






Addressing Gender-Based Violence from the bottom-up

CHILDREN FIRST - GAME GUIDE

 TIME	<p>45 minutes</p>
 NO.	<p>Unlimited</p>
 MATERIAL	<ul style="list-style-type: none"> - Smartphone o tablet with internet access. - Online game Children First, download it here: https://docs.google.com/document/d/18eTKQpmmTTxgJNdVBjVyzv4u_erPDrZ8f/edit a) Google Play Store: https://bit.ly/2IJ3iZ1 b) Apple Store: https://apps.apple.com/us/app/childrenfirst/id1549897981
 OBJECTIVES	<ul style="list-style-type: none"> ● Prevent and address dating violence from an early age (12-18 yo) within the school environment, abolish gender stereotypes and promote healthy relationships among young people. ● Contribute to changing young people's behaviours and attitudes that favour teen dating violence, reducing the risk of becoming a victim and also foreseeing future gender-based violence episodes in their relationships.
 INSTRUCTIONS STEP BY STEP	<p>How to play</p> <p><u>Organise the game session – Let participants choose a character to play with OR split them into groups and assign a character to each group.</u></p> <ol style="list-style-type: none"> 1. Download the game app on your phone/tablet. 2. The game must be played in landscape mode. 3. Make sure to select the language you want to play in (Italian, English or other);




4. The game begins by showing the splash screen of the Children First game. The user can press start and move to the scroll screen of the scenarios.
5. After the splash screen, the scenario selection screen opens, which allows the user to scroll among the various scenarios. Scrolling can be performed to the left or right from the first to the last scenario

The structure of the scenarios

6. All game scenarios begin with an introductory screen that describes the case and provides information about the main character of the scenario
7. After having selected the scenario, click on “Continue” or choose among the possible answers. The user can scroll the text to read the description of the main role and then click on the face to move to the scenario description screen.
The user can tap the continue button and start playing.
8. During the scenario, the user can either press Next/Continue on the bottom write of the screen to move to the next screen or choose one of the optional answers (by clicking on the respective bubble). It should be mentioned that the answers selection screen is scrollable.
9. Each answer awards the user some points which are aggregated and shown as the user moves on the scenario. Based on the total score the final screen shows a summary message, which motivates the users to change stereotypes, rewards them for the effort, and encourages them to replay the scenario.
10. From the final screen, the user can go back to the scenario selection screen and continue with another scenario.


CHOOSE YOUR PLAYER

DORA




DORA IS 13 YEARS OLD AND ATTENDS A PUBLIC SCHOOL IN HER NEIGHBOURHOOD IN GREATER ATHENS. HER PARENTS ARE SEPARATED AND SHE LIVES WITH HER TWO OLDER TWIN BROTHERS AND HER MOTHER. HER PARENTS ARE STILL IN GOOD TERMS WITH EACH OTHER AND SHE SEES HER FATHER ALMOST EVERY WEEKEND.

STORY DESCRIPTION



DORA IS NOT A VERY GOOD STUDENT AND DOES NOT LIKE MUCH HER SCHOOL. HER CLASSMATES ALWAYS TEASE HER AND CALL HER A "TOMBOY". SHE IS VERY ATHLETIC AND LOVES FOOTBALL, BUT HER TEACHERS INSIST THAT SHE SHOULD TAKE EXAMS IN ORDER TO ENTER A UNIVERSITY SCHOOL THAT FITS FOR GIRLS WHILE HER CLASSMATES MAKE FUN OF HER EAGERNESS TO PLAY FOOTBALL DURING BREAKS AND GYMNASTICS.



DORA IS PLAYING AROUND THE SCHOOL YARD WITH A FOOTBALL BALL. SHE IS AS USUAL ON HER OWN AND TWO CLASSMATES APPROACH HER AND START TEASING HER. DORA AT FIRST TRIES NOT TO RESPOND BUT THEIR COMMENTS BECOME VERY OFFENSIVE SO SHE DECIDES TO TAKE ACTION.

CONTINUE →

**Advice for guiding the activity –*

Introduce the gender topic in the classroom using the following questions:

4. What is gender-based violence in your opinion?

Gender-based violence is an umbrella term used for any kind of discrimination or violent behaviour against a person based on their **sex, gender** (real or perceived) or **sexual orientation**.

5. Can you define the words in red?

Driving questions to analyse the stories

- ✓ Would you define the experience of X (a character they played with) as a form of VIOLENCE? If yes, what kind of violence?
- ✓ Does this type of violence, in your opinion, represent GENDER VIOLENCE?
- ✓ In your opinion, why does X suffer this violence? Has he/she done something wrong? Is he/she at fault?
- ✓ Which POWER RELATIONSHIPS are between these couples (who has the power in the described couple)?
- ✓ In your opinion, what does the ABUSER of this story want or try to achieve?

Final reflection questions:

6. Do you think this experience may have affected your character's well-being?
7. How did you feel while playing this character?
8. Do you think stories like X's are common among young people? How common and why?



DISCUSSION

9. What would you have done in X's place?
10. What would you have done if you were a friend of X?
11. What do you think needs to be done to prevent such situations from happening again in youth future generations?

Key concepts to introduce and guide the activity

SEX vs GENDER

The terms 'biological sex' and 'gender' do not have the same meaning:

- When a baby is born, the genitals determine if it is a male or a female. This is the biological sex assigned at birth.
- Dressing a girl in pink and a boy in blue is a choice. This is a gender difference.

"Sex" = Sex is usually categorized as female, the biological characteristics with which men and women are born.

"Gender" = Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender-diverse people.

Gender roles are founded upon our culture, not by nature, and can change over time. Gender roles can be so rooted in the social culture that people often understand them as "the right/wrong way of being".

Moreover, they usually determine the traditional responsibilities and tasks assigned to women, men, girls and boys



THEORY

Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their gender.

They can limit the development of the natural talents and abilities of boys and girls, women and men, their educational and professional experiences and life opportunities in general.

Women's stereotypes are the result of those attitudes, values, norms and prejudices deeply rooted in society. They are used to justify and maintain men's historical power over women, as well as sexist attitudes that hinder women's progress.

Gender norms - Gender norms are social principles that govern the behaviour of girls, boys, women, and men in society and restrict their gender identity into what is considered to be appropriate. Gender norms are neither static nor universal and change over time. In other words, gender norms are the standards and expectations to which gender identity generally conforms,

within a range defined by a particular society, culture and community at a given time.

Gender equality - Gender equality is the equal rights, responsibilities and opportunities of women and men, girls and boys.

Gender equality implies that the interests, needs and priorities of both women and men are taken into account, recognising the diversity within the groups of women and men.

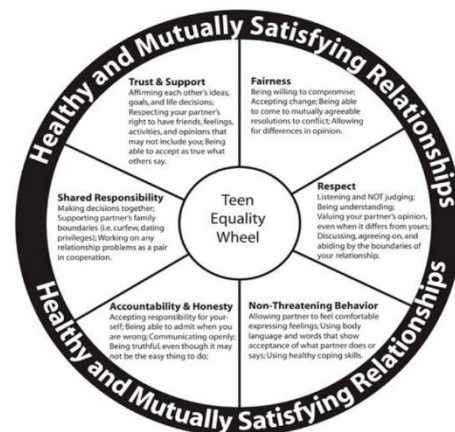
Gender equality is not a women's issue, instead, it should concern and fully involve men and women. Gender equality is also seen as a human rights issue and as a prerequisite and indicator of sustainable people-centred development.

Teen dating violence (TDV), also known as intimate partner violence (IPV), is a form of gender-based violence perpetrated within relationships between adolescents.

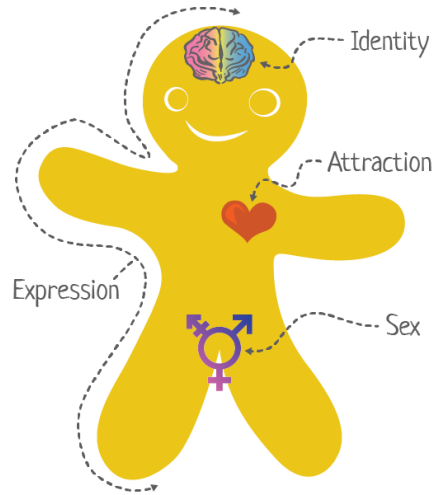
It can occur:

- Irrespective of gender, sexual orientation, socio-economic position, nationality, religion, culture, etc;
- In any relationship, whether stable or not.

Useful images to explain the theory:



The Genderbread Person v4 by its pronounced METROsexual.com



⊖ means a lack of what's on the right side

Gender Identity

⊖ → Woman-ness
⊖ → Man-ness

Gender Expression

⊖ → Femininity
⊖ → Masculinity

Anatomical Sex

⊖ → Female-ness
⊖ → Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

Sexually Attracted to... and/or (a/o)

⊖ → Women a/o Feminine a/o Female People
⊖ → Men a/o Masculine a/o Male People

Romantically Attracted to...

⊖ → Women a/o Feminine a/o Female People
⊖ → Men a/o Masculine a/o Male People

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann

For a bigger bite, read more at www.genderbread.org

The Genderbread Person.
Source: <https://www.genderbread.org/>

Frequently Asked Questions

Q: Is it necessary to play in 'landscape mode'?

A: No, but it is advisable. However, the game resizes to best fit the screen available.

Q: How can I force my tablet or phone to display landscape?

A: To force landscape orientation on the iPad, you must open the app in full screen.

Q: Does the game store any sensitive user content or information

A: No. For more information, you can read the Privacy Policy of the game in the store.

Children First online game has been developed by the homonymous European project, implemented by CESIE during the period between 2019-2021. For more information, check: <https://childrenfirst.info/> or <https://cesie.org/project/children-first/>
