

section five

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A - Stakeholders

Stakeholders involved with adolescents and their physical, mental and social wellbeing within the Netherlands:

Outer Circle

Municipality

The municipality coordinate and fund many aspects of youth healthcare. They decide on local policy, subsidize private initiatives and have a large local network of health providers and schools. They can be an interesting financier, networking opportunity and kick-starter for any type of primary prevention initiative.

Government

Though positioned relatively far from adolescents themselves, the national government plays an important role in setting policy and directing funds based on data from research institutes. They fund research, healthcare, and health campaigns at schools or nationwide. As a partner, they can provide funding for initiatives and can amplify the reach and promotion for any proposed solution.

Schools

Schools embody the first level of support for adolescents. Students spend a lot of their time at school, which is why schools have relatively close relationships with pupils and their parents. They often have policies in place to increase the wellbeing and welfare of their students. Schools are also often the only places in their lives where students meet many others with different socio-economic and socio-cultural backgrounds.

Sports clubs & gyms

Another context in which many adolescents spend time with peers is at their local sports club or gym. Here they also interact with coaches and trainers. Many of these clubs collaborate in national umbrella organisations categorised per sport. Many clubs are non-profit and operate on member contributions. Gyms are usually subscription-based businesses. Especially gyms have seen a large increase in business over the last years, as more people try to work on their physique. They may collaborate with initiatives increasing body image

satisfaction for ethical or promotional reasons.

Non-profits

Many of the non-profits active in preventive youth healthcare are subsidised by governmental or private funds and focus on awareness and information. They are often on the lookout for new initiatives in the area of youth wellbeing and can be interested in backing a promising proposal with funds or expertise. Though part of a university, this project could also be considered to fall within this category for the time being.

Examples:

TestJeLeefstijl

TestJeLeestijl (testjeleefstijl.nl) is a small non-profit collaborating with research institutes and providing MBO schools with a 'Test your lifestyle' website with tests or assignments which students can do to find out how healthy their lifestyle is. The tests cover various topics such as nutrition and alcohol use, but also sexuality, spending patterns and physical safety. At the end of the test, students receive tips and references where they can find out more about the topic. The data from the tests is anonymised and informs research institutes and schools about the health and issues within the student population.

2k40

2k40 (2k40.nl) is an initiative of 'De Gezonde Generatie' ('The Healthy Generation'), a collaboration of 20 different health funds. It provides a platform for adolescents to build a community around healthy lifestyles and promote several (mental) health-related themes through social-media content.

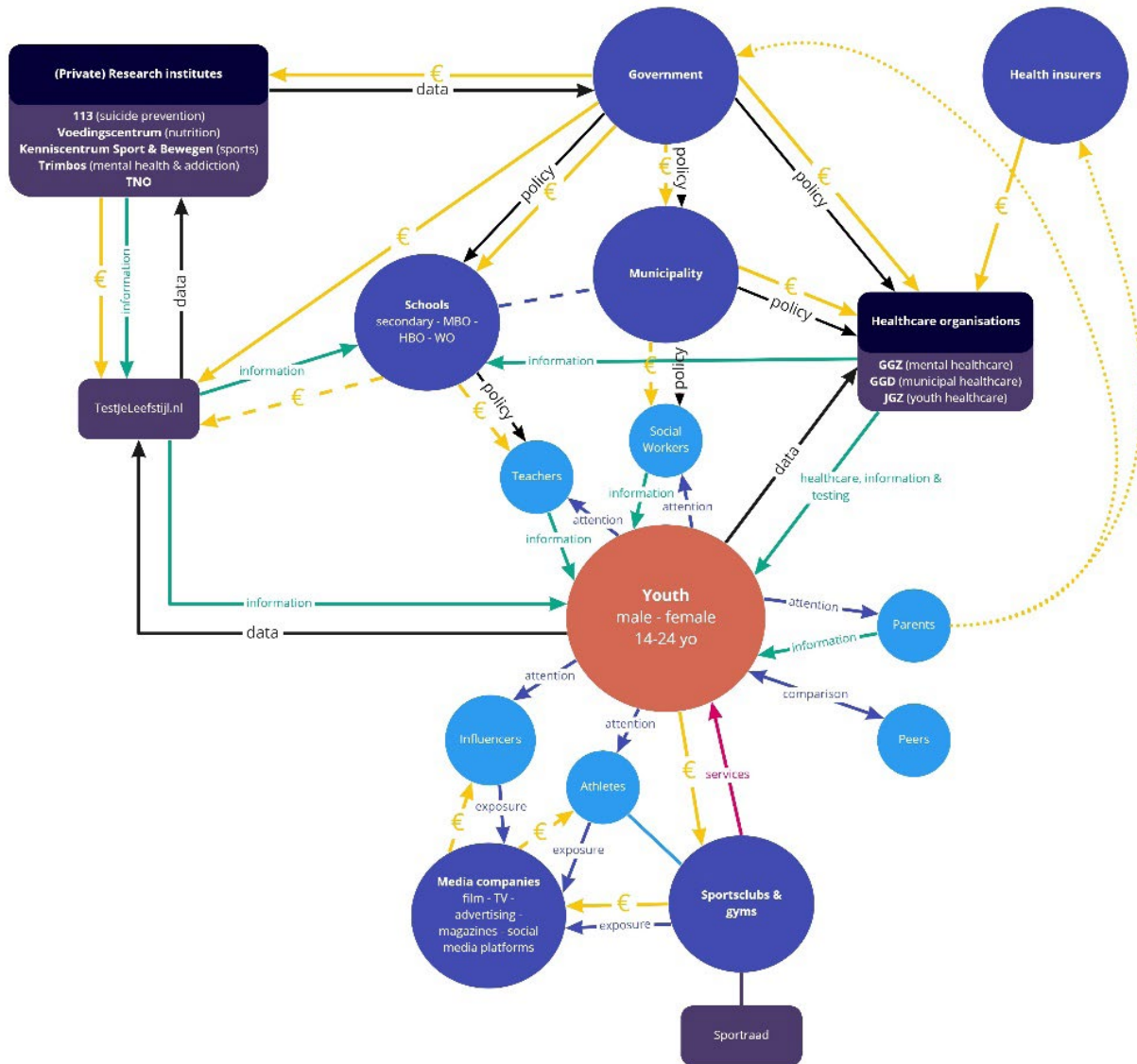
Other examples:

Bureau Jeugd & Media – JOGG – MIND – MIND Young – Een tegen eenzaamheid

Research institutes

Research institutes advise policy and collaborate with many initiatives on awareness, spreading information and collecting data. They are mostly interested in data collection and reporting findings back to decision-making bodies.

Stakeholder map



Examples:

113 – Voedingscentrum – Kenniscentrum sport & bewegen – Trimbos – TNO

Healthcare organisations

There are many healthcare organisations providing care in the Netherlands. Their main purpose is to provide secondary and tertiary care, but they also collaborate with primary care initiatives. Furthermore, they often collect data and monitor the health of the population. They are funded through the municipality and health insurers.

Examples:

GGD – JGZ – GGZ

Media companies

Media companies form the umbrella category for all of the companies producing content for film, TV, advertising or magazines, including social media platforms themselves. In the domain of social media, several companies manage multiple popular influencers. The companies in this category are often large, difficult to engage with and reluctant to endanger their profits. They can have a variety of business models, but they are united in that they mostly earn money from advertising to consumers, which in this context are adolescents.

Inner circle

Peers

The most important group within the inner circle of adolescents are their peers. At this age, their peers are the most important to relate to and shape ideas and mirror themselves with. They are crucial in helping any proposal to succeed and not be dismissed as weird or uncool. This is an important challenge.

Parents

After their peers, parents have the most impact on the beliefs of adolescents. Traditionally, puberty is a time for teens to challenge the worldview of their parents. However, parents still have more influence on adolescents than they may like. In the ideal situation, parents are supportive and available to their children. Sadly, this is not always the case.

Teachers

Teachers are traditionally a group that can have a lot of impact on the development and worldview of adolescents. However, their approach and impact can vary widely. In ideal cases, teachers are one of the first levels of support for their students. They

provide education and report issues and trends back to schools and parents. For any initiative in the classroom, their enthusiasm and support are imperative.

Social Workers

Social workers play an important role among adolescents from disadvantaged backgrounds and areas. They often provide education and mentoring to adolescents in need via a community centre and report to the municipality. They can deliberate with other supporting individuals around a young adult, such as their teachers or parents.

Influencers & athletes

Though celebrities and professional athletes have long enjoyed the attention of adolescents, with the rise of social media, there are many more personalities and influencers to follow. There is a large variety of influencers, but many of them are attractive and pride themselves on their appearance and physique. They are paid for views of their promotional activities, but can also have a personal message or story to get across. This category can be interesting to collaborate with because of their broad reach among adolescents, especially those that are preoccupied with appearance.

B - Cultural probe template

Lichaamsbeeld

Hoi! Leuk dat je mee wilt doen aan mijn onderzoek over lichaamsbeeld. Voor je ligt een digitaal 'werkboekje' met 6 opdrachten om je alvast een beetje na te laten denken over (je eigen) lichaamsbeeld en wat daar allemaal een rol in speelt. Later gaan jullie in de klas met elkaar bespreken wat jullie daar eigenlijk allemaal van vinden. Voel je dus ook vooral niet verplicht alle onderdelen in te vullen als je dat niet wil. Alle opdrachten samen kosten ongeveer 45 minuten om te doen. Je hoeft ze niet allemaal achter elkaar te doen en kan er later nog een keertje naar kijken. Tenslotte mag je overal op de template opmerkingen zetten, bijvoorbeeld met een post-it. Je kan typen in de grijze vakjes en andere tools in de linker balk gebruiken.

Wat je hier invult wordt gebruikt als onderzoeksresultaat en kan geanonimiseerd worden gebruikt in verslaggeving. De antwoorden die je opgeeft zullen dus niet terug te leiden zijn tot jou. We komen in de klas niet terug op je antwoorden, maar je mag ze natuurlijk wel bespreken als je dat wil. Heb je hier meer vragen over, stuur dan een mailtje naar Hein (h.j.gijsman@student.tudelft.nl).

Mijn naam is:

Datum:

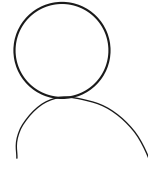
29 oktober 2020

Handtekening

Leeftijd

Geslacht

Zo zie ik eruit:
(teken jezelf hier of
upload een
foto/tekening)



In te vullen:

JA

Ik neem vrijwillig deel aan dit onderzoek en begrijp dat ik kan weigeren vragen te beantwoorden en mij elk moment kan terugtrekken als deelnemer, zonder opgaaf van redenen.

☐

Ik begrijp dat de informatie die ik geef gebruikt zal worden in de verslaggeving van het uitgevoerde onderzoek en dat dit boekje niet wordt gedeeld buiten het onderzoeksteam en betrokken docenten. Daarnaast worden de onderzoeksresultaten volledig geanonimiseerd.

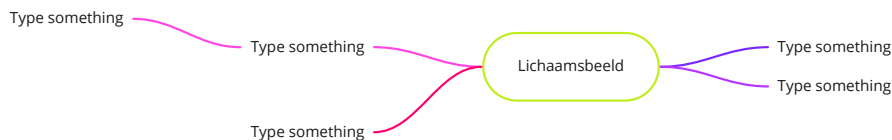
☐

Ik heb de mogelijkheid gehad vragen te stellen betreffende het onderzoek en mijn vragen zijn naar tevredenheid beantwoord.

☐

Opdracht A: Mindmap

1 Waar denk je aan bij het woord 'lichaamsbeeld'? Maak een kleine mindmap. Voeg woorden toe met de '+'.
 2 Hoe komt dat?

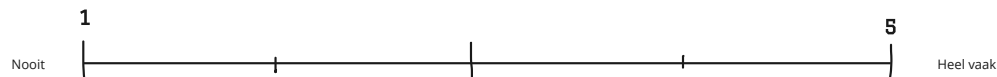


Opdracht B: Vragen

Zet deze avatars op de schaal

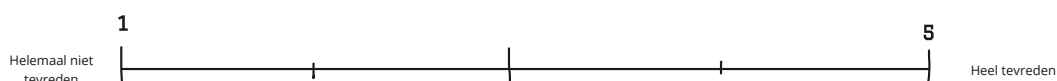


1 Denk je vaak na over hoe je eruit ziet?



2 Hoe komt dat?

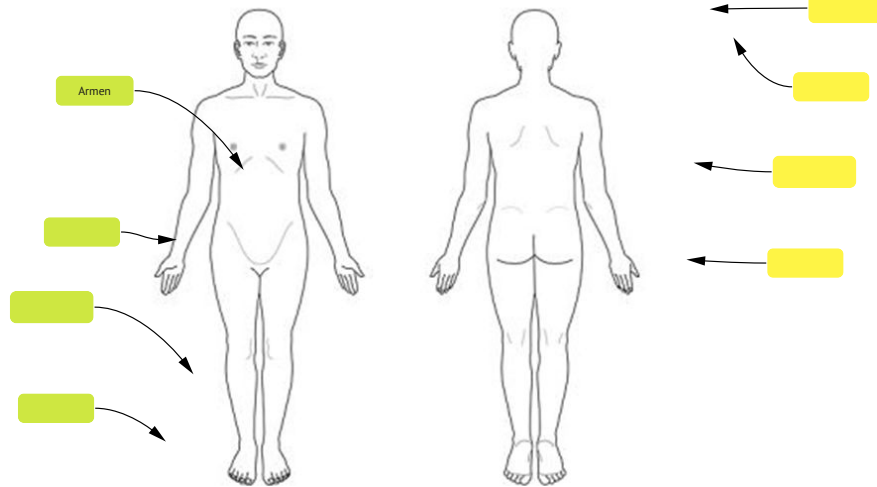
3 Ben je tevreden met hoe je lichaam eruit ziet?



4 Hoe komt dat?

Opdracht C: Wijs aan

1 Welke delen van je lichaam voel je je zelfverzekerd over? Welke voel je je onzeker over? Probeer voor beide 4 aan te wijzen en te benoemen. Je kan de vakjes en pijltjes verslepen.



2 Als je drie dingen aan je lichaam kon veranderen, welke zouden dat zijn?

- 1.
- 2.
- 3.

3 Waarom zou je deze dingen willen veranderen?

Opdracht D: Visualisatie

1 Voor deze opdracht mag je een aantal van je maten opnemen. Dit gaat wat makkelijker met iemand om je te helpen. Ga naar www.bodyvisualizer.com en vul daar je gegevens in (zet de units op cm). Twijfel je hoe je je maat opneemt? Klik dan op de links hieronder voor een uitleg in het Nederlands.

Hoe meet je jezelf op?

Wat algemene tips voordat je begint met meten:

- Gebruik een flexibel meetlint, zo een van plastic die tot 150 cm gaat is prima.
- Meet jezelf in je ondergoed of in een laagje strak zittende kleding. Een hemdje en legging bijvoorbeeld is ideaal.
- Vraag eventueel of iemand je helpt bij het opmeten. Zo kun je zelf ontspannen staan terwijl iemand anders je maten neemt.
- Trek het meetlint niet te strak aan maar laat het losjes om je lichaam zitten.

Borst/Chest (<https://nl.wikihow.com/je-borstomvang-meten>):

- Mannen: Direct onder je oksels, rond het breedste deel van je torso (net boven de tepellijn).
- Vrouwen: Direct onder je oksels en voor het breedste deel van je buste langs.

Hoge heup/Waist:

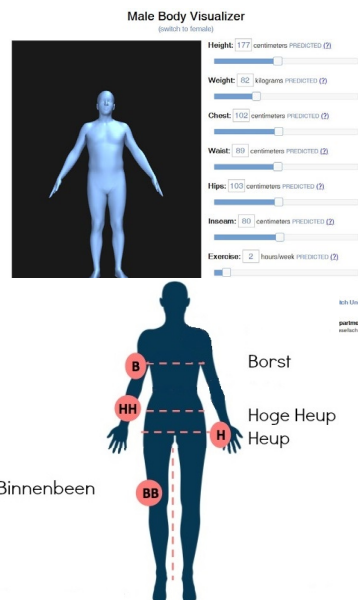
- Dit is de plaats waar de riem van een broek of rok meestal zit.

Heup/Hips:

- Meet rond je billen op het breedste punt.

Binnenbeen/Inseam (<https://nl.wikihow.com/je-binnenbeenlengte-meten>):

- Meet vanaf je kruis tot op de grond. Je kunt ook op het uiteinde van het meetlint gaan staan en dan meten tot aan je kruis, dan hoeft je niet te bukken. Kijk dan wel bij welke cm je bent begonnen onder je voet.



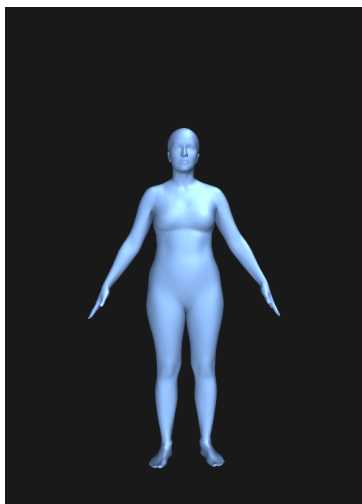
Binnenbeen

Borst

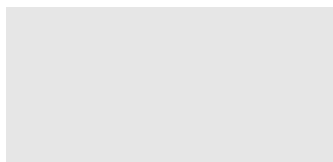
Hoge Heup
Heup

Opdracht D: Visualisatie

2 Sla het plaatje van jouw meetgegevens op en plak die hieronder in plaats van dit plaatje.

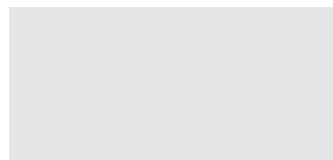


3 Vind je dat het plaatje lijkt op hoe jouw lichaam eruit ziet? Hoezo wel/niet?

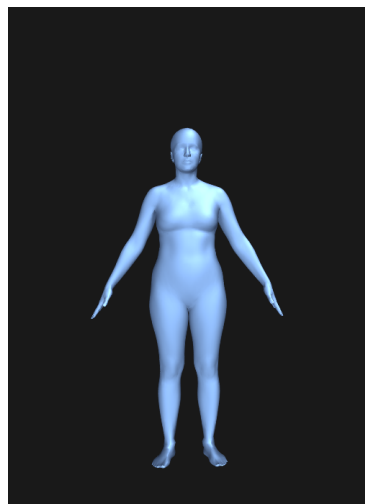


4 Reset nu alle waarden, maar laat je Height (lengte) en Inseam (binnenbeenlengte) staan. Beweeg de andere schuifjes eens: hoe zou je er het liefste uitzien?

5 Welke schuifje(s) heb je het meest veranderd en waarom?



6 Sla de het plaatje van hoe je er het liefst uit zou zien op en plak die hieronder in plaats van dit plaatje.



Opdracht E: Omgeving

Zet deze avatars op de schaal



1 Voel je sociale druk om er fitter uit te zien? Dat betekent dat je er fitter uit wil zien voor anderen.

1

Geen |-----| Heel veel

2 Hoe komt dat? 3 Wat vind je daarvan?

4 Heeft je familie veel effect op hoe fit je eruit wil zien?

1

Geen |-----| Heel veel

5 Hoe komt dat? 6 Wat vind je daarvan?

Opdracht E: Omgeving

Zet deze avatars op de schaal



5 Hebben je vrienden veel effect op hoe fit je eruit wil zien?

1

Geen |-----| Heel veel

6 Hoe komt dat? 7 Wat vind je daarvan?

8 Heeft de media veel effect op hoe fit je eruit wil zien? Denk aan films en TV, maar ook sociale media en advertenties.

1

Geen |-----| Heel veel

9 Hoe komt dat? 10 Wat vind je daarvan?

Opdracht F: Wat voelt goed?

1 Wat was een moment dat je je extra goed voelde over je lichaam? Hoe kwam dat? Waarom voelde je je goed?

2 Had je het gevoel dat je daar iets aan kon doen?

3 Wat was een moment dat je je niet goed voelde over je lichaam? Waar kwam dat door? Waarom vond je dat vervelend?

4 Had je het gevoel dat je daar iets aan kon doen?

Dankjewel voor het invullen! Hopelijk heb je door deze opdrachten een beetje na kunnen denken hoe het met jouw lichaamsbeeld gesteld is en wat voor impact dat heeft op je leven. Hier gaan we in de workshop verder op in.

A Overige opmerkingen of vragen

C - Workshop template

Lifestyle workshop

Agenda

- Welkom
- Introductieronde
- Hoe werkt Miro?
- Ervaringen met boekje bespreken
- Lifestyle workshop
 - Hoe gezond leef jij?
 - Waarom wil je gezond leven?
 - Welke aannames maak je daarover?
 - Wat vinden jullie daarvan?
- Nabespreken

14.30 - 16.00

Doel van vandaag

Inzicht krijgen in jullie ervaringen en motivaties

Gezond eten

Op tijd klaar zijn

Sport

'Basisregels'

Jullie zijn de experts

Safe space

We hoeven het niet eens te worden

Iedereen mag overal wat neerzetten

Gebruik vooral ook afbeeldingen van google!

Schrijf het op!

Ervaringen met het werkboekje

Waren de vragen lastig?

Waren de vragen confronterend?

Zetten de vragen je aan het denken?

Introductie - Hoe werkt Miro?

Probeer even wat functies hier uit. We gaan vandaag het fenomeen 'lichaamsbeeld' bespreken. Kies een van de foto's hier links die je aanspreekt en plak er een post-it met je naam erbij.

Ladderen

Waarom sprak deze foto je aan? Plak je foto hier en zet erbij



Gezond eten

Ben je in het dagelijks leven veel bezig met gezond eten?

Wanneer wel?

Wanneer niet?

Sporten

Ben je in het dagelijks leven veel bezig met sport?

Wanneer wel?

Wanneer niet?

Motivatie

Wat zijn je persoonlijke motivaties om gezond te eten en te sporten?

Paradigma

Waarom heb je die motivatie? Welke aannames maak je daarover? Probeer deze te formuleren als een stelling. Niks is hier fout. Bijvoorbeeld: "Je leeft langer als je gezond leeft."

Heroverwegen

Kijk nu eens kritisch naar de aannames links. Kun je bewijzen dat deze waar zijn? Welke zijn eigenlijk meer een maatschappelijke norm? (Een norm is iets dat heel veel mensen 'normaal' vinden, maar eigenlijk maar lastig te bewijzen is). Waarom hebben we die norm denk je?

Conclusies en ervaringen

Waarom vinden we het in deze tijd belangrijk om er dun en gespierd uit te zien?

Wat vonden jullie van de workshop? Wat hebben jullie eruit gehaald?

D - Interview guide teachers

BODY IMAGE (TEACHERS) INTERVIEW GUIDE

Main research question:

What developments regarding their students' body image do teachers observe and what is their opinion on these developments?

Checklist for start

- Informed consent form
- Audio recorder
- Question guide
- Notebook + pen

Introductory script

Introduce as post-grad student from SPD-IDE TU Delft doing graduation on body image

Elaborate on the research about body image among youth

Assure anonymity and confidentiality, explain to the interviewee that he/she may withdraw from the interview at any point (and make sure that the informed consent form is signed)

Explain that there are no right or wrong answers, you're interested in his/her opinions and personal experiences.

Explain that he/she is free to interrupt or cancel at any time

Ask permission to record

Do not mention anything about what you expect to find

Theme 0: Priming

Interview questions:

- Where do you teach?
- What courses do you teach?
- How would you describe your students/student body?

Theme 1: Perception of body image

Interview questions:

- Are you familiar with the term 'body image'?
- What does body image mean to you?
- What role does body image play in your personal life?

Theme 2: Observations



Interview questions:

- What developments do you observe in relation to the body image of your students?
 - What makes you think that?
 - What do you think causes these developments?
 - How do you approach this subject in your lessons?
-

Theme 3: Values

Interview questions:

- What are your views on the role of appearance in society?
 - How would you like to see your students think about their body image?
 - Which would you say is more important: physical health or mental health? Why?
-

Checklist for closure

Giving a brief concluding summary

Checking with the interviewee whether you missed important topics

Informing the interviewee about what the purpose of this interview was

Thanking the interviewee.

Make sure the interview is completely finished before the recording stops, to make sure all late-comer revelations are caught too.

List of generic probes (optional)

- Could you tell me more about this?
 - What does that mean for you?
 - I would like to hear more..
 - How does this make you feel?
 - etc.
-

E - Clusters of Themes

Associations with body image



Why is appearance (not) important for you?



Results from cultural probes

Why are you (dis)satisfied with your body?



Why would you change something about your body?



When do you feel good about your body?



When do you feel bad about your body?

Do you experience social pressure?

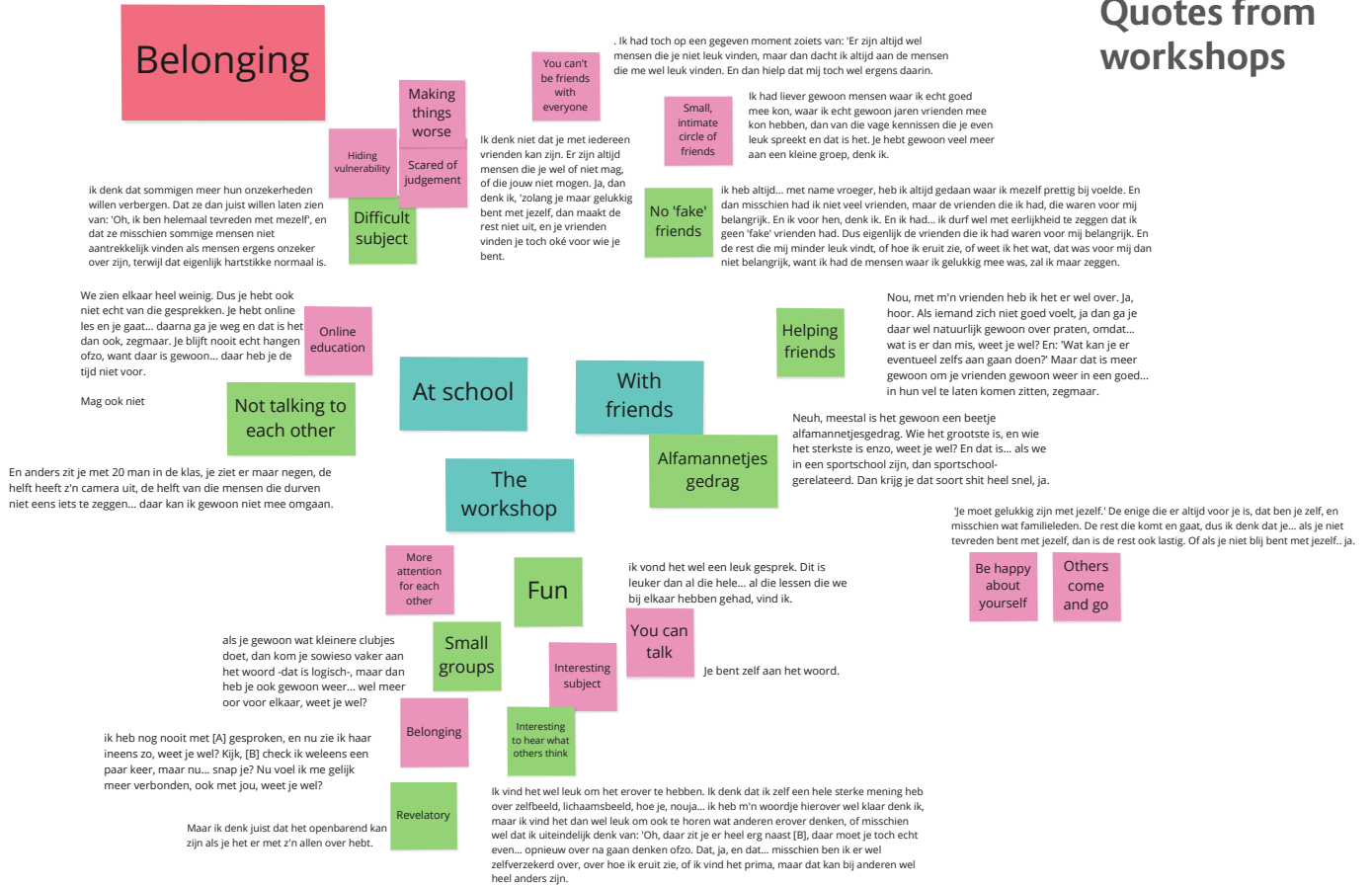


Appendix



Hebben jullie dat soort gesprekken vaker met elkaar?

Quotes from workshops



F - Additional insights

People think that if you don't even try, you lose your right to complain.

Interestingly, one of the themes that was often mentioned was the importance of trying. Supposedly, if you don't even try to live a healthy life and be fit, then it's your own fault. If you're fine with that, that's okay too, but if you would like to be fitter, don't feel sorry for yourself, but work on it.

There is a contradiction between achieving freedom through discipline by working out.

Another theme that was often mentioned as well, was discipline. In many ways, staying fit requires a lot of discipline: a diet, restraining yourself from eating sweet and fatty foods, lots of exercise and rigour. Because of this, having a good physique is seen as an achievement to be attained through discipline. Many other achievements in society also require restraint and discipline, and in many life philosophies, ideologies and religions, these are highly valued traits.

Participants indicated that they thought that showing off these kinds of qualities and achievements can create opportunities in life, including wealth, status and sex appeal, which in turn provides certain freedom to decide for yourself how to live. Contradictorily, this desire for freedom

can motivate people to work hard and disciplined, in this case on their physique.

Self-esteem is important for your wellbeing

Besides discipline self-esteem or self-confidence was also mentioned often. Many participants indicated that when they liked their appearance, or other people (genuinely) complimented their appearance, it increased their self-esteem and made them feel better. This is no surprise, as self-esteem is closely associated with happiness [Ragunathan]. The social approval that a fit physique enjoys, therefore, leads people to think they will be happier with a fit body.

Achieving a goal (together) feels good

Closely relating to the themes of discipline and self-esteem, participants also expressed that achieving a goal improves their self-worth and happiness. This can apply to team efforts too, where it increases feelings of belonging.

People like to see progress in their lives

Especially if an achievement is measurable and easy to compare with previous personal achievements or the achievements of others, it is possible to see clear progress. This encourages hopes for an (even) better future. With sports achievements or physique (just as with salary or wealth), this is easily recognisable, which makes them a handy metric for one's progress in life.

G - Examples of game mechanics

Card drafting

Instead of drawing cards randomly, players draw cards from a common pool to gain an advantage over each other. The draft is visible, so players also have the choice to deny other players cards, in addition to choosing their own cards. 'Ticket to Ride' uses a card drafting mechanism in combination with drawing cards regularly.

Die icon resolution

The player can roll one (or more) custom dice to resolve an event or conflict. The dice have custom graphics, which correspond with events or consequences in the game.

Hidden roles

As the name suggests, one or more players receive a role at the start or during the game, which is not revealed to the other

More game examples

A more elaborate board game about life choices, choosing priorities and taking risks, which is popular in the Netherlands, is 'Levensweg' or 'The Game of Life'. The game simulates a player's life, from college to retirement and including life choices about jobs, marriage and children, for example, and its origins date back to 1860. Though the goal of the game is to earn as much money as possible during your life, it also asks players to make decisions about which lifegoals to pursue, take risks and weigh various options.

Mechanisms: Roll, Spin and move, Simulation.



players. A well-known example is 'The Werewolves of Millers Hollow'.

Player judge

With this mechanic, one player (the judge) decides on the outcome of an action. This mechanism is used by the popular 'Cards Against Humanity'.

Variable player powers

This is an often-used mechanic in role-playing games, where each player has special actions that only they can perform. 'Citadels' (Machiavelli) is a game that makes use of this.

Set collection

With this mechanism, players are encouraged to collect a set of cards or items. In 'Bohnanza', players collect different types of beans to harvest, for example.

Finally, role-playing games are also popular in the digital game world. Though sometimes relatively inconsequential for the game narrative, many of these videogames have elaborate 'character creation' tools, where in addition to choosing how their character looks, the player is also forced to make a choice in which attributes, such as strength, endurance and agility, they want to excel at the expense of scoring low in other attributes.

Mechanisms: Role-playing, Character building.



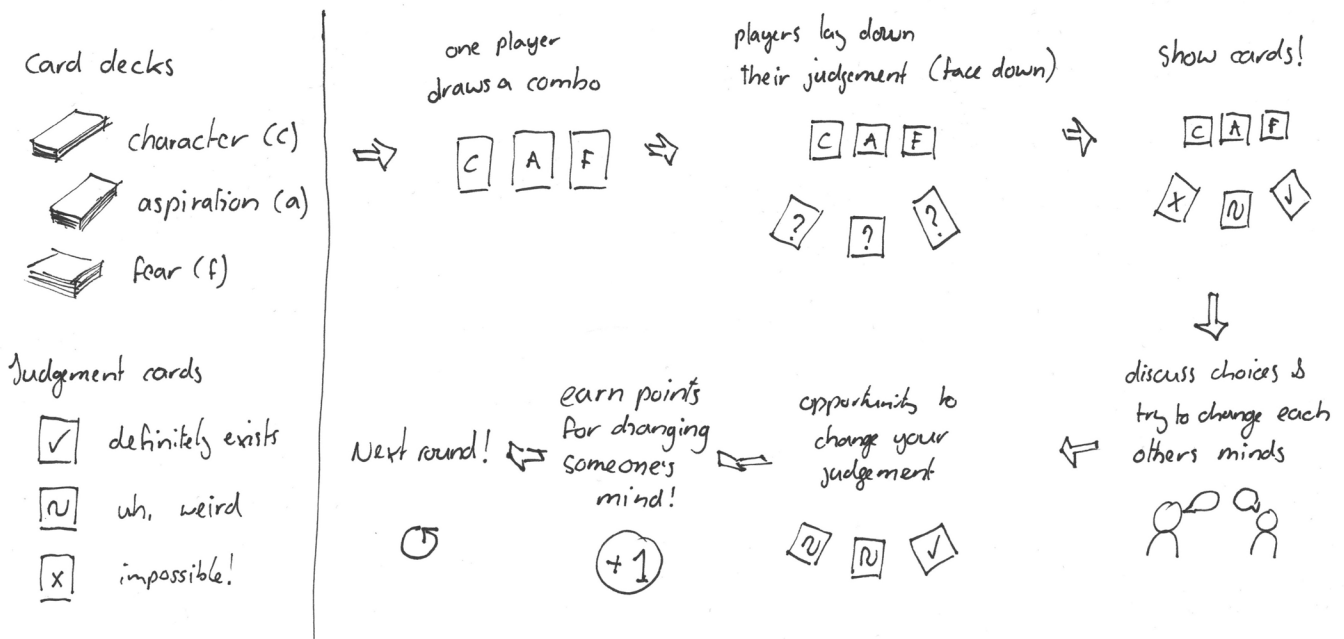
H - Initial concepts

1 Judge the judger

Draw a combination of cards from the character, aspiration and fear deck.

Put your judgement down face down. Wait until everyone has made a choice and turn them around simultaneously. Discuss the different judgements!

1 Judge the judger

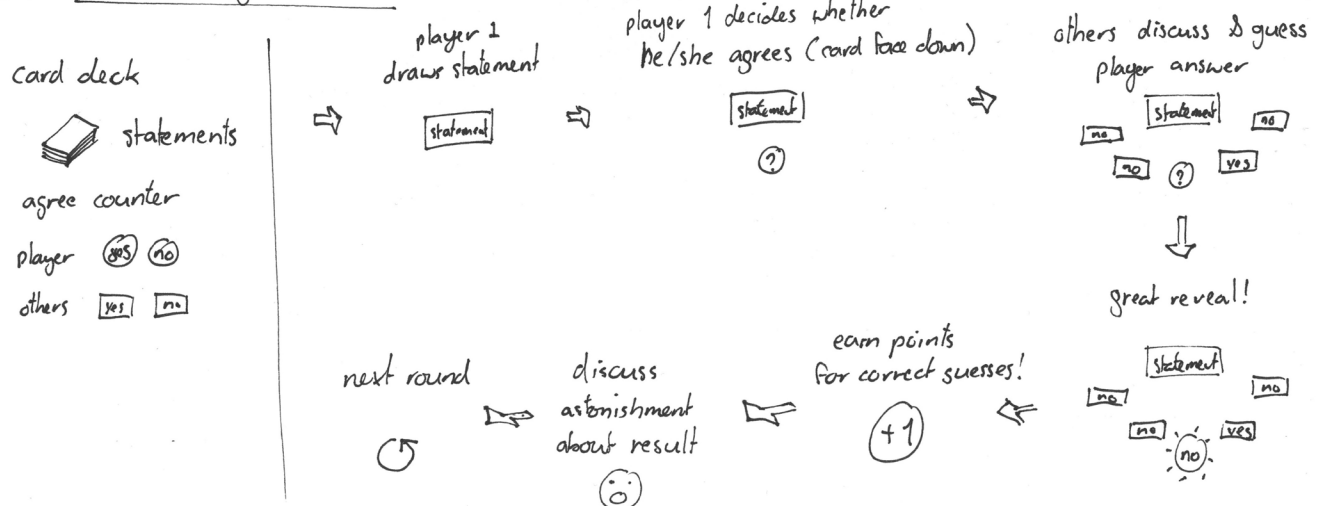


2 Know thy friends

Draw a statement from the deck. Decide if you agree or disagree (truthfully!) and lay your card face down on the table. The

others (discuss and) decide what they think you put down. Those who are correct get a point. Discuss why you had it right/wrong!

2 Know thy friends

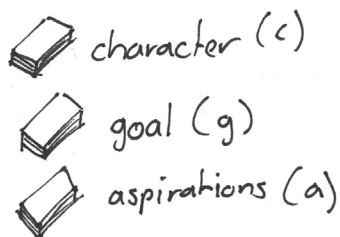


3 Mix & match

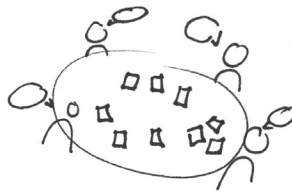
Match the 'medium' goals with the aspirations. What makes sense? What doesn't? Why? Discuss!

3 Mix & match puzzle

card decks



⇒ as a group, decide which sets of three fit with each other



done? what are your conclusions?
do other groups have the same combinations?



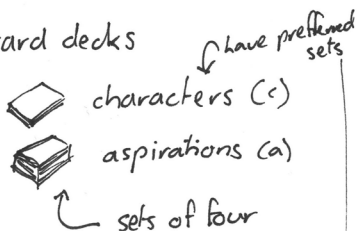
4 Character quartet

Draw a character and aspirations at the start of the game. Keep your aspirations secret.

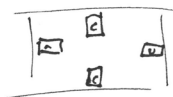
Try to collect either your characters aspirations, or your secret aspirations. Make use of your characters special abilities. If you collect all cards from either your characters aspiration or your secret aspiration, you win! Discuss what threw you off at the end!

4 Character quartet

card decks



draw a character at the start of the game



draw your aspirations (keep in hand)

play with normal quartet rules

But: - get a bonus if you collect your character's preferred sets (more difficult because they aren't hidden)
- characters have special abilities

who wins?



is it better to attain your character aspirations or your secret aspirations?

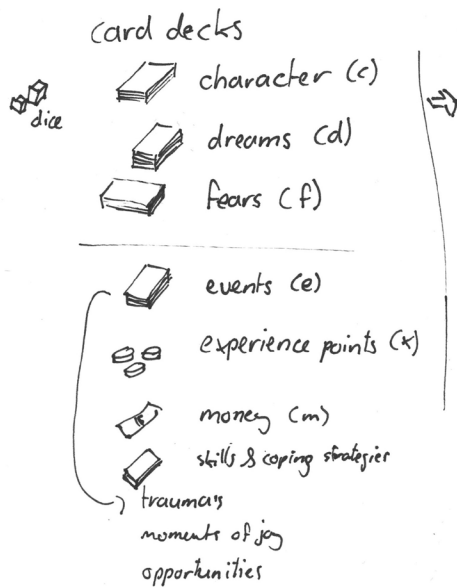
and in real life?

what aspirations does your character have in the end?

5 Dreamcatcher (similar to 4 but more complex)

Pick a character to play with and draw x extra dreams and fears. Try to collect all the goals from your dreams without your worst fear coming true!

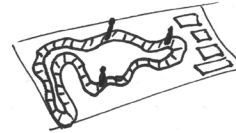
5 Dreamcatcher



pick a character to play with and draw extra dreams & fears

@ [c] [d] [f]

play on the board, overcome challenges, learn new things



collect all your dreams without your worst fear coming true!

I - Iterative test results

TEST CONCEPT 1 10-1-2021

misschien is niet interessant

punten: geen minpunten.

veel mensen eens, maar niet iedereen. -> dixit

niet een beurt per se.

na deliberatie opnieuw stemmen.

verhit debat. criterium: past het bij stereotype of kan het wel? bedoeld kerninzicht van het spel spelen.

Puntentelling? leidt het wel tot relativering?

andere kant laten zien.

aan elkaar breien: verhaal verzinnen, stemmen. alle drie

te makkelijk: als iedereen hetzelfde heeft, drie punten minder. krijgt de rest punten. een kans om een nieuwe categorie te bedenken.

mag twee kanten op praten. of alleen maar 'past wel bij elkaar'

niet al te grote groep.... 3-6 spelers.

als anderen denken te makkelijk: ik ga beargumenteren dat het niet het geval is.

of: speler links is altijd tegen(speler).

kleurcodes: kaarten rondom geld. makkelijke combi's uitsluiten.

minderheidsstandpunt gaat mensen overhalen.

nee kiezen omdat je minderheidsstandpunt wil hebben en punten wil

risico: bepaalde mensen die dit altijd doen. wel beurten.

aan de beurt: minderheidsstandpunt verdedigen, stemt eerste keer tiebreaker, stemt tweede keer zelf niet.

stemmen: beurt verdedigt minderheidsstandpunt. nog een keer stemmen: overtuigd: punten voor beurt, punten

jury voor argumenten

NB punten voor stereotype ondermijnen.

roleplaying: jij bent de persoon: uitleggen wie je bent.

eigen kaarten bijmaken: appropriation, eigen maken, etc.

TEST ITERATION 2 15-1-2021

Geinig wel

Dit is [naam]: namenlijstje/ één naam trekken

Punt per stem, 2 punten, niet iedereen stemt

goed raden = punt

Aan de beurt -> minstens één, maar niet alle

Punten bijhouden op spelbord:

spelers raden goed: 3 punten

niemand of iedereen goed: 2 punten

stem: 1 punt

Verhaal verzinnen is lastig

vast frame of template zinnetje maken

"dit is x, die komt uit x"

Van te voren waarschuwen dat het storytelling is

Kan het zonder verhaal?

Variaties in de spelregels zetten

Reflectiemoment is nog lastig

Je kan ook fear en goal in één stapel doen, dat maakt het misschien makkelijker

Misschien kun je zelf bepalen welke attributen je pakt. Ééntje kiezen, statement erbij en uitleggen waarom.

een soort "wie is het?"

Je mag vragen stellen: elke speler één vraag voor de verteller

Statement + goals/fears zijn denken versus doen

Stereotype anders noemen: box, hokje, karakter, persoonlijkheid, kliek.

Noemen dat het over middelbare school groepjes gaat.

Ik ben... dus ik moet...

Een soort draaischijf voor de karakters?

Je moet goed luisteren naar elkaar

Misschien 2 stereotypen combineren

Man-vrouw verhouding zit er niet goed in. Ipv fitgirl, fitness freak. Of keukenprinces -> foodie. Namen erbij helpt, dan zit dat er direct in.

K - Expert evaluations

EXPERT INTERVIEW 1 (NIKO) 16-02-2021

Summary

Low scores (1-2) on:

Positive impact on body image
Feel free to talk about body image

Average scores (3-5) on:

Opportunity for reflection
Rewarding different perspectives
Peak-end message
Duration within one class

Fun
Recommend
Novel
Ease of play
Replayable

High scores (6-7) on:

Clear in-game goal
Relates to body image
Not personally attacked
Applicable in classroom
Competitive

Present: Niko Vegt (TU Delft)

Feedback

It is difficult to answer some of the questions without really playing the game and seeing the full experience. It would make sense to test the design with the target group and observe the play. It's also important to test the duration and amount of cards etc.

Video demo:

Make sure to include an explanation of the theme of the game and the effect it aims to have, also for players within the target group. For serious games, there should be a balance between the game experience and the educational experience. It helps the educational experience to be clear about the goal of the game.

Rules:

I could imagine that the rules and scoring are difficult to understand if you haven't heard of Dixit before.

Visuals:

At the moment the game is quite text-heavy, while for body image I would expect more visual input. You could use the visuals to effectively exaggerate the stereotypes and extreme beliefs in the game and make use of humor to shape the game world.

Game experience:

Often designers tend to make their serious game designs too subtle. For maximum effect, it is best to clearly explain and show the connections between the game world and the real world, while also exaggerating the goal and message within the game. It also helps to regularly implement these connections during gameplay in some manner, instead of only at the end. This makes the message clearer during the game.

The game asks for a lot of empathy and cognitive effort at the moment, which could present a problem for certain players. I expect some players to have difficulty with the levels of abstraction used within the game. You could try to make certain elements more concrete and relatable to improve that. On top of this, the basic game structure is rather complicated. Players will try their best to understand if you offer them a 'cool' game experience and game world to dive into. This relates to the story around the goal of the game: what do the points in the game represent and what is the background of the players trying to earn these points? This should also relate to the message and real-world goal of the game. The points represent some kind of empathy, so make that explicit.

The peak-end message seems quite solid.

Player interaction:

Although the game encourages players to talk about body image issues, there are few player interactions within the game. There is little opportunity to really share personal stories and so on. You really want people to think back to these conversations when they're in the gym, how could you make sure of that?

On-boarding

Remember to think well about the exact onboarding for the game. This aspect is often overlooked. Introducing the game in-class offers better opportunity for reflection

etc, but the game will be seen more as a 'school assignment' than something to play with friends. You could also think of a way to introduce the game to students in a more subversive and 'hip' way, where the school could help 'behind the scenes'.

EXPERT INTERVIEW 2 (MIGNON) 17-02-2021

Summary

Low scores (1-2) on:

Average scores (3-5) on:

Clarity of main message

Positive impact on body image
Ease of play

High scores (6-7) on:

Relates to body image
Opportunity for reflection
Rewarding different perspectives
Peak-end message

Not personally attacked
Feel free to talk about body image
Applicable in classroom
Duration within one class

Fun
Recommend
Novel
Replayable
Competitive

Present: Mignon van Iterson (GGZ)

Feedback

Target group:

I see a lot of teenagers younger than 16 also having problems with this subject. Though the target group is a bit older and the game is not for young children, you should test it with different age groups and school levels.

Reflection:

What I miss a bit are opportunities to really engage in conversation and deepen reflection of players on the subject. You would have to talk about that afterwards.

Main goal:

The main goal could be clearer.

Social media:

Many adolescents are on social media often and want to look good on there, I don't see anything about that in here. This starts at a young age.

Prevention:

The game relates clearly to thinking patterns that we also address during lessons and workshops. Many of the more susceptible adolescents are quite perfectionist and prone to stress or performance anxiety. We often also talk about the role of the parents and try to convince them 'their best is good enough'.

EXPERT INTERVIEW 3 (VALENTIJN) 17-02-2021

Present: Valentijn Visch (TU Delft)

Feedback

The best way to evaluate is to play and watch. The game mechanics seem to work plausibly, but it's unclear to what extent players will take away the main message. With serious games, this should be obvious. Nudging players in a direction or letting them find out by themselves doesn't work as well.

Rules:

The rules are similar to Dixit, of course, but Dixit is quite a difficult game to explain.

Wording:

Make sure there is no confusion about what the different aspects of the game are. Use basic everyday vocabulary instead of more encompassing terms. So instead of 'persona', use 'stereotype' or 'typetje' and instead of 'beliefs' ('overtuigingen'), use 'life motto' for example. This may not be exactly what you mean, but differentiates the terms from homonyms: do you mean the players' life-motto here or that of the 'typetje'? Or do you mean the players' belief that another players' belief is the storytellers' belief? That becomes confusing.

All the explanations and wording should be consistent, clear and easy to understand. This means they are often more shallow than comprehensive, but that isn't so bad.

Goal/Message & game world:

The messages or goals in-game should be different from the messages and goals outside the game. The first is all about creating a game world with a believable narrative, while the second is the intended real-world effect. It helps to formulate these separately in order to relate them to each other effectively. The in-game goal should have meaning too. The players are making matches between stereotypes and life motto's. Why are they doing that? Is there a collective goal between players? Maybe all the characters have woken up without remembering their beliefs or identity and the players have to decide which beliefs they had, for example. This game world should be consistent and complete.

Game experience:

The experiences within the game should be consistent with the game world narrative and relate to the real world message. This makes it easier, for example, to make judgments that players are still unsure about in the real world. Caricatures and humour also help with this, which makes illustrations and visual elements an important addition to the game.

Video demo:

The video only explains the mechanics. For a good explanation you should start by showing the result of the mechanics, namely the game goal (both in-game and real-world). Afterwards, you dive into the rules. It may help to fully develop one of the stereotypes (in illustration) and use it as an example.

EXPERT INTERVIEW 4 (SIETSKE) 18-02-2021

Summary

Low scores (1-2) on:

Average scores (3-5) on:

Clarity of main message
Positive impact on body image
Opportunity for reflection

Ease of play
Replayable

High scores (6-7) on:

Relates to body image
Rewarding different perspectives
Peak-end message

Not personally attacked
Feel free to talk about body image
Applicable in classroom
Duration within one class

Fun
Recommend
Novel
Competitive

Present: Sietske Roo (Deltion College)

Feedback

Target group:

For MBO students games with a lot of rules are difficult to understand, so the explanation should be really good. It helps to use visuals or maybe even make a video of a real game round as it is played. This makes sure they aren't distracted easily. On MBO 4 you probably won't run into too many problems, but students from lower school levels can have difficulty in putting themselves in others' shoes, even if they are fictional.

It could be that the students who can gain the most from this game are the ones that are more insecure and anxious about performing. It could help them to play the game without a competitive element, as they don't want to be seen to fail. In an average class, however, I think the competition would be good to engage students. Maybe a variant without scores can be included as well, or even be the main version, depending on the application.

Wording:

For the wording make sure to use everyday universal words, if students don't understand quickly enough, they stop trying to. The only way to find out really is to test different wordings.

Reflection:

For the reflective part in class it could help to add some exercises and questions to answer after playing the game. It is difficult to create an in-depth discussion in order to get students to understand the core message. Asking explicit questions such as: 'What did you learn?', and: 'What did you discover about your classmates?' could trigger this more.

In-class use & explanation:

For use in class it would help teachers if there are clear instructions for the introduction or explanation of the game, so maybe you could improve the video and use that for in class. The teacher also needs some guidance or suggestions on how to facilitate a classroom discussion afterwards, or maybe what outcomes to expect. As it is a difficult subject, teachers can be quite apprehensive about discussing it. I would include the real-world goal of the game in the introduction, but it doesn't have to be too detailed. It is really important to keep the explanation short and preferably without too much reading.

Further development:

Stichting gezonde school has a large database of interventions that are used in schools. Maybe you could find a partner to develop the game further there.

L - User evaluation

USER TEST 1 (LUUK, FLOOR, NIENKE, MEREL) 22-02-2021

Present: Luuk, Floor, Nienke, Merel

- Digital prototype (VASSAL+Zoom)

Duration:

45 min to 15 points, 60 min to run out of belief cards (24 points), 75 min to 30 points

First 2 rounds: everyone guesses right. Maybe one 'test round' would be good.

Three times: no-one guesses right

Others: mixed.

Feedback

At the start of the game participants were mostly focusing on understanding the mechanics of the game and not so much on the content or relating the statement to themselves. They thought that if you focused on that in advance, they would do that faster.

It takes long for people to come up with a story. There is a bit of a pause in gameplay there. For some people 'fear' is not clear from the start. Maybe 'Scared of:' is better.

Sometimes there was little connection between the character cards and the beliefs to do with body image. On one hand this was interesting, as it made sure players needed to 'force-fit' the body ideals with the characters. On the other hand, this meant that the cards to do with body image were used less than the more generally formulated beliefs. A solution could be to adapt the character cards a bit more to the subject of body image.

One definitive point of attention is encouraging more reflection and discussion during the game. Only once in the 12+ rounds did the round end with a discussion about the topic and player choices. At the end of the game this also failed to materialise naturally. It is important to note here that there was no instruction given to reflect on the cards with each other. When evaluating, participants indicated they were often curious about other players' choices and did feel an inclination to discuss this in some rounds. However, in practice they had

the feeling the group should get on with the game itself. If players would take more time to reflect during the game, this means the duration will increase by quite a lot also. The consensus was that not every round had needed to be discussed, but some should have.

There was discussion about the phrases memelord and philanthropist. One of the players explained this to the others.

It is difficult to come up with a story without literally saying what is on the card. After one round, the players got more adept at this, however, and needed less time to come up with a background story also.

There was often discussion and confusion about the scoring after a round. Participants suggested that a little card or rulebook with the scoring put down clearly would help well as a reminder if players forgot the exact rules for the scoring during the game. This went better throughout the game and players expected that after a while you would get the hang of it and the game would go faster.

Interestingly, one participant indicated recognising many of the beliefs as her own, as well as quite a few of the life goals and fears. These seemed to fit with their own search for identity, as they mentioned their future ambitions and choice of career. Though seemingly relating less with body image, the topics within the game seemed to strike a chord.

Participants found all the different character combinations realistic and diverse. They had noticed that many of the belief cards were about sports and health, but didn't see this reflected in the character cards.

When asked whether they had put themselves in others' shoes during the game, a participant indicated that they hadn't realised this so much while playing, but wholeheartedly agreed that had been the case. They had not thought so much about their own beliefs, however.

The participants said the game went quite easily after a few rounds and that they thought it would be really fun to play in-class with their classmates. There had also been some funny occurrences or comments during the game. They thought that the game would be easier and more fun to play in a physical setting and that the discussion and reflection elements would also benefit from that.

The participants agreed the duration was okay, but if they had discussed cards more it might have become too long. In this format it would be too long for playing at school already.

Quotes

This one was difficult to guess. I'm still choosing between these two. You guys have really good cards, guys! How can I ever choose from these?

I'm not quite sure what the definition of that is.

What's fun is that you can earn a lot of points in one round, so that keeps everyone on edge.

Often ending the story with: That was it

My cards don't fit with this one, that's a bit difficult. I don't have good cards for this one. These are very similar to each other.

Oh god, it's my turn again.

High achievers and teamwork are a difficult combination anyway. Yeah.

This is quite hard. This is going pretty well I think.

I really liked the game

After losing the game, laughing: You guys just don't understand me!

It's a bit like Cards Against Humanity, but you make your own story and everyone gets to vote.

The game is about things that are important in real-life also.

It happened quite often that I wanted to know what your thoughts were [about a belief they played]. Some were quite intense, but I was afraid to ask because we went on to the next round.

I really wanted to finish the game.

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 Gijsman 4458
initials HJ given name Hein
student number 4362187
street & no. _____
zipcode & city _____
country _____
phone _____
email _____

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

IDE master(s): ☐ IPD ☐ Dfl ☒ SPD

2nd non-IDE master: _____

individual programme: - - (give date of approval)

honours programme: ☐ Honours Programme Master

specialisation / annotation: ☐ Medisign

☐ Tech. in Sustainable Design

☐ Entrepreneurship

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 Natalia Romero Herrera dept. / section: HCD
2nd mentor _____
organisation: _____
city: _____ country: _____

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.

APPROVAL PROJECT BRIEF

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

chair Mieke van der Bijl-Brouwer

date 28 - 09 - 2020

signature

Mieke
van der
Bijl-
Brouwer

Digitally
signed by
Mieke van der
Bijl-Brouwer
Date:
2020.09.28
17:34:06
+02'00'

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, SPA-IO

date 29 - 09 - 2020

signature

J. J. de
Bruin,
SPA

Digitally signed
by J. J. de
Bruin, SPA
Date:
2020.09.29
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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 12 - 10 - 2020

signature

Building youths' sense of belonging through increasing body satisfaction 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 14 - 09 - 2020

26 - 02 - 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, ...).

The media increasingly reports on an important issue among youth: a growing societal obsession with having a perfect body, propelled by professional influencers posting photos of their highly trained thin and/or muscular bodies, often achieved through a strict diet and fitness regime. For individuals, this can result in body dissatisfaction, which in turn can trigger defence mechanisms such as compensation and social avoidance, as well as lead to anxiety and depression.

Improving mental health in an increasingly competitive and stressful (online) environment has received increasing attention in youth healthcare in recent years. Another development is the increasing focus on prevention and improving "patients" lifestyle instead of providing treatment after the fact. However, one factor that has been proven to have a large impact on life expectancy is loneliness. Especially among youth, this problem is often overlooked because of the taboo surrounding this topic. Here, one could posit that the societal focus on healthy lifestyles backfires and instead amplifies body dissatisfaction and loneliness among youth, eventually causing depression, anxiety and eating disorders.

Barnett, Moore & Edzards (2020) found that young adults (median age 20.4) have lower body image satisfaction than older individuals, but also that the relationship between body image satisfaction and loneliness is strongest among young adults. "This may reflect that social pressure on body image is greater on young people – specifically, greater importance placed on looks and internalization of the ideal body image may lend to social avoidance and feeling all alone." (p4). This social pressure is also evident among much younger age groups (Spiel, Paxton & Yager, 2012; McLean, Wertheim & Paxton, 2018). Currently, body satisfaction of females is often lower than that of males, although there is evidence to support a growing number of boys experience body dissatisfaction (Nagata et al., 2019). In contrast with girls, who often want to be thinner, boys would like to gain weight and become more muscular (Spiel et al., 2012; Nagata et al., 2019). Although these studies call for caution in generalising their findings to other countries, there is anecdotal evidence of similar trends in the Netherlands and neighbouring countries (Donner, 2020; Williams, 2020). Social media exposure, especially use of 'highly-visual social media' (Marengo et al., 2018), plays an important role, although its importance varies between groups and traditional media seemingly still play a larger role in body image disturbance. This may be due to increasing social media literacy (Saiphoo & Vahedi, 2019). Tamplin, Mclean & Paxton (2018) found, however, that social media literacy has less influence on exposure effects in young males.

This complex problem situation involves many stakeholders within society, from parents, schools and sports clubs to commercial gyms, youth health organisations, youth workers, municipalities and national health initiatives (i.e. Jongeren Op Gezond Gewicht, TestJeLeefstijl). When body dissatisfaction evolves into eating disorders and/or obsessive behaviour, (mental) healthcare professionals and dietitians become involved as well. Their involvement is sometimes necessary, but can also affect stigma around these issues as well. The problem space is inhabited by many loosely cooperating organisations with differing stakes and scopes. The Jeugdgezondheidszorg (JGZ) act as an intermediary for primary- and secondary schools, but occupy the problem space only partly. Many schools work with independent trainers, who provide workshops and lesson materials on variety of subjects, such as social media use and bullying. Other important stakeholders are municipalities and foundations such as Jongeren Op Gezond Gewicht (JOGG), which, in addition to working with schools, also have connections with local sports clubs and gyms. Finally, the (online) community of influencers or well-known sports people could also be an interesting ally in this environment.

space available for images / figures on next page

introduction (continued): space for images



image / figure 1: Teen deadlifting 50lb in a gym

Barnett, M. D., Moore, J. M., & Edzards, S. M. (2020). Body image satisfaction and loneliness among young adult and older adult age cohorts. *Archives of Gerontology and Geriatrics*, 89, 104088. doi:10.1016/j.archger.2020.104088

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McLean, S. A., Wertheim, E. H., & Paxton, S. J. (2018). Preferences for being muscular and thin in 6-year-old boys. *Body Image*, 26, 98-102. doi:10.1016/j.bodyim.2018.07.003

Marengo, D., Longobardi, C., Fabris, M. A., & Settanni, M.. (2018). Highly-visual social media and internalizing symptoms in adolescence: The mediating role of body image concerns. *Computers in Human Behavior*. Computers in Human Behavior. <http://doi.org/10.1016/j.chb.2018.01.003>

Nagata, J. M., Bibbins-Domingo, K., Garber, A. K., Griffiths, S., Vittinghoff, E., & Murray, S. B. (2019). Boys, Bulk, and Body Ideals: Sex Differences in Weight-Gain Attempts Among Adolescents in the United States. *Journal of Adolescent Health*, 64(4), 450-453. doi:10.1016/j.jadohealth.2018.09.002

Saiphoo, A. N., & Vahedi, Z.. (2019). A meta-analytic review of the relationship between social media use and body image disturbance. *Computers in Human Behavior*. Computers in Human Behavior. <http://doi.org/10.1016/j.chb.2019.07.028>

Spiel, E. C., Paxton, S. J., & Yager, Z. (2012). Weight attitudes in 3- to 5-year-old children: Age differences and cross-sectional predictors. *Body Image*, 9(4), 524-527. doi:10.1016/j.bodyim.2012.07.006

Tamplin, N. C., Mclean, S. A., & Paxton, S. J.. (2018). Social media literacy protects against the negative impact of exposure to appearance ideal social media images in young adult women but not men. *Body Image*. *Body Image*. <http://doi.org/10.1016/j.bodyim.2018.05.003>

Williams, S. (2020, May 09). 'Anyone popular at school has muscles': The rise of the ripped teen. *The Guardian*. <https://www.theguardian.com/lifeandstyle/2020/may/09/anyone-popular-at-school-has-muscles-the-rise-of-the-ripped-teen>

Zinovyeva, E. V., Kazantseva, T. V., & Nikonova, A. N. (2016). Self-esteem and Loneliness in Russian Adolescents with Body Dissatisfaction. *Procedia - Social and Behavioral Sciences*, 233, 367-371. doi:10.1016/j.sbspro.2016.10.160

image / figure 2: References

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.

The scope of this project is limited specifically to the interaction between body dissatisfaction and loneliness among youth. Engaging with these issues in a systems approach seems to be a relatively novel approach and could result in a new frame for both problem situations. There may be opportunities in this environment to further research the nature of this interaction and design interventions based on this new knowledge. Interventions could, for example, take the form of improving literacy in media, stigma and body image, training resilience and self-monitoring skills, teaching principles from Cognitive Behavioural Therapy and/or mindfulness or even improving parents' and educators' relationship with body image.

The aim of the project is to increase knowledge about the interrelation between loneliness and body dissatisfaction among youth (14-24), map the stakeholder system of existing organisations in this area and identify an opportunity to move the problem situation around these issues in a desirable direction through implementing a design intervention.

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.

The project aims to build a sense of belonging among youth through increasing body satisfaction by delivering an intervention in the problem space between body dissatisfaction and loneliness. The first section of the project aims to further research the nature of this problem space with the goal to reframe it and define desirable design directions. The second section focuses on designing the intervention within this direction and evaluating its impact as best as possible.

The outcome of the project can take one of several forms. The most obvious outcome would be an educational programme for secondary school youth, increasing their knowledge of media, stigma and body image. This could be in the form of discussion groups, workshops, short films or other in-class materials, but also could be a programme which is stand-alone or part of the yearly sports day for schools in collaboration with well-known influencers or sports people, for example. Especially the format of a serious game could be interesting. A similar approach could be taken with parents, sports clubs or gyms instead of schools as manner of reaching the youth in question.

Secondly, research in the first section may show that the best way to increase body satisfaction has less to do with the youth themselves than with their environment. A solution then could be to create a collaborative platform for health professionals, educators, parents, gym owners and influencers to improve their knowledge about body dissatisfaction and loneliness and change the culture around these issues more broadly.

Finally, it could become apparent from research that intervening in the relationship between body dissatisfaction and loneliness is easier to accomplish than increasing body satisfaction itself, for example by increasing self-monitoring skills, and efforts could be pivoted in that direction.

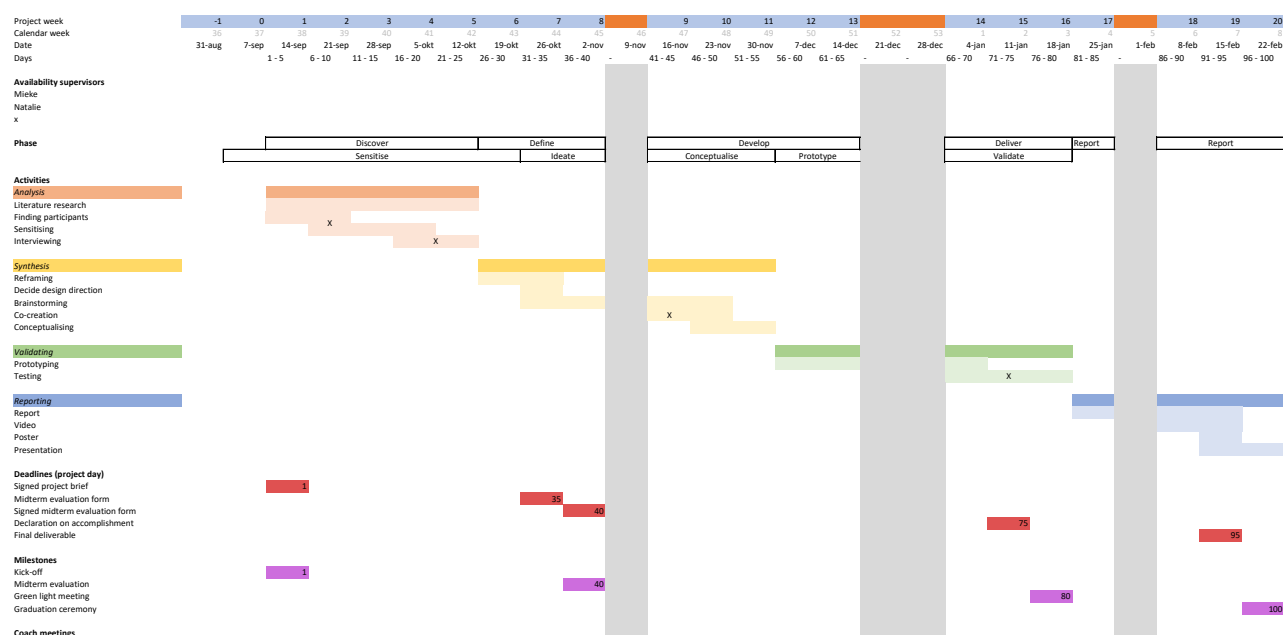
PLANNING AND APPROACH **

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 14 - 9 - 2020

26 - 2 - 2021

end date



The project will follow the Discover-Define-Develop-Deliver model, including a period for reporting in the final stage. The project will be full-time, though I have scheduled days off after the midterm and during the Christmas and Spring breaks.

1. Discover: During this phase I aim to get up to speed further on the psychological models around body image issues, coping mechanisms and how those may lead to loneliness among adolescents. The reinforcing effects of social media will also be part of this.

At the same time, I will try to identify important stakeholders and target groups and discover how to get into contact with them effectively. The approach will probably be to cast a broad net with a survey or sensitising tool to identify possible interview participants and get an idea of their perceptions about body image and loneliness.

2. Define: During the define-phase I will aggregate all of the knowledge gathered thus far, attempt to re-frame the issues around body image and loneliness and through doing so define a problem statement and design direction.

3. Develop: Through brainstorm and one or more co-creation sessions, the develop-stage will result in several concepts which tackle the defined problem statement. Depending on the nature of these concepts, I will decide on a way to prototype and test one or more of these concepts.

4. Deliver: Using the prototypes, I will validate the concept(s) and recommend further steps for their implementation and the role of various (key) stakeholders in this process.

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.

Recently, I have been inspired and intrigued by several modern thinkers, such as Yuval Noah Harari (Sapiens), Kate Raworth (Doughnut Economics), Michel Foucault (The History of Sexuality) and Daniel Kahneman (Thinking Fast and Slow) about the interplay between human nature and culture (for a lack of a better distinction) and between human wellbeing, the manner in which society is organised and its relationship with the natural world. Especially discovering the fluid nature of many of the beliefs concerning this interplay throughout history has increased my awareness of the role designers can play to reshape these beliefs and improve their usefulness for humanity, however small a designers' individual impact may be.

The subject of this project arose from my own experience with my body image being both a source of motivation to stick to a healthy lifestyle, but also as a way to compare myself with others and therefore a source of insecurity. I recognise these thought patterns with people in my environment, such as within the gay community and at my sports club. Especially younger people are more susceptible to ascribe importance to the way their body looks. In this way, there almost seems to be a trade-off between physical health and mental health. Lastly, other interesting aspects concerning the subject are socio-economic. An hypothesis is that eating healthily and keeping in shape costs time, money and dedication, which turns having a healthy, fit body into a symbol of socio-economic status. This is also expressed in the relatively high rates of obesity within lower socio-economic groups. All of this turns a seemingly simple issue into a complex societal problem.

In my experience with design projects during my education, the most difficult parts are often the most important. These are the moments of interaction with your target group. From finding willing participants, to interviewing people with a different worldview and personal circumstances than yourself and asking their opinion on your work, these are situations that put most people (even designers) outside of their comfort zone. However, if done correctly and intensively, the result will be that much more useful. During the project, I want to push myself outside of this comfort zone, make sure to extensively validate insights and concepts with participants, and learn how to make this easier for myself to do in the future.

Secondly, I want to become more familiar with design methods and theories concerning complex societal systems and learn how to implement a 'systems approach' rationally and effectively. In doing this, I hope to use and expand my knowledge of (especially counter intuitive) insights into human behaviour.

Finally, a large part of making an impact is convincing others of your narrative and getting them on board. Especially in the public sector, there are many people and organisations inexperienced with a design approach. I want to apply what I have learned in other projects and find new ways to engage and enthuse stakeholders about positive change.

FINAL COMMENTS

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

Kick-off: 21 sep
Midterm: ~6 nov
Green light: ~22 jan
Graduation: ~26 feb