



How it works?

multimedia publication

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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.



TIME FOR WELL-BEING

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.

During pilot testing workshop we created educational material for trainers and educators with guidelines and tips how to use tools and Well-support Matrix, how to work with different groups and how to approach a topic of well-being. We invite you get familiar with Well-support Manual and then check videos and conclusions from practical use of Manual.



[DOWNLOAD \(ENG\)](#)



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Use a Well-support Matrix during work with teams



DESCRIPTION OF PILOT	
Trainer	Agnieszka Borek
Organisation	The NGO Trainers Association
City, country of training	Toruń, Poland
Number of people in the pilot group	5
Define the target group	Social workers and educators
Theme or content of the training. Continuing training or one time training	Values shaping the well-support culture One time training
Outcomes of the meeting/process/workshops	<p>Key Outcomes:</p> <ul style="list-style-type: none"> • Participants gained a deeper understanding of the key well-being values (e.g., dignity, balance, trust, inclusion) and their relevance in the NGO sector. They reflected on how these values influence their work, relationships, and decision-making. • The team identified gaps and strengths in how their organization currently integrates well-being values into daily operations. They discussed practical steps to enhance alignment, such as implementing supportive policies, improving communication, and fostering a culture of mutual respect and care. • Team members strengthened their interpersonal connections. They recognized the importance of

	<p>psychological safety and created strategies to ensure a more open, trust-based work environment. Participants acknowledged the need for sustainable work practices, addressing issues like burnout and stress. They co-designed practical well-being strategies, such as structured breaks, flexible working arrangements, and peer support mechanisms.</p> <ul style="list-style-type: none"> • This workshop empowered the team to proactively cultivate a values-driven work culture, ensuring that well-being remains a foundational element of their organizational growth and effectiveness. By fostering a supportive and resilient team environment, they are better equipped to sustain their mission while prioritizing their own well-being.
Needs of the target group	<p>The five-person NGO team operates in a high-impact social sector, where emotional and mental well-being are often challenged by demanding workloads, limited resources, and exposure to difficult social issues.</p> <p>Identified Needs:</p> <ol style="list-style-type: none"> 1. The team members expressed the need for practical tools and strategies to maintain a healthy work-life balance. They often face chronic stress and emotional fatigue, making self-care and collective well-being a priority for long-term sustainability. 2. The team lacked clear well-being policies and structured support mechanisms. They sought to develop practical guidelines for shared responsibility, flexible work arrangements, and peer support. 3. As an NGO working on social impact projects, the team needed strategies to sustain motivation, engagement, and resilience. They wanted to explore how to integrate well-being principles into everyday practices without compromising the effectiveness of their work.
TOOL(S) USED	
Tool(s) used in the piloting session	The expedition game
Why did you select especially this tool / these tools?	I selected <i>The Expedition Game</i> for this five-person NGO team because it directly addresses their key challenges and needs while providing an engaging, reflective, and team-building experience. Given their work in the social impact sector, where well-being and resilience are crucial, this game offers a structured yet dynamic way to explore collaboration, decision-

	making, and shared responsibility in a challenging environment.
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	<ul style="list-style-type: none"> • The game provides a low-risk environment where participants can test different leadership and decision-making styles. By experiencing failures and successes in a structured setting, they can reflect on their approaches and apply lessons learned to real-life scenarios. • The Expedition Game is highly flexible and can be customized for different team dynamics, leadership structures, and organizational goals. Whether used for team-building, leadership development, or well-being reinforcement, it adapts to the specific needs of the group. • The game naturally reinforces values such as balance, inclusion, trust, and shared responsibility, making it an effective tool for organizations seeking to embed well-being and collaboration into their work culture.
The challenges and pitfalls of the tool(s)	It's time consuming.
How would you improve the tool to be more beneficial for the learner?	The game wired well. No idea how to improve it.
How would you improve the instructions to be more beneficial for the trainer?	An essential part of The Expedition Game is the debriefing session, which allows participants to reflect on their experiences and practically connect the game's lessons to their organizational values and daily work. Discussing the game after playing is crucial to reinforce key values such as trust, balance, inclusion, and shared responsibility. By analyzing decision-making, teamwork, and resource management within the game, participants can translate these insights into real-life organizational practices. This step helps to embed well-being principles into the organization's culture, ensuring that they are not just theoretical ideas but actively shape collaboration, leadership, and sustainable work strategies
FEEDBACK FROM TRAINEE	

This session was...	<ul style="list-style-type: none"> • incredibly insightful and eye-opening. It allowed us to step back from our daily work and reflect on how we function as a team. • only engaging but also revealed a lot about our decision-making processes, communication styles, and how we balance ambition with well-being.
I liked...	<ul style="list-style-type: none"> • the opportunity to discuss our values in action and see how they translate into real-life challenges.
I benefited from...	<ul style="list-style-type: none"> • realizing how crucial it is to pause, reflect, and take care of ourselves, rather than pushing forward at all costs.

Expedition Game - an educational tool based on well-being values



DESCRIPTION OF PILOT No. 1	
Trainer	Agnieszka Borek Anna Wojciechowska-Nowak
Organisation	Fundacja Iskierka (the Iskierka Foundation)
City, country of training	Katowice, Poland
Number of people in the pilot group	15
Define the target group	Employees of the foundation working with: <ul style="list-style-type: none"> • children undergoing cancer treatment, including children from Ukraine • parents of young patients • excluded groups and employment
Theme or content of the training. Continuing training or one time training	The training was focused on: <ul style="list-style-type: none"> • self wellbeing (What does wellbeing in the workspace mean to me?) • interconnection between the self wellbeing and fulfilling the mission of the organization • values being the foundation for wellbeing • how the values are reflected in daily work duties? • do we follow our values? It was a one-time training session.

Outcomes of the meeting/process/work shops	<p>The workshop gave participants the opportunity to:</p> <ul style="list-style-type: none"> • stop the daily duties and reflect on themes mentioned above • deepen understanding of wellbeing, its interconnection with the capability to fulfil daily duties and - in the long run - the organization mission. • Playing the game during the session gave joy to the participants.
Needs of the target group	<p>On a daily basis participants focus on operational activities. There is little space and no habit to reflect on the wellbeing and its impact on how the duties are being performed. The participants needed space which allowed this kind of reflection to happen. By space we mean both the time (couple of hours break from daily routine) and facilitation through the process.</p>

DESCRIPTION OF PILOT No. 2	
Trainer	Agnieszka Borek Anna Wojciechowska-Nowak
Organisation	Gdańska Fundacja Innowacji Społecznej (the Foundation of Social Innovation in Gdańsk)
City, country of training	Gdańsk, Poland
Number of people in the pilot group	7
Define the target group	Employees of the foundation working in the field of social work, covering the following areas: foster care and start into adult life, street work, children and youth development, preschool education, inclusion of seniors into social life, humanitarian aid - support and integration of refugees
Theme or content of the training. Continuing training or one time training	<p>The training was focused on:</p> <ul style="list-style-type: none"> • self wellbeing (What does wellbeing in the workspace mean to me?) • interconnection between the self wellbeing and fulfilling the mission of the organization • values being the foundation for wellbeing • how the values are reflected in daily work duties • do we follow our values <p>It was a one-time training session.</p>
Outcomes of the meeting/process/work shops	<p>The workshop gave participants the opportunity to:</p> <ul style="list-style-type: none"> • stop the daily duties and reflect on themes mentioned above • deepen understanding of wellbeing, its interconnection with the capability to fulfil daily duties and - in the long run - the organization mission. • playing the game during the session gave joy to the participants.

Needs of the target group	On a daily basis participants focus on operational activities. There is little space and no habit to reflect on the wellbeing and its impact on how the duties are being performed. The participants needed space which allowed this kind of reflection to happen. By space we mean both the time (couple of hours break from daily routine) and facilitation through the process.
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TOOL(S) USED	
Tool(s) used in the piloting session	Educational game “Expedition” consisting of: <ul style="list-style-type: none"> • discussion/elaboration on values supporting the wellbeing • playing the game • wrap up and concluding the session.
Why did you select especially this tool / these tools?	The game had been elaborated specifically for the project “The wellbeing of Refugees’ Supporters (Well-Support)” and for the needs of those who support others. It was designed both to induce reflection on supporters’ wellbeing and bring joy to working groups. Testing the game during the pilot session proved the design goals to be achieved.
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	The game <ul style="list-style-type: none"> • allows the reflection on wellbeing and supporting values (both on individual and organizational level) • is flexible - it may be adopted to the needs of specific group or the momentum in the organization (e.g. changes), it may be played as a race between the two competing groups or just in one group • may be a diagnostic tool, i.e. reveal the current difficulties within the group of participants (specifically when the participants works as a team in the organization) • is enjoyable for participants.
The challenges and pitfalls of the tool(s)	<ul style="list-style-type: none"> • The main purpose of the game is to reflect on the supporters’ wellbeing and its interconnection with what and how participants do in their jobs. To achieve this purpose conscious facilitation is needed throughout the whole process. Making this link should be clear also to the participants. • The game may reveal difficult or hidden processes within the teams (e.g. lack of common values, different approach to respecting values during daily operations). If such processes are revealed, facilitating the game, especially the wrap up, may be challenging. The trainer may face frustration or anger from the participants.
How would you improve the tool to be more beneficial for the learner?	<ul style="list-style-type: none"> • We recommend that participants rather elaborate their own values instead of choosing values from an enumerated list of values. Elaborating may be divided into two stages: 1. Stage: Reflection on question “When do I feel well in my job?” and 2. Stage: “What values are behind my conclusions?”

	<ul style="list-style-type: none">• We recommend that the trainer prepares themes and questions that will be discussed during the summary and wrap up. These themes and questions should make the link between what the participants experienced over the game and its purpose, e.g. What was your aim during the game? Was it the same as the aim of other participants of your crew? What were the values your crew chose? Did all crew participants agree to this set of values? What values appeared during the game? Did your decisions always respect your values? If not, in what cases? Did all crew participants agree to break the values? etc.• Facilitating the game by the two trainers will be helpful, especially in case of bigger groups, the groups going through challenging time or in case of less experienced trainers.
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How to introduce the topic of well-being to a group?



DESCRIPTION OF PILOT	
Trainer	Anna Tatarek, Alicja Cysewska
Organisation	Nauka to przygoda
City, country of training	Ustka, Poland
Number of people in the pilot group	17
Define the target group	Employees from the municipal cultural center
Theme or content of the training. Continuing training or one time training	Well-being, well-support, one time training
Outcomes of the meeting/process/workshops	People are more mindful of another person’s struggles, are more willing to help one another, more focus on work life balance
Needs of the target group	Support, formulate appropriate working conditions, get the work-life balance
TOOL(S) USED	

Tool(s) used in the piloting session	Brainstorm, storytelling cards, ax, wellbeing chart
Why did you select especially this tool / these tools?	To familiarize participants with the term „well-being”, to provoke them to walkabout themselves
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	Awakening creativity, provoking to speak, developing imagination, give space to exchange knowledge and experiences, learn and implement small practical solutions of well-being in everyday life
The challenges and pitfalls of the tool(s)	Negative participants, resistance, boss' presence in uncomfortable for people (when discussing challenges , etc.)
How would you improve the tool to be more beneficial for the learner?	Easy explanation of tools for participants, give chance tool participants+ examples to express themselves
How would you improve the instructions to be more beneficial for the trainer?	Patience- adopt the pace to the group -be aware of the impact of the boss' presence -be ready for a dynamic situation
FEEDBACK FROM TRAINEE	
This session was...	1.useful made them aware of the importance of the topic, well being , work-life balance 2.made them think about the roles in the workplace

The Expedition game



DESCRIPTION OF PILOT	
Trainer	Anna Tatarek, Alicja Cysewska
Organisation	Nauka to przygoda
City, country of training	Ustka, Poland
Number of people in the pilot group	14
Define the target group	Academic teachers, teachers from Primary and High Schools, NGO'S workers
Theme or content of the training. Continuing training or one time training	Well-being, well-support, one time training
Outcomes of the meeting/process/workshops	People can express their needs, are able to transfer the situations from the game to real life
Needs of the target group	Support, formulate appropriate working conditions, get the work-life balance
TOOL(S) USED	
Tool(s) used in the piloting session	Board game Expedition

Why did you select especially this tool / these tools?	To check if this tool is useful to provoke people to talk about their life, to check how this tool works
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	Awakening creativity, provoking to speak, developing imagination, give space to exchange knowledge and experiences
The challenges and pitfalls of the tool(s)	You have to know the rules and react immediately
How would you improve the tool to be more beneficial for the learner?	Easy explanation of the tool for participants
How would you improve the instructions to be more beneficial for the trainer?	Maybe change the visual look of the instructions given
FEEDBACK FROM TRAINEE	
This session was...	Tiring for the leading person, we had to react very quickly and keep the pace
I liked...	Funny situations and the way of solving problems
I disliked...	Groups waiting for a task
To me, challenging was...	Running between groups and keeping in the situation given

Working with leaders to reflect on their well-being



DESCRIPTION OF PILOT	
Trainer	Iwona Miśkowiak, Katarzyna Stola
Organisation	Nauka to przygoda
City, country of training	Ustka, Poland
Number of people in the pilot group	7
Define the target group	Ustka Tourist and Sports Association - an organization whose goal is: - popularizing sports and tourism as a form of active recreation, especially among children and young people, - spreading physical culture and tourism using their cognitive skills, educational, recreational and health benefits, - spreading ecological knowledge, inspiring and conducting activities for environmental protection, - cooperation with organizations with similar goals in Poland and abroad. The association pursues its goals through developing activities in the field of counteracting addictions and social pathologies.
Theme or content of the training. Continuing training or one time training	Well-being, well-support, one time training
Outcomes of the meeting/process/workshops	a new, fresh perspective of participants on their organizations, problems and difficulties their noticing the need and effectiveness of their work for the environment a reflection on the importance of taking care of your own well-being, which is the key to helping others, supporting them and not to burn out.

Needs of the target group	support for managers in working with the elderly, disabled and at risk of social exclusion
TOOL(S) USED	
Tool(s) used in the piloting session	Well-support Matrix - introductory phase - "We get to know each other and release emotions" - an association game team game "Build a company"
Why did you select especially this tool / these tools?	The matrix allows for a deeper experience of the problem, for a better quality of solutions, for a new perspective on the problem, and for placing oneself in this perspective. Play allows you to release the burden of responsibility and increase your creativity in finding solutions. It triggers intuitiveness and gives a new meaning to cooperation.
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	<ul style="list-style-type: none"> • great fun that opens up even the mostly shy people • teaches a creative approach to encountered problems
The challenges and pitfalls of the tool(s)	Taking the task not seriously or, conversely, unequal involvement of group members
How would you improve the tool to be more beneficial for the learner?	Basically, all participants took on their roles wonderfully and actively participated in the task.
How would you improve the instructions to be more beneficial for the trainer?	The instructions provided were clear and legible. We gave participants the opportunity to ask questions and express doubts.
FEEDBACK FROM TRAINEE	
This session was...	participants were initially afraid of the tool we chose. They were distrustful. They didn't know what to expect.

	After: the participants really liked it, had a great time, and at the same time gained a lot of valuable reflections and unexpected positive impressions from the workshop. They felt that as leaders they received support and a tool that would help them support others.
To me, challenging was...	The challenge for us was the age of the participants - we believed that older people might be reluctant to this form of activity because it was unknown to them.

Expedition Game in work with social workers



DESCRIPTION OF PILOT	
Trainer	Kiry Noémi Ambrus
Organisation	Jövőkerék Foundation
City, country of training	Budapest, Hungary
Number of people in the pilot group	10
Define the target group	<p>Employees of the Lutheran Diakonia, mainly social workers working with:</p> <ul style="list-style-type: none"> - migrants and refugees in Hungary, with main focus on Ukrainian refugees - excluded groups and employment
Theme or content of the training. Continuing training or one time training	<p>The training was focused on:</p> <ul style="list-style-type: none"> - self wellbeing (What does wellbeing in the workspace mean to me?) - interconnection between the self wellbeing and fulfilling the mission of the organization - values being the foundation for wellbeing - how the values are reflected in daily work duties? - do we follow our values? - What can we do as team for our own wellbeing? <p>It was a one-time training session.</p>
Outcomes of the meeting/process/work shops	<p>The workshop gave participants the opportunity to:</p> <ul style="list-style-type: none"> - stop the daily duties and reflect on themes mentioned above - deepen understanding of wellbeing, its interconnection with the capability to fulfil daily duties and - in the long run - the organization mission.
Needs of the target group	<p>On a daily basis participants focus on operational activities. There is little space and no habit to reflect on the wellbeing and its impact on how the duties are being performed. The participants needed space which allowed this kind of reflection to happen. By space we mean both the time (couple of hours break from daily routine) and facilitation through the process.</p>

	Re-thinking organizational values gave a lot of meaning and common understanding on the how's of their daily work.
TOOL(S) USED	
Tool(s) used in the piloting session	<ul style="list-style-type: none"> - Warm up exercise with LEGO figures - Wellbeing matrix
Why did you select especially this tool / these tools?	With the purpose of testing the matrix and see how the values defined during the project correspond to real team / organizational values.
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	<ul style="list-style-type: none"> - The pre-prepared list of values - The time devoted from work of staff - Fosters discussion about wellbeing as such - It can generate a whole set of organizational changes that emphasize wellbeing of staff
The challenges and pitfalls of the tool(s)	<ul style="list-style-type: none"> - The matrix may not account for cultural differences in defining and prioritizing well-being. - Reliance on self-reporting might lead to bias, either overestimating or underestimating one's well-being. - The matrix might highlight areas for improvement without offering clear guidance or resources. - When used with larger groups, aggregating and interpreting results can be resource-intensive.
How would you improve the tool to be more beneficial for the learner?	<ul style="list-style-type: none"> - Provide educators or trainers with a guide to help learners interpret their results and apply them meaningfully. - Encourage group discussions or workshops to share insights and foster collective learning.
How would you improve the instructions to be more beneficial for the trainer?	<ul style="list-style-type: none"> - No need

Well-support Matrix in the work of social workers



DESCRIPTION OF PILOT	
Trainer	Kiry Noémi Ambrus
Organisation	Jövőkerék Foundation
City, country of training	Budapest, Hungary
Number of people in the pilot group	12
Define the target group	International group of MA students from ELTE University, Community and Civil Studies
Theme or content of the training. Continuing training or one time training	<p>The training was focused on:</p> <ul style="list-style-type: none"> • self wellbeing (What does wellbeing in the workspace mean to me?) • interconnection between the self wellbeing and fulfilling the mission of the organization • values being the foundation for wellbeing • do we follow our values? <p>It was a one-time session, within the frame of Organizational Psychology and Sociology class.</p>
Outcomes of the meeting/process/work shops	<p>The workshop gave participants the opportunity to:</p> <ul style="list-style-type: none"> • deepen understanding of wellbeing, its interconnection with the capability to fulfil daily duties and • in the long run - the organization mission. <p>Playing the game during the session gave joy to the participants.</p>

Needs of the target group	To learn new tools for their future roles.
TOOL(S) USED	
Tool(s) used in the piloting session	<p>Educational game “Expedition” consisting of:</p> <ul style="list-style-type: none"> • discussion/elaboration on values supporting the wellbeing • playing the game • wrap up and concluding the session.
Why did you select especially this tool / these tools?	The game had been elaborated specifically for the project “The wellbeing of Refugees’ Supporters (Well-Support)” and for the needs of those who support others. It was designed both to induce reflection on supporters’ wellbeing and bring joy to working groups. Testing the game during the pilot session proved the design goals to be achieved.
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	<p>The game</p> <ul style="list-style-type: none"> • allows the reflection on wellbeing and supporting values (both on individual and organizational level) • is flexible - it may be adopted to the needs of specific group or the momentum in the organization (e.g. changes), it may be played as a race between the two competing groups or just in one group • may be a diagnostic tool, i.e. reveal the current difficulties within the group of participants (specifically when the participants works as a team in the organization) • is enjoyable for participants.
The challenges and pitfalls of the tool(s)	<ul style="list-style-type: none"> • The main purpose of the game is to reflect on the supporters’ wellbeing and its interconnection with what and how participants do in their jobs. To achieve this purpose conscious facilitation is needed throughout the whole process. Making this link should be clear also to the participants. • Facilitating the game, especially the wrap up, may be challenging. The trainer may face frustration or anger from the participants. • It is important to emphasise that it is a COLLABORATION game, people tend to compete.
How would you improve the tool to be more beneficial for the learner?	<ul style="list-style-type: none"> • It is of utmost importance that the trainer is very firmly knowing the game and it is very clear with the preparation and instructions of the game. • We recommend that the trainer prepares themes and questions that will be discussed during the summary and wrap up. These themes and questions should make the link between what the participants experienced over the game and its purpose, e.g. What was your aim during the game? Was it the same as the aim of other participants of

	<p>your crew? What were the values your crew chose? Did all crew participants agree to this set of values? What values appeared during the game? Did your decisions always respect your values? If not, in what cases? Did all crew participants agree to break the values? etc.</p> <ul style="list-style-type: none"> • Facilitating the game by the two trainers will be helpful, especially in case of bigger groups, the groups going through challenging time or in case of less experienced trainers.
<p>How would you improve the instructions to be more beneficial for the trainer?</p>	<p>see above</p>

The Expedition Game with adult educators - understanding of well-being



DESCRIPTION OF PILOT	
Trainer	Orsolya Réka Muhari
Organisation	Jövőkerék Foundation
City, country of training	Cegléd, Hungary
Number of people in the pilot group	6
Define the target group	Educators
Theme or content of the training. Continuing training or one time training	One time training- Well Support training
Outcomes of the meeting/process/work shops	Define the meaning of well-being and raising the awareness of the well-being. Try the tools on well-being.
Needs of the target group	Understand the definition well-being, get inspire and have focus generally and specifically on them daily work.
TOOL(S) USED	

<p>Tool(s) used in the piloting session</p>	<ul style="list-style-type: none"> • What does it means well-being? - Post-it- and grouping • Empathy walk-Active listening • NVC • Tools and Matrix for reviewing
<p>Why did you select especially this tool / these tools?</p>	<p>I choosed tools, what based on each other, so it is completed as one line.</p>
<p>FEEDBACK ABOUT TOOL(S) USED</p>	
<p>Strengths of the tool(s)</p>	<p>What does it means well-being?- Post-it- and grouping</p> <ul style="list-style-type: none"> • connection was strong, they were active during the thinking and grouping procedure. They had a solid understanding, what does it means well-being for them <p>Empathy walk-Active listening</p> <ul style="list-style-type: none"> • They had so deep reflections, why it was useful, how hard is to them to listen and observe at the same time, without comment. • 8 min exercise time and 10 min reflection and they understood, why listening and observing is important. <p>NVC</p> <ul style="list-style-type: none"> • easy structure <p>Tools and Matrix for reviewing</p> <ul style="list-style-type: none"> • so deep topic, important for the group and association.
<p>The challenges and pitfalls of the tool(s)</p>	<p>What does it means well-being?- Post-it- and grouping - too long in post its</p> <p>Empathy walk-Active listening</p> <p>NVC:</p> <ul style="list-style-type: none"> • hard to notice and find emotions, even from the list • mistaken thoughts and feelings • practice needs to be plenary, because so many of the participants • knows NVC wrong, and use it wrong (very judgmental) <p>Tools and Matrix for reviewing</p> <ul style="list-style-type: none"> • complicated to define the values, who understand what on the word • - time consuming if we want to work with it deeper, and specifically to the association
<p>How would you improve the tool to be more beneficial for the learner?</p>	<ul style="list-style-type: none"> • I would have 2 parts, values and the well being. Both is a very big topic, and if we want to really work in the organization, then they have to have time to understand the why? • Maybe the whole day training would be better in time.

Nonviolent communication in use of well-being



DESCRIPTION OF PILOT	
Trainer	Cristian Babutau
Organisation	EIVA Association
City, country of training	Arad, Romania
Number of people in the pilot group	12
Define the target group	Youth workers, facilitators of learning and volunteers.
Theme or content of the training. Continuing training or one time training	Non-Violent Communication techniques and tools - One time training
Outcomes of the meeting/process/workshops	<ul style="list-style-type: none"> • The participants engaged enthusiastically with the NVC techniques. • The session lasted 3 hours and included presentation of the tools, interactive group discussions and role-playing scenarios. • Participants reported increased awareness of communication styles and emotional triggers. • The session fostered a supportive environment for practicing empathy and active listening.

Needs of the target group	<ul style="list-style-type: none"> • Practical methods to manage conflicts constructively in professional and personal environments • Improved listening and empathy skills • Strategies for emotional self-regulation in challenging interactions • Tools to strengthen team communication and collaboration • Learning and practicing assertively
TOOL(S) USED	
Tool(s) used in the piloting session	<p>Non-Violent Communication poster</p> <ul style="list-style-type: none"> • List with general human needs • Positive & Negative Feelings and Emotions handout • Role play scenarios
Why did you select especially this tool / these tools?	<p>NVC provide a hands-on approach for participants to practice communication skills in real-life contexts. The tools encourage active participation and foster meaningful reflection. Supports effective communication.</p>
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	<ul style="list-style-type: none"> • Encourages empathy and understanding • Promotes active listening and clear expression of needs and feelings • Adaptable to different real-life conflict scenarios • Fosters a safe environment for open dialogue and vulnerability • Helps participants identify and reframe unhelpful communication patterns • Supports communication in critical situation and on critical issues
The challenges and pitfalls of the tool(s)	<ul style="list-style-type: none"> • Some participants initially felt discomfort engaging in role-play. • Scenarios required careful facilitation to ensure they remained constructive and emotionally safe. • Differences in communication styles among participants required additional time for alignment.

How would you improve the tool to be more beneficial for the learner?	<ul style="list-style-type: none"> • Include simpler, low-stakes scenarios for warming up participants. • Offer more opportunities for one-on-one practice to build confidence before group discussions. • Familiarizing better with the lists with general human needs, positive & negative feelings and emotions handouts
How would you improve the instructions to be more beneficial for the trainer?	<ul style="list-style-type: none"> • Train facilitators to handle emotionally charged moments during role-plays. • Include strategies for balancing participation among quieter and more vocal participants
<p>FEEDBACK FROM TRAINEE Feedback from participants, e.g. from a feedback session or training evaluation. You can add quotes in the national language. Add numbers to put more people's answers (1..., 2..., 3...)</p>	
This session was...	<ul style="list-style-type: none"> • Engaging and highly practical, offering actionable steps to enhance communication. • A valuable introduction to nonviolent communication, demonstrating its relevance in both personal and professional contexts. • An open-minded activity with the development of skills of lifelong learning
I liked...	<ul style="list-style-type: none"> • The clear breakdown of the four-step model (observation, feelings, needs, and request), which made the method easy to follow. • The use of relatable and real-life examples that illustrated how to apply the technique effectively. • The emphasis on fostering kindness, empathy, and understanding during communication.
I disliked...	<ul style="list-style-type: none"> • Certain parts of the explanation, especially on identifying feelings and needs, felt slightly rushed and could have been elaborated further
I benefited from...	<ul style="list-style-type: none"> • Learning to listen without judgment. • Learning how to address conflicts constructively, focusing on solutions rather than frustrations • Gaining tools to express my feelings and needs clearly. • Building stronger connections with other participants. • Understanding how to de-escalate conflicts effectively. • Gaining practical tools to express myself assertively while creating a safe and positive space for the person receiving feedback

	<ul style="list-style-type: none"> • Understanding the importance of acting mindfully and addressing issues early to avoid emotional buildup.
To me, challenging was...	<ul style="list-style-type: none"> • Staying fully present during emotionally charged discussions. • Applying NVC steps consistently during role-plays. • Balancing self-expression with active listening. • Accurately identifying and expressing my feelings and needs without hesitation or second-guessing. • Overcoming the instinct to delay addressing issues and instead using the method immediately as challenges arise.

Expedition Game



DESCRIPTION OF PILOT	
Trainer	Anjely Devillier
Organisation	EIVA
City, country of training	Arad, Romania
Number of people in the pilot group	9
Define the target group	Youth Workers and volunteers from the same organisation, same team.
Theme or content of the training. Continuing training or one time training	One time training
Outcomes of the meeting/process/workshops	<p>-The participants were really enthusiastic of the tool</p> <p>-The workshop lasted for 4 hours</p> <ul style="list-style-type: none"> • 1 trainer • We received mostly positive outcomes.
Needs of the target group	Team cohesion, encourage discussion on well-being, Stimulate participation, team-building activity, identify strength and weaknesses of participants.

TOOL(S) USED	
Tool(s) used in the piloting session	Expedition game
Why did you select especially this tool / these tools?	Most attractive and inovative tool for the target group (Young people)
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	<ul style="list-style-type: none"> -Stimulating partnership and team cohesion -The concept of the game is really appealing to a younger audience. -The rules of the game are simple enough to get the ball rolling quickly. -We had 9 players, which seems like a lot at first, but we realised that it was actually a good number of players. -The game encouraged discussion between the players and encouraged them to think more seriously about organisational and individual values. -Encourage players to express their dissatisfaction. -Create a safe environment for players to express themselves. -Tackle a sensitive issue. -The group reflection after the game was the most interesting part of the training, as we were able to realise what the real aim of the game was, namely to talk about our well-being. We realised that we sometimes make decisions that are not linked to our values and that we should sometimes give priority to our own well-being rather than the common good of the 'ship'. -The length of the game was really appropriate, neither too long nor too short. -A good tool for showing the real faces of people.

<p>The challenges and pitfalls of the tool(s)</p>	<ul style="list-style-type: none"> -It can be a heavy weight on the coach's shoulders. -Perhaps having two trainers could have helped the pace of the game. =Some of the scenarios, in my opinion, didn't really represent real-life scenarios or were too metaphorical. -Individual values not useful enough -I noticed that in my team, people were afraid to use the dissatisfaction token so as not to affect the other players and didn't always make decisions based on values but rather to reach the treasure more quickly. -The aim of the game 'to find the hidden treasure' is not very clear. -Some people took the game too seriously and got annoyed. I hope that the group reflection helped us to understand why we experienced these emotions, but I don't think this tool is suitable for everyone.
<p>How would you improve the tool to be more beneficial for the learner?</p>	<ul style="list-style-type: none"> -To clarify the purpose of the game before the session -to have the teams far enough so they can't hear each other discussion and decisions -Find a way for the "Crew members" to have a real impact on the ship -The dissatisfaction token should be more implemented.
<p>How would you improve the instructions to be more beneficial for the trainer?</p>	<ul style="list-style-type: none"> -To have maybe 2 trainers, one for each teams -To make sure everybody is comfortable with the rules and with "role playing" game -The trainer need to know very well the scenarios and how to run the game.
FEEDBACK FROM TRAINEE	
<p>This session was...</p>	<ol style="list-style-type: none"> 1. exciting 2. relaxing 3. meaningful 4. funny 5. Deep 6. Full of emotions
<p>I liked...</p>	<p>The concept of the game is really innovative, The mechanics are really interesting The reflexion time after the game The scenarios are well thought</p>
<p>I disliked...</p>	<p>Dissatisfaction token were not useful enough It can be really emotional for certain people The personal values were not used enough</p>

I benefited from...	<ul style="list-style-type: none"> -I became more openminded -I became more flexible -I receive support from the trainer -I could get to know more my colleagues -I discover more about myself, my values and what it means to follow an organisational culture.
To me, challenging was...	<ul style="list-style-type: none"> -To use my creativity -To express myself in front of the others -To lose -To follow my values and not focus on wining the game -to understand the link between well being and the game

Well-support Matrix as a tool for reflection and monitoring of well-being



DESCRIPTION OF PILOT	
Trainer	Cristian BĂBUȚĂU
Organization	EIVA ASSOCIATION
City, country of training	Arad, Romania
Number of people in the pilot group	26
Define the target group	NGO workers and volunteers who work with various target groups, such as migrants, vulnerable youths, intercultural groups.
Theme or content of the training. Continuing training or one time training	Well-being monitoring and reflection using the Well-Being Chart. One time training.
Outcomes of the meeting/process/workshops	<ul style="list-style-type: none"> • The participants engaged positively with Well being Chart. • The workshop lasted 3 hours and created meaningful group discussions. • Participants were able to openly reflect on their emotional states over time. • The session highlighted differences in individual well-being levels across the group.

	<ul style="list-style-type: none"> The feedback collected was mostly positive, with many participants expressing a desire to implement the chart in their daily work practices.
Needs of the target group	<p>The expressed needs of participants were:</p> <ul style="list-style-type: none"> Emotional resilience in the workplace Tools to identify and manage burnout Methods for team cohesion and emotional connection Practical strategies for self-care and group support
TOOL(S) USED	
Tool(s) used in the piloting session	Well-Being Chart
Why did you select especially this tool / these tools?	<p>The aim was to test the relevance and quality of the tool, as well as to collect feedback and validate the proposed tool. The chart's simplicity and adaptability made it an ideal tool to help individuals and teams visualize and discuss their emotional and well-being states over time. It encourages open dialogue and self-awareness.</p>
FEEDBACK ABOUT TOOL(S) USED	
Strengths of the tool(s)	<ul style="list-style-type: none"> Visual representation of well-being made it easy to understand and use. Encouraged open discussions about emotional states within the team. Fostered a sense of connection and empathy among participants. Helped participants reflect on their individual and collective well-being. Simple implementation process. Identified key moments affecting team well-being over time. Provided facilitators with actionable insights for tailoring future sessions.
The challenges and pitfalls of the tool(s)	<ul style="list-style-type: none"> Some participants were initially skeptical due to its simplicity. Emotional triggers emerged when participants saw dips in collective well-being. The tool requires careful facilitation to manage discussions and emotional responses.

	<ul style="list-style-type: none"> Differences in individual openness to sharing could affect group dynamics.
How would you improve the tool to be more beneficial for the learner?	<ul style="list-style-type: none"> In training context: start using the tool from the first day of a training and consistently track progress. Provide more structured prompts for participants to reflect on and interpret their chart points (associate / add a list of feelings, both positive and negative). Introduce a method to combine individual well-being data for a collective overview. Facilitate follow-up discussions to address key patterns identified in the charts.
How would you improve the instructions to be more beneficial for the trainer?	<ul style="list-style-type: none"> Ensure that the trainer is well-versed in guiding emotionally sensitive discussions. Include tips for managing emotional triggers and resistance among participants. Suggest scenarios to help trainers contextualize the chart for different audiences.
FEEDBACK FROM TRAINEE	
This session was...	<ol style="list-style-type: none"> Insightful Empowering Thought-provoking Collaborative Supportive
I liked...	<ol style="list-style-type: none"> The simplicity and flexibility of the chart. The opportunity to openly discuss emotions and challenges. The visual representation of emotional trends over time. The supportive group environment.
I disliked...	<ol style="list-style-type: none"> Initial hesitations about the effectiveness of a simple tool. Emotional discomfort for some participants when reflecting on their lows.

I benefited from...	<ol style="list-style-type: none">1. Greater self-awareness about my emotional state.2. Building deeper connections with my team.3. Learning to recognize patterns in my well-being.4. Gaining tools for managing burnout and fostering resilience.
To me, challenging was...	<ol style="list-style-type: none">1. Reflecting honestly on my emotional lows.2. Sharing vulnerable moments in a group setting.3. Maintaining focus on the well-being process rather than immediate problem-solving.