ENG.02 Confident Working Beyond GLG)

All around the world, schools are finding ways to make travel safer and reduce pollution from cars and buses. At our school, the roads outside are often crowded with traffic, which makes it unsafe for students and pollutes the air. How can our school community work together to protect the environment while also making school journeys safer and cleaner for everyone? Collaborate with your team to create a “Green School Journeys” plan that makes travel safer and less polluting. Present your solutions clearly and explain how they protect both students and the environment

Theme	 Artificial Intelligence - Technology and Human Jobs  Health: Innovation in health technology
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Scenario 1: AI and Jobs

As AI develops, some people think about how it might influence different types of jobs. In the UAE, AI is seen as a tool that can work alongside people, support different careers, and help industries grow. The challenge is finding smart ways for AI to support human work while keeping people's skills and creativity at the centre, especially in important areas like healthcare.

Work with your team to create an "AI for Jobs" Project that shows how AI can support people in the UAE. Present your ideas clearly and explain how AI can help create opportunities for future careers.

Scenario 2: Community Awareness

New inventions can change daily life. But for people to accept these inventions, they need to understand why they are valuable. In the UAE, technology must connect to culture and community values. How can we explain inventions so everyone can see their importance for the future?

Work with your team to create a 'Future Inventions Awareness' Campaign that connects technology to community life. Share your ideas in an engaging way and explain why they matter.

Scenario 3: Trust in Technology

Families in the UAE sometimes worry about new technology, especially when it is used for health. They may not be sure if it is safe or useful. How can we help families see that health technology can improve their lives?

Work with your team to create a 'Health Technology Trust' Plan that builds confidence in new tools. Present your solutions clearly and explain how technology can improve lives.

Scenario 4: Healthy Lifestyles

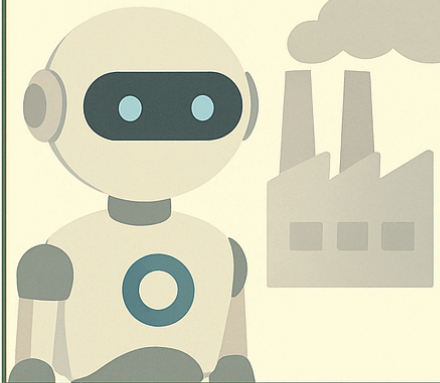
Many people only think about health after they get sick, but healthy habits and new technology can help people stay well before problems begin. How can we use technology in the UAE to encourage healthier lifestyles?

Work with your team to create a 'Healthy Habits' Plan that encourages balanced lifestyles. Share your ideas in an engaging way and show how they improve well-being.

AI and Jobs



Some jobs
may be lost.



AI can replace
workers.



AI can also
help with jobs.

How can
we use
AI?



Students of Determination

People use robots and computers at work. Some students feel unsure about them. Some think they help people. Some think they take work away. This week the class will look at simple ways robots and AI help workers in the UAE.

Working Towards GLG (Stage 2 – CEFR A2.2 | ENG.02 Working Towards GLG)

Robots and computers help people do jobs. Some students think robots will take jobs. Others think they can help people. The class will talk about how robots and AI can help workers in the UAE.

At GLG (Stage 2 – CEFR B1.1 | ENG.02 Working At GLG)

In many countries, people are talking about Artificial Intelligence (AI) and jobs. Some worry that AI will take work from people, but it can also make work easier and faster. The class will work together to plan how AI can help workers in the UAE do their jobs better.

Beyond GLG (Stage 2 – CEFR B1.2 | ENG.02 Confident Working Beyond GLG)

Around the world, people talk about Artificial Intelligence (AI) and jobs. Some young people worry that AI may take away work from humans. But AI can also help people do their jobs better and open new opportunities. How can AI support workers in the UAE instead of replacing them? Work with your team to create an “AI for Jobs” project that shows how technology can support workers. Present your solutions clearly and explain how AI can create opportunities.

Unit 5

Lesson Topic Sand

Learning Outcomes	<p>1. Understand ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right. ENG.03.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right. ENG.03.RV.CS.2.1 I can read and pick out important information. ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions. ENG.03.WR.P.1.1 I can write using long sentences, and I can compare things, give reasons for my ideas, and I can often explain what I mean.</p>
Theme	<p>2. Define ENG.03.L.CS.3.1 I can listen and use what I know about my life, the world around me, things I know or have learned, or other stories to help me understand new ideas. ENG.03.RV.CS.3.1 I can read and use what I know about my life, the world around me, things I know or have learned or other stories to help me understand new ideas. ENG.03.WR.P.3.1 I can write about stories or things that happened in the past, including the most important details. ENG.03.S.IP.3.1 I can tell stories or talk about things that happened in the past, including the most important details.</p>
	<p>3. Ideate ENG.03.L.CS.3.1 I can listen and use what I know about my life, the world around me, things I know or have learned, or other stories to help me understand new ideas. ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions. ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak. ENG.03.WR.P.2.1 I can write about simple ideas, things I know, what I think and how I feel.</p>
	<p>4. Model ENG.03.L.CS.2.1 I can listen and hear important information. ENG.03.S.IP.1.1 I can join in short conversations. ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak. ENG.03.WR.S.4.1 <i>I can use examples, use something to organise my ideas, copy the way other texts are written, use ready-made writing plans, to help me write and make my writing better.</i></p>

5. Test

ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right.

ENG.03.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.

ENG.03.RV.S.4.1 I can write simple notes about what I am reading and get more words right.

ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions.

ENG.03.S.IP.5.1 I can give a short presentation, joining my ideas with different words, and answer some easy questions after.

6. Present

ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right.

ENG.03.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.

ENG.03.RV.S.4.1 I can write simple notes about what I am reading and get more words right.

ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions.

ENG.03.S.IP.5.1 I can give a short presentation, joining my ideas with different words, and answer some easy questions after.

ENG.03.WR.P.3.1 I can write about stories or things that happened in the past, including the most important details.

7. Reflection

ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right.

ENG.03.RV.S.4.1 I can write simple notes about what I am reading and get more words right.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions..

ENG.03.WR.P.3.1 I can write about stories or things that happened in the past, including the most important details.



Scenario 1: Healthy Food, Healthy Future

The UAE is working on food security by using farms, greenhouses and school gardens to grow food locally. This helps families eat healthy food and protects the environment. How can students and communities support local food in ways that are good for people and the planet?

Work with your team to create a 'Healthy Food' Action Plan that shows how families and schools can use more local food. Present your solutions clearly and explain how this supports health and sustainability.



Scenario 2: Smart Farming in the Desert

Farmers in the UAE are using hydroponics, vertical farming and drones to grow food with less water. How can these smart farming methods help the UAE produce more food while saving natural resources?

Work with your team to create a 'Smart Farming' Showcase that explains how these methods save resources. Share your ideas in an engaging way and explain why they are important for the UAE's future.



Scenario 3: Every Drop Counts

In the UAE, people are always looking for ways to take care of the environment. One important goal is using water wisely in our daily lives. How can students and their communities work together to create good habits that help save water for the future?

Work with your team to create a 'Water-Saving' Campaign that encourages smart use of water at home and at school. Present your ideas clearly and explain how they support our environment.



Scenario 4: Protecting Our Natural Treasures

Natural resources like water, oil and gas are important for the UAE's economy and daily life. The question is: How can we use these resources without wasting them, so they last for future generations?

Work with your team to create a 'Natural Resources Protection' Project that shows how they can be used responsibly. Share your ideas in an engaging way and explain how this protects the future.

Theme



Environmental Sustainability: Sustainable Food and Agriculture

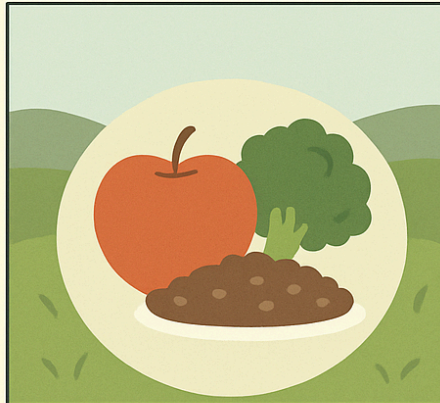


Climate Change: Water and Natural Resource Conservation

Healthy Food, Healthy Future



**People grow food
in farms and
gardens.**



**Healthy food
helps people
and the Earth.**



**Schools and fami-
lies can eat local
food.**

**How can
we help our
planet with
local food?**



Student of Determination

People in the UAE grow food in gardens and farms. This helps families eat healthy food. It also helps the Earth. This week the class will look at easy ways to use more local food at home and at school.

Working Towards GLG (Stage 3 – CEFR B1.1 | ENG.03 Working Towards GLG)

In the UAE, people grow fruits and vegetables in farms and gardens. This helps families eat healthy food and keeps the environment clean. The class will talk about how schools and families can eat more local food and protect the Earth.

At GLG (Stage 3 – CEFR B1.2 | ENG.03 Working At GLG)

The UAE is growing more local food in farms, greenhouses and school gardens. This helps families eat healthy food and care for the environment. The class will plan how schools and families can use more local food to support a healthy and sustainable future.

Beyond GLG (Stage 3 – CEFR B2.1 | ENG.03 Confident Working Beyond GLG)

The UAE is working on food security by using farms, greenhouses and school gardens to grow food locally. This helps families eat healthy food and protects the environment. How can students and communities support local food in ways that are good for people and the planet? Work with your team to create a “Healthy Food” Action Plan that shows how families and schools can use more local food. Present your solutions clearly and explain how this supports health and sustainability.

Unit 5

Lesson Topic Transport

Learning Outcomes

1. Understand

ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right.

ENG.03.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.03.RV.CS.2.1 I can read and pick out important information.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions.

ENG.03.WR.P.1.1 I can write using long sentences, and I can compare things, give reasons for my ideas, and I can often explain what I mean.

2. Define

ENG.03.L.CS.3.1 I can listen and use what I know about my life, the world around me, things I know or have learned, or other stories to help me understand new ideas.

ENG.03.RV.CS.3.1 I can read and use what I know about my life, the world around me, things I know or have learned or other stories to help me understand new ideas.

ENG.03.WR.P.3.1 I can write about stories or things that happened in the past, including the most important details.

ENG.03.S.IP.3.1 I can tell stories or talk about things that happened in the past, including the most important details.

3. Ideate

ENG.03.L.CS.3.1 I can listen and use what I know about my life, the world around me, things I know or have learned, or other stories to help me understand new ideas.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions.

ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.03.WR.P.2.1 I can write about simple ideas, things I know, what I think and how I feel.

4. Model

ENG.03.L.CS.2.1 I can listen and hear important information.

ENG.03.S.IP.1.1 I can join in short conversations.

ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.03.WR.S.4.1 *I can use examples, use something to organise my ideas, copy the way other texts are written, use ready-made writing plans, to help me write and make my writing better.*

5. Test

ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right.

ENG.03.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.

ENG.03.RV.S.4.1 I can write simple notes about what I am reading and get more words right.

ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions.

ENG.03.S.IP.5.1 I can give a short presentation, joining my ideas with different words, and answer some easy questions after.

6. Present

ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right.

ENG.03.L.S.1.1 I can listen to my friends and teacher, and answer them in the right way.

ENG.03.RV.S.4.1 I can write simple notes about what I am reading and get more words right.

ENG.03.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions.

ENG.03.S.IP.5.1 I can give a short presentation, joining my ideas with different words, and answer some easy questions after.

ENG.03.WR.P.3.1 I can write about stories or things that happened in the past, including the most important details.

7. Reflection

ENG.03.L.S.3.1 I can write simple notes about what I am listening to and get more words right.

ENG.03.RV.S.4.1 I can write simple notes about what I am reading and get more words right.

ENG.03.S.IP.2.1 I can ask and answer questions, I can ask for help or more information and I can give short answers to open questions..

ENG.03.WR.P.3.1 I can write about stories or things that happened in the past, including the most important details.



Scenario 1: Desert Oases

Many residents and tourists travel to the desert areas on weekends and national holidays to enjoy the beauty of the desert and experience its unique landscapes. These visits create wonderful opportunities for recreation, cultural connection and appreciation of nature. To keep these areas beautiful and thriving, we need to find ways to manage waste, protect wildlife and use natural resources more responsibly. How can we work together to keep our deserts clean and environmentally sustainable, so they remain safe and enjoyable for future generations? Work with your team to create an 'Oasis Protection' Plan that explains how these areas can be cared for. Share your ideas in an engaging way and show why oases matter.



Scenario 2: Eco-friendly Streets

In many cities around the world, eco-friendly streets are designed to keep people safe while also protecting the environment. In the UAE, shade and greenery are especially important because of the hot climate. Streets with trees, plants and safe walkways can make walking cooler, healthier and more enjoyable for everyone. How can we redesign streets near our school or homes so they become safe, green and comfortable spaces for people?

Work with your team to create an 'Eco-Friendly Street' Design for your community. Present your solutions clearly and explain how they improve daily life.



Scenario 3: Camel Caravans

For hundreds of years, camel caravans travelled across the desert, carrying people and goods helping communities stay connected. They were a symbol of strength, patience and survival in the harsh desert environment. Today, many young people may not fully understand the importance of camel caravans in UAE history and culture. How can we share their story in a way that helps everyone appreciate their role in shaping community life?

Work with your team to create a 'Camel Caravan Story' Project that helps others appreciate their role in UAE history. Share your ideas in an engaging way and explain why they are important.



Scenario 4: Dhows & UAE Heritage

For generations, dhows carried people and goods across the sea, helping communities trade, travel and connect with the wider world. Building and sailing dhows required great skill and teamwork and they remain an important symbol of the UAE's heritage. But today, many people may not realise how central dhows were to everyday life in the past. How can we share the story of dhows so that everyone understands their importance to UAE heritage and life at sea?

Work with your team to create a 'Dhow Heritage' Project that explains their importance in trade and travel. Present your solutions clearly and show why they remain a source of pride.

Theme



Environmental Sustainability: Eco-Friendly Communities

Citizenship: National Heritage and Identity

Grade 7 General - Differentiated Scenario Set

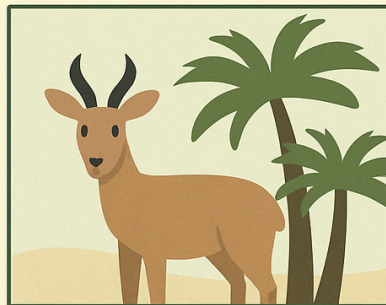
Theme: Environmental Sustainability – Eco-Friendly Communities

Scenario: Desert Oases

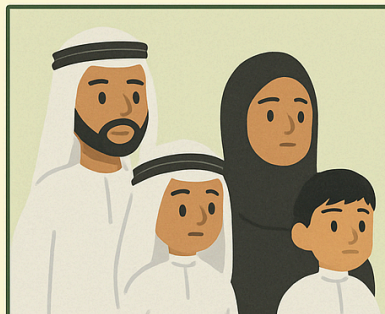
Desert Oases



**Litter spoils
the oasis**



**Animals need
protection**



**Families
visit oases**

**How can
we protect
them?**



Students of Determination

People go to the desert to relax. Some people leave trash. Plants and animals get hurt. This week the class will look at easy ways to keep the desert clean and safe.

Working Towards GLG (Stage 3 – CEFR B1.1 | ENG.03 Working Towards GLG)

People like to visit the desert to relax and enjoy nature. Some people leave trash, hurt plants, or scare animals. The class will talk about how to keep the desert clean and safe for everyone.

At GLG (Stage 3 – CEFR B1.2 | ENG.03 Working At GLG)

In the UAE, many people visit the desert to enjoy the beautiful landscape. These visits are fun but can create problems such as litter and harm to plants and animals. The class will work together to plan how to keep the desert clean and protect nature during visits.

Beyond GLG (Stage 3 – CEFR B2.1 | ENG.03 Confident Working Beyond GLG)

Many residents and tourists visit the UAE's desert oases to enjoy nature and connect with the country's heritage. These areas face challenges from waste, overuse and harm to wildlife. How can we protect and care for our oases so they stay safe and beautiful for future generations? Work with your team to create an "Oasis Protection" plan that explains how these areas can be cared for. Present your ideas clearly and show why oases matter.

Unit 5

Lesson Topic Age

Learning Outcomes

1. Understand

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.RV.CS.2.1 I can read and pick out important information.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.WR.P.1.1 I can write using long sentences, and I can compare things, give reasons for my ideas, and I can often explain what I mean.

2. Define

ENG.04.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned, or other stories and give a simple reason why.

ENG.04.RV.CS.3.1 I can read and say how something is like my life, the world around me, things I know or have learned or other stories, and give a simple reason why.

ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.

ENG.04.S.IP.3.1 I can tell detailed, sometimes long stories or talk about things that happened in the past, putting them in order and saying how I felt and why.

3. Ideate

ENG.04.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned, or other stories and give a simple reason why.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.WR.P.2.1 I can write about simple ideas, things I know, what I think and how I feel.

4. Model

ENG.04.L.CS.2.1 I can listen and hear important information.

ENG.04.S.IP.1.1 I can start and join in some longer conversations.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.WR.S.4.1 I can make plans, work with others, share ideas, use examples or models, use what I know about language to help me write and make my writing better, and I'm starting to do this more by myself.

5. Test

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.S.IP.1.1 I can start and join in some longer conversations.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.S.IP.5.1 I can give a presentation, joining my ideas with different words and sometimes using words like "it" or "they" instead of repeating words, and answer easy questions after.

6. Present

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.S.IP.1.1 I can start and join in some longer conversations.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.S.IP.5.1 I can give a presentation, joining my ideas with different words and sometimes using words like "it" or "they" instead of repeating words, and answer easy questions after.

ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.

7. Reflection

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.



Scenario 1: Future Heritage: Emirati Cultural Hub

Emirati culture is full of traditions, stories and creativity that can inspire young people. However, some students feel that visiting museums is not always the most exciting way to explore heritage. How can cultural spaces become more engaging, fun and interactive so that students enjoy learning about Emirati traditions and feel proud of their heritage?

Work with your team to create an 'Emirati Cultural' Hub inside or alongside a museum. Share your ideas in an engaging way and explain how it would make heritage learning enjoyable.



Scenario 2: Heritage in Everyday Life

Across the UAE and the world, elders hold valuable knowledge about living in ways that are healthy, simple and kind to the environment. But many young people spend less time with grandparents and older generations and some of these traditions risk being forgotten. How can we learn from the stories of elders to bring their wisdom into our daily lives and make healthier, greener choices today?

Work with your team to create a 'Wisdom from Elders' Project that connects traditions to modern life. Present your solutions clearly and show how these lessons guide positive choices



Scenario 3: Taking Care of Our Desert

The desert is one of the UAE's most beautiful natural environments, attracting many visitors who enjoy camping, exploring and experiencing its unique landscapes. However, when rubbish is left behind, it pollutes the land and harms desert plants and animals. How can people continue to enjoy camping in the desert while making sure it stays clean and safe for wildlife?

Work with your team to create a 'Clean Desert' Campaign that shows how people can enjoy the desert responsibly. Share your ideas in an engaging way and explain how this protects wildlife and landscapes.



Scenario 4: Linking Heritage and Climate Action

In the past, Emirati homes and wind towers were cleverly designed to stay cool in the desert heat without using electricity. Today, many modern homes depend on air conditioning, which uses a lot of energy and harms the environment. How can we take inspiration from traditional Emirati architecture to design new homes that are both comfortable and eco-friendly?

Work with your team to create a 'Cool Homes' Plan that applies heritage ideas to modern housing. Present your solutions clearly and explain how these designs support sustainability.

Theme



Citizenship: National Heritage and Identity



Environmental Sustainability: Eco-Friendly Communities

Share Emirati Traditions



Teach about...



...the UAE's culture.



**At school,
and in our
community...**

**How can we
protect these
traditions?**



Students of Determination

People in the UAE share food, music and stories. These show Emirati traditions. This week the class will look at simple ways to share and protect these traditions.

Working Towards GLG (Stage 4 – CEFR B2.1 | ENG.04 Working Towards GLG)

In the UAE, people share traditions through food, music and stories. These help others learn about Emirati culture. The class will talk about how schools and communities can share and protect UAE traditions for the future.

At GLG (Stage 4 – CEFR B2.2 | ENG.04 Working At GLG)

The UAE celebrates its heritage through art, food, fashion and festivals. Young people help protect culture by learning traditions and sharing them in new ways. The class will plan how schools and communities can create a space to show Emirati culture to others.

Beyond GLG (Stage 4 – CEFR B2.3 | ENG.04 Confident Working Beyond GLG)

The UAE is home to a rich cultural heritage that connects past and future generations. As the country grows, it continues to celebrate traditions while embracing innovation. How can young people help preserve and promote Emirati heritage in modern ways? Work with your team to design a “Future Heritage: Emirati Cultural Hub” that highlights traditions through art, storytelling, or technology. Present your ideas clearly and explain how they honour the UAE’s identity while inspiring the next generation.

Unit 5

Lesson Topic Around the house

Learning Outcomes

1. Understand

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.RV.CS.2.1 I can read and pick out important information.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.WR.P.1.1 I can write using long sentences, and I can compare things, give reasons for my ideas, and I can often explain what I mean.

2. Define

ENG.04.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned, or other stories and give a simple reason why.

ENG.04.RV.CS.3.1 I can read and say how something is like my life, the world around me, things I know or have learned or other stories, and give a simple reason why.

ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.

ENG.04.S.IP.3.1 I can tell detailed, sometimes long stories or talk about things that happened in the past, putting them in order and saying how I felt and why.

3. Ideate

ENG.04.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned, or other stories and give a simple reason why.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.WR.P.2.1 I can write about simple ideas, things I know, what I think and how I feel.

4. Model

ENG.04.L.CS.2.1 I can listen and hear important information.

ENG.04.S.IP.1.1 I can start and join in some longer conversations.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.WR.S.4.1 I can make plans, work with others, share ideas, use examples or models, use what I know about language to help me write and make my writing better, and I'm starting to do this more by myself.

5. Test

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.S.IP.1.1 I can start and join in some longer conversations.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.S.IP.5.1 I can give a presentation, joining my ideas with different words and sometimes using words like "it" or "they" instead of repeating words, and answer easy questions after.

6. Present

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.S.IP.1.1 I can start and join in some longer conversations.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.S.IP.4.1 I can share simple ideas, things I know, what I think and how I feel when I speak.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.S.IP.5.1 I can give a presentation, joining my ideas with different words and sometimes using words like "it" or "they" instead of repeating words, and answer easy questions after.

ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.

7. Reflection

ENG.04.L.S.3.1 I can write simple, organised notes about what I am listening to and get more words right.

ENG.04.RV.S.4.1 I can write simple, organised notes about what I am reading and get more words right.

ENG.04.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.04.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.



Scenario 1: Emirati Neighbourhood Memories

Theme



Citizenship: Social Responsibility and Giving



Climate Change: Action and Community Participation

Traditional Emirati homes and neighbourhoods have unique designs, routines and traditions that show what daily life was like in the past. Learning about these places helps students understand how families lived, worked and supported one another, and it also helps build a strong sense of Emirati cultural identity. However, some students do not know what homes in the UAE looked like long ago or how daily routines were different from today. How can students learn more about old homes and daily life in Emirati neighbourhoods in a meaningful and respectful way?

Work with your team to create a 'Neighbourhood Memories' Project that shows daily routines and traditions in Emirati communities. Share your ideas in an engaging way and explain why these traditions still matter today.



Scenario 2: Responsible Homes

Being a good citizen begins at home, where young people learn important habits that help their families and communities. How can students show responsibility in their homes and the places where they live?

Work with your team to create a 'Responsible Homes' Plan that shows how students can practise responsibility. Present your ideas clearly and explain how this strengthens families and communities.



Scenario 3: Green Homes of the Past

In the past, houses in the UAE were built to stay cool without using much energy. Some students today do not know how daily routines and household items were different before electricity. How can students learn about these eco-friendly ideas from the past?

Work with your team to create a 'Green Homes' Showcase that explains eco-friendly designs of the past. Share your ideas in an engaging way and show how they inspire solutions today.



Scenario 4: My Responsible Energy Home

Using electricity and water wisely at home helps protect the environment and supports a more sustainable future. You can play an important role by building good habits and making small changes that make a big difference. How can you help your family save energy and care for the planet?

Work with your team to create a 'Responsible Energy' Plan that shows ways families can save resources at home. Present your ideas clearly and explain how these actions protect the environment.

Emirati Neighbourhood Memories



**Old areas
show the past**



**Some are being
rebuilt.**



**We should keep
them special.**

**How can we
share their
stories?**



Students of Determination

In the UAE, some old places show how people lived long ago. Some of these places are changing. This week the class will look at easy ways to keep these old neighbourhoods special and help people remember them.

Working Towards GLG (Stage 4 – CEFR B2.1 | ENG.04 Working Towards GLG)

In the UAE, old neighbourhoods show how people lived in the past. Some are being changed or rebuilt. The class will talk about how to keep Emirati neighbourhoods special and share their stories with others.

At GLG (Stage 4 – CEFR B2.2 | ENG.04 Working At GLG)

Across the UAE, old neighbourhoods tell stories of family life, friendship and tradition. Many are now being restored or redesigned. The class will plan how to show the importance of these places and help people remember their value.

Beyond GLG (Stage 4 – CEFR B2.3 | ENG.04 Confident Working Beyond GLG)

Across the UAE, historic neighbourhoods connect people to their roots and tell stories of community and tradition. As cities grow, these spaces risk being forgotten. How can we preserve and share their memories in ways that honour the past and inspire the future? Work with your team to create an “Emirati Neighbourhood Memories” project that shows how these areas can be remembered and valued. Present your ideas clearly and explain how they protect national identity and community spirit.

Unit 5

Lesson Topic Light and dark

Learning Outcomes

1. Understand

ENG.05.L.S.3.1 I can write organised notes that are correct and have the right details about what I am listening to.

ENG.05.RV.S.4.1 I can write organised notes that are correct and have the right details about what I am reading.

ENG.05.RV.CS.2.1 I can read and pick out important information.

ENG.05.S.IP.2.1 I can ask and answer questions, and I can ask for more information or say things in a different way if needed.

ENG.05.WR.P.1.1 I can write using long sentences, and I can give some details, compare things, give reasons for my ideas, and I can often explain what I mean.

2. Define

ENG.05.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned or other stories, and give a clear reason why.

ENG.05.RV.CS.3.1 I can read and say how something is like my life, the world around me, things I know or have learned or other stories, and give a clear reason why.

ENG.05.WR.P.3.1 I can write about detailed, sometimes long stories or things that happened in the past, putting them in order and explaining how I felt and why.

ENG.05.S.IP.3.1 I can tell detailed, sometimes long stories or talk about things that happened in the past, putting them in order and saying how I felt and why.

3. Ideate

ENG.05.S.IP.4.1 I can share ideas, things I know, what I think and how I feel, giving some simple reasons when I speak.

ENG.05.WR.P.2.1 I can write about ideas, things I know, what I think, and how I feel, giving some simple reasons.

4. Model

ENG.05.L.CS.2.1 I can listen and hear important information.

ENG.05.S.IP.1.1 Participate in extended conversations on familiar and unfamiliar topics.

ENG.05.WR.S.4.1 Apply a wide range of pre- and post-writing strategies, including graphic organisers, templates, models, writing conferences, checklists and rubrics and use language knowledge to produce and revise simple and some extended written or multimodal texts with developing independence.

ENG.05.WR.S.5.1 Use cohesive devices, referencing or substitution to connect ideas in texts.

5. Test

ENG.05.L.S.1.1 I can start and join in some longer conversations, trying to talk in the right way for different situations.

ENG.05.S.IP.5.1 I can give presentations, joining my ideas with different words and using words like "it", "they" or "this" instead of repeating words, and answer questions after, but I might need to ask for something to be repeated if people speak quickly.

ENG.05.WR.S.6.1 I can give a summary about the most important things I read or hear in long talks or texts.

ENG.05.WR.S.6.2 I can explain in my own words short talks or texts that I read or hear.

6. Present

ENG.05.S.IP.5.1 Deliver prepared presentations on familiar and some unfamiliar concrete topics where ideas are connected with the use of cohesive devices and basic referencing and respond to a limited range of follow-up questions.

ENG.05.WR.P.5.1 Interpret and describe overall trends and main points in visuals and diagrams.

7. Reflection

ENG.05.RV.CS.2.1 I can read and pick out important information.

ENG.05.L.CS.3.1 I can listen and say how something is like my life, the world around me, things I know or have learned or other stories, and give a clear reason why.



Scenario 1: Light Pollution and the Stars

In many cities, bright lights help people feel safe and make streets welcoming at night. When there is a lot of light, the stars in the sky can be harder to see, but with thoughtful lighting we can enjoy both bright streets and clearer night skies. How can our community use light wisely to save energy, protect nature and enjoy the beauty of the night?

Work with your team to create a 'See the Stars' Project that encourages smart lighting in your community. Share your ideas in an engaging way and explain why they matter for people and nature.



Scenario 2: Saving Energy in Malls and Homes

In many buildings, lights and AC often stay on even when no one is there. This wastes electricity and contributes to climate change. What simple rules can be used to save energy at home and in malls?

Work with your team to create an 'Energy-Saving' Campaign that encourages simple rules for saving electricity. Present your solutions clearly and show how they make a difference.



Scenario 3: Community "Dark Hour"

Climate change is a big problem that affects our planet and we all have a part to play in helping. Even with awesome events like "Dark Hour," some people still forget to turn off their lights and electronics. What can you do at your school or in your family to remind people about saving electricity?

Work with your team to create a 'Dark Hour' Awareness Project that motivates families and schools to participate. Share your ideas in an engaging way and explain the positive impact of collective action.



Scenario 4: Heat and Cooling in Cities

In hot climates, cities work hard to stay cool and comfortable during the summer. Because more energy is used at this time of year, many people are exploring eco-friendly ways to keep homes, schools and communities cooler. What smart ideas can help cities stay cool while also caring for the environment?

Work with your team to create new ways to keep cities cool in the summer. Plan how you will share your ideas in an engaging way, and explain how your project can help others imagine cooler, healthier and more sustainable places to live.

Theme

Light Pollution and the Stars



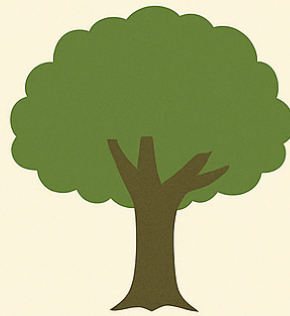
City lights
are bright.



Stars are hard
to see



People want to
see stars



How can
we help?

Students of Determination

City lights stay on at night. This makes it hard to see the stars. It uses a lot of energy.

Bright lights also bother animals and change how they live.

You will work with your group to make a simple plan to use less light at night.

Explain your idea with pictures or short sentences. Show why saving energy helps people and nature.

Working Towards

Cities in the UAE use strong lights at night. This covers the sky and makes stars hard to see. It also wastes energy.

Too much light affects animals and changes their habitats.

Create a basic “See the Stars” plan with your group. Suggest small actions the community can take to use light wisely and protect wildlife.

Present your ideas in a clear, simple way.

Working At

Many UAE cities are bright at night. This reduces star visibility and increases energy use.

Light pollution also affects wildlife by disturbing their natural patterns.

Work with your team to design a clear “See the Stars” Project. Explain how your ideas reduce light pollution, save energy and support people and nature.

Share your plan with organised points and supporting examples.

Working Beyond

Urban areas across the UAE create strong night lighting. This lowers star visibility, increases energy consumption and harms ecosystems.

Light pollution disrupts wildlife behaviour and weakens natural habitats.

Develop a detailed “See the Stars” Project with your group. Propose practical solutions that reduce light waste, improve energy use and support biodiversity.

Present your plan with evidence, logical reasoning and impact on both the community and the environment.