

YOUTH LEADERSHIP TRAINING COURSE



Co-funded by
the European Union

Project 2024-1-RO01-KA151-YOU-000217504

TABLE OF CONTENTS

01

**SANORINA VILLIGAERS
-BOARD GAME-**

02

**QUEST FOR UNITY
-ESCAPE GAME-**

03

**STCCHOOL OF LEADERSHIP
-STRATEGY GAME-**

04

**WHO IS THE KILLER
-MISTERY GAME-**



improvements
diversity, learning
design



SANORINA VILLAGERS

-BOARD GAME-

INTRO

Creators:

- Grigorescu Irina
- Neculaescu Ioana
- De Palma Sabrina
- El Aallaoui Noura
- Papadaki Ioanna

Time:

45-90 min

Target players:

Age of players: 10 + years old

Number of players: 2-5



INTRO

Learning Objectives

- interaction with people for enhances their communication skills;
- understand how to approach problems in a structured way and find effective solutions;
- teaches them how to negotiate and reach acceptable solutions.

Game objectives

- the purpose of the game is to win resources and with them to buy the bonuses which give the final points;
- the player with the most of resources is the winner.

Materials

1 board, 6 workers each player, 1 special worker, starting cards, dice, wood, stones, gold, corn, fish, tokens, bonus tiles





STORY

Here is our small village Sanorina. Welcome! We are facing difficulties because of a hurricane which passed through our place. We are unprotected people and we give our best to reset our place. We will give you the opportunity to help us. The one who will give us the most resources will be recognised as our leader. The competition will be hard, you will face a lot of challenges and you will be in the position to take rapidly decisions.

Rules

The game starts with the players taking three workers and the starting cards with the resources each card has. The starting cards are depicting the turn of the players. Each player plays by turns and on its turn can either place a worker into the board (specific spots) or to use the one-single worker. Each player can use up to 3 workers each turn. It's up to them if they want to use one, two or all of them. When they put a worker in a specific place on the game they receive the specific resource.



Rules

If a worker is placed in the spot with the woods they take 2 woods, in the spot with the stones they take 1 stone, in the spot with the gold they take one gold, in the spot with the corn they take two corns, in the spot with the workers they take one more worker, in the spot with the bonuses, they take bonuses (paying the specific number of resources), in the spot with the lake they have to pay three woods and they roll the dice, then they receive what the dice will show to them.

When a player places the worker on the specific spot they cannot take the worker at the same time. For taking their workers they have to wait for other players to put their workers in the same spot and to fill the remaining spots with workers. There is also the possibility for them to take their workers if they fill all the spots of a specific slot at the same turn with their own workers. The action of taking the workers back is taking place at the end of the turn. As soon as the spot of the specific slot is covered, the players can take their workers back.



Rules

One single worker is needed also for helping the players take their workers back. For example if a player has no workers on its hands can use in his/ her turn the one-single worker and put it on a spot where his/her workers are and he/she can take back his/her workers immediately. The one-single worker goes back out of the game for the next player to use it in the future. As soon as they have collected some resources, they can place a worker at the spots with the bonuses and buy some bonuses. The bonuses give them resources and points for the end of the game. When they buy the bonuses, they immediately take the resources and at the end of their turn, they also take their worker back. The points will be counted at the end of the game. Every three rounds the players have to feed their workers and each worker either needs 2 corn or 1 fish to be feeded.





Rules

If any player doesn't have the amount of food he needs to feed his/her workers then loses the specific number of workers he/she can't feed. Players can have more workers with the action of placing his/her workers in the spot with the workers. The more workers they have the more actions they can take and the more cost they have to pay (cause now they have to feed more workers). The end of the game is when they reach 10 points (they can decide what number of points they want to reach). They can take points from the bonuses and from the resources they have (gold 2 points, stone 1 point, wood 1 point). In terms of tie the winner is the one with the most gold resources.

DEBRING

- What was the strategy you followed during the game? What risks did you take?
- How did you communicate and collaborate? What leadership and strategic skills you developed?
- If you will play this game again would you follow the same strategy? Why or Why not?



QUEST FOR UNITY

– ESCAPE GAME –

INTRO



Creators:

Luca Pinna

Alžbeta Masrnová

Grigorianna Alexandrova

Time:

30–45 min

Materials needed:

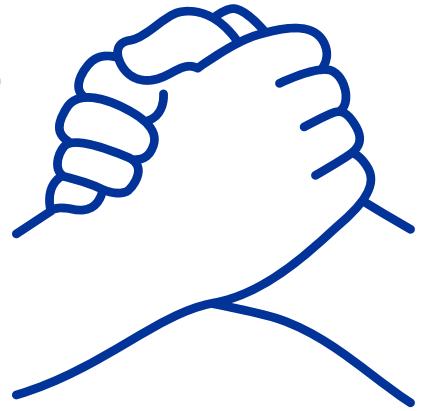
Papers, pens, tape, scissors, eye cover random objects available in the room used as obstacles, distractions and others incorporated in the game where the messages and keys are hidden.

Number of participants:

Number of player: 2 teams of 5/6 people each

Age: 13–16 years

OBJECTIVES OF THE ACTIVITY



- how to work in team under pressure
- how to help each other in the team
- how to collaborate with competitor so both sites can benefit from it





DESCRIPTION

Welcome to "The Quest for Unity"! Prepare yourselves for a thrilling adventure that will test not just your wits, but the very essence of your collaborative spirit!

You stand at the threshold of a mystical and challenging realm where only the strongest teams—those who truly understand the power of unity—can emerge victorious. Today, you will embark on a journey that transcends the ordinary, a journey where every decision, every action, and every word can spell the difference between freedom and entrapment.

The Challenge

You and your fellow adventurers will be divided into two teams of five. Each team will navigate through a series of intricate puzzles, cryptic codes, and mind-bending tasks, all designed to be solved through collaboration, mutual respect, and the diverse strengths each member brings to the table. The ultimate goal? To escape the labyrinth within 40 minutes!



The Challenge

Are you ready to step into the realm and prove the power of true teamwork? Gather your courage, rally your team, and let the quest for unity begin!

Remember, in the realm of life, the most important key is not a single mind, but the collective strength of many. Good luck, adventurers!



TASKS

Task 1

DECODE THE ANCIENT SCRIPT

Instructions for the Group:

- Combine your diverse knowledge to decode the ancient script.



TEAM 1: **.olphabot tho in ono socond tho is for sorching
oro you lottor Tho**

TEAM 2: **.olphabot tho in ono fourth tho is for sorching
oro you lottor Tho**

****Instructions for the Facilitator:****

- Provide the teams with the ancient script:s
- Ensure each team has the necessary materials (papers, pens, etc.) to decode the script.

Task 2

The Blind Navigator

Instructions for the Group:

1. Preparation:

- Select one team member to be the "**Blind Navigator.**" This person will be blindfolded and will rely solely on the verbal instructions from the rest of the team. The remaining team members will act as "Guides," providing clear and precise directions to the Blind Navigator.



TASKS

Task 2

2. Setting the Scene:

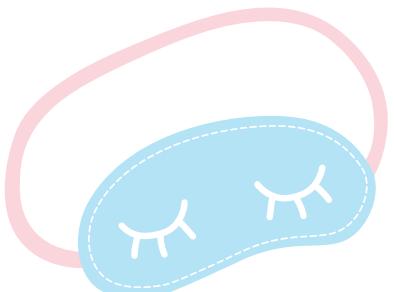
- The item you need to retrieve is placed in a specific location within the room, surrounded by obstacles (e.g., chairs, tables, ropes, or other objects).
- The Blind Navigator should be positioned at the starting point, which is marked clearly on the floor.

3. Rules for the Guides:

- Only verbal instructions are allowed. No physical contact with the Blind Navigator is permitted.
- Instructions should be clear, concise, and respectful.

****Instructions for the Facilitator**:**

- Set up the room with obstacles and place the item to be retrieved in a specific location.
- Provide a blindfold for the Blind Navigator.
- Ensure the starting point is clearly marked.
- Monitor the activity to ensure safety and provide encouragement as needed.



TASKS

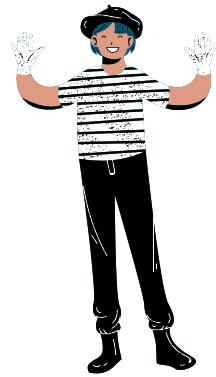
Taks 3

THE SILENT ACTOR

INSTRUCTIONS FOR THE GROUP:

1. **Preparation:**

- Select one team member to be the "Silent Actor." This person will perform the pantomime.
- The remaining team members will act as the "Guessers," trying to identify the word being pantomimed.



Instructions for the Facilitator:

- Privately inform the Silent Actor of the word they need to pantomime (e.g. "switch" and "numbers").
- Ensure the Guessers are positioned to have a clear view of the Silent Actor.
- Set a time limit for this challenge (e.g., 5 minutes) and provide a timer.



TASKS

Task 4



THE MAP QUEST

INSTRUCTIONS FOR THE GROUP:

1. **Preparation:**

– Provide both teams with one map. The map is divided into a grid of squares, each labeled with coordinates (e.g., A1, B2, C3, etc.).

2. **Setting the Scene:**

Instructions for the Facilitator:

– Explain that the map holds the key to progressing further in the escape game. The correct square must be identified based on the clues they have collected so far.



TASKS

Task 5

RETRIEVE THE KEYS



INSTRUCTIONS FOR THE GROUP:

- Each team will be led to an object in the room corresponding to the map square identified in the previous challenge.
- First coordinates will be wrong and lead to a puzzle which brings the message how important the cooperation is.
- Teams must use also clues from pantomime task and switch numbers. After that correct coordinates are established.
- Two keys will be attached to the objects according to switched coordinates. There is one key for each team, and the final box has two locks that can only be opened with both keys.

****Instructions for the Facilitator:****

- Place messages about cooperation and keys on the objects corresponding to the correct map squares.
- Ensure the final box with the two locks is ready and positioned at a designated spot.

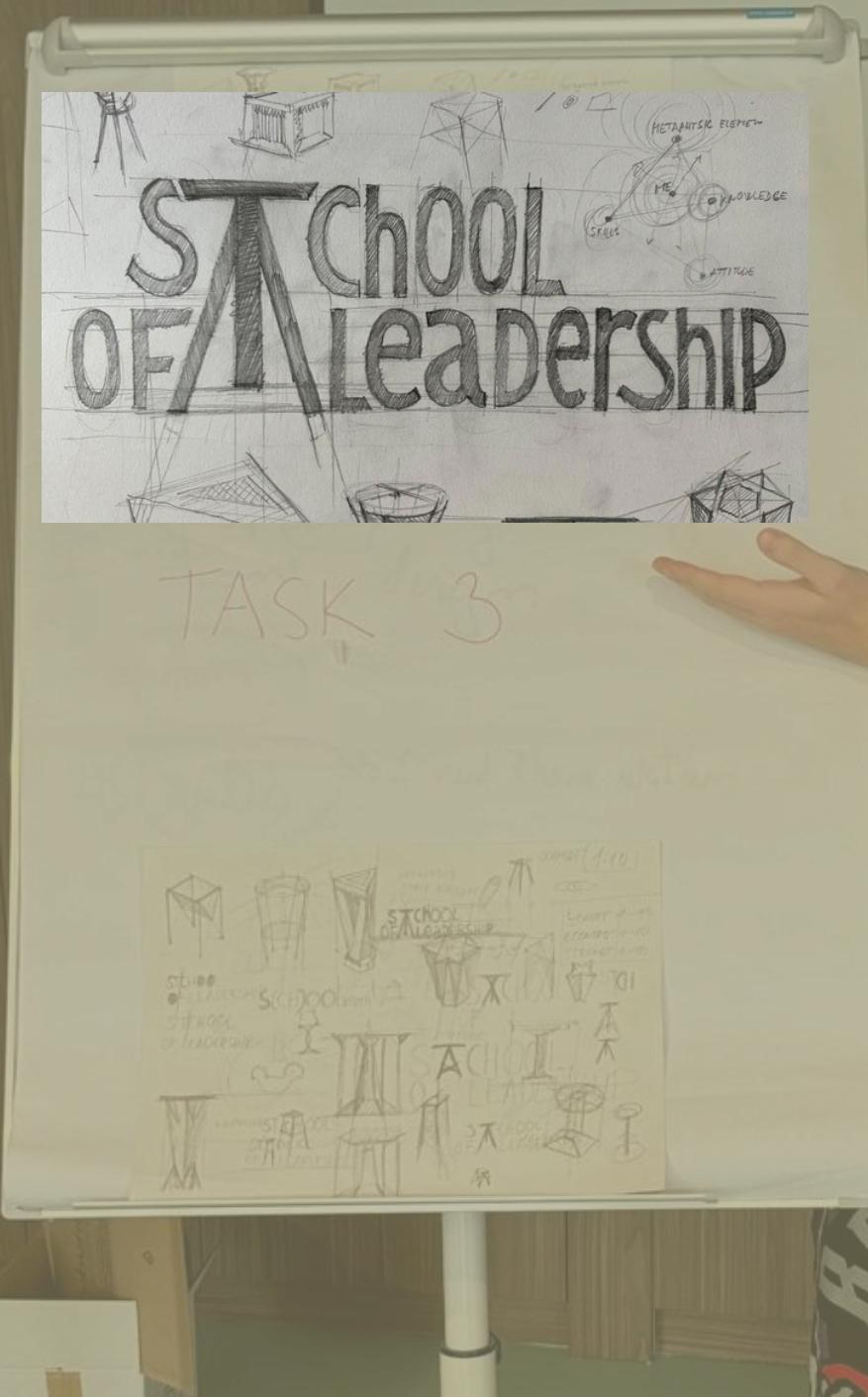
DEBRIEFING

Gather everyone in a circle.

Discuss their experiences during the activity:



- How was the game?
- Did you feel it did not make sense to discuss and collaborate with other team members? Do you think you have finished faster because you were not alone? Did you feel more powerful that you weren't alone? Explain.
- How did you feel about being with other people and together moving towards the same goal? Were you helping team members who had any problems? Did you feel that they helped you when you had problems/felt stuck on a task? When you were stuck and weren't sure what to do next, was there one person who decided where to go or did you discuss it as a group first and choose together?
- Did you feel that your ideas were listened to and heard? Were you listening carefully to others? Do you think is also important to listen in real life and if yes how?
- What was the most difficult/easiest part? About the difficult parts, how did you overcome it?
- How did you feel to work under pressure to finish on time?



STCHOOL OF LEADERSHIP -STRATEGY GAME-

INTRO

Creators:

Gabriela Mezeiova

Marco Rogai

Vit Votroubek

Kalin Buradzhiev

Time:

60 min

Materials:

1 working table, 3 sheets of white A4 paper, 5 sheets of colored A4 paper (various colors), 25 wooden sticks, 1 roll of paper tape, 1 roll of double-sided tape, 1 piece of A3-sized cardboard, paper glue, moment glue, scissors (at least 2 per team)

Number of participants:

Minimum of 3 groups, each with 3-6 players

DESCRIPTION

Group Formation:

- Minimum of 3 groups, each with 3-6 players.
- If there are more players, additional roles can be assigned as needed.

Roles:

- Architect: Leads the design phase, ensuring aesthetic quality.
- Builder: Oversees construction, focusing on structural strength.
- Economist: Manages and allocates resources efficiently.
- Quality Inspector: Ensures the stool meets the design and safety standards.
- Timekeeper: Monitors time for each phase, keeping the team on schedule.
- Presenter: Communicates the design and features to the evaluators.

Note: Teams can decide whether to follow these roles and what type of leadership style to apply.

Objective:

- Collaborate to build a stool capable of holding a glass of water, with a minimum height of 10 centimeters.

Phases of the game 2/3

Design and Building Phase

Design Phase:

- Use A4 paper and pencils to sketch the design.
- The design must be functional and aesthetically appealing.
- Incorporate aesthetics, strength, and efficiency.
- Note: While not mandatory, it is recommended to invest time in the design phase to facilitate 3D imagination and reduce material waste.

Building Phase:

- Construct the stool based on the design (if previously done) within the limited time.

Presentation Phase

Each team presents their stool to the facilitators and other groups. Each team nominates a speaker or presents as a group. Each team has 90 seconds to present (elevator speech).



Phases of the game 3/3

EVALUATION PHASE

The Object: Evaluation by facilitators or other teams (each team evaluates other teams stools, not their own).

CRITERIA:

Aesthetic Appeal:

- Poor – Lacks visual appeal and looks unfinished.
- Fair – Some aesthetic elements but not well-executed.
- Good – Visually appealing and well-crafted.
- Excellent – Exceptionally beautiful and artistically designed.

Resource Efficiency:

- Poor – Excessive resources used, significant waste.
- Fair – Somewhat efficient but with some wastage.
- Good – Efficient with minimal waste.
- Excellent – Very efficient with no noticeable waste.

Structural Strength:

- Poor – Collapses immediately upon placing the glass.
- Fair – Supports empty glass but collapses when water is added.
- Good – Supports glass partially filled with water but not completely full.
- Excellent – Supports glass completely filled with water without collapsing.

Phases of the game 1/3

The Presentation:

- Evaluated by facilitators or other groups on a scale from 1 to 4.
- Consider clarity, effectiveness of the speech, and time constraint.

Self-Evaluation of the Process:

Each team member completes an evaluation questionnaire with the following criteria:

- **Teamwork**
- **Involvement in Design Phase**
- **Involvement in Building Phase**
- **Comfort in the Process**

Rate each criterion on a scale from 1 to 4 individually, then harmonize answers (calculate the average).

Provide a common evaluation for each category.



EDUCATIONAL OBJECTIVES

- Learn to collaborate while building an object.
- Develop and strengthen skills in leadership, collaboration, teamwork, self-confidence, empathy, trust, respect, project management, conceptual thinking, craft skills, and 3D imagination.

DISCUSSION & CONCLUSION

Debriefing

- Discuss the process (planning, building, design).
- Reflect on role assignments, decision-making, leadership, and conflict management.



WHO IS THE KILLER?

-MISSION GAME-

INTRO

Creators:

Anastasia Giannonstou,
Marija Midovska Petkoska
Jesus Sobrino Colorado
Eva Liangi



Time:

60 min

Materials:

2 puzzles (one for each group), 2 eye masks, bomb board (you can draw it with different materials), clues cards, songs cards, riddles, storyline and list with suspects, weapons and locations (one for each team), pens.



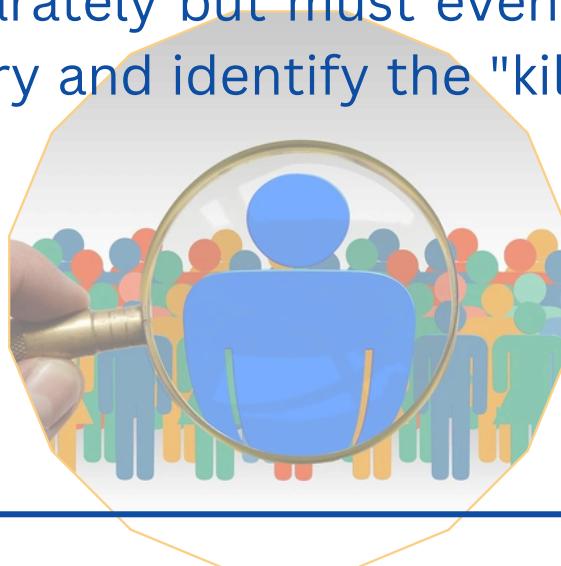
Number of participants:

Teams of 5-10 members

DESCRIPTION

The objective of the game is to enhance leadership skills (strategic thinking, team work, cooperation, negotiation, active listening) through interactive challenges.

Teams start separately but must eventually collaborate to solve a mystery and identify the "killer," weapon, and murder location.



SCENARIO:

Tomas was found dead under mysterious circumstances. The participant's task is to identify the killer. 4 suspects are linked to the crime, each with different motives. A list of possible murder weapons is provided. Various locations where the crime could have occurred are mentioned. There are 5 challenges that each team needs to complete. As teams complete each challenge, they receive clues to eliminate suspects, weapons, and locations, eventually identifying the correct combination. The team that will first finish each challenge will get a bonus clue.

The rules for each challenge are explained below.



START

CHALLENGES

CHALLENGE 1

SUPERMARKET LIST

Objective:

Complete the memory challenge to earn a clue about the location of the murder.

Rules:

- Participants sit in a circle within their team.
- The first player starts by saying their name and an item they bought from the supermarket that starts with the same letter as their name (e.g., "Alice bought apples").
- The next player repeats the previous items and adds their own (e.g., "Alice bought apples, and Ben bought bananas").
- Continue around the circle, adding new items while remembering the previous ones.
- If a player forgets an item or makes a mistake, they are out, and the circle continues without them.

Winning condition:

Successfully complete the challenge and receive a clue. The team that will finish first receives a bonus clue.

CHALLENGE 2

PUZZLE CHALLENGE

Objective:

Complete a puzzle while blindfolded to earn a clue about the killer.

Rules:

- One team member is blindfolded and must assemble the puzzle based on verbal instructions from their teammates.
- The team can describe the shape, color, and position of each piece but cannot touch the puzzle or guide the blindfolded player physically.



Winning condition:

Successfully complete the challenge and receive a clue. The team that will finish first receives a bonus clue.

CHALLENGE 3

DON'T STEP ON THE BOMB

Objective:

To cross the chessboard without stepping on any hidden bombs.



Rules:

- Start with each team attempting to cross the grid separately.
- As teams struggle, they should organically realize that sharing information about bomb locations will expedite success.
- They can move one square at a time either forward, backward, or sideways but not diagonally.
- If a participant steps on a bomb, they are "out," and another team member must attempt from the start.

Winning condition:

Successfully complete the challenge and receive a clue. The team that will finish first receives a bonus clue.

CHALLENGE 4

TRY TO CATCH ME

Objective:

Catch the opponent to earn a clue about the murder weapon.

Rules:

- Participants (both teams together) form a circle, holding hands or maintaining space between each other within their teams.
- Two players are chosen from each team to stand outside the circle.
- The players outside the circle attempt to tag each other by running around and through the circle.
- They must call out each person's name as they pass them and touch their back to proceed.
- The game continues until one player tags the other.
- After tagging, both players switch with other team members.

Winning condition:

Successfully complete the challenge and receive a clue. The team that will finish first receives a bonus bonus.

CHALLENGE 5

GUESS THE SONG

Objective:

To guess the song that one of the team member will be signing with dee.



Rules:

- One member of the team has to sing each of the songs provided using only “dee” sounds.
- The other participants have to guess the song.
- Each team has 2 minutes and can skip up to 3 songs.

Winning condition:

Successfully complete the challenge and receive a clue. The team that will finish first receives a riddle as bonus.



RIDDLES

Team 1: I'm tall when I'm young and short when I'm old. What am I? (a candle)

Team 2: What room will you never find in a ghost's house? (living room)

CLUES

Same for both teams

Clue 1: The murder did not happen in the park

Clue 2.1: 1 name among the 4 suspects who is not the killer

Clue 2.2: The murder did not occur in the elevator

Clue 3: The killer did not use the knife to kill Tomas

Clue 4: Poison was not used for murdering Tomas

Clue 5: The murder did not happen in the bathroom

DISCUSSION

- What skills did you develop or improve?
- What was difficult or easy?
- What is hard to understand the rules?
- How did you feel?
- What did you learn?
- How was the final approach? Did you try to cooperate with the other team?
- Were you comfortable playing the game?

AND

CONCLUSION

PROJECT PARTNERS



Be You
European
Youth Association



**SOCIAL
INCLUSION**



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein.

MORE ABOUT

<https://beyoueurope.eu/youth-leadership>



**Co-funded by
the European Union**