Working with Values

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The fascinating adventure of teaching and learning starts with motivation. We stand up and walk because we want to get somewhere. We start a journey because we want to explore. Our choice of materials and teaching strategies can help us light that spark in our pupils and in ourselves: 'I want to know more...'; 'I want to find out...'; 'I want to enjoy the journey...'.

Our new English Adventure series will help you create that eagerness to teach and learn. The world of fantasy of Disney’s characters, the quality of the visuals and the variety of resources will appeal to different learning styles and will encourage the whole family to join in.

These supplementary teaching materials are an invitation for you to make the materials in English Adventure your own and so focus on the needs and interests of your pupils. We hope they will inspire you to design many more activities according to your own needs.

When we teach a language, we do not aim only at the acquisition of the language system: we contribute to educating the whole person. With this educational objective in mind, we explore different topics and ideas, helping pupils develop learner autonomy and critical thinking from a very early age.

In the pages that follow, we aim at providing plenty of opportunity for pupils with different learning styles and skills to see they can do things with language, to perceive the usefulness of language as a vehicle to express themselves, get to know the world and share their findings with others. We encourage reflection on the pupils’ own values and cultural identity to help them mature as individuals and develop a positive attitude towards diversity.

The Longman Dictionary of Contemporary English defines values as ‘your ideas about what is right and wrong, and what is important in life’. Values differ from one culture to another. In fact, ideas about what is important in life may vary greatly within any community, and they may change at different stages in our lives. If we are to develop tolerance to live in a more peaceful world, we need to become aware of these differences, reflect on our own beliefs and learn to respect those of others. Foreign language education can make a major contribution in this respect – in particular, the teaching of English as the language of international communication.

The world of fantasy can help us open doors into these concerns from a very early age. Through ‘serious fun’, the sample activities that follow focus on values derived from situations in English Adventure and some of the Disney films featured in the series. For each of the levels of English Adventure we have included one photocopiable worksheet and detailed teacher’s notes. The notes are subdivided into the following sections:

1 Getting Started
Suggestions on how to introduce the topic and link the activity proposed to the contents in the book.

2 Focus on Values
Comments on the values we will be focussing on and how to reflect on them with young learners.

3 Values Activity Worksheet
Step by step instructions on how to use the photocopiable worksheet with your pupils.

4 Follow Up
Suggestions for further work.

Depending on your pupils’ age and level of English, you may find it necessary to use the mother tongue (L1). This need not be considered a drawback, as the aim here is
to focus on values. However, the worksheets offer the opportunity to revise contents already taught in the unit indicated in each case and sometimes to introduce new language. In this way, they contribute to the repetition and recycling so necessary for young learners to acquire a second language (L2).

You can use the activities to revise the unit indicated at the top of each Values Activity as soon as you have finished teaching it, or later in the course for revision and integration of the contents taught.

Depending on time available, these activities can just take a few minutes of your lesson or you may decide to turn them into projects that can be developed throughout the course. Suggestions for such projects can be found among the follow-up activities (see, for example, Values Activity Worksheets 3, 5 and 6).

Though all the worksheets can be used independently, some of them work on the same story (Worksheets 1 and 2) or on related values (Worksheets 3 and 4; 5 and 6). This is intended to provide a connecting thread that allows pupils to revise contents at a growing level of complexity, as they progress from one level of the course to another.

Most of the activities are based on stories that Disney has turned into films. Though present tenses are used to tell these stories (using cartoon stories and illustrations), as pupils progress, these and other stories you have used can be retold using the past tense. In this way, you can introduce the tense incidentally and painlessly, as pupils will already be acquainted with the story line and the new tense will not interfere with global comprehension.

In addition, some of the activities proposed can offer the opportunity for short dramatisations in which pupils impersonate the different characters and ‘act out’ the sort of behaviour discussed (such as helping others, misbehaving as a result of jealousy or expressing anger). This can be done in L1 or in L2, depending on the pupils’ language level.

We trust your pupils will find these ideas motivating – and we hope you do too – so that they grow in your hands and you develop many more tasks and projects to suit your needs. Approaching language teaching in this way from very early stages, we can throw light on the value of language to show ‘different ways of seeing the world, and the range of ways of expressing such a vision’ McRae, 1991: 55.

Enjoy the exploration and help your pupils discover the value of values!

Claudia Ferradas Moi

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TEACHING NOTES AND VALUES ACTIVITY WORKSHEETS
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Values Activity 1

Avoiding jealousy—Offering friendship

English Adventure Starter A

• Unit 6: Toys

AIMS

Values:
• to reflect on behaviour resulting from jealousy and how friendly support can help us overcome jealousy

Language:
• to revise toy vocabulary presented in the unit and Have you got…? I’ve got…
• to get pupils to follow a narrative thread in English (global comprehension)

Materials:
For the Follow Up: a selection of the pupils’ own toys

1 GETTING STARTED

• Use the pictures in the Pupil’s Book to elicit the names of the characters in Peter Pan and ask what toys they’ve got:
  T: Who’s this?
  P: Wendy.
  T: Has she got a boat?
  P: No, (she’s got) a doll.

Note: To elicit names of characters and their toys, you may also want to use the Peter Pan section of the English Adventure Starter A video, section 3: Is it a boat. You can also use My First English Adventure Starter, poster 4.

• Refer to the cartoon story and point to the pictures in the Pupil’s Book as you tell the story. Here’s a suggested version. Use gestures to clarify meaning and use (L1) if necessary.
  T: Peter Pan likes Wendy very much. They are good friends. But Tinker Bell doesn’t like Wendy. She’s jealous! Look! Tinker Bell is pulling at Wendy’s doll!
  Oops! Tinker Bell is now behind the chest of drawers. Help! But Peter Pan has got a yo-yo! Good! Tinker Bell is sitting on the yo-yo now! Peter is a good friend, Tinker Bell!

2 FOCUS ON VALUES

• Discuss with your pupils (L1) who has been mischievous in the story and why. Should Tinker Bell apologise? Should she be punished? If so, how? Have the pupils ever done something wrong because they felt jealous?

• Comment on Peter Pan’s helpful behaviour (L1). What advice can Peter Pan give Tinker Bell? How can he reassure her so that she doesn’t feel so jealous?

• Pupils often try to draw our attention by misbehaving. Many of them will also be jealous of their siblings and of other children. This is a good opportunity to raise these issues and find alternative ways in which they can communicate their feelings more effectively.

3 VALUES ACTIVITY WORKSHEET 1

• Look at the situations in the pictures one by one (prompt by using L1). Ask: Who’s jealous? Who’s friendly? Pupils identify the children by name and/or point to them.

• Ask pupils to draw a sad face next to the pictures of jealous children misbehaving and a happy face next to instances of supportive behaviour. Make sure they are not ashamed of their own feelings of jealousy but understand they are not supposed to misbehave as a result. Using the situations in the illustrations, highlight the importance of including other people in their games and of sharing your things when you can.

ANSWER KEY:

1a L 1b J
2a L 2b J
3a L 3b J

• Though the main focus here is on avoiding jealousy and offering friendship, by telling the story and asking the questions above to guide pupils you will also have introduced new receptive language, such as jealous, friendly.

4 FOLLOW UP

• A role play. Later in the course, for revision purposes, you may want to use My First English Adventure Starter, poster 4 and get pupils to play the roles of the different characters and dramatise short conversations about toys. You can play the role of Peter Pan asking questions:
  Peter Pan (teacher): What toy have you got, John?
  John (pupil): (I’ve got) a teddy bear.
  Peter Pan (teacher): What colour is it?
  John (pupil): Brown.
  Peter Pan (teacher): Is it big or small?
  John (pupil): It’s big!
  Peter Pan (teacher): Ah, yes! It’s on the bed.

Note. If you haven’t got this poster, you can use the pictures in the Pupil’s Book again.

• A role play. Using real toys as props, you can also get pupils to lend their toys to Tinker Bell and in this way dramatise a situation where the fairy does not need to feel jealous and the children are involved in supportive, friendly behaviour.
  John: I’ve got a (ball). Here (you are)!
  Tinker Bell: Thank you.

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Values Activity Worksheet 1

Who’s jealous? Who’s a good friend?

1 a
- Tom
- Lucy
- Sue
- Ben
- Mia

1 b
- Tom

2 a
- Sue
- Ben
- Lucy
- Mia

2 b
- Sue
- Ben
- Lucy
- Mia

3 a
- Bob
- Sam

3 b
- Sam

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Aims

Values:
• to reflect on the consequences of mischievous behaviour
• to reflect on ways in which we distinguish the goodies from the baddies

Language:
• to revise clothes vocabulary presented in the unit
• to get pupils to follow a narrative thread in English (global comprehension)

Materials:
• For the Follow Up:
  – pictures of heroes and villains from cartoons, films and video games brought by pupils
  – old clothes and props: hats, a plastic sword, large coats (preferably red or black), girls' dresses (preferably long and 'romantic'), ribbons, red or black trousers, loose shirts, boys' clothes (trousers and shirts), striped T-shirts, etc.

1 Getting Started

• Use the pictures in the Pupil's Book to revise character names from Peter Pan and clothes vocabulary. For this purpose, you can also use My First English Adventure Starter, poster 4 and/or the Peter Pan section of the English Adventure Starter A video, section 3: Is it a boat.
• Refer to the cartoon story and point to the pictures in the Pupil's Book as you tell the story. Here's a suggested version. Use gestures to clarify meaning (and use L1 if necessary):
  T: John and Wendy are at Peter Pan's house in Never Land. A stranger is coming! Look! He is wearing a big black hat. And... yes! He's wearing a long red coat! Who is it? Oh no! It's Captain Hook! Run, children!
  But, no... Wait a minute... It's Peter Pan! Wendy is very angry. Captain Hook is very angry too... He hasn't got his trousers. He hasn't got his coat. And he hasn't got his hat!

2 Focus on Values

• Discuss (L1) what Wendy would say to Peter. Is she right to be angry? And how do we feel about Captain Hook? Are we sorry for him? Why not? Point out that Captain Hook is a villain, and we all laugh when we see an evil pirate tricked. Peter Pan is mischievous, and he has fun as real children do. But pupils should be aware that what he has done is not responsible behaviour: Captain Hook is very angry and they are all in danger. Besides, he has given his friends a terrible fright because they identified his clothes as Captain Hook's.
• Ask pupils to display the pictures of heroes and villains they have brought to class or use the ones provided in Worksheet 2.

3 Values Activity Worksheet 2

• Ask pupils to colour and cut out the pictures of heroes and villains at the bottom of the worksheet and then group them under the right headings ('Goodies' or 'Baddies').

Answer Key:
Goodies: Milo Thatch and Snow White.
Baddies: Captain Hook and Cruella de Vil.

• Get them to pay attention to the clothes the baddies wear. What colour are they? Are they scary? Do the same with the pictures of the goodies. What colour are the clothes? Are they pretty?
• Ask pupils to stick the pictures on the upper part of the worksheet and describe the clothes the characters are wearing under each picture.

4 Follow Up

• Make a class poster. If pupils have brought pictures of heroes and villains, ask the same questions about those pictures. Are colours and clothes used in similar ways in your culture? Discuss (L1) how artists help us tell the goodies from the baddies through their appearance and how this isn't necessarily the case in real life.
Then ask pupils to stick their pictures on a classroom poster, grouping characters into goodies and baddies as they did in the worksheet activity. You can use the posters for revision in future classes.
• A role play. For the next class, bring old clothes, paper hats, plastic swords and other necessary props to the classroom. Put them in a box or chest. Invite pupils to dramatise the cartoon story in the Pupil's Book. Tell them they are going to dress up to impersonate the different characters.
Open the box or chest and get pupils to decide what will be appropriate for each character. Ask each 'actor' to describe his / her clothes, e.g. Peter Pan: I'm wearing a red coat and a big hat. I'm Captain Hook!
Play recording 46 (from English Adventure Starter B Unit 7) and get pupils to 'echo' the different roles. Work on gestures and intonation. Help them find the right words for Wendy at the end, on the basis of your previous discussion on responsible behaviour e.g.:
  Peter, that's bad!
  Peter, Captain Hook is very angry. Be careful!
  Peter, this is scary!
Values Activity Worksheet 2

Who’s Who?

GOODIES

BADDIES

Captain Hook  Milo Thatch  Cruella de Vil  Snow White

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Values Activity 3

Aims

Values:
• to develop a positive awareness of social and cultural diversity concerning housing

Language:
• to revise the parts of the house presented in the unit and types of housing: flat / house
• to revise Where…? and prepositions: e.g. It’s under the bed.
• to revise there is / are…
• to introduce more vocabulary connected with housing: igloo, tepee, croft

Materials:
• For the Follow Up: map of the world

1 Getting Started

• Use the pictures in the Pupil’s Book to revise parts of the house, questions with ‘Where…?’ and elicit replies using vocabulary and prepositions already taught:
  T: Where are the plates?
  P: In the kitchen.
  T: Where’s the big bed?
  P: In the bedroom.

• Use the picture in Review 3 and 4 and the plans of their bedrooms which pupils have drawn for the review activity. Ask more questions:
  T: Is there a chair in your bedroom?
  P: Yes.
  T: Where are the books?
  P: On the bed.

• Use the photographs of houses in the UK from the Our World section to ask questions:
  T: Is this a house?
  P: No, a flat.
  T: What do you like about these photographs?
  P: (variety of answers)

2 Focus on Values

• The aim of this activity is to focus on the diversity found both in the pupils’ cultural surroundings and in the UK as regards housing.

• The pictures in Unit 4 show children who have got their own bedrooms, and the luxurious accommodation of princes and princesses in the world of fantasy. Perhaps your pupils have got to share their bedrooms with siblings. Perhaps they have no independent bedroom but sleep on a bed in any of the rooms in the house. Probably their houses look very different from those in the UK shown in the Our World section and they are also quite different from those where other people live in the same town.

• Draw pupils’ attention to this diversity. Tell them we are all different, making sure you discourage any negative comments on other people’s lifestyle. If pupils feel uncomfortable about sharing their rooms with siblings, for example, discuss with the class whether it can also be fun.

3 Values Activity Worksheet 3

• Probably pupils have seen pictures of traditional houses in magazines and in films or on television. Draw their attention to the pictures in the worksheet and ask them to guess what picture corresponds to each description. Tell them in the past, people lived in traditional houses like these.

• Discuss the answers and get pupils to write the right number in the boxes.

   Answer Key:
   1 c tepee; 2 a igloo; 3 b croft

• On a separate sheet of paper, ask pupils to draw pictures of different houses in their area (or to cut pictures from magazines of similar houses, or even take photographs). Help them describe them briefly under each picture:

   This is a flat. It is small.
   This is a big house. There are 4 or 5 bedrooms.
   This is a farm house / cottage, etc.

4 Follow Up

• Develop a project. You can start a project on different types of traditional houses and where they used to be found. Ask students to find pictures of different houses in magazines or do an internet search and print images. Make a classroom poster with the pictures and get pupils to describe the houses briefly below the pictures.

• Place houses on a map. Bring a big map of the world to class and ask students to indicate on the map where the different types of houses used to be found. You may like to work with the geography teacher on the project.
Values Activity Worksheet 3

Interesting traditional houses

1

This is an igloo in Alaska. There is a big room. It is very cold. There is a small room. There is food in the small room.

2

This is a croft in Scotland. There is a kitchen, a bedroom, a living room and a bathroom. It is small. The rooms are small.

3

This is a Sioux tepee. There isn’t a living room or a bedroom. There is only one room. It is very big.
VALUES ACTIVITY 4  

Awareness of diversity (physical features)

English Adventure 2
• Unit 1: Two Worlds

AIMS

Values:
• to develop a positive awareness of physical diversity
• to develop a positive attitude towards diverse physical characteristics

Language:
• to revise descriptive language presented in the unit
• to introduce more descriptive adjectives and nouns to describe people in greater detail: young, thin, plaits

Materials:
• ask pupils to bring pictures of different traditional people. You may want to bring some yourself in case pupils forget.

1 GETTING STARTED

• Use the pictures in the Pupil’s Book to revise character names from Pocahontas. Get pupils to describe John Smith and Pocahontas, using (L2). Teach new words as required:  
  Pocahontas has got long black hair. She has got big brown eyes, long arms and long legs. She’s very thin.  
  John Smith is young, tall and big. He has got long blond hair. He has got blue eyes.  
  Note. You may want to use the film sequence in the English Adventure 2 video, section 1: He’s a robot.

• Use the picture from Fun Facts to revise vocabulary for a more detailed physical description of a Native American family’s traditional costume. Teach words such as plaits for more detail:  
  The man has got long black hair. There are beads in his hair. The woman has got big earrings. There are feathers in her hair. The man and the woman have got plaits.

2 FOCUS ON VALUES

• Pocahontas and John Smith are examples of the diverse physical features found in our planet, and in particular of the meeting of cultures in the American continent. Refer pupils back to the graph of their own class they have made for Activity 12, e.g.:  
  Five children have got blue eyes.  
  Ten girls have got brown hair.

• As you go through the graph, make sure you work on any negative comments or attitudes that may be expressed in relation to specific physical characteristics such as colour or type of hair. Point out that we are all different and that makes us all special.

3 VALUES ACTIVITY WORKSHEET 4

• Pupils complete the worksheet with descriptions of Pocahontas and John Smith. Write any vocabulary you think would be useful on the board for pupils to copy.  
  ANSWER KEY:  
  Pocahontas has got black hair. She is thin...  
  John is young and tall...
  ANSWERS WILL VARY.

• Point out that Pocahontas belongs to the traditional indigenous community that inhabited the United States before English people like John Smith got there.

• Encourage pupils to find out more about the traditional indigenous populations of other parts of the world. Subdivide the class into groups and ask them to find pictures and information on the different traditional people listed on the worksheet and any others you may want to add.

• If pupils have brought pictures to class, ask them to complete the second task on the worksheet. Otherwise, ask them to bring them to the next class, and complete the worksheet then.
  ANSWER KEY:  
  These are Aztecs. They lived in Mexico. They have got black hair and small brown eyes. The woman has got earrings.
  ANSWERS WILL VARY.

4 FOLLOW UP

• Place communities on a map. Bring a big map of the world to class and ask students to indicate on the map where the different traditional communities used to be found (you may work with the history and geography teachers on the task).

• Make a class poster. If pupils have brought enough pictures ask them to stick the ones they haven’t used for the worksheet activity on a classroom poster. Get them to write short descriptions under them. You can use the posters for revision in future classes.

• Develop a project. Divide the class into groups and ask each group to think about what it was like to live in one of the traditional indigenous communities – What sort of food did they eat? What sort of games/sports did they play? Ask pupils to bring in pictures from magazines or do an internet search and print images. Make a classroom poster for each group and get pupils to describe the food and sports etc briefly below the pictures.
Values Activity Worksheet 4

NAME: .................................................................................. CLASS: ........................................

We are all different!

1 Describe Pocahontas and John Smith.

Pocahontas
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John Smith
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Interesting facts: original people

2 Find pictures of men, women and children from one of these traditional communities. Stick them here and describe them.

• The Aztecs • The Incas • Australian Aborigines • The Mapuche • The Inuit
• The Maori • The Zulu • Native Americans • Other communities

These are .........................................................
They lived in ....................................................
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English Adventure • Working with Values 17
AIMS

Values:
- to reflect on ways in which we can help other people

Language:
- to revise structures, vocabulary and functions related to
  - feeling unwell: What’s the matter? What’s wrong?; I’ve got a cold/cough etc.
  - asking for and offering help and support: Can you help me?; What can I do?; Here. Have a drink of water.

1 GETTING STARTED

- Use the pictures in the Pupil’s Book to revise structures, vocabulary and functions related to feeling unwell. e.g.:
  
  T: What’s the matter with Eddie?
P: He’s not very well. / He’s got a cold. / He’s got a headache.

  Or, using the cartoon story:
  
  T: What’s the matter with Rex?
P: He’s got a sore throat.

2 FOCUS ON VALUES

- Unit 4 shows several examples of supportive behaviour: the children offering support when Eddie feels unwell; Bo Peep worrying about Rex and asking the sheep to bring him some water; the doctor helping Eddie plus the stories of Dr Red Nose and Patch Adams are all good examples of solidarity.

- At the end of the unit, draw your pupils’ attention to what all these situations have in common: people helping others, giving them support, collaborating to solve a problem. e.g.:

  T: What’s the matter with Eddie?
P: He’s got flu.

  T: What can his friends do?
P: Talk to him. / Phone him. / Call the doctor. / Get his homework from school and give it to his mum, etc.

- Go over the other situations in a similar way. Then focus on Adam asking for help and some of his friends giving excuses. Is this what friends are for?

3 VALUES ACTIVITY WORKSHEET 5

- Ask pupils to look at situations 1 to 3 on the worksheet. These show situations in which people need help. Ask pupils to suggest what can be done and write some of their suggestions on the board, e.g.:

  T: 1. I’m feeling sad.
P: (We can) write a card. / (We can) visit him. / (We can) phone him. / (We can) play with him.

- Then ask pupils to write some suggestions on the worksheet.

  **ANSWER KEY:**
  1. (We can) have a party.
  2. (We can) call the doctor / give him an aspirin.
  3. (We can) give him some food.

  **ANSWERS WILL VARY.**

- Ask pupils to identify situations at school where help or action is needed. Is there something they can do about it? Although it’s very likely that pupils will respond in L1, help them find the necessary vocabulary by writing a simple phrase on the board to communicate the point they want to make:

  Miss Meyers is ill. (We can) write her a get well card.

- Then help pupils complete the worksheet with two ideas of their choice, which they can copy from the board and draw a picture to illustrate.

4 FOLLOW UP

- **Putting ideas into action.** Pupils could put some of their ideas into action, which would make the purpose of the activity clear and give them a sense of achievement. For example, they could write cards for children who are ill, start a petition for a litter bin in the playground, etc.
How can we help?

1. I’m feeling sad.
   What can we do?
   ............................................................
   ............................................................

2. I have a headache.
   What can we do?
   ............................................................
   ............................................................

3. I’m hungry.
   What can we do?
   ............................................................
   ............................................................

4. ............................................................
   What can we do?
   ............................................................
   ............................................................

5. ............................................................
   What can we do?
   ............................................................
   ............................................................
AIMS
Values:
• to reflect on ways in which we can collaborate with others and contribute to teamwork

Language:
• to revise and extend vocabulary related to jobs and skills (Unit 2):
  – What does he / she do?
  – He’s / She’s a cook. He / She (prepares food / cooks) for the sailors.
• to make plans for a project (Unit 3)
  I’m going to…

1 GETTING STARTED
• Refer to the cartoon story in Unit 2 of the Pupil’s Book to elicit the names of the characters from Atlantis, The Lost Empire and their different jobs and the skills they imply:
  T: Who’s this?
  P: Mole.
  T: What does Mole do on the team?
  P: He’s a geologist. He studies rocks and soil.

Note: You can also use the Atlantis, The Lost Empire section of the English Adventure 4 video, section 1: What’s my job? where you can see the characters in action.

2 FOCUS ON VALUES
• Remind your pupils of the purpose of the expedition (to find the lost empire) and discuss with them how important each job is for the team. Highlight the fact that all members of the team make a contribution, no matter how small.
• Elicit what other members of the team are necessary in the submarine: sailors, nurses, cooks, cleaners, etc. Ask:
  T: What do they do on the team?
  P: The cook cooks meals for the team. Nurses / doctors help in an emergency. Cleaners clean the ship.

• Ask pupils what job they’d like to do:
  T: What do you want to be?
  P: A nurse.

• Ask pupils if they would like to go on an archaeological expedition. If so, how would they contribute to its success? e.g., I’m going to study the soil and find Atlantis. I’m going to clean the ship.

3 VALUES ACTIVITY WORKSHEET 6
• Divide the class into groups of five or six. Tell them they are going to plan a project. It could be painting a classroom, organising a science club, giving a party, helping children in a school in a poor neighbourhood, or any other ideas they might have. Distribute one worksheet to each group.
• In their group, pupils identify the different roles needed and how each of them is going to contribute to the project. They write the project aim and the contribution that each of them is going to make on the worksheet. Help them with new vocabulary, as necessary.

ANSWER KEY:
We are going to paint a school wall (which has been vandalised).
I’m going to collect money.
I’m going to buy the paint.
I’m going to wash the wall.
I’m going to paint the wall white.
I’m going to paint pictures of butterflies on the wall.
I’m going to take photographs and send them to the local paper.

ANSWERS WILL VARY.

4 FOLLOW UP
• Develop a class project. If pupils could put some of their ideas into practice, it would give them a sense of achievement. Choose some of the ideas proposed or suggest others and make them a class project. Divide the class into groups and make sure each pupil has a role. Write a checklist and pin it up on the wall. Pupils can check the items on the list when their work has been done.
Values Activity Worksheet 6

NAME: ..................................................................................

CLASS: .................................................................

Our project!

We are going to .................................................................

PROJECT CARD

My Contribution

Name: ........................................................................

PROJECT CARD

My Contribution

Name: ........................................................................

PROJECT CARD

My Contribution

Name: ........................................................................

PROJECT CARD

My Contribution

Name: ........................................................................

PROJECT CARD

My Contribution

Name: ........................................................................

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