

Three Newsletter Issue #6

May 2021

About Ni3

None in Three (Ni3) is a global research centre for the prevention of gender-based violence (GBV).

The name None in Three comes from the statistic that one in three women around the world will experience some form of physical or sexual violence in their lifetime. We believe this is an unacceptable number; that any violence against women and girls is not OK, and we work to make that number NONE in three.

GBV is the term used to describe harm inflicted upon people that is connected to how their gender is understood within their culture. We research different forms of GBV and are developing interactive computer games as educational tools for young people, to be played in schools.

Through these games we aim to effect meaningful cultural change. We work to change attitudes and behaviours that relate to different types of GBV, including sexual abuse; adolescent dating violence; gender bias and its relationship to gender-based violence; and child marriage.

We are passionate about making a difference. Through our work we are striving to change the behaviours and attitudes not only of individuals, but of governments too.

We seek to achieve real-world impact through our research. We want to persuade governments to listen to the facts about GBV, to accept the extent of the problem, to acknowledge how many women and girls are being abused, and to act in order to change this.

Get Involved

We welcome the support of like-minded organisations who share our commitment to preventing violence against women and girls.

If you would like your organisation to be listed on our website as a supporter of None in Three, [please click here to complete a short online form registering your interest.](#)

You can also get in touch by email on noneinthree@hud.ac.uk

Welcome to the May 2021 None in Three newsletter. In this edition we focus on the educational curricula we are creating to accompany our schools-based, violence-prevention video games.

These curriculum documents are a key output from the None in Three project. They provide a supportive, structured framework for delivery of our educational games. They can also be used as standalone resources. They give teachers the tools they need to help students engage with challenging gender-based violence issues constructively, exploring themes in a safe environment, enabling deepened understanding and reinforced learning.

For this issue we interviewed Dr Priti Chopra and Professor Paul Miller, leaders of this strand of our work, together with Prarthana Patil and Dr Karyl Powell-Booth, representatives of our research teams based in India and Jamaica respectively, to gain an insight into the process of developing our curricula. Read on to find out more, and click the video links below to see and hear directly from each of them.

Providing a structured scheme of work that wraps around our games is central to enabling their uptake and leveraging their impact as effective, schools-based, anti-violence interventions.

None in Three Curriculum Development

Development of these schemes of work, as with None in Three's foundational research, is rooted in nationally recognised gender-based violence issues that shape the lived experience of millions of children and young people.

In Uganda the game and associated curriculum content focus on child marriage, and sexual coercion surrounding it; in India, the focus is gender bias as an enabler of gender-based violence in and outside of the home; in Jamaica the topic is child sexual abuse in the home; and in the UK, abusive behaviours including coercion and control within teenage relationships.

Engaging with young people and actively involving them in a change process is central to our vision of preventing gender-based violence. Our use of innovative educational strategies to challenge negative gender attitudes while they are being formed empowers young people to develop the knowledge and skills they need to protect themselves, recognise and call out abusive behaviours, and to respect and support others.

The curriculum design and content is shaped by an interdisciplinary, youth-centred approach that draws on and combines:

- critical pedagogy;
- creative and performing arts;
- an ecological framework for human development; and
- integrated, intercultural therapeutic practice.

TOPIC: Help-seeking Behaviour

Aims

Mapped to Chapters 4 and 5 key learning points in the *plotline* for the video game *Gabby*, available under 'Resources'

- Help young people understand the impact that CSA has on everyone involved, including its behavioural and psychological consequences.
- Empower young people to report incidents of CSA.
- Increase awareness of the role of various agencies/individuals that can help in cases of CSA.
- Increase knowledge of appropriate actions and interventions that can be taken after incidents of CSA.
- Help young people understand the experiences of survivors.
- Give young people the opportunity to develop skills, knowledge and competencies that can help them make sound decisions for themselves or others in real-life situations.
- Help young people build empathy to identify emotions of survivors.
- Help young people demonstrate sensitivity to survivors' experiences.
- Challenge attitudes towards survivors (and perpetrators) that contribute to victim-blaming.
- Help young people appreciate how people's response to CSA may differ.

Learning Outcomes

At the end of the session, students should be able to:

- ✓ Describe the factors that facilitate or prevent help-seeking behaviour;
- ✓ Describe the factors that facilitate or prevent change of behaviour and attitudes;
- ✓ Describe the process of seeking help and from whom to seek help and support;
- ✓ Examine ways of addressing/responding to help-seeking barriers;
- Make connections between learning related to the lived experience of self and others.

Suggested Resources

- Multi-coloured large post-it notes.
- Marker pens.
- Pens.
- A3 and half of A4/Letter paper.
- Access to the internet.
- Desktop computers, laptops or iPads.
- Online access to a variety of teacher-designed WebQuest activity sheets and, if required, access to hard copy information and activity sheets.

Teaching and Learning Activities

In small groups

- Each group chooses one out of a selection of topics related to help-seeking behaviour shared by the teacher. These topics may consist of any of the following or other relevant areas: Taking the decision of whether and when to seek help; When and how to report CSA; Knowing where to go for help in Jamaica; Exploring how people may respond - how an adult first responds to a disclosure is crucial to how a child will cope/recover from CSA. Disbelief, denial and minimisation will compound the trauma; accessing counselling support; exploring how the police or justice system may respond - some will have little trust in the police's ability to respond effectively and appropriately to CSA and a strong perception that risk can even be increased - which may create a reluctance to involve the police.
- Each group creates a tree on A3 poster paper.
- For the selected topic, the group works together to identify the key components that facilitate help-seeking behaviour. These are used to label the roots of the tree.
- The group considers the benefits of the roots for the tree - what can grow with the roots. The group labels the leaves and fruits on the tree with the keywords of the benefits.
- **Scaffolding:** Whole class display and presentation of tree posters and discussion should be facilitated by the tutor/teacher to cover key learning points.

Extension Activities

In small groups

- Students undertake and complete a WebQuest activity exploring one of the topics related to help-seeking behaviour provided by the teacher. The class should cover all the topics.
- **Scaffolding:** Teacher introduces the content focus and key areas to consider for the WebQuest. This activity involves providing background information, key vocabulary and concepts that students will need to understand to complete the tasks involved. Students are provided with information about what they will have to do as they work their way through the WebQuest activity, which should be firmly anchored in real-life contexts. The teacher guides the students through a set of research tasks with each group exploring the chosen topic.

Whole class activity

- Each group engages in and presents self-evaluation regarding what was learned through the WebQuest activity.
- Students make, share and display real-world posters on the importance of help-seeking behaviour and available support to overcome difficulties related to the researched topic in their WebQuest as a way forward to develop help-seeking behaviours.

Formative Assessment

- Completion of activity.
- Q & A during the discussion.
- Feedback on key learning and reflections.



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](#)
- [Am I a reflective learner?](#)
- [The learning diaries/ 5 fantastic ways you can get young people to love evaluation](#)
- [Behaviour reflection activity](#)
- [Using journals and learning \(blogs to assess learning\)](#)



Participatory art approaches

See, for example, the list of weblinks provided in the 'Additional Information' section under 'Resources' for approaches such as photovoice to develop a reflective diary on activities and key learning.

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.

Recently, Gabrielle has noticed that Uncle Richie seems to be giving her even more special treatment - she loves the ring he bought her but she felt uneasy accepting it and when her mother asked her where she got it, it was clear she hadn't known anything about it. Her mother's past remark "what you doing taking gifts from a man who is not your boyfriend?" made her wonder if she had been at fault for accepting the gift. Uncle Richie has also been making sexually inappropriate remarks to her, especially when he has been drinking.

'Plotline for Ni3 Video Game 'Gabby' developed by the None in Three Research Centre

Aims

The overarching aims of the programme of study on CSA are to provide students with:

1. Accurate and relevant knowledge of CSA
2. Opportunities to turn that knowledge of CSA into personal understanding
3. Opportunities to explore, clarify, and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities concerning CSA
4. The skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives

Subject Content

The themes of personal security, self and interpersonal relationships are essential to this programme of study on CSA. It is important to provide opportunities for students to build their knowledge and understanding of CSA. Additionally, it is essential to foster the development of language, skills and strategies to support students in seeking to change attitudes and behaviours towards women and girls. It is important to recognise that many decisions made in a social context are influenced by the attitudes, values and beliefs of significant others.

A programme of study on CSA should respect and take account of students' prior learning and experiences and should reflect the universal needs shared by all students and the specific needs of students in a school. This programme of study should be taught through a spiral approach, revisiting themes, whilst increasing the challenge, broadening the scope and deepening students' thinking. This programme aims to prepare students for both their futures and their present day-to-day lives and provide opportunities for them to recognise and reflect on how learning about CSA is relevant to them and can be applied in their own lives, currently or in the future.

Student Age Range

14 – 17 years old





Attainment Targets

There are no attainment targets for this programme of study. Opportunities for formative assessment for learning should be built into provision. Baseline assessment, to understand students' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing students with opportunities to reflect on and assess their learning in the context of their everyday occurrences is important.



Sample images of the current version of our curriculum for Jamaica, still under development

The objective is to create the conditions for inclusive, equitable and ethical teaching in a safe, bounded learning environment. Through these curricula young people are given an opportunity to develop critical awareness of oppressive ways of being, relating to their own sense of self and others. They offer context-relevant activities for reflection and effecting change within self and others. A scheme of work with suggested topics and activities has been developed to tie in with themes and learning objectives within each 'chapter' of each of our prosocial games.

While we are developing separate curricula for each of our study countries, there are commonalities across all four. In each, we include suggestions for extension activities, formative assessment and locally accessible, low/no cost resources and activities. We have maintained a focus on understanding how support and intervention, and a lack of bystander

intervention, can have powerful consequences for those living with experiences of gender-based violence. We focus on participatory and engaging activities for students as a way of creating sustained shifts in their learning, knowledge and attitudes.

Although there are common themes running across the curricular content, we have engaged in an iterative and collaborative development process, working with stakeholders, curriculum experts and research teams in each country. Pedagogical principles underpinning the design are combined with Ni3 country research findings to ensure cultural relevance and to create a unique approach situated within each national context. We referred to our reviews of existing literature on the research (and game) topic in each country, together with our own quantitative and qualitative research findings, to design a powerful, culturally relevant approach to learning.

Dr Priti Chopra, University of Greenwich, is leading on the development of our curriculum content for all four study countries

Professor Paul Miller is a member of the Board of the Commonwealth Council for Education Administration & Management and a member of the British Educational Leadership Society. He is a curriculum consultant for None in Three.

We believe this work has huge potential to change attitudes towards gender-based violence. For decades, governments, researchers and policy makers have tried various interventions to protect women and girls from violence within homes and the wider community. As we have seen from reviewing the literature, many of these interventions have had limited or no success. Our work offers a different approach to the challenge of tackling gender-based violence. By engaging with young people while their opinions are still forming, we have a real opportunity to instil in the next generation positive attitudes towards gender equality, together with a recognition of, and a desire to address, social injustice.

Our teams have engaged educational leaders in each country. We have worked with senior school leaders, government representatives and ministries of education. While it has, at times, proved challenging to reach the right people, we have been overwhelmed by the positivity with which our approach has been welcomed once we have been able to speak with key educational stakeholders, and are hugely grateful to all those who have taken the time to talk to us. There is widespread recognition that gender-based violence is a real and pressing issue, and that the work of None in Three represents a powerful new resource to help address it.

Our conversations with educational leaders and experts have proved invaluable in refining and improving our curricular materials. Conversing with school-based experts and policy makers within ministries of education has grounded and contextualised our empirical research and understanding of the cultural and policy environment into which our four games and educational curricula are designed to integrate. Having their input will – we hope – help enable wide take-up of our resources by schools beyond the life of our project.

This combination of the insight of researchers, committed to making change, with the practical, situated perspectives of educators, makes None in Three's educational curricula powerful tools in the global struggle against gender-based violence.

Our curricula will be made available for free download from our website, following trialling of each of our games. Keep an eye on [our games pages](#) where we anticipate the Uganda curriculum will be the first to be launched in a just a few weeks' time.