

Life Skills for YOUTH



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GUIDE



Website

www.lifeskills4youth.eu





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EDITORIAL NOTE

Life Skills 4 Youth (LS4YOUTH) is an invaluable resource filled with practical strategies for youth workers, trainers, and professionals dedicated to empowering young individuals in their personal and professional journeys. Rooted in design thinking and positive psychology, this guide provides tangible tools, methods, and best practices to effectively support young people in a focused and impactful way.

essential life skills

- **Personality (empowering self-assurance & identity)**
- **Self-promotion (showcasing your unique strengths)**
- **Physical & mental fitness (nurturing resilience and vitality)**
- **Financial & material resources (cultivate financial freedom)**

The guide unfolds like a recipe, designed for seamless application in real life. It offers clear instructions, engaging exercises, and digital resources to deliver lasting support to young individuals. The aim is to empower professionals with practical techniques that can be easily tailored to various audiences and settings.

Alongside the practical methods and exercises outlined in the guide, the LS4YOUTH project presents a dynamic digital platform that offers engaging learning pathways for young individuals. This platform is designed to be accessible and user-friendly, requiring no registration, empowering young people to cultivate their life skills in a flexible and autonomous manner. Through self-assessments, interactive activities, and blended learning formats, it enhances the efforts of professionals and facilitates the real-world application of the LS4YOUTH method – both online and face-to-face.

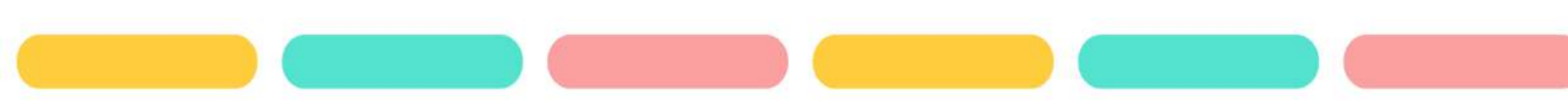




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1

THE LS4YOUTH FORMULA

Essential elements for a successful execution:

- Empathy – a profound awareness of the unique challenges and aspirations faced by young individuals.
- Structure – A clear pathway guiding us through the transformative 3-phase journey: Identify, Measure, Implement.
- Flexibility and creativity – embrace diverse methods and explore a range of approaches.
- Digital proficiency – Secure engagement with the interactive LS4YOUTHplatform.
- Practical engagement – actively empower young individuals and facilitate authentic experiences.
- Motivation and support – empower young individuals to discover their strengths and pursue their aspirations.
- Reflection – Consistent feedback and assessments to illuminate progress.



Steps for success:

Identify

- Young individuals embark on a journey to discover their strengths, passions, and obstacles.
- Methods: introspection, narrative crafting, visual mapping, collaborative feedback.

Measure

- Evaluate your abilities and talents with honesty.
- Methods: skill matrices, self-assessments, comprehensive feedback, digital resources.

Implement

- Embrace the opportunity to apply and expand upon your knowledge in real-world scenarios.
- Methods: engaging role plays, hands-on projects, empowering mentoring, dynamic gamification.



2

TARGET GROUP

The LS4YOUTH guide is designed for professionals and organizations dedicated to empowering young individuals as they navigate their journey toward the future. It focuses on two primary target groups:

- **Direct target group:** individuals dedicated to empowering youth, trainers, and professionals who guide and mentor young people, equipping them with essential life skills.
- **Indirect target group:** Young individuals navigating a journey of exploration or transformation. This encompasses youth who
 - face challenges in the shift from school to work,
 - must realign their professional paths or
 - are influenced by social or economic challenges



63%

of young people in Europe perceive the support they receive for their career orientation as insufficient

[bertelsmann-stiftung.de](https://www.bertelsmann-stiftung.de)

Moreover, this guide serves as a valuable resource for educational institutions, social organizations, and counseling centers, empowering them to weave innovative methods into their engagements with young people.



In today's world, young individuals encounter intricate challenges that significantly influence their social, professional, and personal growth. These obstacles are frequently rooted in systemic issues and especially impact those who navigate insecure or unstable life circumstances.

Youth navigating challenging transitional periods

- NEETs (Not Engaged in Education, Employment, or Training)
- The absence of career guidance leads many young individuals to find themselves in unstable or temporary positions or internships after school, which provide limited long-term opportunities.
- The expanding job market demands not only specialized knowledge but also a rich tapestry of interdisciplinary life skills, including self-organization, critical thinking, and resilience—qualities that are frequently overlooked in conventional education systems.

Social and economic challenges

- In numerous nations, young individuals with a migrant background face an unemployment rate that can soar to 30% higher than their native peers of the same age.
- Young individuals from low-income backgrounds frequently encounter barriers to education, mentorship, and professional connections, which diminishes their opportunities for lasting integration into the workforce.
- Financial uncertainty frequently drives individuals to enter low-skilled positions prematurely, limiting their chances for long-term growth and advancement.

Psychological and emotional hurdles

- Research indicates that as many as 70% of young individuals in Europe experience heightened stress and uncertainty regarding their future.
- The mental well-being of our youth has faced significant challenges, especially in the aftermath of the COVID-19 pandemic. Feelings of depression, anxiety, and stress have become more prevalent, frequently tied to the uncertainties surrounding education and employment.
- The absence of mental health support systems, combined with societal expectations, can impede the personal growth of young individuals.

Obstacles faced by professionals in youth work

- Many professionals encounter an expanding array of challenges and require effective methods and tools to empower young individuals on a personal level.
- Digitalization and hybrid learning approaches are gaining significance, yet not every professional is adequately equipped to harness the power of digital learning platforms or online coaching techniques with proficiency.
- Traditional youth work encounters challenges in imparting holistic and practical life skills to young people, skills that extend far beyond the confines of conventional educational offerings.





PERSONAS

The LS4YOUTH project was crafted to directly tackle these challenges. Young individuals are intricate and unique, yet their struggles frequently share common threads. To gain deeper insights into their needs and create customized approaches for their support, this guide employs personas – imaginative yet relatable characters.

- Personas empower professionals to gain deeper insights into the experiences of young people.
- Personas reveal the common challenges and possibilities that young individuals encounter.
- Personas empower a focused implementation of the LS4YOUTH method by tailoring approaches to various life circumstances.

LEA

 21 years

 FRANCE

BIOGRAPHY

She possesses a vocational high school diploma in personal services. Léa continues to reside with her parents, yet she dreams of having her own apartment. With her parents' modest income, the path to independence feels challenging. Nestled in the countryside, just 25 minutes from the city, she has yet to embark on her journey of learning to drive. In her leisure time, she delights in outings with friends, has a passion for cosmetics, engages actively on social media, and adores animals. Her most significant hurdles include taking driving lessons, securing her own apartment, and selecting a fitting career. Ideally, she envisions herself thriving as an influencer in the realms of animals or cosmetics.

GOALS

- Short-term goals: Léa aspires to embark on driving lessons and secure financial assistance. At this moment, she feels adrift and seeks guidance in mapping out her future. She may also be keen on exploring apprenticeship opportunities. Additionally, she wishes to discover how to locate an apartment and swiftly obtain employment to generate income.
- Long-term aspirations: Her ultimate dream is to secure her own apartment and embrace independence. She seeks to carve out her unique journey and build a fulfilling career for the future.

MOTIVATION

Léa is driven by a profound desire for financial independence and self-sufficiency. She embraces the idea of seeking support to turn her dreams into reality. Her learning style leans towards the practical, as she aspires to become an influencer but finds herself uncertain about the path to reach this goal, requiring guidance to organize her thoughts. Léa possesses a strong familiarity with social media, actively engaging on platforms like TikTok, Instagram, and YouTube. While she acknowledges the potential risks of the online world, she still seeks assistance with administrative digital tasks, such as crafting a resume or filling out official documents.

PERSONALITY

Sociable and inquisitive

Assertiveness

self-consciousness

SKILLS

★★★★☆

Communication

★★★★☆

embrace choices

★★★★☆

individual
accountability

★★★★★

Digital
Connections

NEEDS



Career
guidance



Support



mobility



Finance

ADI

 17 years

 SLOVENIA



BIOGRAPHY

He is enrolled in a vocational school, where he diligently pursues his education. He frequently visits the youth center, a place that offers him connection and community. Residing with his two brothers in a cozy apartment close to the youth center, he navigates the challenges of a working-class family with limited financial resources. His family's immigrant background adds layers of complexity to their journey, presenting obstacles that require resilience. In his leisure time, Adi finds joy in playing video games, cherishing moments with friends, engaging with his cell phone, and enjoying soccer. However, he grapples with significant challenges, including struggling grades, financial constraints, and a perceived low social standing. Additionally, he has formed friendships with individuals who may lead him astray, some of whom occasionally engage in drug use.

GOALS

- Short-term aspirations: Adi aims to excel in his exams and triumphantly finish the current school year.
- Long-term aspirations: His greatest ambition is to complete his education.

MOTIVATION

Adi is driven by the allure of financial rewards. He thrives in environments where he can engage in hands-on experiences, embracing the philosophy of "learning by doing." His digital prowess shines brightly when it comes to his mobile phone, while his computer skills hover between low and intermediate levels. Adi predominantly utilizes digital tools for gaming, with a particular passion for shooter games and FIFA, enjoying them on both his mobile device and computer.

PERSONALITY

Charismatic

wellness and vitality

Navigating the currents of pressure

SKILLS

★★★★☆

Financial mastery

★★★★☆

capacity for growth

★★★★☆

individual accountability

★★★★★

Self-marketing

NEEDS



Sanctuary of Serenity



Support



Establish aspirations



practical possibilities

LEO

 15 years

 AUSTRIA



BIOGRAPHY

He is embarking on an inter-company apprenticeship as a mechanic at ibis acam, a step taken due to the challenges he faced in securing a conventional apprenticeship linked to his grades. Yet, a flicker of doubt lingers in his mind about whether this path truly aligns with his aspirations. His heart yearns for a creative outlet, and he is contemplating the vibrant world of content creation, inspired by the success stories of others on social media. His passion for singing and dancing to hip-hop fuels this dream. Leopold hails from a working-class family and identifies as neurodivergent. Raised by his single mother, who juggles her retail job with early, late, and weekend shifts, he navigates life without the presence of his father. With limited time from his mother, he has learned to take on many responsibilities himself. As an only child, he often finds solace and companionship with friends in the park, as the one-room apartment he shares with his mother can feel stifling. This tight living arrangement poses challenges for him in focusing on his education and envisioning his future. Given his uncertainty about his career direction, the Public Employment Service (AMS) guided him toward an apprenticeship as a mechanic, a choice influenced by his academic performance. While his heart leans toward a creative career, he has been encouraged to pursue a more traditional path.

GOALS

- Short-term goals: Leopold aspires to achieve financial independence, enabling him to secure his own apartment.
- Long-term aspirations: He seeks to attain financial security that will empower him to support his mother. He also desires to engage in a career that brings him joy and fosters his growth.

MOTIVATION

Leopold aspires to uplift others through his content, igniting a passion for dance among young individuals. He thrives in the online realm, absorbing knowledge through explainer videos, brief clips, bite-sized learning segments, and engaging gamified experiences. His favorite platforms include YouTube, TikTok, and various websites that provide dynamic digital learning opportunities. With robust digital skills in the creative domain, especially in video cutting and editing, he navigates the world of content creation with flair. While his proficiency in office programs remains basic, he predominantly engages with social media via his mobile device and actively participates in online communities focused on content creation.

PERSONALITY

Self-reliant

recognizes his strengths

recognizes his own needs

SKILLS

★★★★☆

visionary mindset

★★★★☆

Communication

★★★★☆

Self-presentation

★★★★★

Commitment to duty

NEEDS



Vision for Tomorrow



self-improvement



embrace choices



Finance

MARIA

 21 years

 SPAIN



BIOGRAPHY

She has completed her education and vocational training and is now on the journey to find her first permanent job. Currently, she is navigating the waters of unemployment, feeling uncertain about her next steps. Coming from a humble background, her mother dedicates her time to the home, while her father engages in manual labor, and her younger brother continues his studies. The support of her family and social circle holds great significance for her. Most of her friends remain in their hometown, providing her with a sense of stability. Maria has a passion for music, makeup, DIY projects, and IT. Her greatest hurdle lies in her self-doubt, as she grapples with the uncertainty of her future aspirations.

GOALS

- Short-term goals: Maria aspires to attain financial independence, granting her the freedom to shape her own future. She is contemplating her next steps—whether to continue her studies, enter the workforce, or seek further professional growth. Additionally, she envisions adventures with her friends, exploring the world together.
- Long-term aspirations: Her primary aim is to secure stable employment and either afford a reasonable rent or pave the way to owning your own home.

MOTIVATION

Maria yearns for greater freedom and stability. She aspires to earn more money to realize her dreams, yet she treasures the idea of working to live—not living to work. Embracing the “learning by doing” philosophy, she thrives on hands-on experiences. With a medium to high level of digital literacy, Maria has a keen interest in programming. She predominantly engages with apps on her phone and favors short videos, as they enable her to swiftly and effectively absorb new knowledge.

PERSONALITY

Inquisitive

self-reflection

self-confidence

SKILLS



Self-marketing



Motivation



Program



Rational reasoning

NEEDS



Possibilities



Support



Discover
aspirations



Finance



How can I craft a persona?

- Who is this individual? (Age, gender, location, profession, history)
- What significance do family and social surroundings hold? (Connections, passions, obstacles)
- What aspirations does the individual strive for? (Immediate and future ambitions)
- What drives their passion and what methods resonate with their learning journey? (Incentives, learning styles, technological abilities)
- What abilities and insights does she possess? (Present capabilities, areas for growth, knowledge deficiencies)
- What challenges lie ahead? (Internal and external barriers)
- What assistance does she require, and in what ways could the guide be of service? (Required support, anticipated outcome)



DISCOVER THE LS4YOUTH APPROACH

LS4YOUTH is rooted in LifeDesign, embodying a proactive approach to intentionally crafting one's own journey. LifeDesign weaves together design thinking, positive psychology, and the Life Loops model, empowering individuals to make innovative and adaptable choices. This approach originated at Stanford University and has been enriched through extensive research and real-world application.

In LS4YOUTH, LifeDesign serves as a powerful tool for young individuals to uncover their unique strengths, cultivate essential skills, and take charge of their personal futures with confidence and purpose.

The LS4YOUTH method embraces a straightforward, three-step journey that empowers professionals to offer tailored and effective guidance to young individuals:



Phase 1: Identify

- Young individuals embark on a journey to discover their unique strengths, passions, and opportunities for growth.
- Techniques like self-reflection, symbolic visualization, and digital storytelling methods contribute significantly to this journey.



Phase 2: Measure

- In this stage, abilities are showcased, evaluated, and categorized.
- To achieve this goal, experts employ self-assessments, skill matrices, and collaborative feedback techniques.
- The goal is to conduct a personal evaluation and establish achievable growth objectives.



Phase 3: Implement

- Young individuals harness their knowledge through hands-on exercises and engaging activities.
- Here, we embrace playful, interactive, and hybrid approaches.
- The goal is to forge enduring pathways for learning and growth.



All approaches are linked to the four essential competencies.

LIFE DESIGN SKILLS



Personality: empowering identity, self-assurance, introspection

Self-marketing: showcasing your unique strengths, honing your skills, cultivating your online presence.

Physical & mental fitness: strength, emotional awareness, stress mastery

Financial & material resources: strategic budgeting, eco-friendly lifestyle, personal management

**Life skills hold
immense
importance
because**



- **they shape professional destinies:** Employers are progressively seeking life skills as automation and digitalization transform or supplant traditional roles.
- **they empower personal potential for action:** Individuals equipped with robust life skills exhibit greater resilience, creativity, and the ability to navigate challenges on their own.
- **they foster social engagement:** The ability to communicate and collaborate effectively is vital for thriving together in our communities.
- **they foster innovation and advancement:** Imagination and analytical thinking are vital for overcoming challenges and driving entrepreneurial ventures.



EMBRACE THE LS4YOUTH APPROACH



Phase 1: Identify

Before young individuals can embark on a purposeful journey toward their future, they must first discover their true selves, recognize their potential, and envision their desired path. Yet, many young people find themselves without a clear understanding of their unique skills, passions, and avenues for growth. This is exactly where the identification phase of the LS4YOUTH method plays a vital role.

What is the essence of identification?

This initial phase focuses on empowering young individuals to recognize their strengths, weaknesses, and potential. It encompasses not just formal skills, like academic achievements or practical abilities, but also the social and personal competencies that are essential for a fulfilling life.

By engaging in a focused exploration of their own personalities, young individuals gain the ability to evaluate themselves more effectively and discover the life and career opportunities that align with their true selves.



GOAL

The primary objective of this phase is for young individuals to cultivate a profound awareness of their own strengths, values, and passions. This self-discovery will provide them with an authentic evaluation of their potential and empower them to progress to the next phase—evaluating their competencies.

Specialists embrace the role of mentors and supporters, guiding young individuals to contemplate their insights and transform them into tangible development goals.

The identification phase stands as the initial step in a well-organized journey that empowers young individuals to seize active control of their lives.





Techniques for recognition

To empower young individuals in discovering their unique skills and boundless potential, the LS4YOUTH method employs a diverse array of interactive techniques suitable for both personal exploration and collaborative endeavors.

- **Self-exploration & individual alignment**

- Questionnaires and reflection journals empower young individuals to actively connect with their talents and aspirations.
- Mind maps or competency maps provide a powerful visual tool to illuminate your unique strengths and highlight areas ripe for growth.

- **Symbolic imagery methods**

- Methods like SymfoS – Symbols for Success empower young individuals to articulate their emotions, aspirations, and obstacles through the use of symbols or metaphors.
- This approach is especially beneficial for young individuals facing language challenges or doubts in their self-evaluation.

Embrace the power of the LS4YOUTH Persona Template found in the appendix.

- **Narrative crafting & life chronicles**

- Young individuals contemplate their pivotal experiences and obstacles, gaining insight into the recurring themes that shape their actions and choices.
- Narrative methods illuminate individual strengths and reveal the potential for personal growth.

- **Collaborative exchanges and mutual insights**

- Through engaging conversations and collaborative activities, young individuals gain valuable insights from their peers, fostering a more nuanced understanding of themselves.
- Experts guide this journey, ensuring that the reflection is uplifting and empowering.

- **Digital self-assessments & resources**

- Through the LS4YOUTH platform, young individuals have the opportunity to engage with interactive self-tests that empower them to gain a deeper understanding of their skills.
- The platform provides a digital competency map that captures personal growth and is carried forward into the subsequent phases of the program.



Following the identification phase, where young individuals delve into their unique strengths, weaknesses, and potential, we transition to the second phase of the LS4YOUTH method: measurement. This pivotal step is essential as it empowers young people to cultivate an objective self-assessment of their capabilities.



Phase 2: Measure

While numerous young individuals may either undervalue or overvalue their talents, this period provides a distinct and organized opportunity for introspection, allowing them to make an authentic evaluation of their own capabilities.

Why is measurement essential?

The power to evaluate oneself is an essential skill for personal development. Through focused self-reflection, young individuals acquire:

- **A clear understanding of their existing skills and avenues for growth.**
- **A clear understanding of their strengths and weaknesses, derived from both internal and external evaluations.**
- **A strong base for the upcoming stage – implementation, where they can engage wholeheartedly in their continued growth.**

However, measuring transcends mere evaluation; it embodies a personal journey of reflection on one's unique learning process.



GOAL

The measurement phase serves as the vital link between self-awareness and tangible growth. It empowers young individuals to evaluate their abilities with clarity, enabling them to establish focused development goals. For professionals, this phase presents a unique chance to pinpoint the specific areas where young people require support and to determine the most effective methods for the subsequent phase—implementation. Systematic measurements convert ambiguous self-assessments into a robust platform for personal evolution and purposeful developmental strides.



Techniques for evaluation

The LS4YOUTH method harnesses a blend of self-evaluation, peer insights, and organized assessment frameworks to offer young individuals the broadest perspective on their abilities.

- **Self-evaluations and contemplation forms**

- Young individuals are provided with organized questionnaires and reflective formats to evaluate their abilities across diverse domains.
- Questions such as “How effectively can I articulate my own strengths?” or “How do I navigate challenges?” serve to enhance your self-awareness.



Utilize the LS4YOUTH competency framework found in the appendix.

- **Skill framework & four-tier scale**

- The approach employs a stage-based competency evaluation that empowers young individuals to accurately gauge their growth.
- Four levels of competence are employed to empower young individuals in crafting their growth in a clear and encouraging manner:
 - “I find it challenging to uncover my strengths and have yet to fully acknowledge my abilities.”
 - “I recognize my strengths, yet I find myself only able to apply them in part in real-life situations.”
 - Experienced: “I am aware of my strengths and actively harness them, yet I recognize there is still space for growth.”
 - Expert: “I harness my strengths with intention and strategy to reach my goals, and I am committed to sharing my knowledge with others.”

- **360° feedback and peer evaluations**

- Professionals and peers offer focused insights on external perceptions, empowering young individuals to gain a broader understanding of their strengths and areas for growth.
- Peer feedback methods serve as a powerful tool for enhancing social and communication skills.

- **Digital resources & personal assessments**

- Through the LS4YOUTH platform, young individuals have the opportunity to engage with interactive competency assessments that allow them to explore their strengths and areas for growth.
- The platform provides self-checklists and engaging competency evaluations that track progress and can be utilized in subsequent phases.



The most brilliant theory loses its power if it remains untested. Thus, the third phase of the LS4YOUTH method is vital: the dynamic application and execution of essential life skills. This phase empowers young individuals to engage their skills in real-world scenarios, conquer obstacles, and grow through their experiences.



Phase 3: Implementation

As we journey through the identification phase, we delve into our own competencies, reflecting on them during the measurement phase. Now, our attention shifts to a pivotal question: How can I transform my knowledge into action?

Why does the implementation phase hold such significance?

Only through active engagement can new skills be solidified and woven into one's actions for the long haul. The implementation phase empowers young individuals to:

- **Acquire genuine experience by intentionally confronting challenging situations.**
- **Cultivate learning strategies that empower you to tackle challenges on your own.**
- **Cultivate self-assurance by engaging in and contemplating tangible achievements.**
- **Consistently evolve by harnessing their strengths through constructive feedback.**

This phase empowers young individuals to not only envision their future but also to take charge in crafting it.



GOAL



Through intentional application, young individuals should not only grasp their life skills but also actively incorporate them into their daily experiences.

- **They embrace accountability for their personal growth.**
- **They explore various solutions and grow through their experiences.**
- **They unite their strengths by confronting genuine challenges.**

Specialists enhance this journey with ongoing feedback, focused reflection questions, and practical strategies to guarantee that implementation stays sustainable and impactful over time. The implementation phase is a vital milestone in transforming knowledge into action, providing young people with genuine opportunities to mold their future.



Strategies for implementation

The LS4YOUTH approach draws upon a diverse array of practical techniques designed to empower individuals in seamlessly integrating these principles into their daily lives.

- **Dynamic endeavors & educational initiatives**

- Young individuals are entrusted with tangible tasks that encourage them to apply their skills in authentic, real-world scenarios.
- Examples:
 - A student eager to enhance his communication skills embraces a moderation role in a collaborative project.
 - A young individual eager to enhance their self-organization abilities takes the initiative to plan and orchestrate an event or project.

- **Role-playing adventures & immersive experiences**

- Social skills, self-promotion, and stress management can be honed exceptionally through simulations of authentic scenarios.
- Examples:
 - A job interview is enacted through role play to hone the skills needed for navigating challenging questions.
 - Conflict situations within the team unfold to foster strategic problem-solving abilities.

- **Collaborative Learning & Guidance Initiative**

- Learning through exemplars and constructive feedback: Young individuals share insights and uplift each other.
- Guidance from seasoned professionals or older youth encourages reflection on experiences and unveils fresh solutions.

- **Digital Tools & Game-Based Learning**

- Through the [LS4YOUTHplatform](#), young individuals can engage in challenge-based learning modules with a sense of playfulness.
- Gamification elements like points, levels, and digital badges create an engaging and motivating experience for applying the skills acquired.



Utilize our **LS4YOUTH method box** found in the appendix.



INFLUENCE, ADVANTAGES, AND ENHANCED WORTH

The LS4YOUTH method was crafted with the intention of empowering young individuals and assisting professionals in their endeavors. It presents a groundbreaking blend of established techniques, digital resources, and hands-on strategies to effectively foster the personal, social, and professional growth of youth.

Influence on the youth

Young individuals today encounter a multitude of challenges – ranging from job uncertainty to mental strain and societal pressures. The LS4YOUTH method tackles this concern head-on by empowering young people to cultivate their life skills with precision and purpose.

- They discover their strengths, establish goals, and take action with confidence.
- The approach not only fosters professional and social abilities, but also cultivates mental resilience and self-assurance.
- Young individuals are emboldened to take charge of their personal and professional destinies, rather than being swayed by external influences.

Advantages for individuals & enterprises

The LS4YOUTH method collection provides professionals with a harmonious blend of structure and flexibility, empowering them in their vital work with young people.

- The approaches can be utilized in a modular fashion and tailored to various work environments – whether in youth services, career guidance, or educational settings.
- The dynamic LS4YOUTH platform offers digital resources designed to empower professionals in their endeavors.
- Professionals thrive through engaging in practical exercises, reflective techniques, and proven best practices that can be seamlessly integrated into their daily lives.
- Especially within interdisciplinary teams (social work, psychology, career counseling), the method empowers collaborative, focused support for young individuals.



European significance & enduring vision

LS4YOUTH transcends the boundaries of a mere project; it embodies a Europe-wide strategy rooted in established methodologies, designed for seamless integration into diverse educational and counseling environments for the long haul.

- Through the collaboration of organizations from four European nations—France, Spain, Austria, and Slovenia—international best practices were gathered and shared.
- The approach aligns with European educational goals by fostering the development of essential skills for lifelong learning.
- Thanks to the digital platform, this method can be embraced anywhere and sustained over time, allowing its influence to reach far beyond the confines of the project.

Defining achievement

The influence of the LS4YOUTH method is consistently observed to guarantee its excellence and efficacy.

- By the conclusion of the project, a minimum of 50 specialists will have received training, and 100 young individuals will have been empowered.
- The approach is designed to be implemented in a minimum of 100 organizations for the long haul.
- Success indicators are captured through feedback systems, digital self-assessments, and qualitative evaluations.



NEW

LS4YOUTH redefines the landscape of contemporary youth development by merging hands-on approaches with cutting-edge digital tools, all while addressing the unique needs of each young individual.

LS4YOUTH METHODOBOX



The Life Skills 4 Youth method box is the central tool of the LS4YOUTH method. It contains a wide selection of practical and interactive methods aimed at strengthening young people in four key skills:

- **Personality**: self-confidence, resilience and personal development.
- **Selfmarketing**: presenting your own strengths, career orientation.
- **Physical and mental fitness**: dealing with stress, emotional intelligence.
- **Financial and material resources**: financial planning, sustainable lifestyle.

These methods have been specially developed for use in youth work, career guidance and education and are based on proven best practices from several European countries. They can be used on a modular basis and individually adapted - both in individual coaching sessions and in group formats, analog or digital.



STRUCTURE AND USE OF THE METHOD BOX

The method box is structured in such a way that it can be used flexibly. The activities are structured according to the four core competencies and enable professionals and young people to work specifically on certain areas.

- **Each method includes clear instructions, objectives, materials and reflection questions.**
- **Digital support:** Many methods are also integrated into the LS4YOUTH platform, which provides interactive self-tests, learning paths and reflection tools.
- **Individual application:** Professionals can select or adapt the methods as required - young people can work on their life skills independently or with support.

The method box is more than just a collection of exercises - it offers young people the opportunity to develop their skills in a targeted manner and integrate them into their everyday lives in a sustainable way.

Methods for PERSONALITY

LifeSkills4YOUTH



Personality: empowering identity, self-assurance, introspection

- **16 Personalities Test:** The 16 Personalities Test is based on the Myers-Briggs Type Indicator (MBTI) and categorizes people into 16 different personality types. It helps individuals better understand their strengths, weaknesses, and preferred ways of thinking and behaving.
- **Explanations through Mind Mapping (“make a point”):** Mind mapping is a method used to visually structure ideas and show connections. By illustrating main branches and sub-branches, a complex topic can be presented clearly and made easier to understand.
- **Self-image vs. External Perception:** Self-image refers to how a person sees themselves, while external perception reflects how others see them. These two perceptions can differ, which may lead to misunderstandings or new insights about one’s personal impact.
- **Matching:** This exercise encourages reflection on personal and professional goals. After a random and a deliberate card selection, the chosen goals are compared with the current life situation. Reflection and follow-up questions help to develop initial strategies for achieving these goals.
- **Receiving Feedback:** Feedback provides valuable input about one’s impact and performance by offering different perspectives. It should be seen as an opportunity for growth, with constructive feedback being particularly helpful.
- **Personal Goal Setting:** Personal goal setting means defining clear, achievable, and motivating goals for oneself. The ABC method (achievable, believable, committed) can help to specify goals and pursue them systematically.
- **List of Values:** A list of values helps identify core personal values that guide one’s private and professional life. Values such as honesty, respect, or responsibility influence decisions and how people interact with others.





16 Personalities Test

Exercise description: Participants will complete a personality test based on psychological models like the Big Five and Myers-Briggs. This helps them gain insights into their strengths, weaknesses, and communication styles, promoting self-awareness and personal growth. A series of group activities can follow the test in order to better explain to the participants the differences between the different types of personalities.

Duration: 45 minutes

Setting: ☒ Individual ☒ Group ☐ One on One Coaching

Setting: ☒ presence ☐ digital ☐ both

Competencies concerned:

- | | |
|--|---|
| ☒ Personality | ☐ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material Resources |

Objectives:

- Helping young people understand their own preferences, strengths, and potential blind spots.
- Encouraging reflection on how they process information, make decisions, and interact with others.

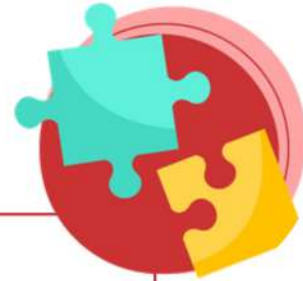
Outcome:

- A better knowledge about their own strengths together with the conscious handling of self-image and the image of others.
- a better understanding of their type of personality and their strategies of acting or behaving in a certain way according to it.

Ideas for digital implementation: if the test is done online, after the completion of the test individually, the participants can share in small groups about their personality traits and discover similarities and differences.

Tips for the trainer:

If the presentation of the activity is done on a screen, please provide a QR code to facilitate the access to the site.



Step by Step Guide:

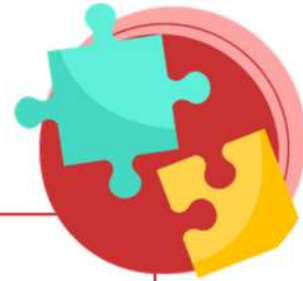
- **Introduction (5 Minutes):** Introduce the test to the participants, explaining they will mark statements on a scale from "Agree" to "Disagree," and at the end, they will receive a personality profile based on their responses. Emphasize that the test is individual, results will remain private, and participants are encouraged to answer honestly.
- **Take the test (20 minutes) :** share the link (www.16personalities.com) and let the participants complete the test. Encourage the participants to send the results to themselves by email.
- **Debrief with the participants (10 minutes):** Use some reflection questions to debrief with the participants:
 1. Was the activity easy or complicated?
 2. Are you surprised by the results?
 3. How do you think this personality type affects how you interact with others?Then, you can display the letters for the 4 categories to see how the results are organized. You can find the link in the "Annexes" below.
- **Group Activities (20 to 40 minutes) :** After the debrief, we suggest implementing small and interactive activities that allow participants to observe themselves and verify whether the results of their test are accurate. Examples of these activities can be found in the annexes section.
- **Conclusion time (15 minutes) :** To conclude, reflect with the participants on the benefits of understanding our own personality and recognizing that others may have different personalities. You can also explain that the MBTI test, created after World War II, aimed to help people better understand each other and reduce conflict. Remind participants that the results are not definitive, as personalities can change over time.

Materials:

- Smartphones or computers
- Video projector
- Pens
- Paper

Sources and tools:

<https://www.16personalities.com>



ANNEXES:

I- for Extroversion (E) and Introversion (I) :

- Debate on a divisive subject: divide the group into 2 to answer a question that can be answered with 'Yes' or 'No' and give them time to prepare their answers, then hold the debate.

You can use then some of these questions to help analyzing the attitude of the participants:

- who speaks easily?
- Who prefers to think before speaking?
- Who is stimulated by the exchange and whose energy is required?

Possible topics for the debate:

- Working in an open-plan office: stimulating or exhausting?
- Living in the city or the countryside: which is the best choice for personal fulfillment?
- Travelling alone: rewarding or intimidating?

II- For Sensation (S) and Intuition (I):

The apple exercise (or any other object)

Show participants an apple.

Ask them to write for 2 minutes about the apple but not to describe it.

You can also work with describing an image by asking a single question: "what do you see?"

Logically, the 'S' participants will give facts, and the 'I' participants will get more out of associating things with the visual aspects of the apple.

III- For Thought (T) and Feeling (F)

'The moral dilemma' Exercise:

Present an ethical dilemma to the group

Organise a debate and observe the arguments used:

the 'T' participants will favor logic and objectivity, and the 'F' participants will take into account human values and the emotional impact of decisions.

Examples of debates:

- **Social networks:** Your best friend has shared some embarrassing photos on the networks without your consent. You ask him to remove them, but he refuses. How do you react?

- **Whistleblower:** You work for a company that is polluting illegally. You have evidence, but if you reveal it, you could lose your job. What do you do about it?



- **Artificial intelligence:** An autonomous car has to choose between running over a pedestrian or endangering the lives of its passengers to avoid an accident. Which should he choose? How should autonomous cars be programmed for this type of situation?

- **Professional career:** You have to choose between a job that pays well but doesn't really motivate you, and a job that you're passionate about but doesn't guarantee you financial stability. Which option do you prefer?

IV- For Perception (P) and Judgement (J)

Ask participants to imagine they are planning a weekend trip with friends. Let them write down how they would approach the planning process in 2 minutes. Include things like scheduling, priorities, or how they would decide what to do. Judging (J) participants will typically focus on creating a structured plan, organizing activities, setting deadlines, or preparing for potential obstacles. Perceiving (P) participants are more likely to emphasize flexibility, spontaneity, and "going with the flow," leaving room for last-minute changes or unexpected opportunities.

At the end of each activity, ask the participants to reflect on whether or not the attitude they adopted during the activities and what they did corresponded to their result. Please note that if the participants do not see themselves in the result, this could be possible because :

- Understanding personality is inherently complex, and this type of test offers only a limited perspective.
- Results can vary depending on contextual influences such as mood, motivations, and the dynamics within the group
- The test relies on self-evaluation, which is inherently subjective.

A-The Significance of the different letters to explain the 4 categories of results:

In order to understand better the significance of the different categories of letters of the 16 personalities test, you can check this link: <https://www.truity.com/blog/myers-briggs/4-letters-myers-briggs-personality-types>

B- the 16 Profile Types of the MBTI Test:

Each person who has completed the MBTI test certifies their result with this 4-letter acronym. To understand the meaning of the letters combinations, you can check this link : <https://www.16personalities.com/personality-types>



Make a point

Description of the exercise:

This activity encourages participants to explore different aspects of their life and surroundings through personal mapping. It helps them reflect on the resources they can rely on, as well as the challenges they may need to overcome to move forward.

Duration:

1 – 2 Hours

Setting: ☐ Individual ☐ Group ☒ One on one Coaching

Setting: ☐ presence ☐ digital ☒ both

Skills

involved:



Personality



Self-esteem



Physical and mental fitness



Financial and material resources

Objectives:

Recognizing the parts of your life that might influence future decisions or changes.

Result:

Help participants gain a clearer understanding of their current resources and concerns. Support them in exploring their own perspectives. Encourage young people to become more aware of their experiences so they can take meaningful action.

Ideas for digital implementation:

A mini-game of 60 cards where participants are invited to group the cards in a way that best reflects their current situation, from their own perspective. If they seem stuck, you can suggest organizing the cards into four categories: resources, obstacles, what feels obvious, and what raises questions. This activity can also be supported by organizing thoughts on paper or in digital formats, such as notes, flipcharts, mind maps, or tables.



Step by step guide:

1. Introduction (10 min) :

The facilitator introduces the cards and provides a blank A3 sheet or a digital alternative. The participant writes their first name in the center of the page and begins reflecting on their current situation and how they envision their future.

2. Choosing and sorting cards (15 min)

The participant keeps the cards with a positive or negative influence, as well as those that raise questions, setting aside the rest. They organize the selected cards around their name based on their understanding of the situation (groups can be suggested). The facilitator encourages them to take their time, intervening only if asked for support.

3. customization (20 min)

The participant can replace the words on the cards with their own words, drawings, or shapes. The facilitator helps personalize and clarify the meaning of each element, encouraging the participant to add as much detail as possible—through colors, symbols, shapes, or other creative tools.

4. Valorization of the experience (20 min)

Invite the participant to share their thoughts and feelings about the activity out loud. You can use tools like a list of smileys, emoticons, or emotion words to support this expression. Encourage an open exchange through questions to help explore their reflections more deeply.

For example, the facilitator can ask questions like: What does the participant remember most from the activity? What value do they see in this type of work? What obstacles or challenges did they face? Are these themes similar to what people around them might choose? Do they think these themes will evolve over time, and why? What could prevent them from succeeding, and what helps them move forward?

5. Action plan Help the participant prioritize, assess, and select the themes they want to work on, either independently or with external support (such as from a counselor, peers, or family).

Tips for the Counselor:

Maintain an appropriate distance and neutrality when sorting the cards. Avoid making comments or providing direct feedback. Instead, guide the participant to reflect deeply on their situation through questions such as: *What does this word mean to you? When you write this down, what do you hear? What does it mean to you? Can you elaborate on that? What more can you say about it?*

Feedback Method:

Engage in exchanges and reformulations through questions. Confirm the reformulation and, if necessary, follow up with additional questions to encourage further reflection.

Material:

Pre-filled and/or blank cards can be used to support the organization of groups and ideas, along with tools such as sheets, flipcharts, digital platforms like Canva, mobile phones, and colored pencils or production software.



Accident



Moving



Nationality



Rent



Money



Politics



Religion



Internet



Phone



**Social
Media**



Animals



Hygiene



**My Daily
Life**



Volunteering



Parents



Children



**Family &
Friends**



Spouse



Divorce



Sports



Violence



Discrimination



Assistance



Public Services



Status



My Network



Driving License



Dependents



My Support System



Debts



My Private Life



Justice



Addictions



My Living Environment



My Mobility



**My Disability/
disabilities**



My Concerns



My Skills



My Self-confidence



My Story



Work



**My
Employer**



**My
Colleagues**



**My
Dreams**



**My
Personal
Projects**



**My
Hobbies**



**My
Values**



Pain



**My
Emotions**



**My
Morale**



**The State
of the
World**



**Current
Events**



**Training/
Degrees**



Job Search



My Health



**My Pro-
fessional
Projects**



**What I
like to do**



**People I
admire**



My Luck



Time





Self-image vs. external perception

Description of the exercise:

The "Self-image vs. external perception" workshop helps young people explore their self-perception and compare it with how others perceive them. Through interactive activities and discussions, participants will identify their strengths, become aware of any perception gaps, and boost their self-confidence. This workshop is key to understanding oneself better, improving Selfmarketing, and fostering better interpersonal interactions in both personal and professional settings.

Duration:

1,5 Hours

Setting ☐ Individual ☒ Group ☐ One on one coaching

Setting ☐ Presence ☐ online ☒

Relevant skill

☒ Personality ☐ Selfmarketing
☐ Physical and mental fitness ☐ Material and financial resources

Objectives:

Encourage participants to explore and better understand how they perceive their own personality. Help them compare this self-perception with how others see them to reveal differences or similarities. Boost their self-confidence and promote thoughtful reflection on self-image. Raise young people's awareness of how perceptions influence interpersonal relationships.

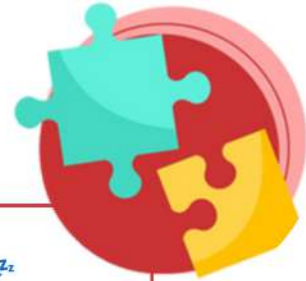
Results:

Participants will develop a clearer understanding of both their personal and public image. They will learn how to use feedback to grow and communicate more effectively. They will also be encouraged to reflect more deeply on their identity and the way they influence others.

Ideas for digital implementation:

Virtual Mirror Game: A digital tool where participants receive anonymous written or audio feedback from others, highlighting their strengths and standout qualities.

Video Scenarios: Short videos that show how people can have different perceptions of the same situation, and how to navigate these differences effectively.



Step 1: For each aspect, pick the emoji that best represents how you're feeling today. Take a moment to think about the questions and write down your thoughts. Choose one area you'd like to improve. What concrete steps can you take to make progress? Repeat this exercise regularly to track your progress.

Step 2: Cross-feedback (30 min)

In small groups

Each participant provides constructive feedback to others, focusing on the strengths and positive qualities they noticed.

Step 3: Review and Reflection (30 min)

Each participant compares the feedback they received with their initial self-assessment.

They then identify 2 strengths to build on and 2 areas for improvement.

Step 4: Action Plan (15 min)

Participants write down a specific action to strengthen an area they want to work on (e.g.: "I will ask for feedback more often from those around me.").

Motivation	🔥 / 😐 / 🛌
Relations	👉 / 😐 / 🛋️
Creativity	💡 / 😐 / 📦
Adaptability	🌈 / 😐 / 🦾
Stress	😓 / 😐 / 😫
Communication	💡 / 😐 / 😞
Organisation	📅 / 😐 / 🗑️

Tips for trainer:

Create a supportive environment: Ensure respect and confidentiality in all discussions. Encourage participants to highlight the positive and be constructive. Use language that is easy for young people to understand.

Feedback method:

Group discussion to share your experience: What did you discover about yourself? Did anything surprise you about how others saw you? Participants evaluate the activity using a quick survey (online or paper).

Materials:

- In-person: Board, pens, self-assessment sheets, projector for visual aids.
- Online: Videoconferencing platform, collaboration tools.



Matching

Description of the exercise:

Through the random distribution of cards representing personal and professional aspirations—followed by indicative lists in a second step—participants will be encouraged to exchange, debate, and identify the aspirations that matter most to them. They will then compare these with their current reality. The arguments they use, the choices they make, and the responses they give to follow-up questions will help them reflect on strategies they can put in place to achieve their goals.

The game includes over 80 cards featuring different professional ambitions. It begins with a round where cards are distributed randomly, followed by a second round where participants can choose their own.

Duration:

Approximately
1h30

Setting ☐ Individual ☒ Group ☒ One on one setting

Setting ☐ Presence ☒ online ☐ both

Relevant skill

☒ Personality ☒ Selfmarketing
☐ Physical and mental fitness ☐ Financial and material resources

Goals:

- Identify the aspirations each participant hopes to achieve in their professional and personal life.
- Begin to prioritize these aspirations based on what matters most to them.
- Reflect on how well their current profession aligns with these aspirations.
- Become aware of the gap between their ideal vision and their present reality.

Results:

It is an immersive experience, particularly during the stage of psychological integration, which should be approached calmly and at the participant's own pace in order to be truly effective.

The work done during this activity can be revisited during individual interviews. Prioritizing aspirations and comparing a project idea with those aspirations is an essential part of the project validation process.



Step-by-step guide:

1/Preparation:

Prepare a set of aspiration cards (including blank joker cards). Print a complete list of aspirations for each participant. Provide blank sheets of paper and pencils.

2/Introduction (5 min):

Purpose: "Today, we're going to explore your personal and professional aspirations – what truly matters to you, what motivates you, and how these aspirations can shape your future plans."

3/Distribution and discussion (15-20 min):

Randomly hand out 5 cards to each participant.

Explain the exchange rules: each person must always keep 5 cards in hand. Joker cards can be used to write down a personal aspiration that is not already included in the set.

Start the exchange phase and make sure the rules are being followed throughout the activity.

4/End of exchanges (5 min):

Ask everyone to write down their final 5 cards on a sheet of paper.

5/Expression of experience (10 min):

Ask participants to reflect on how they felt during the exercise and write down their thoughts. Then, invite them to share their experiences orally with the group.

6/Cognitive processing (20-30 min) : Facilitate a discussion about the strategies used to obtain satisfactory cards. Draw a connection between these strategies and the search for a fulfilling professional situation. Write down the key points on the board.

7/Psychological integration (30 min): Distribute the complete list of aspirations to the participants. Guide them through the following steps:

- Choose 5 additional aspirations.
- Prioritize the 10 aspirations.
- Assess how well each aspiration has been addressed in their career plans.
- Identify important aspirations that remain unfulfilled.
- Reflect on ways to fulfill these aspirations, either professionally or personally.

8/Conclusion (10 min):

Invite voluntary sharing of thoughts Summarise the key points of the activity

Tips for the trainer: A roundtable discussion is crucial at the end of the Psychological Integration phase, following steps 4 and 5. The nature of the game and task may cause some participants to censor their aspirations, particularly those with social connotations, out of fear of judgment by others. It is important to ensure psychological integration in an environment where everyone feels safe to work without the fear of others' scrutiny. One way to achieve this is by rearranging the tables to create a more private setting.

Feedback method:

An individual commitment action plan with validated, achievable objectives, accompanied by the establishment of a follow-up meeting to track progress and ensure accountability.

Material:

- A set of career aspirations cards
- A photocopy of the "list of aspirations" and "form to complete".
- Paper-board, markers, scotch tape
- One "ADVP animation summary sheet" per participant.



**Friendly
work
environment**



**Variety in
the work**



**Activity to
help others**



**Activity
that keeps
you
constantly
busy**



**Activity
focused on
children**



**Fast-paced
work
environment**



**Possible
part-time
activity**



**Activity
involving
frequent
contact
with others**



**Activity
involving
the use of
machines**



**Activity
where you
manage
others**



**Mixed-
gender
work
environm-
ent (men &
women)**



**Activity
where you
are
recognized
& respected**



**Activity
with fixed
working
hours**



**Activity
involving a
lot of
communic-
ation**



**Activity
allowing a
lot of free
time**



**Activity
requiring
ambition**



**Thinking
and
research-
based
activity**



**Outdoor
activity**



**Creative
activity**



**Activity
based in
the city**



**Activity
based in
the
countryside**



**Manual
activity**



**Activity
that makes
you well-
known**



**Activity
mainly
done in a
team**



**Activity
that earns
a lot of
money**



**Organizat-
ional
activity**



**Activity
without
unexpected
events**



**Activity
mainly
done alone**



**Highly
hierarchical
work
environment**



**Activity
requiring
frequent
travel**



**Activity
that
respects
physical
and mental
health**



**Activity
carried out
in a calm
environment**



**Activity
where you
are your
own boss**



**Activity
allowing
self-
reflection**



**Activity
that
involves
danger**



**Activity
involving
physical
effort**



**Activity
involving
frequent
decision-
making**



**Activity
requiring
personal
initiative**



**Sedentary
activity (no
travel at
all)**



**Activity
with low
risk of
unemploy-
ment**



**Activity
carried out
at home**



**Pleasant
working
conditions**



**Nature-
oriented
activity**



**Activity that
can be done
without
emotional
involvement**



**Activity
possible
with several
employers
at the same
time)**



**Activity
with no
opportunity
for
promotion**



**Non-
stressful
activity**



**Activity
involving
negotiation**



**Activity
requiring
on-call duty**



**Activity
with a poor
public
image**



**Activity
requiring
frequent
training**



**Task-based
(executor)
activity**



**Activity
bordering
on
illegality**



**Activity
subject to
constant
monitoring**



**Activity
that allows
you to
respect
your
personal
values**



**Boring
activity**



**Dirty or
messy
activity**



**Activity
involving
strong
competition**



**Activity
where you
are
supported
by your
superiors**



**Predomin-
antly male
work
environm-
ent**



Activity where earnings are directly tied to the work done



Activity you can be proud of



Activity with unpredictable tasks and schedules



Activity where everyone can give their opinion



Activity carried out in a coworking space (shared office)



Activity requiring travel abroad



Activity enforcing the law



Activity that requires a specific dress code



Predominantly female work environment



Activity that involves working in partnership



Activity where you learn on the job



Activity that allows for a personal passion on the side



Activity that enables a work-life balance



Low-paid activity



Activity without administrative tasks



Activity where you feel useful



Activity without constant supervision



Activity that allows for religious practice



Activity without personal space



Activity requiring great availability (flexible hours) 40





Receiving feedback

Description of the exercise:

Young people learn to give constructive feedback based on their personal experiences. They evaluate a recent action and suggest improvements. In return, advisors model supportive feedback to help young people progress by learning to consider feedback.

Duration:

1 Hour

Setting: ☐ Individual ☐ Group ☒ One on one Coaching

Setting: ☐ presence ☐ digital ☒ both

Skills involved:

☒ Personality ☐ Selfmarketing
☐ Physical and mental fitness ☐ Material and financial resources

Objectives:

Allow participants to learn how to receive feedback without feeling judged.

Help identify key elements of feedback for improvement.

Encourage young people to express themselves about the actions they participate in, ask questions, and suggest improvements.

Integrate feedback as a tool for continuous improvement for advisors. (CEP, interview conclusion?)

Result:

The participant knows how to listen to feedback without reacting defensively.

They are able to reformulate feedback to grasp its key points.

They implement a concrete action based on the feedback received.

Ideas for digital implementation:

Mini-game where the young person must:

- Identify whether a given feedback is constructive or not.
- Respond to fictitious feedback by choosing a reaction from several options (e.g., Defensive, Calm, Open).
- Improve a response by incorporating the given feedback.

Interactive tools:

- App to collect and analyze feedback in real time.
- App to facilitate collaborative activities.



Step by step guide:

Introduction (10 min) :

Explain the importance of feedback for progress and being listened to / Illustrate with a concrete and positive example.

Interactive module (15 min): Show a video or simulated scenario on feedback (successes/common mistakes). Ask: "What did you learn? How would you react?"

Practical application (20 min): Feedback given by young people: Participants describe in detail an activity or situation they took part in. They reflect on what went well, identifying the successful aspects of the situation. Then, they consider what they could improve, addressing any concerns they had during the activity. Finally, they explore what could be done differently to overcome the challenges they encountered, proposing solutions to the problems identified.

Feedback from advisors: Advisors provide positive feedback to each participant, highlighting their strengths and achievements. They then help plan the next steps, outlining what actions need to be taken and what comes next in the process.

Personal reflection: How did you feel in this situation? What reactions did you notice in yourself? What did you learn from the experience?

Group debriefing (15 min): Share feelings about the exercise, reformulate and synthesize the improvement ideas from the feedback, and highlight individual efforts to enhance participation. Formalization of feedback: For young people, use simple feedback sheets with guided or visual questions (e.g., smileys, satisfaction scales). For advisors, synthesize the feedback and develop a collective improvement plan.

Tips for the Counselor:

Personalize your feedback (avoid generalities like "Good" or "Not bad"). Take a caring approach and encourage progress. Reframe negative feedback with empathy to help defuse any negative emotions.

Feedback Method:

Material:

An exercise sheet (example to be defined according to the context).
A reflection sheet with guided questions. Pen and paper or digital support for writing

Sources and Tools:

digital tools or printer paper
quiet environment



Personal goal setting

Exercise description:

The ABC-method states that a goal should be **a**chievable, **b**elievable, and the person should be **c**ommitted. This technique is useful for priority setting, it is simple and effective and makes you efficient.

Duration:

15-30minutes

Setting: ☒ Individual ☐ Group ☐ One on One Coaching

Setting: ☐ Presence ☐ Digital ☒ Both

Competencies concerned:

- | | |
|--|---|
| ☒ Personality | ☐ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material resources |

Objectives:

- Prioritizing tasks
- Reflecting consequences of finishing & not-finishing specific tasks
- Analysing importance of tasks
- Starting the most important task instead of procrastinating

Outcome:

- Starting a daily habit of setting and working on highest priority tasks
- Ability to analyse work lists and determine priority for higher accomplishments, greater self-esteem, self-respect and pride

Ideas for digital implementation:

It can be done through a PDF that users can open in their browser, or download and write on paper.

An online form can also be done and, at the end, they receive a PDF with their contributions.



Step by Step Guide:

1. Write down all your tasks you can think of. Consider your goals and what steps have to be reached to get there.
2. Determine your top priorities: tasks that are very important and have to be done, because otherwise there would be serious consequences – these are your “A”-tasks. If you have more than one “A”-task, prioritize them in order of importance by naming them “A-1”; “A-2”; “A-3”, etc. Your task “A-1” is the biggest, most significant task.
3. Decide on secondary tasks: tasks you should do, but only have mild consequences when not done, are the “B”-tasks. Someone may be unhappy or inconvenienced if you do not do it, but it is nowhere as important as the “A”-tasks. Never do a “B”-task when there is an “A”-task undone.
4. Your “C”-tasks are things that would be nice to do, but for which there are no consequences. This could include phoning a friend or having lunch with coworkers.
5. Now you are completely organised and ready to get more important things done faster. Start on your “A-1”-task and use all your willpower to stay on it, until it is done.
6. Make a habit out of prioritisation.

Tips for the trainer:

Try to do the goal setting exercise before, where the participants define their goals and break it down into tasks, which can be listed and prioritised then with this exercise.

Feedback method:

Feedback through own experience of success, self-reflection.

Materials:

Use Worksheet, or colourful sticky notes: 3 colours for “A”-, “B”- and “C”-tasks, pen; or device with Internet connection.

Sources and tools:

-



Personal goal setting

"A" - Tasks

IMPORTANT

1.
2.
3.
4.
5.
6.
7.

"B" - Tasks

REMEMBER!

1.
2.
3.
4.
5.
6.
7.

"C" - Tasks

LESS STRESS!

1.
2.
3.
4.
5.
6.
7.



List of values

Exercise description:

The "Values List" method is a tool for uncovering and clarifying personal core values. By identifying what truly matters to the youngster, this method empowers to make informed life choices, boost motivation, and establish a strong foundation for setting meaningful goals.

Duration: 50 minutesSetting: ☒ Individual ☐ Group ☐ One on One CoachingSetting: ☒ presence ☐ digital ☐ both**Competencies concerned:**

- | | |
|--|---|
| ☒ Personality | ☐ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material Resources |

Objectives:

- To make the participants understand better their values and the hierarchy they give them
- To understand the impact on their daily life of these values
- To understand how they could improve their life by applying them

Outcome:

- To have a deeper understanding of how principles and values shape decisions
- To have an action plan on committing to its own values

Ideas for digital implementation:

- Create a drag and drop exercise to select directly the values and move them into boxes Important/Not important and to give them a hierarchy



Step by Step Guide:

Introduction (10 minutes): Present to the participants the objectives of the activity and ask them to think individually about what are their own values. Ask them to think about why it is important to know their values: how values guide decisions, influence self-image and affect how you interact with others.

Sorting values (10 minutes): Give to each participant a set of printed values (worksheet) that were previously cut, to put them into 2 categories: important and not important. In a second phase, ask them to choose the 10 that are the most important for them and to prioritise them, to stick them to the worksheet attached.

Reflection (20 minutes): Based on the highest ranked values, ask the participants to create one or two statements that express how they want to live by these values. For example: *"I value honesty and aim to communicate openly, being truthful with myself and others in all situations."* Ask volunteers to share them.

Conclusion (10 minutes): Debrief the activity by asking to the participants how they felt, if it was easy to think about their own values or if they had difficulties to identify them. If it was the case, they can share why it was difficult. Conclude by reminding that the values can change and evolve overtime, according to the personal and external context : for example, the arrival of a baby in a family can totally change the way you see the world and the hierarchy of values.

Tips for the trainer:

Here are some final suggestions you can provide along the process:

- Start from the "real life" to think about your values
- Reflect on these values regularly, at least every couple of months
- Think about values that are important for you, not that you think would be important for you to have according to the others

Feedback method:

The feedbacks will be made orally by the participants, with the possibility to show to the others what they did.

Materials:

Worksheets provided by the youth worker

Methods for SELF-MARKETING

LifeSkills4YOUTH



Self-marketing: showcasing your unique strengths, honing your skills, cultivating your online presence.

- **Me at my Best:** This exercise helps individuals become aware of the traits and abilities that define their ideal version of themselves. Through reflection and targeted development steps, one can move closer to this ideal image and fully unlock personal potential.
- **Show off your best self:** Self-presentation refers to how one presents themselves, while acceptance involves embracing oneself and one's unique traits. A healthy balance between authentic expression and the willingness to self-reflect fosters personal growth and positive relationships.
- **Resource and Competency Pathway:** This approach supports the identification of personal resources (e.g., strengths, experiences, networks) and competencies to intentionally drive personal development. By consciously utilizing these resources, challenges can be better managed and new opportunities can be seized.
- **Personal Branding:** Personal branding refers to the intentional shaping of one's image and external presentation in order to position oneself as a brand. Especially in the digital world, it's essential to develop an authentic and consistent profile that reflects one's values, strengths, and skills.
- **Design your zine:** This creative exercise invites individuals to design a personal magazine that reflects themselves and their life vision. Through images, texts, and design, a tangible representation of personal goals, interests, and values is created, which can serve as a source of inspiration for self-development.
- **Negotiation Simulation / Reach Your Goals Faster with Negotiation and Sales Skills:** In a simulation game, real-life negotiation scenarios are recreated to test out strategies and techniques in a safe environment. With targeted training in negotiation and sales skills, goals can be reached more efficiently, and personal assertiveness can be strengthened.





Me at my best

Exercise description:

In pairs or small groups participants tell a story about a moment where they felt really good about themselves. The other(s) listen actively, note key points and give feedback afterwards, what the story revealed about the storyteller.

Duration:

20-60 minutes

Setting: ☒ Individual ☒ Group ☐ One on One Coaching

Setting: ☐ Presence ☐ Digital ☒ Both

Competencies concerned:

- | | |
|--|---|
| ☐ Personality | ☒ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material resources |

Objectives:

- Discovering own strengths, interests & values
- Practising active listening
- Promoting self-reflection & self-knowledge

Outcome:

- Understanding when they feel good about themselves
- Understanding own emotions
- Realising how to use own strengths & values

Ideas for digital implementation:

An online form can be created, and also include other people's stories. For example, 1-2 stories on the page that users can read. In addition, each partner can record a short interview with a person and upload it. No need for subtitles or translation because each partner can do one in their own language.



Step by Step Guide:

1. Form a group of 2-5 people. Everyone needs the worksheet.
2. Share your stories: take 5 minutes to share a story about a situation where you felt really good about yourself and energetic. It could have happened last week or years ago and might be a small moment or a bigger event.
3. Listen carefully & take notes on the worksheet while someone is sharing their story. Write down what you hear about their interests, skills and values. To listen emphatically, you can ask questions like "Tell me more about..." to help them elaborate.
4. Give feedback when the story is over and share what you noticed. The storyteller can now take notes on what they learnt about themselves.
5. Reflect together after everyone had a turn to be the storyteller. Talk about what you learned within the group (only what you feel comfortable to share)

Tips for the trainer:

Create a comfortable atmosphere and set the scene so participants feel good telling personal stories.

Feedback method:

Participants give feedback to each other and reflect jointly in their small groups; self-reflection in the online case.

Materials:

Worksheet, pen

Sources and tools:

N/A



Me at my best

Phase 1: Storytelling
(8 minutes)

Phase 2: Feedback
(5 minutes)

Interests

Skills

Values

Everything else



Show off your best self

Exercise description:

Participants will write a short personal pitch, record it on video, and share it with the group. This helps them get comfortable talking about themselves, build confidence, and see what makes them unique.

Duration:

45 Minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☐ presence ☐ digital ☒ both

Competencies concerned:

- | | |
|--|---|
| ☐ Personality | ☒ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material Resources |

Objectives:

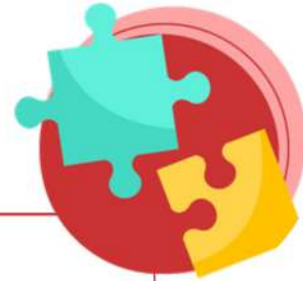
- Practice creating and delivering a clear, engaging personal pitch.
- Build confidence in self-presentation and public speaking.
- Develop self-awareness and acceptance by reflecting on their unique qualities.

Outcome:

- Increased confidence in self-presentation.
- Better awareness of personal strengths and unique qualities.
- Improved comfort with speaking, appearing on video, and hearing their own voice.

Ideas for digital implementation:

This can take place with online tools such as Zoom or MT. Participants can record their pitches and share them through a shared folder. They can write and edit their pitches together on Google Docs and feedback can be gathered through tools like Mentimeter. Breakout rooms can help smaller groups practice before presenting.



Step by Step Guide:

- **What's a Pitch?:** A quick, fun way to introduce yourself and show off your strengths, passions, and goals. A pitch has three parts: Who you are: Your name and what you do. What you're into: Skills, passions, or hobbies. What makes you unique: Something special about you.
- **Create Your Pitch:** Take some time to write a short pitch about yourself (about 1-2 minutes). Focus on things you're proud of, what you love doing, or your big goals.
- **Record Your Pitch:** Use your phone or any camera to record yourself giving your pitch. Stand tall, smile, and speak clearly. Imagine you're talking to a friend!
- **Watch and Reflect:** Play the videos for the group to watch. After your video, share how it felt to see yourself on screen. Talk about it as a group: How did it feel to record and watch yourself? What's one thing you're proud of in your pitch? How can you use what you learned to feel more confident about yourself?

Tips for the trainer:

If someone doesn't want to participate in public speaking, the facilitator should respect their choice and not force them. Encourage them to observe the activity instead, and let them know they're welcome to join later if they change their mind. Encourage participants to use ChatGPT to help write an elevator pitch based on their key strengths and goals. They can then compare ChatGPT's version with their own pitch to see what they can improve, add, or personalize. This can inspire new ideas and help them refine their presentation further.

Feedback method:

Participants will receive feedback through group discussions after watching the videos, where they can share how they felt about their presentation and hear supportive comments from peers. They'll also reflect on their experience individually, focusing on what they liked about their pitch and what they might improve.

Materials:

Paper or digital devices for writing pitches, pens or markers, flipchart or whiteboard for explanations, phone or camera for recording videos, projector for showing videos, example pitch templates or slides (optional).

Sources and tools:

Paper or digital devices for writing pitches, phone or camera for recording videos, projector for showing videos.

Intuit QuickBooks. (n.d.). How to write a business elevator pitch | Start your business [Video]. YouTube. <https://www.youtube.com/watch?v=Log9A3BW0jI>

OpenAI. (2025). ChatGPT (January 7 version). <https://chat.openai.com/>



Resource & competence pathway

Exercise description:

The method uses symbolwork to help the client assess their own potential, resources, strengths and assets in life, which they can rely on to achieve their objectives.

Duration:

60 minutes

Setting: ☐ Individual ☒ Group ☒ One on One Coaching

Setting: ☒ Presence ☐ Digital ☐ Both

Competencies concerned:

- | | |
|--|---|
| ☐ Personality | ☒ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material resources |

Objectives:

- Defining goals
- Structuring future plans
- Reflecting on life situations & available resources
- Using own strengths and opportunities to reach goals

Outcome:

- Reaching goals when the path of getting there is clearly defined and planned
- Realising how to use their strengths and competences to reach their goals

Ideas for digital implementation:

N/A



Step by Step Guide:

1. Set a goal you want to work towards. Select symbols to represent this goal and place them on a card representing the goal (your future). Lay cards symbolising the years of your life, starting at your current age back to your birth. Select a trusted group (if any) to act as observers. The trainer/counsellor will guide the activity, and together with the group will support the client.
2. Now choose from the remaining symbols to mark special events in your life that shaped you and place them on the timeline you created. You can ask yourself "Who am I?" and "What am I good at?" to choose symbols for significant moments, when you developed personally or acquired a competence or resource.
3. Present your work: choose 5 symbols from your pathway representing acquired competences and resources. The white sheet of paper and the parking sign are placed in the empty space between your current age and the goal you want to achieve. Place the 5 symbols on the white sheet, the "parking lot", to represent assets you consider most useful for reaching your objective. It is the client who defines the significance of a symbol, not the interpretation of others!
4. The trainer (& group) asks factual questions, for clarification purposes only!
5. The trainer (& group) shares their perception of the client's work and presentation, concerning body language, voice pitch, actions. Purely observation!
6. The trainer (& group) shares their interpretations as if talking to themselves.
7. The client now can share their agreement or disagreement with the interpretations, including surprise or self-realisations. Discussions are welcome!
8. Discuss whether strengths are sufficient to reaching your goal, or if something else is needed. Focus & evaluate the strengths needed to reach the goal.

Tips for the trainer:

Allow for a calm and private atmosphere for the preparation steps 1 & 2. For step 2 not every year/ card needs a symbol. Make sure to separate factual questions and observations from the interpretation.

Feedback method:

Feedback on factual, observatory and interpretory basis by trainer (and group); to encourage self-reflection in the absence of a support group.

Materials:

A set of symbols, cards representing years or other time frames, a parking sign & white sheet of paper.

Sources and tools:

List of symbols. EJO4Youth video: <https://www.youtube.com/watch?v=kAxyCzjr37g>



List of symbols (example)

Food - Kitchen	Bottles, alcohol bottles, banana, cutlery, beer glass, cork, fork, chicken, saucepan, egg, chick, spoon, knife, fruit basket, mushroom, candy, candy machine, scissors, funnel, hot water bottle, water kettle, wine glass, jug
Body - Person	Eye, heart, angel, dolls, baby dolls, hair clip, crown, ghost, hand, witch, child doll, baby carriage, bone, man, woman, nun, knight, robot, skeleton, smiley, skull, santa claus, finger
Entertainment - Hobbies	Pencil, letter, letter box, book, dolphin, tickets, soccer ball, balls, watering can, globe, mobile phone, beads, piano, guitar, sewing machine, spinning top, lipstick, harmonica, perfume bottles, PC / keyboard, radio, skateboard, game figurines, swing, rocking chair, sleigh
Animals - Nature	Bear, trees, lightning, flower, wood, fish, ducks, donkey, fur, frog, bat, dog, cow, mouse, mousetrap, nest, horse, snake, bird, wasp / bee, tiger, dove, stones, stars, sheep, butterfly
Profession	Anvil, hatchet, money, saw, fire extinguisher, fire truck, police car, ladder, coins, cone, compass, syringe, coffin, siren, key, clamp, screws, wrench, steering wheel, bar code, alarm clock, tool box
Usability items	Anchor, wrist watch, battery, gasoline can, tin box, iron, castle, shower, wedding rings, shopping cart, ring, airplane, bottle crate, light bulb, glass container, bell, gold, handcuffs, house, tower, broom, horseshoe, helicopter, chain with ball, button, condom, cross, lighthouse, motorcycle, shells, bus, package, car, pan, pipe, pistol, trophy, eraser, calculator, backpack, hourglass, sunglasses, sun, mirror
Other	Exclamation or question mark (e.g., magnet), plus sign



Personal branding

Exercise description:

Participants learn to promote themselves by reflecting on their strengths and how these could be valuable to others, to develop their personal branding.

Duration:

30 - 45 minutes

Setting: ☒ Individual ☐ Group ☐ One on One Coaching

Setting: ☐ Presence ☐ Digital ☒ Both

Competencies concerned:

- | | |
|--|---|
| ☐ Personality | ☒ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material resources |

Objectives:

- Reflecting on own values, strengths and characteristics
- Realising how own strengths connect to the needs of others and create value

Outcome:

- Ability to analyse strengths concerning how they could be valuable to others
- Creating a personal brand focusing on own strengths and values, as well as the needs of a possible customer group

Ideas for digital implementation:

- It can be done through a PDF that users can open in their browser, or download and write on paper.
- An online form can also be done and, at the end, participants receive a PDF with their contributions.



Step by Step Guide:

1. Firstly, think about your values, strengths and characteristics. You can do the exercise "Me at my best" before, to learn about your strengths and values. Also consider doing a free personality test (link below). It gives you a description of who you are and why you do things the way you do. Use these resources to take notes on your strengths, values and characteristics on the worksheet.
2. Next, think about these questions, which of your strengths could create value for someone else? For whom could you create value? Note your answers on the worksheets. Your answer to the second question defines who your customers or target group are.
3. Now, reflect on the needs and goals of your potential customers. What do they value? What are their challenges and goals, and what do they need to face them? You could even ask people you know who would fit your customer group. Again, take notes on the sheet.
4. Last but not least, reflect where your strengths connect to the needs and goals of your customers. You can start colourcoding needs and connecting strengths with highlighters, to visualize congruities. Then note your realizations.
5. Now you know how you can use your strengths to create value for others to earn money!

Tips for the trainer:

- Consider doing "Me at my best" exercise before
- Consider doing a personality test beforehand
- Create a calm atmosphere, suited to working on individual reflection

Feedback method:

Reflection occurs during the exercise. If potential customers are addressed during step 3, they could be asked for feedback after step 5, whether it seems useful.

Materials:

Worksheet "Personal Branding", pen or device with Internet connection

Sources and tools:

Personality test: <https://www.16personalities.com/languages>



Personal branding

Important values for you

Your strengths

**Your characteristics:
What makes you stand out?**

How could your strengths be valuable?

To whom could they be valuable?

What is important to your potential customers? What do they need?

What added value do you bring to your customers? How do your strengths connect with their needs?



Design your zine

Exercise description:

Participants will craft a small magazine or pamphlet (a zine) that represents who they are and what matters to them. It allows reflection on what is important to oneself at the moment.

Duration:

2 - 3 hours

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☐ Presence ☐ Digital ☒ Both

Competencies concerned:

- | | |
|--|---|
| ☐ Personality | ☒ Selfmarketing |
| ☐ Physical and mental fitness | ☐ Financial and material resources |

Objectives:

- Helping to visualize connections between desires and motivations
- Structuring thoughts about wishes and interests

Outcome:

- Understanding own interests, motivations and goals better
- Visualising desires
- Using crafting as a medium of artistic expression
- Creating and selling one's personal brand

Ideas for digital implementation:

- A digital zine or moodboard can be created.
- Short videos of less than 60 seconds in autoplay with instructions to make the zine can be done.



Step by Step Guide:

1. Prepare the zine by getting an A4 sheet of paper and following the folding instructions provided.
2. Choose a theme or topic, which is meaningful to you. This can be a hobby, dream, personal challenge or vision for the future. The theme will guide the design and content of your zine.
3. Search through magazines for images, words and phrases which relate to your theme. Cut out everything that catches your eye or feels connected to your ideas.
4. Organize your cut-out words and images into the folded pages of your zine. Arrange them, so that they tell a story about your theme. Use a section for each part of the topic, or mix and match as you like.
5. Use markers, washi tape or other creative material to add a creative, more personal touch to your design, like drawings, captions or decorations. Personalize each page to reflect your style and message.
6. Once your zine is finished, reflect on what it represents. You can share it with others and explain the meaning behind your choices.

Tips for the trainer:

Generate a comfortable and creative atmosphere, i.e. prepare magazines for cutting out and decorative materials, and perhaps put on background music.

Feedback method:

Personal reflection on message of zine and feedback through exchange with others.

Materials:

A4 paper, folding instructions, colored markers, scissors, glue, magazines/newspapers, decorative materials; or device with Internet connection.

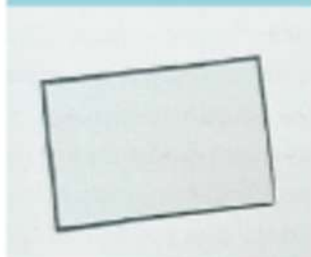
Sources and tools:

- The zine documentary: <https://youtu.be/77eiLeHMB6k?si=xxYwjuvBnXJ5GZBy>
- But I love the zine: <https://youtu.be/kMOGGY4tqXE?si=tyooDnFu8nv5OKIJ>

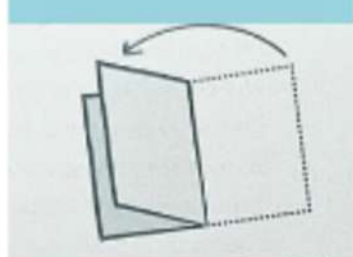


Design your zine: Folding instructions

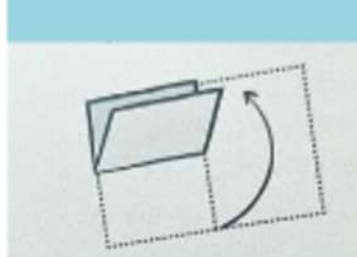
1. A4 Paper



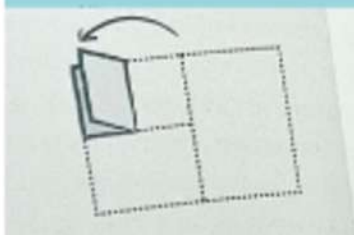
2. Fold in half



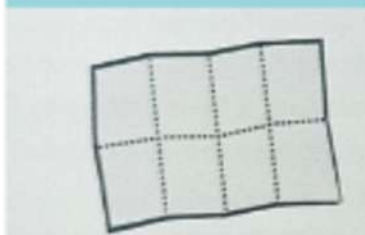
3. Fold again in half



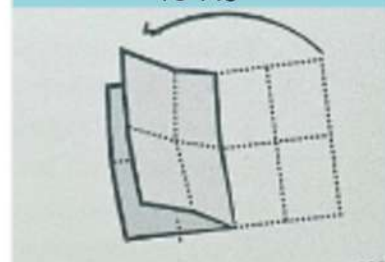
4. Fold a third time
in half



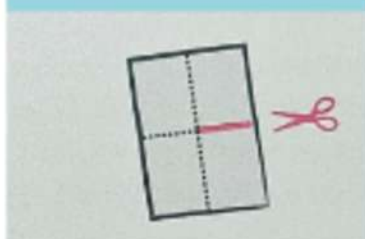
5. Fold the paper
back to A4



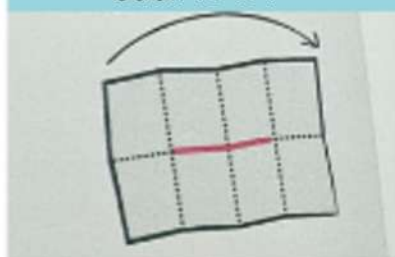
6. Fold the paper
to A5



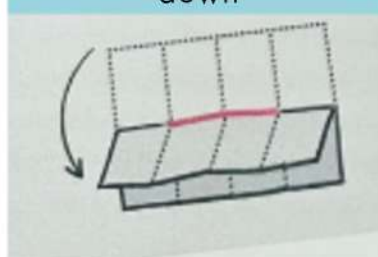
7. Cut the pink area



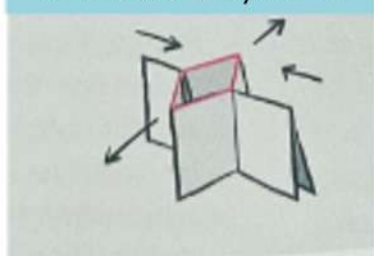
8. Fold the paper
back to A4



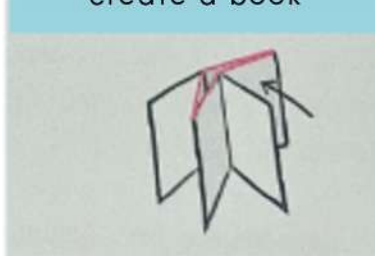
9. Fold lengthwise
down



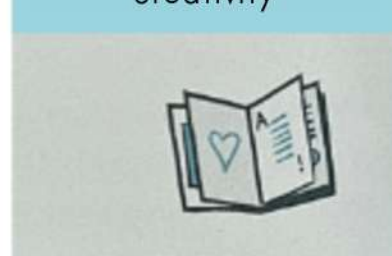
10. Push ends together
to create a cylinder



11. Push it together to
create a book



12. Fill with joy and
creativity





Negotiation Simulation

Exercise description:

Simulate a situation where negotiating skills are in demand, e.g. a job interview or negotiating with friends about the next holiday destination, to practice negotiation and sales skills. The preparatory reflection questions can also be helpful if done individually, but the whole simulation is only possible in a group setting.

Duration:

60 - 120 minutes

Setting: ☐ Individual ☒ Group ☐ One on One
Coaching

Setting: ☒ Presence ☐ Digital ☐ Both

Competencies concerned:

☐ Personality ☒ Selfmarketing
☐ Physical and
mental fitness ☐ Financial and
material resources

Objectives:

- Learning about self-marketing in terms of selling and negotiating
- Preparing for negotiation situations
- Analysing own motives as well as counterparts interests
- Practising negotiating skills

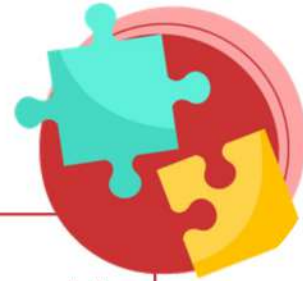
Outcome:

- Knowing how to be prepare for a negotiation situation
- Going into negotiations with more self-esteem and good arguments due to preparation

Ideas for digital implementation:

Only individual preparation of negotiation is possible digitally, but can be helpful - using reflective questions & worksheet. It can be done through a PDF that users can open in their browser, or download; an online form can also be done.

In addition, a quiz can be created in which situations where they need business competences are described and they need to choose the option that can help them.

**Step by Step Guide:**

1. Form groups of 2 to 4 persons. Think of a situation where your negotiation skills are in demand.
2. Half of the group (1 to 2 persons) prepares your side, the others the counterpart. For preparation, both sides should use the reflective questions and the questions for argument preparation, to think themselves into the situation and take notes on the worksheet. This should take 20 to 30 minutes. You can also use the questions and worksheet if you need to individually prepare for a negotiation situation.
3. When all the small groups are finished preparing, one by one every group acts out their negotiation. Place a table and let each party sit on one side of the table. Negotiations should take approximately 10 minutes. Even if they do not reach an agreement, stop the situation after 15 minutes at most.
4. The rest of the whole group that were watching the negotiation now should give constructive feedback, clearly separating observations, interpretations and suggestions for improving the participants demeanour during the negotiation. You can also discuss why an agreement could or could not be reached, what factors could be generalised and how this could be similar for other negotiations with different content. Every small group should get a turn.

Tips for the trainer:

Knowledge about mediation techniques might be useful; be aware during negotiations that no real conflicts arise, if they do, make sure to solve them and discuss how emotional damage can be avoided.

Feedback method:

Receiving feedback from the group after negotiation simulation.

Materials:

Reflective questions, argument preparation, worksheet, pens

Sources and tools:

LDSkillS4YOUTH video suggestions: <https://ibisacam.courzencloud.com/player/erasmus-projekt---lifedesign-skills-4-you---englisch/140/public/#/chapters/2141>



Reflective questions

- What are your goals? What alternatives and priorities are there?
- What goals could be interesting to your counterpart? What could be their alternatives and priorities?
- What are the fixed and unchangeable points of both sides? (*highlight them in your notes on the worksheet*)
- What are the respective motives, intentions and interests of each? Which economic aspects or individual interests could play a role?
- Consider how is the negotiating position of both sides? What are the power and relationship dynamics between involved parties? Could there be problems or conflicts? If so, which ones?

Argument Preparation

- What arguments do you use to justify your claim?
- What arguments could your counterpart put forward and how can you rebut them?
- What possible solutions could result from the negotiation?
- What are the best possible options/ alternatives that you have if the negotiation fails?

Objective criteria (if applicable): What objective criteria or examples of other negotiations exist?



Situation:

After writing down all the goals, highlight fixed & unchangeable points for each side.

Your goals: *prioritize & list alternatives*

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....

Possible goals of your counterpart:

prioritize & list their alternatives

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....

Note motives, intentions & interests for both sides

(economic aspects, personal interests, power dynamics, possible conflicts)



Your Arguments

Possible Counterarguments



What solutions are possible?

Best possible alternatives



Methods for PHYSICAL AND MENTAL FITNESS

LifeSkills4YOUTH



Physical and mental fitness: strength, emotional awareness, stress mastery



- **Wheel of Emotions:** The "Wheel of Emotions" (developed by Robert Plutchik) helps to better understand and differentiate emotions. Through the visual representation of emotions and their intensities, people can learn to reflect more consciously on their emotional responses and deal with them constructively.
- **Three Good Things:** The method "Three good things" is designed to help young people focus on the positive moments in their life. By taking time each day to reflect on what went well, they can shift their mindset to be more optimistic, boost their well-being, and learn to appreciate even the small joys in life. This method is simple but powerful, and it can make a real difference in how they see the world and themselves.
- **Social Support Network:** A strong social support network consists of people who offer emotional, practical, or informational assistance. It helps reduce stress, cope better with crises, and foster personal growth by relying on trusted relationships.
- **Needs Assessment:** A needs analysis is used to assess the current situation and identify which resources, skills, or changes are required. It can be applied in the context of personal development as well as in professional or social projects.
- **Stress Profile:** A stress profile reveals which situations or factors trigger stress and how the body and mind respond to them. This analysis enables the development of personalized coping strategies to reduce stress in the long term.
- **Prioritizing Routines:** Consciously prioritizing daily routines helps use energy more efficiently and bring structure to everyday life. Beneficial and meaningful habits should be reinforced, while burdensome or ineffective routines can be re-evaluated and adjusted.
- **Tree of Resilience:** The Tree of Resilience is a metaphor for inner strength. The roots symbolize personal values and resources, the trunk represents learned skills and strategies, and the branches and leaves reflect individual growth and adaptability in challenging situations. This model supports the targeted strengthening of resilience.
- **Demarcation Portfolio:** This method supports setting clear boundaries to reduce stress and stay focused on what really matters. It involves using spatial, temporal, social, and mental boundaries to create a healthy balance in daily life.





Wheel of emotions

Exercise description:

Participants learn to clarify emotions, especially for difficult situations, and start reflecting on and developing coping mechanisms. First they can determine whether they felt an emotion, and in a second step they think about coping with these, building resilience and mental well-being.

Duration:

30–45 minutes

Setting: ☒ Individual ☐ Group ☒ One on One Coaching

Setting: ☐ Presence ☐ Digital ☒ Both

Competencies concerned:

- | | |
|---|---|
| ☐ Personality | ☐ Selfmarketing |
| ☒ Physical and mental fitness | ☐ Financial and material resources |

Objectives:

- Learning to recognise what emotion they are feeling
- Developing coping strategies for dealing with difficult emotions

Outcome:

- Learning to analyse emotional reactions in difficult situations
- Building resilience and dealing with emotions in a healthy way

Ideas for digital implementation:

- Digital tool to spin the wheel and determine the emotions felt in specific situations.
- For emotion descriptions, clicking on an emotion opens a text that participants can read if they need to.



Step by Step Guide:

1. Think of a specific situation which caused you difficulties. Describe this situation in two to three sentences in the designated block on the top of the worksheet.
2. Consider one by one the emotions on the wheel on the worksheet. Start at any point and think about whether you have felt that emotion in the situation described. If yes, or if you are not sure, which means that you may have felt some of that feeling, colour in the emotion with a coloured pencil.
3. For each emotion you have coloured, you should reflect on how to deal with it individually in order to understand how to cope with the situation. If you are not sure, you can look up a definition of the emotion.
4. Consider the notes on the worksheet on acute options in a difficult situation as well as general resources for mental health. For each emotion you coloured, consider which resources could assist you in coping better with the feeling and the situation described. Perhaps you have more ideas about available strategies and resources.
5. As a resource for yourself, remember to fill your list of things to enjoy, so you can consult it at difficult times and incorporate positives into your daily life.

Tips for the trainer:

Create a comfortable atmosphere, privacy options, allow for enough time; prepare information on psychotherapy options in your area in case someone shows interest.

Feedback method:

Self-reflection.

Materials:

Worksheet and pencils or device with Internet connection to use the digital tool.

Sources and tools:

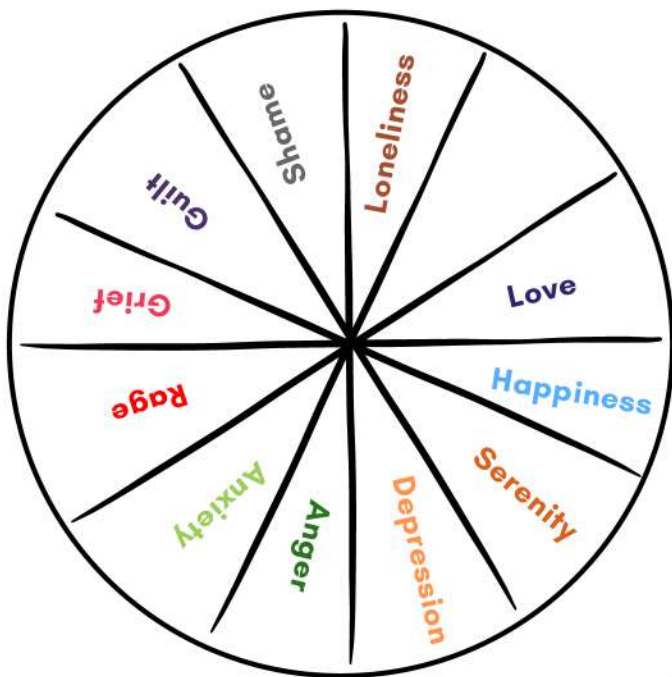
Mariposa User Guide: <https://mariposaproject.eu/wp-content/uploads/mariposa-empower-me-userguide.pdf>



Wheel of emotions

Describe a difficult/challenging situation in a few sentences:

Colour the emotions you felt in that situation.



List of things you enjoy:

-
-
-
-
-
-
-
-
-
-
-
-

Acute options in a difficult situation:

Turn your attention away & focus on something you enjoy (consult your list)

- Count down
- Take a breath/ Try breathing techniques (e.g. with mobile app)
- Go for a walk/ run/ do exercise
- Relax your muscles, e.g. progressive muscle relaxation, or stretch
- Mentally escape: visualize a peaceful scene or memory
- Listen to music
- Take a time out
- Talk to a friend
- Try to take it with humor
- ...

General resources for mental health:

- Make a list of activities you enjoy & incorporate them in your daily life more
- Accept your feelings & build self-compassion
- Identify source of feeling & write about it
- Recognize early symptoms to react early
- Practice setting limits
- Sleep enough & eat healthy
- Exercise regularly
- Surround yourself with positive people
- Learn constructive communication techniques & expressing feelings
- Try meditation or massages
- Talk to friends about your challenges
- Consider psychotherapy



3 Good Things

Exercise description: The method "Three good things" is designed to help young people focus on the positive moments in their life. By taking time each day to reflect on what went well, they can shift their mindset to be more optimistic, boost their well-being, and learn to appreciate even the small joys in life. This method is simple but powerful, and it can make a real difference in how they see the world and themselves.

Duration: 30 minutes

Setting: ☒ Individual ☐ Group ☒ One on One Coaching

Setting: ☐ presence ☐ digital ☒ both

Competencies concerned:

☐ Personality

☐ Selfmarketing

☒ Physical and mental fitness

☐ Financial and material Resources

Objectives:

- To develop a more optimistic mindset and enhance overall well-being by practicing daily reflection on positive experiences.

Outcome:

- An increased positivity by focusing on positive experiences, leading to a more optimistic outlook on life.
- An enhanced Well-Being due to regular reflection on good moments that can reduce stress, improve mood, and contribute to overall mental well-being.

Ideas for digital implementation:

The young participant can use one of the online journal to write down regularly the 3 good things. It will help later to get back to it for reflection and discussion with the trainer.

Examples of free online journals: [Penzu](#), [Journal Cloud](#), [My Diary by Google](#).



Step by Step Guide:

1. **Introduction (5 minutes):** Take a few minutes to explain to the young participant the importance of focusing on positive moments and how it can help shifting their mindset and improve their well-being.
2. **Reflection time (5 minutes):** Give the young participant few minutes to write down three good things that have happened. These can be small moments – e.g. when someone smiles at him– or larger events that have made him happy.
3. **Description of the moments (10 minutes):** For each of the three things, ask the participant to describe what happened and how it made them feel. Ask them to go into detail about the emotions and experiences connected to each moment.
4. **Identification of the reason behind the feelings (5 minutes) :** Ask the participant to think about why these moments made them feel good. You can use this question: What was it about the event that made you feel happy or content? This helps them make positive connections between their experiences and emotions.
5. **Creation of a headline (5 minutes) :** Ask the participant to give each event a short, catchy headline that sums up the experience. This will make it easier to remember later.

Tips for the trainer:

In order to have an effect on the mindset and well-being, the participant should repeat this exercise in a regular way via a personal journal. From time to time, it could be interesting to reflect on the content of the journal with the trainer.

Feedback method:

The feedback can made through an open discussion between the trainer and the young person. It can be a simple, superficial one or go deeper into the emotions and feelings that the things have triggered if the participant is willing to talk about.

Materials:

- Worksheet or mobile phone or a learning journal to note down their observations
- Pencil

Sources and tools:



Social support network

Exercise description: The Social Support Network method allows the youngsters to identify and cultivate relationships with individuals who can offer various forms of support for their personal objectives, endeavors, and overall well-being.

Duration: 55 minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☒ presence ☐ digital ☐ both

Competencies concerned:

☐ Personality

☐ Selfmarketing

☒ Physical and mental fitness

☐ Financial and material Resources

Objectives:

- To help the youngsters to assess the potential of their own social network
- To make them define strategies to optimise it

Outcome:

- The participants are more aware of their social resources
- The participants develop a personal and professional strategy to have a more impactful network

Ideas for digital implementation:

- After creating an online session, upload and share the worksheet
- Give time to the participants to fill it online

Step by Step Guide:

Introduction (10 minutes): What is a social network? Present to the participants examples of social networks so they can reflect on the value of having a support network. Make them consider how emotional, practical, and advisory support can positively impact their life, whether it is when they face personal or professional issues. Give some examples : a break-up with the girlfriend/boyfriend, the definition of a professional acquaintance etc.



Visualization (10 minutes): Ask the participants to create a diagram with their name in the center, surrounded by circles representing their supportive connections. They will write in the circles names of people they know who could support them, whether they provide emotional, practical, or advisory support. Also they should note if they belong to their personal, professional, or social circle.

Analyze (10 minutes): The participants should evaluate each person's contribution to their life. To whom can they rely on for encouragement, advice, or practical assistance? Ask volunteers to present some of the circles.

Strategy time (15 minutes): Present the youngsters strategies to strengthen their relationships, such as offering regular feedback, expressing gratitude, or seeking new connections where support is lacking. Following this, ask them to think during 5 to 10 minutes about their own personal strategy, with concrete actions.

Acting up! (5 minutes): Ask the participants to commit to one action within the next month to improve their support network, giving some examples they would like to share. This could involve contacting a mentor, reconnecting with a friend, or attending a community event.

Conclusion (10 minutes): During this debriefing, ask the youngsters what they thought about the activity proposed, to give some feedbacks on how they felt comfortable in analyzing their own social background and network. Do they feel they have enough? Even if they don't want to share it to the others, do they feel confident they can improve/develop this social support network?

Tips for the trainer:

Some participants might not be comfortable in sharing personal information about their social network, especially if they feel that their network doesn't help them at all, or can hurt their aspirations. Encourage them to develop strategies to reach new people, to do more activities whether they are in sport, in NGOs, community centres, meeting social workers...

Feedback method:

The participants will present their feedbacks orally and will be guided by the youth worker to conclude the exercise. You can use these questions :

1. How are you feeling?
2. Was it easy to think and assess your own social support network?
3. Are you willing to commit to the strategies you thought about?

Materials:

Worksheet or paper, sticky notes, coloured markers



Need Assessment

Exercise description:

Participants will engage in guided self-reflection by answering introspective questions to explore their self-image, values, strengths, and areas for growth. This exercise promotes self-awareness, helping them identify personal goals and understand how their self-perception shapes their decisions and relationships.

Duration: 120 minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☒ presence ☐ digital ☐ both

Competencies concerned:

- | | |
|---|---|
| ☐ Personality | ☐ Selfmarketing |
| ☒ Physical and mental fitness | ☐ Financial and material Resources |

Objectives:

- Helping young people explore their self-image, strengths, and areas for development.
- Encouraging in-depth reflection on their needs, values, and life goals.

Outcome:

- Better understanding of the participants, through introspective questioning, on how they perceive themselves, how they handle challenges.
- Better understanding of how their self-concept influences their decisions and relationships.

Ideas for digital implementation:

- **Reflecting online:** Via Paddlet or other application that provide digital board, Provide a list of pre-written questions or categories inspired from the steps before so the participants can answer them and reflect on them.
- **Quizzes & polls:** Create fun, light-hearted quizzes with reflective questions (e.g., "Which value resonates most with you?"). Add scales for self-assessment and anonymous polls for sharing.



Step by Step Guide: (Break the exercise into clear, actionable steps.)

- **Introduction and Goal explanation (5 minutes):** Introduce the activity to the participants and explain that it will be an individual journey within a group context. Let them know the purpose is to better understand themselves, identify needs, and reflect on their goals.
- **Icebreaking question (10 minutes):** Start with a quick activity to set a reflective tone. Ask participants to respond to this prompt on sticky notes: **“If I could describe myself in one word, what would it be?”** Once they’ve written their word, ask a few volunteers to share and stick their notes on a board or wall.
- **Self-Image Map (20 minutes)** Give participants a large piece of paper or the Self Image MAP and guide them through the different categories. Encourage them to be creative and honest. This is for their eyes only unless they want to share later. This first step will help them to get into the reflection process smoothly to prepare the next steps.
- **Strengths & Challenges Reflection (20 minutes):** Distribute the strengths and challenges worksheet and guide the participants verbally through the questions for deeper reflection. Encourage participants to write their answers privately but ask them to highlight 1-2 points they feel comfortable sharing later.
- **My Needs and Goals (30 minutes):** Ask participants to create a “Vision Roadmap” that captures their needs and goals by using the needs and goals worksheet.
- **Sharing and Group Discussion (20 minutes):** Ask participants to pair up or form small groups to share some of their worksheets elements. Encourage supportive and positive feedback from the other participants. Also encourage participants to find common goals & discuss among them about how they are willing to achieve them.
- **Closing Reflection (10 minutes):** Bring everyone back together for a final reflection. Invite the participants to answer and discuss, if they feel comfortable, about the following questions:

What did you discover about yourself today?

What’s one small step you’ll take toward your goals?

Feedback method:

If you can meet the participants some months later, you can suggest to the participants a follow up session to evaluate the achievement of their short-terms goals in light with what they shared during the activity.

Materials:

- Papers (A4 & A3)
- Pencils
- Post-it



My Self-Image MAP

What I Would like to improve

Reflect on areas where you'd like to grow.



What I'm proud of:

Write or draw your achievements and things you like about



My name is

My favorite
symbol/object is

What I love to do

Add your hobbies, passions, and interests.



My Core Values

List the things that are most important to you in life.





Strengths & Challenges

Strengths

What are three things I'm really good at?

- ◆
- ◆
- ◆

What do people often compliment me on?

- ◆
- ◆
- ◆

What personal qualities make me unique?

- ◆
- ◆
- ◆

Challenges & Development

What is one thing I wish I could do better?

- ◆

What's stopping me from growing in this area?

- ◆

Who or what could help me improve?

- ◆
- ◆
- ◆



Needs, Values & Life Goals

Needs

3 things I need to feel happy and fulfilled.



3 things I need from others (e.g., support, encouragement).



Values Alignment

Are my current habits aligning with my values?

What changes would I like to make?

Life Goals

Take a new paper and draw a simple path with milestones for the next 1 year, 5 years, and 10 years.

Add symbols or words for what you hope to achieve at each point.



Stress Profile



Description of the exercise:

The goal of this activity is to help young people assess their stress levels, identify their own stress amplifiers, and design an action plan to better manage stressful situations. The fun and interactive approach makes the exercise engaging and concrete for young people.

Duration:

60 - 120 minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☒ Presence ☐ Digital ☐ Both

Competencies concerned:

- | | |
|---|---|
| ☐ Personality | ☐ Selfmarketing |
| ☒ Physical and mental fitness | ☐ Financial and material resources |

Objectives:

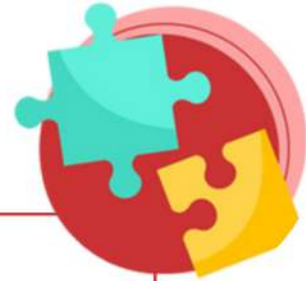
Identify signs of stress through a self-assessment grid. Become aware of stress amplifiers and their impacts. Compare your profile with that of the group to encourage discussion. Develop a simple action plan to reduce stress.

Results:

1. Individuals: Stress score, list of personal actions to follow.
2. Collectives: Histogram of scores, analysis of group trends.
3. Monitoring: Progress of participants on the commitments made (to be reviewed at a future workshop).

Ideas for digital implementation:

survey Forms: Creation of an interactive form for the evaluation and monitoring of results: Response scale for each question Never: 0 points / Sometimes: 1 point / Often: 2 points Total scale: 0 to 10 points: "Zen Master - You manage your stress well!" 11 to 20 points: "Under pressure - Pay attention to certain signals and explore relaxation techniques." 21 points or more: "On alert - It is important to take care of yourself and find solutions adapted to your stress." Participants will count their points on a paper medium to keep track and if they wish to share it with the group



Step-by-step guide:

INTRODUCTION (10 MINUTES) Introduce the goal of the exercise: to better understand your stress in order to act effectively. Briefly explain the concepts of "stress signals" and "amplifiers".

INDIVIDUAL SELF-ASSESSMENT (20 MINUTES) Participants complete two simplified questionnaires: Stress signals (physical, emotional, cognitive, behavioral). Stress-amplifying thoughts (adapted grid).

RESULTS AND COLLECTIVE ANALYSIS (20 MINUTES) Individual results: Each participant discovers their total score and their dominant profile (Zen Master, Under Pressure, On Alert). Collective analysis: Present a graph grouping the anonymized responses to initiate a discussion. Example: "What are the most frequent signals? Why?"

INDIVIDUAL ACTION PLAN (30 MINUTES) Each participant identifies one or two stressful thoughts or priority signals. Writes a simple plan with concrete actions (small realistic steps). Example: "Do 5 minutes of meditation every evening to reduce my anxiety."

CONCLUSION AND FEEDBACK (10 MINUTES) Summarize the key points: the importance of identifying your amplifiers and acting little by little. Collect quick feedback on the workshop (via QR code or open discussion).

Tips for the counselor:

Build trust: Emphasize confidentiality of responses to encourage honesty. Simplify language: Use clear words and concrete examples that are relevant to the youth's experiences. Encourage discussion: Encourage open discussion by asking questions such as "What surprised you about your results?" Adopt a caring attitude: Value individual efforts and offer positive solutions to move forward

Formalizing feedback, comments:

Individual commitment action plan with validation of achievable objectives with setting of an action plan follow-up meeting

Materials:

Forms or Canva for questionnaires.

Sources and Tools:

Original Stress Signals and Amplifiers Sheets



Prioritizing routines

Exercise description:

The youngsters will reflect on how their existing habits can help them to create new routines they would like to have to improve their life, whether it is at the personal or professional level.

Duration: 55 minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☒ presence ☐ digital ☐ both

Competencies concerned:

- | | |
|---|---|
| ☐ Personality | ☐ Selfmarketing |
| ☒ Physical and mental fitness | ☐ Financial and material Resources |

Objectives:

To learn the benefits of developing a routine, and to learn how to develop one to improve their life

Outcome:

- To develop techniques on how to have a routine to have a better structuration of their daily life
- To reach mental fitness.

Ideas for digital implementation:

- All online communication platforms have a white board application ;
- Jamboard for Google Meet, whiteboard for Zoom for the most commonly used. You should do a first session, to present how to use these applications, before implementing this activity online. That way, the learners will get acquainted and the activity will be much more efficient.

Step by Step Guide:

Introduction (15 minutes): Introduction of the objectives of the activity to the youngsters: learn how to implement a routine in their daily life. Taking care of mental fitness is just as important as looking after the physical health. It helps stay focused, manage stress, and approach challenges with a clear and positive mindset. By building mental fitness, youngsters can improve their problem-solving skills, boost their resilience, and create a stronger foundation for personal and professional growth. This mental fitness is reinforced by habits that structure the daily life through routines. But how to create them?



Starting a new habit often feels easy at first, but taking on too much too quickly can make it hard to sustain. Here are a few examples of small habits paired with existing routines that you can give the youngsters:

- "After waking up, I check my agenda of the day"
- "Before I go to bed, I do a breathing exercise"

Show them this video (<https://www.youtube.com/watch?v=4to02ymwA3Q>) or a similar video in your language if you think that the subtitles are not well fitting.

What is your routine? (10 minutes): Ask the youngsters to think individually about their own routines and to write them in post-its. What are the new habits they would like to have? From which do they think they could use them to create new habits?

Act up! (20 minutes): Create a table in the white board with two columns: one for the existing habits, one for the new routines. After each youngster posted them, ask to people who want to volunteer to present the rest of the group their own case, and how they could do, concretely, to create this new routine. Make the participants commit in this new routine in group, even if they don't share collectively the changes expected.

Debriefing (10 minutes): As youth worker, do a debriefing and take some of the examples to underline how easy it could be to do so, by a step-by-step approach. You can give other examples from your experience, or even personal ones if you feel comfortable. Ask some last questions to the youngsters and conclude by promising checking on the new habits, if it is possible, in the coming weeks.

Tips for the trainer:

If the youngsters are too shy, give personal example to start the conversation. But say to the shiest ones that it is not a problem not to share as long as they are aware of their resources and reflected about their habits and possible new routines. Remember them why having routines is important.

Feedback method: Oral restitution by the youngsters. Some of them will share the new habits they would like to have and at the end they will collectively commit to these new habits even if they didn't share them to the others.

- Which new habits would you like to develop?
- What are the resources you can use?
- Would you like to meet next month to tell us if you committed yourself to create these new habits?

Materials: White board, post-its, papers, pens



Tree of Resilience

Exercise description: The Tree of Resilience method is a visual tool that uses the metaphor of a tree to help individuals or groups identify and reflect on their core strengths, support systems, coping strategies, and future aspirations, fostering resilience. Participants explore their "roots" (foundational support), "trunk" (values and coping mechanisms), and "branches" (goals and growth) to build a clearer sense of resilience and personal empowerment.

Duration: 1 hour
(the coaching session could last shorter if the tree is filled in advance)

Setting: ☐ Individual ☐ Group ☒ One on One Coaching

Setting: ☒ presence ☐ digital ☐ both

Competencies concerned:

- | | |
|---|---|
| ☐ Personality | ☐ Selfmarketing |
| ☒ Physical and mental fitness | ☐ Financial and material Resources |

Objectives:

- to help young people visually understand and strengthen their resilience by identifying key factors that contribute to their ability to bounce back from challenges.

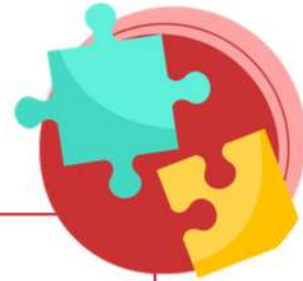
Outcome:

- A clearer understanding and a better self-awareness of their personal strengths, values, and support systems

Ideas for digital implementation: The facilitator can use this method via an online software like **Padlet**, where the different sections of the tree could be presented in columns and the young participant can fill it in accordingly before doing the coaching session with the facilitator, online or in presence.

Materials:

- Pens
- Paper
- Printed template of the Tree of Resilience (in Annexes)



Step by Step Guide: (Break the exercise into clear, actionable steps.)

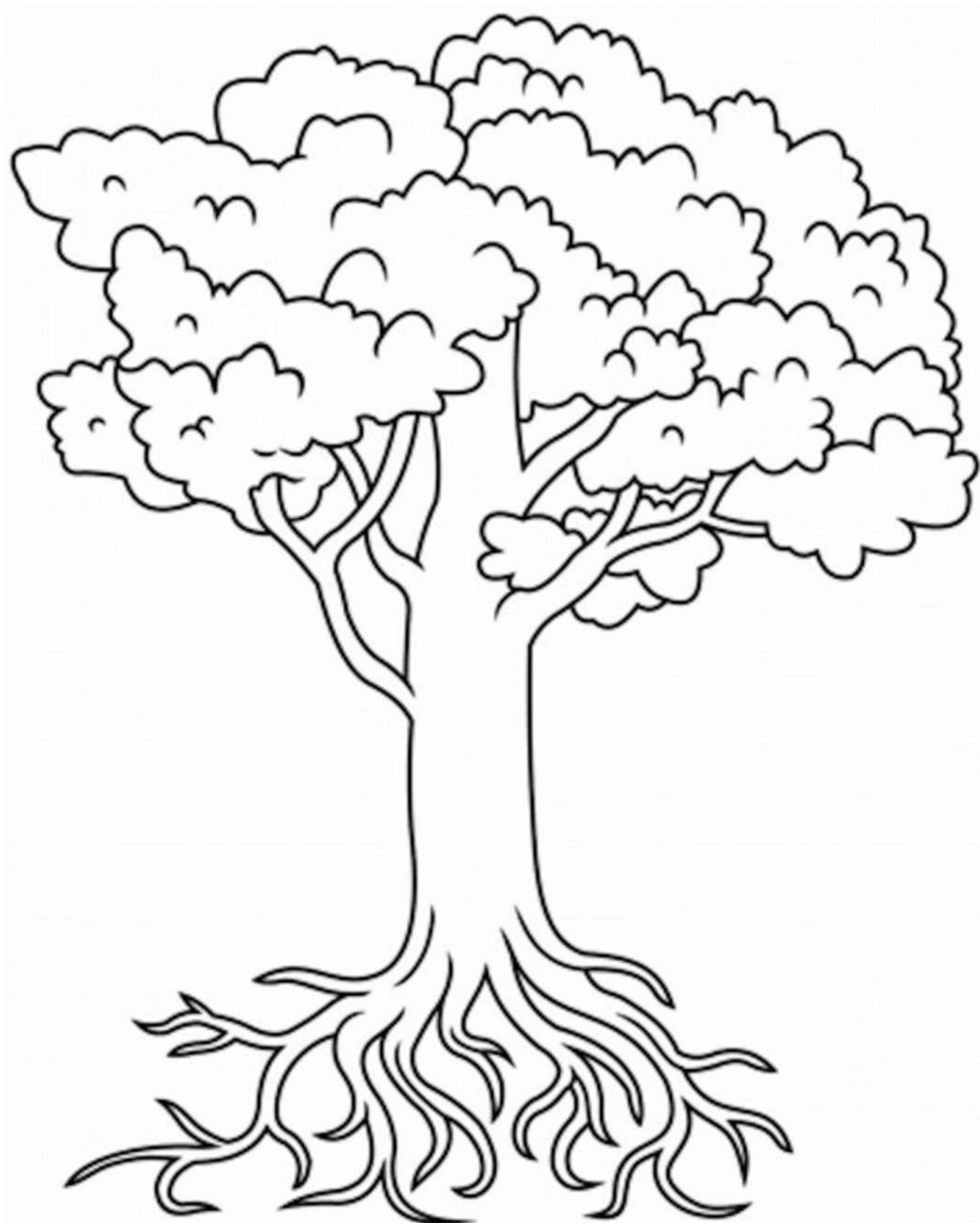
- **Introduction (5 minutes):** Introduce to the participant what resilience is and its importance for a healthy lifestyle.
- **Production of the Tree of Resilience (20 to 30 minutes):** Guide the participant into the following steps in order to create their own tree of Resilience :
 1. **Draw your tree:** On a sheet of paper, draw a tree with roots, trunk and branches or use the template provided. The tree symbolizes your resilience and the different elements that contribute to your mental resilience.
 2. **Roots of your foundations:** the roots of the tree represent the fundamental aspects of your life that support and sustain you. Write on or next to the roots values, people, skills, or experiences that give you strength and support you in difficult times (e.g., family, friends, self-confidence, optimism).
 3. **Trunk of your inner strength:** the trunk of the tree represents your inner strength and your ability to deal with challenges. Write on or next to the trunk qualities or skills that make up your inner strength (e.g., perseverance, adaptability, problem-solving skills).
 4. **Branches of your goals and dreams:** the branches of the tree symbolize your goals, dreams and desires. Write on or next to the branches what you want to achieve in your life and how these goals can contribute to your well-being (e.g., professional success, happy relationships, personal growth).
 5. **Leaves of your daily habits:** The leaves of the tree represent your daily habits and routines that promote resilience. Write on or next to the leaves activities or behaviours that help you build resilience (e.g., regular exercise, healthy eating, relaxation techniques, socializing).
- **Reflection time (10 minutes):** Look at the completed resilience tree with the participant and reflect on how the different elements of the tree interact with and support each other. Consider which areas they would like to strengthen further and what steps they can take to do so.

Tips for the trainer:

You can repeat this exercise with the young participant every 6 months to check the progress of the different parts of the tree and if the challenges already identified the first time has been overcome or persisting. Please be aware that new challenges can come up through the process and your role is to let the young person match their strengths with the challenge in order to overcome it.



Annexe





Demarcation Portfolio

Exercise description:

This method helps participants to learn about and apply various forms of demarcation in order to reduce stress and improve their life balance. Spatial, temporal, social and mental-emotional demarcations are discussed.

Duration:

60 Minutes

Setting: ☒ Individual ☐ Group ☒ One on One Coaching

Setting: ☐ presence ☐ digital ☒ both

Competencies concerned:

- | | |
|---|---|
| ☒ Personality | ☐ Selfmarketing |
| ☒ Physical and mental fitness | ☐ Financial and material Resources |

Objectives:

Participants learn to consciously set boundaries between and within different areas of their lives in order to avoid being overwhelmed and to use their resources in a targeted manner.

Outcome:

- An individual disengagement portfolio is created.
- Simple strategies for disengagement, based on one's own life, are developed.
- A better understanding of the importance of disengagement in everyday life and at work is developed.

Ideas for digital implementation:

- **Interactive PDF:** Participants can enter their thoughts directly into the template.
- **Drag and drop:** Participants assign examples to the four delimitation categories.
- **Interactive whiteboard:** (collaborative) brainstorming on delimitation strategies.



Step by Step Guide:

- **Introduction (10 minutes):** Short explanation of the method and the four types of boundaries.
Spatial demarcation: consciously create separate places, e.g. separate a workplace from the living area.
Temporal demarcation: Schedule fixed times for work, hobbies or relaxation.
Social demarcation: Spend time without certain people to create distance, e.g. through hobbies, sports clubs or meetings with supportive friends.
Mental-emotional demarcation: Break away from negative thought patterns, e.g. by seeking out role models or sharing experiences in supportive contexts.
- **Self-reflection (10 minutes):** Participants consider who or what they want to set themselves apart from and why.
- **Developing strategies (10 minutes):** Brainstorming of individual options for setting themselves apart.
- **Creating a portfolio (20 minutes):** Participants design a personal portfolio for setting themselves apart with specific measures.
- **Feedback and conclusion (10 minutes):** Open exchange and possibly also written reflection.

Tips for the trainer:

- Sensitivity is important because boundary setting often touches on personal issues. Encourage participants to share only what they feel comfortable with.
- Use examples to illustrate the method.
- Make sure to allow sufficient time for reflection and discussion.

Feedback method:

- Reflection (written or oral) with prototyping
- Alternatively, an exchange of experiences with peers

Materials:

- Pen and paper or digital whiteboard
- Template for the demarcation portfolio
- Example of a situation as a video or comic, for example

Sources and tools:

<https://www.lifedesignlab.ch/actionbook/30>



Methods for FINANCIAL AND MATERIAL RESOURCES



Financial & material resources: strategic budgeting, eco-friendly lifestyle, personal management

- **Real Life Challenges:** This exercise is a game that invites the person to project themselves into the life of an adult through role-playing.
- **From Paycheck to Pocket:** A budget provides an overview of income and expenses and helps to make more conscious financial decisions. By regularly updating the budget, one can respond flexibly to changes and avoid financial shortfalls.
- **Concept of Saving - Stop wishing, start achieving:** Saving means setting aside a portion of one's income for future expenses or emergencies. It helps build financial security, plan for major purchases, and achieve long-term goals such as investments or retirement planning.
- **Financial Literacy - Case Studies:** Financial literacy involves knowledge about money management, investments, credit, and economic principles. Those who are financially literate can make informed decisions, avoid debt, and build long-term financial independence.





Real life challenges

Description of the exercise:

This role-playing game allows participants to imagine what adult life is like by making real-life choices and managing responsibilities.

Duration:

60 Minutes – 3 Hours

Setting: ☐ Individual

☒ Group

☒ One on one
Coaching

Setting: ☐ presence

☐ digital

☒ both

Skills involved:

☐ Personality

☐ Selfmarketing

☐ Physical and
mental fitness

☒ Financial and material
resources

Objectives:

Through visual tools, participants are invited to imagine their future lifestyles—choosing housing, transportation, leisure, and cultural activities.

Each participant is then randomly assigned a job and asked to create a monthly budget that matches their chosen lifestyle.

The objective is to balance this budget using the income provided by their assigned job.

Result:

Participants gain insight into different professions, connect education and income with personal goals, work collaboratively, make informed decisions, and see the real-life value of math through budgeting.

Ideas for digital implementation:

- Digital job descriptions
- Table and budget sheet to complete
- Video to be projected



Step by step guide:

1. Introduction: The Dream (20 min)

- Short video presentation of the activity.
- The facilitator introduces the exercise. Participants are invited to select their lifestyle preferences from a provided list.
- They then discuss their choices and reflect on the needs and expectations of adult life.

2. Job Assignment (30 min)

- Participants are randomly assigned a job.
- They complete a monthly budget worksheet to calculate their net income after taxes.
- Using the information from their assigned job, they list their expenses and compare them to their income.

3. Feedback from the Experience (20 min)

Roundtable discussion to share reflections and emotions.

Suggested questions for the facilitator:

- Did anyone have to give up on their initial preferences?
- What did you learn about budgeting?
- Why do individual choices differ? (Explore values, priorities, and autonomy.)

4. Identifying the Right Vocabulary (10 min)

Provide participants with a glossary of relevant terms to help them understand and express their choices more clearly.

Tips for the Counselor:

Keep the workshop engaging and light-hearted, while encouraging participants to reflect on how their personal choices can shape their lives.

Encourage positive group interaction to build trust and collaboration.

Feedback Method:

Exchanges and questions

Material:

Job descriptions Expense and budget documents Glossary Dream support

Sources and Tools:

- Job descriptions.
- Documents supports.
- Presentation film to be shown.



From Paycheck to Pocket

Exercise description:

Participants will use an online calculator to compare gross and net salaries for student jobs and employment contracts, exploring how taxes and contributions impact their final income. This hands-on exercise helps them understand salary structures and equips them with essential financial literacy for future decision-making.

Duration:

45 Minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☐ presence ☐ digital ☒ both

Competencies concerned:

- | | |
|--|--|
| ☐ Personality | ☐ Selfmarketing |
| ☐ Physical and mental fitness | ☒ Financial and material Resources |

Objectives:

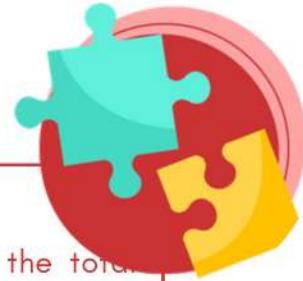
- Learn the difference between gross and net salaries.
- Understand how taxes and contributions affect income.
- Use online tools to calculate salaries.
- Compare salary structures for student jobs and employment contracts.

Outcome:

- Participants will learn how taxes and deductions reduce their salary
- Participants will learn how to calculate net pay from gross pay with online tools.

Ideas for digital implementation:

The activity can be digitalized in online tools such as Zoom or Microsoft Teams as facilitated discussion.



Step by Step Guide:

- **Introduction:** Briefly explain gross and net salaries (Gross salary is the total amount of money earned before any taxes or deductions. Net salary is the amount of money earned after all deductions, such as taxes, social security, and pension contributions, have been subtracted from the gross salary. This is the actual pay that you receive.)
- **Salary Calculators:** For Student Jobs: Use the Student Service Cost Calculator to calculate net salary from gross income for student jobs. Demonstrate with a practical example. For Employment Contracts: Use the Gross-Net Salary Calculator to calculate net salary for standard employment contracts. Compare the deductions between student jobs and employment contracts.
- **Group Activity: Compare Scenarios:** Divide students into groups and provide scenarios, such as: A student earning 15 €/hour for 10 hours. An employee with a gross monthly salary of 1500 €. Each group calculates the net salary for their scenario using the respective calculators. Groups present their findings and discuss the deductions and net income differences.
- **Debate and Reflection:** Debate how taxes and contributions differ between student jobs and employment contracts: Which has higher deductions? Why are certain contributions more significant for employees? Are taxes fair? Why or why not? Discuss the importance of understanding gross and net salaries in searching for future jobs and also in negotiating for salary on job interview.

Tips for the trainer:

Facilitators should adapt the activity by using local online calculators. They can also incorporate role-playing (e.g., employer and employee) for realistic negotiation and consult ChatGPT for data on minimum wages and average salaries.

Feedback method:

Debate how taxes and contributions differ between student jobs and employment contracts: Which has higher deductions? Why are certain contributions (health insurance, pensions) more significant for employees? Are taxes fair? Why or why not? Discuss the importance of understanding gross and net salaries in searching for future jobs and also in negotiating for salary on job interview.

Materials:

Internet-enabled devices for accessing online calculators.

Sources and tools:

Kalkulator za izračun bruto-neto plače. Optius.

<https://www.optius.com/iskalci/karierna-svetovalnica/kalkulator-za-izracun-bruto-neto-place/>

e-Študentski Servis. <https://www.studentski-servis.com/podjetja/izracun-stroskov>



Stop Wishing, Start Achieving

Exercise description:

Participants will make a wishlist and pick their top five items. Then they will turn these into SMART goals to practice setting clear and realistic plans. This helps them learn how to focus on what's important and work toward it step by step.

Duration:

60 Minutes

Setting: ☐ Individual ☒ Group ☒ One on One Coaching

Setting: ☐ presence ☐ digital ☒ both

Competencies concerned:

- | | |
|--|--|
| ☐ Personality | ☐ Selfmarketing |
| ☐ Physical and mental fitness | ☒ Financial and material Resources |

Objectives:

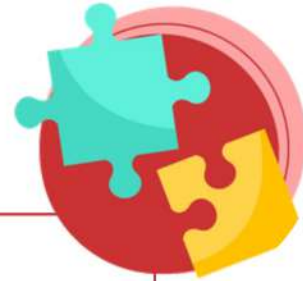
- Participants will learn how to turn wishes into specific and realistic goals using the SMART framework.
- Will learn to practice prioritizing what's most important to focus on.

Outcome:

- Participants will create simple, actionable plans to work toward achieving their goals.
- Gain confidence in setting realistic plans.
- Recognize the importance of prioritizing and planning for success.

Ideas for digital implementation:

Use tools like Google Docs or Jamboard for wishlists, SMART goal templates in Google Forms, breakout rooms for group work, and apps like Trello or Slido for goal tracking and feedback in digital or hybrid setups.



Step by Step Guide:

- **Make a Wishlist:** Ask everyone to jot down as many things or services they want to buy as they can think of—don't overthink it, just write whatever comes to mind.
- **Pick Your Top 5:** Now, take a look at your list and choose the 5 things you really want or feel are the most important.
- **Learn About SMART Goals:** The facilitator explains the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) and gives a quick example: Wish: "I want a new phone." SMART Goal: "Save 1002€ for a new phone in 6 months by putting aside 167€ per month."
- **Turn Wishes into Goals:** Take your top 5 wishes and rewrite each one as a SMART goal. Be specific, set deadlines, and make it realistic.
- **Share it:** invite participants to share one of their SMART goals with a partner or the group. It's a great way to hear ideas and check if their goals follow the SMART framework.

Tips for the trainer:

Give simple examples to explain SMART goals, guide participants if they need help turning their ideas into clear plans, and remind them they don't have to share their goals if they'd rather keep them private. Adapt the activity by starting with smaller, short-term goals (like saving for a computer). Gradually introduce larger, long-term goals (like saving for a flat) to show how the same principles can be scaled up for bigger achievements.

Feedback method:

Participants will receive feedback through group discussions, where they can share their SMART goals and get input from peers and the facilitator, or privately reflect on their goals without sharing if they prefer.

Materials:

Paper or digital devices, pens or markers, a flipchart or whiteboard for explaining SMART goals, and optionally printed handouts with the SMART framework.

Sources and tools:

Smart goals worksheet, pens, papers.



SMART GOALS

You really want a new phone, but it costs around 1000€. To afford it, you'll need to save up. Based on your income and expenses, you can set something aside, which makes reaching your goal realistic. To make it happen, you need to set a clear goal that will help you save.

SPECIFIC

Clearly define what, why and how you want to accomplish the goal.

**"SAVE 1002€ FOR A NEW PHONE IN 6 MONTHS
BY PUTTING ASIDE 167€ PER MONTH."**

The goal is specific because it clearly defines **what** you want to achieve (saving 1000€), **why** you are saving (to buy a new phone), and **how** you will do it (by putting aside 167€ per month).

MEASURABLE

Include a way to track progress or success.

**"SAVE 1002€ FOR A NEW PHONE IN 6 MONTHS
BY PUTTING ASIDE 167€ PER MONTH."**

The goal is measurable because you can track saving 167€ each month to reach 1000€ in 6 months.

ACHIEVABLE

Make sure the goal is realistic.

**"SAVE 1002€ FOR A NEW PHONE IN 6 MONTHS
BY PUTTING ASIDE 167€ PER MONTH."**

The goal is achievable if the monthly balance of income and expenses allows 167€ to be saved. If your income is higher than your expenses by at least this amount, the goal is within reach.

RELEVANT

Ensure it aligns with your priorities or needs.

**"SAVE 1002€ FOR A NEW PHONE IN 6 MONTHS
BY PUTTING ASIDE 167€ PER MONTH ...
BECAUSE I WANT NEW PHONE"**

The goal is relevant because it's something you really want and it matches your current priorities.

TIME- BOUND

Set a deadline to achieve the goal.

**"SAVE 1002€ FOR A NEW PHONE IN 6 MONTHS
BY PUTTING ASIDE 167€ PER MONTH."**

The goal is time-bound because it has a clear deadline. You plan to save 1000€ in 6 months. This gives you a specific timeframe.



SMART GOALS

Write **a wish** that you want to turn into a SMART goal, and don't forget to include how much it would cost to achieve it.

SPECIFIC

Clearly define what, why and how you want to accomplish the goal.

MEASURABLE

Include a way to track progress or success.

ACHIEVABLE

Make sure the goal is realistic.

RELEVANT

Ensure it aligns with your priorities or needs.

TIME-BOUND

Set a deadline to achieve the goal.



Case studies

Exercise description:

This activity uses study cases to introduce youth to budgeting and saving. Participants analyze real-life scenarios in groups, identify financial challenges, and use adapted budget sheets to make responsible adjustments to expenses, credit use, and payments. Each group presents their solutions, sparking discussions and highlighting strategies. This approach enhances financial literacy and empowers informed decision-making for the future.

Duration:

60 Minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☒ presence ☐ digital ☐ both

Competencies concerned:

- | | |
|--|--|
| ☐ Personality | ☐ Selfmarketing |
| ☐ Physical and mental fitness | ☒ Financial and material Resources |

Objectives:

This program teaches young people to save for the future, understand financial basics, build responsible money habits, solve financial challenges, and create personal budgets that fit their needs.

Outcome:

- Practical Skills: Learn to handle budgets, save smartly, and make good money decisions.
- Better Understanding: Get a solid grasp of how to manage money in real-life situations.
- Smarter Decisions: Build skills to tackle financial challenges and plan for the future.

Ideas for digital implementation:

- Provide clear digital profiles with income, expenses, and goals for each role to keep things simple and easy to follow.
- Use visuals like graphs or progress bars to make the budgets more engaging and understandable.
- Take advantage of breakout rooms on platforms like Zoom for smaller team discussions, while keeping everyone connected to the main group.
- Add interactive elements like polls or quick challenges to keep participants focused and interested.



Step by Step Guide:

- **Split everyone into 4 groups**, each with 2-6 members.
- **Give each group a persona profile and a budget sheet** (paper or digital).
- **Calculate Initial Balance:** Each group works out their persona's monthly balance: Take their income and subtract fixed expenses and debt payments. Decide if their persona is saving money or already overspending.
- **Draw a Challenge:** Each group pulls a random challenge card (e.g., "car breaks down," "medical bill"). Apply it to their budget by adding the new expense or situation.
- **Handle the Challenge:** If the money runs out, the group has to come up with a solution! Ideas could include: Cutting expenses, finding extra income, borrowing money or renegotiating debts.
- Once they solve the challenge, they draw another one and repeat the process.
- If the group can't find a solution, they might have to declare bankruptcy.

Tips for the trainer:

Check if the group's solution works: If it's okay, they move to the next challenge. If not, they have to try again until they get it right or go bankrupt.

Feedback method:

After the activity, bring everyone together and chat about how it went:

- What did they find the hardest about managing their budget?
- How did the challenges shake up their plans?
- What tricks or ideas worked best to solve the problems?

Use this as a chance to talk about why budgeting and saving are so important and how thinking outside the box can help when money gets tight in real life.

Materials:

You'll need persona profiles, budget sheets, challenge cards, pens, flipcharts or a whiteboard, and optionally digital tools like spreadsheets or a timer for added engagement.

Sources and tools:

Case studies worksheets and challenges, papers, pens.



Maria - The Student

Maria is a 20-year-old university student working part-time at a coffee shop while living in a rented apartment.

Monthly Income: 800€

Fixed Monthly Expenses:

Rent: 500€

Utilities (electricity, water): 60€

Internet: 30€

Groceries: 100€

Transportation (public): 40€

Phone: 20€



Jack - The Freelancer



Jack, 28, is a freelance graphic designer with a variable monthly income. He rents a small studio apartment and manages consistent living expenses.

Monthly Income: 1800 €

Fixed Monthly Expenses:

Rent: 700€

Utilities (electricity, water): 80€

Internet: 30€

Groceries: 150€

Transportation (car fuel): 60€

Subscriptions (software, streaming): 40€

Current Debts:

Car loan: 150€.





Sarah and Ben - The Young Couple

Sarah and Ben are a young couple living together in a rented apartment. Both work full-time and share household expenses.

Monthly Income: 3500€ (combined)

Fixed Monthly Expenses:

Rent: 1000€

Utilities (electricity, water, heating): 120€

Internet and phone: 60€

Groceries: 200€

Transportation (fuel, public transport): 100€

Car loan: 550€

Insurance (car, health): 120€

Subscriptions (streaming, apps): 40€



Alexia, 23, recently started working as an entry-level software developer. She rents an apartment close to work.



Monthly Income: 2200€

Fixed Monthly Expenses:

Rent: 800€

Utilities (electricity, water, heating): 100€

Internet: 30€

Groceries: 180€

Transportation (public): 50€

Phone: 20€

Subscriptions (apps, streaming): 20€

Current Debts:

Credit card: 1000€ (monthly minimum payment: 50€)

Transportation (fuel): 100€

Insurance (health, car): 90€

Subscriptions (streaming, apps): 40€

Current Debts:

Car loan: €10,000 (monthly payment: 550€)

Alexia - The Recent Graduate





Oh no, the car broke down!

Your car decides it's time for a dramatic breakdown, and the mechanic delivers the plot twist: a 500€ bill. Looks like your wallet is riding on this bumpy road!



Winter is coming!

Your heating bill spikes by 100€, reminding you that staying warm burns more than just wood—it burns cash!



The spin cycle of doom

The washing machine has gone rogue, and a replacement spins you out of 400€.



Fido's fiasco

Your furry friend eats something they shouldn't, and the vet hands you a 200€ bill. Ruff day!



Subscription snafu

That "free trial" you forgot about renews, and your account says goodbye to 60€. Sneaky, sneaky.



Ho-ho-no!

Holiday cheer costs you 100€ in gifts. Santa's sleigh isn't running on goodwill alone.



Flat tire, flatter wallet

A punctured tire takes 100€, leaving your finances feeling deflated.



Love, oh love

A friend's wedding or event means 150€ for a gift and travel. You love them, but your budget doesn't.



Phone home

Your phone takes a dive—literally—and you're 300€ deep into a new one. Hello, darkness, my old friend.



All aboard ... or not

Forgetting to renew your public transport pass adds 50€ in extra fares. The conductor shakes their head in dismay.



Rent shocker!

Your landlord decides to hike the rent by 200€ a month. Looks like your budget is getting evicted from its comfort zone!



Fashion emergency!

A big event means spending 80€ on clothes because last year's outfit just won't do. Your wallet's crying "Why, though?"



Grocery games

Food prices skyrocket, and you're 50€ over budget. It's like the bread aisle turned into Wall Street.



Soggy surprise!

A pipe bursts in your apartment, turning your living room into a paddling pool. The plumber charges 300€ to fix the chaos.



Power outage, wallet outage.

Your laptop charger gives up on life right before a deadline. A replacement sets you back 80€.



Wardrobe malfunction!

Your trusty winter coat tears, and a new one costs 150€. The cold never bothered you anyway—until now.



Foodie fail!

The fridge breaks down, spoiling all your groceries and forcing you to spend 200€ on repairs and restocking.



Tech tantrum!

Your Wi-Fi router decides to take an unannounced vacation. Replacing it costs 100€, and your sanity hangs by a thread.



Tire Trouble

Your car gets a flat on the way to work, and replacing the tire costs 120€. Looks like your plans—and your wallet—just hit a bump in the road.



Birthday Blowout!

Your friend's surprise party costs more than expected, and you end up spending 150€ on gifts and celebrations. Friendship sure isn't cheap!



Ikigai - Design Yourself

Exercise description:

It is an activity that allows me to give meaning to my life by finding a balance between what I know how to do, what defines me, what I can offer, and what makes me strong.

Duration:

90 Minutes

Setting: ☐ Individual ☒ Group ☐ One on One Coaching

Setting: ☒ Presence ☐ Digital ☐ Both

Competencies concerned:

- | | |
|---|--|
| ☒ Personality | ☒ Selfmarketing |
| ☒ Physical and mental fitness | ☒ Financial and material Resources |

Objectives:

Have a personalized global vision of the four areas of life skills. (personality, material and financial resources, self-esteem, mental and physical health)
Identify your skills in everyday life and know how to prioritize them.

Outcome:

- Write down your self-image
- Identify areas for improvement

Ideas for digital implementation:

Retrieve the support document Respond to each category by putting words, drawings, shapes, etc. Questions will help guide and ask.



Step by Step Guide:

Introduction (10 Minutes): Print the support document to present the tool. Present the different categories They can be done in the desired order.

Uncovered (70 Minutes): Spontaneously, invite the participant to post words, drawings, symbols, photos, shapes by category. Without our intervention question the participant to **explore further the four Categories:**

- **What I can be paid for, what I know how to do:** financial resources. What are the qualities, skills needed in society? What would you like to be paid for? How much do you need to live?
- **What makes me strong, what I am good at:** self valuation. What do you get the most positive feedback on, my strengths, what seems simple to you but difficult for others?
- **What defines me, what I like:** personality. What would you like to do, outside of work, when you were a child, skills.
- **What I can offer, what the world needs:** Physical and mental fitness. What does the world, an individual need to live? What you do meets a need in the world? The facilitator will ask more in-depth questions.

Find common words between each category.

Individual Self-Assessment (10 Minutes): Create a summary sentence, a mantra that will make the link between the different categories.

Tips for the trainer:

When dealing with each category, be sure to respect the two periods of reflection: first period: the young person alone without our intervention; second period: we ask questions to explore the ideas in more depth.

Feedback method:

Use of the final support, which they will have completed beforehand.

Materials:

- Pen and paper, markers
- Support document to print

Sources and tools:

Take stock of all the exercises previously carried out on the platform. The participant will therefore be able to use what they already have worked on. This exercise will summarize everything they had already covered and go further in their thinking.





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Life Skills for YOUTH



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APPENDIX



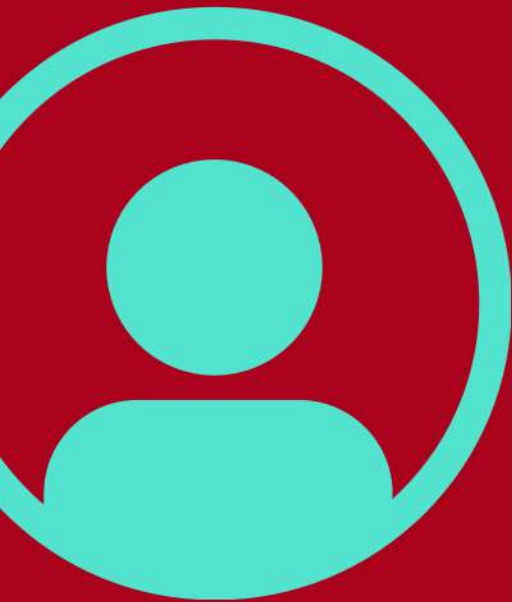
Website

www.lifeskills4youth.eu



NAME:

 Age:



BIOGRAPHY

GOALS

MOTIVATION

PERSONALITY



SKILLS



NEEDS



Competency Grid for PERSONALITY

	BEGINNER	INTERMEDIATE	ADVANCED	EXPERT
Knowing myself	I find it hard to identify and talk about what I do well and where I can improve. I find it hard to accept my mistakes and use them to progress. It's other people who find my strengths rather than me.	I'm aware of my strengths and how they can help me. I'm aware of my limitations and the areas in which I need to improve. I know that above all I have to use my strengths to achieve my goals. I no longer always see my weaknesses as failures, but can start viewing them as opportunities to progress.	I'm able to identify my strengths objectively and use them wisely in different contexts. I understand how my strengths can help me succeed in my personal and professional life. I accept my weaknesses and know when I need to ask for help or adapt my strategy. I find ways of coping with my difficulties or turning them into strengths.	I make sure I use my strengths to move forward in life, at every level (personal and professionally). I don't see my weaknesses as obstacles, but as challenges to be overcome in order to grow and evolve.
Be aware of the image the others can have of me and communication	When I express myself, I don't pay attention to my body language, tone of voice or facial expressions. I'm not aware that my actions and attitudes can influence the image others have of me. I don't know how to adapt my way of communicating to suit the person I'm talking to. I can be clumsy or say inappropriate things without realising it.	I pay more and more attention to my appearance, depending on the context. I am able to communicate effectively with people from different backgrounds and at different hierarchical levels. I pay attention to body language, facial expressions and verbal cues to adapt my communication. I try to strike a balance between adapting to others and showing my personality.	I'm aware of the image I project and I know how to adapt it to suit the context and my objectives. I know how to choose the right body language and tone of voice to communicate effectively and inspire confidence. I make sure that I connect with others so that they have a positive image of me.	I know who I am and I show it to others easily and naturally. The image I project perfectly reflects my personality and my values. The way I communicate with others is recognized and appropriate/ respectful, while transporting my message/ stance clearly and confidently.
Receiving feedback	I feel uncomfortable when people make comments about my work or my attitude. I tend to take comments personally and as criticism, even if they're constructive. I often get defensive when people give me feedback. I get overwhelmed by emotions and can't hear what other people want to tell me.	When I get feedback, I don't take it as a personal attack but as an opportunity to progress. I can ask questions to clarify points I don't understand and I try to understand the point of view of the person giving me feedback.	I'm always ready to listen to the opinions and advice of others, whether they be my colleagues, superiors or friends... I always try to understand the point of view of the person giving me their opinion, even if I don't agree with it.	For me, receiving feedback from others is always positive and can help me to progress. I know how to distinguish between objective and subjective feedback, so that I only take into account what is useful to me. I know how to stay calm and concentrate on what I'm being told, even when I'm given feedback that's hard/ difficult to hear.

Personal goal-setting	I'm not really clear about/ certain what I want to achieve in my life. If I know what I want, I don't know how I could get there, by defining stages for example. My goals can change depending on the opinions of others or events happening around me. I lack conviction and determination.	I know what's important to me and where I want to go. My goals are more precise and I can define them clearly. I'm able to strike a balance between immediate and more distant goals. I have a relatively clear plan for moving forward, taking into account the constraints and resources available to me. I know how to concentrate on the most important things and use my time and energy in an appropriate and organised way.	I know what I want to achieve and why it's important to me. My targets are ambitious but realistic. I'm aware that my priorities and desires can change over time, and I adapt accordingly. I'm organised to achieve an ambitious goal step by step. I am proactive and know how to anticipate the difficulties I may face.	My goals are not just about my current situation: they help me to project myself into a relatively distant future, and each goal I set helps me to move towards my vision of life. My plans for achieving my goals are detailed, realistic and take into account all aspects of my life. I know how to progress step by step while keeping a long-term vision.
Self-motivation	I need encouragement or pressure from others to take action and achieve my goals. I don't really know what I'm passionate about, what gives me energy and what drives my actions. I try to please others or meet their requirements, rather than follow my own desires. I get discouraged easily when I encounter difficulties and tend to give up quickly.	I'm beginning to understand what deeply motivates me and what makes me want to push myself. I feel increasingly motivated to achieve my personal goals. I'm no longer discouraged by difficulties and I persevere in the pursuit of my goals, even when things get difficult. I understand that my thoughts and beliefs can influence my motivation and I strive to have a positive and constructive attitude.	I'm no longer looking to please others or meet external expectations, but to realise my own dreams and live a life that makes sense to me. I'm enthusiastic and motivated by everything I do because it corresponds to my values and desires.	I remain deeply motivated to achieve my goals, whatever the circumstances. I see challenges as learning opportunities and overcoming these difficulties strengthens my motivation. My positive energy and motivation are contagious.



Competency Grid for SELFMARKETING

	BEGINNER	INTERMEDIATE	ADVANCED	EXPERT
My self-image and the one the others have about me	I feel uncomfortable and am afraid of being judged negatively. I may tend to underestimate myself and my skills. I find it hard to recognize and value my successes. I may tend to attribute my successes to luck or the help of others.	I can talk about my strengths and successes without false modesty or arrogance. I know how to highlight my strengths and communicate my added value convincingly. I'm comfortable presenting my ideas, sharing my knowledge and taking the initiative, whether in public, at meetings or in more informal situations.	I can convince others of my strengths and successes by expressing myself clearly and confidently. I like a challenge and I'm looking for responsibility and initiative to show others my skills.	I'm aware that my skills are useful at different levels, whether in a personal or professional context. I know how to play to my strengths, whatever the situation.
Create my personal branding	I don't have a clear idea of how I want to present myself and my presentations lack coherence. I don't really care how others perceive me and I don't do much to influence their perception.	I know what I want to show others clearly and concisely, highlighting my values, skills and aspirations. I am aware that the image I wish to project to others must be consistent with my behaviour.	I've created a story that highlights my history in a captivating and inspiring way, highlighting my values, passions, skills and experiences.	I've created a story that highlights my history in a captivating and inspiring way, highlighting my values, passions, skills and experiences and I also I know how my personal brand can be adapted to suit different contexts.
Sell my personal brand	I don't always know how to describe myself, highlight my strengths and communicate my added value. I prefer to keep a low profile and not draw attention to myself. I think talking about yourself is arrogant and pretentious.	I'm convinced that my knowledge and skills can be useful to others, and I don't hesitate to share them. I understand that talking about myself and my successes is an asset when it comes to accessing new opportunities or becoming more influential.	I know how to use social networks, my professional network, events (...) to share my skills and successes. I'm comfortable talking about myself and I know how to grab the attention of the people I'm talking to. When I talk about myself, I know how to identify my target audience and adapt my message accordingly.	I've mastered the codes of communication and know how to present myself authentically and convincingly to a wide range of audiences. I am clear about what I want to achieve by promoting my personal brand (new opportunities, career development, sharing my expertise, etc.).
Use storytelling to convince the others	I can struggle to identify the key elements of a good story, such as plot, character, message and emotion. When I'm telling a story, I find it hard to organise my ideas, create suspense and hold my audience's attention.	I know the key elements of a story and I'm starting to use them to construct my own narratives. My stories are more coherent and easier to follow. I know how to introduce my subject, develop my plot and conclude satisfactorily. I use concrete examples, personal anecdotes and questions to make my stories more lively and capture my audience's attention, and I play with their emotions.	I've mastered storytelling to create clear, concise and well-constructed narratives. I use a variety of narrative techniques to arouse curiosity, create an emotional connection and ensure that my message resonates with my audience. I adapt my style and tone to suit the context and audience.	I am able to create new forms of narration to create unique and original stories. I've mastered the art of storytelling and know how to use my voice, body language and expressiveness to bring my stories to life and captivate my audience. I understand the power of stories to touch the people who listen to me. I know how to use storytelling to inspire, motivate, persuade, move and bring about change.



Competency Grid for PHYSICAL AND MENTAL FITNESS

	BEGINNER	INTERMEDIATE	ADVANCED	EXPERT
Mental resilience	I'm not always aware of the situations, thoughts or emotions that trigger stress in me. When I'm faced with problems, I tend to run away from them rather than try to solve them. I tend to dwell on my problems and find it hard to relax and regain my composure after a stressful situation.	I'm aware of what can be a source of stress for me and the impact this can have on my well-being. I recognise the importance of asking for help and I don't hesitate to ask those around me or professionals. I know how to learn from my failures and difficult experiences and I am aware of the importance of having a positive and optimistic attitude to bouncing back after a difficult stage.	I take an interest in the subject of resilience by reading books, following experts or training courses and I draw inspiration from resilient people. I no longer see obstacles as threats, but as opportunities to develop my skills and strengthen my resilience. I know which techniques work best for me and I use them regularly to manage my stress and emotions.	Resilience is a state of mind that guides my actions and decisions on a daily basis. I adapt to every situation and challenge I face. I share my attitude and experiences with others to help them be more resilient.
Life balance	I don't always see how my lifestyle habits, thoughts and emotions can influence my overall health. I may have habits that are harmful to my health, such as poor diet, lack of sleep or excessive consumption of alcohol or drugs (tobacco, etc), without thinking about the long-term consequences. I can have periods when I take care of my body and/or my mental well-being and other times when I totally neglect one or the other. I can feel overwhelmed by work and neglect my personal life and leisure activities, or on the contrary, devote too much time to my leisure activities and neglect my professional life.	I know that my thoughts, emotions and lifestyle habits have a direct impact on my body and vice versa. I'm curious and I try out different methods to discover activities that make me feel good in body and mind. I'm aware that my lifestyle choices (diet, sleep, sport, stress management, etc.) have a direct impact on my well-being. I include time for physical and mental activity in my daily routine.	I'm careful to maintain a balance between my physical and mental well-being. I read books, follow experts or attend training courses to maintain a good balance between mental and physical health. I regularly take part in a variety of physical and mental activities, including sport, yoga and meditation. I pay attention to the signals my body can send me to prevent stress, fatigue and illness. I'm able to juggle my various responsibilities without sacrificing my health and personal development.	My physical and mental fitness are absolute priorities, just like eating, sleeping and breathing. I'm a role model to those around me and I share my knowledge and experience with those who are looking to improve their life balance. Whether at work, with family or friends, I'm aware of the importance of taking care of myself and finding the right balance in my life.

Stress management

	I'm not always aware of the situations, thoughts or emotions that trigger stress in me, and I don't necessarily pay attention to the alarm signals my body and mind are sending me. I think it's normal and unavoidable to feel stressed. When I'm faced with a stressful situation, I tend to ignore it, play it down or pretend it doesn't exist, mainly because I feel overwhelmed and unable to deal with it head on.	I pay attention to my physical and emotional reactions and can identify situations, thoughts or people that trigger stress in me. I understand that my habits, such as what I eat, how much I sleep and my level of physical activity, can influence my ability to manage stress. I regularly take time out to relax, recharge my batteries, look after myself and reduce my stress levels. I'm learning to manage my time and energy better to avoid overloading myself.	I can quickly identify situations, thoughts and emotions that stress me, and I understand how stress affects my body, mind and behaviour. I don't just react to stress, I anticipate potentially stressful situations and put in place strategies to avoid or manage them effectively. I have mastered various techniques for managing stress when it is present (meditation, visualisation, etc.). I don't hesitate to ask for support from those around me or from professionals when I need it.	I have a thorough understanding of stress mechanisms and am able to identify potential stressors and take steps to minimise or eliminate them. I know how to anticipate situations that are going to be a source of stress for me so that I can deal with them in the best possible way. I plan my time strategically, setting clear limits and organising myself to avoid overload and unnecessary pressure.
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Competency Grid for FINANCIAL AND MATERIAL RESOURCES

	BEGINNER	INTERMEDIATE	ADVANCED	EXPERT
Positive money mindset and knowledge	I have a general interest in dealing with the topic of money, but I am feeling a bit insecure. I know that money is important for everyday life, but I do not know much about saving, investing or debt. I often worry about my money and sometimes find the subject difficult and stressful. I do not like talking about money because it makes me uncomfortable or I feel insecure. When I have money problems, I often believe that it has something to do with myself.	I have a neutral to slightly positive attitude towards money and I recognise the importance for the quality of life and security. I start looking for information about money or financial concepts myself, for example in books or on the internet. If I have money problems, I stay calm and think about solutions instead of letting myself be overwhelmed by worries. I understand the basics of budget management, savings, credit and debt...	I have a positive attitude towards money and I see it as a tool for achieving personal goals. I see money increasingly as a tool that helps me to achieve my goals, fulfil my dreams and get new opportunities. I have good knowledge about how to manage money, for example when planning expenses, reducing debt or making simple investments. When I encounter financial problems, I do not get discouraged but see them as an opportunity to manage money better and become stronger. I speak openly and confidently about money and exchange ideas with others to learn more. I understand important topics such as investing money, building wealth, planning for retirement and saving taxes. I make smart decisions and manage my money well.	I have a strong, optimistic attitude towards money and see it as a strategic means of creating a fulfilling life. For me, money is a key to new opportunities, a tool for personal and financial freedom and a powerful resource for achieving my goals and creating a fulfilling life. I am very familiar with difficult money topics, such as investing money, saving taxes and earning passive income. I understand how financial markets, special investments and wealth accumulation work. I keep myself informed about things like changes in the markets, economic policy and events in the world that can influence my money decisions.

Protect myself financially

I have no or only minimal financial reserves for unexpected expenses and I am dependent on short-term support.

I have problems saving money on a regular basis and often just get by from month to month. I do not think much about the fact that unexpected things can happen that could make my money tight. If a big bill comes or I suddenly have less money, that can quickly lead to difficulties. I focus more on what I need now and don't think much about the future.

I know that financial security is important, but I have not yet taken any concrete steps to achieve it. I do not know how I could make better use of my money and often feel insecure when it comes to saving or investing.

I have started to build up small reserves for emergencies, but without a clear long-term plan.

I cope well with small financial problems, but major crises are difficult for me. I save and try to prepare for surprises. For example, if my car needs to be repaired or an item of equipment breaks down, I can pay for it without going into debt or touching my savings for the future.

I know how important financial security is, for example through insurance or savings, but I only do this to a limited extent. My savings give me a sense of security and I can deal with the ups and downs of life in a more relaxed way.

I have a solid emergency reserve that can cover at least a few months of current expenses.

I plan for major financial risks such as illness or the loss of my job and have made the necessary financial provisions. My savings help me to get through difficult times calmly and recover quickly from problems.

I understand the basics of insurance and retirement planning and use them to protect myself. I am smart with my money and allocate my savings to different investments.

I have extensive reserves and a well-structured financial security plan that takes into account short-term and long-term risks.

I remain calm and act in a considered way even in difficult situations because my finances are well planned and secure. Whether it is a small unexpected expense or a major problem such as job loss, illness or an economic crisis - I can deal with it without having to worry.

I know and utilise advanced strategies such as different sources of income, special insurance policies and sustainable investments to protect myself. I am good at assessing risks and opportunities and make smart decisions to improve my finances.

Keep track of the finances

I have no or only minimal financial reserves for unexpected expenses and I am dependent on short-term support.

I have problems saving money on a regular basis and often just get by from month to month. I do not think much about the fact that unexpected things can happen that could make my money

I am often unsure how much money I have left for the rest of the month. I do not know exactly what my financial situation looks like.

I have started to write down my expenses or make simple plans for my money, but it does not always work. I use a method that helps me, such as a notebook, an app, a spreadsheet or a computer programme, to keep better track of my finances.

I know exactly how much my fixed costs are, for example for rent and electricity, and plan them in advance. I regularly write down how much money I earn and how much I spend.

I try to avoid spending a lot of money at once and I do not plan far into the future. When I check my money regularly, I see what I spend the most on, find expenses I could save on and think about how I can manage my money better.

I regularly write down how much money I receive and spend and keep an eye on my budget. I write down all my income, expenditure and other money matters so that I always know exactly what my financial situation looks like.

I keep track of all my income, expenditure, investments and other financial transactions so that I can instantly see my overall financial situation.

I plan larger expenses and specifically put money aside to avoid financial difficulties and be prepared for unexpected expenses at any time.

I clearly understand the difference between short-term commitments, such as monthly bills, and long-term goals, such as retirement planning or major investments, and adjust my financial planning accordingly.

I have a precise and well-organised system for planning my finances. It includes everything: income, expenses and savings goals. I use software, an app, a spreadsheet or a mixture of these to manage my money easily and clearly.

Even when unexpected expenses come up, I stay organised and adapt without upsetting my plan. I make sure that my financial data is always up-to-date and accurate.

I plan my money for the long term and with a system. I not only think about my current expenses, but also put money aside for emergencies, invest to make more of it and make plans for my retirement. My plan is so flexible that I can adjust it if my financial situation changes. I regularly check whether I am achieving my goals or need to change something.





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