

IO3 Training Course Introduction and Index

"Happy on a Mission"



CO-HAPPINESS

Happy and Safe in Community



Co-funded by the
Erasmus+ Programme
of the European Union



1. Project and training program presentation

Hi!

My name is Happy and on the following slides i'll present the Co-Happiness project and the IO3 Training Program.



1. Project and training program presentation

This presentation is part of the Co-Happiness project and integrates Intellectual Output 3.

Within it, we'll give a brief overview of the project and we'll present the IO3 training program.

The training program is composed of seven parts (different groups of slides and documents).

In part 0, we'll make a short presentation of the global index (next slide) and a general overview of the aims and objectives of the project and the training program (following slides).

In part 1, we'll present the context that underlines the project and the game "Happy on a Mission".

In part 2, we'll detail the game structure and provide guidance for its usage.

In part 3, we'll provide recommendations for the game application.

In part 4, there's a library with support docs.

In part 5, there's the initial and final assessment.

In part 6, there's the structure of the training program.

Global Index

(includes other files and groups of slides/documents beyond this presentation)

Part 0

1. Project and training program presentation

(the following parts will be presented on different files/slides)

Part 1

1. Learning Outcomes
2. Lesson 1 - Presentation of the project results/products
3. Lesson 2 - Presentation of the relevance of the game in approaching learners
4. Lesson 3 - Setting the game as a tool for early detection in cases of child abuse and maltreatment

Part 2

1. Learning Outcomes
2. Lesson 1 - Presentation of the general features of the game

Part 3

3. Learning Outcomes
4. Lesson 1 - Presenting recommendations

Part 4

1. Library

Part 5

1. Assessments

Part 6

1. Training course structure

1. Project and training program presentation

In the next slides we will present the Co-Happiness project and the Intellectual Output 3 training program.



- The Co-happiness project was funded under the Erasmus+ Programme 2018 - Cooperation for innovation and the exchange of good practices: Strategic Partnerships in the Sector of Adult Education;
- This project has 9 project partners from 6 EU countries – (The Netherlands, Portugal, Finland, Greece, Italy and Romania);
- The project includes 5 Intellectual Outputs, being the third, the one that includes this presentation and within it, the training program.

1. Project and training program presentation

(Project partners)



- St. Dona Daria
 - Inthecity Project Development
 - Cooperatieve Vereniging Pressure Line U.A.
 - Aproximar – Cooperativa de Solidariedade Social, CRL
 - Amadora Inova – Amadora Inovation, E.M. Unipessoal Lda
 - Diakonia – ammattikorkeakoulu• Finland
 - San Giuseppe Onlus - Itália• Italy
 - Asociatia Start Pentru Performanta.....• Romania
 - KMOP – Kentro Merimnas Oikogeneias Kai Paidiou.....• Greece
- The first three items are grouped by a right-facing curly bracket and labeled "The Netherlands". The next two items are grouped by another right-facing curly bracket and labeled "Portugal".

1. Project and training program presentation

Co-happiness is an innovative project that aims:

- 1) To promote social capital and collective efficacy in order to prevent child abuse and maltreatment, providing community with the necessary set of knowledge, training, tools and techniques to better recognize the signs of child abuse and maltreatment;
- 2) To empower children to report the cases, so that child protection agencies can intervene more quickly by the child protection agencies;
- 3) To develop an innovative game to prevent child abuse and maltreatment, accomplishing an effective prevention model without compromising the children's emotional well-being.

The main priority of the project is to promote social inclusion by creating a set of training methodologies to foster children's critical thinking about individual abuse and violence.

1. Project and training program presentation

This project has the following specific objectives:

1. Promote a multidisciplinary intervention on child abuse and maltreatment;
2. Empower communities to recognize and report child abuse and maltreatment situations;
3. Develop a research on approaches about social capital and collective efficacy for child protection;
4. Provide awareness on signals, consequences and effective interventions;
5. Deliver a training pilot for key actors in the community;
6. Develop a computer game for prevention and awareness and pilot it.

1. Project and training program presentation

(Intellectual Output 3 - the training program - aims)



Within the Co-Happiness project and to prepare teachers and educators to use the game “Happy on a Mission”, we’ve developed a training course as part of Intellectual Output 3. Its aims are:

- Prepare the participants for the application of the online game "Happy on a mission";
- To change the learning environment thus producing effects on the "method" of teaching and, consequently, on the interactions in the classroom;
- Establish the learner as an active participant in the learning process, thus transforming the teacher/carer into a supporter and companion in the process;
- Inform/prepare trainees about the background of the game, to present its structure, goals and the adequate and correct ways in which the game should be played.
- Inform about recommendations and safeguards related both to the context actions that should support the usage of the game and the interactions that will occur before and during the game.
- The training course is divided into 3 parts: context, game usage and recommendations.

1. Project and training program presentation

In conclusion, the training program also aims to:

- Disseminate the Co-Happiness project;
- Disseminate its objectives, target groups, expected results and outcomes;
- Provide insight into which theories and backgrounds influence this project;
- Provide a framework for the game as part of what is done in the area of games for early detection of cases of abuse and maltreatment;
- Enable the game to be used as a tool for early detection of cases of abuse and maltreatment;
- Prepare educators / professionals and carers to use the game;
- Present the structure of the game: instructions and progression;
- Present recommendations for those using the game.

Part 1

1. Learning Outcomes;
2. Lesson 1 - Presentation of the project results/products;
3. Lesson 2 - Presentation of the relevance of the game in approaching learners;
4. Lesson 3 - Setting the game as a tool for awareness raising and prevention in cases of child abuse and maltreatment.

1. Learning Outcomes

On this part of the course, the trainees will be able to:

- Get to know the project results/products so far;
- Recognize the importance of the game detecting situations of abuse and maltreatment;
- Understand the importance of the game in the context of early detection of cases of abuse and maltreatment (objectives, usefulness).



2. Lesson 1 - Presentation of the project results/products

These are some of the products that resulted from the development of this project and will be presented in more detail in the following slides:

Overview Report on social capital and collective efficacy approaches to prevent child abuse and maltreatment

IO2

Programme to prevent child abuse and maltreatment

IO4

Resource Guide to community and children prevention and awareness on child abuse and maltreatment

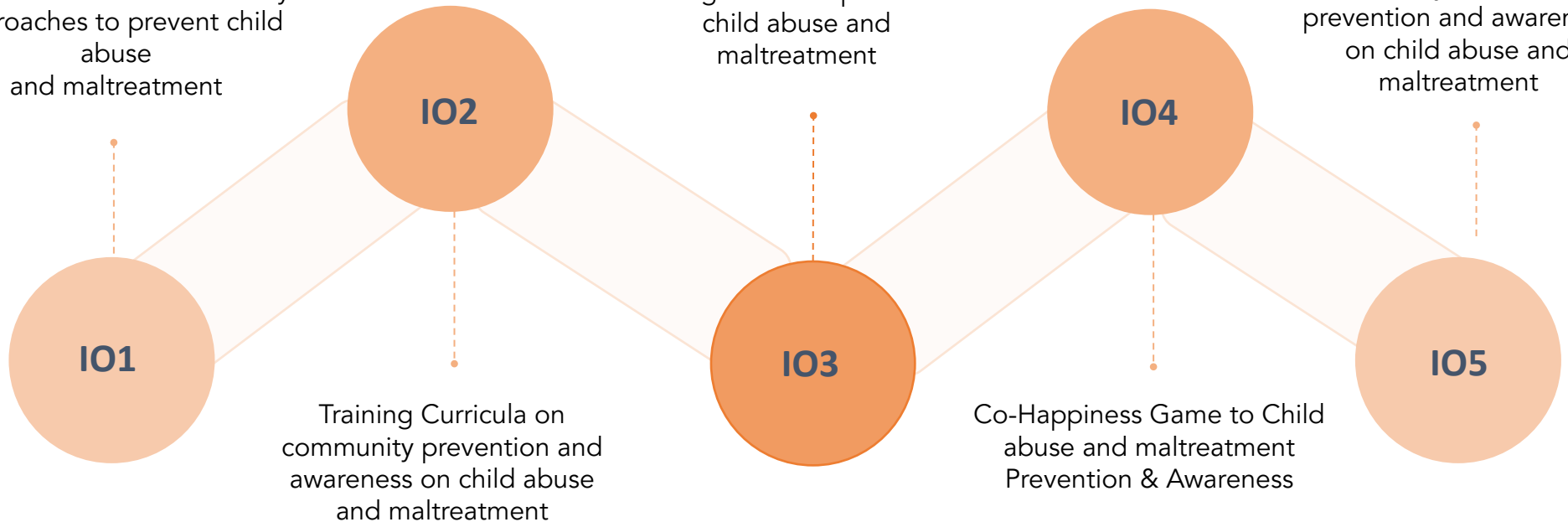
IO1

Training Curricula on community prevention and awareness on child abuse and maltreatment

IO3

Co-Happiness Game to Child abuse and maltreatment Prevention & Awareness

IO5



2. Lesson 1 - Presentation of the project results/products

Overview Report on social capital and collective efficacy approaches to prevent child abuse and maltreatment:

Leader: Diak | Co-Leader: KMOP

- Identify research evidence on existing successful interventions to prevent child abuse and maltreatment through social capital and collective efficacy approaches;
- Identify and compile good practices and extract training contents on child abuse and maltreatment prevention useful for IO2.

The final product contains:

- brief national context information;
- identified practices on social capital;
- collective efficacy approaches per country, recommendation for the following project IO's, but also some policies recommendations to influence policy-makers.

2. Lesson 1 - Presentation of the project results/products

Training Curricula on community prevention and awareness on child abuse and maltreatment

Leader: Aproximar



Co-Leader: Start Pentru Performanta



A training curricula for the community based on the research made for IO1. The training curricula empowers target groups from the community to take action and to prevent child maltreatment, thus turning communities more resilient and safer for children.



See the course library [Annex 1](#) - Here you can find the training curricula;

To get more information about the Co-Happiness project, visit our website [here](#).

2. Lesson 1 - Presentation of the project results/products

Programme to prevent child abuse and maltreatment

Leader: Amadora Inova | Co-Leader: San Giuseppe



Identify research evidence on existing programmes focused on child-centered therapies and child maltreatment interventions



In order to extract the necessary information and structure and set up the base for developing the b-learning and game program.



See the course library [Annex 2](#) - The approaches to prevent child abuse and maltreatment click here to see the major findings in each country.

2. Lesson 1 - Presentation of the project results/products

Co-Happiness Game to Child abuse and maltreatment Prevention & Awareness

Leader: Inthecity | Co-Leader: Pressure Line

About the game:

- ✓ For children from 6 to 9 years old;
- ✓ The game is designed to be used with the supervision of adults to increase the child's awareness of situations which might impact upon their personal safety and to empower them with the ability to act appropriately;
- ✓ Designed for a meaningful B-learning program produced in IO3.

HIGH QUALITY



USER FRIENDLY



VISUALLY ATTRACTIVE



Co-Happiness game is based on children's knowledge and experience to make it more likely that the content will be understood and retained.

2. Lesson 1 - Presentation of the project results/products

Resource Guide to community and children prevention and awareness on child abuse and maltreatment:

Leader: KMOP | Co-Leader: Aproximar

The Resource Guide is designed as a tool for practitioners working in communities or other stakeholders intervening in children's well being to apply the program (IO3) and the game (IO4).

The Guide supports the usage of all developed resources: the training for community actors, the training program for game application and the game itself.



3. Lesson 2 - Presentation of the relevance of the game in approaching learners

In the following slides we intend to present how the game can work as a tool for early prevention in cases of child abuse and maltreatment:

- For children, playing is a very serious activity and can be compared to the activity of an adult who is passionate about what he/she is doing, an activity in which he/she has the feeling of being able to express his/her personality;
- In other words, the child who plays can be compared to the adult who does his/her job with passion and who precisely for this reason goes with pleasure to the place of work. For this reason, in the scenarios proposed, the child is placed at the centre of the educational practice of "playing";
- Feel free to play, feel free to choose, means making the child an active and responsible actor, supported by the educating action of the adult who will be called to intervene when the child has not understood something, in order to reinforce and develop his/her skills.



What games can offer when working with children:

Games offer a unique opportunity to present vital information to children in a non-threatening way. The children are involved and enthused by the games and by the challenge of coming up with the solutions to the problems that are posed. By giving as little information as possible and by asking questions, the children have the chance to discover the answers themselves.

What games can offer:

- Games have the **potential to provide ideal learning environments** as they facilitate problem-solving spaces that use continual learning pathways to mastery through entertainment and pleasure;
- As relationship building is an important factor for children's maltreatment and abuse prevention a games-based approach has the potential to **strengthen healthy relationships with peers and teachers**. Positive relationship building is considered a critical component of child protection;
- It is important that child maltreatment prevention programs actively involve children, parents, teachers, officials, key organizations, and the wider community.



You can find more about games in the course library in [Annex 3](#) and [Annex 4](#).



In the following slides we intend to present how the game can work as a tool for early detection in cases of child abuse and maltreatment.



GAMES

The game should be seen as:

- A tool in which the child expresses his/her identity and develops knowledge and skills even the most complex ones such as: awareness, reflexivity, critical sense, problem solving and emotion;
- Establishing a "free and socialized play" with educators/professionals aimed to develop cognitive, creative, relational, and emotional abilities;
- Putting the learner at the centre of the educational practice of "playing": feel free to play, feel free to choose. This means making the learner an active and responsible actor, supported by the educating action of the educator/professional who will be called to intervene when the learner has not understood something, in order to reinforce and develop his/her skills.

The game “Happy on a Mission”:

OUR GAME

- Was designed to be used by children with adult supervision to increase the child's awareness of situations which might impact upon their personal safety and to empower them with the ability to act appropriately;
- it's of high quality, user friendly and visually attractive in order to engage the children and provide them with emotional experiences in a low risk environment through the narrative presented in the game and interaction with the game-world, game characters, and immersion in the audio-visual environment;
- the concept is built upon the fact that children use games to help them make sense of the complex world that surrounds them. Co-Happiness game is based on children's knowledge and experience, thus ensuring that the content will be understood and retained.

The game “Happy on a Mission”

The game focus on progressively developing key learnings and skills, namely by encouraging:

the development of awareness, reflection, analysis and evaluation of a situation;

and by enhancing prevention skills, communication abilities and trust.

In doing the previous, the game builds support networks, community knowledge and responsibility.



OUR GAME

The game characteristics establish it as an effective prevention programme, namely by:

- Promotion of an active participation;
- Provision of explicit training;
- Adoption of standardized material;
- Provision of teachers training.



OUR GAME

Concerning active participation:

Good games intrinsically motivate players and active participation is required to progress. Some common motivations for playing games include immersion, excitement, reward and challenge. These combine to build an emotional connection between the player and the game; the player has a sense of agency; they feel that their decisions matter and make a difference to the game world.



Concerning explicit training:

Although games give the player a sense of agency, games are also a controlled environment. A game can guide the player's experience while maintaining their sense of agency and their immersion in the game environment. Therefore, games can provide explicit training through game experiences, consequences of in-game actions, game tutorials and just-in-time training.

4. Lesson 3 - Setting the game as a tool for early detection in cases of child abuse and maltreatment

Concerning the usage of standardized material:

The controlled environment of computer games allows materials to be standardized. In addition, they offer immediate feedback and can assess how players are mastering key learnings and offer the opportunity for them to try again if necessary.

Concerning teachers training:

Learning games are a powerful tool to support teachers training. As it was set, the training program was aimed to provide the necessary skills for the usage of the game in a classroom.

By doing it, enables professionals to increase their knowledge on the subject and, consequently, use the game as a complementary tool for early detection and prevention of child abuse and maltreatment.



1. Part 2

1. Learning Outcomes;
2. Lesson 1 - Presentation of the general features of the game.

On this part of the course, the trainees will be able to:

- Recognize the parts that comprise the game;
- Understand the way the game works, its goals and aims;
- Be prepared to use the game within the framework of the Co-Happiness project.



2. Lesson 1 - Presentation of the general features of the game

The game “Happy on a Mission” is built through an approach that aims to provide a learning environment where the user (child) acquires the ability to understand inadequate attitudes and behaviours and the professional (teacher, educator) acquires the ability to identify signals on the user that may reveal potential situations of abuse and maltreatment.

It's a single player adventure game, deployed through three environments (home, school, outdoors), with integrated situations where the player navigates the main character and goes through a variety of tasks trying to complete the game.



Learn more by searching “ Pedagogy of play and training theories”

2. Lesson 1 - Presentation of the general features of the game

Game design and main characteristics:

The game involves a set of characteristics involving characters, specific environments and, within those, situations. The main character (which is played by the user/child), navigates through those and within them is exposed to four possible types of abuse and maltreatment: neglect, moral abuse, sexual abuse, physical maltreatment. The situations are designed to allow for the professional accompanying the playing of the game to identify possible signals that may reveal one of the aforementioned types.

The main characteristics are:

- Game title: HAPPY ON A MISSION;
- Single player adventure game with integrated mini-situations where the player navigates the main character and goes through a variety of tasks trying to complete the game.



2. Lesson 1 - Presentation of the general features of the game

(design and main characteristics continuation):

Main character: a child named Happy;

The game follows a day of Happy, who has to go through different daily tasks, without becoming sad.

Second game character: Joe Guide (an Advisor).

(When Happy is the central figure in the situation, it receives hints/help from Joe Guide;

(When Happy friends are the central figures in the situation, Happy gives the advices.

- Joe Guide also gives hints and instructions what to do/how to play;
- Game environment: home, town, school, activities sites, friend's houses;
- Vital indicator: Happiness meter (apples to replenish happiness). At any point during the game, whenever the Happiness is running low, Joe Guide will advise Happy to replenish. At different locations throughout the city there are apple shops, from which the player will be able to take an apple and replenish. If the player does not replenish, they lose the game.
- Game progression/rewards: collection of stars.

2. Lesson 1 - Presentation of the general features of the game

(design and main characteristics continuation):

The game progresses, within the environments through a set of situations. These involve:

- Happy receives quests to fulfil during the game.
- The player navigates Happy through the city map to go from one place to another where the quests take place.
- Quest situations are presented with video that the player has to watch first and then to react by taking decisions/choosing answers.
- There is always a correct or wrong answer. If the player chooses the wrong option, the happiness meter goes down, and an explanation text box appears, and the player has to start from the last checkpoint;

2. Lesson 1 - Presentation of the general features of the game



(design and main characteristics continuation):

- When the player chooses the correct option, they receive a reward (a star), part of game progression;
- The player receives the reward whenever the correct option is chosen, in order to proceed in the game, but Happiness is replenished only when the correct option is chosen on the first try; after a situation is cleared/completed a checkpoint is made).
- An always-on-display taskbar – minimap with short mission instructions; A text explaining the current mission will be available in the screen all the time.

The game will save player progress as the player plays through the interactive story, thus enabling its integration into classroom activities over a longer period.

The Co-Happiness game will focus on progressively developing key learnings and skills. It encourages the development of awareness, reflection, analyses and evaluation of a situation. Complementary, builds prevention skills, communication abilities, trust, and builds support for networks and community knowledge and responsibility.

2. Lesson 1 - Presentation of the general features of the game

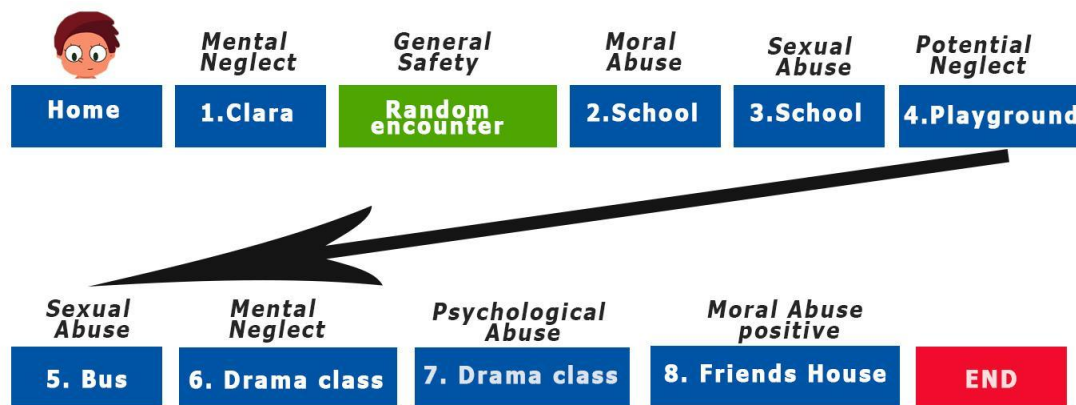
(design and main characteristics continuation):

Within the four environments, eight situations, involving dialogues and actions between the characters and confronting the main character, are provided. These are:

<u>Home: Receiving the quests.</u>	Situation 5:
Situation 1:	a) on the bus.
a) set on Clara's house.	<u>Random encounter 2.</u>
<u>Random encounter 1, on the way to school, a stranger appears.</u>	a) on the street after leaving the bus.
Situation 2:	Situation 6:
a) In the classroom.	a) in the changing room before the drama class.
Situation 3:	Situation 7:
a) in the locker/changing room after a P.E. class.	a) at rehearsal/drama class.
Situation 4:	Situation 8:
a) playground.	a) on friend Alex's house .

Structure of the game:

As mentioned, the game includes different environments: home, town, school, activities sites; where the main character (Happy), is confronted with four possible types of abuse and maltreatment. Within those, he performs several tasks with the following sequence:



If you want to know more about child abuse and maltreatment and other important definitions see the course library [Annex 5](#).

2. Lesson 1 - Presentation of the general features of the game

By evolving through the environments and situations provided by the game, we aim to highlight the following:

- The ability to recognize various aspects of adult behaviour (coldness, inability to express emotions, intolerance) and learn effective ways in which he or she can externalize their experience. The goal would be to facilitate the development of an assuring, safe, stable and nurturing environment for the child;
- provide first-hand experience in the game thus allowing the child to become aware and act with determination without being guilty but asking for help from outside: the parental figure through dialogue;
- to highlight how prevention passes through a fundamental learning process which involves "Meta communicate" or the ability to communicate and understand what's happening, thus understanding without isolating oneself, but with reflexivity, externalizing one's own experience outside the space in which it occurred: "Help"; "Mom, I think my teacher insulted me today." Those are emotional expressions resulting from maturity and metacommunication skills.

Intervention strategies within the game:

To deliver the game, a broad concept of learning was adopted, intended as a social experience that is reflected on daily activities, as well as on educational practices.

This type of learning has implications for the child's life because it places him/her at the centre of the experiential and didactic process, creating a connection between the living environment and the school environment.

Education in itself, is a social practice that gives children socially appropriate skills and competences, it is in this perspective that the scenarios we've created, wanted to focus on the child by making him/her active and protagonist in the game supported by the action of the adult: scaffolding. With the game and its interaction method, we've intend to highlight the role of education in cultivating a deep, critical, authentic knowledge that can be enforced, with the support of our game, as the fundamental tool for the prevention of child abuse and maltreatment.



[Annex 6: https://www.edglossary.org/scaffolding/](https://www.edglossary.org/scaffolding/)

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Part 3

1. Learning Outcomes;
2. Lesson 1 - Presenting recommendations.

On this part of the course, the trainees will be able to:



- Know how to be in the learner presence when playing the game;
- Know how to act in each of the situations presented in the game (mental neglect, general safety, moral abuse, sexual abuse, potential neglect and psychological abuse);
- Understand possible types of answers/reactions to eventual doubts of the learner.

We will present a set of recommendations you should take into account when using the game:

1. Legal and ethical framework;
2. How to introduce the game to the learner;
3. Preparation of the educator/professional.

2. Lesson 1 - Presenting recommendations

When thinking about **legal or ethical recommendations** we must bear in mind that this type of game cannot be considered a game from the traditional point of view, where the main objective is to win. Obvious differences can be observed for the purpose of gaming and rules of play.



This game could be considered, as stated in literature as a **serious game** and as such has characteristics that differentiate it from ordinary games.

Serious game is a general term used for applications that are developed using a computer game technology and game design principles but are used for non entertainment purposes. Thus, these applications are entertaining games with non-entertainment goals, which is the case of our game.

2. Lesson 1 - Presenting recommendations

Given the previous, our game its is no ordinary application. It has specific objectives that go beyond the simple desire to play. It has been designed to be used under the guidance of adults to increase the child's awareness of situations which might impact upon their personal safety and to empower them with the ability to act appropriately.



Our aim here its for the game to be considered as another approach for developing prevention skills in the field of child maltreatment and abuse. And considering this principle there are ethical concepts that should be considered, such as a beneficence and non maleficence, honesty, objectivity, integrity, carefulness, openness, confidentiality, social responsibility, non-discrimination, competence, legality and respect for people's rights and dignity.

Also and for an adequate usage of the game, and given the Europe's legal framework, the professionals that will use it, should always take into consideration the legal and ethical framework of their country.

On the following slides, we'll present some recommendations on how we should present the game to the child, in terms of presentation and communication and considering variables related to the professional, the environment and the child itself.



Concerning the presentation of the game and the communication process:

- When presenting the game must be neutral, deliver simple communication and presenting a visual and attractive presentation of the game;
- The written rules of the game must be simple, explicit and brief;
- Use child-friendly language appropriate for their level of development;
- Be aware of nonverbal communication, emotional tone and posture, accepting possible inconsistencies, information gaps and contradictions in the child's discourse;
- Should seek to promote the child's spontaneous speech, by establishing an alliance with the child;
- Make empathetic statements that help the child feel understood.



Concerning professional variables:

- This game must be played by the child with a responsible caregiver in this area.
- The age of the child must be considered as well as the emotional situation triggered by the possibility of a previous experience of abuse;
- It must be taken into account the emotional load that can emerge from this game;
- It is important to know the characteristics and risk factors associated with abusive and maltreatment situations, emphasizing the importance of understanding the definition of abuse and maltreatment and the consequences of these in child and adolescent psychopathological development;
- It is important to know the stages of development of children and adolescents.



Concerning environment variables:

- Pay attention to the environment. It has to be respectful of the child's cognitive and emotional demands;
- The game should take place in an informal, quiet, humanized, protected, empathic and warm space that transmits safety and confidence. To diminish the possibility of this game being a generator of anxiety, allowing manifestation of emotions, and thoughts;
- It is important to be seated next to the child, respecting the child's personal space (but not separated by a table for example);
- Provide a neutral, peaceful and comfortable setting, respecting their time and giving them space to feel free without being pressured.

Concerning children variables:

Always take into consideration that child's relationship with the caretaker can be influenced by the following set of factors: cognitive, emotional, social and moral development.

- If the user shows a negative emotion/reaction, allow him/her to take time before continuing the game;
- if the user shows difficulties on verbal expression, help by using the playful material;
- at the end of the game, there may be a need to recap what was spoken and played;
- always give the user the opportunity to add something or ask more questions and doubts.

Always end the game with a neutral or positive topic!

At the end of the game, praise the user collaboration in the game!

Here we will seek to prepare the professionals to act on problematic situations presented by the game.

During and after the game, doubts may arise, which may lead professionals to question whether they are facing a case of child maltreatment or abuse.

Professionals should not only consider the answers given by the child during the game, but also other signs, which may come up from their daily contact with the child.

It's therefore fundamental that the game is played in the presence of professionals that have a thorough knowledge of the game, its structure and goals, and the conditions and precautions presented on the previous slides.



To complement the information in this slide, please review the lesson in part 2 of this course.

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