# Goal!

## Collaborative behaviour change through integrating positive psychology, dilemma-thinking, and scarcity theory in a co-design activity.

Master thesis
Industrial Design Engineering
Naomi van Stralen - 08/11/2022

UNIVERSITY
OF TWENTE.

# Goal! - Collaborative behaviour change through integrating positive psychology, dilemma-thinking, and scarcity theory in a co-design activity.

MSc Thesis
Naomi van Stralen

Faculty of Engineering Technology
Department of Design, Production and Management

Master programme: Industrial Design Engineering

**Examination committee**

| | |
|---|---|
| Prof. dr. ir. G.D.S. Ludden | (chair) |
| Dr. Değer Özkaramanli-Leerkes | (supervisor) |
| Dr. R.H. De Freitas Gouveia | (external member) |
| Laura Hofte | (mentor from company) |
| Rik Platvoet | (mentor from company) |

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SCOREN IN DE WIJK

# Preface

I started this project as a research assistant with dr. Deger Ozkaramanli in November 2021. Not long after, this project grew to be my thesis, starting in January 2022. I am very grateful for FC Twente, Scoren in de Wijk and their openness in including me in their projects. By joining Supporter van Elkaar on a weekly basis I learned more than only literature could have done. It has been a great journey that started with a design problem and ended with a tangible solution that can be integrated in different projects of the foundation.

I would like to express my gratitude to the people that helped me throughout this insightful and educational process. First, Deger, my university supervisor, without whom I would not have had this opportunity. Thank you for your guidance and critical thinking that led to a successful end of this project. I also want to thank all the people of the foundation and the ROC of Twente involved in the project, especially Laura, Rik, Jorieke, Bas, Vincent, and Iris, and all the participants involved who provided me with valuable insights and feedback in the development of the design.

Additionally, I express my gratitude to all the people that brought me support throughout this thesis: Tom, who was always open to help no matter the situation, the Secret Lab, who were always in to critically think along, and family, friends, and flatmates that listened to my experiences with interest.

Sometimes people say that the master thesis is a long process that they wish would end earlier. I on the other hand, had a great time throughout the complete process and wish there was more time to closely follow the implementation of the designed activity. Nonetheless, I am looking forward to seeing how the activity finds its place within the foundation from a distance.

Naomi van Stralen

October 21, 2022

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# Terminology

| | |
|---|---|
| DDD | Dilemma-Driven Design |
| FC | Football Club |
| PAR | Participatory Action Research |
| ROC | Regionaal Opleidingscentrum, EN: Regional Educational Centre |
| SDS | Scoren door Scholing, EN: Scoring through Education |
| SES | Socio-Economic Status |
| SIDW | Scoren in de Wijk, EN: Scoring in the Neighborhood |
| Stichting | Foundation |
| SVE | Supporter van Elkaar, EN: Supporter of Each other |

**Community initiatives**
'A community initiative is generally a network of individuals and partner organizations dedicated to improving the health and welfare of a community. It seeks to deal with and reduce the effect of social problems, in order to improve peoples' quality of life.' (US Legal, n.d.)

**Subjective well-being**
'A person's cognitive and affective evaluations of his or her life as a whole' (Lopez & Snyder, 2011). High subjective well-being is achieved when a person has high satisfaction with their life, and with that experiences high positive affect and low negative affect (positivepsychology.org.uk, 2010).

**Vulnerable groups**
Vulnerable groups or communities are described as groups that are at higher risk of experiencing poverty and/or social exclusion. They are 'physically, mentally, or socially disadvantaged persons who may be unable to meet their basic needs and may therefore require specific assistance' (Refworld, n.d.)

# Chapter 1
# Introduction

## Chapter content

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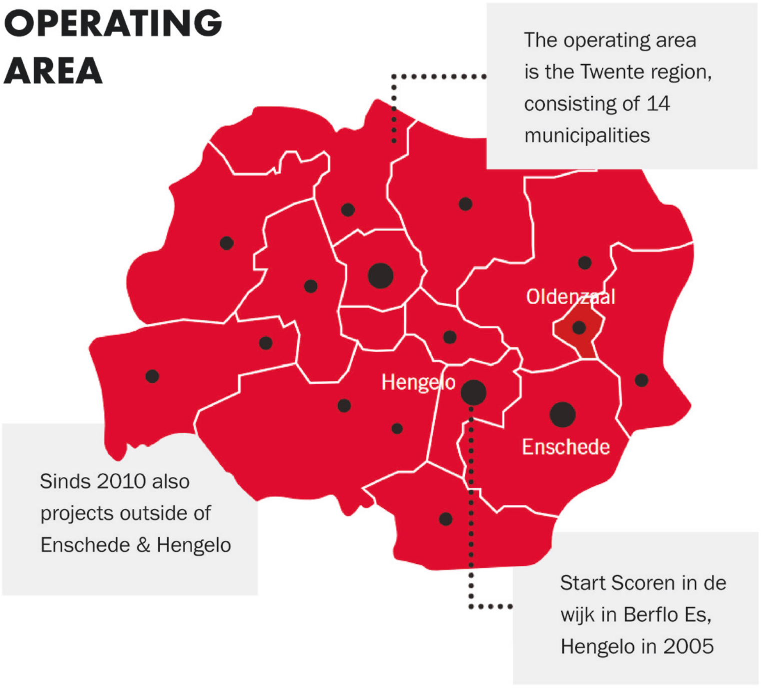
# 1.1 Introduction to the Organisation

FC Twente, Scoren in de Wijk (SIDW, scoring in the neighbourhood in English) is a social foundation of Football Club (FC) Twente. The foundation is positioned in Enschede, Twente, and aims to improve the current living situation and future opportunities of vulnerable groups. (MVO Manager FC Twente Scoren in de Wijk, personal communication, February 2, 2022). The football club is used as a brand to make it easier for the foundation to address difficult topics and help the citizens of Twente towards a more positive future (FC Twente Scoren in de Wijk, 2022a). The foundation has an Algemeen Nut Beogende Instelling (ANBI, public benefit intended institution in English) status, meaning that at least 90% of their activities benefit the public.

Depending on the city or even the area, the needs of the citizens differ greatly. To suit the needs of these different people, the foundation hosts different projects and activities (FC Twente Scoren in de Wijk, 2022b). Since the establishment in 2005, the foundation grew to fifteen different projects positioned throughout the region Twente, see Figure 1. The setup of the projects vary from striving for positive behaviour change to organising enjoyable nostalgic afternoons with elderly, addressing different themes such as physical health, social inclusion, and mental well-being (FC Twente, n.d.-a). Each project has its own target group, for example, Low-SES families, immigrants, or people that are not used to exercising regularly. The most common activities of projects from the foundation are displayed in Figure 2.



**OPERATING AREA**

The operating area is the Twente region, consisting of 14 municipalities

Sinds 2010 also projects outside of Enschede & Hengelo

Start Scoren in de wijk in Berflo Es, Hengelo in 2005

*Figure 1. Operating area of Scoren in de Wijk. Adapted from (FC Twente Scoren in de Wijk, n.d.)*

> *"Football is of the people and every human being deserves a chance to score"*
>
> *– Drees Kroes,*
> *Founder of FC Twente Scoren in de Wijk*
> *(Translated from Dutch)*

Currently the foundation has fourteen employees, together working six Full-time equivalents. Although SIDW has a facilitating role for all fifteen projects, they are responsible for the execution of seven of them. The other projects are executed by other parties, such as the Regionaal Opleidingscentrum (ROC, regional educational centre in English) van Twente or have established their own organisation and functioning without interference of the foundation. Some projects of the foundation are occasional, but the majority is done on a structural basis and in collaboration with many partners consisting of municipalities, companies, civil society organisations and educational institutes (MVO Manager FC Twente Scoren in de Wijk, personal communication, February 2, 2022).

The foundation is establishing their own theory explaining the process a participants of a project goes through that on the level leads to the improvement of future opportunities and living situation of citizens in Twente (B. Denters, personal communication, February 2022; FC Twente Scoren in de Wijk, personal communication, January 25, 2022). Figure 3 visualises the general working of the foundation based on the theory of prof. dr. Bas Denters. The figure represents a football stadium with partners, supporters, and players that deserve a chance to score. An elaboration on the theory itself can be found in Chapter 2.1 Theory of Planned Behaviour.

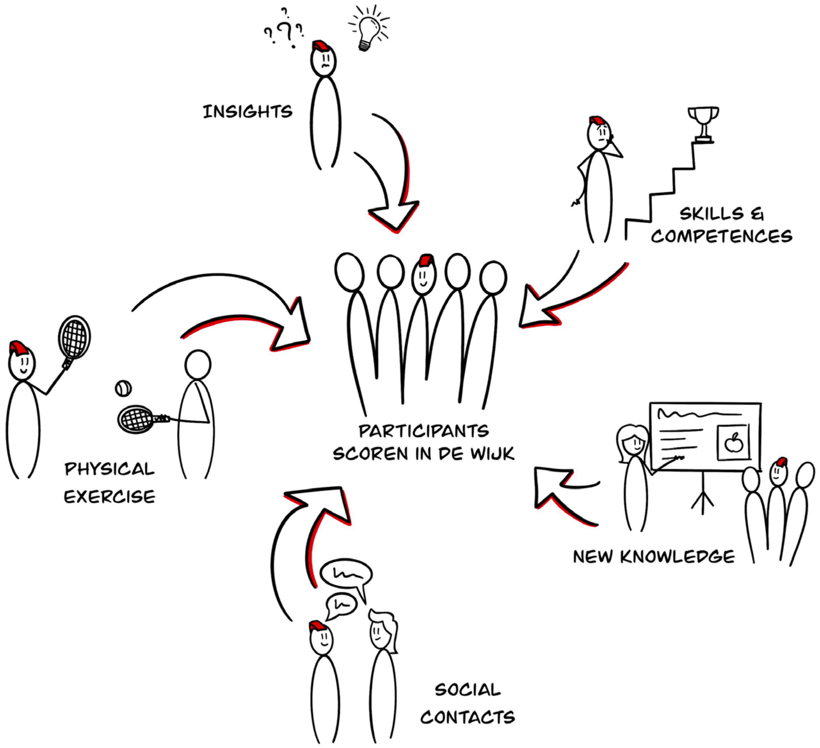


*Figure 2. Most common activities within a project of FC Twente Scoren in de Wijk*

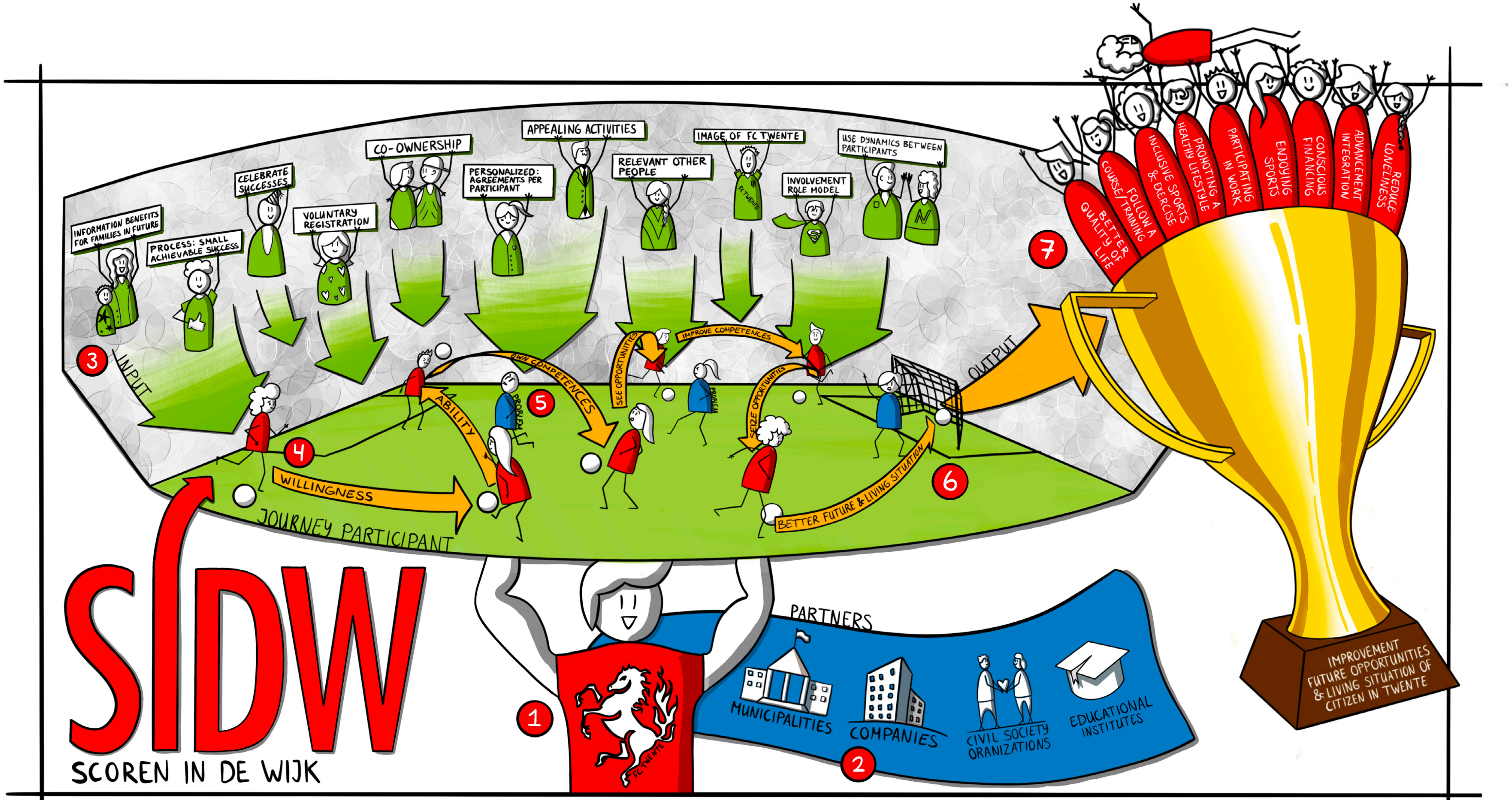

INFORMATION BENEFITS FOR FAMILIES IN FUTURE
PROCESS: SMALL ACHIEVABLE SUCCESS
CELEBRATE SUCCESSES
VOLUNTARY REGISTRATION
CO-OWNERSHIP
PERSONALIZED: AGREEMENTS PER PARTICIPANT
APPEALING ACTIVITIES
RELEVANT OTHER PEOPLE
IMAGE OF FC TWENTE
FC TWENTE
INVOLVEMENT ROLE MODEL
USE DYNAMICS BETWEEN PARTICIPANTS
3
INPUT
4
WILLINGNESS
JOURNEY PARTICIPANT
ABILITY
OWN COMPETENCES
PROBLEM
5
SEE OPPORTUNITIES
IMPROVE COMPETENCES
PROBLEM
SEIZE OPPORTUNITIES
BETTER FUTURE & LIVING SITUATION
6
OUTPUT
7
BETTER QUALITY OF LIFE
FOLLOW A COURSE/TRAINING
INCLUSIVE SPORTS & EXERCISE
PROMOTING A HEALTHY LIFESTYLE
PARTICIPATING IN WORK
ENJOYING SPORTS
CONSCIOUS FINANCING
ADVANCEMENT INTEGRATION
REDUCE LONELINESS
IMPROVEMENT FUTURE OPPORTUNITIES & LIVING SITUATION OF CITIZEN IN TWENTE
SIDW
SCOREN IN DE WIJK
1
FC TWENTE
PARTNERS
MUNICIPALITIES
COMPANIES
CIVIL SOCIETY ORANIZATIONS
EDUCATIONAL INSTITUTES
2

*Figure 3. Mechanism of FC Twente Scoren in de Wijk.*

**1. Scoren in de Wijk**. This person represents the foundation and lifts the participants to new heights. In collaboration and with the support of partners they are responsible for the process a participant goes through.

**2.Partners.** The cape lifts some weight of the foundation and makes it job easier. Municipalities, companies, other civil society organization, and educational institutes aid the foundation in performing its task, together working towards improved future opportunities and a better living situation for the citizens in Twente.

**3. Input.** The supporters in the football stadium represent the working components that are necessary for participants on the field to flourish. Every supporter is an element in the projects of the foundation.

**4. Participant**. With the support of the working components (step 3), the yellow arrows represent the progress participants go through.

**5. Obstacles.** Throughout the process of progressing a participant will face obstacles and unexpected circumstances. Although these may result in a fallback to an earlier stage, with the help of supporters on the side-line, these obstacles can be overcome, allowing a participant to grow and continue their journey towards their goals.

**6. Goal!** When successfully passing the ball near the goal and having made sufficient personal progress it is time to score and keep up the progress after completing a project of SIDW.

**7. Output.** The cup represents the different benefits a participant could be experiencing upon completion of a project. The output varies between the projects, but the overarching goal remains: Improved future opportunities and a better living situation for citizens in Twente.

# 1.2 Introduction to the Project

Projects of Scoren in de Wijk focus on tackling health, social participation, and well-being problems. Unfortunately, it is (most of the time) only possible to participate in a project once and it can be difficult for the participants to keep making efforts towards sustaining positive behaviour change when the structure and support of the project they participated in falls away. People can experience a dip in motivation, see it as failure when they cheat on their goal, and give up altogether (Lyubomirsky, 2007).

This thesis aims to support SIDW in further strengthening its promising approach by integrating theories in psychology and design that allow for sustainable positive behaviour change, supporting participants to grow in their well-being after their participation in SIDW has ended.[1]

Participants in project of SIDW are vulnerable in many ways. They are at risk in relation to their income or their participation in society, and it is likely that there are external factors at play that require specific support. Whether vulnerable communities concern low socio-economic status (SES) parents or young adults with difficulties finding their place in society, they all have concerns about their basic needs occupying their minds. Many self-help books that address happiness/well-being assume that every individual has it in them to create change despite the circumstances they are in. They argue that circumstances only make a small percentage of our well-being and that every individual has a capacity or chance to improve their well-being (Lyubomirsky, 2007; Seligman, 2011, 2017). Nevertheless, vulnerable target groups, especially those in poverty, seem to fail in implementing new positive behaviours that would increase their subjective well-being over time (Sheehy-Skeffington, 2022). As a result, there seems to be a need to better understand how to understand subjective well-being theoretically and transforming that knowledge into design opportunities to help meet the well-being needs of vulnerable populations.

By integrating psychology with design methods an intervention can be created that takes the situation and values of people into account, ultimately answering the question:

How to aid the team of Stichting FC Twente Scoren in de Wijk in helping improve the subjective well-being of vulnerable communities by empowering them to collaboratively build positive behaviour change through co-design and dilemma-driven design?

---

[1] 1. This thesis is an extension on an existing project originally led by Dr.ir Deger Ozkaramanli-Leerkes & Prof.dr. Bas Denters (University of Twente), and Laura Hofte & Bas Scheurs (Foundation FC Twente Scoren in de Wijk) (Ozkaramanli & Denters, 2019). The project is a collaboration between the University of Twente and Supporter van Elkaar funded by TKI ClickNL Seed Funding for Responsible Design. The project works directly with the Foundation Scoren in de Wijk that focusses on low-SES families in the area. The goal is "to support SVE in Further strengthening its promising approach through theory-driven tools and techniques". Originally, the project was planned to start in October 2019 with the duration of one year. Unfortunately, its execution was delayed due to Covid-19. Due to the delay, Denters was not able to continue his work on the project.

After the delay of the pandemic the project found new life in November 2021. I joined the project to assist Özkaramanl in the planning and execution of the planned activities. With mere one and two hours per week Özkaramanli-Leerkes and I respectively could spend on the project, there was little space to go beyond executing the existing planning. With the desire to do more research around the design activities and possibly expand its implementation to other projects of the foundation, I decided to devote my master thesis to this topic.

## Design Research Approach

This thesis has two main goals: providing a knowledge contribution, and a practical contribution to the foundation. To answer the main research question, a strength-based approach will be applied, as opposed to the traditional problem-solving approach that is typically used in product design (Eger et al., 2013). A strength-based approach builds on people's strengths, empowering them to be in charge for their own positive behaviour change (Stoerkel, 2019). First a theoretical study is conducted from which a preliminary framework is created (Chapter 2) that adopts main theories and principles from psychology that can facilitate a strength-based design approach towards more well-being in vulnerable communities.

After this, two case studies have been conducted (Chapter 3) that adopted Participatory Action Research (PAR), co-design, and dilemma-driven design and supported a theoretical and a practical goal:

*1. Theoretical / knowledge goal*
Create an understanding of how the theory of the preliminary framework applies to a vulnerable community in terms of their goals, dilemmas, and everyday challenges and identify how a co-design design activity could potentially aid them in generating more subjective well-being.

*2. Practical goal*
Design an activity that the foundation can implement to further support its participants in sustaining their positive behaviour change.
In Participatory Action Research the researcher works together with the target group to gain a more in-depth understanding of a situation and follows an iterative cycle through which a solution is sought on a specific problem (Baum et al., 2006). For this, I operated as observer and participant, making it possible to both see and experience what participants might be experiencing.

Through co-design it is possible to actively involve participants of the case studies, who are often non-designers, in the design process. This creates a feeling of collective ownership. Although having no expertise in design, they are experts in their own everyday experiences (of themselves and people in similar situations), which is valuable for design research (Sleeswijk Visser et al., 2005). With co-design it is possible to create a deeper understanding in what participants know, feel, and dream with regards to their values, goals, and dilemmas, leading to a design intervention that is adapted to them.

Dilemma-driven design (DDD) also aids in reaching a deeper level of knowledge and the framework defined by Ozkaramanli (2017) relates to the theory of Sleeswijk Visser et al. (2005). DDD is used to identify and frame personal dilemmas that reflect the complexity of a problem an individual or society is facing (Ozkaramanli et al., 2016). The framework of Ozkaramanli helps designers to understand a dilemma on three main levels: mutually exclusive choices (behavioural level, bottom level), mixed emotions (emotional level, middle level), and conflicting concerns (cognitive level, top level), see Figure 4. Dilemmas can be a fruitful inspiration for design and can be used as a communication tool to address complex situations and reveal conflicts between personal goals and values (Ozkaramanli, 2017) .

To support the finding of the theoretical and knowledge contribution several research questions are defined (RQ = Research Question):

## Chapter 2. Literature Review and a Preliminary Framework

RQ 1: What are the main theories and principles from psychology that can facilitate a strength-based design approach?

RQ 2: How can strength-based theories in psychology and design be meaningfully integrated to improve the subjective well-being of vulnerable target groups in community initiatives?

## Chapter 3. Case Studies

### *Case study 1 - Supporter van Elkaar*

RQ 3a How to aid the team of Supporter van Elkaar in helping improve the subjective well-being of low-SES families by empowering them to collaboratively build positive behaviour change habits through co-design and dilemma-driven design?

SQ 3.1a How does Supporter van Elkaar structure its project and how does it support its participants in reaching positive behaviour change?

SQ 3.2 How does the theory of the preliminary framework apply to low-SES families in terms of their goals, dilemmas, and everyday challenges.

RQ 4a What are the opportunities and challenges of the proposed intervention for Supporter van Elkaar? Does it indicate opportunities for creating sustainable positive behaviour change?

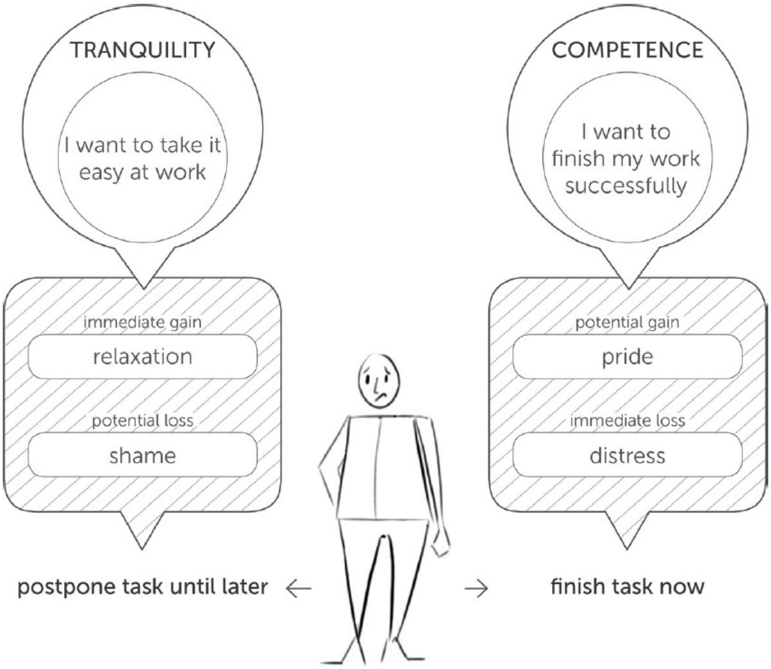

TRANQUILITY
I want to take it easy at work
immediate gain
relaxation
potential loss
shame
postpone task until later ←
COMPETENCE
I want to finish my work successfully
potential gain
pride
immediate loss
distress
→ finish task now

*Figure 4. Framework of dilemmas. Adapted from Ozkaramanli et al. (2017)*

***Case Study 2 - Scoren door Scholing***

RQ 3b How to aid the team of Scoren door Scholing in helping improve the subjective well-being of young adults at risk of dropping out of participating in society by empowering them to collaboratively build positive behaviour change habits through co-design and dilemma-driven design?

> SQ 3.1b How does Scoren door Scholing structure its project and how does it support its participants in reaching positive behaviour change?
>
> SQ 3.3 What are dilemmas with regards to behaviour change experienced by young adults at risk of dropping out of participating in society who participate in Scoren door Scholing?

RQ 4b What are the opportunities and challenges of the proposed intervention for Scoren door Scholing? Does it indicate opportunities for creating sustainable positive behaviour change?

Most activities of case study 1 have been conducted before case study 2. Many research questions overlap to be able to compare the output and bridge the results towards the main research question. Two case studies and a rationale to the design outcome are discussed in Chapter 3 and the research will be concluded in Chapter 4, discussing and concluding the complete process, answering the main research question and providing recommendation for the future.

# Chapter 2

# Literature Review and a Preliminary Framework

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This literature review explores main theories and principles from psychology that can facilitate a strength-based design approach (RQ1), both investigating theory that SIDW applies and theory in the field of psychology that can further strengthen the foundation in achieving positive behaviour change for its participants. These theories are:

**1. Theory of Planned Behaviour** explains how our behavioural intention is build up and how this influences our behaviour as an individual (Brookes, 2021). This theory is adopted by the foundation and the result from this thesis should fit with this theory.

**2. Positive Psychology** is an area of study within psychology that concerns itself with what individuals do to gain more (subjective) well-being (Seligman, 2011). It adopts a strength-based approach and offers many activities for individuals to implement into their daily life.

**3. Dilemma-Thinking** looks at the tension between two choices and mediates the positive and negative (Ozkaramanli et al., 2016). This type of thinking could support vulnerable communities in mediating their goals and being mindful and positive about their progress, also when they do not always choose to work towards their desired behaviour.

**4. Scarcity Theory** assumes that humans have a working memory that can be full, preventing positive behaviour change from happening, no matter how much they may want or need to change (Mullainathan & Shafir, 2013). Vulnerable communities are likely to experience scarcity as their basic needs may be unmet and worries fill up their mental capacity.

This chapter closes with the proposal of a preliminary framework addressing how strength-based theories in psychology and design can be meaningfully integrated to improve the subjective well-being of vulnerable target groups in community initiatives (RQ2).

## 2.1 Theory of Planned Behaviour

Currently the foundation is developing a model that maps the effect of the impact the foundation achieves (FC Twente Scoren in de Wijk, personal communication, January 25, 2022). This is done in collaboration with prof.dr. Denters, retired professor of Public Administration at the University of Twente. Such a model is important for further improving and measuring the impact SIDW is making and to receive funding. SIDW wants to be an example for other soccer clubs in the Netherlands and work towards a network where impact can be measured nationally. Denters is working on describing behaviour change theory that applies to the projects of Scoren in de Wijk (B. Denters, personal communication, February 2022). As a basis, he uses the basic factors explaining behaviour as described by Fishbein en Azjen (2009), visualized in Figure 5.

In Denters' application of the theory on SIDW a participant must be willing to take part in a project and to improve their living situation. When motivated a participant, has expectations about the benefits they might gain on short-term, for example an expanded social network, and on long-term, such as increased future opportunities. Besides personal motivation (intrinsic), the social environment (extrinsic) also plays a big role in the motivation of a participant. Where an encouraging environment can boost a person's motivation, being obligated to participate can demotivate just as easily.

In addition to being willing, a person must be able. This is partly dependent on the social- and personal environment of an individual which cannot be changed on short-term. If jobs are scarce, you can be very motivated to start working and still end up stuck at home. Fortunately, being able is also about the skills and knowledge of participants. Improving abilities (objective) is the goal of many projects of the foundation, together with improving the self-confidence (subjective) of participants, as they often have difficulties in seeing and believing in their personal competences.

Personal motivation, social environment, and personal competences all influence the behavioural intention of an individual. When one of several factors are lacking, the chances of reaching behaviour change (end goal 1) and improved well-being (end goal 2) decrease. If a participant has gained all the skills and knowledge to realize their goals, but are not aware of this, they will still not be able to do so. Therefore, the foundation supports in improving the willingness (sub-goal 1), and the ability (sub-goal 2) of participants, before working towards the end goals. After sufficient growth of the participants, social impact is achieved through improving health, reducing poverty, and increasing participation in society. On a larger scale, this contributes to more equality of opportunity and less problem accumulation in society.

## Institute for Positive Health

One theory that is applied in different projects of the foundation is that of the Institute for Positive Health (iPH). iPH explains that with positive health 'The emphasis is not on illness, but on the people themselves, on their resilience and on what it is that makes their lives meaningful.' (Institute for Positive Health, n.d.-c). With that they adopt a strength-based approach. iPH defined six dimensions that all contribute to a person's health and every dimension has several components that together define that dimension, see Figure 6 (Institute for Positive Health, n.d.-d).

Through a questionnaire a person gains insights in their health with regards of each

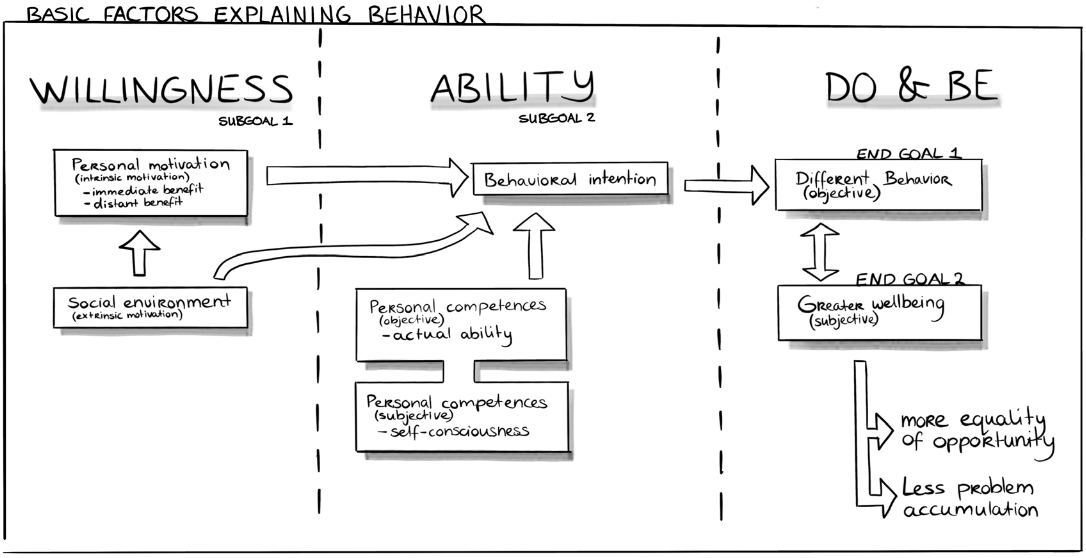
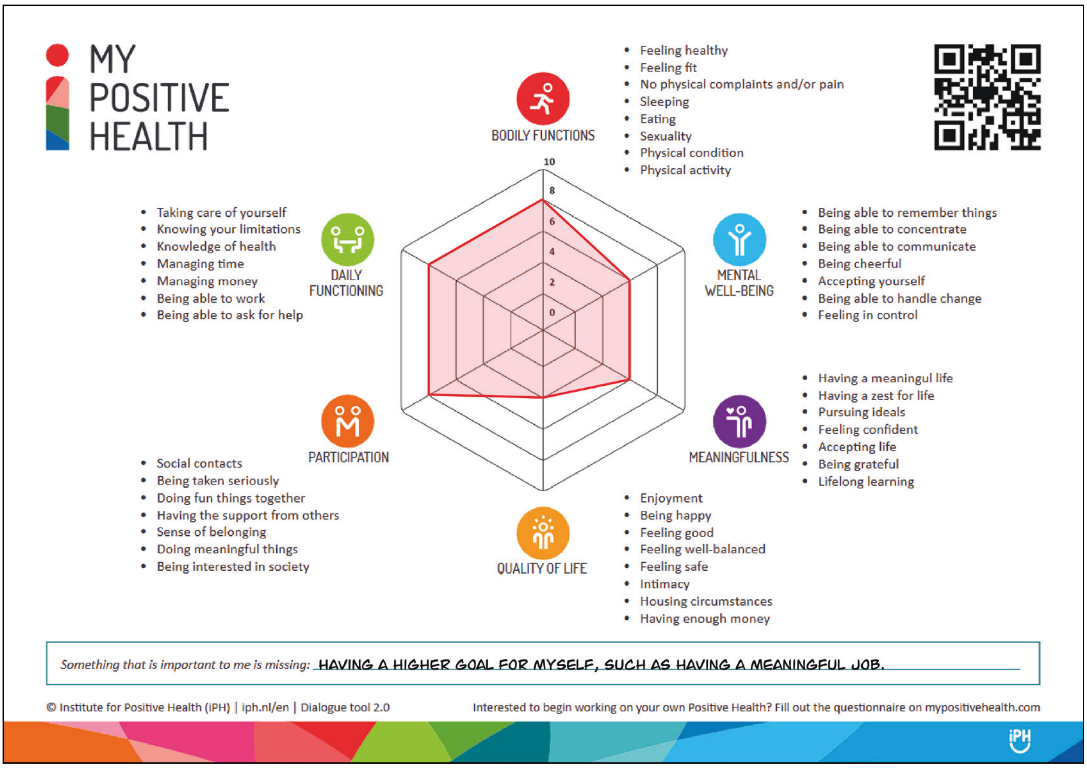

BASIC FACTORS EXPLAINING BEHAVIOR
WILLINGNESS
SUBGOAL 1
ABILITY
SUBGOAL 2
DO & BE
Personal motivation
(intrinsic motivation)
- immediate benefit
- distant benefit
Behavioral intention
END GOAL 1
Different Behavior
(objective)
Social environment
(extrinsic motivation)
Personal competences
(objective)
- actual ability
Personal competences
(subjective)
- self-consciousness
END GOAL 2
Greater wellbeing
(subjective)
more equality of opportunity
Less problem accumulation

*Figure 5. Basic factors explaining behaviour. Adapted from Denters (personal communication, February 2022)*

of the dimensions, summarized by a score between 0 and 10 (Institute for Positive Health, n.d.-b). After the questionnaire these scores are mapped out in a web, see Figure 6. With the overview created by the web, a person can reflect on their health, think about what is important to them, and decide on where they would like to improve. The web also gives an immediate overview to the people that can help participants improve their health, allowing for a conversation on how somebody experiences their health and what facilities or knowledge they need to improve. The dimensions affect each other, and no matter what a person decides to improve upon, it is likely that (some) other dimensions improve as well. In the example in Figure 6, if this person decides to start looking for means to do voluntary work and add meaning to their life, it is not unlikely that their quality of life, participation, and mental well-being also increases.

The institute of positive health offers a simple way for individuals to gain insight in their health but does not directly provide activities that can be done to improve this health. Positive psychology does offer many activities one could do to work towards more subjective well-being (which includes health) and adopts a strength-based approach, making it relevant and interesting regarding this thesis and the way it links to the theory of iPH implemented by the foundation.



*Something that is important to me is missing:* HAVING A HIGHER GOAL FOR MYSELF, SUCH AS HAVING A MEANINGFUL JOB.

*Figure 6. Example filled in Positive Health web. Adapted from (Institute for Positive Health, n.d.-a)*

# 2.2 Positive Psychology

> *"In becoming happier, we not only boost experiences of joy, contentment, love, pride, and awe but also improve other aspects of our lives: our energy levels, our immune systems, our engagement with work and with other people, and our physical and mental health. In becoming happier we bolster as well our feelings of self-confidence and self-esteem; we come to believe that we are worthy human beings, deserving of respect. A final and perhaps least appreciated plus is that if we become happier, we benefit not only ourselves but also our partners, families, communities, and even society at large."*
>
> *– Lyubomirsky (2007, p.26)*

The goal of positive psychology is to describe what people do for their own sake to generate well-being (Seligman, 2011). The activities described in positive psychology provide many ideas on how to increase a person's well-being. According to positive psychology, it is not that important how much well-being we have objectively, but much more how we experience our well-being. When we build more well-being by identifying and using our strengths rather than trying to correct our weaknesses, we are more confident, more open to critique, and are better at handling difficult situations (Seligman, 2011).

Many books by psychologists are available on how to increase our well-being through different activities, i.e. the books of Seligman and Lyubomirksy (Lyubomirsky, 2007; Seligman, 2011, 2017). Seligman put positive psychology on the map and Lyubomirsky builds on Seligman's theory by expanding the activities one can do to obtain more subjective well-being. Both argue that our circumstances only make up a small percentage of our well-being (described as happiness by Lyubomirksy) (Lyubomirsky, 2007; Seligman, 2011). Lyubomirsky argues that happiness is only 10% affected by the circumstances an individual experiences and that being married, healthy, poor, or rich only has a small effect on our well-being, see Figure 7. The other 90% can be split into a genetically set happiness point (50%), and 40% of intentional activity. After experiencing a boost or setback in our lives, we bounce back to our set point over time. To increase well-being beyond a set point, it is possible to alter the activities one does, accounting for 40% of happiness (Lyubomirsky, 2007).

How to increase happiness with intentional activity is personal. Every individual has different values, needs, opportunities, and interests. Lyubomirsky proposes twelve happiness activities divided over six categories, see Table 1. Although the complexity of the proposed activities differs from small, coincidental changes, to breaking bad habits, long-term commitment and effort is required

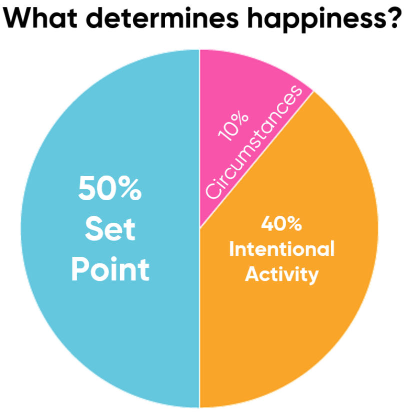


*Figure 7. What determines happiness (Lyubomirsky, 2007, p.20).*

to practice sustainable happiness. An extensive overview of possible benefits for each activity as proposed by Lyubomirsky and examples of how to integrate the activities into daily life can be found in Appendix 1.1.

In building more subjective well-being need multiple positive experiences to compensate for one negative experience (Seligman, 2011). This can be done by enhancing our positive emotions, but this is not achieved by putting up an ungenuine smile and pushing ourselves to see the positive in everything. Rather, we can learn to build more positive emotions by being observant of what provides us with positive emotions, highlighting those moments, and bringing more of those moments into our life. Happy people tend to complain less, are ill less often, and generally show better health than sad people. This is because optimistic people tend to take action in being healthy, they have a bigger social circle, and biological mechanisms such as stress are less likely to result in negative effects (Seligman, 2011).

> *"Extreme poverty is a social ill, and people in such poverty have a worse sense of well-being than the more fortunate. But even in the face of great adversity, these poor people find much of their lives satisfying."*
>
> *– Seligman (2017, p.55)*

So how does having stable financial resources affect our subjective well-being? Seligman suggests that despite impacting our positive emotions, little wealth does not necessarily have a big impact our engagement, positive relationships, meaning, or accomplishment as it is possible to pursue those elements of happiness by working around the circumstances you are in creatively. (Seligman, 2011). However, not having enough financial resources to sustain basic needs may have an influence on one's well-being – especially one's motivation and ability to pursue well-being enhancing activities. When experiencing big worries about fundamental life needs, people may not have enough mental space left to think about increasing their well-being, and they experience scarcity.

### Happiness Activities per Category

**Practicing Gratitude and Positive Thinking**
Expressing Gratitude
Cultivating Optimism
Avoiding Overthinking and Social Comparison

**Investing in Social Connections**
Practicing Acts of Kindness
Nurturing Social Relationships

**Managing Stress, Hardship, and Trauma**
Developing Strategies for Coping
Learning to Forgive

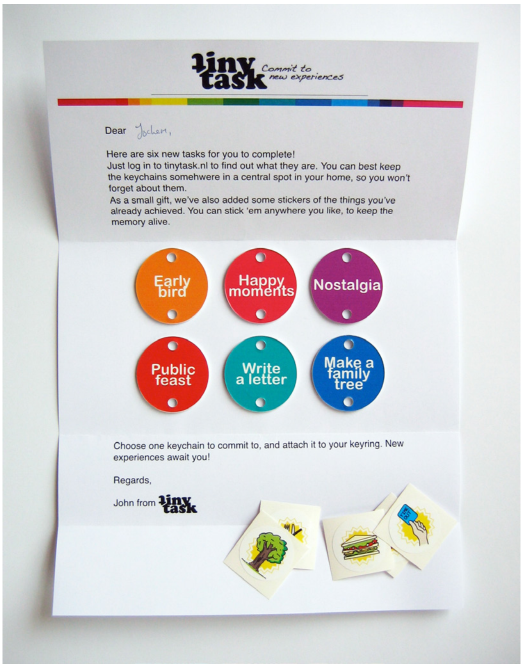
**Living in the Present**
Increasing Flow Experiences
Savoring Life's Joys

**Committing to Your Goals**
Committing to Your Goals
**Taking care of your body and your soul**
Practicing Religion and Spirituality
Taking Care of Your Body
    Meditation
    Physical Activity
    Acting Like a Happy Person

*Table 1. Happiness activities per category (Lyubomirsky, 2007).*

## From Positive Psychology to Positive Design

Applying positive psychology in design is not new and its principles have been transformed and explored in design research (Desmet and Pohlmeyer, 2013; diopd.org). For instance, TinyTask is a graduation project from Industrial Design Engineering at the TU Delft (2010) that combined positive psychology with design to increase happiness for individuals in a more concrete, understandable, and engaging way, see Figure 9 (Ruitenberg, n.d.; TinyTask, n.d.). This opportunity-focused product-service system consists of keychains that an individual receives in the mail. By choosing one that inspires you and placing it on your keychain, you encounter it multiple times a day, and an opportunity to seek more happiness arises. The activities on the keychains are inspired by Lyubomirsky (2007). After integrating the activity into your daily life, you can exchange the keychain for a new happiness activity and slowly build more subjective well-being over time.



Dear Jochem,

Here are six new tasks for you to complete!
Just log in to tinytask.nl to find out what they are. You can best keep the keychains somehwere in a central spot in your home, so you won't forget about them.
As a small gift, we've also added some stickers of the things you've already achieved. You can stick 'em anywhere you like, to keep the memory alive.

Choose one keychain to commit to, and attach it to your keyring. New experiences await you!

Regards,

John from tiny task

*Figure 9. TinyTask concept (Ruitenberg, n.d.)*

# 2.3 Sarcity

A person's circumstances only account for a small portion of their happiness and difficulties concerning money or health should not constrain them from achieving more subjective well-being. This statement seems to assume that the minds of those whose basic needs are not met are free-floating and that vulnerable groups are fully in control of the decisions they make. Unfortunately, this is often not the case (Sheehy-Skeffington, 2022). When experiencing big worries about fundamental life needs, people may not have enough mental space left to think about increasing their well-being. They may tend to get through days on autopilot. The phenomenon of having less than you feel you need is defined as scarcity, and scarcity can play a dominant role in keeping people from growing in their subjective well-being (Mullainathan & Shafir, 2013). Imagine that you are on a diet: When consuming fewer calories than usual, you may start noticing more what other food options are presented around you, and you may unintentionally focus on these other options (i.e. what you do not have). Scarcity will take up mental space, whether this is desired or not. When on a diet it is often a personal choice to create scarcity, but vulnerable communities who do not have their basic financial/social needs met usually do not choose to be in this position.

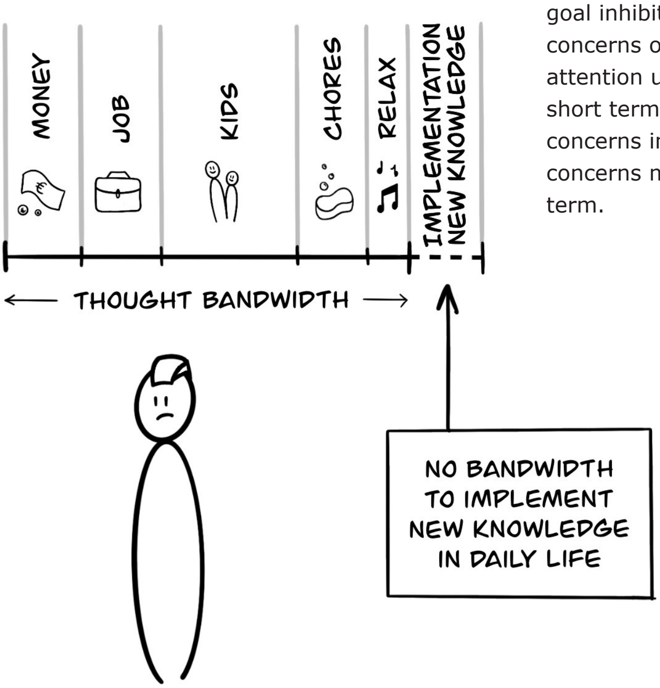

MONEY
JOB
KIDS
CHORES
RELAX
IMPLEMENTATION NEW KNOWLEDGE
← THOUGHT BANDWIDTH →
NO BANDWIDTH TO IMPLEMENT NEW KNOWLEDGE IN DAILY LIFE

*Figure 10. How scarcity leaves no room for growth*

Scarcity can be a beautiful phenomenon when it helps to focus; for instance, when one has less time than required to finish a task. However, the more focus one puts on what is scarce, the less focus can be put into something else. This is called tunneling. When tunneling occurs, people focus more on pressing needs, not considering other needs. This is defined as goal inhibition. When people have immediate concerns on their minds, giving these concerns attention usually solves the problem in the short term. As a result, they ignore distant concerns in the process, even though distant concerns might benefit them more in the long term.

> *When scarcity captures our attention, it changes how we think—whether it is at the level of milliseconds, hours, or days and weeks. By staying top of mind, it affects what we notice, how we weigh our choices, how we deliberate, and ultimately what we decide and how we behave. When we function under scarcity, we represent, manage, and deal with problems differently.*
>
> *– Mullainathan & Shafir (2013, p.15-19)*

Scarcity not only originates from how much scarcity we have objectively, but it is also about our experience of the situation we find ourselves in. What and how much we can process at a time is influenced by our bandwidth, which can be described as our working memory, our mental processor. Scarcity has a direct negative impact on our bandwidth; by constantly thinking about one problem, there is less thinking capacity for other tasks and goals we might want to execute, see Figure 10. The mind can be divided into two systems: System 1; the emotional mind, and system 2; the rational mind (Kahneman, 2016). System 1 (fast) likes making quick judgements and affects perception based on your goals and values. It can easily jump to conclusions, but usually suffices in getting a person through the day. System 1 sits behind the wheel unless system 2 actively decides to take over. System 2 (slow) on the other hand is for important and more difficult decisions. S1 can act alone when an individual is in a predictable situation, but when wanting to change habits and learning something new, S2 must be involved. When S2 is at its cognitive capacity, and experiences scarcity, S1 will have the lead and it is likely to get stuck into old habits. No matter how badly a person wants to improve their subjective well-being, when finding themselves in great scarcity, it is often not up to them anymore.

As vulnerable communities might not have their basic needs met, it is important to not only look at opportunities and possible activities (positive psychology) when developing more subjective well-being for vulnerable groups but also look at the context they find themselves in that is holding them back making progress. The reality of everyday life points to many dilemmas that people may experience in reaching their well-being goals. That’s why we now turn to the phenomenon of dilemmas and dilemma-thinking as discussed in psychology research.

# 2.4 Dilemma-Thinking

When working towards goals, the focus is on where to go; that fit body or seeing friends more often. However, there is a flip side to this goal, a current behaviour that is required to change when achieving goals. Sugary goods and snuggling up on the couch when it is raining outside must be sacrificed, despite also giving enjoyment. This tension between two choices that both have their own benefits and drawbacks is described as a dilemma (Ozkaramanli et al., 2016).

If individuals could rationally deal with dilemmas, it is likely that their future goal weighs more than the small thing they desire on short-term. But dilemmas are very emotional; every side of the dilemma evokes mixed emotions, i.e. both positive and negative emotions (Ozkaramanli, 2017). Making people aware of the dilemmas they experience provides them with insights on the choices they have and how that influences their subjective well-being (Huta & Ryan, 2010).

A dilemma often takes place between an immediate concern (direct pleasure from eating chocolate) and a distant concern (losing weight) (Fishbach & Zhang, 2008). The main difference: curling up on the couch brings short-term enjoyment, where stronger relationships with others contributes to a greater life satisfaction over time. Nonetheless, individuals require to balance both short- and long-term benefits for the fulfilment of subjective well-being (Sirgy & Wu, 2009).

People can see it failure when they cheat on their goal, experience a dip in motivation, and give up altogether (Lyubomirsky, 2007). Realizing that there is another side to their goal hat provides them positive emotions, could potentially help people in mediating their goals and staying motivated. Rather than staying in their comfort zone of current habits, dilemmas can be used as opportunities to grow, see Figure 11.

The theory of positive psychology, scarcity, and dilemma-thinking all offer valuable insights in why vulnerable communities might not succeed in sustaining their positive behaviour change and how this could potentially be overcome. To create a foundation for the case studies and support the design of an intervention that helps the foundation these theories are brought together in a preliminary framework.

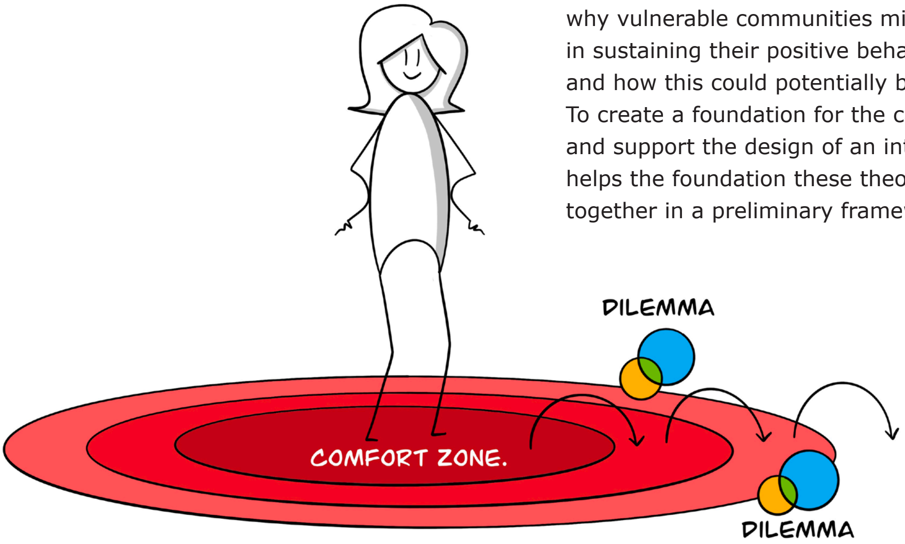


*Figure 11. Dilemmas can provide for opportunities to grow. Adapted from Deger (2022, personal communication)*

# 2.5 Synthesizing a Preliminary Framework

This section proposes a preliminary framework, see Figure 12, that can be used to design for subjective well-being in vulnerable communities based on researched literature and methods (Chapter 1 and 2), and two case studies (Chapter 3). Vulnerable communities are a broad target group varying from low-SES single parents to young adults struggling to find their place in society. The proposed framework, see Figure 12, connects three theories or principles in psychology: positive psychology, dilemma-thinking, and scarcity:

**1. Positive psychology** often assumes that every individual has space to improve, even in unfortunate circumstances (Lyubomirsky, 2007; Seligman, 2011, 2017). Yet, it does provide a strength-based approach with tangible activities that can help a person to more subjective well-being.

**2. Scarcity theory**, on the other hand, argues that humans have a working memory that can be full, preventing positive behaviour change from happening, no matter how much they may want or need to change (Mullainathan & Shafir, 2013). In other words, this theory assumes that our minds can be like a computer with a fixed capacity, preventing us from progressing with our goals when full.

**3. Dilemma-thinking** releases the tension between positive psychology and scarcity by creating the understanding that pursuing goals is a complex and nuanced process and that being able to recognize and accept dilemmas can facilitate goal pursuit (Ozkaramanli, 2017).

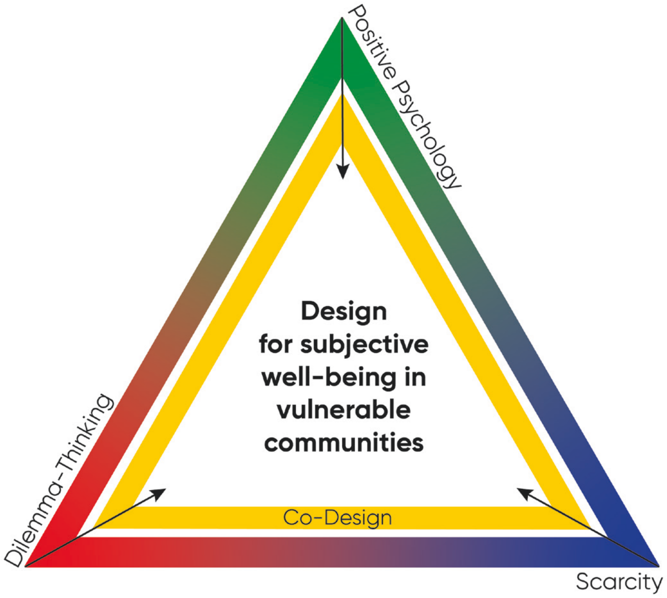


*Figure 12. Framework how to design for subjective well-being in vulnerable communities*

Together these theories open a mindset that aids in finding out what works for a vulnerable community to increase their subjective well-being. By not only using these theories as a designer but integrating them through co-design, vulnerable communities are empowered to think along in what design would be meaningful to them.

Positive psychology proposes many activities that lead to human flourishing, increasing the subjective well-being of individuals (Lyubomirsky, 2007; Seligman, 2011, 2017). It is often assumed that circumstances only make up eight to fifteen percent of our well-being and that every individual can improve their subjective well-being, even in unfortunate circumstances (Seligman, 2011). Yet, vulnerable target groups, especially those in poverty, seem to experience difficulties in implementing and sustaining new behaviour that would increase their subjective well-being over time (Sheehy-Skeffington, 2022).

From literature on vulnerable communities (and the case studies executed in this research, see Chapter 3), it became apparent that scarcity is an important factor on why people fail to sustain positive behaviour change. Positive psychology assumes that every individual has space to improve, even in unfortunate circumstances. Scarcity on the other hand argues that humans have a working memory that can be full, preventing positive behaviour change no matter how much you would want to (Mullainathan & Shafir, 2013). For instance, conversations with the social workers at the foundation (and later case study 1 in chapter 4.1) exposed that participants in a project stimulating positive behaviour change gain a lot of knowledge with respect to their health and well-being. However, as soon as the participants are home, they fall back into their daily routine with their mind already operating at full capacity. They function on autopilot and the thought of making different choices that increases their well-being on long-term often fail to come to mind. Scarcity of the mind is preventing their growth.

Introducing dilemma-thinking invites individuals to think about what pleasures they are partially giving up when working towards their goals. Understanding that pursuing goals is a complex and nuanced process and being able to recognize and accept dilemmas may facilitate their goal pursuit. When choosing to eat a donut instead of an apple dilemma-thinking helps them realize that they are not immediately failing in improving their well-being, because the donut provides them with short-term pleasure. Even though today they chose the short-term pleasure, it does not mean that they will make the same choice tomorrow. Dilemma-thinking can lower the threshold to continue working towards goals in the long-term.

People can establish personal goals and frame them though dilemmas, but when their mind is scarce, it is easy to forget about their goals altogether and fall back into old habits, causing scarcity to take over. When our cognitive capacity is filled and goal inhibition is experienced, a design could capture this goal and release the mental load one would experience from actively remembering their goal, until the process has moved from short-term to long-term memory.

Increasing subjective well-being can be done in many ways and is highly personal. Although all theory focusses on the individual, co-design offers a means of integrating positive psychology, scarcity, and dilemma-thinking in a group setting. This group can support, encourage, and inspire each other to build more well-being. Rather than having a one-size-fits-all solution, co-design activities empower people to create their own solution and gives them ownership over the design, making it more likely that the design integrates in their daily life.

How this design of a preliminary framework could aid in designing for subjective well-being in vulnerable communities is explored through two case studies in the next chapter.

# Chapter 3
# Two Case Studies

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Two case studies were conducted to explore how to benefit from the theoretical insights discussed in chapter 2: Case study 1 – Supporter van Elkaar, and case study 2 – Scoren door Scholing. These studies are conduced consecutively in the sense that the output of case study 1 functioned as input for case study 2 but are also done simultaneously because case study 1 continued while case study 2 was conducted. See Figure 13 for a timeline with the activities performed in each case study. The goal of case study 1 was to create a better understanding of the goals (positive psychology), dilemmas (dilemma-thinking), and everyday challenges (scarcity) that a vulnerable group may experience. From this, a co-design activity could be proposed and tested that is in line with the preliminary framework. The goal of case study 2 was to identify commonalities and differences between two projects of the foundation and its participants and improve the proposed co-design activity from case study 1, test its independence, and further evaluate its success. This allows for the creation of a broader understanding of projects within the foundation to make the translation towards a design that can be implemented foundation wide. With this, the two case studies fulfil two goals: a practical goal and a theoretical / knowledge goal:

**1. Theoretical / knowledge goal**
Create an understanding of how the preliminary framework applies to a vulnerable community in terms of their goals, dilemmas, and everyday challenges and identify how a co-design design activity could potentially aid them in generating more subjective well-being.

**2. Practical goal**
Design an activity that the foundation can implement to further support its participants in sustaining their positive behaviour change.

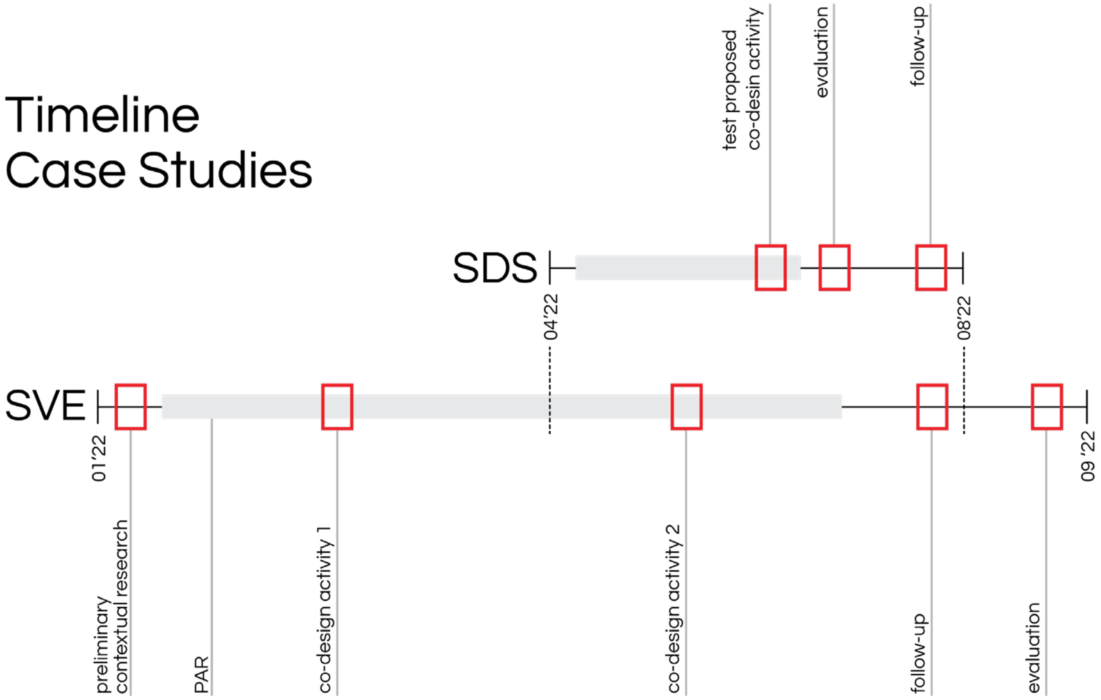

Timeline
Case Studies
test proposed
co-desin activity
evaluation
follow-up
SDS
04'22
08'22
SVE
01'22
09 '22
preliminary
contextual research
PAR
co-design activity 1
co-design activity 2
follow-up
evaluation

*Figure 13. Time of activities in the two case studies*

# 3.1 Case Study 1 - Supporter van Elkaar

## 3.1.1 Introduction

In Enschede 52,8% of the households fall in the lowest 40% income on a national scale, positioning Enschede in the top 10 of municipalities with the highest proportion of households with a low income (Centraal Bureau voor de Statistiek, n.d.) Supporter van Elkaar (SVE, EN: Supporter of Each other) focusses on low-SES families with a multi-problem background who can use a helping hand. The project is done twice a year with a running time of half a year and takes place in Hengelo, Oldenzaal and Enschede. This case study focusses on SVE Enschede. SVE always aims to start their projects with at least fifteen families.[2] The families get together twice a week: once with their children and once with the adults only. The meetup with the children focusses on physical exercise and aims to bring the families closer together. The meetup with the adults goes into personal development, with topics varying from eating healthy to managing finances. The focus on personal growth is in line with this thesis, therefore this case study exclusively focuses on the meetup with the adults. SVE adapts the content based on the interests of the families.

This case study aims to gain insight in the following research questions:

*RQ 3a How to aid the team of Supporter van Elkaar in helping improve the subjective well-being of low-SES families by empowering them to collaboratively build positive behaviour change habits through co-design and dilemma-driven design?*

> *SQ 3.1a How does Supporter van Elkaar structure its project and how does it support its participants in reaching positive behaviour change?*
>
> *SQ 3.2 How does the theory of the preliminary framework apply to low-SES families in terms of their goals, dilemmas, and everyday challenges.*

*RQ 4a What are the opportunities and challenges of the proposed intervention for Supporter van Elkaar? Does it indicate opportunities for creating sustainable positive behaviour change?*

---

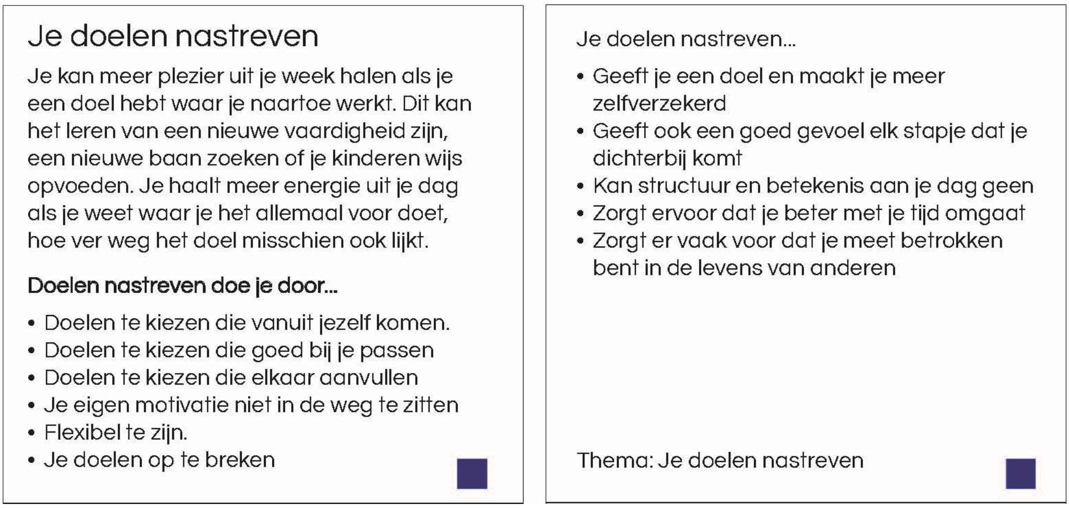
[2] Due to Covid-19 not all planned activities were done in the previous running of SVE and participants were allowed to join the project once more.

## 3.1.2 Method

At the start of the research, the content and outcome of the design activities were unclear. To create a basic understanding of the project and its participants and their interests, I joined a meetup of SVE in December 2021. For this, Informative activity cards based on The How of Happiness (Lyubomirsky, 2007) were created that explained the activities, their benefits, and possibilities for integration into daily life, see Figure 14. These cards were used to start a conversation with the participants of where they would see potential for personal growth and to identify whether there are clear goals all participants are or are not interested in. This information could be used to narrow down the content of later design activities. An overview of all informative activity cards can be found in Appendix 2.1. The cards were discussed with the two participants present that day. Because that running of SVE was nearing its end, the participants were able to estimate the interest in the activity cards on behalf of the whole group.

Before the kick-off of the new SVE running in February 2022, SVE had the prospect of fifteen participating adults from thirteen different households.[3] From those fifteen, thirteen participants attended the first meetup. Most participants are single parents, and two households (four participants) were in the process of integrating in the Netherlands. Four participants had attended the previous running of SVE as well.

A full project of Supporter van Elkaar ran from February 2022 to June 2022 (Eighteen weeks). In addition to the design activities described in this section, I did participatory action research (PAR) every Tuesday for the complete duration of the project to create a complete and in-depth overview of the operating of the project, as well as identify personal dilemmas of the participants. During these meetups only the adults are present, and the focus is on personal growth. The research is documented weekly through a logbook describing the number of



Je doelen nastreven

Je kan meer plezier uit je week halen als je een doel hebt waar je naartoe werkt. Dit kan het leren van een nieuwe vaardigheid zijn, een nieuwe baan zoeken of je kinderen wijs opvoeden. Je haalt meer energie uit je dag als je weet waar je het allemaal voor doet, hoe ver weg het doel misschien ook lijkt.

**Doelen nastreven doe je door...**

- Doelen te kiezen die vanuit jezelf komen.
- Doelen te kiezen die goed bij je passen
- Doelen te kiezen die elkaar aanvullen
- Je eigen motivatie niet in de weg te zitten
- Flexibel te zijn.
- Je doelen op te breken

Je doelen nastreven...

- Geeft je een doel en maakt je meer zelfverzekerd
- Geeft ook een goed gevoel elk stapje dat je dichterbij komt
- Kan structuur en betekenis aan je dag geen
- Zorgt ervoor dat je beter met je tijd omgaat
- Zorgt er vaak voor dat je meet betrokken bent in de levens van anderen

Thema: Je doelen nastreven

*Figure 14. One of twelve informative activity cards*

participants present, activities, and insights of each meetup. Details of the logbook are available on request, see Appendix 2.2. A concise overview of the activities per meetup can be found in Appendix 2.3. In addition to learning about the project and its participants, my presence was meant to familiarize the participants with me, so they would be more comfortable during the execution of design activities.

---

[3] This section provides an answer to SQ 3.1a: How does Supporter van Elkaar structure its project and how does it support its participants in reaching positive behaviour change?

At the beginning of the project participants completed a T0-measure, a questionnaire regarding exercising, nutrition, stimulants, participation, the influence of FC Twente, and health. Participants completed this questionnaire again at the end of their participation (T1-measure) to document the progress that has been made. Every meetup is divided in two parts. During the first part participants learn something on a topic that is relevant to them. This part is usually performed by an employee. The second part of the meetup is about exercising and is led by an intern of the ROC van Twente (MBO level education, EN: Secondary vocational education and training). An example of the content of a meetup is shown in Figure 15. An example of a presentation given by SVE can be found in Appendix 2.4.

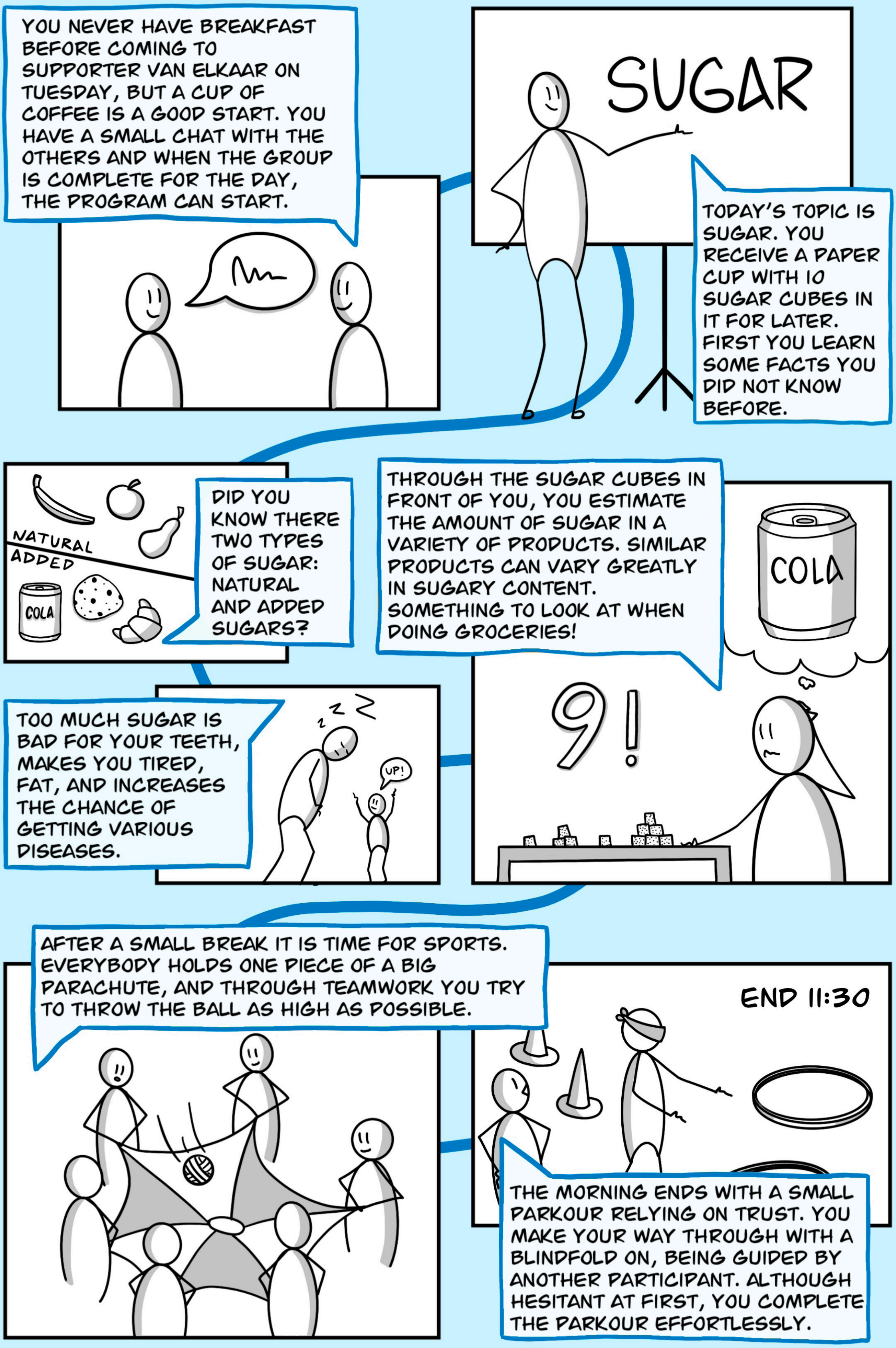
In the first half of the project the focus was put on teaching the participants SVE about positive health (iPH, see Chapter 2.1). Every week a different topic is discussed, such as sugar, sleep, or exercising. The presentations are usually a combination of listening to theory and actively discussing the topic. To make the participants aware of their strengths and to help them identify what they would like to work on, participants completed a simplified questionnaire by iPH that concludes by filling in the Positive Health web, see Figure 8 (Institute for Positive Health, n.d.-b, n.d.-a). Based on the discussed topics, participants could get homework, where they for example had to monitor their exercising for a week. Soon it became apparent that all participants do not complete this homework.

In week six, on March 22, 2022, the first co-design session took place. The goal of this session was to have participants investigate what is important to them regarding personal goals and what activity of Lyubomirsky (2007) (see Figure 16) they would have liked to engage in to work on their subjective well-being. The activity lasted one part of the day and six participants attended. They reflected on their strengths and established small activity that support their values and strengths. An overview of all used materials can be found in Appendix 2.5.

The employees (2 social workers and 2 interns) and I arrived half an hour prior to the activity, so they could be briefed and could assist me during the session. They also received an explanation of each step as a reminder (See Appendix 2.5.1). Six participants took part in this co-design session. At the start of the meetup, every participant received twelve activity cards. Figure 16 shows an example of such a card, which is an improved version the cards used in the meetup I joined in December 2021. An overview of all cards can be found in Appendix 2.5.2. Each card shows the topic, why it can be of value, and the colour of the iPH dimension (See Chapter 2.1) to which the card corresponds. All participants were asked to select one to three cards that offer the most potential to them.

*Figure 15. A day in the life of a meetup at Supporter van Elkaar* ⟶

# A DAY IN THE LIFE - SUPPORTER VAN ELKAAR



YOU NEVER HAVE BREAKFAST BEFORE COMING TO SUPPORTER VAN ELKAAR ON TUESDAY, BUT A CUP OF COFFEE IS A GOOD START. YOU HAVE A SMALL CHAT WITH THE OTHERS AND WHEN THE GROUP IS COMPLETE FOR THE DAY, THE PROGRAM CAN START.

TODAY'S TOPIC IS SUGAR. YOU RECEIVE A PAPER CUP WITH 10 SUGAR CUBES IN IT FOR LATER. FIRST YOU LEARN SOME FACTS YOU DID NOT KNOW BEFORE.

DID YOU KNOW THERE TWO TYPES OF SUGAR: NATURAL AND ADDED SUGARS?

THROUGH THE SUGAR CUBES IN FRONT OF YOU, YOU ESTIMATE THE AMOUNT OF SUGAR IN A VARIETY OF PRODUCTS. SIMILAR PRODUCTS CAN VARY GREATLY IN SUGARY CONTENT. SOMETHING TO LOOK AT WHEN DOING GROCERIES!

TOO MUCH SUGAR IS BAD FOR YOUR TEETH, MAKES YOU TIRED, FAT, AND INCREASES THE CHANCE OF GETTING VARIOUS DISEASES.

AFTER A SMALL BREAK IT IS TIME FOR SPORTS. EVERYBODY HOLDS ONE PIECE OF A BIG PARACHUTE, AND THROUGH TEAMWORK YOU TRY TO THROW THE BALL AS HIGH AS POSSIBLE.

THE MORNING ENDS WITH A SMALL PARKOUR RELYING ON TRUST. YOU MAKE YOUR WAY THROUGH WITH A BLINDFOLD ON, BEING GUIDED BY ANOTHER PARTICIPANT. ALTHOUGH HESITANT AT FIRST, YOU COMPLETE THE PARKOUR EFFORTLESSLY.

Afterwards, the selected cards were compared, and participants were split up into three small groups. Each group was assisted by at least one employee (including myself) to guide the session. They all received a card with the following information (for the design of the card, see Appendix 2.5.3):

*Think about the following questions together:*
1. *Why is this topic important to you?*
2. *Why would you want to work on this topic?*
3. *What do you currently miss that this topic could bring you?*
4. *What has held you back in working on this topic?*

*Think about what you wrote down in the diary:*
5. *What are your strengths?*
6. *What roles do you have?*

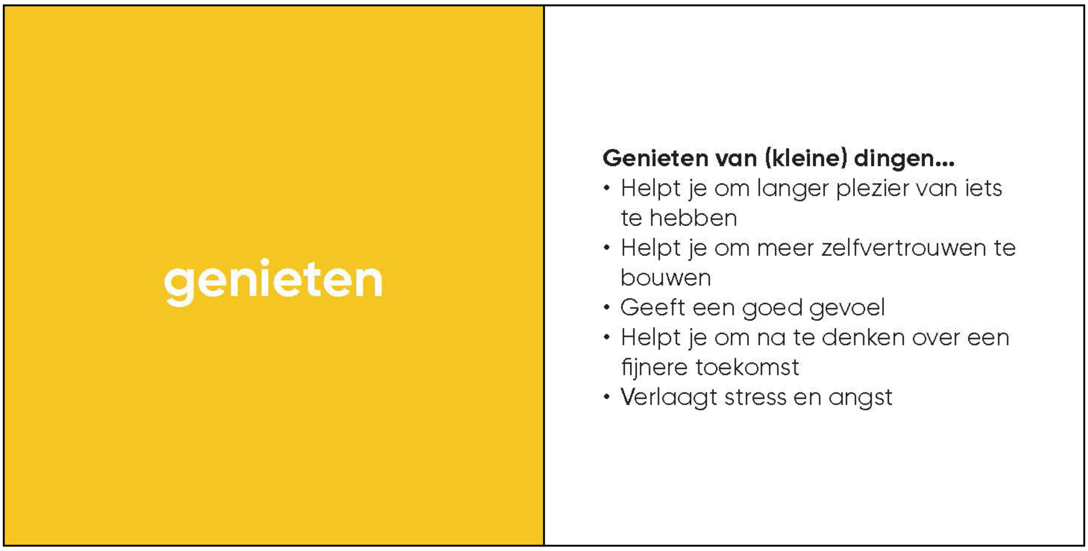
*How could you implement these strengths to work on this topic?*

After discussing the questions, the participants summarized the outcome in presentation sheets starting with the topic that is most important to them, see Figure 17. On this sheet they filled in the topic (Onderwerp), why they would (Waarom wel?) or would not (Waarom niet?) want to work on this topic: What is holding them back? They could also write down their roles (Wij zijn) and strengths (Wij kunnen). These sheets are meant to create an overview to the participants and employees about the needs, worries, and strengths of the participants.

Then the participants received cards on which they wrote small activities (Activiteit) that they would like to work on to aid in achieving their goal within the chosen topic (Onderwerp), creating more subjective well-being, see Figure 18.

To close off, the employees/participants shared the results in their group. The participant kept the activity cards and were asked to try and implement the activity into their daily life. Participants were also free to take other material, such as the activity cards, to take home and reflect upon when desired. Two participants did so.

At the end of the first half of the project running I sat in with the progress interviews of two participants. These interviews were conducted by an intern and a social worker of



genieten

**Genieten van (kleine) dingen...**
- Helpt je om langer plezier van iets te hebben
- Helpt je om meer zelfvertrouwen te bouwen
- Geeft een goed gevoel
- Helpt je om na te denken over een fijnere toekomst
- Verlaagt stress en angst

*Figure 16. Example activity card (front and back)*

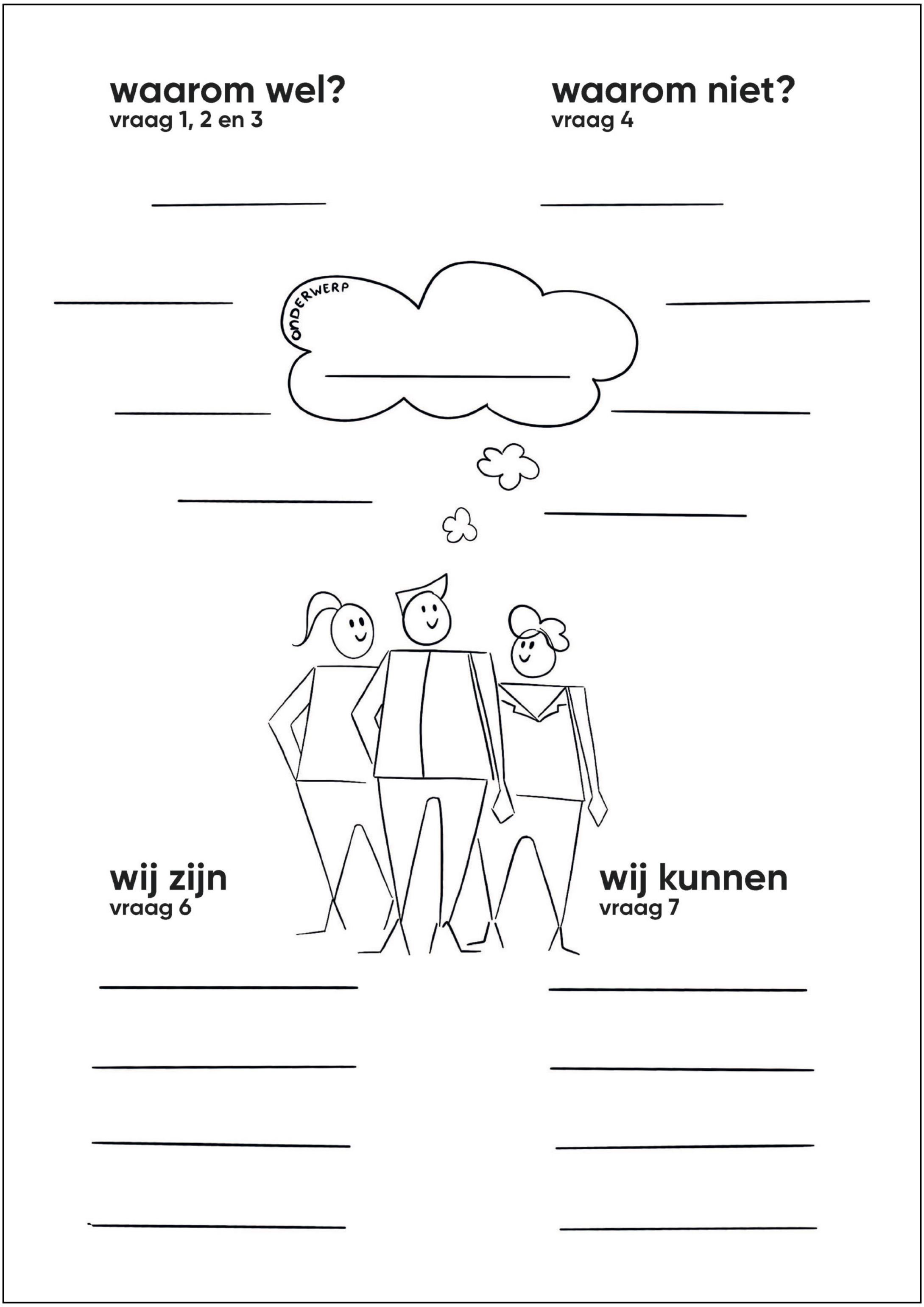

waarom wel?
vraag 1, 2 en 3
waarom niet?
vraag 4
ONDERWERP
wij zijn
vraag 6
wij kunnen
vraag 7

*Figure 17. Presentation sheet co-design 1*

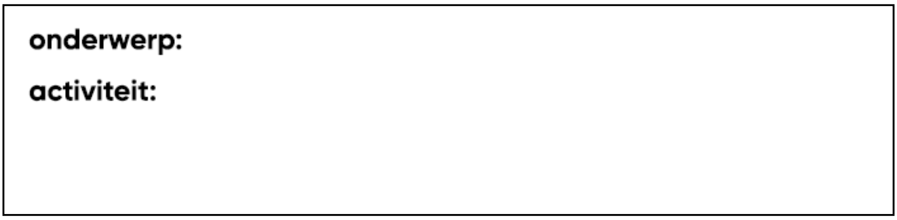
the project who are skilled in asking the right questions. The interview was guided by the questionnaire and web of iPH, see Chapter 2.1. To them it is not important that the participants work on their biggest weakness, but that they choose something that they intrinsically would like to work on.

In the second half of the project running of SVE there are eight adults still actively attending meetups. The meetups of this second half are also divided into a learning part and an exercising part. However, for the learning part SVE invited guest speakers to discuss topics that are specifically interesting/useful to the participants. These included a guest speaker from Alifa to discuss finances and a speaker talking about the WAK (Week van de AmateurKunst, EN: Week of AmatureArt). To determine these interests of participants, two meetups focussed on identifying competences and framing goals. With everybody having different interests, not every guest speaker was as interesting to all participants. However, when a participant would already know a lot about a certain topic, they would offer help to the participant that was still having difficulties, for example with finding what types of fundings there are for their children to receive a bike and birthday presents.

Towards the end of the project running, on June 7, 2022, a second co-design session took place, which later developed into the proposed design activity for the foundation to implement in its projects. The goal of this co-design session was to validate the results of the participatory action and first co-design session, and to gain knowledge and inspiration for the intervention that was to be designed.[4]

Four participants and four employees (two social workers and two interns) participated in the activity, which started with an interactive presentation. This started by having a conversation with the participants on dilemmas that they might face, see Figure 19. These dilemmas are derived from the results of co-design session 1 and the participatory action research and are part of eight dilemmas that reflect the goals and struggles the participants face regularly (For a complete overview of the dilemma cards, see Appendix 2.7.2).

From the first co-design activity it became clear that text should be limited, and visual aid should be enhanced to enlarge the comprehensibility of the content to the different participants. Therefore, the original self-control dilemma framework as defined by Ozkaramanli (2017)(see Figure 4) has been simplified. This


**onderwerp:**

**activiteit:**

*Figure 18. Personal activity card*

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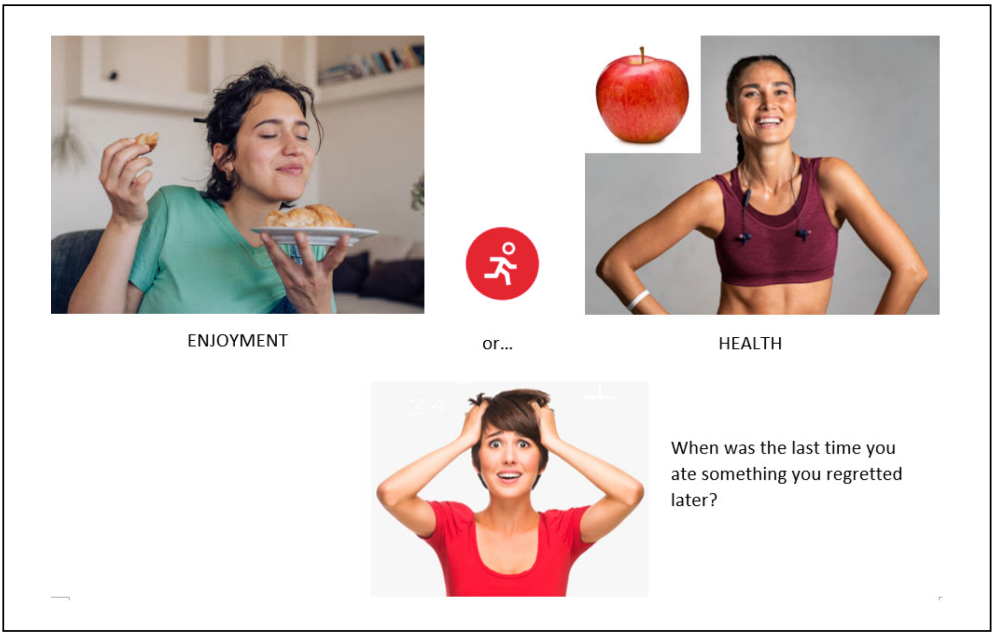
[4] The activity was tested with students from the University of Twente before its execution at SVE. This was done to identify any unclarities of improvements. They were asked to place themselves in the situation of a low-SES parent. To have the students empathise with this target group they received dilemmas as proposed in the framework of self-control dilemmas (Ozkaramanli 2017) (see Figure 4). See Appendix 2.6 for the dilemmas and outcome.

makes the dilemmas more general and allowed participants to place the dilemma into their own context. By adding a simple question directed to the reader they are invited to relate to the dilemma. Icon(s) relating to the categories of Positive Health are also added to the cards (Institute for Positive Health, n.d.-a). If a participant struggled to decide on a dilemma, they could look back at their Positive Health questionnaire, see where they would want to grow, and choose a dilemma based on that (Institute for Positive Health, n.d.-b). When discussing these dilemmas, emphasis was put on the positive side of both choices to allow for the realisation that participants to not have to live in the extreme of always choosing one side over the other. For most dilemmas a participant is stuck on one of the sides (i.e. eating unhealthy food products), whereas their goal is the other side (i.e. eating the recommended amount of fruit and vegetables).

After discussing three dilemmas in the group, the key findings of the participatory action research and the first co-design session (see Chapter 3.1.4) are presented to the participants: what does the foundation offer to participants, why it is difficult to implement what they learn during the project when they are at home (scarcity), and how dilemmas integrated in a personal reminder offers new opportunities in generating more subjective well-being. Through an open discussion it was possible to gain insight on whether the participants related to the finding. The full presentation can be found in Appendix 2.7.1.



When was the last time you ate something you regretted later?

*Figure 19. Dilemma card. Translation: Own health or… health children. iPH dimension: bodily functions. Do you experience this trade-off sometimes? (Icon: Institute for Positive Health, n.d.-a; Apple: iStock, n.d.; Image left: MixMedia, 2020; Image right: Rido81, n.d.; Image bottom: Swimwear, n.d.)*

Then the activity started, which consisted of three steps (see Figure 20). First, the participants received the dilemma cards (see Appendix 2.7.2). They were free to choose one of the provided dilemmas or create one for themselves. After choosing a dilemma they could relate with and that they face on a regular basis, they reflect on the benefits and drawbacks of both sides and how it could help them in their growth towards more subjective well-being.

Second, the participants created a personal reminder that reflects the positive of both sides of the dilemma. Emphasis was put on thinking about where and how the reminder would add most value and adjusting their design to that. The format of the design was not addressed, to see what different shapes and applications participants would come up with. They were given one example that was created by a student in the trial of the co-design activity. Although this could influence participants in thinking in a certain direction, the example demonstrated that their creation does not have to be functional, it is the meaning behind it that matters.

Figure 21 gives a general overview of the materials that are used. Amongst others they include different formats of paper, necklaces, keychain rings, rope, (letter)beads, colouring material, stickers, and clay. As many creative materials as possible have been included to identify what materials are most interesting to the participants.

After the participants finished their creations, they shared the result with the group. They were asked to explain what dilemma they

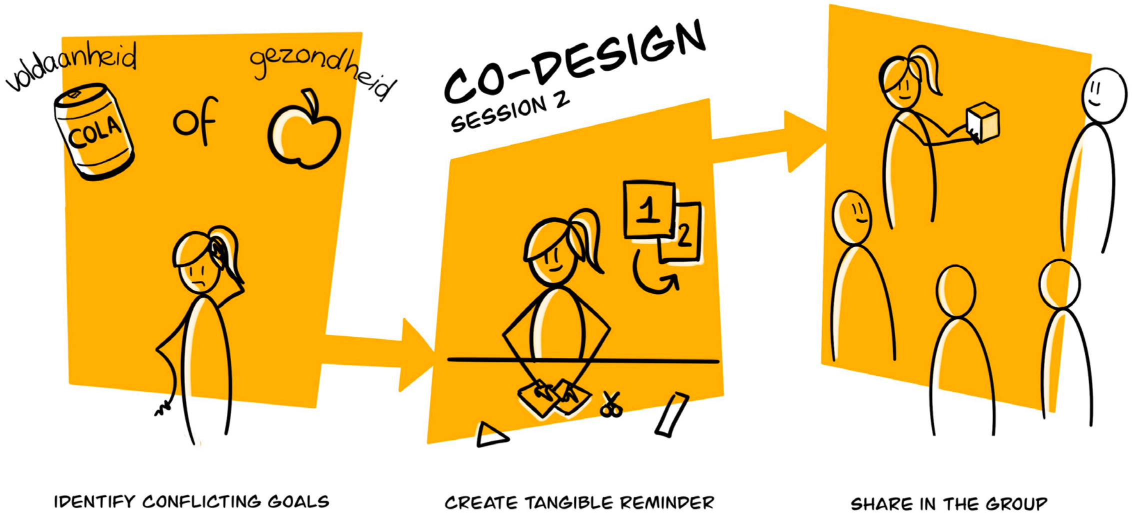


*Figure 20. Overview steps co-design activity 2*

chose, what they made and what it means to them, how it could help them grow and where they would use the object in their daily life. For one participant the threshold to join in the activity was too high, therefore they did not make a physical reminder. They also did not decide on a dilemma card.

After the co-design activity the running of SVE was coming to an end. The number of actively involved participants decreased to six. Most people that dropped out during the project found work or moved away, and some decided that the project was not for them. Four out of six people that still actively participated towards the end had participated in SVE before (on exception). Towards the end, closing interviews were conducted by the employees and I joined the interviews of the 2 participants that allowed me to join their progress interview earlier in the project.

Three months after the second co-design activity, on August 31, 2022, all participants in the activity (both employees and participants of the project) received a Google Form to evaluate the success of the personal reminder they created and whether it aided them in working towards their goal. This survey consisted of short closed and open questions to lower the threshold to complete it. Five participants (including employees) completed the survey.

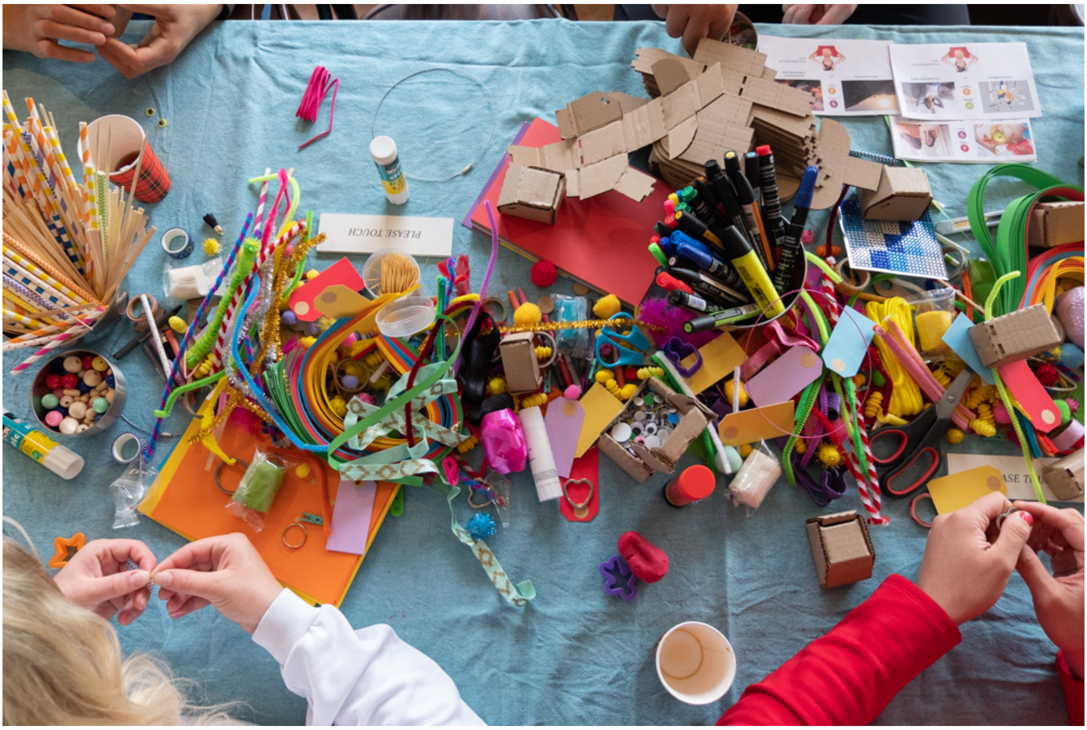


*Figure 21. General overview of the crafting materials used in co-design activity 2*

### 3.1.3 Analysis

Due to ethical considerations, it was not possible to record during the execution of the method. As a researcher I was an external party joining SVE to gain insights in both the foundations and the participants themselves. With this, the boundaries of the participants had to be respected and not all participants were comfortable with the use of audio recording. Some participants also did not agree to their stories being used for this thesis and with that some valuable information is lost.

Nonetheless, I documented the data to the best of my abilities, focussing on the general working of the project and the goals (positive psychology), dilemmas (dilemma-thinking), and everyday challenges (scarcity) of the participants. For the participatory action research notes were taken during meetups and proceedings and insights were documented in a logbook as soon as possible. For the insights of the interviews, I created a recorded recap shortly after the interviews, from which it was possible to document the most important insights and the stories shared by the participants. To document the findings of the co-design activities, I took notes of the key findings, took pictures of the process and results, and documented the proceedings and findings as soon as possible.

By carefully studying the documentation it was possible to summarize and categorize the most important findings regarding the theory in the framework and the creation of an activity for the foundation. Input of PAR and co-design activity 1 let do the design of co-design activity 2, which in turn led to a concept of a proposed co-design activity, together with the insights of PAR in case study 2. The findings of this case study are discussed in the next section.

## 3.1.4 Findings

In this section, first the overall findings per theory of the framework (positive psychology, dilemma-thinking, scarcity) are discussed.[5] Afterwards, these findings are put into context by highlighting the journey of two participants throughout the process. Lastly, the success of the proposed co-design activity is discussed.

### I. Positive Psychology

Throughout the activities with the participants it became clear that an activity that could be a good goal for one person to improve their well-being, such 'avoiding overthinking and social comparison' (as defined by Lyubomirsky, 2007), would not even be seen as a problem by another participant. For example, in a participant explained that a certain activity would have been useful for them in the past, but that it is not a problem for them anymore in the present. Not every activity is as relevant to everybody, but the participants expressed that everybody would have several activities that would be relevant to them.

In co-design session 1 the following activities were identified that participants would like to engage in to work towards more well-being. The number indicates how many out of 6 participants chose this activity:

| | |
|---|---|
| Avoiding overthinking and social comparison | (4) |
| Committing to your goals | (4) |
| Savouring life's joys | (4) |
| Developing strategies for coping | (3) |
| Taking care of your body | (3) |
| Learning to forgive | (2) |
| Practicing religion and spirituality | (2) |
| Expressing gratitude | (1) |
| Increasing flow experiences | (1) |
| Nurturing social relationships | (1) |

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[5] This section provides an answer to SQ 3.2: How does the theory of the preliminary framework apply to low-SES families in terms of their goals (positive psychology), dilemmas (dilemma-thinking), and everyday challenges (scarcity).

## II. Dilemma-thinking

The input of the presentation sheets of co-design session 1 (Appendix 2.5.4) led to the following general dilemmas, as described by the participants:

1. I want to eat more fruit, but can only focus on whether my children are eating enough fruit

2. I want to eat breakfast more regularly, but I am too busy with taking care (i.e. getting them to school) of my children to think about myself.

3. I do not want to worry constantly, but I also want a safe environment for my children and the other children in the neighbourhood.

4. I want to be able to deal better with difficult situations: it gives me peace of mind, it provides a good example to my children, walking away will not solve anything. But, this is too difficult, walking away is easier, and I don't know how to deal with difficult situations.

5. I want to chase goals: it gives me a good feeling to achieve something, it makes me cheerful, it makes me feel like I am strong as a person. But: I have no perseverance, it is too hard, and what am I really doing it for.

6. I don't want to overthink and compare myself to others, I should be good the way I am, but I feel like everybody is better than me and it helps me to see my flaws.

7. I want to enjoy things more: it will make me feel good, allows me to see things more positively and be more positive, but: I see everything in negative daylight, it seems so much effort for what you get in return, it is difficult.

8. I want to be forgiving, but I don't think everybody deserves to be forgiven.

9. I want to be thankful because: it gives a nice feeling, makes me more positive, helps me in making better choices, makes me more appreciative about what I do have. But: It is easy to focus on the negative things, it can lead to comparing too much, news (perhaps this is about news articles? Not specified), it is too obvious.

10. I do not want to overthink and compare myself to others because: that could give me peace of mind, allows me to focus on myself and not care about others, but: it goes automatically, I am afraid that things turn south again, it doesn't matter if you are positive of negative, the thinking is always too much.

These dilemmas and other goals/dilemmas discussed during the activity are transformed into more general dilemmas, that are applicable in a broader context and will be relatable to more participants:

- Focus on the health of my children versus focus on my own health
- Thinking about others versus focusing on my own problems
- Thinking about the future versus letting go and seeking distractions
- Better deal with difficult situations versus walk away from difficult situations
- Work towards my goals versus staying in my comfort zone
- Lose weight versus accepting my body
- Develop myself professionally versus taking care of my family
- Focus on myself versus comparing myself to others
- Taking time to forgive others versus focussing on myself
- Seeing the positive side of things versus being prepared for bad news

Throughout PAR, both during group activities and personal interviews, participants also mentioned dilemmas they were experiencing. Dilemmas have been identified that are relatable to multiple participants in the group. The focus is put on more general dilemmas as these will be more applicable in future scenarios and in a potential design intervention. The dilemmas are:

- Choosing my own well-being versus choosing the well-being of my children
- Being financially independent versus taking care of myself
- Focusing on losing weight versus accepting my body
- Enjoying unhealthy food versus taking good care of my body
- Spending time in developing myself versus doing chores
- Focus on myself versus comparing myself to others
- Taking time to forgive others versus focussing on myself

Although worded differently, the dilemmas expressed during PAR and during co-design

1 are mostly in line with each other. From these dilemmas, the 8 dilemma cards have been created that were used during co-design session 2 (Appendix 2.7.2). During co-design activity 2 the following dilemmas were chosen. The number indicates how many out of 3 participants  that created a physical reminder chose this dilemma:[6]

- Keep performing or taking time for yourself (2)
- Chasing goals or staying in your comfort zone (2)
- Own health or the health of your children (1)

The variety in the chosen dilemmas is a lot lower than the variety in the goals defined in positive psychology and the dilemmas defined during earlier design activities (PAR, co-design 1). This is partly due to only three participants joining the activity and partly because participants were only allowed to choose two dilemmas at most, where they could select more goals in co-design 1. Nonetheless, the chosen dilemmas are in line with the most popular activities chosen in co-design 1: Committing to your goals, savouring life’s joys, and taking care of your body all relate to the chosen dilemmas in co-design 2. The other popular activities, avoiding overthinking and social comparison, and developing strategies for coping are not reflected in the chosen dilemmas. Further research and repetition of the activity could identify whether this is a pattern.

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6. Reminders created by employees were not included in these results as they are not the target group of the activity.

## III. Scarcity

One crucial insight of PAR was that participants experience scarcity. Only during this case study scarcity was identified, making it possible to fill the gap in the preliminary framework that explains why vulnerable communities are experiencing difficulties in sustaining positive behaviour change.

As visually explained by Figure 22, a participant enters a project of the foundation with their thought bandwidth at capacity. Because vulnerable communities are physically, socially, or mentally disadvantaged, their thoughts are filled with what is scarce to them. When participants are at a meetup of the foundation, they gain insights in themselves, learn new skills and competences, have social contact with others, engage in sports, and gain new knowledge. However, outside of the meetups their mind is filled, and there is no bandwidth to implement new knowledge.

That participants in SVE experience scarcity showed up in all activities of this case study. The participants express that they forget to think about their own well-being, do not do homework assignments, and their focus is on where their mind thinks it is needed most: The well-being of their children. This theory is validated with the participants during co-design session 2.

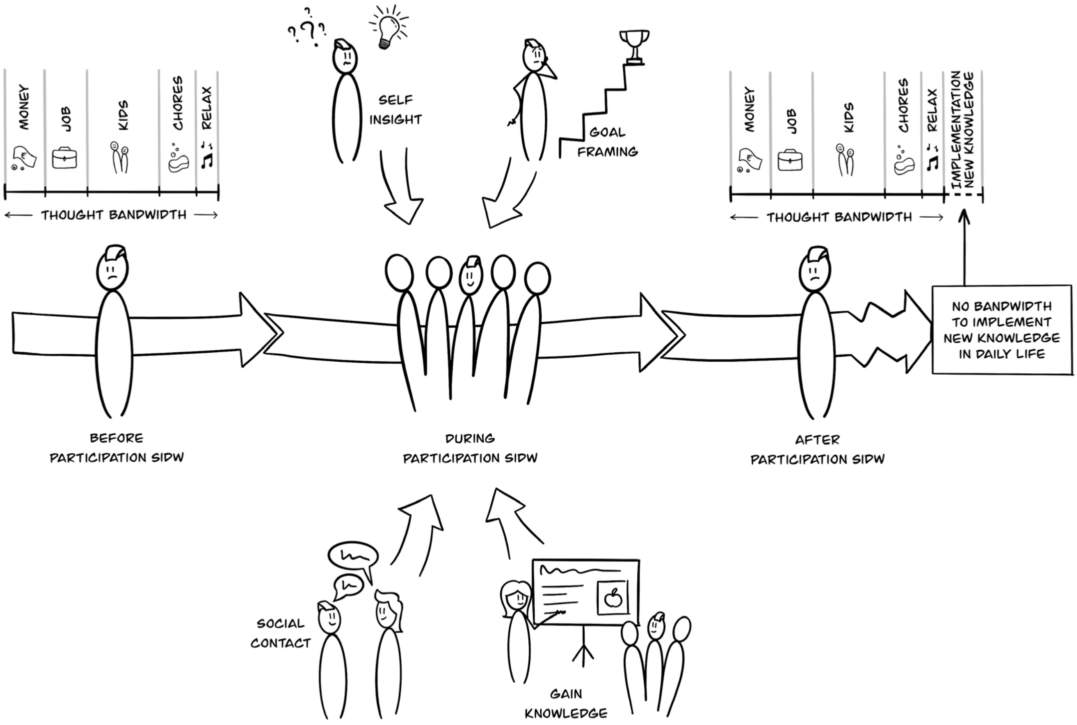
MONEY
JOB
KIDS
CHORES
RELAX
← THOUGHT BANDWIDTH →
SELF INSIGHT
GOAL FRAMING
MONEY
JOB
KIDS
CHORES
RELAX
IMPLEMENTATION NEW KNOWLEDGE
← THOUGHT BANDWIDTH →
NO BANDWIDTH TO IMPLEMENT NEW KNOWLEDGE IN DAILY LIFE
BEFORE PARTICIPATION SIDW
DURING PARTICIPATION SIDW
AFTER PARTICIPATION SIDW
SOCIAL CONTACT
GAIN KNOWLEDGE

*Figure 22. Why participants in SIDW are having difficulties in sustaining positive behaviour change*

## IV. Journey Two Participants

Two participants were willing to share all their progress regarding SVE with me, also allowing me to sit in with their progress interviews. These participants always showed up to meetups, from the beginning to the end. Therefore, this section highlights their goals, dilemmas, and reminders to give a better understanding of how a participant can benefit from SVE and the proposed co-design activity and put the results of the previous sections into context. Both participants are single mother without a paying job. They both have participated in SVE before. Because not all activities were possible in the previous running of SVE, due to Covid-19, they were allowed to participate once more.

At the beginning of SVE, during co-design session 1, the participants discussed the following activities that they wanted to work on:

### Taking care of your body

The participants agreed on that they exercised enough. They bike almost everywhere (they do not own a car), and they engage in outdoor activities with their children such as joining them on the playground. However, they all agreed that they are not making healthy food choices. They do not eat breakfast, one participant consumes multiple energy drinks a day, and they both do not reach the recommended daily fruit intake. They want a healthy body, but with their children being priority number one, they often forget to eat in the morning when they are focused on preparing their children for the day. They also made clear that they are just being lazy and that it is easier for them not to eat fruit and just take whatever they feel like eating.

At the end of the discussion, they decided that they are going to eat breakfast daily and to eat a piece of fruit when they also give fruit to their children.

### Avoiding overthinking and social comparison

Both participants have grown a lot over the past years and accept who they are as a person. They do not have a lot of trouble in not comparing themselves to others, the difficulty for them is not thinking too much. This topic raised multiple personal stories and it was clear that this topic has a deep emotional connection with the participants.

One participant explained that they live on the first floor of an apartment building. In front of the building is a square where the children from the neighbourhood play a lot. Between the square and the building is a street that leads to more houses. When people drive from the other houses to the main street, they pass the building of this participant and the playground. People tend to drive faster than the speed limit, however, their vision is obstructed by another building. The cars cannot know whether they might pose a danger for the people in the neighbourhood. The participant explained that this makes them very angry, and she regularly jumps off the balcony in front of the cars or throws objects at them. She does this because she would rather risk her own life than endangering a kid’s life. Even when her child is not outside at the playground, she feels responsible for what might happen.

We concluded that the participants not only worry about problems and worries they might have, but also about the problems and worries of other people. We also found that they try to cope with thinking too much in different ways. One participant does this through chores such as doing the dishes. For the other participant this still allowed for too much room to think. A chore might work for them, but they would need loud music to sing along to while doing the chore to distract themselves sufficiently. Another strategy for them is to game and seek a more cognitive distraction.

At the end of the discussion, the participants decided to work on their other activities before expanding to a third activity.

Halfway through SVE, progress interviews took place. One of the participants shared a story on a dilemma she had difficulties with in the past, see Figure 23.

Now she does not see this scenario as a dilemma anymore and would choose the well-being of her children without a thought.

## BIRTHDAY

Alina is the mother of two children who are five and seven years old. Today is the birthday of the youngest child. Besides family and friends, her ex, and father of the children, also shows up with his girlfriend and their child. He is supposed to take the children after the party and Alina will have one of her scarce alone-weekends. Not long after her ex's arrival he decides to walk into the kitchen and grab one of the strong liquor bottles. Alina has had very bad experiences with her ex and alcohol and decides that she does not want him to drink in her house at the birthday party of their son. She approaches him, and in front of her family and friends asks him to put the alcohol away as she does not see it appropriate in this situation. Her ex refuses. This arises a lot of negative emotions in Alina and she has a big dilemma. Her children express that they want to stay here and do not want to go away with their dad.

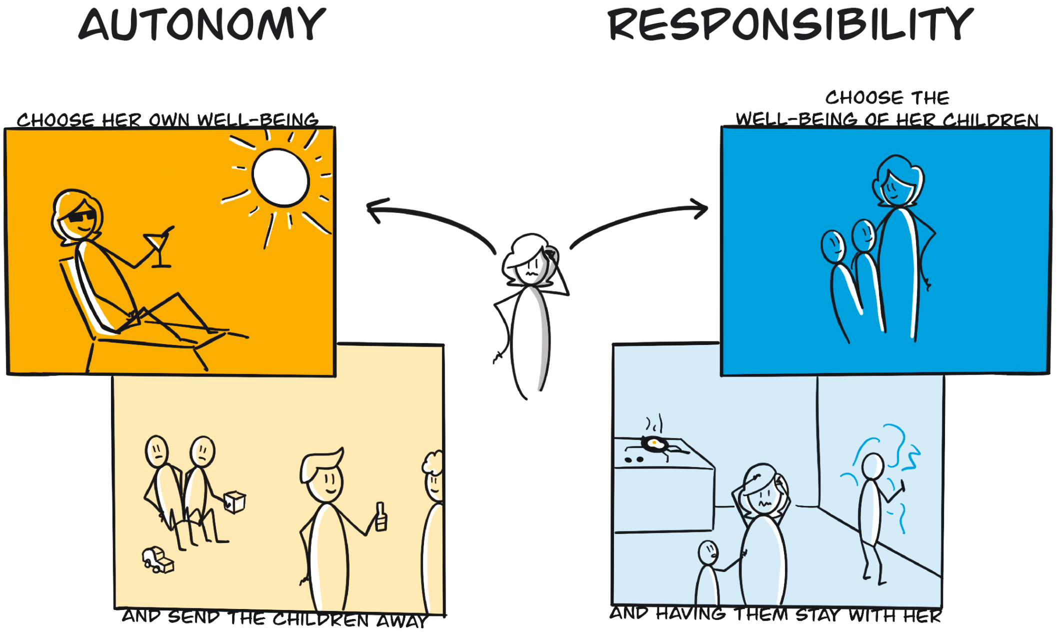
AUTONOMY
RESPONSIBILITY
CHOOSE HER OWN WELL-BEING
AND SEND THE CHILDREN AWAY
CHOOSE THE WELL-BEING OF HER CHILDREN
AND HAVING THEM STAY WITH HER

*Figure 23. Dilemma scenario participant SVE*

However, always choosing her children also poses a dilemma to her. Now in a more subtle context, always choosing for the well-being of her children does influence her own well-being. She is becoming aware of this, and this dilemma was reflected in both co-design sessions.

To give a deeper understanding of a dilemma a participants could be experiencing and how this translates into a physical reminder, the two dilemmas and physical reminders of the two participants are highlighted here. A complete overview of the dilemmas and created reminders of the co-design activity can be found in Appendix 2.7.3. These dilemmas are created through co-design activity 2:

**Dilemma:** Keep performing or taking time for yourself & Chasing goals or staying in your comfort zone.

This participant made two separate keychains, see Figure 24. The keychain on the left represents family. The three strings on the left represent her children. The long string represents herself. The keychain on the right represents herself. As she sees herself as part of the family with her children, she chose to make two keychains rather than combining them into one keychain. To her keeping her performance up means being always there for her children, it is her number one priority. In this, she tends to forget to take time for herself. She put both keychains with her keys, as it is something she always carries with her.

This participant also shared that she has one child that is not in the picture anymore. She never speaks of that child and does not mention him when asked how many children she has. However, as the child still means something to her, she chose to include him in this keychain, just as a reminder of herself.

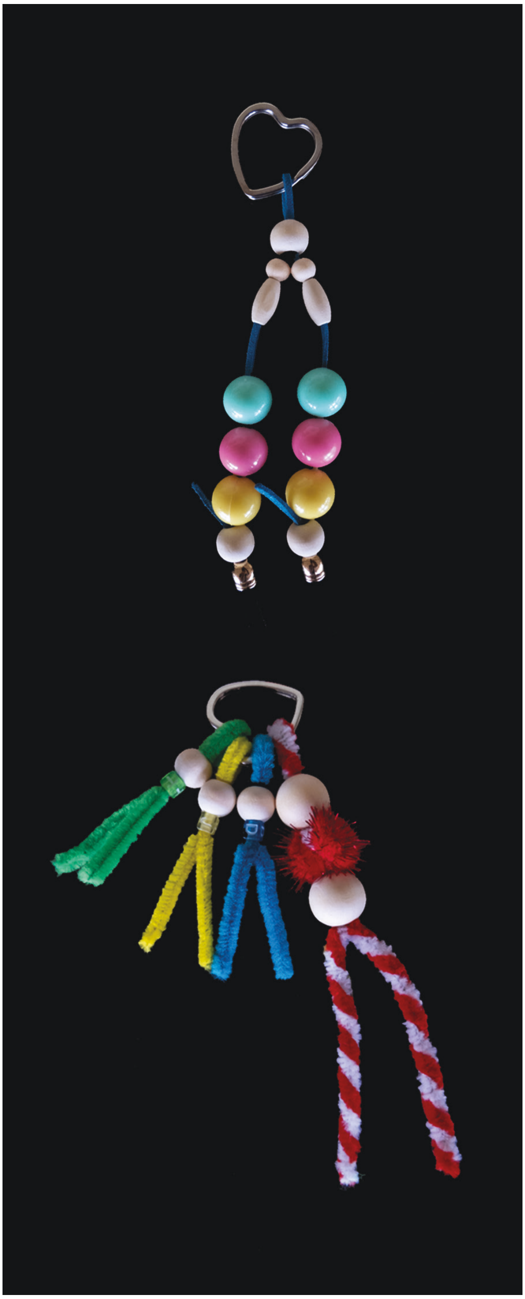

*Figure 24. Physical reminder created by participant SVE (1)*

**Dilemma**: Keep performing or taking time for yourself

This participant made a single keychain that represents both herself and her family, see Figure 25. Family is her number one priority and she tend to forget about her own well-being. The top bead represents herself, and the two beads on the bottom represent her children. This hierarchy shows that she needs to take care of herself before she can care for her child. This participant also expressed that there is one child that is not in her life anymore. Nevertheless, she chose to acknowledge her other child as well and include this child in the keychain, even though she never mentions this child or talks about them. The tag on the keychain is an extra reminder of that she has not one, but two children, even though she only takes care of one of them. Each side of the tag has the name of one of her children written on them (hidden for privacy reasons). This shows acceptance and strength and adds an extra layer of meaning to the personal reminder.

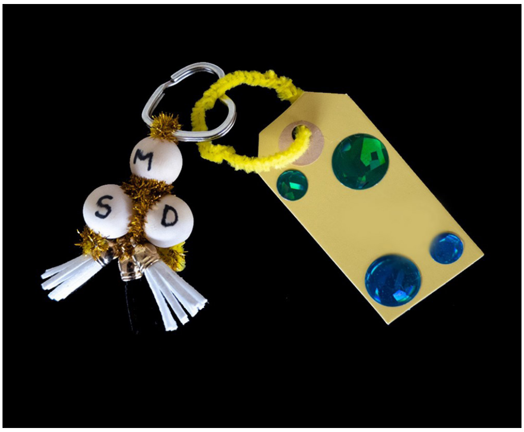

*Figure 25. Physical reminder created by participant SVE (2)*

At the end of SVE, closing interviews with the participants provided insights on how they describe their initial goals regarding their well-being, their progress throughout SVE, and their plan to continue this growth after SVE had been concluded:

**Participant 1**

*Initial goal*

When starting SVE this participant had the intention to start living healthier and spend more time with their children.

*Result during SVE*

The participant started eating more fruit and also have improved on interacting with the children. They spend more time engaging in activities together and the atmosphere at home has improved. Lastly, this participant also changed their view on sports. They have done sports that they never heard of before and enjoyed trying them. Their children also started liking sports more.

*After SVE*

This participant wants to spend more time with their children outside when the weather is good and maybe assign a fixed moment in the week to implement this. They also plant to keep in contact with some of the other participants. Finally, they want to keep improving their health

**Participant 2**

*Initial goal*

When starting SVE this participant had the intention to improve their social contacts, spend more time with their child and increase their bond, and engage in activities outside of the house.

*Result during SVE*
This participant reflects that their goals have been met partially. Their child is more open to them, and they are more outdoors together. However, they would like to increase this further after SVE. Their child also has learned to stand up for themselves more, whether it is while engaging in sports, or while playing games online. It is difficult for them to lose, but they are dealing with it better and better. This participant also met the goal of gaining more social contacts and hopes to maintain them after SVE. Furthermore, they learned something every week. They started eating better and buys fruit now. They also want to start trying more exotic foods.

*After SVE*
This participant will start working as a volunteer two mornings in the week. They also wish to maintain their social contact, preferably by having a set moment in the week where the participants can meet up after SVE. They will also start a new program, provided by M-pact to grow further in getting back into a (volunteer) job.

When comparing the goals and dilemmas of this thesis with the output of the interviews, one goal stood out: wanting to spend more time with their children. This is not a goal or dilemma that was reflected in my research. A possible reason this is because the meetups I joined weekly focused only on the adults, where the other weekly meetup of SVE focusses on the adults with the children. Another reason could be that this goal is overlooked and under-addressed in my research.

In the closing interviews, the participants mentioned that learning about health, co-design session 1, and co-design session 2 all contributed a little to work towards their goal of eating healthier, and that they could not pin the result on just one of these activities. From the survey it became clear that three months after the creation of the physical reminder, the participants benefited from the activity in terms of reaching the goal they set through a dilemma.[7]

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7. Because all participants in the survey expressed that the reminder has helped them, it can be concluded that this is also the case for these participants.

## V. Success Proposed Co-Design Acitivity

The biggest insight from co-design activity 2 is that there needed a change in direction.[8] Initially the activity was held to gather input to develop one design for a physical reminder that can be (slightly) personalized by an individual. However, empowering participants to freely shape their reminder and having them go through the process of the activity is as important, if not more important, than the output itself.

Participants connected most with dilemmas that reflect the balance between the constant devotion to their children and the goal to take good care of themselves. The process of the activity where they create an alternative perception on how to deal with their goals through dilemmas and empowering the participants to co-create and shape their own personal reminder, can add value to the project of Supporter van Elkaar. It adds a layer of meaning making it more likely a participant will use the reminder. Therefore, the focus of the design intervention should only not be on the physical reminder, but also on the activity leading up to it. Aiding participants through this process by addressing different dilemmas they might have lowers the barrier to get started on the crafting activity. Presenting the materials as visually as possible increases the general understandability, especially for those who do not master the Dutch language. Although the open-endedness of the crafting allows for many different results, it also creates a barrier for those who do not feel creative enough to engage with the material. Therefore, the final design should allow for different levels of creativity to lower the threshold to get started and encourage all participants to enjoy the activity. The theory of Convivial Toolbox (Sanders & Stappers, 2012) will be used for this.

The participants could relate to the three dilemmas discussed in the presentation, see Appendix 2.7.1. Especially the balance between choosing for the health of your children versus your own health sparked conversation. They realized that they need to take care of themselves to take care of their children in the best way, yet they still forget they can choose for themselves as well and are stuck in always being focussed on their children. They also expressed that they wished that they were reminded of this choice more often, as it is not something they would think of by themselves usually.

This allowed for the perfect bridge to the outcome PAR and the explanation of scarcity of the mind. Although three out of four participants could really relate to this framework, one participant expressed that she is doing nothing for a big part of the day, and they could not see how this related to her. After the presentation, an employee and I held a conversation with her. She expressed how she cannot get herself to work on her personal goals, despite having plenty of free time. When asked what she is thinking about when she cannot get herself to do anything, she realized that she is in her head all the time. Her worries about her children, cleaning, but also about how she not doing enough leave no space to start working on her goals. As a result, she also feels bad about that, and she gets stuck in a negative cycle.

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[8] This section focusses on providing an answer to RQ 3a: How to aid the team of Supporter van Elkaar in helping improve the subjective well-being of low-SES families by empowering them to collaboratively build positive behaviour change habits through co-design and dilemma-driven design? And RQ 4a: What are the opportunities and challenges of the proposed intervention for Supporter van Elkaar? Does it indicate opportunities for creating sustainable positive behaviour change?

A big point of improvement after co-design activity 1 was the understandability of the material by people who do not master the Dutch language. The language barrier was too big for these participants to properly engage with the activity. During co-design activity 2 this was improved by providing as much visual aid as possible, both in the dilemma cards and the presentation itself. There was one participant who does not understand of speaks Dutch very well. She expressed that she was able to grasp the general content of the presentation. The images on the dilemma cards helped her understand the tension between the choices, and where needed, she was able to use Google Translate on her phone. If the dilemmas would merely be explained through text, her understandability would suffer from it as it is more likely to interpret the translation in a different way. Additionally, the images also help convey the emotion that lies in the dilemma, which would have been more difficult through text.

The participants enjoyed the crafting. However, except for one male employee all participants were female. These women have expressed their interest in crafting before and it was easy to get the activity going. No conclusion can be made about the general applicability of this activity to a more male audience or an audience of a different age group. I also experienced that the sensitivity of the topic or the level of creativity might be too much for some in the current setup. One participant did not craft anything. When asked about the chosen dilemma she expressed that she had difficulties going for one dilemma and that she could relate to all of them. Also, the bar to create something by herself was too high for her. It seemed that she was ashamed to even attempt to make something and said she was not creative. She decided to merely observe what the others were making. Due to the activity being very personal and sensitive, I did not push her and made sure that she stayed comfortable enough to stay at the table.

Sharing the results of the physical reminders brought emotional moments. Although it was difficult to some people to share the meaning of their reminder with the group, everybody felt open and comfortable enough to share (part of) their story. Everybody that took part in the activity understood and executed the activity the way it was intended. Participants gained new insights in how they can reshape their goals to lower its mental weight and created a personal reminder that has meaning to them and could remind them of the choices they face and how balancing these choices can help them experience personal growth. One participant created a keychain for the participant that only observed what happened. This showed how the participants care for each other and support each others' decisions.

From the evaluation three months after the activity, it became apparent that:

1. All participants are reminded of their dilemma when they see their physical reminder, either sometimes or all the time.

2. The physical reminder helped participants in working on their dilemma/goal. Reasons given by participants how it helped:

- They are being reminded that there is a choice
- They are more conscious about what they are doing in the moment they encounter the reminder
- They are reminded of making the best possible choices
- They are more aware of their behaviour

3. Participants learned that there is always something on the other side of a goal. This way of thinking helped them:

- In thinking about possibilities to work towards resolving a dilemma
- In weighing what is important and what should have the priority in certain situations
- In thinking what the dilemma can bring in the long run

One participant answered that thinking in dilemmas can be quite confronting to them.

For all the results, see Appendix 2.7.4.
Although the activity has been improved after co-design session two and not all participants have completed the questionnaire, it can be concluded from these results that if SVE were to integrate this activity in their programme, it is likely to help (a part of the) participants to take an extra step in working towards their goals after SVE is finished.

## 3.1.5 Learnings from Case Study 1

To make this case study possible, the participants were given an extensive consent form. I provided many opt-out options, for i.e. using their stories in my research and making audio recording and anonymised images. Because the main goal of the participants is to participate in SVE and not to be part of the research, I consciously decided to include all these options. This case, a participant can join SVE without joining in my research activities. If one participant in a co-design activity was not comfortable with having an audio recording, the session would not be recorded at all. Of course, valuable information is lost in this way, but attending and being allowed to hear what is on their heart still gave a valuable overview of what is going on in the lives of this vulnerable group and how to adapt my research activities and design for that.

The method for a diary and co-design activity 1 were established in consult with the employees of SVE. At this time the participatory action research had not yet started. During PAR valuable insights were obtained that would have altered the content of the diary and the first co-design activity. It would have been clear that participant do not fill out any homework because it does not cross their mind and because the barrier to write content down is too high. Because nobody filled out the the diary, it was left out of the documentation of this case study. Originally, even multiple diary studies were planned to monitor the progress of the participants with regards to their subjective well-being. PAR would also have taught that the content of co-design activity 1 was too text-heavy, especially to those experiencing a language barrier. Furthermore, due to the circumstances of the participants, i.e. a low understanding of the Dutch language or being uncomfortable to perform the activity in a group, it was not possible to group people of the first co-design session based on the activity cards they chose. Also, this activity was executed too early in the running of SVE (week 6). Participants were not familiar with their strengths or weaknesses and not yet everybody was comfortable enough to share highly personal stories in a group setting. This activity could have been executed in week 11. At that point, they had gained insight in their competences and could start thinking about goals. At the time this activity was planned, it was unclear to me that there would be a meetup focussed on competences. As a result of the current execution, participants had to go through similar activities multiple times. Better investigation in planned activities of an organisation could prevent similar situation and could stimulate better integration with a research project and an organisation. Lastly, the theory of Positive Health could have been integrated better into the activity (Institute for Positive Health, n.d.-d). The questionnaire and positive health web participants completed (see Chapter 3.1.2) could have been used to identify areas of improvement and to help participants identify their strengths.

Originally it was not planned to join SVE for its whole duration, but without the PAR, important insights would have been missed. Insights from PAR allowed me to design co-design session 2 better for the need of the participants.
A challenge of PAR is to stay objective as

you are not only looking at activities from a distance, but you are also experiencing them from up close. It is important to engage with participants, but not assume what they are exactly thinking or experiencing. An advantage of PAR in my research was that participants were able to familiarize themselves with me. During a co-design session participants would be more comfortable with sharing their thoughts, I was not a stranger anymore. Because I originally saw my attendance at SVE as orientation in the topic in the beginning of the thesis, I did not start the logbook (Appendix 2.2) right at the beginning and this data is recreated from memory. In future research it is beneficial to start with PAR and its documentation and make sure that any design activities are in line with the capabilities of the target group.

An advantage of the methods used was that I could be less blinded by research objectives. Because the knowledge gained during PAR and design activities would determine the next steps, it was possible to keep an open mind in the possible design outcome. It was possible to develop a theory and activity and directly receive feedback from participants, which was very valuable in getting to the final design. That participants experience scarcity was also only discovered through PAR.

At the start of the thesis, it seemed realistic that an outcome could be a partial restructure of the planning of SVE. However, SVE already has a strong foundation, and it was not necessary to add all kinds of activities where strengths and goals are identified once more, because this is already done several times by SVE themselves. The designed activity is powerful in the way that it is an addition to the current planning and can be implemented in different contexts and structures. The design does not interfere with the theories that the projects in the foundation already use.

The designed activity will not help every individual to the same extend. Originally another project was involved in the case study research: Scoren met Gezondheid – Jongeren (SMG, EN: Score with Health - Youth). Although also focusing on physical exercise and healthy food habits, the participants who were in the project at the time focussed on practical goals such as starting their own business or moving to a different city. In these goals, there was not necessarily a motivator necessary to stimulate them to act, they mostly needed help in deciding on what practical steps to take to reach their goal. Therefore, it was decided that a trial of the proposed co-design activity at SMG was not beneficial. It can be however, that future participants in the project do benefit from a personal reminder in their journey towards sustaining positive behaviour change.

# 3.2 Case Study 2 - Scoren door Scholing

## 3.2.1 Introduction

Scoren door Scholing (SDS) is a collaboration between the ROC van Twente and FC Twente Scoren in de Wijk. The ROC van Twente is responsible for the execution of this project and SIDW plays a ficilating role where necessary.[9] SDS is a short, time intensive project targeted at young adults that need to gain self-understanding in their behaviour to be able to continue their participant in society (school or work) and prevent them from discontinuing prematurely. The project is done four times a year. During a five-week period six to ten participants who are around 16-18 years of age come together four times a week. During meetups they do, amongst others, social activities, sports, cooking, team-building exercises combined with theory and small homework assignments. Every week has a different theme, and the content of each meetup is adapted to the group. The goal of participants in SDS is gaining insights in behaviour and seeing what behaviour needs to change to proceed in school/work. Most participants are following education at the ROC van Twente, and when showing sufficient growth during SDS they are allowed to re-enter their study. The project is done in different location. This case study focusses on SDS Enschede.

The project revolves around the questions 'Who am I? What do I want? And how do I want to achieve that?'. Through the exercises the behaviour of participants is mirrored back to them and they will become more aware of their identity, qualities, opportunies, and pitfalls which in return will guide them towards what needs to be done to reintegrate into school or a career (FC Twente, n.d.-b). In the scenario that a participant has not shown the desired growth SDS will consult with relevant parties to decide on follow-up steps, which can result in the participant following the project again or entering a different project at a different organization.

All groundwork with regards to positive psychology and scarcity was completed in case study 1. The goal of this case study was to test the validity of the proposed co-design activity to be able to make the translation to the integration of the activity within the foundation as a whole. Therefore, the focus is on the structure and working of the foundation and the dilemmas participants experience, because those are the main factors that alter the implementation and execution of the activity. This case study investigates the following research questions:

> *RQ 3b How to aid the team of Scoren door Scholing in helping improve the subjective well-being of young adults at risk of dropping out of participating in society by empowering them to collaboratively build positive behaviour change habits through co-design and dilemma-driven design?*
>
> *SQ 3.1b How does Scoren door Scholing structure its project and how does it support its participants in reaching positive behaviour change?*
>
> *SQ 3.3 What are dilemmas with regards to behaviour change experienced by young adults at risk of dropping out of participating in society who participate in Scoren door Scholing?*

*RQ 4b What are the opportunities and challenges of the proposed intervention for Scoren door Scholing? Does it indicate opportunities for creating sustainable positive behaviour change?*

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[9] The employees responsible for this project are not fully up to date on the projects that the foundation is responsible for. The employees of the foundation are also not fully up to date on the projects executed primarily by the ROC van Twente.

## 3.2.2 Method

The collaboration with Scoren door Scholing (SDS) started in March.[10] With this research they saw the opportunity to fill a gap they experienced within their project. Within SDS the focus is to gain personal insights. After completing the project, participants should know what behaviour they currently have, and what behaviour they desire that fit their abilities and needs. This new behaviour should become a new basis for reintegrating in their work or school environment. However, as the project is only five weeks, there is no space to already start practicing the behaviour that participants are intrinsically motivated to change, and it is likely that they forget about their goal when the project is completed as there is nothing to remind them of the new situation they would like to grow into.

SDS does not do a follow-up interview and it is not clear whether and for how long the participants are keeping up with what they believe should be the desired behaviour. Participants have expressed that they do not wish to fall back into old (bad) habits, but because this is the ‘easier’ choice, there is a chance of them falling back.

SDS is done four times a year, and every time it is a surprise for the employees what the group dynamics will be, how the group behaves, and how to adapt their activities to that. Every week, a different theme is discussed: getting to know, commitment and motivation, communication and collaboration, resistance/ deal with it!, and on your own..! No matter the group, generally the participants are very reluctant in completing homework assignments. An overview of what a meetup might look like is shown in Figure 26.

PAR was also done in this case study, from April 11, 2022 to June 13, 2022. PAR of SVE focused on the experience of the participants. PAR in this case study primarily focused on the experience of the employees. This gave insights in how they prepare and execute a meetup, and the type of materials they use. I attended one meetup with participants to observe the structure and execution. Knowledge on the dilemmas participants experience was gathered through conversations with the employees. In this case study the focus is on the employees because although the final proposed co-design activity will help participants to work towards positive behaviour change, the design is to be used and implemented by the employees and a knowledge basis on the needs of the participants is already established in case study 1.

After co-design session 2 of case study 1 had taken place, and part of PAR of case study 2, the content of the proposed co-design activity was finalized, with exception of a manual and a document showing where to obtain what materials. The goal of this activity was to validate the content of the proposed co-design activity and test its independence. The employees of SDS oversaw the execution. Two weeks prior to the execution of the activity the employees received a presentation and dilemma formats and knew the steps of the activity: choosing a dilemma, creating a physical reminder, and sharing the reminder with the group.

The content in the presentation that employees could use remained mostly the same compared to co-design session 2 in case study 1, see Chapter 2.7.1. Notes are added to each slide to

*Figure 26. A day in the life – Scoren door Scholing* →

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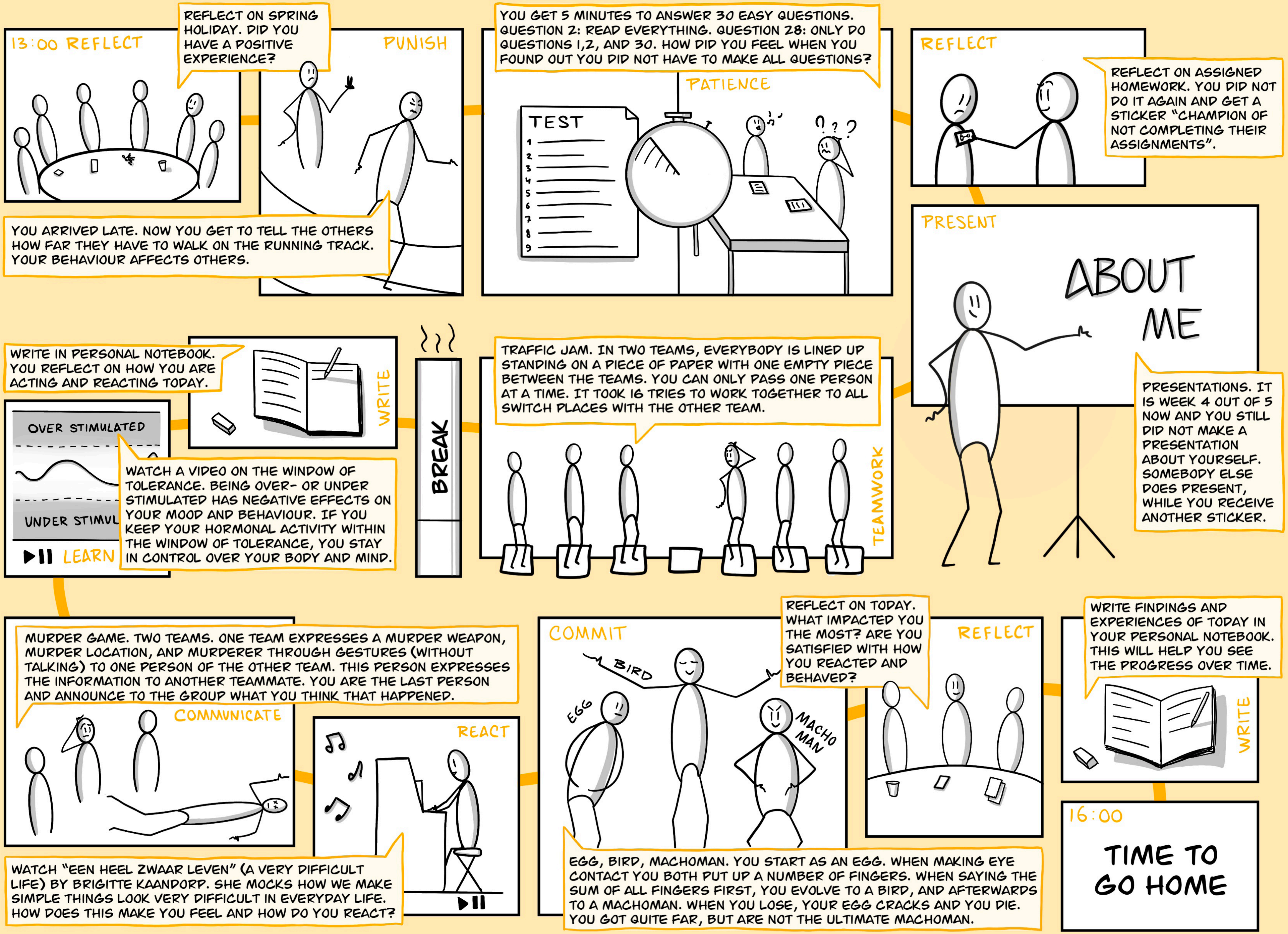
[10] This section provides answer to SQ 3.1b: How does Scoren door Scholing structure its project and how does it support its participants in reaching positive behaviour change? And RQ 3b: How to aid the team of Scoren door Scholing in helping improve the subjective well-being of young adults at risk of dropping out of participating in society by empowering them to collaboratively build positive behaviour change habits through co-design and dilemma-driven design?

# A DAY IN THE LIFE - SCOREN DOOR SCHOLING



REFLECT ON SPRING HOLIDAY. DID YOU HAVE A POSITIVE EXPERIENCE?

YOU ARRIVED LATE. NOW YOU GET TO TELL THE OTHERS HOW FAR THEY HAVE TO WALK ON THE RUNNING TRACK. YOUR BEHAVIOUR AFFECTS OTHERS.

YOU GET 5 MINUTES TO ANSWER 30 EASY QUESTIONS. QUESTION 2: READ EVERYTHING. QUESTION 28: ONLY DO QUESTIONS 1,2, AND 30. HOW DID YOU FEEL WHEN YOU FOUND OUT YOU DID NOT HAVE TO MAKE ALL QUESTIONS?

REFLECT ON ASSIGNED HOMEWORK. YOU DID NOT DO IT AGAIN AND GET A STICKER "CHAMPION OF NOT COMPLETING THEIR ASSIGNMENTS".

PRESENTATIONS. IT IS WEEK 4 OUT OF 5 NOW AND YOU STILL DID NOT MAKE A PRESENTATION ABOUT YOURSELF. SOMEBODY ELSE DOES PRESENT, WHILE YOU RECEIVE ANOTHER STICKER.

TRAFFIC JAM. IN TWO TEAMS, EVERYBODY IS LINED UP STANDING ON A PIECE OF PAPER WITH ONE EMPTY PIECE BETWEEN THE TEAMS. YOU CAN ONLY PASS ONE PERSON AT A TIME. IT TOOK 16 TRIES TO WORK TOGETHER TO ALL SWITCH PLACES WITH THE OTHER TEAM.

WRITE IN PERSONAL NOTEBOOK. YOU REFLECT ON HOW YOU ARE ACTING AND REACTING TODAY.

WATCH A VIDEO ON THE WINDOW OF TOLERANCE. BEING OVER- OR UNDER STIMULATED HAS NEGATIVE EFFECTS ON YOUR MOOD AND BEHAVIOUR. IF YOU KEEP YOUR HORMONAL ACTIVITY WITHIN THE WINDOW OF TOLERANCE, YOU STAY IN CONTROL OVER YOUR BODY AND MIND.

MURDER GAME. TWO TEAMS. ONE TEAM EXPRESSES A MURDER WEAPON, MURDER LOCATION, AND MURDERER THROUGH GESTURES (WITHOUT TALKING) TO ONE PERSON OF THE OTHER TEAM. THIS PERSON EXPRESSES THE INFORMATION TO ANOTHER TEAMMATE. YOU ARE THE LAST PERSON AND ANNOUNCE TO THE GROUP WHAT YOU THINK THAT HAPPENED.

WATCH "EEN HEEL ZWAAR LEVEN" (A VERY DIFFICULT LIFE) BY BRIGITTE KAANDORP. SHE MOCKS HOW WE MAKE SIMPLE THINGS LOOK VERY DIFFICULT IN EVERYDAY LIFE. HOW DOES THIS MAKE YOU FEEL AND HOW DO YOU REACT?

EGG, BIRD, MACHOMAN. YOU START AS AN EGG. WHEN MAKING EYE CONTACT YOU BOTH PUT UP A NUMBER OF FINGERS. WHEN SAYING THE SUM OF ALL FINGERS FIRST, YOU EVOLVE TO A BIRD, AND AFTERWARDS TO A MACHOMAN. WHEN YOU LOSE, YOUR EGG CRACKS AND YOU DIE. YOU GOT QUITE FAR, BUT ARE NOT THE ULTIMATE MACHOMAN.

REFLECT ON TODAY. WHAT IMPACTED YOU THE MOST? ARE YOU SATISFIED WITH HOW YOU REACTED AND BEHAVED?

WRITE FINDINGS AND EXPERIENCES OF TODAY IN YOUR PERSONAL NOTEBOOK. THIS WILL HELP YOU SEE THE PROGRESS OVER TIME.

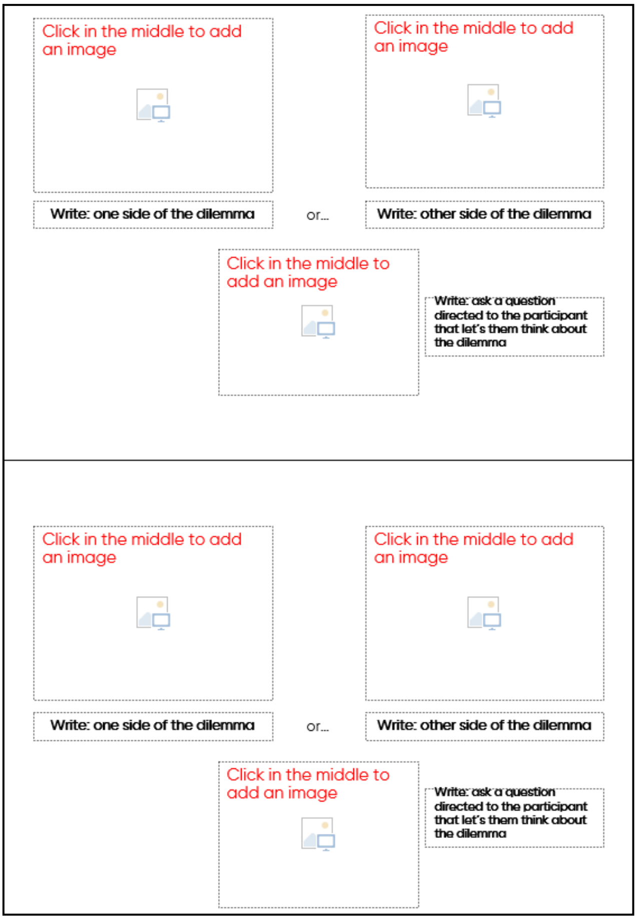
TIME TO GO HOME

aid the employees in explaining the theory to the participants. The dilemma formats consist of two PowerPoints on dilemma cards: one for a participant to make their own dilemma card (Figure 27), and one for the employees to make cards about the dilemmas of the participants (Figure 28). Each box informs the user on the action that needs to be taken. When clicking on an image box, file explorer will open, and users can immediately select an image. For the text box, the display text disappears when the box is clicked, and users can directly type the desired content. The slide for the employees is an A4 size with two fillable cards, making it easy to print the dilemmas and hand them to the participants. The dilemma slide for participants is in standard PowerPoint format, so they can easily present the created dilemma from a screen. The bottom image is already set, so participant do not spend too much time on selecting an image that can be made generic.

In the weeks leading up to the activity the theory has been repeated during meetups and the participants were being warmed up to the idea that they would conclude the project by creating a personal reminder that uses their personal insights. Because ultimately the participants had to get to their own insights, the employees decided to have the participants make their own dilemma card. This was given to them as a homework assignment one week before the creation of the physical reminder.

The activity was held on the very last day of the project, July 8, 2022. This is when participants concluded their insights and have to start taking action on their own. Because the participants already thought about their dilemma and knew what they were going to do, it was possible to start creating physical reminders immediately.

To lower the threshold of participating to join in the activity, it adopts four levels of creativity as described by Sanders & Stappers in Convivial Toolbox (2012): Creating, making, adapting and doing.



Click in the middle to add an image

Click in the middle to add an image

Write: one side of the dilemma

or...

Write: other side of the dilemma

Click in the middle to add an image

Write: ask a question directed to the participant that let's them think about the dilemma

Click in the middle to add an image

Click in the middle to add an image

Write: one side of the dilemma

or...

Write: other side of the dilemma

Click in the middle to add an image

Write: ask a question directed to the participant that let's them think about the dilemma

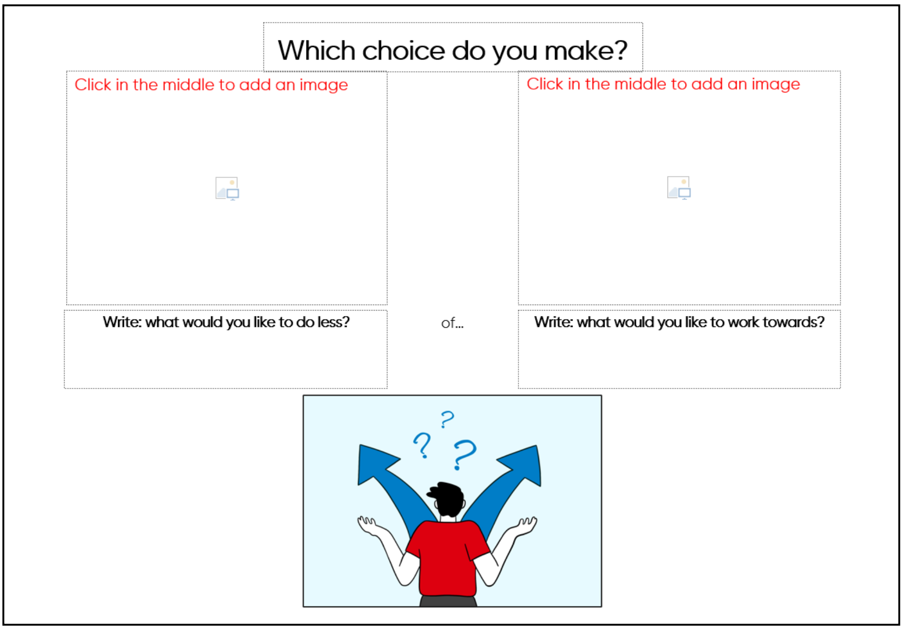
*Figure 27. Fillable dilemma format for employees*

**1. Creating.** When creating, one expresses themselves in a creative way. Something is made that did not exist before and the person thought of themselves. This is the level of creativity applied in co-design session 2 of case study 1, which was not suitable for everybody. This level makes use of all creative materials shown in Figure 29.

**2. Making** also involves using your head and hands to make something that did not exist before. The only difference is that you are given some guidelines that you can go through. Examples of physical reminders along with a step-by-step guide can inspire people to create their own reminder from all the available materials, see Figure 30. See Appendix 3.1 for the complete example sheets.

**3. Adapting.** To those who are not comfortable with all the choice creating and making has to offer, adapting is the next step. Participants in this step will work with shrink foil, a plastic foil that shrinks and thickens in the oven, making for a perfect hanger. In adapting Ambiguity can be used as a tool. Words and images mean different things to different people in different contexts. Icons and their ambiguity offer a starting point for the 'adapting' level of creativity. An icon library is created to help participants in making a physical reminder. A participants can find icons that represent a side of the dilemma for them. A step-by-step guide helps the participants through the process, see Figure 31. See Appendix 3.2 and Appendix 3.3 for the complete content of the explanation sheet and icon library.

**4. Doing** offers little creativity and does not go beyond the user executing what they are told to do. The employee and participant can together go through the process of making a reminder with shrink foil. Doing limits the participant in adding meaning to their personal reminder, making it less likely of adopting the reminder into their life. Therefore, this level of guidance should only be used as a last resort.



Which choice do you make?

Click in the middle to add an image

Click in the middle to add an image

Write: what would you like to do less?

of...

Write: what would you like to work towards?

*Figure 28. Fillable dilemma format for participants*

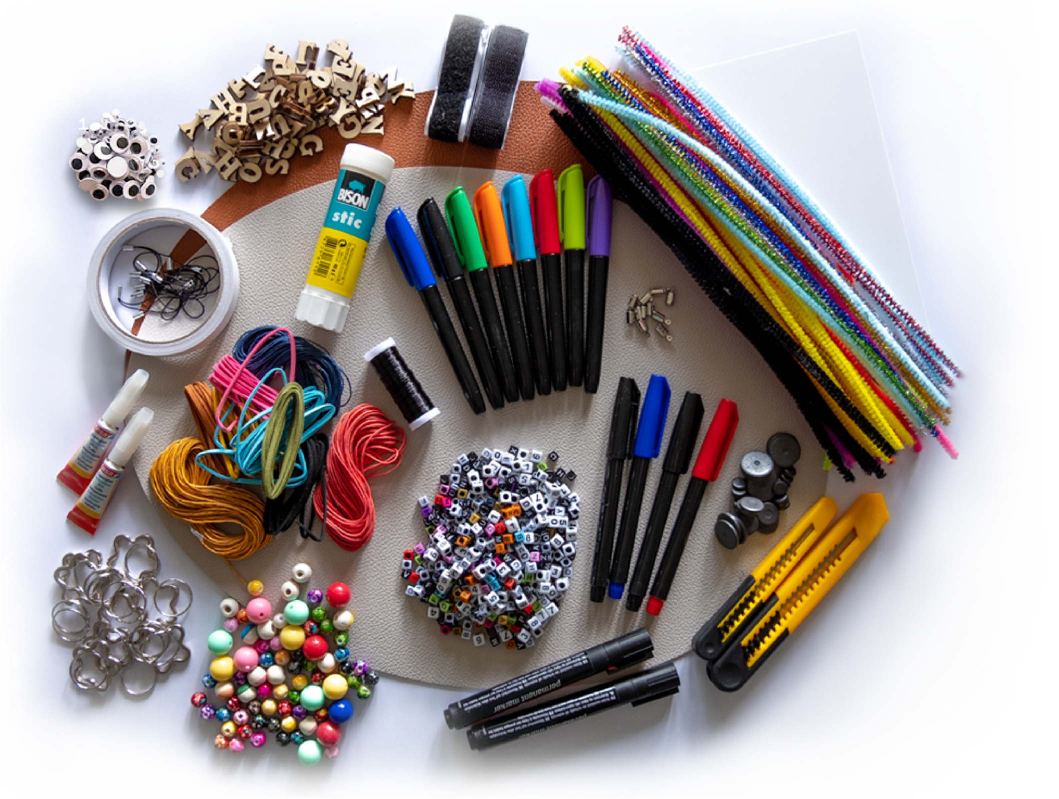
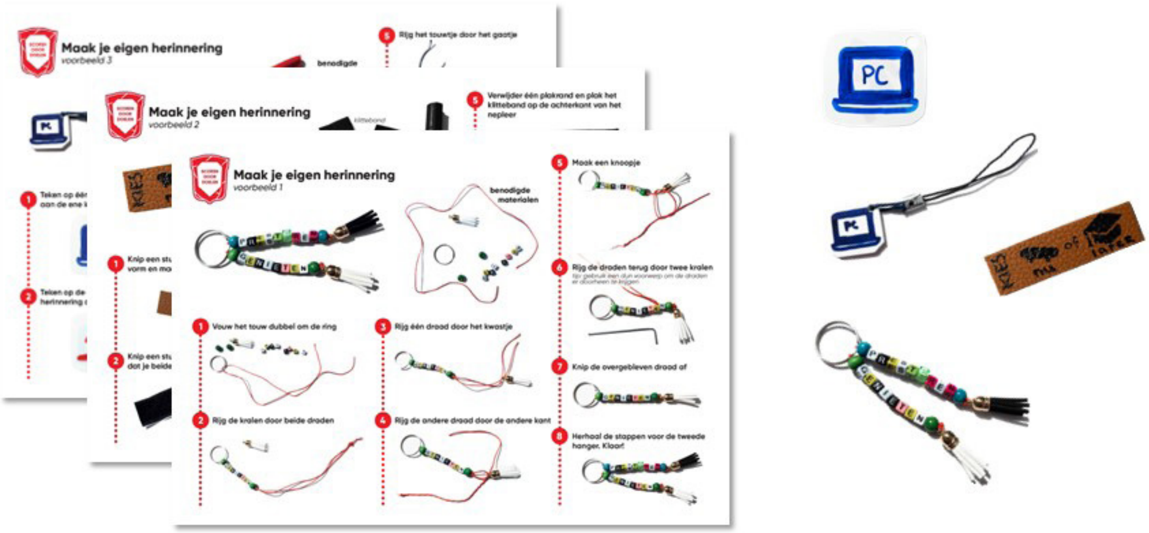


*Figure 29. Overview of the open-ended crafting material used in the proposed co-design activity*


**Maak je eigen herinnering**
*voorbeeld 3*

benodigde

5 Rijg het touwtje door het gaatje

**Maak je eigen herinnering**
*voorbeeld 2*

klittebond

5 Verwijder één plakrand en plak het klittebond op de achterkant van het nepleer

**Maak je eigen herinnering**
*voorbeeld 1*

benodigde materialen

1 Vouw het touw dubbel om de ring

2 Rijg de kralen door beide draden

3 Rijg één draad door het kwastje

4 Rijg de andere draad door de andere kant

5 Maak een knoopje

6 Rijg de draden terug door twee kralen

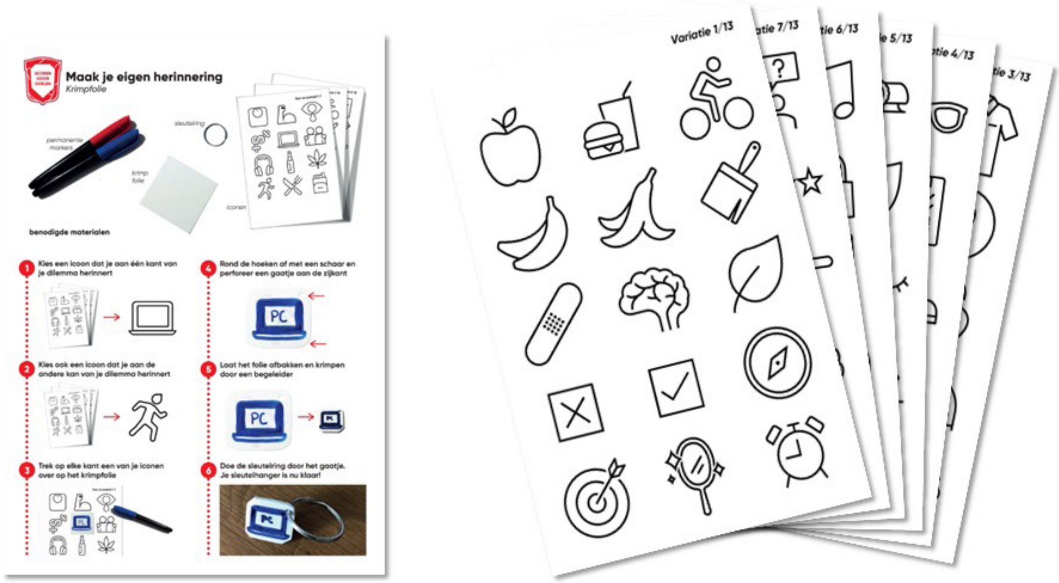
7 Knip de overgebleven draad af

8 Herhaal de stappen voor de tweede hanger. Klaar!

*Figure 30. Examples physical reminders with step-by-step guides*

All materials were compactly packed in a linen bag to support convenient transportation, see Figure 32. The materials were selected based on price, durability, and most popular materials in co-design session 2 of SVE. It was also taken into account that the activity includes materials that are attractive for men and women. A schematic overview of all considered materials can be found in Appendix 3.6.

At the day of the activity the employees decided to open-ended crafting materials on the table along with the examples and discuss them to show different possibilities, see Figure 33. Four participants and two employees joined in this activity. Unfortunately, none of the four participants had handed in their dilemma cards. This was expected, as handing in homework is always difficult to enforce, but the assignment served its function nonetheless. All participants knew from the start of the design activity what their dilemma was and why, so even though they failed to complete the assignment, they did all the necessary preparations. The two employees also decided to join the activity, and as they had not prepared for this, they needed time to decide on a dilemma. The dilemmas were discussed in the group before the creating of the reminder started. The fourth participant only arrived when the other reminders were close to completion. This participant had only been given 10 minutes to complete their reminder. During the crafting, few questions were asked. Although some had more trouble coming up with an idea than others, everybody came up with their own idea. Participants chose to make a variety of one of the examples or adopted ideas from several examples with a personal touch. Some participants were on the creativity level of creating, and some on the level of making, but it was not necessary for anybody to fall back on the level of adapting, where they use the step-by-step worksheet with shrink foil material. After the creating, everybody shortly presented their physical reminder, where they will place it and how they


**Maak je eigen herinnering**
*Krimpfolie*

permanente markers
sleutelring
krimp folie
iconen

**benodigde materialen**

1. Kies een icoon dat je aan één kant van je dilemma herinnert
2. Kies ook een icoon dat je aan de andere kan van je dilemma herinnert
3. Trek op elke kant een van je iconen over op het krimpfolie
4. Rond de hoeken af met een schaar en perforeer een gaatje aan de zijkant
5. Laat het folie afbakken en krimpen door een begeleider
6. Doe de sleutelring door het gaatje. Je sleutelhanger is nu klaar!

Figure 31. Shrink foil explanation sheet with icon library

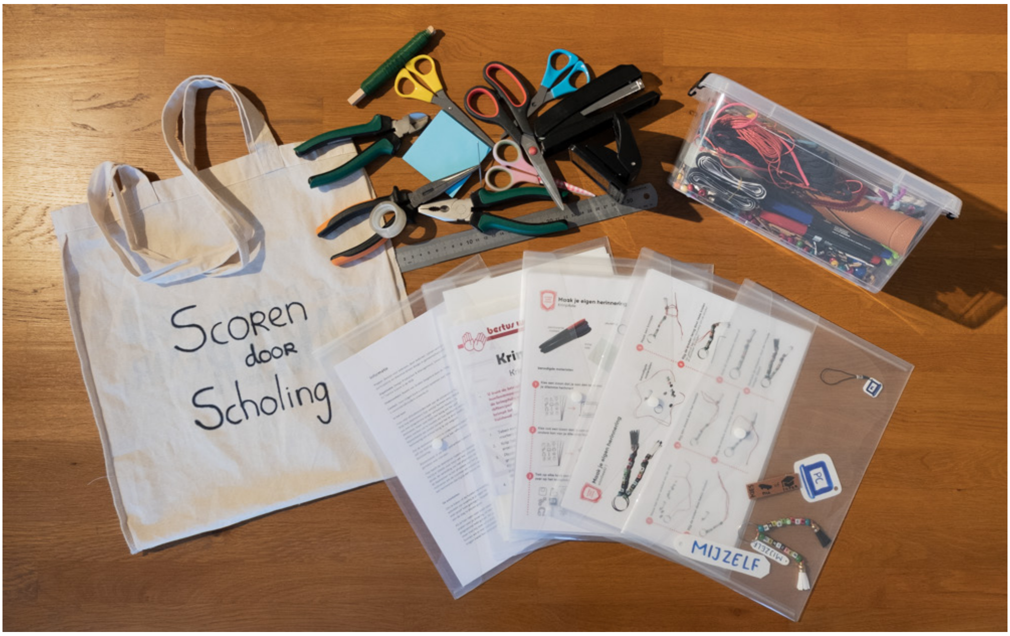

Scoren
door
Scholing
MIJZELF
PC

*Figure 32. Complete overview of the concept activity*

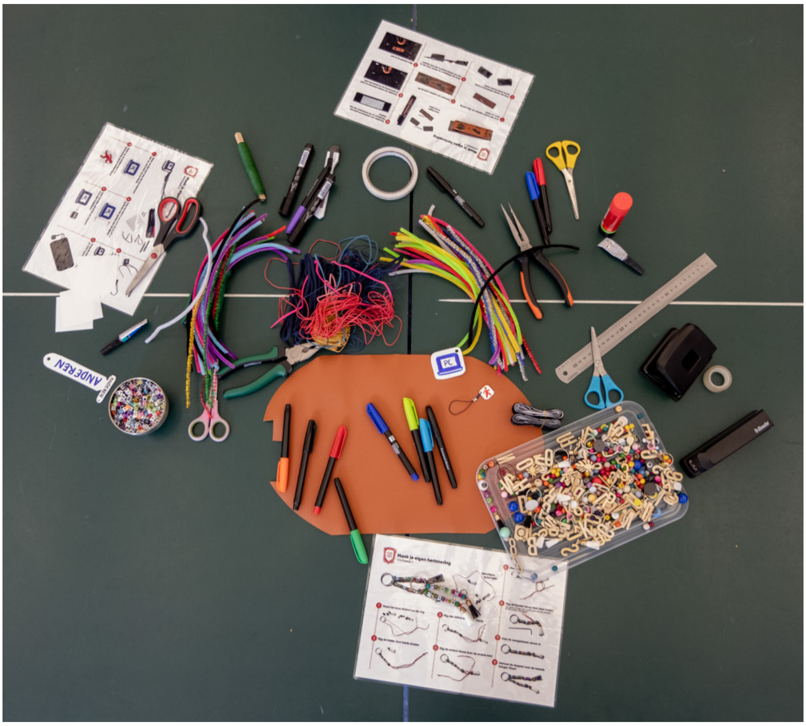


*Figure 33. Material on the table during the co-design activity*

thought it would help them in working towards their desired behaviour.

To gain insight in the experience of the employees, who will have to execute the activity independently in the future, an evaluation was held where we reflected on our general collaboration, the content of the validation activity, and the outcome of physical reminders created by participants.

Two months after the co-design activity, the four participants in the activity (both employees and participants of the project) that agreed on a follow-up received a Google Form to evaluate the success of the personal reminder they created and whether it aided them in working towards their goal. This survey consisted of short closed and open questions to lower the threshold to complete it.

Three months after the co-design activity, the employees received a digital version of the manual and a material overview (see Appendix 3.4). This manual explains the theory, activity, and examples of implementation. This manual stands on its own and allows projects of the foundation that were not involved in the case studies to understand and use the activity independently. The complete English manual can be found in the appendix of this booklet, after References. The Dutch (original) version of the booklet can be found in Appendix 4. To fit with other material created by the foundation the manual is designed with the style guide of FC Twente. Sharing these materials with SDS allows them to repeat the activity and to share the activity with colleagues were not involved in the case study.

## 3.2.3 Analysis

Similar to case study 1, the documentation and analysis of the insights and results heavily relied on note taking. During conversations with the employees, it was possible to take elaborate notes and ask for repetition if I missed something. I asked specific questions that would lead to the answers I needed, for example on insights in the dilemmas participants could experience. It was also possible to validate insights with the employees later. During the meetup of SDS, I only observed the general structure and execution of the activities and did not write down any participant specific content. There was only a verbal agreement with the participants that I could join the meetup, therefore no personal data was documented to comply with their privacy.

For the co-design activity, images and note taking were done to document the process and findings and the content was processed as soon as possible after the activity had taken place. Three days after the activity, the findings were also validated with the employees during the evaluation. All together, it was possible to summarize the most important findings by carefully studying my notes.

## 3.2.4 Findings

### I. Dilemma-Thinking

It became clear that the goals of all participants can be expressed as a dilemma between a desired behaviour and a current behaviour.[11] The general dilemma amongst participants after participating in SDS is:

**THE "DIFFICULT" PATH**
"Do I change my behaviour to act in way that will help me to progress in school/work?"
Gain: making progress in getting to where I want in society
Loss: give up the comfort of my current behaviour

Or

**THE "EASY" PATH**
"Do I stay in my comfort zone that is holding me back from making sufficient progress in school/work and choose the life that is most fun and enjoyable right now?
Gain: staying in the comfort zone
Loss: not making the desired progress in society

In this situation the dilemma is between the long-term gain of wanting a purpose and reaching goals in life, versus the short-term goal of staying in the comfort zone and enjoying the current time more.

Participants generally want a lot of things, but do not want to put any effort into it, it must be as easy as possible. After gaining insights, and realizing that something needs to change, they need to be intrinsically motivated to alter their behaviour. After successfully participating in SDS a participant can return in school, but if they are only extrinsically motived by others telling them what they should do to reach their goals, they will likely not change, as the authority of the person reminding them to their desired behaviour falls away when the project ends.

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[11] This section provides answer to SQ 3.3: What are dilemmas with regards to behaviour change experienced by low-SES families who participate in Supporter van Elkaar?

From goals of past participants and the participants in this case study two types of dilemmas can be identified that both have the overarching dilemma of making progress in society:

**Dilemmas that directly relate to progressing in school/work. These dilemmas concern:**

- Being distracted very easily
- Giving up easily - did I choose the right study
- Being lazy - why work if I will inherit my parent's money
- Always choosing fun over a serious future
- Criminality - why study if I can make money fast and easily by selling drugs

**Dilemmas that indirectly relate to progressing in school/work and focus more on the attitude of the participant towards others. These dilemmas concern:**

- Being shy - always going along with the plan and opinions of others, not making any personal choice, my opinion does not matter
- Being dominant - always pushing my opinion above those of others
- Being ignorant - not being open to the ideas or opinions of others

Not all participants of SdS get to the point where they can reflect on themselves and see what needs to change. Some are content with their life how it is and cannot return to school/work after completing the project. These participants have to be assisted through other means to gain the insight that their habits need to change to become independent in life.

To give a deeper understanding of a dilemma a participants could be experiencing and how this translates into a physical reminder, two dilemmas are explained in detail. A complete overview of the dilemmas and created reminders of the co-design activity can be found in Appendix 3.5. These dilemmas are created through the proposed co-design activity:

**Dilemma:** Open or closed

This participant chose clear opposites to represent their dilemma. Although the words by themselves can mean many things, they provided a specific meaning to the participant. For them open is the goal; they want to be more open towards others in the sense that they want to share more how they feel and think, but they also want to be more open in listening to others and being open to their ideas and opinions. On the other side is being closed, which gives the participant comfort, a feeling of protection. They tend to press their own opinion on others without being open to what the others want. When they finished the reminder, see Figure 34, they put it with their keys.

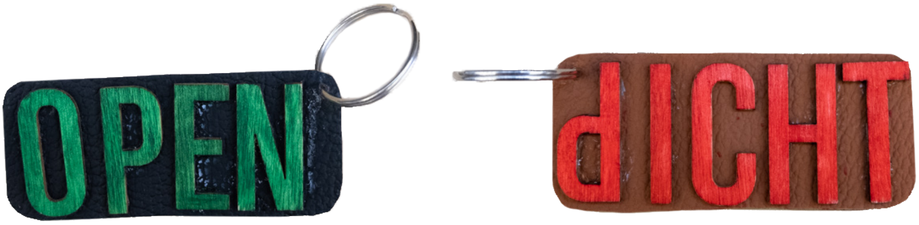

*Figure 34. Physical reminder created by participant SDS (1)*

**Dilemma:** Listening or leading

This person gained the insight during SDS that they are dominant in a group. They push their opinion and neglect the opinion of others. For this reminder they adapted/copied one of the examples. They knew immediately that this is their dilemma and that they want to be open to the ideas and thoughts of others by listening to them. However, leading gives them the feeling of control, but they are aware that they need to put more trust in the abilities of others. When they finished the reminder, see Figure 35, they put it with their keys.

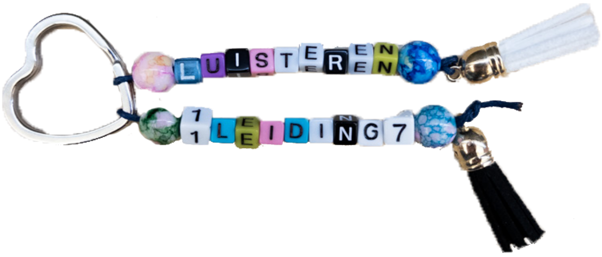

*Figure 35. Physical reminder created by participant SDS (2)*

## II. Success Proposed Co-Design Activity

The proposed co-design activity functioned satisfactory and in addition to creating a manual, only a minor adaptations/additions had to be made before being shared with the bigger network of the foundation. An elaboration on the final version of the proposed co-design activity can be found in Chapter 3.3.

The employees deviated from how I envisioned the implementation of the activity. Rather than giving the presentation I provided and making dilemma cards for the participants to choose from, they explained the knowledge without any visual aid and had the participants come up with their own dilemmas. The final design should allow for these kinds of adaptations because the projects of the foundation all differ, and the employees will know the theory is best brought to the participants.

The flexibility the employees had in implementing the theory and the activity helped them in shaping it towards the structure of the project and the needs of the participants. The levels of creativity were very important to them as this varies greatly amongst participants. Although it was not required to work with the shrink foil now, they believe that it will be necessary in other groups that are less creative. This variety in groups also poses as a challenge, because the activity might not work for every group they will work with. Another challenge is the time of the year in which the activity is done. Groups that end before the summer or Christmas holiday might not be able to directly start working on their dilemma as this can be applicable to a school context. This additional time that passes is a risk, because participants might lose the effect of seeing the physical reminder before being able to act upon their dilemma.

In this process it also became clear that the theory of approaching a dilemma in a positive way had not yet completely set in. Although this was clear to the participants, one of the employees incorporated the word 'not' in their dilemma during the activity.

Reflecting on the execution of the activity itself, little content needs to be changed. Although they did not use the presentation I prepared for them in the group, they did use it to understand the theory and process behind the activity. After being shown the materials from Co-design activity 2, they were a bit worried that the materials were 'too girly' for the mostly male teenagers they are working with. However, nobody complained about this. In the end, all the male participants did use the leather and therefore, a valuable addition to the material box could be more 'masculine' materials. Although this raises a completely new topic on gender neutrality, coloured beads and soft ropes are experienced as female by the participants and the employees and more materials could be sought that are attractive to men. The materials also included shrinking foil, but despite that none of the participants made use of this, the employees think that the students copied each other a bit and in a different scenario it is very plausible that the shrinking foil will be used. The employees see the value of the shrinking foil and think that other participants might need the structure of the step-by-step process with mix and matching that the foil offers. During the activity itself, the employees immediately provided the participants with the example sheets. Yet only one participant directly copied an example, making only little changes. Looking back, already providing the examples from the start can lower the barrier to those not comfortable with the open-endedness of the activity to start making something, as they do not have to ask for examples actively.

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12. This section focusses on providing an answer to RQ 4b: What are the opportunities and challenges of the proposed intervention for Supporter van Elkaar? Does it indicate opportunities for creating sustainable positive behaviour change?

Looking at the outcome by the participants the employees are satisfied. Although not always phrased in the clearest ways, all participants managed to shape a dilemma that fits with the insights the employees also gained of them. The participants managed to capture the core of the insight they should have gained throughout the project and formulated it in such a way that meant something to them. The employees see the activity as a welcome addition. They do think that starting with familiarizing the participants with the theory of the activity in the weeks leading up to it, as well as empowering the participant to come up with their own dilemma is an improvement over my initial proposal. We also concluded that it would be useful to have a document with an overview of what materials can be bought where. Lastly, an explanation booklet that guides employees unfamiliar to the theory and activity should be created. Now the employees went through the process of creation with me, but just the explanation in the presentation would not suffice on its own.

The bag with all materials, explanations, and examples was made for SDS to reuse again and again, adding new materials where necessary. Despite being a prototype made to validate the design intervention, the kit can directly be reapplied to other groups of SDS in the future and with all materials in one bag, it is convenient for the employees to store and transport.

The participants that agreed to a follow-up created the physical reminder mostly to improve their behaviour regarding their success in school. At the time of the proposed co-design activity, July 8, 2022, their summer holiday started. On August 31 this holiday was still in progress. Therefore, the participants were reminded of their dilemma in a context where it might not have been as useful: on holiday. One participant does not have the reminder in a fixed spot and is not reminded of their goal when looking at the physical reminder. It did however help the participant to work on their dilemma/goal in the sense that it has a calming effect for them. Another participant expressed that they do have the reminder in a fixed spot, it does remind them of their goal, but it did not help them work on their dilemma/goal. They explain that the reason for this is that they had no situation in which to apply the knowledge due to the summer holiday. They also express that they experience negativity when thinking about their dilemmas, where the other participants expressed that it helps them realise that they have a choice, they calm down, or that it helps them to stay positive. A possible explanation for the negativity can be the lack of application. For the complete results of the follo-up, see Appendix 3.5.2. Through another follow-up or by repeating the activity with new participants it can be identified whether the holiday that followed the project had an impact on the successfulness of the design.

## 3.2.5 Learnings from Case Study 2

Initially, the employees were a bit sceptical of my work. They are very protective towards their participants. It is a vulnerable group and usually they do not allow anyone to observe during a meeting. When I introduced myself to the two employees, I had my theory about using dilemma-driven design and scarcity, together with the results from the first co-design session and observations at SvE, but at that point in time the design intervention was still a black box. The employees were open to my approach of first getting to know project and shaping a design intervention afterwards. They looked at my work critically and helped brainstorming on what might work or not in an activity with the SDS participants. After sharing the results from the Co-design activity 2 at SVE, the employees expressed their enthusiasm and saw a direct application of the activity on the participants of SVE. They helped me define the content of the materials and allowed me to gather all materials I thought would be valuable to work with. This taught me the value of providing tangible examples of what an intervention might look like to help people place the project into their own context.

The PAR in this case study focused on the employees. With the group being different every time, the knowledge of the employees was leading in what types of groups they experience and how they adjust their planning accordingly. Looking back, this focus on the employees gave insights on their understanding and vision of implementation of the activity that would have been missed if the focus was on the participants.

# 3.3 Final Version Proposed Co-Design Activity

The process of the establishment of a co-design activity and its content that could be used by FC Twente, Scoren in de Wijk has been a dynamic process throughout the two the case studies. The establishment of the activity (co-design 2 in case study 1) is discussed in Chapter 3.1.2. Chapter 3.1.4 – V evaluates on the success of the first version of the activity. The process of creating the improved and final content is discussed in Chapter 3.2.2, and its success is discussed in Chapter 3.2.4 – II.

This section focusses on how the proposed co-design activity adopts the preliminary framework proposed in Chapter 2.5 and the overall contribution of the activity to the foundation.

Designing for subjective well-being with vulnerable communities is a complex and situated process that does not offer a one-size-fits-all solution. The proposed co-design activity adopts a strength-based approach (positive psychology) where a personalized (co-design) physical reminder (scarcity) is created that mediates well-being goals through dilemmas (dilemma-thinking) and offers an open moment of reflection when encountered in their day-to-day life. With that, it brings a knowledge contribution, providing an example of how the preliminary framework can make the translation from theory to practice. It also provides a practical contribution in helping the foundation support participants to achieve and sustain positive behaviour change.

In the design of the materials, convenience for the employees has been a priority. The manual contains all necessary information and is aided with visuals, see the appendix of this booklet (after references). The presentation the employees can use contains notes on what to say on each slide, see Appendix 4.2. The dilemma slides to create dilemma cards are self-explanatory and participants and employees only have to follow the simple instructions to fill in a dilemma card, see Figure 27 and Figure 28. Example reminders including explanation sheets are included in the provided material. Lastly all materials can be purchased in Enschede, and a material overview shows what material can be bought where, see Appendix 3.4.

The final name of the activity is: Goal! - Create reminders to support positive behaviour change with the use of personal dilemmas. This name puts emphasis on goal reaching and is a word play on football to fit with the theme of the foundation. The activity takes a total of 2-3 hours and is aimed at projects of the foundation that work with participants who can use an extra boost to pursue and sustain subjective well-being goals after their participation in a project has ended.

First the participants in the activity are introduced to the theory of dilemma-thinking and scarcity. Then participants learn that dilemmas offer opportunities to grow. The dilemmas are proposed as a goal on one side with something holding them back on the other side. Although positive psychology is not directly mentioned, the goal: what people would like to do to increase their well-being, is incorporated in the theory of dilemma-thinking. With that, the participants have a basic understanding of the theory of the preliminary framework.

Afterwards, these theories are integrated in the act of co-design in which the participants are empowered to create a physical reminder that reminds them of their dilemma in a meaningful way. Upon placing the reminder in a spot they encounter regularly, the reminders opens a short moment of reflection when encountered in their day-to-day life. If scarcity occupies their mind, the reminder will let them know that they have a choice, and that they do not have to feel guilty that is have been a while since they worked on their goal, there will be a new moment to try again.

Although the proposed co-design activity does not directly incorporate the theory of planned behaviour, it is in line with the theory used by the foundation. After the introduction of the theory of the activity and before creating a physical reminder, a participant must meet the conditions of being willing and able to get to the creation of a reminder. For example, a person that does not believe that they are able to create will not manage to do so, which was observed in case study 1. It can be, however, that a person does not see the value of creating a reminder before being introduced to the theory but changes their mind after gaining new insights and now meets the conditions to successfully create a reminder. The four levels of creativity incorporated in the design aim to support that more individuals feel able and empowered to participate.

Two and a half months after co-design session 2, on September 20, 2022, an evaluation took place. One social worker of SVE, one social worker leading other projects of the foundation, the MVO manager of the FC Twente, Scoren in de Wijk, and dr. Deger Ozkaramanli, project leader to the TKI ClickNL funded project from which this thesis established, attended this evaluation. The goal of this evaluation was to reflect on the process, critically discuss the design outcome, and discuss options for future implementation.

During the evaluation all attendants were enthusiastic about the result of the activity. They started envisioning how (parts of) the activity could be integrated into other activities of the foundation. The employees immediately saw value for integrating the activity of shaping a dilemma in the lower school environment and to discuss the theory with professional soccer players. Showing the final design sparked the imagination and brought up new possibilities for implementation that were not considered before.

The MVO manager was also enthusiastic and envisions to integrate the design into Theory of Change of the foundation as an extra tool that projects are free to use (FC Twente Scoren in de Wijk, personal communication, January 25, 2022). They want to include the design as a point on the agenda of the quarterly meetings, where different project can try the activity over time, reporting back their experience in the next quarterly meeting. It is up to the employees to adapt and integrate the materials in the way that is most meaningful to their participants.

The only concern from their side is how this activity would work in bigger groups. The design is only tested with small groups of less than ten participants. Depending on the independence of the group, more assistance in the execution of the activity could be desirable. With all the materials being obtained in Enschede, it is always possible for the foundation to scale up to make sure there is enough materials for a bigger group.

# Chapter 4
# Discussion & Conclusion

## Chapter content

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# 4.1 Discussion

This thesis had two main goals: providing a knowledge contribution, and a practical contribution to the foundation. To achieve this, a theoretical study and two case studies have been conducted. This input from theory and practice contributed to better understanding the goals (positive psychology), dilemmas (dilemma-thinking), and everyday challenges (scarcity) that vulnerable groups (i.e. the participants in the well-being programmes of the foundation) experience. This led to a theoretical framework that bridges positive psychology, dilemma-thinking, and scarcity theory, supported by the creation of a co-design activity that the employees of the foundation can reuse.

**Theory**

The strength-based mindset of positive psychology helped participants to stay motivated about the project they participate in and to stay focused on what they can achieve in the programme, instead of focusing solely on their problems and how to fix them. This worked well in combination with dilemmas because dilemmas seem to mediate positive and negative (Ozkaramanli et al., 2016). The activity category cards of the first co-design session that adopted the happiness activities of Lyubomirsky (SOURCE) aided in starting the discussion on goals and dilemmas and allowed for a structured conversation. Furthermore, discussing dilemmas through goals opened conversations because it helped participants to identify what is holding them back from engaging with their desired behaviour. Sharing experiences with dilemmas helped them to reflect on why they may not be sustaining their goals or desired behaviours.

The theory of scarcity became increasingly apparent and helpful throughout this research. Experiences of participants focussed on things they did for others, such as getting their children ready for school or worrying about the safety of their and other children in the neighbourhood. Giving in to this tunnelling seems to often result in goal inhibition: they focus on pressing needs without taking other needs and goals into consideration. They particularly seem to ignore their own needs. This insight not only complemented positive psychology and dilemma-thinking well, making the framework more relevant for vulnerable groups, but it also formed the basis for the proposed co-design activity in practice.

In addition to supporting this thesis, the proposed theoretical framework could aid in the development of other interventions with regards to subjective wellbeing in vulnerable communities. Making the translation from positive psychology and dilemma-thinking to design practice is not new (Delft Institute of Positive Design, n.d.; Desmet & Pohlmeyer, 2013). However, the implementation of scarcity theory in design has not yet been done to the best of our knowledge. In this thesis scarcity theory helped better understand why participants of the foundation often failed in making the translation from knowing what behaviour they would like to change to practicing their desired behaviour. As a result, we argue that the following three main elements are essential in designing for subjective wellbeing in / with vulnerable communities: Looking at possibilities (positive psychology), being mindful of the context and limitations (scarcity and dilemma-thinking) that a vulnerable community might be experiencing and giving them a voice in the design process (co-design). The theoretical framework also inspired the creation of the co-design activity that adopts a strength-based approach (positive psychology) where a personalized (co-design) physical reminder (scarcity) mediates well-being goals through dilemmas (dilemma-thinking) and offers an open moment of reflection when encountered.

The theory adopted by the foundation; the theory of planned behaviour, see Chapter 2.1, was not directly included in the framework. This theory describes that a person must be willing and able to change their behaviour. However, because people are introduced to new theory (scarcity, positive psychology, dilemma-thinking) their ableness could change through the introduction of the theory. A person might experience that they cannot improve their lifestyle because they sit on the couch all day and blame themselves for not being more productive. Introducing the theory of the framework could potentially alter the mindset of this individual, having them realise that their inability to change was outside of their control and that they are not at fault, because scarcity took over and caused them to tunnel. This in combination with positive psychology and dilemma-thinking might just be enough to motivate an individual to take a small step in improving their subjective well-being. Therefore, individuals that might not meet the conditions for behaviour change before the implementation of the framework could still grow and benefit from an intervention that is created through the framework. The success rate of individuals that meet the conditions of the theory of planned behaviour might be higher, but there is no strong argument to exclude those who do not meet the conditions. There is no strong argument to incorporate the theory of planned behaviour in the framework, therefore it is excluded.

The translation from theory to practice varied between the two case studies. Table 2 shows the differences between the case studies regarding the target group and execution of the proposed co-design activity. For SVE it worked to have the co-design activity executed by myself, because the participants already knew me from PAR and earlier design activities. In addition to that, this activity was executed to gain additional input for a possible design intervention. For SDS, it worked better to have the social workers execute the activity. This is because I was not involved in prior design activities with the participants and the social workers were better able to adjust the material of the activity to the group. Furthermore, an additional goal of the co-design activity was to evaluate its independence, making it more valuable for my research to have the social workers perform the activity.

In terms of how the content was conveyed to the participants, it was valuable for SVE to have premade dilemma cards. This is different from how dilemma-finding worked in previous projects (Ozkaramanli et al., 2017), but it helped lower the threshold to participate because participants had to select among given cards as opposed to coming up with dilemmas themselves. This was not the case for SDS because the main goal of the programme was for the young adults to get to insights into their behaviour on their own. Therefore, it was more logical for the participants to formulate their own dilemmas. To allow for enough preparation time, the social workers introduced the theory a week prior to the creation of the physical reminder. With SVE, it was possible to perform all three parts of the proposed co-design activity (introduction to theory, dilemma identification, creating a physical reminder) during the same meetup and introduce the theory with a presentation. The participants are better able to understand theory with visual aid, most are open to trying new things, and everybody is intrinsically motivated, making it unnecessary to introduce the theory beforehand. The participants in SDS, who are mostly extrinsically motivated, tended to engage better in active conversations over passively receiving information through a presentation, therefore the social workers conveyed the theory verbally. In conclusion, these differences point to the situated nature of design activities and how a one-size-fits-all approach is nearly impossible. It is recommended that the foundation tries out the co-design activity with various vulnerable groups with these differences in mind.

Looking at the results, participants of SVE chose dilemmas concerning their health and productivity and conveyed this through their physical reminders mostly in a non-verbal manner. Participants of SDS formulated dilemmas regarding their progress in school and attitude towards others and conveyed this mostly with words in their physical reminders. It is hard to know why the type of reminder (verbal versus non-verbal) differed in SVE and SDS. Possible explanations are the different target group, used materials, types of dilemmas or coincidence. This difference in capturing dilemmas in a reminder does not show a clear difference in the success of the reminder itself.

Realistically, the framework and the proposed co-design activity will not support all participants of the foundation. Not all participants in SVE or SDS are able to adopt positive behaviours when they participate in a project. This can be for example because they do not see that their behaviour can be improved to benefit their life in the long-term or because they do not believe that they are capable of changing. These participants will mostly likely not benefit from the proposed design activity, or they may benefit a lot less than the motivated participants. The participants who make the progress towards gaining insights in their competences and ability and who see space for improvement seem to benefit from the proposed co-design activity the most. It is likely that this condition holds for all projects of the foundation that are concerned with positive behaviour change. It is up to the employees to adapt and integrate the materials in the way that is most meaningful to their participants.

| **Supporter van Elkaar – Case Study 1** | **Scoren door Scholing – Case Study 2** |
|---|---|
| *General* | *General* |
| - Low-SES families with a multi-problematic background | - Young adults at risk of falling out from participating in society (school or work) prematurely |
| - Duration: half a year, two half days a week. One half day with children, one half day with only adults. | - Duration: five weeks, four half days a week |
| - Participants are intrinsically motivated | - Participants are mostly extrinsically motivated |
| - Participants do not always think they are able to start positive behaviour change | - Participants do not always think they are able to start positive behaviour change |

| *Proposed co-design activity* | *Proposed co-design activity* |
|---|---|
| - Co-design activities executed by me | - Co-design activity executed by the social workers of the project |
| - Presentation used to present the theory to the participants | - Theory presented to the participants verbally |
| - Theory, dilemmas, and creation of the reminder done on the same day | - Theory and dilemmas have been introduced a week before the co-design activity |
| - Participants chose a pre-made dilemma | - Participants formulated their own dilemmas |
| - Dilemmas concerning their health and productivity | - Dilemmas concerning progress in school and their attitude towards others |
| - Physical reminders made by participants mostly represent the dilemma without words | - Physical reminders made by participants mostly contain words to convey a dilemma |

*Table 2. Comparison of the two case studies in relation to the project and the execution of the proposed design activity.*

# 4.2 Conclusion

Designing for subjective well-being with vulnerable communities is a complex and situated process that does not offer a one-size-fits-all solution. Theory in psychology that adopts a strength-based approach (positive psychology and dilemma-thinking) and theory that filled the gap of why participants of the foundation may have difficulties in sustaining positive behaviour change (scarcity theory) were identified. This led to the design of a preliminary framework that aids in designing for subjective well-being in vulnerable communities through the integration of positive psychology, dilemma-thinking, and scarcity in co-design.

In addition, two case studies with projects of the foundation contributed to knowledge on well-being goals (positive psychology), dilemmas (dilemma-thinking), and challenges in everyday life (scarcity) participants in the foundation experience. This identified how the theoretical framework may be implemented in practice, across two case studies. This knowledge was obtained through Participatory Action Research, conversations with employees, and co-design activities (three in total) in both case studies.

With input of the theoretical framework and the case studies, a co-design activity is proposed that could help the foundation improve the subjective well-being of vulnerable communities. The co-design activity adopts a strength-based approach (positive psychology) where a personalized (co-design) physical reminder (scarcity) is created that mediates well-being goals through dilemmas (dilemma-thinking) and offers an open moment of reflection when encountered in their day-to-day life. With these outcomes, this project fulfils two goals: a theoretical contribution to the literature on positive behaviour change in vulnerable communities and a practical contribution to the activities of the foundation.

## Limitations and future research recommendations

Because this thesis was focussed on aiding the participants through the employees of Scoren in de Wijk, the case studies were limited to what happens during projects of the foundation and the stories that people share. Additional research in the day-to-day environment of participants and their broader context such as geographical location and social relationships can provide additional insights in how the foundation could assist its participants in achieving more subjective well-being. However, the foundation is also limited in its capacity and reach, and it is not unlikely that factors outside of the resources of the foundation need to change to support the growth in well-being of vulnerable communities.

A limitation regarding the execution of the method is that its documentation is based on memory and fieldnotes because it was not possible to make audio or video recordings due to ethical considerations. Respect for the participants was a priority as they were not informed of the research when they decided to join the project of the foundation (I joined only afterwards and had to be respectful of their boundaries).

It is recommended that the theoretical framework and proposed co-design activity are validated with different vulnerable communities and organisations to evaluate the opportunities and challenges in its implementation. Possible complementary and contradictory theories in literature could be explored to improve the framework. Reviewing the framework with psychology researchers or social workers could also be beneficial, as I am not an expert in this field. Additionally, the proposed design activity is only tested in small groups (<10 participants) and its success has only been evaluated months after the execution. It is recommended that its proceedings and amount of materials are evaluated with bigger groups and that its success on long-term is further investigated.

Rather than the end, the preliminary theoretical framework and proposed co-design activity are just the beginning of a research line on designing with vulnerable communities. Only three of fifteen projects of the foundation were explored in this thesis and the number of participants in both groups was low.[13] How the activity and content will be shaped over time by the different projects of the foundation could teach more on how to design for well-being in vulnerable communities. With every project of the foundation focussing on a different vulnerable target group the needs and capabilities of each group will differ and the framework and co-design activity may change as they are applied more often and in different contexts. One way to support its integration is by adopting the proposed co-design activity in the Theory of Change (ToC) model of the foundation. Within this ToC input, projects, activities, output, effects, and public value are identified, see Figure 3 for an elaboration on the general functioning of the foundation. The proposed co-design activity could be one of the activities that projects can use to achieve the effect better quality of life. The foundation is working on a system to measure the impact of its projects. With the integration of the activity in the ToC, it could become part of the measuring system, making it easier to monitor the success of the activity across different projects. The foundation also exchanges knowledge with other football club foundations in the Netherlands. If the foundation evaluated and gained insights on the impact the activity could have and are satisfied, they could share the materials with other foundations and create a bigger impact. Dr. Deger Ozkaramanli and I will stay involved in the background to encourage the implementation of the activity within the foundation.

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[13] The third project involved in this thesis was not included in the case studies because the focus of most of the participants at that time focussed on practical goals opposed to goals focussing on their subjective well-being.

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# Appendix
# Manual

## Appendix Content

This Appendix contains the manual created for the proposed co-design activity, elaborating on theory, execution, and examples.

# Goal!

Create reminders to support positive behaviour change with the use of personal dilemmas

## ACTIVITY MANUAL

SCOREN IN DE WIJK

UNIVERSITY OF TWENTE.

This activity is made by Dr. Deger Ozakaramanli and Naomi van Stralen on behalf of the University of Twente, in collaboration with Foundation FC Twente Scoren in de Wijk. It would not have been possible to realise this activity without the help of Supporter van Elkaar and Scoren door Scholing.

For questions please consult:

Publication November 2022

# BEFORE WE START

## WHO IS THE ACTIVITY INTENDED FOR?

This activity has been designed for Foundation FC Twente Scoren in de Wijk and is made to be executed with participants that can use an extra boost to pursue personal goals after their participation in a project has ended.

## GOAL OF THE ACTIVITY

It can be very difficult to pursue goals and work on subjective well-being when the regular meetups and coaching of a project falls away. You fall back into old habits and what you have learned during a project fades into the background, there is enough other stuff to worry about. By means of this activity participants create a personal reminder of their goal and what is on the other side of it. After all, if there would be nothing holding us back from eating healthy, the pleasure of eating unhealthy, it would be much easier to reach our goals.

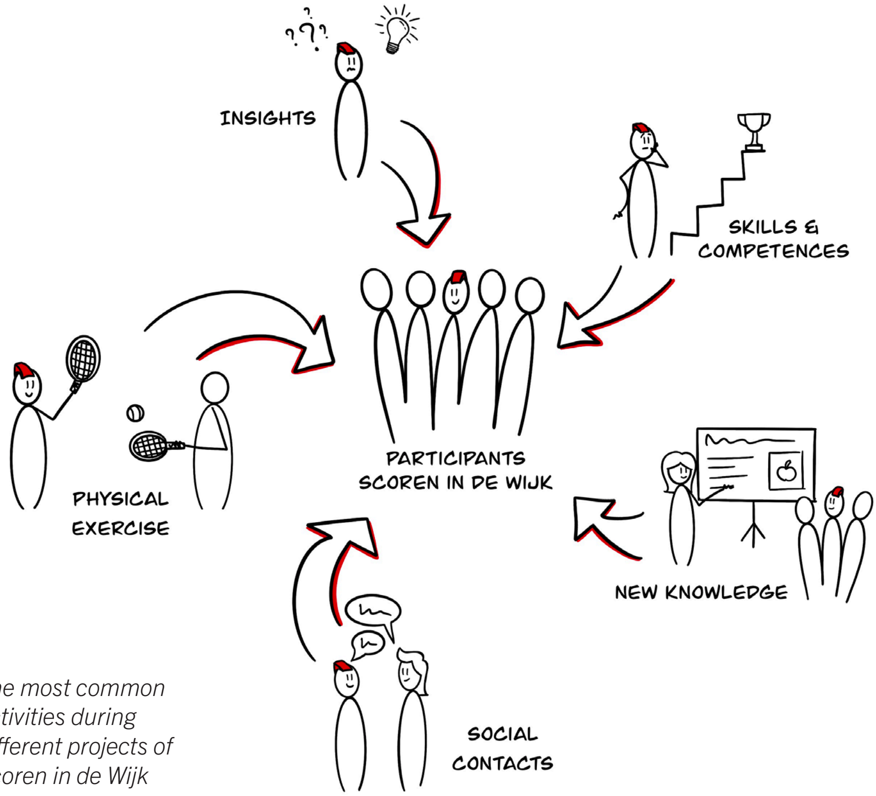
The created reminder is placed in a spot that participants encounter daily, for example on their bunch of keys. When they are too busy to think about their goal, they will eventually encounter the reminder, opening a moment of reflection. They are being stimulated to think about their choices without having to remind themselves of it.

*Example of the execution of the activity*

## THEORY

Every project of Scoren in de Wijk is different, but they all have in common that they give their participants the chance to score. You aim to add something to the life of every participant that they can keep working on after the project has ended. This can be for example new insights, improved competences and skills, new knowledge about health, more enjoyment in sports, or the social network that is build.

Unfortunately, it is very difficult to pursue this positive growth after a participant has concluded the project. The structural meetups fall away, and participants fall back into an automatic pilot with little to no space to implement what they learned during SIDW. With worries about participating in society (for example school, a job, or learning the language) they have other things on their mind than choosing between an apple and a cookie, they will take what is most obvious to them.

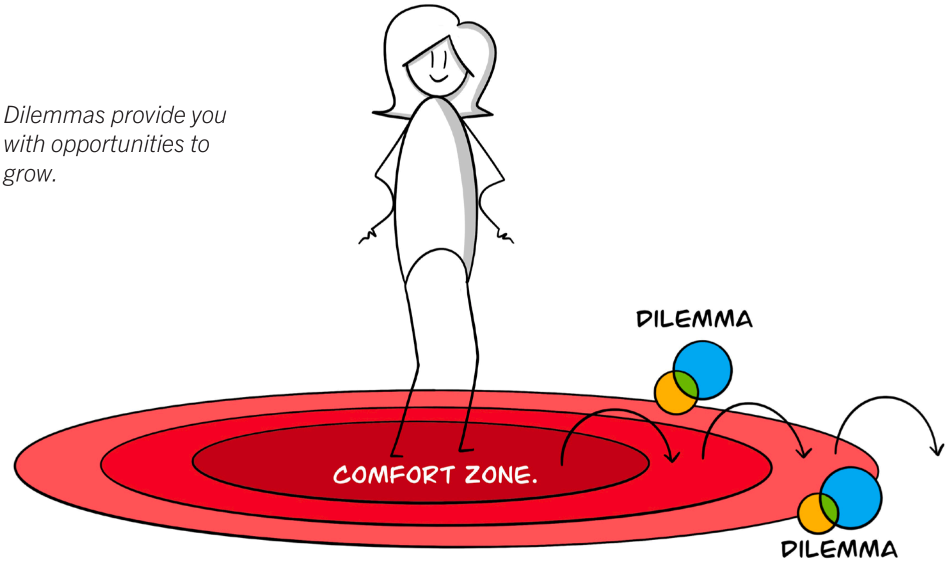

INSIGHTS
SKILLS & COMPETENCES
PARTICIPANTS SCOREN IN DE WIJK
PHYSICAL EXERCISE
NEW KNOWLEDGE
SOCIAL CONTACTS

*The most common activities during different projects of Scoren in de Wijk*

It is very understandable that participants are not able to apply their new knowledge. Everybody has, comparable to a computer, a working memory. You have a capacity for the number of things that are taking up active mental space. When the capacity is reached, it is difficult to add something to that. Even when you are only sitting on the couch and feel like you are not achieving anything, you mind is running in the background. Because of this, it can feel like you must make more of your day, even though it is not your fault that your working memory is at capacity and you can do less as a result.

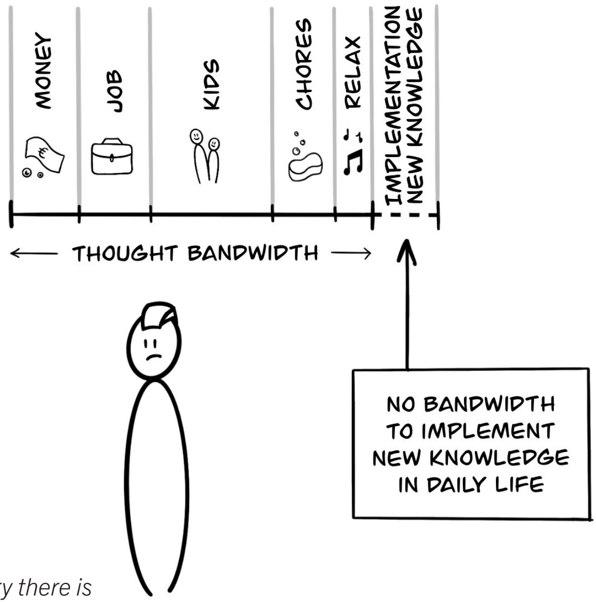
Due to a full working memory, we stay in our comfort zone. "If we keep doing what we do now, we will get through it." But if you want to grow as a person you have to get out of your comfort zone where you are confronted with al lot of choices: dilemmas. If you want to start eating healthier for example, you have to sacrifice the pleasure of eating something unhealthy. Every time you do choose for comfort food you feel guilty because you are not working towards a healthier life but feeling guilty is not going to make you any happier. When getting out of your comfort zone, it is important to keep a balance. It is perfectly fine to choose the donut sometimes, it gives you immediate pleasure in return which is also important. In balancing the dilemma, it is important that there is an equilibrium in short- and long-term gains that allows you to work towards more subjective well-being.

*Dilemmas provide you with opportunities to grow.*



There is no doubt that participant would like to work towards their goals. But when their working memory is full, it is likely that they do not even think about choosing for their goal, even though they have the knowledge to make the make the right choices.

With this activity participants are empowered to make a personal reminder about a dilemma they experience: What is their goal and what is opposing that? By capturing the dilemma in a physical reminder they do not have to free up space in their mind to start thinking about their goals. When they encounter the reminder, for example on their bunch of keys, they are being reminded that they have a choice. In the moment they can reflect on the benefits and drawback of each choice and decide based on that. They are also being reminded that it is perfectly fine to choose the other side of your goal sometimes as long as there is a balance between both sides of the dilemma. With the formulation of the dilemma it is important to always focus on the positive side. What does each side bring you? This way it is less likely that the participant will experience negative emotions when encountering the physical reminder. This can demotivate the participants to work on their dilemma.



*With a full working memory there is little to no space for personal growth*

# MATERIALS

## IN THE MATERIAL BOX

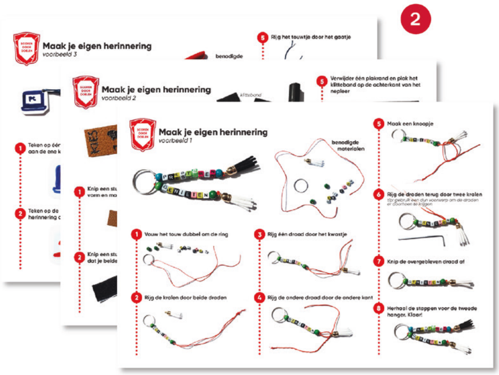
### INFORMATION

1. This manual
2. Explanation sheets physical examples
3. Sheets with icons
4. Physical examples of reminders
5. Explanation sheet shrinking foil

1

Scoren door Doelen
HANDLEIDING
UNIVERSITY OF TWENTE.
UITVOERING

2


Maak je eigen herinnering
voorbeeld 3
Maak je eigen herinnering
voorbeeld 2
Maak je eigen herinnering
voorbeeld 1

3

Variatie 1/13

4

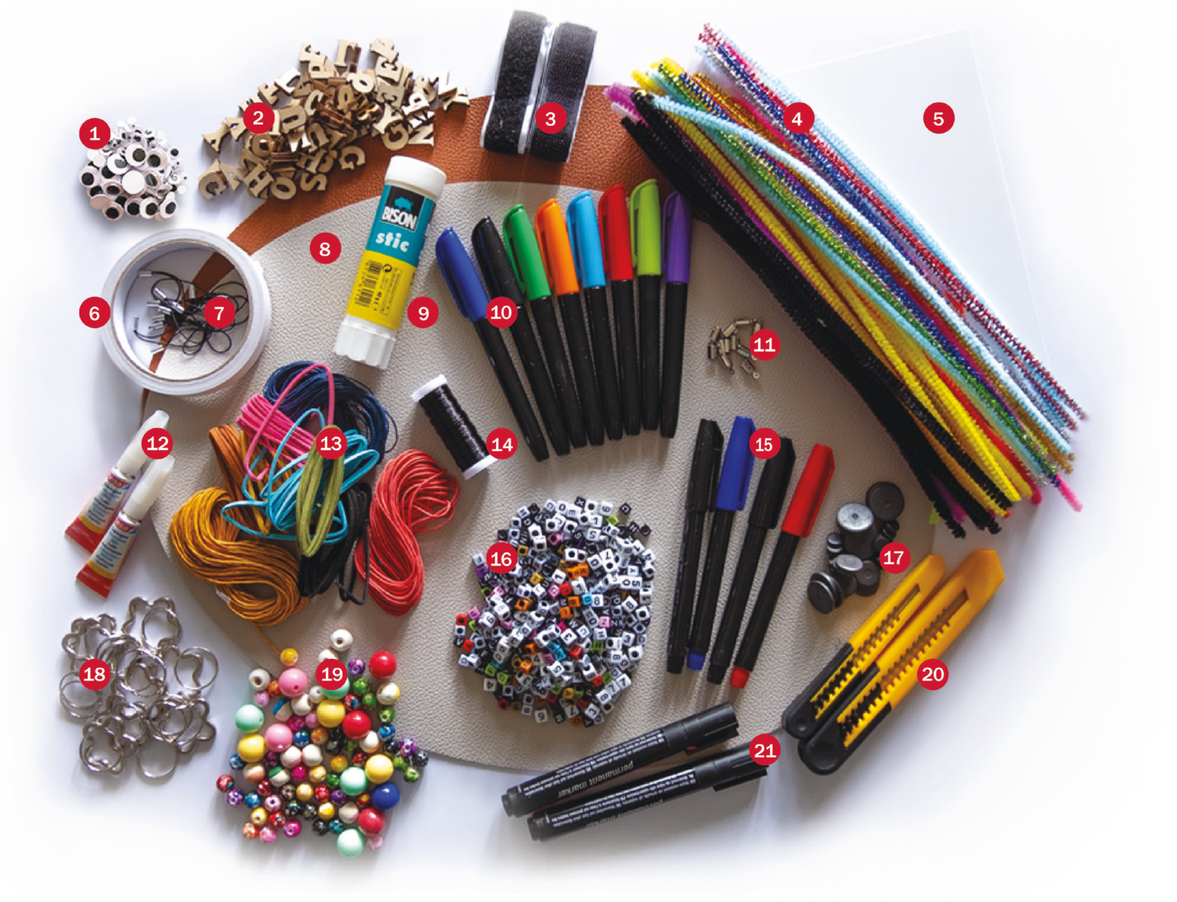
PC
PRESTEREN
GENIETEN

5

Maak je eigen herinnering
Krimpfolie
benodigde materialen
PC

## MATERIALS

1. Googly eyes
2. Wooden letters
3. Velcro
4. Chenille wire
5. Shrink foil
6. Double-sided tape
7. Phone hangers
8. Fake leather placemats
9. Glue stick
10. Permanent markers
11. Jewelry clamps
12. Superglue
13. Thread
14. Iron wire
15. Permanent markers thin
16. Letter beads
17. Magnets
18. Key rings
19. Beads
20. Stanley knife
21. Permanent markers black


1
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BISON stic
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19
20
21
permanent marker

## TO ADD YOURSELF

1. Scissors
2. Hole puncher
3. Tape
4. Ruler
5. Stapler
6. Wire cutters
7. Round nose plier
8. Combination plier
9. Thin, firm object (to push thread through beads, i.e. a needle)
10. Access to an oven (only required for shrink foil)
11. Baking paper (only required for shrink foil)

## CAN BE FOUND ONLINE

| | | |
|---|---|---|
| 1. | Presentation | PowerPoint |
| 2. | Dilemmas format for employees | PowerPoint |
| 3. | Dilemmas format for participants | PowerPoint |
| 4. | Icon library | Pdf/PowerPoint |
| 5. | Examples dilemma cards | Pdf |
| 6. | Overview materials | Pdf/PowerPoint |
| 7. | Examples reminders | Pdf |
| 8. | Examples shrink foil | Pdf |
| 9. | Manual | Pdf |

Documents 4 to 9 are not required for the execution of the activity, but can be used to expand/reprint the materials.

All digital materials can be found on the Microsoft Teams environment of Supporter van Elkaar: Documents > General > 2021-2022 > Lesmaterialen Supporter van Elkaar > Kleine Klusjes > GOAL! Activiteit

Don’t have all materials complete anymore? The document Overviewmaterials.pdf shows which materials are bought in what store. All materials are purchased in Enschede. The availability may change over time.

# THE ACTIVITY

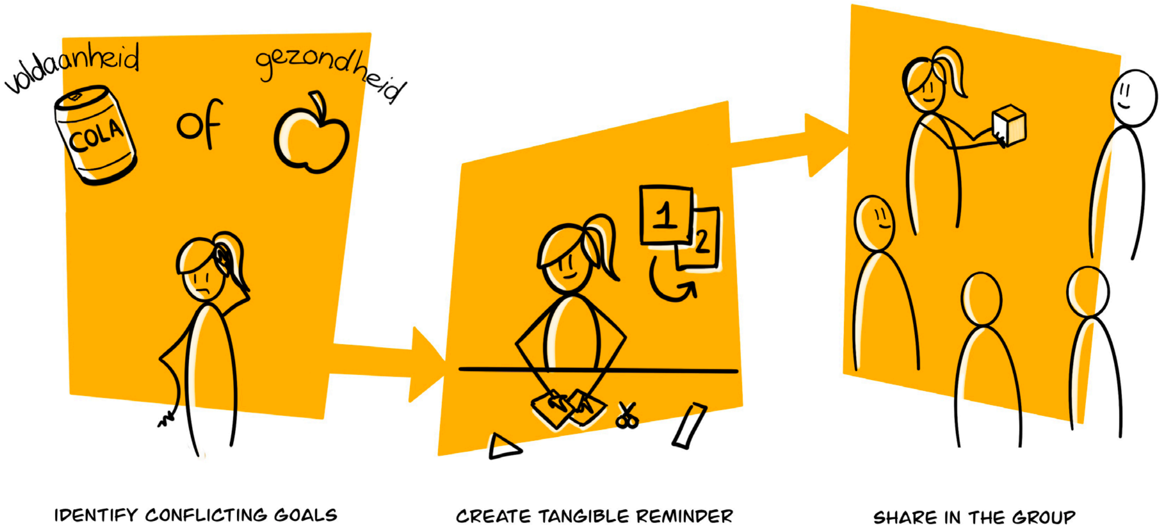
This activity is built up in three parts (see image):

1. Identify personal dilemmas
2. Create a physical reminder
3. Share the result with the group

The execution of the activity will take a total of 2-3 hours. It is highly recommended to read the complete manual with care and decide where the activity fits best in the program. It is also possible to execute the first part separately from the other two parts, as long as it is executed first.

All offered material is adjustable, from the presentation to the content of the material box. This allows you to execute the activity the way that you seem most fit for your project and the participants. On page 19-20 you can find examples of how Supporter van Elkaar and Scoren door Scholing shaped the activity.

*Parts Goal! Activity*


voldaanheid
gezondheid
COLA
of
1
2
IDENTIFY CONFLICTING GOALS
CREATE TANGIBLE REMINDER
SHARE IN THE GROUP

## 1. IDENTIFY PERSONAL DILEMMAS

**In the first phase of the activity participants explore which dilemmas is important to them.** To be able to do this it is important to introduce the theory: What is a dilemma and how can a dilemma help you to start working towards your goal?

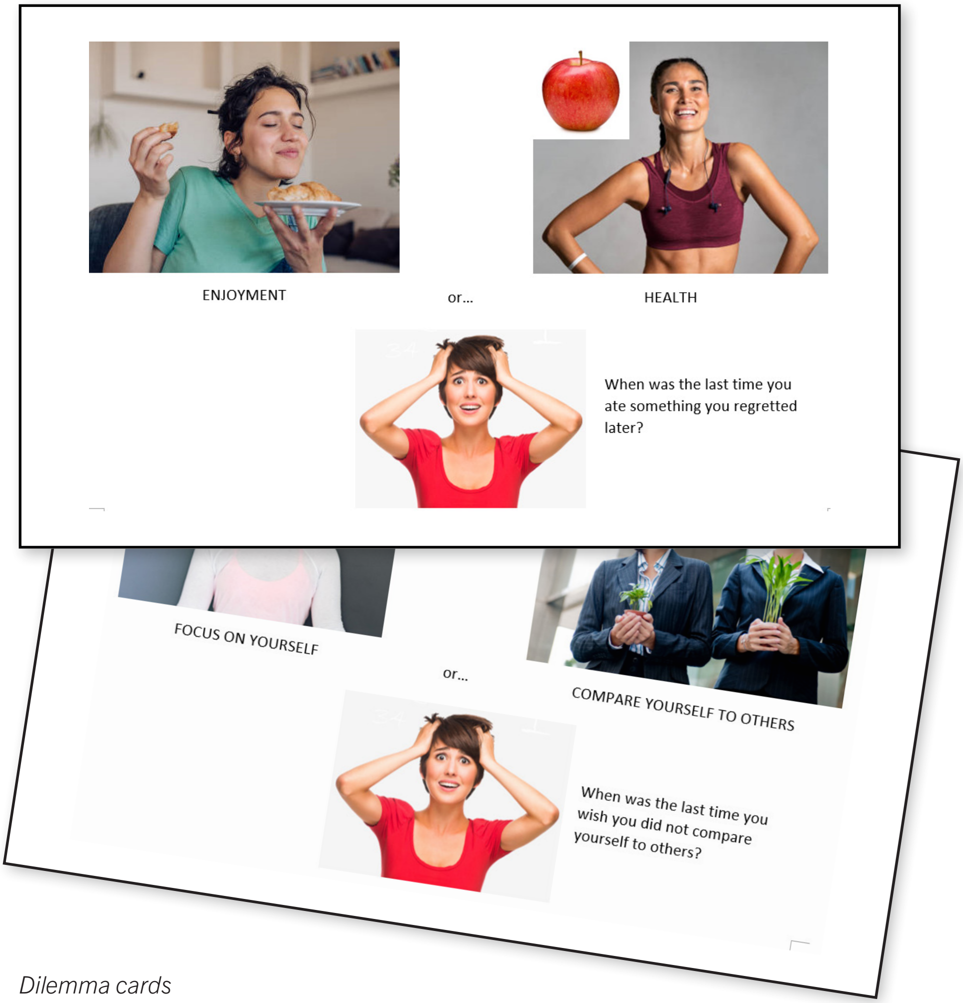
This can be done through verbal communication with the participants based on the theory in this manual, but it is also possible to do this with a PowerPoint presentation. The first part of the document *Presentation.pptx* (available on the SVE Microsoft Teams environment) explains all information necessary to familiarize participants with dilemmas. The second part of the presentation can be used to guide the process of creating a physical reminder and sharing the results with the group. What is to be said at what slide can be found in the notes section of the presentation. The presentation first shows several slides with dilemmas that can be relatable to the participants. After that the goal of the project they are participating in is explained once more and it is shown that they face many difficult choices (dilemmas) that offer opportunities for growth. It is up to you as organiser of the activity to decide how the theory is brought to the participants and which elements you would like to in- or exclude.

### DILEMMA CARDS

During their participation in your project, participants have gained insights about themselves and/or formulated personal goals. As described earlier in the manual, every goal has a flip side, creating a dilemma. Both sides of the dilemma have their own benefits and drawbacks. These dilemmas can be represented in dilemma cards (see image). These cards summarize the two sides of the dilemma with a picture and a few words.

In this example, the dilemma is between enjoyment and health. Do you choose to experience short-term pleasure from eating a donut, or do you go for your long-term health and choose the apple. The advantage of the donut is the pleasure experienced while eating, the disadvantage is the number of calories and unhealthy nutrients. The benefit of the apple is a healthier body in the long run, but the downside is that you miss out on the enjoyment of sugary snacks.

The cards also contain a question addressed to the reader. This question helps the reader put the dilemma in their own context and allows them to better empathise with the dilemma. In Voorbeeldendilemmakaarten.pdf there are eight example cards that could be used. It is also possible to add the theories you use in the project to the dilemma cards. In the example cards, the dimensions of Positive Health (iPH) are added.



ENJOYMENT

or...

HEALTH

When was the last time you ate something you regretted later?

FOCUS ON YOURSELF

or...

COMPARE YOURSELF TO OTHERS

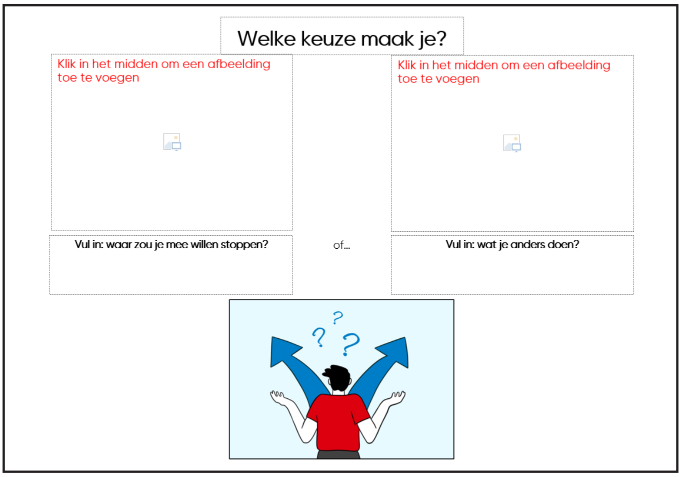
When was the last time you wish you did not compare yourself to others?

*Dilemma cards*

It is also possible to make your own dilemma cards. You know the participants best and know what choices they face. With the help of Dilemmasformatmedewerkers.pptx it is possible to easily make your own dilemma cards for the participants. The file is A4 size and two dilemma cards fit on one sheet. When making these cards it is important to highlight the positive of both choices, avoiding the word ‘not’ and other negative words. For example: ‘No smoking’ versus ‘smoking’ does not show what the pleasure of smoking brings to the participant and in this way immediately brings up negativity. Although the participant wants to smoke less, emphasizing the negative will not stimulate the participant to keep on trying if they do give in to the smoking sometimes.

It is also possible to have the participants make their own dilemma card. Use the *Dilemmasformatdeelnemers.pptx* file for this. It is important to introduce the theory in advance of the activity and to give participants the space to think about their dilemma independently. It will take up extra time if the participants must come up with their dilemma right before the activity.

When choosing a dilemma, it is important to get participants to think about how they experience this dilemma in daily life, what the benefits and drawbacks are of each side, and why they would want to work on it. If a participant is intrinsically motivated, there is a greater chance that they will succeed in working towards the goal.



Welke keuze maak je?

Klik in het midden om een afbeelding toe te voegen

Klik in het midden om een afbeelding toe te voegen

Vul in: waar zou je mee willen stoppen?

of...

Vul in: wat je anders doen?

*Fillable dilemma card*

## 2. CREATE A PHYSICAL REMINDER

**Once each participant has a personal dilemma they would like to work on, the memory can be created.** But not everyone is comfortable with being creative. While one person likes to make something by hand, the other prefers to outsource it. Yet everyone has it in them to be creative, even if it will not come easy to everyone. To encourage all participants to get to a physical reminder, four levels of creativity are adopted within the activity: creating, making, adjusting, and doing.

Place all materials on a table in such a way that all participants can reach them. Let the participants act independently as much as possible. This promotes the experienced creativity and pride over the created reminder. When you as employee take over the choices and actions of the participant, he/she will attach less value to the result and there is a greater chance that the reminder will immediately end up in the trash.

The reminder will mean the most to them if they can express their creativity more in the object they are making. It becomes more personal and took more effort than something they get offered ready-made. That is why it is important to strive to use the most creative completion of the activity. Questions such as: ‘Where would you like the reminder’ and ‘how could the reminder help you work towards your goal’ can be asked to help participants imagine what the reminder should be for them.

BETER
GOED
OPEN

*Physical reminders made by participants*

## CREATING

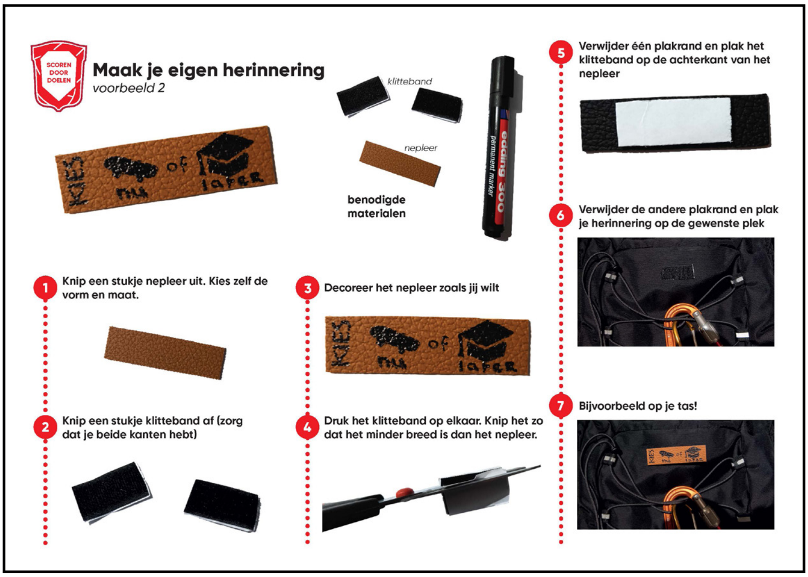
When you are creating, you express yourself in a creative way. You make something that did not exist before and you thought of yourself. This requires interest and some experience. Even though this is not for everyone, you want participants to be creating as much as possible. This way a participant will attach the most value to the memory.

At this level of creativity, a participant uses all possible materials.

## MAKING

Just as creating, making also involves using your head and hands to make something that did not exist before. The only difference is that you are given some guidelines that you can go through. Where creating would be making your own dish, making is following a recipe. When the bar is too high for a participant to come up with a design for his/her memory independently, they can use the examples (see image). This helps the participant to arrive at a design step by step. Encourage them to use the examples mainly as inspiration and to give them their own personal twist.

At this level of creativity, a participant uses all possible materials.



**Maak je eigen herinnering**
*voorbeeld 2*

SCOREN DOOR DOELEN
klitteband
nepleer
benodigde materialen
edding 300
permanent marker

1. Knip een stukje nepleer uit. Kies zelf de vorm en maat.
2. Knip een stukje klitteband af (zorg dat je beide kanten hebt)
3. Decoreer het nepleer zoals jij wilt
4. Druk het klitteband op elkaar. Knip het zo dat het minder breed is dan het nepleer.
5. Verwijder één plakrand en plak het klitteband op de achterkant van het nepleer
6. Verwijder de andere plakrand en plak je herinnering op de gewenste plek
7. Bijvoorbeeld op je tas!

*Example sheet physical reminder*

## ADAPTING

In adapting, you take something that already exists, and adapt it in such a way that it becomes personal. An example of this is using cookies for the bottom of a cheesecake instead of the bottom included in the cake mix.

If the participant is not comfortable with making and creating, this is the next step.

The participants will work with shrink foil. This is plastic foil that can be drawn on with permanent markers. The foil shrinks and thickens in the oven, forming a keychain. The icon sheets can be used by the participants to select icons that visualise each side of the dilemma for themand trace them on the foil. Of course, they can also decide for themselves what they want to put on the foil.

At this level of creativity, a participant uses:
- Proof sheet: Shrink foil
- Shrink wrap
- Permanent markers
- Icon sheets
- Scissors
- Hole puncher
- Key ring
- Oven

No oven at your disposal? Be creative! For example, you can bake the foil at home and return the reminders to the participants later.

Continue on the next page →

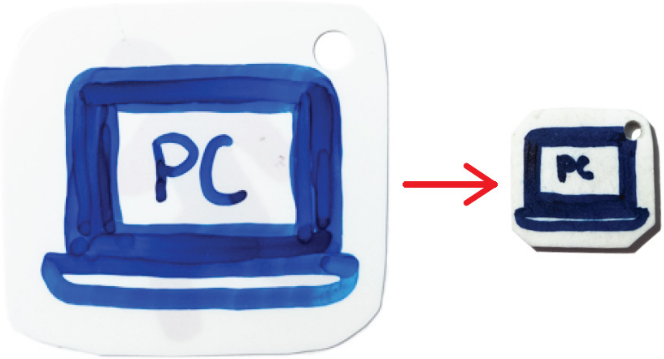
**Shrinking**

To finish reminders, the foil has to be shrunk in the oven. You can do this with multiple reminders at once:

1. Preheat the oven to 170o Celsius
2. Prepare a pan with a small layer of cold water
3. Place a sheet of baking paper on the baking tray
4. Place the reminders on the baking tray as close together as possible, leaving little space between them

   *Tip: Check if all reminders have a hole punched through them. Otherwise the key ring cannot be placed through the reminder after shrinking!*
5. Place the baking tray in the oven. Keep looking at the shrink foil. These will curl up and shrink. Wait until they have completely shrunk and are (almost) completely flat on the baking sheet.

   *Tip: If the foil did not shrink all the way, the print will fade faster. Really wait until all the reminders have shrunk properly!*
6. Remove the baking sheet from the oven and place the pan of cold water on the flat reminders. This way you can make sure the reminders are really flat.
7. Now the reminders can be returned to the participants and they can put a key ring through them. The keychain is finished!



*Physical reminder before and after shrinking in the oven*

### DOING

If a participant is unable to choose icons themselves and make the pendant of the adapting category, doing is the last option. Help the participant choose icons that fit his/her dilemma and guide the participant through the step-by-step plan. Try to let the participant perform each step themselves as much as possible. This promotes the experienced creativity and ensures that the participant has the feeling that they have made something on their own. When you as a supervisor take over the choices and actions of the participant, he/she will be less attached to the result and there is a greater chance that the reminder will immediately end up in the trash.

## 3. SHARING RESULTS IN THE GROUP

Once all participants have completed their reminder, it is important to take a moment to discuss in the group what everyone has made. **Discuss which dilemma participants chose, what they created, where they will place the reminder (for example, with their keys), and how they think the reminder can help them work towards their goal.**

By sharing the results with each other, you as facilitators gain insights into how the participants plan to take a step towards greater well-being. The participants can encourage and help each other when they know what kind of dilemmas the others experience. Expressing your dilemma and sharing it with others can also be that little extra push to really get going. If a participant is not comfortable with discussing the dilemma and the physical reminder in the group, it is always possible to discuss this separated from the group.

Depending on when you executed the activity, you can encourage the participants to start working on their dilemma in the weeks after the activity. Have a weekly moment of reflection to discuss their progress and experiences. Sharing successes and difficulties works motivating, the participants see that they are not alone in their journey. Also if you only execute the activity towards the end of the project you can stimulate the participants to keep in contact and cheer each other on in finding the balance in their dilemma.

# EXAMPLES EXECUTION

Each Scoren in de Wijk project is different and each situation requires a different implementation of the activity. Take your time to go through all the materials, try out the activity yourself and then determine the theory and materials that you want to apply. Here are two examples of how other Scoren in de Wijk projects have performed the activity.

## SUPPORTER VAN ELKAAR – TEAM ENSCHEDE

Supporter van Elkaar lasts for six months and is aimed at low-SES families with a multi-problem background. The first half focuses on basic health knowledge with topics such as nutrition, sports and gaming, while the second half features guest speakers who discuss topics that are relevant to the group, for example finance and education.

Supporter van Elkaar participated in the trial version of this activity. The activity has been carried out towards the end of the project. In the middle of the project would have been better, so that the participants could have supported each other in finding the balance in their dilemma. Different levels of creativity had not yet been introduced in this activity and we have seen that it is not easy for every participant to make a memory without guidance and examples. For this reason, the four levels of creativity have been added to the activity. Supporter van Elkaar has prepared eight general dilemma cards for the participants in advance. These can be found in Voorbeeldendilemmakaarten.pdf. They are arranged in such a way that each participant has a few cards that match their personal goals. The dilemmas remained general so that there is room for the participants to place the dilemma in their own context. The dimensions of Positive Health - iPH (www.iph.nl) are also linked to the dilemmas, so that participants can also base their choice on the dimensions they want to work on. All parts of the activity were carried out immediately after each other and the presentation was used to discuss the theory and go through all the steps of the activity. The employees also participated in the activity.

Three months after the activity, all participants indicated that the memory helped them work towards their goal.

## SCOREN DOOR SCHOLING – TEAM ENSCHEDE

Scoring by Schooling lasts five weeks and is aimed at young people that are at risk of dropping out of school.

Scoring by Schooling has executed the final version of the activity. They did this at the very last meetup. At that point participants should be able to see what needs to change if they want to go back to school/work. In this project it is very important that participants come to their own insights. Therefore, the employees introduced the theory a week before the activity without the use of the presentation. They also gave the homework for participants to create their own dilemma card using Dilemmasformatparticipants.pptx. Although the participants did not do the homework, they did think about their dilemma and knew immediately what to do once all the materials of the activity were in front of them. Some participants used an example, others came up with a physical memory all by themselves. The supervisors also participated in the activity.

Two months after the activity, almost all participants indicated that the memory helped them work towards their goal.

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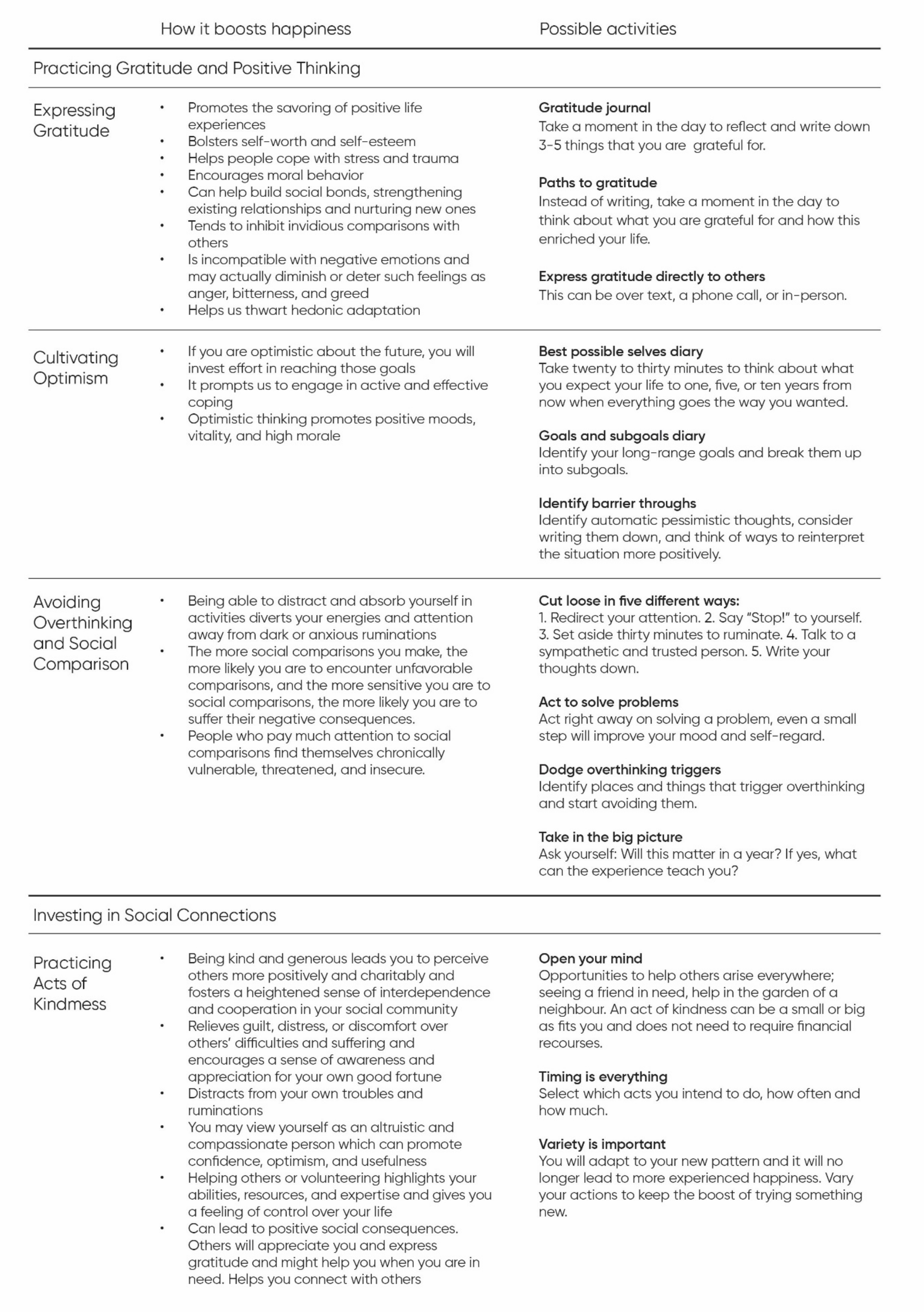
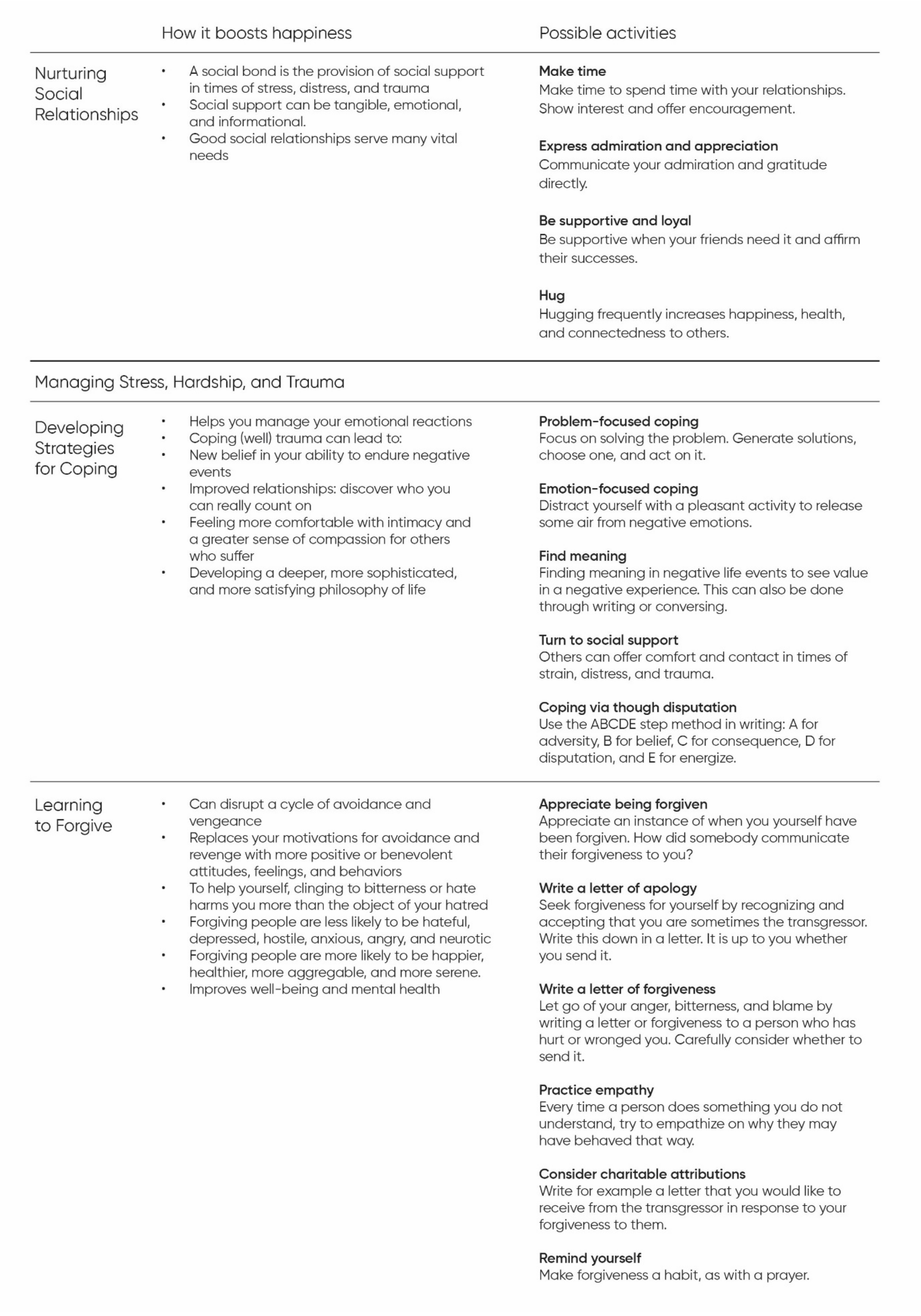
# 1. Literature Review

## 1.1 The How of Happiness – Overview of Happiness Activities

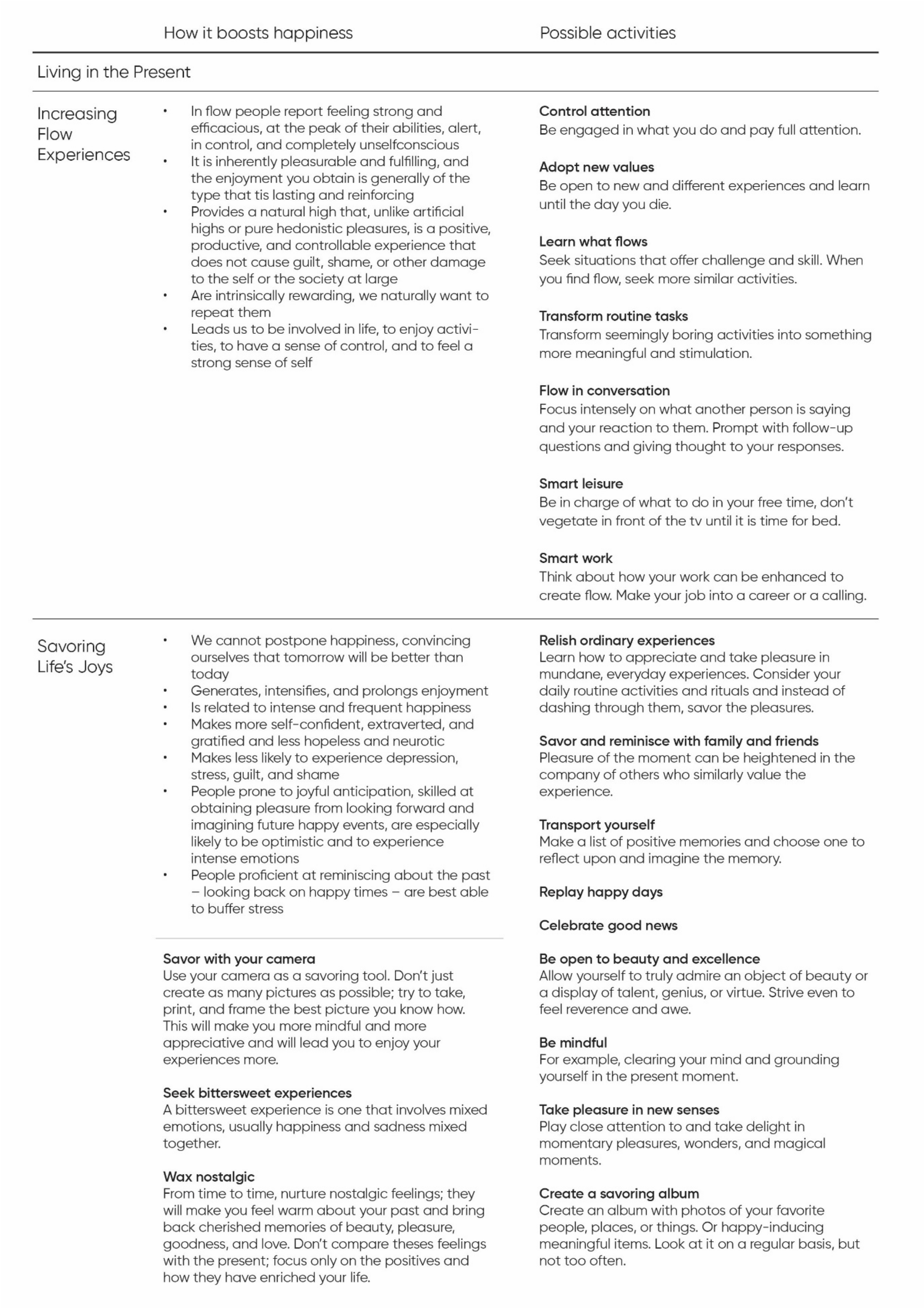
A schematic overview of the twelve happiness activities proposed by Lyubomirsky in the book *The How of Happiness* (2007). All content is directly taken or slightly adapted from the book. The overview aims to inform on why a person would pursue a certain happiness activity, along with what actions could be taken to integrate the activity in their daily life.



| | How it boosts happiness | Possible activities |
|---|---|---|
| Practicing Gratitude and Positive Thinking | | |
| Expressing Gratitude | • Promotes the savoring of positive life experiences<br>• Bolsters self-worth and self-esteem<br>• Helps people cope with stress and trauma<br>• Encourages moral behavior<br>• Can help build social bonds, strengthening existing relationships and nurturing new ones<br>• Tends to inhibit invidious comparisons with others<br>• Is incompatible with negative emotions and may actually diminish or deter such feelings as anger, bitterness, and greed<br>• Helps us thwart hedonic adaptation | **Gratitude journal**<br>Take a moment in the day to reflect and write down 3-5 things that you are grateful for.<br>**Paths to gratitude**<br>Instead of writing, take a moment in the day to think about what you are grateful for and how this enriched your life.<br>**Express gratitude directly to others**<br>This can be over text, a phone call, or in-person. |
| Cultivating Optimism | • If you are optimistic about the future, you will invest effort in reaching those goals<br>• It prompts us to engage in active and effective coping<br>• Optimistic thinking promotes positive moods, vitality, and high morale | **Best possible selves diary**<br>Take twenty to thirty minutes to think about what you expect your life to one, five, or ten years from now when everything goes the way you wanted.<br>**Goals and subgoals diary**<br>Identify your long-range goals and break them up into subgoals.<br>**Identify barrier throughs**<br>Identify automatic pessimistic thoughts, consider writing them down, and think of ways to reinterpret the situation more positively. |
| Avoiding Overthinking and Social Comparison | • Being able to distract and absorb yourself in activities diverts your energies and attention away from dark or anxious ruminations<br>• The more social comparisons you make, the more likely you are to encounter unfavorable comparisons, and the more sensitive you are to social comparisons, the more likely you are to suffer their negative consequences.<br>• People who pay much attention to social comparisons find themselves chronically vulnerable, threatened, and insecure. | **Cut loose in five different ways:**<br>1. Redirect your attention. 2. Say "Stop!" to yourself. 3. Set aside thirty minutes to ruminate. 4. Talk to a sympathetic and trusted person. 5. Write your thoughts down.<br>**Act to solve problems**<br>Act right away on solving a problem, even a small step will improve your mood and self-regard.<br>**Dodge overthinking triggers**<br>Identify places and things that trigger overthinking and start avoiding them.<br>**Take in the big picture**<br>Ask yourself: Will this matter in a year? If yes, what can the experience teach you? |
| Investing in Social Connections | | |
| Practicing Acts of Kindmess | • Being kind and generous leads you to perceive others more positively and charitably and fosters a heightened sense of interdependence and cooperation in your social community<br>• Relieves guilt, distress, or discomfort over others' difficulties and suffering and encourages a sense of awareness and appreciation for your own good fortune<br>• Distracts from your own troubles and ruminations<br>• You may view yourself as an altruistic and compassionate person which can promote confidence, optimism, and usefulness<br>• Helping others or volunteering highlights your abilities, resources, and expertise and gives you a feeling of control over your life<br>• Can lead to positive social consequences. Others will appreciate you and express gratitude and might help you when you are in need. Helps you connect with others | **Open your mind**<br>Opportunities to help others arise everywhere; seeing a friend in need, help in the garden of a neighbour. An act of kindness can be a small or big as fits you and does not need to require financial recourses.<br>**Timing is everything**<br>Select which acts you intend to do, how often and how much.<br>**Variety is important**<br>You will adapt to your new pattern and it will no longer lead to more experienced happiness. Vary your actions to keep the boost of trying something new. |

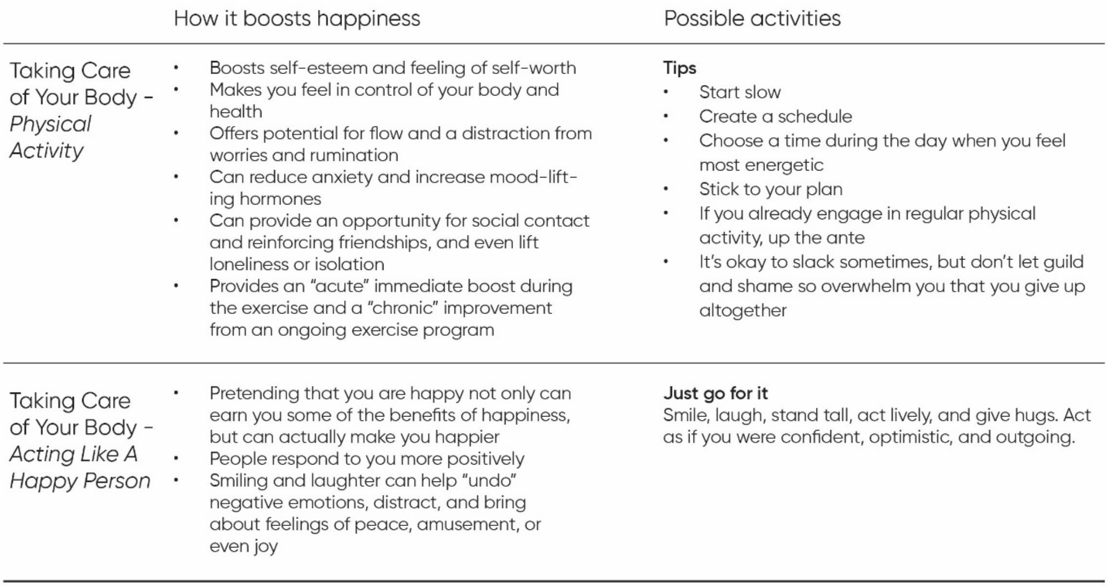


| | How it boosts happiness | Possible activities |
|---|---|---|
| Nurturing Social Relationships | • A social bond is the provision of social support in times of stress, distress, and trauma<br>• Social support can be tangible, emotional, and informational.<br>• Good social relationships serve many vital needs | **Make time**<br>Make time to spend time with your relationships. Show interest and offer encouragement.<br>**Express admiration and appreciation**<br>Communicate your admiration and gratitude directly.<br>**Be supportive and loyal**<br>Be supportive when your friends need it and affirm their successes.<br>**Hug**<br>Hugging frequently increases happiness, health, and connectedness to others. |
| Managing Stress, Hardship, and Trauma | | |
| Developing Strategies for Coping | • Helps you manage your emotional reactions<br>• Coping (well) trauma can lead to:<br>• New belief in your ability to endure negative events<br>• Improved relationships: discover who you can really count on<br>• Feeling more comfortable with intimacy and a greater sense of compassion for others who suffer<br>• Developing a deeper, more sophisticated, and more satisfying philosophy of life | **Problem-focused coping**<br>Focus on solving the problem. Generate solutions, choose one, and act on it.<br>**Emotion-focused coping**<br>Distract yourself with a pleasant activity to release some air from negative emotions.<br>**Find meaning**<br>Finding meaning in negative life events to see value in a negative experience. This can also be done through writing or conversing.<br>**Turn to social support**<br>Others can offer comfort and contact in times of strain, distress, and trauma.<br>**Coping via though disputation**<br>Use the ABCDE step method in writing: A for adversity, B for belief, C for consequence, D for disputation, and E for energize. |
| Learning to Forgive | • Can disrupt a cycle of avoidance and vengeance<br>• Replaces your motivations for avoidance and revenge with more positive or benevolent attitudes, feelings, and behaviors<br>• To help yourself, clinging to bitterness or hate harms you more than the object of your hatred<br>• Forgiving people are less likely to be hateful, depressed, hostile, anxious, angry, and neurotic<br>• Forgiving people are more likely to be happier, healthier, more aggregable, and more serene.<br>• Improves well-being and mental health | **Appreciate being forgiven**<br>Appreciate an instance of when you yourself have been forgiven. How did somebody communicate their forgiveness to you?<br>**Write a letter of apology**<br>Seek forgiveness for yourself by recognizing and accepting that you are sometimes the transgressor. Write this down in a letter. It is up to you whether you send it.<br>**Write a letter of forgiveness**<br>Let go of your anger, bitterness, and blame by writing a letter or forgiveness to a person who has hurt or wronged you. Carefully consider whether to send it.<br>**Practice empathy**<br>Every time a person does something you do not understand, try to empathize on why they may have behaved that way.<br>**Consider charitable attributions**<br>Write for example a letter that you would like to receive from the transgressor in response to your forgiveness to them.<br>**Remind yourself**<br>Make forgiveness a habit, as with a prayer. |



| | How it boosts happiness | Possible activities |
|---|---|---|
| Living in the Present | | |
| Increasing Flow Experiences | • In flow people report feeling strong and efficacious, at the peak of their abilities, alert, in control, and completely unselfconscious<br>• It is inherently pleasurable and fulfilling, and the enjoyment you obtain is generally of the type that tis lasting and reinforcing<br>• Provides a natural high that, unlike artificial highs or pure hedonistic pleasures, is a positive, productive, and controllable experience that does not cause guilt, shame, or other damage to the self or the society at large<br>• Are intrinsically rewarding, we naturally want to repeat them<br>• Leads us to be involved in life, to enjoy activities, to have a sense of control, and to feel a strong sense of self | **Control attention**<br>Be engaged in what you do and pay full attention.<br>**Adopt new values**<br>Be open to new and different experiences and learn until the day you die.<br>**Learn what flows**<br>Seek situations that offer challenge and skill. When you find flow, seek more similar activities.<br>**Transform routine tasks**<br>Transform seemingly boring activities into something more meaningful and stimulation.<br>**Flow in conversation**<br>Focus intensely on what another person is saying and your reaction to them. Prompt with follow-up questions and giving thought to your responses.<br>**Smart leisure**<br>Be in charge of what to do in your free time, don't vegetate in front of the tv until it is time for bed.<br>**Smart work**<br>Think about how your work can be enhanced to create flow. Make your job into a career or a calling. |
| Savoring Life's Joys | • We cannot postpone happiness, convincing ourselves that tomorrow will be better than today<br>• Generates, intensifies, and prolongs enjoyment<br>• Is related to intense and frequent happiness<br>• Makes more self-confident, extraverted, and gratified and less hopeless and neurotic<br>• Makes less likely to experience depression, stress, guilt, and shame<br>• People prone to joyful anticipation, skilled at obtaining pleasure from looking forward and imagining future happy events, are especially likely to be optimistic and to experience intense emotions<br>• People proficient at reminiscing about the past – looking back on happy times – are best able to buffer stress<br>**Savor with your camera**<br>Use your camera as a savoring tool. Don't just create as many pictures as possible; try to take, print, and frame the best picture you know how. This will make you more mindful and more appreciative and will lead you to enjoy your experiences more.<br>**Seek bittersweet experiences**<br>A bittersweet experience is one that involves mixed emotions, usually happiness and sadness mixed together.<br>**Wax nostalgic**<br>From time to time, nurture nostalgic feelings; they will make you feel warm about your past and bring back cherished memories of beauty, pleasure, goodness, and love. Don't compare theses feelings with the present; focus only on the positives and how they have enriched your life. | **Relish ordinary experiences**<br>Learn how to appreciate and take pleasure in mundane, everyday experiences. Consider your daily routine activities and rituals and instead of dashing through them, savor the pleasures.<br>**Savor and reminisce with family and friends**<br>Pleasure of the moment can be heightened in the company of others who similarly value the experience.<br>**Transport yourself**<br>Make a list of positive memories and choose one to reflect upon and imagine the memory.<br>**Replay happy days**<br>**Celebrate good news**<br>**Be open to beauty and excellence**<br>Allow yourself to truly admire an object of beauty or a display of talent, genius, or virtue. Strive even to feel reverence and awe.<br>**Be mindful**<br>For example, clearing your mind and grounding yourself in the present moment.<br>**Take pleasure in new senses**<br>Play close attention to and take delight in momentary pleasures, wonders, and magical moments.<br>**Create a savoring album**<br>Create an album with photos of your favorite people, places, or things. Or happy-inducing meaningful items. Look at it on a regular basis, but not too often. |

|  | How it boosts happiness | Possible activities |
|---|---|---|
| Commiting to Your Goals |  |  |
| Commiting to Your Goals | • People who strive for something personally significant, whether it's learning a new craft, changing careers, or raising moral children, are far happier than those who don't have strong dreams or aspirations<br>• Provides a sense of purpose and a feeling of control over our lives<br>• Meaningful goals bolsters our self-esteem, stimulating us to feel confident and efficacious. Furthermore, the accomplishment of every subgoal is yet another opportunity for an emotional boost<br>• Adds structure and meaning to our daily lives<br>• It helps us learn to master our use of time<br>• Often involves engaging with other people and such social connections can be happiness-inducing in and of themselves | **Intrinsic goals**<br>People whose primary life goals are intrinsically rewarding obtain more satisfaction and pleasure from their pursuits.<br>**Authentic goals**<br>Own your goals by choosing ones that fit you well.<br>**Approach goals**<br>Approach a desire outcome with your goal rather than avoiding an undesirable outcome. An avoidance goal can often be framed as an approach goal and vice versa.<br>**Harmonious goals**<br>Your goals should complement one another. Avoid conflicting goals.<br>**Flexible and appropriate goals**<br>Adapt your goals to the opportunities you have.<br>**Activity goals**<br>Pursuing new activities can produce a steady inflow of positive feelings and experiences, opposed to goals that risk hedonic adaptation.<br>**Break down your goals**<br>People who have small subgoals are more likely to realize their bigger, more abstract goals. But do not lose track of the bigger goals. |
| Taking Care of Your Body and Your Soul |  |  |
| Practicing Religion and Spirituality | • The sense of meaning that you derive from your religion can provide hope, a satisfying explanation via a broader, benign purpose, and solace<br>• It can help us feel that we matter, that our suffering and our hard work aren't futile, and that our life has a purpose<br>• It can help feel a sense of control over our fates<br>• It can help us justify our actions: why we should forgive, what we have to be grateful for, etc.<br>• It gives a reason to focus beyond just ourselves.<br>• The sense of meaning it can provide fuels our sense of self-forth. It makes us feel belong in a community of like-minded people | **Seek meaning and purpose**<br>Suggestions: 1. Pursue goals that are harmonious and within reach. 2. Write down, or share with someone, your own life store. 3. Creativity can impart a sense of meaning to many people's lives. 4. Powerful meaning can be found in anguish and trauma. 5. Religious experiences may contain profound feelings of spiritual awakening. 6. An essential path to finding meaning in your life is to work on developing your faith. In a sense, faith provides the answer to the "big" questions such as: Who am I? What is my life for?<br>**Pray**<br>**Find the sacred in ordinary life**<br>See holiness in everyday things, both beautiful and plain. |
| Taking Care of Your Body - *Meditation* | • Regular practice of meditation is said to produce true happiness by realizing a state of awareness and detachment<br>• Can provide you with a state of physiological rest and a heightened state of awareness and alertness<br>• Can reduce stress and boost positive mood, self-esteem, and feelings of control<br>• Benefits health<br>• Can provide benefits for your intelligence, creativity, and cognitive flexibility | **Elements to aim for during practice:**<br>• Be nonjudgmental<br>• Be nonstriving<br>• Be patient<br>• Be trusting<br>• Be open<br>• Let go<br>**How to practice, example:**<br>Sit in a comfortable place with your back straight. Close your eyes and focus on your breathing. When your mind wanders, let the thoughts pass and bring your attention back to your breathing. |



| | How it boosts happiness | Possible activities |
|---|---|---|
| Taking Care of Your Body - *Physical Activity* | • Boosts self-esteem and feeling of self-worth<br>• Makes you feel in control of your body and health<br>• Offers potential for flow and a distraction from worries and rumination<br>• Can reduce anxiety and increase mood-lifting hormones<br>• Can provide an opportunity for social contact and reinforcing friendships, and even lift loneliness or isolation<br>• Provides an "acute" immediate boost during the exercise and a "chronic" improvement from an ongoing exercise program | **Tips**<br>• Start slow<br>• Create a schedule<br>• Choose a time during the day when you feel most energetic<br>• Stick to your plan<br>• If you already engage in regular physical activity, up the ante<br>• It's okay to slack sometimes, but don't let guild and shame so overwhelm you that you give up altogether |
| Taking Care of Your Body - *Acting Like A Happy Person* | • Pretending that you are happy not only can earn you some of the benefits of happiness, but can actually make you happier<br>• People respond to you more positively<br>• Smiling and laughter can help "undo" negative emotions, distract, and bring about feelings of peace, amusement, or even joy | **Just go for it**<br>Smile, laugh, stand tall, act lively, and give hugs. Act as if you were confident, optimistic, and outgoing. |

# 2. Case study 1 – Supporter van Elkaar

## 2.1 Informative Activity Cards

| Front | Back |
|---|---|
| **Dankbaarheid laten zien**<br>Het laten zien van dankbaarheid betekent meer dan alleen 'bedankt' zeggen. Door dankbaar te zijn naar jezelf en de mensen om je heen kan je een positievere houding opbouwen en meer waardering krijgen voor goede dingen die je meemaakt.<br>**Voorbeelden van activiteiten**<br>• Dankbaarheidsdagboek<br>• Dankbaar dingetje<br>• Bezoeker uitnodigen<br>• Dankbaarheid delen | Dankbaar zijn...<br>• helpt goede gebeurtenissen te onthouden en hier langer plezier uit te halen<br>• verhoogd je eigenwaarde en zelfrespect<br>• helpt om stress en trauma te verwerken<br>• helpt om goede beslissingen te maken<br>• helpt het maken en versterken van relaties<br>• maakt minder jaloers op anderen<br>• helpt om negatieve gevoelens en gedachten te verminderen<br>Thema: dankbaarheid en positiviteit |
| **Optimisme opbouwen**<br>Door nadruk te leggen op het positieve van iets dat je is overkomen en goede hoop te hebben over iets dat nog moet gebeuren kan je jezelf wat rust geven en met meer plezier je dag doorkomen.<br>**Voorbeelden van activiteiten**<br>• Je best mogelijke zelf dagboek<br>• Grote en kleine doelen dagboek<br>• Negatieve gedachten herkennen | Optimistisch zijn...<br>• Over de toekomst helpt je om je doelen te bereiken<br>• Helpt om door een moeilijke situatie te komen<br>• Over de toekomst geeft energie, motivatie en enthousiasme omdat het je helpt naar gebeurtenissen uit te kijken.<br>• Geeft het gevoel van controle over je toekomst<br>Thema: dankbaarheid en positiviteit |
| **Niet te veel nadenken en jezelf niet met anderen vergelijken**<br>Door niet te veel na te denken haal je een hoop zorgen weg over wat je in een situatie anders had kunnen doen en over gebeurtenissen waarvan je de uitkomst nog niet weet. En door jezelf niet met anderen te vergelijken haal je negatieve gedachten weg over wat anderen beter hebben dan jij.<br>**Voorbeelden van activiteiten**<br>• Losbreken van slechte gedachten<br>• Zet een stap in de goede richting<br>• Vermijd moeilijke situaties<br>• Denk aan het grotere geheel | Niet te veel nadenken en jezelf vergelijken...<br>• Helpt om negatieve vergelijkingen met anderen te voorkomen<br>• Helpt om op het positieve te focussen<br>• Haalt een hoop zorgen weg over situaties waar je geen invloed op hebt<br>• Helpt om over onzekerheden heen te komen<br>Thema: dankbaarheid en positiviteit |

Front

### Goede daden doen

Een goede daad voor een ander doen geeft niet alleen een goed gevoel voor jou, maar ook voor de ander. Iedereen doet al goeden dingen voor anderen, maar door iets te doen wat je normaal niet zo snel zou doen kan dit nieuw plezier geven.

**Hoe doe je een goede daad**

- Timing is belangrijk
- Doe iets onverwachts
- Zorg voor afwisseling

🟧

Back

Een goede daad doen...

- Zorgt ervoor dat je positiever naar andere mensen gaat kijken
- Geeft een gevoel van zelfstandigheid en eigenwaardering
- Verlicht je stress en schuldgevoel naar andere mensen
- Laat je je eigen situatie meer waarderen
- Geeft een fijne afleiding van je eigen zorgen
- Kan je zelfvertrouwen en optimisme vergroten
- Kan een reactie aan andere goede daden veroorzaken
- Kan je connecties met anderen vergroten

Thema: Tijd steken in relaties

🟧

### Sociale relaties onderhouden

Goede sociale relaties vervullen verschillende basisbehoeften. Een van de belangrijkste doelen van sociale relaties is een plek waar terecht kan als je stress, angst of andere negatieve gevoelens ervaart. Vrienden of familie kunnen je in zulke moeilijke tijden helpen, dan hoef je er niet alleen voor te staan.

**Goede sociale relaties bouw je door...**

- Tijd te maken
- Bewondering en waardering te tonen
- Te communiceren
- De ander te steunen en trouw te zijn
- Knuffels te geven

🟧

Optimistisch zijn...

- Helpen je door moeilijke situaties heen
- Geven je het gevoel dat je er niet alleen voor staat
- Kan je altijd bij terecht, om leuke en minder leuke gebeurtenissen mee te delen
- Kunnen stress, angst of andere negatieve gevoelens verlichten

Thema: Tijd steken in relaties

🟧

### Bouw strategieën om met moeilijke situaties om te gaan

Niemand zit te wachten op moeilijke situaties, vaak kan je er ook niks aan doen. Je hebt wel in de hand hoe je in deze situatie reageert. Door te weten hoe je met moeilijke situaties om kan gaan kan je je energie omzetten in iets positiefs, en niet in de situatie blijven hangen.

**Voorbeelden van activiteiten**

- Betekenis vinden door erover te schrijven
- Voordelen of groei vinden door erover te schrijven of praten
- Neem een stap in de goede richting

🟩

Goed omgaan met moeilijke situaties...

- Helpt je om er eerder doorheen te komen
- Kan voor persoonlijke groei zorgen
- Kan door het probleem aan te pakken
- Kan door je emoties aan te pakken
- Kan je relaties met anderen versterken

Thema: Omgaan met stress en ellende

🟩

Front

## Leren vergeven

Anderen leren vergeven is heel belangrijk als je wil stoppen met mensen ontwijken en wraakgevoelens hebt. Vergeven doe je voor jezelf. Door iemand te vergeven kan je deze negatieve gevoelens vervangen door een positievere houding en een prettiger gevoel.

**Voorbeelden van strategieën**

- Waardeer vergeven worden
- Excuusbrief naar jezelf
- Beeld in dat je vergeven wordt
- Vergeefbrief naar een ander
- Beoefen medeleven
- Zoek contact

🟩

Back

Leren vergeven...

- Helpt om van slechte gedachten over anderen af te komen
- Helpt om betere relaties met anderen op te bouwen
- Kan tot een positievere houding en prettiger gevoel leiden
- Verminderd de kans op haat- en angstgevoelens
- Kan tot een beter welzijn en mentale gezondheid leiden.

Thema: Omgaan met stress en ellende

🟩

## Vergroot je flow ervaring

Bij alles wat je doet, zou je het liefst zo erg met de taak bezig zijn, dat je niet doorhebt dat de tijd voorbijgaat. In een flow voel je je sterk en in controle, zonder over jezelf te piekeren.

**Flow vergroten doe je door**

- Aandacht onder controle te houden
- Open te staan voor nieuwe ervaringen
- Altijd te blijven leren
- Dingen die je regelmatig doet om te zetten in iets met meer uitdaging
- Echt met interesse met anderen te praten
- Je vrije tijd goed in te delen
- Uitdaging te zoeken in je werk

🟨

Flow ervaren...

- Vergroot je gevoel van kracht en controle over jezelf
- Is een productieve en controleerbare ervaring die geen slechte gevoelens als schaamte of schuld naar boven brengt
- Zorgt ervoor dat je meer plezier haalt uit dingen doen

Thema: In het nu leven

🟨

## Geniet van (kleine) mooie dingen in het leven

Bewust stil staan en genieten van de dingen om je heen is een van de belangrijkste manieren om meer plezier uit je dag te halen. Neem een moment om de bloemen te ruiken of om lekker mee te zingen op je favoriete nummer. Hiermee maak je wat fijne momentjes die je door een moeilijke dag heen kunnen helpen.

**Voorbeelden van activiteiten**

- Reis met jezelf
- Vier goed nieuws
- Herhaal goede dagen
- Maak een happy album

🟨

Genieten van (kleine) dingen...

- Helpt je om langer plezier van iets te hebben
- Helpt je om meer zelfvertrouwen te bouwen
- Geeft een goed gevoel
- Helpt je om na te denken over een fijnere toekomst
- Verkleint de kans dat je iets als stressvol of angstig ervaart

Thema: In het nu leven

🟨

| Front | Back |
|---|---|
| **Je doelen nastreven**<br>Je kan meer plezier uit je week halen als je een doel hebt waar je naartoe werkt. Dit kan het leren van een nieuwe vaardigheid zijn, een nieuwe baan zoeken of je kinderen wijs opvoeden. Je haalt meer energie uit je dag als je weet waar je het allemaal voor doet, hoe ver weg het doel misschien ook lijkt.<br>**Doelen nastreven doe je door...**<br>• Doelen te kiezen die vanuit jezelf komen.<br>• Doelen te kiezen die goed bij je passen<br>• Doelen te kiezen die elkaar aanvullen<br>• Je eigen motivatie niet in de weg te zitten<br>• Flexibel te zijn.<br>• Je doelen op te breken<br>🟦 | Je doelen nastreven...<br>• Geeft je een doel en maakt je meer zelfverzekerd<br>• Geeft ook een goed gevoel elk stapje dat je dichterbij komt<br>• Kan structuur en betekenis aan je dag geen<br>• Zorgt ervoor dat je beter met je tijd omgaat<br>• Zorgt er vaak voor dat je meet betrokken bent in de levens van anderen<br>Thema: Je doelen nastreven<br>🟦 |
| **Voor je ziel zorgen**<br>Het is heel fijn om ergens terecht te kunnen als je in een moeilijke tijd zijn. Dit kan bij vrienden of familie zijn, maar ook in geloof kan helpen om je ellende en vreugde te delen. Of het nou bij een God, een bijzonder persoon of helemaal ergens anders is, geloof kan een gevoel van betekenis en hoop geven.<br>**Voorbeelden van activiteiten**<br>• Betekenis en een doel zoeken<br>• Bidden<br>• Zoek heiligheid in het dagelijkse leven<br>🟥 | Voor je ziel zorgen...<br>• Kan betekenis geven<br>• Kan je een doel geven<br>• Kan een manier bieden om met ellende om te gaan<br>• Kan rust bieden<br>Thema: Zelfzorg<br>🟥 |
| **Voor je lichaam zorgen**<br>Voor je lichaam zorgen kan op meerdere manieren. Mediteren bijvoorbeeld kan je rust geven en meer alert, flexibel en creatief maken. Ook kan je met je lichaam meer positiviteit uit te stralen. Als jij naar iemand lacht, zal iemand vriendelijker op je reageren, als is dit zeker niet altijd even makkelijk.<br>**Voorbeelden van activiteiten**<br>• Mediteren.<br>• Een lach opzetten<br>• Hardop lachen<br>• Rechtop staan<br>• Energie uitstralen<br>• Knuffels geven<br>🟥 | Mediteren helpt...<br>• Om anderen niet zomaar te beoordelen<br>• Om geduldig te zijn<br>• Om meer vertrouwen op te bouwen<br>• Om meer open te zijn<br>• Om dingen los te laten<br>• Je meer alert en bewust te zijn<br>• Geen een gevoel van rust in jezelf<br>Positiviteit uitstralen helpt...<br>• Om nieuwe sociale contacten te maken<br>• Om bestaande contacten te verbeteren<br>• Om een klein gevoel van plezier te ervaren als de situatie er niet is<br>Thema: Zelfzorg<br>🟥 |

## 2.2 Logbook per Meeting Supporter van Elkaar

Specific content of the logbook is available on request.

## 2.3 Activity Overview Supporter van Elkaar

| Meetup | Date | Participants | Topics | Presenter | Exercises | Forms | Sports | Homework | Take Home |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 08-02-22 | 10 | Getting to know | Employees | | Consent form<br>Preferences/interests<br>Personal details | Name games | | Bag with a binder to bring weekly |
| 2 | 15-02-22 | 10 | iPH | Employees | Mindmap health | T0-measure | Name games<br>Tag with ball | | SVE t-shirts |
| 3 | 01-03-22 | 7 | iPH | Employees | | iPH simplified question form<br>iPH web of positive health | Smovey walk | | |
| 4 | 08-03-22 | 6 | International women's day | External event | | | | | |
| 5 | 15-03-22 | 6 | iPH: Nutrition | Employees | | | Bootcamp | Sensitizing booklet | Measuring cup |
| 6 | 22-03-22 | 6 | Co-design 1 | N. van Stralen | Define goals and activities | | Walk through stadium | Try exercises | |
| 7 | 29-03-22 | 5 | iPH: Sugar | Employees | Guess sugar in products | | Games with parachute<br>Parcour blindfolded | | |
| 8 | 05-04-22 | 7 | iPH: Exercising | Employees | True of false statements about exercising | | Nederland in beweging | Moving schematic | |
| 9 | 12-04-22 | 6 | Gaming & sleeping | Employees | Exchanging experiences bout the topic | | Parcour | | |
| 10 | 19-04-22 | 7 | Competences | Employees | Competence cards<br>- Give cards to person that has owns the competence<br>- Choose competences you own yourself<br>Discuss the differences | Sheet with exercises | Korfball | | |
| Holiday | | | | | | | | | |
| 11 | 10-05-22 | 7 | Goals | Employees | | Worksheet on goal setting | Soccer | | |
| 12 | 17-05-22 | 7 | Volunteer Work<br>Team Goal | Guest speaker M-Pact | Come up with a group goal: Mudrun | | Walk | | |
| 13 | 24-05-22 | 8 | Education<br>Finances | Guest speaker ROC<br>Guest speaker Alifa | | | Kubbs | | Booklet on well-being of senios<br>Booklet on sports and culture for children in Enschede<br>Leaflet on cara package for your child |
| 14 | 31-05-22 | 3 | Culture | Guest speaker WAK | | | Padel | | |
| 15 | 07-06-22 | 4 | Co-design 2 | N. van Stralen | Choose dilemma and create reminder | | Variation | | |
| 16 | 14-07-22 | 5 | Team goal<br>Barbeque organisation | Employees | Create a plan for the barbeque | | Walk to the city | | |
| 17 | 21-07-22 | 3 | Reflection interviews | | | T1-measure | Badminton & frisbee | | |
| (18) | 27-07-22 | 24 | Celebratory closure BBQ | | | | Variety | | |
| 18 | 28-07-22 | 5 | Last get together | | | | Badminton & frisbee | | |

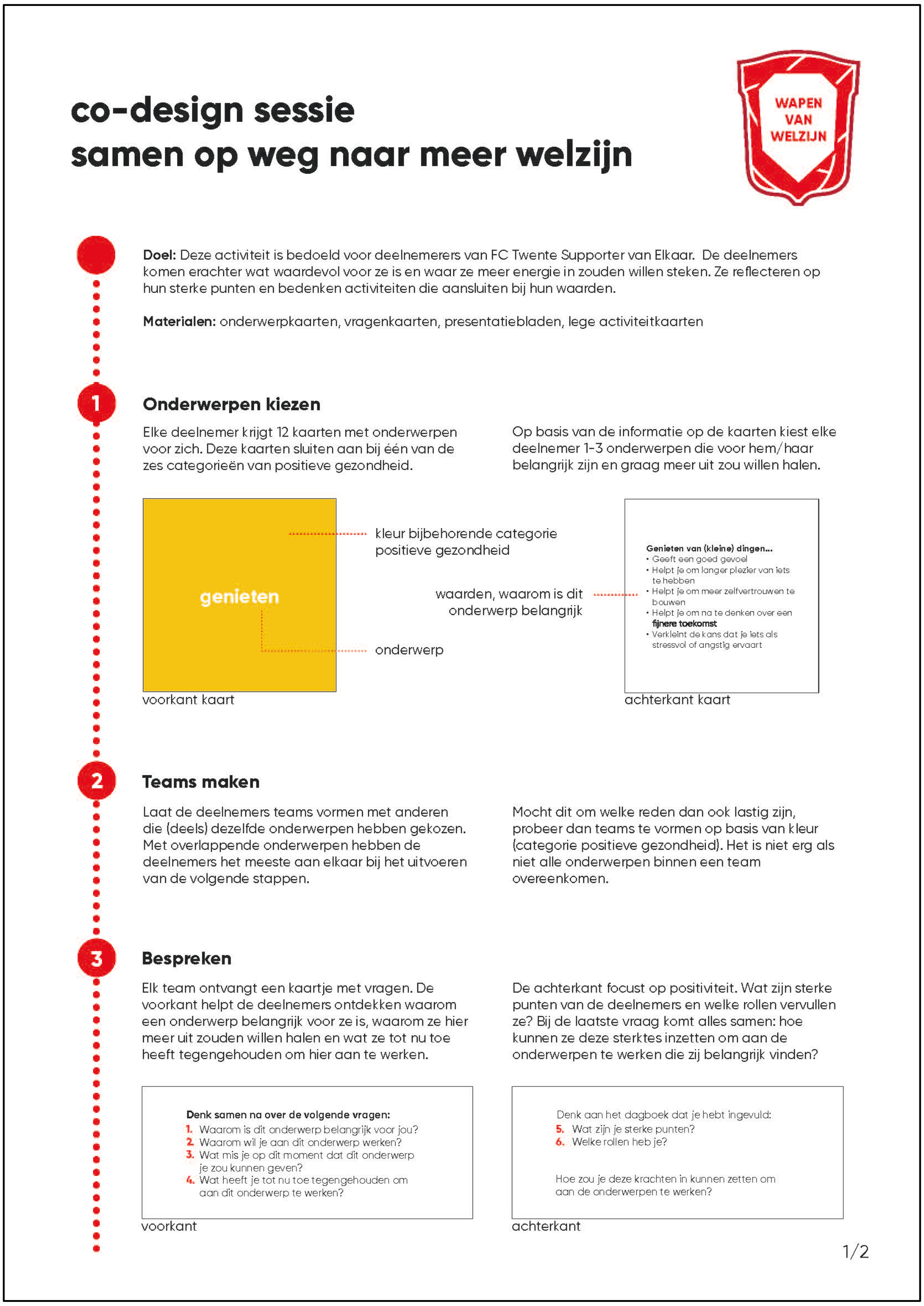
## 2.4 Example of a presentation – Supporter van Elkaar

Available upon request.

## 2.5 Co-Design Activity 1 – Supporter van Elkaar

### 2.5.1 Explanation Sheet

During the co-design session the group of participants was split over several employees. This explanation sheet guides them through the activities of the session.



**co-design sessie**
**samen op weg naar meer welzijn**

WAPEN
VAN
WELZIJN

**Doel:** Deze activiteit is bedoeld voor deelnemerers van FC Twente Supporter van Elkaar. De deelnemers komen erachter wat waardevol voor ze is en waar ze meer energie in zouden willen steken. Ze reflecteren op hun sterke punten en bedenken activiteiten die aansluiten bij hun waarden.

**Materialen:** onderwerpkaarten, vragenkaarten, presentatiebladen, lege activiteitkaarten

1 **Onderwerpen kiezen**

Elke deelnemer krijgt 12 kaarten met onderwerpen voor zich. Deze kaarten sluiten aan bij één van de zes categorieën van positieve gezondheid.

Op basis van de informatie op de kaarten kiest elke deelnemer 1-3 onderwerpen die voor hem/haar belangrijk zijn en graag meer uit zou willen halen.

genieten

kleur bijbehorende categorie positieve gezondheid

onderwerp

voorkant kaart

waarden, waarom is dit onderwerp belangrijk

**Genieten van (kleine) dingen...**
- Geeft een goed gevoel
- Helpt je om langer plezier van iets te hebben
- Helpt je om meer zelfvertrouwen te bouwen
- Helpt je om na te denken over een **fijnere toekomst**
- Verkleint de kans dat je iets als stressvol of angstig ervaart

achterkant kaart

2 **Teams maken**

Laat de deelnemers teams vormen met anderen die (deels) dezelfde onderwerpen hebben gekozen. Met overlappende onderwerpen hebben de deelnemers het meeste aan elkaar bij het uitvoeren van de volgende stappen.

Mocht dit om welke reden dan ook lastig zijn, probeer dan teams te vormen op basis van kleur (categorie positieve gezondheid). Het is niet erg als niet alle onderwerpen binnen een team overeenkomen.

3 **Bespreken**

Elk team ontvangt een kaartje met vragen. De voorkant helpt de deelnemers ontdekken waarom een onderwerp belangrijk voor ze is, waarom ze hier meer uit zouden willen halen en wat ze tot nu toe heeft tegengehouden om hier aan te werken.

De achterkant focust op positiviteit. Wat zijn sterke punten van de deelnemers en welke rollen vervullen ze? Bij de laatste vraag komt alles samen: hoe kunnen ze deze sterktes inzetten om aan de onderwerpen te werken die zij belangrijk vinden?

**Denk samen na over de volgende vragen:**
1. Waarom is dit onderwerp belangrijk voor jou?
2. Waarom wil je aan dit onderwerp werken?
3. Wat mis je op dit moment dat dit onderwerp je zou kunnen geven?
4. Wat heeft je tot nu toe tegengehouden om aan dit onderwerp te werken?

voorkant

Denk aan het dagboek dat je hebt ingevuld:
5. Wat zijn je sterke punten?
6. Welke rollen heb je?

Hoe zou je deze krachten in kunnen zetten om aan de onderwerpen te werken?

achterkant

1/2

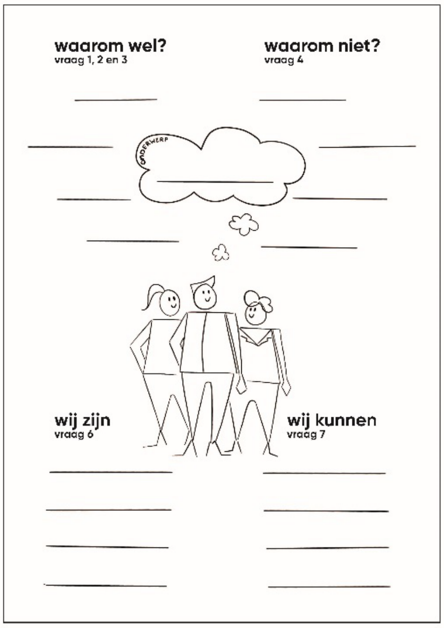
4

## Presenteren

Aan de hand van stap 3 maken de teams een presentatie die ze aan de rest van de groep presenteren.

Elk team krijgt een aantal presentatiebladen die ze samen in kunnen vullen (zie abeelding rechts). Voor elk onderwerp dat de teams hebben gekozen nemen ze een nieuw presentatieblad. Hier vullen ze de antwoorden van de vragen in die ze in de vorige stap hebben besproken. Als de teams veel onderwerpen hebben, is het handig om met het belangrijkste onderwerp te beginnen. Als deelnemers binnen een team verschillende onderwerpen hebben kunnen ze de presentatiebladen ook individueel invullen.

Bij het presenteren kunnen de deelnemers kunnen elkaar (positieve) feedback geven. De begeleiders krijgen hier op een overzichtelijke manier inzicht in de behoeften, zorgen en krachten van de deelnemers.



5

## Activiteiten bedenken

Na de presentaties gaan de teams kleine activiteiten bedenken die ze in kunnen zetten om aan hun gekozen doelen te werken. Iedere deelnemer krijgt lege kaartjes waar ze activiteiten en het bijbehorende onderwerp op kunnen schrijven.

**onderwerp:**
**activiteit:**

6

## Reflecteren

De deelnemers pakken het boekje met opdrachten erbij dat ze de afgelopen week ingevuld hebben. De activiteiten “te weinig tijd“ “te weinig energie” en ”tegenstrijdig gedrag“ gaan over dingen die ze graag zouden willen doen, maar om een of andere reden niet (altijd) lukken. Vandaag zijn dezelfde vragen op een andere manier aan bod gekomen. Laat de deelnemers terugkijken op deze opdrachten en bedenken of wat ze toen hebben ingevuld overeenkomt met wat ze vandaag hebben gedaan. Als het niet overeenkomt, waar komt dat dan door? Geef ze de mogelijkheid om hun activiteiten aan te passen naar iets dat beter aansluit bij het boekje als ze dit willen.

7

## Uitvoeren

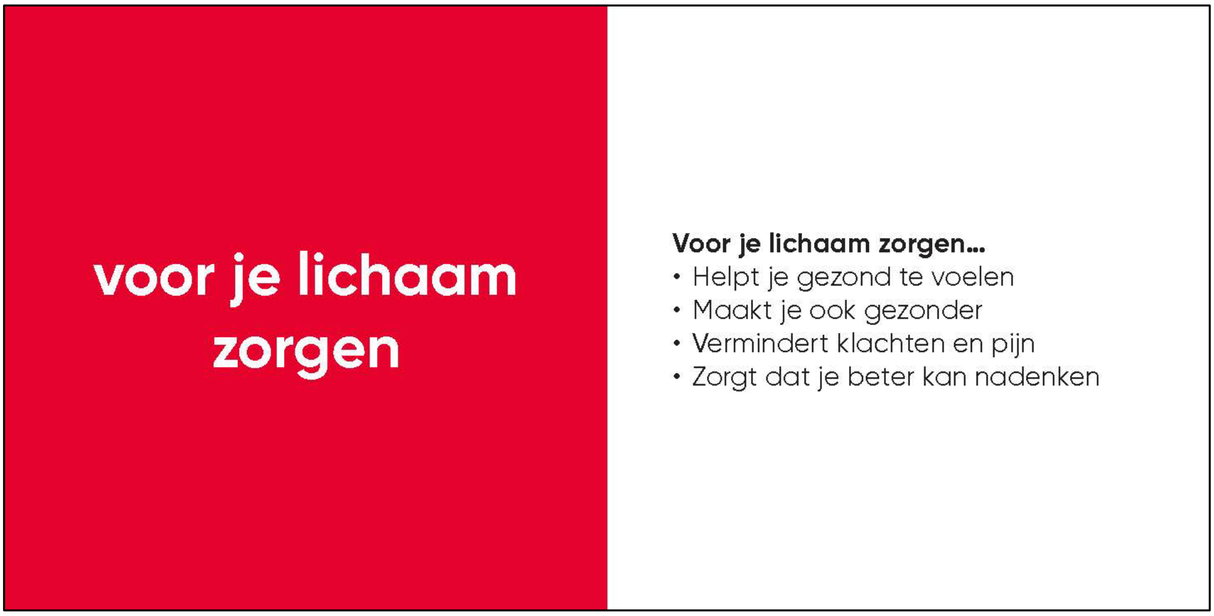
De komende weken gaan de deelnemers deze activiteiten uitproberen. Door middel van een dagboek zullen ze bijhouden hoe de activiteiten zijn gegaan. Niet elke activiteit zal bij ze passen en ook zal het lastig zijn om de activiteiten vol te houden, bijvoorbeeld omdat ze ze vergeten of er geen tijd voor vrij maken. Dit is niet erg. Er zal een tweede co-design sessie komen waar de deelnemers gaan evalueren, waarna ze de activiteiten kunnen verbeteren om beter aan te laten sluiten bij hun leven. Ook gaan ze een manier bedenken om de activiteit beter vol te kunnen houden, bijvoorbeeld door middel van een herinnering of aanmoediging.

### 2.5.2 Well-being Activity Cards

The twelve cards (front and back) used in the activity. Content is based on *The How of Happiness* (Lyubomirsky, 2007), colours are based on iPH (Institute for Positive Health, n.d.). For insight (in English) in what benefits each activity can have, and examples of implementation can be found in Appendix XX.

**Translation**

| | |
|---|---|
| Expressing Gratitude | Dankbaar zijn |
| Cultivating Optimism | Optimisme opbouwen |
| Avoiding Overthinking and Social Comparison | Niet te veel nadenken en vergelijken |
| Practicing Acts of Kindness | Goede daden doen |
| Nurturing Social Relationships | Sociale relaties onderhouden |
| Developing Strategies for Coping | Met moeilijke situaties omgaan |
| Learning to Forgive | Vergeven |
| Increasing Flow Experiences | Vergroot je flow ervaring |
| Savoring Life’s Joys | Genieten |
| Committing to Your Goals | Doelen nastreven |
| Practicing Religion and Spirituality | Voor je ziel zorgen |
| Taking Care of Your Body | Voor je lichaam zorgen |



voor je lichaam zorgen

**Voor je lichaam zorgen…**

- Helpt je gezond te voelen
- Maakt je ook gezonder
- Vermindert klachten en pijn
- Zorgt dat je beter kan nadenken

## vergroot je flow ervaring

**Flow vergroten...**
- Vergroot je gevoel van kracht en controle over jezelf
- Laat je helemaal opgaan in wat je aan het doen bent
- Zorgt ervoor dat je meer plezier haalt uit dingen doen

## optimisme opbouwen

**Optimistisch zijn...**
- Over de toekomst helpt je om je doelen te bereiken
- Helpt om door een moeilijke situatie te komen
- Over de toekomst geeft energie, motivatie en enthousiasme en helpt naar gebeurtenissen uit te kijken.
- Geeft het gevoel van controle

## dankbaar zijn

**Dankbaar zijn...**
- Vergroot je eigenwaarde en zelfrespect
- Helpt om met stress om te gaan
- Helpt om goede keuzes te maken
- Helpt bij het maken en versterken van relaties
- Helpt goede gebeurtenissen te onthouden
- Maakt minder jaloers op anderen
- Vermindert negatieve gevoelens en gedachten

**doelen nastreven**

**Je doelen nastreven...**
- Kan structuur en betekenis aan je dag geven
- Zorgt ervoor dat je beter met je tijd omgaat
- Zorgt er vaak voor dat je meet betrokken bent in de levens van anderen
- Maakt je zelfverzekerder
- Geeft een goed gevoel

**voor je ziel zorgen**

**Voor je ziel zorgen...**
- Geeft rust
- Helpt je met moeilijke situaties om te gaan
- Kan betekenis geven
- Kan een doel geven

**genieten**

**Genieten van (kleine) dingen...**
- Helpt je om langer plezier van iets te hebben
- Helpt je om meer zelfvertrouwen te bouwen
- Geeft een goed gevoel
- Helpt je om na te denken over een fijnere toekomst
- Verlaagt stress en angst

## sociale relaties onderhouden

**Goede sociale relaties...**

- Helpen je door moeilijke situaties heen
- Geven je het gevoel dat je er niet alleen voor staat
- Kan je altijd bij terecht, om leuke en minder leuke gebeurtenissen mee te delen
- Kunnen stress, angst of andere negatieve gevoelens verlichten

## goede daden doen

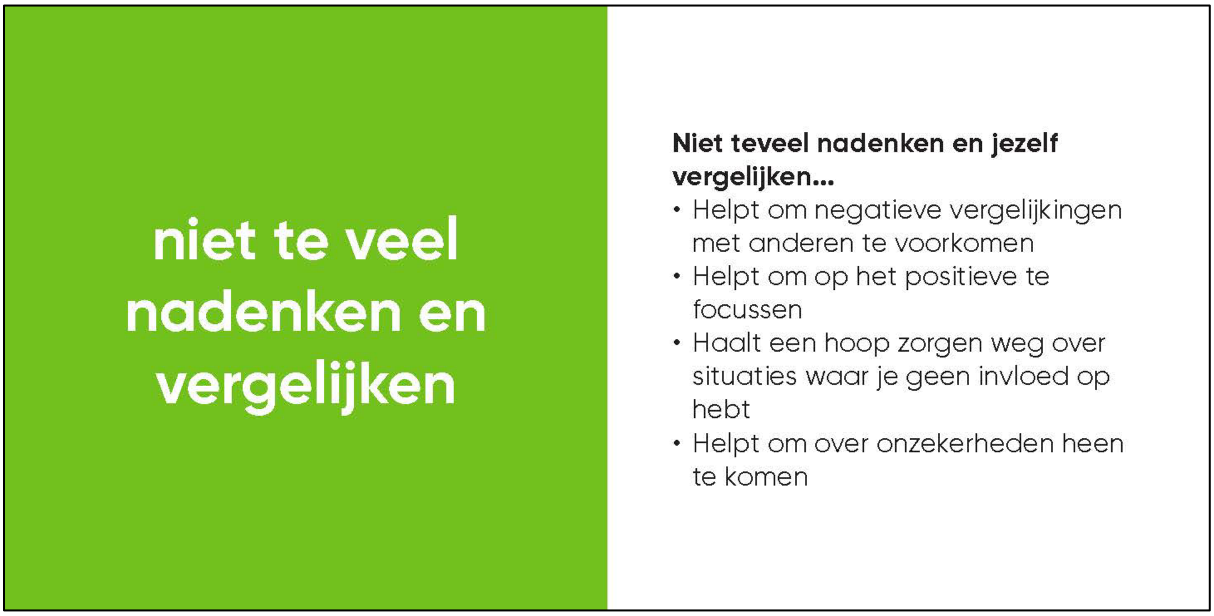
**Een goede daad doen...**

- Zorgt ervoor dat je positiever naar andere mensen gaat kijken
- Geeft een gevoel van zelfstandigheid en eigenwaardering
- Verlicht je stress en schuldgevoel naar andere mensen
- Laat je je eigen situatie meer waarderen
- Geeft een fijne afleiding van je eigen zorgen
- Kan je zelfvertrouwen en optimisme vergroten
- Kan je connecties met anderen vergroten

## leren vergeven

**Vergeven...**

- Helpt om van slechte gedachten over anderen af te komen
- Helpt om betere relaties met anderen op te bouwen
- Kan tot een positievere houding en prettiger gevoel leiden
- Verminderd de kans op haat- en angstgevoelens
- Kan tot een beter welzijn en mentale gezondheid leiden



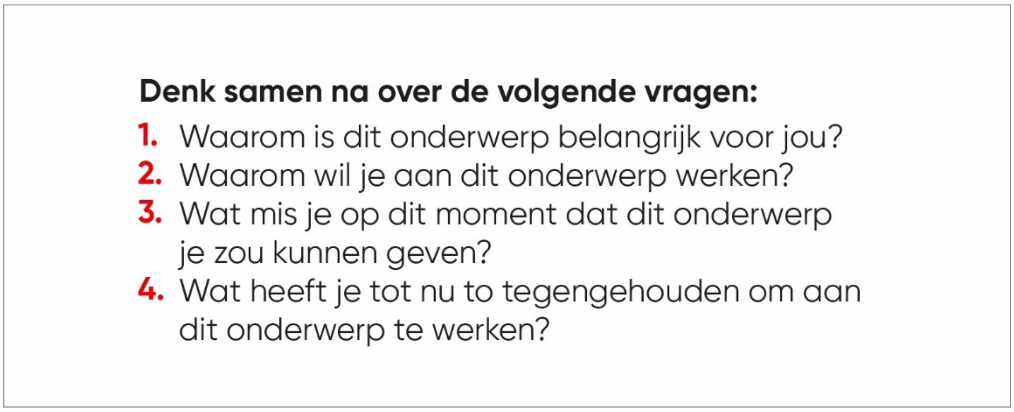
niet te veel nadenken en vergelijken

**Niet teveel nadenken en jezelf vergelijken...**

- Helpt om negatieve vergelijkingen met anderen te voorkomen
- Helpt om op het positieve te focussen
- Haalt een hoop zorgen weg over situaties waar je geen invloed op hebt
- Helpt om over onzekerheden heen te komen

### 2.5.3 Question Card

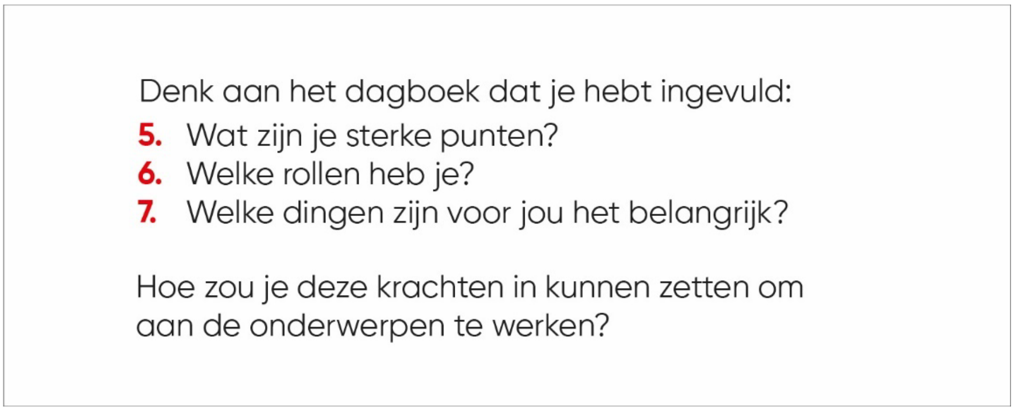
Front



**Denk samen na over de volgende vragen:**

1. Waarom is dit onderwerp belangrijk voor jou?
2. Waarom wil je aan dit onderwerp werken?
3. Wat mis je op dit moment dat dit onderwerp je zou kunnen geven?
4. Wat heeft je tot nu to tegengehouden om aan dit onderwerp te werken?

Back



Denk aan het dagboek dat je hebt ingevuld:

5. Wat zijn je sterke punten?
6. Welke rollen heb je?
7. Welke dingen zijn voor jou het belangrijk?

Hoe zou je deze krachten in kunnen zetten om aan de onderwerpen te werken?

### 2.5.4 Raw Results

**Choices of well-being activity cards per participants:**

Participant 1
- Taking Care of Your Body
- Committing to Your Goals
- Nurturing Social Relationships
- Avoiding Overthinking and Social Comparison

Participant 2
- Avoiding Overthinking and Social Comparison
- Savoring Life’s Joys
- Developing Strategies for Coping

Participant 3
- Practicing Religion and Spirituality
- Savoring Life’s Joys
- Expressing Gratitude
- Developing Strategies for Coping
- Taking Care of Your Body
- Avoid Overthinking and Social Comparison

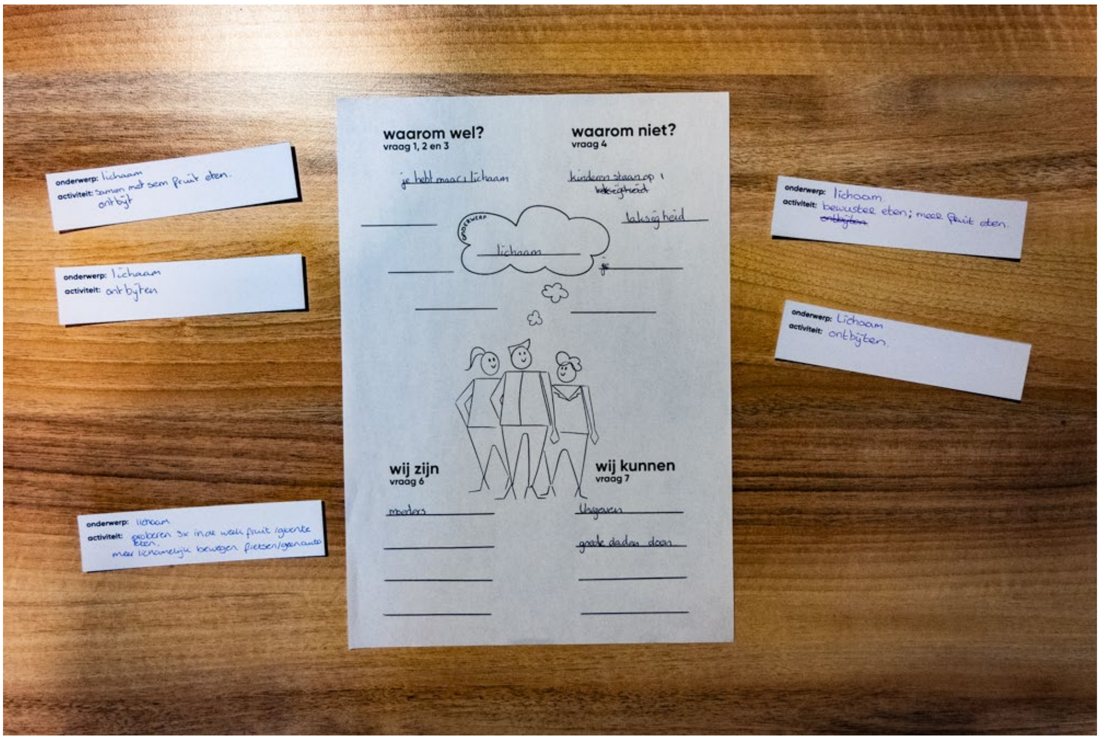
Participant 4
- Learning to Forgive
- Committing to Your Goals
- Increasing Flow Experiences
- Practicing Religion and Spirituality
- Savoring Life’s Joys

Participant 5
- Taking Care of Your Body
- Learning to Forgive

Participant 6
- Committing to Your Goals

Participant 7
- Savoring Life’s Joys
- Avoiding Overthinking and Social Comparison
- Committing to Your Goals
- Developing Strategies for Coping

**Sheets filled in by the participants:**



onderwerp: lichaam
activiteit: samen met sem fruit eten. ontbijt

onderwerp: lichaam
activiteit: ontbijten

onderwerp: lichaam
activiteit: proberen 3x in de week fruit /groente eten. meer lichamelijk bewegen fietsen/geen auto

**waarom wel?**
vraag 1, 2 en 3

je hebt maar 1 lichaam

**waarom niet?**
vraag 4

kinderen staan op 1
~~laksigheid~~
laksigheid
~~je~~

onderwerp
lichaam

**wij zijn**
vraag 6

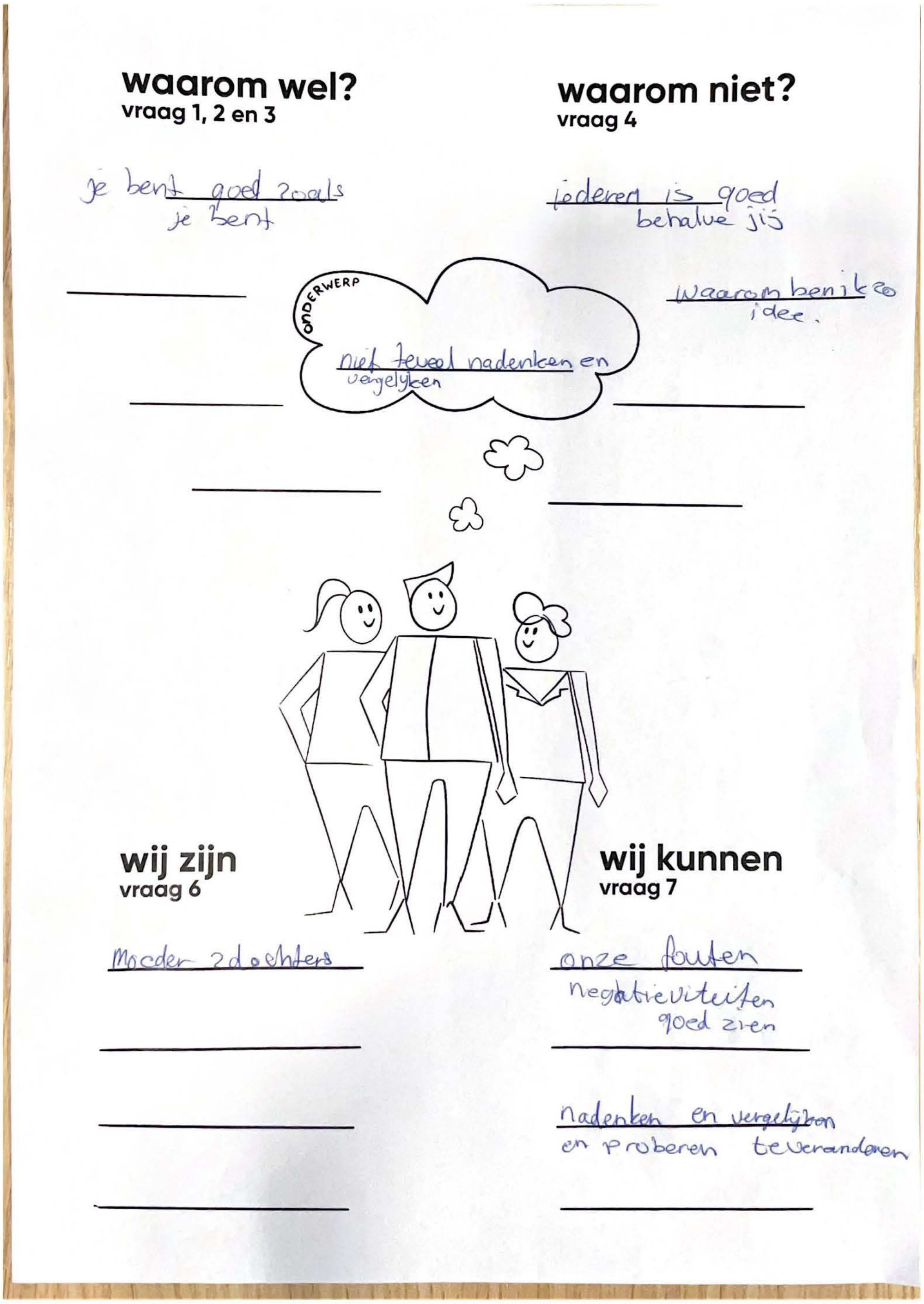
moeders

**wij kunnen**
vraag 7

uitgeven
goede daden doen

onderwerp: lichaam
activiteit: bewuster eten; meer fruit eten.
~~ontbijten~~

onderwerp: Lichaam
activiteit: ontbijten.



## waarom wel?
vraag 1, 2 en 3

je bent goed zoals
je bent

## waarom niet?
vraag 4

iederen is goed
behalve jij

waarom benik zo
idee.

ONDERWERP

niet teveel nadenken en
vergelyken

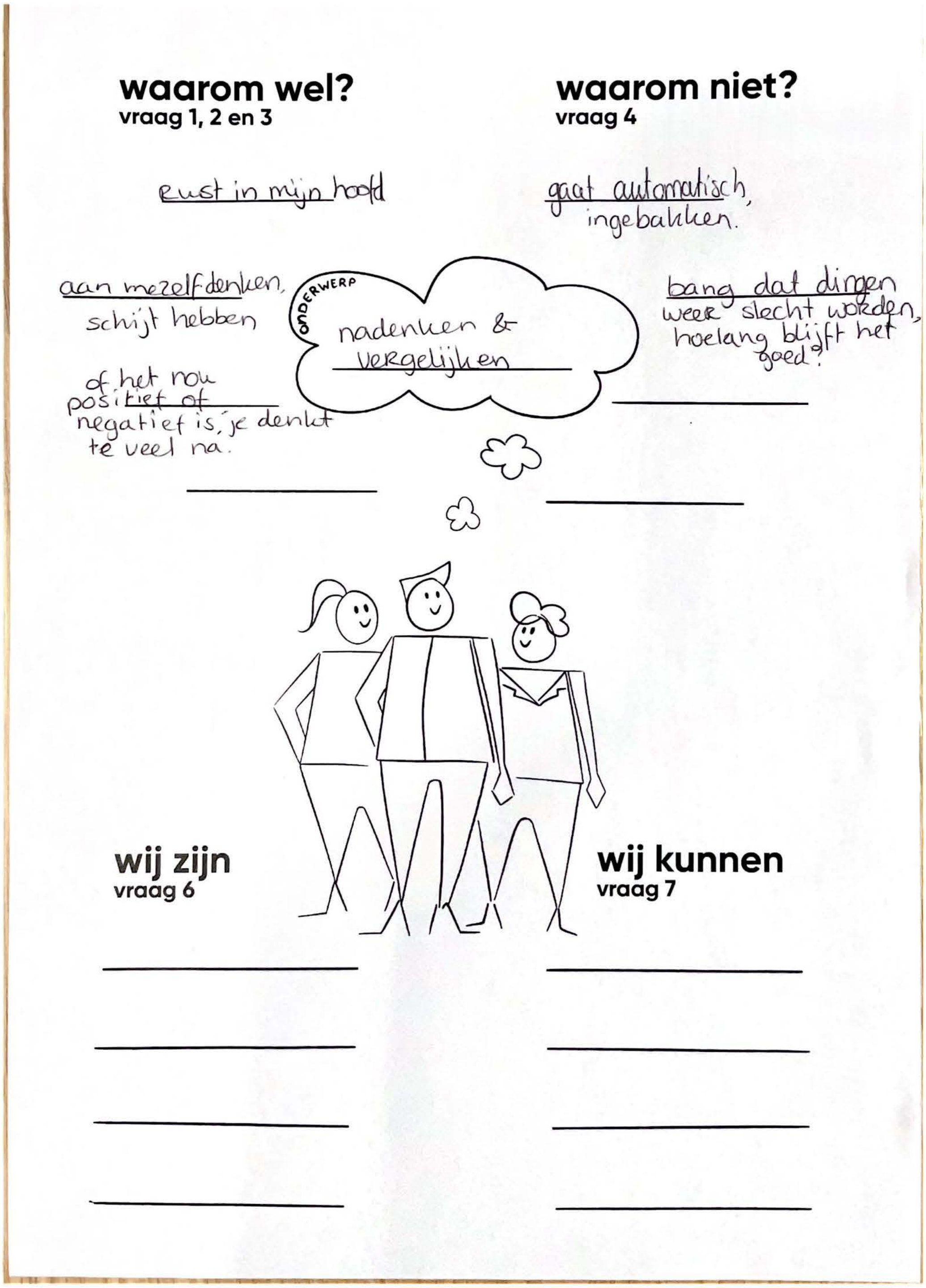
## wij zijn
vraag 6

Moeder 2dochters

## wij kunnen
vraag 7

onze fouten
negatieviteiten
goed zien

nadenken en vergelijken
en proberen teveranderen



**waarom wel?**
**vraag 1, 2 en 3**

rust in mijn hoofd

aan mezelf denken, schijt hebben

of het nou positief of negatief is, je denkt te veel na.

**ONDERWERP**

nadenken & vergelijken

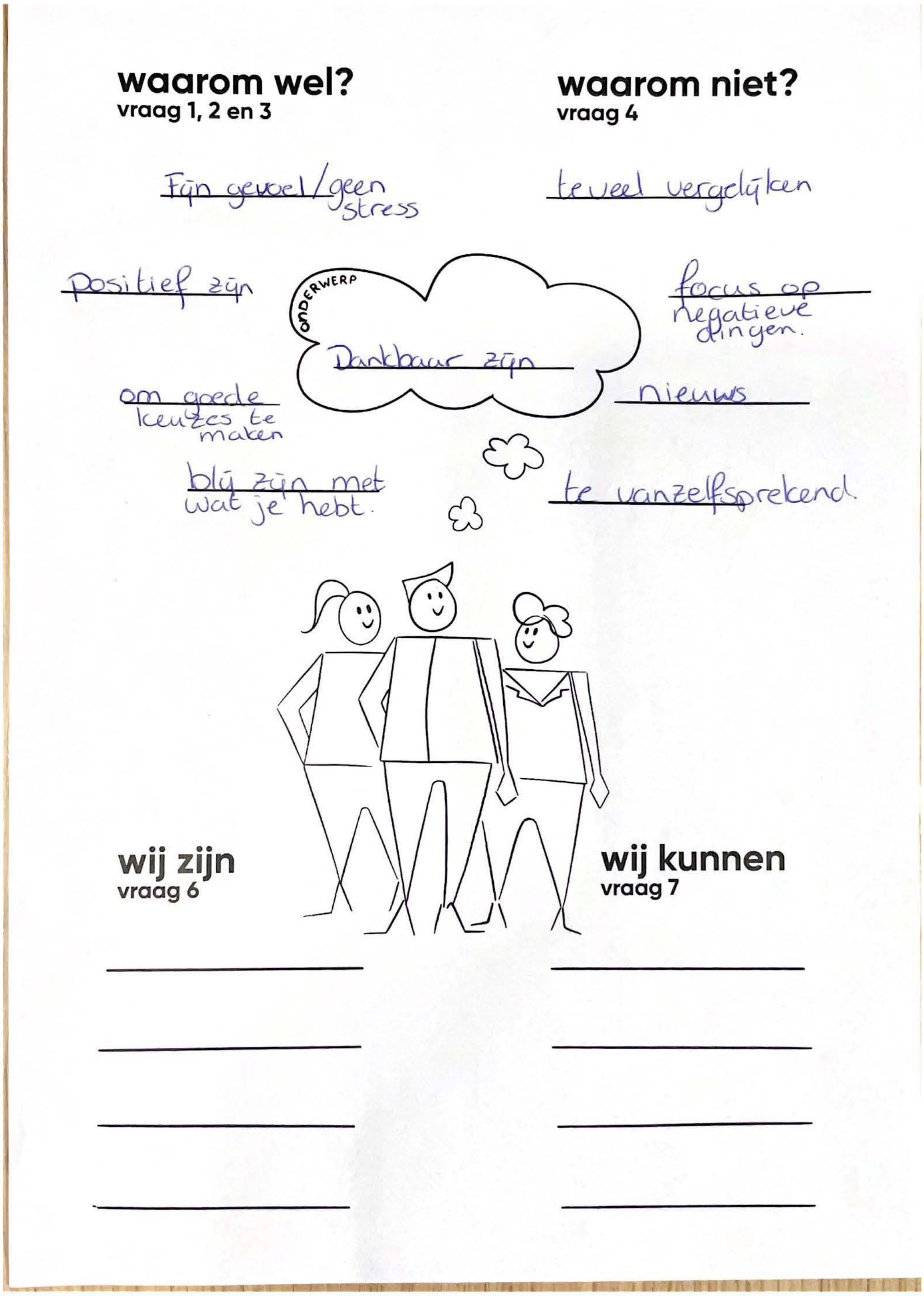
**waarom niet?**
**vraag 4**

gaat automatisch, ingebakken.

bang dat dingen weer slecht worden, hoelang blijft het goed?

**wij zijn**
**vraag 6**

**wij kunnen**
**vraag 7**



**waarom wel?**
vraag 1, 2 en 3

Fijn gevoel/geen stress

positief zijn

om goede keuzes te maken

blij zijn met wat je hebt

**waarom niet?**
vraag 4

te veel vergelijken

focus op negatieve dingen.

nieuws

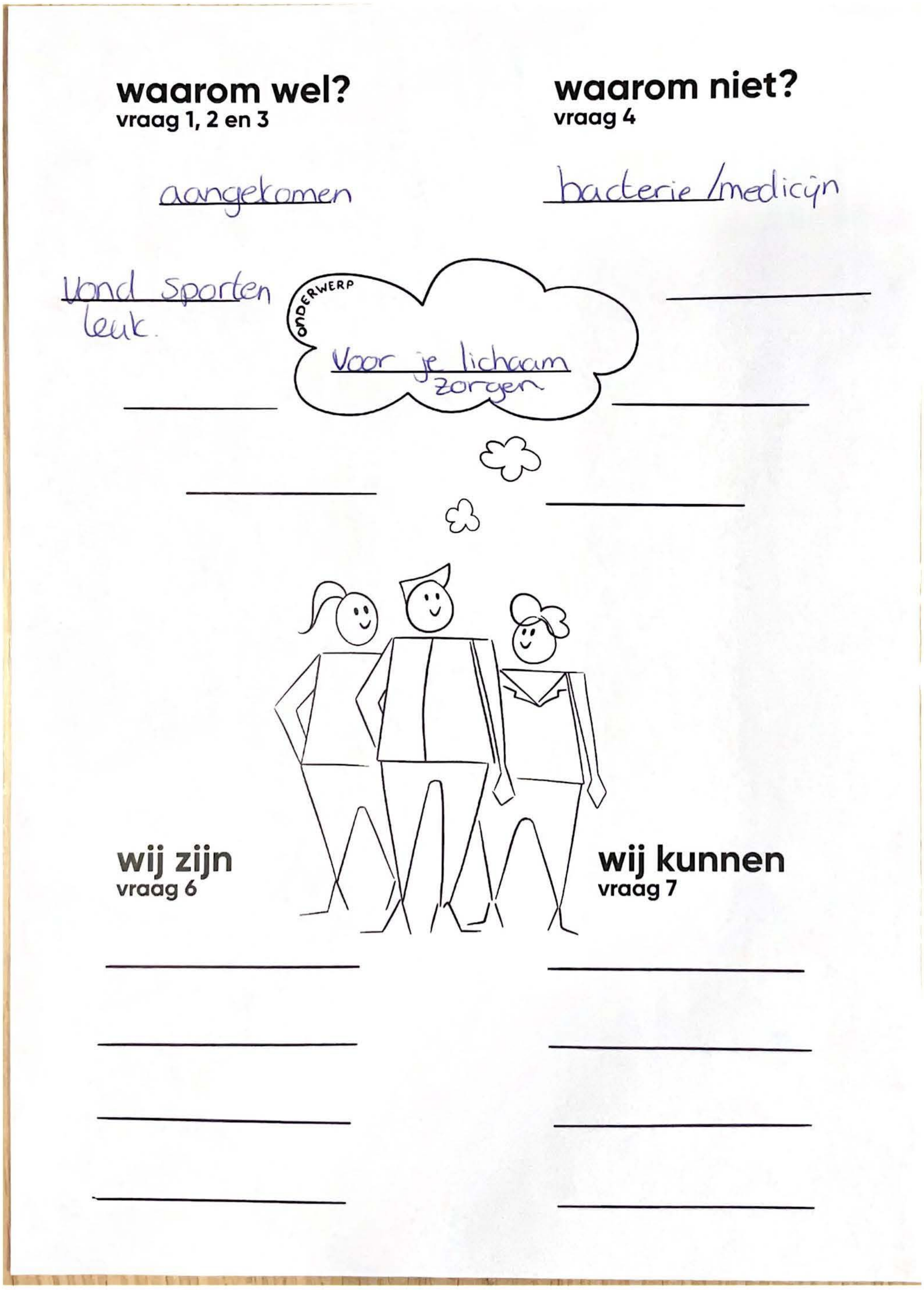
te vanzelfsprekend.

ONDERWERP

Dankbaar zijn

**wij zijn**
vraag 6

**wij kunnen**
vraag 7



**waarom wel?**
**vraag 1, 2 en 3**

aangekomen

Vond sporten leuk.

**waarom niet?**
**vraag 4**

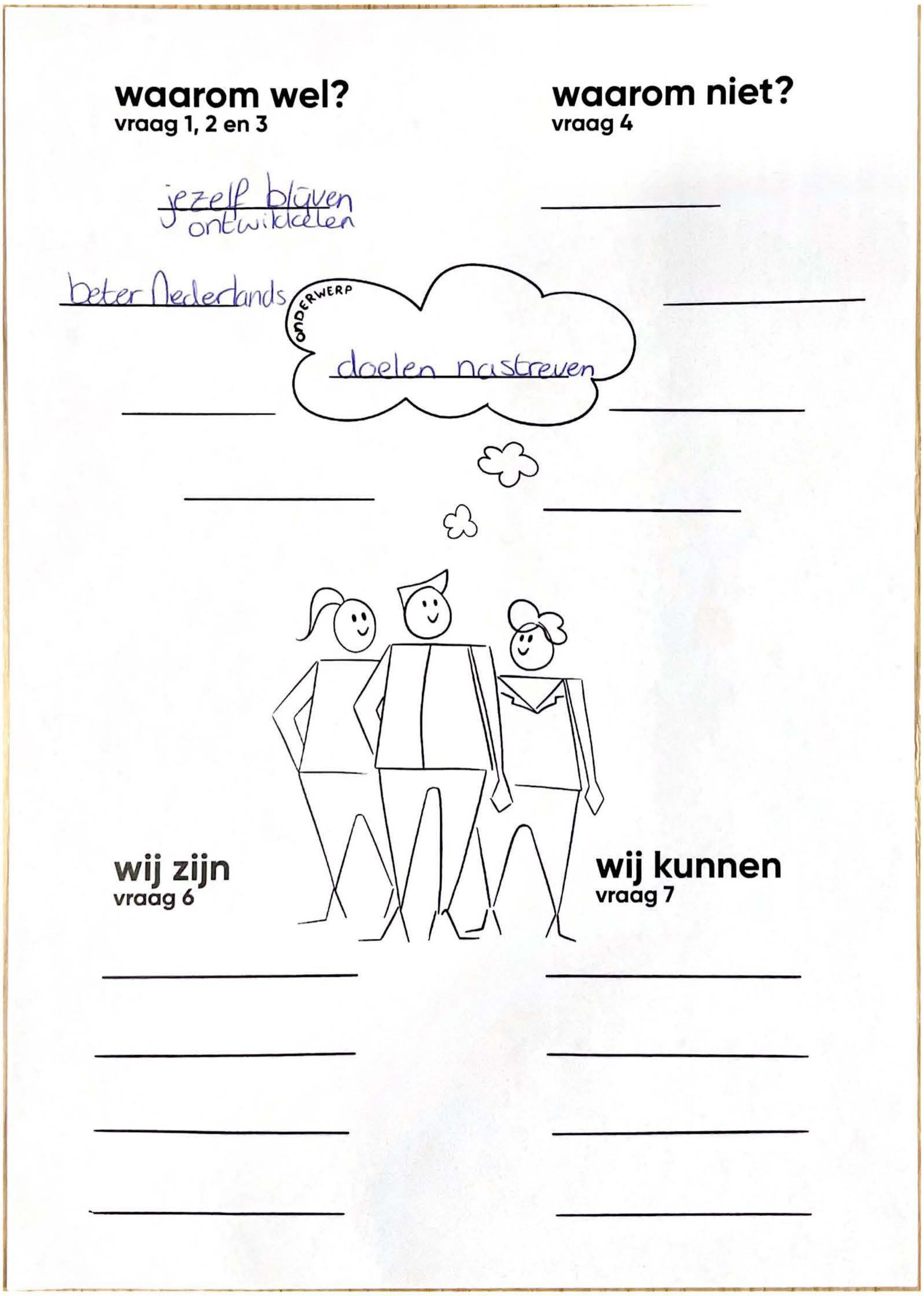
bacterie /medicijn

ONDERWERP

Voor je lichaam zorgen

**wij zijn**
**vraag 6**

**wij kunnen**
**vraag 7**



**waarom wel?**
vraag 1, 2 en 3

jezelf blijven ontwikkelen

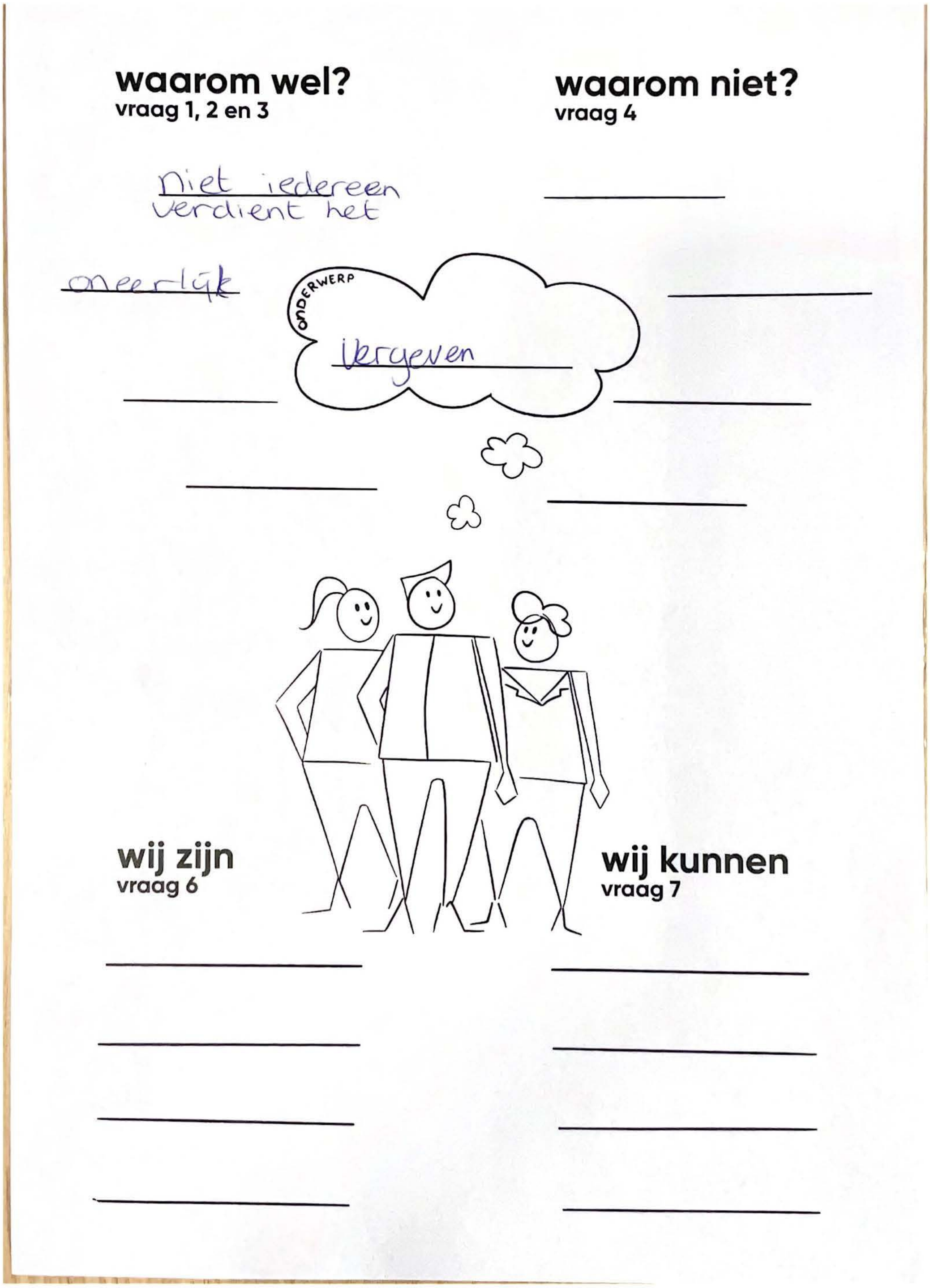
beter Nederlands

doelen nastreven

**waarom niet?**
vraag 4

**wij zijn**
vraag 6

**wij kunnen**
vraag 7



**waarom wel?**
**vraag 1, 2 en 3**

Niet iedereen verdient het

oneerlijk

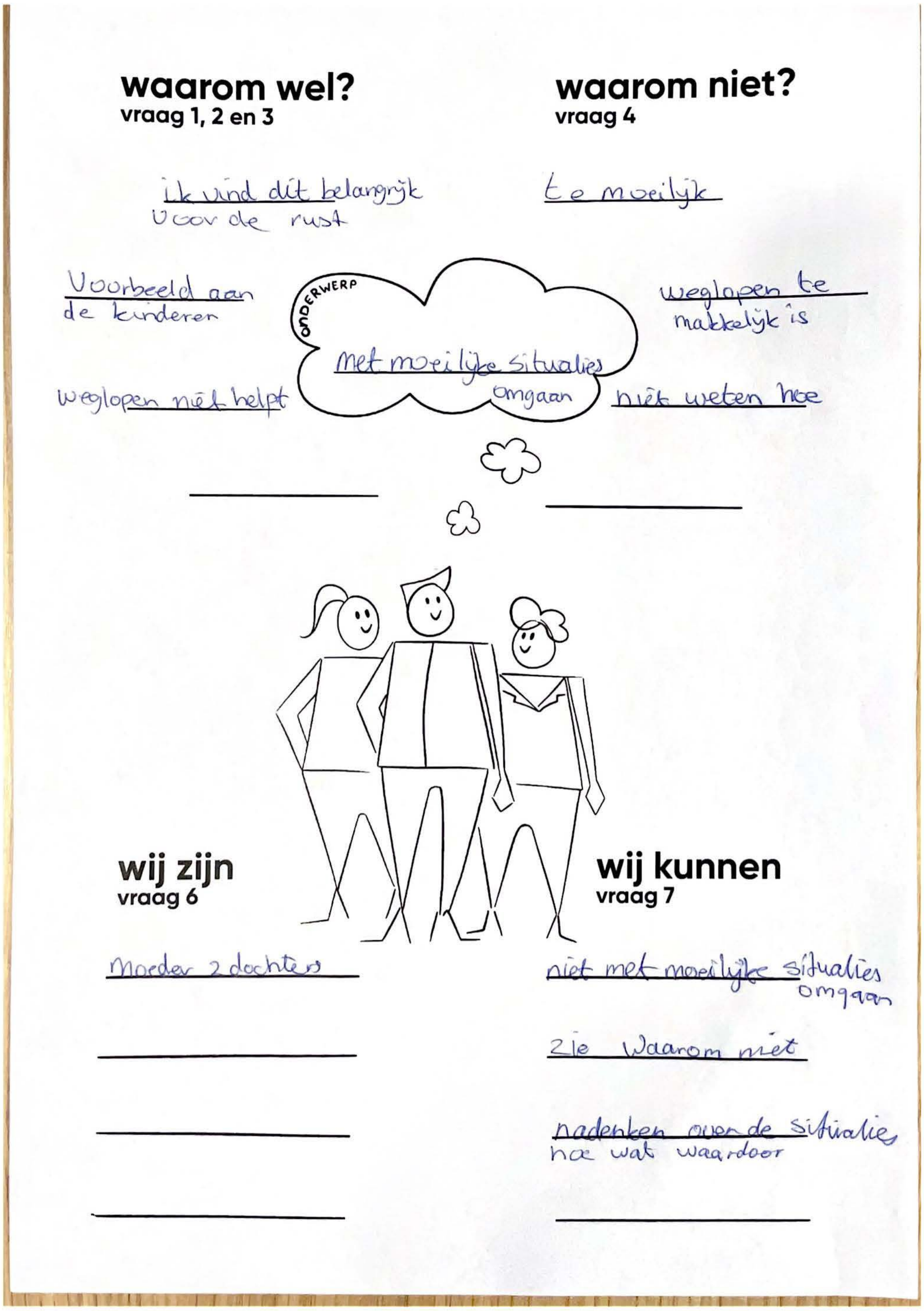
**waarom niet?**
**vraag 4**

ONDERWERP

vergeven

**wij zijn**
**vraag 6**

**wij kunnen**
**vraag 7**



**waarom wel?**
**vraag 1, 2 en 3**

ik vind dit belangrijk voor de rust

Voorbeeld aan de kinderen

weglopen niet helpt

**waarom niet?**
**vraag 4**

te moeilijk

weglopen te makkelijk is

niet weten hoe

**ONDERWERP**

met moeilijke situaties omgaan

**wij zijn**
**vraag 6**

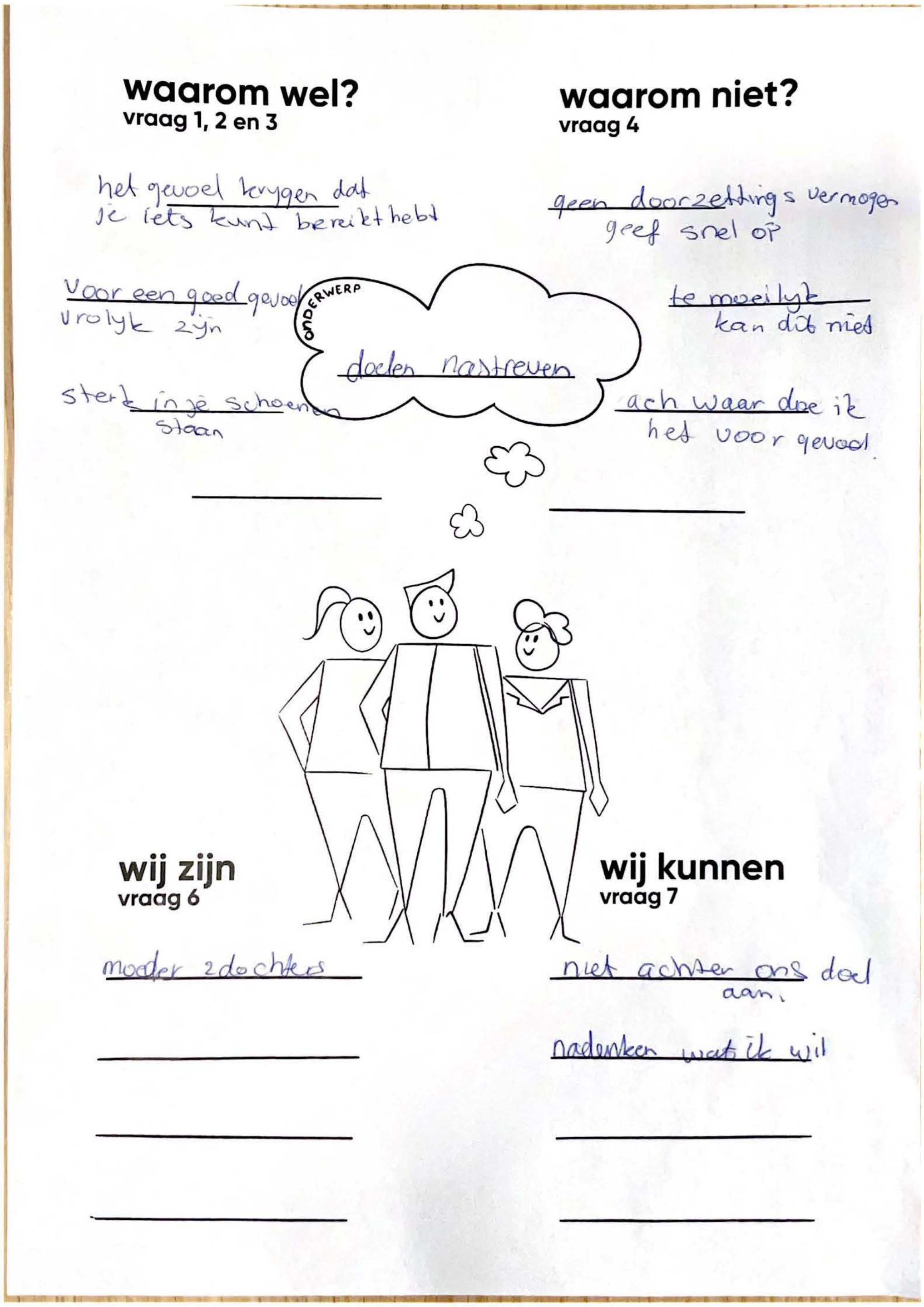
Moeder 2 dochters

**wij kunnen**
**vraag 7**

niet met moeilijke situaties omgaan

Zie Waarom niet

nadenken over de situaties hoe wat waardoor



**waarom wel?**
vraag 1, 2 en 3

het gevoel krygen dat
je iets kunt bereikt hebt

Voor een goed gevoel
vrolyk zyn

sterk in je schoenen
staan

**waarom niet?**
vraag 4

geen doorzettings vermogen
geef snel op

te moeilyk
kan dit niet

ach waar doe ik
het voor gevoel.

ONDERWERP

doelen nastreven

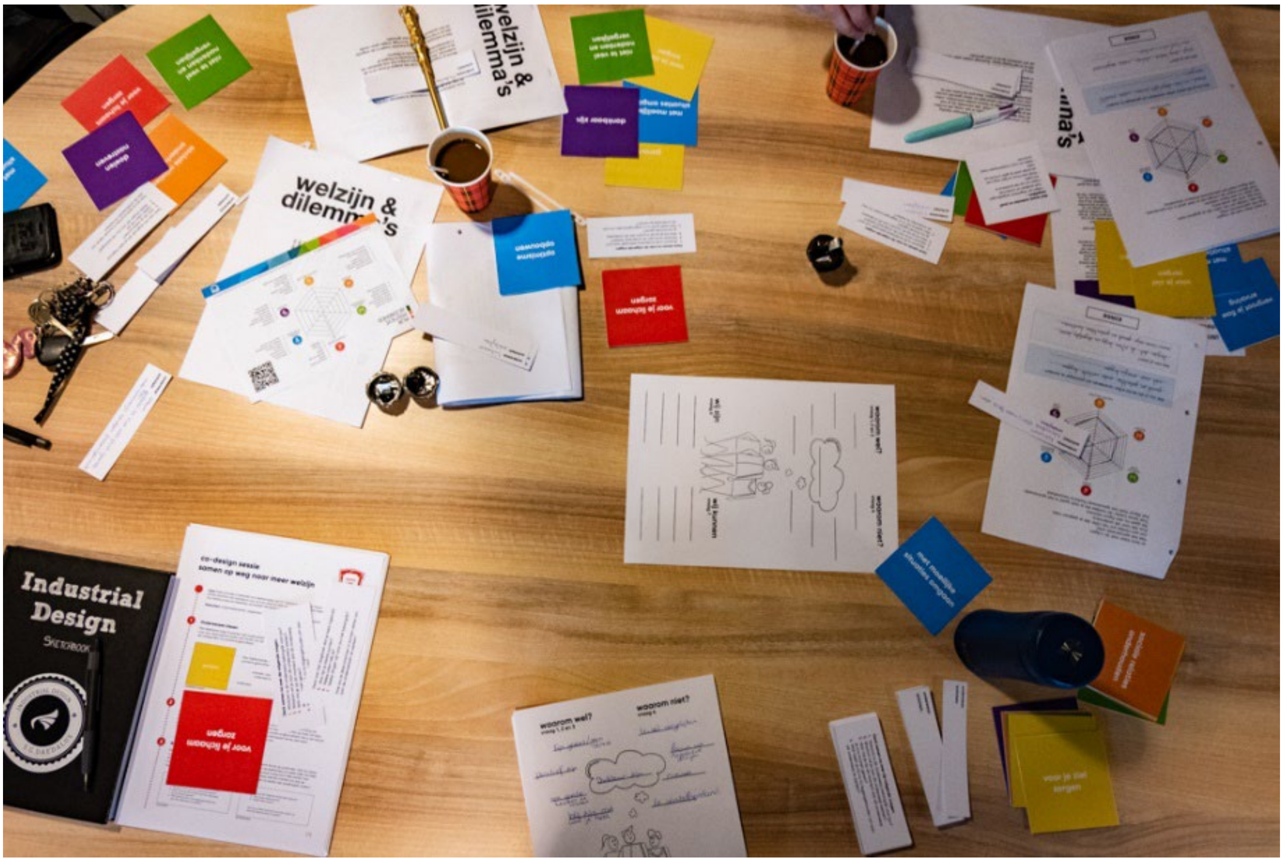
**wij zijn**
vraag 6

moeder 2dochters

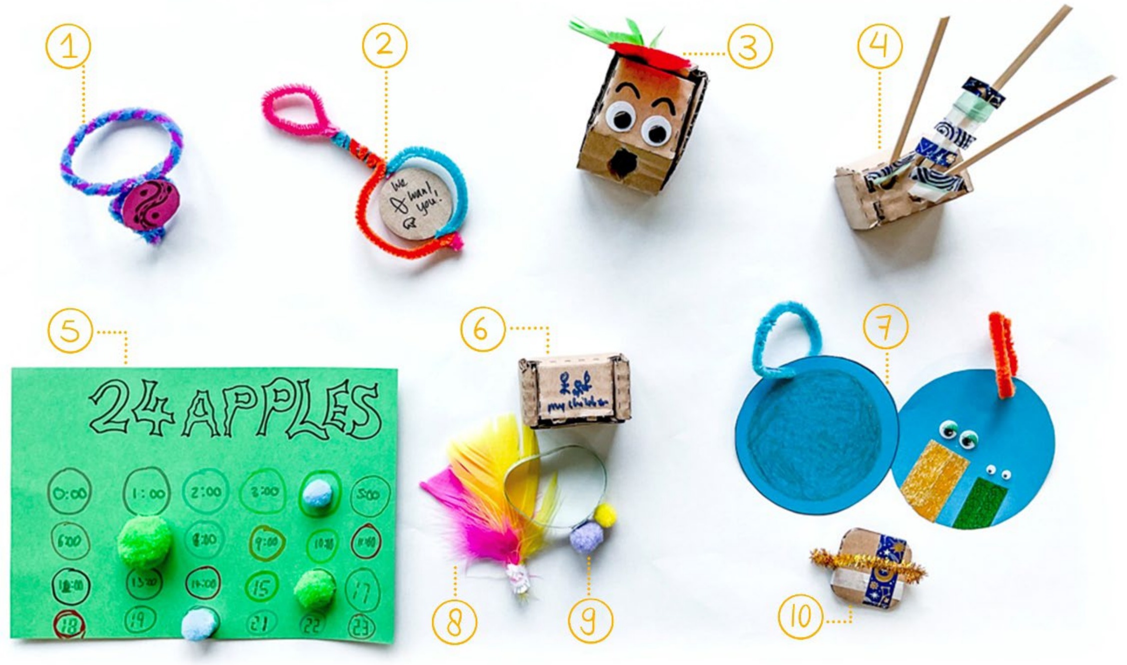
**wij kunnen**
vraag 7

niet achter ons doel
aan.

nadenken wat ik wil



## 2.6 Trial Co-Design Activity



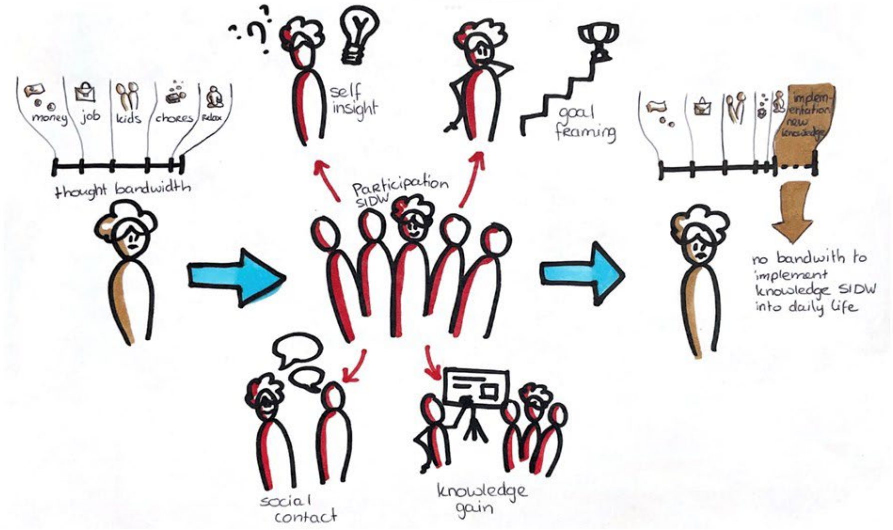
Results:

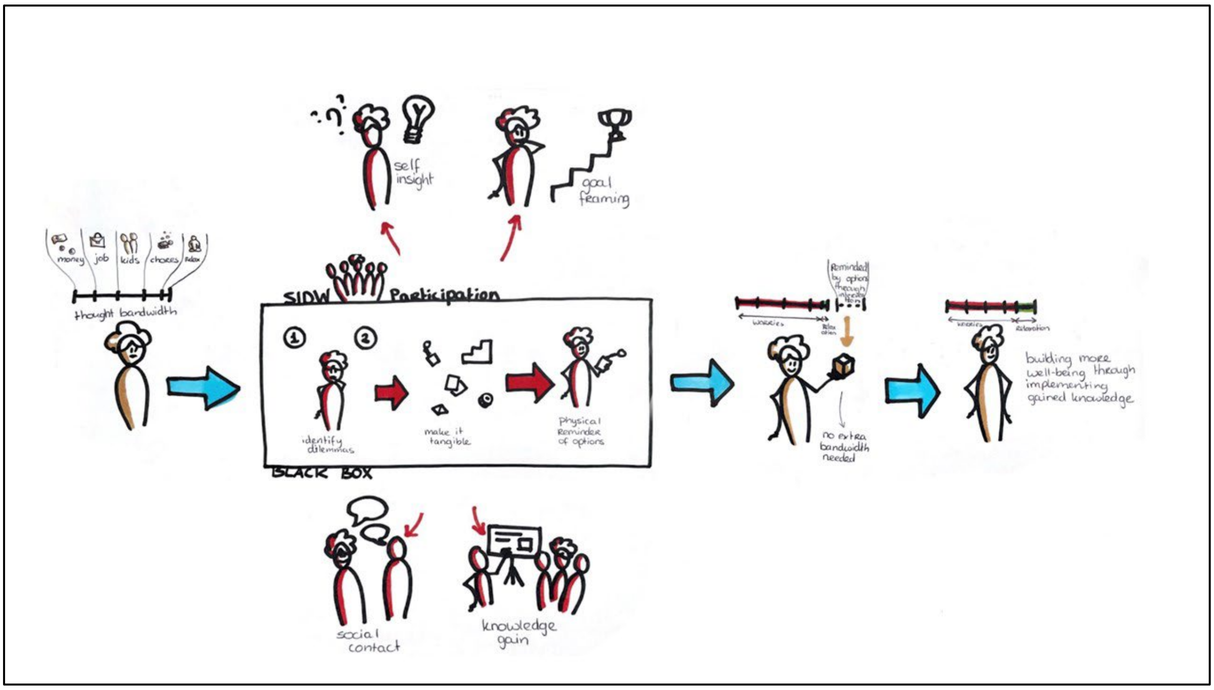
1. Bracelet reminding that there is a balance through the yin and yang sign.
2. Keychain with twistable coin reflecting the dilemma of choosing yourself or choosing your children.
3. Put a green or red feather in the mouth of the box to reflect the choice you made. You can open the box to reflect on your past choices.
4. Box with sticks reflecting whether you chose for yourself or another family member. Depending on the choice, you put a tape on that family member. The build up of the tape reflects your past choices.
5. When you choose your child you put a small dot on the poster. A big dot is for yourself. Also reflect the choices you made.
6. By opening the box you are reminded of the other side of the dilemma.
7. Keychain with a mirror reflecting you on one side and a depiction of your children on the other side.
8. Brooch showing the duality of a dilemma. Each feather represents a different side of the dilemma.
9. Bracelet with a big ball representing yourself and a small ball representing your children. Although both are important, you are the bigger ball as you need to take care of yourself before taking care of others.
10. Ring reflecting two sides of a dilemma.

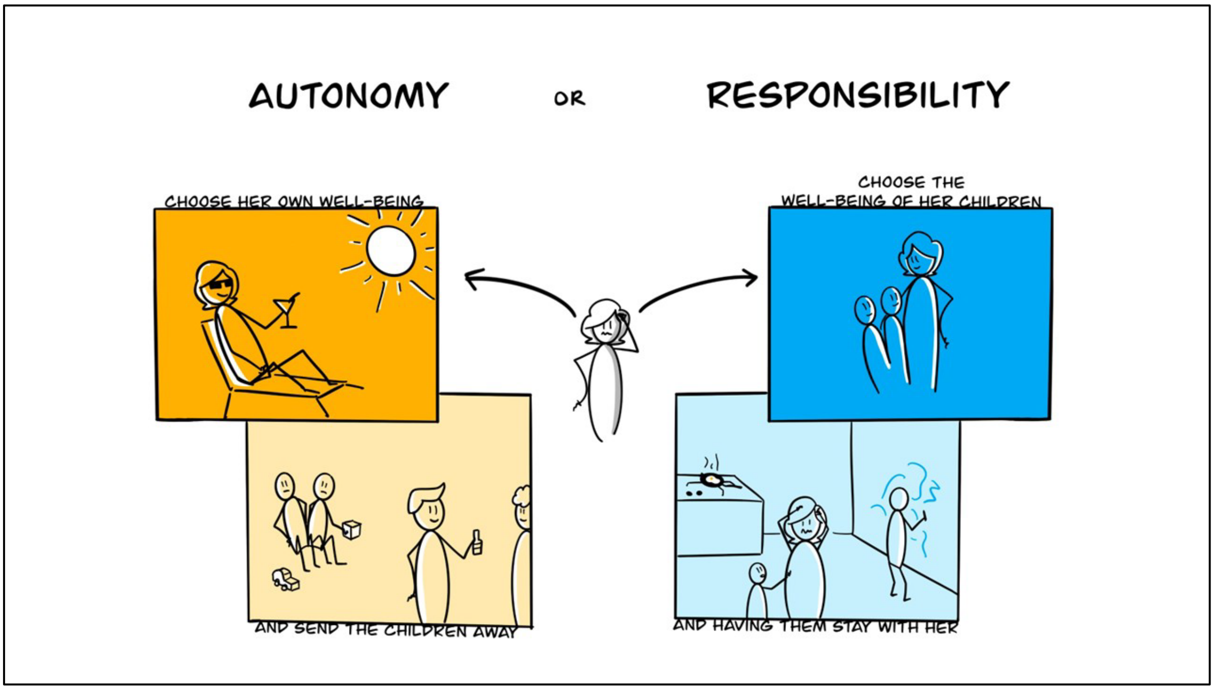
# CODESIGN

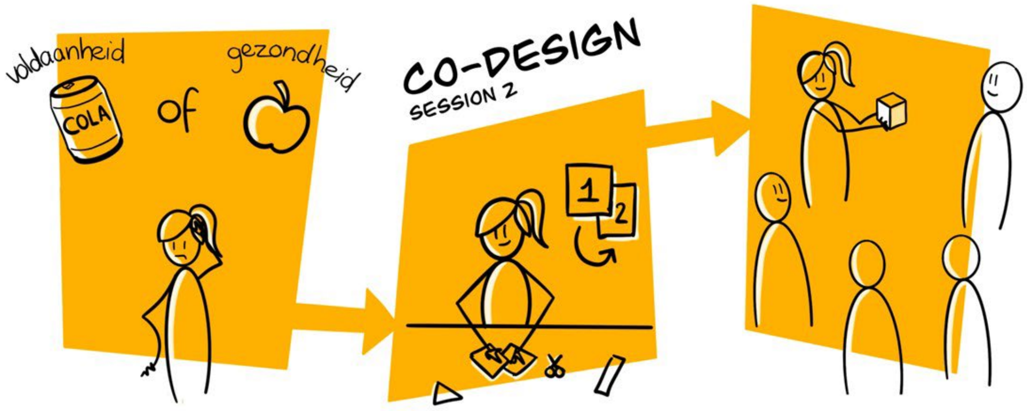
## TRIAL

CREATE TANGIBLE REMINDER


money
job
kids
chores
Relax
thought bandwidth
self
insight
goal
framing
Participation
SIDW
implem-
entation
new
knowledge
no bandwith to
implement
knowledge SIDW
into daily life
social
contact
knowledge
gain


self insight
goal framing
money
job
kids
chores
Relax
thought bandwidth
SIDW
Participation
①
②
identify dilemmas
make it tangible
physical Reminder of options
BLACK BOX
social contact
knowledge gain
Reminded by options through interaction
worries
Relax ation
no extra bandwidth needed
worries
Relaxation
building more well-being through implementing gained knowledge


AUTONOMY
OR
RESPONSIBILITY
CHOOSE HER OWN WELL-BEING
AND SEND THE CHILDREN AWAY
CHOOSE THE WELL-BEING OF HER CHILDREN
AND HAVING THEM STAY WITH HER


voldaanheid
COLA
of
gezondheid
CO-DESIGN
SESSION 2
1
2

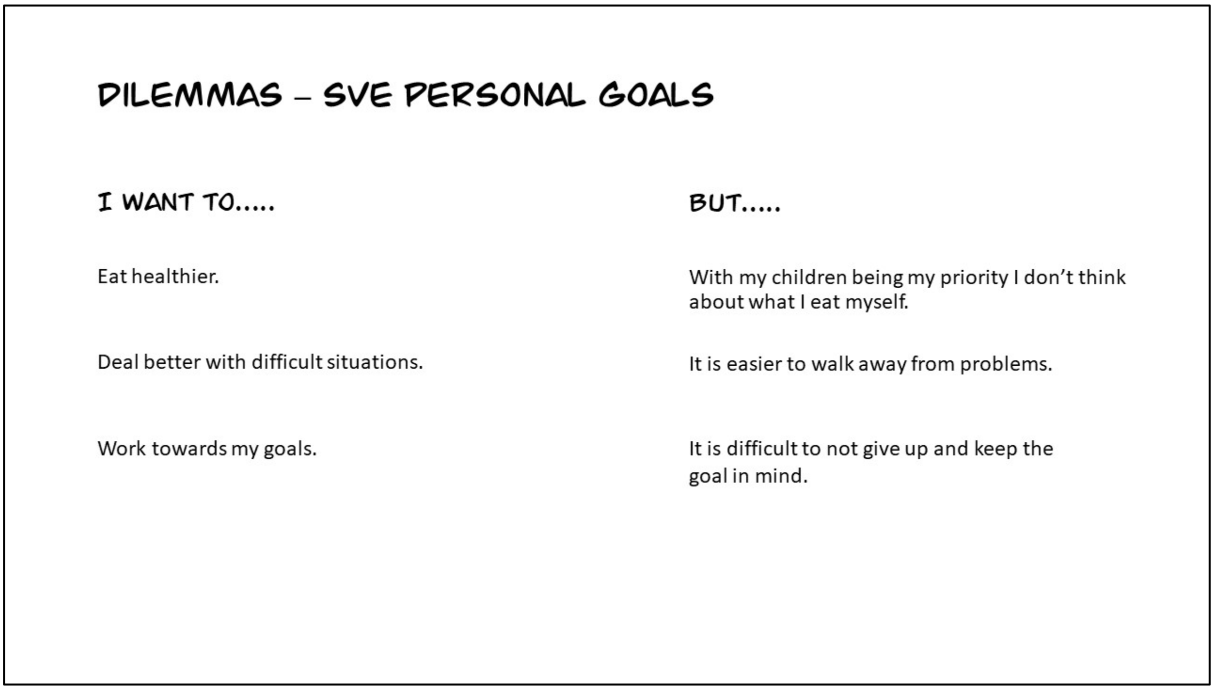
IDENTIFY CONFLICTING GOALS

CREATE TANGIBLE REMINDER

SHARE IN THE GROUP

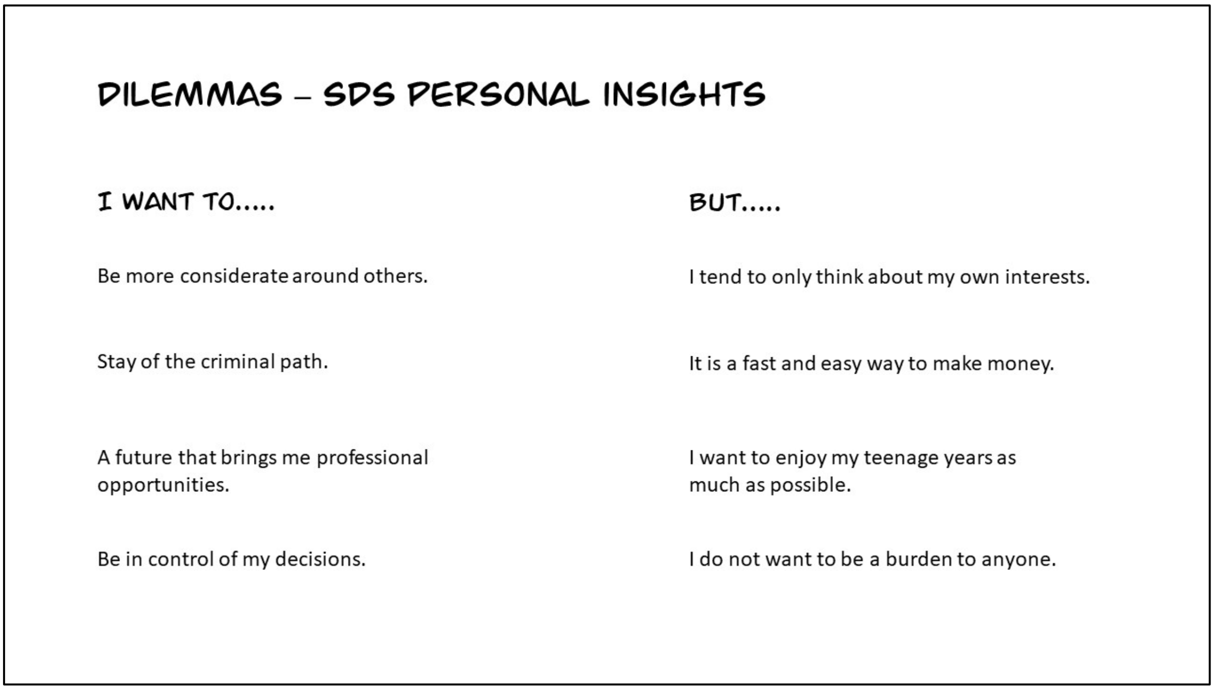
## DILEMMAS – SVE PRACTICAL GOALS

| I WANT TO..... | BUT..... |
|---|---|
| Start working again at my own pace. | The municipality pushes me to rapidly increase my work hours within weeks after starting. |
| Lose weight. | Due to my condition everything itches when I exercise. |
| Become a lawyer. | I do not master the language enough to start my education |
| Be financially independent. | With three jobs I make less money than if I would not work at all. |



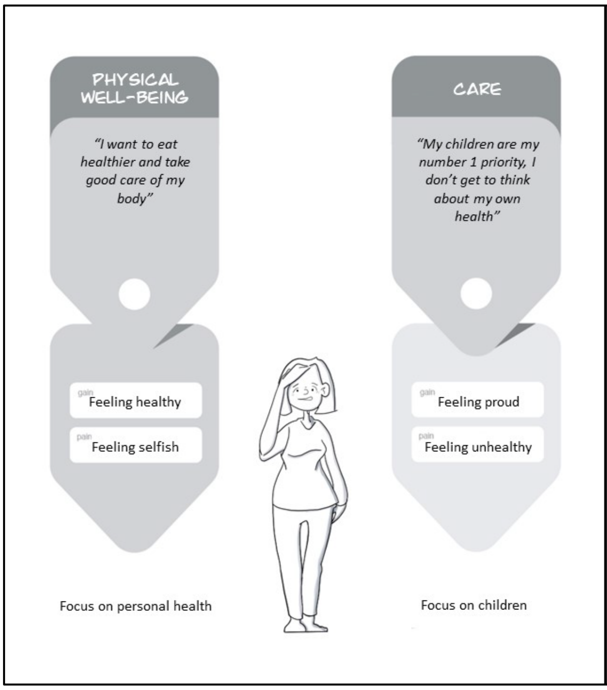
## DILEMMAS – SVE PERSONAL GOALS

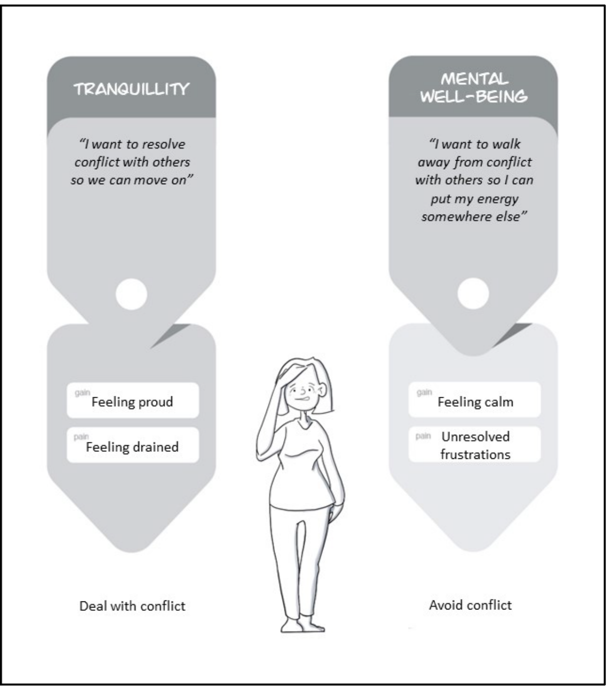
| I WANT TO….. | BUT….. |
|---|---|
| Eat healthier. | With my children being my priority I don't think about what I eat myself. |
| Deal better with difficult situations. | It is easier to walk away from problems. |
| Work towards my goals. | It is difficult to not give up and keep the goal in mind. |

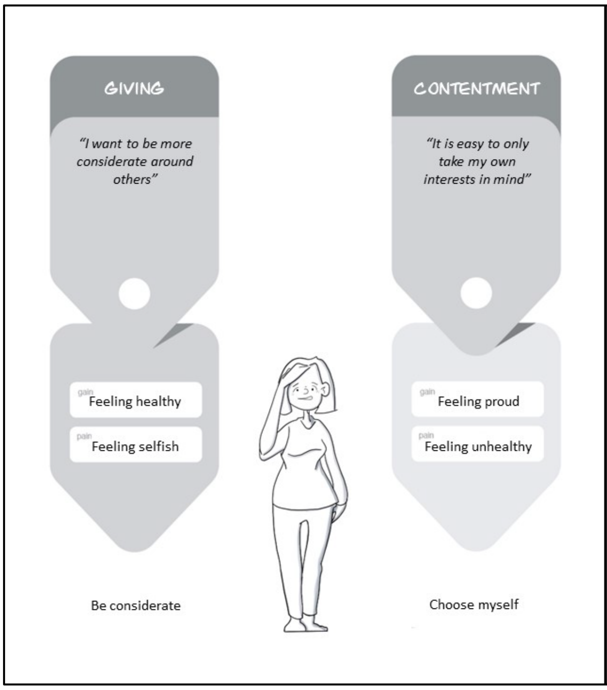


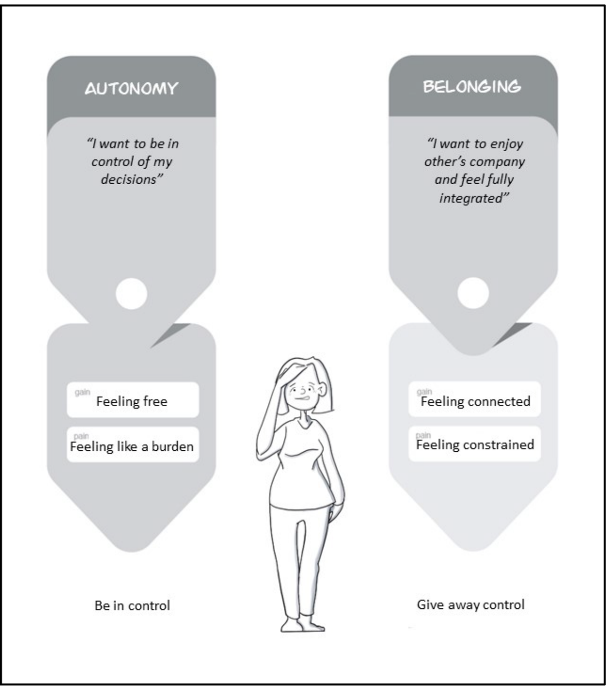
## DILEMMAS – SDS PERSONAL INSIGHTS

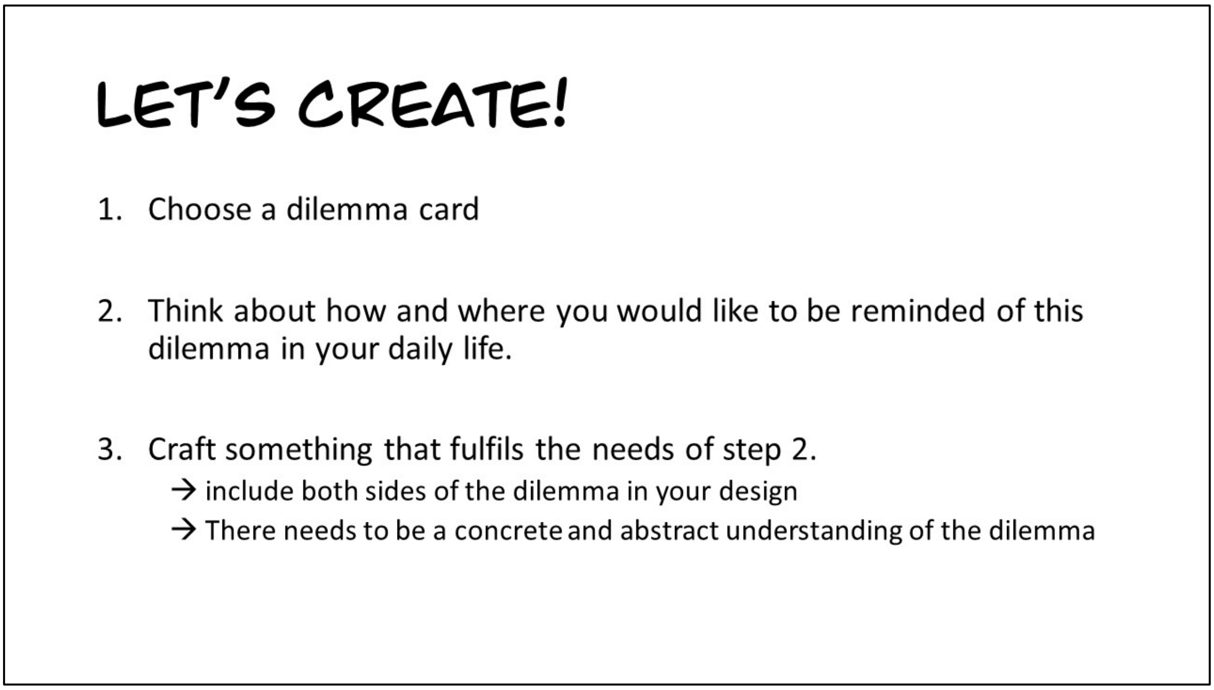
| I WANT TO….. | BUT….. |
|---|---|
| Be more considerate around others. | I tend to only think about my own interests. |
| Stay of the criminal path. | It is a fast and easy way to make money. |
| A future that brings me professional opportunities. | I want to enjoy my teenage years as much as possible. |
| Be in control of my decisions. | I do not want to be a burden to anyone. |


PHYSICAL WELL-BEING
"I want to eat healthier and take good care of my body"
gain Feeling healthy
pain Feeling selfish
Focus on personal health
CARE
"My children are my number 1 priority, I don't get to think about my own health"
gain Feeling proud
pain Feeling unhealthy
Focus on children


TRANQUILLITY
"I want to resolve conflict with others so we can move on"
gain Feeling proud
pain Feeling drained
Deal with conflict
MENTAL WELL-BEING
"I want to walk away from conflict with others so I can put my energy somewhere else"
gain Feeling calm
pain Unresolved frustrations
Avoid conflict


GIVING
"I want to be more considerate around others"
gain Feeling healthy
pain Feeling selfish
Be considerate
CONTENTMENT
"It is easy to only take my own interests in mind"
gain Feeling proud
pain Feeling unhealthy
Choose myself


AUTONOMY
"I want to be in control of my decisions"
gain Feeling free
pain Feeling like a burden
Be in control
BELONGING
"I want to enjoy other's company and feel fully integrated"
gain Feeling connected
pain Feeling constrained
Give away control



# LET'S CREATE!

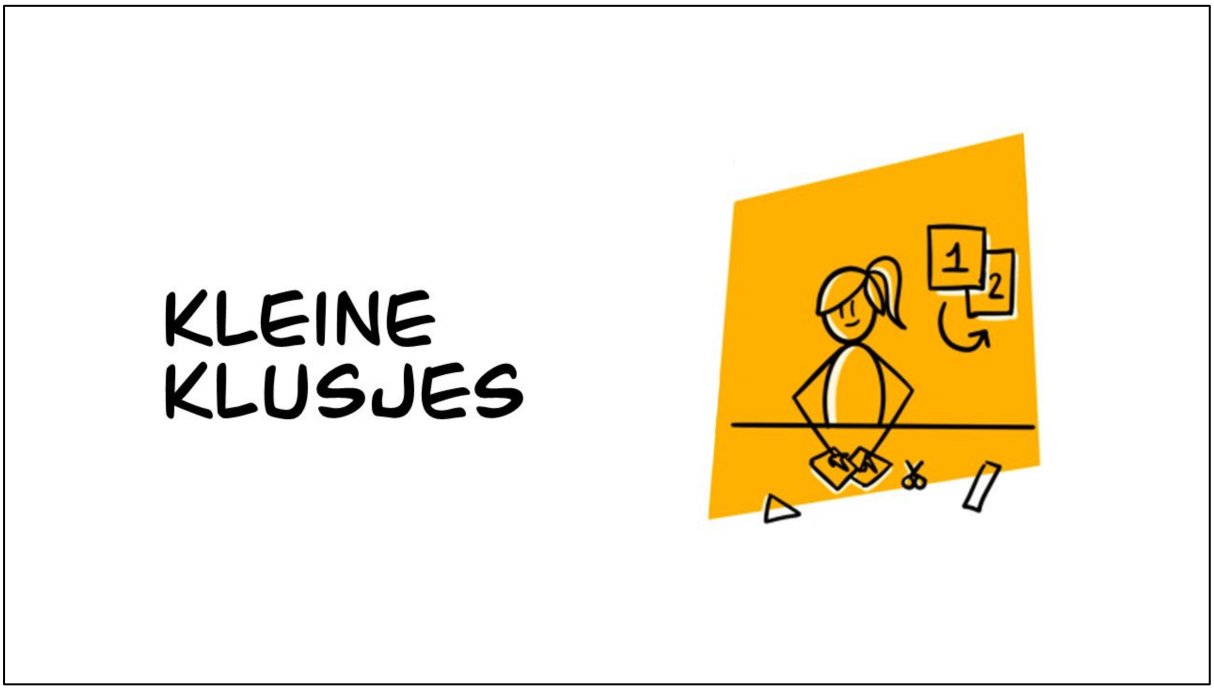
1. Choose a dilemma card

2. Think about how and where you would like to be reminded of this dilemma in your daily life.

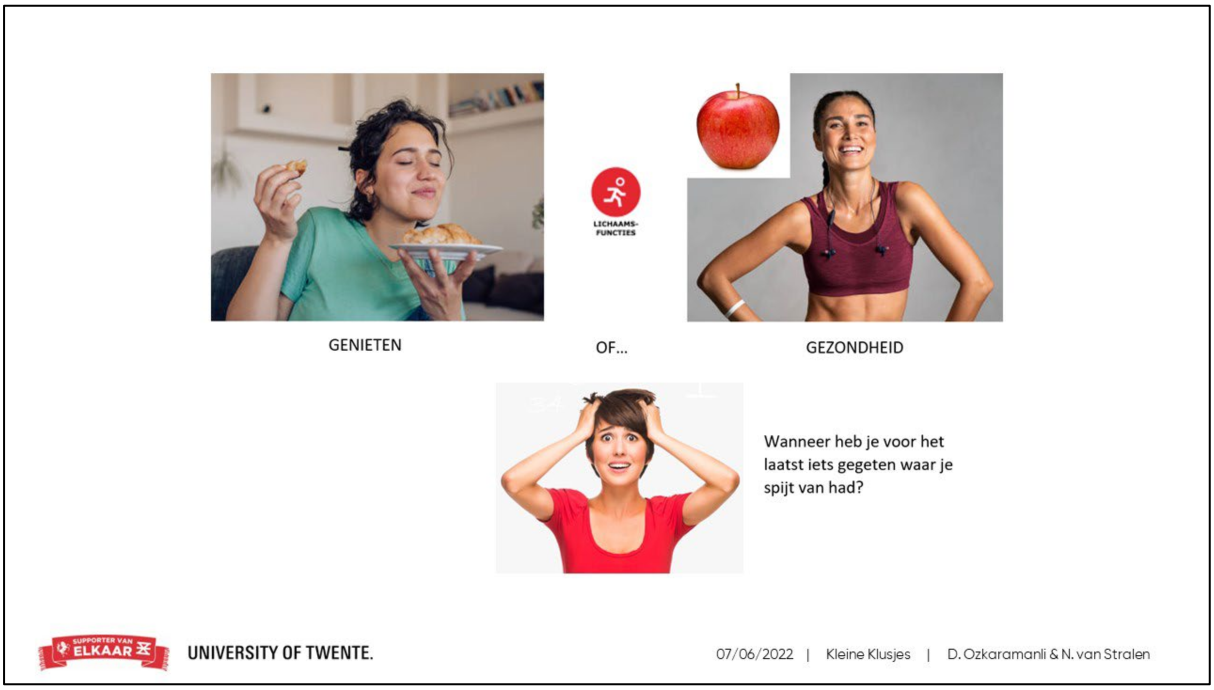
3. Craft something that fulfils the needs of step 2.
   → include both sides of the dilemma in your design
   → There needs to be a concrete and abstract understanding of the dilemma

## 2.7 Co-Design Activity 2 – Supporter van Elkaar

### *2.7.1* Presentation



KLEINE KLUSJES



LICHAAMS-FUNCTIES

GENIETEN

OF...

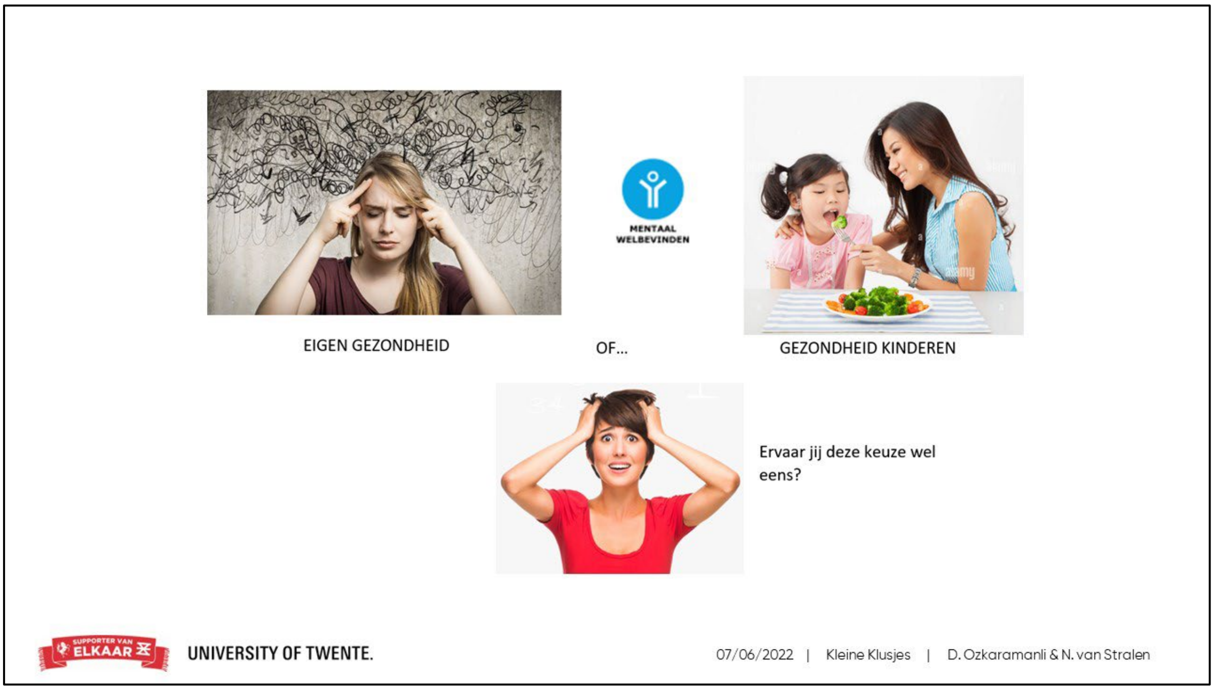
GEZONDHEID

Wanneer heb je voor het laatst iets gegeten waar je spijt van had?

SUPPORTER VAN ELKAAR

UNIVERSITY OF TWENTE.

07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen



MENTAAL WELBEVINDEN

EIGEN GEZONDHEID

OF…

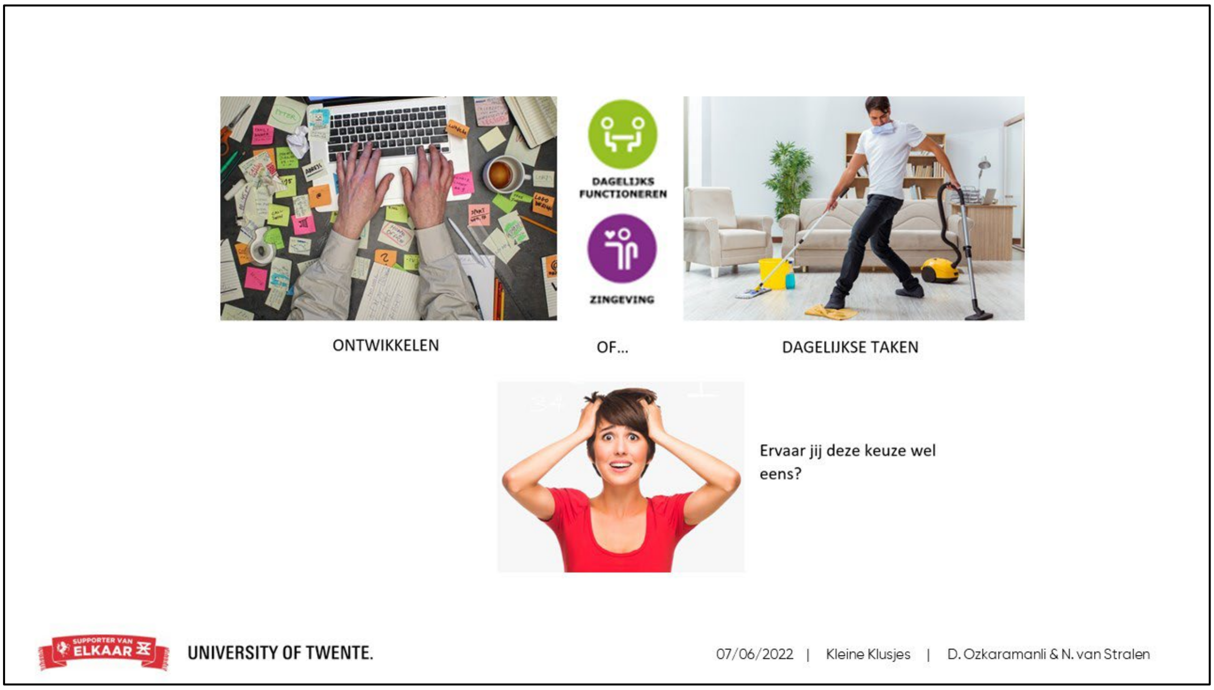
GEZONDHEID KINDEREN

Ervaar jij deze keuze wel eens?

SUPPORTER VAN ELKAAR

UNIVERSITY OF TWENTE.

07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen



DAGELIJKS FUNCTIONEREN

ZINGEVING

ONTWIKKELEN

OF…

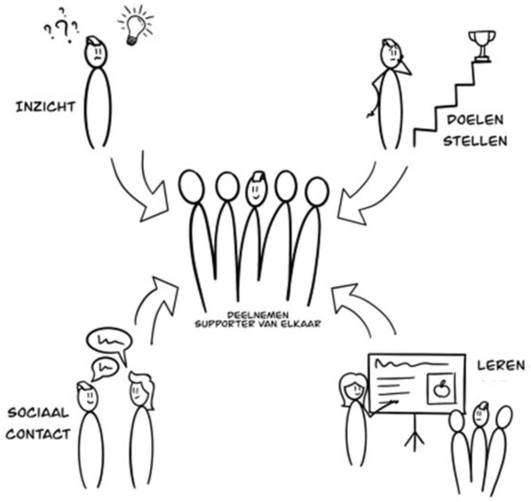
DAGELIJKSE TAKEN

Ervaar jij deze keuze wel eens?

SUPPORTER VAN ELKAAR

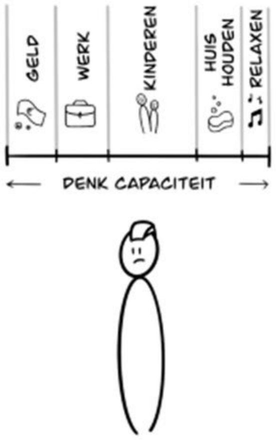
UNIVERSITY OF TWENTE.

07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen


INZICHT
DOELEN STELLEN
DEELNEMEN SUPPORTER VAN ELKAAR
SOCIAAL CONTACT
LEREN

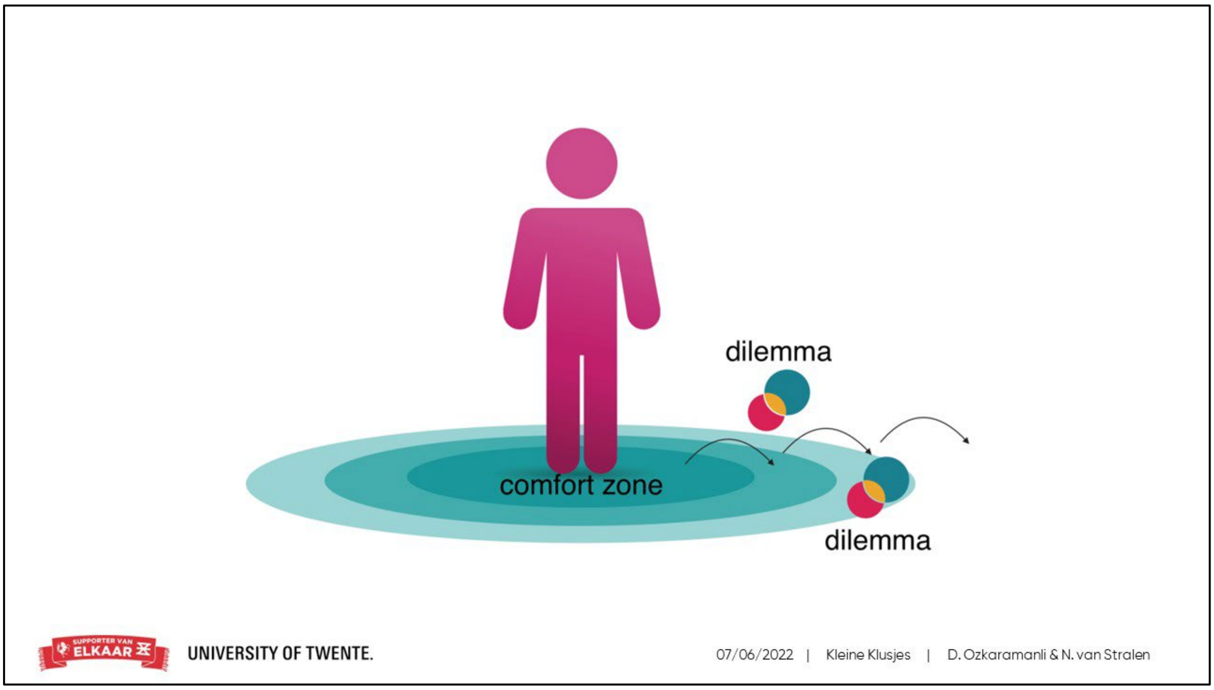
SUPPORTER VAN ELKAAR UNIVERSITY OF TWENTE.

07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen

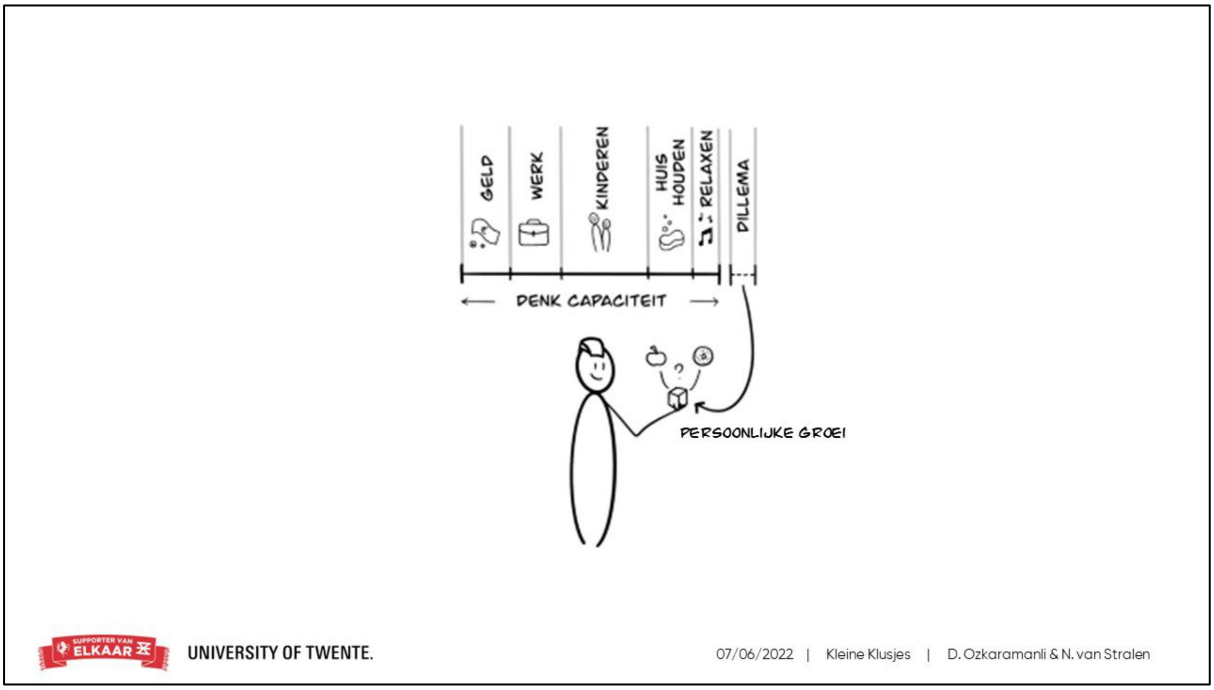

GELD
WERK
KINDEREN
HUIS HOUDEN
RELAXEN
← DENK CAPACITEIT →

SUPPORTER VAN ELKAAR UNIVERSITY OF TWENTE.

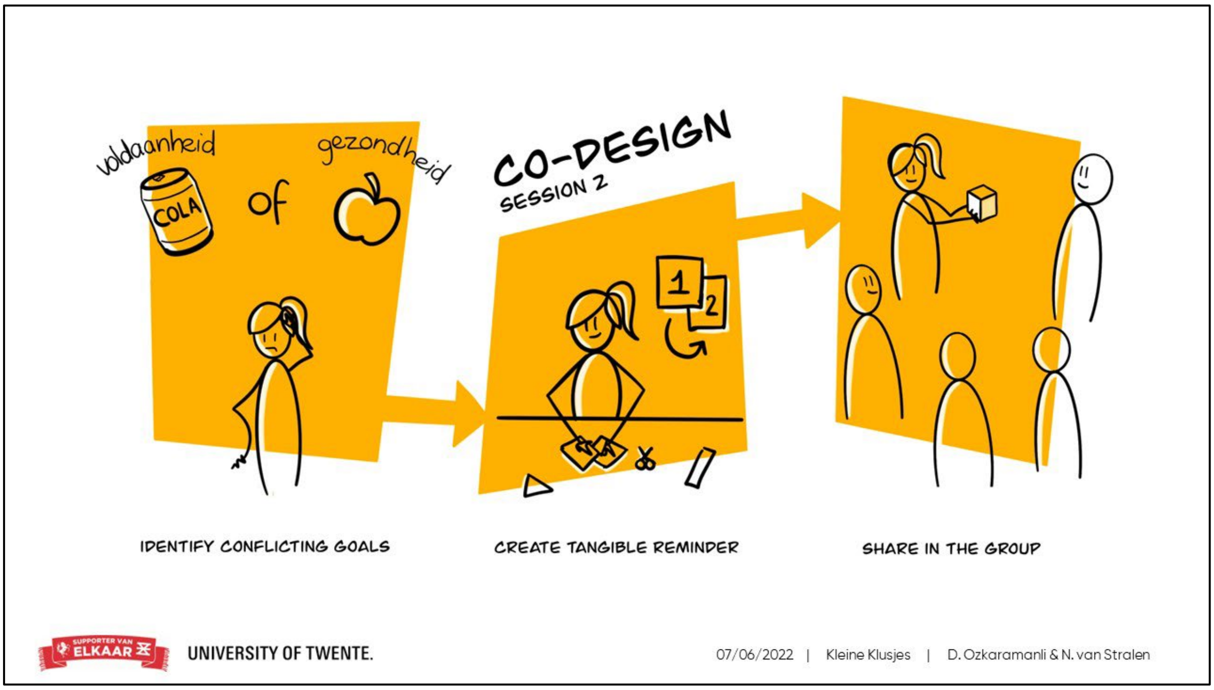
07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen


dilemma
comfort zone
dilemma

UNIVERSITY OF TWENTE. 07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen


GELD
WERK
KINDEREN
HUIS HOUDEN
RELAXEN
DILLEMA
DENK CAPACITEIT
?
PERSOONLIJKE GROEI

UNIVERSITY OF TWENTE. 07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen


voldaanheid
COLA
of
gezondheid
1
2

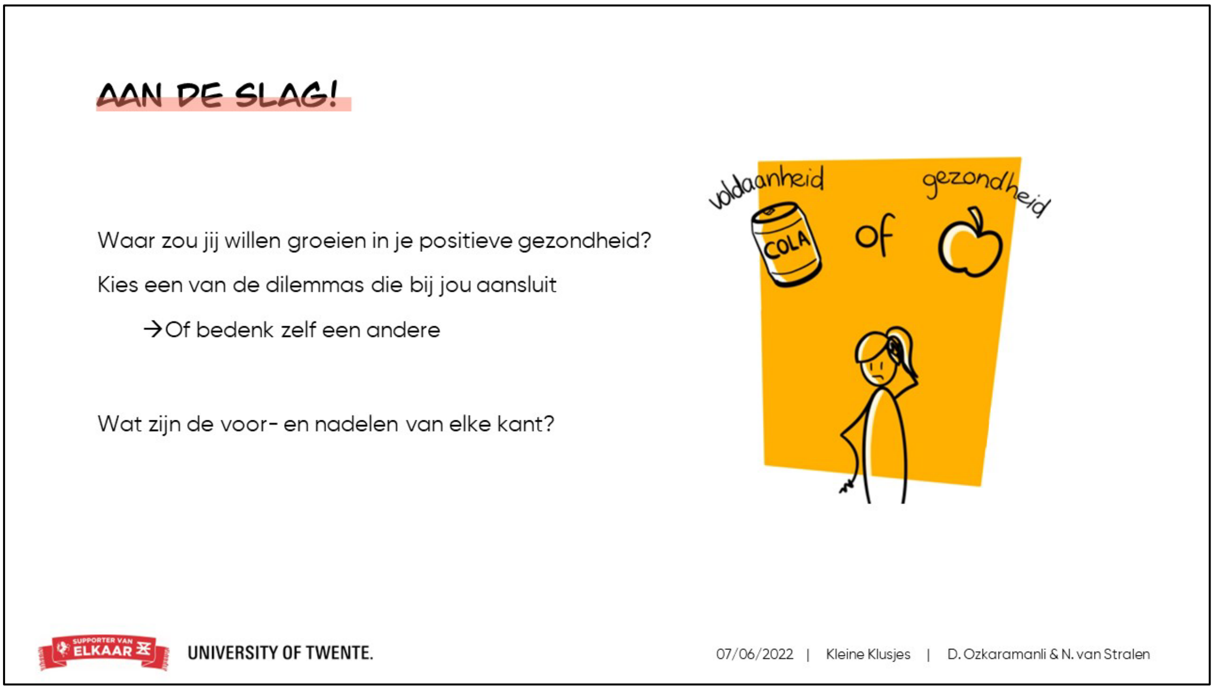
CO-DESIGN
SESSION 2

IDENTIFY CONFLICTING GOALS

CREATE TANGIBLE REMINDER

SHARE IN THE GROUP

SUPPORTER VAN ELKAAR UNIVERSITY OF TWENTE. 07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen



## AAN DE SLAG!

Waar zou jij willen groeien in je positieve gezondheid?

Kies een van de dilemmas die bij jou aansluit

→Of bedenk zelf een andere

Wat zijn de voor- en nadelen van elke kant?

voldaanheid
COLA
of
gezondheid

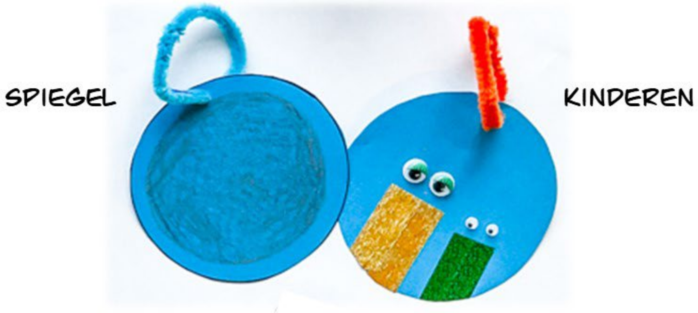
SUPPORTER VAN ELKAAR UNIVERSITY OF TWENTE. 07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen

## AAN DE SLAG!

Maak iets dat je helpt om je aan dit dilemma te helpen herinneren

- Waar kom je dit dilemma tegen?
- Hoe helpt dit je om te groeien binnen je positieve gezondheid?

## VOOR WIE KIES JE?



KIES JE ALTIJD VOOR JE KINDEREN,
OF DENK JE OOK WEL EENS AAN JEZELF?

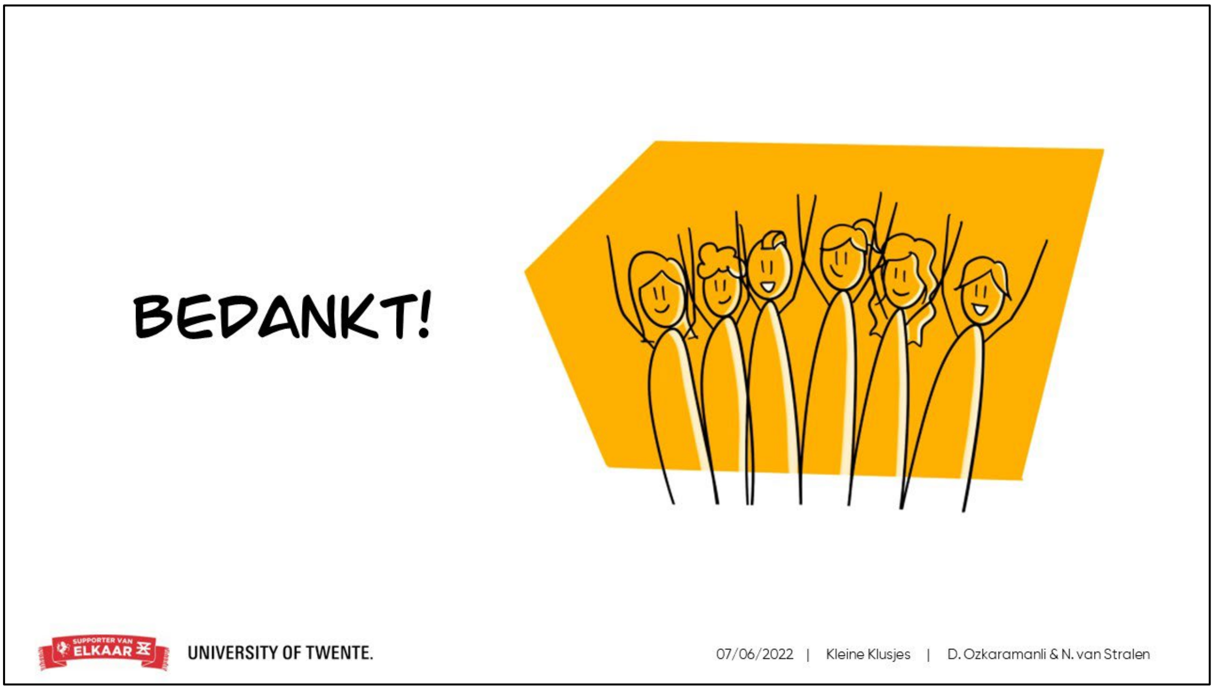
## AAN DE SLAG!

Delen met elkaar

- Wat is je dilemma?
- Wat heb je gemaakt?
- Hoe zou dit je kunnen helpen?

UNIVERSITY OF TWENTE.

07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen

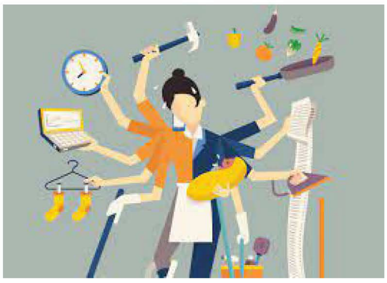


## BEDANKT!

UNIVERSITY OF TWENTE.

07/06/2022 | Kleine Klusjes | D. Ozkaramanli & N. van Stralen

### 2.7.2 Dilemma Cards



DAGELIJKS FUNCTIONEREN

KWALITEIT VAN LEVEN

BLIJVEN PRESETEREN

OF…

TIJD VOOR JEZELF NEMEN

Ervaar jij deze keuze wel eens?

LICHAAMS-FUNCTIES

GENIETEN

OF…

GEZONDHEID

Wanneer heb je voor het laatst iets gegeten waar je spijt van had?

EIGEN GEZONDHEID

MENTAAL WELBEVINDEN

OF…

GEZONDHEID KINDEREN

Ervaar jij deze keuze wel eens?

---

ONTWIKKELEN

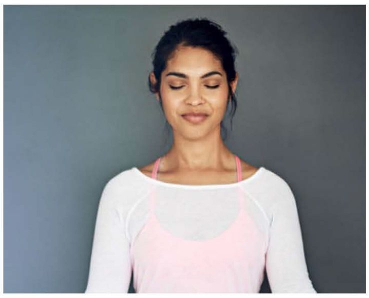
DAGELIJKS FUNCTIONEREN

ZINGEVING

OF…

DAGELIJKSE TAKEN

Ervaar jij deze keuze wel eens?



OP JEZELF FOCUSSEN

MENTAAL WELBEVINDEN

KWALITEIT VAN LEVEN

OF…

VERGELIJKEN MET ANDEREN

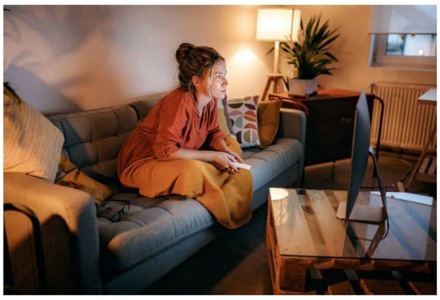
Wanneer had jij voor het laatst spijt toen je je met iemand anders vergeleek?

DOELEN NASTREVEN

ZINGEVING

KWALITEIT VAN LEVEN

OF…

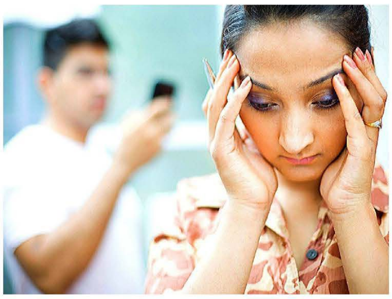


BLIJVEN WAAR JE COMFORTABEL BENT

Ervaar jij deze keuze wel eens?

SOCIAAL PATICIPEREN

MENTAAL WELBEVINDEN



ANDEREN VERGEVEN

OF...

OP JEZELF FOCUSSEN

Wanneer stond jij voor het laatst voor deze keuze?

---

LICHAAMS-FUNCTIES

ZINGEVING

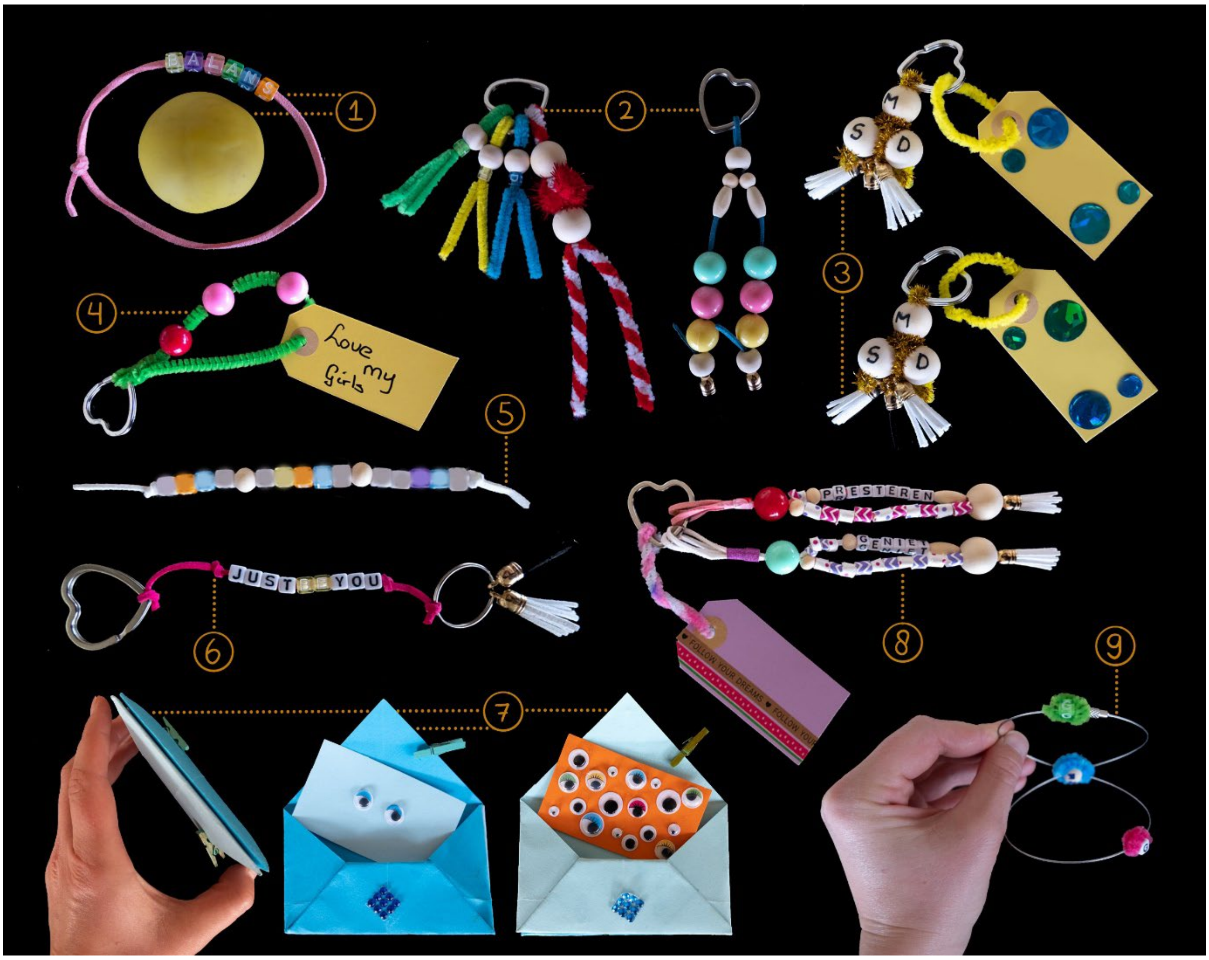
AFVALLEN

OF...

ACCEPTEREN WIE IK BEN

Sta jij wel eens voor dit dilemma?

### 2.7.3 Results



*Overview of the created physical reminders during co-design session 2.*

1. **Dilemma:** Chasing goals or staying in your comfort zone
   **Designer:** Employee
   **Personal reminder:** This bracelet spells the word '*balance*' (Balans in Dutch). The six beads with different colours represent the six dimension of positive health (iPH). This reminds the designer that there needs to be a balance between all dimensions and that you have to be careful to not neglect or overdo one of them. In the bracelet is a ball of clay. The designer expressed that in his ideal situation the word would be distributed all over a football. He always has to play with a football when he encounters one, therefore it would be a good location to be reminded of the balance between the dimensions.

2. **Dilemma:** Keep performing or taking time for yourself & Chasing goals or staying in your comfort zone
   **Designer:** Participant
   **Personal reminder:** This designer made two separate keychains. The keychain on the left represents family. The three strings on the left represent her children. The long string represents herself. The keychain on the right represents herself. As she sees herself as part of the family with her children, she chose to make two keychains rather than combining them into one keychain. To her keeping her performance up means being always there for her children, it is her number one priority. In this, she tends to forget to take time for herself. This is also reflected in the current practice scenario pictured in *Figure XX. She put both keychains with her keys, as it is something she always carries with her.*
   This designer also shared that she has one child that is not in the picture anymore. She never speaks of that child and does not mention him when asked how many children she

has. However, as the child still means something to her she chose to include him in this keychain, just as a reminder of herself.

3. **Dilemma:** Keep performing or taking time for yourself
   **Designer:** Participant
   **Personal reminder:** This designer made a single keychain that represents both herself and her family. Family is her number one priority and she tend to forget about her own well-being. The top bead represents herself, and the two beads on the bottom represent her children. This hierarchy shows that she needs to take care of herself before she can care for her child. This designer also expressed that there is one child that is not in her life anymore. Nevertheless, she chose to acknowledge her other child as well and include this child in the keychain, even though she never mentions this child or talks about them. The tag on the keychain is an extra reminder of that she has not one, but two children, even though she only takes care of one of them. This shows acceptance and strength and adds an extra layer of meaning to the personal reminder.

4. **Dilemma:** -
   **Designer:** Participant
   **Personal reminder:** Although this participant did not choose a dilemma, a lot of the dilemmas were relatable to her. Because she could not get herself to create anything, designer 3 created a personal reminder for her. The red bead represents the mom, and the two pink beads represent her children. The tag *'love my girls'* also relate back to her two children. Although this participant expressed her gratitude towards designer 3, she did not go into what the keychain could mean for her.

5. **Dilemma:** Own health or the health of your children & Chasing goals or stay in your comfort zone
   **Designer:** Participant (with language barrier)
   **Personal reminder:** This designer chose to with the dilemma of focussing on herself or focussing on her family. She has the ambition to study and get a job, but her family and integrating in the Netherlands take up a lot of her time. The bracelet she created shows the names of her husband, their child, and her own name. This shows that she currently puts herself in the last place, and through this bracelet she can be reminded that even when she would be working on her personal goals, her family will still be there for her as well. She has already decided that she wants to enter an educational project to find a job she enjoys and this reminder can let het know that she is not in this alone.

6. **Dilemma:** Focus on yourself or compare yourself to others
   **Designer:** Employee
   **Personal reminder:** This designer chose to create a keychain that only represents her goal *'just be you'*. She expressed that in the past she had a very difficult time to be herself. She always wanted everybody to like her and would alter her behaviour to fit that desire. Although it has been very difficult for her, she is now able to choose more for herself and not alter her personality to please others. It was very difficult for her to share this and although she already progressed a lot in balancing out this dilemma, it can still be very difficult for her to stick to this goal sometimes. She hopes that this reminder can help her realize again and again that it is okay to also be yourself.

7. **Dilemma:** Think of yourself or please others (This dilemma was made up by the participant and deviates from the dilemma cards)
   **Designer:** Employee
   **Personal reminder:** This designer chose to make a static object, rather than something she can take with on the go. She struggles sometime in choosing between what is best for her, and what the group wants. Therefore, she decided to make two separate envelopes, both containing a card. One of the envelopes contains a card with only one set of eyes, representing her own choice. The other envelope holds a card with many sets of eyes, representing the choice/opinion of the group. The envelopes are glued back-to-back. She wants to place the reminder on a small table by the front door. Every morning she stops at

that table and goes over whether she has everything: keys, wallet, etc. Placing the design on this table makes sure she is reminded of her choice every day.

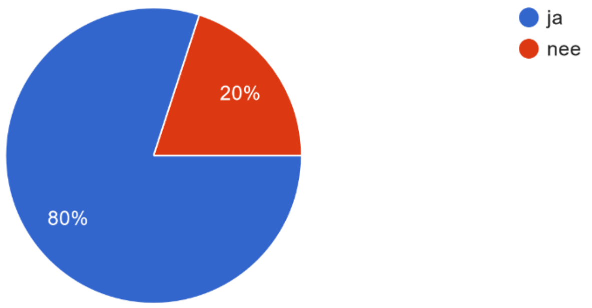
8. **Dilemma:** Keep performing or taking time for yourself
   **Designer:** Employee
   **Personal reminder:** This designer strives to perfection; she wants to do everything well. Because of this, she tends to forget to take time for herself and maybe do something well enough instead of perfect. This is also reflected in the way she tackled the design activity. She chose her design carefully and was very patient and deliberate when making the reminder. The keychain consists of three hangers. The two hangers with words say *'performing'* and *'enjoy'*. The thirds hanger is a tag with tape on it with the message *'follow your dreams'*. This symbols that although there should be a balance between performing and enjoying time for yourself, there is still space to follow your dreams. She decided to hang the keychain in her car. She uses it everyday to get to and from work. The car ride offers her space for thinking and reflecting, making it the perfect location for her design.

### 2.7.4 Follow-up co-design activity 2

Participants: 5 (both employees and participants)

1. Heb je je herinnering nog op een vaste plek? (bijvoorbeeld aan een sleutelbos)

5 antwoorden



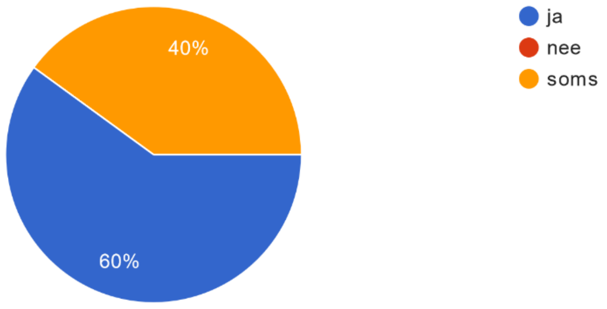
**Zo ja, waar?**

5 antwoorden

- Hangt boven de bar, zien we iedere dag wanneer we onze hoofd er tegen stoten hahaha
- Sleutelbos
- In de auto
- In mn schooltas
- Mijn werkkast

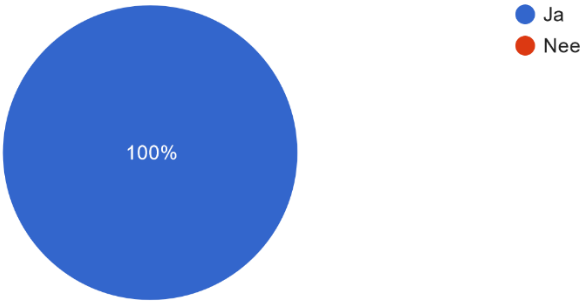
2. Als je je herinnering ziet, denk je dan ook aan je dilemma/doel?

5 antwoorden



3. Heeft de herinnering je geholpen om aan je dilemma/doel te werken?

5 antwoorden



**Zo ja, hoe heeft de herinnering je geholpen?**

5 antwoorden

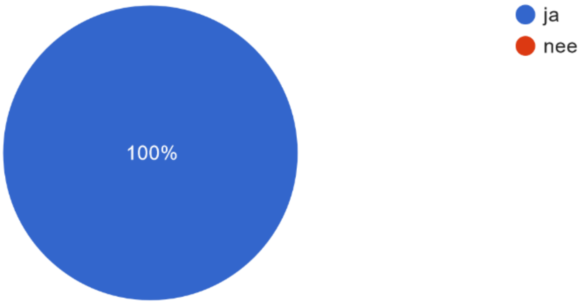
- Om de juiste stappen te nemen en de best mogelijke keuzes te maken
- Door waar het voor staat, dat ik daar aan denk
- door bewust stil te staan waar ik op dat moment mee bezig ben
- Ik doe meer wat ik zelf wil
- Reflectie waardoor beter inzicht in mijn gedrag

**Zo nee, waarom heeft de herinnering je niet geholpen?**
2 antwoorden

- -
- N.v.t.

4. Heeft het denken in dilemma's (bijvoorbeeld je eigen gezondheid ...of... de gezondheid van je kinderen) je geholpen in het zien dat elk doel er iets tegenover heeft staat?

5 antwoorden



**5. Wat vind je nog meer wel of niet fijn aan het nadenken over je dilemma's?**

4 antwoorden

- Het denken aan mogelijkheden om het op te lossen
- Je weegt af wat belangrijk voor je is, en wat er prioriteit heeft in bepaalde situaties
- Het kan best confronterend zijn
- Denk graag aan wat het op kan leveren

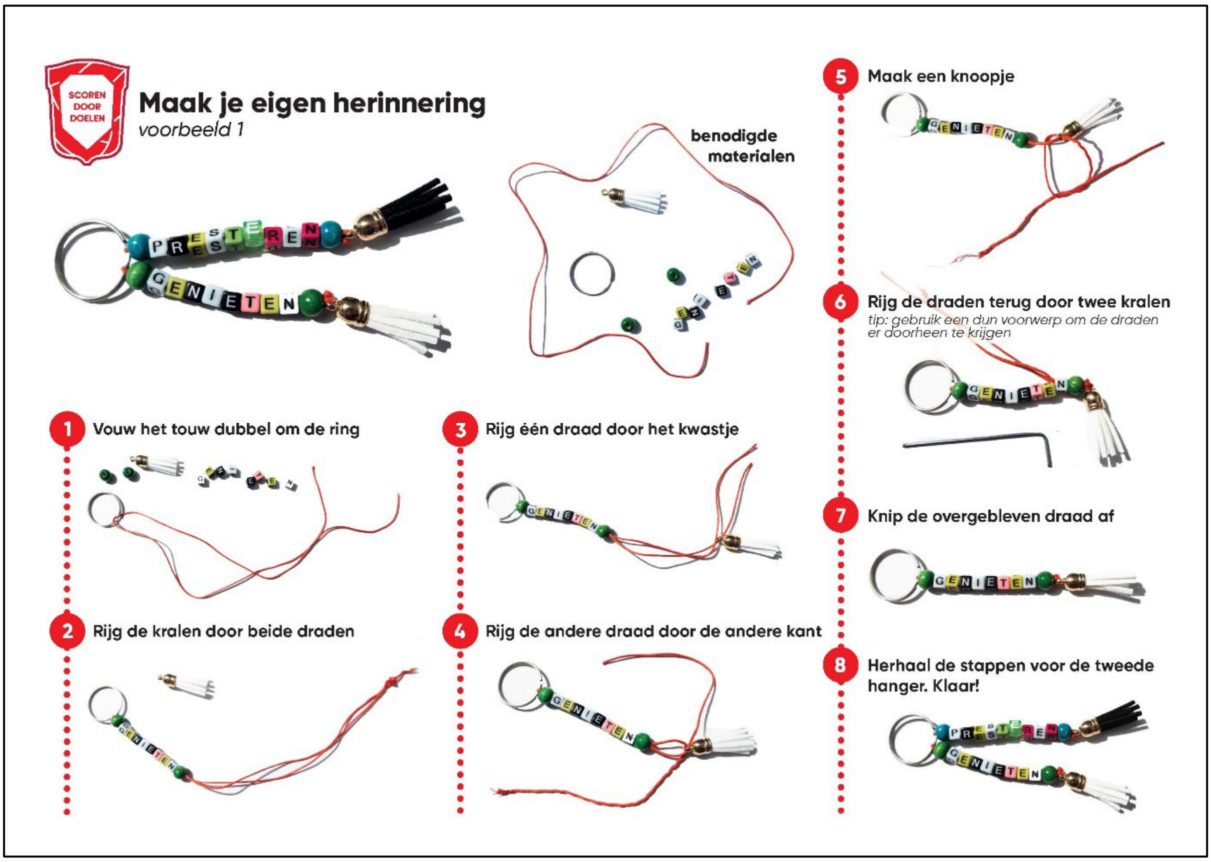
**Als je nog wat kwijt wil of tips hebt over de activiteit, bijvoorbeeld over de dilemma kaartjes of het materiaal dat je kon gebruiken kan je dat hier laten weten:**

1 antwoord

- Heel mooi initiatief!

# 3. Case Study 2 – Scoren door Scholing

## 3.1 Design examples - Making



**Maak je eigen herinnering**
*voorbeeld 1*

benodigde materialen

1 Vouw het touw dubbel om de ring

2 Rijg de kralen door beide draden

3 Rijg één draad door het kwastje

4 Rijg de andere draad door de andere kant

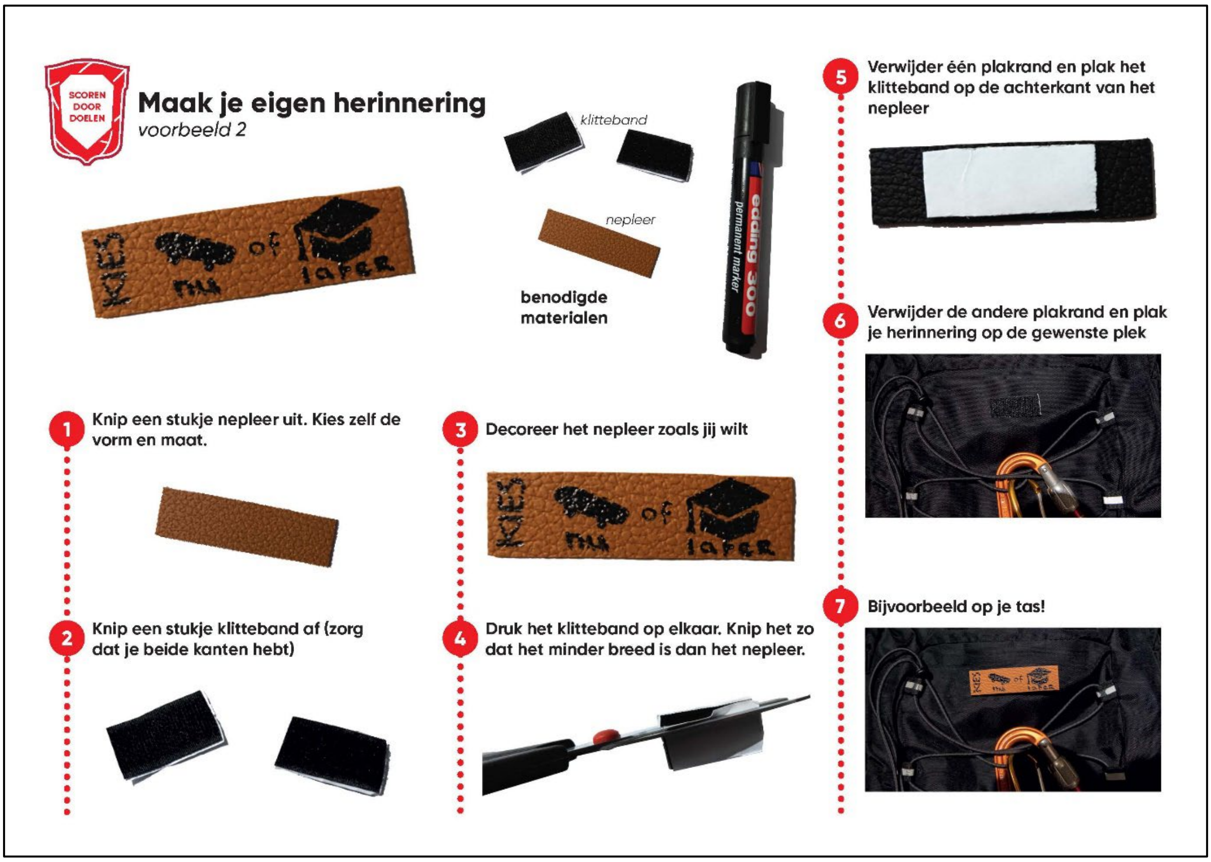
5 Maak een knoopje

6 Rijg de draden terug door twee kralen
*tip: gebruik een dun voorwerp om de draden er doorheen te krijgen*

7 Knip de overgebleven draad af

8 Herhaal de stappen voor de tweede hanger. Klaar!

SCOREN DOOR DOELEN
PRESTEREN
GENIETEN



**Maak je eigen herinnering**
*voorbeeld 2*

benodigde materialen

1 Knip een stukje nepleer uit. Kies zelf de vorm en maat.

2 Knip een stukje klitteband af (zorg dat je beide kanten hebt)

3 Decoreer het nepleer zoals jij wilt

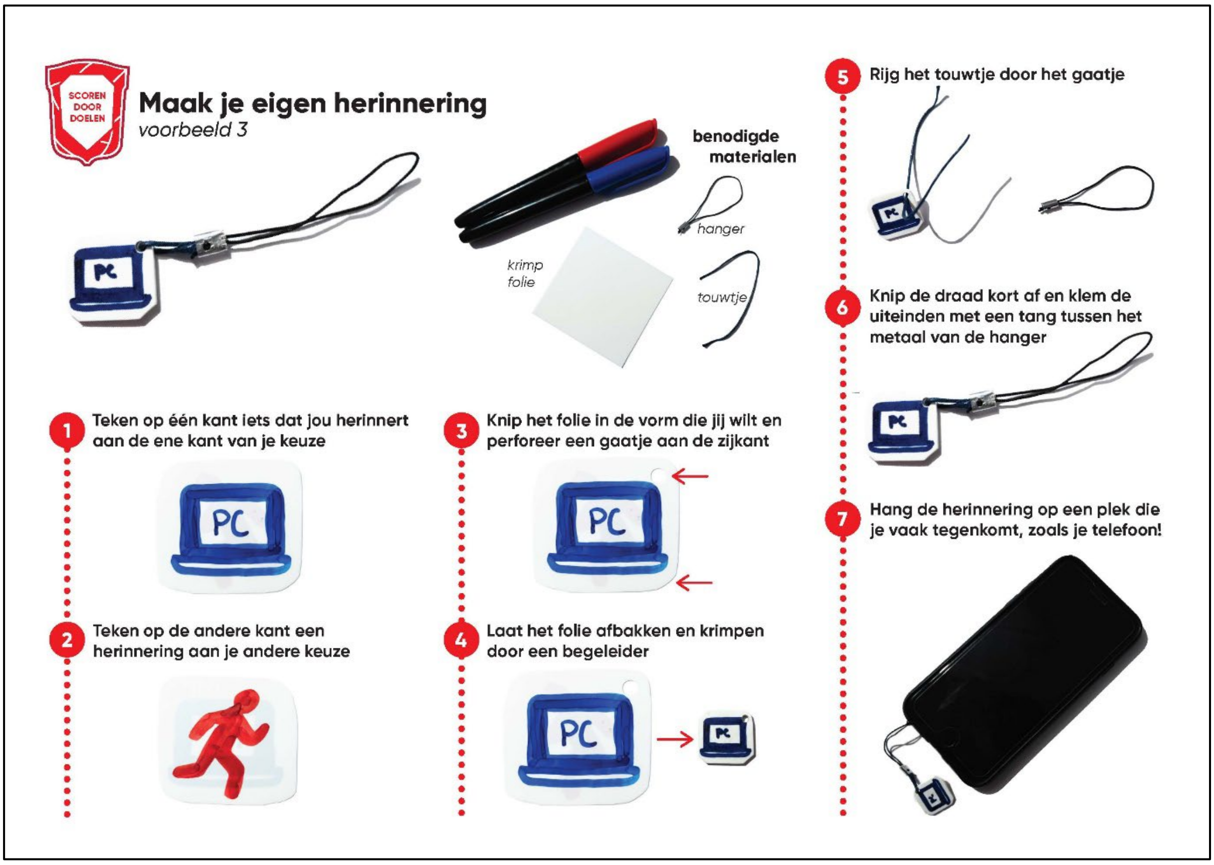
4 Druk het klitteband op elkaar. Knip het zo dat het minder breed is dan het nepleer.

5 Verwijder één plakrand en plak het klitteband op de achterkant van het nepleer

6 Verwijder de andere plakrand en plak je herinnering op de gewenste plek

7 Bijvoorbeeld op je tas!

SCOREN DOOR DOELEN
klitteband
nepleer
edding 300
permanent marker
KIES
of


SCOREN
DOOR
DOELEN
hanger
krimp folie
touwtje
PC

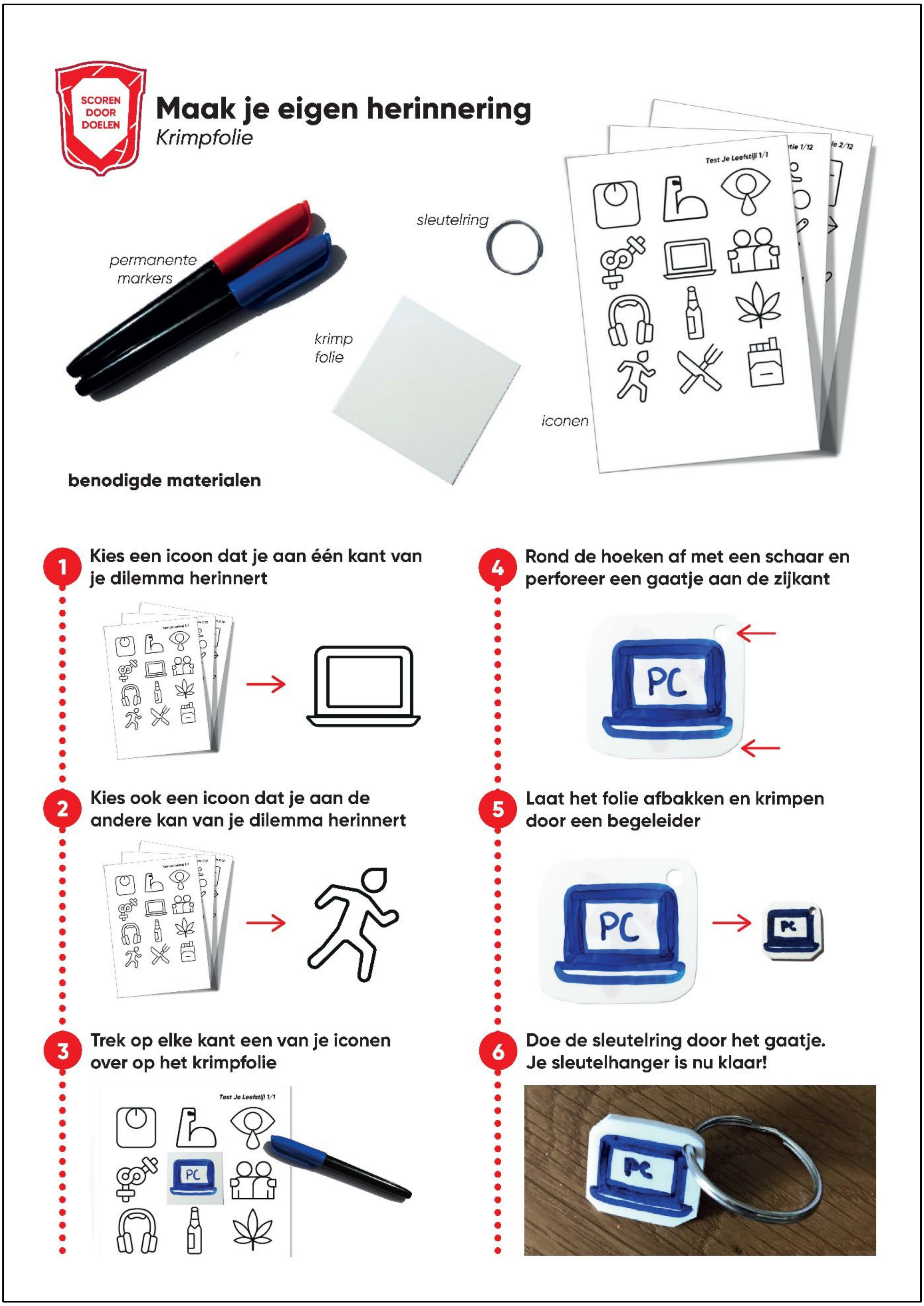
## Maak je eigen herinnering

*voorbeeld 3*

**benodigde materialen**

1. Teken op één kant iets dat jou herinnert aan de ene kant van je keuze
2. Teken op de andere kant een herinnering aan je andere keuze
3. Knip het folie in de vorm die jij wilt en perforeer een gaatje aan de zijkant
4. Laat het folie afbakken en krimpen door een begeleider
5. Rijg het touwtje door het gaatje
6. Knip de draad kort af en klem de uiteinden met een tang tussen het metaal van de hanger
7. Hang de herinnering op een plek die je vaak tegenkomt, zoals je telefoon!

## 3.2 Design examples - Doing



SCOREN DOOR DOELEN

**Maak je eigen herinnering**

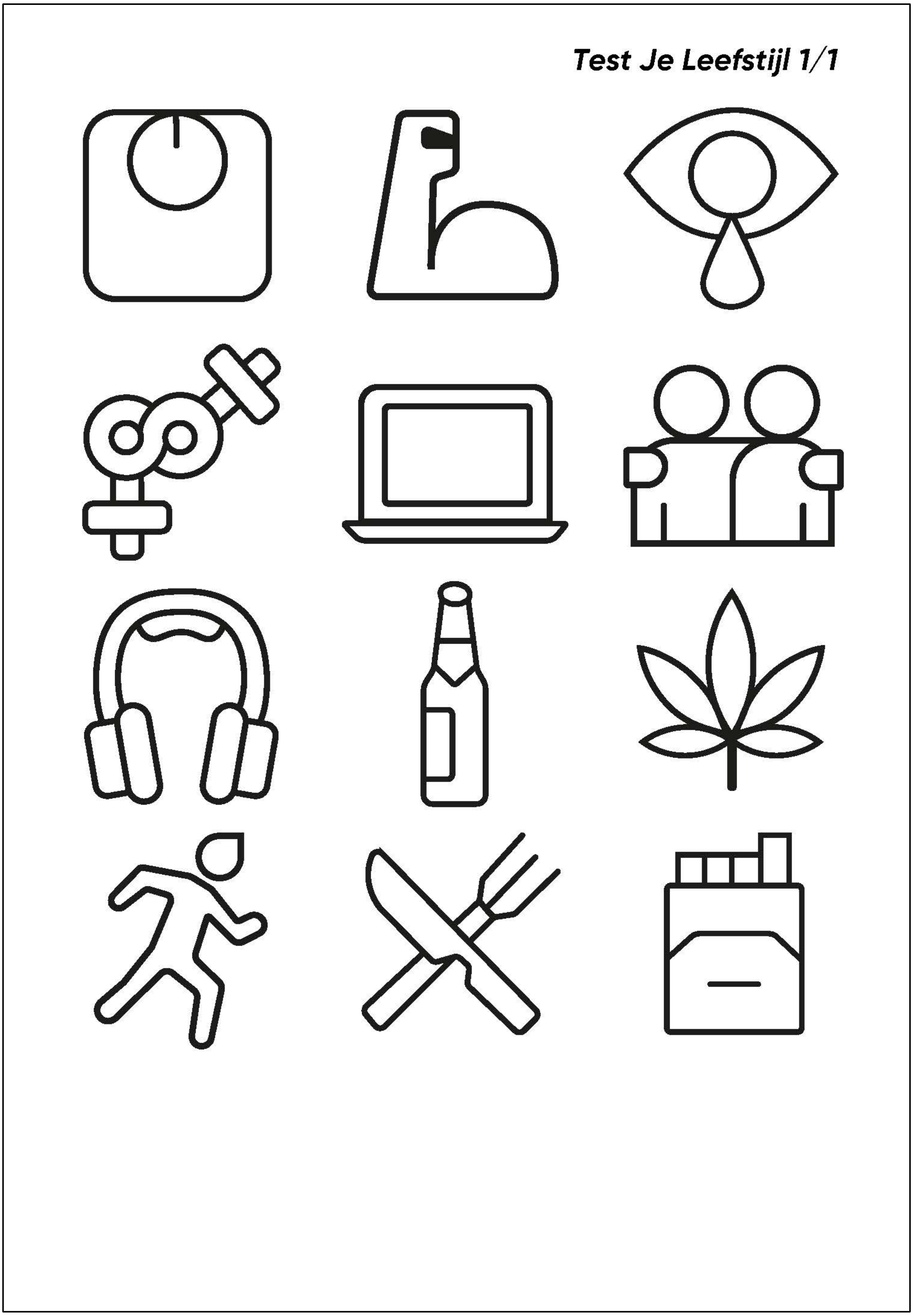
*Krimpfolie*

permanente markers
sleutelring
krimp folie
iconen
Test Je Leefstijl 1/1
PC

**benodigde materialen**

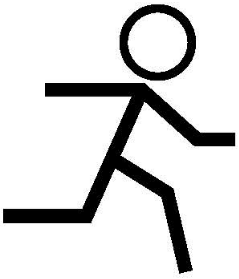
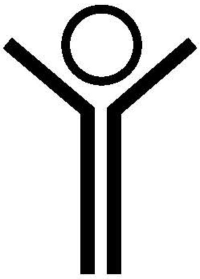
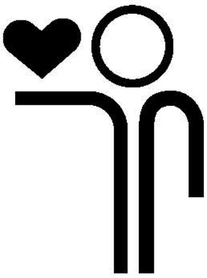
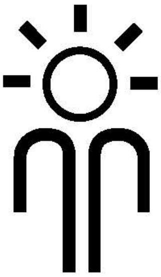
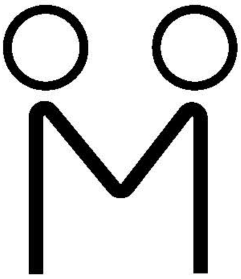
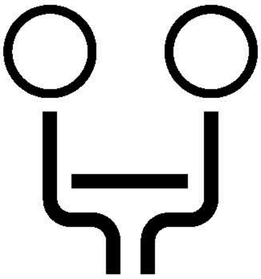
1. Kies een icoon dat je aan één kant van je dilemma herinnert
2. Kies ook een icoon dat je aan de andere kan van je dilemma herinnert
3. Trek op elke kant een van je iconen over op het krimpfolie
4. Rond de hoeken af met een schaar en perforeer een gaatje aan de zijkant
5. Laat het folie afbakken en krimpen door een begeleider
6. Doe de sleutelring door het gaatje. Je sleutelhanger is nu klaar!

### 3.3 Icon library

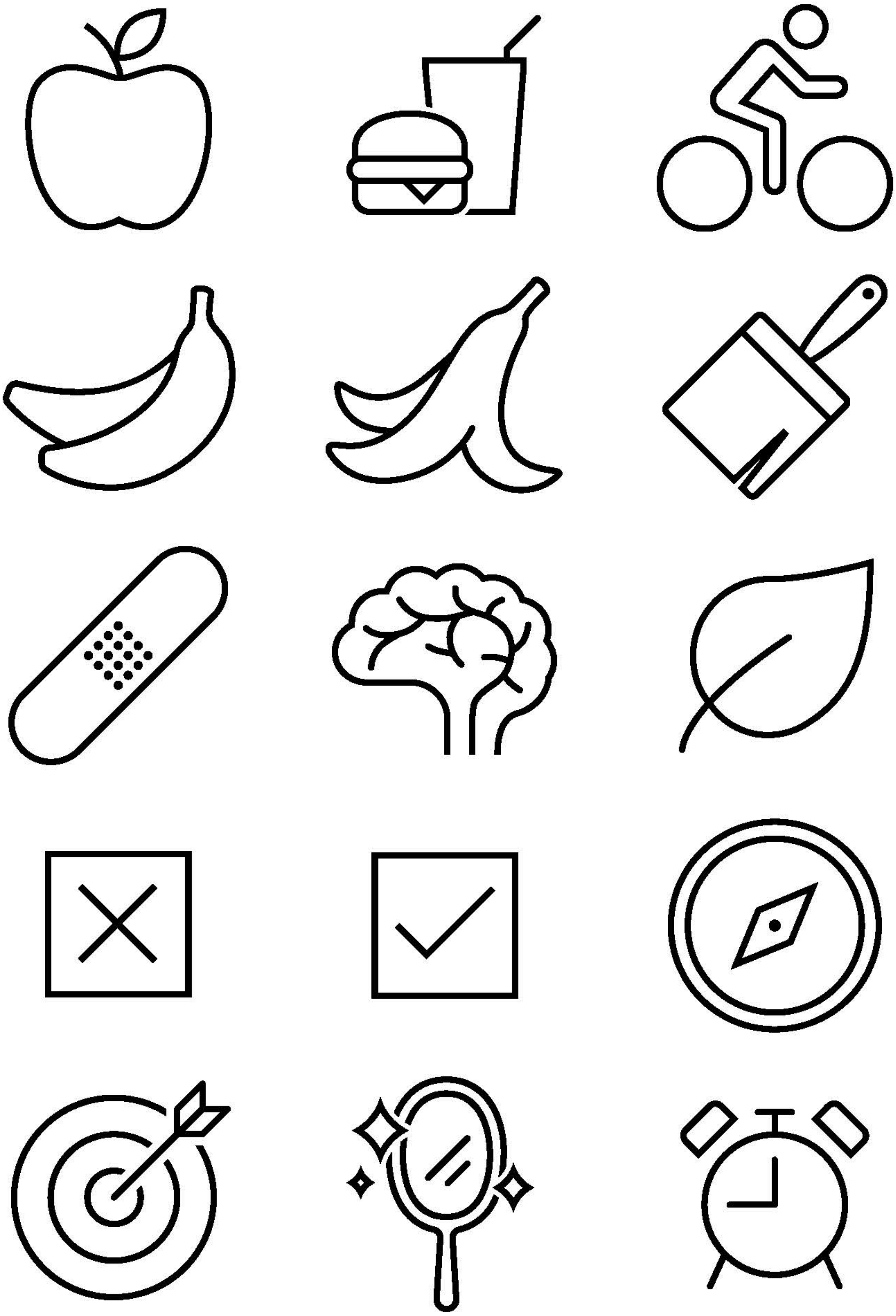


Test Je Leefstijl 1/1

## *Positieve Gezondheid 1/1*

**Variatie 1/13**



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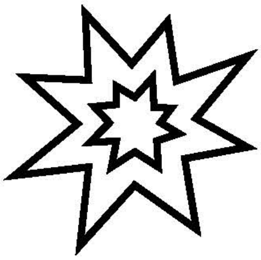
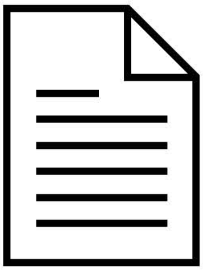
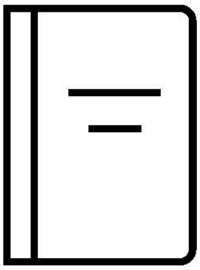
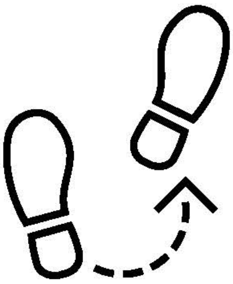
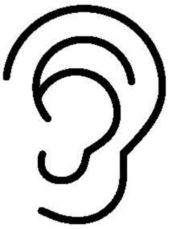
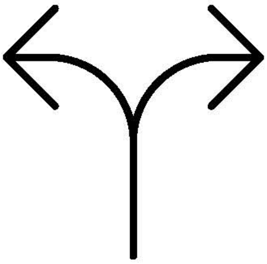
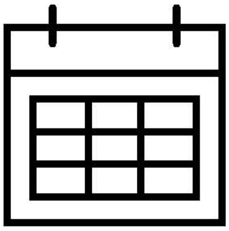
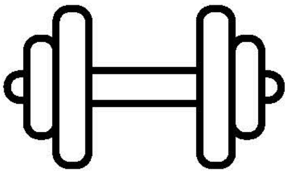
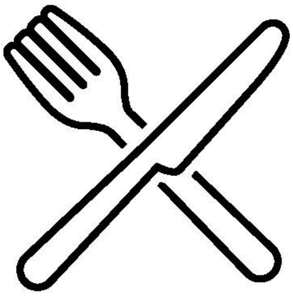
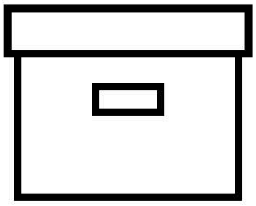
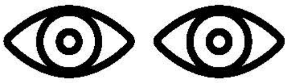
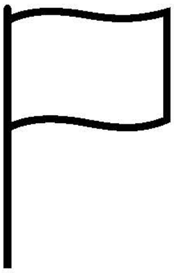
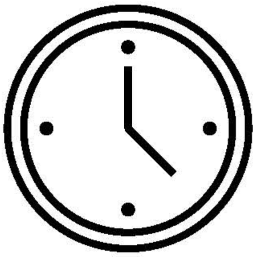
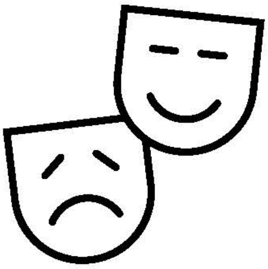
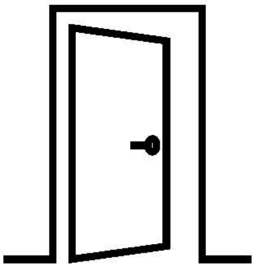

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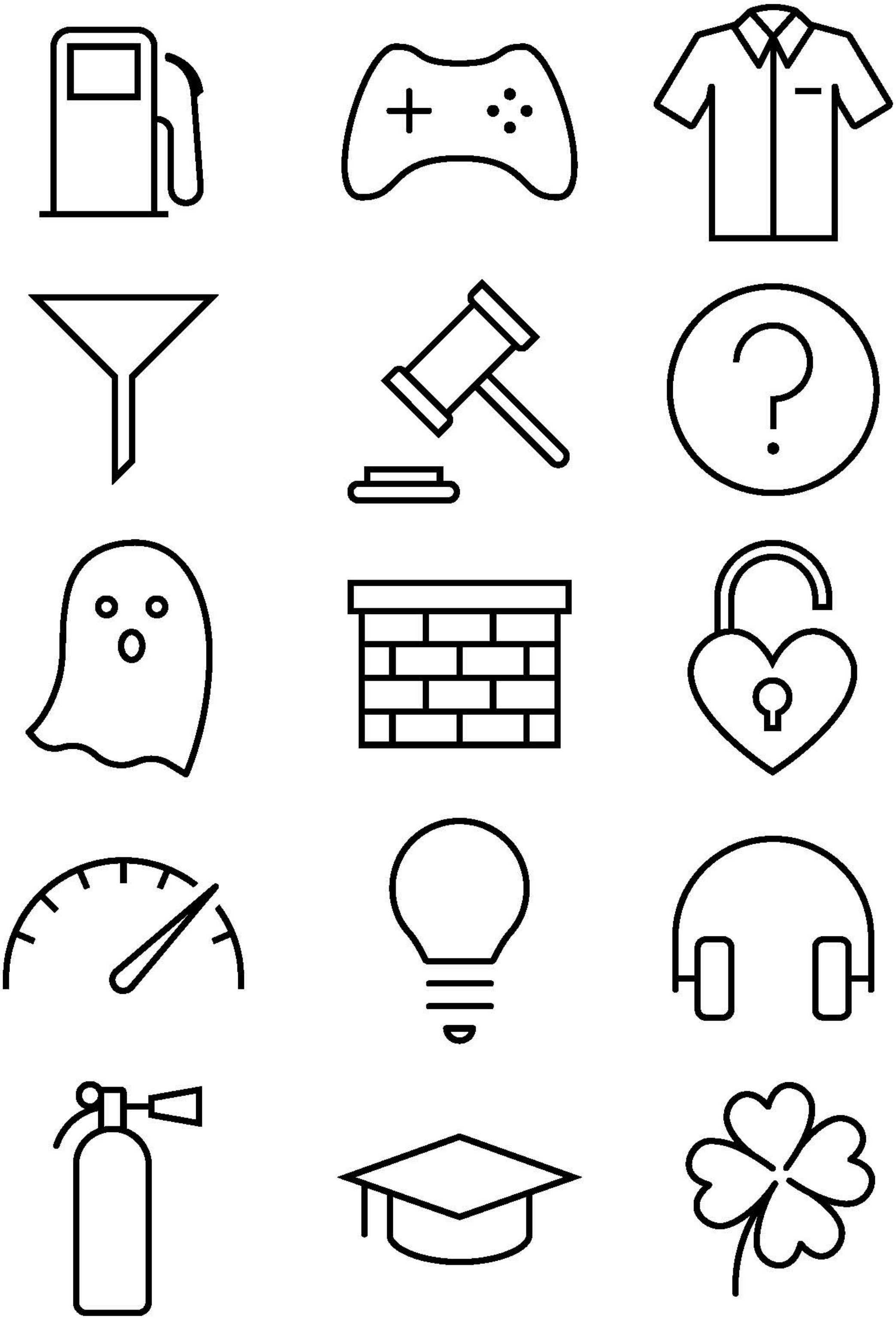

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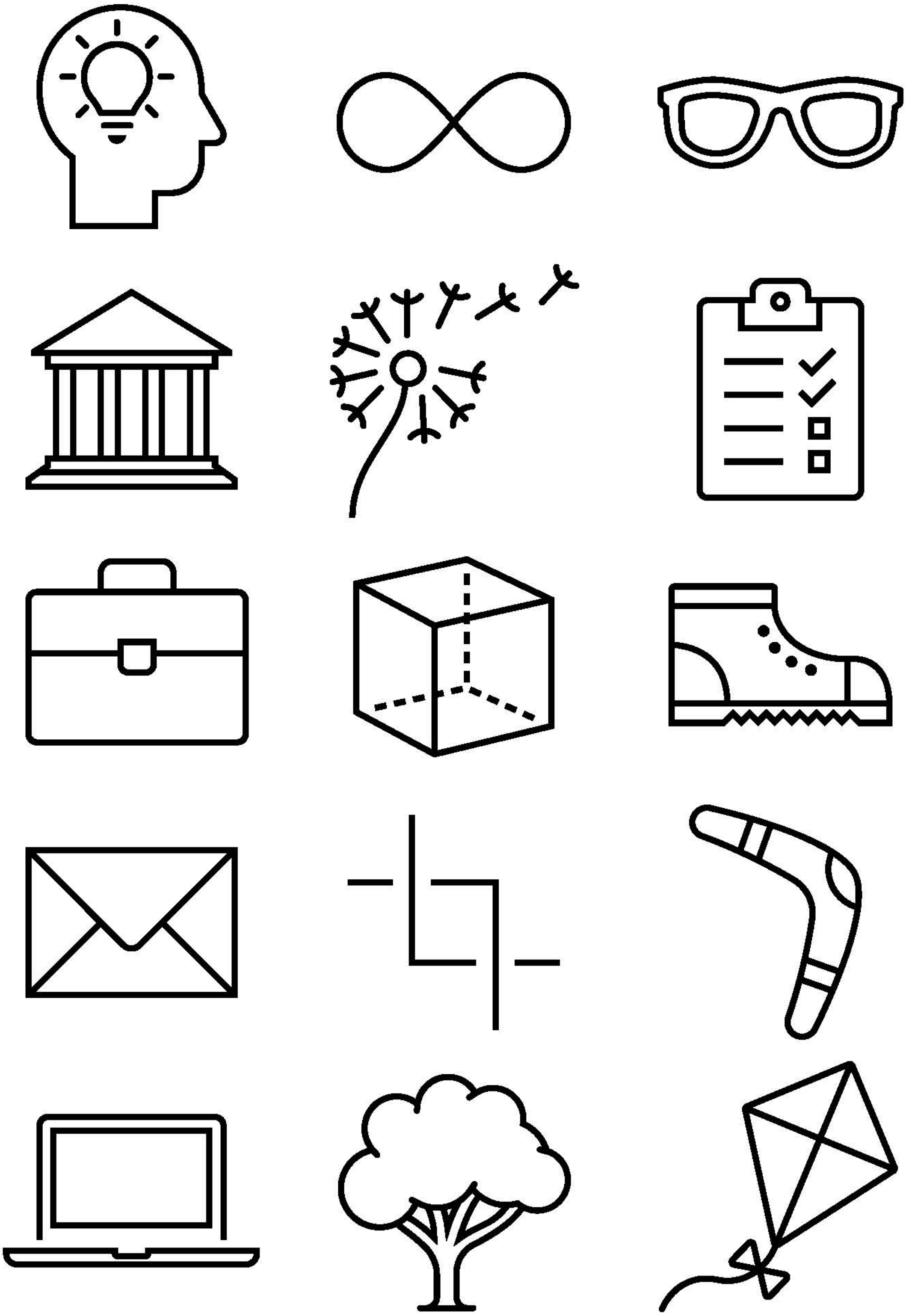

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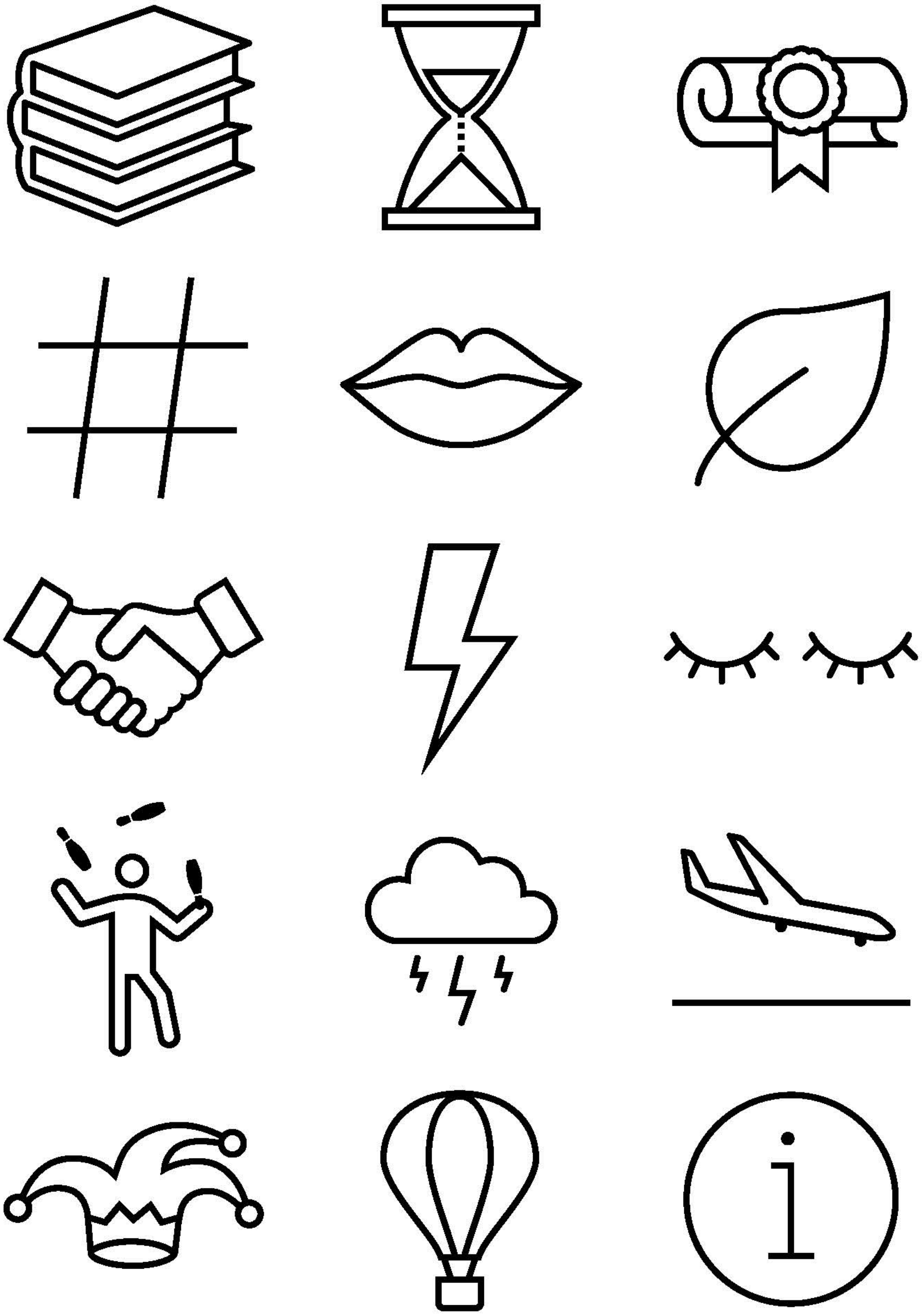

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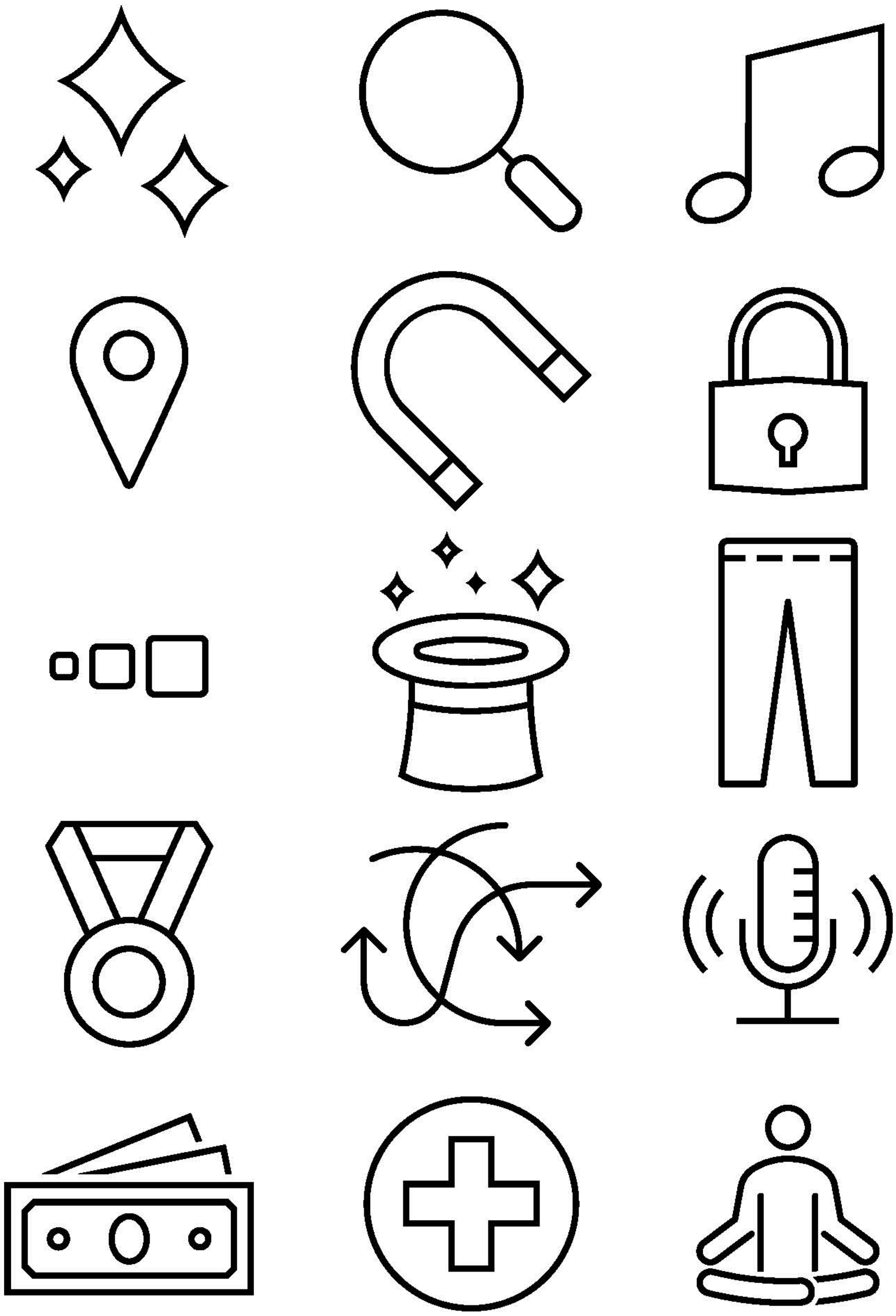

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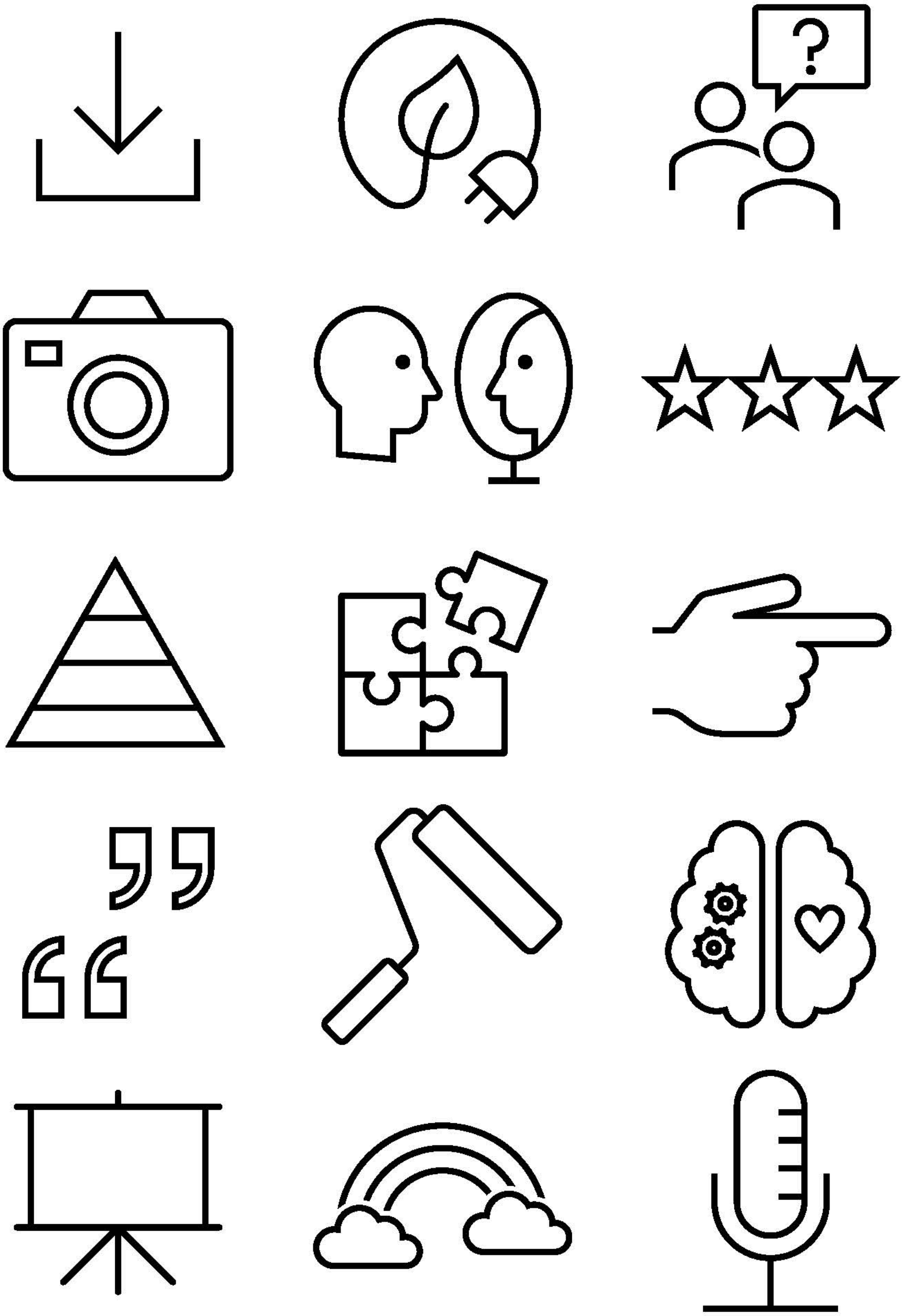

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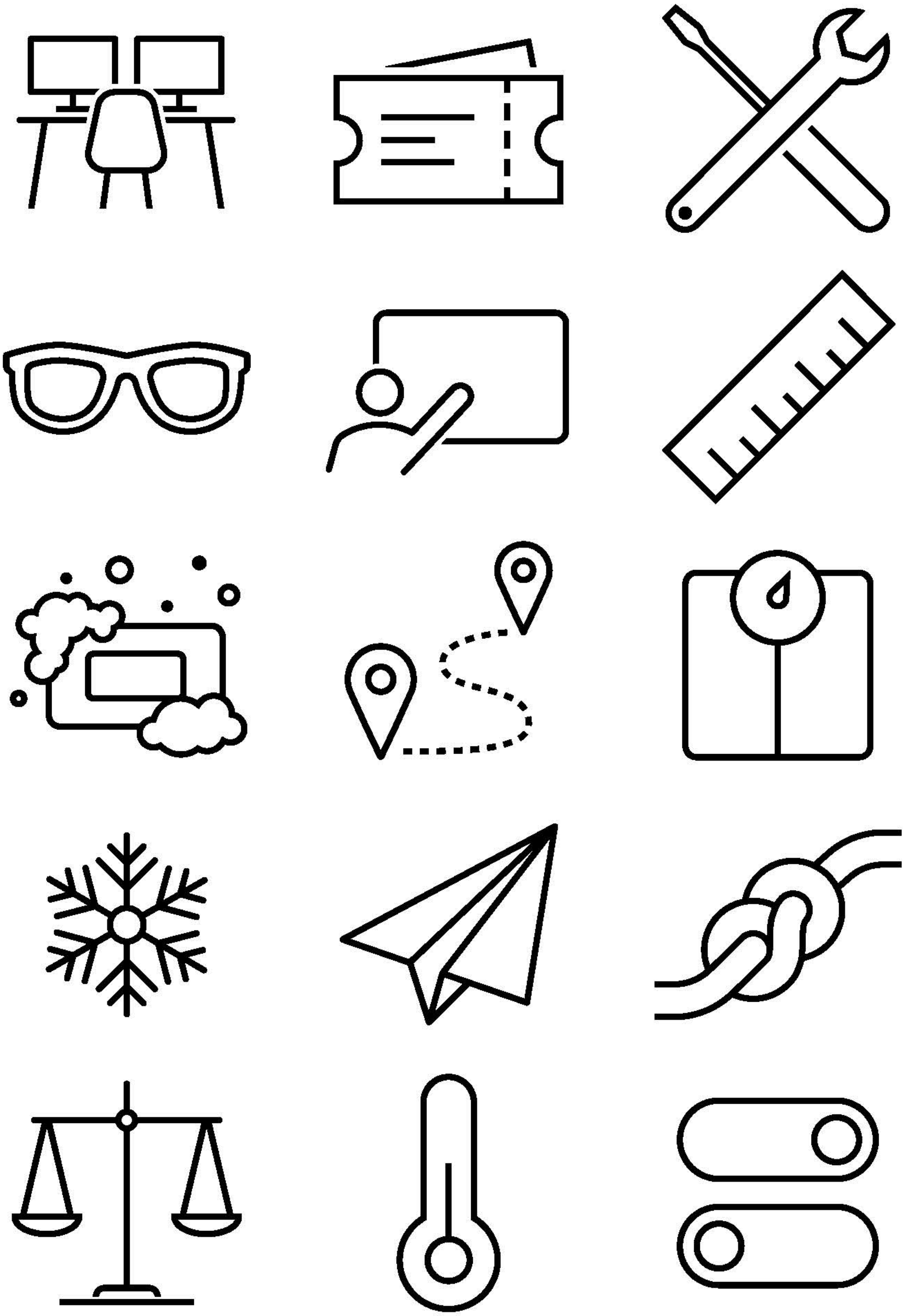

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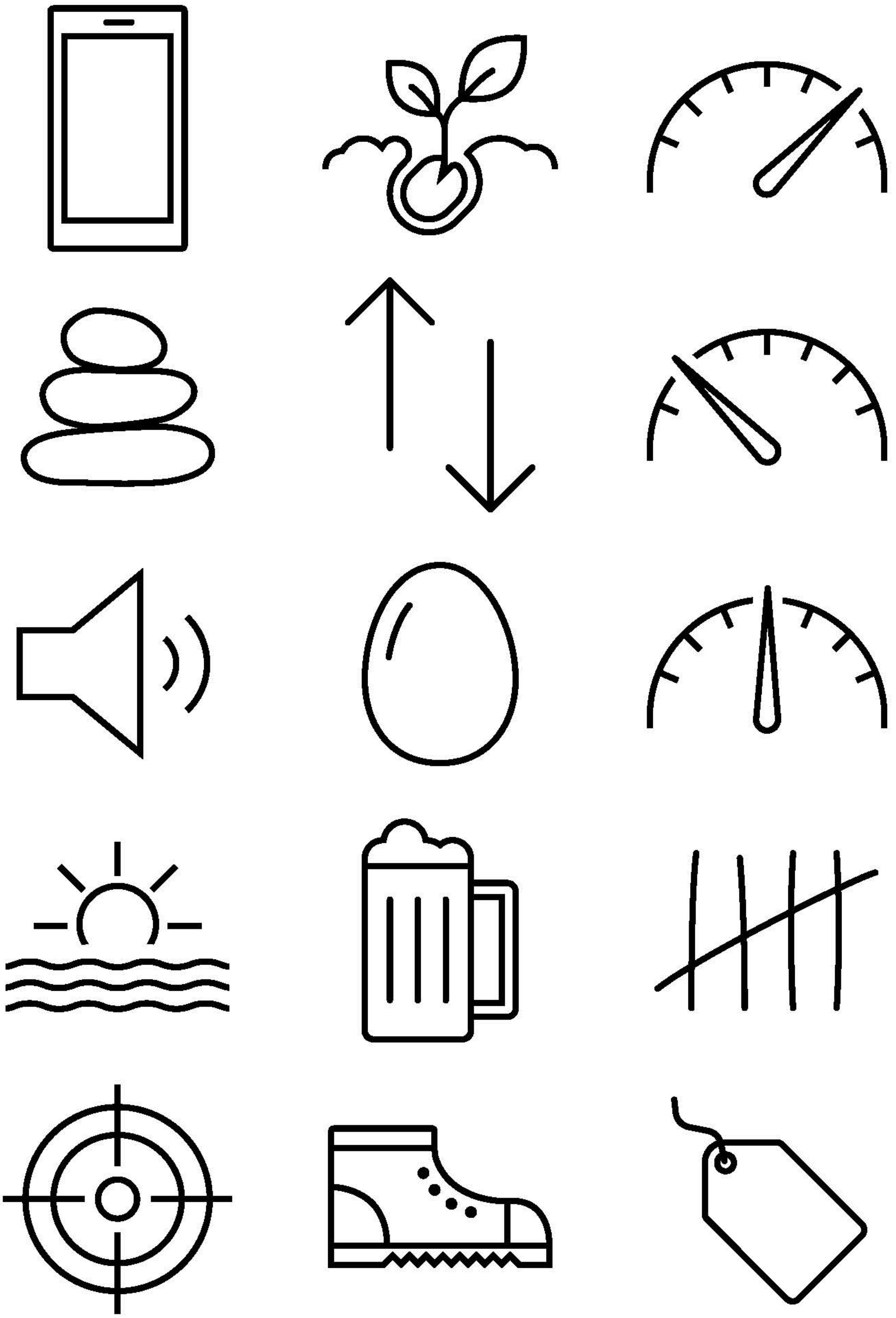
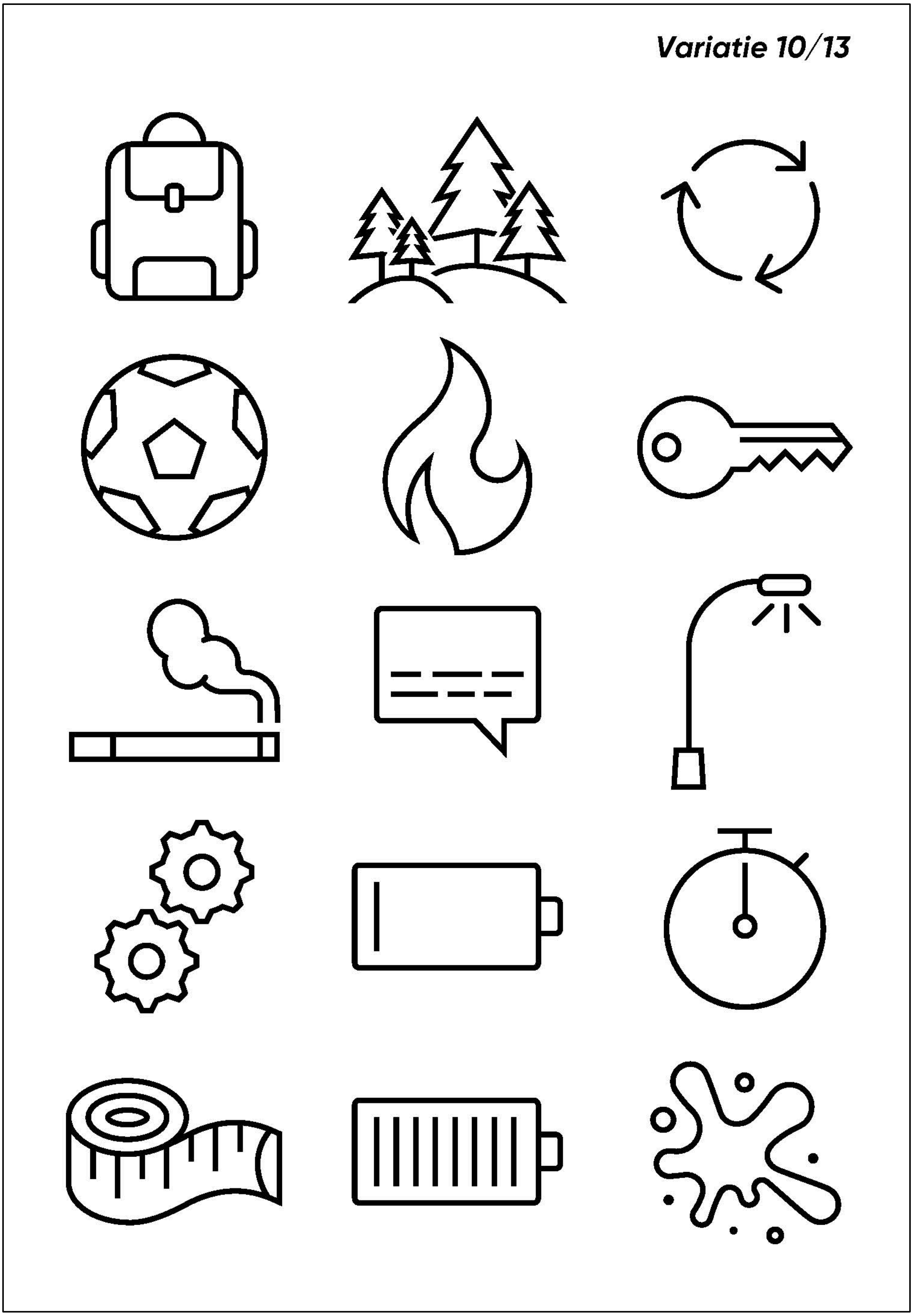
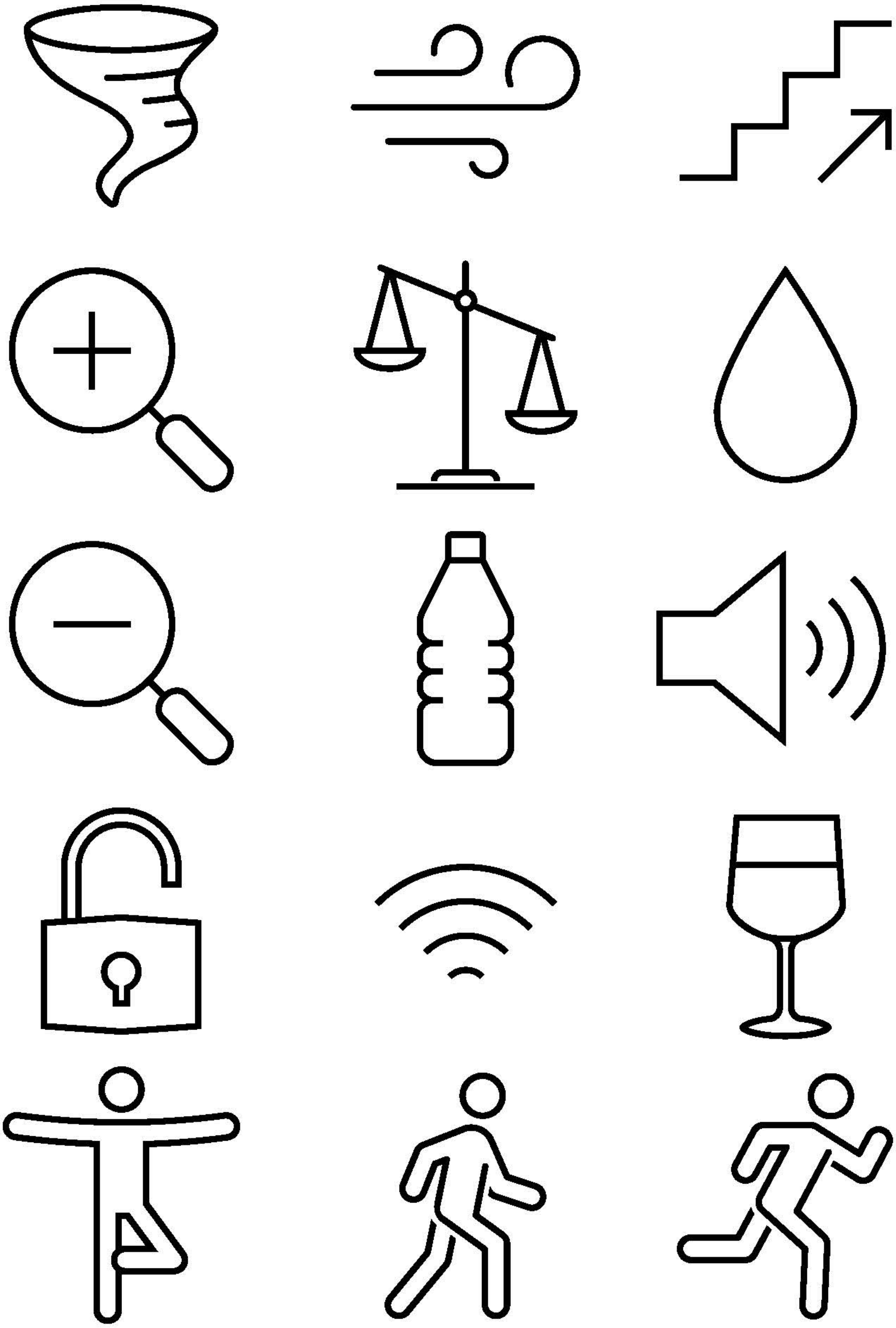
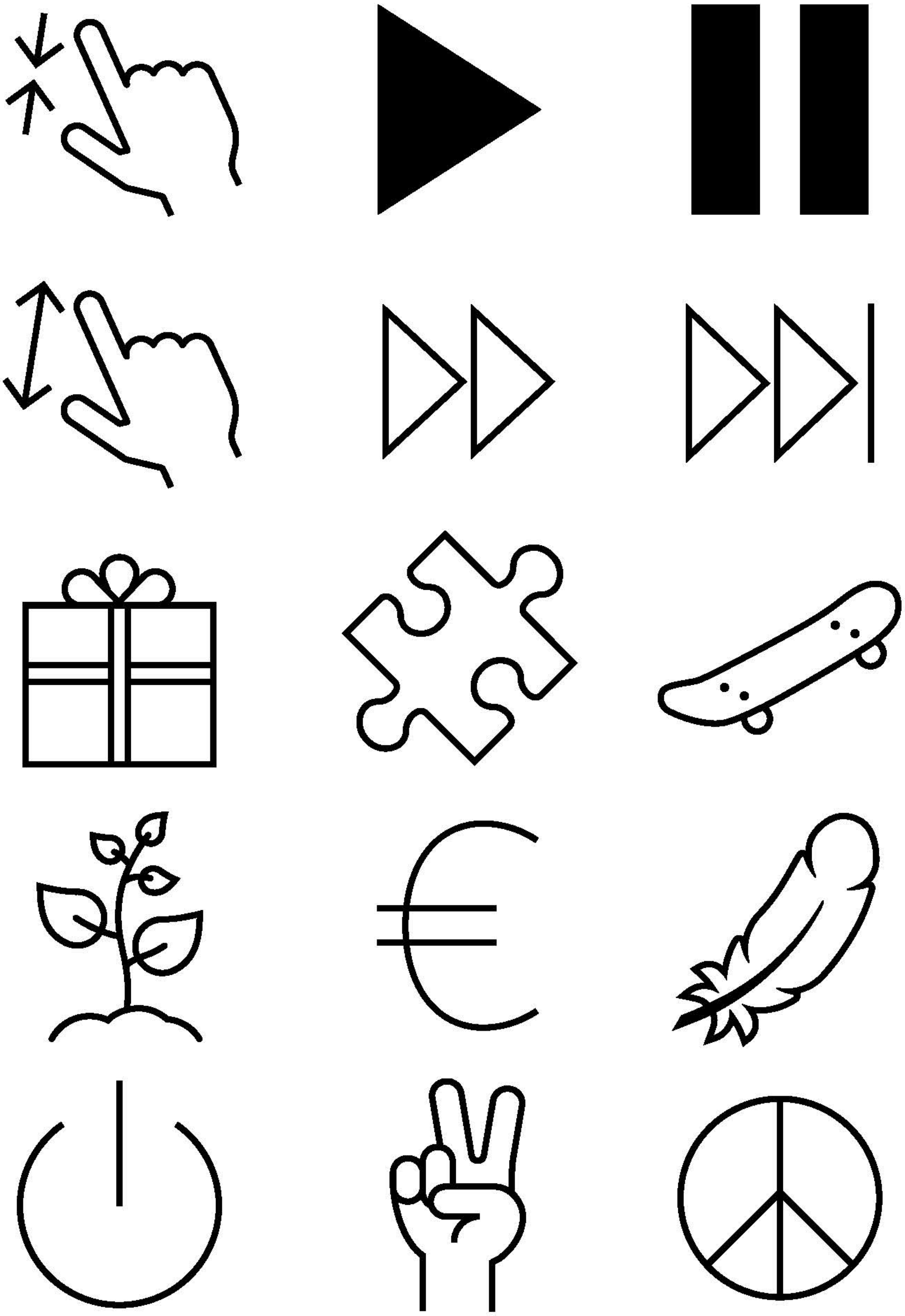



Variatie 10/13

**Variatie 11/13**



***Variatie 12/13***



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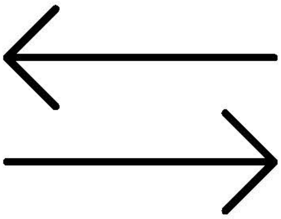
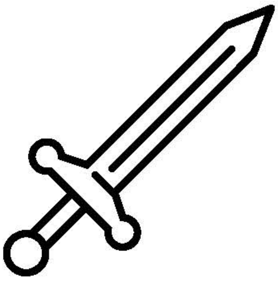
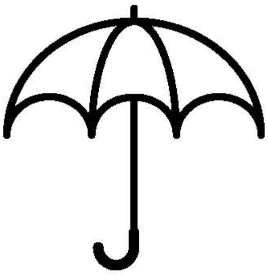
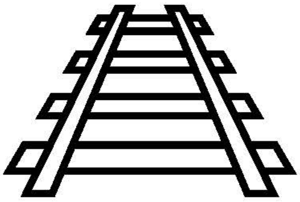
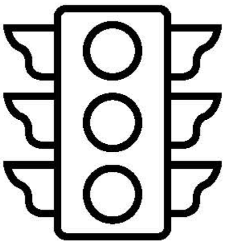
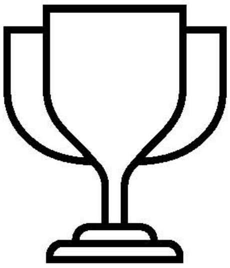


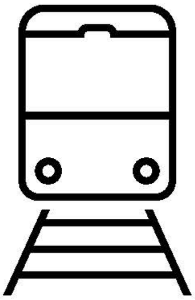


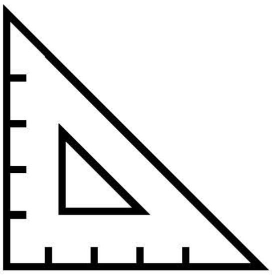


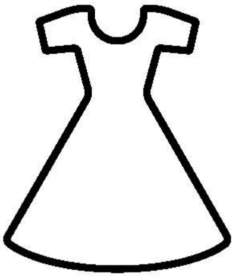






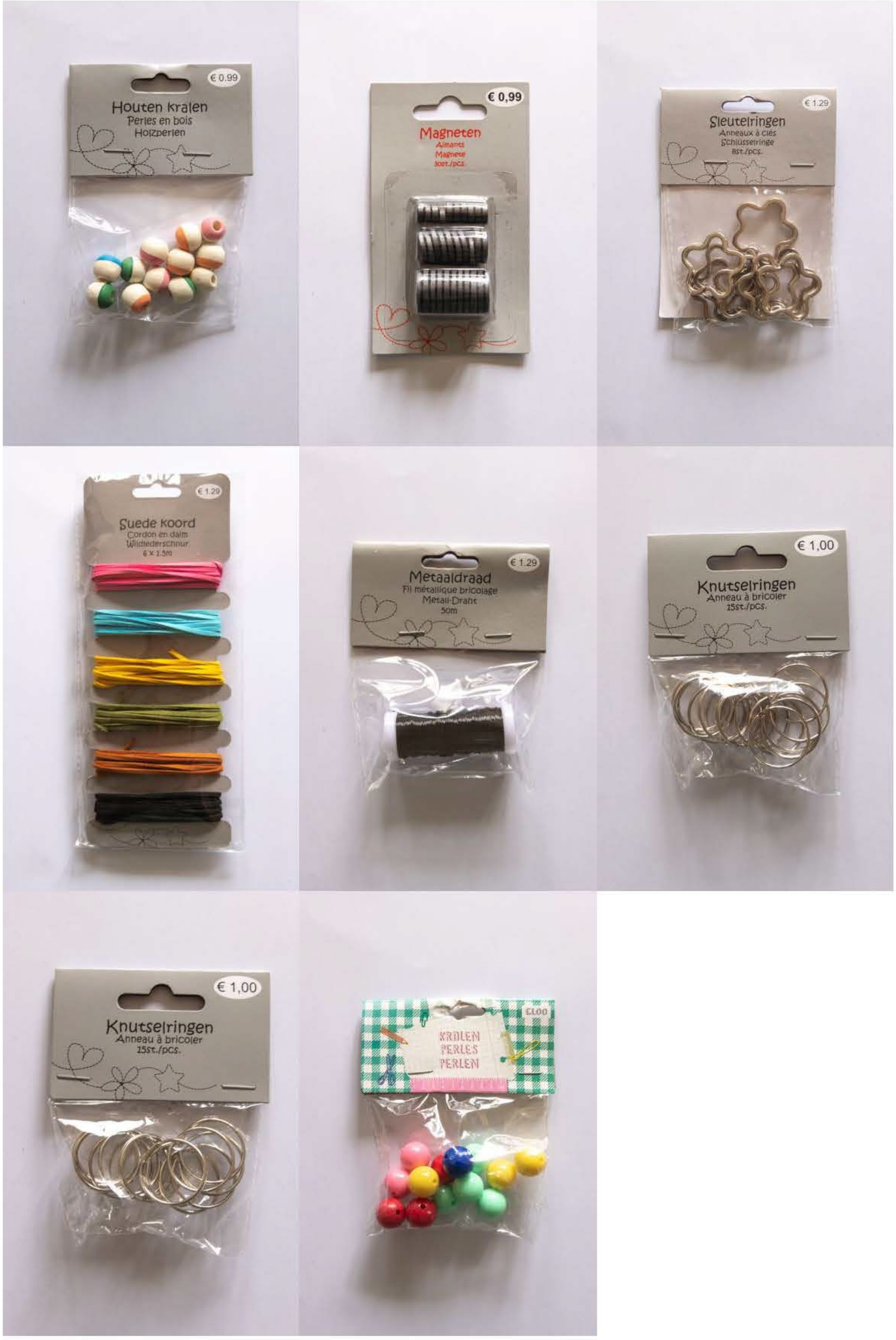






## 3.4 Overview materials

Wibra


€ 0.99
Houten kralen
Perles en bois
Holzperlen
€ 0,99
Magneten
€ 1.29
Sleutelringen
Anneaux à clés
Schlüsselringe
8st./pcs.
€ 1.29
Suede koord
Cordon en daim
Wildlederschnur
6 x 1.5m
€ 1.29
Metaaldraad
Fil métallique bricolage
Metall-Draht
50m
€ 1,00
Knutselringen
Anneau à bricoler
15st./pcs.
€ 1,00
Knutselringen
Anneau à bricoler
15st./pcs.
KRALEN
PERLES
PERLEN

# Action

80x
GOOGLY eyes

Permanent Markers
Fine Tip
4mm smooth writing
Permanent Marker
8 PCS

Craft & Design
Roll double sided tissue tape
ca. 10 m x 12 mm

tesa
2 x 3 g
Superglue
strong and quick
Secondenlijm
sterk en snel
Colle instantanée
rapide et puissante
Sekundenkleber
stark und schnell
Vteřinové lepidlo
silné a rychlé

edding
edding 300
Permanent Marker

BISON
stic
PLAKSTIFT
BÂTON DE COLLE

50x
pipe cleaners

office essentials
DOCUMENT FOLDER
2

# Budget Topper

10 METER
SK.781
SIERADENKOORD
12 STUKS
TH.805
TELEFOONHANGER
10 STUKS
BA.737
SIERADENACCESSOIRES
10 METER
SK.781
SIERADENKOORD
CA. 40 STUKS
DE.437
LETTERS
HOUT
±50 PIECES
Ø 10 MM
BEADS
10 METER
SK.781
SIERADENKOORD

# SoLowXXL

KR.519
KRALEN
LETTERS

KR.519
KRALEN
LETTERS

KR.519
KRALEN
LETTERS

CA. 25g
BEADS
NUMBERS

KR.519
KRALEN
LETTERS

STOLZ
AFBREEKMES
18
9

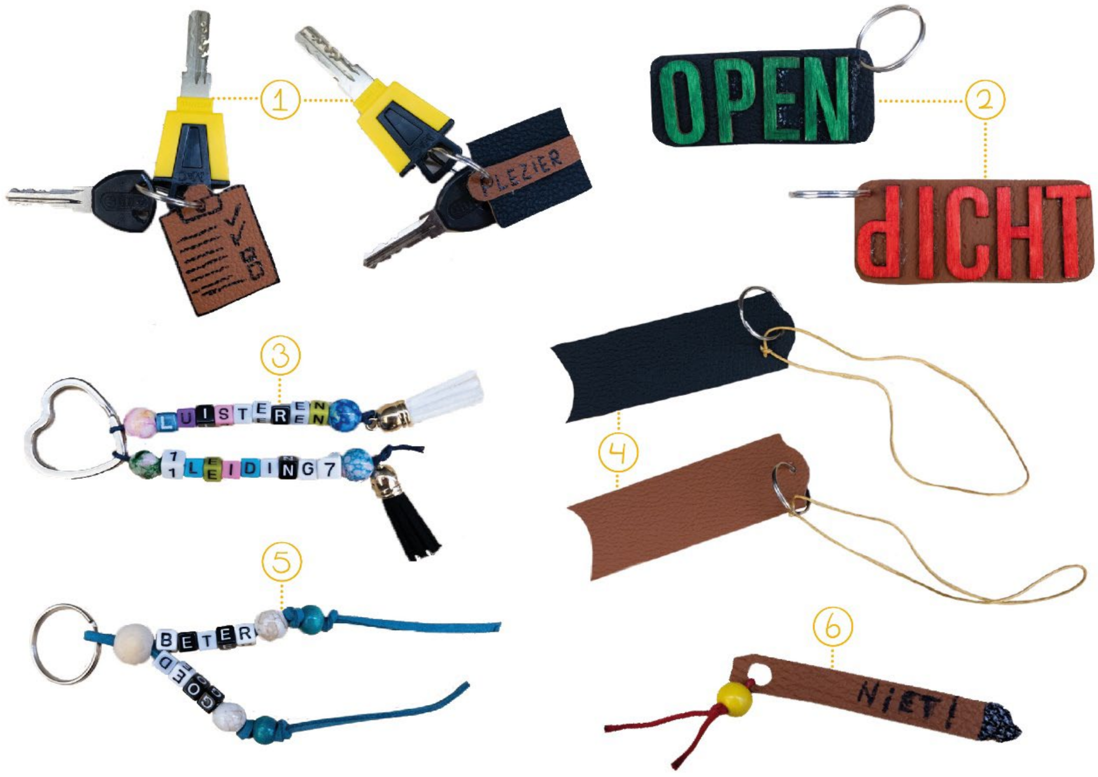
# HEMA

HEMA
hook&loop
fastener
50cmx20mm

# Bertus Workel

bertus workel.nl
Krimpie Dinkie
Krimpfolie A4 10 vellen
2220000993212
€ 8,-
De leukste winkel van Oost-Nederland

## 3.5 Results



1. **Dilemma:** Getting work done or having fun
   **Designer:** Participant
   **Personal reminder:** This participant wants to get more work done for school. The checklist icon represents both this getting work done, as well as creating a structure. Their thoughts can be all over the place and they have trouble getting an overview of what needs to be done to get to the desired result. They chose the icon from the icon library, carefully took the time to draw out the icon with the aid of a ruler and cut out the shape of the fake leather with precision. On the other side they chose to write a word, because fun means more than one thing to them, due to time constraints, and because of the complexity of matching another icon with the shape of the checklist. Directly after finishing the reminder, they connected it to their keys, without being asked to do so by an employee. It was visible that the participant was proud of what they made. When starting off, they expressed not being able to copy the icon onto the leather by themselves but achieving this satisfactory result beyond their own expectations resulted in wanting to use the reminder.

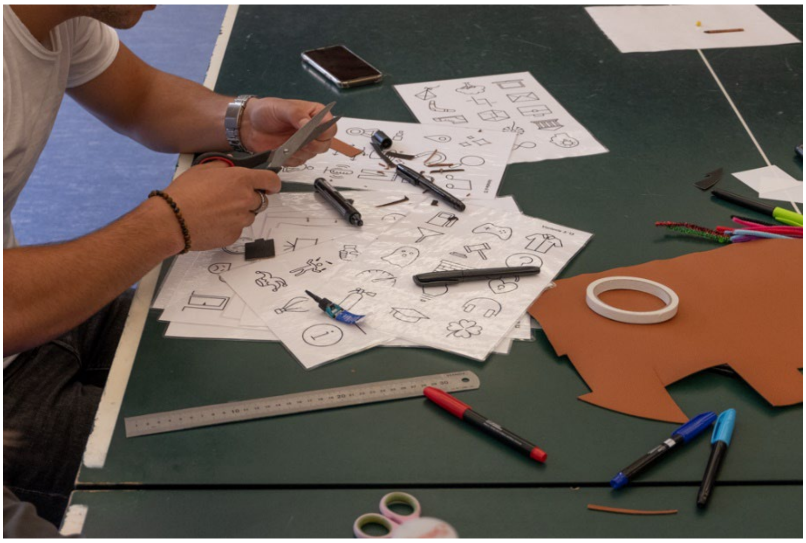
2. **Dilemma:** Open or closed
   **Designer:** Participant
   **Personal reminder:** This participant chose clear opposites to represent their dilemma. For them open is the goal; they want to be more open towards others in the sense that they want to share more how they feel and think, but they also want to be more open in listening to others and being open to their ideas and opinions. On the other side is being closed, which gives the participant comfort, a feeling of protection. They also tend to press their own opinion on others without being open to what the others want. Although this participant had fewer creative abilities than others and needed some encouragement to start, they assembled the reminder with care and still managed to make their own reminder without the help of others. This person also attached the reminder to their keys immediately.

3. **Dilemma:** Listening or leading
   **Designer:** Participant
   **Personal reminder:** This person gained the insight during SDS that they are dominant in a group. They push their opinion and neglect the opinion of others. For this reminder they adapted one of the examples. They knew immediately that this is their dilemma and that they want to be open to the ideas and thoughts of others by listening to them. However, leading gives them the feeling of control, but they are aware that they need to put more trust in the abilities of others. This participant also adopted the reminder in their keychain.

4. **Dilemma:** Carry on or give up
   **Designer:** Participant
   **Personal reminder:** This participant joined the activity after everybody was finished and was only given 10 minutes to make a reminder while the others were having a break. They spent a lot of time google labels and choosing the right shape for the reminder. They wanted to do well and create something personal, however this perfectionism led to only having a cut out label in the end. They expressed that we intent to write the *carry on* on one side and *give up* on the other side. Although this *give up* is poorly phrased, being focused on something negative, letting go of the work they are supposed to do provides the participant with an escape from reality and no worries about should be done. From the evaluation with the employees (*see CHAPTER XXX)* I learned that this escape from reality is reflected in how they give up: the participant can sink into his phone, not noticing how the world keeps going around him. The participant was very confident that they are going to finish the reminder at home, the employees are not so sure of that.

5. **Dilemma:** Good or better
   **Designer:** Employee
   **Personal reminder:** This employee struggled formulating a dilemma. As they did not think about their dilemma before, it took some time to define before being able to shape the reminder. They expressed that they have difficulties accepting something that is good, always striving for better and sometimes this perfection is at the cost of other responsibilities or enjoyments. The employee thought the example keychain with the beads was too complicated to replicate, therefore they decided to adapt the design into a simpler keychain. This reminder was attached to the work-related set of keys of the employee.

6. **Dilemma:** Smoke or have fun
   **Designer:** Employee
   **Personal reminder:** This employee started with only focussing on the habit they wanted to get rid of. Although they knew the theory around dilemmas and that both sides have positive and negative traits, before the start of the activity he did not consider what the dilemma could be for himself, so they automatically focussed on the negative. They created a cigar from leather and wrote the word "don't" on it. This shows that the preparation leading up to the crafting is importing in being able to formulate a well-considered dilemma. After some discussion, the employee realized that fun is the counter side of the dilemma. They smoke a cigar multiple times a day and it takes up both money and time that could be spent on more fun activities, such as having a drink with friends. They added a piece of string with a yellow bead, where the bead represents a beer they could buy when smoking less. The employee now realizes better that there is a positive and negative side to each side of the dilemma. This employee also attached the reminder to their keys.

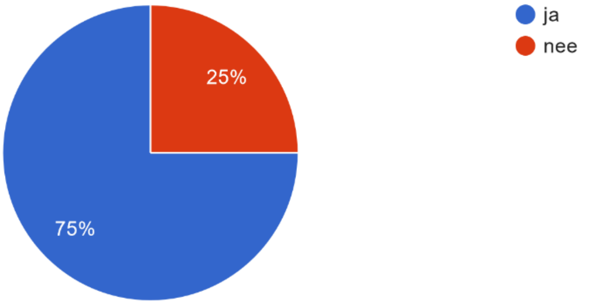


### 3.5.2 Follow-up co-design activity 2

Participants: 4 (both employees and participants)

1. Heb je je herinnering nog op een vaste plek? (bijvoorbeeld aan een sleutelbos)

4 antwoorden



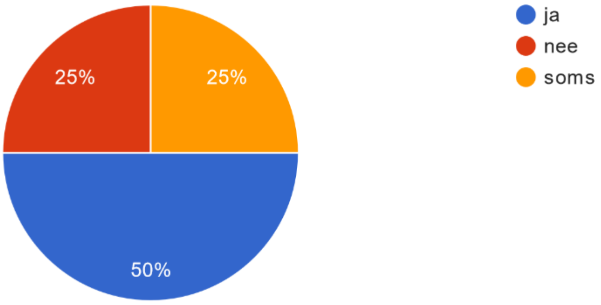
**Zo ja, waar?**

3 antwoorden

- Aan mijn tas
- Sleutelbos
- Sleutelbos

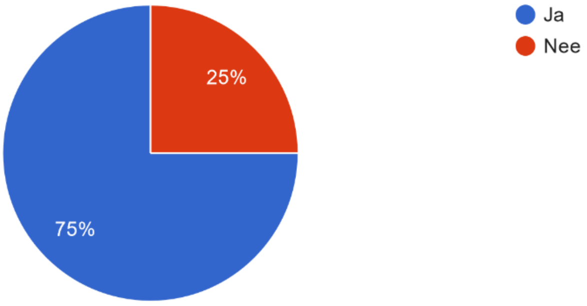
2. Als je je herinnering ziet, denk je dan ook aan je dilemma/doel?

4 antwoorden



3. Heeft de herinnering je geholpen om aan je dilemma/doel te werken?

4 antwoorden



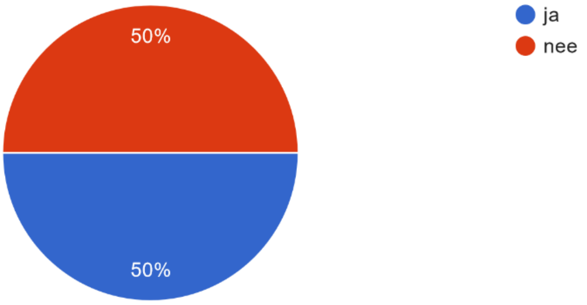
**Zo ja, hoe heeft de herinnering je geholpen?**

3 antwoorden

- Bij het zien geen nieuwe gekocht
- Ben rustiger geworden
- Bewustworking

4. Heeft het denken in dilemma's (bijvoorbeeld met vrienden afspreken ...of... huiswerk maken) je geholpen in het zien dat elk doel er iets tegenover heeft staat?

4 antwoorden

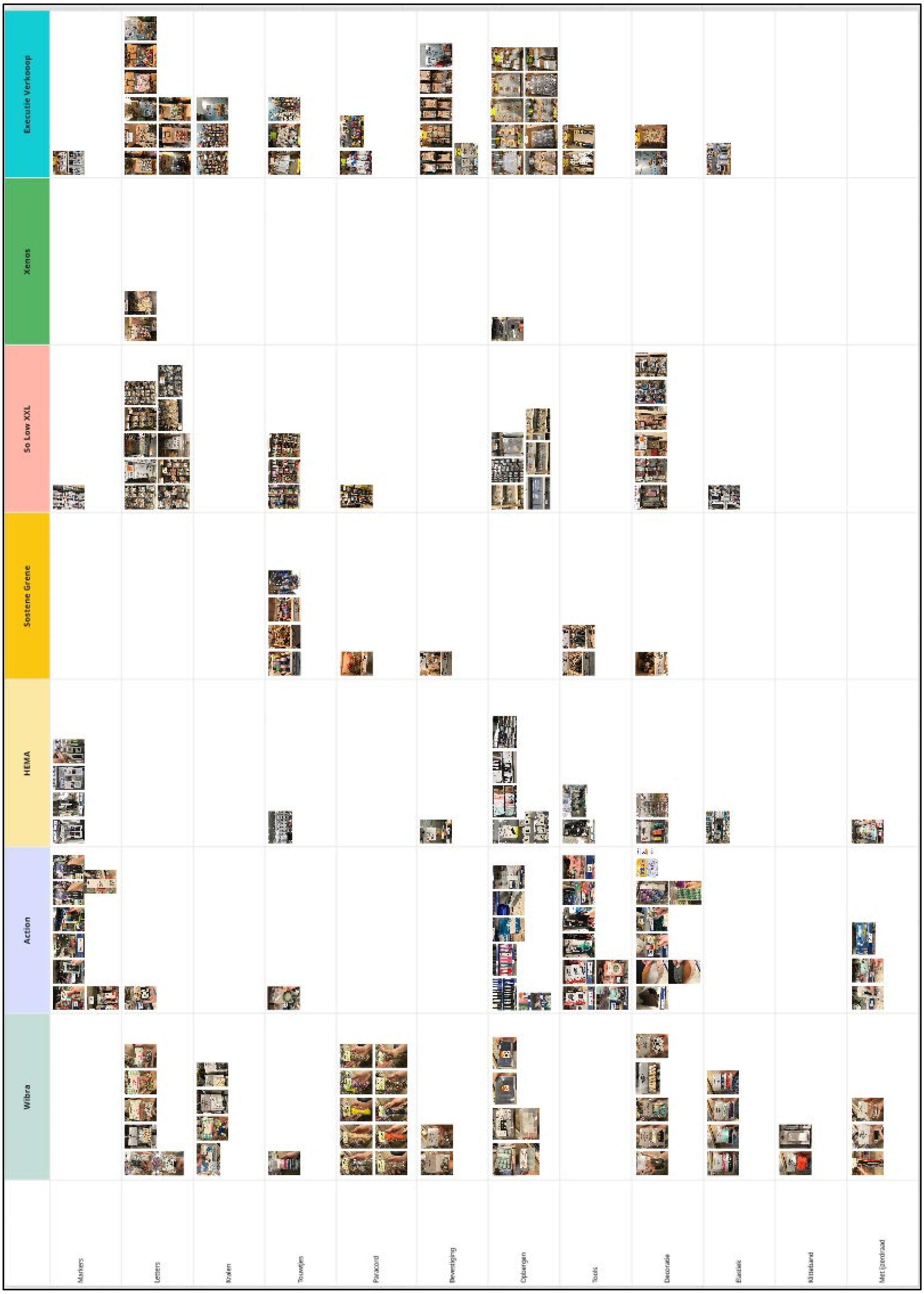


**5. Wat vind je nog meer wel of niet fijn aan het nadenken over je dilemma's?**

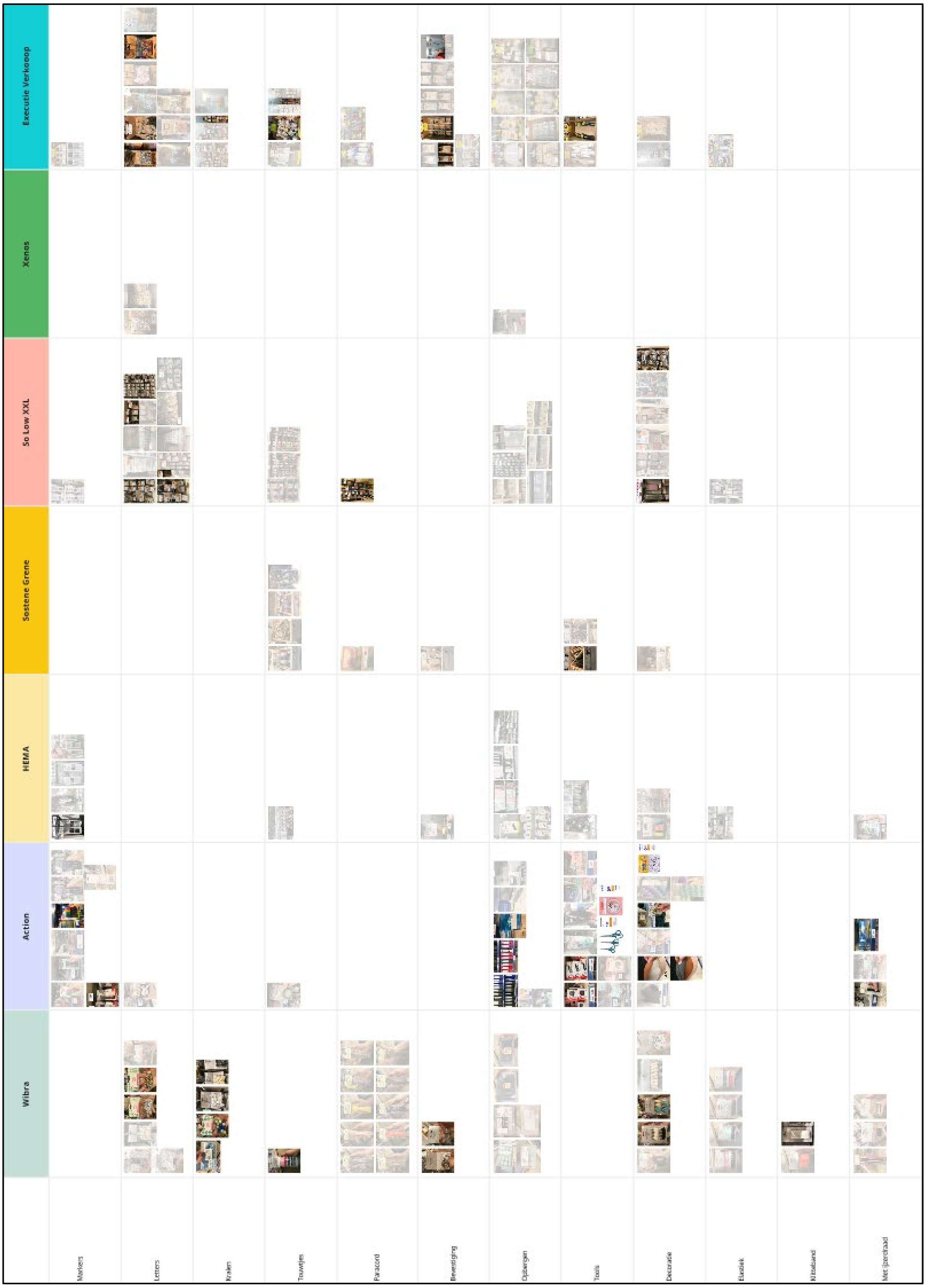
4 antwoorden

- Ik vind het eigenlijk wel kut. Ik voel gelijk een negatieve sfeer.
- Je hebt altijd keuzes
- Ik denk daar niet meer over na
- Het positief blijven benaderen

## 3.6 Schematic Material Selection


Executie Verkooop
Xenos
So Low XXL
Sostene Grene
HEMA
Action
Wibra
Markers
Letters
Kralen
Touwtjes
Paracord
Bevestiging
Opbergen
Tools
Decoratie
Elastiek
Klittenband
Met ijzerdraad

Overview of possible activity material which can be purchased in Enschede.


Executie Verkooop
Xenos
So Low XXL
Sostene Grene
HEMA
Action
Wibra
Markers
Letters
Kralen
Touwtjes
Paracord
Bevestiging
Opbergen
Tools
Decoratie
Elastiek
Klitteband
Met ijzerdraad

Selected activity material per store.

# 4. Final Proposed co-design activity

## 4.1 Manual Dutch (original Language)

Goal!

Creëer herinneringen om positieve verandering door te zetten met behulp van persoonlijke dilemma's

ACTIVITEIT
HANDLEIDING

SCOREN IN DE WIJK

UNIVERSITY OF TWENTE.

Deze activiteit is gemaakt door Dr. Deger Ozkaramanli en Naomi van Stralen namens de Universiteit Twente, in samenwerking met Stichting FC Twente Scoren in de Wijk. Zonder de hulp van Supporter van Elkaar en Scoren door Scholing was deze activiteit niet tot stand gekomen.

Voor vragen kunt u terecht bij:
[redacted]

Uitgave November 2022

# VOOR WE BEGINNEN

## VOOR WIE IS DE ACTIVITEIT

Deze activiteit is ontworpen voor Stichting FC Twente Scoren in de Wijk en is gemaakt om uit te voeren met deelnemers die na het afronden van een project een extra zetje kunnen gebruiken om zelfstandig met hun persoonlijke doelen aan de slag te gaan.

## DOEL VAN DE ACTIVITEIT

Het kan erg lastig zijn om met inzichten en persoonlijke doelen aan de slag te gaan als de reguliere begeleiding van een project wegvalt. Je valt terug in oude gebruiken en wat je tijdens een project hebt geleerd schuift naar de achtergrond, er zijn genoeg andere zaken die harder je aandacht nodig hebben. Door middel van deze activiteit maken deelnemers een persoonlijke herinnering aan hun doel en wat daar tegenover staat. Immers als er geen andere kant was van gezonder eten, namelijk het genot van ongezond eten, zou het halen van het doel een stuk makkelijker gaan.

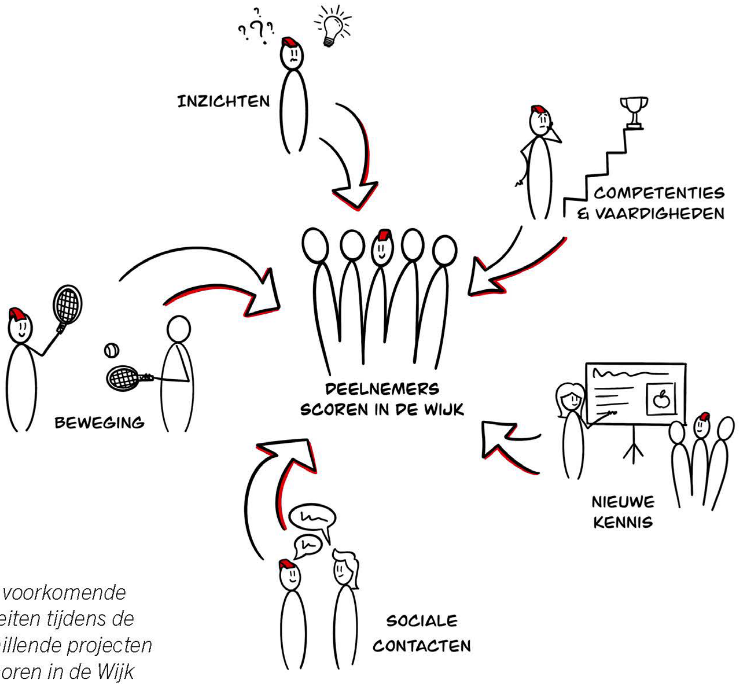
De gemaakte herinnering plaatsen de deelnemers op een plek die ze dagelijks tegenkomen, bijvoorbeeld hun sleutelbos. Als ze het te druk hebben om aan hun doel te denken, komen ze de herinnering vanzelf tegen en ontstaat er een opening voor een kort moment van reflectie. Ze worden gestimuleerd om over hun keuzes na te denken zonder dat zichzelf hieraan hoeven te herinneren.

*Voorbeeld van tijdens de activiteit*

## THEORIE

Elk project van Scoren in de Wijk is anders, maar ze hebben allemaal gemeen dat ze hun deelnemers een kans geven om te scoren. Je hoopt deelnemers iets mee te kunnen geven waar ze na afloop van het project mee verder kunnen gaan. Bijvoorbeeld met nieuwe inzichten, persoonlijke doelen, het toepassen van nieuwe kennis over gezondheid, meer plezier ervaren met sporten, of het sociale netwerk dat een project met zich mee kan brengen.

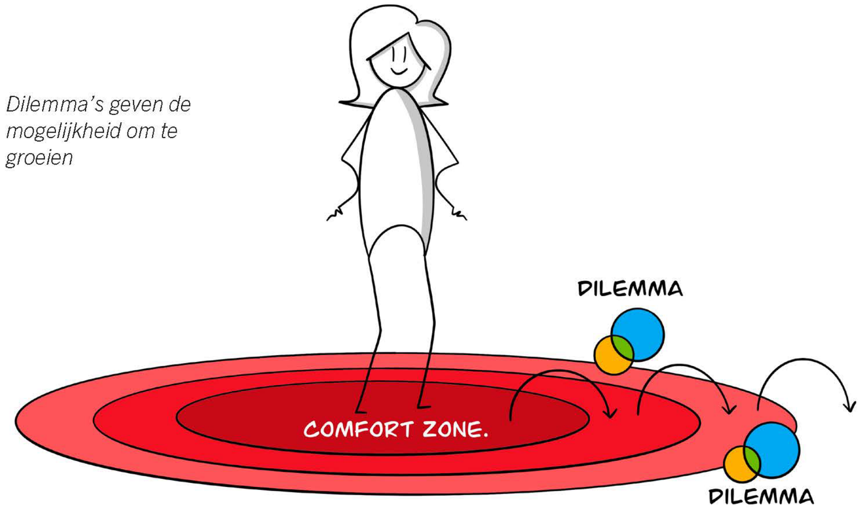
Helaas is het erg lastig om deze positieve groei voort te zetten als een deelnemer een project heeft afgerond. De structuur van het samenkomen valt weg en deelnemers gaan terug in de automatische piloot waarbij weinig tot geen ruimte is voor het implementeren van de kennis die ze hebben opgedaan tijdens het project. Met zorgen over participatie in de maatschappij (bijvoorbeeld school, werk, het leren van de taal) hebben ze wel wat anders aan hun hoofd dan kiezen tussen een appel of een koekje, ze pakken wat op dat moment het meeste voor de hand ligt.



*Meest voorkomende activiteiten tijdens de verschillende projecten van Scoren in de Wijk*

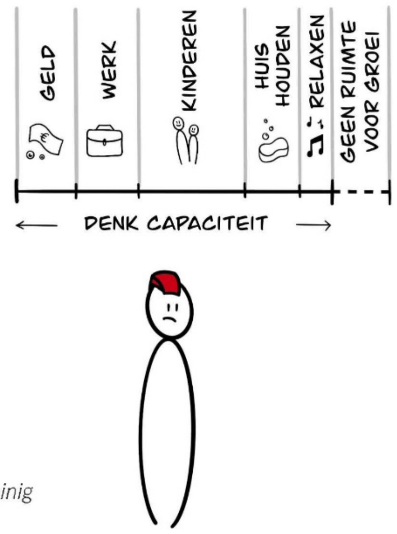
Het is heel begrijpelijk dat deelnemers er niet aan toe komen om hun nieuwe kennis toe te passen. Iedereen heeft, eigenlijk net als een computer, een werkgeheugen. Er zijn maar een aantal dingen waar je in je hoofd tegelijk mee bezig kan zijn, daarna zit je werkgeheugen vol en is het moeilijk om daar iets nieuws aan toe te voegen. Zelfs als je op de bank zit en voor je gevoel helemaal niets aan het doen bent, zijn die gedachten bezig in de achtergrond. Hierdoor kan je het gevoel hebben dat je meer uit je dag zou moeten halen en actie moet ondernemen, terwijl je er niks aan kan doen dat je hoofd zo vol zit en daarom minder voor elkaar krijgt dan je zou willen.

Als resultaat van een vol werkgeheugen blijven we in onze comfort zone zitten. "Als we alles blijven doen zoals we het nu doen, dan komen we er wel doorheen." Maar als je wil groeien als persoon zal je uit die comfort zone moeten stappen, waar je voor allerlei keuzes komt te staan: dilemma's. Als je bijvoorbeeld gezonder wil eten, dan moet je daar het plezier van iets ongezonds eten voor opgeven. En elke keer dat je voor het ongezonde kiest, voel je je schuldig omdat je niet bezig bent met je gezondheid. Jezelf daar hard op afstraffen word je alleen maar ongelukkig van. Als je uit je comfort zone stapt, gaat het erom dat je de balans houdt. Je mag soms best kiezen voor het ongezonde, want dit geeft je een klein geluksmomentje en dat is ook belangrijk. Bij de balans gaat het erom dat het plezier op de lange termijn van het gezond eten in evenwicht is met het plezier dat je op korte termijn ervaart van iets ongezonds eten.


*Dilemma's geven de mogelijkheid om te groeien*

Er is geen twijfel dat deelnemers graag naar hun doelen toe zouden willen werken. Maar als hun werkgeheugen vol zit, is de kans groot dat het niet eens in ze op komt om voor hun doel te kiezen, ook al hebben ze wel de kennis om de juiste keuzes te maken.

Met deze activiteit krijgen de deelnemers de regie om een persoonlijke herinnering te maken aan een persoonlijk dilemma dat ze ervaren: Wat is hun doel en wat staat daar tegenover. Door het dilemma in een fysieke herinnering vast te leggen hoeven ze niet meer zelf ruimte vrij te maken in hun gedachten om over hun doelen na te denken. Als ze de fysieke herinnering tegenkomen, bijvoorbeeld aan hun sleutelbos, worden ze eraan herinnert dat ze een keuze hebben. In dat moment kunnen ze reflecteren op de voor- en nadelen van elke keuze en aan de hand daarvan een beslissing maken. Ook worden ze eraan herinnert dat het prima is om af en toe voor de andere kant van je doel te kiezen, want je hoeft niet altijd maar voor die appel te kiezen, zolang er een balans ontstaat tussen beide kanten van het dilemma. Bij het verwoorden van een dilemma is het wel belangrijk om de nadruk te leggen op de positieve kant. Op die manier ontstaat er minder snel een negatieve lading over de fysieke herinnering, wat de deelnemers kan demotiveren om met hun dilemma aan de slag te gaan.



*Bij een vol werkgeheugen is er weinig ruimte voor persoonlijke groei.*

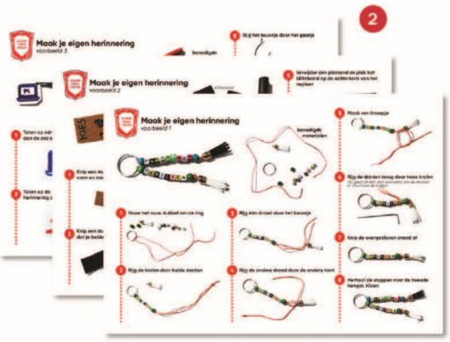
# BENODIGDHEDEN

## IN DE MATERIALEN BOX

### INFORMATIE

1. Deze handleiding
2. Uitlegvellen fysieke voorbeelden
3. Vellen met iconen
4. Fysieke voorbeelden van herinneringen
5. Uitlegvel Krimpfolie

1
Scoren door Doelen
HANDLEIDING
UITVOERING
UNIVERSITY OF TWENTE.

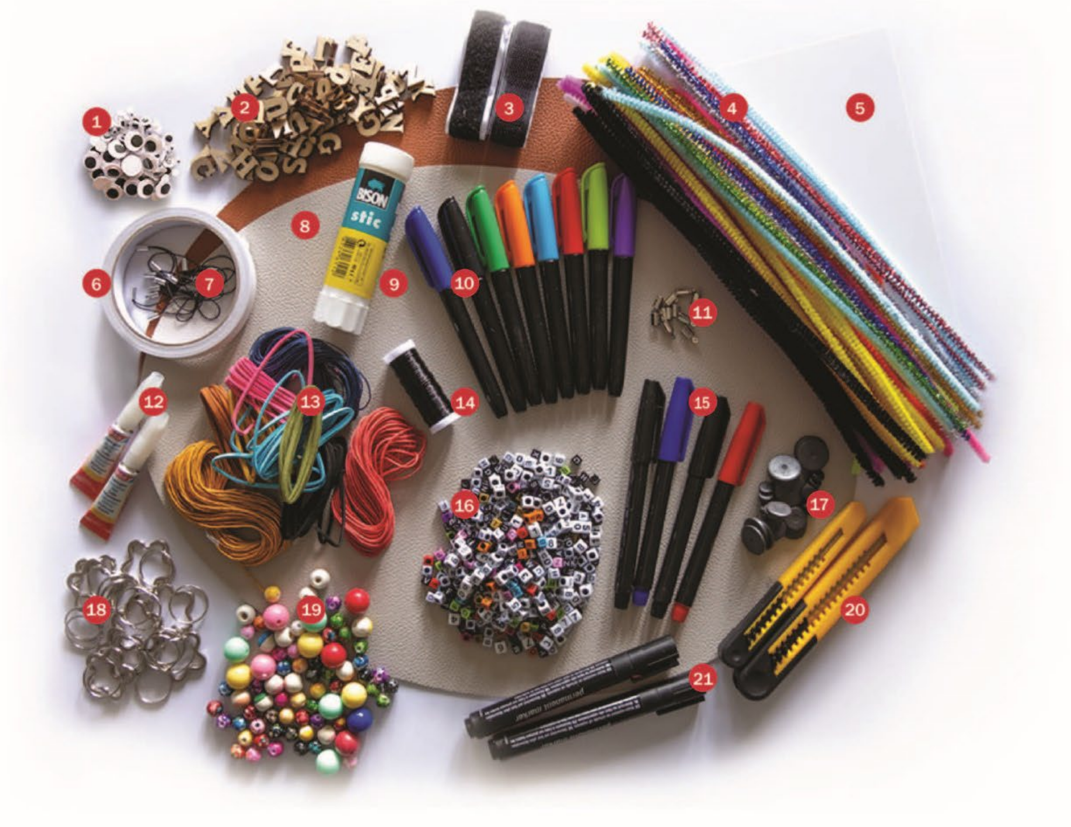

2
Maak je eigen herinnering
voorbeeld 3
Maak je eigen herinnering
voorbeeld 2
Maak je eigen herinnering
voorbeeld 1

3
Variatie 1/13
Variatie 7/13
Variatie 6/13
Variatie 5/13
Variatie 4/13
Variatie 3/13

5
Maak je eigen herinnering
Krimpfolie
PC

## MATERIALEN

1. Wiebeloogjes
2. Houten letters
3. Klittenband
4. Chenille draad
5. Krimpfolie
6. Dubbelzijdig tape
7. Telefoonhangers
8. Nepleren placemats
9. Lijmstick
10. Permanent markers kleur
11. Sieraad klemmen
12. Secondelijm
13. Draad
14. IJzerdraad
15. Permanent markers dun
16. Letterkralen
17. Magneten
18. Sleutelringen
19. Kralen
20. Stanleymes
21. Permanent markers zwart


1
2
3
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BISON
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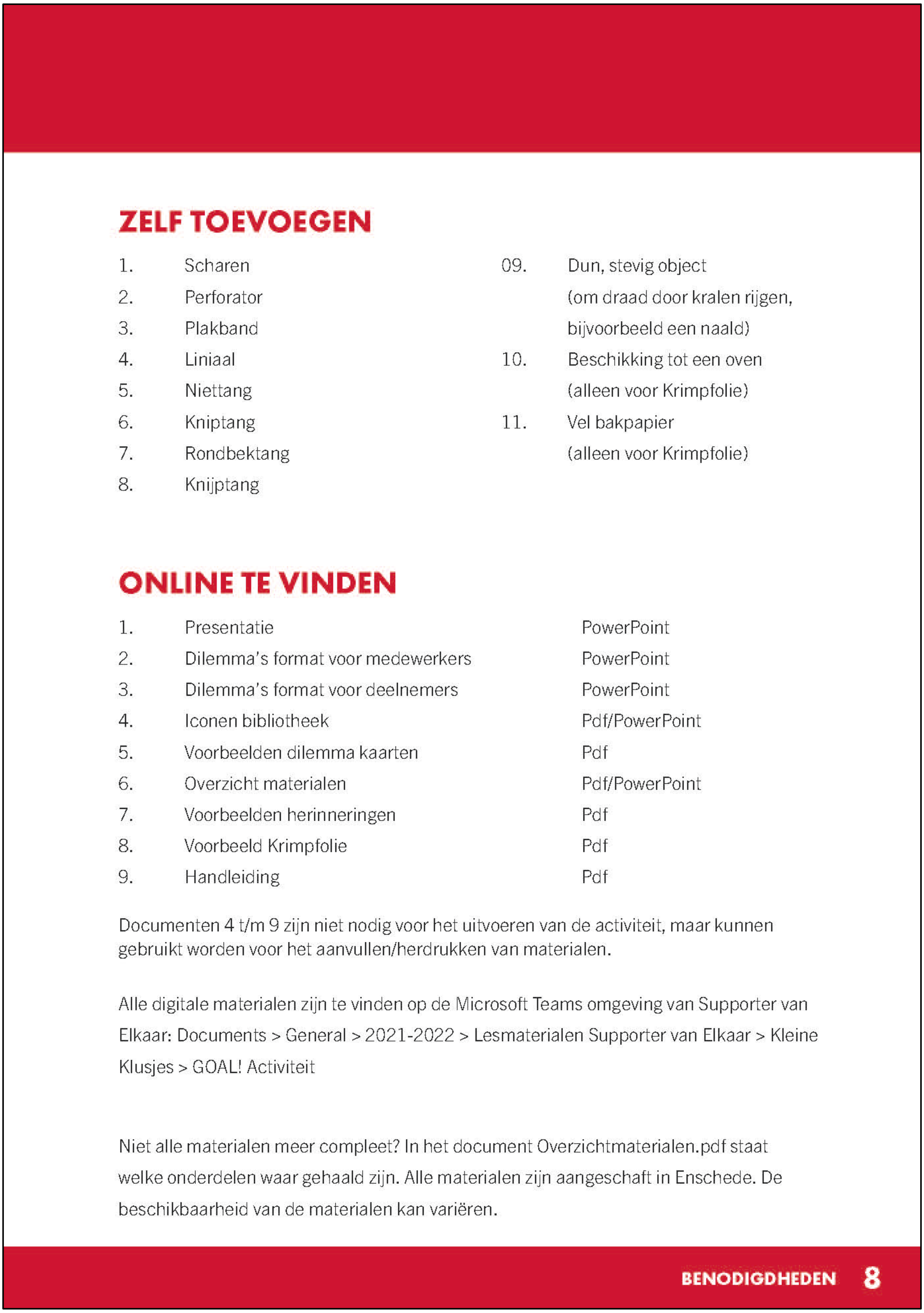
21



## ZELF TOEVOEGEN

1. Scharen
2. Perforator
3. Plakband
4. Liniaal
5. Niettang
6. Kniptang
7. Rondbektang
8. Knijptang

09. Dun, stevig object
(om draad door kralen rijgen,
bijvoorbeeld een naald)
10. Beschikking tot een oven
(alleen voor Krimpfolie)
11. Vel bakpapier
(alleen voor Krimpfolie)

## ONLINE TE VINDEN

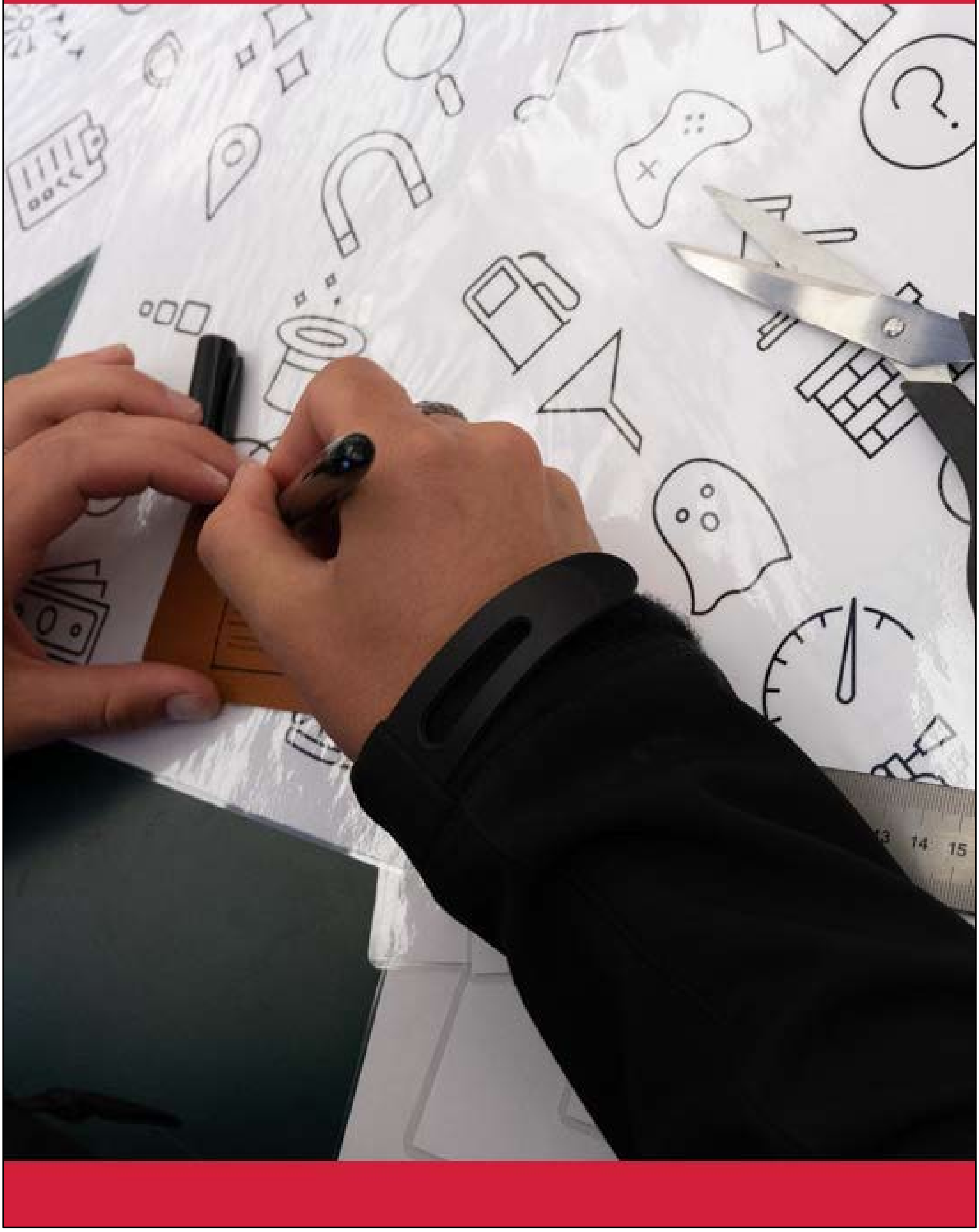
| | | |
|---|---|---|
| 1. | Presentatie | PowerPoint |
| 2. | Dilemma's format voor medewerkers | PowerPoint |
| 3. | Dilemma's format voor deelnemers | PowerPoint |
| 4. | Iconen bibliotheek | Pdf/PowerPoint |
| 5. | Voorbeelden dilemma kaarten | Pdf |
| 6. | Overzicht materialen | Pdf/PowerPoint |
| 7. | Voorbeelden herinneringen | Pdf |
| 8. | Voorbeeld Krimpfolie | Pdf |
| 9. | Handleiding | Pdf |

Documenten 4 t/m 9 zijn niet nodig voor het uitvoeren van de activiteit, maar kunnen gebruikt worden voor het aanvullen/herdrukken van materialen.

Alle digitale materialen zijn te vinden op de Microsoft Teams omgeving van Supporter van Elkaar: Documents > General > 2021-2022 > Lesmaterialen Supporter van Elkaar > Kleine Klusjes > GOAL! Activiteit

Niet alle materialen meer compleet? In het document Overzichtmaterialen.pdf staat welke onderdelen waar gehaald zijn. Alle materialen zijn aangeschaft in Enschede. De beschikbaarheid van de materialen kan variëren.

# DE ACTIVITEIT



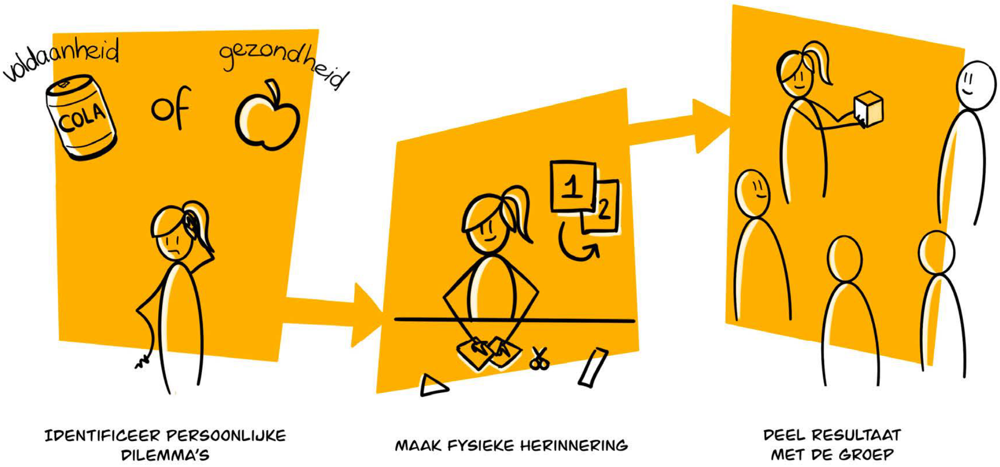
Deze activiteit bestaat uit drie onderdelen (zie afbeelding):

1. Identificeer persoonlijke dilemma's
2. Maak een fysieke herinnering
3. Deel het resultaat met de groep

Het uitvoeren van alle onderdelen met de deelnemers zal ongeveer 2-3 uur duren. Het is belangrijk om de hele handleiding van tevoren grondig door te nemen en te beslissen waar in het programma de activiteit het beste past. Ook is het mogelijk om het eerste onderdeel los van onderdeel twee en drie uit te voeren.

Al het materiaal is aanpasbaar, van de presentatie tot de materialen in de box. Op deze manier kan de activiteit uitgevoerd worden op de manier die voor het project en de deelnemers het beste werkt. Op pagina 19-20 staan voorbeelden van hoe andere projecten van Scoren in de Wijk invulling hebben gegeven aan de activiteit

*Stappen van Goal! Activiteit*


voldaanheid
gezondheid
COLA
of
1
2
IDENTIFICEER PERSOONLIJKE DILEMMA'S
MAAK FYSIEKE HERINNERING
DEEL RESULTAAT MET DE GROEP

## 1. IDENTIFICEER PERSOONLIJKE DILEMMA'S

**In de eerste fase van de activiteit ontdekken de deelnemers welk dilemma relevant voor ze is.** Om dit te kunnen doen is het belangrijk om de theorie te introduceren: Wat zijn dilemma's en hoe kan een dilemma ze helpen om met hun doel aan de slag te gaan.

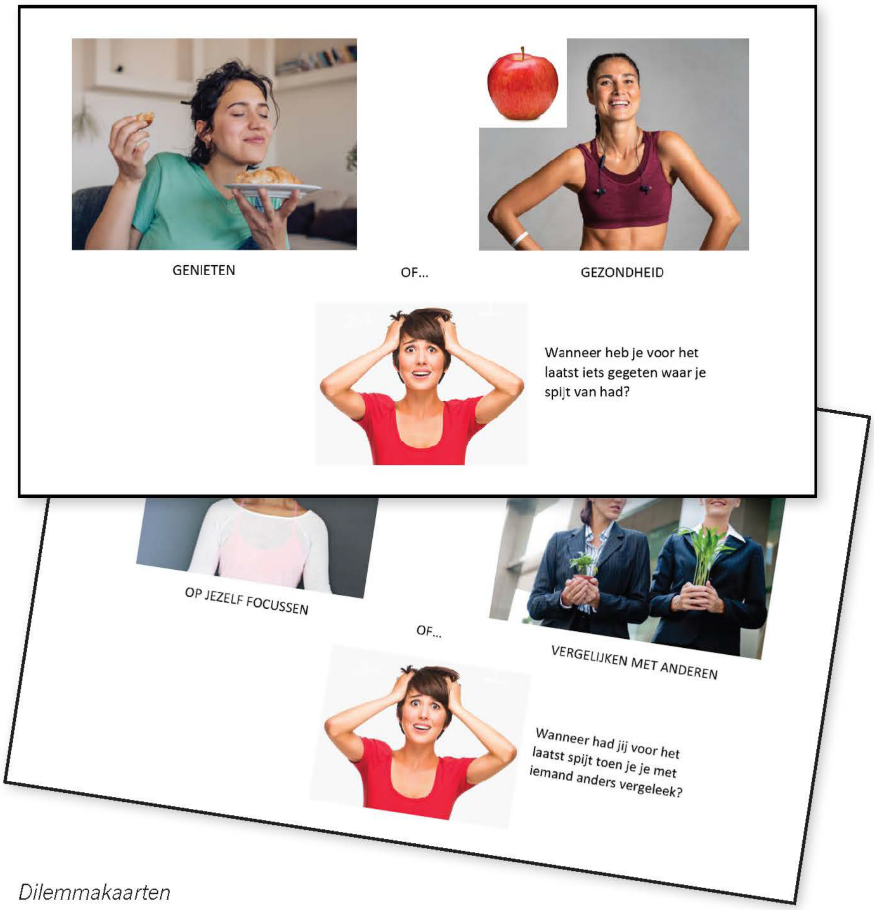
Dit kan verbaal met de deelnemers besproken worden aan de hand van de theorie in de handleiding of met behulp van een presentie. In het eerste deel van het bestand *Presentatie.pptx* (te vinden op de SVE Microsoft Teams omgeving) staat alle informatie die nodig is om de deelnemers bekend te maken met dilemma's. Het tweede deel van de presentatie kan gebruikt worden tijdens het maken en presenteren van de herinneringen. In de notities van de dia's staat uitleg die bij de dia vertelt kan worden. Er worden een paar dilemma's behandeld die voor de deelnemers herkenbaar kunnen zijn. Daarna wordt ingegaan op het doel van het project waar ze aan deelnemen, dat ze keuzes (dilemma's) mogelijkheden bieden om te groeien, en dat het niet altijd lukt om doelen te halen. Het is aan jullie als organisatoren de taak om te beslissen hoe de theorie het beste naar de deelnemers gebracht kan worden en welke elementen je wel, of juist niet gebruikt uit bij de uitleg.

### DILEMMAKAARTEN

Deelnemers hebben tijdens hun deelname aan jullie project inzichten over zichzelf verkregen en/of doelen gevormd. Zoals eerder in de handleiding is beschreven, heeft elk doel ook een keerzijde, waardoor een dilemma wordt gevormd. Beide kanten van het dilemma hebben eigen voor- en nadelen. Deze dilemma's kunnen weergegeven worden in dilemmakaarten (zie afbeelding). Op deze kaarten staan de twee kanten van het dilemma samengevat met een afbeelding en enkele woorden.

In dit voorbeeld gaat het tussen genieten en gezondheid. Kies je ervoor om op korte termijn genot te ervaren van het eten van een donut, of ga je voor je lange termijn gezondheid en kies je voor de appel. Het voordeel van de donut is het genot dat je ervaart tijdens het eten, het nadeel is de hoeveelheid calorieën en ongezonde voedingsstoffen. Het voordeel van de appel is een gezonder lichaam op lange termijn, maar het nadeel is dat je het genot van het zoete eten misloopt.

Op de kaarten staat ook een vraag gericht aan de lezer. Deze vraag helpt de lezer om het dilemma in hun eigen context te plaatsen en zorgt ervoor dat ze zich beter in het dilemma kunnen inleven. In *Voorbeeldendilemmakaarten.pdf* staan een aantal voorbeeld kaarten die gebruikt zouden kunnen worden. Ook is het mogelijk om je eigen theorieën bij de kaarten te betrekken. Op de voorbeeld kaarten zijn bijvoorbeeld de symbolen van positieve gezonheid (iPH) toegevoegd.



GENIETEN

OF...

GEZONDHEID

Wanneer heb je voor het laatst iets gegeten waar je spijt van had?

OP JEZELF FOCUSSEN

OF...

VERGELIJKEN MET ANDEREN

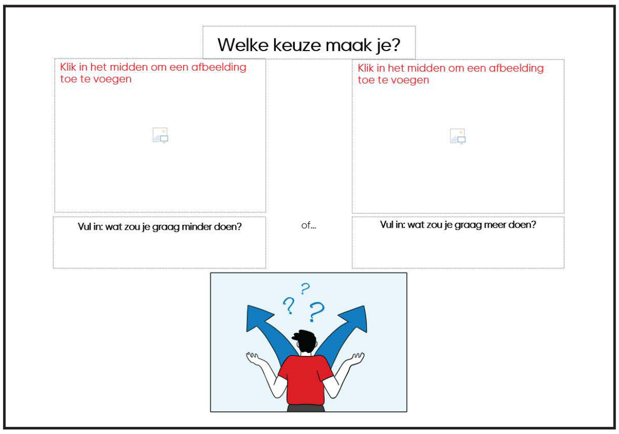
Wanneer had jij voor het laatst spijt toen je je met iemand anders vergeleek?

*Dilemmakaarten*

Het is ook mogelijk om eigen kaarten te maken. Jullie kennen de deelnemers het beste en weten voor wat voor keuzes ze staan. Met behulp van *Dilemmasformatmedewerkers.pptx* is het mogelijk om eenvoudig zelf invulling te geven aan de dilemmakaarten. Het bestand is A4 formaat en er passen twee dilemmakaarten op één vel. Bij het maken van deze kaarten is het belangrijk om het positieve van beide keuzes te belichten, vermijd het woord 'niet' en negatieve woorden. Bijvoorbeeld: 'Niet roken' tegenover 'wel roken' laat niet zien wat het plezier van roken de deelnemer brengt en geeft op deze manier direct een negatieve lading. Ondanks dat de deelnemer minder wil roken, zal het benadrukken van het negatieve er sneller voor zorgen dat de moed in de schoenen zakt als ze een keer wel toegeven aan het roken.

Ook is het mogelijk om de deelnemers zelf een dilemmakaart te laten maken. Gebruik hiervoor het bestand *Dilemmasformatdeelnemers.pptx* Hierbij is het belangrijk om de theorie tijdig voor de activiteit te introduceren en deelnemers de ruimte te geven om zelfstandig over hun dilemma na te denken. Het zal extra tijd kosten om dit op dezelfde dag als de activiteit te doen.

Bij het kiezen van een dilemma is het belangrijk om deelnemers na te laten denken over hoe ze dit dilemma ervaren in het dagelijkse leven, wat de voor- en nadelen zijn van elke kant, en waarom ze eraan zouden willen werken. Als een deelnemer intrinsiek gemotiveerd is, zal de kans groter zijn dat het lukt om naar het doel toe te werken.



Welke keuze maak je?

Klik in het midden om een afbeelding toe te voegen

Klik in het midden om een afbeelding toe te voegen

Vul in: wat zou je graag minder doen?

of...

Vul in: wat zou je graag meer doen?

*Invulbare dilemmakaart*

## 2. MAAK EEN FYSIEKE HERINNERING

**Zodra elke deelnemer een persoonlijk dilemma heeft waar ze aan zouden willen werken kunnen ze een herinnering maken dat ze aan het dilemma herinnert.** Maar niet iedereen is comfortabel met creatief zijn. Waar de een graag met de handen bezig is om zelf iets te maken, besteed de ander dit liever uit. Toch heeft iedereen het in zich om creatief te zijn, ook al zal het voor niet iedereen even makkelijk gaan. Binnen het maken van de herinnering zijn er vier niveaus van creativiteit, zodat deelnemers aangemoedigd worden om allemaal tot een fysieke herinnering te komen: Creëren, maken, aanpassen en doen.

Leg alle materialen zo op tafel dat alle deelnemers erbij kunnen. Laat de deelnemers zoveel mogelijk zelfstandig handelen. Dit bevordert de ervaren creativiteit en trots over de gemaakte herinnering. Wanneer jij als begeleider de keuzes en acties van de deelnemer overneemt, zal hij/zij minder waarde hechten aan het resultaat en is de kans groter dat het direct in de prullenbak belandt. *Tip: leg alle kleine materialen als kralen in de deksel van de materialenbak.*

De herinnering die de deelnemers gaan maken zal meer voor ze betekenen als ze hun creativiteit er in kwijt kunnen. Het wordt persoonlijker, en heeft meer moeite gekost dan iets dat ze kant en klaar aangeboden krijgen. Daarom is het belangrijk om te streven naar het gebruik van de meest creatieve invulling van de activiteit. Vragen als: 'Waar zou je de herinnering willen hebben' en 'hoe zou de herinnering je kunnen helpen om aan je doel te werken' kunnen gesteld worden om de deelnemers in te laten beelden wat de herinnering voor ze moet zijn.

BETER
GOED
OPEN

*Fysieke herinneringen gemaakt door deelnemers*

## CREËREN

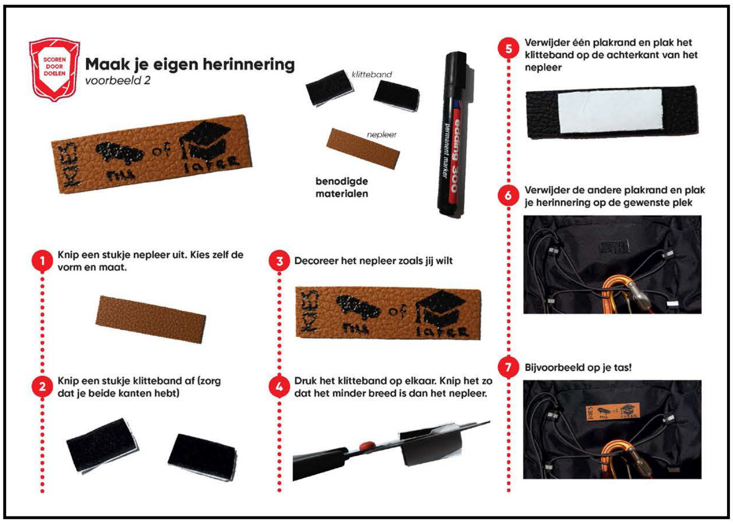
Als je aan het *creëren* bent, dan uit je jezelf op een creatieve manier. Je maakt iets dat daarvoor nog niet bestond en je zelf hebt bedacht. Hier is interesse en wat ervaring voor nodig. Ook al is dit niet voor iedereen weggelegd, waar mogelijk wil je dat deelnemers aan het *creëren* zijn. Hiermee zal een deelnemer de meeste waarde hechten aan de herinnering.

Bij dit niveau van creativiteit gebruikt een deelnemer alle mogelijke materialen.

## MAKEN

Bij *maken* gebruik je ook je hoofd en je handen en maak je iets dat daarvoor nog niet bestond, net als bij *creëren*. Het verschil is alleen dat je een aantal stappen aangereikt krijgt die je kan doorlopen. Waar *creëren* het maken van een zelf bedacht gerecht zou zijn, is *maken* het volgen van een recept. Wanneer voor een deelnemer de lat te hoog ligt om zelfstandig een ontwerp voor zijn/haar herinnering te bedenken, kunnen ze de voorbeelden gebruiken. Dit helpt de deelnemer om in stapjes tot een ontwerp te komen. Moedig ze hierbij aan om de voorbeelden vooral als inspiratie te gebruiken en er een eigen, persoonlijke draai aan te geven.

Bij dit niveau van creativiteit gebruikt een deelnemer alle mogelijke materialen.



**Maak je eigen herinnering**
*voorbeeld 2*

SCOREN DOOR DOELEN
klitteband
nepleer
benodigde materialen
edding 300
permanent marker

1. Knip een stukje nepleer uit. Kies zelf de vorm en maat.
2. Knip een stukje klitteband af (zorg dat je beide kanten hebt)
3. Decoreer het nepleer zoals jij wilt
4. Druk het klitteband op elkaar. Knip het zo dat het minder breed is dan het nepleer.
5. Verwijder één plakrand en plak het klitteband op de achterkant van het nepleer
6. Verwijder de andere plakrand en plak je herinnering op de gewenste plek
7. Bijvoorbeeld op je tas!

*Voorbeeldkaart fysieke herinnering*

## AANPASSEN

Bij *aanpassen* neem je iets dat al bestaat, en pas je het op zo een manier aan dat het persoonlijk wordt. Een voorbeeld hiervan is kandijkoekjes gebruiken voor de bodem van een kwarktaart in plaats van de bodem die is inbegrepen in de cake mix. Als de deelnemer niet comfortabel is met *maken* en *creëren*, is dit de volgende stap.

De deelnemers gaan aan de slag met Krimpfolie. Dit is een vel plastic waar met permanente markers op getekend kan worden. Wanneer dit folie in de oven zit krimpt het en wordt het dikker, waardoor een sleutelhanger gevormd wordt. De iconenvellen kunnen gebruikt worden door de deelnemers om iconen uit te zoeken die de verschillende kanten van het dilemma voor ze symboliseert. Deze iconen trekken ze over op het folie. Ze lijken misschien erg groot, maar zodra het folie gekrompen is is de hanger iets groter dan een winkelwagenmuntje. Uiteraard kunnen ze ook zelf bedenken wat ze op het folie willen zetten.

Bij dit niveau van creativiteit gebruikt een deelnemer:

- Voorbeeldvel Krimpfolie
- Krimpfolie
- Permanente markers
- Iconenvellen
- Schaar
- Perforator
- Sleutelring
- Oven

Geen oven tot je beschikking? Bak het folie bijvoorbeeld thuis af en geef de herinnering daarna terug aan de deelnemers.

vervolg op volgende pagina →

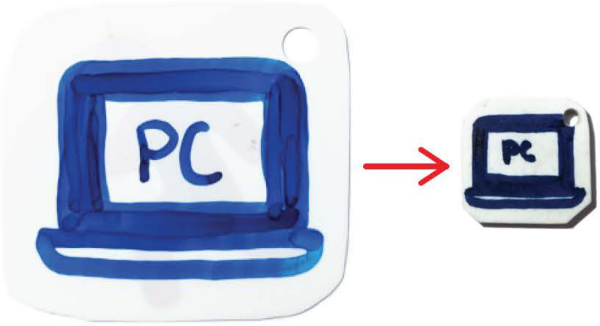
**Krimpen**

Om de uitgeknipte herinneringen af te maken moet het folie in de oven gekrompen worden. Dit kan met meerdere Krimpfolie hangers tegelijk:

1. Verwarm de oven voor op 170º Celsius
2. Zet een pan met een laagje koud water klaar
3. Leg een vel bakpapier op de bakplaat
4. Plaats de hangers zo dicht mogelijk bij elkaar op de bakplaat, met een klein beetje ruimte ertussen

   *Tip: Controleer of in alle herinneringen een gaatje is geperforeerd. Anders kan er geen sleutelring door de hanger geplaatst worden na het afbakken!*
5. Plaats de bakplaat in de oven. Blijf naar het krimpfolie kijken. Deze zullen zich snel opkrullen en krimpen. Wacht tot ze helemaal gekrompen zijn en weer (bijna) helemaal plat op de bakplaat liggen.

   *Tip: Wanneer de folie niet helemaal goed is gekrompen zal de opdruk sneller vervagen. Wacht dus echt tot alle hangers goed zijn gekrompen!*
6. Haal de bakplaat uit de oven en zet de pan met koud water op de hangers. Op deze manier worden de hangers goed plat.
7. Nu kunnen de hangers teruggegeven worden aan de deelnemers en kunnen ze er een sleutelring doorheen doen. De sleutelhanger is af!



*Fysieke herinnering voor en na het krimpen in de oven*

### DOEN

Komt een deelnemer er niet uit om zelf iconen uit te zoeken en de hanger van *aanpassen* te maken, dan is *doen* de laatste optie. Help de deelnemer met het kiezen van iconen die passen bij zijn/haar dilemma en begeleid hem/haar door het stappenplan heen. Probeer zo veel mogelijk de deelnemer elke stap zelf uit te laten voeren. Dit bevordert de ervaren creativiteit en zorgt ervoor dat de deelnemer het gevoel heeft zelf iets gemaakt te hebben. Wanneer jij als begeleider de keuzes en acties van de deelnemer overneemt, zal hij/zij minder waarde hechten aan het resultaat en is de kans groter dat het direct in de prullenbak belandt.

## 3. DEEL HET RESULTAAT MET DE GROEP

Zodra alle deelnemers hun herinnering af hebben is het belangrijk om een moment te nemen om met de groep te bespreken wat iedereen gemaakt heeft. **Bespreek welk dilemma deelnemers hebben gekozen, wat ze hebben gemaakt, waar ze de herinnering plaatsen (bijvoorbeeld aan de sleutelbos), en hoe ze denken dat de herinnering kan helpen om aan hun doel te werken.**

Door de resultaten met elkaar te delen krijgen jullie als begeleiders inzichten in hoe de deelnemers van plan zijn om een stapje te zetten richting hun doelen. Ook kunnen de deelnemers elkaar stimuleren en helpen als ze weten wat voor dilemma's de anderen ervaren. Ook kan het uitspreken van je dilemma en het delen met anderen net dat extra zetje zijn om ook echt door te zetten. Mocht een deelnemer niet comfortabel zijn om het dilemma en de fysieke herinnering te bespreken dan is het altijd nog mogelijk om dit apart van de groep door te nemen.

Afhankelijk van wanneer de activiteit is uitgevoerd, kunnen jullie de deelnemers aanmoedigen om de komende weken met hun dilemma aan de slag te gaan en een wekelijks reflectie momentje te nemen om de progressie en ervaringen te bespreken. Het delen van successen en moeilijkheden werkt motiverend, de deelnemers zien dat ze er nog niet alleen voor staan. Ook als de activiteit pas tegen het einde van een project wordt uitgevoerd kunnen jullie de deelnemers stimuleren om contact te houden en elkaar aan te moedigen in het vinden van de balans in hun dilemma.

# VOORBEELDEN UITVOERING

Elk project van Scoren in de Wijk is anders en welke uitvoering het beste werkt is per situatie verschillend. Neem rustig de tijd om alle materialen door te nemen, probeer eventueel de activiteit een keer zelf uit en stel daarna de theorie en materialen vast die jullie toe willen passen. Hier zijn twee voorbeelden over hoe andere projecten van Scoren in de Wijk invulling hebben gegeven aan de activiteit.

## SUPPORTER VAN ELKAAR – TEAM ENSCHEDE

Supporter van Elkaar duurt een half jaar en is gericht op lage SES-families met multi-problematiek. De eerste helft focust op basiskennis op onderwerpen als voeding, sport en gamen, de tweede helft komen er veel gastsprekers die ingaan op een onderwerp dat voor de groep relevant is, zoals financiën en scholing.

Supporter van Elkaar heeft meegedaan aan de proefversie van deze activiteit. De activiteit is richting het einde van het project uitgevoerd. Midden in het project had beter geweest, zodat de deelnemers elkaar hadden kunnen steunen tijdens het vinden van de balans in hun dilemma. Bij deze activiteit waren nog geen verschillende levels van creativiteit geïntroduceerd en hebben we gezien dat het niet voor elke deelnemer makkelijk is om een herinnering te maken zonder houvast en voorbeelden. Om deze rede zijn de vier levels van creativiteit aan de activiteit toegevoegd. Supporter van Elkaar heeft van tevoren acht algemene dilemmakaarten voor de deelnemers opgesteld. Deze zijn te vinden in *Voorbeeldendilemmakaarten.pdf*. Ze zijn zo opgesteld dat er voor elke deelnemer wel een paar kaarten zijn die bij hun persoonlijke doelen aansluiten. De dilemma's zijn algemeen gebleven zodat er ruimte is voor de deelnemers om het dilemma in hun eigen context te plaatsen. Ook zijn de dimensies van iPH (www.iph.nl) aan de dilemma's gekoppeld, zodat deelnemers ook hun keuze kunnen baseren op de dimensies waar ze aan willen werken. Alle onderdelen van de activiteit zijn direct achter elkaar uitgevoerd en de presentatie is gebruikt om de theorie te bespreken en alle stappen van de activiteit te doorlopen. De begeleiders hebben ook meegedaan met de activiteit.

Drie maanden na de activiteit hebben alle deelnemers aangeven dat de herinnering ze heeft geholpen om naar hun doel toe te werken.

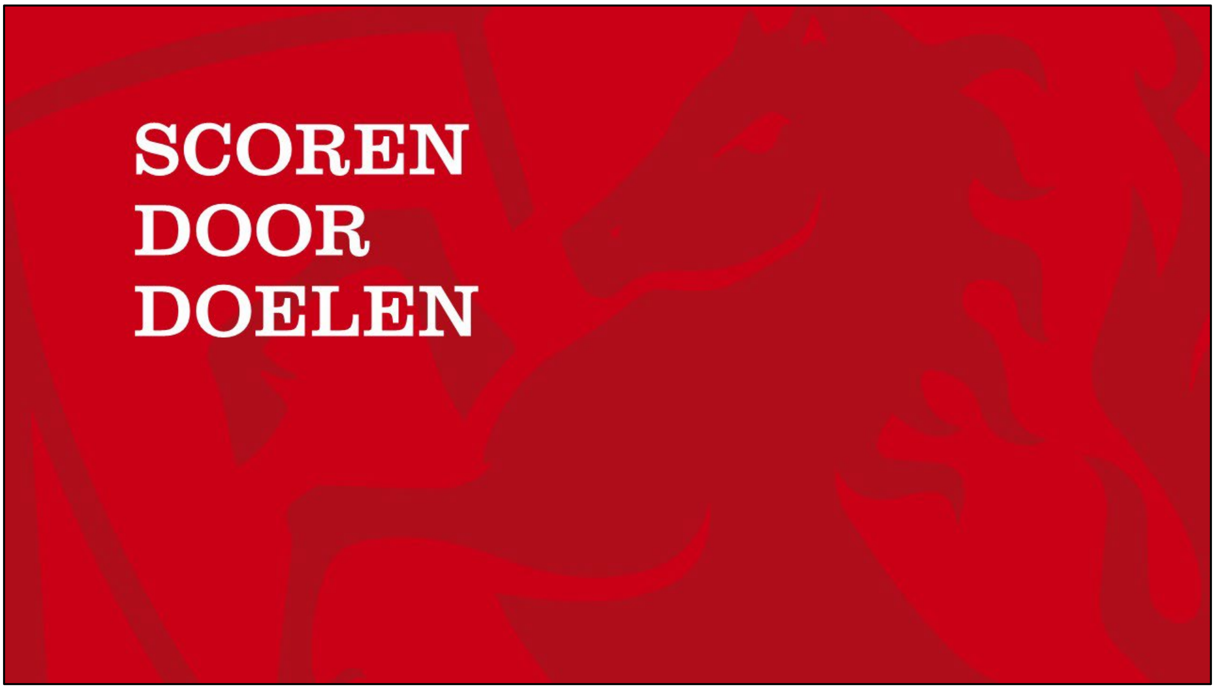
## SCOREN DOOR SCHOLING – TEAM ENSCHEDE

Scoren door Scholing duurt vijf weken en is gericht op jongeren om te voorkomen dat ze voortijdig schoolverlaten.

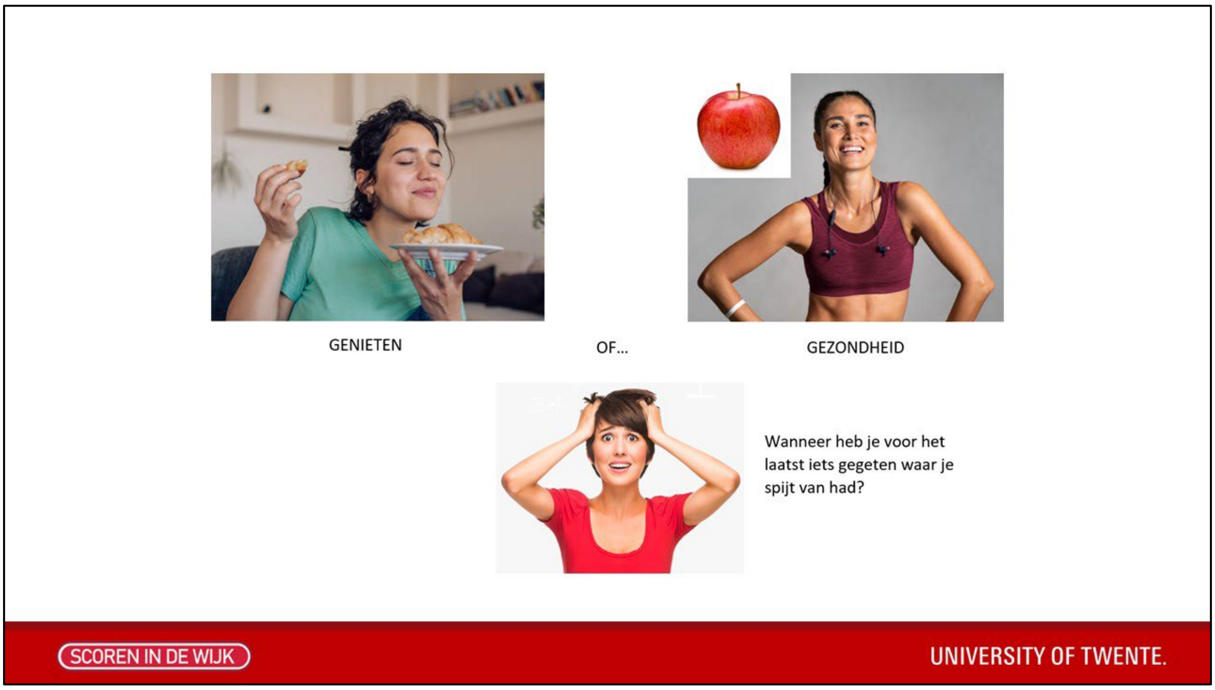
Scoren door Scholing heeft de eindversie van de activiteit uitgevoerd. Dit hebben ze op de allerlaatste bijeenkomst gedaan, want dan moeten deelnemers in staat zijn om in te zien wat er moet veranderen als ze terug willen naar school/werk. Bij dit project is het erg belangrijk dat deelnemers zelf tot inzichten komen. Daarom hebben de begeleiders een week voor de activiteit zonder presentatie de theorie geïntroduceerd en het maken van een dilemma met behulp van *Dilemmasformatdeelnemers.pptx* als huiswerk meegegeven. Ondanks dat de deelnemers het huiswerk niet hebben gemaakt, hadden ze wel over hun dilemma nagedacht en wisten ze direct wat ze moesten doen zodra alle materialen van de activiteit voor ze lag. Sommige deelnemers gebruikten een voorbeeld, anderen hebben geheel zelf een fysieke herinnering bedacht. Ook hier hebben de begeleiders ook meegedaan met de activiteit.

Twee maanden na de activiteit hebben bijna alle deelnemers aangegeven dat de herinnering ze heeft geholpen om naar hun doel toe te werken.

## 4.2 Presentation



SCOREN
DOOR
DOELEN



GENIETEN

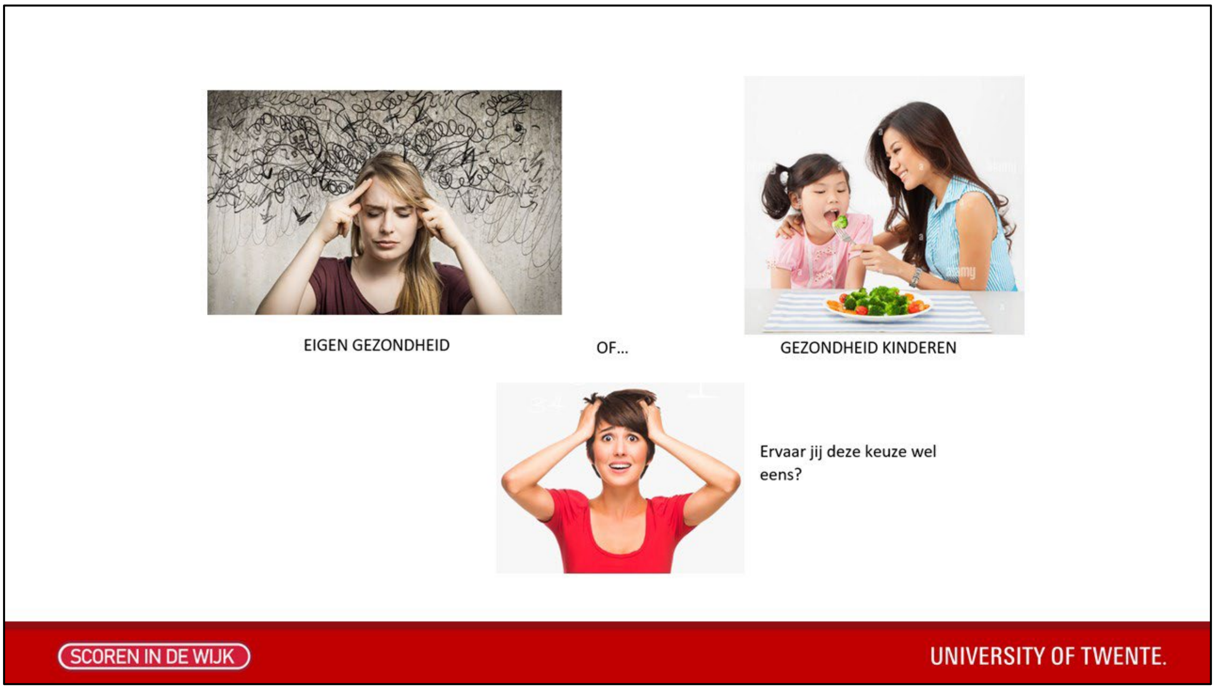
OF...

GEZONDHEID

Wanneer heb je voor het laatst iets gegeten waar je spijt van had?

SCOREN IN DE WIJK

UNIVERSITY OF TWENTE.



EIGEN GEZONDHEID

OF...

GEZONDHEID KINDEREN

Ervaar jij deze keuze wel eens?

SCOREN IN DE WIJK

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ONTWIKKELEN

OF...

DAGELIJKSE TAKEN

Ervaar jij deze keuze wel eens?

SCOREN IN DE WIJK

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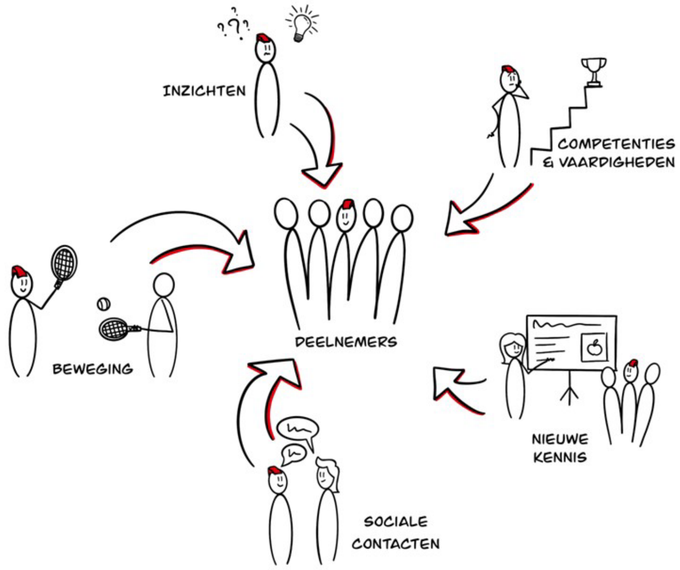
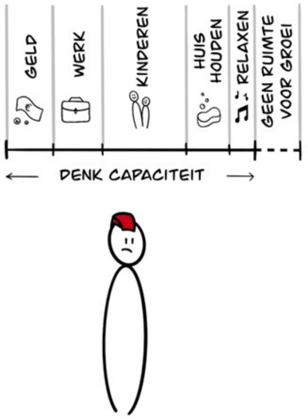

INZICHTEN
COMPETENTIES & VAARDIGHEDEN
DEELNEMERS
BEWEGING
NIEUWE KENNIS
SOCIALE CONTACTEN

SCOREN IN DE WIJK

UNIVERSITY OF TWENTE.


GELD
WERK
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RELAXEN
GEEN RUIMTE VOOR GROEI
DENK CAPACITEIT

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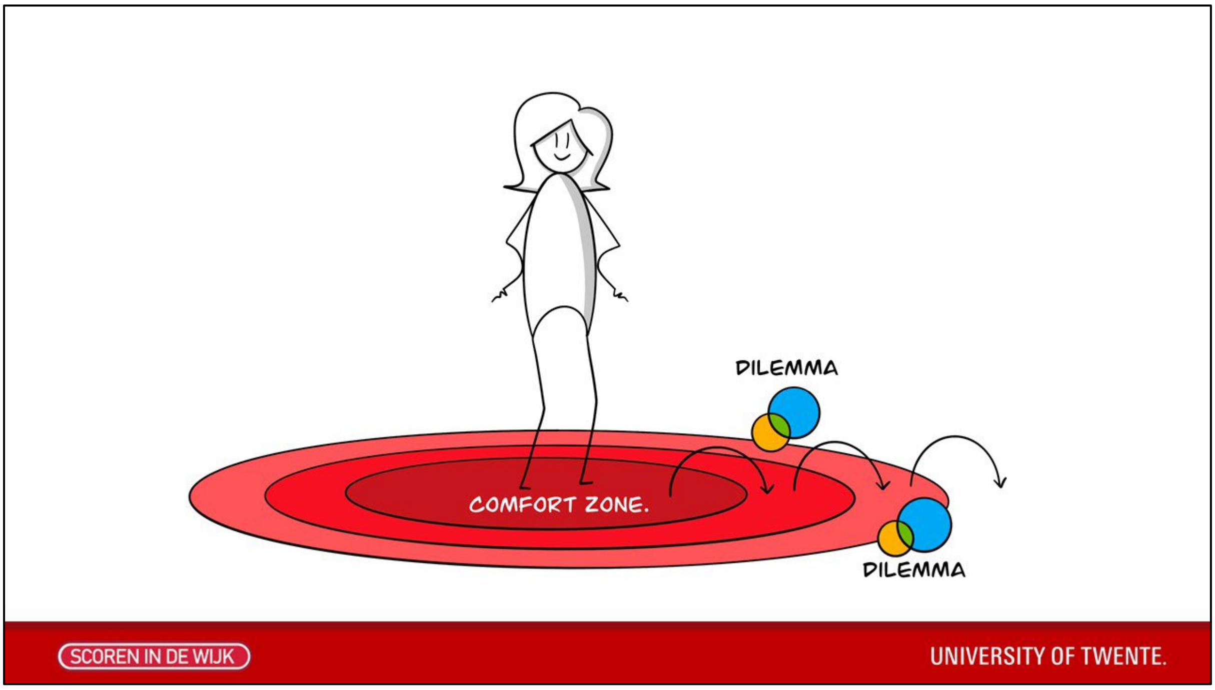
UNIVERSITY OF TWENTE.


DILEMMA
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DILEMMA
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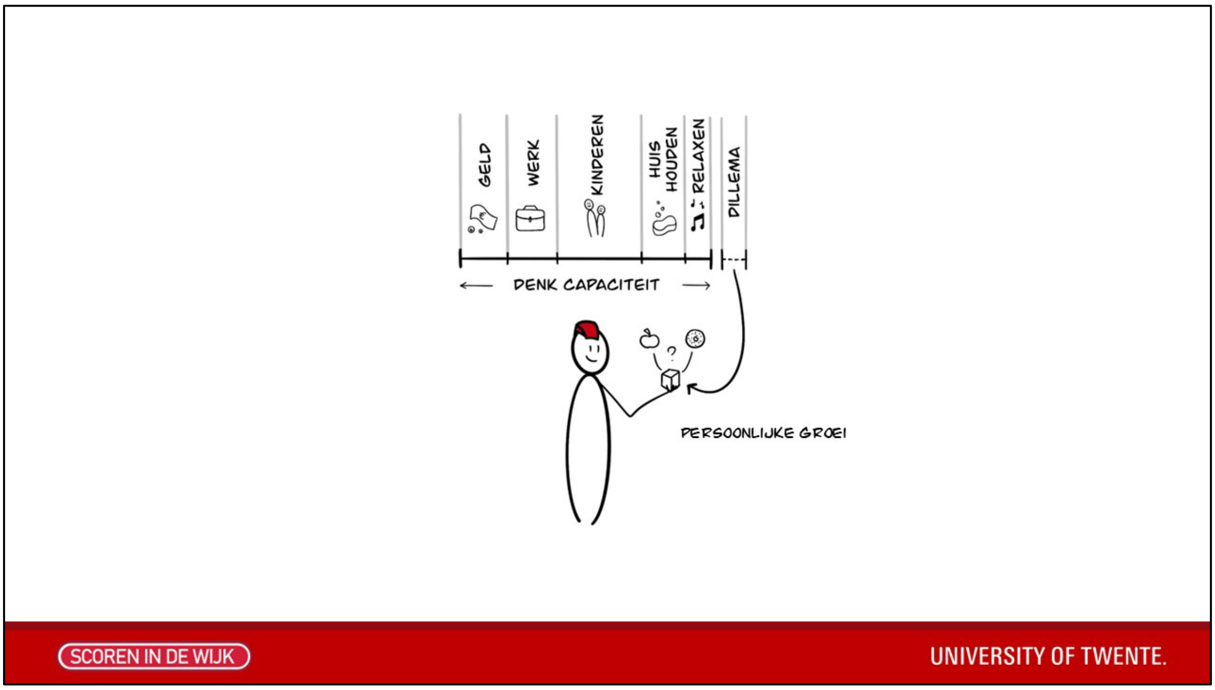
UNIVERSITY OF TWENTE.


GELD
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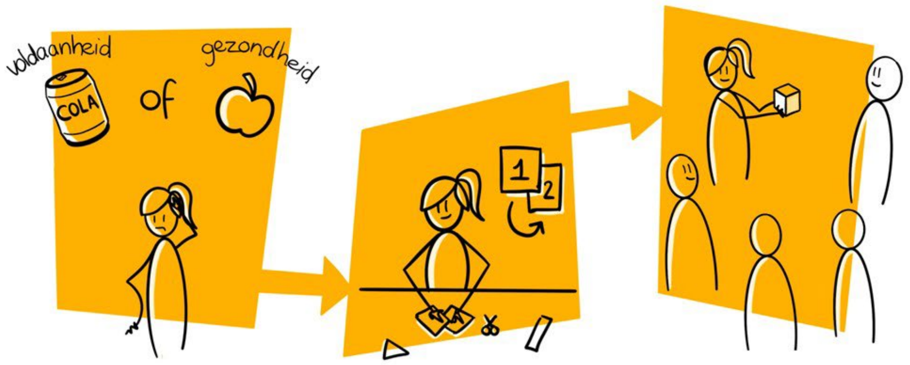
SCOREN IN DE WIJK
UNIVERSITY OF TWENTE.


voldaanheid
COLA
of
gezondheid
1
2
IDENTIFICEER PERSOONLIJKE DILEMMA'S
MAAK FYSIEKE HERINNERING
DEEL RESULTAAT MET DE GROEP

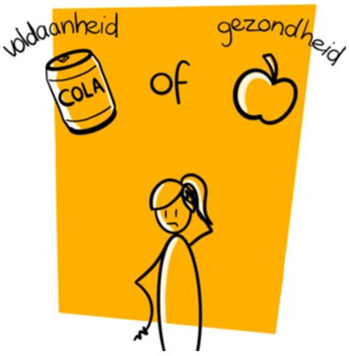
---

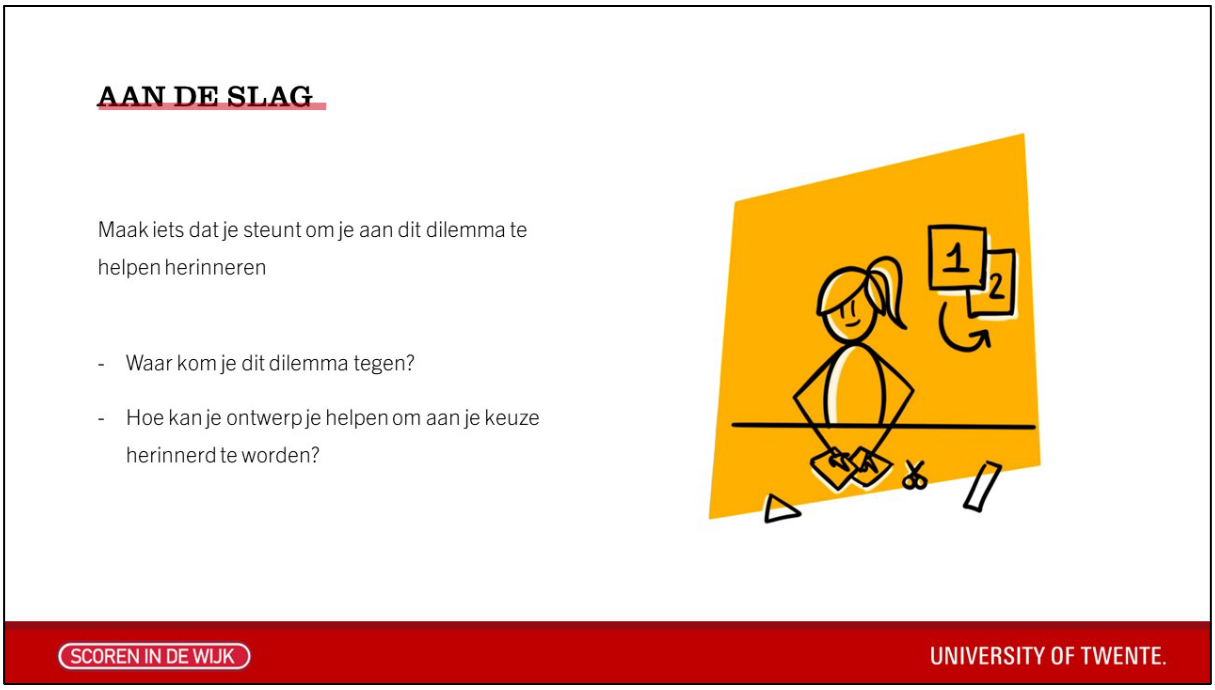
## JE DILEMMA

Waar zou jij aan willen werken?

Kies een van de dilemmas die bij jou aansluit

- Wanneer sta je voor deze keuze?
- Wat zijn de voor- en nadelen van elke kant?


voldaanheid
COLA
of
gezondheid



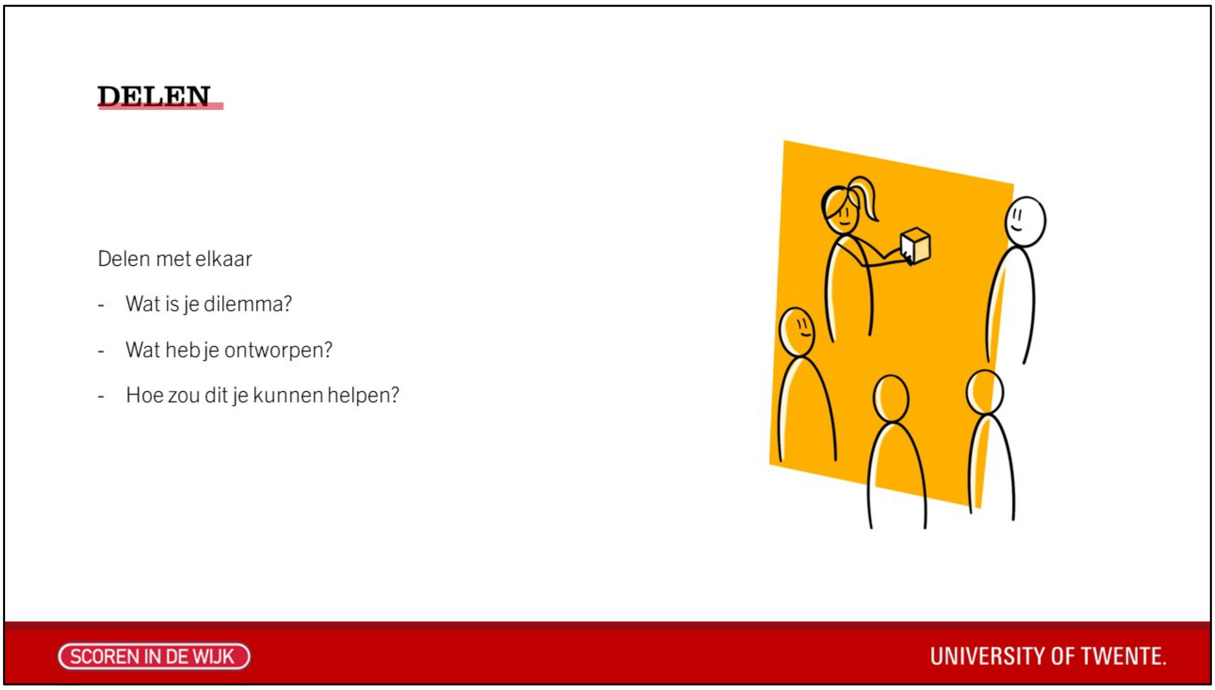
## AAN DE SLAG

Maak iets dat je steunt om je aan dit dilemma te helpen herinneren

- Waar kom je dit dilemma tegen?
- Hoe kan je ontwerp je helpen om aan je keuze herinnerd te worden?

SCOREN IN DE WIJK

UNIVERSITY OF TWENTE.



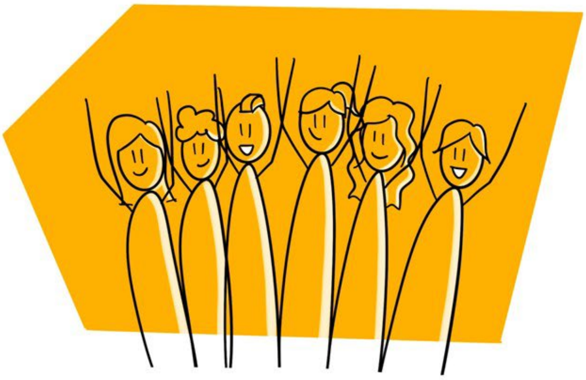
## DELEN

Delen met elkaar

- Wat is je dilemma?
- Wat heb je ontworpen?
- Hoe zou dit je kunnen helpen?

SCOREN IN DE WIJK

UNIVERSITY OF TWENTE.

# SUCCES!