

# GLC; VALUES



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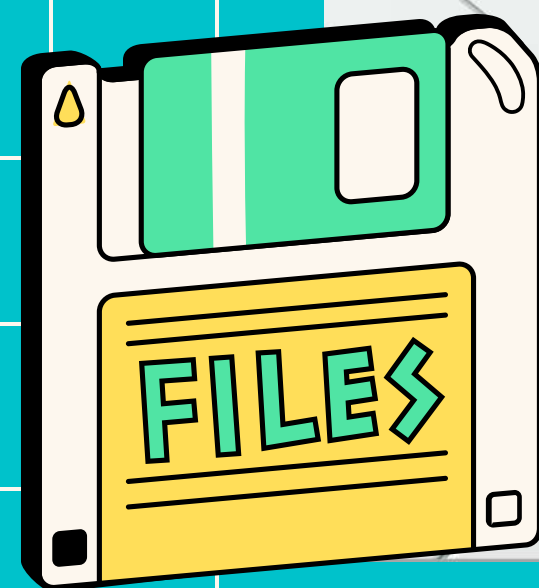
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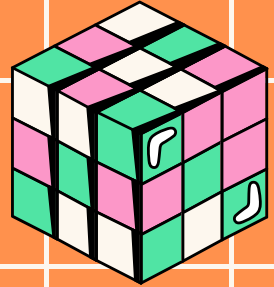
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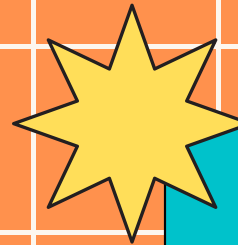
Produções Fixe  
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Criação de Jogos Educativos

BLUE  
ROOM  
INNOVATION





# KEY COMPETENCES



**CREATIVITY**



**CRITICAL  
THINKING**

**DIVERSITY**

**EMPATHY**

**EMPLOYABILITY**

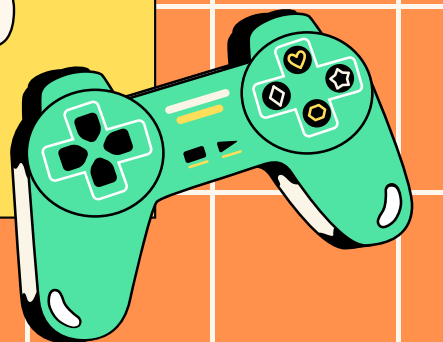
**GREEN**

**LEARNING**

**MENTAL  
HEALTH**

**TEAM  
WORK**

**VALUES**



# THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

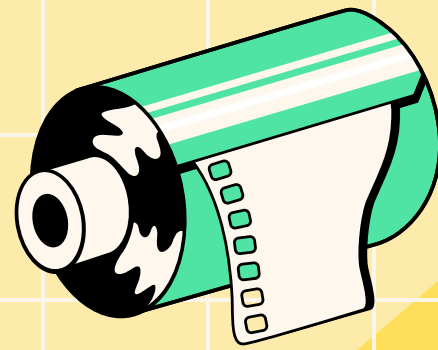
Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

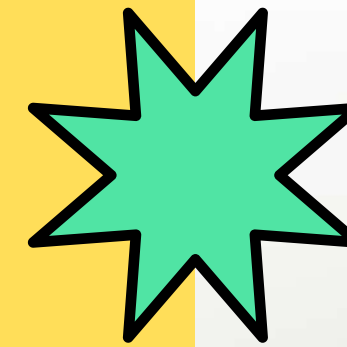
‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.



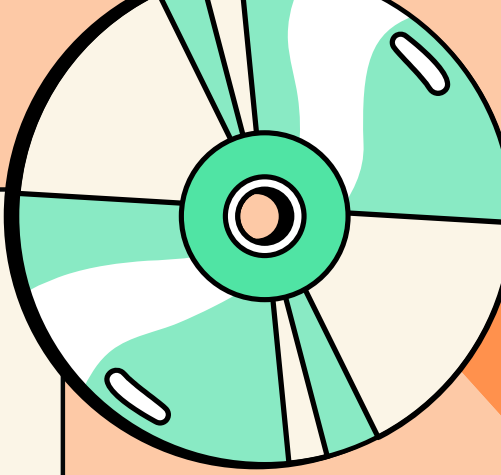
# VALUES

What are values and how do we relate to them? What do we value in values? How do we develop and learn values? This Gamified Learning Content booklet addresses these questions and aims at offering a starting framework to understand and work with the topic of values in the context of formal and informal education.

The ‘Longman Dictionary of Contemporary English Online’ defines the noun ‘values’ as ideas about what is right and wrong, or what is important in life. In scientific literature, disciplines such as psychology, sociology or philosophy offer different perspectives on the concept of values. Depending on the field, values are conceived as beliefs, principles, or essential convictions, implicit or explicit, about what is desirable, good, or bad, guiding attitudes or actions of individuals, groups, or societies. Examples of values are freedom, justice, equality, authority, beauty, or security.



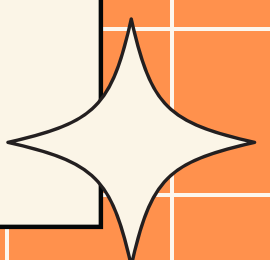
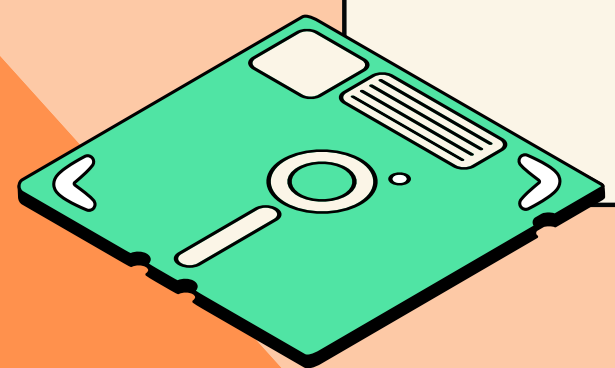


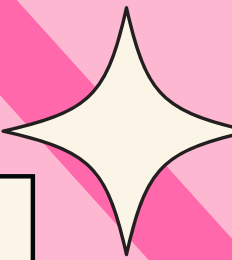


Shalom Schwartz, a social psychologist, has devoted much of his work to the study of human values across cultures. According to his theory of basic human values, people have multiple values, some are more important than others, and the same value can be of great relevance for some individuals but unimportant to others. Values frame human motivations, and their structure seems to be universal when we compare different cultural groups. However, despite this sense of universality, the relevance of values may vary substantially across groups.

According to Schwartz's theory (1994, 2012), values are beliefs closely interlinked with affect. In situations where values are activated, they become infused with feelings. For instance, if we value equality and justice, we may feel sadness or anger when we are confronted with situations of discrimination. Values refer to desirable goals that motivate action and people are motivated to pursue such goals (e.g., independence, wealth, altruism). Values surpass specific situations and actions. If someone values integrity and honesty, for example, these should be important in different contexts of interaction, such as school or family life, and with different people (e.g., friends, neighbours, or strangers).

Our judgments and expectations about people, objects or events are guided by our values. However, individual values don't necessarily have the same order of importance and can be competing in some situations (e.g. stimulation – taking risks and adventure, and security – feeling safe and stable). Thus, we use our values as a system of priorities when we make choices, when we decide what is important and worth in our life, or irrelevant and unjustified.





We start to develop and learn values during childhood, usually in **family** context, but also in school, in peer groups, local communities, and other contexts of interaction. Values are also **learnt** through media and social media. Thus, when children go to school, they arrive with a set of values anchored in their previous experiences. According to Halstead & Taylor (2000), the role of school and education is two-fold: to build on and complement the values which are already developing, by offering different opportunities to interact with values that are present and circulate in society (e.g., equality, diversity, freedom, education, justice); and, to support children and adolescents to reflect on, make sense of, and apply their developing values in various situations and with different people.

This GLC booklet invites you to go deeper and explore the concept and use of values through gamified activities along with your peers.

#### References and further reading:

Halstead, J. M. & Taylor, M. J. (2000). Learning and Teaching about Values: A review of recent research, *Cambridge Journal of Education*, 30(2), 169-202, DOI: 10.1080/713657146

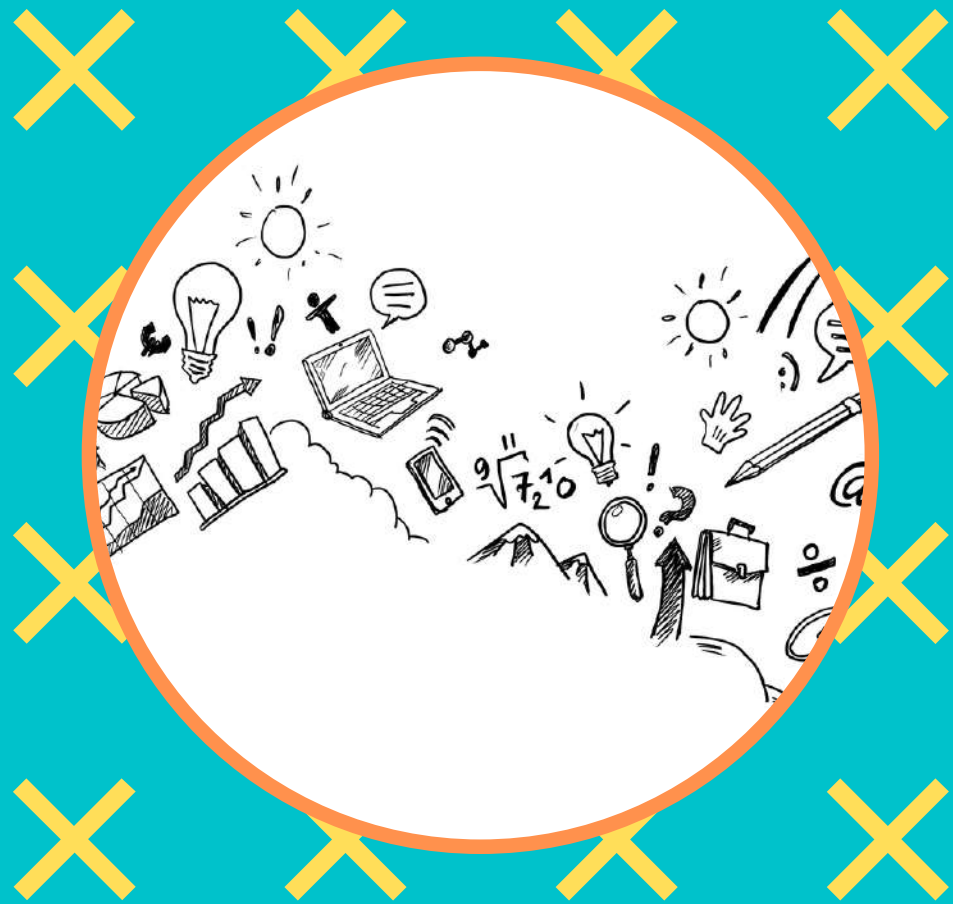
Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. Online Readings in Psychology and Culture, 2(1).  
<http://dx.doi.org/10.9707/2307-0919.1116>

Schwartz, S. H., & Boehnke, K. (2004). Evaluating the structure of human values with confirmatory factor analysis. *Journal of Research in Personality*, 38, 230-255. [http://dx.doi.org/10.1016/S0092-6566\(03\)00069-2](http://dx.doi.org/10.1016/S0092-6566(03)00069-2).

Schwartz, S. H. (1994). Are there universal aspects in the content and structure of values? *Journal of Social Issues*, 50, 19-45.  
<http://dx.doi.org/10.1111/j.1540-4560.1994.tb01196.x>.

Veugelers, W. (2000). Different Ways of Teaching Values, *Educational Review*, 52(1), 37-46, DOI: 10.1080/00131910097397

For concrete pedagogical materials, free download of a value card deck and an educational board game on values, available in different languages: <https://bb-games.eu/>



# VALUES ACTIVITIES

MOVING TO PLANET  
XP7W3K

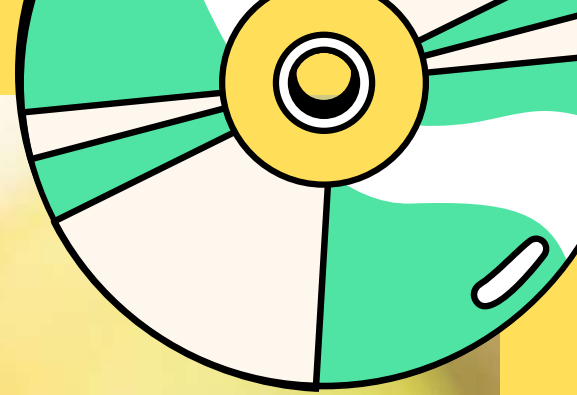
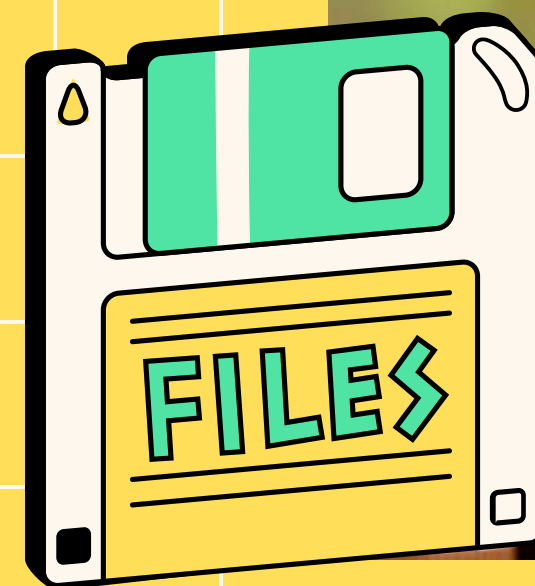


AUTOBIOGRAPHY



# MOVING TO PLANET XP7W3K

The last guest list







## DURATION

30 - 40 min

## GROUPSIZE

20 - 30 people

## COMPLEXITY LEVEL

Difficult



## OVERVIEW

A set of characters with various characteristics and belonging to different social groups is presented to the group. The goal of the activity is to choose who will be able to travel to planet Xp7W3k. Life is endangered on planet earth and there aren't enough places for everyone in the last ship. Only 8 out of 18 passengers can board. Players need to decide who will be included in the last guest list travelling to planet Xp7W3k.



# OBJECTIVE

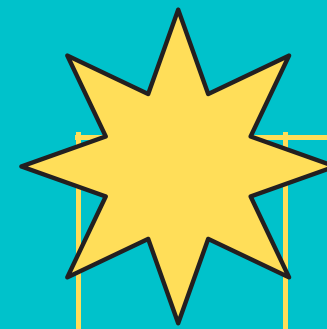
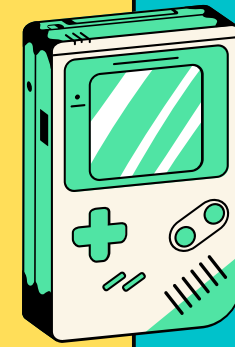
As youthworker, you can use this activity to

**To explore** how our values are ordered by importance and how their relevance may change depending on the contexts and situations.

**To explore** how our values guide decisions and motivate action.

**To experience** how personal beliefs/ values can interfere in group communication.

**To recognize** our core values in the trade-off among relevant and competing values guiding personal or group decisions.



# MATERIALS

**PRINT TWICE THE  
HANDOUT WITH THE  
LIST OF 18  
CHARACTERS FOR EACH  
GROUP**



**PAPER AND PEN**



Characters to include in final guest list	YES	NO
A 18-year-old African sportsman		
A 26-year-old male nurse with some problems with "soft" drugs		
A 29-year-old priest		
A 58-year-old woman with a master's degree in anthropology		
A 17-year-old girl with mild cognitive impairment		
A 75-year-old grandfather and his newborn grandson		
A 20-year-old homosexual activist		
A 39-year-old computer engineer and his 35-year-old wife, an accountant who have just been discharged from a psychiatric hospital		
A 34-year-old lawyer who was in prison for the murder of his wife's lover		
A 32-year-old sex worker		
A 34-year-old plumber		
A 19-year-old transsexual student		
A 33-year-old female doctor suffering from severe depression		
A 12-year-old girl with trisomy 21		
A 28-year-old physicist who only enters the ship if he takes his licensed weapon		
A 20-year-old far-right reciter		





- Start by forming 5 groups of (4-6) players
- Give the following instruction:

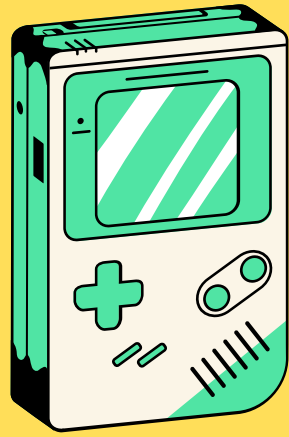
Imagine that life on planet earth is threatened and its inhabitants are being evacuated to a new planet, Xp7W3k. However, this new planet doesn't have the capacity to receive everyone coming from earth. The Grand President of this planet asks you to decide who will be the last passengers to transport, as the last ship departing has a limited number of free seats.

Below is a list of several people who are interested in travelling on the ship. You have the task to choose eight of them.

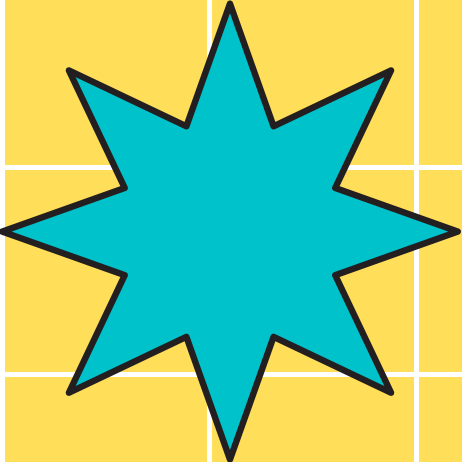
- In round 1, each group receives an overview of the 18 characters (see further below) and decides on who will be the 8 passengers that can join the ship. Main arguments and reasoning behind group's selection should be registered.
- After concluding round 1, each group chooses a spokesperson.
- In round 2, the five spokespersons reach a final decision about the last guest list travelling to planet Xp7W3k, taking into account the main arguments and reasoning behind each group's guest list. At the same time, the rest of the group shares impressions of the exercise so far (see below some questions).



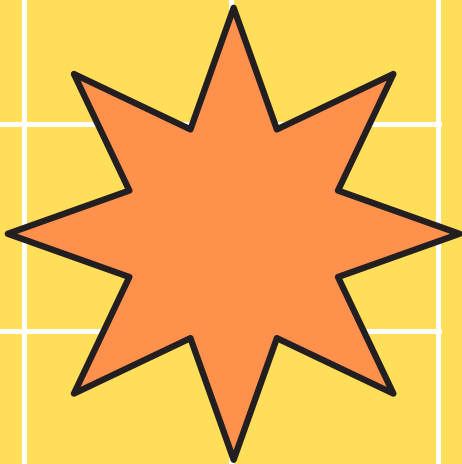




**FOLLOWING** QUESTIONS CAN BE ASKED  
IN THE SUGGESTED ORDER.



# DEBRIEFING EVALUATION



Did all members of the group **have given** their opinion?

**Ability to express own ideas and accept the ideas of other**

Analyse the decision-making process (consensus? vote?  
other?)

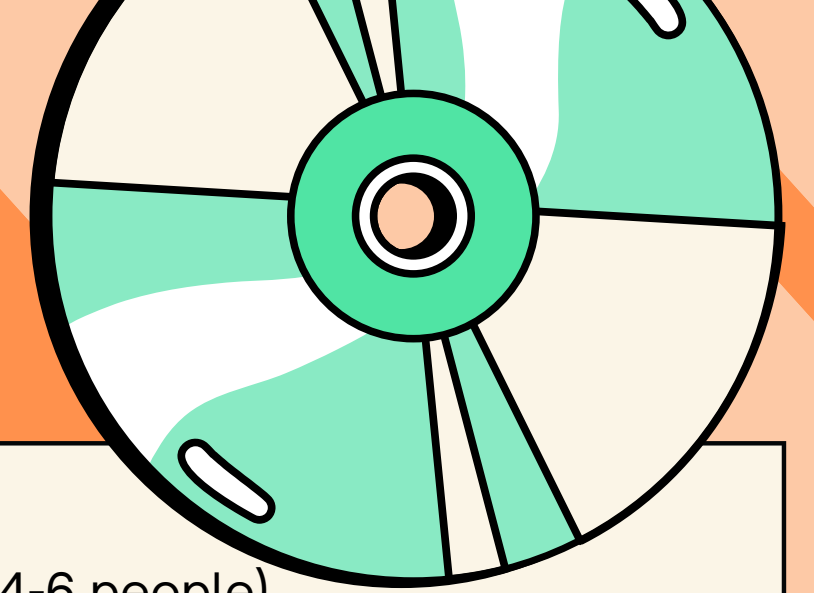
Did all the players **have had** the opportunity to clearly  
explain the criteria for choosing characters?

Who said the most? Who said less? What are the reasons  
for that?

Anyone expressed their feelings? How?

**All players felt** represented by the spokesperson?

# POSSIBLE ADAPTATIONS



For smaller groups, use the same activity starting from individual selection to group decision. Maintain the group size (4-6 people).

- In the first round, each player must individually define their personal guest list and decide who are the 8 passengers who travel in the ship. Main arguments and reasoning for individual choices should be registered.
- In a second round, players share their individual guest lists.
- In the third round, each group of players needs to reach the final guest list moving to planet Xp7W3k. The group must debate the arguments and reasoning behind individual decisions and negotiate a shared point of view to justify their common choices.

After Round 1, you can give to each group 'new information'. Give to each group different of the below elements.

- The 32-year-old sex worker is the mother of the 12-year-old girl with trisomy 21.
- The 29-year-old priest is the son of the 75-year-old grandfather and the (not recognized) father of the newborn grandson.
- The 18-year-old African sportsman belongs to the royal succession line of a big African tribe.
- The 33-year-old female doctor suffering from severe depression, has successfully developed important steps towards a cure for 'Alzheimer'.
- The 34-year-old plumber grew up in an orphanage.
- The 19-year-old transsexual student is a known activist for Human Rights.
- The 20-year-old far-right **recite** lost his parents in a terrorist attack.
- The 26-year-old male nurse with some problems with "soft" drugs, is an experienced defender and practioniser of homoeopathic treatments.

Check if every player clearly understands the objectives of this exercise before starting.

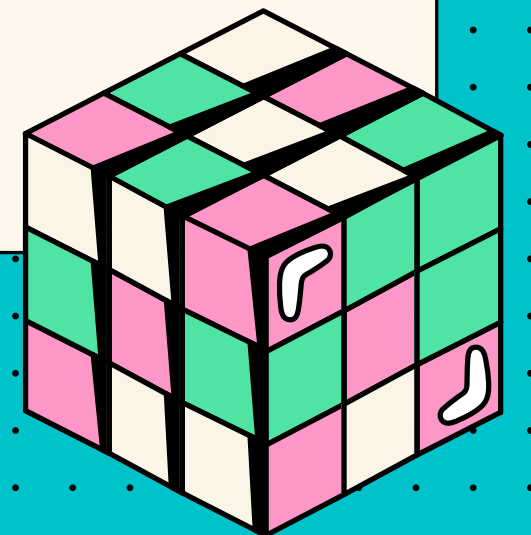
Check if all players have the opportunity to voice their ideas in groups during round one (interfere in situations of clear dominance).

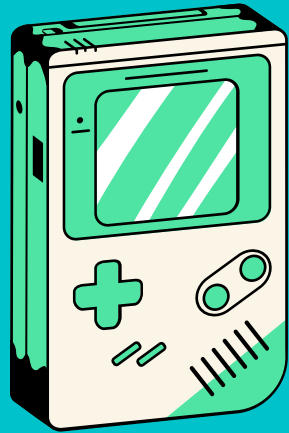
Check if all spokespersons have space to discuss arguments during round 2.

Check if there are leaders emerging during group discussions and introduce this topic in discussion/debriefing.

Check if all players feel respected. **Once** this activity can tackle sensitive and personal experiences of the players, take good care of a safe environment before, during and after the activity.

# TIPS **FOR** FACILITATOR





## SUGGESTIONS FOR FOLLOW-UP

The activity 'The Little Papers' from the GLC Diversity offers a great follow up, once it focuses on how we 'assume rules of division', and how we exclude and include people based upon assumed criteria and norms.

## IDEAS FOR ACTION

Challenge the participants for a personal introspection on different aspects:

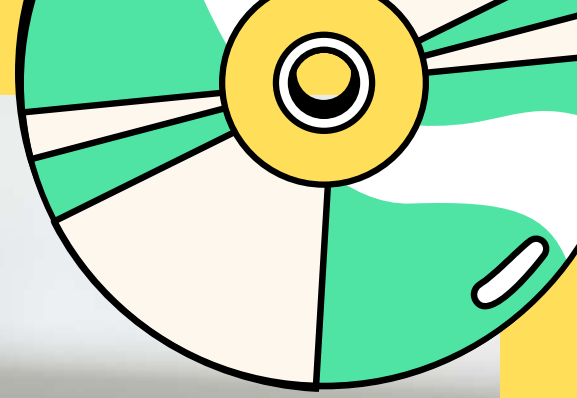
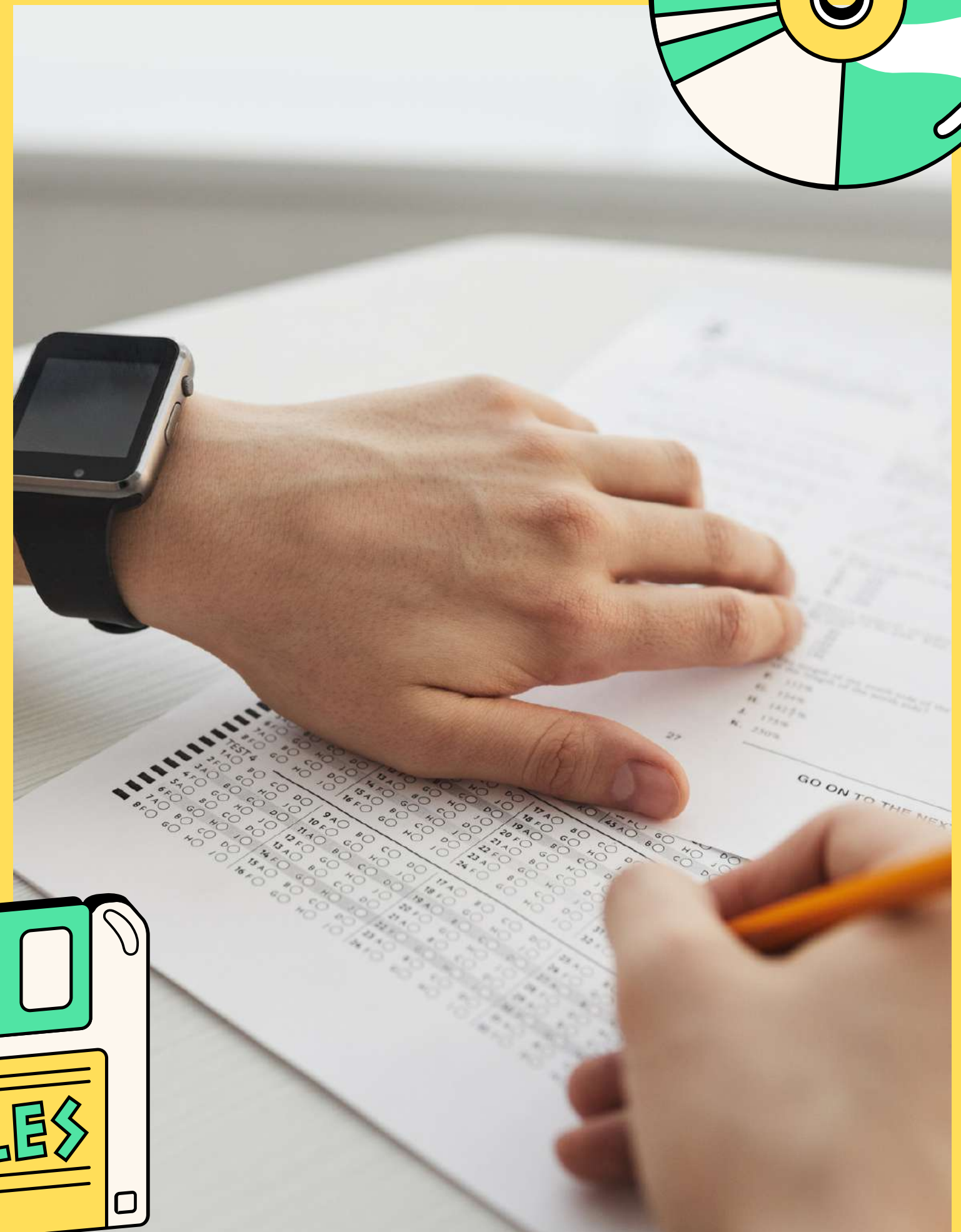
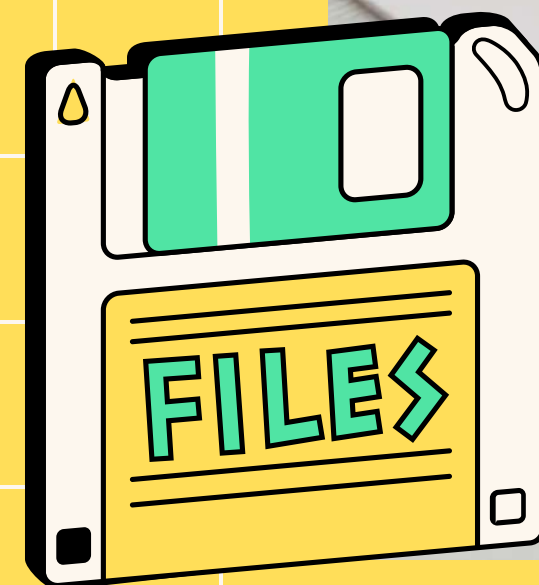
- How is our **friends'** circle composed? On what criteria and values do we base that?
- What are the criteria for you to choose your colleagues to make a group work? Are those objective or subjective criteria?
- How would you feel to be judged by 'an outsider group' on your right to be part of the group.
- How would you describe yourself in 1 sentence, similar to the characters in this activity?





# THE VALUE QUIZ

What's worth a value?





## DURATION

2 hours

## GROUPSIZE

Any (divide in subgroups of 4 or 5)

## COMPLEXITY LEVEL

Medium



## OVERVIEW

In small groups, the participants are challenged by a quiz concerning the core values of known institutions and companies. In a second part, the groups are invited to create their own value profile. A (re)discovery of what values are, what they stand for and how they can be translated in our daily practice. Both parts have a debriefing part included.

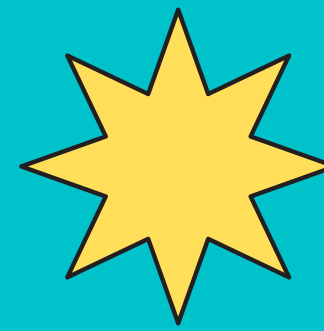
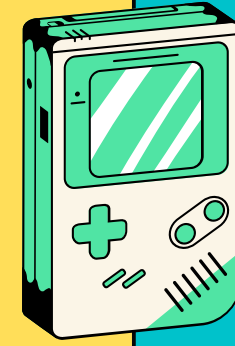


# OBJECTIVE

As youthworker, you can use this activity to

**To explore** more consciously what values mean, in theory and in practice.

**To stimulate** curiosity towards value statements of known institutions and organisations.



# MATERIALS



**PAPER AND PEN FOR EACH SUBGROUP**

**A PRINTOUT OF THE VALUE LIST FOR EACH SUBGROUP**

# STEP BY STEP

1

Ask the group to divide themselves randomly in smaller groups of 4 to 5 persons. Have them sitting closely together, **the** teams divided over the room.

2

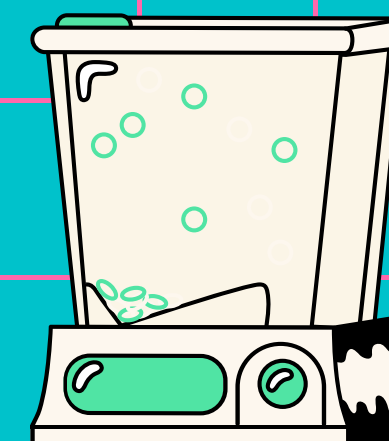
Tell that you will have a small and quick 'value-quiz'. For this, each group first chooses their team name, and a slogan which includes the word 'value'.

3

Have a swift presentation of each team name and slogan, to boost the dynamic for the activity.

4

Explain to the group that each team starts with 50 points. There will be 6 rounds of multiple choice questions. Each round the teams can decide how much of their points they are willing to gamble on the correctness of their answer. If the answer was correct, they have doubled those points, contrary, those points are lost. A minimum bet is 10 points. Each team keeps track of their own points.







# STEP BY STEP

## 5

Explain to the groups that the quiz deals with ‘core-values’ of different institutions and organisations. They will hear a list of core values, and will have to decide which one does NOT belong in that list. If needed, explain the concept of a ‘core value’ (in short = the fundamental beliefs and principles which serve as a guide).

## 6

Start the quiz. Give limited time for the teams to decide the answer and amount of points to gamble (e.g. max. 5 minutes, unless all the teams have already taken decisions). Before giving the correct answer, invite the groups to comment their choice. After each round, ask the different teams to state their current amount of points, to keep the dynamics.

## 7

At the end of the 6th round, there is no need to ask for the groups scores. Invite the participants to sit together in a circle and start the debriefing. If someone asks to share the points, simply ask: “How important is knowing the points for everyone?”. A great introduction in the debriefing part 1.





# STEP BY STEP

## 8

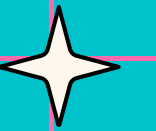
After 'debriefing part 1', ask the groups to sit together again, divided over the room. Give to each group an overview of the printed handout 'collection of values'. Ask each group to decide on maximum 5 core values which they all share and agree upon. Give the time needed, according to the level of discussions which take place in the different teams. Ask each group to write the values on a piece of paper.

## 9

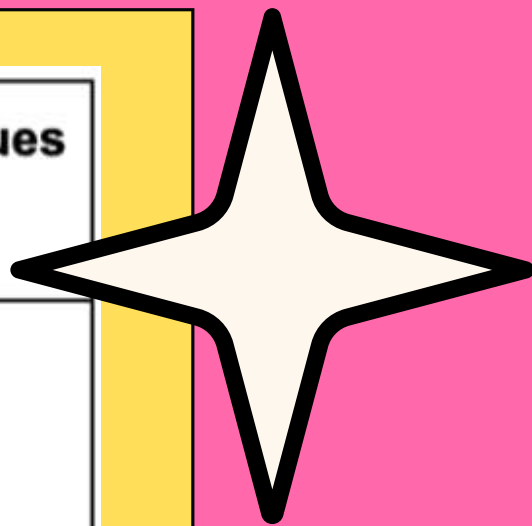
When all groups have finished, share the results of each group in plenary.

## 10

start the 'debriefing part 2'



Institution	Which one does not fit in the stated core values?	Correct answer	Full list of core values
<b>European Union</b>	A. Democracy B. Rule of Law C. Inclusion D. Human Rights	C	<ul style="list-style-type: none"> <li>• Human dignity</li> <li>• Freedom</li> <li>• Democracy</li> <li>• Equality</li> <li>• Rule of Law</li> <li>• Human Rights</li> </ul>
<b>Council of Europe</b>	A. Human Rights B. Democracy C. Equity D. Rule of Law	C	<ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Democracy</li> <li>• Rule of Law</li> </ul>
<b>Coca Cola United</b>	A. Innovation B. Excellence C. Integrity D. Respect	A	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Excellence</li> <li>• Integrity</li> <li>• Respect</li> </ul>
<b>UEFA</b>	A. Trust B. Competitiveness C. Prosperity D. Fair Play	D	<ul style="list-style-type: none"> <li>• Football</li> <li>• Trust</li> <li>• Competitiveness</li> <li>• Prosperity</li> <li>• Responsibility</li> </ul>
<b>United Nations</b>	A. Peace B. Integrity C. Professionalism D. Respect for Diversity	A	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Professionalism</li> <li>• Respect for Diversity</li> </ul>
<b>Microsoft</b>	A. Respect B. Integrity C. Sustainability D. Accountability	C	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Integrity</li> <li>• Accountability</li> </ul>



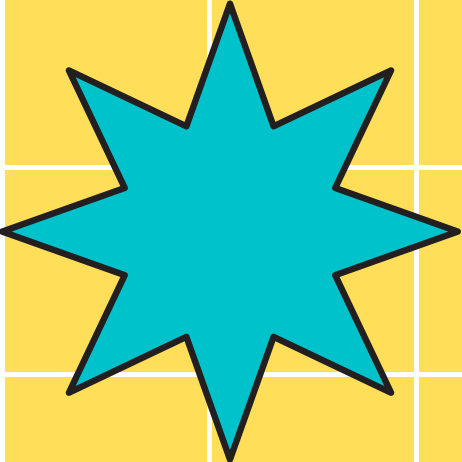
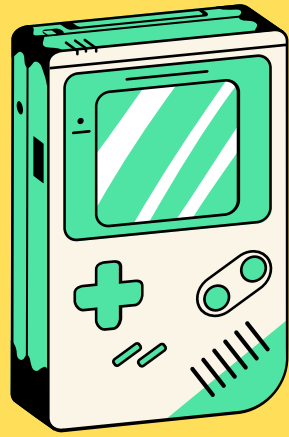
**VALUE  
PROFILES  
THAT CAN  
BE USED**

Achievement	Commitment	Fairness	Inclusion	Partnership
Active	Community	Faith	Influence	Passion
Meaningful Work	Critical thinking	Fame	Service	Patience
Aesthetics	Competency	Family	Innovation	Peace
Accountability	Competition	Freedom	Integrity	Persevere
Appreciation	Compromise	Friendships	Joy	Pleasure
Assertiveness	Contribution	Fun	Justice	Reliability
Authenticity	Cooperation	Generosity	Kindness	Popularity
Authority	Courage	Goodness	Knowledge	Recognition
Autonomy	Creativity	Gratitude	Leadership	Regardless
Awareness	Adventure	Individualism	Learning	Religion
Balance	Curiosity	Growth	Love	Reputation
Beauty	Determination	Happiness	Loyalty	Resilience
Belonging	Dignity	Health	Meaning	Respect
Boldness	Efficiency	Honesty	Compassion	Respecting rules
Care	Empathy	Humility	Money	Responsibility
Challenge	Empowerment	Humour	Openness	Safety
Citizenship	Equality	Identity	Optimism	Security
Collaboration	Equity	Improve	Participation	Self control
Self esteem	Spirituality	Sustainability	Wealth	Trustworthiness
Self-care	Stability	Tolerance	Wisdom	Vulnerability
Self-Respect	Status	Transparency	Success	Solidarity
Inner Harmony	...	...	...	...

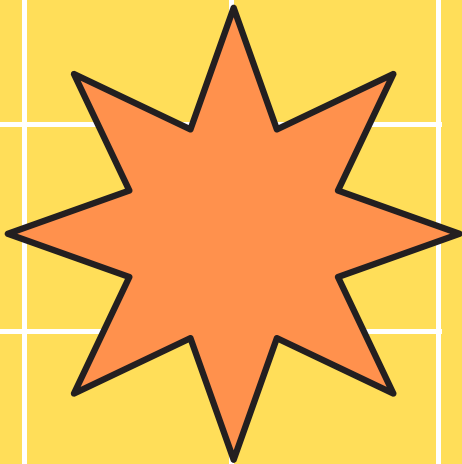
# HANDOUT ‘COLLECTION OF VALUES’







# DEBRIEFING PART 1



If you have to summarise this short quiz activity in 1 word, which one would this be?

Who wishes to **explain more** the word chosen?

What was this quiz really about? Winning points?

How did you feel about the gambling element in the activity?

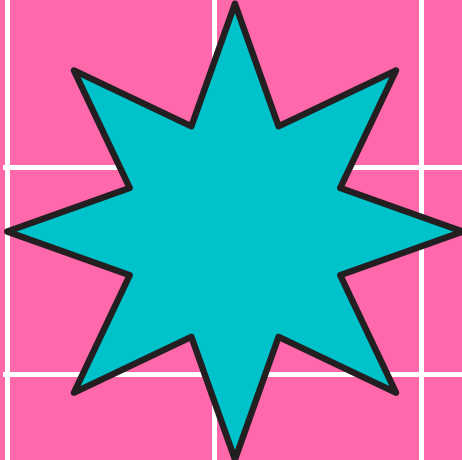
What were surprising thoughts you might have had?

What did you know beforehand about core-value profiles?  
How aware are you of them?

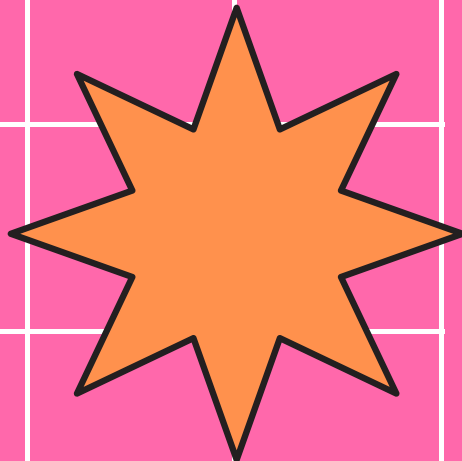
How visible are such core-value profiles in your reality?

Are such core-value profiles important? Do they matter?

What do you think about the coherence of 'values on paper' and 'values in action'?



# DEBRIEFING PART 2



How did you feel about this 2nd part of the activity?

What was rather easy, **and** rather hard to manage?

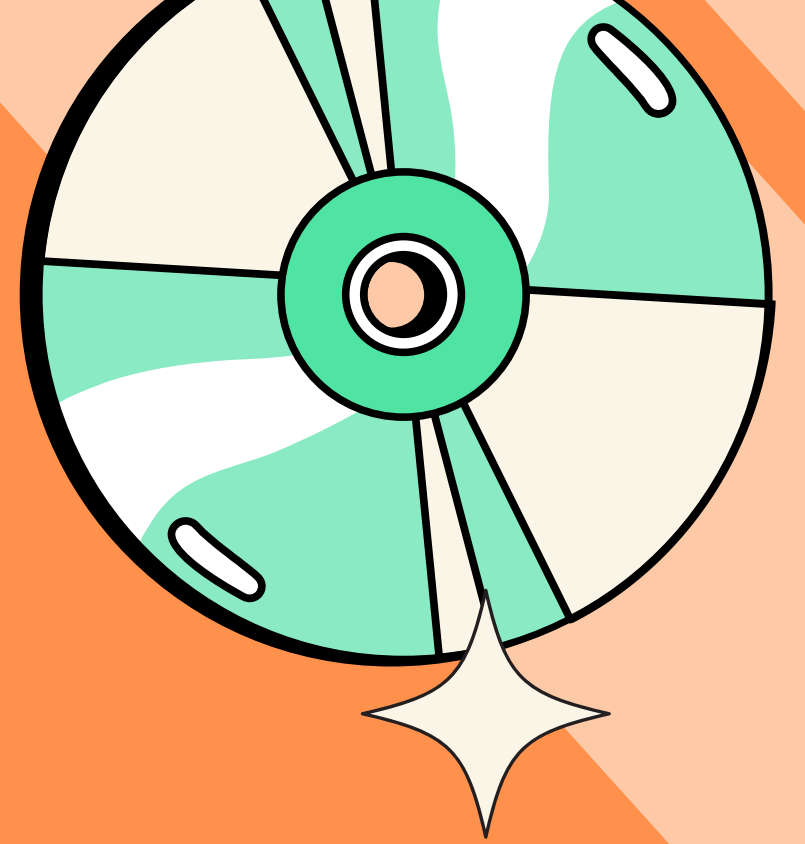
Which were the hardest values to agree upon?

Are the chosen values easy to 'operationalise'? Can you give some examples?

If any, how important would such a value-profile be for you, as an individual, small group or bigger organisation?

What do you take out of this activity for yourself?

# POSSIBLE ADAPTATIONS



If this activity takes too much time according to the time available, split the activity into 2 distinct activities.

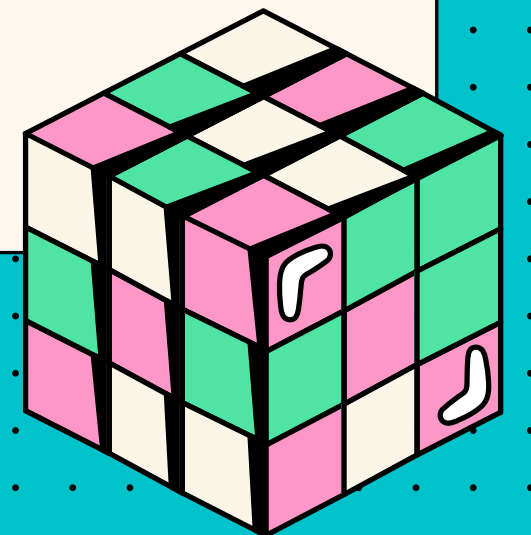
Be aware that a 'value profile' is not a static given. Values do change over time, according to happenings, new priorities and more. The given examples of value profiles are valid at the moment of the creation of this GLC.

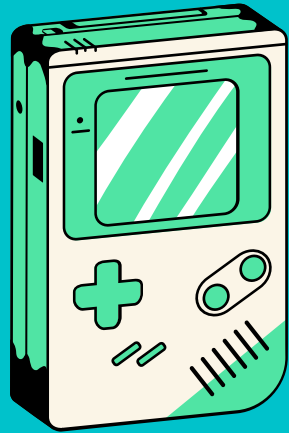
The fact that a certain value does not belong to the stated core values, does not imply it does not matter for this organisation.

In case a group ends up with less than 10 points during the quiz and is therefore unable to continue playing. Stop the activity and ask 'What can be done so everyone continues playing?'. It is ok if other teams donate/borrow/etc points, **it becomes then also** part of the debriefing process.

**Once** the objective is not to have a 'winner', the different teams can easily keep track of their own points. At the end, it is not the result which matters, but the process and the following debriefing.

# TIPS **FOR** FACILITATOR





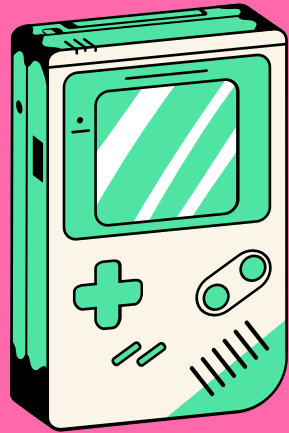
## SUGGESTIONS FOR FOLLOW-UP

Besides core-values, there is also a category of values which are considered ‘sacred values’. These are values which are unbendable and non negotiable. These values are individual, and normally do not change over time, unless very strong impactful **happenings**. e.g. The Right to live. Explore with the group if anyone can identify such a sacred value for themselves.

Engage in the exercise ‘The Commission of Migration’ from the GLC booklet ‘Green’. This focuses concretely on the very actual value ‘sustainability’ and challenges the concrete translation of values and beliefs towards decision making.







## IDEAS FOR ACTION

Invite the participants to write/make a value set for their organisation or school. But more than simply listing values, also concretely: which instruments will be put in place to support the practice of these values.

Make a list of organisations and institutions, and research if they actually have a stated value-set.

Question your local policymakers on their core-value set. Are they still the same as stated during election times?

