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# Gandhi TALKS

Big Idea:

Social Emotional Learning

Essential Question:

How can GandhiTalks create a safe space for GenZ to speak out about stigmatized issues?

School:

South Hill School Inc.

Team Members:

Lexiane S.

Marcus M.

Shanea L.

Rene O.

Location:

Los Baños, Laguna, Philippines



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# PROBLEM.

GEN Z'S LACK OF OVERALL AWARENESS, DESENSITIZED ATTITUDES, AND DIFFICULTY EXPRESSING THEMSELVES REGARDING STIGMATIZED TOPICS

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HOW IS IT A REAL LIFE WORLD PROBLEM OR CONCERN?

The attitude and values of Gen Z influences the direction of society. By disregarding the problem, stigmatized topics will continue to be misunderstood, resulting in a perpetuating cycle of silence and discrimination on the affected related to said topics, hindering societal growth.

HOW DOES THIS AFFECT THE COMMUNITY AND WHO IS THE MOST AFFECTED?

Gen Z and young people are the most affected, as they are often labeled “entitled” and “overly sensitive,” and characterized as weak, self-centered, passive, disrespectful, overly dependent on technology, and lacking strong in-person communication skills. These perceptions—combined with concerns about limited self-awareness, desensitization, and difficulty discussing stigmatized topics—can strain the broader community. Stereotyping discourages open dialogue, widens generational divides, and limits opportunities for mutual understanding. As a result, social growth, inclusivity, cohesion, and appreciation for diversity may be hindered.

IS THE PROBLEM LOCAL, GLOBAL, OR REGIONAL?

The problem is mainly global. The main concern is Gen Z as a whole, their emergent desensitized behavior, and lack of empathy.

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# Reasons



## FOR SELECTING TOPIC/CHALLENGE

### ✦ Social Stigma and Silence

This project covers lack of awareness and desensitized attitude toward stigmatized topics such as mental health, gender identity, and sexual orientation

### ✦ Cultural Barriers & Communication Gaps

Many people find it difficult to share their struggles with others due to fears of being judged, ostracized, or facing negative stereotypes.

### ✦ Cultural Barriers

The project identifies cultural concepts, such as the Filipino value of "hiya" (shame), which can hinder open conversations about personal struggles.

### ✦ Hostile Environments

Lack of connection and understanding can lead to hostile environments characterized by miscommunication, misunderstanding, and bullying.

# Challenges



## ADDRESSED BY THE PROJECT

✦ To address the struggles of Gen Z in expressing themselves regarding stigma and social issues that affect them.

✦ To promote effective and productive approaches toward stigmatized topics.

✦ To integrate technology in a program that focuses communication.

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# Investigation<sup>★</sup>

During our program's creation, we investigated several key factors regarding the phases of our program to ensure its effectiveness. The following are the key aspects scrutinized to facilitate targeted objectives :

1. Integration of Classical music
2. Interactive online activities
3. Role play
4. Group discussions
5. Pledge
6. Post-program survey

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# Investigation<sup>✦</sup>

- Classical music was integrated in the program to promote relaxation, emotional regulation, and improved cognitive functioning. Research shows that classical music reduces stress and anxiety by lowering heart rate, blood pressure, and cortisol levels (Uğraş et al., 2018). It also stimulates neurotransmitters such as dopamine and endorphins, enhancing mood stability and mental clarity. According to (Sharma, 2024), studies involving compositions by Igor Stravinsky and Gioachino Rossini further demonstrate that classical music can relax the nervous system and promote physiological calmness. Because emotional stability supports better concentration, memory, and learning efficiency, classical music was incorporated to create a calm and supportive environment. This was significantly important as by relaxing the mental state of participants, this would enhance the participants' ability to think critically, process information effectively, and engage meaningfully with content addressing sensitive subject such as stigmatized topics.

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- Interactive Online Activities: There are interactive online activities such as an Icebreaker and “Never Have I Ever”. This provides the participants an opportunity to become more at ease in the program and foster their engagement.

- Role playing: This was implemented to provide a visual and interactive way to enlighten students on stigmatized topics. We will use active roleplay with volunteer participants to show themes related to the chosen topic. It will serve as a method to demonstrate real-life situations or topics on stage, helping to set a relatable scene for the audience

- Group Discussions: These will be implemented so that people-to-people communication is promoted and allows participants to freely discuss and ask questions about the topic. Instead of just talking to people, we will start a conversation. By asking questions and keeping things open, we will help everyone feel heard and connected through their shared experiences.

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# Investigation<sup>✦</sup>

- Pledge: The pledge is one of the things that makes this program special. Here we have participants create a digital work that shows what they have learned in the program. This is also considered their promise that they will share what they have learned to others and strive to create a positive change in the future.

- Post-program survey: This was integrated in this program to gather the participants' feedback, evaluate the effectiveness of the program, and identify areas to improve on.



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# Investigation

## EXPLORATION OF POSSIBLE TOPICS

During the investigation, our team explored possible topics for the program :

- Toxic gender stereotypes - This is considered to be a possible topic because it strongly influence GenZ's social attitude and interactions. The rapid spread of oversimplified and often polarized content in social media platforms encourage rigid perceptions of gender roles. Overtime, this can normalize reductive thinking and contribute to expressions of misandry or misogyny. Intentional or not.
- Youth Activism - This is one of the topics considered due to the fact that this program aims at Gen Z and the youth. Here, we give them a platform where they can learn and grow as individuals who can speak out on what's on their mind. This can be their introduction on how to be an effective activist, mindful of digital citizenship and ethics.
- Social Justice - This topic is considered to be a possible topic for the program because of its significance to society, particularly in helping Gen Z engage in meaningful communication and understand information shaped by policies. Its relevance and accuracy enable students to critically analyze the importance of cooperation and equity.

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# Action

## SOLUTIONS:

- Inspired by the TEDTalks format, we have evolved the model from a one-sided "broadcast" into an active, two-way communication experience.
- Unlike traditional presentations, our program uses active questioning and open conversation to draw out empathy and ensure no participant feels they are facing their struggles alone
- We developed a website that actively engages local and international participants and streamlines program facilitation. It enables all participants to join virtually and such fosters broader intercultural understanding.

# PROGRAM FLOW

- **Introduction: Presentation**

This features the use of classical music as a learning stimulus for the audience using **Spotify** and speakers. The topic to be covered in the program will be introduced using a short presentation created using **Canva**.

- **Pick-me-Up: Kamustahan**

An Ice breaker between the speaker and audience. The open ended function of **Mentimeter** will be used for this portion.

- **Bonding Activity Portion:**

A simple minigame wherein a few questions will be asked, and the participants will answer, "Never" or "I have". **Mentimeter** will be used to create a poll to allow participants to share their experiences and find relatability in the other audience members.

- **Illumination**

Participants from the audience will be chosen and brought up onto the stage. They will then participate in an activity that demonstrates the topic or a situation. **Canva** will help set the scene by giving them a background as they act.

- **Questionnaire/Conversations between the audience:**

Participants will be engaging in group discussions about the topic

- **Pledge**

Participants will be grouped and be given a task to create either a digital poster or collage. The works will be posted anonymously on our created website.

- **Post Programme Survey:**

A QR code created using **Canva** will be distributed to the participant in order to answer a post programme survey that was made using **Google Forms**.

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# WEBSITE

A safe and open safe that discusses stigmatized topics.



Aids Gen Z in weaponizing empathy to productively address stigmatized topics.



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WEBSITE



## *What is Gandhi Talks?*

Gandhi Talks is a place where people are comfortable and free to discuss stigmatized topics and issues concerning this generation. It is a safe space to help young people break the silence on ignored/misunderstood subjects. By urging open and honest conversations, it focuses on turning taboo topics into opportunities for connection rather than judgment. It helps participants move past a don't-care attitude and learn how to fully understand and support each other in real life.

WEBSITE

# Connect and Participate

Join the Menti and participate in our live activities! Answer the icebreaker question while you wait, play "Never Have I Ever," and complete a quick survey.



6644 8923

Ice Breaker



8652 2333

Never Have I Ever



[Link](#)

Post-Program  
Survey

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WEBSITE

*PLEDGE*



Click the icon above to submit your digital poster or collage! Show off what you've learned and share the actions you plan to take moving forward.

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# References:

Sharma, V. (2024). The impact of classical music on neuroanatomy and brain functions.

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Uğraş, G. A., Yıldırım, G., Yüksel, S., Öztürkçü, Y., Kuzdere, M., & Öztekin, S. D. (2018). The effect of different types of music on patients' preoperative anxiety: A randomized controlled trial. *Complementary Therapies in Clinical Practice*, 31, 158–163. <https://doi.org/10.1016/j.ctcp.2018.02.012>