PROJECT DAREECHA

2024
Arts based Engagement Qualitative Analysis Report

CFAW

A BOOKLET BY

Centre for Arts-Based Methodologies and Wellbeing

CFAW facilitates the wellbeing of individuals and communities through arts-based initiatives by creating safe spaces where participants are free to sense, explore, reflect and express freely. The arts-based approach enriches research findings and promotes a sense of empowerment, connection, and personal growth that contributes to overall individual and community wellbeing. All data is people after all, so why not explore them as individuals?

Our areas of interest include: Youth Initiatives, Environmental Agency, Advocacy and Agency, Mental Health Interventions, Cultural Mapping, Archiving and Public Artmaking.

Background

Through Project Dareecha we aimed to increase access to care for school going youth screened to have moderate to high suicidal ideation in district Gizzar in Gilgit Baltistan.

Gizzar is one of the regions with the highest suicide rates within the country, with youth accounting for a significant proportion of suicide attempts in the region.

Arts based community engagement sessions were used to: 1) Sensitize educators and parents to determinants of mental health, including relational determinants 2) Reinforce the importance of counselling 3) Sensitize educators and parents to the importance of emotional regulation skills as a preventive mental health strategy for supporting student wellbeing 4) Generate buy in for our school based screening and counselling intervention.

In this report, we present secondary data analysis of the artwork generated through our community engagement sessions.
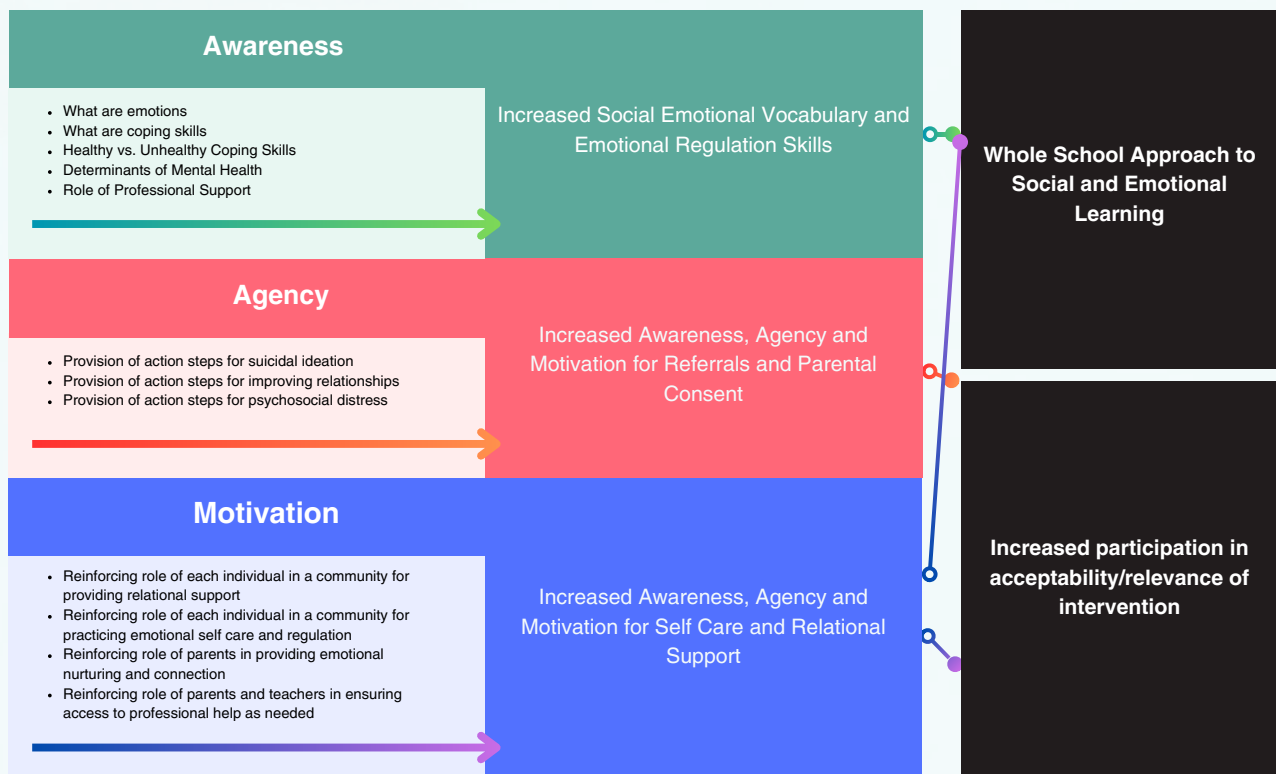
Methodological Framework

Awareness

- What are emotions
- What are coping skills
- Healthy vs. Unhealthy Coping Skills
- Determinants of Mental Health
- Role of Professional Support

Increased Social Emotional Vocabulary and Emotional Regulation Skills

Agency

- Provision of action steps for suicidal ideation
- Provision of action steps for improving relationships
- Provision of action steps for psychosocial distress

Increased Awareness, Agency and Motivation for Referrals and Parental Consent

Motivation

- Reinforcing role of each individual in a community for providing relational support
- Reinforcing role of each individual in a community for practicing emotional self care and regulation
- Reinforcing role of parents in providing emotional nurturing and connection
- Reinforcing role of parents and teachers in ensuring access to professional help as needed

Increased Awareness, Agency and Motivation for Self Care and Relational Support

Whole School Approach to Social and Emotional Learning

Increased participation in acceptability/relevance of intervention

Fig 1 - Our intervention was rooted in the Awareness Agency Motivation Framework.

Fig 2 - Meditation

The meditation practice aimed to bring awareness to somatic sensations of emotions, label emotions, notice whether an emotion was pleasant or unpleasant, and practice self compassion in the face of difficult emotion. The practice was scripted using a combination of Buddhist Vipassana or "Insight" Meditation, and centre for mindful self-compassions meditations on emotional insight, regulation and self compassion.

Fig 5 - Yarn Circle

In this activity, our facilitator used performance art which involved the participants by assigning them "relational roles" like "aunt, uncle, grandfather" . We led the participants to identify what their goals in their relationships with their children or students were, to identify from their own life what factors might be present in weakening these relationships, and to identify "self care" and "emotional regulation" as a key strategy for strengthening relationships to help prevent hurtful behaviours.

Modalities

Fig 3- Body Mapping / Thought Emotion Circles

In this activity, participants were handed an outline of the body and asked to colour in any sensations or emotions that they experienced during the meditation. They were told to chose the colour that represented the emotion or sensation for them, and that they could use various line forms to illustrate different emotion or sensation experiences.
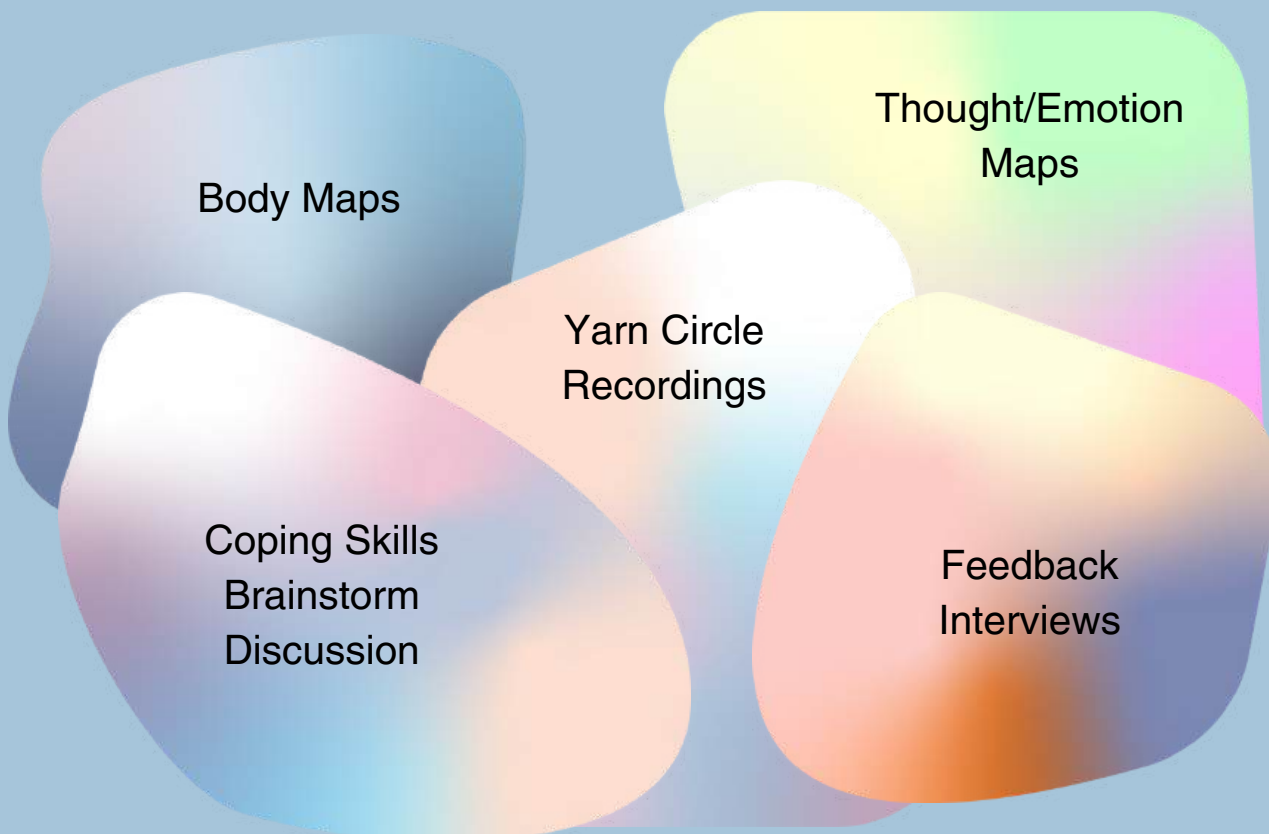

Fig 4- Clay Metaphor

The culturally relevant metaphor of the heart being like a lump of clay was utilized. If the clay is mixed with water, it is soft. Similarly, if we tend to our and our loved ones hearts and the emotions carried by them in nurturing ways, they remain soft. Participants were asked to reflect on ways to manage emotions that bring softness to the heart.

Data Collection

As part of our documentation process, the following secondary data sources were collected:

Body Maps

Thought/Emotion Maps

Yarn Circle Recordings

Coping Skills Brainstorm Discussion

Feedback Interviews

Data Analysis

Body Maps: We conducted descriptive analysis on the most commonly experienced emotions, the most commonly chosen colours with respect to individual emotions and overall, as well as the most commonly coloured in regions. We also explored which region was more likely to be associated with which emotion.

Thought/Emotion Map: We studied the key thoughts associated with each emotion. Coping Skills Discussion/Yarn Skill Audio Clips: Process audio recording and written data was analysed qualitatively to identify key themes. These themes are presented in a triangulated format with quantitative analysis of arts-based data as well as with qualitative notes placed by participants on their artwork.

Triangulation of arts-based data: Arts based data from the thought emotion maps and body map activities was analysed for themes and presented together.

Feedback Data: This qualitative data was arranged into themes presented below.
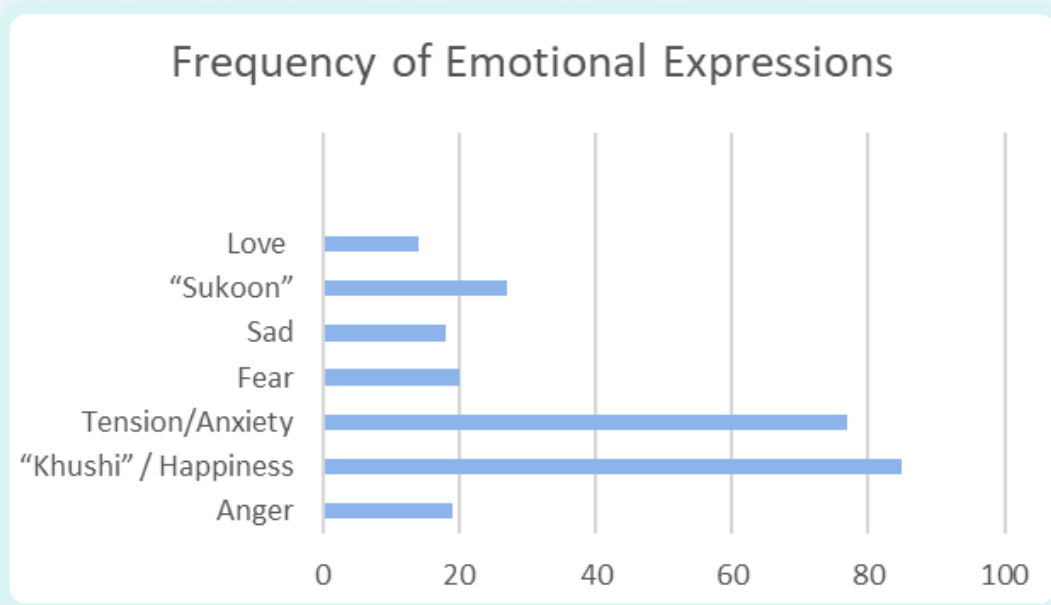
Results

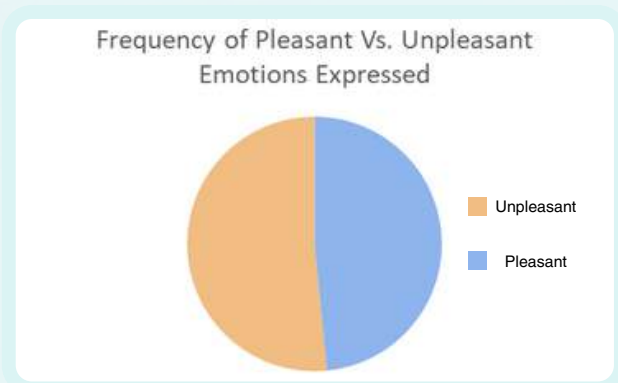Fig. 7- The number of times each emotion was expressed

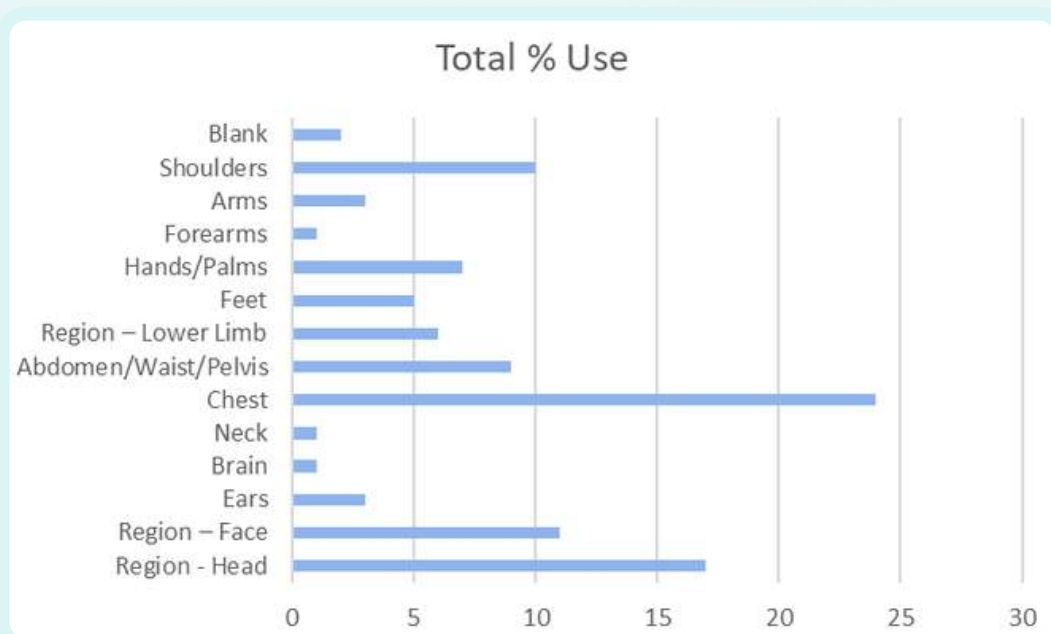Fig. 8 - Comparison between number of times pleasant vs. unpleasant emotions were expressed
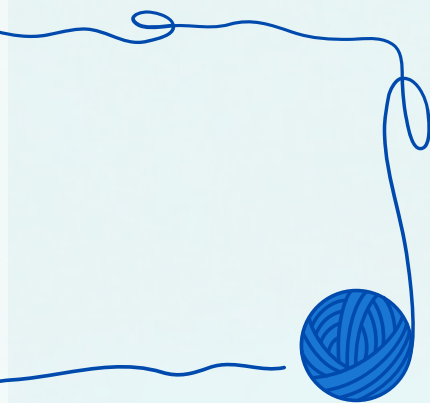

Fig. 9 - Comparison between number of times pleasant vs. unpleasant emotions were expressed

Anger

Getting angry quickly

Consequences of unhealtily expressed anger
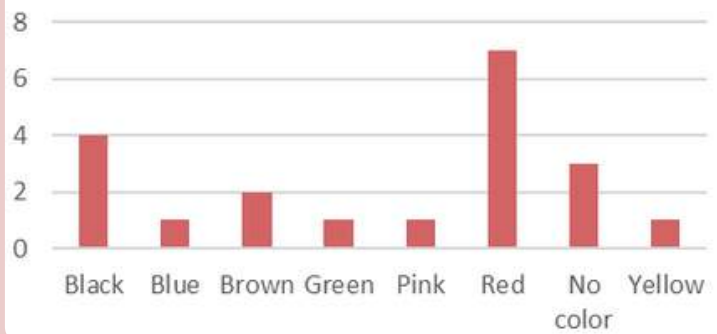
Physical Impact of anger

Behaviors related to anger

Anger by Color

Black	Blue	Brown	Green	Pink	Red	No color	Yellow
4	1	2	1	1	7	3	1

Anger By Region

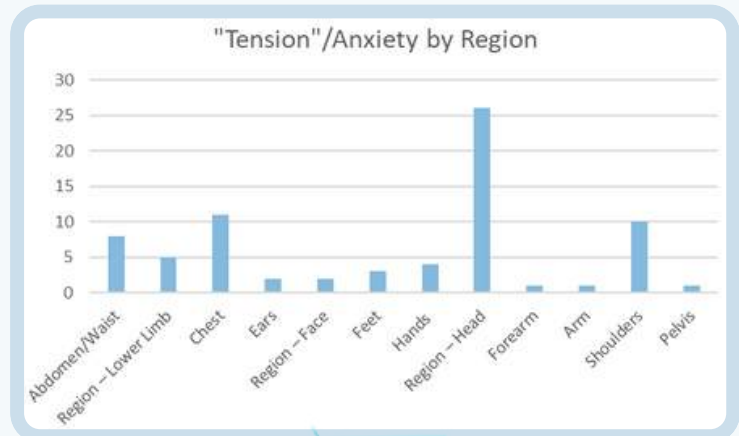| Feet	Region – Head	Ears	Region – Face	Brain	Hands/Palm
1	3	2	6	2	4
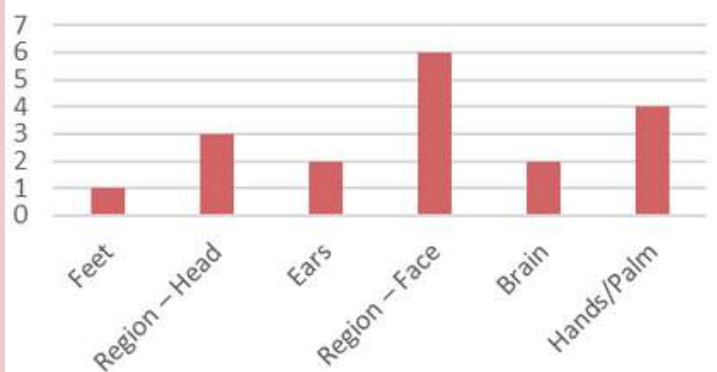
"Tension" / Anxiety

Themes Around "Tension"

- Somatization of "Tension"
- Financial "Tension"
- Relational "Tension"
- "Tension" as "Bojh" (Weight)
- Consequences of "Tension"

"Tension"/Anxiety by Color

Color	Value
Red	11
Purple	4
Pink	1
Yellow	7
Brown	9
Green	10
Orange	9
Blue	13
Black	13

"Tension"/Anxiety by Region

Region	Value
Abdomen/Waist	8
Region – Lower Limb	5
Chest	11
Ears	2
Region – Face	2
Feet	3
Hands	4
Region – Head	26
Forearm	1
Arm	1
Shoulders	10
Pelvis	1
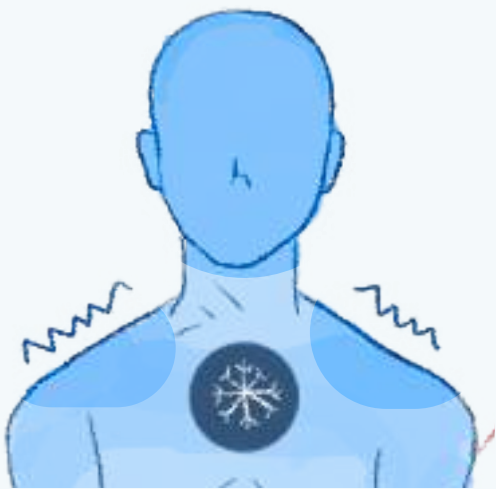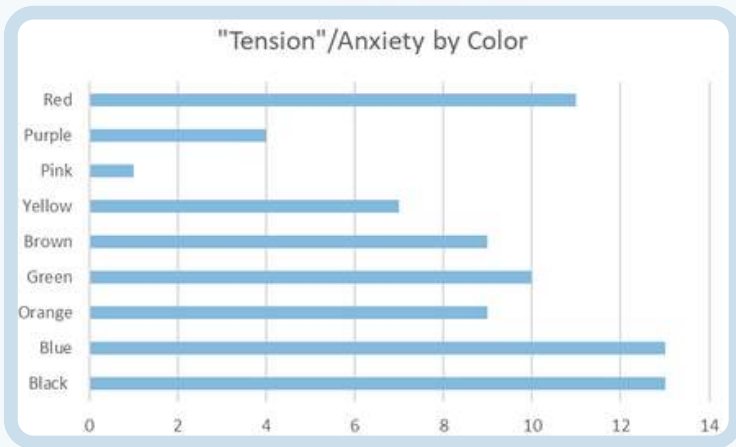
Sadness

Themes Around Sadness

- Low self-esteem
- Isolation, rejection
- Helplessness
- Hopelessness
- Black and White Thought Process

Sad by Region

Region	Value
Abdomen	1
Arm	2
Region – Lower Limb	3
Chest	1
Region – Face	5
Ears	2
Forearms	1
Feet	1
Region – Head	2
Neck	2
Blank	1

Sad by Color

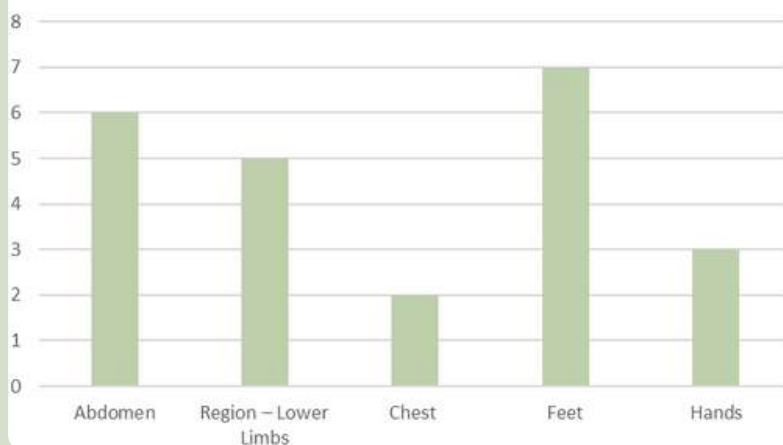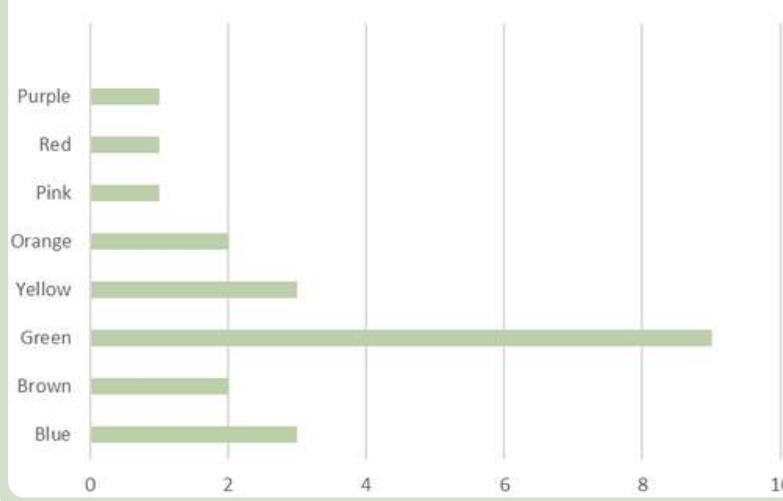| Color	Value
Yellow	2
Red	2
Orange	4
Brown	1
Purple	3
Green	5
Black	9
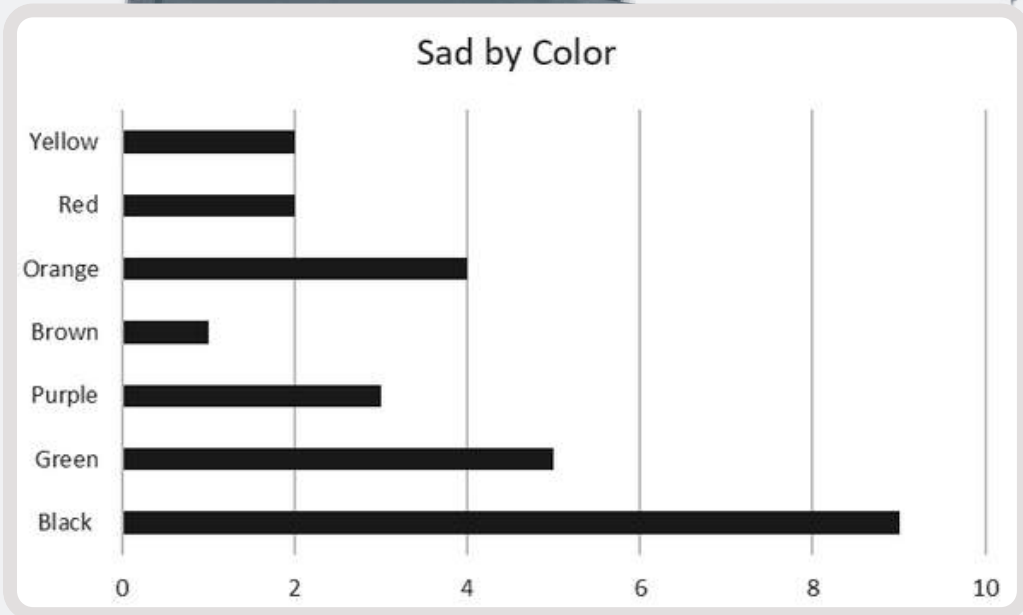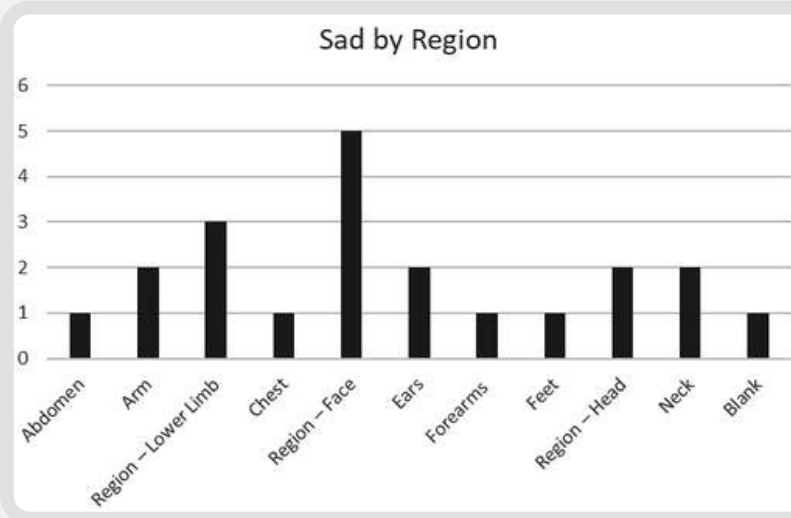
Fear

Themes Around Fear

Financial Fears

Fear and Anxiety together

Fears for the future

Fear by Region

Region	Value
Abdomen	6
Region – Lower Limbs	5
Chest	2
Feet	7
Hands	3

Fear by Color

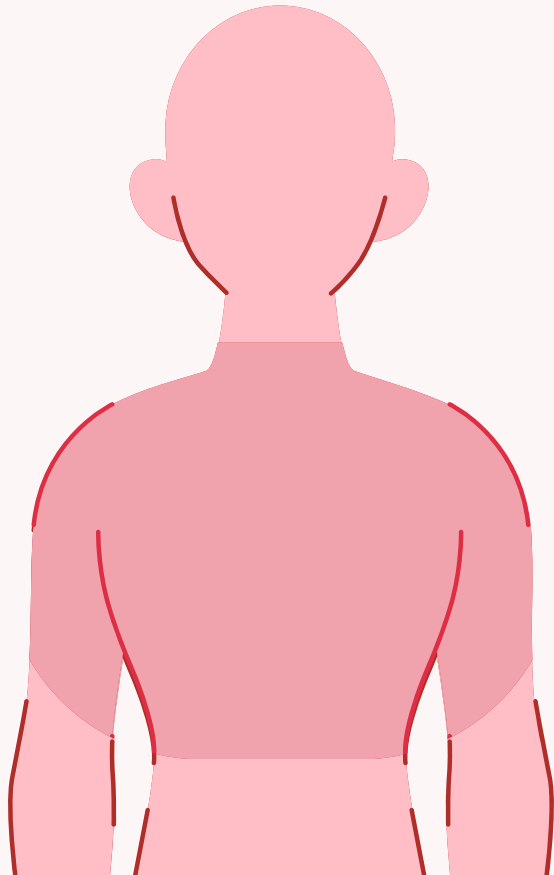| Color	Value
Purple	1
Red	1
Pink	1
Orange	2
Yellow	3
Green	9
Brown	2
Blue	3

Love

Themes Around Love

- Fear and Love
- Compassion / Service as love
- Happiness and love
- Love as a coping skill
- Protectiveness and love

Love by Region

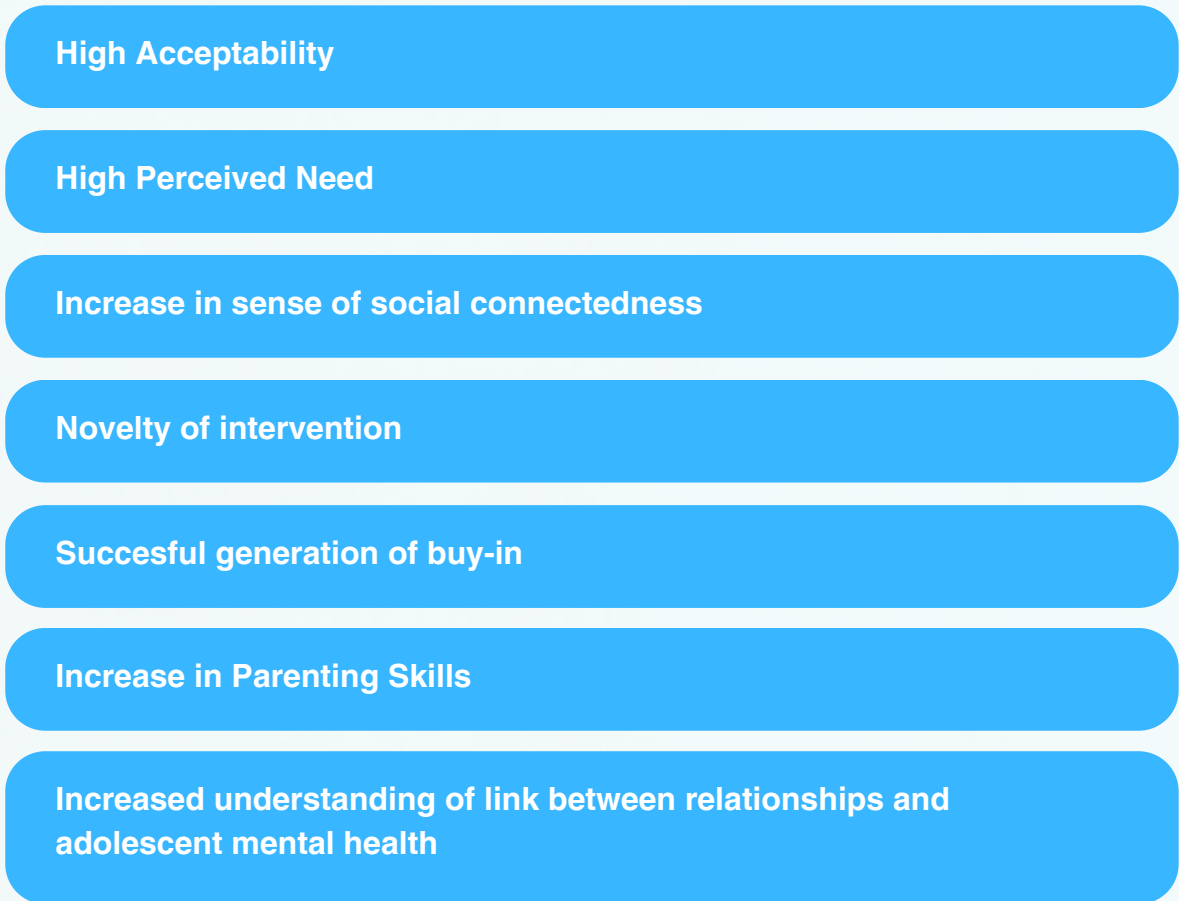| Region	Value
Hand	2
Chest/Heart	5
Smile	1
Blank	4
Abdomen	1

"Love" by Color

Color	Value
Black	1
Green	0
Brown	2
Blank	6
Red	2
Yellow	1
Orange	1

Themes in Feedback Data

High Acceptability

High Perceived Need

Increase in sense of social connectedness

Novelty of intervention

Succesful generation of buy-in

Increase in Parenting Skills

Increased understanding of link between relationships and adolescent mental health

Fig. 11- Themes emerging from our Qualitative Feedback Data

How does this information help us?

1 Tailored Contextualization of Social Emotional Learning Curriculum

2 Identifying factors for success in community engagement interventions

3 Advocating for utilization of Arts Based Community Engagement by showcasing acceptability, relatability, and expressed need for such interventions

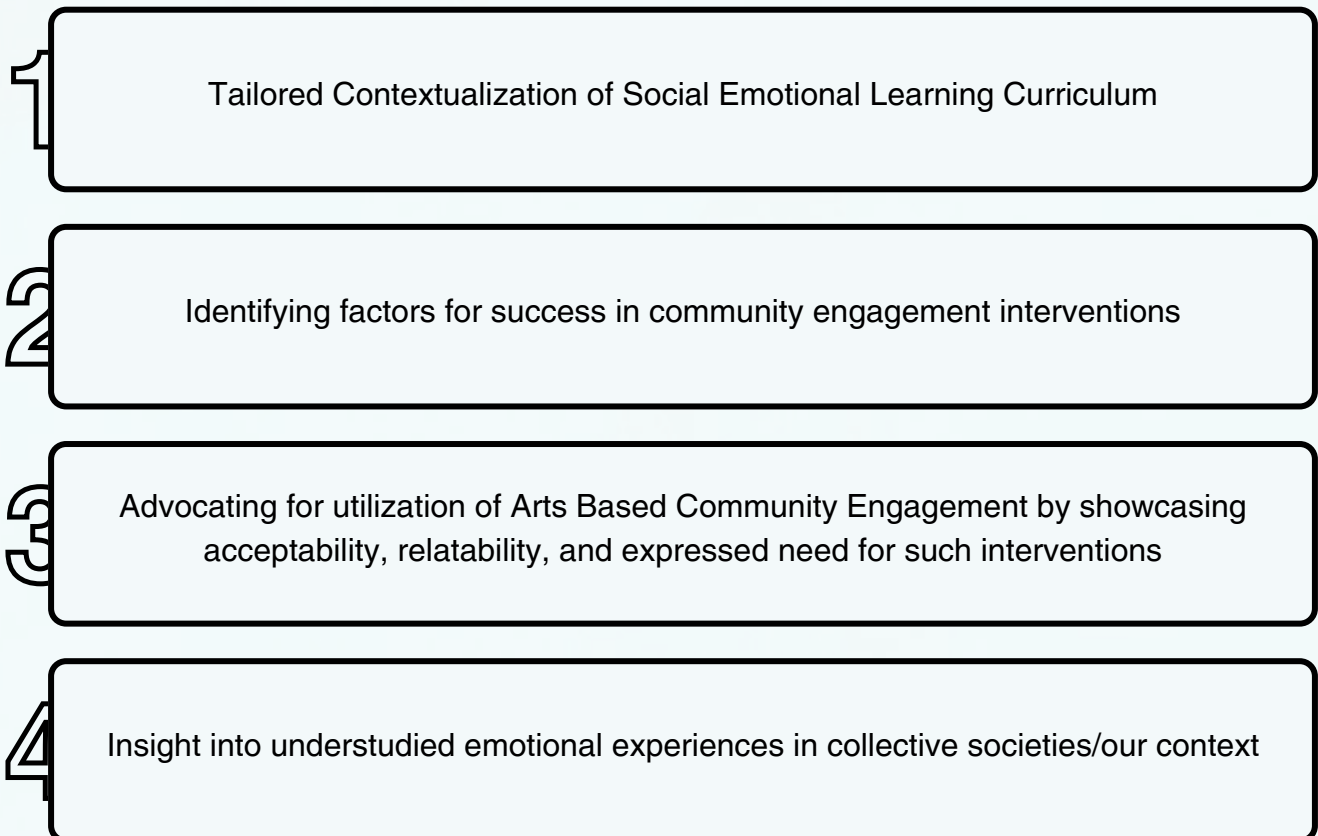4 Insight into understudied emotional experiences in collective societies/our context

Fig. 12- So how do we use this Arts Based Data?

Tailored Contextualization of Social and Emotional Learning

As a next step for the Dareecha intervention, the Dareecha team is developing arts based social and emotional learning modules for delivery in intervention areas. These modules will be specifically tailored to unique community settings. Our arts-based data provides valuable insight into key approaches needed for the curricula in Gizzar, as well as specific strategies for engaging with each emotion in our context. Some key philosophical and technical end points to include in our curricula are:

Honoring Distress as a legitimate response to societal challenges

How can one sit with isolation, hopelessness and helplessness?

How can one express love. understanding and care?

How can one nurture children's self esteem and self efficacy

Working with Rumination and Black and White Thinking

Fig. 13 - List of key philosophical and technical end points to include in our social emotional learning curricula for this population

Insight into understudied emotional experiences in collective societies / our LMIC south Asian context:

Our findings indicate that love, and service for friends, family or wider community contribute to the Gizzar community's sense of happiness, as well as their sense of meaning and identity. Some Key Insights into the emotional experience of our participants are:

Link between Relationships and Happiness

Link between Work / Service and Happiness

Somatic Language as Language of Expression around emotion

Fig. 14- List of key insights into the emotional experience of our population

Identifying factors for success in community engagement interventions:
Several key factors stood out as reasons our intervention was appreciated**:**

Experiential and Arts Based Methods

Performance Art emerged as the most impactful
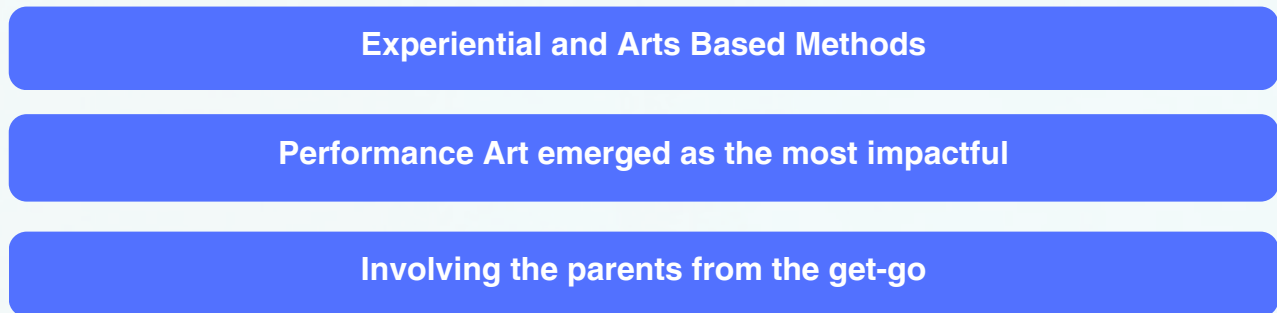
Involving the parents from the get-go

Fig. 15- List of factors appreciated by our participants in qualitative feedback

Advocating for utilization of Arts Based Community Engagement by showcasing acceptability, relatability, and expressed need for such interventions:

Our findings indicate that:

Arts Based Methodologies instrumental in developing Awareness, Agency and Motivation in our setting.

Arts based Methodologies are a rich source of data

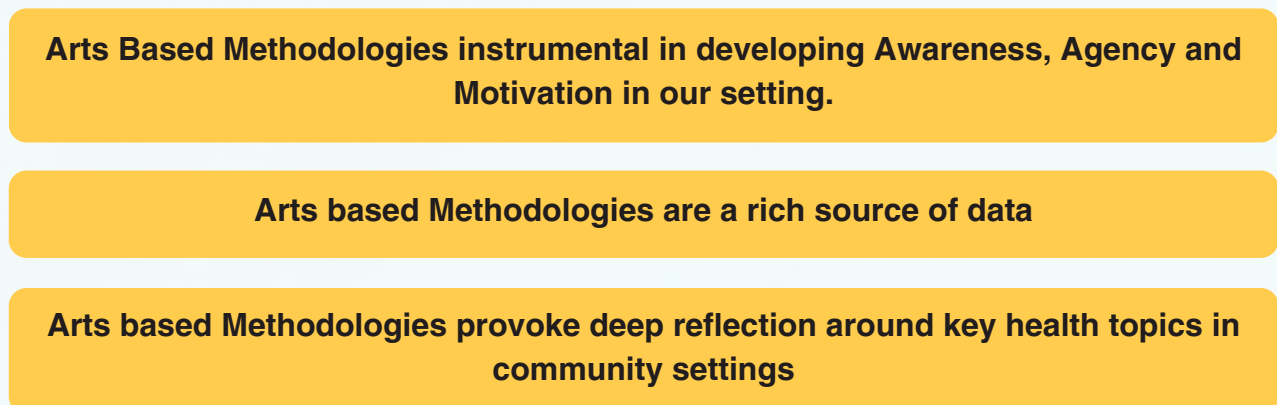Arts based Methodologies provoke deep reflection around key health topics in community settings

Fig. 16- List of emerging themes in support of utilization of Arts Based Data