

STEP-BY-STEP INSTRUCTIONS

How to play the game?

The values game is centred around real-life case descriptions and options for solving them. At first, each participant considers the options on their own, followed by a group discussion. The players are provided different solutions for the situations to help them form an opinion. Players who have made their choice justify it to their group members. After forming a personal opinion, the players are asked to come to a consensus: which solution does the group think is best and why? After solving each turn, the players receive feedback on the option they chose: what values does this choice represent?

Step-by-step instructions

- **Examining the cases** *Each player reads the case description and possible solutions on their own.*
- **Considering the solution, forming an option based on the options provided** *The player decides how they would act if they were the protagonist of the described situation. The case is not yet discussed or commented on in this stage.*
- **Giving reasons to their choice, practising active listening skills** *Each player justifies their choice to the others. The others listen, but do not interrupt, comment, or judge. All players take turns justifying their choice.*
- **Free group discussion and reaching a consensus** *After all the players have given their justifications, the discussion starts, aiming to reach a consensus in the group. The participants consider whether and how a decision that is more or less acceptable to everyone can be reached. They give reason to the various options and clarify why the other options may not be appropriate. In the course of the discussion, the participants may or may not change their selection.*
- **Getting feedback to the group's chosen option** *After a consensus is reached, they receive feedback to the case. The method of giving feedback is different in all three games. In the teachers' game, the participants receive points for reaching a consensus, in the students' game the pros and cons of their selection are highlighted, and in the family game, both the group and each player receives a card corresponding to their selection that refers to the players' type of moral thinking.*

EXAMPLES

Example No. 1: Simon's Friends

Source: Student game „Discovering values“

There is a new boy Simon in my class. His parents are former expatriates who were born abroad and have decided to move back to Estonia. Simon speaks Estonian but with an obvious foreign accent. Generally, the class accepts Simon and it seems like everyone gets along with him at school.

After a few months, I receive an invitation from my classmates to join a Facebook group called Simon's Friends. Despite the friendly name, the group's aim is to make fun of Simon. Some classmates have followed Simon and made videos and photos of him. The members of the group make fun of some awkward photos and jeer at the way Simon speaks.

What do I do?

1. I do nothing. I remain the member of the group and observe what goes on there.
2. To counterbalance, I start posting comments that support Simon.
3. I leave the group and tell Simon about its existence.
4. I show a teacher at school the last posts of the Facebook group.
5. I try to make similar jokes in the group about some other group members.
6. I ask my parents' advice about what to do about the group.

Feedback

Simon's Friends

1. I do nothing. I remain the member of the group and observe what goes on there.

It seems like you do not want to take part in jeering at Simon, but it is interesting for you to see others doing it. You do not do anything to support Simon.

2. To counterbalance, I start posting comments that support Simon.

You try to do something to support Simon. Arguing probably will not help stop the group. Think about whether your posts in the group help solve the problem.

3. I leave the group and tell Simon about its existence.

You are probably against insulting Simon and you wish him to know how he is being treated behind his back. It seems like you wish to make it his business to do something about it. You do not pay attention to Simon's feelings.

4. I show a teacher at school the last posts of the Facebook group.

Asking help is a good way to start solving the problem if you feel you can't do it alone. The teacher can probably help solve the situation. Take into consideration that your actions might undermine trust between you and your classmates.

5. I try to make similar jokes in the group about some other group members.

It seems like you try to change the situation, however, it pays to consider what might be the consequences of your actions. You disregard the fact that Simon is being bullied and your posts might incite an even more scathing comments in the group.

6. I ask my parents' advice about what to do about the group.

Asking help is a good way to start solving the problem if you feel you can't do it alone. In addition, it pays to consider what you could do in your class in order to solve the problem, because you are more involved than your parents.

Example No. 2: Teacher Salme's Big Secret

Source: „Values game“ for teachers

Money collected for school excursions has been stolen from a classroom at school, and the police are investigating. In a moment of openness, Anna tells the homeroom teacher that the thief is Bella from Grade 8, adding that if the teacher makes this public, there will be big trouble with Bella; Anna says that she was the only one who witnessed the theft. Anna is very afraid that the teacher will not succeed in keeping the secret and she does not even dare to come to school the next day.

If you were Teacher Salme, what would you do?

1. I phone Anna and explain to her that she will have to go to the police and give testimony. I encourage her to do so and say that she does not need to be afraid of threats from the suspect.
2. I do not make the matter public. I phone Anna and tell her that she should come to school without fear; nobody would find out about the incident.
3. I ask Bella to come and see me and tell her that her theft has been discovered. I do not tell her who the witness is. I try to persuade her to confess.
4. I phone Anna and try to persuade her that the incident must be made public. I explain that she must be brave, and that this way she would help root out immoral behaviour from our school environment.
5. I phone Anna's parents and try to involve them in persuading Anna to give her testimony. I also ask their help in protecting Anna and guarding her security.
6. I ask Bella to come and see me and ask whether she knows anything about the theft. I ask her to help me find the thief. I do not betray my secret.

Feedback

Teacher Salme's Big Secret

1. I phone Anna and explain to her that she will have to go to the police and give testimony. I encourage her and say that she does not need to be afraid of threats from the suspect. *In a legal sense you are acting correctly, but you are making decisions for the student who confided in you about the secret. Before contacting the police, you might talk with the student and explain to her why the police need to be involved.*
Responsibility +200; honesty +200; security –100; caring (trust) –100; tolerance (freedom) –200.
2. I do not make the matter public. I phone Anna and tell her that she should come to school without fear; nobody would find out about the incident. *You keep the secret that was entrusted to you, but by doing so you foster a way of thinking that the terror of the strongest should just be accepted, and you do nothing to deter crime. Anna remains afraid.*
Caring (trust) +200; responsibility –200; honesty (impeding crime) –200
3. I ask Bella to come and see me and tell her that her theft has been discovered. I do not tell her who the witness is. I try to persuade her to confess. *You deal decisively with the problem, but you break the trust of the student who told you the secret and make decisions for her. You might ask Bella for her view of the situation. You also endanger the security of Anna, who witnessed the crime.*
Responsibility +200; caring (trust) –100; tolerance (freedom) –100; security –200.
4. I phone Anna and try to persuade her that the incident must be made public. I explain that she must be brave, and that this way she would help root out immoral behaviour from our school environment. *You act in a principled manner, and also call on the students to show their citizen's courage by blocking unjust activities. You might need to think through the possible risks and involve Anna's parents in the matter.*
Honesty +200; responsibility (courage) +100; tolerance (freedom) +100; cooperation –100.
5. I phone Anna's parents and try to involve them in persuading Anna to give her testimony. I also ask their help in protecting Anna and guarding her security. *You seek cooperation toward guarding the child's security and also try to impede crime. However, you might have discussed with Anna that you plan to involve her parents.*
Cooperation +200; responsibility +100, security +100, respect –100.

6. I ask Bella to come and see me and ask whether she knows anything about the theft. I ask her to help me find the thief. I do not betray my secret. *You try to solve the situation yourself and thereby keep the secret with which you have been entrusted. You do not accuse Bella solely on the basis of what you heard from Anna, but pretending ignorance you manipulate Bella.*

Security +100; responsibility +100; caring (trust) +100; honesty -400

Example No. 3: The frog's dilemma

Source: Estonians' 100 Choices

An evil witch turned the king's first-born son into a frog. He can only become human again if he is kissed by a princess of noble blood whom he must then marry. Luckily, the crown princess of the neighbouring kingdom is prepared to kiss the frog. Unfortunately, the princess has a very bad temper; she is selfish and does not care about her people and the prince is not keen on the idea of marrying her. The mean-spirited princess has scared away all her previous suitors.

What would you do if you were the prince who had been turned into a frog?

1. I try to make a deal with the princess that if she kisses me and turns me into a prince and lets me go, she gets half of the kingdom that I inherit in the future.
2. I want to become human. If living with the princess is the price to pay, I am willing to suffer for that. I let the princess kiss me and try to get along with her as much as possible. I believe in the power of love!
3. Under no circumstances will I let her kiss me! It is highly probable that there are other princesses in the world. I would rather keep being a frog than to owe thanks to someone who can make my life a living hell. I will hop off.
4. I let her kiss me and turn me into a prince. Romance is overrated, however, the merging of kingdoms that comes with us getting married is also beneficial to the people who live there.

Feedback

The frog's dilemma



1. Merchant



2. Healer



3. Hero



4. Ruler