



## TOOL: Learning to Share and Trust

### Introduction

Learning to share and trust in our modern complex 21<sup>st</sup> century world is for many a scary thought. Increasingly individuals are brought up to learn not to share or trust and if one has had problems in life or knock backs, this belief that sharing or trusting others is reinforced.

But sharing and trust are key factors in success in business. Success is often about creating in partnership, sharing ideas and applying other people's knowledge. By sharing and trust an individual can 'stand on the shoulders of giants', they can learn from others experiences and knowledge.

This session focuses on a sharing and trust game, that encourages learners to build their confidence in sharing and trusting others. A trusting person will openly exchange useful ideas, be willing to collaborate and be open to another person's ideas. The game challenges the individuals feelings of vulnerability and often empowers them to discuss things that have previously remained unsaid.

By the end of the session learners will feel more confident about sharing and trusting others. This empowerment will help them develop their business ideas and help create new support networks.



## Learning to Share and Trust Trainer's delivery plan

| Session Aim(s)  | Learning materials  |
|---|---|
| <ul style="list-style-type: none"> <li>• To develop confidence in sharing personal information</li> <li>• To develop confidence in sharing information about business ideas</li> <li>• To develop trust in others</li> <li>• Develop personal confidence</li> <li>• Learn more about oneself</li> <li>• Develop heightened respect in other's opinions and views</li> </ul> | <ul style="list-style-type: none"> <li>• Register</li> <li>• Learning to Share and Trust cards</li> <li>• A set of dice</li> <li>• A sand clock 2 minutes or clock</li> <li>• The games instruction manual</li> <li>• Evaluation forms</li> </ul> |

| Expected learning outcomes:   | Differentiated learning outcomes   | Differentiation achieved through:  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Develop a greater personal awareness</li> <li>• Develop trust in sharing personal information and ideas</li> <li>• Develop personal confidence in one's own ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Awareness of connections in the modern world</li> <li>• Mindfulness</li> </ul> | <ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Interactive discussion</li> <li>- Group work</li> <li>- Personal reflection</li> </ul> |



## THE CCEO MANUAL

| Timings    | Key Content   | Trainer Activity   | Learner Activity  | Resources   |
|------------|---|--|---|---|
| 10 minutes | Introductions   | Trainers introduces themselves<br>Trainer introduction<br><br>Session outline  | Learners sign register<br><br>Learner introduction to the group   | Register list<br>administration<br>provides suitable premises – cosy, warm, with table, chairs, light |
| 15 minutes | Discussion on why Sharing and trust is important in the connected economy | Lead discussion on the importance in the modern connected world to have the confidence to share and trust  | Learners participate with their views and ideas as to why it is important to have the confidence to share and trust   |   |
| 80 minutes | Run the Learning to Share and Trust game/activity                         | Trainer should explain the purpose of the game.<br><br>In the game are questions in 8 areas, each with 15 issues:<br><br>The game development of social skills, development of the entrepreneurial skills and initiative, growth of the trust in oneself and mutual trust in the group, improvement of the self-esteem and self-awareness, relying on owns skills, development of using creative | The learners in turn roll the dice and pick up a card from the pile that corresponds to the number on the dice.<br><br>The learner (or trainer) reads out the question and the learner then shares their answer.<br><br>Where appropriate the learner will explain or discuss their answer to a greater depth | Learning to Share and Trust game/activity<br><br>Dice<br><br>Clock                                    |



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|            |                    |  |   |                  |
|------------|--------------------|--|---|------------------|
|            |                    | <p>thinking, self-acceptance, awareness of personal resources, growth of empathy, readiness to share, openness</p> <p>Values; Emotions; interests; Individuality; Responsibility; Creativity; Relationship; Growth</p> <p>In some cases, when learner very short answers were given, and the trainers had to ask for more details.</p> | <p>All other next rounds participants chose cards for answering on questions individually.</p> <p>Learner were instructed to choose each time from the different cards group.</p> <p>Learner - Do's and don'ts – Learners cannot change cards, can refuse to play and stop playing the game, cannot comment, interrupt, criticize when others speak, should talk only in "I" form and respect confidentiality</p> |                  |
| 15 minutes | Session reflection | <p>Trainer leads a group discussion on the learners feelings and learning from the game.</p> <p>The trainer can ask if it put the learner outside of their comfort zone.</p>   | <p>Learners participate in a group discussion on their feelings and learning from the game.</p> <p>Learners can reflect on their feelings, created by the game, of perhaps at times being outside of their comfort zone</p>   |                  |
| 5 minutes  | Session evaluation | Trainer hands out and collects evaluation forms for the session  | Learner completes session evaluation form   | Evaluation forms |



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### Trainers notes:

These tools will be developed, elaborated and provided description of them with the following elements as

1. Name;
2. Aim;
3. Type of tool;
4. Duration;
5. Target group;
6. Materials;
7. Expected outcomes;
8. Step by step guide:
  - Agreement with organization;
  - Finding individuals with creative passion – undertake training;
  - Identify the strengths and areas of development;
  - Creation of positive culture;
  - Do's and don'ts;
  - Awareness of value of creativity and connection in prison and community;
  - Mutually agreed development canvas.
9. Learning sources:
  - Information sheet of the concept;
  - Draft of the poster (internal advertisement);
  - Draft session plans;
  - Buddy guide.
10. Evaluation template (before/after questionnaire).

Delivery time for this session is 2hrs and 30 minutes.



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Learners groups: ± 8 people.

Learners feelings and Emotions during creation of these. This Lesson is designed to help learners what they understand, to develop their own curiosity, and we can see how different types of connections, which may affect the person or yourself to learn to use it for their own benefit.

### **Suggestions:**

Suggestions for the trainers are to listen more and to talk less, to let participants to open by answering the questions and to ask more questions – with the respect towards participants and their rights to feel, think and evaluate the situation from their individual perspective.

As well it is recommended to try involving into discussion other participants by asking them the same question, as it is them who are learning to share and trust each other.

Suggestion is to use sand clock of 2 minutes for each answer, and for trainer to facilitate instead of sharing experience and thoughts after each question.

If both are delivered trainer must look on debating with the group the difference between activities, which one was easier and why, the importance of following strictly not only the rules but also the best individual performance did it influence on team activity allowing improvement, remembering that creativity occurs also on perfecting past performances; search for other question to creativity that may have been in the game.

The main objective of activities is to allow a time to reflect on what inhibits creativity, individually, as a group and encouraged to speak out and reveal himself, trust, define their strengths, define its objectives, communications skills, listening skills.

### **What is Creativity**



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With this training programmer for creativity is to be considered in its widest sense, it is also about how they see the outside world only develop their curiosity, asking why their creativity, and with the development of their problem-solving skills; inner reflection; emptiness; good, bright, happy feelings; relief and interesting; it is nice to do, what you usually do not do; we will be able to love again; felt exalted.

Do not stop to analyses the problem from different perspectives to find different and possible ways of solving it, which greatly hinders our ability to think creatively and come up with new, “out of the box solutions” to solve problems, also because people think that we can’t do it, aren’t talented enough or risk to be criticized by others... Discussion & Debrief:

### The feelings and emotions after their completion

Positive emotions.

Lovely, it turned out, if I want, then I can.

Satisfaction.

Felt good.

Delighted on achieved.

Feel satisfied with myself.

### Just doing it without any situation analysis (problem analysis)

Trying to Find the “Right” Answer

Believing you aren’t creative

Making assumptions

Being serious

Avoiding risks

Being wrong is bad Always staying with your routines/habits

Making judgments too quickly



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### Evaluation template

Both the individual who took part in the session, both the session manager fills out the form on the course. For the survey, both before and after the tool use, thereby assessing the impact of its application and the results achieved.

### **The Connected Economy**

The Connected Economy about connection which involves a complex sharing of information, expectation and culture.

These questions are challenging in all eight issue groups, for example:

Questions in 8 areas:

- Values – What are people you respect? Which characteristic
- Emotions - What you hear more - or feelings in mind
- Interests - Who I namely, what of it, you would like to teach other peoples
- Individuality - What is your ideal occupation
  
- Responsibility - Responsibility means that you
- Creativity - Name 5 things that you have of yourself
- Relationship - Some properties are required to establish good relations with other people
- Growth - How you can motivate myself to work, you don't like



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This tool was created to engage and to encourage participants to share their personal stories, opinions, values and views and to trust other people and to listen their stories. This is communication game that improves interaction between participants. Questions are made to be not stereotypical or casual, this is leading to feel interest and to be involved in the process.

It can be summarized that tool is achieving goals it was created for, but some changes regarding few questions have to be made.



## Training Resources

### APPENDIX:

1. Theoretic basis tool “Learning to share and trust”
2. Instruction tool “Learning to share and trust”
3. Game “Learning to share and trust”
4. 120 questions game “Learning to share and trust”



### **Theoretical justification of the game “Learning to share and trust”**

When we acquire new knowledge there are involved several processes, such as the cognitive process, affective process and psychomotor process. The cognitive process ensures recalling the information in memory, making the mathematical calculations, ability to analyse, discuss and search for the solution. The affective process is related to the feelings and emotions of person, these processes trigger sympathy, feelings and emotional attitude. The psychomotor process is related to the physical activities, such as riding the bicycle. There will be integrated several learning approaches in this game, like individual reflections on personally important life concepts, but the game format itself promotes positive and creative atmosphere, and compliance with the game rules fosters learning of various communication skills: talking, listening, asking and answering questions, as well the empathy and tolerance toward each other.

There are used also coaching technics in this game. This game helps to digest personal potential and self-awareness. The aim of the game is to promote the mutual trust, which is the core principle of coaching. This game is suitable for those who are ready to embark in reflecting and searching the answers inside of itself, instead of asking for ready solutions from outside. This game promotes to undertake the responsibility of personal life and face the outcomes of own decisions. During the game participant develops his own vision about himself and the desirable personal development. The game fosters participants to discover their inner resources and potential, as well as how it can be used to reach the set targets, it encourages participants to analyse the effectiveness of personal and professional activity, it stimulates participants to move toward the freedom of blocking habits and to create new behavioural models. This game raises the self-awareness, the confidence of personal abilities and creates the sense of support from other participants of this game.

“Experimental learning model” involves the understanding that more successful learning is when theory is combined with practical tasks, meaning that the person is learning new skills by doing, seeing how the knowledge is implemented in practise and how it is done by others. By the use of questions within this game, it triggers simple conversation individually or in group on topics which plays important role in everyone’s life. By sharing with life stories of participants, their emotional status, inner statements, experience of loss, reflections and judgements, everything of this helps the participant to develop and to create the net of support, which however promotes the development of environment for sharing with unique knowledges and skills.



## THE CCEO MANUAL

One kind of learning is conducting discussions, which is one element of this game. The participants have to answer the questions from various categories, they have to express their experience, attitude and define for themselves what is the most important. The game also allows to use the questions in order to promote the dialogue between participants, thus fostering the tolerance, ability to listen, as well to compare what has been said to own experience, which leads to learning. By the use of this game the participants are being actively engaged in the learning process in order to raise their interest and participation.

Using game elements in the training there exists two terms – “the gamification” and “the game based learning”. The gaming is using various elements of games in order to raise the interest of participant, such as the element of competition, creation of positive emotions in specific environment – work place, school, virtual environment or elsewhere. Example for the gaming element would be the possibility to add “Like” to the article in Facebook, public screens in work place containing comparison of team or individual achievements, the possibility with the use of smilies to express the satisfaction or dissatisfaction. Contrary, the game based training is the usage of methodically created games in order to reach specific training results, providing the participants of training process a closer engagement, practical opportunities to learn something new, providing the information by the use of human senses, such as visual, audio or kinetic elements, thus creating the inner motion, developing new skills, helping to simplify the understanding of complicate task. By adding game elements to the training process, the trainee is being provided with the instant support of feedback, thus creating the visible route for tracking the progress of motivation in a way of challenging, but reachable targets and awarding with respective recognition.

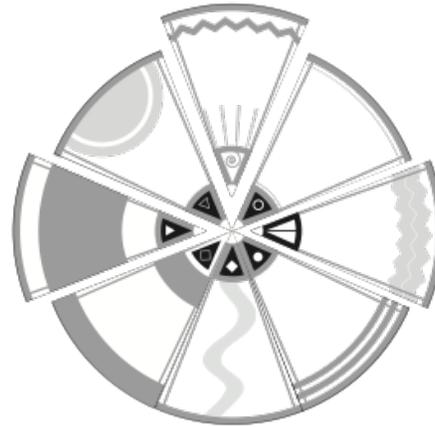
The interest stimulates a motivation of individual to search, learn and engage. Interest also promotes individual attention and focus, it makes the memory to remember and reflect of discussed topics, and also motivates to learn and know more. Inner motivation links the learned knowledge with its effective usage and possible achievements.

In order to promote the interest of participants about the game, the game itself should be a little challenging, new, unexpected, but understandable at the same time and relevant to the abilities of participants. The mentioned aspects can raise the interest and inner engagement for taking part in this game, thus learning itself, each other, and open up to other’s experience. The research shows that the engagement of teacher in academic environment fosters the student emotional interest, motivation, productive and passionate involvement in learning process. This aspect underlines the important role of trainer in the training process what should be taken into account in playing this game.



## THE CCEO MANUAL

The supervisor (game leader) has a crucial role in the effectiveness of this game. One of the most important conditions of the game is that the supervisor has to create a safe and trust worthy environment within the group, because during the game participants share their personal experiences, values, reflections and concepts. It is also essential to maintain confidentiality and be highly qualified in the field. It is important to create positive and development oriented atmosphere, because positive emotions promote the effectiveness of cognitive process, what in turn promotes learning of new skills. The supervisor has to be competent and confident in the game, its rules, objectives and have to be highly professional with respective experience and background. The supervisor must give clear, easy understandable instructions, must be able to control the duration of game and follow the time limits.



**“Learning to share & trust”**



## Theoretical justification of the game “Learning to share & trust”

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## Instruction for the game “Learning to share & trust”

The aim of the game “Learning to share & trust” is to motivate participants to take new point of view on different parts of their life – creativity, values, growth, emotions, individuality, responsibility, interests. Under each of question group there are 15 questions that helps participant to discover more about each category of their lives. Answering questions individually with consultant or in groups of 5 – 8 people, is the way how to help and encourage participants to share and trust and to discover more about themselves and the others.

Firstly, please prepare the game material. First of all, please print the questions, then stick them together with the appropriate back cover. The game all together has 120 questions, which are divided into eight subcategories - creativity, values, growth, emotions, individuality, responsibility, interests. Each question has its own card. Each subcategory has its own colour of back cover of the card with respective question. Therefore, please divide all the cards with questions into eight separate piles. All the cards in the same pile has one and the same colour of the back cover. Please put these eight piles in the circle in the middle of the table. Place the card piles on the table with the back covers up, so the questions would not be visible. Once it is done and there is also prepared hourglass or stopwatch, you can start to play the game.

Here below are some ideas how to use the cards, but they can be used whatever the supervisor (game leader) finds most suitable regarding the target group which is involved in the play of this game.

### I. These cards can be used during the individual consultations between the supervisor and client.

- Target group: offenders;
- Number of participants: individual consultation;
- Use of materials: the game “Learning to share & trust” in the Latvian, Lithuanian, Portuguese, English or Russian language;

• **Instruction No.1:** the client takes one card in a time and answers to the question in it. The answer later is being discussed with the supervisor. The supervisor can ask additional qualifying questions;

• **Instruction No.2:** The supervisor picks just one or few subcategories of questions, or selects just a few questions and plays them with client as mentioned in the Instruction No.1;

• **Result:** this game encourages person to talk, to open up, to share, to ascertain himself, to acknowledge his own strengths and weaknesses, to set targets, to improve the communication skills, to improve listening skills.

### II. Playing this game in a group.

- Target group: offenders;
- Number of participants in group: 5 to 8 persons;
- Use of materials: the game “Learning to share & trust” in the Latvian, Lithuanian, Portuguese, English or Russian language; hourglass or stopwatch;

• **Instruction No. 1:** all participants and the supervisor (game leader) are sitting around the table. One after the other each participant takes one card and answers the question. Each participant has maximum 2 minutes of talking; supervisor is in charge to oversee that.

• **Instruction No. 2:** all participants are sitting around the table, thus each participant has in front of him one pile of cards. One after the other each participant takes one card from the pile which is in front of him and answer the question. Each participant has 2 minutes to answer the question, the supervisor is in charge to oversee that. When the one circle is finished all participants change the place by the table and move one place to the right, thus again sitting in front of the pile of cards. And again one by one take the card and answer the question. Time to answer is 2 minutes per question. This can last as long the supervisor finds it suitable.

• **Instruction No. 3:** all participants and the supervisor are sitting in the circle, and everyone can freely choose one card and one by one answer to the question. Afterwards when the participant has answered the question, he has the opportunity to ask the same question to one or maximum two persons also sitting in the circle.

• **Instruction No.4:** in a case if the group is consolidated and it represents high level of mutual trust, then each participant chooses one card, stands up and walks around the others in group, everyone splits into couples and ask each other the questions from cards. After they have discussed the questions, they exchange with cards and then go to other person of the group and do the same thing.

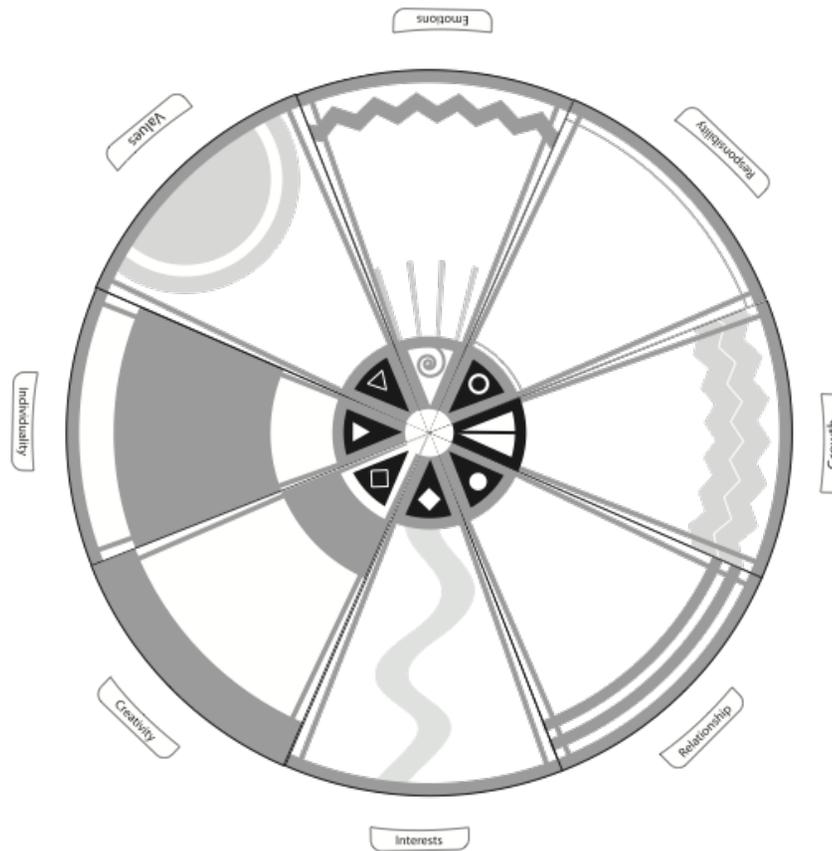
• **Results:** this game encourages to speak up and share, to trust, to ascertain himself, to acknowledge his own strengths and weaknesses, to set targets, to improve the communication skills, to improve listening skills.

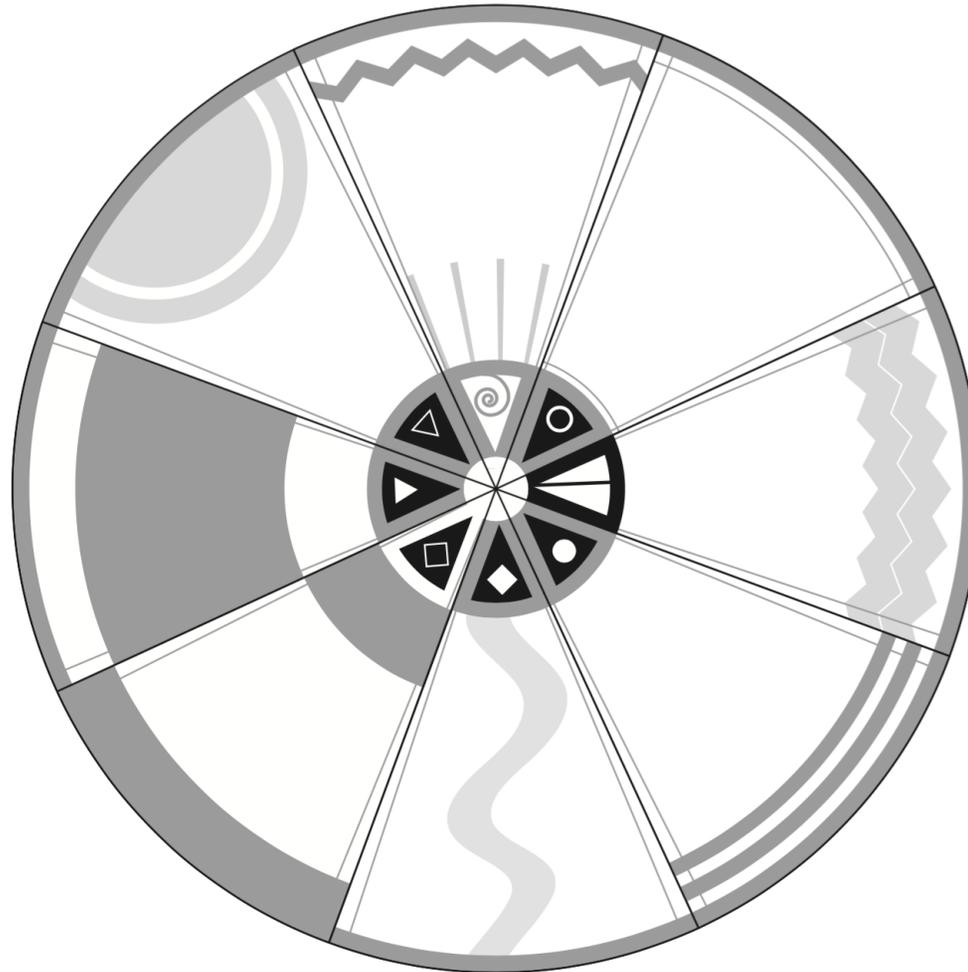
### Requirements to the supervisor (game leader):

- This game requires professional experience in work with the target group;
- Supervisor has to fully be aware on objectives and basic principles set for this game;
- It requires skills and experience of group management, mentoring discussions in person and in group;
- Supervisor has to be able to share his unique knowledge and experience with participants;
- Supervisor can decide by himself, whether to participate in game personally or not.



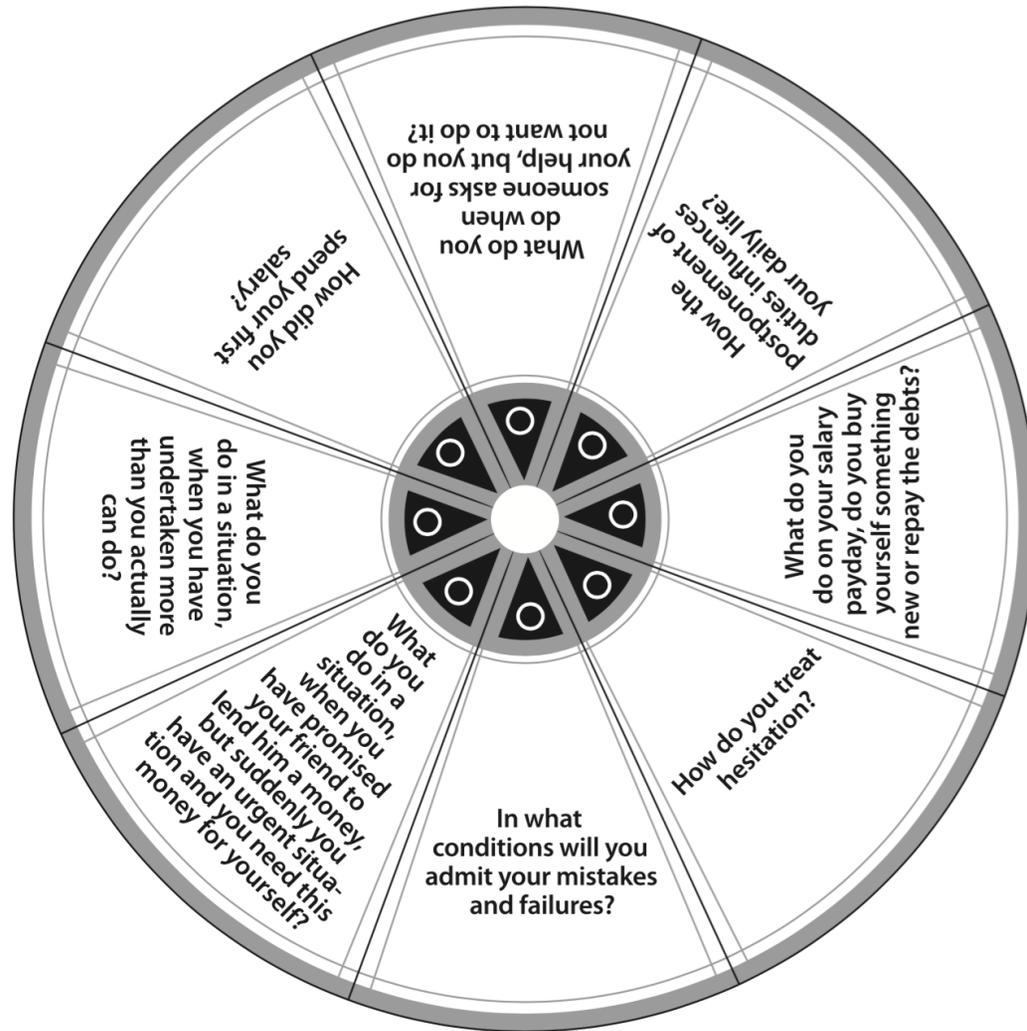
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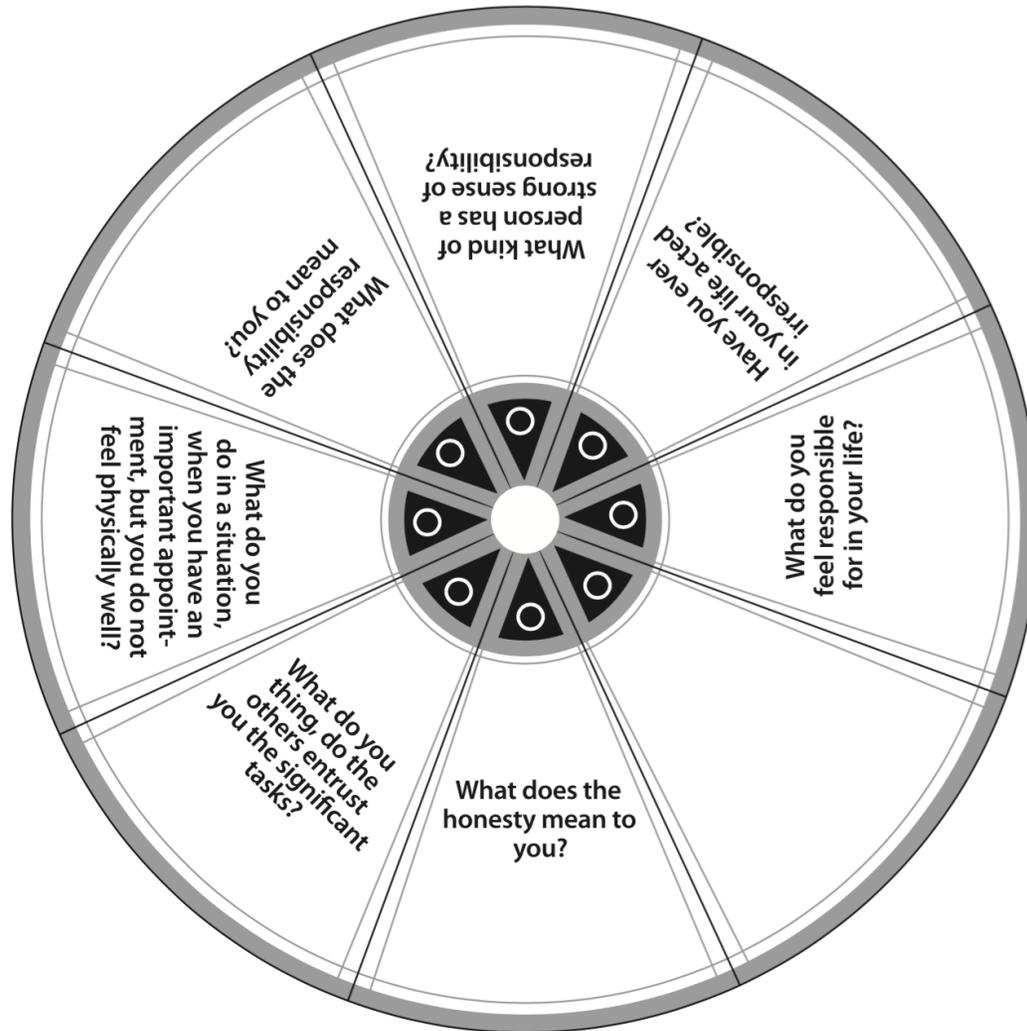


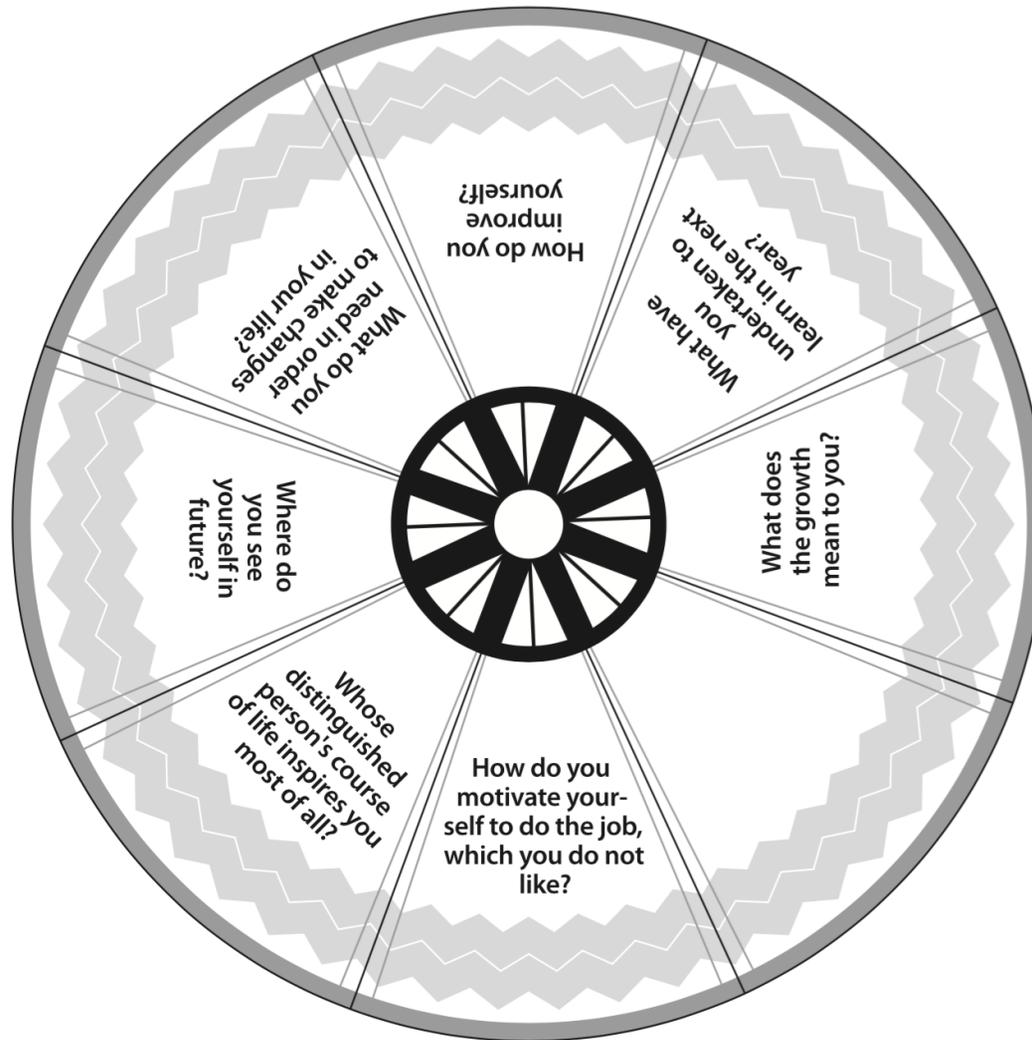


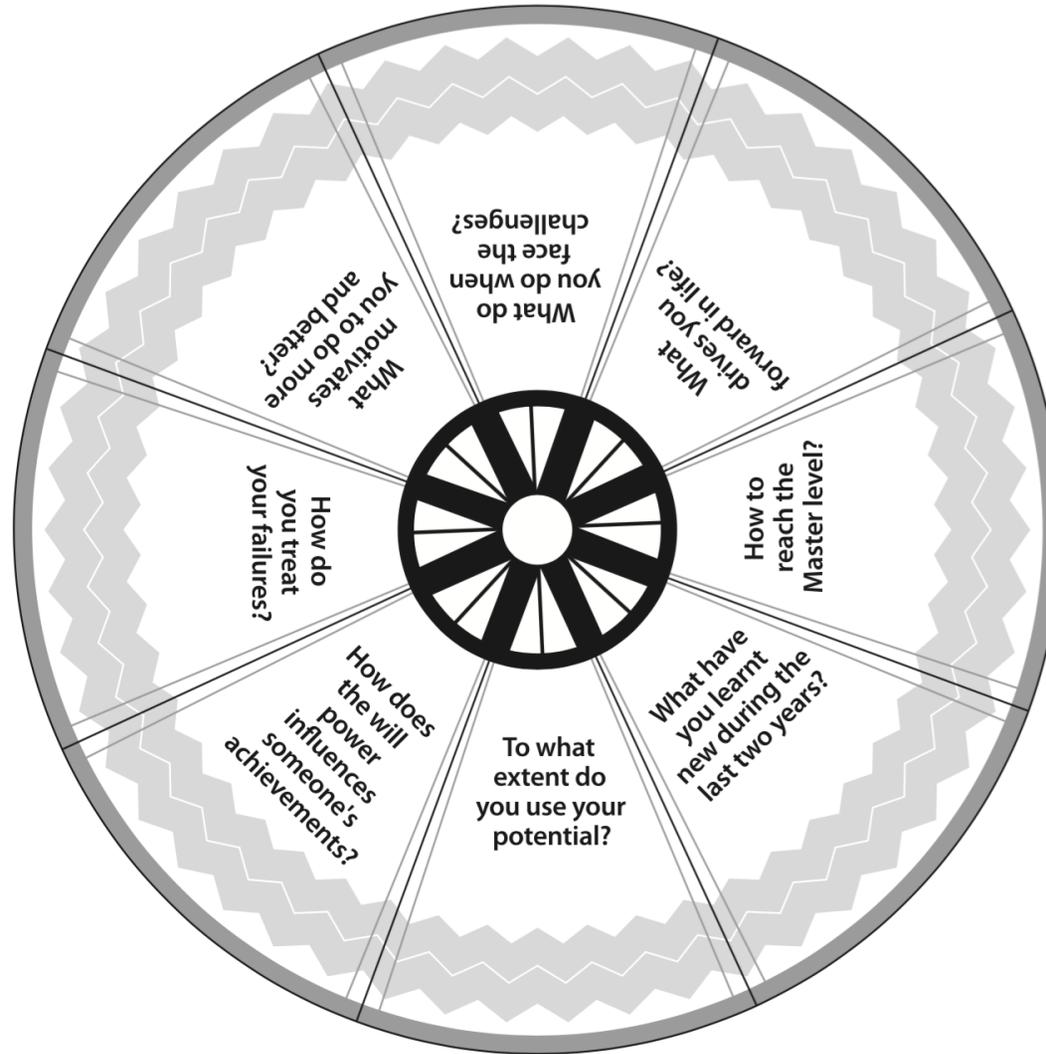


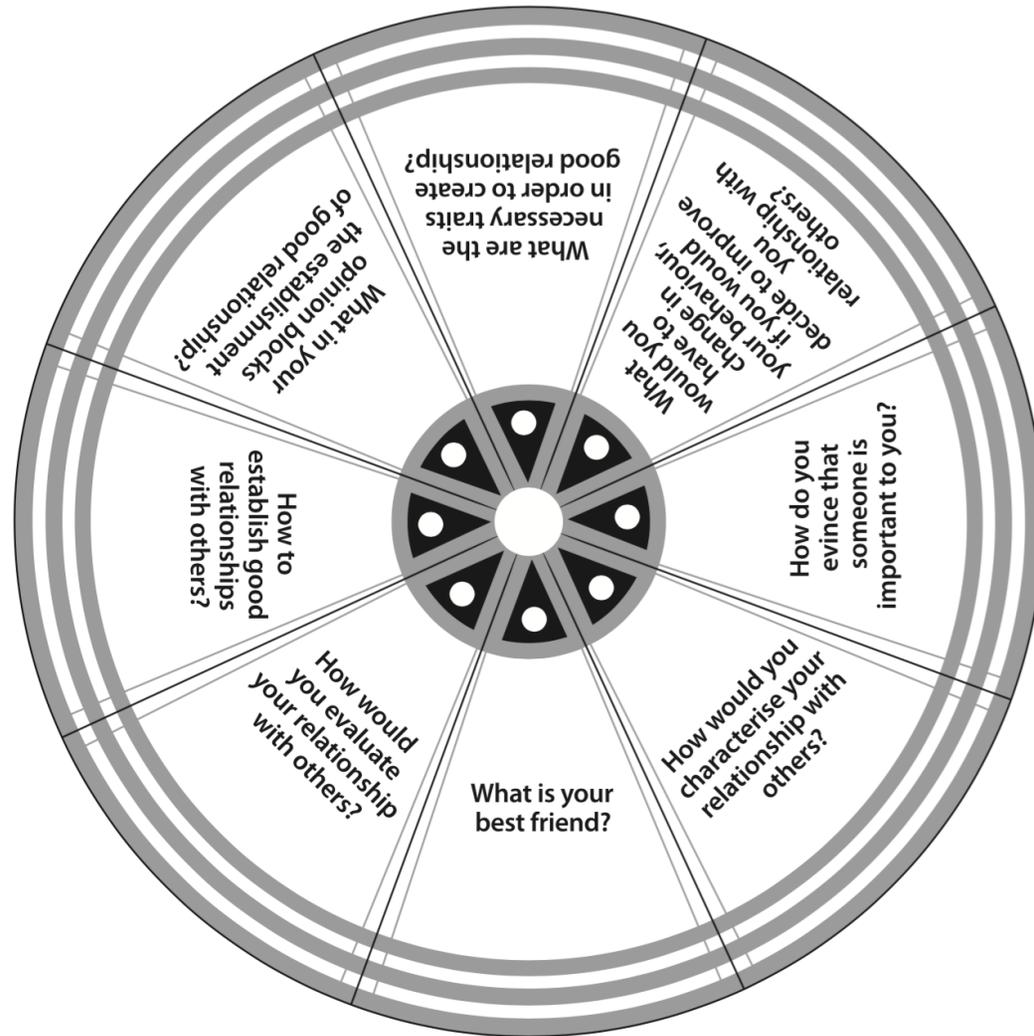
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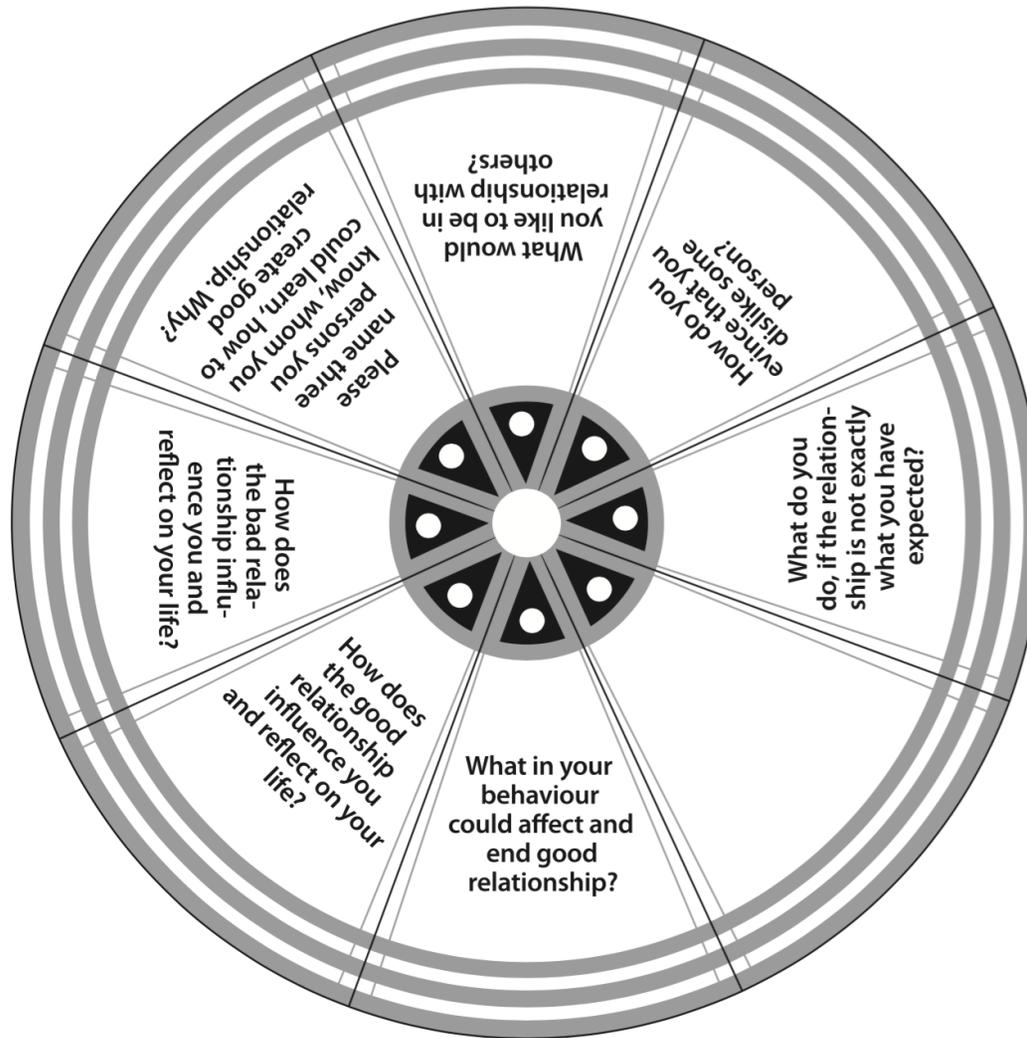


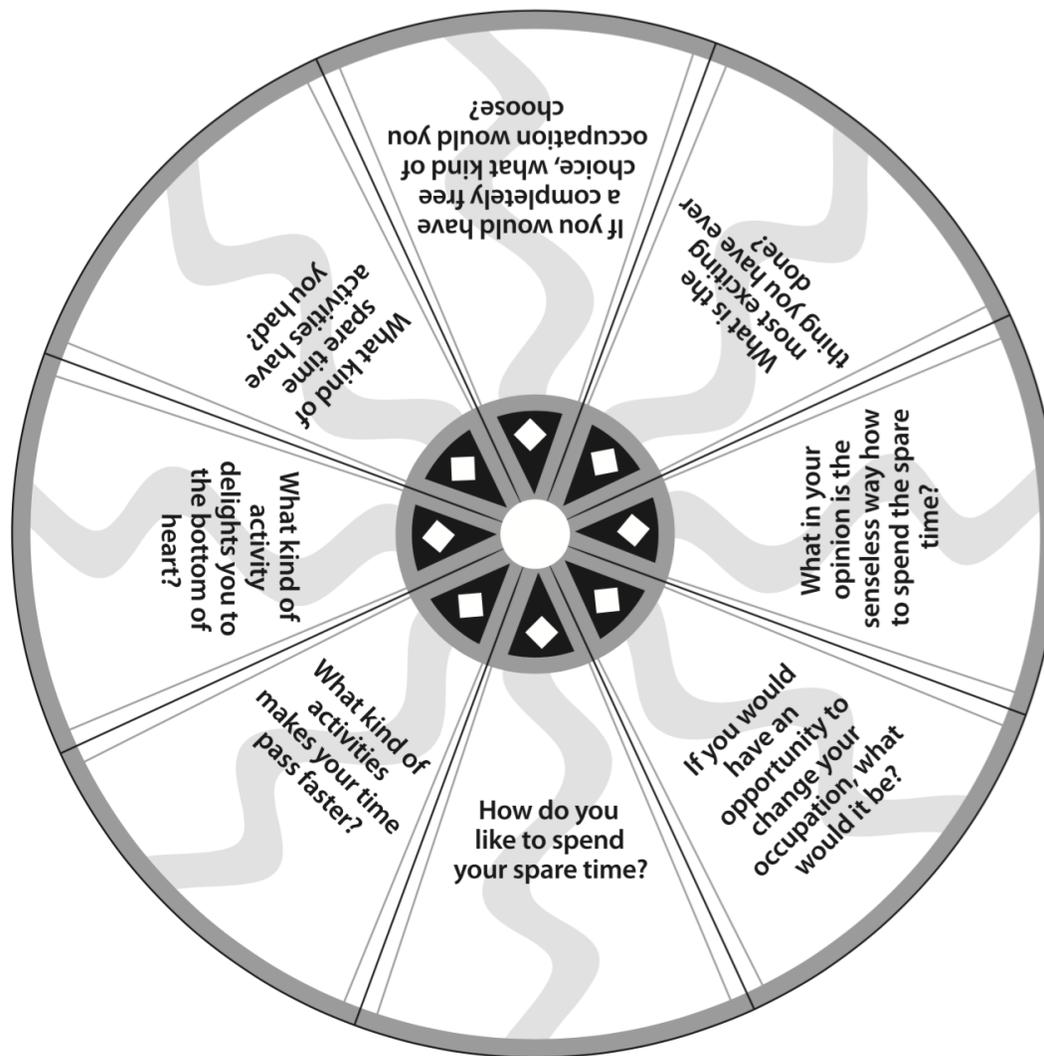


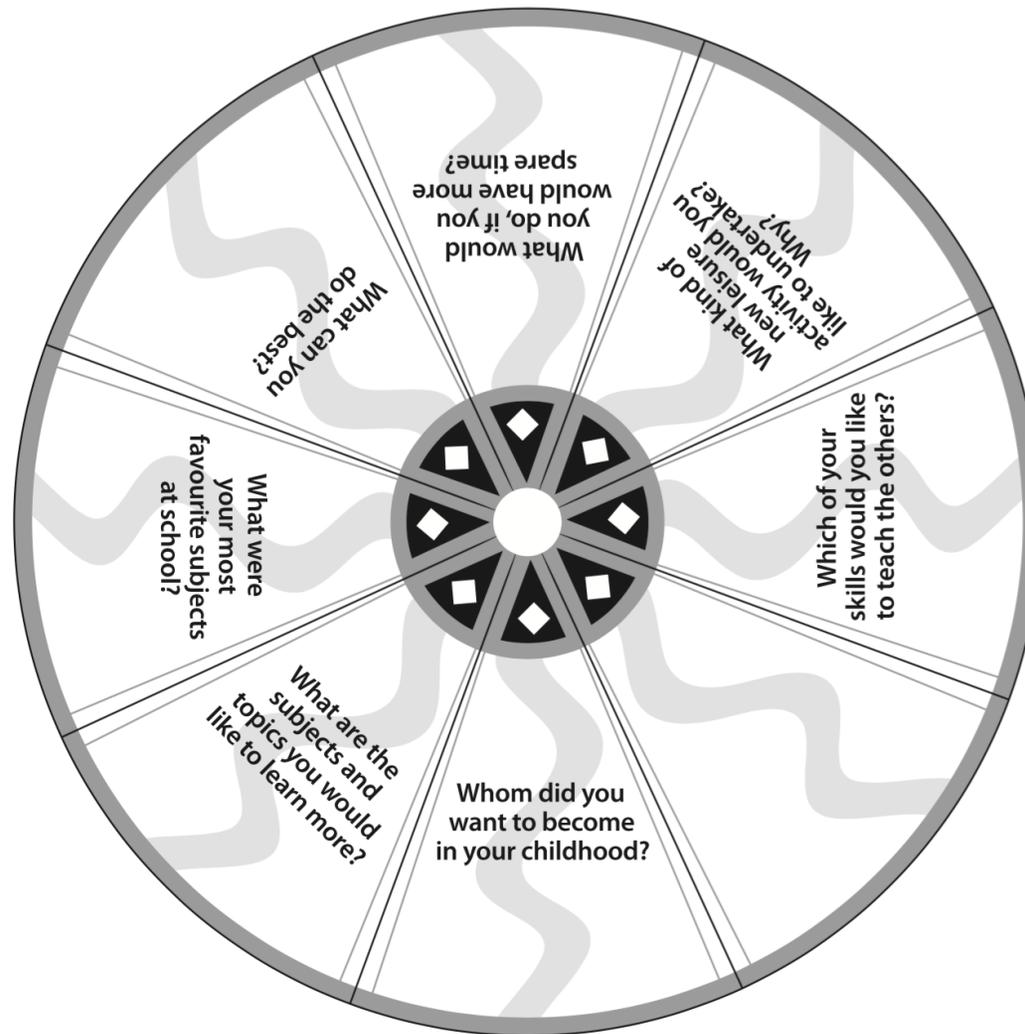


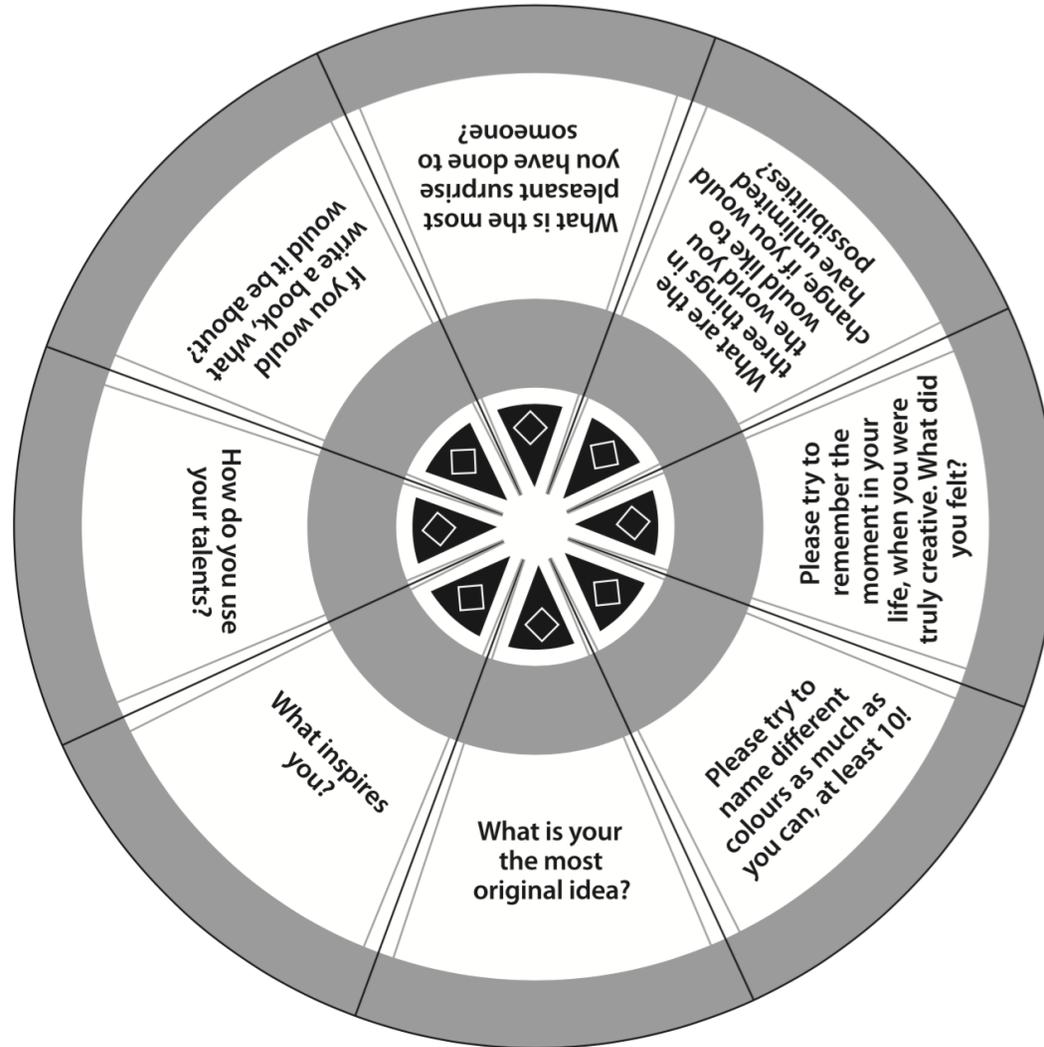


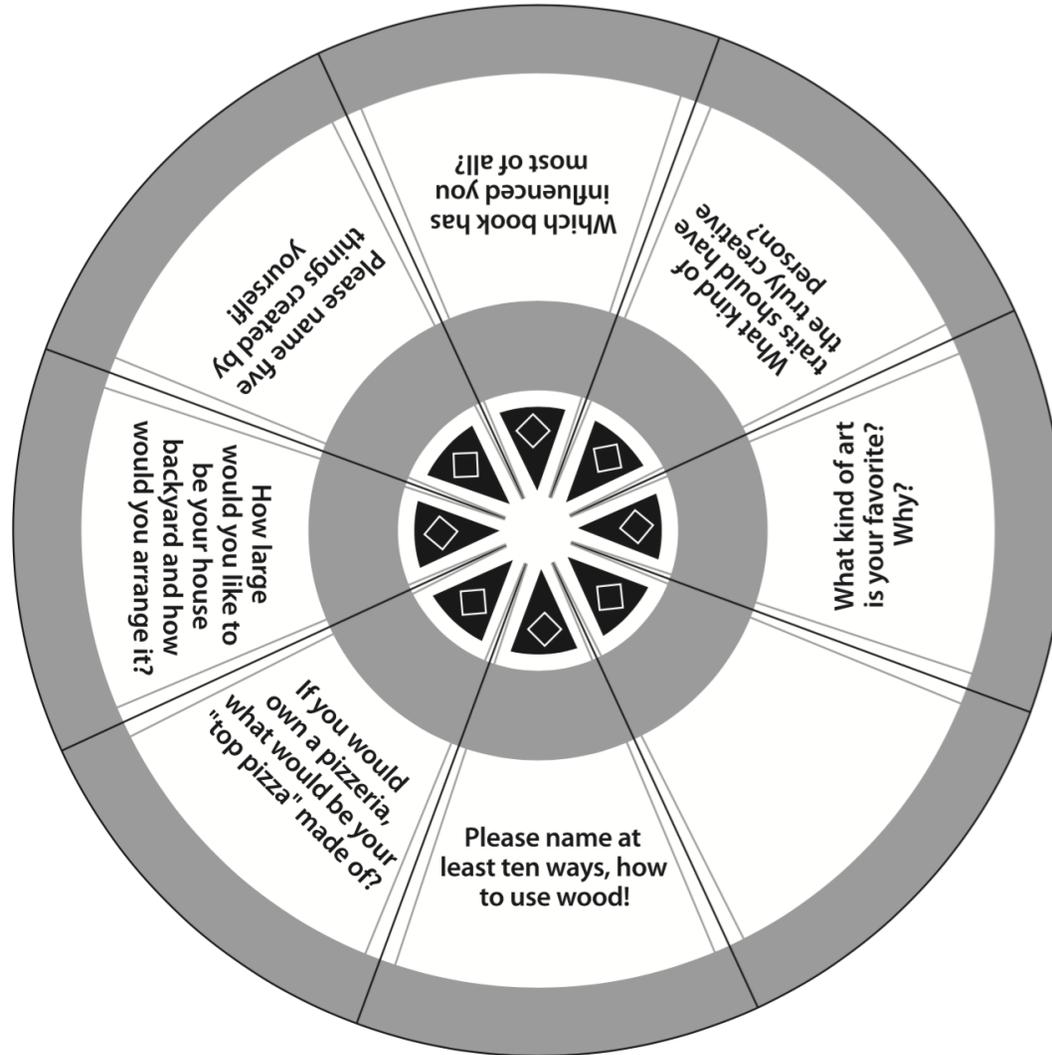


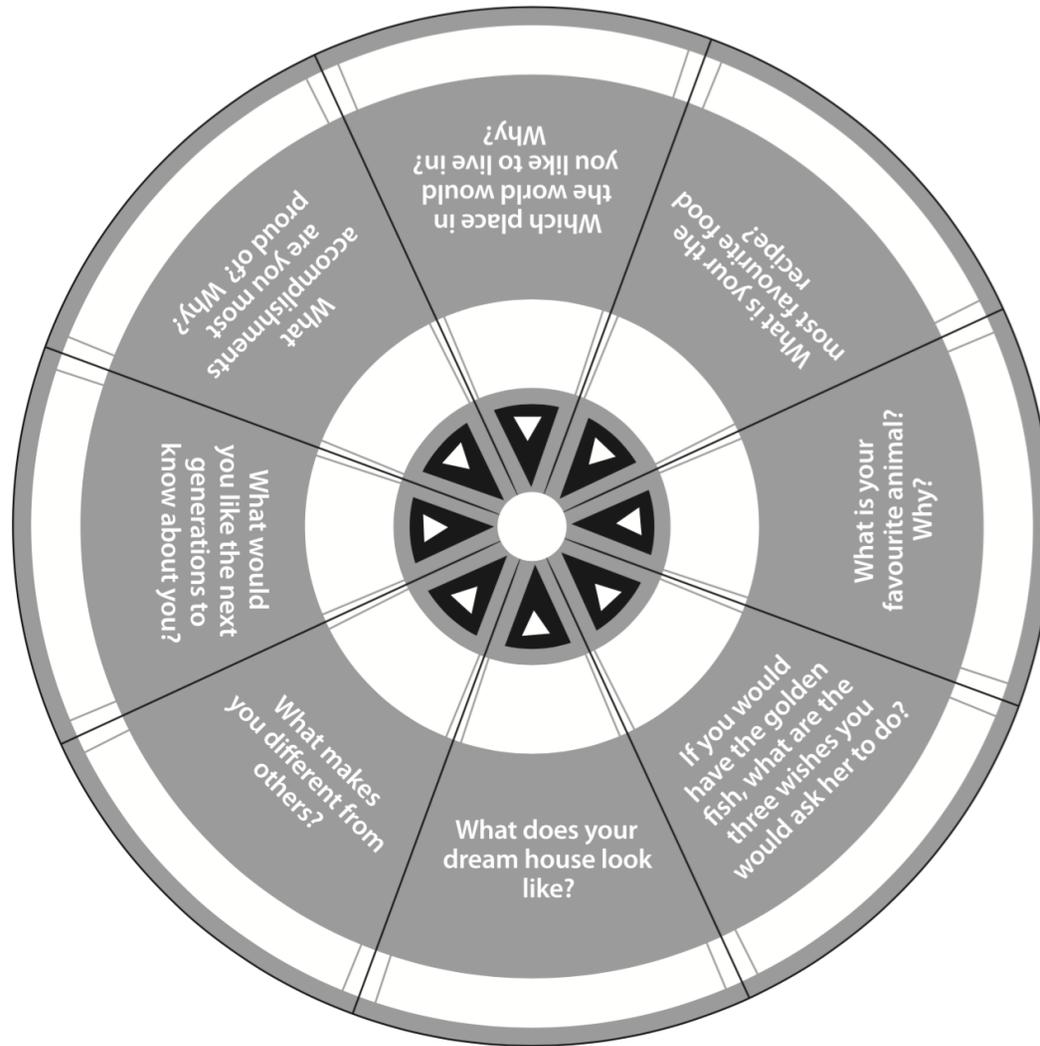


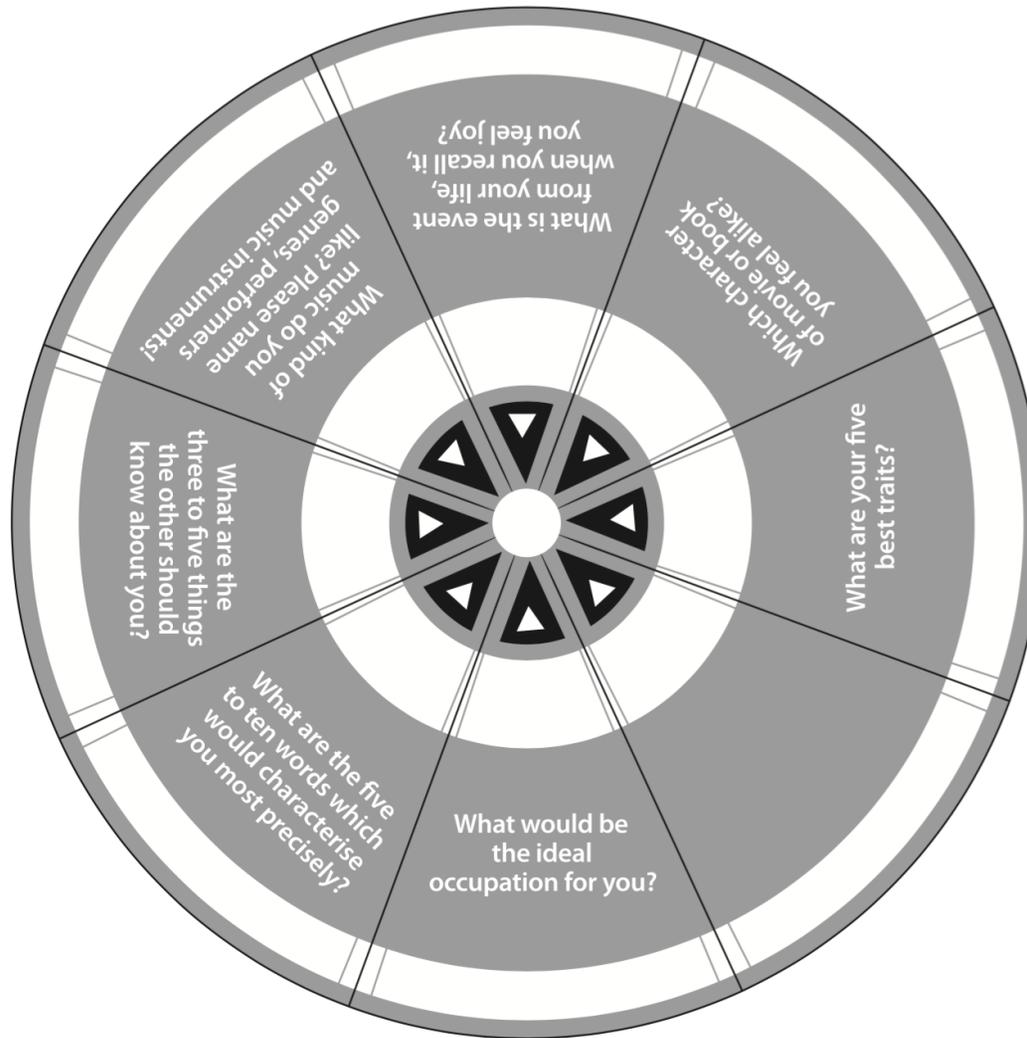


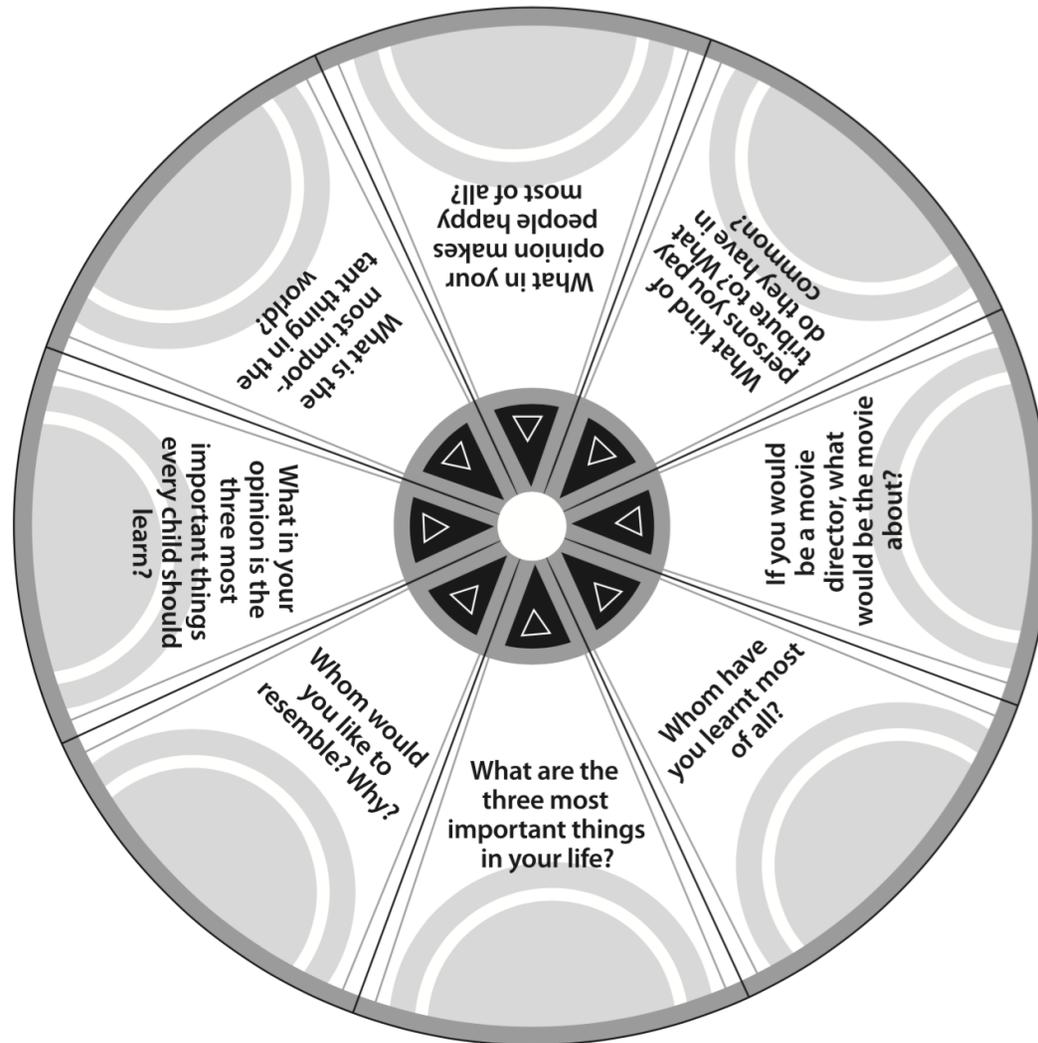


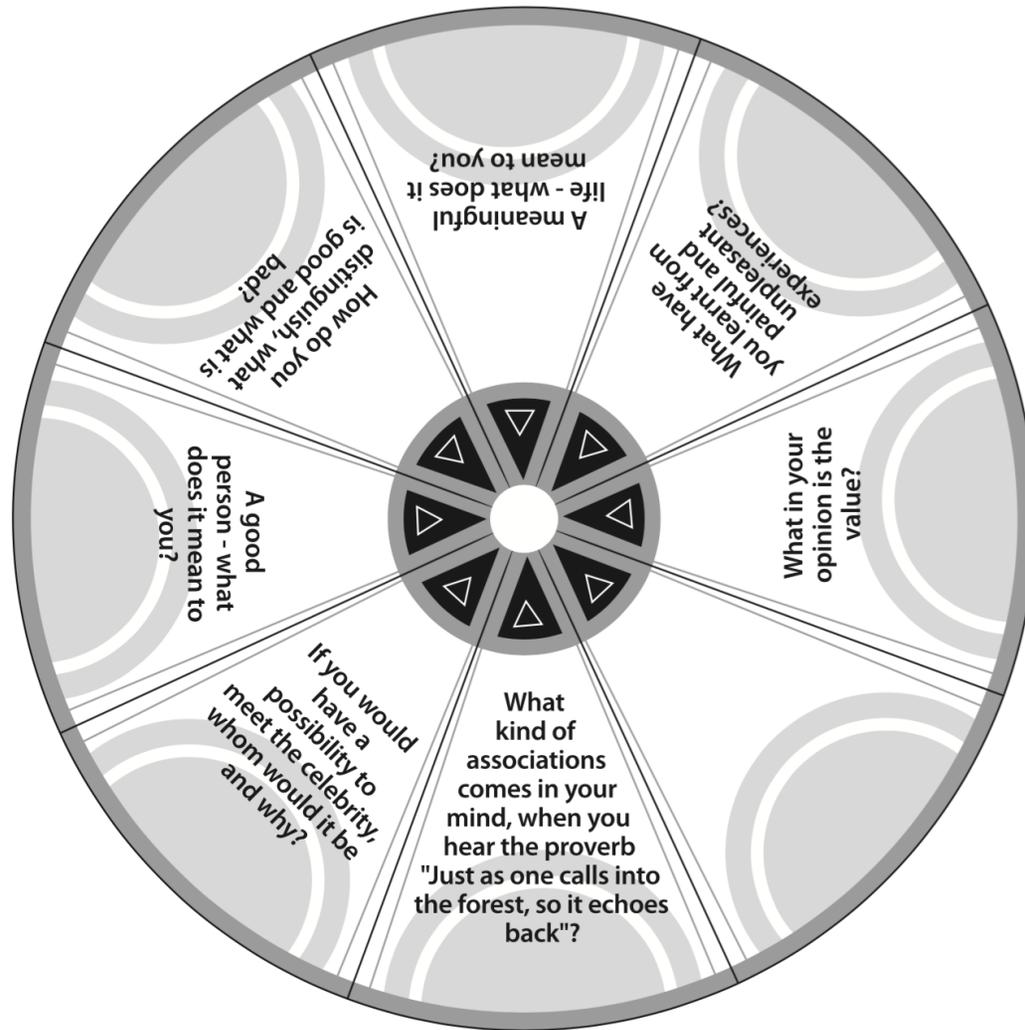


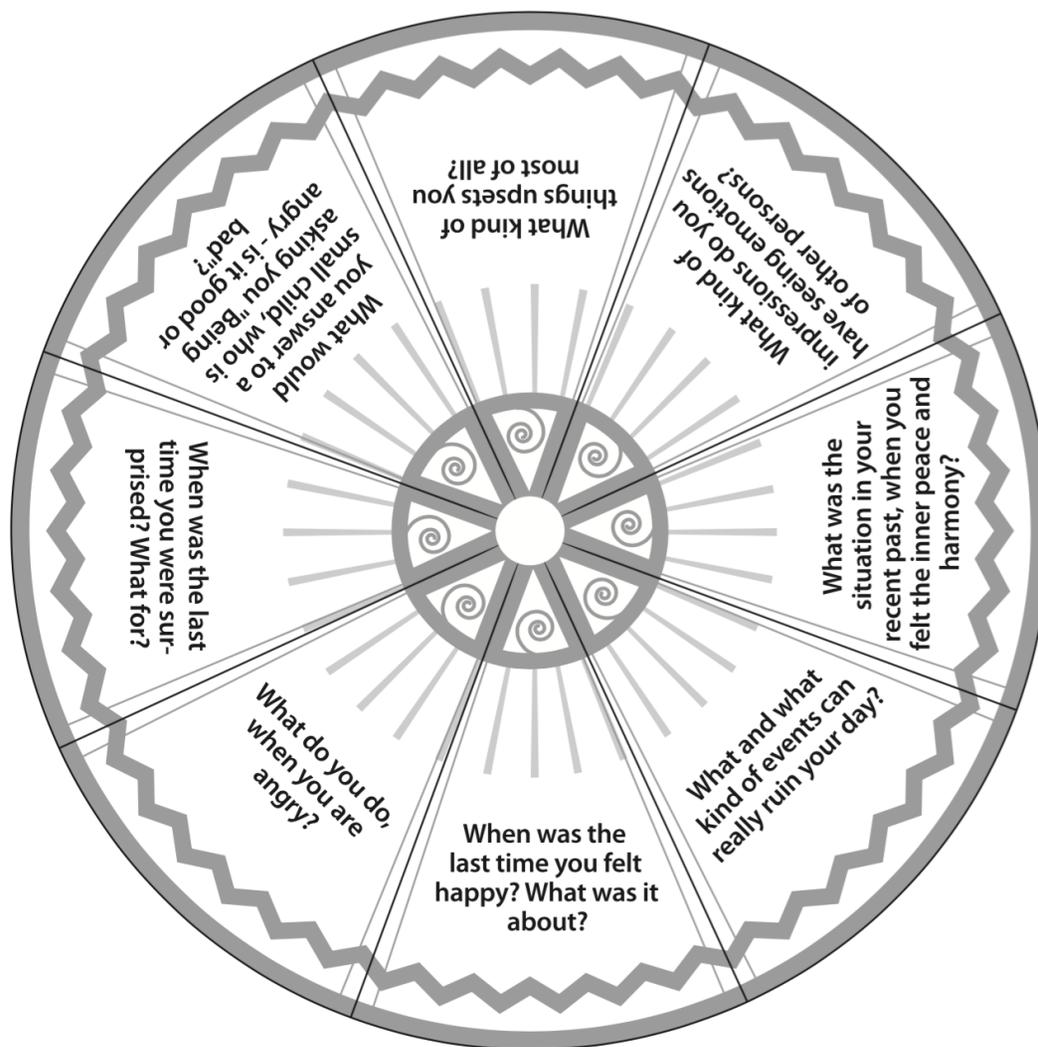


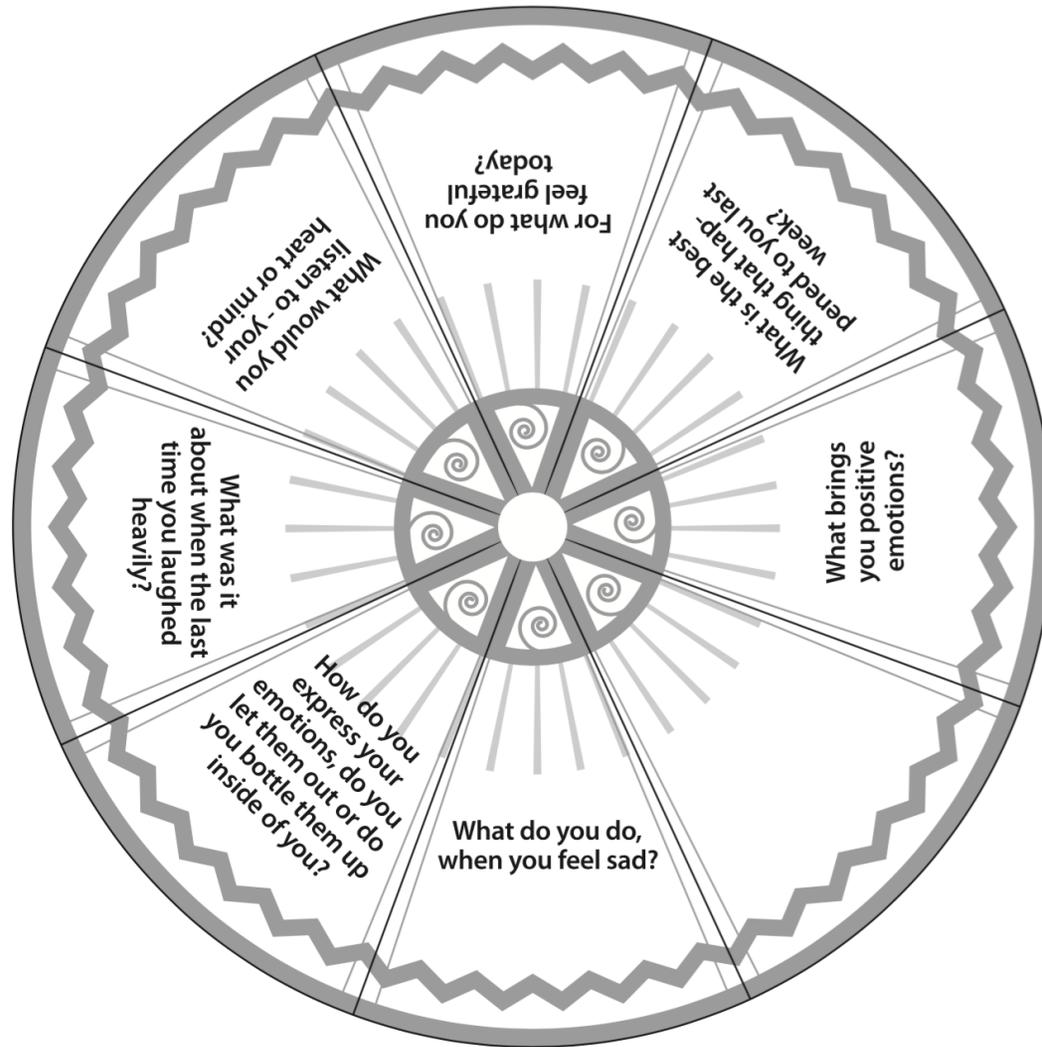














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Here below are some ideas how to use the cards, but they can be used whatever the supervisor (game leader) finds most suitable regarding the target group which is involved in the play of this game.

- I. These cards can be used during the individual consultations between the supervisor and client.
  - Target group: offenders;
  - Number of participants: individual consultation;
  - Use of materials: the game “Learning to share & trust” in the Latvian, Lithuanian, Portuguese, English or Russian language;
  - Instruction No.1: the client takes one card in a time and answers to the question in it. The answer later is being discussed with the supervisor. The supervisor can ask additional qualifying questions;
  - Instruction No.2: The supervisor picks just one or few subcategories of questions, or selects just a few questions and plays them with client as mentioned in the Instruction No.1;
  - Result: this game encourages person to talk, to open up, to share, to ascertain himself, to acknowledge his own strengths and weaknesses, to set targets, to improve the communication skills, to improve listening skills.



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### II. Playing this game in a group.

- Target group: offenders;
- Number of participants in group: 5 to 8 persons;
- Use of materials: the game “Learning to share & trust” in the Latvian, Lithuanian, Portuguese, English or Russian language; hourglass or stopwatch;
- Instruction No. 1: all participants and the supervisor (game leader) are sitting around the table. One after the other each participant takes one card and answers the question. Each participant has maximum 2 minutes of talking; supervisor is in charge to oversee that.
- Instruction No. 2: all participants are sitting around the table, thus each participant has in front of him one pile of cards. One after the other each participant takes one card from the pile which is in front of him and answer the question. Each participant has 2 minutes to answer the question, the supervisor is in charge to oversee that. When the one circle is finished all participants change the place by the table and move one place to the right, thus again sitting in front of the pile of cards. And again one by one take the card and answer the question. Time to answer is 2 minutes per question. This can last as long the supervisor finds it suitable.
- Instruction No. 3: all participants and the supervisor are sitting in the circle, and everyone can freely choose one card and one by one answer to the question. Afterwards when the participant has answered the question, he has the opportunity to ask the same question to one or maximum two persons also sitting in the circle.
- Instruction No.4: in a case if the group is consolidated and it represents high level of mutual trust, then each participant chooses one card, stands up and walks around the others in group, everyone splits into couples and ask each other the questions from cards. After they have discussed the questions, they exchange with cards and then go to other person of the group and do the same thing.
- Results: this game encourages to speak up and share, to trust, to ascertain himself, to acknowledge his own strengths and weaknesses, to set targets, to improve the communication skills, to improve listening skills.

#### Requirements to the supervisor (game leader):

- This game requires professional experience in work with the target group;
- Supervisor has to fully be aware on objectives and basic principles set for this game;
- It requires skills and experience of group management, mentoring discussions in person and in group;
- Supervisor has to be able to share his unique knowledge and experience with participants;



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- Supervisor can decide by himself, whether to participate in game personally or not.



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| No. | Question   | Category     |
|-----|--|--------------|
| 1   | What is your best friend?  | Relationship |
| 2   | How would you evaluate your relationship with others?  | Relationship |
| 3   | How to establish good relationships with others?   | Relationship |
| 4   | How would you characterise your relationship with others?  | Relationship |
| 5   | How do you evince that someone is important to you?  | Relationship |
| 6   | What in your opinion blocks the establishment of good relationship?  | Relationship |
| 7   | What are the necessary traits in order to create good relationship?  | Relationship |
| 8   | What would you have to change in your behaviour, if you would decide to improve your relationship with others? | Relationship |
| 9   | What in your behaviour could affect and end good relationship?   | Relationship |
| 10  | How does the good relationship influence you and reflect on your life?   | Relationship |
| 11  | How does the bad relationship influence you and reflect on your life?  | Relationship |
| 12  | Please name three persons you know, whom you could learn, how to create good relationship. Why?                | Relationship |
| 13  | What would you like to be in relationship with others?   | Relationship |
| 14  | How do you evince that you dislike some person?  | Relationship |
| 15  | What do you do, if the relationship is not exactly what you have expected?                                     | Relationship |
| 16  | How do you like to spend your spare time?  | Interests    |
| 17  | What kind of activities makes your time pass faster?   | Interests    |
| 18  | What kind of activity delights you to the bottom of heart?   | Interests    |
| 19  | Which of your skills would you like to teach the others?   | Interests    |
| 20  | What kind of spare time activities have you had?   | Interests    |



## THE CCEO MANUAL

|    |   |            |
|----|---|------------|
| 21 | If you would have a completely free choice, what kind of occupation would you choose?                       | Interests  |
| 22 | What is the most exciting thing you have ever done?   | Interests  |
| 23 | What in your opinion is the senseless way how to spend the spare time?                                      | Interests  |
| 24 | If you would have an opportunity to change your occupation, what would it be?                               | Interests  |
| 25 | Whom did you want to become in your childhood?  | Interests  |
| 26 | What are the subjects and topics you would like to learn more?  | Interests  |
| 27 | What were your most favourite subjects at school?   | Interests  |
| 28 | What can you do the best?   | Interests  |
| 29 | What would you do, if you would have more spare time?   | Interests  |
| 30 | What kind of new leisure activity would you like to undertake? Why?   | Interests  |
| 31 | What is your the most original idea?  | Creativity |
| 32 | What inspires you?  | Creativity |
| 33 | How do you use your talents?  | Creativity |
| 34 | If you would write a book, what would it be about?  | Creativity |
| 35 | What is the most pleasant surprise you have done to someone?  | Creativity |
| 36 | What are the three things in the world you would like to change, if you would have unlimited possibilities? | Creativity |
| 37 | Please try to remember the moment in your life, when you were truly creative. What did you felt?            | Creativity |
| 38 | Please try to name different colours as much as you can, at least 10!                                       | Creativity |
| 39 | Please name at least ten ways, how to use wood!   | Creativity |
| 40 | If you would own a pizzeria, what would be your "top pizza" made of?  | Creativity |



## THE CCEO MANUAL

|    |   |               |
|----|---|---------------|
| 41 | How large would you like to be your house backyard and how would you arrange it?      | Creativity    |
| 42 | Please name five things created by yourself!  | Creativity    |
| 43 | Which book has influenced you most of all?  | Creativity    |
| 44 | What kind of traits should have the truly creative person?                            | Creativity    |
| 45 | What kind of art is your favorite? Why?   | Creativity    |
| 46 | What makes you different from others?   | Individuality |
| 47 | What would you like the next generations to know about you?                           | Individuality |
| 48 | What accomplishments are you most proud of? Why?                                      | Individuality |
| 49 | Which place in the world would you like to live in? Why?                              | Individuality |
| 50 | What is your the most favourite food recipe?  | Individuality |
| 51 | What is your favourite animal? Why?   | Individuality |
| 52 | If you would have the golden fish, what are the three wishes you would ask her to do? | Individuality |
| 53 | What does your dream house look like?   | Individuality |
| 54 | What would be the ideal occupation for you?   | Individuality |
| 55 | What are the five to ten words which would characterise you most precisely?           | Individuality |
| 56 | What are the three to five things the other should know about you?                    | Individuality |
| 57 | What kind of music do you like? Please name genres, performers and music instruments! | Individuality |
| 58 | What is the event from your life, when you recall it, you feel joy?                   | Individuality |
| 59 | Which character of movie or book you feel alike?                                      | Individuality |
| 60 | What are your five best traits?   | Individuality |



## THE CCEO MANUAL

|    |   |          |
|----|---|----------|
| 61 | What are the three most important things in your life?  | Values   |
| 62 | Whom would you like to resemble? Why?   | Values   |
| 63 | What in your opinion is the three most important things every child should learn?   | Values   |
| 64 | What is the most important thing in the world?  | Values   |
| 65 | What in your opinion makes people happy most of all?  | Values   |
| 66 | What kind of persons you pay tribute to? What do they have in common?   | Values   |
| 67 | If you would be a movie director, what would be the movie about?  | Values   |
| 68 | Whom have you learnt most of all?   | Values   |
| 69 | What kind of associations comes in your mind, when you hear the proverb "Just as one calls into the forest, so it echoes back"? | Values   |
| 70 | If you would have a possibility to meet the celebrity, whom would it be and why?  | Values   |
| 71 | A good person - what does it mean to you?   | Values   |
| 72 | How do you distinguish, what is good and what is bad?   | Values   |
| 73 | A meaningful life - what does it mean to you?   | Values   |
| 74 | What have you learnt from painful and unpleasant experiences?   | Values   |
| 75 | What in your opinion is the value?  | Values   |
| 76 | When was the last time you felt happy? What was it about?   | Emotions |
| 77 | What do you do, when you are angry?   | Emotions |
| 78 | What kind of things upsets you most of all?   | Emotions |
| 79 | When was the last time you were surprised? What for?  | Emotions |
| 80 | What would you answer to a small child, who is asking you "Being angry - is it good or bad"?                                    | Emotions |



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|     |   |          |
|-----|---|----------|
| 81  | What kind of impressions do you have seeing emotions of other persons?                        | Emotions |
| 82  | What was the situation in your recent past, when you felt the inner peace and harmony?        | Emotions |
| 83  | What and what kind of events can really ruin your day?  | Emotions |
| 84  | What do you do, when you feel sad?  | Emotions |
| 85  | How do you express your emotions, do you let them out or do you bottle them up inside of you? | Emotions |
| 86  | What was it about when the last time you laughed heavily?                                     | Emotions |
| 87  | What would you listen to - your heart or mind?  | Emotions |
| 88  | For what do you feel grateful today?  | Emotions |
| 89  | What is the best thing that happened to you last week?  | Emotions |
| 90  | What brings you positive emotions?  | Emotions |
| 91  | To what extent do you use your potential?   | Growth   |
| 92  | How does the will power influences someone's achievements?                                    | Growth   |
| 93  | How do you treat your failures?   | Growth   |
| 94  | What motivates you to do more and better?   | Growth   |
| 95  | What do you do when face the challenges?  | Growth   |
| 96  | What drives you forward in life?  | Growth   |
| 97  | How to reach the Master level?  | Growth   |
| 98  | What have you learnt new during the last two years?   | Growth   |
| 99  | How do you motivate yourself to do the job, which you do not like?                            | Growth   |
| 100 | Whose distinguished person's course of life inspires you most of all?                         | Growth   |



## THE CCEO MANUAL

|     |  |                |
|-----|--|----------------|
| 101 | Where do you see yourself in future?   | Growth         |
| 102 | What do you need in order to make changes in your life?  | Growth         |
| 103 | How do you improve yourself?   | Growth         |
| 104 | What have you undertaken to learn in the next year?  | Growth         |
| 105 | What does the growth mean to you?  | Growth         |
| 106 | How did you spend your first salary?   | Responsibility |
| 107 | What do you do when someone asks for your help, but you do not want to do it?  | Responsibility |
| 108 | How the postponement of duties influences your daily life?   | Responsibility |
| 109 | What do you do on your salary payday, do you buy yourself something new or repay the debts?  | Responsibility |
| 110 | How do you treat hesitation?   | Responsibility |
| 111 | In what conditions will you admit your mistakes and failures?  | Responsibility |
| 112 | What does the honesty mean to you?   | Responsibility |
| 113 | What do you think, do the others entrust you the significant tasks?  | Responsibility |
| 114 | What do you do in a situation, when you have an important appointment, but you do not feel physically well?  | Responsibility |
| 115 | What do you do in a situation, when you have undertaken more than you actually can do?   | Responsibility |
| 116 | What do you do in a situation, when you have promised your friend to lend him a money, but suddenly you have an urgent situation and you need this money for yourself? | Responsibility |
| 117 | What does the responsibility mean to you?  | Responsibility |
| 118 | What kind of person has a strong sense of responsibility?  | Responsibility |
| 119 | Have you ever in your life acted irresponsible?  | Responsibility |
| 120 | What do you feel responsible for in your life?   | Responsibility |