

HANDBOOK

PLAY2EMPLOY

Empower Through Play: A Guide for Educators

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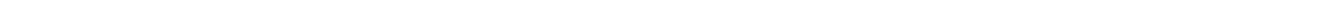


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PLAY INTERNATIONAL

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.



THE PLAYDAGOGY TRAINING PROGRAMME

A 2-phase programme

Prior to starting this programme, the trainee commits to a training process at the end of which they will be able to implement educational, inclusive and quality sport-based activities in their communities.

Throughout this training, the trainee will learn about sport-based methodology designed for education and social change, will gain knowledge about specific themes (including necessary youth employability skills) and acquire sport facilitation skills.

The training course is divided into 2 stages:

1. Training in the method and the specific themes of this course – 2 days
2. Implementation of activities

The trainings will be delivered by PLAY International over 2 days. After the training course, a phase of implementation will allow the trainee to take their knowledge and skills to the field and practice the sessions themselves.

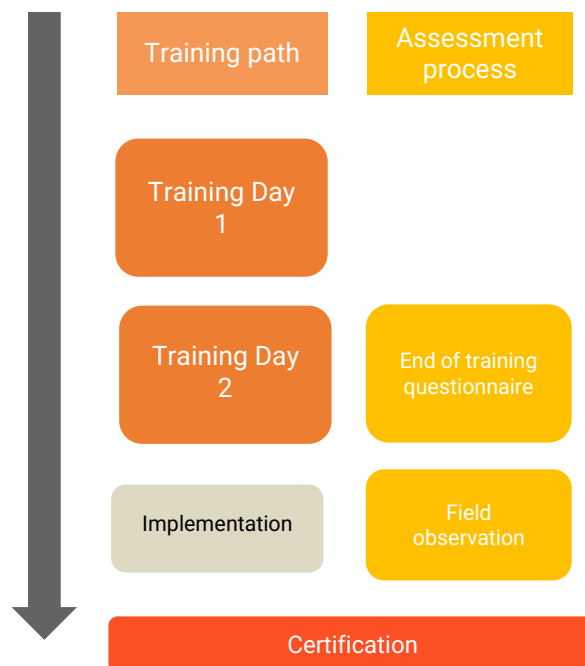


Figure 1: Training path & assessment

This handbook is meant to be a concrete tool for educators leading sport sessions. This practical guide will support you through your training programme. It comprises information and tools to employability skills amongst youth in VET schools. You will also find tips and advice on becoming a good leader and implementing educative sport activities with young people. In the last part of the handbook, you will find 6 sessions with their annexes.

REQUIREMENTS & CERTIFICATION

Minimum requirements

At the end of this training process, the trainee will receive a certificate signed by PLAY International as long as they meet the following conditions:

The trainee must:

- **Have attended at least 80% of the training course.**
- **Have implemented on the field at least 6 sessions** taught in the training and provided the corresponding field reports and/or attendance lists.
- **Have benefitted from a follow-up visit 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.

To ensure a successful completion of the programme

If the trainee does not achieve a sufficient score to meet the certification requirements, they will have the opportunity to do additional tasks to bolster their score:

- If they fail in the knowledge competence area: a written questionnaire (taking a selection of rephrased questions from the knowledge questionnaires) will be proposed.
- If they fail the competencies assessed by the field evaluation: they 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 organised by PLAY).

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

MAKING THE LINK BETWEEN THE KIT AND LIFE SKILLS

This pedagogical kit on the theme of youth employability consists of six sessions. The sessions follow a chronological order. Through this kit of sport-based activities, PLAY intends to address and assist youth from ages 15-18 to achieve some of the competencies expected from them in the local and global labour market.

Competences developed through this kit

Communication

- **Competence of effective communication:** a) Learning about active listening, participating in the discussion with questions and comments; b) expressing their thoughts about a topic etc.
- **Competence of thinking / creative thinking:** a) Learning about identifying common and distinctive features between human beings; b) ways of presenting their arguments for a topic they agree or disagree with.
- **Competence for Life, Work and Environment/Productive Contributor:** Shows high self-esteem in making decisions on actions he/she undertakes, without damaging interests of others, which contribute to increasing the quality of the activity of the social group or the community. Identifies prejudices that might exist in school and in the surrounding area and suggests concrete actions to fight them. Takes part in activities that promote tolerance and cultural, ethnic, religious, and gender diversity at school or in community which involve contemporaries of all abovementioned backgrounds that live in that location and wider community.

Life Skills

Personal Competence / Healthy Individual:

- a) Student participates in physical activities/moving games and makes efforts to achieve defined standards, plays fair, manages their emotions and shares with others their physical and emotional feelings after performing physical activities or sport games;
- b) Student proposes alternatives for the constructive solution of an interpersonal conflict by carefully analyzing the circumstances that caused the conflict in advance, , and shares their experiences, thoughts and feelings with members of the group;
- c) Student collaborates actively with all peers (regardless of their background, abilities and special needs) to achieve a common goal (project/activity based on class / school or in a non-formal environment).



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

EDUCATOR 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 DON'T'S

✓ DO

Create a Safe Environment – Ensure physical, emotional, and psychological safety in all activities.

Be Inclusive – Adapt games for different abilities, backgrounds, and comfort levels.

Encourage Participation, Not Perfection – Focus on effort and engagement over skill.

Respect Boundaries – Allow participants to opt out if they feel uncomfortable.

Model Positive Behavior – Demonstrate respect, fairness, and enthusiasm.

Foster Reflection – Ask open-ended questions after activities to connect play to real-life lessons.

Be Flexible – Adjust activities based on the group's energy and mood.

Ensure Clear Instructions – Explain games step by step, check understanding, and provide

✗ DON'T

Force Participation – Encourage but never pressure youth into activities.

Allow Exclusion or Bullying – Step in if someone is left out or mistreated.

Overcomplicate Rules – Keep games simple and easy to understand.

Lose Control of the Group – Maintain structure and keep energy positive but manageable.

Forget to Debrief – Play should have meaning—discuss key takeaways afterward.

Dismiss Feelings – If a participant is upset, acknowledge their emotions and support them.

Use Negative Reinforcement – Instead of punishment, use positive encouragement and redirection.

Neglect Safety Measures – Always check the environment and rules to prevent injuries.

ACTIVITY OBSERVATION AND ASSESSMENT SHEET

ACTIVITY DETAILS		
Observer: Date: Place:	Leaders attending the activity: 1- 2- 3- 4-	
Participants: Number of participants present: Number of girls: Age:	Name of the game(s):	
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.

Discussion Questions

1. *During the session, what surprised you most about the similarities or differences you found with others? How does this relate to how you connect with people in your daily life?*
2. *When you took on a different persona, did it change how you thought or felt during the conversations? How can putting yourself in someone else's shoes help in real-life situations*
3. *Was it easy or difficult to express yourself as your persona? What does that tell you about how people communicate differently in real life?*
4. *How did it feel to interact with people who had very different 'personalities' or viewpoints? How can we apply that openness when meeting people from different backgrounds or opinions every day*
5. *What did this activity teach you about yourself – your communication style, your comfort zone, or how you relate to others?*

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?

Pros and Cons

OBJECTIVES

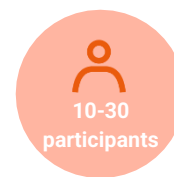
- Help participants identify and challenge misinformation on youth unemployment and media misinformation.
- Build persuasive communication.
- Foster teamwork to find solutions to current problems.



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.

Discussion Questions:

1. How did it feel to stand in the “agree” or “disagree” space. Was it easy to decide, or did you feel unsure at times?
2. When you were debating, did you find it hard to argue for a side you didn’t personally believe in? Why or why not?
3. Did hearing other people’s opinions make you rethink your own views? Can you give an example from your daily life when that happened?
4. How do you handle disagreements with friends or family outside of this session? Do you try to debate, compromise, or avoid conflict?
5. What skills from this activity (like listening, teamwork, or thinking quickly) do you think could help you in school or everyday situation?

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.



16 cones



2 foam balls



2 sets of jerseys
(2 colors)



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.

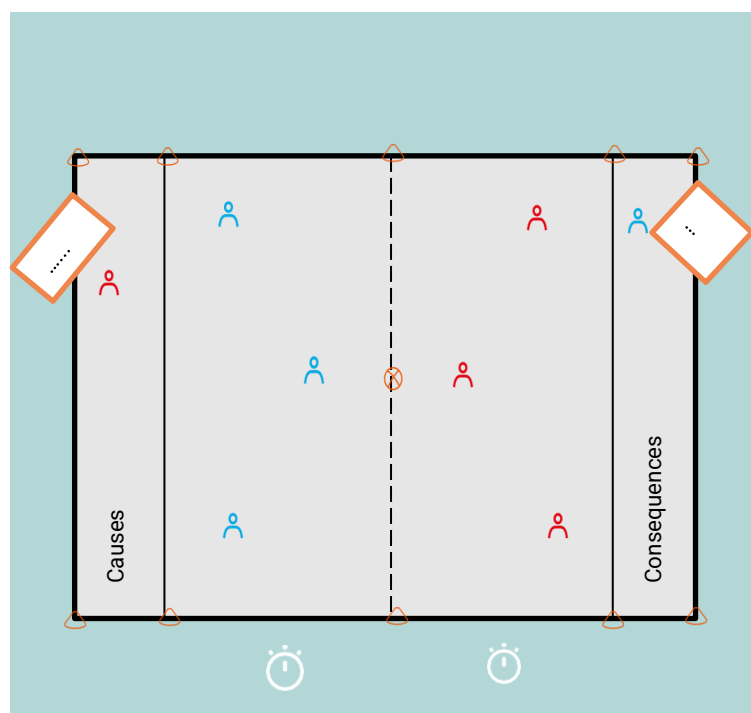
Match in two halves (2x7 minutes) :

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 succeed, they can place it in the problem tree.

If a "runner" is hit:

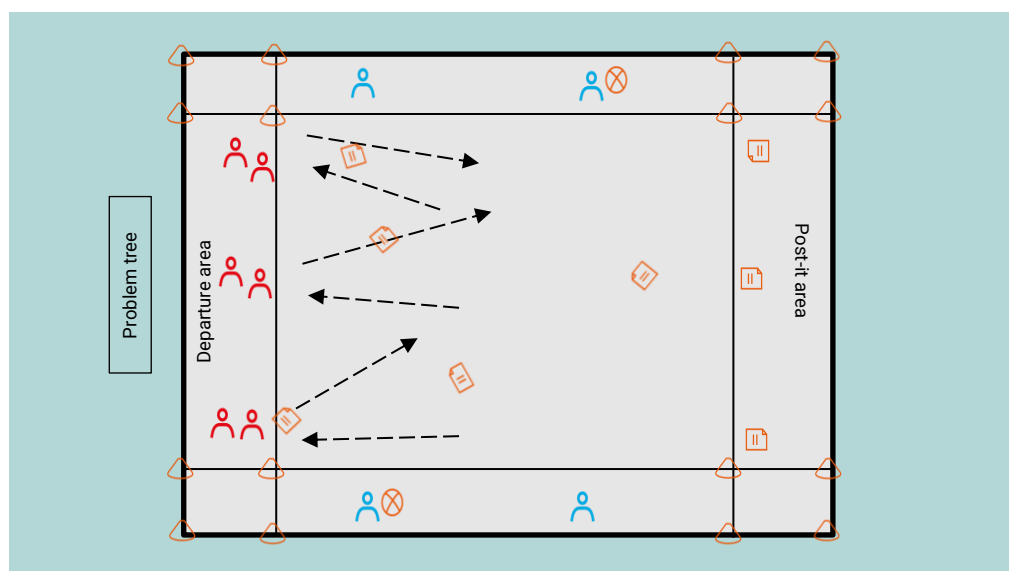
- On the way out: they must leave the field and return to the start.
- On the way back: they leave the *post-it* on the ground where they were hit, leaves the field and returns to the start. Other runners can decide whether or not to pick up a *post-it* left on the ground, or to go and get one in the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

10 min





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.

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.

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.

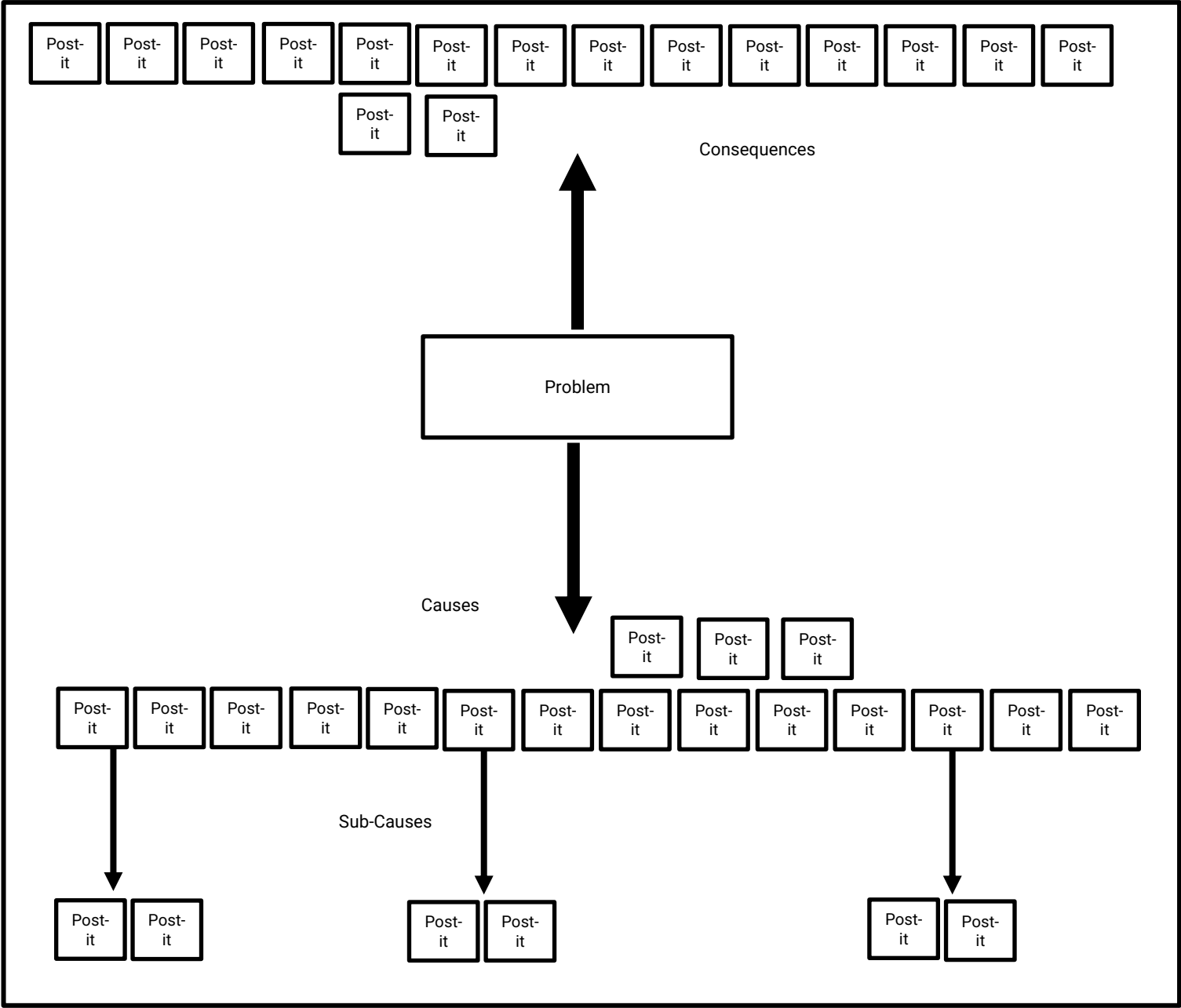
Some questions to guide:

- 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?

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.

To be reproduced on a board or large format sheet.



YOUTH UNEMPLOYMENT

CAUSES	CONSEQUENCES
Lack of skills , Lack of internships and practical skills Poor education	Leaving the country-migration
, no career orientation, Mismatch of education,	Crime involvement
High competition	Inflation
Lack of Job opportunities	Mental Health Issues
nepotism , corruption,	Decreasing Youth Skills
AI REPLACEMENT	Affecting Family Planning- low birth rate
Social Barriers and discrimination	Older Workforce

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

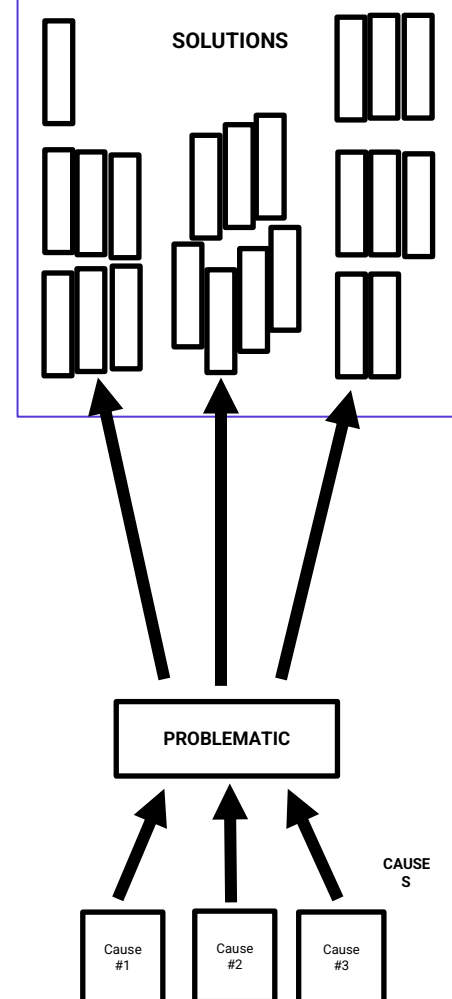
Solutions are identified, classified and prioritized.

MATERIALS REQUIRED FOR THE WORKSHOP

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

SOLUTION TREE MODEL

(to be reproduced on a large format sheet)



15x30 m



90-120 min



10-20 participants



ENERGIZER

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.

INSTRUCTIONS

ROUND 1

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.

ROUND 2

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.

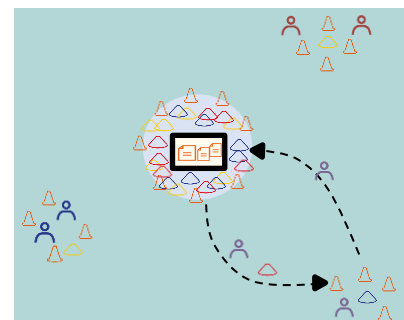


Diagram showing only the movement of the yellow team (for readability), but all teams play at the same time.

- 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.

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?

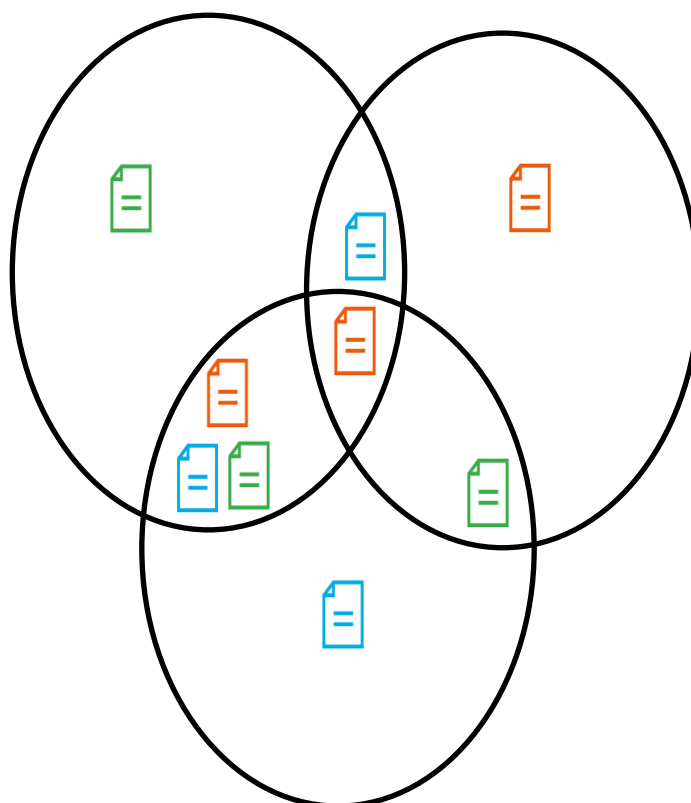
NEXT STEP

Participants will have the task of choosing THE solution around which they wish to build their project.

Sorting solutions

Problem/Cause 1

Problem/Cause 2



Problem/Cause 3

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.

SOLUTION TREE MODEL

(examples of causes and solutions)

SOLUTIONS

Better Laws

Ani-Discrimination Policies

Inclusive Activities

Inlusive education and curriculas

School to increase participation of different groups

Role Models

Career Guidance services in schools

Partnerships between schools and industries for internships

Align market needs and education curriculas

Promotion of VET Schools

Digitalization

Improve education and Trainings

Job Fairs and Career

Paied Internships

TED Talks

Specialized courses

Help Marganalized Youth Goups to create StartUps

Youth Unemployment

CAUSES

Discrimination

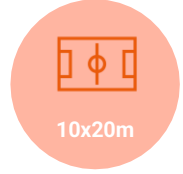
Mismatch of Education and market needs

Lack of Job Oppenings

CV Puzzle

MATERIALS

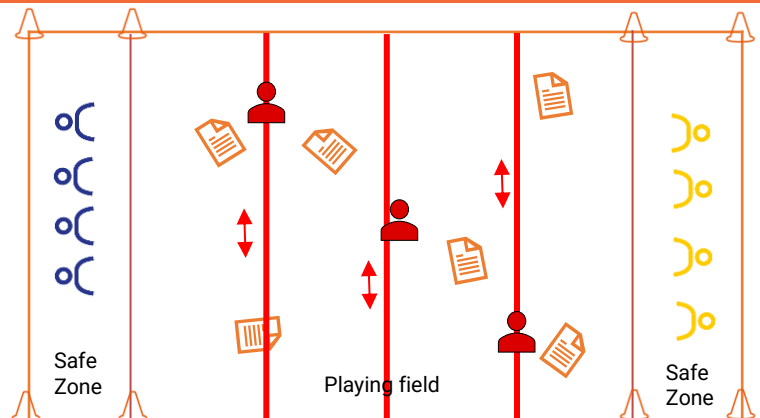
-  2 sets of jerseys
-  Puzzle pieces of 3 CVs (annex 2)
-  2 job profiles (annex 1)



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 job seekers. Choose three or more people who will play as "rejection letters" (not part of any team) who are confined to move only across the lines (red on the diagram).



AIM OF THE GAME:

For the job seekers: to create a CV fitting their given profile
For the rejection letters: tag all the job seekers

INSTRUCTIONS

Each job seeker team nominates a leader who will tell the other job seekers what to collect without showing them the profile.

Rejection letters try to stop the job seekers' mission by tagging them with one hand (tagging on the head and below the hips is forbidden and doesn't count): they can tag job seekers if they are in the playing field. If a rejection letter tags a job seeker, then the job seeker must drop the object and go to their start zone. A job seeker 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 rejection letters.
- Rejection letters can "hit" job seekers with soft objects or balls.
- For every tag, the job seeker must perform a "punishment".

DISCUSSION QUESTIONS

1. Before playing this game, how confident were you about creating your own CV? What do you already know about what makes a good CV?
2. During the game, what strategies helped your team decide which CV pieces to collect and which to leave behind?
3. How did it feel when the "rejection letters" tagged you? Do you think this reflects what job seekers sometimes experience in real life?
4. What parts of a CV do you think are the most important for employers, and why?
5. After this activity, what will you do differently or pay more attention to when creating your own CV?

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 | **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)

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
-

Elton Rexha

Email: Elton.Rexha@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
-

Gent Sadiku

Email: gent.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)

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
-

Buna Dauti

Email: buna.dauti@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
-

Besnik Shubi

Email: besnik.shubi@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
-

Driton Luka

Email: Driton.luka@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
-

Mark Cuni

Email: mark.cuni@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.

Education

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

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
-

Rita Buqa

Email: rita.buqa@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
-

Alban Zuka

Email: alban.zuka@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.

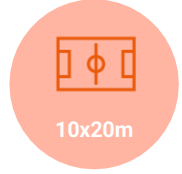
Skills

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

E-mail Puzzle

MATERIALS

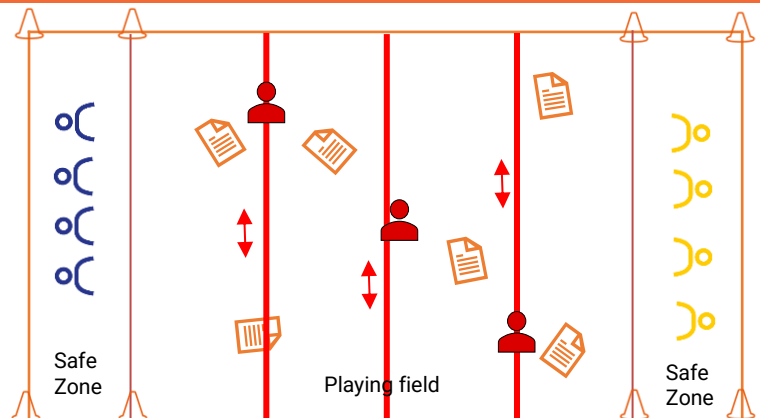
-  2 sets of jerseys
-  Puzzle pieces of 4 emails (annex 2)
-  2 email prompts (annex 1)



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 emails all over the field – include pieces which do not fit in either profile. Create two teams of senders. Choose three or more people who will play as *spam filters* (not part of any team) who are confined to move only across the lines (red on the diagram).



AIM OF THE GAME:

For the senders: to create an email fitting their given prompt
For the spam filters: tag all the senders

INSTRUCTIONS

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

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

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

VARIATIONS

- Increase or reduce the number of spam filters.
- Spam filters can "hit" senders with soft objects or balls.
- For every tag, the sender must perform a "punishment".

DISCUSSION QUESTIONS

1. Before this session, how confident did you feel about writing a formal or professional email? What do you already know about how to make an email clear and effective?
2. What strategies did your team use to decide which email pieces to collect and which ones didn't fit your given prompt?
3. How did it feel when the "spam filters" tried to stop you? Do you think this represents real challenges people face when trying to get their messages noticed or understood online?
4. What do you think makes an email look trustworthy instead of like spam?
5. After playing this game, what's one thing you'll pay more attention to the next time you write an email (for school, a job, or any formal situation)?

EMAIL PROMPTS

- | |
|---|
| 1. Apply for a Summer Internship at a company. |
| 2. Follow up after a job interview with a thank-you email. |
| 3. Request information about a university scholarship. |
| 4. Email a teacher/professor to request an extension on an assignment deadline. |
| 5. Ask a company for clarification about a job posting. |

PROMPT 1 – INTERNSHIP APPLICATION

-----CORRECT EMAIL-----

SUBJECT LINE: APPLICATION FOR SUMMER INTERNSHIP – [YOUR NAME]

•**GREETING:** DEAR [HIRING MANAGER’S NAME],

•**BODY (PART 1):** I AM WRITING TO APPLY FOR THE SUMMER INTERNSHIP

POSITION AT [COMPANY NAME].

•**BODY (PART 2):** PLEASE FIND MY CV ATTACHED. I AM EAGER TO

CONTRIBUTE MY SKILLS AND GAIN PROFESSIONAL EXPERIENCE.

•**CLOSING:** THANK YOU FOR YOUR TIME AND CONSIDERATION.

•**SIGNATURE:** BEST REGARDS, [YOUR NAME]

PROMPT 1 – INTERNSHIP APPLICATION

-----WRONG EMAIL-----

SUBJECT LINE: HEY, I NEED A JOB ASAP

GREETING: HI THERE,

BODY: CAN YOU GIVE ME AN INTERNSHIP? I REALLY NEED IT. -----

CLOSING: THANKS BRO

PROMPT 2 – FOLLOW-UP AFTER INTERVIEW

-----CORRECT EMAIL-----

•**SUBJECT LINE:** THANK YOU – INTERVIEW FOR [JOB TITLE]

•**GREETING:** DEAR [INTERVIEWER'S NAME],

•**BODY (PART 1):** THANK YOU FOR THE OPPORTUNITY TO INTERVIEW FOR THE
[JOB TITLE] POSITION.

•**BODY (PART 2):** I ENJOYED LEARNING MORE ABOUT YOUR TEAM AND AM
VERY EXCITED ABOUT THE POSSIBILITY OF JOINING [COMPANY NAME].

•**CLOSING:** I LOOK FORWARD TO HEARING FROM YOU.

•**SIGNATURE:** SINCERELY, [YOUR NAME]

PROMPT 2 – FOLLOW-UP AFTER INTERVIEW

-----WRONG EMAIL (not for cutting)-----

•**SUBJECT LINE:** WHEN WILL YOU HIRE ME???

•**GREETING:** HEY,

•**BODY:** JUST WONDERING IF I GOT THE JOB. PLEASE REPLY SOON.

•**CLOSING:** BYE

•**SIGNATURE:** [FIRST NAME ONLY]

PROMPT 3 – SCHOLARSHIP INFORMATION REQUEST

Correct Email

•**SUBJECT LINE:** INQUIRY ABOUT SCHOLARSHIP OPPORTUNITIES

•**GREETING:** DEAR ADMISSIONS OFFICE,

•**BODY (PART 1):** I AM INTERESTED IN APPLYING FOR THE [SCHOLARSHIP
NAME] AT [UNIVERSITY NAME].

•**BODY (PART 2):** COULD YOU PLEASE PROVIDE DETAILS ON ELIGIBILITY
CRITERIA AND THE APPLICATION PROCESS?

•**CLOSING:** THANK YOU FOR YOUR ASSISTANCE.

•**SIGNATURE:** BEST REGARDS, [YOUR NAME]

PROMPT 3 – SCHOLARSHIP INFORMATION REQUEST

-----Wrong Email -----

•**Subject line:** Money for school???

•**Greeting:** Hello,

•**Body:** I need a scholarship. Tell me how to get it.

•**Closing:** Waiting...

•**Signature:** [No name]

PROMPT 4 – ASSIGNMENT EXTENSION REQUEST

-----Correct Email-----

•**Subject line:** Request for Assignment Extension – [Course Name]

•**Greeting:** Dear Professor [Last Name],

•**Body (part 1):** I am requesting an extension for the assignment due on [date].

•**Body (part 2):** Unfortunately, due to [reason, e.g., illness], I need a few extra
days.

•**Closing:** Thank you for your understanding.

•**Signature:** Sincerely, [Your Name]

PROMPT 4 – ASSIGNMENT EXTENSION REQUEST

-----Wrong Email -----

•**Subject line:** Can't finish my work!!!

•**Greeting:** Hi prof,

•**Body:** I didn't do the homework, can I have more time?

•**Closing:** Thanks lol

•**Signature:** [Nickname only]

PROMPT 5 – CLARIFICATION ABOUT JOB POSTING

-----Correct Email-----

•**Subject line:** Clarification Regarding [Job Title] Posting

•**Greeting:** Dear HR Team,

•**Body (part 1):** I am very interested in the [Job Title] position listed on your website.

•**Body (part 2):** Could you please confirm the required qualifications and application deadline?

•**Closing:** I look forward to your response.

•**Signature:** Best regards, [Your Name]

PROMPT 5 – CLARIFICATION ABOUT JOB POSTING

-----Wrong Email-----

•**Subject line:** Is this job still open???

•**Greeting:** Hey guys,

•**Body:** I don't really get the ad. Can you tell me?

•**Closing:** Later

•**Signature:** [No name]

MATERIALS

3 sets of jerseys
50 Small Cones
11 Big Cones
2 ropes
6 Hula Hoops

Annexes

Main objectives :

- Identify unreliable or suspicious news/messages.
- Recognize phishing signs and practice safe-email behaviors.
- Match tasks to the correct office tools and follow proper steps.
- Apply these skills to real-life job search and workplace communication.



INSTRUCTIONS

Set Up

Three play areas, each measuring 10 × 5 meters, are set up as stations. Inside each station, clear instructions are provided. Every team will be assigned a starting station, but to complete the game they must go through all three stations. Between stations, teams must also complete the assigned obstacle challenges (e.g., moving from Station A to Station B).

Station A: **Media Reliability** – headline cards + 3 zones (Reliable / Unreliable / Unsure).

Station B: **Phishing & Security** – phishing samples, safe emails, password tiles + 2 zones ("Phish"/ "Safe").

Station C: **Station 3 – Office Tools Relay**: Match tasks with correct software, sequence steps + 4 zones (Word/ Excel/ PowerPoint/ Outlook).

INSTRUCTIONS

Form 3 different teams and ask them to choose one team leader.

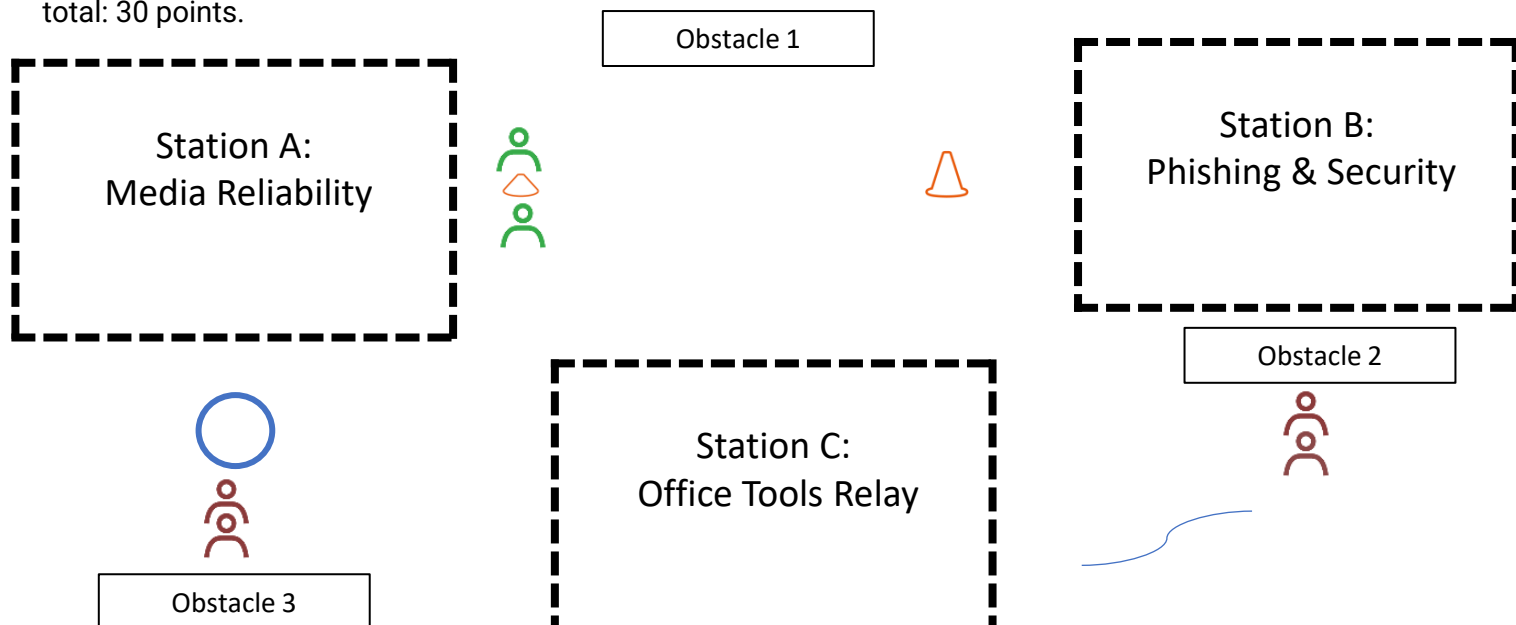
Once team leaders are selected:

- Explain their role and the game.
- **Hand each team leader the Instruction Card (Annex 1).**

Use the provided diagram as a reference to guide the correct layout of each relay.

Rules

- Remind all participants that only team leaders can give instructions how to play the game
- Only one runner per task at a time.
- Emphasize teamwork, communication, and listening.
- Scoring system: Each station: max 5 points (15 total). Obstacle Relay: 5 bonus points for each relay. Maximum total: 30 points.



INSTRUCTIONS For YOU as a Facilitator

1. Preparation Before the Game

- Make sure the field is set up with three marked stations (A, B, C) and the obstacle courses between them.
- Prepare all station materials (headline cards, phishing email samples, password tiles, task cards, step cards, etc.). (**Annex 2**)
- Assign clear zones and test obstacles in advance to ensure they are safe and functional.

2. Briefing the Team Leaders

- Once all three team leaders are selected, gather them together.
- Explain the game station by station (Media Reliability, Phishing & Security, Office Tools Relay).
- Walk them through the field layout and demonstrate each obstacle course so they clearly understand the flow, or explain station by station to the whole group as a variation.
- Remind them: Only team leaders can give instructions to their teams.
- Teams must move through stations in a rotation: Group 1 → A → B → C / Group 2 → B → C → A / Group 3 → C → A → B
- This ensures no group starts at the same place.

3. During the Game Station Monitoring & Scoring

- After each team completes a station, review their answers immediately and record their score. Have two leaders assigned beforehand to assist with scoring and verification.
- Reset the station (e.g., remove headline cards from zones, reorganize task cards) so it's ready for the next group.
- Flow Management: If a team arrives at a station that is still occupied, they must wait outside until the group finishes.
- Only the facilitator gives the signal when it is time for the next group to enter.
- Obstacles: Ensure each team completes their obstacle correctly before proceeding to the next station.
- Confirm with the team leader that rules are being respected (no cheating, correct sequence followed).

4. Key Reminders for Leaders & Teams

- This is not a race. The objective is to collect the most points through correct answers and teamwork, not to finish first.
- Emphasize: communication, fair play, and accuracy.
- Encourage leaders to keep their team motivated and ensure everyone participates.

5. After All Stations Are Completed

Each team will have gone through three stations and three obstacles.

Collect the final scores from each team.

Bring all groups together for the debrief and reflection circle (15 minutes):

Group Reflection (15–20 minutes)

After the game, gather all participants in a circle or sitting area. The purpose of this round is to reflect on what just happened, explore what participants learned, and help them connect the experience to real-life situations—especially around leadership, communication, and teamwork. Use the questions below to guide the discussion. The goal is not to "correct" participants, but to create space for insights, peer exchange, and group reflection.

General Questions

1. Which station did your team find the most challenging, and why?
2. How did teamwork help you complete the tasks?
3. What strategies did you use to agree on answers quickly?

Station 1: Media Reliability (Fake-News Sprint)

1. What signs helped you decide if a headline was reliable or unreliable?
2. How can you double-check information before sharing it?
3. What could happen if people share false or misleading news without checking?

Station 2: Phishing & Security (Password Gate + Phish-Fish)

1. What red flags did you notice in phishing emails?
2. What makes a password strong and safe?
3. How can you protect yourself if you're unsure whether an email is safe or not?

Station 3: Office Tools Relay (Software Shuffle)

1. How did you decide which tool (Word, Excel, PowerPoint, Email) fit each task?
2. Why is it important to know the correct steps when using these tools?
3. What can you do if you don't know how to use a specific tool?

Dear Team Facilitator,

This sheet is for you only. Inside, you will find: The correct answers for each station.
The scoring sheet to evaluate the teams.

Scoring system:

- 5 points** → All answers correct
- 4 points** → 2–3 mistakes
- 3 points** → 4–6 mistakes
- 2 points** → 7–8 mistakes
- 1 point** → More than 8 mistakes

Group 1 Station A: Obstacle A-B: Station B: Obstacle B-C: Station C: Obstacle C-A: Total:	Group 2 Station B: Obstacle B-C: Station C: Obstacle C-A: Station A: Obstacle A-B: Total:	Group 3 Station C: Obstacle C-A: Station A: Obstacle A-B: Station B: Obstacle B-C: Total:
--	--	--

Station A — Information Reliability (12 headline cards)

- "The Earth orbits around the Sun once every 365 days."* → Reliable
- "Eating chocolate cures COVID-19 instantly."* → Unreliable
- "A new local park will open in the city center next summer, says municipal office."* → Reliable
- "Aliens were spotted last night in the capital, photos go viral."* → Unreliable
- "WHO recommends regular handwashing to prevent the spread of disease."* → Reliable
- "Click here to win a free laptop — limited offer!"* → Unreliable
- "Research suggests bilingual children may develop stronger cognitive skills."* → Reliable
- "A celebrity said drinking olive oil makes you live 20 years longer."* → Unreliable
- "Weather forecast: heavy rain expected tomorrow in the region."* → Reliable
- "This product guarantees weight loss of 10 kg in one week."* → Unreliable
- "Some experts warn that AI might impact future job markets."* → Unsure / Need to Check
- "Local bus prices will double next month — heard from a friend."* → Unsure / Need to Check

Station B — Phishing & Security Phish-Fish Emails (6 cards)

- "Urgent: Your bank account is locked. Verify details here: [link]."* → PHISH
- "School newsletter: attached weekly schedule for parents."* → SAFE
- "You have won €1,000,000! Claim your prize now!"* → PHISH
- "Colleague sharing project files via company Google Drive."* → SAFE
- "Your delivery failed — pay €2.50 fee to reschedule."* → PHISH
- "Conference reminder: Here's the Zoom link for tomorrow's session."* → SAFE

Station C — Software Sorting (Word / Excel / PowerPoint / Outlook)

- Write a formal letter to a client. → Word
- Create a budget with automatic calculations. → Excel
- Design a slideshow for a team presentation. → PowerPoint
- Send an email invitation to a meeting. → Outlook
- Insert a table of contents in a long report. → Word
- Use formulas to calculate monthly expenses. → Excel
- Add animations to explain a process in a presentation. → PowerPoint
- Set an automatic "Out of Office" reply. → Outlook
- Check spelling and grammar in a school essay. → Word
- Make a bar chart to compare yearly sales. → Excel

GROUP 1

Dear Team Leader,

You are responsible for guiding your team through all 3 stations. Please read these instructions carefully and make sure your team follows them. Your role is to lead, instruct clearly, and ensure everyone follows the rules.

Station A — Media Reliability (Fake-News Sprint)

- There are three marked zones: Reliable, Unreliable, and Unsure / Need to Check. As the team leader, you will receive 12 headline cards (a mix of true, false, and misleading). Give the cards one by one to your team, and together they must decide which zone each card belongs to. Once all cards have been placed, call the facilitator to verify the answers before proceeding to the first obstacle.

Obstacle A → B: Cone Relay

Instructions: Split your team into pairs. Each pair must carry one cone at a time to the designated house (total of 20 cones).

Rules: Only one cone per pair can be carried at a time. The next pair can only start once the previous pair returns and gives a high-five to signal readiness. The team leader ensures everyone follows the rules and prevents cheating. **After Completion:** Once all cones have been delivered, show your station score to the facilitator before moving on to Station B.

Station B — Phishing & Security (Password Gate + Phish-Fish)

- There are two marked zones: "PHISH" or "SAFE". As the team leader, you will receive 6 email examples (a mix of "phish" and "safe"). Give the cards one by one to your team, and together they must decide which zone each email belongs to. Once all cards have been placed, you will give them a white paper for them build the strongest possible password (minimum 8 characters, mix of letters, numbers, symbols). Check the password for length, variety, and unpredictability, and call the facilitator to verify the answers before proceeding to the second obstacle.

Obstacle B → C — Zig-Zag Rope Jump

- **Instructions:** Team members must jump one by one in zig-zag over the ropes on the ground. Make sure each member completes the obstacle correctly before the next person starts. The team leader ensures everyone follows the rules. Once everyone finishes, show your station score to the facilitator before moving to Station 3.

Station C — Office Tools Relay (Software Shuffle)

- There are four marked zones: Word, Excel, PowerPoint, Outlook. As the team leader, you will receive 10 task card examples (a mix of Word, Excel, PowerPoint, Outlook, tasks). Give the cards one by one to your team, and together they must decide which zone each card belongs to. Once all cards have been placed call the facilitator to verify the answers before proceeding to the third obstacle.

Obstacle C → Finish — Hula Hoop Walk

- **Instructions:** Your team will receive 3 hoops. All team members must walk from start to finish while staying inside the hoops, leaving one hoop empty to rotate through the team. If anyone steps outside a hoop, the team must start over. Ensure rules are followed and no one cheats. Once the team finishes, wait for your total score from the facilitator.

Group 1: Station A-B-C

Station A: Media Reliability

Reliable

Unreliable

Unsure / Need to Check.



Obstacle 1

Station B: Phishing & Security

"PHISH"

"SAFE"

"Strong Password"



Obstacle 2



Obstacle 3



Station C: Office Tools Relay

Word

Excel

PowerPoint

Outlook



GROUP 2

Dear Team Leader,

You are responsible for guiding your team through all 3 stations. Please read these instructions carefully and make sure your team follows them. Your role is to lead, instruct clearly, and ensure everyone follows the rules.

Station B — Phishing & Security (Password Gate + Phish-Fish)

- There are two marked zones: "PHISH" or "SAFE". As the team leader, you will receive 6 email examples (a mix of "phish" and "safe"). Give the cards one by one to your team, and together they must decide which zone each email belongs to. Once all cards have been placed, you will give them a white paper for them build the strongest possible password (minimum 8 characters, mix of letters, numbers, symbols). Check the password for length, variety, and unpredictability, and call the facilitator to verify the answers before proceeding to the first obstacle for your team.

Obstacle B → C — Zig-Zag Rope Jump

- **Instructions:** Team members must jump one by one in zig-zag over the ropes on the ground. Make sure each member completes the obstacle correctly before the next person starts. The team leader ensures everyone follows the rules. Once everyone finishes, show your station score to the facilitator before moving to Station C.

Station C — Office Tools Relay (Software Shuffle)

- There are four marked zones: Word, Excel, PowerPoint, Outlook. As the team leader, you will receive 10 task card examples (a mix of Word, Excel, PowerPoint, Outlook, tasks). Give the cards one by one to your team, and together they must decide which zone each card belongs to. Once all cards have been placed call the facilitator to verify the answers before proceeding to the second obstacle.

Obstacle C → A — Hula Hoop Walk

- **Instructions:** Your team will receive 3 hoops. All team members must walk from start to finish while staying inside the hoops, leaving one hoop empty to rotate through the team. If anyone steps outside a hoop, the team must start over. Ensure rules are followed and no one cheats. Once the team finishes, wait for your scoring from the facilitator, then move to Station A.

Station A — Media Reliability (Fake-News Sprint)

- There are three marked zones: Reliable, Unreliable, and Unsure / Need to Check. As the team leader, you will receive 12 headline cards (a mix of true, false, and misleading). Give the cards one by one to your team, and together they must decide which zone each card belongs to. Once all cards have been placed, call the facilitator to verify the answers before proceeding to the obstacle.

Obstacle A → Finish : Cone Relay

Instructions: Split your team into pairs. Each pair must carry one cone at a time to the designated house (total of 20 cones).

Rules: Only one cone per pair can be carried at a time. The next pair can only start once the previous pair returns and gives a high-five to signal readiness. The team leader ensures everyone follows the rules and prevents cheating. **After Completion:** Once all cones have been delivered, wait for the facilitator to give you the score.

Group 2 starts B-C-A

Station A: Media Reliability

Reliable

Unreliable

Unsure / Need to Check.



Obstacle 1

Station B: Phishing & Security

"PHISH"

"SAFE"

"Strong Password"



Obstacle 2



Obstacle 3



Station C: Office Tools Relay

Word

Excel

PowerPoint

Outlook



GROUP 3

Dear Team Leader,

You are responsible for guiding your team through all 3 stations. Please read these instructions carefully and make sure your team follows them. Your role is to lead, instruct clearly, and ensure everyone follows the rules.

Station C — Office Tools Relay (Software Shuffle)

- There are four marked zones: Word, Excel, PowerPoint, Outlook. As the team leader, you will receive 10 task card examples (a mix of Word, Excel, PowerPoint, Outlook, tasks). Give the cards one by one to your team, and together they must decide which zone each card belongs to. Once all cards have been placed call the facilitator to verify the answers before proceeding to the first obstacle.

Obstacle C → A — Hula Hoop Walk

- Instructions:** Your team will receive 3 hoops. All team members must walk from start to finish while staying inside the hoops, leaving one hoop empty to rotate through the team. If anyone steps outside a hoop, the team must start over. Ensure rules are followed and no one cheats. Once the team finishes, wait for your scoring from the facilitator, then move to Station A.

Station A — Media Reliability (Fake-News Sprint)

- There are three marked zones: Reliable, Unreliable, and Unsure / Need to Check. As the team leader, you will receive 12 headline cards (a mix of true, false, and misleading). Give the cards one by one to your team, and together they must decide which zone each card belongs to. Once all cards have been placed, call the facilitator to verify the answers before proceeding to the next obstacle.

Obstacle A → B : Cone Relay

Instructions: Split your team into pairs. Each pair must carry one cone at a time to the designated house (total of 20 cones).

Rules: Only one cone per pair can be carried at a time. The next pair can only start once the previous pair returns and gives a high-five to signal readiness. The team leader ensures everyone follows the rules and prevents cheating. **After Completion:** Once all cones have been delivered, wait for the facilitator to give you the score.

Station B — Phishing & Security (Password Gate + Phish-Fish)

- There are two marked zones: "PHISH" or "SAFE". As the team leader, you will receive 6 email examples (a mix of "phish" and "safe"). Give the cards one by one to your team, and together they must decide which zone each email belongs to. Once all cards have been placed, you will give them a white paper for them build the strongest possible password (minimum 8 characters, mix of letters, numbers, symbols). Check the password for length, variety, and unpredictability, and call the facilitator to verify the answers before proceeding to the last obstacle for your team.

Obstacle B → Finish — Zig-Zag Rope Jump

- Instructions:** Team members must jump one by one in zig-zag over the ropes on the ground. Make sure each member completes the obstacle correctly before the next person starts. The team leader ensures everyone follows the rules. Once everyone finishes, wait for the facilitator to give you the final score..

Group 3 starts C-A- B

Station A: Media Reliability

Reliable
Unreliable
Unsure / Need to Check.



Obstacle 1



Station B: Phishing & Security

"PHISH"
"SAFE"
"Strong Password"



Obstacle 2



Obstacle 3

Station C: Office Tools Relay

Word
Excel
PowerPoint
Outlook



Station A Media Reliability
(Fake-News Sprint)



"The Earth orbits around the Sun once every 365 days."

"Eating chocolate cures COVID-19 instantly."

"A new local park will open in the city center next summer, says municipal office."

"Aliens were spotted last night in the capital, photos go viral."

"WHO recommends regular handwashing to prevent the spread of disease."

"Click here to win a free laptop — limited offer!"

"Research suggests bilingual children may develop stronger cognitive skills."

"A celebrity said drinking olive oil makes you live 20 years longer."

"Weather forecast: heavy rain expected tomorrow in the region."

"This product guarantees weight loss of 10 kg in one week."

"Some experts warn that AI might impact future job markets."

"Local bus prices will double next month — heard from a friend."

Station B – Phishing & Security



“Urgent: Your bank account is locked. Verify details here: [link].”

“School newsletter: attached weekly schedule for parents.”

“You have won €1,000,000! Claim your prize now!”

“Colleague sharing project files via company Google Drive.”

“Your delivery failed — pay €2.50 fee to reschedule.”

“Conference reminder: Here’s the Zoom link for tomorrow’s session.”

Password Gate
8 Characters (Letters, Numbers, Symbols)

Station C – Office Tools Relay



Write a formal letter to a client.

Create a budget with automatic calculations.

Design a slideshow for a team presentation.

Send an email invitation to a meeting.

Insert a table of contents in a long report.

Use formulas to calculate monthly expenses.

Add animations to explain a process in a presentation.

Set an automatic “Out of Office” reply

Check spelling and grammar in a school essay.

Make a bar chart to compare yearly sales.

Cut the pieces and place them just in front of the cones, as shown in Annex 1.



Reliable	Unreliable	Unsure / Need to Check
“PHISH”	“SAFE”	“Strong Password”
Word	Excel	PowerPoint
Outlook		



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