

DEGREE PROJECT

Out of Syllabus

Mental Health Education for Adolescents

Sponsor : NID Ford Foundation Grant

Volume : 1 OF 1

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PROGRAMME : Masters of Design (M. Des)

GUIDE : GAYATRI MENON

2020

INDUSTRIAL DESIGN FACULTY (PRODUCT DESIGN)



राष्ट्रीय डिज़ाइन संस्थान
NATIONAL INSTITUTE OF DESIGN

The Evaluation Jury recommends TANYA PRASAD for the

Degree of the National Institute of Design

IN INDUSTRIAL DESIGN (PRODUCT DESIGN)

herewith, for the project titled "Out of Syllabus - Mental health education for adolescents"

on fulfilling the further requirements by*

Chairman

Members :

Jury Grade : _____

*Subsequent remarks regarding fulfilling the requirements :

This Project has been completed in _____ weeks.

Activity Chairperson, Education _____

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This document has been printed by **Siddhi Printech in Ahmedabad using Buff 130 GSM paper.**

Typeface Used
Adobe Garamond Pro

Processed & Published At
National Institute of Design
Paldi, Ahmedabad - 380007
Gujarat, India
www.nid.edu

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Acknowledgment

I would like to extend my heartfelt thanks to everyone who helped me through out the journey of my project. With patience , support and understanding they have helped me turn the difficult steps in life into an easier path. I would like to extend my thanks to all that stood with me to see this project come to life.

Deepest gratitude to Dr. Gayatri Menon, my guide, for helping me in all junctions when I felt stuck. For seeing and believing in me and being more than just a guide. The whole journey was only possible under your indispensable guidance and mentorship.

Praveen Nahar, Director, NID for providing me with such a rich exposure to different directions, organisations and people. Thank you for instilling in me a constant curiosity to question and find my own answers. Being a student under you was a privilege that reset my path towards a more responsible designer.

Dr.Shilpa Das, for the short but most significant talk during the project. Thank for taking time to listen and reflect on what all could be done in the future.

Dr. Bhavna Uba, Child Psychologist for the discussions and feedbacks throughout the project and for being such an integral part of Out of Syllabus through her column.

To all the schools and faculties who took the time to interact with me during the research phase and all the wonderful children who welcomed me into their lives with soo much love and kindness. Thank you for sharing a glimpse of your life with me, for being fearless and kind. You all are my greatest source of inspiration.

Haripriya Vellodi for being the most beautiful discovery in NID. The project seemed so much more than just a project, thanks to all the discussion and talk that we have had. Tom Antony for mutually motivating each other to work more and better, and for all the generous helps. Devi Mohan, Surya Haridasan, Arnold Raj, Naina Nandakumar, thank you so much for keeping me sane throughout this whole Covid-19 time. You made the uncertainty seem so less scary. Jerry Antony, for the nothingness.

To all my PD Batches for the amazing time and learning at NID. You gave a different dimension to the whole tenure at NID.

To Tiara Prasad, my sister for the constant discussions and being the backbone of Out of Syllabus. The venture seemed so much more possible and so much more doable because of you. Thank you for being my mirror.

For my Parents, Pamy Sebastian and P K Prasad, for being my best friends and supporting us to grow our own wings and find our own space. Thank you so much believing in us, letting us be ourselves and being part of all our joys and fun adventures.

Preface

The degree project is the final graduation project done by the Masters student after 4 semesters of Masters programme. The official duration of the project is between 4-6 months. During this term, the project is taken by the student from the start till the end. The projects could be a work for a industry or could also be self sponsored and taken up themselves. Such projects are the solely guided by the interest and effort of the student with the help of the mentor.

The project area can be chosen by the student and has to be a practical reflection of all the skills and learning through out the whole course in NID. The project should meet the quality and standard of an real time implementation and must be a reflection of what they would like to be a part of in this world. The process and journey of the whole degree project should be captured and documented in the term of a dissertation which is to be submitted at the end of the project .

Ford Foundation Grant

NID-Ford foundation funding scheme was established a few years back to promote and encourage socially responsive design at NID. This scheme funds ideas/concepts which has the potential to enhance the quality of life in the Indian context. The guiding philosophy behind this funding scheme is 'Design for Development' covering important areas of design intervention such as social, economic, political and cognitive domains, education and health. In the past, many students from various disciplines have benefited from and availed of grants from this scheme.

The NID-Ford Foundation sponsorship is made available to students on merit, academic performance, quality of the proposal, and recommendations from the guide and the discipline lead of the programme concerned. The purpose is to provide minimum financial assistance to the student to carry out his/her work.

In the year 2019-2020 the grant is being re-introduced to support 5 graduation projects/proposals focusing on UN Sustainable Development Goals which could cover a broad range of areas. This project was one of the 5 selected projects for the Ford Foundation Grant 2019.



National Institute Of Design

The National Institute of Design (NID), established in 1961 in Ahmedabad follows the Bauhaus Design movement of learning by doing. Being one of the foremost multi-disciplinary institution of design education and research, the institute was the first Design Institute to be established in India . The institute is as an autonomous body functioning under the Department of Industrial Policy and Promotion, Ministry of Commerce and Industry, Government of India. NID is also recognised by the Department of Scientific and Industrial Research, Government of India as a Scientific and Industrial Research Organisation.

The Master's Programme in NID is an intensive 2.5 year postgraduate programme. The education at NID is based on a distinctive approach of learning by doing. Focusing more on learning as a part of life, the learning methodology designed by NID encourages each an every student to incorporate design as a part of their everyday life. It helps students to think outside the usual system of education system which lets students truly understand the concepts and apply it in any field.

The Declaration of NID, in 2014 as a 'Institution of National Importance' by the Act of Parliament, by virtue of the National Institute of Design Act 2014 truly reflects the impact of Design Education in our country



Product Design

The Product Design course in NID follows a process-oriented approach. The course exposes the students to a range of areas such as Design for Special Needs, Design for Social Impact, Design for Healthcare, Research Methodology, Design Process. The course also encourages students to take up real life projects and to work with various real and changing scenarios. Collaborative work, Systemic thinking, User-centric designs and real time feedbacks and changes are all a part of the projects.

Every semester gives students the opportunity to work on a design project of their choice that helps them understand and apply their knowledge better. The design projects are a true reflection of the journey in NID and is a challenge that helps the student work in a variety of areas and strengthen their skills and knowledge.

The journey of a student as a student of product design helps one to hone his creativity through hands-on as well as thought provoking projects.

“Education is not the learning of facts, but the training of mind to think.”
-Albert Einstein

Synopsis

Design is a way tool that leads us to the desired change. The influence and power of design can be seen in various fields across us, from technology, health, play to even life. Through out this project, we use design as a tool to study, understand and act as a catalyst to bring about change in our life towards a mentally healthier lifestyle.

Lack of mental health and wellbeing has been a major silent killer of the essence of life in our society. When a majority of our ideas and believes have been pushed and conditioned by consumerist values, it shifts our focus from the basic need of a human life for a healthy life - a healthy and sound mind. Even in today's age we find mental health being a topic of least preferred discussion. Still seen as a taboo, the number of people going through their life without addressing the problems are huge. The lack of awareness and education about the same still forms a cloud of confusion and superstitions to overtake our understanding leaving most of us in the dark.

The society is only as good as the citizens in it. In the race to fit into the general template of the society, many are left behind in dark lonely closed doors with no direction of help, proper awareness or support being talked about and reached out to. In today's fast paced life with the overload of information a person is bombarded with, it is not just surprising but a serious matter of concern that a person is susceptible to feeling overwhelmed and off balanced more frequently than ever before. In such a situation, an emergency measure should be to shift Mental health and wellbeing from a secondary or tertiary requirement of a person to the primary and basic need in ones life.

A permanent solution for this wicked problem would be the most desired. Causes that developed and seeped in over a larger period of time would take a good amount of time to be unlearned too. Hence the most preferred approach would be a preventive way to establish a permanent shift rather than an immediate patch-up work.

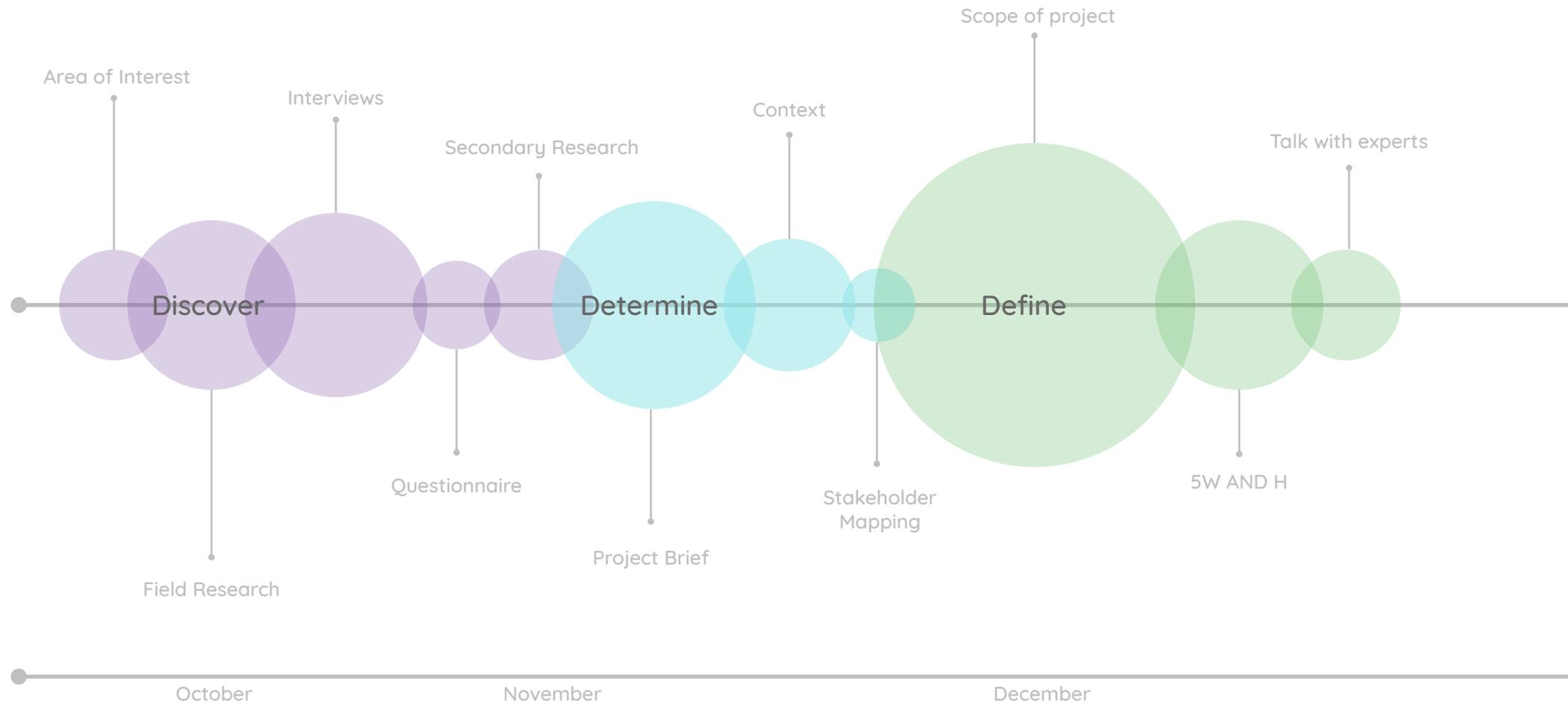
Education is a tool that aims at creating learnings and understandings early on in a child's development. The aim of education is to equip them with all basic necessary skills to be a sound citizen who not only participates but also contributes for the next generations. Awareness for Mental Health Wellness as a preventive approach to mental illness starts with the basic education about the same as early on as possible for the right age groups.

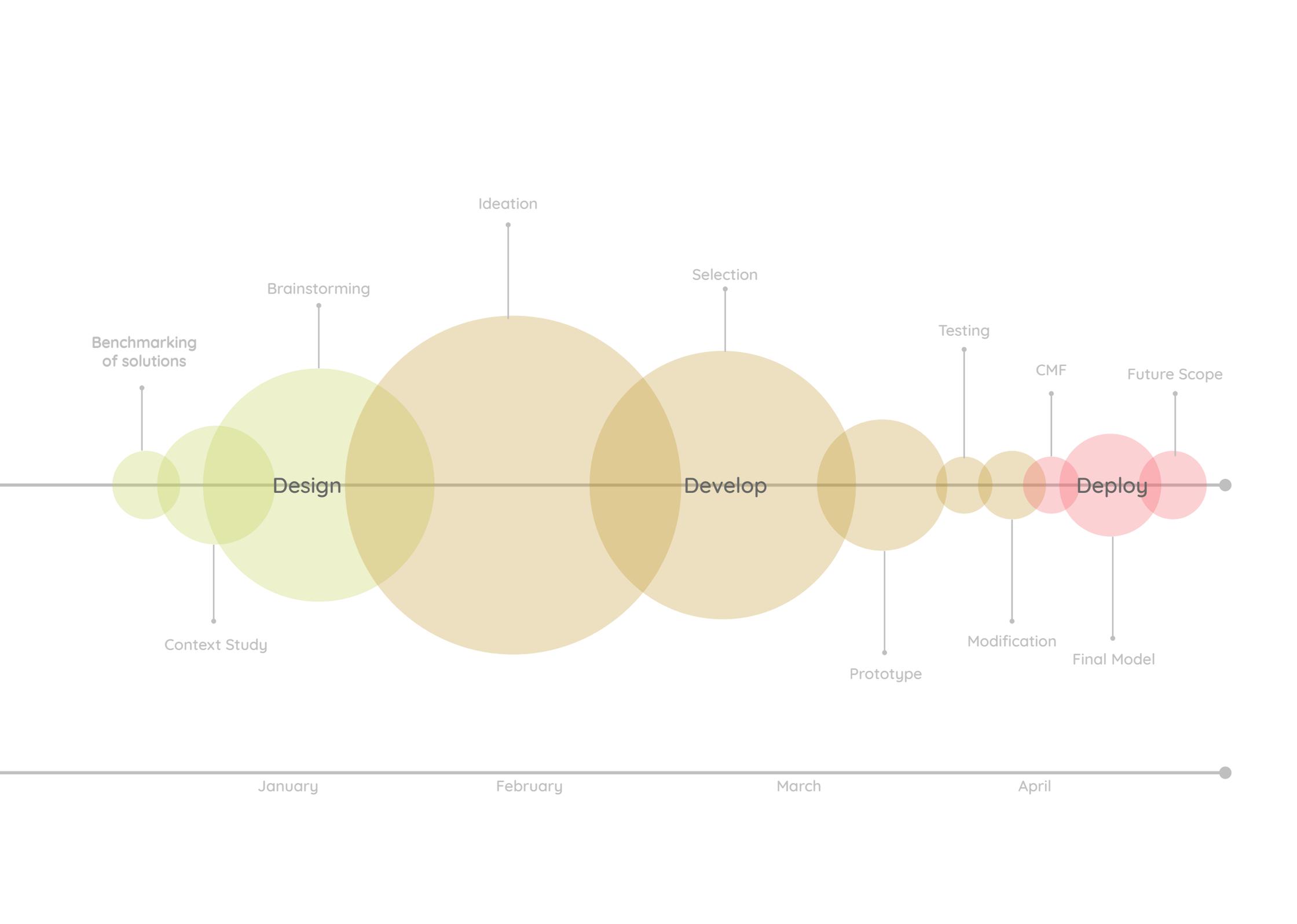
The project aims at understanding the present 'wicked' situation in its context chosen and designing interventions to bring back the focus to mental health and wellbeing. Through participatory approach with the stakeholders, live interviews, the idea of a 'silent design' was preferred for this vast and complex situation. Being a wicked problem in itself with rooted deepened into our knowledge and conditioning, no single solution would be apt for bringing about a permanent impact for the same. Hence 'mushroom project' were designed to be implemented a different areas to bring about a blanket movement towards this topic.

Design Methodology

6D process

The project follows a 6D approach naming ,Discover, Determine, Define, Design, Develop and Deploy. Each stage helps us to equip well for the next stage needed. Though the process is not entirely linear, a rough structure for the same helps follow a direction and take the project forward.





Benchmarking of solutions

Brainstorming

Ideation

Selection

Testing

CMF

Future Scope

Design

Develop

Deploy

Context Study

Prototype

Modification

Final Model

January

February

March

April

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- Future Scope
- Project Learnings
- Annexures

discover

phase

The First phase of the Project- The Discover phase. The Discover phase is a relatively open ended phase. With just a few keywords and umbrella topic to guide oneself, the discover phase is filled with questions one would like to find and a few areas one would want to learn and know more about. The discover phase is not constrained or held back in any way. One is open to stumbling across things and expanding or discovering new areas or extensions of areas that interest them.

With possible areas of interest, primary research that gives us a glimpse of the real world, and secondary research that gives us a lot of information to back up the research on, the Discover Phase helps us to narrow down our topics.

The Discover Phase symbolises the traveller who is wandering but not lost.

- >Initial Project Ideas and Directions
- >The Beginning
- >Project Working title
- >Objective
- >Possible Outputs
- >Primary Research Phase I
- >Secondary Research
- >Primary Research Phase II

Initial project ideas and directions

Graduation Project is a time one gets to dive deep into a topic of one's interest. It is a mental, emotional and physical journey towards a particular direction. It is a time for to question, challenge, unlearn, relearn and deep dive into oneself also.

I wanted to use this opportunity to explore an area of personal interest, learn as much as I can and seek answers to the questions that have always haunted me and turn the questions into answers through my solutions. I have been keeping an eye open in search for a area that I would love to spend a minimum of 6 months at the least.

The criteria for the topics were fairly simply

1. The topic should be relevant to the time and the need of the hour
 2. The project should be a pull approach and not a push approach
 3. I should be able to take the project beyond a classroom project and most importantly
 4. It should be a passion project- The area should be close to my heart and of personal interest for me to pursue it for my own satisfaction.
- I should be the driver of my work, and never stop looking and learning for more.

With these points being clear, the following few areas were considered

1. Sex Education -
2. Mental Health
3. Sustainability

Education was a field I wanted to get deeper into. Truly believing in the power of education to create a mass and permanent shift in our society, I also believe that the purpose of education goes way beyond getting a good job, or earning more money but to be more and better resourced to lead a good and healthier life. Education helps us sharpen and grow our minds and thinking and create hotspots for the next wave to generate. Education also goes beyond the four walls of a classroom or marks in an exam, We are learning and being educated in every interaction, in self-reflection, in our failures and glory. Hence I wanted to focus of Education as a border umbrella under which I could pursue to solve a truly pressing issue.

“The most powerful
weapon is Education”

Sex Education

Sex Education still remains a taboo in the Indian society and the repercussions of this silent approach to its exists leads to a number of other issues such as misunderstanding of gender differences and respecting those, increased half information/ wrong information which could be more unhealthy and unsafe life. Having a healthy approach to this topic lays the foundation which can build on other more important issues needed in a healthier shared life.

Sustainability Education

The need of the hour is to develop a sustainable alternative to our existing life choices. Our actions today are bringing about damages that might not be reversible in our lifetime. And it should be understood that we are not independent of the world we live in. Developing a sustainable outlook to life and creating sensitivity to our actions is a objective that needs to be taught and learned and practise from as a child. Convenience and comfort being the biggest obstruction to a sustainable life, we can prevent from developing these habits and shifting our normal to a sustainable living.`

Mental Health Education

Humans are in a constant quest for betterment and our education helps us to make us smarter and more resourced to make our life better. But our mind just like our body needs its own attention to follow a healthy life style. It is alarming to see that in our quest for a better life,we have developed an exponentially high number of people seeking for mental help and finding themselves resourceless to do so. The quality of life rather than the quantity should be focused and a preventive approach to developing the taboos and stereotypes around mental health can help us lead a better and more peaceful life.

The Beginning

A thought that turned into an idea and grew into a project. That is what I think would easily and truly summarise what happened in the last 6 months. Systems Design left me with lot of understanding and a craving for more. I wanted to be relevant and create an impact

The thought? Childhood. During the Systems Project , I came to the conclusion that Childhood largely has shaped us all to what we are today . As an individual and as a society. An easily recollected and agreeable thought , but what it sparked in me is the power of children. I strongly believe that a lot can be changed if we start early. The problems of today or the future can by and large be solved by empowering the next generation.

The idea left me with limitless possibilities.

I could see a few dots connecting in my head. I had always liked talking to children, to learn from them, to learn with them , to be amazed by their fearless and unconstrained thoughts and questions and to discover their unlimited power or imagination.

If only, if only we could tap into the minds of children, If only each child could be their best and fullest version of themselves, the miracles that could happen

Prevention is better than Cure.

Project Working Title

Emotional Health Education - An effort to educate about emotional health focusing on the school education system.

Objective

The objective of this project would be to study the prevalence about mental health and to switch into a system with better personal and social emotional wellbeing .

Possible Outputs

The possible outcomes could range from a product, service or a system or a mix of them. The appropriate intervention(s) would be chosen keeping in mind the learning from the primary and secondary research and the context in focus. The project aims to be taken forward beyond the scope of a graduation project, hence implementation in the real world is a major factor in consideration

Primary Research Phase I

The first phase of primary research laid the foundation of the project. The aim was to walk into the interested area without a fixed bias but a framework to help observe and segregate the observations under the interested topics. Various schools were approached and visited. Informal conversation with the faculty, students and parents were also undertaken. With each visit, the questions and the framework were reviewed and revised.

This findings and insights from the primary research would be used to narrowing down an area and define the context. It would also be used as the stepping stone for the next phase of primary research.

>Field visit

- >>School Selection

- >>Framework

- >>Visits

 - Kanavu School, Wayanad

 - Govt.Rural School,Wayanad

 - Govt. UP School, Mananthavady

 - St.Patrick's School, Mananthavady

 - Jabua Govt School, MP

 - Ashram School,Thirunelli

- >>Insights

- >>Narrowing down

- >>Personal Quest



Field Visits

Initial Field visits were planned to understand each area a little more in their context.

The field visits were kept fairly open to be able to put myself in the environment and observe without lot of filters or constraints. Various schools were visited in Ahmedabad and in Kochi and interactions with students and teachers helped me understand the current situation in the education system and the new developments around it.

Schools were visited with a framework in mind to help keep a track of maximum areas.

The framework was divided and categorised based on the life that revolved around a child so as to get a maximum understanding of the same.

School selections

Schools were selected and classes were chosen for interaction to ensure maximum exposure and interaction with students of all ages. The syllabus and the types of school was also kept in mind and varied to understand the variation in the children's behaviour with respect to the curriculum and the environment of the school and the relationship with the teachers.

The schools visited were from ICSE, CBSE, KERALA STATE BOARD . The schools can also be separated as Urban Rural and Tribal. Alternative schools and home schooling kids were also visited.

Permission to take photos was highly restricted by some due to security reasons , also the lack of free periods and tight syllabus made it difficult to grant more time.

Practical difficulties to get permission from each school to interact with the students and teachers were also a factor in the selection of the school. Permission from the district AO was taken as a official part of the project.

School Visit Framework

A framework was designed prior to the field visits to schools to help get a structured observation throughout the visit. The framework was designed to have maximum coverage of the visit. This was done by tracing the journey of a school child in a normal day. This activity helped understand the spaces and people most commonly interacting with a child. Spaces were further divided into the key features of each-tangible and non-tangible, the major influencers in each space followed by the questions specific to that space and people.

The Journey of a Child



Field Visit Framework



Kanavu School, Wayanad

Syllabus :Kerala State Board
Classes: All

“ With reference such as ‘we’ and ‘them’ show that we see differently. When we have a tendency to go and help them, there is an invisible hierarchy in our head.”

-Dr. K J Baby, Founder.

Set up by Dr.K J Baby and his wife Sheila teacher, the school is run for and by the tribal c of Wayanad. The school education system focuses on learning by doing from the nature. The teaching system involves a chain of each elder student teaching a subject to a batch of younger students. This promotes the student to learn by sharing their knowledge.

- > Hardly any students were found in the school
- > The educated students desired western life and shifted to the cities
- > Even with a qualification, they were struggling to find jobs due to their caste discrimination
- > “We are stripping them of their traditional methods and pushing them into the western system, now they cant go forward or back” -Sheila Teacher



Govt. Rural School, Wayanad

Syllabus :Kerala State Board
Classes:1-5th class

“ We dont teach the kids, we learn with them. When things are presented through love and play, kids are ready to receive it ”

-Annama, Principal

The schools follows an interactive method of learning, where discovery by doing and exploration keeps pulling them back to school. Subjects are taught through plays, songs, visual experiments, and hands on projects. Vegetable gardens are maintained by each class and a student radio keeps the children entertained through the intervals. School is seen as a place of play and joy and learning and hence works to attract kids to school amidst all their personal family problems.

- > The children seemed to be having a good time, learning through dance and drama
- > The teachers approached them with care and love and informally, making them seem more of an approachable figure
- > The school faculties seemed to be a small but very close team of teachers and workers, who also loved doing their work dedicatedly ;
- > Teachers went to the homes of the student to make sure they are are able to help to their best.



Govt. U.P School, Wayanad

Syllabus : Kerala State Board
Classes: 5-12th class

“ The society doesn't need it, so there is absolutely no parameter to evaluate the cognitive and behavioural development of a child ”

-Sughuthan Pillai, Principal

The idea of a government school not being good enough seems to be challenged by this school. Good governance and administration under the leadership of the Principle has uplift this school to great standards. To set an example that education is not tied to the fees, the school practises actively to help children perform better even after their school days and make them equally competent in any field that they desire.

- > The principal seemed to have a keen interest in helping children learn beyond the textbooks
- > Regular workshops were conducted for parents to help them understand the true meaning of learning and to help them understand their children better
- > The infrastructure of the school was more organic and helped children play and explore
- > A research center for teachers were also included to find new and interactive ways to teach through games and play and visual medium.*



St.Patrick's School,Wayanad

Syllabus : ICSE ISC BOARD
Classes: 1-12th

“ Parental pressure is so high that it falls upon the shoulders of students and teachers ”

-Joseph Cherian, Senior Faculty.

Run by Patrician brothers, the school is famous for its academic excellence. Vast infrastructure and facilities help children grow in other areas too such as sports, music, soft skills etc. New and reformed methods of teaching are tried out by teachers as they get more aware of the importance of a learning than for marks, But the pressure by parents to excel their kids seems to be breaking the child under all the weight and leaves the teachers helpless.

- > With a good infrastructure and highly trained teachers, The student-teacher interaction seemed to be lively and healthy but they still lacked a dedicated approach on human relations
- > Lack of a dedicated counsellor, only a visiting person currently
- > High academics stress seemed to be putting more pressure on students and difficult to cope up, reflecting the same on their extra curricular activities too.



Jabua Govt. School,MP

Syllabus : MP State Board
Classes: 1-8th class

“ When people come from outside, the kids run and hide, they think people are coming to catch them and give them injections ”

-Rajesh, School Teacher

With the aim to provide basic education to the nearby children, The school lacked in enough teachers and facilities. The school seemed to have bigger issues surrounding its function, High number of dropping girl child with each class, exams taken on basis of the caste, and inadequate meals are factors that add on to the struggle to keep children in school..

- > Children seemed visibly feared, some even ran away beyond school premises.
- > Lack of teachers and infrastructure in the school
- > Use of punishment as a means to control children were visible, e.g., a stick with every teacher
- > Details given by the faculties seemed to be in contrast to what we could see.
- > As we entered a room, we found a teacher swiftly rub away the caste details on the board



Ashram Tribal School, Tirunelli

Syllabus : Kerala State Board
Classes: 1-12th

“ They are given all the support needed free, but that makes them more weaker and dependent and they don't realise the value of it.

We are spoiling them with kindness”

-Saji, School Counsellor

Set up to fight all reasons to drop out from a school and impart education to everyone, Ashram school is the largest residential school for tribal students. They are being provided with meals, dresses, clothes, and even the latest technology to help reduce the gap between their caste and the world. Everything being taken care of by the government, extra money earned goes into alcoholism and drugs. Though inside the school they seemed to be living in totally harmony, it's when they step into the outside world that they find it difficult to adjust to the ill-treatment of others.

- > When going to other schools, they seemed to be very conscious, silently timid, and lacking self worth.
- > Their only interaction with the outside world were the movies they saw.
- > Too much of help is inculcating a habit of high dependency
- > “Its ok teacher, if we finish this book, we'll just get another one”- when i told them to share a piece of paper rather than waste pages for an exercise.

Insights

- >Medium of communication played a big role in interaction with the students
- >Different places/states had different issues depending on the cultural and social structure
- >The school policies made more direct and immediate influence than the government policies in a school.
- >There was a considerable gap between the interaction between teachers and parents

- >It could be seen that the children showed lesser level of emotional healthiness towards urban lifestyle construct
- >The higher academic burden gave no space for the school or the children to address anything but the subjects in hand
- > Children were keen to know more about themselves and one other.
- >The role of teachers was huge in a child's learning in the schools environment

Narrowing down

We are a body and soul in one and a healthy mind is just as important as a healthy body.

The umbrella topic of Emotional Well being was chosen as my topic for my Graduation Project. The area seemed crucial yet taken for granted. People have been trying to figure out themselves and others through decades now, the way we act, talk, think and behave. The pre-requisite for any development and growth is a sound mind which seems to be taken for granted and hence forgotten about. With the current studies around the rising levels of depressions, anxiety and suicide cases around the world, and with lot of interactions with friends, family and peers, there seemed to be a silent cry for the attention in the emotional well being of the project.

Personal quest

I have always liked to learn. To know more and one area of my interest has been the human mind. How we think, understand and perceive things. It was during this journey of mine that I was stuck in a low phase of my life. Everything going well, my mind has no logical reason to feel so and I was lost. I found myself physically and mentally well to get myself to have a clear thought or act upon it. One thing that purely helped out of the phase was understanding myself and my thoughts. To communicate and talk about it. Surprisingly the more I reached out the more people I found who could connect to me. It was a little disturbing and soothing at the same time.

Why had I not known about this before? Why hadn't my 14 years of School education and 4 years of Bachelor education prepared me for what could happen? What were we aiming for if not for a holistically sound person-Body and mind.

*“Educating the mind
without educating the heart is
no education at all”
-Aristotle*

Secondary Research

Thorough study was conducted to know more about the topic of Emotional health. Statistics and data from existing research were collected to validate the importance and relevance of the selected area in today's context. The numbers also gave an idea about the scale of the problem targeted. The secondary research started with the basic questions of what an emotion is, its existence and the types around it.

Stages of emotions were studied to understand the emotional development of a person and find the most apt age group to focus on. Numerous books, articles and studies were followed to know the already existing information on the same which would be necessary to help plan the further modification or development of the same.

- >Statistics
- >Why do we have emotion?
 - >>Emotion and feelings
 - >>Emotional Intelligence
 - >>Emotionless
 - >>Positive and Negative Emotion
 - >>Emotional Literacy
- >Plutchik's Wheel of Emotions
- >Atlas of emotions
- >Stages of Development
 - >>Piaget's Stages of Cognitive Development
 - >>Eric Erikson's Stages of Psychological Development

Social-Emotional Learning (SEL)

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” – The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Social and emotional skills are the tools both children and adults use in social interactions and to manage every day emotional responses. Social Emotional Skills include things such as social awareness, setting goals, and taking responsibility for oneself to maintaining healthy relationships and practicing self-care. Social-emotional learning (SEL) can also be defined as the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and eventually, life success.

It is based on the Five Guiding principles -Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making. These five guiding principles sums up and encompasses the overall social and self development of person within themselves and within a society.



Happiness curriculum

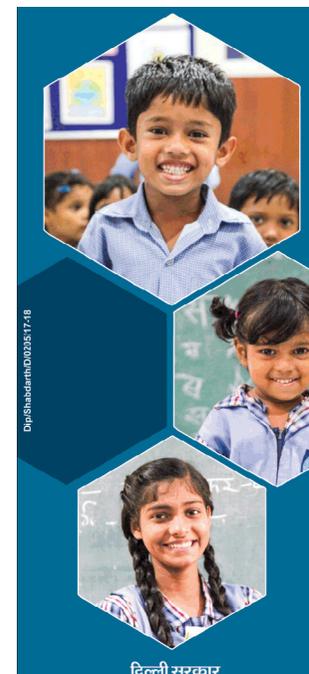
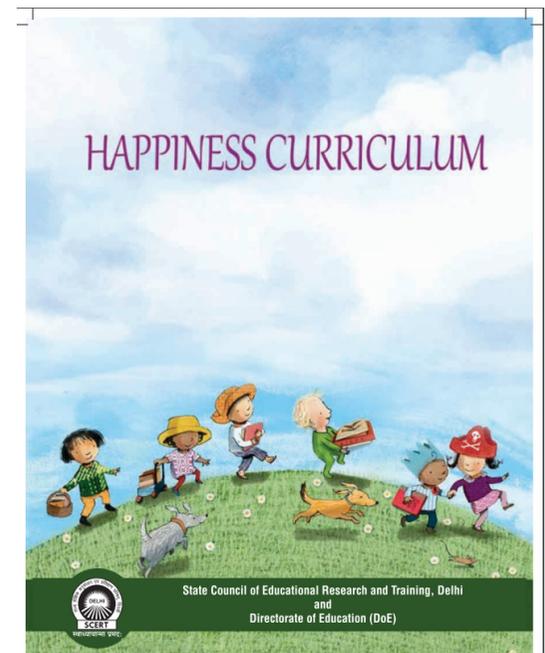
In 2018, Gov of Delhi introduced an educational programme from children for grades 1-8 called Happiness Curriculum with the objective to improve the mental well-being of pupils teach mindfulness, social-emotional learning, critical thinking, problem solving, and relationship building.

The curriculum is based on philosophies of thinkers and educationalists such as Mahatma Gandhi, Rabindranath Tagore and Jiddu Krishnamurthy. Primarily based on the concept of the “Happiness Triad” proposed by philosopher Agraahar Nagraj Sarman, it emphasis on the three components of happiness – momentary happiness, long term happiness and sustainable happiness.

Taking inspiration from the curriculum in Delhi, other Indian states Andhra Pradesh and Uttarakhand, and Afghanistan, Nepal, and the United Arab Emirates are now preparing to implement similar programs.

During a talk with one of the Psychologist from Delhi, it was highlighted that without proper training for teachers, the Happiness Curriculum was being taken like any other professional subject in higher classes and the exams and assignments for the same subject has only added the subject pressure with students learning about Happiness again to only aim at gaining good marks and grades.

Would introducing a school subject be a good approach?



Happiness Curriculum in Delhi Government Schools



Manish Sisodia
Dy. Chief Minister, Delhi

Delhi government intends to introduce a new subject in all its Government Schools from Classes Nursery to VIII under the name 'Happiness'. The Directorate of Education (DoE) is in the process of developing an activity-based curriculum for this purpose.

Education is meant to create happy, confident and content human beings, who can in-turn play a meaningful role in society. The curriculum will include components that will instill self-awareness and care, reduce stress and anxiety, help manage depression, build ability to focus on education and work, encourage creative and critical thinking. Such a holistic approach to education will result in building healthy minds of our children that will enable them to lead a happy life.

In order to streamline the curriculum development, a national level workshop is scheduled to be held in the fourth week of March 2018. Proposals are invited from organizations/NGOs/foundations/university/schools/teachers and practitioners that have sufficient experience in the area. Interested individuals and groups are welcome to share ideas, programs or curriculum with the DoE by sending proposals to happiness.doe@gmail.com by 15th March 2018.

Select organisations and experts will be invited to participate in the workshop. DoE reserves the right to selection of entries. For detailed guidelines, refer to 'Public Circulars' on www.edudel.nic.in

School Mental Health

School Mental Health study was studied in the syllabus and textbooks in India. The Second chapter of the NCERT Moral Science Textbooks for class 9 in CBSE syllabus contained a section on some of the topics of Mental Health. It gave a brief introduction to Anxiety, Depression, Substance Use, Psychosis and Suicide. Though these topics have been covered in a basic format for the age group what surfaced from the interviews and interactions with the faculties and students of all schools were that

- The Moral Science was not one of the basic compulsory subjects
- The Moral Science class was often substituted by other subject teachers (Maths, Physics, Chemistry) to complete their high syllabus content.
- There existed a fear among teachers that talking about the subject would instil the idea into the students, hence most just left it to students to read and understand and ask for any doubts, if any.
- Found no school with a physical copy of the 9th Standard NCERT Moral Science Textbook, the pages on the right were accessed through the e-copy format.

Box 2.4

Read carefully the following situations and try to respond to the given questions.

Situation 1: Shalini and her friends in Class IX were preparing for the school's annual function. All of them were very excited. Anita, one of Shalini's classmates, mocked at her, "You are so dark. We will need additional light to be able to see you on the stage." Shalini's good friend, Madhu, felt bad for Shalini and advised her to use a cream to make her complexion lighter. "You already dance so well. Can you imagine how nice you will look on the stage if you had a lighter complexion?"

Shalini smiled and said, "Thank you, Madhu. I appreciate your concern but I am happy with my complexion. My teacher and I am working hard on my dance practice and I am confident that our efforts and your good wishes will lead to a good performance."

1. What do you think of Anita's remark about Shalini?
2. Do you think that having a light complexion is important for being beautiful?
3. Do you think that Madhu is trying to perpetuate the stereotype that having a light complexion is an important component of being beautiful?
4. What do you think of Shalini's response?

Situation: Raja has an overbearing father who also becomes cruel if he is angry at Raja. Raja hates to go home. He roams around with his friends till dinner time. He feels he is good for nothing.

1. How can Raja's plight be improved?
2. Who can help and how. Substantiate your answer with reasons.

(a) Teacher (b) Counsellor (c) Classmates (d) Parents (e) All



Fig. 2.2 : Parent-child Communication

2.5.1 Psychological Insecurity and Mental Illness

Psychological insecurity expresses as anxiety and depression and in severe cases may result in psychosis, which is a mental disorder. Psychologically insecure individuals may even attempt suicide.

2.6 ANXIETY AND DEPRESSION

During growing up, adolescents also become victims of anxiety and depression.

2.6.1 Anxiety

Anxiety is not abnormal. Everyone gets the feeling of anxiety sometime or the other. Anxiety is an apprehension of something unpleasant or some danger. It causes mental discomfort and pain. It may sometimes prove to be useful, for example, before an examination or competition. But an abnormally high level of anxiety is counter productive as it distracts and lowers the span of attention. Adolescents sometimes panic out of anxiety without knowing the reason. They may even feel a fear of failure in future. This makes them tense and tired. Anxiety may

manifest as a need to get medical treatment for an imaginary sleep disorder or some other physical complaint. It may also manifest as over breathing (hyperventilation syndrome). Anxiety may even be due to separation from parents or even for having to attend school out of compulsion or due to sex drive. Adolescents may try to get out of anxiety by self-help. The right treatment for anxiety lies in seeking help from parents, teachers, counsellors and even friends.

2.6.2 Depression

Feeling 'sad' or low is common among the adolescents. If the feeling is short-lived there is no problem. But sometimes symptoms of depression show up as social withdrawal, need to weep, eating and sleeping problems, and feeling of dejection and hopelessness. Depression at times leads to hostility towards parents, society and peers. 'Anger' is sometimes a psychological reaction for fighting depression. If an individual faces pressure, he/she should be empowered to access or seek information, advice, support through appropriate communication from significant adults such as the parents, teachers, elders, relatives, peers, counsellors and health professionals. The best way to get out of depression is to engage oneself in various types of physical activities and hobbies.

2.6.3 Psychosis

Psychosis is a medical term for a serious illness in which the patient loses contact with reality. The perception in the patient's mind has no connection with reality of the outside world. The quality of relationships declines progressively and contact with others lessens with time in a psychotic person. A psychotic may also suffer delusions and hallucinations in which the patient imagines voices and happenings which are far from real. Psychosis may result from abuse of alcohol and drugs, injury and traumatic events.

2.6.4 Suicidal Tendency

Depression and suicidal tendencies often go together. It is unfortunate that often a trivial problem drives a person to commit suicide. The person feels that it is difficult to run away from unhappiness and death can be the only solution. Suicide in adolescents is mostly due to a sense of guilt or failure. Suicidal behaviour is usually impulsive. It is attempted to punish the self or a loved one. Often suicide is followed by a quarrel with a loved one. It springs from loss of reasoning, which is usually temporary. For teenagers, or for that matter for everyone, it is important, therefore, to think about the consequences

before taking any extreme step. The need is to take care of such adolescents and help them overcome depression. It is the responsibility of the parents to take to the child or consult a counsellor if they see any symptoms of depression before it is too late.

2.7 DRUG OR SUBSTANCE ABUSE

Young people are more vulnerable to drug or substance misuse and abuse due to peer pressure, poor self-esteem, low achievement at school or family history of drug or substance abuse. Drugs are chemicals. Some are used for treatment and help in recovery from an ailment. But when drugs are used for purposes other than treatment, their consumption becomes 'drug abuse' rather than 'drug use'. Many a time drugs given for medical treatment are also abused as in the case study given below.

Certain drugs serve no useful purpose; instead have adverse effects on the body. Drugs such as Marijuana, hallucinogens and tranquilisers which have an effect on the brain and drive the user into a make believe world of fantasy and provide false feelings of being free from problems. These are not only addictive but also have an adverse effect on the brain.

ACTIVITY 2.5

Read the following case and give your opinion.

Raman, Robin and Rina, students of Class XII, are good friends. Robin lives in a hostel nearby. He once got a bad cold and cough. The doctor prescribed a cough syrup. Robin was soon cured. When Robin was ill, Raman and Rina used to visit his room regularly to know about his health and extend their help to him. Once, during such a visit, while Robin was taking his medicine he mentioned its good taste. Later, whenever Rina and Raman came to Robin's room, Raman would taste the cough syrup. He soon acquired such a strong taste that he went and bought the cough syrup for himself from the chemist. Now he has started consuming the syrup everyday and does not feel comfortable if he misses it even on one day.

Answer the following questions by giving reasons.

1. Whether taking cough syrup by Robin is 'use'? Why?
2. Whether taking cough syrup by Raman is 'abuse'? Why?
3. Think about some other substances which are also abused by adolescents?

Statistics

INDIA AMONG COUNTRIES WORST HIT BY DEPRESSION

Country	Total cases of depression	% of population suffering from depression disorders (prevalence)	Total cases of anxiety	% of population suffering from anxiety disorders
India	5.7 crore	4.5	3.8 crore	3
China	5.5 crore	4.2	—	—
Bangladesh	639 lakh	4.1	69 lakh	4.4
Indonesia	91.6 lakh	3.7	81.1 lakh	3.3
Myanmar	19.1 lakh	3.7	17.2 lakh	3.3
Sri Lanka	8 lakh	4.1	6.7 lakh	3.4
Thailand	28.8 lakh	4.4	22.7 lakh	3.5
Australia	13.1 lakh	5.9	15.5 lakh	7
Japan	50.6 lakh	4.2	36.8 lakh	3.1
Malaysia	11.2 lakh	3.8	14.6 lakh	4.9
Philippines	32.9 lakh	3.3	30.7 lakh	3.1

According to the World Health Organisation (WHO), the number of Indians suffering from depression is more than that of any other place. Next in line, is China and then the USA. The study also revealed that these three countries are the most affected by anxiety, schizophrenia, and bipolar disorder.

Did you know India accounts for 36.6 percent of suicides globally, and that suicide has surpassed maternal mortality as the leading cause of death among women and teenage girls aged 15-19 years?

The National Mental Health Survey 2015-16, conducted by the National Institute of Mental Health & Neurosciences (NIMHANS), Bengaluru, under the purview of the Union Ministry of Health and Family Welfare, reveals that **9.8 million teenagers in the age group 13-17 years suffer depression and other mental health disorders** and are "in need of active intervention".

According to a [study by the Lancet](#), suicide deaths ranked first among all causes of death in women aged 15-29 years in 26 of the 31 states, and in women aged 15-39 years in 24 states in the country.

World Mental Health Day: Depression to be the biggest cause of ill health by 2030, says WHO

World Mental Health Day 2019: Based on (WHO), depression will be the single biggest



Asian News International
New Delhi
October 10, 2019. UPDATED: October

"India is most Depressed country in the world", WHO report shows

November 8, 2019 Millichronicle

"6.5 percent of the Indian population suffers from some form of serious mental disorder. It shows mental health is emerging as a widespread disease," said Clinical Psychologist of Columbia Asia Hospital, Dr Shweta Sharma.

According to 2015-16 National Mental Health Survey (NMHS) survey, **every sixth person in India needs mental health help of some sort. Of all the age groups, it is the adolescents who need most help** with mental health issues.

Ours is the Age of Anxiety

Converge, Converse, consume, contain & coast, this is exactly what Malin, Quant, Rosetta & Emble do in W.H. Auden's 1948 Pulitzer winning baroque eclogue 'The Age of Anxiety'. The 138 line psychological & spiritual verse is an allegory on the lives of the four protagonists Malin, Rosetta, Quant & Emble perfectly manifesting Jung's concept of disintegration of psyche into four different functions thought, feeling, intuition & sensation respectively.

This year, the World Federation for Mental Health (WFMH) has decided to make 'suicide prevention' the main theme of World Mental Health Day 2019. According to WHO, more than 800,000 people die by suicide a year, making it the principal cause of death among people 15 to 19-year-olds.

India Is The World's Most Depressed Country With Every 6th Indian Suffering From Mental Illness

Meenu Katariya

8K shares | 272K views

<https://indianexpress.com/article/lifestyle/health/india-world-most-depressed-country-5397686/>

<https://timesofindia.indiatimes.com/life-style/health-fitness/de-stress/india-is-the-6th-most-depressed-country-who-report/articleshow/66179026.cms>

<https://www.outlookindia.com/outlookmoney/magazine/story/making-mental-health-a-priority-85>

<https://www.indiatoday.in/education-today/gk-current-affairs/story/india-is-the-most-depressed-country-in-the-world-mental-health-day-2018-1360096-2018-10-10>



Upto 50% of mental, behavioural and psychological problems have their onset during adolescence.

<https://www.who.int/activities/Improving-the-mental-and-brain-health-of-children-and-adolescents>



9.8 million teenagers in the age group 13-17 years suffer from depression and other mental health disorder and are in need of active intervention

<http://indianmhs.nimhans.ac.in/Docs/Report2.pdf>



The treatment gap (prevalence of mental illnesses and the proportion of patients that get treatment) is over 70 per cent

<https://economictimes.indiatimes.com/magazines/panache/mental-health-in-india-7-5-of-country-affected-less-than-4000-experts-available/articleshow/>



Only about one in ten people with mental health disorders are thought to receive evidence-based treatment.

<https://www.who.int/news-room/fact-sheets/detail/mental-disorders>



Why do we have emotions?

Emotions are a feedback system for our mind. They are the responses to an external or internal stimuli. Kendra Cherry, Psychology Expert, summarized the five main purposes of emotions quite nicely: Emotions help us to take action, to survive, strike and avoid danger, to make decisions, to understand others. Emotions help us value something more than the other and are an important element for our actions, in other words they are sort of like our prescription to act in a certain way. Lack of emotion makes our decision making power relatively flat and direction less.

Other than this, emotions help us and other around us understand us better. Expressions of emotions are a communication in itself. They act as signals for how we are feeling, our intentions, the relationship we have with the person and so on. By being this signal, they evoke reactions from others which, in turn, serve as triggers for behaviour.

As The School of Life video plainly states: “Emotional Intelligence isn’t an inborn talent, it’s always the result of education. Specifically, education in how to interpret ourselves, where our emotions arise from, how our childhoods influence us, how we might best navigate our fears and wishes. In the ideal society, it would be routine to be taught Emotional Intelligence from the youngest age, before we had the opportunity to make too many mistakes”

“Without emotional intelligence we are just evolved monkey-with nuclear weapons”

-School of life

Emotions vs Feelings

Most commonly interchanged within themselves, Feelings and emotions are most commonly misunderstood for their meaning. What makes them different is time as the factor.

Emotions are neurological reactions to an emotional stimulus. They last for about 6 seconds and are shorter responses (about 1/4 second) for the brain to identify the trigger, and about another 1/4 second to produce the chemicals.

Feelings on the other hand are more sunken in. Feelings occur when we let ourselves incorporate those emotions and begin to make meaning of emotion. They are fuelled by a mix of emotions and last longer than emotions.

Emotional Intelligence

Emotional Intelligence is defined as “the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathise with others, overcome challenges and defuse conflict”. Emotional Intelligence (EI) also makes you sensitive to the emotions of people around you and helps you build stronger relations, perform better at school and work, and achieve personal and professional goals better. It helps you connect with yourself and others around you, take better actions to your intentions and make more informed decisions in life.

According to Daniel Goleman, an American psychologist and author of *Emotional Intelligence*, there are 5 key elements to emotional intelligence:

1. Self Awareness
2. Self Regulation
3. Motivation
4. Empathy
5. Social Skills

Emotional Quotient is a measure of their Emotional Intelligence and gives a reflection about the healthy or unhealthy level of their emotional sensitivity, emotional memory, emotional processing and learning ability.

Unlike IQ, EQ can be learned, acquired and honed over a period of time with proper education

The key skills and competencies needed for a better EQ and managing your emotions better and developing better and stronger relationships are:

- > Self Management
- > Self Awareness
- > Social awareness
- > Relationship Management

Emotions are :

~~good~~

~~bad~~

~~true~~

~~false~~

~~facts~~

emotions

Emotionless-ness

Emotionlessness or emotional numbing is a state of not able to experience or relate to certain emotions. It is not in itself a emotional disorder, but can cause significant damage to one if one tends to feel it and practise it for long.

Expression of an emotion and feeling of an emotion is often confused by people to the extend of wanting and claiming to not be feeling a certain emotions at all. The wrong understanding of the idea of positive and negative emotions and the added on stigma surrounding the same gives the person a sense of wrong doing and shame in feeling certain emotions such as sadness, fear. Hence over a period of time, they tend to suppress them without addressing it or any outlet causing enormous damage to their emotional understanding, empathy towards others and emotional maturity.

Positive and Negative Emotions

With the understanding of emotions also comes the bias towards the terms 'positive' in comparison to a 'negative' emotions and the lack or proper understanding leads us to a complicated and unhealthy relation with our emotions.

We have emotions are for a reason and bottling or suppressing a emotions can cause huge damage to our daily life. And the key to leading a positive life is to not just have positive emotions but to have a positive attitude towards all emotions. In short, what matters is not just what we feel but how we express what we feel too.

Of all the arguably, basic 6 emotion: anger, disgust, fear, happiness, sadness and surprise; only happiness is seen as a positive emotion with surprise taking both the sides. And an attempt to not heed to negative emotions would be turning a blind eye to a majority of our emotions. The so called negative emotions help us to be better, seek better and do better. It prevents us from. Negative emotions are just as necessary as positive and is important to be addressed for a lot of reasons:

Emotional literacy

Emotional literacy is not only having words for emotions but understanding how different emotions are related to one another and how they tend to change over time. Emotional Literacy also forms the foundation of communicating ourselves correctly to the other.

Emotional literacy form the bedrock of better communication and help in effectively navigating emotions

Plutchik's Wheel of Emotions

Plutchik's Wheel of emotion acts as a good start to understanding and categorising emotions. It sets the start towards a good emotional literacy and in knowing how to navigate through the feelings.

The wheel represents the 8 basic primary emotions at the centre colour coordinated and 3D represented in a cone for better understanding. It also clearly represents the pairing of opposite or complementary emotions.

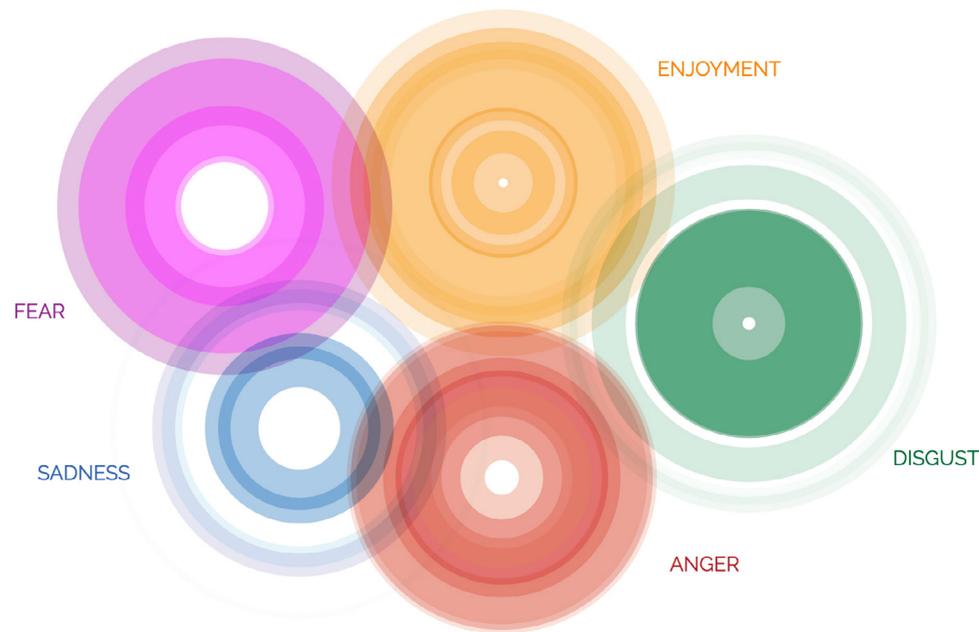
The intensity of a colour represents the intensity of the emotion, moving from the centre of the cone outwards.

It also represents the combinations of primary emotions that create a secondary emotion, shown in between the leaves of two primary emotions.

The Plutchik's Wheel was mainly criticised for the lack of mapping of Pride and Shame and also highly debated based on the number of primary emotions identified.



Atlas of emotions



The Atlas of Human Emotion was developed by Dr Paul Ekman as requested by Dalai Lama. It was a visual representation of the 5 basic emotions mapped into continents and further represented individual for a deeper reflection. Each emotion was then broken up into different intensity representatively. Each emotional state at an intensity further shows possible action which may be intentional or intrinsic. The emotions also show various trigger leading to the emotion to arise, the awareness of which might come towards the end of the realisation process.

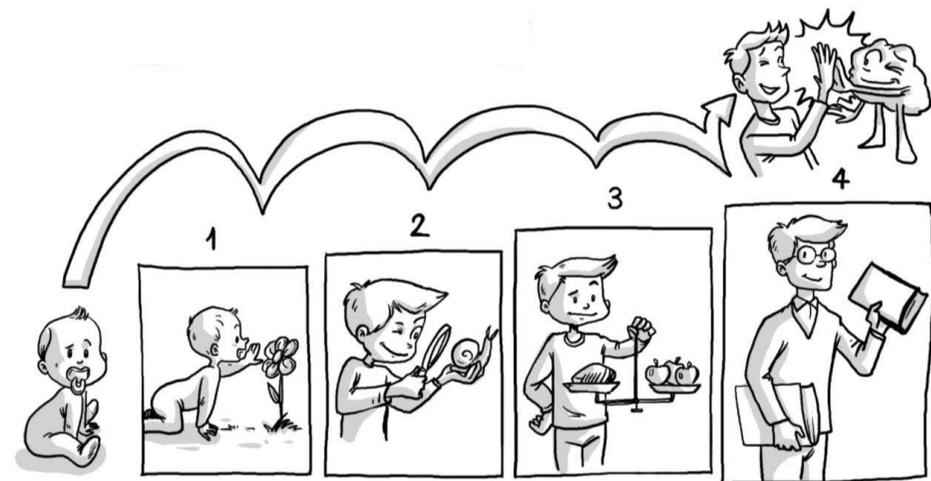
The atlas very beautiful shows that calmness lies as a baseline state rather than an independent emotions which exist when there is a good understanding about all the emotions and when they coexist at different levels

Stages of development

Piaget's Stages of Cognitive Development

Piaget's study of the cognitive development of children was the first to identify the differences of a child's mind from an understanding of a miniaturised version of a adult mind. The study shows that children think, not lesser, but differently than a adult and are constantly learning and absorbing but quantitative as well as qualitative understandings.

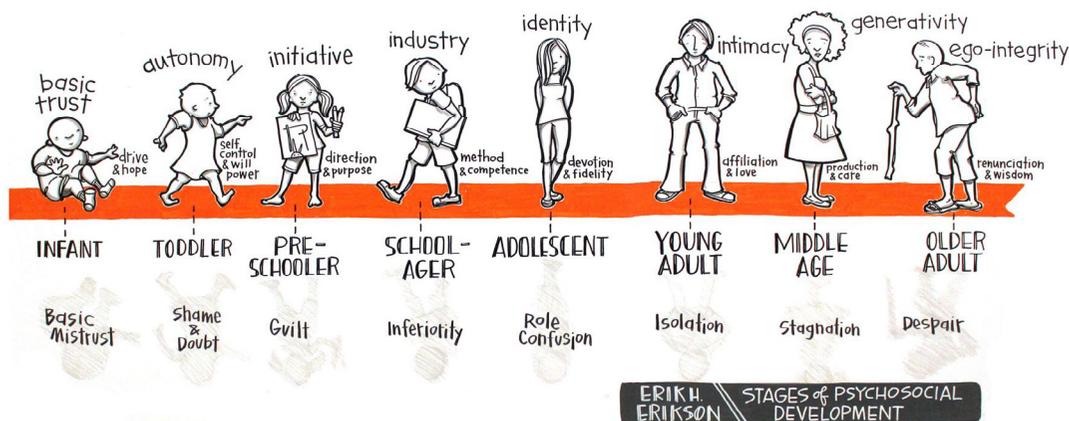
Abstract thinking and ability for planning about life and reasoning things and situations out about hypothetical situations are some of the key feature of children in their Formal operative stage(14 and above). These are critical abilities to be developed by the child. His study shows that children don't just add on to their previous learning linearly but also develop a different understanding that helps them think differently .



Eric Erikson's Stages of Psychological Development

The psychosocial development of a human was studied by Erikson and categorised into 8 stages of personality development. This categorisation helps us to understand each stage in depth and get an insight about the constant growth in each level. He describes each level as a conflict which becomes a turning point in the life and the learnings from each help him onwards. A successful journey through the conflict makes a man more stronger but a failure marks a lack of essential life skills needed for their strong sense of self.

The age of adolescence is explained as a turbulent age in the journey of a personality. It marks a stage of conflict between Identity vs Confusion. The stage plays an crucial role in the development of a sense of identity. Search for independency and development of a sense of self are a few major attributes. While those who fail to attain a sense of self feel left of confused and insecure about themselves and their future ,strengthening and understanding oneself makes a person well competent for the rest of his life to face and overcome challenges





Primary Research Phase II

After deciding the focus topic and context and having enough secondary research, a second field visit was conducted with much more precise agendas. The schools were selected to cover all age groups from 14-17 yr. Surveys, questionnaires, and small interactions were planned for the visit.

Schools being an area of high security, there were difficulties to get access to the classes. Even the lack of availability of free hours and the tight syllabus proved getting permission even more scarce. However after multiple attempts, permissions were obtained.

The interaction was planned to be used as a two way learning platform- to spread awareness as well as get the information needed for the survey. Such interactions helped get a first hand idea about the pulse of each class and the existing understanding of the children about emotional health. Proper examples and similar situational idea were to introduce the topic of emotional health to the students.

Observations were also made beyond the written survey to be able to identify the intraclass interactions and the same has been noted down.

>Field Visits

- >>Chavara Darsan,Koonamavu
- >>Toc-H School, Kochi
- >>St. Antony's Girls High School, Alapuzha
- >>St.Philomena's H.S.S,Koonamavu

>Learnings

- >Survey-Adults
- >Survey-Adolescents
- >Interview Excerpts
- >Myths and Beliefs



Chavara Darsan School, Kochi

Syllabus : CBSE
Class: 9th class

“And he is not our friend,so its ok to make fun of him ”

The 9th standard students of the school seemed to be very keen and interested to have me talking and to be talking to be. Being just one year short to taking a public exam, the awareness of the transition and the interest to know more was visible in their approach . Initially having thought that it was the part of the syllabus, most of them quickly understood the topic.

- >Clear hesitation to ask question and pevrsonal doubts
in front of their friends.
- > There was a tendency to discuss the questions before answering them
- > The fear of sounding stupid or wrong took some time to be overcome
- >People were seem to be taking notes like they did for any other subject in school
- >Relatively quiet and obedient class.



Toc-H Public School, Kochi

Syllabus : CBSE
Class: 8th Std

“I wish I had a friend every night when I cry myself to sleep at night ”

After lots of permission, the faculty of class 8th approached me to an empty room with the idea of selecting best students from each division and bringing them together to get a good survey. Upon declining the idea, I was given full class. The energy of the age was clearly visible with loud interactions with me and among themselves. The only exposure to this topic was a talk that their biology teacher had with them. The interaction was fruitful with both of us sharing and learning from each other and students approaching me personally after the session.

- >It was interesting to know how the teacher would have selected the students from each division based on their academic performance.
- >The students seemed to be a less conscious and were participating and actively asking questions openly in front of the whole class
- > There were hints of bullying and isolation of people purely based on their fun and interest with each other which the teachers seemed to be unaware of.



St. Antony's Girl School, Alappuzha

Syllabus : Kerala State Board
Class: 9th class

“Is it a motivational
speech?
No, thank you”

There was a clear distinction and interest of the other gender in the girls only school. With minimal interaction with boys, the girls seemed to be living in a world of their own with very specific interests to going on bike rides and having a romantic relations. But there was also a strange confidence among themselves in their space.

- >The interactions were quite positive and lively but there was a tendency to deviate and clear interest towards romantic relations.
- >The emotional display in comparison to the previous 9th standard class was very different in terms of the topics and the consciousness they had
- >They seemed more inclusive and cared others as much as themselves.
- > There was a strong sense of bonding between the girls



St.Philomena's HSS,Koonammavu

Syllabus : Kerala State Board
Classes: 12th class

“You can occupy the seats in the front too”

“WHAT IF WE
DONT!!!”

There was visible resistance that could be felt towards the interaction, especially from the boys side. The idea of another person coming and lecturing them was not encouraged at all. Though it started off on a light side, as the topic was introduced, we could clearly see a sense of introspection and a struggle to accept the same. The topic was received with silence and thoughts but hardly any visible signs of it.

- > There was a clear consciousness of peer acceptance and validity
- > Most of them wanted to do exactly what their friends did or showed a tendency to bypass the survey.
- > Jokes could be seen as a medium used to break strain around a serious talks or topics.
- > Most of them, once survey was done, turned to the back of their notebook to scribbling or playing games.

Survey I- adults

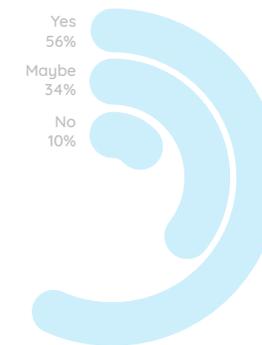
An online survey was conducted among the age group of 20-30, to understand the existence of mental health issues in the age and to map it to their understanding at a younger age. The survey was kept fairly direct to get a better clarity of the direction needed and to understand the bridge between their present and their past.



Would you call yourself an emotional person ?



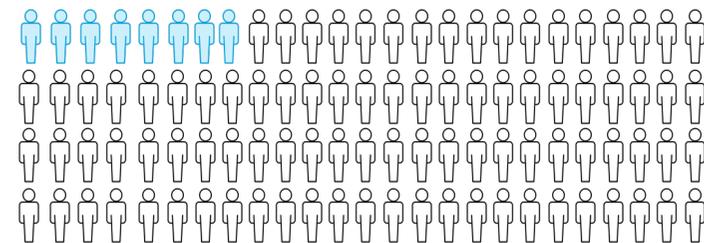
Do you think there is a gap between how you feel and how you express it?

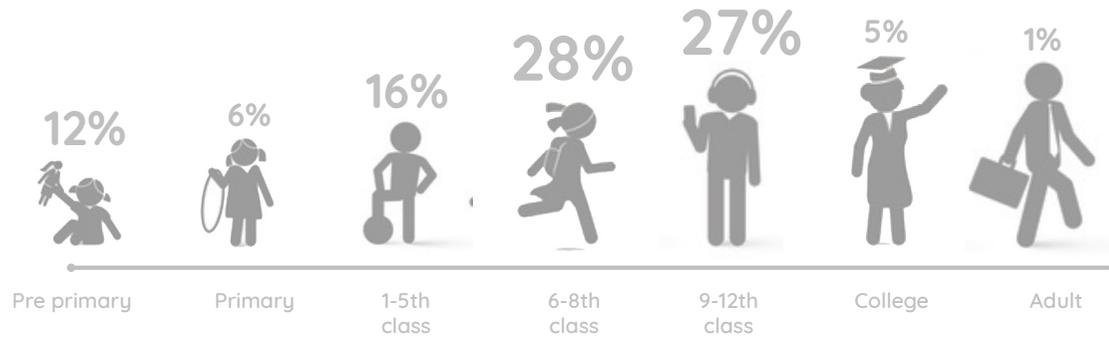


Do you think an earlier understanding of your emotions would have helped you better now?



91%
were not exposed to Emotional Health as a part of Educational curriculum

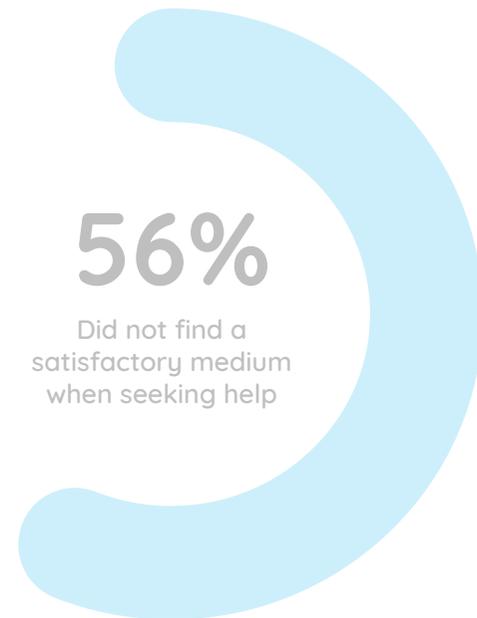
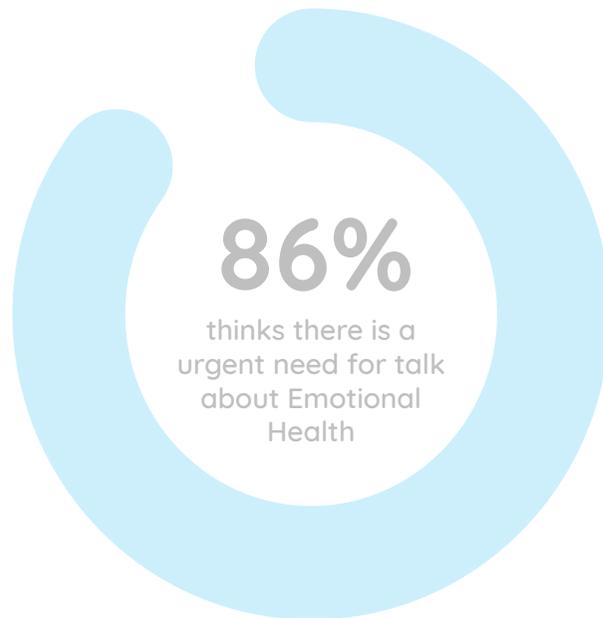




When should one really start talking about emotions and mental health



Emotions considered negative



Survey II- school

A written questionnaire was prepared for the kids of the age 13-17 yrs. Special consideration was taken to break the pattern of an exam and not to worry about the 'right' answer. The questionnaire was prepared to guide students open up slowly while getting an understanding about the topic also. The interaction was also used to spread awareness and to create a platform for them to reach out to an official platform made for the project



Out of Syllabus- An Emotional Project

Name of school: _____ Name: _____
 Class: _____
 Contact Details: _____

How are you feeling right now? _____

A word that describes you the best is _____

Which Emotion do you feel the most? _____

List down all the emotions that you can remember?

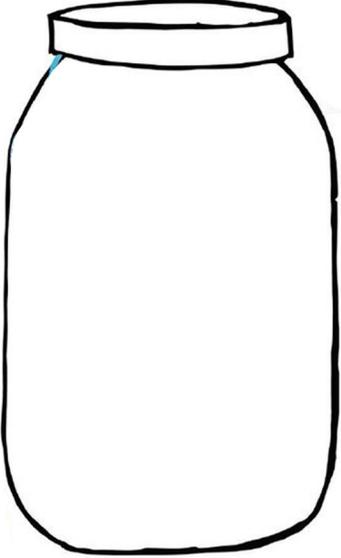
Litmus Test for your Emotions- Mark how much you feel each emotion from a scale of 0-10

Fearful		0 5 10
Angry		0 5 10
Happy		0 5 10
Sad		0 5 10
Worried		0 5 10
Irritated		0 5 10

I find it difficult to understand how I and why I mostly feel what I feel Yes No

I find it difficult to make others understand and communicate how I am feeling Yes No

I feel misunderstood Yes No



Worry Jar
Write down all your worries in the jar

3 things I enjoy the most

1. _____
2. _____
3. _____

Do you feel misunderstood Yes No

Do you think awareness about Emotional health should be taught to you in school? Yes No

Would you like to know more about Emotional Wellbeing Yes No

Cause and Effect Tree
What causes/triggers each emotion for you?



I feel HAPPY when

I feel SAD when

I feel ANGRY when

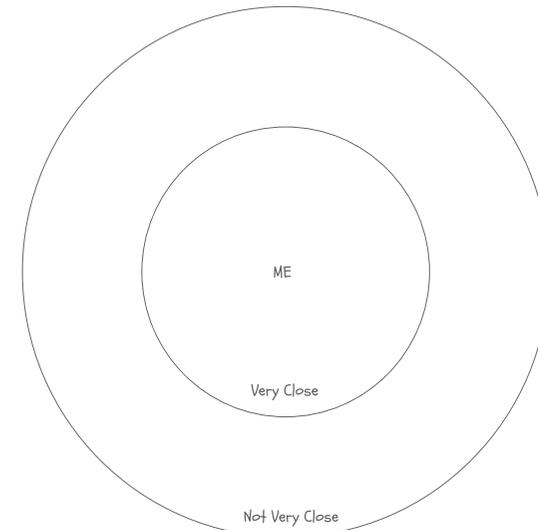
I feel DISGUST when

I feel SCARED when

How do you like to spend your time/Favourite Hobbies

- | | |
|---|--|
| <input type="checkbox"/> I like to play outdoor/sports | <input type="checkbox"/> I like to surf the internet on laptop |
| <input type="checkbox"/> I like to spend time on social media | <input type="checkbox"/> Studying |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Playing Video Games | <input type="checkbox"/> Listening to music |
| <input type="checkbox"/> Watching Videos | <input type="checkbox"/> Making something- Drawing/Painting/making something |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Circle of Closeness
Write down who is close to you



Do you feel misunderstood Yes No

Do you think awareness about Emotional health should be taught to you in school? Yes No

Would you like to know more about Emotional Wellbeing Yes No

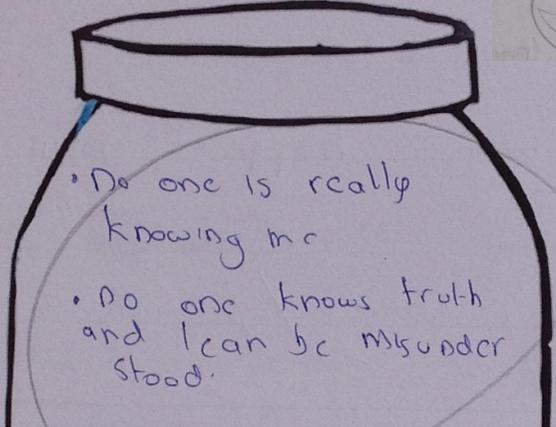
If you would like to talk to me/write to me at

outofsyllabus.emotions@gmail.com



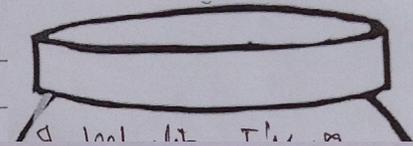
Worry Jar

Write down all your worries in the jar



I feel ANGRY when

I am scolded for EVERY SINGLE THING



I feel SAD when

My When Someone that I love make me alone and don't understand my feelings.

Watching Videos

Being with friends (if I had any)

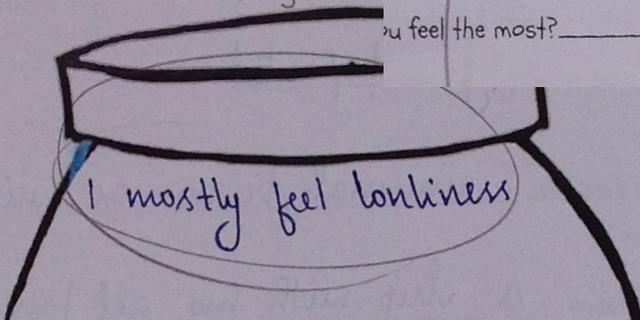
I'M IN NEED OF SOMEONE WHO CAN LISTEN TO ME, FEEL MY PAIN!

Describe a strong memory you have In 7th class I came up across a music band which helped me to know about

self love and at

Worry Jar

Write down all your worries in the jar



right now? Very bad

is you the best is Bad boy

you feel the most? loneliness

Describe a strong memory you have when I was at 7th standard I felt so angry on the teacher and the student who criticize me for nothing.

riding bike

listening thought

Drawing/Painting/making something

watching honour movie

asking emotions of my parents

The words and answers were then converted into an excel file and the statistics of each answer was derived. Though indirectly, the survey results showed a very clear need to address Emotional Health and Well-being to the adolescent age group.



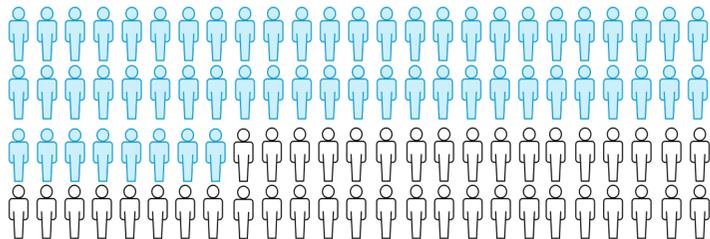
found it difficult to know why and how they feel



wanted to know more about emotional wellbeing



thought Emotional wellbeing should be taught in schools



58%

felt misunderstood



felt they found it difficult to communicate how they felt.

Interview Excerpts



Dr. Shilpa Jasobhai , Psychologist

“Children need to be in constant contact with their inner chatter. Words are just 3 % of the communication, so we need to learn not just the language but also to express. The deaf and the dumb can maybe express more than a normal person can. We are expecting the parents to do most of the things but who will teach the parents? We live in an era of Google parenting. Children need to be taught not just with chapters but by active interaction.”

“Sharing and talking gives stability to a child’s upbringing”

“Most of the kids now are feeling Bi-Polar. It is totally understandable when they are feeling something and projecting something else”

“I would say parents need more intervention than kids. The first thing I start my therapy with is to let out their pent up feelings. School and current amendments are not effective because they turn that also into a rote learning process. All the parents are busy doing what they think is best for their child, but how many of them would have asked them if their child is happy, what the child wants. We are bringing up a generation of broken children . All we need to do is start talking to them. Don't make qualifications more important than feelings. Don't spoil your kids with too much love.”

“Communication is the key ”

Dr. Sushma Jain , Psychologist



Experts

People

“And he is not our friend , so its ok to make fun of him“

“I wish I had a friend every night when I cry myself to sleep at night “

“Bathroom was my get away space to get some me time away from everyone, even family.”

“Is it a motivational speech? No, thank you”

“Kids now are now over exposed with content beyond the competencies of their age, they have an opinion about everything around the world, but the moment you ask them something simple about themselves, like “What makes you happy?” they are lost. Shifting of our family structure from joint to nuclear have made children less tolerant now. The importance of grandparents and story telling is very high to convey moral lessons. Delayed recognition and delayed acceptance by the teachers and the parents cause more problems for the child. And acceptance comes from understanding. Adolescence is the crisis period, They keep fearing that ‘everyone is judging me”

Dr. Bhavna Uba , Child physiologist



Joseph Cherian, Teacher



“The parental pressure falls directly on the teachers. From the second day, they are expecting their children to be talking English like Shakespeare. Failure in one subject is seen as a failure in all the subjects and why are some subjects even given priority over the other? Education has now reduced to just getting marks to getting some job and it has affected how children view learn-“ The evaluation system works well only for those who are academical-ly brilliant but for a majority part of them are not just that ”

“It is easier to talk when I’m anonymous, I feel less judged “

“It is so difficult to find the right therapist”

“It is so difficult to find the right person to talk to”

“I did not have the vocabulary to explain how I’m feeling to someone else”

“Let children lead rather than force them”

Experts

People*

*The excerpt for the people category have been taken from the case studies mentioned earlier and are highlight-



It is just a phase

Crying wont help

Happiness is the ultimate state of being.

It will go away.

Try to think of happy things

You'll get used to this feeling

Don't Waste your money on the therapist, you can talk to me!

It is all in your head.

That it's non existent. That it's natural.

Crying reduces stress

Depression and anxiety is in our heads

Crying is bad

Depression is not a real health issue

That it is not a big deal

(s)he does not talk to many people. Must be a snob

People who see a counsellor have some mental problem

He who looks and acts courageous are strong inside.

Time heals everything

Emotions make you weak.

Deal with it!!.



Myths on dealing with emotions

Myths and beliefs

There exists lots of hidden myths, stereotypes about our emotions and their expressions which conditions us slowly over a period of time and shapes our understanding about ourselves and about the society we live in. Common sentences, jokes, movies, exclamations that are used lightly turn concrete in our head and transform from just a sentence to beliefs that we find hard to break over time. There are various factors that support this such as cultural, religion, geographical, gender factors.

Simple and the most commonly used sentences such as “Arey! Strong boys don’t cry”, which might be used to strengthen the boy turns disastrous as he and the others start believing it to a level where he believes that crying is a weakness to his masculinity.

These hidden and silent communications exist everywhere around us and we need to be very aware and educated in this manner to question the existence of it.

A survey was conducted to collect such most commonly heard sentences that have stuck with them. The most common sentences were gender-based while there were a good amount of myths about mental illness such as depression, anxiety etc. The participants expressed that sentences such as “It’s all just in your head”, “Depression is a luxury disease” made it even more difficult for them to reach out and communicate themselves with others. Words like Depression, Suicide, Psychologist were still triggering red light in most of their minds. Lack of knowledge on how to deal with such a situation or how to communicate worsened the situation even more.



Be mature

Don't show the world you are weak

If you're emotional you won't survive in this world.

We need sadness to be truly creative

Emotional people are not good at making important decisions.

Anyone who learns, reads or understands psychology has mental issues.

You aren't mature if you can't deal with it yourself

This generation is just too pampered to feel so

Grow up

At our times, we didn't face any such thing

"Showing emotions is a sign of weakness."

You are older now, you should be able to handle it.

Artists are mad. They drink and smoke as excuses to get creative.

Time heals everything

Myths on emotions and maturity

Are you 'pms'ing?

Men's are stronger than women's

Men should keep their sadness to themselves..not show it.

Men are not supposed to be emotional

Mard ko dard nahi hota

Don't be such a girl.

Men have to be tough.

Life of a man is simpler than that of a woman

women shouldn't be loud or aggressive.

Women are more caring

Don't cry like a girl

Men don't cry.

When I express my emotions or my care towards anyone I end up being called as a mother

Stop overthinking

Women are emotionally more very sensitive.

It's probably the hormones.

Men are insensitive.

Women always cry.. if there is reason or not

Men are stronger than women when compared to emotion aspect

Men are logical.

"ladki ho kya be?"



Gender based myths

“It is better to build a child than repair
a broken man”
-Frederick Douglass

Learnings

Adolescents

- > Most of the adolescents seemed to be unaware of the world Mental health
- > There existed lot of shaming and negativity in expressing emotions, esp sadness and fear
- >The school counsellor was an alien figure they did not know prior and hence felt very uncomfortable talking to them
- >Seeing a school counsellor was seen as a punishment and the student was often singled out by friends
- > There was huge interest among the lower age group but higher classes despised the idea of another person telling them what to do
- >Academic performance was kept in the forefront of all the areas for selection
- >Unawareness and clear lack of role models pushed children to rely on peers and movies as a source of expression through imitation
- >Music seemed to be a common area of comfort and attachment for all, often relating to the lyrics as describing how they felt themselves.
- >Almost half of them seemed to find it difficult to express and communicate how they felt
- >Sadness and anger were words most recollected and remembered in the interactions

Psychologists

- >Parents played a huge and major role in the children mental well-being
- >Nuclear families and lack of interactions, story telling and busy parenting have left children alone to figure out things on their own
- >Huge academical pressure on children from the parents
- > Even though interested, parents find it difficult to talk to kids about sensitive topics, since they themselves haven't had such an upbringing
- >Delayed recognition by the teachers and delayed reporting worsens the situation in children
- >The children need to be given a voice of their own and need to trust the people around them
- >Adolescents constantly feel they are being judged and evaluated for every move of theirs
- >There is high resistance in adolescent age especially because of lack of communication between members in the family
- >Children are becoming intellectually smarter but emotional weaker
- >Lack of timely intervention can lead children to follow wrong directions and people for comfort
- >Initiation of substance abuse can also be seen at this age due to peer pressure and curiosity.

Adults

- >Most of them strongly believe that an earlier understanding about mental health would have prepared them better in handling problems in their adulthood
- >School was an area that created a lot of impact in the upbringing because of interaction and sharing with children of all age groups
- >Even with awareness , there still exists a lot of stigmas in the society based on gender, maturity and the understanding of emotional health that make it difficult for a person to express themselves freely and trustfully.

determine
phase

The insights and learning from the Discover phase is carried forward to the Determine phase. The Determine phase narrows down the topic to a single or a couple of singular topics. The Determine Phase determines clearly the area one would like to work ahead in detail for the project. It identifies the context to narrow down the study, asks all the relevant questions to address its problem statement completely and fixes on the topic for the project. The Determine Phase brings the focus and pin points to one.

The Determines phase is like the start of the journey with a destination in mind.

- >Design Brief
- >Context
- >5W and H

prevention

/prɪ'venʃn/

noun

the act of stopping something from happening or arising

phrases: prevention is better than cure - It's easier to stop something in the first place than repair the damage after it has happened

Design brief

Preventive approach to Mental Health through Mental Health education for Adolescence.

With the high statistics showing the rising number of children not having a Mental Wellness , the Project focuses on studying the current scenarios in school and designing relevant interventions to bring about a preventive approach to Mental Health Problems through early interventions of Mental Health Education for the adolescent age group (14-19 yrs).

Context

The context was selected to be for the Urban and Semi-Urban culture schools. After the field study and survey, the need for Mental Health Education was immediately seen to be needed in the context of Urban Schools. With the growing pressure, high syllabus load, and a very competitive environment, the students in Urban School showed more signs and in need of a platform to know about the importance of Mental Health.

The context of a rural and semi rural schools had a different reasons to be addressed and that deviated from Mental Health being the main issue to other local issues that they were facing. Hence, the students in Urban culture schools across all syllabi were selected and studied for the context.

“Than the number of people who end their life, we should be more alarmed by the number and concerned about the people who are still alive and struggling...”

5W AND H

Answer through Questions

The right questions lead to the right answers. The 5W and d H method helps us define the problem statement using the 6 basic questions of Who? Where? What? When? Why? and How?

The problem brief was designed in a way that would cater to all the 6 questions and helped give a better and clearer understanding of the area, the aim, the intent, the goal and the method of approach. These questions act as the guiding questions for the Define phase.

What

The Issue
What is the issue we are addressing?

Mental Well being Education

Who

Primary Stakeholders
Who are the major stakeholders?

Adolescents - Parents - Teachers

Where

The Context
Where is the context selected?

Schools in Urban and semi-urban culture

Why

The Significance
Why is this project significant?

Mental Health Wellness as an integral part of child overall upbringing.

When

The Target User Group
What is the age of the target group?

Adolescents age group (14-19 yrs)

How

The Approach
How can the problem be approached?

Participatory approach, Qualitative Interviews, Field research.

define

phase

The defining phase dips deeper into the problem statement and tries to make meaning out of the findings and insights from the research. This phase gives an in-depth knowledge of the situation under study and converts the findings into understandings relevant to the project in the form of maps, diagrams and other visuals. The Define phase, hence, acts as the foundation for the further work of the project to be based on and referred back to.

The Define Phase is the destination being studied in details for our context of the project.

- > Adolescence
- > Context Study
- > Stakeholder Mapping
- > Fourth Space
- > The Interdependency
- > Adolescent-Parents-Teacher
- > Maps
 - >> Existing Relations
 - >> Existing Relations with Reasons
 - >> Missing and Desired Relations
- > Problem Identification
- > Areas for Intervention

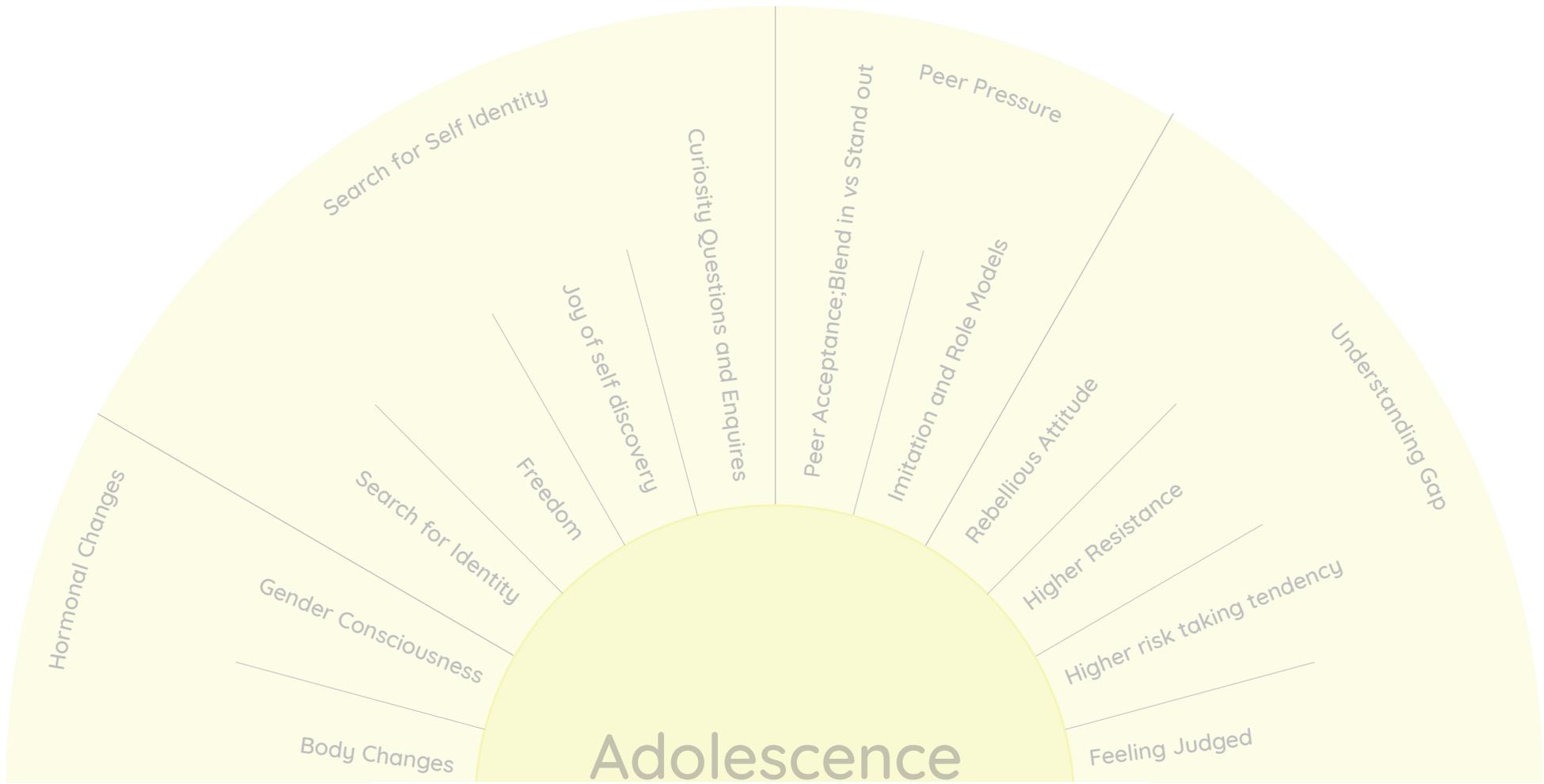
Adolescence (Age 14-17)

Adolescence is the bridge between childhood and an adult. and according to both Piaget's stages of development and Eric Erikson's stages of development, it can be seen that adolescence is the starting age for understanding of abstraction, identity and a series of complex relations and understandings in the world and the human mind. It also marks the start of a complex level of hormonal and bodily changes. This marks a deep level of consciousness of oneself and others around us and leads us to a more curiosity, questions and definitions and understandings

The child development has two major growth points, the first being during 7 months to 2 years when the child is absorbing all the inputs without any question or filter. The other major growth point is seen during adolescence when the person is well-aware of the changes in and around him and is not filtering the inputs to a series of questions and filters.

This makes adolescence the most complicated stage in a persons growth and a proper understanding needs to be started at this age to make them well resourced and equipped for their future world.

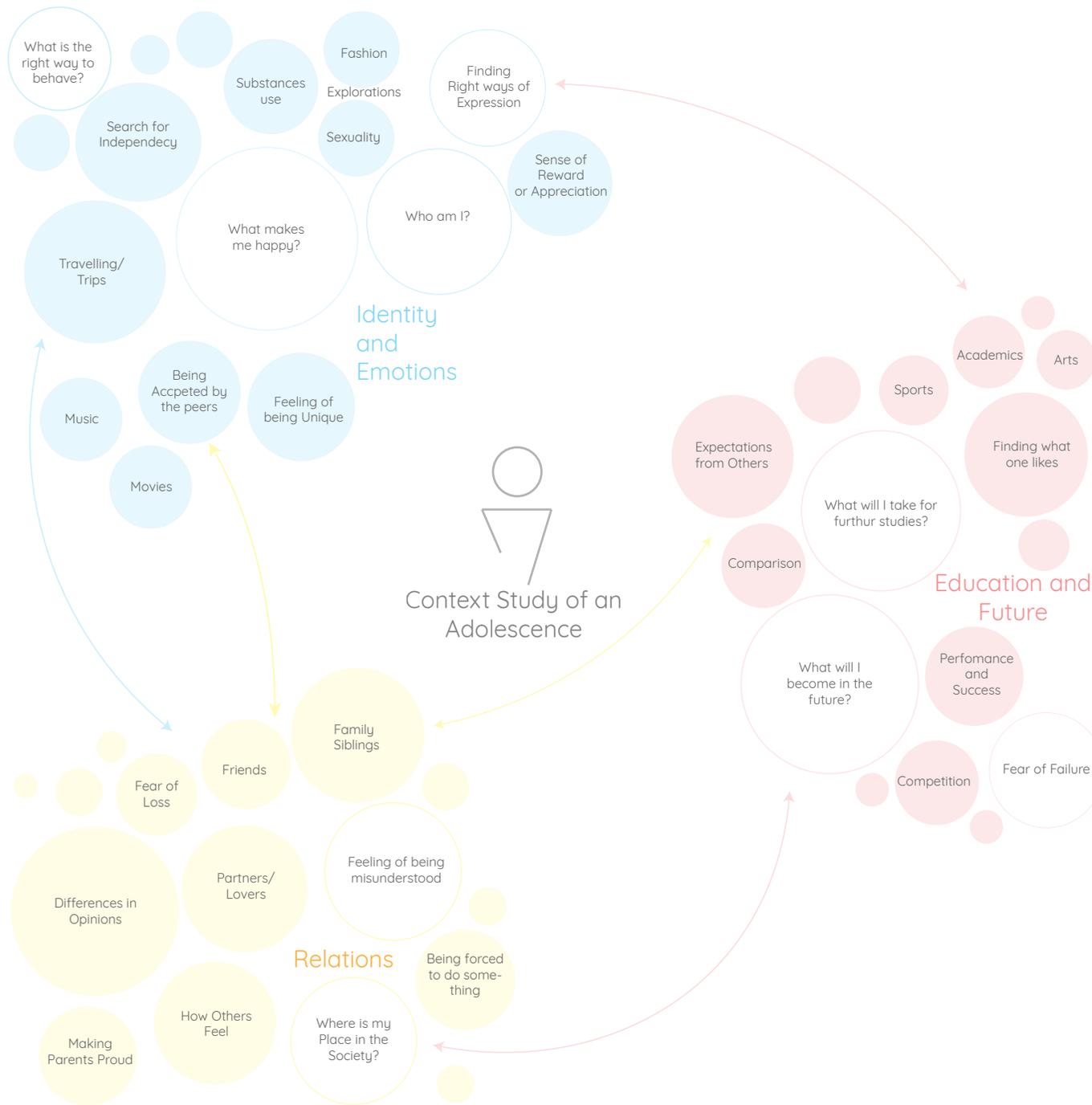
“Adolescence,
I believe, is a
conscious
foundation to our
future life”



Context Study

The interviews, surveys and field studies were used to study the context around an adolescent life. The questions and keywords were written and later grouped and clubbed to define each area better. There can be seen to be three major group under which they all fall. Identity and Emotion, Relations and Education and future. These were the three areas that played a dominant role around an adolescents daily life and thought processes. The questions arising in each section have be written in the white circles and the keywords of each section in coloured circles. The size of each circle signify the percentage relevance with respect to others. There are also inter-dependent relations within the sections shown by the arrows between them.

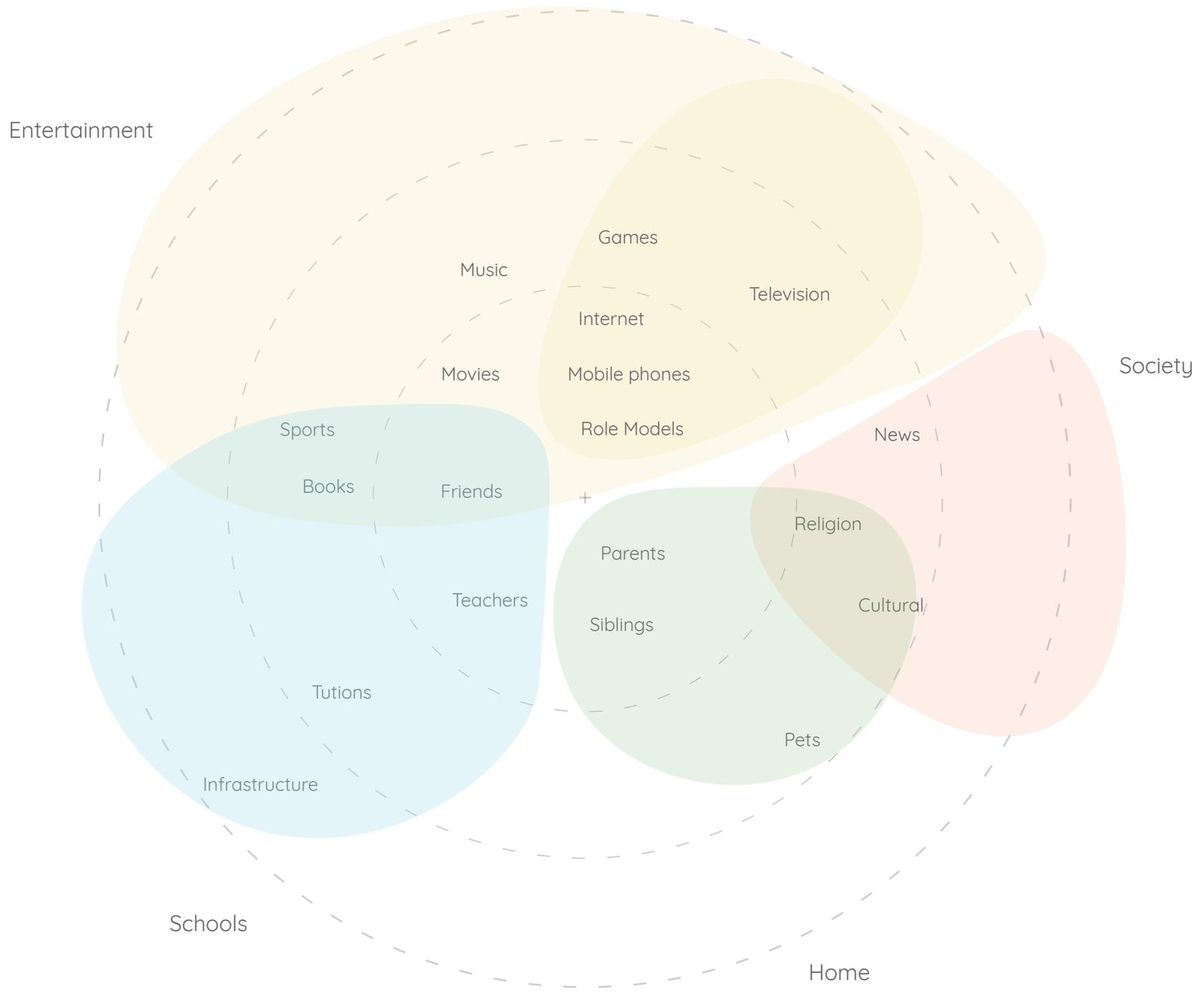
The context study gives one a broader and better understanding of the space an adolescent is coming from and helps to be in their shoes and understand the origins, the influencing factors and thus draw a logic reasoning of their actions and emotions.



Stakeholder Mapping

The stakeholder mapping gives us a better understanding of the major players and influencers in the adolescent's life. The Stake holder map was roughly made before the field visits to help give a guidance for the visit and observation, It was further refined with the addition of different fields. They were then categorised into four different fields for better understanding.

The map clearly shows the proximity of each area with respect to the adolescent (in the centre). This understanding was used to map the possible interventions and its influence and reach for this age group.



The Fourth space

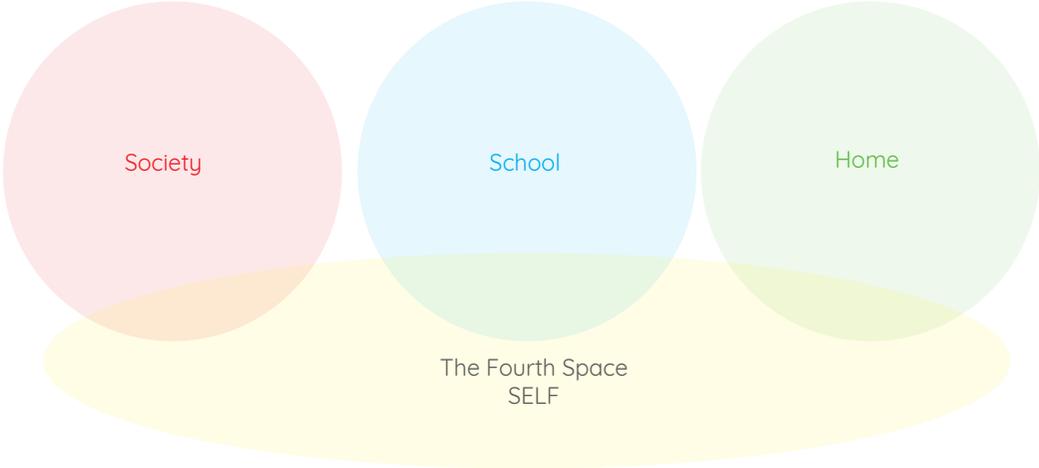
The Fourth Space.

The entire context surrounding an adolescent was mapped using keywords and questions with the help of insights and observations through all the interactions and surveys.

The pointers and questions were thus categorised under

1. Education
2. School
3. Home

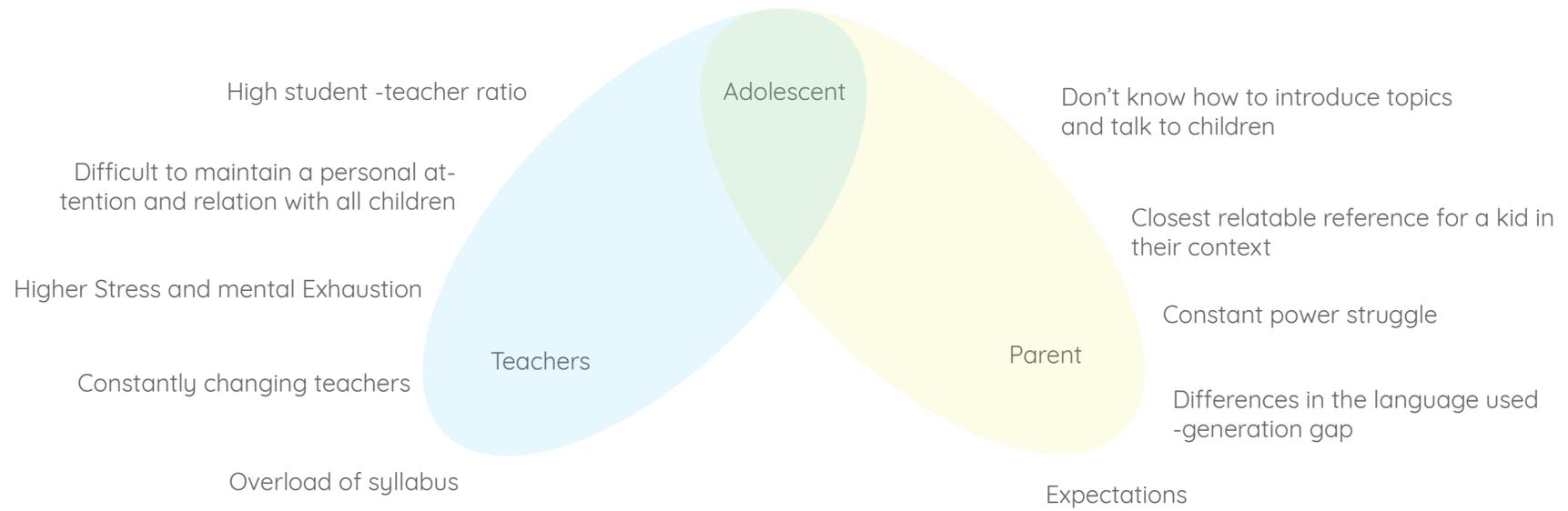
The Fourth Space was identified overlapping and wrapping the three. The Fourth Space was used to define the space where the individual existed in between the other spaces.



The Interdependency Adolescent-Parent-Teacher

The adolescent lies majorly between the major two stakeholders- the parents and teachers as the main source of influence. With peers, media and other stakeholders identified before, teachers and parents play a crucial role in controlling and filtering the inputs and exposures for a child. With majority of his time split between home and school and the spaces in between, the map tries to identify the key features of both the stakeholders and the tries to understand the balance that is been attempted to be attained by both.

The Map gives a good understanding of where each stakeholder holds an upper hand or falls short in some aspects and opens up the possibility to identify better relations and establish missing links between all the three stakeholders in picture.



Adolescent-Parent-Teacher Relation Maps

A detailed mapping was done between the adolescent -parent -teacher to using all the insights from the secondary and primary research. The map was structured to understand the existing conditions of a handling a emotional wellness journey of the adolescent. The system map helped synthesis all the data and put it visually together the various existing links between these three direct stakeholders.

With the help of this map it can be clearly understood the various links , journeys and connections between the three and the major point of interaction

Map 1

Adolescent-Parent-School Relations

Map showing Existing Relations

Map 2

Adolescent-Parent-School Relations

Map Showing Existing Relations with Causes

Map 3

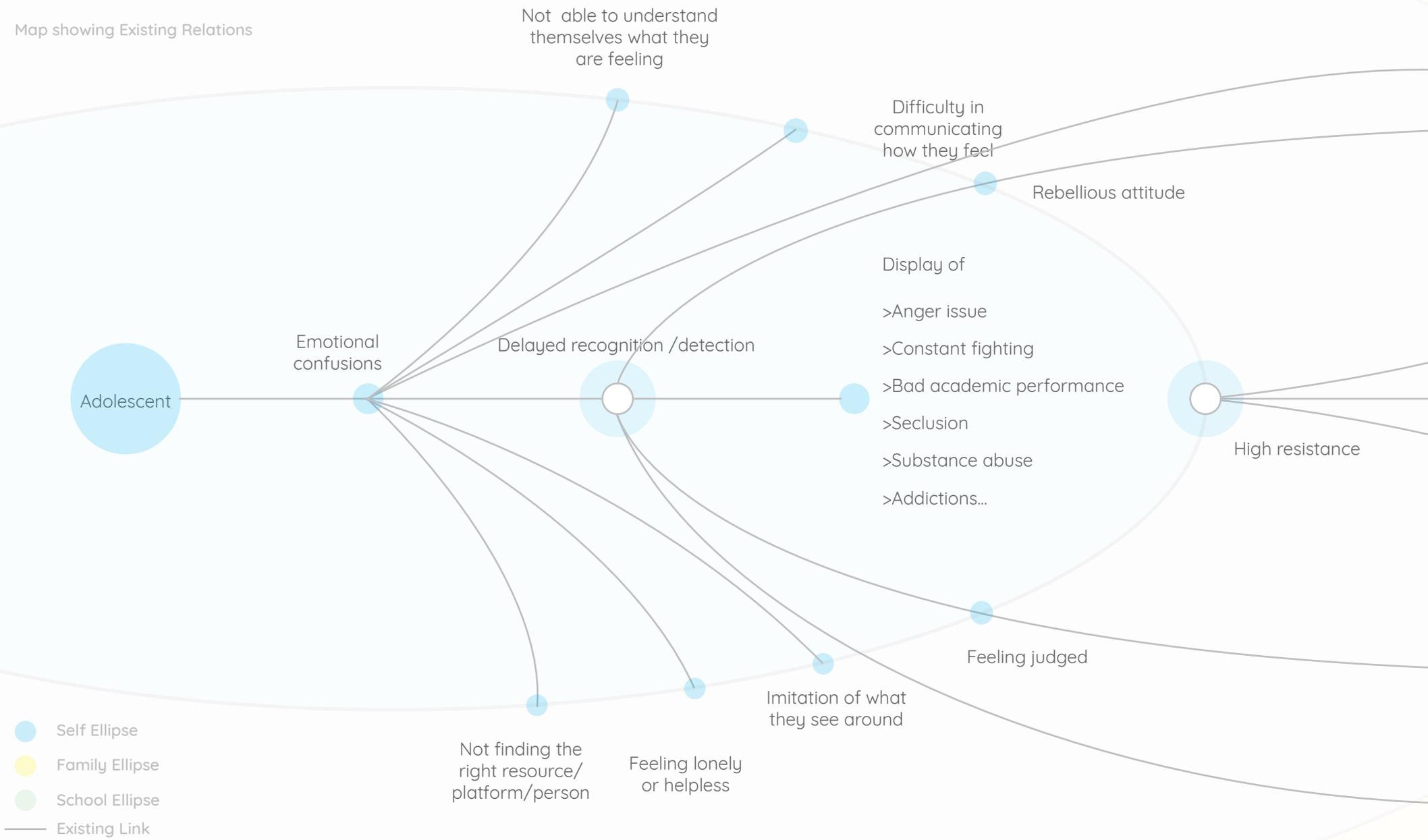
Adolescent-Parent-School Relations

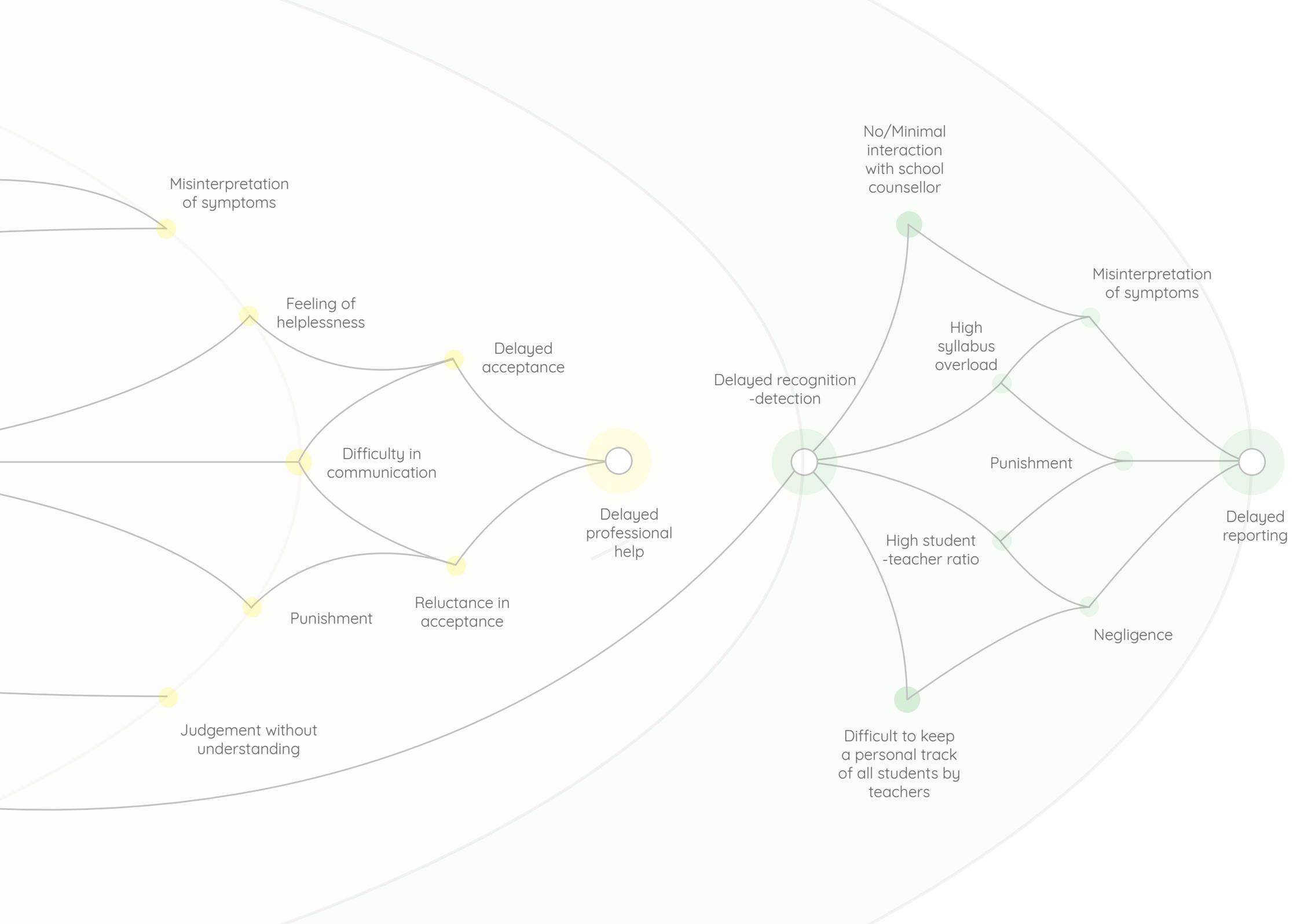
Map showing Missing and Desired Relations

Map 1

Adolescent-Parent-School Relations

Map showing Existing Relations





Misinterpretation of symptoms

Feeling of helplessness

Difficulty in communication

Punishment

Judgement without understanding

Delayed acceptance

Reluctance in acceptance

Delayed professional help

Delayed recognition-detection

No/Minimal interaction with school counsellor

High syllabus overload

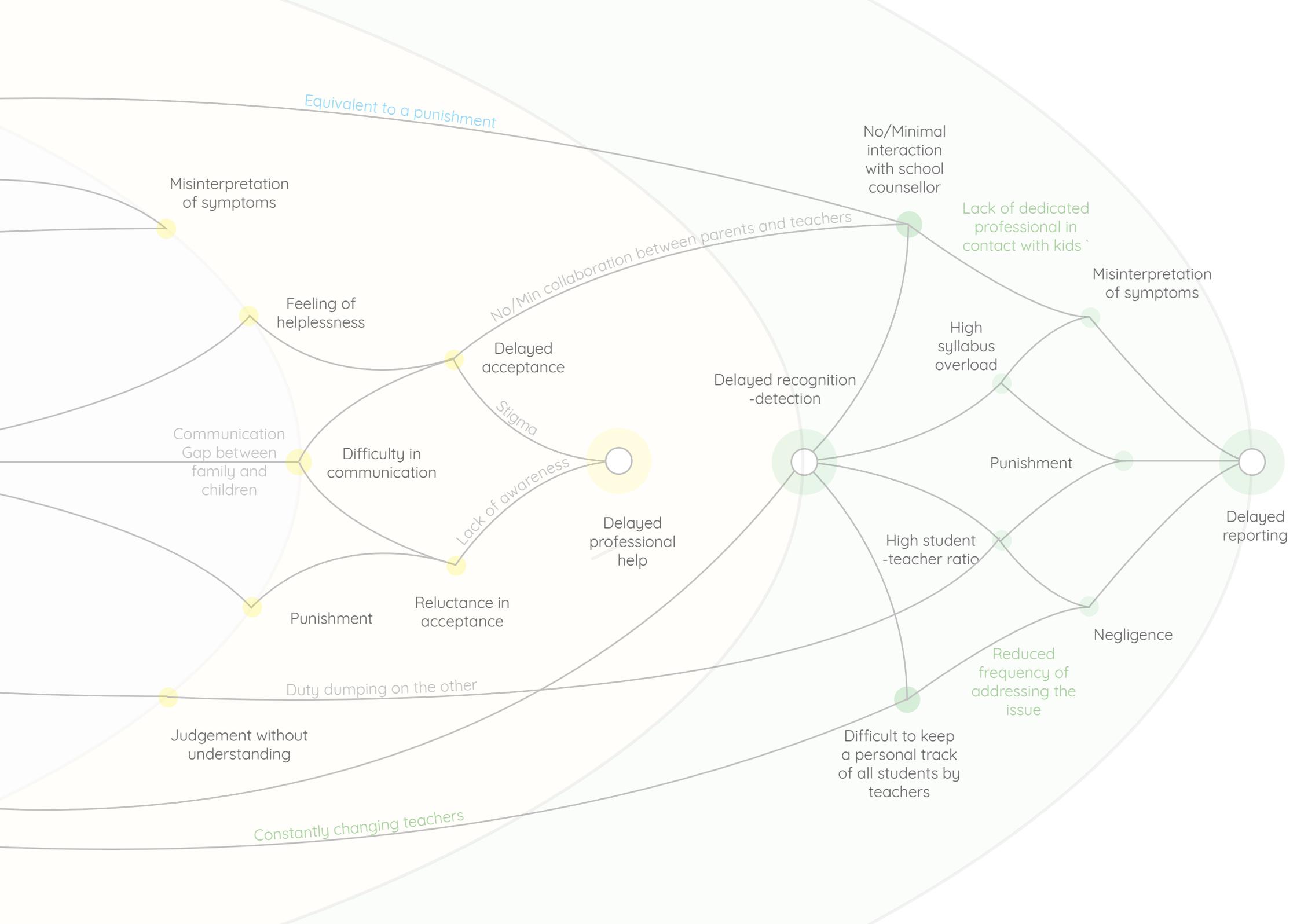
Punishment

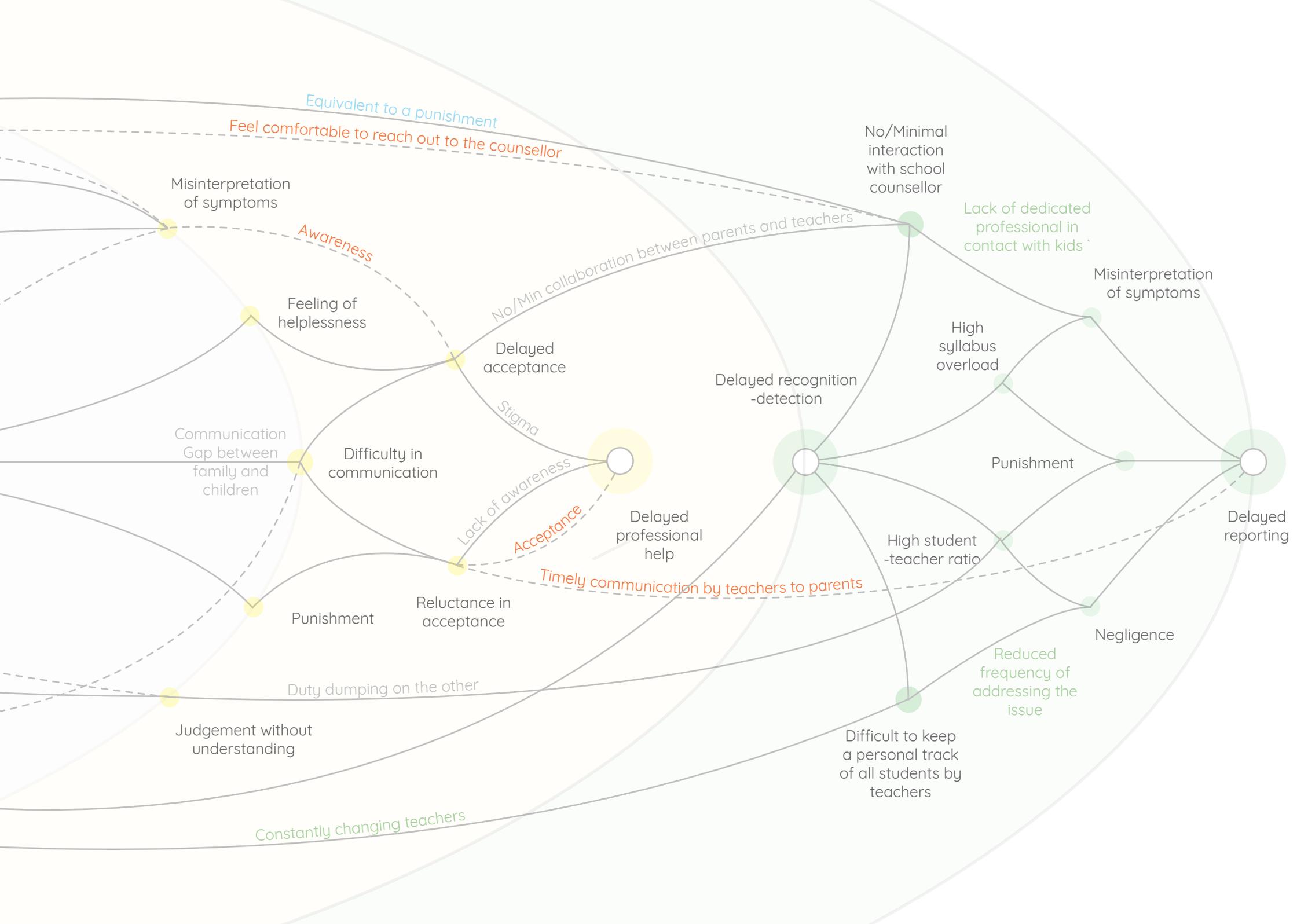
High student-teacher ratio

Misinterpretation of symptoms

Negligence

Delayed reporting

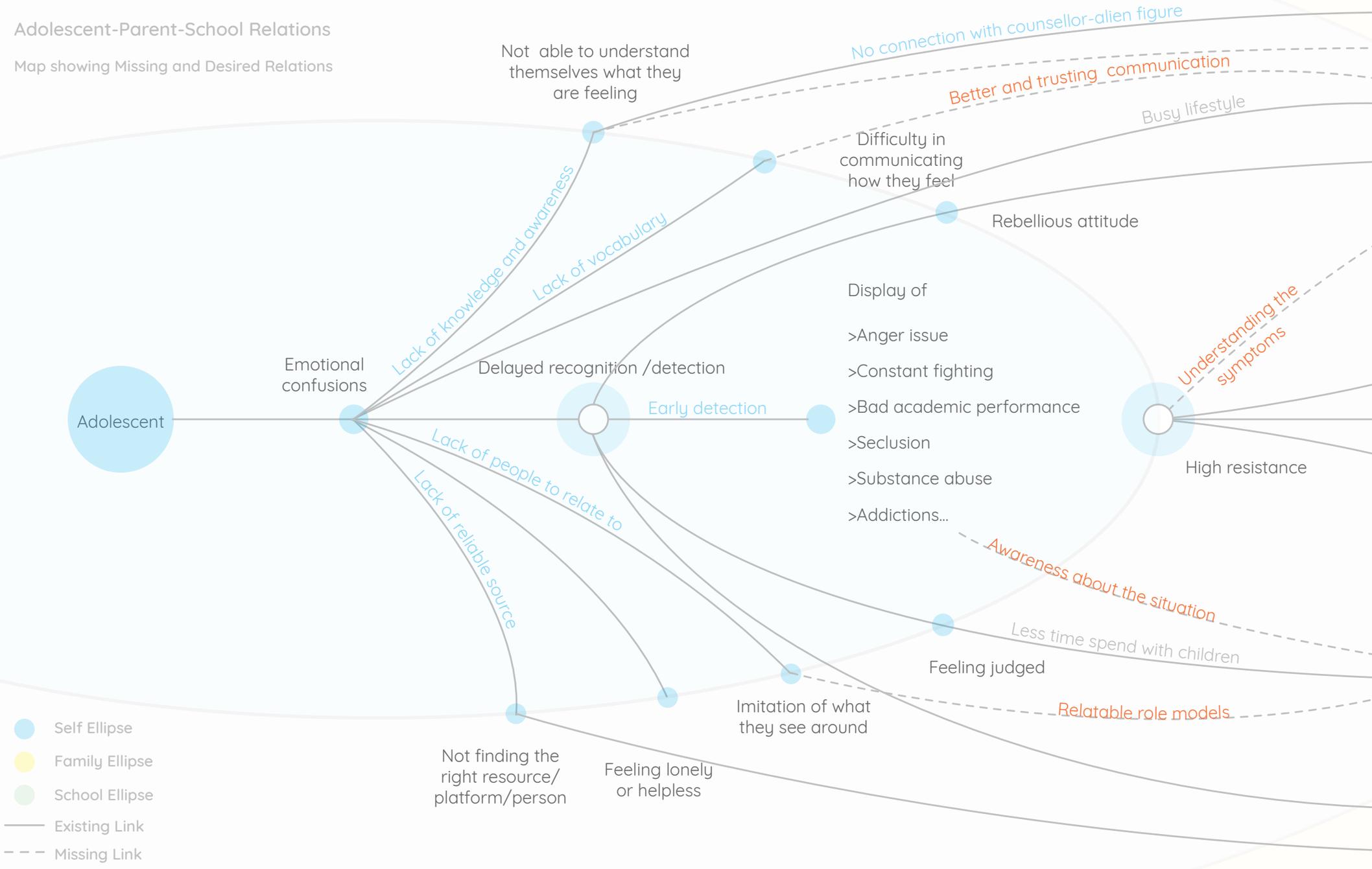




Map 3

Adolescent-Parent-School Relations

Map showing Missing and Desired Relations



Problem Identification

Desired outcomes

- Better and trusting communication
- Timely detection and communication
- Understanding the symptoms
- Acceptance
- Relatable role models
- Comfortable to reach out

Reason for not existing

- Lack of communication
- Lack of vocabulary
- Lack of awareness
- Lack of interaction

Areas for intervention

- Awareness
- Bonding
- Communication

Areas for intervention

Awareness

Lack of awareness highlights out to be the biggest cause of reading symptoms of others and ourselves, handling the situation or even knowing what a person is going through. Without a proper awareness, issues such as emotional health can be kept pushing aside till it becomes too difficult and late.

Proper awareness helps us recollect the current situation to a previously gained knowledge and have a clearer and better understanding of what our next step should be.

Communication

Communication is the next area that helps put a structure to our thoughts and feeling. A major part of having an emotional unwell life is not being able to communicate how we feel to ourselves as well as others. Lack of emotional vocabulary leads to misunderstanding of the emotions when communicating to another person. Having a strong communication helps. Lack of communication has also left people unprepared to handle the topic of mental health even when exposed to it.

Bonding

The social and the cultural aspect plays a major role in the interactions and social circles one has. Lack of people to share similar journeys and share experiences with each other leads to a feeling of loneliness and victimisation. The existing stigma in the society to address mental illness and the lack of open communication about the same leaves one with lack of connection and role models to look upto. Having a similar journey helps one feel more accommodated and inclusive and instils in us the courage and hope to not give up.

When combined together, Awareness, Communication and Bonding become the major three pillars of Emotional Health. Being able to understand ourselves what one feels, to be able to address it to oneself and other if necessary and in sharing one's story being able to help others feel less lonely could be a good start to the journey of prevention of mental illness in the long run.

The Symbiotic Systems Protagonist -Support

The two main systems of a mental wellbeing is the protagonist and the environment surrounding them, called the support group. For an effective maintenance of a emotional well being it is necessary not only for the protagonist but for the support system to be well resourced. Only such a situation can help a conducive, healthy and mutual growth of the emotional mind.

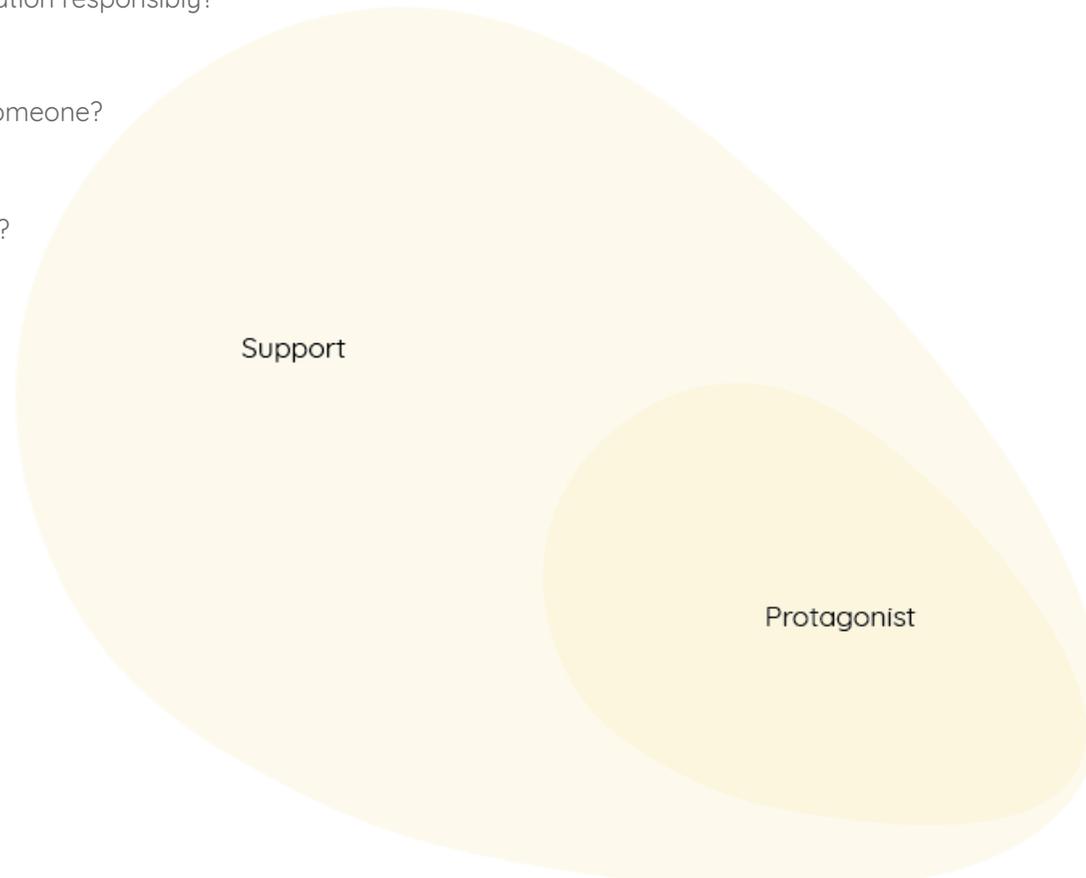
Hence it is important that a preventive approach includes everyone and not just the protagonist in the picture. A wide and untargeted approach helps take into the consider the possibility of all under the same umbrella shifting and sliding between being a protagonist at one time and a support for someone at the other.

How to handle the situation/information responsibly?

How to read symptoms about someone?

What is the right thing to do?

How will it affect me?



Support

Protagonist

How do I express myself ?

What emotions am I feeling?

Where can I find help?

User Persona

The User Personas were developed keeping in mind the people met during the field visits. These personas were in addition to two ideal personas, 'The Idealist' and 'The Support' created which reflected an ideal approach to emotional health. To be able to cover a larger spectrum of adolescents the target users were categorised into four categories

1. The Unaware
2. The Protagonist- The one going through it
3. The Propagator Have had gone through it
4. The Support

The categories were developed based on the level of knowledge they would be already aware of and the types of questions and answers each would be seeking. The four groups were further clubbed with multiple intelligence as a major factor to define the personality. This segregation helped give a clearer picture of the different types of information required by them.

The Unaware

The unaware is a person who is totally unaware and uneducated about mental well being. They are new to the idea of emotional well being .

- > Low Emotional Vocabulary
- > Mostly confused about his and others emotions
- > Poorly resourced
- > Low EQ and competencies

The Protagonist

The protagonist is one who is going through a problem or phase in life. Hence he is aware and seeking but is not well educated with the right resources

- > Poor emotional vocabulary
- > Seeking to understand more about emotional health
- > Not in link with the right and reliable resources

The Propagator

The propagator is one who has gone through a phase but is adequate resourced now. Well aware of the emotional intelligence, they have a good understanding in general

- > Good emotional vocabulary
- > Tries to maintains a good emotional wellness lifestyle
- > Has discovered the right resources to rely on
- > Good EQ

The Support

The support is used to describe a person is wants to help someone who maybe going through a phase.

- > Not well resourced to handle a situation
- > Well aware but not educated enough to know how to handle the situation well



The Idealist

18 yrs, Has a younger sister

“Things are scary for me only as long as I dont know them”

Habits

- Likes to take part in sports
- Learns instruments
- Good communication skill

Interests

- Talking to his elders
- Story telling

Challenges

- Worries about his future

Being a well balanced child, he likes to know more about things . He has a good relation with his parents and sister and likes to discuss things

“A good friend is who can understand without judging”

Even though being academically well, he finds it difficult to be in school. Teachers pet but has no friends. He likes to spend his time with pets or talking to his English teacher

Habits

- Punctual
- Good listening skills
- Respects confidentiality
- Accepts people as they are
- A good friend to rely upon

Interests

- Travelling
- Playing
- Teaching

Challenges

The Support

14 yrs, Has a elder sister





The Unaware

17yrs, Has an elder brother

Habits

- Started smoking in 10th
- Occasional drinking
- Procrastination
- Tendency to not take responsibility
- Bullying or mocking others

Interests

- Video gaming
- Bikes
- Tattoos
- Movie actors
- Metal Music

Challenges

- Worries about his future
- Having expectation on him

“Another motivational speech? No Thanks”

The central attraction of his gang. Not quite sure how he is feeling lately and finds it difficult to talk about his feeling. Has an image to maintain within his peers and groups.

“I wish I had a friend every night I cry to sleep”

Even though being academically well, he finds it difficult to be in school. Teachers pet but has no friends. He likes to spend his time with pets or talking to his English teacher

The Protagonist

13 yrs, Single child



Habits

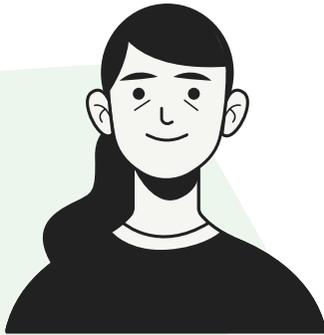
- Occasional smoking
- Has not started drinking yet
- Fear of being singled out in a group
- Difficult to focus
- Hiding and crying

Interests

- Cycling
- Being alone
- Animals
- Pop music

Challenges

- Fear of failure
- Lacks communication skill
- Scared of people interactions
- Constant Bullying and fighting
- Doesn't like to go out of his room



The Propagator

16 yrs, Has a younger brother

Habits

- Anxiety attacks
- Under counselling therapy
- Likes to draw
- Sleeps a lot
- Writes her dairy daily

Interests

- Reading and writing
- Poetry
- Spending time with family

Challenges

- Doesn't enjoy participating
- Fear of judgement
- Discomfort out comfort zone
- Breaking the routine
- Handling ambiguity

Life has been easier since she started seeing a counsellor under the recommendation of her teacher. The routine and familiarity helps her navigate through her fears easily. She creates a world of her own through her drawings and poetry.

“I wish it was easier to communicate how I feel”

“They keep teasing Yash, What can I do?”

Even though being academically well, he finds it difficult to be in school. Teachers pet but has no friends. He likes to spend his time with pets or talking to his English teacher

Habits

- Loves to talk
- Life of the group
- Likes to initiate things

Interests

- Tik-Tok videos
- Helping others
- Being with friends

Challenges

- Understanding others
- Giving others personal space
- Keeping a secret
- Action before thinking



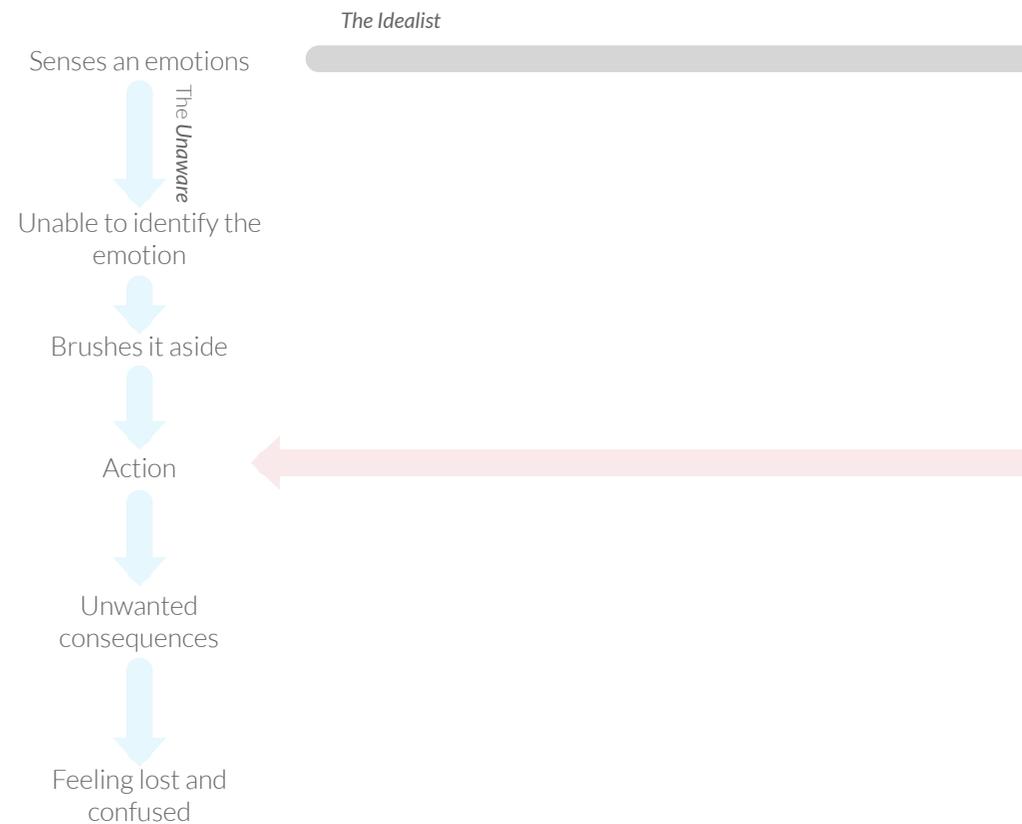
The Friend

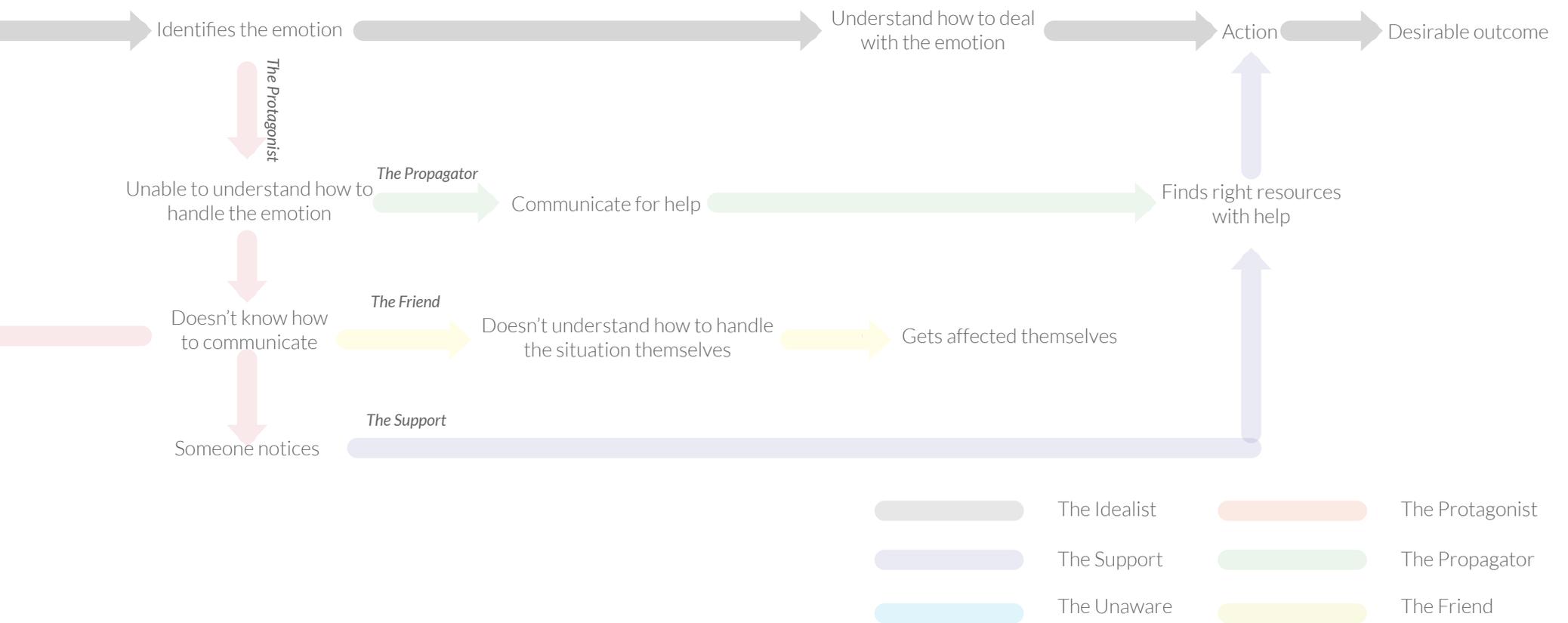
15 yrs, Middle child

Journey of a emotion

The journey of an emotion shows the different path taken by an emotion in different circumstances, The user personas were used to defined the characteristics of each path. Each path shows what is/ could be the journey from the start of sensing an emotion to the end. The map also shows the journey of an ideal persona and an ideal support system following the desired path needed

The map also helps to identify the turning junctions where the path deviates into another and that could be intervened to to identify the stage at which one could pursue the path needed.





Key Areas Identification

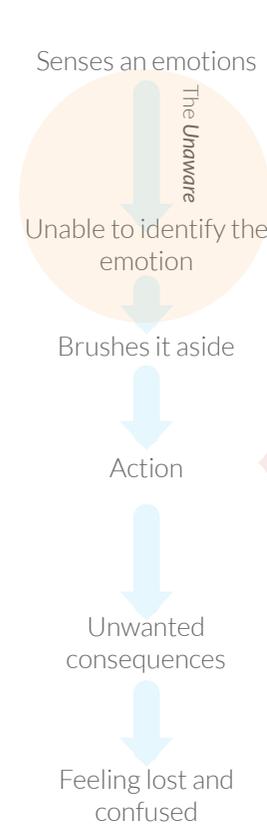
From the map key areas were found identified. For each user persona there seemed to be a key area which deviated them from the path.

These were identified as

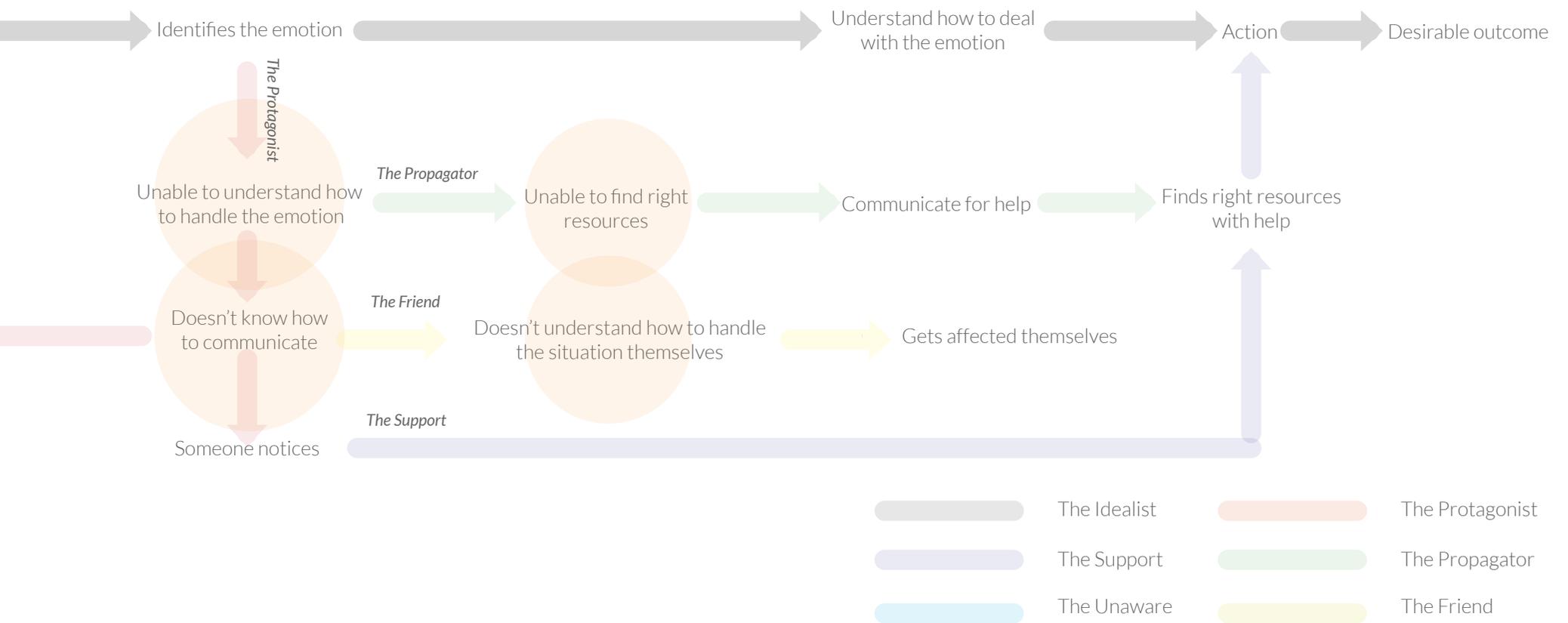
1. Unawareness about Mental Health
2. Lack of knowledge about Mental Health Hygiene
3. Unable to communicate
4. Unable to find the right Resources
5. Unprepared to handle another person.



Identified areas for possible intervention



The Idealist



design phase

Design Phase starts the iterations of converting the insights to possible interventions and solutions. With different processes and techniques and methods, the attempt is to figure out the closest possible intervention(s) for the particular problem statement at hand. The focus shifts from that of a spectator to that of a participant. By understanding similar problems and solutions around the world and having a good understanding of the terrains of the problem in hand, The Design Phase starts putting our minds and head to use to convert it into designing with and around it.

The Design Phase is when the traveller starts feeling at home in a place.

- > Concepts
- > Around the world
- > What should the idea achieve?
- > Content Development
 - >> ABC of Emotional Health
 - >> Emotional Flower
 - >> Conversational Starter
 - >> 12 Rules of Emotional Health
 - >> Butterfly Model
 - >> Emotional Literacy
 - >> Loop of Thoughts
- > Brainstorming
- > Affinity Mapping
- > Ideations
- > Idea Selection

Concepts

The following points were kept in mind to give a direction to the ideation. These pointers gave a good reflection of the character of the final solution needed and clubbed the understanding of the user group with the insights of the findings

Space for growth- Expandability

The design should be open for more iterations and growth in the future It should have enough space and scope for additions of ideas with it. An open circle approach helps it to be ever evolving and changing for the times ahead and prevents stagnation of the delivery.

Personalised Approach

Every journey of a person is unique to a person and this makes talk therapy and personal counselling a sought after treatment approach making it very personal and unique to every individual.

Chosen vs. Forced

The solution must be chosen and not forced. It was observed that most of the environment were chosen for them which put them in a position of 'have to' over 'want to'. For the adolescent age this stirred a rebel attitude and was counter productive in nature. Forcing something would only increase the effort while reducing the impact.

Anonymity

It was observed that anonymity helped adolescents express more freely without the fear of judgement. They were then not filtered by any fear of judgement. Privacy also gave them space to explore freely.

Joy of Discovery

It was observed that there was a 'Joy of Discovery' among people which was a natural instinct to the curious mind of humans. The strong affinity towards music and the discovery of new songs and creation of a play list, were shown as very strong influencers for the adolescent. During the age, search for identity is very strong and consciously try to discover things that help them define themselves better.

Questioning

The ability to question is one criteria that was seen as a big difference among a child of a younger age. But as he/she grows, the want and need to raise questions slowly vanishes. This ability to question is also linked to the joy of discovery mentioned earlier.

Silent Design

The solution should be non-intrusive and silent in nature. The idea should be able to be incorporated into the current system with least changes to the existing system and their ways of function. It should be least obstructive and easily implementable and replicable for maximum accessible by adolescence across all places and contexts.

Frequency

A frequently addressed topic would become familiar over time and would be absorbed more unconsciously. Similar to how advertisements work, the solution should be something that is being frequently come across and hence easily accessible at any times.

Technology

Technological aid for the solution was not very keenly looked into due to many reasons. Lack of a personalised device for the adolescent in this context reduced the space for a personal app or website. It could be a secondary solution platform to further take forward an idea.

Counsellor relations

The counsellor in every school seemed to be an alien figure, a stranger who had no interaction with the children on a day-to-day basis. This made approaching the counsellor seem almost alienating from the other students and came across as a punishment.

Around the World

Interventions Practiced around the world

Geðrækt

A horizontal approach to mental health promotion in Iceland

THE MENTAL AID BOX

A box aimed at promoting mental health. Each box was personalised and was intended for personal items which are cherished and lift the spirits. This might include a favourite poem, old letters, favourite music, pictures of people and places close to the heart, a favourite fragrance, relaxing music and other personal items which are related to good or positive feelings and sensations.

Radio Beyond Blue

Radio broadcasts in South Australia, Australia

The aim of Radio Beyond Blue SA was to create a news and information programme presented by mental health consumers and aimed at mental health consumers, their carers and members of the public, therefore breaking down barriers and removing stigma and discrimination. The best way to raise awareness of mental health issues through radio broadcasts is for the programme to be presented by people who themselves have mental health problems. This will not only give members of the public a better understanding of the issues, but will in time give the mental health consumers empowerment, confidence and self-esteem, and allow them to lead productive lives again.

The Colour of My Emotion drawing contest

A project in the Depression Awareness Campaign in China

The main aims of the Colour of My Emotions project were to:

- > allow teenagers to recognize their mood, and be self-awareness;
- > provide a healthy way for teenagers to express their mood;
- > develop a better prevention and treatment model for adolescents, families and schools through the experience gained and data gathered;
- > share the project's field-tested prevention model with other

Students chose from one of the following themes.

- > What are the colours of my feelings?
- > What are the images of my depression?
- > What are the things I do to make me feel better?
- > What would I share with others when I am depressed?

ARYA

A preschool project in Tel Aviv, Israel

The mentor introduces the child to a variety of animals through story telling, looking at pictures and card play. An animal is chosen by the child and mentor to learn about together. During subsequent meetings, the mentor dialectically exposes the child to the chosen animal's stress and ways of coping through games, stories, pictures and puppetry. In the course of each individual session, the mentor guides the child to discuss what the animal might "think", "feel" and "do" when confronted with a stressful event.

Geðrækt

A horizontal approach to mental health promotion in Iceland

THE 10 MENTAL COMMANDMENTS

A series of postcards featuring 10 characteristics of people that enjoy success in both their career and personal life. The postcards were based on an American study.

MENTAL HEALTH THEATRE

Icelandic Takeaway Theatre, in cooperation with Geðrækt, produced the play Háaloft. The piece was a tragicomedy about a person with a manic-depressive disorder.

Mind Out

The development and evaluation of a mental health promotion programme for post-primary schools in Ireland

From September 2005 Social, Personal and Health Education (SPHE) will be a mandatory curriculum subject for 15 to 18 year olds. The aim of the Mind Out project was to develop, implement and evaluate a curriculum-based programme, in the form of a module promoting positive mental health, for 15 to 18 year olds in the Irish school setting

Mental Health Ireland

Mental health promotion programmes in schools and with young people

Pro-Teen Matters is a web magazine for young people, produced every two months, which deals with mental health issues online. Contents include articles, comic relief, health issues, sport and cookery. The web magazine was written by students for students. The student team holds a focus group prior to each issue out of which will form an editorial team for the current edition of the magazine.

Mental health issues are discussed and areas of interest or concern are identified. This form of peer education is very valuable within a school setting.

What should the Idea Achieve?

The intention of the idea should be to build an understanding and awareness on Mental Health among adolescents while collaboration and developing communication with each other.

Stories

Stories have the power to convey deep meaning and morals with high efficiency. Such stories also give us an idea at the same time spread awareness too. Movies, music and books are all seen as story telling medium that are followed by everyone.

Real life stories can be shared by adolescents giving them a platform to express themselves through any medium and also feel connected to others with similar journeys. A magazine, or online platform or the local newspaper can be used for a mutual sharing process on Mental Health. Radio shows in schools or podcasts can also be used for the same.

Create a Cult

The age group is highly seeking acceptance in the peers but be unique too. To be able to be a part of a greater cause gives them a purpose to carry the problem beyond themselves. This also spreads messages faster. T-shirts, Badges, slogans and posters can be designed as a part of the Mental Health campaign that can be conducted by the adolescents across various schools. When people of their own age are seen taking the center stage and spreading awareness, the resistance to the same is reduced.

Conversational Games

Mutual games can be used as a conversation starter to talk about the topic. It could be lead by a series of questions asked by the children to find answers to. The more the responses, the more diverse would be the answer. This would help the child make up an opinion themselves and not blindly follow one answer or opinion. It would also increase the ability to ask questions and rationally approach things without being too scared of the unknown but also respect and include differences of others. It also inculcates the ability to reach out to others.

Workshops

Workshops can be a medium to help spread awareness while actively engage the students, teachers and parents. Could include activities that would help spread the awareness through experience

>Swap games. The children and parents could swap with each other and enact to a situation given

This would help increase the empathy towards the other person and understand the space the other person is acting and making decisions from.

Exhibition

The curiosity of learning and experimenting can be used to launch a competition where awareness on Mental Health can be communicated through a variety of medium such as drawings, short films, poems, art, drama or dance. An exhibition of all the works can be showcased as part of a local drive. The healthy competition would encourage more people to learn while doing and learn while teaching others too.

Tracking Apps

Plug-ins to existing apps that would track the key words or other clues used by an adolescent and suggests events, articles and contact of people for you to consider. This would help have a self monitor on ourselves while still keeping the privacy. This idea is a preventive approach which helps channel probe a support without a loud disturbance or fear. This is especially usually for people who find it difficult to communicate to others and have difficulty seeking help or understanding how to go ahead

Half-A Book

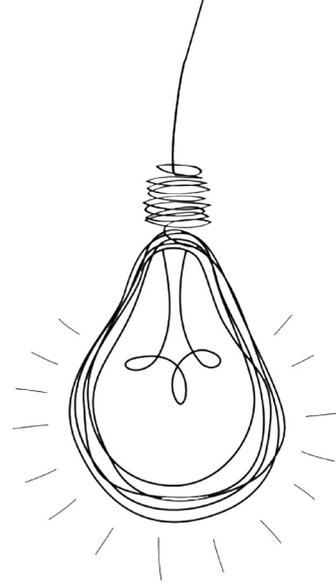
A story book/comic/novel/ that requires two people to read. This would be designed in the way of a conversation that would help two people to play roles of the character while reading the story.

Inter-Generation

Story telling as a medium can also be tapped by connected two generations. By clubbing the grandparents with the grandchildren, there exists a healthy bond that learns and supports each other mutually. Through letters or volunteering in the local old age home, the stories shared by the older generation help build resilience and build trust without fear of judgement between both. It is a platform of mutual learning .

Content Development

The informations and insights were used to create guidelines, and develop visual infographics to be further used in the following ideation methods. The following contents were created from the understanding of the subject and formulated and designed in such a way as to facilitate maximum understanding yet be attractive and informative. It should also inculcate the feeling of wanting to know more about Mental Health by invoking a certain level of curiosity in the user.



The ABC of Emotional Health

The journey of understanding Emotional Wellness was broken down into 3 steps. These steps were designed to be recollected easily and as direct as possible to be understood without much explanation

A-Accept

Acceptance being the first key to the journey ahead. The intention was to further break is down to smaller headings to elaborate more and give better guidance on how to accept once Emotional Journey.

B-Bond

A feeling of strength and confidence is derived when we feel we aren't alone or excluded in our journeys to a better Emotional Lifestyle. The existing stigmas and taboos have led to the topic of Emotional health being push aside at the cost of individuals feeling lost, alone, confused and, wronged and even as a failure. This step would initiate the extension of our Emotional journey beyond ourselves and help each other our mutually.

C-Communication

The biggest challenge to our Emotional journey is the challenge to communicate. Our restricted vocabulary, language, culture, and even gender stereotypes have crippled us to not being able to communicate what we feel. This poses a big threat as it leave one difficult to explain how to they feel, share their fears and worries and even ask for help. Communication with oneself is also a major part of this step, often being neglected and pushed aside without listen to our emotions and knowing how to develop a healthy relationship within ourselves.

Accept

Understand

Trigger What made me feel so?
What or who triggered it?
How am I feeling now?

Feeling What am I feeling now?
Can I name the feeling?
If I feel differently, would it change how I behave?

Reflect

Action

What was I going to do?
What would be a better way to do something?

Consequences

What would happen if I...?
What is a desired consequence?
What action can help achieve the desired consequence?

Bond

Where Where can I find the right platform and resources?

Can I trust them?

What kind of information am I seeking?

What am I feeling?

Communicate

Giving

Giving How can I communicate what I want to?
What medium would I use? Drawing/writing/acting/talking/playing.

Taking Are they understanding what I am trying to convey?
Are they reading the cues well?
How will they be affected by this?

Whom should I communicate to?
How well equipped are they?
Do I trust them? Are they reliable?
What am I expecting from them?

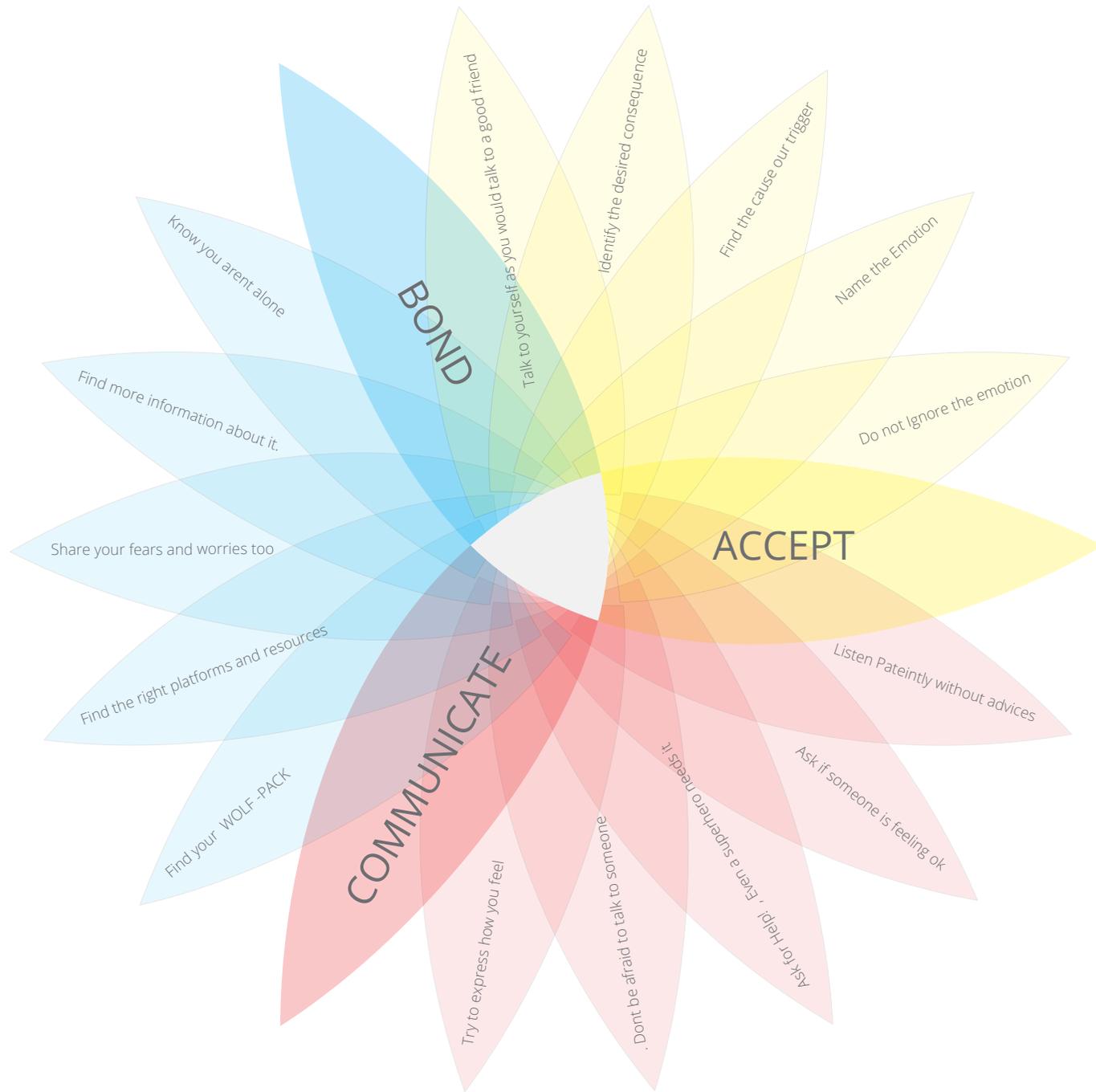
Taking

Taking What do they mean when they say this?
What are they not trying to say?
What cues are they giving?

Giving What would I like to hear in such a situation?
What do they want? what are they seeking?

The Emotional Flower

The ABC's of emotions was developed into an Emotional Flower. The flower was colour coded into three sections was easy identification and ease of reading. Each petal of the colour would further explain the heading with further guidelines and steps . This representation was developed for giving it a visual identity and for being more organic and appealing. The flower can still be further developed and blossomed more to accommodate and inculcate more guidelines under each heading.



Conversational starter Guide

The conversational starter guide was designed aimed to help start conversations within the family. The questions were framed to have an increasing order of complexity starting from very easy and fun questions and slowly developing into more intense topics. The questions were also divided under each heading. The colour codes were used to help understand the path or asking questions. The model of conversations were used as questions to inculcate the idea of being ever curious and to develop ones own understand about everything without fearing about asking questions. This guide hopes to set the foundation on which they can feel a sense of bonding between themselves within the family and be able to address and have discussions about any new or personal topic without the fear of judgment or isolation from both parties.

Intensity ↓

Likes/Dislikes	School	Childhood	College days	Dreams	Work	Feelings	Marriage	Children	Society	Old Age	You and beliefs	Your life choices	
Fav BOOK or author?	Favourite subject in school?	How was the grandparents? were they strict or fun?	College days.	What did you want to be when you grow up?	How many jobs have you done?	Happiest day of your life?	How did you meet mother/father?	Do you remember the day I was born?	What kind of a baby was I? Naughty, calm, crying?	What do they not like about our generation	What would you want to do after retirement?	One thing you would like to change about me?	What do they look for in my partner?
Fav Actress or actor in childhood	Fav teacher	What were your siblings like?	Who were your college friends, where are they now?	Dream travel destination.	What was the first job you did? Story of first job	What do you do to relax yourself?	How did you know this was the one.	What were the other options to name me?	Most difficult part about having children?	What all medical conditions do you have, since we should know	One good quality about me as a person?	Is it OK If I don't marry?	
best old songs ever	Most difficult subject	Did you ever fight with siblings?	First driving experience	Have you ever wanted to get a tattoo?	Dream job?	Strongest quality about them.	How many people did you meet before marrying	What were you going to name me if I was the opposite sex?	What are some characteristics they have but did not want their children to have?	If you could choose, which era would you choose to live in?	Would you be sad if we aren't around in your old age?	Would you be disappointed if we have different views as you?	Is religion/caste more imp than finding a compatible lif partner?
Favourite place you have lived?	How were the teachers like	Strongest memory of childhood	Most notorious thing done in your college.	One thing to try before dying.	Did you really want to do this job always?	What do you do when you get very angry?	Where did you go for your honeymoon?			What is the best advice you ever got?	Are you scared of dying? Are you scared of being alone?		Inter-caste-Inter religion Marriage
Best trip you ever had?	Best friend in school	Have they got beaten from their parents as a child?	How did you know what to study in college?	If not for money, one thing you wish you could do now.	Do you like your job now?	What is the scariest thing they have done?	Most beautiful things about being married	How were you when you were my age?	What is the worst thing that can be done to children by parents?	Why do you think religion is useful?	In case of a brain death for you, what would you want us to do?		What do you think about Live-in Relationship?
A movie you would love to re-watch again	Did you have a nickname in school?	Have you stolen as a child?	What was your graduation like?	Have you ever had a near death experience?	How imp is money in life? How much money is needed to live happy?	Biggest fear?	Arrange marriage or love marriage?		How was the pregnancy experience? Ever had a miscarriage?	Do I have to be religious? Would you love me less if I am not?	Who should we go to in case something happens to you?	Why do Elders never say sorry to children when they make a mistake	What do you think of homosexuality/LGBTQI?
Favourite sport?	Have they got any major awards in school?	Have you ever wanted to leave home or runaway?	Crush in college	What is your proudest moment?	Have we ever gone close to bankrupt?	Is it ok to lie?	Why do you think its imp to marry today?		What is your biggest fear about us?	How much social approval do we need to do something?	Is there something we should know or do after you are dead?	Would you scold me if I tell you the truth but you don't like it?	Would you support me if I fall in love with my own gender?
Did you play any instrument?	First crush or love	Do you think beaten a child actually helps to make a child understand?	Have you ever been in love?break up?		Have you ever been fired?	Have you felt sad or like crying?	Most difficult ting about staying married	If given a chance to relive again, what would you do differently?	Why do you think its imp to have children?	If you could give just One advice to me?	Are you in support of organ donation after death?	Should I stick on to something that I like or	What if I get pregnant before marriage? Should I be scared to tell you?
What did you do as a kid to spend time?			Ever Gotten Into a serious fight?	Biggest Regret in life	How important are marks in career?	Have they ever wanted to seek help?	Did you ever regret getting married?	Do you think you were a good husband or wife?	Do you not think people should be heard and respected with their		Do you think its OK to want and seek company when alone in old age?	accept the mistake and change to be happy?	
Have you ever wanted to become a writer/singer/ actor/poet, artist?			Smoking experience. First Drinking experience			Have you ever wanted to go to a therapist? or have they, just to talk?	Have you ever been in love or attracted to anyone after marriage?	What kept them together? Ever thought of leaving?	knowledge and not just their age even if they are children?	What are your thoughts on suicide, Have you ever thought about it?	Have you ever thought of suicide or ending your life?	What if I tell you I don't like my job.	What if I tell you I am not happy.

12 rules for Emotional Health

1. Its ok to be NOT OK- Accept the feeling rather than shutting it out. Acceptance is also the first step to being able to handle your emotions well. Without acceptance, a major part of your energy would be focusing on something that may not be totally off point.

2. It is not permanent -Remember that you are much more than what you feel at the moment. And it is bound to change with time too. Give yourself permission and time . Be easy on yourself. Your mind is like the sky, it may be sunny sometimes and cloudy the other. But it too shall pass and be different tomorrow.

3. Identify and Name your emotion - knowing what you are feeling and being able to locate it as precisely as possible gives you a better understanding on how to deal with the emotion, plan the next step and have a conscious relationship with those emotions.

4.Let it out -Try to articulate you emotions through any medium-Art, song, writing, dance or even talking. This helps you get a control on your emotions and not your emotions controlling you.

5.React with a Delay-It is not what you feel but how to respond to those feelings that matter. Do mostly things that you would be proud of in the future. Even though you can't choose your feelings, you are responsible for them.

6.Happiness is not the boss emotion-There is no good or bad emotion- Its only about how you feel. Its OK to be sad and angry or confused and lost as well. Most people have gone through it even if you cant see it.

7.Different is not wrong-Ask atleast 5 people from different age groups and cultures before you make a decision on the topic, This will give you more time and perspectives on the topic and help you appreciate differences more.

8.Ignorance is not bliss- A healthy person is not one who doesn't Feel any emotions but who has a better understanding and control and relationship with their emotions

9. No right or Wrong answer - There is no right or wrong answer. Your life , experiences and journeys are unique, and so are your emotions.

10. You are not alone - Even when you are not able to see it, do remember that what you are feeling is not new and isolated to you. There are more people like you who could be sharing a similar feeling. You are not same as anyone, but relatable and understood by some.

11.Treat others the way you want to be treated- This helps you communicate yourself better, trust others better and brings about clarity and strengthen your relationship with others. Take a minute to pause and see if your actions and words for other are what you would like to be done to you too.

12. Ask - Its totally OK not to know everything, if you ever find yourself in a situation of emergency or doubt, ASK! a professional, ask for help, ask a question.

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3 Name your emotion



Knowing what you are feeling and being able to locate it as precisely as possible gives you a better understanding on how to deal with the emotion, plan the next step and have a conscious relationship with those emotions.

4 Let it out



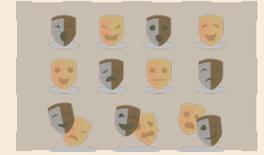
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This helps you communicate yourself better, trust others better and brings about clarity and strengthen your relationship with others. Take a minute to pause and see if your actions and words for other are what you would like to be done to you too.

12 Ask



Its totally OK not to know everything, if you ever find yourself in a situation of emergency or doubt, ASK! a professional, ask for help, ask a question.

The Butterfly Model

The metamorphosis of a butterfly is one of the earliest things children are fascinated about and thought. The Life cycle of the butterfly was used as an inspiration to develop and define different stages of user awareness about the Emotional Health. The co-relation would be found easy to associate relate and gives motivation to more from one stage to the other with the fascination alive and interest to know more about the topic to grow emotionally.

Four Stages of user awareness

The Butterfly Model

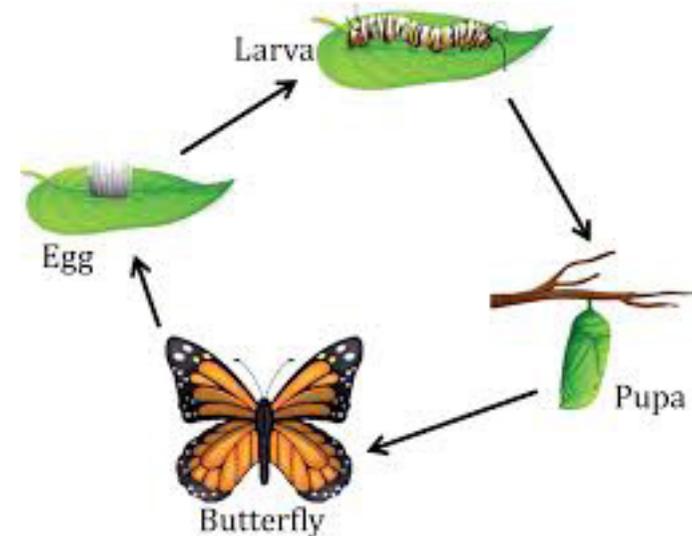
Different stages of your emotional health journey through the analogy of a butterfly life cycle.

Egg - The Naive - doesn't know anything about emotional health and is totally unaware of it.

Larva - The Crawler - Deciding and struggling with what they are dealing and growing through life- Struggling relation with his emotions

Pupa - The Learner - Is learning and aware and handling the issues. He is more calm, collected and assured about the hardships and overcoming them. - Resolving the issues and understanding his emotions with patience

Butterfly- The Flyer - His emotions are well in his control and they are no longer unaware or struggling with them. He has a healthy relationship with his emotions.



Are you a Butterfly Yet?

Emotional Literacy

Level

1. Increase **exposure** to as many words to express a particular umbrella emotions- could be a random guess game with a broad emotion in image and a starting word. Or figuring out as many emotions as possible in a particular broad emotions
2. Explain the **word meaning** with a situation - make associations with the new words and a situation to explain that emotion . Attaching a unique meaning to that emotion
3. **Differentiate** between two emotional words. - Given two different emotions figure out which word suits which, like a match the following game.
4. Find the **mistake**. Find the wrongly used words
4. **Use the word** in a sentence - Understand the meaning and being able to attach it to the context
5. Able to **mix words** from different umbrella emotions.- Figure out words that are a combination of two emotions, that lie on the merging /transition of two umbrella emotions .
6. Bonus round: Create your own words...

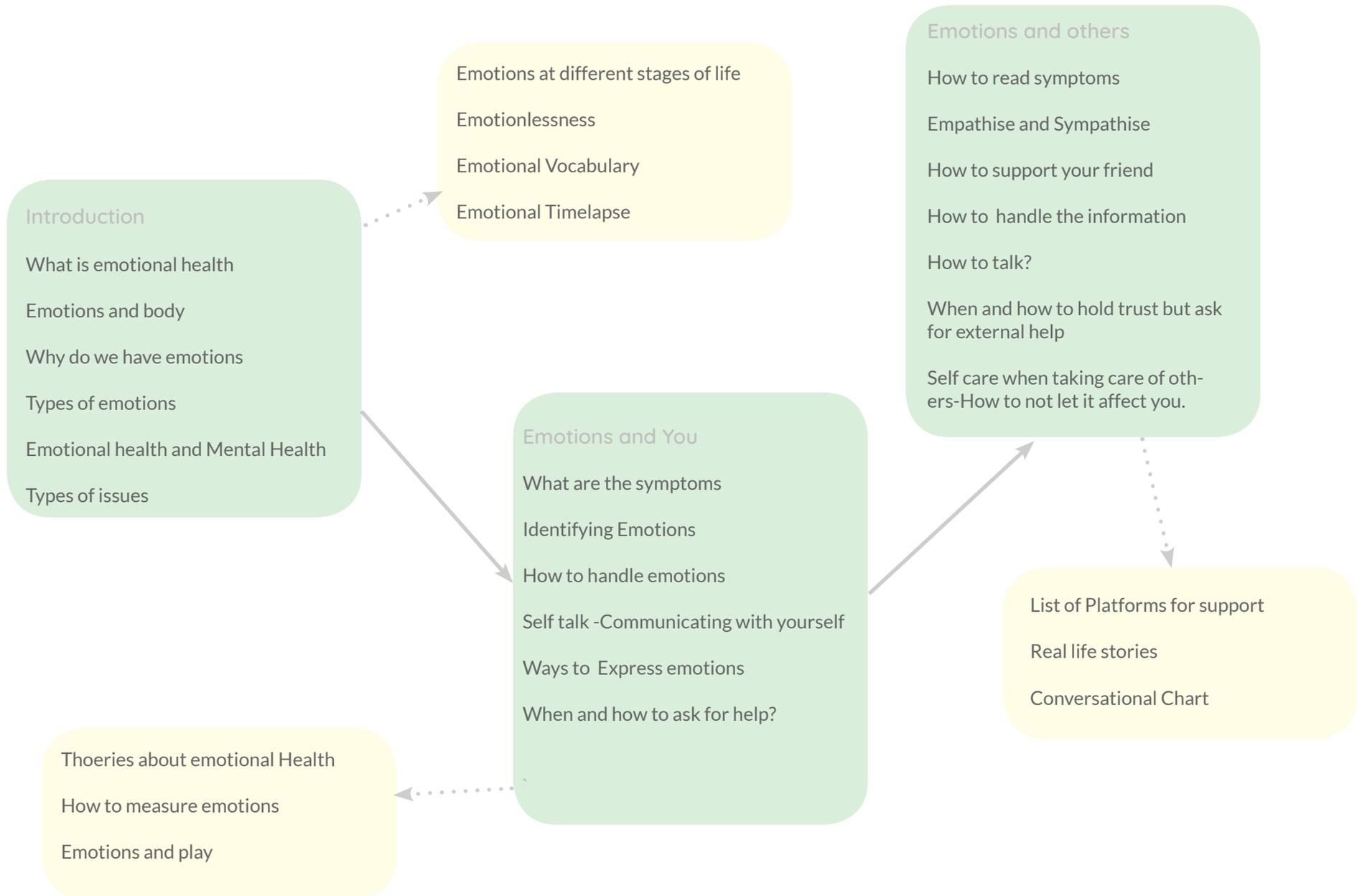
Emotional Vocabulary

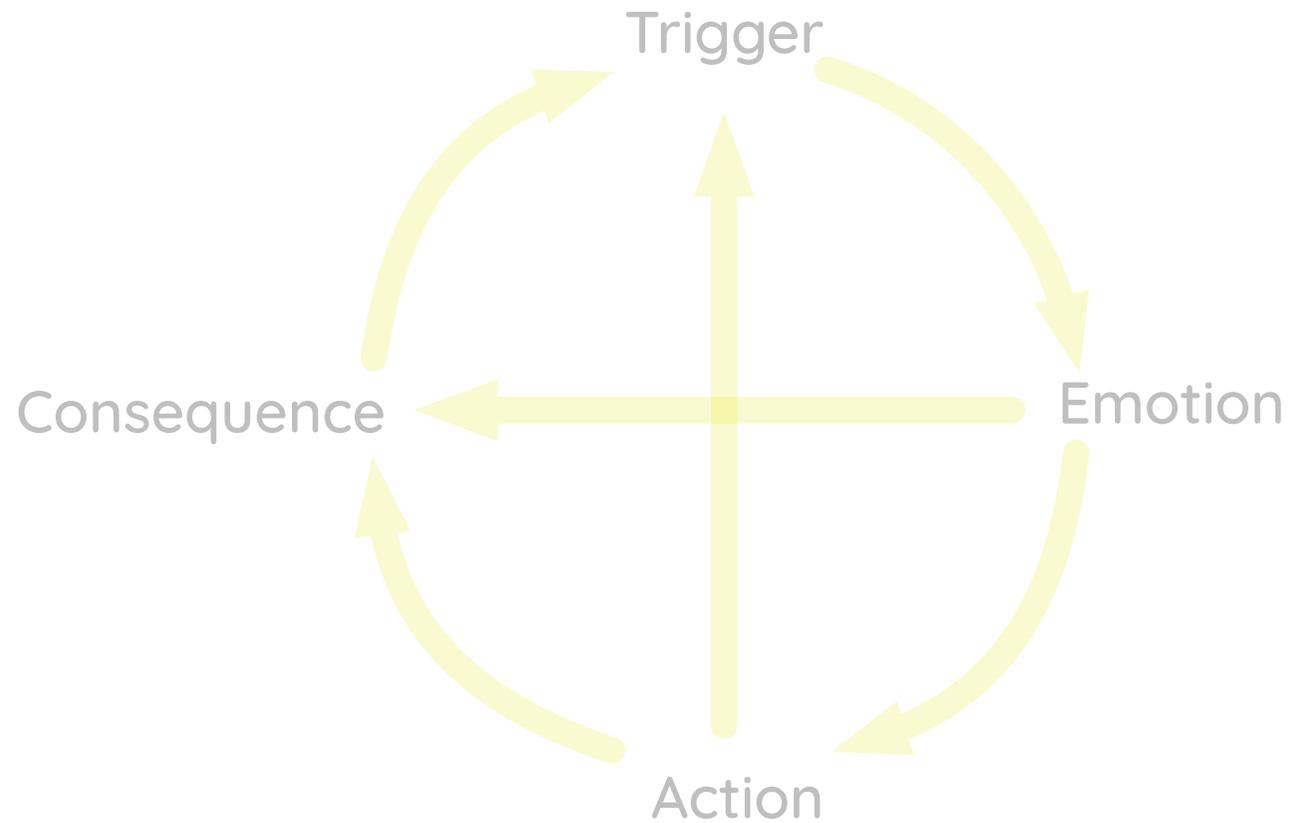
Emotion acting +Word starting letter

Just like a language is learned

Rainbow of emotions

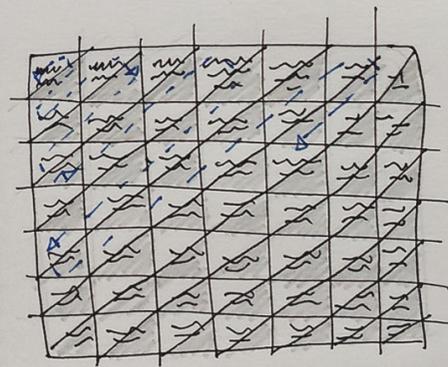
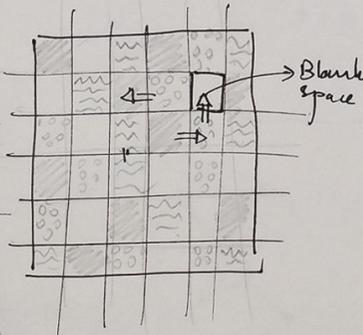
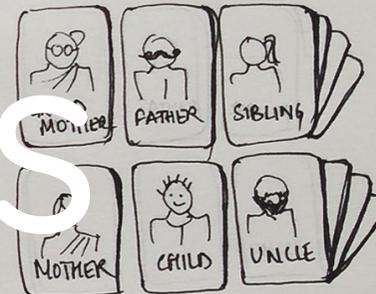
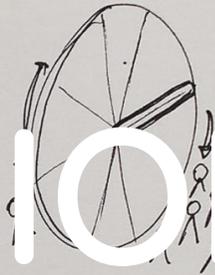
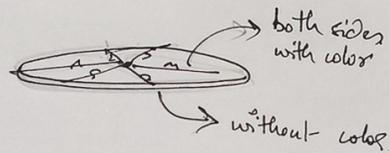
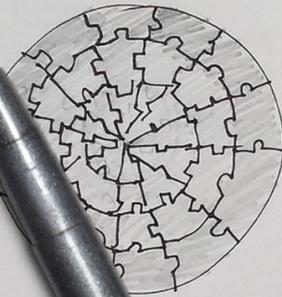
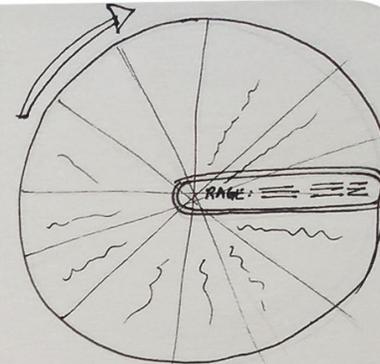
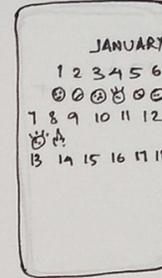
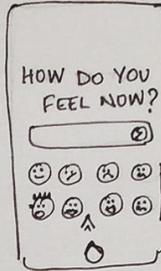
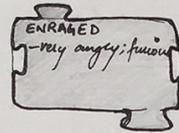
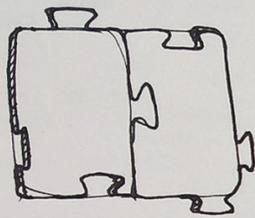
Awareness About Emotional Health





The Loop of Thoughts

The Loop of thoughts was made to easily understand the journey of an emotion and inter-relation between them. This helps to identify the flow of the emotions starting from the trigger and to trace the next step. This helps in being aware about the next step and more conscious about the present step and thus deviate or control each step better.



IDEATIONS

Ideation Methods used

Edward De Bonos' 6 thinking hats

Edward De Bonos' 6 thinking hats is a powertool to approach a design from different directions and parallelly approach the problem. Each hat symbolises a particular aspect of the problems and thus approach with maximised solutions

-White Hat - all the informations and facts collected surrounding the problem.

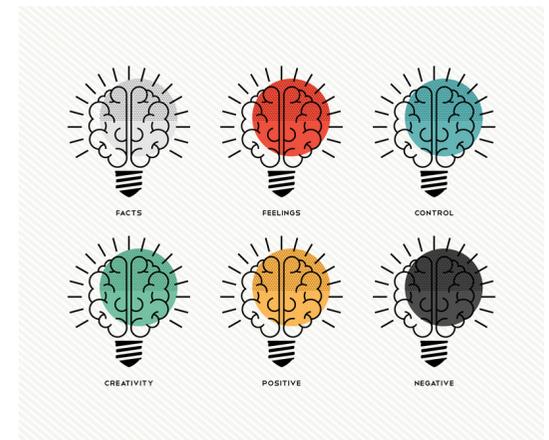
-Red Hat -Helps you address your intuitions and feeling. How you and others would feel and understand about the problem

-Blue Hat- Controls the thinking process. Helps to ensure everything is followed according to the process.

-Green Hat- Helps cater to the creative side. Free wheeling way of thinking with all alternatives and possibilities

-Yellow Hat -All the positive aspects of the problem. All the benefits and values added are seeing with this hat.

-Black Hat -Listens to all the negative aspects of the situation. How things might not work and finding all the weak points and flaws are seeing here.



Brainstorming

Quick brainstorming sessions and ideations were made keeping in mind the pointers for the interventions.

Comic Books	Notebooks	Cartoons series	Movie	Comic Strips	Songs and Musical Band	Songs and Musical Band
Collective Fest for all artists	Magazine by students	Drama and plays	App Plug-in	Personal Journal	Calming Guidelines before exams	Calming Guidelines before exams
Information Booklet	Stationary Nameslips, Bookcovers	Mobile App	Parent child conversation kits	Changable badges template with smileys	Role-play activity	Role-play activity
Emotional Dhumcharades	Blackboard in the bathroom	Letter writing to pen friend	A Common Notebook in class to share the same stories	School diaries- Guideleines for parents	Emotional report card in school	Emotional report card in school
Self-science class by counsellor	Activities -color my emotions	Balloon game	Posters	TV Ads	Newspaper as a medium	Newspaper as a medium
School radio show	Emotional Dictionary	Board Games	Video Games	Workshops	Different hand bands for differen emotions	Different hand bands for different emotions

Affinity Mapping

The areas of Self, Home and School were identified as the major three important areas for intervention and each required a different approach. After the affinity mapping of the idea, ideas were selected under each cluster and further developed to more details. This approach would help give a holistic approach to the issue from all major areas and help create an intervention at each level unique to its own approach. Such an approach doesn't involve a single solution to solve the problem but a series of interventions at different levels to create a complete atmosphere

Self

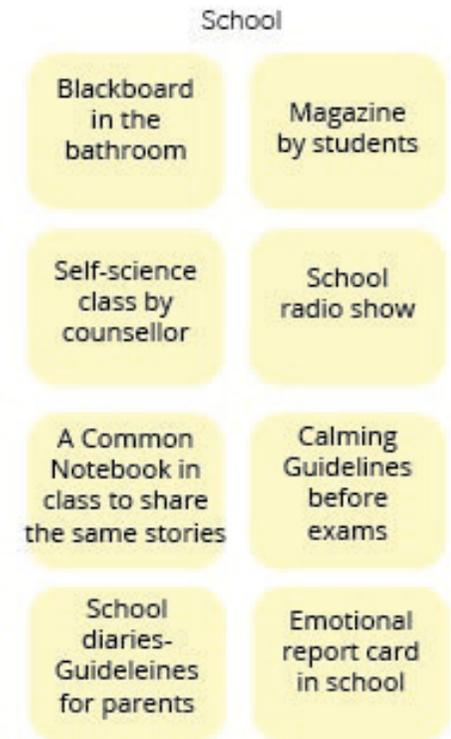
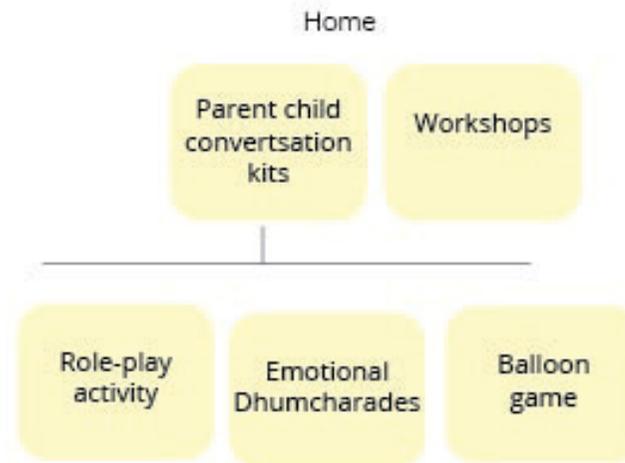
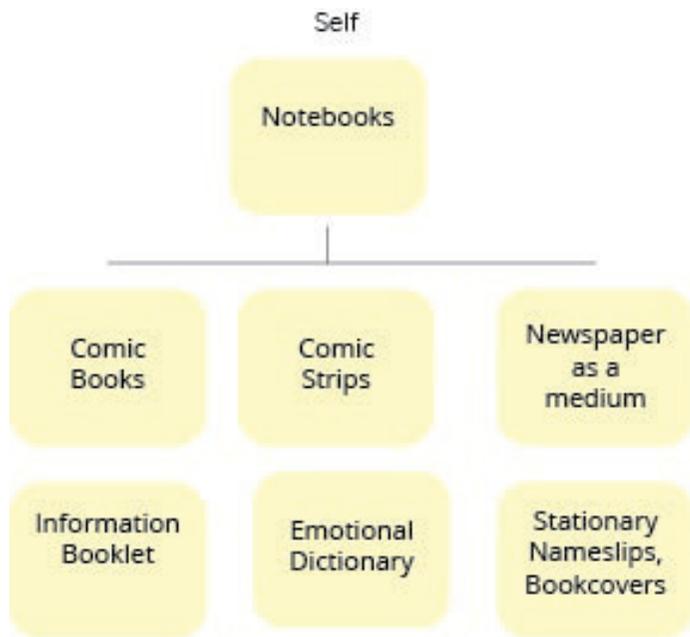
- How to understand one self better?
- What am I feeling now? Name the emotion
- Why am I feeling so? Identify the trigger
- How is my body responding to it?
- Read the symptoms
- How do i want to feel? Measure
- How should I respond to this emotion?

Home

- How to communicate and learn better?
- Imitation of parents
- Break the communication gap
- Get children to ask questions
- Gradual development of topic from external to personal
- To increase acceptance

School

- To be able to cater to a large students at the same time
- Timely recognition and acceptance
- To keep a track of emotional development
- Build a safe environment to share, observe and learn
- Make the Parent-Teacher-Child triangle tighter



The ideas were categorised into three different groups that reflected the three levels of an healthy emotional journey. This helped in understanding the how each stage can be implemented and helped develop more ideas specific to each stage. Each stage signified each step that helped an individual deepen the relation with their mental health.

Understand

Understanding marks the basic and the foundation of our emotional journey. The first and the foremost step is to be able to understand what is happening and to be able to have a clear idea about your self.

Understanding includes awareness, sensitivity, the ability to reflect on yourself, understanding and reading the symptoms, and having a good knowledge about the topic

Communicate

Communication marks the second stage which aids an individual to be able to communicate and articulate how they are feeling currently and aptly. Communication with oneself is just as important as communicating with another person and this helps in maintaining and building a healthier and more meaningful relation with oneself and others. The key aspects and competencies of communication are emotional literacy and a good vocabulary, clarity, confidence to seek help beyond oneself, learning through sharing, empathy, acceptance.

Connect

The feeling of being alone, lost and hopeless can mainly be attributed to the lack of exposure to similar people and situations. Connecting with similar people, journeys and stories help one feel part of a group, speeds up the feeling of acceptance, increases respect and diversity, develop empathy and build confidence and strength in oneself. This helps in sharing and learning together and caters to a larger audience at the same time.

Understand

Comic Books	Notebooks	Mobile App
Comic Strips	Movie	App Plug-in
Information Booklet	Stationary Nameslips, Bookcovers	Personal Journal
Emotional Dictionary	Newspaper as a medium	Calming Guidelines before exams
Cartoons series	Video Games	Posters
Websites	Youtube Channels	Podcasts

Communicate

Parent child conversation kits	Drama and plays
Role-play activity	Changable badges template with smileys
Emotional report card in school	Emotional Dhumcharades
Letter writing to pen friend	Different hand bands for differen emotions
Balloon game	School diaries- Guideleines for parents
Activities -color my emotions	Board Games

Connect

Songs and Musical Band	Make it trendy or fashion-able-use social media
Self-science class by counsellor	School radio show
A Common Notebook in class to share the same stories	TV Ads
Magazine by students	Workshops
Blackboard in the bathroom	Collective Fest for all artists
Online challenges	Use Art/Po-ems or write ups to share stories

Conversational starter Guide

Intensity

	Likes/Dislikes	School	Childhood	College days	Dreams	Work	Feelings	Marriage	Children	Society	Old Age	You and beliefs	Your life choices	
	Fav BOOK or author?	Favourite subject in school?	How was the grandparents? were they strict or fun?	College days.	What did you want to be when you grow up?	How many jobs have you done?	Happiest day of your life?	How did you meet mother/father?	Do you remember the day I was born?	What kind of a baby was I? Naughty, calm, crying?	What do they not like about our generation?	What would you want to do after retirement?	One thing you would like to change about me?	What do they look for in my partner?
	Fav Actress or actor in childhood	Fav teacher	What were your siblings like?	Who were your college friends, where are they now?	Dream travel destination.	What was the first job you did? Story of first job	What do you do to relax yourself?	How did you know this was the one.	What were the other options to name me?	Most difficult part about having children?	What qualities do you think a person should have?	What all medical conditions do you have, since we should know	One good quality about me as a person?	Is it OK if I don't marry?
	best old songs ever	Most difficult subject	Did you ever fight with siblings?	First driving experience	Have you ever wanted to get a tattoo?	Dream job?	Strongest quality about them.	How many people did you meet before marrying	What were you going to name me if I was the opposite sex?	What are some characteristics they have but did not want their children to have?	If you could choose, which era would you choose to live in?	Would you be sad if we aren't around in your old age?	Would you be disappointed if we have different views as you?	Is religion/caste more imp than finding a compatible lif partner?
	Favourite place you have lived?	How were the teachers like	Strongest memory of childhood	Most notorious thing done in your college.	One thing to try before dying.	Did you really want to do this job always?	What do you do when you get very angry?	Where did you go for your honeymoon?			What is the best advice you ever got?	Are you scared of dying? Are you scared of being alone?		Inter-caste-Inter religion Marriage
	Best trip you ever had?	Best friend in school	Have they got beaten from their parents as a child?	How did you know what to study in college?	If not for money, one thing you wish you could do now.	Do you like your job now?	What is the scariest thing they have done?	Most beautiful things about being married	How were you when you were my age?	What is the worst thing that can be done to children by parents?	Why do you think religion is useful?	In case of a brain death for you, what would you want us to do?		What do you think about Live-in Relationship?
	A movie you would love to re-watch again	Did you have a nickname in school?	Have you stolen as a child?	What was your graduation like?	Have you ever had a near death experience?	How imp is money in life? How much money is needed to live happy?	Biggest fear?	Arrange marriage or love marriage?		How was the pregnancy experience? Ever had a miscarriage?	Do I have to religious? Would you love me less if I am not?	Who should we go to in case something happens to you?	Why do Elders never say sorry to children when they make a mistake	What do you think of homosexuality/ LGBTQ?
	Favourite sport?	Have they got any major awards in school?	Have you ever wanted to leave home or runaway?	Crush in college	What is your proudest moment?	Have we ever gone close to bankrupt?	Is it ok to lie?	Why do you think its imp to marry today?		What is your biggest fear about us?	How much social approval do we need to do something?	Is there something we should know or do after you are dead?	Would you scold me if I tell you the truth but you don't like it?	Would you support me if I fall in love with my own gender?
	Did you play any instrument?	First crush or love	Do you think beaten a child actually helps to make a child understand?	Have you ever been in love?break up?		Have you ever been fired?	Have you felt sad or like crying?	Most difficult thing about staying married	If given a chance to relive again, what would you do differently?	Why do you think its imp to have children?	If you could give just One advice to me?	Are you in support of organ donation after death?	Should I stick on to something that I like or	What if I get pregnant before marriage? Should I be scared to tell you?
	What did you do as a kid to spend time?			Ever Gotten Into a serious fight?	Biggest Regret in life	How important are marks in career?	Have they ever wanted to seek help?	Did you ever regret getting married?	Do you think you were a good husband or wife?	Do you not think people should be heard and respected with their		Do you think its OK to want and seek company when alone in old age?	accept the mistake and change to be happy?	
	Have you ever wanted to become a writer/singer/ actor/poet, artist?			Smoking experience. First Drinking experience			Have you ever wanted to go to a therapist? or have they, just to talk?	Have you ever been in love or attracted to anyone after marriage?	What kept them together? Ever thought of leaving?	knowledge and not just their age even if they are children?	What are your thoughts on suicide, Have you ever thought about it?	Have you ever thought of suicide or ending your life?	What if I tell you I don't like my job.	What if I tell you I am not happy.

Role-Play Card Game

Intent : To to answer the question yourself but address the topic as someone else.
to use other characters to address the topic

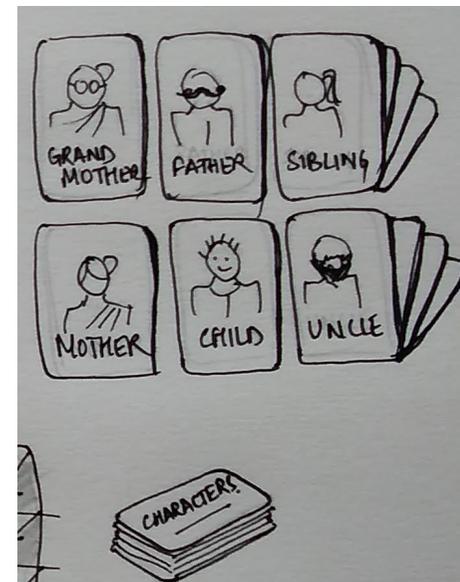
No of User: Any

Idea : Use role-playing and imitation as a medium of play.

How to? :Each person would pick out a character from the lot. It could be anyone they know collectively. As dumb charades, the other people have to guess the character but through a series of question answered by the player AS the character chosen , ex: the player would have to answer “ your opinions on live-in relationship” as the father.

Pros- Personal bias is less

- Able to relate and reflect on themselves and each other
- Able to bring topics to highlight without the fear of it falling on one person.
- Fun -Use the act of imitation and mimicking



Board Games

Intent : To develop a platform of conversation of answers through questions

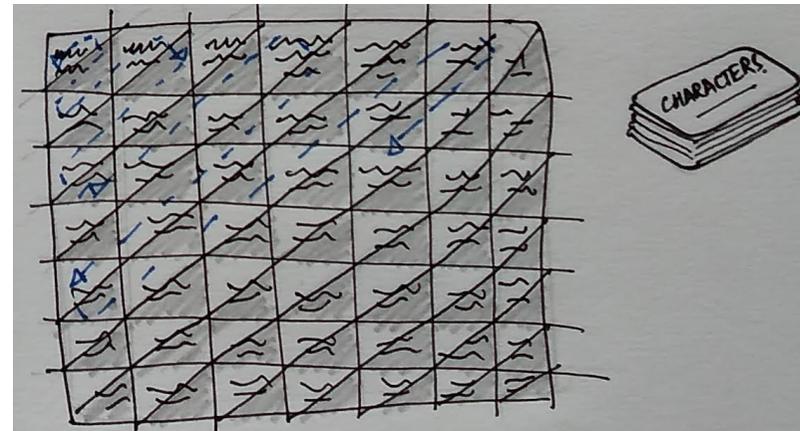
No of User: 2

Idea : Question answer diagonal grid game .Not to move forward in the game but make the other person move forward

How to? :The movement of the game is diagonal grid. One player throws the die which makes the other person move forward. each rectangle has two triangles sharing one question. if you land on the shaded triangle, one person answers the question always. each coloured triangle is unique to the player. The idea is to ask more questions than answer them.

Pros :Breaks the traditional idea of winning

- All the questions not answered at once, scope of playing again.
- The questions can be modified for personal context and use.

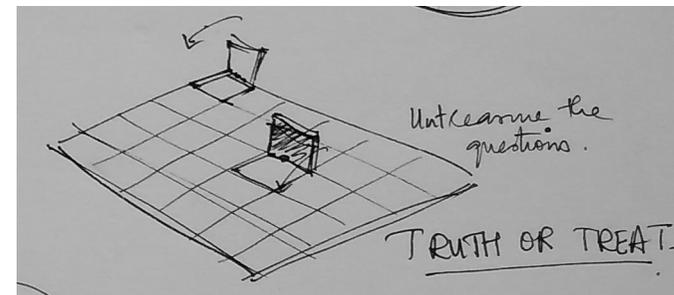


Intent : To develop a platform of conversation to rely on.

Idea : Flip board that uses situations to introduce questions

No of User: Any

How to? :The above questions would be converted to situations with a back story. The players would have to uncover each situation with the dice roll and address the situation given.



Emotional First Aid

Intent : An emergency kit and training for use of the same.

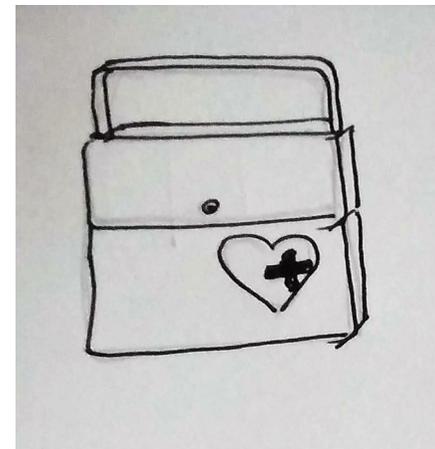
Idea : A Emergency guideline to help navigate through emergency emotional situations like Suicide or Depression or anxiety

User: Different stakeholders with what they can do-Teachers, Friends, Parents etc

How to? : Different issues require different approach and treatment and it is for a professional to diagnose and detect. A first aid also being the first step before a p professional help .

Pros: -More Prepared
-Reduces the risk of the issue being neglected
-Closer to professional help.

Cons: -each incident and case is very contextual and personal
-Needs proper understanding and training
-Can be used INSTEAD of seeking a professional help



Emotional First Aid What to do in case of a emotional Emergency?

Different issues require different approach and treatment and it is for a professional to diagnose and detect. A first aid also being the first step of professional help .

Different stakeholder, what can they do?



Notebooks

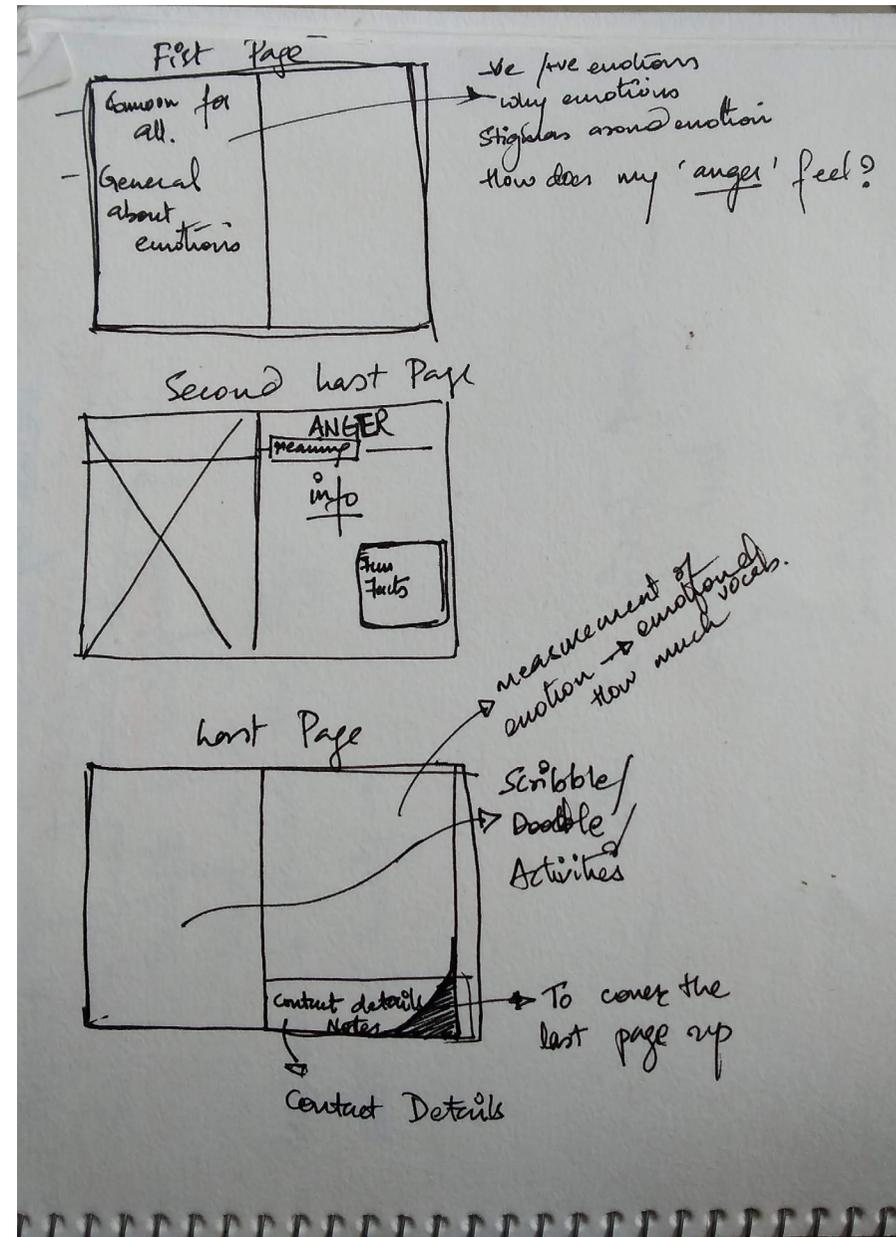
Intent : To give awareness about mental health with least obstructive interference.

Idea : To use the existing platform of the notebooks to have fun facts, images, guidelines and contact helpline number

No of User: Any , personal

How to? : each series of notebooks could have new sets of informations about mental health through a comic strip, fun facts and even small doodles to have an interactive platform while getting information.

- Pros:**
- Not preachy
 - Least Intrusive
 - High scope of further development and modification
 - Optional to a child and semi personal.
 - No additional cost for production, easy to implement



Magazines by students

Intent : To have a sharing platform to know increase visibility and bonding between people through similar journey.

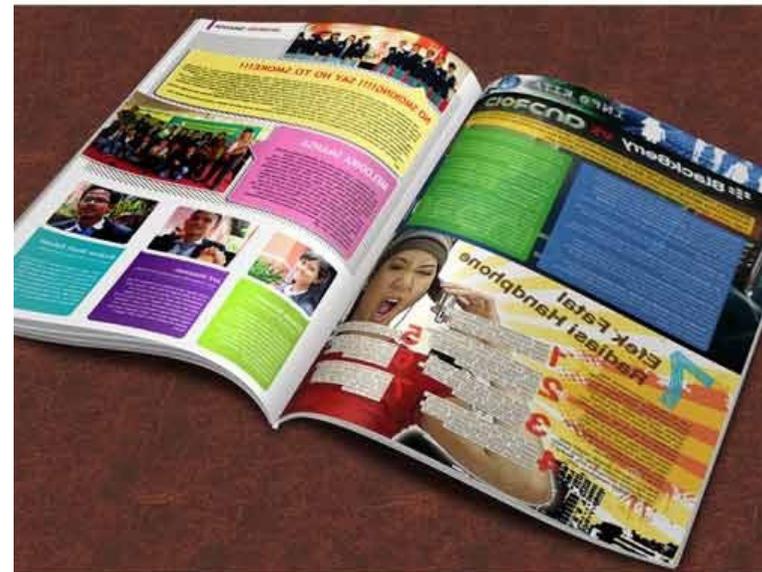
Idea : A magazine maintained by the students would serve as a platform to share your stories through any medium comfortable. The Magazine would have to be maintained and run by students for each class. This would help give a sense of belonging and reduce the fear of being alone.

No of User: Any , personal

How to? : Stories, poems,art, Question and answers by professional could be some of the things in the magazine. The main purpose would be to get share more personally stories and thus reduce the stigma around emotional unhealthy.

Pros:

- > Collective approach
- > Anonymity helps in sharing without a bias
- > Feeling of empowerment as it is maintained by students only
- > Feeling of belonging to a bigger cause.



Self-Science Class by Counsellor Emotional Report Card

Intent : To introduce Self-science class in schools and to have a tracking of the same like any subject

Idea : The counsellors could take self science class for each class and have an report card tracking the development of each student

No of User: School children and counsellor

How to? : The counsellors in each school being the most trained person to be talking about emotional well being, the idea is to reduce the distance between the counsellor and students by bringing the counsellor to the class. This helps in flexibly designing the subject for each class and closely monitoring and tracking the students and in early detection of any issues or problems

Pros:

- The counsellor is no longer a stranger
- Builds the rapport and trust mutually
- Customized subject design for each class
- Early detection
- No one student stands out for meeting the counsellor
- Open sharing within a class-Builds empathy and inclusiveness



Emotional Log Diary App

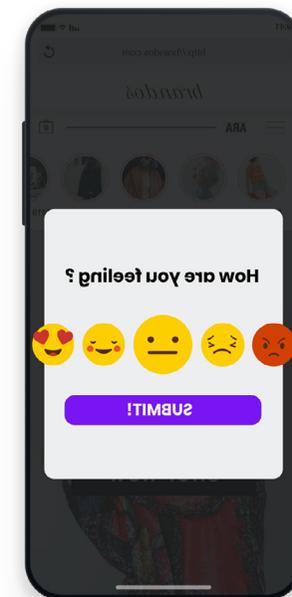
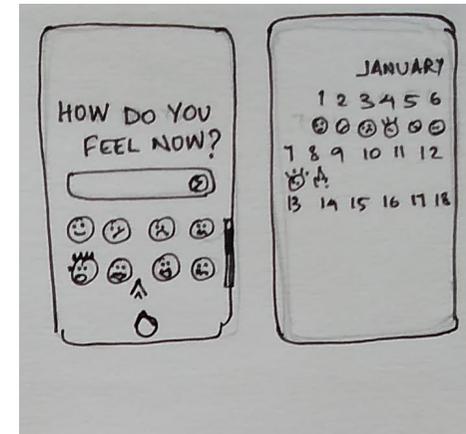
Intent : To keep a emotional track of the emotions

No of User: Any , personal

Idea : An app plug in that assists in maintaining emotional health

How to? : The app plug in would suggest an emotional track log in at the opening of screen unlock., thus maintaining your mood track. It can also track your keywords and search words in other apps, like song, images etc to get an idea about your mood and suggest events and activities and videos to help you feel better and make you more aware with a monthly mood tracking report.

- Pros:
- Easy to use
 - Less effort to track your mood
 - Easy to refer back and maintain a platform to connect to other people
 - Can also be incorporated with an online assist that helps with a support system.



App Plug-in

Intent : To keep a emotional track of the emotions

No of User: Any , personal

Idea : Music is a strongly connected medium for many. And the music we hear also communicates the state we are or we want to be. Its is also an area with least supervision. Gadgets to listen to music was easily available for most. Hence a app plu-in that would help track the keywords and the kind of music one listens to and guides us to a maintain a better emotional lifestyle through events near by , activities, shows etc.

How to? : The app plug in would suggest an emotional track log in at the opening of screen unlock., thus maintaining your mood track. It can also track your keywords and search words in other apps, like song, images etc to get an idea about your mood and suggest events and activities and videos to help you feel better and make you more aware with a monthly mood tracking report.

Pros:

- > Helps communicate better
- > Personalised for each individual
- > Preventive approach without a conscious effort from the user
- > Can be developed and updates with further use

Service Design

Aim: To provide a platform for people to connect , support and develop emotional health

User: Age 14-18

>>An organisation run by adolescents to bring people to talk and share their journeys

>> A magazine aiming to be addressing Mental health topics- can be online or/and offline,People can share their stories through any printable medium anonymously.. also having QnA sessions by professionals. Medium- app/website/book

>> Radio podcasts as an extension of the previous two

>> An app connecting parents and kids. Without the weight falling on the any one party. A customised app with two simultaneous platforms shared in the family and connected as much as possible with other people.

>>Emotional Emergency First Aid Kit -Package of feel good boxes with things that trigger an emotional connection and help you control sudden helplessness, e.g things you like to touch, have good memories,or calm you down

>>An tracking app plug in to your existing apps..tracking key words and search words and suggests events and things to watch and read

>> Campaign to spread awareness about mental health in schools with frequent workshops, contests, with an instagram handle trend.

>> System of on-call help to your house. Bots are different places to hug, interact and feel good with emergency aids.

Sharing their story

Analogies

Anonymity

Vocabulary games and activities

>>Show situation from movies and cartoons- situational frames- discuss the emotions they are feeling

>>Feeling sounds- Have a person in-act out a sound and guess the feeling , e.g.: “OH-OH” or wise versa- Express the emotions with sounds(without words) for a particular emotion picked up in random

>> Feeling Flashcards: A emotion is expressed without using the word but by describing a situation where it would happen, e.g. :”how a person feels when he loses his things” , “ how a person feels when he is lied to”

>>Colour my emotions: Students have to express an emotion using a colour that describes it to them.

Postcards

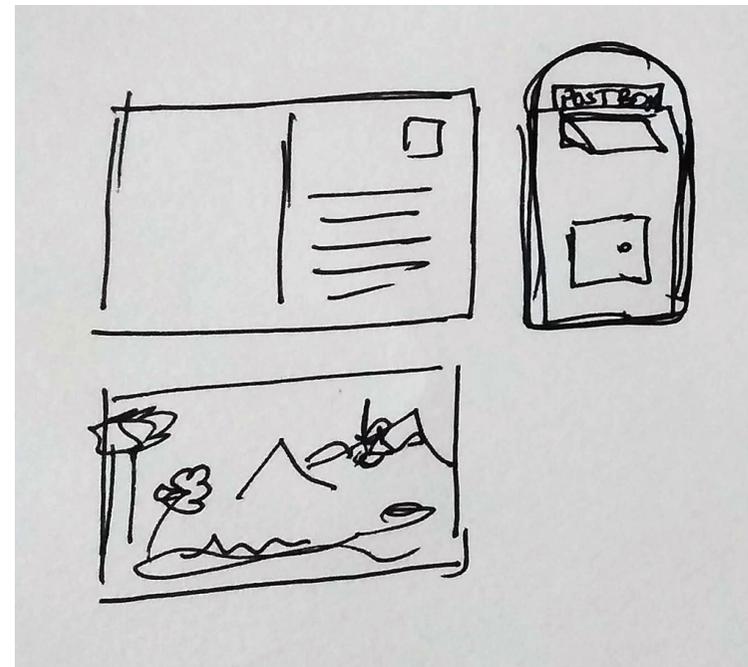
Intent : To have a medium to connect and share without judgment

Idea : To use postcards that are drawn personally to share a happy message to someone.

No of User: Any , personal

How to? : A person sends two postcards to pass on a random happy message to someone, one with a message and one blank for them to share it with another person

Pros: -Posters and personal designs can be shared
-More authentic and traditional method of connection
-The joy or receiving and sending a letter.



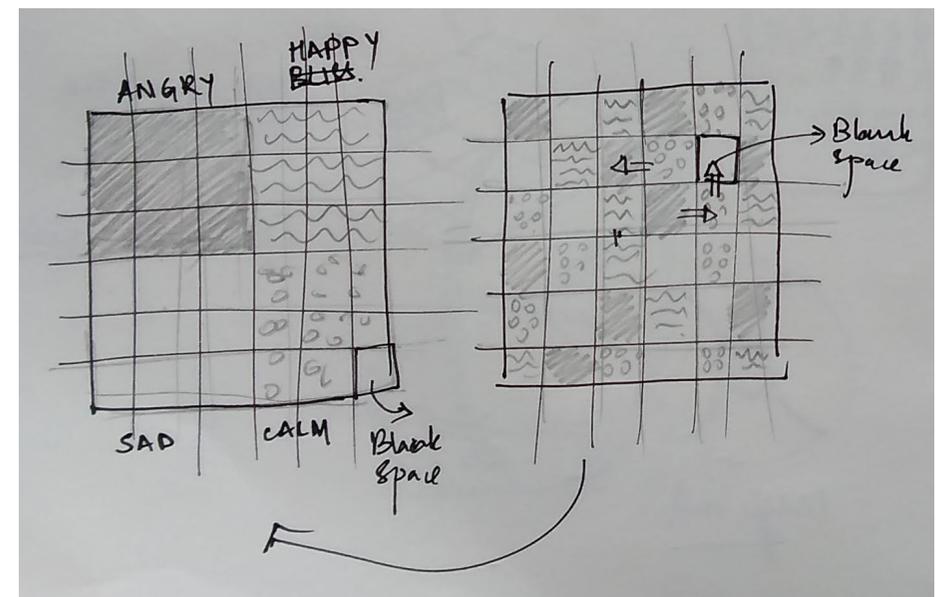
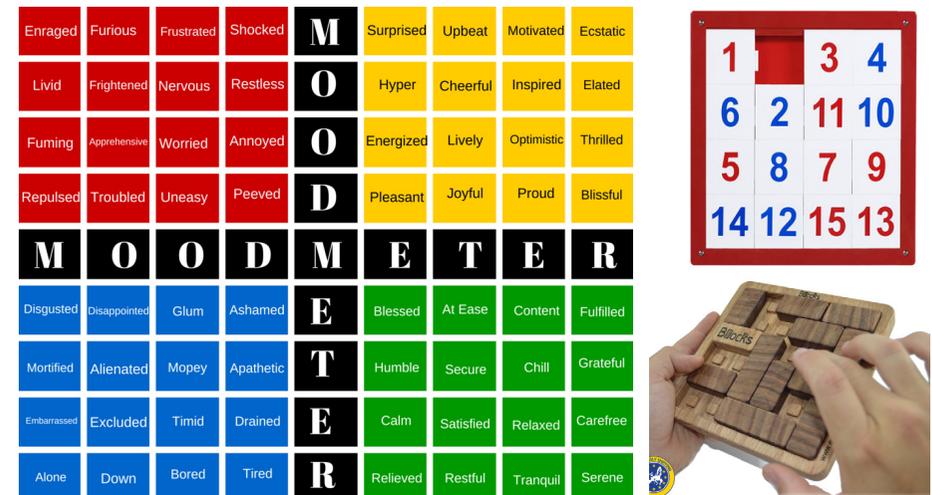
Sliding Puzzle

Intent : To increase and familiarize with the mood meter through a game

Idea : The sliding game

How to? : The mood meter is an approximate measurement of ones emotions based on energy and pleasantness. Being able to identify emotions in this grid helps understand our emotions better and shift them to a desired space. The game is to use sliding blocks with a missing square to rearrange the shuffled blocks to the real grid shown as reference,

- Pros:
- Learns to control the emotions while learning the vocabulary
 - challenging and engaging
 - Familiarising with the position of the words.
 - Multiple usages.



Spin-a-wheel & Word-a-day

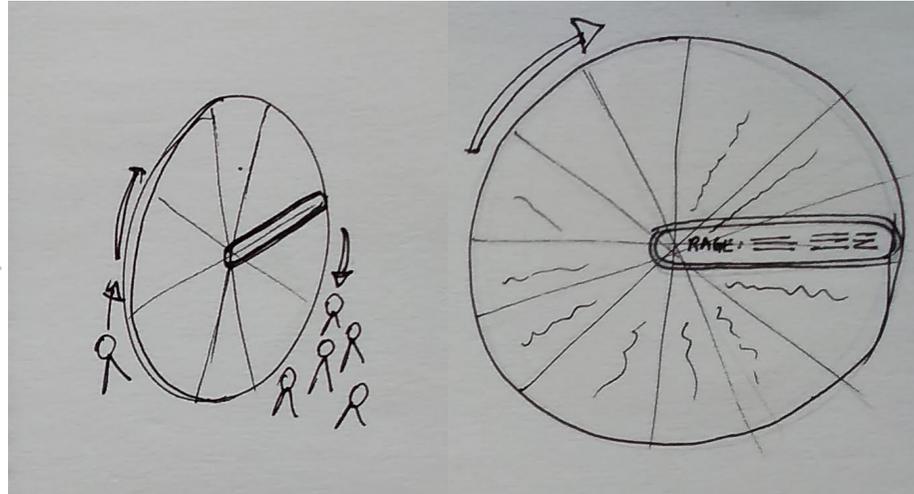
Intent : Interactive Installation

Idea : A spin a wheel installation in educational spaces to learn a new word and its meaning each day

No of User: Any , personal

How to? : The wheel is a fun installation which invites kids to play with it. And each new words acts as a trigger to be read, learned and used that day.

Pros: -Inviting action- spinning
-Visually frequent to a child to go back and refer
-Improves vocabulary slowly but steady like learning a language.



Ideation selection

The ideas were ranked and subsequently mapped on the triad to help select the better option to start ideation with. But the problem being wicked in nature, no one solution in itself would be complete and enough. The ideal approach would be a series of intervention at different level to address the issue with maximum impact and reach.

The following triad was developed keeping in three crucial parameters that were identified for the selection of a solution.

The parameters and ranking are explained as below.

Ideas that would have a higher rank in the triad would give the pattern of an equilateral triangle with maximum area.

Independence

Independence is used to identify the number of stakeholders who would have to be depended on for the successful execution of the solution. The higher the dependency the chances of the solution being diluted or missing its actual purpose would be more. Higher stakeholders for implementation would also increase the risk of its improper implementation.

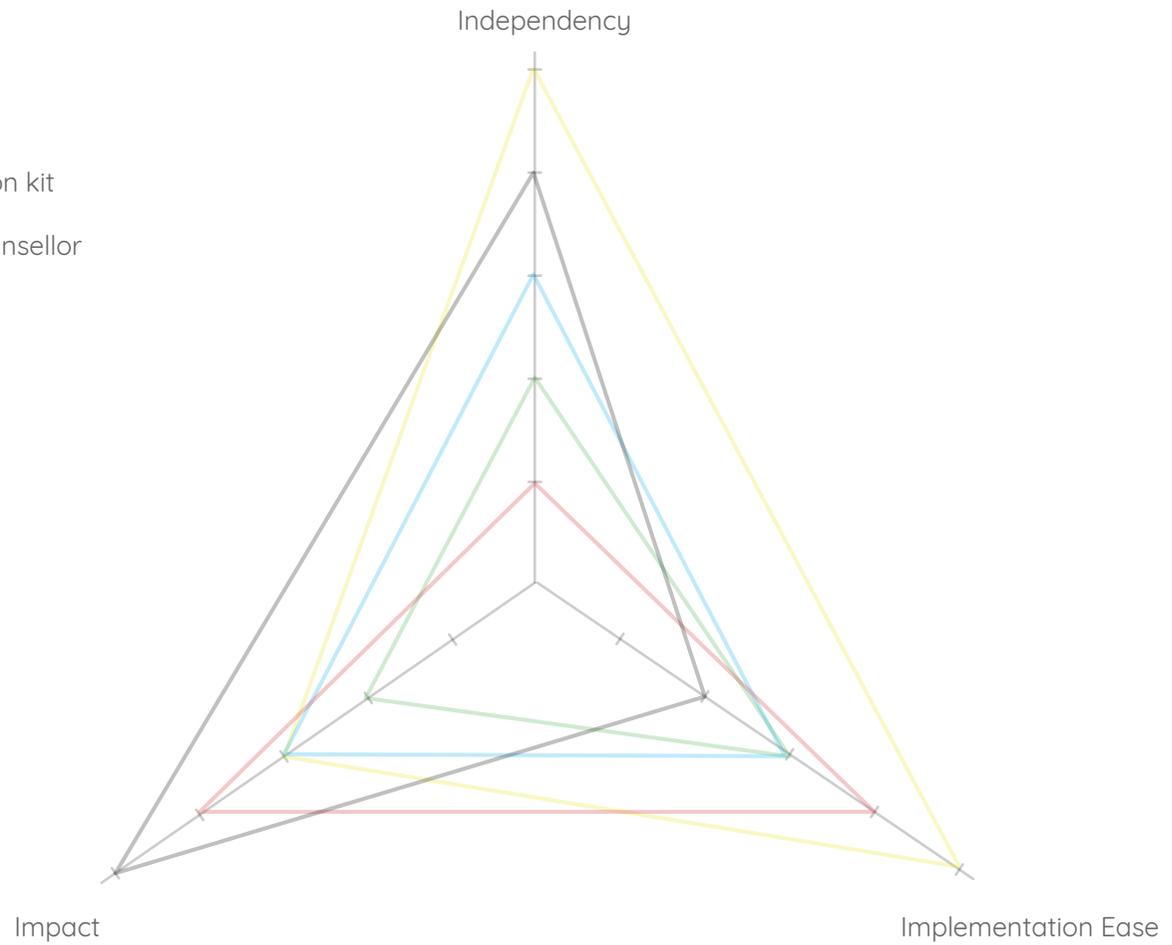
Ease of Implementation

The better intervention would be invisible. The ease of implementation ranks the non-obtrusiveness of the solution that would make it a highly easy to be implemented and replicated in different contexts.

Impact

The more steps a single intervention can address the better. This parameter looks into the 3 major steps of mental well being: Understanding, Communication, and Connecting. The intervention that satisfies more among these would be ranked more.

- △ Notebooks
- △ App Plug in
- △ Parent -Child conversation kit
- △ Self-Science class by counsellor
- △ Magazine by students



Selection

Three ideas were selected from the triad selection method and one idea each under the category of Understand, Communicate and Connect were selected for further development. These ideas would now be detailed out to more finer details and to accommodate the other ideas, if possible , in them. These ideas were selected to create a complete ecosystem that would cover the maximum areas considered and could in itself act like a complete and well covered system. These ideas together would include products, systems, services that would be implemented at different levels and create a larger net of solutions for a holistic approach to the solution.

Understand

Comic Books	Notebooks	Mobile App
Comic Strips	Movie	App Plug-in
Information Booklet	Stationary Nameslips, Bookcovers	Personal Journal
Emotional Dictionary	Newspaper as a medium	Calming Guidelines before exams
Cartoons series	Video Games	Posters
Websites	Youtube Channels	Podcasts

Communicate

Parent child conversation kits	Drama and plays
Role-play activity	Changable badges template with smileys
Emotional report card in school	Emotional Dhumcharades
Letter writing to pen friend	Different hand bands for differen emotions
Balloon game	School diaries- Guideleines for parents
Activities -color my emotions	Board Games

Connect

Songs and Musical Band	Make it trendy or fashion-able-use social media
Self-science class by counsellor	School radio show
A Common Notebook in class to share the same stories	TV Ads
Magazine by students	Workshops
Blackboard in the bathroom	Collective Fest for all artists
Online challenges	Use Art/Po-ems or write ups to share stories

develop

phase

After all these phases comes the Develop Phase. When the idea/set of ideas are to be conceptualised. The constraints and limits are applied. Practical limitations kick in and one is forced to think of all the methods to implement the solution in the best possible way. The details of the solution, the effects reached and feedbacks, the constant iteration and refinement of the solution happens. A good solution only gets better when the implementation is also complete.

The Develop Phase is like the traveller now trying to blend in and witnesses a mutual accommodation and adaptiveness from both sides.

- >Conversational Kit
- >The Jigsaw Vocab
- >Redesigning notebooks
- >Spinning the emotional wheel
- >Mental Health Magazine

Quick Ideations

The following ideas were selected and ideated upon before selecting one and going forward with it. The ideas were then tried out to quickly to for the simplicity, flexibility and reach of effect.

>> Conversational Kit

>> The Jigsaw Vocab

>> Redesigning the class Notebooks

>> Installation: Spin-the-Emotional Wheel

>> Introducing a Mental Health Magazine

THE VOICE

There is a voice inside of you
That whispers all day long,
"I feel that this is right for me,
I know that *this* is wrong."
No teacher, preacher, parent, friend
Or wise man can decide
What's right for you—just listen to
The voice that speaks inside.



Conversational Starter

The conversational Starter is a guide to help children communicate better with the parents through a series of questions. The questions were used as the mode of initiation to keep alive the curious and the natural questioning ability of children.

The questions have been designed in a way to have a easy smooth flow through conversation starting from easy to highly personal and important questions. These conversations set a foundation that help the children rely on the parents and have healthy discussions between them.

The goal is to start with the questions in blue and navigate finally to reach and talk about the questions in red. The questions can be tweaked changed according to the unique relation between two people and keeping the comfort in mind. More questions an be added or some skipped too. These questions act as the basic foundation to have furthur discussions.

Triggering Insights

The following key excerpts from the interviews were the main driving force to the idea of a communication guide. Communication and family plays a very major role in the emotional development on the child and hence are also the advised first step to a emotional well lifestyle.

“Communication is the key ”

Dr.Sushma Jain , Psychologist

“Sharing and talking gives stability to a child’s upbringing”

Dr.Shilpa Jasobhai , Psychologist

“Let children lead rather than force them”

Joseph Cherian, Teacher

“ Parents during a workshop were worried about
“how to talk to kids about these topics?”

Dr. Bhavna Uba , Child physiologist

Conversational Kit

Game or conversational starter between a parent and child

- >Contextual
- >Relatable
- >Reliable
- >Increases trust between the two parties
- >Creating a blanket relation to fall back to
- > Learning through Sharing

Levels

How to introduce a topic.

Address the general topic - see the responses you get, if conducive

What do they think about it?

What is their opinion or stand on the same?

What would they do if put in such a situation?

What do they expect you to do?

Role Playing

Characters

Gamify

Situationlize

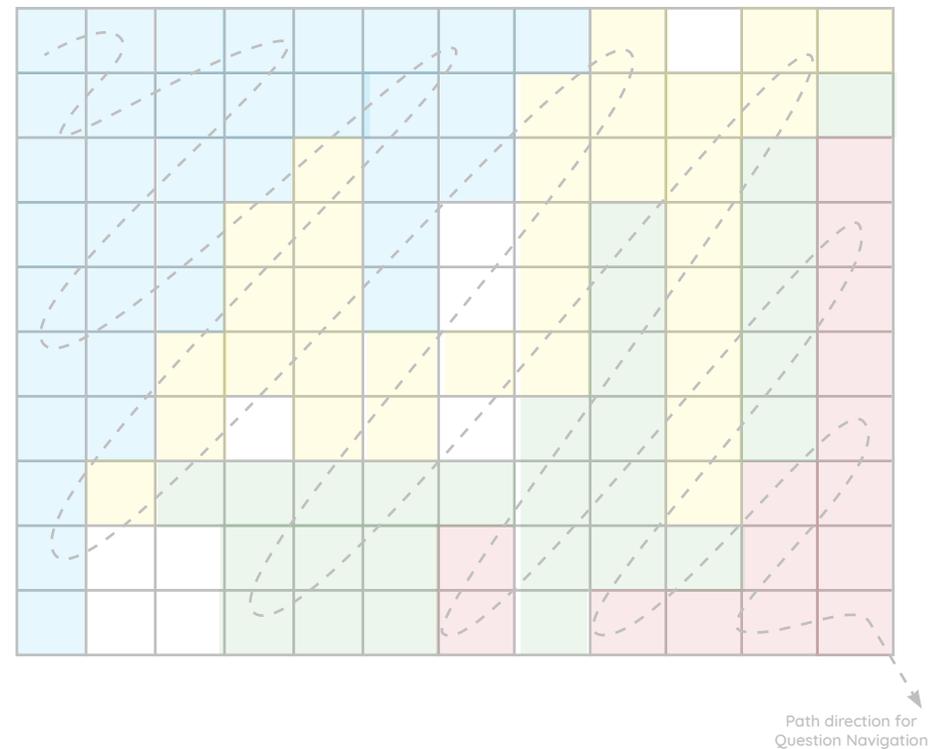
Design

The Conversational kit has been colour coded to help understand the levels and the navigation of the questions through the grid. The vertical columns contain the topics in the ease of their difficulty and the horizontal columns increase in intensity as one goes down.

The Design of the matrix has been to be able to start off with a comfortable and light tone. The conversation starts with their likes and dislikes, navigates through their childhood nostalgias to their adolescence and major decisions and reaches their present phase in life. This gives enough time and compatibility between the parent and the child to understand the context of both the parties and are capable of taking the conversation forward by shifting the protagonist from the parent to the child. This approach also helps in reaching the middle tone and aims at reducing the generation gap that usually arises when one jumps to addressing a topic out of the blue.

The Questions can be changed, added or tweaked according to each person's family context and comfort. But the structure aims at a broader understanding on how parent-children could reach a point of a healthy open conversation about topics one would ought to have talked about from within the family set up.

Conversational Kit



Conversational starter Guide

Intensity

Likes/Dislikes	School	Childhood	College days	Dreams	Work	Feelings	Marriage	Children	Society	Old Age	You and beliefs	Your life choices	
Fav BOOK or author?	Favourite subject in school?	How was the grandparents? were they strict or fun?	College days.	What did you want to be when you grow up?	How many jobs have you done?	Happiest day of your life?	How did you meet mother/father?	Do you remember the day I was born?	What kind of a baby was I? Naughty, calm, crying?	What do they not like about our generation	What would you want to do after retirement?	One thing you would like to change about me?	What do they look for in my partner?
Fav Actress or actor in childhood	Fav teacher	What were your siblings like?	Who were your college friends, where are they now?	Dream travel destination.	What was the first job you did? Story of first job	What do you do to relax yourself?	How did you know this was the one.	What were the other options to name me?	Most difficult part about having children?	What qualities do you think a person should have?	What all medical conditions do you have, since we should know	One good quality about me as a person?	Is it OK if I don't marry?
best old songs ever	Most difficult subject	Did you ever fight with siblings?	First driving experience	Have you ever wanted to get a tattoo?	Dream job?	Strongest quality about them.	How many people did you meet before marrying	What were you going to name me if I was the opposite sex?	What are some characteristics they have but did not want their children to have?	If you could choose, which era would you choose to live in?	Would you be sad if we aren't around in your old age?	Would you be disappointed if we have different views as you?	Is religion/ caste more imp than finding a compatible lif partner?
Favourite place you have lived?	How were the teachers like	Strongest memory of childhood	Most notorious thing done in your college.	One thing to try before dying.	Did you really want to do this job always?	What do you do when you get very angry?	Where did you go for your honeymoon?			What is the best advice you ever got?	Are you scared of dying? Are you scared of being alone?		Inter-caste-Inter religion Marriage
Best trip you ever had?	Best friend in school	Have they got beaten from their parents as a child?	How did you know what to study in college?	If not for money, one thing you wish you could do now.	Do you like your job now?	What is the scariest thing they have done?	Most beautiful things about being married	How were you when you were my age?	What is the worst thing that can be done to children by parents?	Why do you think religion is useful?	In case of a brain death for you, what would you want us to do?		What do you think about Live-in Relationship?
A movie you would love to re-watch again	Did you have a nickname in school?	Have you stolen as a child?	What was your graduation like?	Have you ever had a near death experience?	How imp is money in life? How much money is needed to live happy?	Biggest fear?	Arrange marriage or love marriage?		How was the pregnancy experience? Ever had a miscarriage?	Do I have to religious? Would you love me less if I am not?	Who should we go to in case something happens to you?	Why do Elders never say sorry to children when they make a mistake	What do you think of homosexuality/ LGBTQI?
Favourite sport?	Have they got any major awards in school?	Have you ever wanted to leave home or runaway?	Crush in college	What is your proudest moment?	Have we ever gone close to bankrupt?	Is it ok to lie?	Why do you think its imp to marry today?		What is your biggest fear about us?	How much social approval do we need to do something?	Is there something we should know or do after you are dead?	Would you scold me if I tell you the truth but you don't like it?	Would you support me if I fall in love with my own gender?
Did you play any instrument?	First crush or love	Do you think beaten a child actually helps to make a child understand?	Have you ever been in love?break up?		Have you ever been fired?	Have you felt sad or like crying?	Most difficult ting about staying married	If given a chance to relive again, what would you do differently?	Why do you think its imp to have children?	If you could give just One advice to me?	Are you in support of organ donation after death?	Should I stick on to something that I like or	What if I get pregnant before marriage? Should I be scared to tell you?
What did you do as a kid to spend time?			Ever Gotten Into a serious fight?	Biggest Regret in life	How important are marks in career?	Have they ever wanted to seek help?	Did you ever regret getting married?	Do you think you were a good husband or wife?	Do you not think people should be heard and respected with their		Do you think its OK to want and seek company when alone in old age?	accept the mistake and change to be happy?	
Have you ever wanted to become a writer/ singer/ actor/ poet, artist?			Smoking experience. First Drinking experience			Have you ever wanted to go to a therapist? or have they, just to talk?	Have you ever been in love or attracted to anyone after marriage?	What kept them together? Ever thought of leaving?	knowledge and not just their age even if they are children?	What are your thoughts on suicide, Have you ever thought about it?	Have you ever thought of suicide or ending your life?	What if I tell you I don't like my job.	What if I tell you I am not happy.



The Jigsaw Vocab

The Jigsaw Vocab

Inspired from Jigsaw Puzzle and
vocabulary Flash Cards

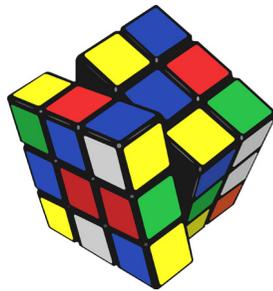
The Jigsaw Vocab is a game designed to help develop a better Emotional Vocabulary while trying to solve the puzzle. The Puzzle is designed in such a way as to invite the player to intuitively start putting the pieces together while reading and developing the word and understanding its meaning.

Common Game References

Sudoku

5	3		7					
6			1	9	5			
	9	8					6	
8				6				3
4			8		3			1
7				2				6
	6					2	8	
			4	1	9			5
				8			7	9

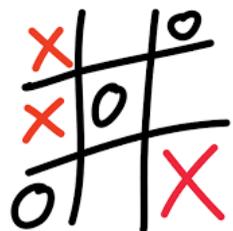
Rubik's Cube



Lego



Jenga



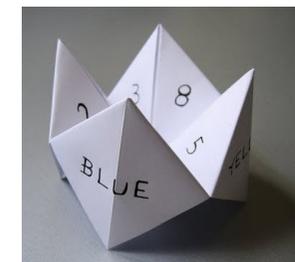
Tic-Tac
Toe



Sudoku
Cube



Jigsaw
Puzzle



Ping-Pong
Paper Game

Intuitive

The games are intuitive and do not necessarily need a guideline or book to follow the game. The pattern of the game self-invites the player to play it in a certain way.

Basic Units

The nature of the game and the elements are simple and basic shapes which help the player shift their focus to the game than the features of the game

Ease of carrying

Being simple featured game, the game allows easy accompanying to any spaces too

Invites more

These games can be beyond a individual game. Being played together, they invoke the joy of sharing and figuring out the game together.

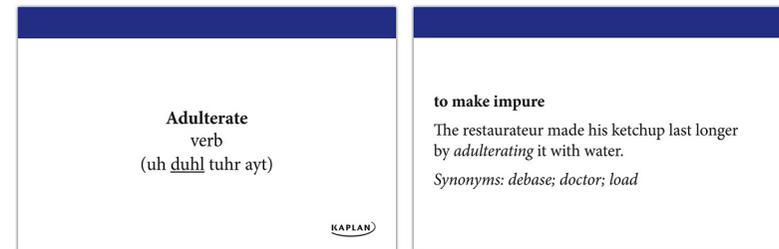
The Inspiration

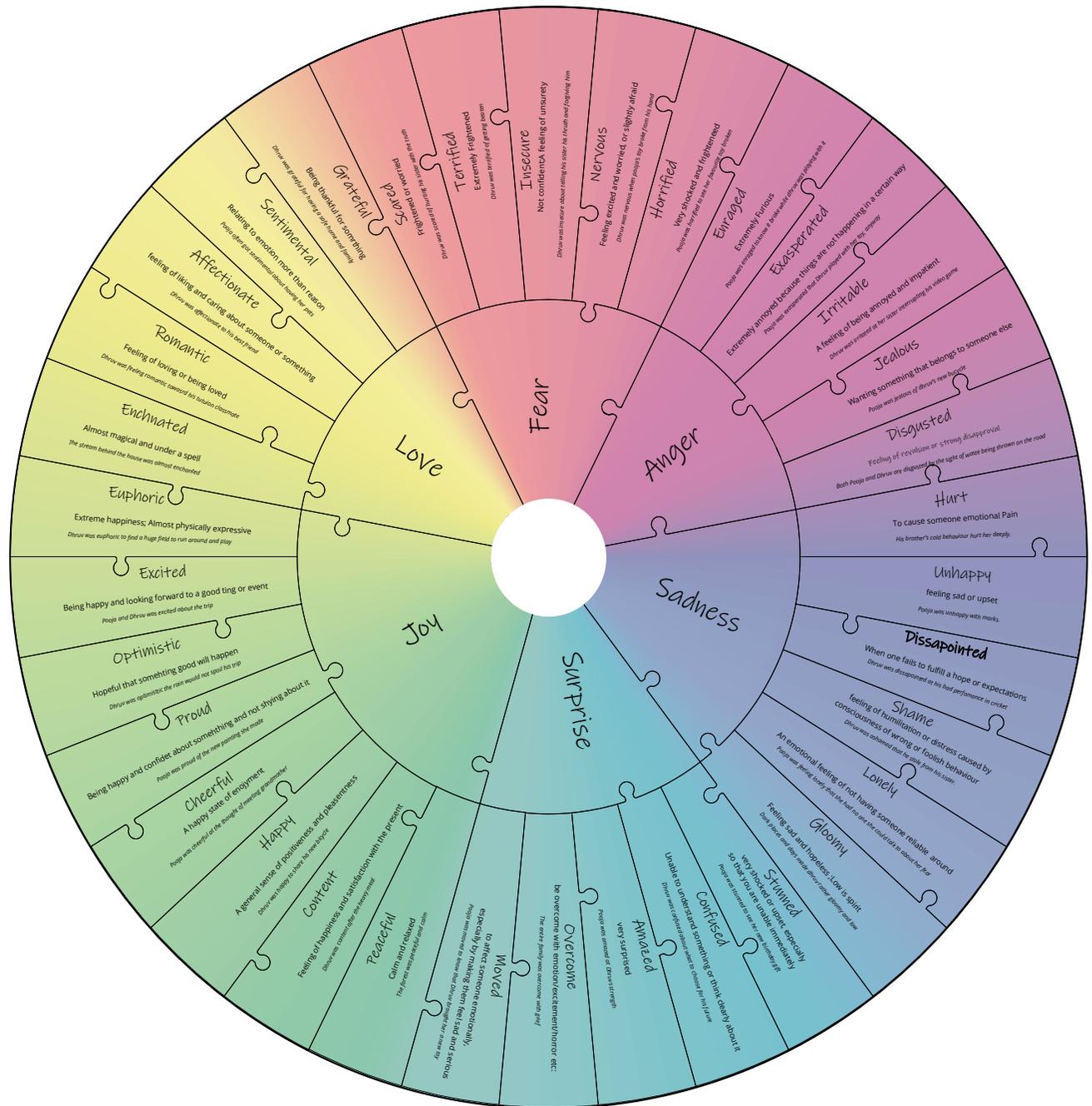
The Puzzle has been inspired from the Junto Wheel of Emotion. The wheel covers the major emotions divided under the broad 6 major emotions. The wheel is color coded to show the spectrum of emotions and the transition of emotions lying between two major emotions. Each emotion can be understood better with its placement in the wheel and to understand the different between two similar words and their usage.

The idea was also inspired from the learning of a new words using flash cards, which introduces each word with a meaning and a usage on the card.

The Puzzle Design

The Jigsaw puzzle converts the Junto Wheel of Emotion into a jigsaw puzzle with two major circles. The jigsaw puzzle is majorly guided by the colors to figure out the position of each piece while reading and understanding the position of the words and the meaning of the words and where they lie in the wheel. The jigsaw puzzle has two sides with two difficulty level on each sides.

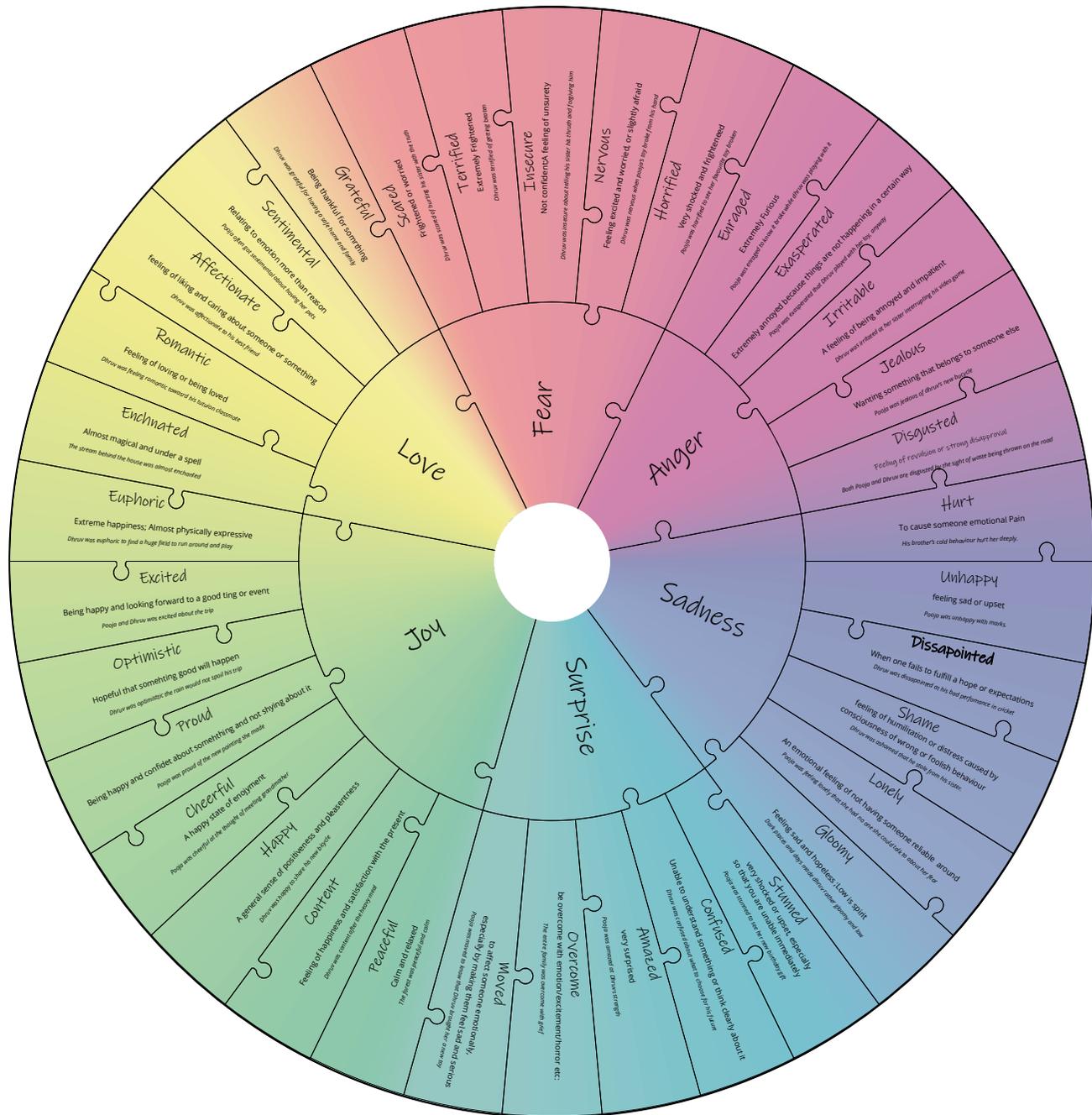


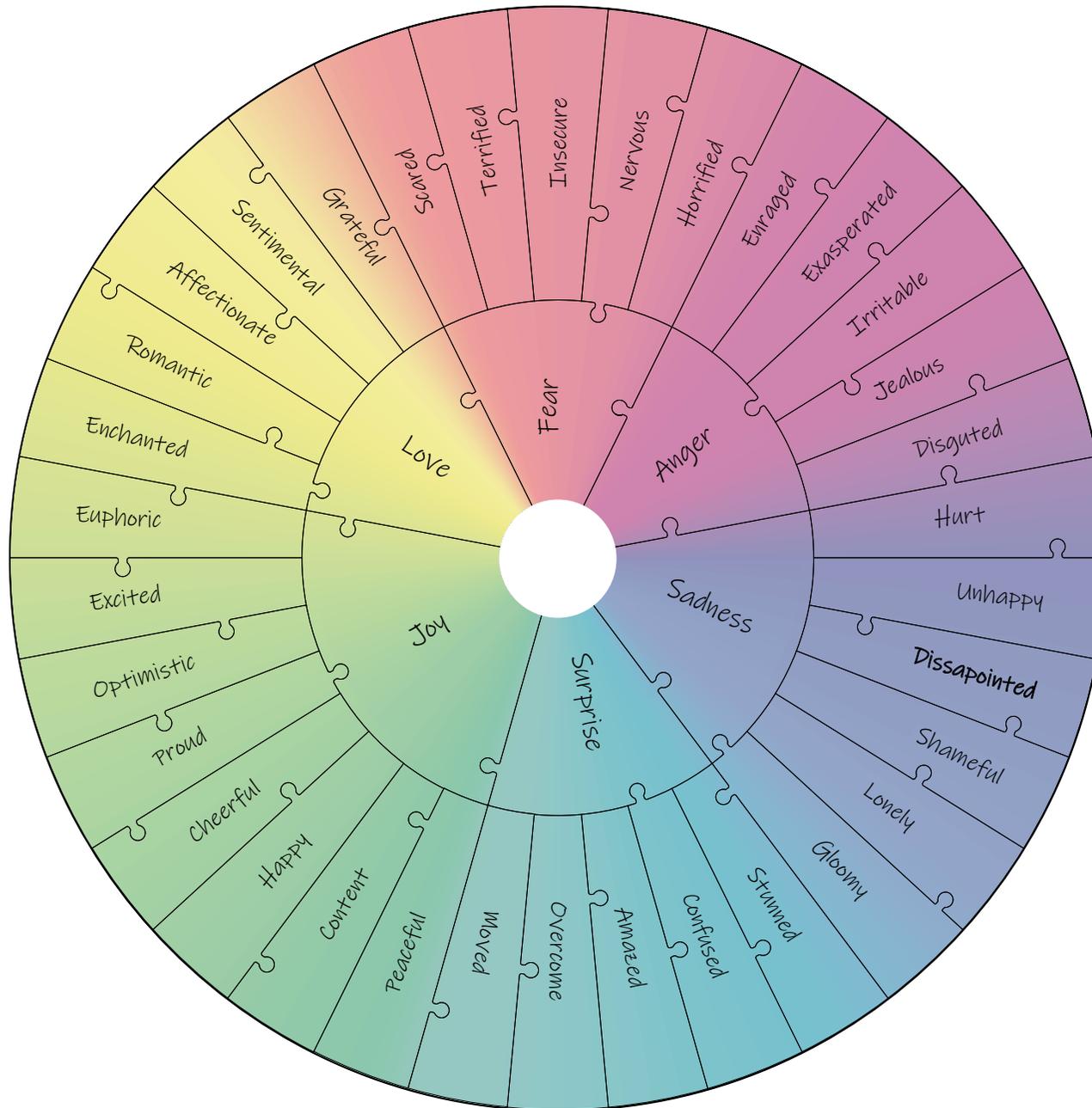


Face 1

Level 1

Face one has been designed with the meanings of each word and a supporting sentence in use to understand the meaning better.





Face 2 Level 2

Face 2 is the next step of the puzzle, once they are familiar with the meanings. This Face contains only the words without any meanings or explanations. This Level can be taken up individually to see if they have attained a good understanding of the words.

MockUps



Redesigning the class Notebooks

Inspired from the Classmates notebooks

Using the 4 pages of every Notebook as a platform to spread awareness about mental health. Benefits

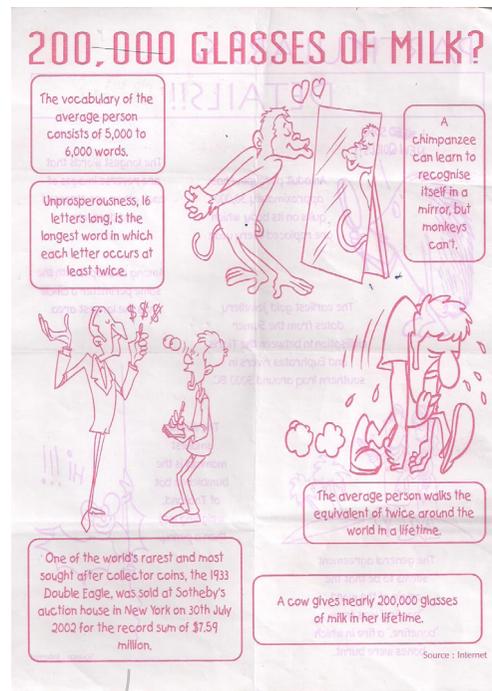
- Frequent visibility
- Variety and ever evolving in terms of the content
- Non-Static
- Cheap and cost effective-No additional cost
- Non -Interfering intervention
- High choice making power to kids in terms of buying the product
- Interactive yet Informative

Study:

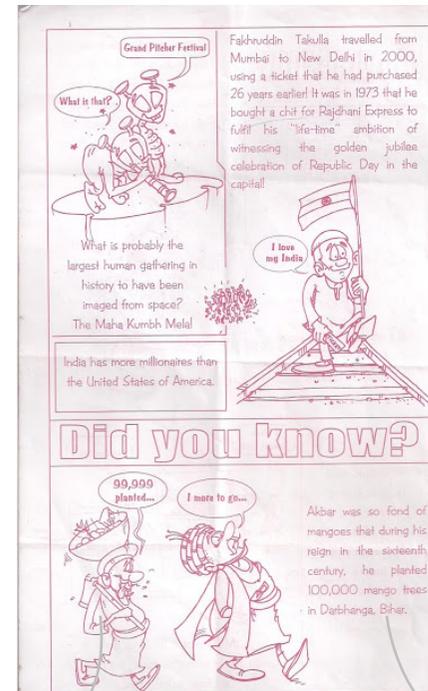
Pages from the last two pages of CLASSMATE notebooks



Single Ink color

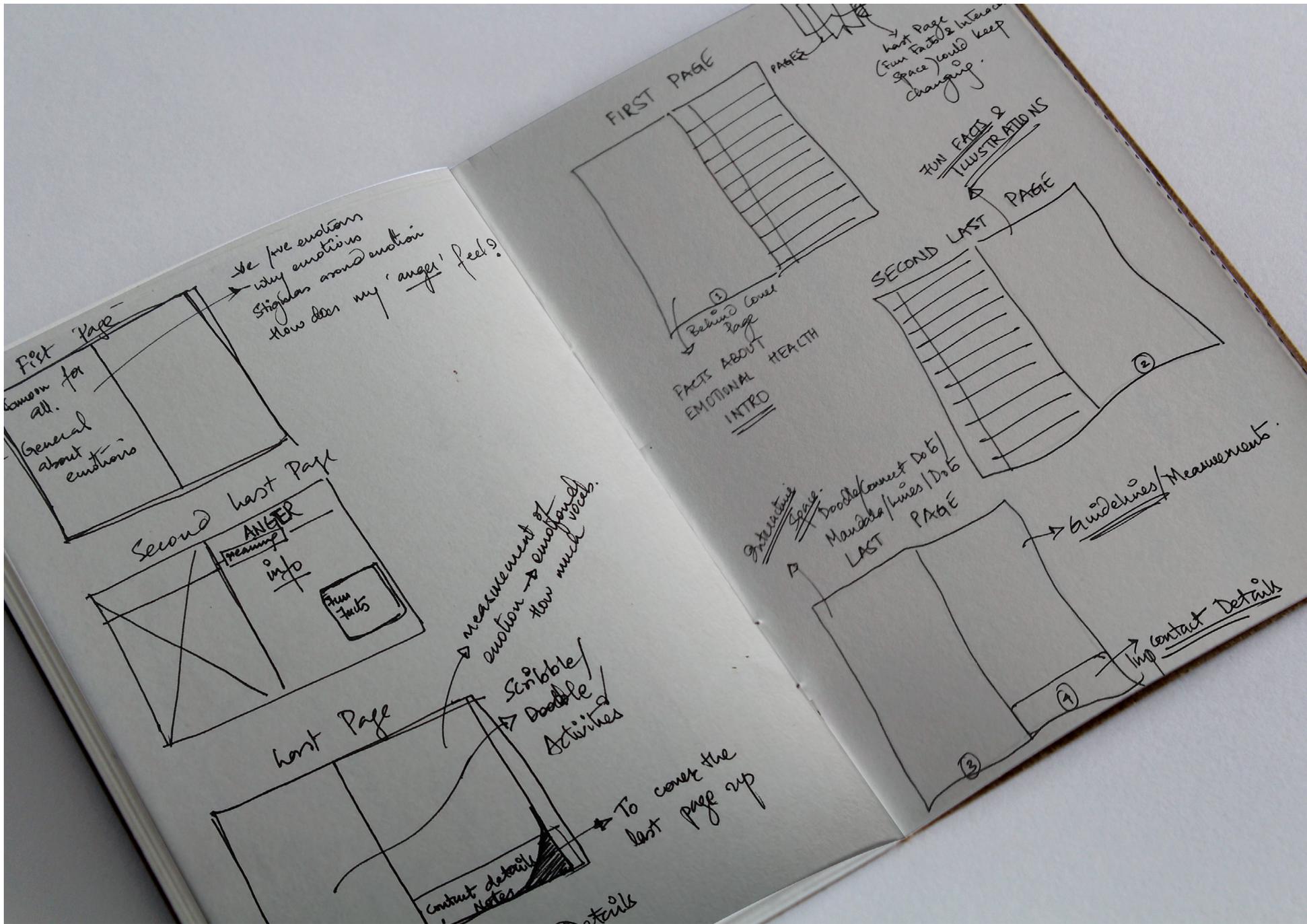


More fun and dialogues used



More space for visuals





School notebooks are an excellent space with their high level of interaction and use by the children. Including the last page, a total of four sides (two from the back of cover pages and two from the last page) can be used for every notebook as a platform to add informations and interactive spaces.

The idea generated from the frequent doodling and the usage of the last pages in most notebooks by children. During free hours or even to scribble during class or to pass messages, it was observed that the last pages were in fact the most frequently used pages by most students.

Notebooks are specific to each subject and are changed frequently too. This provides a wide range of information that can be accessed by the children through this design. It could also turn into a puzzle which gets complete when they collect a certain sets of notebooks, this idea was to encourage kids to buy their next notebook without redundancy

The cost effective method was to have the page sided on the cover page with similar or same information for ease of printing and to change the last page with facts and new interactive spaces for doodling and reading to keep the interest active.

Iterations

Emotional Health

taking care of your mind just as carefully as you would take care of your body

Us, Humans have a variety of different emotions in us, from anger to sadness and calm to frustration. Knowing what we feel and having a healthy and friendly relation with your emotions can help you lead an emotionally healthy life.

A **B** **C**
 Accept Bond Communicate

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Emotional Health

The fonts were selected to break the feel of perfection fonts should be as close to as the children might write themselves but yet be taken seriously.

Different colour were also considered for the pages. The colour has to be shades of a same colour for ease of production. It should also be genderless in the general understanding of it to be read by children without any pre bias.

Mandalas were designed with dots for doodling and creating an interactive space. The pattern of the mandala would give some guide to follow but the dots also allow addition and free usage for doodling and engaging

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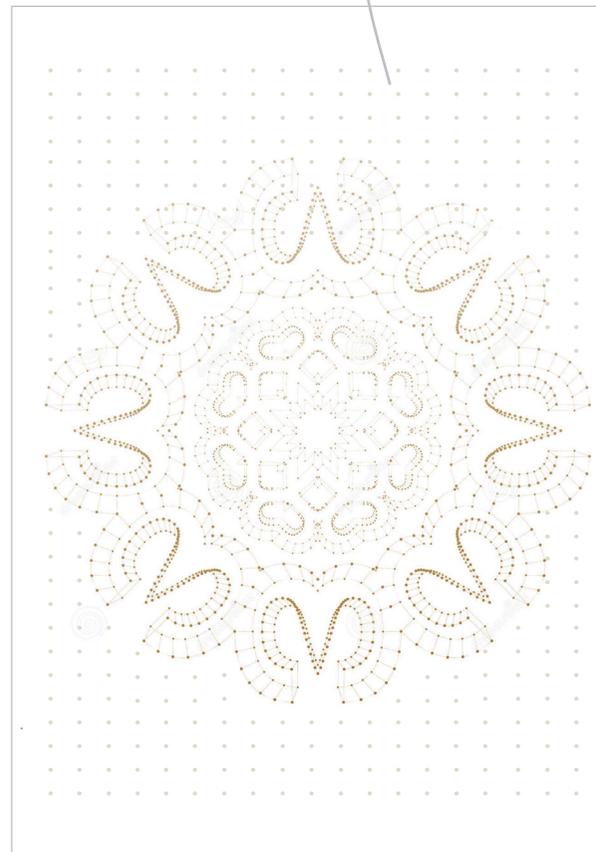
1. Accept

2. Communicate

3. Bond

You are not alone

"Its ok to not feel ok"



Emotional Health

Emotional Health

Emotional Health

Emotional Health

Emotional Health

Emotional Health

Final Designs

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A

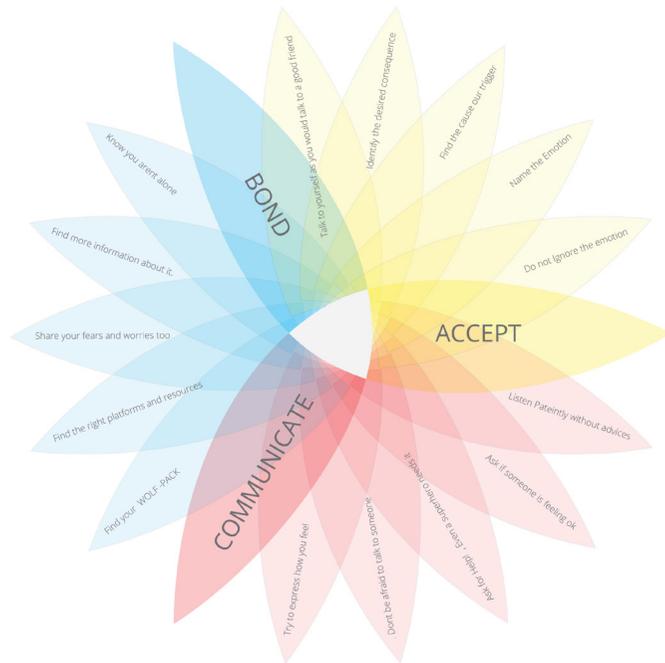
Accept

B

Bond

C

Communicate



Page 1



Happiness is contagious

and so is Stress.
A smile can be contagious as well. Being surrounded by happy people can help make others feel good.

You can literally
throw unhappy thoughts away!

A study has shown that the physical act of writing bad thoughts and tossing them over the can help you get rid of them.



A "good" cry
can make you feel better.

Crying is often called "cathartic," a release of pent-up emotions and tension



Sharing your
"I dont feel good"
feelings can actually
help you feel good.



Page 2

<https://stories.freepik.com/>

12 Rules of Emotional Health

1 Its ok to be NOT OK



Accept the feeling rather than shutting it out. Acceptance is also the first step to being able to handle your emotions well. Without acceptance, a major part of your energy would be focusing on something that may not be totally off point.

2 It is not permanent



Remember that you are much more than what you feel at the moment. And it is bound to change with time too. Give yourself permission and time. Be easy on yourself. Your mind is like the sky, it may be sunny sometimes and cloudy the other. But it too shall pass.

3 Name your emotion



Knowing what you are feeling and being able to locate it as precisely as possible gives you a better understanding on how to deal with the emotion, plan the next step and have a conscious relationship with those emotions.

4 Let it out



Try to articulate your emotions through any medium-Art, song, writing, dance or even talking. This helps you get a control on your emotions and not your emotions controlling you.

5 React with a Delay



It is not what you feel but how to respond to those feelings that matter. Do mostly things that you would be proud of in the future. Even though you can't choose your feelings, you are responsible for them.

6 Happiness is not the boss emotion



There is no good or bad emotion- Its only about how you feel. Its OK to be sad and angry or confused and lost as well. Most people have gone through it even if you cant see it.

7 Different is not wrong



Ask atleast 5 people from different age groups and cultures before you make a decision on the topic. This will give you more time and perspectives on the topic and help you appreciate differences more.

8 Ignorance is not bliss



A healthy person is not one who doesn't Feel any emotions but who has a better understanding and control and relationship with their emotions

9 No right or Wrong



There is no right or wrong answer. Your life ,experiences and journeys are unique, and so are your emotions.

10 You are not alone



Even when you are not able to see it, do remember that what you are feeling is not new and isolated to you. There are more people like you who could be sharing a similar feeling. You are not same as anyone, but relatable and understood by some.

11 Treat others the way you want to be



This helps you communicate yourself better, trust others better and brings about clarity and strengthen your relationship with others. Take a minute to pause and see if your actions and words for other are what you would like to be done to you too.

12 Ask



Its totally OK not to know everything, if you ever find yourself in a situation of emergency or doubt, ASK! a professional, ask for help, ask a question.

Emotional Health Awareness Cycle

The journey of a butterfly is something we have learned as a child. But just like you grow physically, so does your emotional mind too. This stages here are to help you understand the different stages of the Emotional Health awareness in comparison to the Life cycle of a butterfly and thus help you check and measure which stage you are and to grow forward.



EGG
The Naive

Like for a butterfly the Egg is the first state of the cycle. At this stage the person is not even aware of the existence of Emotional Health and relationship with her/his emotions

Larva
The Crawler

As a Larva, a person in the second stage would find himself crawling in his emotional journey. She/he would be facing difficulties and problems without knowing how to deal with and what to do. She/he might find himself not sure of how to identify, handle and express the emotions.

PUPA
The Learner

With some learnings and experience, a person in the second stage is more aware of his Emotional health and is patient and learning through the right help and resources. With the right knowledge she/he is growing a healthy relationship with his emotions and how to deal with it.

Butterfly
The Flyer

Becoming a butterfly is the final stage of the cycle before the next cycle beings again. At this stage her/his emotional health is no longer a stranger to her/him. She/he is not equipped with the right resources to take care of her/his Emotional Wellbeing and also be there for others and help others around him in their journey to Emotional Wellbeing.

Are you a Butterfly?
For more details on Emotional Health

Websites
<https://theliveloughfoundation.org/>
<https://www.vandrealafoundation.com/>
<https://www.whiteswanfoundation.org/>

Online Communal Platforms
<https://yourdost.com/>
<https://www.7cups.com/>
<http://icallhelpline.org/>

Telephonic Help
Vandrealva foundation-18602662345
icall helpline-022-25521111
Roshni Trust-040-66202000

Final Designs

Emotional Health

taking care of your mind just as carefully as you would take care of your body

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A B C
Accept Bond Communicate

BOND

- Be open to new experiences
- Be open to new people
- Be open to new ideas
- Be open to new places
- Be open to new things
- Be open to new people
- Be open to new ideas
- Be open to new places
- Be open to new things

ACCEPT

- Accept your feelings
- Accept your thoughts
- Accept your actions
- Accept your mistakes
- Accept your weaknesses
- Accept your strengths
- Accept your limitations
- Accept your responsibilities
- Accept your emotions
- Accept your needs

COMMUNICATE

- Communicate your feelings
- Communicate your thoughts
- Communicate your actions
- Communicate your mistakes
- Communicate your weaknesses
- Communicate your strengths
- Communicate your limitations
- Communicate your responsibilities
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- Communicate your needs

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<http://www.thepink.com>

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Knowing what you are feeling and being able to label it is as crucially as possible given you a better understanding of the emotion, clear the next step and have a concrete relationship with those emotions.

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To articulate your emotions through any medium- Art, song, writing, dance or even talking. This helps you get across on your emotions and not your emotions controlling you.

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It is not what you feel but how you respond to those feelings that matters. Give some things that you would be proud of in the future. Emotions may be with you, but you can choose your feelings, you are responsible for them.

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There is no good or bad emotion. Be only about how you feel. Its OK to be sad and angry or confused and feel as if you are not there. Give it time and you will see it.

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Ask about 5 people from different age groups and cultures before you make a decision on how to feel. This will give you more time and perspective on the look and help you appreciate differences more.

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This helps you remember what you will feel, treat others better and bring about clarity and strengthen your relationships with others. Take a minute for others and see if your actions and words for other are what you would like to be done by you too.

12 Ask



It is totally OK to ask for help. If you are in a situation of emergency or doubt, ASK a professional for help, ask a question.

Emotional Health Awareness Cycle

The journey of a butterfly is something we have learned on a child. But just like you grow physically, so does your emotional mind too. This stage here are to help you understand the different stages of the Emotional Health Awareness in comparison to the Life cycle of a butterfly and that helps you check and measure which stage you are and to grow forward.

EGG
The Naim

Like for a butterfly the Egg is the first stage of the cycle. At this stage the person is not even aware of the existence of Emotional Health and relationship with her/his emotions.

Larva
The Crawler

As a Larva, a person in the second stage would first himself crawling in his emotional journey. She/he would be facing difficulties and problems without knowing how to deal with and what to do. She/he might find herself not sure of how to identify, handle and express the emotions.

PUPA
The Learner

With some learnings and experience, a person in the second stage is more aware of his Emotional Health and is patient and learning through the right help and resources. With the right knowledge she/he is growing a healthy relationship with his emotions and how to deal with it.

Butterfly
The Piper

Becoming a butterfly is the final stage of the cycle before the next cycle begins again. At this stage her/his emotional health is no longer a stranger to her/his. She/he is not equipped with the right resources to take care of her/his Emotional Wellbeing and also be there for others around him in their journey to Emotional Wellbeing.

Are you a Butterfly?

For more details on Emotional Health

Website:
<http://www.emotionalhealthawareness.org/>
<http://www.wholeheartfoundation.org/>

Online Counselling Platforms:
<http://www.wholeheartfoundation.org/>
<http://www.wholeheartfoundation.org/>
<http://www.wholeheartfoundation.org/>

Telephone Help:
 Vanavathi Foundation: 9820820205
 Self Help: 020 25710111
 Helpline: 044-46030000



12 Rules of Emotional Health

1 Its ok to be NOT OK



Accept the feeling rather than shutting it out. Acceptance is also the first step to being able to handle your emotions well. Without acceptance, a major part of your energy would be focusing on something that may not be totally off point.

2 It is not permanent



Remember that you are much more than what you feel at the moment. And it is bound to change with time too. Give yourself permission and time. Be easy on yourself. Your mood is like the sky, it may be sunny sometimes and cloudy the other. But it too shall pass.

3 Name your emotion



Knowing what you are feeling and being able to locate it as precisely as possible gives you a better understanding on how to deal with the emotion, plan the next step and have a conscious relationship with those emotions.

4 Let it out



Try to articulate your emotions through any medium-art, song, writing, dance or even talking. This helps you get a control on your emotions and not your emotions controlling you.

5 React with a Delay



It is not what you feel but how you respond to those feelings that matter. Don't do things that you would be proud of in the future. Even though you can't choose your feelings, you are responsible for them.

6 Happiness is not the boss emotion



There is no good or bad emotion. It is only about how you feel. Its OK to be sad and angry or confused and hot, as well. (And) people have gone through it even if you can't see it.

7 Different is not wrong



Ask about 5 people from different age groups and cultures before you make a decision on the topic. This will give you more time and perspectives on the topic and help you appreciate differences more.

8 Ignorance is not bliss



A healthy person is not one who doesn't feel any emotions but who has better understanding and control and relationship with their emotions.

9 No right or Wrong



There is no right or wrong answer. Your life experiences and your moods are unique, and so are your emotions.

10 You are not alone



Even when you are not able to see it, do remember that what you are feeling is not new and isolated to you. There are more people like you who could be sharing similar feelings. You are not same as anyone, but relatable and understood by some.

11 Treat others the way you want to be



This helps you communicate yourself better, trust others better and be open about clarity and strengthen your relationship with others. Take a minute to pause and see if your actions and needs for others are what you would like to be done to you too.

12 Ask



Its totally OK not to know everything. If you ever find yourself in a situation of emergency or doubt ASK a professional, ask for help, ask a question.



Installation: Spin-the-Emotional Wheel

Inspired from Play ground interactions

Dynamic interactive installation in the school compounds have been a great way to expose students to the contents while being fun and interactive.

Intent : To increase Emotional Vocabulary through Play

Idea : A Spin-a-Emotional Wheel installation in the school corridor to encourage children to learn words through interaction and play

How to? : The spin-a-emotion is an installation that invites students to spin the wheel and read the word that falls in the reading slot.

Pros:

- Intuitive
- Dynamic
- Learns a new word through play
- Interactive
- Understands the different vocabulary and encourages to find the differences between different emotions and its vocabulary of expression
- Encourages usage and better communication by increase in vocabulary

Concept

Spin-the-Emotional Wheel acts as an installation in common spaces across schools. The wheel is inspired from the Junto Emotional wheel. With different emotional words written in three circles, the wheel helps in understanding the differences between each words, promotes usage of the words. The scale of the wheel would be huge, inviting the students as a challenge to want to spin it. The circular shape of the wheel is an intuitive invitation to be spun.

When the wheel stops eventually, one word would fall into the reading slider fixed on top of the wheel. This could also be a “word-a-day” activity in schools each day to inculcate learning a new word and using it in our daily language.



Introducing a Mental Health Magazine

Intent : To have a platform to connect people

No of User: Any , personal

How to? : The magazine would provide a neutral platform for everyone to share their personal and emotional stories through stories, poems, paintings or pictures. This would be made available in all schools to be accessed by all students. It would also have a series of questions asked by children answered by the professional doctors

Idea : A magazine/newsletter purely focusing on emotional health to be circulated among schools and libraries

Pros: -Anonymity- Creates a non-judgemental platform for children to share and ask questions

-The versatile nature of the magazine, They can be personal true stories, or comics to help children to know and learn more

-Helps connect children to doctors without the stigma of personally going and meeting them

-Helps create a safe platform to have reliable information



Feb 2020

Out Of Syllabus

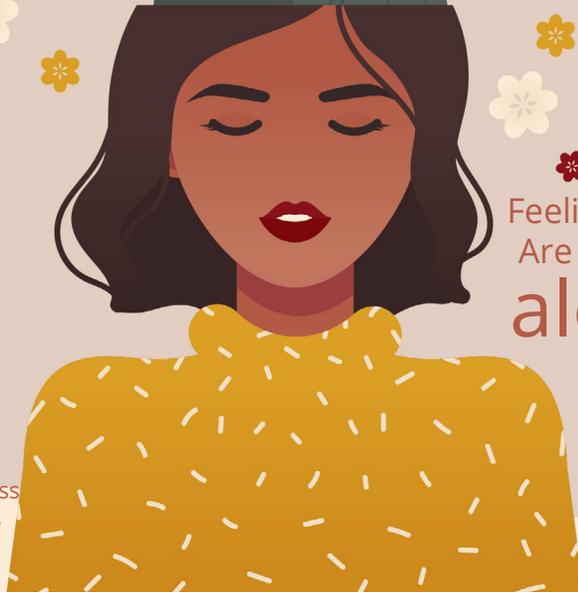
A Mental Health Magazine

"It's OK
to be
not ok"
Things you should know

Questions
Answered
by Experts

Feeling Lonely?
Are you really
alone?

10
Ways to Destress
during Exams



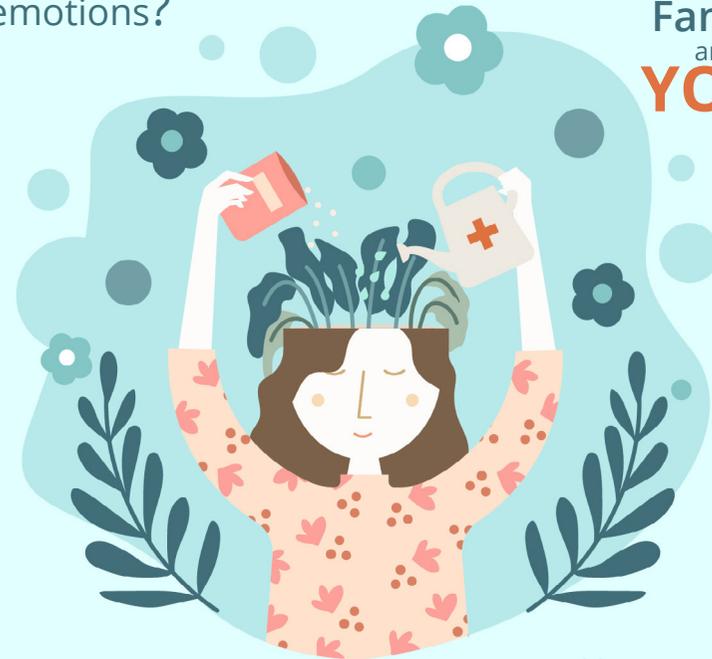
March 2020

Out Of Syllabus

A Mental Health Magazine

Why do we
FEEL
emotions?

Family
and
YOU!

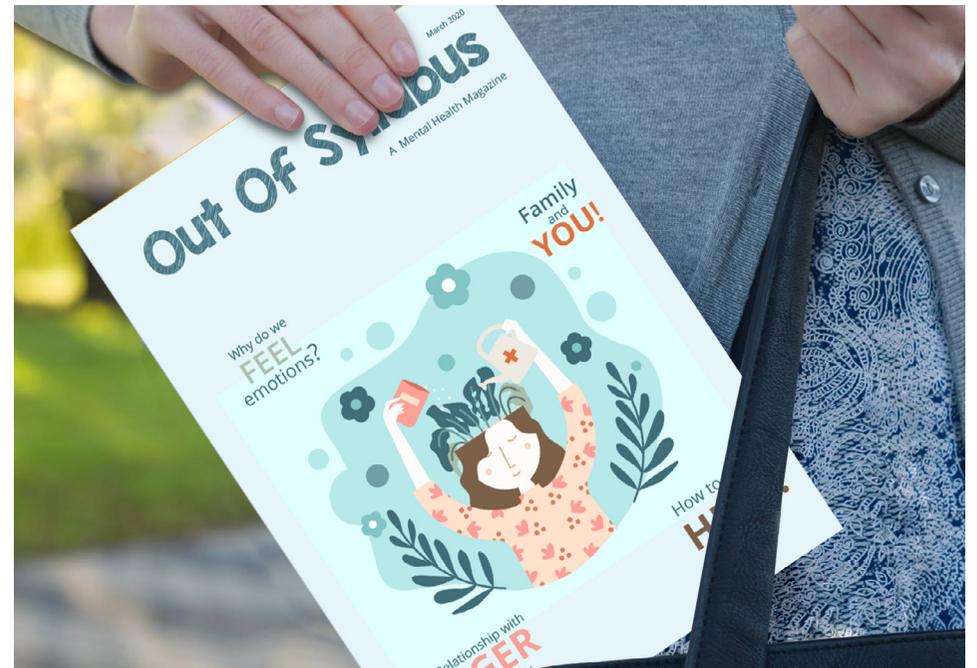


Your Relationship with
ANGER
How to have a better
relationship with your anger

How to ask for
HELP?

Out of Syllabus

Out of Syllabus would be a platform for students to get an introductory glimpse to various topics which are not necessarily addressed in the Indian School Syllabus but are identified as relevant for the overall mental health growth of any person. Out of Syllabus gives everyone a platform to express their stories in a non-judgemental, unbiased safe space. And these stories in turn act as the window of information for other to know about the topic. Out of Syllabus also aims at creating a safe platform to give the right information and avoid misinformation or the possibility of the child falling into a avoidable dangerous space.



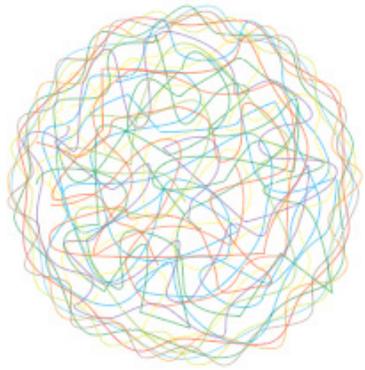
deploy

phase

The Deploy stage seeing the final implementation and launching of the solution into the real world. All theories and ideas turn into action for the people to witness and be a part of. The feedbacks and effects of the solutions starts unfolding and a domino effect is started.

The Deploy Phase is when you are finally a part of the place only to invite and welcome another traveller into your space and start the loop again.

- > Conceptualisation
- > Name and Logo
- > Market Study
- > Content tying
- > The Structure
- > Website Flow
- > E-copy to Physical copy
- > Project Plan
- > Cost of Production
- > Future Scope
- > Project Learnings.
- > Annexures



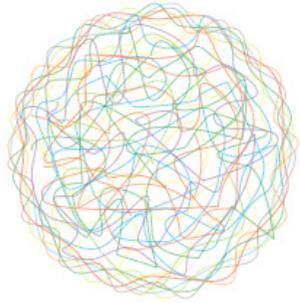
Out of syllabus

Magazine by and for the Adolescents

The Conceptualisation

The idea of an Mental Health Magazine was taken forward. 'Out of Syllabus' as an idea grew into a real Magazine platform that talked about various issues and touched topics across different terrains. The aim of Out of Syllabus would be to use personal narratives and stories as a medium of sharing. Without any Rights or wrongs or theories about any topic, adolescents would be sharing and communicating with each other through stories and visuals that are unique to their own.

Such a method of addressing topics have a way of being understood without any bias and a fixed narrative. They encourage questioning, evoke curiosity, give a better understanding of a topic with changing contexts and pretexts and have a wider inclusiveness. It also prevents from being preached to a rather understanding of topics through their own personal connections and experiences. It also encourages to look beyond oneself and gives a wider lens through which to see the world and understand everything.



Out of syllabus

The Name

The name evolved as a natural extension of the topics that were intended to be covered in the magazine. The vast and diverse contents and the vibrant nature of the topics could not be summed up better than the name 'Out of Syllabus', a phrase very commonly heard by most students in school in content to topics and questions that were not addressed in their school text books. Out of Syllabus stand for exactly what it means, topics not addressed in schools. Being a common phrase, the name is self explanatory to the students as to the contents in the magazine and creates a sense of curiosity to pick up the magazine and run through it.

The Font

The font selected for the title heading of the Magazine was KG Second Chances Sketch. This font gave an instant feel of the classroom chalk writing and was easily relatable by the students. The imperfections and the style also connected with the common way of an attempt to write in bold during school years.

Out of syllabus

**KG Second
Chances Sketch**

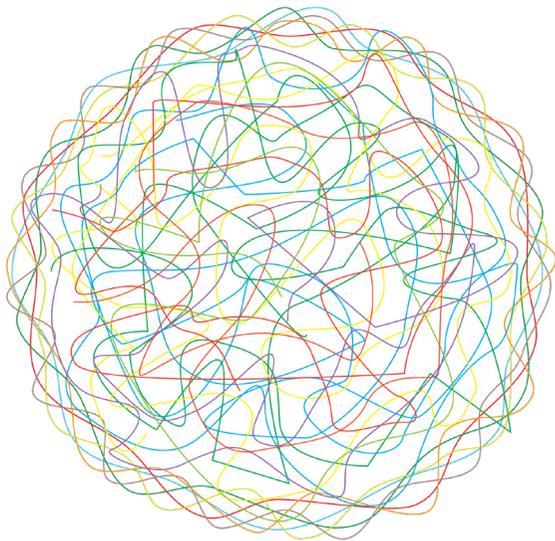
**The quick brown fox
jumps over the lazy
dog.**

1 2 3 4 5 6 7 8 9 0

The logo

The colored scribble was designed as the symbol for Mental Health for Adolescents. The logo signified diversity, imperfection, inclusiveness, and power of sharing and coming together.

The Colored Scribble



Shades

Every one is unique

The inclusion of different colors signify inclusion of differences of all personalities, types and journeys.

Scribble

Imperfection is ok too

Scribble signifies breaking away from the idea of Perfection. The scribble celebrates mistakes and flaws too.

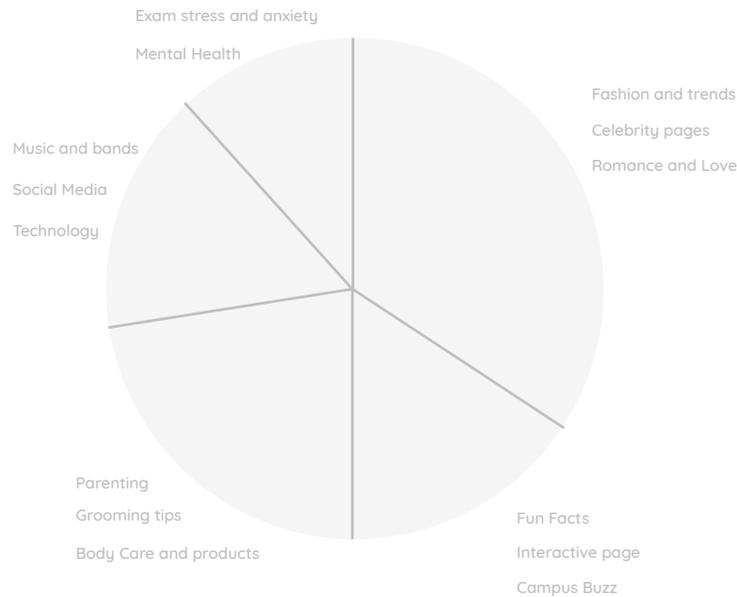
Shapes

Come together

The shapes of all kind using the scribbled color lines imply coming together and weaving into each other to create a collective environment for all to share and grow.

Market Study

Market study was conducted for the magazines in the market. The contents of the magazines were studied and a qualitative pie chart was made to understand how the contents were distributed within the magazines. This gave a better understanding of the trends addressed and current topics that are pulled by the adolescents.



Qualitative study of the major contents in the teen magazines in market

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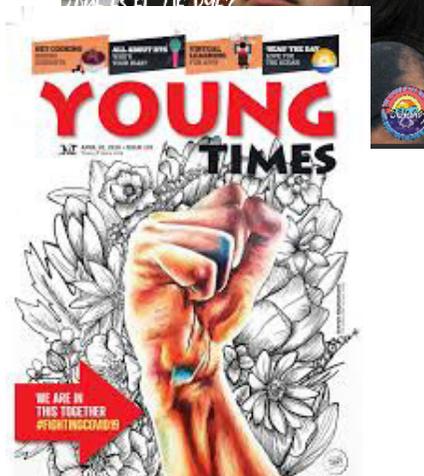
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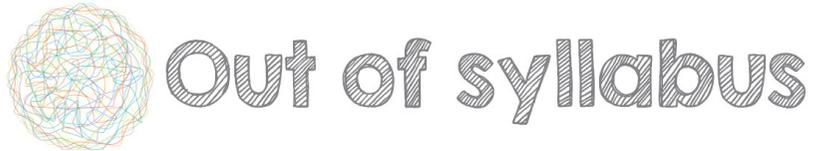
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50 BOB'S BANTER
Pull Off Those
Earphones!

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The Structure



Running Columns	Changing Columns	Mental Health	Gender	Others
Letter to You	Comic Strips	Emotional Vocabulary	Laws and Rights	Equality
Diary Entry	Travelogue	Understanding and dealing with emotions	Sex Education	Bullying
Word Vocabulary	Book Review	Negative and Positive Emotions	Body Positivity	Inclusion
Ask your Counsellor	Photography	Emotional Wellness	Increasing Vocabulary	Cyber crime
History of things	Poems	Toxic Positivity	Breaking gender roles	Substance Use
Know your right	Movie Review		Menstrual Hygiene	Technology use
Career Vocabulary			Sexuality	
Interactive Page				
Join the team advertisement				

Out of Syllabus stands out unique in the topics being covered and the medium of narration- story telling. Shifting from a main pattern of the magazine, Out of Syllabus aims at drawing attention to the topics through sharing of personal stories. With the majority of the topics falling under the broad areas mentioned before,

Out of Syllabus aims at being a more concentrated form with small, strong bursts of contents for each topic. This is a deliberate attempt to not take sides or sound preachy for any topics. The intention lies purely to be able to share unique perspectives without any bias to one's understanding, thus learning to respect differences more

Diary Entry

The Diary entry symbolises the last page scribbles of thoughts and doodles in our notebooks. The concept of the diary entry stands to satisfy the curiosity of the adolescence age to read into another person's life through a series of shifting characters.

The diary entry would be a page with changing entries from different people across all ages and sections and a series of incidents and events through their point of view. With no name, or identification, the diary entry is left for the reader to interpret and understand according to their context.

History of Things

History of Things column was designed to give them a sneak peek into the history of normal mundane things around them. Presented with a timeline, the column encourages students to look things up and to inculcate a sense of asking questions and finding the journey of things as we see them now.

Word Vocabulary

A Word a month is a column to introduce new words and vocabulary every month. The words would be an extension of the topics and areas touched by the magazine in other columns.

The word would be supported by a visual and would contain both the dictionary meaning and an explanation to explain it in simple terms with sentences or examples.

Know your Rights

Know your Rights column gives students the exposure to the rules and laws in our country and how they can be a part of it and how it affects them. This column comes from the understanding that even before they become an official citizen of India at 18, there are legal rights and helplines that the child must be aware of in order to be a better and active participant of the country.

Ask your Counsellor

With two practising psychologists on board, as your counsellor encourages students to ask questions that are in their mind. The term 'Your' was used consciously to break the stereotype of meeting and talking to any counsellors in their schools too. The column is visually supported by an illustrative face which signifies the persona of a counsellor. These elements were used to place a sense of trust and comfort about reaching out and talking to a counsellor for any help.

Career

The Career column is intended to create a vast collection and understanding of the different career options existing in the world through interviews of people pursuing different careers and their journeys to their.

With such a column comes the understanding of learning from each other's journeys and gives a sense of hope of the million options one could pursue that suits best to them.

Tying the Content and Medium

The Contents created were used as the guiding line for the structure of the magazine. The main aim of Out of Syllabus should underline the basic contents created for Emotional Health. What ever the medium of delivery be, the main aim was to be able to satisfy the main key points.

Accept, Bond and Communicate stands as the highlight of the intentions that drive Out of Syllabus. Tying the ABC's of Emotional health to the Awareness chart of emotional health, we get the basic intention driven by the main key points and map to achieve the same. The 12 rules of Emotional was also addressed in the magazine as a running column.

Acceptance

Acceptance comes from knowing and understanding. Sharing ones personal narrative and story stands as a clear mark to ones acceptance of oneself and ones journey and to be able to share it with other through a medium. Out of Syllabus seeks to help each and every reader to have a platform for them to seek out and know about topics and areas whenever they are seeking and ready.

Communicate

Out of Syllabus gives the platform for each and all to communicate openly. Out of Syllabus aspires to be the safe space where one could share ones journeys and stories freely without any judgment, stigmas or stereotypes attached. With more people talking about their stories, Out of Syllabus helps to break the ice and stigma against addressing and talking about most topics, thus encouraging more people to talk about and discuss about various topics surrounding them.

Bond

Bonding and creating a sense of belonging is the biggest strength in overcoming one's feeling of being alone in their journey. Through the topics shared through their narrative, the feeling of having found people who have also experienced a similar feeling gives one a self of courage and hope. Out of Syllabus aims to be the platform for people to find each other and bond over their stories, narratives and journeys.

The ABC of Emotional Health

A-Acceptance

Acceptance being the first key to the journey ahead. The intention was to further break is down to smaller headings to elaborate more and give better guidance on how to accept once Emotional Journey.

B-Bond

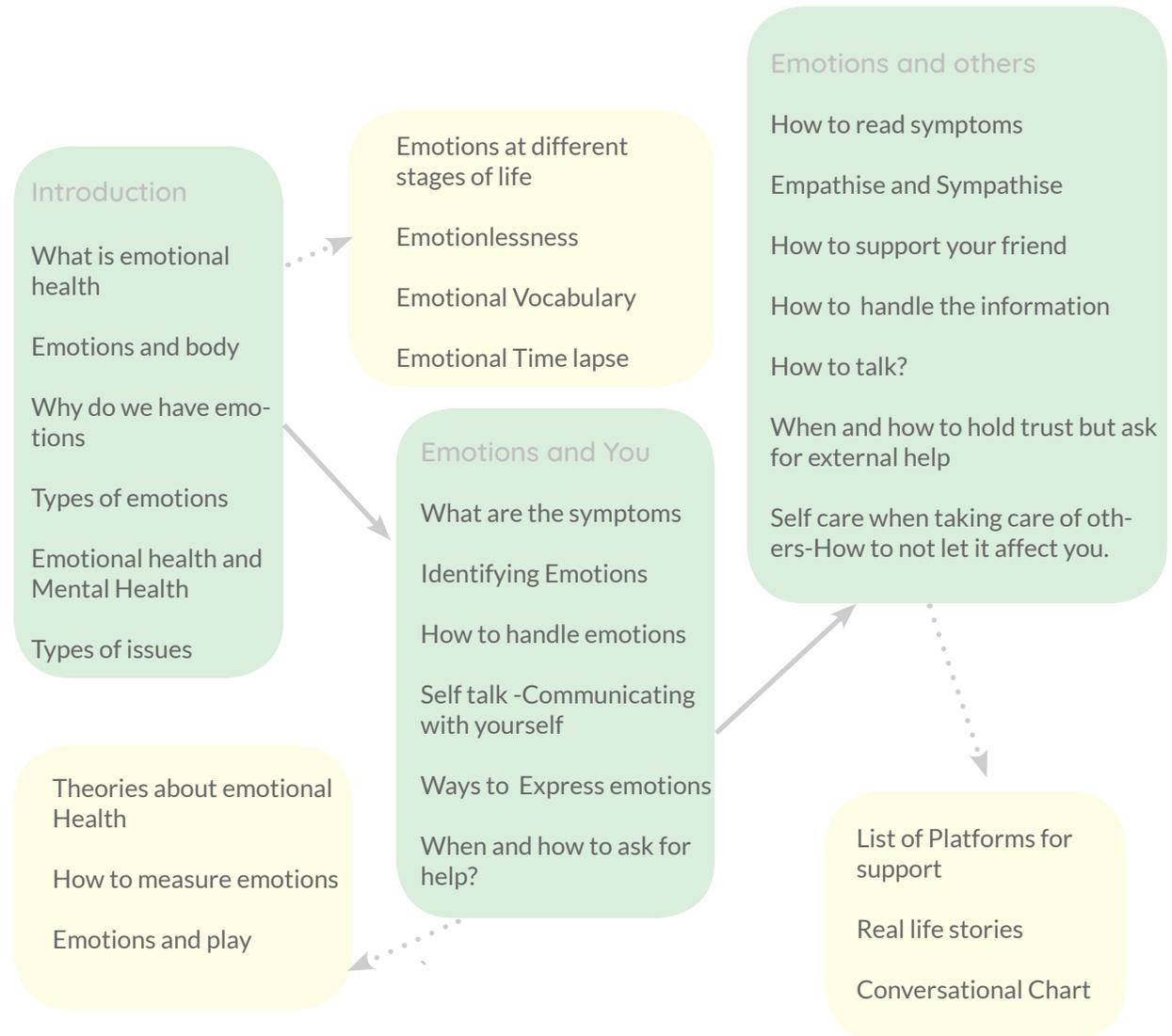
A feeling of strength and confidence is derived when we feel we aren't alone or excluded in our journeys to a better Emotional Lifestyle. The existing stigmas and taboos have led to the topic of Emotional health being push aside at the cost of individuals feeling lost, alone , confused and, wronged and even as a failure. This step would initiate the extension of our Emotional journey beyond ourselves and help each other our mutually.

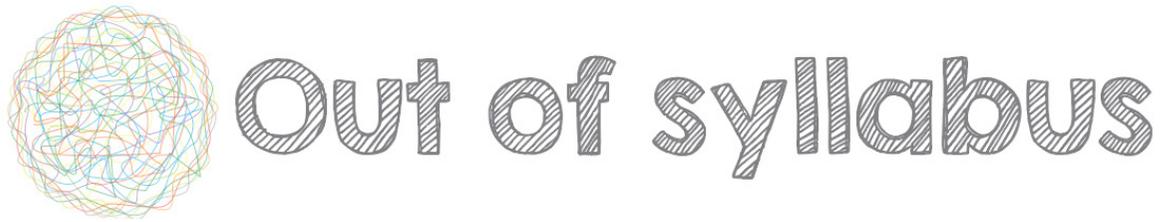
C-Communication

The biggest challenge to our Emotional journey is the challenge to communicate. Our restricted vocabulary, language, culture, and even gender stereotypes have crippled us to not being able to communicate what we feel. This poses a big threat as it leave one difficult to explain how to they feel, share their fears and worries and even ask for help. Communication with oneself is also a major part of this step, often being neglected and pushed aside without listen to our emotions and knowing how to develop a healthy relationship within ourselves.



Awareness About Emotional Health





'Out of Syllabus' is a Magazine for the Young Adult, to give them a platform to know, share and openly address issues that we might know later in life but should know earlier. To share their journeys through open, honest, respectful discussions, stories and conversations and to celebrate mistakes, flaws, differences and imperfections. 'Out of Syllabus' is for the curious mind and the seeking soul, for the lazy bum and restless ass.

The Idea

The Magazine, 'Out of Syllabus', is an initiative to provide the teenagers across different areas a common platform to publish, contribute, and share their voices, stories and journeys. The age being one of the most crucial age in our development, is filled with explorations, curiosities and questions.

Out of Syllabus aims to do address topics as indicated by the title-those that might not be necessarily be addressed in the syllabus of our academic system. The Magazine would aim to cover a variety of topics and areas, have interviews by experts, answer questions raised by the teenagers by professional psychologist, and increase the career vocabulary around all fields among other columns.

Truthful, raw, flawed, beautiful personal stories to share and build mutual trust among each other and in the process, create a mentally healthier generation.

Content Treatment

The contents after being collected by different writers where edited with permission to fit a common mode of delivery for the readership.

The main points kept in mind for the readers

>> No article would send out a message of a fixed perspective of rights or wrongs.

>> The tone of the articles should not come from a preachy space but should have the element of personal journey which is understood to be different for each person.

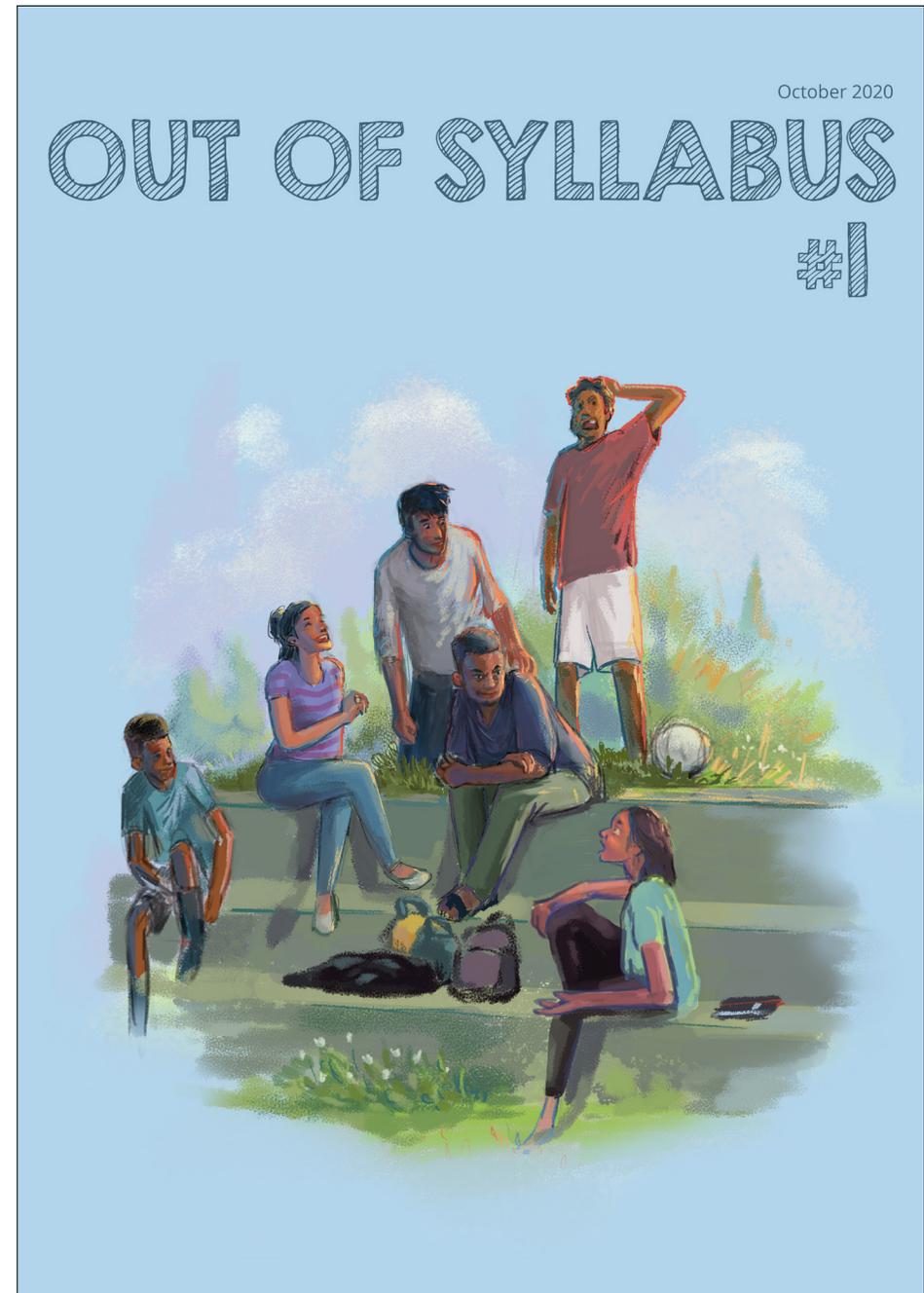
>> The reader is understood to be an active participant and no a passive reader. Each article and illustration respects the reader to take forth the thought and idea and invites response from the user too in any forms (letters, active discussion, workshop, etc)

>> The narrative of each article should be short and concise. The magazine should also cater to the audience that is not interested to read and has the least attention span. The content should not be heavily dependent on the words alone.

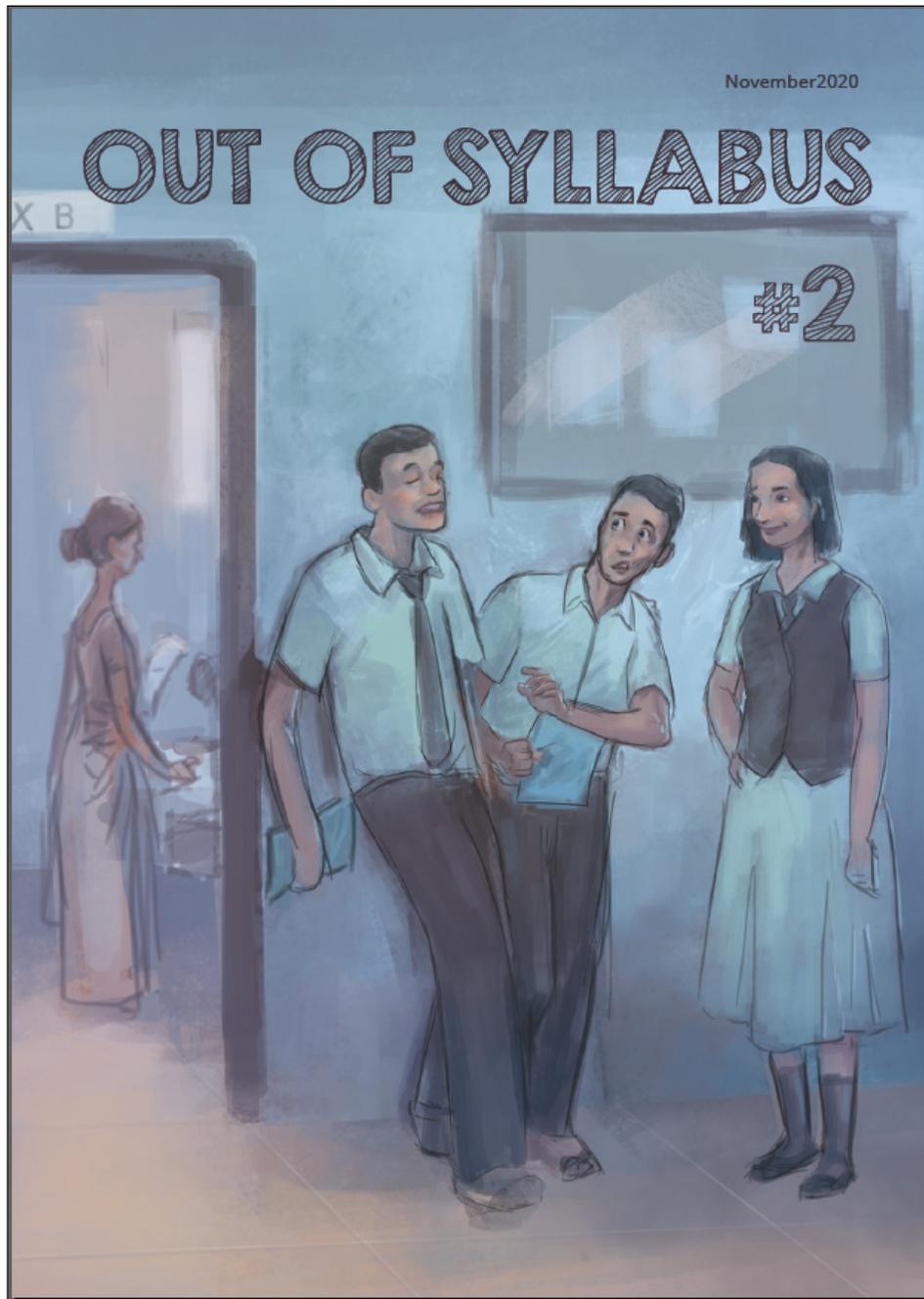
>> High on the visual reading. The magazine should have a high content of visual element to bread the monotony of reading and keep catching the readers attention

Editions

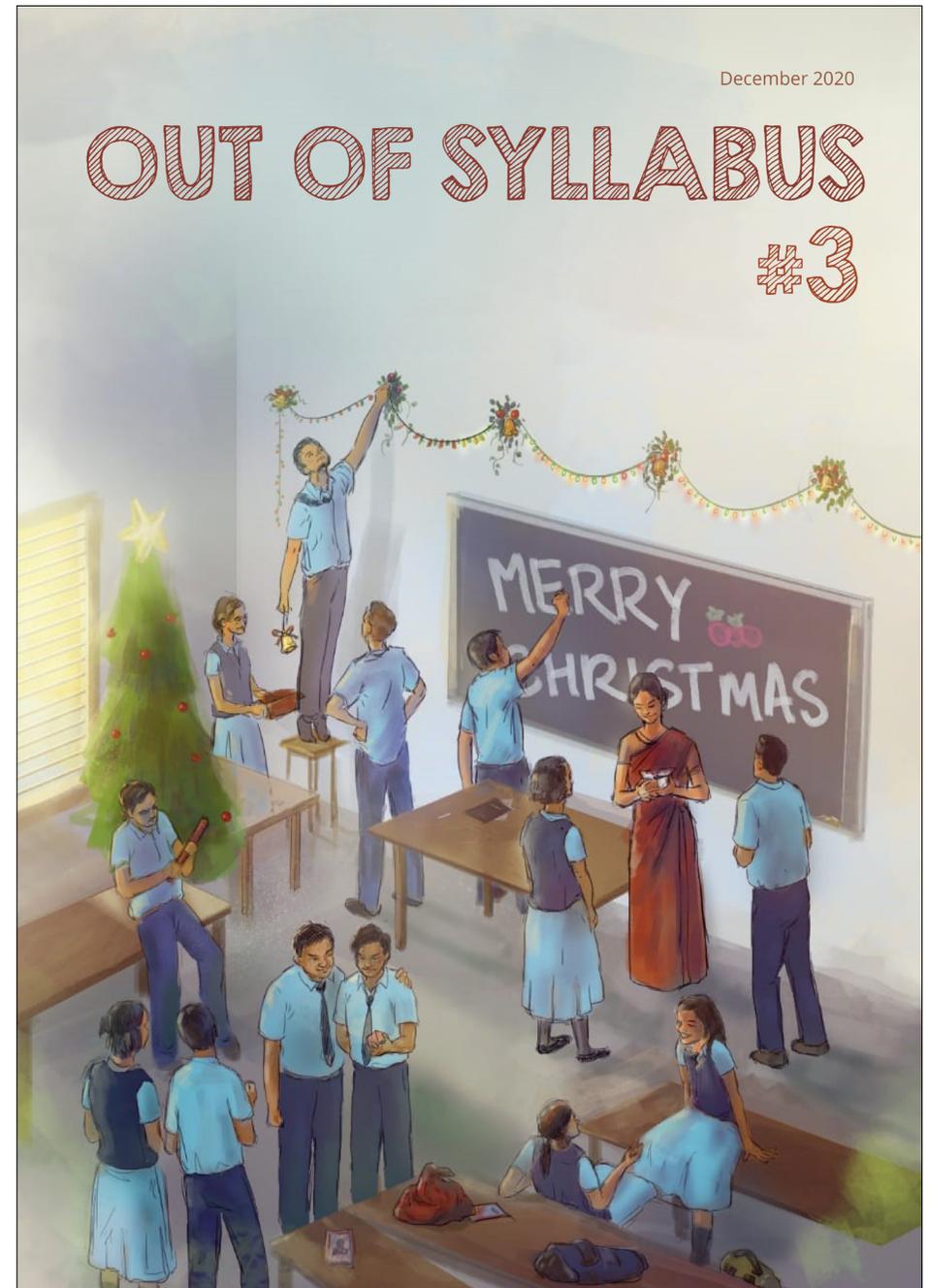
Three editions (October, November and December 2020) editions of Out of Syllabus has been released. The cover pages of the same have been shown here. The cover pages have been designed in a way to capture the tiny moments in our schools that bring out a smile on our face and remind us of the wonderful small joys in life.



Out of Syllabus-October 2020 Edition

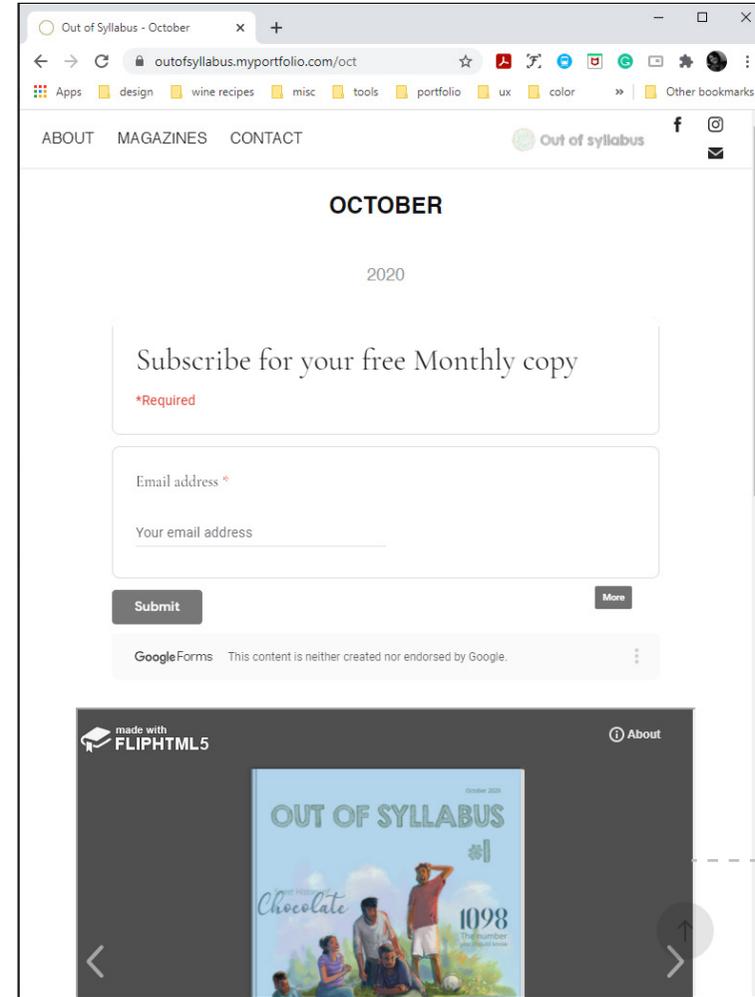
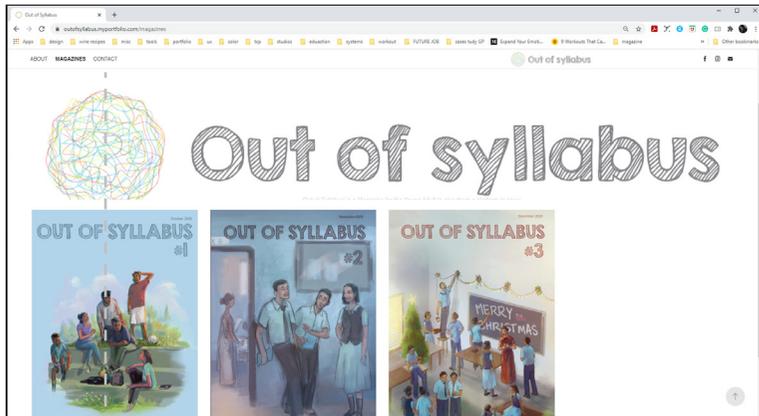


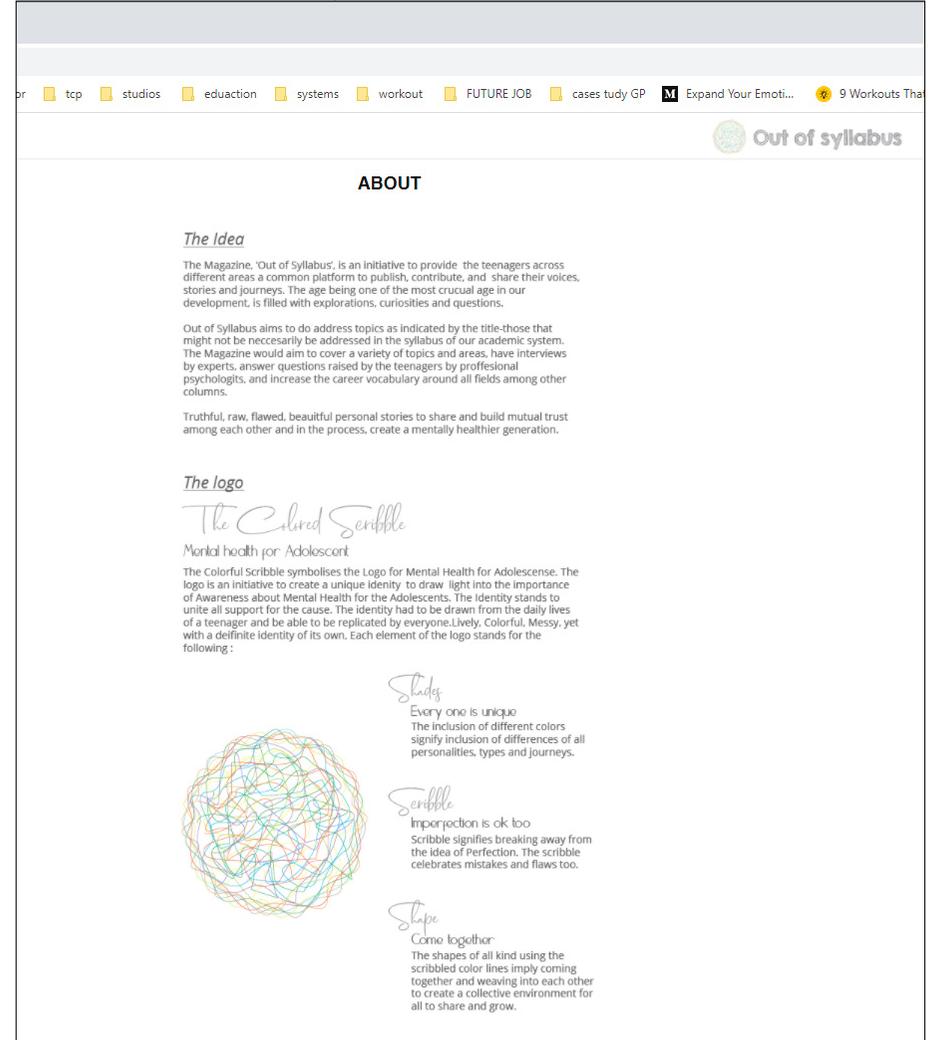
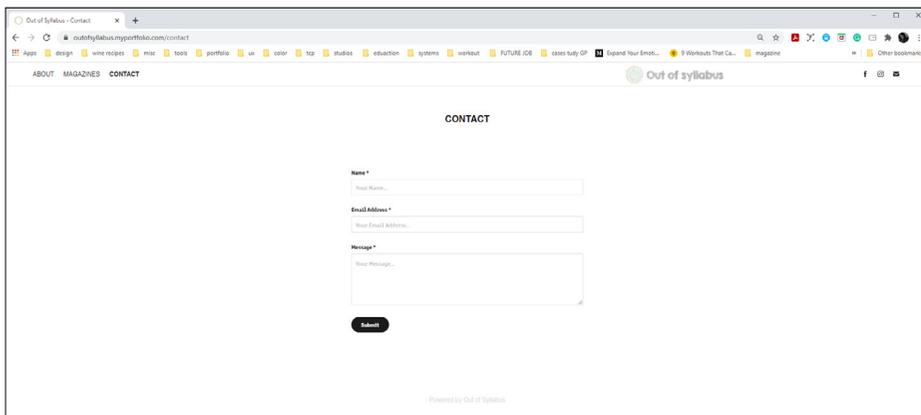
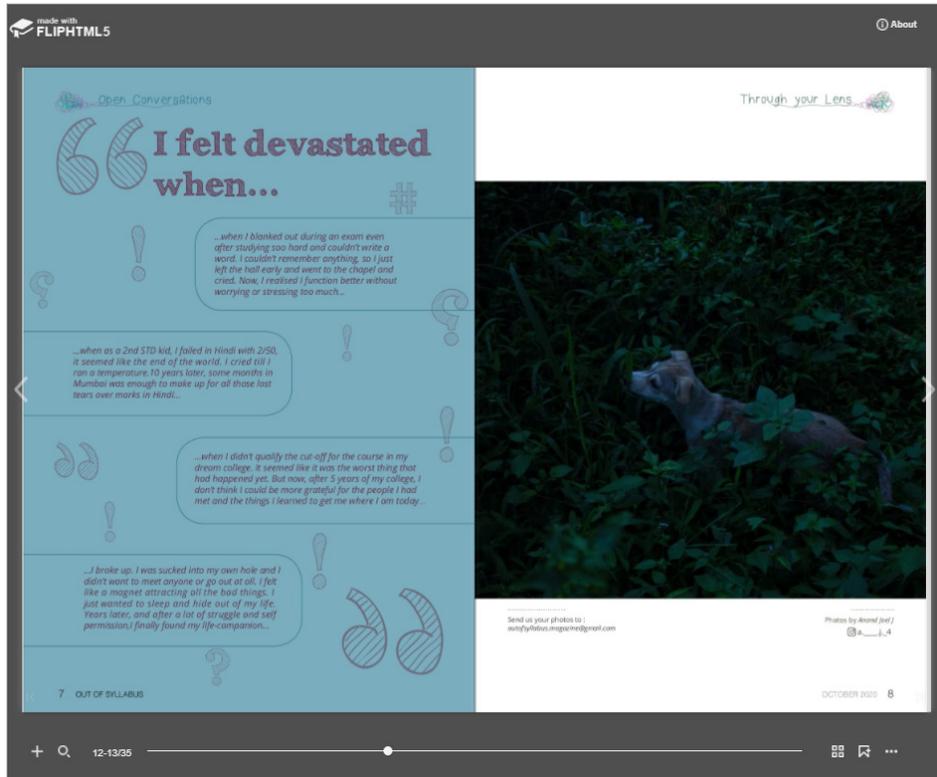
Out of Syllabus-November 2020 Edition



Out of Syllabus-December 2020 Edition

The Website flowchart





In the time of corona

The current situation has forced our environments to shrink and cut down on a lot of activities surrounding and supporting our daily lives. A major shift can be seen in how Education is imparted as teaching shifts from a physical environment to a virtual world. Work-from-Home practised by the parents sees an increase in proximity between children and parents. This time and platform forces a lot of people to be spending quality time with their family, and with new challenges to keep themselves engaged, this time can be used to bridge the conversational gap between the generations. This time can be used to gain up on the time lost due to busy schedules of the parents and academic pressure by the children. It can be used as a refresh button to start afresh to a new and better way of relationships.

Such activities also help keep the children engaged while creating a better and useful environment around them, like polishing up old relations.

“Now that I’m home and spending so much time with family, I’m seeing a totally different side of my parents and grandparents. Something maybe I didn’t notice before or had to. It’s a beautiful realisation but sad that I had never known them before”

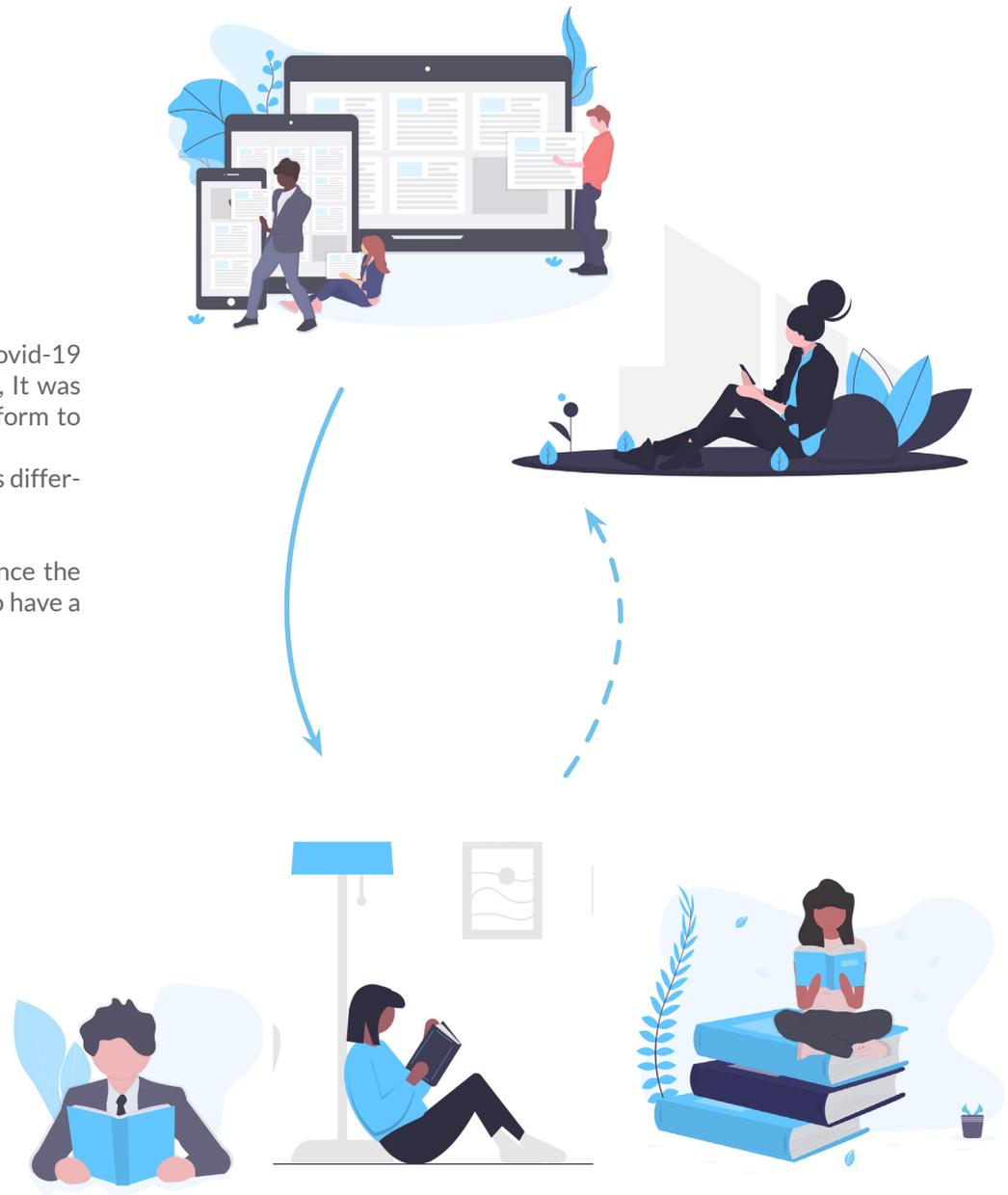
-Manoj Murali

E-copy to Physical Copy

The magazine was released online considering the current situation of Covid-19 in hand. Schools and students being connected through a digital platform, It was thought to be a easy way to start of the magazine through an online platform to increase maximum reach.

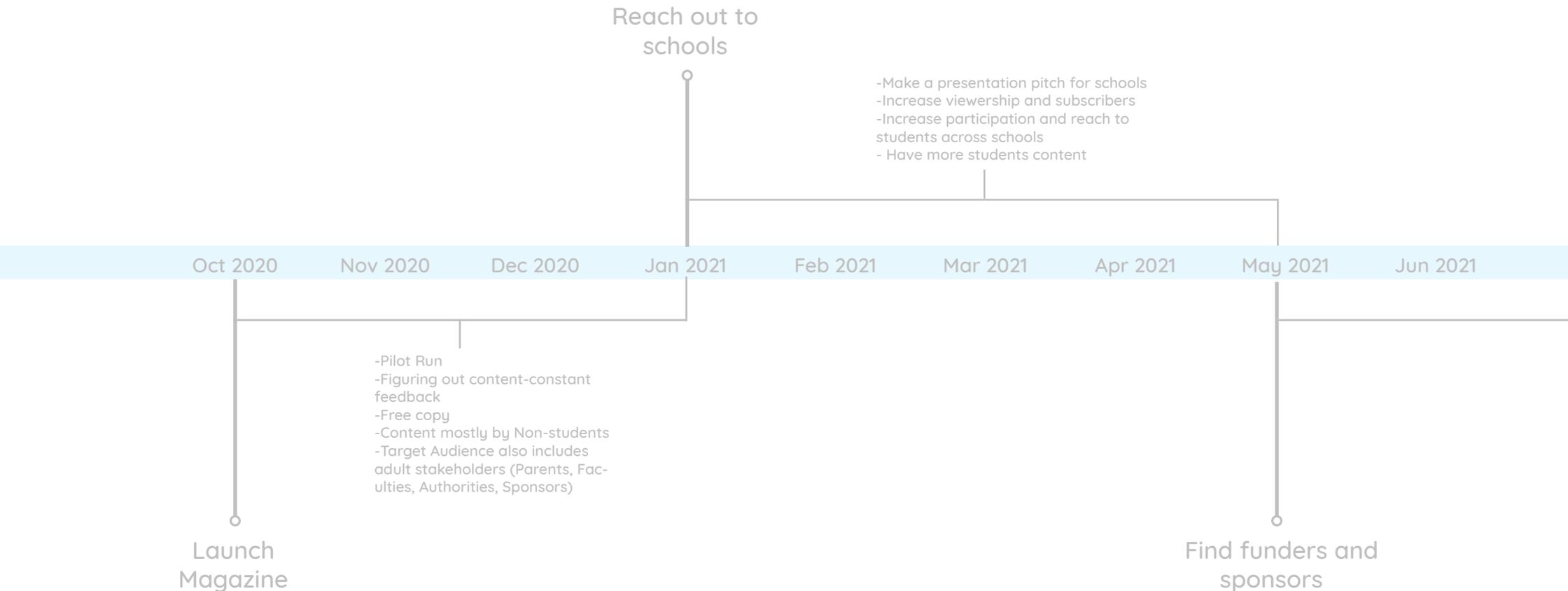
Releasing a digital copy also ensured that the magazine could be read across different platforms such as laptop, mobile or tablets

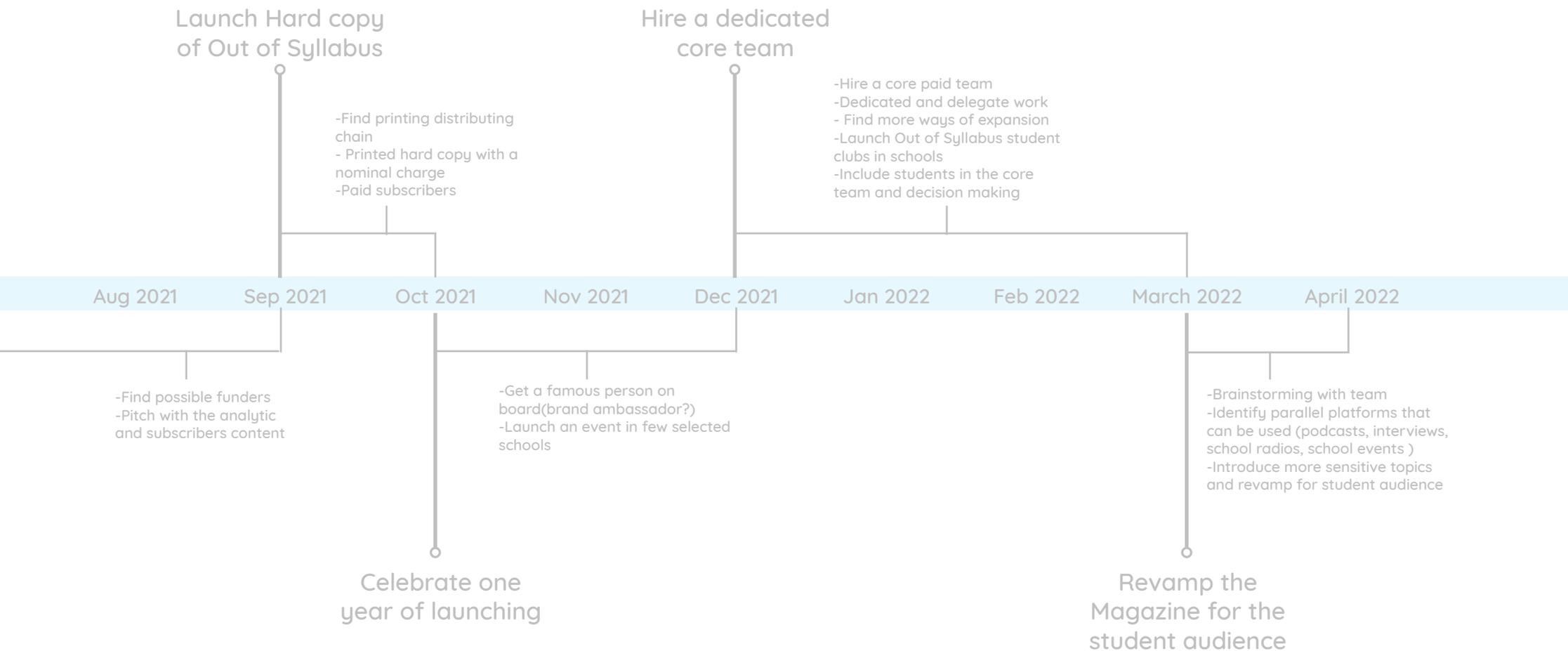
Digital copy would be used as the stepping stone to the physical copy. Since the printing, distribution needs financial support, digital copy would be relied to have a reach before shifting physical



Project Plan Phases

1¹/₂ Year Plan





Cost of production

*All amounts in Rupees

Printing cost for 1000 copies		18500/-
Per copy printing cost	$18500/1000=$	18.5/-
Selling MRP of one copy		35/-
Average Market Cost of Magazine		50/-
Approx no. of copies sold in a month		1000/-
Annual Subscription cost	$35*12$	420/-
Profit Per Month	$(35-18.5)*1000$	16,500/-
Annual Profit	$16,500*12$	1,98,000/-

Future Scope

Students team and unit

Out of Syllabus could have a student unit and meeting in each school run and managed by students. This would become the backbone of the magazine in each school to act as the inter-school students foundation, linking all the students within themselves across different schools.

Multiple languages and contexts Beyond a magazine

With a dedicated team and more content, Out of Syllabus could be released in each states and languages. The stories could also be a mix of stories from across and within their contexts. This would invite more students to read and participate across all languages.

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Project learnings

Million tiny drops make the mighty ocean

The project was clear example of the power of working together. During the course of this project, I had the opportunity to meet with amazing people doing amazing work in their respective areas. What was even more satisfying was to see the organic way in which things were aligning on their own when the interests were genuinely shared.

What was seen as an elephant task and could be extremely taxing turned out to be such a smooth sail, thanks to all the amazing people who came together in their capacity to contribute and share.

Each project is not a marathon run alone, it is a long distance relay- passing and sharing the baton forward forever.

The comfort of the known-Inertia

The common questions of doubt and fear gave me company from the start till the end. Innumerable 'what if's and 'What if not's crept into my mind constantly. Man is lead and guided by his comfort to stay in the known and familiar.

The most difficult part of the project was to push myself to break the comfort zone and to take that first step into uncertainty. The inertia of what was had to be broken to become something I wasn't yet, but could and wanted to be.

Fear is the greatest cripple in one's life. The imaginary demons of fear force us to end something even before we gave it a genuine try. During the course of this project, I aimed to defeat my fear.

The idea of Out of Syllabus evolved from a proposal to reality only because I was at war with my fear. I wanted to not be the person who could have but be the person that did. Hence, one fine morning I woke up with the thought and strength to convert the proposal into a Magazine that would be out there for everyone to be a part of too.

I broke my shell of inertia and left the toxic relation with my fear.

Its not about how fast one travelled but how far. Slow but consistent

The complexity of a wicked problem lies in its multiple layers spread over different domains and time. Which the greed and restlessness to pin point something, one would discover a whole new aspect of the situation. Two images that kept coming to my mind during this project were

1. The Heisenberg uncertainty principle- The position and speed of the particle can never be determined simultaneously.
2. The outer space- Which each step that I was taking in any direction, I could see another universe within that was equally complex and intricate.

These two images together were taunting me and made me laugh at most times. I felt like a wanderer searching for a lost needle in a vast desert. The information and the possibilities were innumerable. And simple put, I was greedy to do it all.

But thanx to my guide and the people around, I had to eventually put a foot down and take a small start to begin with.

Out of Syllabus is not the end of this project, It is just the beginning, having barely scratched the surface, Out of Syllabus is a channel to many other opportunities and possibilities. Its not about how fast one travelled but how far one did.

Mental Wellness is not an luxury

One of the other challenges was to figure out a concrete way to talk and have communications about a topic that is soo intricately weaved into our daily lives. Often seen as a luxury, Mental health has been pushed to the back sear, many often feeling guilty for desiring or aiming for it. The societal focus is constructed such that, all tangibles pleasures have substituted for the intangible unmeasurable ones. The outcome? I myself was feeling Mentally heavy doing this project at times.

What is and could be such a simple thing to understand had been turned too irrelevant to even be address, even mocked at a few times.

Mental wellness needs to be talked about more often to the point of turning it into a basic necessity and a valid reason. Let this project and the many others be the 'mushroom projects' in that direction.

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annexures

edition 1

Out of Syllabus

annexures

edition 2

Out of Syllabus

annexures

edition 3

Out of Syllabus

Excerpt from the book Asura : The Tale of the Vanquished by Anand Neelakantan

You were talking about **anger**, your Highness. I agree, that misdirected anger can cause harm. But is it not a basic emotion of life? If I do not get angry at the plight of the Asura tribe, that once-mighty race which Sy rut built the greatest civilization the earth has known till now, how can I claim to be one of its worthy sons? Can't I be furious when thousands live in inhuman conditions under the yoke of Deva kings and their vassal Asura fiends? If I cannot feel frustration about the forgotten Asura arts, demolished Asura religion, pulverized Asura temples, destroyed Asura kingdoms, and cowering cowards who drag themselves on all fours in front of Deva kings and petty nobles claiming to represent Asura interests, tell me sir, what emotion should I feel? Is it not anger that will electrify my thoughts and push me into positive action? I am sorry sir, but I will never lose this emotional head – the head of anger.

Why should **pride and vanity** be held in contempt? I feel proud about my people, our race, our culture, language art and music. I feel proud about myself for having immense energy and the will to succeed. I do not believe that a person should always be meek, beg for food or live in eternal poverty and all the stuff which Brahmins preach but not a single one ever practises.

If I struggle hard in my life to achieve success, I have every right to be proud of it, I have every right to bask in vanity and luxury. Why did the kings of the past build great temples and cities? Why did the nobles donate towards charity and religion? Is it not to exhibit their vanity and pride? Most humble men are either hypocrites or have much to be humble about. Success breeds pride and vanity. And pride is the only reward of success.

Jealousy is the biggest force that motivates humankind. Why do empires compete with each other? Why do kings try to outsmart each other in what they do, if not motivated by the jealousy they feel? Jealousy is the driving force of progress, envy is the motivating force of life. The need for importance is the most important of urges after the basic physical urges of food, shelter and sex. Even these basic urges have their root in jealousy. To deny jealousy is to deny the basic instincts of man. Sorry sir, but what you are asking is impractical.

You talk about equanimity in sadness and happiness. Is this possible ever? When my beloved ones depart from this world, should I remain calm? Should I deny myself the consolation of crying? If I become incapable of feeling happiness, what shall become of me? If I do not find happiness in the beauty of the rising sun, if I cannot feel ecstasy in the smile of a little baby, if I cannot lose myself in the happiness of music, is life worth living? Fear is the greatest instinct of man and beast, and you ask me to ignore it. Sir, I am not afraid to say that I am scared. I am frightened of many things. I am no coward but fear sleeps somewhere in my heart. I am afraid of death and the people who claim they are not afraid of death. They are either foolish and will drag others down with them also, or they are evil men who hate everybody.

I am afraid of losing many things, worthless though they may be, but I would have gained them through my sweat and blood. I am afraid that my loved ones may fall prey to disease. I am afraid that some battles might claim my faithful brothers. Strong rain can wash away my sister and mother into the waiting ocean. I am aware with every breath I take that I take steps towards my death. But I do not fear fear so much as to deny its very existence. It is this fear that helps me remain prepared for dangers that I must face. It is fear that makes me understand that there are things that I cannot control and helps me to understand God and myself.

You call selfishness a base emotion. But it is this trait which has built great cities around the world and the very foundation of ambition. Without a highly centered ego and the desire to achieve the treasures of this world, would one succeed in life? When I see a lovely girl, a fascinating place, a charming village, a sparkling diamond, a prosperous S a fascina country, ambition flutters in my soul. I want the charms of this world to be mine and mine alone. You may try to kill my base thoughts, but my King, pardon my impudence and tell me in all honesty, was it not from the same selfishness

that you built an empire? You did not become a mendicant, but strived to become the Emperor of the whole world. If it was not for this base instinct of selfishness, why did you slay thousands in war? Why did you lead your mighty armies against the Devas? You had one aim only, you wanted glory for yourself, your clan, your tribe – whichever way one looks at it, the word *you* is prominent. I want to achieve whatever you achieved and much more. I am willing to risk being known as the most selfish man in the world, rather than dying unknown as a selfless non-entity.”

The old man sat there with fire in his eyes. I felt myself cowering. But, as I had started, I did not want to leave things unsaid. I collected my thoughts and pressed on, “It’s pity that you and Brahma look down on love as a base emotion. Without **love**, without the king of emotions, nothing exists. There’s nothing more pure than the love of a mother for her baby. If one has not felt the painful need to be with one’s lover, if you do not feel the love for your own brothers, sisters, your father who made you, your mother who carried you in her womb and raised you with her blood and milk, for friends and those little cherished moments of togetherness, your wife for sharing your life with you and for your children for carrying your life forward, then is this life worth living? Is it not love for your country, tribe, language, religion, Gods, and so many other things, which may seem trivial but which are so precious held in the bosom of men, that has led to so much bloodshed and war? People have died for love in the past and will continue to do so as long as the world exists. I shall always love the things I have told you about. But yes, I shall love myself above them all. Without me, nothing which is lovable has any meaning to me. I love because I exist and I exist because I love – I love myself.

Ambition is the key to progress. Without ambition, the kings of Egypt would not be so busy building those pyramids right now. Without ambition, men would have remained hunters. There would not have been wheels, horsecarts or chariots, magnificent cities, temples and palaces, nor majestic sailing ships. Without ambition, we would not have had a Mahabali or Indra. Ambition is the horse that pulls our lives forward.

The amazing speed of progress man has achieved in the past few years would have not been achieved without that small flame of ambition in the minds of a few men, which was fanned to become a huge fire by the other emotions you have urged me to shun. Pride in one’s capability gave men the confidence and ambition to grow; jealousy that someone else would achieve

more prodded him to work hard and more efficiently; the quest for happiness resulted in ever-expanding ambition; the fear of sadness kept him awake at night and pushed him further; the fear of failure made him more careful and God-fearing; selfishness glued his family, city, clan, tribe and country together and made him strive even harder. Love for life and the things which made life precious, made him protect his achievements, and I am sure an undying ambition for more will lead mankind to progress. Progress, which we cannot even imagine, can never understand in our short lifetime.

My beloved Emperor, please do not feel sorrow if I speak my heart. You were talking about intelligence being the only head worth having. I agree it is important. But history teaches us that without any of the other emotions, it is just an empty skeleton. There is no life in it. Sir, it was not the maharishis or sages who built civilizations but extraordinary men, who never controlled their emotions, but Sr eifeut let them flow in the direction which nature intended. No mendicant living in a forest ever conceived a great city, no sage was determined to built the great temples, no Brahmin desired to built great ships for commerce and trade. These were built by men who had pride in their veins, anger in their minds, who cried when they felt sad and laughed when they were happy, who were frightened when confronted by forces or events bigger than themselves, but strove forward with determination and a selfish love for all that they cherished. They constantly kept raising their levels of ambition. Intelligence is just a tool to serve our emotions and I want to live as God intended man to live.

My aim is neither become God nor achieve moksha. At best I think, those are old wives tales. I do not believe in a heaven where you will be given all that you purposefully denied yourself in this world. I do not believe in rebirth, when I will be born as a Brahmin if I do good deeds in this life – good in the way the Brahmins describe. If being born a Brahmin is the ultimate reward, then I may even refuse to die for fear of being reborn.

I am sad to disappoint you, but I shall live like a man and die as one. I will never try to be a God. I will live exactly as my emotions tell me to. I do not want to be a model man for future generations to follow. My life begins with me and ends with me. But I will live my life to its full and die as a man should. So borrowing from your words, I shall be a man with ten faces – I am *Dasamukha*.”

