

# MANUAL

WOMEN DO BUSINESS | SAVA KABATA |  
ISMA



## LIFE'S CARDS

YOUR DESTINY IS UP TO YOU



Co-funded by  
the European Union



Jaunatnes starptautisko  
programmu aģentūra



# 1. INTRODUCTION

## ABOUT ENTREPRENEURSHIP:

Entrepreneurship refers to the act of creating, developing, and managing a business venture in order to gain profit by taking various risks in the corporate world. Essentially, it's the process of recognizing a business opportunity and mobilizing the necessary resources to capitalize on it. Entrepreneurs are often seen as innovators, developing new ideas, goods, services, and business/or procedures.

**Entrepreneurship plays a pivotal role in the economic development and innovation landscape of the world.** To thrive as an entrepreneur in this diverse and competitive environment, individuals must develop a blend of knowledge, skills, and attitudes. These competencies are not just crucial for starting and running a successful business but are also valuable life skills that promote personal growth and resilience.



## PATH TO SUCCESS:

**The “path to success” refers to the journey or series of steps an individual or organization takes to achieve their goals and objectives.**

It encompasses the planning, hard work, learning from failure, and adaptation that are necessary to overcome challenges and realize accomplishments. This path is rarely linear and often involves navigating obstacles, making strategic decisions, and continuously developing skills and knowledge. Success can be defined in various ways, including achieving personal fulfillment, financial stability, professional recognition, or making a positive impact on society. The path to success is unique for each individual or entity, influenced by their values, aspirations, resources, and the specific context of their goals.

# ABOUT LIFE'S CARDS PROJECT

## GENERAL INFORMATION

The “LIFE’S CARDS” project approach is largely based on Tony Robbins’ teachings, incl. that our current situation does not determine our future. Our future is determined by our decision to succeed. Our thoughts determine our actions, and our actions determine our future. The “LIFE’S CARDS” project has been designed to promote equal opportunities and access for young people with geographical barriers to employability and satisfying job, entrepreneurship, and career development.

### **The project involved 6 activities:**

1. Regional case studies of 20 young people
2. Development of the card game “Life’s Cards”
3. Creation of the Set of Supporting Manual
4. Pilot-testing of the new game
5. Printing of the game and manual
6. Result in Dissemination and Publicity – all resulting in the development of a practical educational tool to be used in working with marginalized young people aged 15–30 for realizing key success factors.

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By developing an Inspirational Personal Development Game “LIFE’S CARDS” – as a non-formal education tool for youth organizations, youth workers, and youth supporters – the project empowers marginalized young people aged 15–30 to increase their self-belief, self-trust, self-determination, and self-initiative. The card Game represents a “road” demonstrating how personal choices lead to changes, and how personal decisions can change the direction.

The process of the game shows and proves that the 6 start-up cards are only the beginning, but not the destiny. Playing the game and doing the additional tasks “on the road” gives young people empowerment and encourage them to take charge of their own lives, despite geographical barriers. By playing this game, young people train stronger mindset, mental fitness, and entrepreneurial spirit to take the lead in their own lives. More and more young people will realize that the current situation does not determine the future, that the future is determined by their decision to succeed, by their self-initiative, choices and actions.

## PROJECT PARTNERS

The partnership consortium involved 3 partners - each with its expertise in the field and the added value that they can bring to the project:

- **NGO “Sava Kabata”**: direct everyday access to youth, incl. marginalized youth, from project target territories (SK is located in Latgale which is distant and the most economically backward region in Latvia, yet possessing wide resources!), awareness of the mindset of youth with geographical barriers, cooperation experience with youth organizations, youth workers locally and regionally.  
*More info: <https://savakabata.eu/>*
- **NGO “Women Do Business”**: employability and entrepreneurship focus (including female entrepreneurship and social entrepreneurship) and the related aspects needed for the development of the Game, so that it becomes both a gender-inclusive employability and entrepreneurship promotion tool.  
*More info: <https://womendobusiness.eu/>*
- **NGO “Association of Educational Games and Methods”**: huge experience and expertise related to educational and inspirational games’ development and adaptation to learning and occupational processes (as the Game “Life’s Cards” will be the main project output, ISMA support and leading the process of the creation of the Game will be crucially important).  
*More info: <https://www.metozuasociacija.lv/>*

## BEST CASE PRACTICES

In the first half of the project, in 2023, 20 young people (aged up to 30 years) from Latgale (Latvia) and Crete (Greece) regions shared their life stories, which served not only as an informative source for the development of the new card game but also as a valuable source of advice, experience, and inspiration for other young people in shaping their lives.

- 10 youth success stories from Latgale (Latvia) are available here as video clips (in Latvian): [www.savakabata.eu/lifes-cards](http://www.savakabata.eu/lifes-cards)
- 10 youth success stories from Crete (Greece) are available [here!](#)

## CONTACTS

### PROJECT PARTNERS’ contacts:

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#### ✓ NGO “Women Do Business”

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#### ✓ NGO “Association of Educational Games and Methods”

🌐 <https://www.metozuasociacija.lv/> ✉ [metozuasociacija@gmail.com](mailto:metozuasociacija@gmail.com) ☎ +371 29256888

## 2. LIFE'S CARDS GAME

### GENERAL INFO

**The “LIFE’S CARDS” game is a brand new card game for youth personal development and inspiration, facilitating youth employability and entrepreneurship-related empowerment.**

The “LIFE’S CARDS” game is meant to inspire and motivate youngsters to become owners of their own lives. The process of the game will lead to understanding that the start-up cards are not one’s destiny and our present situation, status, location, etc. do not define our future. While playing the game, it will be visible HOW the cards can flip and the situations can change. The game will thus show and prove that the start-up cards are only the beginning, and through choices, decisions, learning, and self-discipline the result of the game (= Life) may turn out differently.

The game is a useful tool for youth workers and support persons to help young people build better professional and personal lives, be more competitive in the labor market, and be more successful in life in general; To support young people in their personal development and inspiration, facilitating youth employability and entrepreneurship related empowerment; To inspire young people to become owners of their own lives and be responsible for their own decisions.

### Game consist of:

- **Goal cards** (15pc)
- **Aspect cards 4 types** – Resources, Values, Well-being, Sociability (14pc in each), and informative cards about each aspect with a short description
- **Action cards** (6pc) where each of them has a special role:
  - **Joker cards** (2pc) with which the player can replace any other card
  - **Trading cards** (2pc) with the rights to exchange cards
  - **Unexpected turn cards** (2pcs) with the turn for a new goal

## DESCRIPTION OF THE ASPECTS

In the game, Aspect cards represent various facets of life, each categorized into four distinct types: Resources, Values, Well-being, and Sociability. These cards delve into different dimensions of life, offering players a multifaceted experience as they navigate through the gameplay.

**Resources** are anything that has utility and adds value to your life. Resources refer to assets, materials, or capabilities that can be used to achieve a particular purpose or goal. Everything in our environment that is technologically accessible, economically feasible, and culturally acceptable can be termed as resources – natural resources, human resources, financial resources, technological resources, etc.

**Values** are principles, standards, or qualities that individuals, companies, organizations, or communities consider important and to be respected in any situation and conditions. They serve as guiding beliefs or ideals that influence the attitudes, behaviors, and decision-making of people. Values can be personal, cultural, religious, or societal, and they play a crucial role in shaping individual and collective identities.

**Well-being** refers to the overall state of happiness, health, and prosperity of an individual or a community. It is not just the absence of illness or disease. It is about how you perceive your life in general, yourself, and others around you. It includes various aspects of life, including physical health, mental and emotional well-being, social connections, economic stability, and a sense of purpose and fulfillment.

**Sociability** refers to the extent to which individuals seek out and enjoy social interactions with others. It is a personality trait or characteristic that reflects a person's tendency to engage in social activities, form and maintain relationships, and business contacts, and participate in group settings. Sociability is about making friendly connections effortlessly and interacting well with the rest of society.

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Each type of Aspect card presents unique opportunities and challenges, requiring players to adopt diverse strategies and make complex decisions. By engaging with these cards, players gain insights into different aspects of life and explore the interconnectedness of various domains. Ultimately, mastering the interplay between Resources, Values, Well-being, and Sociability is key to triumphing in the game and achieving personal growth. However, it is no less important to include in the game players' personal stories, their experiences, and individuality, as well as to express their creativity in the whole game process.

## STRUCTURE

**The game is played in teams of up to 3 – 5 people.** Each participant has one goal card with information about Aspect cards that need to be collected during the gameplay. Once the player has collected the necessary cards to achieve a goal, the player exits from the game and starts preparing his PITCH. In the following activity, each player does 90 sec PITCH to present to the other team members their goal and how they will use collected most important aspect cards – the Resources, Values, Well-being, and Sociability aspects wisely, in order to achieve their goal.

By incorporating the 90-second PITCH activity into the gameplay, players have the opportunity to not only articulate their goals and strategies but also receive valuable feedback and support from their teammates. This fosters collaboration, communication, and strategic thinking, enhancing the overall gaming experience and promoting meaningful engagement with the Aspect cards.

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### Necessary materials for the play:

- Game “LIFE’S cards”
- A4 paper for each participant
- Pen for each participant
- Hourglass 1 min (or mobile phone/ timer)
- If after PITCHES voting is included (it is optional and should be decided by the facilitator), then coins, stones, buttons, or something similar for each participant

*Please refer to e-version for the full game rules and the contents of all game cards :*

in English: [www.savakabata.eu/lifes-cards](http://www.savakabata.eu/lifes-cards)

in Latvian: [www.savakabata.eu/lifes-cards](http://www.savakabata.eu/lifes-cards)

in Greek: <https://womendobusiness.eu/lifes-cards/>

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### Duration:

1st Level: 1,5 hours

2nd Level: 1,5 hours

## HOW TO USE THE GAME AND ADAPT IT TO DIFFERENT TARGET GROUPS/NEEDS/SCENARIOS

The adaptability of the game “LIFE’S CARDS” makes it a versatile tool suitable for addressing a wide range of target groups and needs. The game can be used in:

- **Youth centers – youth organizations:** Youth centers can incorporate the game into their programming to provide young people with opportunities for entrepreneurial education, personal growth, skill development, and social interaction in a supportive environment.
- **Educational institutions – schools:** Games can be integrated into various subjects such as social studies and entrepreneurial education. It can be used in courses focused on personal development and career planning, helping explore different life paths and prepare for the future.
- **Nonprofit Organizations:** “LIFE’S CARDS” can support community outreach efforts by addressing topics such as actual challenges, needs, social inclusion, empathy-building, and diversity awareness among participants.
- **Entrepreneurial programs:** “LIFE’S CARDS” can be incorporated into entrepreneurship programs, such as Start-Up Incubators and Business Accelerators providing participants with opportunities to explore different business strategies, assess risks, and adapt to changing market conditions. Also to help aspiring entrepreneurs to develop critical skills such as problem-solving, resource management, and strategic planning.

Overall, the adaptability of the game “LIFE’S CARDS” makes it a valuable tool for addressing diverse needs across various settings, fostering personal growth, skill development, and social connection among participants of all ages and backgrounds.



## The game can be implemented according to several scenarios:

- **According to the game's initial rules**, the game can be played as a separate activity in two levels: 1st LEVEL – General and 2nd LEVEL – Personal. The play of each level is approximately could take 1,5 hours but it depends on the number of the players and level of intro/evaluation.
- **The facilitator can adapt game rules to the individual needs, for example:**
  1. **Number of players** – the game is played in teams of 3–5 players but another variation is to make 3–5 pairs and each pair plays together. In this case, additional time can be given to discuss goal and aspect cards in more detail.
  2. **Aspect cards** – look only at the titles of the aspect cards and ignore the description. In this case, participants need to imagine their own description of the aspect that boosts creativity.
  3. **Pitch** – at the end, one person is chosen from the table, who will pitch publicly.
- **The game can be integrated into long-term activities** for young people, such as weekly meetings, and during each meeting game can be played with different goals. By integrating the game into long-term activities, organizers provide a structured and engaging environment for participants to learn about entrepreneurship, personal choices, opportunities, challenges, and connect with peers. Through gameplay, reflective discussions, and ongoing progress tracking, young people develop important life skills while building meaningful relationships and a sense of community.
- **Games can be integrated into other entrepreneurial activities**, for example organizing a “LIFE’S CARDS” camp for young people, in which all activities are planned for professional and personal development. Also organizing Start-up/Hackathon activities. Where through engaging activities and workshops, participants delve into topics like leadership, communication, problem-solving, and self-awareness.

- **Games can be integrated as an interactive activity in schools** where educators provide students with a dynamic and engaging platform for learning and personal growth. Through gameplay, discussions, and project-based activities, students develop essential life skills, social-emotional competencies, and ethical values that prepare them for success in school and beyond.
- **Additional approaches can be added to the game**, such as more focus on developing public speaking and presentation skills. In this case, more attention to the PITCH activity can be further developed.
- The Pitch session can be organized by a following structure:
  1. Participants have time to prepare and present a 90-second PITCH about their goal.
  2. After the PITCH, other participants may give their suggestions and additional ideas to motivate the respective player to further improve and pursue their goal.
  3. The participants have more time to prepare a new 90-second PITCH and present it again.
  4. Depending on the aim of the activity and the target group, a voting system can be included at the end, where each participant can vote for the best pitch.
- **Other elements can also be added to the game**, such as cooperation, and including other team players in the presentation of goals.

Adapting “LIFE’S CARDS” to different target groups, needs, and scenarios requires thoughtful consideration of each group’s preferences, goals, and abilities.

# 3. GAME PROCESS

## *Before the game*

### TIPS AND TRICKS FOR FACILITATORS

The role of teachers and facilitators is very important as any activity which promotes learning should be facilitated accordingly and in a thoughtful way. What should educators, teachers, and facilitators keep in mind during the education process?

1. **Always need to be ready for unexpected situations, reactions, challenges, and obstacles.** As in real life, also in the learning process, different aspects can appear. The facilitator's mindset should be open to any experience and not stuck in a stressful situation.
2. **Create a psychologically safe environment where participants feel free and are safe to ask, try, risk, and make mistakes.**
3. **Think of thoughts, attitudes, and language!** The process of learning can be affected by simple comments, limiting statements, or emotional reactions.
4. **Use different learning tools and combine them.** Try both formal and non-formal tools to see how they work and what works best for participants.
5. **The facilitator is a very important person in the educational process, more or less even a role model for participants.** Personal learning stories and good examples will be very much appreciated from the participants side.

Being a great facilitator means listening, learning, supporting and growing. It is about how a facilitator can guide others in achieving their goals. Facilitation also means creating an environment where people learn, experiment and explore.

**Here are some tips to keep in mind when running LIFE'S CARDS:**

- At the beginning, don't forget to **organize** mutual acquaintance of the participants (if they have not known each other before). Introduce yourself and/or other contributors. If necessary, arrange some "getting to know" games.
- **Explain** how long the game will take and what will happen during the game. Emphasize the importance of respecting each other and that there are no wrong or right answers.
- **Observe** participants and if energy levels are low, offer short breaks during play and offer youth drinks and snacks.
- Think carefully and **prepare** all the necessary materials in advance – game materials, A4 papers, etc.
- Some young people may need a more individualized approach and additional **explanations** to understand the rules of the game.
- **Prepare** yourself for the activities, but also be prepared for the unexpected. At such times you can use your creative potential!
- **Be creative and create new rules for the game "Life's Cards"!**

## ENERGIZERS

**Energizers are short, engaging activities designed to increase energy, enthusiasm, and focus among participants in a group setting.**

They are particularly useful in youth activities for several reasons. Firstly, energizers help break down social barriers and make participants feel more comfortable with each other, which is especially important for young people who might be shy or hesitant to interact with others. Secondly, long sessions or workshops can lead to fatigue and decreased attention spans; energizers provide a burst of physical activity or mental stimulation, rejuvenating the group and keeping them engaged. Additionally, after an energizer, participants are often more alert and ready to concentrate on the task at hand, which is crucial for maintaining productivity and ensuring that everyone is absorbing the information or skills being taught. Furthermore, many energizers involve group activities that require cooperation and communication, helping to build a sense of community and foster teamwork among participants. Lastly, fun and engaging energizers can uplift moods and promote a positive atmosphere, which is beneficial for creating an environment where participants feel happy and motivated to participate.

### EXAMPLES OF ENERGIZERS:

- **Two Truths and a Lie:** Each participant states two true facts and one falsehood about themselves. The group then guesses which statement is the lie. This activity helps build connections among participants.
- **Simon Says:** A classic game where one person gives commands (e.g., “Simon says jump”) and participants must follow only if the command starts with “Simon says.”
- **Partner Interviews:** Pair participants up and have them interview each other with fun questions. After a few minutes, they introduce their partner to the group, sharing what they learned.
- **Story Chain:** Sit in a circle and have one person start a story with a sentence. Each person adds one sentence to the story, building it collaboratively. This promotes creativity and active listening.

**LINKS and additional information on energizers:**

[100 Energizers: Best Examples \[Groups, Classes & Team Building\]](#) | [Happy Rubin Energizers and Ice Breaker Games](#) | [SessionLab](#)

## INITIAL LIFE'S ASSESSMENT FORM

In order to improve something, we need to realize, evaluate and understand the present situation now. Realizing, evaluating, and understanding the present situation is crucial for improving future outcomes. It's akin to setting the correct coordinates before embarking on a journey; knowing where we are determines the best route to where we want to be.

### **Here's why it's important:**

- Awareness: Recognizing the current state of affairs provides a clear starting point.
- Evaluation: Assessing the present allows us to identify strengths to build upon and weaknesses to address.
- Learning: Understanding what is happening now can offer valuable lessons that inform future decisions.
- Planning: With a solid grasp of the current situation, we can set realistic goals and devise effective strategies.
- Adaptation: Being in tune with the present enables us to adapt to changes and remain flexible in our approach.

In essence, the present is the foundation upon which the future is built. By thoroughly understanding it, we can make informed choices that lead to desired improvements.

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The goal of the "Initial Life Assessment form" is - before starting the game - to make a brief overview of one's life NOW, in order to find out how balanced (or unbalanced!) a young person's life is at the moment, incl. to realize and fix personal strong qualities, skills, abilities as well as the weaknesses, minuses, distractions, and to think of potential future possibilities (given by the outside world in the future) as well as potential unforeseen circumstances that may disturb one's plans.

### **Please see the template of the Life's Assessment Form in the ANNEX to this manual.**

The facilitator may decide to use as much time as needed for the work with the Life's Assessment Form. A separate non-formal training session may be organized (as a separate meeting for young people) and a moderator may be attracted to deepen the understanding of each type of the Aspect cards to be used in the game.

## *During the Game*

### HOW TO MAINTAIN THE RIGHT CLIMATE

**Learning is an emotional process, as people experience anxiety, embarrassment at mistakes, and fear of being misunderstood when learning new skills.** Promoting positive emotions will motivate people to learn, while negative emotions such as stress and alienation will hinder their learning.

**Here are some ideas for creating an open and supportive atmosphere for learning, growth and development:**

- encourage the people to be active, involved, participating;
- promote and support the individual's discovery of personal meaning and application;
- recognize and encourage people's right to make mistakes (in the created safe environment);
- embrace and accept the beauty of differences;
- tolerate uncertainty and ambiguity;
- encourage openness, self, and mutual respect;
- foster a collaborative process.

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**Some people have more obstacles in their path than others, while some come across just a few.** Regardless of the size, quantity, or complexity of the obstacles, everyone deserves and should have an opportunity to be included in a way that is needed for a specific person. A fair and inclusive environment makes a happy and healthy learning environment. The aim of an inclusive education environment is to ensure that all students are treated fairly and get equal opportunities. Within an inclusive education environment, diversity and uniqueness should be celebrated without discrimination as inclusive learning and teaching recognizes all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.

## TIPS AND STRUCTURE OF THE PITCH

**During the game, there will be several situations when players need to pitch their goal.** As a result of the general level of the game, each player prepares a 90 seconds' pitch. Each player will pitch to other team members to present their goal and the most important aspects collected (Resources, Values, Well-being and Sociability aspects), incl. how they can be used wisely in order to achieve the goal.

The facilitator also might offer and all players agree to make a "pitch competition" at the end of the game.

For this purpose, the opposite side of the Goals cards might help and the players might create their pitches as the answers to these questions.



**The length of the pitch is 90 sec.**

**Remember, it is no more than 200-250 words!**



## After the game

**It is important to organize reflection/ debriefing session after the end of the game.**

### REFLECTION/ DEBREEFING GUIDE

**Purpose:** The reflection and debriefing sessions are designed to help players articulate and internalize the experiences they encountered during the game. These sessions aim to enhance self-awareness, critical thinking, and personal growth by encouraging players to examine their decisions, behaviors, and the outcomes they witnessed.

**Time:** Schedule the reflection and debriefing immediately after the game concludes, while the experience is fresh in the players' minds. Allocate sufficient time for thorough discussion—typically, this can range from 30 minutes to an hour, depending on the depth of the conversation.

### SAMPLE REFLECTION QUESTIONS

- **Decision-Making:**
  - “What was the most challenging decision you faced during the game, and why?”
  - “How did your emotions influence your decisions in the game? Can you draw parallels to real-life situations?”
- **Significance and Focus:**
  - “What goals or values did you prioritize in the game, and how did these reflect your real-life priorities?”
  - “Looking back, would you change where you focused your attention during the game? Why or why not?”
- **Emotional Response:**
  - “What was the most intense emotion you felt during the game? What triggered it?”
  - “How did the emotions you experienced during the game shape the outcome of your journey?”
- **Learning and Growth:**
  - “What is one mistake you made during the game, and what did you learn from it?”
  - “Based on your game experience, what is one change you would like to make in your approach to real-life challenges or opportunities?”

- **Action and Outcome:**

- “Which action in the game are you most proud of, and what was its impact?”
  - “How does this game change your perspective on taking action towards your goals in real life?”
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## CONCLUDING THE SESSION

- **Summary of Insights:** Allow each player to share one key insight or lesson they are taking away from the game and the debriefing session.
- **Application to Real Life:** Encourage players to think about how they can apply the insights and lessons learned to their personal or professional lives.
- **Closing Remarks:** Conclude the session by thanking everyone for their participation and openness, and remind them of the value of continuous reflection and learning in the journey towards personal and professional growth.

## ADDITIONAL ACTIVITIES PROPOSED FOR FOLLOW-UP

Following the completion of the “LIFE’S CARDS“ game, incorporating activities that reinforce the lessons learned and encourage further reflection and growth can significantly enhance the impact of the game. Here are some suggested follow-up activities:

1. **Reflection and Sharing Sessions:** Organize group discussions where participants can share their experiences of playing the game, including the decisions they made, the challenges they faced, and the lessons they learned. This can foster a sense of community and provide diverse perspectives on similar situations.
  2. **Goal-Setting Workshops:** Conduct workshops where participants can set personal or professional goals based on insights gained from the game. Guide them in creating SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals and developing actionable plans to achieve them.
  3. **Role-Playing Scenarios:** Use scenarios from the game or create new ones that participants might face in real life. Through role-playing, individuals can practice responding to various situations, which can help build confidence and problem-solving skills.
  4. **Mentorship Pairing:** Pair participants with mentors who have experience in areas of interest to them. Mentors can provide guidance, feedback, and support as participants work towards their goals, offering a real-world connection to the game’s lessons.
  5. **Personal Development Workshops:** Offer workshops on topics such as emotional intelligence, resilience, financial literacy, and entrepreneurship. These can help participants develop skills that are crucial for success in both personal and professional contexts.
  6. **Journaling and Self-Reflection:** Promote the practice of journaling as a way for participants to reflect on their daily experiences, emotions, and growth. This can help consolidate the learning from the game and encourage a habit of introspection and self-improvement.
  7. **Networking Events:** Organize events where participants can network with each other, professionals, and entrepreneurs. This can help them build valuable connections, find mentors, and explore opportunities.
- Incorporating these follow-up activities can help ensure that the insights and skills gained from the “LIFE’S CARDS” game translate into tangible outcomes in the participants’ lives, fostering ongoing personal and professional development.

## 4. RESOURCES OF WISDOM

### USEFUL BOOKS:

- “Think and Grow Rich” by Napoleon Hill
- “Atomic Habits” by James Clear
- “Awaken the Giant Within” by Tony Robbins
- “The Secret” by Rhonda Byrne
- “The Four Agreements” by Don Miguel Ruiz
- “The 7 Habits of Highly Effective People” by Stephen Covey
- “The Power of Now” by Eckhart Tolle
- “Mindset: The New Psychology of Success” by Dr. Carol S. Dweck
- “You Are a Badass” by Jen Sincero
- “The 48 Laws of Power” by Robert Greene
- “The Alchemist” by Paulo Coelho
- “The Power of Habit: Why We Do What We Do in Life and Business” by Charles Duhigg
- “The 5 Love Languages” by Gary Chapman
- “Thinking Fast and Slow” by Daniel Kahneman
- “Start with WHY” by Simon Sinek
- “The 21 Irrefutable Laws of Leadership” by John Maxwell
- “It’s Your Ship” by D. Michael Abrashoff
- “The Art of Possibility: Transforming Professional and Personal Life” by Benjamin and Rosamund Stone Zander
- “The Leader Who Had No Title” by Robin Sharma
- “Rich dad, poor dad” by Robert Kiyosaki
- “Think and grow rich” by Napoleon Hill
- “The 10X rule” by Grant Cardone
- “The law of success” by Napoleon Hill
- “Success and how to attain it” by Andrew Carnegie



## 4. RESOURCES OF WISDOM

### ARTICLES:

- <https://extension.psu.edu/developing-self-leadership-competencies>
- <https://www.psychologytoday.com/us/blog/psychology-insights-for-a-new-world/202301/9-ways-to-empower-yourself-and-achieve-your-goals>
- <https://positivepsychology.com/self-leadership/>
- <https://positivepsychology.com/self-empowerment/>
- <https://www.psychologytoday.com/intl/blog/sustainable-life-satisfaction/202008/utilizing-empowerment-manifest-more-self-confidence>
- <https://brilliantio.com/what-is-self-empowerment/>



### VIDEOS:

- [Finding your personal niche in leadership | Noah Lewis | TEDxBrown County Schools](#)
- [Secrets of the 6%: How to Achieve Your Goals in Business and Life | Dr. Michelle Rozen | TEDxUNLV](#)
- [The Hidden Code For Transforming Dreams Into Reality | Mary Morrissey | TEDxWilmingtonWomen](#)
- [Simon Sinek's guide to leadership | MotivationArk](#)
- [How great leaders inspire action | Simon Sinek | TED](#)
- [Great leadership starts with self-leadership | Lars Sudmann | TEDxUCLouvain](#)
- [Try Once More, It Will Open The Door | James Song | TEDxYouth@YCISChongqing](#)



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# ENJOY THE GAME!