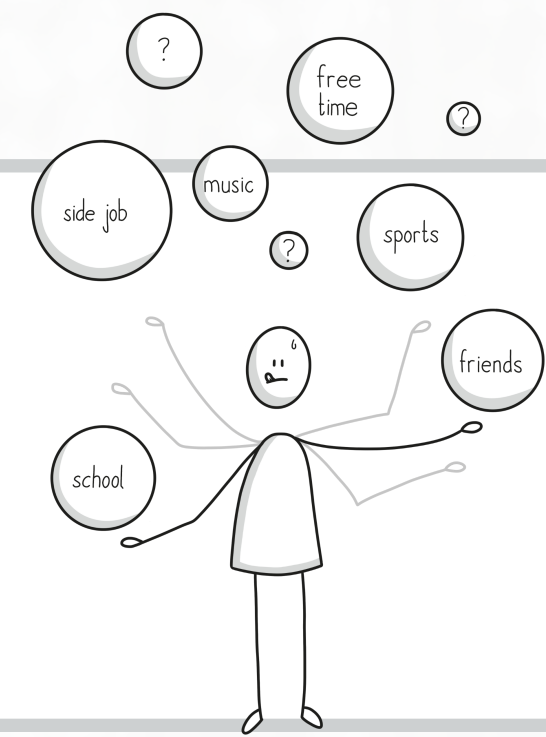


OmDraaien

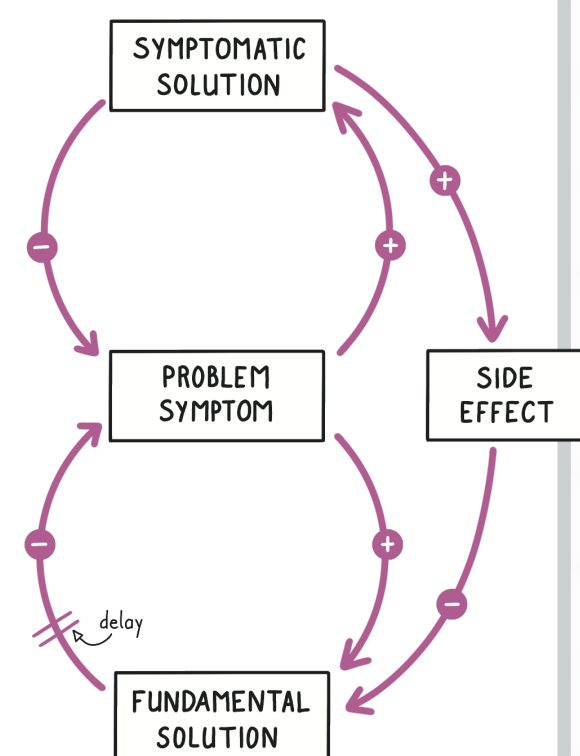
Adolescents' poor mental health

75% of all mental health issues arise between the ages of 14 and 25. This number shows how important the adolescence period is. Currently, a lot of adolescents struggle with their mental health. There are many possible causes: problems at home, pressure at school, social pressure, social media, high expectations of parents and the pressure to perform in all areas of their life: school, side job, free time, sports, music, friends, etc. Because of their poor mental health, more and more adolescents seek help. However, youth care cannot handle this increased demand. This combination leads to problems and therefore a new approach is needed: promoting well-being.



Promoting well-being

The current solutions are usually focused on trying to fix mental health issues, which is a symptomatic solution: they try to solve the symptoms of the problem. In This context, the side effects of these solutions are less time, money and energy towards a more fundamental solution. In my project, I focused on developing a more fundamental solution by aiming to promote well-being instead of fixing mental health issues. Using a systemic design approach, I found that teachers have the potential to make a lot of impact on adolescents' lives. That is why, with my intervention OmDraaien, my goal is to make teachers reflect on their own role, the value of promoting well-being rather than fixing mental health issues, and the value of connections.

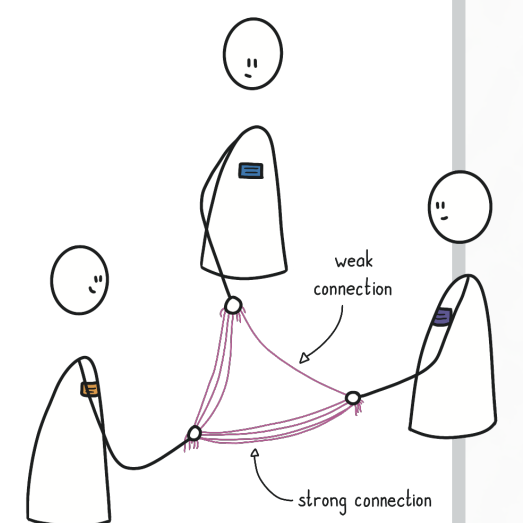


The interaction

OmDraaien is a serious game teachers can play as an activity on their study day.

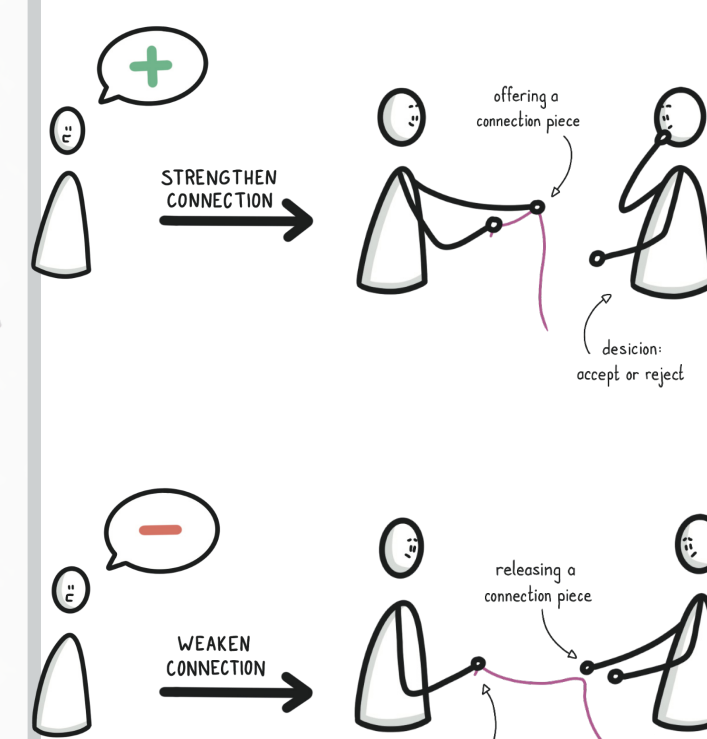
Setup

Three teachers each get a different role: an adolescent, a parent and a teacher. They all read the description on their role card, which contains an explanation about the character and behaviours of their role. Then they divide the connection pieces, which are pieces of rope that visualise the relationships between the three roles. The more connection pieces between two roles, the stronger that relationship is.



Interactive game

The participant with the adolescent role starts the scenario by reading the first input card. All the participants can respond to the input sentence and to each other according to their role description. Besides a verbal response, they also interact with the connection pieces. If a participant responds positively or helpfully, they can strengthen the relationship by offering a connection piece. However, if a participant responds negatively or dismissively, they have to weaken the relationship by releasing a connection piece. This interaction visualises what happens to relationships as a result of certain actions.



Reflection

After the interactive game with the input cards and connection pieces, the participants discuss the reflection cards. These cards contain questions about the game they played and how the insights relate to their daily work.



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Master Design for Interaction

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