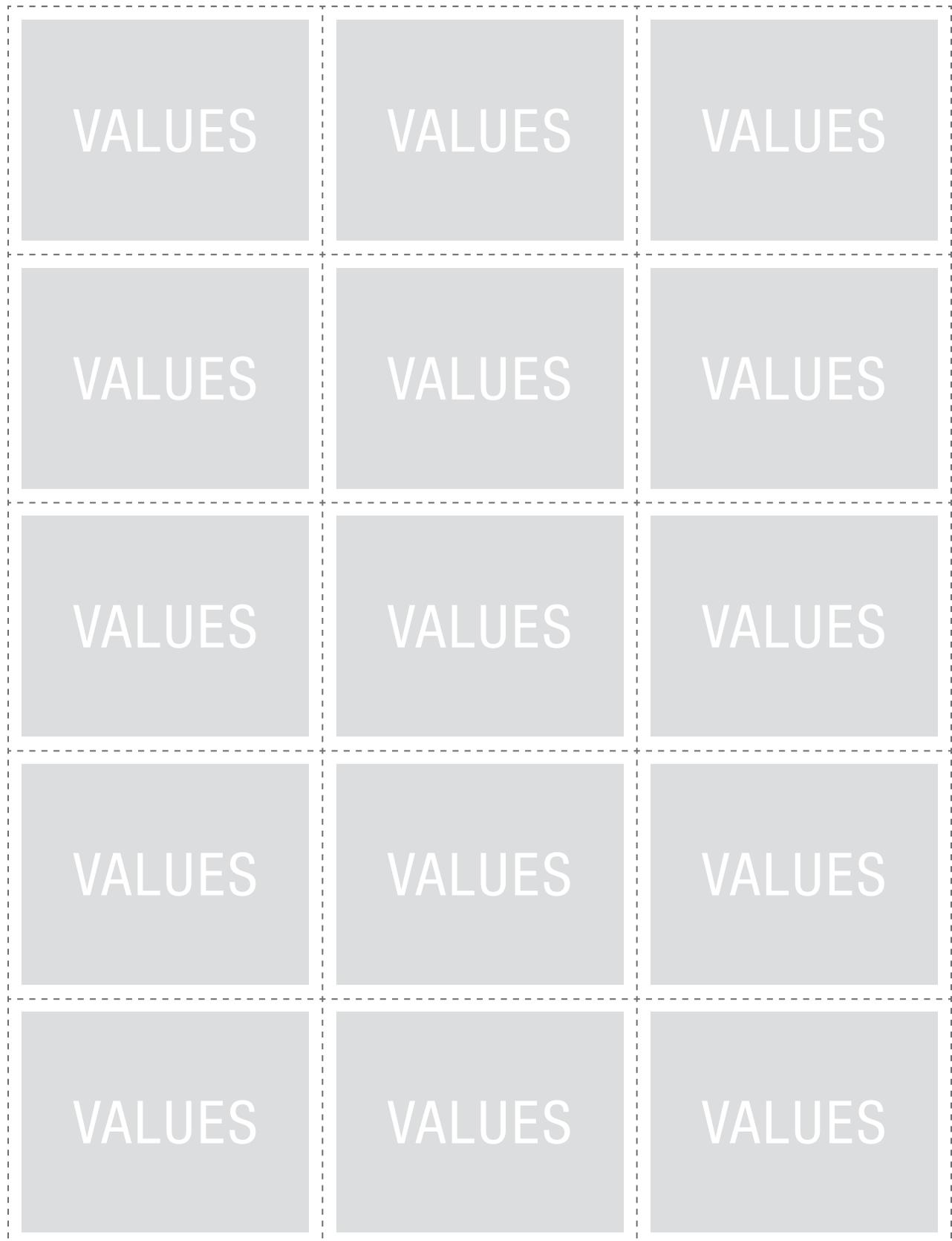


## Values and Questions Cards

We recommend printing the cards on two different colors of cardstock to make it easier to tell the decks apart and laminating them for durability. If possible, make enough decks so each group of four or five students has its own. If students can shuffle and deal the cards themselves, the activity will feel less teacher-directed—but making more decks is more work for you.

**Values Cards—Backs**



**Values Cards One**

active	careful	creative
adventurous	compassionate	curious
ambitious	considerate	decisive
authentic	cooperative	diligent
bold	courageous	efficient

**Values Cards Two**

enthusiastic	graceful	humble
expressive	grateful	humorous
fair	honest	imaginative
flexible	honorable	inclusive
generous	hopeful	independent

**Values Cards Three**

intentional	open-minded	persistent
kind	organized	playful
knowledgeable	patient	practical
loyal	peaceful	precise
modest	perceptive	productive

**Values Cards Four**

reasonable	serious	thorough
resourceful	skillful	traditional
respectful	spiritual	trustworthy
responsible	steady	warm
reverent	supportive	wise

**Questions Cards—Backs**

QUESTIONS	QUESTIONS	QUESTIONS

**Questions Cards One**

<p>When were you _____ today?</p>	<p>What's your least favorite part of a typical week? How can you use that part of your week as an opportunity to practice being _____?</p>	<p>How does technology help you be more _____, and how does it get in the way?</p>
<p>When can you be _____ tomorrow?</p>	<p>Where can you be especially _____? What about that place helps you be that way?</p>	<p>How can you be _____ in virtual iterations?</p>
<p>When is it easiest to be _____, and when is it hardest?</p>	<p>When did you fail to be _____, and what can you learn from that failure?</p>	<p>Do other people judge you, positively or negatively, for how _____ you are?</p>
<p>When does being _____ exhaust you, and when does it energize you?</p>	<p>When did you succeed at being _____, and what can you learn from that success?</p>	<p>Do you ever judge yourself, positively or negatively, for how _____ you are?</p>
<p>If you could be your most _____ self for one whole day, what would that look like?</p>	<p>When you have trouble being _____, what do you do?</p>	<p>How important is it to you to be _____?</p>

**Questions Cards Two**

<p>Is it worth being _____ even if other people aren't?</p>	<p>What does it mean to be academically _____?</p>	<p>What's an assignment you're working on right now? What would be a _____ way to do this assignment?</p>
<p>Is it possible to be too _____?</p>	<p>What could it mean to be a _____ thinker?</p>	<p>Which school rules make it easier to be _____, and which school rules make it harder?</p>
<p>Does being _____ come naturally to you, or is it something you have to think about in order to do?</p>	<p>How would you set up a classroom space to encourage the people in it to be _____?</p>	<p>What would be a _____ way to spend your lunch period?</p>
<p>How might you be more _____ at school?</p>	<p>What's a skill you're practicing in school right now? How could learning this skill help you be _____?</p>	<p>How could you be _____ during the time between classes?</p>
<p>In which class are you your most _____ self?</p>	<p>What's a topic you're learning about in school right now? How could learning about this topic help you be _____?</p>	<p>What book are you reading right now? How could reading this book help you be _____?</p>

**Questions Cards Three**

<p>What could it mean to be artistically _____?</p>	<p>Which of your teachers supports you when you try to be _____?</p>	<p>Who can help you be more _____ at home?</p>
<p>What could it mean to be authentically _____?</p>	<p>Which of your teachers inspires you to be _____ by setting an example?</p>	<p>What does being _____ look like in your family?</p>
<p>What club or extracurricular activity interests you? How could joining this club or doing this activity help you be _____?</p>	<p>How can you support others who try to be _____ at school?</p>	<p>What does being _____ look like in your neighborhood?</p>
<p>Which of your classmates supports you when you try to be _____?</p>	<p>At school, how can you inspire others to be _____ by setting an example?</p>	<p>What does being _____ look like in your culture?</p>
<p>Which of your classmates inspires you to be _____ by setting an example?</p>	<p>How might you be more _____ at home?</p>	<p>How is being _____ a way to honor your ancestors?</p>

**Questions Cards Four**

<p>How is being _____ a way to create a legacy?</p>	<p>When was a time that you needed others to be _____?</p>	<p>How could you help someone through a struggle by being _____?</p>
<p>Who do you know that cares a lot about being _____? How does this quality affect your relationship with them?</p>	<p>How can you be _____ in a way that benefits your community?</p>	<p>What goal does a close friend or family member currently have? How could your being _____ help this person work toward that goal?</p>
<p>Who is one of the most _____ people you can think of? What questions would you ask this person?</p>	<p>What could it mean to be _____ in taking care of the planet?</p>	<p>What could it mean to take care of yourself in a _____ way?</p>
<p>What fictional character is especially _____? How does this quality affect them?</p>	<p>Who struggles to be _____, and what can you do to help them?</p>	<p>How is being _____ a way to take care of yourself?</p>
<p>Think of someone you've known for a long time. Has that person become more or less _____ over the years, or stayed the same?</p>	<p>When is life hard for people who are _____? How can you help them?</p>	<p>What does it mean to be socially _____?</p>

**Questions Cards Five**

<p>What could it mean to be a _____ friend?</p>	<p>How (if at all) does gender inform the ways you are _____?</p>	<p>How (if at all) might your ways of being _____ change in the future?</p>
<p>How are your friends' ways of being _____ different from yours?</p>	<p>How (if at all) does money impact the ways people can be _____?</p>	<p>What's an experience that pushed you to become more _____?</p>
<p>How important is it for your friends to be _____?</p>	<p>Are your ways of being _____ typical for your age?</p>	<p>What are some careers that require being _____?</p>
<p>Think of groups you spend time with, such as family, friends, teams, or classes. Does the group of people you're with affect how _____ you are?</p>	<p>What (if anything) does your religion teach about being _____?</p>	<p>What's a goal you have for yourself? How could being _____ help you achieve that goal?</p>
<p>How (if at all) does race inform the ways you are _____?</p>	<p>How (if at all) have your ways of being _____ changed over time?</p>	<p>If you were to be more _____, how might that make your life better?</p>

**Questions Cards Six**

<p>What could it mean to be a _____ leader?</p>	<p>Is it possible to be _____ when you're worried?</p>	<p>Is it possible to fake being _____?</p>
<p>What's your earliest memory of being _____?</p>	<p>What does being _____ look like at different times of the year?</p>	<p>What are a few small but significant ways to be _____?</p>
<p>What's your earliest memory of someone else being _____?</p>	<p>Are there stereotypes of being _____?</p>	<p>What's an obvious way of being _____, and what's a less obvious way?</p>
<p>Is it possible to be _____ when you're angry?</p>	<p>Can an animal be _____, or is this a quality that only humans can have?</p>	<p>What's the opposite of being _____, and what does it look like when someone acts that way?</p>
<p>Is it possible to be _____ when you're sad?</p>	<p>Can a group be _____, or is this a quality that only individuals can have?</p>	<p>What questions can you ask about being _____?</p>

## More Ways to Use the Values and Questions Cards

The following are more ways to use the Values and Questions card decks. Some of these activities are adapted from our Values and Questions card game (Porosoff & Weinstein, 2020b).

### Conversation Starter

This game supports two people—you and a student, or a pair of students—to understand their own values and each other. Instead of merely taking turns responding to a given question, players listen to one another and respond to each other's responses. This game is adapted from the Collaborative Conversations protocol in *Two-for-One Teaching* (Porosoff & Weinstein, 2020a), which itself is based on the work of psychologist Jonathan Kanter (2016).

**Number of players:** 2

**Suggested duration:** 15 minutes

The following steps will help you effectively lead the activity.

1. Player 1 draws three Values cards and three Questions cards. From these, Player 1 chooses one Values card and one Questions card and responds to the resulting question.
2. Player 2 responds to Player 1's response.
3. Player 2 responds to the same question.
4. Player 1 responds to Player 2's response.
5. Roles reverse: Player 2 draws three Values cards and three Questions cards. From these, Player 2 chooses one Values card and one Questions card and responds to the resulting question.
6. Player 1 responds to Player 2's response.
7. Player 1 responds to the same question.
8. Player 2 responds to Player 1's response.
9. The process repeats if both players wish.

### Question Ladder

In this game, either the value or the question will stay the same from round to round, which leaves room for the players to reference each other's ideas and discover interesting similarities and differences between them. Play with any student you want to get to know in a different way, or have students play together if they need to find common ground and appreciate each other.

**Number of players:** 2–4

**Suggested duration:** 15 minutes

The following steps will help you effectively lead the activity.

1. Players decide together on a number of rounds.
2. Player 1 turns over the top three Values cards, chooses one, and returns the other two to the bottom of the deck.
3. Player 1 turns over the top three Questions cards, chooses one, and returns the other two to the bottom of the deck. Player 1 fills in the blank with the value and responds to

the resulting question.

4. Player 2 now has two choices:
  - Turn over three new Values cards, choose one to put into the blank of Player 1's question, return the other two Values cards to the bottom of its deck, and respond to the resulting question.
  - Turn over three new Questions cards, choose one in which to insert Player 1's value, return the other two Questions cards to the bottom of its deck, and respond to the resulting question.
5. This process continues, with each player turning over three new Values cards or three new Questions cards, selecting from these three, and responding.

## Pass the Value

In this game, players choose values to plug into one another's questions. The game works best in a group of people who already know each other to some extent, but want to get to know each other better. You can play too.

**Number of players:** 3–6

**Suggested duration:** 30 minutes

The following steps will help you effectively lead the activity.

1. Each player is dealt four Values cards, but Player 1 gets one extra card, for a total of five. Players look at their cards without showing them to each other. The remainder of the Values deck is set aside.
2. Player 1 flips over the top Questions card. Player 1 then chooses a value from their own hand to fill in the blank, resulting in a question for Player 2 to respond to.
3. Player 2 responds to the resulting question and keeps the Values card, which means Player 2 now has five cards.
4. Player 2 flips over the next Questions card and chooses a value from their own hand to fill in the blank, resulting in a question for Player 3 to respond to.
5. This process continues, with players responding to the question they were given and choosing a value for the next player's question, until all players have had a chance to respond to two questions.

## Sorting Values and Strengths

This is the only game that has a single player work with all sixty Values cards. The player first sorts the cards based on which qualities are most important to them. Then, the player sorts the cards based on which qualities they consider strengths. Finally, the player responds to questions in order to think more deeply about their values and strengths. Use this game with a student who has shown a need for deeper reflection.

**Number of players:** 1

**Suggested duration:** 20 minutes

The following steps will help you effectively lead the activity.

1. The player sorts the Values cards into three piles, each with twenty cards: values they think are most important, least important, and in the middle.

2. The player can choose to share how they decided which cards to put in which pile and anything else they noticed about their process of sorting.
3. The player gathers up the “least important” and “in-the-middle” piles into a single pile and puts the pile aside so that only the twenty “most important” Values cards remain. Using only these, the player sorts them into three piles based on whether the quality is a personal strength, a strength sometimes or to some extent, and not really a strength.
4. The player can again choose to share how they decided which cards to put in which pile and anything else they noticed about their process of sorting.
5. The player responds to the following reflection questions.
  - Choose a value that is also a personal strength. How do you use this strength in different parts of your life?
  - Choose a value that is a strength sometimes or to some extent. When is it a strength? When it isn’t, what gets in the way?
  - Choose a value that is not so much of a strength. As you think about your school day—your different classes, and the different places you go—what are some opportunities to practice and develop this strength?

## Journal Reflection

Here, students use the questions as prompts for private writing. While this is a less playful way to use the cards, students might be more honest and vulnerable in the privacy of a notebook than in a conversation. Because you won’t collect or grade this writing, students might opt out, but even if they do, they’ll see that you think exploring their values is worth their time. Whether they agree is up to them.

**Number of players:** any

**Suggested duration:** 10 minutes

The following steps will help you effectively lead the activity.

1. Draw a Values card and a Questions card. Fill in the blank with the value, and write the resulting question on the board. Students respond to the resulting question in a private written reflection.
2. Students can choose to share all or part of what they wrote, or choose not to share at all. If the group is large, players can share with partners or in small groups.

## References

- Kanter, J. (2016, June 19). *Conceptualization of awareness, courage, and love as clinical targets in functional analytic psychotherapy* [Workshop presentation]. ACBS Annual World Conference 14, Seattle, WA.
- Porosoff, L., & Weinstein, J. (2020a). *Two-for-one teaching: Connecting instruction to student values*. Bloomington, IN: Solution Tree Press.
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