

Foundational Values: A Framework for Conversation

The YE Foundational Values are at the heart of everything we do. As a whole, these eight concepts form a paradigm through which students develop a sense of self and rootedness in their communities. Using them to frame conversations in the classroom accomplishes two tasks simultaneously. It provides a deep learning opportunity as students reframe experiences or new knowledge; and, it provides an opportunity to develop a sense of self in relation to society.

The Foundational Values were developed with the elements of a flourishing society in mind. These eight values capture practical concepts that students can apply to their own lives.

Avoid teaching a lesson on the eight Foundational Values – their power stems from personal knowledge gained through experience. You will have ample opportunity for micro-

WITHOUT CONVERSATION, THERE CAN BE
NO TRANSFORMATION.

lessons through conversation and debriefs throughout your class. Look for opportunities, behaviors and actions throughout class periods to call attention to examples of Foundational Values (or lack thereof).

Think of each Foundational Value as an empty box that you give to students at the beginning of the year. Students begin to fill these boxes with knowledge gained from experiences. Your role is to create opportunities for these values (or their absence) to be experienced and reflected upon. The following section will guide you through the process of using activity and lesson debriefs to help students develop an understanding of the Foundational Values.

Debrief: Wherein Foundational Values Live

The key to debriefing a Youth Entrepreneurs lesson or activity is in getting students to debrief themselves. Rather than explaining how a Foundational Value was exemplified (or not) in student behavior throughout an activity, ask students an open-ended question related to the Foundational Value on which you want them to reflect. Each lesson plan and activity guide indicates which Foundational Values correlate best with the given activity.

The following example demonstrates one way to implement the Foundational Values Framework for debriefing an activity.

WHAT TO SAY/DO FOLLOWING AN ACTIVITY

WHAT THIS ACCOMPLISHES

> "What did we just do?"

- > You will get roughly the same answer from every student: "We played a game", "We traded," etc.
- > This brings to the surface the facts and the content knowledge used in learning.

> "How do you feel?"

> "How did that activity make you feel?"

> "What about it made you feel _____?"

- > Following up with the "feels" question initiates an internalization process. Students are not thinking about just the facts but how they relate to those facts and how those facts influence them.

> "Did anyone see someone else not practicing/demonstrating____?"(insert FV)

> "Did anyone see a lack of ____?" (insert FV)

> "Who experienced Opportunity?"

> Use FV poster for reference if available.

- > Students now attach these ideas and content knowledge to something concrete: The Foundational Values.
- > We started with the facts (external, abstract) and use the "feels" question to internalize and make it personally relatable, then gave it form by attaching it to a Foundational Value.