

GAME OVER: End of STD and unintended pregnancy in teenagers

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CONTENTS

1. Ideation

- 1.1. Analysis of the issue
- 1.2. Innovator ideas and Objectives of the project

2. Intervention

- 2.1. Key Methodology
- 2.2. Principal Obstacles and Resistance
- 2.3. Stakeholders and potential allies

3. Implementation

- 3.1. Supporters
- 3.2. Resources
- 3.3. Time to accomplishment

4. Impact

- 4.1. Measure of Success, potential for replication and scaling
- 4.2. Indirect and Unintended effects

5. Autoevaluation of the project

1. IDEATION

1.1. Issue

Videogames like problem and solutions

Gaming, according with Johan Huizinga's book *Homo Ludens*, is a free action, characterized by take place in a specific time and space - different to the ordinary one. Obeys to specific rules voluntarily accepted by players. This activity is accompanied by a "happiness" feeling and a simuntaneous kind of *stress*. According with the analysis of Huizinga about the importance of the game in the establishment of culture, he says "culture springs from gaming and grows in the game"¹.

Gaming, in a certain form, due to its different component of time-space (not as the ordinary), becomes a solution in Stress Management of young and adult people.

Nevertheless, playing (videogames; specially) is considered actually as a way to scape from reality... like something that takes us apart from the psychosocial environment in what we are supposed to live. Moreover, videogames are considered as distractions that cut-off people from doing activities of daily life (study, work, social interaction)².

There is no doubt that the use of videogames has massively increased (35% of people between 12 and 25 years old used videogames in 2008)³ and at the same time it has been established like a *public-health* problem (understanding it not only like *physic health*, but psychosocial components). Apparently, in the way that our societies, especially young people, are been trapped in this *alternative worlds* with no return to reality, there will not be any way to establish and claim goals in life in order to build a life project.

There is also a problem of "understanding between generations" that implies that older people don't understand the importance of videogames for youngest people. That is the main reason they appear to stand distant to the *Video Game Culture* in this era. This could be read as an attempt, to push away gamers from a nocive habit⁵.

By the way, there is a challenge related to "The incorporation of videogames in the education"⁶. This process of teaching-learning is in a moment in wich it is having a change due to Information Technologies have became very useful tools in Education (not only in basic leducation) and the same on learning

processes for construction of diverse values, ranging the role of Citizenship, Family, Self-care, Self-esteem and *Life Projects*.

Through the use of cultural instruments in each age of History, people can establish “true learning communities” (Molinas, I. 2005). The advantage of using videogames is that this removes the position of “alumni” as a passive receptor of information, thanks to the fact that when a person plays, is her/his self who moves into the “yards” and decides what actions to do; what information takes and what information leaves.

At the same time, the fact of being the person who does the action, it generates what is denominated “Self-government” of learning (Molinas, 2005). All this possibilities make that the use of videogames in the learning becomes in an educative strategy with an important impact.

Teenagers and Sexuality

According to the *District Demographics and Health Survey*, carried out in Bogotá City. (Colombia) in 2011, 15.3% of the teenagers between 15 and 19 years old said They have been pregnant almost once in their lives. From these women, 26% live in socioeconomically poor districts (San Cristobal, Usme, Bosa and Ciudad Bolivar)⁷.

This survey also shows that 31.6% of female teenagers with couples don't use any contraceptive methods. The average age They have begun to have sexual relations is: 11% before 15 years old and 57% before 18 years old. 58% of women didn't use condom in their first sexual relation. The lower percentages of condom use are located in Usme, San Cristóbal and Ciudad Bolivar districts.

It should be pointed that 61% of women between 13 and 24 years old said that they have receive information about sexuality via TV, 54% through Internet sites, 38% through newspapers and 19% via radio station - From this information we can conclude that in this moment the communication channels that are being used to communicate to young people about sexuality matters, may are not the right ones.

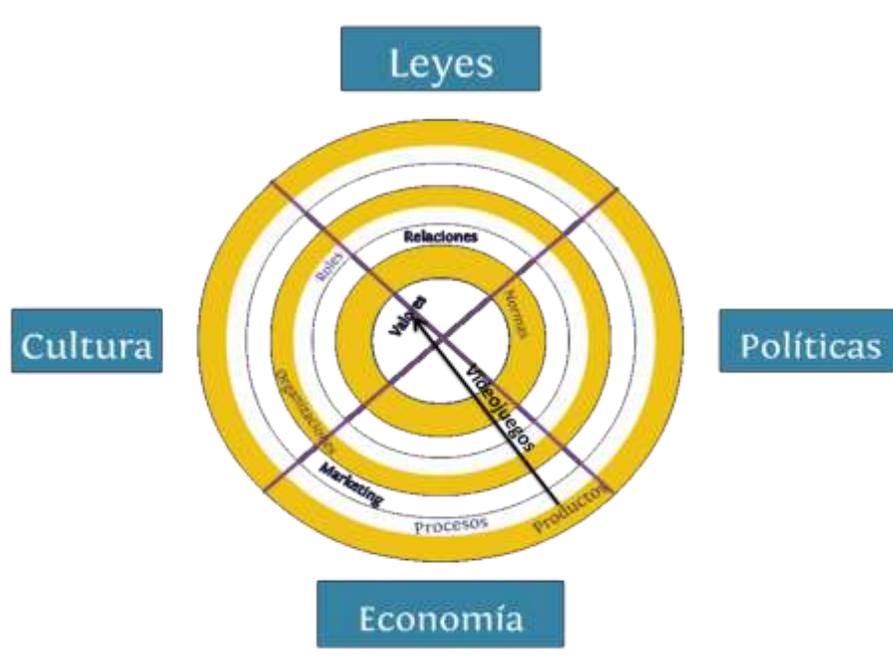
It is important to think about sexuality on adolescents according to '*Los Objetivos del Milenio*' ('*The Millennium Goals of Development*') -Goals 3, 5 and 6. Moreover, sexuality should be analyzed as a fundamental component in the constructions of Life Projects. We think It is not right to think about young

pregnancy from the merely use of contraception methods, but from the broad view of *family-planning*, understanding it under the “*how, when and to whom I want to make family with*”.

A question arises from this problems: How to create a video game that allow Social Interaction and *Digital Media* to make a fun campaign that engages teenagers with responsible sexuality themes?

1.2. Ideas and objectives

1. To develop a videogame through wich adolescents and Public Basic Education students take values about *Responsible Sexuality* in active, free and participative ways.
2. Diversify the communication channels to aquire a grater impact in the problem solutions related to sexuality in teenagers through the use of communicative, participatory and motivating strategies.
3. Promote the transformation of negative social ideas about videogames, through finding ways to recognize them as tools for social change and promote the use and development of these technologies in adults and adolescents.



Based on the structural categorization of innovations⁸, we can state our goal is to create a product (videogame) through out its use, young people can take and posit values related to sexuality and Life Projects.

We want to call different and heterogeneous audiences to design and create a product that encounter the minimal reject in its socialization and promotion.

2. INTERVENTION

2.1 Key Methodology

The development of this project aims through the use of the *Design Thinking*⁹ technique, allowing us to develop and design a video game based on the needs and interests of a particular group: adolescents, public school students located in the Ciudad Bolivar, San Cristobal and Usme districts in Bogota, Colombia. The *Design Thinking* consists of five steps or processes: empathy / understanding, defining, designing, prototyping and evaluation.

a) Empathize: this stage explores interests, tastes, needs, and even concerns and users of the product, in this case a game that aims to contribute to the solution of problems associated with the experience of responsible sexuality by adolescents. This is accomplished through:

- Ethnographic observations of everyday interaction between users and other actors that play some roles in the *responsible sexuality experience* of young people: parents, teachers, relatives, etc. This in order to deepen in everyday language and their perceptions about sexuality and the meanings they attribute to it.
- Focus groups -with potential users of the game- to look into the imaginary understanding of sexuality and take into account different variables, such as gender, age, and socioeconomic status. Here we also explore how they relate to videogames and their perceptions about them: types of games they play, devices, appliances, experiences, etc.

b) Define: In this phase, after exploring, knowing and "empathize" with potential users and a transdisciplinary team, we will define the main problems associated with sexual experiences of young people in specific districts and then we can characterize the particular contexts in which the game will be implemented, all of this, of course, starting from the learning of the experience of future users.

c) Devise: at this stage of the *design process* we will create the stories, background of the game and its characters, with reference to the previously collected information. It is important that during this phase

young people (future users) have to take part in the process of creation, development and design of the product, so that the product include user participation, something relatively new in the industry.

During the ideation process, it is necessary to evaluate different alternatives, such as potential distribution channels (social media, sex shops and *red light* areas) so that the game can be used by other stakeholders, such as college students or workers.

d) Prototyping: the purpose on this phase is to create a prototype of the game or at least some features of the same (an episode). These prototypes will be disseminated among the young people through mechanisms that allow them to use them easily.

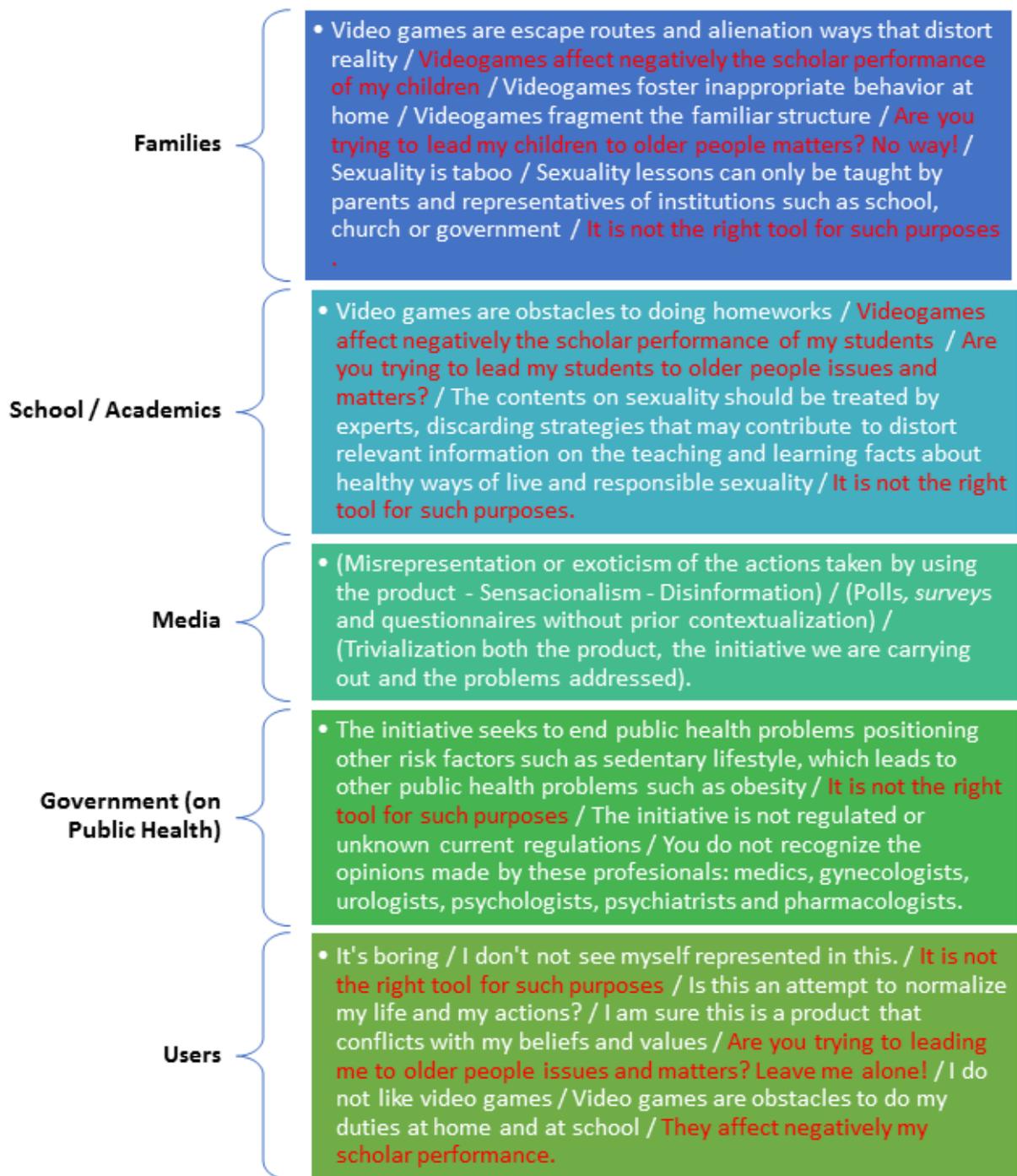
e) Evaluation: to evaluate the process of creation of a videogame to enhance the experience of responsible sexuality among teenagers, it is recommended that do this at the time we would receive feedback from users.

Finally after the evaluation phase, is expected to produce the final game.

2.2. Principal Obstacles and Resistance

We think that there is a certain kind of resistance according to the social groups involved in the implementation of our product. First, we recognize certain groups intrinsically related to the target group (students from the three districts mentioned above). So, families, school (teachers and administrators), media, government agencies for public health, regulation officers, and consumers themselves, are niches where we believe our initiative could find more criticism and resistance.

While in all these scenarios and groups we can find different types of users -with multiple perceptions, ideas and knowledges about Information Technologies and the contents related to our project- we believe there is a popularized statements, which, if reproduced, would allow us to account for a failure on our part, in terms of a split between the goals set by our team and the real needs of the target group:

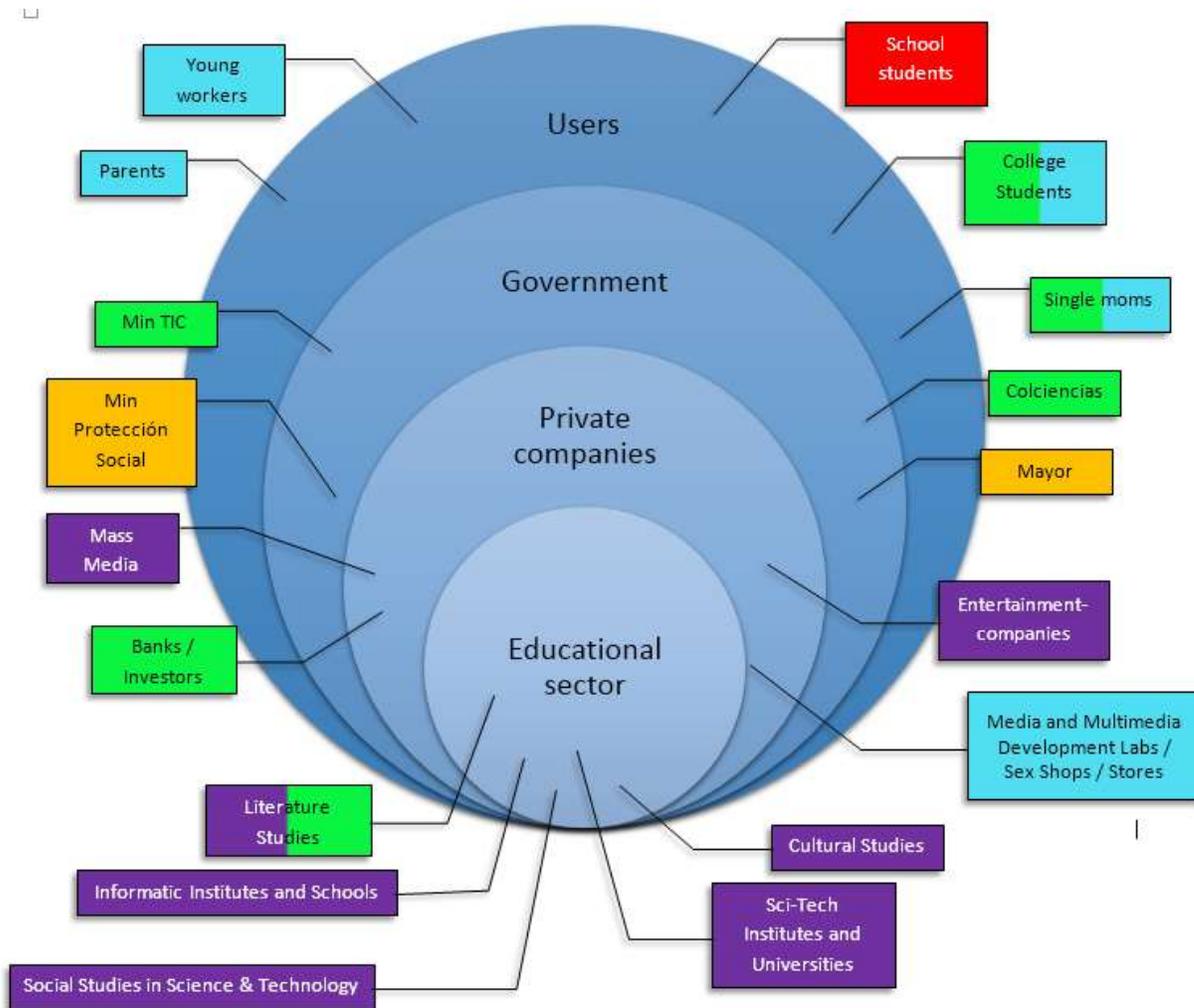


We think that the replica of political, scientific or ideological statements, as well as speeches and imaginaries, can create a greater collective resistance to our project. However, it is our duty to involve these actors in the creation and realization of our vision, so that the game meets all the expectations of those involved in its production and implementation and generate positive impacts on all of us.

However, we emphasize that these groups are diverse and important actors could be placed between these groups, either criticizing the product or contributing through their input and opinions to optimize and enhance the experience on their application. **We also should point that we do not assume the target group as a 'crowd of potential users of video games' and therefore they will join this initiative, because, in fact, our project is complementary to other strategies that are ahead from other sectors in the mood to socialize and possibilite self-care and prevention guidelines in sexual and reproductive health.**

2.3. Stakeholders and potential allies

To chose the actors that may favor the implementation of such projects or initiatives involving Information and communications technology and innovative technological devices, we decided to locate three moments, during which we will capture the attention and interest of various agents and collaborators in order to obtain the best results in our project: 1) Ideation. 2) Deployment. 3)Application 4) Improvement and massification of the appliance.



Green: Subjects in Ideation

Blue: Organizations on Development

Yellow: Institutions in Application

Purple: Improvement and massification of the appliance

Red: Intervention in all phases

Thus, besides the support of the traditional Institutions traditional, associated with this type of prevention and awareness on young audiences, we can integrate -in a participatory, inclusive and innovative attempt- to other emerging actors in the processes of planning and implementation of initiatives related to health issues and prevention of risks associated with sexuality.

However, the implementation of multi-sectoral inter and transdisciplinary processes represents our interest in generating new opportunities for dialogue and integration between 'experts', customers, communities and ideologies in order to recognize the new ways of thinking problems from the collaborative performances of fellows in the context of problem-solving and conflicts (understanding them as opportunities for creation, negotiation and implementation of knowledge and learning).

This is to make visible the multiple points of enunciation and create (as in this case: technologies, devices and new uses) 'socially'. Of course, this involves to recognize and engage in the management of new open technology platforms for communication and feedback that allow the collection, classification, integration and analysis of all data and information provided by the multiple actors and subjects that participate in the development and implementation process of our game.

This model also implies a change in the ways of producing this type of technologies and a change in the conformation of narrations and languages contained in the product, claiming those non-verbal forms of communication and the meanings that each community grants to cultural phenomena.

3. IMPLEMENTATION

3.1. Resources

For this exercise we consider to search for relevant specific calls that allow us to fund innovative proposals such as ours. For instance, actually, the Ministry of Information and Communication Technologies, jointly with the Ministry of Culture, through the 'Crea Digital' arrangement, promote development projects involving interactive media, in this case, videogames to generate solutions on social problems. The proposal here presented meets some of the requirements of the call.

Below is the object of the call in question, with terms of reference available at:
<http://www.mincultura.gov.co/?idcategoria=53109#>

“Co-production for the development or improvement of the quality of video games in different formats, for cultural and educational”

Opening date: Jun 21st, 2013

Closing date: July 22nd, 2013

Date of announcement of results: September 5th, 2013

Number of participants to choose: Four

Budget: US\$: 42328.0423 (each one)

Duration: Three months

Contact info: estimulos@mincultura.gov.co

Purpose.

To establish a partnership with content creators with technical and economic strengths, for co-production, production and development of video games for various platforms with cultural and educational purposes.

Contents must be designed to be applied on cultural purposes, in public scenarios and circulation channels casas de cultura, libraries, techno-boulevards, portals, state stations and channels, among others. The thematic emphasis of the products must point to one or several of these public purposes: fostering of literacy, conservation of tangible and intangible heritage, integral upgrowth in early childhood and other demographic groups, expression of colombian cultural diversity and learning of the Information and Communications Technologies.

This call is addressed to companies in deployment of videogames that are in full development phase, ie, that have a finished Game Design document and need financial support to complete the project in its entirety or take it to a higher level of quality.

The video games submitted to this call should be relevant to the Colombian Digital Ecosystem and can not contain scenes or messages that may impair the physical, mental or moral integrity of

children, nor promoting violence, hatred, contempt or discrimination on grounds of birth, race, sex, religion, nationality, or any other circumstances.

3.3 Time to accomplishment

Usually, the activity schedule is adjusted according to the time stipulated for the execution of the budget. Here is a work schedule, designed with the runtime proposed in the Crea Digital calling.

Activity/Month	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7
Theoretical approaches							
Review of literature on the problematic							
Empathize							
Ethnographic observations							
Focus groups							
Specific problematic definition of the game							
Narrative design, environments, and characters in the game							
Design and evaluation of prototypes							
Final product development							
Release and distribution of game							

4. IMPACT

4.1. Measure of Success, potential for replication and scaling

Considering the time for the project implementation, we consider the measure of success that really allow us to evaluate what we has been done during this time. On this basis, it is not very likely to see a reduction in pregnancies of adolescents in a span of seven months, since to do so may be better to evaluate for one year the number of pregnancies that occur.

The most immediate measure that allows us to see the project's success are the uses for game. That means that young people and also other stakeholders (parents, teachers) like the game. Through this fact, we can see the success in the design and development.

Then there is the more visible change that have to occur in the perceptions and experiences about sexuality. We don't want with the game adolescents recite the contraception methods or to remember the anatomy of the reproductive systems. We believe that the change in the experience of sexuality occurs when people actually formulate a life plan or project, linked to the construction of civic values and family planning.

Another measure of success of our project is the change in the perception about video games, especially by parents and teachers. If these stakeholders see that the use of these technological devices, it is not so necessarily a problem and instead can be used as a tool for learning and the values construction, then we will have a major impact even if it's not reflected in short-term reduction of common indicators as teenage pregnancy, maternal mortality and rates of occurrence of STI-infected persons.

Given the fact that to access to video games is quite usual by tyong people, we believe that the project is easily replicable elsewhere, or even, we can start working on other areas using the game developed from this project. However, we recognize that in areas where access to ICTs are low, then replication and massification of the project could be something frustrating. Tor instance, example the areas of Chocó District (Colombia), where children and families often do not have access to television, radio, computers or video game consoles.

Scaling is possible, taking into account the possibility of access to a video game console in the territory wherever we want to promote the game. To the misrepresentation of some messages from the game, considering that people use the device and understand it according to their knowledge, experiences, prejudices, etc.

5. AUTO-EVALUATION

PARÁMETRO PARAMETER	PUNTOS POINTS
Soporte teórico del proyecto <i>Theoretical support of the Project</i>	10
Potencial de replicación <i>Potential for replication</i>	8
Potencial de Escalaje <i>Potential for Scaling</i>	8
Medición del impacto <i>Measure of success</i>	10
TOTAL	36/4=9