

Erica L. Brizzi

Appendix



Index

A	Brief	4
B	Research activities chart	10
C	Literature review framework	12
D	Existing tools chart	14
E	Teenager's diary example	16
F	Research interview questions	20
G	Insights table	24
H	Analysis methodology	28
I	Personas	30
J	Co-creation results	34
K	Feedback interview questions	35
L	Brainstorming results	36
M	Details cards	38
N	Evaluate interview questions	40
O	Pilot test details	41

DESIGN
FOR OUR
future



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 to 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	<u>Brizzi</u>	Your master programme (only select the options that apply to you):
initials	<u>E.L.</u> given name <u>Erica Luna</u>	IDE master(s): <input checked="" type="radio"/> IPD <input type="radio"/> Dfl <input type="radio"/> SPD
student number	<u>4756967</u>	2 nd non-IDE master: _____
street & no.	_____	individual programme: <u>- -</u> (give date of approval)
zipcode & city	_____	honours programme: <input type="radio"/> Honours Programme Master
country	_____	specialisation / annotation: <input checked="" type="radio"/> Medisign
phone	_____	<input type="radio"/> Tech. in Sustainable Design
email	_____	<input type="radio"/> Entrepreneurship

SUPERVISORY TEAM **

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

** chair	<u>Nynke Tromp</u>	dept. / section: <u>DA</u>
** mentor	<u>Marieke Sonneveld</u>	dept. / section: <u>AED</u>
2 nd mentor	_____	
organisation:	<u>Expert team</u>	
city:	<u>Milan</u>	country: <u>Italy</u>

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.

Personal Project Brief - IDE Master Graduation

Supporting a healthy attitude to rejection in intimate relationships 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 25 - 02 - 2020 24 - 07 - 2020 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, ...).

Adolescence is characterized by biological growth and social role shifting. In particular, older adolescence (from the age of 16 to 20 years old) is marked by the exploration of their sexuality and intimate relationships (Sawyer, 2018). Although this discovery should be exciting and joyful, in Italy, 35% of males and 43% of females had experienced some sort of intimate psychological, physical and sexual violence from their partner during high school. Nevertheless, adolescent girls experienced significantly higher levels and more severe episodes of IPV than men (Romito, 2013).

Intimate partner violence (IPV) and Intimate partner sexual violence (IPSV) among teenagers are worrying phenomena, linked to violence in adult relationships (Gómez, 2010) and associated with multiple negative effects both on victim's physical, sexual and mental health (Olympics, 2016).

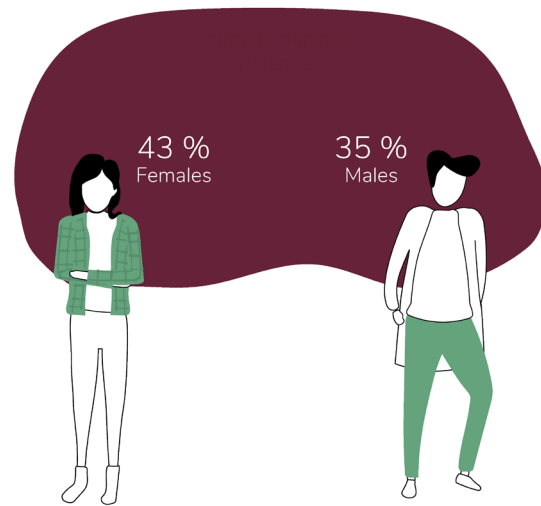
Victims struggle to report the episodes or even to talk about it with friends and family because of shame, guilt or because of cultural beliefs (Olympics, 2016). Moreover, for teenagers even recognizing toxic and coercive behaviours could be challenging especially in first experiences.

The project is self-initiated, and it will be supported by an expert team consisting of two sexologists, one psychologist and one sociologist. The team is based in Milan and is experienced in working with teenagers and/or gender stereotypes. Moreover, a small group of teenagers from sixteen to nineteen years-old will be involved in the project as a user group. Having the opportunity to engage with the target group and a group of professionals will give to the project a multi-perspective point of view during design iterations and ensure the validity of the outcome.

The main challenge for the project is involving under-aged teenagers in the process and makes them comfortable enough to speak about their experience with the topic. Finally, the limited time availability of the experts needs to be taken into account.

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introduction (continued): space for images



Romito, P., Beltrami, L., & Escibà-Agür, V. (2013). Intimate partner violence and mental health among Italian adolescents: gender similarities and differences. *Violence Against Women*, 19(1), 89-106.

image / figure 1: Intimate partner violence in teenagers

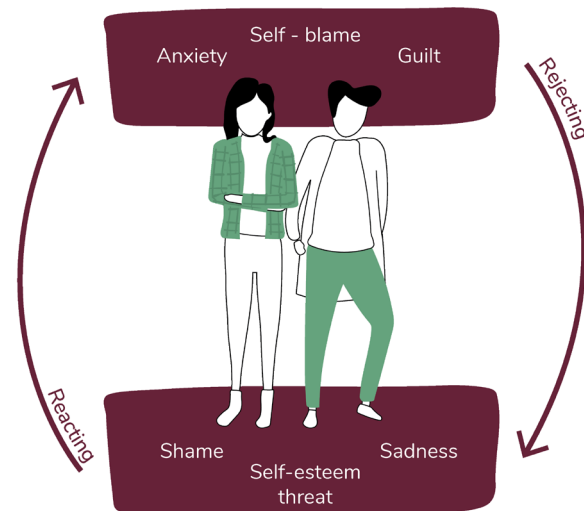


image / figure 2: The rejection cycle

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.

Multiple studies found a strong link between rejection and aggression towards the rejector (e.g. Woerner 2018, Browns 2012, Baumeister 1993). Refuse, especially in intimate relationships, can be experienced as a threat to self-esteem, and a source of shame and frustration for the missed fulfilment of desire. Moreover, it can be interpreted as a permanent signal of lost sexual appeal or love from the rejector. As a consequence, violent reactions could be seen as a means to obtain revenge or restore control (Browns, 2012). On the other hand, refusing someone could be problematic as well. It may cause guilt, discomfort and anxiety for the other reaction (Baumeister, 1993). These feelings can result in avoiding a confrontation or lying to the other with the risk of triggering a stronger response.

Concerning the societal level, cultural beliefs and strict gender stereotypes could enhance unhealthy attitudes around rejection. Moreover, Italy is one of the few European countries without mandatory sexual and sentimental education at school (Beaumont, 2013). Therefore, this project wants to focus on providing a tool to facilitate both the action of saying "no" and metabolizing it beyond stereotypes. In this way, the rejection could become a source of personal growth for both the partners. Finally, the project also wishes to pave the way for a better sexual and sentimental education for Italian teenagers.

The project aims to answer the following questions:

What are the main factors behind IPV among Italian teenagers? What emotions are triggered by a rejection? How can negative emotions turn into a positive experience? Which information/intervention is useful to process rejection healthily?

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.

Create a support to deal with rejection positively and healthily for teenagers living in Milan that are discovering intimate relationships.

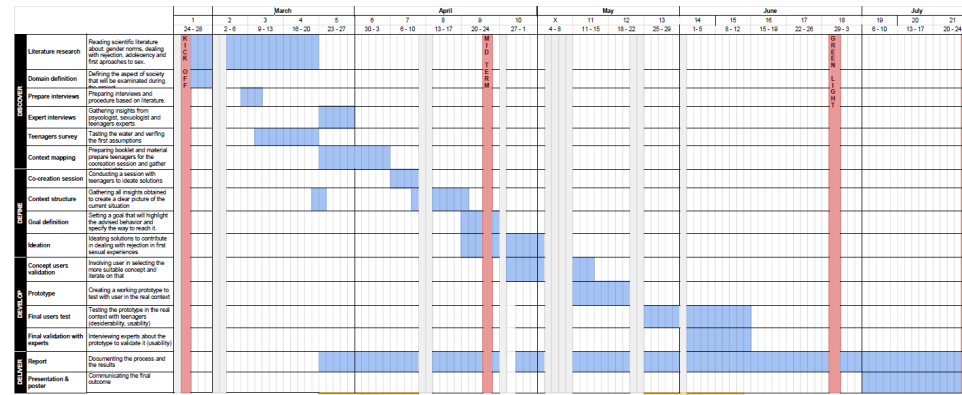
This project aims to focus on prevention around IPV and IPSV for all genders and promotion of healthy and positive practises to achieve safer relationships among Italian teenagers.

The outcome will be a product-service system, and it will help teenagers and give them tools for identifying their emotions, managing them and be enriched by it. The exact user scenario will be defined during the project; however the outcome should be easily accessible and attractive to the target group.

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 25 - 2 - 2020 end date 24 - 7 - 2020



The project will be developed using the Double Diamond design approach in combination with the Social Design Implication (SID).

In the first part, I will explore the context to understand the principal elements and dynamics. To do so, I will start with literature research mainly tackling three aspects: society (gender norms), adolescence (psychology) and rejection in intimate relationships. With the knowledge gained, I will get a more in-depth understanding by interviewing experts (sexologist, psychologist, sociologist). In the meanwhile, I will test my assumption with teenagers organizing an online survey followed by context mapping sessions.

The information gained in the first part will be transformed into a complete context structure. The structure will be used to create a statement, a design goal to highlight the behaviour I would support and explain how I will do it.

The goal will lead me to the Define phase. In this part, I will ideate and iterate on the concept thanks also to feedback from the users' group.

Finally, during the Develop part, the selected concept will be developed into a working prototype and brought back to the context to be tested. All the results and the outcome will be reported in the final phase (Deliver).

B | Research activities chart

Research questions	Literature review	Trend analysis	Ex. resources evaluation	Experts interviews						Teen daries
				Sexologist	Peer educator	Researcher	Sociologist	Social worker	Parent	
Adolescents romantic relationships										
What are the main characteristics of adolescence relationships?	X			X						X
What is the meaning of a relationship for adolescents?	X			X						X
How sentimental relationships are evolving?		X								
What is the role of media in teenagers' love story?		X					X			
Gender norms										
How do gender norms influence the way adolescents behave?	X						X			
How do different genders manage gender norms?	X						X			
How did gender norms evolve overtime?		X					X			
Dealing with rejection										
What emotions characterized the rejector and rejected experiences?	X			X						X
What is the correct attitude towards rejection and teenagers that experience it?				X						
How the changes on society influence intimate rejection?		X		X			X			
Relationship with friends and peers										
How do teenagers perceive their peers?	X			X	X	X				
What role do peers and friends play in a teenagers' relationships?	X			X						X
How is the relationship with peers evolving?		X								
Sentimental and Sexual education										
What tools are already available for teenagers and educators in Italy and worldwide?			X		X	X				
How the existing resources approach rejection or in general sentimental/sexual education?			X	X	X	X	X			
How rejection/sexual/sentimental education is addressed in families and schools?				X	X	X		X	X	

D | Existing tools chart

N°	Name	Goal	Modalities/options	Focus	Target	Tool	Link
1	That is not cool	Help preventing teen dating violence	- Game with situations "cool" or "not cool", after you can see the other answers and a small explanation - Became an amassador tools and explensation Section with questions and answer, easy to add new question - Section for adult allies with material	- Raise awarness - Educate Teen - Support educators	Teenagers	-Website Social media	https://thatsnotcool.com/
2	Respect Effect	Promoting healthy relationships with fun tasks	- Home with pictures from other challanges - List of challanges -Ranking of participants	- Practice skills	Teenagers	- App	https://play.google.com/store/apps/details?id=com.futureswithoutviolence.respecteffect
3	Killafragor	Support boys, help with problems challenges of gender equality and stereotypes	- Training for volunteers from 20 years upwards - Community for teenagers aged 12 to 20 years	- Give emotional support - Educate teen	Teenagers	- Website with chat	https://killfragor.se/
4	Dating matters	Educate educators, teacher and parents about dating violence and prevention	- Course for educators, four modules (healthy relationships, teen dating violence, how to recognize it, how to intervene)	-Form educators	Teenagers, Educators	- Website with booklets and video trainings	https://vetoviolence.cdc.gov/apps/datingmatters/
5	TC Gender equality	Develop gender equality activities	- Guide on how to develop genders equalities activities in a workshop	- Provide tools to educators	Educators	- Workshops	-
6	Teen safe project	Promote health and safety in relationships	- Ready to use the program to promote safe dating in schools	- Form educators	Educators	- 4 modules/workshops	https://youngwomenshealth.org/clinicians/teen-safe-project/
7	Ruitgers Explore	Involve young people as a researcher in sexual health	- Tools to involve adolescents in researching healthy relationships	- Provide tools to educators	Educators	- Manual - Workshop	https://www.rutgers.international/our-products/tools/explore
8	Me&You&Everyone	Recognize violent behaviours	- Deck of cards and instructions to discuss consents, relationships and guide a discussion	- Facilitate reflection for Teens - Provide tools to educators	Teenagers	- Deck of cards	https://www.codiciricerche.it/it/progetti/meyoueveryone-we-know/
9	W L'Amore	Promote sexual health	- Website and booklet with information about sex -Map with all youth centers -List of resources (movies, games) for differents topics to be used from educators	- Educate Teen - Provide tools to educators	Teenagers, Educators	- Website	https://www.wlamore.it/
10	Love&Respect	Prevent violence between young partners	- Provide information + Q&A - Quiz for teenagers (same that is not cool)	- Educate Teen	Teenagers	- Website	http://love-and-respect.org/siteIT/index.php#
11	My Possible Self	Teach how to manage anxiety or fear	- Different modules focused on building happiness and wellbeing	- Educate Teen	Teenagers	- App	https://www.nhs.uk/apps-library/my-possible-self/
12	MeeTwo app	Provide teen space to talk about their experiences	- Forum to discuss with expert and other teenagers any issue	- Support teen	Teenagers	- App	https://www.nhs.uk/apps-library/meetwo/
13	Sexesploration	Give information and generate discussion around sex and sexuality	- three different games (true or false about sexual diseases, card games about privileges,board games with questions about sexuality)	- Practice skills	Teenagers, Educators	- Boardgame	http://www.betty-books.com/2019/11/12/sexesploration-il-gioco-da-tavolo-per-leducazione-sessuale/
14	DareMeApp	Exercise managing the rejection with fun tasks	- Challenge for thirty days to share with friends	- Practice skills	Teenagers	- App - Deck of cards	
15	BreakTheCycle	Build healthy relationships and create a culture without abuse	- Resource about healthy relationships - Movment of teenager for teenager: creation of material, podcast, share stories	- Educate Teen	Teenagers	- Website	https://www.breakthecycle.org/
16	Love, the good, the bad the ugly	Give information and advice from the personal experiences of young people	- Blog with stories from young people - Quizzes	- Facilitate reflection for Teens	Teenagers	- Website (Blog)	http://lovegoodbadugly.com/about-2/
17	Love is respect	Engage, educate and empower young people to prevent and end abusive relationships.	- Relationship 101: easy material on relationships - Phone number or chat to ask questions	- Educate teen -Support teen	Teenagers	-Website	https://www.loveisrespect.org/
18	OnYourMind	Safe and anonymous place for teens & youth to talk, find support, and explore resources.	- Resource about healthy relationships - Evening chat	- Educate teen -Support teen	Teenagers	-Website	http://www.onyourmind.net/
19	Ask Alice	Platform to submit questions about sexual health	- Answers to all submitted questions	- Educate Teen	Teenagers	-Website	https://goaskalice.columbia.edu/
20	Educatore tra pari	3 years program in schools	- Program to educate peer educator on Sexual education, bulling and addiction	- Educate Teen	Teenagers	- Program	https://www.ats-milano.it/portale/Promo-Salute/Interventi-di-ATS-dalla-A-alla-Z-Scuola/Educazione-tra-pari

E | Teenager's diary example

Quest* sono io

lo sogno di:
DIVENTARE UN CHIRURGO

Nel mio tempo libero mi piace:
ASCOLTARE LA MUSICA
E
USCIRE CON I MIEI AMICI

Se avessi un superpotere sarebbe:
INVISIBILITÀ

Con che celebrity usciresti per un appuntamento
ARON DIER

Personalizzami :)

Il mio appuntamento ideale

Pensa di uscire con una persona che ti piace, non importa se non è mai successo

Dove andresti
Starei a casa con lui a guardare film

Cosa rende un appuntamento speciale?
LA PERSONA CON CUI FAI L'APPUNTAMENTO.

Cosa lo rovina?
MAGARI VEDI CHE LUI NON TI DA
ATTENZIONE O STA SEMPRE AL
CELLUONE

Cosa faresti durante l'appuntamento
Prima andiamo a comprare le cose per la pizza e delle schifezze da mangiare il film. Dopo andiamo insieme a mangiare la pizza e lo mangiamo.

Descrivi il posto
CASA SUA O CASA MIA SU UN BEL DIVANO COMODO, DELLE COPERTE E UN PO' DI SCHIFEZZE. LI DEDE.

Come mai proprio qui?
perché è intimo e tranquillo senza altre pene o un'altra come nei ristoranti

Il mio mondo

1. Pensa alle persone che conosci (amici, famiglia, compagni di scuola etc.)
2. Disegna le persone nei cerchi a seconda di quanto le senti vicine a te
3. Per ogni persona cerca di spiegare in poche parole il vostro rapporto e come mai si trova in quel cerchio

MIA MADRE: Ci tengo molto a lei, lei è il mio modello di mamma, mi piace come mi ha cresciuto e non dispiace che mi sia venuto il papà.

MIA SORELLA: Ci fa tanto piacere quando mi piace e quando è triste mi fa un po' di pena. Ci capiamo anche se non siamo d'accordo.

ELISA: Siamo amiche da quando siamo nate. Non parliamo ogni giorno ma quando ci sentiamo è come se il tempo non fosse mai passato.

MIA ZIA: Ci tengo molto a lei, lei è il mio modello di zia. Ci capiamo anche se non siamo d'accordo.

MIA AMICA: Ci tengo molto a lei, lei è il mio modello di amica. Ci capiamo anche se non siamo d'accordo.

MIA AMICA: Ci tengo molto a lei, lei è il mio modello di amica. Ci capiamo anche se non siamo d'accordo.

Il rifiuto

Un "no" in amore/relazione capita a tutti, ma ognuno reagisce in maniera diversa. Nelle prossime pagine ci concentreremo su questi no. Qui puoi trovare qualche esempio

Non ricevere risposta
Vuoi uscire oggi :) ?
Non ricevo risposta

Interrompere una relazione
Non penso dovremmo più stare assieme

Non volersi spingere oltre
Non vorrei andare oltre ai baci...

vorresti avere qualcosa di più con me?
RIFIUTO

È STATO BELLO, USCIAMO ANCORA VENERDI?
EHR... NO.

vorresti avere qualcosa di più con me?
RIFIUTO

Un ragazzo, amico della mia migliore amica, voleva baciarmi ma io ho detto di no. Io mi non sentivo bene perché comunque non mi piaceva e sapevo che avrebbe fatto duobbiare lo mio amico ma tempo più a lei che ad un rapporto.

Quando ho detto di no alla richiesta di tutanare insieme di un mio ex. Ho pensato ~~errando~~ anche se mi ho fatto male non potavo prenderselo in giro e rimettermi insieme a lui perché non provavo niente ormai, gli volevo solo tanto bene.

Quando il mio migliore amico mi ha confinato di ok piacegli più di un'amica e se l'ho rifiutato. Sinceramente all'inizio ci sono rimasta male perché mi dispiacevo perderlo ma ho cercato di non farlo soffrire e di dirglielo sotto FRIENDZONALMENTE.

Pensa alle esperienze che hai vissuto riguardanti il rifiuto. Puoi considerare i diversi punti di vista in figura.

Cerca di ricordare tre situazioni e di descrivere cosa è successo e la tua reazione.

Sentiti libero di disegnare, scrivere o usare le immagini

Il lato positivo

Pensa a un momento positivo nel dare o ricevere un no. Un momento dove sei stat* forte, orgoglioso di te, dove hai sentito stessi reagendo nel modo migliore possibile.

Oppure pensa a film, serie tv che hai visto (quelle ore su Netflix ora possono aiutarti). Quando è stato un momento dove la persona rifiutata/che ha rifiutato ha reagito nel miglior modo possibile?

Cosa hai apprezzato di quel momento?

che lei non si è abbattuta e invece di staccarsi è a immaginare e a piangersi addosso e andata avanti e ha conosciuto un suo ragazzo.

Cosa ti ha fatt* sentire bene

mi ha fatto sentire bene il fatto di vedere una ragazza forte che non reagisce come tutti gli altri film ma fa vedere che non ha bisogno di quel ragazzo e può farcela da sola.

PRIMA DOPO UN MESE

LEI: - LEGGERE LA LETTERA IN CUI LUI LA LASCIA IN MALO STATO ACQUASANTA DI TUTTO -

LEI: UN NUOVO RAGAZZO

LEI: DA INNAMORATA DI UN ALTRO RAGAZZO E SI SPOGLIANO

Usa questo spazio per disegnare la situazione

1. Cosa è successo? Elenca gli avvenimenti sulla timeline
2. Cosa hai provato? Usa le emoticon per indicare le tue emozioni
Puoi disegnare, scrivere e aiutarti con le immagini :)

[GIOVANNI] IL MIO EX MI HA CHIESTO DI TORNERE INSIEME

IO CHE ERO ABBASTANZA FELICE PERCHÉ COMINCIAVEI MI FACEVA PIACERE

IO CHE HO CHIESTO CON SOLO AUE MIE AMICHE E MI HANNO FATTO RIFLETTERE BENE SAPENDO LE RAGIONI PER CUI CI ERAVANO LASCIATI PRIMA.

IO CHE CONFINCO A GIOVANNI CHE HO DECISO DI RIFIUTARE LA SUA PROPOSTA

Rifiuto

IO CHE GU DICO DI NON SCEGLIERMI PIU' E DI DISCIVERMI QUANTO GU DAREI PASSATO (CON L'AIUTO DELLE MIE AMICHE GLI HA RAGAZZO)

LUI CHE MI CONTINUA A SCRIVERE CERCANDO DI PARMI CAGLIARE COSA

IO CHE CI STO MALE A VEDERLO SOFFRIRE COSI

Come pensi si possa migliorare la situazione in figura? Sentiti libero di proporre qualsiasi soluzione pratica. La tua idea può essere indirizzata a chi rifiuta/a chi è rifiutato o a chi supporta e può essere utilizzata prima, durante o dopo il rifiuto. Scegli tu!

LA DECISIONE DI CHI RIFIUTA DEVE ESSERE FATTA DA SOLA, MAGARI PRIMA CONFRONTANDOSI CON DEGLI AMICI MA LA DECISIONE FINALE LA DEVE PRENDERE LA PERSONA INTERESSATA.

AL MOMENTO DEL RIFIUTO CI DEVONO ESSERE SOLO LE PERSONE INTERESSATE.

TUTTI E DUE POTREBBERO ANDARE AVANTI DA SOLI MA CON L'AIUTO DEGLI AMICI CI SI DIMENTICA PIU' IN FRETTA.

Usa lo spazio per disegnare/spiegare la soluzione (se non basta hai una pagina extra in fondo)

F | Research interview questions

Psychologist/sexologist

Warm-up

Goal: understand the perspective and style of the expert

What is your methodology/approach with your clients

How do you talk with teenagers about their first sexual/intimate relationships?

Rejection

Goal: a better understanding of what are the psychological aspects/implications of a rejection

What is the meaning of rejection for teenagers?

What are the biggest struggles for a teenager to being rejected/reject?

Do you see any cultural changes from previous generations?

Timeline/Table

Goal: understanding of how each part can help

Researcher

Warm-up

Goal: acquire information about the project and the methodologies

How did the project start? Why?

Could you describe the main phases of the project?

How was structured the collaboration with the partners?

Schools

Goal: understand how they worked with teenagers

How did you involve teenagers?

How did they react?

Did you involve the teenager's families? If so, how? If not why?

What was working and what not?

Was the topic of rejection ever addressed? If yes, what reactions did you have?

A possible solution

Goal: translate their expertise into inspiration for ideas

What do you think it will work for reacting better to rejection or being able to reject?

What is essential to take into account when dealing with this topic (rejection) and teenagers?

Peer educator

Warm-up

Goal: understand their motivation to join the program

How did you get to know the project?

Why did you decide to join?

Education

Goal: understand how they are taught

How were the lessons structured?

Who taught the lessons?

What topics were addressed?

Peer education

Goal: understand how they relate with the others and educate them

How do students know they could talk to you?

How was talking with them about sensitive topics?

How did you find their level of knowledge?

Did the topic of rejection ever come up? If yes, what were the main struggles of the students?

A possible solution

Goal: Translate their expertise into inspiration for ideas

As a peer educator and teenagers, what do you think it will work for reacting better to rejection or being able to reject?

What is essential to take into account when dealing with this topic (rejection) and teenagers?

Sociologist

Warm-up

Goal: understand the perspective and style of the expert

What's the biggest challenge that society presents to teenagers in their sexual development nowadays?

Gender norms

Goal: confirm and understand better how gender norms influence society

How do the ideas of masculinity and femininity relate to genders?

How gender stereotypes influence reaction to rejection?

What is the situation today for gender stereotypes?

Framework check

Goal: have another opinion about the framework, individualize new elements

A possible solution

Goal: Translate their expertise into inspiration for ideas

What would an ideal intervention to react better to rejection/reject look like?

What are the main societal factors to take into account?

Parents

Warm up

Goal: understanding relationship with teenager and parenting style

How would you describe your family?

How would you describe the relationship with you and the teenagers?

What do you think are some of the most important things you as parents can teach (or give) children?

1 - Fights

Davide is 16 years old and he wants to go out to the movies tonight. However, this would mean returning late on a school day. The parents do not allow it and this triggers a fight. Marco is closed in his room, what would you do if you were in one of the parents?

2 - Comfort

Luca is 18 years old and for a few days he has been very absent, detached, something is wrong but his parents don't know what. One day, his parents returning home find him lying on the sofa crying. What would you do if you were one of the parents?

3 - Positive events

Daniele is 16 years old and he has been promoted to captain of his basketball team. Her parents know how much effort and passion he put into reaching this goal. What would you do if you were in one of the parents?

Parenting and sexuality

Goal: understanding relationship with teenager and parenting style

How sexuality/sexual education was addressed over time?

Did ever happen that the teenager ask questions about relationships/seek for advice?

1- Partner at home

Alessandro is 17 years old and has been dating his classmate Anna for a few months. Saturday night there is a class party and Alessandro asks his parents if Anna can stay at night with him since they will return home late and she lives far away. What would you do if you were in one of the parents?

2- Break up

Enrico is 16 and is experiencing his first relationship. One evening after dinner while the parents are loading the dishwasher, he approaches them and he begins to complain about his girlfriend saying that she is not sure he still likes her and that perhaps he should leave her. What would you do?

3- Rejection

Iacopo is 16 years old and one day, seeing him sad, he confesses that the person he had a crush on didn't want to go out with him. How would you react?

A possible solution

Goal: Translate their expertise into inspiration for ideas

Based on your experience of parents and your memories of your adolescence, what do you think can help teenagers to manage the no in intimate relationship?

Would you dare to share your personal experience with teenagers about rejection in intimate relationships?

What do you think it will make it easy for you to share? And for the teenager to ask?

Social worker

Warm up

Goal: understanding their expertise

Would you describe a typical day at your job?

Sexual health and rejection

Goal: understanding the current situation

Sexual education ever come up?

What is the right approach to talk about these topics?

Did ever happen that the teenager ask questions about relationships/seek for advice?

A possible solution

Goal: Translate their expertise into inspiration for ideas

What do you think is most needed to help teenagers in managing better intimate rejection

What schools can do to support teenagers in managing better intimate rejection?

What can parents do?

What are the characteristics of an ideal intervention? What would an ideal intervention to react better to rejection/reject look like?

G | Insights table

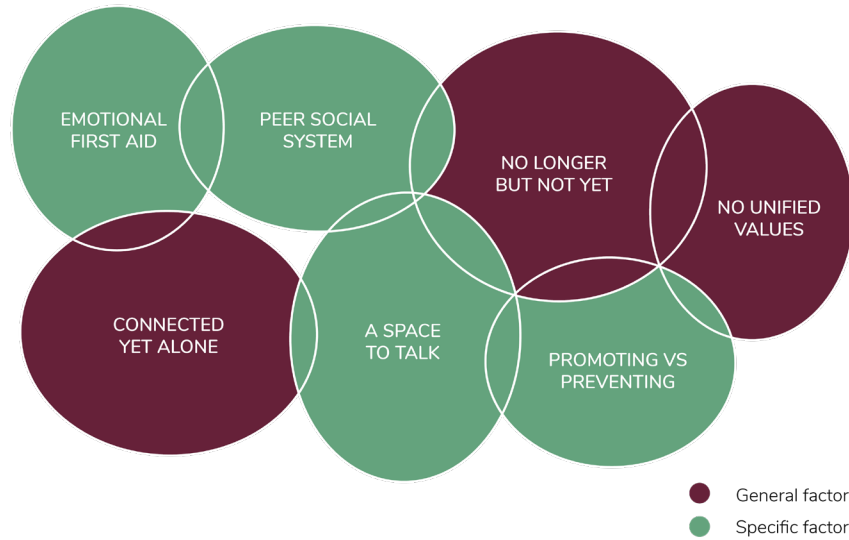
Key takeaway	Description	Source	Area	Context factor
A medical approach	In Italy, sex education is managed by the Local Health Unit under the healthcare minister. Therefore, the main focus is on disease and unwanted pregnancy prevention.	Peer educator interview, Sociologist interview	Sentimental and Sexual education	Promoting vs preventing
A new pedagogy	Alice Miller is guiding the movement of a new pedagogy defining "poisonous" all types of pedagogies that undermine the children needs repressing or treating them. At the opposite, "white pedagogy" wants to support the children without coercive or manipulative behaviours.	Sexologists Interview	Sentimental and Sexual education	No unified value
A pressure to fit in	One of the higher priority of teenagers is to fit in in a social context, be accepted and appreciated.	Literature review	Relationship with friends and peers	Peers as micro-system
Body positivity	The perfection of the human figures widely showcased through media is being questioned. People would like to see other imperfect human beings, just like them. The movement of body positivity promotes a healthy relationship with the body to self-accept yourself.	Trends analysis	Gender norms	Promoting vs preventing
Control over spontaneity	Texting gets people used to control how they come across. Spontaneity and its unpredictable outcomes is a characteristic that generates more and more discomfort.	Trends analysis	Adolescent romantic relationships	Connected yet alone
Credibility	Often teenagers are looked down, and their problems are minimized. However, one of the first desire to have their voice heard, opinion and experiences considered.	Researcher interview, Sociologist interview	Relationship with friends and peers	A Space to talk
Critical sense	Critical sense can be trained and improved. Nowadays, society doesn't offer a lot of spaces to exercise this skill and adolescents are losing the ability to question the reality and reflect on it.	Researcher interview	Sentimental and Sexual education	A Space to talk
Educators reluctance	In public schools, most teachers and educators don't think to talk about consent, and sexual education is important. They feel the school is not the right environment for such information.	Peer educator interview	Sentimental and Sexual education	No unified value
Emotional intelligence	Emotional intelligence was an essential parameter to become peer educators. It comprehends the ability to recognize emotions, understand the causes and regulate them effectively in yourself and others.	Peer educator interview	Relationship with friends and peers	Emotional first aid
Emotional Phobia	Psychologist highlighted how previous generations, such as baby boomers or generation X, were educated to fear their emotions and they were tricked in believe showing emotion was a sign of weakness. With emotions, the phobia is described as the fear of expressing emotion, especially negative one, preferring to block and suppress them.	Sexologists Interview	Sentimental and Sexual education	No longer, but not yet
Everything should be welcomed	A correct approach to talk with teenagers is non-judgmental and non-moralistic. Every opinion should be accepted and discussed.	Researcher interview, Sexologist interview	Sentimental and Sexual education	A Space to talk
Experience starting point	Most resources triggered the curiosity of the teenagers and tested their knowledge presenting to the real situations. The sexologists also recommended this approach.	Existing tools evaluation, Sexologist Interview	Sentimental and Sexual education	Promoting vs preventing
Family close, but not intimate	Most adolescents affirmed they felt close to their family, but they didn't feel comfortable enough to talk with them about delicate matters or anything regarding relationships.	Teens' diaries	Sentimental and Sexual education	A Space to talk
Friends relationship	Teenagers showed two aspects of their relationship with friends. They distracted the other if needed; they supported and advised each other. On the other hand, teenagers ignored each other if they start a sentimental story or obstruct the other relationship.	Teens' diaries	Relationship with friends and peers	Peers as micro-system
Friends supporting friends	Most adolescents were happy to support their friends, and they were interested in knowing how they could do it better. However, literature shows how human beings tend to project their own need while supporting the other without asking what that person really needs.	Peer educator interview	Relationship with friends and peers	Emotional first aid
Gen z more welcoming	One of the core values of Gen Z is the radical inclusivity of diversity in all forms. There is lower tolerance for stereotypes, discrimination and any service or product that doesn't include minorities.	Trends analysis	Gender norms	No longer, but not yet
Gender fluid	Gender identity and sexual identity have been questioned in recent times. Due to social media and the exposure to different perspectives, the dichotomy female/male is shaking give space to a whole spectrum of identities.	Trends analysis	Gender norms	No longer, but not yet
I am doing this to myself	Usually, the worst part of rejection is self-inflicted. Negative self-talking and self-blaming are powerful tools to diminish ourselves and create psychological damage making it harder to recover from a rejection	Sexologists Interview	Dealing with rejection	Emotional first aid
Informations and quiz	The majority of resources regarding sexual education and teenagers' dating for self-use have the goal to provide information and trigger adolescents' attention on the topic with quizzes based on real experiences.	Existing tools evaluation	Sentimental and Sexual education	Promoting vs preventing
Instant gratification	Instant gratification is the experience of immediate pleasure or fulfilment received after an action. Due to current technologies, the delay between an action and its consequences is getting smaller and smaller.	Sexologists Interview	Dealing with rejection	Connected yet alone
Isolation feeling	Teenagers felt isolated when they had to reject someone, or they were denied. A natural process in our brain causes this feeling: since pain is experienced by the person only, that person is pushed to believe no one else will understand it.	Teens' diaries	Dealing with rejection	Connected yet alone

Isolation feeling	Teenagers felt isolated when they had to reject someone, or they were denied. A natural process in our brain causes this feeling: since pain is experienced by the person only, that person is pushed to believe no one else will understand it.	Teens' diaries	Dealing with rejection	Connected yet alone
Knowledge access	Online, it is possible to find virtual libraries and encyclopedias, such as Wikipedia or came across to different ideas or perspective not considered before.	Trends analysis	Sentimental and Sexual education	No unified value
Lack of communication	Teenagers showed a lack of communication in their relationships. They were unsure how to communicate with the partner and what it could be solved speaking and what not.	Teens' diaries	Adolescent romantic relationships	A Space to talk
Love as a conquest	Media such as movies or tv series amplify the idea that boys need to "conquer" the girl's heart. Therefore, that is recommended to insist, act with "romantic gestures" to obtain the necessary consent.	Literature review	Adolescent romantic relationships	No longer, but not yet
Managing discomfort	Managing discomfort can be hard. If teenagers fail in doing so, they could have unfair behaviour towards the other such as ghosting or ignoring the problem.	Literature review	Dealing with rejection	Emotional first aid
Masculinity & Femininity	Gender stereotypes are a group of characteristics and roles that dictate how male and female should behave based only on their assigned sex. Masculinity comprehends being strong, not showing any emotions and provide for the partner, while femininity includes being caring, assertive and available at any time for the partner's needs.	Literature review	Gender norms	No longer, but not yet
No reliable source of information	Teenagers look for information about sex and relationships on the internet because in real life there are no satisfying answers to their questions. Sex education is absent in the majority of Italian schools, and not all family decide to speak about.	Trends analysis	Sentimental and Sexual education	A Space to talk
No resources for Italian educators	There is a scarcity of resources addressed to Italian parents and educators. The few resources only target teenagers	Existing tools evaluation	Sentimental and Sexual education	No unified value
Object and Subject	Gender stereotypes promote a double vision of relationships. There is an object of desire, usually, the female, that needs to be assertive and a subject, usually the male, which can decide to whom to address his attention.	Sociologist Interview	Gender norms	No longer, but not yet
One way confrontation	The most popular topics among teenagers are relationships and sexual acts. However, they only discuss these topics among teens of the same gender nurturing myths, legends and doubts about the others.	Sociologist Interview	Sentimental and Sexual education	A Space to talk
Online and offline resources	Most of the resources were based online or tried to foster a virtual community.	Existing tools evaluation	Sentimental and Sexual education	Connected yet alone
Parents overprotection	Parents nowadays tend more to protect their children from suffering rather than give them the tools to manage their suffering since it is more comfortable and requires less time.	Sexologists Interview	Sentimental and Sexual education	No unified value
Peer awareness	There is a significant distinction between what teenagers believed their peers think and what they actually think. In particular, the difference is more significant if we consider cross-genders interactions.	Literature review, Sociologist interview	Relationship with friends and peers	Peers as micro-system
Peer pressure	Teenagers found their peers a source of pressure to start dating. Girls felt stressed not by boys but also by their close female friends.	Literature review	Relationship with friends and peers	Peers as micro-system
Real situations	Teenagers feel that violence, gender inequalities are a topic away from them. They don't concern them because they live in a "fake" equalitarian environment like the school. It is essential to bring stories they can relate, such as their personal experiences to get them closer to the topic.	Existing tools evaluation, Sociologist Interview	Sentimental and Sexual education	Promoting vs preventing
Relationship as my status	For teenagers having a relationship could be seen as a status, a way to have respect and admiration of their peers. A boyfriend or girlfriend assume a social role as a trophy.	Literature review	Adolescent romantic relationships	Peers as micro-system
Risk control	Risk regulation theory affirms that people are driven in thinking and acting in ways that diminish the risk of rejection from their partner and increase the chances of preserving the relationship over time.	Literature review	Dealing with rejection	Emotional first aid
Self esteem	Self-esteem can be linked to how people manage rejection. Higher self-esteem is less prone to feel ashamed and react aggressively towards the other.	Literature review	Relationship with friends and peers	Peers as micro-system
Self-awareness	Self-awareness is an important parameter to predict how a teenager will manage a rejection.	Sexologists Interview	Dealing with rejection	Emotional first aid
Tech expectation	There is a shift in expectation: people are progressively expecting more from technology and less from each other.	Trends analysis	Adolescent romantic relationships	Connected yet alone
Technology gap	The technology gap is increasing between digital native and the other generations. Generation z incorporates technology in their everyday life, making using devices distinctive traits of their characters, while previous generations find it hard to keep it up.	Sociologist Interview	Relationship with friends and peers	Connected yet alone
The bright side of sufferance	Teenagers highlight how they learned something in moments of difficulty. They reflect on their behaviours, they appreciated their strength in saying no, or they learned something new.	Teens' diaries	Dealing with rejection	Emotional first aid
The right moment	Talking about rejection, consent and sex could be difficult for some parents. In particular, parents find it challenging to understand when it is a proper time to have this conversation with teenagers.	Parents interview	Sentimental and Sexual education	A Space to talk
Unexplored land	Teenagers never spoke to anyone about consent and rejection neither they reflected on them. Society doesn't offer them the tools and spaces.	Researcher interview	Sentimental and Sexual education	A Space to talk

H | Analysis methodology

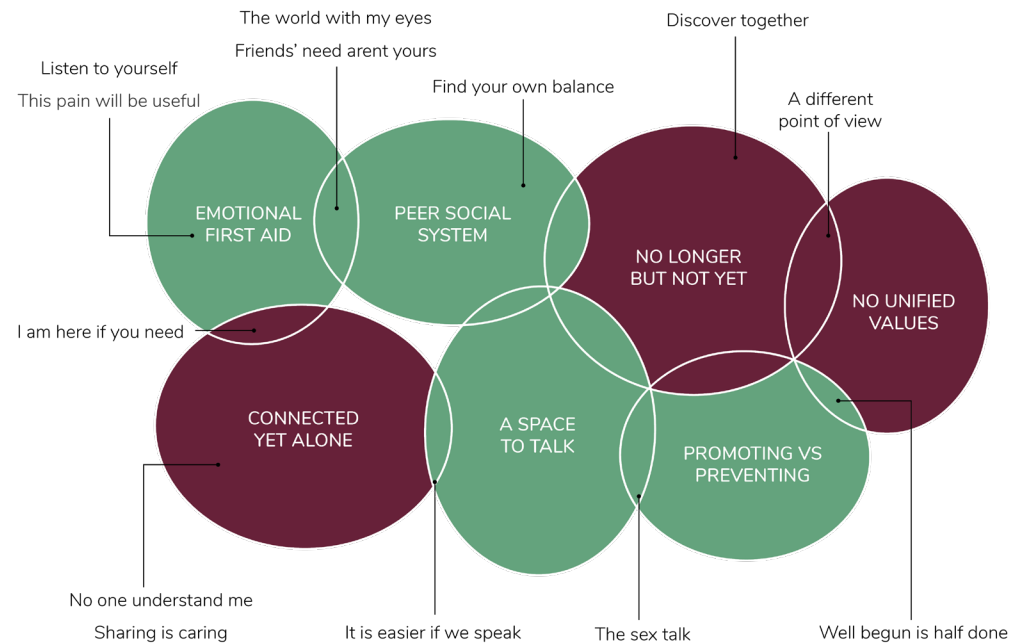
Step 1

After the identification of the context factors, a Venn diagram is made to highlight the relationship between them.



Step 2

Challenges are highlighted in each intersection or cluster



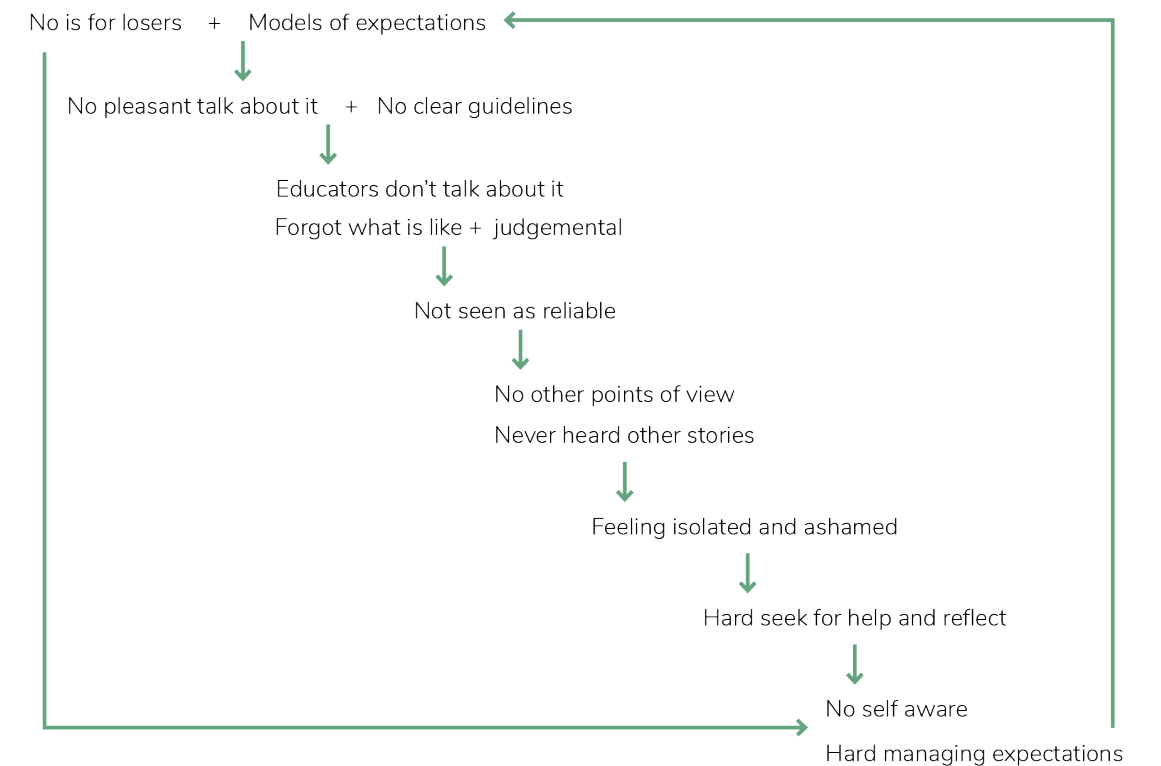
Step 3

Challenges are divided following the ecological model



Step 4

Dynamics are explored further considering the challenges and the insights they are based on



Step 5

The ecological model is reintroduced to obtain a zoom out perspective without losing the richness as reported in the paragraph FIXME

I | Personas

Bio
Gaia is a joyful and active girl. Dancing is her passion, and she participates in different classes to learn various styles. She has a lot of friends, and she is well known in her school.

Characteristics
Self aware:
Able managing discomfort:
Openness:

Age: 17
Gender: Female
Interests: Dancing
Cinema
Music



Gaia

“I struggle saying no because I fear people will stop liking me”


Likes
Going out with her friends to go shopping or at the cinema

Dislikes
When someone is rude to her or to one of her friends

Bio
Omar spends a lot of time outside because at home, he fights a lot with his parents. He hangs out with his friends, but they don't speak about personal matters. His dream is to be famous.

Characteristics
Self aware:
Able managing discomfort:
Openness:

Age: 17
Gender: Male
Interests: Skating
Sneakers
Music



Omar

“I decided I didn't like her, so I stopped answering her texts”

Likes
To have fun with his friends: go skating and hanging out outside

Dislikes
When someone ask too personal questions or brags with him

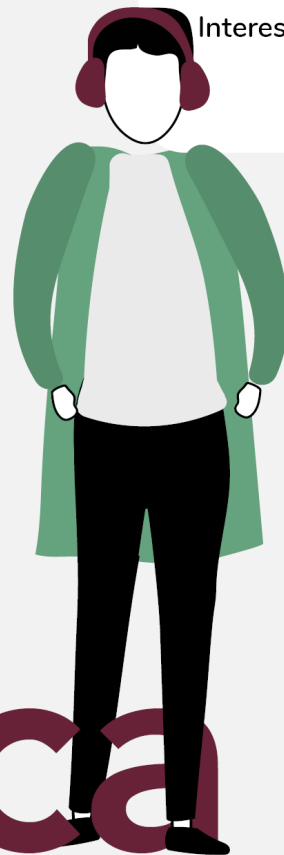
Bio

Luca is a shy boy, but he is sweet and thoughtful. He has few dear friends that he advises gladly on new music bands and love matters. His main dream is to work in the music industry.

Age: 18

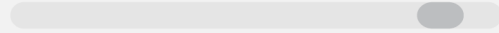
Gender: Male

Interests: Music
Comics
Hike

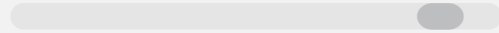


Characteristics

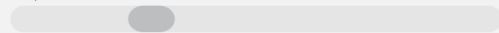
Self aware



Able managing discomfort



Openess



Luca

“I tried to let her down gently, and I was happy because I did what was best for me”

Likes

Reading comics in his room and sharing advices with his friends

Dislikes

When is the focus of the attention in his class

Bio

Anna has three best friends, and she values their feedbacks more than everything else. They do almost everything together, and they support each other. Her goal is to be a doctor and have a bright career.

Age: 16

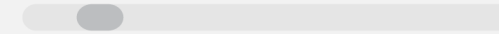
Gender: Female

Interests: Photography
Reading
Volleyball

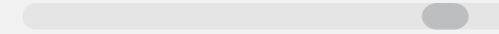


Characteristics

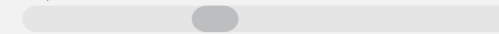
Self aware



Able managing discomfort



Openess



Anna

“I asked my friends for advice, and I decided to say no to him”

Likes

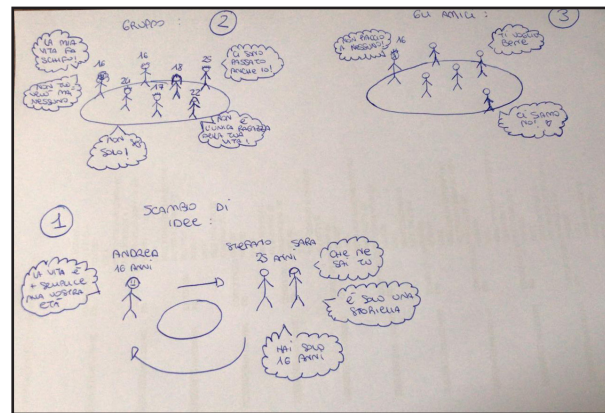
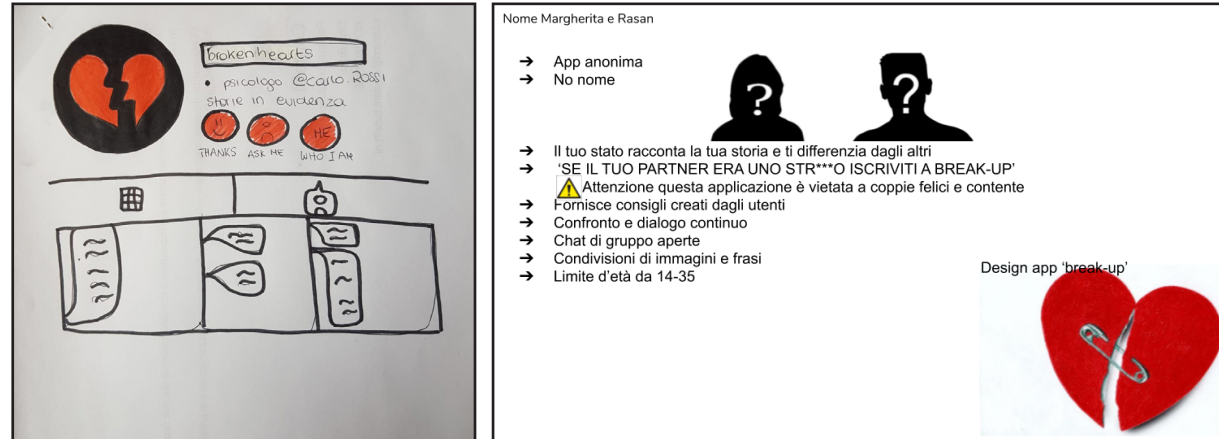
Gossiping with her friend while they are having a sleep over.

Dislikes

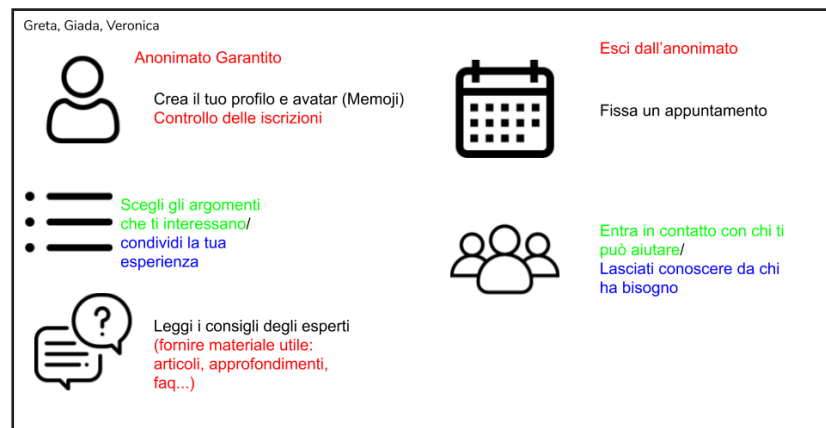
Boys that are insist too much or want to limit her.

J | Co-creation results

Co-creation with teenagers



Pilot co-creation with Youth



K | Feedback interview questions

Goal

What do you think about the goal

How can we facilitate it

Structure

General feedback about the concept

Do you think the concept fits the goal?

What do you think are the biggest challenges/difficulties?

What do you think of the two part?

Interaction

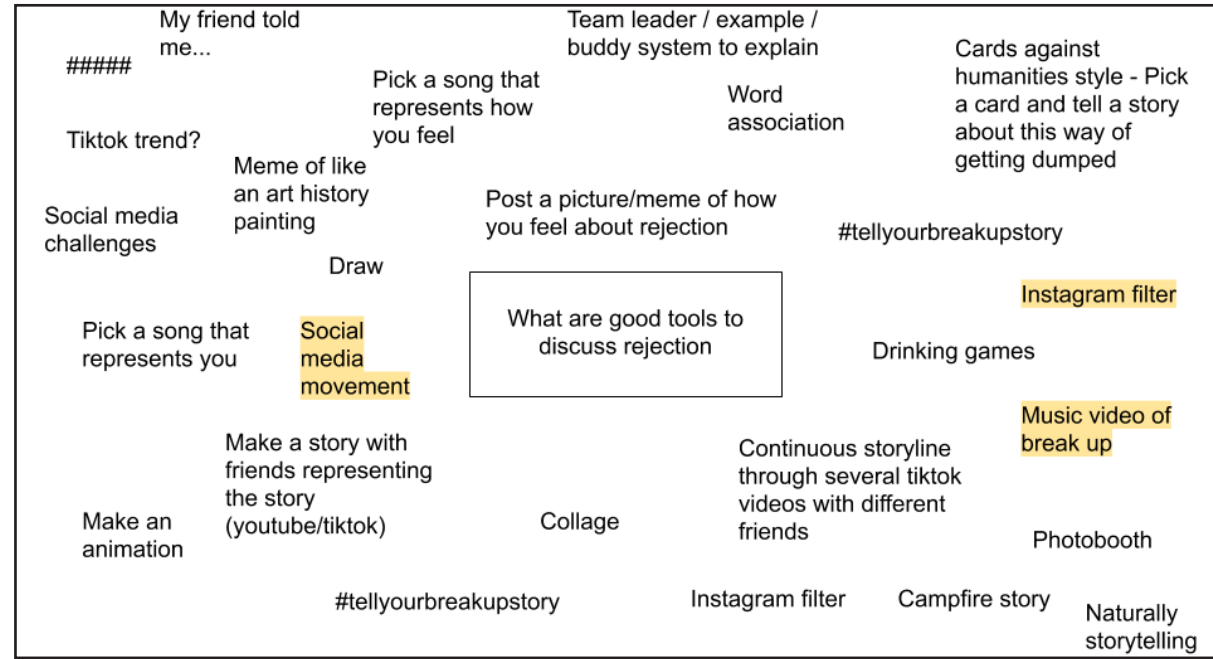
What features or characteristic should the space have to make teenagers at ease and create a safe space for them to talk and support each other?

How to involve teenagers that are not aware?

How can we support teenagers without turning into a therapy group session?

L | Brainstorming results

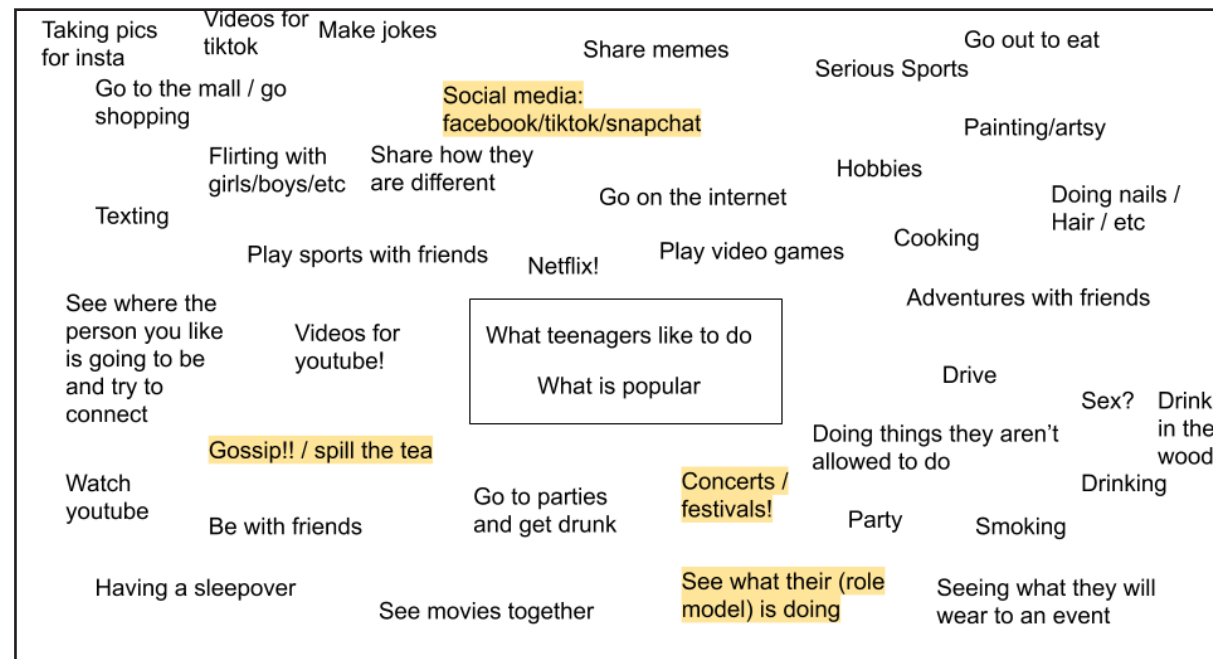
First brainstorming



Morphological Chart

	Draw/craft	movement	Music video of break up	Game
Social media: facebook/tiktok/snap chat	Picture of a sign Secret meaning of symbols	A manifesto / story Hashtag Memes Filters, ambassadors A story/case	Video reaction chain End selection Challenges	Filter Eat hamburgers
Concerts / festivals!	Paint on shirt/hat/bag bodypainting Fake tattoos	Wearing matching pin/something Coordinated action	Activities before the concert Bathroom line	Community! Find secret symbol Treasure hunt Approach strangers
Gossip!! / spill the tea	Make pictures/spy Drawing interpretation Writing in the bathroom	Big brother surveillance	Sleepover cineforum Talking during the movie	Drink every time... Never Have I Ever...
See what their (role model) is doing	Diy outfit imitating	Influencer/sponsorship	Create a song one word at a time	Q&A Instagram Story layout Tag people

Second brainstorming



M | Details cards

Media cards



Peter is waiting for his girlfriend Sarah to come home after a trip. He waits for her naked to surprise her, but Sarah tells him that it is ended as soon as she entered home. Peter embarrassed and sad, turns his back and tries not to cry while he is naked in front of her.



Carrie is going on a trip with Mr Big. She is doubtful and she asks if she is "the person of his life". He is silent and she decides not to leave for the trip. She stays on the sidewalk watching the car go by.



Barney has agreed with Robin that they will leave their partners and meet alone at the usual pub at midnight. When Robin enters with her boyfriend Barney realizes that their deal has blown and they won't be together.



Allie is at LunaPark having a date with a guy. Noah wants to go out with her at all costs and after insisting, he climbs the Ferris wheel to ask her out threatening to jump down in case of a no.



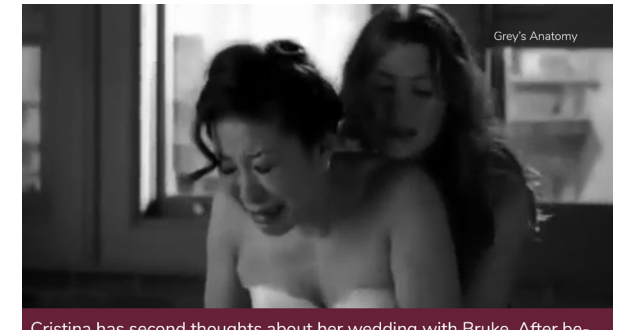
Lara Jean and Peter decide to have a fictitious relationship to make the people they seriously like jealous about. But after falling in love with each other, Lara Jean leaves Peter because she is jealous of the relationship with his ex.



Otis after breaking up with his girlfriend because he had feelings for Maeve gets drunk at a party and in front of the ex-girlfriend and Maeve starts to offend them by humbling himself in public.



Harry is hesitant, but deciding to ask Cho to go to the prom with him. She is embarrassed and tells him that she has already arranged with another boy. Harry greets her and leave, but is evidently sad.



Cristina has second thoughts about her wedding with Bruke. After being convinced she is about to enter the church when Bruke suddenly leaves. Cristina returns to their apartment where all of his objects disappeared and she cries in a mix of relief and sadness.

What If cards

What if...

GENDER

The genders are swapped?

AGE

The protagonists have ten years less?

One of the two have ten years more?

PLACE

The scene is it placed in a private house?

The scene is it placed in at school?

The scene is it placed at the park?

PEOPLE

What if other friends are there?

What if a parent is there?

N | Evaluate interview questions

Goal

What do you think about the idea of “spot the fakeness”?

Do you think the idea of “fake” is helpful to understand where your own judgment comes from right?

Activity

How to facilitate the experience of understanding where your own judgment comes from right?

What elements should be there?

How to make it a rich discussion? What will help?

Platform

What would you change about the service?

What do you think are the biggest challenges/difficulties?

O | Pilot test details

1 - Welcome and introduction

2 - Presentation #FEIC

3 - Test

One card

How much is fake?

How much do you feel it close to your experience?

What it makes that way?

What if the genders are swapped?

Scale

How much is fake from 1 to five?

How much do you feel it close to your experience?

Comparison

Which one is more fake?

What it makes that way?

4 - Discussion

Where did you feel more triggered? In which activities? Why?

How would you define the experience?

What would you change?

What link do you see between this conversation and your life?

