

Master's thesis

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Finding ways to increase positive mental health among children and young people

Ideapankki



Opinnäytetyö YAMK | Tiivistelmä

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Tiivistelmä

Lasten ja nuorten positiivinen mielenterveys on laskenut viime vuosien aikana. Tilanteeseen on löydettävä muutoskeinoja. Tutkimuksen avulla etsitään ongelmaan vaikuttavat juurisyyt, sekä keinot, joiden avulla juurisyihin pystytään vaikuttamaan. Palvelumuotoilun metodeja käyttämällä sekä yhteiskehittämällä, tutkimus luo mahdollisuuden kuulla niin lapsia kuin myös lasten kanssa työskenteleviä ammattilaisia. Luoden kattavan kuvan ongelman laajuudesta sekä siihen vaikuttavista tekijöistä.

Tutkimuksen alkukartoituksen menetelminä toimivat haastattelut sekä pöytälaatikkotutkimus. Näiden metodien avulla luotiin ymmärrystä aiheesta ja siihen liittyvistä haasteista. Tutkimuksen edetessä kerättyä dataa analysoitiin sekä jäsenneltiin erilaisten analysointimetodien avulla, lisäksi toteutettiin strukturoitu haastattelututkimus. Tutkimuksen loppupuolella analysoidun materiaalin pohjalta järjestettiin ideointiriihi sekä työpaja idean testaamiseksi.

Työ tarjoaa ymmärrystä ongelmasta sekä siihen vaikuttavista tekijöistä. Lopputuloksena tutkimuksesta syntyi konsepti-idea, jonka avulla on mahdollista vaikuttaa laaja-alaisesti ongelman juurisyihin.

Asiasanat: Lasten ja nuorten mielenterveys, Palvelumuotoilu, Yhteiskehittäminen, Tulevaisuustutkimus

Master's Thesis | Abstract

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Abstract

The positive mental health of children and young people have declined in recent years. Ways to change the situation must be found. The research will look for the root causes of the problem, as well as ways to influence the root causes. Using service design methods and co-development, the research creates the opportunity to hear both children and professionals working with children. Creating a comprehensive picture of the extent of the problem and the factors influencing it.

The initial survey methods of the study were interviews and desk research. These methods were used to create an understanding of the topic, and the challenges associated with it. As the study progressed, the collected data was analyzed and structured using various analysis methods, and a structured interview study was also conducted. Towards the end of the study, a brainstorming session and a workshop were organized to test the idea based on the analyzed material.

The work provides an understanding of the problem and the factors influencing it. As a result, the research created a concept idea that can be used to influence the root causes of the problem in a broad way.

Keywords: Mental health of children and young people, Service Design, Co-Development, Future research.

Table of Contents

1 Introduction	8
1.1 Commissioner	9
1.2 Research objectives and research questions	10
1.3 Frame of reference	11
1.4 Project schedule	12
1.5 Design process and methods	13
1.6 Delimitations of the thesis	14
2 Diving into the topic	15
2.1 Positive mental health	15
2.1.1 Causes of bullying	22
2.1.2 Consequences of bullying	22
2.1.3 Ways to prevent bullying	23
3 Service Design	25
3.1 Service Design and double diamond	25
3.2 Research and analysing methods	27
3.3 Positive Design	32
3.4 Child-centered service design	36
3.5 Futures design	39
4 Implementation	42
4.1 Understanding and Exploring	42
4.2 Refining and Defining	46
4.2.1 Analysis of the workshop in Säätöytalo	47
4.2.2 Empathy map	48
4.2.3 Personas	49
4.2.4 Structured Interview	51
4.3 Developing	54
4.4 Implementation	61
4.4.1 Prototyping	62

4.4.2 Test workshop	65
4.4.3 Summary	69
5 Futures design	71
5.1 Introduction and presentation of the goal	71
5.2 Methods	72
5.2.1 PESTE	72
5.2.2 Wheel of futures and roadmap	74
5.3 Scenarios	75
5.3.1 Utopia Scenario	76
5.3.2 Dystopia scenario	79
5.4 Futures Design summary	82
6 Conclusion	83
References	89

Appendices

- Appendix 1. Summary of Workshop in Säätytalo
- Appendix 2. Structured Interview questions
- Appendix 3. Summary of structured interview
- Appendix 4. Created personas
- Appendix 5. Workshop invitations
- Appendix 6. Empathy maps
- Appendix 7. Development targets

Figures

- Figure 1. Project group members.
- Figure 2. Frame of reference.
- Figure 3. Process chart.
- Figure 4. Double diamond.
- Figure 5. Mental health conceptual components.
- Figure 6. Bullying affects the entire community.
- Figure 7. Double Diamond.
- Figure 8. Happiness factors.
- Figure 9. Positive Design framework.
- Figure 10. Positive Design ingrediencies.
- Figure 11. Child- centered service design.
- Figure 12. Double diamond understand and explore.
- Figure 13. Interview summary.
- Figure 14. SWOT School world.
- Figure 15. SWOT Well-being of children and young people.
- Figure 16. Double Diamond Refine and Define.
- Figure 17. Empathy map Bullying.
- Figure 18. Persona Responsible Gloria.
- Figure 19. Persona Lonely Lauri.
- Figure 20. Stakeholder map.
- Figure 21. Double Diamond Develop.
- Figure 22. Interview results.
- Figure 23. Interview results.
- Figure 24. Positive deviations.
- Figure 25. Co-creation workshop questions.
- Figure 26. Co-creation workshop.
- Figure 27. Co-creation workshop.
- Figure 28. Positive effects on the positive mental health.
- Figure 29. Double Diamond Implement.
- Figure 30. Ideapankki page mockup.
- Figure 31. Ideapankki page mockup.
- Figure 32. Concept Description.
- Figure 33. Concept Design.
- Figure 34. Workshop plan.
- Figure 35. Childrens freetime activities.
- Figure 36. Lego constructions about everyday life.
- Figure 37. Childrens dreams.
- Figure 38. Drawings, what children would love to do with their parents.
- Figure 39. PESTE Benefits.
- Figure 40. PESTE threats.
- Figure 41. Wheel of future Utopia.
- Figure 42. Wheel of future Dystopia.

Figure 43. Persona Utopia Oona Outsider.
Figure 44. Roadmap utopia.
Figure 45. Persona Dystopia Gaming Leo.
Figure 46. Roadmap Dystopia.
Figure 47. Positive Design ingredience.

1 Introduction

Youth is an important stage of life, for which there must be time and peace of growth. However, in recent years, a society have put a lot of burden on the shoulders of young people. Study fatigue, loneliness and mental health symptoms, such as depression and anxiety, have increased, writes Johannes Parkkonen, head of the Mieli Association (2023). Signs were already visible several years. Youth itself is a time for young people when they face various challenges and pressures. It goes without saying that Russia's war of aggression and growing economic uncertainty have not made the situation easier. (Sourander, 2022; Piispa & Myllyniemi, 2019)

"Mental health is a central part of health, so it can be said that there is no health without mental health" (Lahtinen et al., 1999)

This thesis seeks ways to promote positive mental health in children and young people. The aim of the work is to use research to find the root causes of the factors that affect the positive mental health of children and young people. By co-developing with different parties, a platform will be found for action that will influence these root causes as effectively and as low-threshold as possible, thus creating an opportunity to influence the current situation. The research is based on the service design process model and the methods offered by service design are used to collect research data. The research material is created in collaboration with children and young people, and professionals working with children and young people are also given a voice through interviews and co-development discussions. The research is based on a qualitative research framework and focuses strictly on developing the needs of the target group. The subject area of the work has been carefully defined due to the multidimensionality of the topic.

1.1 Commissioner

Behind the work is a group of professionals working for children and young people who want to improve the future prospects of children and young people.



Figure 1. Project group members.

The project group in figure 1 includes many experts from different fields. Futures Designer Minna Koskelo, Ulla Nord a Director of Päivikki and Sakari Sohlberg Foundation, Hanna Koskimies a Senior Ministerial Adviser at the Ministry of Education and Culture and Tuomas Kurttila a Executive Director of Helsinki's First Home Association. The project started in early 2022 with the Childhood Builders training (Itla, 2023). The training was organized by Independence Anniversary Children's Foundation -ITLA. The project members met at the Childhood Builders course (Itla, 2022). The purpose of the course was to bring together professionals working in the field of child and youth well-being, offering them the opportunity to bring their professional skills together to create new perspectives and development projects to promote the well-being of children and youth. The aim of the training is to get actors to work together while creating new and innovative ideas. The project team chose increasing the positive mental health of children and youth as its development target. The aim

was to create concrete ways to improve the situation in the near future. The topic was chosen by the team precisely because of its importance and topicality. I joined the project at the beginning of year 2023. At the beginning of the project, the project team organized a workshop called Optimistic Future. The aim of the workshop was to get to know the lives of children and young people and find things that have a negative impact on the well-being of children and young people, more about the workshop in chapter 4.2.1. Based on the results, the research was taken forward, with the aim of finding ways to influence these issues in children's lives. The workshop was organized in October 2022 at the House of Estates in Helsinki. One hundred primary and secondary school-aged children from six schools across Finland participated in the event.

1.2 Research objectives and research questions

The aim of the thesis is to find concrete ways to increase positive mental health in children and young people. The research follows the service design process to find the root causes of the decline in positive mental health in children and young people, and to develop ways to influence these factors. The research will be carried out together with the target group and with organizations working with children and young people. The research will place the target group, i.e. Children and young people, at the center of the research and all development work will aim only to promote their interests. In the best case scenario, the information obtained through the research will be able to influence one or more of the root causes.

The research seeks answers to the following research questions:

Research question 1: What are the root causes of the decline in positive mental health in children and young people, and what are the ways to influence these causes?

Research question 2: How service design methods can help increase the positive mental health of children and young people?

1.3 Frame of reference

The framework is a visual representation of the different subject areas of the work and how they are intertwined, creating the foundation for this thesis, figure 2. The theoretical basis of the work is based on service design and through it co-development and the double diamond model, which provides guidelines for the progress of the process. Qualitative research, which guarantees the validity of the collected data and its analysis. With the help of positive design, finding the result for the work that produces the most joy and good feeling is easier. In the end of the research a small dive into future research is made, which offers a broader perspective on possible challenges the work may face in the future.

FRAME OF REFERENCE

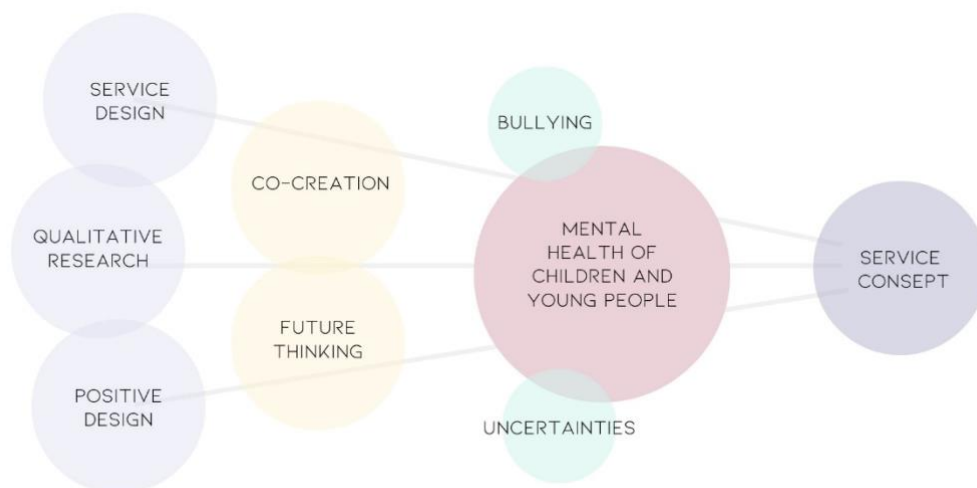


Figure 2. Frame of reference.

For this study, the positive mental health of children and young people and the factors affecting it were strictly defined so that the whole would be manageable and would not spread too broad. Bullying and acceptance of difference were most concretely raised in the workshop held with children and young people, as the topic areas that were felt to cause the most mental discomfort. More information about the workshop can be found in section 1.1. As a result of the research work, a concept will be created, the aim of which is to increase the

positive mental health of children and young people. by finding ways to influence the root causes in an easily accessible way.

1.4 Project schedule

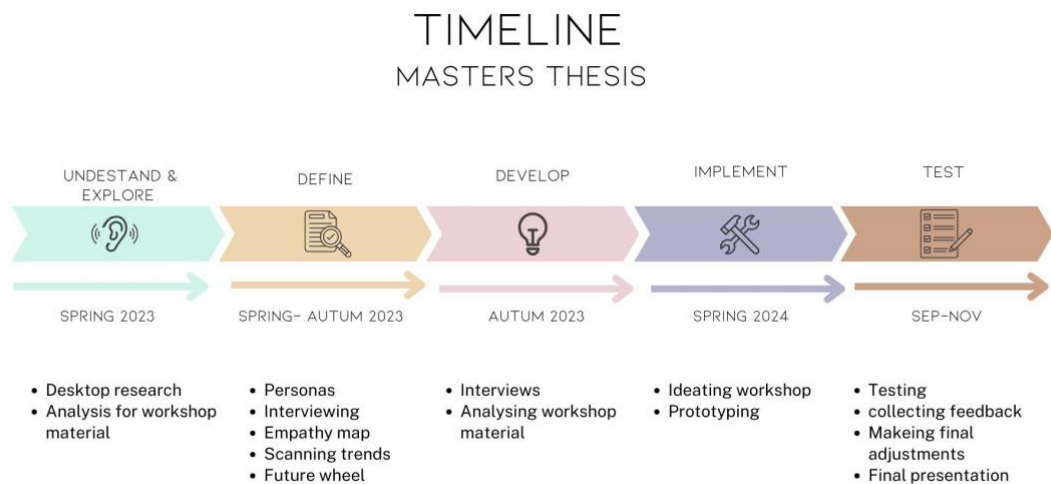


Figure 3. Process chart.

Work began in spring 2023 with the first seminar and presentation. The work begins with an introduction to the workshop held in Säätytalo and the data collected in it, also desktop research on the topic is conducted. In addition to familiarizing with the material, the desktop research included expert interviews. The interviews will help create the most concrete and up-to-date picture of the current situation. During spring 2023, all the collected material are analyzed and classified. Using the research material, personas, an empathy map and a basis for the futures research that will begin in the fall are created.

During autumn 2023, experts working with children and young people are interviewed, perspectives and ideas are collected for solving the challenges. The futures research course will begin, and two scenarios of different futures are created for the work. In spring 2024, a second seminar and presentation of the work. An ideation workshop is held to develop the final idea, and a prototype

of the idea is tested. The final presentation and finishing of the work will take place, process chart about the timeline Figure 3.

1.5 Design process and methods

The design process utilizes the double diamond process model of service design. Using the information collected in the research and following the process model, it is possible to find the right methods to achieve the end result. The service design process often progresses linearly towards the result, but the process is also iterative, figure 4. This allows for going back and mapping understanding if the need is seen. (Koivisto et al., 2019, p 36)

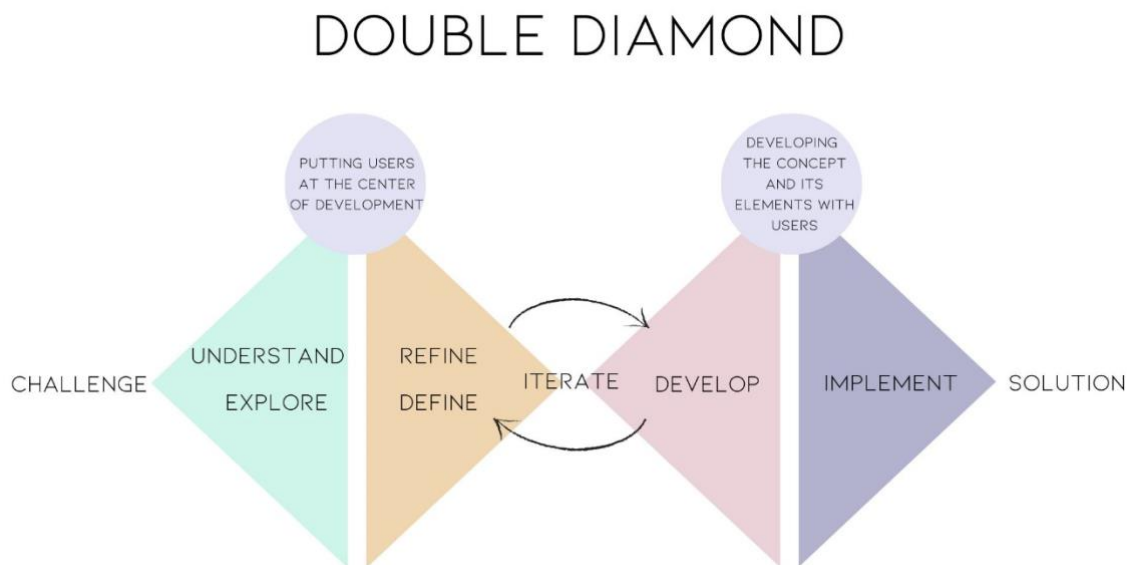


Figure 4. Double diamond. (Koivisto et al., 2019, p 36)

Utilizing service design in research means placing the user at the center of the research, which is why the methods used in the study are also strongly based on listening to the target group and stakeholders related to the target group. From this perspective, co-creation and positive design have been chosen as the most important methods to achieve the goal figure 4.

The methods used in the work are workshops, interviews and desk research, where the topic and previous research are introduced right at the beginning of

the work. Co-creation is strongly involved throughout the process, so that concrete ideas and thoughts can be collected in the most natural way. A wide range of different methods have been used to process and share data in an easily accessible format. Due to the nature of the topic, a futures perspective was included in the work, the Futures design section can be found at the end of the work. The result of the work is the development of a concrete model that can be used to increase the positive mental health of children and young people by influencing the root causes that affect it. The final part of the work presents an idea for a service concept based on the research conducted.

1.6 Delimitations of the thesis

Mental health problems in children and adolescents have increased. The topic is challenging and multidimensional and therefore the theoretical and perspective delimitation of the work must be strict. A data was collected from the workshop organized in the early stages of the project. At this stage, the project was narrowed down to its main focus and only one topic area was selected for further research. Choosing one topic area was essential for the continuation of the research, so that the work would become clear and the focus would be easier to maintain.

The second delimitation was made after the expert interviews, when it was possible to divide the collected data from the structured interviews and clearly see the topics that emerged. A few of these topics were selected and were considered the most important. Based on the topics, an ideation workshop was organized, the result of which will be presented at the chapter 4.

2 Diving into the topic

Chapter delves into the understanding and findings brought by the desktop research. Topics of positive mental health and bullying were explored in more depth. Both topics are also examined through the negative effects and consequences they cause for children and young people, for example, what are the effects of bullying and what are the societal impacts of long-term bullying and discrimination of a person?

2.1 Positive mental health

Positive mental health refers to a person's psychological resources, which are shaped throughout life through personality and development. Positive mental health can be considered a synonym for mental health, and it helps a person to face adversity more easily. With positive mental health, a person feels that they have opportunities to influence their own life, experiences a hopeful and positive image of themselves and their own development opportunities, and is able to create satisfying social relationships, writes Kaija Appelqvist-Schmidlechner in her article in *Lääkärilehti* (Appelqvist-Schmidlechner et al., 2016, pp. 1759-1760).

Many different factors influence positive mental health as seen in figure 5, such as how the values and norms of the surrounding society define mental health. The Empathy Map can be used to define positive mental health (Lahtinen et al., 1999). The chart includes various factors that affect mental health and gives a good idea of how widely positive mental health effects. With positive mental health, people have better opportunities to see the future brighter, the conditions to create better relationships, and to see themselves and their future in a positive light (Sohlman 2004, pp. 35-36).

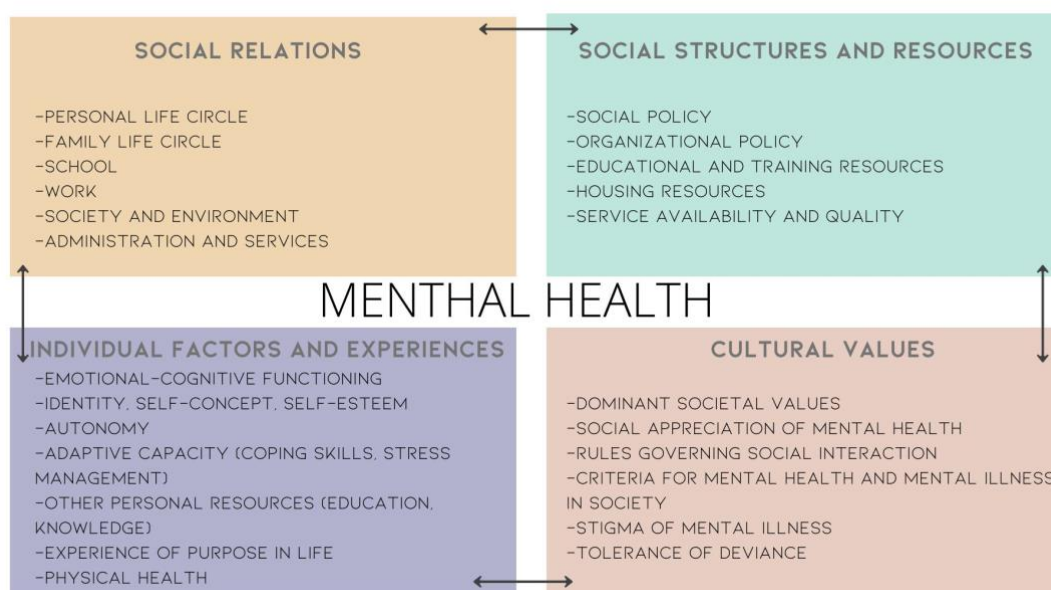


Figure 5. Mental health conceptual components.

When spoken about mental health problems, is meant a prolonged symptoms in a child or young person, the effects of which significantly limit the person's life. This limiting factor can be related to thinking, behavior, mood or emotions and weakens both functional capacity and interpersonal relationships (Duodecim terveyskirjasto, 2025). Other manifestations can include behavioral disorders, hyperactivity, fear, anxiety, difficulty concentrating, depression and psychotic symptoms, and suicidal and violent behavior can also occur (Terveyskylä.fi, 2023).

The effects of a decline in positive mental health

What does positive mental health mean for children and young people?

According to an article published in a medical journal (Appelqvist-Schmidlechner et al., 2016, p. 1760), positive mental health has a positive effect on a person's self-image and gives them the ability to plan their own future and helps people face adversity and the turmoil in the world around them more optimistically. Positive mental health has been found to protect people from, among other things, suicidal thoughts and study difficulties.

Young people are building their identity and that is why they are particularly prone to comparing themselves in detail to other people. With today's technology, it is easier than ever, and comparisons do not have to be made only among their own circle of friends, but through social media, the entire global world is the comparison target, says Töllli (2024, pp. 125-126) in the "Minä näen sinut" book. According to a study by social psychologist Jonathan Haidt, video material has negative effects on mental health, which women in singularly suffer from (2013). Töllli also tells that he has observed an increase in social perfectionism, which has the effect of making young people perform more and more in their lives and defining their own self-esteem based on their achievements. This is explained, for example, by the prevalence of sharing one's life on social media channels. Both factors have a concrete impact on the increase in mental health problems in young people (Töllli, 2024, pp. 125-126). How important is digital peace for children, that society and adults would take seriously the problem of age limits for different platforms, games and recommendations for the earliest age at which it is worth getting a smartphone for a child. Nowadays, children in Finland are getting phones far too early (Dufva et al., 2023). In China, smartphone addiction in children has already been considered to be at a health crisis stage in 2023, when the increase in the use of smart devices among children and young people caused by the corona was clearly visible. The resulting forgetfulness, antisocial behavior and concentration problems are everyday life among Chinese children. For many young people, smart devices have also replaced traditional hobbies and other leisure activities, Hentunen says in an article for Yle (2023). According to a study commissioned by the Finnish Department for Health and Welfare -THL, the biggest challenges to the well-being of children and young people are related to inclusion, mental health, experiences of harassment and violence, and lifestyle (THL, 2023; THL, 2025). When examining the school health survey conducted by the Finnish Institute for Health and Welfare among schoolchildren, the following topics emerged. As many as 13 percent of 8th–9th graders and upper secondary school students and 8 percent of vocational education students felt that they were not an important part of the class or

school community (2023). Many children feel lonely or friendless. Almost all children and young people have hobbies where they can meet like-minded children and young people, and many municipalities and cities organize free hobby activities according to the Finnish hobby model (Turtiainen, 2023). Ignoring others is one of the most powerful ways to express the worthlessness of others. Ignoring, not listening or been present to others, it is impossible to feel valuable, states Pekka Tölli in his book (2024, p. 111). Studies conducted after 2019 found that 22 percent of primary school children suffered from mood-related problems. For girls in grades 8 and 9, the proportion increases dramatically to 53 percent, while for boys the proportion remains significantly lower, 17 percent have been worried about their mood in the past year. The same group has experienced double or severe anxiety in the past two weeks, 30% of girls and 8% of boys. This is partly explained by the fact that mental health disorders are now better recognized than before, and treatment is not sought more often (THL, 2023). In the 2025 follow-up compared to these figures, the number of people experiencing anxiety has clearly decreased, especially for girls. In the latest study, 34 percent of girls in grades 8-9 experienced anxiety and 29 percent of upper secondary school-aged children. (THL, 2025) Up to 6–8% of young people experience bullying at school (2023). Boys experience the threat of physical violence more often than girls, while girls are more likely to experience sexual violence, emotional violence and physical violence by close adults (THL, 2023). In the 2025 study, the bullying rates increased slightly for boys and decreased again for girls, however, both remain below 10 percent. The risk of physical violence among boys has decreased to 20 percent among boys. (THL, 2025)

The THL study also highlights everyday challenges that affect children's development, some of which are still evident in adults. 25 percent of children and 35–51 percent of young people skip breakfast before going to school. Around 33 percent, also skip school meals. The amount of sleep most children get is also alarmingly low, with around 40–53 percent of children sleeping less than 8 hours a night on weekdays (THL, 2023). In the 2025 study, skipping

breakfast and school meals among girls was on the rise. A slight increase in the amount of physical activity (THL, 2025)

Bullying

The work handles the topic of bullying and the unequal treatment of others. In the workshop organized at the beginning of the project, the topic clearly emerged most strongly in the topic choices of children and young people, creating the worst feelings and anxiety around it. Therefore, the topic was selected as a special subject for the project. The final result will specifically address this problem and its root causes.

What is meant by bullying and how can it manifest itself? In bullying, one person experiences repeated offensive behavior from one or more people. The victim often finds it difficult to defend himself against the attackers. The arousal of resentment towards the victim is repeated and can continue for long periods of time, sometimes even years. Hurting another person is intentional and the purpose of the act is often also to exercise power over another, says Repo (2013, p. 38) in her research. The bullied child may be a physically weak or timid child, or he or she has just moved to the area and has not yet had time to form a circle of friends that would protect him or her from bullying. (Salmivalli et al., 2018, p. 6). According to KiVa koulu studies, 10–20 percent of primary school children and 5–10 percent of middle school children are victims of systematic bullying. However, not all children talk about it and ask for help to resolve the matter. The situation is difficult for every bullied person, and the fact that they are not accepted among their friends is almost always very difficult to admit. (Kaukiainen & Salmivalli, 2009, p. 4). Different forms of bullying include verbal bullying, in which the bullied person is mocked, scolded and tried to make the other person a laughing stock. The purpose is precisely to undermine the bullied person's self-esteem. Indirect bullying refers to a situation in which the bully can manipulate other parties into turning their backs on the bullied person. In this way, the bullied person is excluded from the group and left alone. Silent non-confrontation hurts more than words and actions, therefore listening

to the other person and stopping by the other person is a valuable thing to do for a person (Tölli, 2024, p. 111). Pekka Tölli writes in his book "Minä näen sinut", how a person thirsts for approval from other people, especially from people who are important and closest ones (2024, pp. 109-111). Physical bullying is hitting, pushing, and in the worst cases even violence. Physical bullying is an extreme form of bullying, and in these cases criminal action should be considered. Mobile and online bullying are the newest forms of bullying. It is easy to bully on the Internet, and the possibility of anonymity tempts many to try out how to comment on other people's affairs with the click of a button. Gossip, pictures, threats, mocking posts, or personal information about bullying can be spread online. The unfortunate side of cyberbullying is that the bullied person cannot even get home from the bullying, but this form of bullying can be practiced at any time. (Kaukiainen & Salmivalli, 2009, pp. 8-9). Listening to the bullied is important, and their experience should never be underestimated. People experience and deal with situations in different ways, which is why situations should never be spoken of in a derogatory manner. (Kaukiainen & Salmivalli, 2009, p. 9)

Bullying almost never happens only between two people and in secret, usually other members of the community know about bullying. Many children who are bystanders are often involved in bullying situations, even unintentionally. However, the majority quietly accepts the situation and does not intervene in the bullying. "The worst thing is not the evil of bad people, but the silence of good people" quote Martin Luther King. Studies related to KiVa Koulu program have found that in a bullying situation, the community is divided into different roles figure 6. There is the bully himself, then there is the bully's assistant, who is not the initiator but works under the bully's instructions. Encouragers who just gather there to cheer and laugh. Then there is the bullied himself, who repeatedly becomes the target of bullying, behind him stands a group of defenders, who with their actions try to get others to stop the bullying or are trying to comfort the bullied. The last group is the silent acceptors, who just remain silent and withdraw from the situation. Why do some students withdraw? The reason can be, for example, lack of courage or fear of being also bullied.

Part of the reason may also be a lack of means. (Kaukiainen & Salmivalli, 2009, pp. 10-12)

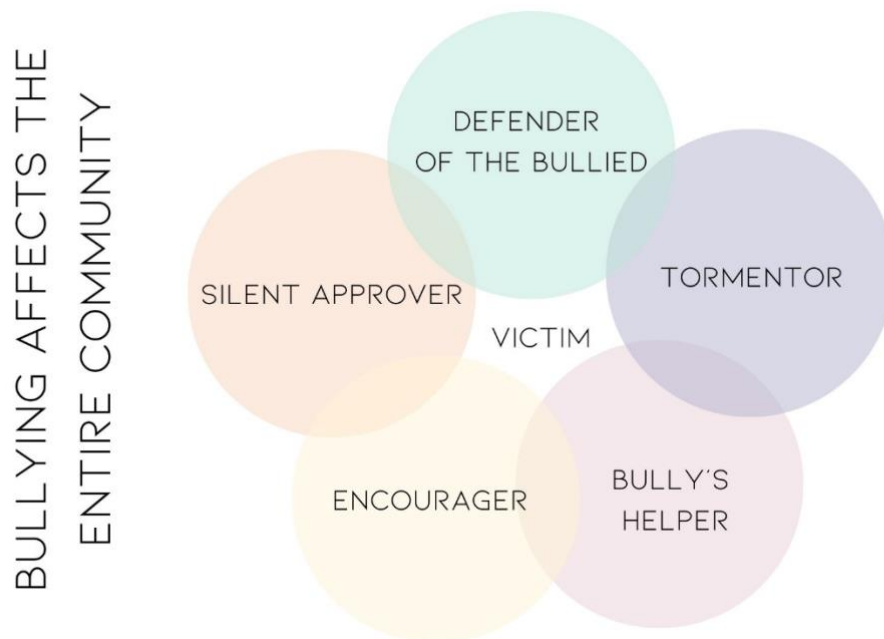


Figure 6. Bullying affects the entire community.

With the KiVa Koulu program, students at school are given concrete means to defend those who are being bullied and create a positive atmosphere in the class that helps prevent bullying. At the same time, ways are strengthened to avoid being also bullied. In long-term bullying situations, the other students in the class may already begin to feel that bullying is normal and that intervention in it will decrease. The goal has been to build the atmosphere of the class and even the whole school so that the children become aware of, intervene and take responsibility in cases of bullying, so that the silent accepters and the bully's encouragers can be made to support the bullied and show that they do not accept bullying. KiVa koulu - with the help of the program, good results have been achieved outside of Finland as well. (Kaukiainen & Salmivalli, 2009, pp. 20-22).

2.1.1 Causes of bullying

It is almost impossible to determine what causes bullying and whether the cause is in the bully, the bullied, the teacher, society or the surrounding atmosphere. However, bullying is never caused by just one of the factors. Studies show that bullying is more prevalent in some schools than others, as well as across cities, countries, and cultures. (Kaukiainen & Salmivalli, 2009, p. 13).

Studies have found that bullying is often committed by children who have a tendency to be aggressive, have difficulty feeling empathy for others or have serious problems in different areas of life. But also, by ordinary children who behave meanly towards one member of the group. It is impossible to stereotype what a bully is usually like (Kaukiainen & Salmivalli, 2009, p. 13).

However, studies have been able to identify some characteristics that may increase the chance of being bullied. These include, for example, a physical difference from other peers, learning difficulties, and being shy or impulsive. However, the most easily bullied children are shy, insecure children with low self-esteem, as Repo (2013, pp. 138-139) writes in his book. However, no generalizations can be made in this regard either, as even lively children with good self-esteem can be bullied. (Kaukiainen & Salmivalli, 2009, p. 13).

2.1.2 Consequences of bullying

Bullying is one of the most significant risk factors for later life in the social environments of children and adolescents. Studies have found that bullying experienced by peers as a child may have a significantly greater impact on the prevalence of mental health disorders in adulthood than maltreatment experienced in childhood (Lereya et al., 2015). A bullied child is often down, depressed and anxious. Going to school does not feel good and is often avoided. School performance may also suffer and grades drop. Trust in others also weakens considerably. (Kaukiainen & Salmivalli, 2009, p. 14)

Major societal impacts of young people suffering from mental health problems include social exclusion, school dropout, dropout from working life, and of course the treatment costs that society has to pay. The increase in mental health problems is a threat to both the well-being of the population and the economy; treatment already costs society around 11 billion per year (Ainasoja, 2024). Approximately one in three girls says in the school health survey that they experience at least moderate anxiety, and the situation, which deteriorated rapidly during the pandemic, has not improved, but has instead worsened. More and more young people have mental health problems that weaken their chances of getting a job. Every day, around 100,000 people are absent from work due to mental health issues. According to calculations by the Finnish Institute of Occupational Health, each young person who does not have a secondary education will cost society approximately 295,000 euros over their lifetime (Työterveyslaitos, 2024).

2.1.3 Ways to prevent bullying

Repo's (2013) study on bullying prevention and factors influencing bullying in young children. The book highlights topics such as treating children equally, fairness, practicing social skills, respecting and understanding diversity, and resolving conflicts in the right way, all of which are skills that everyone should learn as a child so that they have them when they are older when they face more challenging situations (Repo, 2013, pp. 98–130). KiVa Koulu is a research-proven and effective anti-bullying program developed by the University of Turku. It focuses on bullying prevention, effective intervention and continuous monitoring of the school situation, creating a safe learning environment for the entire school community through teaching materials, games and clear operating models for students, staff and guardians (Kiva, 2018).

There are parties that intervene and intervene when the situation gets really bad, an example of such an actor is the K-0 operation, the work that intervenes in bullying is a multidisciplinary, comprehensive operating model developed by Aseman Lapset, which intervenes in particular in difficult, prolonged bullying

and violence situations in schools and among young people, when ordinary means are not enough, and with the help of an external coordinator brings a new perspective to the situation and enhances cooperation between different professionals such as teachers, student welfare, police, child welfare, youth work and families. The operation investigates the root causes of bullying and seeks to resolve the situation permanently, supporting all parties. (K-0, 2023)

3 Service Design

Service Design chapter takes a closer look at service design as a topic, and the ways in which service design can be used to find solutions to complex and multidimensional challenges. The double diamond model serves as the basis for working throughout the process. The process model provides guidelines for the author to progress and complete the work. This chapter also delves into the different methods of service design and their theory.

3.1 Service Design and double diamond

With service design, it is possible to create completely new services and improve existing ones to better serve the needs of the user. (Stickdorn et al., 2018, p. 19). The service design process is always created to respond to the challenge being solved, along the way remember to focus on the questions that arise during the process. The process is created according to created research questions, to achieve the best outcome. The service designer is a neutral party in the process, whose task is to highlight the perspectives that have emerged and guide the process towards the end result. The aim is to create a unified service entity, by developing together with both customers and the service provider. (Stickdorn et al., 2018, p. 20).

One of the most important things in service design is to eliminate silos within the organization and get people working in different areas to discuss and work on service development together. This role also includes a facilitator in co-development situations, who must motivate all actors from different fields to cooperate. (Stickdorn et al., 2018, p. 22). In this project, silos refer to different organizations that all work for the well-being of children and young people in their own fields, but cooperation and information flow between other actors can be challenging or even non-existent. In this case, organizations focus on finding solutions to problems only within their own organization, even though everyone

would benefit from bringing out different perspectives and exchanging ideas among different actors. (Koivisto et al., 2019, p. 233).

The main principle of service design is to design services in collaboration with experts working in different areas and users, so that different perspectives are heard from different expert groups and the services become exactly what customers need and what service providers are able to produce. By working together and communicating openly with each other, it is possible to create services that are human-centered, collaborative, iterative, sequential, real, and holistic (Stickdorn et al., 2018, p. 27).

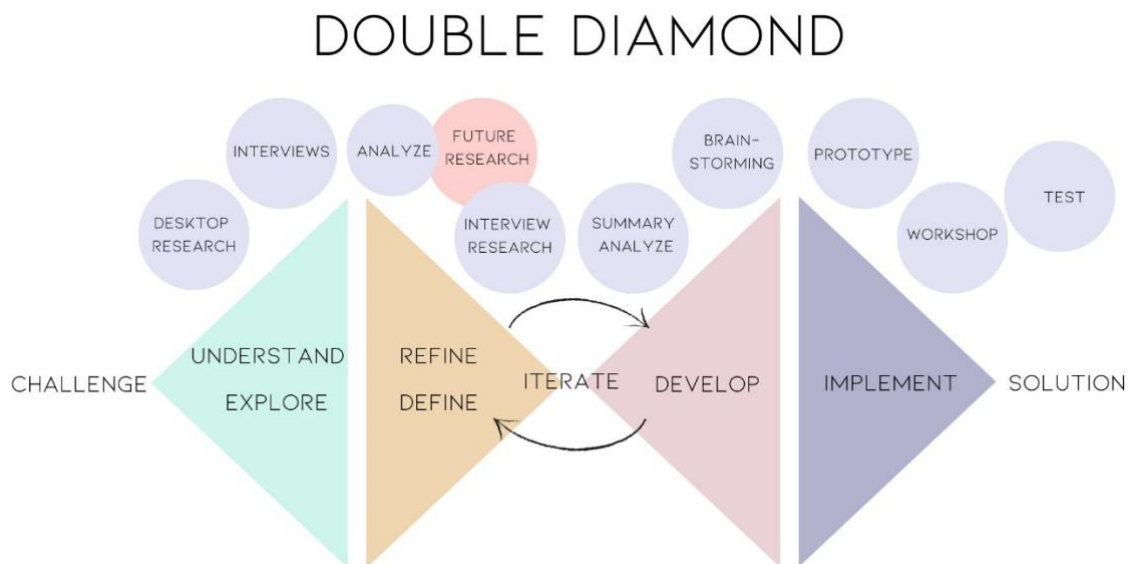


Figure 7. Double Diamond. (Koivisto et al., 2019, p. 42)

The double diamond figure 7 is a process model often used in service design, based on the model published by the British Design Council in 2005 (Koivisto et al., 2019, p. 42). The process progresses linearly from diamond to diamond, if necessary, it is always possible to go back and gather more understanding. The first diamond consists of steps that helps with understanding the problem to be solved, gather and crystallize understanding. The second diamond provides the keys to developing a solution (Palo, 2018).

3.2 Research and analysing methods

Although this research is a service design project and closely follows the Double Diamond Model and makes use of research methods that are part of service design, the work also meets the criteria of qualitative research. The research is undoubtedly based on collected data and progresses in a direction guided by the data. Since service design focuses on the progress of the work, it also means involving and listening to the target group in all different stages of the process. This is strongly reflected in the use of co-development and co-creation methods in different stages of the work. Of course, collecting data also brings with it analysis, which makes the collected information easy to read and understand. The analysis methods are influenced by the form of the collected data and the research questions to which the data is compared (Salonen, 2018).

Qualitative research

Although the starting point of the process is service design and double diamond model, the research also meets the characteristics of qualitative research. The purity of qualitative research methods is not as important for the research as their purposefulness and the effort to understand the research object more deeply and comprehensively. The research aims to give voice and space to perspectives, thoughts, experiences and characteristics that might otherwise stay unreported or ignored. (Hakala, 2024, p. 34)

When making decisions in qualitative research, the researcher must always see several possible options, there is never just one point of view. A heuristic approach to research also gives the researcher the opportunity to add more permissiveness and freedom to the research, which also makes it possible to use the researcher's intuition. The use of intuition in research opens new possible perspectives and points of view for the work. (Vilkka, 2021, p. 119) Due to the nature of qualitative research and its interest in knowledge, three perspectives are emphasized in the research: context, the purpose of the

phenomenon, and the process. Taking context into account means that the researcher finds out and describes in the research text what general, for example, social, cultural, historical, or professional connections the subject or phenomenon under study is related to. The description requires describing the environment in which the phenomenon or subject occurs or the operating environment, such as time, place, or social network. After the general context, the author describes the research situation in which the research result has collected. (Vilkka, 2021, pp. 120-121)

In qualitative research, collecting data plays a major role, and one of the most common research data collection methods is interviewing, which is a very life-like way of collecting information. Research data can also be collected from written material such as documents and articles, and by observing situations related to the context and the people involved in them. (Hakala, 2024, pp. 127-129)

Desktop research

Desk research is a useful method, especially in the early stages of research. It helps to create an understanding of the issue or topic being studied. When conducting desk research, it is possible to use existing material, such as studies, interviews, diary studies, surveys and articles on the topic. It is also possible to conduct an interview or research to obtain information. Desk research can be done in two different ways, internal or external. Internal research refers to research conducted within an organization, for example, while external research studies external factors that affect the organization's operations. However, every project is different, and therefore it is worth planning the research branches needed for desk research according to the topic being studied. (Outwitly, 2022)

In this study, the research target was a complex and broad challenge. There are many actors working with children and young people. Through interviews, a lot of data was collected that increased understanding and was used to create a comprehensive picture of the current situation and the challenges it brings. In

addition, lectures related to the topic, as well as numerous articles and literature, were included. In this way, a clear picture of the starting situation and the challenges associated with it was possible to create a clear picture before starting the actual research.

Interview

An interview is one of the best ways to gather information and understand a topic. The goal is to gather in-depth information about the interviewee's life, work, knowledge of a specific topic or perspectives. In an interview, it is easy for the interviewee to open the topic in more depth and it is easier for the interviewer to ask follow-up questions if something is left to ponder. It is easier to gain understanding with an interview than, for example, with the help of a survey. When done correctly, an interview can produce profound insights, inspire and create new perspectives (Turku, 2017). The interviewer should prepare for the interview by preparing questions and, if necessary, guiding the discussion in the right direction. (Vilkka, 2021, pp. 122-127)

Two different interview methods were used in this research. The interviews conducted in connection with the desktop study were open expert interviews, where the interview progressed smoothly around the topic, and the interview was not structured around a ready-made base. The purpose of an interview is to allow the speaker to talk freely about the topic so that the listener can gain their own understanding. A structured interview is well-guided and controlled, it follows precisely set questions. The material collected in a structured interview can be easily compared with each other and charts can be created based on it and answers can be compared. Based on the information, conclusions can be drawn and validating research material can be created. A structured interview must be carefully planned and guided. (Vilkka, 2021, pp. 122–127)

Workshop

A workshop is a creative problem-solving process in which people are activated using various methods to invent and brainstorm new solutions to the challenges

at hand. A workshop is a highly interactive and creative way to approach challenging and complex topics. (Kantojärvi, 2017, pp. 10-12)

A successful workshop opens up different perspectives and boldly challenges existing ones, as well as creates a common understanding. Workshop work is productive at its best, and the needs and ideas of many different parties can be combined in one event, but achieving a successful outcome requires planning and background work. Experts from different fields or departments meet in a workshop, and when working together, the silos between the actors disappear and together we can create completely new and creative perspectives on things. (Lippo et al., 2022)

The role of the facilitator is to guide the workshop and guide and direct the workshop participants. A good workshop is a carefully planned and guided event, the goal of which is to create and develop something new, identify problem areas in the process, or find solutions to the challenges at hand. The facilitator has many important tasks in the workshop, such as conducting the workshop according to the planned schedule, and inspiring and encouraging the participants. The facilitator is always an impartial party in the workshop. Workshop work is at its best co-development, everyone has the opportunity to present their own perspective and the ideas of different actors have equal weight in the final result of the work. (Lippo et al., 2022)

Analysis methods

Data analysis can be either explanatory or understanding-oriented. Quantitative studies usually aim to explain phenomena, and they often analyze the results using statistical methods. This work, on the other hand, approaches research through qualitative research and with an understanding-oriented approach, the goal of which is to draw conclusions. Regardless of the method, it is very important to connect the results to the theoretical background used in the study in the analysis of the data. The analyzed results can also be compared to the theory in the conclusions. (Salonen, 2018)

Thematic analysis

The purpose of thematic analysis is to find key themes in the collected material. Thematic interview or workshop material is used to thematically code the material, for example by using a table to list entities related to different subject areas, from which different themes are eventually compiled. Thematic analysis is a natural way of progressing, especially in the interview and workshop, to review and analyze the material. (Saaranen-Kauppinen & Puustinen, 2006)

Empathy map

The purpose of empathy maps is to visualize the different needs, feelings, wishes and fears of users (Turku, 2017). An empathy map is usually a visual and easy to read and effective way to describe the end users needs and thoughts. Empathy map offers the opportunity to experience empathy for the research target and works as a good background information for the created personas (Friis Dam & Yu Siang, 2025). The empathy map is created by analyzing collected data. An empathy map creates a clearer overall picture of the topic and the related perspectives for the reader. (Hutt, 2022)

Personas

Personas are fictitious characters created to present a user or customer type. They are created from the collected data like interviews and observations, and are based on facts. It allows for an accurate description of the personality, preferences and wishes of an imaginary person, specifically for the project in question. It is good if demographic data on the respondents has also been collected in the research. In light of this information, it is easier to start creating the right kind of user personas for the development of the service in question. What are the benefits of creating a persona in the service design process and what are personas usually used for? Personas make it easier for the designer to be able to see how different people are acting in different situations and what kind of needs and wishes they have. Personas also make it easier to create empathy for the service user. A persona can also be used, for example, in

workshops to describe a certain type of service user, making it easier for workshop participants to step into the shoes of another person and start designing the service taking their needs into account (Lewrich, 2020, pp. 97-102). Person should have characteristic, dream, goals and fears. Storytelling is also a good way to make person more lively and real. With the gathered data it is possible to create a person or several different persons. Normally 4-5 different personas are a good amount, because really rarely all customers are similar, of course depending on the situation (Lewrich, 2020, pp. 97-102). The person should have a name, age, gender and basic demographic information. The created profile should include a picture of the created person and through it should create an understanding of what things are important to this person and what they expect from the created service. (Turku, 2017)

3.3 Positive Design

Happiness is thought to be "experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful and worthwhile" (Lyubomirsky, 2007, p. 32). Happy people are much more productive than unhappy people, it is a researched fact. Satisfied users are also generally more satisfied with the services provided, while unhappy people find faults in products and services more easily. (Desmet & Pohlmeier, 2013) This has been studied to be true in business, but what does happiness bring to each of our lives?

In today's world, post-material values rise to a higher level with matter, bringing with them personal goals such as achieving belonging and self-expression. Although the mindset that money and matter bring happiness and joy of life are strongly prevalent. There is a small grain of truth in this, because material wealth can support an individual in their pursuit of happiness. Money can buy products that can increase happiness indirectly. Such as a phone that can convey an important message or through people can listen to music or glasses

that allow the user to experience the joy of learning (Desmet & Pohlmeier, 2013)

What is happiness and how can it be described? Veenhoven (2011, p. 399) Defines happiness as the way in which an individual evaluates the overall quality of his or her own life positively. In this definition, happiness represents a positive appreciation of one's own life. Several researchers have suggested that life appreciation could best be described as a multi-component phenomenon. Two important components of happiness are experiencing positive emotions and feeling meaningful. (Hassenzahl et al., 2013)

How can the design process specifically take into account the desire to increase happiness and how can design, in accordance with its purpose, increase people's quality of life? Term positive design can be used for all design work and design research that pays special attention to the effects on the subjective well-being of individuals and communities (Keinonen et al., 2013)

Another distinguishing feature of positive planning is its long-term perspective. As mentioned above, pleasures, positive physical and emotional feelings, are part of subjective well-being and often provide immediate gratification. The affective balance of daily experiences has a significant impact on the overall subjective well-being (Hassenzahl et al., 2013) Figure 8, describes how different components affect happiness. Happiness is influenced by genes by up to 50 percent, life circumstances have only a 10 percent impact, while individuals own actions have a 40 percent impact on happiness. Own actions and choices therefore have a great deal of importance (Van Der Heijden, 2023).

3 HAPPINESS FACTORS

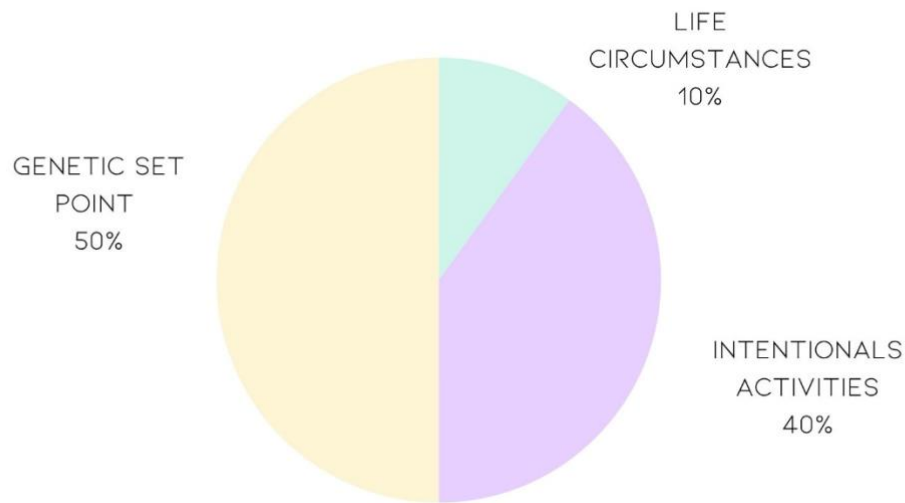


Figure 8. Happiness factors. (Van Der Heijden, 2023)

Positive Design is an umbrella term that focuses on describing a development trend created specifically for the study and development of solutions that increase people's subjective well-being and happiness. It seeks to stimulate and strengthen the positive emotions experienced by people, offers solutions that help people satisfy their growth needs and take into account their deficiency needs. (Desmet & Pohlmeier, 2013)

Positive Design framework

1. Design for pleasure. Focuses on creating solutions that bring physical, psychological, social- and ideological happiness. The focus is on the here and now, the presence of positive effects and the absence of negative affect: being relaxed, having fun, being free of problems, figure 9. (Desmet & Pohlmeier, 2013)

2. Design for personal significance. Focuses on personal goals. Positive feelings can be achieved by achieving goals. Here, the focus is on the individual's interpretation of what makes life worth living. The approach therefore focuses on fostering fundamental capabilities or "freedoms" that enable individuals to pursue their personal version of a full life. Examples are

affiliation, the freedom to form friendships or to be treated with dignity and bodily integrity, for example to be able to avoid violence or to exercise reproductive choice. (Desmet & Pohlmeier, 2013)

3. Design for Virtue. Virtuous behavior is what is experienced as good and what is bad. There is an ideal behavior or sense of excellence or perfection that one should strive for, which leads to a virtuous life. The correct translation of beliefs and values into design processes can be beneficial to human happiness. Figure 9, (Desmet & Pohlmeier, 2013)

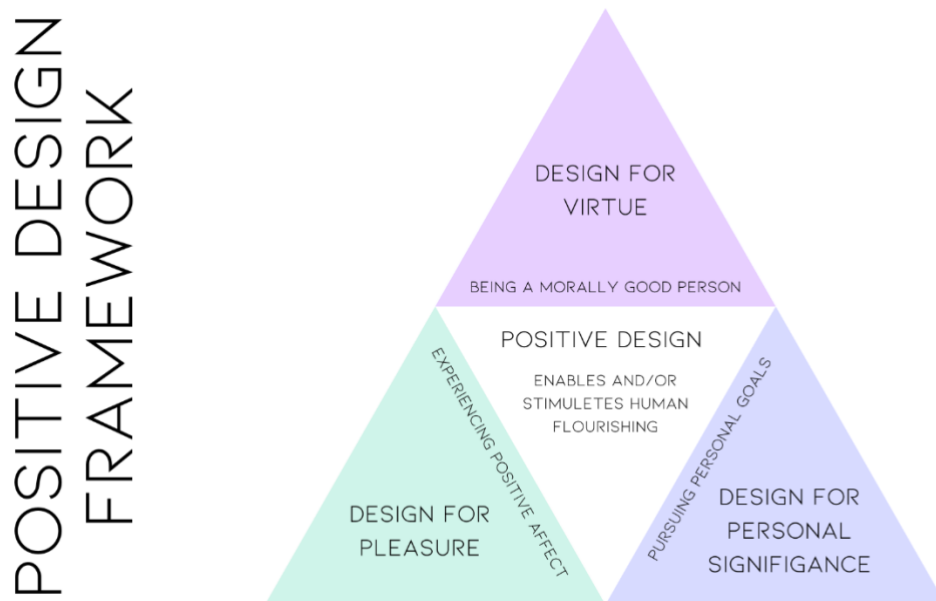


Figure 9. Positive Design framework. (Desmet & Pohlmeier, 2013)

In addition to the framework, happiness planning must take into account five characteristics that strengthen its impact Figure 10. Planning must be based on possibilities so that solutions go beyond simple problem solving. (Van Der Heijden, 2023)

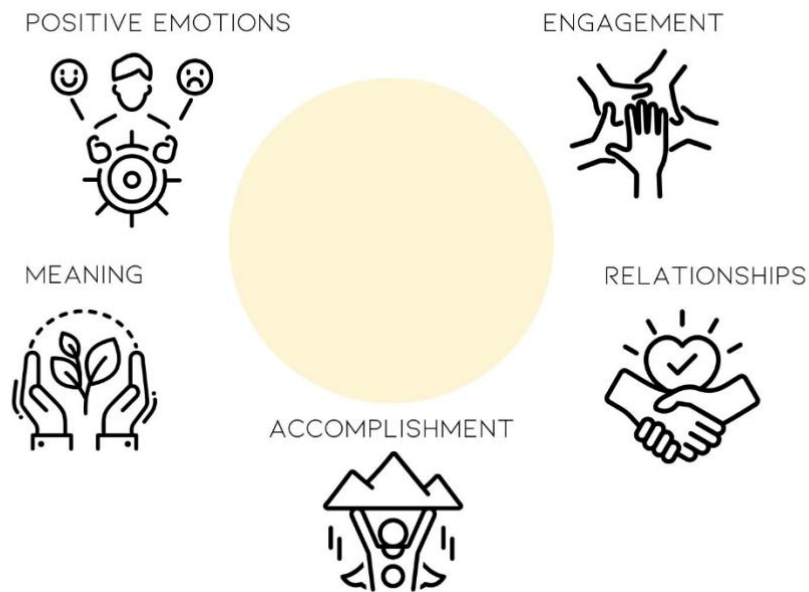


Figure 10. Positive Design ingredients.

Positive emotions increase happiness. They are easy to increase by doing pleasant things that increase positive feelings and experiences. Meaning; When an individual experiences their existence meaningfully, it also gives them the strength to overcome negative crises in life. Engagement, the ability to find activities that they enjoy that allow them to experience a sense of belonging, fulfillment, and that offer a challenge to life. Relationship; A person needs social contacts around them, both emotionally and physically. Social contacts have a healthy effect on a person. Accomplishment; Achieving goals strengthens a positive self-image and increases the desire to work towards goals. (Van Der Heijden, 2023). It is the fulfillment (or frustration) of psychological needs that makes an experience positive (or negative) and personally significant, or meaningful. (Van Der Heijden, 2023)

3.4 Child-centered service design

When designing services and products for children and young people, it is important to involve children in the design process. In this work, children have been at the center of the work throughout the process, and the work has been promoted based on their ideas. What is meant by child-centered service design

and what kinds of things need to be taken into account when working with children.

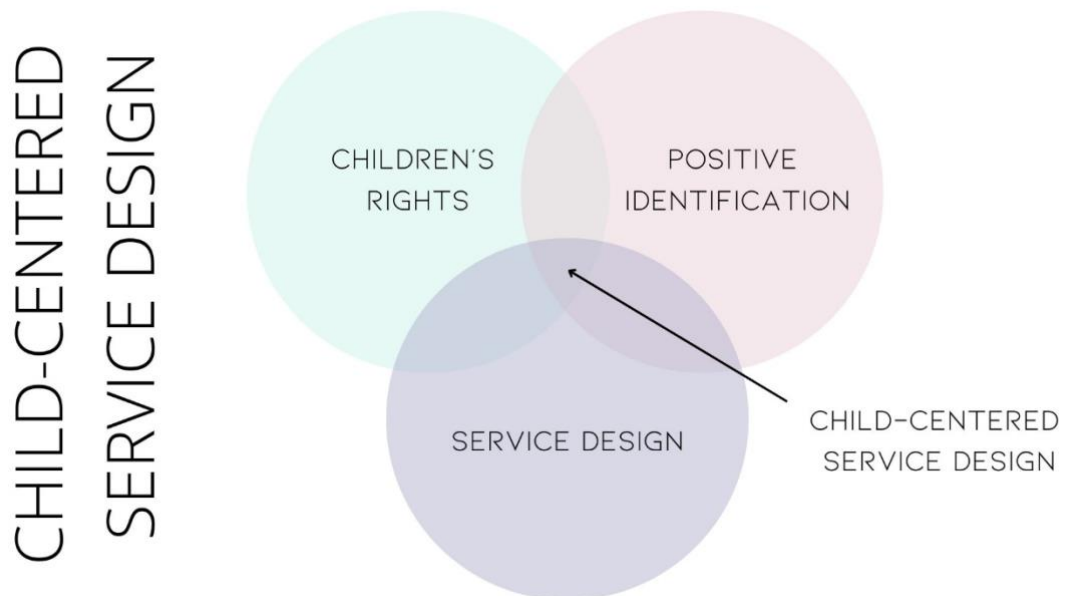


Figure 11. Child- centered service design. (Kalliomeri et al., 2018, p. 8).

Figure 11 shows that child-centered service design consists of three different areas: child rights, positive recognition of the child and of course service design. (Kalliomeri et al., 2018, p. 8). Child-centered service design means that the child's perspective must be considered at every stage of the design process. Child-centered service design combines service design, child rights and child-centeredness. When child rights are the guiding factors in activities, development is on an ethically sustainable basis. It is important to see the child as a valuable part of the development process. Child-centered service design focuses on meeting the child here and now. The child must be approached without prejudice and with sincere interest, supporting agency and success. The importance of the child as part of the design process is recognized (Kalliomeri et al., 2018, pp. 9-10).

Childs rights in service design

Child-centered service design process is guided by the general principles of the UN Convention on the Rights of the Child. Here are excerpts from articles that should be taken into account when working with children, for example in a workshop.

Participation in service design is always voluntary for the child, consent must be requested verbally or in writing. The adult must always ensure that the child is not discriminated against, and that child receives sufficient information about the process and its course, explained in an understandable way. In the process, the child provides information, develops solution ideas and gives feedback on the services or work stages to be developed. (Kalliomeri et al., 2018, pp. 10-11)

Every time all participants should be treated equally. The working spaces should be free of stimuli and noise, and the safety of the children should be guaranteed. Those working in the workshop should gain the children's trust so that the work goes as smoothly as possible, this means getting down to the children's level and going through things in an understandable way. Showing interest in the children and what they are doing also helps in building trust (Kalliomeri et al., 2018, p. 18). When working, documenting the process should be taken into account, it is important to be able to stop by the child to ask questions and listen to their thoughts (Kalliomeri et al., 2018, p. 33). The number of assistants should also be carefully considered; the younger the children, the more assistants are needed to help and monitor what is being done. In addition, attention should be paid to the child's needs, such as stimulation, breaks, snacks, how long the child can concentrate on working, and it is also good to have a backup plan, states (Kalliomeri et al., 2018, pp. 16-17).

3.5 Futures design

Futures research is a multidimensional approach that is difficult to summarize into a single definition. However, its goal is to collect and analyze information about the future, synthesize it creatively, and present it systematically. This approach is especially needed in situations where the effects of futures events are complex and contradictory. The process of building the futures is called foresight. (Aalto et al., 2022, pp. 11–12).

The well-known, respected, and independent futures-oriented fund Sitra acts as a think tank. It offers new ways of thinking, experiments, and research material nationally and internationally. Sitra defines foresight as the systemic and conscious examination of futures possibilities. Foresight can be understood, for example, as the production of future knowledge, a learning process, the visioning of shared futures, or a process that facilitates and supports decision-making (Sitra, 2023).

The Sitra Fund is an independent public fund, accountable to Parliament and overseen by a government elected by Parliament. The reasons for Sitra's existence and the objectives of its activities are enshrined in Finnish law (Finlex, 1990, Chapters 1 and 2).

The basic idea of futures research is that analyzing individual options is not enough, but it is important to identify different futures scenarios. This helps to prepare for unexpected situations and avoid short-sighted decisions. Futures research has a societal role in promoting discussion and negotiation about the future and in improving futures-oriented thinking in communities and individuals (Aalto et al., 2022, pp. 15–16). Three basic principles have been formulated for futures research: the future cannot be predicted, the future is not predetermined, and influence the future through actions (Aalto et al., 2022, p. 13).

Although futures research and forecasting are related, there are differences between them. Futures research is a broader and more academic concept,

while forecasting is more practical and often related to the operations of companies or regions. The time span of forecasts is usually shorter than in futures research, where phenomena are examined over several years (Aalto et al., 2022, p. 17).

It is important to note that the goal of futures research is not to predict the futures through forecasts, but to understand the complexity of the future and influence it. Although futures research may not be as well-known as traditional academic disciplines, it plays a significant role in understanding the future and supporting futures-oriented decision-making and planning (Aalto et al., 2022, p. 17).

From a work perspective, futures research is an important part of the research, especially when the research targets children and young people, whose future is at stake and who absorb influences. Combining the methods and tools from both sides of service design and futures research, it is important to present what futures research entails.

Two forces meet in futures design: Futures thinking (foresight) and service design. Futures thinking creates an understanding of the futures, and service design puts the customer at the center of development. By combining these two forces to get a process and a framework that creates a sustainable future and meaningful value for customers. (Koskelo, 2021, pp. 23–24.)

The process of futures design is presented in Minna Koskelo's book "Tehtävänä Tulevaisuus" (2021). The process consists of three stages: sensing, giving meaning, and grasping.

The sensing stage means studying the current situation and operating environment. It is a phase in which the understanding of one's own ways of thinking and cognitive biases is improved. In the sensing phase, signals are collected and classified using a trend framework into weak signals, wildcards, megatrends and trends. Creating meaning is a phase in which the collected futures information can be interpreted using co-development methods according

to the goals and perspective. The categories that emerge from the interpretation are threats, opportunities and scenarios. It is common for many ideas to emerge at this stage. In the contagion phase, scenarios and newly identified opportunities are tested using service design approaches together with different stakeholders. The results are evaluated and some of them end up in the company's strategic roadmap, for example (Koskelo, 2021, pp. 169–170).

Futures planning is more than preparing for the future, it is influencing the future and actively pursuing the desired future, writes Koskelo (2021, p. 28).

4 Implementation

Chapter describes the implementation of the process and the different work stages and findings in more detail. The description of the work proceeds in chronological order from beginning to end, delving into each work stage. The chapters are divided according to the different work stages of the double diamond, from getting to know the subject all the way to the implementation.

4.1 Understanding and Exploring

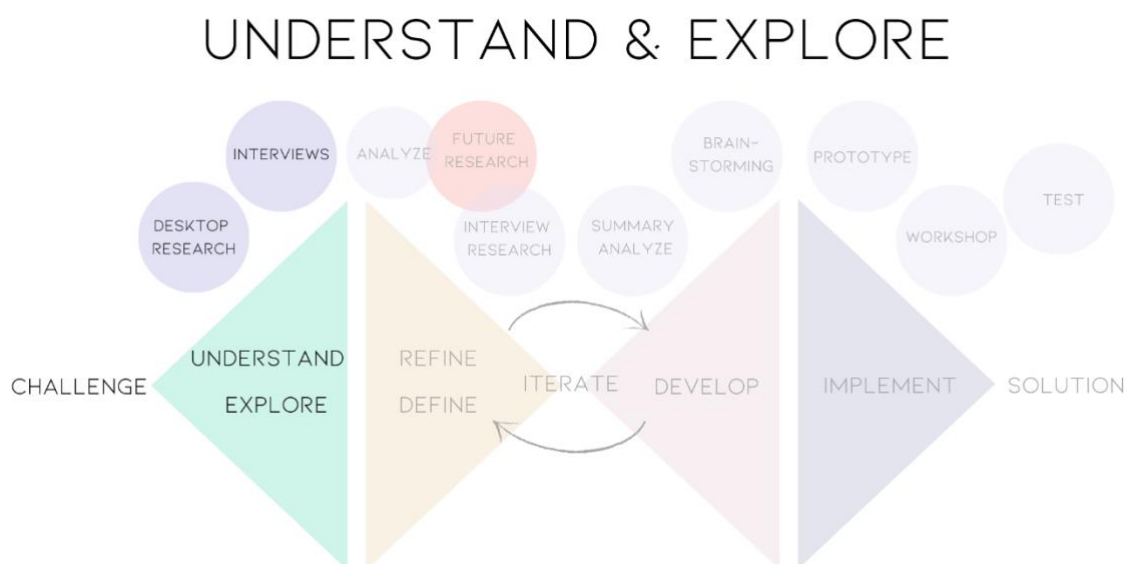


Figure 12. Double diamond, understand and explore.

In this work phase, the current state of the problem is mapped. By getting to know the topic and outlining the pain points that can be affected and influence the current situation, figure 12. In addition, challenges and opportunities are identified and topics for deeper research are selected. Information is collected to create an overall picture. During the process, the most important perspectives are selected and the information is crystallized in a form that is easy to utilize in service development (Palo, 2018).

Desktop research

The research began by familiarizing with the topic using the so-called Desktop research method. The first topic was positive mental health in children and adolescents and related topics and phenomena. The Finnish Institute for Health and Welfare THL, studies on the well-being of children and adolescents, and the KiVa koulu project, which provided an interesting material. Numerous articles provided additional information on the topic and different perspectives. The topic is broad and multifaceted, so a precise delimitation of work had to be made around the topic at the beginning of the work.

To create the most comprehensive picture, it was necessary to familiarize with the topic from many different perspectives. It was also important to interview experts working with children. Open interviews made it possible to collect more detailed and detailed information on the topic. Teachers (Mylly, M. Personal Communication, 13.4.2023) and (Miettinen, S. Personal communication, 19.4.2023) provided the research with valuable information about the challenges of the school world. Huhta's (2023) lecture on the coping and well-being of young people provided a perspective on the schooling of slightly older children and its challenges. At the Panskis Activity Center, Pansio, it was possible to get acquainted with the day activities of primary school children under the guidance of Head of Collaboration at operations center (Neulaniemi, M. Personal communication, 26.5.2023). The meeting provided valuable information about the challenges faced by children in the area and perspectives on the factors behind the challenges. Project Manager (Turtianen, A. Personal communication, 9.5.2023) from Turku City provided additional information for research about the functioning and operating principles of the Harrastamisen Turun Malli and Harrastamisen Suomen Malli. Community work expert (Koikkalainen, V. Personal communication, 23.8.2023) from parents' association offered understanding about parents' association and Walkers-works, as well as the knowledge he had gathered through the work about the challenges faced by children and young people.

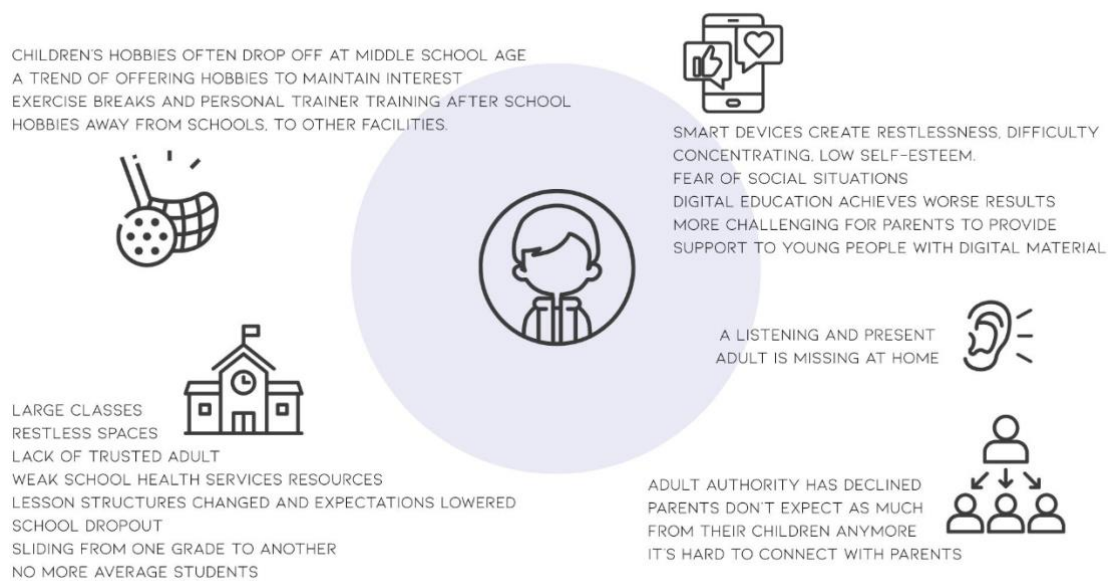


Figure 13. Interview summary.

Based on these discussions and interviews, Figure 13 was created, from which it is easy to see five themes around which the challenges, especially in the school world, are concentrated. The atmosphere in schools is restless, with large classes and few peaceful spaces. Electronic devices increasingly dominate the everyday lives of children and also parents, both in schools and in their free time. Causing pressure in social situations and a decrease in self-esteem, as well as restlessness and dependence. The authority of adults has decreased and, for example, in the school world, children no longer respect teachers as much as before. School dropout rates have increased and less is expected of children and young people than before.

Based on the interview notes, two SWOT analyses were created. The topic of first analysis figure 14 deals with the school world and the second figure 15 with the well-being of children and young people. The material collected in the interviews has sought to find insights from all areas of the analysis, but because the discussion in the interviews has largely focused on the factors affecting the mental health of children and young people and the challenges they face in modern society, most of the accumulated thoughts are inevitably in the threats and weaknesses sections. However, positive aspects have also been found

through the opportunities and strengths offered. The responses clearly show how a diverse understanding of the topic was obtained by interviewing experts working in different areas.

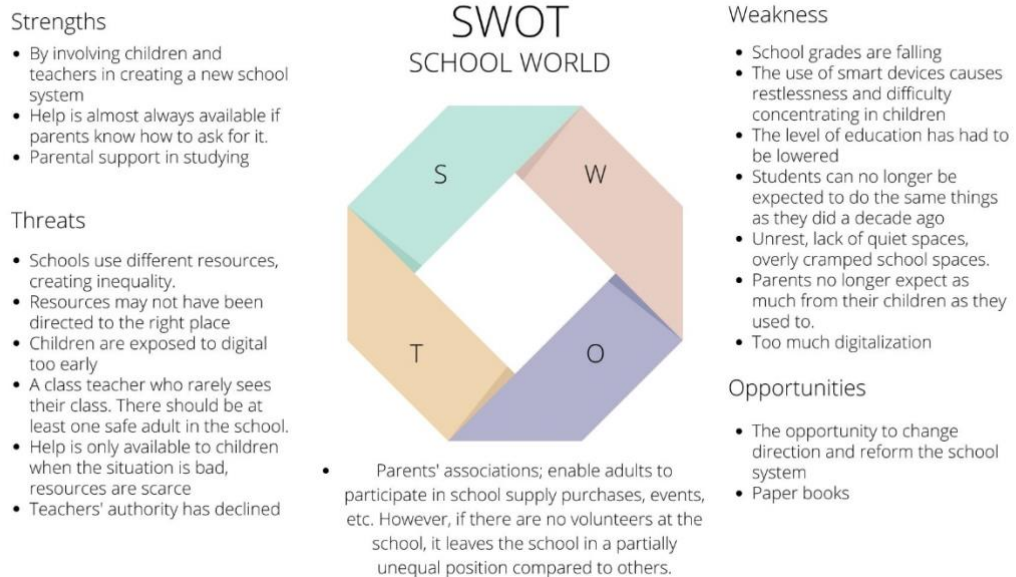


Figure 14. SWOT School world.

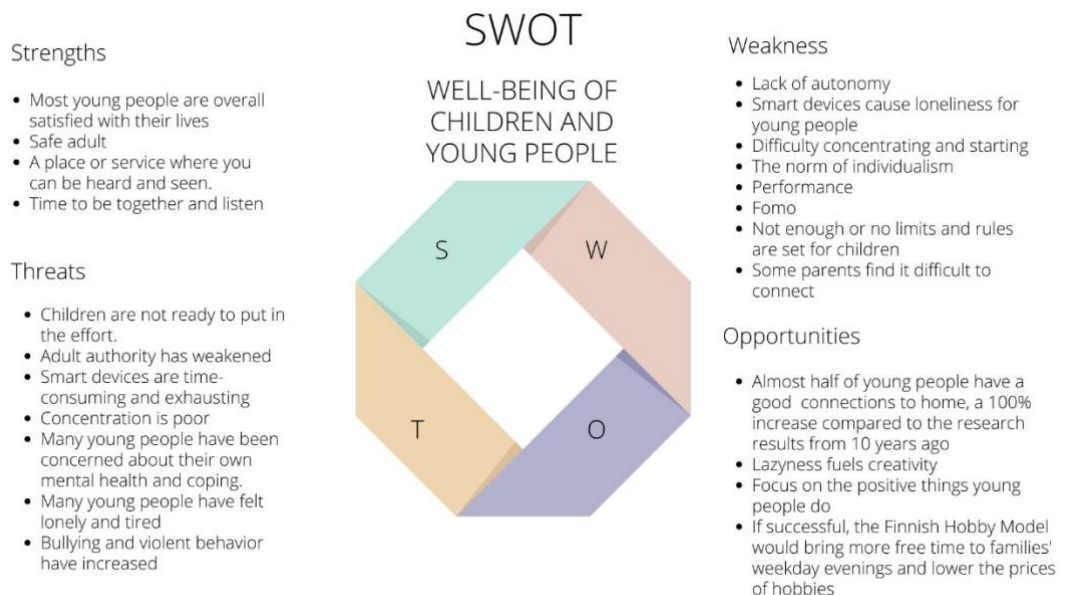


Figure 15. SWOT Well-being of children and young people.

Interviews with professionals working with children have given a clear overall picture of the challenges that professionals working with children and young people encounter and that children and young people have to face in Finland at

the moment. According to experts, the introduction of digitalization into young people's lives as comprehensively as it has become in recent years is one of the biggest factors in the increase in anxiety, restlessness and even loneliness. The hope is for the return of old teaching methods to the school world, the benefits offered by books and a calmer learning environment. The active approach of adults to the lives of children and young people has many positive effects, especially with the presence and listening of parents. The lack of resources is mentioned in several different contexts when talking about the services offered to children and young people and their limitations. However, the opportunities for children and young people to engage in hobbies have increased and diversified.

4.2 Refining and Defining

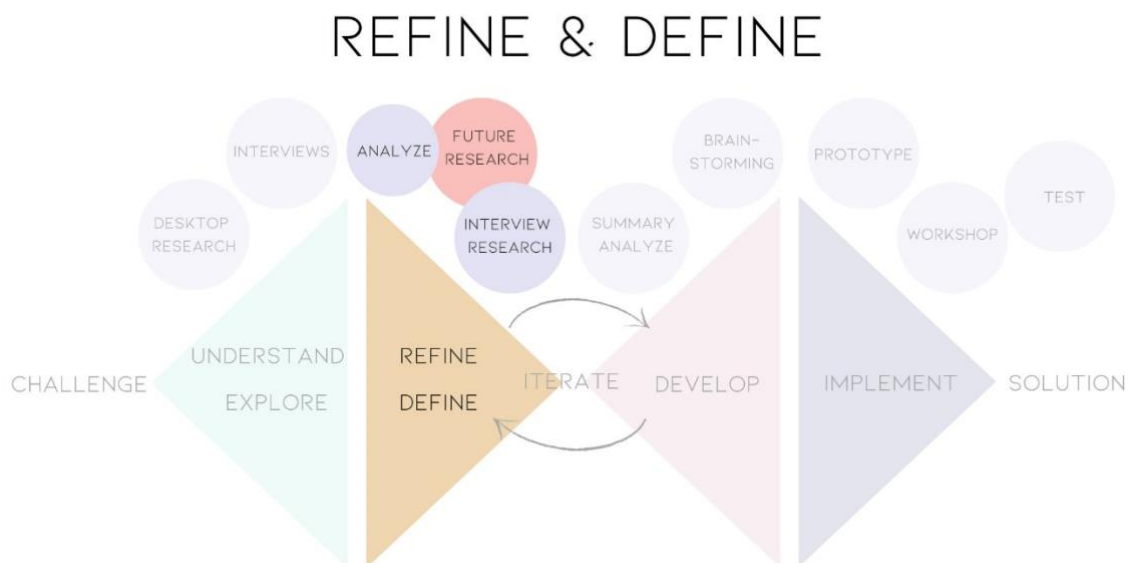


Figure 16. Double Diamond Refine and Define.

This section focuses on refining the design challenge and gathering as much high-quality understanding of the target group as possible Figure 16. Understanding real needs through qualitative, creative and ethnographic

methods. The aim is to broaden the perspective and gain a comprehensive understanding of the challenge and the information required to solve it. A comprehensive plan needs to be built from the collected information and important perspectives are selected. The information should be crystallized in a form that is easy to utilize for the development of services (Palo, 2018).

4.2.1 Analysis of the workshop in Säätytalo

The overall picture of the topic has been created and now it is time to get acquainted with the research material from the workshop organized on October 5th, 2022 at the Säätytalo. The purpose of the workshop was to get to know the everyday life of children and young people in more depth, both the joys and the challenges. Work started by going through the material to create a summary for the continuation.

One hundred children from six different schools around Finland participated in the workshop. Kastelli Comprehensive School in Oulu, Lausteen Comprehensive School in Turku, Savio School in Kerava, Rouhuvuori and Kannelmäki Comprehensive Schools in Helsinki and Suurmiehkälä Elementary School.

The topic of the workshop was a Hopeful Future. The first part of the workshop focused on exploring what a safe day looks like from a child's perspective. The topic was approached by mapping everyday life. By looking for moments when a child feels important, competent and loved. In addition, important people, bad moments and things that the children would like to influence themselves were mapped out. The work was carried out by collecting the children's thoughts on a large board with post-it notes. Summary of the workshop is found from appendix 1. After the first part of the workshop, each child was allowed to vote on a topic that was important to them from the collected ideas. The topic that received the most votes was chosen for further development and idea generation in the next phase.

The next part was carried out as group work, where the children examined the chosen topic in more detail and tried to come up with ideas in the group to solve the challenge. The work was done as a collage on a large piece of cardboard. The children had the opportunity to use images as a source of inspiration for the work. They made it possible to find new directions and perspectives. The children's works were full of ideas and color.

The following topics were chosen by the children; Bullying is not allowed and is actively addressed. Students are listened to and have the opportunity to influence the handling of issues that concern them, such as school meals and the use and design of the school facilities. There should be a good sense of community in schools and quiet study spaces should be available. In addition, the school provides activity materials for breaks and afternoon club activities.

Other topics that emerged were the workload brought by the school, an issue that was particularly raised among ninth-graders applying to upper secondary school. Many groups also considered school food and the anxiety caused by climate change and ways to influence. There were many topics and they were all very interesting and important, but one topic emerged most clearly in different areas of the study: bullying and the unequal treatment of others.

Based on the topic, an empathy map was compiled from the responses, which facilitates internalizing the topic. The map facilitates examining the topic from different perspectives. In addition, four personas were created based on the children's responses in workshop, in which the challenges experienced by the children were presented in a more easily internalized form through storytelling. The personas were later used in the futures research section, all four created personas can be found from appendix 4.

4.2.2 Empathy map

Based on the material collected from the workshop, four different empathy maps were compiled, each with its own topic. One deals with bullying, and

appendix 6 contains maps on the pressure to succeed, Hobby and Influencing school affairs. An empathy map is used to visualize different needs, feelings, wishes and fears that may be related to the topic. In this case, a picture was created of the different roles and emotions that people experience in a bullying situation. The empathy map divides thoughts related to bullying into four different categories: Think, Say, Feel and Do, Figure 17. Bullying and related topics emerged so strongly in the work that an empathy map created around bullying would collect significantly more perspectives and ideas than other topics.

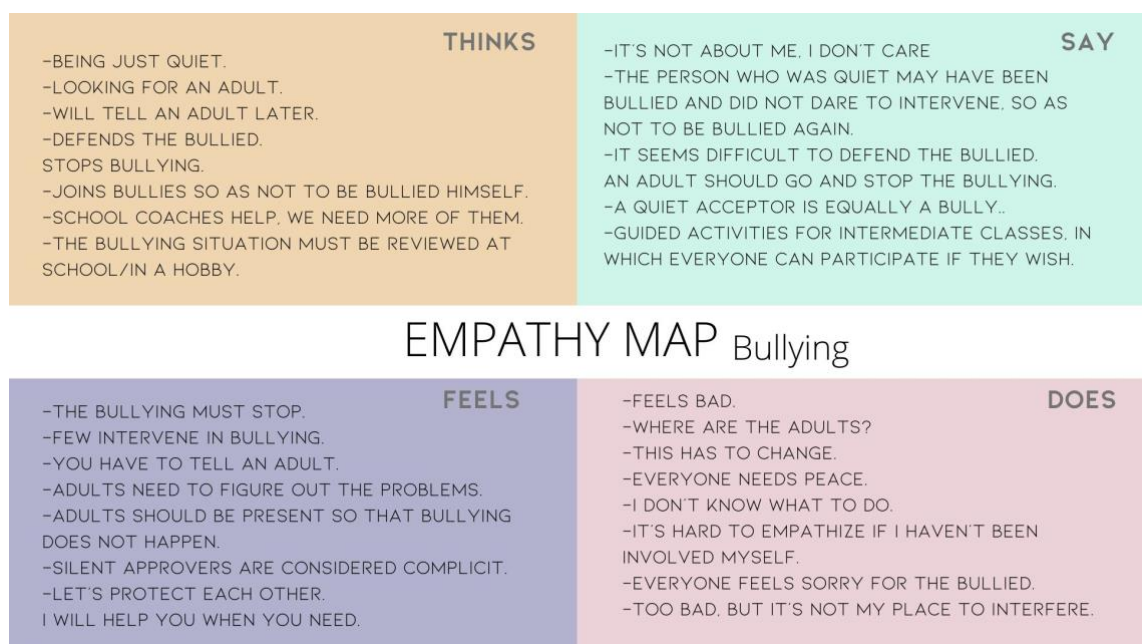


Figure 17. Empathy map bullying.

4.2.3 Personas

Personas are fictional characters that are created to represent a type of user or customer. They are created from collected data, such as interviews and observations, and are based on facts. However, the personas created for this work do not depict the average Finnish youth, but rather highlight factors that can have a negative impact on a child's academic success, hobbies, life management, and social life figures 18 and 19. The personas Gloria and Lauri are created to spark discussion and highlight the shortcomings experienced by

children and young people in their lives. With the help of characters, it is easier to identify with a person's world of thought and life, and when facts and perspectives are available, it is easier to be empathetic.

Four personas were created for this work, appendix 4. The basis for these fictional personas was material collected from a workshop organized at the Säätytalo. The challenges and concerns that emerged were used in particular when creating the personas. The primary purpose of the personas was to serve as tools in a development workshop, which unfortunately could not be organized. In the workshop, the personas would have been presented to professionals with their challenges and attempts would have been made to find possible solutions and perspectives. Fortunately, however, an important task was found for the created personas. They were included in the futures research section, where their stories were continued in the futures scenarios in chapter 4.

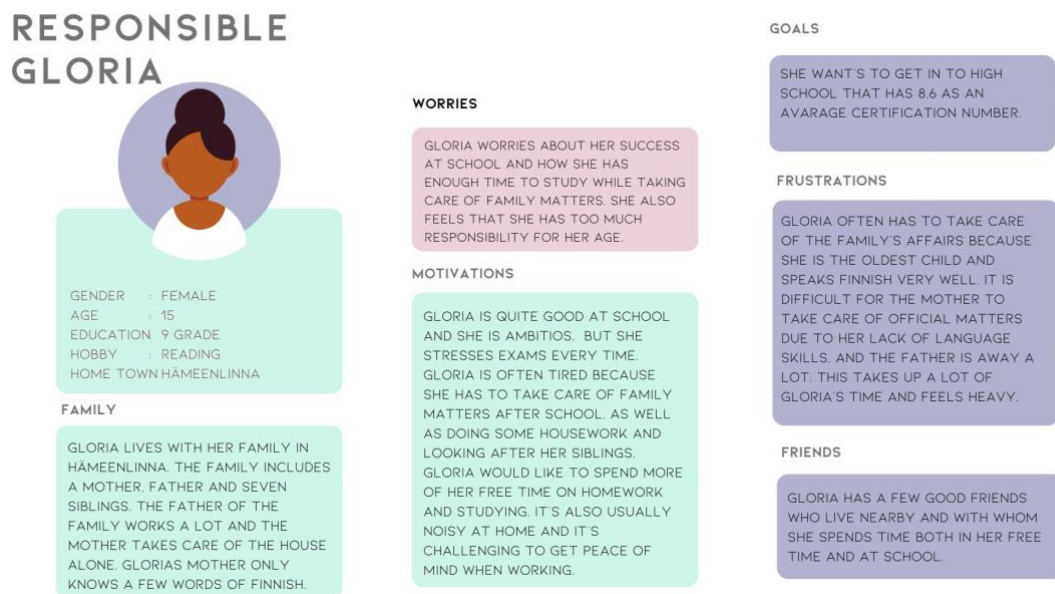


Figure 18. Persona Responsible Gloria.

LONELY LAURI

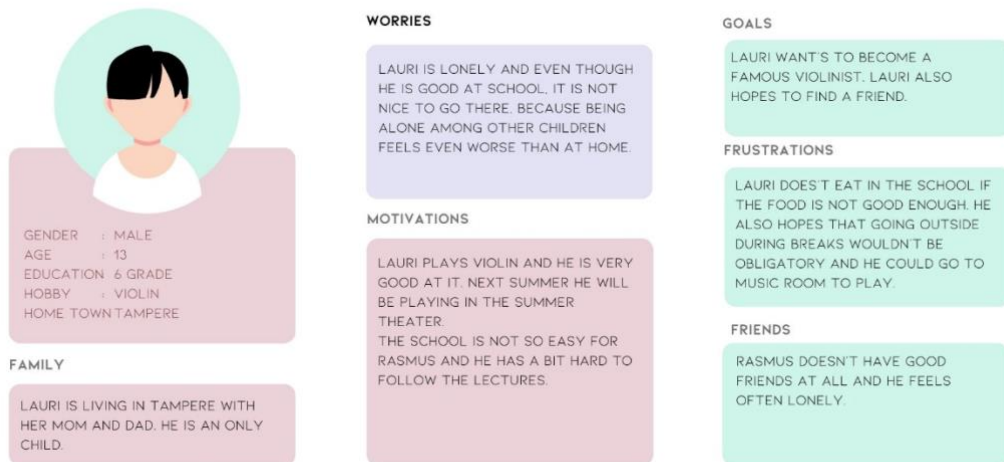


Figure 19. Persona Lonely Lauri.

4.2.4 Structured Interview

Structured interviews research delve deeper into the root causes of bullying. At the same time, innovative ideas were mapped out to solve the problem. To find ways to reduce bullying and give children and young people the opportunity to experience a more equal growing environment. It was a pleasure to see how enthusiastically the interviewees participated in this project and how much valuable information was collected through the interviews.

When preparing interview research questions, it is important to think carefully about which questions answer is wanted, so that all areas necessary for the research are covered accurately. The interviewees included many experts in different fields, and first-class information was collected on the current challenges facing children and young people. The interviews began by asking the interviewees about positive deviations, i.e. projects or initiatives that have had a positive impact and have been successful or led to something good.

The aim of the interviews was to gather information about current challenges faced by children and young people and what experts emphasize in order to

solve these challenges. In addition, a few questions concerned challenges at home and the need for parenting support. Finally, the questions delved into the topic itself: What things in the lives of children and young people could help reduce bullying and unequal treatment, and in which areas could young people need guidance and help? The exact interview questions can be found appendix 2.

It was a pleasure to interview a group of interesting professionals, all of whom had a lot to contribute to this work. All the interviewees work with children and young people and see the everyday challenges of children from slightly different perspectives. A stakeholder map was built to support the interview plan. The map allows to map all the parties with whom the child interacts in their everyday life. The map was used to help draw up the interview plan so that the plan could cover different areas as diversely as possible and hear a sufficiently broad range of ideas from experts in different fields.

A stakeholder map is a visualization that helps illustrate the positioning of actors belonging to different stakeholder groups in relation to the object under study. (Lewrick et al., 2020, p. 83.) In the stakeholder map, the child is placed in the center of the map. The circle closest to the center shows the people and actors closest to the child figure 20. The further away from the center the circle is, the less contact the child has with these actors. The different areas of the value network map are home, school, healthcare, hobbies, leisure and support functions. All interviewees who have personal experience of raising children and young people participated in the home section.

STAKEHOLDER

MAP

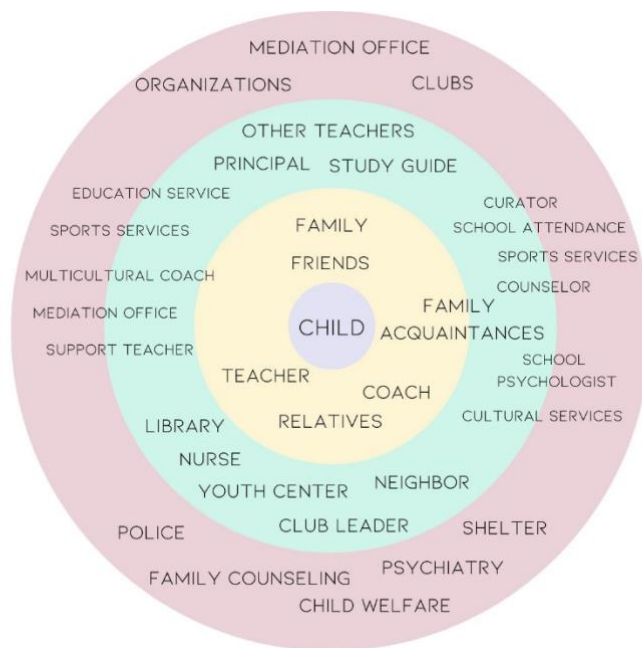


Figure 20. Stakeholder map.

The school was represented in the interview by Special education teacher and vice principal (Halen, J. Personal communication, 12.1.2023) from Nallikallio school. The health care representatives in the interview were Child and Adolescent Psychiatry Specialist (Ilola, A-M. Personal Communication, 24.11.2023) from Department of Child and Adolescent Psychiatry and a manager of professional and public relations at the Finnish Psychologists' Association, psychotherapist (Gergov, V. Personal Communication, 20.11.2023). The interviewee for the hobby side was (Palsanen, K. Personal communication, 25.9.2023), Palsanen works as the executive director of scouting activities. Palsanen has also previously worked at SOS Children's Villages. The leisure side was also represented in the interview by Project manager (Sippola, I. Personal communication, 5.10.2023), Sippola is responsible for the Hobby model of the City of Helsinki. The representatives of the support functions were (Oinonen, M. & Sirén, M. Personal communication, 26.9.2023), both Oinonen and Sirén works at various projects for Aseman Lapset ry and (Raappana, S. Personal communication, 25.10.2023), the director of the Sekaisin Kollektiivi.

4.3 Developing

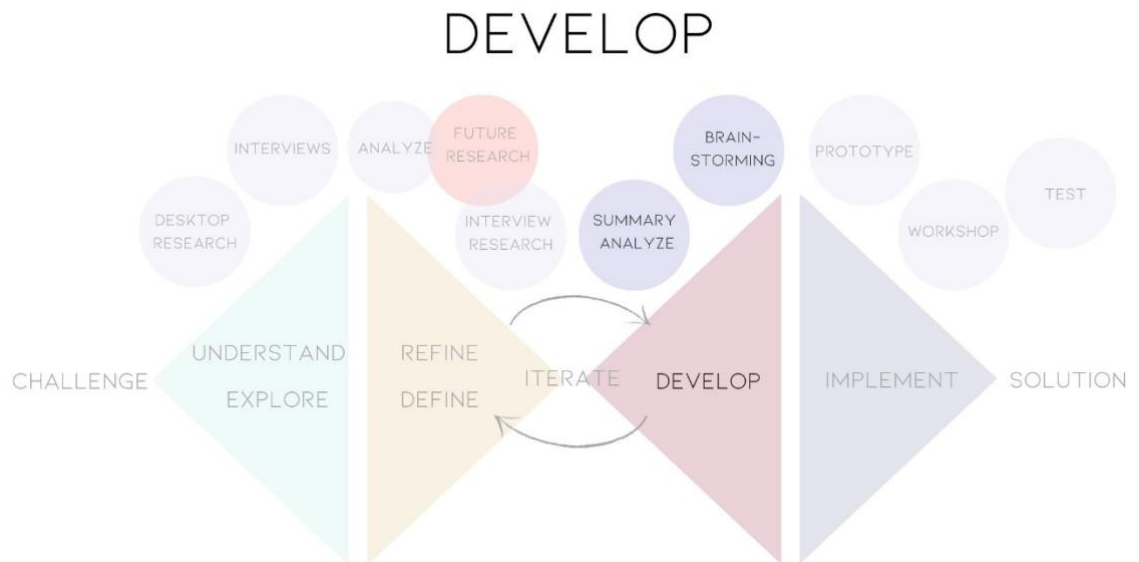


Figure 21. Double Diamond Develop.

In the second diamond of the double diamond figure, the development section, the process began with an analysis of the data, figure 21. Project team discussed the topics that emerged among the project team in a workshop-like brainstorming session.

Interview results

The topics raised in the interview research are very ordinary and simple things, but they are given far too little attention in everyday life and therefore are often forgotten or receive too little attention, figures 22 and 23.

Are you present, listen and be interested in your child's affairs? Does your home have atmosphere that allows children to come and discuss any topic? Would you rather spend your time staring at a screen than doing things with your children? The topics are interesting because they are so simple, but surely everyone has room for improvement, figure 22.

It would be important for parents to pay more attention to how they communicate at home, and how they talk about themselves or other people. The example set by parents in how they talk about themselves or comment on the appearance or actions of a child or young person also strongly influences their self-image, especially girls often base their self-image in early adolescence strongly on these thoughts (Syvärinen, 2023). Parents' behavior is most often copied by children, and through this they learn how to manage social relationships outside the home, figure 23. Thinking patterns are also copied. How do you talk about diversity and its acceptance in your family? Role models related to thinking often come from within the family, but the model can also come from another important adult, for example a teacher or the leader of a hobby group. It is important that a child has several adults around them who set an example. Summary of the interviews appendix 3.

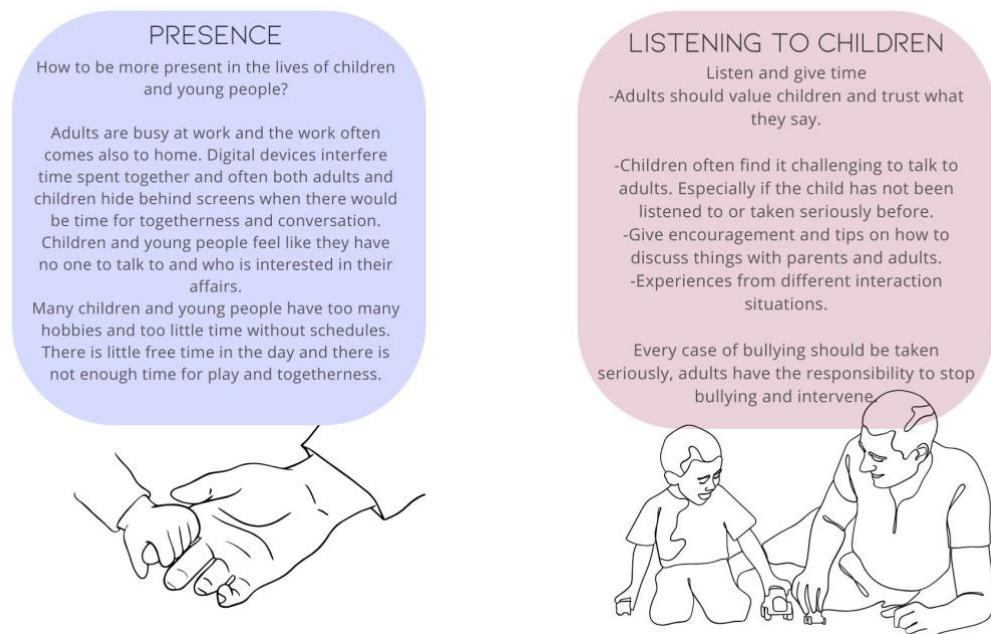


Figure 22. Interview results.

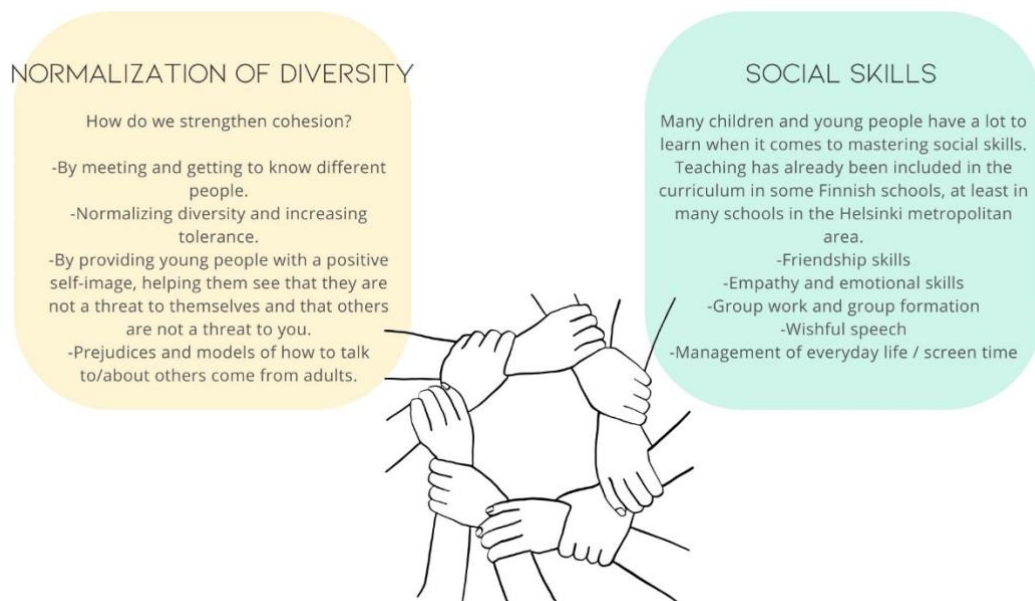


Figure 23. Interview results 2.

The skills of how to intervene in bullying and who should be trained in them came up strongly in the interviews. The children felt that, especially in the school world, where bullying is clearly visible, there should be more readiness and skills to intervene. The training of teachers and early childhood education workers should include information on intervening in bullying and how to act in bullying situations. KiVa Koulu is a good example of a functioning entity, but the school itself must apply for the KiVa Koulu program and offer KiVa Koulu education. What if such training were already part of teacher training and it was reinforced with statutory training. (KiVa, 2018)

In the interview, a questions posed to the participants concerned a project that had a positive impact on promoting the well-being of children and young people (Figure 24). The projects mentioned were very different and served their users in very different ways, but they were united by similarities in certain areas. In all projects, children and young people had the opportunity to interact with an adult. The presence of an adult provided support and a voice for children and young people, and in many projects, working together had a strong place. The projects that emerged were Immigrant Youth Helsinki (Hurme & Sippola, 2020) which aimed to help immigrant young people in life after comprehensive school,

find educational opportunities, prevent exclusion and gain work experience. Fighting Bullying with Drama (Pitkänen & Gergov, 2016) an anti-bullying campaign. Drama is used to bring up even difficult topics, create an empathetic and understanding atmosphere and at the same time help young people create perspectives through the eyes of different parties. Mother's Speech (Fernandez, 2022) is a YouTube channel where Inari talked about her own everyday life with children. Children sent messages to Inari talking about their adventures, children experienced the presence of an adult through videos. Ice Hearts (Ice hearts, 2024) offers long-term safe adult presence and joint activities for young people. Sekaisin Gaming (Sekaisin kollekti, 2025) is a gaming community where it is possible to play in a safe atmosphere, find friends and also chat with an adult, if necessary, professional help is also available, as well as Apuu Chat (Apuu, 2025), which is a national chat maintained by SOS Children's Villages, through which children and young people can chat with an adult.

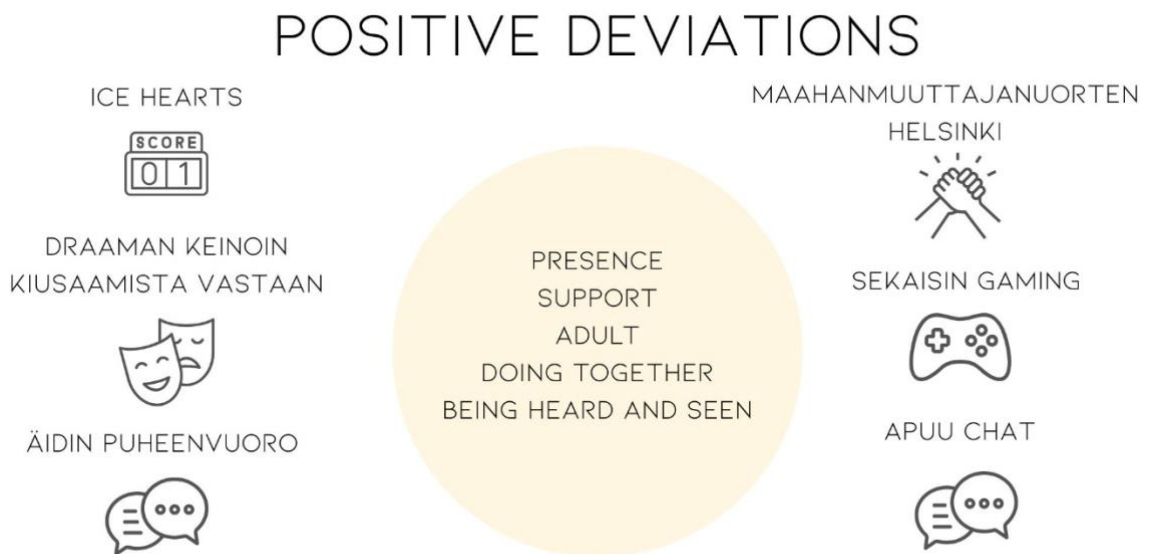


Figure 24. Positive deviations.

Development phase

In this phase, as many alternative ideas as possible are developed according to the organization's goals and customer needs. Creative and human-oriented design methods are used to support ideation and concretization.

Ideas are refined into feasible service concepts through descriptions and concretization, which are tested using prototypes. Ideas can be examined from many perspectives. For example, according to the value produced for the customer and the challenge of implementation. Different description methods help to form coherent service concepts from several ideas.

Rapid experiments can be used to cost-effectively determine which ideas are viable and which are worth further developing. A successful experiment generates knowledge. Experimentation can therefore also serve as an effective method to increase customer understanding (Palo, 2018).

Co-creation workshop

The most important topics were highlighted from the interviews and recorded. A co-development workshop was organized for team members and the idea was developed to cover the problems of the topic areas.

Subjects such as presence, social skills, normalizing diversity and listening to children emerged in the interview's appendix 7. All these subjects are important and should be addressed. The brainstorming session started with the Miro platform, using guiding questions to address the topics, figure 25. What methods or approaches would you consider useful in solving the problem? This was followed by a discussion of the positive impacts and opportunities associated with the methods. Figures 26 and 27 show the brainstorming and exchange of ideas on the Miro platform. The final task was to consider what challenges might be involved in concretizing the idea. The brainstorming session was a productive and innovative way to find solutions and develop ideas. The end result was an idea that, at best, could have an impact on many

of the topics raised. shows the questions used to stimulate discussion in the workshop.

CO-CREATION WORKSHOP

WHAT KINDS OF METHODS AND WORKING METHODS WOULD YOU CONSIDER USEFUL IN SOLVING THE PROBLEM?

-FIRST LIST THE METHODS AND IDEAS

-THEN LET'S START THINKING ABOUT THE POSITIVE EFFECTS AND OPPORTUNITIES RELATED TO THE METHODS.

-FINALLY, LET'S THINK ABOUT THE CHALLENGES THAT THE IMPLEMENTATION OF THE METHODS MAY FACE.

Figure 25. Co-creation workshop questions.

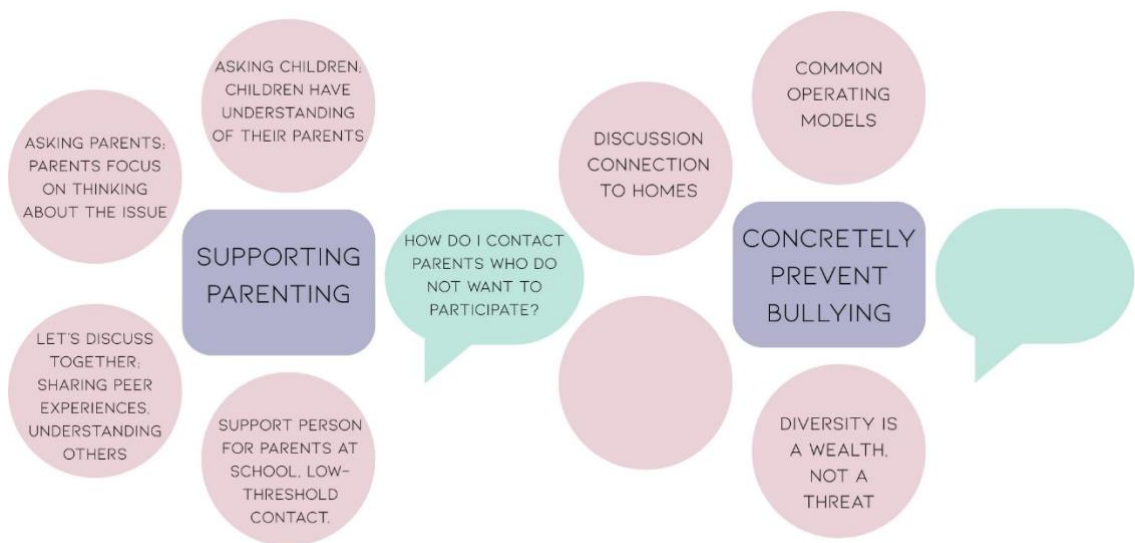


Figure 26. Co-creation workshop

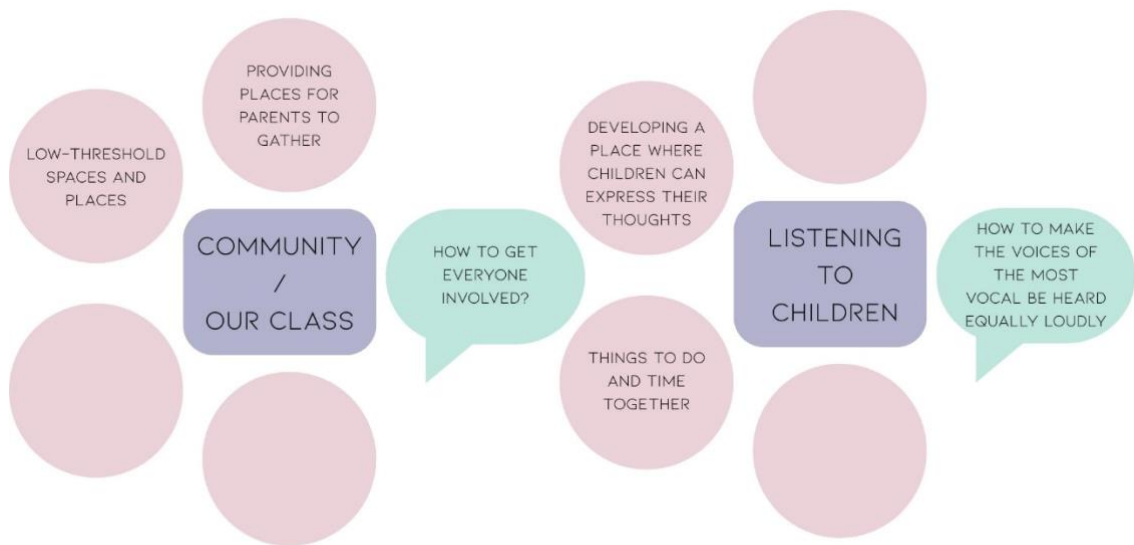


Figure 27. Co-creation workshop.

Once the idea became clear, a creation of a concept plan and concept description was started for the idea. To make the idea more concrete and approachable, visual mock-ups were created and the idea was tested through a workshop.

POSITIVE EFFECTS ON THE POSITIVE MENTAL HEALTH OF CHILDREN AND YOUNG PEOPLE

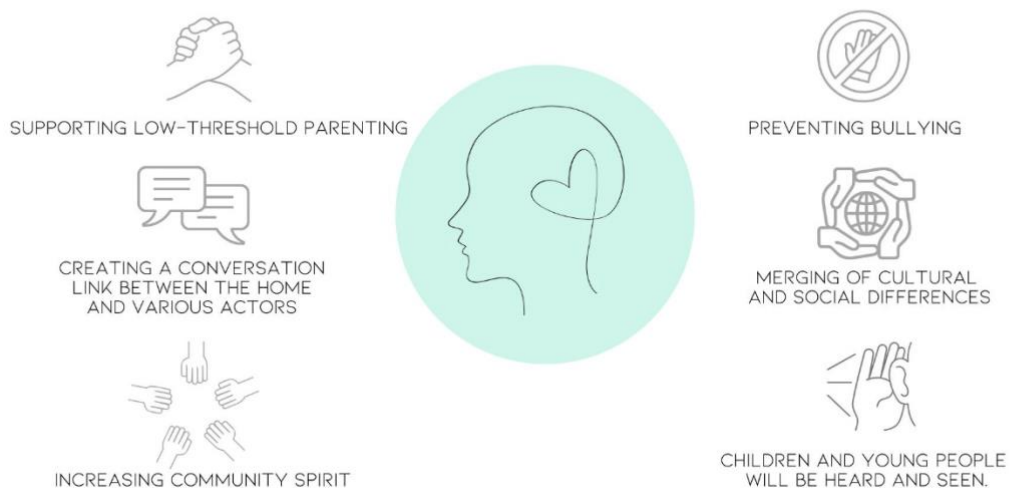


Figure 28. Positive effects on the positive mental health.

The developed idea would be able to influence all the following topics, figure 28. Combating bullying, supporting low-threshold parenting, creating a dialogue between the home and different actors, increasing community, reconciling cultural and social differences, hearing and seeing children and young people.

These are all challenges that emerged in one way or another during this research when talking about the challenges faced by children and young people and how to solve them. If a way could be found to influence even some of the aspects that contribute to the mental illness of children and adolescents, it would have a major impact on many children and adolescents.

4.4 Implementation

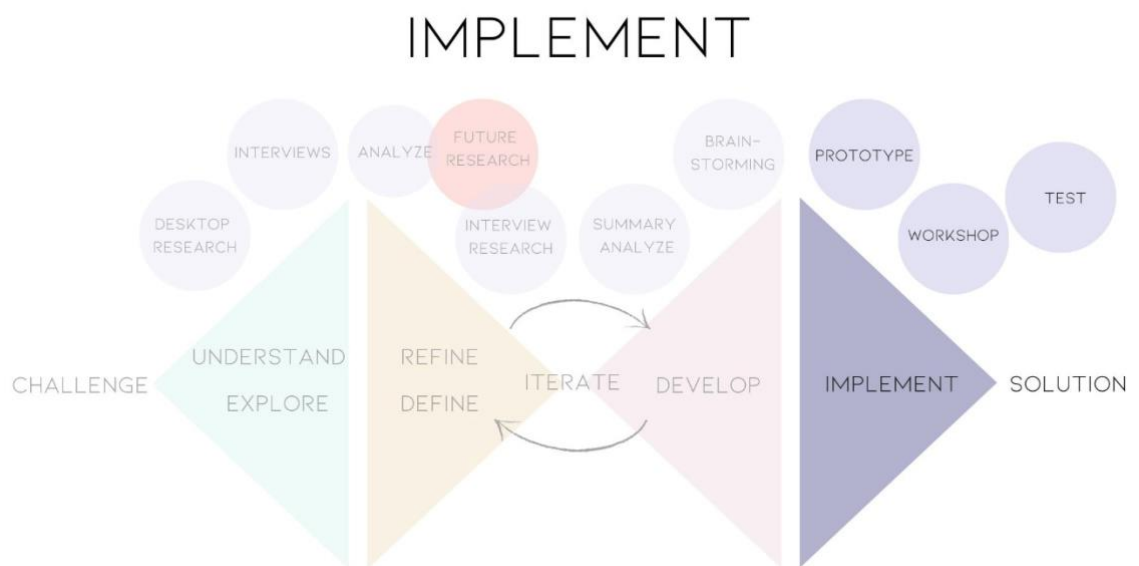


Figure 29. Double Diamond Implement.

At this stage, the selected new solutions are finalized and implemented figure 29. The implementation is supported by various detailed documentation and modeling methods that describe and finalize the service entity. As part of the finalization, the innovation entity can, for example, be tested and piloted in a real service environment (Palo, 2018)

4.4.1 Prototyping

IDEAPANKKI



Ideapankki aims to make adults understand how important it is to spend time with children. Children and young people can add ideas to the Ideapankki platform about activities they would like to be able to carry out together with parents or important adults. Ideas can be collected in the bank together, for example, with a school class.

Wishes can be realized, for example, through a class or hobby group, in which case the parents of all children participate in the implementation and a supporting organization enables the wish to be realized, for example by providing facilities or a communication channel for the organizers. Sample images of an ideal website, images 30 and 31. The idea of the website is to provide, for example, classes or hobby communities with a platform where it is possible to find ideas and instructions for creating their own joint event. It is also possible to enter information about your own idea to be implemented together on the website or to read the ideas of other communities and be inspired by them. The website offers the implementing party the opportunity to follow the functionality of the Idea Bank, the ideas that pass through it and the trends related to them



IDEAPANKKI

ADD A NEW IDEA

NAME OF THE INSTITUTION

ADD LOCATION TO MAP

IDEA



THINGS TO NOTE

Figure 30. Ideapankki page mockup.



IDEAPANKKI

TELL US HOW THE IMPLEMENTATION OF THE IDEA WENT

ADD LOCATION TO MAP



EVALUATE THE IDEA



DEVELOPMENT IDEAS / COMMENTS

Figure 31. Ideapankki page mockup.

The concept description provides a description of the project and its goals figure 32. How the idea allows parents to provide time and togetherness for children. At the same time, they get to know other parents and have the opportunity to create social networks and receive peer support. Positive encounters between people create a good foundation for community development and broaden both

children's and adults' perceptions of diversity and how to deal with it. With these actions, it is possible to influence the factors that contribute to bullying.

CONCEPT DESCRIPTION

WHAT	WHO	GOALS	WHY	IMPACTS
THE IDEA BANK IS AIMED AT IDEAS FOR CHILDREN AND PARENTS TO DO TOGETHER. THE PURPOSE IS TO CREATE SHARED TIME AND MEANINGFUL ACTIVITIES BETWEEN CHILDREN AND PARENTS. WHEN A CLASS OR HOBBY GROUP IMPLEMENTS IDEAS TOGETHER, PARENTS CAN CREATE NETWORKS AND RECEIVE SUPPORT FOR PARENTING FROM OTHER PARENTS IN THE GROUP.	THE AIM IS TO ACTIVATE PARENTS AND FAMILIES TO WORK TOGETHER. WE ESPECIALLY WANT TO ATTRACT THOSE FAMILIES AND PARENTS WHO ARE NOT SO ACTIVELY INVOLVED IN THEIR CHILDREN'S LIVES AND IN WORKING TOGETHER. FOR PARENTS WHO NEED OTHER PARENTS AROUND THEM TO CREATE A SAFE SUPPORT NETWORK.	THE GOAL IS TO SUPPORT CHILDREN'S NEED TO BE HEARD AND SEEN. INCREASING COMMUNITY. STRENGTHENING TOLERANCE. COMMUNITY AND SHARED RESPONSIBILITY. PREVENTING BULLYING AND CREATING SOCIAL RELATIONSHIPS. INCREASING POSITIVE MENTAL HEALTH.	CHILDREN AND YOUNG PEOPLE WANT TO BE HEARD AND SEEN. PARENTS NEED PEER SUPPORT IN PARENTING. PREVENTING BULLYING BY CREATING COMMUNITY AND NORMALIZING DIVERSITY. BY CREATING OPPORTUNITIES FOR SOCIAL INTERACTION BETWEEN DIFFERENT ACTORS IN THE COMMUNITY, WE CAN POSITIVELY INFLUENCE ALL THESE AREAS.	POSITIVE EFFECTS ON THE POSITIVE MENTAL HEALTH OF CHILDREN AND YOUNG PEOPLE. PREVENTION OF BULLYING. SUPPORTING LOW-THRESHOLD PARENTING AND INCREASING COMMUNITY. MERGING CULTURAL AND SOCIAL DIFFERENCES. CREATING A CONVERSATIONAL CONNECTION WITH HOMES AND BETWEEN DIFFERENT ACTORS. INCREASING COMMUNITY.

Figure 32. Concept Description.

CONCEPT DESIGN

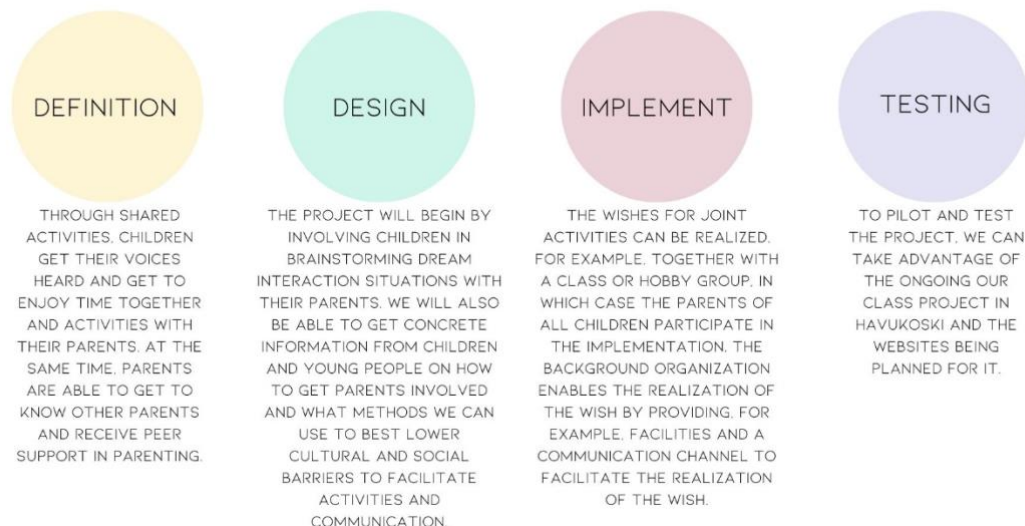


Figure 33. Concept Design.

The concept design gives a description of the progress of the project and its possible benefits, figure 33. What benefits would the implementation of the concept have for both children and adults? Increasing community and receiving peer support for one's own parenting and activities from other parents is

important to many adults. Children get to realize their dreams, do things together with their parents and experience belonging to a community. Social walls are broken down and equality increases and difference is no longer so strange. A school or hobby group offers the opportunity to organize an event as a background organization and children and their parents guarantee the success of the event. The success of the event largely depends on the adults' activity and desire to produce good feelings and memories for their children.

4.4.2 Test workshop

As the final stage of the work, the functionality of the idea of the Ideapankki was tested with children. Test workshop was organized at the Kytöpuisto elementary school in Vantaa with first grade students. The class was multicultural and full of lively students. The reception was enthusiastic, which led to a large pile of ideas.

The goal of the workshop was to see what children would think about creating ideas and what kind of thoughts they would have about the time they spent together with their parents. It was also interesting to hear what kind of thoughts and ideas would arise if the only limit to being together was their imagination.

The workshop used observation as a research method, which allowed project team to follow the children's work. By circulating among the children and listening to what kind of thoughts the children had on the topic, the functionality of the idea was also investigated. In observation, children's activities are monitored and observations are recorded for further development (Hakala, 2024, pp. 127-129.)

When organizing a children's workshop, it is important to ensure that everyone has the opportunity to have their voice heard. The atmosphere is positive and provides a safe environment to give feedback. The instructions should be clear and understandable. There is always an opportunity to ask questions if something seems unclear. Also remember to tell the children that their skills are

not tested, but that they are only testing the product. It is good for the workshop leader to remember that they are only in the role of an observer and interviewer in the workshop, and guiding or advising participant towards the desired outcome is not allowed. Finally, it is also important to thank the participants. (Kalliomeri, 2018, pp. 57-58)



Figure 34. Workshop plan.

Workshop in Kytöpuisto was scheduled for one hour, so the plan figure 34 had to be concise and simple. The workshop was divided into two parts. The first part dealt with the topic "What do you do with your parents in your free time". This part consisted of Lego construction. 17 students participated the workshop and in the first part participants were divided into smaller groups, each group received a small box of Legos. Their task was to discuss with the group members the things they usually do with their parents in their free time, and then build a construction related to the topic with Legos. While the children were working, the project group members went around the classroom, listening and asking the children's thoughts on the topic. The children were really excited about the construction. The method gave a comprehensive picture of how the children spent their free time and their thoughts on the topic.



Figure 35. Childrens freetime activities.

After the work was completed, it was easy to ask the children a little about their free time with their parents. The children said that they had done everyday household chores together, such as cleaning, cooking and shopping. Going to parks and outdoors was also a familiar activity. In addition, the children's free time also included reading, playing and swimming with their parents. Figure 35 is a collection of children's everyday activities with their parents.



Figure 36. Lego constructions about everyday life.

The first method of the workshop was Lego building, more officially known as LSP or Lego Serious Play. In this method, the participant gets to use Lego building as a creative problem-solving tool figure 36. This method is particularly suitable for group work. The method brings out creative thinking, cooperation skills and innovation. With the help of the blocks, the participant can express different ideas or build different models for the given tasks. 3D construction allows the model to be viewed from many different perspectives. (Mäkinen, 2023)

The second part of the workshop, "What would you like to do with your parents in your free time", was done as an individual task by drawing on cardboard. In this task, the children were expected to use their imagination and produce as many of their own ideas as possible. All materials that guide and inspire the child were left out of the task. The hope was to bring their own thoughts and dreams to paper. This task would absorb the participants as they progressed, and the drawing began at a fast pace. The ideas reflected the upcoming summer vacation and the expectations associated with it. The wishes were eye-opening in their simplicity. No circus tricks, just being together and having fun. Almost all of the wishes could be easily realized with a family, class or hobby group figure 37.



Figure 37. Children's dreams.

At the end of the workshop, the children were allowed to choose their three favorite ideas from all the works. The task was to see whether some ideas would become more popular than others and therefore whether implementing them would serve the entire class. However, this part did not go exactly as planned. The children were given stickers to mark their favorite ideas with. Although the ideas for the works were reviewed together, the children often chose the subject to vote on based on factors other than the idea. This approach did not achieve the desired result, and therefore next time only the ideas will be presented, and the children will be allowed to vote on them figure 38.

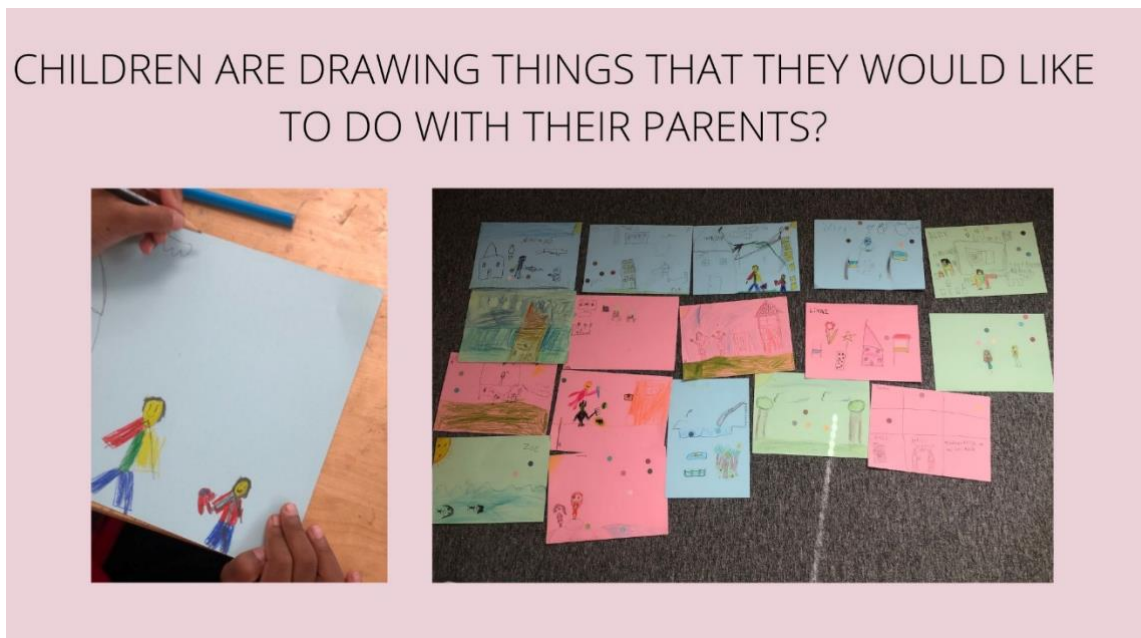


Figure 38. Drawings, what children would love to do with their parents.

4.4.3 Summary

The workshop was successful and well received. The material collected from the workshop met expectations and confirmed preconceived ideas about what kind of wishes children and young people have for time spent with their parents. The children were also enthusiastic about doing tasks and coming up with ideas for shared moments with their parents. With small changes, the workshop could

be made into a version suitable for a school lesson, for example, from which the class could collect ideas for joint activities and the best of these could be added to the idea bank or even implemented immediately.

5 Futures design

The work was intended to have a strong connection to futures research. Futures research helps prepare for possible changes in the future by, for example, creating scenarios around emerging topics. The futures cannot be predicted, but it is possible to form images and perceptions of possible futures (Aalto et al., 2022, p. 297.) Since there are countless possibilities for different research directions, the desired direction and the subject areas within which the research is intended to be kept must be precisely defined at the beginning of the work. The scenarios created for this study are based on the same findings, but offer the reader completely different perspectives on the topics.

5.1 Introduction and presentation of the goal

The futures research began with background research, which examined the megatrends predicted by futurists as well as weak signals. Newspaper articles and news were selected as research material to create a clear picture of today's events and things that have an impact on the everyday lives of children and young people. Based on the research, two different PESTE were created, one of which includes positive things and the other with negative things. Based on these diagrams, a utopian and dystopian scenarios of the futures of children and young people was created. Used to help create the vision for the future, two personas were created, whose journey was pictured using a more visual roadmap. To delve deeper into the topic, futures wheel diagrams were created for both topics. The aim of futures research is to find phenomena, topics and issues that will have an impact on the lives of children and young people in the future. The aim is to find topics whose changes would have radical effects on the future of children and young people. By studying these topics, the images of the future can be created. In the best case, the threat images created for the

future can be ignored by making changes to our practices in the present. (Aalto et al., 2022, p. 297)

5.2 Methods

When conducting futures research, using various methods and tools to facilitate the work and at the same time compile the collected ideas into a more accessible form. Exploring futures prospects from many different directions using Trend scanning and created a PESTE analysis from the topics emerged topics. Gathering everything related to the topic together by using Future Wheel and created Roadmaps to describe the personas' journey in the future. Addressing the topic from both a utopian and a dystopian perspective. The following section provides brief descriptions of the methods, and the diagrams built on their basis.

Young people easily notice new trends and phenomena, which is why trend scanning has a place in this research. Trend scanning is best done by getting to know magazines, blogs, discussion channels and social media platforms. The purpose is to find and identify phenomena that are on the surface or emerging. The disadvantage of the method is that it is difficult to determine whether trends are one-sided or adopted by a larger group. (Turku, 2017)

5.2.1 PESTE

Analysis is often a valuable tool to implement when forecasting the future. This analysis is done by overviewing events, trends, dependencies, and emerging phenomena related to the subject under investigation, figures 39 PESTE benefits includes positive effects and figure 40 PESTE trends is all about negative effects that the future can bring. PESTE analysis is often used to ensure the comprehensiveness of the examination and to categorize matters. PESTE consists of political, economic, social, technological, and environmental factors. (Aalto et al., 2022, p 105) The PESTE tool is recommended to be used

together with different people with diverse backgrounds to ensure wide knowledge and multiple perspectives (Aalto et al., 2022, pp 106-108). These two PESTE tables have collected future perspectives from the perspective of children and young people. The information has been collected by studying megatrends, emerging trends, news and current topics. The aim is to use this information to describe and predict future trends and possible paths.

PESTE BENEFITS

POLITICAL	ECONOMICAL	SOCIAL	TECHNOLOGICAL	ECOLOGICAL
<ul style="list-style-type: none"> The state makes health care work and all citizens have the opportunity to receive treatment if necessary, the necessary resources are also reserved for mental health work. People are more tolerant Racism decreases and people are more open to differences The war ends and there is no need to fear for your own safety Integration in schools is successful and it can be implemented thoughtfully and correctly, the amount of special support and small group study is arranged for those who need support with a small threshold. Children's interests always come before expenses and adults' wishes the group sizes of schools and kindergartens are reduced The sizes of schools and kindergartens are also decreasing 	<ul style="list-style-type: none"> income differences are decreasing Consumption decreases Prices are going down Everyone can afford the necessities of life the Finnish health care system will be made to work and everyone will have the opportunity to receive treatment Free hobbies are being organized for children, not just clubs that take place after school (Harrastaminen Suomenmalli) Taxation of products that are harmful to health and nature will be tightened and healthy products will be reduced, this way we will be able to influence the purchasing behavior of consumers 	<ul style="list-style-type: none"> We are finding ways to reduce loneliness The Finnish school system is being reformed and children's learning outcomes are improving The use of smart devices decreases and children play more outside again Hobbies are starting to be supported at the municipal level, free high-quality hobbies are organized for children Gang formation can be prevented Drug use is decreasing Children and young people are offered interesting and stimulating things to do and places to hang out The use of social media is decreasing and the time spent on the screen in general is decreasing exponentially Equality becomes a reality Mental health problems can be reduced - funds are increased and preventive work is invested in Families have the opportunity to spend more time together 	<ul style="list-style-type: none"> Online is safe platform A new identification program has been implemented on social media channels, which makes cyberbullying anonymously impossible, as well as approaching others with false personal information is made impossible The amount of social interaction is on the rise - > People are tired of ordering everything at home and working only from home without human contact Fewer and fewer young people become alienated from society To reduce Internet addiction, a timeout has been installed on all addictive programs Feeling together increases and families, friends and colleagues spend more time together, this is encouraged nationwide 	<ul style="list-style-type: none"> The number of park and forest areas has increased in cities and on their outskirts The availability of resources will increase Concern for nature and animals has become so great that its real threat and adverse effects have been recognized all over the world -> actions to protect and save the environment have started to be done with real action Recycling becomes even more trendy and the repair of old products increases Taxation of fast fashion is tightened and ordering and buying non-ecological products is made very difficult and expensive

Figure 39. PESTE Benefits.

PESTE THREATS

POLITICAL	ECONOMICAL	SOCIAL	TECHNOLOGICAL	ECOLOGICAL
<ul style="list-style-type: none"> Cuts in the governments budget for schools / healthcare / hobbies etc. affect children and young people. Increased support for the Finns Party -> less tolerance racism war continues failed integration 	<ul style="list-style-type: none"> Over-indebtedness bigger income gaps Increased prices Wealth is concentrated and causes inequality to increase. free time activities more expensive -> unequal possibilities to attend The cost of living continues to rise, which puts many families in dire straits 	<ul style="list-style-type: none"> Loneliness increases. lower school grades Hanging out online and real encounters decrease. Uneven possibilities to have hobbies -> too expensive Street gangs Drugs Brainwashed by influencers (misinformation) misogyny Discrimination increased underaged custody numbers Mental health problems are increasing - testing the carrying capacity of healthcare. The time spent together by families decreases even more 	<ul style="list-style-type: none"> Online security, threat of losing personal info / accounts Cheating and molestation of children online AI the only contact -> lack of social relationships Possibility to do everything from your home and almost everything can be ordered to home -> alienation from the society Number of cyber attacks are increasing online bullying internet addiction Virtual meetings are increasing and tangible togetherness is decreasing. 	<ul style="list-style-type: none"> climate anxiety/ lack of forests and possibility to reach nature new deceases The availability of resources will decrease Concern for nature and animals is growing.

Figure 40. PESTE threats.

5.2.2 Wheel of futures and roadmap

The Futures Wheel is an ideation method that is very similar to a mind map. The topic is written in the middle of the map and things related to the topic are collected around it. First, the sub-areas and factors. In the second round, primary impacts can be added. Possible futures events and changes can be written in the outer circles. In this work, a Futures Wheel to were used to delve deeper into the topics. Figure 41 has utopistic point of view to the Children's future and the figure 42 dystopic view. The method can easily create a visual image of the topic and the areas related to it (Turku, 2016.) This wheel of futures has focused specifically on topics that significantly impact the everyday lives of children and young people and have emerged in different phases of the research. The aim has been to address these through further research.

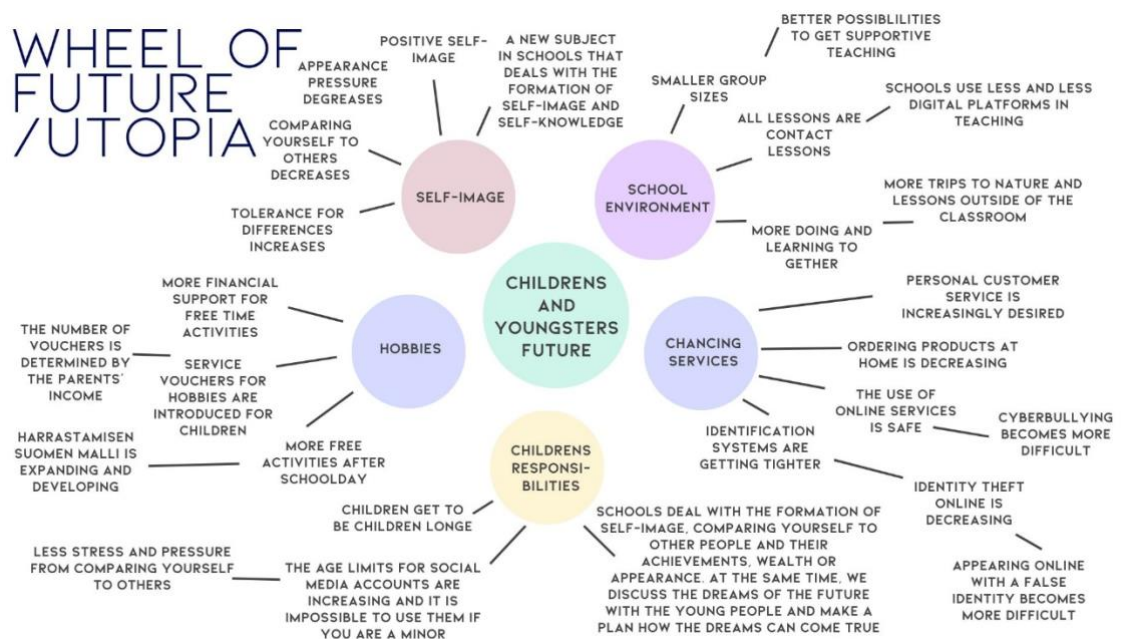


Figure 41. Wheel of futures Utopia.

Figure 41 Wheel of the future delves into the utopian worldview, focusing on five different areas in the world of children and young people. Self-image, school environment, hobbies, ever-changing services and children's responsibilities. The development paths are based on PESTE diagrams created on the topic,

which collect trends, megatrends and phenomena. Figure 42 has been created based on the same principles and a dystopian worldview.

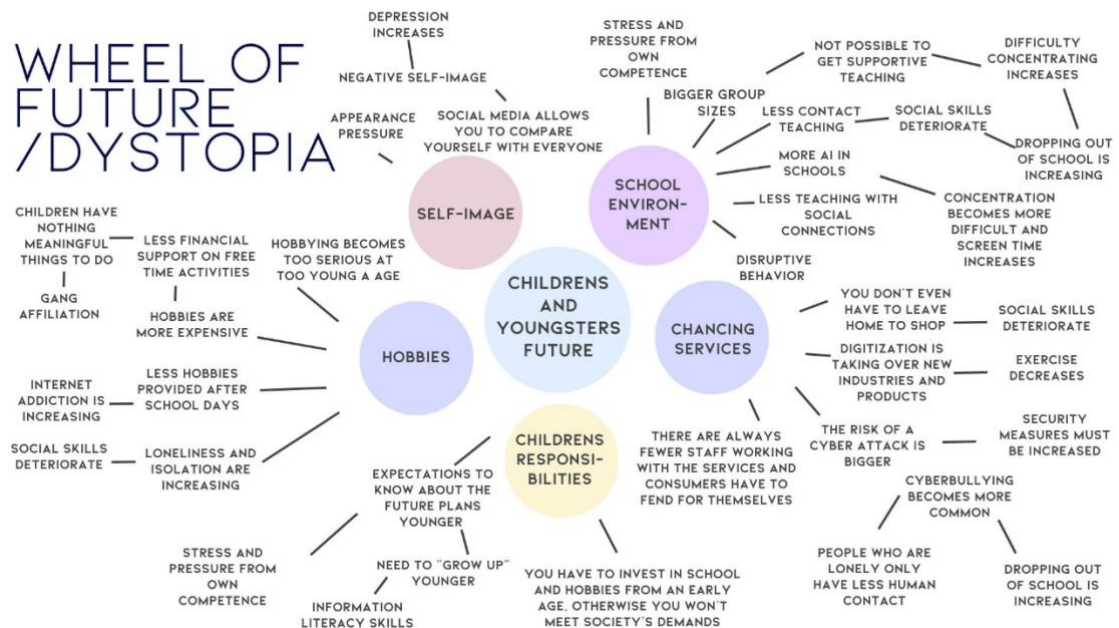


Figure 42. Wheel of futures Dystopia.

The roadmap was created to describe the persona's journey and tell what kind of changes they experience on their journey as time and circumstances change figures 44 & 46 are situated in the end of each scenario. The roadmap is a visual version of the story that we have created for both personas and makes it easier for the reader to create a clearer picture of the changes that are taking place. The purpose of the roadmap is to provide answers to the questions: Where are we now? Where do we want to go? How do we get there? (SDT, 2023.)

5.3 Scenarios

The scenario development process began by selecting the change factors. Which things have the greatest impact on the lives of children and young people? The research results were based on the workshop arranged at Säätytalo. In the workshop, children and young people were able to tell which

things in life are most important to them and in what areas they would like more support and understanding.

The most important factors that affect children's lives are school, home and hobbies. What changes should be made to them so that children can have the best possible life and feel heard and seen. All of these areas can be influenced in different ways. Futures scenarios are based on the possibilities for change that could help positively influence the future of children and young people. What changes would be needed to eliminate the extreme phenomena caused by mental health problems and increased mental illness in children and young people. Two different scenarios were created from different perspectives; one is a dystopia and the other is a utopia.

5.3.1 Utopia Scenario

In 2023, Oona is an 8-year-old girl from Vantaa, who enjoys scouting and dreams of skating with other girls, figure 43. At home, however, it's a bit tight financially and skating is not possible. Oona's mother lives alone with her three daughters, and after the high cost of living, unfortunately, there is no money left for expensive hobbies. Oona enjoys scouting, which is a hobby she likes very much. Oona is half Thai and half Finnish, because of her ethnic background Oona has been bullied at school. She has felt that she is different and an outsider. Oona also loves studying languages.

OONA OUTSIDER

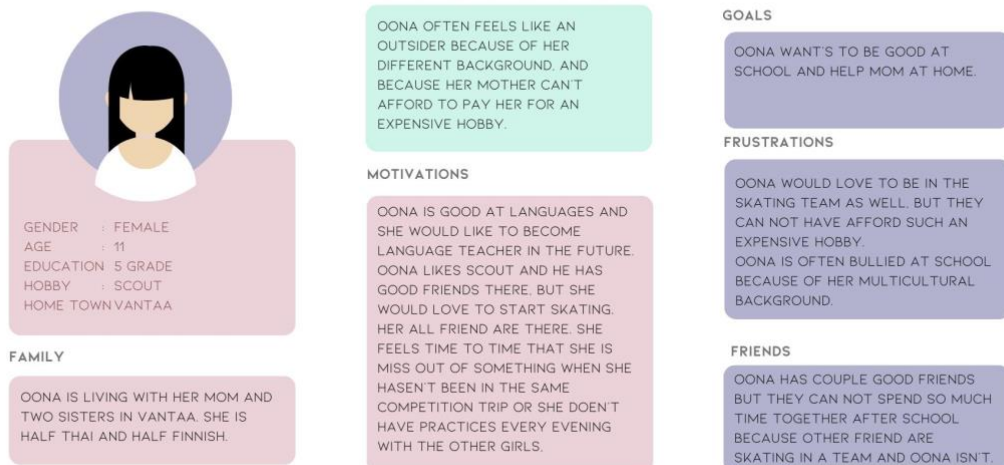


Figure 43. Persona Utopia Oona Outsider.

In 2024, Finland has been awakened to the reality that children and young people need more and more resources. There are so many children and young people who are not feeling well and something must be done. Cutting needs to be stopped and started thinking ways to can get the situation back on track. Change starts by fixing the health care system. Everyone must be able to be provided with the care they need, but children and young people must be put first. Mental health services must be accessed when the need arises. The change also involves raising salaries in the care sector, in order to get skilled labor to implement services in the future. For young people, a special contact person is defined, who is there to discuss everyday issues and think about solutions together. This is also a big help for Oona if she wants to talk about her own different background and the feeling of being outside. A listener outside the home can offer a neutral and understanding perspective to Oona's troubles. Having a hobby and doing enjoyable leisure activities is very important for children. Oona's family could not afford the expensive hobby of skating. However, thanks to the service vouchers brought by the government's new hobby model, Oona has the opportunity to start skating. It is possible to get service vouchers according to the income level to cover the expenses arising from the hobby. The change also results in increased equality. Oona starts

skating and gets to spend more time with her friends. Oona wants to continue in scouting and decides to participate in both hobbies. With this change, there will be new positive things in Oona's life.

Finland is changing and foreign labor has come to the country to fill the labor shortage, with this change the attitudes have also started to change in a more positive direction. Equality and tolerance are things that have undergone major changes. This is also a great relief in Oona's life, she no longer must feel that she is an outsider and different just because of her own background

Social media channels provide entertainment for all, but especially for young people Figure 44 Roadmap. Children also often compare their own life and appearance with others of the same age. It is also sometimes challenging for young people to understand how easy it is to change their mental image with the help of a video or picture. Filters can easily cut out the unwanted things from the picture. This is distressing and makes many people see their own life as much worse than it actually is. This causes stress and worry. In social media channels, it is also possible to anonymously or directly bully others. That's why the age limits of these platforms will be raised, strong identification is required to log into the service. This removes the possibility of using anonymously, so everyone has the opportunity to see who they are really dealing with. This is how online bullying and scam attempts can be controlled. These changes are welcome, Oona does not want to receive nasty messages from school friends anonymously. At the same time, the pressures related to appearance and one's own competence also decrease. Oona will have many more carefree years without the pressures of social media.

The year is 2033. Oona is an 18-year-old young lady. She has made it to sports high school and has traveled and learned languages. She is on his way to university to study for a language teacher's degree. The world has changed a lot in the past ten years. Everyone has the opportunity to get treatment immediately if needed, and mental health problems have decreased considerably. Every child and young person have at least one adult to turn to. It has reduced a lot of exclusion and bullying. Children and young people's screen

time has decreased considerably, and more time is spent with friends and in leisure activities. Children are playing outside and staring at cell phones has become less interesting due to raising age limits and time restrictions. This leaves time for families to spend more time together. Oona feels that her image of the future is positive and hopeful.

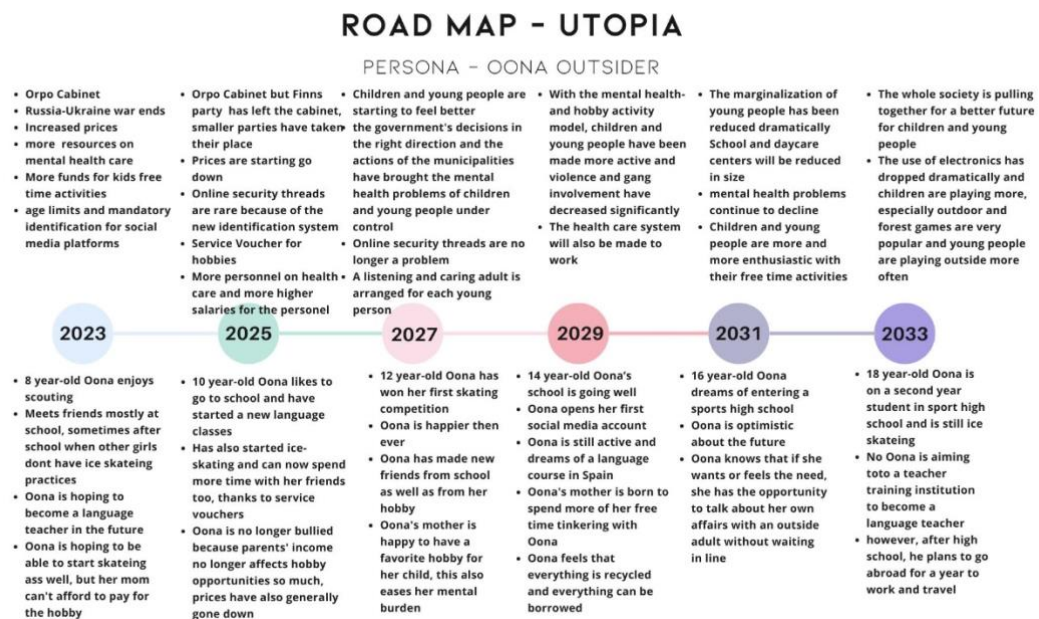
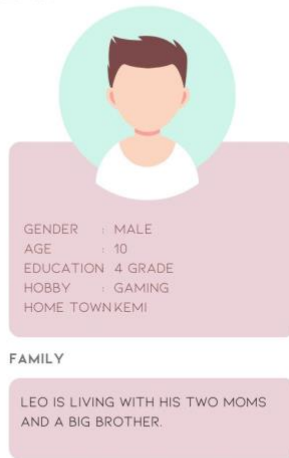


Figure 44. Roadmap utopia.

5.3.2 Dystopia scenario

In 2023, Leo is 10 years old and lives in Kemi, Northern Finland. Leo lives with his two mothers and his older brother, figure 45. Leo likes to play computer games, and his mother is worried about him because he spends most of his days playing. Leo is not interested in school or other leisure activities besides computer games. The games also affect his behavior at school and disrupt his sleep. Leo has online friends, but otherwise he spends his time with his brother only playing Playstation games.

GAMING LEO



WORRIES

LEO'S MOTHER IS WORRIED ABOUT HIS PLAYING AND HOW ADDICTED THE BOY IS TO IT. THERE IS NO WAY TO GET LEO TO GO OUT AND MOVE THESE DAYS. LEO'S SCHOOL LIFE HAS STARTED TO SUFFER FROM THE EFFECTS OF GAMING AND THE TEACHER SENDS NOTIFICATIONS ABOUT LEO'S DISRUPTIVE BEHAVIOR IN CLASS TOO OFTEN

MOTIVATIONS

LEO LIKES TO PLAY ON THE COMPUTER, AND IT SEEMS TO AFFECT EVERYTHING LEO DOES NOWADAYS. THERE MAY BE TOO LITTLE SLEEP BECAUSE THINGS IN THE GAMING WORLD ARE ON HIS MIND AND LEO HAS EVEN GOTTEN UP FROM HIS BED AT NIGHT AND CONTINUED TO PLAY SECRETLY. SCHOOL HAS ALSO STARTED TO GO POORLY. BECAUSE LEO IS OFTEN TIRED AND FINDS IT DIFFICULT TO CONCENTRATE ON TEACHING.

GOALS

LEO DOESN'T REALLY HAVE ANY GOALS AT THE MOMENT, AND GOING TO SCHOOL DOESN'T SEEM VERY MOTIVATING EITHER

FRUSTRATIONS

LEO TAKES THE GAMING A BIT TOO SERIOUSLY AND HE FEELS VERY UPSET AND ANGRY WHEN HE IS NOT WINNING. IT EVEN BOTHERS LEO'S SLEEP TIME TO TIME.

FRIENDS

LEO HAS FEW FRIENDS IN THE E-SPORT TEAM WITH HIM, BUT THEY ONLY SEE EACH OTHERS ONLINE. ON THE FREE TIME HE SPENDS TIME WITH HIS BIG BROTHER BY PLAYING PLAYSTATION GAMES.

Figure 45. Persona Dystopia Gaming Leo.

In 2023, the war between Russia and Ukraine continues and immigration is increasing. It has been an election year, and the member parties that form the Orpo government are the Coalition Party, the Finns Party, the Swedish People's Party and the Christian Democrats. The costs of food, electricity, leisure activities and living are rising, causing inequality. The mental health of children is worrying, and solutions are being sought both locally and nationally. In 2029, Leo is 16 years old. He started studying IT, but has now dropped out due to lack of interest and inability to control his own life. In the fall of 2029, Leo's gaming account was hacked, his online personality was stolen. The money in his gaming account was also stolen. This causes him to have panic attacks, and he has become more suspicious both online and in real life. Finnish equality legislation has become less equal, due to these changes, Leo's mothers no longer have equal rights as parents. Since Leo is a minor, some legal and official matters must be handled with the legal guardian. The inequality of mothers also seriously affects Leo and his brother, because they have lived most of their lives in a family with two parents who were treated equally. Leo and his mother have tried to get help for Leo for his mental health problems, panic attacks, lack of self-control, and depression. Leo has been to the GP's

emergency room after his third panic attack, but he has not received any further help.

In 2033, racism is a huge problem in Finland, Figure 46 roadmap. The number of immigrants has increased, but the integration program has not brought the necessary help. The number of street gangs is increasing and gang violence is more common than in 2029. With street gangs, drug problems are also increasing. Health care budgets have been cut both locally and nationally. Mental health care is no longer provided until the situation is serious. There are not enough treatment places and staff for mental health clients.

In 2033, Leo is 20 years old. He still lives with his mothers, mainly due to his mental health problems and lack of life management skills. Leo is retired for medical reasons and has never worked at all. Leo does not leave his apartment because he is afraid of the outside world. In 2029, Leo's gaming account was stolen and he has not dared to play since. Leo spends his days in front of the TV.



Figure 46. Roadmap Dystopia.

5.4 Futures Design summary

A dystopian scenario describes where children and young people's lives can end up in a bad situation and what kinds of things affect them. Utopia, on the other hand, describes a world where worries and sorrows do not weigh them down and everything is wonderful. It is unlikely that either of these scenarios will come true as is, but by changing the issues that emerge from the scenarios, Finland can be made a better place for those children and young people for whom the problems brought about by dystopia may be everyday or slowly coming true. The table below has compiled things that can be changed to get a little closer to a utopian outcome.

6 Conclusion

The purpose of the work was to increase positive mental health in children and young people by finding the root causes of the problem, utilizing service design methods and using the double diamond model as a process model. The research was based on co-development and during the work, both children and professionals from different fields had their voices heard on the topic. This section draws conclusions about the success and results of the work and answers the research questions.

Research question 1: What are the root causes of the decline in positive mental health in children and young people and how can these causes be influenced?

Research question 2: How service design methods can help increase the positive mental health of children and young people?

Root causes were sought from the results of a workshop organized for children and discussions with various professionals. All parts of the study provided valuable information and understanding for the work, which made it easy to create a comprehensive picture of the challenges and root causes related to the topic. Listed below are the challenges of the first workshop, which the children themselves expressed. The following are the topics that emerged in the expert interviews. The topics differ from each other quite a bit, but when looking closely, it is possible to notice how concrete issues the children have addressed, and the adults' answers have gone a step deeper. The same topics can be observed, as well as entities that affect the same issues.

Challenges raised in children's responses:

Bullying/ Normalization of diversity

School food and facilities

Hobbies

Loneliness

School stress / Overachieving

Financial issues

Environmental issues

Challenges raised in expert responses:

Presence

Social skills

Normalization of diversity

Listening to children

Educating - How to intervene bullying

Which factors would increase happiness and at the same time improve positive mental health according to research.

According to positive design thinking, the following factors bring happiness to life; Positive emotions, meaning in one's own life as well as in the community, engagement, meaningful relationships and the achievements that each person hopes for in life (Figure 47). Behind the idea of Ideapankki lies all the guidelines of Positive Design thinking and, if successful, the Idea of Ideapankki is to create events between children and adults that can help find ways to positively influence all these factors.



Figure 47. Positive Design ingredience. (Van Der Heijden, 2023)

The positive deviations that were asked of the experts in structured interviews included the following common factors. The common factors of all the very different support activities organized for children and young people are very simple, basic things that every person wants in their life.

Presence

Support

Adult

Doing together

Being heard and seen

As a result, the developed Ideapankki has gathered a wide range of factors that affect positive mental health. When you can influence many root causes at once, the chances of success increase dramatically. The number of positive effects reviewed above is considerable, and when you look at the concept description of the Ideapankki, it is easy to see how many aspects the action has the potential to influence, figure 33.

CONCEPT DESCRIPTION

WHAT	WHO	GOALS	WHY	IMPACTS
THE IDEA BANK IS AIMED AT IDEAS FOR CHILDREN AND PARENTS TO DO TOGETHER. THE PURPOSE IS TO CREATE SHARED TIME AND MEANINGFUL ACTIVITIES BETWEEN CHILDREN AND PARENTS. WHEN A CLASS OR HOBBY GROUP IMPLEMENTS IDEAS TOGETHER, PARENTS CAN CREATE NETWORKS AND RECEIVE SUPPORT FOR PARENTING FROM OTHER PARENTS IN THE GROUP.	THE AIM IS TO ACTIVATE PARENTS AND FAMILIES TO WORK TOGETHER. WE ESPECIALLY WANT TO ATTRACT THOSE FAMILIES AND PARENTS WHO ARE NOT SO ACTIVELY INVOLVED IN THEIR CHILDREN'S LIVES AND IN WORKING TOGETHER. FOR PARENTS WHO NEED OTHER PARENTS AROUND THEM TO CREATE A SAFE SUPPORT NETWORK.	THE GOAL IS TO SUPPORT CHILDREN'S NEED TO BE HEARD AND SEEN. INCREASING COMMUNITY. STRENGTHENING TOLERANCE. COMMUNITY AND SHARED RESPONSIBILITY. PREVENTING BULLYING AND CREATING SOCIAL RELATIONSHIPS. INCREASING POSITIVE MENTAL HEALTH.	CHILDREN AND YOUNG PEOPLE WANT TO BE HEARD AND SEEN. PARENTS NEED PEER SUPPORT IN PARENTING. PREVENTING BULLYING BY CREATING COMMUNITY AND NORMALIZING DIVERSITY. BY CREATING OPPORTUNITIES FOR SOCIAL INTERACTION BETWEEN DIFFERENT ACTORS IN THE COMMUNITY. WE CAN POSITIVELY INFLUENCE ALL THESE AREAS.	POSITIVE EFFECTS ON THE POSITIVE MENTAL HEALTH OF CHILDREN AND YOUNG PEOPLE. PREVENTION OF BULLYING. SUPPORTING LOW-THRESHOLD PARENTING AND INCREASING COMMUNITY. MERGING CULTURAL AND SOCIAL DIFFERENCES. CREATING A CONVERSATIONAL CONNECTION WITH HOMES AND BETWEEN DIFFERENT ACTORS. INCREASING COMMUNITY.

Figure 33. Concept description

Process and the future

In this study, co-development has been strongly present and has been used to listen to the target group and brainstorm together. The pain points related to the problem were mapped out in a workshop organized at the beginning of the project in cooperation with the children. In the workshop, the children had the opportunity to share ideas related to the topic and find solutions to these challenging questions together. Expert interviews enabled the examination of more concrete causes of the problems raised by the children and thus the creation of a service concept intended to benefit all parties.

The hope was to organize a workshop related to the topic, where stakeholders from different stakeholder groups could make their voices heard and share perspectives and experiences together, as well as develop thoughts into ideas. However, the plans had to be given a chance, although it was a bit disappointing at this stage, because getting the participants involved in the work proved to be insurmountable. The workshop was planned to be held in May 2023 in Turku and in August and September in Helsinki, Appendix 5. The interviews were conducted on the same themes in autumn 2023. The

interviewees represented different professional groups, which made it possible to cover different areas of the stakeholder map. An analysis of the most frequently raised topics was carried out to support the interview results. A future research section on the topic was also created simultaneously with the interviews.

Although plans had to be changed, the result was a positive surprise. A workshop for professionals working with children could have created a more interactive whole, which would certainly have also led to the generation of ideas and discussion between different professional groups. After the interviews, the project group was left to generate ideas. An idea-rich workshop was organized among the project group. Co-development and discussion were a strong guideline for everything done during the project, and that is why the result was successful.

Qualitative validity of the work - The work is based on widely collected research material, in which all different parties have had their voices heard equally. In addition, the research has extensively utilized research conducted by various parties, from which it is clearly noticeable that the topics that emerged as the research progressed are also repeated in previously conducted studies. Although I am personally satisfied with the validity of the work and the material collected through it, I strongly believe that if we had been able to carry out the desired ideation workshop with professionals from different fields, we would have been able to collect an even wider range of ideas and perspectives to develop the result of the work. Structured interviews with professionals offered unique material from experts in different fields and based on them, the root causes of the problem were clearly discernible, but it would have been most fruitful to be able to continue developing and brainstorming these reasons together.

The credibility of the work, the well-being of children and young people and their mental health, are already at the core of the work, important enough in themselves to create credibility for the work. The topic is important and the responsibility it brings for the functionality of the work results puts pressure on

the work result and the correctness of the entire process. The credibility of the work is increased by the work done for it and the methods used in the implementation of the work, the way all parties have been listened to carefully and at every stage. The work is made particularly credible by the people who have given their time to it by participating in workshops and interviews, I am grateful to each of them. By giving your time, you provided the work with understanding and perspectives that would not have been possible without your participation.

Outlook for the work - The idea itself is still in the early stages of its development and has so far only been tested superficially. In the final stages of the work, the idea of testing the concept emerged. Testing, for example, in connection with a project on a website would create real information about the functionality of the idea and how enthusiastically children, young people and especially their guardians would participate in the implementation and making ideas with the children. The idea here is specifically to get all parents involved, not just those who are always ready to join.

Hopefully, in the future, the Idea Bank idea will be realized in one way or another, offering children and adults time and opportunities to experience things together and at the same time increasing cohesion and more open communication. If the positive mental health of children and young people can be increased with such a small and easy-to-implement measure, then at least it would be something worth trying.

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Summary of Workshop in Säätytalo

I'm important

In which situations and with whom did the children feel they were important. Clearly more important, the children felt that they were at home, with family and close people. A lot of people felt that they were important to their friends as well. In addition to the important people in our lives, you can also feel important at school and in your hobbies, for example. With these, the child feels that he/she is an important part of the community, is seen and heard. A lot of people felt that they were important in the hobby, there was a strong commitment to teammates and hobby friends. How would those teammates get along without my input? Other lifts, I am an important part of housework, an important part of everyday chores, so they were also important for pets.

I am capable

Children perceived themselves to be competent most often in hobbies, and many of the hobbies were exercise-oriented. Among the responses, school and favorite subject and the feelings of success experienced in them also clearly emerged. Kids felt competent with their friends, in friendships or hanging out with friends. At home, many children also felt that they were capable. It's really important for every child to feel competent in some area, whether it's playing with Legos, helping mom or cooking, we all have our strengths.

I am dear

Children felt most loved at home, with parents and family, relatives and other close people also received mentions. The second big vote was caught by friends with whom many felt they were loved. A few lucky pet owners were also loved by their pets. There wasn't much variation with this question, but almost all the answers fell into these categories.

The safe people in my life

For the majority of respondents, the safest people in life were found in their family circle and close relatives. Friends had also collected a large slice of the answers, so friends are considered next to family as safe people in life. The hobby coaches, with whom the children spend several hours in their free time, and of course the teachers also received a lot of feedback. The pets had also received a surprising number of marks as life's safe people.

Bad moments

For this question, the dispersion of the answers was really big and the answers were very individual and personal. However, a few points clearly emerged from the markings. The bad moments included quarrels, whether they were at home, at school, quarrels between friends or parents brought grayness and uncomfortable feelings to the days. Being bullied, barked at, and discriminated against both at school and in hobbies felt bad at school. Returning tests, getting a bad number on tests, failing in a hobby or losing a game made many of the respondents feel sad. Among the answers, there were also individual mentions that seem clearly more worrying, boring thoughts when no one is listening, feeling alone, fear, anxiety, going to school, friends not helping and lying.

I would like to make a difference

I would like to make an impact, most of the answers are related to influencing the affairs of the school. The school is in many leaflets, only the school is mentioned without specifying which specific issue would like to be influenced. In more detailed definitions, it is stated more concretely which specific things in the school would like to be changed, school food, quality of lessons, exams, school spirit, the number of lessons, cleanliness and facilities would like to be affected. Hobbies, the cost of hobbies and the opportunity to do what you want. Another

Appendix 1. Summary of Workshop in Säätytalo

important issue is bullying and influencing how everyone should be. Many mentions about topics familiar from the news, such as climate change, war, the price of food and littering of nature, and young people hope to be able to influence these issues as well.

Structured Interview questions

1. Can you think of a positive deviation from which good results have been achieved?

Is this project still ongoing?

How could this project be continued in the future

2. What do you think would be the best way to support children and young people in the next 3-5 years, so that their positive mental health would increase?

3. Who would be needed to solve these challenges?

4. Do homes transfer too much responsibility for education to schools? What if more responsibility was given to homes?

5. What kind of help do you think is needed in today's homes?

6. What if parenting was supported more?

Would parents be given ways to listen to and meet their children at different ages?

7. What kind of actions would you consider to have an effect in the prevention of bullying?

8. In what matters do children and young people need help and guidance?

9. What kind of skills do children and young people need to be able to meet a new person without prejudice?

10. Many studies have shown that children and young people's problems such as exclusion, absenteeism and school dropouts have only been prevented by providing a listener and a place without rush to discuss issues that occupy the mind.

What if bullying could also be prevented in the same way. There would be an adult who would have time and would always be available.

11. If you wanted to intervene specifically in bullying and the prevention of unequal treatment, where do you think such a person who listens and intervenes should act, so that he would be as present as possible and be able to intervene in situations almost immediately?

Summary of structured interview

1. Can you think of a positive deviation from which good results have been achieved? Is this project still ongoing? How could this project be continued in the future?

Iceheart, Sekaisin game, Apua chat, Inari, Maahanmuuttajanuorten Helsinki, Draaman keinoin kiusaamista vastaan

2. What do you think would be the best way to support children and young people in the next 3-5 years, so that their positive mental health would increase?

The question brought up very traditional topics, such as the satisfaction of basic needs; food, sleep, everyday life, school and hobbies should be balanced for young people, and it is entirely our responsibility as parents to see that these basic needs are satisfied in children and young people. No matter how nice it would be, for example, to play all night and not go to school. life management. Other important topics from the answers where; being present, listening and offering peaceful home atmosphere to the child. Our most important task as adults is to be present to the child and listen to what the child wants to tell us. Every one of us have a basic need to be heard and seen. Teaching social skills also emerges strongly from the answers. Speech of hope and increasing hopefulness, certainly one of the biggest influences on this is the news of recent years and also the content offered by young people's social media. There was also a mention of the increase in anxiety among young people, especially when they feel that there is not enough time to do the basic tasks while social media takes too much time out of everyday life. life management

3. Who would be needed to solve these challenges?

This requires cooperation with all different parties. What is clear is that children are best reached in early childhood education and schools, therefore these are good places to promote the well-being of children and young people. However, we don't want to shift the workload to the teachers, but to another party. In many answers, the topic of siloing of services and the lack of cooperation between different actors came up. Also, information does not necessarily flow between

Appendix 3. Summary of structured interview

different actors as smoothly as it should be, this may create feelings of frustration in the user of the services and also create an unnecessary threshold for using the services. The answers also brought up children's aimless free time and its necessity. The hobby model developed in Iceland often comes up when talking about combining free time and hobbies. In Finland, we have tried to apply the model to suit us and it has been successful, however we have not yet achieved as positive results as in Iceland. In the model, the children's hobbies are organized after the school day and thus the evenings are left for playing with friends and family time together.

4. Do homes transfer too much responsibility for education to schools? What if more responsibility was given to homes?

The question divided the respondents fairly evenly. Half of the respondents were of the opinion that the majority of homes do not place responsibility on the schools. And it is only a marginal part of families that have challenges, for example, in setting boundaries for the child and filling the basic needs of a child. However, the cooperation between school and home and communication received some criticism. Communication is considered to be too problem-oriented. Some of the respondents, on the other hand, feel that parents have unrealistic expectations of the school's responsibilities and obligations. The purpose of school is not so much to raise but to teach, but of course the teacher has a strong role as a role model and authority in children's lives, which should not be completely ignored.

5. What kind of help do you think is needed in today's homes?

Among the respondents, the need for a peer support group emerged most clearly, where it would be possible to have a low-threshold discussion about topics related to children's lives. Caring and looking after other children in the village community was also brought up. According to the respondents, Finland has become a too individualistic society, where everyone only cares about their own affairs and no longer looks after other children. Another topic that came up very clearly was screen time, and in this case screen time for adults. When you are at home and interacting with your child, you should be present, look them in the eyes and listen. In this way, children also get a model

Appendix 3. Summary of structured interview

that when talking to another person it is polite to focus on what the other person has to say and to establish contact with the other person. There was also a wish that help would be available and that everyone would know where to look for it if the need to ask for help arises.

6. What if parenting was supported more?

Would parents be given ways to listen to and meet their children at different ages?

Supporting parenthood received a lot of support among the respondents, but there was also a concern about how it would be possible to organize the support so that it also reached those parents who are difficult to reach. Those who need the most help are often left out. What are the best ways to get them interested?

The strengthening of emotional skills on the part of both adults and children also comes up strongly in the answers, and especially the idea that adults should be able to see things from a child's point of view.

Also in this question, peer support groups and entities to whom to turn to in case of a problem situation come up at a low threshold. It is hoped that the organisation will be the same one that accompanies the child throughout his life, so that you don't always have to look for a new organization that only deals with problems related to a certain issue, but you could turn to a familiar person or service that deals with matters.

7. What kind of actions would you consider to have an effect in the prevention of bullying?

The respondents had a fairly united opinion in their answers to this question. The hope would be to increase friendship skills, social-emotional skills and teamwork skills in children and young people. There was also a lot of talk about building group dynamics, it's much harder to bully an acquaintance than a stranger. By reducing prejudices, by introducing children and young people to different cultures and people.

The task of adults in preventing bullying was to be more present, especially in places where children spend time, and to listen and intervene if a child tells about bullying. Kiva Koulu and K-0 projects do not help, if adults do not take

Appendix 3. Summary of structured interview

children seriously. An adult who is there and intervenes in a bullying situation should also be trained to handle similar situations and know how to proceed with the matter and how to act in different situations. Would there be a need in schools for a person who has received training in dealing with bullying and harassment situations and would there be a link between school and home if necessary?

8. In what matters do children and young people need help and guidance.

In this question, the shortcomings in the emotional and friendship skills of children and young people come to the fore. How to learn communication skills and what kind of changes have taken place in society so that the skills have become rusty? Of course, everyone these days spends too much time behind the screen and that certainly has some effect on the matter, likewise, the isolation during the Corona period had a great effect.

Children also need a listener, an adult to whom they can tell their own things and who listens. Children and young people need adults who are present, reliable adults who are easy to turn to. Children and young people also need boundaries, and the best of these are daily routines. When should you go to bed and what should you eat and when? Especially for younger children, it is difficult to realize the passage of time and assess what all there is time to do after school, this requires managing everyday and basic things.

Self-confidence and ability are also related to the same topic, when a child and young person has good life control, they have greater opportunities to feel confident about their own actions and the future.

9. What kind of skills do children and young people need to be able to meet a new person without prejudice?

Children should be touched with diversity by putting different young people together. To normalize different people and cultures. However, for the most part only us adults create prejudices. The way we adults talk about other people and differences is a direct model for children and young people.

Children and young people need good experiences in interaction situations with different people. Adults should take children's words seriously when they come to talk about sensitive issues, for example bullying. Trust must not be betrayed.

Appendix 3. Summary of structured interview

Interaction, listening, emotional and friendship skills also come to the fore, where many have room for improvement. The acceptance of diversity is also strongly influenced by a positive perception of oneself and one's own resources.

10. Many studies have shown that children and young people's problems such as exclusion, absenteeism and school dropouts have only been prevented by providing a listener and a place without rush to discuss issues that occupy the mind.

This idea received an affirmative response from everyone. There would be a need for listening ears, however, so that the person is familiar and it is easy for everyone to go and talk. The person would have received the training to be able to handle different situations from start to finish and involve both parents and the authorities if necessary. In such situations, you should avoid passing the ball from one authority to another, it would be best if one and the same person could manage the entire process. The person must have time to be present for the children.

11. What if bullying could also be prevented in the same way. There would be an adult who would have time and would always be available.

The person should work where the children are and spend their time. School is the best environment to reach children and young people, but there is also a need for listening adults in youth facilities and on social media. Children want adults to the same places where they spend their time. The school was considered the best place to reach the target group, but the person should not be a school teacher or a curator, but someone to whom it would be possible to go and have a conversation with a very low threshold. He would join the children at intervals and the children and young people would know where to find this person if necessary. Social media was also another very important place, many young people spend a lot of time there. A listening adult's place on social media would be on the same platforms where the target group spend their time.

Created personas

OONA OUTSIDER



GENDER : FEMALE
AGE : 11
EDUCATION : 5 GRADE
HOBBY : SCOUT
HOME TOWN VANTAA

FAMILY

OONA IS LIVING WITH HER MOM AND TWO SISTERS IN VANTAA. SHE IS HALF THAI AND HALF FINNISH.

WORRIES

OONA OFTEN FEELS LIKE AN OUTSIDER BECAUSE OF HER DIFFERENT BACKGROUND, AND BECAUSE HER MOTHER CAN'T AFFORD TO PAY HER FOR AN EXPENSIVE HOBBY.

MOTIVATIONS

OONA IS GOOD AT LANGUAGES AND SHE WOULD LIKE TO BECOME LANGUAGE TEACHER IN THE FUTURE. OONA LIKES SCOUT AND HE HAS GOOD FRIENDS THERE, BUT SHE WOULD LOVE TO START SKATING. HER ALL FRIEND ARE THERE. SHE FEELS TIME TO TIME THAT SHE IS MISS OUT OF SOMETHING WHEN SHE HASN'T BEEN IN THE SAME COMPETITION TRIP OR SHE DOESN'T HAVE PRACTICES EVERY EVENING WITH THE OTHER GIRLS.

GOALS

OONA WANT'S TO BE GOOD AT SCHOOL AND HELP MOM AT HOME.

FRUSTRATIONS

OONA WOULD LOVE TO BE IN THE SKATING TEAM AS WELL. BUT THEY CAN NOT HAVE AFFORD SUCH AN EXPENSIVE HOBBY. OONA IS OFTEN BULLIED AT SCHOOL BECAUSE OF HER MULTICULTURAL BACKGROUND.

FRIENDS

OONA HAS COUPLE GOOD FRIENDS BUT THEY CAN NOT SPEND SO MUCH TIME TOGETHER AFTER SCHOOL BECAUSE OTHER FRIEND ARE SKATING IN A TEAM AND OONA ISN'T.

LONELY LAURI



GENDER : MALE
AGE : 13
EDUCATION : 6 GRADE
HOBBY : VIOLIN
HOME TOWN TAMPERE

FAMILY

LAURI IS LIVING IN TAMPERE WITH HER MOM AND DAD. HE IS AN ONLY CHILD.

WORRIES

LAURI IS LONELY AND EVEN THOUGH HE IS GOOD AT SCHOOL, IT IS NOT NICE TO GO THERE, BECAUSE BEING ALONE AMONG OTHER CHILDREN FEELS EVEN WORSE THAN AT HOME.

MOTIVATIONS

LAURI PLAYS VIOLIN AND HE IS VERY GOOD AT IT. NEXT SUMMER HE WILL BE PLAYING IN THE SUMMER THEATER. THE SCHOOL IS NOT SO EASY FOR RASMUS AND HE HAS A BIT HARD TO FOLLOW THE LECTURES.

GOALS

LAURI WANT'S TO BECOME A FAMOUS VIOLINIST. LAURI ALSO HOPES TO FIND A FRIEND.

FRUSTRATIONS

LAURI DOES'T EAT IN THE SCHOOL IF THE FOOD IS NOT GOOD ENOUGH. HE ALSO HOPES THAT GOING OUTSIDE DURING BREAKS WOULDN'T BE OBLIGATORY AND HE COULD GO TO MUSIC ROOM TO PLAY.

FRIENDS

RASMUS DOESN'T HAVE GOOD FRIENDS AT ALL AND HE FEELS OFTEN LONELY.

Appendix 4. Created personas

RESPONSIBLE GLORIA



GENDER : FEMALE
AGE : 15
EDUCATION : 9 GRADE
HOBBY : READING
HOME TOWN HÄMEENLINNA

FAMILY

GLORIA LIVES WITH HER FAMILY IN HÄMEENLINNA. THE FAMILY INCLUDES A MOTHER, FATHER AND SEVEN SIBLINGS. THE FATHER OF THE FAMILY WORKS A LOT AND THE MOTHER TAKES CARE OF THE HOUSE ALONE. GLORIA'S MOTHER ONLY KNOWS A FEW WORDS OF FINNISH.

WORRIES

GLORIA WORRIES ABOUT HER SUCCESS AT SCHOOL AND HOW SHE HAS ENOUGH TIME TO STUDY WHILE TAKING CARE OF FAMILY MATTERS. HE ALSO FEELS THAT HE HAS TOO MUCH RESPONSIBILITY FOR HIS AGE.

MOTIVATIONS

GLORIA IS QUITE GOOD AT SCHOOL AND SHE IS AMBITIOUS. BUT SHE STRESSES EXAMS EVERY TIME. GLORIA IS OFTEN TIRED BECAUSE SHE HAS TO TAKE CARE OF FAMILY MATTERS AFTER SCHOOL, AS WELL AS DOING SOME HOUSEWORK AND LOOKING AFTER HER SIBLINGS. GLORIA WOULD LIKE TO SPEND MORE OF HER FREE TIME ON HOMEWORK AND STUDYING. IT'S ALSO USUALLY NOISY AT HOME AND IT'S CHALLENGING TO GET PEACE OF MIND WHEN WORKING.

GOALS

SHE WANT'S TO GET IN TO HIGH SCHOOL THAT HAS 8.6 AS AN AVERAGE CERTIFICATION NUMBER.

FRUSTRATIONS

GLORIA OFTEN HAS TO TAKE CARE OF THE FAMILY'S AFFAIRS BECAUSE SHE IS THE OLDEST CHILD AND SPEAKS FINNISH VERY WELL. IT IS DIFFICULT FOR THE MOTHER TO TAKE CARE OF OFFICIAL MATTERS DUE TO HER LACK OF LANGUAGE SKILLS. AND THE FATHER IS AWAY A LOT. THIS TAKES UP A LOT OF GLORIA'S TIME AND FEELS HEAVY.

FRIENDS

GLORIA HAS A FEW GOOD FRIENDS WHO LIVE NEARBY AND WITH WHOM SHE SPENDS TIME BOTH IN HER FREE TIME AND AT SCHOOL.

GAMING LEO



GENDER : MALE
AGE : 10
EDUCATION : 4 GRADE
HOBBY : GAMING
HOME TOWN KEMI

FAMILY

LEO IS LIVING WITH HIS TWO MOMS AND A BIG BROTHER.

WORRIES

LEO'S MOTHER IS WORRIED ABOUT HIS PLAYING AND HOW ADDICTED THE BOY IS TO IT. THERE IS NO WAY TO GET LEO TO GO OUT AND MOVE THESE DAYS. LEO'S SCHOOL LIFE HAS STARTED TO SUFFER FROM THE EFFECTS OF GAMING AND THE TEACHER SENDS NOTIFICATIONS ABOUT LEO'S DISRUPTIVE BEHAVIOR IN CLASS TOO OFTEN.

MOTIVATIONS

LEO LIKES TO PLAY ON THE COMPUTER, AND IT SEEMS TO AFFECT EVERYTHING LEO DOES NOWADAYS. THERE MAY BE TOO LITTLE SLEEP BECAUSE THINGS IN THE GAMING WORLD ARE ON HIS MIND AND LEO HAS EVEN GOTTEN UP FROM HIS BED AT NIGHT AND CONTINUED TO PLAY SECRETLY. SCHOOL HAS ALSO STARTED TO GO POORLY, BECAUSE LEO IS OFTEN TIRED AND FINDS IT DIFFICULT TO CONCENTRATE ON TEACHING.

GOALS

LEO DOESN'T REALLY HAVE ANY GOALS AT THE MOMENT, AND GOING TO SCHOOL DOESN'T SEEM VERY MOTIVATING EITHER.

FRUSTRATIONS

LEO TAKES THE GAMING A BIT TOO SERIOUSLY AND HE FEELS VERY UPSET AND ANGRY WHEN HE IS NOT WINNING. IT EVEN BOTHERS LEOS SLEEP TIME TO TIME.

FRIENDS

LEO HAS FEW FRIEND IN THE E-SPORT TEAM WITH HIM, BUT THEY ONLY SEE EACH OTHERS ONLINE. ON THE FREE TIME HI SPENDS TIME WITH HERE BIG BROTHER BY PLYING PLAYSTATION GAMES.

Workshop invitations

Positiivinen mielenterveys

Tule mukaan työpajaan, jonka tavoitteena on jalostaa lapsilta ja nuorilta esiinnousseisiin kipupisteisiin konkreettisia toimintamalleja hyvinvoinnin ja mielenterveyden edistämiseksi

Työpaja järjestetään 25.4 klo 18-20 Turku
Design studiossa, osoitteessa
Lemminkäisenkatu 28, Turku. Sitovat
ilmoittautumiset 15.4 mennessä osoitteeseen,
maiya.ilola@gmail.com

Lasten ja nuorten positiivinen mielenterveys

Hei, sinä lasten ja nuorten parissa toimiva.

Tule kanssamme ideoimaan!

Järjestämme työpajan, joka on jatkoa ITLA -säätiön Lapsuudenrakentajat-johtamiskoulutuksen käytäntöön viemiselle. Projektin tiimoilta olemme päässeet osallistamaan jo noin sataa lasta ja nuorta. Nyt järjestettävän työpajan avulla haluammekin jatkokehittää ja ideoida työpajasta esiin nousseita aiheita ja löytää niihin konkreettisia ratkaisumalleja.

Projektitiimiin kuuluu Ulla Nord (Päivikki ja Sakari Sohlbergin säätiö), Minna Koskelo (II HKI), Hanna Koskimies (Opetus- ja kulttuuriministeriö), Tuomas Kurttila (Helsingin Ensikoti ry) sekä Maija Ilola (Palvelumuotoilun opiskelija).

Työmme tarkoitus on löytää keinoja positiivisen mielenterveyden lisäämiseen lasten ja nuorten keskuudessa. Työmme tuloksia tullaan käyttämään eri toimintaympäristöissä palveluiden kehittämisen apuna sekä luoda konkreettinen malli pilotoitavaksi.

Työpaja järjestetään 30.8 klo 14-16

Lab 2.0 tiloissa.

Yliopistonkatu 5, Helsinki.

Sitovat ilmoittautumiset 10.8 mennessä.

Lisätietoja: majja.ilola@edu.turkuamk.fi

Työpaja on osa Turun ammattikorkeakoulun MBA-Service Design -linjan opinnäytetyötä.

Lasten ja nuorten positiivinen mielenterveys

Hei, sinä lasten ja nuorten parissa toimiva.

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Järjestämme työpajan, joka on jatkoa ITLA -säätiön Lapsuudenrakentajat-johtamiskoulutuksen käytäntöön viemiselle. Projektin tiimoilta olemme päässeet osallistamaan jo noin sataa lasta ja nuorta. Nyt järjestettävän työpajan avulla haluammekin jatkokehittää ja ideoida työpajasta esiin nousseita aiheita ja löytää niihin konkreettisia ratkaisumalleja.

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Työpaja järjestetään 30.8 klo 14-16

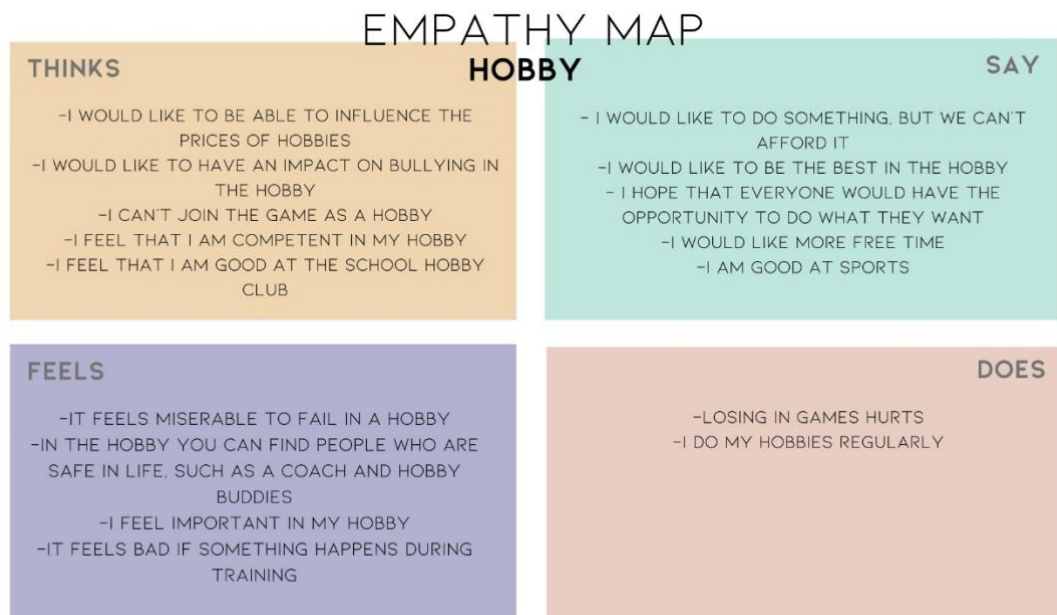
Etäyhteydellä

Sitovat ilmoittautumiset 17.8 mennessä.

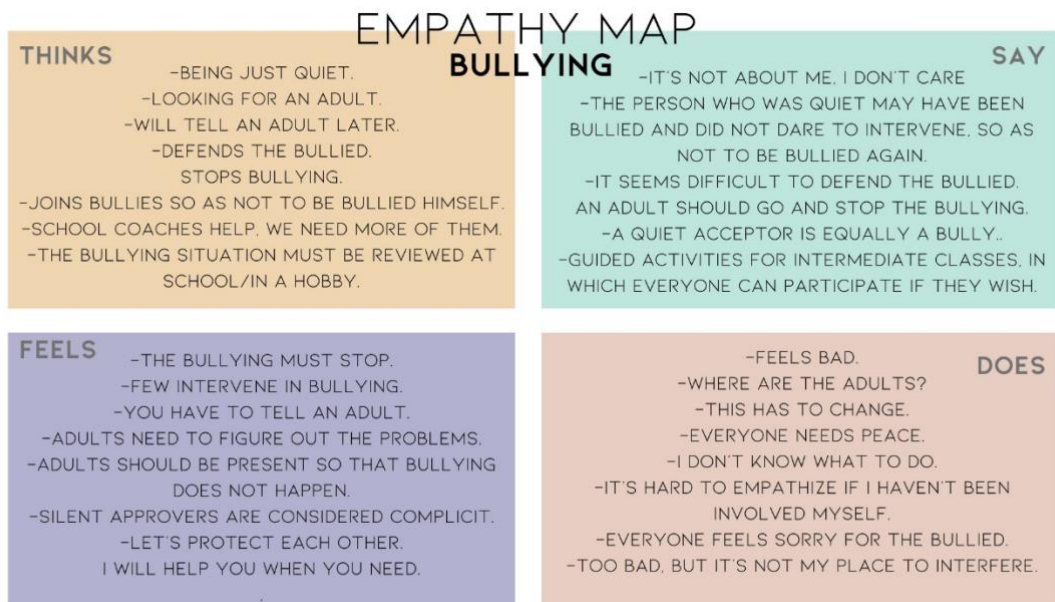
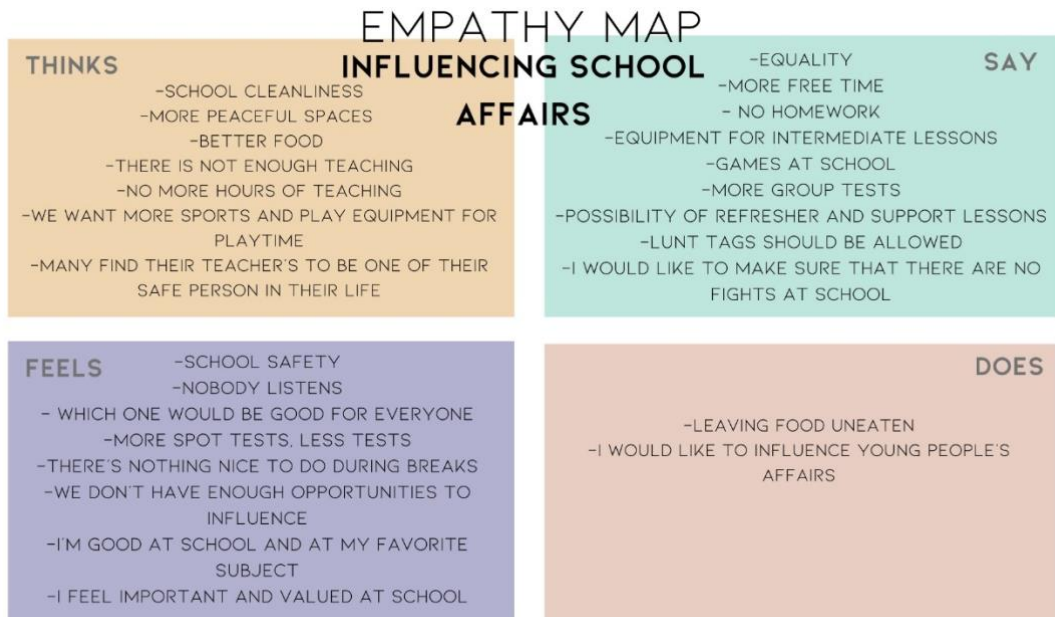
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Empathy maps



Appendix 6. Empathy maps



Development targets

Development targets

Presence

How to be more present in the lives of children and young people?

Adults are busy at work and work easily spills over into the home. Digital devices interfere with being together and often both adults and children hide behind screens when there would be time for togetherness and conversation.

Children and young people feel like they have no one to talk to and who is interested in their affairs.

Many children and young people have too many schedules and spend their evenings doing hobbies.

There is little free time in the day and there is little time for play and togetherness.

Social skills

Many children and young people have a lot to learn when it comes to mastering social skills.

Teaching has already been included in the curriculum in some Finnish schools, at least in many schools in the Helsinki Metropolitan Area.

www.hel.fi/fi/uutiset/helsinki-opettaa-tunne-ja-suurvaikutustaitoja-nyt-kaikissa-kouluissa

- Friendship skills
- Empathy and emotional skills
- Group work and grouping
- Wish speech
- Management of everyday life / screen time

Normalization of diversity

How do we strengthen cohesion?

- By meeting and getting to know different people.
- Normalizing diversity and increasing tolerance.
- By providing young people with a positive self-image, helping them see that they are not a threat to themselves and that others are not a threat to you.
- Prejudices and models of how to talk to/about others come from adults.

Listening to children

Listen and give time

-Adults should value children and trust what they say.

-Children often find it challenging to talk to adults. Especially if the child has not been listened to or taken seriously before.

-Give encouragement and tips on how to discuss things with parents and adults.

-Experiences from different interaction situations.

Every case of bullying should be taken seriously, adults have the responsibility to stop bullying and intervene.

Education

Skills to Intervene in Bullying
How to Hear, See and Intervene

Addition to the training of teachers and early childhood education workers on how to intervene in bullying and act in bullying situations