

# WORKING with VALUES

*The Value of Caring*

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Longman

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First published 2008

Printed in Argentina by Latingráfica S.R.L.

Designed by bonacorsi diseño

Illustrations by Ricardo Fernández

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# WORKING with VALUES



*The Value of Caring*

*Helping your students develop a more healthy,  
habitable and fair world for all beings*

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# INTRODUCTION

In 2006, **Pearson Longman** offered teachers the downloadable handbook *English Adventure - Working with Values*. The handbook presents materials and tips on teaching strategies to focus on values while teaching English as the language of international communication.

The widespread use of these materials and the enthusiastic participation of teachers and students in our **campaign *The Value of Values*** have encouraged us to produce another set of supplementary materials and suggestions for classroom use.

This new *Working with Values* handbook explores activities on *The Value of Caring*. We aspire to raise awareness of the issues discussed and encourage students to develop a **committed attitude**, inviting them to participate in projects which aim at **concrete outcomes within their community**. The overall mission is to contribute to **sustainable learning** that goes beyond the limits of the classroom and fosters **responsible citizenship** through life, *helping students develop a more healthy, habitable and fair world for all beings*. As stated in the introduction to the *English Adventure - Working with Values* handbook, we aim not only at teaching the language system but at educating **the whole person**.

We hope the pages that follow will motivate you to use and adapt the activities suggested to focus on the specific needs and interests of your students, as well as to design many more activities according to your own needs.

The activities in this handbook explore the following content areas:

- ★ **Caring for the world around us**  
(based on a native-American legend)
  - activities for students aged 6 to 9
  - activities for students aged 9 to 12
- ★ **Caring for ourselves and others**  
(based on various texts and stories)
  - activities for students aged 13 to 16
  - activities for students aged 16 to 18

Our approach advocates **collaborative learning**, involving students with different intelligences and learning styles in activities where they can all make a contribution. What is more, the tasks also encourage **collaborative teaching**: within a **CLIL** (Content and Language Integrated Learning) methodology, you are invited to liaise with other teachers in your school to **integrate language teaching to other content areas** and allow students to see their **learning as a holistic process** instead of perceiving each subject as an isolated pigeonhole.

Within this approach, content and critical reflection are prioritised, so the use of the mother tongue is accepted at lower levels of proficiency in English whenever this contributes to the achievement of the aims of values education.

The activities and projects proposed involve **hands-on experience** for meaningful language learning.

# Working with Values in Language Education

Students are invited to **communicate the findings and outcomes of their work through different media**, including the Internet. We trust this will offer them opportunities to develop a sense of achievement, experience the value of English as the language of international communication, develop a sense of audience and express their own identity in the foreign language they are learning.

The materials for **children** have been developed around a central story. The projects for **teenagers** propose finding out about the stories of others and seeing in what way they affect our own.

**Stories** are a key element to motivate our students and achieve our objectives, as they **present values in context**, raise issues related to what is acceptable or not within a certain culture and encourage us to reflect on ourselves.

*The human mind organizes images in narratives and, in so doing, constructs reality and orders the world. As a result, we all have a story to tell.*  
(Thomson de Grondona White & Moyano, 2004)

This story may help us reflect on our role as educators:

*A white-haired Cherokee was teaching the children of his tribe about life. He told them, 'A fight is going on inside me. A terrible fight, and it's a fight between two wolves. One wolf represents fear, greed, hatred, anger, envy,*

*resentment, guilt, arrogance, deceitfulness, selfishness. The other wolf stands for peace, love, kindness, joy, truth, compassion, humility, friendship, respect, generosity and empathy. The same fight is going on inside you, and in every other person too.'*

*The children thought about this for a while. Then one girl asked the old man, 'Which wolf will win?'*

*The old Cherokee held a long silence. Then he simply said, 'Whichever one you feed.'*

(Adapted from Owen, 2004:5)

We hope that teachers and students develop enriching projects together to feed the right wolf... and find a lot of stories to tell us as a result.

*Claudia Ferradas Moi*

## References

- Owen, N. (2004). *More Magic of Metaphor. Stories for Leaders, Influencers and Motivators*. Carmarthen, Wales: Crown House Publishing
- Thomson de Grondona White, C. & G. Moyano. (2004). *Words on Words - Storytelling Techniques for the English Language Classroom: How to enhance teaching performance through the aural-oral approach to narrative*. Buenos Aires, The British Council, 2004

On the opposite page, you will find a picture story which has been adapted from a native-American prophecy: *Warriors of the Rainbow*. This prophecy foretells the birth of the *Rainbow Warriors*, who will save the earth from environmental destruction. Many people feel that we are these *Rainbow Warriors*. You can find a detailed version of this legend at <http://www.welcomehome.org/rainbow/prophecy/stone.html>

In the version of the story we are working with, *warriors* have been turned into *heroes* to avoid any suggestion of violence. You may want, however, to explore the honorable concept of a *warrior* in the cultures of the native peoples of America. Besides, the *Rainbow Warrior* is perhaps the most famous Greenpeace ship. It is named after the story and you may want to point this out in class.

You can tell this story to your students using the worksheet opposite or you can download big pictures in full colour from our website: [www.pearsonlongman.com.ar](http://www.pearsonlongman.com.ar). You may also want to use these pictures as a presentation on screen if you have a data projector or computers to use during your story-telling session.

The last panel in the picture story is empty for children to draw their own ideas in response to the story (see Activity 1).

### Language aims:

- Revision of structures such as *there is/are*
- Revision of the present progressive and simple present
- Revision and extension of vocabulary related to descriptions of nature/animals/clothes
- Teaching of new vocabulary connected with environmental care (see Activity 1 a) below)
- Modals to suggest courses of action: *We can...*

### Skills:

- Listening to a story and responding to it
- Appropriating the story by reflecting on how it applies to the pupils' lives
- Illustrating text

### Focus on Values:

- Developing awareness of the importance of preserving the environment
- Taking responsibility and developing ecological habits

### ACTIVITY 1: Complete the story

- a) Encourage pupils to suggest what rainbow heroes should do to save the environment. Teach vocabulary incidentally for them to express their ideas in English. Useful words:

Actions	Objects and materials
<i>clean</i>	<i>plastic</i>
<i>wash</i>	<i>batteries</i>
<i>recycle</i>	<i>petrol</i>
<i>throw away</i>	<i>paper</i>
<i>save</i>	<i>rubbish</i>

- b) Ask pupils to draw the end of the story. After that, have them answer the question "What are rainbow heroes doing now?" by describing their pictures, for example:  
*They are washing penguins full of petrol on the beach.*  
*They are working in the garden.*  
*They are recycling paper.*  
*They are cleaning the streets.*
- c) Encourage reflection (using their mother tongue when necessary): How can the pupils become rainbow heroes? How can they take responsibility? Are there any rainbow heroes in the classroom? Why are they heroes? What do they do to protect the world around us?

### ACTIVITY 2: How do rainbow heroes dress?

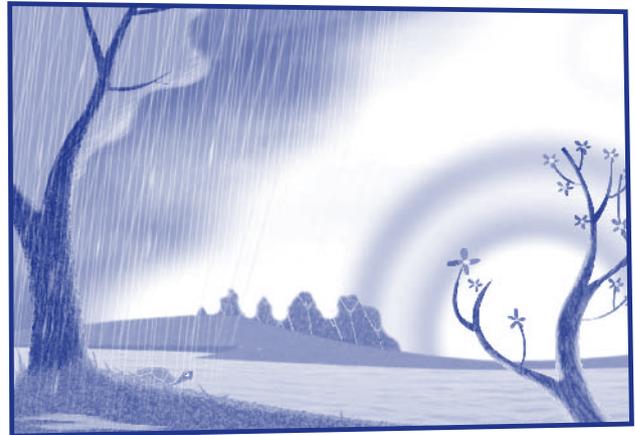
Invite your pupils to design a costume for the rainbow heroes. Have them draw and colour the costumes. This can help you revise vocabulary related to clothes and introduce new lexical items, such as cape, boots, etc. With the art teacher, you may want to get pupils to make costumes for themselves, which can be very useful for the next activity.

### ACTIVITY 3: Our rainbow heroes

- a) Ask students to think who they should give a rainbow hero costume to. Is there a neighbour / teacher / classmate, etc., who cares for the world around us? What does he/she do? Why is he/she a rainbow hero? Invite students to draw a picture story about this person or group of people.
- b) Get pupils to make a list of suggestions for an action plan to become rainbow heroes (e.g. recycle rubbish at school and at home). Help them put it into practice. They can even dress as rainbow heroes and take pictures of themselves in action and the results of their work! Have them make a comic or poster showing the results of their project and encouraging other children to become rainbow heroes.



Look! There beautiful flowers here. And trees.  
And fish live in the river. What else can you see?



And now it's raining! And the sun is coming out.  
Look! There's a rainbow! What colour is the rainbow?



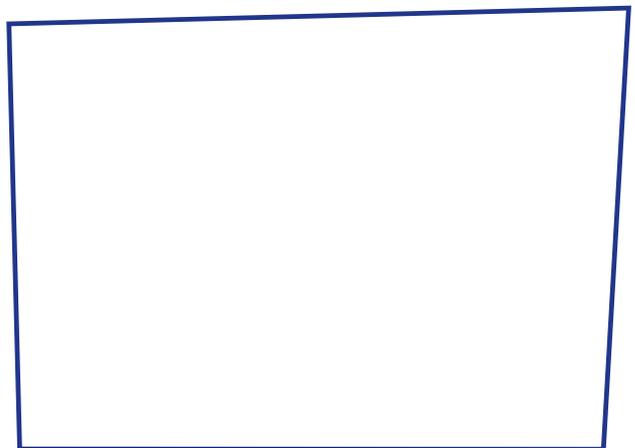
But look! People are fighting. There are no flowers.  
No fish swim in the river. The trees are brown.



It's dark. The sun is not shining, but there is no rain.  
There is no rainbow. There is no food. This is a terrible place.



But here are the rainbow heroes. They are cleaning the rivers.  
They are helping birds... and there is rain again... and a rainbow!



What are rainbow heroes doing now? Is there a rainbow  
hero in your class? Are you a rainbow hero?

On the opposite page, you will find a story called *The Rainbow Heroes*. You can tell the story to your students using the worksheet or you can download big pictures in full colour from our website at [www.pearsonlongman.com.ar](http://www.pearsonlongman.com.ar). You may also want to use these pictures as a presentation on screen if you have a data projector or computers to use during your story-telling session.

### Language aims:

- Revision of future forms
- *Going to* to express good intentions
- Revision and extension of vocabulary related to descriptions of nature
- Teaching of new vocabulary connected with environmental care
- Modals to express suggestions: *We could/should...*

### Skills:

- Listening to a story and responding to it.
- Appropriating the story by reflecting on how it applies to the pupils' lives
- Persuading others to join in an environmental campaign

### Focus on Values:

- Developing awareness of the importance of preserving the environment
- Taking responsibility: develop ecological habits, help others develop awareness of ecological issues and the people affected by them

Encourage pupils to focus on the value of getting involved in the defence of our environment. How aware are they of the environmental problems around them? How can they take responsibility? Are there any rainbow heroes in the classroom? Why are they heroes?

### ACTIVITY 1: *The prophecy*

Have pupils respond to the final questions in the story. Then ask them to get into groups and fill in Activity 1 on the worksheet opposite. Ask them to write down their suggestions using modals such as *we should... / we could...*. Then encourage a discussion of their ideas with the whole class.

If your pupils are not aware of the concrete problems around them, invite them to do research in their area (talk to their parents and their neighbours, visit the Town Hall, etc.).

### ACTIVITY 2: *Becoming a Rainbow Hero*

Encourage pupils to commit themselves to a concrete plan to become rainbow heroes. Have them form groups and ask them to complete Activity 2 on the worksheet opposite. Help them put their ideas into practice by making this a classroom project. They can take pictures or even make a film of themselves at work! Then ask them to make a cartoon or poster encouraging others to become rainbow heroes.

### Follow-up Project work

- Ask students to design stickers, T-shirts, badges, etc. for a "rainbow hero campaign".
- Have them report the results of their work in posters, cartoons, videos, blogs, etc.
- Award a prize to the rainbow heroes of the year. Give a prize to the group that has carried out concrete conservation measures in your school or neighbourhood.

The project can spread throughout the school and provide relevant language practice at all levels and, most important, develop awareness of ecological issues and foster a sense of responsibility among students.

You may want to talk to other teachers in the school to see how your work can be integrated to theirs. Can the art teacher help with the "merchandising" and advertising campaign? Can the science teacher make sure students develop awareness of issues such as the contamination of rivers and the greenhouse effect? You can then concentrate on helping students with the language needed to express their ideas in English.

This can be more meaningful and relevant if the outcome of the project is shared with other schools and with people in general on the web. Perhaps pupils' work can be uploaded as part of the school website, or you can create a webpage or blog with the help of the IT teacher. This cross-curricular work will help pupils achieve a more integrated view of their education, within a content-and-language-integrated-learning approach (CLIL).

You may also want to join the *Science Across the World* project by subscribing at <http://www.scienceacross.org>. This allows you to download relevant materials connected with this and many other topics and contact other schools across the world where children are working on the same topic.

## THE RAINBOW HEROES

The original inhabitants of our continent tell a story which is now very old. It is a prophecy: a story that tells people what will happen in future. The story says that one day all the trees will die. Rivers will not have any clear water, so fish and the animals living near rivers will die. People will not have enough food or drink. They will fight. Many people will die. And one day there will be no rain, so the world will be dry and the rainbow will die. People will not see beautiful colours in the sky. And they will die too. One by one.

It's a terrible story! And many of the prophecies are already true. Trees and animals are dying. No fish can be found in some rivers. People fight. Many people are dying at war or because they don't have enough food.

But the story also says that all over the world there will be rainbow heroes: children who will save the trees, keep the rivers clean, save the animals, stop wars. And there will be rain. And the rainbow will paint the sky in lovely colours.

Where are the rainbow heroes? Do you know any? Are there any rainbow heroes in your schools? Are you one of them?



**1** **ACTIVITY: Look around! Is the prophecy coming true in the place where you live? What problems are there?**

Make a list.

- \* .....
- \* .....
- \* .....
- \* .....
- \* .....
- \* .....
- \* .....
- \* .....
- \* .....

What can you do to change this?

- \* .....
- \* .....
- \* .....
- \* .....
- \* .....
- \* .....
- \* .....
- \* .....

**2** **ACTIVITY: Be a rainbow hero! Action plan**

What are you going to do to save the rainbow?

- \* .....
- \* .....
- \* .....
- \* .....

What do you need?

- \* .....
- \* .....
- \* .....
- \* .....

When and how can you see the results?

- \* .....
- .....
- .....
- .....

On the opposite page, you will find a worksheet for your students. Have them read the article on UNICEF and answer the questions in Activity 1.

Then ask students to navigate the web and, using a search engine, find out information to complete the chart on Activity 2.

### Language aims:

- Revision of present simple to provide general information on habitual activities
- Revision of modals to suggest how we can collaborate with an institution (*we can/could/should...*)
- Extending vocabulary on social problems and solidarity (e.g. charity, raise money, disease, poverty, donation, etc.)

### Development of reading strategies:

- Skimming printed and electronic text to find information that may be useful
- Scanning printed and electronic text for specific information

### Other skills:

- Writing appulative texts to raise awareness of the work of social institutions
- Integrating media to enhance text

### Focus on Values:

- Taking responsibility
- Developing awareness of the importance of helping others

### Project work:

Divide the class into groups and encourage them to find a local institution that cares for others. Have them find information about it. If it has a webpage, ask them to read it and report back on its activities in English. If possible, visit the place and have them interview the people who work for it.

Encourage students to write a story, a song, or even a filmed interview to advertise the activities of the institution and help them raise funds and recruit volunteers.

If possible, encourage them to collaborate with the institution of their choice and get them to film their activities if appropriate. You can then ask them to present all the materials produced to the rest of the school as part of the campaign to raise awareness of the importance of solidarity. This can be more meaningful and relevant if the outcome of the project is shared with other schools and with people in general on the web. Students' work can be uploaded as part of the school website, or you can create a webpage with the help of the IT teacher. This cross-curricular work will help pupils achieve a more integrated view of their education, within a content-and-language-integrated-learning approach (CLIL).

The project can spread throughout the school and provide relevant language practice at different levels and, most important, develop awareness of the issues discussed. You may also want to encourage other teachers in the school to integrate their work and yours. You can then concentrate on helping students with the language needed to express their ideas in English while they develop different aspects of content.



**ACTIVITY:**

a) **Read the article and answer the questions.**

UNICEF is the United Nations International Children's Emergency Fund. It raises money and helps millions of young people around the world.

There are four main UNICEF projects at the moment:

- **Vaccination.** Every year more than two million children die. We can stop this. We can give children a better start in life – healthy food, a good home and a good school.
- **Child Workers.** Many children don't go to school – they work in factories. They often work twelve or fourteen hours a day. And about 300,000 children in the world are soldiers – some are only eight years old! This is wrong and we want to stop it.
- **Girl's Education.** More boys than girls in the world go to school. Some girls don't learn to read or write and later in life they don't get good jobs. Education is good for boys and girls. We want more girls in schools.

• **Vaccination.** Every year more than two million children die from diseases because they don't have a vaccination. Vaccinations are not expensive. We give vaccinations to 40% of the world's children, ~~Under-five in Africa and Asia~~ million young

Buy UNICEF products – cards, T-shirts, teddy bears. Is there a UNICEF group in your area? Join your local group! Raise some money with your friends and give it to UNICEF.

- \$17 protects a child from children's diseases.
- \$40 buys clothes for ten small children.
- \$150 buys clean water for 250 people.
- \$500 buys vitamins for 16,000 children.

Please, help UNICEF – help the children!

Taken from *Challenges 1 Students' Book*, page 84, Reading

- \* What is UNICEF?
- \* What does UNICEF do?
- \* What are UNICEF's main projects?
- \* What can your money buy?
- \* What can you do to help?

b) **Now find out:**

- \* Is there a local UNICEF office in Argentina? Where? How can you help?
- \* International actors and pop stars help UNICEF. How?
- \* Do local artists help organisations like UNICEF? How?



**ACTIVITY: Webquest.**

**Search the web and find out:**

What international organisations help:

- \* Poor children
- \* Children with special difficulties
- \* The elderly
- \* Refugees

**Make a list of at least one organisation of each kind and complete the chart:**

What do they do?	
Is there an Argentinian organisation that does similar work? Which?	
Can you contact the organisation in your area? Where can you find them?	
How can you help?	

On the opposite page, you will find a text taken from <http://www.avert.org/worldaid.htm>. Have students read the text and ask them to do the activities below it.

Not all answers to the questions in Activity 1 can be found in the passage, as the task is much more than a comprehension exercise. Students will need to find information on the web, or talk to you and other adults. Some of the questions are opinion questions, and the aim is to get students to discuss their ideas in class.

Activity 2 can develop into a project, like the one suggested below.

The writing tasks in Activity 3 can be the result of research done on specific areas. Help students develop a sense of audience: how would they address other teenagers without sounding boring and patronising?

### Language aims:

- Revision of present simple to provide general information on habitual activities
- Revision of modals to suggest how people and institutions can be helped (*we can/could /should...*)
- Revision of modals to suggest how illnesses and addictions can be prevented or fought against (*we should/must/mustn't...*)
- Expanding vocabulary on illnesses and addictions and their prevention and cure

### Development of reading strategies:

- Skimming printed and electronic text to find out information that may be useful
- Scanning printed and electronic text for specific information

### Other skills:

- Writing apperative texts to raise awareness of the work of social institutions
- Writing informative texts to help readers learn about illnesses, disorders and addictions, their prevention and treatment
- Integrating media to enhance text

### Focus on Values:

- Taking responsibility for our own well being
- Taking responsibility for social problems
- Developing awareness of the consequences of addictions
- Developing awareness of the importance of helping others

### Project work:

Divide the class into groups and encourage them to find different local institutions that help sick people, people with eating disorders and those suffering from addictions (such as ALUBA <http://www.aluba.org/>, Alcohólicos Anónimos <http://www.aa.org.ar/> or LALCEC <http://www.lalcec.org.ar/>). Have them find information about them and then choose one to do detailed research on. If the organisation has a webpage, ask them to read it and report back on its activities in English. If possible, have them visit the place and interview the people who work for it.

Encourage students to write a story, a song, a newspaper article, or even film an interview or a documentary to raise awareness of the issues discussed and advertise the activities of the charity of their choice.

If possible, encourage them to collaborate with the institution, help them raise funds, recruit volunteers, etc. and have them film the activities carried out during the project, if appropriate. You can then have them present all the materials produced to the rest of the school as part of the campaign to raise awareness on the importance of caring for oneself and others.

This can be more meaningful and relevant if the outcome of the project is shared with other schools and with people in general on the web. Students' work can be uploaded as part of the school website, or you can create a webpage with the help of the IT teacher. Encourage teachers of other subjects to collaborate and so contribute to helping students get a more integrated view of their education, within a content-and-language-integrated-learning approach (CLIL).

## WORLD AIDS DAY

According to UNAIDS estimates, there are now 33.2 million people living with HIV, including 2.5 million children. During 2007 some 2.5 million people became newly infected with the virus. Around half of all people who become infected with HIV do so before they are 25 and are killed by AIDS before they are 35.

Around 95% of people with HIV/AIDS live in developing nations. But HIV today is a threat to men, women and children on all continents around the world.

Started on 1<sup>st</sup> December 1988, World AIDS Day is not just about raising money, but also about increasing awareness, fighting prejudice and improving education. World AIDS Day is important in reminding people that HIV has not gone away, and that there are many things still to be done.



Taken from: AVERT <http://www.avert.org/worldaid.htm>



**ACTIVITY:** Answer these questions with information from the text or your own opinion. If you cannot find the answer to all questions in the passage, use printed information or the web.

- \* What do the acronyms AIDS and HIV mean?
- \* What must you do to prevent AIDS?
- \* How can AIDS and HIV patients be helped?
- \* What is World AIDS day? Do you think it is a useful initiative?
- \* What can you do on World AIDS day?
- \* What kind of institution is Avert?
- \* Are there other institutions that have the same objectives? Surf the web and find out.

**Are there organisations that help fight other illnesses? Do a web search and complete the table:**

Illness	Organisation	Activities	Webpage

**Do another webquest and find out what organisations help people with addictions or eating disorders. Then complete the table below:**

Disorder or addiction	Organisation	Activities	Webpage

- \* Are there any institutions of this kind in your city or somewhere else in your country? Which?
- \* How can you help these local organisations? Propose three ways in which you could collaborate.



**ACTIVITY:** With your friends, plan an advertising campaign to let people know about the activities of one of these organisations and to help them prevent the illnesses, addictions or disorders that this organisation fights against.



**ACTIVITY:** Write a short article for a teen magazine on one of these topics:

- \* Preventing AIDS and helping HIV patients
- \* Eating disorders: their cause and cure
- \* Tobacco, drugs and alcohol: keeping away from these killers

# WORKING WITH VALUES

## The Value of Caring

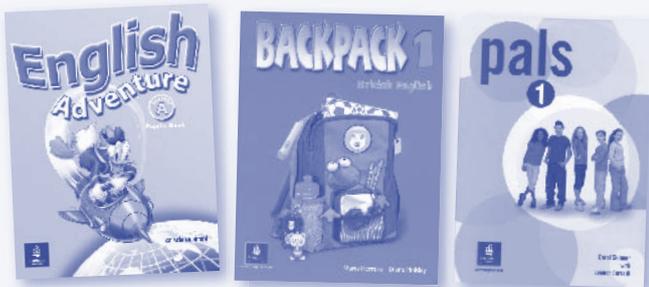
You can link your work on values with the following Pearson Longman textbooks:

### \* Children

Pearson Longman text books where you can find related materials are:



- *Fun English 1*: Unit 6 “Farm Animals”
- *Fun English 2*: Unit 6 “Jungle Animals”
- *Fun English 3*: Unit 6 “Animal Friends”
- *Fun English 4*: Unit 6 “Country Life” – “World Environment Day”, page 70
- *Excellent! 1*: Unit 12
- *Excellent! 2*: Fact file page 53: “WWF – the global environment network”
- *Excellent! 3*: pages 42 & 443: Excellent Magazine issue 4: Animals from Australia - pages 62 & 63: Excellent Magazine issue 6: Dolphins and whales

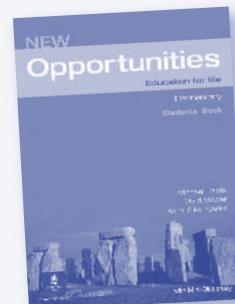
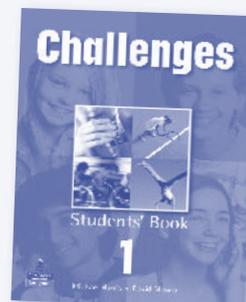
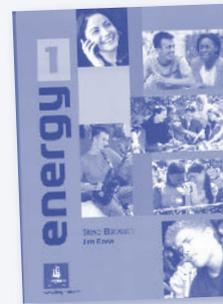
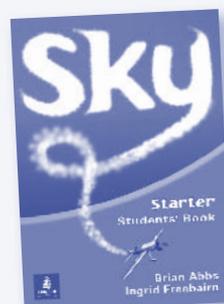


- *Backpack Starter*: Unit 8 “Animal Friends”
- *Backpack 1*: Unit 6 “On the Farm”
- *Backpack 2*: Unit 8 “Fun at the Zoo”
- *Backpack 3*: Unit 4 “Amazing Animals”
- *Backpack 4*: Unit 5 “Animals Past and Present”
- *Backpack 6*: Unit 4 “Into the Future”
- *English Adventure 5*: pages 56 & 57 “Animal Quiz”, and Reader pages 10 & 11: “Amazing Animals”
- *English Adventure Working with Values Handbook*  
[http://www.pearsonlongman.com.ar/sitio/img/Working\\_with\\_Values.pdf](http://www.pearsonlongman.com.ar/sitio/img/Working_with_Values.pdf)
- *Pals 2*: “Story Time” section, page 56 “Animal’s day”, page 58 “Children’s rights”

### \* Teens

Pearson Longman texts where you can find related materials are:

- *For Teens 3*: Unit 4, “Accidents”, page 42 “You Must Phone for Help”
- *What’s Up 2*: unit 5, “Heroes”
- *Challenges 1*: module 8, “Helping”
- *New Opportunities Elementary*: module 7, “Healthy living”

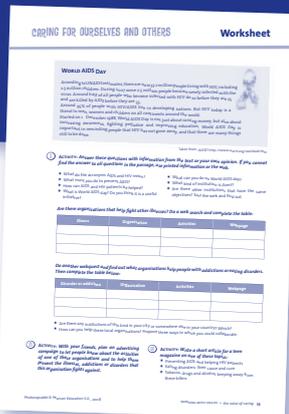


# Additional Resources

★ Visit [www.pearsonlongman.com.ar](http://www.pearsonlongman.com.ar) and download free of charge:



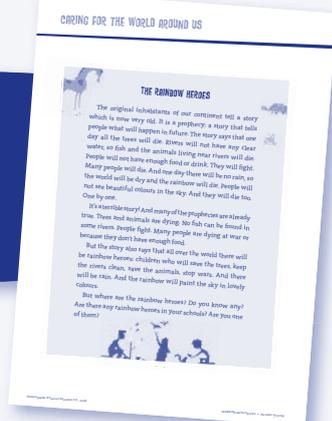
★ All the Worksheets from this handbook in digital format!



★ Big pictures of *The Rainbow Heroes* story in full colour flashcards for students aged 6 to 9



★ The text of *The Rainbow Heroes* story for students aged 9 to 12



★ The first *Working with Values Handbook* by Prof. Claudia Ferradas Moi with additional activities and ideas to work on values

