



Game of values

Follow the guidelines below to implement this method in your classroom



Description of the method

The "Game of Values" is an interactive educational method designed to foster critical thinking and active citizenship among secondary education students. This method encourages students to explore, debate, and reflect upon various values and ethical principles. Through structured activities and discussions, students learn to articulate their beliefs, understand diverse perspectives, and develop skills necessary for thoughtful and active participation in their communities.

What will you need

Practical organization

Groups: all students / groups / Split-group (with inner circle and outer circle)

Duration: 30-50 minutes

Materials: T-ACT impact model scenario descriptions, experiences of the students, topic, value cards

Implementation in the Classroom

Preparation

- **Define objectives:** Clearly outline the goals of the activity, focusing on critical thinking, ethical reasoning, and understanding diverse values.
- **Select topics:** Choose relevant and engaging topics that relate to students' lives and current societal issues (e.g., environmental sustainability, equality, freedom of speech, cyberbullying, ...).
- **Materials:** Prepare value cards, scenario descriptions, and discussion prompts. Value cards can include terms like honesty, justice, respect, freedom, and responsibility.

Introduction

- **Explain the activity:** Introduce the concept of values and why they are important in society. You could also connect this to the values in your school and/or educational organization. Explain the rules and objectives of the game.
- **Form groups:** Divide students into small groups to facilitate more intimate and focused discussions. If you work with a split-group with an inner and outer circle, you could organize peer feedback sessions with the outer circle.

Activity execution

- **Distribute value cards:** Each group receives a set of value cards.
- **Scenario analysis:** Present a scenario related to a societal issue, you could use a scenario of the T-ACT impact model. Groups discuss how different values apply to the scenario and decide on the most important values to address the issue.
- **Value ranking:** Groups rank the values in order of importance for the given scenario and prepare to present their reasoning.

Discussion and Reflection

- **Group presentations:** Each group presents their value rankings and justifications.
- **Class discussion:** Facilitate a whole-class discussion to compare different groups' perspectives. Encourage students to question and debate the reasoning behind different value prioritizations.
- **Reflection/assessment:** Have students individually reflect on how their views may have changed and what they learned about values and ethical decision-making. If you organized an outer circle these students could provide peer feedback to the inner circle.

Tips & Tricks

- **Encourage open-mindedness:** Remind students to listen respectfully to differing opinions and consider alternative viewpoints.
- **Use meaningful examples:** Relate scenarios to current events or situations that trigger your students to make discussions more relevant and engaging.
- **Facilitate, don't dominate:** Guide discussions with open-ended questions and prompts, allowing students to lead the conversation and develop their critical thinking skills.
- **Balance participation:** Ensure all students have the opportunity to contribute by rotating group roles or using speaking tokens. If your group of students allows it, you could work with 'cold calls', where you let fate decide, which student can contribute. It's important however not to oblige students to speak or to contribute to these conversations.
- **Debrief thoroughly:** Spend sufficient time on debriefing to help students process and internalize their learning.
- **Challenge students:** If students need to be challenged, you could organize a change of perspective in this method where you let students build an argumentation around a value that isn't their choice.



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