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# HANDBOOK

## BECOMING A SCORE LEADER



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# PLAY INTERNATIONAL

PLAY International (PLAY) is a non-confessional and apolitical French NGO founded in 1999. Its main objective is to promote sport and play as tools to educate, include, and empower youth and children.

Since establishment, PLAY has deployed sports programs across 15 countries for the **benefit of over 700,000 children**.

Today, PLAY has missions locally registered in France, Kosovo, Senegal, Rwanda, Comoros, the DRC and Burundi, and promising perspectives to scale up at local and international levels.

PLAY uses innovative and participative sport methods to support inclusive and quality educative and foster social inclusion.



# SCORE LEADER TRAINING PROGRAMME

## A 3-phase programme:

When joining the programme, the SCORE leader trainee commits to a training process lasting between one and two years at the end of which he or she will be able to implement educational, inclusive and quality sport-based sessions in his or her locality. Throughout this training, the trainee will learn about sport-based methodologies designed for education and social change, they will gain knowledge about the child needs and protection and acquire sport facilitation skills (including interpersonal skills and leadership).

The SCORE leader's training course is divided into 3 stages:

1. Training in SCORE sessions (3 days)

The trainings will be delivered by PLAY International. Between each training course, a phase of implementation will allow the trainee to take his knowledge and skills to the field and practice the implementation of the different methodologies and activities.



# REQUIREMENTS & CERTIFICATION

## Minimum requirements

At the end of this training process and during a ceremony organized for the occasion, the SCORE leader will receive a PLAY diploma if he or she meets the following conditions:

**The SCORE leader must mandatorily:**

- **Have attended the entire training course (3 days):**
- **Have implemented in the field each of the SCORE sessions at least once** and provided the corresponding attendance lists.
- **Have benefitted from at least one follow-up /observation visits and debrief discussion** on their intervention field by a member of the PLAY International pedagogical team.
- **Have validated the expected competencies**, according to the competency framework and the scoring system (have at least the average in each competency area).

## To ensure successful completion of the programme:

If a leader does not achieve a sufficient score to receive a diploma, he or she will have the opportunity to do a retake:

- If he or she fails in the knowledge competence area: a written questionnaire (taking a selection of rephrased questions from the 3 knowledge questionnaires) will be proposed.
- If he or she fails on the domain(s) of competence of know-how or inter-personal skills: he or she will get the opportunity to be observed and assessed by a member of the PLAY team during an additional individual follow-up on the field (or collective catch-up day organized by PLAY).

If, following these remedial sessions, the facilitator fails, he or she will receive a certificate of participation to the project.

**During the training programme, PLAY International will be supporting all trainees to ensure their success!**





# 1

## SPORT FOR EDUCATION & SOCIAL INCLUSION

# DEFINITIONS AND CONCEPTS

## Sport for education and social inclusion

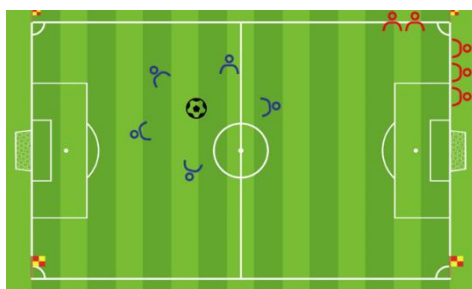
The VIPS 2 (Violence, Innovations, Politics, Socialisation & Sports) Research Laboratory in France identifies **3 kinds of status conferred on sport** in the areas of education/inclusion and the effects produced by the practice of sport:

**Its own purpose:** sport for what it is, a cultural activity that must be made accessible to the most vulnerable audiences.

**A tool to capture the attention of the public:** to use the attractive nature of sport to establish a relationship that is favourable to more social support.

**A tool for transformation:** of the individual or their situation.

## From exclusion to inclusion

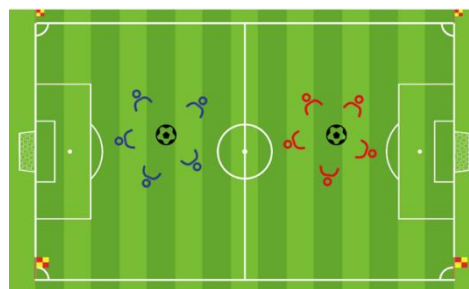


**Exclusion** is the act of **preventing someone from entering a place or taking part in an activity**. Exclusion is sometimes the consequence of discriminations, themselves based on differences (gender, ethnicity, religion etc.).

Example: Boys sometimes don't let girls play football because they don't think they are good enough.

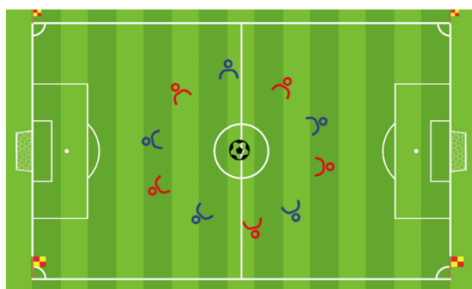
**Integration** is when **everyone is a member of the same society or group**, follows the same rules and has the same rights, but society or group is not adapted to everyone, meaning that some individuals can't participate fully. It is also when individuals or groups are **together but not doing together**.

Example: The football club is accepting children with disabilities but make them play separately or doesn't adapt the materials to them.



**Inclusion** is the act of **including someone as part of a group** and considering him/her equal to all others. It's also a value linked to the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, taking into account the differences and needs of everyone.

Example: A football games with balanced teams and special rules for children with special needs.





# INCLUSIVITY IN SPORT

What is an ALL-INCLUSIVE activity?

By “inclusive” we mean an activity in which everyone can participate, enjoy, learn and progress regardless of their age, gender, community and abilities (Slow/fast, big/small)

Inclusiveness in your activity depends on many different elements:

- Ensuring that teams are always mixed and balanced in terms of communities, gender, age and abilities
- Use games that encourage cooperation between children (e.g. team games and cooperative games)
- Promote interaction and cooperation between children (e.g. Let them work out a common strategy, explain the difference between competition and cooperation, let them support each other)
- Make sure everyone is involved in the activity: pay attention to excluded children and try to include them
- Make sure everyone is active: Pay attention to children who are less active in the game and give everyone the opportunity to be successful by adjusting the inequalities.

IN FOCUS: Mixed and balanced teams

Unfair teams will be bad for everyone: the stronger team will win too easily, and the other will not even want to play. Therefore, it is your responsibility to create balanced teams to ensure that the games will maintain their interest and that each team has their chances. Teams should be mixed and balanced according to:

- |             |                            |
|-------------|----------------------------|
| • Age       | • Strong Points            |
| • Gender    | • Specific characteristics |
| • Community | • Experience in activities |

Most importantly, if you have different communities or age groups, it is important for young people to learn how to interact and play together. Therefore, mixing them up is essential.



# 2

## SPORT-BASED METHODOLOGIES

# SUMMARY

REMEMBER! The activity does not end with the last game!

After the game, young people need time to calm down physically and mentally. Take time to sit down with the participants and ask for their impressions and thoughts about the activity. You can start the discussion based on the following questions:

- How are you feeling after the activity?
- Did you like the activity?
- Which round do you prefer the most? Why?

A discussion is a good opportunity for the participants to connect more with each other and with you (the sports leaders).



**Always keep in mind the INTENSITY level of each phase: the activity should start gently, through a warm-up, then increase in intensity until the second game and then decrease again.**

**Intensity means physical effort, but also attention and concentration!**



# INTRODUCTION TO LIFE SKILLS

## What are life skills?

"Psychosocial competence is the ability of a person to respond effectively to the demands and challenges of everyday life. It is the ability of a person to maintain a state of mental well-being, by behaving appropriately and positively in relationships with others, one's own culture and environment." - *World Health Organization definition*

## Why are life skills important?

The goals of acquiring these skills are :

- ✓ Physical and psychological well-being
- ✓ Social or socio-professional integration
- ✓ Personal development

## 10 life skills divided into 3 categories





# 10 LIFE SKILLS



**Learning to solve problems and to make decisions:** helps us to cope with the problems we will inevitably encounter throughout our lives. Making decisions in a constructive way can have positive health consequences if decisions are made actively, by weighing up the different options and the effects of each.

**Critical thinking** is the ability to analyze information and experiences objectively. It can contribute to health by helping us to recognize and evaluate factors that influence our attitudes and behaviors, such as the media and peer pressure. Together with creative thinking, this skill contributes to both decision making and problem solving by allowing us to explore possible alternatives and the various consequences of our actions or refusal to act. It helps us to look beyond our own experiences. Creative thinking can help us respond adaptively and flexibly to everyday situations.

**Having empathy** for others means imagining what life might be like for another person even in a familiar situation. This can help us to accept others who are different from us and to improve our social relationships, for example in the case of ethnic diversity.

**Communication** means being able to express ourselves both verbally and in culturally and situationally appropriate ways. It may mean being able to express our desires about an action we are asked to take. It can also mean being able to ask for advice when necessary.



**Resisting pressure** and being able to negotiate enable to manage conflicts more efficiently. They include the capacities of affirmation and resistance to peer pressure.

**Advocacy** skill relies on the skill of persuasion and influence. This is the effort to effectively communicate, convey or negotiate interests, desires, needs or rights.

**Cooperation** means working together toward a common goal. It relies on interpersonal skills which help us to relate positively to the people we meet. This means being able to make and keep friendships, which can be of great importance to our social and mental well-being.



**Self-awareness** means knowing our own character, strengths and weaknesses, desires and dislikes. It helps us to recognise situations in which we are under stress or pressure. It is also essential for effective communication, constructive interpersonal relationships and for developing our sense of sharing opinions with others.

**Coping with emotions** requires the ability to recognise one's own and others' emotions. We need to be aware of their influence on behaviour and know how to react. Intense emotions such as anger or sadness can have negative effects on our health if we do not react appropriately.

**Coping with stress** involves recognising its sources and effects and knowing how to control its level. We can then take action to reduce the sources of stress, for example, by changing our physical environment or our lifestyle. We can also learn to relax so that the tensions created by unavoidable stress do not lead to health problems.



3

IMPLEMENTING  
THE KIT



# SCORE LEADER COMPETENCIES

- ☐ Methodology knowledge
- ☐ Needs of participants and safety
- ☐ Activity Implementation
- ☐ Field safety
- ☐ Quality of instructions
- ☐ Adaptations and variations
- ☐ Discussion Facilitation
- ☐ To be respectful and respected
- ☐ To be motivated and collaborative
- ☐ To be Inclusive





## DO'S AND DONT'S OF SCORE LEADER

✓ DO	✗ DON'T
<b>Create a Safe Environment</b> – Ensure physical, emotional, and psychological safety in all activities.	<b>Force Participation</b> – Encourage but never pressure youth into activities.
<b>Be Inclusive</b> – Adapt games for different abilities, backgrounds, and comfort levels.	<b>Allow Exclusion or Bullying</b> – Step in if someone is left out or mistreated.
<b>Encourage Participation, Not Perfection</b> – Focus on effort and engagement over skill.	<b>Overcomplicate Rules</b> – Keep games simple and easy to understand.
<b>Respect Boundaries</b> – Allow participants to opt out if they feel uncomfortable.	<b>Lose Control of the Group</b> – Maintain structure and keep energy positive but manageable.
<b>Model Positive Behavior</b> – Demonstrate respect, fairness, and enthusiasm.	<b>Forget to Debrief</b> – Play should have meaning—discuss key takeaways afterward.
<b>Foster Reflection</b> – Ask open-ended questions after activities to connect play to real-life lessons.	<b>Dismiss Feelings</b> – If a participant is upset, acknowledge their emotions and support them.
<b>Be Flexible</b> – Adjust activities based on the group's energy and mood.	<b>Use Negative Reinforcement</b> – Instead of punishment, use positive encouragement and redirection.
<b>Ensure Clear Instructions</b> – Explain games step by step, check understanding, and provide	<b>Neglect Safety Measures</b> – Always check the environment and rules to prevent injuries.

# ACTIVITY OBSERVATION AND ASSESSMENT SHEET

## ACTIVITY DETAILS

<b>Observer:</b>  <b>Date:</b>  <b>Place:</b>	<b>Leaders attending the activity:</b> 1- 2- 3- 4-
<b>Participants:</b> Number of participants present: Number of girls: Age:	<b>Name of the game(s):</b>

## OBSERVATIONS

	Positive	Leads for improvement
Implementing a session respecting the different steps.		
Creating safe and secure practicing conditions for all participants.		
Delivering clear, concise, concrete instructions.		
Adapting the session to fit audience's needs, number, age and use variations to make the game more interesting and fun.		
Facilitating a discussion tackling a psycho-social skill and or a specific topic.		



# 4

## CATALOGUE OF GAMES



### MATERIALS

Annexes

### Main objectives :

- Encourage meaningful interactions by fostering connections through shared experiences and differences.
- Promote understanding of different perspectives.
- Enhance communication and self-expression skills



## INSTRUCTIONS

### SET UP

In any empty space, participants are spread out individually.

### AIM OF THE GAME:

Round 1: to become acquainted and learn similarities and differences amongst each other.

Round 2: to act out different personalities.

Round 3: to embrace different personality in expressing different viewpoints.

### INSTRUCTIONS

#### Round 1 – 5 min:

Participants must pair up randomly with a person they do not know. Amongst themselves they must find three similarities they share and three differences they have. When this is done, each pair shared their similarities and differences.

#### Round 2 – 10-15 min:

All participants randomly choose a persona (from annex 1). Music will begin playing and all participants must move around the room – when the music stops participants will pair up (or form a group of 3 depending on total number of participants) with whoever is closest to them. They will have 3-5 minutes to introduce themselves as per their chosen persona.

#### Round 3 – 30-40 min:

Still keeping their new personas, divide the participants into groups of 4-5. Give each group a topic (from annex 2) to discuss as their personas. After 20 minutes, all groups come together to discuss.

### VARIATIONS

- Link discussions to other sessions'



### Persona1: Aspiring Musician

Hey, I'm Vaedrin, and I come from **Vashtara**, a country where music is at the heart of every celebration. I grew up learning to play the **stringed luthara**, an instrument passed down in my family for generations. My dream is to perform at the annual **Moonlight Festival**, where only the best musicians in the country are invited. But my parents want me to pursue a career in diplomacy, as music isn't seen as a 'real' profession. I'm torn between following my passion and meeting my family's expectations.

### Persona2: Environmental Activist

I'm Iszora from **Zemora**, a land known for its vast golden plains and the **floating gardens of Merenai**. For years, our rivers have been drying up due to aggressive farming, and ancient forests are disappearing. I work with a youth group that reintroduces **silver-root trees**, a native plant that helps the soil hold water. Some elders believe nature will heal itself, but I think we must act now. My biggest challenge? Convincing people that small changes—like using less water or planting trees—can make a real difference.

### Persona3: Tech Enthusiast

My name is Kaelo, and I live in **Norvexia**, a country obsessed with innovation. In my city, **Velmara**, every student is expected to develop a tech project before graduation. I've been working on an AI that translates the ancient **Runic Code**, but many say it's a waste of time. In Norvexia, people value efficiency over history, but I believe technology should preserve culture, not erase it. My dream is to create something that connects our past with the future, but I need to prove that my ideas are worth pursuing.

### Persona4: Social Media Influencer

I'm Nyxan, and I come from **Iskandria**, a nation where storytelling is everything. Here, the biggest influencers are called **Echoers** because their voices reach every corner of society. I run a **fashion and identity** vlog, but some criticize me for focusing on trends rather than deeper cultural topics. My biggest challenge is balancing my love for creativity with the pressure to be socially responsible. In Iskandria, influence isn't just about fame—it's about shaping the future. Some days, I wonder if I'm ready for that responsibility.

### Persona5: Future Doctor

I'm Zeyrin, and I come from **Avaris**, a country where medicine is both a science and an art. Our doctors train in the **Temple of Healers**, where they learn **both traditional remedies and modern medicine**. My dream is to become a doctor who bridges these two worlds, but the medical field here is strict—if I fail the first round of exams, I'll never get another chance. The pressure is overwhelming, and I often wonder if I'm good enough. But if I can save even one life, it will all be worth it.

### Persona6: Extreme Sports Lover

I'm Mirasha from **Drenvar**, a mountainous region where **sky-riding** (a form of wind-powered gliding) is a national sport. Ever since I was a kid, I've wanted to compete in the **Stormborn Trials**, a dangerous race through the high cliffs of **Zevrak**. My family worries I'll get hurt, but to me, nothing compares to the rush of flying through the skies. Some say I should focus on a 'safer' future, but how can I walk when I was born to soar?

### Persona7: Bookworm & Writer

I'm Elyar from **Telvorla**, a nation of scholars and poets. Here, every person must contribute at least one written work to the **Library of Echoes** before they turn 21. I've been writing stories since I was young, but I struggle with self-doubt. What if my words aren't good enough? What if my story gets lost among thousands of others? In Telvorla, words are our legacy, and I want mine to be remembered—but first, I must find the courage to share them.

### Persona8: Young Entrepreneur

I'm Tashira, and I come from **Orvanis**, a country built by traders and inventors. Here, everyone is expected to start a business before they turn 18. I design **solar-thread clothing**, a fabric that absorbs sunlight to generate warmth. Some say my idea is impractical, but I believe it could change the way people dress in cold climates. In Orvanis, success is everything, but failure is just as common. The real challenge? Learning when to take risks and when to walk away.

### Persona9: Gamer & Streamer

Hey, I'm Jastin, and I live in **Draylen**, a digital-first society where gaming is considered a serious profession. Here, the best players compete in the **Cyber Colosseum**, where skill and strategy mean everything. I stream my games every night, hoping to qualify for the tournament, but competition is brutal. In Draylen, gaming isn't just entertainment—it's a way of life. I love it, but sometimes, I wonder if I'm sacrificing too much for the dream of becoming a legend.

### Persona10: Travel Enthusiast

I'm Korrin from **Velmaria**, a floating island nation where travel is in our blood. My ancestors were explorers, and I want to follow in their footsteps by visiting all **Seven Sky Ports**—legendary cities that were once thought to be myths. But traveling in Velmaria isn't easy. The seas are unpredictable, and sky-travel is expensive. Some say I should settle down and live a stable life, but how can I ignore the call of adventure?"

### Persona11: Activist for Human Rights

I'm Aevira, and I come from **Serenova**, a country where the past still divides people. Some old traditions treat certain groups unfairly, and I work with a youth movement to change that. Many elders believe we should respect tradition, but I think progress is necessary. Speaking up has made me a target, but I won't stop until our laws reflect equality for everyone. Change is slow, but I believe in my generation.

### Persona12: Shy & Introverted Artist

I'm Eldrin, from **Elvaris**, a nation where art is sacred. Every year, artists are invited to the **Festival of Colors**, where they display their work. I love painting, but I hate attention, which makes it hard for me to share my work. In Elvaris, art is supposed to be seen, but I struggle with putting myself out there. Maybe one day, I'll have the courage to let my paintings speak for me

### Persona13: Future Politician

I'm Devin from **Nexaria**, a country where debates are as important as traditions. In my city, **Vormir**, every high school student must participate in a **youth council** to propose new laws. I want to change how young people are treated in politics, but many say I'm too young to make a real difference. My biggest challenge is proving that leadership isn't about age but about vision. Can I convince people that my ideas for change are worth listening to, or will I be dismissed like so many before me?

### Persona14: Heir to an Ancient Tradition

My name is Liora, and I come from **Oshvara**, where our ancestors have passed down **sacred dance rituals for centuries**. My family expects me to lead these ceremonies, but I want to modernize them to connect with younger generations. Some elders think I'm disrespecting tradition, but I believe culture evolves. **I dream of blending ancient rhythms with new music styles**, but the question remains—can I find a way to honor the past while shaping the future?

### Persona15: Martial Arts Champion

I'm Kael from **Beyara**, a country where combat is an art form. I have trained in **Skyblade Flow**, an ancient martial arts style, since I was five. My goal is to compete in the **Grand Trials of Vareth**, where the best fighters prove their discipline, but there's a problem—my teacher believes I lack patience. In Beyara, strength isn't just physical; it's about controlling emotions. I know I have the skill, but do I have the wisdom to succeed?

### Persona16: Space Enthusiast

My name is Nova, and I come from **Xendaria**, a nation obsessed with the stars. Here, we believe our ancestors came from another world, and every child is taught to read the constellations. My dream is to become **an Astro-Navigator**, one of the few people trained to pilot ships beyond our atmosphere. But my family thinks space travel is just a fantasy, and they want me to focus on a stable career. The stars feel like my true home, but can I convince others that my dreams aren't just foolish wishes?

### Persona17: Street Performer

I'm Zane from **Malvora**, a city where performance is part of daily life. Here, the best dancers, musicians, and acrobats make their names in the **Firelight Festival**, a night of competition where street performers can earn a place on the grand stage. I juggle flaming torches, but my dream is to master the **Echo Dance**, a routine that requires perfect synchronization with music and audience cheers. Some say street performers are not 'real' artists, but I know that if I can make people feel something, then I've already won.

### Persona18: Aspiring Chef

I'm Mira from **Gorashka**, a land famous for its rich spices and bold flavors. My family owns a small food stall in the **Market of a Thousand Tastes**, where travelers come to eat the world's rarest dishes. I've always dreamed of creating my own signature dish that could represent our culture. But the food industry here is competitive, and my parents fear I'll fail. The challenge? Finding my own style in a city where every flavor has already been tasted.

### Persona19: Journalist in a Changing World

I'm Elias from **Veyronis**, a country where truth is the most powerful weapon. I work for the **New Dawn Gazette**, a student-run newspaper that investigates corruption and injustice. Recently, I uncovered a case of illegal land development, but the authorities are pressuring us to stay silent. In Veyronis, speaking the truth can be dangerous, but I believe journalism is about giving people a voice. Do I risk everything to expose the truth, or do I stay safe and let the story disappear?

### Persona20: Traditional Healer

My name is Sienna, and I come from **Mirzara**, a land where healing is both science and spirit. I was raised in the **Sanctuary of the Blossoming Moon**, where healers use herbal medicine and meditation to treat illnesses. But modern hospitals are replacing traditional practices, and fewer people believe in our ways. My challenge? Proving that ancient healing methods still have value in a fast-moving world. Can I find a way to blend the old with the new before our traditions are lost forever?

### Persona21: Athlete Dreaming of the World Games

I'm Theo from **Yutania**, a country where sports are more than competition—they are a way of life. I'm training for the **World Games**, a massive tournament where only the strongest athletes compete. My sport is **Sky-Sprint**, a high-speed race through obstacle courses suspended in midair. But recently, I suffered an injury, and my coach says I might not recover in time. I've worked my whole life for this moment—do I push forward, or do I risk losing everything?

### Persona22: Explorer of Forgotten Ruins

My name is Kai, and I come from **Zalthea**, a nation built on the remains of lost civilizations. I grew up hearing stories of the **Sunken Temples**, ancient structures hidden beneath the desert sands. Many believe these ruins hold secrets about our ancestors, but the government has restricted exploration. I want to prove that history belongs to everyone, not just the elite. My greatest fear? That by uncovering the past, I might disrupt the present in ways I can't control.

### Persona23: Futurist Designing Smart Cities

I'm Arya from **Tornaxis**, a city built on technology and innovation. Here, skyscrapers are powered by wind currents, and drones deliver food straight to your door. I'm part of a team designing a **new Floating Transit System** that could revolutionize transportation, but older generations believe our city is losing its humanity. Can we build a future where technology and community coexist, or are we creating a world where people forget how to connect?

### Persona24: Peace Ambassador

My name is Lior, and I come from **Eldrathia**, a land once divided by war but now known for diplomacy. Every year, a group of young leaders is chosen to train in the **Circle of Voices**, where we learn how to resolve conflicts through negotiation instead of violence. But with tensions rising between neighboring regions, many believe war is inevitable. I believe that words are stronger than weapons, but can I convince others before it's too late?



### Topic 1

#### **Tradition vs. Innovation: How Do We Balance Progress with Cultural Identity?**

Many cultures value traditions, but innovation often challenges old ways of thinking. Should societies always preserve their traditions, or should they adapt to modern times? How can we find a balance between the past and the future?

### Topic 2

#### **The Power of Influence: Who Shapes Society the Most—Leaders, Artists, or Everyday People?**

Some believe politicians and activists drive change, while others argue that artists, influencers, or even regular citizens have the most impact. Who holds the true power in shaping a society's values and future?

### Topic 3

#### **The Role of Technology in Our Lives: A Tool for Progress or a Barrier to Human Connection?**

As technology advances, it improves efficiency but also changes how we interact. Does technology bring people together, or does it create distance? How do we use it wisely to enhance, rather than replace, human relationships?

### Topic 4

#### **Dreams vs. Responsibilities: Should We Follow Our Passion or Choose Stability?**

Many people face pressure to choose a career that provides security over one that fulfills their dreams. Is it better to follow passion at any cost, or should people prioritize stability? Can both be achieved at the same time?

### Topic 5

#### **Environmental Responsibility: Who Should Take the Lead in Saving the Planet?**

Should individuals, businesses, or governments be responsible for solving environmental issues? How can different sectors of society work together to create real change?

### Topic 6


#### **Unity in Diversity: Can Different Backgrounds and Beliefs Strengthen a Society?**


Differences in culture, belief systems, and experiences sometimes create division, but they can also lead to new ideas and stronger communities. How can societies embrace diversity while maintaining unity?


## Main objectives :


- Manage stress effectively by staying calm and adapting under pressure.
- Strengthen teamwork by communicating and collaborating to achieve success.
- Develop healthy coping skills by handling stress in a positive and constructive way.


### MATERIAL

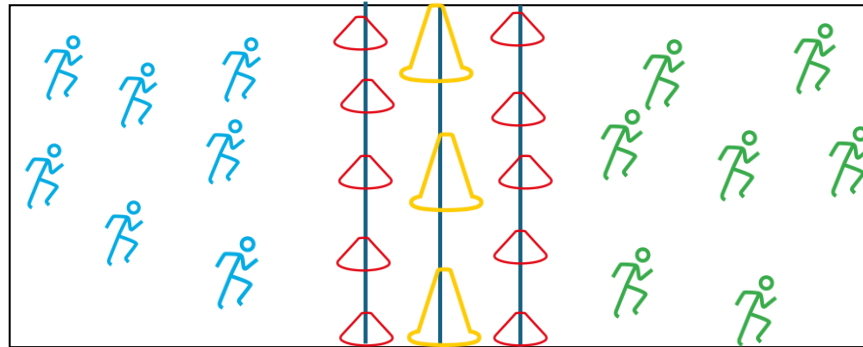
 2 sets of jerseys

 10 small cones

 5 large cones

 2 volleyballs

 3 tennis balls



 30-40 min

 Half-court

 10-30 participants



### SPORTS GAME

 3\*10 minutes per game

### GOAL :

To drop the ball in the opponent's half

### INSTRUCTIONS

#### Round 1 – 10 minutes

- Divide the participants into two mixed equal teams
- A team begins the game by serving the ball to the other team
- The receiving team same, pass the ball in their half at least 3 times before sending across
- The opponent team must prevent the ball from dropping in their half
- The game is over after 5 minutes

#### Round 2 – 10 minutes

•In this round, each team will have three small tennis balls randomly thrown onto their side by a facilitator. Alternatively, each team can have a designated thrower outside the court who tosses the balls to the opposing team to make the challenge even harder.

While continuing the volleyball game, players must catch and throw the tennis balls back within **3 seconds**.

•If a tennis ball touches the ground, the **opposing team earns a point**.

#### Round 3 – 10 minutes

- Before the round starts, each participant names something that stresses them in daily life
- The balls and balloons are now named "stressors"
- The game continues with the same rules and a second ball is introduced on the field
- To start the game, each team has a ball to serve

## VARIABLES

- To intensify the game, you can introduce a third ball
- Silent Play – Players cannot speak, emphasizing non-verbal teamwork.
- Role Swap – Player's switch teams' mid-game, adapting to new dynamics.
- Obstacle Mode – Place cones or barriers that players must navigate while playing.



## BACK TO CALM

🕒 10'

## TO INITIATE REFLECTION (EMOTIONS AND FEELINGS)

- In the game, when the number of balls changed, how did you feel?
- When you were not allowed to speak, what was it like?

## TO MAKE THE LINK WITH EVERYDAY LIFE




- How do we react in life when we're stressed/under pressure?  
How does stress affect our behavior?
- Why is it important not to let your emotions overwhelm you?
- When faced with a strong emotion, such as stress, what reactions can you choose to feel better?
- How does teamwork help us to manage our stress?

## AVENUES OF EXCHANGE

- When we are faced with difficult situations in life that leads to tension within the mind, that is called stress.
- In life, it's important to express your emotions to get them out of your body, but not just any old way!
- In the game, the pressure grew as the game progressed and the number of balls increased. This pressure was also accentuated by the challenge of passing the ball three times before crossing it over, and at the same time paying attention to your opponents move.
- There's no perfect way to channel stress, but it mustn't cause harm to others, to the environment or to oneself.
- In life, reacting impulsively to stress will give me the impression of 'letting go' in the moment, but in the long term the emotion and unpleasant sensations will remain.
- If I make the effort to manage my emotions in situations of pressure, then the situation is more likely to be resolved in a positive way, without penalizing anyone.

## Ten passes

### MATERIALS

-  2 sets of jerseys
-  1 soft ball or handball
-  20 cones



20 min



10-30



10x20m

### OBJECTIVES

- Foster teamwork by connecting through shared challenges.
- Build trust through inclusive and supportive interactions.
- Enhance communication and coordination through strategic play.



### INSTRUCTIONS

#### SET UP

Make a field of 10x20m and split the players into two teams with the same number of players.

#### AIM OF THE GAME

As a team, make ten consecutive passes with the ball and guess the other team's challenge.

#### INSTRUCTIONS

##### Round 1 - 10 min

At the beginning of the game, each team randomly chooses an annex card with a challenge.

To start the game, throw the ball in the air in the middle of the field. Players pass the ball by hand to each other while also performing their challenge as specified – only the team in possession of the ball performs their challenge.

The team who can make TEN consecutive passes scores 1 point only if the opposing team does not guess what their challenge was. After 1 point is scored, the ball goes to the opposite team.

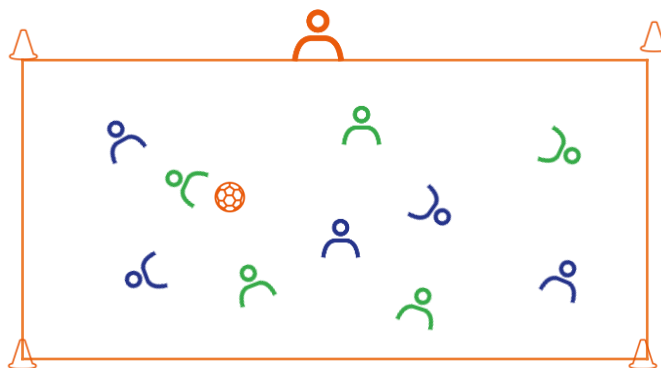
The ball is lost when it falls to the ground, goes out from the field or is intercepted by the opposing team.

The player who is holding the ball can make only one step or rotate around one of their feet. Physical contact is not allowed. The team with the higher score at the end of the round wins.

##### Round 2 – 10 min

The rules of round 1 are maintained, and now:

- It is forbidden to pass the ball back to the person who just passed it;
- In order to score, all players of the team need to touch the ball at least once.



### VARIATIONS

- Make the session non-verbal
- Change the type of ball (tennis ball, handball...).
- Change the number of passes



## ANNEX 1

CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
The third person to catch the ball does a squat before passing	The second person to catch the ball spins in place once before passing	The first thrower claps twice after making the first pass	The seventh person to catch the ball touches their knee with one hand before passing

CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
The fifth person to catch the ball jumps in place once before passing	The ninth person to catch the ball taps the ball on the ground before passing	The fourth person to catch the ball taps their head before passing	The sixth person to catch the ball touches their shoulder with the opposite hand before passing

## Pros and Cons

### OBJECTIVES

- Help participants identify and challenge misinformation on youth unemployment and media misinformation.
- Build persuasive communication.
- Foster teamwork to find solutions to current problems.



### INSTRUCTIONS

#### WARM-UP ROUND:

Divide the space into two areas, you may use cones if you wish. Name the two areas “agree” and “disagree”. Read out the statements in Annex 1 out loud. Participants have 5 seconds to move to either the “agree” or “disagree” space depending on their views.



#### SET UP

- Participants: Divide into two teams (Proposition and Opposition).
- One or two participants can act as judges or provide input during cooperative rounds.
- Space: Ensure enough room for participants to move or interact, ideally in a 10x10m area or similar setup.

#### THE GAME:

##### Round 1:

The proposition and opposition groups are divided onto opposite sides of the field. The facilitator gives a statement from Annex 2 and assigns a *pro* and *con* stance to each group. Each group has 3 minutes to discuss amongst themselves and find two points to support their stance. The group chooses a speaker who will present their group after the three minutes.

Encourage participants to engage competitively, presenting strong arguments to persuade the audience/judges. The judges decide which group presented the stronger arguments.

##### Round 2:

After Round 1, the facilitator will ask all participants to run to the side of the room (either opposition or proposition) depending on their personal views within 5 seconds. In this case, one group may be bigger than the other.

Like in Round 1, each group has three minutes to think of two arguments as to why they believe their position, and a speaker from each presents the arguments.

## ANNEX 1

### STATEMENTS

1. Pineapple belongs on pizza.
2. Cereal is a soup.
3. It's okay to eat dessert before dinner.
4. Cold pizza tastes better than hot pizza.
5. You should never put ketchup on pasta.
6. It's better to text than call.
7. Life would be better without social media.
8. Typing "LOL" doesn't mean you actually laughed.
9. AI will take over most jobs in the future.
10. You should always use dark mode.
11. Marvel is better than DC.
12. Subtitles make movies better.
13. Music sounds better on vinyl.
14. You should never skip the intro of a TV show.
15. Dancing in public is embarrassing.
16. Aliens probably exist.
17. Waking up early is better than staying up late.
18. You should never wear socks to bed.
19. Dogs are better than cats.
20. Time travel will be possible one day.

## ANNEX 2

### STATEMENTS

- Youth unemployment is primarily caused by a lack of skills among young people.
- Governments should invest more in vocational training to reduce youth unemployment.
- Youth unemployment is a bigger problem than adult unemployment.
- Internships and unpaid work should be regulated to ensure young people aren't exploited.
- Youth unemployment is more about lack of access to networks and opportunities than lack of education.
- A university degree is necessary to get a good job.
- Experience matters more than education in the job market.
- Young people should take any job they can get, even if it's not in their field.
- It's better to work for yourself than for someone else.
- Internships should always be paid.
- Social media makes it easier to find a job.
- AI and automation will make youth unemployment worse.
- Networking is more important than skills when job hunting.
- The government should guarantee jobs for young people.
- The rise of remote work will reduce youth unemployment.
- The media can never truly be unbiased.
- Fake news is more dangerous than no news at all.
- Social media spreads misinformation faster than traditional news.
- People should have to pass a test before sharing political news online.
- AI-generated content makes it harder to trust what we see online.
- Influencers have too much power over public opinion.
- People believe misinformation because they want it to be true.
- News should always be free to access.
- Governments should do more to regulate misinformation online.
- It's impossible to know what's real and fake in the media today.
- Social media platforms should be held responsible for the spread of misinformation.
- Misinformation in the media should be penalized by law.
- Misinformation spreads more rapidly due to the algorithms used by social media platforms.
- Journalists should be required to verify their sources before publishing anything online.
- The rise of influencers has contributed significantly to the spread of misinformation.



## BRAINSTORMING

OBJECTIVE OF THE  
SESSION

Allow for a common and shared understanding of a problem.







## PREREQUISITES

The problem to be addressed must have been identified beforehand.

EXPECTED RESULTS AT  
THE END OF THE  
WORKSHOP

The causes and consequences of the problem are clearly established.

## MATERIAL REQUIRED FOR THE WORKSHOP

-  16 cones
-  2 foam balls
-  2 sets of jerseys (2 colours)
-  4 large flipchart sheets
-  1 stopwatch
-  Post -its



15x30m



1h30

10-20  
participants



## INSTRUCTIONS

**Aim of the game:** Win the game by scoring more points than the opposing team.

### Instructions :

Two teams compete in a game of *captain's ball*.

Two large sheets of paper are placed in the two end zones, and are named "**causes**" and "**consequences**" respectively. The captain of each team is placed in the opponent's end zone. They can move anywhere in this zone to receive the ball. For the start of play, the ball is thrown randomly on the field. The team that recovers the ball must try to pass it to its captain to score a point.

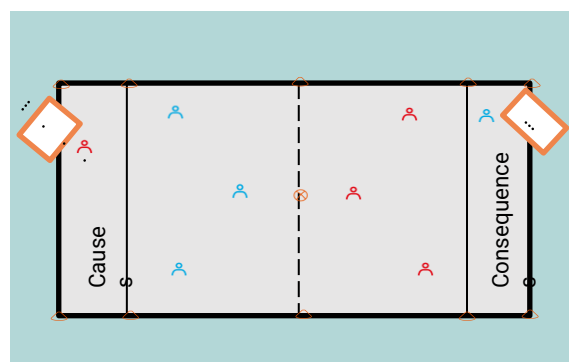
**The captain whose team scored must write a cause or consequence on the sheet in-goal.** Until they have written a cause/consequence, the captain is not allowed to return to the game, which resumes after the 10-second stoppage. The captain of a team changes after each point scored.

The team that concedes a point takes a throw-in from the opposing captain's zone.

### Match in two halves (2x7 minutes):

At half-time, the teams change ends. They must therefore score points alternately in the "**causes**" and "**consequences**".

Note : To more simply count the number of points for each team and thus know who won, assign each team a marker of a different colour. Thus, to count the number of points scored by each team, it will be enough to count the number of causes and consequences written in each colour.



## RULES

- It is forbidden for a defender to snatch the ball from an opponent's hands.
- To score a point, it is mandatory for the captain to catch the ball in their zone following a direct pass (without the ball touching the ground).
- It is forbidden for any player other than the captain to enter the end zone, except for throw-ins.
- If a captain fails to catch the ball when a pass is made to him, the opposing team takes a throw-in from their zone.
- When the ball goes out of bounds, a throw-in is taken from the place where it went out by a pass.



## INSTRUCTIONS

**Aim of the game:** Place all their *post-its* on the problem tree without being hit.

All the causes/consequences identified in phase 1 are placed in the post-it area of the field. The problem tree (see [appendix 1](#)) is placed in the departure area with the problem written in the middle.

Arbitrarily designate 4 people to be the "**shooters**" (in blue in the diagram), the others are the "**runners**" (in red in the diagram).

Each "runner" must retrieve one of the *post-its* from the *post-its area*, and bring it back to the starting area without being hit by a ball. If they succeeds, they can place it in the problem tree.

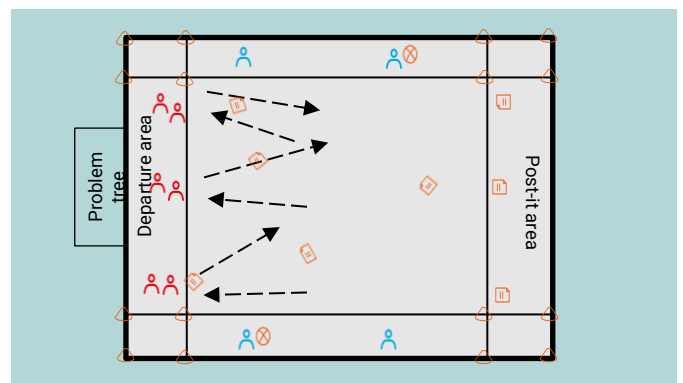
If a "runner" is hit:

- On the way out: they must leave the field and return to the start.
- On the way back: they leave the *post-it* on the ground where they were hit, leaves the field and returns to the start. Other runners can decide whether or not to pick up a *post-it* left on the ground, or to go and get one in the *post-its area*.

The game ends as soon as runners have placed all their *post-its* or if all runners have been hit.

## RULES

- It is forbidden for a player to continue their run if they are touched by a ball.
- It is forbidden to shoot a "runner" when they are in one of the zones (start or "post-it").
- It is forbidden to take more than one *post-it* at a time.
- "Shooters" are prohibited from crossing or entering the field except when retrieving the ball..





### STEPS

1. **Individual time** around the elements of the problem tree: note a point of agreement, a doubt, a question.
2. **Time for sharing and collective discussions** (see outline and questions below). Opportunity to add causes and consequences to those already identified, and to ask questions.
3. **Conclusion and opening** to the following cardio-brainstorming workshop.

### To guide the time of sharing and collective exchanges

Have participants help sort the cups by major cause categories. Do the same with the consequences.

Some questions to guide:

- What is the result of your individual reflection? Do you have any questions?
- As an individual, what are the causes or consequences that you consider to be well placed on the problem tree?
- Which ones do you think are misplaced?
- What are the causes or consequences that you have doubts about? Why?
- Can your causes be grouped or reframed in a different way?

### ADVICE

1. Ensure that the sorting of causes and consequences is done in the **most collegial manner possible**. To do this, avoid one or two young people monopolizing speaking time, and ensure that all those who want to express themselves can do so.
2. If the young people do not agree on the placement of a cause or consequence, even after discussion, it is possible to:
  - **Cut directly**, especially if there is no consensus in the group.
  - **Decide by proposing a show of hands to the group** so that the majority can be valued.

### NEXT STEP

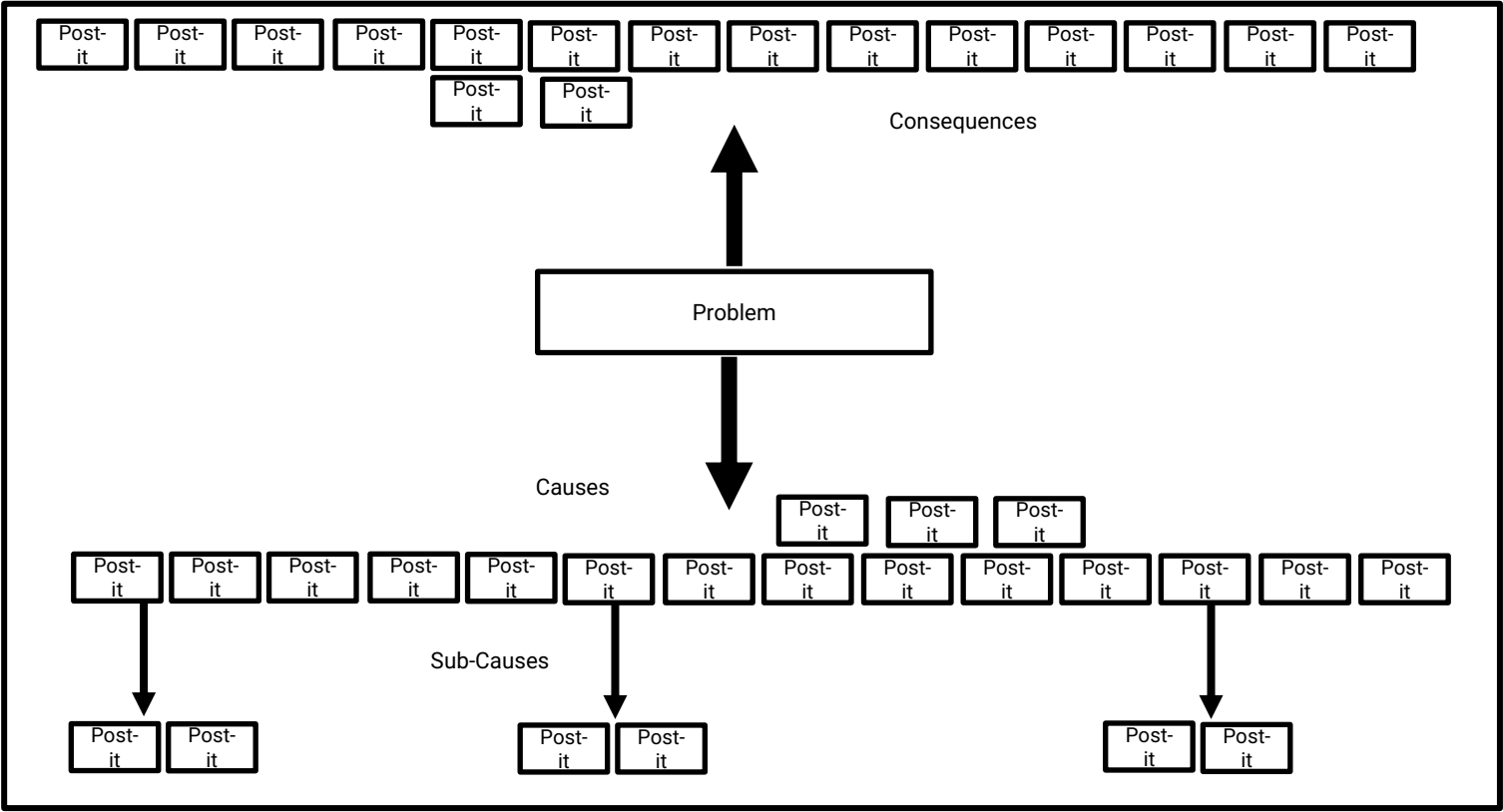
Following this workshop, among all the causes identified, the young people will have to choose three. These will serve as the basis for the next cardio-brainstorming workshop, the objective of which is to search for and prioritize solutions.



ANNEX 1

PROBLEM TREE FORMAT

To be reproduced on a board or large format sheet.






## ANNEX 2

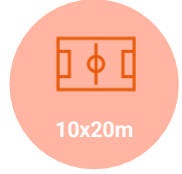
## POTENTIAL CAUSES & CONSEQUENCES

CAUSES	CONSEQUENCES
<b>Lack of experience requirements</b> – Many jobs require prior experience, making it difficult for young people to enter the workforce.	<b>Financial instability</b> – Young people struggle to afford housing, education, and daily expenses.
<b>Mismatch between education and job market needs</b> – Skills taught in schools and universities do not always align with industry demands.	<b>Increased migration</b> – Many leave their home countries in search of better job opportunities.
<b>Limited job opportunities</b> – High competition and few entry-level positions leave many young people without work.	<b>Mental health issues</b> – Stress, anxiety, and depression increase due to job insecurity.
<b>Nepotism and favoritism in hiring</b> – Some positions are given based on connections rather than qualifications.	<b>Rise in informal employment</b> – Many take unstable, low-paying jobs without contracts or benefits.
<b>Lack of career guidance and support</b> – Many young people are unaware of job opportunities or how to prepare for them.	<b>Delayed independence</b> – Young people remain financially dependent on their families for longer.
<b>Economic instability</b> – A weak economy leads to fewer job openings and more layoffs.	<b>Higher crime rates</b> – Some may resort to illegal activities due to lack of opportunities.
<b>Automation and digitalization</b> – Some traditional jobs are disappearing due to technology.	<b>Loss of motivation and skills</b> – Long periods of unemployment lead to loss of professional skills and confidence.

## Cats and Dogs

### MATERIALS

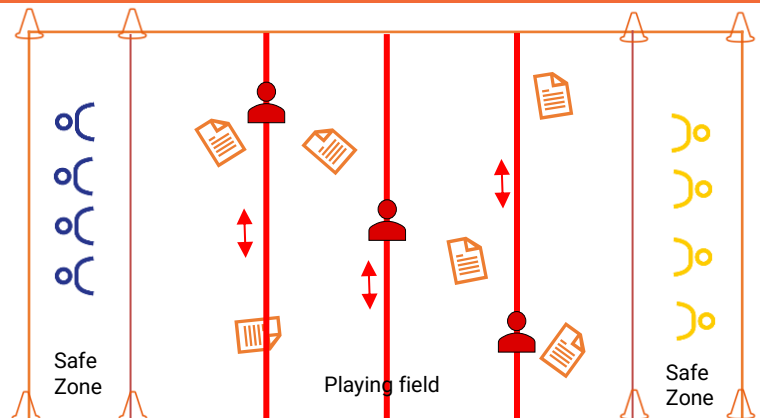
-  2 sets of jerseys
-  Puzzle pieces of 3 CVs (annex 2)
-  2 job profiles (annex 1)



### INSTRUCTIONS

#### SET UP

Create a field of 10x20m with the cones. On each end, use cones to create 2 meters wide safe zones. Spread out pieces of the CVs all over the field – include pieces which do not fit in either profile. Create two teams of cats. Choose three or more people who will play as *dogs* (not part of any team) who are confined to move only across the lines (red on the diagram).



#### AIM OF THE GAME:

For the cats: to create a CV fitting their given profile  
For the dogs: catch all the cats

#### INSTRUCTIONS

Each cat team nominates a leader who will tell the other cats what to collect without showing them the profile.

**Dogs try to stop the cats' mission by tagging them with one hand** (tagging on the head and below the hips is forbidden and doesn't count): they can tag cats if they are in the playing field. If a dog tags a cat, then the cat must drop the object and go to their start zone. A cat that is tagged 3 times, leaves the game.

The game ends when either team feels that they have completed their CV. The facilitator verifies the accuracy of the CV.

#### VARIATIONS

- Increase or reduce the number of dogs.
- Dogs can "hit" cats with soft objects or balls.
- For every tag, the cat must perform a "punishment".

## MARKETING COORDINATOR

**Location:** Remote or Office-based

**Job Type:** Full-time

**Salary:** Competitive

### About the Role:

We are seeking a creative and organized **Marketing Coordinator** to support our digital marketing efforts. You will be responsible for managing social media, creating engaging content, and assisting with campaign development.

### Key Responsibilities:

- Develop and schedule content for social media platforms.
- Assist in the execution of marketing campaigns.
- Analyze campaign performance and suggest improvements.
- Collaborate with the design team to create promotional materials.

### Requirements:

- BA in Marketing, Communications, or a related field.
- 1+ years of experience in social media management or content creation.
- Strong communication and teamwork skills.
- Experience with Canva, SEO, and digital marketing tools is a plus.

## SOFTWARE DEVELOPER

**Location:** Remote or Hybrid

**Job Type:** Full-time

**Salary:** Competitive

### About the Role:

We are looking for a **Software Developer** who is passionate about problem-solving and coding. The ideal candidate will develop, test, and maintain software solutions.

### Key Responsibilities:

- Develop and maintain software applications.
- Debug and troubleshoot technical issues.
- Collaborate with teams to create efficient solutions.

### Requirements:

- BSc in Computer Science, Engineering, or a related field.
- 1-2 years of experience in software development.
- Proficiency in Python, Java, or C++.
- Strong analytical and problem-solving skills.





## HUMAN RESOURCES SPECIALIST

**Location:** Office-based

**Job Type:** Full-time

**Salary:** Competitive

**About the Role:**

We are looking for an **HR Specialist** to support our talent acquisition and employee relations efforts. The ideal candidate will be involved in hiring, training, and performance management.

**Key Responsibilities:**

- Assist in recruitment and onboarding processes.
- Handle employee relations and conflict resolution.
- Develop training programs for employees.

**Requirements:**

- BA in HR, Business Administration, or Psychology.
- 1+ years of experience in an HR-related role.
- Strong organizational and people skills.

## GRAPHIC DESIGNER

**Location:** Remote or Hybrid

**Job Type:** Full-time

**Salary:** Competitive

**About the Role:**

We are looking for a **Graphic Designer** to create compelling visual content for marketing campaigns.

**Key Responsibilities:**

- Design visuals for digital and print media.
- Work closely with marketing to create branding materials.
- Manage multiple design projects under tight deadlines.

**Requirements:**

- Degree in Graphic Design or related field.
- Proficiency in Adobe Photoshop and Illustrator.
- Strong creativity and attention to detail.



## FINANCIAL ANALYST

**Location:** Office-based

**Job Type:** Full-time

**Salary:** Competitive

**About the Role:**

We are looking for a **Financial Analyst** to assess financial data and provide strategic insights to improve business performance.

**Key Responsibilities:**

- Analyze financial reports and trends.
- Provide forecasts and budgeting recommendations.
- Collaborate with teams on financial planning.

**Requirements:**

- BA in Finance, Economics, or Accounting.
- 1-2 years of experience in finance or accounting.
- Strong analytical skills and Excel proficiency.

## EVENT PLANNER

**Location:** Office-based

**Job Type:** Full-time

**Salary:** Competitive

**About the Role:**

We are looking for an **Event Planner** to organize and execute events from start to finish.

**Key Responsibilities:**

- Plan and manage events, ensuring all details are covered.
- Coordinate with vendors and negotiate contracts.
- Oversee budgeting and logistical arrangements.

**Requirements:**

- BA in Event Management, Business, or Hospitality.
- 1-2 years of experience in event planning.
- Strong organizational and problem-solving skills.

## Fjolla Krasniqi

**Email:** [fjolla.krasniqi@email.com](mailto:fjolla.krasniqi@email.com) | **Phone:** +383 123 4567 | **Location:** Prishtina, Kosovo

### Professional Summary

Creative and detail-oriented **Marketing Coordinator** with a passion for digital marketing, social media management, and content creation. Experienced in executing campaigns, analyzing trends, and improving engagement through data-driven strategies.

---

### Education

**BA in Marketing**, University of Prishtina (2019-2022)

---

### Work Experience

**Social Media Manager** – Local NGO (2022-Present)

- Managed and created engaging content for Facebook, Instagram, and LinkedIn.
- Increased social media engagement by 35% in six months.
- Coordinated online campaigns and brand partnerships.

**Marketing Intern** – Ad Agency (2021-2022)

- Assisted in creating marketing strategies for clients.
- Conducted market research and analyzed audience insights.
- Designed promotional materials using Canva.

### Skills

- Social Media Management (Facebook, Instagram, LinkedIn)
  - SEO & Content Writing
  - Canva & Adobe Creative Suite
  - Campaign Analytics & Strategy
-

## Albert Gashi

**Email:** albert.gashi@email.com | **Phone:** +383 987 6543 | **Location:** Ferizaj, Kosovo

### Professional Summary

Motivated **Software Developer** with a strong foundation in programming and problem-solving. Proficient in Python and Java, with experience in app development and debugging. Passionate about designing efficient software solutions.

---

### Education

**BSc in Computer Science**, University of Prishtina (2020-2023)

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### Work Experience

#### Junior Developer – Tech Startup (2022-Present)

- Developed and maintained backend APIs using Python.
- Improved system performance, reducing load time by 30%.
- Collaborated with a team of developers to build mobile applications.

#### Freelance App Developer – (2021-2022)

- Designed and built mobile applications using Java.
- Provided debugging and troubleshooting for small businesses.
- Worked with clients to improve UI/UX design.

### Skills

- Python, Java, C++
  - Debugging & Problem-Solving
  - API Development & Integration
  - Agile & Scrum Methodologies
-



## Leutrim Osmani

**Email:** leutrim.osmani@email.com | **Phone:** +383 123 9876 | **Location:** Mitrovica, Kosovo

### Professional Summary

Detail-oriented **Human Resources Specialist** with experience in recruitment, employee relations, and onboarding. Strong communicator with expertise in conflict resolution and HR best practices.

---

### Education

**BA in Human Resources**, University of Zagreb (2018-2021)

---

### Work Experience

#### **HR Assistant** – Corporate Firm (2021-Present)

- Managed recruitment processes, including job postings and interviews.
- Developed and implemented new onboarding procedures.
- Assisted in employee engagement and training programs.

#### **Recruitment Intern** – HR Consultancy (2020-2021)

- Conducted initial candidate screenings and interviews.
- Maintained HR databases and employee records.
- Supported HR managers in policy development.

### Skills

- Recruitment & Talent Acquisition
  - Employee Onboarding & Engagement
  - Conflict Resolution
  - HR Software & Database Management
-

## Labinot Sadiku

**Email:** labinot.sadiku@email.com | **Phone:** +383 456 7890 | **Location:** Gjilan, Kosovo

### Professional Summary

Passionate and innovative **Graphic Designer** with expertise in branding, typography, and digital media. Experienced in working with agencies and freelance clients to deliver high-quality visual content..

---

### Education

**BA in Graphic Design**, Universidad de Barcelona (2017-2020)

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### Work Experience

#### **Freelance Graphic Designer** – (2021-Present)

- Created branding and advertising materials for multiple clients.
- Developed social media graphics, infographics, and UI designs.

#### **Graphic Designer** – Ad Agency (2019-2021)

- Designed logos, banners, and marketing materials for clients.
- Worked closely with marketing teams to enhance brand identity.

### Skills

- Adobe Photoshop, Illustrator, InDesign
  - Branding & Typography
  - UI/UX Design
  - Digital & Print Media
-

## Vesa Morina

**Email:** vesa.morina@email.com | **Phone:** +383 789 6543 | **Location:** Prizren, Kosovo

### Professional Summary

Highly analytical **Financial Analyst** with expertise in data analysis, budgeting, and financial forecasting. Strong background in market research and financial modeling.

---

### Education

**BA in Finance**, University of Ljubljana (2019-2022)

---

### Work Experience

#### **Financial Intern** – Investment Firm (2021-2022)

- Assisted in data collection and financial forecasting.
- Analyzed market trends and compiled reports.

#### **Junior Analyst** – Banking Sector (2022-Present)

- Conducted financial modeling for investment decisions.
- Provided budgeting and forecasting recommendations.

### Skills

- Financial Analysis & Budgeting
  - Data Analytics & Market Research
  - Excel, QuickBooks, SAP
  - Financial Forecasting & Modeling
-

## Lorik Zhubi

**Email:** lorik.zhubi@email.com | **Phone:** +383 654 3210 | **Location:** Skënderaj, Kosovo

### Professional Summary

Highly organized **Event Planner** with expertise in coordinating corporate and social events. Skilled in vendor negotiations, budgeting, and scheduling logistics.

---

### Education

**BA in Event Management**, University of Milan (2018-2021)

---

### Work Experience

#### **Event Coordinator** – Event Planning Agency (2021-Present)

- Managed event logistics, vendor contracts, and venue selection.
- Coordinated staff, catering, and entertainment for large-scale events.

#### **Hospitality Manager** – Hotel & Conference Center (2019-2021)

- Organized conferences, weddings, and business events.
- Oversaw guest services and on-site event execution.

### Skills

- Event Coordination & Planning
  - Vendor Management & Budgeting
  - Public Relations & Customer Service
  - Logistics & Scheduling
-

## Bajram Llapashtica

**Email:** bajram.llapashtica@email.com | **Phone:** +383 987 6543 | **Location:** Peja, Kosovo

### Professional Summary

Versatile professional with experience in customer service and event coordination. Strong organizational and communication skills, seeking a dynamic role where problem-solving and interpersonal skills are valued.

---

### Education

**BA in Business Management**, University of Madrid (2018-2021)

---

### Work Experience

#### **Customer Service Representative – Retail Company (2021-Present)**

- Assisted customers with inquiries, complaints, and product recommendations.
- Maintained a 95% customer satisfaction rating.

#### **Event Coordinator – Event Planning Agency (2019-2021)**

- Assisted in planning corporate and private events.
- Coordinated vendors, schedules, and on-site logistics.

### Skills

- Organization & Time Management
  - Public Speaking & Client Relations
  - Event Planning & Coordination
  - Teamwork & Problem-Solving
-



## Qendrim Shehu

**Email:** qendrim.shehu@email.com | **Phone:** +383 555 789 456 | **Location:** Kaçanik, Kosovo

### Professional Summary

Aspiring software developer with a passion for coding and technology. Self-taught programmer with hands-on experience in various personal projects. Looking for an opportunity to apply technical skills in a professional environment.

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### Education

• Self-Taught Programmer, Online Coding Bootcamp Graduate (2020-2021)

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### Work Experience

**Intern Developer** – Tech Startup (3-month internship, 2022)

- Assisted in software testing and debugging.
- Contributed to small feature enhancements for a web application.

### Personal Projects

- Developed a portfolio website using HTML, CSS, and JavaScript.
- Built a simple Python-based to-do list application.

### Skills

- Python, C++
  - Web Development (HTML, CSS, JavaScript)
  - Debugging & Troubleshooting
  - Problem-Solving & Logical Thinking
-

## Vlorian Molliqaj

**Email:** vlorian.molliqaj@email.com | **Phone:** +383 765 4321 | **Location:** Deçan, Kosovo

### Professional Summary

Dual-background professional in HR and Marketing. Skilled in both talent acquisition and brand promotion, with experience in employee engagement and social media content creation.

---

### Education

**BA in Communications & Human Resources**, University of Vienna (2017-2020)

---

### Work Experience

#### HR Assistant – Corporate Firm (2021-Present)

- Managed recruitment processes and employee engagement activities.
- Assisted in training programs and workplace culture development.

#### Social Media Manager – Marketing Agency (2019-2021)

- Created and scheduled social media posts for various clients.
- Conducted market research to optimize online presence.

### Skills

- Recruitment & Employee Engagement
  - Content Creation & Branding
  - Social Media Marketing & Strategy
  - Project Management
-

## Bleta Rexhepi

**Email:** [bleta.rexhepi@email.com](mailto:bleta.rexhepi@email.com) | **Phone:** +383 123 4567 | **Location:** Gjakova, Kosovo

### Professional Summary

Data-driven professional with a background in both finance and IT. Skilled in financial forecasting and data analysis, with programming knowledge to support tech-driven business solutions.

---

### Education

**BA in Information Systems**, London School of Economics (2018-2021)

---

### Work Experience

**Data Analyst – Financial Consulting Firm (2021-Present)**

- Conducted financial analysis and forecasting for investment projects.
- Developed reports using SQL and Excel-based data modeling.

**Entry-Level Developer – FinTech Startup (2020-2021)**

- Assisted in backend database management.
- Collaborated with finance teams to automate reports using Python scripts.

### Skills

- Excel & Data Analysis
  - Python & SQL Programming
  - Financial Forecasting
  - Business Intelligence & Automation
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# BRAINSTORMING

## OBJECTIVE OF THE SESSION

Identify solutions related to the pre-identified problem, and categorize them collectively.

## PREREQUISITES

Three causes of the problem to work on must have been identified from previous CB session.

## EXPECTED RESULTS AT THE END OF THE WORKSHOP

Solutions are identified, classified and prioritized.

## MATERIALS REQUIRED FOR THE WORKSHOP

-  60 cones (3 different colors)
-  3 sets of jerseys (3 colours)
-  5 large flipchart sheets
-  1 stopwatch
-  Post -its
-  Cones to mark out areas



15x30 m



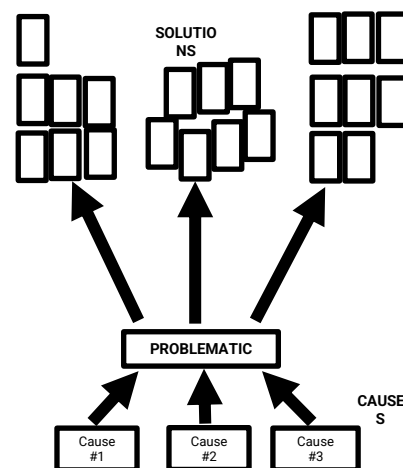
90-120 min



10-20 participants

## SOLUTION TREE MODEL

(to be reproduced on a large format sheet)



Participants are divided into 3 teams, each with a color assigned. Each team must be located in an area, with a central area in the middle containing cones (minimum 20 cones per color). In 3 minutes, participants must collect as many cones as possible in the middle, whose colors do not match their team color (e.g.: the blue team only collects yellow or red cones).

**Layout:** In addition to the cones, add *post-its*, pens, and a large sheet of paper in the central area. In each team, a defender is designated, he puts his bib on an armband. The other players must put their bib on their belt.

**Instructions:**

- The players' objective is to go to the central area, write a solution on a post-it, stick it on the sheet and come back with a cup (of a different color than their own).
- The defenders must prevent the players of the other teams from bringing back the cones of their color. To do this, they must catch the bib on the players' belt. If his bib is caught, the player must return the cup to the defender, who will put it back in the central zone.

**Part 1** (5 minutes)

The blue team thinks about solutions for cause 1, the red team thinks about solutions for cause 2, and the yellow team thinks about solutions for cause 3. After 5 minutes, the team that has brought back the most cones wins the game.

*Between the two parts, put all the cones back in the central area.*

**Part 2** (5 minutes)

The teams change the cause they are thinking about (blue team thinks about cause 2, red team thinks about cause 3, and yellow team thinks about cause 1). After 5 minutes, the team that has brought back the most cones wins the game.

*At the end of the two rounds, a large number of solutions are stuck on the large sheet in the middle, and all participants have thought about 2 of the 3 causes.*

**RULES**

- Only one member of a team can go out at a time.
- It is forbidden to carry several cones at the same time.
- In the central zone, the players are protected, they cannot have their vests caught.
- Defender/Player roles cannot be changed during a game.

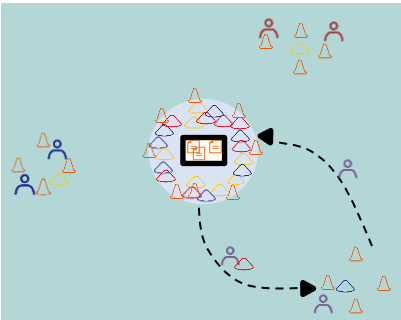


Diagram showing only the movement of the yellow team (for readability), but all teams play at the same time.

**VARIATION**

To broaden individual reflection, it is possible to give an appendix to the participants assigning them a role. Everyone must think of solutions by putting themselves in this role. Ex.: if the problem is "providing leisure offers to the inhabitants of the neighborhood", roles in the appendix could be: "I am a single mother", "I am retired", "I am young", "I am disabled (reduced mobility)", etc.

To increase or decrease the difficulty, it is possible to increase or decrease the time allowed for each game.

To facilitate reflection, it is possible to distribute post-its and pens directly in the camps to allow team reflection.





## STEPS

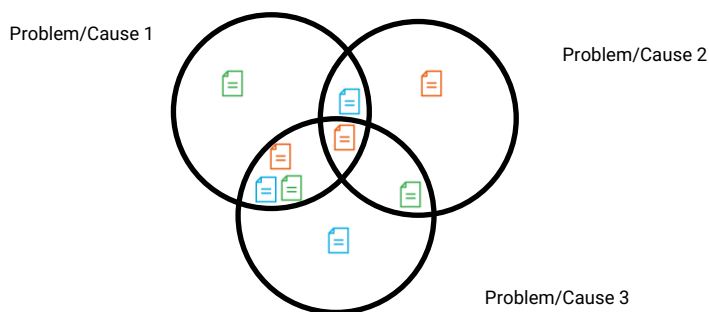
**Step 1:** The coordinator draws three intersecting circles on a large sheet of paper and places them in the center of the field. These circles will serve as a tool to analyze how different solutions relate to multiple causes.

**Step 2:** In teams, participants review their proposed solutions and determine whether each one applies to a single cause or multiple causes. They select three key solutions to present—focusing on those that are either highly specific to one issue or broadly applicable to several. As each team presents, the group discusses and decides on the placement of solutions within the intersecting circles. If a solution fits multiple causes, it will be placed at the intersection of the relevant circles, helping participants visually understand which solutions are more versatile.

**Step 3:** Once all solutions are placed, the coordinator leads a reflection on the results. Participants consider questions such as:

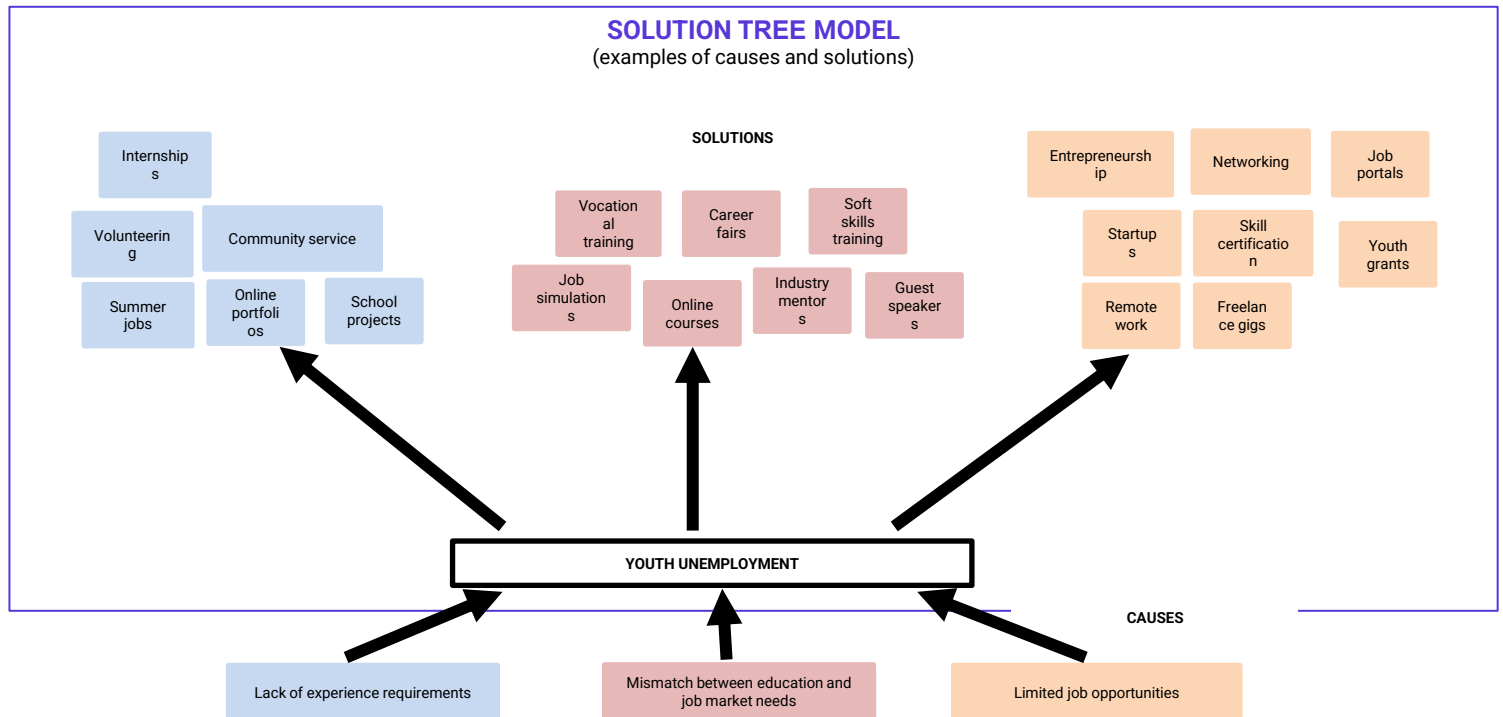
- Which solutions apply to multiple causes?
- Are there solutions that seem too narrow or too broad?
- How can a widely applicable solution be adapted to different contexts?

## Sorting solutions



## Annex 1

This guide is for you as a trainer to help navigate the activity and support youth in their brainstorming process. The causes listed come from the previous **Cardiobrainstorming** game, and we've included three examples with possible solutions to give you a reference point. However, this sheet is for your use only—youth should not see it or rely on it. Instead, they should come up with their own ideas freely. Your role is to observe, guide discussions, and ensure they explore diverse and practical solutions while keeping the activity engaging and meaningful.





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