

Value Cards Instructions

About Value Cards

Value Cards is a perspective-taking game in which players can explore how prioritizing different values produces different points of view. The game can be played in groups of 2-5.

Time Required

- 20 minutes

Materials

- A set of Value Cards
- A set of Prompt Cards (you can also use your own prompts)
- Pen and paper.

How It's Played

1. Separate the pink value cards from the grey prompt cards, and have one person shuffle and deal three value cards to each player.
2. Shuffle the prompt cards. Choose a topic for discussion by drawing a card.
3. Each player turns their cards face up on a table, one below the other. These will represent the values that the player will consider most important when considering their response to the prompt. The top card will be the value that takes the most priority, the middle the second most, and the bottom the third most. Note your values on a piece of paper.
4. Each player consults their value cards to determine how they will respond to the chosen prompt. Would someone who prioritized those values agree, disagree, or be somewhere in the middle? Do they feel conflicted? If so, why? Taking turns, have each player read out their values and descriptions, and then explain their response.

Note: Some values may be more relevant when evaluating the prompt than others. If a value doesn't seem to have much of a bearing on the issue being discussed then prioritize the next value instead. If none of your values seem relevant you can draw a new one, but only as a last resort.

Example Round

Prompt: "Student uniforms should be mandatory in school."

Player 1's cards: Equality, Patriotism, and Social Harmony.

This player might say that someone with these values would *agree* with the prompt for the following reasons: having students wear the same thing exhibits equality since students won't feel left out for not having the latest fashions, and also exhibits social harmony because people will fit in with others and won't risk upsetting anyone with their choice of attire. Patriotism doesn't apply in this case, so it can be ignored.

Player 2's cards: Freedom, Financial Liberty, and Respect for Others.

This player might say that someone with these values would *disagree* with the prompt for the following reasons: wearing what you want allows you to act freely, forcing people to spend money on uniforms does not allow people to exercise financial liberty, and allowing other people to wear what they want shows respect.

5. Keeping the same prompt, each player discards their value cards, shuffles the deck, and is dealt three new cards (if there are only 2 players they can draw from the remaining unused cards from the first round). Repeat the process, with players noting their cards and addressing the prompt with the new values in mind.

Optional: Keeping the same three values, see if you can think of a way in which someone who held those values would take the *opposite* stance. For example, Player 1 might say that student uniforms should *not* be made mandatory because they are expensive and forcing people to buy them would not be equitable; that Canadian values encourage freedom of expression; and that having clothes that reflect your personal style allows you to fit in better with people outside of school.

6. All players discuss how their responses differed given the different sets of values they received. If you think that the new values support the same point of view, discuss how the reasons for that view may have changed.
7. Finally, turn all the Value cards face up on the table. Each player then reflects on their own response to the given prompt, and identifies three of the values on the cards that they think are most important in determining their own views, ranking them from most to least important.
8. Repeat these steps for a new prompt as many times as you like.