Reframing loneliness:
Appendix



Franca Lapré
MSc Thesis
2021

List of appendices

A. Project brief
B. Interviews (Confidential)
C. Contextmapping
D. Extra insights
E. Storyboard of the initial concept
F. Focus group
G. Feedback interviews
H. Advisory report
I. Final concept: Mentor manual
J. Final concept: Boardgame instruction sheet
K. Final concept: Playing board
L. Final concept: Need cards
M. Final concept: Context cards
N. Final concept: Workbook
O. Final concept: Introduction video
P. Final concept: Storyboard

A. Project brief

DESIGN FOR our future

TU Delft

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy".
Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name: Lapré 4797

initials: F. given name: Franca

student number: 4443152

Your master programme (only select the options that apply to you):

IDE master(s): ( ) IPD (★) DfI ( ) SPD

2nd non-IDE master:

individual programme: - - (give date of approval)

honours programme: ( ) Honours Programme Master

specialisation / annotation: ( ) Medisign ( ) Tech. in Sustainable Design ( ) Entrepeneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair: Mieke van der Bijl-Brouwer dept. / section: DOS

** mentor: Nynke Tromp dept. / section: HCD

2nd mentor: Laura van der Hulst

organisation: Gemeente Delft

city: Delft country: Netherlands

comments (optional)

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..

Second mentor only applies in case the assignment is hosted by an external organisation.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Mieke van der Bijl-Brouwer date 05 - 03 - 2021 signature Mieke van der Bijl-Brouwer Digitally signed by Mieke van der Bijl-Brouwer Date: 2021.03.05 14:52:43 +01'00'

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 27 EC

Of which, taking the conditional requirements into account, can be part of the exam programme 27 EC

List of electives obtained before the third semester without approval of the BoE

★ YES all 1st year master courses passed

NO missing 1st year master courses are:

name J. J. de Bruin date 09 - 03 - 2021 signature J. J. de Bruin, SPA Digitally signed by J. J. de Bruin, SPA Date: 2021.03.09 12:11:05 +01'00'

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content: ★ APPROVED NOT APPROVED

Procedure: ★ APPROVED NOT APPROVED

comments

name Monique von Morgen date 16 - 03 - 2021 signature

Initials & Name F. Lapré 4797 Student number 4443152

Title of Project Opportunities for enhancing social well-being of high school students

Personal Project Brief - IDE Master Graduation

TU Delft

Opportunities for enhancing social well-being of high school students

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 02 - 03 - 2021

30 - 07 - 2021 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

For a long time, loneliness has mainly been recognized as a problem among elderly. Only in the last few years, people have been starting to realise that this is a concerning problem for adolescents too. A report by GGD Haaglanden (2016) states that 42% of Delft's adolescents feel lonely. Looking into other literature, a research publication by Yang and Victor (2011) shows a non-linear relationship between age and the prevalence of loneliness, with a double-peak: one around adolescents and one around elderly (figure 1). Research like this, together with news articles and personal stories showing up on the internet, sparked some initiatives across the Netherlands.
Since the responsibility for organizing healthcare now lies with the municipalities, Team Youth at Gemeente Delft has included tackling loneliness within their policies. They have mainly been focusing on elderly, but now they are looking for ways to include adolescents as well. Eva Legemaate's graduation project in 2020 has supported Team Youth in taking the first steps towards a systemic co-design approach to tackle loneliness amongst adolescents. But since this issue has been recognized only recently, there are still a lot of knowledge gaps.

A high school is a complex environment with many different stakeholders, structures and external factors. Therefore it would be interesting to look at this context from a holistic, systemic design approach. At the same time, the adolescents are the object of the story as well as experts of their own experience, so their perspective should be prominent. Other stakeholders are the teachers, deans, nurses or care coordinators, administrative employees and social workers. But external factors should also be included, like the family members, sport clubs, clubhouses and local organizations.

Some examples of barriers to tackle loneliness among adolescents, as identified by The Belonging Project:
- Simplification: loneliness is often recognized as a side-effect or side-factor. Most interventions are therefore too simple and don't solve the underlying problem.
- Ignorance: adolescents do not seem to recognize their own feelings as 'being lonely' and they seem to struggle with putting loneliness into words. At the same time, the support system around them also does not recognize the issue. The result is a lack of supporting structures.
- Discomfort: there seems to be a taboo around loneliness amongst young people. They struggle to open up and the issue could therefore be left unattended and only grow worse.
- Lack of power: even when loneliness is being recognised, what is the best way to solve this issue?
- Responsibility: when looking at all the stakeholders within a high school system: who is responsible? Should it be approached from within the system, or from outside?

I will execute this project in collaboration with The Belonging Project and commissioned by the Gemeente Delft.

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Initials & Name F. Lapré 4797 Student number 4443152

Title of Project Opportunities for enhancing social well-being of high school students

introduction (continued): space for images

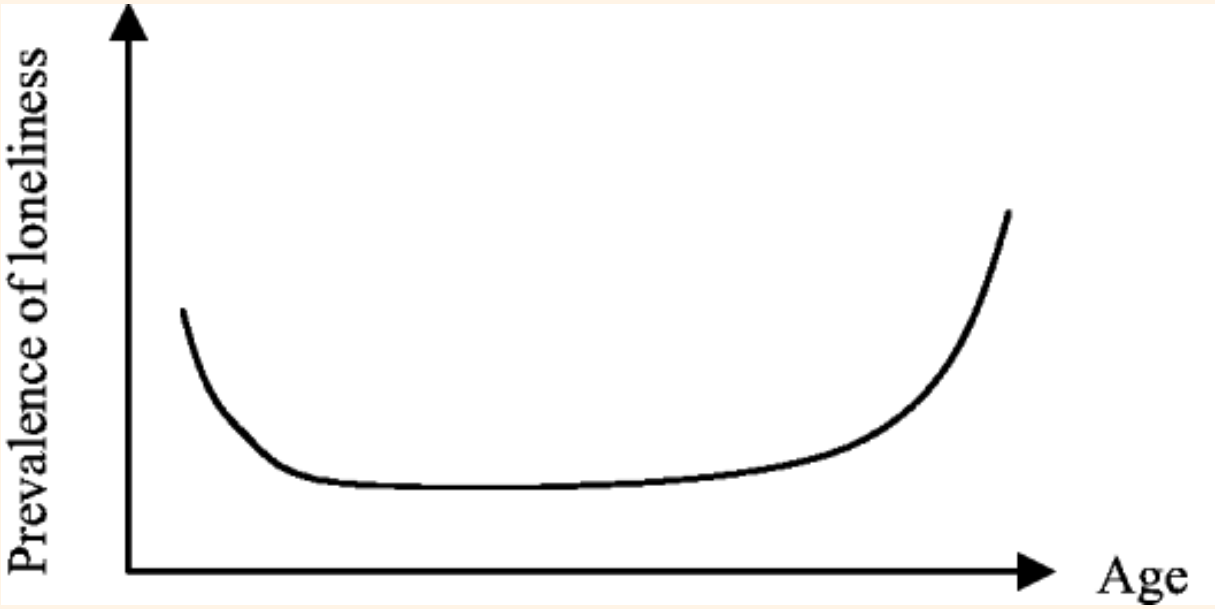


image / figure 1: A non-linear relationship between age and the prevalence of loneliness (Yang & Victor, 2011)

TO PLACE YOUR IMAGE IN THIS AREA:
- **SAVE THIS DOCUMENT TO YOUR COMPUTER AND OPEN IT IN ADOBE READER**
- **CLICK AREA TO PLACE IMAGE / FIGURE**

PLEASE NOTE:
- **IMAGE WILL SCALE TO FIT AUTOMATICALLY**
- **NATIVE IMAGE RATIO IS 16:10**
- **IF YOU EXPERIENCE PROBLEMS IN UPLOADING, COVERT IMAGE TO PDF AND TRY AGAIN**

image / figure 2:

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

In the few years that this issue has been recognized, it has been addressed from an external point of view. Organizations and initiatives pop up, on a national as well as a local scale, but what actually happens inside the world of adolescents? We seem to overlook the opportunities that could arise when approaching this issue from the inside-out. Adolescents between the age of 12 and 18 years spend most of their time at school. This is where they learn, grow, play and make friends. The Gemeente Delft is interested in understanding the high school environment and how loneliness plays a role here.

In order to make a sustainable impact, it is important to focus on prevention. Therefore, the aim of this project will be to map out the complex problem and identify opportunities that will enhance social well-being among adolescents, in order to prevent loneliness.

By identifying these opportunities, the perspective of the adolescents themselves should not be overlooked. It is important to understand what loneliness means to them and how their experience relates to this complex system. However, it is yet unclear who should be responsible for the social well-being of the high school students. The same goes for the boundaries of the system. Where does it start and end? These questions should be further explored and therefore the solution space will not be linked to a specific stakeholder.

In order to limit the project to a tangible scope, the research will take place within the context of a high school in Delft. This school will serve as a research and pilot space.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

As a result of qualitative research, I will develop a detailed map that shows the complex system around social well-being within the high school environment, in relation to the inside-out perspective of high school students. Opportunities for enhancing social well-being and prevention of loneliness will be indicated and the most promising leverage point will be the input for developing an intervention proposition.

Research activities will include:
- Understanding the problem and context through literature research, trend research and interviews.
- System mapping of social well-being within the high school environment through desk research, observations and interviews with stakeholders.
- Contextmapping with a group of high school students and teachers.
- As a result of the contextmapping: creating a journey map showcasing 'a day in the life' of a high school student.
- Combining the system map and journey map into a detailed map that identifies opportunities.
- Developing an intervention proposition for one leverage point.
- A focus group with various stakeholders for validating and reflecting on the intervention proposition.

The final result should:
- Provide an overview that helps understanding the complex system around social well-being within the high school environment.
- Inspire stakeholders to pay attention to the issue of loneliness.
- Propose an intervention as starting point to take action towards enhancing social well-being and prevention of loneliness.

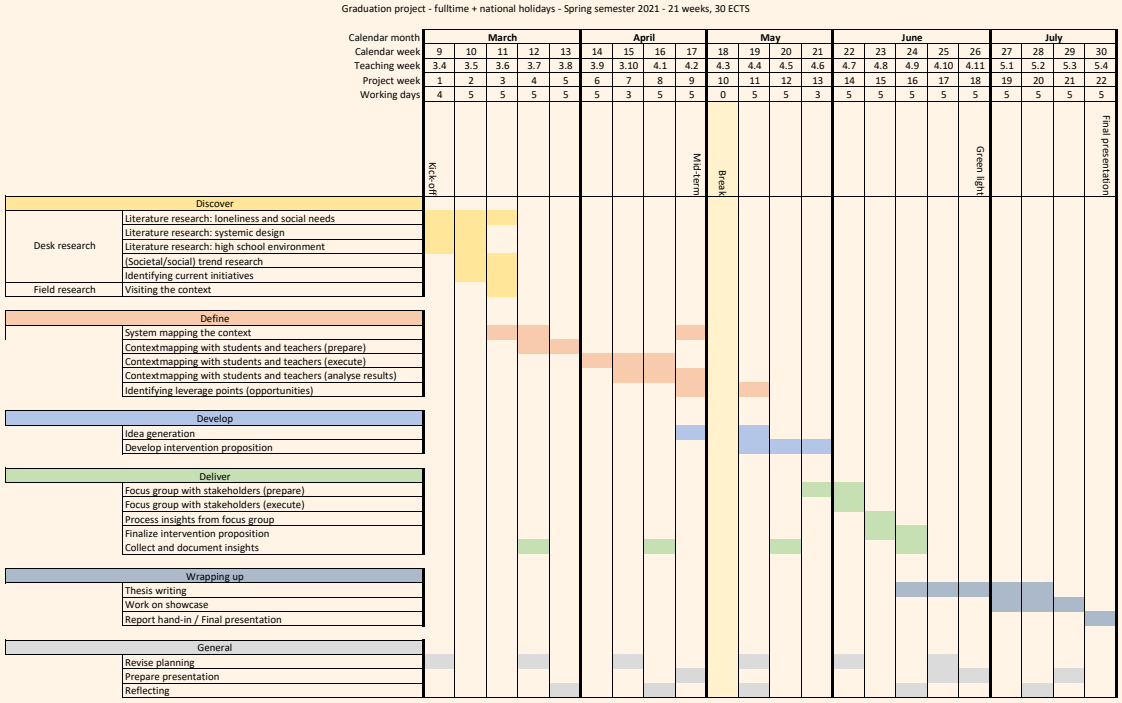
Initials & Name F. Lapré 4797 Student number 4443152

Title of Project Opportunities for enhancing social well-being of high school students

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 2 - 3 - 2021 30 - 7 - 2021 end date



The project planning is based on the double diamond structure:

- Discover (diverge): The goal of this phase is to understand the problem and context through literature research, trend research, observations, interviews* and if the situation allows for it, a field research.

- Define (converge): The goal of this phase is to create an overview and to identify opportunities through a combination of system mapping and contextmapping*. The contextmapping sessions will be split in two: one group with teachers and one group with students. Participants of both groups will be selected randomly.

- Develop (diverge): The goal of this phase is to generate and develop an intervention proposition.

- Deliver (converge): The goal of this phase is to reflect and iterate on the intervention proposition through facilitating a focus group*.

*Considering the current situation following the outbreak of COVID-19, all contact moments with stakeholders will be facilitated online. Thus the contextmapping and focus group will also be designed in such way that it can be carried out remotely (e.g. by the use of digital questionnaires, diaries, online whiteboard tools and multimedia).

Initials & Name F. Lapré 4797 Student number 4443152

Title of Project Opportunities for enhancing social well-being of high school students

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... Stick to no more than five ambitions.

Loneliness is a topic that has always interested me. I've experienced for myself what it's like to feel lonely, even when you're surrounded by people. I noticed how it seems to be stigmatized, how surprised people are when you tell you feel lonely, because: "you're young and in the peak of life!". So when The Belong Project caught my attention, I knew I wanted to contribute to this research.

During the bachelor of IDE, I was struggling to find my passion within the field of design. But ever since I took the Design for Interaction path I've come to realize that I want to design for societal impact. To use design thinking techniques to shine a different light on issues that our society faces. To not shy away from the core of the problem and to open eyes. To create alternative paths where people would otherwise continue straight. That is why I would like to address the problem of loneliness among adolescents, because I have seen how underexposed and underestimated it is.

Personal ambitions:
(1) With this project I aim to come to a collection of insights about loneliness among adolescents, that will open the eyes of stakeholders and inspire them to take action.
(2) Through applying contextmapping techniques, I aim to get to the core of the problem and identify underlying needs. I have used contextmapping before, but only for smaller assignments, so I'm motivated to take these skills to a higher level.
(3) The systemic approach is relatively new to me. A one day workshop on system thinking made me realize how essential it is to acknowledge that everything is inter-connected and to see things in the bigger picture. When working with a complex problem like loneliness it feels only fitting to apply these techniques and I'm curious to find out what it will bring.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

Initials & Name F. Lapré 4797 Student number 4443152

Title of Project Opportunities for enhancing social well-being of high school students

C. Contextmapping

Goal
Contextmapping sessions were conducted with five high school students from Delft. The goal was to learn about the social challenges and social opportunities of the high school journey, as well as to get input on their view on loneliness.

Method
The participants were recruited by sharing the invitation (figure 3) with various channels. Each participant received the sensitizing toolkit at least five days prior to the interview. For five days straight they were asked to fill in the booklet. Then an online interview was held. The interview took about 1,5 hours. During the interview, the participants were asked to elaborate on the filled in booklet. After that they were asked to make two collages. One was about their experience with the group dynamics in their class, and one was about the journey of a lonely person.

Overview of participants
Participant 1:
- Gender: girl
- Age: 16
- School: Dalton college Delft

Participant 2:
- Gender: girl
- Age: 15
- School: SC Delfland

Participant 3:
- Gender: boy
- Age: 17
- School: Christelijk lyceum Delft

Participant 4:
- Gender: girl
- Age: 17
- School: Christelijk lyceum Delft

Participant 5:
- Gender: girl
- Age: 12
- School: Christelijk lyceum Delft

Sensitizing toolkit
Figure 4 shows a photo of the sensitizing toolkit as it was delivered to the participants.

The toolkit contained:
- A personal note
- A pen
- A marker
- A consent form
- The booklet

The next set of pages show the inside of the booklet, as well as the filled in collages per participant. The statement cards that contain interpreted quotes from the interviews are included in the confidential appendix as it was promised to only use them for the research, so they are only available upon special request.

Analysis
The analysis was done by the use of statement cards. A statement card is a tool that helps the designer to interpret things that were said during interviews or other types of sessions with participants. A direct quote will be copied onto the statement card, but will also be translated into the own words of the designer.

After going through this process for each participant, I ended up with over 250 statement cards. The statement cards that were similar were put together before putting them on the analysis wall, otherwise I would have needed four walls. The analysis wall was used to structure the statement cards and find patterns or interesting combinations. Throughout this process I stumbled upon the theory of the fundamental human needs (Fokkinga and Desmet, 2020), which helped me to get better sense of the data. The final analysis wall was therefore structured by those needs (figure 2).

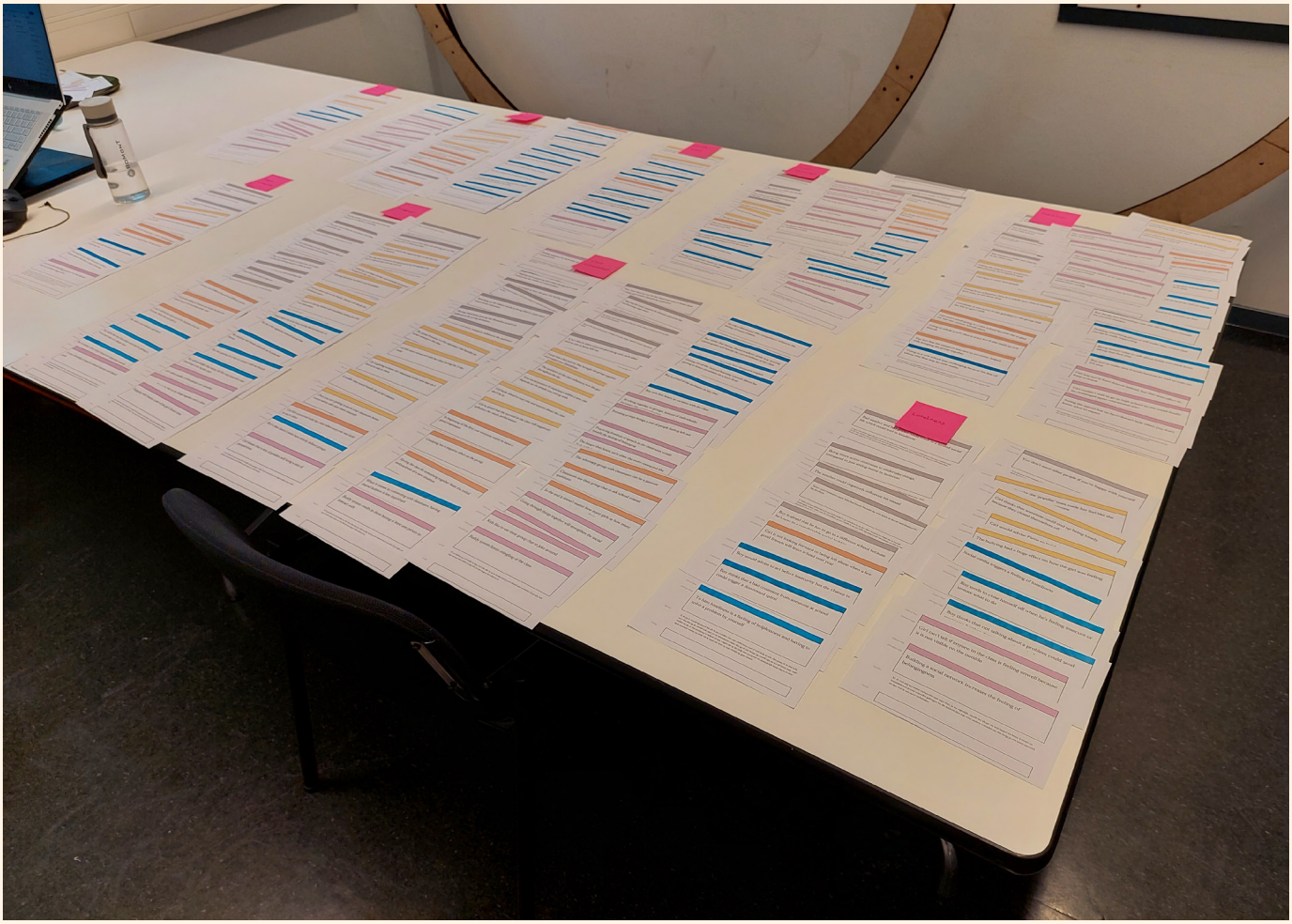


Figure 1 - sorting through the statement cards



Figure 2 - the final analysis wall, structured by the underlying needs

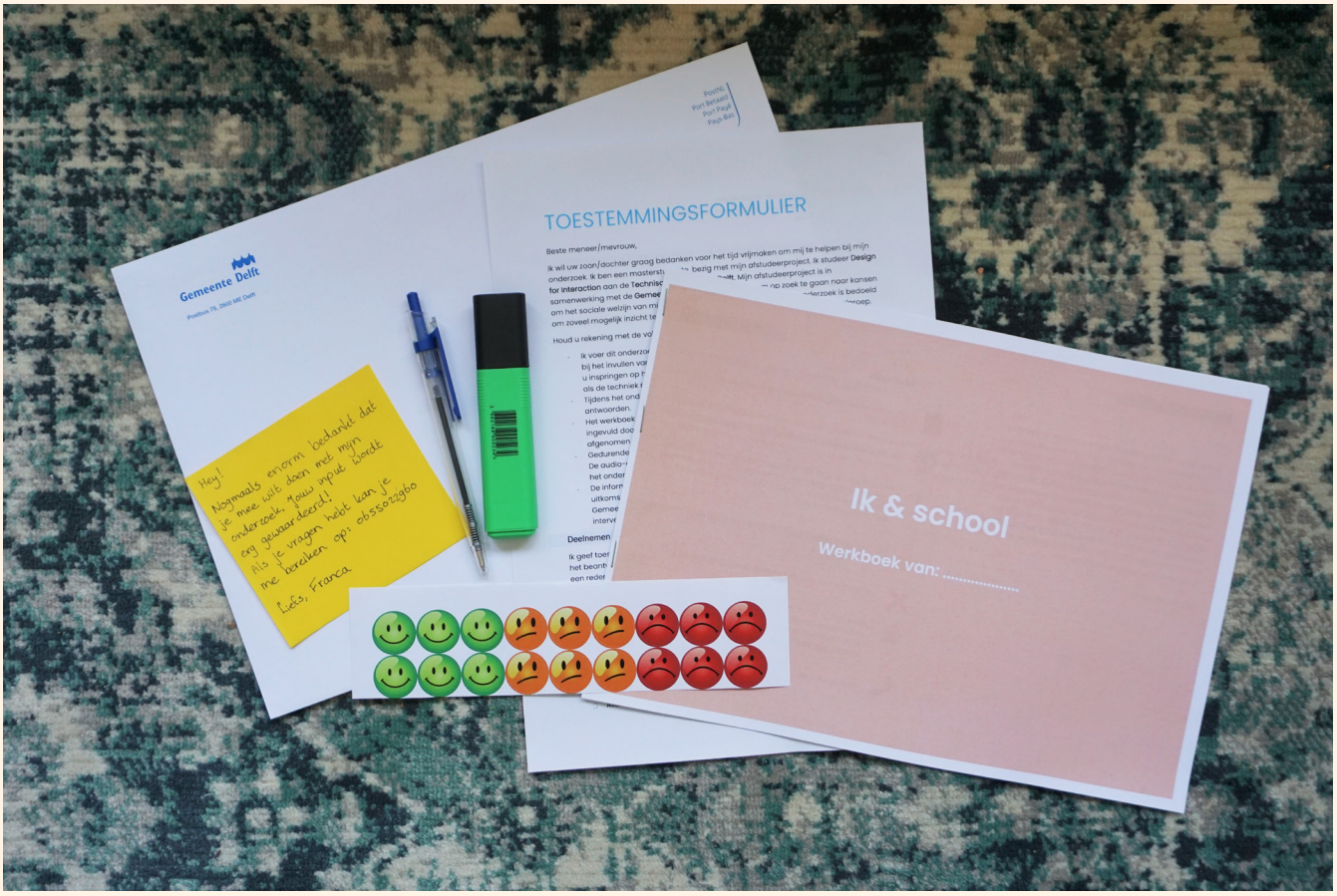


Figure 3 - the sensitizing toolkit



Figure 4 - the invitation for the contextmapping sessions

Figure 5 - the booklet

Ik & school

Werkboek van: .....

Hoe werkt dit?

Hoi!

Super leuk dat je mee wilt doen aan mijn onderzoek. Dit onderzoek is onderdeel van mijn afstudeerproject voor de studie Industrieel Ontwerpen aan de TU Delft. De komende maanden houd ik mij bezig met het sociale welzijn van middelbare scholieren. Natuurlijk ben ik zelf jaren geleden ook leerling geweest op een middelbare school, maar dat betekent dat ik alleen weet hoe ik het zelf heb ervaren. Jouw mening is ook belangrijk, daarom ben ik heel blij dat je wilt bijdragen aan mijn project! Na afloop van ons gesprek zal er een klein bedankje jouw kant op komen.

Tot binnenkort!

Spelregels



Dit is een soort dagboekje en het is van jou. Doe er mee wat je wil.



Je maakt 5 dagen lang elke dag een opdracht.



Aan het einde van die 5 dagen voeren we een gesprek met elkaar. Het doel van dit boekje is om je alvast aan het denken te zetten, zodat mijn vragen straks niet uit de lucht komen vallen.



Er is geen goed of fout! Dit gaat om jouw eigen mening en ervaringen.



Je bent nooit verplicht om antwoord te geven.



Alles wat je doet en zegt blijft anoniem. Ik gebruik de uitkomsten alleen voor het vervolg van mijn project. Jouw naam of namen van anderen zullen nooit worden genoemd.



Heb je vragen? Stuur dan een appje naar 0655022960.

Ons gesprek

Ons interactieve gesprek staat gepland op: om

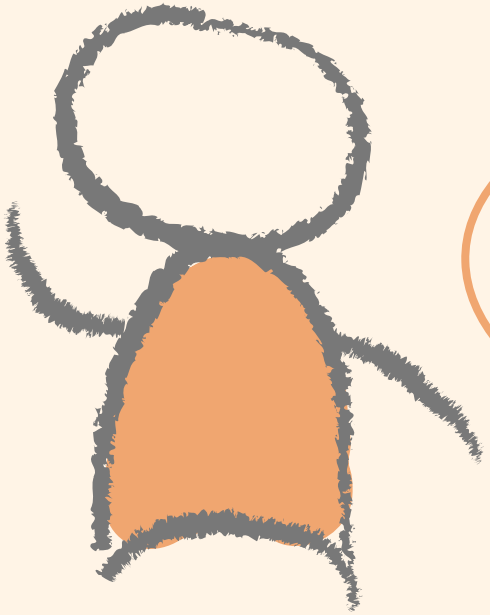
Zorg voor een laptop met webcam en goede internetverbinding. Je ontvangt een link naar Zoom voorafgaand aan onze afspraak. Hier hoef je verder niks voor te installeren of voor te bereiden. Zorg er wel voor dat je dit werkboekje bij de hand hebt.

Dag 1: Dit ben ik

Dit vind ik leuk:

Dit vind ik belangrijk:

Mijn school & klas:



Dit zeggen anderen over mij:

Maak van dit poppetje een zelfportret

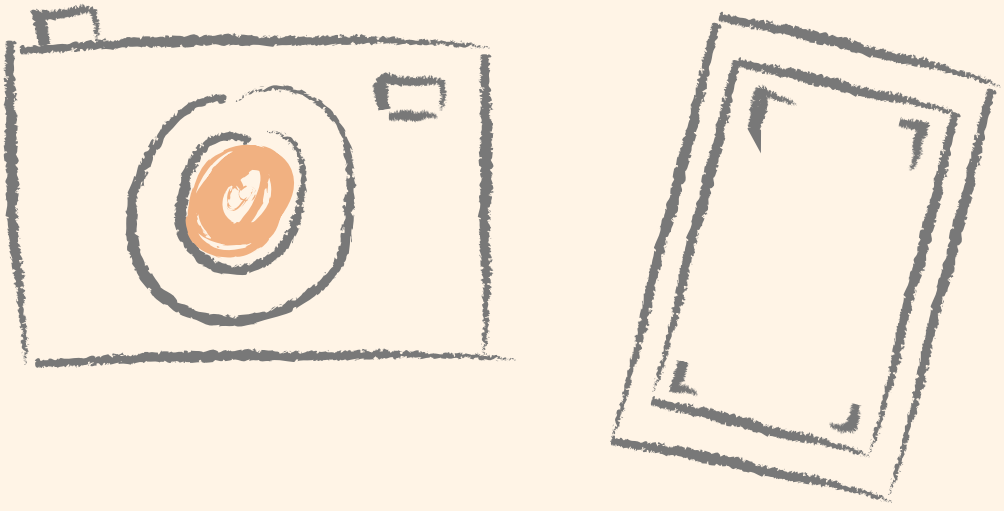
Dag 2: A day in the life

Dit is een foto opdracht!

Hoe ziet een doorsnee schooldag er voor jou uit? Maak foto's van de dingen die je meemaakt gedurende de dag. Dit mag van alles zijn. Denk aan je ontbijt, selfies met anderen, je schooltas, fiets, de les, noem maar op!

De foto's mag je op je telefoon/laptop/camera bewaren tot de dag van ons gesprek.

Probeer deze opdracht uit te voeren op een dag waarop je fysiek les hebt.

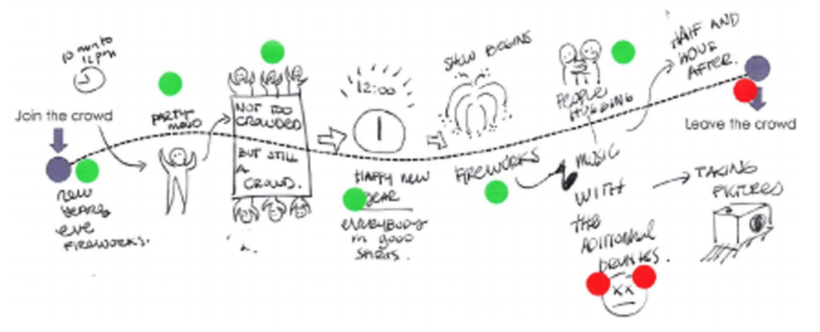


Dag 3: Throwback

Denk eens terug aan jouw tijd als brugklasser.

Hoe was het om van de basisschool naar de middelbare school te gaan?
Wat gebeurde er in de tussentijd? Teken eerst de verschillende activiteiten en stappen die je hebt doorlopen.

Voorbeeld



Geef nu met de groene smileys aan wat de leukste dingen waren.
Waarom was dit leuk?
Geef met de rode smileys aan wat de stomste dingen waren.
Waarom was dit stom?
Gebruik de oranje smileys voor de dingen die je spannend vond.
Waarom vond je dit spannend?

Dag 4: De ideale school

Hoe ziet de ideale school er voor jou uit?
Wat doe je op deze school? Met wie ben je?
Teken dat hier. Het mag van alles zijn!



Dag 5: De mensen om mij heen

Deze personen hebben invloed op hoe ik mij voel gedurende de dag:

Ik kan mezelf zijn bij:

Ik deel dezelfde interesse/hobby met:

Op school breng ik de meeste tijd door met:

Ik deel een waardevolle herinnering met:

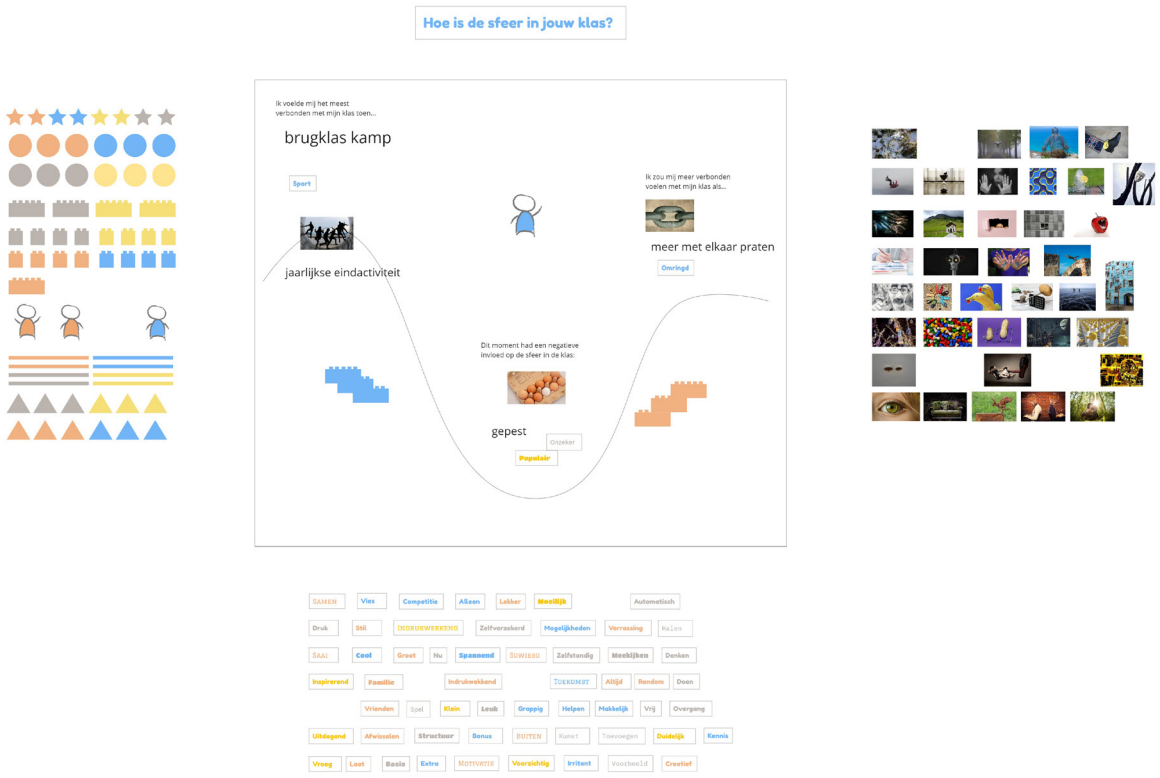
Als ik ergens mee zit kan ik altijd terecht bij:

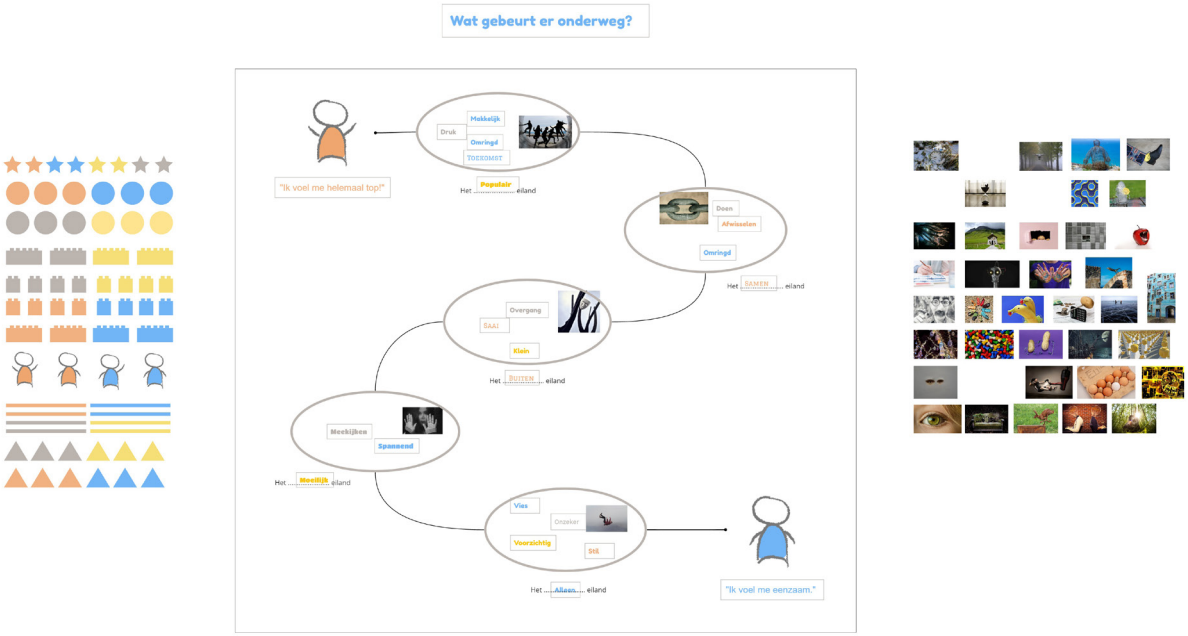
Notities

Voor alles wat je nog kwijt wil.

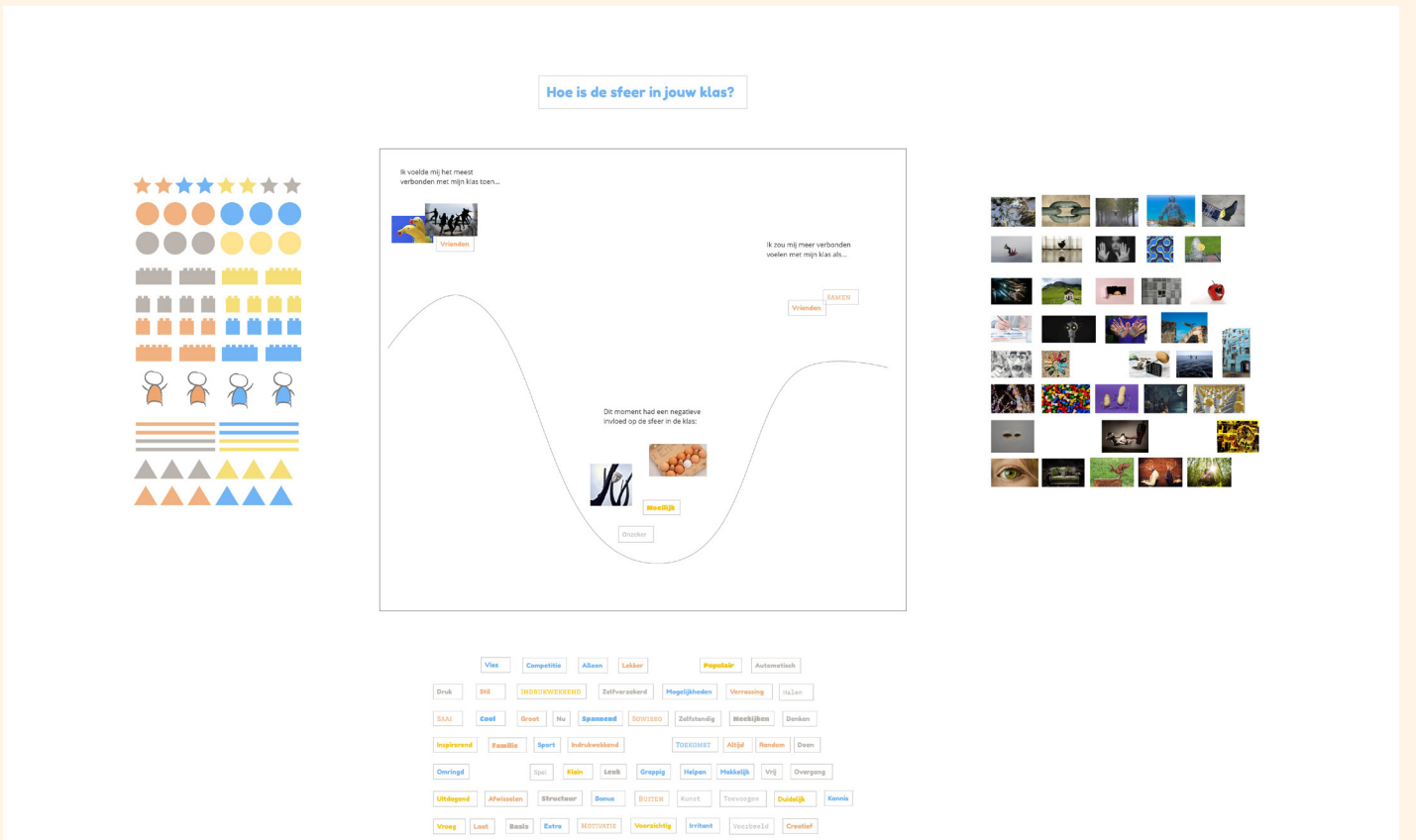
Bedankt voor je bijdrage!

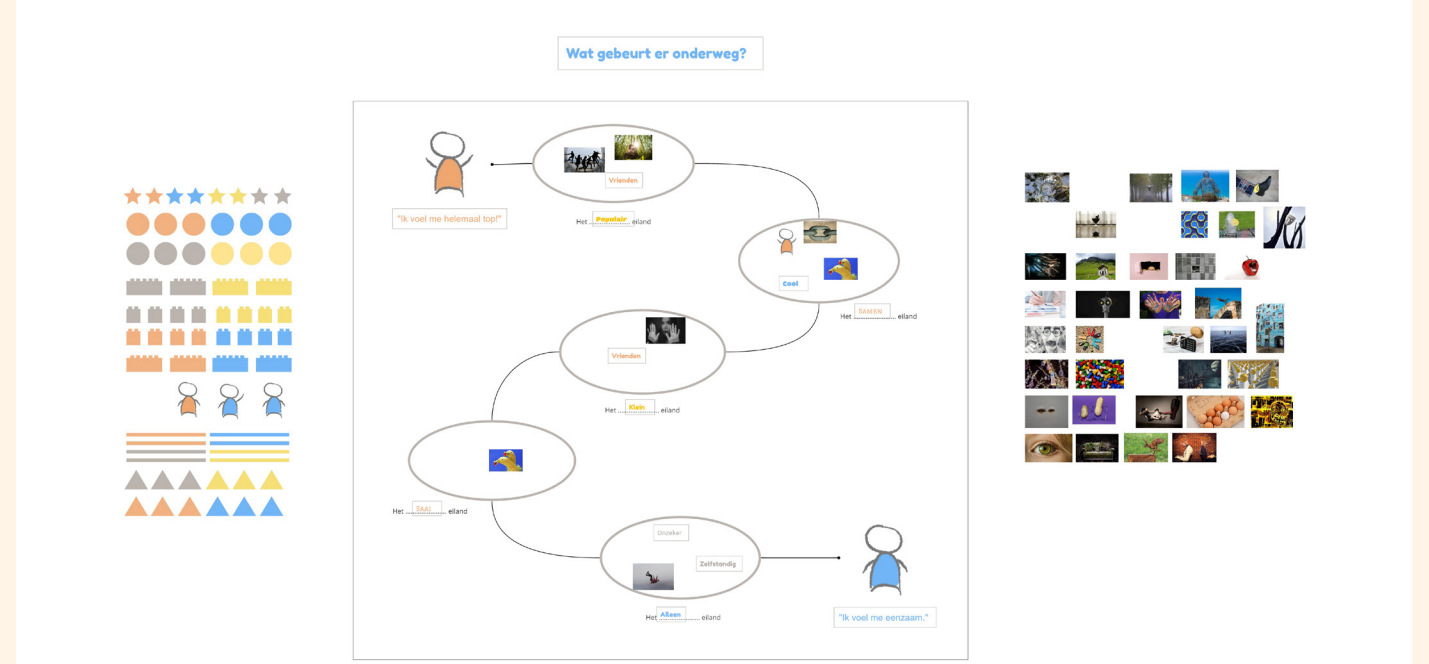
Collages participant 1



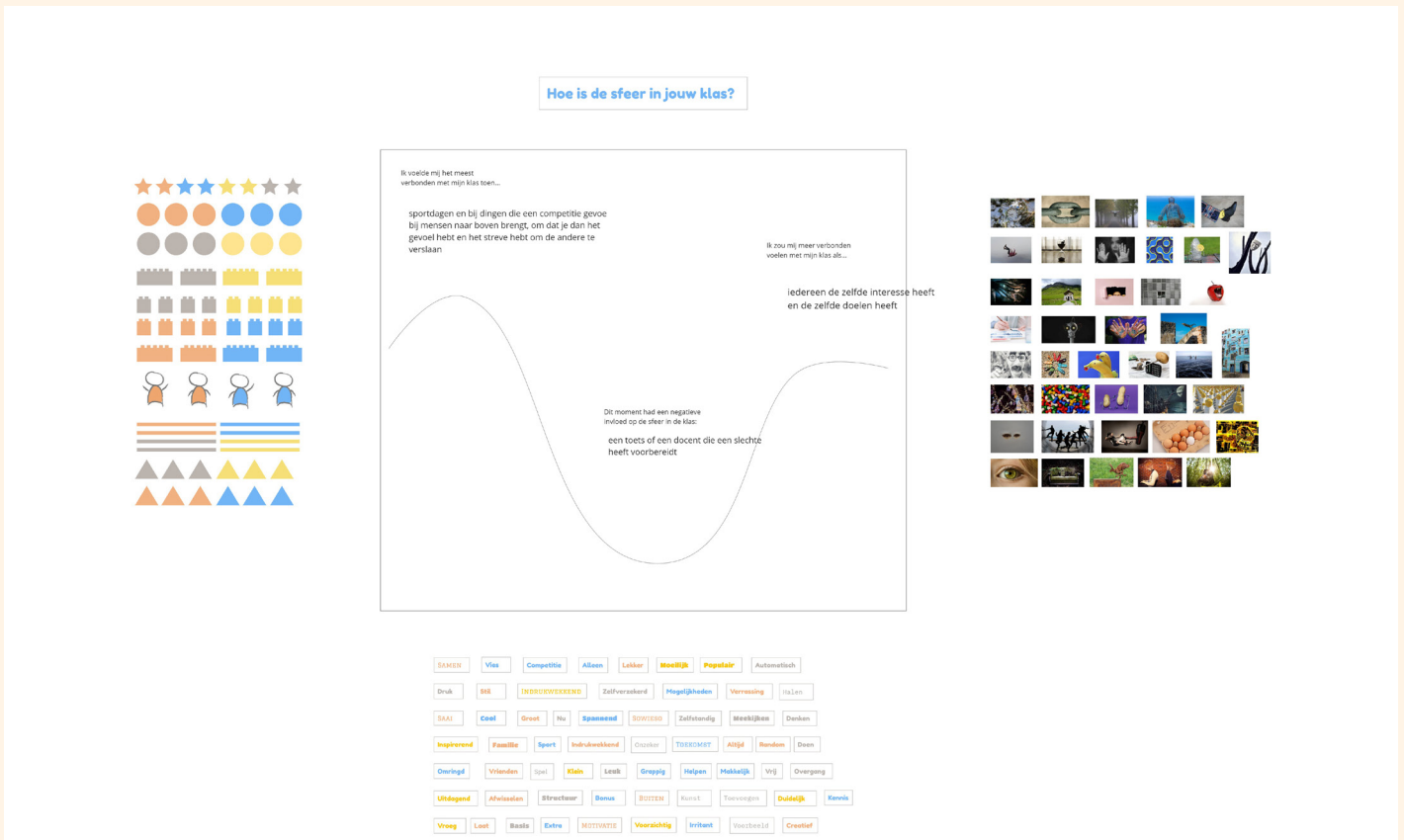


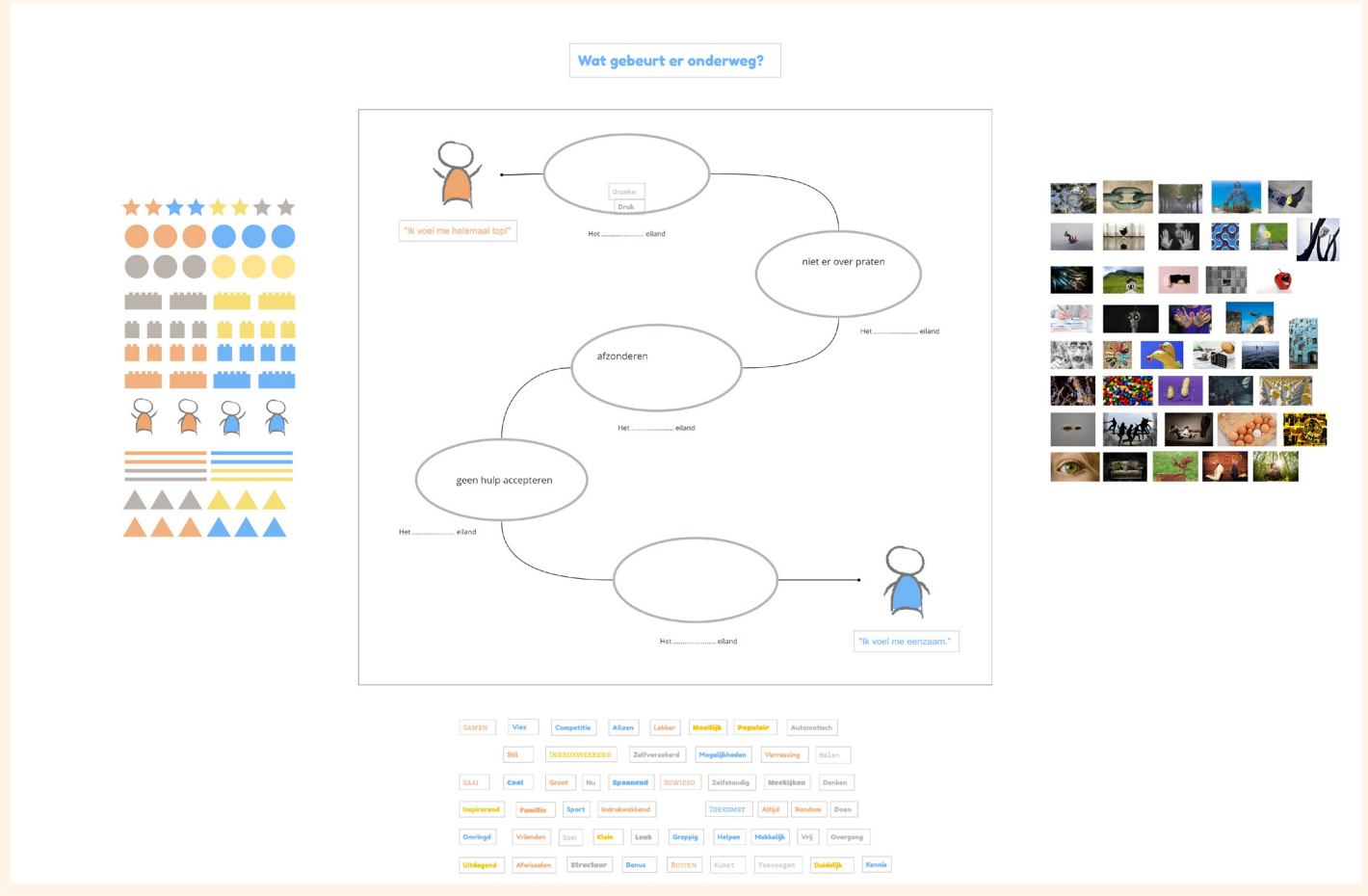
Collages participant 2



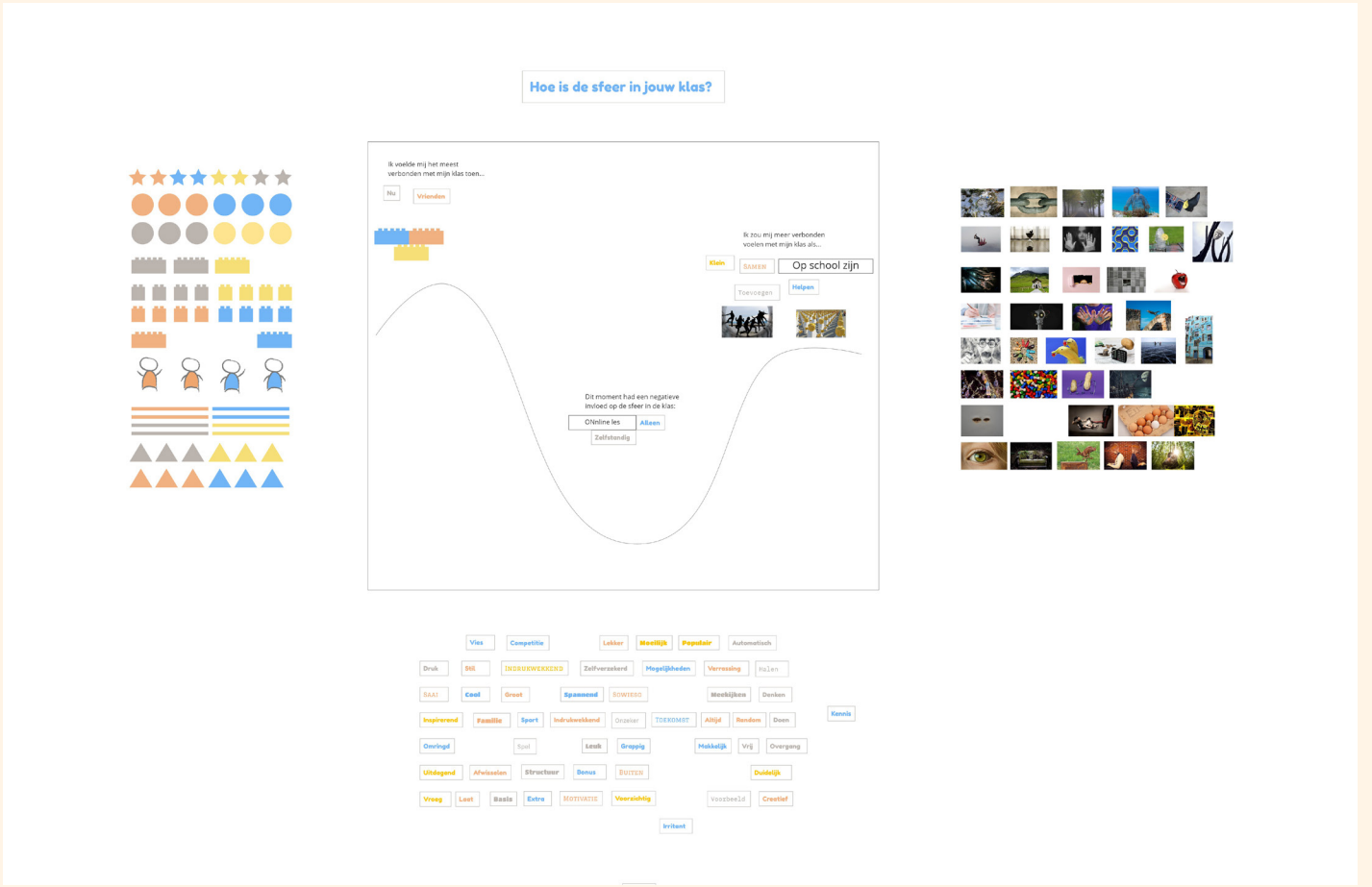


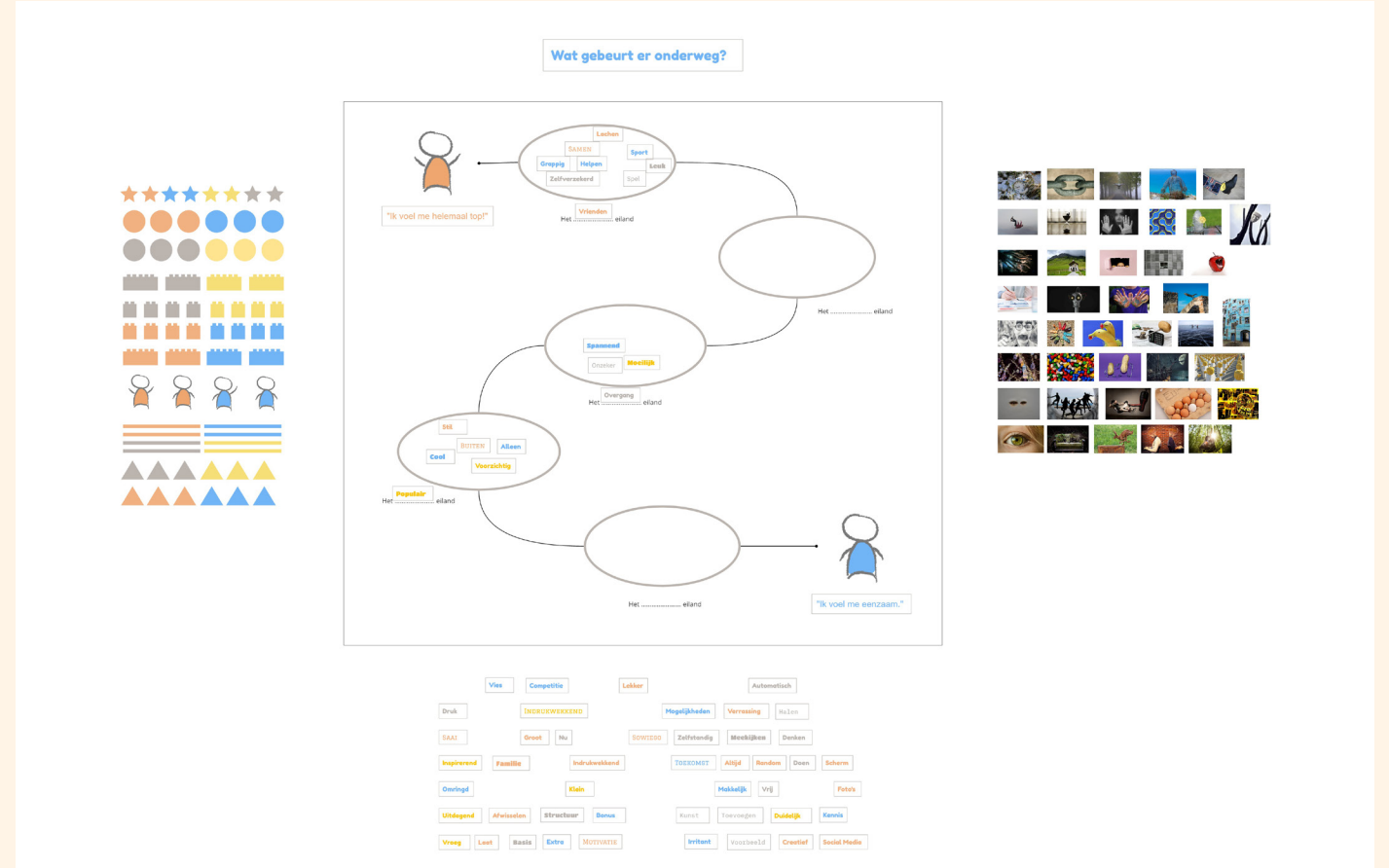
Collages participant 3



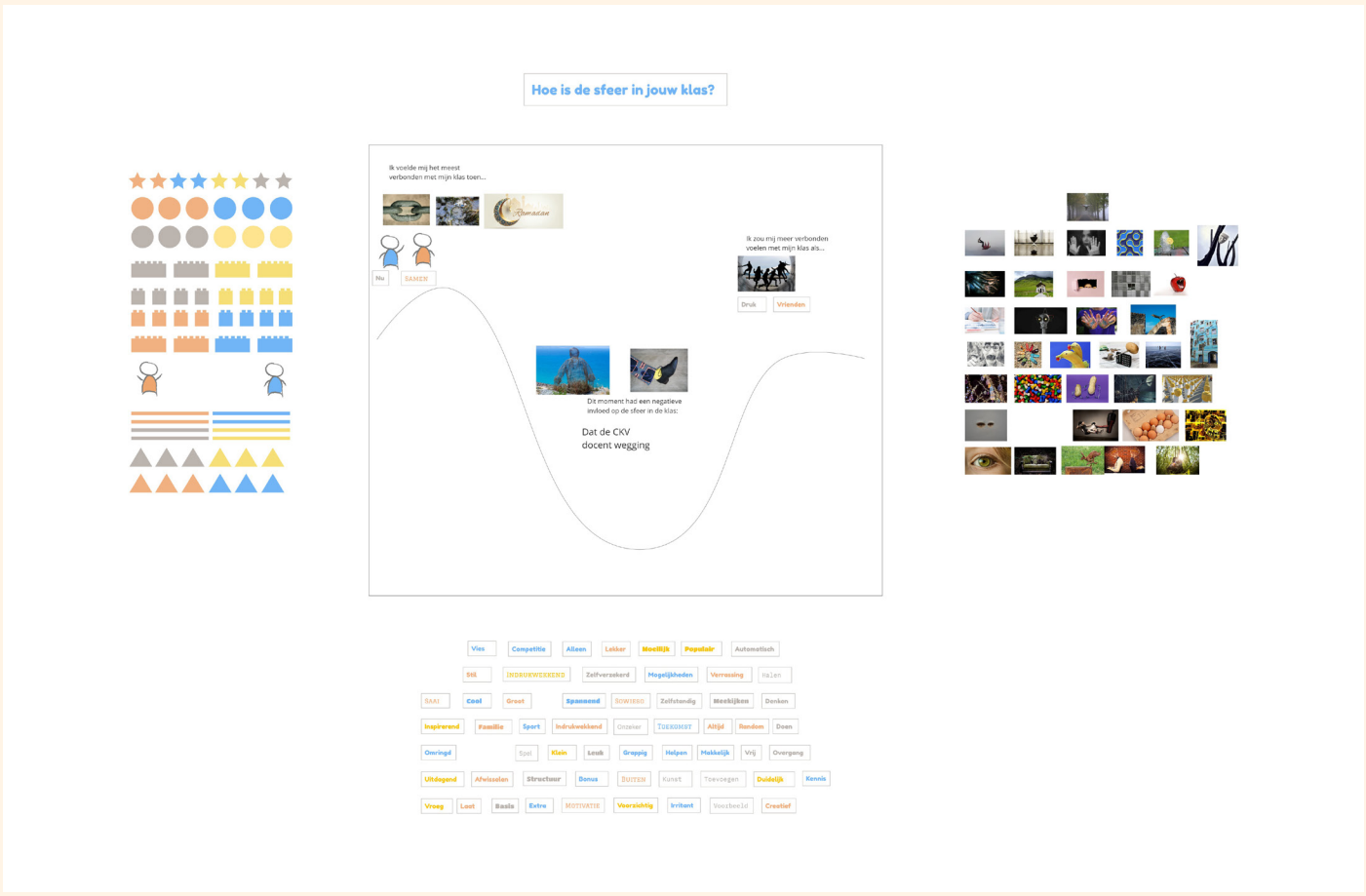


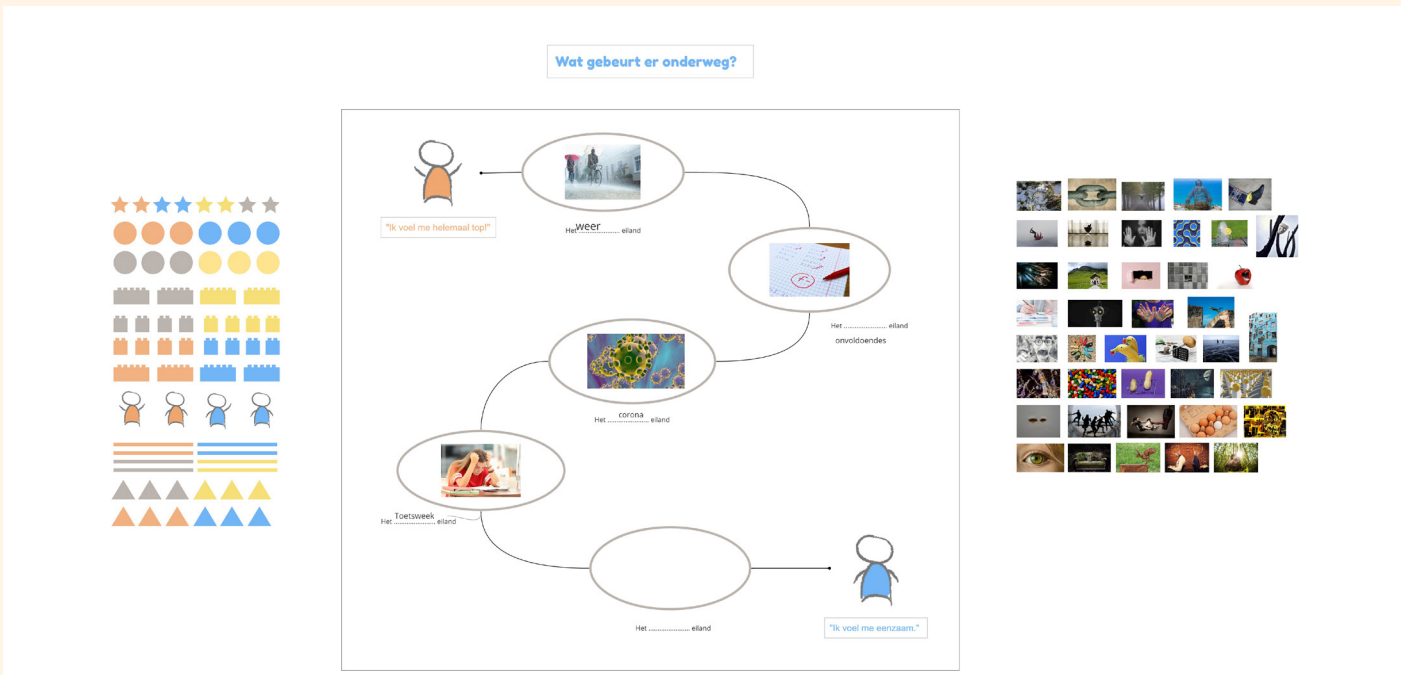
Collages participant 4





Collages participant 5





D. Extra insights

Extra insights from chapter 3.3:

A. THE FIRST FEW MONTHS OF THE FIRST YEAR ARE IMPORTANT
The first few months of the first year are important because they determine the course of events for the rest of the year, and potentially for the years to come. The students just went through an impactful transition following the change of schools. They enter a new environment and some of them even join a class without any of their old friends in it. But most importantly, the first year sets the tone for the group dynamics. If a student struggles with finding their place in the group, and therefore fulfilling their need for community, relatedness or recognition, feelings of loneliness could be developed from here.
"It started after the introduction camp, because one boy came up with the idea to bully me and he dragged almost the whole class with him. That made the rest of the year like hell for me."

B. IMPACTFUL EVENTS HAPPEN THROUGHOUT HIGH SCHOOL
Many different events that could influence loneliness, would be valuable to learn how to deal with those events.
Bullying, redoing a year, mixed up classes, external events
"At first everything was fine but then they decided to bully me and it went downhill from there."

Extra insights from chapter 3.4:

C. TARGETING
Interesting was that the organizations that aim to inform about loneliness were not always targeting adolescents themselves. Some of these initiatives provide information for other stakeholders as well, like parents or high schools.

D. NO SPECIALIZED ORGANIZATION IN DELFT
Looking at Delft specifically, it is interesting to note that there is no organization yet that focusses specifically on loneliness among adolescents.
Also, this journey is based on what happens when a high school students needs help. What happens before that?

Additional insights from the trend research:

The paradox of a growing up in a dynamic world

Generation Z and Alpha are the people born between 1996 and 2025. They are the ones that are currently in high school or will go to high school in the next ten years. Given all the innovations of the past decade, these two generations have grown up in a world shaped by technology and change. In order to be able to design interventions that will fit the target group, it is essential to better understand the challenges faced by these generations. An overview of the trends regarding generation Z and Alpha is shown in figure 7.

"We are talking about a generation that will live longer, work later, will be more formally educated, materially endowed and globally, will be the wealthiest generation to date." – McCrindle, trend research agency (2020)

The first and most prominent influence are the technological trends and developments. Generation alpha starts in 2010 which is the same year as the release of the first iPad. According to Juanee Cilliers (2017), these children "were born into the internet-era and do not understand a different view". Which means that they might be less forgiving of teachers that are less competent with technology.

The upcoming innovations of the last decade also influences the consumer behaviour of this generation. According to Wood (n.d.), generation Z consumers are more likely to feel that constant innovation is a given. Take for example the smartphone market. You get a smartphone but after two years they are already looking for, and expecting, something newer and better. Wood also mentions that compared to their "frugal and market-cynical parents and grandparents" generation Z children are less likely to feel outpaced by all that change.

When asking Irene Campfens about the strengths of the upcoming generation, she mentioned something similar:

"The world has become much more dynamic. But the beautiful thing is that young people can handle that. It's their strength to be able to move along with all that change."

Growing up in a dynamic world seems to bring both strengths and weaknesses. It could make the next generations of high school students more agile. At the same time, this could also negatively influence their attitude towards each other and the school system. They may be less forgiving of those that are struggling to keep up with the dynamic world.

It becomes clear that generation Z and alpha will live in a more dynamic world. However, the fundamental human needs never change. So while it is interesting to take some trends and developments regarding generation Z and alpha into account, the same psychological elements still apply. That means cravings for acceptance and belonging will still be there and loneliness will remain an issue in some way. However, this generation has to deal with a few challenging developments that are relatively new, like the growing role of social media.

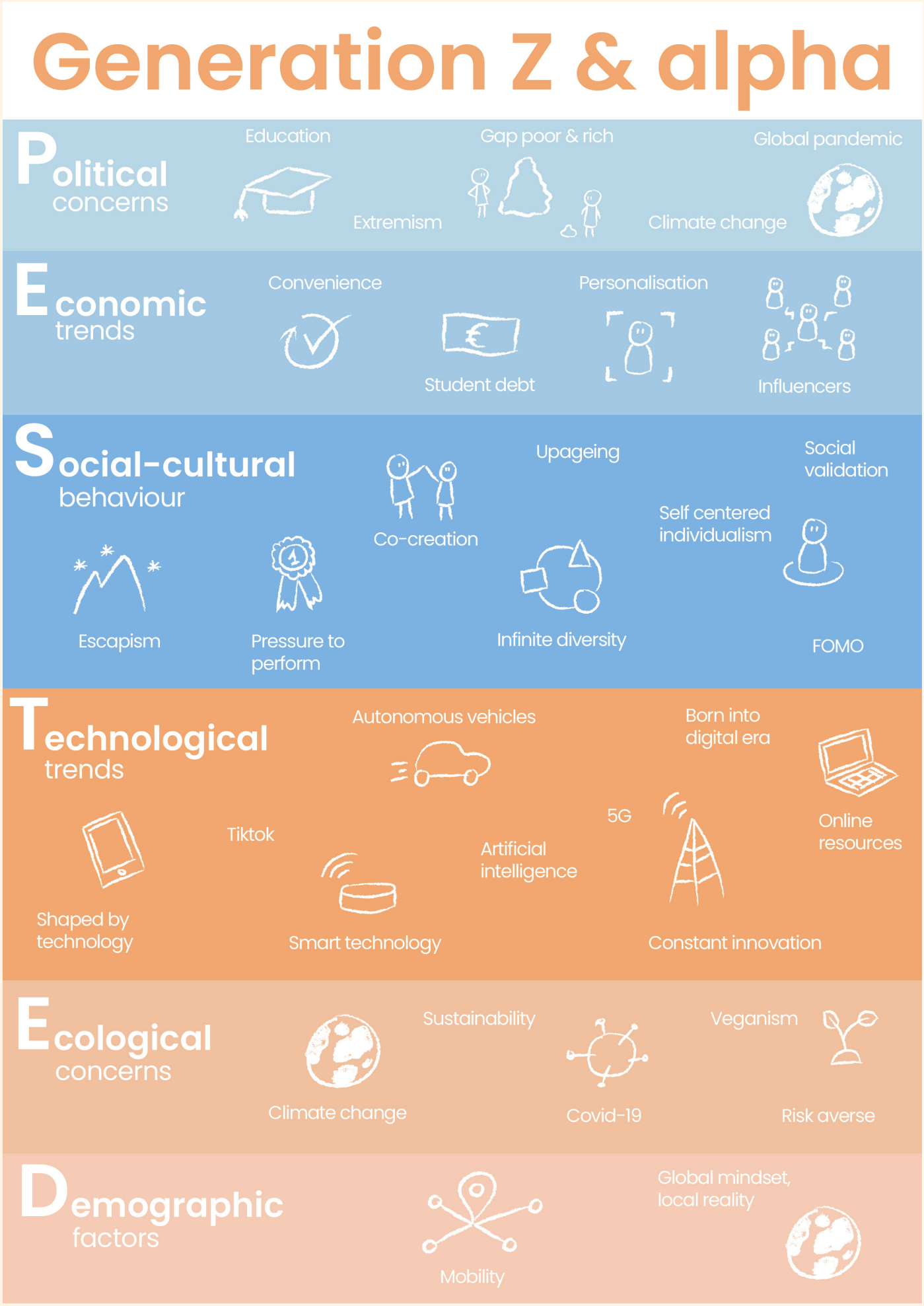


Figure 6 – An overview of the trends regarding generation Z and alpha

The support system of high schools in Delft

Figure 7 shows the overview that was created when researching the support system of high schools in Delft. It represents the possible routes a high school student could take when they are struggling with loneliness.

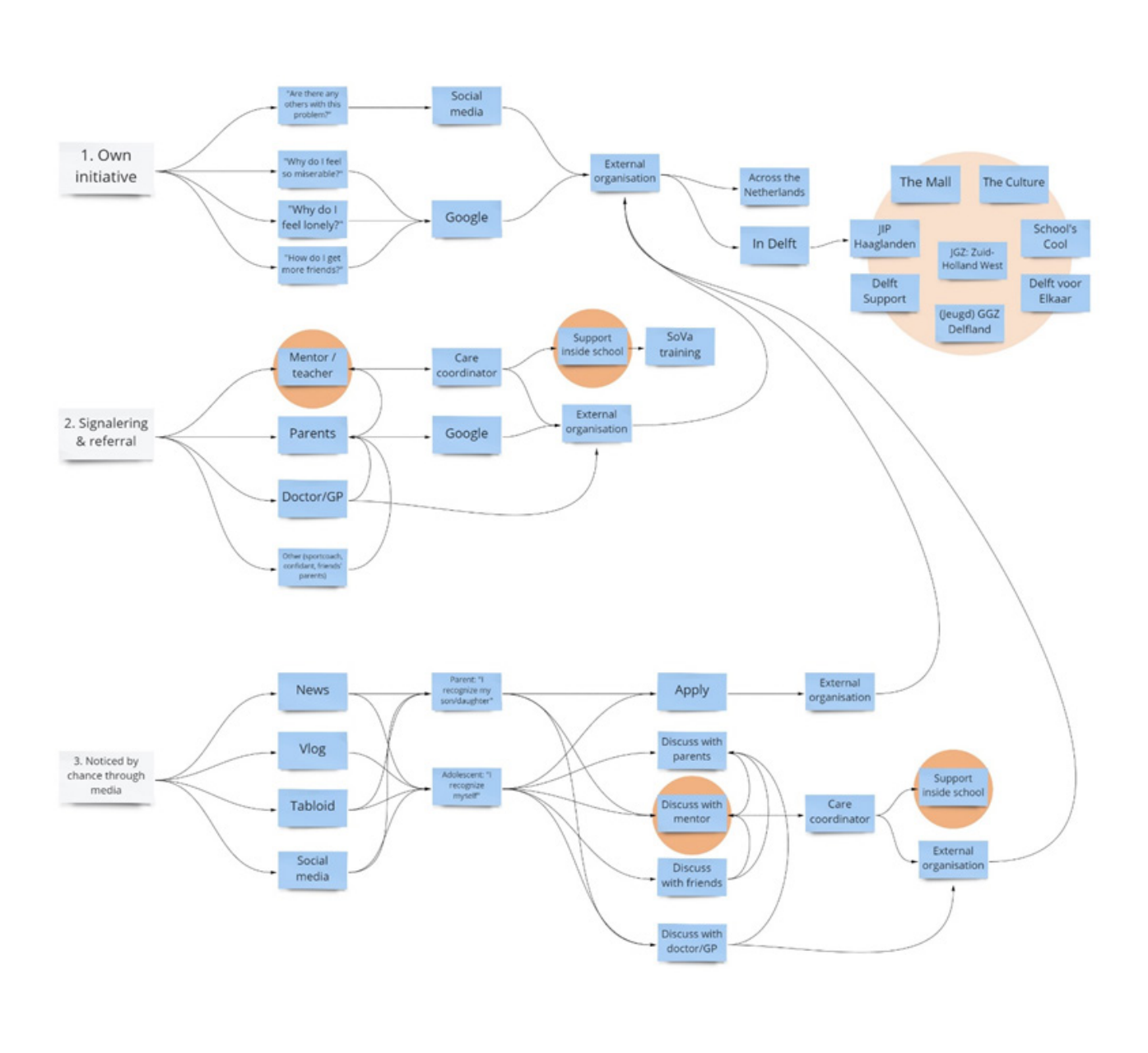
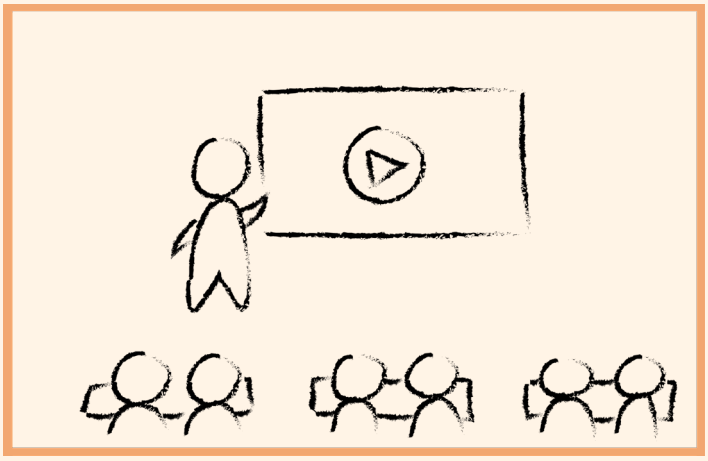


Figure 7 – The journey of a lonely adolescent in Delft

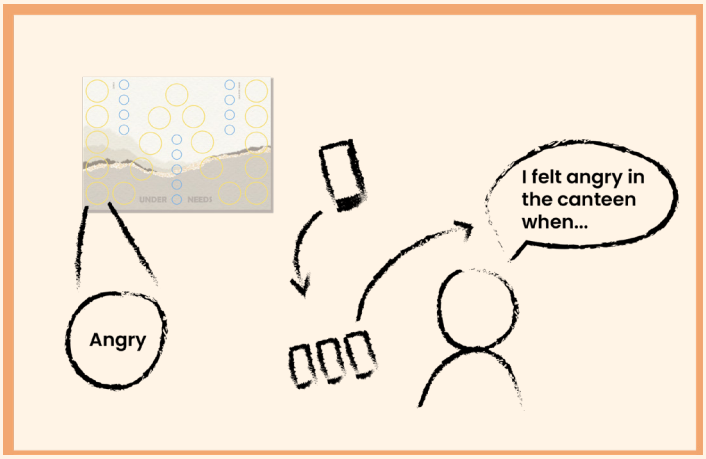
E. Storyboard of the initial concept



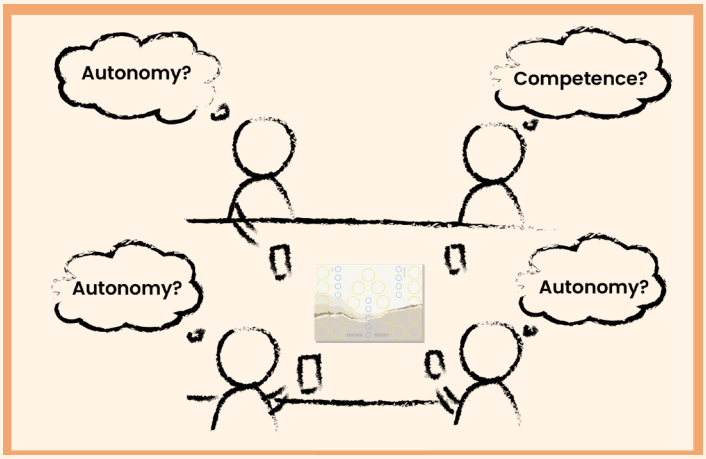
1. The mentor prepares by reading the instructions for the game, watching the introduction video and reading the mentor-instructions.



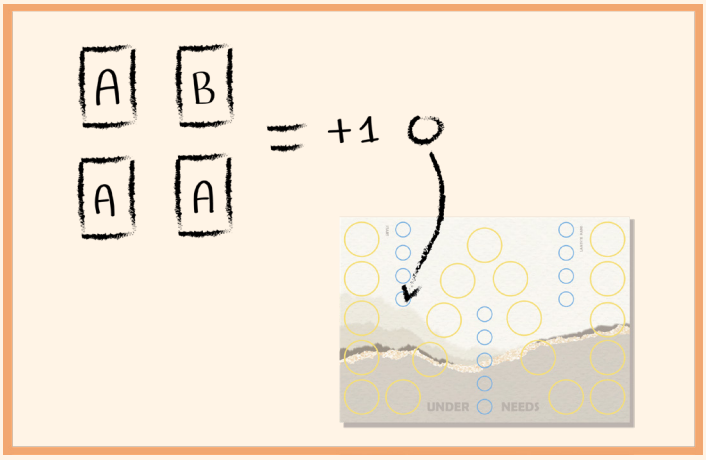
2. The mentor starts the mentor-hour by telling the students what they can expect and showing the introduction video.



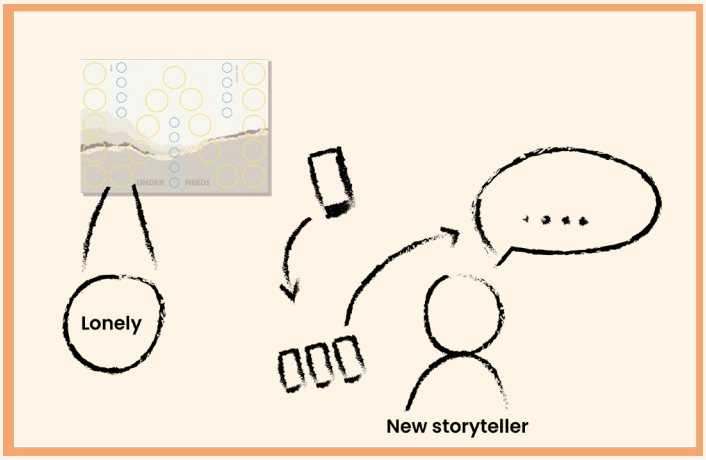
5. The first round will be played. The first storyteller starts by checking what the first emotion is. They then pick three context cards. They then have to tell a story about when they felt that emotion in one of the three contexts.



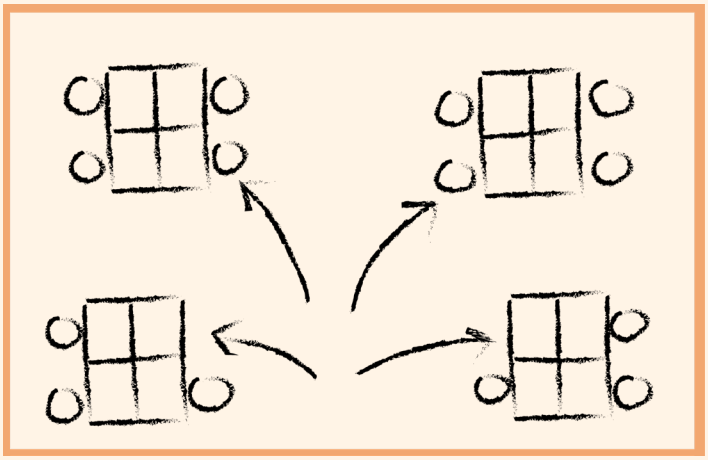
6. All of the players, including the storyteller, go through their deck of the thirteen need cards and try to figure out which need relates most to the story. They each pick one card and put this blind on the table.



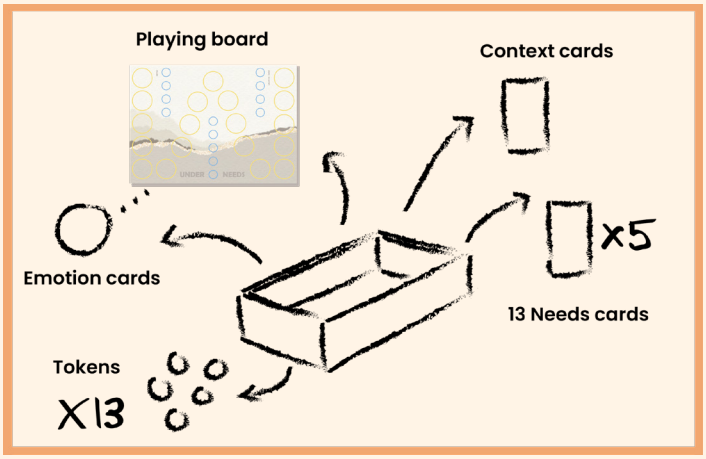
9. If the majority of the players picked the same card, the whole group gets awarded a point. They take one token and put this on a blue circle on the playing board.



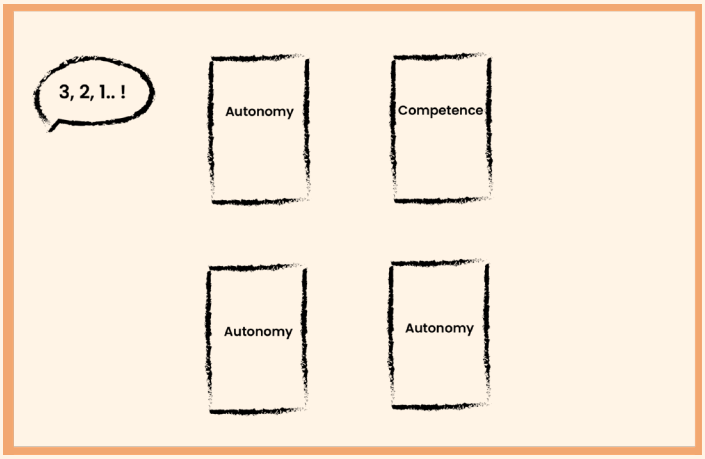
10. A new playing round starts with a new storyteller. The next emotion on the board will be the emotion for this story. The new storyteller again picks three contexts cards and uses one to describe an experience.



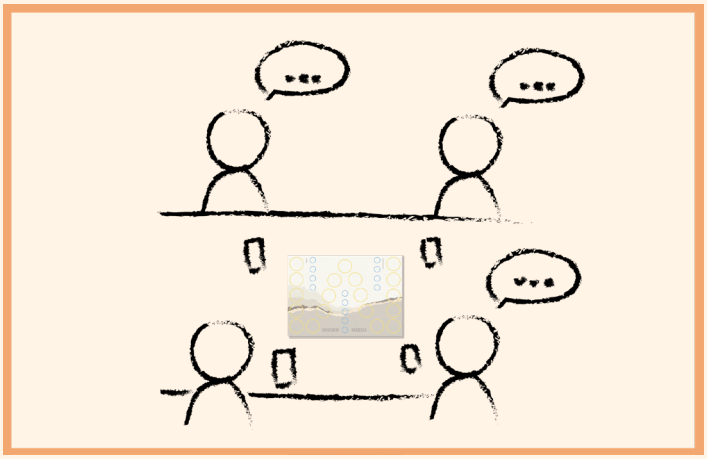
3. The class splits up in groups of max. 6 students. This will be done randomly by giving them numbers.



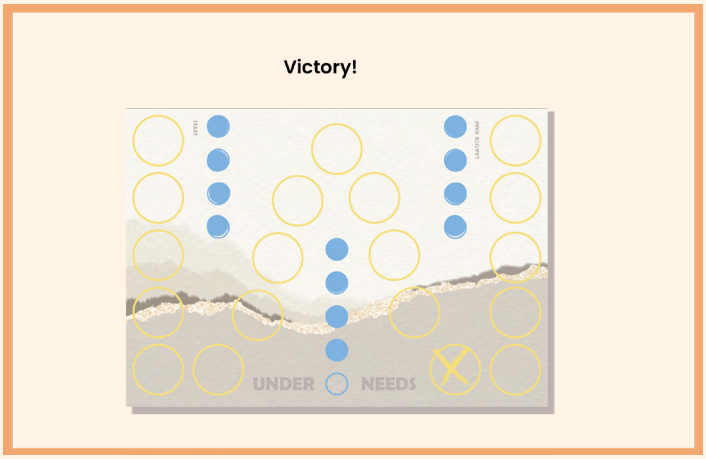
4. Each group receives a box. The box contains the elements as displayed above. They also prepare by reading the instruction booklet and dividing all the materials. They each get a deck of Need cards and 20 emotion cards will be picked randomly and placed on the playing board.



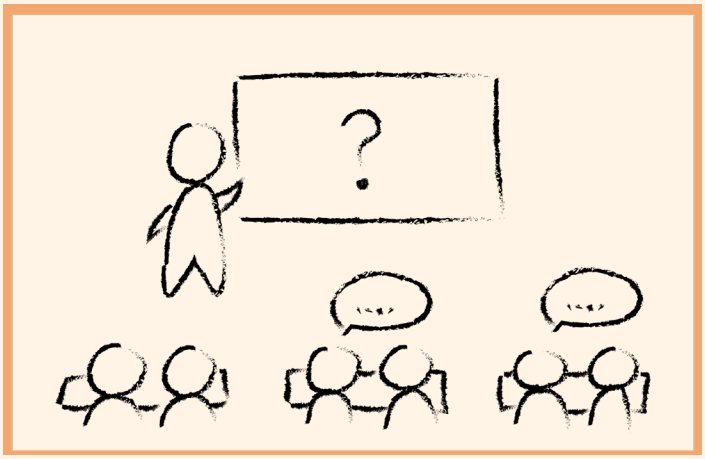
7. Once all the players have picked a card, the storyteller counts down and they all show their card at the same time.



8. Each player explains why they chose a specific card.



11. The game will be won if the team manages to earn 13 points before they reach the end of the board (meaning: they used all 20 emotion cards). They lose if they get to the end of the board with less than 13 points.



11. The last 10 minutes of the mentor-hour will be used to collectively reflect on the game. The mentor uses the mentor-instruction that contains several reflective questions. (e.g. “Which story was the most difficult?”)

F. Focus group

Method
The focus group was held online with the use of Zoom and Miro. The plan for the two hour session was as follows:
- Introduction: Franca opens the session by a brief introduction about herself and the project.
- Getting to know each other and Miro: The participants get to know each other and Miro by making a simple collage consisting of a few images. They take turns to briefly introduce themselves with the collage.
- Discussing the one-pager: A copy of the one-pager can be found in the Miro board. This is the time to answer questions or leave comments about the one-pager.
- Presentation of the four ideas: Franca presents the four ideas that are currently on the table.
- Group discussion on the ideas: The participants can react to the ideas. In the Miro board is room for leaving questions and comments on post-its.
- Working on storyboards in two groups: The group splits in two. Each sub group will pick one idea and develop it further and prepares a storyboard.
- Presenting the storyboards: Each group presents their storyboard. The others can react or ask questions.
- Final discussion: At the end of the session there is some time for a final discussion.

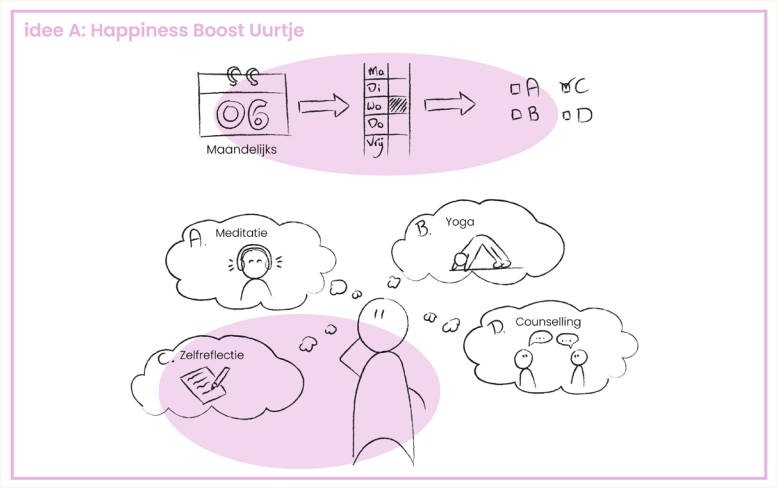
Figure 8 shows the four ideas that were presented during the focus group session.

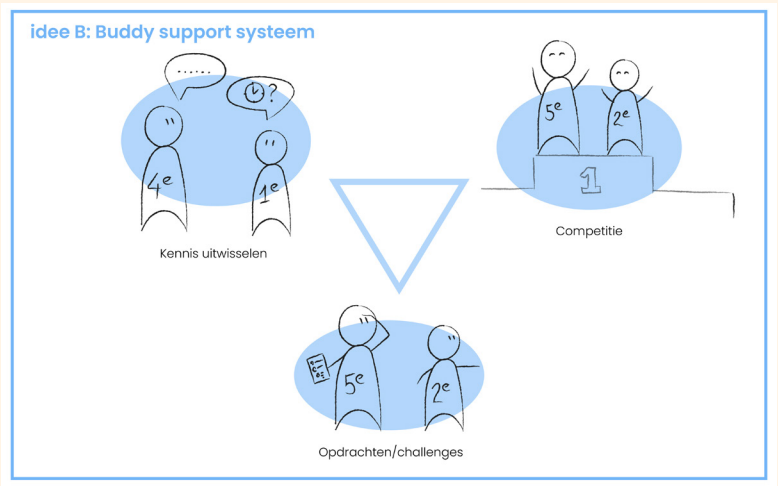
Evaluation of the method
In retrospect there were a few things that caused the focus group to go a little bit different than planned. Below are some things that influenced the results and that I would have done differently:

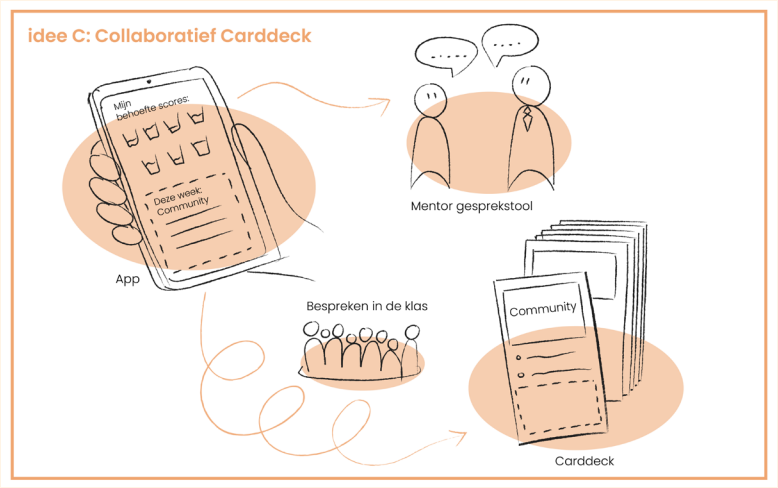
- The four ideas weren't at concept level already, whereas I noticed that most participants did have the tendency to look at the ideas on a detailed and practical level. The ideas left a lot of room for imagination, which resulted in some of the participants interpreting the ideas a little differently than I had intended. Besides that, the ideas that were presented prompted a lot of questions and this ended up taking more time than anticipated. Next time I would present ideas that are further developed.

- Only one group actually made a storyboard. The other group struggled with using Zoom and Miro, and therefore only had some additions to one of the ideas instead of a more elaborate step-to-step storyboard. Next time I would provide a bit more guidance to a group that is struggling, to make sure I get the most out of it.

- There was little time for a final discussion, which was a shame, because I feel like there were still some things left unsaid. I did ask the participants to email me if they had anything they wanted to add afterwards, but that was more of an open invitation that was not taken seriously. Next time I would like to send a few questions afterwards to get some more information out of them.







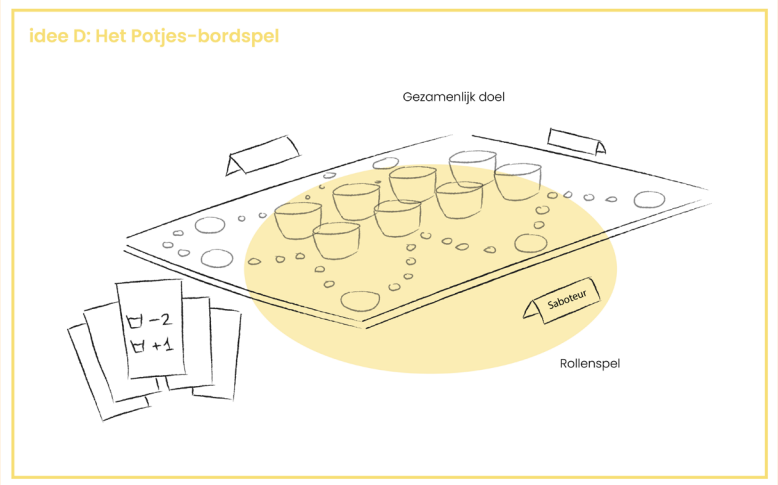


Figure 8 – The four ideas that were used as input for the focus group

G. Feedback interviews

Interview questions:

1. What is your first impression?
2. Do you understand the concept?
3. Do you think this will work in practice?
4. What do you think the effect will be on the students?
5. What else is needed in order to make this work in practice?
6. Considering the complete journey: what else is needed to secure the intended effect?

Participant 1: Trainer/ coordinator at Psychologie in het Onderwijs

Quotes:

• "It is indeed important to add an extra step or layer, to force the students to think about it more and to make it stick. Just playing the game once won't do enough."
• "Be mindful of the difference between first years and students from the sixth year. The first group may need more guidance, whereas the latter group will already be more developed emotionally."
• "What I like about this concept is that it makes it easier to discuss feelings. They will probably also become aware of how others feel or experience the same things. That is already a big step when it comes to tackling loneliness."
• "You could have them track their feelings for a week long, to teach them how to reflect. And if they then have to do something with that exercise, like giving a presentation to the group, then they will be motivated to take it seriously."
• "When it comes to introspection it is all about practise. They need to practise to master this skill."
• "A lot of people feel a lot of things, but don't know what to make of it, so it would be useful to give them the tools to make more sense of those feelings."
• "There is definitely room for this during mentor hours, because we from Psychologie in het Onderwijs, are often asked to provide input on how to fill in those hours."
• "The more complete the package is, the more likely it is they will actually use it."
• "I think that students will learn a lot from doing this, and this will benefit them for the rest of their lives. It is super valuable to learn about how things work inside of your head. If no one has ever told you that your feelings tell you something about your underlying needs, then you will never know how to deal with them. I think practising introspection like this will benefit them for the rest of their lives. I think that this concept provides that in a fun and accessible way that shows them that this is part of life, and part of you."
• "If you get a strange spot on your arm, you go to the doctor to have it examined. The same should happen with uncomfortable feelings. Those are also worth examining. With this concept you provide them with the tools to examine their feelings and figure out what's underneath. I think that will have a large impact on the rest of their lives."
• "Words like 'autonomy' might be difficult for some ages and educational levels. It's best to test this in the real context."

Changes to the concept, following this feedback interview:

• Add an extra step/layer: Individual workbook (practise introspection) + already doing one exercise during the second mentor hour + one-on-one conversations with the mentor
• Complete package: Under-Needs toolkit
• Simplify the descriptions on the Need cards

Participant 2: Teacher/mentor at SSG Nehalennia

Quotes:

- "The first years have a mentor hour two times every week. Other years have one every week, so we would have plenty of time to implement something like this. Every mentor is free to fill in their mentor hours the way they want, so everyone would be able to fit this in, theoretically."
- "Some students are hesitant to say out loud what they are feeling, but they feel more comfortable writing it down."
- "With the manual and everything, it is already a very complete package, and given that you only need a few hours to do this, this would be easy to implement."
- "Doing this with 32 students would be a bit much and chaotic if everyone is split up in groups, so maybe in that case I would split the class in half. But this really differs per class."
- "I think this topic will stay relevant, so you could consider doing it with every new 'batch' of first years, for example."
- "This would be most interesting for the first year, because it is an important topic to touch

upon early on. Also since it is a bit playful they will actually enjoy doing it."
- "I think this will stimulate them to think more about what they're feeling. At this age they are often very impulsive, like suddenly they get very angry, and I don't think they think about why they are feeling angry. I think doing this will make them more aware of why they act in a certain way."
- "Forming the groups is always difficult. If you let them pick their own groups it would bring a more comfortable or secure atmosphere, because they're with friends. But maybe let it depend on the class."
- "I'm very impressed by this concept and would definitely see myself doing this with my class."

Changes to the concept:
• The mentor can consider doing it with half of the class for a calmer atmosphere
• Implement it in the first year of high school
• Let them form their own groups, but leave this decision up to the mentor

Participant 3: Policy Officer Youth & Trainer at GGZ Delfland

Quotes:
- "It is important that with a concept like this, the mentor is aware of their role and how their attitude affects the whole class."
- "A professional from outside of the school might know better how to deal with the topic, but they will eventually leave. Whereas a mentor will stay there and has an important role in managing the group dynamics. A mentor should know how their students are doing, so I agree that it is better to leave this up to a mentor than to an external party."
- "You need someone inside of the school who believes in this and will take the responsibility in order to make it work."
- "This would be actually interesting for us (GGZ Doel) to implement in our trainings."
- "The illustrations help to make it comprehensible."
- "I think the power of this concept is that feelings are being named. That they stop to think about emotions and talk about it with peers. I think they will also get to know each other better. This will also give them the feeling that it is okay to name and talk about feelings. If you show them early on that it is okay to feel these things, then the result will be that there will be less 'hidden problems' because they don't feel like they have to hide their feelings."
- "I think with topics like this it is important to pay attention to the aftercare, instead of just letting it be. So maybe repeat the boardgame later on in the year."

Changes to the concept:
• Add a note to the mentor manual about their role as a 'mirror' to the class
• Appoint the care coordinator or teamleader as a product owner and to coordinate this process. Let them take the responsibility to coordinate the mentors to actually execute the concept the way it was intended.
• Add the recommendation to have a meeting organised with the mentors that are involved, so everyone gets on the same page prior to the whole process.
• Repeat the boardgame or the workbook towards the end of the year.

H. Advisory report

The next set of pages contain the advisory report for Gemeente Delft.

Reframing loneliness:
Advisory report

Franca Lapré
MSc Thesis
2021

This advisory report is a result of the MSc thesis conducted in 2021 by Franca Lapré.

Master thesis:
Reframing loneliness:
an intervention proposal for a holistic and preventative approach to loneliness in the high school context

Design for Interaction
Industrial Design Engineering
Delft University of Technology

In collaboration with:
Gemeente Delft

Supervisory team:
Chair: Mieke van der Bijl-Brouwer
Mentor: Nynke Tromp
Company mentor: Laura van der Hulst

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1. Design approach

2. Research

3. Main insights

4. Intervention proposal

5. Implementation

6. Recommendations

Author’s note

Introduction

Loneliness among adolescents in Delft
For a long time, loneliness has mainly been recognized as a problem among elderly. Only in the last few years, people have been starting to realise that this is a concerning problem among adolescents too. A report from the GGD Haaglanden (2016) states that 42% of Delft's adolescents feel lonely.

In March 2020, Eva Legemaate presented her thesis about a systemic co-design approach for team Youth of Gemeente Delft to tackle loneliness among adolescents. Her research was well received by team Youth and had brought the topic of loneliness among adolescents more under the attention of Gemeente Delft. I got in contact with an advisor Youth of the department 'Samenleving & Advies' to inquire about the current situation. Eva's research, but also the news coverage regarding loneliness and COVID-19, had sparked the interest in gaining a better understanding of the topic, in order to be able to take steps towards effective interventions for the youth of Delft. This initiated the collaboration with the Gemeente Delft to realize this project.

The high school context
We can safely say that the age group of adolescents are sensitive to feelings of loneliness, but what is the relevance of looking at the high school environment?

In January 2021, an expert session was hosted by the Belonging Project. The topic to explore was loneliness in the high school context. Together with several experts from different fields of expertise we discussed barriers and opportunities. Part of this discussion revolved around the question: Is it the responsibility of the school to deal with this problem?
High school has always been the place where the youth comes together. The goal is education, but the fact that they get educated collectively, makes high school an interesting context.

Transitioning to a new school
There is another reason for the high school environment to be a valuable context. In the Dutch school system, children around the age of 10-12 transfer from 'basisschool' (equivalent to elementary school) to high school. This transition marks the start of their high school experience.

It is because of this impactful transition, but also the sensitive age group and the importance of student well-being in relation to student performance that the high school age is an interesting group to focus on.

The target group
To further scope the project the target group is defined as:

High school students in Delft, between the age of 12-18.

This project focussed specifically on high school students in Delft, because the Gemeente Delft was curious about the opportunities that could arise when looking at the current situation in this city.

For this project I decided to not define the education level of the students, the specific school or their personal background. The limitations brought upon society by the COVID-19 pandemic influenced the outreach possibilities which made it difficult to further minimize the scope. I acknowledged that these factors cannot be left out completely, because they could influence the research outcomes. Therefore, throughout the project, I tried to take them into account whenever possible.

1. Design approach

Research questions:
The main research question was formulated as: *Following the current situation in Delft, which steps should be taken next in the high school context to better deal with loneliness among adolescents?*
In order to be able to answer the main research question, additional research had to be conducted. Therefore, the following sub questions were formulated:

1. *What is loneliness?*
2. *What kind of challenges that relate to loneliness are the current and upcoming generation dealing with?*
3. *What are the social challenges and social opportunities of high school students in Delft and how do they relate to loneliness?*
4. *What can we learn from the current situation in Delft regarding loneliness among adolescents?*

These research question were answered by conducting a wide range of research activities.

Literature research: consisting of news articles, reports and scientific papers

Desk research: consisting of websites (e.g. of news and organizations) and social media

Interviews with experts: on the topic of loneliness and/or the high school context.

Watching webinars, vlogs, TV shows & documentaries: (e.g. 'Alleenzaam' and 'Klassen) and promotional videos.

Contextmapping sessions: Contextmapping is a research method that is developed at Delft University of Technology. It is a procedure for conducting holistic research where users and stakeholders actively participate in the process to ensure a good fit between the design and their everyday lives and needs. Users take part in early stages of the design process, typically during the 'Discover' phase. During this project the contextmapping sessions were executed with five high school students from Delft.

The design approach
Since this was a design project, a design apprach was adopted. That means that not only was there a research part, but there was also a design part. The next page shows the design process that was used to answer the various research questions.

Design approach

The design approach is based on the double diamond structure:

To understand loneliness and the context

- *What is loneliness?*
- *What kind of challenges that relate to loneliness are the current and upcoming generation dealing with?*
- *What are the social challenges and social opportunities of high school students in Delft and how do they relate to loneliness?*
- *What can we learn from the current situation in Delft regarding loneliness among adolescents?*

To define a focus and design direction

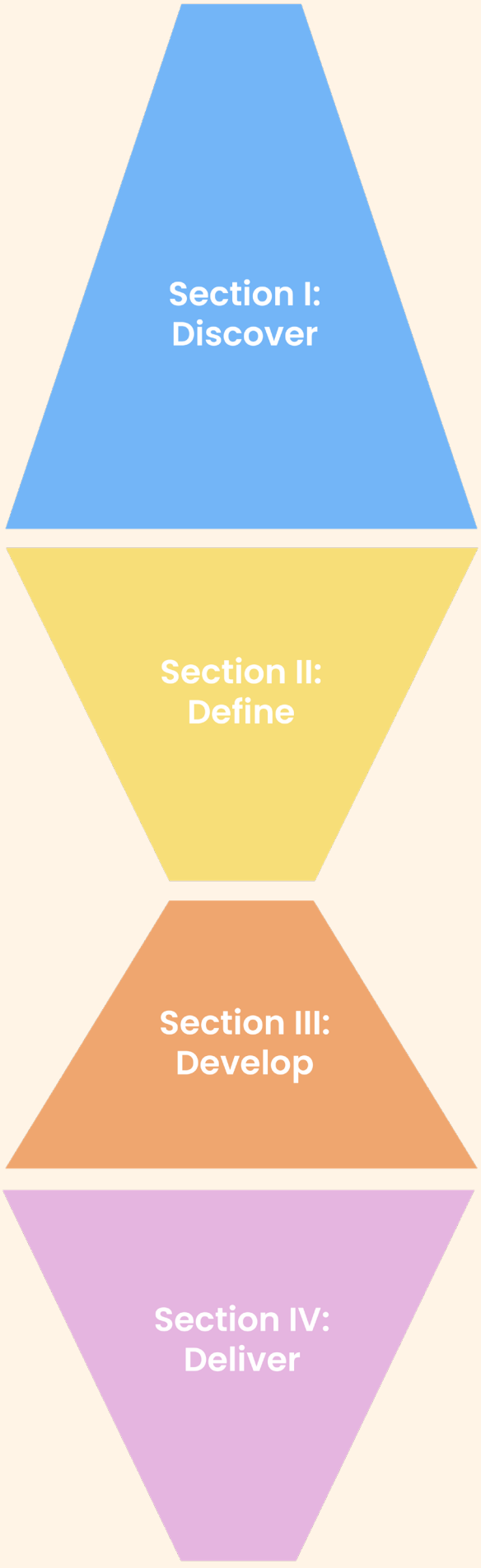
- *Which frame should be adopted in order to take steps towards a more preventative and holistic approach regarding loneliness among adolescents in the high school context?*

To develop a concept that fits the design statement

- *How could the design statement be achieved?*
- *Which design direction would suit the high school context best?*
- *To what extent does the concept encourage introspection of an individual's emotions and underlying needs?*

To discuss the final concept

- *How could the concept be improved for the best effect?*



2. Research

This chapter explains the most important parts of the research that was conducted to answer the research question. Please note, that this is only a part of the entire research. The other parts are available upon request.

Unravelling loneliness

During the webinar 'Jong & Eenzaam' in 2020, Gerine Lodder defines loneliness as:

"A negative feeling resulting from the unintentional discrepancy between the amount or quality of relationships you have and what you need."

Even though this may seem like a straightforward definition, it shows how important it is to treat loneliness as a subjective feeling. It is about what the individual needs and whether or not those needs are met. It could be either about the amount of relationships or the quality, or both, depending on the individual. Moreover, there is a difference between being alone and feeling alone. If being alone is not what you long for in that moment then it can result in a feeling of loneliness.

The typology of loneliness
In order to answer the question 'what is loneliness?', it is important to distinguish the different types of loneliness. Research done by Weiss (1973) showed two types: loneliness due to social isolation and loneliness due to emotional isolation.

According to Weiss, emotional loneliness is the feeling of lacking a close, intimate attachment to another person, like a best friend. In contrast, social loneliness is the feeling of lacking a network of social relationships, like a peer group. Next to the importance of acknowledging the different types, it is also good to be aware that these types can intertwine as well as co-exist.

The source of loneliness

In the previous paragraph the meaning of loneliness was explained. However, in order to ensure effective interventions it is important to know where this feeling comes from.

Fundamental human needs
In 2017, Pieter Desmet and Steven Fokkinga from Emotion Studio published a catalogue containing five typologies of human experiences. The aim of this work was to find a balance between comprehensiveness and detail in order to make it applicable for design. One of these typologies is that of the fundamental human needs. Desmet and Fokkinga based this typology on several cognitive psychology studies about fundamental human needs. The study shows that deep down everyone has the same goals in life. Regardless of culture and lifestyle, these human needs are fundamental and universal.

With this theory, a new definition for loneliness was formulated:

"Loneliness is the feeling resulting from an unfulfilled need for community, relatedness and/or recognition."

This definition shines a different light on loneliness. It shows how loneliness can be traced back to three underlying needs, which helps in making the abstract concept more tangible and to better understand the complexity of loneliness.
Moreover, it could help to design interventions that target a certain type of loneliness and to categorize the different factors that can influence loneliness. Therefore, this definition will be adopted from there on.

Challenges of the new generation

Generation Z and Generation Alpha form the group that either are currently in high school or will go to high school in the next decade. These two generations face a range of challenges that are typical for their time. There are two challenges that play an important role when it comes to loneliness.

The first challenge is the paradox of social media. Social media has become a huge part of everyday life and is a way to stay connected with friends, while at the same time it could harm self-worth and trigger a downward spiral of negative thoughts. The difference in effect depends on the way social media is being used and can be traced back to the underlying need for recognition and the underlying need for relatedness.

The other, more important challenge, follows the stigma that is attached to loneliness among adolescents. The effect of this stigma seems to be two-fold. First there is ignorance; adolescents do not identify with the word ‘loneliness’, because the common image that is attached to loneliness is that of an isolated elderly. Second there is the element of shame; they are afraid to admit that they are lonely because adolescents are expected to have a busy social life, so feeling lonely feels like failing.

Challenges of the high school journey

After analysing the social challenges and social opportunities that play a role in the high school journey, and how they relate to loneliness, two things stood out.
First of all, there seems to be no clear cause for loneliness in the high school context, as there was not one particular event that pointed to loneliness. Secondly, the mentor-student relationship has proven to be very important for both the social cohesion in the classroom, as well as for providing individual support.

A last thing to note with regard to this research question, is the healthy context paradox. It is a common mistake to expect that a healthy context means that every individual is healthy. This phenomenon has to be taken into account when working towards a design goal.



Figure 1 – The opportunities and challenges of the high school journey and the related needs

The current approach to loneliness among adolescents

This paragraph will answer the following sub question:
- *What can we learn from the current approach to dealing with loneliness among adolescents in Delft?*

Loneliness support across the Netherlands
To get a feel for what has already been done to tackle loneliness among adolescents, the initiatives across the whole country had been researched first. This was done by desk research. The wide range of initiatives were captured in figure 11.

When analysing the existing initiatives, we notice different ways of responding to the topic of loneliness among adolescents. These types of responding can be divided over two categories:

1. To prevent: to prevent loneliness or social isolation.
2. To treat: to help those that are already (chronically) lonely

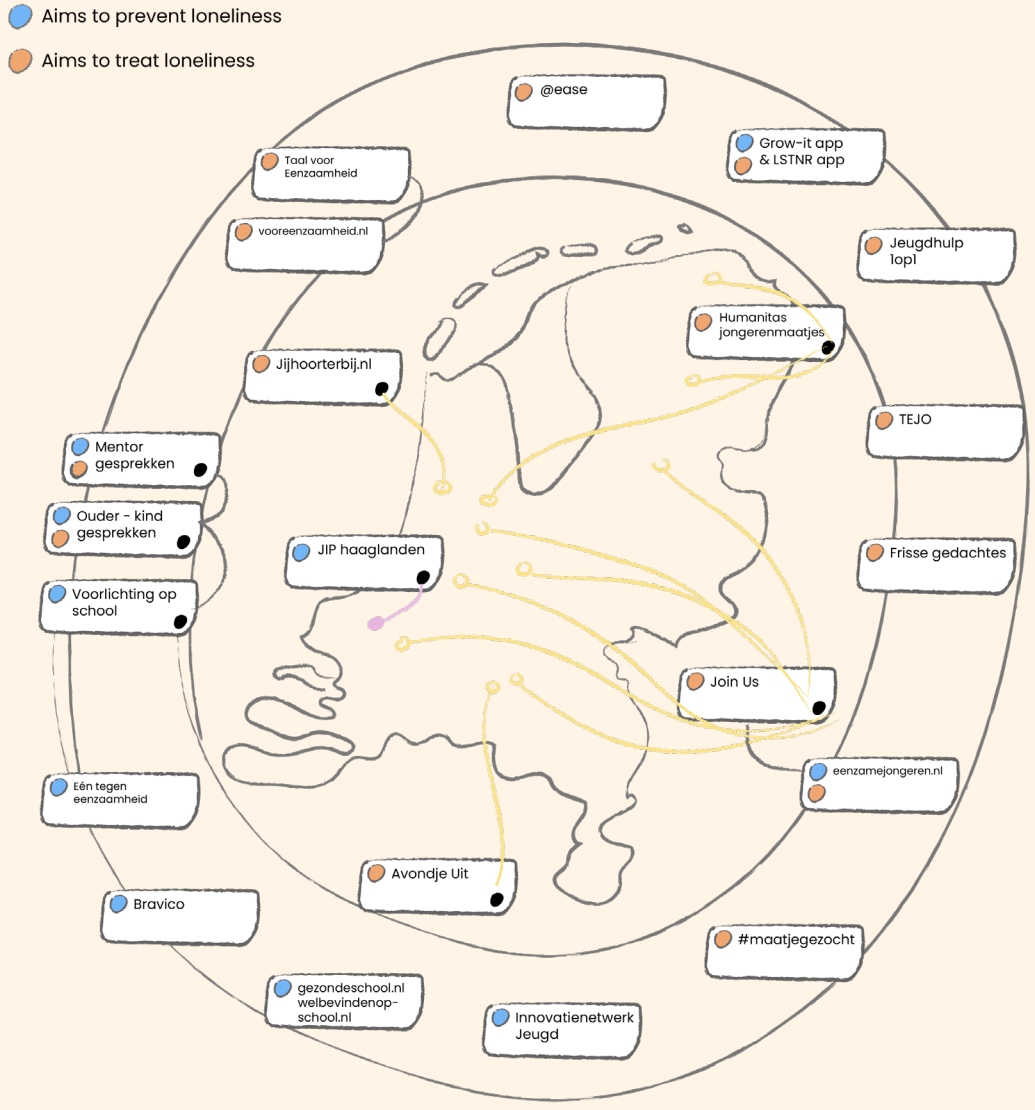


Figure 2 – an overview of initiatives regarding loneliness across the Netherlands

After analysing the current initiatives across the Netherlands, three things stood out. First of all, there seem to be three dominant ways of responding to the issue of loneliness; by informing about loneliness, by offering professional help to adolescents that struggle with chronic loneliness or by activating them to break out of their social isolation. In contrast, there were few initiatives that focused on preventing loneliness.
Next, the current approach seems to be disconnected from the current live world of adolescents. Most of the initiatives come from independent organizations. In order for adolescents to approach these organizations they have to step out of their current live world, which could be a barrier to actually do that. The fact that most of the organizations are independent also means that these interventions may happen infrequently and that the teachers, for instance, are less involved than if the interventions were integrated in the high school system.
Moreover, the fact that most initiatives respond by helping or activating, means they are targeting adolescents that are already in trouble.
If we want to tackle loneliness among adolescents, but we only act when it is already too late, this approach will prove to be unsustainable.

Lastly, when looking at the current approach of high schools in Delft, mentors seem to have an important position. They act as the gateway for the student to the actual support system. They are also, together with the other teachers, the first one to notice when something is wrong. However, a knowledge gap appeared when trying to figure out what happens inside high schools with regard to tackling loneliness.
This, in combination with the fact that most organizations that offer interventions for loneliness among adolescents are independent, strengthens the idea that the current approach is disconnected from the high school context.

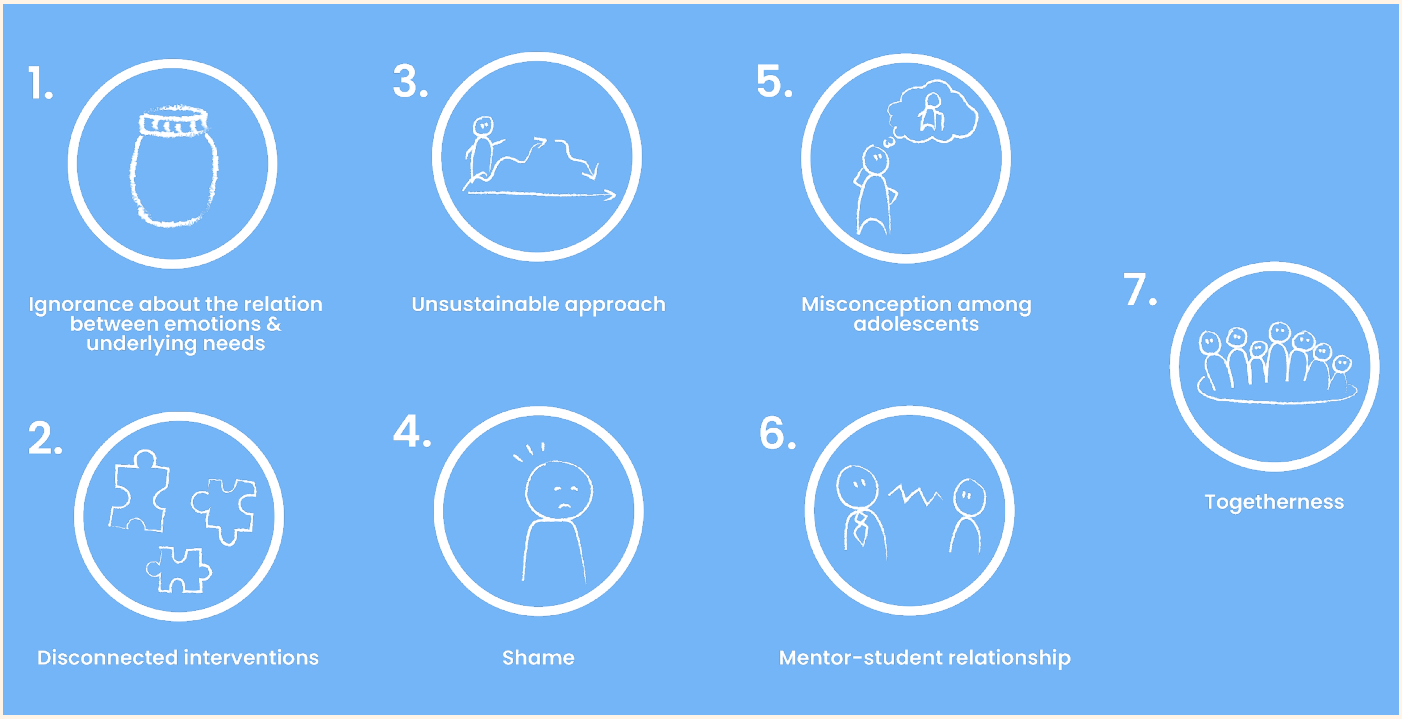
3. Main insights

From the research seven insights proved to be most interesting for the rest of the design process.

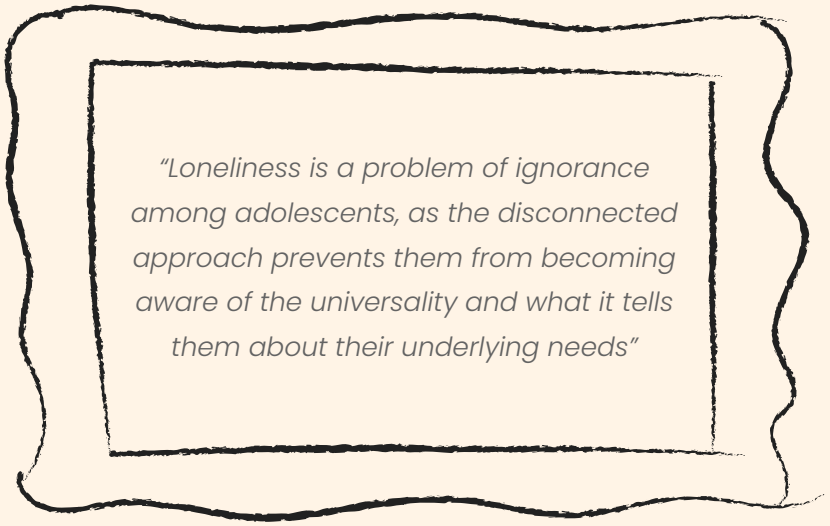
These insights are:

1. Loneliness can be seen as a feeling caused by unfulfilled fundamental human needs.
2. The current approach is disconnected from the current life-world of high school students.
3. The current approach only deals with it when it's already a problem and is therefore unsustainable.
4. Adolescents feel ashamed and therefore hold back from opening up.
5. Adolescents don't identify with the image and therefore cannot relate to loneliness.
6. The mentor-student relationship is important for the social cohesion in the classroom as well as for providing individual support.
7. High school comes with a sense of togetherness that can positively influence the group dynamics and atmosphere in the class.

A visual representation of the main insights is shown here:

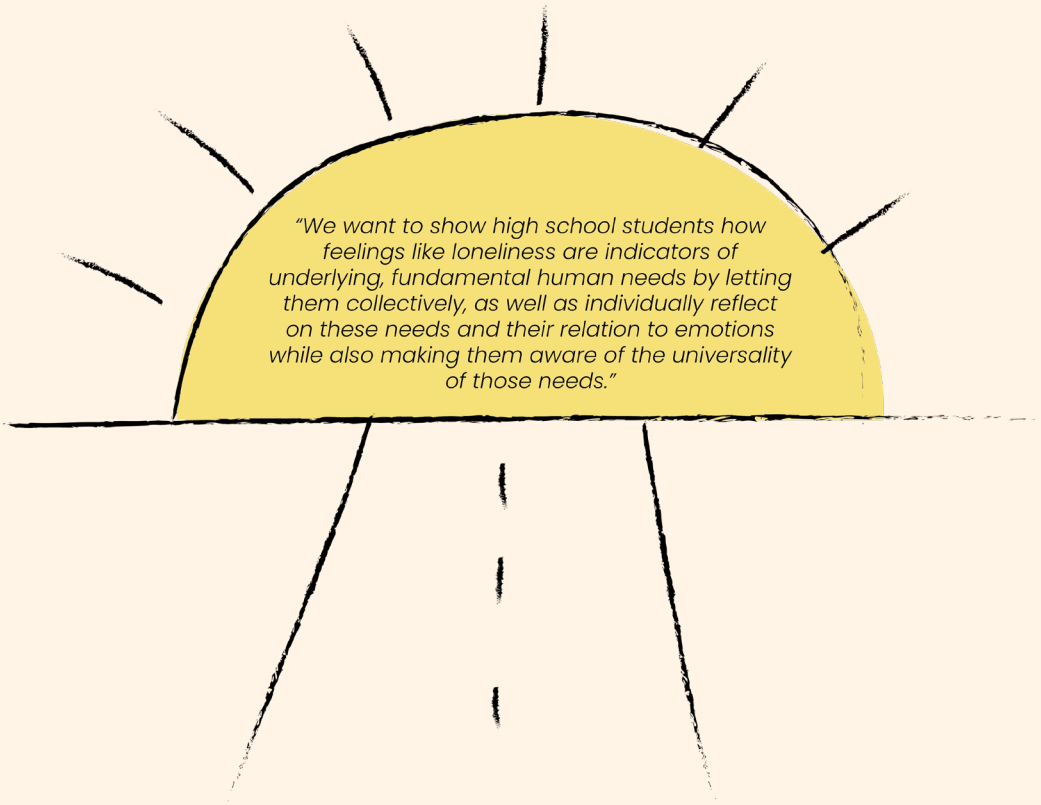


As a result of the research it was also found that the problem needs reframing before taking the next steps. Loneliness among adolescents is currently framed as problematic, because it can progress into chronic loneliness with severe consequences. Existing initiatives that aim to solve this problem often help adolescents to step out of social isolation or help them improve their social skills. Besides that, loneliness is also framed as something that does not happen to young people, which makes adolescents struggle with identifying with the word, or they feel ashamed to admit when they do feel lonely.



In order to find a new way to approach loneliness in the high school context, several potential new frames were formulated. The new frame was formulated based on the three most promising frames. In order to take steps towards a more preventative and holistic approach regarding loneliness among adolescents in the high school context, loneliness should be framed as: **"a problem of ignorance, by not treating the feeling as something we all experience and that teaches us about our underlying human needs."**

Following this new frame and some exploration, the design statement was formulated:



4. Intervention proposal

Introducing: the Under-Needs toolkit
The creative process that followed design statement led to an intervention proposal. The Under-Needs toolkit contains tools for an educational programme which takes place during the first couple of months of the first year of high school. The next few paragraphs will explain the intended effect and usage of the toolkit.

Goal of the toolkit
The toolkit provides the tools for the high school context to educate students on their emotions and underlying needs. While it does not directly tackle loneliness, it aims to teach students how to reflect on feelings like loneliness and trace them back to their underlying needs. This will help them to make better sense of feelings like loneliness, because they get taught how to see them in the bigger picture and what it tells them about their underlying needs.

Message:
Feelings like loneliness can be traced back to thirteen underlying human needs, which are the same for everyone.

Intended effect:
Encourage introspection of an individual's emotion and underlying needs throughout their high school career by collectively, as well as individually, reflecting on day-to-day situations.

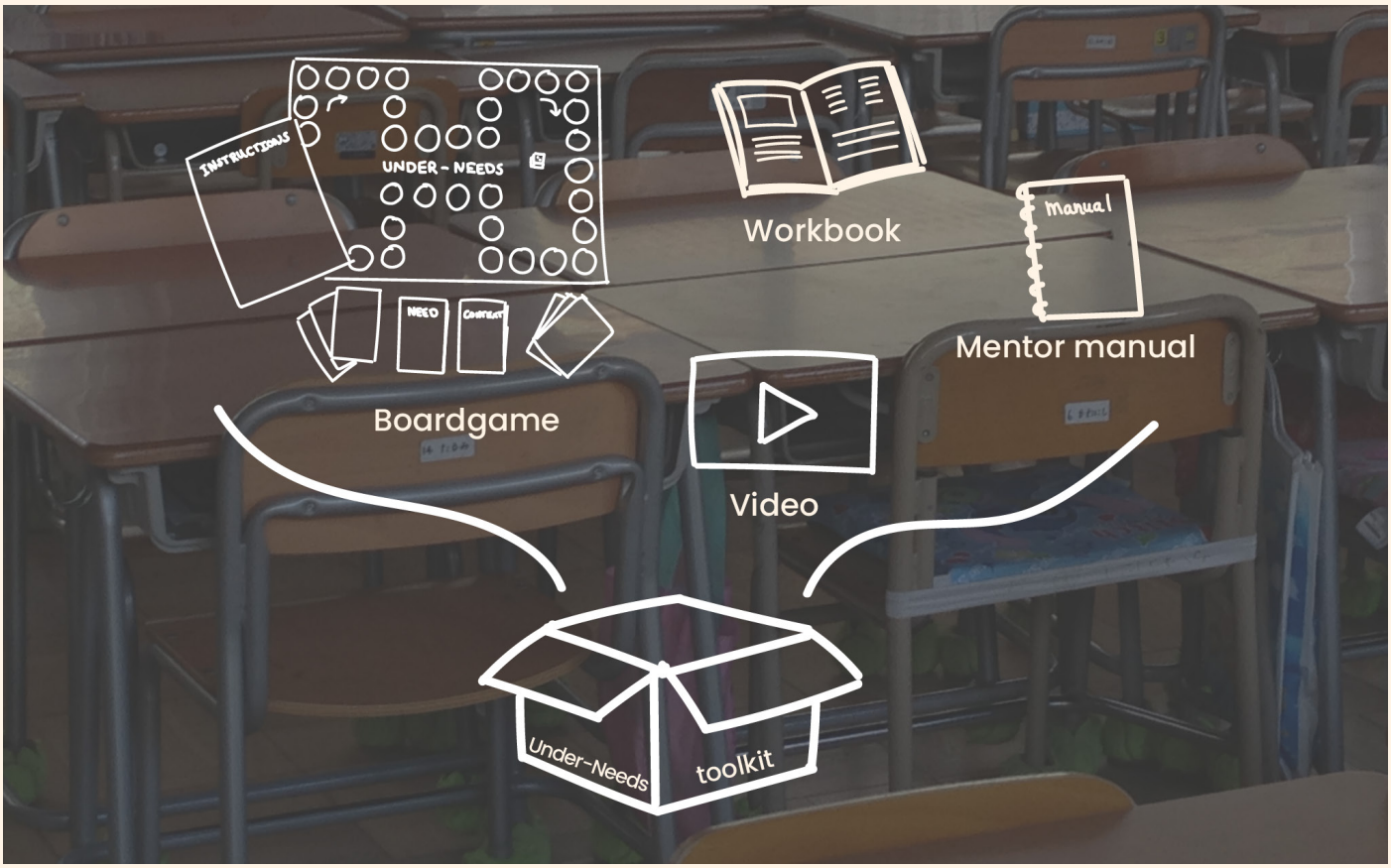


Figure FIXME - the Under-Needs toolkit

Stakeholders of the toolkit
Implementing the Under-Needs toolkit in the high school context means there are different stakeholders that will play a role. This paragraph describes the different stakeholders and their responsibilities.

At the start of the chain, there is the municipality. In this case, Gemeente Delft will be responsible for the promotion and distribution of the toolkit among high school in Delft. The production of the toolkit has yet to be taken into consideration.

To ensure seamless implementation of the toolkit, it is wise to appoint a product owner inside of the high school. The product owner will receive the toolkit from the municipality and takes the responsibility to inform and coordinate the mentors of the first year classes. It is most probable that the product owner is the care coordinator, but if the school does not have one, then a team leader could take on this role.

Next in line is the mentor of a first year class. The mentor is instructed by the product owner to incorporate the toolkit in their mentor lessons during the first few months of the year.

The last group of stakeholders will be the first year students. They will be the ones executing the different activities of the toolkit. The activities will be elaborated on further in this chapter.



Figure FIXME - the boardgame

Components of the toolkit
A toolkit bears its name for containing a various set of tools. This toolkit is rather compact, but contains tools that should be used accordingly in order to achieve the intended effect. The various tools will be briefly explained below, but will be further elaborated on in the use scenario.

• **Mentor manual:** The mentor manual contains all information that the mentor needs to successfully facilitate all activities. It contains general information on the thirteen underlying needs, as well as instructions to print the workbook, a set of reflective questions, the rulebook for the boardgame and a timeline of the complete programme. The mentor manual is included in Appendix .

• **Introduction video**: The instruction video aims to introduce the theory of the thirteen needs to the high school students.

• **Boardgame**: The goal of the boardgame is to have the students collectively practise reflection of their emotions by tracing them back to the underlying needs.

• **Workbook:** The workbook is a booklet that each student will receive a copy of. It serves as an extension of the boardgame and facilitates individual reflection of emotions and underlying needs.

The introduction video, mentor manual and workbook can be found here:

The other files (for the boardgame) are available upon request, or can be viewed in the Appendix of my thesis.

Use scenario
The programme of the toolkit consists of several steps. The different steps will be explained below. A visual representation is shown in figure 4.

1. Preparation
During the preparation phase, the mentor studies the mentor manual and gets familiar with the various elements of the toolkit. Besides that, all workbooks need to be printed and the link to the introduction video should be shared with the students. The students prepare themselves for the first mentor hour by watching the introduction video at home. Please not that 'the first mentor hour' is not necessarily the first mentor hour of the year.

2. First in-class session
The first in-class session focuses on playing the boardgame. After a short introduction by the mentor and an opportunity to ask questions about the introduction video, the class will split up in groups. Each group receives a copy of the boardgame. It is up to them to manage the game, although the mentor stays present in case something goes wrong. The boardgame does not have a clear end, so the mentor should indicate when the time is up.

3. Second in-class session
During the second mentor hour the class will collectively reflect on the boardgame. For this, the mentor uses the reflective questions that are in the mentor manual. After a brief discussion, the class will split up in the same groups as previous mentor hour. They also each receive their own workbook. While they are in groups, every student fills in one exercise. This exercise asks them to reflect on how they felt in a specific situation, and what needs they think are related to that feeling. They are also asked to think of what they would do differently if a similar situation occurs in the future. Once everyone has filled in the exercise, they discuss it with their groups. The groups might need some guidance, so the mentor should be present to provide this when needed. Before the end of this mentor hour, the mentor explains the homework and announces the one-on-one conversations.

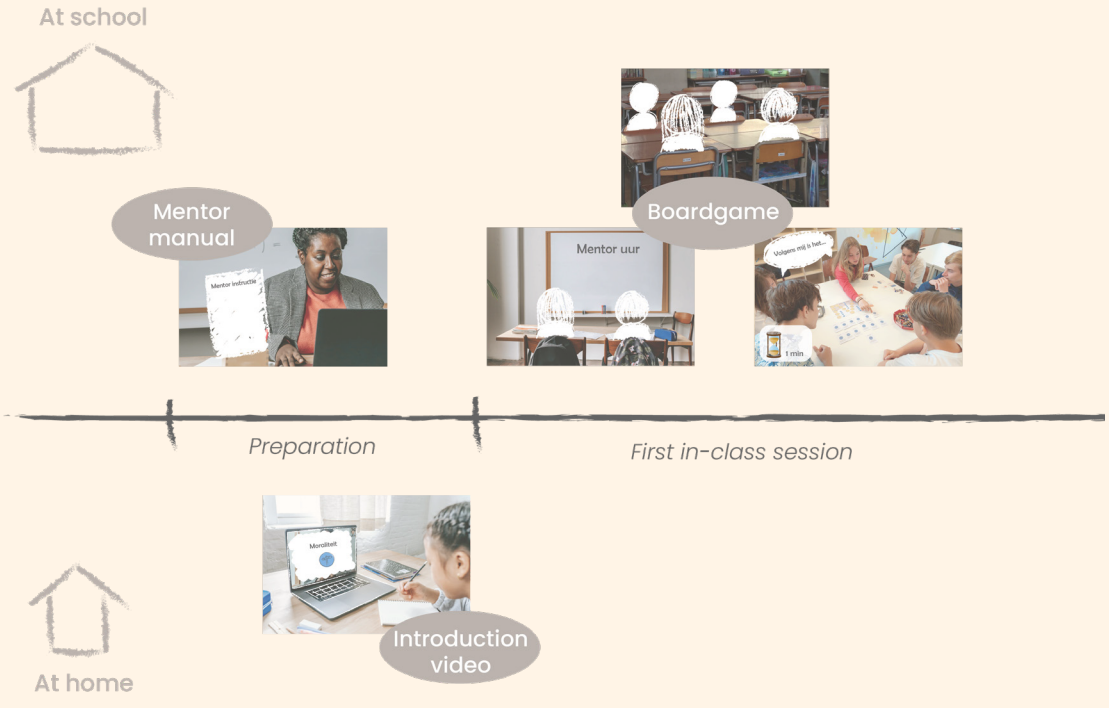
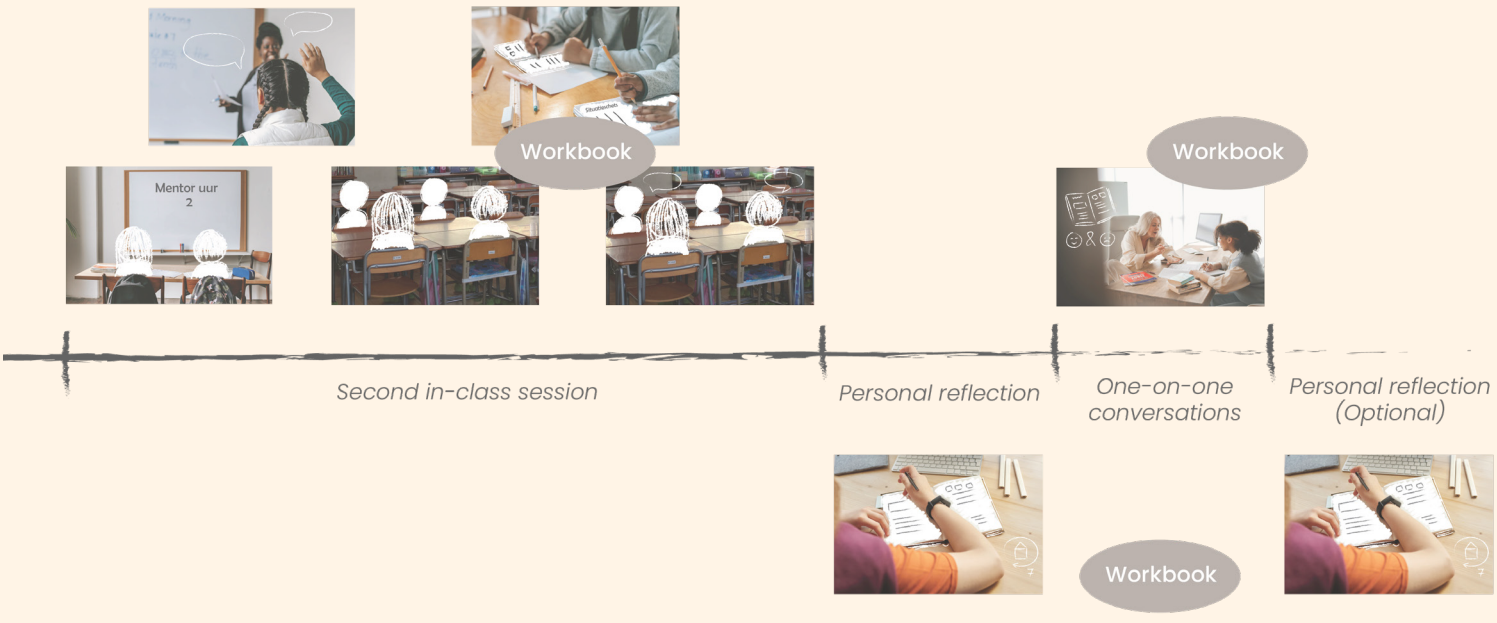


Figure 4 - a visual overview of the use scenario

4. Individual reflection (homework)
After the second in-class session, the students get the assignment to continue working on their workbook at home. It is up to the mentors to decide what the assignment exactly includes. For example, they can ask the students to reflect on one situation every day for a week long, or they can ask them to only reflect on three situations within a given timeframe. Whatever the mentor decides, the students should at least reflect on one positive and one negative experience.

5. One-on-one conversations
The next step is to schedule one-on-one conversations with each student. This could be organised during the next mentor hours, or outside of the mentor hours. The length of the conversations can also differ, but they should at least last 15 minutes. During the one-on-one conversations the filled in workbook serves as the conversation tool. The students are asked to share at least one positive and one negative situation. The goal of these one-on-one conversations is to offer personal attention and to identify students that may be in need of extra support. If that is the case, the mentor should take care of the next step, by planning another chat or bringing them in contact with the trust person of the school, for instance. The mentor manual contains a few guidelines for the one-on-one conversations.

6. Individual reflection (optional)
After the one-on-one conversations, the students get the option to continue using their workbook. For that reason, the workbook contains a whole lot of extra pages. The mentor could also offer to print more copies.



5. Implementation

Towards implementation

Before being able to fully implement the Under-Needs toolkit, the concept requires piloting and further detailing.

These are the foreseen steps that have to be taken into account when starting a pilot:

1. Find a school to work with. I recommend Christelijk Lyceum Delft, as they have already shown interest.
2. Try to get the care coordinator of the school on board to act as the product owner. They will be the first point of contact.
3. Work together with the care coordinator to find one first year class and their mentor to join the pilot. They will have to invest at least two mentor hours and approx. 6-8 hours around those mentor hours for preparation and the one-on-one conversations.
4. Produce more copies of the boardgame, depending on how many they need.
5. Distribute the materials to the care coordinator.
6. Set up a research plan: what do we still want to find out? How will we do that?
7. Execute the pilot
8. Gather feedback from all stakeholders
9. The ask yourself: What's next?

Recommendations regarding implementation

Below are several recommendations for the implementation of the Under-Needs toolkit.

- It should be up to the mentor to decide whether they want to do the activities of the toolkit with the whole class or to split the class in half. The mentor that was interviewed during the validation phase mentioned that with her current class she would think it would be better to split the class in half, but with other classes it could be doable with the whole group. It is also up to the mentor to divide the groups for the in-class sessions, either by their own preference if they think that will go well, or to do it randomized.
- In order to get all mentors on the same page, it would be wise to organise a meeting at the start of the academic year. This meeting should be organised by the product owner and the aim is to discuss the toolkit and how to implement it.
- Given the importance of the student-mentor relationship, and the remark that "not all mentors are good mentors", perhaps these mentors could benefit from a training that is aimed at practicing one-on-one conversations and provides advice on monitoring their student's well-being.
- If the mentor does not seem suited to have the one-on-one conversations, then these could also be organised by the trust person or care coordinator of the school, given that the school has someone in that position.
- In order to be able to play the boardgame with several groups of students at the same time, the toolkit should consist of multiple sets of the boardgame. The number of boardgames needed for one class depends on the number of groups that the class will be split into. It will be up to the product owner to decide how many sets of the boardgame are needed for that particular high school. This should then be communicated with the municipality before distribution.
- The current toolkit focuses on emotions in general, but there lies an opportunity in adjusting the toolkit slightly, in order to make it applicable to a specific theme. For instance, if a school wants to pay extra attention to topics like depression or loneliness, the toolkit could potentially be redesigned in a way to make it fit inside that theme. However, this does not comply with the holistic approach that is part of the positive psychology.
- The production of the toolkit has not been addressed yet. The option for producing the elements of the toolkit in bigger batches still requires further research. Upon request I can share the websites that I used for the prototype, but I don't see it as suitable for bigger batches as it is quite expensive.
- Something else that hasn't been addressed is the business plan. That is because there is no plan yet.

6. Recommendations

After reflecting on this project in a general sense, this paragraph will focus on recommendations for further improvement and implementation of the intervention proposal.

Improvement of the concept

As the concept was iterated on throughout the validation phase, the Under-Needs toolkit has already improved on many levels. However, there are still some aspects that require further development.

- The boardgame now contains an hourglass that serves as a turn timer. Both the storyteller and the rest of the group get one minute to select a Need card. This element has not been tested in the real context yet. The following question therefore remains: is one minute enough to select a Need card?
- As discussed in 9.1: Discussion and limitations, there has not been enough data yet on the comprehensibility of the toolkit. In particular, the comprehensibility of the words and descriptions of the needs should be evaluated per age and educational level, but also the complete experience of the product owner and mentor will have to be evaluated in order to rate the usability and comprehensibility.
- Following the advice given by the experts during the validation interviews, it is recommended to repeat elements of the toolkit later in the year, in order to make it stick. While the recommendation to repeat certain elements has been added to the mentor manual, it has not yet been researched what exactly is needed in order to ensure the long term effect.

Other recommendations:

Before taking the direction that led to a holistic and preventative intervention, this thesis started by investigating loneliness among adolescents in a broader sense. Therefore, this chapter would not be complete without a set of recommendations that go beyond the final intervention proposal.

Treating loneliness

This thesis took a direction that followed the belief of Positive Psychology. This means that the final intervention proposal is aimed at preventing loneliness. However, it is good to acknowledge the fact that loneliness is currently already a problem among adolescents, and that those suffering from chronic loneliness will still require help that does not come from this preventative approach. Thus, it is wise to not only try to prevent loneliness, but also try to treat loneliness.

The role of parents and the home situation

Since this thesis focused on the high school context, the home situation of the high school students was outside of the scope. However, for future research and design it would be interesting to look at the role of this context when it comes to loneliness, as well as the role of the parents.

Interrelatedness of the underlying needs

Even though this thesis acknowledged the importance of the underlying needs and how they relate to feelings like loneliness, it did not investigate the interrelatedness of these needs. For an even better understanding of loneliness, it would be interesting to further research the potential interrelatedness.

Interesting contacts:

During the project I spoke to many interesting people, who will be happy to contribute again to this topic and who have showed interest in possibly collaborating. You can contact me first.

- Ivor de Jong from Christelijk Lyceum Delft
- Marlinde Hageman from vooreenzaamheid.nl

I also recommend to contact:

- Dominique Warmerdam or Lois Zijlstra from Psychologie in het Onderwijs
-

Author's note

Looking back on this master thesis I feel a sense of joy and pride. Throughout the process I had the opportunity to speak to many different stakeholders and people who had already dedicated their time to tackling loneliness among adolescents. All of them showed great interest in this project and were happy to witness me working on a concrete action plan. The outcome of this project is far from perfect (yet), but I believe it has the potential to create a significant impact if it gets the opportunity to be developed and tested further.

I will always be open to discuss this project, the toolkit or any other plans that are related to the topic of loneliness in the high school context. So please, feel free to contact me!

Email: franca.lapre@live.nl

I. Final concept: Mentor manual



Inhoud

Introductie

1. De toolkit

2. Het programma

3. De dertien behoeftes

4. Handleiding bordspel

5. Reflectievragen

6. 1-op-1 gesprekjes

7. Print instructie werkboek

8. Algemene tips

Introductie

Maak kennis met de Under-Needs toolkit. Deze toolkit heeft als doel om leerlingen van het voortgezet onderwijs te laten oefenen met het reflecteren op hun emoties. Dit doen ze door te leren over wat emoties vertellen over onderliggende behoeftes. Deze onderliggende behoeftes zijn voor iedereen gelijk. Op die manier leren ze ook dat het helemaal niet gek is om bepaalde emoties te ervaren.

Deze handleiding is speciaal samengesteld voor de mentor van de klas. De handleiding bevat alles wat je nodig hebt om dit traject in goede banen te leiden. Het geeft uitleg over de verschillende onderdelen van de toolkit, zoals het bordspel en het werkboek. Waarschijnlijk is de theorie over de dertien behoeftes voor jou ook nieuw, daarom vindt je hier ook een uitleg over. Achterin dit boekje vindt je overigens een printinstructie en enkele tips voor het gebruik van de toolkit in het algemeen.

1. De toolkit

De Under-Needs toolkit bestaat uit verschillende onderdelen. Sommige onderdelen heb je waarschijnlijk al ontvangen van je collega. Er zijn ook onderdelen die online beschikbaar zijn.

Dit zijn de onderdelen van de toolkit:
1. De mentor handleiding
2. Het introductie filmpje (online)
3. Het bordspel
4. Het werkboek (online)

Alle onderdelen worden hieronder toegelicht, zodat je weet wat het inhoudt en waar ze voor bedoeld zijn. Lees dit goed door want dit is onderdeel van je voorbereiding.

De mentor handleiding
De mentor handleiding is, je raadt het nooit, voor de mentor van de klas. Deze handleiding ligt op dit moment voor je neus, dus je hebt al een idee gekregen van de inhoud. Het is belangrijk dat deze handleiding wordt doorgenomen voordat de toolkit daadwerkelijk in gebruik wordt genomen. Daarnaast bevat de handleiding ook de reflectievragen die nodig zullen zijn tijdens de tweede mentor les.

Het introductie filmpje (online)
Dit filmpje bevat een korte uitleg over de theorie van de dertien onderliggende behoeftes. Ook geeft het een voorbeeld. Het idee is dat de leerlingen dit filmpje kijken ter voorbereiding van de eerste bijeenkomst. Ze komen dus voorbereid naar de les en weten als het goed is wat de dertien behoeftes zijn. Het is handig als je als mentor ook dit filmpje kijkt ter voorbereiding. Het filmpje is online te vinden via de link:
https://drive.google.com/drive/folders/1tZQY2SQyajCcpod2Jth22V9XOMBLcoxc?usp=sharing

Of scan de QR code met je tablet/telefoon:

Het bordspel
Het bordspel is toch wel het pronkstuk van de toolkit. Dit spel wordt gespeeld tijdens de eerste bijeenkomst. Het doel van het spel is om de leerlingen bewust te laten nadenken over hoe ze zich voelden in bepaalde situaties in/rondom school en deze ervaring vervolgens te verbinden aan de onderliggende behoeftes. De leerlingen splitsen op in groepjes van 2-5 personen en spelen dit spel vervolgens zelfstandig. De mentor kan natuurlijk wel een oogje in het zeil houden. De handleiding voor dit spel vindt je in deze mentor handleiding, maar zit ook in het doosje van het bordspel zelf. Zorg ervoor dat je van te voren een idee hebt van hoe het spel werkt.
Hoeveel exemplaren je van het bordspel nodig hebt is afhankelijk van het aantal leerlingen. Stem dit dus af met jouw contactpersoon binnen school.

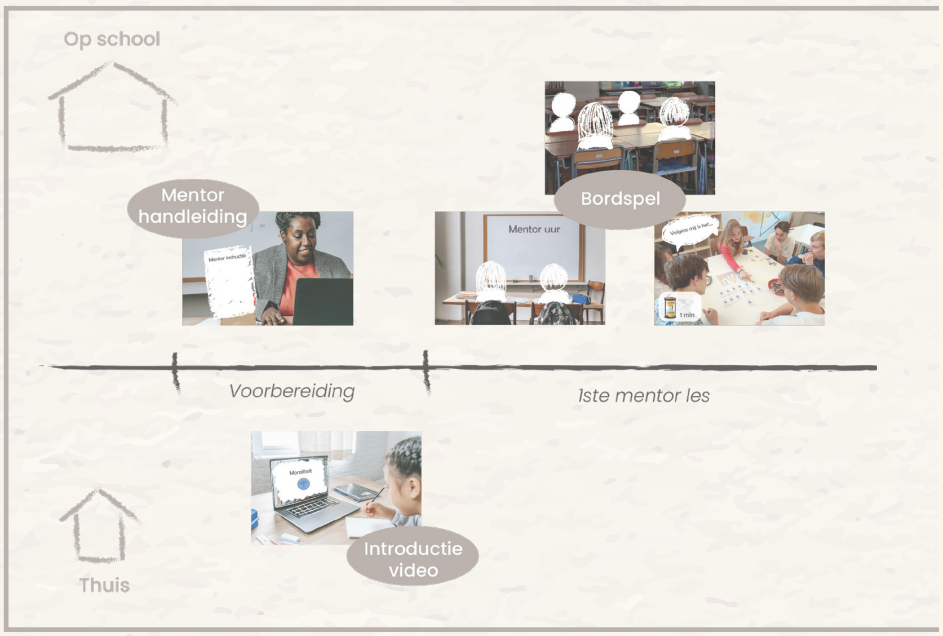
Het werkboek (online)
Het werkboek is een papieren boekje waar elke leerling een exemplaar van dient te ontvangen. Het werkboek bevat meerdere pagina's met allemaal dezelfde oefening. Deze oefening bouwt voort op wat de leerlingen tijdens het spel hebben geoefend. Het werkboek wordt geïntroduceerd in de tweede mentor les. De leerlingen gaan er dan al mee aan de slag, maar worden ook gevraagd om de oefeningen te maken als huiswerk. Vervolgens wordt dit boekje gebruikt als gesprekstool tijdens 1-op-1 gesprekjes met de mentor. Het boekje bevat extra veel pagina's zodat de leerling het ook op de lange termijn kan blijven gebruiken, mochten ze dat fijn vinden.

Als mentor wordt je geacht om zoveel werkboeken te printen dat iedere leerling er eentje kan ontvangen. Mocht je graag op weg geholpen worden met het printen dan vind je een instructie in deze handleiding.

Je vindt het werkboek online via deze link:
https://drive.google.com/drive/folders/1tZQY2SQyajCcpod2Jth22V9XOMBLcoxc?usp=sharing

Of scan de QR code:

2. Het programma

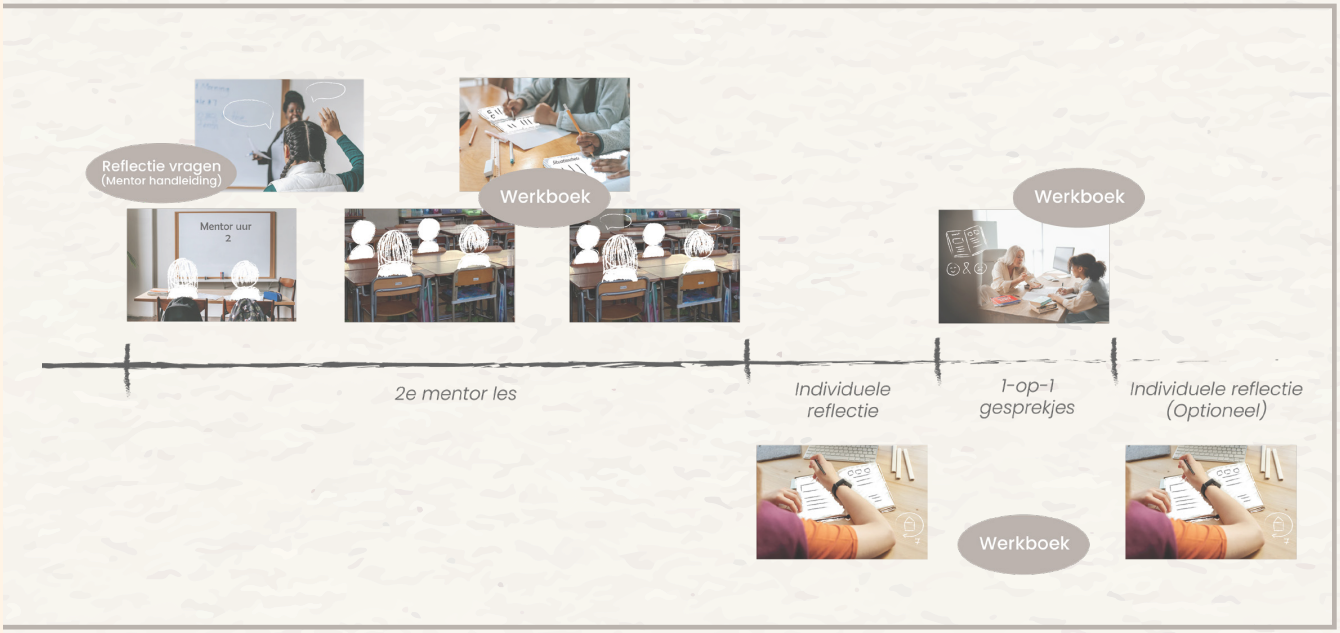


Het programma behorende bij deze toolkit heeft verschillende fases. De fases vindt je in de tijdlijn hierboven. Het is de bedoeling dat dit programma plaatsvindt in de eerste paar maanden van het schooljaar. Hieronder wordt elke fase toegelicht.

Voorbereiding
De voorbereidingsfase begint bij de mentor. De mentor neemt de handleiding door en raakt vertrouwd met alle onderdelen van de toolkit. Daarnaast is het belangrijk dat de werkboeken geprint worden en de link naar het introductiefilmpje gedeeld wordt met de leerlingen.
De leerlingen bereiden zich voor door het introductiefilmpje te kijken. Het is belangrijk dat ze dit doen voordat ze naar de eerste mentor les komen.

De eerste mentor les
De eerste mentor les staat in het teken van het spelen van het bordspel. Na een korte introductie door de mentor (check ook of er nog vragen of onduidelijkheden zijn over het filmpje) splitst de klas op in groepjes. Elk groepje krijgt een exemplaar van het bordspel. Vervolgens is het aan hen om het spel te spelen. De mentor blijft wel aanwezig om een oogje in het zeil te houden. Het bordspel heeft geen duidelijk 'einde'. Het is daarom aan de mentor om aan te geven wanneer de tijd op is.

De tweede mentor les
Tijdens de tweede mentor les wordt er teruggeblikt op het spelen van het bordspel. Hier komen de reflectievragen aan bod. Deze worden klassikaal besproken. Vervolgens splitst de klas op in dezelfde groepen als vorige keer. Ze krijgen per persoon een werkboek uitgedeeld. De bedoeling is dat ze ieder één situatie invullen en dit vervolgens met elkaar bespreken. Wellicht hebben de leerlingen hier wat sturing bij nodig. Neem voor het einde van de les de tijd om het huiswerk uit te leggen en eventueel al de 1-op-1 gesprekjes te plannen.



Individuele reflectie
Als huiswerk krijgen de leerlingen de opdracht om thuis verder aan de slag te gaan met het werkboek. Let op: de opdracht die ze meekrijgen kan verschillen. Zo kan je ze vragen om elke dag één situatie in te vullen voor een week lang. Maar je kan dit ook beperken naar vijf, bijvoorbeeld. Zorg er wel voor dat ze tenminste één positieve en één negatieve ervaring beschrijven.

1-op-1 gesprekjes
Plan vervolgens 1-op-1 gesprekjes met de leerlingen in. Dit kan bijvoorbeeld tijdens het volgende mentor uur, of er buitenom. De lengte van deze gesprekjes kunnen verschillen, maar houd minstens een duur aan van 15 minuten, zodat er genoeg ruimte is voor persoonlijke aandacht. Tijdens deze gesprekjes gebruik je het werkboek als leidraad. De leerlingen worden gevraagd om tenminste één positieve en één negatieve ervaring te delen. Dit kan voor sommige leerlingen lastig zijn. Wees geduldig, biedt een luisterend oor en speel in op de behoeftes van de leerling, door bijvoorbeeld aan te bieden nog een gesprekje in te plannen of ze in contact te brengen met de vertrouwenspersoon op school. In deze mentor handleiding vindt je ook een paar richtlijnen voor het voeren van deze gesprekjes.

Individuele reflectie (optioneel)
Omdat het werkboek meerdere bladzijdes bevat krijgen de leerlingen de optie om de overige oefeningen thuis verder in te vullen. Ze mogen het zien als hun dagboekje. Mocht een leerling echt veel interesse tonen kan je ook aanbieden om extra pagina's voor ze te printen.

Herhaling later in het jaar:
We weten allemaal dat herhaling zorgt voor gouden resultaten. Het wordt daarom sterk aanbevolen om (een deel van) dit programma te herhalen later in het jaar. Al laat je ze alleen nog een keer het bordspel spelen of voer je opnieuw 1-op-1 gesprekjes uit in hetzelfde format, je kan dan wel goed zien hoe het ervoor staat, en of er misschien leerlingen zijn die extra aandacht nodig hebben.

3. Dertien behoeftes

Emoties: iedereen kent het wel. Een emotie is hetzelfde als een gevoel. We voelen ons allemaal wel eens boos, blij, verdrietig of gespannen.
Maar heb je je wel eens afgevraagd hoe een emotie ontstaat? Waarom voel je bijvoorbeeld wel eens schaamte, of ben je gefrustreerd als iets niet lukt?

UNDER-NEEDS besteedt aandacht aan de onderliggende behoeftes, en hoe die samenhangen met de emoties die je voelt. Behoeftes hebben we allemaal. Een behoefte moet vervuld worden om ons gelukkig te laten voelen. Behoeftes beïnvloeden ook hoe we ons gedragen.

Emoties, of gevoelens, zijn signalen van onze hersenen dat je tekort komt in een bepaalde behoefte. Denk bijvoorbeeld aan hoe je je verdrietig kan voelen, als iemand je verjaardag is vergeten. Dat je je verdrietig voelt geeft aan dat je graag had gewild dat die persoon aan jou, en deze bijzondere dag, had gedacht.

Maar zo'n signaal vanuit je hersenen kan ook heel positief zijn. Als je blij bent omdat je een goed cijfer heb gehaald voor een toets bijvoorbeeld. Misschien denk je dan bij jezelf: zie je wel dat ik het kan!

Nu we weten dat emoties iets zeggen over je onderliggende behoeftes wil je vast weten welke behoeftes dat zijn. We kunnen onderscheid maken tussen dertien onderliggende behoeftes. Deze behoeftes zijn universeel, dat betekent dat ze voor iedereen gelijk zijn. Iedereen heeft dus dezelfde onderliggende behoeftes, die invloed hebben op hoe je je voelt en hoe je je gedraagt. Deze dertien behoeftes worden hier verder uitgelegd.

Bron: Desmet & Fokkinga (2020). *Thirteen fundamental psychological needs.*

Comfort



Comfort is behoefte hebben aan rust, gemak, eenvoud en structuur. Een gemakkelijk, eenvoudig, ontspannen leven hebben, in plaats van spanning, moeilijkheden of overstimulatie te ervaren.



Gemeenschap

Gemeenschap houdt in dat je het gevoel hebt erbij te horen, dat je in een groep past, en dat je op een vredige en prettige manier kan omgaan met de mensen om je heen.

Vaardigheid



Vaardigheid betekent dat je eigen vaardigheden hebt en die kunt gebruiken om uitdagingen aan te gaan. Zo kan je voldoen in je behoefte aan vaardigheid door een nieuwe skill te leren of meer kennis op te doen over een onderwerp.



Impact

Impact betekent dat je het gevoel hebt dat jouw acties invloed hebben op je omgeving of andere mensen, of dat jouw acties of ideeën bijdragen aan iets.

Moraliteit



Moraliteit betekent dat je het gevoel hebt dat de wereld een goede plek is en je het juiste pad kunt nemen. Moraliteit gaat over wat jij belangrijk vindt, dus jouw normen en waarden, en of jij en de mensen om je heen zich daar naar gedragen of niet.



Doel

Doel gaat over een duidelijk idee hebben van wat jouw leven zinvol en waardevol maakt, in plaats van gebrek hebben aan een doel in je leven.

Stimulatie

Mentaal en fysiek gestimuleerd worden door nieuwe en gevarieerde prikkels, in plaats van je verveeld of onverschillig voelen.





Autonomie

Iedereen heeft er behoefte aan om dingen te kunnen doen op hun eigen manier. Autonomie gaat over de vrijheid hebben om zelf keuzes te maken, onafhankelijk zijn en op jezelf kunnen bouwen en vertrouwen.

Gezondheid

Gezondheid gaat over lekker in je vel zitten, omdat je lichaam sterk en gezond aanvoelt, in plaats van een ziek, zwak of lusteloos lichaam hebben of je in een vieze, ongezonde omgeving bevinden.





Schoonheid

Schoonheid betekent dat je behoefte hebt aan een omgeving die mooi en aantrekkelijk is,
in plaats het idee hebben dat je omgeving onaantrekkelijk of lelijk is.

Erkenning

Waardering krijgen voor wat je doet en respect krijgen voor wie je bent, in plaats van niet gerespecteerd, ondergewaardeerd of genegeerd worden.





Verwantschap

Warme, wederzijdse vertrouwensrelaties hebben met de mensen die belangrijk voor je zijn, in plaats van je geïsoleerd te voelen of niet in staat om diepere, persoonlijke connecties te maken.

Veiligheid

Veiligheid betekent dat je het gevoel hebt dat je je in een veilige en stabiele omgeving bevindt. Veiligheid gaat over fysieke veiligheid, maar het gaat ook over sociale en emotionele veiligheid.



Voorbeeld: eenzaamheid

Emoties: iedereen kent het wel. Een emotie is hetzelfde als een gevoel. We voelen ons allemaal wel eens boos, blij, verdrietig of gespannen.
Maar heb je je wel eens afgevraagd hoe een emotie ontstaat? Waarom voel je bijvoorbeeld wel eens schaamte, of ben je gefrustreerd als iets niet lukt?

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4. Handleiding bordspel

UNDER - NEEDS

Inhoud

- 13x Behoefte kaarten (2x)
- 40x Context kaarten
- Speelbord
- Dobbelsteen
- Pion
- Zandloper





Doel van het spel

Het doel van het spel is om te oefenen met emoties linken aan onderliggende behoeftes. Er is geen win-element; het spel draait om het delen van verhalen. De duur van het spel is afhankelijk van de beschikbare tijd.

Voorbereiding

Leg het speelbord in het midden van de tafel. Sorteer de Behoefte kaarten zodat er twee identieke stapels van dertien kaarten zijn. Schud de Context kaarten en leg deze met de achterkant naar boven op een stapel naast het speelbord. Bepaal welke speler de eerste verteller wordt. De verteller neemt één set van Behoefte kaarten. De rest van de spelers leggen de andere set uit op tafel, zodat alle dertien Behoefte kaarten zichtbaar zijn voor alle spelers.
Elke speler, inclusief de verteller, neemt drie Context kaarten van de stapel en houdt die in zijn/haar hand. Plaats de zandloper en dobbelsteen op tafel.

Tips

- Tijdens dit spel is er geen goed of fout. Als de gekozen Behoefte kaarten niet overeenkomen dan vindt er een discussie plaats zonder dat er geoordeeld wordt.

- Wees vrij om nog een keer de introductievideo te kijken om je geheugen op te frissen over de dertien behoeftes.

- Als de verteller het moeilijk vindt om een verhaal te maken met de drie Context kaarten in zijn/haar hand, dan mag er één extra Context kaart getrokken worden.

Voorbeeld van een speelronde

Elke ronde begint met de verteller die de dobbelsteen rolt. Het aantal ogen betekent hoeveel vakjes de pion verplaatst moet worden en dus welke emotie mee gespeeld wordt.

De verteller kijkt naar de drie Context kaarten in zijn/haar hand en stelt zichzelf de vraag: “kan ik een voorbeeld bedenken dat ik deze emotie voelde in één van deze situaties?”

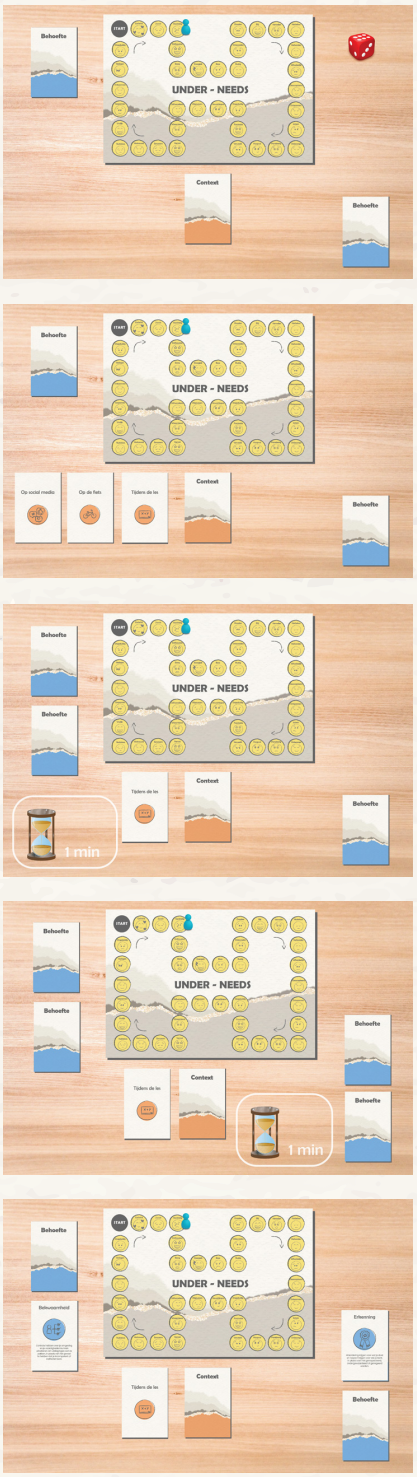
De verteller kiest de Context kaart waar hij/zij een verhaal bij kan bedenken en legt deze zichtbaar op tafel. Vervolgens vertelt de verteller het verhaal. Er is geen tijdslimiet voor deze actie.

Nadat het verhaal vertelt is krijgt de verteller één minuut om een Behoefte kaart te kiezen die volgens hem/haar het beste past bij het verhaal. De minuut wordt aangegeven door de zandloper om te draaien. De gekozen Behoefte kaart wordt door de verteller blind op tafel gelegd, en is dus niet zichtbaar voor de andere spelers.

Vervolgens is het aan de andere spelers om ook een Behoefte kaart te kiezen. Echter mogen zij wel met elkaar overleggen. Zij krijgen hier ook één minuut de tijd voor. Zodra de minuut voorbij is vertellen ze de verteller welke kaart zij hebben gekozen.

De verteller draait zijn/haar gekozen Behoefte kaart op zodat zichtbaar wordt of de kaarten overeenkomen. Ongeacht of ze overeenkomen of niet wordt er een korte discussie gevoerd waarbij de spelers vertellen waarom ze voor een bepaalde Behoefte kaart hebben gekozen.

De spelen links naast de verteller wordt dan de volgende verteller. De dobbelsteen wordt gerold en een nieuwe ronde start.



5. Reflectievragen

Deze reflectievragen worden klassikaal gesteld tijdens aanvang van het tweede mentor uur.

Algemeen:
1. Wat vonden jullie van het bordspel vorige keer?
2. Hoe vonden jullie het om op die manier over gevoelens te praten?

Geef één van de groepjes het woord:
3. Kunnen jullie beschrijven hoe het eraan toe ging bij jullie?
4. Welk verhaal vonden jullie het leukst?
5. Welk verhaal vonden jullie het moeilijkst?
6. Welke behoefte zorgde voor de meeste discussie?

Deze vragen kunnen aan nog een ander groepje gesteld worden.

Algemeen:
7. Wat hebben jullie geleerd van het spelen van het bordspel?
8. Zouden jullie het bordspel nog een keer willen spelen?

6. 1-op-1 gesprekjes

Na de tweede mentor les voer je 1-op-1 gesprekjes met elke leerling. Hieronder vindt je een paar richtlijnen voor deze gesprekjes.

1. Algemeen: Begin het gesprekje door te vragen hoe het gaat met de leerling. Pas op dat de focus niet wordt gelegd op leerprestaties, maar juist op het algemeen welbevinden van de leerling. Vraag bijvoorbeeld of ze het naar hun zin hebben en of ze misschien ergens tegen aan lopen.

2. Positieve situatie: Vraag de leerling om een voorbeeld van een positieve situatie te nemen uit zijn/haar werkboek. Vraag waarom ze deze situatie hebben gekozen en wat het zo positief maakte. Vervolgens reflecteer je samen op de onderliggende behoeftes die een rol spelen. Als laatste vraag je de leerling of hij/zij misschien voornemens heeft als het gaat om vergelijkbare situaties.

3. Negatieve situatie: Doe nu hetzelfde maar met een negatieve situatie. Bespreek wederom de reden dat ze deze situatie hebben gekozen en bespreek de onderliggende behoeftes. Besteed bij de negatieve situatie extra aandacht aan wat de leerling zich voorneemt voor de volgende keer.

4. Wat heeft de leerling nodig?: Dit onderdeel volgt uit de negatieve situatie. Misschien zegt de negatieve situatie wel iets over het algemeen welbevinden van de leerling. Bespreek vervolgens wat de leerling nodig heeft om van deze negatieve ervaringen iets positiefs te maken. Handel hier samen naar, door bijvoorbeeld een vervolggesprek in te plannen of contact op te nemen met de ouders of de vetrouwenspersoon.

7. Print instructie werkboek

Het werkboek is beschikbaar via deze link:
https://drive.google.com/drive/folders/1tZQY2SQyajCcpod2Jth22V9XOMBLcoxc?usp=sharing

Of scan de QR code:

Print het werkboek als volgt:
- Op A4
- In kleur of zwart-wit
- Dubbelzijdig

Neem daarbij het volgende in acht:
Korte zijde omslaan (!)
Het is heel belangrijk om bij het dubbelzijdig te kiezen voor 'korte zijde omslaan'. Anders wordt de volgende pagina ondersteboven geprint.

Nieten in het midden
Het werkboek wordt geprint als losse A4-tjes. Maak hier een A5 boekje van door het stapeltje dubbel te vouwen en het boekje in het midden vast te nieten. Als je een hele geavanceerde printer hebt kan je dit soms ook door de printer laten doen.

Witte randen
De kans is groot dat het werkboek geprint wordt met witte randen. Dit kan je aanpassen door in de printinstellingen het formaat van de pagina's te veranderen. 'Page size and handling' > 'Custom scale' > kies een waarde iets hoger dan 100% om in te zoomen.

Test print
Het is altijd een goed idee om eerst een test print te maken voordat je alle pagina's laat afdrukken.

8. Algemene tips

Een goede voorbereiding is het halve werk
Zorg dat je je goed voorbereid voordat je dit traject start. Dit is iets anders dan de leerlingen normaal doen, dus het is belangrijk dat de mentor goed geïnformeerd is.

Spiegelen
Onthoud dat je als docent/mentor een spiegel bent voor de klas. Wil je dat de leerlingen het serieus nemen, probeer dit zelf dan ook te doen.

Ruimte voor discussie
De Under-Needs toolkit is ontwikkeld met als doel om gezamenlijk te leren. Discussie speelt daar binnen een belangrijke rol. Zorg er dus voor dat er altijd genoeg ruimte is om op elkaar te reageren.

Groepjes maken
Het is aan de mentor om aan te voelen wat het beste is voor de klas als het gaat om groepjes maken. De Under-Needs toolkit komt namelijk het beste tot haar recht als er een prettige, open sfeer hangt tussen de leerlingen. De mentor kan ervoor kiezen om zelf groepjes te maken, maar de leerlingen vinden het misschien wel fijner om de activiteiten uit te voeren met hun vrienden samen. Er kan er dus ook voor gekozen worden om de leerlingen zelf de groepjes te laten maken.

Nazorg
Het zal niet heel ongewoon zijn als de toolkit bepaalde emoties losmaakt of er onderliggende problemen komen bovendrijven. Het is daarom belangrijk om aandacht te besteden aan de nazorg. Bekijk per leerling waar hij/zij behoefte aan heeft en schakel desnoods extra hulp in van de vertrouwenspersoon/zorgcoördinator/teamleider van jouw school.

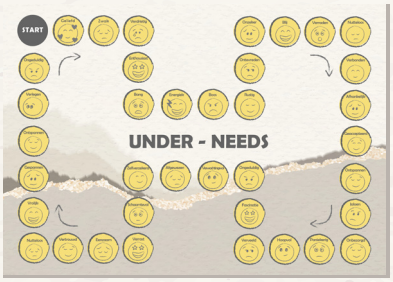
J. Final concept: Boardgame instruction sheet

UNDER - NEEDS

Contents

- 13x Need cards (2x)
- 40x Context cards
- Playing board
- Die
- Pawn
- Hourglass





Goal

The goal of the game is to practise figuring out what emotions can tell you about your underlying needs. There is no winning element - the game is all about sharing stories. The length of the game depends on the available time.

Setting up

Lay out the playing board in the middle of the table. Sort out the Need cards so there are two identical sets of thirteen cards. Shuffle the Context cards and put them face down in a pile next to the board. Determine who will be the first storyteller. The storyteller will take one set of the Need cards in their hand, while the rest lays out the remaining set of Need cards on the table, facing up so they are visible to all players. Each player, including the storyteller takes three context cards from the pile and keeps them in their hand. Place the hourglass and die on the table.

Tips

- There is no right or wrong when it comes to emotions and needs: if the selected need cards end up being different from each other, make sure to discuss the motivations without judgement.

- Feel free to review the introduction video to familiarize yourself once again with the thirteen needs.

- If the storyteller feels like there is no story possible with the three Context cards in their hand, they are allowed to pick up one extra Context card.

Example of a playing round

Each round starts with the storyteller rolling the die. The rolled number will determine how many spaces the pawn will move, so which emotion will be played with during that round.

The storyteller then checks the three Context cards in their hand and asks themselves the question: “can I think of an example that I felt this emotion in one of these three contexts?”

The storyteller picks one Context card depending on which story they want to tell and places it open on the table.

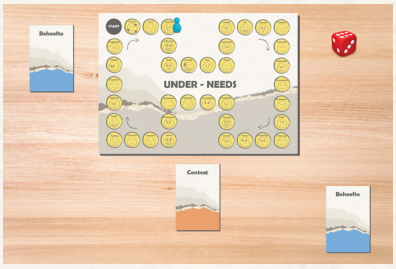
The storyteller tells the story to the rest of the group. There is no time limit to the storytelling.

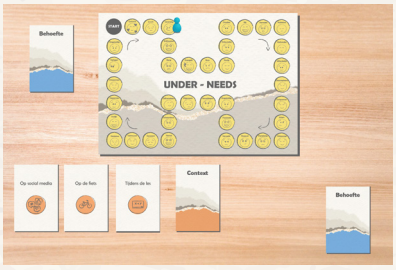
After finishing the story, the storyteller gets one minute to select a Need card that they think fits their story best. The minute is indicated by the hourglass. The selected Need card has to be placed on the table face down, so it is not visible to the rest of the players which card it is.

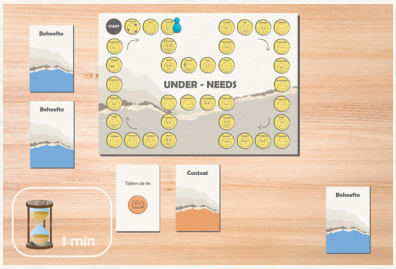
After the storyteller has selected a Need card, it is up to the rest of the players to do the same. Again, they get one minute to select a Need card. In contrast to the storyteller, they are supposed to discuss with each other which Need card they think fits the story best. The storyteller is not allowed to give hints.

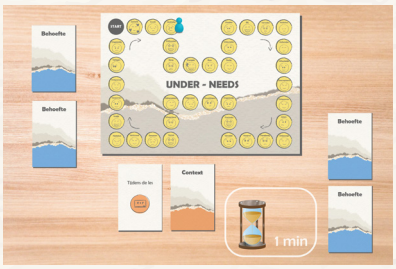
After the minute has passed, the rest of the players make it known to the storyteller which Need card they have selected. The storyteller turns over their selected Need card to show if the Need cards are the same. The players then have a short discussion about the selected Need cards, regardless if they are the same or not.

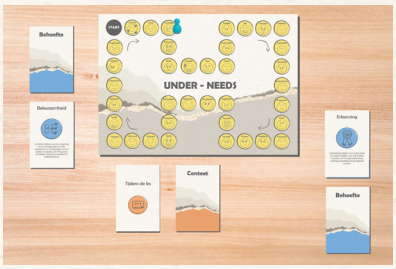
The player left of the storyteller will be the next storyteller. The die will be rolled again and a new round starts.



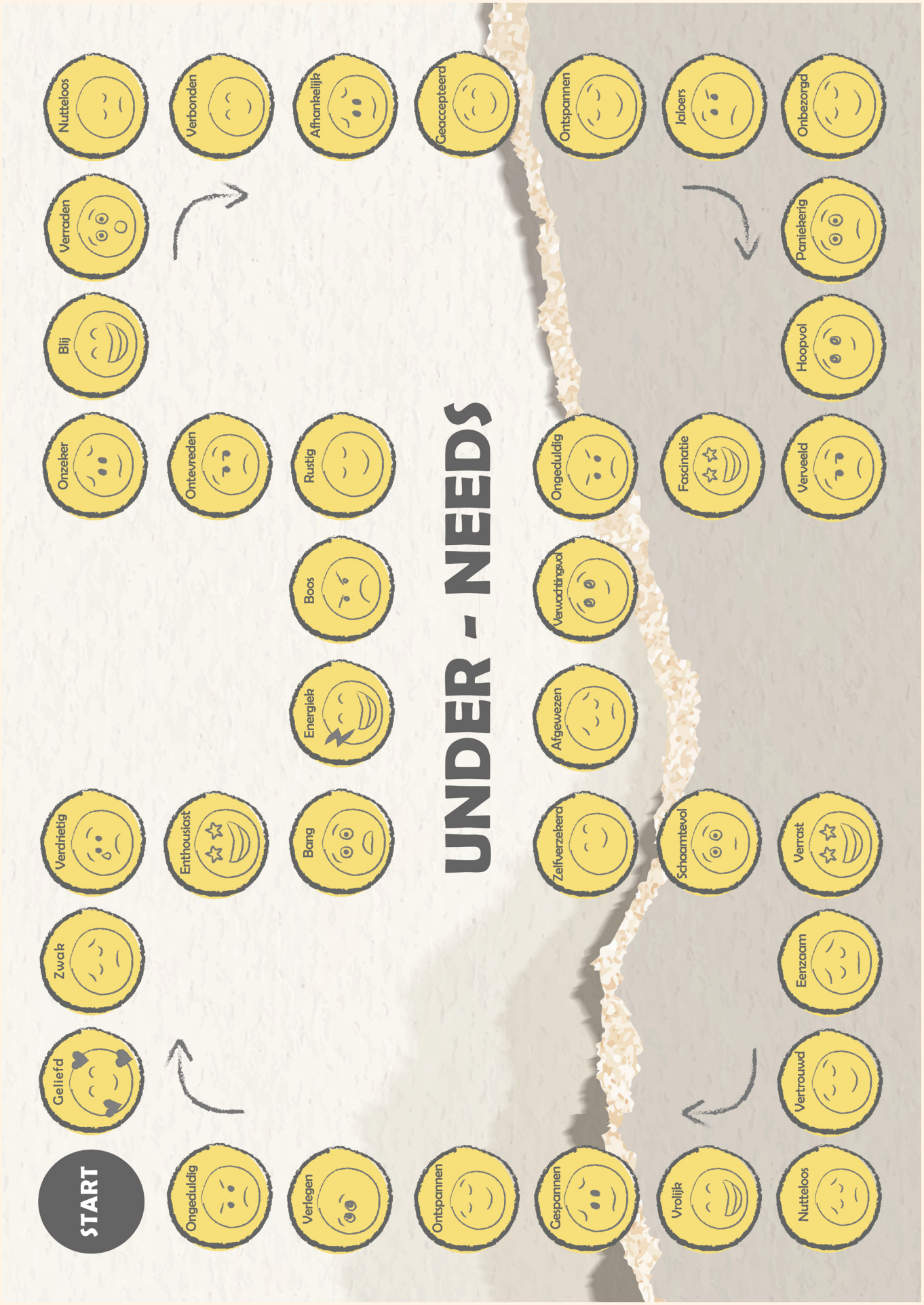








K. Final concept: Playing board



L. Final concept: Need cards

Autonomie



Iedereen heeft er behoefte aan om dingen te kunnen doen op hun eigen manier. Autonomie gaat over de vrijheid hebben om zelf keuzes te maken, onafhankelijk zijn en op jezelf kunnen bouwen en vertrouwen.

Erkenning



Waardering krijgen voor wat je doet en respect krijgen voor wie je bent, in plaats van niet gerespecteerd, ondergewaardeerd of genegeerd worden.

Verwantschap



Warme, wederzijdse vertrouwensrelaties hebben met de mensen die belangrijk voor je zijn, in plaats van je geïsoleerd te voelen of niet in staat om diepere, persoonlijke connecties te maken.

Gezondheid



Gezondheid gaat over lekker in je vel zitten, omdat je lichaam sterk en gezond aanvoelt, in plaats van een ziek, zwak of lusteloos lichaam hebben of je in een vieze, ongezonde omgeving bevinden.

Stimulatie



Mentaal en fysiek gestimuleerd worden door nieuwe en gevarieerde prikkels, in plaats van je verveeld of onverschillig voelen.

Veiligheid



Veiligheid betekent dat je het gevoel hebt dat je je in een veilige en stabiele omgeving bevindt. Veiligheid gaat over fysieke veiligheid, maar het gaat ook over sociale en emotionele veiligheid.

Schoonheid



Schoonheid betekent dat je behoefte hebt aan een omgeving die mooi en aantrekkelijk is, in plaats het idee hebben dat je omgeving onaantrekkelijk of lelijk is.

Comfort



Comfort is behoefte hebben aan rust, gemak, eenvoud en structuur. Een gemakkelijk, eenvoudig, ontspannen leven hebben, in plaats van spanning, moeilijkheden of overstimulatie te ervaren.

Gemeenschap



Gemeenschap houdt in dat je het gevoel hebt erbij te horen, dat je in een groep past, en dat je op een vredige en prettige manier kan omgaan met de mensen om je heen.

Vaardigheid



Vaardigheid betekent dat je eigen vaardigheden hebt en die kunt gebruiken om uitdagingen aan te gaan. Zo kan je voldoen in je behoefte aan vaardigheid door een nieuwe skill te leren of meer kennis op te doen over een onderwerp.

Impact



Impact betekent dat je het gevoel hebt dat jouw acties invloed hebben op je omgeving of andere mensen, of dat jouw acties of ideeën bijdragen aan iets.

Moraliteit



Moraliteit betekent dat je het gevoel hebt dat de wereld een goede plek is en je het juiste pad kunt nemen. Moraliteit gaat over wat jij belangrijk vindt, dus jouw normen en waarden, en of jij en de mensen om je heen zich daar naar gedragen of niet.

Doel



Doel gaat over een duidelijk idee hebben van wat jouw leven zinvol en waardevol maakt, in plaats van gebrek hebben aan een doel in je leven.

M. Final concept: Context cards

Tijdens een mentorgesprek



Tijdens de schoolvakantie



Op vakantie



Op een sportdag



Op je telefoon



In de trein



Bij de toiletten



Tijdens de introductiedag



Tijdens een hobby



Tussen twee lesuren



In de supermarkt



Bij de kluisjes



In je eigen kamer



Thuis



Tijdens een toets



Tijdens gym



Online



Onderweg naar school



Op een verjaardag



Op een feestje



Tijdens een bijbaantje



Op de fiets



Tijdens een tussenuur



Bij de fietsenstalling



In het park



In groep 8



Tijdens een hobby



Aan de eettafel



In de gang



In de bus



In het klaslokaal



Tijdens de les



Op het plein



In de kantine



Tijdens TV kijken



Op social media



In een restaurant



Bij een vriend(in) thuis



Tijdens een practica



In de wijk



N. Final concept: Workbook

The workbook file can be found here:

Two example pages are shown on the next page

13 onderliggende behoeftes

Emoties: iedereen kent het wel. Een emotie is hetzelfde als een gevoel. We voelen ons allemaal wel eens boos, blij, verdrietig of gespannen. Maar heb je je wel eens afgevraagd hoe een emotie ontstaat? Waarom voel je bijvoorbeeld wel eens schaamte, of ben je gefrustreerd als iets niet lukt?

UNDER-NEEDS besteedt aandacht aan de onderliggende behoeftes, en hoe die samenhangen met de emoties die je voelt. Behoeftes hebben we allemaal. Een behoefte moet vervuld worden om ons gelukkig te laten voelen. Behoeftes beïnvloeden ook hoe we ons gedragen.

Emoties, of gevoelens, zijn signalen van onze hersenen dat je tekort komt in een bepaalde behoefte. Denk bijvoorbeeld aan hoe je je verdrietig kan voelen, als iemand je verjaardag is vergeten. Dat je je verdrietig voelt geeft aan dat je graag had gewild dat die persoon aan jou, en deze bijzondere dag, had gedacht.

Maar zo'n signaal vanuit je hersenen kan ook heel positief zijn. Als je blij bent omdat je een goed cijfer heb gehaald voor een toets bijvoorbeeld. Misschien denk je dan bij jezelf: zie je wel dat ik het kan!

Nu we weten dat emoties iets zeggen over je onderliggende behoeftes wil je vast weten welke behoeftes dat zijn. We kunnen onderscheid maken tussen dertien onderliggende behoeftes. Deze behoeftes zijn universeel, dat betekent dat ze voor iedereen gelijk zijn. Iedereen heeft dus dezelfde onderliggende behoeftes, die invloed hebben op hoe je je voelt en hoe je je gedraagt. Deze dertien behoeftes worden hier verder uitgelegd.

Stimulatie

Mentaal en fysiek gestimuleerd worden door nieuwe en gevarieerde prikkels, in plaats van je verveeld of onverschillig voelen.





Autonomie

Iedereen heeft er behoefte aan om dingen te kunnen doen op hun eigen manier. Autonomie gaat over de vrijheid hebben om zelf keuzes te maken, onafhankelijk zijn en op jezelf kunnen bouwen en vertrouwen.

Gezondheid

Gezondheid gaat over lekker in je vel zitten, omdat je lichaam sterk en gezond aanvoelt, in plaats van een ziek, zwak of lusteloos lichaam hebben of je in een vieze, ongezonde omgeving bevinden.





Schoonheid

Schoonheid betekent dat je behoefte hebt aan een omgeving die mooi en aantrekkelijk is,
in plaats het idee hebben dat je omgeving onaantrekkelijk of lelijk is.

Comfort

Comfort is behoefte hebben aan rust, gemak, eenvoud en structuur. Een gemakkelijk, eenvoudig, ontspannen leven hebben, in plaats van spanning, moeilijkheden
of overstimulatie te ervaren.



Datum: ... / ... / ...

Situatieschets:

Beschrijf hoe je je voelde **op dat moment**:

Beschrijf hoe je je er over voelt als je hier **aan terug denkt**:

Welke **onderliggende behoefte(s)** speelt/spelen een rol?

Ik denk dat deze behoefte(s) een rol speelt/spelen, omdat:

Stel dat deze situatie zich weer voordoet, wat zijn dan je **voornemens** voor de volgende keer?

O. Final concept: Introduction video

The video can be found here:

P. Final concept: Storyboard



1. The mentor receives the toolkit from the product owner and prepares by reading the mentor manual.



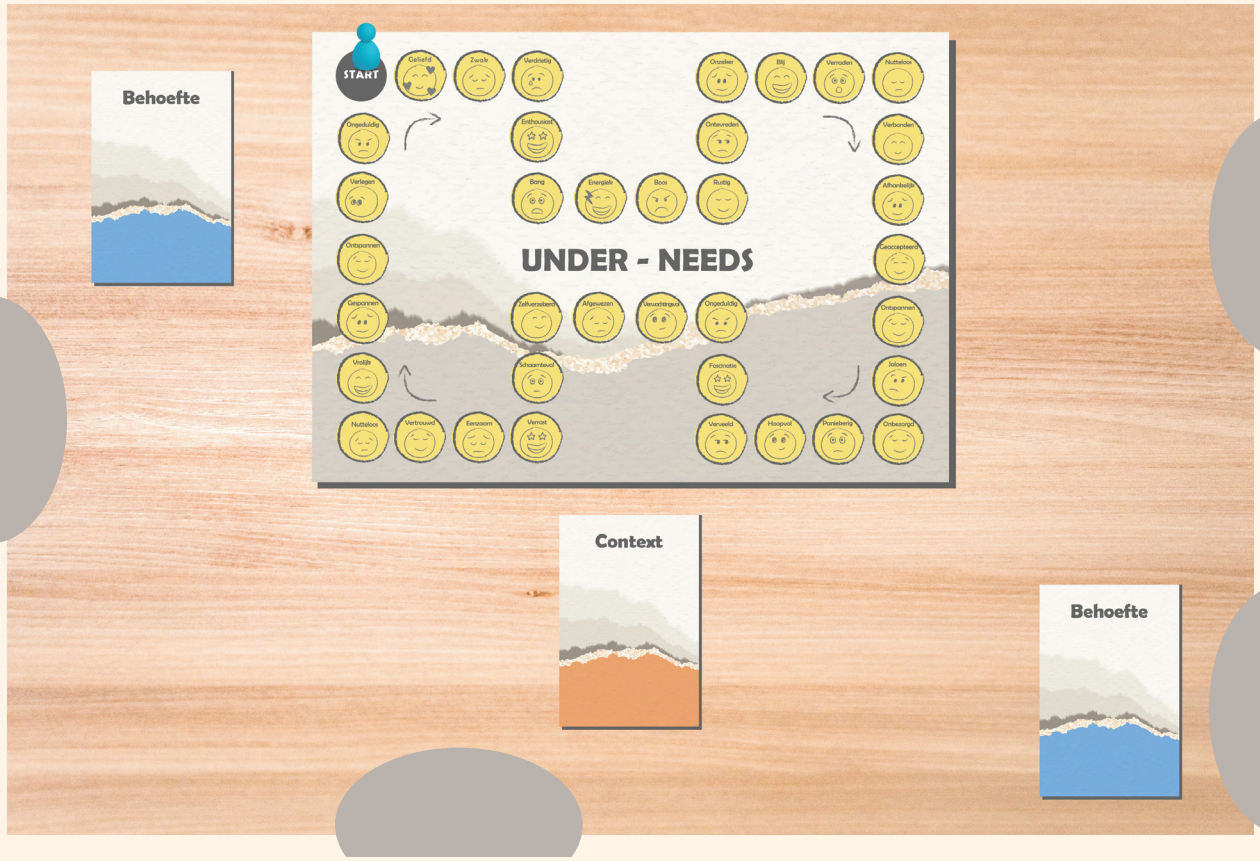
2. The mentor makes sure to send the link to the introduction video to their students. The students watch the introduction video at home, prior to the first in-class session. The video explains the theory of the underlying needs, as was published in 2020 by Desmet & Fokkinga.



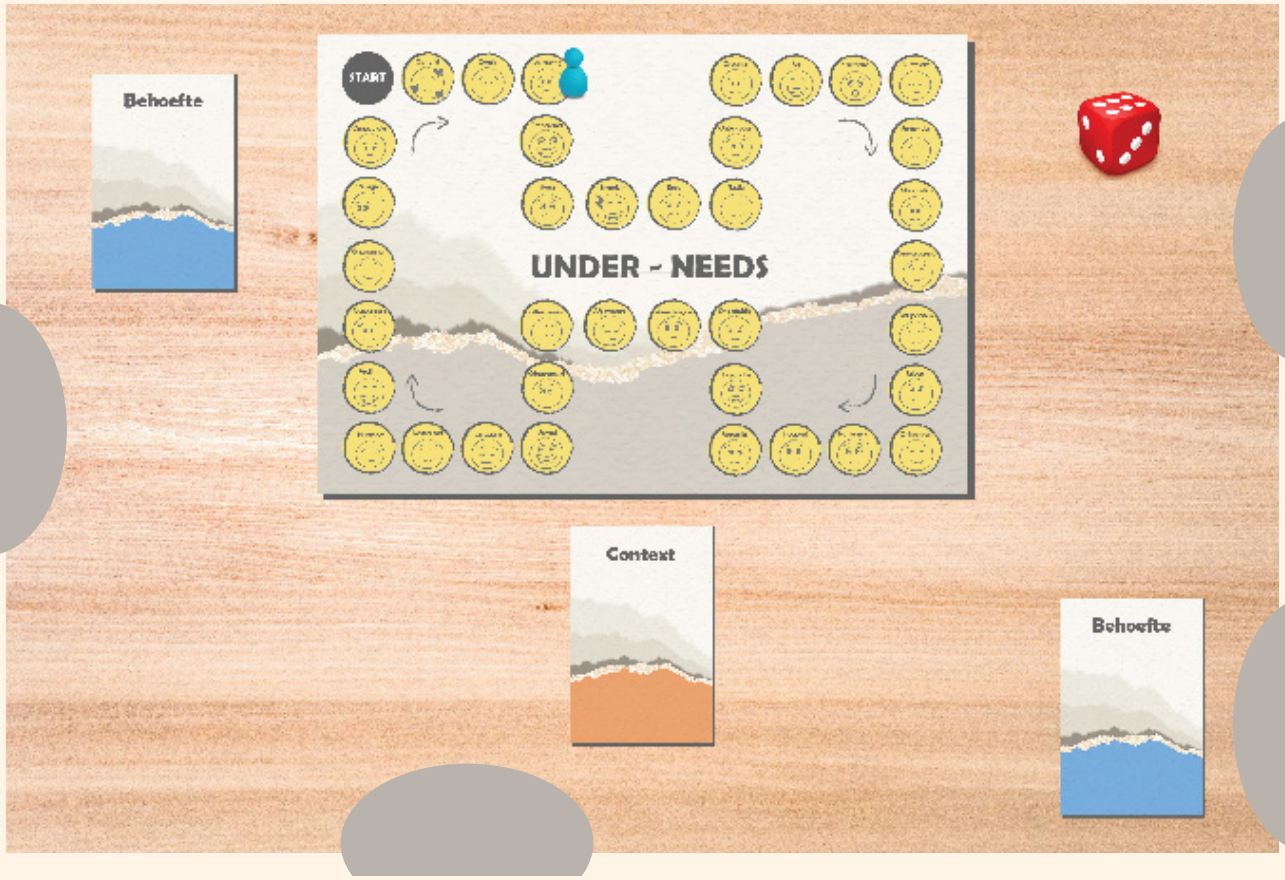
3. The first in-class session starts with a short introduction by the mentor. It is important to check if the students have any questions about the introduction video.



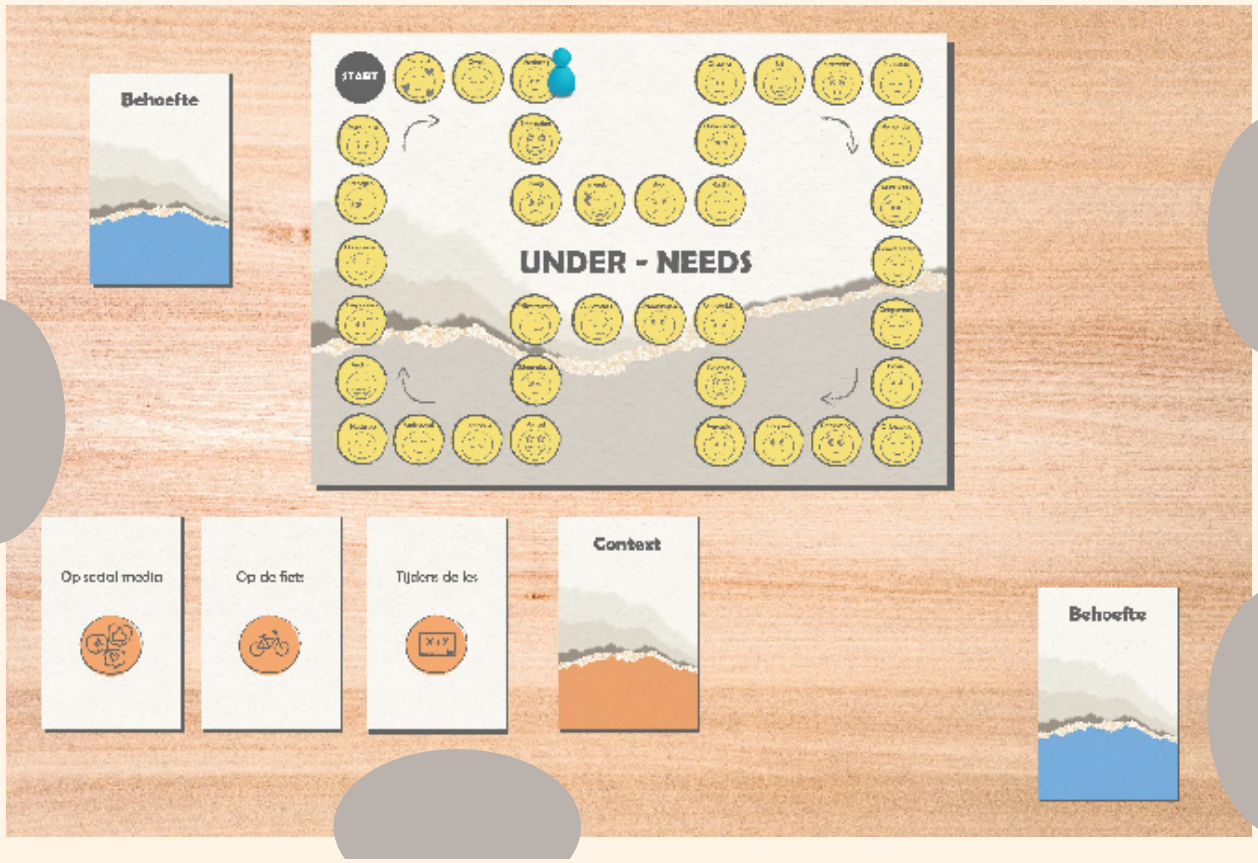
4. The class then splits up in groups of 2-5 students. During this first mentor hour, the boardgame will be played.



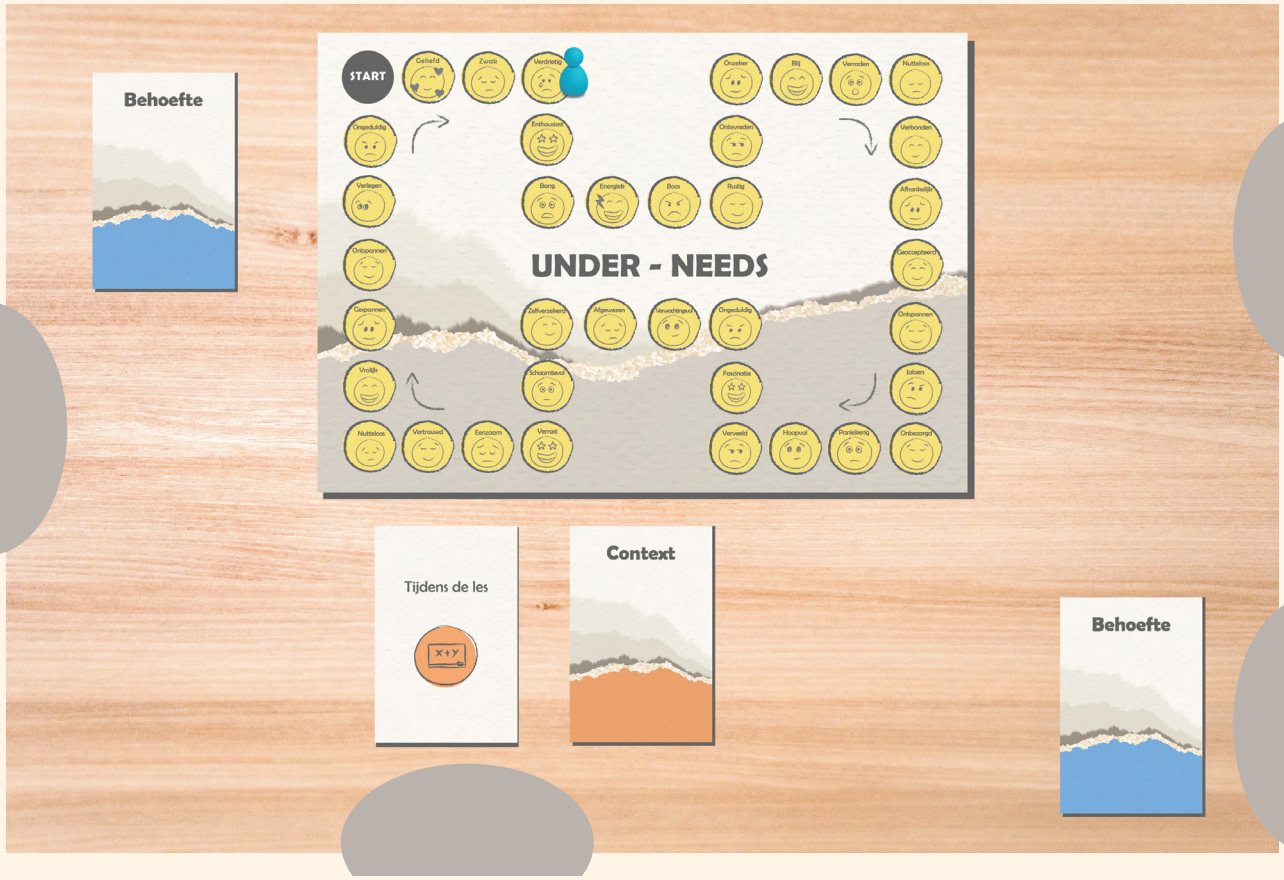
5. Each group receives the boardgame. They prepare all the game elements, like laying out the playing board and sorting out the Need cards. They also appoint the first storyteller. The second set of Need cards will be laid out on the table.



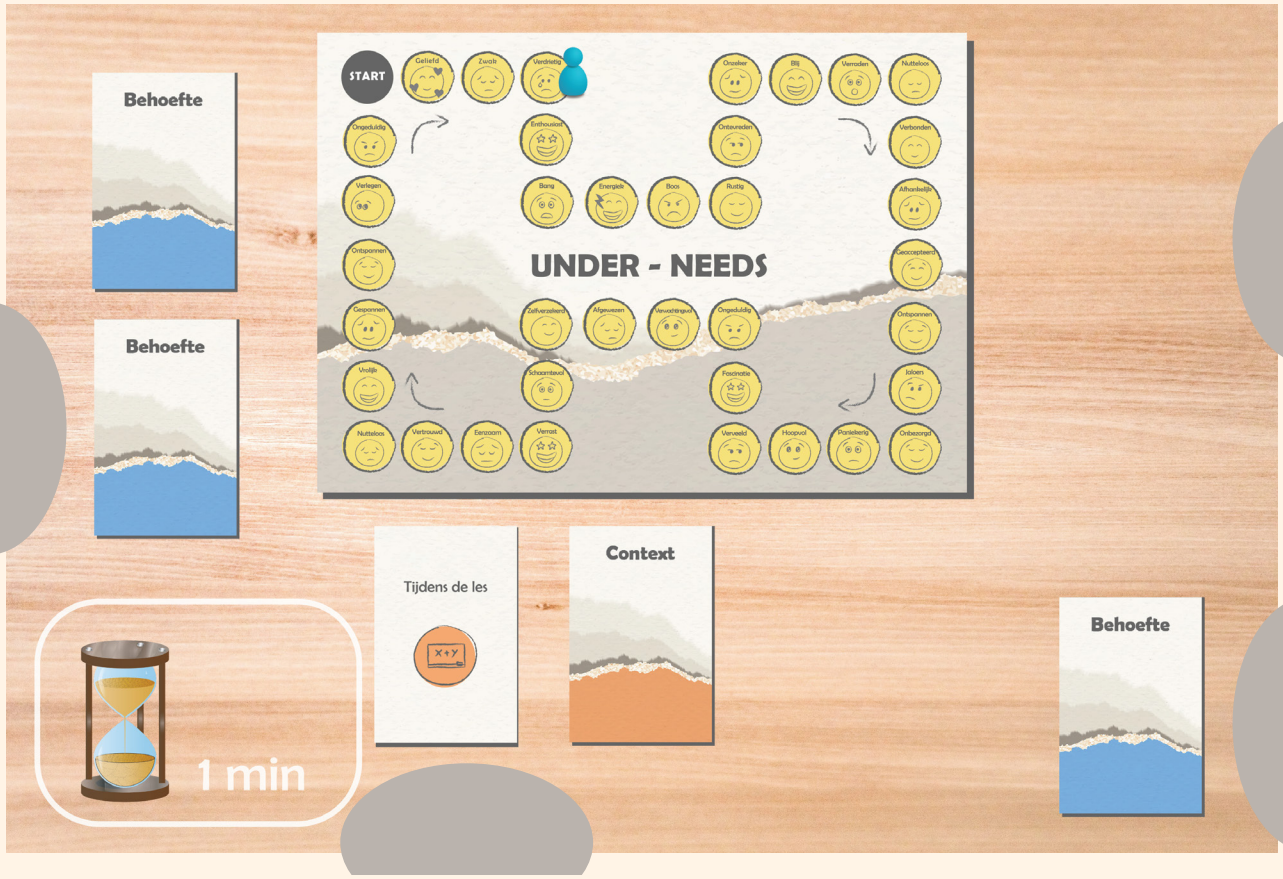
6. A playing round starts with a roll of the die. The rolled number determines where the pawn goes, so with which emotion this round will be played.



7. The storyteller then picks three context cards. They ask themselves: “when did I feel this emotion in one of these situations?” They are allowed to pick up one extra card if they can’t think of anything.



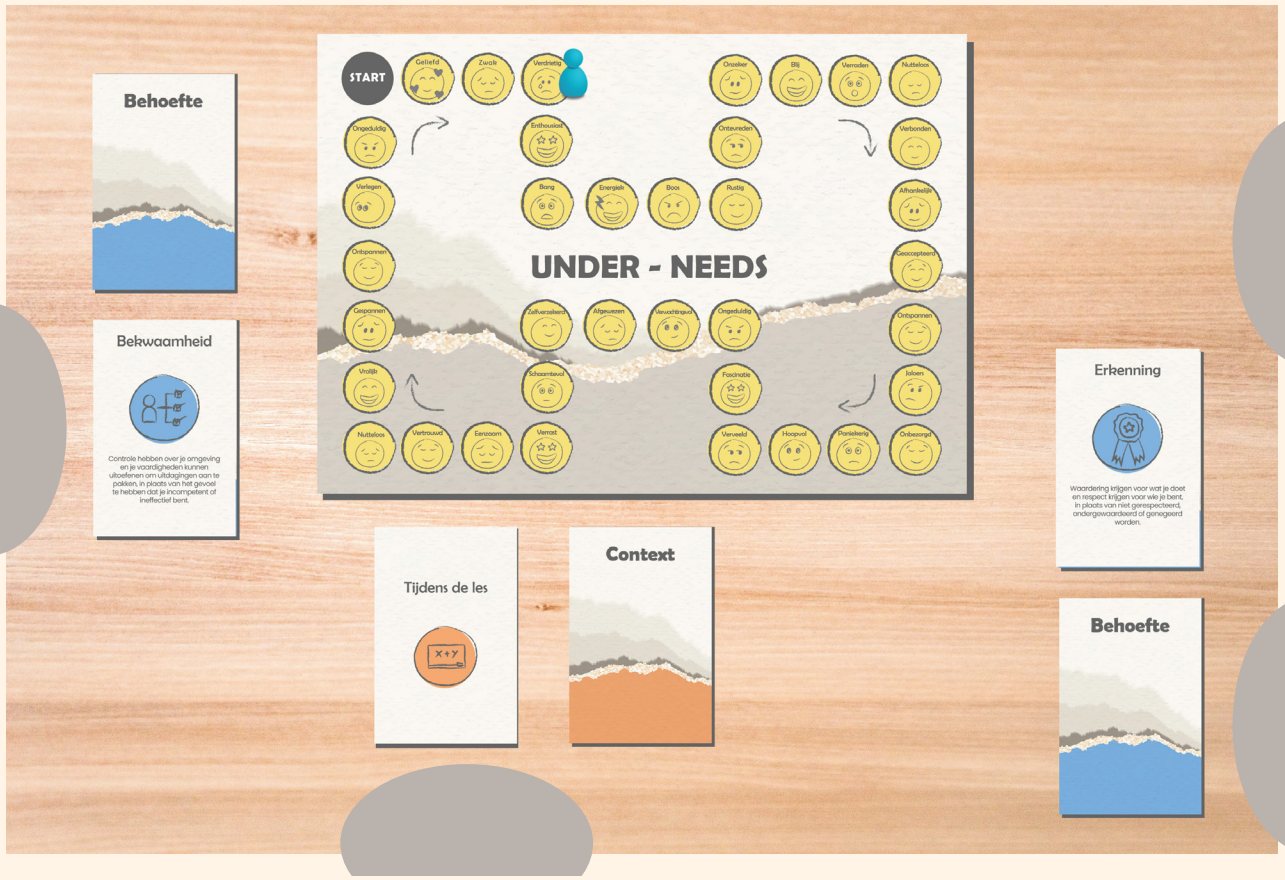
8. The storyteller puts the selected Context card on the table and tells the story to the rest of the group



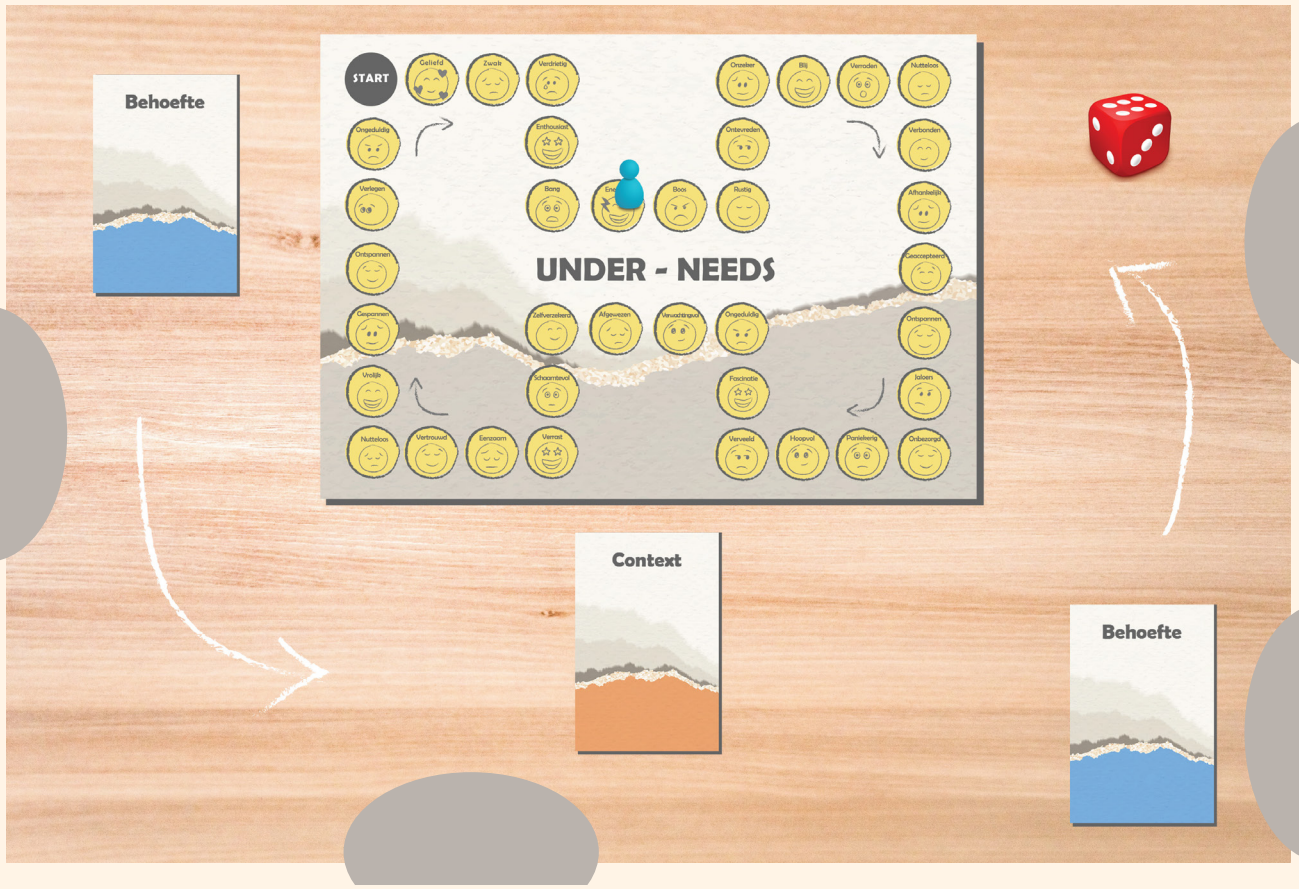
9. The storyteller then gets one minute to select the Need card that they think fits this story best. The storyteller puts the selected Need card face down on the table.



10. Now it is up to the rest of the group to decide which Need card they think will fit this story best. They get one minute and have to discuss this together. The Need cards are laid out on the table so everyone can see them.



11. Once the minute is over, the group tells the storyteller which Need card they decided on. The storyteller then turns over their selected card. If the Need cards are not the same, the group has a short discussion about why they thought it was different.



12. Now it's time for the next round. The person left of the storyteller will be the new storyteller and the die will be rolled again.



13. The next in-class session takes place during the next mentor hour.



14. A plenary discussion will be held. The mentor uses the reflective questions from the mentor manual to steer this discussion.



15. After the plenary discussion the class will split up in groups again. These groups are the same as during the previous session.



16. Each student will receive a workbook from their mentor. They now take the time to already fill in one exercise

Datum: ... / ... / ...

Situatieschets:



Beschrijf hoe je je voelde **op dat moment**:

Beschrijf hoe je je er over voelt als je hier **aan terug denkt**:

Welke **onderliggende behoefte(s)** speelt/spelen een rol?

Ik denk dat deze behoefte(s) een rol speelt/spelen, omdat:

Stel dat deze situatie zich weer voordoet, wat zijn dan je **voornemens** voor de volgende keer?

This is what the exercise in the workbook looks like.



17. Every member of the group explains to the rest what they have filled in. They can have a short discussion or ask each other questions.



18. As homework, the students are asked to continue with the workbook. The exact assignment is up to the mentor. For instance, the mentor could ask them to do one exercise each day, for a week.



19. The mentor organises one-on-one conversations with every student. The homework, so the filled in workbook, serves as the conversation tool. They discuss at least one positive and one negative experience. The mentor is also required to act in case a student needs additional support.



17. Since the workbooks have additional pages, students can choose to continue doing the exercises in their own time.