

## Handbook for Educators

**T**his handbook is for educators. It accompanies METRAC's RePlay Video Game and explains the game's messages about equal, respectful, and healthy relationships and how to prevent violence in the lives of children and youth aged 8 to 14. The handbook gives educators ideas about how they can help the children they work with live violence-free lives.

### The RePlay Video Game

The RePlay Video Game promotes relationships based on equality and respect between youth. During the game, players go through their neighbourhood to find a missing friend in an unhealthy relationship. They have to use positive communication to get through conflicts that come up along the way. As they play the game, players also learn about real-life community resources to help them deal with abuse. Although people disagree about children playing video games, these games are popular and research shows they can help youth think about the world in new ways. RePlay can help children and youth:



- Envision a world with healthy, equal relationships between girls, boys, and peers;
- Learn how to act positively in difficult or challenging situations;
- Know how to support friends who may be at risk

- of unhealthy relationships;
- Learn about community services and help; and
- Learn how they can build healthy, equal relationships.

*Video games are popular and they can help youth think about the world in new ways*

We hope that you will play the RePlay video game yourself by visiting [www.metrac.org](http://www.metrac.org). That way, you can understand what the children you work with can learn from it. (Pictures in this handbook are from RePlay.)

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## About METRAC

The Metropolitan Action Committee on Violence Against Women and Children (METRAC) is a not-for-profit, community-based organization that is dedicated to preventing violence against women, youth, and children.

## Violence Towards Women and Girls

Violence against girls and women is a serious problem in Canada. Statistics show that this form of violence usually happens between people who know each other and is often done by men against women. Violence against women and girls comes in many different forms.

**Emotional violence:** someone criticizing, insulting, or making fun of you; making you feel worthless; treating you badly; bullying, ignoring, or stalking you; threatening to tell your secrets; manipulating you to get what they want.

**Physical violence:** someone hitting, pushing, kicking, pulling hair, or biting; holding you down; not taking care of someone when they depend on others; forcing you to do drugs or drink; threatening to hurt your kids (if this happens, the law says you must contact your local Children's Aid Society); threatening to hurt your service animal (e.g. seeing-eye dog).

**Sexual violence:** any unwanted sexual activity, such as forced kissing, touching, or rape; someone threatening or manipulating you to make you do sexual things; incest (sexual abuse of children in families); forcing you to

watch something sexual.

**Financial abuse:** someone stopping you from getting money so you'll be dependent on them; not letting you get a job; harassing you at work; forcing you to miss work; taking your money away; forcing you to pay all the bills.

**Spiritual abuse:** disrespecting your beliefs or religion; stopping you from practicing your beliefs; making you eat or do things that aren't a part of your beliefs; forcing you to take on somebody else's beliefs.

Violence against women and girls happens because women and girls don't always get the respect and rights they deserve in our society. It's a result of **sexism** (mistreatment of, power over, and discrimination against women and girls because of their gender), in society and between individual people. Since violence against women and girls happens in most places and communities in the world, we have to work together to prevent it in the lives of our children. We have to end the cycle of violence.



## How Common is Violence Towards Women and Girls?

One-half of Canadian women have experienced at least one incident of physical or sexual violence since the age of 16, and four out of ten Canadian women will experience sexual assault (Statistics Canada, 1993; Johnson, 1996). Girls and young women are most at risk. For example, children make up 61% of reported sexual assaults, and 79% of this number are girls (Statistics Canada, 2004).

*One half of all Canadian women have experienced at least one incident of physical or sexual violence since the age of 16*

According to Statistics Canada's 2006 report, "Family Violence in Canada: A Statistical Profile":

- Nearly 28,000 cases of violence between people married or living together were reported to the police in 2004. 84% of victims were women.
- Women were more likely than men to report being targets of 10 or more violent incidents.
- Police reports showed that men were much more likely to commit violence against their partners. Men were also more likely to abuse their partners over and over again.
- Women were twice as likely to be injured as a result of this violence.

Statistics show that violence against women and girls is about power and control. People try to blame women and girls for it, but it's not their fault. It's not caused by a man just "losing his temper" and it's not just "between

him and her". It hurts everybody - children, families, parents, grandparents, and entire communities.

Some women and girls are more vulnerable to abuse and have a harder time finding help to deal with the violence. They get even less respect and rights because of the other parts of who they are, such as their immigration status, income, age, sexual identity and orientation, disability and Deafness, and ethno-racial background. At the same time that they face sexism because they are women and girls, they face additional forms of discrimination such as racism, classism, ageism, homophobia, transphobia, and ableism that can make things worse. For example:

**83% of women living with disabilities** will be sexually assaulted during their lifetime (Stimpson and Best, 1991, "Courage Above All: Sexual Assault against Women with Disabilities").

**Up to 75% of survivors of sexual assaults in Aboriginal communities are young women** under 18 years. 50% of those are under 14 years, and almost 25% are younger than 7 years (McIvor and Nahanee, 1998, "Aboriginal Women: Invisible Victims of Violence", 3

in Bonnycastle and Rigakos, eds. “Unsettling Truths: Battered Women, Policy, Politics and Contemporary Research in Canada”).

**Women of colour may be more vulnerable to sexual assault** because of racist sexual stereotypes, and these stereotypes from the legal system means that they may have less access to justice (Canadian Research Institute for the Advancement of Women, 2002, “Factsheet: Women's Experience of Racism: How Race and Gender Interact”).

**Poverty and unemployment make women more vulnerable to violence**, especially added to stigma, stereotypes, control from authorities, and a lack of social supports like affordable housing (Jiwani, 2002, “Mapping Violence: A Work in Progress”).

**For more information, visit:**

- [www.metrac.org](http://www.metrac.org)
- [dawn.thot.net](http://dawn.thot.net)

**Quiz: Realities of Violence Against Women and Girls**

1. Fill in the blank: less than \_\_\_\_ of all sexual assaults get reported to the police?
  - a. 40%
  - b. 80%
  - c. 10%
  - d. 20%
2. True or false: young women are at greater risk of sexual assault, physical assault, and murder than older women.
3. Fill in the blank: statistics show that women most often get stalked by their ex-partners. Over 60% of stalking victims were followed for more than one \_\_\_\_\_.

- a. week
- b. month
- c. season
- d. year

4. What percent of victims of spousal violence report that their children witnessed the violence against them?
  - a. 11%
  - b. 24%
  - c. 37%
  - d. 18%
5. Fill in the blank: poverty and a lack of financial resources is a barrier for many women who are trying to leave abusive relationships. One out of \_\_\_\_\_ Canadian women are living in poverty today.
  - a. seven
  - b. thirteen
  - c. twenty-five
  - d. eighty-four
6. Which barriers to safety do women living in rural and remote areas often face?
  - a. harder to find transportation to get around
  - b. less privacy from abuser
  - c. less services in their area
  - d. all of the above

(Answers and sources are provided on page 11 of this handbook.)

## What is a Healthy Relationship?

Healthy relationships can be between different people, like friends, family members, acquaintances, workmates, people dating each other, and spouses. When people talk about healthy relationships, they're usually talking about people who are dating or partners, seeing each other, intimate, living together, or married. When someone is in a healthy relationship, they feel respected, cared about, appreciated, and good about themselves. They feel like they have dignity and support. They don't feel nervous, scared, uncomfortable, disrespected, blamed, or pressured. In a healthy relationship, people:

**Communicate with respect and care** for each other's feelings. They don't insult their partner, make fun of them, or make them feel bad about themselves through words. Even if they argue or disagree with each other sometimes, they treat their partner like a human being.

**Are honest and open.** Don't hurt, manipulate, or lie to their partner just to get what they want.

**Respect their partner's spiritual beliefs** and faith community.

**Are glad that their partner has their own friends and family.** They don't stop their partner from communicating with friends or family or going out. They don't isolate their partner and make them feel like they have no one else in the world.

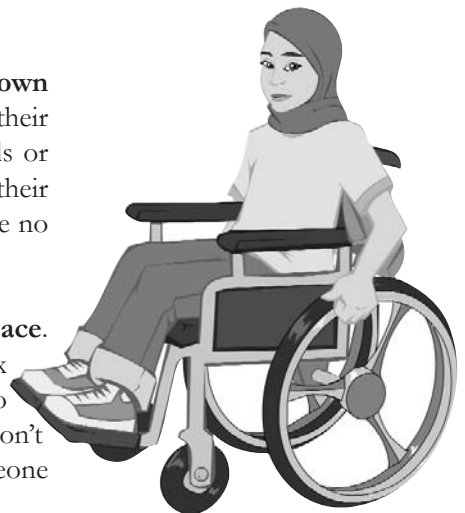
**Respect their partner's body and space.** They don't force or pressure them into sex or sexual behaviour. They don't refuse to use birth control or protection. They don't hit, push, or slap. They don't stop someone

from moving or hold them down. They don't stalk their partner (follow them around and contact them all the time).

**Respect their partner's finances.** They don't trick their partner into giving up their money and they don't keep money away from their partner when they need it. They don't prevent their partner from working or using money to support their kids.

**Take care of each other.** They don't keep medicine away or refuse to take care of their partner. They don't use their partner's disability or Deafness to belittle or control them.

**Speak well of each other.** They don't spread rumours about their partner or tell their partner's secrets to hurt or get back at them.



**Respect the relationship they have.** They don't date others if their partner isn't okay with it. They don't flaunt affairs or threaten to have affairs to make their partner feel afraid or uncertain.

**For more information, visit:**

- "Love Is ... Love Isn't" ([www.lawc.on.ca/ResourceLoveIsLoveIsn't.htm](http://www.lawc.on.ca/ResourceLoveIsLoveIsn't.htm))
- [www.equalityrules.ca](http://www.equalityrules.ca)

## Gender Stereotypes

Research shows that addressing violence and sexism with young girls and boys can help a lot. Children learn stereotypes about what it means to be a "real man" and "real woman" from a very young age, and these **gender stereotypes** can lead to violence against women and girls. Almost everything in our society - such as the media, schools, policies, governments, institutions, sports, families, and friends - teach that girls and boys are supposed to act a certain way because of their gender.

*Gender stereotypes can lead to violence against women and girls*

**Boys and men are supposed to be:**

- Strong, tough, good at sports
- Limit their emotions, only show anger
- Muscular, tall, short hair
- Aggressive, in control
- Heterosexual and "good in bed"
- List your own: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Girls and women are supposed to be:**

- Pretty, skinny, light-skinned, long hair
- Sexy, but not *too* sexy

- Submissive, "lady-like"
- Heterosexual, attractive to men
- Good with housework, childcare, and cooking
- Smart, but not *too* smart
- List your own: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

These stereotypes are so well known that people think they're normal and okay. But they affect how children see themselves and how they grow up. Girls and boys **internalize** society's gender stereotypes, just like they internalize other stereotypes about things like race, class, sexuality, age, and ability. Unfortunately, gender stereotypes make it seem natural and acceptable for men to control women through abuse and violence. They make girls and women seem less important, smart, valuable, and deserving than boys and men.

**Have you ever heard:**

- "Be a man."
- "You throw like a girl!"
- "Boys will be boys ..."
- "Girls are made of sugar and spice ..."
- "Men are from Mars, women are from Venus."

How are these sayings related to gender stereotypes?



## Using RePlay To Challenge Violence and Promote Healthy Relationships

Research shows that addressing violence and healthy relationships with girls and boys from a young age can be very effective. The RePlay Video Game is a unique mechanism to do just that. Here are some suggestions about how it can be incorporated into classrooms and community programming for children and youth.

### **Play and discuss (all ages, any setting).**

RePlay can be used as a simple discussion starter. You can divide your youth group or classroom into smaller teams of 3 to 5 (make sure to have a mixture of boys and girls in each team). Teams will simultaneously play the game on online, collectively deciding on game actions and taking turns making moves. After everyone has finished playing it, you can lead the group in a discussion about the experience with questions such as:

- Did you like the game? Why? Why not?
- Were you surprised by how other players answered the survey questions in the scrapbook?
- If you had to come up with an advertisement slogan for the video game, what would it be?

**Incorporate the RePlay into the curriculum (school setting).** There are many ways RePlay and the subject matter it covers can fit into existing school curriculum and enhance the learning process. The following list gives several examples of activities that educators can use with their students.

**a. English or Creative Writing (for 8 to 14 year olds):** after students play RePlay on their own, ask them to pick one of

their favourite “mini-game” scenarios and have them write a short story or stage play around it, using the characters in the game. They will have to do some external research on the topic of gender violence, community resources to help people deal with abuse, and healthy relationships to make their story or stage play ring true to real life. You can encourage them to use the websites and informational materials introduced during the RePlay game as a starting point for their research.

### **b. Geography or Social Sciences (for 8 to 14 year olds):**

since a key aspect of RePlay is the neighbourhood setting that the game takes place in, have students to do a “community map” project focused on the neighbourhood surrounding your school. Students could work with you or in small groups to visually map their neighbourhood’s key elements, including community centres, social services, shelters, religious meeting places, drop-in centres, and parks. Their investigation can get very specific (e.g. identifying block parent sites or neighbourhood watch sites). Students will have to write up their own special definitions, explanations, and descriptions for every



community element on the map, with the overall goal of illustrating the interconnected network of social supports available to children and youth. Completed maps can be displayed around the school.

**c. Politics or Social Sciences (for 12 to 14 year olds):** violence against women and girls is a complex social issue that involves many different people and institutions. Students can break into small teams and interview representatives from various sectors who may be trying to address this violence. This includes shelter workers, women’s advocates, community counselors, local politicians, police officers, and children’s aid workers. Using their own research to frame the subject and create interview questions, students can

*Ask students to identify their needs to break the cycle of violence that don’t seem to be addressed ... share them directly with local community organizations to help make a difference in their programming*

report on the different perspectives and ideas that each representative expressed. For an additional challenge, ask students to identify their needs to break the cycle of violence - needs that don’t seem to be addressed by these local institutions. Needs can be collected from the whole class and shared directly with local community organizations to help make a difference in their programming.

**d. Mathematics (for 8 to 14 year olds):** RePlay’s interactive scrapbook uses a visual representation to show percentages of how other players answered questions about healthy relationships. Give students a list of

recent Canadian statistics about violence against women, youth, and children and have them come up with creative means to represent the numbers, particularly in ways that will appeal to their fellow students (e.g. a series of informative posters, activities to “divide” the classroom into representative groups). Older groups can be given more complicated numbers and statistics. Everyone can present their ideas to the entire class and students can vote on the top three winners.

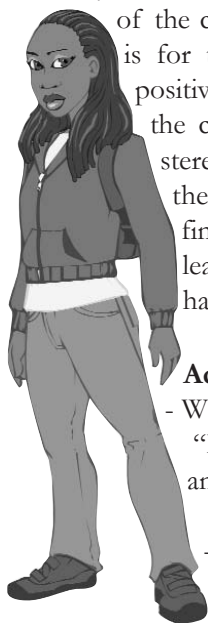
**e. Visual Arts or Graphic Design (for 8 to 14 year olds):** at the beginning of the RePlay game, where players pick their characters, there are “doodles” of different slogans around the screen. Ask students to create their own t-shirt slogan designs that will effectively and cleverly communicate messages to promote healthy and equal relationships. Particularly for the older students, their background research should focus on the social issue (again, information and websites introduced during the game can act as a start) and their specific target audience (e.g. other students in the classroom, teachers and/or school administration, younger children, adults).



**f. Music or Media Studies (for 12 to 14 year olds):** challenging stereotypes about what it means to be a “woman” and “man” is key the video game’s message. Have students explore this topic by examining how their favourite music tracks and videos represent gender stereotypes and ideals. Have them present and discuss their examples in the larger group, and ask questions such as:

- What effect do you think this can have on peoples’ understandings of gender?
- What are some ways you think youth can challenge stereotypes in the media?

**Act out mini-game scenarios (all ages, any setting).** Mini-games within RePlay can be used as a mechanism to help youth think about practical ways they can challenge violence. After your students or youth group play the game, have them pick some of the mini-game scenarios to act out. Some can volunteer to play the different character roles while the others watch. Explain to the onlookers that as the scenario proceeds, they can say, “Freeze!” and switch places with one of the characters. The collective goal is for the youth to come up with positive and realistic ways to resolve the conflict and challenge gender stereotypes that come out during the scenario. After the youth finish acting out the scenario, lead a discussion about what happened with them.



**Additional Resources:**

- White Ribbon Campaign’s “Education and Action Kit” and “Campaign in a Box” ([www.whiteribbon.ca](http://www.whiteribbon.ca))
- METRAC’s Respect in Action (ReAct) peer youth

- violence prevention program ([www.metrac.org](http://www.metrac.org))
- Springtide Resource’s Roots of Equality Teachers Kit ([www.springtideresources.net](http://www.springtideresources.net))
- [www.toolsforchange.ca](http://www.toolsforchange.ca)
- [www.equalityrules.ca](http://www.equalityrules.ca)

**Personal Quiz:**

What are some challenges to doing some of these activities with my students/youth group? \_\_\_\_\_

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How could I address those challenges? \_\_\_\_\_

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Who could I ask or what resources could I use to help me deal with the challenges? \_\_\_\_\_

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## Reinforcing Healthy Relationships: Tips for Adult Mentors

Relationships can be complicated, especially for teens and pre-teens. There are many people who influence what youth learn about relationships - parents, friends, teachers, coaches, media stars, older siblings, and others. And there are many factors that influence them as well, such as movies, the internet, music videos, magazines, TV, school, religious institutions, and more.

As a mentor, you understand that youth need positive role models. Whether you are a coach, youth worker, scout leader, camp counsellor, or teacher, you have a role to play in helping young people build the confidence and critical thinking skills they need to have healthy, equal relationships. You can make a difference that will last a lifetime.

*As a mentor, you understand that youth need positive role models*

**Influence the youth you work with.** Lead by example. Demonstrate your ability to resolve conflict in a calm, rational way without yelling or name-calling. Show youth what it means to treat women and girls with respect. Value what women and girls have to say by listening to them and taking them seriously. Treat all boys and girls as equals who are just as promising and smart. Expect the best from all of them and help them achieve it.

**Make it safe.** Create an environment where girls and boys are treated like equals. Treat children in an equitable, respectful manner and help them to treat each other in the same way. Provide both girls and boys with equal

and diverse opportunities and responsibilities, such as leaning about cars, playing sports, doing art or music, nurturing younger children, cooking, and cleaning up.

**It's never too early.** Youth are exposed to complicated social issues and problems at an early age, whether or not we want them to be. They need your guidance to develop attitudes and behaviours that will help them to have healthy, equal relationships before they start dating. You can talk to younger children about the importance of treating their friends as equals.

**Both boys and girls need guidance.** Talk to both boys and girls about healthy, equal relationships. Teach girls that they have the right to be treated fairly and as equals. Teach boys that girls are equal and deserve to be treated that way. Replace the harmful messages about what it means to be a “real man” and “real woman” with positive ideas about the many opportunities available to all boys and girls.

**Keep communicating about it.** Look for opportunities to engage boys and girls in conversations about equal relationships. Turn every-day activities into learning opportunities. Talk about the

lyrics of songs they like and figure out together what is being said about diverse women, men, and relationships. Help them articulate what's positive and ask them to critique what's negative. Have them draw pictures or cut them out from magazines and discuss whether or not they show women and men of all backgrounds as equals. You'll find that they have a lot to say about relationships and stereotypes.

**Active Learning.** Engage youth in exercises that will build skills they need to have healthy, equal relationships, like how to deal with angry or hurt feelings. Remember, it's not just about "anger management"; it's about challenging how society has taught them how to react to things. Encourage both girls and boys to participate in activities that provide them with outlets for their emotions such as music, art, writing, and sports. Create opportunities for them to practice resolving conflicts in a respectful, non-violent manner. Help the youth work together to create a code of conduct for your classroom or organization. Work with a group of youth to develop skits that deal with issues of abuse or comedic sketches that illustrate stereotyping ideas about men and women. These activities allow young people to explore these issues through creative learning.

**Spread the word.** Tell everyone you know that they can prevent violence against women and girls by promoting equality and mutual respect. Share these tips with your colleagues and friends. Talk about why you think it is so important to help youth break free from harmful ideas about men and women and develop the skills to have healthy relationships - it could save their lives. Organize an awareness event during Sexual Assault Prevention Month in May, Wife Assault

Prevention Month in November, and/or December 6th Memorial Day.

**Keep your eyes and ears open.** Look for warning signs that may indicate a young person is in an abusive situation. Ask them about their relationship and listen for indicators of controlling behaviour, criticism, and jealousy. Pay attention to changes in the young person's behaviour. Girls who are in an unhealthy relationship often become anxious, depressed, and withdrawn from their friends and normal activities. Boys who are abusive tend to blame others for their problems, become angry or frustrated easily, and often seem to have two sides to their personality.



**Create a supportive environment.**

In homes where there is domestic violence, youth often witness it. Even if they don't actually see it happen, they usually have a good idea that it's happening. Being exposed to domestic violence can have a devastating

effect on children, particularly when they see their mother being abused by their father or male partner. Boys have an increased risk of becoming abusers and girls can start to believe that they don't deserve a healthy relationship. A supportive environment that promotes equality, helps youth identify what they witness as abuse, and teaches youth the importance of healthy, equal relationships can make all the difference.

**Be ready.** If you suspect that a young person is in an unhealthy or abusive relationship, don't be afraid to talk to them about it. Ask how they feel about their relationship and listen without judgment. Focus on the young

*Being exposed to domestic violence has a devastating effect on children, particularly when they see their mother being abused by their father or male partner*

person's feelings. Offer to help them find resources such as confidential counselling services and crisis line information, and have that information ready. Be aware that you are in a position of trust and have a legal obligation to report the suspected abuse of a child under the age of sixteen, regardless of the age of the abuser. Contact your local children's aid society for more information.

**For more information:**

- [www.oacas.org](http://www.oacas.org)

**Personal Quiz:**

1. Would I be ready to address a young person whom I suspect may be in an abusive relationship or situation?  
 Yes  No  Not sure
2. What information do I need more of in order to be ready?  
 Knowledge of community resources  
 Information about the warning signs of abuse  
 Crisis intervention skills  
 Other
3. Where could I start to look for the information and support I need? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Was there an incident in the past where I tried to help a youth in an abusive situation? What did I do?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What do I think I did well and what could I have done better? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Special Supplement for Educators: Learning Through Video Games

The power of video games as learning tools is increasingly recognized. This supplement discusses games designed to promote social change, particularly for youth dealing with gender based violence.

### Play and Games

When people play games, they conform to rules and step into a “magic circle” of play.<sup>1</sup> An important aspect of this circle are the many choices that allow improvisation, flexibility, creativity, and the pleasure of an “uncertain ending”. Games and play are found within a broader cultural context, and as such, are cultural artefacts and a means of social interaction. Game theorists Lantz and Zimmerman explain that “exploring the experience of games means taking fun seriously.”<sup>2</sup>

### Video Games

Video games may be unique because they hold elements of story-telling and game, making them distinct from other forms of media like film, books, and television and other kinds of games. Video game theorist Jesper Juul says that video games are different than other games because they are both real and fictional at the same time - real because they have actual rules and the experience of playing them is real, but fictional because they create an imagined world that pulls players inside.<sup>3</sup>



surrounding video games is about violent content, some of which are representations of violence against women and girls. This controversy is no doubt intensified because of the overall popularity of video games, particularly amongst children and youth.

Video games are situated in larger socio-cultural systems, and Canadian statistics show gender-based violence to be an unfortunate norm. While studies do not conclusively show causal relationships between violent video games and behaviours, it can be said that mainstream video games, like other forms of media, tend to reflect society’s accepted violent norms and power structures. Dominant media reflect dominant ideas about identity factors like gender, race, class, sexuality, ability, and age, as well as social systems that privilege some people over others. As such, most mainstream games are not structured to encourage players to challenge violence, oppression, or stereotypes.

However, video games have potential to promote different ways of looking at the world and its existing power structures.

### Gender Violence and Games

Arguably, the biggest controversy

In the words of Clay Shirky, “the hope for games for change is to offer the opportunity for players to change their world view rather than to impart mere information.”<sup>4</sup> Using video games to challenge players to re- envision their world and the norms and power within it becomes an attainable possibility - even the re-visioning of the current world where sexism and violence against women and girls is all too common, commercialized, accepted, and normalized.

*The hope for games for change is to offer the opportunity for players to change their world view rather than to impart mere information*

### Games for Social Change

A distinct form of non-entertainment games are those created to promote social change and are often designed to challenge mainstream understandings of the world. At a basic level, they seek to impart particular values to their players through the process of play. Games for Change describes these digital games as addressing “the most pressing issues of our day” ([www.gamesforchange.org](http://www.gamesforchange.org)). There are numerous examples of games to promote social change, many of which are widely available online. RePlay is an example of such a game, as it specifically challenges violence against women and girls and promotes healthy relationships. It conforms to key best practices of design for games that promote social change, including:

- Contain all of the elements of play, rules, structure, feedback mechanisms, and player control that make games fun and engaging
- Employ the basics of good educational games, such as tools to help educators

create an environment to support the game’s messages

- Have non-violent value-based content embedded in the game’s form
- Adhere to gender inclusive design to reduce barriers for girls
- Reflect on various stakeholder values, both hidden and readily apparent; attempt to resolve value conflicts; involve meaningful consultation and prototyping with the intended audience; and include key values without undermining the “gameness” of the game

**Complete information** is available in “Creating a Violence Prevention Video Game: Literature Review and Research Summary for METRAC’s RePlay Video Game Project” (please contact METRAC to access a copy).

### Sources:

1. Salen and Zimmerman, 2003, “Rules of Play: Game Design Fundamentals”
2. Lantz and Zimmerman, 1999, “Rules, Play, and Culture: Towards an Aesthetic of Games”
3. Juul, 2005, “Half-Real: Video Games Between Real Rules and Fictional Worlds”
4. Shirky, 2005, Keynote Address, Games for Change Conference

## Help and Resources

Call 911 or your local police if you are in immediate danger.

**The Assaulted Women's Helpline** (24-hours, confidential, 154 languages)  
1-866-863-0511  
1-866-863-7868 (TTY)

**Kids Help Phone**  
1-800-668-6868

**Sexual Assault Centres**  
[www.occcc.ca](http://www.occcc.ca)  
(for local centres, look in your local telephone book)

**Sexual Assault/Domestic Violence Treatment Centres**  
[www.satcontario.com](http://www.satcontario.com)

**Shelters for Women and Children**  
[www.shelternet.ca](http://www.shelternet.ca)  
(for local shelters, look in your local telephone book)

**Femaide** (French crisis line)  
1-877-336-2433  
1-866-860-7082 (TTY)

**Ontario Association of Children's Aid Societies** (information on child abuse and local child services)  
[www.oacas.org](http://www.oacas.org)

**Family Service Canada** (lists local family service associations)  
[www.familyservicecanada.org](http://www.familyservicecanada.org)

## Answers to Quiz (Page 4):

Question 1: (c) Less than 10% of sexual assaults are reported to the police (Statistics Canada, 2006, "Violence Against Women: Statistical Trends").

Question 2: True - reports show that young women are at greater risk of many kinds of violence (e.g. Statistics Canada, 2006, "Measuring Violence Against Women: Statistical Trends 2006").

Question 3: (d) Women report being stalked for an average of one year (Statistics Canada, 2005, "Family Violence in Canada: A Statistical Profile").

Question 4: (c) 37% of spousal violence victims reported that their children witnessed the abuse (Statistics Canada, 2005, "Family Violence").

Question 5: (a) One out of seven Canadian women are living in poverty today (Canadian Research Institute for the Advancement of Women, 2005, "Women and Poverty").

Question 6: (d) All of the above are common barriers (METRAC, "Rural Women's Justice Guide").





**Metropolitan Action Committee on  
Violence Against Women and Children**

158 Spadina Road, Toronto, ON, M5R 2T8  
1-877-558-5570 | 416-392-3031 (TTY) | [info@metrac.org](mailto:info@metrac.org)  
More info and statistics: [www.metrac.org](http://www.metrac.org) | [www.owjn.org](http://www.owjn.org)



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