

How to support others and take care of yourself?



– the manual for trainers working
with people helping others

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CONSORTIUM

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The time has come!

A warm welcome to the Well-Support Manual

The time has finally come for us to take care of ourselves. “Us” means those working in non-governmental organizations, care institutions, educational and support facilities, emergency services, and healthcare.

It is time to reflect on how we work while helping others. Are we taking enough care of ourselves, or are we dedicating all our energy to supporting others and forgetting about our own well-being?

Now is the moment to become aware of this and discuss it within our organizations. It is time to find solutions that not only serve the people we assist—those in need and in crisis—but also benefit us, the individuals providing that support.

We prepared the Well-Support Manual for all professionals supporting others: trainers, coaches, social workers, or leaders. This unique resource addresses a common challenge in our field: the tendency to overlook our well-being while pursuing our work. The tools within this manual are designed to prevent burnout and maintain effectiveness, benefiting both the individuals we serve and the broader community.

This Manual offers a practical solution to this challenge by providing tools that empower organizations to better care for their employees. These tools are designed to:

- ◆ help identify internal challenges,
- ◆ promote open communication,
- ◆ create a culture of well-being that benefits everyone.

By encouraging staff to prioritize their health and balance, organizations can ensure that their teams are more effective in their roles and more resilient and sustainable in their efforts to help others.

For whom?

Our team, composed of trainers, coaches, and social workers, supports those who dedicate their lives to assisting others in need. If you are a trainer, coach, social worker, or someone working with individuals in crisis or facing social exclusion, these tools are designed specifically for you. We encourage you to explore them and, if possible, inspire the leadership within your organization to implement and discuss these values, incorporating them into daily activities.

If you are a leader, we strongly encourage you to familiarize yourself with these values and the tools we provide. By integrating them, you can better support your team and cultivate a healthy, supportive environment within your organization. We believe that a leader’s approach directly influences how people work and that their performance is closely tied to how they feel—whether they experience safety and autonomy in their work.

The values we promote are integral to creating a well-supported culture. As a leader, you have the power to implement this culture and uphold the values we advocate. Every day, you likely think about your team and your organization’s goals. We are confident that these values, central to the Well Support culture, can assist you in your daily operations and in managing your organization. When people feel good, they perform well, enabling them to extend their support to those most in need.





How can you benefit from the Manual?

One of the critical features of this Manual is the “Well Support Matrix”, a comprehensive set of values aimed at fostering a culture of well-being within organizations. By embracing these values, organizations can create an environment that promotes personal and professional growth. The matrix provides a clear framework for leaders and staff to revisit and uphold these values regularly, ensuring they are not forgotten but actively integrated into daily operations.

A practical example of our tools is The Expedition Game, which uses teamwork as a metaphor for workplace collaboration. This interactive experience helps participants learn about each other’s preferences, decision-making styles, and how to manage conflicts through effective communication. It fosters stronger bonds between colleagues, enabling them to work together more effectively and with greater mutual understanding.

The benefits of these tools for leaders are immense. By fostering a well-supported culture, you can improve your team’s performance, reduce burnout, and create a more joyful and efficient work environment. We believe

leadership plays a crucial role in shaping employees’ feelings at work. When people feel supported, they perform better. This directly influences their ability to support others, creating a positive ripple effect throughout the organization.

We strongly believe these tools and values will help you and your organization work smarter, not just harder. They are designed to be user-friendly, adaptable to various settings, and accessible online, making them a practical and reliable resource for any organization. By adopting these strategies, you can ensure that your team remains motivated, healthy, and fully capable of providing the support that makes a difference in the lives of those you serve.



We invite you to explore the Well Support Matrix and other resources to see how they can enhance your organization’s well-being culture. Supporting those who support others is not just beneficial—it is essential.

Well-Support Team

What do we need to support other people?

Caretakers often forget to care for themselves, which is why this Manual provides invaluable tools to support the well-being of individuals within an organization. With the right tools and understanding of values, teams can function more effectively, and people can better balance work and personal life.

People who support others must prioritize their well-being for their benefit and sustain their ability to help others effectively. There are several reasons why self-care is essential for those who assist others:

- 1. Preventing Burnout:** Constantly giving support without taking time for personal rest and recovery can lead to burnout, characterized by emotional, mental, and physical exhaustion. Burnout diminishes the ability to care for others and can result in long-term negative consequences for both the supporter and those relying on their help.
- 2. Maintaining Emotional Resilience:** people supporting others frequently encounter distressing situations that can take an emotional toll. Prioritizing self-care helps maintain emotional balance, ensuring they can continue offering compassionate and empathetic support without becoming overwhelmed by the challenges they face.
- 3. Ensuring Consistent and High-Quality Support:** people helping others who neglect their own needs may become less effective over time, compromising

the quality of assistance they provide. They ensure their energy, focus, and capacity to help remain strong by caring for themselves.

- 4. Setting a Positive Example:** Demonstrating the importance of self-care sets a positive example for those they are helping, encouraging others to adopt healthy habits and coping strategies. People who prioritize their well-being show that it is possible to care for oneself while also being dedicated to assisting others.
- 5. Enhancing Long-Term Commitment:** Self-care practices allow people supporting others to maintain their involvement in the long term. If they do not meet their needs, they risk being unable to continue their work, leaving individuals in need without consistent support.

Caring for oneself is not a sign of selfishness but a necessary condition for sustaining the capacity to help others. By ensuring their own well-being, people helping others can remain strong, effective, and dedicated to assisting those in need.



Why is the well-being of those supporting others not their private responsibility?

Caretakers' well-being is not an individual responsibility but a shared priority that organizations must actively support. By doing so, organizations fulfill their ethical and legal obligations and create a people-friendly, productive, innovative, and loyal team.

Well-being is a shared responsibility that should be addressed at both organizational and systemic levels. There are several key reasons why this issue extends beyond individual responsibility:

1. Preventing Compassion Fatigue and Burnout:

Caregivers are often exposed to emotionally demanding and stressful situations, which can lead to compassion fatigue and burnout if proper support systems are not in place. While individuals can take steps to manage stress, organizations have a duty to implement policies, resources, and practices that help protect caregivers from becoming overwhelmed. Without institutional support, caregivers may face long-term harm, reducing their ability to effectively help others.

2. Ensuring High-Quality Care:

The well-being of caregivers directly impacts the quality of care they provide. If caregivers are mentally or physically exhausted, their ability to deliver consistent, compassionate, and professional care diminishes. By taking responsibility for the well-being of support staff, organizations ensure that the individuals being cared for receive the best possible attention and assistance.

3. Shared Ethical Responsibility:

Organizations and institutions that employ caregivers have an ethical obligation to prioritize the well-being of their employees and volunteers. Caregivers play a critical role in supporting vulnerable populations, and neglecting their well-being undermines the ethical duty to maintain a safe and healthy work environment. This responsibility cannot be shifted entirely to individuals, as the organizational framework significantly influences workplace conditions and stressors.

4. Creating a Sustainable Workforce:

Caregiving professions can be emotionally and physically draining. Without systemic support for well-being, caregivers are more likely to experience high levels of stress, leading to workforce attrition. Organizations that actively address the well-being of their caregivers contribute to a sustainable workforce by reducing turnover, absenteeism, and the negative effects of long-term stress.

5. Providing Access to Resources:

Caregivers cannot always manage their well-being independently, as access to adequate resources—such as counseling, peer support networks, stress management programs, and appropriate workloads—depends largely on organizational provisions. Organizations are responsible for ensuring these resources are available, enabling caregivers to take care of themselves while continuing their vital work.

6. Legal and Regulatory Obligations:

In many regions, there are legal requirements to protect employees' mental and physical health, particularly in high-stress roles like caregiving. Organizations have a legal duty to comply with these regulations by providing appropriate safeguards, training, and resources that promote caregiver well-being.

Well-being while supporting others cannot be seen as a private matter for caregivers alone. Organizations must recognize their role in providing support, fostering healthy working conditions, and creating systems that ensure the long-term sustainability and health of those who care for others.

Why are values at the heart of an organization?

Values are at the heart of an organization because they define its core identity and purpose. They serve as guiding principles that shape every decision, action, and interaction within the organization. By embedding values at the center of its operations, an organization ensures consistency and integrity in pursuing its mission and vision.

Values are essential in any organization because they serve as a guideline for what truly matters to us. Recognizing these values helps caretakers avoid burnout and maintain a healthier work-life balance.

Values shape an organization's internal culture by defining how people interact, collaborate, and work together. When values such as respect, inclusivity, and responsibility are embedded in organizational practices, they contribute to a positive, supportive, and

motivating work environment. A strong values-driven culture enhances employee engagement, satisfaction, and productivity, as individuals feel connected to a shared set of beliefs.



<https://vimeo.com/1024682390>

What are the Well-Support Values?

The Well-Support Matrix describes the fundamental values that we believe lie/should lie at the foundation of an organization that supports vulnerable people (refugees, migrants, people in various crises, people at risk of social exclusion, etc.).

In the Well-Support Matrix we define the values from the perspective of their role in nurturing, what we call, a well-support culture, i.e. one in which the organization cares about both the well-being of its beneficiaries and its team: employees and volunteers.

These values are:

- ◆ **Dignity**
- ◆ **Inclusion**
- ◆ **Diversity**
- ◆ **Health**
- ◆ **Safety**
- ◆ **Balance**
- ◆ **Trust**
- ◆ **Partnership**
- ◆ **Autonomy**
- ◆ **Responsibility**
- ◆ **Meaning of work**

◆ **Consistency with the organization's mission**

All of these values are essential and interconnected, influencing each other. For example, it is impossible to care for health while disregarding work-life balance.

In addition to defining values, we also answer the question of why a particular value is essential to an organization and why it should be protected.

We want the Matrix to be both an inspiration and a practical tool for organizations that want to nurture and develop a well-support culture. That's why we include in the Matrix a list of indicators that show practically how a given value can manifest itself in an organization. Our intention was not to create a complete list of indicators because this is impossible, as organizations are very diverse and operate in different contexts. We encourage organizations to take the proposed list of indicators as a starting point to look at themselves: where we are in nurturing a Well-Support culture and how we can develop in that direction.

Dignity

How do we understand the value?

Cherishing dignity means respecting everyone no matter who they are and only because they are human beings.

This refers particularly to team members (regardless of their position), beneficiaries, and other individuals the organization encounters.

Why is it important to be guided by the value at work?

- ◆ Dignity is the primary value and a source of all other values.
- ◆ Dignity is an inherent quality that does not need confirmation or approval.
- ◆ Every individual is entitled to dignity, and every organization consists of individuals; humanitarian organizations serve individuals.
- ◆ Respect for dignity is necessary for human treatment and other values.
- ◆ Infringements of dignity always result in significant harm and severe consequences for individuals, such as humiliation or degrading treatment.
- ◆ Infringements of dignity always result in significant harm and severe consequences for the organization, such as loss of good reputation, public trust, trust of potential donors and partners, public authorities, trust of team members, court trials against the organization, financial loss, etc.
- ◆ The essence of humanitarian aid and supporting activities is to protect or restore the dignity of those the organization supports.
- ◆ Cherishing dignity determines fulfilling the mission of each humanitarian organization.

Indicators: How do we know if the value guides an organization in this area

An organization:

- ◆ Communicates its values within the organization and outside (e.g., through a code of conduct, written mission, internal training, newsletters, or otherwise).
- ◆ Is serious about dignity infringements.
- ◆ Has mechanisms for reporting dignity infringements and other potential misconducts.
- ◆ Verifies the reports of dignity infringements and undertakes corrective actions when needed.
- ◆ Communicates with respect, not under pressure or violence (direct or indirect).
- ◆ Team members, beneficiaries, and stakeholders feel respected and valued.

Inclusion

How do we understand the value?

Inclusion refers to the practice or policy of providing equal opportunities and treatment to all individuals, regardless of their characteristics. It involves creating an environment that values and respects diversity, ensuring everyone has the same opportunities, resources, and benefits, regardless of race, gender, age, disability, sexual orientation, or other characteristics.

Inclusion goes beyond mere tolerance of differences; it actively seeks to embrace and celebrate diversity.

Why is it important to be guided by this value at work?

By fostering inclusion, organizations create a more equitable and just society, contributing positively to their communities.

Inclusive organizations create a positive work culture that promotes teamwork, collaboration, and a sense of belonging.

Team members who feel valued and included are likelier to be engaged and committed to their work.

Inclusiveness can:

- ◆ Foster creativity by encouraging the exploration of different ideas and approaches, resulting in a more comprehensive understanding of complex issues.
- ◆ Lead to better solutions.

Indicators: How do we know if this value guides an organization in this area

An organization:

- ◆ Is open to different demographic groups, including gender, race, ethnicity, age, family status and other relevant factors.
- ◆ Ensure the existence and communication of policies explicitly prohibiting discrimination and harassment.
- ◆ Offers flexible work schedules, remote work options, and other accommodations that adjust to the diverse life situations of team members.
- ◆ Offers diversity, equity, and inclusion training to educate team members on biases, microaggressions, and inclusive communication.
- ◆ Ensures that leadership development paths incorporate diversity and inclusion components.
- ◆ Ensures the physical workspace is accessible for individuals with disabilities.
- ◆ Ensures that digital tools and platforms are accessible to individuals with diverse needs.
- ◆ Gathers feedback on the organizational culture and inclusiveness, allowing team members and beneficiaries to share their experiences and feedback.
- ◆ Provides promotions and opportunities for professional growth fairly among diverse employees.
- ◆ Acknowledges and celebrates the contributions of team members from all backgrounds.
- ◆ Uses inclusive language and imagery.
- ◆ Uses policies supporting parental leave, childcare support, and other family-friendly initiatives.
- ◆ Is involved in community activities and partnerships that promote diversity and inclusion.

Team members

- ◆ Are welcome to express concerns or suggestions regarding inclusivity.
- ◆ Have a sense of belonging and feel valued and accepted within an organization.

Diversity

How do we understand the value?

As a value, diversity refers to recognizing and appreciating the variety of human differences and similarities. It encompasses a wide range of dimensions.

Respecting diversity involves recognizing, valuing, and appreciating individual differences regarding race, ethnicity, gender, age, sexual orientation, abilities, religious beliefs, and more.

Why is it important to be guided by this value at work?

- ◆ A diverse team brings together individuals with different backgrounds, experiences, and viewpoints. This diversity of thought can lead to more creative solutions and innovative ideas, as team members can approach problems from various angles. When a team is homogeneous, there's a risk of groupthink, where everyone thinks similarly and critical thinking is diminished. Diversity helps to challenge assumptions and encourages out-of-the-box thinking.
- ◆ Diverse teams consider various factors and perspectives when making decisions. This leads to more thorough analysis and better decision-making outcomes.
- ◆ Diversity helps reduce the impact of unconscious biases in decision-making processes, as different voices can point out potential biases and blind spots.
- ◆ A diverse and inclusive workplace fosters a sense of belonging, increasing job satisfaction and retention rates.

- ◆ When team members see diversity reflected in their leadership and colleagues, it enhances their sense of belonging and motivation to stay within the organization.
- ◆ A diverse team can better understand and cater to diverse stakeholders. Team members from different backgrounds can relate to and anticipate the needs of diverse stakeholders, leading to better beneficiary service and satisfaction.
- ◆ Organizations known for their commitment to diversity and inclusion are more attractive to top talent, particularly among younger generations who value diversity.

Indicators: How do we know if this value guides an organization in this area

An organization:

- ◆ Implements and enforces non-discrimination policies that explicitly prohibit discrimination based on various characteristics.
- ◆ Offers equal opportunities for career advancement, training, and development for all employees/volunteers/ beneficiaries, regardless of their background.
- ◆ Actively seeks and recruits employees/volunteers from diverse backgrounds.
- ◆ Implements blind recruitment techniques to focus on skills and qualifications rather than personal characteristics.
- ◆ Provides diversity and inclusion training for all employees/volunteers/beneficiaries to raise awareness and promote understanding.
- ◆ Offers cultural competency training to enhance cross-cultural communication and collaboration.
- ◆ Implements flexible work arrangements to accommodate diverse needs, such as different cultural holidays, family responsibilities, and individual preferences.
- ◆ Ensures that the leadership team reflects diversity to set an example for the rest of the organization.
- ◆ Creates an open and transparent communication culture where employees/ volunteers/ beneficiaries feel comfortable expressing their ideas and concerns without fear of discrimination.
- ◆ Recognizes and celebrates various cultural events, holidays, and milestones.
- ◆ Ensures that compensation and benefits packages are fair and equitable, addressing gender or diversity pay gaps.

Health

How do we understand the value?

Health as a value goes beyond the mere absence of illness. Health can be seen as a holistic concept encompassing physical, mental, and social well-being.

Why is it important to be guided by this value at work?

Every organization has a legal obligation to provide working conditions that guarantee health (both physical and mental) and safety (both physical and mental).

Healthy working conditions can:

- ◆ make it easier to recognize any occupational disease or health problems;
- ◆ make it easier to recognize symptoms of stress, depression, and burnout within the team;
- ◆ reduce absenteeism of employees due to occupational or other illness or accidents;
- ◆ guarantee stable employment and reduced costs for the employer in terms of training and hiring new or more staff;
- ◆ improve a positive image of an organization that cares about health;
- ◆ increase the overall life satisfaction among employees.

Indicators: How do we know if this value guides an organization in this area

An organization

- ◆ Provides healthy and safe working conditions.
- ◆ Offers opportunities to talk openly about comfort and mental health within the team.

Team members

- ◆ Undergo periodic preventive medical examinations.
- ◆ Do not experience severe stress, anxiety, sleep problems, etc. caused by work activities.
- ◆ Are not exposed to offensive noise or smell.
- ◆ Do not come to the office with a cold or illness to avoid infecting colleagues.
- ◆ Have work responsibilities tailored to their needs and abilities.
- ◆ Do not feel under pressure while performing their duties.

Safety

How do we understand the value?

Safety is protection from the threat of loss of life or damage to health at work, a sense of material security (in the short and long term), and peace of mind resulting from an excellent working atmosphere, respect, and trust in relationships with other people.

Why is it important to be guided by this value at work?

The organization is legally obligated to provide working conditions that guarantee safety (physical and material) and health (physical and mental).

Safety rules in the organization can:

- ◆ reduce the risk of accidents, injuries as well as illnesses occurring in the workplace;
- ◆ guarantee stable employment and reduced costs for the employer in terms of training and hiring new or more staff;
- ◆ reduce any burden that can be a result of material insecurity;
- ◆ enable the creation of an ethical code of conduct for employees.
- ◆ make employees and volunteers more calm and relaxed and focused on performing their duties;
- ◆ make employees and volunteers more committed and loyal, as the safety is of a high standard;

Indicators: How do we know if this value guides an organization in this area

An organization

- ◆ Organizes health and safety training for the team.
- ◆ Provides team members with safe and hygienic working conditions.
- ◆ Assesses the risks of work conditions and applies the necessary preventive measures to reduce the risks.
- ◆ Keeps a register of factors harmful to health in the working environment.
- ◆ Has anti-discrimination and anti-bullying policies.
- ◆ Provides the team members with adequate insurance on business trips.
- ◆ Insures for life its team members.

The team members

- ◆ Have contracts that suit them.
- ◆ Have contracts that correspond to the nature of their duties.
- ◆ Have remuneration appropriate to the amount of working hours, the nature of their duties, qualifications, etc.
- ◆ Receive salary on time.
- ◆ Have confidence in their colleagues.
- ◆ Experience a kind and friendly atmosphere at the workplace.

Balance

How do we understand the value?

Balance is a state in which our professional and personal lives are coherent, serve our goals and expectations, and are consistent with our principles and values.

Balance also requires a harmonious relationship with the external environment - particularly the local community and the natural environment.

The main idea of work-life balance is to find a balance between work and career, family life, social life, entertainment, etc.

Balance at work also means performing tasks that do not adversely affect our physical, mental, or emotional state.

Why is it important to be guided by this value at work?

Balance at work:

- ◆ Provides peace of mind, which promotes greater efficiency, productivity, and innovation.
- ◆ Makes the team members more committed to the organization they work for.
- ◆ Brings material and non-material benefits to the organization itself.

Balance can:

- ◆ improve employees' and volunteers' well-being and health,
- ◆ provide more opportunities for employees and volunteers to develop and pursue their passions,
- ◆ ensure better employee retention,
- ◆ reduce office running costs.

Indicators

How do we know if this value guides an organization in this area

An organization:

- ◆ Keeps the limits of working hours per day/week specified in their contracts.
- ◆ Promotes work-life balance.
- ◆ Offers team members additional opportunities to take care of their family, e.g., family hours.

Team members

- ◆ Have professional duties that are not emotionally burdensome; when they are, they can receive help from a specialist - psychologist, therapist, etc.
- ◆ Perform their work in a way that does not negatively impact people living nearby., e.g., by inappropriate noise levels etc.
- ◆ Take paid holidays.

Autonomy

How do we understand the value?

A workplace cherishing autonomy is where the employer and its representatives (managers) define goals and tasks while employees choose, invent, and decide how they will be achieved and fulfilled.

Generally, employees receive tasks to be fulfilled and the freedom to choose how to accomplish them instead of detailed directives on how they should be achieved. An employer must still deliver the tools and means necessary to complete the task.

Although the main risks related to the employer's activity (whether it is economic, public, social, or other activity) remain on the employer, taking more autonomy by an employee inevitably means more responsibility.

The scope of autonomy is flexible and depends on the broad context: nature of the job or the task (e.g., some jobs and tasks will require a strict procedure to be followed, leaving little space for autonomous decisions of an employee), skills, and experience of an employee, personal preferences of an employee (more autonomy or less autonomy), readiness to accept more responsibility, level of trust between employer and employee, budget (including working hours, time for the task), available means and tools, merit support from the employer with ambitious tasks.

Both parties - employer and employees - define the scope of autonomy.

Why is it important to be guided by this value at work?

An organization can benefit from autonomy because, usually, team members:

- ◆ Are more effective when they have influence on how they do their jobs.
- ◆ Are more creative, and an organization can have access to inventions and better solutions.
- ◆ Are less likely to be at risk of burnout.
- ◆ Engage more in what they do when they can decide.
- ◆ Get more satisfaction from professional life.
- ◆ Can develop their professional skills and spread their wings.

Indicators: How do we know if this value guides an organization in this area

An organization:

- ◆ Runs dialogue rather than monologue - the communication within the team (including between employer (managers) and employees/volunteers goes in both directions.
- ◆ Perceives mistakes as a natural element of work, and when mistakes appear, the focus is placed on establishing reasons for errors rather than chasing employees who can be blamed.
- ◆ Welcomes perspectives and opinions of team members.
- ◆ Adjusts the scope of autonomy to the context (the specifics of its activity, the nature of tasks assigned to employees and volunteers, the competences of individual employees and volunteers, etc.).

Team members:

- ◆ Receive tasks rather than directives/instructions on how to do things.
- ◆ Take responsibility for the task as a whole (not only for particular activities leading to the task) - ownership on the part of an employee.
- ◆ Trust each other; no need for strict control.
- ◆ Are allowed for a margin of mistakes.
- ◆ Feel free to express their opinions and observations.
- ◆ Feel engaged and care for their job.
- ◆ Enjoy professional satisfaction.
- ◆ Employees care about what is going on in the workplace, generally.
- ◆ Employees care about the results of the organization, not only their own.

Responsibility

How do we understand the value?

Responsibility means fulfilling obligations, those contractuals and non-contractuals (such as fairness).

Responsibility also means an attitude stemming from the following thinking: "My obligations depend on my decisions and choices. That is why I take ownership of what should be done and do not shift it to others."

Responsibility is a value to be cherished both by the organization and each member of its team.

Why is it important to be guided by this value at work?

Responsibility:

- ◆ Supports quality of activities the organization undertakes, including services rendered to beneficiaries, and thus it helps to fulfill its mission;
- ◆ Builds efficient organization where all activities and processes are well managed;
- ◆ Makes activities of the organization transparent and predictable to other entities (e.g., partners) and team members;
- ◆ Strengthens the trust of other entities and team members in the organization;
- ◆ Builds a strong brand of the organization among the existing and potential partners/beneficiaries/public opinion/donors;
- ◆ Makes the organization a highly valued partner for potential cooperation;
- ◆ Strengthens human relations outside the organization and within its team.

Indicators: How do we know if this value guides an organization in this area

An organization:

- ◆ Fulfills its commitments.
- ◆ Supports team members in solving problems and achieving high quality of their work.
- ◆ Operates based on transparent rules. Its partners, team members, beneficiaries, and other entities understand the reasons for its decisions about these entities.
- ◆ Meets its external and internal obligations (towards public authorities, partners, donors, beneficiaries, and team members).

Team members:

- ◆ Take care of the quality of their work and its results;
- ◆ Care about what is going on in the organization, whether it refers to their field or not.
- ◆ Fulfill their commitments.

Trust

How do we understand the value?

Trust is a belief that people generally have good qualities (e.g., reliability, truthfulness, responsibility, capability of doing their jobs, etc.) And respect commonly accepted values (e.g., responsibility, partnership, equality, respect for dignity, diversity).

Why is it important to be guided by this value at work?

Trust

- ◆ Fosters cooperation within the organization's team and externally (between the organization and other entities).
- ◆ Is necessary to build a culture where problems are communicated and solved rather than avoided and swept under the carpet. It is easier to communicate problems when people know they can easily discuss them and look for help.
- ◆ Strengthens the potential of the organization. Big projects require the synergy of diverse talents, cooperation and good communication.
- ◆ Is necessary for partnerships. It contributes to a good reputation. A trustworthy organization is an attractive partner for other entities.
- ◆ Allows talents to be revealed.
- ◆ Makes doing the job easier as team members or partners can rely on each other. Operations go smoothly and faster.

Indicators: How do we know if this value guides an organization in this area

An organization:

- ◆ Is capable of running complex projects (alone or in partnerships).
- ◆ Rely on its team members and vice versa.
- ◆ Freely communicates and solves problems instead of avoiding and sweeping under the carpet.

Team members:

- ◆ Rely on each other.
- ◆ Are entrusted with tasks reflecting their talents and capacities.

Stakeholders:

- ◆ Partners of the organization, its beneficiaries, and other entities rely on the organization.

Partnership

How do we understand the value?

A partnership is the type of relation that makes all parties equal within the scope of obligations they undertake and the rights they have.

Internally, partnership refers to relations between the organization (its representatives, e.g., managers and supervisors) and the team members and between team members.

Externally, partnership refers to relations between the organization and all other entities, such as donors, public authorities, project partners, clients, beneficiaries, etc.

Partnership is a value to be cherished by the organization and each member of its team.

Why is it important to be guided by this value at work?

Partnership:

- ◆ Builds a working culture where people respect each other;
- ◆ Strengthens cooperation and team spirit both internally and between the organization and external parties;
- ◆ Builds the culture of trust;
- ◆ Strengthens empowerment and makes team members take ownership of their tasks;
- ◆ Allows building a reliable and trustworthy organization in relations with partners and other external entities.

Indicators: How do we know if this value guides an organization in this area

An organization:

- ◆ Tells its team members and external actors: "We are equal in our obligations and accountable to each other."
- ◆ Fulfills its obligations (towards team members and external entities).
- ◆ Is perceived as trustworthy and reliable by other entities.
- ◆ Cooperates with other entities rather than competes against them.
- ◆ Neither the organization nor its team members abuse the more robust position they might have over the other party.

Within the organization:

- ◆ Team members fulfill their obligations.
- ◆ Arrangements and promises are kept.
- ◆ Personal borders are respected.
- ◆ Opinions, remarks, and observations of all parties are considered. People are listened to.
- ◆ Team members trust each other.
- ◆ Team members can rely on each other.
- ◆ Team members cooperate rather than compete against each other.

Meaning of work

How do we understand the value?

Meaning of work refers to the perception of work as a means of giving meaning to one's life.

Why is it important to be guided by this value at work?

Today, the meaning of work is not a preference but a fundamental human need. Work is a crucial source of meaning in life and of identity.

There is a link between meaning in work and the need for personal development, positive relationships at work, and commitment to work.

Meaning of work has an impact on

- ◆ commitment to work,
- ◆ greater employee loyalty,
- ◆ greater autonomy and responsibility,
- ◆ job satisfaction,
- ◆ overall life satisfaction.

Indicators: How do we know if this value guides an organization in this area

Team members

- ◆ Believe that what they do is essential from their perspective.
- ◆ Believe that their work impacts something more significant than an individual.

Consistency with the organization's mission

How do we understand the value?

Consistency with the mission involves aligning actions, behaviors, decisions and results with the core values and purpose outlined in an organization's mission statement.

Why is it important to be guided by this value at work?

Consistency with the mission:

- ◆ Helps ensure the organization stays focused on its intended purpose and doesn't deviate from its fundamental goals. It shapes organizational culture and fosters positive relationships with stakeholders.
- ◆ Helps align all aspects of the organization, including its strategies, policies, and activities. When actions and decisions align with the mission, the organization moves in the right direction and works towards its intended outcomes concerning the agreed values.
- ◆ Builds trust and credibility with stakeholders, including employees, volunteers, beneficiaries, donors, and the community. When an organization consistently delivers on its mission, it demonstrates reliability and integrity, strengthening its reputation over time.
- ◆ Provides team members with a sense of purpose and direction. It helps create a shared understanding of the organization's goals and values, fostering a positive and motivated work environment. Employees and volunteers who connect with the mission are more likely to be engaged and committed to their work.
- ◆ Allows for flexibility in approach while maintaining a coherent overall direction. While the core mission remains constant, organizations may need to adapt their strategies and tactics to changing external factors.
- ◆ Provides a solid foundation for strategic alignment. It helps guide decision-making.
- ◆ Helps keep donors aligned with organizations that share their values. Donors are likelier to trust and remain loyal to organizations that consistently live up to their stated mission.

Indicators: How do we know if this value guides an organization in this area

An organization:

- ◆ Operates within legal and ethical boundaries, consistent with the mission statement.
- ◆ Runs the decision-making processes, respecting the values and principles stated in the mission.
- ◆ Allocates resources, including time and budget, in a way that supports the mission's priorities.
- ◆ Evaluates the quality of outcomes and deliverables to ensure they align with the mission's standards.

Team members:

- ◆ Are satisfied with the organization's alignment with the mission.
- ◆ Behave and interact to determine if their actions align with the mission.

Beneficiaries:

- ◆ Are satisfied with meeting their needs in line with the organization's mission.



Tools, methods, and ideas for well-support training and workshops

This chapter contains tools to present examples of educational activities that increase awareness of the well-supported key role. They all elaborated on practical experience and were tested by educators working with various target groups. The toolkit provides an overview of the curriculum that focuses on:

- ◆ Assist in recognizing internal issues
- ◆ Encourage transparent communication
- ◆ Foster a culture of well-being that supports all individuals

The tools relate practically to the values outlined in the Well-Support Matrix. They can be used for:

- ◆ Introducing the concept of well-support and well-being culture
- ◆ Reflecting on well-support values and a deeper understanding of their role in the decision process.

We put icons to help you navigate among the activities:



COMPLEXITY



GROUP SIZE



TIME



Well-being Chart



average



5+



50 min.

INTRODUCED BY	Nauka to Przygoda Foundation
BENEFITS FOR PARTICIPANTS	The method can be used as cyclical Well-being workshops for employees as a prevention of burnout
METHODOLOGY	Group discussion, case study, games, mind maps, work in small teams, exercises, physical activity, outdoor workshops, cafe discussion.
SPECIFIC OBJECTIVES	Increasing awareness of burnout, learning different ways to deal with fatigue, team support, individual support for employees, awareness of the importance of taking care of one's own balance (body, mind, emotions, sense of meaning), and finally - taking care of one's own well-being, positive approach and energy to act, and thus increase the well-being of the entire organization.
MATERIALS	Flipchart, markers, A4 paper, colored markers
STEP BY STEP PROCESS	<p>The exercise can be adapted to the number of participants, and the time allocated can be adjusted according to the trainer's choice.</p> <p>Steps/The road to well-being/Topics of subsequent meetings</p> <ol style="list-style-type: none">1. Discussing the problem of burnout, loss of sense of purpose, feeling of being burdened by multitasking, working in a stressful environment2. Determining the individual and organizational level of well-being3. Examining the team's needs and what factors influence well-being at work4. Joint discussion of the change process, selecting solutions that should be implemented in the team's work on the way to well-being



Well-being montage



average



10-25



35-50 min.

INTRODUCED BY	The tool has been introduced by Jövökerék Foundation. To be used in the Well-Support project, it has been revised and tested within the frame of teacher training organized by the Hungarian Association for Migrants.
BENEFITS FOR PARTICIPANTS	It helps to formulate the requirements of appropriate working conditions (in physical, organizational, and social terms), especially for those who come from the same profession and workplace. It is essential that they see clearly what is up to others and what they personally influence. This provides an opportunity for change and reduces the feeling of vulnerability.
METHODOLOGY	Supporting others requires an appropriate professional environment. It is crucial to clearly see what conditions are needed for effective work. Creating a montage provides an opportunity for visual, symbolic expression of thoughts and feelings on the related topic (appropriate working conditions). Working in a team that is safe for the participants facilitates the exchange of experiences and gives insights into multiple aspects and opinions to prevail.
SPECIFIC OBJECTIVES	It becomes visible what are the conditions for effective work from the participant's point of view. Controllable and uncontrollable factors of ideal working conditions are revised and expressed.
MATERIALS	Large wrapping paper, scissors, glue, and magazines from which pictures can be cut out.
STEP BY STEP PROCESS	Have the participants form groups (e.g. 3-4 participants in each group) The groups discuss what tools (e.g. protocols, communication, equipment, environment) and support (e.g. training, leadership, mentoring, assistance) they need for effective work and when they would consider their work to be effective The groups make a written list of conditions of effective work, and they try to organize them into categories (see above) Each group is instructed to find pictures from magazines and picture collections (provided by the trainer) to present their topics and conclusions and create a picture collage titled 'Conditions of effective work.' The groups should select a speaker and present the finished work to the others - the speaker explains the collage, and group members may comment, or others may have questions too. The trainer summarizes the experiences, highlighting similarities and individuals' need.

Lowen’s Method



average



4-20



20-30 min.

INTRODUCED BY	Nauka to Przygoda Foundation
BENEFITS FOR PARTICIPANTS	The focus is helping people release internal tension and stress through body movement, breathing techniques, or other forms of expression. It can help people move past habitual patterns and learn how to react differently in specific situations. We get to know self-soothing skills that we can use when we are having a bad day or dealing with a lot of stress, overwhelming feelings, and /or intense anxiety.
METHODOLOGY	Alexander Lowen developed a form of mind-body psychotherapy, using body techniques to strengthen dialogue between people. The body and energy are key factors in communication.
SPECIFIC OBJECTIVES	The method enhances emotional awareness, strengthens boundaries, helps with trauma, enhances body awareness, and empowers relationships.
MATERIALS	chair, mattress, cushions, etc.
STEP BY STEP PROCESS	<p>This tool often includes bodily exercises in which intentional movements are made to identify and release physical tension in the body. Bodywork recognizes physical sensations and connects them to feelings and past stressful or traumatic events so that you can work through them.</p> <p>Chair grounding:</p> <p>While sitting, put both feet flat on the floor. As you breathe in, gently press your feet into the floor and your butt into the chair. As you breathe out, focus on relaxing on the chair and the floor. Feel the chair supporting you and holding you. Feel the solidness of the ground beneath you. Notice any sensations that arise in your body. Notice if any areas of your body specifically call your attention. Notice your breathing.</p> <p>Bend over grounding:</p> <p>Stand with your feet hip-width apart (approximately 8” – 10”). Place your feet parallel to each other, with your toes going forward. Bend your upper body forward and let your arms dangle. Rest your fingers on the floor to help with balance but without weight on them. Let your head go. This may take some practice as your head may initially resist letting go. Keep your weight slightly forward over the arches of your feet. Gradually bend and straighten your knees several times (without locking your knees). Breathe fully and deeply. Breathe in as you bend your knees and breathe out as you straighten them.</p> <p>If you encounter any pain or discomfort as you stretch, letting out sounds will help to release the pain. Unless you have a knee injury, the pain generally relates to areas of tension. If you have a knee injury, be gentle with the pressure on your knee. If you experience shaking or vibrations in your legs, let them go through you. This is energy moving in the stretch as you are stressing the muscles. As you get used to shaking, most people find it pleasurable.</p>

STEP BY STEP PROCESS

Stay in the bent-over position for several minutes. You can modify the stretch by rocking forward and back and from side to side on your feet. You can also experiment with straightening your legs as much as you can without locking them to increase the vibrations. Keep checking that your head is letting go and that you aren't holding tension in your neck. When you are ready to end, come up slowly and keep pressing down on your feet as you come up. Notice how you feel and what you experience. If you experience any dizziness or lightheadedness, stamping your feet down a few times usually shifts this.

Non-Violent Communication in the organisational context



average



4 +



75 min.

INTRODUCED BY	EIVA
BENEFITS FOR PARTICIPANTS	Developed the capacity to communicate effectively in respect to everybody's needs
METHODOLOGY	<p>Marshall Rosenberg developed the method in the '60s. Resources and explanations are available here (https://www.cnvc.org).</p> <p>NVC supports the transformation of how we speak to ourselves and one another. NVC supports empathic conversation at a time by speaking the "Language of Life"</p>
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">◆ Participants will Understand the critical parts of nonviolent communication, including how to notice and describe what's happening, understand feelings, recognize needs, and make clear requests.◆ Learn how to talk about their feelings and needs without blaming others and how to listen to others with empathy◆ Gain skills after practising Communicating in a Non-Violent Communication:◆ Practice using non-violent communication in common situations they might face in their NGO work, like solving disagreements, working as a team, and talking to beneficiaries and partners.
MATERIALS	<p>Flipchart/poster or presentation of the NVC steps</p> <p>Needs inventory list</p> <p>Feelings inventory list</p>
STEP BY STEP PROCESS	<p>The exercise can be adapted to the number of participants, and the time allocated can be adjusted according to the trainer's choice.</p> <p>Step 1: small debate on situations we need to communicate things that make us uncomfortable: How do you tell others what disturbs you in their behaviours?</p> <p>Step 2: using the visual support (Flipchart / poster or presentation of the NVC steps), the four steps of the method are presented and explained (1. Observation 2. Feelings 3. Needs 4. Request) (Time: 10')</p>

STEP BY STEP PROCESS

Step 3: participants receive the handouts: 1. Needs inventory list 2. Feelings inventory list. In groups of 2, 3, or 4, according to how large the group is, they are invited to familiarise themselves with the needs and feelings. Time allocated can be adjusted if participants are familiar with the concepts (**Time recommended: 15 ‘**)

Step 4: Participants in groups of 3 or 4 are invited to test the NVC method using a concrete element/issue from their prior interaction: a situation when they had challenges to communicate, a dispute. They can also simulate a challenging situation. They will be invited to communicate respecting the 4 steps of NVC and the concepts from the 2 lists they received. According to the group size, 1 or 2 participants will have the observer role. Testing will allow all participants to use the 4 steps and to receive and offer feedback. To make the process easier, facilitators can propose scenarios with challenging situations to be used in the testing of the NVC. (**Time recommended: 30 ‘**)

Step 5: Once testing is ready, the participants are regrouped, and a debriefing is facilitated. Questions can be adapted to the precise context of the training. The focus should be on making participants aware of this technical/logical solution to be used in situations of emotional pressure, considerate of everybody’s needs and feelings, and assertive communication. Conclusions should emphasize positive elements generated by using the method in an organizational context. (**Time recommended: 20 ‘**)

A few tips, or 10 things we can do to contribute to internal, interpersonal, and organizational peace to share with participants

1. Spend some time each day quietly reflecting on how we would like to relate to ourselves and others.
2. Remember that all human beings have the same needs.
3. Check our intention to see if we are as interested in others getting their needs met as our own.
4. When asking someone to do something, check first to see if we are making a request or a demand.
5. Instead of saying what we DON'T want someone to do, say what we DO want the person to do.
6. Instead of saying what we want someone to BE, say what action we'd like the person to take that we hope will help the person be that way.
7. Before agreeing or disagreeing with anyone's opinions, try to tune in to what the person is feeling and needing.

8. Instead of saying “No,” say what need of ours prevents us from saying “Yes.”

9. If we are feeling upset, think about what need of ours is not being met, and what we could do to meet it, instead of thinking about what’s wrong with others or ourselves.

10. Instead of praising someone who did something we like, express our gratitude by telling the person what need of ours that action met.

The Center for Nonviolent Communication (CNVC) would like there to be a critical mass of people using Nonviolent Communication language so all people will get their needs met and resolve their conflicts peacefully.

Global Map



average



10-25



20-45 min.

INTRODUCED BY	The tool has been introduced by the Jövökerék Foundation. In order to be used in the Well-Support project, it has been revised and tested within the frame of teacher training organized by the Hungarian Association for Migrants.
BENEFITS FOR PARTICIPANTS	<ul style="list-style-type: none">◆ The participants get to know each other better by sharing personal stories.◆ It is revealed that many families have already been involved in migration if it is looked back to at least 2-3. The knowledge about migration is being developed.
METHODOLOGY	<p>The exercise allows the participants to learn more about each other's ethnic and family backgrounds.</p> <p>Most conclusions about migration are rooted in our life experiences and current situation. However, if we examine it in a broader time scale, even just two generations back in time, we can see that all families were involved in migration to some extent. Human characteristics include migration, asylum-seeking, and the search for a better, livable life.</p>
SPECIFIC OBJECTIVES	<p>The exercise has two mutually exclusive goals:</p> <ol style="list-style-type: none">1. supporting group members getting to know each other2. to follow the individual's migration background using a visualized map
MATERIALS	A large-scale world map is needed to carry out the exercise. If printing is difficult, the map can also be presented digitally. The result is more spectacular if each participant uses felt-tip pens of their own color, so it is worth using as many colored felt-tip pens as there will be participants.
STEP BY STEP PROCESS	<ol style="list-style-type: none">1. An individual task to think about the family history especially from the aspect of migration.2. Everyone should choose one of the many different colored pens.3. With the selected pen, one by one, mark on the world map where he was born and where his parents and grandparents were born. This is a total of 7 notations per person.4. If there are many participants or little time, it is sufficient to make only the markings. If there is time, the participants should tell the story of their family.5. When each participant has finished marking, the trainer summarizes the conclusion. The cartoon will show how many places we come from and that we are all strongly affected by migration, even if only a few generations are taken as a basis.
DOCUMENTS, HANDOUTS, WEBSITE RELATED TO THE TOOL	<p>World map:</p> <p>https://www.storyboardthat.com/hu/storyboards/hu-examples/vilagterkep-poszter</p>

The Expedition Training Game



high



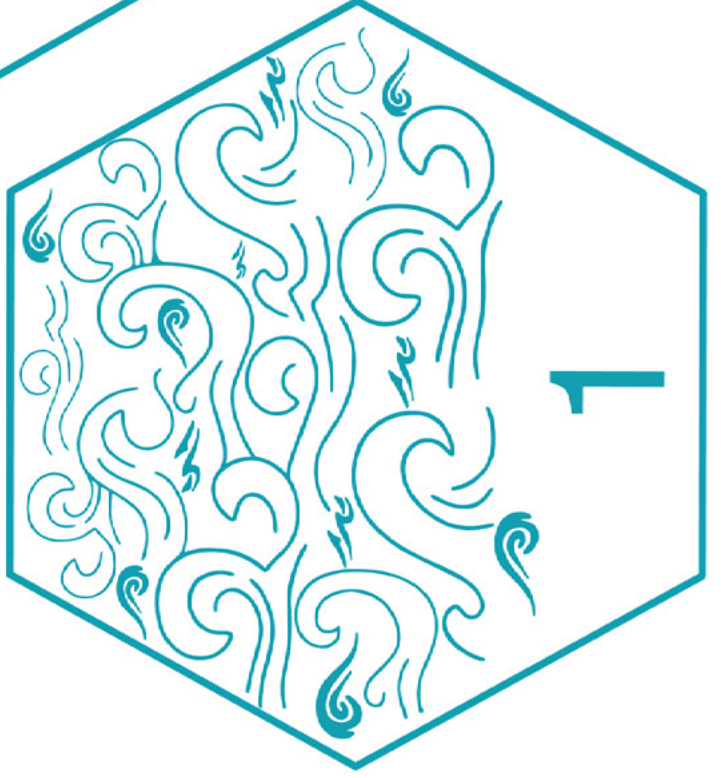
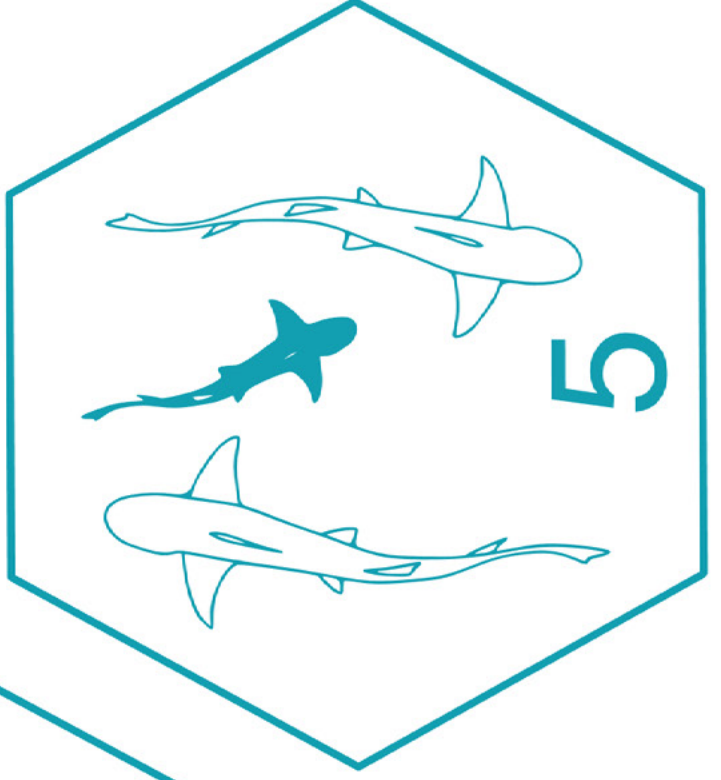
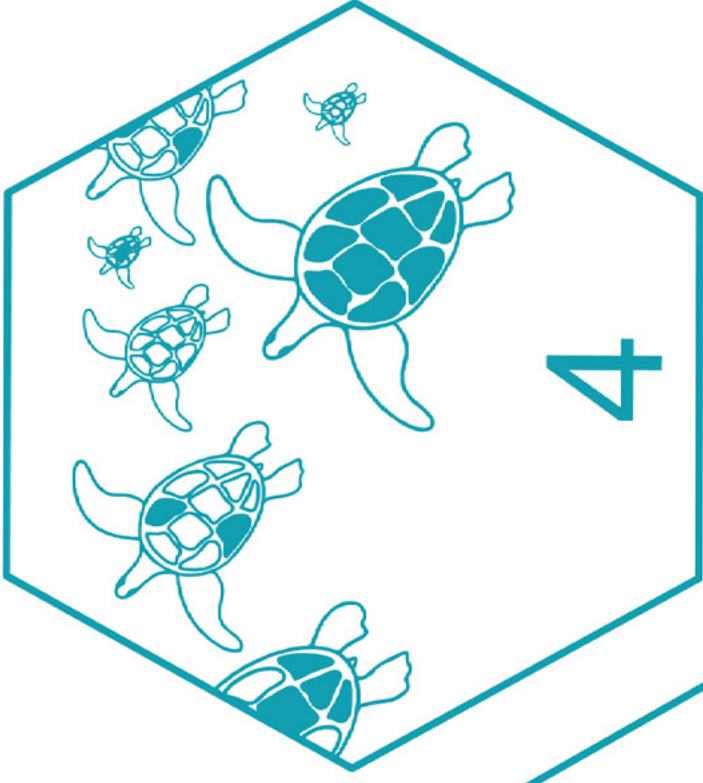
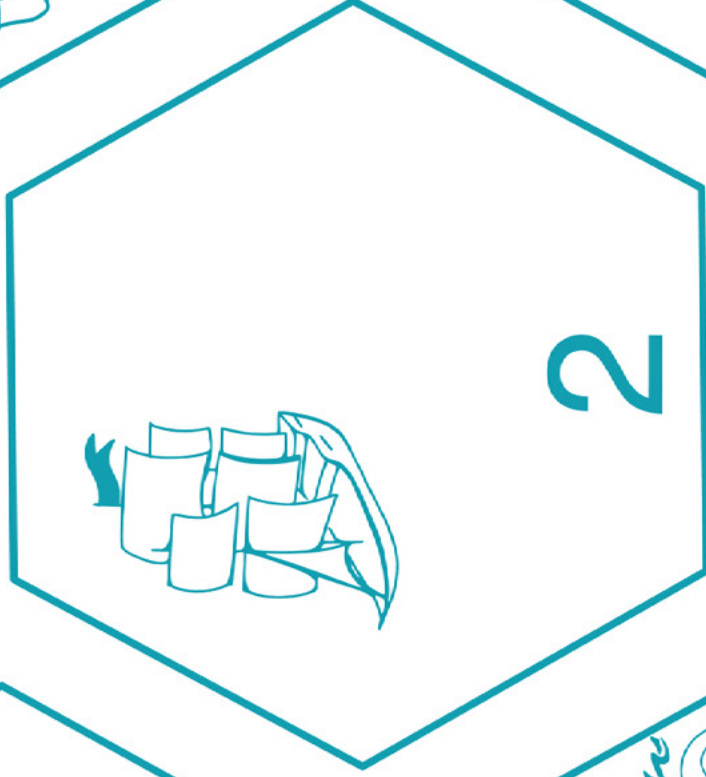
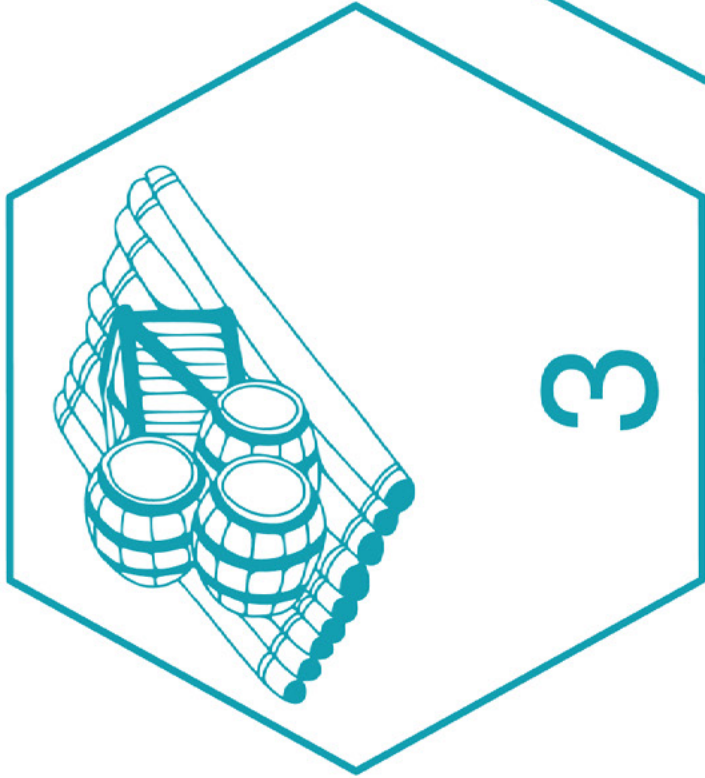
6-20



180-240 min.

INTRODUCED BY	The tool has been elaborated by sTOP and evaluated and developed collaboratively with all Well-Support partners.
BENEFITS FOR PARTICIPANTS	<ul style="list-style-type: none"> ◆ Encouraging active participation and engagement, making it easier for participants to reflect on well-being is a critical but often overlooked topic ◆ Introducing essential concepts interactively and enjoyably increases participants' likelihood of internalizing and applying them. ◆ Creating an experiential learning environment where participants can simulate real-life situations related to stress, workload management, and self-care.
METHODOLOGY	
SPECIFIC OBJECTIVES	The Expedition Game is designed to be collaborative, promoting teamwork and communication. Engaging team members in discussions about well-being in a game setting fosters a culture where well-being becomes a shared responsibility and encourages open dialogue.
MATERIALS	<ul style="list-style-type: none"> ◆ 30 board tiles - with their help, the map is built, on which players move during the game used modularly. They allow to change the board in subsequent games or depending on the adopted training goal ◆ ship charts - a schematic vision of the players' ship with a division into decks and sails, helps to imagine the situation and name the most essential values of the team ◆ 2 ship models - serving as pawns that mark the current location of the team on the map ◆ 30 barrels - visualization of food supplies necessary for moving in the game, ◆ 30 coins - a symbolic representation of the team's financial resources gained and lost during the game, ◆ 3 crown tokens - stacked during the game on the discovered islands and, at the same time, an indication of hidden treasure ◆ 50 discontent tokens - transparent red tokens are used to communicate opposition and conflict during the game, ◆ hourglass - for timing in selected situations
STEP BY STEP PROCESS	It's described in detail below in the instructions for the game.

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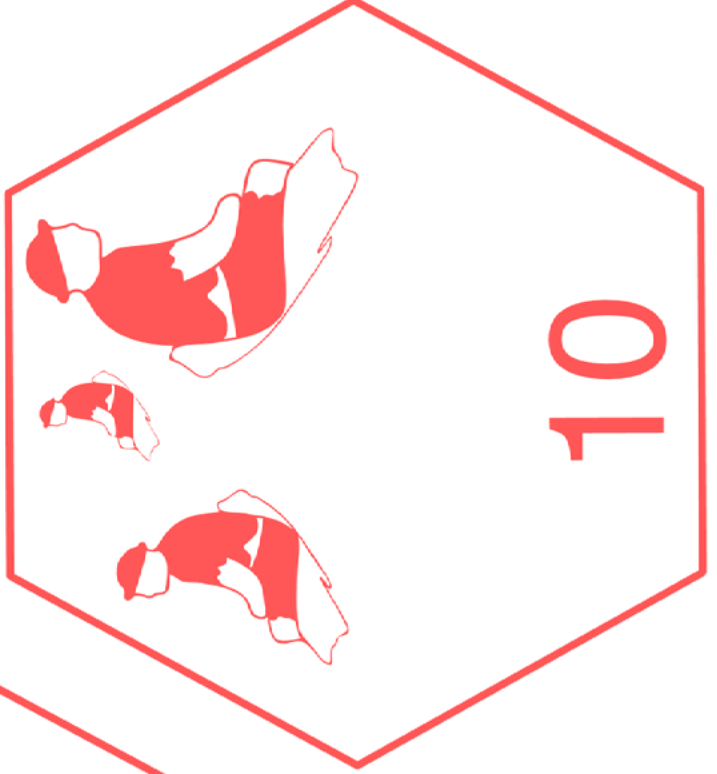
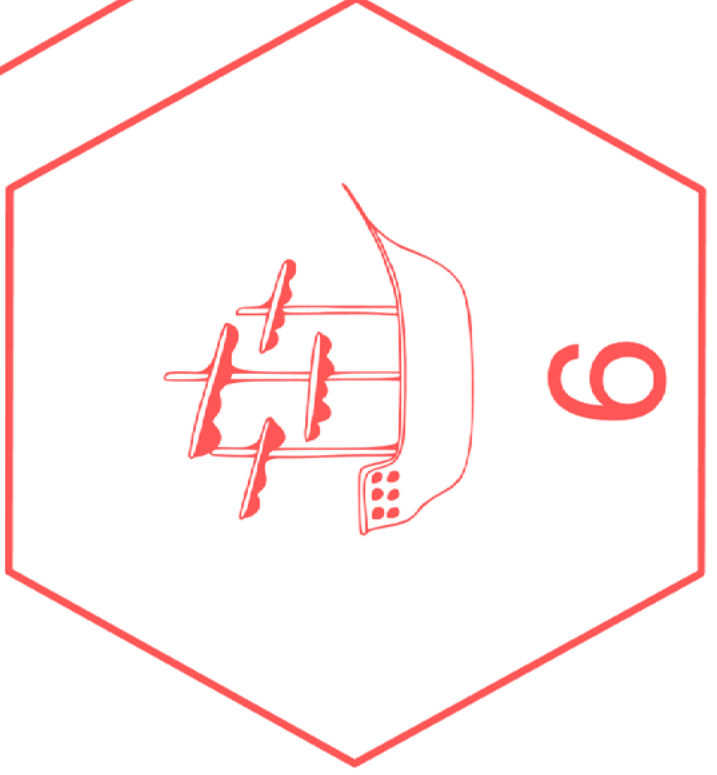
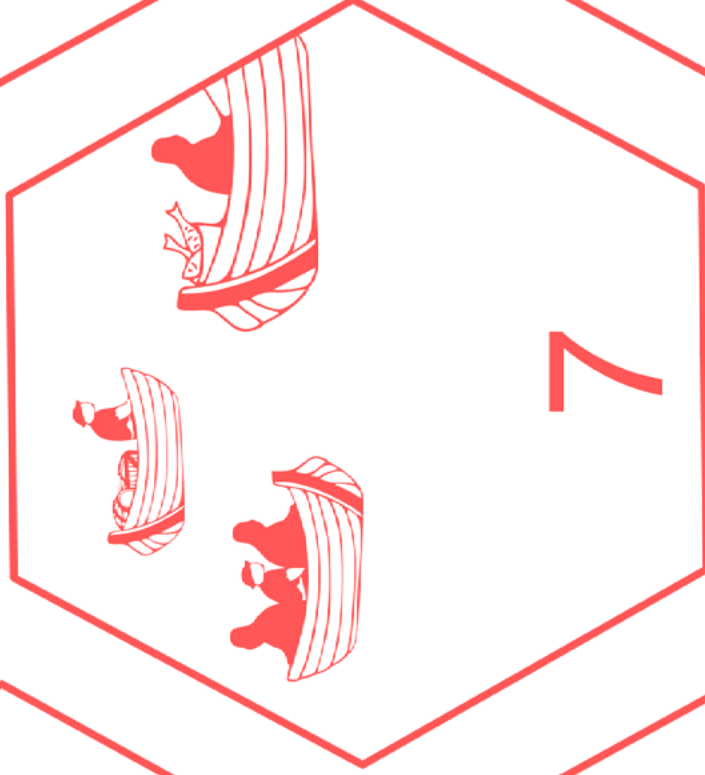
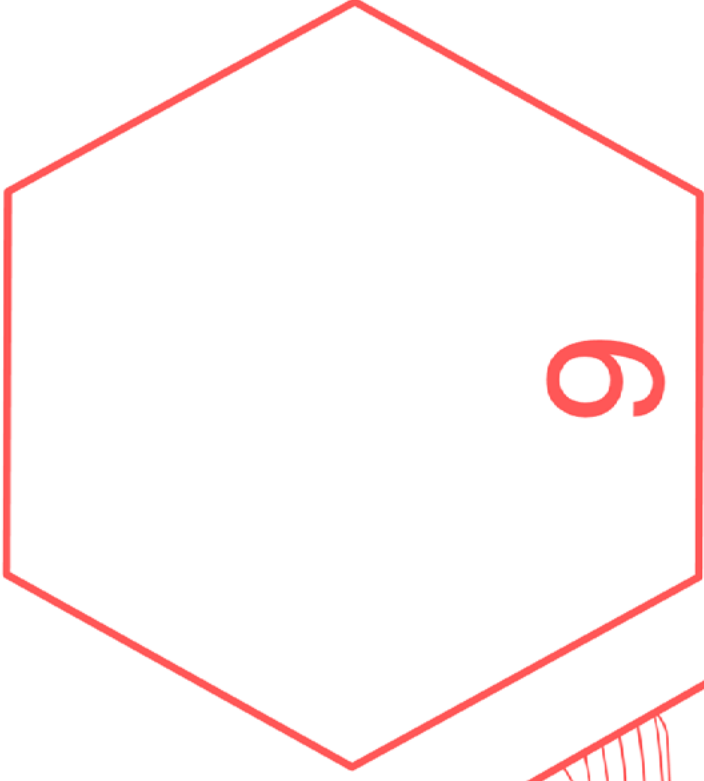
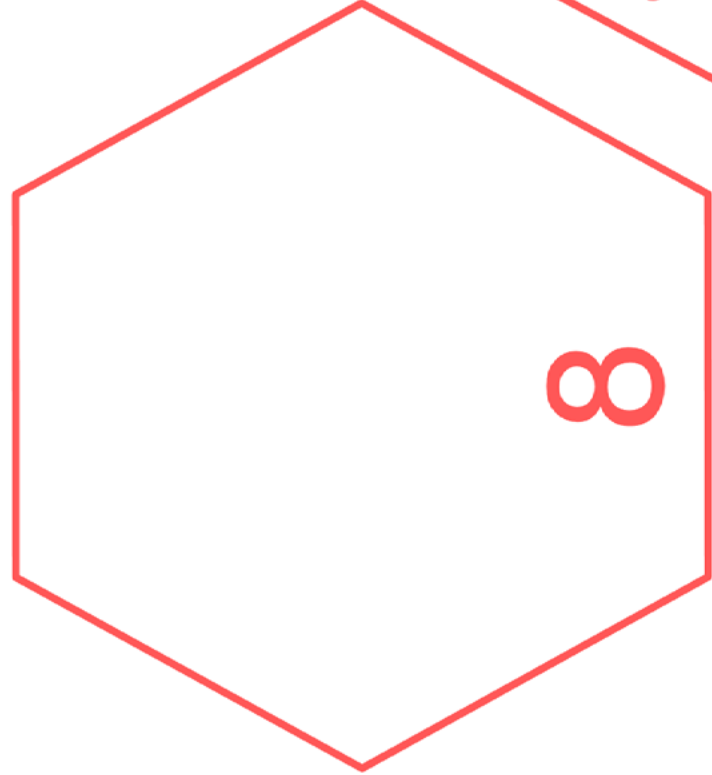


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back

cut out the game pieces

front



cut out the game pieces

back

cut out the game pieces

front



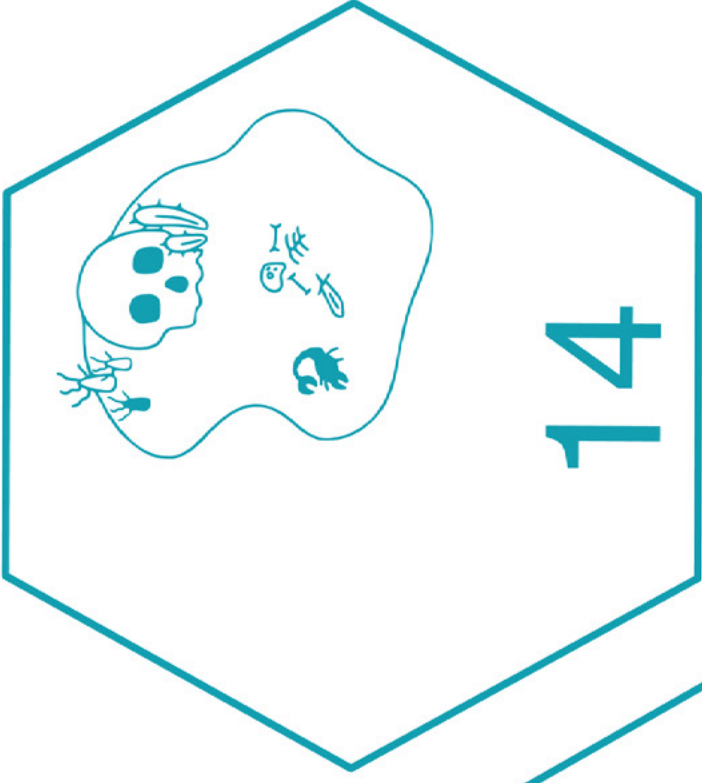
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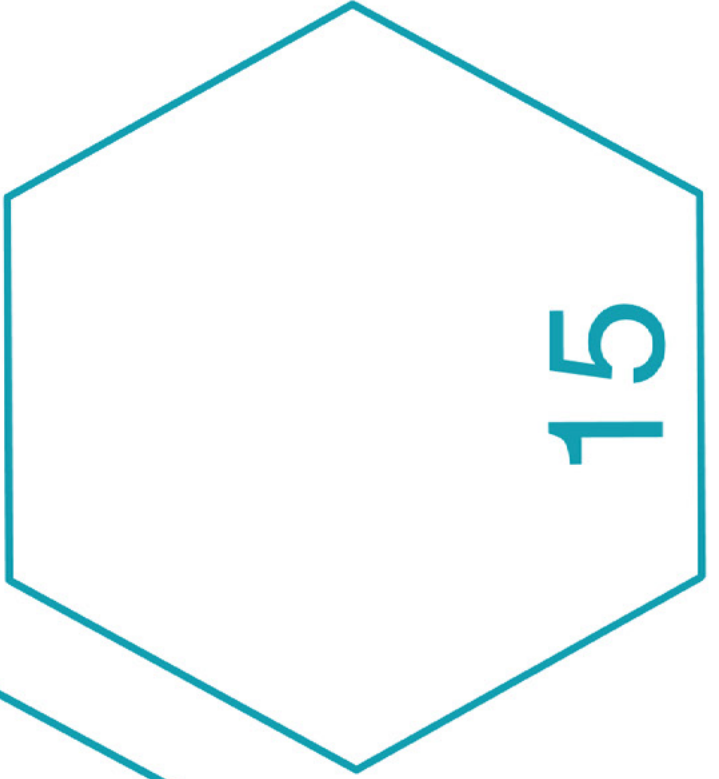
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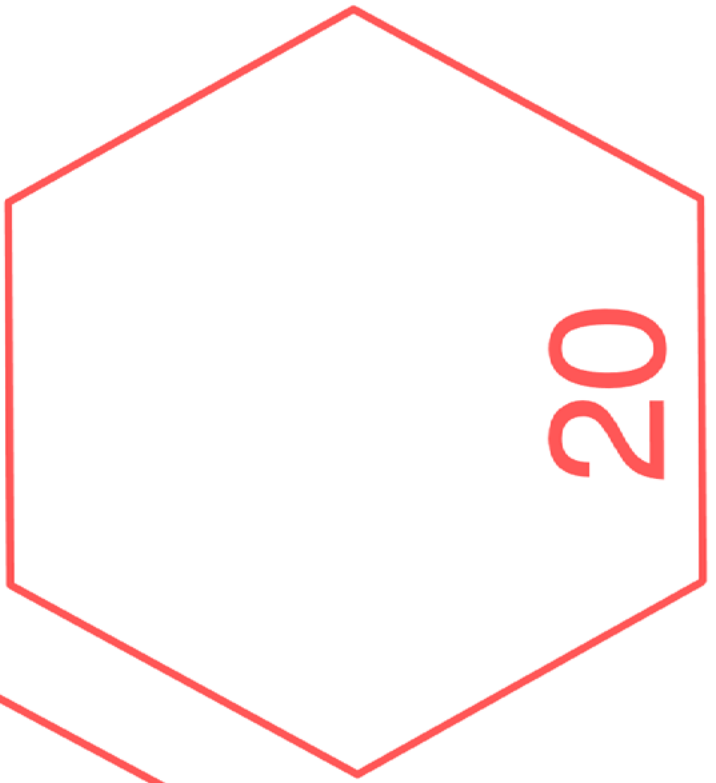
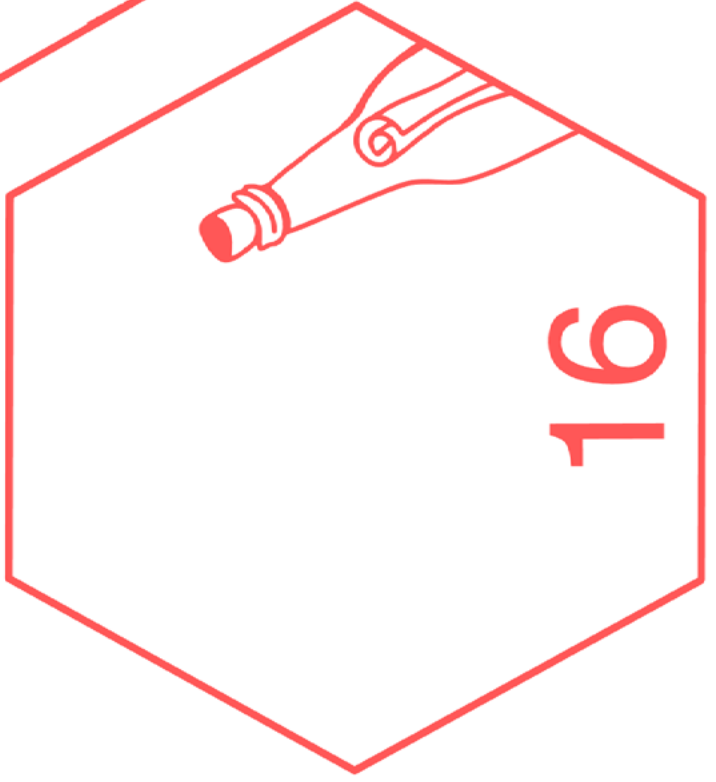
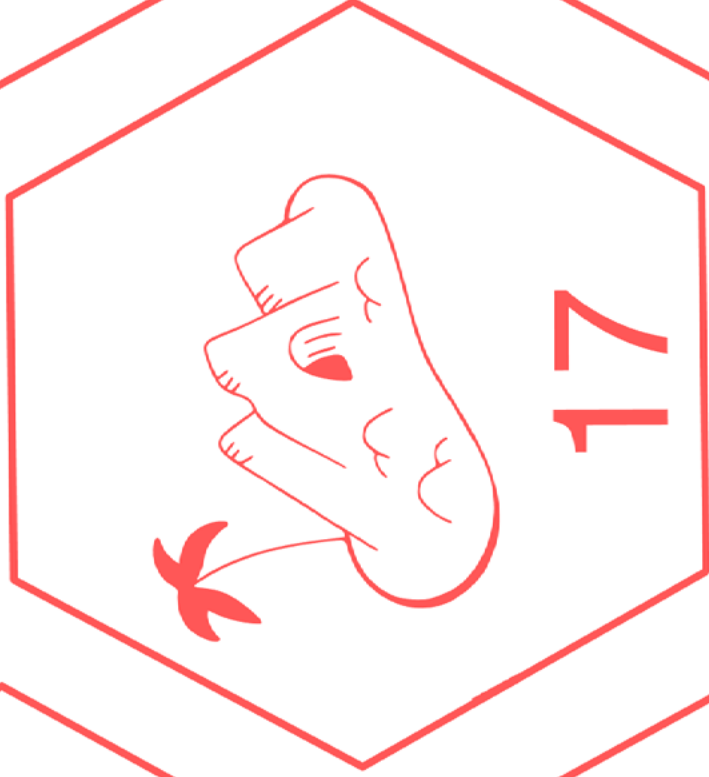
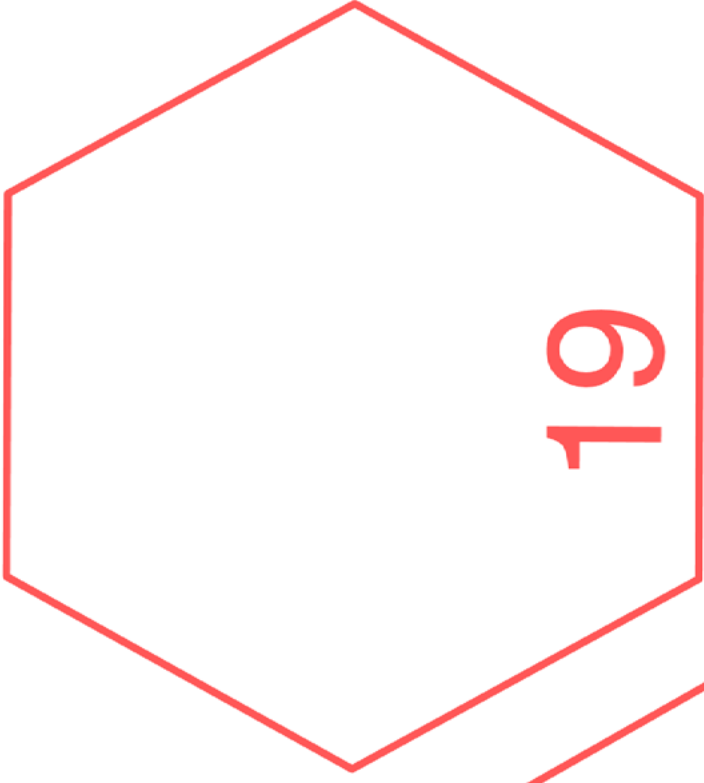
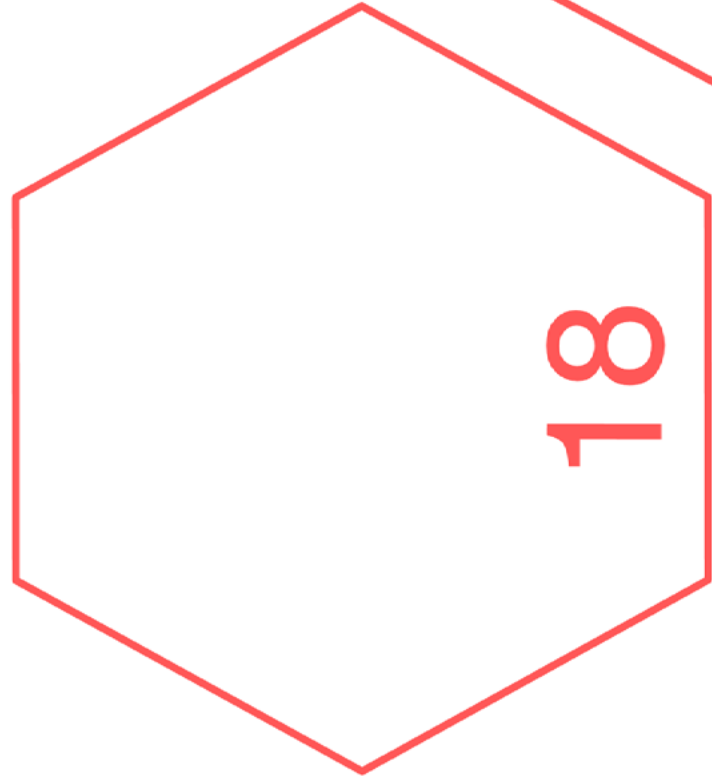
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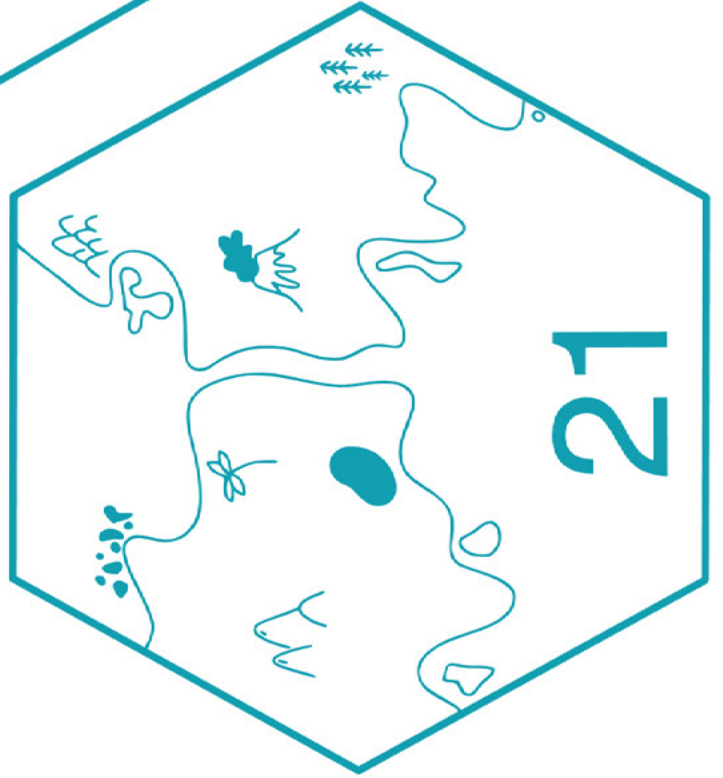


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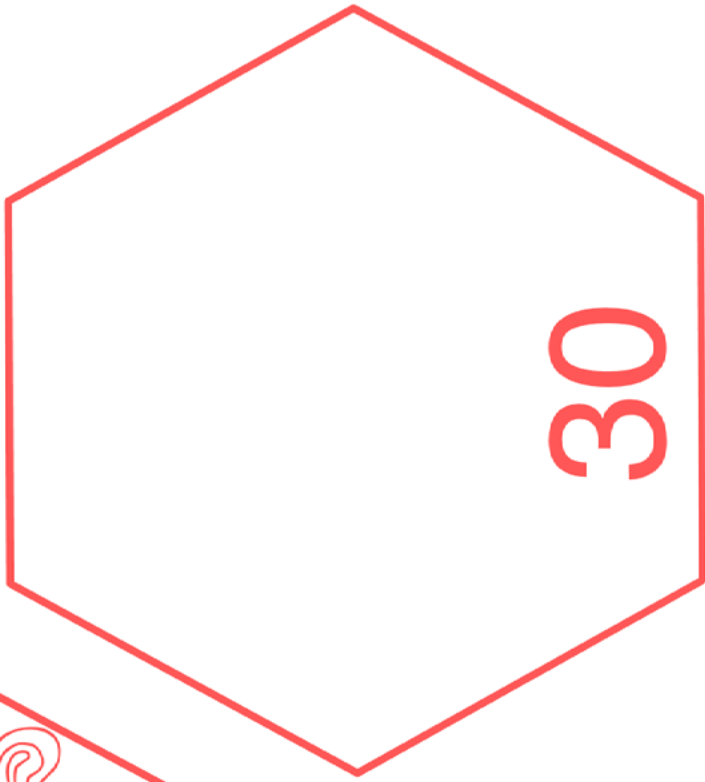
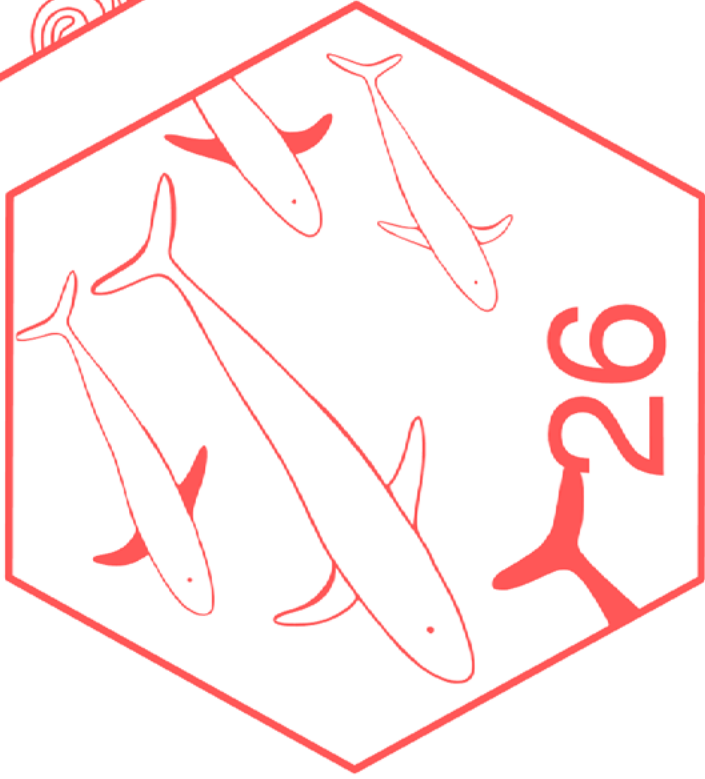
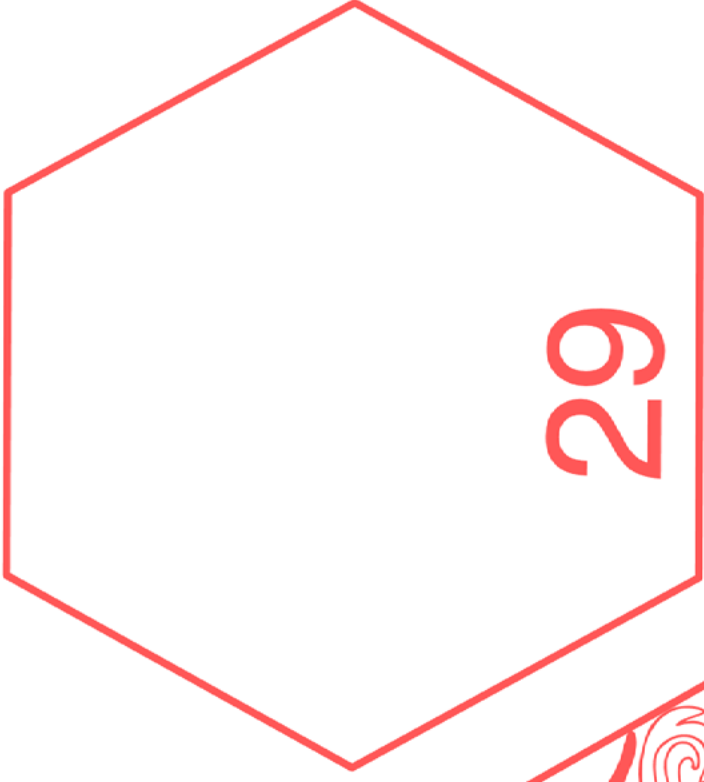
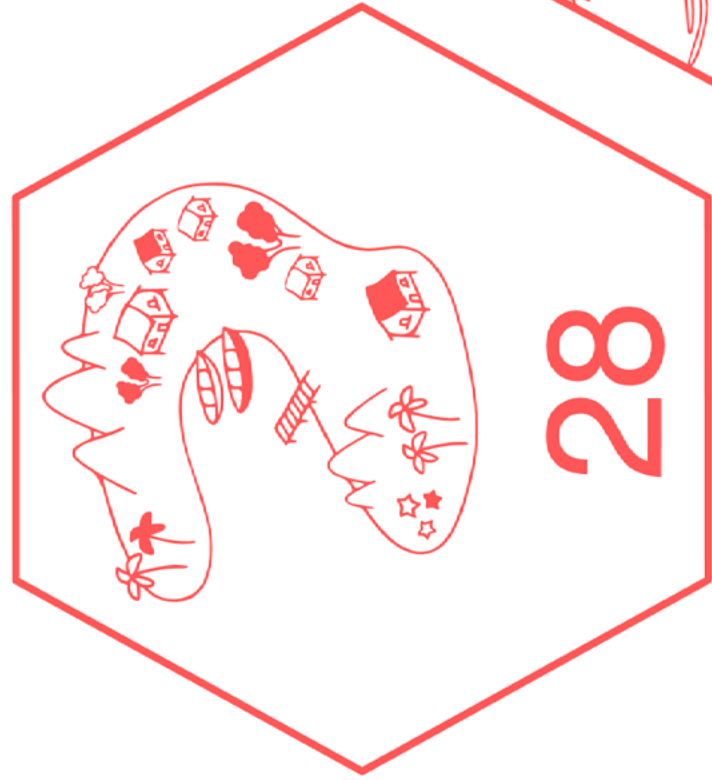


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back

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front



cut out the game pieces

back

cut out the game pieces



The Expedition Game Instruction

Introduction

You are about to embark on an extraordinary voyage! Storms, sea snakes, and pirates do not threaten you. Set your sails, take your positions, and set your course - adventure awaits!

The Expedition is a simulation game in which players take on the role of ship officers on a treasure hunt. Their task is to make decisions together, solve the challenges they encounter, and care for their own well-being and that of the rest of the crew.

Cruise is also a training game. This means that its main goal is to elicit certain reactions in participants, which, as discussed by the trainer, can lead to changes in attitude or the acquisition of new competencies. This context is very important for the course of the game and its usefulness. When preparing the game, remember to set aside time for discussion and other workshop elements needed to apply the game to its full extent effectively. This does not mean, of course, that the game lacks a fun component. Humor and fun interactions are part of the experience but do not dominate the discussion, negotiation, and definition of team roles. Awareness of the game's characteristics will make introducing players easier and carrying out the entire educational process. It's also a matter of the time required to conduct the entire game, including discussion. The game itself takes between 1.5 and 2.5 hours to play, but an additional 2-3 hours will be necessary to discuss the course and close group threads that arise during the game.

An important element of the game is its open nature. Players decide their course by steering

their ship. Depending on the assumptions and educational goals, the game can be modified, but this element—the influence of players on the game world—is extremely important. This allows them to create their own story within the game and get to know each other better as a team.

The game was developed as part of The Wellbeing of Refugees' Supporters project and focused on the well-being of teams involved in helping others - here, refugees. Together with a group of international partners, we sought ways to support people helping others effectively by building teams of shared values. These assumptions became the creative basis for developing the game, and you will encounter elements of them in later sections of this manual.

Ultimately, the Expedition game is designed for groups of adults - ad hoc, project, or collaborative groups gathered together. The game's open-ended nature means it can be played by different groups, more or less advanced and integrated. There are no explicit contraindications except seasickness... and being of legal age. Participation may be too difficult an experience for children and teenagers due to its interactive nature. It may require additional construction of safety mechanisms and coaching tools appropriate for these groups.

General instructions

Elements of the game - a list with a brief commentary of what they are

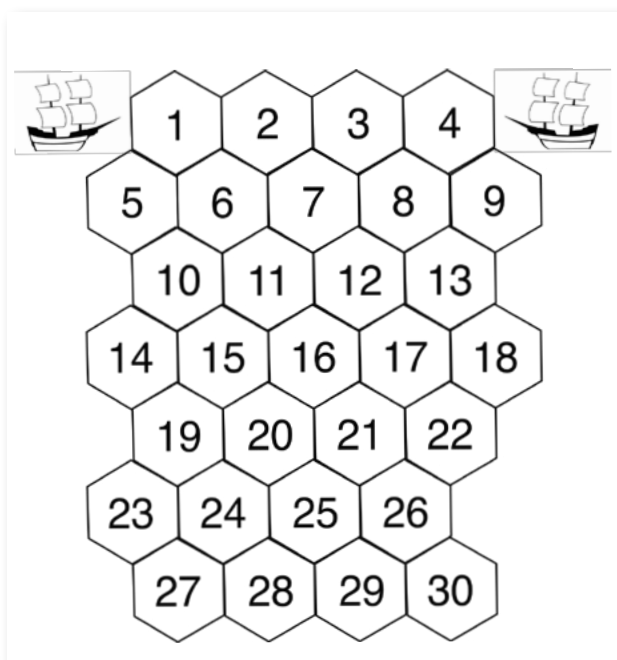
- ◆ 30 board tiles - it is with their help that the map is built, on which players move during the game used modularly they

allow to change the board in subsequent games or depending on the adopted training goal

- ◆ ship charts - a schematic vision of the players' ship with a division into decks and sails, helps to imagine the situation and name the most important values of the team
- ◆ 2 ship models - serving as pawns that mark the current location of the team on the map
- ◆ 30 barrels - visualization of food supplies, necessary for moving in the game,
- ◆ 30 coins - a symbolic representation of the team's financial resources gained and lost during the game,
- ◆ 3 crown tokens - stacked during the game on the discovered islands and, at the same time, an indication of hidden treasure
- ◆ 50 discontent tokens - transparent red tokens are used to communicate opposition and conflict during the game,
- ◆ hourglass - for timing in selected situations

Preparation of the game

- ◆ Lay out a map of numbers from 1 to 30 according to their colors on the reverse side. This is the so-called base set-up, recommended for novice players and instructors.
- ◆ Both groups should have their own workspace - a couple of chairs with an optional table to place their resources and the ship's diagram.



- ◆ Between the two groups will be a table with a game map - tiles arranged according to the chosen scheme.
- ◆ The table with the map should be easily accessible but not too close to the positions of both groups so that making a ship move requires approaching it. This keeps the game dynamic and structured.
- ◆ Players into two teams receive a ship diagram (each group's own).
- ◆ Each ship receives starting resources - 10 barrels of supplies and 3 coins.
- ◆ Ships are placed on the map next to the numbers 1-5 but not in the same place. This way, their route will not overlap, but at the same time, they will have an equal chance on the way to the treasure.
- ◆ Place additional supplies, coins, and crowns next to the board so they can easily access them.
- ◆ Players can prepare materials for themselves to record their reflections and observations during the game - such collected material will be useful when discussing the course of the game.
- ◆ Each player receives an individual resource - 3 tokens of dissatisfaction. Their use will be discussed later in the instructions.
- ◆ It is time to start the game.
- ◆ Introduction to the game
- ◆ Presented below is the content given to the players before the start of the game. A broader discussion of the rules below:
- ◆ You are about to embark on a voyage searching for hidden treasure.
- ◆ You act as two independent exploration teams.
- ◆ Each team has its own ship at its disposal.
- ◆ You will play the role of officers. In addition to you, there is a crew of 10 on board.
- ◆ There is currently no captain on your ship.
- ◆ You can decide together to appoint one of the officers as captain or to keep an equal division of responsibility.
- ◆ Before setting sail, you must determine the name of your ship and the values you want to follow.
- ◆ Write your chosen values on the sails - the empty boxes on the diagram of your ship.
- ◆ One sail is one value.
- ◆ The game takes place in real-time.

- ◆ You move around a map made up of tiles - each tile is one situation you must face.
- ◆ You move one tile in the chosen direction and give up one barrel of supplies.
- ◆ Each move is one day.
- ◆ Without supplies, movement is impossible, and the game is over for you.
- ◆ You are looking for treasure, the location of which is determined by three islands hidden on the board.
- ◆ Each of you receives 3 discontent tokens.
- ◆ If in the game you feel that a certain decision was not to your liking or you do not like the atmosphere on the ship, place a token on the ship's diagram.
- ◆ If you collect five such tokens, your journey is halted, and the emergency procedure begins.
- ◆ Each move on the map costs one unit of supplies.
- ◆ For once-discovered fields, you can move back, but this does not involve additional benefits.
- ◆ Choose your first field and move!

Rules of the game

Participants divide into two groups - each group manages its own ship. Both units move simultaneously on the game board. Each move costs one unit of supplies, but there is no time limit. This means that the course of the game for the two groups can be different. The pace of the game is set by the facilitator's presentation of the dilemmas and the conversation about them within the group. The role of the facilitator is to maintain a balance between the attention and time given to both groups. If the groups make decisions too quickly, the facilitator should encourage an in-depth discussion by asking follow-up questions or inquiring about the group's motivation or team values. Similarly, in the other direction - if the discussion goes on too long, the facilitator can remind the players of the game's goal and the limited time clock.

The goal of the game is to find the treasure. This is an explicit goal, conveyed directly at the beginning of the game in the introduction to the game. An additional objective, more relevant from a coaching perspective, is to trigger a learning experience, bringing players to the perspective of values and working with them in a practical environment. From this perspective, getting the treasure or not is secondary. A game that ends early, e.g., as a result of collecting dissatisfaction tokens, lack of resources, or

the passage of time, can also be a learning experience, which, of course, requires additional discussion.

A key element of the game is group decision-making. For those participating, this is a kind of testing ground where they can test different ideas on the subject, get to know each other better as a group, and deepen their common understanding of the values chosen at the beginning of the game. Working together to solve storyline problems should lead to better communication in the group, but on the way to this goal, it can also cause conflicts.

Discussing the group's decision-making mode can be part of the preparation for the game. A directly formulated question about the group's decision-making mode should be a specific contract. If the group is not competent to develop a model for joint work independently, the choice can be made on the basis of a closed catalog. Suggested solutions are:

- ◆ selection of a captain, who has the final say
- ◆ rotating function of the captain, passing between players after each move or less frequently
- ◆ election by vote, with a simple majority
- ◆ unanimity
- ◆ division of powers/roles between players e.g. quartermaster, military officer, etc., linked to the types of situations encountered
- ◆ randomization :D

Resources are used in the game as a means of payment. Food supplies are used for movement around the board and in some dilemmas. Gold is a treasure accumulated by the group but also a means of payment, spendable in friendly havens and some dilemmas. Discontent tokens are a negative resource, with no possible additional uses.

Discontent tokens are used in the game to mark the group's internal problems. Most of them are in the players' possession; in rare cases, their source can be poorly resolved dilemmas. The more discontent tokens collected, the worse the state of morale of the crew - officers and sailors. In total, a group can collect a maximum of 5 tokens of this type. This is not possible without tokens added from the players' pool. Collecting such a number of tokens means stopping the voyage for the group and opening an evaluation

conversation about its progress. The facilitator then moderates the conversation on the topic.

The basic unit of the game is dilemmas, which players learn as they move around the board. A newly discovered board tile is marked with a number, directing to the description in the index attached to the manual. There are different types of dilemmas in the game:

- ◆ Open with a story - in which players, listening to a short story, try to write the ending themselves,
- ◆ Open minimal - players search for a solution on their own, guided mainly by their interpretation of minimalist content,
- ◆ Closed without indicators - players choose an answer from a closed cafeteria,
- ◆ Closed with indicators - similar to the above, but in addition, players learn what the cost and profit of each decision will be,
- ◆ Training - a dilemma based on the structure of a training exercise, creating group interaction,
- ◆ Closed Stage - a dilemma divided into stages, each closed with the choice of an option that directs further in the story.

The game ends in the situation:

- ◆ expiration of the time allocated for the game
- ◆ acquisition of the treasure by one of the groups
- ◆ resignation from continuation by both groups

After the end of the game, the facilitator conducts a discussion of the game. The recommended option assumes a two-stage discussion - first in groups and then together.

How to work with it with the game

The role of the facilitator is crucial to the course of the game. On the one hand, it is the game master who explains the game's rules, keeps an eye on its progress, and presents the dilemmas encountered. On the other hand, it is the facilitator of the process, whose task will be to engage the group in the game, support the group in decision-making and discussion but also react in conflict situations. We recommend that you thoroughly familiarize yourself with the content

of the game before starting it so that it is an experience that opens you up to change but, at the same time, is safe for those who participate.

As in similar training activities, so with the game, it is worth considering establishing rules for cooperation before the game begins. A set of rules can make it easier for those participating to get involved and will give a safe reference point in crisis situations.

It's also a good idea to make a personal decision about the style of the game before the game begins. The decision mainly relates to the level of interference during the game and supporting players in difficult situations, e.g. low resource levels or conflict. Confronting a setback, e.g., a previously completed voyage, can be a learning experience. Still, it will be too emotionally difficult for some groups and handlers and may negatively affect further work together. Involved style, on the other hand, may be inappropriate for some groups and individuals and cause resistance. The decision on style must be based on personal experience of working with groups, and it is worth considering this issue before the game begins.

The game can change in many areas. Modifications can be:

- ◆ the duration of the game, which can be shortened, lengthened, or the game can be divided into parts,
- ◆ splitting into groups or playing together as a larger team,
- ◆ dynamics between groups - strengthening competition or cooperation between them,
- ◆ dilemmas that can be composed independently or expanded to include new situations,
- ◆ rules of the game by adding new rules before or during the game,
- ◆ the number of people participating,

Each modification potentially affects the course of the game and its outcomes. It is useful here to draw on your experience of previous training sessions with a given group and the gameplay of the baseline variant.

Potential challenges that may arise during the game mainly relate to the players' reactions to the proposed rules and situations. During the course of the game, a conflict may arise that escalates into a serious argument. In

such a situation, we recommend introducing a pause in the game to clarify the situation. Players may manifest low commitment. It is worth determining what is the source of such expressed resistance. It may be related to the players' fear of mutual evaluation, misunderstanding of the game's rules, and the resulting sense of danger. It can also result from different expectations, e.g. the game's difficulty level is too low. In this situation, it is worth stopping the game and checking the source of resistance with those involved.

Suggestions for delivering the game as an educational activity

In practice, you can run the game as a fun and educational activity following all four stages of learning by doing that process based on Kolb's circle.

Training for four hours, designed for up to fourteen participants and one facilitator.

- ◆ Introduction (20 minutes): introduction of the participants and the facilitator, discussion of the meeting's objectives, and rules of cooperation (optional).
- ◆ Collecting the group's values (20 minutes)—What values do we follow as individuals and as a team? The facilitator categorizes and discusses slogans on cards.
- ◆ Introduction to the game (20 minutes) - discussion of the rules, division into two groups, and introduction of the application of the values collected in the previous part.
- ◆ Gameplay (90 minutes)
- ◆ Break (if needed: 15 minutes)
- ◆ Discussion of the gameplay (about 15 minutes): collecting impressions of those participating, talking in teams, and then discussing what worked and what to change.

Questions that can help you to run this stage:

- What happened?
- What are your feelings about what you have already done?
- What did you observe?
- What surprised you?

Focus on values (15-30 minutes) - a joint, moderated conversation about the individual values collected in the first step of the training.

Questions that can help you to run this stage:

- What is the purpose of the game?
- How did you decide about your next move and chosen options?
- Did you feel included in the decision-making process?
- What helped you to decide? What made it difficult?
- Did the team choose to elect a captain or make collective decisions, and how did this affect the game?
- Did you follow your values when dealing with the situation?
- What are they for?
- How to put them into action?
- Which ones to defend, which to swap and supplement, how they affect your action here?
- Did you face any dilemmas during the expedition? How did you solve them?
- What was a treasure to you? Were you more focused on the treasure or on the values? Did following the values help you to find the treasure?
- How did you feel about the decisions based/ not based on your values?
- Why did/ did not you use your tokens? If yes, when?

Linking with everyday practice (15-30 minutes)

- How do values affect/ influence your decisions daily in our joint work?
- What values shape your working relationship with your team/ beneficiaries, decision-making, etc?
- What value from the Well-Support Matrix do you want to focus on during the next few weeks to strengthen the well-support culture within your team/ organization?

- ◆ End of the training (15 minutes) - closing round, a session summary.

During the whole process, you should allow participants to take responsibility for their performance and accept all the choices they made. It is crucial to give participants space to share their feelings and insights about their expedition.

The role of an educator is to give others opportunities to act and benefit from that experience.

Index of the game cases

Dilemma 1 - STORM

Type: Training

Description: A powerful storm poses a threat to the ship and its crew. You have one minute to make a decision.

Choices:

1. You take a risk and sail on, flip a coin, heads - you manage to sail safely through the rough sea, tails - the ship is damaged, you lose some of your supplies flooded with water (-3 barrels of supplies),
2. You stop, lower the sails and wait for the storm to pass (-1 barrel of supplies), the crew expresses gratitude (plot consequence, no impact on your resources).
3. You let the crew decide (IT ALSO WORKS IF THE GROUP DOES NOT MAKE A DECISION WITHIN 1 MINUTE) - experienced sailors are perfectly capable of coping with the challenges of a storm, but it leaves a slight dent in your position as officers.

Dilemma 2 - UNKNOWN SHIP ON THE HORIZON

Type: Closed staged

Description: The ship has no visible markings, but is moving quickly towards us.

Choices:

1. We run away - no effect,
2. We signal a question about identification - it is a search ship asking for help to find a ship lost in this area faster, you can:
 - help them out (loss of turn, - 1 barrel of supplies, + 2 golden coins),
 - refuse (no effect).
3. A preventive shot from a cannon - you may be able to drive away a potential threat or competition, in response the ship prepares to fight:
 - we run away (loss of turn, -1 barrel of supplies) and the crew reacts badly to such inconsistency, check how your values relate to this situation,
 - everyone to their positions - starts a sea battle in which the other crew plays the role of the plot opponent.

Both groups choose the sign cannon-sail-saber and, similarly to rock-paper-scissors, we compare the symbols of both teams.

The cannon defeats the sail, the sail overcomes the saber, the saber defeats the cannon.

After one group wins a second time, the battle ends. The team whose battle was played discards 1 barrel or coin for each hit received. If the team wins, they receive loot - 2 gold coins and 3 supply barrels.

Dilemma 3 - RAFT WITH CONTRABAND

Type: Closed with indicators

Description: You find a raft with crates of bottled alcohol on it.

Choices:

1. Load crates and add them to supplies (+2 supply barrels)
2. You distribute the rum obtained in this way to the crew - the party gets out of control, you make your next decision randomly,
3. You sail away without cargo - the crew complains about a missed opportunity.

Dilemma 4 - A DELICATE ECOSYSTEM

Type: Open minimal

Description: The route of your cruise runs through a protected area of an endangered species of sea turtles. Do you keep sailing or change course? What guides your choice?

Dilemma 5 - SHARKS

Type: Closed with indicators

Description: They do not pose a threat to you for now, but their presence excludes sea bathing and discourages fish - a potential food source.

Choices:

1. You sail away - without consequences.
2. We scare away with the sound of cannons - loud sounds attract pirates' attention. Naval battle begins (see dilemma 2)
3. We are hunting a hunter - fishing for sharks is a risky activity, throw a coin

- heads - you managed to catch a few pieces (+2 supply barrels)
- tails - as a result of an accident, one of the crew members falls into the water and dies in the shark's mouth, you must pay compensation to the family (choose how many coins you give them from your resources)

Dilemma 6 - DRIFTING SHIP

Type: Closed staged

Description: You notice a ship drifting with its sails lowered. What are you doing?

Choices:

1. You go out to investigate. The deck is empty and there are no signs of struggle.
2. You search the ship - you find dead crew members who did not die in combat and supplies (+3 barrels of supplies and 3 gold coins) but if you keep them, you flip a coin
 - I) heads - you get supplies without consequences
 - II) tails - the passengers must have died from the plague that affects your crew. You receive a dissatisfaction token from the crew and you must find a doctor to help you as quickly as possible (there are no mechanical consequences because the disease has a long incubation period).
3. You sail away - without consequences

Dilemma 7 - AUTOCHTHONOUS FLEET

Type: Training

Description: A fleet of tiny boats filled with local islanders surround your ship. They have friendly intentions and propose a joint journey to the site of the Solstice ritual. Do you follow them? If so:

Effect: You reach the rest of the fleet, gathered around a large raft, where you sit down together for a meal. The leader of the ceremony asks you for a donation. He would like to know your relaxation methods. Each player can provide their own answer.

Dilemma 8 - STANDARD PASSENGER

Type: Open with a story

Description: You discover that a stowaway has hidden in the cargo hold. It turns out that he is

a young boy who ran away from home in search of adventure. He doesn't know much, but he is willing to learn. None of the crew knows him, but his story sounds credible. You can try to implement him in the team's work - tell him how your team works and what values it follows. One person from the team plays the role of a new crew member and the rest introduce him or her, talking about what they think is most important during the joint cruise.

Dilemma 9 - STRONG WIND

Type: Training

Description: You can take advantage of favorable winds to sail further, but you will not rest.

Effect: Each team member prepares their paper airplane. If at least half of them reach the second group's position, the maneuver is successful and you make a free move. If most of the planes do not reach their destination, you lose one of the sails - choose which value you sacrifice.

Dilemma 10 - CASTOUTS

Type: Training

Description: A group of refugees on a damaged boat ask for help. If he decides to help them, it causes tension in the crew.

Effect: One player becomes the crew representative. All that's left is for players to convince the crew player to agree to help. What arguments do they use? At the end of the conversation, the group receives feedback on whether their approach was effective or not.

Dilemma 11 - FOREST OF ALGAE

Type: Closed with indicators

Description: Algae slow down the ship and prevent it from continuing its voyage effectively.

Choices:

1. They ask the second group for help - if the second group decides to help, it must spend as many barrels with supplies as the spaces between the two ships,
2. They are waiting for help - the group stops the game for 5 minutes, after which a passing fishing vessel helps them get out and they continue their cruise.

Dilemma 12 - MISCOMMUNICATION

Type: Open minimal

Description: Despite clear commands, the ship sails in a different direction than you planned. It turned out that half of the crew misunderstood the instructions they received and were stubborn. How will you solve this situation?

Dilemma 13 - FULL MOON

Type: Closed with indicators

Description: The full moon is coming and, as we know, it is a harbinger of trouble. The entire crew is overtired because the sailors couldn't sleep due to the full moon.

Choices:

1. Don't worry about superstitions and sail on - the crew reacts nervously to the lack of respect for tradition (without consequences)
2. You take time to talk about stories related to the full moon - everyone can share their experience with the influence of the moon on the rhythm of life. (- 1 barrel of supplies)

Dilemma 14 - ISLAND - NATIVES

Type: Closed staged

Description: You are approaching an island, on the shores of which you can see a human settlement - a small village of indigenous people. Some of the crew tell you a story that cannibals live here and they have heard many bloody stories about them.

Choices:

1. Despite these fears, you establish contact with them - negotiations are difficult but bring good results (+3 barrels of supplies) but you have to spend time talking, you wait 5 minutes before making the next move,
2. Attack - you decide to anticipate events and attack the natives, you fight (see dilemma 2), after the battle check how consistent this decision was with your values,
3. You drift away - no effect

Dilemma 15 - URGENT MESSAGE

Type: Open minimal

Description: The sponsor of your expedition sends a message to you from a passing courier ship. You have to speed up because the

competition is getting closer. You receive a new sail - select a new value and add it to the ones you already have.

Dilemma 16 - MESSAGE IN A BOTTLE

Type: Closed staged

Description: The message requires decoding, but it may provide you with valuable information.

Choices:

1. You read the message - the survivor is looking for help, you have to look for him in one of the nearby fields (the trainer chooses), if you succeed (+ 4 gold coins) but each move costs an additional barrel of supplies,
2. You ignore it - no effect, but is it really consistent with your values?

Dilemma 17 - LONELY ISLAND

Type: Closed staged

Description: A mysterious island may be a source of wealth, supplies or great risk.

Choices:

1. Searching for food - collect coconuts and easily accessible fruits (+ 2 barrels with supplies),
2. Rest - you can remove one discontent token as long as it comes from the crew,
3. Exploring the island - you discover a camp of treasure hunters who are stranded on the island and are asking for help in reaching a friendly port (fixed cost of an additional barrel of supplies with each move) or leaving them supplies and passing a message to their employer (-3 barrels of supplies). As a reward, they will reveal the location of the next island and give a reward (+3 gold coins).

Dilemma 18 - FOOD GONE BAD

Type: Closed with indicators

Description: Some of the food rations are spoiled and cannot be eaten. You may be able to save some of them if you mix them with those suitable for consumption, but this will negatively affect the health and well-being of the crew. You can also remove all the spoiled rations and move on or try to catch some fish to replenish the missing resources.

Choices:

1. You have to throw it away - you lose half of your supplies, and in the next round you continue swimming normally.
2. Chef's special - you do not lose supplies, but it has a negative impact on your crew, you receive a dissatisfaction token, in the next sea battle you can only use the sail symbol (see the description of dilemma 2),
3. Catch - you lose half of your supplies, which you throw away and then flip a coin.
 - heads - success (+ 3 supply barrels)
 - tails - failure, no effect

Dilemma 19 - HOLE IN THE HULL**Type:** Closed with indicators**Description:** The lower deck is flooded with water. You have to move supplies and as a result, you lose some cargo space and space for supplies. What will you sacrifice?**Choices:**

1. Supplies (-2 barrels of supplies),
2. Treasure (-2 gold coins),
3. Place for the crew - no effect but dissatisfaction among the crew is growing,

Dilemma 20 - GOSSIP**Type:** Training**Description:** A dull phone will tell you the truth.

Effect: The group plays two rounds of silent telephone. The slogan to be conveyed is a description of a person from the second group. The person at the end of the chain must indicate who was mentioned. After completing the exercise, ask the person you are talking about about their impressions.

Dilemma 21 - DANGEROUS STRAIT**Type:** Training**Description:** You can sail further, but you must cross a dangerous strait. Sharp rocks hang menacingly above your ship and underwater rocks can easily destroy the hull.**Effect:** Each player can talk about what they are most afraid of on a daily basis and how they deal with this fear. Make a decision about whether you are trying to sail based on your and your crew's well-being.**Dilemma 22 - NEW SPECIES****Type:** Closed staged**Description:** You discover an unknown species of fish. Will you take the time to research them or maybe try to hunt them down?**Choices:**

1. You ignore it - no effect
2. We catch for food - you manage to catch part of the passing shoal (+ 2 barrels with supplies), several crew members do not agree with this decision,
3. Scientific research - you collect data and spend additional time on it (-1 barrel of supplies) and at the nearest port you get a reward from the governor (+3 gold coins)

Dilemma 23 - WRONG ADDRESS**Type:** Closed with indicators**Description:** You receive a mysterious parcel that was supposed to go to the second group. Upon inspection, it turns out that there are supplies inside (5 units). What are you doing?**Choices:**

1. We take it for ourselves (+ 5 barrels with supplies),
2. You take some for yourself and pass it on, choose how much you take and how you justify this decision in a letter to the other group,
3. You give the whole thing - talk about what emotions such a decision evokes in you and where it came from. The second group may decide to share the gift they received with you.

Authors: Cristian Babutau, Anjely Devillier, Bilge Sari**Dilemma 24 - SHIP GRAVEYARD****Type:** Closed with indicators**Description:** In front of you is a view of the shallows dotted with ship tailcoats. Some of them seem to be in pretty good condition.**Choices:**

1. Exploration - you explore the ships, the first is a small treasure (+ 1 gold coin), the second is a larger treasure (+ 2 gold coins) and the third is an encounter with graveyard hyenas (starts a sea battle according to the mechanics from dilemma 2),
2. We avoid it - nothing happens,

- Let's pay tribute to them - you take a moment to reflect on the brutal life at sea and, together with the crew, perform a ritual of farewell to the sailors who died here (- 1 barrel of supplies), you can remove a dissatisfaction token if it comes from the crew.

Dilemma 25 - ARGUMENT IN THE CREW

Type: Training

Description: Tension is growing, differences in opinions and a sense of injustice can lead to serious consequences. The crew accuses the officers of ignoring the values carried in the sails. You have to react.

Effect: Choose which value is least important to you and replace it with another one that better suits the decisions you make. You can change the name of the ship.

Dilemma 26 - A STOCK OF WHALES

Type: Closed without indicators

Description: A beautiful sight, but also a potential threat to the ship.

Choices:

- We're on the run - if you have less than 4 supply barrels, the crew will question this decision. You are facing a serious crisis. Why are some whales' lives more important than ours?
- Time to hunt - it's a risky activity, but if you succeed, it can bring you a lot of supplies. Flip a coin.
 - heads - success (+4 barrels of supplies),
 - tails - you are wasting time (- 2 barrels of supplies) and the crew becomes frustrated with the vision of the coming famine.

Dilemma 27 - SQUALL

Type: Training

Description: The wind reaches 10 on the Beaufort scale. A further voyage requires a lot of work on the part of the crew, but can cover a long distance in a short time.

Effect: Choose one shanty. If you do it well enough to receive applause from the other group, you make it and you make a free move. If not - failure and you waste time repairing the damage caused by a sudden wind attack (- 2 barrels with supplies).

Dilemma 28 - ISLAND - FRIENDLY PORT

Type: Closed with indicators

Description: You can rest and replenish your supplies. However, everything costs money.

Choices:

- Repairing a sail - the cost is 3 gold coins,
- Buying food - 2 barrels of supplies for one coin,
- Selling food - you will receive one gold coin for 2 barrels,
- Rest - you can remove the dissatisfaction token received from the crew (- 1 supply barrel)

Dilemma 29 - BROKEN ROPE

Type: Training

Description: During a risky maneuver, one of the ropes breaks and the sail falls. Which value will you give up? You can also try to hire an expert to replace any damaged ropes.

Discuss whether you would rather sacrifice one of the values (loss of sail) or pay to replace the ropes (-3 gold coins and -1 barrel of supplies).

Dilemma 30 - ALTRUISM

Type: Closed with indicators

Description: A sailor on the crow's nest sees a pirate ship sailing quickly towards the second group. Do you try to help them?

Choices:

- We signal them - without speaking, you must convey the message to the other group - "A pirate ship is sailing towards you from the starboard side". If they manage to guess it, they avoid a fight. If not, a sea battle begins (see dilemma mechanism 2)
- We sail to help - you quickly reach the place (-1 barrel of supplies) and start a sea battle with the leader, both groups work together but each chooses its own sign, together we are stronger.
- We ignore - the second group starts the sea battle (see dilemma 2) immediately with one loss.

Farewell Remarks

As we conclude this journey together, we would like to express our sincere gratitude for your commitment to enhancing well-being within your organization. Your dedication to supporting individuals in challenging circumstances is commendable, and your work's impact extends far beyond the immediate environment.

We hope this manual on well-being within organizations that support individuals facing difficult life situations serves as a vital resource for fostering a healthier and more supportive work environment. The insights and strategies presented throughout this manual aim to equip trainers with the knowledge and tools necessary to promote well-being among employees and volunteers.

By prioritizing well-being, organizations enhance the quality of care provided to those in need and cultivate a positive workplace culture that values and supports its staff. Implementing the principles outlined in this manual can reduce stress, increase job satisfaction, and improve overall organizational effectiveness.

As trainers, you have the opportunity to significantly impact the lives of those who

dedicate themselves to helping others. By encouraging self-care, open communication, and collaborative practices, you contribute to developing resilient individuals better equipped to support those in challenging circumstances.

We encourage you to adapt the tools and values presented here to meet your organization's and its members' specific needs. Together, we can create an environment where well-being is at the forefront, ensuring that both caregivers and those they serve can thrive.

Remember, taking care of yourself is the first step to effectively supporting others. You are a valuable part of your team's well-being!

Well-Support Team

