

BEST – Do not do it!

Board Game Against Abuse

Game description

The game is released by Equal Opportunities of Persons with Disabilities Non-profit Ltd. (FSZK) © 2017

The game was created at the request of Equal Opportunities of Persons with Disabilities Non-profit Ltd. within the abuse prevention programme of the Ministry of Human Capacities by:

László Bass

Bálint Borbás

Judit Dányi

Zsófia Horváth

Zsuzsanna Kovács

Éva Mihalovics

Attila Nagy

Eszter Rajnai

Judit Simó

Erika Zolnai

1. ENTRY (5 minutes)

Form teams: players should form **four teams** (*teams must be formed*).

Each team **guides a young character's life** in the game. These **characters are all different**, usually **living with some kind of disability**. Characters may be visually or hearing impaired, require use of a wheelchair, or their mental faculties may differ from others, but there are also completely average young people among them. Each character should be selected by drawing lots. It is **neither an advantage nor disadvantage** which character a team selects (*draw characters*).

The CARDS of the CHARACTERS have different colours (each group - two average students, two sensory impaired etc. – is labeled with different colours. If one green is drawn, the other one should be removed from the deck). The icons of the characters are also stated on the card. There is no distinction on the back of the cards; the players cannot see the difference while drawing.

Boldizsár / average boy, 17 years old

Boldizsár lives in Budapest and studies in a secondary school. He comes from a middle class family, his parents are neither rich nor poor.

He is diligent, a good student, and studies hard for his final exams. For this reason, he rarely goes out and has fun. He is reserved, quiet and has a good heart. Other students take advantage of his personality and copy his homework. He is not athletic and because his body grew fast, he is a little clumsy. He really likes one of his classmates, but is in competition with a stronger, showier boy.

patient. They try to exclude her from the group, mocking her or taking advantage of her helpfulness.

Márta / mentally disabled girl, 16 years old

Márta lives in a rural town with her parents and two siblings. She started everything in life a little later. She learned poems more slowly in kindergarten, but has received a lot of help from her parents. At school she studied twice as hard as her classmates and yet, she has some problems with speaking in front of the class. Currently, she goes to a specialized school, has difficulties with studying and is slow to grasp the meaning of texts.

She is not aware of the value of money. She knows about her deficiencies and she only wants others to accept her, which is why she tries to please everyone. Some of her classmates have befriended her, looking after and protecting her. However, others are less

Fruzi / average girl, 17 years old

Fruzsina lives in Budapest with her family. She has a younger sister and younger brother. She goes to secondary school and she has a lot of friends. She is present on social media, where she posts many pictures as well as information about herself online. She also frequently chats with her friends. Her parents trust her, they let her to go out on weekends, on the only condition that she informs them about where she is going and who she is with. She has had a boyfriend for a few months, who is very jealous.

Fruzi wants to work abroad as a programmer.

Zalán / boy with autism, 18 years old

Zalán has autism. He is an only child and he lives in a small village with his mother and stepfather. He goes to a specialized school in a nearby town, because other schools didn't want to accept him due to his autism. He loves playing football and his best friends are his teammates. He plays a lot of online role-playing games, where he can tune out and switch off. He is passionate about the small group of friends he has. He has had difficulties making new friends and his schoolmates usually keep their distance from him. He is in love with one of his classmates, who is uncomfortable with his behaviour, since she has a boyfriend.

Ági / blind girl, 15 years old

Ági has been blind since her birth, she is 15 years old now. She attended a primary school for special needs children and was later accepted into a secondary school. Integration started with her enrolment in her current school. She is its first student with disabilities, but now there are other sensory impaired pupils in lower grades. Ági loves music, she is a

talented violinist, and is also attending private lessons. She is doing well in humanities, but struggles with sciences, despite the fact her father gives her a lot of support. She has few friends at school, but her closest friend is another blind girl, who she has known since primary school. Ági has a guide dog, which she takes with her to school.

Lili / disabled girl, 11 years old

Lili is a little girl in primary school, who is confined to a wheelchair. She and her mother live in a family house in the suburbs of Debrecen. Her father's whereabouts are unknown. Her mother works as an accountant and does also extra work from home in the afternoons, in order to provide a stable home environment for her family. Due to the large workload, she is often tense, impatient and has little time to spend with her daughter. Mrs Marcsi next door helps her out sometimes by taking Lili to school or by looking after her. Lili has two close friends at school, but she is a generally shy, reserved and quiet girl. Many students mock Lili at school.

Áron / deaf boy, 16 years old

Áron's parents are also deaf, but he has an unimpaired older sister, Anna, who is 21 and studies at university. Anna's signing skills are excellent, so she often interprets for her family.

Áron is a secondary school student in an integrated, catholic school, where other deaf or partially deaf students are also in attendance. The school is very open, but there are always a few bullies, who mock the hearing-impaired students. He is good at sciences, especially loves IT, however he has difficulties with humanities. He participates in sport regularly. Almost all of his friends are deaf, so is his girlfriend.

2. INTRODUCING THE CHARACTERS – TYPES OF DISABILITIES (10 minutes)

Let's meet the characters of each team!

The descriptions should be read out loud and the storyteller should provide information on the different types of disabilities. (The able bodied characters have only descriptions).

The chosen characters should be placed on the board.

3. INTRODUCING THE TYPES OF ABUSE (10 minutes)









Each character will enter into an unpleasant or dangerous situation during the game, and the players will offer advice on how the characters should proceed. Each team's character will enter into five similar situations (five abusive situations) and the players must decide how to protect them. The winning team is the team that protects their character the most.

What situations are these going to be?

A brief introduction to abuse can be held at this point.

THE BOARD

(names/icons/colours should be placed on the board at this point)

	Boldizsár	Márta	Áron	Lili
verbal	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
emotional	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
material	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
physical	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
sexual	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
STRENGTH	 	 	 	 

4. RULE DESCRIPTION (5 minutes)

Whether the dangerous situation can be avoided or not, depends on **many coincidental factors**: the intention of the attack, the surrounding people's attitudes, the opinions of the others, whether it's a sunny or rainy day, etc. Players draw from a hat. If you draw a red ball, you prevent an attack. If you draw a blue, you fail to prevent an attack.

Important aspects necessary for success: **the number of available resources**, the players' experience in these situations, their communication skills, their networks, knowing which people to trust, even physical strength. **If the characters are physically strong, it is not guaranteed that they will overcome attacks, but increases the likelihood of that event.** Upon success, more red (winner) balls will be placed into the hat, upon failure, the number of blue (loser) balls are increased. It is not likely to draw a blue ball from the hat if there are 9 red balls (winner balls) out of 10. (To start, there are 2 red and 3 blue balls – a 40% chance to win.)

The players can choose from **different strategies** to escape danger. Players can increase or decrease their strength depending on the strategy they use. The game offers four strategies.

Strategy A – escape

the resources do not change

Strategy B – asking for help

success: +1 😊

failure: +1 😞

Strategy C - combat

success: +2 😊

failure: +2 😞

Strategy D - aggression

success: +? 😊

failure: +? 😞

So:

Players listen to the situation.

Players choose a strategy (next to the different strategies, is an indication of their influence on strength)

Players should draw a ball from the hat to find out whether they escaped or not.

Depending on the success or failure of your strategy, your strength will increase or decrease accordingly.

- if the players are successful, the corresponding number of red balls are added to the hat.

- if the players lose, the corresponding number of blue balls are added to the hat.

One example...

Let's assume, a large dog on the street is barking and running towards you in an aggressive manner. The dog's potential owner is far behind. You are afraid of the dog.

Strategy A – escape

You walk away or simply do not do anything, just freeze. The dog may stop, or it may become even more aggressive, depending on the outcome of the draw. This strategy does not offer players the chance to gain strength, but it does not put the players in danger either, **so the resources will not change.**

Strategy B – asking for help

You shout to the person coming, asking him to hold the dog.

In this case, you actively defend yourself and, if you succeed, you will learn how to ask others for help, gaining their good will. **You gain a unit of strength – one red ball.**

If this strategy fails, the owner of the dog tells you to mind your own business and next time you will be more afraid to ask help – **your strength is decreased by one unit, and one more blue ball is added in the hat.**

Strategy C - combat

You know how to handle dogs and you manage to calm him down by offering him the rest of your lunch. If you succeed, you gain **two units of strength (adding two red balls)**, having managed to solve this situation by yourself, your self-confidence grows. If the dog gets more aggressive and bites you, your strength will be **decreased by two units (adding two blue balls)**, and your insecurities will grow, forcing you to re-evaluate your relationship with dogs.

Strategy D - aggression

You kick the dog. This strategy may also be successful, but is very risky. The owner of the dog may avenge your act of violence or sue you for animal cruelty. Rolling a dice decides whether your strength will increase or decrease (and by how much).

Roughly 30 minutes should have past since the start of the game.

In a quick game, there is no introduction, but only the description, taking 10-15 minutes

5. ROUND ONE

Everyone gets a this sheet:

Physically stronger and less disciplined classmates constantly bully **Boldizsár**. He has almost grown accustomed to abuse like: *“What’s up smart ass, did mommy ground you for getting a B?”* or: *“Hey butt kisser, have you kissed the teacher’s butt today?”* Boldizsár is being more seriously bullied and it is starting to wear on him.

Strategy A) ESCAPE / He does not say anything, he just takes the bullying in silence and swallows his pride.

SUCCESS (same strength)

The bullies grow bored after a while when their taunts have no impact on Boldizsár.

FAILURE (same strength)

Boldizsár’s compliance adds fuel to the fire. The bullies know they can do anything to him.

B) ASKING FOR HELP / He asks help from the homeroom teacher.

SUCCESS strength: + 😊

The homeroom teacher makes the students take a test at the beginning of every class until the class average rises above 3.5 points. Now that’s also the bullies’ concern, so they want Boldizsár to raise the class average, and they even ask for his tutoring.

FAILURE strength: + 😞

The homeroom teacher holds a class assembly to address bullying. This has the opposite of the desired effect, and students begin bullying Boldizsár even more.

C) COMBAT / Boldizsár stops letting the bullies copy his homework. During tests, he won’t tell these students the right answers.

SUCCESS strength: + 😊 😊

Without Boldizsár’s help, the bullies soon realise that their grades are in worse shape than ever, and it’s better for everyone if they stop taunting him.

FAILURE strength: + 😞 😞

The bullies blame Boldizsár for their bad grades. They threaten him, and when he doesn’t tell them the right answers, they beat him up. Boldizsár is more afraid of the bullies than ever before

D) AGRESSION / Boldizsár throws down the gauntlet: he talks back to the bullies.

For example: “The fact that you can’t add up two numbers, doesn’t make me a smart ass!” “I am going to be a successful engineer while you will be sweeping the streets.”

SUCCESS strength: + 😊 😊









Many classmates stand up for Boldizsár. Boldizsár makes new friends, resulting in decisive action. The bullies realise it’s not worth to pick a fight with him.

Each group has three minutes to make a decision.

FAILURE strength: + 😞 😞

Boldizsár touched a raw nerve. Most people can’t handle the truth. Having lost the oral affray, the bullies are out of options, so they beat him.

Following that, go in a round: the storyteller describes the first group's situation. The team introduces their strategy and they draw a ball. The storyteller presents the consequences of the success/failure (also written on the sheet) and tallies the changes to the board: the team chose strategy B, they asked for help and managed to solve the problem. Their strength grows by one unit (their chance to win was 40% and has now increased to 50%)

	Boldizsár	Márta	Áron	Lili
verbal	B ✓	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
emotional	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
material	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
physical	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
sexual	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
STRENGTH	 	 	 	 

- If
- describing the situation
 - drawing
 - describing the consequences
 - tallying changes to the board
- allow roughly 2 minutes,

for four teams this should take eight minutes (plus three minutes of decision making in the beginning), making 11 minutes total.

There are five rounds, 55 minutes altogether.

If during the course of game, we switch to optional decision-making, the sheet should look like this:

Boldizsár has feelings for one of his classmates, Virág. He is shy and has very little self-confidence because he is bullied, so he has trouble confessing his feelings to Virág. One day he summons up all his courage and tells her. Virág, however, thinks that he is an embarrassing nerd, who is constantly bullied by others. She laughs and rejects Boldizsár.

A) ESCAPE

SUCCESS (same strength)

FAILURE (same strength)

B) ASKING FOR HELP

SUCCESS strength: + 😊

FAILURE strength: + 😞

C) COMBAT

SUCCESS strength: + 😊 😊

FAILURE strength: + 😞 😞

D) AGGRESSION

SUCCESS strength: + 😊 😊

FAILURE strength: + 😞 😞