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ELDeM YOU

European Life Design Method for Youth



ELDeM YOU basic concept

A scientifically based concept for the target group-oriented use of the theoretical basis of Life Design in youth work



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Project partners:

- ibis acam Bildungs GmbH
- Consultoría de Innovación Social
- STICHTING DUTCH FOUNDATION OF INNOVATION WELFARE 2 WORK
- Life Design Lab

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1. The project

1.1 Project idea

With this project, we want to contribute to reducing the NEET rate in Europe by strengthening the employability of young people through an innovative, scientifically based and target group-oriented approach to life and career guidance. ELDeM YOU will be developed for young people and youth workers in the form of a guide and a freely available digital tool (e-learning), thereby strengthening youth work.

ELDeM YOU is developed in theory and practice in online co-creation workshops and a lot of expert work, translated into four other languages and publicly disseminated via multiplier events, creative, contemporary web and social media presences and EU platforms. In order to achieve innovative and target group-oriented results, all activities are carried out in a cooperative and participatory manner with the ongoing involvement of young people and youth workers and scientific participation.

Project results

EELDeM YOU approach and basic concept: Life Design adapted for use with the target group of young people with a special focus on NEETs

EELDeM YOU guide for youth workers: Handbook with information and methods for using ELDeM YOU with different sub-target groups.

Digital ELDeM tool: freely available e-learning with interactive applications, videos in 5 languages (e,de,es,nl,uk)

1.2 Project partners



KAOS Bildungsservice

KAOS has anchored Life Design in its vision. KAOS employees have been trained in Life Design for several years. The approach is being used more and more at the organizational level, e.g. through job rotation procedures, the introduction of flexible and individual working arrangements, etc. The first steps have also been taken in working with participants, e.g. in individual coaching for participants in various projects in the context of labor market policy and/or in counseling processes in the area of career guidance.



ibis acam Bildungs GmbH

ibis acam has been using the innovative Life Design method for years in the professional education. Trainers in various projects have experienced how successful the approach is and are convinced that everyone can use the methods to work on their individual vision. ibis acam wants to share its experience and know-how and has set itself the goal of introducing Life Design to a wider audience. Ibis acam is currently acting as a Life Design expert for the use of the method in the VET sector in several international projects and has already introduced Finnish trainers, for example, to the method.



Consultoría de Innovación Social

Consultoría de Innovación Social's main areas of activity are employability, gender equality and international cooperation. Their aim is to promote change in these areas by participating in innovative projects at national and international level, thereby also improving the exchange of best practices and learning from each other.



STICHTING DUTCH FOUNDATION OF INNOVATION WELFARE 2 WORK

The Dutch Foundation of Innovation Welfare 2 Work (DFW2W) is an independent, non-profit organization that supports professionals, SMEs and (young) citizens in the fields of education, employment, job matching & mobility, internships, etc.. The aim is to create partnerships, platforms and hubs for innovative best practices in their fields of expertise and to develop (digital) information for young citizens, professionals and SMEs on social innovation, integration, education, entrepreneurship and employment strategies, networking and the social map of the Netherlands, EU countries and other countries.

Life Design Lab

The Life Design Lab St. Gallen wants to bring life design into the world to make people (emotionally) healthier, to create more meaning for themselves and others and to bring more of themselves into their lives. As a lab, they also want to research life design and have already shown, among other things, that life design can promote the development of the so-called Psychological capital, consisting of self-efficacy, optimism, hope for the future and resilience.



2. Life Design - Theoretical basis

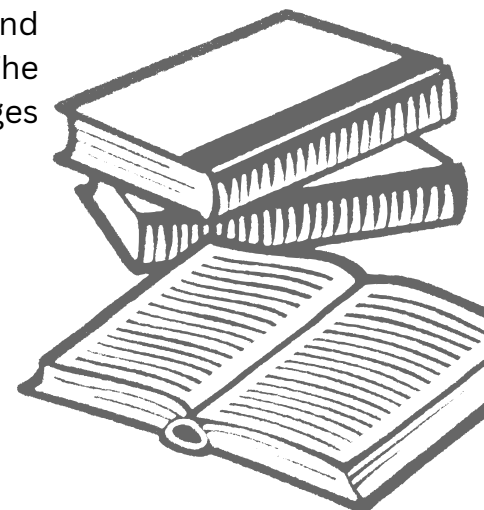
The theoretical approach to ELDeM YOU is based on the life design approach of Sebastian Kernbach and the Life Design Lab St. Gallen, whose work can be found in the two books "Life Design" and "Life Design Action book" was published. (<https://lifedesignlab.ch>)

The approach, which is scientifically based and inspired by experiences from numerous workshops with hundreds of participants and work with organizations (such as the United Nations, the International Red Cross, European Central Bank, etc.), uses design thinking to tackle the small and big challenges and visions in life. Design thinking has become very popular in recent years, with a focus on solving problems in organizations and in society.

Life Design is designed to help people innovate themselves, find their own voice and bring more of themselves into their lives. The core of the designthinking approach used here is to first find out what is behind the challenge or dream and then to iteratively develop a possible solution in small steps with low risk.

Design thinking is combined with the latest findings from **positive psychology** and the PERMA theory invented by Martin Seligman. Among other things, interventions related to empathy, character strengths and meaningfulness are used to better understand who we are and what drives us. In addition, behavioral economics and especially nudging is used to change one's behavior, especially when it comes to establishing new routines and habits.

Finally, the topic of knowledge visualization and visualizing our thoughts is central to this approach and a key area of research and practice at the Institute at the University of St. Gallen. The visualization of knowledge provides insights, motivates and engages the viewer and helps to build and maintain relationships.

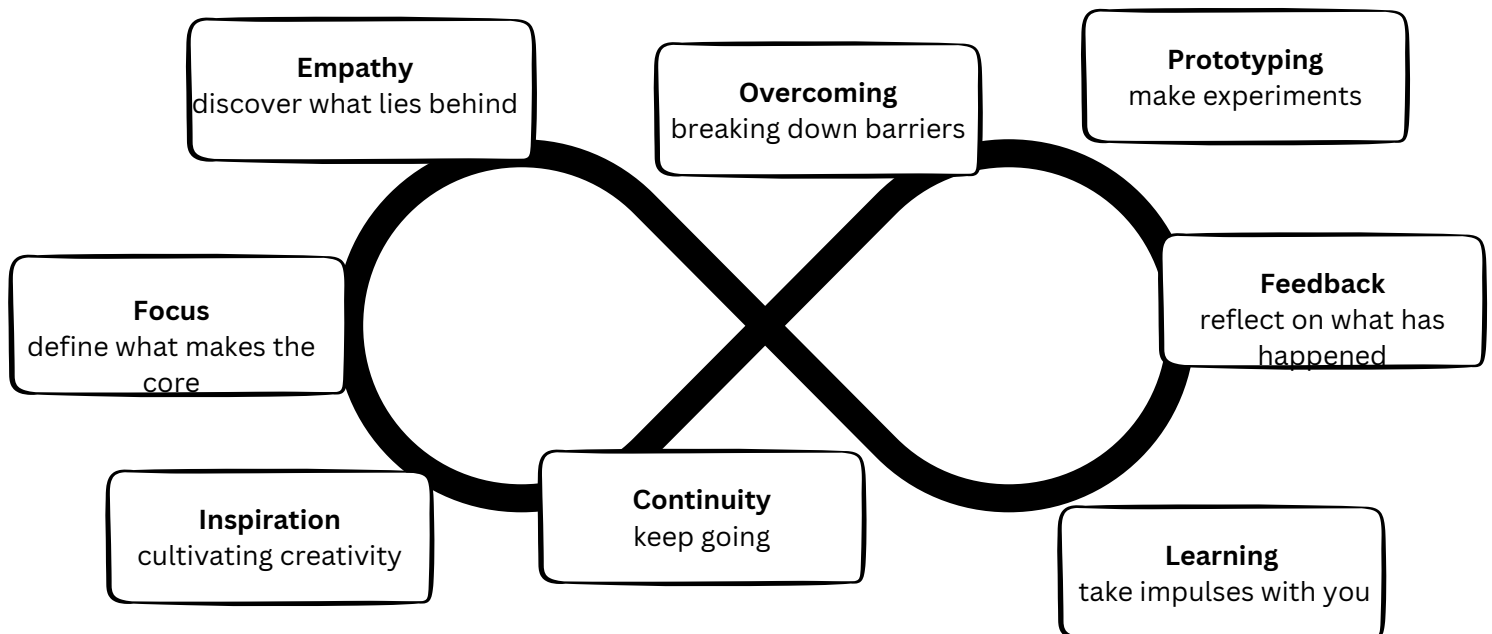


Life Design is based on the following principles:

- Curiosity and appreciation instead of rejection and skepticism
- Differentiated instead of dichotomous thinking
- Experiences instead of assumptions
- Low risk instead of heroic and drastic
- Act instead of think
- Growth-oriented attitude instead of fixed attitude
- Ongoing, continuous instead of one-off
- Life Design Team instead of solo project

The Life Loops Model

The Life Loops model summarizes and connects the eight most important phases of the life design process. This life loops model is represented graphically as follows:



Each loop corresponds to a learning cycle that supports and encourages our self-efficacy. The right-hand side is about putting initial ideas into practice in order to learn from them and enable further loops. There are two relevant gaps at the transitions between the left and right areas, which are also known in science as **Knowing-Doing-Gap**". This applies both to the moment when we want to implement ideas (in the model from left to right) and when we want to draw new conclusions from what we have learned for further ideas and keep at it (in the model back from left to right).

Life Designers:

- use empathy to discover what lies behind their challenges and visions
- find focus to define what is at the heart of their challenge or vision
- cultivate creativity to bring inspiration and new ideas into their lives
- overcoming barriers by having healthy inner dialogs
- do experiments that they implement with little risk
- listen to feedback in order to reflect on what has happened
- want to learn in order to take away new impulses
- keep the momentum going by continuing to develop small loops into large loops

In recent years, **ibis acam** has further developed Life Design as a training method for vocational training and adapted it to the needs of different target groups. The method, which is already being used in numerous training settings throughout Austria, is intended to help unleash people's creative potential and solve complex problems. Participants use Life Design to develop their personal vision, in which they formulate personal and professional goals and document them on the **LifeVision Boards**. Learning should be specific to the learning type, competence- and action-oriented and experienced as an inspiring process. Achievable learning goals are then derived from the vision, the participants learn which learning strategies suit them and how they can apply them in everyday life beyond the training sessions.

Principles of this target group-specific use of Life Design by ibis acam:

- Self-reflection: the first step is to understand yourself - who you are and what is important to you
- Problem definition: Identify the challenges you want to face: be creative - there is not just one "right" solution
- Prototyping and experimenting: Test your ideas in practice and adapt them based on your experience. This is a continuous process.
- Iterative learning: learn from your experiences and optimize your approaches
- Collaboration: Gain new perspectives by exchanging ideas with others. Surround yourself with people who can offer you new insights
- Conscious action: Make decisions that really suit you
- Flexibility: Be prepared to face uncertainty and change

2.1 Life design for young people

With ELDeM YOU, we want to develop an approach in our partner consortium that

is based on the theoretical approach and the principles of Life Designs of the Life Design Lab St. Gallen,

integrated the experience of ibis acam and KAOS Bildungsservice in the application of the method from the training in the area of vocational orientation and

to the requirements and challenges of the target groups considered in the next chapter.

In order to ensure the quality of the approach developed and to be able to adapt it to the target group as far as possible, the following measures and activities were carried out in the project consortium in the run-up to the work on the basic concept:

- Needs analysis based on experience with the target group
- Survey of the target group in ongoing projects and via networking partners
- Definition of the target group and sub-target groups in the project consortium in the planning phase of the project
- Desk research on the target group and sub-target groups
- Further training for project staff on Life Design
- Introduction to Life Design in the form of a workshop with Sebastian Kernbach, including a discussion on adapting the approach for the primary and secondary target groups
- Analysis of the country-specific challenges of the sub-target groups and discussion on the selection of relevant sub-target groups in an online co-creation workshop
- Collection of numerous Life Design methods from literature, workshops and prepared seminar documents
- Practical testing and evaluation of individual methods with regard to their applicability for the target group

These measures have enabled us to develop an approach tailored to the needs of the target groups. By incorporating practical experience, surveying the target group and analysing country-specific challenges, we were able to identify relevant sub-target groups. In the course of working on the basic concept and, above all, in the practical testing of individual methods, we were able to further sharpen our understanding of Life Design and thus ensure that these can actually be used in our work with young people.

The scientific evaluation of the basic concept for ELDeM YOU by the Life Design Lab St. Gallen is a further quality feature and ensures that the theoretical foundation forms a solid basis for further project activities.

3. Target Group

Our two target groups consist of young Europeans in transition from school to work (primary target group) and the youth workers who support and accompany them (secondary target group).

The primary target group is all young people who are in the process of orientation and/or decision-making. The focus of the primary target group is on the following sub-target groups:

- Young people in transition between school and work
- NEETs
- Young people with low educational qualifications and early school leavers
- Young people with a migration and refugee background, especially young people with Ukrainian citizenship who live as displaced persons in other European countries and are supported in their orientation by youth facilities in these countries

The focus is on NEETs, whereby we primarily want to address the following subgroups (according to Eurostat categorization 2012):

“Classic unemployment”

“Disconnected” NEETs

“Possibility seeker”

Structurally disadvantaged young people can be reached via youth work organizations. This also results in the integration of a second, "secondary" target group into this project. We summarize the secondary target group under the term "youth workers". By this we mean all persons who work with the young target group in the context of youth work and youth social work. This term includes social workers, coaches, supervisors, counsellors, trainers, youth workers, educators and all persons who work with young people in this context through non-formal education organizations.

In the following section, we define eight sub-target groups that are the focus of the work of the individual partner organizations and their network partners and can therefore also be reached as test subjects and for feedback during the development phase of ELDeM YOU. The challenges, access to the target group and the objectives of ELDeM YOU for this specific target group are presented as examples.

3.1 Young people between the ages of 15 and 19 in transition between school and work (in Austria)

Challenges / needs

KAOS Bildungsservice's many years of experience in working with the target group show that young people aged 15-19 are often particularly insecure and need support and guidance. They receive a lot of information in everyday life, especially via digital channels, and have to choose from a wide range of options. Young people from the target group are often disoriented, know too little about their strengths and resources and are not aware of what (career) opportunities they have. They often only know the standard professions and are also unable to assess what suits them best.

At school, young people only receive very limited support with career guidance and in their family environment they are often influenced from outside without having the opportunity to reflect on their own decisions. Youth facilities and youth work projects have the direct opportunity to support young people without bias and to encourage them in their own ideas and wishes. On the one hand, young people from the target group need support to broaden their perspectives, to think outside the box and to be given concrete opportunities to develop their interests and goals. On the other hand, they need structure and orientation and support in implementing their ideas. In our opinion and experience, it is very valuable for young people to have the opportunity to try things out and experience them for themselves rather than just reading about them.

Access to the target group

KAOS Bildungsservice has been working for years with young people between the ages of 15 and 19 in projects such as the LEA production school and the ESF-funded VERA project and accompanies them on their path into working life. In the apprenticeship completion project project, we support representatives of the target group in preparing for their final apprenticeship exam. KAOS reaches this sub-target group and the secondary target group both directly in its training courses and through a broad network of partner organizations, organizations that work with the target group, above all "Jugendcoaching". Young people in Austria are subject to "compulsory education until 18" and each person from the target group is assigned a youth coach who supports them in an advisory capacity.

Objectives / impact of ELDeM YOU on the target group

Life Design, and therefore also ELDeM YOU is based on elements of positive psychology and is geared towards people's resources. It always has an empowering, strengthening and positive effect - regardless of which method is used and how much someone responds to the method. In our experience of working with young people, this is very different from what they usually experience at school, at work or at home, where the focus is often on their deficits and their opportunities are limited from the outside. Initial experiences with the Life Design method in working with young people show clear positive effects

3.2 NEETS (in Austria)

Challenges / needs

According to Eurostat data from 2022, the NEET rate in Austria was around 9.1% of 15 to 29-year-olds. In the European Union (EU) as a whole, there were around 11.7% NEETs, with the NEET rate varying greatly depending on the country and region; in Spain, the NEET rate is around 12.7%, in the Netherlands 4.2%*.

The COVID-19 pandemic and the associated economic restrictions have contributed to an increase in the NEET rate in recent years, due to the loss of jobs and barriers to education and training for young people. The high number of NEETs has cost European economies an estimated 142 billion euros per year (2015) in social benefits, lost revenue and taxes.** Young people are also suffering more from the loss of their jobs and uncertainty about their professional and financial future. The impact of the pandemic on education also affects young people's opportunities to acquire human capital. The interruption of schooling can hinder skills training and increase inequalities between the most privileged and the most vulnerable. The challenges faced by NEETs are diverse and include lack of qualifications, lack of work experience, social isolation and mental health issues; in addition, financial difficulties and lack of support from family and friends can further complicate the situation. The need for support services for NEETs is therefore high. In addition to measures for vocational qualification and further training, mentoring programs, psychosocial care and financial support, support and advice from reference persons such as youth coaches and youth workers is of great importance.

*(<https://de.statista.com/statistik/daten/studie/1406536/umfrage/nichterwerbstaetige-junge-erwachsene-neet-in-der-eu/>)

**(<https://www.eurofound.europa.eu/en/topic/neets>)

Access to the target group

KAOS Bildungsservice has many years of experience with the NEET target group. Reaching this target group is a major challenge and experience has shown that this can best be achieved through mobile counseling services, peer-to-peer support and guidance and various online services. The relationship between the youth workers and the young people is central to achieving the goal. KAOS has already tested all of these tools for achieving the goal for several years and can fall back on them at any time to involve the target group.

Objectives / impact of ELDeM YOU on the target group

Support and counselling for NEETs should aim to boost their motivation and self-confidence, identify strengths and resources, define goals, expand social skills and encourage them to take action and take the first steps towards integration into education and/or the labour market.

3.3 Young people who have fled Ukraine (in Austria)

Challenges/needs

In January 2024, the total number of refugees from Ukraine registered in Europe is around 5.9 million, a large proportion of whom are children, young people and women under the age of 40. *

Young people who find themselves in this particular life situation face a variety of challenges in their current countries of residence. Despite having completed school and/or vocational training, many of them are currently unable to participate in working life due to a lack of language skills and/or recognition of their qualifications. In addition, there are psychosocial burdens resulting from their experiences as refugees and their current living situation. Legal and administrative burdens, prejudice and discrimination, lack of access to education and training and uncertain future prospects are further challenges that young people from Ukraine have to deal with. Based on the experience gained from working with the target group, the most important needs are language lessons, cultural orientation, psychosocial support, access to education and training as well as support with professional integration and orientation.

*(<https://de.statista.com/statistik/daten/studie/1293762/umfrage/anzahl-der-kriegsfluechtlinge-aus-der-ukraine/> und [unhcr.org/refugee-statistics/](https://www.unhcr.org/refugee-statistics/)).

Access to the target group

Ibis acam has been working with young people who have fled to Austria from Ukraine since 2022 with the aim of successfully integrating them into the Austrian labor market. In this project, which around 200 people complete each year, the young people are already being supported in their career orientation with methods for shaping their lives. Initial experiences have been very positive, and the development of a method in Ukrainian is a major step forward and will make it much easier to use.

Objectives / impact of ELDeM YOU on the target group

Initiatives that focus on mental health and well-being and are rooted in positive psychology can help young refugees overcome challenges and maintain a sense of identity in their new environment. Programs that promote intercultural creative problem solving contribute to personal development and intercultural understanding. Life Design has the potential to link these two areas and combine them with the goal of successful work integration of young people. Refugees from Ukraine have free access to the Austrian labor market due to their special legal status compared to many other people with a refugee background. The fastest possible integration into the training and labor market should be the top priority. In order to quickly improve the current living situation and motivating and positive future prospects (regardless of the length of stay in the current destination country), investments should be made in the quality of the counseling process - the digital, freely accessible tool ELDeM YOU in Ukrainian should make a significant contribution to this

3.4 Young people with a migration background (in Austria)

Challenges/needs

In Austria, around a quarter of the population has a migrant background. For young people with a migrant background in Austria, the paths to social integration and to the education and labor market are often fraught with challenges. These include language barriers, difficulties in the education and labor market and social hurdles. The clear preference for the language of origin at home compared to German in the social environment exacerbates the language barriers. More than half of young migrants speak only their language of origin at home, while German is increasingly spoken among friends. A quarter have no more than a compulsory school leaving certificate, whereby there is a clear correlation between the educational level of parents and children. Educational opportunities are often predetermined by social background, and the recognition of foreign educational qualifications represents a further hurdle. In addition, insufficient German language skills and discrimination on the labor market make it difficult to find a job. Of the 1.1 million pupils in Austria, around 28.6% are young people with a migrant background. 105,000 belong to the first generation of immigrants, 209,000 to the second. Although young people with a migrant background stay in school longer, they have a lower success rate and are more likely to have a downward career trajectory. Migrants are twice as likely to work in blue-collar jobs as natives. Discrimination based on their origin is a key problem for many, as are difficulties in finding work and job dissatisfaction.

Access to the target group

Ilbis acam has many years of experience with the target group. In numerous projects, they have accompanied people with a migration background on their professional and personal path and are currently supporting several thousand people from the target group throughout Austria. In German as a foreign or second language (DaF/DaZ) programs, they are supported in learning the German language and in the application process, in a "StartUp Your Life" program in developing new professional goals and with innovative ways to develop and utilize cutting-edge skills (future skills) for the labor market. In the "IQ" project, the aim is to enable entry into apprenticeship training, in the ÜBA, young people are supported in career orientation and vocational preparation through internships, individual coaching and inter-company apprenticeship training. Ilbis acam is therefore familiar with the specific needs of the target group and knows which measures are important to provide them with the best possible support.

Objectives / impact of ELDeM YOU on the target group

ELDeM YOU focuses on promoting self-confidence and supporting personal and professional development. It differs from traditional approaches through a positive approach that emphasizes the strengths and resources of the participants in order to help them overcome social barriers. Young people with a migrant background are supported in developing self-motivation and social skills, identifying their own strengths and setting specific goals, motivating them to actively work on their educational and professional integration. ELDeM YOU promotes their personal growth and intercultural understanding through customized measures, encourages social engagement and the pursuit of meaningful activities to establish a purposeful life pattern.

3.5 Young people from structurally weak rural regions (in Spain)

Challenges/needs

The challenges faced by the target group in the region include limited employment opportunities, particularly in agriculture and tourism, where employment is seasonal and not highly skilled. In addition, there are few attractive opportunities for young people with a low level of education in the region. These challenges are similar to those faced by young people in other southern European countries with similar labor market structures. In order to improve the life situation of the target group, we see a need for professional advice, inspiration through positive role models, activation for a self-determined job search, networking and communication skills, positive thinking, practical experience and income independence.

Access to the target group

In order to reach the target group, the organization is in direct contact with volunteers and participants as part of its training courses. The target group is reached through advertising on social media channels and through cooperation with other organizations working in this field. The target group is actively involved in the project through trial work, feedback rounds, practical success stories, training courses and participation in job fairs. The secondary target group, which in the region consists mainly of youth workers in private organizations, social workers in municipal social services, teachers responsible for career guidance measures, employees of employment offices (Servicio Andaluz de Empleo) or employment-related services, is reached through the good existing network in the region. The aim is to support this target group in improving their guidance skills and reducing frustration among young people.

Objectives / impact of ELDeM YOU on the target group

The method can help the target group gain a broader perspective of possibilities that differ from what they see from the role models around them. This is of great importance in a rapidly changing world. ELDeM YOU can help to break down the big structural problem into smaller individual steps to improve the situation of the participants. The target group is encouraged to take responsibility for not getting stuck in their situation and waiting for the (perfect) job opportunity, but to look for ways to get where they want to go.

3.6 Young people with mental health problems and illnesses (in the Netherlands)

Challenges/needs

The Eurofound survey "Living, Working and COVID-19", which was conducted in three rounds in April and July 2020 and March 2021, showed that young people are struggling with the crisis situation in the wake of the pandemic. The mental well-being of young people in the EU is worrying, particularly in terms of feelings of loneliness and depression, with young people suffering more from the effects of the pandemic and the decline in social interactions than the older population*

*(<https://www.eurofound.europa.eu/en/publications/2021/living-working-and-covid-19-update-april-2021-mental-health-and-trust-decline>)

Access to the target group

In the Netherlands, various programs attempt to reach the target group and establish a connection with them. Large cities such as Rotterdam and Amsterdam are trying to reach them with "wijkteams" (neighborhood teams) to help vulnerable and young people in difficult situations with multiple problems (mental health problems, no qualifications, debt, homelessness, etc.). W2W has close links with stakeholders who work directly with the target group; with many municipalities (Rijswijk, The Hague, Rotterdam, Amsterdam and Pijnacker-Nootdorp) and many employment offices and Leiden University. W2W offers workshops there and works in the field of youth work in collaboration with other stakeholders. The sub-target group is mainly reached via the Rotterdam Youth Center, which is heavily involved with the target group. The youth workers of the Wijk teams and the psychosocial workers of the youth center play a key role here.

Objectives / impact of ELDeM YOU on the target group

ELDeM YOU is an approach that focuses on the positive things in life. Young people should get to know themselves better, they can recognize what is good for them, where their sources of strength lie and what resources are available to them. By defining small and larger goals, they can find new motivation for everyday life. ELDeM YOU can be used as a preventative and supportive measure in the psychosocial care of young people in both individual and group settings.

3.7 Young people in a phase of great demotivation and disorientation (in the Netherlands)

Challenges/needs

In the Netherlands, young people suffer from a lack of motivation and job opportunities, especially when it comes to the target group we are talking about. Although the Netherlands has a low unemployment rate (3.5%), the difference between the employment rate of young people (7.8%) is notorious. Of young people aged between 15 and 25 in the Netherlands, 4% were not in education or employment in 2017. The proportion of these NEETs has been fairly stable for ten years and is the lowest of all countries in the European Union.*

*(https://www.steunpuntwerk.be/files/publications/OW/OW_2018_2/overwerk_2018_2_15.pdf)

Access to the target group

Access to the target group is provided via the large network of CIS, which includes various youth organizations, municipalities and employment offices, as well as through the youth workers of the "wijkteams" and the youth work group and through workshops with youth workers.

Objectives / impact of ELDeM YOU on the target group

ELDeM YOU aims to help young people from the target group to actively shape their lives. The basis for this is an individual and personal examination of their visions and goals. Life Design gives young people the tools they need to integrate their visions and goals into their lives and find a suitable job.

3.8 NEETs (in Spain)

Challenges/needs

In Spain, the number of NEETS is 19.9%, which is the second highest rate in the EU. The OECD distinguishes between young people who are unemployed but actively looking for work and those who are inactive, i.e. neither in education nor looking for work. In Spain, the latter make up 46% of all NEETs. There is also a difference between the sexes: 50.1% of NEET women are inactive, while 42.7% of NEET men are unemployed. NEETs can be people who have dropped out of university early and have neither qualifications nor experience, but also university graduates with various qualifications who have unsuccessfully searched for a job.

Main reasons for the relatively high NEET rate in several regions of Spain (according to several publications):

- Early school leaving
- Imbalance between the supply of jobs and the level of education
- Precarious employment, fixed-term contracts: especially for young people, the offers are often not attractive (enough), many, especially well-educated young people prefer to stay at home and "wait" for the right job, many are financially dependent on the parental home

Access to the target group

The target group is reached through direct contact with volunteers and participants from CIS training courses. In addition, the project is advertised via various social media channels to raise awareness of the project among the target group. Close networking with other organizations, associations and other institutions active in youth work enables the project to quickly become known in the project scene and allows us to reach the target group (e.g. employment agencies, associations in the region that work with young people, social services in the municipalities, etc.).

Objectives / impact of ELDeM YOU on the target group

ELDeM YOU can help to develop solutions with young people that are tailored to the personal needs in a particular region, which national programs cannot do. The importance of tailored, region-specific measures that respond to the particular circumstances of the different autonomous communities is also highlighted in the report "NEETS in rural Spanish areas". Through ELDeM YOU, young people develop a broader perspective of personal and professional opportunities. The young people are encouraged to take responsibility for changing their situation and not wait for things to change on their own. ELDeM YOU supports the young people in developing and implementing individual solutions. The young people are motivated to leave their own comfort zone and actively take control of their lives.

4. Collection of methods

4.1 Empathy phase

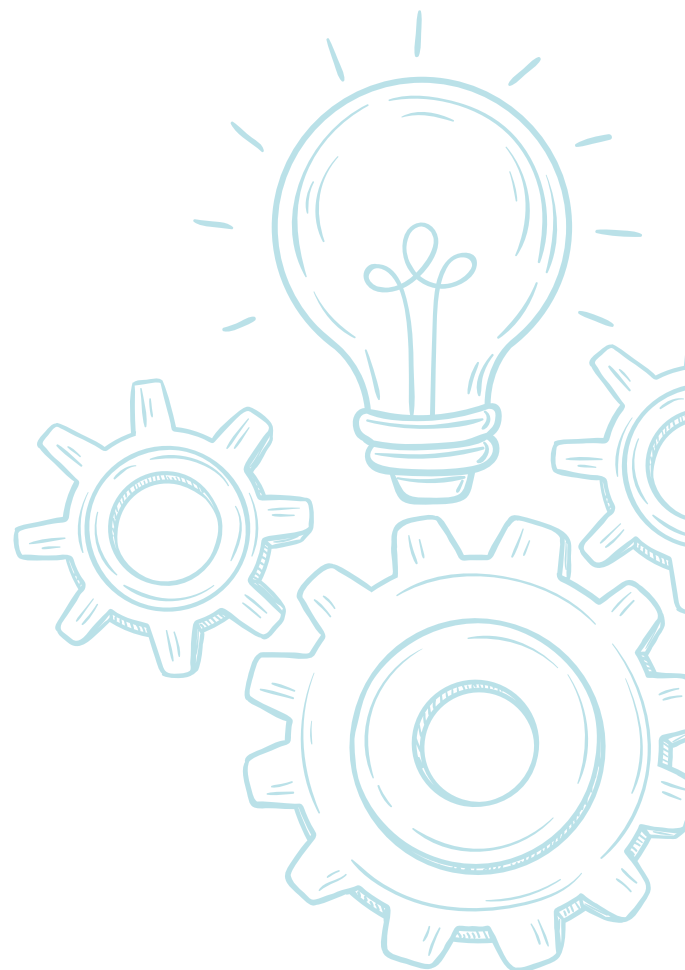
Empathy, discovering what lies behind

ELDeM YOU can support young people in this phase:

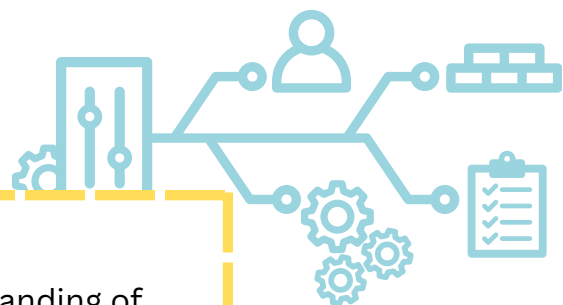
- To promote self-knowledge
- Increase life satisfaction
- Develop a healthy self-image
- Strengthen self-confidence
- Increase personal well-being
- Strengthen the ability to be grateful
- Cultivating an appreciation of small pleasures in everyday life
- Think in shades of gray instead of just black and white
- Reduce stress
- Provide orientation
- Find inner clarity and direction
- Promote self-reflection
- Promote relaxation
- Reflect on and learn to understand your feelings
- Reflect on and adapt routines

Selection of methods

- Good questions
- 3 good things
- Your routines
- Better to say “no”
- Dealing with technology: Design your Smartphone



4.1.1 Good questions



Objective

The main aim of this method is to promote a deeper understanding of one's own thoughts and emotions as well as those of other people. This method provides a structured approach to coping with various life situations, whether by developing acceptance, change or detachment from these situations.

Why this method for ELDeM YOU?

The benefit of this method is that it provides clarity about thoughts and feelings. It makes it possible to take proactive measures instead of remaining in uncertainty. You can accept and appreciate situations or decide to change or leave them. This helps to increase overall well-being and life satisfaction, especially during important phases of life or before making important decisions. This approach encourages reflection and understanding of individual needs and desires. "Questions for self-reflection" serve as a powerful tool for self-knowledge and conscious living. In order to meet one's own needs, the questions should be adapted and prepared to suit the individual situation.



How does it work?

The method begins with the formulation of questions that help to reflect on the current situation. For example, questions such as "What do you value about this situation?" or "How could you improve your well-being?" can be used. These questions can be used both in an inner dialog and in conversations with others.

Target group use

This method is versatile and offers particular benefits for young people who are in transition between school and work, as well as for those who are in phases of great demotivation and disorientation.

4.1.2 Three good things



Objective

The main aim of this method is to increase individual well-being and promote greater awareness of the positive aspects of life. Another aim is to reduce pessimistic or hopeless phases in life.

Why this method for ELDeM YOU?

The "3 Good Things" method offers an uncomplicated and effective way to improve your general well-being and develop a more positive approach to life. By consciously recording positive events and moments every day, you train your mind to focus on the positive aspects of life. This promotes a more optimistic attitude. By regularly reflecting on these positive events, you strengthen your ability to be grateful and appreciate small pleasures in everyday life. In this way, you learn to identify positive aspects even in difficult times, which increases resilience and life satisfaction. This method proves to be particularly useful as it helps to develop a healthier self-image and boost self-confidence.



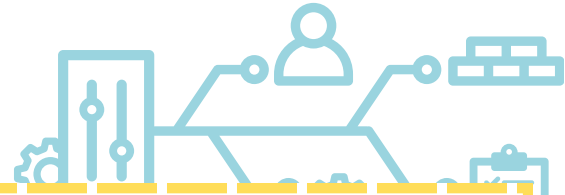
How does it work?

To implement the "3 good things" method, you need to take around 10 minutes a day for 7 days to recognize three positive events of the respective day in writing. These events can be of little or great importance as long as they have a positive meaning. You can extend the exercise by taking photos of these moments or sharing them with others. After a week, review the list to identify any patterns or special moments that are particularly meaningful. The "3 Good Things" method offers a simple but effective way to develop a more positive outlook on your own life.

Target group use

This method is very suitable for everyone. Especially young people who have fled Ukraine and young people with mental health problems and illnesses can benefit from this method.

4.1.3 Your routine



Objective

The main aim of this method is to increase self-awareness by encouraging you to consciously organize and reflect on your daily routines. This will help you to recognize what gives you personal energy and what changes you might want to make. The method aims to make you more aware of your daily routines in order to increase your personal well-being. By analyzing and adapting routines, you can identify individual habits that give or take away energy.

Why this method for ELDeM YOU?

This method will help you to develop a deeper understanding of your own needs and habits. You will become more aware of and reflect on which aspects of everyday life are beneficial and which need to change. This will enable you to implement gradual changes and adopt a more positive and active approach to life. You will have more control over your everyday life and be able to take specific steps to improve your quality of life. By strengthening the positive aspects of routines and adapting the negative ones, a proactive approach to life is developed. This is particularly important as it helps to develop a sense of self-determination and personal responsibility. The ability to reflect on and adapt routines is an important life skill that is also useful in other areas such as school, work and personal relationships.



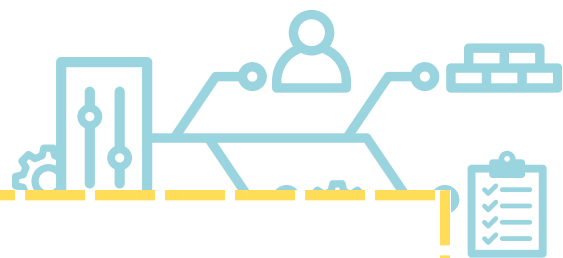
How does it work?

You can start with this method by recording your daily routines, whether in the morning, evening or at other times, and observing the energy associated with them. You then select a specific activity that you would like to improve and formulate a positive problem, such as: "How can you make getting dressed in the morning more pleasant?". You develop creative solutions, test them and then reflect to learn from the experience.

Target group use

This method is very suitable for everyone. Especially young people who come from structurally weak rural regions and young people with mental health problems and illnesses can benefit from this method.

4.1.4 Better to say “no”



Objective

This method aims to teach people how to effectively set boundaries in order to focus their time and energy on what is really important to them. This method is designed to help people say "no" without feeling guilty or damaging relationships.

Why this method for ELDeM YOU?

This method helps you to recognize and prioritize your own needs, which leads to healthy boundaries. It helps to avoid excessive demands and burnout by learning to reject unreasonable demands. At the same time, it improves the quality of relationships, as honest and clear communication promotes respectful relationships. You develop independence and decision-making skills and can focus more effectively on tasks and projects. The method involves broadening the spectrum of responses to think in shades of gray rather than just black and white. You learn to find creative ways to say "no" that take into account both your own needs and the feelings of others. This method is particularly valuable for people who often find it difficult to set themselves apart and defend their own interests. It promotes self-confidence and independence and is an important step towards self-determination.



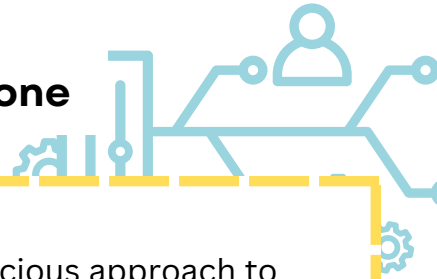
How does it work?

When you don't want to, you can recognize patterns and work specifically on changing them. Practical exercises and tricks, such as using ready-made signs or special calendar settings make it easier to say no. By trying out different ways of saying no in everyday situations, you learn how you and others react.

Target group use

This method is very suitable for everyone. Especially young people with a migration background benefit from this method.

4.1.5 Dealing with technology: Design your smartphone



Objective

This method aims to help people develop a healthier and more conscious approach to their smartphone. The main goal is to reflect on and adapt one's own smartphone use in order to reduce stress and have more time available for personally important activities.

Why this method for ELDeM YOU?

This method proves to be particularly valuable as it helps to raise awareness of your own smartphone use. You realize how much time is actually spent on your cell phone and how this affects your well-being. The aim is not to avoid the smartphone completely, but to find a healthy balance. You learn to use your cell phone in a way that enriches your life instead of dominating it. By consciously taking breaks and limiting your use, you can reduce stress, improve your concentration and gain more time for essential activities. It's about regaining control over time and attention and freeing yourself from constant accessibility and distraction. This method helps people to find a healthier way of using their smartphone and to use it more consciously and purposefully. It enables people to develop a critical awareness of their smartphone use and learn how to use technology effectively and healthily.



How does it work?

First, you look at how the smartphone is currently being used. Then you formulate a problem, such as "How can we reduce the use of WhatsApp?". You then develop creative ideas for more sensible use, for example fixed opening hours for WhatsApp. You select an idea and carry it out as an experiment. After the experiment, you reflect on your experiences in order to consciously learn from them. Finally, you decide whether and how you want to maintain the change.

Target group use

This method is very suitable for everyone. All young people who use a smartphone benefit from this method.

4.2 Exploration phase - motivation, strenghts and ressources

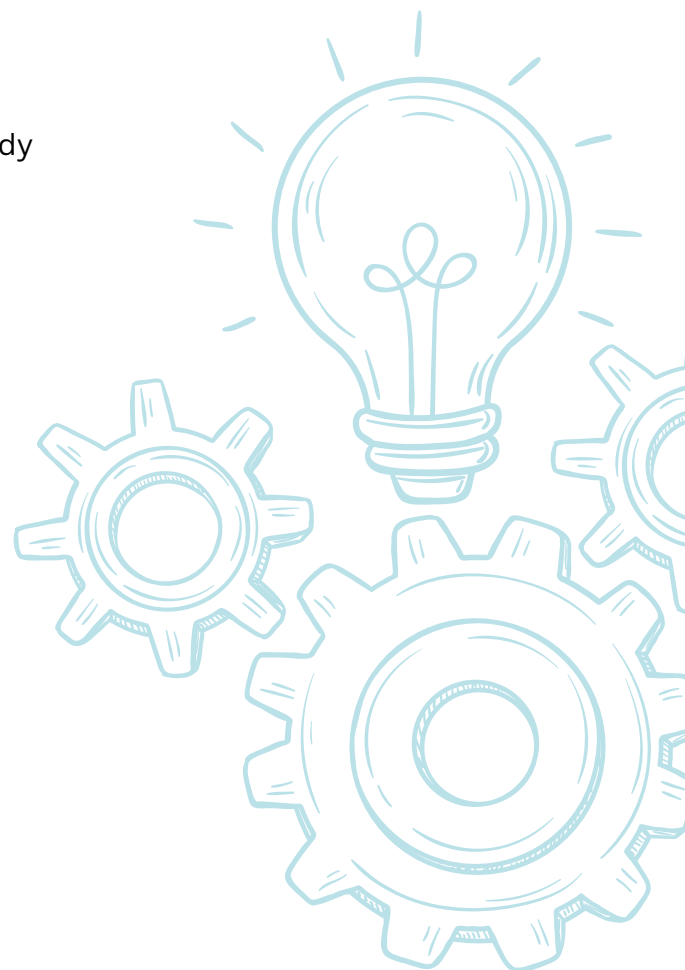
Focus, recognize what makes up the core

ELDeM YOU can support young people in this phase:

- Thinking outside the box
- Develop an understanding of your own thoughts and emotions
- Develop acceptance for your own life situation
- To show possibilities for changing the current life situation
- To promote awareness of the positive aspects of life
- Develop a sense of self-determination and personal responsibility
- Focus time and energy on what is really important to you
- Develop decision-making skills
- Recognizing and using social resources
- Practicing self-care
- Consciously controlling inner voices
- Develop a clear idea of career goals
- Making decisions based on personal strenghts and values
- Looking at dreams and goals from different perspectives
- Connecting with positive aspects of your personality
- Believing in yourself
- Develop realistic and fulfilling life plans
- Avoid excessive demands
- Strengthening the connection between mind and body
- Recognizing and letting go of mental baggage
- Setting priorities

Selection of methods

- Value list
- Social support network
- List of things that are goord for me
- Inner voice
- Young adultse: Design Your Career Start



4.2.1 Value list

Objective

The aim of this method is to support people in recognizing and reflecting on their personal values. It helps to develop a deeper understanding of what is really important in life and how values can change over time.

Why this method for ELDeM YOU?

This method is particularly useful for young people because they are in a phase of life in which self-discovery and identity formation play a major role. By examining their own values, they can develop greater self-confidence and learn to make decisions that are in line with their personal convictions. This helps them to live more authentically and be less influenced by external factors such as social media or peer pressure. For young people in particular, who are often in search of direction, this method offers a valuable opportunity to gain clarity about their own direction and priorities in life. It helps to better understand and manage conflicts and decisions in everyday life by creating an awareness of which values dominate in certain situations.

How does it work?

The method starts by printing out a list of values, which is then cut out. These values are sorted into two piles: "important" and "not important". The important values are then further selected into "important" and "very important" until a maximum of 10 values remain. These ten values serve as personal guiding stars and can be used to review various aspects of life, such as work or behavior in conflict situations. Finally, the top values are prioritized and ranked to determine which values carry the most weight in the current phase of life.



Target group use

This method is very suitable for everyone. Especially young people with migration background and young people in a phase of great demotivation and disorientation benefit from this method.

4.2.2 Social support network

Objective

The aim of this method is to help people identify and build a network of people who can provide support for their interests, plans, projects and life goals. It aims to make people aware of the types of support they need and who in their environment can help.

Why this method for ELDeM YOU?

Building a social support network can be of great benefit at various stages of life. It is particularly valuable for young people as it helps them to anchor themselves during a period of self-discovery and orientation. It can be crucial to have a network that provides emotional support as well as practical help and guidance, especially for disadvantaged young people. This method raises awareness of the importance of interpersonal relationships and promotes the ability to seek and accept targeted support. It helps people to recognize and effectively use their social resources, which is of great value in times of change and uncertainty. Understanding that you are not alone and that you have a network of friends, family and professional contacts to fall back on strengthens self-confidence and the ability to overcome challenges.

How does it work?

You start by visualizing your social network by creating a sketch that shows who offers support. A distinction is made as to whether the people are from your professional or private environment, how close they are to you and what kind of support they offer. This helps you to recognize who can be helpful and how. Think about who could provide support for your plans, be it through emotional encouragement, professional advice or critical feedback. This method gives you a clear overview of the people in your life who can offer support in various areas.



Target group use

This method is very suitable for everyone. Especially young people from structurally weak rural regions and young people with mental health problems and illnesses benefit from this method.

4.2.3 List of things that are good for me

Objective

The aim of this method is to make people aware of the small activities in their everyday lives that bring joy and give them energy. The aim is to create a personal list that serves as a source of inspiration when you need an energy boost or want to cheer yourself up. The method aims to identify activities that bring personal joy and energy.

Why this method for ELDeM YOU?

The benefit of this method lies in its simplicity and immediate effect. By creating a list of activities that are personally good for you, you create a resource that you can draw on at any time to make your day more positive. This is particularly valuable for teenagers as it helps them to practice self-care and develop an awareness of what is personally good for them. This method strengthens self-confidence and self-efficacy by showing that you can actively contribute to your own well-being. Especially for young people, who are often confronted with external expectations and uncertainties about their future, this method offers a simple way to focus on the positive and find small joys in everyday life. It's not about planning grand or time-consuming activities, but about small things you can do at any time to feel better.

How does it work?

You start by thinking about the little things that bring joy, relax or give you energy. This can be anything from listening to music, looking at the sun for a few minutes to a short dance. These activities are written down and the list is kept in an easily accessible place. If you are feeling down or need a short break, you can take a look at the list and choose an activity that will do you good at that moment.



Target group use

This method is very suitable for everyone. All young people who want to create a personal resource benefit from this method.

4.2.4 Inner Voice

Objective

The aim of this method is to develop an awareness of the various inner voices that accompany you in your daily life. The aim is to recognize which of these voices offer support and which are more of a hindrance in order to learn how to deal with them and use them to your own advantage.

Why this method for ELDeM YOU?

By learning to identify and direct your inner voices, you can develop greater self-awareness and learn to make decisions that really suit you. This method helps you not to be overwhelmed by self-doubt or external expectations, but to find inner clarity and direction. Especially for young people, who are often navigating between different influences and inner insecurities, this method offers a way to better understand their own thoughts and feelings. You can learn to consciously control your inner voices and thus give your thoughts and actions a positive direction.



How does it work?

You start by becoming aware of the inner voices by localizing them in different areas of the body. Consider where exactly these voices are felt - in the head, in the heart or perhaps in the stomach? Each of these inner voices is given a name that reflects its role or message, and typical statements are noted. You then identify those voices, that one in projects and plans, both positive and negative. The next step is to find ways to deal constructively with these inner voices.

Target group use

This method is very suitable for everyone. Especially young people from Ukraine or young people with a migration background benefit from this method.

4.2.5 Design your career Start

Objective

The aim of this method is to provide young adults with a structured approach to exploring different career options and planning a personal career start that matches their individual strengths, interests and values.

Why this method for ELDeM YOU?

This method offers young people a valuable opportunity to actively engage with their future career development. By exploring different professional fields at an early stage, they gain valuable insights into the world of work. These experiences help them to develop a clearer idea of what they want to achieve professionally and what steps are necessary to achieve this. The method promotes self-knowledge and self-confidence by encouraging young people to make their own decisions based on their personal strengths and values.



How does it work?

You start by reflecting on your own strengths, talents and interests. You then gather knowledge about various professional fields. This can be done via videos and other sources on the internet, but also through taster days in companies or discussions with experts from various professional fields. This exploration of the world of work helps to gain realistic insights into potential career paths. You then analyze what you can already do and where or by whom you still need support in order to realize your career aspirations.

Target group use

This method is very suitable for everyone. Especially young people in the transition between school and work and young people who are in a phase of great demotivation and disorientation benefit from this method.

4.3 Goal-setting phase - interests, wishes and goals

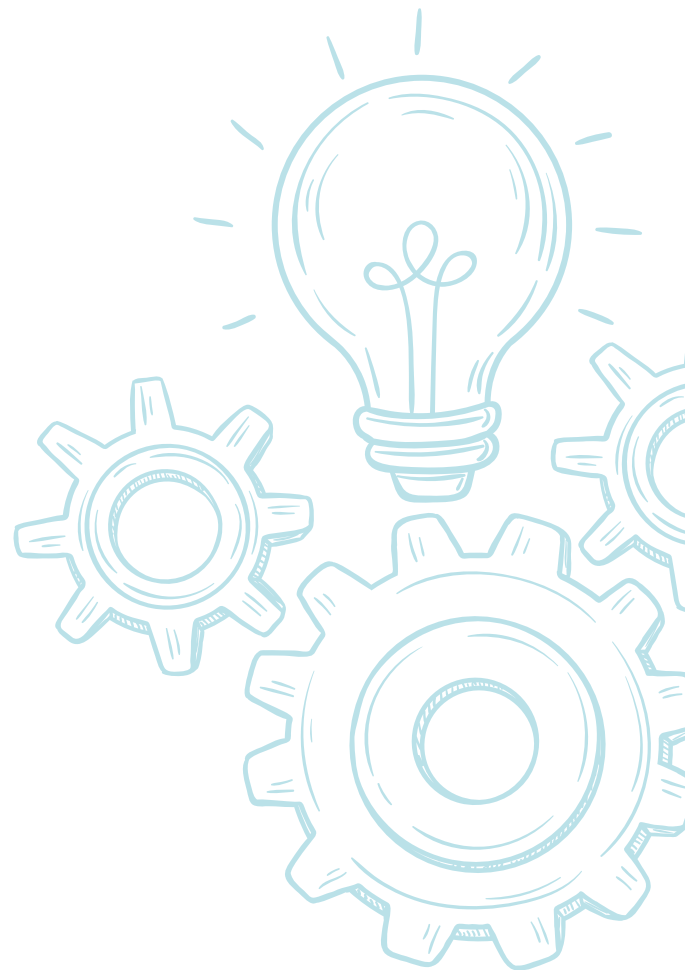
Cultivating inspiration, creativity, initiative and productivity

ELDeM YOU can support young people in this phase:

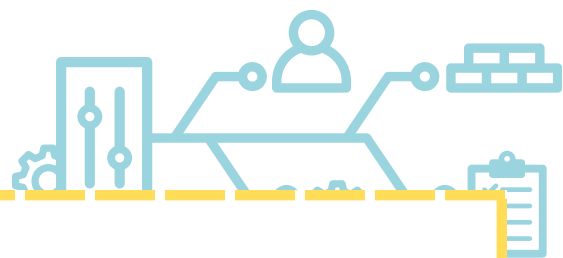
- Develop different future scenarios
- Encourage creativity
- Identifying positive aspects even in difficult times
- Implementing changes step by step
- Actively experimenting with dreams
- To motivate people to proactively shape their lives
- To increase productivity
- Consciously perceive emotions
- Recognize and minimize self-sabotaging behaviour

Selection of methods

- Future scenario (3 x 3 + 1)
- Design Your Mascot
- Sankey-Diagram
- More with hands: Design your Magazine
- Magic Circle



4.3.1 Future scenario



Objective

The aim of this method is to offer the opportunity to explore different life paths and wishes that one could pursue. It helps you visualize a variety of life plans and consider how you would like to shape different aspects of your life in the coming years. The method helps to look at dreams and goals from different perspectives and to develop a comprehensive plan for the future.

Why this method for ELDeM YOU?

By developing different future scenarios, you can realize that there is more than one possible path in life. This fosters creativity and encourages you to think outside the box and not commit to a single path in life. It enables a deeper examination of personal values, interests and goals and can help to reduce fears about the future by visualizing concrete and achievable steps. Reflecting on different scenarios helps to develop a better understanding of one's own identity and personal wishes and teaches people to be flexible and open to changes in life. This method is particularly suitable for young people, as they are in a phase of life in which decisions about the future and career paths play a major role



How does it work?

You create three scenarios for the future. In the first scenario, you describe how you envision your life in the next three years, including professional and personal aspects. In the second scenario, you think about what you would do if you had to start something completely new. The third scenario offers the freedom to design a life without the constraints of money and status. After you have developed these scenarios, you exchange ideas with others and reflect on your thoughts and ideas. Then you create a fourth plan that takes into account the best elements from all scenarios and especially considers matters of the heart.

Target group use

This method is very suitable for everyone. Young people from structurally weak rural regions and young people in the transition between school and work benefit from this method.

4.3.2 Design your Mascot



Objective

The aim of this method is to tackle projects and goals with courage and confidence. By creating a mascot, you create a personal companion who motivates, inspires and supports you in challenging moments. The method helps you to connect with positive aspects of your personality while cultivating new qualities to achieve your goals.

Why this method for ELDeM YOU?

A self-designed mascot that symbolizes positive and empowering qualities can be a source of encouragement. It helps people to believe in themselves and overcome challenges with a more positive attitude. Especially for young people looking for guidance or facing important decisions, the mascot provides a visual reminder of their strengths and the support they have around them. It encourages creativity and self-expression by drawing from a variety of sources of inspiration and creating something unique to accompany their personal journey. This method is particularly suitable for teenagers as they are at a stage in life where self-confidence and self-motivation can be crucial.



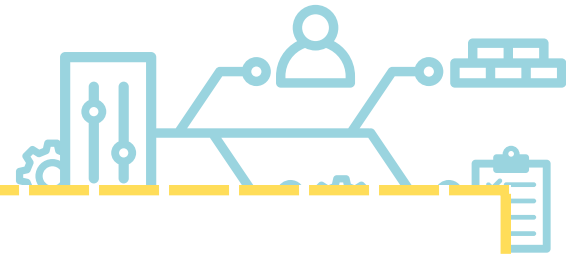
How does it work?

You compile a list of people, characters or symbols that inspire you or have qualities that you admire or want to develop. These can come from the real world or be well-known personalities. Then you look for pictures or create a drawing that combines these sources of inspiration into a mascot. Each element of the mascot - be it the head, the hands or the heart - can represent a certain characteristic or inspiration. You make sure that the mascot is clearly visible and always carry it with you.

Target Group use

This method is very suitable for everyone. All young People who need visual support for their personal plans and goals will benefit from this method.

4.3.3 Sankey Diagram



Objective

The aim of this method is to create more space for dreams and wishes. With the help of the Sankey diagram, you can consciously think about what you really want to achieve and why in order to approach the project in a more targeted way.

Why this method for ELDeM YOU?

The Sankey diagram offers young people an excellent opportunity to gain clarity about their goals, motivations and the steps required to achieve them. By visualizing desires and the reasons behind them, you can see connections and priorities that might otherwise remain hidden. This method promotes self-reflection and helps young people to develop realistic and fulfilling life plans. It encourages them to explore creative or unconventional paths and provides a structure for systematically rethinking and prioritizing ideas. Such an approach is particularly valuable in a phase of life in which the course for the future is being set. It helps to avoid being overwhelmed by too many options and to focus on the essentials.



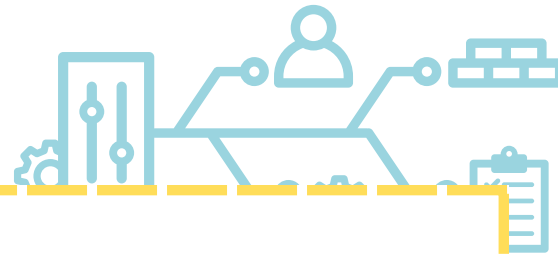
How does it work?

You list your wishes and ideas and reflect on the desires behind them. In this way you understand your own motivations and recognize which wishes are really important. You then consider concrete steps and partnerships to these wishes to realize them. For unrealistic wishes develop realistic alternatives. By combining ideas with reasons and concrete actions, you can see which topics are particularly close to your heart. Then you select 2-3 heartfelt wishes that you would like to put into practice and begin to explore and adapt them through experimentation.

Target group use

This method is very suitable for everyone. Young people in the transition between school and work and young people in a phase of great demotivation and disorientation benefit from this method.

4.3.4 Design your magazine



Objective

The aim of the method is to encourage young people to integrate creative and tactile activities into their everyday lives. By designing a mini-magazine on a topic of their choice, they can express their creativity, strengthen their mind-body connection and achieve a physical result from their work at the same time.

Why this method for ELDeM YOU?

Creating with your hands, whether through drawing, writing or crafting, not only has positive effects on creativity, but also on mental health. It helps to reduce stress and anxiety, promote relaxation and increase emotional well-being. This is particularly important for young people who are going through a crucial phase of their personal and social development. Creating a mini-magazine can be seen as a form of self-discovery and of expression serve, that helps them to explore and express their thoughts, dreams and interests. In a world increasingly dominated by digital technologies, this method offers young people a valuable opportunity to get away from screens and experience the benefits of physical activities. The finished mini-magazine is a personal work of art that can be proudly displayed, shared or kept as a keepsake.



How does it work?

To create a mini magazine, start with a simplesheet of paper that is folded into a small book. This book serves as a canvas for the creative design. You can choose a topic that is close to your heart, be it your hobbies, dreams, personal challenges or visions for the future. By drawing, writing and designing on the pages of the mini-magazine, young people can express their thoughts and feelings in a way that goes beyond digital communication. This activity can be done alone or in a group, which also promotes social interaction and a sense of community.

Target group use

This method is very suitable for everyone. Young people who have fled Ukraine or young people from structurally weak rural regions benefit especially from this method.

4.3.5 Magic Circle



Objective

This method aims to help young people to define their dreams and wishes more precisely and to explore concrete steps towards their realization. The aim is to look behind the superficial wishes and understand the deeper reasons and longings that lie behind them.

Why this method for ELDeM YOU?

The “Magic Circle” offers young people a structured approach to thinking about their goals and dreams and breaking them down into tangible and achievable steps. The method helps them to better understand their own values and motivations, which is of great importance for personal development and career orientation. Reflection helps them to better recognize what really drives them. This process encourages creative thinking and motivates practical implementation. By developing prototypes and planning experiments, young people can actively experiment with their dreams, which strengthens their sense of self-efficacy and motivates them to take a more proactive approach to life.



How does it work?

The wish or challenge is written in the middle of a sheet of paper to serve as a starting point. In the first circle around the wish, write down the reasons and aspirations behind the wish in order to better understand your own concerns. Ideas for prototypes are then developed. In the next step, the ideas for immediate prototypes are noted in the four corners of the template. From all the ideas collected, select 2-3 prototypes that you would like to realize in order to tackle the wish or dream step by step.

Target group use

This method is very suitable for everyone. Especially young people in a phase of great demotivation and disorientation and young people in transition between school and work benefit from this method.

4.4 Action planning phase - from thinking to acting

Overcoming barriers, prototyping, experimenting

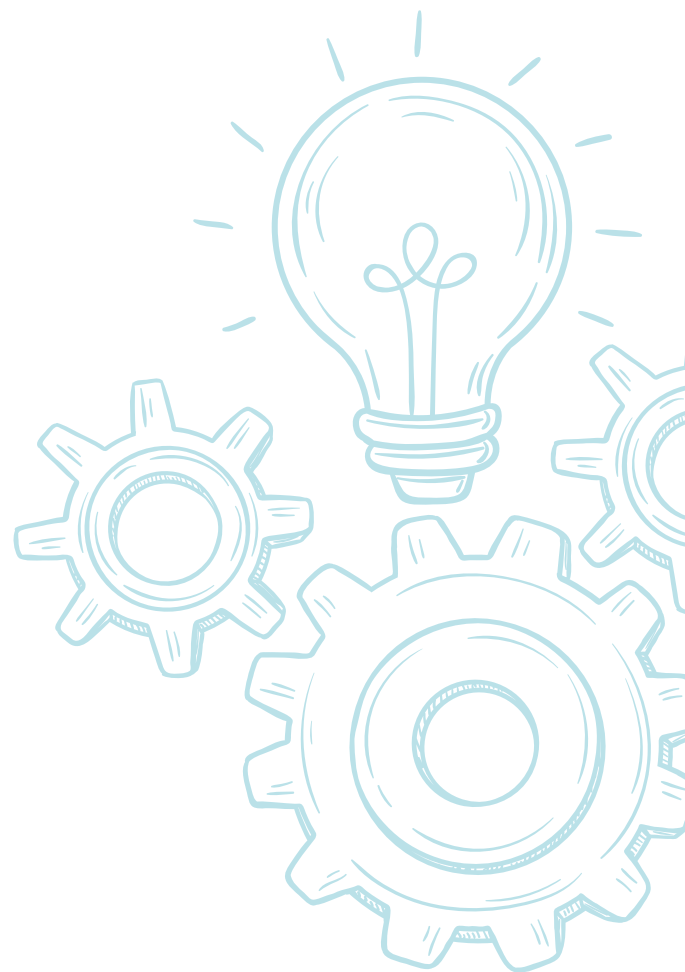
ELDeM YOU can support young people in this phase:

- take proactive measures
- Focus on the positive aspects of life
- Increase resilience
- Avoid excessive demands and burnout
- explore different life paths and desires
- Tackle projects with courage and confidence
- Identify and reduce distractions
- Develop a healthy way of dealing with your own emotions
- Increase emotional well-being
- communicate more easily about emotions
- Identify and use sources of inspirations and energy



Selection of methods

- Distraction bingo
- Release the anchor to move forward (again)
- Prime Time Calendar
- Duo Mind Map
- 3 x 3 ways of prototyping
- Boundaries portfolio



4.4.1 Distraction bingo

Objective

This method is used to create an awareness of personal distractions. It makes it possible to recognize what prevents you from achieving goals or completing tasks in everyday life. By identifying distractions, you can work specifically to reduce them and increase productivity.

Why this method for ELDeM YOU?

In a world where digital distractions are widespread, "distraction bingo" offers a creative way to become aware of one's own habits. By identifying the main sources of distraction, targeted strategies can be developed to minimize them. This not only promotes the ability to concentrate, but also general well-being, as it helps to reduce stress and excessive demands caused by constant distractions. This method is particularly suitable for young people, as it encourages self-reflection in a playful way. Consciously dealing with distractions makes it possible to take measures to work in a more focused and targeted manner in the future.

How does it work?

You start with a bingo sheet on which various distractions that can occur in everyday life are listed. During the day, you mark the distractions that actually occur. As soon as more than five boxes are ticked, you get a "bingo". You then select the top 5 sources of distraction in order to develop suitable strategies to counteract them.



Target group use

This method is suitable for a broad target group. All young people who want to improve their focus and concentration or reduce excessive demands can benefit from this method.

4.4.2 Release the anchor to move forward (again)

Objective

This method is used to become aware of which wishes, ideas or thought patterns are hindering personal development. The aim is to recognize and let go of mental baggage in order to create space for new things and increase mental flexibility. By consciously letting go, you create space for new possibilities, fresh energy and increased motivation.

Why this method for ELDeM YOU?

This method helps you to free yourself from limiting beliefs, unnecessary stress and outdated goals. This is particularly important for young people who are in a phase of life full of changes and decisions. By letting go of old anchors, you can move more freely, experiment and explore your true interests and passions. The method encourages deeper self-reflection and supports personal development by helping young people to find their own paths and courageously take new steps. Through symbolic actions, it enables them to shed mental baggage and opens up the possibility of pursuing their own goals with renewed energy and a clear head.

How does it work?

You write down the things you want to let go of. The writing serves as confirmation of the intention to let go. You can then symbolically get rid of the note, for example by digging it in to visualize the process of letting go. It is important to allow yourself to change perspectives and allow new things to happen by formulating permission sentences that support you on your new path.



Target group use

This method is suitable for a broad target group. Young people with a migration background in particular can benefit from this method.

4.4.3 Prime Time Calendar

Objective

The aim of this method is to help people recognize their most productive times, also known as "prime times", and use them specifically for important tasks or projects. The main aim is to consciously shape energy and performance and actively use it for relevant activities.

Why this method for ELDeM YOU?

This method is particularly valuable for young people, because they are exposed to numerous distractions and commitments and often find it difficult to manage their time and energy effectively. By learning to identify and protect your prime time, you can increase productivity and well-being. The conscious use of these times not only helps to better manage important tasks, but also helps to reduce stress and overwhelm. Especially in important phases of life, when personal and professional decisions need to be made, this method offers a practical strategy for pursuing your goals more effectively and realizing your dreams. It emphasizes not taking one's own energy for granted, but as a valuable resource that can be actively used for personal and professional development.

How does it work?

You start with self-observation in order to recognize your own chronotype and the most productive times of day associated with it. This involves becoming aware of when you feel physically active, mentally alert and emotionally balanced. You then determine times when you want to concentrate on important tasks. These times are consciously entered in the calendar to protect them from other commitments. At least 1-2 times a week, use this prime time specifically for tasks where you would otherwise tend to procrastinate.



Target group use

This method is widely used and is suitable for various target groups. Especially young people in a phases of great demotivation and disorientation and people in general who tend to postpone tasks benefit from this method.

4.4.4 Duo Mind Map

Objective

The purpose of this method is to give young people a playful and cooperative approach to creative thinking and problem-solving strategies. The focus is on developing a variety of ideas on a specific topic or problem in a shortspace of time, with the exchange and inspiration of a second person atthe forefront. This notonly promotes creativity, butalso the ability to work together and appreciate different perspectives.

Why this method for ELDeM YOU?

The benefits of this method are particularly evident in its simplicity and effectiveness in teaching young people to structure and creatively expand their thoughts. It helps young people to improve their communication skills and encourages a positive group dynamic as they work in pairs and develop each other's ideas. This can be particularly beneficial for young people who are not in employment or education, as it not only helps to solve personal challenges, but also boosts self-esteem and promotes social skills. The method also helps to overcome mental blocks and increase motivation by showing how initial, raw ideas can be turned into tangible concepts through cooperation and further development. Overall, this method is a creative and interactive way of generating and developing ideas quickly and effectively, specially adapted for young people.

How does it work?

Two young people sit next to each other and each write down three initial ideas for the given problem. They then swap places to further develop each other's ideas with two additional ideas. This process not only stimulates individual creativity, but also allows for a change of perspective.

a deeper insight into each other's world of thought. Working together on the ideas creates a dynamic exchange that encourages the young people to think outside the box and at the same time strengthens their teamwork skills.



Target group use

This method is suitable for a broad target group. Especially young people from structurally weak rural regions and young people with mental health problems and illnesses benefit from this method.

4.4.5 Three ways of prototyping

Objective

This method aims to provide a clear structure to identify wishes and goals and actively take steps to realize them. A playful approach is used to demystify the process and encourage people to think creatively about turning dreams into reality.

Why this method for ELDeM YOU?

The method helps to overcome the sense of overwhelm often associated with pursuing big dreams by breaking the process down into smaller, manageable actions. This promotes the self-confidence, self-efficacy and creative problem solving by showing that there are many ways to achieve a goal and that the first step in any direction is valuable. This method is particularly useful for young people as it encourages them to think outside the box and plan practical steps for the realization of their dreams and goals.

The structured approach facilitates the prototyping process, as not only ideas are generated, but concrete steps are also taken to implement the plans.



How does it work?

The process begins with the identification of the lifelong dream or goal which is noted centrally. Subsequently three concrete steps, activities or contacts are then developed in each of three different areas to help you get closer to your dream. These could consist of practical activities that you would like to try out, people you would like to talk to about your dream and role models or mentors that you could contact.

Target group use

This method is suitable for a broad target group. Especially young people in the transition between school and work and young people from structurally weak rural regions.

4.4.6 Boundaries portfolio

Objective

The aim of this method is to help people to consciously and effectively separate themselves from various aspects of their lives that could overwhelm or distract them. The focus is on developing a healthy approach to work, social contacts and one's own emotions in order to increase well-being and create space for personal development and leisure.

Why this method for ELDeM YOU?

The boundaries portfolio offers a valuable opportunity to recognize and apply different forms of boundaries. By consciously setting boundaries, stress can be reduced, productivity can be increased and a more balanced life can be led. This method is particularly relevant for young people who are in a phase of self-discovery and are simultaneously confronted with intensive social, academic or professional commitments. It helps to set priorities, develop self-understanding and use energy wisely. The ability to set boundaries contributes to emotional intelligence and resilience. By developing specific strategies for setting boundaries, a more conscious and satisfied life is made possible.



How does it work?

The method comprises four main forms of demarcation: spatial, temporal, social and mental-emotional. The first step is to identify who or what you want to demarcate yourself from. Strategies are then developed for each of these types of demarcation. Spatial boundaries can mean, for example, separating a specific workplace from a leisure area. Temporal boundaries involve planning fixed times for work, hobbies and relaxation. Social distancing requires deliberate time without social media or the conscious decision to spend time alone. Mental-emotional boundaries deal with the distancing from negative thought patterns and emotions.

Target group use

This method is suitable for a broad target group. Young people with a migration background and who have fled Ukraine can benefit from this method.

4.5 Implementation phase - concrete steps, outlook, follow-up

Feedback, reflecting on what is happening, learning, taking impulses with you, continuity, keeping momentum, procrastination

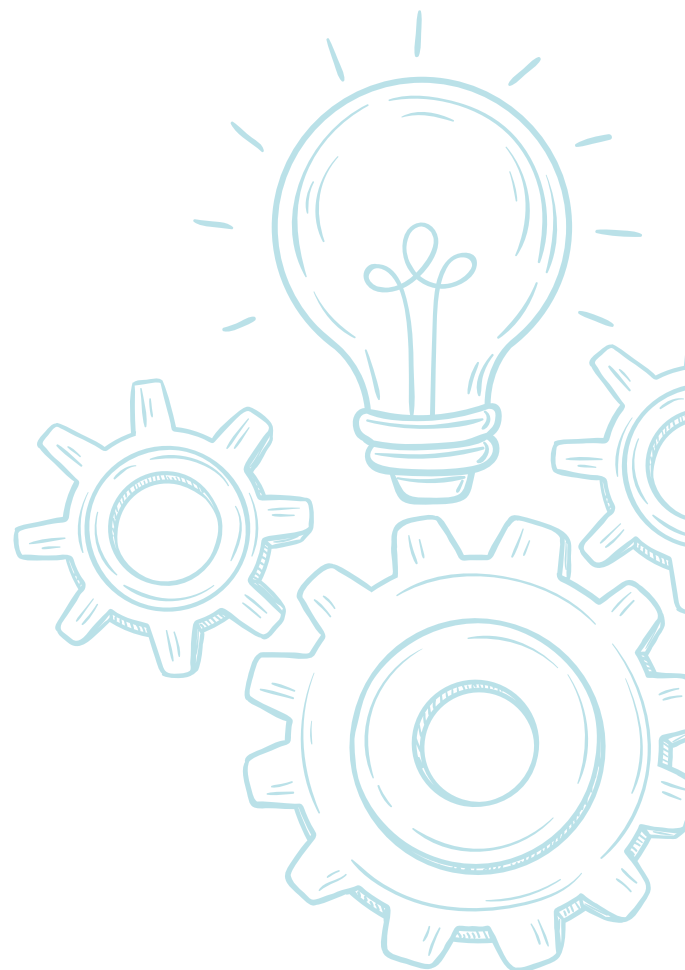
ELDeM YOU can support young people in this phase:

- Develop a positive approach to life
- Strengthening the ability to overcome challenges
- Creating space for dreams and wishes
- To (further) develop social skills
- To promote emotional intelligence
- Making progress visible
- Break down tasks into manageable steps
- Effectively pursue learning objectives
- Expand options for action
- Bridge the gap between goals and action
- Develop more self-efficacy
- Integrating rest and relaxation into everyday life



Selection of methods

- Progress Board
- Learning Template made - learned
- Learning-Prism
- Mood Barometer
- Less self-sabotage: Design Your Way
- 7 ways to rest



4.5.1 Progress Board



Objective

The aim of this method is to help people, especially young people, to make their progress on tasks and goals visible. The aim is to clearly recognize the small successes and thereby increase motivation by consciously paying attention to the small steps forward. The Progress Board offers a practical way of tracking progress on tasks and goals transparently.

Why this method for ELDeM YOU?

The Progress Board is particularly useful for young people, as it allows them to help them to break down their tasks into manageable steps and track their progress in small increments. By emphasizing small progress, young people are encouraged to work continuously on their tasks and not give up. This leads to increased motivation and positive emotions. The method makes it possible to define progress individually, which promotes a sense of self-determination and strengthens self-confidence. Young people can organize their tasks better and have a clear idea of how to track their progress. A regular sense of achievement boosts their mood and strengthens their self-confidence. The method encourages dividing tasks into small, achievable steps to make the overall progress seem less overwhelming.



How does it work?

The progress board works by dividing the main task or goal on the left-hand side into several small, manageable steps. On the right-hand side, progress is displayed visually, often in the form of a scale or progress bar. The subtasks are entered into the staircase and progress is documented in the bar. This encourages young people to break down their tasks into manageable steps and consciously track their progress.

Target group use

This method is suitable for a broad target group. Especially young people with mental health problems and illnesses as well as people in a phase of great demotivation and disorientation benefit from this method.

4.5.2 Learning template: made - learned



Objective

The aim of this method is to provide people, especially young people, with a simple and effective way of recording and reflecting on their learning experiences. It serves to structure what has been learned and to promote the exchange of ideas. By using this method, a conscious examination of their own learning process is made possible, enabling young people to pursue their learning goals more effectively.

Why this method for ELDeM YOU?

The method offers numerous advantages that make it particularly suitable for supporting young people in their learning process. The template helps young people to systematically organize their learning experiences so that they can clearly distinguish what they have done and what lessons they have learned. By using categories such as "What was good?", "What was difficult?" and "What were the surprises?", young people are encouraged to think about and reflect on their experiences. The method encourages them to share what they have learned, as it makes it easy to share their own experiences with others. This can lead to valuable discussions and new insights. The extended learning template enables young people to derive possible next steps from their findings and better plan their future actions. The method is simple and easy to understand, making it particularly accessible to young people, regardless of their level of education or prior knowledge.

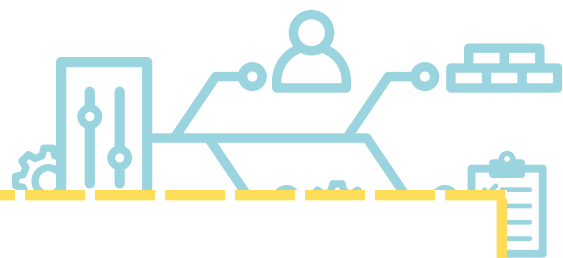
How does it work?

The "Made - Learned" learning template works in a straightforward way. Young people use a worksheet with two columns, "Done" and "Learned". In the left-hand column they note what they have done and in the right-hand column they record what they have learned. If a deeper reflection is desired, the young people can expand the learning template and divide their findings into the categories "What was good?", "What was difficult?" and "What surprises were there?".

Target group use

This method is suitable for a broad target group. Especially young people who want to visualize their learning experiences and want to reflect on what they learned from various activities benefit from this method.

4.5.3 Learning Prism



Objective

This method aims to provide an effective way for young people to reflect on their learning experiences and focus on the different components or features of their activities or projects. It should help to increase understanding of the practical benefits of learning content. Young people can thus recognize why they need to learn or do certain things, which increases their motivation and engagement.

Why this method for ELDeM YOU?

This method offers a number of advantages that make it particularly suitable for supporting young people in their learning process. The Learning Prism encourages young people to look at their projects or activities in a differentiated way and to focus on the various aspects. This promotes a deep understanding of the individual components. The method helps young people to recognize the practical benefits of learning content. They can find out how different features or components have a positive impact in their lives and motivate them to implement them further. The prism serves as a visual tool to show why certain activities or experiences are important. Young people can better understand what they have done something for by seeing the results in a clear structure. The method helps young people to understand the meaning and purpose behind their learning processes. This is particularly helpful in increasing motivation and understanding of educational content.



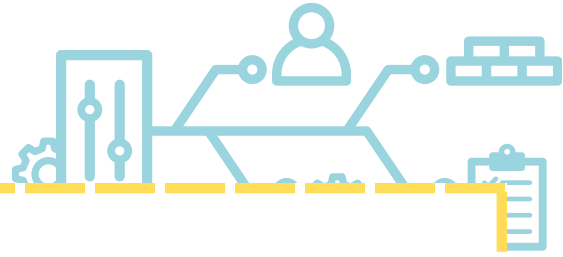
How does it work?

The learning prism works by young people entering their activities, projects or experiences in a prism on a worksheet. The activity or topic is entered on the left-hand side of the prism and several rays are split up on the right-hand side. In these rays, the young people enter what they have learned from it and what it can be useful for. This helps them to better understand the practical use and significance of the learning experience.

Target group use

This method is suitable for a broad target group. Especially young people in a phase of great demotivation and disorientation benefit from this method.

4.5.4 Mood barometer



Objective

The aim of this method is to offer young people a simple and effective way to reflect on and better understand their feelings and moods during their prototypes or experiments. It should help them to consciously perceive emotions and derive insights for future activities.

Why this method for ELDeM YOU?

The mood barometer promotes emotional intelligence by enabling young people to consciously perceive and name their feelings and moods. The method encourages young people to reflect by asking them to mentally relive their experiences and record their various moods. This promotes an understanding of their own reactions to events. Young people can visually represent their feelings using emoticons or other symbols, which makes it easier to communicate about emotions. This can also be used in group work or in discussions with others. The method helps young people to get to know themselves better and understand why they react to certain situations or stimuli with certain feelings. By identifying the reasons for their mood and deriving consequences for the future, young people are given options for action for future activities and prototypes.



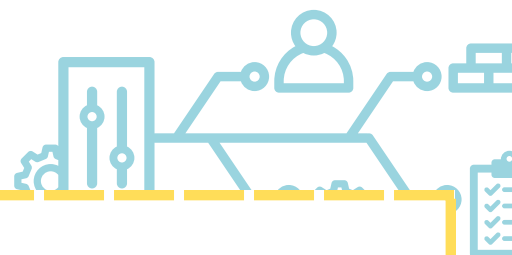
How does it work?

The mood barometer works by young people noting their mood immediately after an event. They record their mood on a scale from "Oh dear" for less positive moods to "OK" for neutral moods and "Oh yeah" for positive moods. This can be supplemented by thoughts, observations or physical sensations. The use of emoticons or other symbols can make it easier to express the mood, especially for young people.

Target group use

This method is suitable for a broad target group. Especially for young people who are interested in engaging more intensively with their emotions. Accompanying support when using this method is recommended in order to achieve optimal results.

4.5.5 Less self-sabotage - design your way



Objective

This method aims to support young people in recognizing and overcoming self-sabotaging behaviour. It offers young people valuable tools and approaches to do this. The method helps them to bridge the gap between their goals and their action to develop more self-efficacy. Self-sabotage is a serious problem that can affect mental health, and this method offers young people a way to actively deal with it.

Why this method for ELDeM YOU?

The method helps young people to become aware of their self-sabotaging behavior patterns. This is the first step towards change. Instead of getting angry about self-sabotaging behavior, the method encourages them to actively tackle it and develop new strategies. Young people learn to recognize typical destructive thought patterns, such as "all-or-nothing thinking" or "overgeneralization". This enables them to question these patterns. The method opens up alternative perspectives and options for action for young people. It encourages them to break out of their usual thought patterns and explore new paths. By using the method, young people can strengthen their resilience and develop a sense of self-efficacy. They learn how to deal with challenging situations. The method emphasizes the importance of mental health and encourages young people to take care of their mental well-being. It raises awareness of the issue of self-sabotage and the impact on mental health.

How does it work?

Actively tackle the situation: Young people become aware of the thoughts and behaviors they have in self-sabotaging situations. Looking at themselves from a distance: Young people learn to detach themselves from their own thoughts and behaviors and look at them from an external perspective. Coping with the situation in a new way: Four different coping styles are presented that teens can use to better deal with self-sabotaging behavior. Taking small steps forward: Young people are encouraged to define small steps towards change and try them out in the form of experiments and prototypes.

Target group use

This method is suitable for a broad target group. Especially young people from structurally weak rural regions and young people in transition between school and work benefit from this method.

4.5.6 Seven ways to rest



Objective

The aim of this method is to show young people ways in which they can rest and recover effectively. It is intended to encourage young people to recognize the importance of rest and relaxation and to integrate these into their everyday lives. The aim is to give them the tools they need to recover effectively. The aim is to select 2 - 3 of these ways of resting and integrating them into their everyday lives.

Why this method for ELDeM YOU?

Young people are made aware of the importance of getting enough sleep and rest, especially at a time when external influences such as social media and the internet are affecting their sleep patterns. The method shows different ways of resting, giving young people the opportunity to try out different approaches and find out which ones suit them best. The method helps teenagers to reduce stress, which in turn allows them to focus better on their tasks. It promotes the idea that self-care is important and that young people should take the time to nurture and rest themselves. The method introduces young people to seven different ways to rest and relax. These pathways cover different aspects of recovery.

How does it work?

Physical recovery: This is about promoting blood circulation and flexibility in the body. **Mental recovery:** This path focuses on clearing the mind to improve concentration. **Sensory recovery:** This is about freeing the senses from information overload. **Emotional recovery:** This path allows young people to express their feelings freely without having to worry about the expectations of others. **Creative recreation:** This path promotes creative problem solving and discovering enthusiasm for things. **Social Recovery:** This is about identifying positive energizers and focusing on supportive people while reducing contact with negative people. **Spiritual recovery:** This path connects young people to their sense of meaning and purpose.



Target group use

This method is suitable for a broad target group and offers a benefit for all young people.