



A Narrative Game's Success Addressing Gender-based Violence

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www.breakawaygame.com, <http://breakawaygame.champlain.edu>, [@breakawaygame](https://twitter.com/breakawaygame)



GAME DEVELOPERS CONFERENCE®

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The Master of Science in Emergent Media is a 30 credit one-year program offered in Shanghai, China culminating in a one or two semester residency in the United States, at Champlain College's Burlington, Vermont campus. This program is designed to appeal to graduate students who wish to have careers producing and managing the collaborative process of the next generation of media content such as mobile apps, e-books and magazines, augmented reality, and games.



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Media Management.
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Champlain College was recently named one of the top 10 game design studio programs in the country by the Princeton Review.

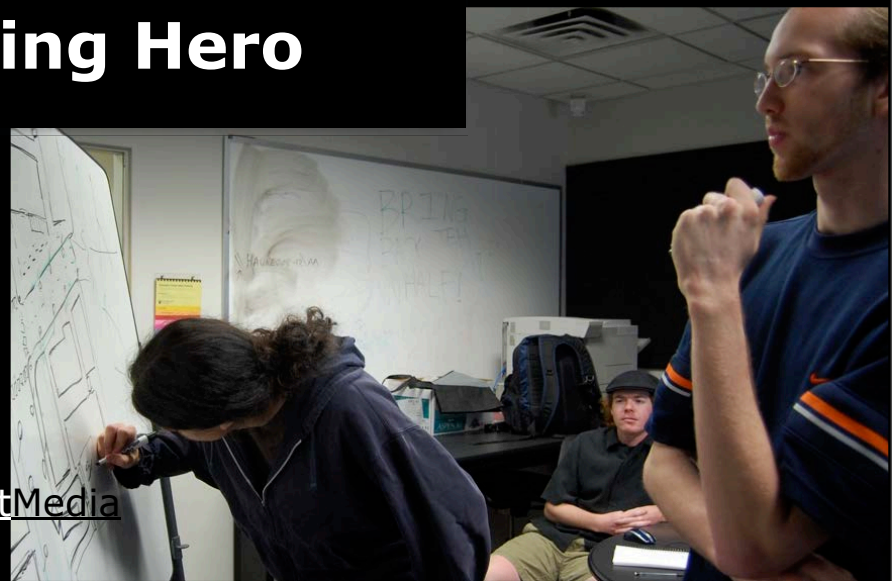
Wednesday, March 4, 15



20 Something Hero



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Wednesday, March 4, 15



Wicked Problems “a problem that is difficult or impossible to solve because of incomplete, contradictory, and changing requirements that are often difficult to recognize.”

—http://en.wikipedia.org/wiki/Wicked_problem

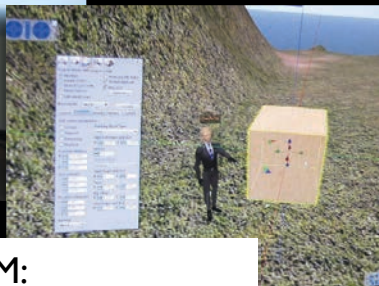


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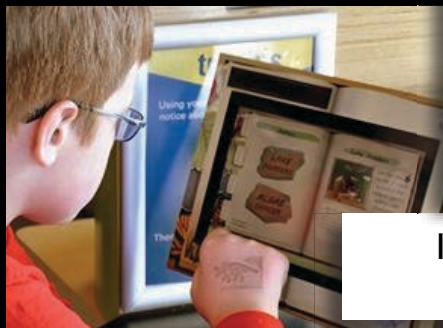
Wednesday, March 4, 15



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TECHNOLOGY @ DESIGN ETHNOMICS LEADERSHIP MAGAZINE

Kids With Cystic Fibrosis Breathe Easier Thanks To Video Games

BY NEAL UNGERLEIDER Wed May 4, 2011

A series of new video games for kids with cystic fibrosis not only helps them stick to treatment regimens, but also significantly improves breathing performance. Gamified the rescue!



games.

One of the treating children perform exercise airways study in the treatment specially only get attention to personal breathing exercises—they also improves breathing performance when not playing

Robert Wood Johnson Foundation Innovation Grant:
University of Vermont
Cystic Fibrosis Breath Biofeedback Games



Ford Foundation:
Yellowwood Associates,
Rural Economic Equity Game

Institute of Museum & Library Service grant:
ECHO Lake & Science Center Lake Quest





2nd MenEngage Global Symposium 2014

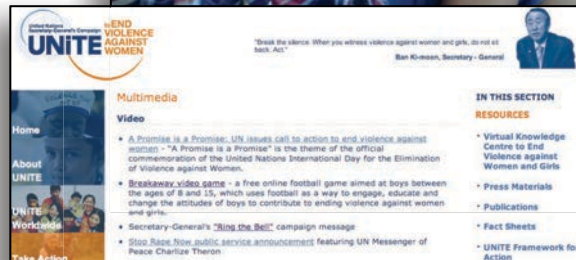
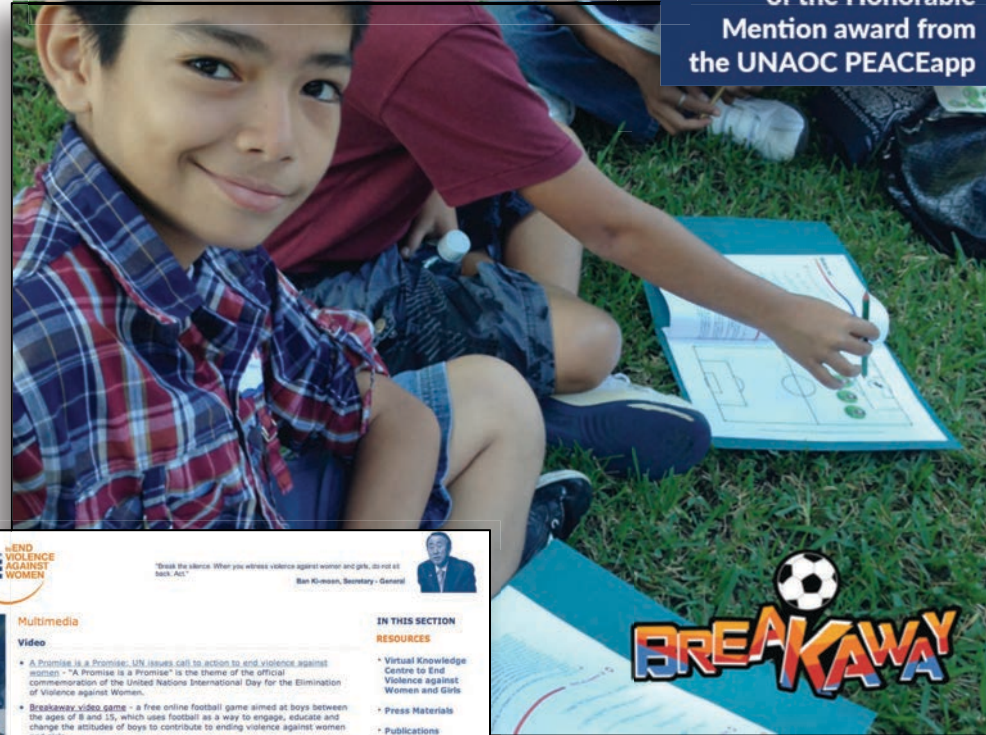
10-13 November | India Habitat Centre | New Delhi



Fast Facts:

- Project Start: 2009
- First 3 episodes launched 2010
- Launched all 13 episodes: 2011
- Facilitator's Guide 2011
- Hebron, Palestine camp 2012
- El Salvador camp 2013, 2014
- First assessment completed 2014
- 2015 study in process

slideshare.net/anndemarle/
www.breakawaygame.com,
<http://breakawaygame.champlain.edu>
@breakawaygame





2nd MenEngage Global Symposium 2014

10-13 November | India Habitat Centre | New Delhi



Outline:

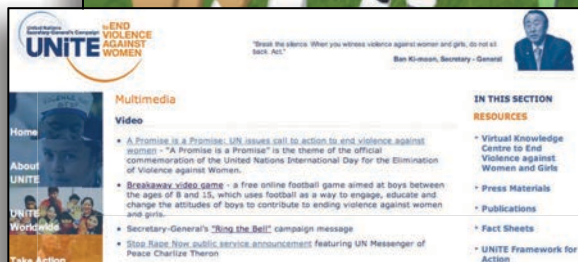
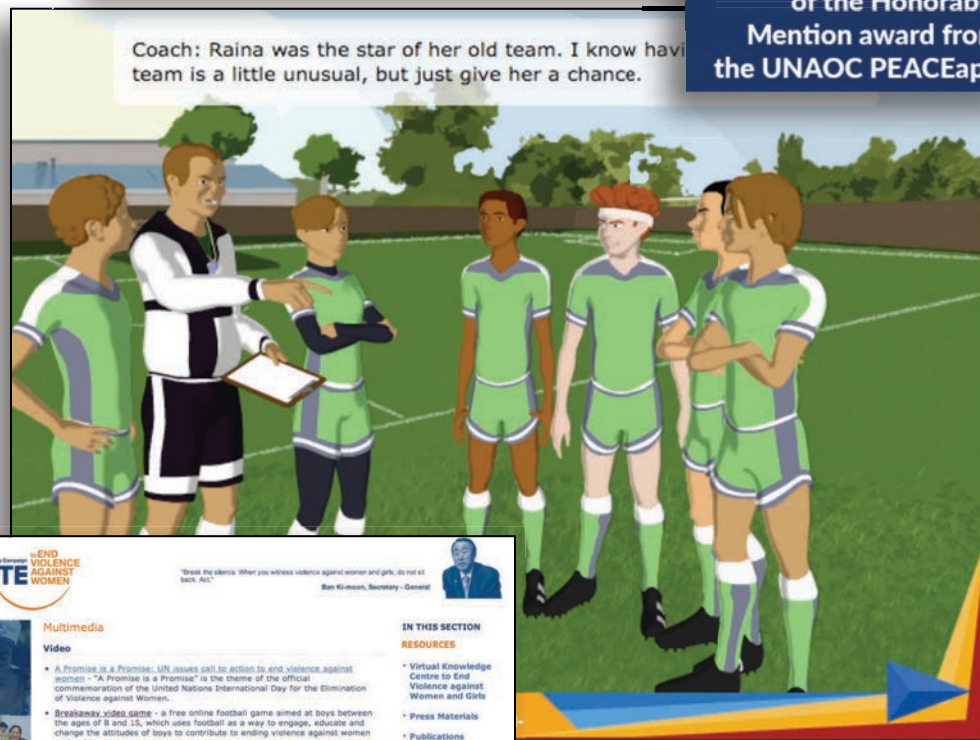
- Issue & project goals
- Potential of games for social impact
- Challenges
- Applying social theory
- Building the narrative
- Supporting game system
- Study results

slideshare.net/anndemarle/

www.breakawaygame.com,

<http://breakawaygame.champlain.edu>

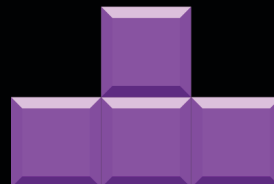
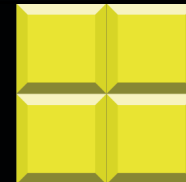
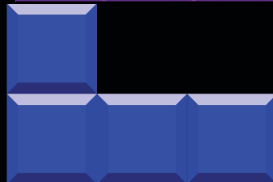
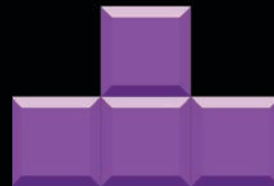
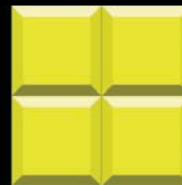
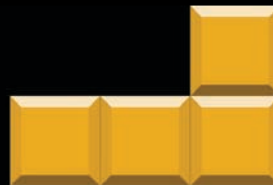
@breakawaygame



Issue & Goals



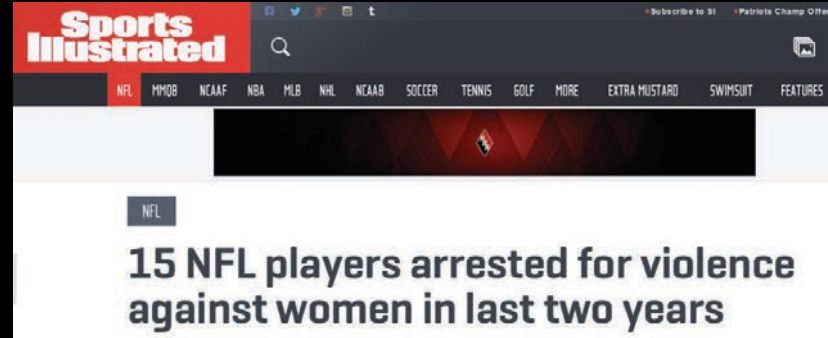
Issue & Goals



Issue & Goals

<http://www.si.com/nfl/2014/09/11/nfl-players-arrested-domestic-violence-assault>

Issue & Goals



<http://www.si.com/nfl/2014/09/11/nfl-players-arrested-domestic-violence-assault>

Miranda Pakozdi: sexual harassment in video game tournament

<http://www.nytimes.com/2012/08/02/us/sexu>

The New York Times

U.S.

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINION

POLITICS EDUCATION TEXAS



In Virtual Play, Sex Harassment Is All Too Real




Sandy Huffaker for The New York Times



 NEWS CULTURE BOOKS & FICTION SCIENCE & TECH BUSINESS HUMOR MAGAZINE

ZOE QUINN'S DEPRESSION QUEST

BY SIMON PARKIN

 Share  Tweet  +1  

Earlier this month, an anonymous message was posted to the discussion-board Web site 4chan. In it, the author threatened to hurt the video-game developer Zoe Quinn: "Next time she shows up at a conference we ... give her a crippling injury that's never going to fully heal ... a good solid injury to the knees. I'd say a brain damage, but we don't want to make it so she ends up too retarded to fear us."



"...a crippling injury that's never going to fully heal... a good solid injury to the knees. I'd say a brain damage, but we don't want to make it so she ends up too retarded to fear us."

Parkin, Simon (September 9, 2014). "Zoe Quinn's Depression Quest". The New Yorker. Retrieved September 15, 2014



The terror inflicted upon El Salvador by the likes of the 18th Street Gang has driven many women and girls to make the perilous and illegal journey north to the United States.

Photo: Getty Images

"8 men raped the girls. First 2 were killed with multiple knife wounds. The 3rd was held for 24 hours while they asked for ransom, but when they couldn't get the money they killed her, too. The 3 were dismembered. ***They were 12, 13 and 14 years old.***"

<http://nypost.com/2014/11/06/the-youth-are-theirs-el-salvadors-horrifying-culture-of-gang-rape/>



Our Project Goal: Shift Behaviors in Male Youth

1. Player awareness of the issue
2. Player realizes personal accountability
3. Player changes attitude & behavior
4. Player becomes an advocate for change





Wednesday, March 4, 15



Wednesday, March 4, 15



Wednesday, March 4, 15



Wednesday, March 4, 15



Wednesday, March 4, 15



Wednesday, March 4, 15



Global Audience - Personal Behaviors

- Universal story—theme
- Personal setting—could this be every boy's home turf?
- Ethnicity—avoiding stereotyping
- Clothing—religion—cool factor?
- No romantic or sexual implications
- No portrayal of violent actions
- Portrayal of girls
- Language, phrasing, gestures, values...
- Technology—delivery system
- Avoiding boring







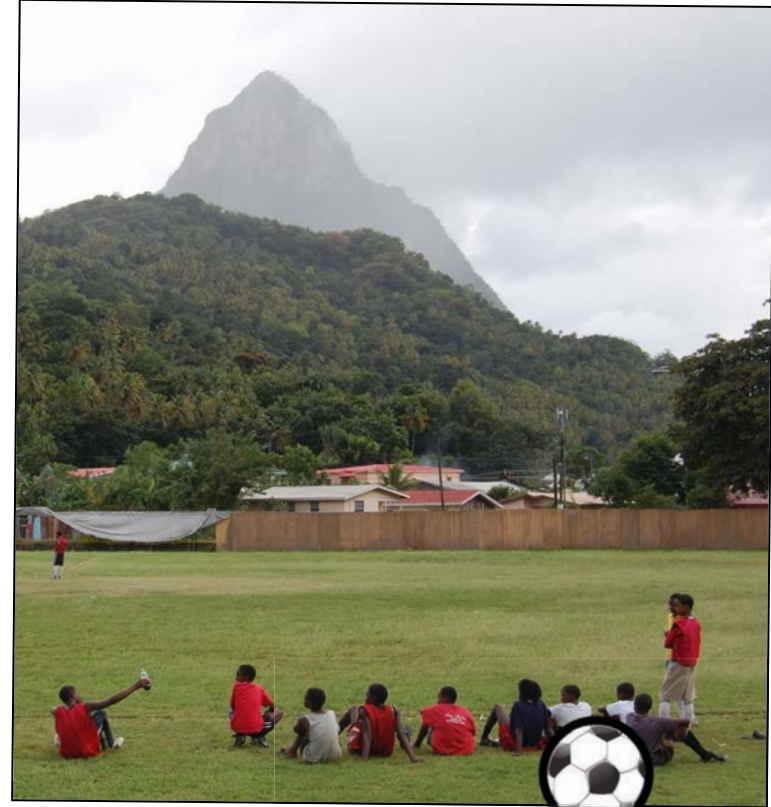
Wednesday, March 4, 15



The Player Challenge

**Do you have what it takes
to be a champion?**

<http://www.windsorstar.com/Photos+World+soccer+action/3151780/story.html> federated=1





<http://www.windsorstar.com/Photos+World+soccer+action/3151780/story.html> federated=1



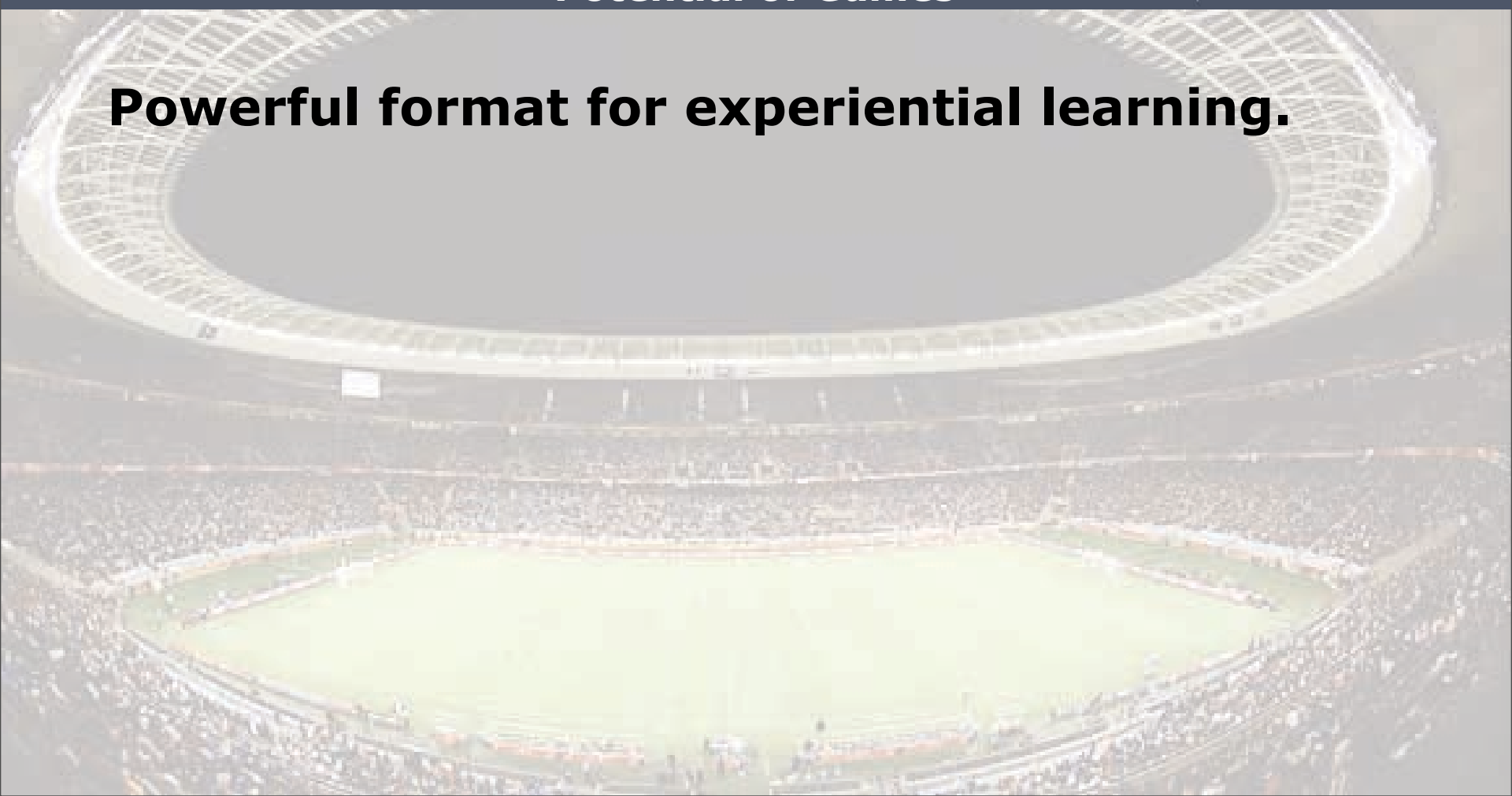
"...a shield or sorts protecting the fantasy world from the outside world."

—Edward Castronova, "Synthetic Worlds"

<http://www.windsorstar.com/Photos+World+soccer+action/3151780/story.html> federated=1



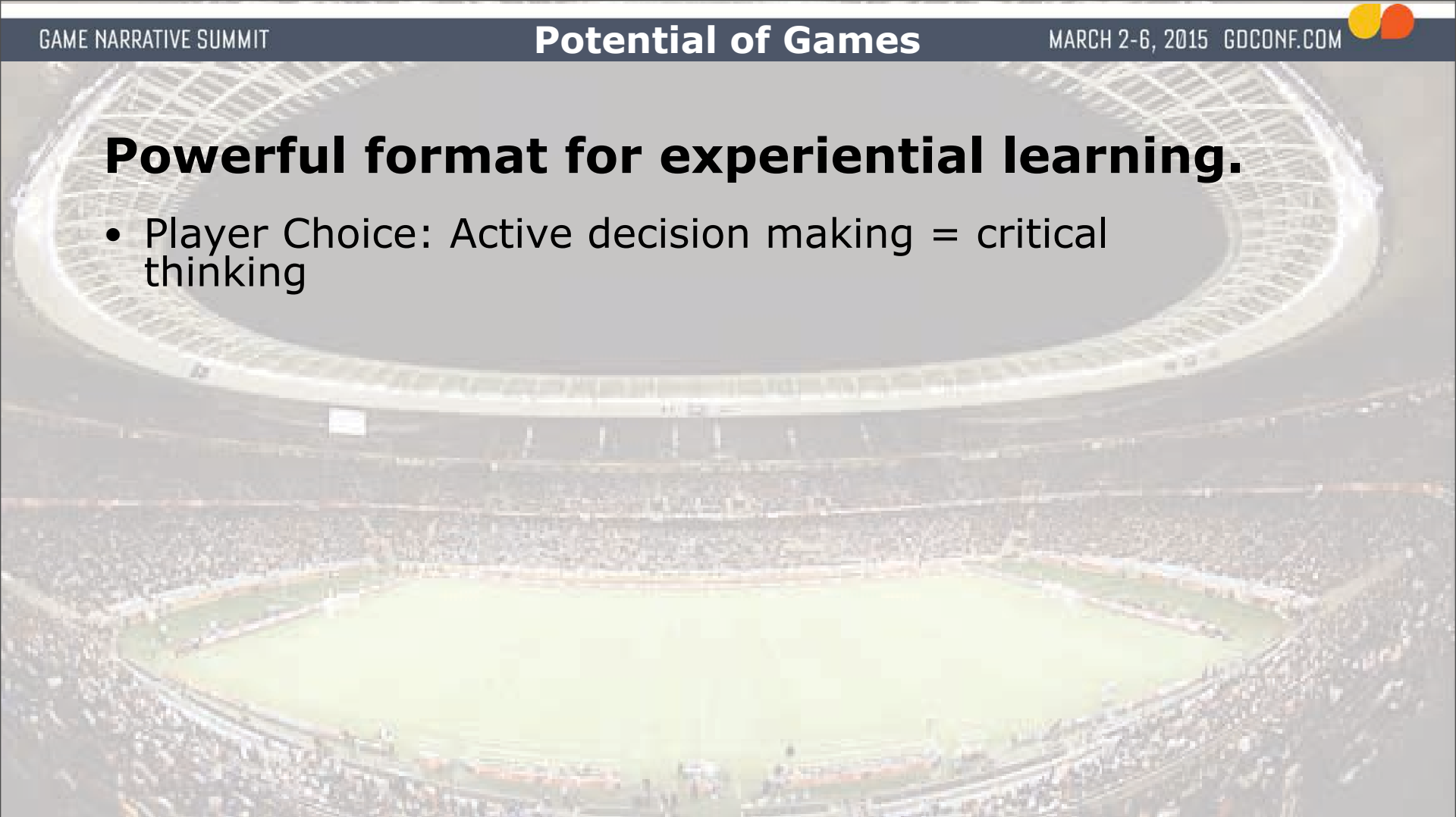
Powerful format for experiential learning.





Powerful format for experiential learning.

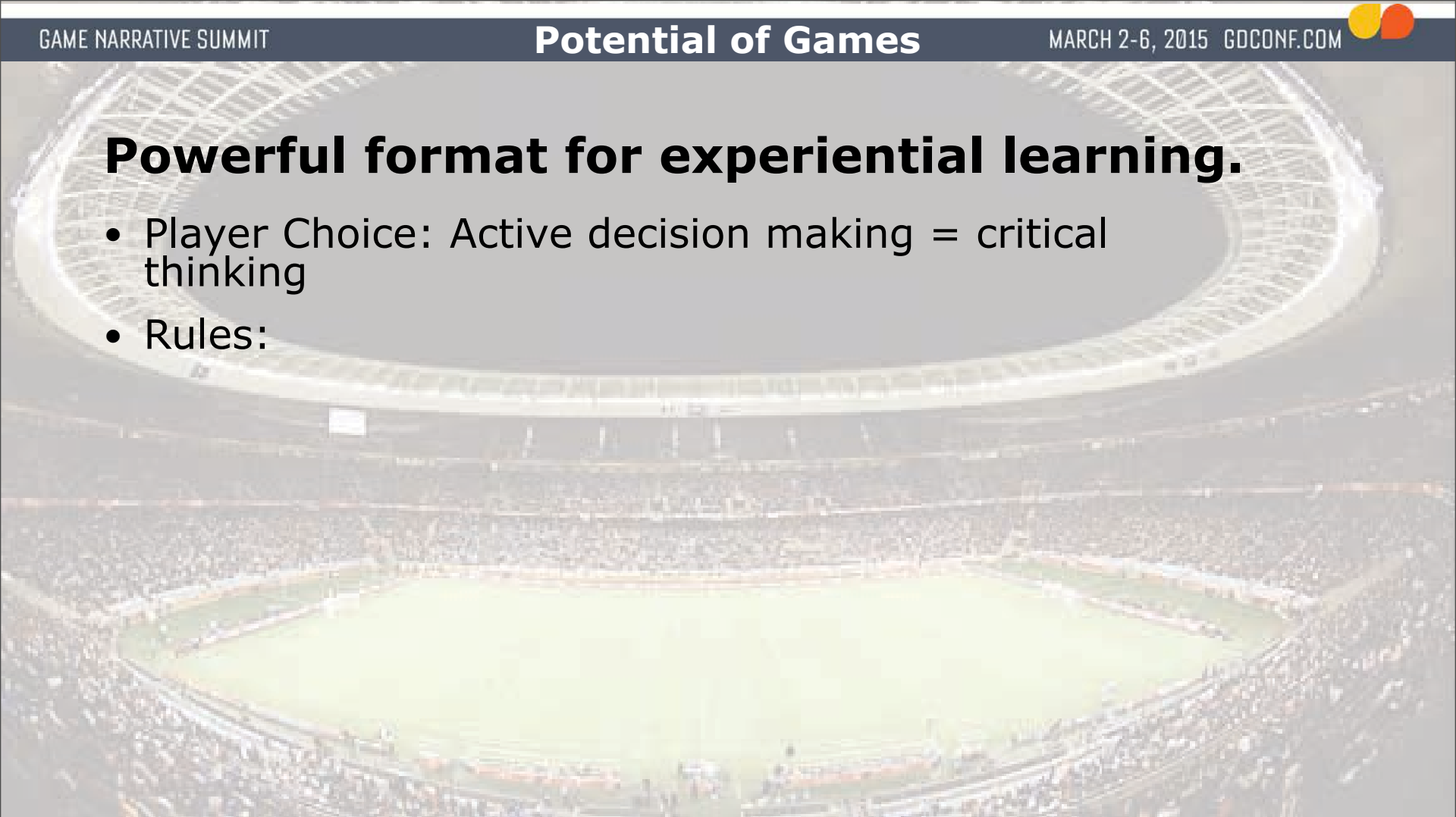
- Player Choice: Active decision making = critical thinking





Powerful format for experiential learning.

- Player Choice: Active decision making = critical thinking
- Rules:





Powerful format for experiential learning.

- Player Choice: Active decision making = critical thinking
- Rules:
 - Allow clear cause & effect



Powerful format for experiential learning.

- Player Choice: Active decision making = critical thinking
- Rules:
 - Allow clear cause & effect
 - Cycle of expertise



Powerful format for experiential learning.

- Player Choice: Active decision making = critical thinking
- Rules:
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 - Cycle of expertise
- Power of Presence:



Powerful format for experiential learning.

- Player Choice: Active decision making = critical thinking
- Rules:
 - Allow clear cause & effect
 - Cycle of expertise
- Power of Presence:
 - Identification with characters



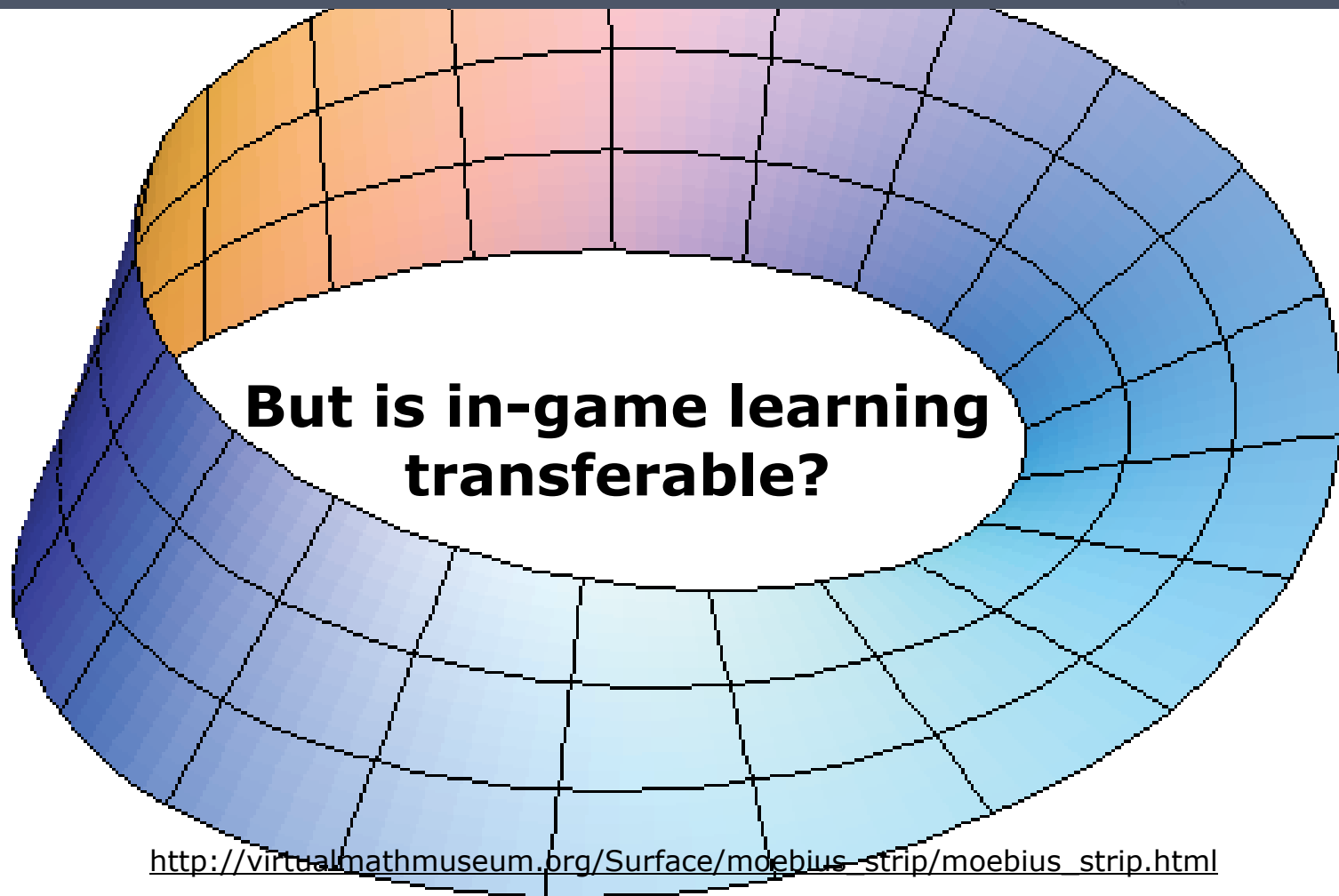
Powerful format for experiential learning.

- Player Choice: Active decision making = critical thinking
- Rules:
 - Allow clear cause & effect
 - Cycle of expertise
- Power of Presence:
 - Identification with characters
 - Role playing real life situations



Powerful format for experiential learning.

- Player Choice: Active decision making = critical thinking
- Rules:
 - Allow clear cause & effect
 - Cycle of expertise
- Power of Presence:
 - Identification with characters
 - Role playing real life situations
 - Personal reflection & storytelling



http://virtualmathmuseum.org/Surface/moebius-strip/moebius_strip.html



"The one who enters the temple compound & proceeds to the sanctuary is imitating the deed of the original hero."

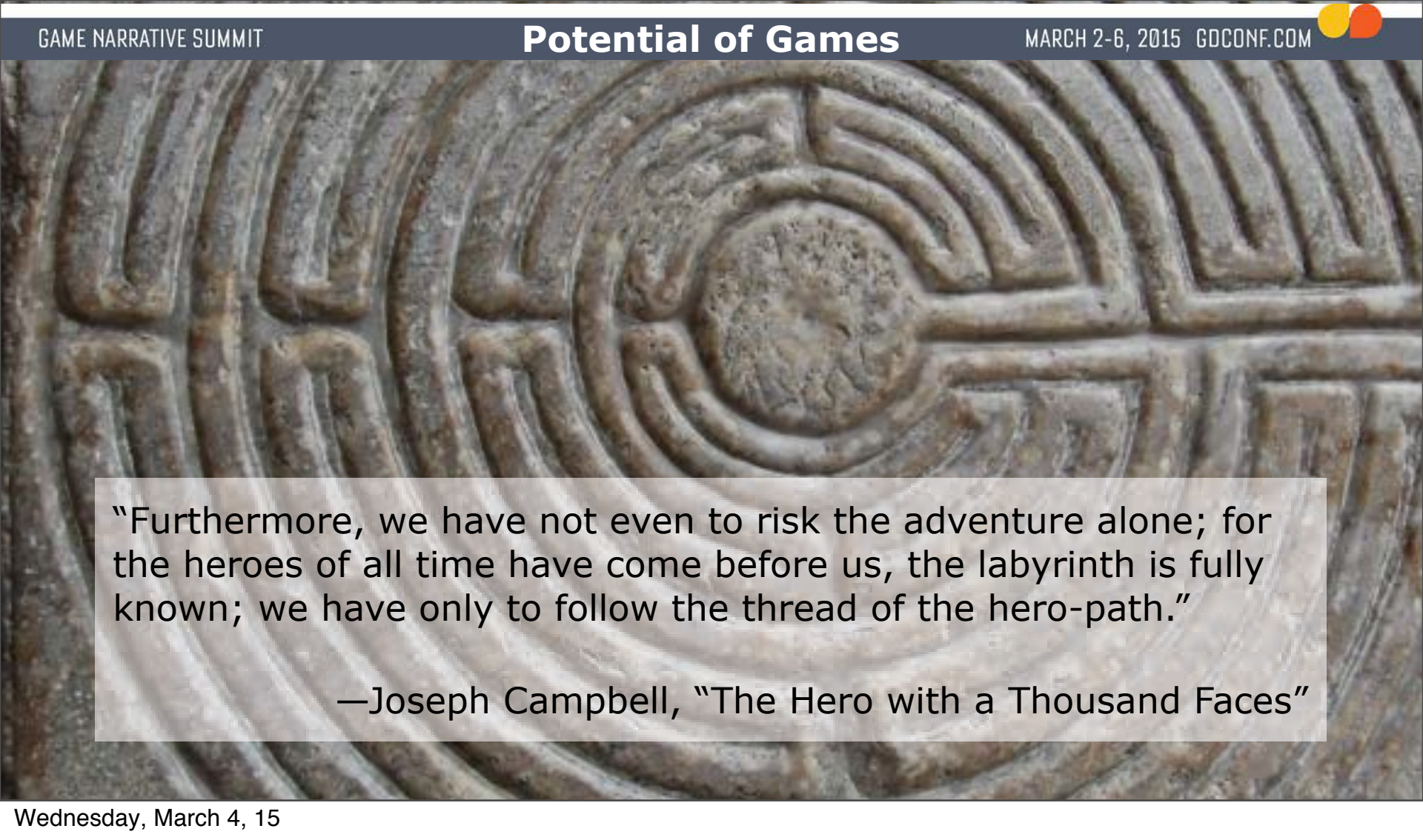
—Joseph Campbell, "The Hero with a Thousand Faces"

The background of the slide is a photograph of an ancient stone wall. On the left side, there is a large, weathered stone carving of a face, possibly a deity or a ruler, wearing a crown. The wall is constructed from large, irregular stone blocks, some of which are crumbling or missing, revealing a rougher interior surface. The lighting is bright, suggesting daylight.

Doesn't this sound like a game?

"The one who enters the temple compound & proceeds to the sanctuary is imitating the deed of the original hero."

—Joseph Campbell, "The Hero with a Thousand Faces"



“Furthermore, we have not even to risk the adventure alone; for the heroes of all time have come before us, the labyrinth is fully known; we have only to follow the thread of the hero-path.”

—Joseph Campbell, “The Hero with a Thousand Faces”



Sabido Methodology



Sabido's "Ven Conmigo", 1975



Sabido Methodology

- 1970's developed by Miguel Sabido



Sabido's "Ven Conmigo", 1975



Sabido Methodology

- 1970's developed by Miguel Sabido
- Linear narrative for TV & radio



Sabido's "Ven Conmigo", 1975



Sabido Methodology

- 1970's developed by Miguel Sabido
- Linear narrative for TV & radio
- Soap opera style with cliffhangers for reflection



Sabido's "Ven Conmigo", 1975



Sabido Methodology

- 1970's developed by Miguel Sabido
- Linear narrative for TV & radio
- Soap opera style with cliffhangers for reflection
- Narrative 70/30 rule



Sabido's "Ven Conmigo", 1975



Sabido Methodology

- Entertainment Education for Social Change





Sabido Methodology

- Entertainment Education for Social Change
- Jungian theory: positive & negative stereotypes/archetypes





Sabido Methodology

- Entertainment Education for Social Change
- Jungian theory: positive & negative stereotypes/archetypes
- Social cognitive theory: Albert Bandura





Albert Bandura

“Personal agency operates in a broad network of socio-structural influences. Social structures embody rules, resources, & social sanctions designed to organize, guide & regulate human affairs. These social systems are created, implemented, & altered by human activity.”



—Bandura, 1986, Social Cognitive Theory for Personal & Social Change by Enabling Media, 2002.
<http://web.stanford.edu/dept/psychology/bandura/pajares/Bandura2004Media.pdf>



Albert Bandura

“Personal agency operates in a broad network of socio-structural influences. Social structures embody rules, resources, & social sanctions designed to organize, guide & regulate human affairs. These social systems are created, implemented, & altered by human activity.”

Doesn't this also sound like a game?



—Bandura, 1986, Social Cognitive Theory for Personal & Social Change by Enabling Media, 2002.
<http://web.stanford.edu/dept/psychology/bandura/pajares/Bandura2004Media.pdf>



Albert Bandura

Two modes of learning:

- Direct experience of positive & negative rewards
- Social modeling

Chief Motivators:

- Perceived self-efficacy
- Collective efficacy
- Goals & aspirations
- Expectation
- Perceived facilitators & impediments



Bandura's "Bobo doll experiments", 1961-63

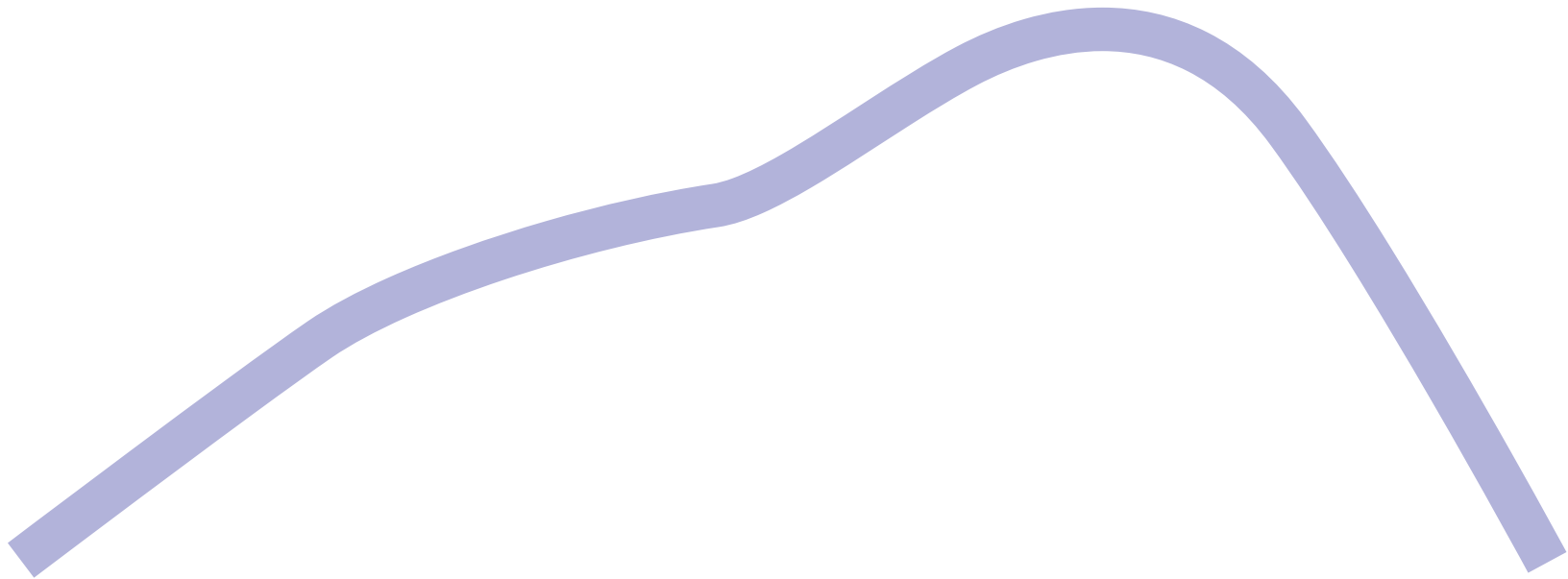
http://stanford.edu/dept/psychology/bandura/images/bandura-bobo_doll.jpg

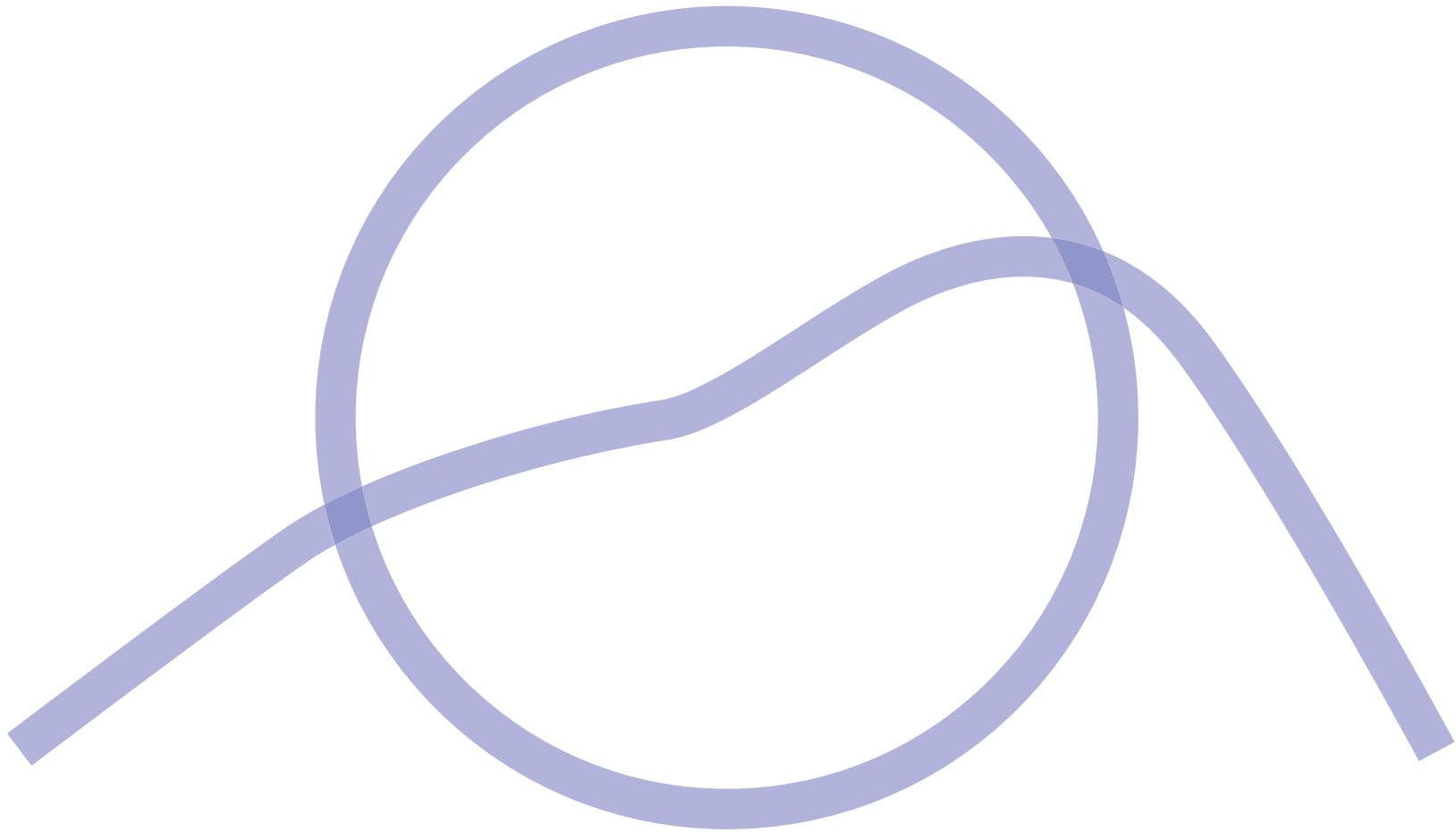


Sabido Methodology

- Differential Role Modeling:
 - Positive
 - Negative
 - Transitional











Ingredients for Social Impact in





Ingredients for Social Impact in



- Power of Presence





Ingredients for Social Impact in



- Power of Presence
- Game-based role playing = Bandura's role modeling





Ingredients for Social Impact in



- Power of Presence
- Game-based role playing = Bandura's role modeling
- Path of action: Hero's journey





Ingredients for Social Impact in



- Power of Presence
- Game-based role playing = Bandura's role modeling
- Path of action: Hero's journey
- Player choice: Interactivity leads to decision-making & learning





Ingredients for Social Impact in



- Power of Presence
- Game-based role playing = Bandura's role modeling
- Path of action: Hero's journey
- Player choice: Interactivity leads to decision-making & learning
- Self-reflection & personal story





Sabido Role modeling in



- Player: Transitional
- Team Captain Tal: Negative
- Star Player Zak: Positive
- Female characters: Neutral
- Supporting teammates determined by affiliation
- Samuel Eto: Positive

NAME	BRIEF DESCRIPTION	SABIDO METHODOLOGY ROLE
The Player	The person playing the game. Our target audience is <u>boys</u> ages 8-15.	Transitional character
Hanna	The Player's sister, age 12	Neutral character
Tal	Football team captain, age 15	Negative character
Raina	The girl who becomes the replacement for one of the members on the football team, age 15	Neutral character
Zak	Member of the football team, age 15	Positive character



Female characters

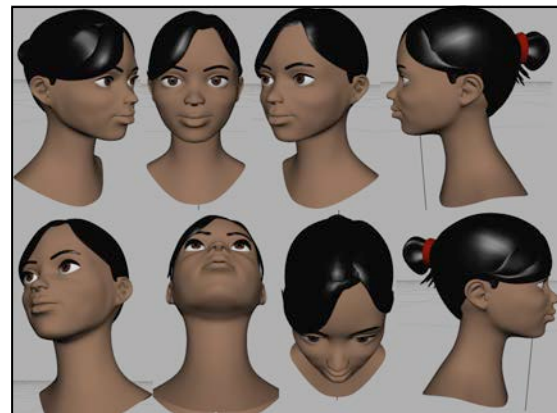
- Hanna—familial model
- Reina—collegial model
- Challenges:
 - Relationships: romance? savior?
 - Clothing





Raina

- Originally neutral—coached by UNFPA:
 - Powerful, stands up for herself
 - Player solves problem not in-game characters
 - Support rather than save & protect female characters
- Became:
 - Mentor to Hannah
 - Role model for girls



Samuel Eto

- Walk-in role as himself—champion for human rights
- Website videos: gender equality
- Obi Wan character:
 - Pep talks
 - Rewards good sportsmanship





Tal—Captain: Borderline Personality Disorder

“...characterized by pervasive instability in moods, interpersonal relationships, self-image, and behavior. This instability often disrupts family and work life, long-term planning, and the individual's sense of self-identity.”



"Borderline Personality Disorder." National Institutes of Mental Health. 13 May 2009. 25 March 2010.
<http://www.nimh.nih.gov/health/publications/borderline-personality-disorder-fact-sheet/index.shtml>



Tal—Captain: Borderline Personality Disorder

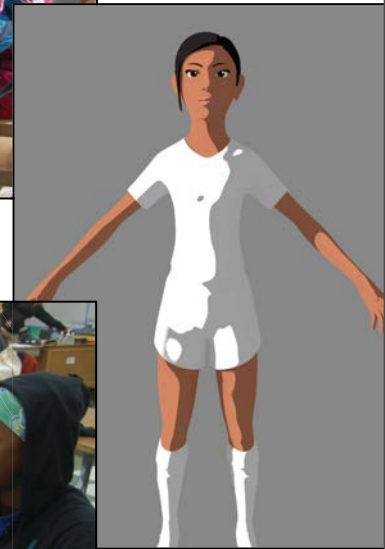
- Manipulative: Cycle of charming to abusive
- Deep, deep questioning of his self-worth
- Regards women as inferior
- Towards teammates: shifts from the positive camaraderie to negative sense of betrayal
- When not unanimously supported in his view, triggers disorder.





Narrative

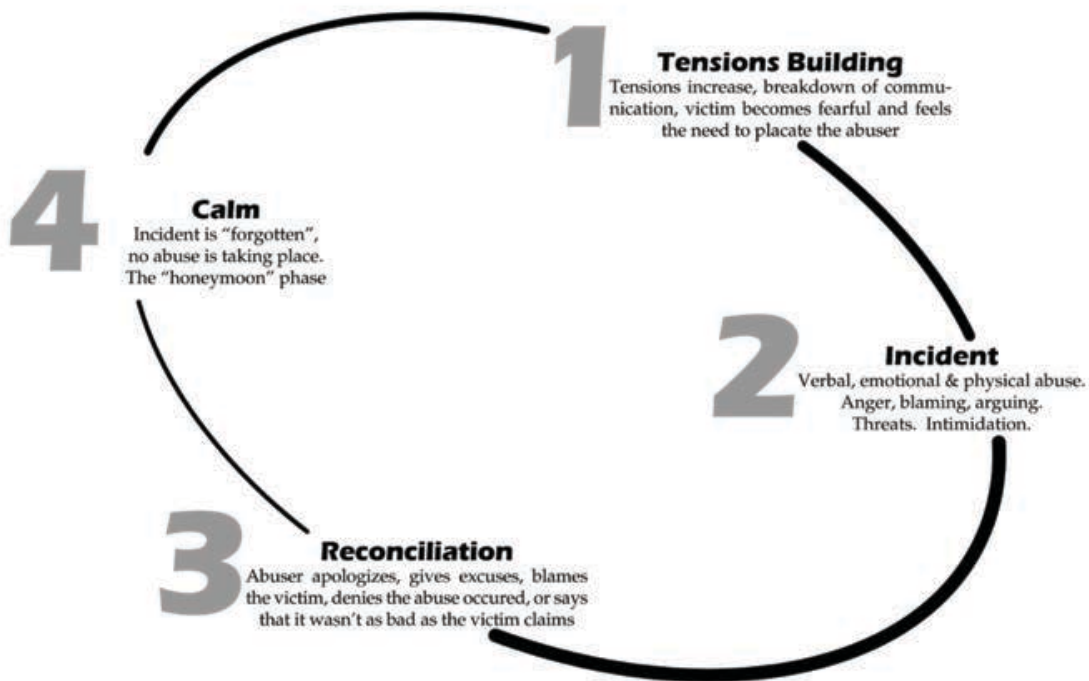
- Realistic characters
- “Charlie Brown” theory: Problems children can handle
- Escalating examples of abuse





Cycle of Abuse

Lenore E. Walker,
psychologist
founder Domestic
Violence Institute

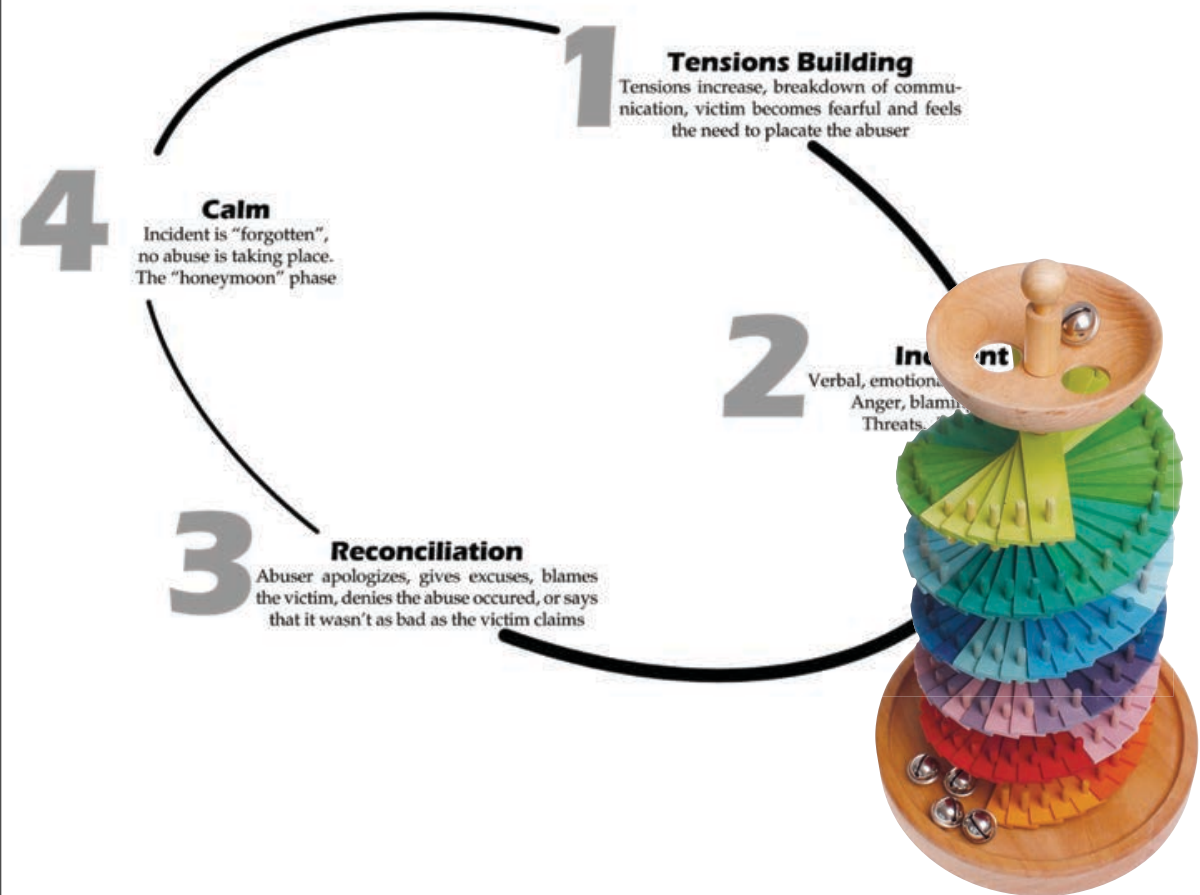


[Image: Avanduyn \[Public domain\], via Wikimedia Commons](#)



Gender violence escalates/episodes:

- Patronizing behavior
- Dismissive attitude
- Exclusionary tactics
- Gender discrimination
- Verbal abuse
- Gang humiliation
- Violation of personal property
- Slander
- Separation from friends
- Mild physical violence
- Abduction
- Extreme violence

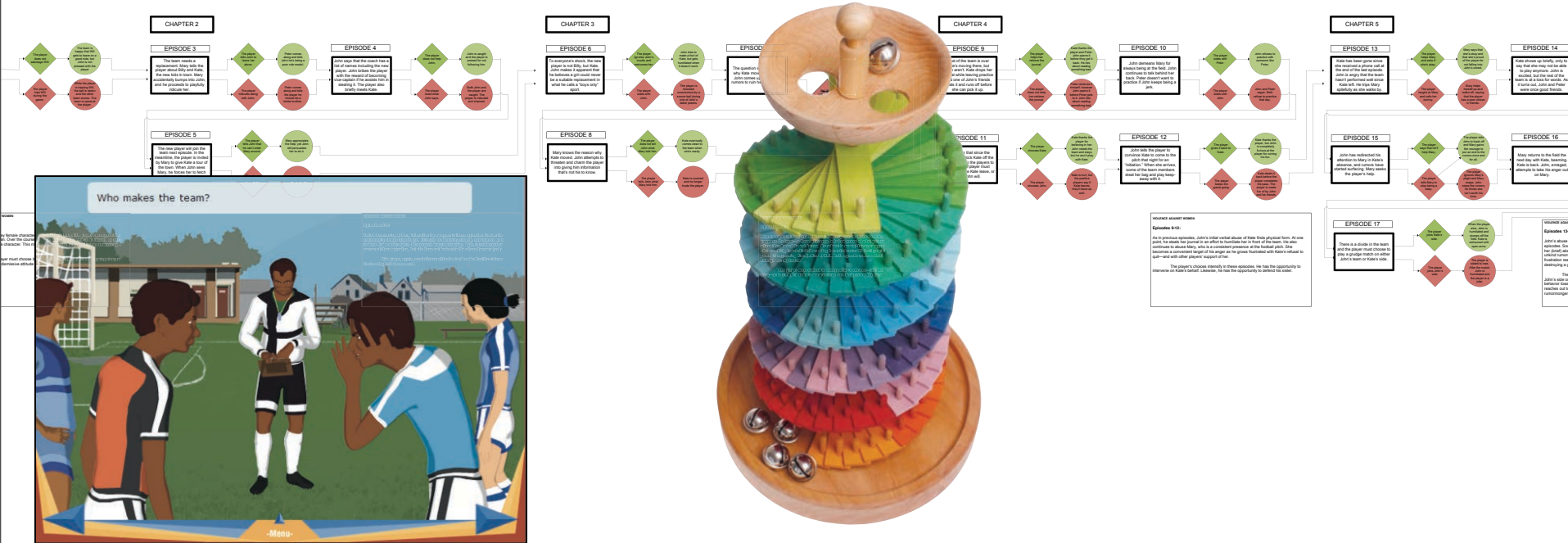


<http://www.nicnacnoo.com/grimm-s-toys-ball-run-assembly-set.html#.VO-xSN5cz4R>



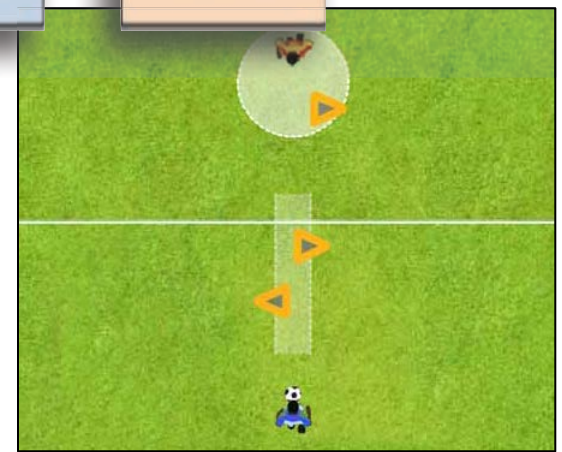
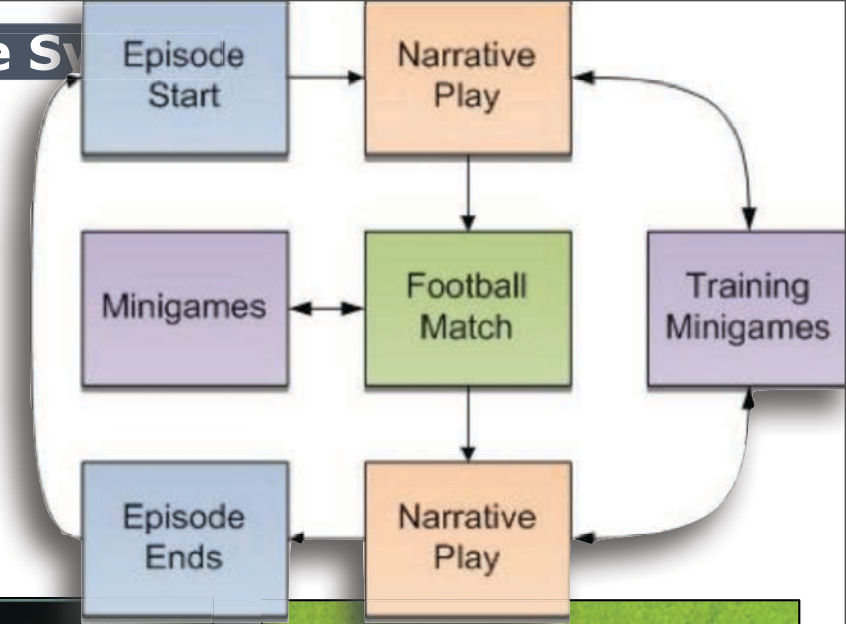
Player Choice:

- Branching Narrative: Player can always choose to play for or against gender equality



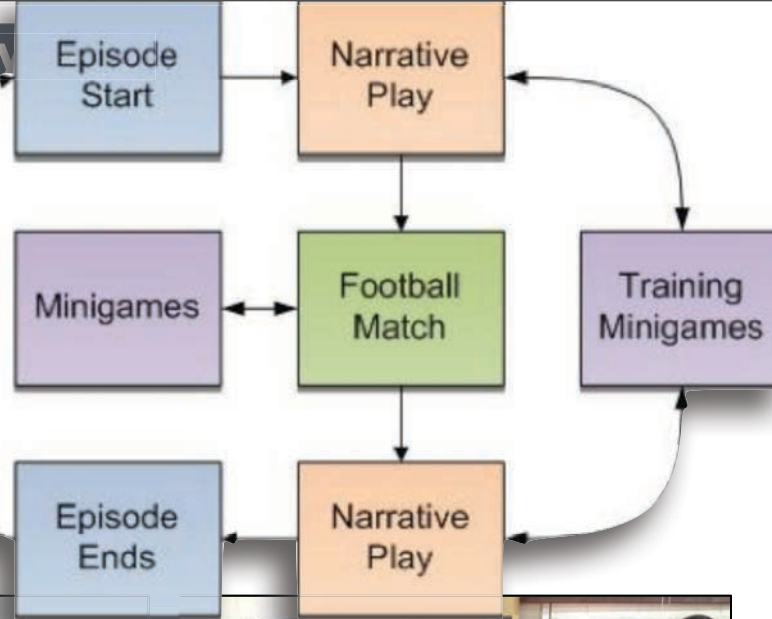
Player Choice:

- Branching Narrative
- Strategic: soccer matches
- Skill-building: training mini-games



Value System:

Narrative choices determine whom one can train with & learn from influencing soccer skill level





Value System:

- Narrative decisions assign negative, positive, or neutral points



Value System:

- Narrative decisions assign negative, positive, or neutral points
- Some decisions are worth more than others



Value System:

- Narrative decisions assign negative, positive, or neutral points
- Some decisions are worth more than others
- Progressing relationships:



Value System:

- Narrative decisions assign negative, positive, or neutral points
- Some decisions are worth more than others
- Progressing relationships:
 - Player must earn a certain number of points & a certain ratio allows to train with differing characters



Value System:

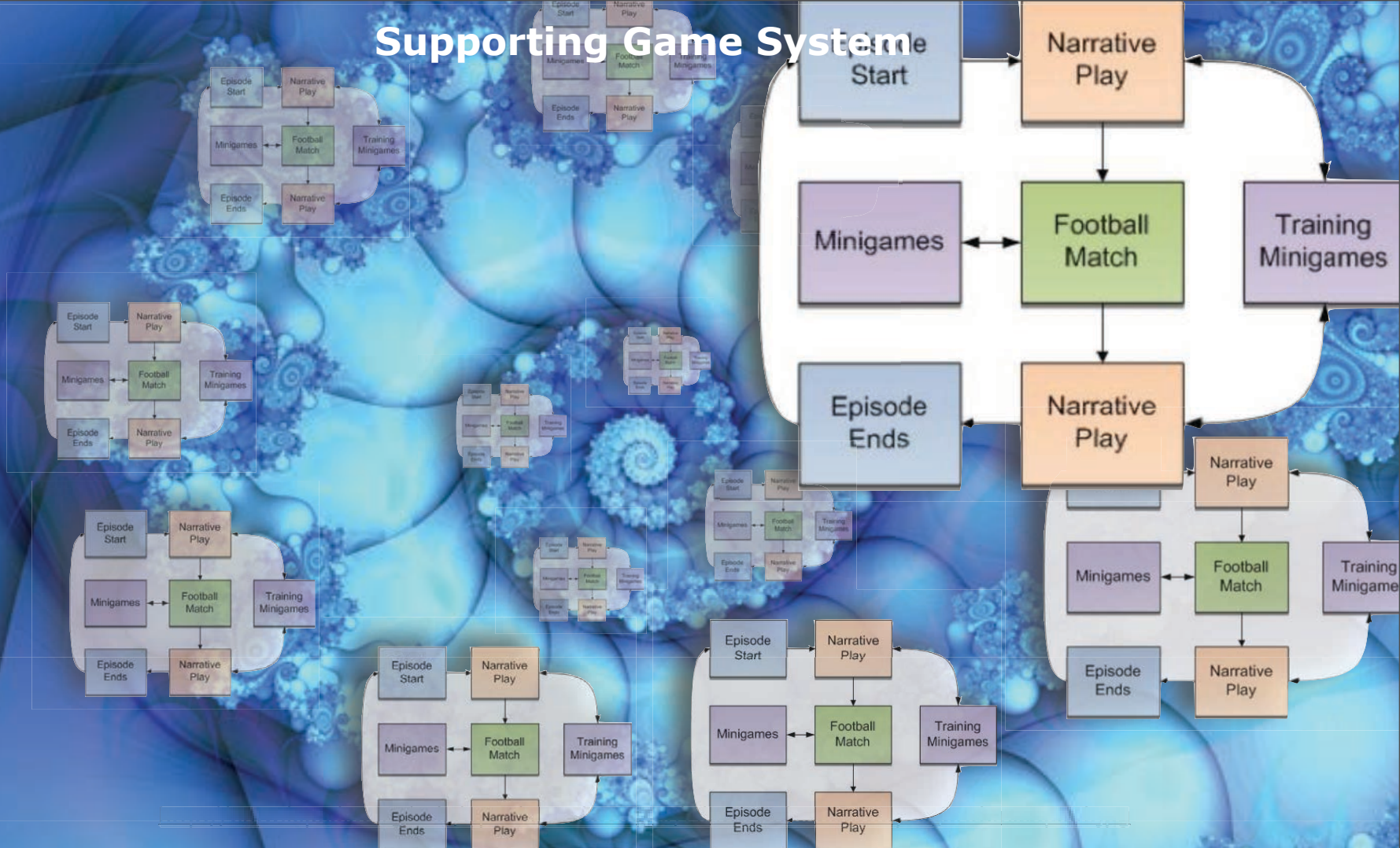
- Narrative decisions assign negative, positive, or neutral points
- Some decisions are worth more than others
- Progressing relationships:
 - Player must earn a certain number of points & a certain ratio allows to train with differing characters
 - Player earns special moves from characters as relationship builds



Value System:

- Narrative decisions assign negative, positive, or neutral points
- Some decisions are worth more than others
- Progressing relationships:
 - Player must earn a certain number of points & a certain ratio allows to train with differing characters
 - Player earns special moves from characters as relationship builds
 - The more they play or train, the more player influences other characters determining potential for success in soccer matches

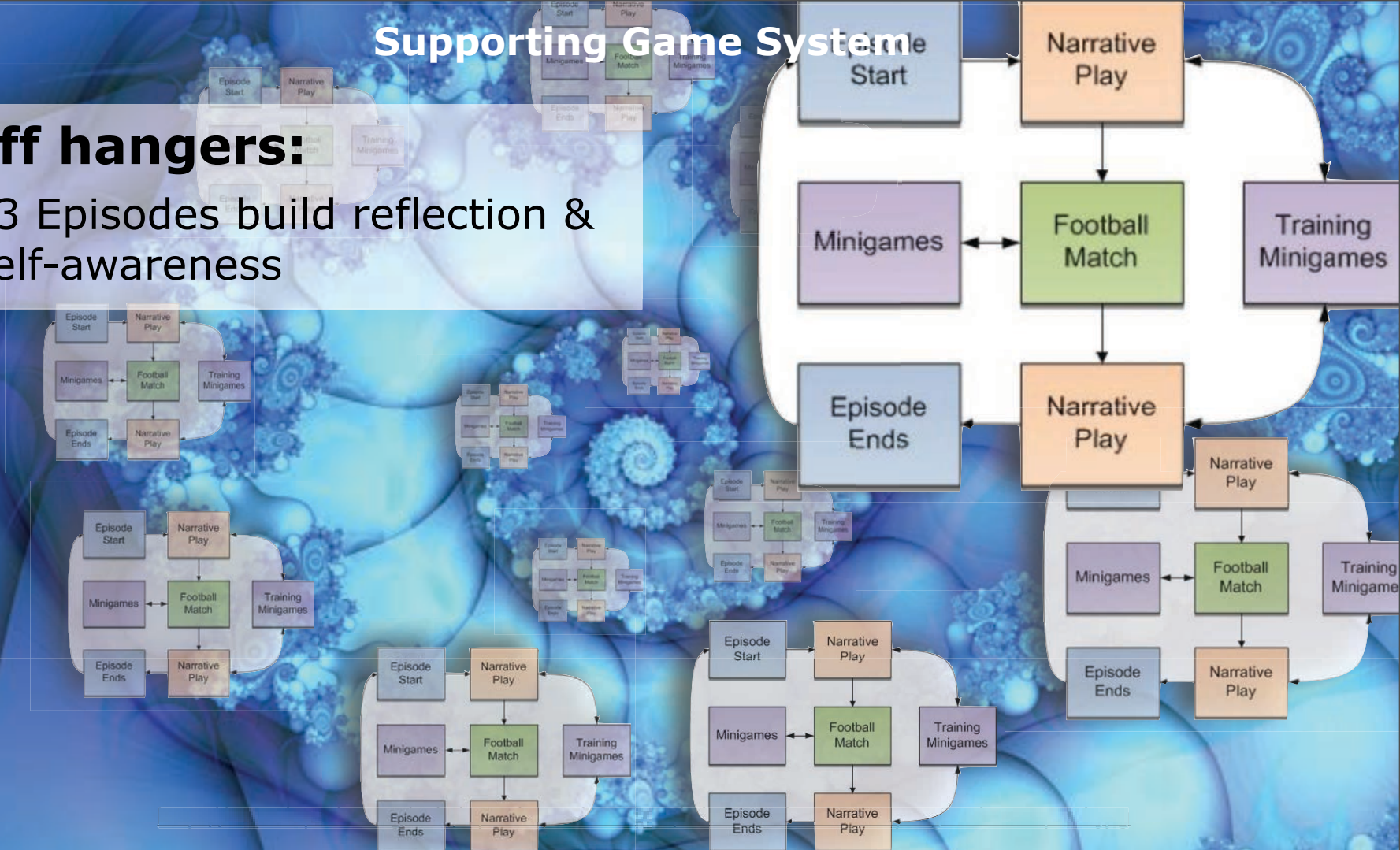
Supporting Game System



Supporting Game System

Cliff hangers:

- 13 Episodes build reflection & self-awareness



Supporting Game System

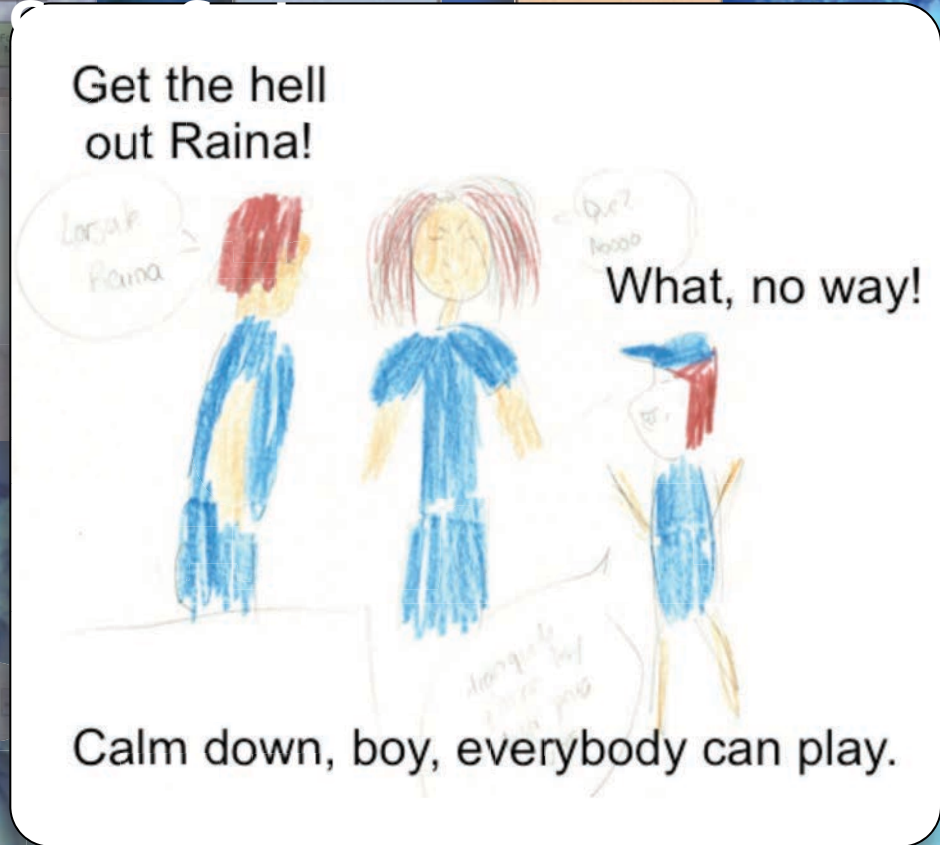
Cliff hangers:

- 13 Episodes build reflection & self-awareness



Cliff hangers:

- 13 Episodes build reflection & self-awareness
- Practice & master social action





2013 El Salvador

Conducted by Dr. Hua (Helen) Wang, University of Buffalo

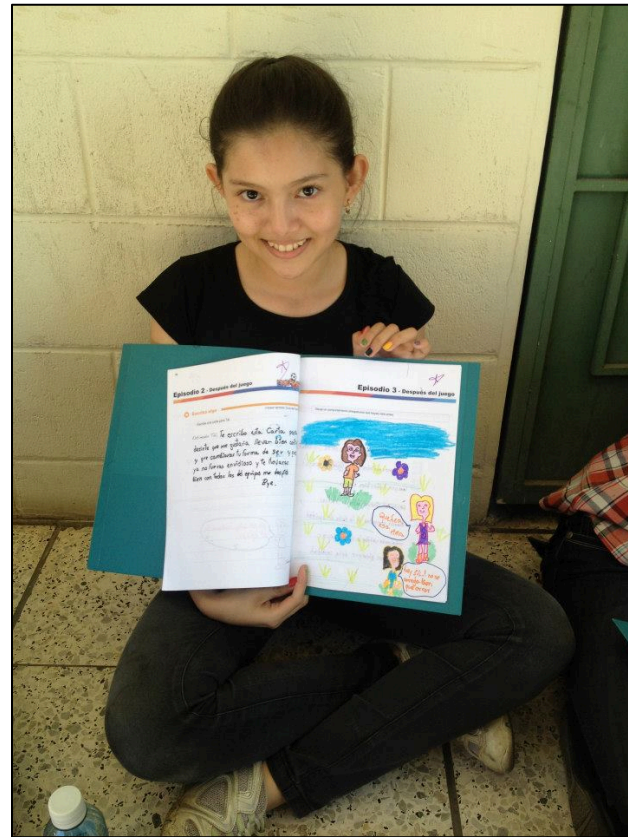




<https://vimeo.com/98940885>



Event-based time diaries & participatory sketching





Gamification strategies and Facebook insights



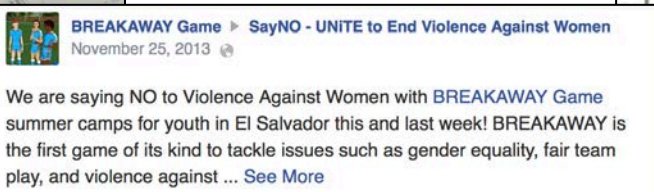
BREAKAWAY Game
November 26, 2013

The BREAKAWAY Rap El Salvador Morning Session Nov 26, 2013
The youth in the morning session created and performed their BREAKAWAY Rap songs!



The BREAKAWAY Rap
Morning Session Group 1

3:42





Research participants

	Analytical sample	AM camp group	PM camp group
<i>N</i> (Sample Size)	83	38	45
<i>Age</i>			
Range	7-18	7-15	8-18
Median & Mode	12	12	12
Mean	11.94	11.50	12.29
Standard Deviation	2.30	2.56	2.05
<i>Sex</i>			
Boys	40	20	20
Girls	29	11	18
Unknown	14	7	7



Character Identification





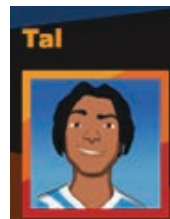
Character Identification



86.8% participants
demonstrated
considerable empathy
and sympathy toward
Hanna



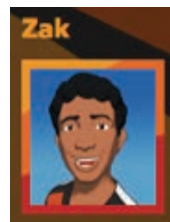
Character Identification



- bad
- selfish
- rude



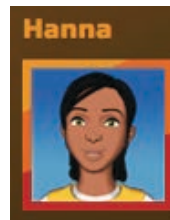
86.4%



- friendly
- kind
- nice
- helpful



88.3%



- happy
- enthusiastic



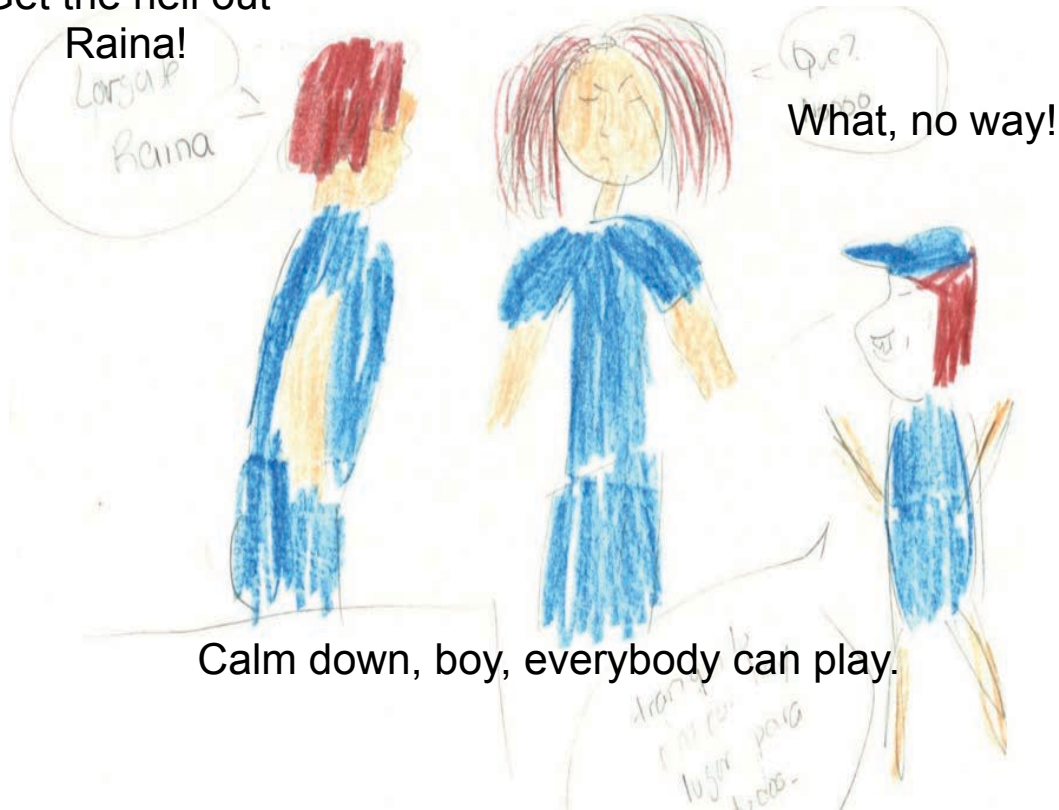
86.5%



Behavior Modeling

Draw an example of bullying (verbal, physical, psychological) that you have learned from *BREAKAWAY* and how to deal with it.

Get the hell out
Raina!



Calm down, boy, everybody can play.



Behavior Modeling

Draw an example of bullying (verbal, physical, psychological) that you have learned from *BREAKAWAY* and how to deal with it.

“Why you say that ?”

“You are ugly !”



I will try to ignore her

yo trataria de ignorarla



Behavior Modeling

yeah, she's such an ugly girl.
oooh, so gross. this girl –
don't talk to her

Draw an example of
bullying (verbal,
physical, psychological)
that you have learned
from *BREAKAWAY* and
how to deal with it.

nobody
likes
me



because she looks
nice.

what's more, quit
bothering her,
She doesn't even
hang out with
you or do anything
to you.

we stop violence and leave discrimination in the past!!!!



Sticker Sheets

$N = 56$, Range = 1 ~ 29, $M = 17.86$, $SD = 6.25$

On average, campers chose more female player stickers than male player stickers although the difference was not statistically significant

$$M_F = 8.11 \text{ vs. } M_M = 7.64; t(55) = .57, p = .57$$

Girls chose significantly more female player stickers

$$M_F = 10.65 \text{ vs. } M_M = 5.70; t(22) = 4.81, p < .001$$

Boys chose significantly more male player stickers

$$M_F = 6.64 \text{ vs. } M_M = 10.04; t(27) = -3.83, p = .001$$

These patterns were consistent between AM and PM camps



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Open to change

These patterns were consistent between AM and PM camps



The GREAT DEBATE: Can a girl be on a soccer team?

<http://breakawaygame.champlain.edu>



1.8% Disagree

<http://breakawaygame.champlain.edu>



1.8% Disagree

**10.5% Conditionally
agree**

<http://breakawaygame.champlain.edu>



The GREAT DEBATE: Can a girl be on a soccer team?

1.8% Disagree

**10.5% Conditionally
agree**

**87.7%
Completely agree**

<http://breakawaygame.champlain.edu>

www.breakawaygame.com, <http://breakawaygame.champlain.edu>, [@breakawaygame](#)

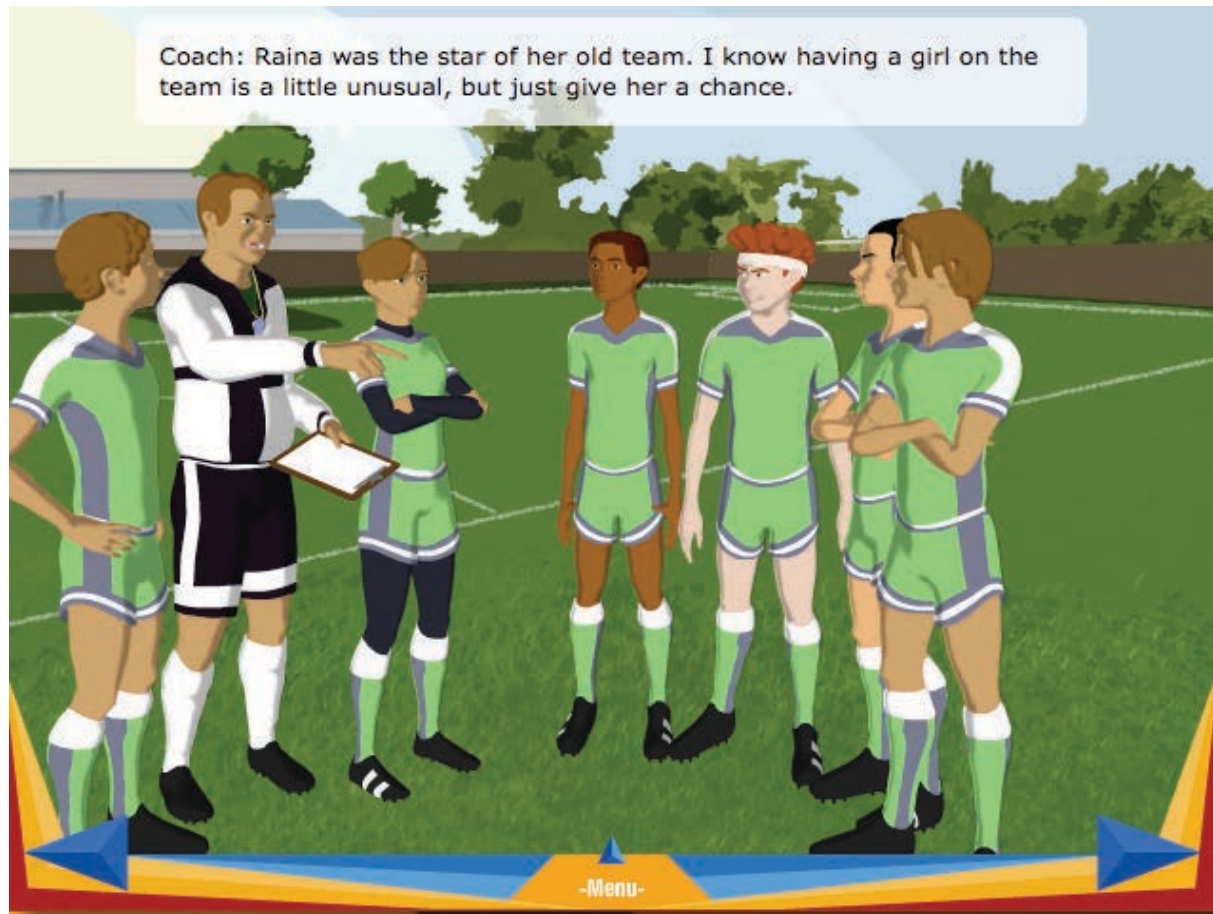


"It has always been the prime function of mythology & rite to supply the symbols that carry the human spirit forward, in counteraction to those other constant fantasies that tend to tie it back."

—Joseph Campbell,
"The Hero with a Thousand Faces"

CHAMPLAIN COLLEGE



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#SmallActionsBigImpact

Fast Facts:

- Project Start: 2009



A Narrative Game's Success Addressing Gender-based Violence

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MARCH 2-6, 2015 · EXPO: MARCH 4-6, 2015