Alice Smejkalova

BLOOM

**Building youth resilience
through activities in nature**

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Abstract

Mental health problems are one of the biggest health problems worldwide, particularly among youth, as a lot of mental problems found in adulthood have their onset in adolescence. These problems can be prevented by applying strategic solutions targeted towards eliminating the causing factors and also through mental health promotion. We know that spending time in nature has been proven to have a positive effect on mental health.

With this in mind, this service design project explores the possibilities of using nature in mental health promotion. The approach of this project is to combine research on the issue today with exploration of future scenarios. In my report I will guide you through my process.

Ultimately, I was led to the question: *"How can we build mental resilience through activities in nature?"* In answer to this, Bloom was designed to guide youth to growth by helping them choose suitable activities and gently pushing them towards spending time in nature.
The aim is to help youth build the mental resilience they need to face the challenges of life. In Bloom, resilience is built through activities, self reflection and encouragement.

The result is a vision for a new service offering for Mental Helse Ungdom (Mental Health Youth) and Den Norske Turistforening (Norwegian Trekking Association). The aim of this vision is to inspire these two organizations to further collaboration, and it is showing the possibility of connecting mental health and nature.

With this project I also want to inspire you. Next time you are in nature think about your thoughts and how can you actually use the power of nature to build your own mental resilience. It's simple, nature is here to help. We just need to know how to let it.

Content

Introduction

According to the World Health Organization (WHO) one in four will be affected by a mental disorder at some stage of his or her life. *(Saxena & Maulik, 2002)* Mental health disorders usually have their onset during or before adolescence. *(Feeling low in adolescence, WHO, 2017)*

It's no different in Norway. Stress is the biggest reason for sick leave. If we are talking about youth, we see that one fifth of Norwegian teenagers are suffering from some kind of mental disorder. These disorders can be lowered by focusing on mental health disorder prevention and mental health promotion from an early age.

This diploma focuses on the angle of promotion, and explores how we can use nature to approach it.

Nature has commonly been known for its benefits for mental health *(Gabrielsen and Harper, 2017).* Being in nature lowers stress, and helps us relax and think more clearly. This provides a great context for growth through learning and reflection *(Ivens, 2018).*

The aim of this project is to inspire Mental Helse Ungdom and Den Norske Turistforening to work in collaboration to create a project around the overlap of mental health promotion and nature.

This project works around the idea of building resilience through activities in nature.

The goal of this project is to create a service proposal that works as the first step of this collaboration.

The approach of service design allowed me to explore the topics of mental health and nature through interviews, which led me to analyzing their current topics and themes. Through building future scenarios I was able to take the findings and turn them into opportunity areas. Through these methods I identified the focus of this project, namely building resilience and mental resources for youth.

Nowadays, there's only a very limited amount offerings with this main focus, which means there's great opportunity for this as a future project. That's why I designed a service that can inspire the two organizations to fill this need in the future.
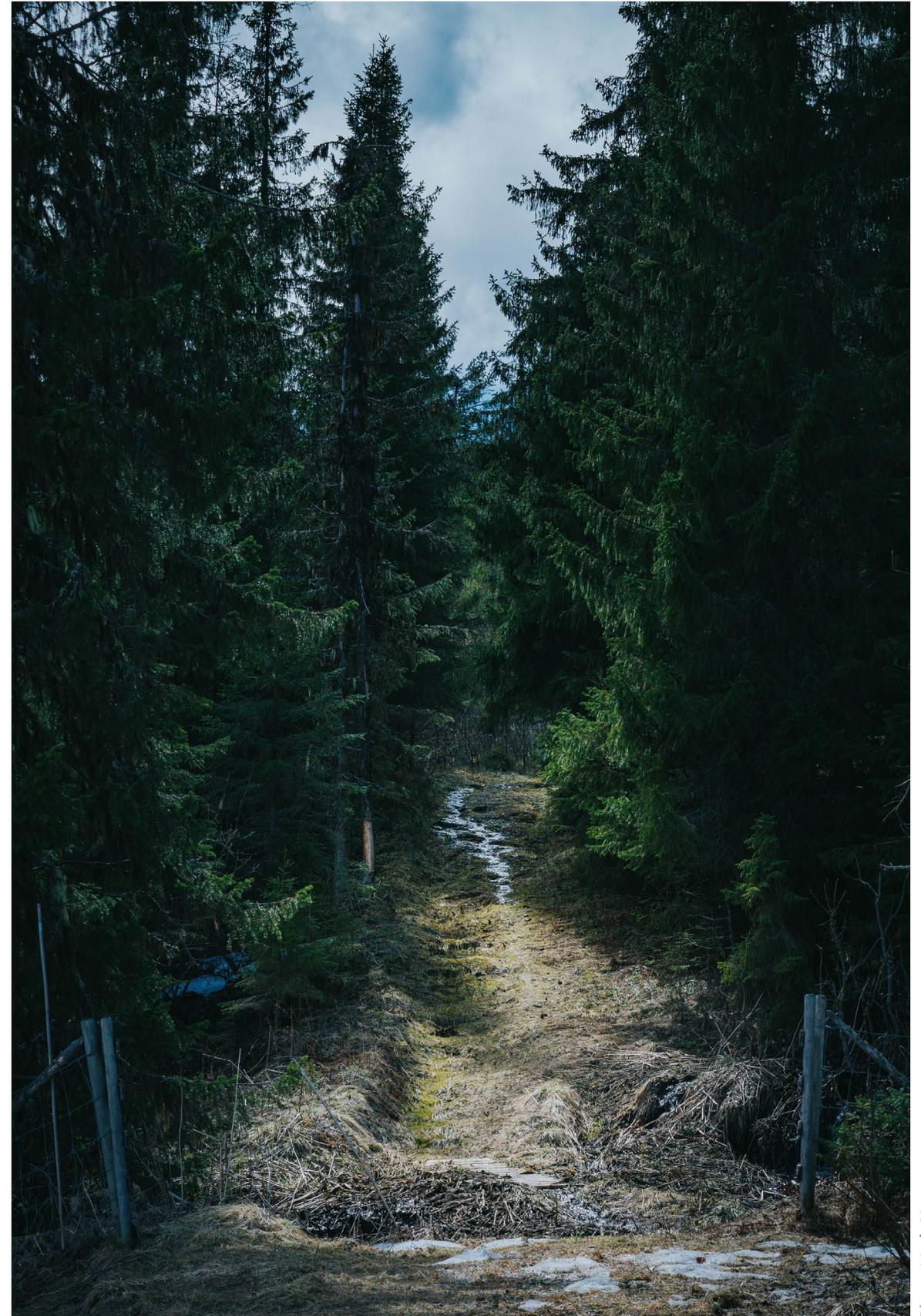
Photo: Maria Yang

This project, Bloom, explores a service vision for youth. The service centers around activities in nature, and out of this vision grew a project proposal for the organizations.

Bloom is a service that guides the users through cycles with four main stages. The cyclic experience starts with the service helping the users find, through designed choices, what mental resources and attitudes they want to work on. It continues by providing an activity in nature, followed by encouraging the user to reflect on their experience. The cycle ends in motivating the user to continue the cycle of growth, and reminding them of what they've learned and accomplished when times are tough.

The service vision is described in **a project proposal** for the involved organizations. This proposal provides the basis for the service and user experience, and also a detailed roadmap and tools for further development.

Contribution

This service works as an inspiration for a future development. The service shows that low threshold activities can lead to building resilience, which can have a big, long-term impact on youths' lives. This project can also work as an inspirational framework for future collaborations between the two organizations.

Personal motivation

In my diploma project, I wanted to work with a topic that is relevant, meaningful, and which interests me personally.

Picking the topic

As many others have, I've struggled with my mental health from time to time. In these times I've found relief in spending time in nature. That's why I wanted to apply my service design skills to create a service that could help others discover the connection between nature and mental well-being, and inspire service providers to incorporate nature into their strategies.

 "Look deep into nature, and then you will understand everything better."
- Albert Einstein
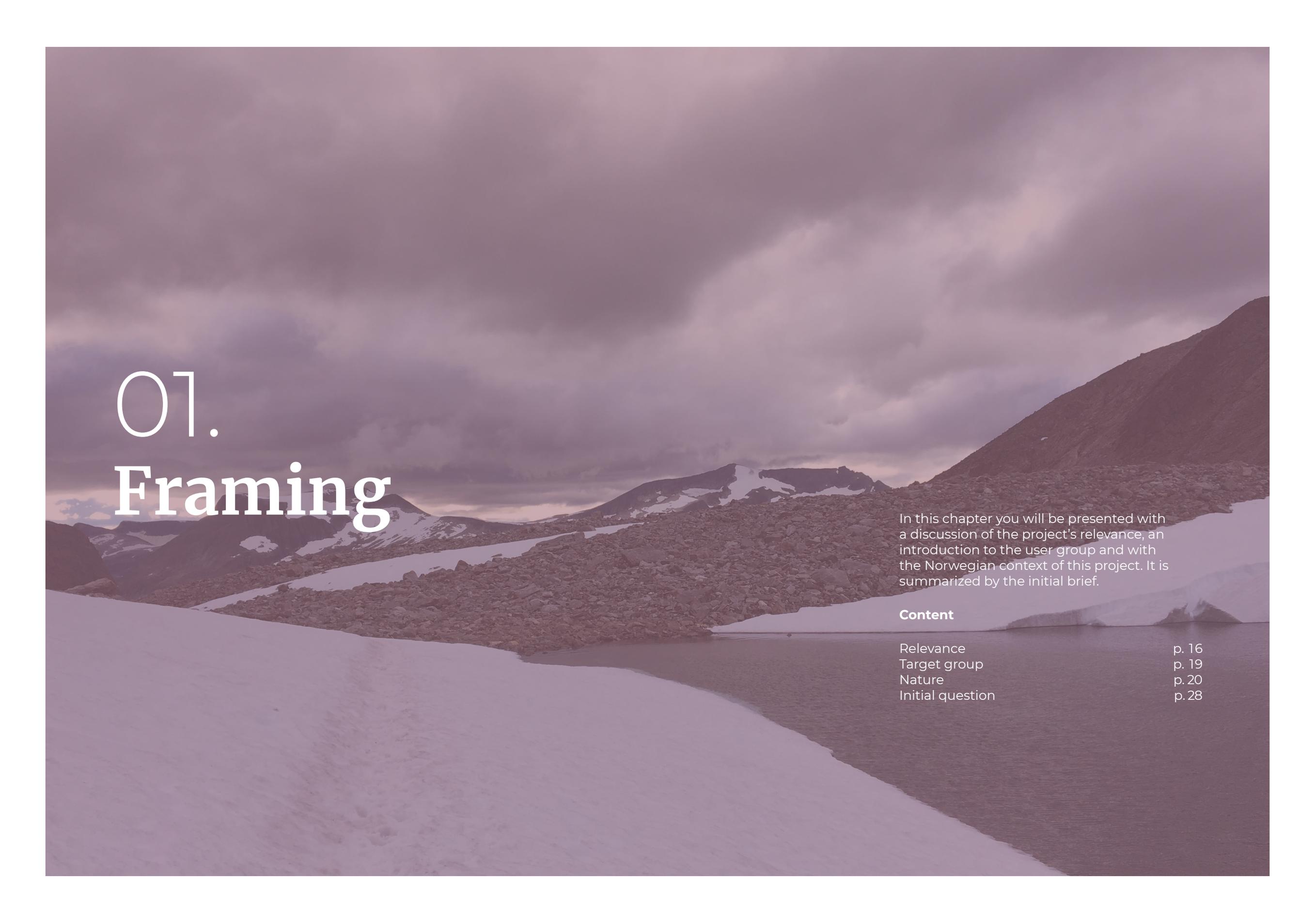
01.
Framing

In this chapter you will be presented with a discussion of the project's relevance, an introduction to the user group and with the Norwegian context of this project. It is summarized by the initial brief.

Content

Relevance/mental health

No health without mental health

Health
World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease. Mental health is an integral part of this definition. *(Strengthening mental health promotion, Fact sheet No 220, WHO, 2001)*

Mental health
WHO says: ***"Mental health and mental health and mental health disorders are determined by multiple and interacting social, psychological, and biological factors, just as health and illness in general."*** *(Strengthening mental health promotion, Fact sheet No 220, WHO, 2001)*

Mental disorders will also be the next most prevalent public health challenge worldwide by the year 2020. *(Koksvik, 2009)* This is supported by data from WHO, who is saying that one person in every four will be affected by a mental disorder at some stage of his or her life. *(Saxena & Maulik, 2002)*

Psychological factors

Social factors

Biological factors

Prevention and promotion

WHO has created a "Comprehensive Mental Health Action Plan" which includes specific action to improve mental health. The plan is focusing on four key objectives:

1.
strengthen effective leadership and governance for mental health;

2.
provide comprehensive, integrated and responsive mental health and social care services in community-based settings;

3.
implement strategies for promotion and prevention in mental health;

4.
strengthen information systems, evidence and research for mental health.

The objective: Implement strategies for promotion and prevention in mental health sets the foundation for my project.

(Mental Health Action Plan, WHO, 2013)

Health promotion and prevention is also one of the main focuses within primary mental health services in Norway, according to Helsedirektorat. *(Tvedt, 2013)*

What is mental health prevention?
Prevention literally means to keep something from happening. Preventive strategies need to be implemented at specific periods before the onset of the mental disorder to be maximally effective.
(Saxena & Maulik, 2002)

What is mental health promotion?
Mental health promotion involves promoting the value for mental health and improving the coping capacities of individuals rather than amelioration of symptoms and deficits.
(Saxena & Maulik, 2002)

This project is working within the framework of mental health promotion.

Mental health: strengthening our response (n.d.)
from http://www.who.int/mediacentre/factsheets/fs220/en/

Mental Health Action Plan
from https://www.who.int/mental_health/publications/action_plan/en/

Mental health in Norwegian context

According to Norwegian Institute of Public Health 1 in 5 people in Norway suffer from mental health problems. From Lise Hoseth, a folkehelse specialist, I also heard that **stress is actually the biggest reason for sick leave in Norway.**

This data is showing how important it is to start focusing on promotion of mental health, to be able to provide coping strategies.

Target group

Youth

According to WHO: **"About half of mental health problems in adulthood have their onset during or before adolescence. Improving resilience to mental illness among young people is very important."** *(Feeling low in adolescence, WHO, 2017)*

This is also supported by another statement of WHO:

"Childhood and adolescence are critically important stages of life for the mental health and well-being of individuals, not just because this is when young people develop autonomy, self control, social interaction and learning, but also because the capabilities formed in this period directly influence their mental health for the rest of their lives." *(WHO Regional Office for Europe: Factsheet for World Mental Health Day, 2018)*

Norwegian context

Looking at Norwegian context we can see that mental disorders are a major health problem in children and adolescents in Norway today.

15-20% of children and adolescents (3 to 18 years old) have reduced function due to symptoms of mental disorders such as anxiety, depression and behaviour disorders. *(Norwegian institute of public health)*

Feeling low in adolescence from http://www.euro.who.int/en/media-centre/events/events/2017/04/world-health-day-2017-depression-lets-talk/news/news/2017/03/feeling-low-in-adolescence

Factsheet for World Mental Health Day, 2018 from http://www.euro.who.int/__data/assets/pdf_file/0005/383991/adolescent-mh-fs-eng.pdf

Nature

Benefits of nature

I chose to work with nature as a resource for mental health promotion and prevention. ***Contact with nature alone has been commonly cited as a mainstream health promotional strategy.*** *(Gabrielsen and Harper, 2017)*

Being in nature has a lot of benefits. It reduces mental fatigue, gives us a secondary brain boost, and increases creativity. Nature allows the brain to recuperate, recover and rest after coping with the human-made assault of modern living. It then enables us to adopt a fresh approach to problems and upgrades our happiness. Every green, natural environment improves self esteem and diminishes stress. *(Ivens, 2018)*

Photo: Maria Yang

Nature and mental health: state of the arts

Nature has been already used in the context of mental health around the world. These are examples of some of these.

Wilderness therapy
USA & Australia

Wilderness therapy is a group treatment modality in the field of mental health care, which seeks to augment the restorative qualities of nature in combination with structured and intentional individual and group-based therapeutic work. This kind of therapy is widespread in North America and Australia. *(Fernee, Gabrielsen, Andersen, Mesel, 2015)*

Nature Prescriptions
Scotland

Since October 2018, doctors in Scotland's Shetland Islands can prescribe nature as part of the treatment to their patients. A leaflet was designed with suggested activities for the whole year.

Source: RSPB Scotland's Nature Prescriptions

Photo: Outback Therapeutic Expeditions

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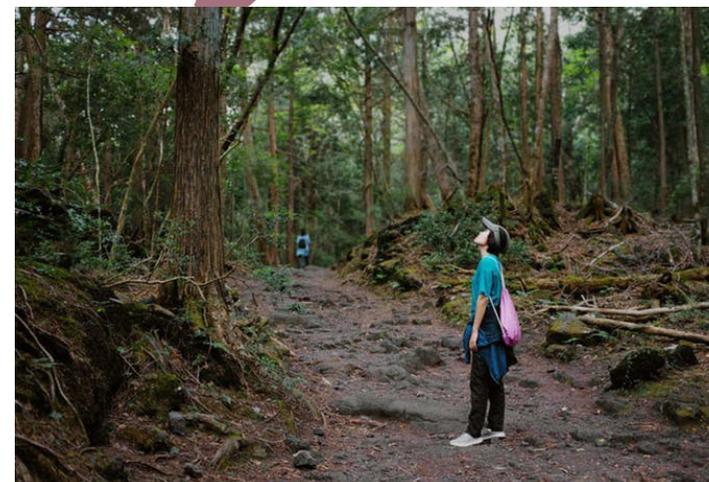
Forest bathing
Japan

A practice that literally means "bathing in the forest". It is simply about being in nature and taking in nature through 5 senses. *(Li, 2018)*

Photo: Daniel Raik

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Nature and Norway

In Norway, the relationship with nature is very positive. This relationship can be shown through a Norwegian word:

"Friluftsliv."

This word can be translated into "life in the open air." Friluftsliv is a philosophical lifestyle based on the experience of freedom in nature. *(Fernee, Gabrielsen, Andersen, Mesel, 2015)*

Photo: Paul Norheim

Mental health and nature in Norway

Nature and nature based interventions are not commonly used for mental health problem in Norway.

Even if a healthy relationship with nature is well established in Norway, we can still see that the use of nature is mainly for recreational purposes.

There are few examples of nature-based interventions, unfortunately these interventions are very limited and offered to small group of people.

Private offering:
Wilderness therapy:
Norsk Mestring

A private provider of wilderness therapy for youth, young adults and their families. Norsk Mestrink provides multiple days experiences in nature, and combines physical activity with mental health treatment.

Public offerings:
Nature therapy:
Sørlandet Sykehus Kristiansand

Sørlandet Sykehus Kristiansand provides wilderness therapy as part of their offerings for youth from 16-18 years old. The hospital also offers a "Basecamp" day trips to nature as part of the treatment of youth.
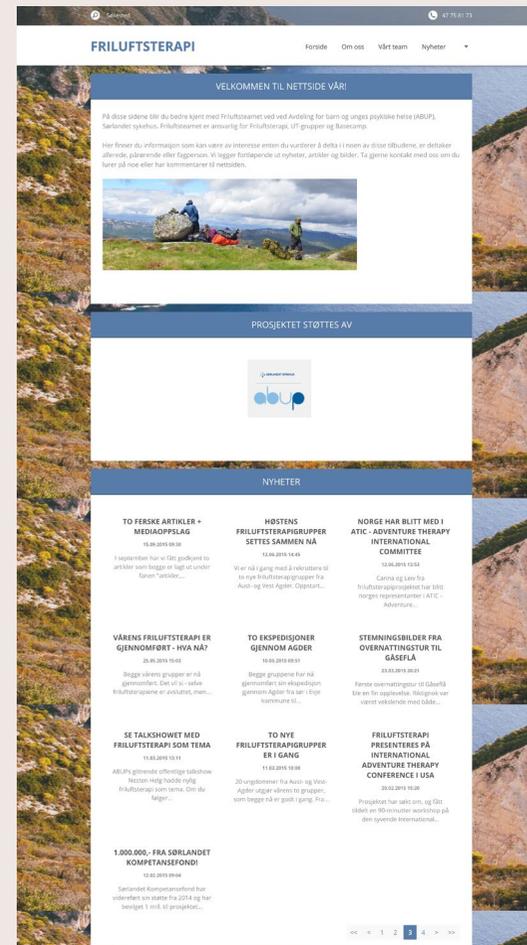
Outdoor groups:
Kristiansand Energiverket

This is a municipal offering, that is targeting people with challenges around mental health and/ or drug abuse. The main offering is a day outdoors every week, with a goal of a week long trip once a year.
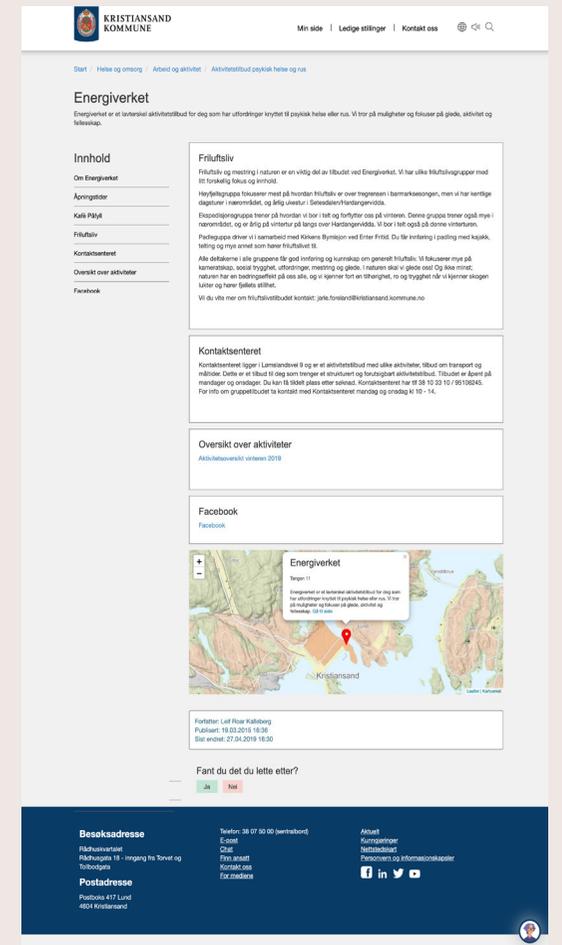
Project brief

This project started with an open brief, which allowed me to go through a very exploration process.

The exploration started with discovering the world that is and continued with an exploration of the future.

From this two-stage exploration I discovered that my own agency as a designer would allow me to combine the fields of mental health and nature by using my skills to create a new service proposal to inspire further development.

Because the process led me to creating a new service, I ad to consider not only youth as the target audience, but also potential service providers.

Initial question

"How can nature or nature interventions help with promoting mental health for youth?"

02.
Approach

In this chapter you will read about my
approach to this project and methods used
throughout.

Content

Methodology

Service design

This project takes place in the field of service design and it is built around service design methodologies and approaches.

This project is based on exploring possibilities for introducing a new service offering designed to provide a good user experience while helping promote the desired outcome: promoting mental health in youth.

This project is developed under the *6 principles of service design.* *(Stickdorn, Lawrence, Hormess, & Schneider, 2018)*

1. Human-centered: The project is designed around the target users, and it focuses on the human experience of the user.

2. Collaborative: The project involves and includes many stakeholders within the fields of mental health, nature and teenagers,

3. Iterative: The project explored, experimented and iterated towards the final delivery and further project development

4. Sequential: The project focuses on different interactions that the users have with the service and its providers

5. Real: The project is built on reality, meaning that all the insights, user needs and testing is happening in reality.

6. Holistic: the project is designed around the holistic view of mental health systems in Norway

My personal approach to the process

It is very important for me to always work closely with different stakeholders and users. That is why I designed the process of this project to be based on validations and feedback sessions.

I also wanted to use all the knowledge that I gained during my two years that the users have with the service and its providers.

Lastly, this project is designed to be a future inspiration. This project is not designed to be implemented right a way, but rather is a vision for the future. This is why I also included future scenarios into my process.

Processing all data in this project

All participants of this project were given a consent form, where they stated what kind of data I can use in my project.

Everyone, who's photos are shown in this report, agreed with the photo use.

The project is also approved by NSD (Norwegian Centre for Research Data).

The most important part of the project for me was to involve experts and users throughout the whole project. That is why I involved interviews, feedback and testing sessions in multiple stages.

The stages work around three phases that are diverging and converging, inspired by the double diamond diagram (British Council, 2005)

world that is   *world that could be*   *delivery*

Triple diamond

Pre - research/ framing	**Research**	**Define**	**Explore**	**Concept development**	**Synthesis**	**Deliver**	**Conclusion**
Defining the context and framing the project	*Understanding users and exploring expert's insights*	*Analyzing findings and defining way forward*	*Finding the right questions and exploring the possible futures*	*Developing concepts and testing with users*	*Defining the final service proposal*	*Creating final service proposal, including roadmap*	*Final testing and feedback sessions*
Framing Expert interview Initial mapping	Expert interviews User interviews Actor mapping System mapping User journeys Desktop research Benchmarking	2x2 matrix mapping Clustering findings Defining way forward	Desktop research Analyzing trends Future scenarios game Future scenarios co-creating Backcasting Connection mappings Defining questions Expert feedback	Ideation Idea analyzes Mapping opportunity Concept creation Testing with users Defining criteria Prototyping Testing	Value proposition Service experience Brand experience	User journey Lo-fi prototyping Roadmapping Implementation	Feedback

How did I use nature in my process?

Explore
Co-creating future vision

Inspiration

Deliver
Building my own resilience

Research
Getting unstuck

Define
Analyzing and defining visual identity

Concept development
Cabin ideation

Pre - research/ framing
Finding inspiration

03.
Discover

In this chapter I will bring you through the research that I did. I will describe the different methods that I used and also the main insights and findings.

Content

User stories

Experienced users

I started my research by interviewing five **_"experienced users",_** Users who overcame difficulties when they were teenagers and who had some form of recovery on their journey.

I chose to interview these users, rather than youth facing mental health issues today, because we were talking about sensitive issues and I am not a professional psychologist. I did not want to interview vulnerable youth, especially if it would add to their struggles through asking the wrong questions.

That being said, I still wanted to hear the stories and experience of users who have had mental health difficulties as youth. Talking to experienced users allowed me to hear these stories, and meant they could clearly reflect on their experiences.

The data and the users were made anonymous throughout the process, as this is a very sensitive topic.

Mapping out journey of an experience user. This helped me with putting content on a timeline and seeing a bigger overview.

An **interview** with an experienced user. It was important to make a good atmosphere, so the users felt comfortable.

The emotional journey

After collecting the stories of the users'
experiences, I mapped out an emotional
journey of these users, before, during and after
their mental health difficulties.. This journey is
a visualization of the state of mind and it helps
with defining the context of the main findings.

primary school/
Barneskole
6 y.o.

middle school/
Ungdomsskole
12 y.o.

high school/
Videregående skole
16 y.o.

after high school

19 y.o.

*Why do I feel
like this?*

*I am accepting
my life changes*

*I do not have
anyone to talk to*

*"I should not feel
like this."*

Lack of information
about mental health
leads to confusion.

*"I did not want to talk to
anyone, I felt embarrassed."*

Talking about problems
is hard and is often not
happening.

*"There is something about
realizing and accepting."*

Change in attitude and
realizing the problem.

Experienced users: main findings

Through listening to the stories of experienced users and mapping their emotional journeys, I identified three main groups of findings.

information
Why do I feel like this?

conversation
I do not have anyone to talk to

acceptance
I am accepting my life changes

In the beginning of emotional decline, users start to feel like there is something wrong with them. In this moment users expressed the feeling of confusion about the changes that they are overcoming.

In this moment, the thoughts that are surrounding the users are:
"I should not be feeling like this"

Lack of reliable information about these changes leads to confusion.

The second finding area follows the confusion from the first one. Users start to feel like they do not have anyone to talk to.

"I felt like I did not have anyone I wanted to talk to, I was very embarrassed."

Users usually end up closing themselves from others and holding their problems in.

The last finding area comes in the end of the mapped journeys, when users started to get better. This stage is about accepting the changes.

"There is something about realizing and accepting."

It is important to start accepting the changes and what they bring. Change in attitude helps with realizing the problem.

People around youth

Interview participants

To better understand the lives of youth I mapped different actors that are involved in their lives. These actors can be placed on a 2x2 matrix.

Vertical line on the matrix: ⋯⋯⋯⋯⋯⋯⋯⋯
from talking about **youth (individually)** to **groups**

Horizontal line on the matrix: ⋯⋯⋯⋯⋯⋯
going from **given** - meaning people and institutions that are given to the youth - school, family, healthcare, to **arranged** - talking about people and institutions that youth pick themselves.

I interviewed different people and organizations from different sides of the matrix.

The goal of this step was to get insights from people who work closely with the target group and with the topics of mental health and nature.

- Mental health / health
- Teachers
- Nature
- Teenagers + families
- Social media

Experienced users

Me

Maria Yang,
Social media influencer

Lise Hoseth,
Folkehelse (people's health) specialist

Carina Carl,
Private psychologist

Parent

Arranged ————————————— Given

Gry Thyrrestrup,
People's health and including DNT

Johanne Grue Reiten,
Leader DNT Ung

Ingrid Bruun,
Public speaker, Mental Helse Ungdom

Harald Østbye,
Tour leader, Mental Helse Ungdom

UNGInfo,
Organization

UngHjelp,
Organization

Tanja Foss,
Psykolog i skolehelsetjenesten - bydel Gamle Oslo

Lise Strandberg,
Former spesialpedagog at Mosserød skole - Sandefjord

Eivind Amundsen,
Teacher at St. Hallvard Videregående Skole

Natalie Beitveit,
Teacher at Holvik barnehage

We

Leiv Einar Gabrielsen,
Outdoor therapist - Sørlandet sykehus

Janne Rommetveit,
Psyciatric nurse and a cognitive therapist - Kristiansand kommune

Findings

Two main levels of insight

Throughout my research I have been looking into the Norwegian healthcare system from the view of youth, and and mapping out what steps are usually taken to get help.

I was also looking into mental health prevention and promotion from the perspective of psychologists and teachers. I also collected stories from a parent, folkehelse specialist.

From the nature perspective I talked to different organizations and institutions that are working with the topic of nature, and also with the topic of mental health and nature.

This lead me to define two levels of findings.

See map of healthcare system in Appendix 1

mental health findings

nature findings
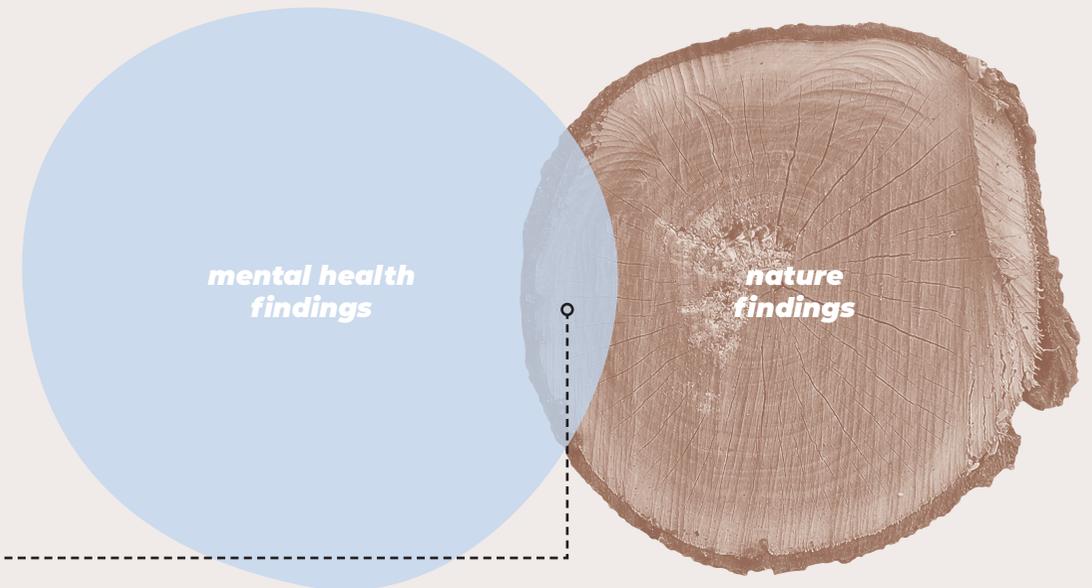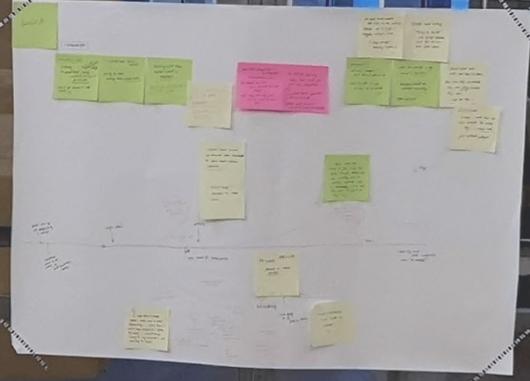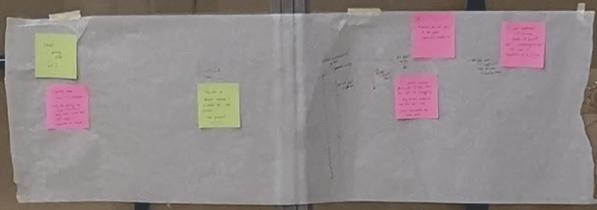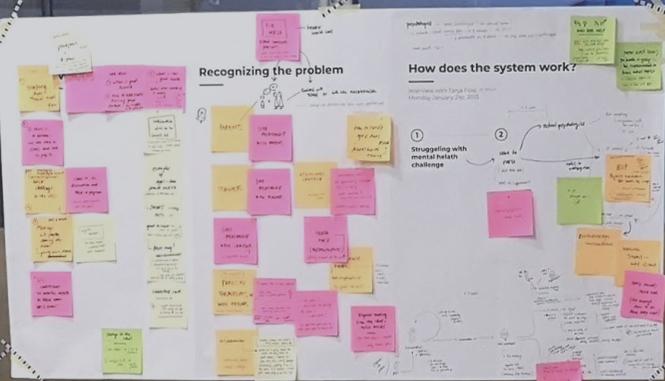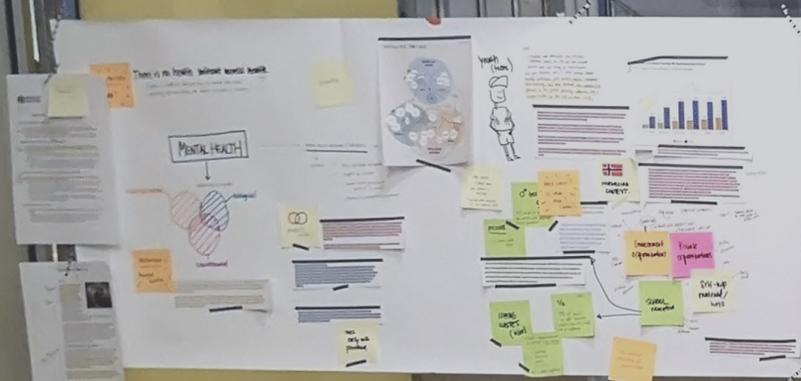
Analyzing all of the data that I collected during the research phase. I used color coding and clustering for the best understanding of all the data.
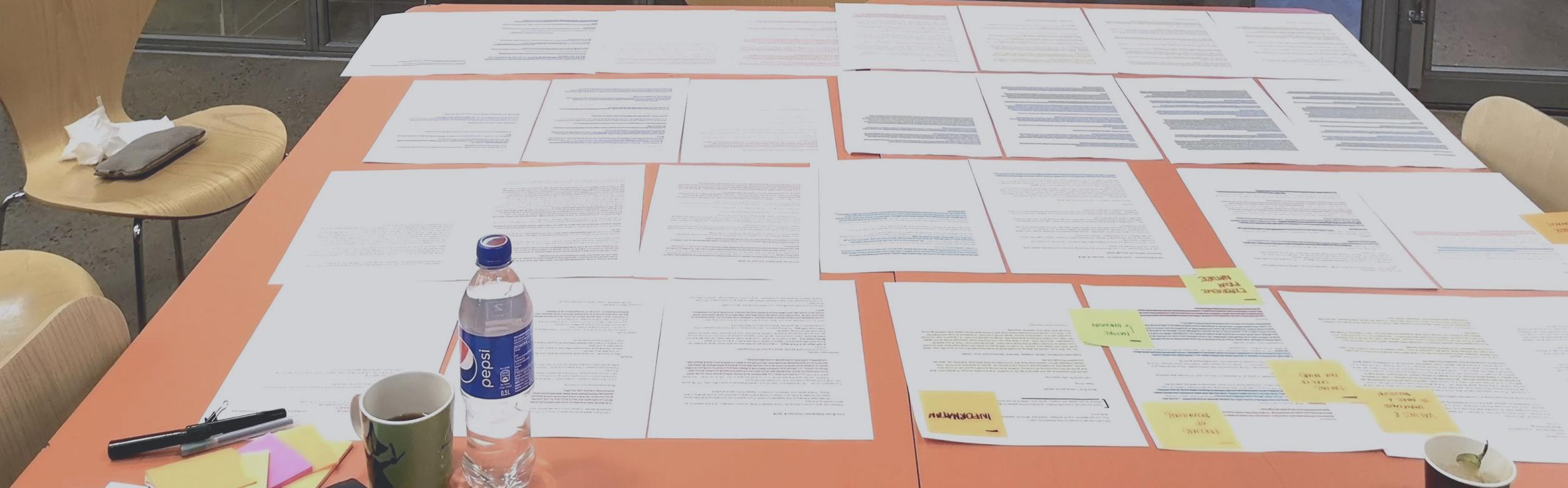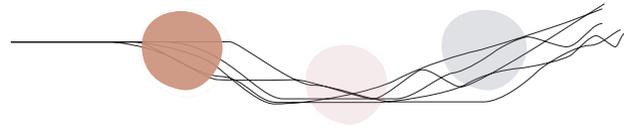
Main findings

Mental health findings

While analyzing the data related to psychology and mental health, I found that the primary insights could be grouped according to the three main categories identified in the emotional journey mapping: information, conversation, and acceptance. User insights from these groupings are highlighted next.

"Even if you know all the information it is not motivating enough. Reading information does not help."
- user

"We learn how to behave and how to eat healthy and how to exercise, but we do not learn about how to take care of our minds."
- psychologist

"We had some talks about mental health, but it was just about the diagnosis, so we got a pretty bad sign of it. You feel bad, you go on medication – that is depression."
- user

"For parents it is important to know how to behave when their kids have problems, it is important not to keep everything in."
- folkehelse specialist

"We need to take away the myths about mental health – such as: you should not talk about suicide, because that only triggers the thoughts about suicide"
- school psychologist

"The information is there, if it always reaches the ones that is supposed to reach – I am not sure about that, I do not know if many of them want to go online to learn more about stuff if you do not have a problem"
- teacher

INFORMATION

main insight
A lot of unmotivating information

There is a lot of information about mental health, but only reading is not motivating enough. Schools are focusing on diagnosis and providing information about mental health, it is done in a passive way.
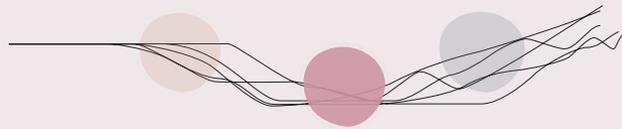
"My mother probably noticed that I was struggling, but she did not approach me."
- user

"It is very unpleasant to talk about things that are sad."
- school psychologist

"A lot of people are embarrassed to talk about mental health problems. I felt like I did not have anyone to talk to."
- user

"There is a stigma around talking about mental health problems. The fact that you are struggling does not make you a bad person."
- folkehelse specialist

"Acceptance is the most important – I need to accept it and work with it"
- public speaker, Metal Helse Ungdom

"It is important to know yourself, your worth and your values."
- folkehelse specialist

"Parents sometimes don't want to admit that their kid is struggling, because they do not want anyone to look into their lives."
- teacher

"People should form their values from younger age. If we know our values, what means the most for us, it is easier to make good choices for ourselves and to simplify everyday life."
- psychologist

CONVERSATION

main insight
Avoided conversations

For young people and their parents it is embarrassing and hard to talk about hard topics. These conversations are often avoided.

ACCEPTANCE

main insight
Accepting who you are

Young people are facing a lot of changes in themselves and their lives. It is important for them to be able to understand their own values, and to accept the changes and their differences.

Main findings

Nature

All information found let me to identify main insights. Starting with the psychological findings. While analyzing these, I identified that the three main categories found through user journey are still applicable - information, conversation, acceptance

Providing information about benefits of nature should be done through experiences, not just told.

Conversations are much less threatening while doing an experience in nature.

Nature changes the way we think, which is important to form our values and make good decision.

information

conversation

acceptance
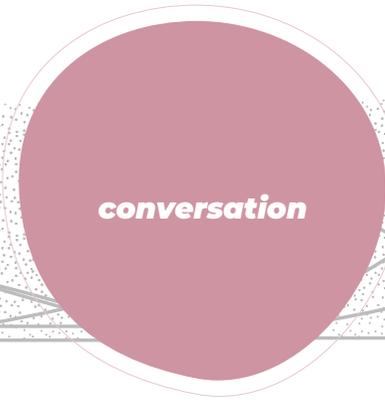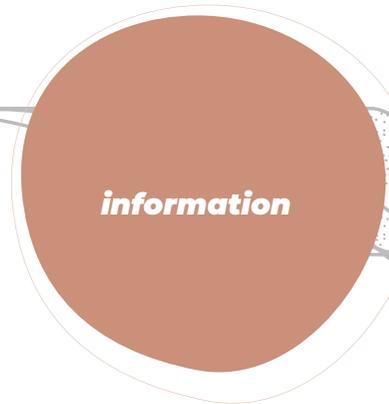
"It is important to tell these benefits to people. Especially because youth feel the pressure these days.

But I do not think that we should tell them, I think that we should make it easier for them, make course and tours so they will then do friluftsliv on their own. So make it easier for them and teach them."
- DNT Ung leader

"Talking while doing the experience, when you take someone outdoors you can have a conversation/dialog that is less threatening.

It is like if you have a bunch of kids sitting around the fire at night and everyone is quiet, you know there is no other situation in the world, where you have a 8 teenagers sitting in a circle being quiet. And you know when you are quite a lot of things go in your head and those things when the healing part happens, it does not really happen when we talk, it is about that happens in your head after the talking, that is when you start sorting things out. "
- outdoor therapist

"Even small time slots spent in nature have these effects on our brain, so it makes us calmer and more relaxed and then that is important in order to be happy and in order to make good choices for ourselves and ***stay in contact with our values is the most important to us."***
- psychologist

"Nature makes us ***more connected to ourselves and each other.*** It reminds us of something, it is something. Nature communicates something important. ***Nature just is, without judging"***
- psychologist

"When you are out there, ***you focus on what's important*** - keeping warm, getting enough to eat, pick up fire-wood, setting up camp."
- experienced user

acceptance

"One thing is nature, another thing is the intention to spend time in nature."
– psychologist

Photo: Maria Yang

Summary

overlap of mental health and nature findings

Findings show, that there are actually three main problem areas around mental health.

Information
Conversation
Acceptance

For all of these areas, we see that nature can intervene.

ACCEPTANCE

main insight
Accepting who you are

CONVERSATION

main insight
Avoided conversations

Nature makes us more connected to ourselves and to others.

Conversations are much less threatening while doing an experience in nature.

It is better to show and experience than just hear about benefits of nature.

INFORMATION

main insight
A lot of unmotivating information

Service providers

The best fit

In the Norwegian context there are already well established actors in both fields: nature and youth mental health. It seemed natural to start there, and after analaysis, I found that they have a lot to offer one another.

Mental Helse Ungdom and Den Norske Touristforening (UNG).

I propose that these two organizations work together in collaboration. There has already been an initiative from these organizations to work on a project together. With my project, I would love to inspire the first step for this collaboration.

The mental health part should be accommodated by the organization: **Mental Helse Ungdom**, this organization has a long tradition with providing information about mental health, creating prevention plans, bringing youth together and providing different activities for them.

The values of Mental Helse Ungdom are to **work for increasing openness about mental health, prevention of mental illness and better mental health service.** This organization is already providing weekend trips for youth.

My project

The nature part should be accommodated by **Den Norske Touristforenin - Ung**, (DNT Ung) DNT Ung has a long tradition of providing nature based experiences for youth in Norway.

DNT **believes that outdoor life is important source of health and quality of life, it reduces stress, anxiety and depression**. One of DNT's responsibilities is to ensure social meeting places for all ages through activities and volunteering, where coping and learning contributes to community, friendship and mental health. **There are no current offerings that focus on mental health within DNT Ung. (interview with DNT Ung leader)**

The intentional conception of my process
I wanted to create a service directly for teenagers.
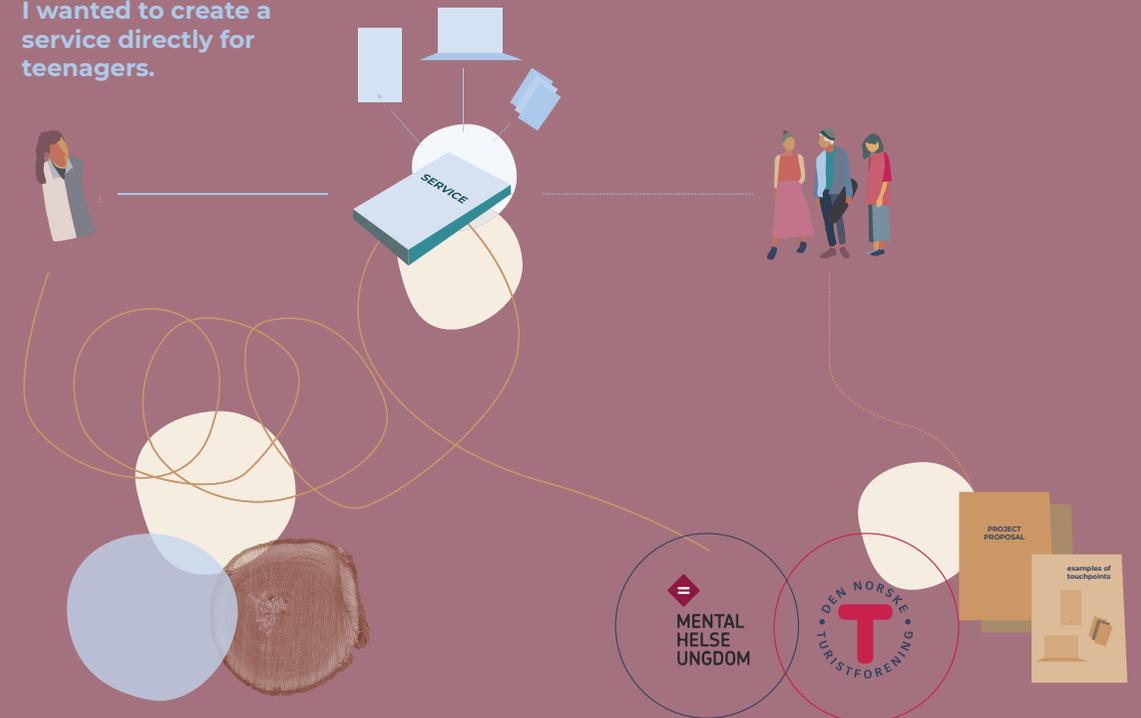
After research and analysis I found that the project would have a higher impact if a service vision was created for these service providers instead. They have the expertise and mandate to work directly with the target user group.

Inspiring these organization will lead to bigger outreach, and can have more impact then if me, as a designer proposed this project directly to the target audience.

Organizations' existing offerings - examples
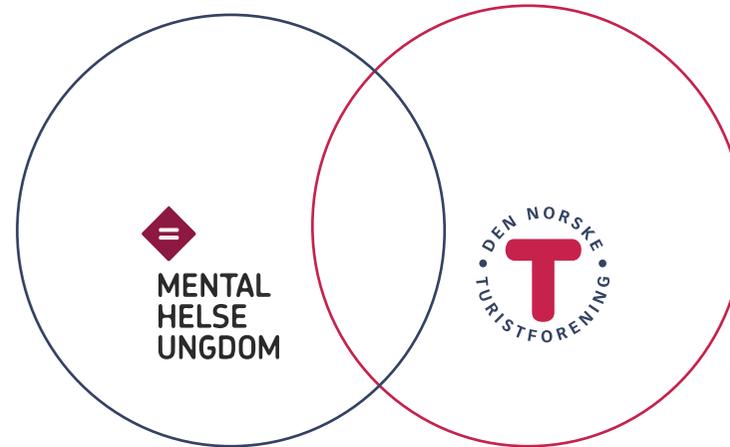
POFU - a project in collaboration with psychology students focusing on spreading awareness about mental health

Frisk, Pust & Mestring - weekend trips to nature that are focusing on socializing and mastering skills

OsloOnsdag - easy short trips offered for anyone who wants to be outdoors. These trips are happening every second Wednesday

Basecamp- camps open for youth, focusing on the basics of being outdoors and developing different outdoor skills

Photos: Mental Helse Ungdom Facebook page

Photos: DNT Ung webpage

#OSLOONSDAG

BASECAMP
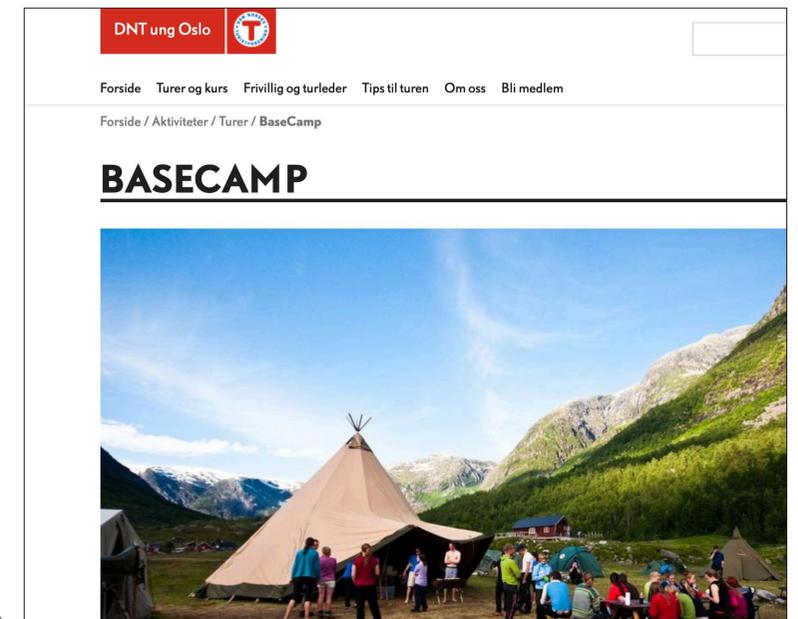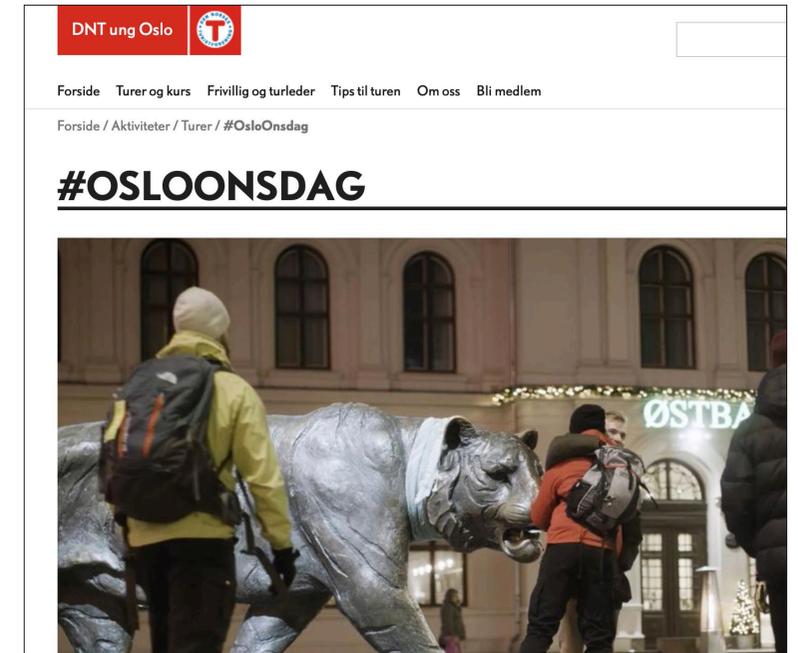
Re-framing question

Initial question

"How can nature or nature interventions help with promoting mental health for youth?"

How might I use nature to promote mental health for youth through:

1. experiencing the benefits of nature

2. bringing hard conversations to nature

3. using nature to accept the life changes

How can I inspire Mental Helse Ungdom and Den Norske Touristforening to collaborate?

04.
Explore

In this chapter you will be presented with the future scenarios approach. I will explain why I picked this method, and how it helped me in my process. In the end of this chapter I will summarize all design criteria.

Content

Photo: Paul Norheim

Future scenarios

My research gave me a great base for understanding of what is happening now. Based on my findings I chose to explore what might happen in the future. Therefor, I decided to work with *future scenarios.*

These scenarios helped me with *opening up for new questions and opportunity areas.* This helped with defining main behavioral patterns, which then could be backcasted to what is happening now, which led into *defining possible opportunity areas.*

I decided to design a game as an interactive tool to facilitate conversations about future scenarios with different stakeholders in my project - school psychologist, teacher, Mental Helse Ungdom public speaker, social media influencer.

Using a game to inspire discussions about the future is not a new concept. My game was inspired by two examples:

The Thing from the future by Stuart Candy and Jeff Watson - through picking cards: Arc - setting the background of the future; Terrain - describing the context and place of the future; Object - describing form of the future object; and Mood - describing the emotion that the future object can evoke. The participants are creating a hypothetical object of the future

and Future Poker Cards by Strange Telemetry - the participants try to come up with the most interesting offering for the future based on location cards, year cards and trends cards.
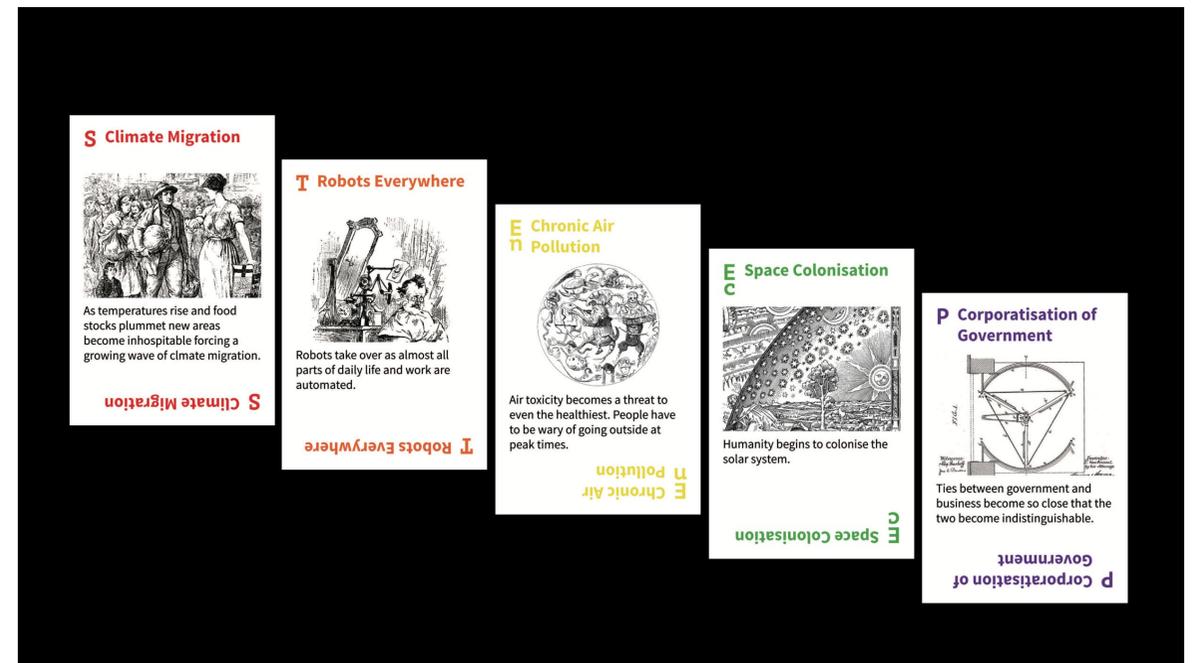
Trends mapping

What is happening now that is leading to the future

To be able to develop the future scenarios game, I had to analyze the world that is happening now. Through the The World's Economic Forum I was able to discover different connections in trends happening now. This gave me a solid base for analyzing trends.

I connected findings from the trend mapping with different interviews with stakeholders, creating a map of trends that shows different connections going from global trends to behavioral trends. With this I was able to identify the main trend groups and patterns.

Read more about the trends mapping in Appendix 2

This mapping gave me a foundation for creating the future scenarios game.

Through **pattern finding and clustering** I was able to create a trends and current behavior map.

Technology

Addiction

"The thing about humans is that we do get addicted - we get addicted to social media, we collect points and likes and we get hooked on social media."
school psychologist

"Now teenagers do not see social media as a problem, but they cannot put their phones away"
school psychologist

"Their whole life is on their cellphones, all their social interactions, they live their lives on their phone, if you take away a cell phone from an average 17 yo, they will feel separated, lonely, etc."
teacher

Followers

"They follow more instagram celebrities, it is what is in the regular media - they do not really read regular media that much"
teacher

"But if they see 10 pictures that is promoting unrealistic body shape and then you have one that is promoting something else, then it is easily overlooked."
teacher

"Everyone is doing it, so I am doing it as well."
teacher

"You have some positive influencers, but that is really small margin of people and also these are not the people the youth are following."
teacher

Social media

"They do not see it as a big difference to talk in person and to talk on a phone"
teacher

"Live events, people can participate in events live - people can comment, etc."
World Economic Forum

"Interaction is no longer limited to time and space, this enables people to connect to others who share the same interest and believe."
World Economic Forum

"Many teenagers are bad in Google searching, but everyone now assumes that young people are good on computers, searching online, critical information - but they suck at it!"
teacher

"Pokemon Go was very beneficial for health"
MHU

Digitalization
Turning physical to digital.

Gamification
Turning experiences into games.

"More intuitively engaged patiences - phone based apps."
World Economic Forum

Social connectivity
Audience is part of the content and can collaborate and interact.

Friends are important

"Friends are more important than parents for them."
school psychologist

"They experiment, watching stuff, sharing a lot and have conversations together with their friends."
school psychologist

"Usually teenagers share a lot with their friends, when some are having a problems, the others know about it."
teacher

Help from friends

Virtual therapy
Using new technology to make the meetings between doctor and patient easier.

More active role in mental health

"VR and AR - helps with total immersion into other environment, with no distractions. It is very useful."
World Economic Forum

"Mental health applications - why should you download it, why should you use it, there is many apps with good information, but you just use it once."
teacher

Individual empowerment

Friends
Have a significant role in teenage age

"You can put limited things on friends, it cannot be too much, friends can be supported - they might to learn how to do that, but they cannot fix anything."
teacher

"16/17/18 year old cannot give really professional psychological advice."
teacher

"Teenagers usually do not show up, if they need to make an effort of going somewhere, for example: UngArena, there is so many great offerings, but it is the "doorstep mile"."
school psychologist

Stigma

"Everyone has mental health - when we talk about it, we do not talk just about the bad stuff, it is normal to have good and bad days - but if you have a bad period for too long, then you should get help."
teacher

"Now: mental health is very separate from health, mental health is not very visible."
teacher

Public perception

"Self help - part of an individualistic mentality and part of society that privatizes problems "there are your problems, and I will help deal with your problems", western world - I know what you need, because I have a solution for you."
World Economic Forum

"Self help - advertising and social media, which creates fomo and tells us that we are insufficient and inadequate, it markets us meditation, exercise programs, make up videos ."
World Economic Forum

Self help

"If you are an isolated person - why would I give you self help, the whole point of you being isolated is that you need a help from other, you need to be able to reach out from others ."
World Economic Forum

"The can be labeled as "loners" which is seen as a negative label "he/she has nobody to talk to."
school psychologist

"I do not see that much of individual action - they are scared of being alone."
school psychologist

"Girl had anxiety, and got in conflict with her friends and it was difficult for her, because she did not have many people to talk to."
teacher

"They are different groups of kids at schools - the "cool" kids, etc. This is a problem mainly for girls - freezing one out - for example, one that is not interested in make up and boys, etc."
school psychologist

Health

Growing numbers of mental health illnesses

"Fear and social stigma about mental health. General population much become more willing to openly address mental illness."
World Economic Forum

"Everyone has a mental health, but because of media, etc. Everyone things that mental health is a bad thing."
MHU

GLOBAL TRENDS

BEHAVIOR TRENDS

Forecasting

The future scenario game

The game is consisting of four different groups of cards. These cards work as a base of the future scenario.

Three cards that were used to set up the base of the future scenarios

Three cards worked for detailing and specifying the future scenarios

Findings cards

Trends cards

Benefits of nature cards

Actors cards

74

75

Playing the game

As previously stated, I used this game as a conversation starter around future scenarios. The findings cards were developed directly from my research. I included mental health trend cards to ensure that the scenarios would have a focus on mental health. Similarly, to ensure nature was included in the possible scenarios, I created benefits of nature cards.

I played the game with four participants:
Ingrid Bruun - Mental Hesle Norge
Eivind Amundsen - teacher
Tanja Foss - school psychologist
Maria Yang - social media influencer

The participants reacted very positively to the game, and it worked well as a conversation starter. However it was challenging to begin these conversations as the game includes a lot of information process early on.

Each session took around one hour. One of the game sessions happened in nature after a short hike. This environment ended up being the most productive one creating multiple future scenarios.

While playing the future scenarios game, I could also analyze the tool itself.

The game was a helpful tool for starting conversations because it was interactive and physical, which helped the participants get engaged. The role of a moderator (in this case me) was very helpful, the game needed a person who take the leadership and tries to move in the right direction.

This game inspired part of my final delivery (more in the chapter Deliver). In the final delivery I made sure that I included different roles, and a step by step process for easier start.

Playing the **future scenario game** with a participant in the nature setting, which helped with opening up.

Playing the **future scenario game** with a participant. By having a tangible tools, it was easier to start brainstorming.

Analyzing the future

Finding patterns

After collecting all the future scenarios through the game, I started to analyze these futures. I searched for patterns that were appearing in multiple scenarios. I grouped these patterns together to develop an image of the possible future.

During the analysis I saw that most of the elements of the possible futures are very negative. Directly introducing negative behavioral patterns in the future.

This made me ask a question:
"Is our future negative?"

This lead me to make a visualization of a dystopian future, a future we do not want to move towards.

Read all future scenarios in Appendix 3

Mapping dystopian futures: using mood boards and patterns from future scenarios, I identified core assumptions about the future

From the future scenario:
"People have to be connected to be part of the world. People do not interact with each other anymore. They communicate only through online chats and forums."

Information overload

No human interaction

From the future scenario:
"Alexa can also start projecting nature scenery and play nature sounds in the room and set the person into a therapy with actual therapist or just to talk to other people. So the person, who is feeling down does not have to take any initiative, it is all brought to them.

No self initiation

From the future scenario:
"Everything is experienced through VR. The VR reality can also emerge users into nature. Users can experience forest therapy from their own beds. Virtual forests are replacing real forest."

People spending most of their time inside

Social media creating big gap between people

From the future scenario:
"The social media reality is even more on edge. More and more people are sharing perfect photos of themselves and their lives. The individuals who are trying to catch the top cannot keep up anymore, which leads to even bigger gap between different groups of people."

Backcasting

Finding connections between the future and today

Because of the negativity of the dystopian future, I started to ask a question:

"Are there any behavioral trends that are driving us towards this future?"

1. **2.**

I started analyzing patterns and connections and found out that the negative elements of the future are actually visible in the present trends. This helped me with defining first questions. If a current trend could be thought to lead to one of the aspects of the dystopian future, I asked myself if there is any way this project could help intervene. If there could be a way to use any of these trends in a positive way, that would also be a great advantage by making the experience more familiar.

3.

While asking these questions, I also started to put in the benefits of nature found in the research phase - these benefits were used as a context for answering these questions.

2.

...IF WE KNOW?
Connecting questions/ opportunity areas with benefits of nature

3.

WHAT CAN BE CHANGED...
Connecting the world that could be with the world that is

Mapping the connections between possible future behaviors, today's trends and nature benefits.

Nature

Being outdoors is a growing trend.

Getting teens into nature

Social media influencer

Bringing nature to teenagers

Effects of nature

Change of experience

"When you have a bunch of kids around the fire at night and everyone is quiet, you know there is no other situation in the world where you have teenagers sitting in a circle being quiet."

— Wilderness therapy expert

Effects of nature

Hard conversations are much easier.

"When you take someone outdoors, you can have a conversation that is less threatening, you do not have to talk all the time, that is ok."

— Wilderness therapy expert

Effects of nature

Thinking differently while in nature.

"When you are out there, you focus on what's important - keeping warm, getting enough to eat, pick up firewood, setting up camp."

— User

Effects of nature

Nature makes us more connected.

"Nature makes us more connected to ourselves and to each other. Nature communicates something important."

— Psycho

"We talk about the benefits, but we don't talk about nature."

helps with also talk about it

Tanja

What if we create an experience where teens is involved?

What if we show the difference of virtual vs real conversations?

Using a tangible string to make the connections **more visible** and easier to see as a whole.

Backcasting

Defining main questions

After analyzing the connections found in the scenarios, I categorized them according to the three areas of the emotional journey map: information, conversation, and acceptance.

From these categories, the main questions were defined.

After asking the initial questions, I decided to focus on mainly on conversations and acceptance. I did not drop the information part. In my design, information is going to be included through conversations and acceptance.

Dystopian future	There are no face to face conversations	Nothing is self initiated	No human interactions	Social media creates a gap between people
Now	"They (youth) do not see it as a big difference to talk in person and to talk on a phone" *teacher*	"Teenagers usually do not show up if they need to make an effort of going somewhere. There is so many great offerings, but the *"doorstep mile" gets in the way" *school psychologist*	The increasing trend of *gamification	"You have some positive influencers, but that's a really small margin of people and also these are not the people the youth are following." *teacher*
Benefit of nature	Hard conversations are much easier in nature.	Mastering a skill in nature can help with feeling accomplishment	Even small experience outside can change you.	Nature makes us more connected to ourselves and to others.
Question	*How can we facilitate for different conversations?*	*How can we use mastering a skill approach to make youth more motivated and self initiative?*	*How can we use games to bring youth together?*	*How can we use nature to leverage the benefits of having a diverse community?*

*It's harder to get started than to keep going

*Using a current trend in a positive way

Expert feedback

Testing the questions

I took the question made through backcasting back to the experts. The goal of these sessions was to get feedback on the questions and get more insights around these questions.

Leiv Gabrielsen: outdoor therapist
Harald Østbye : tour leader, Mental Helse Ungdom

1.

Important to promote face to face conversations

"Avoid artificial conversations, we have lost the ability to talk in person!"

2.

Important to provide safe and optimistic atmosphere

"Focus on positive experience during and after the activity."

3.

Important to focus on self-efficacy

"Make youth believe that they have resources to deal with problems"

Self-efficacy:

"People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave."

Principles:
There are four main principles of self-efficacy:

1. Mastery Experiences - meaning mastering a skill and experience, which leads to building self belief, that is used in building resilience.

2. Vicarious Experiences - meaning observing people around us, especially people we consider as role models.

3. Verbal Persuasion - Providing a supportive context for learning and growing. Using our self efficacy to help others.

4. Emotional & Physiological States - Meaning becoming aware of our bodies and learning how to manage them.

(Bandura, 1994)

Using **physical props** for feedback sessions helped with the flow of the conversation.

Design criteria

Summary

After exploring the world that is and the world that could be, I summered the main findings into design criteria. These criteria were used as a starting point for ideation and concept exploration.

1.

Working with the intention of going to nature
The service needs to provide a framework for the user to use nature in very specific, self reflecting way

2.

Conversations and acceptance

The service works with conversations as a main element, supported by the topic of acceptance

3.

Working towards connecting youth together

The service needs to connect youth together through different channels, it needs to promote face to face conversations

4.

Build around positive experiences in nature
The service needs to work towards positive experiences in nature, through these experiences the user can grow

5.

Works with self efficacy

The service builds on the principles of self - efficacy, meaning helping users see that they have resources to work with their problems

6.

Doorstep mile - bringing nature to youth

The service needs to start intervening in place where youth already are, meaning that the service needs to first bring nature to youth and then take youth to nature
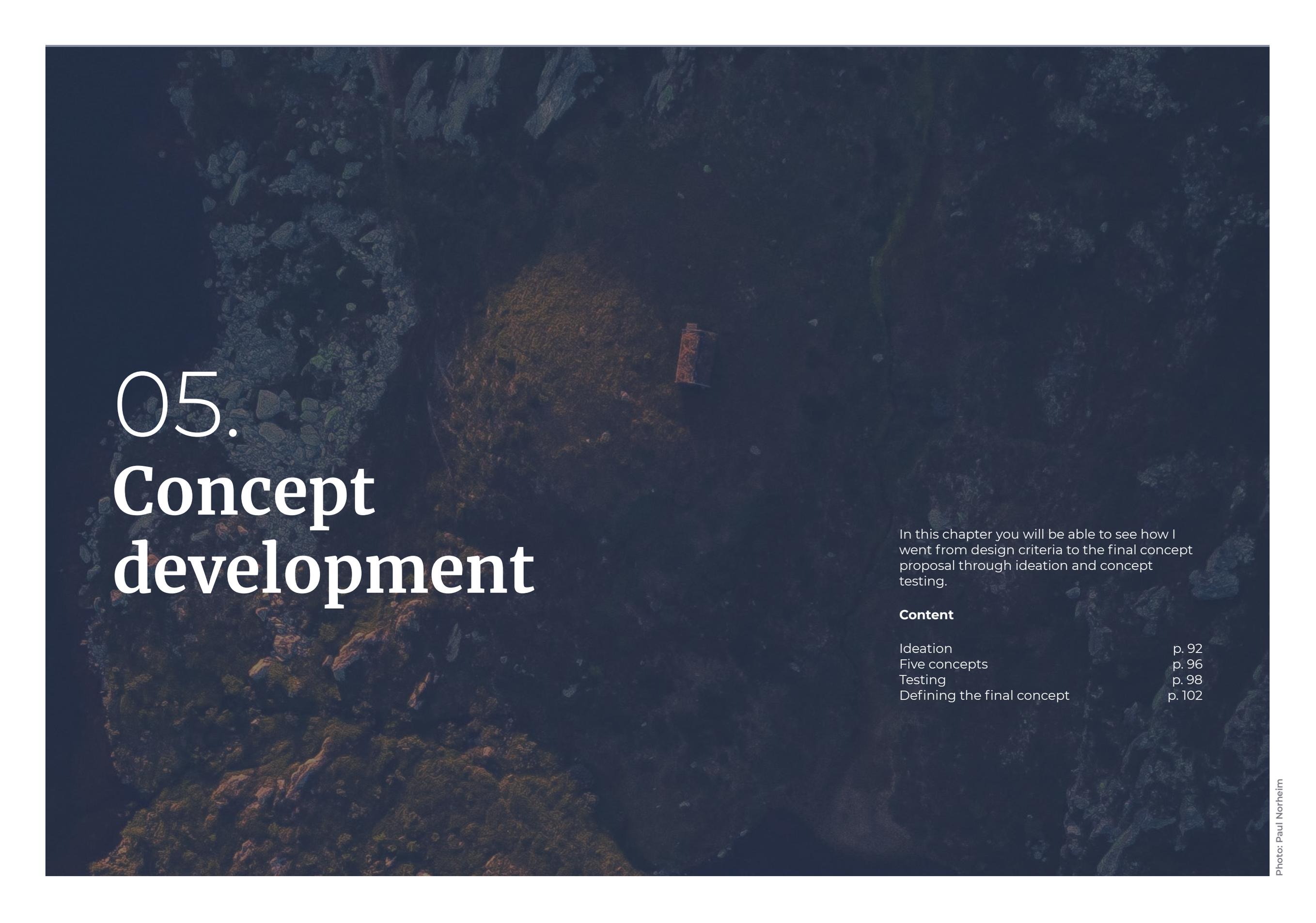
05.
Concept development

In this chapter you will be able to see how I went from design criteria to the final concept proposal through ideation and concept testing.

Content

Photo: Paul Norheim

Ideation

Finding connections between the future and today

With design criteria rooted in the research and future explorations, I had what I needed to start ideating.

I started with ideating by myself, but because I believe that design is a **co-creative field,** I then invited a small group to a cabin in the Norwegian nature to ideate. This group consisted of people with backrounds in service design, psychology and social work. This group was not familiar with my project from before, which actually worked well for opening up for new ideas.

Cabin ideation

The environment worked as an inspirational material itself.

I planned the workshop around short activities to create many ideas. These ideas were then discussed in the group.

The whole ideation session was done after a mountain hike, which helped with getting the participants into the nature context of the project. This decision was made based on my research finding that "nature make you think differently"

Ideation session, **individual brainstorming**

Setting the stage for ideation by explaining the connections between the future and present.
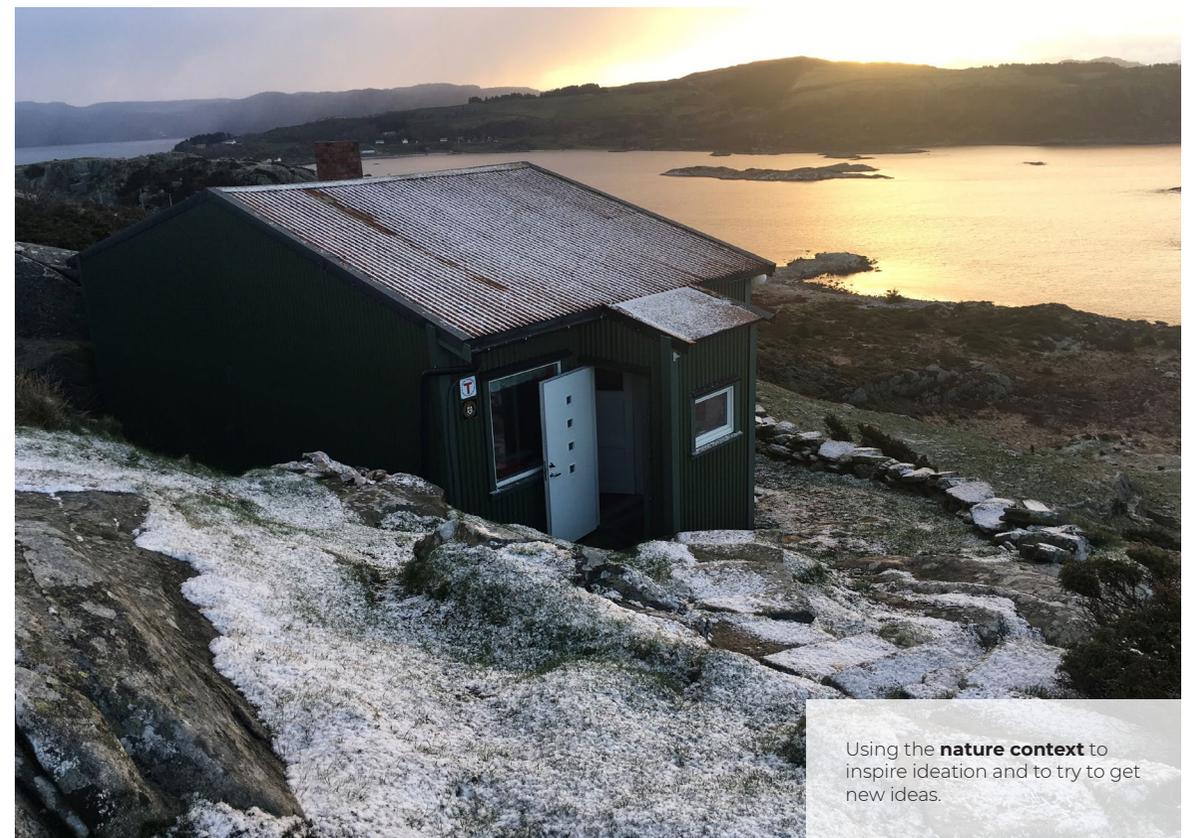
Using the **nature context** to inspire ideation and to try to get new ideas.

Themes

Analyzing ideas

The cabin ideation session was incredibly helpful in generating new and unique ideas. After the ideation it was time to analyze the ideas and see if there are any patterns. Some ideas had common themes and I grouped them together based on those.

These themes then worked as building blocks of further concept development

Engaging in social activities in nature

Physical and digital games that bring youth to nature and start conversations

Bring nature to youth in places where they live

Using nature as an explanation of diversity

Creating a physical space in nature to bring youth to nature and teach them about diversity

One week challenge to introduce nature to youth

Five concepts

Giving shape to ideas

Based on the ideas and themes from the ideation session I designed five concrete concepts.

These concepts work around the topics of conversations and acceptance, as these two categories are the main paths of the project.

In these concepts I proposed different touchpoints from physical to digital and also different uses of nature from being context for conversations to a place for challenge.

Diversity of nature

Nature is diverse. So are we!

An activity, where the diversity is shown through nature

Take photos of nature to put into the collage. How do you see nature?

Different nature in different places around the world

all of this is moss

Share the diversity around your school, neighborhood, etc.

Collect different plants, rocks, branches, etc. from nature to represent identity

Make a collage with your friends to represent diversity

DIVERSITY THROUGH NATURE
This concept focuses on the need of promoting diversity and acceptance through showing the diversity of nature

Diversity space in the woods

Diversity space in the woods

Have different events around a fire, concerts, etc. to celebrate diversity

Notes made out of paper - leave a mark in the woods

Calm place in the middle of woods

Celebrate **DIVERSITY**

DIVERSITY

DIVERSITY SPACE
This concept targets the need of providing for acceptance, showing that diversity is good and bringing trends into the nature.

Come and leave a memory. Share your fears, needs, likes, etc. See that everyone is different and appreciate it.

Card game that allows you to share your experiences, do challenges in the nature and do activities together with your friends

Different cards with different tasks

SHARE
What was the most difficult thing you have done?

DO
Bring pine-cones that remind you of people around the fire.

DO TOGETHER
Group members write personal tasks anonymously on pieces of paper which are collected

Enjoy good moments with your friends and whoever you decide to play with. Open up for new conversations

CHALL ENGE AND SHARE

CHALLENGE AND SHARE GAME
This concept focuses on the need of conversations through a fun and social way in nature setting

The cards also on a phone as an app with questions, you can play with your friends anytime

Recipes with different foods to make on fire

Fire talk cookbook that shares what to make around the fire with friends and family

SNØRDOP

Makes you full

Talk

Tips on how to make it, how to enjoy it the most and about what to talk about while making it

FIRE TALK COOKBOOK
This concept focuses on the conversation part. It is facilitating conversations in nature settings and lowering the threshold of these conversations.

Be part of the "tribe"

Create a good atmosphere and create memories with friends and family. Open up to conversation

Nature challenge. Spend one week surrounded by nature from going to school to a big event in the end of the week

End the week with a big festival in the woods to celebrate how nature can change us

Green routes maps and sites in the city. These could also be topics to think about

#naturechallenge

#naturechallenge

#NATURECHALLENGE
This concept is targeting the need of providing ways how to get teens in nature, by using the current trend of gamification. It provides activities that touch upon the values of nature, tips about nature and tips about different activities in a form of a challenge.

An app where you can find different tips of where to go, what to talk about, etc.

Community gardening at school, take care about your environment, take a plant home to take care of your environment at home too

Share photos on social media, promote the nature feels

Testing

Testing with the target group

To test these concepts and get feedback n different elements of them, I brought these concepts to test with nine 3rd year student at St. Hallvard Videregående Skole. The main goal of this session was to go through the concepts with the target audience.

The session was divided into two stages:

1. Getting to know the target audience. Through questions about their favorite apps, activities, artists, and shows I had a clearer idea about what my target audience values and why.

2. Introducing the concepts. This was followed by asking three main questions: What do/don't you like and why? Who would be the provider of this service? Do you have any additional feedback/ideas?
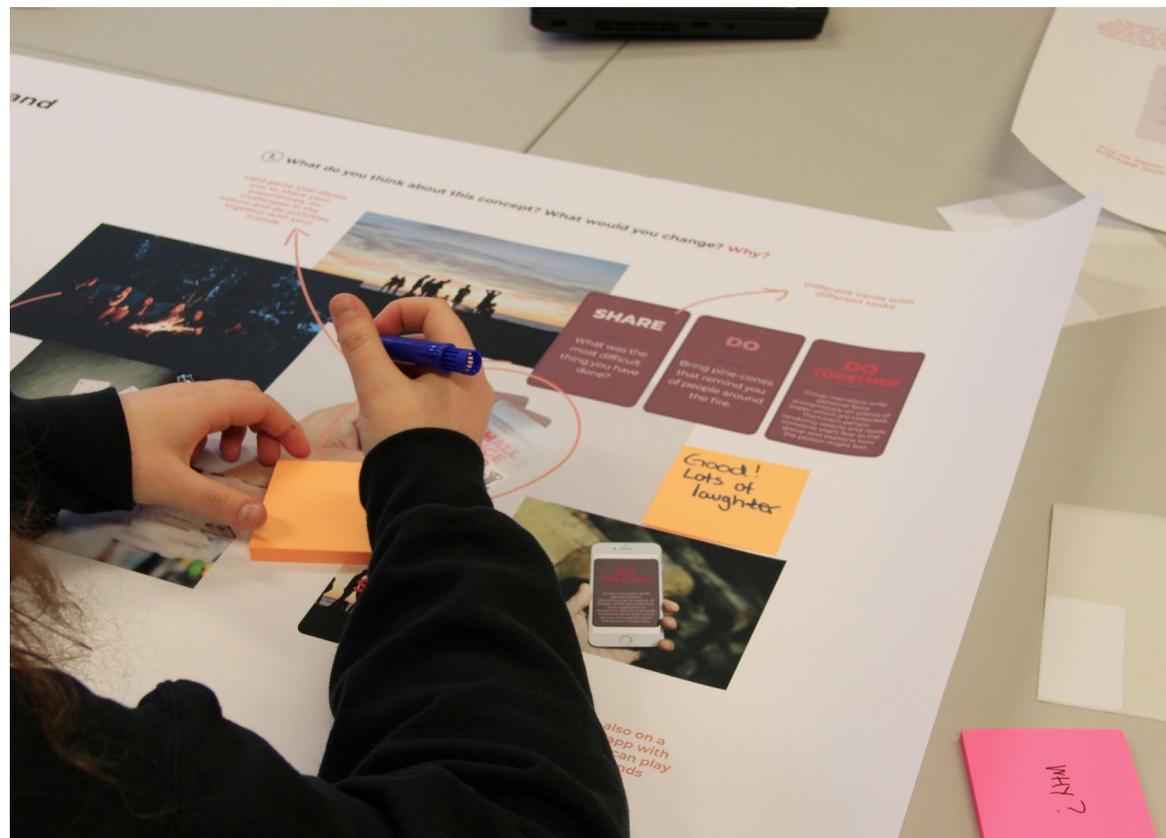
Using fast **paper prototypes** for better illustration of the five concepts helped as a low threshold tool for starting conversations.

Fire talk cookbook

Main outcomes of the testing: *youth criteria*

Creating youth criteria was an important part o my process. I used these in evaluating the further development of the design proposal.

1.

The solution needs to be something that lasts

"Is this only summer activity?"

"I don't know if this is something I would go to, but go maybe once or twice to check it out."

2.

The entry of the service needs to be low threshold

"It is good, but it only targeted to people who are already going outside."

3.

Challenge or competition is more attractive

"The challenge part is actually likely to get more people out."

4.

It should be fun and engaging

"Put in some dares/ challenges. It is funny to see people do weird things."

5.

It needs to include digital tool

"Make an app! Books are too heavy and everyone has a phone."

Defining the concept

Synthesizing all findings together

Combining the design criteria from my research with the criteria from the feedback session with students at St. Hallvard Videregående Skole allowed me to set the frame for developing my design proposal.

Activities in nature

Through combining the criteria I arrived at the core of the service being low threshold activities in nature. Based on the feedback session it became clear that the service must be facilitated through a digital platform, and that the experience should be of a cyclic nature.
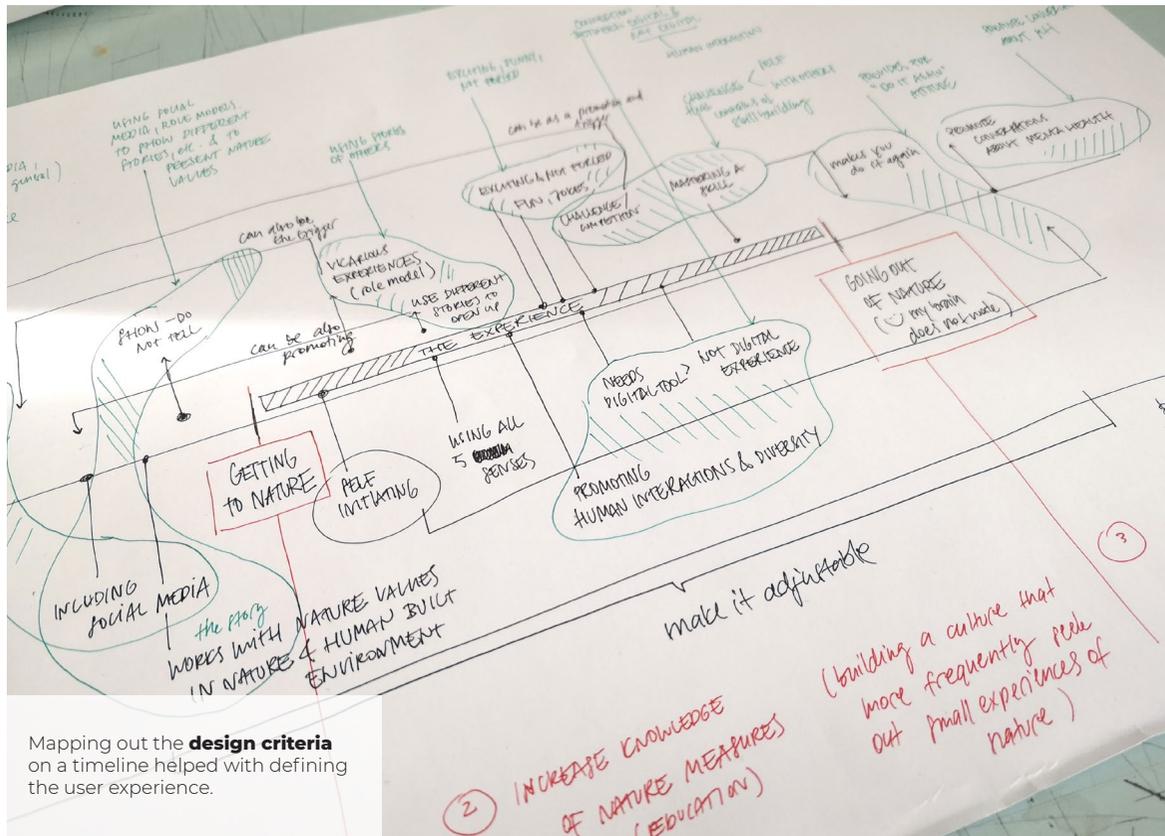
Mapping out the **design criteria** on a timeline helped with defining the user experience.

Criteria from discovering and exploring

Youth criteria

FRAMEWORK

It is about the intentions of going to nature

Goal

Works around conversations and acceptance

Connecting youth together

Activities in nature

Main focus

Positive experiences in nature

Approach

Working with self efficacy as a mental resource to be built

Working around the doorstep mile

CYCLIC

Design something that lasts

Main characteristics of the core

Low threshold

Challenge/ competition

Fun and engaging

Facilitator

Digital tool

Combining criteria together and creating a **framework for the design proposal.**

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06.
Design proposal

In this chapter you will read about the final design proposal, the main components of the proposal and how they were developed.

Content

Final proposal

Concept vision

The final proposal is *a concept vision* for Mental Helse Ungdom and Den Norske Touristforening. The concept vision describes the service experience and the project handover to the organizations, which includes an implementation plan.

The project focuses on *mental health promotion* and it works with *activities in nature*, these activities are low threshold, engaging activities that help with building mental resources.

The project focuses on conversations and acceptance through these activities in nature.

Value for end users

— Users are provided an engaging way of how to build mental resources
— Users are guided through the holistic experience
— Users are encouraged to self-reflect

Value for Mental Helse Ungdom

— The project builds a new service offering for the organization
— The project can work as an expansion of existing offerings
— The project targets new users

Value for DNT Ung

— Project fills in the gap in providing activities that are about mental health
— Providing such a service is part of DNT's responsibilities
— Creates low threshold entry and attracts more users

The whole project is designed to inspire these two organizations.

components

The service vision
- The activities in nature
- the user experience & digital platform

CORE

THE EXPERIENCE

Project proposal for organizations
- project proposal & roadmap for moving forward

PROJECT PROPOSAL
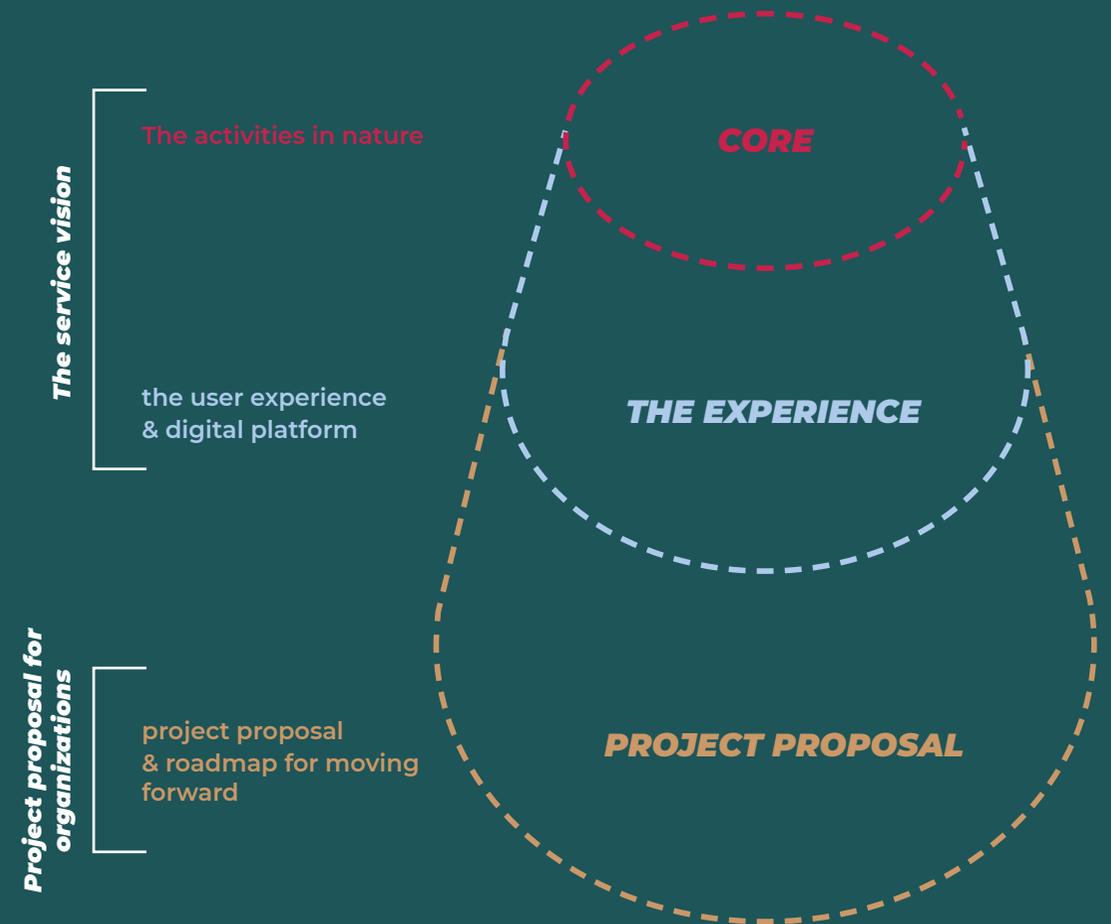
Development of activities

The core

Main elements of the activities

**1.
Four paths**

For the activities, I identified four main paths, based on my findings and interviews with experts. These paths are also based on communication and acceptance. The paths are also rooted in the insights from my research process.

path
I can do it

"When problems come youth usually see only what they cannot do."
School psychologist

This path helps users believe that they are strong enough to deal with problems, and when problems come, they feel like they can face them.
Mental resources built in this path*: Confidence, acceptance of my situation*

path
It is ok to ask for help

"Relationships with people are important, because we need to feel connected, and as a part of a group that is the most important thing."
School psychologist

This path helps users understand that even though it's hard to ask for help, it's a valuable way to deal with problems. It's about normalizing the attitude around asking for help.
Mental resources built in this path: Trust, acceptance of vulnerability

path
Change is normal

"I think that young people and teenagers need to know that it is ok that you feel sad and happy."
Folkehelse specialist

This path helps users acknowledge that changes are very natural and important. It's about believing that everything is changing, and that's normal.
Mental resources built in this path: Flexibility, acceptance of change

path
I understand my feelings

"It is important to know yourself, your worth and your values."
Folkehelse specialist

This path helps users to be able to understand and analyze their own feelings. It is about explaining the importance of these feelings.
Mental resources built in this path: Compassion, acceptance of myself

Development of activities

The core

Main elements of the activities

2. Location

Activities are also designed to go from the city to nature gradually. The user picks the location of the activity.

in nature

between me and nature
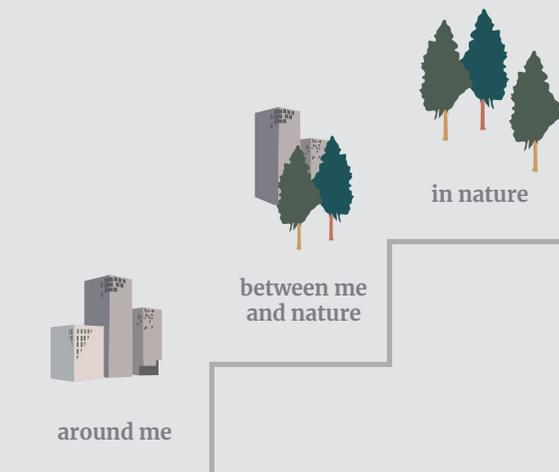
around me

"Around me" - meaning close by a place where the user lives
"Between me and nature" - meaning a little bit farther from the person, and on the edge of nature
"In nature" - meaning fully in nature

In order for the activities to truly be low threshold, the service needs to provide an option for people who are not used to being in nature, and might not be comfortable going all the way. This is why I propose that the service provides activities that can bring the user to nature gradually. That's not to say that you need to go out into the wilderness to get the full benefits of being in nature. A little nature goes a long way.

3. Benefits of nature

The last main element of the activities are benefits of nature:

I used the benefits that I found throughout my research:

1. Hard **conversations are much easier** while in nature
2. You start **thinking differently** while in nature
3. Just a **small experience in nature can change you**
4. Nature makes us **more connected** to others and to ourselves
5. Nature can **improve your concentration and memory**
6. Nature can **improve your energy**
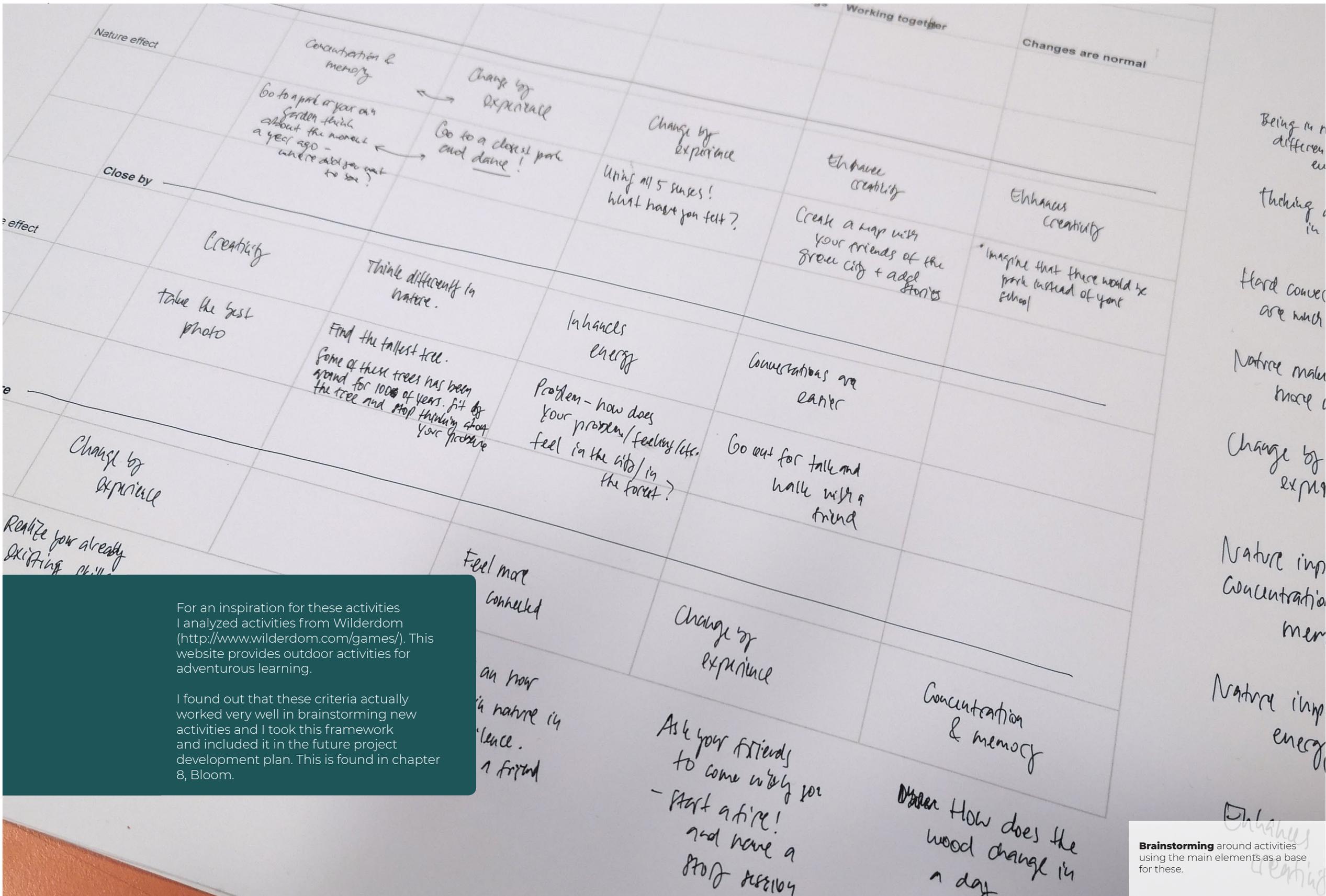
For an inspiration for these activities I analyzed activities from Wilderdom (http://www.wilderdom.com/games/). This website provides outdoor activities for adventurous learning.

I found out that these criteria actually worked very well in brainstorming new activities and I took this framework and included it in the future project development plan. This is found in chapter 8, Bloom.

Brainstorming around activities using the main elements as a base for these.

Development of service experience

holistic experience

The service has activities in it's core, but the activities need to be put into an holistic experience.

Based on the principles of self-efficacy I created **three main stages** of the experience:

1st stage
DISCOVER

Become aware of your body and learn to manage it

self-efficacy principle

"We learn how to behave and how to eat healthy and how to exercise, but we do not learn about how to take care of our minds."
psychologist

2nd stage
MASTER

Mastering a skill

self-efficacy principle

"Mastering a skill is very important for self acceptance"
experienced user

3rd stage
LEARN/REFLECT

Provide a supportive context for learning

self-efficacy principle

"Good experiences have value in themselves. I believe that having fun and laughing is self promoting. But other than that we basically just talk about it: what have you done today and what can you take out of it when you go home? And that is a conversation point. "
outdoor therapist

Mapping out the stages of the experience. Using clustering of ideas and quotes together to find the best elements of this experience.

Development of service experience

digital platform

In the service vision the main facilitator of the core is a digital platform.

The digital platform is supporting the user experience.

From my research and with insight from my feedback session with youth at St. Hallvard Videregående Skole, I found that a digital platform should be a central element of this future service. This is because it's what the target group has come to expect, and they communicated that a physical touchpoint, like the cookbook idea, is undesirable.

With that in mind, I developed a concept of a digital service, which is illustrated in more detail in chapter 8, Bloom.

While a digital touchpoint is a critical element of a successful final service, the details of such a touchpoint are beyond the scope of this project, and this concept should be seen simply as an example of what could be.
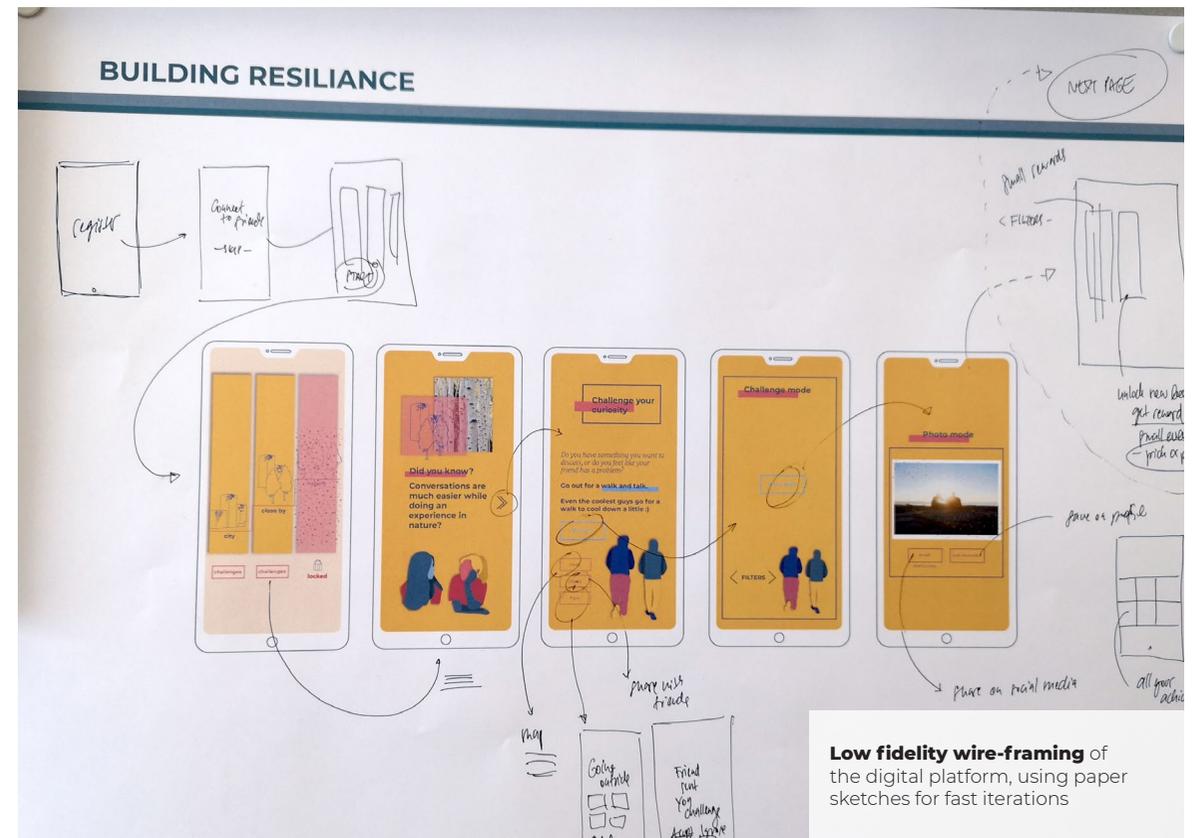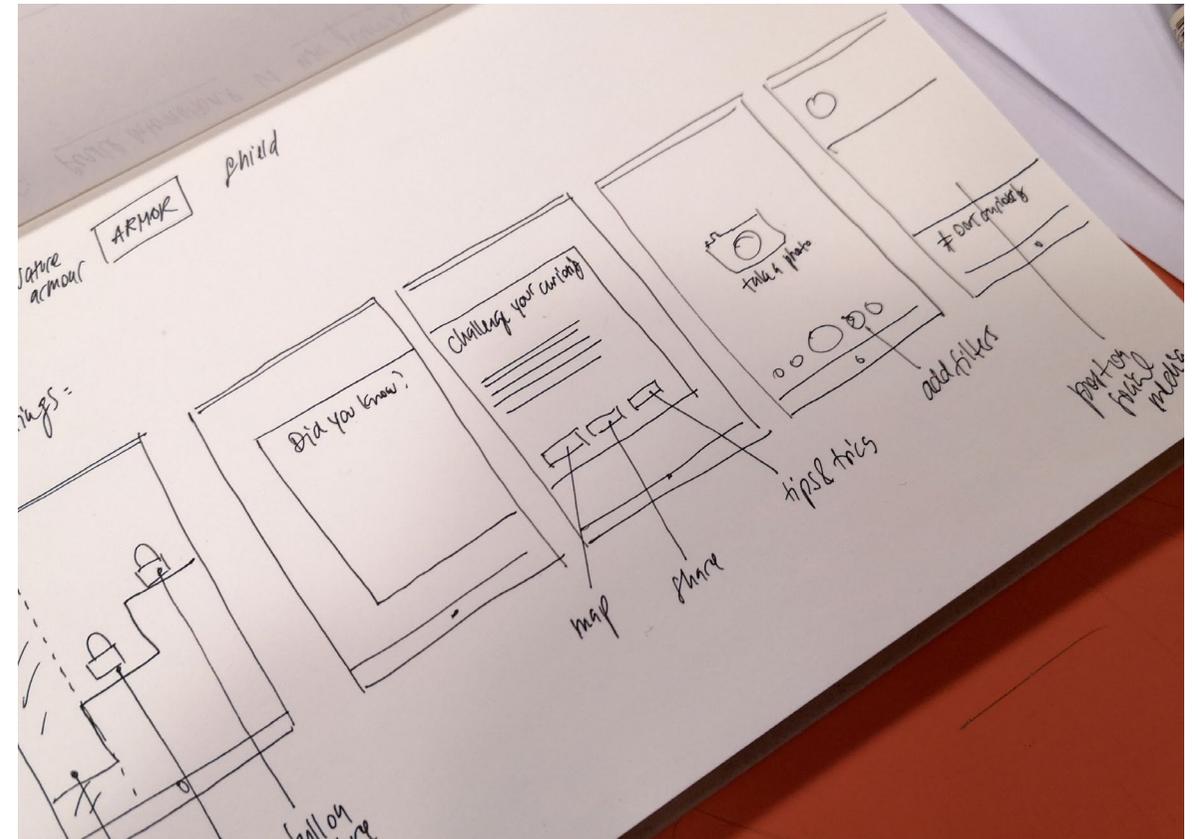
Low fidelity wire-framing of the digital platform, using paper sketches for fast iterations

Developing delivery for organizations

Project proposal

It was important for me to find a way of effectively delivering the service proposal to MHU and DNT. After talking to Mental Helse Ungdom I knew that delivering a project to an organizations can be done through **paper brochures**. **This physical touchpoint can be also used in meetings as a conversation starter.**

I started with developing these booklets. I wanted to **split all the information** into smaller sections, so the participants are not overwhelmed by the amount of information.

As the project was evolving, the physical deliverables were changed. I was developing the flow and the layout for the best understanding of the overall project and the next steps. This was also tested with Mental Helse Ungdom.

It was also important for me to **include development details.** It was important to communicate what is the core of the concept and what needs to be developed first.

Because I was proposing a digital platform, I talked with Andreas Van Boehler, a UX lead at Schibsted Products and Technology about what would be the future steps of developing a new platform, or how we could use existing platforms.

He recommended using an existing platform, which led me to develop the roadmap in chapter 8, Bloom.

Prototyping the project proposal delivery.
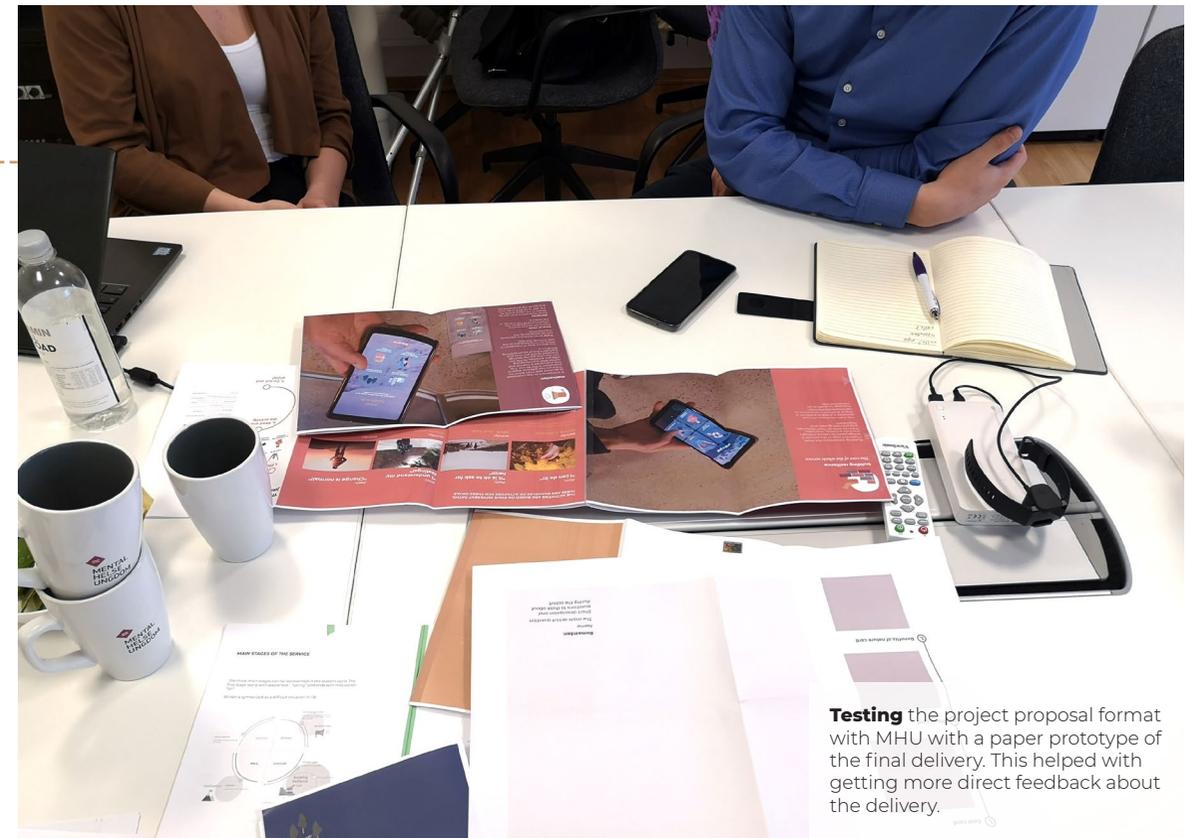
Testing the project proposal format with MHU with a paper prototype of the final delivery. This helped with getting more direct feedback about the delivery.
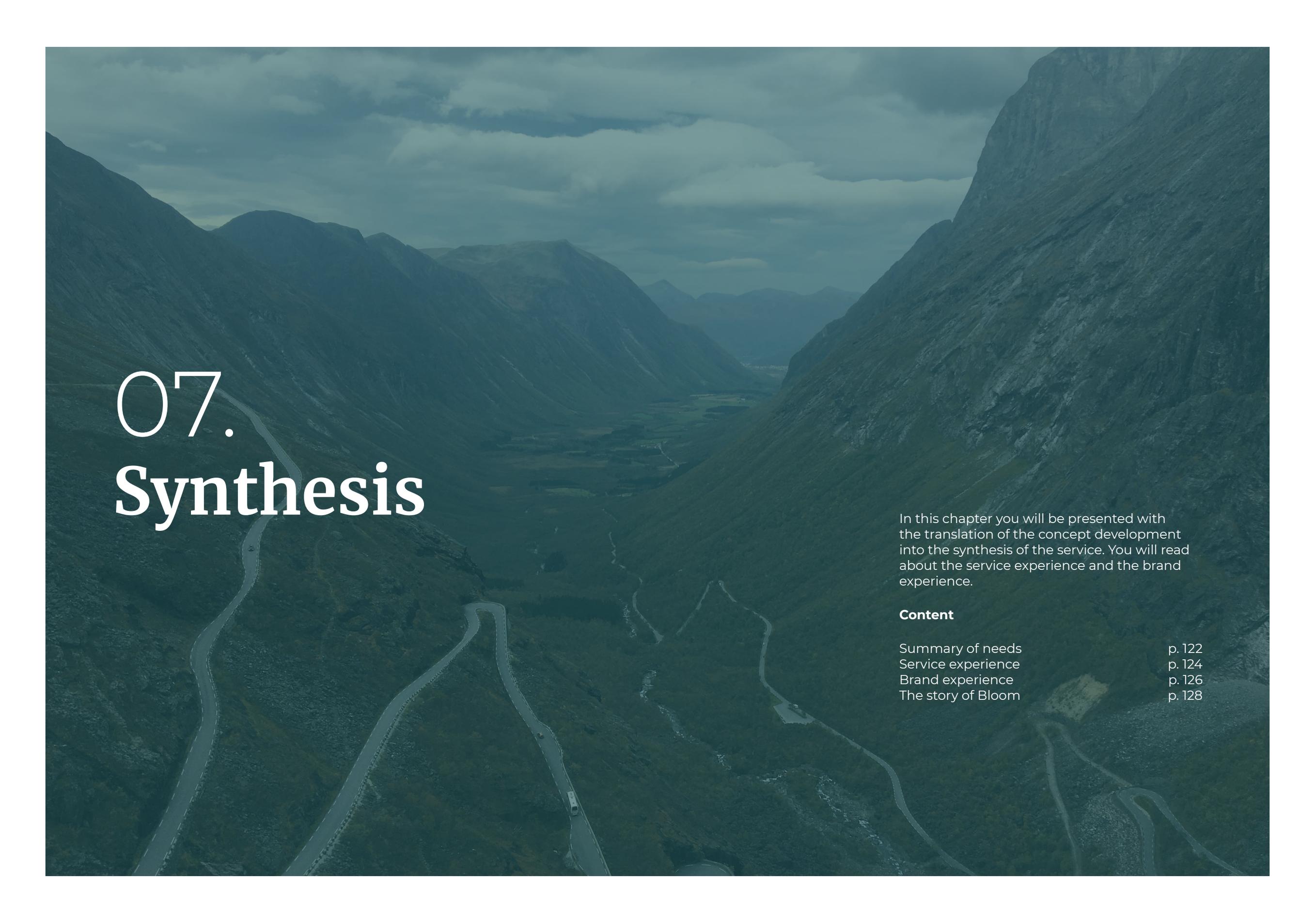
07.
Synthesis

In this chapter you will be presented with the translation of the concept development into the synthesis of the service. You will read about the service experience and the brand experience.

Content

Summary of needs

Project proposal

The service vision

The activities in nature

CORE

The user

Service vision that is:
**positive experience
engaging
guiding
reflective**

the user experience
& digital platform

THE EXPERIENCE

Project proposal for organizations

project proposal
& roadmap for moving
forward

PROJECT PROPOSAL

The organizations

Project proposal that includes:
**service experience
project intention & values
user experience
how to move forward**

Service experience

To be able to translate the needs of the different users of the service and provide a coherent experience, I looked into the framework of "The Brand Manual" (Motta-Filho,M. 2012) and designed a service experience guidelines. These guidelines areas important part of the further development of the service. Service personality, service traits and service principles are included in these guidelines for the service providers.

"Using the Brand Experience Manual to communicate what brands values and experiences the company wants to deliver."

"Using the Brand Experience Manual to communicate what brands values and experiences the company wants to deliver."

Service personality

Who is the service and what are the service' relationship with the users? What is the user experience the service wants to deliver?

Bloom is a guide through different ups and down. It's a friend that's pushing you, but is also patient and never gives up. Bloom is there for you when everything looks dark, to help you get back on track.

Bloom shows possibilities and offers a guiding hand. Bloom never judges, but rather gives you advice and motivates you to try again.

Service traits

What are the characteristics of the service. What characteristics does the service use to interact with others?

cyclic

guiding

patient

supportive

Service principles

Informing service providers on how to embed the service into the development of new service.

1. Starting with bringing nature to youth and then youth to nature

2. Going from learning through reading to learning through experiences

3. Going from disconnecting to connecting to others and to ourselves

The story of the service

Bloom, nature metaphor

An important part of the service experience is creating a name of the service. The name of this project is connecting nature and personal growth together.

BLOOM

According to Oxford dictionary, Bloom is when a flower opens up or is open.

The service helps youth to open up for new resources and for building resilience.

BLOOM

The story of Bloom is best described as nature's cycle through the year and it's four seasons. In Norway there are dramatic differences between the seasons, which is a beautiful metaphor for going through challenges in life.

In nature one of the biggest challenges of the year is getting through the dark winter, but for the rest of the year there is plenty of time to gather resources and prepare for the winters to come.

Let's take trees and leaves for example. Trees are using their leaves to get resources such as water and sun. When the winter comes, trees use all the resources that they gained from the leaves during the year.

Using resources
"winter"

Winters are dark and cold. But without winters there would not be spring. It is important to go through some hard times and see them more as opportunities for growth. In Bloom this stage is about using all of the resources that youth learned during the other seasons and not giving up.

Discovering resources
"spring"

In spring trees are getting up after a long winter and they start blooming. Nature is showing its' power and beauty again. In Bloom this stage is for starting to discover resources.

WINTER   SPRING

FALL   SUMMER

Reflecting on resources
"fall"

In fall leaves are changing their color, showing us that change is both normal and beautiful. The trees start to take all their resources in and get ready for winter. In Bloom this stage is about seeing how far youth have come and getting ready to start using the mastered resources.

Mastering resources
"summer"

Summers are light and warm. Trees are showing their green pride, the sun is shining, making everyone feel a little bit happier. This stage in Bloom is about mastering resources found in "spring."

Brand experience

Nature metaphor - presence

Tone of voice
The tone of voice is based on the on the metaphor of nature cycles and four seasons. Tone of voice should be encouraging, positive, and friendly, but it also needs to spread the message of the nature of change and trigger curiosity and engagement.

Colors
Earthy colors that follow the four seasons
Gender neutral

Photos
Using photos of Norwegian nature is important. These photos trigger people's feelings and can relate to their memories, stories and lives. Using photos of different seasons is important to communicate the story of the year changing.

Illustrations
There are small illustrations throughout the service. These illustrations bring in more contrast to the photography. The illustrations are simple and easy to understand.

CHANGE IS NATURAL
IT IS NORMAL TO GO THROUGH DIFFICULTIES

without winter there
would not be summer

Be like nature!

Download the app "Bloom" or go to the website and get ready to challenge your get inspired by nature.

An example of the tone of voice and photos used in communicating the service to the users
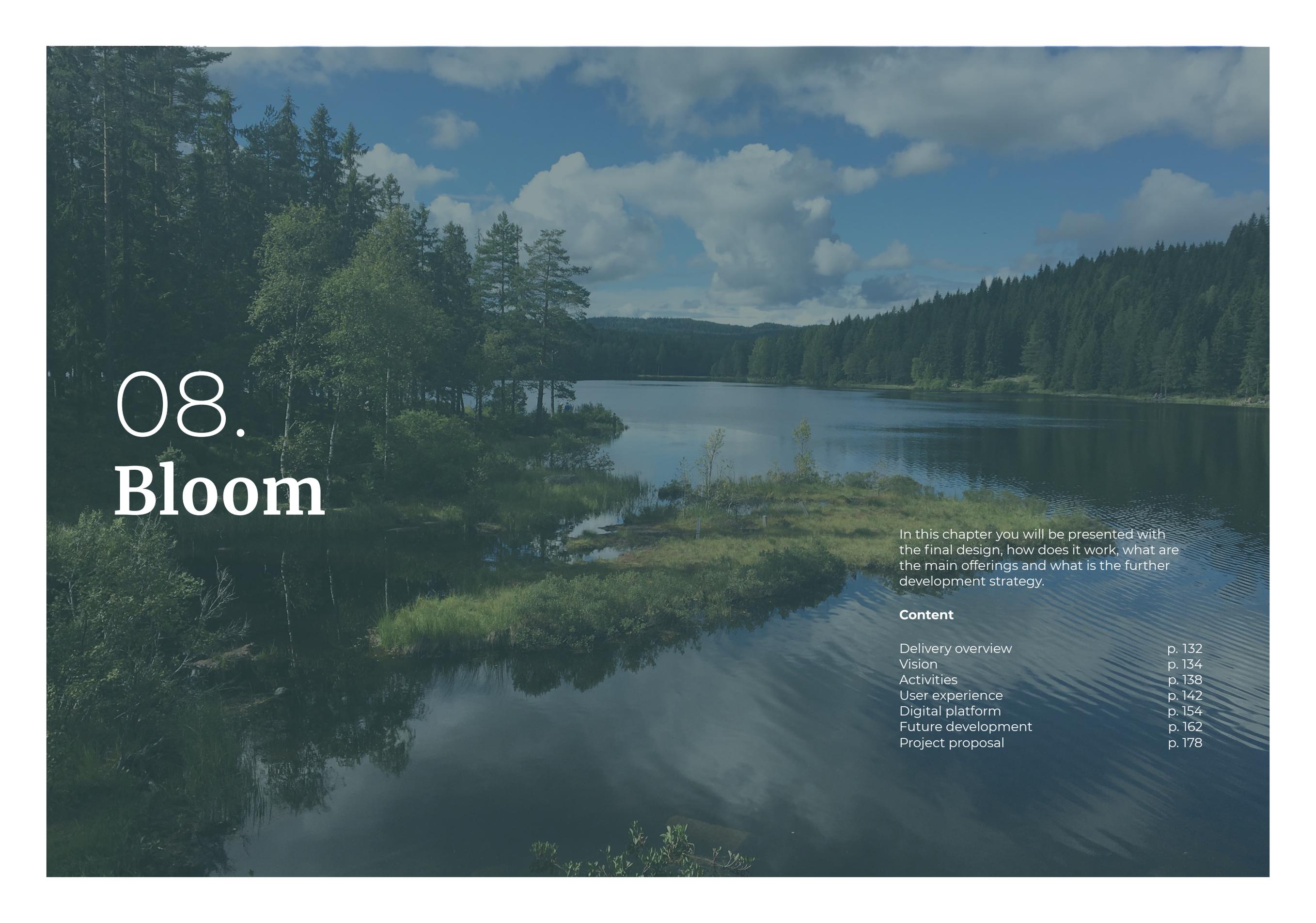
08.
Bloom

In this chapter you will be presented with the final design, how does it work, what are the main offerings and what is the further development strategy.

Content

Delivery overview

Who is Bloom for?

What does Bloom include?

The vision

Therefor one of the main delivery is a vision for a service offering that is targeted towards youth. The vision explains the main user experience, it contains of the core of the whole service and proposes a future development of a digital platform that works well towards the target audience.

1. Youth

Youth are meant to be the main users of Bloom. The whole experience is designed based on their needs, criteria a behaviors. Youth are in an age of many changes. It is important to target them from an early stages.

Instructions and roadmap

Therefor an instructional toolkit was designed to communicate the project to the organizations. This toolkit is a step by step guide for them and works as an inspiration in future project development. It is also designed to carry the main vision that can be used in applying for funding in the future.

2. Organizations

The vision of the service offering is proposed to be carried by two organizations: Mental Helse Ungdom and Den Norske Touristforening, these organizations are expected to work in collaboration. It is important to describe the main aspects and experience to the organizations as well as the next steps further.

Bloom

Vision of the vision

Bloom is a service offering that aims to help youth to build mental resilience to be able to deal with ups and downs in life. Resilience is built through planned activities in nature. Activities are an engaging and low threshold way to discover and strengthen mental resources that make youth more resilient. Being in nature is proven to be beneficial for improving mental health.

These activities are clustered in four paths that are important in building resilience and coping with problems.

These paths are leading youth into a desired outcome of the service, meaning that the user has built mental resources to deal with problems.

Bloom is a service that works during the preventative phase, and builds mental resources, which are meant to be used when problems come.

Why is Bloom important?

Health promotion
It builds mental resources in earlier - promotional stage, before problems appear and helps with dealing with these problems

Physical to emotional
It uses physical activities to focus on mental health

For everyone
It is a low threshold entry service for youth

Building resilience
It is a strategic tool to discover personal strengths and resources

Photo: Maria Yang

Activities

The core

Activities in nature are the core element of Bloom. Users can start growing and building their resilience. Activities are low threshold and suitable for everyone.

4. learn about benefits of nature

3. do the activity

2. pick a location

around me

between me and nature

in nature

How do the activities work?

1. pick a path

I can do it

It is ok to ask for help

I understand my feelings

Change is normal
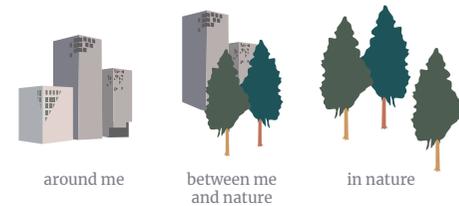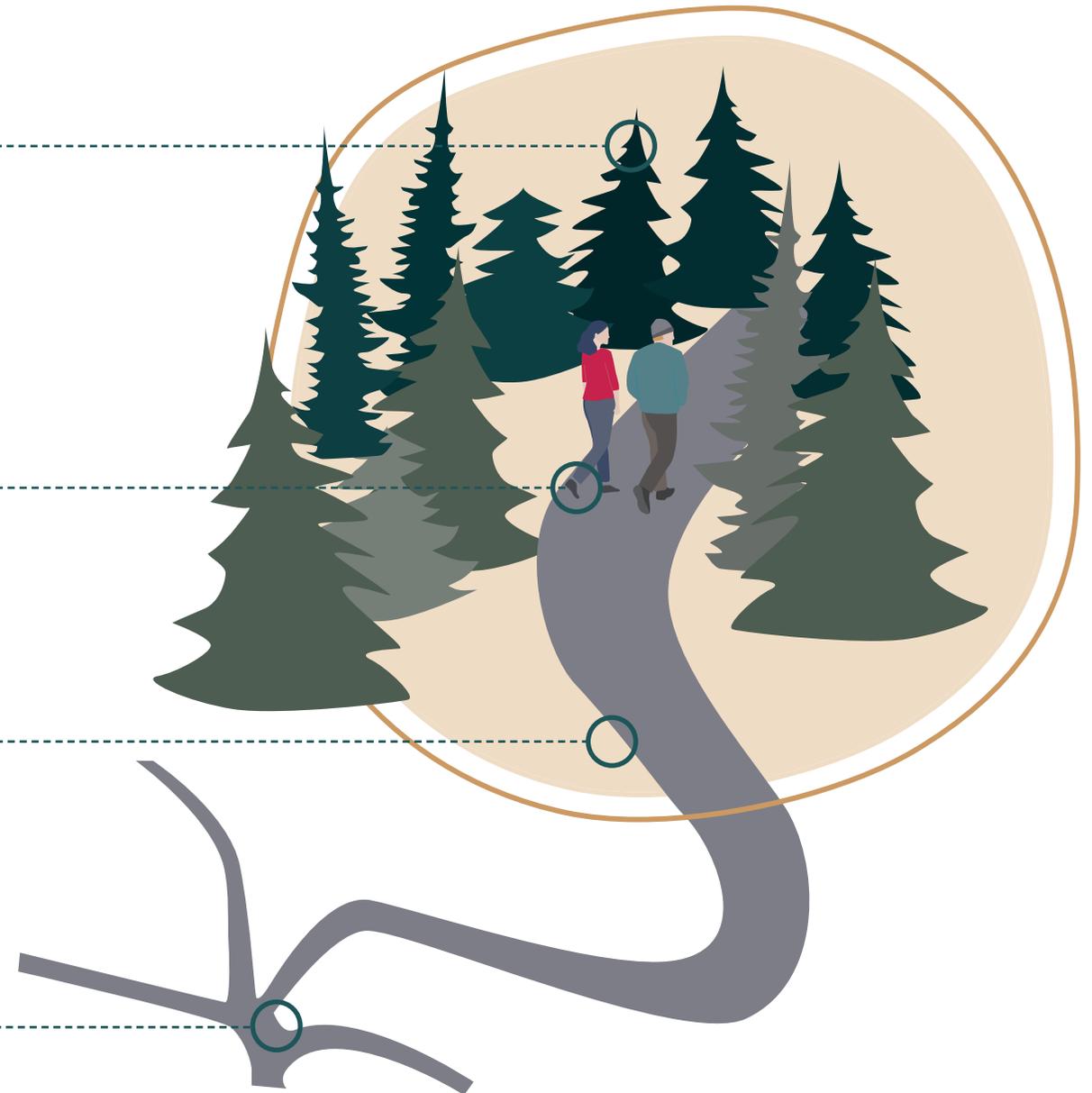
Example activities

Using 5 senses

path: *"I can do it"*

main question:
Do you sometimes feel a little bit disconnected from yourself?

how to do the activity:
Go out and try to use all of your senses.

You don't have to go far. Just go to a park, or even just to your own garden if you have one. You can start with observing different shapes and colors, touch the grass or wooden branches, listen to the sounds around you, smell the grass, taste the fresh air around you. How does it make you feel? Try not to think about anything else, just this moment.

Walk and talk

path: *"It is ok to ask for help"*

main question:
Do you have something you want to talk about, or do you feel like someone you know has a problem?

how to do the activity:
Go for an easy walk and talk in nature.

Plan to go for at least half an hour. Just walk! You don't have to plan the route. Just go anywhere, and talk about what is on your mind. Remember that you do not have to talk all the time. Observe different colors in nature and listen to different sounds around you.
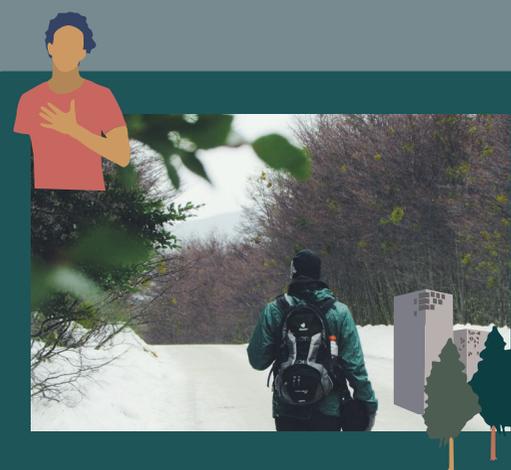
Silent walk

path: *"I understand my feelings"*

main question:
Do you feel like there's always so much happening around you?

how to do the activity:
Go for a silent walk.

Plan to go for at least 30 minutes. You can go to a park, or to close by nature. Go in a comfortable pace. Notice how your mind wanders while you are walking, acknowledge it and let the thought go. Observe how the surroundings affect your thoughts. You can try this with a friend too, see how it is to walk with a friend in silence. Remember that it's ok if you say something, there are no rights and wrongs.

What's on your mind

path: *"Change is normal"*

main question:
Do you feel like everything is changing so fast?

how to do the activity:
Observe the change where you live and in nature.

Cities or towns tend to be hectic. Observe what is happening around you while you are going to nature. Do you feel like you are thinking about different things in different settings? What is it that you think about? When coming to nature, observe the different rhythm. Nature also changes, but in a different rhythm.

The user experience

Four stages of experience

1.

Discovering resources

Guided experience of discovering resources and path that leads to building resilience

2.

Mastering resources

Mastering resources on the picked path though activities in nature

4.

Using resources

Reminding of built resources during hard periods

3.

Reflecting on resources

Reflecting on resources through guided questions

The user experience

1.

Discovering resources

"the spring"

It is hard to think about what to improve for the user. The experience starts by helping the user with finding the right path, asks about where to do the activity and then provide a lot of options of activities that are built towards building resilience.

This step is reflecting the guiding service trait, as it guides the user through see steps for the best outcome and it works around brining nature to youth and youth to nature service principle.

Bloom helps the user discover low threshold ways of building resources.

Photo: Paul Norheim

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The user experience

○—(2.)—○—○
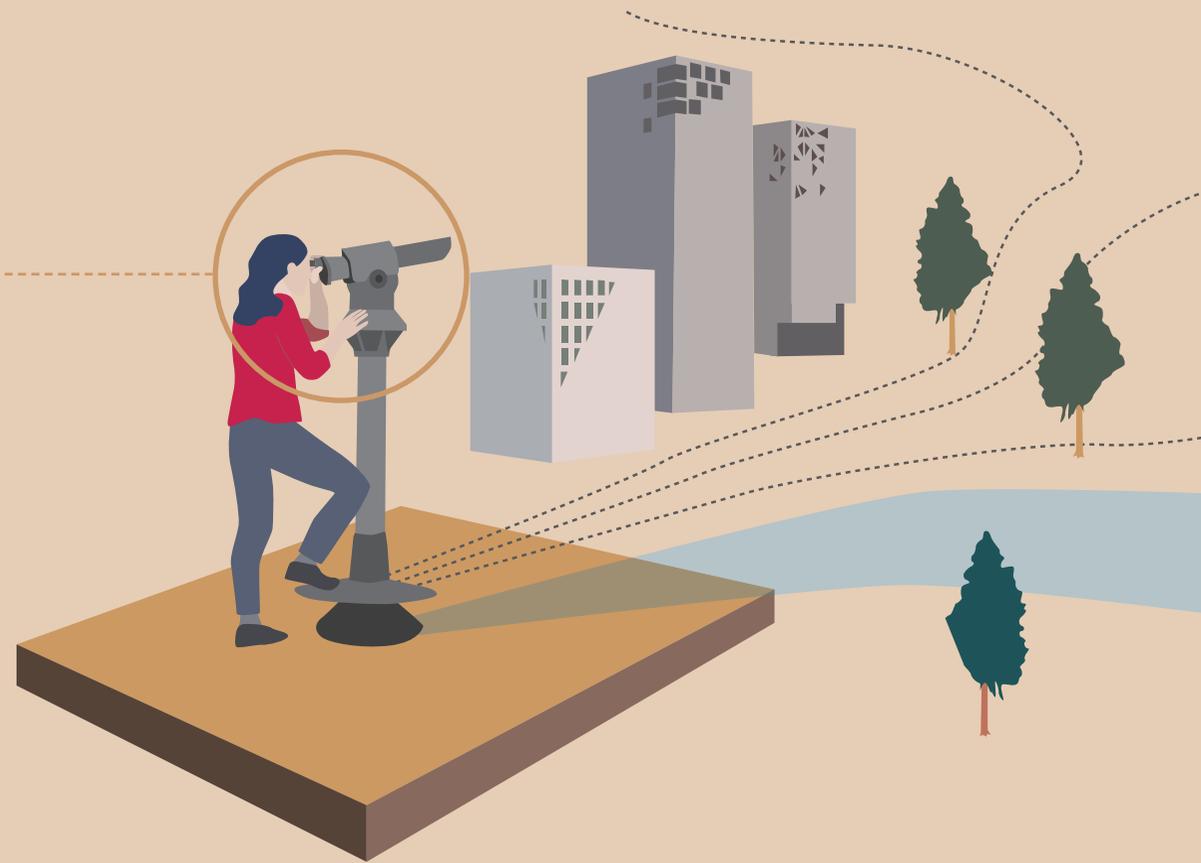
Mastering resources

"the summer"

After discovering the right resources, it's important to build them**. It's important not to just read about the resources and the benefits of nature, but also experience it**. Bloom gives the user important information about the activities and encourages the user to go out and do the activity.

Bloom also gives an option of sharing the activity, which means that the user can share an experience, which in turn makes it easier to actually do the activity.

This step is building on the patient service trait, Bloom stays with the user throughout the whole time. This step is also build on the service principle of learning through experience.

Photo: Paul Norheim

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The user experience

○—○—③.—○

Reflecting on resources

"the fall"

It is very important to reflect on the activity after it's completed. **Bloom asks the user a few questions about the experience. The answers work as a journal, and the user can come back to it at any time, to see the progress.**

It's also important to stay motivated to do more and more activities. There are two different levels of motivation in Bloom. The first motivation is internal and comes after accomplishing different activities. As the user can see what are the feelings provoked by the activities and the fulfillment of accomplishing something.

The second motivation comes from Bloom by sending little hints of achievements to the user.

This step is based on the principle of connecting to ourselves and to others. After the user connects to others through an activity, then it is time to connect to him/herself through guided questions.
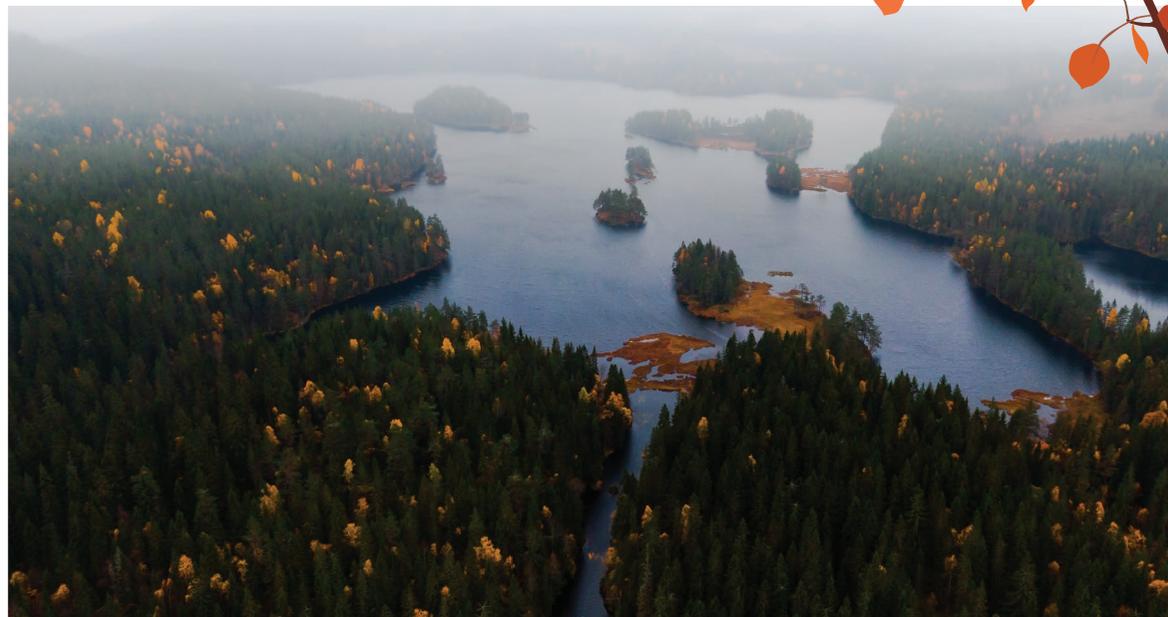
Examples of questions:
"How did the activity made you feel""
"What were you thinking about during the activity?
"What are you thinking about now?"

Photo: Paul Norheim

The user experience

○—○—○—④
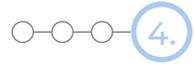
Using resources

"the winter"

When tough times eventually come along, Bloom is here to help the user go through it.

Bloom gives the user an overview of all achieved activities and built resources. It is important for the user to see how far they came and read the activity feedbacks.

This stage is reminding the user about the built resilience and encourages the user to keep going.

This step is based on the service traits supportive and cyclic. Bloom is there to support the user, it also works in cycles, meaning that the user can always improve and work on new resources.

Photo: Paul Norheim

The user experience

Cyclic experience

The user experience is designed to be a cyclic experience. The user does not stop building resources after one cycle, but the user is guided through a new cycle instead.

Each cycle also provides the user with an opportunity to take another step closer to nature, for those who start out closer to home.

The cyclic approach follows the metaphor of nature, as nature runs in cycles.

Discover resource

Reflect on resource

Master resource

Discover resource

Reflect on resource

Master resource

Use resources

Because of Bloom, the user already knows that they have resources to deal with that and bloom again.
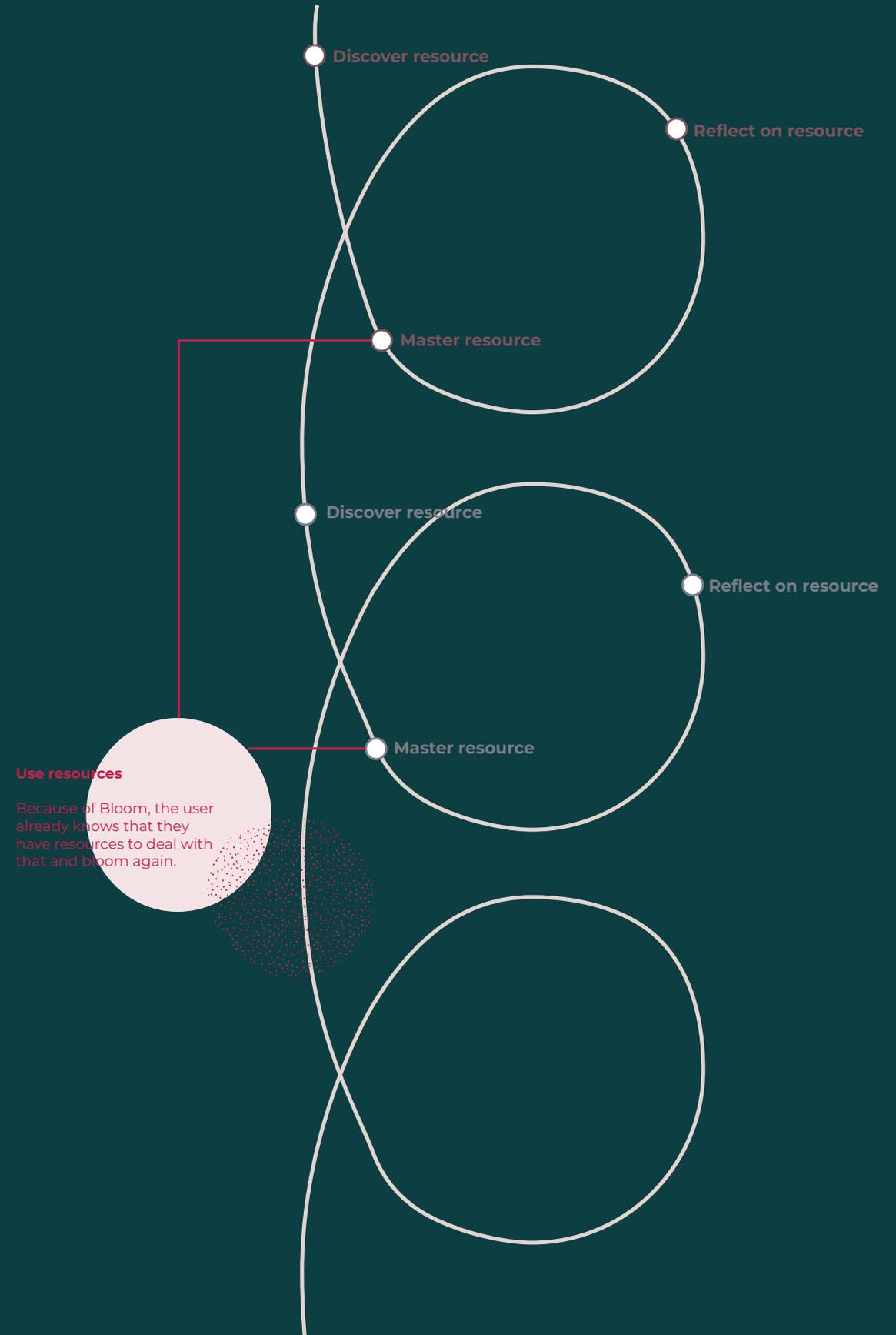
Digital platform

An example of digital platform

In the vision the main facilitator of the core is a digital platform.

A digital platform can make the user experience better and more personalized.

A digital platform is important for communicating the main message to youth in an interactive way. It can also include feedback and reminders of user's achievements.

This platform example works as an inspiration for further development.
This development would be undertaken by the organizations.

Discovering resources
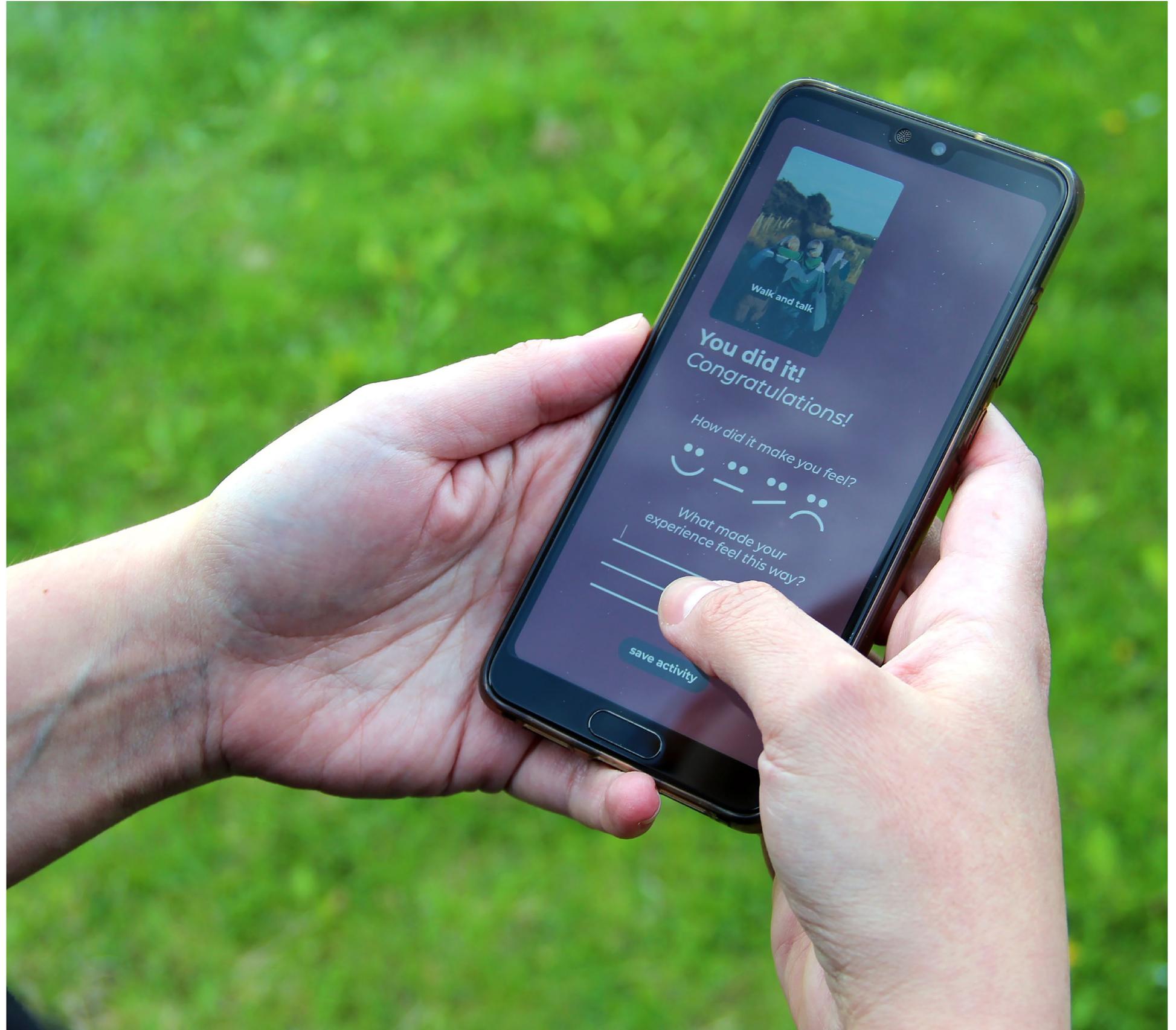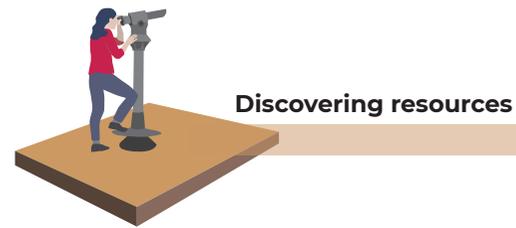
How does it support the service service

Welcome to Bloom

Pick a path and location

Find activity
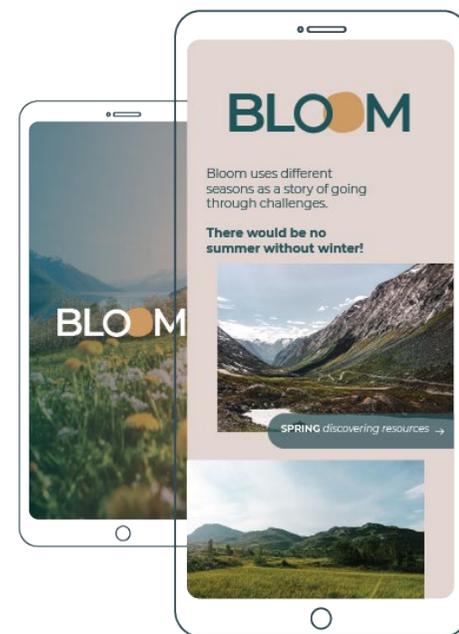
After downloading and registering on the platform, the user sees the story of Bloom, learns about the changing cycles metaphor and starts getting to know the platform.

Further development - strengths finder, find what resources you are already having, write them down and base activities on these strengths
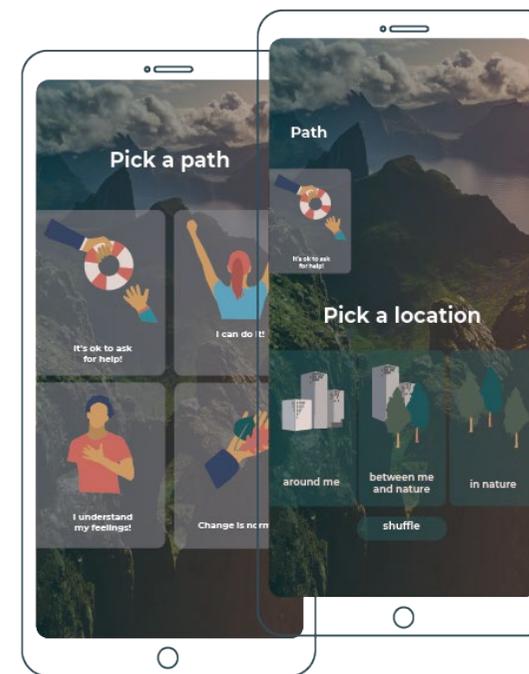
Next, the digital platform helps with guiding the user through finding the right path to work on. The user can see 4 different paths. The user then picks a path to go on. On the next page the user can pick where the activity should take place. Or the user can choose to shuffle and have all of these places randomly.

Further development - users can remove any of the options if they feel like these options are not suitable for them
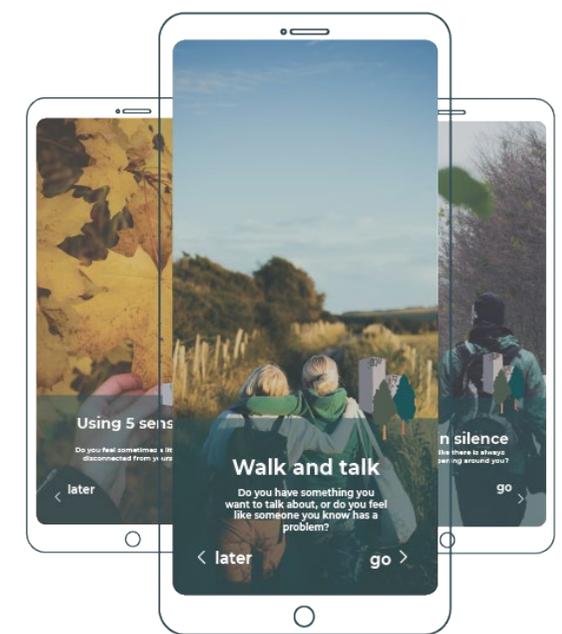
After picking the place (or shuffling) the user can start swiping for the perfect activity. The digital platform can provide an interactive way of finding the right fit. The user can see a short description and a photo illustration of the activity and then swipe right to like the activity and to the left to store the activity for later

Mastering resources

Benefit of nature | The activity | Sharing | Blooming

Did you know?

Conversations are much easier in nature

go

Walk and talk

Go for an easy walk and talk in nature.

Plan to go for at least half an hour.

Walk, you do not have to plan the route, just go anywhere, and talk about what is on your mind.

Remember that you do not have to talk all the time. Enjoy nature.

Observe different colors in nature and listen to different sounds around you.

share | go

Hello!

Your friend wants to share activity with you.

"Hey dude, have time to go out with me? Need to discuss something!"

Walk and talk

accept & set location and time | decline

Walk and talk

...Blooming...

take a photo | done

After finding the right activity, the digital platform helps with providing information. The user sees a screen that has a little bit of info about the benefits of nature that is related to the activity

Further development - this step can be in a form of a quiz to make this step more interactive for the users

After reading about a benefit, the user can see the description of the activity. Activities are designed to be very easy and low threshold. The user can also share the activity with a friend or parent or just go for the activity. The digital platform in this case helps with communicating and connecting to others.

Further development - the activities could be shared with other people who are around the user (location based), this step would need higher security

If the user decides to share the activity with a friend, a personal message can be sent with an invitation. On the other side, the friend can accept or decline the invitation. If the invitation is accepted then both of the users can set a location and time

During the activity the digital platform provides the option of taking photos to capture the memories

Mastering resources

Mastering resources

Self - reflection

Motivation

Reminders
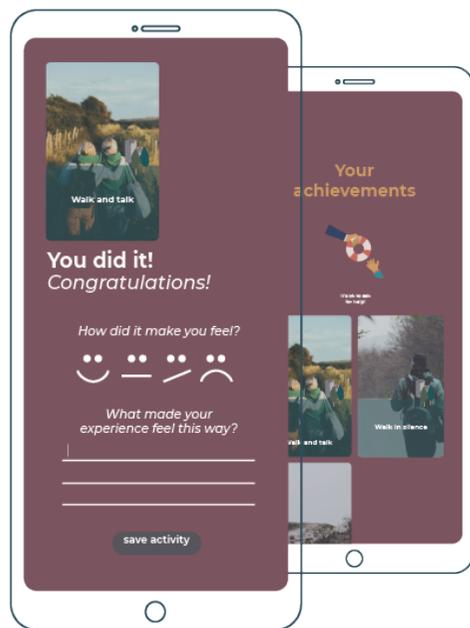
When the activity is done, the user gets a motivating message, and can rate how the activity made them feel.

The user also gets a few questions about the activity to be able to self reflect. : "What made your experience feel this way?"

This feedback can be used in further experiences. In this step, the digital platform allows the user to go back a read through past feedback. The activity is then put into the collection of resources

The platform can help with motivation. Motivational boosts can be provided by sending small "badges" to the user to show how far the user has grown.

Examples:
"You have spent 6 hours in nature"
"You have done 10 activities close by to you"
"You have included 5 friends"
"You have done 3 activities in one week"
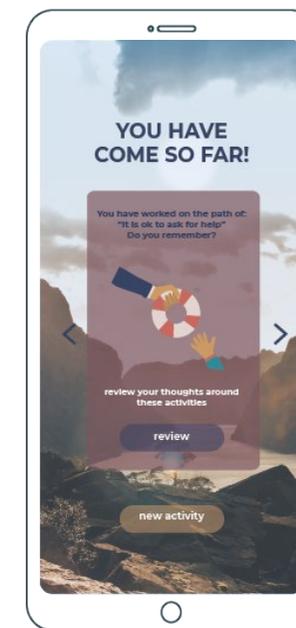
It is very important to remind the users of all the achievements that the user accomplished. In moments that users do not use the app as often, or after a set time, small reminders are sent. They work as small triggers of memories of done activities.

It is important to remind the user about the hard work that was invested in all the activities. Part of the reminder is also the option of reading the self-reflection feedback that the user wrote after accomplishing an activity.

Reminders also show to users the paths they were working on, showing that they have the resources needed to go through different situations.

Future development

Roadmap

To be able to get to the desired outcome, meaning the proposed service, I needed to think about different steps of development.

This is an important step for creating the best service to develop and test the core (activities), and creating the digital platform.

This development plan shows different steps that involve internal and external partners. It starts with further development of the core and end in the desired first version of the service.

Roadmap

Applying for funding

0. pre-step
setting expectations

In the beginning of the concept it's important that the two organizations meet and set expectations.

Discussing:
What is the desirable outcome?
How to get to the outcome?
Budgetting
Funding

Also discussing the MVP of this project - meaning the activities themselves, and talking about the next steps of developing the content for these activities.

1. 1st step
building the core: activities

The first and most important step is to plan for the core activities. The whole service is designed around these activities, and therefore it's important to start with them.

Who is involved in this step?
A limited number of schools are picked to contribute in this step. Teachers, school health services and students work together to create a database of activities.

For this step there is a **"game"** designed to make it easier for participants to start talking about new activities *(more about the game on the other side).*

The game lives on a website made through Google Sites.

This website is a core element in this step of implementation.
The website also includes links to all the printable materials for the game, instructions for the schools and activity sheets, and a place where schools will log in the activities after creating them. This website is designed to be easy to upgrade, as it's part of Google offerings. All material for the game is living on Google, making it easy to connect with the website.

2. 2st step
testing activities

After activities are designed it's time to test them. The initial testing takes place in the same schools as the first step took place.

Who is involved in this step?
School psychologists or school nurses are the key personnel in this step. The first activities are given in a physical form - printed from the website. These activities are recommended to students.

The activities are then discussed by the students with the school psychologist or school nurse. These school health services personnel act also as an accomplishment reminders for the students, reminding them what they have achieved in moments they feel down.

The feedback of activities needs to be sent to Mental Helse Ungdom and Den Norske Turistforening, where they are discussed further.

developing the core

3. applying for funding

4. different paths

In development of the service, there could be different possible paths. These paths highly depend on the decisions made during initial meetings and the vision of the involved organizations.

using existing platforms

Using existing platforms of two organizations. There are already a few digital platforms that carry information.

Websites - both organizations have developed websites. Bloom could be part of these websites - testing the core itself, without personalized reminders and notifications.

Apps - Bloom could also be part of already existing applications of DNT. DNT's ut.no app is a location based tool - Bloom could be included in options. The same goes for an app called SjekkUT, which is also location based.

Advantage of using DNT's existing platforms:

DNT already has an established position with big outreach, and following recent trends, more and more youth are discovering DNT through social media. DNT Ung particularly has had remarkable growth over the last year, which is right in the service' target audience.

creating brand new experience

Partnering with University of Oslo or other institutions to create the best desired outcome economically.

developing the platform

The vision

Setting expectations **Developing the core**

Developing the platform

Pre-step:
Setting expectations

In the beginning of the concept it's important that the two organizations meet and set expectations.

Discussing:
What is the desirable outcome?
How to get to the outcome?
Budgeting
Funding

Also discussing the MVP of this project - meaning the activities themselves, and talking about the next steps of developing the content for these activities.

1st step:
Developing the core

The first and most important step is to plan for the core activities. The whole service is designed around these activities, and therefore it's important to start with them.

Who is involved in this step?
A limited number of schools are picked to contribute in this step. Teachers, school health services and students work together to create a database of activities.

For this step there is a "game" designed to make it easier for participants to start talking about new activities (more about the game on the other side).

The game lives on a website made through Google Sites

This website is a core element in this step of implementation.
The website also includes links to all the printable materials for the game, instructions for the schools and activity sheets, and a place where schools will log in the activities after creating them. This website is designed to be easy to upgrade, as it's part of Google offerings. All material for the game is living on Google, making it easy to connect with the website.

1st step:
Developing the core:
the game

The game helps with facilitating conversations about new activities. These activities are the core of Bloom. The desired outcome of this game is to create new activities.

The future development game is based on a tool that I made for discovering future scenarios during my process. Main take aways from the future scenarios game are:

game needs to have different steps
it needs to be interactive

the group of participants needs to have a moderator - who keeps everyone and everything on track

the game needs to start small and end on a high note

Path cards

Picking a goal which the activity is working towards, it's important to establish where the activities are going. This helps with setting up the stage of planning the activity.

Location cards

It's also important to establish where the new activity is going to take place. This is going to be the guideline for the activity.

Benefit of nature cards

Picking a goal which the activity is working towards, it's important to establish where the activities are going. This helps with setting up the stage of planning the activity.
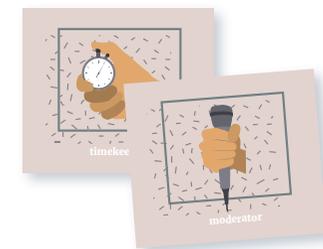
Role cards

It's also important to establish where the new activity is going to take place. This is going to be the guideline for the activity.

Game plan

The game plan is a place where all the involved participants are going to put the cards, and then together work on a solution for a new activity

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1. Before setting up

Before setting up the game, the teachers and health service personnel establish the roles. If the group is bigger, divide participants into smaller groups

3. Pick cards

Moderator randomly picks cards and places them on the game plan - this is establishing the ground of the future activity

5. Log in activities

Activities are logged into the website by the teachers

2. Set up

Participants sit around a table and place the game plan in the middle, every participant takes few papers

4. Activity creation

1st step (5 minutes)

After setting the ground, everyone starts brainstorming around their own ideas.
Keep in mind: these ideas can be very simple, and remember that there are no bad ideas.

2nd step (max 3 minutes per person)

Everyone shares their ideas to all the other participants.
Keep in mind: everyone should be involved in this step, make sure that everyone has a chance to speak

3rd step (20 minutes)

Everyone starts voting about good and bad elements of all the ideas, these elements are then discussed.
Keep in mind: it's important to state why the participant did or didn't like the them

4th step (20 minutes)

After hearing everyone's opinion the final step is about combining different elements together and creating one final activity.
Keep in mind: the activity should include: name, main activity question, description and additional questions.

An example of the website, where the main information about the game lives.

The website is part of the Google offerings, making it very easy to collaborate and share files.

This is just a proposal for the content in the website, showing the functionality and the main content that needs to be included.

Activities sheet

2nd step:
Testing

After activities are designed it's time to test them. The initial testing takes place in the same schools as the first step took place.

Who is involved in this step?
School psychologists or school nurses are the key personnel in this step. The first activities are given in a physical form - printed from the website. These activities are recommended to students.

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The feedback of activities needs to be sent to Mental Helse Ungdom and Den Norske Turistforening, where they are discussed further.
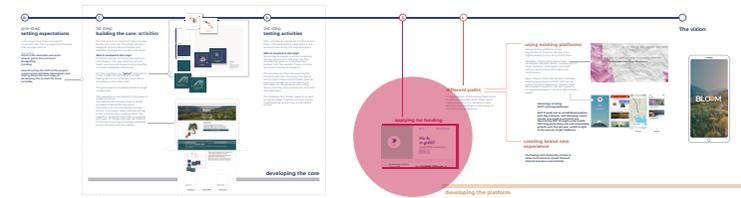
3rd step:
Applying for funding

As Mental Helse Ungdom is a project based organizations, it is important to get everything together and apply for funding.

The application should be based on the project proposal and follow the initial meeting intentions.

The usual funding that Mental Helse Ungdom applies for is Extra Stiftelsen. These funds support projects within **volunteering and health.**
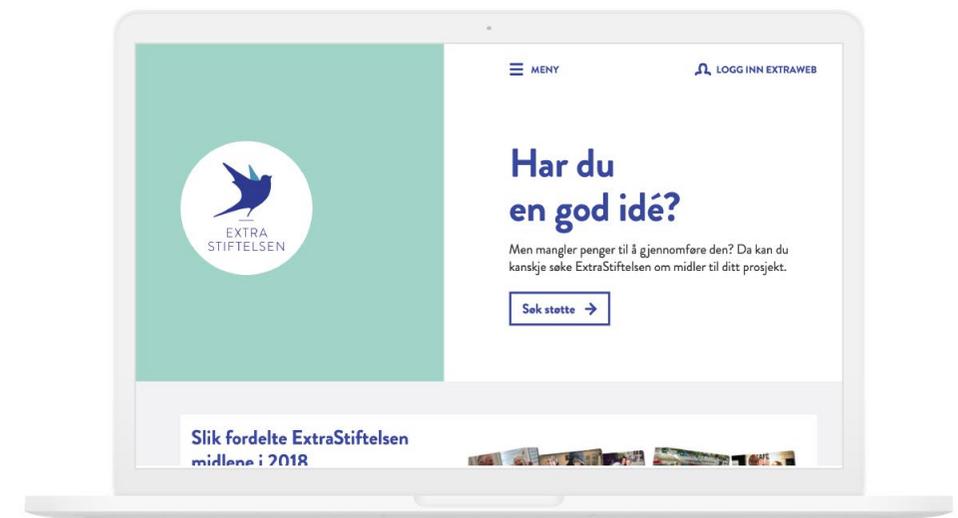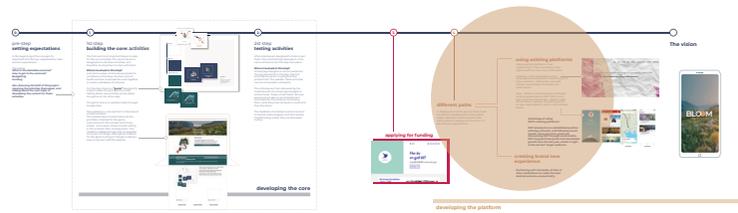
4th step:
Developing the platform

In development of the service, there could be different possible paths. These paths highly depend on the decisions made during initial meetings and the vision of the involved organizations.

Using existing platforms
Using existing platforms of two organizations. There are already a few digital platforms that carry information.

Creating new experience
Partnering with University of Oslo or other institutions to create the best desired outcome economically.

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Advantage of using DNT's existing platforms:

DNT already has an established position with big outreach, and following recent trends, more and more youth are discovering DNT through social media. DNT Ung particularly has had remarkable growth over the last year, which is right in the service' target audience.

Project proposal

Delivery to organizations

The development plan and the service experience is represented by tangible project proposal for the organizations.

The project proposal works as a starting point for further discussion about the future vision of the project.

The project proposal is made out of three main parts/booklets: the backstage, user experience and development

THE BACKSTAGE

In this booklet, the organizations can read about the general vision of Bloom, how does the core work. The organizations can also read the story of Bloom and the story of the metaphor.

This booklet also includes the service experience, including personality, traits and principles of the service.
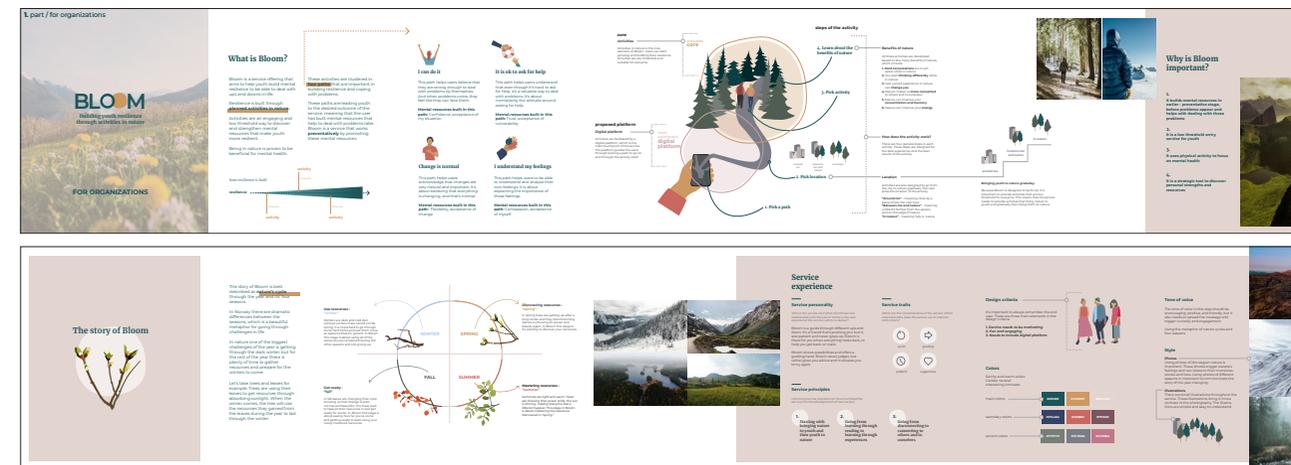
USER EXPERIENCE

The second booklet talks about the service experience. Firstly, it explains the four steps of experience and provides examples of the activities.

Secondly, it show how a digital platform can make the user experience better.
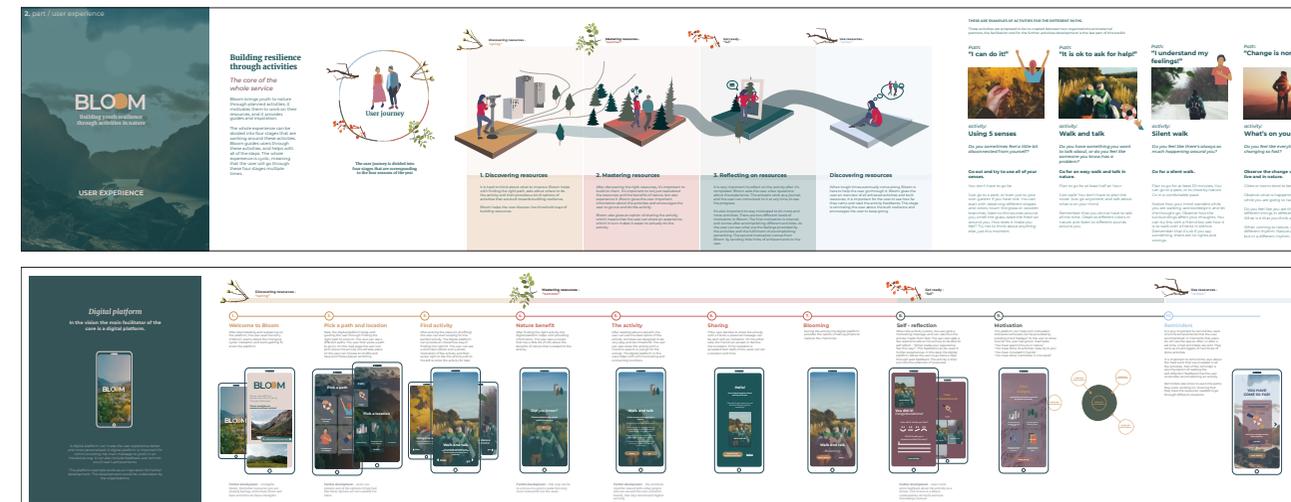
DEVELOPMENT

The development strategy is in the third booklet. It explains the roadmap ste by step and it also includes the game and the instructions for the game.

Cards and game plan are also included in the toolkit.

3. part / implementation

BLOOM
Building youth resilience
through activities in nature
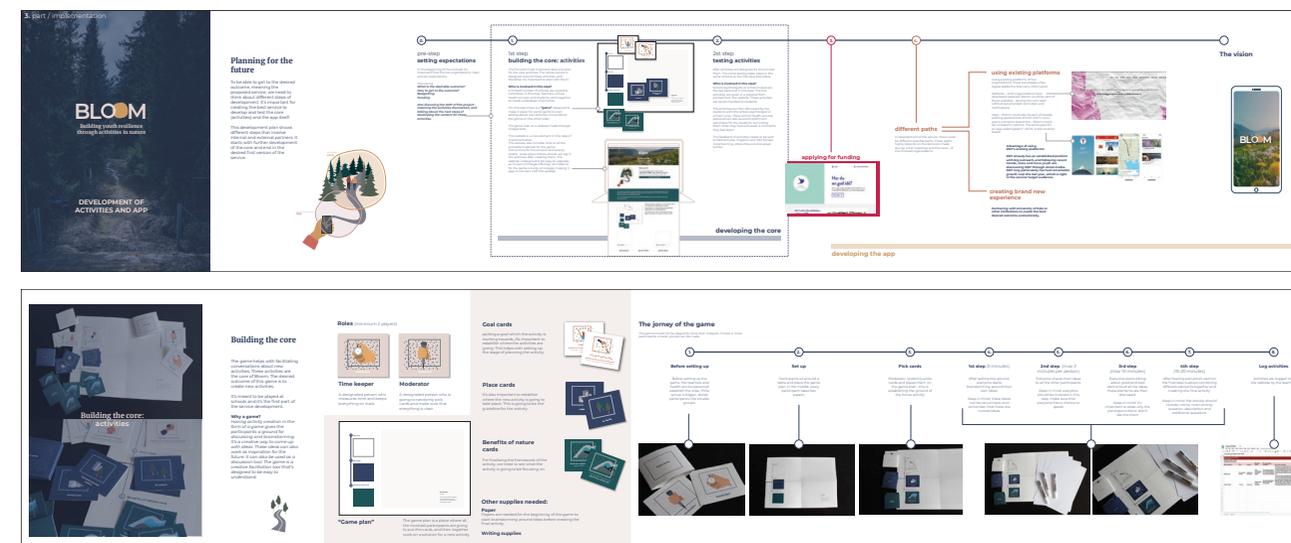
DEVELOPMENT
PLAN

1. part / for organizations

BLOOM
Building youth resilience
through activities in nature

THE BACKSTAGE

FOR ORGANIZATIONS

2. part / user experience

BLOOM
Building youth resilience
through activities in nature

USER
EXPERIENCE

USER EXPERIENCE

Path cards

Place cards

DEVELOPMENT
GAME

Benefits of
nature cards

Roles cards
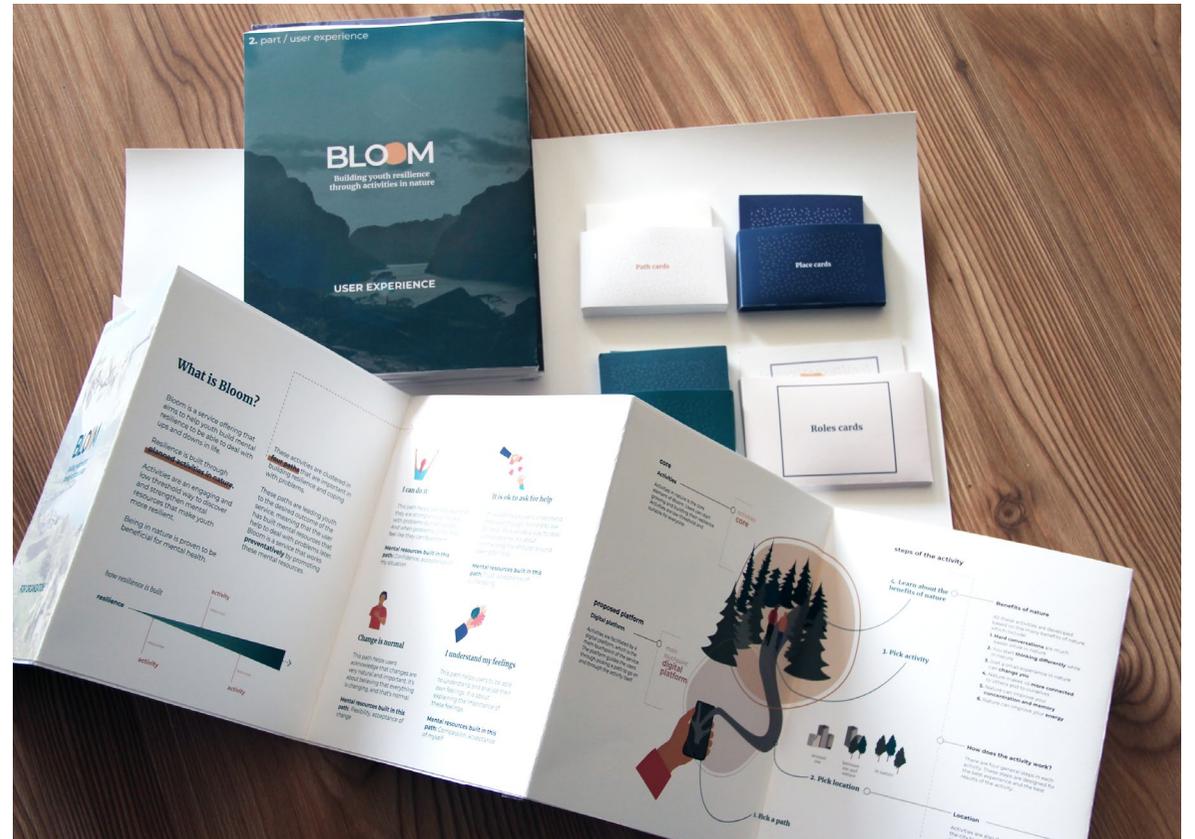
Delivering to Mental Helse Ungdom

The toolkit was delivered to Mental Helse Ungdom. The toolkit is designed to be a conversation starter in meetings and brainstorming sessions.

It is now working as an inspiration for project brainstorming for an upcoming funding submision in September 2019.
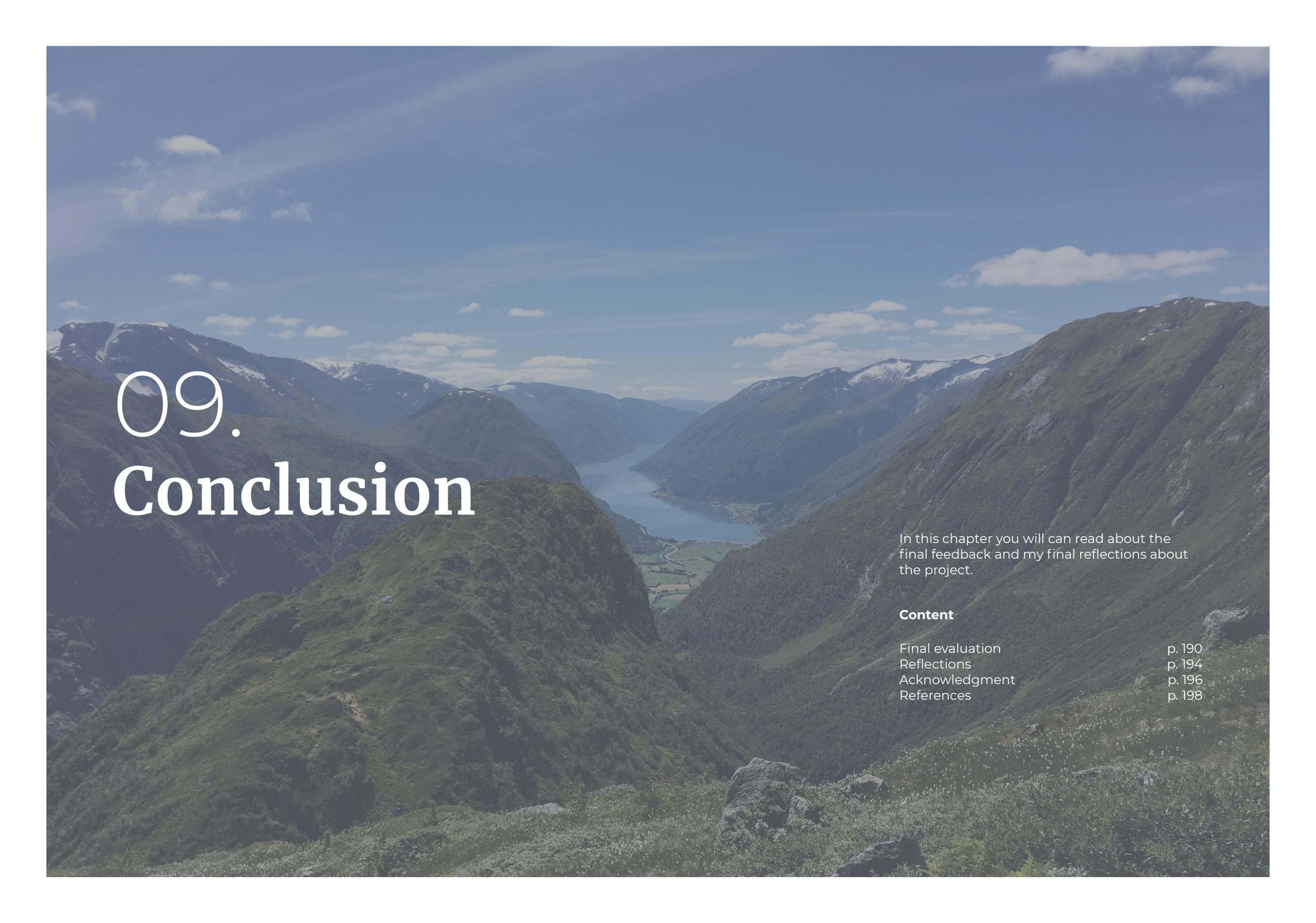
09.
Conclusion

In this chapter you will can read about the final feedback and my final reflections about the project.

Content

Final evaluation

The service offering

Tanja Foss
High school psychologist

For the overall feedback of the service offering, I went to talk to a high school psychologist. I chose to talk to her, as she is directly connected with the target group and can evaluate the mental health side of the project. The feedback was altogether very positive, as Tanja saw an importance in the outcome. We talked about some elements that could be changed such as adding the possibility of connecting youth with people they don't know.

We also talked about the future possibilities of the service. Tanja mentioned that the proposed organizations are a good pick, as they complement each other around this topic. We also talked about the possibility of bringing this service to schools through gym classes.

We ended on a high note, discussing the possibility of implementing this service into Tanja's presentation about mental health, that she is having with different classes in different schools.

"I think this is very inspiring, through the storytelling of the metaphor from the start, because we as humans need to hear stories. I use metaphors in therapy, it's a universal language."

"You are showing them (youth) how to do it, you are breaking it into details, because often information is available, but how do I do it? The good part about the gamification is that it's step by step and you're like a coach, leading them through the activity."

"Other organizations that could use this are for example sports clubs, but also schools and all the gym classes, because it's also about learning about the body."

"This could absolutely be part of my presentation about mental health that I am doing for different classes. It would go perfectly in there.

I would really like it to be for real, it's a good combination between gamification and information. "

User testing
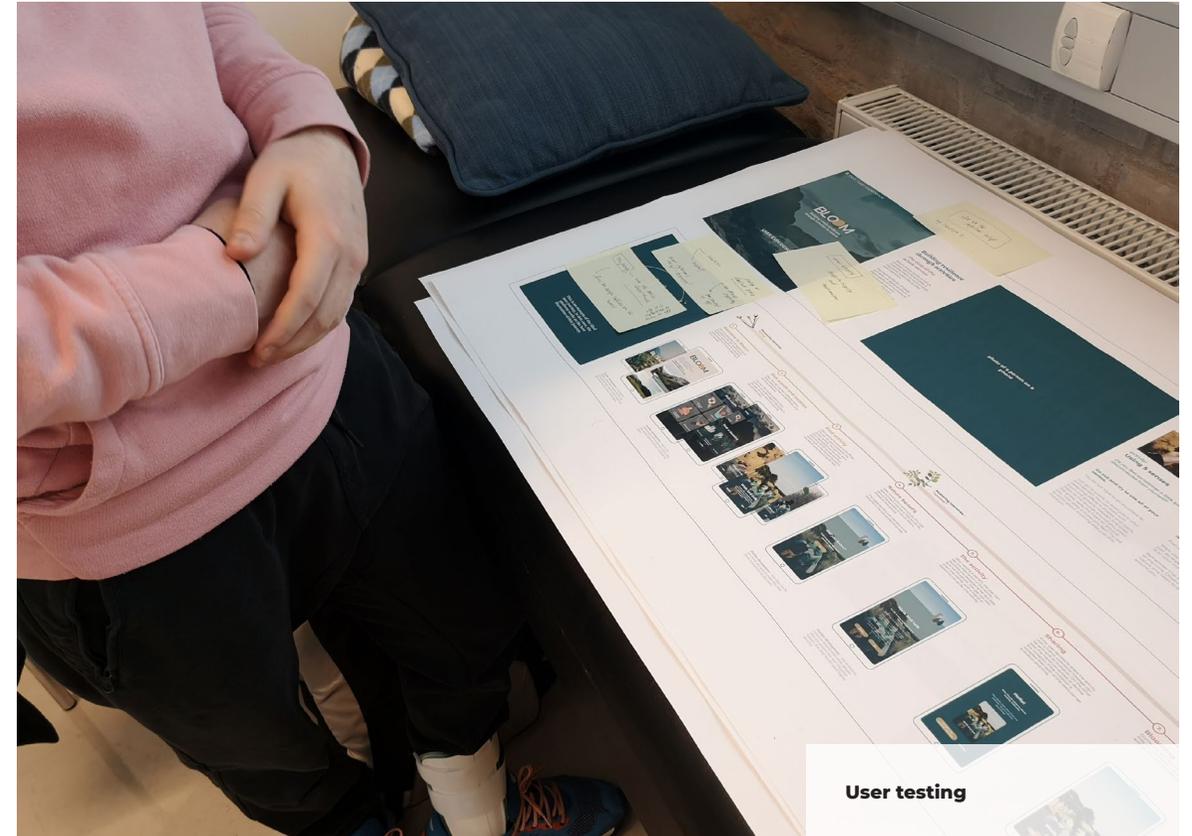
Target user,
Fyrstikkalleen videregående skole - F21

I also wanted to get a feedback from a target user, which is why I interviewed a student from Fyrstikkalleen videregående skole - F21. With him, I talked mainly about the overall topic and the feasibility of the final service. We talked about the providers of the service. We also discussed a few elements that could be improved and changed, such as adding tips for locations for the activities.

Overall, the feedback was positive around the vision of the service. The idea of combining nature and mental health was taken positively.

"Nature actually does help! I feel very peaceful in nature."

"It needs to come from a reliable source, or otherwise everyone is going to doubt it. I feel like these two organizations are this kind of source."

Final evaluation

Overall feedback

Mental Helse Ungdom and Den Norske Touristforening

It was very important for me to get final feedback from the two organizations. Therefore, I interviewed **Ragnhild Gjevre, National board member for DNT Ung** and **Ranveig Stava, Head of projects in Mental Helse Ungdom**.

Both of these feedback sessions were very positive. Both of the organizations feel the need of the project and see the value in collaborating.

Final feedback with Ranveig Stava

DNT Ung

"I would think that this would be interesting for DNT. And this would be an amazing start for further development. We had to start somewhere. And I absolutely think that this is important."

"From DNT's point of view, if some of our activities were included, I would imagine that there wouldn't be any reason not to be part of it."

"I think the only thing is the cost of developing the app, but if this is in collaboration with Mental Helse Ungdom and we could apply for the funding together, then it would be doable. I don't think that DNT would be able to pay for the development of the app."

"Our general focus at DNT is to do these low key alternatives. Folkehelse (people's health) is a big focus in the whole DNT, and this could be part of it."

Mental Helse Ungdom

"Local chapters usually create activities that are indoors, so we find it hard to inspire them to do something else. So this fills out to our experiences. There is a need for this. There's a need for a procedure on how to inspire, how to be confident."

"If we were about to do something like this it would be good to build it on existing platforms and networks. We don't need to start building the competence ourselves. If this was together with DNT, we could use their resources."

"This is a big gift for us! We are going to use it in our project planning activity as an inspiration."

Final feedback with Ragnhild Gjevre

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Reflections

Overall

In this project, I wanted to show the skills and methodology I learned in the last two years at AHO. I wanted to take the opportunity of the last school project, and make an experimental process with close collaboration with different experts and users. In general, I think that the outcome reflects this goal.

The main goal of this project was not to design for today, but rather inspire and explore an opportunity area that has not been that explored thoroughly before in Norwegian context. In the beginning of the project, I thought that I, as a designer could inspire the target group directly. But throughout the project I realized that it would be better to inspire other organizations, which then can influence the target group with a bigger impact.

It was not my intention from the beginning to include a digital platform into the solution, but after going through my research and talking to the target group, it was clear that a digital platform needed to be included.

I believe that this project succeeded in providing inspiration for future collaboration of Mental Helse Ungdom and Den Norske Turistforening. It shows a clear overlap of the topics of mental health and nature.

I am also happy about the fact that I could inspire these two organization into looking more into service design, and a strategic approach to ideate around new ideas.

Challenges

During the project I had to overcome a few challenges that changed my proposed approach and timeline.

Firstly, getting in touch with users and experts. I struggled with finding contacts and connections, as I found out everyone was very busy. I had to figure out alternative ways to get in touch with different actors. I used social media, friends of friends, and news articles to get to different people. It was very important for me to then stay in contact with these people.

Getting in touch with the organizations, who are the main provider of this service was also challenging. Even though I found a way to interview both organizations in the beginning of the project, I then had a big communication gap before showing my design proposal. Especially experts from Den Norske Turistforening were very hard to reach.

Lastly, one of the biggest challenges was the fact that I was working alone on this project. In the beginning of the project I created a calendar and timeline, but because some decisions were particularly hard to make, I had to adjust the calendar.

Areas for improvement

When looking back at the project, I see three areas for improvement:

Firstly, I should have started designing earlier. During the project, I could have spent less time on the research and exploration phases. With more time spend on the design, I would be able to go through more versions of the final delivery and threw more testing sessions.

Secondly, while designing the final design proposal, I spent longer than I should have on designing and deciding for the activities and detailing them. In retrospect, I would have liked to dedicate more time on the delivery for the organizations. I wished to be involved with the organizations throughout the whole duration of the project, as that would have given me more opportunities to actually co-create the project delivery with them.

Lastly, I want to reflect on the fact that my solution proposes a new service. From the beginning of the project, I was going between the idea of creating a new service or building on existing ones. During the process I discovered that building a new service is actually the best solution for the goal of inspiring the organizations. However, it could still incorporate some of the organizations' existing services.

Personal

During this project, I grew a lot. I got to try out how it is to manage and design an entire service project by oneself. Of course, looking back, there are things that could have been done differently, or faster, and also the final delivery could have been developed further.

But given the lengths of the project and the fact that I was only one person, I am actually very happy with the outcome and the process.

Acknowledgments

I would love to give a special
thanks to people who made this
project possible.

All nature photos are provided by me, Paul
Norheim or Maria Yang

Execpt the ones used in the Activity examples,
these are licensed under Creative
Commons and are taken from the website
Unsplash

All process and design delivery photos are mine

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https://www.who.int/mental_health/publications/action_plan/en/

http://www.wilderdom.com/games/

Appendix

Content

1

The healthcare system

Mapping out how the Norwegian mental health system works for the target group The system looks very linear in reality, but in the end, there are a lot of steps before youth can get help.

Prevention

| Recognizing the problem | Talking to someone about the problem | School treatment | Diagnosis | Treatment | Follow up |

GP

Private psychologist

Parents

Teachers

PPT

Special school plan

Teens themselves

School nurse

BUP

GP

School services
- teacher+health services meeting
- utviklingssamtale
- miljøarbeider

School psychologist
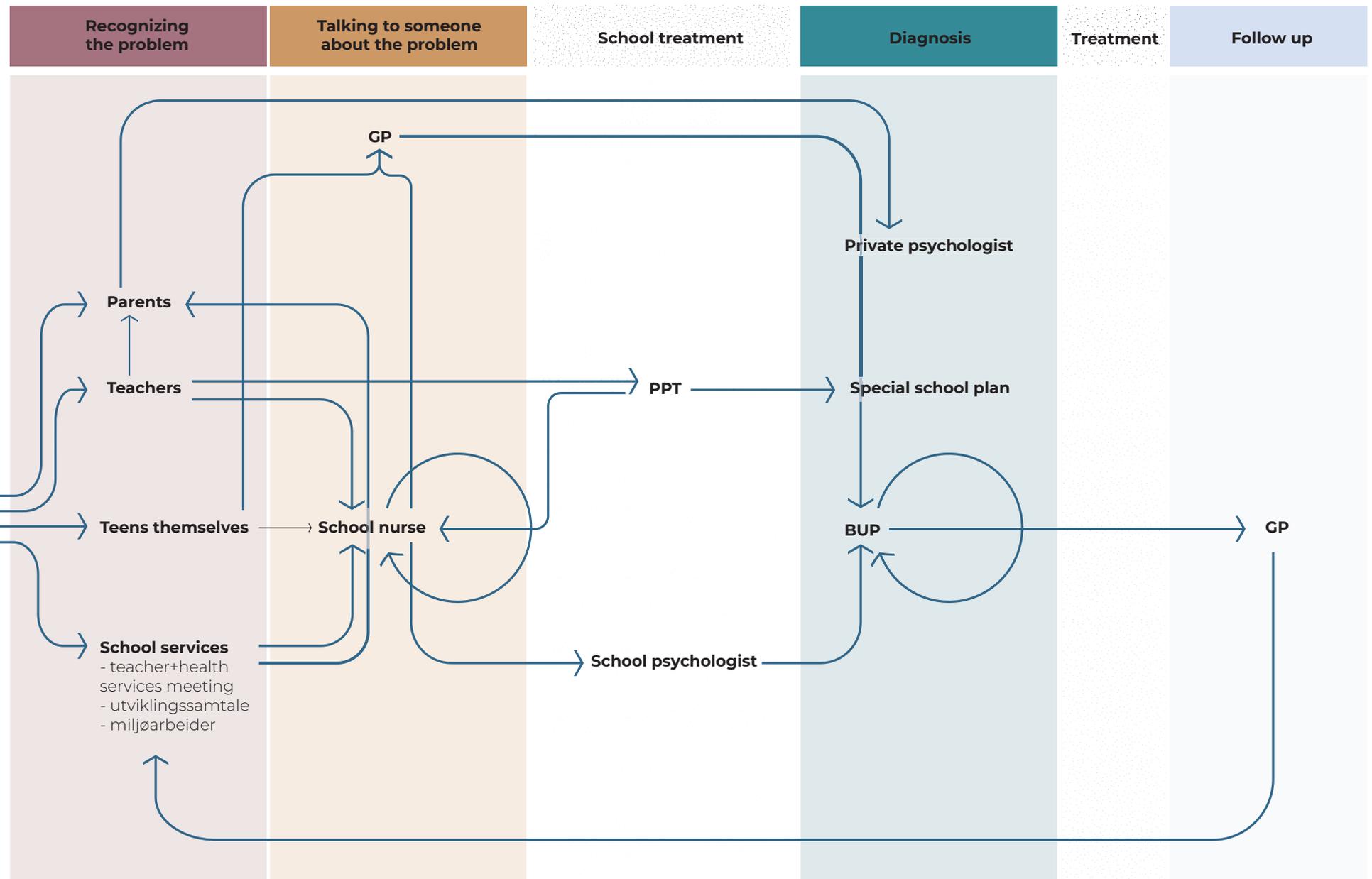
2

Trends

Examples of trend analyzes
from the World Economic Forum.

2

Trends

Healthcare trends

virtual therapy - including AI and VR in the treatment, leading us to a virtual doctor's visits

people having more active role in mental health - seeing the trend of increasing number of digital applications for self diagnosis

Technology trends - throughout my analyses and interviews, I saw that in my target audience, technology is an important everyday element, this was also visible through trend mapping

Digitalisation - services and products are going from physical to digital, but on the other side, teenagers, even though they grew up with technology and internet, are not very tech intuitive

Gamification - gamification became a big trend in the recent years. There are pros and cons to gamification. We can see benefits of this trend - presented for example in Pokemon Go and the ability of taking more youth outdoors, but on the other side gamification can also easily hide the fact that the user does not have any control of the game. Gamification then needs to used in very careful way Connected to technology, we have to talk about social media - this is a big trend and especially amongst youth. Social media have also their pros and cons. On one side social media allow us to be connected to anyone anytime. It breaks any bridges, and makes communication and connection easier. On the other side,

social media can lead into a way of addiction, wrong life and body perception, and also being influenced by others.

Behavioral trends

Social connectivity is linked to social media, it can also mean that the audience can be immediately connected and can be part of the collaboration

On the other side we can also see a rise of individual empowerment. This can also be seen in the "self help" wave. There are increasing numbers of self help tools and applications.

Which then leads us to the last part, which is actually anti trend to "self help"

- friends - in the target group, friends are still very important, they are even more important than family in some cases, friends now everything and deal with problems together. On the other side, we can see that a group pressure can lead to fear of being different, or being seen alone.

2

Trends

Technology

Digitalization
Turning physical to digital.

"Many teenagers are bad in Google searching, but everyone now assumes that young people are good on computers, searching online, critical information - but they suck at it!"
teacher

"Their whole life is on their cellphones, all their social interactions, they live their lives on their phone, if you take away a cell phone from an average 17 yo, they will feel separated, lonely, etc."
teacher

Gamification
Turning experiences into games.

"Pokemon Go was very beneficial for health"
MHU

"More intuitively engaged patiences - phone based apps."
World Economic Forum

Addiction

"The thing about humans is that we do get addicted - we get addicted to social media, we collect points and likes and we get hooked on social media."
school psychologist

"Now teenagers do not see social media as a problem, but they cannot put their phones away"
school psychologist

Followers

"They follow more instagram celebrities, it is what is in the regular media - they do not really read regular media that much"

"But if they see 10 pictures that is promoting unrealistic body shape and then you have one that is promoting something else, then it is easily overlooked."
teacher

"Everyone is doing it, so I am doing it as well."
teacher

Social media

"You have some positive influencers, but that is really small margin of people and also these are not the people the youth are following."
teacher

"They do not see it as a big difference to talk in person and to talk on a phone"
teacher

"Live events, people can participate in events live - people can comment, etc."
World Economic Forum

"Interaction is no longer limited to time and space, this enables people to connect to others who share the same interest and believe."
World Economic Forum

Virtual therapy
Using new technology to make the meetings between doctor and patient easier.

"VR and AR - helps with total immersion into other environment, with no distractions. It is very useful."
World Economic Forum

More active role in mental health

"Mental health applications - why should you download it, why should you use it, there is many apps with good information, but you just use it once."
teacher

"Teenagers usually do not show up, if they need to make an effort of going somewhere, for example: UngArena, there is so many great offerings, but it is the "doorstep mile"."
school psychologist

Health

Growing numbers of mental health illnesses

"Fear and social stigma about mental health. General population much become more willing to openly address mental illness."
World Economic Forum

Stigma

"Everyone has mental health - when we talk about it, we do not talk just about the bad stuff, it is normal to have good and bad days - but if you have a bad period for too long, then you should get help."

"Everyone has a mental health, but because of media, etc. Everyone things that mental health is a bad thing."

"Now: mental health is very separate from health, mental health is not very visible."
teacher

"Mental health is very separate"
MHU

Social connectivity
Audience is part of the content and can collaborate and interact.

Individual empowerment

"Self help - part of an individualistic mentality and part of society that privatizes problems "there are your problems, and I will help deal with your problems", western world - I know what you need, because I have a solution for you."
World Economic Forum

"Self help - advertising and social media, which creates fomo and tells us that we are insufficient and inadequate, it markets us meditation, exercise programs, make up videos ."
World Economic Forum

Self help

"If you are an isolated person - why would I give you self help, the whole point of you being isolated is that you need a help from other, you need to be able to reach out from others."
World Economic Forum

Friends are important

"Friends are more important than parents for them."
school psychologist

"They experiment, watching stuff, sharing a lot and have conversations together with their friends."
school psychologist

"Usually teenagers share a lot with their friends, when some are having a problems, the others know about it."
teacher

Help from friends

Friends
Have a significant role in teenage age

"You can put limited things on friends, it cannot be too much, friends can be supported - they might to learn how to do that, but they cannot fix anything."
teacher

"16/17/18 year old cannot give really professional psychological advice ."
teacher

Public perception

"The can be labeled as "loners" which is seen as a negative label "he/she has nobody to talk to."
school psychologist

"I do not see that much of individual action - they are scared of being alone."
school psychologist

"Girl had anxiety, and got in conflict with her friends and it was difficult for her, because she did not have many people to talk to."
teacher

"They are different groups of kids at schools - the "cool" kids, etc. This is a problem mainly for girls - freezing one out - for example, one that is not interested in make up and boys, etc."
school psychologist

GLOBAL TRENDS

BEHAVIOR TRENDS

3
Future scenarios

Caring strangers
Maria - social media influencer

Trends:
Game of life - using AR, geo-location, etc.
Virtual meetings with therapist

Findings:
Parents avoid hard conversations
Hospitals are involved too late

The scenario:
The situation setting:

Because virtual interactions, including personal therapy, people are missing human interactions. Everything can be solved through an app. We can talk to anyone virtually in a short period of time. Talking to holograms is happening on daily basis. Because of this parents are not involved in normal face to face conversations with their kids. They can just send a hologram of a doctor from the hospital to talk to their kids, if they feel like something is wrong.

In the same time, because of the technology, everyone is always connected through the internet. There is no privacy anymore. Everything that people do is being monitored and rated.

When everything is shared, everyone can also see each others emotions. When someone is feeling sad, anyone can approach and try to comfort them, as parents are not present in the hard conversations.

Caring strangers, who try to help others will then get better rating and the individual happiness will raise.

Main tensions:
How do you interact with others?
How do we make sure that people get enough help?

How can nature help in this setting?
We know: nature makes us more connected

Divided public
Maria - social media influencer

Trends:
Individual empowerment
There is good information about mental health

Findings:
Teenagers feel like they have to be perfect because of social media
Schools are mainly diagnosis oriented

The scenario:
The situation setting:

Because there is so many empowered individuals, the social media reality is even more on edge. More and more people are sharing perfect photos of themselves and their lives. The individuals who are trying to catch the top cannot keep up anymore, which leads to even bigger gap between different groups of people.

This leads to even higher number of people with depression, because they feel like their lives are not good enough. Schools are not helping in this situation, as their approach is very technical, which means that everyone has to search for the good information that is provided by themselves. This also mean that everyone needs a extra push to do something about the problems, which only information cannot provide.

Main tensions:
How do we communicate that it is ok not to be perfect?
How do we get people to actually do something actively to help themselves?

How can nature help in this setting?
We know: hard conversations are easier in nature

Version 1
Hospitals create a service that is very accessible for everyone and is based on a simple idea of for example: Foodora. This service contains of ordering VR glasses to home online. Everything is experienced through VR. The VR reality emerges users into nature. Users can experience forest therapy from their own beds, they can also learn new skills, learn how to set up a camp, etc. Virtual forests are replacing real forest.

Users can also meet other people who are now in the virtual reality, they can start talking together about their problems, as the conversations are much easier in the forest and in VR. This will bring more empowered to people.

Version 2
Empowered people are pushed to help others. Social media run on goodwill, you have to do good for others in order to have certain amount of followers. When helping others you also get happy yourself. The goal is to lift up the people who are depressed, get different rewards, likes, etc.

This leads to creating groups of social media, where people can meet and go outside together. This is based on a concept of Tinder - but finding your empowered individual, just register and AI will calculate who you should find. They you can find people to go out with, you can set for example only girls, etc.. (Hey girl!)

Supporting facts:
People with depression do not want to leave their homes

Internet shutdown
Tanja - school psychologist

Trends:
From physical to digital
More active role in mental health

Findings:
Social media put a lot of pressure on teenagers

The scenario:

The situation setting:
The world is fully digital. The world is dependant on the internet and electricity, internet connection is everywhere. People have to be connected to be part of the world. People do not interact with each other anymore. They communicate only through online chats and forums.
Creating a digital meeting room, which is an anonymous digital meeting place. Platform that helps building community, It is more about "I have something hat makes me sad, I want to get advice."

Main tensions:
How do we disconnect people?
How do we communicate?

How can nature help in this setting?
We know: thinking differently while in nature

Nature needs to be more accessible.
Government decides to shut down the internet for the whole day. Everyone is provided a return ticket to nature and back. This day is mandatory school free day.

Government provides different tips on what to do in nature, how to take it in, what to think about. The disconnection makes everyone more connected.

Supporting facts:
Going back to nature culture of Norway, transportation accessibility

Everyone is effected
Eivind - teacher

Trends:
From physical to digital
More active role in mental health

Findings:
Social media put a lot of pressure on teenagers

The scenario:

The situation setting:
There will be more self diagnostics and inspiration through social media or other digital platforms. You can find information about anything. People just google search their feelings. Mental health apps are on rise.

The division between mental health and health is not that good.
Normalization of mental health in a bad way - Talking about mental health becomes a trend - celebrities are talking about how their lives were tough, and everyone is cheering for them. It is good to share, but there is also this incentive to appear. Maybe people can overreact, jumping into conclusions - everyone has anxiety or depression.
It doesn't have to be celebrities, but the tendency of the society is: if you feel sad you are depressed, if you feel nervous you have anxiety.

But there is more awareness, more money spent on mental health, etc.

Tensions:
In the information overload how do we provide and consume the right information?

No personal initiative
Eivind

Trends:
Growing numbers of depression cases
What does it mean for the users?

The scenario:

The situation setting:
AI is fully implemented and people are using voice recognition. When someone is feeling bad and does not want to leave bed - his/her Alexa tries the communication: "Hey, are you there?" and tries to notify person's friends AI

Alexa: "Hey, S. is feeling very sad today, notify A.!"
Siri: "Ok, thank you, I will do that."

Friends are notified and gave advices on how to help.

Alexa can also start projecting nature scenery and play nature sounds in the room and set the person into a therapy with actual therapist or just to talk to other people. So the person, who is feeling down does not have to take any initiative, it is all brought to them.

Tension:
How do we take initiative back?
If every user is in bed, not doing anything - how do you make them do something?

Photo: Paul Norheim