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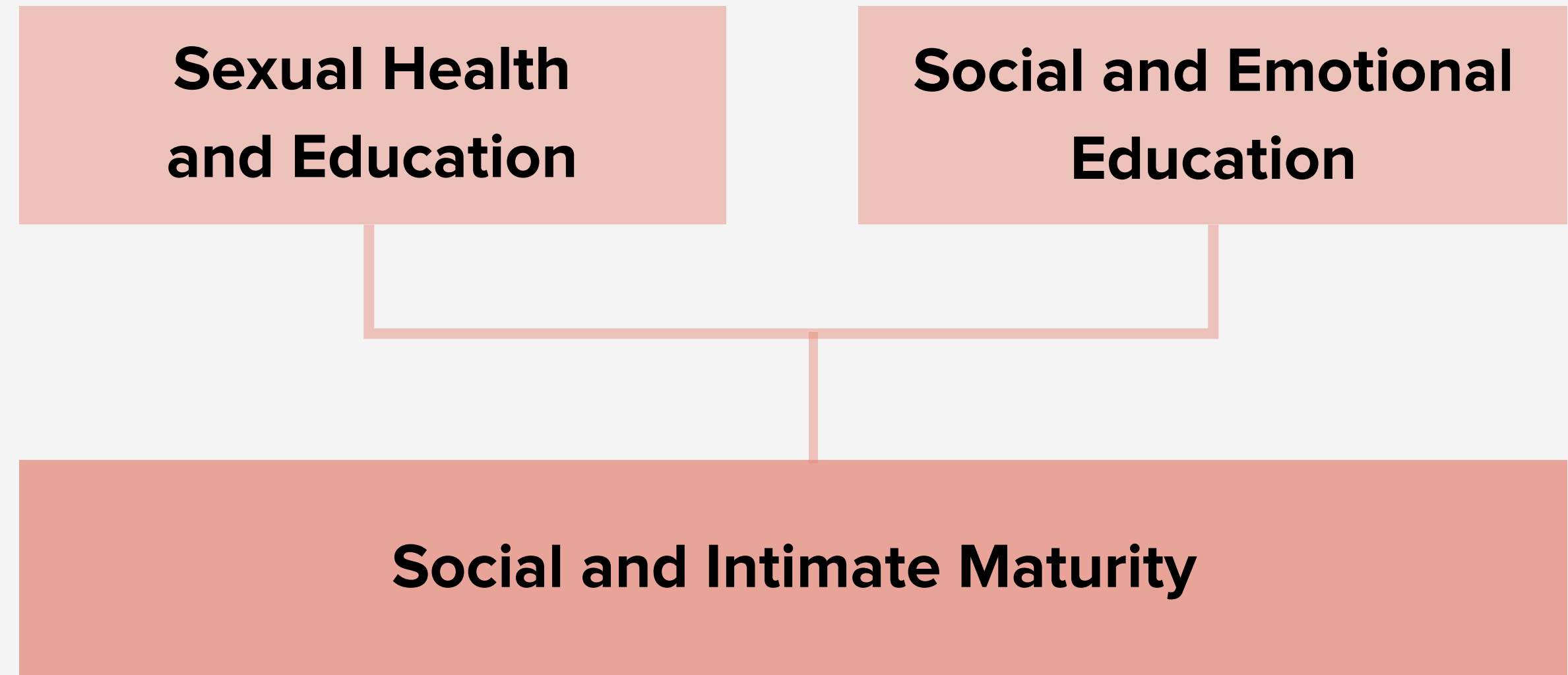


recap

problem area

A system that better imparts both sexual health education and socio-emotional education.

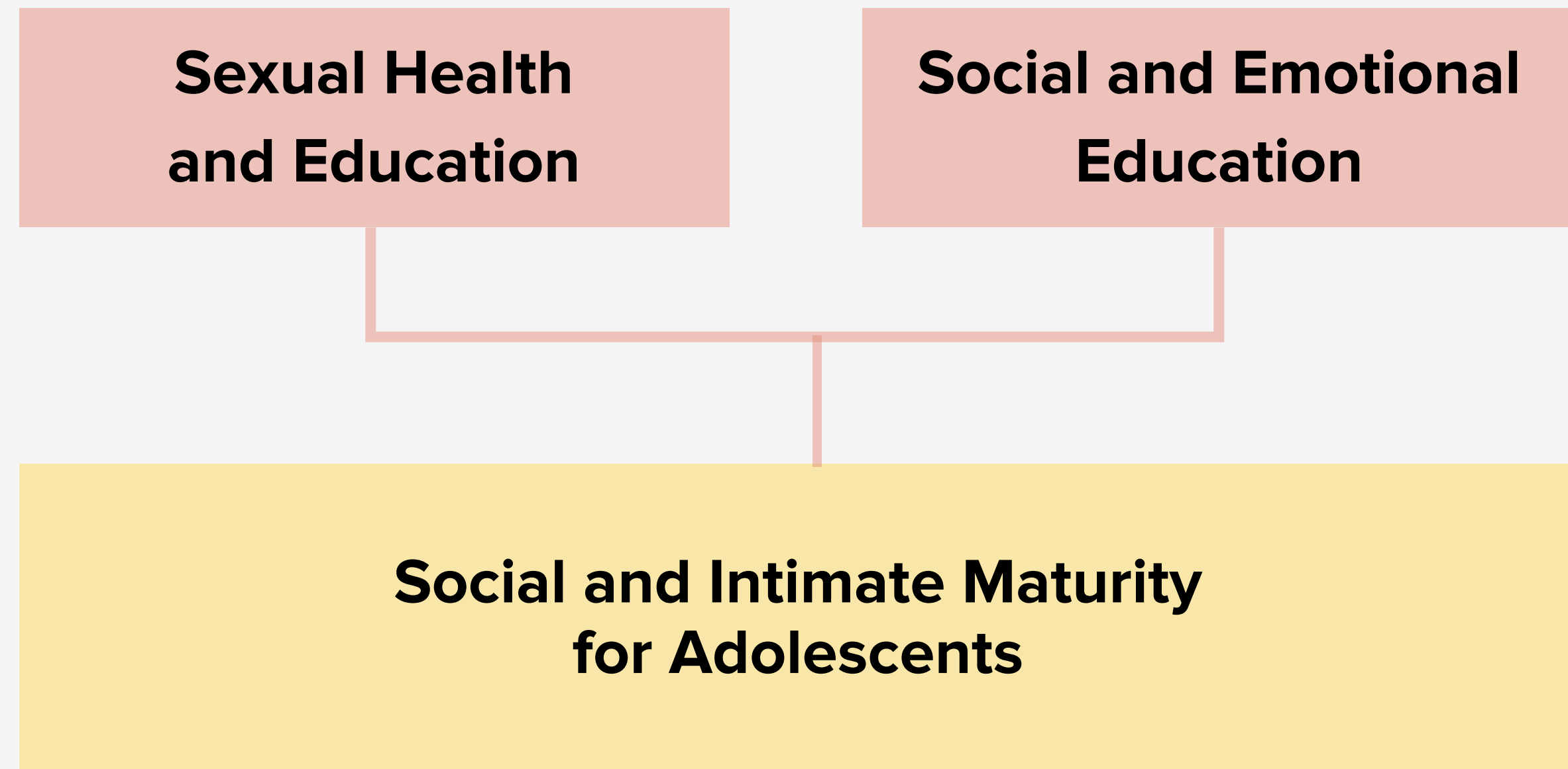
Together, we have termed this as **'social and intimate maturity'**.



problem area

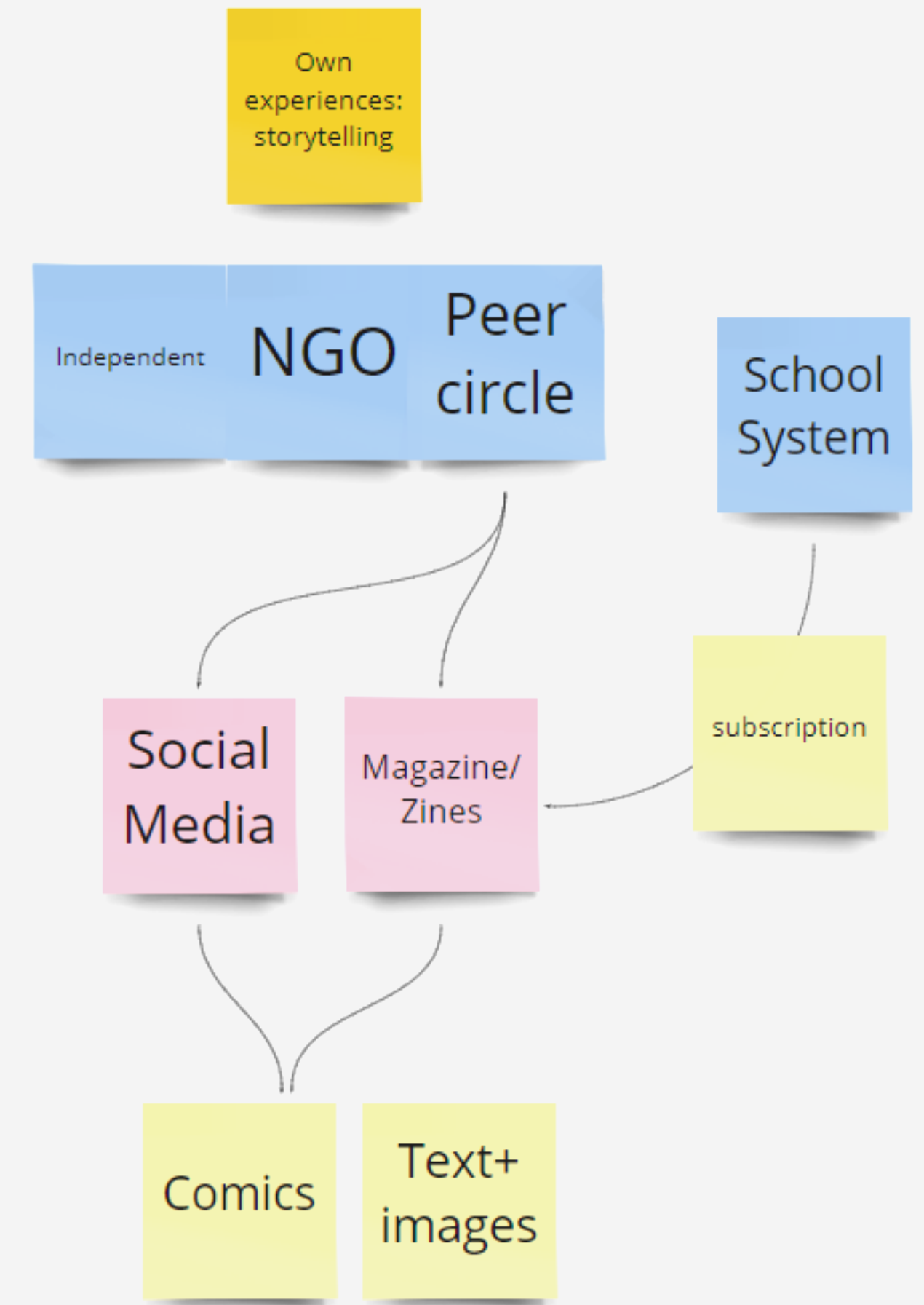
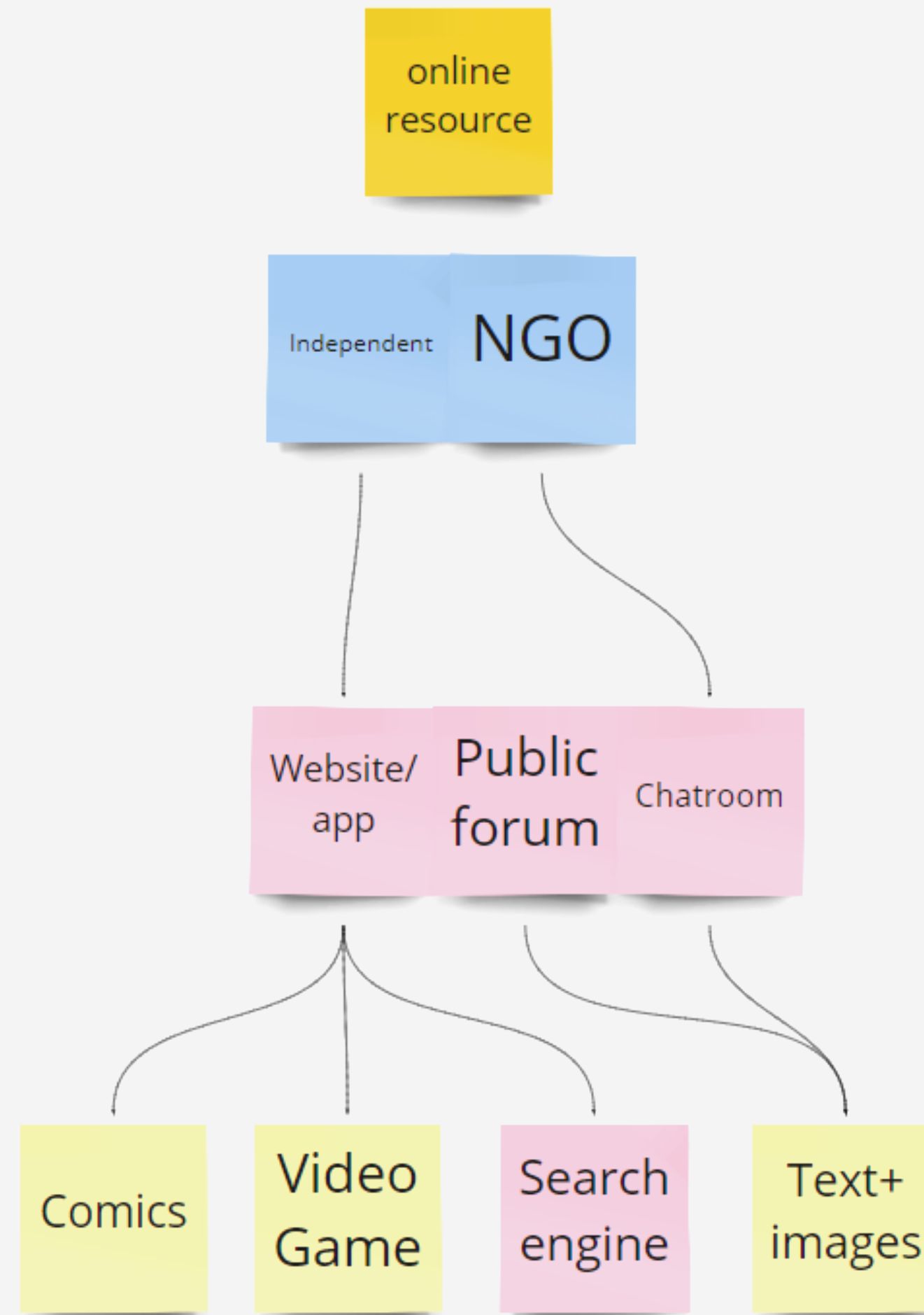
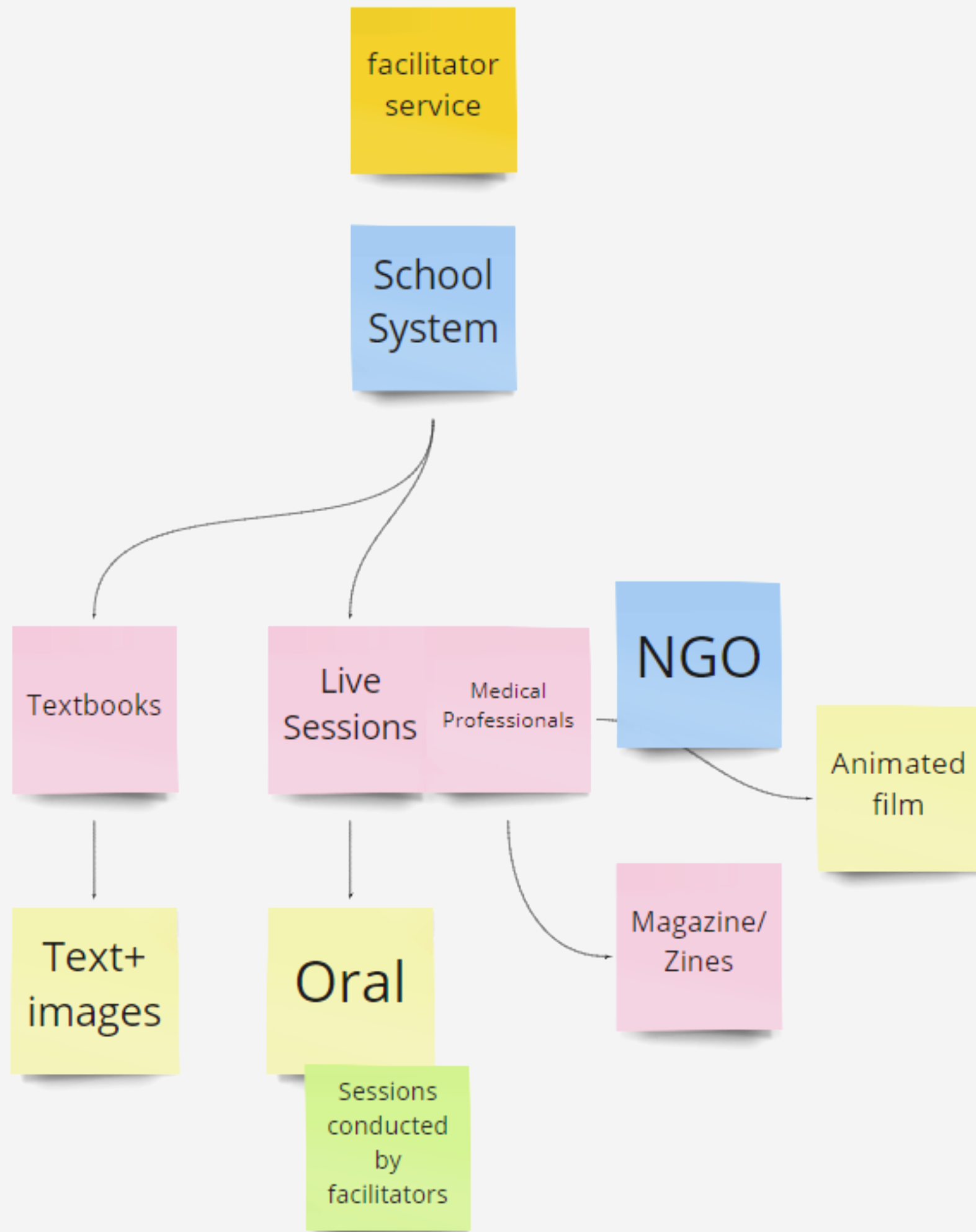
A system that better imparts both sexual health education and socio-emotional education.

Together, we have termed this as **'social and intimate maturity'**.



idea generation

ideation



three models

recap

Online Resource

Facilitator Service

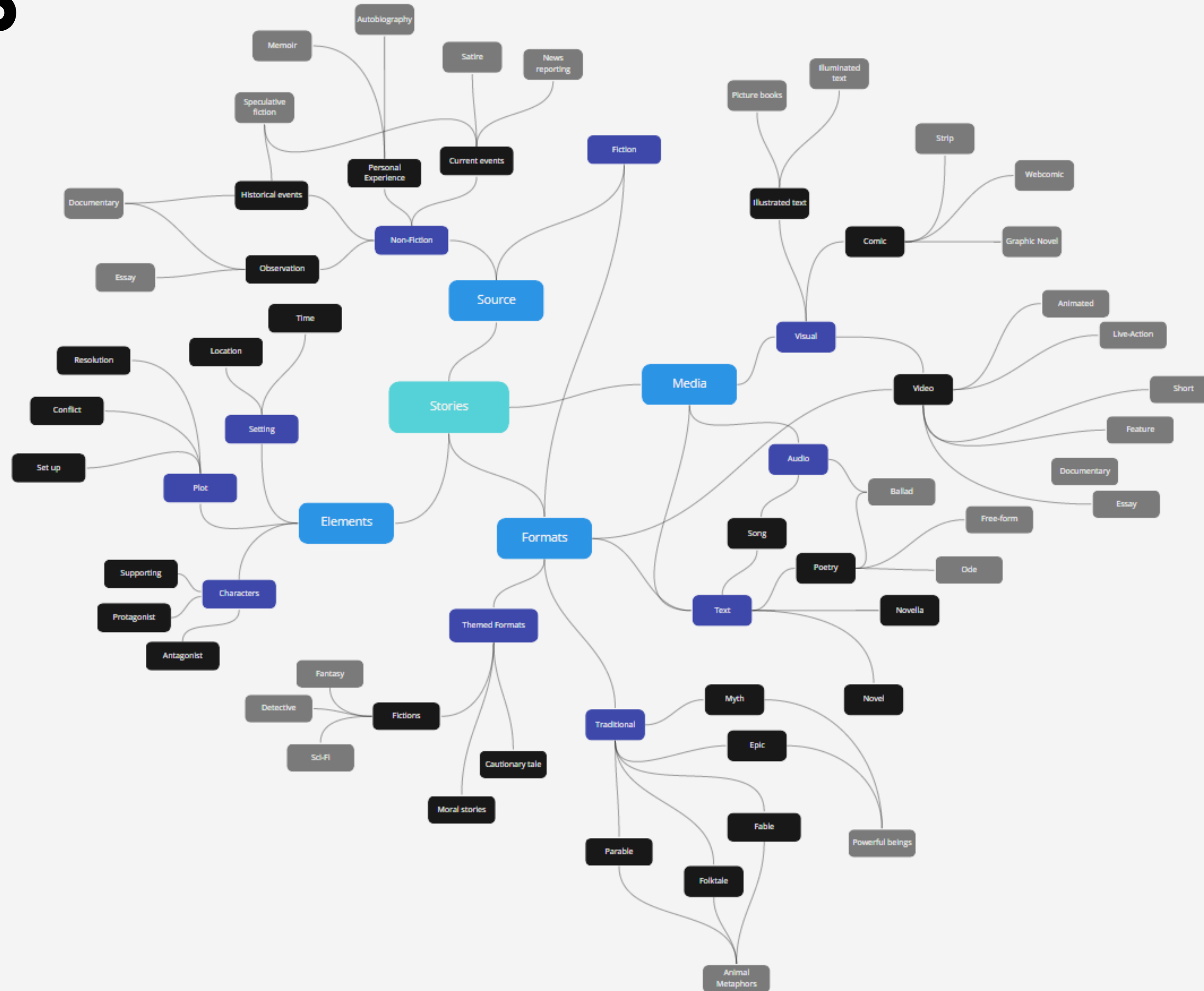
Shared experiences



dissecting storytelling

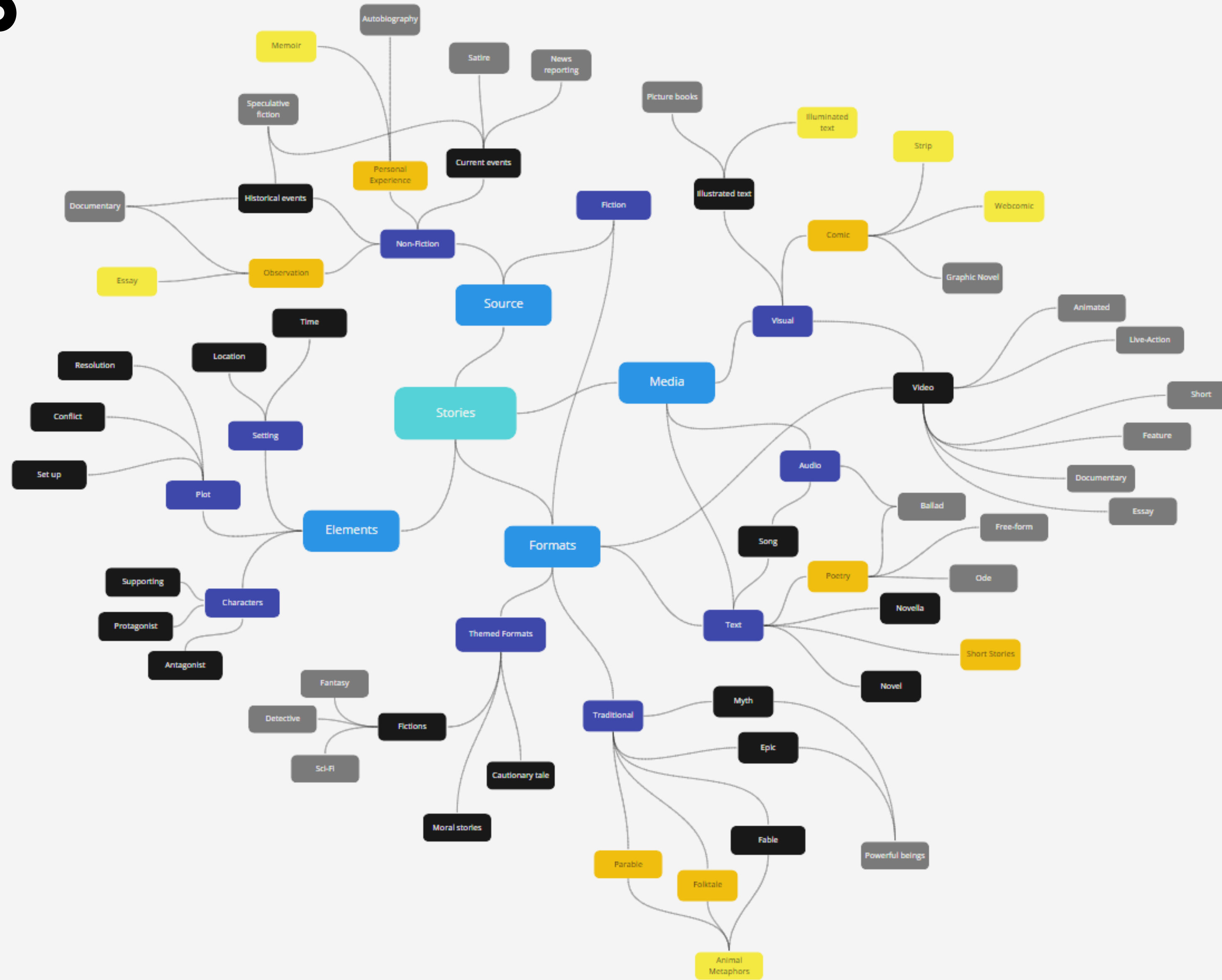
story map

dissecting storytelling



story map

dissecting storytelling



stories of focus

dissecting storytelling



value system

dissecting storytelling

Educate rather than police

**Support and nurture
healthy adolescent growth**

**Promote discussion of
SIM and sexual health**

Maintain a kind attitude

value system

dissecting storytelling

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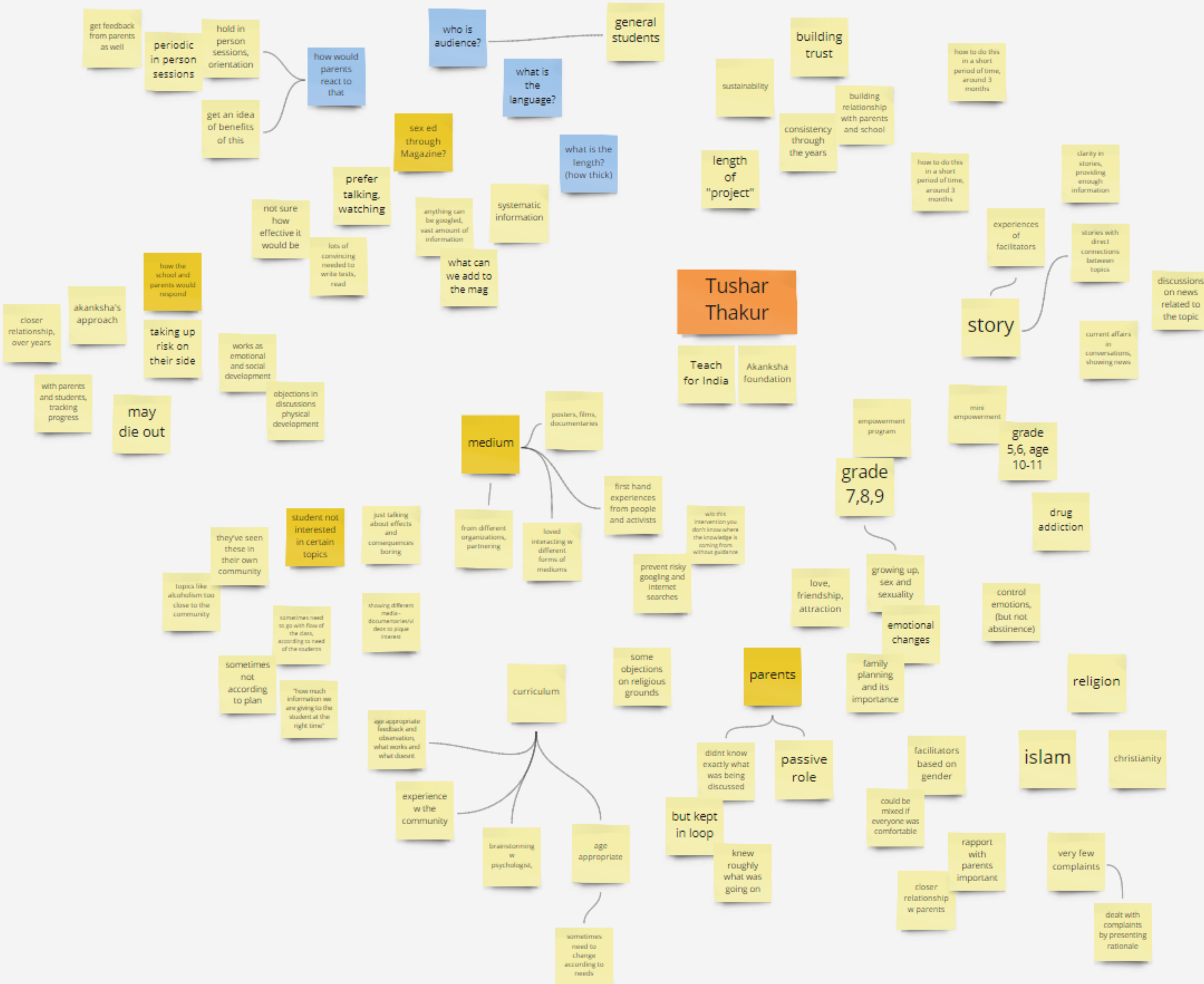


interviews

Tushar Thakur

Ex-bhaiya at Akanksha Foundation
currently working for Teach for India

Held sessions as a facilitator for
adolescents and older teens from
underprivileged backgrounds

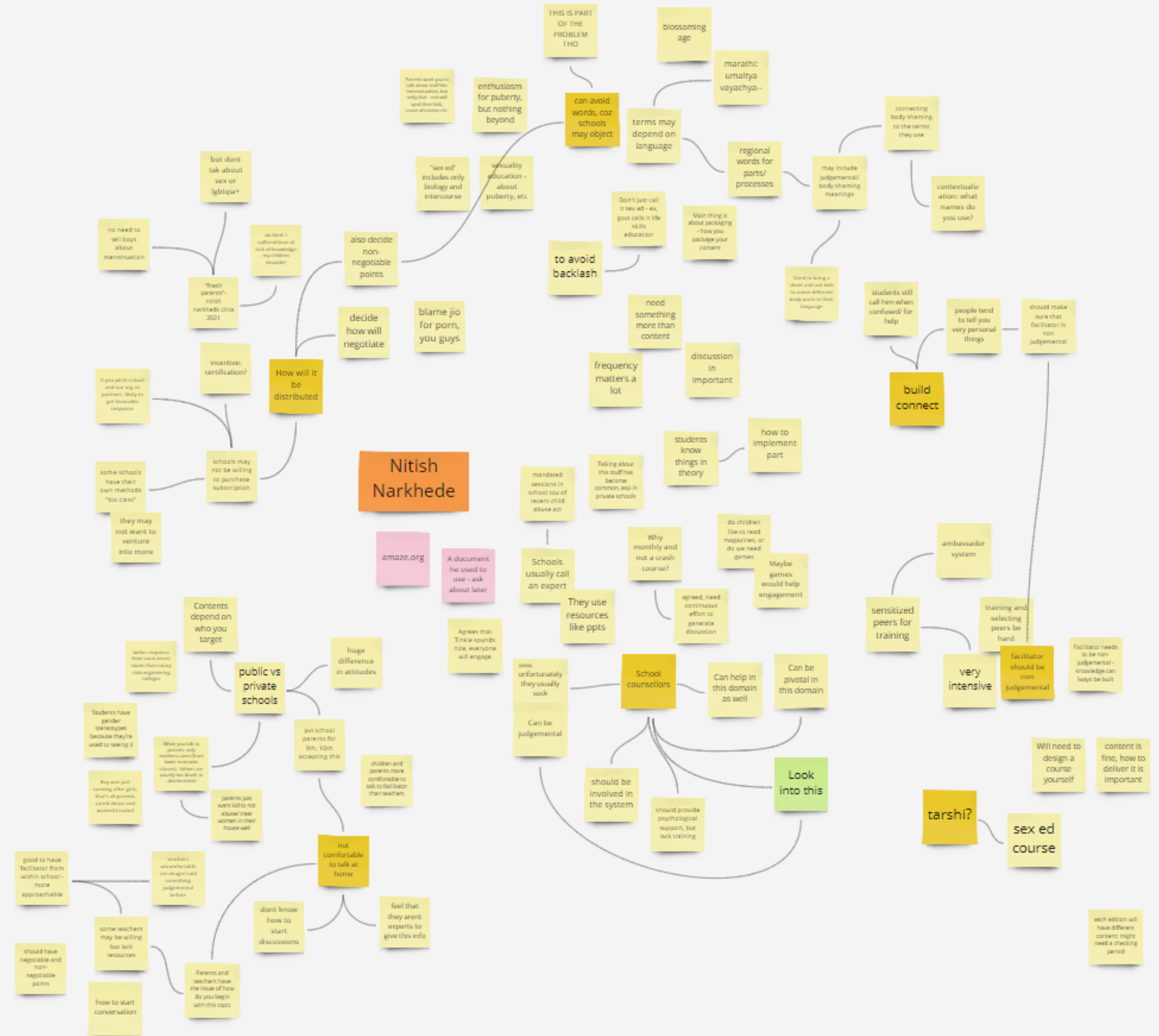


Nitish Narkhede

Worked with Prayas Group, Pune

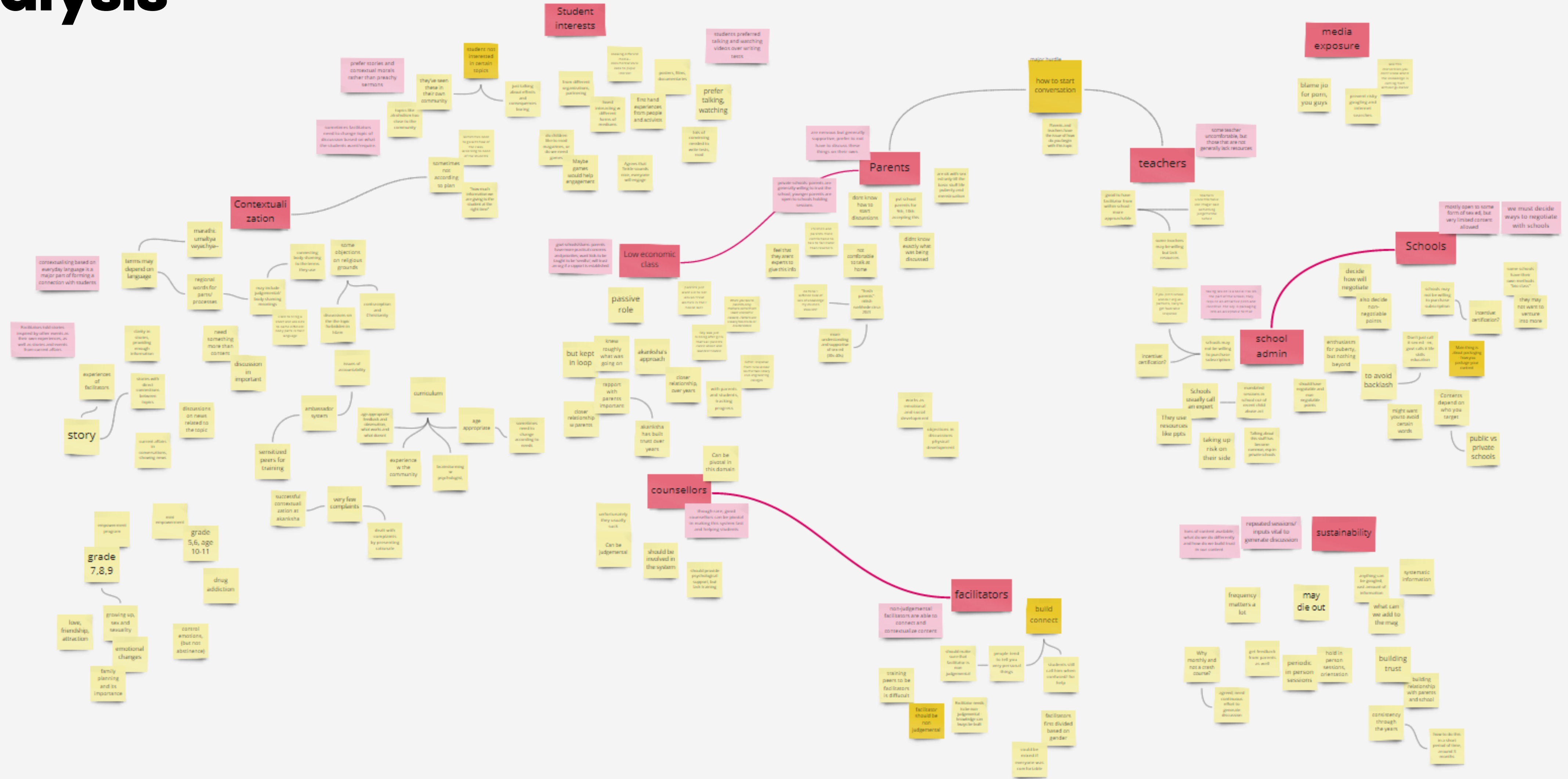
Held sessions as a facilitator for adolescents and older teens from a variety of backgrounds

interview



analysis

interview



Grouping of insights and summarization in light pink

summary

interview

students preferred talking and watching videos over writing tests

prefer stories and contextual morals rather than preachy sermons

sometimes facilitators need to change topic of discussion based on what the students want/require.

are nervous but generally supportive, prefer to not have to discuss these things on their own.

mostly open to some form of sex ed, but very limited content allowed

some teacher uncomfortable, but those that are not generally lack resources

taking sex ed is a social risk on the part of the school, they require an attractive pitch and incentive. the key is packaging into an acceptable format

we must decide ways to negotiate with schools

contextualising based on everyday language is a major part of forming a connection with students

govt schools/slums: parents have more practical concerns and priorities; want kids to be taught to be 'seedha'; will trust an org if a rapport is established

private schools: parents are generally willing to trust the school, younger parents are open to schools holding sessions

Facilitators told stories inspired by other events as their own experiences, as well as stories and events from current affairs

though rare, good counsellors can be pivotal in making this system last and helping students

repeated sessions/ inputs vital to generate discussion

tons of content available, what do we do differently and how do we build trust in our content

non-judgemental facilitators are able to connect and contextualize content

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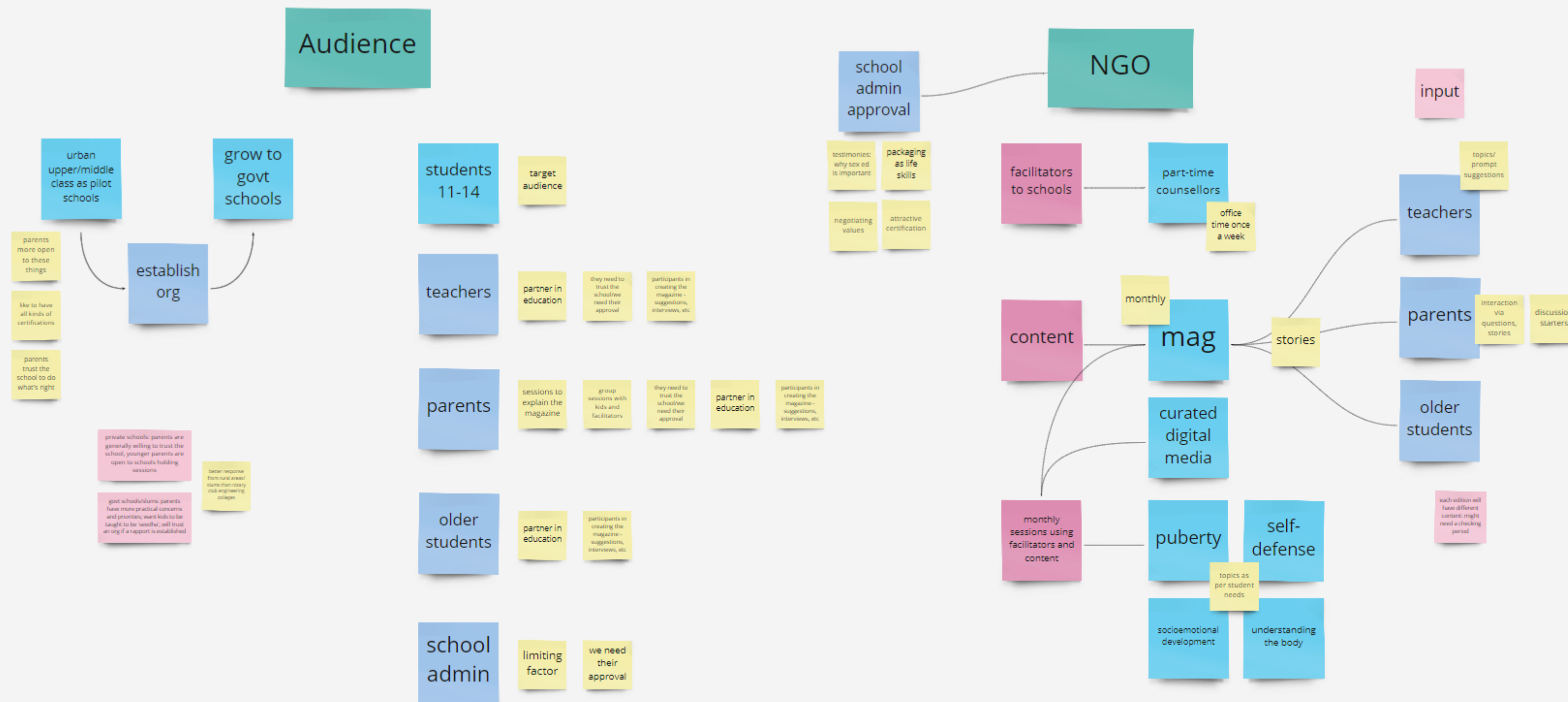
non-judgemental facilitators are able to connect and contextualize content



forming the structure

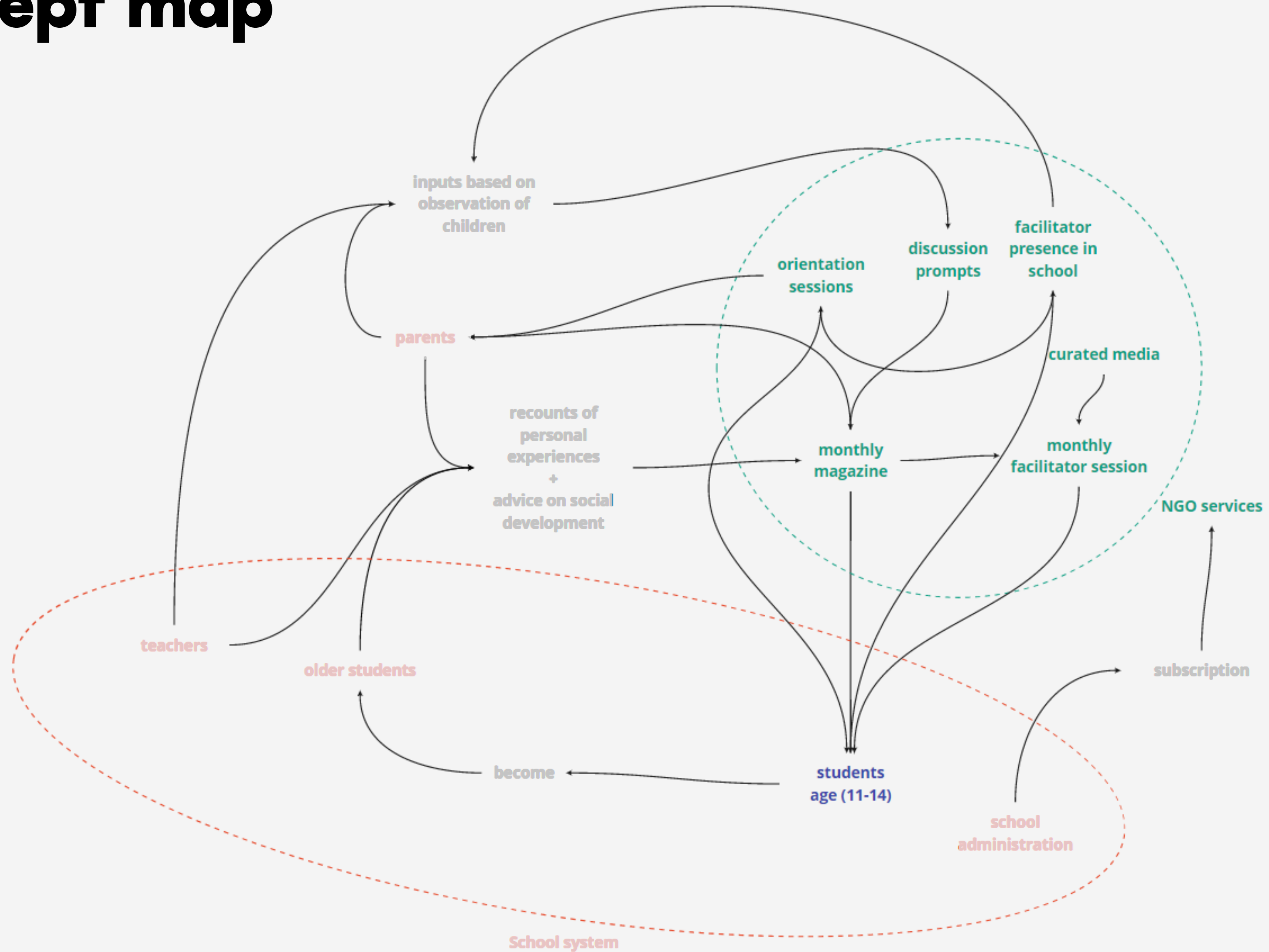
rough concept map

forming the structure



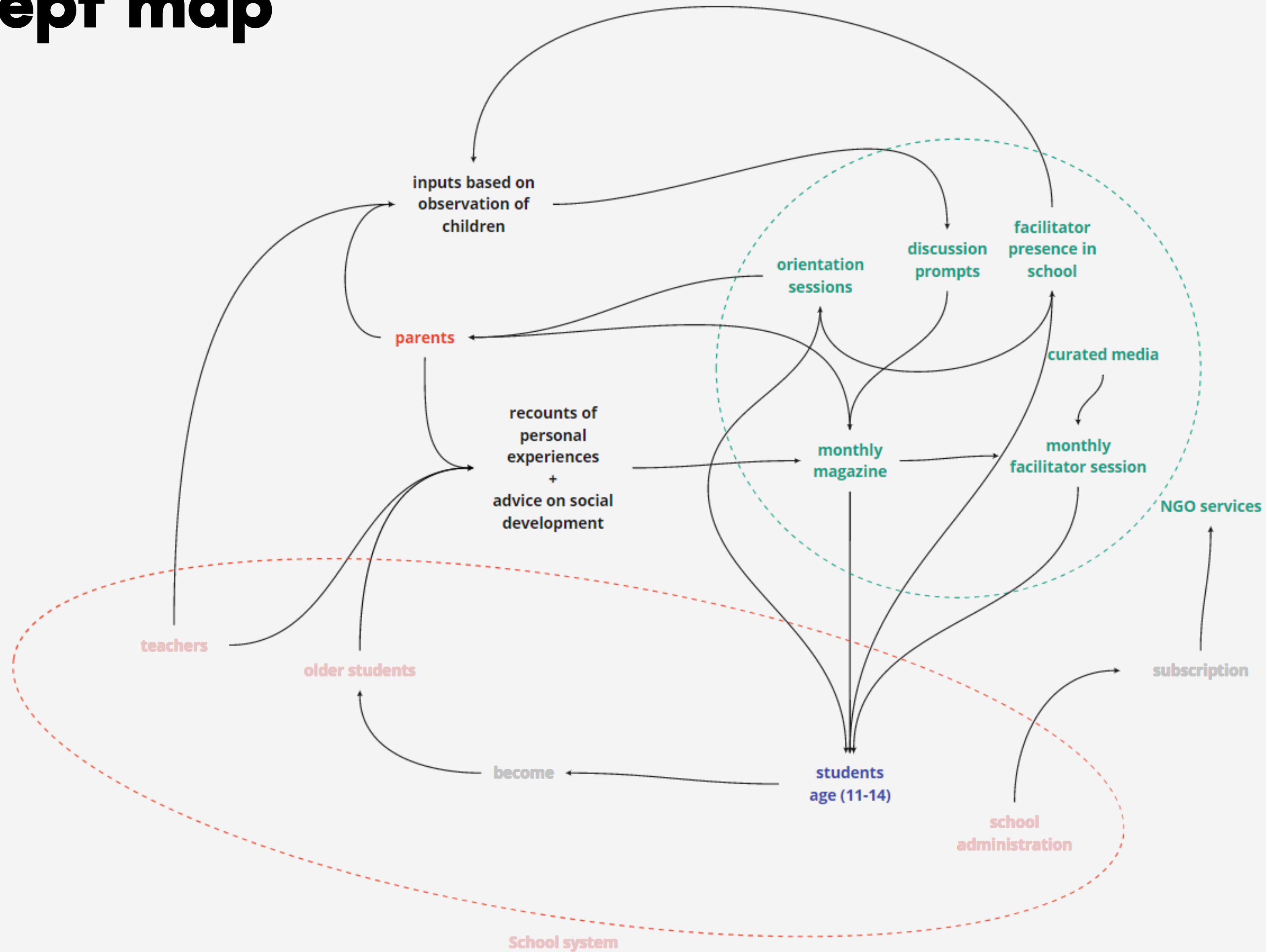
final concept map

forming the structure



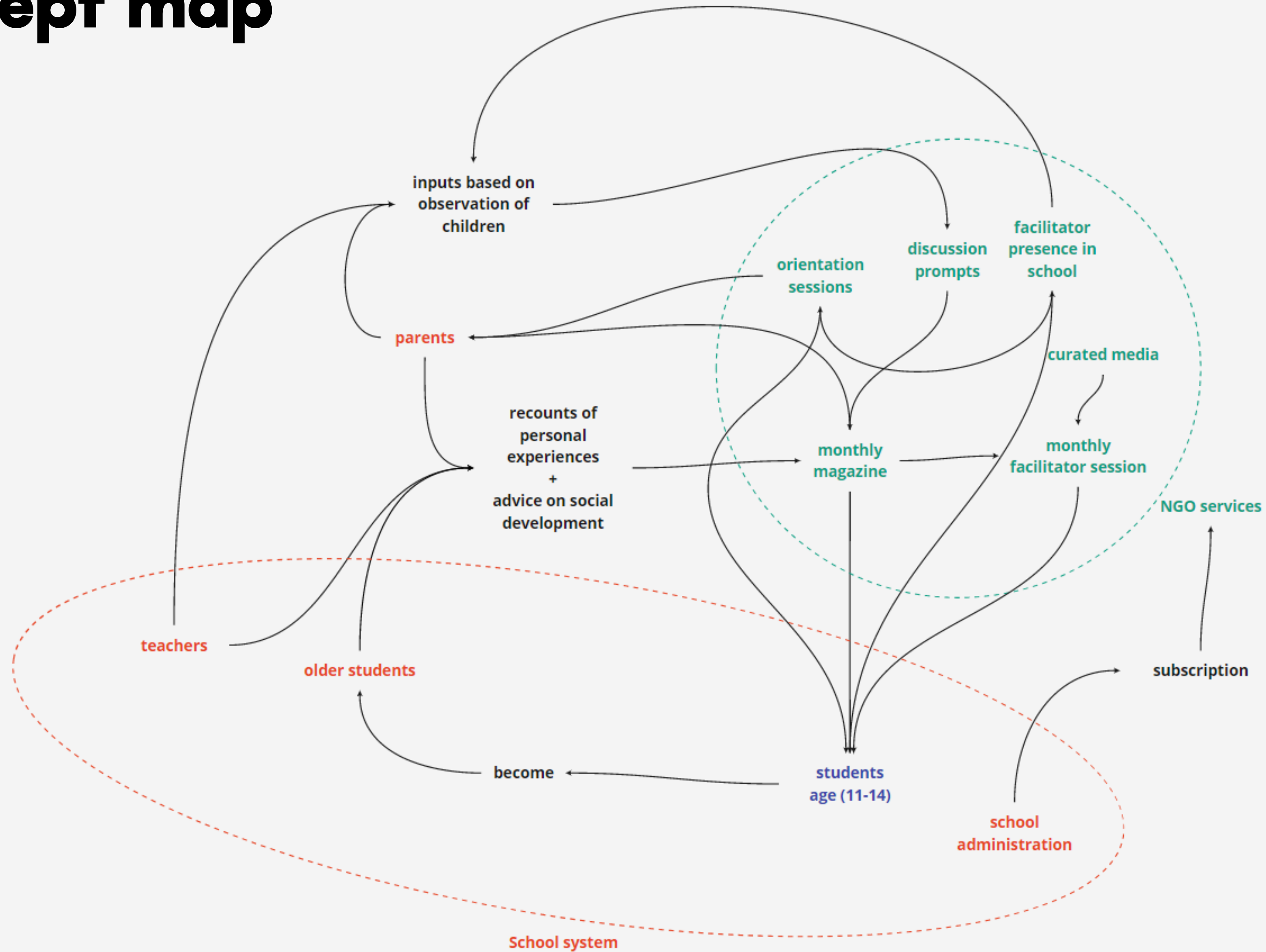
final concept map

forming the structure



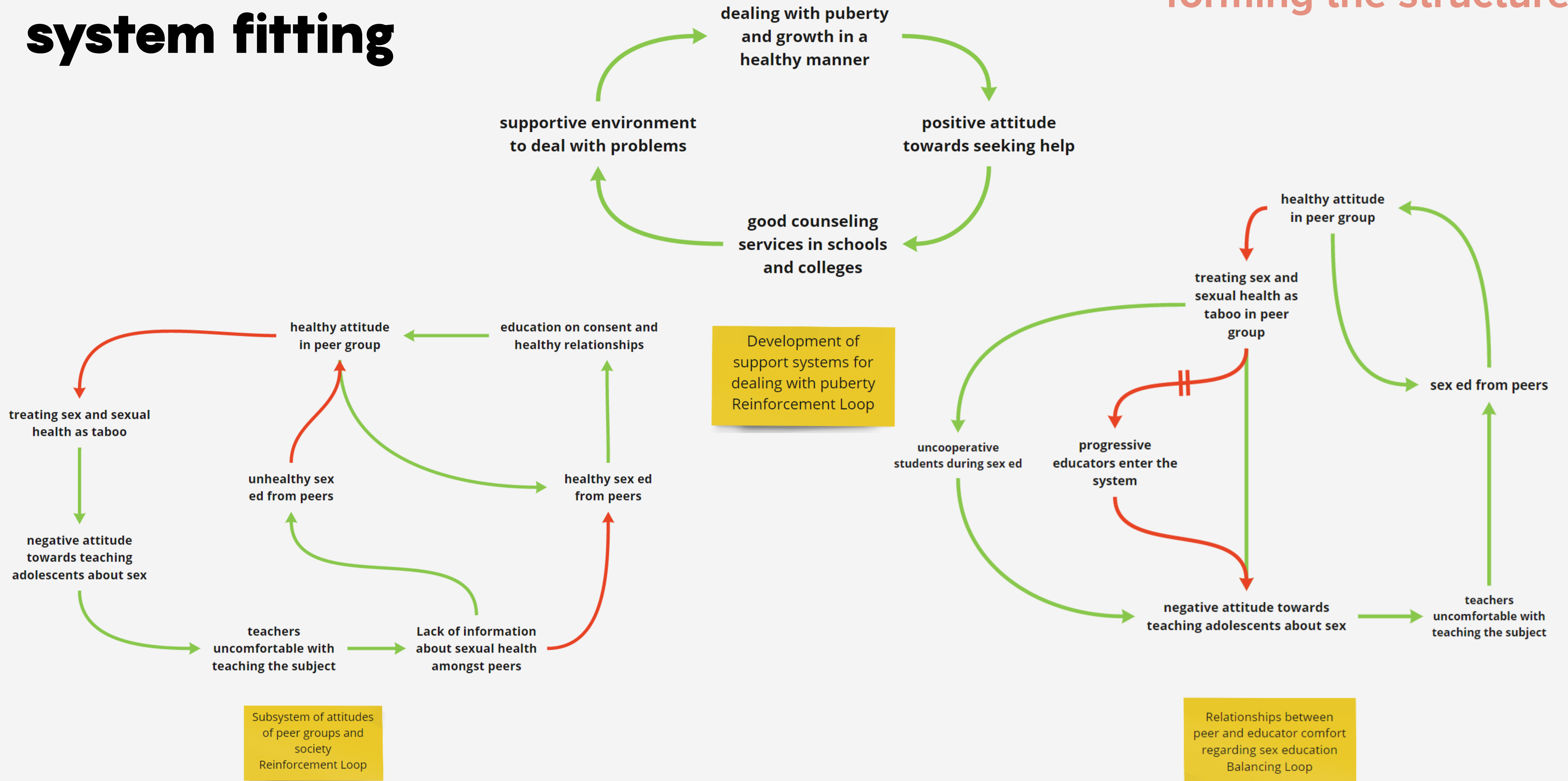
final concept map

forming the structure



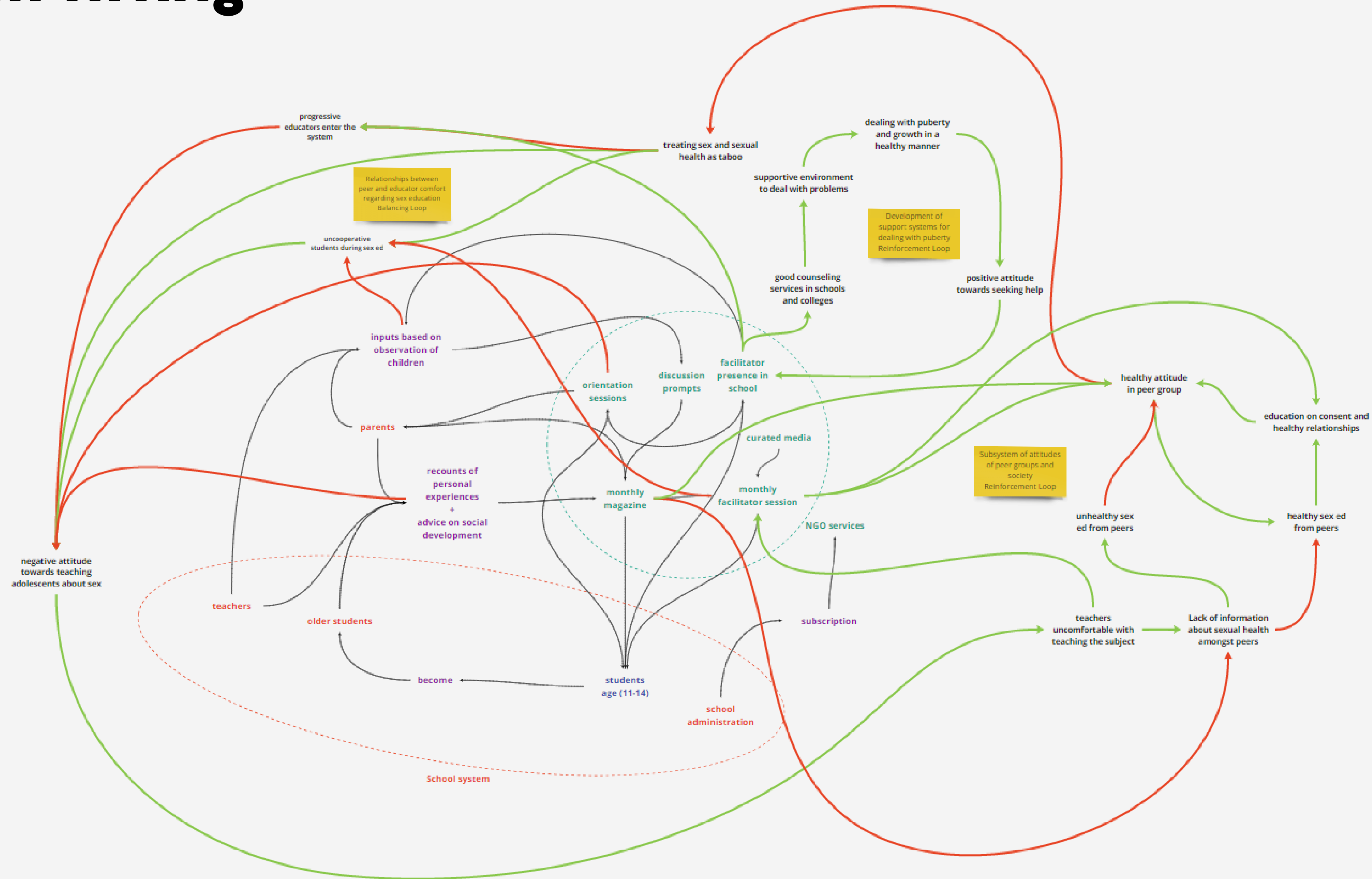
system fitting

forming the structure



system fitting

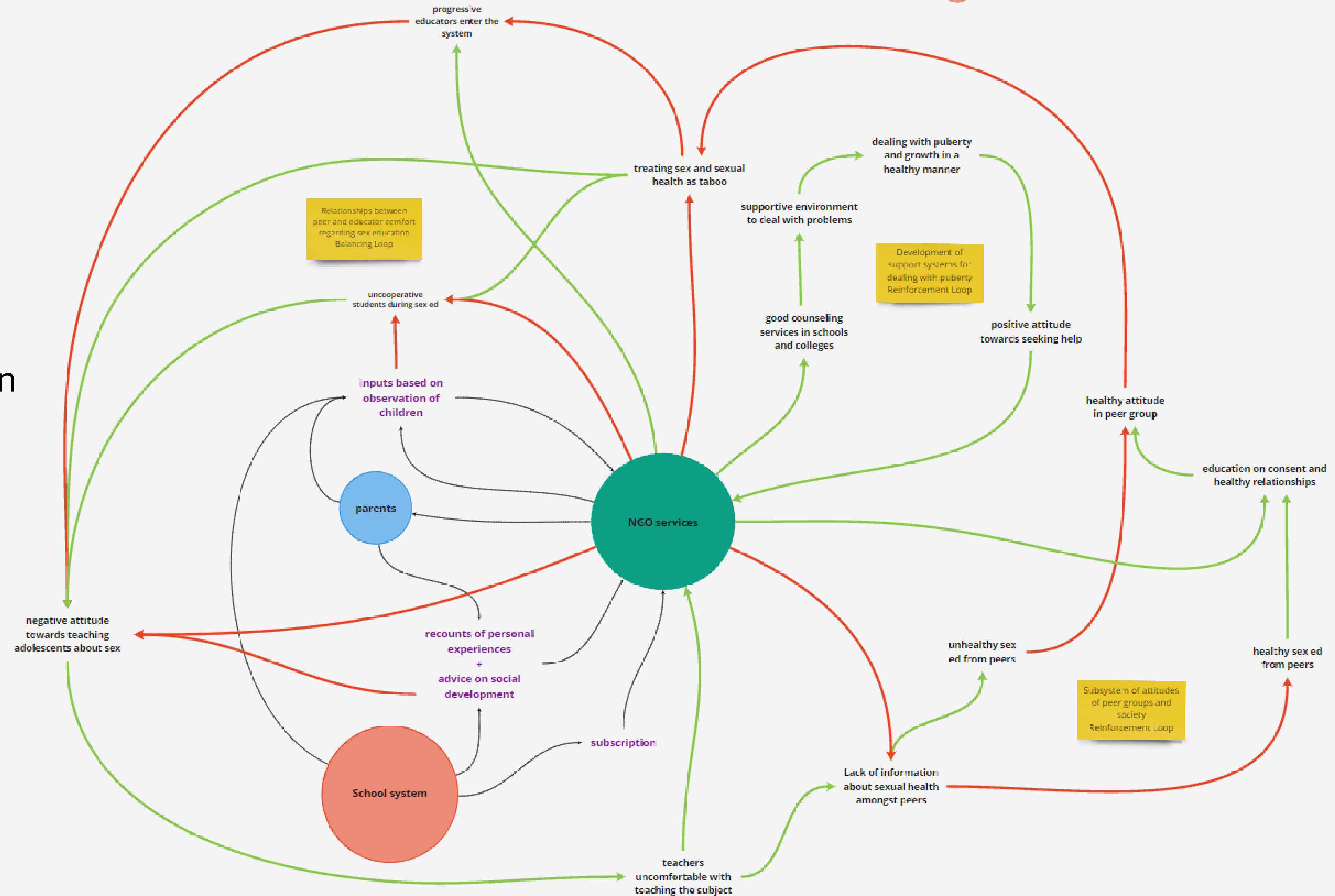
forming the structure



system fitting

- Provides infrastructure for execution of reinforcing loops
- Promotes positive outcomes in balancing loops
- Bypasses delay in systemic reform
- Directly has a limiting impact on negative variables

forming the structure



audience

forming the structure

Focus Audience

Stakeholders

audience

forming the structure

Focus Audience

Students aged 11-14

Parents

Pilot schools: Urban middle
class private schools

Growth to: Local government
schools

Stakeholders

audience

forming the structure

Focus Audience

Students aged 11-14

Pilot schools: Urban middle class private schools

Growth to: Local government schools

Stakeholders

School admin

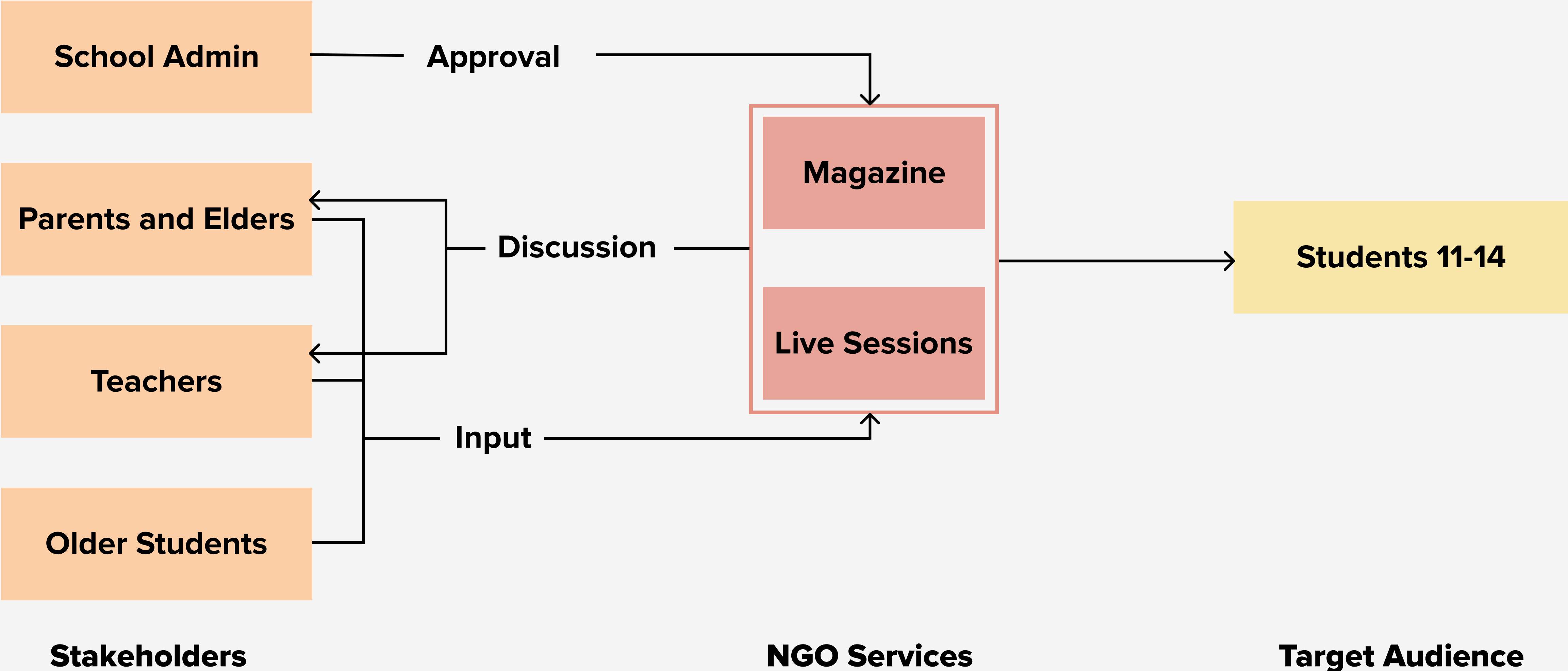
Parents and community elders

Teachers

Older students

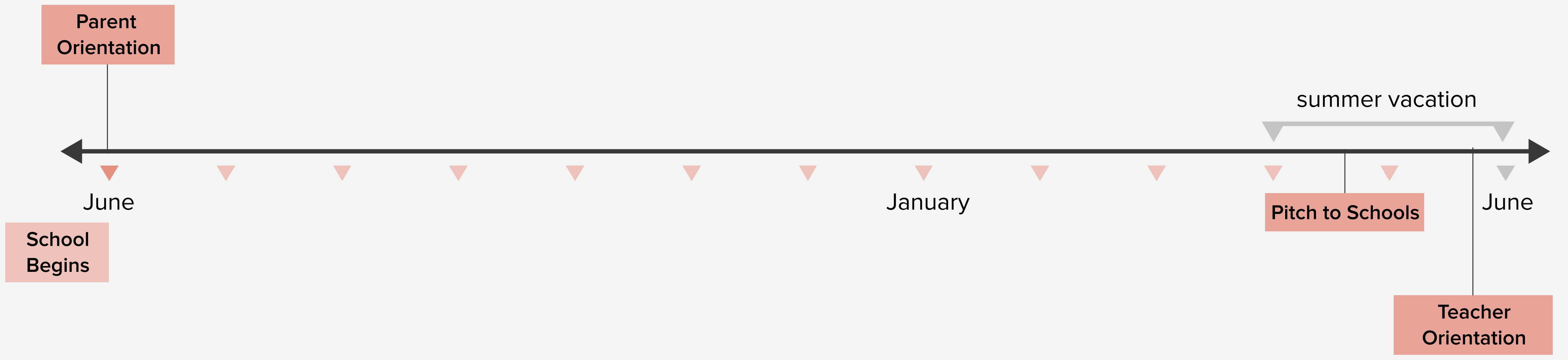
stakeholder relations

forming the structure



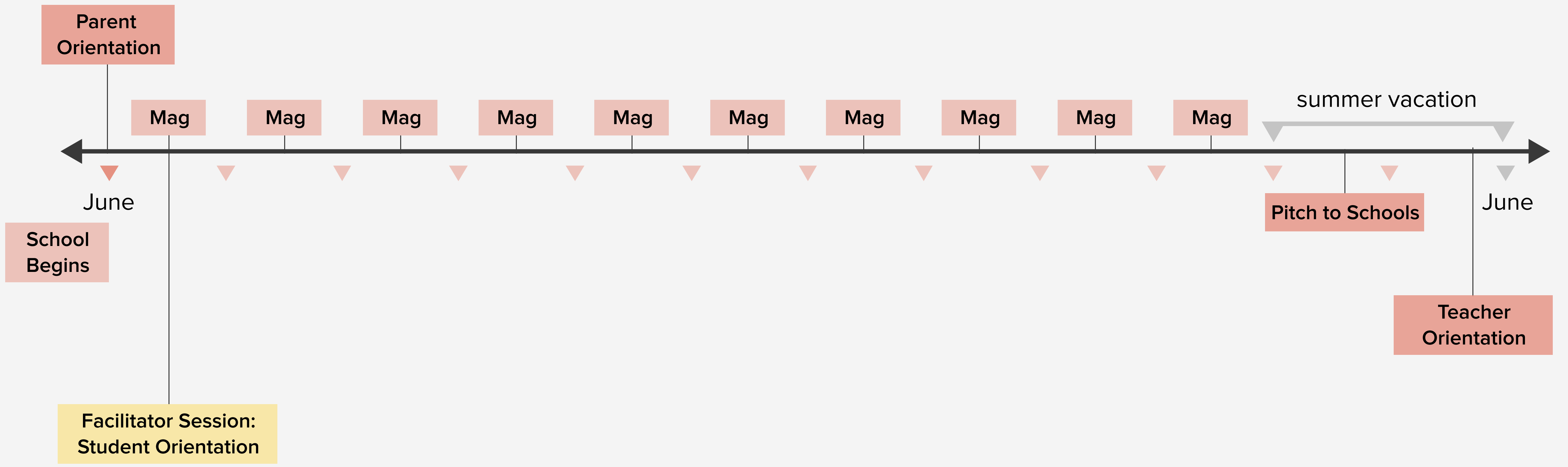
1 academic year

forming the structure



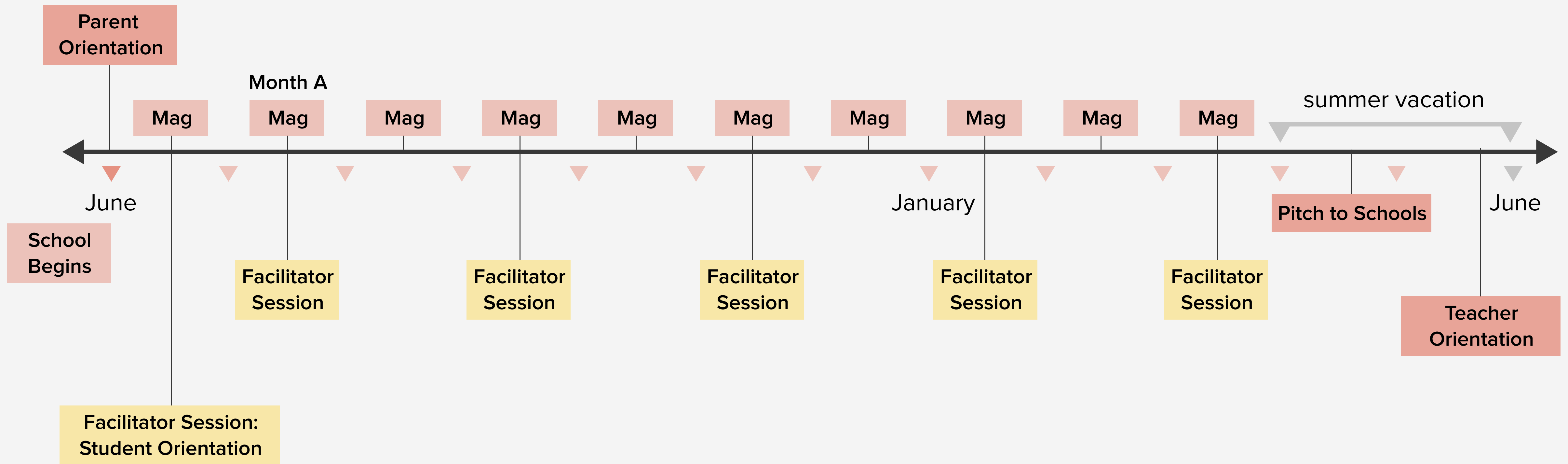
1 academic year

forming the structure



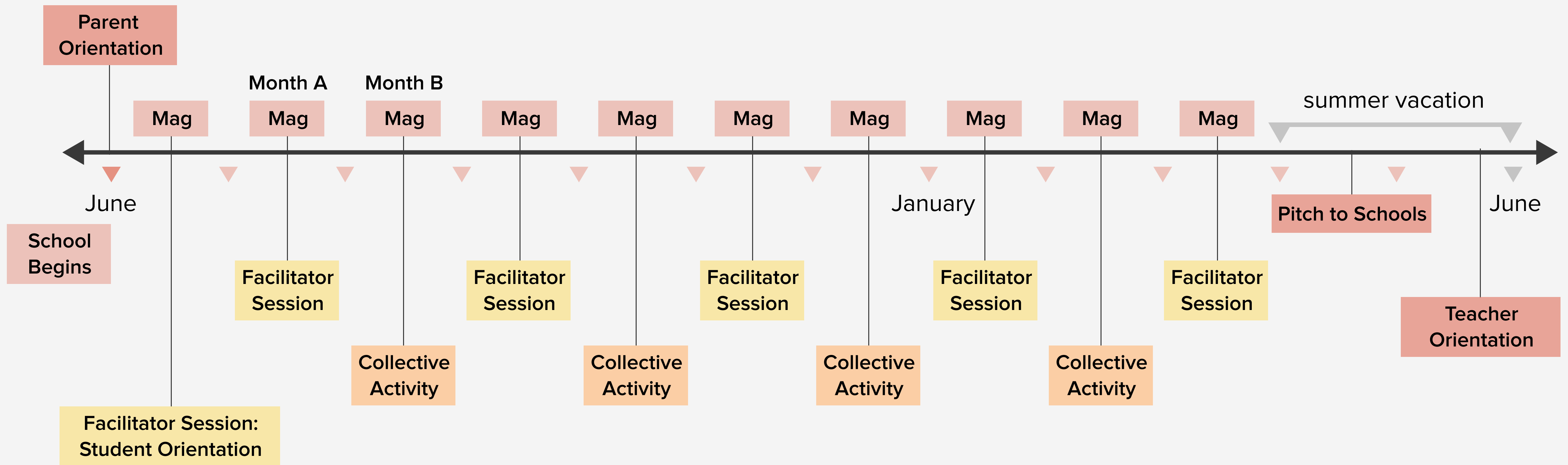
1 academic year

forming the structure



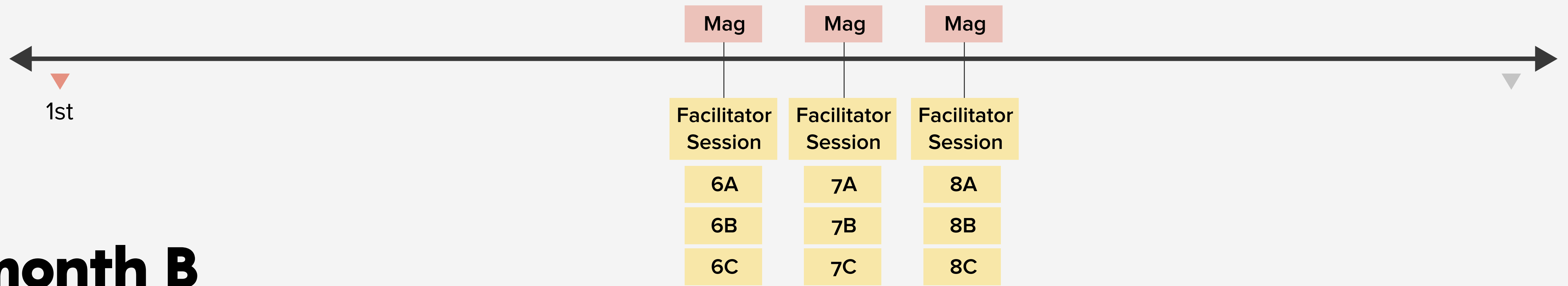
1 academic year

forming the structure

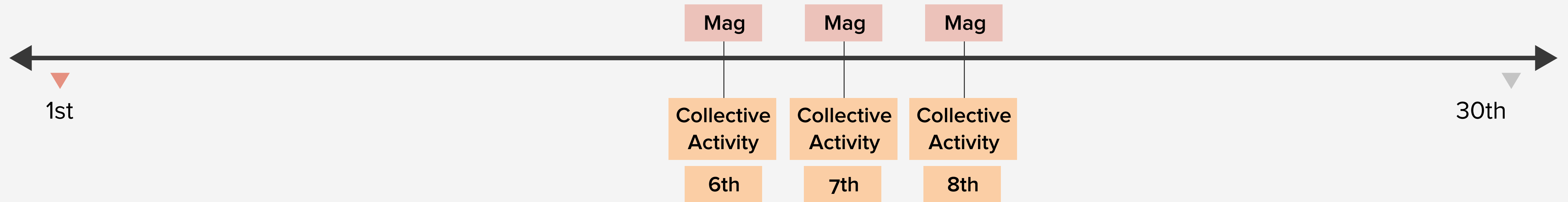


month A

forming the structure



month B





sustainability planning

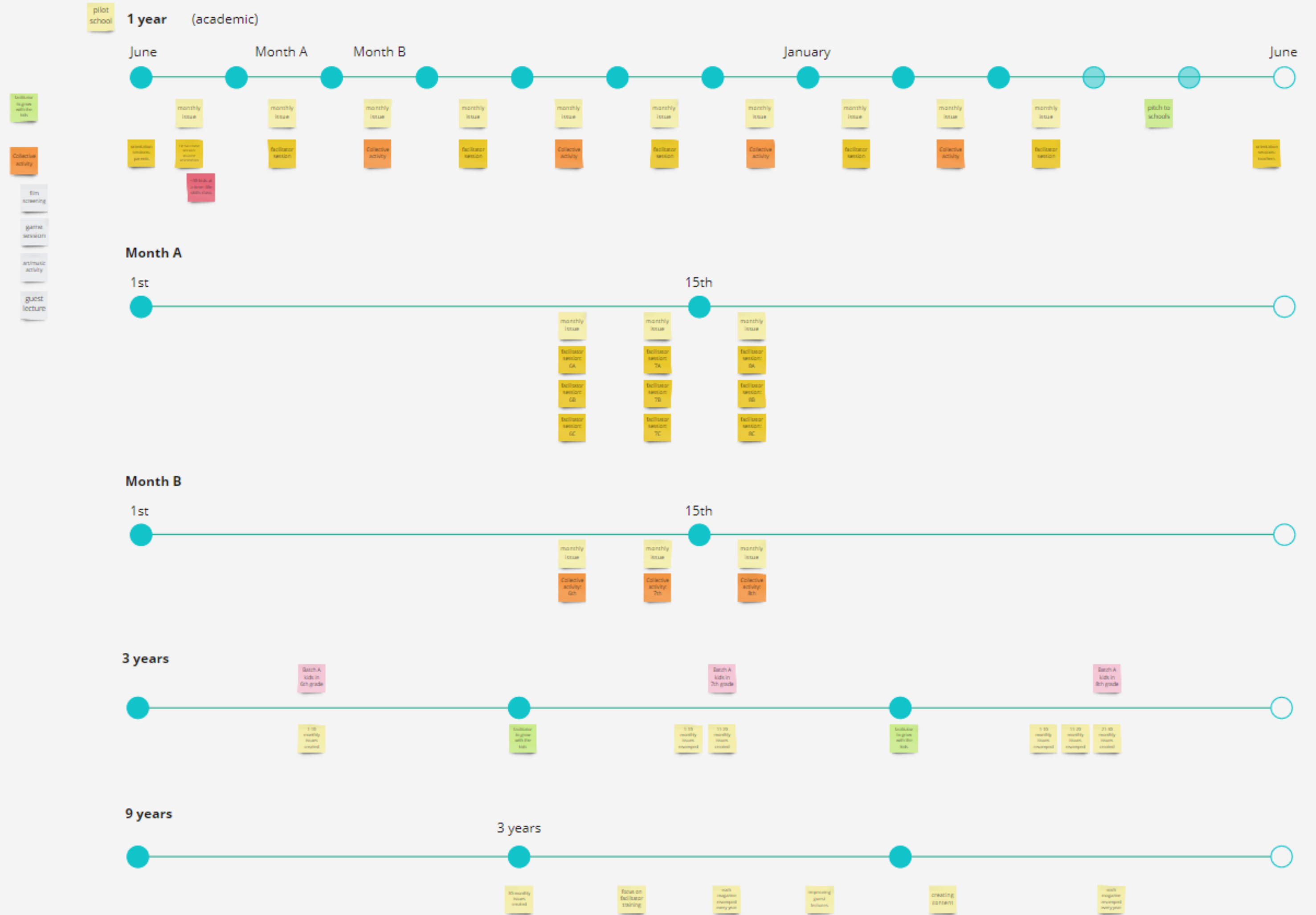
timelines

sustainability planning

Understanding **monthly, yearly, 3-year and 9-year** timelines

Planning **first three years** of growth

Planning possible growth in subsequent years



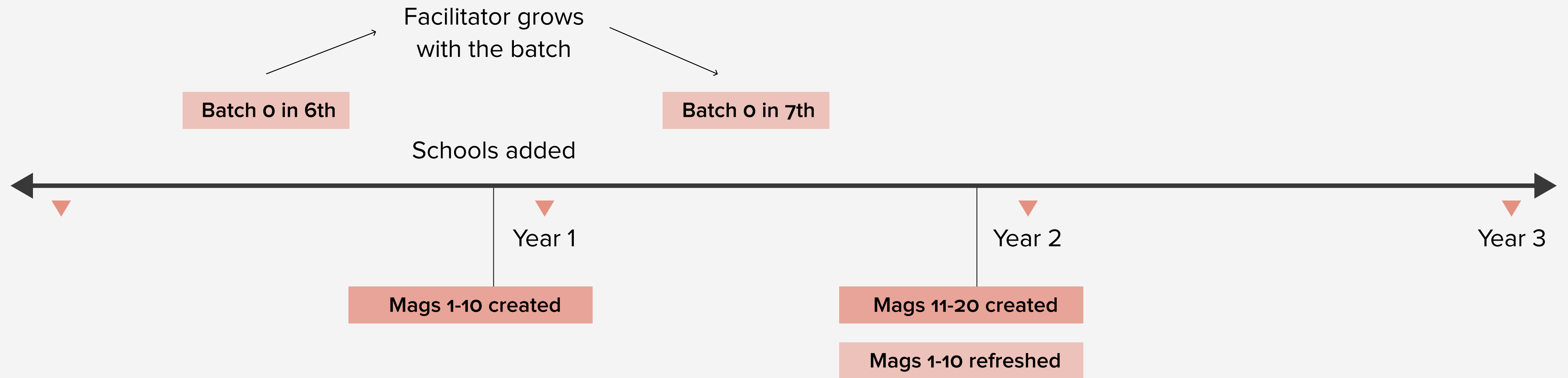
3 years

sustainability planning



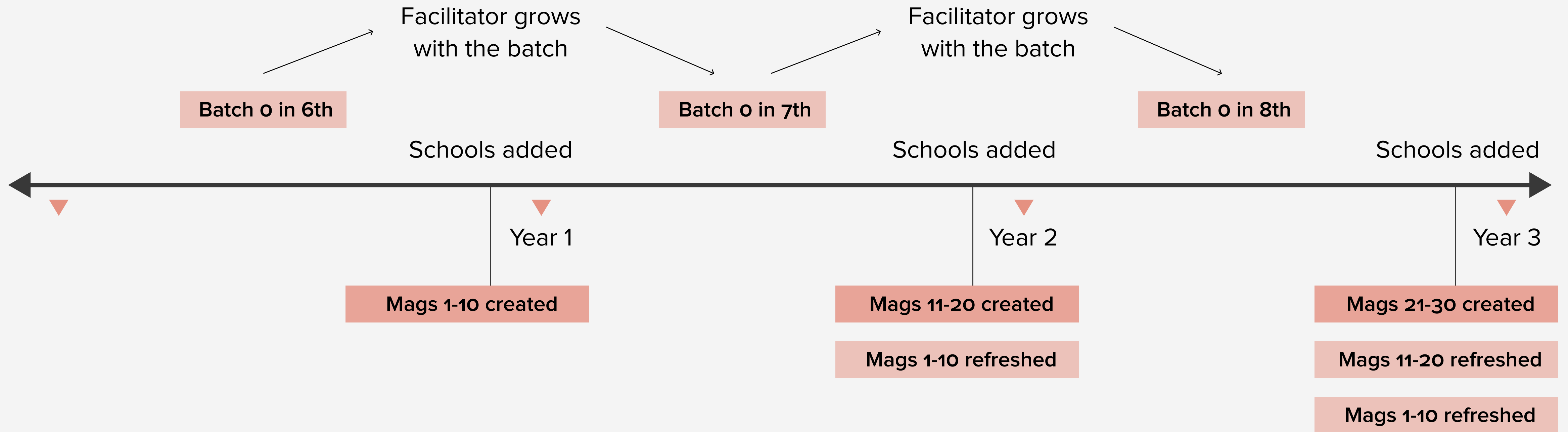
3 years

sustainability planning



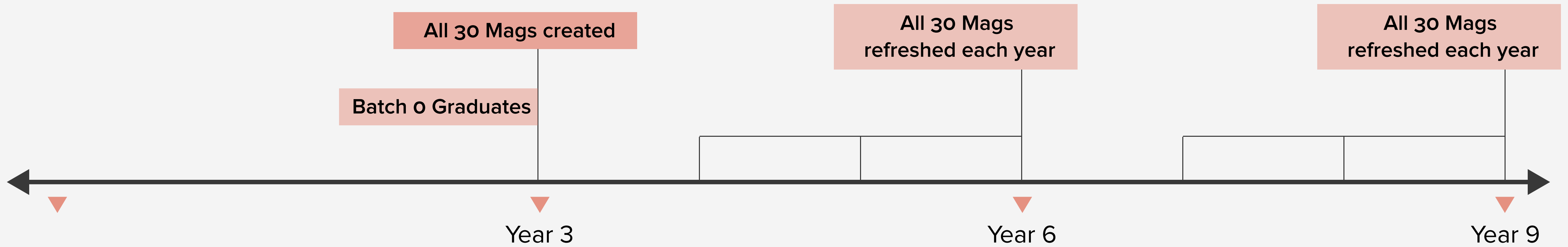
3 years

sustainability planning



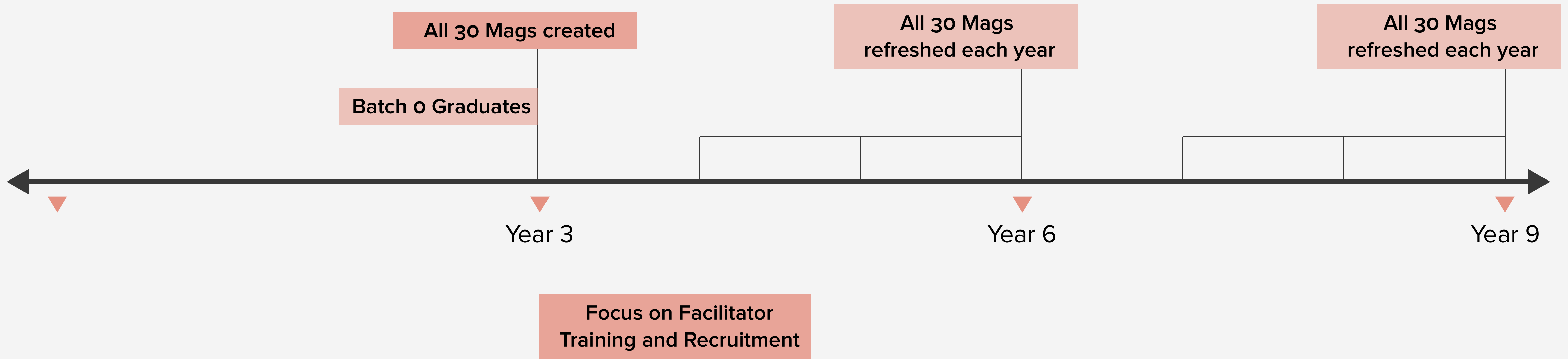
9 years

sustainability planning



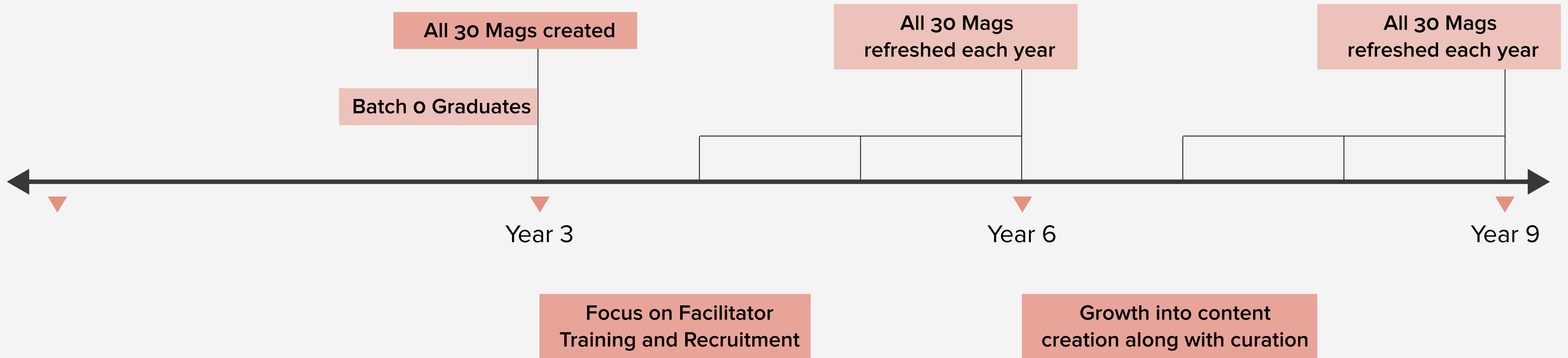
9 years

sustainability planning



9 years

sustainability planning



sustainability efforts

sustainability planning

Including **parents** and community elders in the education process

- **Orientation sessions** for each batch of parents
- Inviting parent **content contribution**
- Inviting parent **feedback**

Gain **school approval**

Expand **facilitator** base

Grow from English-speaking audience to **local-language** magazines, content, and facilitators



user feedback

survey II

user feedback

Aimed at parents

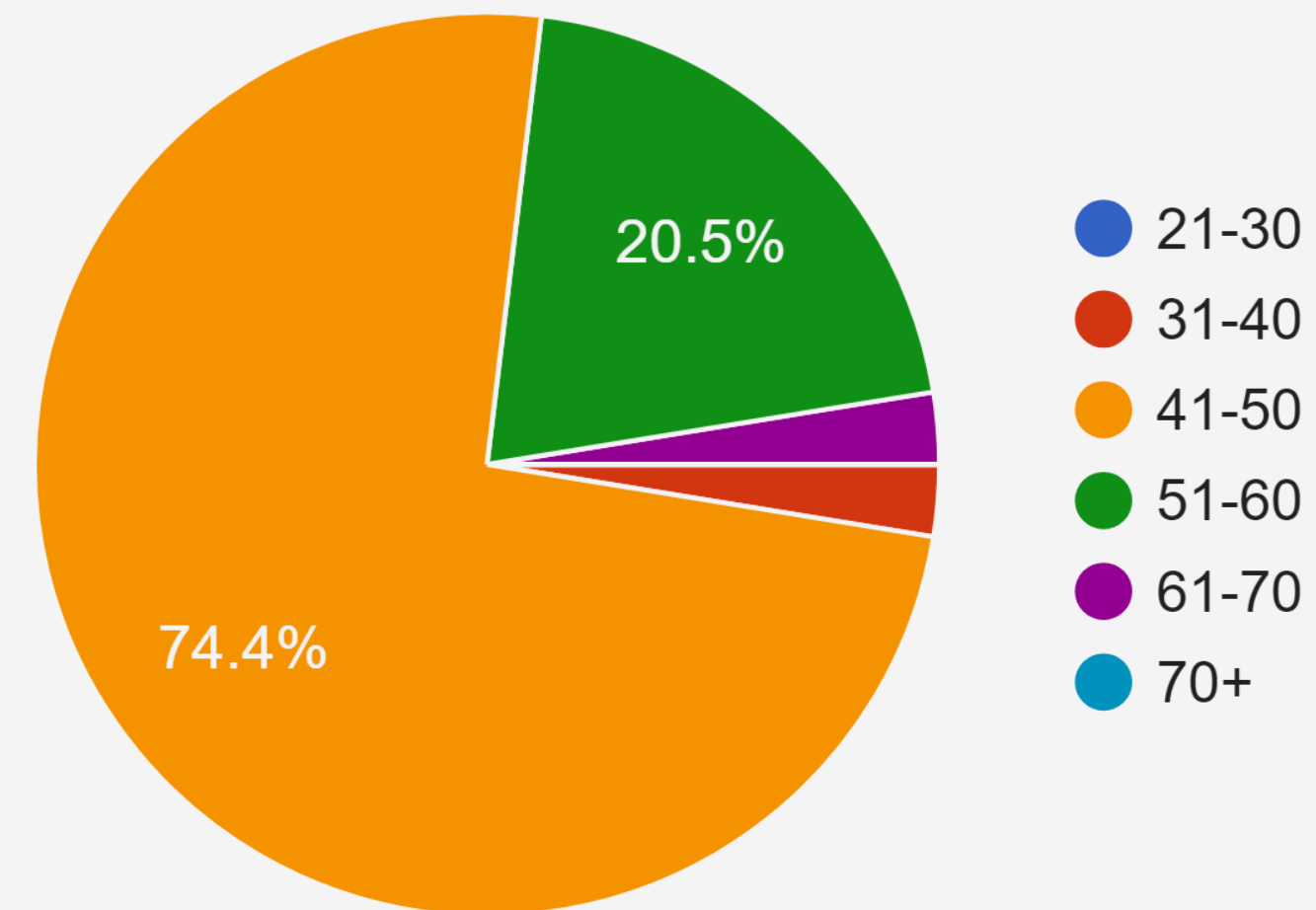
To gain a sense for attitudes in parent communities towards the proposal and social and intimate maturity education

39 responses (so far)

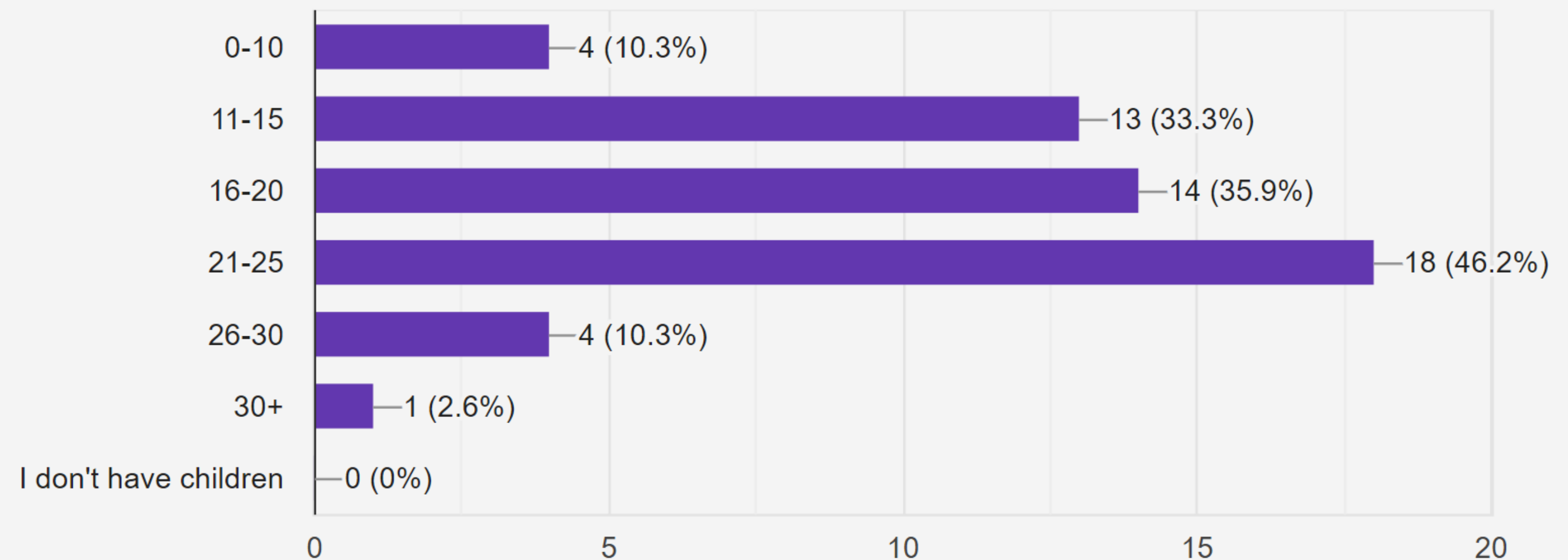
Sections:

- Demographics
- Puberty Education at Home
- Sample Content
- Participation Potential

Age of Responder



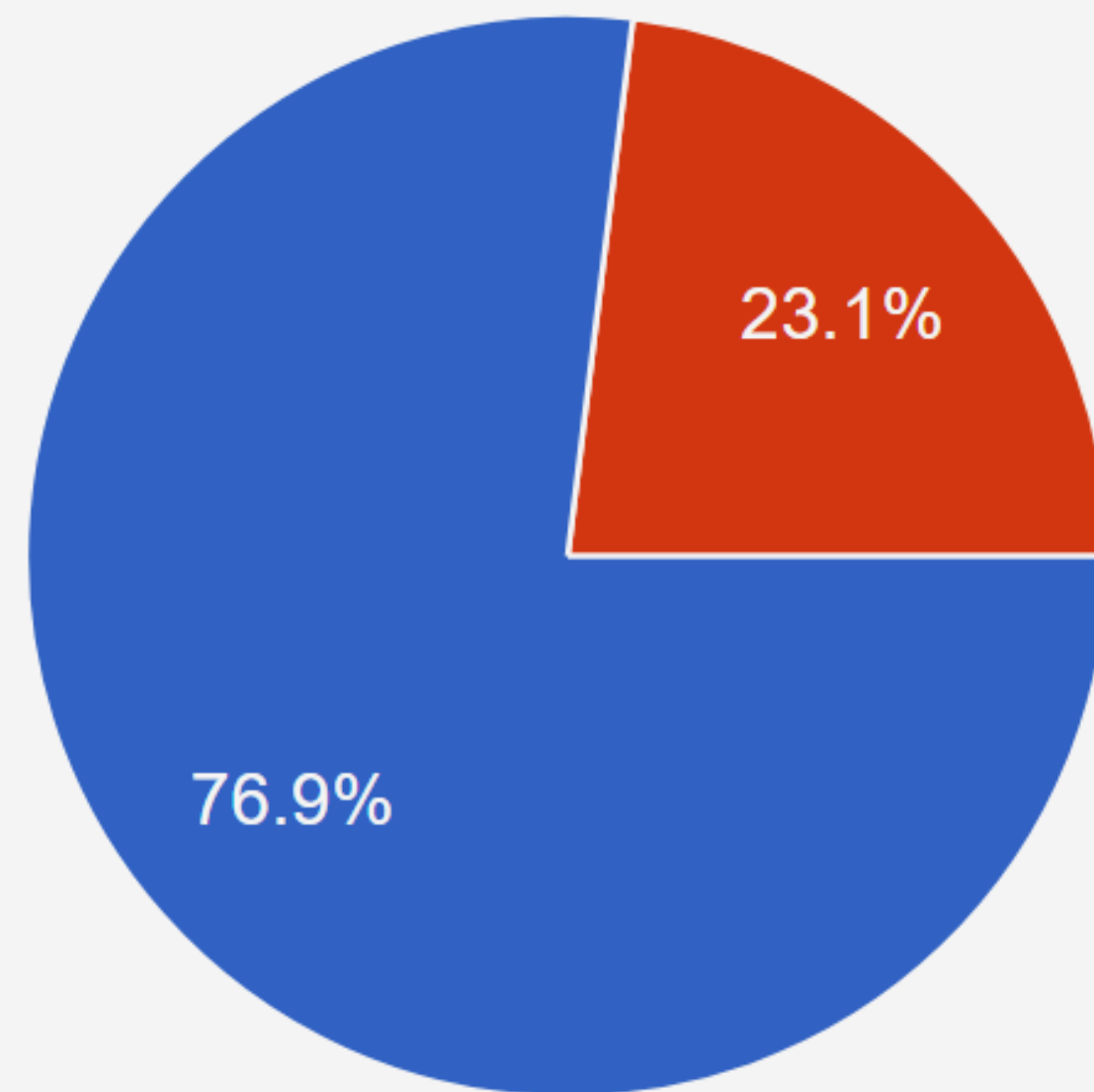
Ages of their children



interesting findings

Do you believe girls and boys should learn about the changes in the opposite sex during puberty as well as their own?

39 responses

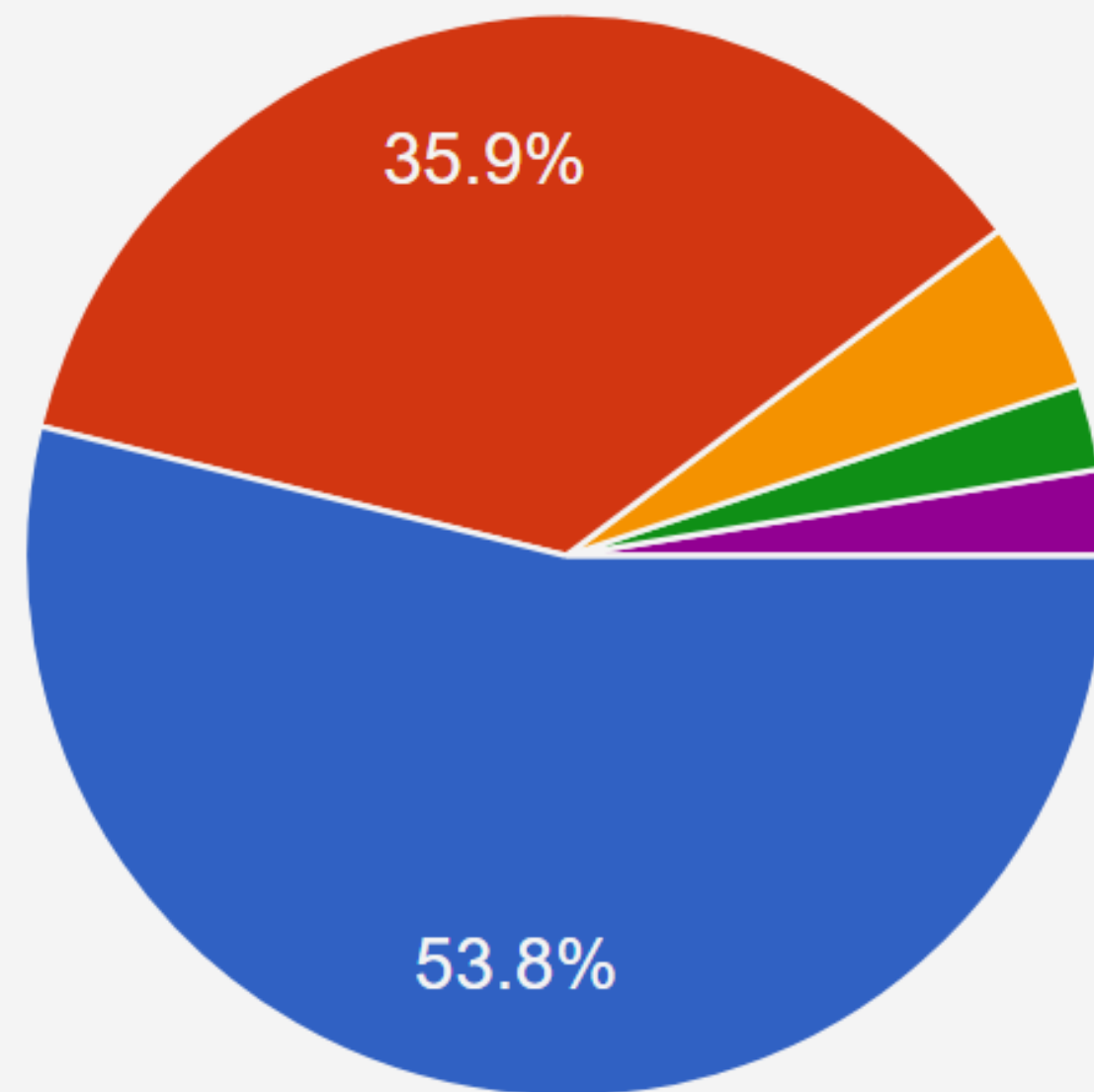


- Yes, I think they should
- Yes, I think they should to a basic extent
- No, I think they should only learn about their own
- No, I don't think they should be taught about either

interesting findings

Would you be comfortable anonymously submitting stories from your personal experience about socio-emotional changes or body changes during puberty?

39 responses

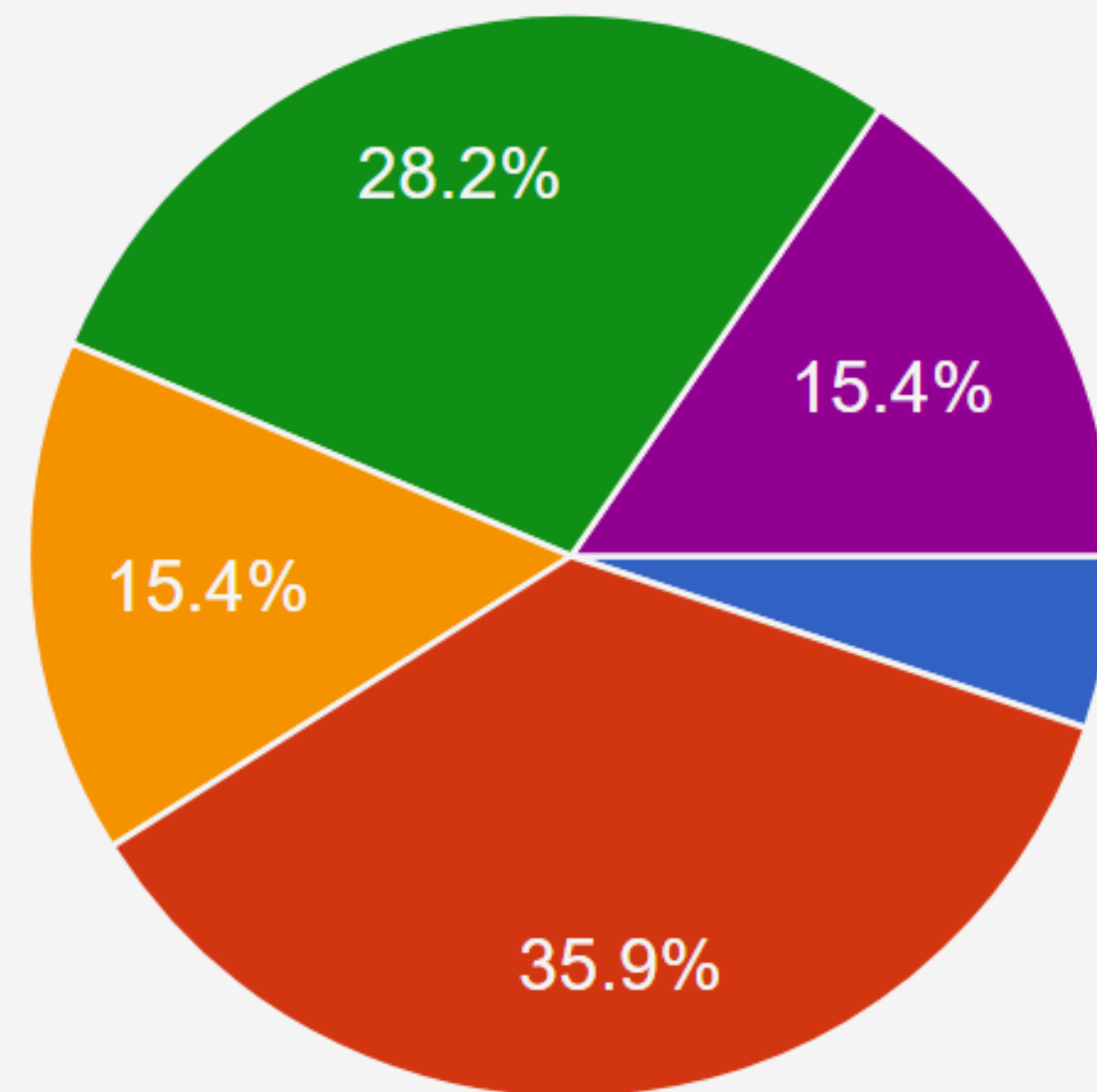


- Yes, I would be comfortable
- No, I don't think I could think of any
- No, I would not want to share
- Depends on if I have any reasonable idea
- Will check with my girls first

interesting findings

Would you like to attempt making some simple drawings/art to go with your story? You don't have to be an artist, even stick figures are welcome :)

39 responses



- Yes, I enjoy drawing!
- Yes, I don't usually draw but I don't mind trying
- I'd like to have drawings with my story but I would need help
- No, I wouldn't know what/how to draw
- No, I don't like to draw

sample content

user feedback

Three sample comics created

- Socio-emotional changes
- Physical changes
- LGBTQ+

All based on **real experiences** as the magazines would have

Presented in different styles, with different levels of brazen-ness

sample content

user feedback

I remember some time back in 7th grade, I started drifting from my friend group at the time. They weren't mean to me or anything, I just didn't enjoy the same things they did anymore - and maybe I simply didn't fit in with them very well. I dunno. All I know is, I spent a while forcing myself to hang out and 'have fun', and then got tired of that and started chilling on my own during lunch and between classes.

I spent a lot of time reading - even got in trouble from some teachers because I'd sneakily read under the desk during class

HEY, I LOVE THAT SERIES!

I'd never really talked to this one kid in class, but we started talking about the book series I was currently into. He showed me some art he had made of the characters.

SHHH!

WOAH

We hung out every lunch after that, I'd write silly stories and he'd draw characters for them. It was way more fun doing things I actually enjoyed, than trying to like something I wasn't really into for the sake of keeping my old friend group. We're in different colleges now, but we keep in touch... He's still one of my best friends.

I wondered if it would smell better down there with the help of some of mum's perfume.

When I was about 10, I noticed for the first time that I had some discharge in my underwear. It smelled kinda funny.

It BURNED, horribly. Like fire. I jumped up, and ran to wash it.

I confessed this event to her, and we had a nice laugh over it. She laughed a LOT. Well, at least I was never tempted to try it again. Small victories.

I decided to never, ever try that again. Some months later, my mom talked to me about being sure to never put soap or chemicals near my vagina.

I DON'T GET CRUSHES

HEIN?

YOU KNOW, THE THING ABOUT LIKING BOYS AND ALL... I DON'T GET IT WHAT'S SO GREAT ABOUT IT?

REALLY? I DIDN'T KNOW YOU FELT THAT WAY

HMMMM...

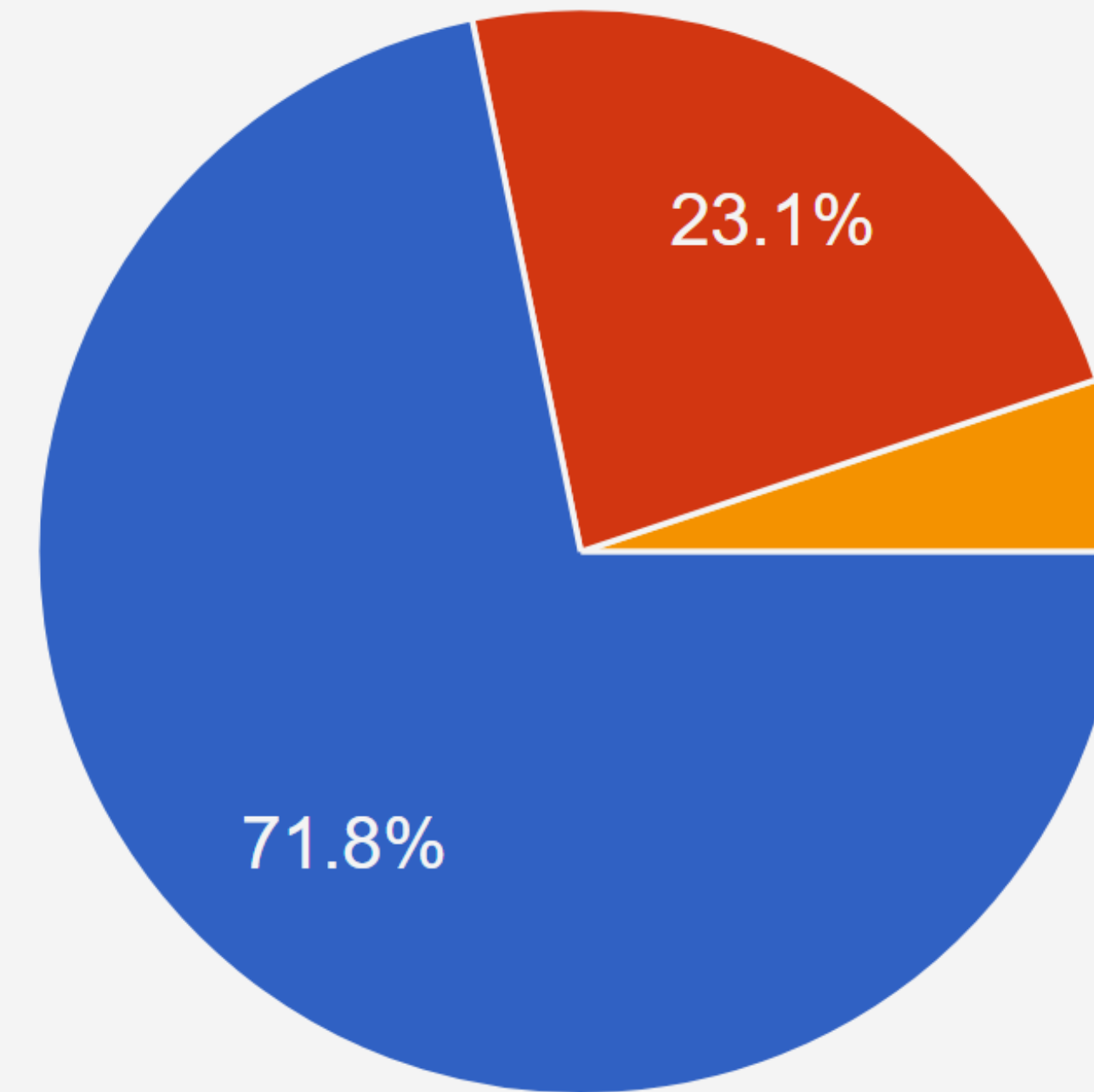
H M M M M

MAYBE YOU JUST DIDN'T FIND THE RIGHT PERSON?

OR MAYBE I DO GET CRUSHES AFTER ALL...

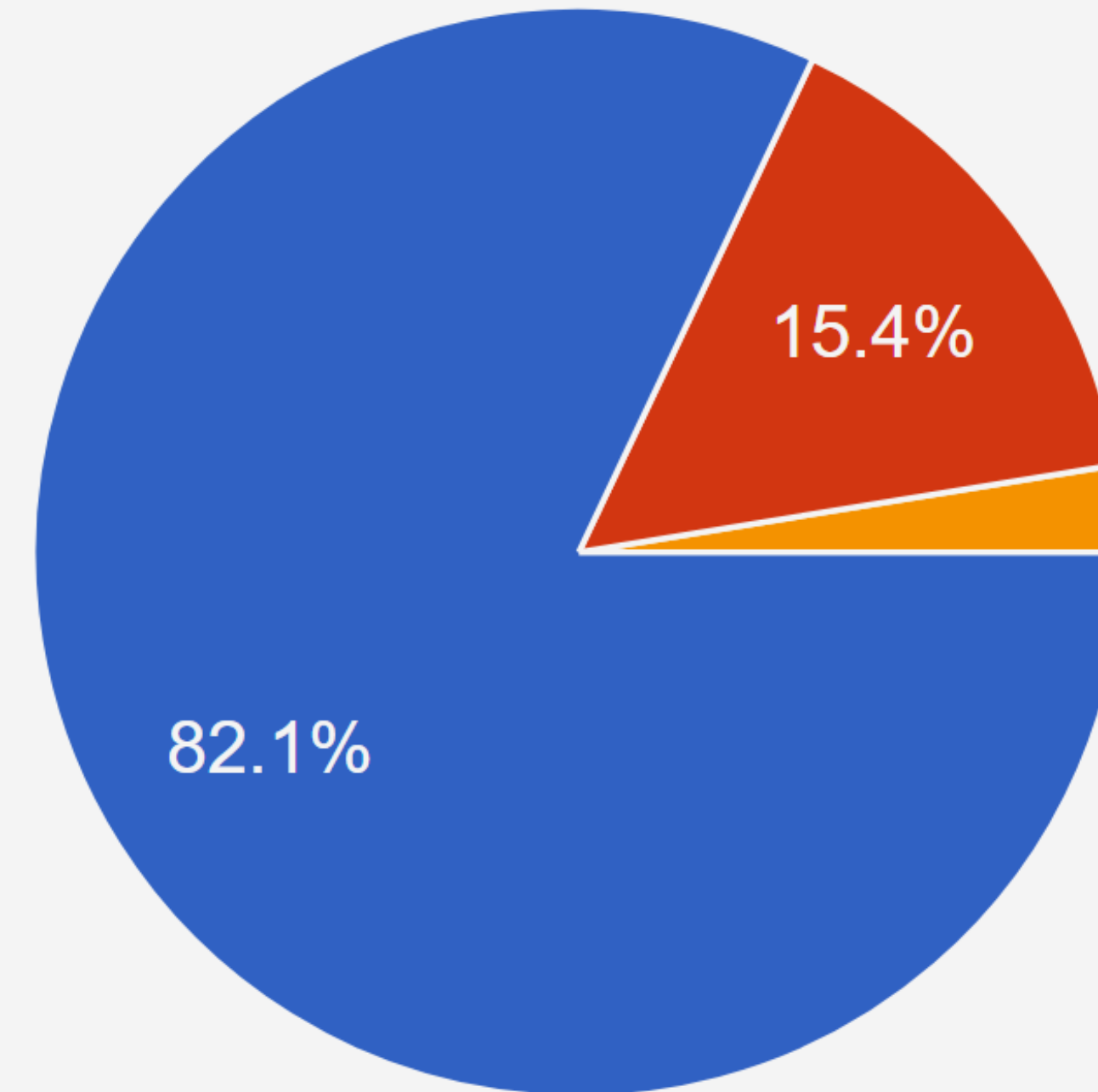
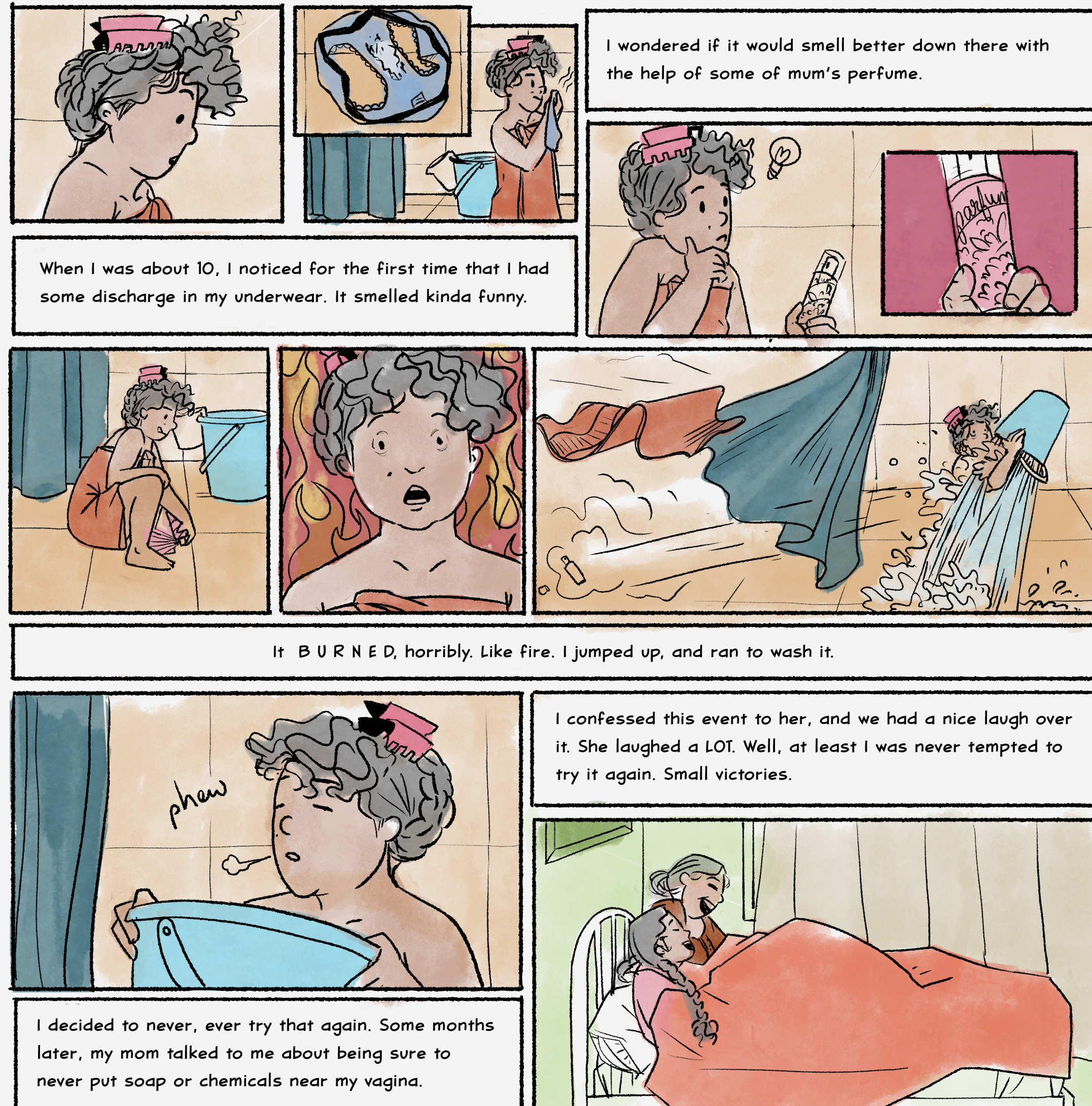
WHAT? WHAT? DID YOU FIGURE SOMETHING OUT? TELL MEEEEEE

sample content



- Yes, I think it's appropriate
- I think it's appropriate for slightly older children
- No, I do not think it's appropriate

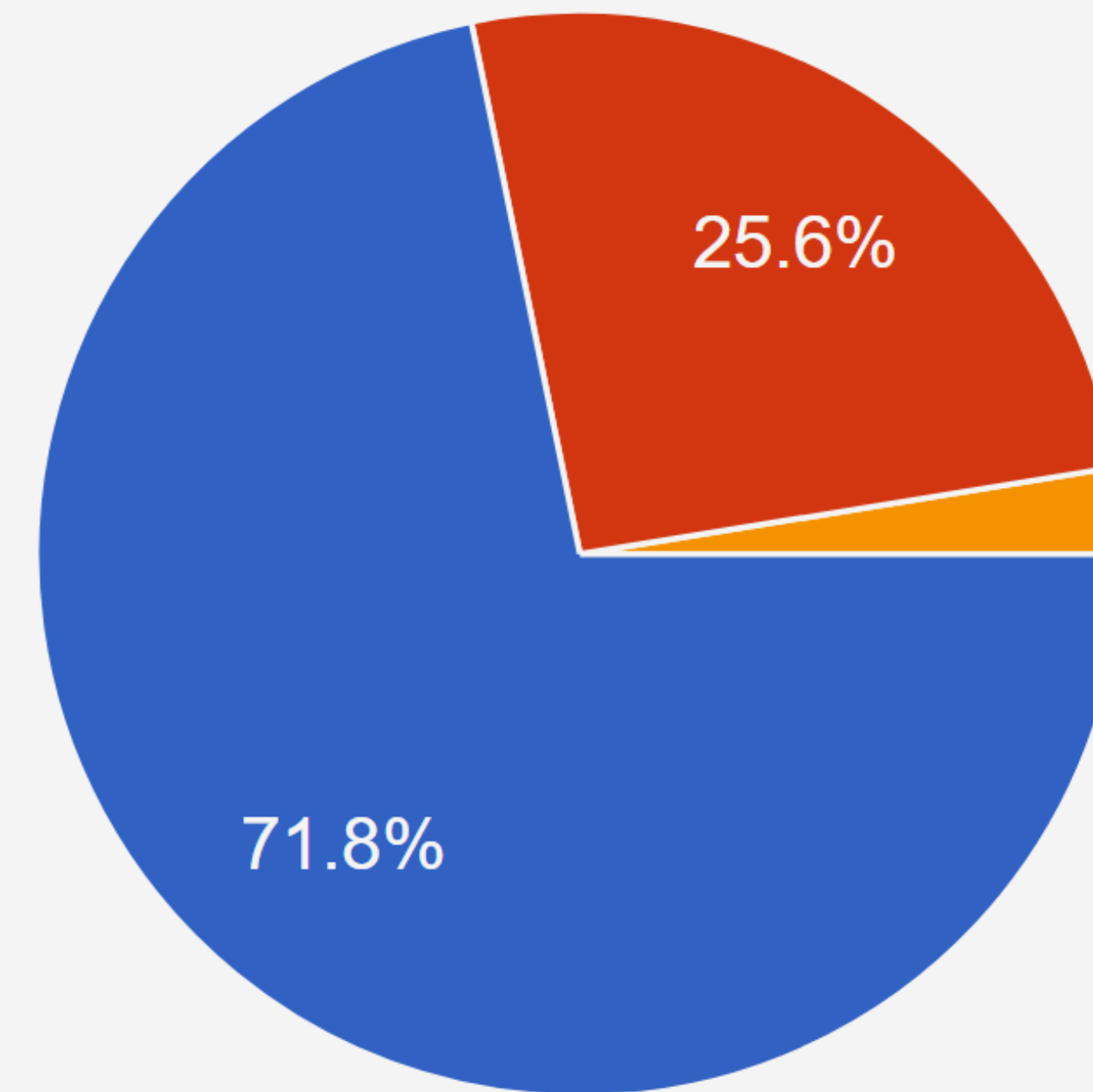
sample content



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- I think it's appropriate for slightly older children
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sample content

user feedback



- Yes, I think it's appropriate
- I think it's appropriate for slightly older children
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participant comments

This magazine is good idea .I think they should be available in school libraries and teachers & parents should encourage the children to go through it .

All the best .

Yes, surely. Specific teen related issues, sexual awareness, puberty - physical and mental changes etc would be really helpful in today's age.

Magazine should have a Q&A in which there need to be questions which usually comes in to the minds if children about this and the answers to them from an expert consultant.

I think education by counselors at school may also be helpful

Great initiative, it's time people started talking about things openly and not like it's something to be ashamed of!

Such education should definitely be subtly introduced to adolescents to allow better rounded personality development and a more objective outlook about the subject

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what's left

final presentation

End of module

Provide proofs of concept for content and delivery systems

- Magazine
- Curriculum outline
- Service Blueprint

Demonstrate through user personas



Q & A