Appendix

A. Mental health of teenagers
B. Design brief
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D. Context mapping interviews: teachers
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F. Workshop day at Museum van de Geest
G. Creative session experience experts
H. Co-reflection sessions
I. Evaluating design

A.

Mental health of teenagers

Decreased mental health

Adolescence is a period of time that offers many possibilities, but also a vulnerable time of many weaknesses and risks. Physical, emotional and social changes, including exposure to poverty, abuse, or violence, can make adolescents vulnerable to mental health problems (WHO, 2021). Therefore it is an important period of life to invest in.

Following recent studies of RIVM performed in September 2022, a third of the youth in the Netherlands between the age of 12-25 years indicated to experience mental health issues (RIVM, 2022). In 2021 teenagers ranked their life with an average of 7.1, which is the lowest assessment ever measured (Trimbos, 2021). Particularly, young people felt depressed and sadness more frequently.

While the Corona crisis played a role in the decreased mental health, it may also have served as a catalyst for pre-existing social issues.

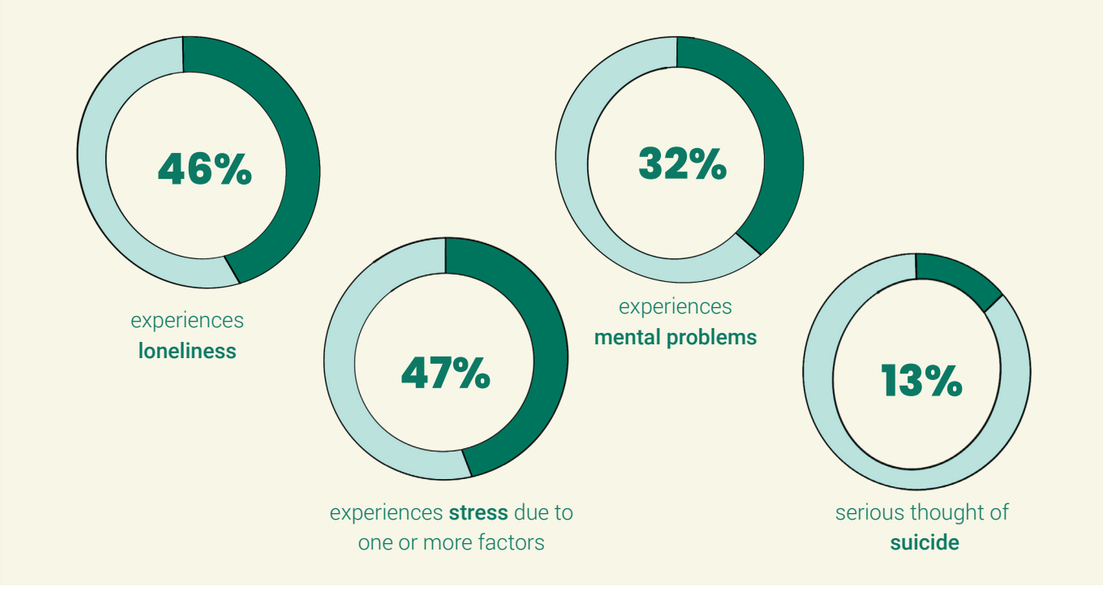


Figure 1: Health and well-being of youth in the Netherlands, HBSC-onderzoek (2021)

Taboo topic

Among teenagers with mental health problems, about 60% experiences it as a taboo topic to talk about (Kamphuis, 2019). If they discuss their mental health issues, they fear being labelled as "an exaggerator." Reasons teenagers give for the experienced taboo include:

- people find it difficult to empathize with them;
- they believe that mental illness does not fit young ages;
- and they believe that psychological problems are simple to cure.

Among teenagers the mindset exist: "floreren is de standaard".

More attention towards prevention

From international research is appears that 75% of the mental issues start before the age of 24 (Kessler RC, 2005). Having mental health issues at a young age often results in physical or mental issues at a later age. The adolescence is a crucial phase in life for prevention of an unhealthy lifestyle and for the development of positive social relationships and a healthy mental wellbeing (Kessler RC, 2005). However, the past years the attention has been on offering care when mental health issues already arised, and less on prevention (Kennisagenda mentale gezondheid jeugd, 2021) .

These outcomes emphasize the importance of the new government strategy "Mentale gezondheid: van ons allemaal,", which pays a specific attention towards young people. This strategy emphasizes improving mental health and providing low-threshold support from many areas of life, among other things: neighbourhood, work, school and online (Rijksoverheid, 2022).

Prevention at schools

Since teenagers spend a significant amount of time in school, this organisation can play an important role in the prevention of mental health issues. However, schools need more guidance regarding their part in this. It is intended to normalize the subject for conversation while also providing the school with resources to signal, prevent and approach mental health issues (VO Raad, 2022).

B.

Design brief

DESIGN FOR our future

5986

TU Delft

IDE Master Graduation

Project team, Procedural checks and personal Project brief

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

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

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT
Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

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

family name: van der Klauw
initials: N given name: Nina
student number: 4578600
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
Entrepeneurship

SUPERVISORY TEAM **

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

** chair: Marieke Sonneveld dept. / section: End of Life Lab
** mentor: Stefan Persaud dept. / section: Design Education
2nd mentor: Bart Both
organisation: Rouwnetwerk Jong
city: Utrecht country: The Netherlands
comments (optional)

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

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

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

APPROVAL PROJECT BRIEF

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

chair: Marieke Sonneveld date: 26 - 09 - 2022 signature:

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: 33 EC
Of which, taking the conditional requirements into account, can be part of the exam programme: 30 EC
List of electives obtained before the third semester without approval of the BoE

(X) YES all 1st year master courses passed
( ) NO missing 1st year master courses are:

name: C. van der Bunt date: 21 - 10 - 2022 signature: CB

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: (V) APPROVED ( ) NOT APPROVED
Procedure: (V) APPROVED ( ) NOT APPROVED

comments

name: Monique von Morgen date: - KE 1/11/2022 signature: MvM

Initials & Name: N van der Klauw Student number: 4578600
Title of Project: Improving social support for teenagers who have lost a parent

Improving social support for teenagers who have lost a parent — 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 26 - 09 - 2022 — 17 - 04 - 2023 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, ...).

Death is inherent to life. In every stage of life, a loss of a loved one can occur. There is a reasonable chance that a teenager has to face a loss of a loved one (parent, sibling or friend) during their school period. To show some numbers: at the end of 2011 there were 34.000 minors in the Netherlands who lost one parent. Each year about 6000 children between 0-18 years old become (semi)orphaned. Of 50% of the cases this happens between the 12-18 years old (CBS, 2011).

Teenager towards death
Teenagers differ in grieving compared to other ages. Compared to younger ages, they are often better informed and are able to foresee the consequences of the death on long term (Keirse, 2017). Coping with losses and the grieving responses of teenagers are more complex, since it is accompanied with the rapid transition period (including physical, psychological and social developmental changes).

Social support
Social support is inherent to the adaptation to bereavement, and thereby crucial to maintain healthy wellbeing levels. The social support may include family, friends, peers, teachers, support groups, religious/spiritual resources, etc. A lack of social support is an important risk factor for the well-being. This can result in a complicated grief, which is a prolonged or infinity grief (Zisook, S. and Shear, K., 2009). This occurs in about 10% of people with a loss. Specifically in case of a parental death, the other/surviving parent is important for the compliance with the death. However, often a grieving parent cannot always offer the needed support. Another source of social support can be offered at school. Teachers are trained to educate students and maintain healthy classroom environments. However, supporting bereaved teenagers is not particularly addressed in their training. In general, the topic of death, grief and bereavement is not addressed during the school period either in general, preventive, or after an experience of loss. Peers are often feeling awkward and not prepared in supporting grieving friends/classmates.

Compassionate school
Both teachers as well as students should be provided with better sources to deal with the school environment challenges, such as grief. There is a growing interest in creating compassionate education, which provides teachers and students amongst others with emotional coping skills and promote prosocial behaviour. This results in building a safe, collaborative, encouraging and supporting learning environment (Greenberg, M. and Turksma, C., 2015). A current challenge is understanding how compassion-focused programs in schools can facilitate compassion and improve prosocial attitudes and behavior (Roeser, R., et al., 2018). This design study will contribute to the global initiative of compassionate education, by proposing and testing a design intervention.

End of Life Lab and Rouwnetwerk Jong
The project will be in collaboration with the End of Life lab, which focusses on how design can contribute to the quality of life in its last stage. The focus is not only on the person facing end of life, but also takes its social context into account as friends, family, formal and informal care-givers (End of Life lab, 2022). Also during the project Rouwnetwerk Jong will be involved. This organisation is a platform specifically for young people with a loss. On their website they provide a variety of information about grief and bereavement. Besides it facilitates peer groups to share experiences and discuss different topics concerning the loss of a loved one (Rouwnetwerk Jong, 2022).

space available for images / figures on next page

introduction (continued): space for images

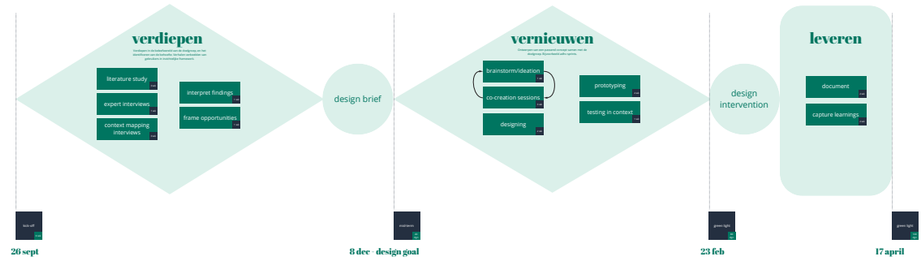


image / figure 1: My design approach

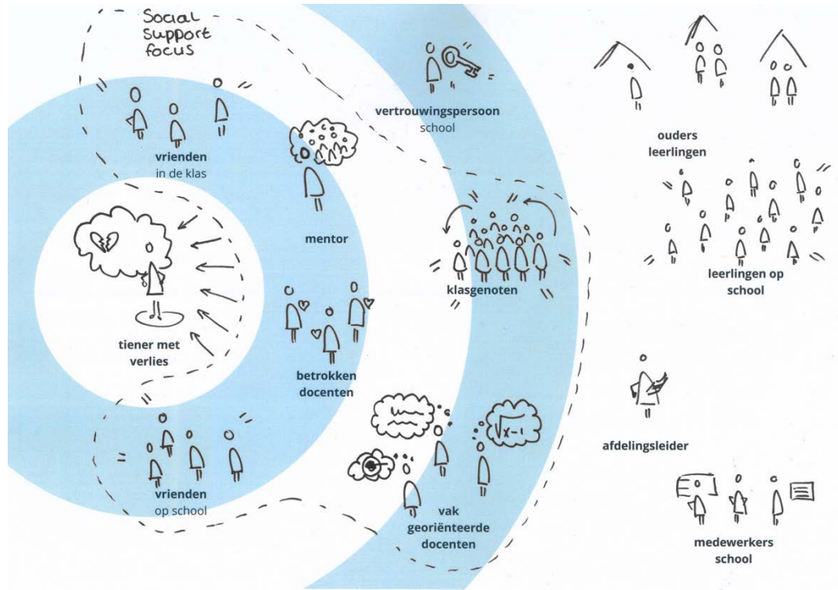


image / figure 2: Focus of the social support in the secundairy school environment

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 social support provided in public high schools for teenagers who have experienced loss is the main topic of this study. For accessibility reasons, it was decided to concentrate on those who are between the ages of 14 and 18, and are in senior general secondary and pre-university education (HAVO and VWO) at a public high school. The project's scope includes students who have experienced a loss as well as other students and teachers. I am aware that social support extends beyond this but is not included in this study.

This study about teenagers who have lost a parent is relevant for two main reasons:

First, this group is underrepresented in both the research and current design solutions that address grief and bereavement. For instance, the museum Tot Zover offers "dood gewoon in de klas" programs to teach students in grades 7 and 8 about death.

Second, the school now has procedures in case that a teacher or student passes away. This includes a strategy for communication, the establishment of a temporary memorial place and a dedicated moment in class. The GGD provides access to this plan. However, there is no standard protocol for handling a parent's passing, which possibly has a significant impact on a teenager's everyday life.

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.

Mapping the needs and experiences of teenagers (aged 14 to 18) who have lost a parent, with a focus on the secondairy school environment. Additionally, consider the needs and experiences of teachers and students in regards to providing assistance to teenage individuals who have experienced a loss. Based on the outcomes find opportunities to improve the social support before, during and after loss in order to contribute to the quality of the grieving process.

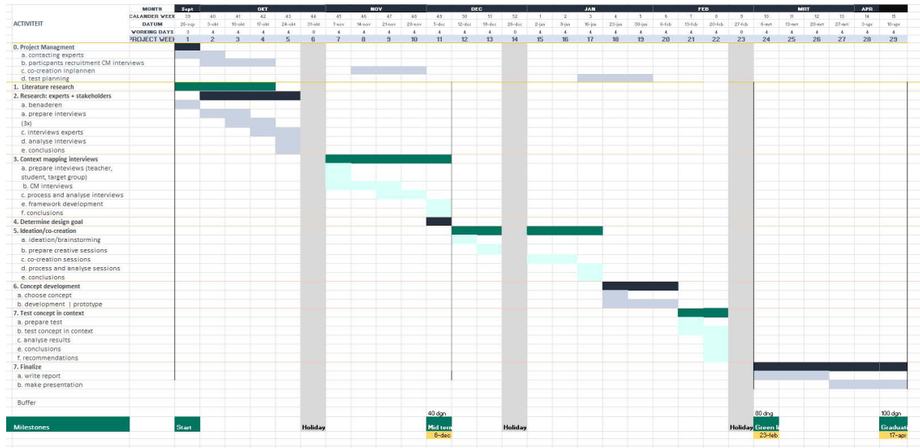
Separating the research into four parts:
- What is the grieving journey of teenagers with a loss?
- What are experiences and needs of teenagers and teachers concerning the support of a grieving student?
- What are opportunities to improve the social support in the educational context?
- What design intervention will contribute normal grief of teenagers?

The goal of the research phase is to create a visual representation of the needs and experiences of the stakeholders in relation to this topic. In the design phase, I will brainstorm with stakeholders and create tangible concepts. Finally, develop and validate a design intervention that can be used in a high school setting.

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 26 - 9 - 22 17 - 4 - 2023 end date



Planning is based on two main stages: verdiepen and vernieuwen.

1. Verdiepen: In the first stage I will get into the topic by performing desk research and having expert interviews. Based on that, I will have deepening interviews with the following stakeholders: teenagers with a loss (6), teenagers (4) and teachers (3). The interviews will be supported with 'make and say' materials. In the following convergent phase, the results will be analysed and shaped in a fitting framework, like persona, customer journey, etc. Based on the research activities I will develop the design goal for the next stage.

2. Vernieuwen: in the following stage I will start with an ideation (individual and peer), using different brainstorming techniques, to come up with possible concepts. In the co-creation session new concepts will be developed with relevant stakeholders and my concepts will be proposed and validated. In an ideal situation the co-creation will take place multiple times, in order to propose concepts (the result of previous co-creations sessions) to the different stakeholders. Finally, the design will be chosen, prototyped, and validated in the context.

The project will take place 4 days a week. It includes 3 weeks for a break and a some buffer days.

The key dates are:
- Kick-off: 26 sept
- Mid-term: 8 dec
- Green light: 23 feb
- Presentation: 17 april

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.

I came in contact with Marieke of the End of Life Lab, which made me enthusiastic for a project about such an essential part of life. A project about such a pure, and personal feeling, is a challenge to approach from my designer point of view. Since we as a designer have not been equipped with the tools to set such a delicate task.

Despite the fact I have not experience any direct loss in my surrounding, I see it as an opportunity to approach the project with an open mind.

During my internship I' ve been part of projects about sensitive topics, which made me realise how this design approach can be rich for certain topics.

During this project I want to further develop my interview skills. This includes: preparing fitting materials to gain deeper insights and to sharpen my questioning in order to get rich answers.

Besides I want to get more experience with co-creation. Since I think this is an valuable tool in design in general, and especially for this project to make the final design intervention fit.

References
CBS, 2013, (Half)wezen naar gemiddelde leeftijd bij verlies ouder en woonsituatie, retrieved from https://www.cbs.nl/nl-nl/maatwerk/2013/32/half--wezen-naar-gemiddelde-leeftijd-bij-verlies-ouder-en-woonsituatie

Keirse, M., 2017, Helpen bij verlies en verdriet. Lannoo uitgevers

Grief and bereavement: what psychiatrists need to know, 2009, Zisook, S. and Shear, K., retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2691160/

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Rouwnetwerk Jong, 2022, https://rouwnetwerkjong.nl/

Understanding and Watering the Seeds of Compassion 2015, Greenberg, M.; Turksma, C., retrieved from https://www.tandfonline.com/doi/full/10.1080/15427609.2015.1068060

Compassion and Human Development: Current Approaches and Future Directions, 2018, Roeser, R. Colaianne, B., Greenberg, Mark., Retrieved from https://www.tandfonline.com/doi/full/10.1080/15427609.2018.1495002

FINAL COMMENTS

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

Initials & Name N van der Klauw Student number 4578600

Title of Project Improving social support for teenagers who have lost a parent

C.

Context mapping interviews: teenagers with the loss of a loved one

Context Mapping interviews | Tieners met verlies

1 | Research questions

experiences

- What are a teenager's general experiences before, during and after losing a parent? And what are the experiences specifically in the school environment?
- What is the experience of loss and grief-related activities, products, classes, etc. in the secondary educational setting?
- How do they experience the social support from teachers and peers?

needs

- What needs do teenage people who have lost a parent have in a school setting?
- What are expectations towards peers and teachers/mentors?

desires

What are their desires from these social support groups?

2 | Data collectie method

Individual context mapping interviews will be conducted with three teenagers who have lost a parent. The participants should be HAVO or VWO students between the ages of 14 and 18. In light of the challenging task of recruiting teenagers, a wide spectrum is chosen. The loss could have happened at any age between 10y and the present.

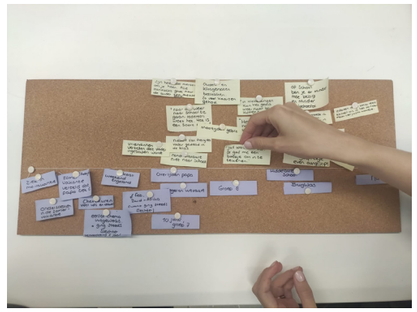
I'll utilise "make and say" materials to provoke experiences and get them to reflect about this during the interview. We'll use generative tools, such words, images, and physical attributes.

The data will exist of the timeline we will create together and the transcript of the interview.

I'll ask the questions throughout the interview. Additionally, work with the participant to make the responses visually.

3 | Equipment

- Post-its
- Prikbord
- Punaises
- Pennen
- Draad
- Telefoon (audio recording)
- Camera
- Bedankje
- Snacks/drankje voor tijdens interview
- Consent form
- Nazorg folder



Voorbeeld van een sessie

Deel 1 : Kennis maken

Allereest **bedankt** dat je er voor open staat om mee te doen aan dit onderzoek.

Ik ben Nina. Voor mij afstudeerproject bij de TU Delft doe ik onderzoek naar **jongeren en rouw**. Ik zal mijn onderzoek starten met een **behoefte onderzoek**. Daarna zal ik een product/toolkit ontwerpen op basis van de verkregen inzichten, dat gebruikt kan worden in de **schoolomgeving**.

Zelf heb ik geen ervaring met het verlies van dichtbij. Daarom hoor ik graag over jouw ervaringen rondom het verlies van jouw dierbare. Jij bent de **expert**. Ik wil graag van jou leren. Verbeter me ook vooral als ik iets zeg dat niet klopt.

Tijdens het interview zullen we samen een tijdlijn creeëren. Dit kunnen we samen doen met verschillende post-its, stiften etc.

Tijdens het gesprek zal ik zoveel mogelijk meeschrijven. Echter kan het zijn het mij niet lukt om alles mee te schrijven. Is het daarom mogelijk dat ik het geluid opneem van het interview, om het later vandaag verder uit te werken? Na het verwerken zal ik de opname verwijderen.

De inzichten die ik verzamel zal ik anoniem behandelen tijdens het verdere onderzoek, jouw naam of andere gegevens zullen niet aan de data gekoppeld worden.

[Tekenen van consent formulier]

Het is belangrijk dat je je tijdens het interview **op je gemak voelt**. Tijdens het interview kunnen we altijd een pauze inlassen of stoppen. Mocht je je oncomfortabel voelen bij bepaalde vragen, geef dat vooral aan.

Heb je nog vragen voordat wij van start gaan?

Zou je jezelf kunnen voorstellen?

Zou je me kort meer kunnen vertellen over de persoon die jij verloren bent?

Hoe oud was jij toen je je dierbare verloor?

Deel 2: Tijdlijn

Om jouw verlies zo goed mogelijk te begrijpen wil ik het samen met jou de verschillende gebeurtenissen in kaart brengen. Ik wil eerst kort alle gebeurtenissen op een rijtje met je zetten, en daarna er dieper op in gaan.

Kan je me meenemen in wat je hebt meegemaakt vanaf het moment dat je hoorde dat jouw dierbare persoon ziek was? / vanaf het plotselinge overlijden.

Hoe oud was jij op dat moment?

Voor mijn onderzoek ben ik specifiek benieuwd naar hoe je je verlies en rouw hebt ervaren in je schoolomgeving. Ik zou dat graag in de tijdlijn willen plaatsen.

Geval van ziekte: Wat deed je na het horen van het slechte nieuws?

Na het overlijden ging je weer naar school. Hoe heb je dat toen ervaren?

En daarna? Hoe werd er omgegaan met jouw verlies van een dierbare?

Was er steun vanuit docenten? Zo ja, wat was deze steun?

Ervaarde je steun vanuit klasgenoten? Zo ja, wat dan?

Waren er moeilijke momenten op school? Bepaalde dagen/lessen/gesprekken/activiteiten?

Welke lastige momenten op school heb je gehad die te maken hebben gehad met het verlies van je dierbare?

Veranderde school voor jou na het overlijden? Of alvorens het overlijden misschien?

Had je meer/minder plezier; vond je het moeilijk om te focussen?

Deel 3: reflectie

Terugkijkend op deze periode op school ben ik benieuwd waar je blij mee was, en wat je graag anders had willen zien.

Kun je positieve ervaringen herinneren uit deze periode?

Kun je negatieve ervaringen herinneren uit deze periode?

Is er graag iets wat je anders had gewild van docenten?

Wat had je achteraf gewild dat schoolvrienden tegen jou had gezegd of gedaan?

Wat had je achteraf gewild dat klasgenoten tegen jou had gezegd of gedaan?

Welke belangrijke gebeurtenissen verwacht je nog. Hoe kan school/vrienden/klasgenoten jou hierbij helpen?

Was er nog iets anders dat je nodig had gehad?

Deel 4: afronding

Is er nog iets dat je graag zou willen **toevoegen**?

Ik wil je graag bedanken voor het delen van jouw ervaringen. Dit is erg waardevol voor de het vervolg van mijn onderzoek. Mocht je later nog iets willen toevoegen, of wil je me nog iets vragen kan je me appen/bellen.

[Bedankje geven.]

[nazorg folder geven]

Momenteel nog heel orienterend in het onderzoek. Is het goed als ik later in het onderzoek contact met je opneem, voor bijvoorbeeld tijdens het ontwerpen?

D.

Context mapping interviews: teachers

1 | Research questions

experiences

- What is the position of loss and grief in secondary education nowadays?
- Where and when does this topic arise in education?
- What are their experiences loss and grief among teenagers?
- In circumstances involving loss and grief, which school employees are involved?

needs

- What do teachers need in order to provide a right level of support for a grieving teenager?

desires

- What is the ideal environment for a school to support grieving teenagers?
- What kind of support do they want to offer, and what is needed in order to do so?

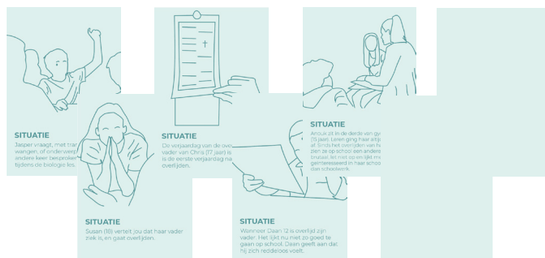
2 | Data collectie method

Context mapping interviews will be held with 3 teachers, who also fulfil the position of a mentor. During the interview I will make use of 'make and say' materials to provoke experiences and make them reflect on this. This will consist of 'situation cards' which propose situations of teenagers with a loss.The situation cards are based on experiences shared during earlier interviews, expert interviews and online research.
With generative tools, like images and words, we will reflect on this situation.

3 | Equipment

- Post-its
- Kurk
- Punaises
- Pennen
- Draad
- 6-8 situatie kaarten + 2 lege voor eigen invulling
- Telefoon (audio recording)
- Camera
- Bedankje
- Snacks/drankje voor tijdens interview
- Consent form
- Na zorg folder

Onderlegger A3 formaat



Situatie kaarten om in het onderwerp te komen

Deel 1 : Kennis maken

Allereerst bedankt dat je er voor open staat om mee te doen aan dit onderzoek.
Ik ben Nina. Voor mijn afstudeerproject bij de TU Delft doe ik onderzoek naar jongeren en rouw. Ik zal mijn onderzoek starten met een behoefte onderzoek. Daarna zal ik een product/toolkit ontwerpen op basis van de verkregen inzichten, dat gebruikt kan worden in de schoolomgeving.

Zelf heb ik geen achtergrond in het onderwijs. Daarom hoor ik graag over jouw ervaringen rondom het docentschap en alles dat daarbij komt kijken. Jij bent de expert. Ik wil graag van jou leren. Je hoeft geen ervaring te hebben met het onderwerp verlies of rouw. Het gaat er puur over wat jij hebt meegemaakt of hoe jij het graag zou willen.

Tijdens het interview zullen we samen verschillende situaties doorlopen, zowel situaties die ik in eerdere interviews heb gehoord, als die van jou zelf. Dit kunnen we samen doen met verschillende post-its, stiften etc.

Tijdens het gesprek zal ik zoveel mogelijk meeschrijven. Echter kan het zijn het mij niet lukt om alles mee te schrijven. Is het daarom mogelijk dat ik het geluid op neem van het interview, om het later vandaag verder uit te werken? Na het verwerken zal ik de opname verwijderen.

De inzichten die ik verzamel zal ik anoniem behandelen tijdens het verdere onderzoek, jouw naam of andere gegevens zullen niet aan de data gekoppeld worden.

[Tekenen van consent formulier]

Het is belangrijk dat je je tijdens het interview op je gemak voelt. Tijdens het interview kunnen we altijd een pauze inlassen of stoppen. Mocht je je oncomfortabel voelen bij bepaalde vragen, geef dat vooral aan.

Klopt het dat we 1 uur hebben?

Heb je nog vragen voordat wij van start gaan?

Zou je jezelf kunnen voorstellen?

Welk vak geef je? Ben je ook mentor?

Hoe lang geef je al les?

Wat is de huidige verdeling/gang van zaken wanneer een leerling te maken heeft met verlies en rouw? Wie van school zijn hierbij betrokken?

Wat weet je van leerlingen voor ze bij jou in de klas komen?

Deel 2: Situatie kaarten

Kies een situatie kaart, omdat het je bekend voorkomt, of omdat het vragen bij je oproept.
Omschrijf de situatie en wat je zou doen. We gaan dit een aantal keer herhalen.

Komen er situaties je bekend voor?

Heb jij situaties meegemaakt dat gaat over ouder verlies bij leerlingen?

Laten we de situaties opschrijven. Wat gebeurde er?

Wat gebeurde ervoor en erna deze situatie? Contact momenten met de leerling.

Wat voelde goed? Comfortabel. En wat voelde minder goed? Oncomfortabel?

Hoe zou je het in de toekomst anders willen doen?

Wat zou je nodig hebben om dit te bieden?
Waar voel je je comfortabel bij? Wat zou je graag anders willen?

Wat voor rol zou de school kunnen/moeten hebben in rouwverwerking bij jongeren?

Deel 3: afronding

Is er nog iets dat je graag zou willen **toevoegen**?

Ik wil je graag bedanken voor het delen van jouw ervaringen. Dit is erg waardevol voor de het vervolg van mijn onderzoek.
Mocht je later nog iets willen toevoegen, of wil je me nog iets vragen kan je me appen/bellen.

[Bedankje geven.]

- Beleefwereld onderzoek doen. in de mentor les (10 min) met wat korte vragen.

- observeren in de les

E.

Questionnairy teenagers

1 | Research questions

experiences

- Wat is de perceptie van tieners over rouw?

desires

- Hoe zouden ze iemand willen steunen die te maken heeft met een verlies?

2 | Data collectie method

Stappen van het uitvoeren van het onderzoek in de klas:

Stap 1:
Klaarleggen van consent- en vragenformulieren, voordat de leerlingen de klas inkomen.

Stap 2:
De leraar heet de leerlingen welkom en kondigt aan dat er een gast is. Ik stel mijzelf voor, en leg uit waar het onderzoek over gaat. Vervolgens vertel ik dat er een korte vragenlijst is, die ze individueel mogen invullen. Ik benadruk dat het onderzoek vrijwillig is en dat je ouder moet zijn dan 16 jaar.

Voordat de leerling starten met het consent formulier en de vragenlijst, benadrukt de docent nogmaals dat het invullen vrijwillig is.

Stap 3:
De leerlingen vullen het zelfstandig in. Als ze klaar zijn leggen ze het omgedraaid op de hoek van de tafel. Bij vragen loop ik langs.
Alle formulieren stop ik in een gesloten doos.

Tot slot kunnen de leerlingen vragen stellen over het onderzoek, of het studeren in Delft. De docent begint daarna met zijn les.

Dit herhaalt zich bij elke nieuwe klas.

De antwoorden op de ingevulde formulieren worden geanalyseerd. De antwoorden worden bekeken op basis van woord keuze. Woorden of beschrijvingen die op elkaar lijken worden geclusterd.

3 | Equipment

- Consent formulieren
- Briefjes met vragen
- Antwoorden doos

Vragen formulier

Vragen formulier

Welk jaar zit je?

☐ 4 Havo ☐ 5 Havo
☐ 4 Vwo ☐ 5 Vwo ☐ 6 Vwo

Leeftijd: .....

Heb je ooit een ervaring met rouw of de dood gehad?

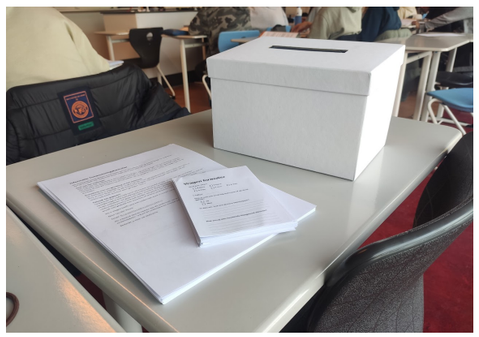
☐ Ja
☐ Nee

In één zin: hoe zou jij rouw beschrijven?

.....
.....
.....
.....

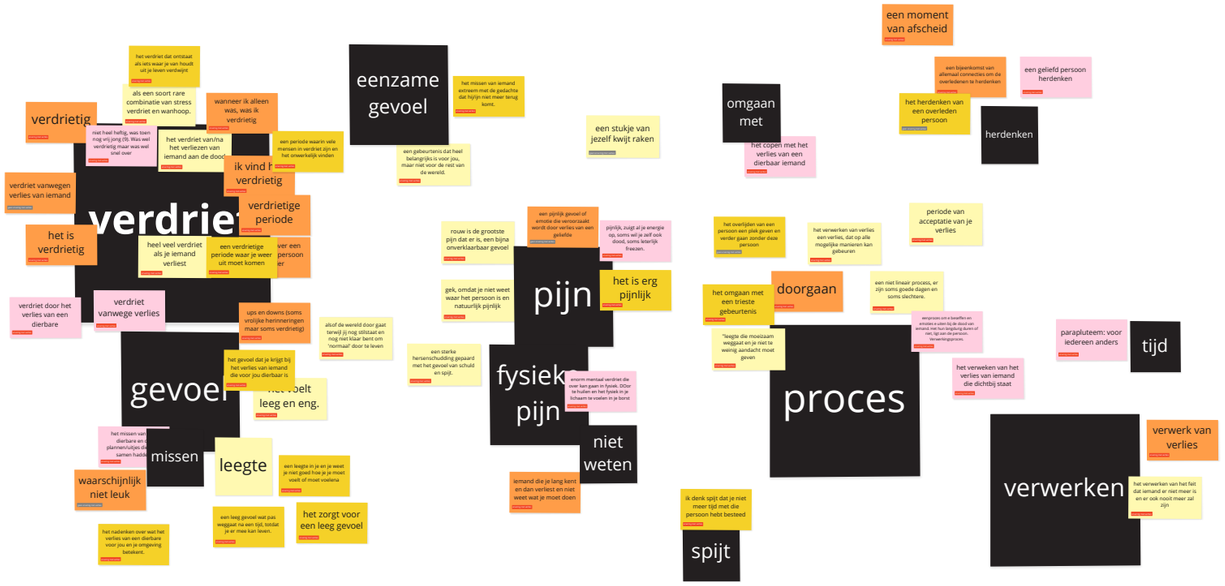
Hoe zou jij een rouwende klasgenoot steunen?

.....
.....
.....
.....

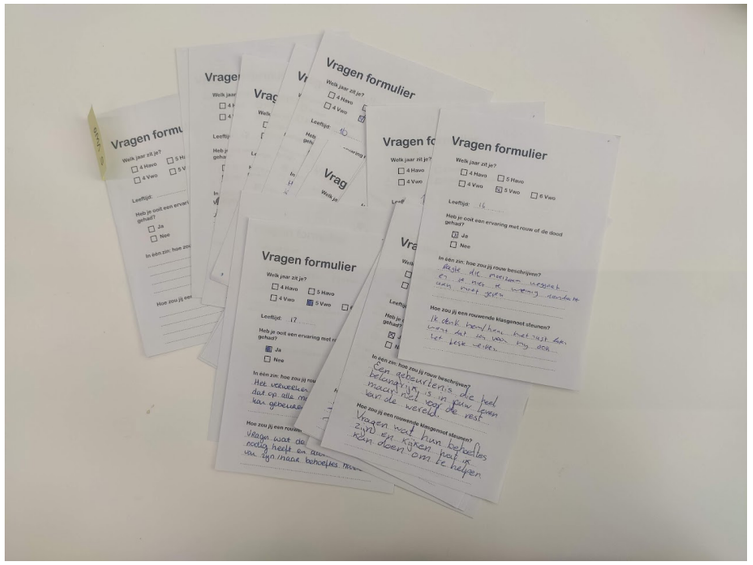


Materialen voor de leefwereldonderzoek in de klas

In een zin: hoe zou jij rouw omschrijven?



hoe zou jij een rouwende klasgenoot steunen?



The questionnaire offered me many insights into teens' perspectives on grief and social support. The different answers showed how each teen deals with grief differently. Additionally, the discomfort which is involved with this topic, because they have not often been in a position to offer social support.

In addition, I was surprised about how many teens indicated that they had dealt with grief at a certain point. Personally, I had underestimated this, and I think a lot of people with me.

F.

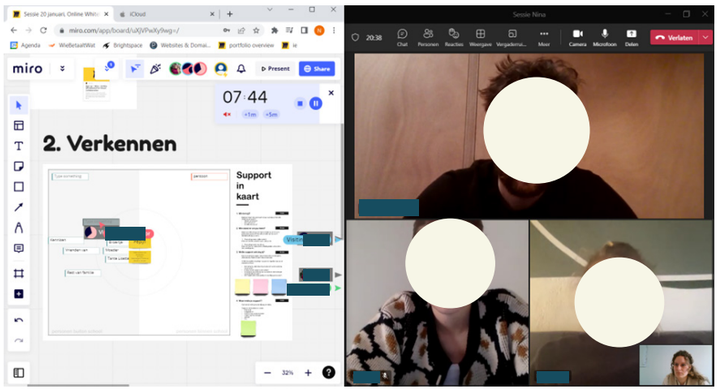
Workshop day at Museum van de Geest

A workshop day 'Open geest in de klas' organized by several museums (Dolhuys and Van Gogh museum) and several welfare organizations including Levvel. A day designed for teachers about students and their mental health. The program was intended for mentors, teachers and school social workers. During the day there were several speakers and workshops.

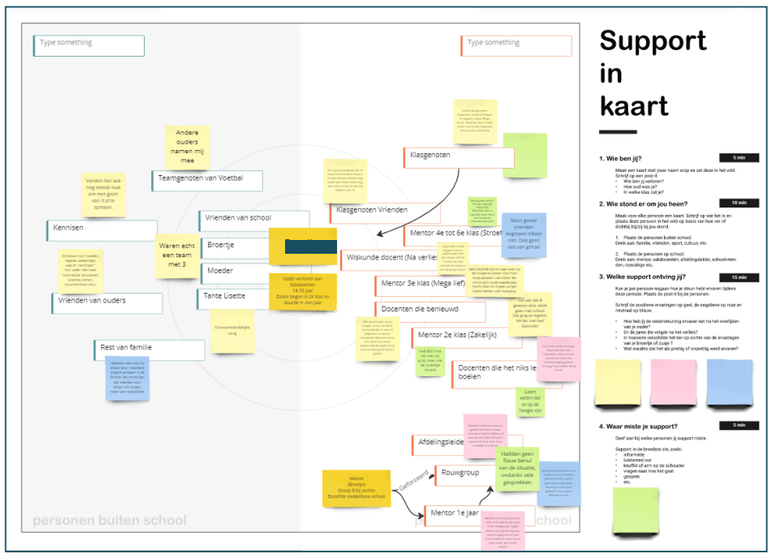
During the day there were many conversations about mental health. It offered me more insights into teachers' experience concerning mental health in the classroom.

G.

Creative session experience experts

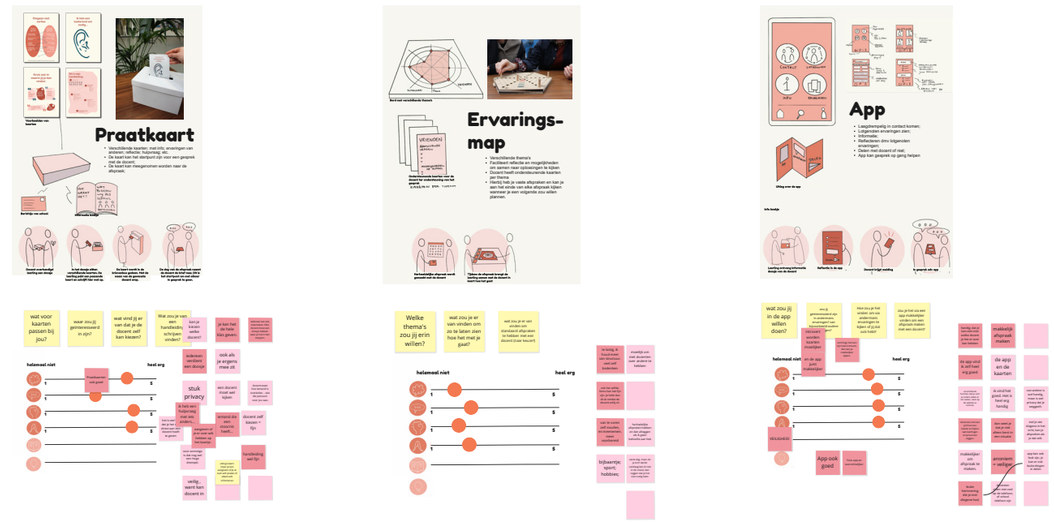


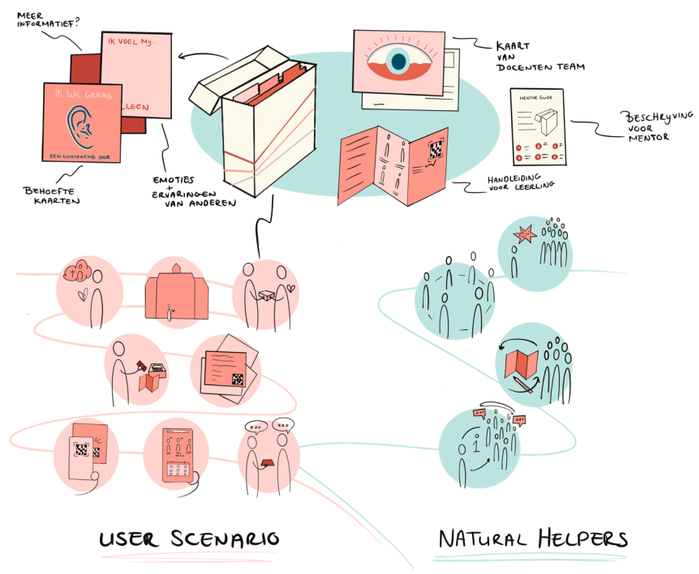
This appendix consists of an explanation of the creative sessions with experience experts. During the sessions, multiple steps were taken to move from personal experiences towards an ideation phase. This was achieved using Miro, where each participant had their own workshop template. Throughout the workshop, there were several plenary moments to share answers to questions. Finally, the workshop concluded with a group design phase, where everyone contributed to each other's ideas.



H.

Co-reflection sessions





The co-reflection sessions took place either online or in-person. During these reflective sessions, participants first reflected on their own experiences. Afterwards, a brainstorming session was held to generate ideas for improving the current situation. Finally, the session ended with proposing the current idea towards the participant (as shown on the left). After each co-reflection session, the concept was updated based on participants' input.

The co-reflection sessions involved three teenagers who had experienced loss, two teachers, and one school social worker.

I.
Evaluating design

Docenten

Evaluatie plan

1. **Uitleg doel onderzoek**
   a. Jullie mening over het concept. Evalueren om te kijken wat er veranderd moet worden om het een succes te maken
   b. Voorleggen aan jullie, kunnen jullie er zelf doorheen. Daarna heb ik wat vragen.
   c. Wees eerlijk over wat je ziet en erbij denkt. Het product is nog niet af. Het is eerder een suggestie hoe het eruit kan komen te zien of wat voor tekst erop komt te staan.
   d. Het product is ontwerpen in verschillende fases, varierend van ervaring, naar behoefte onderzoek, naar creatieve brainstorm, na evalueren van ideeën tot nu: de evaluatie van het concept.
   e. Is het okay voor jullie als ik meeschrijf, en af en toe wat foto's maak voor mijn rapportage? Ik zal jullie wanneer gewenst, onherkenbaar in beeld brengen.

2. **Overhandigen Handreiking Rouw**
   a. Ze er zelf doorheen laten gaan.
   b. Observeren: snappen ze het, waar kijken ze naar, wat is (on)duidelijk.

3. **Interview questions based on the Interaction Qualities**

a. **Safety**
   Voelt een docent zich veilig en ondersteund (door de kaartset, en de ondersteuning vanuit school) genoeg om een keuze te maken om wel of niet deel te nemen aan het natural helpers programma?

b. **Expression**
   Hoe wordt de docentenkaart ervaren. Is er support nodig om dit te kunnen schrijven als docent?
   Geeft het docenten genoeg handvaten om in gesprek te gaan met een tiener en uiting te geven aan de binnenwereld?

c. **Autonomy**

d. **Inviting**
   Is het uitnodigend om deel te nemen aan dit initivatief?

e. **Knowledge**
   Geeft Handreiking jou meer kennis en begrip over rouw bij tieners en de mogelijkheden die er zijn zowel binnen als buiten school?

f. **Empathy**
   Zorgen de kaarten voor meer empathie voor tieners met een ouderverlies en zorgt het voor compassievol gedrag naar de tiener toe?

Zou dit werken binnen school?

Wat zou er moeten veranderen aan het ontwerp om het wel te laten werken?

Geeft een docenten handleiding genoeg handvaten om de box te overhandigen?