

2.2.1. Technical Sheet Value Exploration & Clarification

Activity Identification	Dimension	Number of Participants	Duration (minutes)
2 My Values - Image Cards	Self-Knowledge	8 – 12	60 – 90

The aim of the activity

To determine what's significant in the life of the participants. To motivate the participants, explore and identify their values in order to create awareness of what drives and matters most to each participant when setting a goal.

Preparation

Print, cut out, and if possible laminate the **64 Value Image Cards**.

Link to Value Image Cards: <https://live2work.eu/go/values-cards/>

Print handout **2A My Values – Value Image Cards**

Instructions

THE PAST

1. Introduce the concept of values to the participant/participants to make sure they understand it and know how to use it in the exercise.
2. Hand out the Value Exploration and Clarification sheet to each participant and group the participants in smaller groups if needed (in pairs).
3. Start by spreading out the Values Image Cards on the floor, in such a way that every participant can see all the cards.
4. Instruct the participants to each select two value image cards that represent a positive experience from their past based on a memory of good achievement, event, or story. Emphasising the positive aspect in the memory is very important.
5. When each participant has chosen two cards each, give the groups a few minutes to reflect on, and share, the memory/story from their choice of value cards, as well as registering the key elements of the image **card on the worksheet**.

THE PRESENT

6. The participant selects two values representing their **present life** based on the value image cards. Emphasising the positive aspect in the memory is still very important.
7. When each participant has chosen their values, give the groups a few minutes to reflect on, and share, the positive experience from their choice of value cards, as well as registering the key element of the card on the worksheet.

8. Once each participant has registered the values of their present life, ask them to reflect on possible links between the values of their past and present.
For example, by asking and answering the following questions within the group:
 - a. How are these values linked/connected?
 - b. Have the values changed? If so, how and why?
9. Ask each participant to write down and register the link between the past and the present values.

THE FUTURE

10. End the exercise by having the participants choose one new value that he or she wants to represent their future life.
11. Each participant of the group may share their value card and in what way it will influence their future.
12. To end the activity, each participant, may present to the group a sum up of his 3 value image cards and linked positive experiences (past, present and future image cards).

Suggestions

The exercise works with a visual communication tool (The Image Value Cards) and thereby exceeds eventual language barriers. Images stimulate the creative part of the brain that promotes freedom of association. The use of the Image Value Cards strengthens the dialogue.

As a low-cost alternative to the printable version of the value-cards: Find 64 different images representing the values from, e.g. magazines – the images can be found and collected by the participants prior to the activity.

This exercise can be complemented by using the 'Values by Wheel of life'.

Source / Links / Further information

For an introduction to various meanings of the values, read the supporting sheet: List of values inspired by the theory of Basic Human Values. Schwartz, S. H. (1992, 2006) "An Overview of the Schwartz Theory of Basic Values'.

Actual version of this tool can be found here: <https://live2work.eu/go/my-values/>