

Teacher Overview

Most Valuable Player allows students to internalize and exhibit the Foundational Values while encouraging and affirming the Foundational Values with others in the classroom. This activity helps students to identify behaviors that embody the Foundational Values in everyday life. Students will create player cards for each Foundational Value, then give cards to their peers when they see them displaying Foundational Values. The goal is to have students trade cards when they recognize behaviors that demonstrate the Foundational Values and to discuss with each recipient what behavior they saw that exhibited a Foundational Value.

When to Use This Lesson

This activity can be used at any time and as often as you want throughout the program. It works best after your students have a basic understanding of the Foundational Values (FVs), One option would be to create MVP cards as you introduce each FV.

Time



*This time is for the initial creation of one player card.

BEFORE CLASS PREPARATION

- > Determine which Foundational Value students will create as their first, second, third, etc. MVP card.
 - For example, will their card focus on Passion? Sound Judgment?
 - The goal is for students to gradually create one player card for each FV.
- > Determine if students will create their player cards digitally or manually.
 - Prepare the appropriate materials based on the method of creation.
- > Decide which method of game play you will use:
 - **Option 1:** Students hand out their cards to others as they see the FVs being practiced. Once a student collects one MVP card of each value, they “win” and/or are rewarded by the educator (incentives are important).
 - **Option 2:** Set a time frame in which a round will be played (ex: one week, one month, a quarter) and see who collects the most MVP cards of each value by the end of the time period. Acknowledge said “winners” in each category (FV).
 - **Option 3:** Set a time frame in which this round will be played (ex: one week, two weeks or one month) and see who can collect the most MVP cards of a specific value by the end of the time period. Acknowledge the “winner” for that specific (FV). This would be great when trying to focus on one value.
 - For example: If you are trying to communicate the importance of recognizing opportunities, students would focus only on gaining the Opportunity card.
 - **Option 4:** Students collect one MVP card from each of their classmates. This is a great opportunity for students to learn more about each other, build connections and empathy, and find potential partners for activities and capstones.

FOUNDATIONAL VALUES

- > Responsibility
- > Be Principled
- > Knowledge
- > Freedom
- > Passion
- > Opportunity
- > Sound Judgement
- > Win-Win Focus

KEY TERMS

- > Humility
- > Integrity

LEARNING OBJECTIVES

- > PE LO 1, 2

MATERIALS

- > Player cards can be created digitally or by hand:
 - Digital: computer, printer, template
 - Manual: colored cardstock or 3x5 index cards, markers or colored pencils, scissors, glue
- > **Optional:** Card sleeve to enable students to display MVP cards as they receive them from their classmates.

ACTIVITY INTRODUCTION

- > As you continue to go through this class/program, it's important to understand how our Foundational Values come into play in everything we do every day. Our mindset and actions should reflect the Foundational Values. We should continually take them into consideration as we engage in classroom activities and projects, as well as when we interact with family, neighbors and friends in our daily lives.
- > We will create MVP cards, one for each Foundational Value. During our class, you will trade these cards with each other when you see a classmate demonstrating each Foundational Value. [Insert any additional details around the method of game play you selected.]

ACTIVITY DIRECTIONS

Part 1: Game Card Creation

- > Explain which Foundational Value students will look for during the specified time period.
 - Take time to discuss that Foundational Value – Do students understand what it means? How would they describe it in their own words? What examples of that FV have they seen in their lives?
- > Have each student create a personalized set of Foundational Value MVP cards.
 - Each MVP card should include the following about the student (think baseball card style). This includes but isn't limited to:
 - Student Name:
 - Walk Up Song:
 - 1 thing they are passionate about:
 - 1 goal they would like to achieve by the time the program/class ends.
 - Brief bio (2-3 sentences) about themselves.
 - Personal definition of selected FV. (Challenge students to come up with their own definition - this will help them internalize what that FV means.)

Part 2: Game Play

- > Explain to students the method of game play.
 - **Option 1:** Students hand out their cards to others as they see the FVs being practiced. Once a student collects one MVP card of each value, they "win" and/or are rewarded by the educator (incentives are important).
 - **Option 2:** Set a time frame in which a round will be played (ex: one week, one month, a quarter) and see who collects the most MVP cards of each value by the end of the time period. Acknowledge said "winners" in each category (FV).
 - **Option 3:** Set a time frame in which this round will be played (ex: one week, two weeks or one month) and see who can collect the most MVP cards of a specific value by the end of the time period. Acknowledge the "winner" for that specific (FV). This would be great when trying to focus on one value. For example: If you are trying to communicate the importance of recognizing opportunities, students would focus only on gaining the Opportunity card.

Protips:

- > No matter which option you play, here are some tips to create value from this activity.
 - Track the distribution of MVP cards: Have students record on a piece of paper why they handed out a specific card to a classmate and/or have the card recipients record why they received MVP card(s) each time a new game is started. This will help to generate integrity during the activity.

- Have students share the reasons why they received each MVP card. This will help to reinforce how students identify and relate to behaviors that embody the FVs.
- Have students describe any new understandings they have developed about the FVs based on the behaviors their classmates exhibited.
- > Consider if having “winners” is the right approach for your students. We know it may take longer for some students to internalize the FVs and/or be able to identify them in other. You could consider having students become part of the YE All Star team whenever they earn one of each FV card, then scale the game play up from there.
- > Because students are writing their own definitions of the FVs, consider having a large poster of each FV posted around your room. As students write their own definitions and share their understanding of each and the class agrees, add it to the poster for that FV.

ACTIVITY DEBRIEF

- > What challenges did you face during this activity?
- > Was it hard “seeing” or “witnessing” the FVs in others? Why or why not?
- > Why is it important to be able to identify the FVs around us in everyday life?
- > How did your knowledge and understanding of the FVs increase when reading your classmates’ personal definitions?
- > What did you learn about yourself during this activity?

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