

ENGAGING CHILDREN AND ADULTS IN VIOLENCE PREVENTION

“JESSE”

JESSE is a Pro-Social Computer Game Intervention
It has been designed with Caribbean children in mind
(it's appropriate for other young people and adults too)
It raises awareness about domestic violence and the
impact on those affected

IT IS FREE

This manual shows how it can be used
and gives instructions about how to
download and play the game

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Introduction

One in three women and girls will face physical or sexual violence in their lifetime (World Health Organisation, 2013). None in Three (www.noneinthree.org) is committed to changing this reality. Originally funded for two years (2016-2018) by the EU, Ni3 was initiated in Barbados and Grenada as a pilot for the Caribbean. Further funding from the Global Challenges Research Fund (GCRF) provided through Research Councils UK has enabled us to establish the Ni3 Research Centre at the University of Huddersfield (UK). Working with partners in India, Jamaica, Uganda and the UK, projects are being established in these countries to change attitudes and behaviours that contribute to different forms of gender-based violence.

Alongside new research which aims to increase knowledge and access to justice for victims and, an ambitious public engagement strategy, Ni3 contributes to the prevention of violence through computer game interventions to use in schools (and other settings) as a means of increasing awareness, empathy and empowering young people in the use of non-violent conflict resolution skills.

**This User Manual is about JESSE, the first computer game designed by the Ni3 Centre –
It is dedicated to the children of the Caribbean**

Lesson Guidance for Teachers and other Professionals

Learning about Domestic Violence through JESSE A Free Computer Game

PART ONE: PREPARATION

1. How Computer Games Enhance Learning

Computer games are a unique teaching aid because they structure learning around a narrative, include audio and visual experiences and have rules and objectives that regulate players' behaviour. Studies have found that if they are designed 'prosocially', so that they enhance children's moral reasoning and foster empathy, they can reduce aggression. None in Three has harnessed this knowledge to create a game specifically designed for children in the Caribbean. Prosocial computer games use a 'scaffolding' approach, building skills, competencies and knowledge at each level of completion of a game. They influence players' internal states at the cognitive level (how children think and what they know); at the affective level (how children feel and whether they can relate to the feelings of others) and at the arousal level (what children do and how they act). Changes in the internal states can result in behaviour change. If practiced repeatedly, short-term effects, such as prosocial actions immediately after exposure to the game can be translated into long-term effects, such as new perceptual and decision schemata, as well as changes in beliefs, attitudes, emotional responses, empathy, and personality structures. This is known as the General Learning Model (Buckley and Anderson, 2006).

2. What are the Objectives of the Game

JESSE has considerable potential to educate children about gender-based violence. The overall objectives of the game are to:

1. Help young people understand what domestic violence is (with a focus on physical violence)
2. Help young people understand the impact that domestic violence has on everyone involved, including children.
3. Encourage young people to think about how gender stereotypes and gender inequality can contribute to violence in the home.
4. Help young people understand that other factors, such as alcohol can be a trigger for violent behaviours.
5. Encourage young people to think about the different ways in which people might exert controlling behaviour over others.
6. Challenge attitudes about violence being a 'normal', inevitable or acceptable part of relationships.
7. Empower young people by giving them the opportunity to challenge the person(s) being violent and support the victim(s), through role-play.
8. Build empathy by encouraging young people to identify with the emotions involved when someone is violent to another person.
9. Help children understand that witnessing or experiencing violence can make them become aggressive too, but that they can be helped to deal with their feelings in more positive ways.

10. Encourage children to seek help to stop violence and show them that there are people that can help to protect them.
11. Challenge the idea that being in control is part of being a man or being controlled is part of being a woman.
12. Show young people that though most domestic violence is committed by men, most men are supportive and caring and that when males take a stand against violence, it can make a big difference.
13. Show young people that violence is never an acceptable solution to any problem in relationships.
14. Give young people the opportunity to develop skills, knowledge and competencies that can help them in real life situations where interpersonal violence might occur.

3. How to use JESSE

JESSE is a tool that uses student self-motivation to enable a young person to follow through a story and make decisions about what steps to take. The game draws on emotional intelligence theory and encourages children to identify the emotions of the characters. JESSE builds learning about the many facets of domestic violence, how it impacts those involved and what actions can be taken to stop it and to support victims. When followed by guided discussion, this learning can be consolidated and positively influence the development of anti-violence attitudes.

The game should be integrated into existing curriculum programmes. For example, in St Lucia, it is particularly suitable for inclusion in the **'Education for Democratic Citizenship'** programme (it fits with the gender and violence components) developed by the Ministry of Education; regionally (within the Caribbean), it can be integrated into the **'Health and Family Life Education'** programme or, it can be inserted into a rehabilitation programme for young offenders or, some other relevant social education programme. This means that it can be used as part of an existing timetable slot and will not take up additional time in the school day or require additional agency resources.

The game is played in the style of a point-and-click adventure game. Players control a character that can be moved around the environment, interacting with items in the area and with other characters through conversation. Through these interactions, players make decisions and choices in order to shape the outcome of the story. JESSE is targeted at a wide age range; from 10 to 18 years. You can get a glimpse of JESSE at these links:

<https://www.youtube.com/watch?v=bxMbXDDjeA8>

<https://www.youtube.com/watch?v=tHAuN4adZ7A>

The game has five levels:

1. At home – *this is where the violent incident takes place, JESSE gets help.*
2. Visiting Hour (at the hospital) – *nurses assess the injuries to Diana (JESSE's mother) and check on the wellbeing of the baby she is carrying.*
3. At School – *a male teacher is concerned about JESSE as his school work is deteriorating and he is becoming aggressive.*
4. Pool Hall – *Rondell (the perpetrator) is challenged by his best friend and made to reflect on his behaviour.*

5. Resolution – *An older man from the community confronts Rondell and reminds him that he is repeating the violence he witnessed when he was a child and that the cycle will continue with his own child, if nothing is done. The old man offers help. The child playing the game chooses the ending from a number of options.*

Each of these levels constitutes a specific lesson on domestic violence - each session takes about an hour and if being implemented in schools, is best conducted over two lesson slots in the timetable. The whole intervention, divided into daily sessions takes one week to complete. In other settings it might be appropriate to condense two sessions into a half-day workshop, however as the material is sensitive and can generate distress, where possible, you should follow the recommended format to allow children time to deal with their feelings.

Ideally, the game should be played individually with the teacher facilitating guided discussion with the class at the end of each session but if there are not enough working computers, it can be played as a group with the game projected onto a screen or a wall. Children need access to a PC fitted with a mouse and in-ear phones and it will probably be best to plan the sessions within a computer lab. The structure of the sessions would look something like this:

1. **Monday**- first two lessons after assembly – set the class ground rules (see below), children play Level One of JESSE and follow with teacher-led discussion (see below)
2. **Tuesday** - first two lessons after assembly – play Level Two and follow with teacher-led discussion
3. **Wednesday** - first two lessons after assembly – play Level Three and follow with teacher-led discussion
4. **Thursday** - first two lessons after assembly – play Level Four and follow with teacher-led discussion
5. **Friday** - first two lessons after assembly – play Level Five and follow with teacher-led discussion and group evaluation (separate document)

4. Planning for JESSE

Before the sessions you need to:

1. Familiarize yourself with the game (it's very simple).
2. Have determined which form/age-group you will be using JESSE with
3. Identify the week and time-slot in which JESSE will be implemented
4. Make sure that the computer lab is booked or computers have been obtained
5. Make sure that all computers are working and are fitted with head phones and a mouse
6. Make sure that the game has been pre-loaded onto each computer
7. If you plan to play JESSE as a group, you will need to have a projector and screen, or a blank wall to project on to
8. Plan your discussion topic or interactive exercise
9. Have support information available for children (e.g. Help-line numbers)
10. Have read up on the indicators and effects of domestic violence on children
11. Make sure you have printed out evaluation questions (if you are planning to evaluate)

PART TWO: IMPLEMENTATION

1. The Teacher/Facilitator's Role

The learning takes place through the interaction between children and the story. So having set up JESSE, the teacher/facilitator should let the children play through the level and only respond to a child if there seems to be some concern. As the professional, your role is not to attempt to influence or interrupt this process but to:

- Encourage and facilitate open and respectful age-appropriate discussion after each level
- Help young people to think about how they might feel in each situation
- Provide accurate and factual information
- Direct any children to the relevant support services if they seem distressed or reveal that they may be at risk of violence or abuse

During the session you will need to:

1. Set Class Rules
2. Introduce the game – for an example, see the statement in the box

JESSE is a 3d point-and-click adventure game set in a Caribbean country that deals with the issue of domestic violence. JESSE is a game built for young people, and is about a schoolboy named JESSE and his family. JESSE and his mother Diana are living with Diana's abusive boyfriend, Rondell. Rondell is quick to anger after drinking, and has been physically abusive towards her.

Follow JESSE and the people around him as they navigate an incident of violence. Explore the situation from the perspectives of a child, a nurse, a teacher, and a friend.

Explore the 3d environments and talk to every character to get the full picture of how everyone is dealing with the situation in different ways. JESSE is becoming withdrawn and violent at school. Diana is worried about her unborn baby. Rondell is dismissive of the impact of his actions.

By the end of the game you must make a choice – what will you do about the situation?

3. Make sure every child has been able to log on to the game.
4. Monitor to make sure children don't move onto the next Level
5. Be astute to the likelihood that for some children, JESSE will put them in touch with violence within their homes – make sure that children are aware of how they can get help if it is needed

2. Facilitating Discussion

Try to create an accepting, supportive environment – this helps to maximise sharing and learning, especially when talking about sensitive topics such as domestic violence. A helpful practice is to set up **Class Rules**. These rules help students understand from the start what behaviour is expected of them. If you have time, it is a good idea to encourage the students to draw up their own rules, then post the rules in a prominent place and remind students of them if you need to.

Example of Class Rules:

- We value and respect one another's questions and opinions
- We do not talk about personal matters discussed in class with people outside the classroom, that is, we keep personal matters confidential
- We do not interrupt one another
- We do not put down or criticise other people in class
- We do not laugh at someone who is clearly making a serious point
- We have a right to pass if we do not want to answer a question
- We can choose to not do an activity if we are uncomfortable with it
- If we do not want to ask a question in front of everyone, we can write it down and give it to the teacher
- JESSE may make us sad or think about someone we know who is going through similar things – this is OK

Handling questions to which you do not know the answer:

You may not know the answer to all questions but as there are many myths about domestic violence, it is important to provide accurate information. If you don't know or are not sure, it is better to say something like "I do not know the answer, but I can find out for you." You could also encourage the student to do their own research. The None in Three website (<http://noneinthree.hud.ac.uk/original/ni3k/index.html>) has a lot of useful information about JESSE, for children and for teachers, and can also signpost you to additional resources.

What is essential is that you find appropriate ways to correct negative beliefs such as that victims are in some way to blame, beliefs that shift the focus of responsibility away from the perpetrator or that leave children feeling as if they are at fault.

3. Developing your Lesson/Session Plan

How you develop your lesson plan will be determined by the age and levels of understanding of the children you will be using JESSE with. You are the best judge of what kinds of topics and exercises the children in your class will be able to handle however this manual can be used as a guide. In addition to thinking about the age of the students and their stage of development, you also need to think about the themes that come up at each level of the game (learning points). There are many learning points and you will only have the time to discuss one or two of them. In the following section, we identify some of the key learning points and suggest some exercises.

Lesson One (Level 1 of the game)

In this level, Rondell (JESSE's 'step-father') hits Diana (JESSE's mother). Diana is hurt and needs help, she is also pregnant and fears for her baby. Rondell leaves the house and JESSE gets help for his mother.

Key Learning Points:

- Rondell used the food (which was not to his liking) as a pretext for being aggressive. Finding fault with something or someone is a common strategy that perpetrators of violence often use to deflect blame onto the victim.
- JESSE was sent to his room before the incident (this does not suggest that Rondell was out of control but on the contrary, that he was intending to escalate the situation). Domestic Violence is often presented as the man 'losing control' but often, this is not the case.

- Diana’s pregnancy was no barrier against the violence.
- JESSE saying “Please don’t, please don’t …” suggests that he knows the signs of violence and has been in this situation before; it also tells us that he is deeply impacted by the fear of violence. The fear or anticipation of violence experienced previously can generate terrible anxiety and stress.
- Even though JESSE is distressed by what has happened, he is able to act calmly. This underlines that children have resilience – JESSE was able to empower himself and get help for his mother. It’s important though that children do not put themselves in any danger when they are trying to get help for others.
- Rondell had been drinking. As the story unfolds, we understand that he is more prone to violence when he drinks.

You can use any, or several of these learning points for your discussion, simply by phrasing them as questions. For primary school children you might simply ask “how many children think that salty food was the problem?” and then follow up with questions such as “If you have food you don’t like, does it make you hit someone?”; “Can food be violent?”; “Who was violent?”; so “Who was the problem?”.

In this way, you would be able to get children to work out for themselves where the responsibility lies. For older students you might focus on the role that alcohol and drug abuse plays in domestic violence. You could show them this statement and then discuss the question that follows:

Domestic violence is when one adult hurts, controls or bullies another adult who is or was their partner. People become violent when they do not manage their emotions and when they feel the need to control the other person. For these people, almost anything can set off the aggression (there doesn’t even have to be a reason) but taking drugs or alcohol definitely makes things worse.

Why do you think taking drugs or alcohol might increase domestic violence?

For all young people, it is important to get them to think about how the actors might feeling and what they might be thinking in the situation. For younger children it might be easiest for them to identify with JESSE – “what do you think JESSE might be thinking when he says “Please don’t, please don’t?” What do you think he might be feeling?”. Or; “JESSE pats his dog Alvin and gets him some water – how do you think having Alvin around might be a help to JESSE?” For older students, you could ask them to choose one of the actors (Rondell, Diana or, JESSE) and ask them to identify what their feelings might have been before and after the incident.

Lesson Two (Level 2 of the game)

In this level, Diana is in hospital being treated for her injuries and her unborn baby is checked for harm. For the first part of the scene, she is surrounded by her family and after they leave, the nurses are able to find out what has been going on and to help her to access support.

Key Learning Points

- Even though Diana is in hospital, Rondell is still able to use his power to intimidate her and the family into saying nothing – this tells us how strong and manipulative abusers can be and helps us understand how powerless children can feel.
- Diana is the main victim of abuse, but JESSE’s Aunt Theresa and the nurse both pick up that JESSE needs support and comfort. Children who live in homes where there is domestic violence are secondary victims and also need help.
- Professionals, such as health workers, have a responsibility to ask questions that can get at the truth as this may be the only way the victim can get help. However, asking in front of the suspected perpetrator is potentially dangerous.
- Diana tries to deflect the discussion away from Rondell’s abuse, this is probably because she feels ashamed. Victims of domestic violence need to feel that they are not responsible for the abuse and that talking about it is the first step to getting help.
- When violence is perpetrated against a pregnant woman, there are risks not only to her but also to her baby.
- Women are more likely to be poor than men – economic dependency on a violent partner is one reason why women stay in such relationships.
- In this level, we also learn that the violence is getting worse. Domestic violence is usually not a one-off incident. Once someone has been violent, they are more likely to be violent again.

For primary school children you could ask, “In what ways might a bigger person make you feel afraid without actually hitting you?” or, you could focus on the unborn child and ask “When Diana was hit what do you think the baby might have felt?” or, “How could Aunt Theresa help JESSE?”; another idea is to ask them to choose to be one of the characters in the scene and say what they would have that person say.

In teaching older students, you might wish to focus on gender inequality and poverty by sharing the statement below and asking the question that follows:

One of the main reasons that women stay with the person who is violent is because they do not have the money to move to a home of their own; this may be because they are not working, or because they are not well paid or, because the partner controls their money. This is a particular problem for women who have children. Sometimes mothers think they should put up with the violence so that their children have a stable home and can be properly provided for.

What do you think could be done about this problem?

Remember that at each level, it is important to help young people think through how the actors might feeling and what they might be thinking in the situation. In this level, there are some new people. It might be helpful to get younger children to think about how Aunt Theresa is feeling – perhaps by asking if any have a younger sister or brother and how they would feel if this person was hurt. For older students, you may wish to focus on some of the subtle elements in the interaction. For example, “Why might the fact that Kristyn knows Diana make Diana feel uncomfortable, how does Kristyn handle this?” or, you could focus on the head nurse – “Why do think Virginia is exasperated?”

Level Three (Level 3 of the game)

In this level we learn that there have been problems with JESSE's behaviour at school and also with his schoolwork. He is fighting with other children and generally seems unhappy. His teacher believes there is something wrong and uses creative ways to help JESSE to talk about what is going on.

Key Learning Points

- Domestic violence in the home is a major cause of violence and aggression among children themselves. If children are violent in school, it may be because they are witnessing violence at home or being subjected to it themselves
- Teachers are in a good position to be able to pick up on when a child is being subjected to violence (either as a primary, or a secondary victim). In Part Three we identify some signs to look out for.
- A supportive teacher, using child-appropriate methods can give children the space, language and tools to be able to express themselves. This is very empowering for children.
- In this level, JESSE becomes angry as the teacher gets closer to getting him to reveal the source of the problem. This shows the teacher is on the right track and has been able to connect with JESSE's feelings. It would be best at this stage to allow JESSE some space to calm down but it is equally important that the teacher follows up at another time. If adults demonstrate their care and support of children when children are at their lowest (or most badly behaved!), they learn more about compassion and empathy than at other times.
- Some teachers may think that the problem has nothing to do with them – this is not true. Experiencing violence seriously impacts and impedes children's ability to learn and it also affects children's behaviour. Traumatized children can affect the classroom environment to such an extent as to disrupt the learning of others – everyone gains if you make this your business
- Research shows that girls who grow up in violent homes are more likely to become victims of domestic violence in later life while boys who witness males perpetrating violence against others have an increased risk of becoming perpetrators of violence themselves. This is partly due to gender role socialization – the classroom is an excellent place to dispel myths and challenge gender stereotypes that contribute to these outcomes.

For primary school students you could ask them (referring to JESSE knocking the board game over) why they think he acted the way he did; you could ask them, "What are the things children need in their lives to help them learn and do well at school?" You could follow this by getting them to think through the positive and negative things JESSE has in his life. Finish the discussion by getting the group to think how JESSE can use the good things in his life to help him in difficult times, and what the adults around him can do to reduce the negative things. For older students you might wish to try a short role-play based on the scenario, or you could present the statement below and get them to respond to the question that follows:

Children who witness domestic violence can be badly affected by what they see and hear and can get physically hurt themselves. It can make children nervous, frightened, depressed and sad. It can make them very timid and withdrawn or it can cause them to become aggressive too. It affects children's health and happiness, their friendships and also, their schoolwork. Each child is different and there are many ways in which children try and manage the hurt and pain they feel – all children need to know though, that violence by adults is never their fault. Seeing men behave in violent ways can sometimes teach boys that violence is OK and seeing their mothers being beaten may make girls think this is bound to happen to them.

Neither of these things has to be true – what do you think can be done to help boys and girls learn to become non-violent adults?

Remember that at each level, it is important to help young people think through how the actors might feeling and what they might be thinking in the situation. In addition to understanding how JESSE is feeling, it would be good idea to get them to think about how the teacher might be feeling, especially when JESSE starts to get angry.

Lesson Four (Level 4 of the game)

In this level, Rondell has come to play pool with his friend Hayden. Hayden uses the opportunity to confront Rondell about his behaviour and in the process Rondell reveals that he grew up in a violent home himself. We also learn that he carries expectations of Diana based on gender stereotypes, is feeling under stress and that things get worse when he drinks.

Key Learning Points

- It is crucial for men to take whatever opportunities they can to confront harmful attitudes and behaviours displayed by other men – no-one can do this better.
- Adults who are violent have often grown up in violent homes themselves and may have learned that aggression is a 'normal' part of relationships. Even so, many people exposed to violence in childhood do not become violent adults. It is important to help people learn to take responsibility for the choices they make, including choosing to be violent. Perhaps the most important lesson is that societies and families should do more to make sure that children are not exposed to violence in the home while they are growing up. This is the lesson Hayden is trying to teach Rondell
- Gender stereotypes and gender role expectations are a part of the problem because they can lead to people (especially men) thinking that they have a right to control others (especially women) if they don't conform. Stereotypes are formed and sustained culturally and socially and through the ways in which boys and girls are socialized
- In this level, Rondell questions whether he is the father of the unborn baby – it is vital that men are encouraged to embrace their role and responsibilities as fathers. Although most men do, those that do not can deprive their children of the care and support of a father, generating feelings of neglect and abandonment in the process. In the context of domestic violence, questioning whether the baby is his, may be a way of Rondell making himself feel less guilty about his behaviour.

- Men and boys are impacted by violence too. Yet they have potentially fewer avenues to access support. This is due to cultural expectations that dictate that a man should be brave and in control. In order to change this, men need to show that being a man doesn't involve being abusive towards a woman, and to accept that men can be victims too.

The most appropriate discussion focus here would be on gender stereotypes and gender role expectations. With primary school children, ask them to draw up list of things that they believe boys should be/do and that girls should be/do and then get them to think of examples of people who have challenged these expectations. For older students you might show them the statement below and ask the question that follows:

Most domestic violence is caused by men against women, but women can be abusers too – it doesn't matter who does it, domestic violence is a serious crime and it is never acceptable. Sadly, though, men who are victims of domestic violence are less likely to be taken seriously or to be given any help. This is because some people believe that being a man means you are the one who should be in control and that if a woman harms you, this means you are weak and not 'manly' enough.

Why do you think these beliefs exist and what can be done to help people to understand that being a man doesn't mean being controlling or aggressive?

This level is the first opportunity for young people to focus on how Rondell might be feeling. It is important that we try to understand why people behave the way they do but empathizing with Rondell is not the same as accepting or tolerating his behaviour, it simply helps us to realise that he needs help too. Committing acts of violence against another person is a crime which calls for punishment, but this doesn't mean the person should not be helped – in fact helping them may be the best way of stopping them from being violent in the future. With younger children, a good entry point to the discussion might be, "Can you think of a time when you really, really wanted to hit someone and can you remember what was it that made you stop?" As they reveal the factors that prevented them (knowing it was wrong, they would get into trouble, someone would get hurt, they would be hit back, someone would find out etc.) you can then get them to discuss why Rondell didn't have these thoughts and stop himself from committing the violence. This is also an exercise that can be used with older students.

Lesson Five (Level 5 of the game)

This is the final level. Rondell is confronted by an older man who reflects on what Rondell was like as a young boy when he was trying to escape the violence of his own father. The older man is caring and gentle but at the same time challenges Rondell to take responsibility for changing his behaviour, accepting his responsibilities and thinking about the people he hurts.

Key Learning Points

- People who try to hurt or harm others often have little empathy for their victims. Getting them to think about how they felt when they were hurt or harmed as children can put them in touch with how their victims feel.

- Empathy helps us to understand that regardless of what excuses or reasons we give, hurting someone else can never be right and that causing pain is not a strength but a weakness
- Without such empathy, it can be difficult to change.
- There are ways that violence can be stopped but it requires the perpetrator to recognise the problem, understand the impact of their behaviour on others and take responsibility for changing it.
- All adults must find the strength and courage to act like the older man in our story – challenging domestic violence whenever and wherever it occurs in a supportive way.

As the game ends, some options are presented. For primary school children it may be good to ask, “Which is the best ending, and why?” For older young people, you may want to focus on how difficult it might be for Diana to leave if Rondell’s violence remains a threat. You could show them the statement below and ask the question that follows:

Another reason some women can become trapped in a violent relationship is because they are frightened that the person harming them will become angry if they leave and track them down. Although there is risk to them and their children if they stay, they may be worried that the risks will actually increase if they leave.

What do you think can be done to help women who leave a violent partner keep themselves and their children safe?

PART THREE: DUTY OF CARE

As a teacher/facilitator, you have three important roles in your duty of care to children affected by domestic violence:

1. Applying best practice principles in discussing the topic
2. Understanding the impact on children and watching for indicators that help might be needed
3. Understanding the ways in which school-related gender based violence is linked to violence in the home (and in the community). School-related gender-based violence is defined as:

‘Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics’

(UNESCO/UNGEI, 2015)

Best Practice Principles

Best practice principles you should apply:

1. Be sure everyone in the group knows ahead of time that you will be discussing violence and abuse.
2. Confidentiality: Let young people know at the start of a session that you will not share their personal information. Make sure others in the group agree to this as well!
3. Responding to personal stories: don't force anyone to share personal experiences if they don't want to... If they choose to share, respect what they have to say, and let them know that you appreciate what they have told the group. If they express strong emotions, just try to reflect those back. For example, "I can see that this experience hurt you very deeply." Some teachers worry that if young people talk about violence, they will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share secrets. They can get support from the group, and they may start to think in new ways about how they can keep themselves safe.
4. If a child indicates they are experiencing violence or are at risk of harm, discuss it with him/her after the class and encourage her/him to tell a trusted adult, so that something can be done about the violence. You could offer to find someone to go with them while they do this. Try to help the young person to keep as much control over their situation as possible. Some young people may not want to tell anyone else – they may fear that they won't be believed, that they will be blamed, that telling will put them in danger, or that the organisations that are supposed to protect them won't really work. In this case, talk to your Principal about what to do or contact social services. Adults may have special legal responsibilities about reporting abuse and violence against young people, if this applies to your role then you should follow your School's procedures.
5. Know where to get help: Before working with a group of students, find out what individuals or organisations are available to provide support, in case someone in your class needs help with a violent situation. There may be counselling centres, telephone hotlines, or legal aid offices in your community - let the class know about where to get help before you start – put a list of organisations and phone numbers on the board.

Understanding the Impact of DV on Children

Teachers and other relevant professionals need to help children to understand how domestic violence impacts them and what they can do about it. Violence is a topic that often brings up strong feelings – anger, hurt, sadness, fear, shame. These are normal and natural responses to being hurt or to seeing someone else being hurt. Teachers are in a good position to be able to pick up when a child is subject to violence (either as a primary, or a secondary victim). Some signs to watch out for:

- Changes in a child's demeanour (child may be unusually withdrawn, or may act out inappropriately)
- Changes in a child's performance (concentration is lower and school work deteriorates, homework isn't done and child seems distracted)
- Child is tired and irritable, doesn't engage with others and wants to spend more time alone
- Child is aggressive to others, may even become a bully
- Child seems reluctant to go home
- Child's attendance deteriorates or child is often late

*These signs **may** or **may not** be related to violence in the home; teachers need to be alert to them but should not jump to conclusions – the key thing is to be alert and to follow through any concerns you have. It is particularly important to be astute to any signs of distress or anger when children are playing JESSE. Let children know they can talk to you after the session and that they can stop playing the game if they wish. If a child becomes very distressed and starts to cry or disrupts the class, you may decide to stop the game altogether. If you decide to do this, you should be aware that other children may vent their frustration or disappointment on the child in question and you may need to use your class rules to get the group to focus on giving support.*

A supportive teacher, using child-appropriate methods can give children the space, language and tools to be able to express themselves. This is very empowering for children. In Level Three of the computer game, JESSE becomes angry as the teacher gets closer to getting him to reveal the source of the problem. This shows the teacher is on the right track and has been able to connect with JESSE's feelings. It would be best at this stage to allow JESSE some space to calm down but it is equally important that

the teacher follows up at another time. If adults demonstrate their care and support of children when children are at their lowest (or most badly behaved!), they learn more about compassion and empathy than at other times.

UNICEF has an excellent resource that you can use to help you help young people deal with the problem:

<https://www.unicef.org/violencestudy/pdf/Our%20Right%20to%20be%20Protected%20from%20Violence.pdf>

You can also find a lot of information at the Ni3 website:

http://noneinthree.hud.ac.uk/original/ni3k/docs/global_guidance_school_related_gender_based_violence.pdf

It can be very difficult for children to tell someone about violence in their family – there are many reasons for this. It is especially difficult for children to deal with the feelings they have when someone at home is hurting someone they love. Children may not be able to control their feelings but there are things they can do to help manage them. Here are some practical ideas to share that can help children manage their feelings of despair, anger and fear:

- Find a safe space (a field, an empty room) and shout as loudly as you can
- Write down how you are feeling, maybe in a diary
- If you're angry with someone, you can write them a letter – you don't have to give it to them but it can be really helpful for you to know what you would say to them if you could
- Decide which is the safest place in your house, your neighbourhood and school – if you are ever in danger, try to get there and stay until you feel safe
- Decide who is the most supportive adult in your family, community and school – let them know what is going on
- Draw pictures: try to draw something that shows the worst thing that happens and then draw a second picture which shows someone stopping the worst thing happening
- Make a list of things that make you happy and when you're feeling really bad, pick one of the things on your list and do something that might make it happen

- Hug your pillow and cry
- When bad thoughts come into your mind or you're feeling sadder than you can handle, make up a simple game in your head (e.g. all the people you know whose name begins with 'A'; or if everyone in your family were animals which animal would each person be). If you can, play a computer game or go play with friends
- Do some sport or exercise
- Sing or dance to your favourite music
- Read a book
- Hang out with a friend
- Phone or text a friend
- Memorise the telephone number of one adult who would help you if you or someone you know was in danger

School Violence

Like many other countries, Caribbean governments are concerned about a rise in violence within schools. Some people equate this to efforts to eliminate physical punishment in schools and argue that taking away the 'right' to beat children as punishment increases indiscipline and violence. So many adults have been brought up with a regular dose of 'licks' that they cannot imagine this does any harm. But think for a moment about the contemporary times we live in and how aggression seems such an instant and ready response for all kinds of situations. Do we really believe that physically beating children can teach them discipline, especially and particularly when the causes of indiscipline often stem from violence children have been exposed to? The teacher in JESSE's story represents a different approach – one based on understanding, compassion and providing positive opportunities to help children manage their feelings. The game teaches children that violence is never an acceptable response, no matter what. As adults, we must be the ones to establish the boundaries that set this example. School violence can be a very serious problem and there are no easy solutions but all the research tells us that this is largely a reflection of the values, gender inequalities and behaviour children witness in homes and communities alongside other problems they are exposed: abuse, neglect, poor parenting, drug and alcohol abuse, domestic violence, media and cyber violence. Tackling violence in schools requires a coordinated approach by governments, schools, community organisations, parents and children themselves – the document at this link is an excellent resource of inspiration and practical suggestions:

http://noneinthree.hud.ac.uk/original/ni3k/docs/global_guidance_school_related_gender_based_violence.pdf

Many of the issues raised by JESSE can be related to violence in schools; be as creative as you can in using the game to help your students. For younger students, a creative exercise is to ask them to create a superhero character who would be able to deal with a particular problem they face at school. They could give the superhero a name, decide on his/her powers, decide whether they work together, or alone and could even draw what he/she would look like. This is a none threatening way of children acknowledging problems and being empowered to tackle them. In one of the Ni3 YouTube videos, the young person who played JESSE in the game talks about the superhero he would be:

<https://www.youtube.com/watch?v=enkYlRb75zw>

Termination

On the last day of the intervention (after Level Five) in addition to choosing one of the learning points, you should also explore with the students, the reasons for the choices they made in ending the story.

Playing JESSE is likely to have generated a range of emotions for children; it is important that you give young people the opportunity to discuss the personal impact of playing the game as well as their thoughts about how useful and relevant the game is.

An appropriate termination exercise would be simply to ask the students to give reasons for the final decision they made about the ending (should Diana leave, should she stay, does Rondell get help etc.). There are four options for resolution – you could ask the students to say which would be best (why) and which would be most likely (with what implications).

Level Five is shorter than other levels and should give you enough time to also do a group evaluation exercise if you wish – this will complete the de-briefing.



VERSIONS OF NONE IN THREE – JESSE

There are three different ways to play JESSE on a computer:

The first is to download the JESSE program, similarly to how you would download any piece of software.

The second is to download a version of the game that is capable of running in your web browser, which is useful for computers with restrictions on what a user can and can't install and run.

The third is to play the web browser version directly from the web server, which requires less setup, but is more dependent on the speed of your internet connection.

As a result, we recommend you try options 1 and 2 first, as downloading a single copy of the game in advance, and then copying it to every computer that will be used to play the game is much more efficient than having multiple computers attempting to download the game's files at the same time.

JESSE is now also available on Android mobile devices; such as phones or tablets that are running Android 4.4 or newer. The android version can be downloaded from the Google Play Store at the following link:

<https://play.google.com/store/apps/details?id=com.noneinthree.noneinthree-JESSE&hl=en>

DOWNLOAD INSTRUCTIONS

Version 1 - JESSE as a computer program (Windows 7, 8 and 10+)

This version is suitable for users who are allowed to run executable files on their computers.

This version will have the best performance on a user's computer, but in some cases the game may require installation / whitelisting by your IT services.

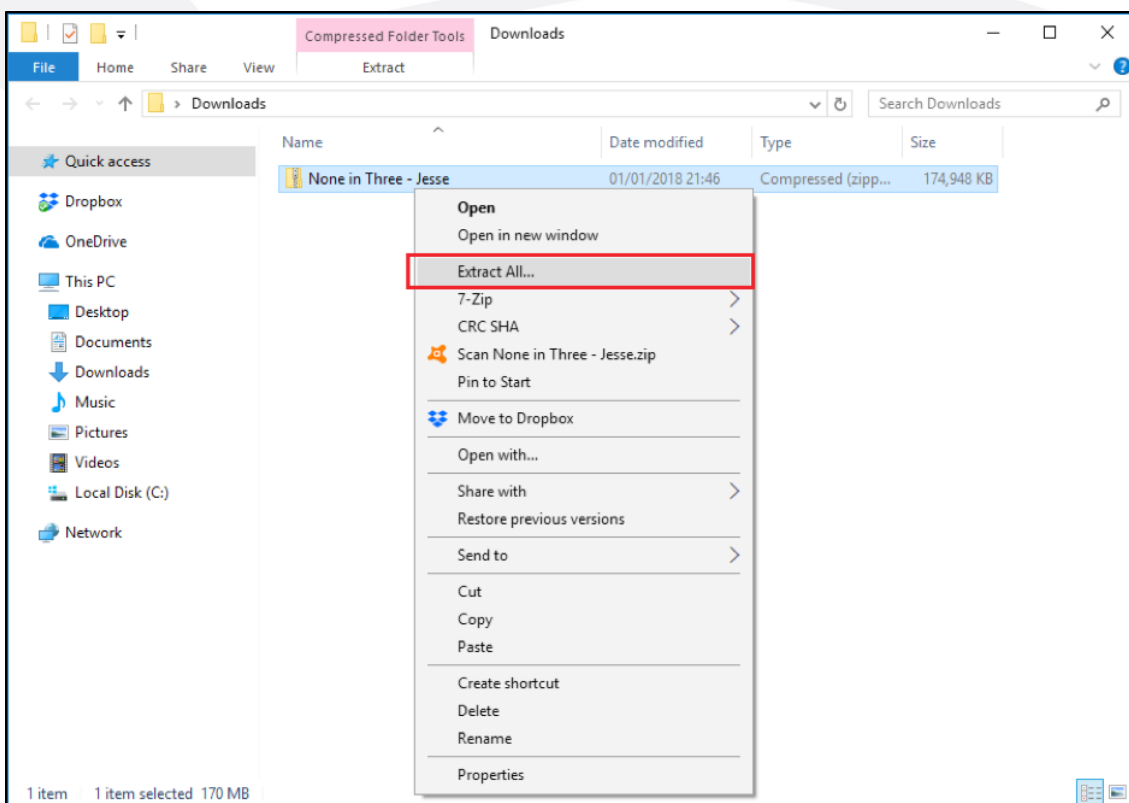
One copy of None in Three – JESSE should be downloaded to a single computer, and then the files should be copied to each machine that a user will play the game on.

32-bit and 64-bit download links can be found at – <http://noneinthree.hud.ac.uk/barbados-and-grenada/JESSE/>

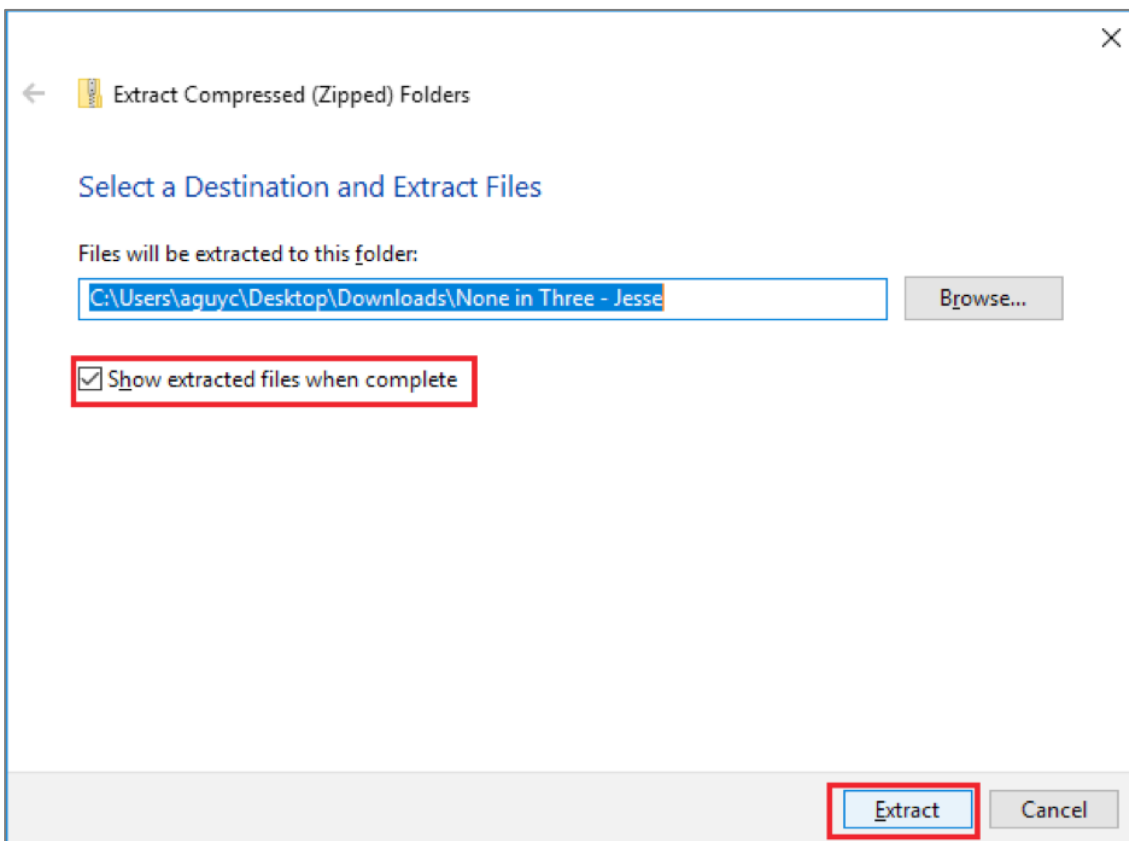
Users should try the 64-bit version of the game first, and only use the 32-bit version if the game will not open on their computer.

Click the download link above. This will begin the download of a 'zip file' to your computer. When the zip file has finished downloading, it must be extracted. Right-click on the zip file you just downloaded, which will probably be found in your Downloads folder, and select

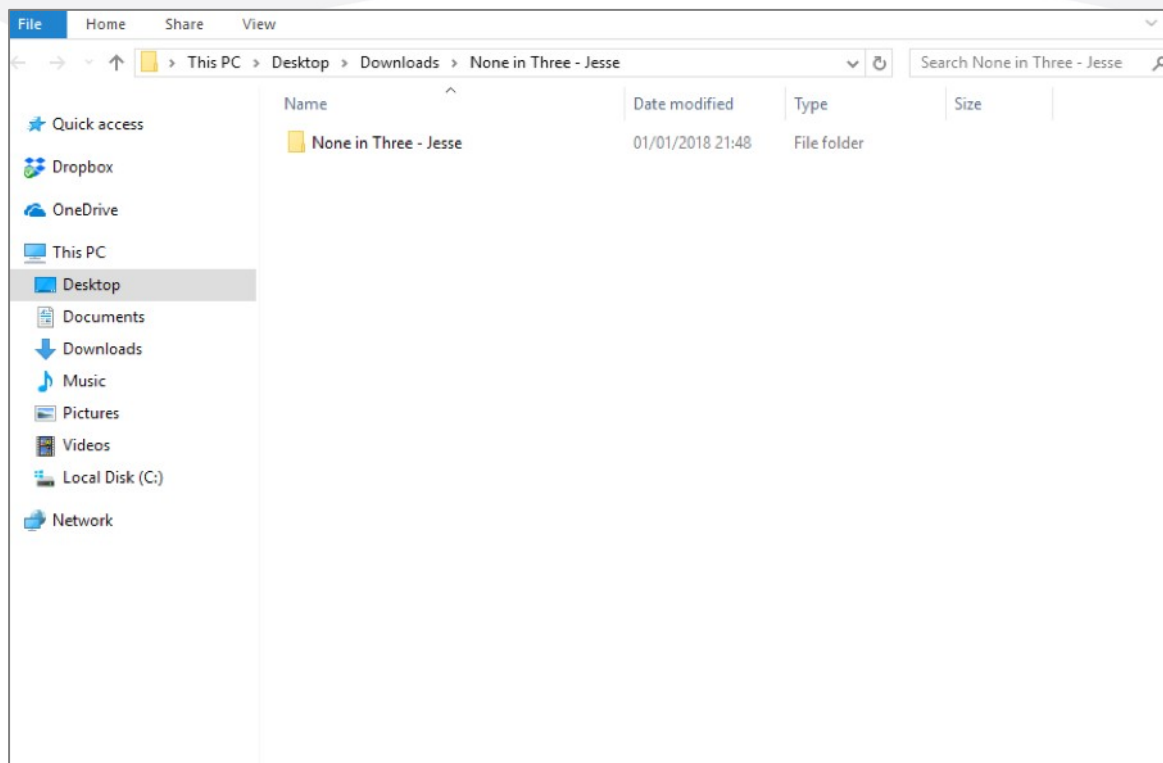
'Extract All':



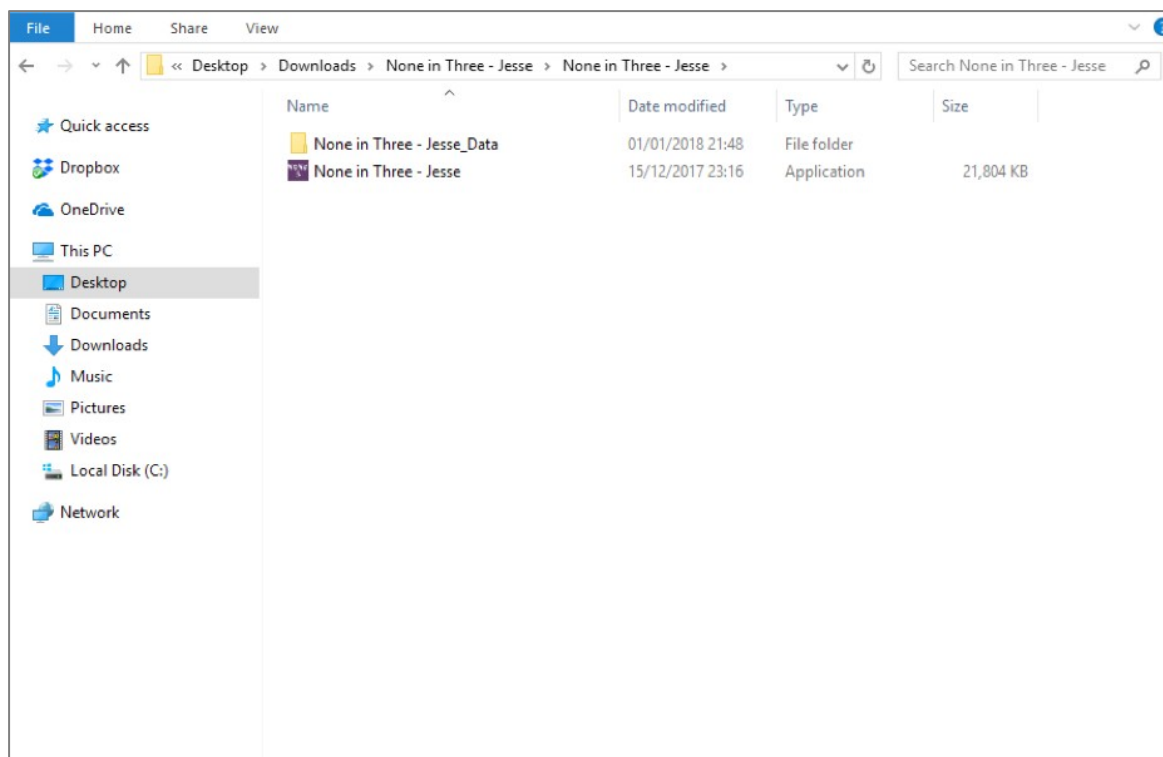
Click 'Extract' at the bottom of the window that appears, and make sure that 'Show extracted files when complete' is ticked:



An extracted version of the game folder should appear when it is finished extracting:

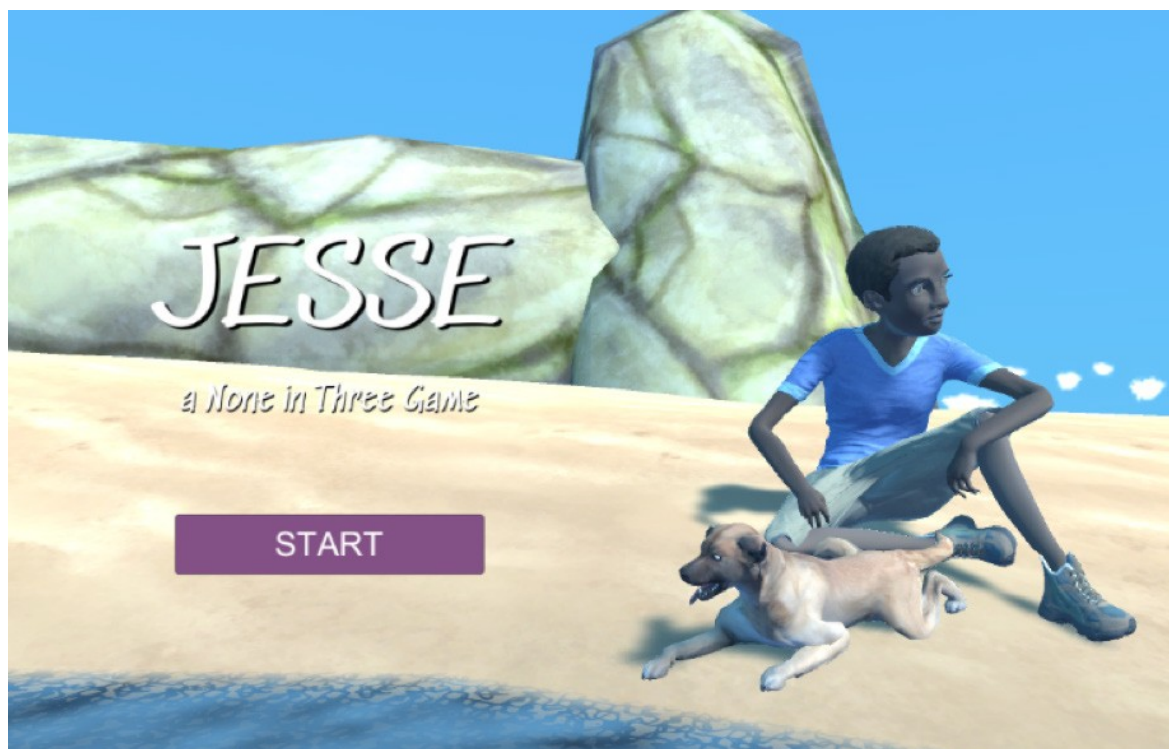


Open the None in Three – JESSE folder:



There will be two items in this folder, a further folder called 'None in Three – JESSE_Data', and an application called 'None in Three – JESSE' with a purple icon. Double-click the None in Three – JESSE application to launch the game.

The game will run in full-screen mode at a resolution automatically decided by the game. A few moments after launching the game, the title screen will appear like so



To close the game, press the 'escape' key (Esc) on your keyboard, wait for the Level select menu to load, and then click the QUIT GAME button. After a few moments the game will close.

To close the game at any time, hold down the alt key and press f4.

To distribute this to every computer, copy the 'None in Three – JESSE' folder to a memory stick, and then paste the folder onto every computer that a user will play the game on. Running the game directly from a memory stick is not recommended as this can increase load times and shorten the lifespan of the memory stick - please copy it to the hard drive of each computer first.

Version 2 - JESSE as a web browser game (Modern web browsers excluding Google Chrome)

This version is suitable for users wanting to experience None in Three – JESSE on computers that aren't allowed to run executable files.

One copy of None in Three – JESSE should be downloaded to a single computer, and then the files should be copied to each machine that a user will play the game on.

Web Player version Download link – <http://noneinthree.hud.ac.uk/barbados-and-grenada/JESSE/>

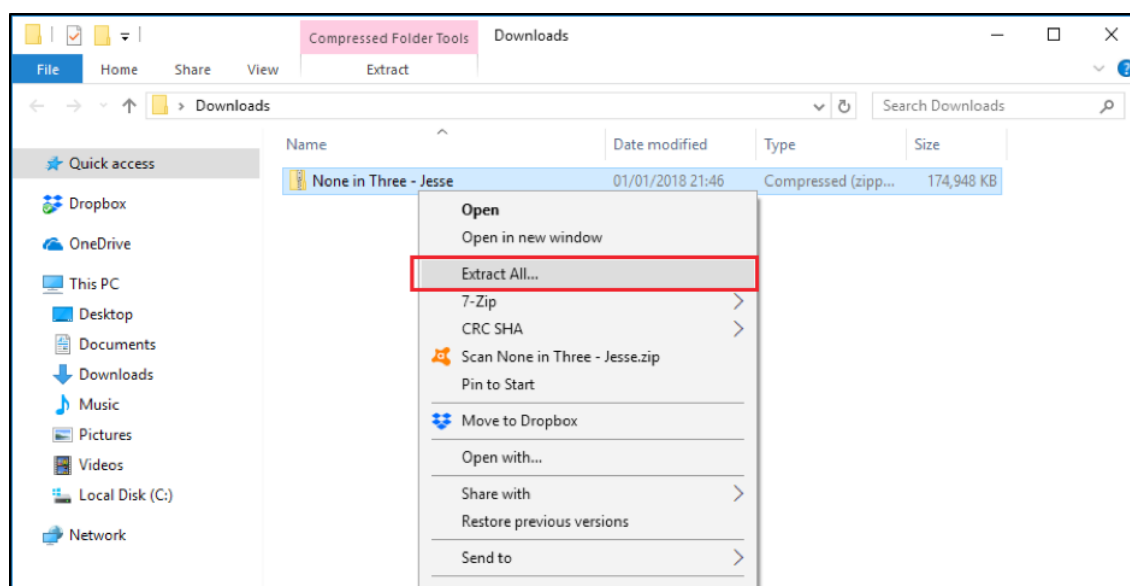
The game will run in any recent version of Mozilla Firefox, Apple Safari, and Microsoft Edge. Exact supported versions can be found at:

<https://docs.unity3d.com/Manual/WebGL-browsercompatibility.html>

Google Chrome blocks the game from running from your local computer.

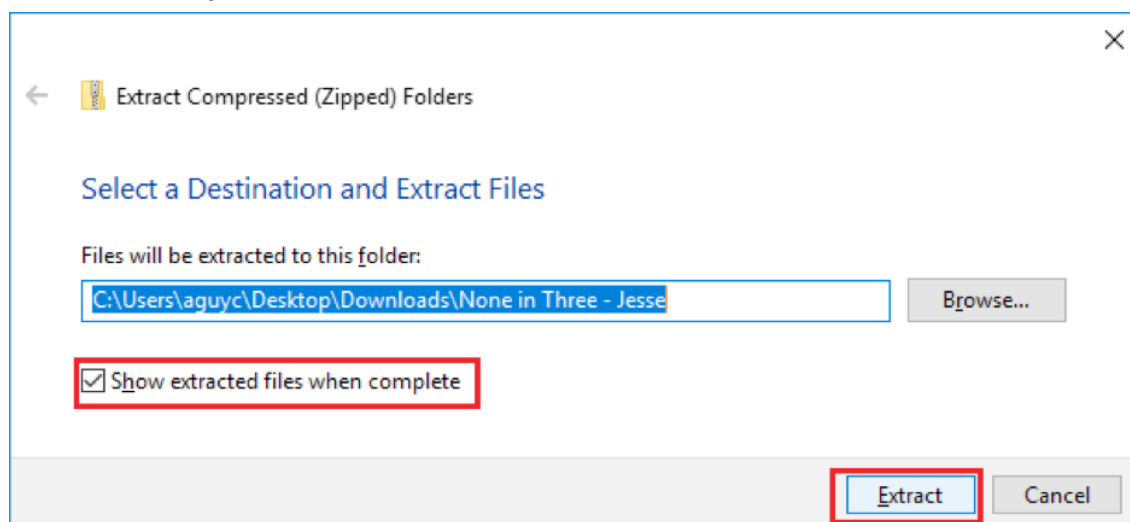
If you only have Google Chrome installed, you must download JESSE as software (Version 1), play directly from the web server (Version 3) or download another web browser.

Click the download link above. This will begin the download of a 'zip file' to your computer. When the zip file has finished downloading, it must be extracted. Right-click on the zip file you just downloaded, which will probably be found in your Downloads folder, and select

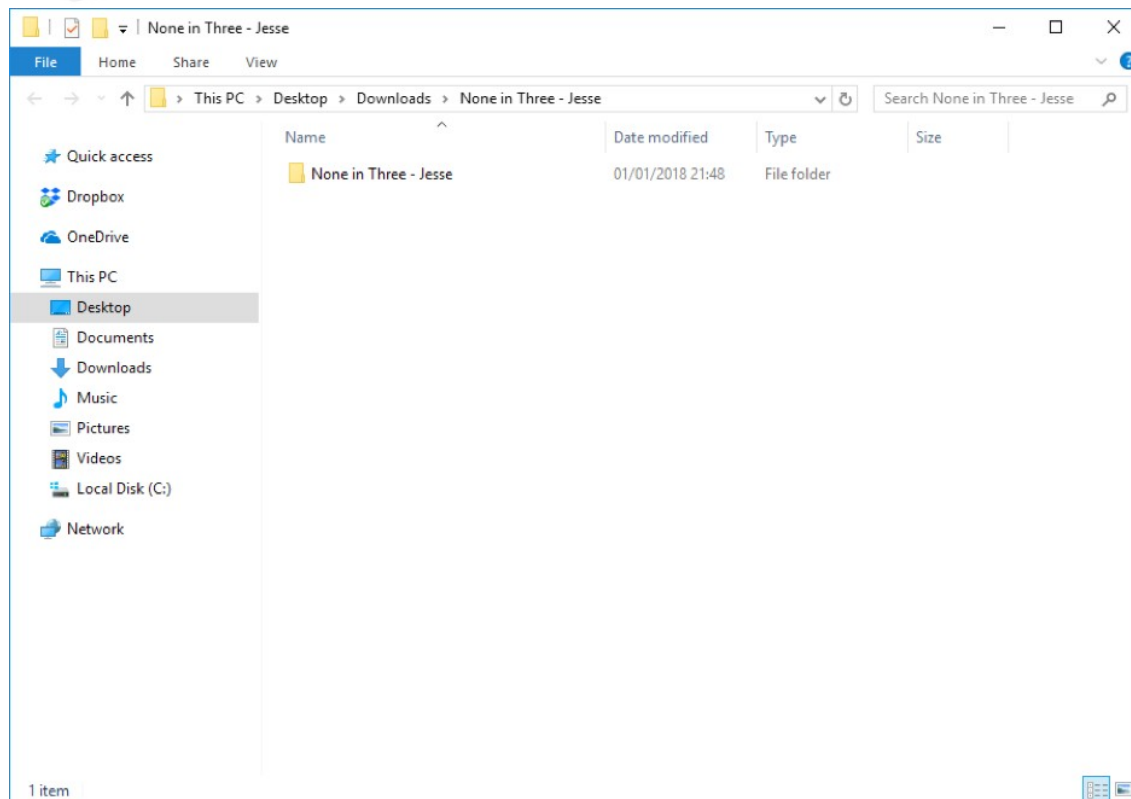


'Extract All':

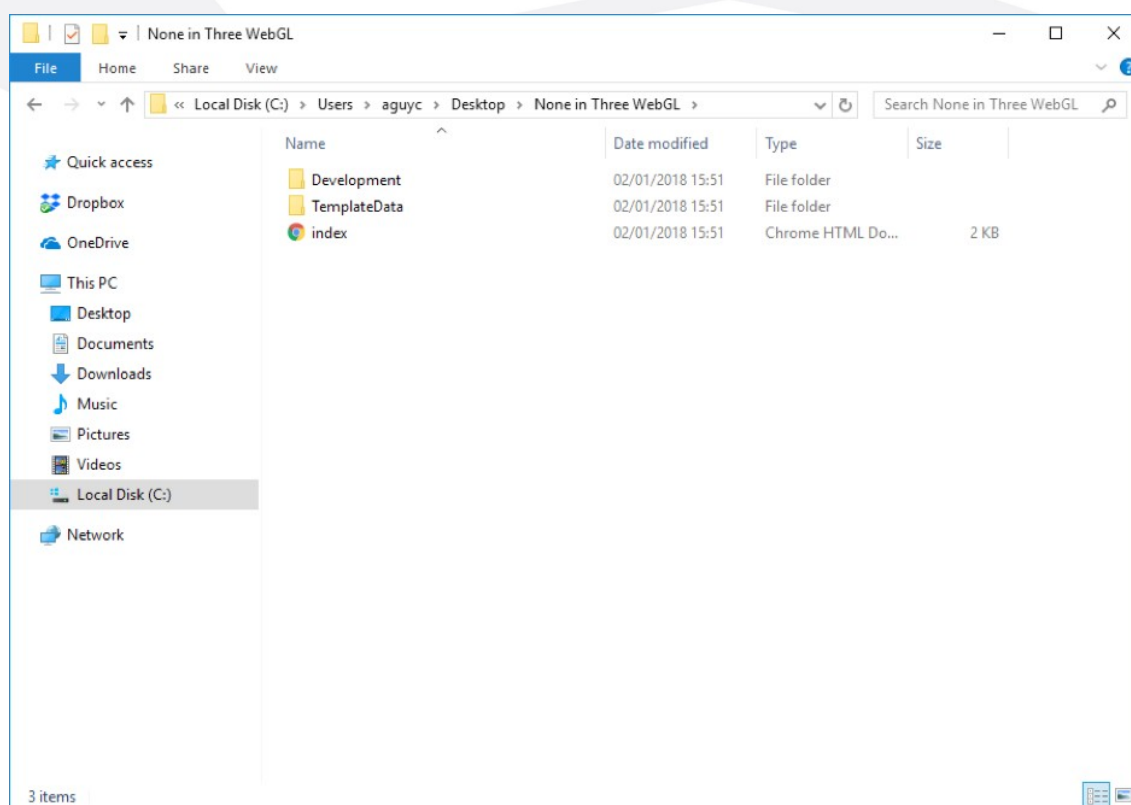
Click 'Extract' at the bottom of the window that appears, and make sure that 'Show extracted files when complete' is ticked:



An extracted version of the game folder should appear when it is finished extracting:



Open the None in Three – JESSE folder:



You will see three items in this folder, a folder called None in Three – JESSE_Data, a folder called TemplateData, and an index.html. Double-clicking the index.html will launch the game in your default web browser.

Version 3 - Play JESSE direct in Web Browser; no download required (Modern web browsers, very fast internet connections essential)

This version is suitable for individual users who only wish to play None in Three – JESSE in a single session, and requires a very fast internet connection. For schools and groups where multiple users will be playing the game at the same time, options 1 or 2 are recommended.

None in Three – JESSE play in browser version can be found directly at:

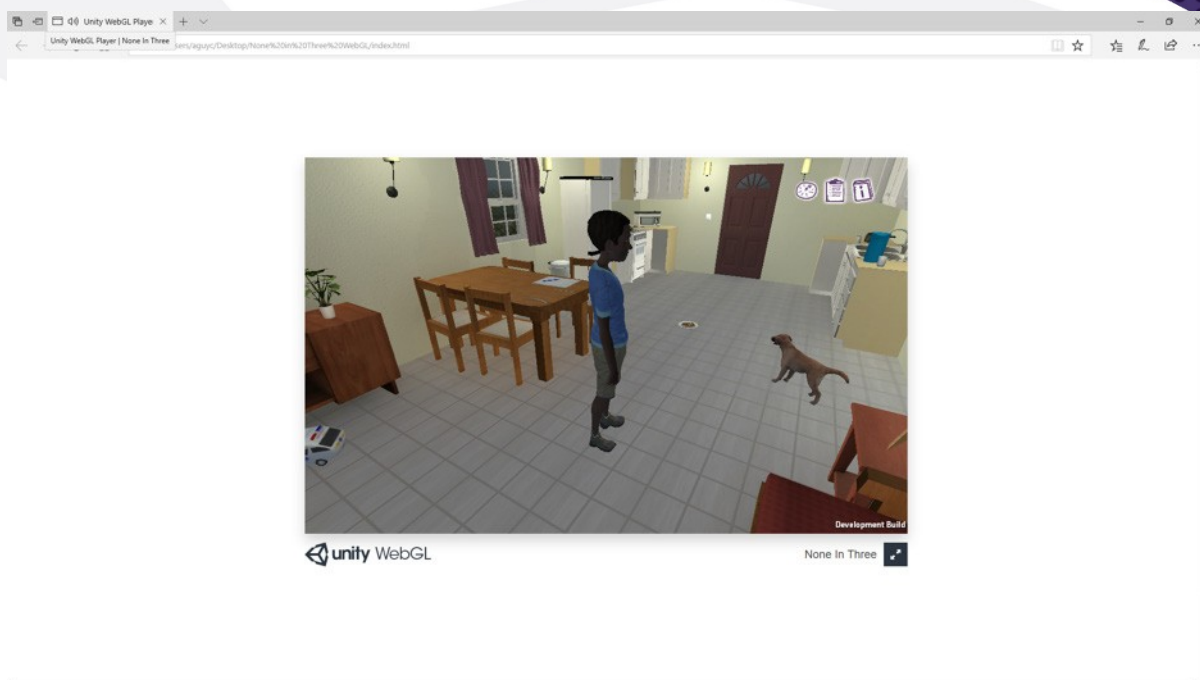
<http://noneinthree.hud.ac.uk/game/barbados-grenada/JESSE/playonline/>

Copy and paste the link above into your web browser to find the link to launch the None in Three – JESSE web player version.

The game will run in any recent version of Mozilla Firefox, Google Chrome, Apple Safari, and Microsoft Edge. Exact supported versions can be found at:

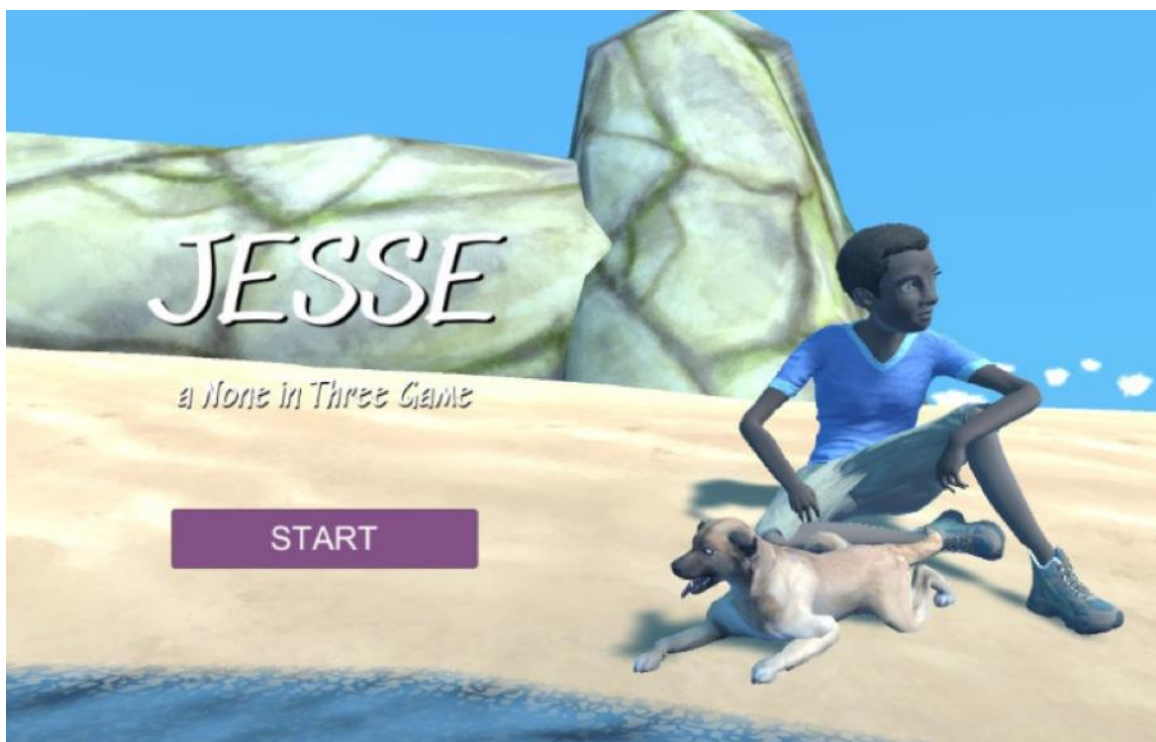
<https://docs.unity3d.com/Manual/webgl-browsercompatibility.html>

An example of None in Three – JESSE running directly in the web browser:



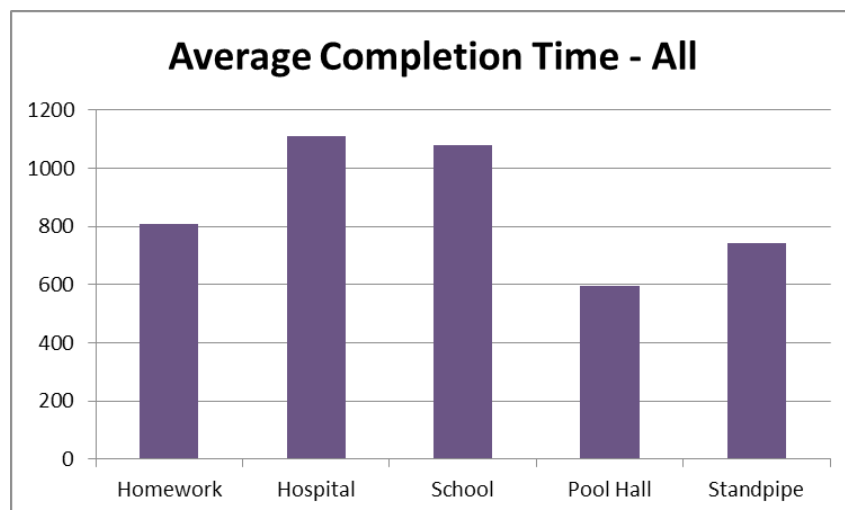
PLAYING THE NONE IN THREE GAME

Regardless of which version you play, the title screen should appear within a few moments of launching the game. The web browser version may take longer.



Clicking the START button will take you to a Level Select screen. On this screen, Levels 1 – 5 can be selected, along with the credits. There is also a QUIT GAME button in the Executable version of the game.

Click on a level's picture to begin playing it. We recommend the levels are played through from 1 to 5, which will take players through the entire story in the correct order. If you are playing within a school environment and are embedding the game into your curriculum, we recommend that one level is played in each session.



The average completion time in seconds for each level from previous tests of the game is shown above. It is worth noting that each level should now take slightly less time to complete, as we have added the ability to skip dialogue, and cut some unnecessary elements from the game.

These times have been included so that you can estimate how much time may be required for your students or participants to play the game. In general, a single level of the game should take somewhere between 8 and 18 minutes to complete.

Controls

None in Three – JESSE is played entirely using a mouse. Although it is possible to play using a laptop touchpad, it is much more difficult to do so. Please ensure you have a mouse with working Left and Right buttons.

- Left Click on the purple conversation options that appear at the bottom of the screen to choose what to say to other characters.
- Left Click on an empty space on the ground to walk. If it is possible to move there, the mouse cursor will change to a pair of feet. Your character will start walking towards the point that was clicked.
- Left Click on objects to interact with them. Moving the mouse over Interactable objects and people causes the mouse cursor to change to a hand symbol.
- Some objects, such as doors, curtains and filing cabinets, must be dragged open. If the mouse cursor changes to a dashed line, hold down the Left Mouse Button and drag the mouse in the direction of the dashed line. This will open the object you are interacting with.
- Hold down the Left Mouse Button and drag the mouse to rotate the camera view. This is essential for looking around each level and finding out where to go next.

Features

Conversation System

During conversations with other characters, players will have the choice of multiple conversational topics. Click the one you are interested in hearing more about. Sometimes, these choices will affect the characters around you, and other times you will get the chance to pick more than one.

Emotional Intelligence Dial

The Emotional Intelligence Dial will appear at certain moments during the game. Players must look at the character shown in the circle, and decide which emotion they are feeling out of Happy, Sad, Angry and Scared.

Players must then hover the mouse over one of the four emotions, and drag the slider that appears to the right. The further right the slider is dragged, the more intensely a character is believed to be feeling that emotion.

Compass

The compass icon can be clicked to identify the next important object or person to interact with to make progress in the level. A purple path will appear between the character the player is controlling, and the object or person. This is the first thing you should try if you get stuck during a level and don't know what to do next!

Quest Log

There are multiple things to see and do in each level. You can keep track of them by checking the Quest Log. It will show how many quests have been completed, along with any discovered and incomplete quests. The quest log can be found by clicking on the Clipboard icon in the top-right corner of the screen.

Notebook

There's a lot happening in None in Three – JESSE. Check the Notebook if you're looking for more information about any of the issues the game deals with. The Notebook can be found by clicking on the notebook icon in the top-right corner of the screen. New entries are added with each level played, so make sure to check back regularly.

LEVEL GUIDE

Level 1 – Homework

The following is a descriptive guide of Level 1, so that facilitators can understand what to do during the level. It is not intended as a comprehensive walkthrough of the game.

After JESSE stands up, walk forwards until you have passed the small table on your right. Rotate the camera by holding down and dragging the Right Mouse Button until you can see the door marked JESSE'S ROOM with a blue sign. Click on the door.



When JESSE reaches the door, hold down the Left Mouse Button and drag to the right. This will open the door.

Inside this room there will be a backpack on the floor. Click on the backpack.



Return to the kitchen area by walking through the door. Halfway back, JESSE will automatically walk towards the parent's bedroom door.



Drag the Left Mouse button to the left in order to listen to the argument. When the argument is complete, JESSE will be able to walk around again.

Enter the kitchen area and click on the Homework on the table.



When JESSE stands up to get some water, click on the Jug on the kitchen counter.



After JESSE smashes the glass and Rondell leaves, enter the parent's bedroom, which should now be open.



After talking to Diana, click on the Yellow pages on the far side of the bed. This will give you the emergency telephone number that needs to be called. Click on the telephone and enter the number you found, and then hit the **GREEN** dial button.

Level 1 will then be complete after JESSE successfully makes his phone call. Remember, there are lots of other objects to interact with, and more than one phone number that can be entered into the phone to complete the level, so exploration is encouraged.

Short guide to Level 2 – Visiting Hour

After Virginia walks away, walk down the hospital ward towards the bed labelled 5.

Click on the hospital curtain around bed 5, then click and drag the mouse to move it out of the way.

After the conversation is finished, click on each character around the bed to talk to them.

Click on JESSE, Theresa, Diana and Rondell to start conversations with them.

After you have talked to all four characters at the bed, Virginia will appear and the visitors will leave. More conversation will follow.

After finishing this conversation, Kristyn will mention leaflets at the nurses' station. Walk back to where the level started, and click on the purple leaflets on the desk near the two yellow chairs:



After looking at them, click the back button, then walk back to Diana and click on her to complete the level.

Short guide to Level 3 – School

Click on the email buttons on the computer to read through the emails.

Clicking on the bottom email will show a big red button marked 'Print Attachment'. Click this button.

Now that you can walk, click on the printer at the back of the room to pick up the board game.

After clicking the printer, turn around and click on the filing cabinet at the front of the room in the corner.

Click-and-drag the mouse to open the filing cabinet and see JESSE's file.

JESSE will enter the room, follow the conversation.

During the board game, click and hold the mouse, then let go to shake and release the dice when it is George's turn.

Choose things to say when it's George's turn.

Eventually, JESSE will flip the board game over. Continue the conversation.

When shown the pictures of animals JESSE has drawn, click on them one at a time until you have clicked on all of them. This should lead to the end of the level.

Short guide to Level 4 – Pool Hall

Walk over to Rondell and click on him. This will start the pool game.

When it is your turn, move left and right with the mouse to turn, then click and drag the mouse to push the white ball towards the balls of your type.

Take turns playing pool game while talking with Rondell.

Eventually, you will either win or lose the pool game. The ending is slightly different depending on if you win or lose.

Short guide to Level 5 – Standpipe

Walk over to the standpipe by the tree and click on it.

Click and hold the left mouse button to scrub at the shirt. After a few seconds, you will be interrupted by the old man.

Continue the conversations until the scene changes to Rondell's house.

As Diana, choose the conversation topics one at a time to raise your concerns with Rondell.

You will then be given two choices – Say you're leaving / Say you're staying. Choose one.

You will then be given another choice – say you'll help him through this / If you don't go, we're over. Choose one.

This will then lead to an ending and the level will end, completing the None in Three game. There are four endings in total, so Level 5 can be replayed in order to see what the other endings are.