

ABSTRACT OF CAPSTONE

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April 14, 2017

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EMPOWERING STUDENTS
WITH GAMES-FOR-CHANGE

Abstract of capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

Suzanne Y. Ensmann

Port St. Lucie, Florida

Committee Chair: Lenora J. Justice, Assistant Professor

Morehead, Kentucky

April 14, 2017

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WITH GAMES-FOR-CHANGE

Systemic sustainable change does not happen overnight but begins with the diffusion of knowledge and changing of attitudes (Rogers, 2010). Additionally, games can educate while adjusting attitudes (Gee, 2008; Jones, 2008). For these reasons, this project designed a Digital Game-Based Learning (DGBL) prototype to teach about the basic human rights that all children should be afforded as delineated by the United Nations (U.N.) in the Convention on the Rights of the Child (CRC) Treaty. The primary goal of this game is to raise awareness and advocacy for equality of all children, regardless of the country, state or county of residence.

Specifically, the idea for this curriculum complements other games-for-change, which teach about laws and impact social change, such as: iCivics, Games4Change, and European Children's Rights games. In the game created for this capstone project, player-learners have the opportunity to simulate various personas as they dive into scenarios designed to evoke pathos thereby increasing empathy and transfer of knowledge (Edele, Dziobek, & Keller, 2013; Gunter, Kenny, & Vick, 2008; Huang, & Tettegah, 2010). Overall, the CRC Treaty contains fifty-four articles and four themes: Survival, Development, Protection, and Participation. Protection and Participation were the focus for this first prototype, including: Article 12 (The Right to be Heard) and Article 13 (Freedom of Expression). As the storyline unfolds,

real-world scenes are presented in which player-learners make decisions which in turn teach them about the purpose of the CRC Treaty. Emerging branches support the player-learners in coping with feelings of sadness and empower them with feelings of hope as they learn about self-efficacy tips and actions they may take to survive the scenarios because affective domain can affect learning (Dormann, Whitson, & Neuvians, 2013).

The ultimate goal of this game is intended to empower digital natives about the rights of children to support the ratification of this treaty in the U.S. These digital natives are the player-learners of today who have grown up in an era where processing of information and systematic thinking has changed with the growth of digital technologies, including gaming simulations (Prensky, 2001). Expertise and resources would be the next step needed to develop the prototype of this game into a high-quality professional DGBL environment.

KEYWORDS: game*, change, advocacy, child*, rights, CRC

Candidate Signature

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WITH GAMES-FOR-CHANGE

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CAPSTONE

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DEDICATION

To Tim and Mike -

Despite the odds, you chose to fly.

May future children be empowered by you as role models to believe they can soar tomorrow regardless of what they encounter today.

To Mom and Dad -

Thank you for never ceasing to be the wind beneath my wings from the date of my conception through my own parenthood to the person I am today.

Thank you for being parents my children want to come home to.

ACKNOWLEDGEMENTS

I would like to extend the following heartfelt gratitude to my:

Chair and Committee Members:

Dr. Lenora J. Justice: For your continued support in fueling the *Little Engine Who Could* with authenticity, a wealth of knowledge, rigor and dedication to the profession, while truly embracing the values MSU represents.

Dr. Christopher Beckham: For your attention to detail in assuring my submission was one of clarity and quality and challenging me to reflect upon the value of this degree.

Dr. Anthony Betrus: For redirecting my thinking to consider that, perhaps, not all things happen due to fate but by scientifically increasing our game time we improve our odds of winning.

Dr. April Miller: For your valuable feedback and being a leader in perseverance. You inspire me.

MSU Grad. Program Say Anything and previous cohorts: For embracing shared values of faith, family, mind, body and soul, serving others, and engaging students with education which excites and empowers them to lives productive and purpose-filled lives. Keep doing what you are doing. Thanks for getting me through!

Friends and family: For your endless love, encouragement and support; especially, those of you who “get it.”

To the children I’ve been blessed to embrace, especially those who have lived through trauma no child should live through: YOU inspire me and are in my daily prayers.

“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.” — Margaret Mead

Matthew 19:26

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Executive Summary

What is the Core of the Capstone?

This capstone project proposed to create a prototype for serious Digital Game-Based Learning (DGBL) to impact social change (Chen & Michael, 2006; Cody, Ritterfeld, & Vorderer, 2009; Heeter, Lee, & Peng, 2010; Ratan & Ritterfeld, 2009). Specifically, this game prototype has been designed to educate players about the United Nations Convention on the Rights of the Child (CRC) Treaty of 1989, precisely Article 12: The Right to be Heard and Article 13: Freedom of Expression (The United Nations International Children's Emergency Fund [UNICEF], 2009). To date, the United States (U.S.) of America is the only U.N. country not to have ratified this human rights treaty since its inception in 1989 (UNICEF, 2009).

Overall, the CRC Treaty contains fifty-four articles and four themes: Survival, Development, Protection and Participation. The latter was the focus for this first prototype. Article 12 specifically states that children should have the equitable right to be heard in all legal proceedings affecting them. Most people would assume that since the United States (U.S.) already affords this federal right for its citizens, acceptance of this article would not be an issue; however, children are an exception to that equitable protection in the U.S. In fact, they are deemed "fit to be heard" in some court cases and divisions while deemed unfit to be heard in others (Taylor, 2009). The differentiation is not based upon research demonstrating a child's ability to express his/her thoughts better in one location versus another, but based upon legislative

tradition, which specifies that children have a national constitutional right to be heard in Criminal cases but not in most Family Law cases. That decision is left up to the states and judges to assess one's mental capacity or right to be heard. Mental health training and qualifications for making this determination in the courtroom has historically not been required (Lemon, 1999).

Why does it matter? Divorce in the U.S. has been recorded to occur in over half of total marriages (Centers for Disease Control and Prevention, 2014). If just half of those homes have the average of two children, over one million children would be in the middle of a Family Law case. The number is staggering when there are multiple children per family and birth rates of close to two million more children born out of wedlock (Centers for Disease Control and Prevention, 2014) factored into the equation. The futures of all of these children will be decided upon by judges in the court system, and the children's voices will be permitted only if that state upholds their right to be heard. Even then, given a judicial system lacking in mental health training, judges and attorneys may often discount children's words. According to LaShanda Taylor, a staff attorney with the American Bar Association Center on Children and the Law:

Denying the child a voice in the lawyer's advocacy 'reinforces...the lessons, learned most thoroughly by abused and neglected children, that he [she] should not expect to have any control over his [her] fate (2009, p.617).

Differences between the States in America

In the U.S. Family Court System, there is, also, no jury or appellate court in which to file a grievance, and the rulings may vary greatly depending upon the state. For example, in Florida children have the legal right to speak in any proceeding affecting them in juvenile delinquency and dependency cases, but not in divorce cases. Consequently, rulings have shown that children have been deemed competent to speak when it comes to visitation with grandparents, but not regarding where they feel safe to sleep or desire to live in family law cases (Potter, 2008). Consistent evidence reflecting an equal weighting of children's words in cases in which they are a main party across courtrooms and cases varies greatly. Even when those rights are recognized, the enforcement of those rights varies widely amongst the counties as the Florida Bar acknowledges:

Although children have the right to counsel at all stages in delinquency proceedings, of the children who are embroiled in abuse and neglect cases in dependency court and are taken from their families, only half are afforded the services of a guardian ad litem and most have no representation at all (2012, p. 2).

In addition, domestic violence (DV) is often not even considered to be relevant in custody cases despite clear evidence finding children are intricately part of this equation and can be quite dynamic in their thought process about it (Holt, Buckley, & Whelan, 2008). In the U.S., more women die at the hands of a spouse or lover than a stranger (Haddix, 1996), and reports reflect that close to ninety-percent

of women in battered shelters state that children witnessed the abuse (Haddix, 1996). Furthermore, it has long been the presumption that DV and custody disputes were two separate entities in a court of law; thus, even in cases such as *Bartasavich v. Mitchell* in Pennsylvania or *James M. of California* where children watched one parent kill the other parent, the assailants still had rights to the children and maintained custody after release of incarceration (Haddix, 1996).

Conversely, the California Family Code was amended in January of 1998, to acknowledge a direct correlation between witnessing DV and child abuse, and declared that DV in a household where a child resides is detrimental to the child (Doyme et al., 1999). Consequently, a ruling in California found that witnessing a parent's murder directly correlated with custodial rights as it caused undue mental duress upon the child in that case (Johnson, 1998). California also denotes that children are afforded rights equal to other citizens, regardless of case. Children may attend legal proceedings which affect them even under the age of twelve. With the assistance of an adult, they may file their own legal actions to uphold their rights. In California, contrary to Florida, a child may even request a Restraining Order for a Protective Injunction, and the judge will hear his or her words in court (Legislative Counsel State of California, 2014). Making strides to hear children's words is commendable, but the vast number of voices that are still not heard is too great to ignore (Haddix, 1996).

Cases such as *Collins vs. Collins* provide one such specific example of how other State courts such as this Minnesota court did not take children's words into

consideration equally. In this case, the Collins children verbally stated that they were afraid of the father and did not want to go with him. Documentation of abuse such as a skull fracture was presented as supporting evidence (Collins, 2012). The mother petitioned the courts on behalf of the children's rights, and her actions were perceived as "parental alienation," a theory coined by Gardner in 1985 despite lack of scientific evidence to support this (Bruch, 2001). Thus, the children's words were not weighted equally with the parent's rights; the mother was confined to supervised visitations with them so she could not "alienate" the other parent; and, the children were awarded to the father. After receiving the last plea for help from the son, Holly Collins fled with her children to a foreign country in 1993, as her last recourse for safety.

As the children aged, they petitioned the Minnesota courts to drop the arrest warrant it had placed against their mother so they could all return home. The Collins children were finally heard at the age of adulthood. The Minnesota court dropped the arrest warrant for Holly Collins, and they returned to the U.S.

Other Countries' Policies

All of the United Nations (with the exception of the U.S., as of this writing) have ratified the CRC Treaty, and as such, honor Article 12: The Right to be Heard for children in all proceedings affecting them and Article 13: Freedom of Expression. As an example of how this treaty impacts lives, the Netherlands, which is one country to have ratified this treaty, awarded Holly Collins and her children asylum to protect them from the DV they had experienced in the States. The CRC Treaty acts as the

authority in supporting the foundation for change in legislation and action in protecting children's rights in the Netherlands (Detrick, 1999).

Another country which determined a critical need for change based upon the ratification of the CRC Treaty is Australia. Historically, the Family Law Courts in Australia had been the authority to make the decisions regarding all aspects of separation and divorce cases based upon the adults' disputes. Despite children being intimately involved in divorce cases, their input was minimal prior to the ratification of the CRC Treaty (Australian Law Reform Commission, 2014). Judges were trained in legislation to legally divide assets based upon a simple financial algorithm, but not with psychological expertise involving emotional elements needed to deal with the psyche, DV, and the division of children's lives; therefore, children's words were not relevant. Ratification and acceptance of the CRC Treaty prompted a complete process reformation in Australia moving from the courtroom to mental health professionals qualified with medical training listening to the children's preferences. Canada and England have also joined suit in offering trainings not only for the judicial system but for children as well (Fernando, 2014).

Why a Game?

Clearly, children's rights vary dependent upon the location of residence. To suggest to the average parent that children need their rights upheld equitably may seem an absurdity to some, but clearly there is a need. The Diffusion of Innovation Theory is the conceptual framework upon which this capstone is based (Rogers, 2010). Education is the first step to introducing a concept such as the CRC Treaty and

this need for ratification in the U.S. Digital Game-Based Learning (DGBL) was selected as the best means to distribute the content for this capstone project because it is a motivational platform for learning (Justice & Ritzhaupt, 2015) which allows player-learners to test-drive life choices (Gunter et al., 2008). Further elaboration to support why a serious game was selected for this platform will be addressed in the *Why Were the Capstone and Related Strategies Selected* section.

The prototype was designed to provide factual information about the CRC Treaty as well as self-efficacy training, building player-learners' confidence with improved communication skills, and supportive resources to support motivation and persistence (Deterding, 2012). Targeting teen and mature audiences, this game is designed to engage students with real-world challenging scenarios promoting their unique adventures as they play and learn. DGBL spans all walks of life and has proven to motivate and engage players from within or without the four walls of a classroom (Jones, 2008). DGBL also provides a convenient platform from which players may share information learned exponentially. As a means to disperse the game amongst player-learners, this prototype has been aligned with sound educational practices to align seamlessly with the iCivics free educational simulations, building upon the quality free games founded by Supreme Court Justice Sandra Day O'Connor (iCivics, 2011). The ultimate goal is for this capstone's game to educate the digital natives about children's rights and to promote advocacy for ratification of the CRC in the U.S. in pursuit of equality for all children.

To impart knowledge in an era of globalization, innovation and trans-human technology, DGBL can transform education (Pellegrino & Scott, 2004). DGBL fosters critical-thinking and problem-solving skills, the same basic competencies also necessary to prepare students to be entrepreneurs and pursue Science, Technology, Engineering and Math (STEM) careers needed in society today (Roberts, 2002).

Research suggests that the gaming industry produces over 60 billion dollars globally, regardless of age (Jones, 2008). DGBL is a medium that students are already engaging in voluntarily during their free time. The impact of DGBL in education goes beyond dollars or percentage of users. The data reflect improved attention, vision, and learning cognition (Eichenbaum, Bavelier, & Green, 2014). Even greater is the potential for changing players' perceptions and attitudes, which when combined with digital mediums, can make impacts of global proportions. Games advocating for change to foster improvement are considered serious-games (Chen & Michael, 2006; Cody, Ritterfeld, & Vorderer, 2009; Heeter, Lee, & Peng, 2010; Ratan & Ritterfeld, 2009). Data reflect students devouring DGBL through high usage of serious-games for social change such as *Darfur is Dying* which has been downloaded close to a million times (Jones, 2008).

Likewise, iCivics provides DGBL designed to teach children about the American government and also to increase civic engagement. This is accomplished with an element whereby the player-learners can play-it-forward by donating their game points to real-world charitable causes. Sponsors invest money into the causes for achieving the highest number of points, once again, making an impact to effect

social change. Statistics also reflect exponential increase in giving via digital platforms in the amount of \$350 million dollars from 2003 to 2009 (Owens, 2013). It is anticipated that a DGBL platform designed with an element where players can learn to advocate for social change provides measurable impacts equitable to charitable giving. Players learn about real-world matters beyond the walls of a schoolroom, exponentially impacting society for the better.

Definition of Key Terms (as related to games and education):

CRC: CRC is an acronym for the Convention on the Rights of the Child Treaty which was created to identify basic human rights to which all children should be entitled (Assembly, 1989).

DGBL: Digital Game-Based Learning has been researched and acclaimed to be a viable means to engage player-learners in discovering and applying information (Van Eck, 2006).

DIGITAL NATIVES: Students who have grown up with digital technology available to them from the early stages of childhood are termed digital natives.

ENDOGENOUS: Games designed with lessons interwoven into the bloodline of the realistic game simulation is endogenous rather than a reward or drill and practice attachment to the game.

GAME ELEMENTS: Game elements are components observed to define a digital game such as: Artificial Intelligence, Attract Mode, Back Story, Boss Challenges, Cut Scenes, Experience Points (XP), Fantasy, Game Rules, Non-Playable Character (NPC), Narrative, Outcome, Perspective, Story Mode, Trailers, Tutorial Mode

(Becker, 2008, p.82). See Appendix A. This game-element table correlates to the Relevance Embedding Translation Adaptation Immersion & Naturalization (RETAIN) rubric (Gunter et al., 2008) to assure gaming elements align with Keller's ARC model and Gagne's Nine Events of Instruction to assure sound pedagogy.

NODES: Nodes are the intersections which connect the many branches of connections in a game.

GAMES-FOR-CHANGE: Resembling serious games, games-for-change are designed to extend beyond imparting knowledge on a specific topic, and affect real-world outcomes. This media platform educates and motivates social transformation for the betterment of society. Thus, for the purpose of this capstone, games-for-change is synonymous with games-for-social-change.

PLAYER-LEARNER: For this project, player-learner will be identified as the individual participating in this digital game designed to diffuse information (Gunter et al., 2008). With digital technologies, education spans outside the classroom walls originally designed in the Industrial and Enlightenment era.

SERIOUS-GAMES: For the purpose of this study, serious-games will be considered interchangeable with DGBL intended to propose more than just entertainment for the player. Serious-Games are designed for a specific purpose and offer the players educational knowledge to improve themselves and communities (Chen & Michael, 2006; Cody, Ritterfeld, & Vorderer, 2009; Deterding, Dixon, Khaled, Nacke, 2011; Heeter, Lee, & Peng, 2010).

Whom is the Capstone Meant to Impact?

This capstone intends to target digital natives to educate and advocate for the equal rights of all children, and more specifically to afford children the equitable right to be heard in all proceedings affecting them in the U.S. For example, in the U.S. courts it has long been the presumption that the best interest of children could be determined by the adults surrounding their cases (Rodham, 1973; Taylor, 2009); however, it has also been determined that children are highly capable of participating in criminal cases affecting them in such instances as the Gault Case of 1967 (Federal Judiciary, 2015). Forty states in the U.S. have also supported children having a right to be heard in their own dependency cases to-date. Since this legislation has not been replicated across all states, an inequality of rights has developed for a large vital population of citizens: children (Breger, 2010; Rodham, 1973).

Former Supreme Court Justice Sandra Day O'Connor paved the way for this prototype by developing educational games which are designed to address state and national standards and teach about U.S. government and civic engagement (iCivics, 2011). Thus, this prototype began by aligning with iCivics' scope and sequence to integrate into the curricula reaching over 3 million students and 100 thousand teachers (iCivics, 2011). The primary demographic for this game was intended to be the middle and high school social studies students in the U.S. playing the iCivics games such as *Do I Have a Right?* (iCivics, 2011) as they would be prepared with the prior knowledge of playing in a DGBL environment. This would strategically

position player-learners within a framework of game-play teaching about rules of law with which they would already have familiarity.

Building upon this, the prototype aimed to merge into the iCivics Citizenship and Participation unit, specifically the *Trip Around the World* lesson plan which, as of the date of this capstone, does not yet have a game to engage learners. See Appendix B. Because game playing crosses generational barriers, the prototype was not intended to be limited to children. It was anticipated that adults would also be motivated to play.

To transition from the iCivics' lessons, which teach about equal rights children are afforded in the U.S. to those which vary between the states, real-world cases were collected to demonstrate the disparity. Even in states that offer children the right to be heard, judges and attorneys appointed for children may completely disregard their words (Collins, 2012). According to Akhil Reed Amar, societal acceptances are not made up by legislation alone, but include perceptions and interpretations:

The eight thousand words of America's written Constitution only begins to map out the basic ground rules that actually govern our land, while the unwritten perceptions guide all other judgment (2012, p.ix).

Since the cases from child survivors and parents were woven into the prototype, the game took on a different persona, and it was determined that the graphic nature of the scenarios would better suit older children and adults. This moved the educational realm beyond the walls of the classroom into the

communication and media world. The primary target audience changed from middle school children to teen and adults. In the video game industry this prototype would be labeled with a rating of Teen based upon the Entertainment Software Rating Board, (ESRB Ratings, 2015).

How was the Capstone Project Implemented?

Goal: To meet the objective of educating and advocating for children's rights, this capstone created a prototype of an endogenous game to teach players about the CRC Treaty, specifically Article 12: The Right to be Heard and Article 13: Freedom of Expression. Careful planning also went into providing communication and coping resources to equip the player-learners with skills necessary to navigate scenarios which may evoke empathy (Pellegrino, & Scott, 2004). This is an implied learning outcome of serious-games design to elicit the altruistic intended activism (Edele, Dziobek, & Keller, 2013; Gunter et al., 2008; Huang, & Tettegah, 2010). Research shows that games designed to promote social interaction also increase interpersonal empathy (Greitemeyer, Osswald, & Brauer, 2010).

Research for this project began in 1997 by: collecting experiences demonstrating the inequalities to the CRC solution as well as networking with organizations such as The Campaign for US Ratification of the CRC Treaty. Additionally, continued investigation focused on solid instructional design principles and teaching experience. An appointment to the iCivics Teacher Council in 2014

provided the DGBL platform to test the effects of gaming in education by using the iCivics resources. Training teachers how to play-it-forward led to the foundation of a game-for-change method of educating about this content. The years of researching children's rights and gaming principles culminated in a draft of a storyboard.

Game Premise: The original storyline was intended to unfold similarly to the ghosts leading Ebenezer Scrooge, diving into and viewing past, present, and future scenes from an aerial view (Dickens & Farmer, 1843). Instead of ghosts, this prototype intended to use a small fairy that was a friendlier, more child-like, comforting version of a real judge. The fairy-judge was intended to lead the player-learner's avatar on a journey to watch as children from each of the respective countries, were faced with decisions to make. Once the cursor hovered over each character, she/he would present her/his scenario. At a later date, this storyline was revisited and tweaked to address the teen gamer and more mature audience.

When faced with each scenario within the game, the player-learners must determine if the child has a right according to the CRC Treaty and if that country honors the CRC Treaty. This design builds upon the *Do I Have a Right* and *Immigration Nation* (iCivics, 2011) game frameworks in which the player-learners simulate real-life, and take on the persona of an attorney to determine if their potential clients have rights based upon U.S. legislation. At any point in the game, they may select the scroll icon to see all the articles of the CRC Treaty in a child-friendly format.

Prerequisite skills necessary to play this capstone's game include navigating through a digital platform and reading at a sixth grade level in English. The prototype developed into a narrative with various scenarios through which player-learners simulate real-world experiences that children face. The learning objectives of this game are for player-learners to:

- Identify specific human rights listed in the CRC Treaty.
- Articulate Articles 12 and 13 of the CRC Treaty.
- Apply those rights to real-world situations.
- Identify which country has not yet ratified the CRC Treaty.

Learning outcomes are achieved by maneuvering through the game to master critical-thinking, communication, and problem-solving skills necessary to compare, contrast, analyze, and synthesize how legislation may be applied to children's rights.

Platform Selections and Game Mechanics: To gather ideas and determine platform and game mechanics, informal discussions and surveys took place with: instructional design and gaming groups, professors in Advanced Technology and Education departments, videographers, and social media gaming in education entities. Based upon this collection of data, several gameplay environments were explored including games-for-change such as *That Dragon Cancer* and choose your own adventure decision-based games. Game engines such as Unity and Steam surfaced as viable recommendations.

The first storyline was created linearly in Google Slides to gain real-time feedback and was developed with few scenarios. See Appendix C. To be able to visually see the nodes which connected the scenes and branching development, though, Twinery.org was selected. Information gathered all leaned towards developing the DGBL to evoke the pathos and tell the real stories as the goal is to effect change to educate and improve lives. Crowdsourcing to gather real stories from child survivors and parents provided repetitive stories of inequalities that children of various genders and ages experienced across the States. Five families were created in the prototype to represent this, and names were changed to protect identities. By beginning with a basic lower-level scene (designed not to spark great emotion) the player-learners are able to gradually step into the more serious aspect of the game. A few scenes in, the complexity grows and more choices are unveiled to the player-learners so they may drive their own storylines selecting the characters to whom they can most relate. Twinery supports creating a web-based storyboard in a web-browser with the option to test the nodes and branches and edit as needed. It also supports saving it as an HTML file with which it was uploaded to a web-based server for formative beta testing. See Appendix D.

Volunteer child survivors, gamers, parents, and educators beta tested the prototype in its formative stages. Feedback from that round of testing returned the following themes:

- Educate about the CRC Treaty and offer action steps sooner vs. later in the game.

- Specifically: Move *Take Action* element closer to the beginning of game.
- Add relatable scenes showing positive results of CRC ratification in another country vs. all negative in a country which has not ratified the CRC Treaty.
- Reformat prototype in first person through eyes of character (similar to *That Dragon Cancer* game).
 - For example: Within scene where children call mother, pan into cell phone to see the text and have option for mother to dial 911.
- Make it a strategy game.
 - Have players try to get home or stay and keep them happy. There is a way out. Players could learn to vote.
 - Do not ask questions. Gamers do not want to learn a lesson. Questions make it feel like a lesson. Thus, give choices to select and transition to various options without the player realizing they are answering a question based upon the option chosen.
 - Do not “lose or win” points, but instead make it truly endogenous with the game.
 - Specifics: Instead of losing points, make the wrong choice “cost the children a few more years without a right.”
 - Offer XP (experience points) for “wins.”

- Add note to let players and teachers know graphic content may be disturbing.
- More stories provided. See Appendix E.

All feedback was incorporated into 25 game scenes to assure ample practice was offered to increase retention of learning objectives.

Design Elements: Originally, envisioned to be visually inviting and motivating for younger player-learners, this is designed as an endogenous game (Gunter et al., 2008) with content immersed and integrated as part of the game's fantasy and storyline. For example, in the iCivics *Do I Have a Right* game, the player-learners have to determine which amendments may be applied to each case as they take on the persona of attorneys in a law firm aiming to win each trial. Likewise, fanciful imagery is also to be used to engage the player-learners as research demonstrates that it is a prime factor in gaming motivation and acquiring of knowledge (Gunter et al., 2008). The prototype for the developer has sample imagery and placeholder images to communicate the vision to the developers.

To assure sound pedagogy, gaming elements (Becker, 2008) and sound learning and motivational strategies were aligned. See Appendix A. For example, with proper funding, the ultimate vision for development of this prototype into a game would be with *Artificial Intelligence* (Becker, 2008) used to simulate role-playing where the player-learners design their individual avatars and navigate through the game with a *Non-Playable Character* (NPC) (Becker, 2008) leading the way. The NPC originally was to resemble a Tinkerbelle fairy-like judge mouse clicker pointing

the way similar to the ghosts of past, present, and future in *A Christmas Carol* (Dickens & Farmer, 1843). The NPC has since evolved into a selection of rugged 3D avatars. Along with the fantasy which player-learners maneuver through to unveil the facts about the CRC, there is a competitive aspect through which player-learners may compete for *Experience Points* (XP) to show their progress (winnings) against themselves and others. This is also termed *Valorization* (Becker, 2008). In the prototype these XPs are *Knowledge*, *Courage* and *Strength* designed to be worn as garments or accessories.

It is recommended for the prototype to be developed within a platform, such as Unity, with three-dimensional animated avatars and their *Point of View* (Becker, 2008) based upon the XP they earn. Avatar outfits, accessories, gender, skin, and hair color have potential to be customizable. Ultimately, the actual avatars are realistic and dressed relative to their cultural attire dependent upon country and state to invoke pathos. Character personalization added within this game includes children of mixed genders and cultures respective to their country of birth. The game would visually depict the countries, which iCivics worksheets already compare and contrast: India, Brazil, Iran, Germany, and Ghana, with America in the lesson to which this DGBL is aligned. More specifically, the scenarios would reflect the residences of children in each of those countries. Since laws differ for the U.S. children dependent upon the state, several states are represented. In the prototype, the interactions occur as the player-learner transitions (flies, portals, escapes) into the next scenario of each of the children/families respectively.

Each of the drafted scenes is listed in the GPS (Table of Contents) menu to help guide students as needed. For each scene which might invoke sadness, there is another which offers hope.

Main characters with common threads include:

- Two young boys from Florida who:
 - progress in age through the game,
 - travel throughout the states,
 - apply for restraining orders and are denied due to age,
 - express that they are afraid and don't want to go for visitations,
 - run and escape to safety,
 - are recommended to be treated for PTSD,
 - Reflect evidence of neglect.
- Mother of boys who:
 - experiences accusations of "Parental Alienation."
- A girl and her brother from Massachusetts who:
 - progress in age through the game,
 - travel throughout the states,
 - have been treated for PTSD,
 - express that they are afraid and don't want to go on visitations.
- Mother of siblings who:
 - experiences accusations of "Parental Alienation."
- A boy from NY who:

- applies for a restraining order and gets it,
- expresses he is afraid and doesn't want to go on visitations.
- A family from Minnesota who:
 - runs and escapes to safety,
 - applies for asylum and receives it,
 - travels overseas,
 - expresses that they are afraid and don't want to go for visitations,
 - shows evidence of abuse,
 - experiences accusations of "Parental Alienation."

Scenes from outside of the U.S. are provided directly from research and sources as noted in the prototype.

Notes for developers in the prototype include:

- Real-world images drawn and written by children expressing their desires and needs.
- A video and images simply to be used as reference for design elements. Video and photos should be replaced with animation in DGBL developed.

The game decisions ultimately lead the player-learners with an option to continue trying again until they select the correct answer to progress.

The game ends:

- When they get caught trying to run and go underground (fictitious but possible).
- When they get hit by the train or crash (fictitious but possible).
- After the children finally speak in court.
 - Final Action steps are provided on that page such as social media links to share the game.

Why were the Capstone and Related Strategies Selected?

Extensive research was performed to affirm this content would be structured upon firm Instructional Design theories promoting delivery of sound educational pedagogy to increase the likelihood of learning while invoking emotion to inspire advocacy. Simply put, the goal of this instructional delivery stemmed from the First Principles of Instruction (Merrill, 2002a, 2002b, 2007, 2009) and focus on e3 Instruction: effective, efficient, and engaging (Merrill, 2007, 2009). The First Principles of Instruction offer 5 key components to accomplishing this which include: Problem-Centered Lessons, Activation Activities, Demonstration Activities, Application Activities, and Integration Activities (Merrill, 2002a, 2002b, 2007, 2009).

The core of this instruction stems from real-world scenario-based problems in which children express a desire to be heard. Activation begins with an explanation of the CRC Treaty and the basic list of rights it provides to children. An icon, such as a

scroll, is noted in the prototype for the player-learner to select in order to see which countries have ratified these rights. Player-learners demonstrate understanding of content by selecting the accurate answer based upon whether the CRC Treaty was ratified for that country. According to selections made, the next path provided reflects the consequences of decisions. Branches of support resources and next game level of instruction empower players to build self-efficacy and take action as they advance.

Aligning to the Elaboration Theory which suggests curricula should be built from the simple to the complex (Reigeluth, Merrill, Wilson, & Spiller, 1980), this instruction sequences and builds upon the foundational knowledge achieved from decisions made during each scenario. Thus, the scenario grows from simple topics children may express to more important human rights issues. The tone is intended to be serious although begin with some flavor of humor. Topics range from desiring to be heard regarding breakfast choices to life-altering expressions of wanting to sleep in a safe home. Advanced layers include application activities for players to learn more about the topic and take action; travel through more scenarios; and explore avenues intended to empower player-learners with self-efficacy tips such as opportunities to select appropriate communication responses dependent upon having a legal right.

A visual representation may be seen in Appendix B. Scenes highlighted in yellow represent the *Home* (with introduction, overview and, table of contents menu entitled GPS to support navigation for Player-Learners), *About* (background of purpose) and *Teacher* pages (addressing standards). See Appendix B.

XP Assets are circled in red, while Further Exploration pages with tips to support self-efficacy are circled in blue. The *Take Action* page is circled in black and offers players avenues for advocacy, such as an outlet to voice their own opinion on an international discussion board. Additional layers include links to more game activities and research as well as follow-up activities which encourage reflection and extension to integrate the knowledge obtained into real-life applications or advocacy. UNICEF was developed in 1946, to specifically support the needs of children and has continued to develop successful educational resources such as the CRC Treaty activities and Voices of Youth activities (UNICEF, 2009). These are examples of the content linked into this prototype for extended learning.

To efficiently and effectively engage player-learners in this context, this project immerses the curricula into Game Theory (Holland, Jenkins & Squire, 2003). Scholars often heavily populate gaming conferences since they have found that games engage player-learners. In fact, games designed to teach are becoming an academic affair (Holland, Jenkins & Squire, 2003). Is this not the outcome instructors desire of students? Consider the possibilities of capturing students' attention for hours on end, and meeting many different learning modes in an environment which fosters critical-thinking and problem-solving.

To further evidence the educational value of games, gaming elements included in popular commercial games have been aligned to proven Instructional Design theories (Becker, 2008). To affirm that this project is educationally sound development of the prototype also aligns to Gagne's Nine Events of Instruction and

Keller's ARC model of instructional design with foundational gaming elements (Gagne, 1981). For example: the instructional design element of gaining attention aligns to gaming exposition in gaming design; presenting stimulus in instruction aligns with providing player-learners with choices; providing guidance to achieve learning outcomes directly correlates with gaming instruction, real-time feedback and success and failure screens (Gunter et al., 2008). Thus, the foundational layer of this curriculum is designed into this simulated prototype online.

Research reflects that more students will learn material they actively participate in and experience (Brent & Felder, 2009; Gee, 2008; Gordon, 1970). This era has moved from a time in which the brain was likened to a slate to be drawn upon to, more appropriately, a systemic computer which processes data received, interprets, synthesizes and constructs mental images and perspectives (Gee, 2008). Gee further argues that brain function does not operate by mental imaging alone but complete embodiment of sensory involvement. Consider, then, that video gaming is closely depicted as to how brain function actually occurs. People select courses of actions based upon their problem-solving ability in foreseeing rewards and consequences. If the path does not work well, another route is chosen to achieve the desired outcome (Gee, 2008).

Furthermore, laws and perceptions might not always yield desirable results. Therefore, this prototype includes *Explore* options to test-drive various strategies to improve communication skills and provide positive outlets for players to cope with defeat. These include listening, assertiveness, and problem-solving opportunities

recognized as key elements to diffuse situations in the Conflict Resolution Model (Davidson & Wood, 2004). For example, players may select the option to speak assertively with “I” statements to build confidence versus aggressively with accusations which foster negative feelings (Cangelosi & Peterson, 1998; Jakubowski-Spector, 1973; Kubany, Richard, Bauer, & Muraoka, 1992). Thus, videogames are an extension of how the brain already operates while they also provide a fail-safe environment to test new and different suppositions (Gee, 2008; Justice & Ritzhaupt, 2015). Therefore, if games are an extension of the way our minds currently work, incorporating them into curricula for player-learners to participate in role play activities in order to determine right, wrong, and unanticipated conclusions is simply a natural fit for player-learners to determine and retain the skills for success.

Furthermore, gaming in education has far greater capabilities of influencing player-learners than traditional methods of instruction as evidenced in the article *Can a Video Game Make Someone Nice?* (Kapp, 2012). This study examined participants engaging in socially positive and negative games. The scenario ranged from docile activities like picking up spilled pencils to stressful situations such as stopping an abusive lover. In both cases, player-learners who played the game persuaded others to make positive choices and were more likely to come to the aid of another (Kapp, 2012).

In 1973, the National Gaming Council proceedings on Simulations and Gaming provided several examples of the benefits of games in education. Games were addressed as being the language necessary to teach player-learners to think

holistically in order to problem-solve and effectively communicate to resolve conflicts (Moriarty, 1974). In a diverse and troubled world, gaming could provide an equal playing field for all students to learn while promoting choice and self-expression. Failed choices lead to learning the content rather than failing the lesson (Jones & Chang, 2014; Justice & Ritzhaupt, 2015). Not only can games prove to be fun but they foster critical-thinking and problem-solving skills also (Gordon, 1970). Gaming brings Bloom's taxonomies to education in a fail-safe environment including: facts and information, comprehension opportunities, skills to master analysis and synthesis, leading into the cognitive domain where player-learners are challenged to review the process of how to excel from one level to the next (Moriarty, 1974).

Additionally, empirical data of an analysis of close to 300 students playing educational games randomly selected amongst high schools in Indiana attest to significant learning outcomes (Moriarty, 1974). Playing the games increased student pre- and post-test scores of subject matter, while also improving student interest and participation in the classroom. In fact, the diverse participating teachers now support educational games as a successful pedagogical teaching method (Moriarty, 1974).

More recently, a study examined over two hundred instructors playing iCivics games in order to experience the lessons from the player-learners' perspectives (Sumners, 2012). Qualitatively, instructors who invested time on the games listed motivational, encouraging, positive behavioral effects that the games had upon them, affirming use of critical-thinking skills to find solutions. Quantitatively, the points

earned and percentages accurately completed were also remarkably higher for those who played the games two or more hours versus those who played under two hours (Sumners, 2012). Another study of over one thousand young 4-H students playing games found that player-learners did, in fact, retain the subject matter taught (Boocock, 1966). Even more notably, however, was the increase in self-efficacy and empathy various genders had with each other when simulating role-play, and they had fun while learning (Boocock, 1966)!

Going beyond fostering care and kindness, serious-games started emerging in 2003 empowering true activism (Allison et al., 2012). Digital natives, the generation akin to social media, video gaming, and constant interaction with networks from local peers to global strangers, spawned a surge on the Internet highway of do-gooders. By absorbing news in real-time through social media, they become zealous about making a positive difference encompassing ethical, moral, and social issues (Allison et al., 2012). Examples of this have been demonstrated with the amount of activism elicited through social media for tragic events like the earthquake in Haiti to electoral races as seen with the passion invoked through Twitter or Facebook for the presidency seat for 2017. Player-learners are reflecting on their values, learning the importance of community service and civic responsibility, and the feeling achieved through giving, service to and compassion for their fellow man.

With serious-games on the rise, Games4Change holds an annual festival promoting the impacts made as these DGBL environments address issues of global importance. According to the TechKnowledge review on these festivals “Games are a

way of storytelling and problem-solving,” (TechKnowledge, 2009). These games are designed to evoke empathy, raise awareness to impart the facts then let the gamer take control of the activism. Gamers, in fact, have not only been inspired by games to stand up for particular causes but also play for causes. In response to a negative stigma pervading gaming in 2003, games to donate real money for charitable causes sprouted up to demonstrate the compassion gamers have and civic responsibility which could be demonstrated through gaming. Within three weeks gamers had raised \$146,000 for a local hospital (Danforth, 2009). Integrating problem-based learning within serious-games can truly achieve significant gains.

Gaming has also been used as a platform to educate about treaties the United Nations (U.N.) has created. For example, the U.N. called for the decade from 2005 to 2015 to focus on education promoting sustainable energy. Answering the call, Ball State University in Indiana planned the development of the Second Chance Game: Local Partnerships (University-Community) for Global Awareness and Responsibility designed to teach this U.N. focus at the middle school level. The results of the DGBL initiative proved that imparting social knowledge and getting buy-in from key players to develop innovative strategies to educate goes beyond governments creating treaties or passing laws. Partnerships of government, educators, community, and businesses infusing technology to engage students and clarify unified goals are the key to moving sustainable measures forward especially in an era of such a connected world (Pacheco, Motloch, & Vann, 2006).

Further evidence to support why a game was selected as the medium to advocate and teach about children's rights may be seen through USA Today's recent report recognizing Supreme Court Justice Sandra Day O'Connor's vision to teach students about civics and American Government through games (Toppo, 2015). Since 2009, over three million users have played the free games to learn about the important workings of government and civics, such as how judges make rulings on landmark cases to protect rights (Toppo, 2015).

The European Union has also created exogenous games specifically designed to inform children about their rights. See EUROPA: https://ec.europa.eu/0-18/wrc_index_en.jsp?main=true&initLang=EN (Europa, 2011). No research has been performed at this time to specify attainment of desired learning outcomes.

Additionally, Multi-User Virtual Environments (MUVES) in which students played to learn the content versus read about it from a book displayed significantly higher post-tests scores (Probert, 2013). Greater comprehension and understanding were demonstrated. Player-learners expressed a strong desire to want to play the game for entertainment and socialization leading to more content learning time (Probert, 2013). These notable results strongly influence the direction of this research as peer-to-peer engagement adds a whole new dimension and outcome to the skills acknowledged by the player-learners (Probert, 2013). Evidence also supports that multiplayer games tend to build social presence and social constructivism to improve learning gains (Gee, 2008).

Even a study targeting university-level students playing games reflected high achievements in knowledge and attitudinal skills after completing the games (Woo, 2014). No differences were observed when comparing gender motivation and results. Most importantly, game characteristics including role-playing and fantasy were still identified as elements attracting users. This is critical for game-integrated instruction to motivate player-learners in the classroom (Woo, 2014).

Empirical data now also support claims in favor of teacher perception on the positive impact of game-based learning including motivation, soft skills, and curricula (Bourgonjon et al., 2013). The exponential acceptance directly correlates with the increase of technological devices and generational difference throughout the last decade. Ultimately, the data clearly reflect the growth of instructors' willingness to use games in classrooms (Bourgonjon et al., 2013).

Furthermore, empirical data reflects that additional subjects consistently scored significantly higher when engaging in game-based learning (Kapp, 2012). While these statistics should sell administrators on the relevance for Digital Game-Based Learning (DGBL) in the classroom, even more impactful is the benefit of changes game-based education has on attitudes. Many of the games by which students evidenced learning gains also persuaded the students to modify their attitudes positively. Games designed to persuade player-learners in favor of a common good really can improve retention rates, soft skills, and behaviors affecting the common good (Aston, Houghton, Featherstone & Perrotta, 2013) impacting the community for the better (Kapp, 2012).

The outcomes of the game simulations have continued to exceed beyond educational goals into careers and real-world applications. Through DGBL, students have proven to acquire both hard and soft 21st Century skills including problem-solving, critical-thinking, and improved communication; but, even beyond that, the active learning which occurs, is as good as or better than other training for high technical careers such as piloting a plane or performing surgery (Aston, Featherstone, Houghton, & Perrotta, 2013). The practical application for this capstone supports the need for instructors to engage in trainings on human rights with the CRC Treaty to be used as a guide (Maboe, 2013). Based on this game-for-change, students may be inspired to pursue careers in legislation, writing, criminal justice, or international affairs.

The argument against ratifying the CRC Treaty is debated by the class which has the privilege to vote. Consider for a moment the population. Children do not have the right to vote so their words will never be heard until someone takes a stance to vote on their behalf. The need for education on the subject to enlighten the U.S. in order to begin reformation is great.

The question is this: Can a game designed to educate about the U.N. CRC Treaty persuade the digital natives to ratify it in the U.S. in order to begin the movement for change to ultimately achieve equal rights for children? It is hypothesized that there is evidence to support that a game would be an effective means to advocate and profoundly impact invaluable change to better the lives of children in need.

The European Union has laid the foundation for teaching about the CRC Treaty through the web-based free game offered to children throughout Europe (Europa, 2011). The timing is right to create a game like this to teach the U.S. children about the CRC Treaty next. The serious game this capstone project wishes to design will educate the population on the CRC ultimately educating and advocating to impact equitable rights of future children.

“Never believe that a few caring people can't change the world... indeed, that's all who ever have,” Margaret Mead.

When was the Capstone Implemented?

The prototype was uploaded to the Internet Fall of 2017 solely for formative beta testing, further design and development refinement. Searching for funding sources is the next phase to advance this prototype to the next level.

Analysis and Design Phase: Once the need to educate the U.S. about the CRC Treaty was recognized, study and action over many years were used to disseminate, and find the best means and key-players with which to diffuse the information systematically to a larger audience to effect change following Rogers’ Diffusion of Innovations theory (Rogers, 2010). Introduced to the need in 1998 for children to have a voice in proceedings affecting them, the researcher investigated laws nationally and internationally. By 2010, evidence demonstrating the value of educating through games became apparent. By 2014, networking with successful

educational gaming organizations began along with the creation of the first game prototype introducing an overview of the CRC, Article 12: The Right to be Heard. The initial storyboard depicted scenarios representing the need for the U.S. to ratify this treaty due to inequities still found today amongst the youth. In 2016, ongoing development of the prototype expanding to include elements of Article 13: Freedom of Expression, and exploration for funding and resources to create the actual game began.

Post-Capstone Vision of Prototype Development:

Tracking: Since research reflects that tracking is important to assure that learning outcomes are met (Justice & Ritzhaupt, 2015), tracking of each player-learner should assess the amount of lessons the player-learner has completed.

Mastery of Levels: By selecting the correct path based upon ratification of the CRC articles and/or laws for respective states, the player may advance to proceed to the next level. XPs should be awarded to further increase motivation.

Discussion Board: Linked to global discussion boards within the game, learning objectives are listed on the introduction page and on the final page.

Social Media: Icons to share the game should be offered to increase dissemination.

Impact of the Capstone

The serious game-for-change prototype this capstone has designed is intended to be the foundation for developing the next phase of a digital game to educate the population about the CRC Treaty. As the research reflects DGBL can be an effective way to harness digital natives' multiple streams of processing information and 21st Century Skills, but the potential impact for this game-for-change is not limited to one generation of learners (Prensky, 2006). The gaming industry reflects that 44 percent of video game players in the U.S. are above the age of 36 through seniors (Entertainment Software Association, 2015). These players, coupled with the digital natives over the age of 18, total over 114 million gamers in the U.S. of voting age (Entertainment Software Association, 2015). The outlook of any of these players desiring to play the game designed by this capstone is optimistic, because data reflect that 39 percent of gamers who play most often engage in social games (Entertainment Software Association, 2015). Elements embedded into the design of this prototype include social media links to exponentially share and disseminate this game.

Gaming can clearly make an impact on educating the masses about the million plus children in need of being heard in the U.S. Disseminating the stories to reveal the real-world encounters along with the research supporting ratification of the CRC visually presents the facts of children's participation, or lack thereof. Without children having a right to vote, 114 million gamers have potential to impact future legislation for them. The next stage for development from the prototype to game would mirror simulations gamers are already accustomed to and offer a challenge

with strategy, action and social game play included in the design. It is hoped that the game would be offered online and through mobile devices to be shared with the most players. The *Take Action* element was designed to offer avenues of advocacy to effect change to improve lives of children; therefore, the game-for-change has potential to effect CRC Treaty ratification.

Potential also exists for the game-for-social-change to be further developed with video animation for game consoles to continue educating about the rest of the articles the CRC Treaty includes. While 62 percent of most frequent gamers use computers to play simulations, 56 percent use game consoles (Entertainment Software Association, 2015). If the quantity of players is not enough to make an impact, it is anticipated that the teenage players under legal voting age will continue to experience the developed game-for-change to master the knowledge of the CRC Treaty in its entirety, make informed decisions and improve society as they grow to adulthood.

Limitations of the Study

According to some studies, games may be motivational and increase persistence, but there is insubstantial evidence to support that they improve learning outcomes better than traditional methods (Gunter et al., 2008; Russell, 1999). This may be based upon pressure from administrators or due to the instructors' lack of training and usage with the games. Inexperience with different types of games such as

endogenous simulations, exogenous drill and practice, and how to incorporate them into instruction can also add to failed integration, misguided usage, and learning outcomes (Holland, Jenkins & Squire, 2003).

Simply integrating the content within a game may be fun, but the game must also be designed for the player to make the connection to learning and/or the social impact for change (Gunter et al., 2008). Individual preferences and accessibility may still pose barriers to game play.

Reflections

Numerous reflections stimulated revisions which were incorporated into this prototype as it unfolded. For example, as feedback was received to improve the design of the game to effect real-world change, the more it became apparent that real-world case scenarios should be used to capture the magnitude for the need.

Modification of the specific content led to moving the target audience of middle school digital natives to teen and adult gamers. The lesson attained from this is that one change, such as moving education from a traditional in-classroom experience to teaching through ubiquitous computing outside of the classroom can lead to a significant expansion of the potential user base and dissemination of knowledge.

Research into gaming: platforms, mechanics, and endogenous practices were also invaluable experiences which propelled this researcher to strive towards continued game improvement. For example, although Twinery required a

sophisticated advanced knowledge of coding to revise screens once created, the initial ability to visually observe the connective nodes and game interactions was vital. This advanced the game from the feel of a lesson to an adventurous mission increasing motivation to play and consequently learn.

Beta testing with gamers, subject matter experts, and game developers also strengthened this researcher's resolve to pursue the completion of this prototype. Introducing unfamiliar information to individuals increases the risk of meeting with resistance (Waddell & Sohal, 1998). Feedback for improvement was provided, but the subject and delivery method continued to be affirmed as necessary education to be delivered. One important consideration in moving forward with this game-for-change is branding it appropriately. As one of the beta testers noted, gamers do not want to know they are learning. Just as the design must appeal to gamers to market the game, the title and logo of it must also. *A Way Out* and *A Way Home* tied in the results collected for recommendations to title the game in order to capture the games attention to play it.

The initial intent of this capstone was to create the actual game-for-change. Professors, researchers, and game developers cautioned to focus on the first step of creating a prototype with firm research to support its development. Discovery of the magnitude of cost, time, expertise, and effort involved with such an undertaking of developing a game justified this decision.

Conceding to this wisdom, areas desired to be explored further were only experimented with in order to provide syntax for understanding the whole game

design and to converse about the next phase of game development. For example, Unity offers a viable two- and three-dimensional real-world simulated environment which would provide a viable platform for this prototype to be immersed into. Likewise, although suggested images such as avatars with large eyes and expressive realism were suggested as a means to visualize the look and feel of this game, there is ample room for growth for actual graphics and animations development.

The value of this capstone is truly immeasurable as it could in fact have immense returns especially if the following were to occur:

- Funding is secured to further develop the prototype into the actual serious DGBL game-for-change.
- The DGBL met the goal of educating the nation.
- The DGBL successfully motivated attitudinal change with the knowledge obtained.

The hopes were monumentally high to begin, but the need is massive, grave, and could cause pain, suffering, and fatalities to a prodigious number of children if not met. Children deserve support as much as all other human beings. Prior to 1989, President Reagan was instrumental with the initial work of the CRC Treaty in Geneva, Switzerland. In 1997, President Carter expressed support for the CRC Treaty which had become the most widely ratified treaty in the world by then. In 2008, President Obama expressed strong support for its ratification.

Education seems to be a long and arduous process in order to disseminate information and then to change attitudes, but if we do nothing with the trauma children have faced it was for nothing. Someone must do something for them. If not me, who? If not you, who? If not now, when? At minimum, this researcher's hope is that the message spreads to perhaps one more person who will disseminate it to two more people until children have equal rights.

Capstone Project

This capstone project prototype of a game-for-social-change has been uploaded in HTML code here:

<http://www.purpose2day.com/site/ChildrenAroundtheWorldGame-Prototype.html>

Screen captures have been captured below for posterity. Since, this prototype has been designed similar to adventure books, which allows readers to choose their own course of action (Vicary & Fraley, 2007), these screen captures are intended to capture the content of the game in one sequential order and not the many navigational paths the players may actually take.

Home page:

Children Around the World (Prototype Version I)

Introduction

The United Nations held a convention in Geneva, Switzerland focusing on children's rights as the next viable investment into the future. It was called the Convention on the Rights of the Child convention and has come to be known as the CRC. This led to a treaty created in 1989 listing basic human rights which all children should be entitled to regardless of country, state, or county.

Has all the world adopted it? Is everyone honoring that list of basic human rights for children?

The *Introduction* page provides an overview of the CRC Treaty; inquiries to stimulate recall of players' current knowledge (Gagne, 1981); and, articulates the learning outcomes of the game.

Play to:

- Identify specific human rights listed in the CRC treaty.
- Articulate on Articles 12 and 13 of the treaty.
- Apply those rights to real-world situations.
- Identify which country has not yet ratified the CRC treaty.

Directions to the developer for scene development and to the target audience are also listed on the *Introduction* page.

Want to do something about the injustices you witness?
Escape through the tunnel to Take Action
[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN
ICON TO BE FOUND ON EVERY PAGE]

Note: Although names have been replaced to protect the survivors,
scenarios are based on real scenarios and may at times be graphic in nature.

Players have an option from the first screen escape through the tunnel to *Take Action*.

Take Action screen offers players the option for civic engagement.

Take Action

Educate about the CRC treaty.

See what the CRC says: PICTURE OF SCROLL TO BE
ADDED FOR THIS **CRC**

<https://www.unicef.org/rightsite/files/unrcrchillfriendlylanguage.pdf>

What more can we do?

-Spread the word! Make sure children in your country know about their rights.

-Share this game with others!

ADD SOCIAL MEDIA LINKS HERE TO SHARE GAME

-Let social media know about the importance of children's issues and rights.

Take Action screen continued.

-Stay connected with the cause

Child's Rights USA

(<https://twitter.com/ChildRightsUSA>)

Changelt4Better

(<https://twitter.com/ChangeIt4Better>)

Listen to the Children

(<http://www.facebook.com/lttco/>)

-Voice your opinion!

(<http://www.voicesofyouth.org/>)

Global Movement for Children to connect with other young Voices of Youth, UNICEF's website for young people

(<http://www.voicesofyouth.org/>)

-Vote!

-Start a petition for the president.

-Write letters to your local and federal legislatures to ratify the CRC.

-Work with governments and organizations to create support for children.

-Here are some ideas how to: **Child Rights Campaign**

(<http://www.childrightscampaign.org/take-action>)

Take Action screen continued.

-Keep playing more to learn more!

Play more games developed by Europe to learn about the CRC (https://ec.europa.eu/0-18/wrc_index_en.jsp?main=true&initLang=EN)

-See action steps offered by Gerison Lansdown in

Promoting Children's Participation in Democratic Decision-Making (<https://www.unicef-irc.org/publications/pdf/insight6.pdf>)

Just for teachers (<http://schools.unicefkidpower.org/>)

Educational and support pages:

Educators, this game aligns to CCS & ISTE Standards and 21st Century Skills!

Visit:

-**For the Teacher**

-**About this Game**



For the Teacher

This game addresses:

Common Core State Standards

-Grades 6-8 Literacy in History/Social Studies

English Language Arts/Literacy (2010)

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Common Core State Standards

-Grades 6-8 Literacy in History/Social Studies

English Language Arts/Literacy (2010)

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. [Words to be highlighted to give definition; i.e. ratification, CRC, treaty]

Common Core State Standards

-Grades 9-10 Literacy in History/Social Studies

English Language Arts/Literacy (2010)

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Common Core State Standards

-Grades 9-10 Literacy in History/Social Studies

English Language Arts/Literacy (2010)

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

International Standards for Technology in Education

(<https://www.iste.org/standards/standards/for-students-2016>)

21st Century Skills

(<http://www.p21.org/our-work/p21-framework>)

Aligns with:

[iCivics Trip Around the World Lesson Plan](#)

About this Game

Purpose: Make a difference... better a life.

Years of research have gone into this Game4Change designed to educate about grave injustices still occurring for children, while offering opportunities to overcome them. Play to learn about the U.N. Convention on the Rights of the Child (CRC) treaty delineating basic rights ALL children should be afforded like family, food, the right to voice their needs and freedom of expression. As of the date of its creation, all UN nations have ratified this treaty but one. The U.S.A. is still outstanding and as you will see through playing the game, rights are drastically unequal for children across the states. Let's take the first step. Spread the word and let's ratify the CRC.

About this game information continued:

Area of focus for Version I:

As of 2014, over half of the marriages in the USA end in divorce (Center for Disease Control, 2014). What if they disagree over child issues? Children are divided like assets without their words ever being heard. CRC Article #12 states children should have the right to be heard in legal proceedings affecting them. It's a start but many don't even know about the travesties and the intent of this treaty to overcome them. This game is designed to spread the word about real-life experiences still occurring and opportunity for change.

Children don't get to vote and it is not on the radar for adults. Will you help us spread the word? Share this game with a friend, colleague, classmate, family member and on social media!

All of the scenarios in this game, with the exception of three scenes which end the game, were developed based upon crowdsourced real-world scenarios and research but names have been changed to protect the privacy of individuals.

Scenes and characters' descriptions reflect similarities and differences of families:

Main characters with common threads include:

- Two young boys from Florida who:
 - age
 - travel throughout the states
 - apply for restraining order and denied due to age
 - express they are afraid and don't want to go
 - run and escapes to safety
 - are recommended to go for PTSD treatment
 - show evidence of neglect
- Mother of boys who:
 - is accused of "Parental Alienation"
- A girl and her brother from Massachusetts who:
 - age
 - travel throughout the states
 - are treated for PTSD
 - express they are afraid and don't want to go
- Mother of siblings who:
 - is accused of "Parental Alienation"

Continued scenes and characters' descriptions:

- A boy from New York who:
 - applies for restraining order and gets it
 - expresses he is afraid and doesn't want to go
- A family from Minnesota who:
 - runs and escapes to safety
 - applies for asylum and is awarded it
 - travel overseas
 - express they are afraid and don't want to go
 - show evidence of abuse
 - has a mother who is accused of "Parental Alienation"
- Scenes outside the US are based upon:
 - research demonstrating positive impacts the CRC is making

About information concluded:

The game decisions ultimately will lead the player with an option to continue trying again until they select the correct answer to progress.

The game ends when tragedy strikes or the children finally speak in court.

- Final Action steps are provided on that page such as social media links to share the game.

Still having doubts about ratification? [Read the article by Gerison Lansdown, Promoting Children's Participation in Democratic Decision-Making](#)

DEVELOPERS:

[Drawings and writings from children expressing their fears. Use as needed as children express their views many different ways.](#)

Text that is all in capitalized letters are for game development purposes of this prototype. These directions provide specific scene settings, examples of imagery, environment, and visuals to impart the feeling the game is intended to portray.

NOTE: TEXT IN CAPS ARE FOR THE DEVELOPERS OF THIS GAME AND INCLUDE DIRECTIONS LIKE SETTING AND BACKGROUND INTENDED TO BE ADDED FOR THE PLAYER.

VERSION I IS INTENDED ON CONCENTRATING ON CRC ARTICLES 12 & 13.

THE GOAL IS TO ADVANCE THE PROTOTYPE TO PLATFORMS LIKE UNITY FOR 3D ANIMATION AND PROCEED WITH SUBSEQUENT VERSIONS TO INCLUDE THE EXPANSION INTO THE REST OF THE CRC ARTICLES AND EXPOUNDING UPON MORE REAL-WORLD SCENES FROM CROWDSOURCING.

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Players begin by entering the mission but are provided with the navigational GPS element to drive their own course throughout the game on the paths they select.

Begin here: [Your Mission](#)

If you get lost, use this roadmap to navigate the game: [GPS](#)

The *Mission* page gains the attention of players (Gagne, 1981) by placing the educational content within the context of real-world events and announcing the opportunity to win XP (experience points) which seasoned gamers will have prior knowledge of from previous games. Research reflects that XP for educational purposes has shown significant increase in retention of participation and engagement (Barata, Gama, Jorge, & Gonçalves, 2013).

Your Mission

Travel to see dilemmas children face around the world.

The United Nations created a treaty which lists the basic human rights all children should be afforded. It's called the Convention on the Rights of the Child treaty. We call it CRC for short! It will be YOUR job to help identify the right listed by the CRC to support equality for children worldwide.

Not all countries have ratified it yet, though. What rights will those children have?

As you progress you will see your XP (experience points) increase or decrease!

Of course, if it gets too hard to witness (life is tough for some kids) or if you get lost, you may always use the GPS or back arrow to take a different route.

See the CRC Articles anytime you see the scroll image.

Now, take off for Germany, the first stop on your journey!

Remember, this map is here for you anytime you wish to change course:

GPS

The GPS page is the table of contents. Zoomed out here to see in totality:

GPS: Navigate the Way!
Children Around the World Home Page: Introduction For the Teacher About the Game
<p>Choose your adventure navigating through the following scenes to listen to the children. Now, take off for Germany, the first stop on your journey!</p>
<p>Cross through the portal to: Visit the baby and three-year-old in Palm Beach, Florida, USA See what it would be like if you lived in Australia</p>
<p>Take action!</p>
<p>Alex is almost 18 months old now and can speak. If you lived in Germany</p>
<p>Visit the mom in Minnesota, USA</p>
<p>Visit Jeff in New York See how it is handled in some counties in California, USA Take me away to Costa Rica!</p>
<p>Visit Jenny in Massachusetts Fly to the United Kingdom!</p>
<p>Alex and Jim are 5 & 6 now See if you have a right now. You have an attorney! Bangladesh</p>
<p>Back in Palm Beach. Unquaring living conditions. Send police! United Kingdom</p>
<p>Jenny meets with her dad in St. Lucie County, Florida now Visit Nepal</p>
<p>Alex and Jim are 7 & 8 now and don't know what state they're in Take me to a land of hope!</p>
<p>Jim and Alex are hiding from the police now. Come quick! Take me to Romania</p>
<p>Sleeping in car at rest-stop Canada</p>
<p>At the cult in Alabama Austria</p>
<p>We are playing Russian roulette automobile style in Pennsylvania Armenia</p>
<p>On the train tracks Jim's 13 now. I am away, now in a courtroom, Palm Beach, Florida</p>

Sections are grouped to provide a positive scene stemming from CRC Treaty ratification for every challenging scene to balance the emotions. Zoomed in clips of the GPS screen follow.

GPS:

GPS: Navigate the Way!
<hr/>
Children Around the World Home Page: Introduction For the Teacher About this Game
<hr/>
Choose your adventure navigating through the following scenes to listen to the children: Now, take off for Germany, the first stop on your journey!
<hr/>
Cross through the portal to: Visit the baby and three-year-old in Palm Beach, Florida, USA See what it would be like if you lived in Australia
<hr/>
Take action!
<hr/>
Alex is almost 18 months old now and can speak If you lived in Germany
<hr/>

GPS continued:

Visit the mom in Minnesota, USA

Visit Jeff in New York

See how it is handled in some counties in California, USA

Take me away to Costa Rica!

Visit Jenny in Massachusetts

Fly to the United Kingdom!

Alex and Jim are 5 & 6 now

See if you have a right now. You have an attorney!

Bangladesh

GPS continued:

**Back in Palm Beach. Deplorable living conditions. Send police!
United Kingdom**

**Jenny meets with her dad in St. Lucie County, Florida now
Visit Nepal**

**Alex and Jim are 7 & 8 now and don't know what state they're in
Take me to a land of hope!**

**Jim and Alex are hiding from the police now. Come quick!
Take me to Romania**

GPS continued:

Sleeping in car at rest-stop Canada
At the cult in Alabama Austria
We are playing Russian roulette automobile style in Pennsylvania Armenia
On the train tracks Jim's 13 now. Ran away, now in a courtroom, Palm Beach, Florida

Screen captures from each of the scenes in the prototype are captured and presented below as per the navigational order above. Notes and arrows are used for clarification in transitioning from scene to scene in this summary, but players may determine the adventure of their choice in the actual prototype. Narratives are provided in the voice of this person to set each scene; but, once the players select the character(s) available, they see and play the game from the perspective of that character and dialogue as such.

Scene I - Girl faced with simple dilemma:

Meet Katrina in Germany.

You've landed in Germany! From the eyes of Katrina, you're sitting in a small kitchen looking at a platter of meat and cheese.

Katrina: I am so sick of cheese and meat for breakfast. I want pancakes like my cousins in the States eat.



See what the CRC says by selecting the scroll.

PICTURE OF SCROLL TO BE ADDED AS ICON FOR CRC THROUGHOUT SCENES **CRC**

IMAGERY ENVISIONED TO BE FANCIFUL LIKE THIS OR ABOVE **SAMPLE** BLACK BACKGROUND ONLY FOR RUNNING SCENES, HOWEVER.

IMAGERY ENVISIONED TO LOOK LIKE THIS FOR THIS CHARACTER ABOVE.

TO BE EMBEDDED BEHIND AN ICON SYMBOLIZING "DILEMMA FACED" THROUGHOUT SCENES: Do I have a right to demand something other than cheese and meat every day?

Katrina Opens Door

GPS

Scene I – Decision time:

Think. Think. I'm a German.

March into my parents' bedroom to demand pancakes.

I'm not an adult. Forget it. I'll suck it up and eat more meat and cheese.

Hmm. I think I have some rights. I am going to talk to my mother and father about my wishes.

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS CRC

GPS

Burying my desires or aggressively demanding them will get me the same result: Absolutely nothing or worse than where I started.

LOCATED UNDER A STANDARDIZED ICON:

CRC Article #12 states: "Children have the right to give their opinion, and for adults to listen and take it seriously." So, you are supported in respectfully voicing your desires and needs.

The CRC Article #27 also states: "Children have a right to a standard of living that is good enough to meet their physical and mental needs," too.

So, although you have the right to voice your opinion, cheese and meat certainly should meet your physical needs so if your expressed desires are not agreed to, you can be thankful for the nutritious food you do receive.

What more can you do?

Try Again

Players win Experience Points.

Scene I – Player wins Experience Points.

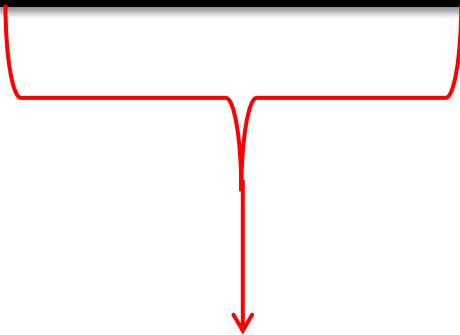
XP Score!

Germany has adopted the Convention on the Rights of the Child Treaty. Article 27 provides that “Children have a right to a standard of living that is good enough to meet their physical and mental needs.” Although you might not like cheese and meat, your parents are still providing you with nutritious food. Some families can't even afford to give their children food like that. By respectfully expressing yourself, you also support your mental growth.

Katrina: "Momma, thank you for breakfast each day. I like the pancakes my cousins in the States eat also. Could we have them sometime?"

Select an XP asset to add to your character:

Courage Strength Knowledge



ASSET/POINTS TO BE DEVELOPED; ENVISIONED TO BE WORN AS ADDED TOOLS FOR DEFENSE OR ESCAPE.

Scene I – Transition:

Let's see what the rules are in other countries...

Cross through the portal to:

Visit the toddler and three-year-old in Palm Beach, Florida, USA

Visit the mom in Minnesota, USA

Take me away to Costa Rica!

GPS



Players visit Jim and Alex in Palm Beach, Florida.

Scene II – Level advances. Toddler and minor child are faced with neglect:

Meet Jim & Alex in Palm Beach, Florida.

PLAYERS SHOULD BE ABLE TO SEE PERSPECTIVE FROM ANY OF THE CHARACTER'S VIEWPOINTS BY SELECTING ON THEM.

Narrative: From Alex's viewpoint climbing up the 12' slide step by step, looking down from the top. You hear the wind and the birds chirping. You go to sit down but lose your balance and fall...

Before Alex hits the ground, your perspective changes and you see the scene from your brother's eyes as you watch him fall. You hear him. You react with a gasp and run over to him.

You've landed behind the eyes of almost three-year-old, Jim, in Palm Beach, Florida, USA. You saw your baby brother Alex crying and look up at the 12' slide he fell off of. You're standing in the middle of a park. You don't know where your dad is. It's scary being all alone.



Dialogue:

Jim: My brother fell from the top of that slide. He didn't wake up for a long time. He gets hurt a lot when we visit our dad but that was the highest fall.

FLASHBACK TO FALL OFF PIANO BENCH, STAIRS, BACK TO REPEAT FALL FROM SLIDE...

I just want to go home. He's crying. Dad comes over and picks him up. He falls asleep.

Scene II – Players must face the dilemma or escape the scene:

Dialogue: When Mom comes, Dad hands baby back to her sleeping. When they are away from Dad, Jim tells her his brother fell from the slide.
Mom brings the baby to the doctor's afraid he might have a concussion because he never woke up.

SCENE LOOKS LIKE ABOVE; PICTURE TO BE USED FOR CARTOON IMAGERY in real game ONLY.

See what the CRC says.

PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**


JIM FACES THE DILEMMA.

Long for mom in the parking lot.

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY PAGE]

GPS



Players are faced with the dilemma.

Scene II – Decision time again.

Fight, run or beg to go home and never go again. I have rights!

I'll just do what he tells me. I don't have rights. Surely they won't make us go back when they see the bruises.



We're too young. Take me to another portal when I'm older. We'll have rights when we're older. Let's just keep going and see...

Next stop, exchange at the police station.

Take me somewhere they would listen to me

See what the CRC says.

PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

Picture source: CC BY-SA 2.0 Rajarshi MITRA (Commons, 2014).

Link:<https://flic.kr/p/hQmQ42>

Well, you can ask to go home, but you don't have rights as a child in Palm Beach County, Florida. So, if your dad says, "No," you probably aren't going anywhere.

The Constitution of the USA states: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility... promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." In fact, Amendment I states: "Congress shall make no law... abridging the freedom of speech." For a while it was the perception of the courts that these words didn't apply to certain races or genders. To date, it's still often the perception that these words don't apply to children in many places in the US.

The CRC's Article #12 states: "Children have the right to give their opinion, and for adults to listen and take it seriously."

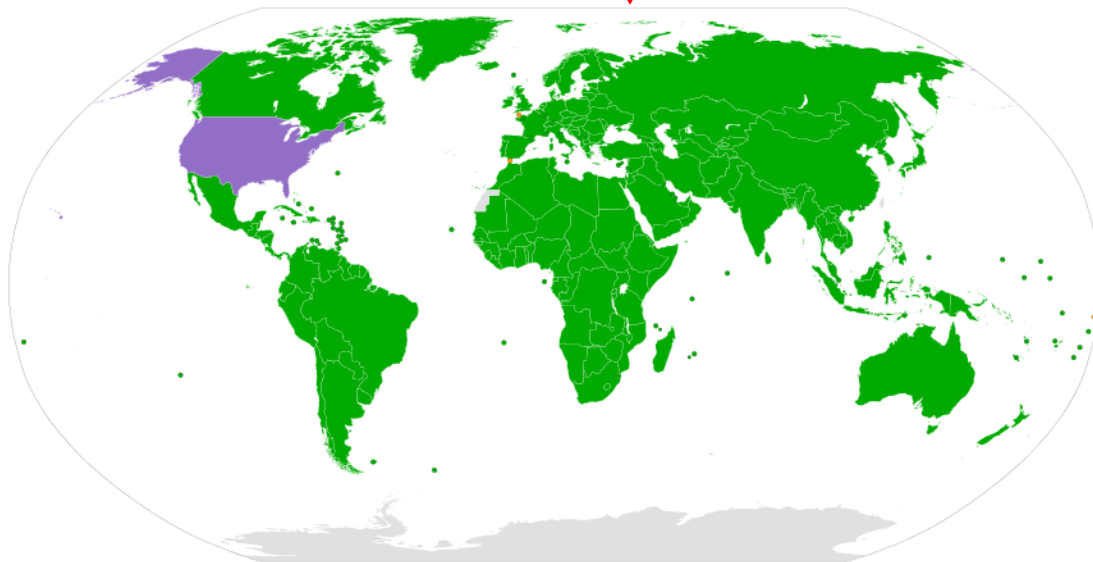
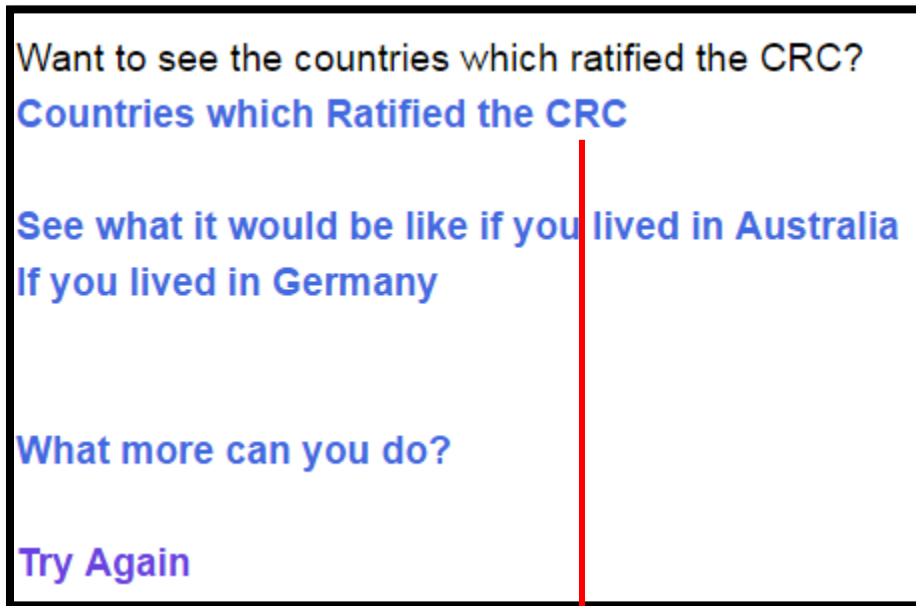
But, the United States has not yet ratified this treaty and reality is, not all states and counties will listen to the preferences and needs of the children.

So, although you can try to assertatively express your desires, the Palm Beach County courts may not listen or value your words.

If you are heard, depending upon the perception of the judge, you and Alex will probably not have a right. Parental rights supersede children's rights in most cases.

Jim: We may never be heard until we're adults in this county.

Scene II – Feedback screen provides “Try Again” which reverts back to previous options.



States parties to the Convention on the Rights of the Child ■
Parties only signed, but not ratified ■

CC BY-SA 3.0 L.Tak (Commons, 2014).
File:Convention on the Rights of the Child.svg
Created: 29 September 2012

Scene II - Transition screen:

Want to see the countries which ratified the CRC?
Countries which Ratified the CRC

See what it would be like if you lived in Australia
If you lived in Germany

What more can you do?

Try Again

Or players may skip to Scene III: Australia. Experience Points won.

XP Score!

Australia has adopted the Convention on the Rights of the Child Treaty which provides that "Children have a right to be heard in all proceedings effecting them." If you and Alex lived in Australia you would be heard there! In fact, cases like this are heard in health facilities where people are trained to honor and respect your words as much adults'.

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge

Visit the mom in Minnesota, USA

Escape through the tunnel to Take Action
[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS

Want to see the countries which ratified the CRC?
Countries which Ratified the CRC

See what it would be like if you lived in Australia
If you lived in Germany

What more can you do?

Try Again



Try Again directs players back to Scene II:

Fight, run or beg to go home and never go again. I have rights!

I'll just do what he tells me. I don't have rights. Surely they won't make us go back when they see the bruises.

We're too young. Take me to another portal when I'm older. We'll have rights when we're older.
Let's just keep going and see...

Next stop, exchange at the police station.

Take me somewhere they would listen to me

See what the CRC says.
PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

GPS



Player selects the path of least resistance.

Scene II – Taking the path of least resistance may not win points but is sometimes the only option available.

Kudos to you!

Although the CRC's Article #12 states: "Children have the right to give their opinion, and for adults to listen and take it seriously" and Article #27 states: "Children have a right to a standard of living that is good enough to meet their physical and mental needs," the USA has not adopted the CRC.

The reality is, not all states and counties will listen to the preferences and needs of the children. Sometimes, it's really up to the perception of the judge if he wants to deal with children or not.

So, although you can try to assertively express your desires, you are correct that the Palm Beach County courts may not listen to or value your words.

Kids either get lucky with their parents who look out for them and take care of them or they have to learn to fend for themselves.

Select an XP asset to add to your character:

Courage Strength Knowledge

Or, players may choose to skip this scene and select a scene where children are older.

Fight, run or beg to go home and never go again. I have rights!

I'll just do what he tells me. I don't have rights. Surely they won't make us go back when they see the bruises.



We're too young. Take me to another portal when I'm older. We'll have rights when we're older. Let's just keep going and see.

Next stop, exchange at the police station.

Scene IV advances another level: The parents are court ordered to exchange at the police station in this scene.

Alex and Jim are being exchanged at the police station in Palm Beach.

You see the scene through Jim's eyes at first. You've just arrived at the police station in your dad's truck. Alex is about 18 months old now and can speak.

PLAYERS SHOULD BE ABLE TO SEE VIEW FROM ANY OF THESE CHARACTER'S VIEWPOINTS BY SELECTING ON THEM.

I see mom and our step-dad waiting in the parking lot for us as we drive in. My dad opens the truck door and grabs Alex and me by the wrist when he lets us out. Why is he pulling us in the opposite direction from mom?

Jim: "No! Let me go! Let me go!"

Dad starts running and dragging us. I pull and I pull and I wriggle away from him.

Jim: "Let go of Alex! Let go of Alex!"

He's dragging him!

JIM ESCAPES FREE BUT DAD CONTINUES TO DRAG THE BABY AROUND THE PARKING LOT LIKE A RAG DOLL. STEP-DAD STARTS WALKING CLOSER, MOTIONING WITH HIS HANDS TO CALM FATHER DOWN. MOM GRABS THE LITTLE VIDEO CAMERA.

It is 1997, so a hand-sized video camera is new for her. She bought it because these exchanges are the only way her ex-husband is allowed to get to her anymore and no one believes what occurs when she tells them. She was given an Indefinite Restraining order to keep him away from her and knows all too well how his hands hurt and threaten their lives. The judges ordered the child exchanges to be done at the police station to protect her but this police station is closed at the time they were ordered to meet. So, there is never anyone there. She finally bought the camera because she knew today he might be even more volatile. It is the anniversary of the day his brother killed himself. Her ex-husband had told her that his brother held a gun to their father's head for "screwing them all up" and then finally killed himself.

MOM GETS THE CAMERA OUT AND IS SHAKING LIKE SHE OFTEN DOES NOW. SHE POINTS IT TO HER EX-HUSBAND WHO DRAGS HER SON AROUND THE PARKING LOT. SHE'S NEVER USED THE CAMERA BEFORE THOUGH AND FAILS TO PUSH THE RIGHT BUTTON UNTIL JIM STARTS RUNNING TO HER. STEP-DAD TRIES TO NEGOTIATE WITH THE DAD. IT RESEMBLES A HOSTAGE SCENE.

Step-dad (SPEAKING CALMLY): "Look what you're doing to him. Just let him go. Look at the kid. You're scaring him."

JIM RUNS TO HIS MOM.

Jim (IN DESPERATION TO MOM): "Mom, Mom, is everything going to be ok? Mom, I love you so much. Oh crap."

Mom is traumatized by what she is watching but tries to be in control.

Mom (MONOTONE): "Yes, Jim! Everything is fine! Just get in the car."

ALEX FINALLY WRIGGLES FREE AND RUNS TO STEP-DAD WHO SCOOPS HIM UP, RETURNS TO CAR AND STRAPS HIM IN THE CAR SEAT.

Mom: "Call the police?"

Step-dad: "Call 911."

MOM PLACES THE CAMERA ON THE FRONT DASHBOARD POINTED AT THE BACK SEAT.

CAMERA ZOOMS INTO FLIP PHONE WITH MOM'S HANDS DIALING 911 FROM MOM'S PERSPECTIVE.

A FEW MOMENTS LATER, POLICE ARRIVE.

Jim: "Mom, mom, show him the tape! I beg you! Show him the tape!"

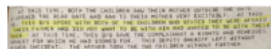
Alex (THROUGH TEARS): "Please, don't make me go with him."

Jim: "You're not going back with him anymore, Alex."

Later, the therapist tells mom the children should be treated for post-traumatic stress disorder. They call it PTSD.

SETTING NOTES FOR DEVELOPERS: Dad is dropping Alex and Jim off at the police station but won't let them go. Alex escapes, but he drags the baby around by his arm. Ranting. This video to be used to set scene for Alex and Jim's story throughout this game. Blurr out FACES AND NAMES ON IT OR COME UP WITH CARTOON IMAGERY LIKE BELOW.
Watch it.

IMAGERY ENVISIONED TO LOOK SOMETHING LIKE **ANIMATED OWEN RUNNING IN FEAR** (ONLY AT A DESOLATE POLICE STATION).




PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**.

Face the dilemma.

Escape through the tunnel to Take Action

ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE.

GPS



Players take the path to face the dilemma.

Scene IV – Players face the dilemma or escapes the scene:

Fight, run or beg to go home and never go again. I have rights!

I'll just do what he tells me. I don't have rights. Surely they won't make us go back when they see the bruises.

We're too young. Take me to another portal when I'm older. We'll have rights when we're older. Let's just keep going and see...

Next stop, exchange at the police station.

Take me somewhere they would listen to me

See what the CRC says.

PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

GPS

Scene V: Germany has ratified the CRC.

XP Score!

Great news! Germany has ratified the CRC Treaty which says that "Children have a right to be heard in all proceedings affecting them." You and Alex would be heard in Germany.

In fact, in this five-year-old's case, Fredrick gets to meet in a private room with the judge and tell him where he wants to live. In his case, he wanted to live with the dad and not visit with his mom. The judge listened to everyone, including Frederick, and determined that his mom would visit him, but he never had to go stay with her. His words mattered!

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge

Visit a mom in Minnesota, USA

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS

Players advance to Scene VI.

Scene VI - Holly and her children in Minnesota:

Meet Holly in Minnesota, USA.

Now, you've stepped into a mom's world where you are staring at a message written behind the bathroom shower curtain. It slowly comes into focus as you pull back the curtain. It says "Help us" and you know your young son was just in that bathroom.

Holly: "So, my children keep telling me they don't want to go. But, the court says I must send them. I have X-rays of broken bones and notes on napkins begging me to rescue them. Now I just found this behind the shower curtain where we visit in a court ordered supervised location."



Watch Holly's story.

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS
CRC

What do I do?

GPS



Scene VI: Players face the dilemma.

Scene VI - Face the dilemma.

Nothing. Kids are resilient.

Run. Someone has to help!

Go to court.


Still too young. Hopefully, children will surely be given rights as they age in the States.

Visit the three and four year olds in Palm Beach, Fl. USA

Visit Jeff in New York. He has a restraining order he hides in his sock.

See what the CRC says.

PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**



Players take the path of least resistance.

Scene VI – Taking the path of least resistance may not win points and sometimes seems like the only option available, but sometimes the easier way may actually cost lives.

You answered “Do nothing. Kids are resilient.”
Well, let’s hope. But, for the close to 2,000 who died in 2014 from abuse, we will say you got this answer wrong. Actually, it could be GAME OVER right now.

Child Abuse Fatalities:

"-We must learn to recognize early signs of abuse in order to help save the 5 children that die every day from child abuse and neglect. In 2014, state agencies identified an estimated 1,580 children who died as a result of abuse and neglect — between four and five children a day.

-However, studies also indicate significant undercounting of child maltreatment fatalities by state agencies — by 50% or more.

-That's roughly ¼ of your child's elementary school class. More than 70% of the children who died as a result of child abuse or neglect were two years of age or younger. More than 80% were not yet old enough for kindergarten.

-Around 80% of child maltreatment fatalities involve at least one parent as perpetrator.

-Quiz: Do you know how many children will die today from child abuse?

SHARE THIS QUIZ Child Abuse Statistics. (n.d.). Retrieved March 21, 2017, from <http://www.childhelp.org/child-abuse-statistics/#child-abuse>.

What other avenues can you take?

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY PAGE]

Player tries again.

Scene VI: Players try again. This time, they make the decision to go to court.

Nothing. Kids are resilient.

Run. Someone has to help!

Go to court.

Still too young. Hopefully, children will surely be given rights as they age in the States.

Visit the three and four year olds in Palm Beach, Fl. USA

Visit Jeff in New York. He has a restraining order he hides in his sock.

See what the CRC says.

PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

SCENE: Just like Holly and the children have been told before: In most cases in the US, kids don't have rights and a parent better not "alienate the other parent". Through Holly's eyes you see the courtroom now and hear the other attorney cry: "parental alienation".

OUTCOME TEXT: That's how Holly originally lost custody. Visitations for Holly will be even more limited now so kids can't communicate with her at all anymore.

What other avenues can you take next?

What do I do?

GPS

Scene VI - Face the dilemma and try again.

Nothing. Kids are resilient.

Run. Someone has to help!

Go to court.


Still too young. Hopefully, children will surely be given rights as they age in the States.

Visit the three and four year olds in Palm Beach, Fl. USA

Visit Jeff in New York. He has a restraining order he hides in his sock.

See what the CRC says.

PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**




Through Holly's eyes you see a sea of bewilderment.

I've contacted the Underground. I'm leaving my family and friends but it's the only way out to save my kids.

Run

Run Far



Scene VI - One outcome of running might end the game.

Through Holly's eyes you see a sea of bewilderment.

I've contacted the Underground. I'm leaving my family and friends but it's the only way out to save my kids.

Run

Run Far

Holly ran but got caught!

She is imprisoned and the children have to go back with the abuser.

IMAGERY IS DARK, ENVISIONED TO BE SOMETHING LIKE THIS. [SEE](#)

Holly: "I go to jail and kids go back with the abuser?!"

Game Over.

A Way Out:

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

Scene VI - Another outcome of running might reveal the following.

Through Holly's eyes you see a sea of bewilderment.

I've contacted the Underground. I'm leaving my family and friends but it's the only way out to save my kids.

Run

Run Far



Holly is lucky she didn't get caught or it would have been game over! She would have gone to jail and the children would have had to go back to their father whom they are afraid of.

IMAGERY IS DARK. MUSIC IS FAST PACED. **SEE**

Holly is lucky she has escaped the country!

She's on the run! She makes it to Canada, Mexico, then the Netherlands where she lives in camps with Bosnian and Somalian war refugees and is finally given asylum to protect her from the abuse she and her children were suffering from in the US since the Netherlands honors the CRC and listens to the children!

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS
CRC

Scene VI - Reflects the following real world outcome.

As this case turned out, though, Holly escaped to a country who ratified the CRC and was granted asylum with her children in the Netherlands to protect them from the abuse they were suffering in the US.

Children grow up; petition the US courts; courts dismiss warrant they had out for Holly and her family finally comes home to the US after hiding for fourteen years!

[See the blog her daughter wrote so they could all come home.](#)

[Hear about it from the attorney:](#)

XP points earned!

Select an asset to add to your character toolbox:

[Courage Strength Knowledge](#)

Scene VI: Transition screen provides players with next adventure.

[Visit the three and four year olds in Palm Beach, Fl. USA](#)

[Visit Jeff in New York. He has a restraining order he hides in his sock.](#)

[Escape through the tunnel to Take Action](#)

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

[GPS](#)



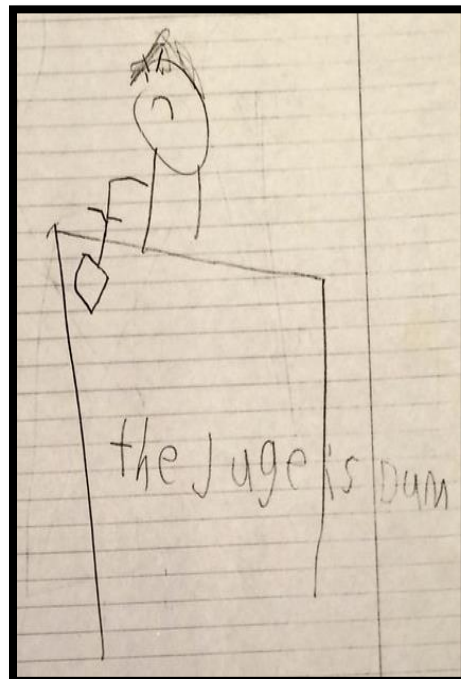
Scene VII - Takes the players to Jeff in New York.

You've just landed in New York seeing a room from Jeff's eyes.

My dad hurt my mom and the judge in NY awarded me this Restraining Order so my dad is not allowed to hurt me. I hide it in my sock when I go with him and hope I never have to use it. It says it will protect me. I'm afraid of him, especially when he drinks. It doesn't matter, though. He's my dad. I have to go. I wonder if the paper in my sock will really protect me. He's pretty big and it's pretty light.

See what the CRC says: [PICTURE OF SCROLL TO BE ADDED FOR THIS CRC](#)

Real world drawings from children are included to reflect children's ability to express their feelings; these are used in the prototype to set the stage for scenes in the game animation.



Scene VII - Players face the dilemma.

I'm just going to refuse to go.

I can't stop shaking but I'm going.

I can't deal. Take me away to Costa Rica!

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY PAGE]

GPS

So, since the USA has not ratified the CRC yet... depending upon the perception of the judge in the courtroom, you probably don't have a right that will be supported in court, Jeff. Depending upon the county and judge, parental rights often supersede your rights so you may never be heard until you're an adult in this state. There has been a case in NY where a judge permitted a thirteen-year-old to change his name, though. So, maybe you'll get lucky. Good luck!

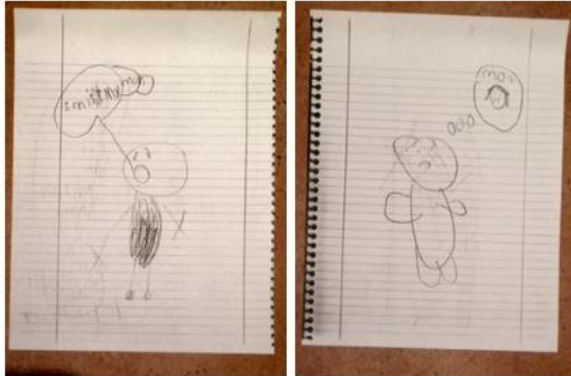
The CRC's Article #12 states: "Children have the right to give their opinion, and for adults to listen and take it seriously."

But, the United States has not yet ratified this treaty and reality is, not all states and counties will listen to the preferences of the children.

Want to see the countries which ratified the CRC?

Countries which Ratified the CRC

So, without this, although you can try to assertively express your desires, the NY courts may just dismiss your case.



What more can you do?

Try Again

See how it is handled in some counties in California, USA

“What more can you do?” explore options provide players ways to improve communication skills to add to self-efficacy upon game completion.

Rephrase words in a respectful yet assertive manner to work out a compromise to satisfy everyone.

Explore as Katrina to add more items to your menu

Explore as Alex and Jim. You continue to assertively use your words with many adults throughout the years but it doesn't seem to be working. How else can you help yourself?

Scene VII - Player faces the dilemma with a different option.

Scene VII - Players face the dilemma with a different option.

I'm just going to refuse to go.

I can't stop shaking but I'm going.

I can't deal. Take me away to Costa Rica!

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY PAGE]

GPS

Right answer!

Select an asset to add to your character toolbox:



Courage Strength Knowledge

The reality is, not all states and counties will listen to the preferences of the children.

So, although you can try to assertively express your desires, you are correct in that the New York courts may provide you with a restraining order but may not uphold your cries of not wanting to go.

Bottom line, kids either get lucky with their parents or essentially they learn to fend for themselves.

Scene VII -Players transition to a positive scene. Costa Rica adopted the CRC Treaty.

I'm just going to refuse to go.

I can't stop shaking but I'm going.

I can't deal. Take me away to Costa Rica!

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY PAGE]

GPS

Scene VIII - Players learn how Costa Rica supports the CRC Treaty.

XP Score!

Costa Rica has adopted the CRC Treaty. Article 12 states that "Children have a right to be heard in all proceedings effecting them." Article 13 says they have "Freedom of expression."

Since ratifying the CRC and adopting its principles, Costa Rica supports freedom of expression and participation for children. In fact, it uses a system called a "social rights audit," (Lansdown, 2001) which involves children and communities in the process of monitoring the CRC and being part of the solution for processes still in need of improvement.

CREDIT SOURCE:

<https://www.wcl.american.edu/hrbrief/v7i2/child10years.htm>

Select an XP asset to add to your character:

Courage Strength Knowledge

Scene VIII - Players transition to next scene.

Let's see what the rules are across the US...

Cross through the portal to:

**Visit the toddler and three-year-old in Palm Beach,
Florida, USA**

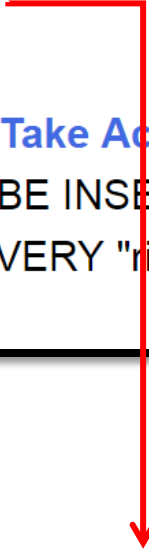
Visit the mom in Minnesota, USA

Visit Jenny in Massachusetts.

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS
AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Scene IX - Players now encounter boy and girl siblings.

Scene IX - Players now encounter boy and girl siblings faced with a dilemma.

Now you're kneeling in a living room in Massachusetts viewing the scene from Jenny's eyes.

It's a bit colder and smells terrible since your dog just pooped on the carpet.

Your dad yells at you to eat it since it's your dog.



See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS [CRC](#)

Your mom is fighting with your dad now. They're screaming at each other. Just eat it because he's just going to hurt your mom next.

Quickly clean it up, run in your bedroom and lock the door. You hope your brother will protect your mom.

Picture source: CC0 1.0 Universal (CC0 1.0) Public Domain Dedication Max Pixel :
<https://pixabay.com/photo-2052641/>

Players may choose the best of the least favorable options first.

Scene IX - One path selected:

You survived; but the trauma that you heard your mom go through makes you shake.

The therapist says you all need to be treated for PTSD.

Since the USA has not ratified the CRC yet... depending upon the perception of the judge in the courtroom, the child doesn't have a right. Parental rights supersede their rights so they may never be heard until they're an adult in this county.

The CRC's Article #12 states: "Children have the right to give their opinion, and for adults to listen and take it seriously."

But, the United States has not yet ratified this treaty and reality is, not all states and counties will listen to the preferences and needs of children.

Scene IX - Player selects different option when faced with same dilemma.

So, although they can try to assertatively express their desires and needs, the Massachusettes courts may not listen or value their words.

Mom said you're moving to Florida now. Maybe things will get better there.

What more can you do?

Try Again



Your dad yells at you to eat it since it's your dog.

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

Your mom is fighting with your dad now. They're screaming at each other. Just eat it because he's just going to hurt your mom next.

Quickly clean it up, run in your bedroom and lock the door. You hope your brother will protect your mom.

Scene IX - Players select different option when faced with same dilemma.

That was gross, but you survived!

Select an asset to add to your character toolbox:

Courage Strength Knowledge

The reality is, not all states and counties will listen to the preferences and needs of children.

So, although they can try to assertively express their desires, you are correct in that the not all the State's courts will uphold their cries of resisting their parent's orders in the name of discipline.

Bottom line, kids either get lucky with their parents or essentially they learn to fend for themselves. You did what you needed to survive and protect your family.



Players continue to transition options.

Scene IX - Transition options:

Take me to another portal!

Fly to the United Kingdom where courts agreed to listen to children like me!

Meet with your dad in St. Lucie County, Florida

Visit Alex and Jim. They are 5 & 6 now

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Path to the UK selected.

Scene X - Experience Points earned.

XP Score!

The United Kingdom has adopted the Convention on the Rights of the Child Treaty which provides that “Children have a right to be heard in all proceedings effecting them.” If you and your brother lived in the UK you could be heard there! In fact, there is a whole portal of games to teach children about their rights created by the European Union!

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge



Players move to transition screen.

Scene X - Transition screen:

Step back into the portal...

Jenny meets with her dad in St. Lucie County, Florida now.

Visit Alex and Jim. They are 5 & 6 now

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



After comparing and contrasting the rights of children in and outside of the U.S. players witness how the children age and progress through the real-life simulations.

Scene XI - Camera pans back into Alex and Jim's life after players have seen similarities and differences of other children dependent upon location.

You're back staring out from behind the eyes of Jim.

I'm scared because my dad has stopped his van now on the train tracks.



Dad: "We should die together."

Jim: I don't want to die, daddy, but I'm too afraid to say anything; it will make it worse. My brother always says what he's thinking though and I can't keep him quiet.

Alex: "I don't want to die."

He drives off; but, he does it over and over again.

Picture source: CC0 1.0 Universal (CC0 1.0). Public Domain Dedication Max Pixel. <http://maxpixel.freegreatpicture.com/static/photo/1x/Big-Eyes-Face-Boy-Child-Young-Little-Kid-Sunny-165256.jpg>

Scene XI - Players transition to decision screen:

The judge finally appointed someone who is supposed to be our own attorney.

I told her we are afraid of him because she is for us.

Jim: "We don't want to go. Please don't make us."

Follow the attorney through the door to see what she has to say

GPS



This is decision time for players.

Scene XI - Players must determine the route based upon what they have learned to date.

The case for Alex and Jim still resides in Palm Beach county, Florida even though their parents no longer live there.

Alex repeats Jim's plea to their own attorney: "Please don't make us go."

She responds:

"Sure."

"You don't have rights. He has rights to you. He's your father. It's just the way it is. You don't have a choice."

Portal to Bangladesh

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

Nope! Wrong answer.

Ms. Attorney says to you the children: "Don't ever use that word again. You don't have 'rights'. Your father has 'rights' to you."

Your set back a few years from being heard.

Scene XI - Justification:

The Constitution of the USA states: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility... promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." In fact, Amendment I states: "Congress shall make no law... abridging the freedom of speech." For a while it was the perception of the courts that these words didn't apply to certain races or genders. To date, it's still often the perception that these words don't apply to children in the States.

Scene XI - Justification continued:

So, since the USA has not ratified the CRC yet... depending upon the perception of the judge in the courtroom, parents' rights will supercede children. In fact, children may never even be heard until they're an adult (of the magic age of 18) in this county. So, they could in fact be driving and serving our country before they get this right.

The CRC's Article #12 states: "Children have the right to give their opinion, and for adults to listen and take it seriously."

But, the United States has not yet ratified this treaty and reality is, not all states and counties will listen to the preferences of the children.

Want to see the countries which ratified the CRC?

[Countries which Ratified the CRC](#)

So, although they can try to assertively express their desires and needs, the Palm Beach County courts may not listen or value those words.

[What more can you do?](#)

[Try Again](#)



Scene XI - Players may opt for other selection:

We're even older now and still want to go home.

Choose a path...

You have a right


No right

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

Take me to a land of hope!

Escape through the tunnel to Take Action
[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Players have experienced though game simulations that they do not have a right to be heard; therefore, through process of elimination players determine that “No right” must be the correct answer.

Scene XI - This decision earns players XP points.

You answered: I don't have a right.

XP Points earned!

The judge often says that's the right answer in Palm Beach, FI. USA!

In fact, it's the right answer in a couple of counties in Florida... according to the law.

I am important! The law just doesn't protect my rights.

Since my dad hurt my brother and we're afraid of him, we've gone to the courts with my mom to get a restraining order like she has; you know... to keep us safe. But, no county will give us one. They keep saying he has rights to us.

Scene XI - This decision wins players XP points continued.

Gain assets!

Select an asset to add to your character toolbox:

Courage Strength Knowledge

Although Article 27 states: “Children have a right to a standard of living that is good enough to meet their physical and mental needs,” the USA has not adopted the CRC. So, kids either get lucky with their parents or essentially have to learn to fend for themselves.

What can we do?

Explore 2

Scene XII: Transition screen.

Portal to Bangladesh

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**


GPS

Scene XII - Players are transported to the portal in Bangladesh and score points having uncovered a location which supports children's rights according to the CRC Treaty.

XP Score!

Bangladesh has adopted the CRC!

After ratifying the CRC in Bangladesh it was observed that "Only by experiencing respect for their [children's] own views and discovering the importance of their respect for the views of others, will they acquire the capacity and willingness to listen to others and so begin to understand the processes and value of democracy. It is through learning to question, to express views and having their opinions taken seriously, that children will acquire the skills and competence to develop their thinking and to exercise judgement in the myriad of issues that will confront them as they approach adulthood," (Lansdown, 2001, p.6).



Scene XII: Further justification:

Scene XII – Bangladesh continued:

Consequently, "where children are encouraged to articulate their concerns and given opportunities to express their views, they will be far better protected. The silence that has accompanied sexual abuse of children within families, for example, has served to protect only the abuser. Where it is recognised that children are entitled to challenge their situation and given the mechanisms to do so, abuse and violations of rights are far more easily exposed. Children who are encouraged to talk are empowered to challenge abuses of their rights and are not simply reliant on adults to protect them. Furthermore, adults can only act to protect children if they know what is happening in children's lives – only children can provide that information. Violence against children in prisons, abuse in foster homes, racism in schools, misrepresentation of children in the media can only be tackled effectively if children can tell their stories to those with the authority to take appropriate action," (Lansdown, 2001, p.7).

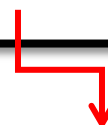
According to Lansdown, "It is a fundamental human right All people have a right to express their views when decisions are being made that directly affect their lives – and children are people too. Whether it is an individual decision about where a child will live following her parents' divorce, or broader issues such as the rules imposed at school, legislation on the minimum age for full time work, or representation of children in the media, children have a right to articulate their concerns, participate in the development of policy and be taken seriously," (2001, p.7).

Source: <https://www.unicef-irc.org/publications/pdf/insight6.pdf>

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge

Back in Palm Beach. Deplorable living conditions. Please send the police. Please help!



XIII - Scene now reflects deplorable living conditions for Alex and Jim.

The boys are back in Palm Beach and desperately call their mom.

From Mom's viewpoint, the camera zooms in on opened flip phone... It's a call from boys.

Voice of Jim: "Mom, send the police in! Hurry. He's not here. Send them in while he's gone. Hurry before he gets back. We don't want to stay. Hurry. Call the police! There is raw meat on the floor. Mold on ceiling and walls. The window is broken. The racoon came in. We found a bullet in bed! He doesn't live here during the week. There's no food in the refrigerator."

Isolated and disgusting living conditions. [SEE VIDEO FROM 3:43 ON FOR IMAGES; DEVELOPERS TO blurr out FACES AND NAMES ON THIS VIDEO OR COME UP WITH CARTOON IMAGERY LIKE BELOW.

Watch it. Contact @ Changelt4Better for access.

They are in Palm Beach, Florida, USA. They send the pictures of what they see from the phone Mom gave them. They hid it from him.

XIII - Children beg to be taken out of terrible living conditions. Mother calls the police.

Mom stops to think for a minute.

Call the cops and request a checkup on the kids.

Do nothing. Kids are resilient

Take it to court

Fly through another portal to a country which adopted the CRC.

United Kingdom

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Players elect to call for help.

XIII - Children are not supported. Police never go in the home or speak with children.

MOOD (CREATE WITH IMAGERY AND AUDIO) OF DESPAIR. DILAPIDATED HOUSE IS IN WOODS WITH LONG DRIVEWAY.

PLAYERS SHOULD BE ABLE TO SEE VIEW FROM ANY OF THESE CHARACTER'S VIEWPOINTS BY SELECTING ON THEM.

Mom: You called to request a cop go in.

It's an option. Probably won't go far in Palm Beach, Fl. USA.

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS [CRC](#)

Nope! Wrong answer.

From the mom's viewpoint on the phone dialing 911: Yes, may I get a welfare check on my children? My children are asking the police to come in. They are sending me pictures of disgusting conditions they're living in. Repulsive.

Please, send someone in?

XIII - Children are not supported. Police never go in the home or speak with children continued.

This is what happens when Alex and Jim's mom requests a police officer to do a welfare check:

Mom: I'm calling to request a welfare check on my children. They're telling me that their living in a house where the ceiling is falling in, there is mold on the ceilings and walls, broken windows, no food in the refrigerator and meat on the floor.

Dipatcher: Ok. You're looking for a welfare check. Who are the children with?

Mom: Their birth-father.

Dipatcher: Is he supposed to have the children?

Mom: Yes; but, they're describing horrific living conditions. They are begging for me to get them out of there.

Dipatcher: Ok. We'll send someone in.

XIII - Children are not supported. Police never go in the home or speak with children continued.

Mom's viewpoint of phone dialing 911: "What's taking the police so long? My children are in the house alone texting me that the police haven't come yet.

Dispatcher: They can't go up the driveway, ma'am; there is a gate. Do you know his number so they can call him? They have to wait until he gets home to go up the driveway.

Mom: What?! The children are in the house by themselves. They are requesting the police to come in! You want me to give you his number so you can alert him?

Dispatcher: They can't go up the driveway, ma'am; there is a gate. Do you know his number so they can call him? They have to wait until he gets home to go up the driveway.

Scene XIII - Children are not supported. Police never go in the home or speak with children continued.

Children continue to call mother and beg her to send someone in while he is gone. Time goes by. Mom repeats call and is told that the police are waiting for the father to come home since they can't walk up the long driveway without his permission (despite her telling them the children are home alone in the house).

Father finally comes home and calls for children to come out of the house. The police ask him if everything is ok and he responds yes. The children stand like soldiers obeying their father. The police never asked the children or went inside the house. Police leave.

The USA has not ratified the CRC yet so depending upon the perception of the judge in the courtroom, the child probably doesn't have a right. Parental rights supersede your rights so the cop will probably not even ask the children if they're afraid or if anything is wrong if their father is standing next to them.

And, they won't say anything because no one has helped them to date. They have to take care of themselves and fearfully say nothing standing next to that parent. Good luck!

Scene XIII - Players may try a different path.

KIDS FEEL LIKE NO ONE IS ON THEIR SIDE. THERE'S NO HOPE.

Try a different path

Want to see the countries which ratified the CRC?

Countries which Ratified the CRC

Explore 3



Explorations provide self-efficacy tips to empower children in face of DV or neglect:

IMAGERY ENVISIONED TO SHOW FINGERS ON A HAND ENUMERATING EACH OF THESE SIGNS OF EMOTIONAL ABUSE. MOM IS TEACHING THE KIDS WHEN THEY'RE HOME:

- the 5 signs of emotional abuse on their hands:
- intimidating/threatening (the looks and glares; sitting on the train track; driving crazy with lights off)
- humiliating/degrading (putting down, minimizing)
- controlling (telling you what and how to do everything; i.e.: "I see you in your heart all the time," vs. "I love you.")
- isolating (not allowed to see or talk to friends and family)
- corruption (sneaking into movie theaters and sporting events without paying)

Explorations continued:

- Techniques to cope:
- look for a safe stranger
- find a phone
- watch for landmarks so they can know and communicate where they are
- find for themselves to survive: Talk about it.

Have you ever felt this way? Do you know someone else who lives like this?

Post ideas you have to cope

Want to try a different route?

He's taking them to Pennsylvania now where he plays Russian Roulette with them in traffic

On the traintracks



This brings players back to the decision screen to try a different route.

Scene XIII - Decision time again.

They are in Palm Beach, Florida, USA. They send the pictures of what they see from the phone Mom gave them. They hid it from him.

Mom stops to think for a minute.

Call the cops and request a checkup on the kids.

Do nothing. Kids are resilient

Take it to court

Fly through another portal to a country which adopted the CRC.

United Kingdom

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Scene XIII: Player makes decision to take it to court

Scene XIII - Players makes decision to take it to court.

Stalled for a few more months. Court case just keeps getting bigger.

He has rights.

The kids don't. The state attorney tells the mom: "If he has no money, then I guess he can't provide you an address for under a bridge. You're lucky they have a roof over their head" despite them telling me and sending pictures that it's falling in.

Their case was one of the largest in Palm Beach County.

Equal rights matters regardless of race, religion, disability, gender.

Should equal rights be equal regardless of age too?

Alex and Jim, Jeff, Jenny and their moms think so.

Holly and her kids think so.

What can we do?

Ratifying the CRC to begin acknowledging children are human and deserve the same basic human rights as other citizens of the USA might be a good start.

Educate about the CRC treaty

Fly through another portal to a country which adopted the CRC.

United Kingdom



Next decision for player to choose is to foster coping skill and hope.

Scene XIV - Players learn the benefits of the UK having adopted the CRC Treaty.

XP Score!

United Kingdom has adopted the CRC!

In fact, they're educating their children about their rights!

“Children have different views from adults on the nature of physical punishment. In 1998, a consultation exercise conducted with 70 children aged 5-7 in England provided graphic evidence of the humiliation, pain and rejection they experience when their parents hit them. When asked what they understood by a ‘smack’, they all described it as a hit. Their comments on how it felt included such phrases as “it feels like someone banged you with a hammer”, “it’s like breaking your bones”, “it’s like you’re bleeding” and, “it hurts, it’s hard and it makes you sore”. Their accounts are in stark contrast to the widely promulgated view from many parents that such punishment is delivered with love, does not cause real hurt and is only applied in extremes. 4,” (Lansdown, 2001, p.4).


Courage Strength Knowledge

Jenny meets with her dad in St. Lucie County, Florida now.

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Players transition to next scene.

Scene XV - Now in Florida, sister and brother from Massachusetts experience similarities to Alex and Jim.

Looking through Jenny's eyes:

Jenny: "My mom finally got up the courage to leave my dad. We don't want to go with him either. But the magistrate told her she would put her in jail if my brother and I don't. So we still have to go visit him now.

The St. Lucie County courts ordered that we meet him at a safe exchange location. How can it be safe if he's there?

I don't want to go! I told everyone that. My brother is 15. I'm 13. Do you know what they told me?

They told me: "It didn't matter what we wanted or that they were afraid of him."

Don't I have a right to refuse?"

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS [CRC](#)

Take the path...

No

Yes

Get out of here!

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Decision players may make.

Scene XV - Players choose "Yes" for sister and brother from Massachusetts who moved to Florida.

So, since the USA has not ratified the CRC yet... depending upon the perception of the judge in the courtroom, children probably don't have a right. Parental rights supersede children's rights so Jenny may never be heard until she's an adult in this county. Wish her luck!

The CRC's Article #12 states: "Children have the right to give their opinion, and for adults to listen and take it seriously."

But, the United States has not yet ratified this treaty and reality is, not all states and counties will listen to the preferences of the children.

Want to see the countries which ratified the CRC?

[Countries which Ratified the CRC](#)

So, although, you, Jenny can try to assertively express your desires and needs, the Massachusetts courts and the Florida courts may not listen or value your words.



Scene XV: Players may try again.

Take the path...

No

Yes

Get out of here!

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Right answer!

Select an asset to add to your character toolbox:

Courage Strength Knowledge

The reality is, not all states and counties will listen to the words of the children.

Sometimes people will believe us though! In this case, the social worker from Stuart basically saved our lives - she not only listened, she HEARD us and felt our fear! Just knowing someone believed us!

We threatened to run away but we were told during the exchanges that our mom would be arrested (or we would get into big trouble) if we did.

So, although we can try to assertively express our desires and needs, these US courts may not uphold children's cries for resisting parent's orders.

We all went to counseling for PTSD treatment. They put us on medication. Of course, it effected all of us differently. It messed us up at school. We were just always afraid now. We just could barely function.

Even though they had the sheriff standing in the corner of the exchanges it didn't stop our father from whispering insults and threatening all of us.

Scene XV - Sister and brother from Massachusetts scene continued.

We want our rights and begged mom to them.

The more she begged the courts for them the more she got in trouble and was told we should all go to family counseling.

They didn't want to hear what we wanted. The magistrate only kept repeating that mom was going to be arrested if she didn't provide us to our "wonderful loving father with his rights." Bull!

I got sick, mentally and physically, anything to get out of going. It was just ugly.

Bottom line, kids either get lucky with their parents or essentially they learn to fend for themselves.

I did. I am a survivor and a woman ready to change the world now.

Where to now?

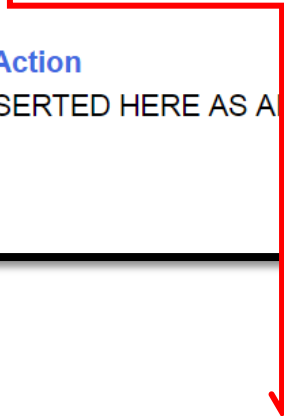
Visit Alex and Jim. They are 5 & 6 now

Fly to Alex and Jim. They're 7 & 8 now and don't know what state they're in, but think they're still in the States.

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Players select transition screen

Scene XVI - Alex and Jim are aging and now encountering life threatening events.

Alex and Jim are 7 & 8 now. Will anyone listen?

Alex: "We get scared when he doesn't bring us home and we don't know where we are. He takes us out of the State. We don't know where we are so we look for signs and walk far to call our mom. We've had to cross some big streets before, but I held my brothers hand. We found a safe stranger with a phone!"

We just want to stay home. Please, we're getting older and have been begging everyone for a long time now.

What choice do we have now?

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS

We're even older now and still want to go home.

Choose a path...

You have a right

No right

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

Take me to a land of hope!

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS

Players transition to another scene.

Scene XVII - Players earns Experience Points.

XP Score!

For countries who have adopted the CRC, studies find that the following concerns had outcomes which actually support ratification:

“It will lead to lack of respect for parents: Listening to children is about respecting them and helping them learn to value the importance of respecting others. It is not about teaching them to ignore their parents. Indeed, Article 29 of the Convention clearly states that one of the aims of education is to teach children respect for their parents. Listening is a way of resolving conflict, finding solutions and promoting understanding – these can only be beneficial for family life. Listening to children is a positive symbol of love and respect,” (Lansdown, 2001, p.8).

“Children must learn to take responsibility before they can be granted rights But one of the more effective ways of encouraging children to accept responsibility is to first respect their rights. If children are given the chance to share their ideas in a group and to have them taken seriously, then they will learn that others too, have a right to be heard that must also be respected,” (Lansdown, 2001, p.8).

“Children lack the competence or experience to participate But children, like adults, have different levels of competence in different parts of their lives. Even small children can tell you what they like or dislike about school and why, can have ideas to make lessons more interesting, can offer help to other children. Provided they are given appropriate support, adequate information and allowed to express themselves in ways that are meaningful to them – pictures, poems, drama, photographs, as well as conventional discussions, interviews and group work – all children can participate in issues that are important to them,” (Lansdown, 2001, p.8).

Source: <https://www.unicef-irc.org/publications/pdf/insight6.pdf>

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge

Jim and Alex are hiding from the police now. Come quick!

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS

Scene XVIII: Jim and Alex are even older now and being directed to hide from the police.

Jim: "We're 9 & 10 now and he's telling us to "Duck! Stay down!" The police are looking for us, shining their lights in the house now."

We get scared when he makes us hide in the dark when police are shining their lights in the house through the windows looking for us.

Please. We want to just go home. Do we have a right, yet???

I'm going to speak up...

I have a right

Won't speak up...

No right

Take me to Romania

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

Escape through the tunnel to Take Action

Scene XIX - Players earn Experience Points.

XP Score!

Romania has adopted the CRC!

What CHILDREN can do: • Educate peers, family, teachers and decision makers about children's participation. • Be active in community and national governments so children's voices are heard. • Build child-led organizations. • Establish national and global networks to share experiences and ideas about how to get involved in communities and governments," (Lansdown, 2001).

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge

Sleeping in car at rest-stop

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Scene XX - Decision time.

Alex: We're now sleeping in his van at rest-stops.

I guess it's better than the park bench or under the tree where mom told us she saw other kids sleeping.

Do I have a right to come home yet?

You have a right

No right

Court officials tell the mom:

- "If he has no home he can't give you an address, now can he?"

- "Get over it. They're going to turn out just like him."

- "Bottom line, unless you catch him in the act of sexually molesting them, we can't do anything."

PERHAPS WE CAN PUT THESE WORDS SCROLLING ON THE SCREEN.

Escape through the tunnel to Take Action

Players have experienced the entire above path by now and advance to next scene.

Canada

Scene XXI - Decision time.

XP Score!

Canada has adopted the CRC!

Canada is educating its children!

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge

At the cult in Alabama

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Scene XXII -

Now you've arrived staring out from a one room hospital in Alabama, behind Jim's eyes. Your foot is a mess: swollen & infected. It hurts.

Jim: "My foot is broken foot now and there is puss coming out of it. Someone said it's infected."

Get me out of here. I have a right now

No right

See what the CRC says: PICTURE OF SCROLL TO BE ADDED FOR THIS **CRC**

I CAN ELABORATE ON HOW I KNEW IT WAS A CULT FROM WORDS OF CHILDREN AND PEOPLE AROUND CULT (NEIGHBORS, NURSES, ONES WHO HAD ESCAPED, ATTORNEY FOR THEM)

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS

By this stage, players have experienced the entire above path and advance to next scene.

Scene XXIII - The stakes get higher.

Jim and Alex: "We're playing Russian roulette automobile style in Pennsylvania now."

We're scared when he plays the game of turning off his lights and driving through intersections at night.

Equal rights matters regardless of race, religion, disability, gender.

Should equal rights be equal regardless of age too?

Alex and Jim, Jeff, Jenny and their moms think so.

Holly and her kids think so.

What can we do?

Ratifying the CRC to begin acknowledging children are human and deserve the same basic human rights as other citizens of the USA might be a good start.

Call from the hospital.

Armania

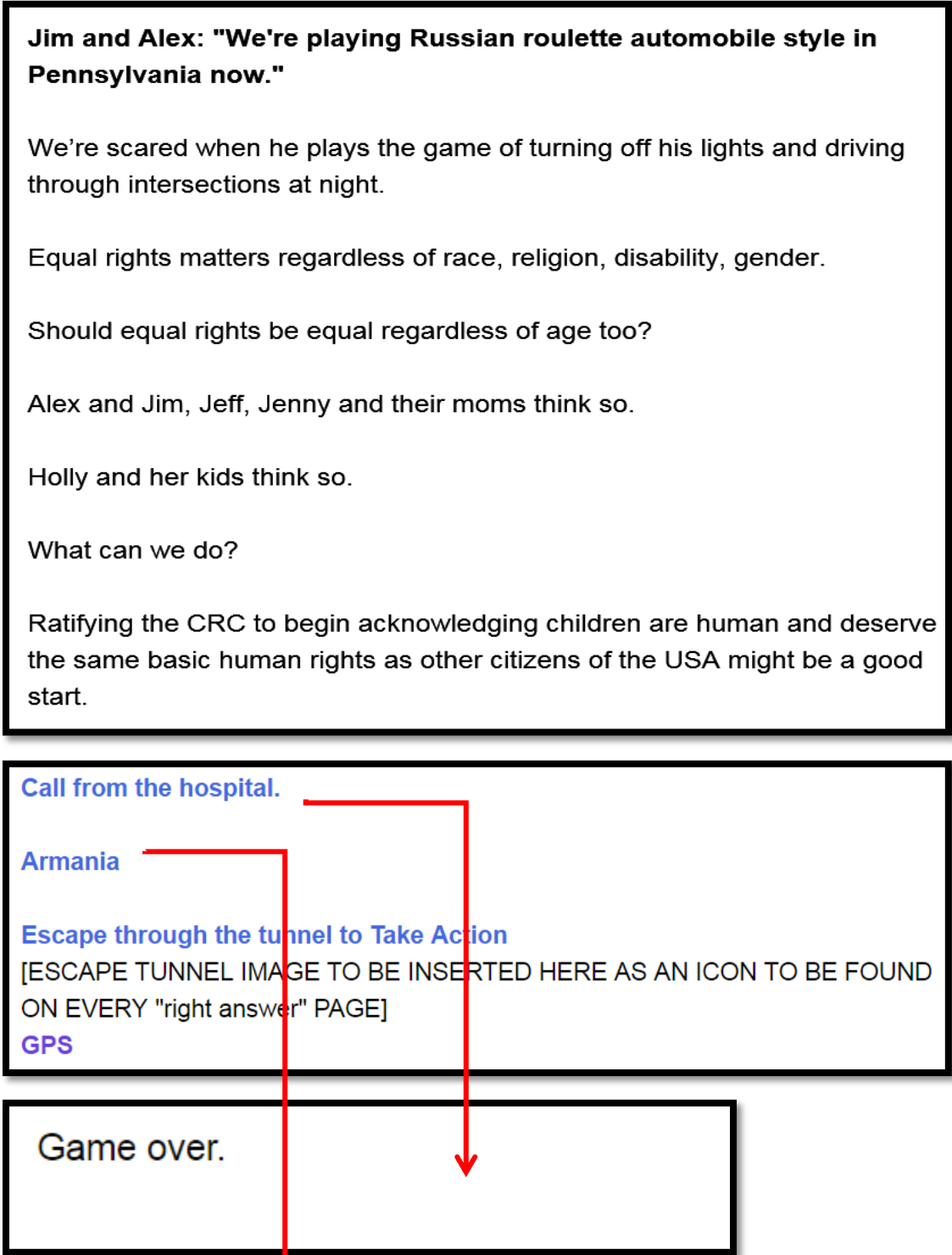
Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS

Game over.

Or



Scene XXIV –

XP Score!

Armania has adopted the CRC!

"We are not the sources of problems; we are the resources that are needed to solve them. We are not expenses; we are investments. We are not just young people; we are people and citizens of this world." From 'A World Fit for Us' Message from the Children's Forum. Publish," (Lansdown, 2001). Source:

https://www.unicef.org/specialsession/docs_new/documents/childrensforumreport-en.pdf

Select an XP asset to add to your character toolbox:

Courage Strength Knowledge

On the train tracks

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Players transition to next scene.

Scene XXIV -

Alex and Jim: "He keeps stopping his car on the train tracks saying that we could all die together and be together forever. We don't want to die, Mom."

Call from the hospital.

Another day passes...

At the cult in Alabama

Jim's 13 now. Ran away, now in a courtroom, Palm Beach, Florida

Escape through the tunnel to Take Action

[ESCAPE TUNNEL IMAGE TO BE INSERTED HERE AS AN ICON TO BE FOUND ON EVERY "right answer" PAGE]

GPS



Last option available to explore.

Scene XXV -

We ran away from him! Oh, my Gosh; it was so scary!

ENVISION IMAGERY TO LOOK SOMETHING LIKE SLIGHTLY OLDER VERSION OF ANIMATED OWEN RUNNING IN FEAR THROUGH THE WOODS; **SEE:**

I'm 13 years old. Mom, please let us see the judge. Let us tell him!!!

->MOVE TO: Now in a courtroom. FINALLY GOING TO BE HEARD!

At the age of 13, Jim will finally get to be listened to by the judge; only he has to testify in front of his father visually demonstrating rage.

Now in a courtroom, Palm Beach, Florida.

Jim hides in the other room. Scared. But ready to testify in front of his father.

Over the last 10 years: lawyers quit, judges recused themselves for fear of retribution from their dad. The brave psychiatrist testifies in front of him now too.

Finally! The judge says: "There are life threatening occurrences happening with these boys when they go with their father."

The Judge: "Son, you were a credible witness. Children are dying all the time from things we don't know are occurring and you just told us about things that are occurring. I'm only going to make you go with him every other weekend and his friend will be the supervisor. He's your father and he has rights to you."

Grandmother: Gasps realizing he was just given rights to take them speeding, drinking and driving in the truck again!

She's thrown out of the courtroom.

The judge then tells the boy: "And, if you don't go, I'll put your mom in jail and you in Juvenile Detention."

The boy that wanted to be an attorney, scared but brave walking into the courtroom left strong and convicted.

"We'll never go back to him, mom."

Mom: "You know you may not be able to be an attorney if you don't listen to the judge."

"I don't ever want to do what those people in there do, mom."

Mom: "The constitution says: "We are the people." If there are people not protected, whose rights are not equal. WE must protect them."

Learning outcome: By navigating to this level of the game, players have mastered learning objectives.

You've completed this round!

You've mastered the learning objectives and can now:

- Identify specific human rights listed in the CRC treaty.
- Articulate Articles 12 and 13 of the treaty.
- Apply those rights to real-world situations.
- Identify which country has not yet ratified the CRC treaty.



What can we do?

Educate others. Email, Tweet, call state representatives; help us develop this prototype into a game and Tweet to: @Changelt4Better; let's pass this game on and vote YES to ratify the CRC.

It matters for the Alexes, Jennys, Jeffs, Jims and parents who just want their children afforded basic human rights.

It matters.

Pass it on. ADD SOCIAL MEDIA BUTTONS.

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Appendices

Appendix A

Game-for-Change Game Elements	Description	Gagne's Nine Events	Keller's ARCS model
Artificial Intelligence*	The design of the game which motivates the player to navigate from scene to scene, exploring the adventure. Examples in this prototype may be seen in features, such as, the: "Tunnel to escape" or "Fly to a different portal."	5) Provide learning guidance	Attention
Back Story*	Actual accounts of the shaping of the narrative. Several crowd-sourced cases were compared and contrasted to provide the similarities and variances of children's rights throughout the States and countries.	5) Provide learning guidance	Confidence/ challenge
Boss Challenges*	Ultimate confrontational scenes player faces which advances player towards a successful end or "Game over" with life or death conclusions in some cases.	6) Elicit performance	Confidence/ challenge Satisfaction/ Success

Challenge	Decision making time for player.	6) Elicit Performance	Confidence/ challenge
Character	Avatars in each scene relay their story. Game is designed for the player to enter the scene through the eyes of the lead character in each scene.	6) Elicit performance	
Cut Scenes*	Part of the storyline which is available to player by selecting visual representations to broaden understanding of the back story. For example, players may select an image of a scroll in this game to see a list of the CRC articles.	4) Present the content 5) Provide “learning guidance” 7) Provide feedback	Confidence/ Challenge
Dialogue	The literal communication by characters within the scenes.	4) Present the content	
Fantasy	Whimsical elements added to invite players to transition from one scene to the next.	6) Elicit performance	Confidence/ challenge
Game Rules*	Given the coding behind the game, players have the options to drive their own adventure within the game, link out to take action or share the game.	6) Elicit performance 9) Enhance retention and transfer to the job	Confidence/ challenge
Non-Playable	An avatar designed to lead the player but not		

Character*	actually an integral part of the story.		
Narrative*	The storyline, written, spoken or visually depicted.	4) Present the content	
Outcome*	Players who achieve advancing to the final scene in the courtroom and take action have simulated mastering the learning objectives.	8) Assess performance	Satisfaction/ Success
Perspective*	Scenes depicted in the first person allow players to see the scenes through the eyes of the character.	6) Elicit performance	
Storyline and scenarios	As a serious game designed to offer the player choices to build individual adventures, several different accounts of real-life situations unfold in this game. Within each story line, characters age, travel and experience similar dilemmas in each scene. Players weave in and out of these scenes building upon knowledge learned through each adventure played.	1) Gain attention	Attention
Story Mode*	Some of the narrative is written in third person to explain scenes and storyline during which	5) Provide “learning guidance”	

	time the player is not in control but plays a passive role.		
Trailers*	Media/video clips to provide a visual depiction of the story.	1) Gain attention 4) Present the content	Attention
Tutorial Mode*	Introduction, About, For the Teacher are pages to introduce problem to players and offer directions and purpose about the game.	2) Inform learners of objectives 3) Stimulate recall of prior learning	Attention Relevance
XP Experience Points		6) Elicit performance (practice) 9) Enhance retention and transfer to the job	Confidence/ challenge Satisfaction/ success

*Table 1. Game-for-Change Game Elements. *Adapted from Game Elements (Becker, 2008, p.82).*

Appendix B

Lesson's Focus:	Social Studies Content Standards		
Civics & Government	GED® Fl. Standard – Literacy Completion Point	High School CG	Section
I. Development of Modern Liberties and Democracy	4. Individual rights and civic responsibilities	CG.4 Describe individual rights and civic responsibilities.	CG.4.b. Personal and civil liberties of citizens
This project's DGBL is to align with state and national standards. In this respect, Adult Education GED Prep, and High School students may also use it along with Middle School students.			

Table 2. Children Around the World Game-for-Change Prototype Standards. Adapted from Florida Department of Education Adult Education Curriculum Frameworks. (2015-2016).

Appendix C

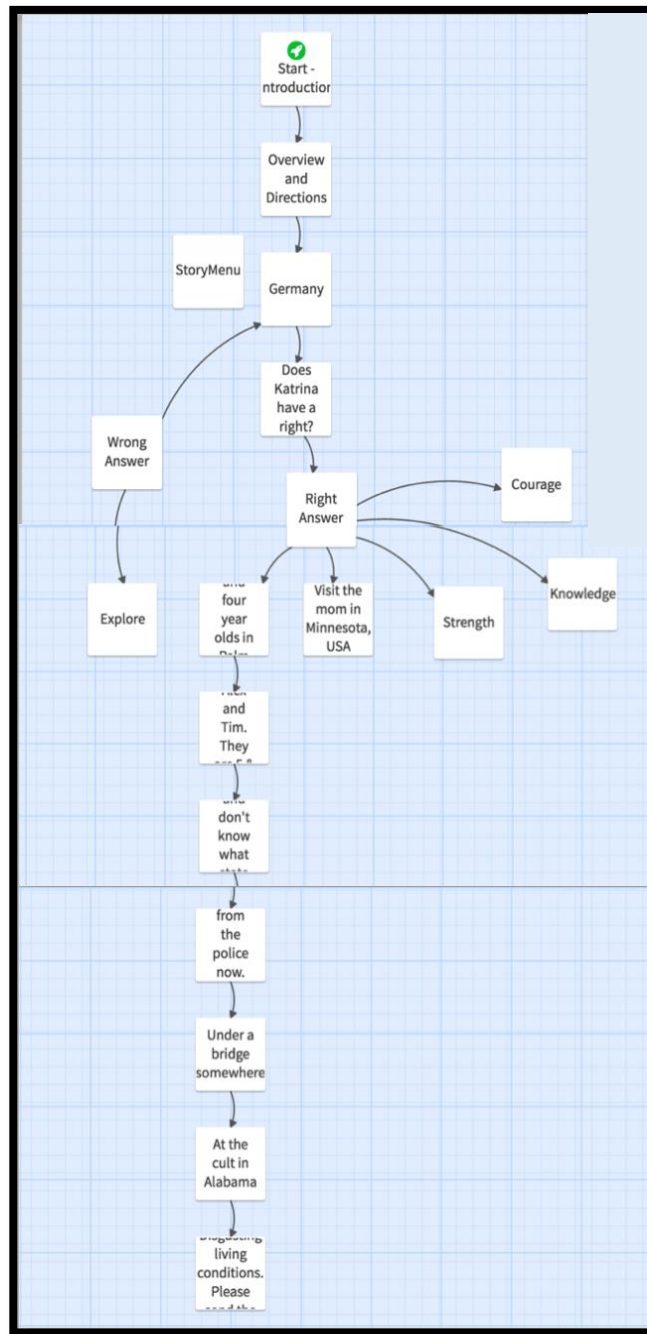


Figure 1. Children Around the World Game-for-Change Prototype Original Storyline.

Ensmann (2017).

Appendix D

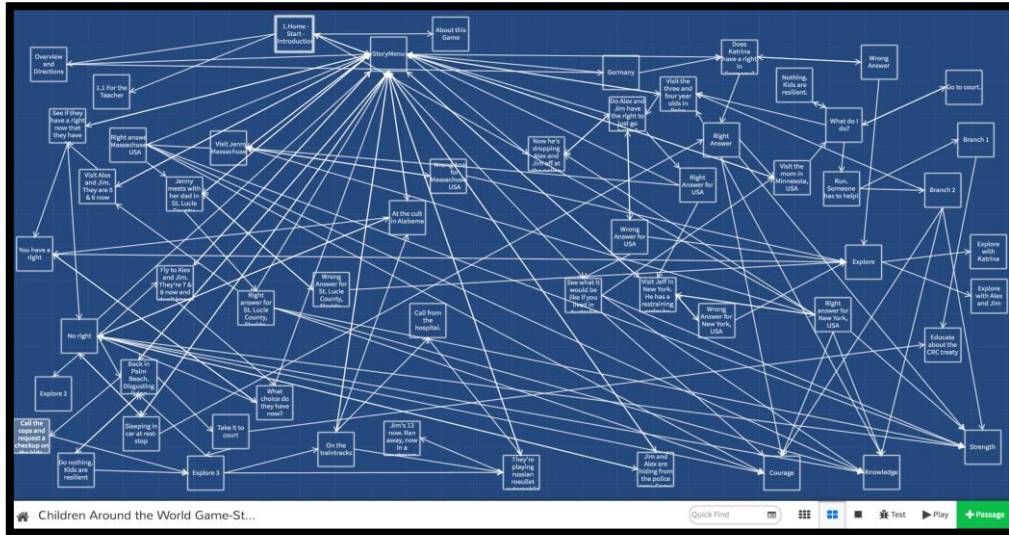


Figure 2. Children Around the World Game-for-Change Prototype Second Storyline. Ensmann (2017).

Appendix E

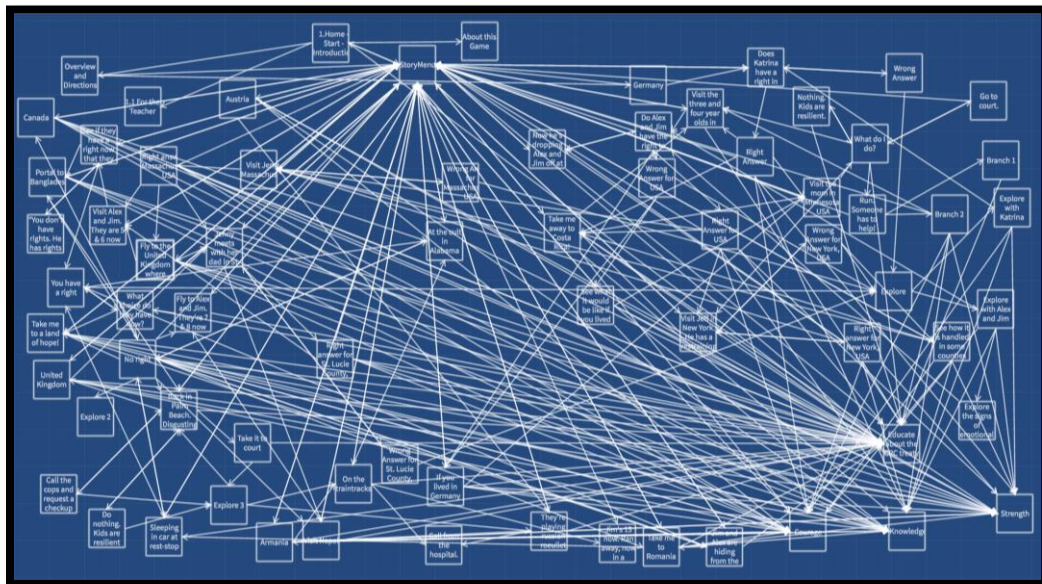


Figure 3. Children Around the World Game-for-Change Prototype Third Storyline. Ensmann (2017).

Appendix F

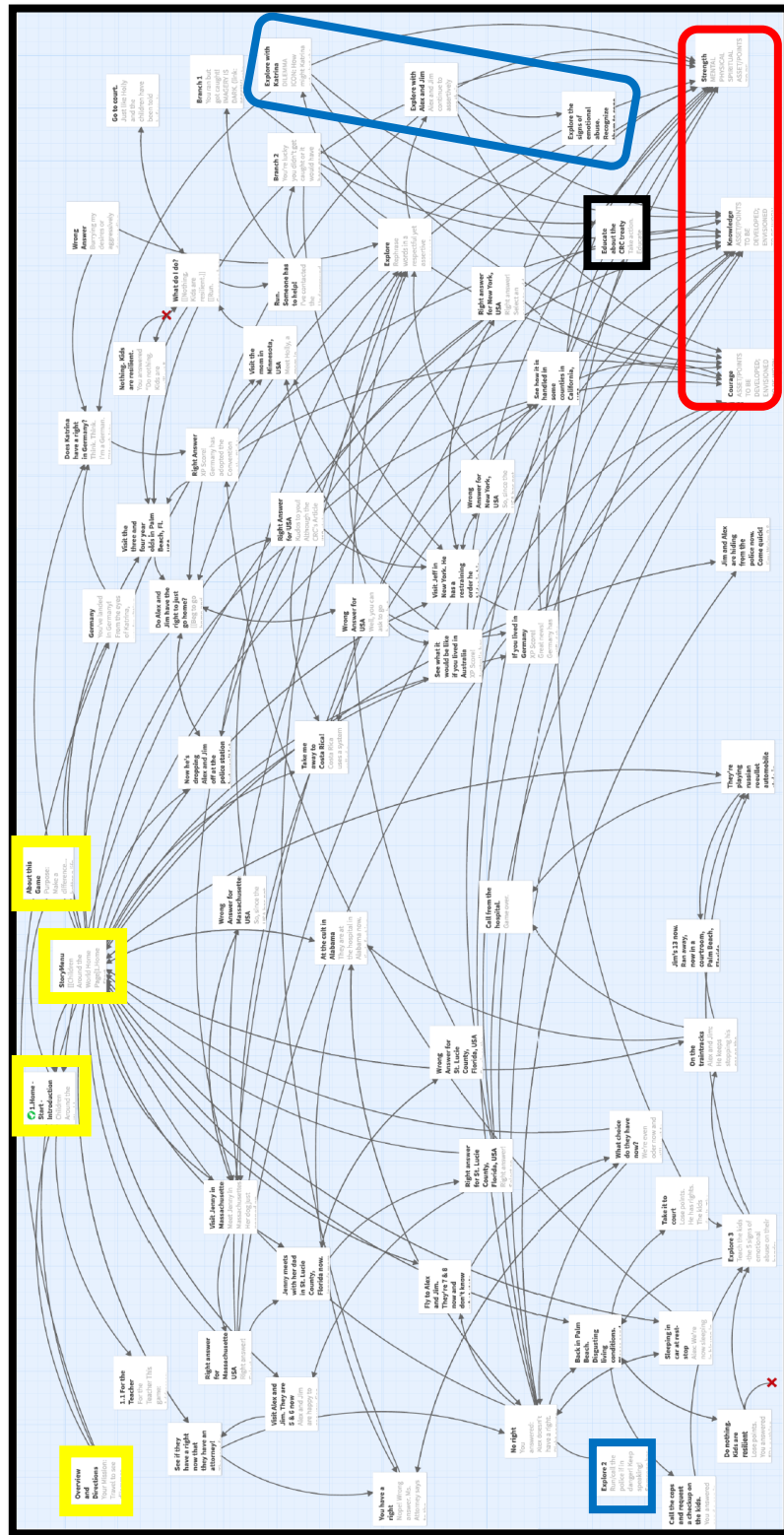


Figure 4. Children Around the World Game-for-Change Prototype Final Storyline. Ensmann (2017).

VITA

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PUBLICATIONS

Ensmann, S.Y. (2017). 2016 Annual Proceedings: Volume #1: Children Have Rights
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