

NONE
in three



Translating the findings into curricular content to accompany the games

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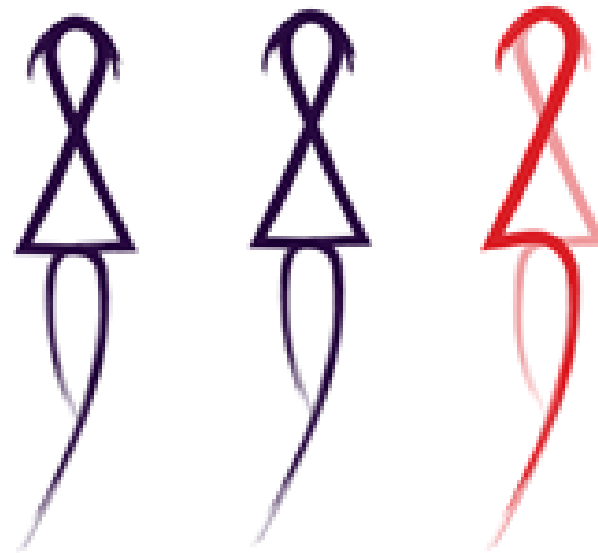
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Context

“What do teacher educators need to know, and what resources do they need, in order to actively build community among teacher educators around the world?”

[Ni3 prosocial games for the prevention of gender-based violence](#), that these resources accompany, can be downloaded for free from the [Ni3 website](#).



Approach

- iterative process of consultation
- cost-effective activities
- democratic and social justice principles
- strengthening the voice, visibility and agency of young people
- empowering and enabling process of learning

Systems of Work: Topics and Activities

TOPIC: End of Study Programme Evaluation

Aims

Mapped to the plotline for the video game Gabby, available under 'Resources'

- Summary and analysis of session topics and activities with students.
- Documenting and analysing participants' reflections, self-analysis and shared feedback.
- Collation and discussion of observation, feedback and review of process during and after each session/ activity.

Learning Outcomes

At the end of the session, students should be able to reflect on and evaluate the extent to which their learning experience has created shifts in their understanding and knowledge including:

- Changing behaviours and attitudes towards CSA;
- Addressing negative gender attitudes;
- Learning about the impact of CSA on children and their families;
- Increasing affective and cognitive empathy towards children who experience CSA;
- Developing help-seeking initiative and awareness about where/how to access help and support.

Suggested Resources

Please click on examples below of some resources with ideas and tools to adapt for developing evaluation of teaching and learning activities

- [A mini-evaluation pack for youth groups and organisations](#)
- [Participatory evaluation with young people](#)
- [Evaluating participation work](#)
- [Evaluation activities](#)

Curriculum to support the prevention of child sexual abuse in Jamaica

Plotline for the Ni3 Video Game 'Gabby'

www.noneinthree.org/jamaica/game/

MAIN CHARACTERS

The main characters are Gabrielle/Gabby (14 years old), Grace (mother), Miss Campbell (counsellor), Courtney (Gabrielle's friend), Levi (Courtney's father) and 'Uncle' Richie (Grace's boyfriend). All main characters, apart from Richie, will be playable during the game.

Gabby, Grace, Richie, Courtney, Miss Campbell, Levi


INTRODUCTION

Gabrielle lives with her mother (Grace) and her mother's boyfriend (Richie) who moved into the house just five months ago. They live in a relatively poor area. Gabrielle's parents have been separated for some time and their father lives in another parish - they have no contact with him and he has no interest in seeing Gabrielle. Gabrielle's mother works as a waitress at a hotel and is out of the home most evenings. Uncle Richie is kind to Gabrielle, taking her out and buying her gifts. Grace is grateful for his support; he helps to pay the bills and also pays for Gabrielle's school supplies.

Methods


Development of the framework for the anti-violence learning resources involved:

- Consultation with country experts and stakeholders to identify themes and issues;
- Review of empirical research carried out by the None in Three Centre;
- Review of wider literature;
- Mapping of framework against country policy and legislation;
- Preparatory and feedback work for access into schools.



Quantitative research findings

Ni3 quantitative survey research findings shaped the contexts for the design of curricula

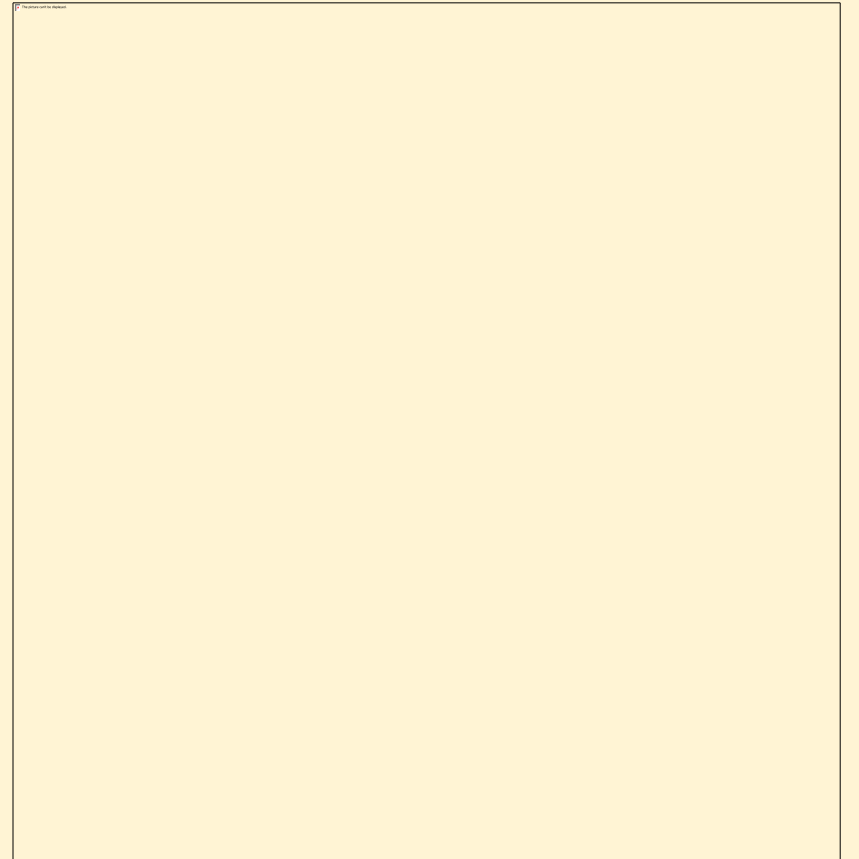


Qualitative research findings

**Ni3 qualitative research
findings contributed to
the content of the
scheme of work**

Theoretical lens

- critical pedagogy (Freire, 1995; Shor, 1996; Giroux, 2010; Hooks, 1994)
- creative and performing arts (Boal, 1995; Cohen-Cruz, 2010)
- an ecological framework for human development (Bronfenbrenner, 1979; Johnson, 2008)
- integrative and intercultural therapeutic practice (Ababio & Littlewood, 2019)



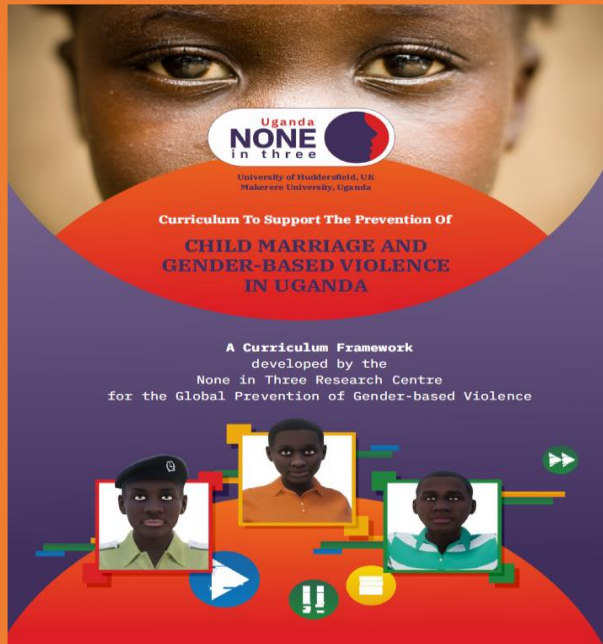
Application

Shaping the development of Ni3 work in four countries

- **“As country co-director, I believe the SOW activities for India have great potential to act as a support within the education field, from the perspective of the activities being engaging, interactive and inclusive, a combination that will allow for more meaningful conversations around complex issues of gender-based violence to take place within a classroom.** They also encourage teachers to build their own methods of bringing such conversations to class. This in turn is empowering for teachers in India, who have to juggle multiple overloaded classes within a poor infrastructure. It would therefore ensure capacity building for teachers that would benefit them in a sustained manner” (Country Co-Director Ni3 India).
- **“The Ministry of Education Youth and Information is looking forward to our contribution to the curriculum.** They have been quite receptive to None in Three Jamaica, and they wish to continue working with us” (Country Director Ni3 Jamaica).
- **“In Uganda, the schemes of work will be a helpful resource in guiding teachers on how to use a prosocial video game** –developed under the Ni3 project- as an educational tool to teach students aged 14-17 years about child marriage and gender-based violence. The video game has recently been trialled and will be rolled out for use in Ugandan schools with the support of the Ministry of Education and Sports and the National Curriculum Development Centre” (Country Director Ni3 Uganda).

Application

Shaping the focus of Ni3 work across the globe



- “Thank you very much for sharing this **important piece of work, expounding on critical areas for child marriage**” (Government Official, Uganda).
- “**The activities you have mentioned are very thought provoking...** Reading the activities listed, we think **we can most definitely translate some in an attractive tangible game...** These can also be distributed freely to schools as a resource... When we make these using strong visuals, we are also hoping to transcend the language barrier, especially in India” (University Educator, India).
- “The activities provide students with the opportunity to be **active participants while the teacher acts as a facilitator... Collaborative learning** is employed throughout... Communication is also evident... **students are allowed to speak freely and to share their experiences. ...Critical thinking** becomes evident also in the use of reflection and in activities such as the one that requires the identification of key themes and words that are used to present images of change and survival. **Creativity** is encouraged through expression both orally and written” (Ministry of Education Curriculum Specialist, Jamaica).
- " the issues that you are raising...are vital to be discussed with young people, getting them to recognise healthy and unhealthy relationships as well as signs of abuse...I particularly like the way in which you are planning on delivering your topics and how this will be managed in a sensitive way but consequently promoting personal development. I also feel **this will be very empowering for young people to be able to speak openly in a safe place**” (Personal, social, health and economic (PSHE) school education Lead, UK).

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Moving forward...

- Transferability
- Sustainability
- Global teacher education



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