



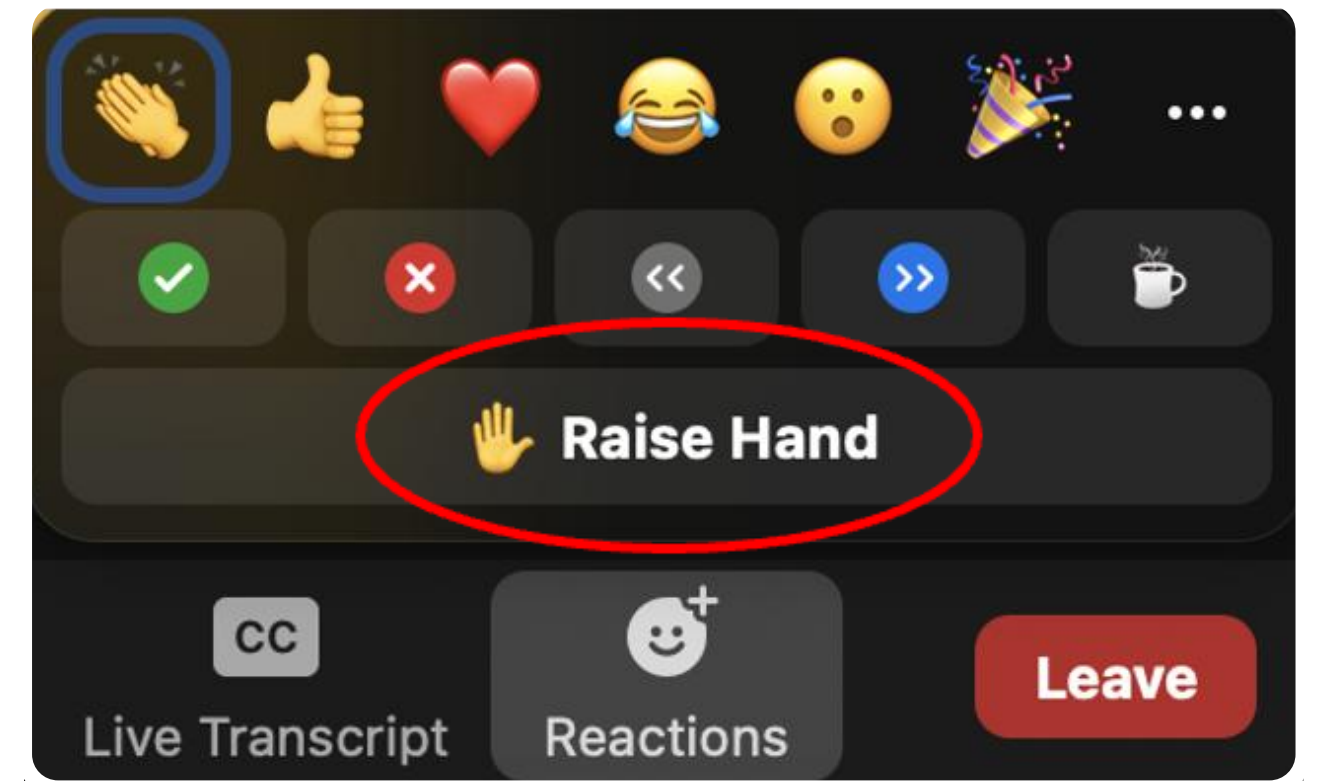
Game Mode: Utilizing Interactive Violence Prevention Tools for College Campuses

Thursday, June 11, 2026
10-11:30 am PDT

VALORUS 

Accessibility

- English Closed Captions can be accessed by selecting the “Show Captions” button.
- Use the raise hand feature or chat function to ask questions throughout the web conference.
- Message conference facilitator, [staff name], for technical support.



Host



Priscilla Klassen

she/her

Project Coordinator

ValorUS

VALORUS[®]

Statewide Conference
August 26-27, 2026

Rooted and Reimagined





Campus Summer Series

Supporting International and Immigrant Students After Sexual Assault: Navigating Protections, Barriers, and Culturally Responsive Campus Care

Tuesday, June 16, 2026 | 10-11:30 am PDT

Working With Interpreters: Supporting Multilingual and Deaf Survivors of Sexual Assault in Campus Settings

Thursday, June 25, 2026 | 10-11:30 am PDT

Neurodiversity, Trauma, and Campus Response: Supporting Student Survivors of Sexual Assault

Tuesday, June 30, 2026 | 10-11:30 am PDT



Game Mode: Utilizing Interactive Violence Prevention Tools for College Campuses

Thursday, June 11, 2026
10-11:30 am PDT

VALORUS 



Learning Objectives:



By the end of this session, participants will be able to:

- Explain how game-based learning principles can enhance student engagement and participation in campus violence prevention efforts
- Identify key components of effective interactive prevention tools that support learning, retention, and skill-building among college students
- Examine the process of designing an interactive prevention game and analyze key elements observed during the demo to understand how content, technology, and engagement strategies align
- Evaluate the benefits and limitations of using interactive games in violence prevention programming, including implementation challenges and opportunities for improvement

Presenter



Kelly Lang

she/her

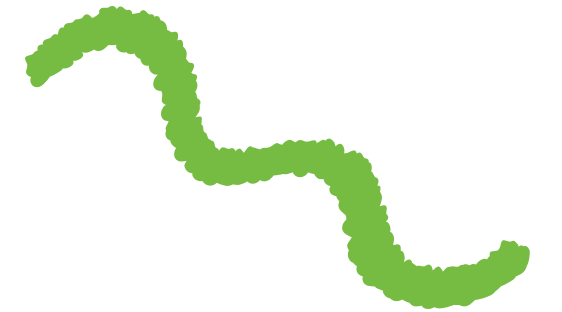
Senior Learning and Development Specialist

University of Southern California (USC)



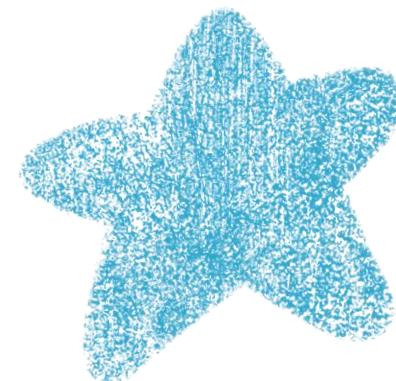
Audience Question

Please answer in the text chat



What is your
favorite game?

Why?





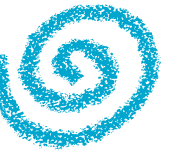
Game-Based

LEARNING

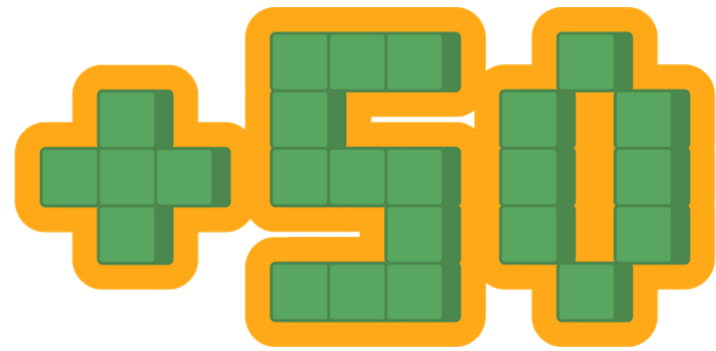




Game-based

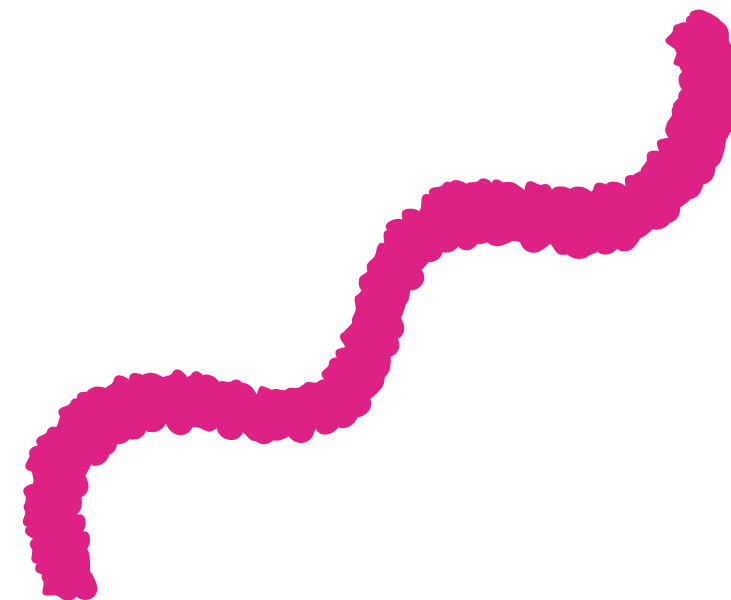


the actual game is the learning experience

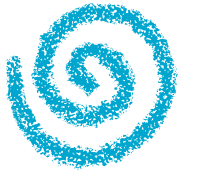


Gamification

using game elements or mechanics in non-game settings



When to use it?

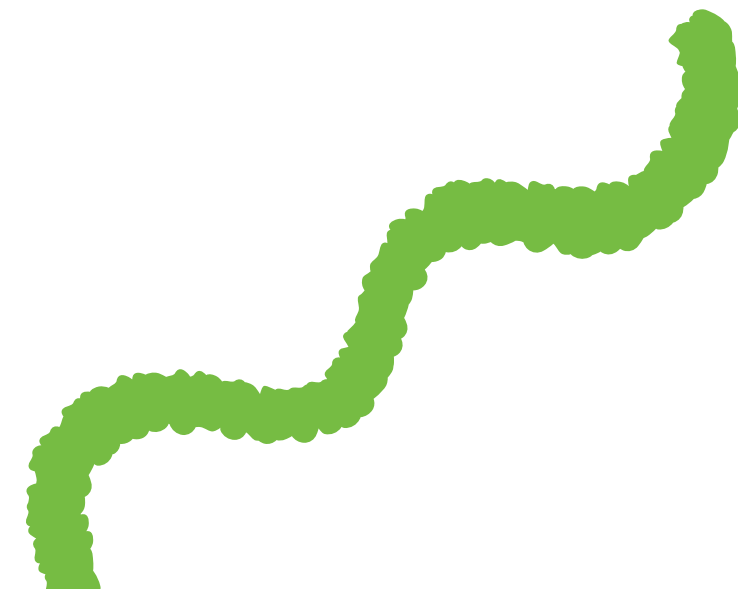


Gamification

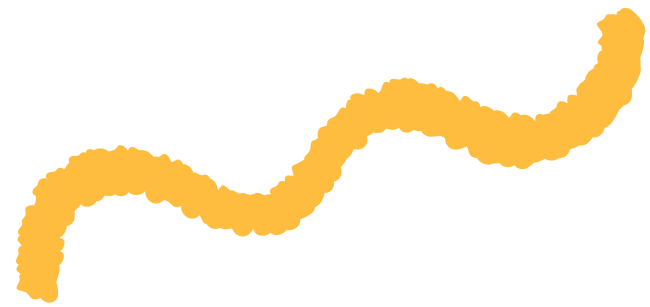
- Increase participation or motivation
- Encourage attendance or engagement
- Make workshops feel more interactive

Game-based

- Allow students to practice responses
- Build real-world prevention skills
- Teach through experience and decision-making



Why games?



narrative design

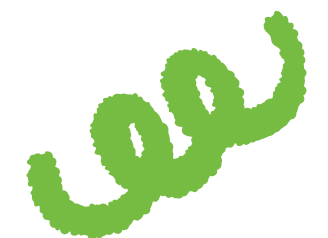
games allow for nonlinear narratives that continue based on what learners decide

feedback

games provide immediate responses to student decisions, which strengthens learning

low risk environment

students can explore choices without fear of being wrong



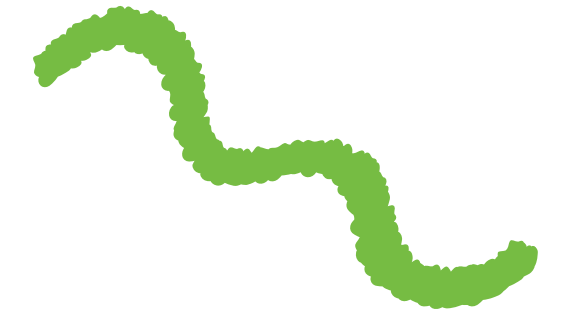


PREVENTION



Audience Question

Please answer in the text chat

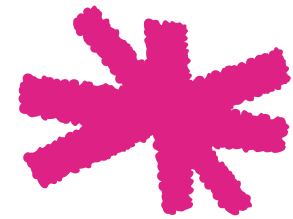


What are your goals in

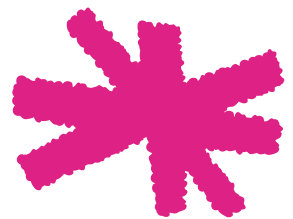
violence prevention?



Challenges in prevention



low participation

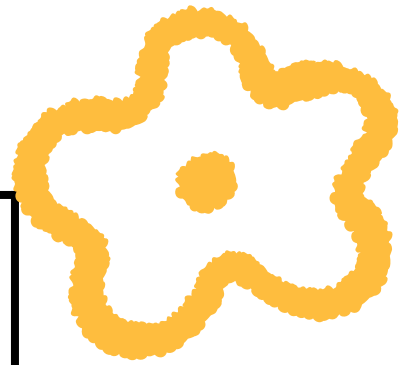


theory into action



fear of saying the wrong thing

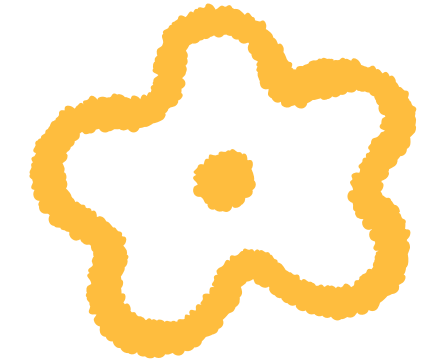
Games x Prevention



Choice-making	Practicing consent and intervention decisions
Storytelling	Building empathy and perspective-taking
Multiple outcomes	Understanding consequences of actions
Rewards/progression	Increasing motivation and participation



Microlearning



Microlearning delivers information in short, focused learning experiences

Why Games Support Microlearning

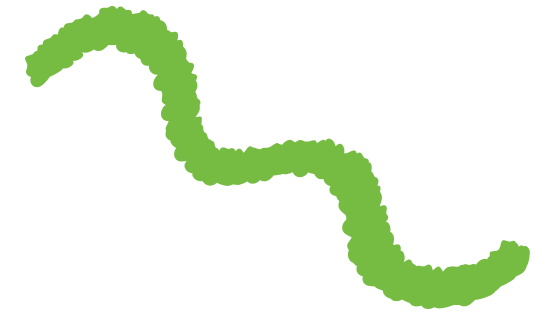
- Students receive information in short bursts rather than all at once
- Repetition through gameplay strengthens retention and confidence
- Short interactive experiences fit student attention spans



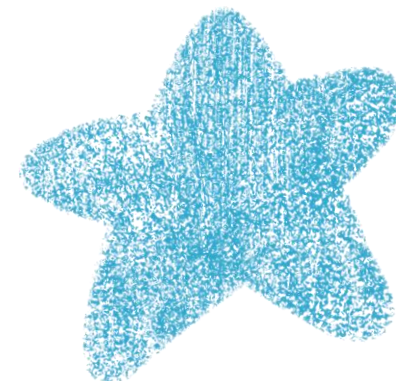


Audience Question

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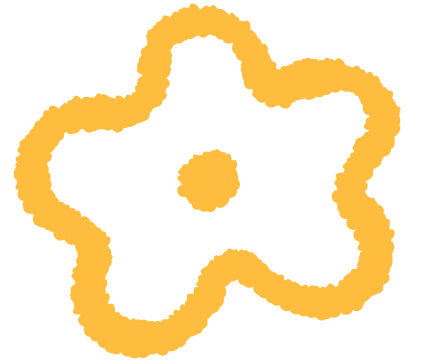
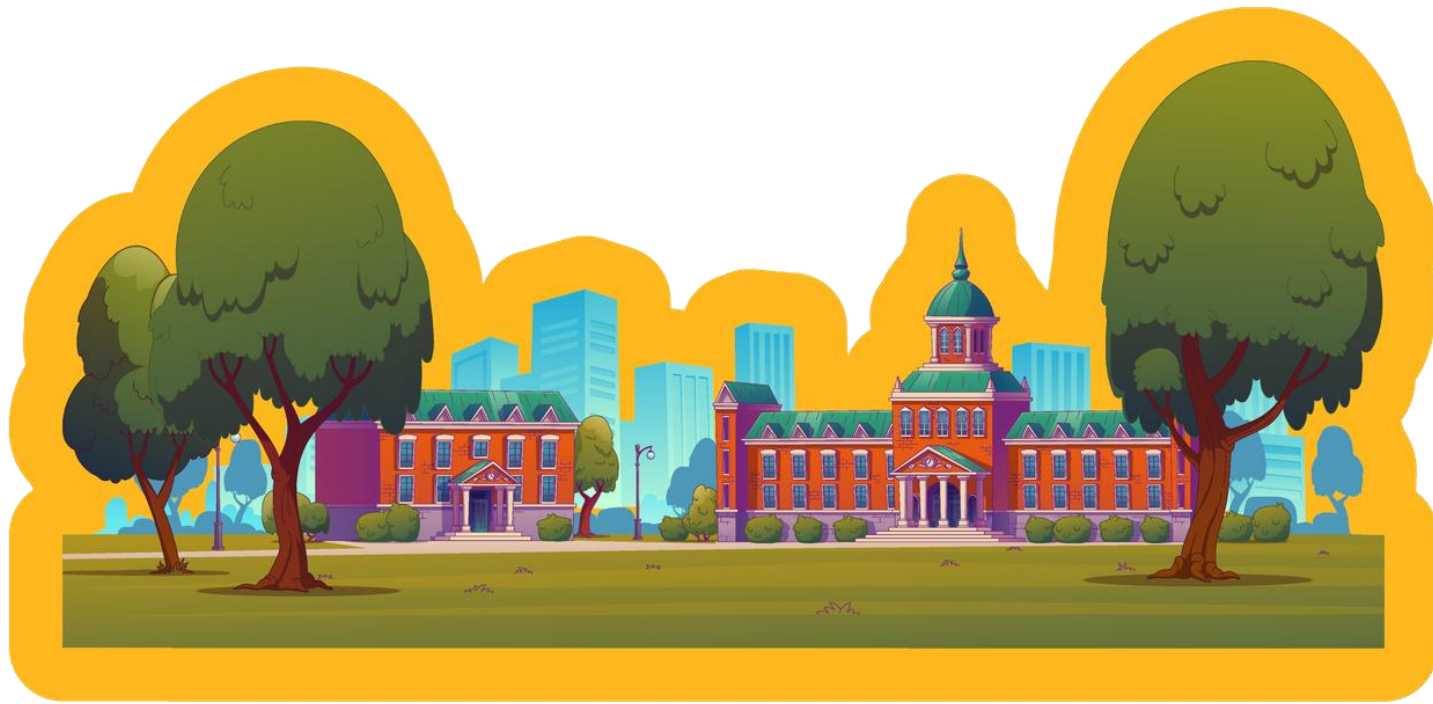
What are some themes
you think would work on
your campus?



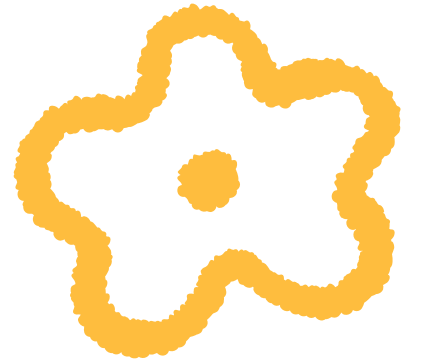
Relevance

Reflecting Real Student Experiences

Scenarios May Include:



Developing the storyline



Things to consider:



Start with the skill



Subtle moments



Multiple correct answers





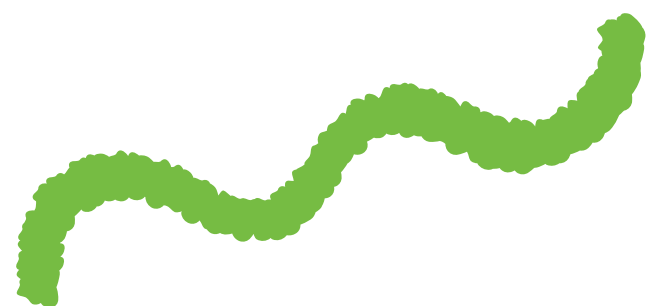
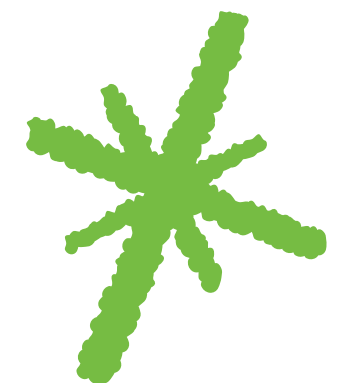
benefits & limitations

IMPLEMENTATION





Benefits	Limitations
<ul style="list-style-type: none">• Flexibility with logistics at events• Students are engaged with the storyline and the use of their phones• Extends learning beyond a one- time workshop	<ul style="list-style-type: none">• Repurposing canva tools to make the game work• Some students may treat it as entertainment rather than learning• Data collection



INTEGRATING THE GAME INTO PROGRAMMING



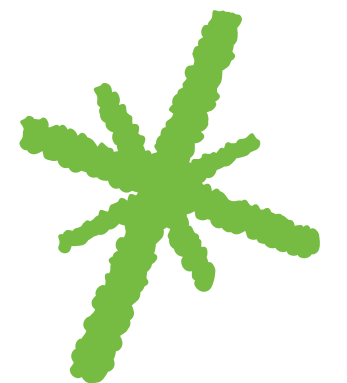
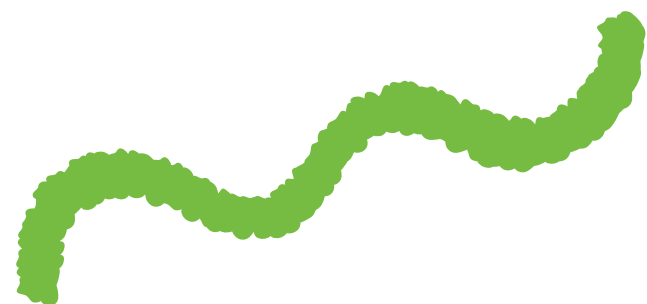
Students are given instructions and scan QR code



Students play the game on their own time

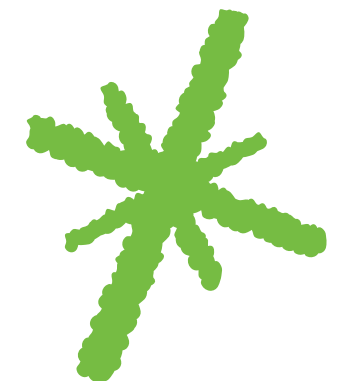
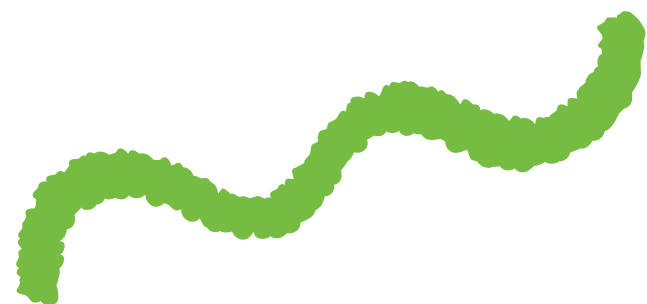


Students come back to the table for a brief discussion

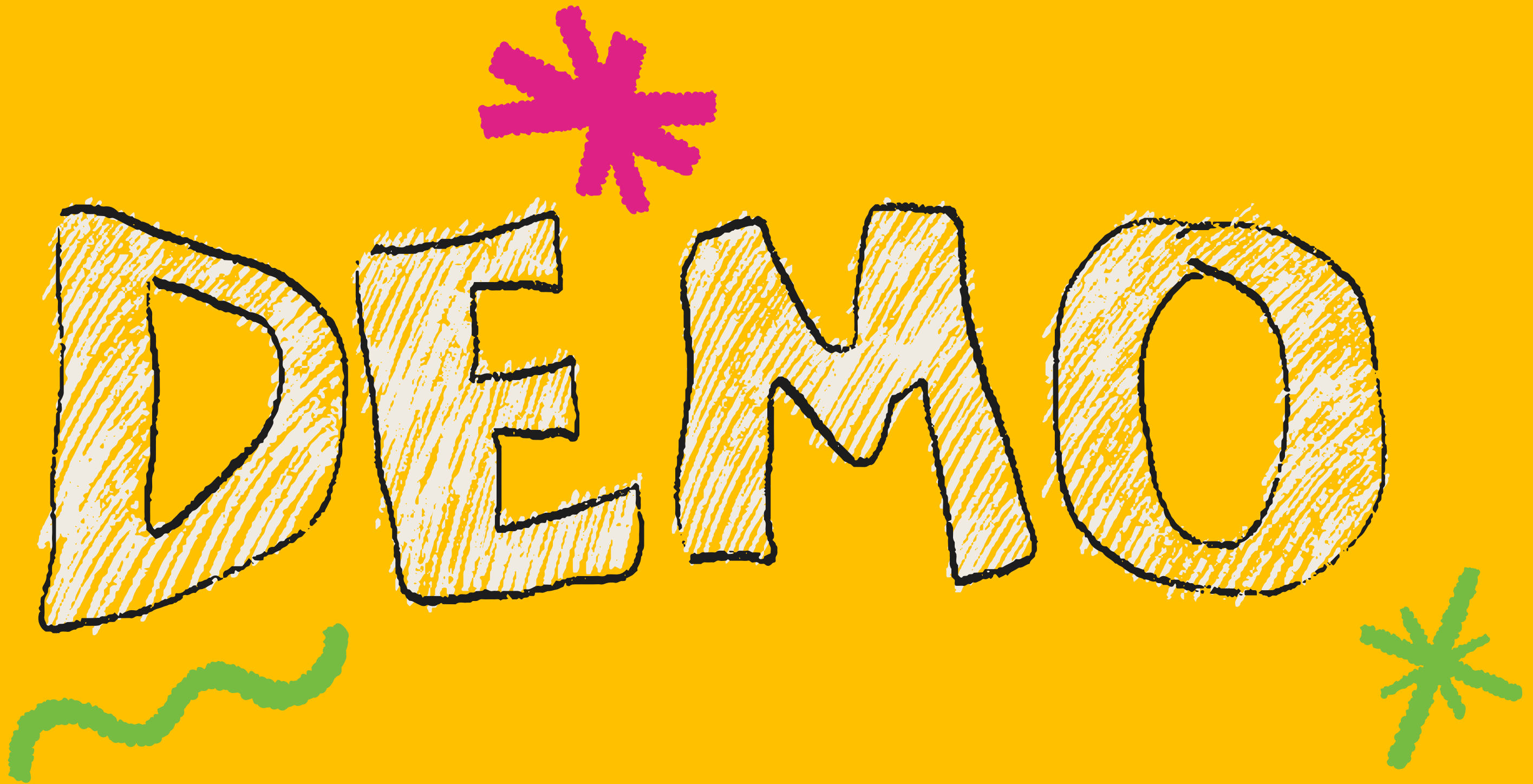




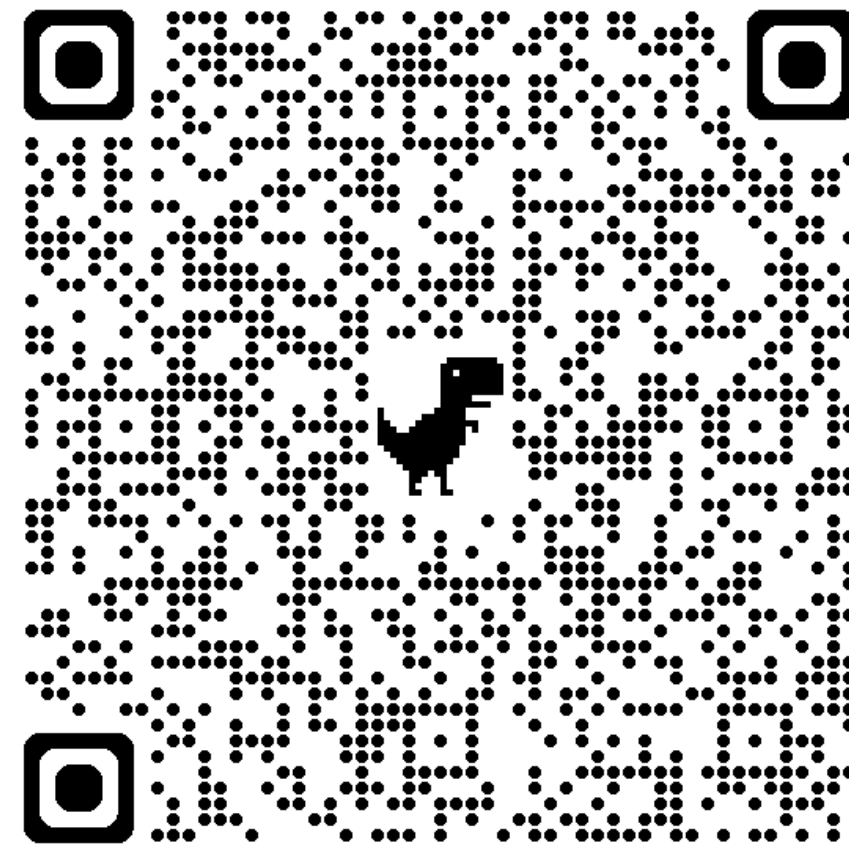
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DEMO



SCAN
ME



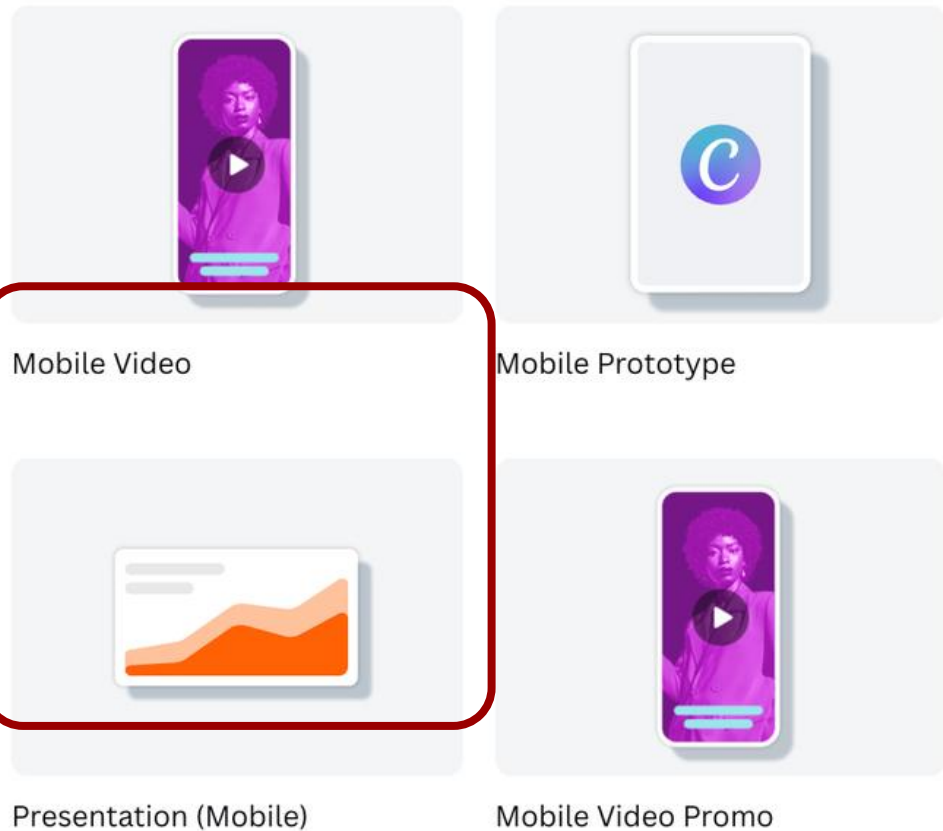
Scanned

step 1:

Create a design

Q mobile

- For you
- Education
- Presentations
- Social media
- Photo editor
- Videos
- Print
- Docs
- Whiteboards
- Sheets
- Websites
- Emails
- Custom size

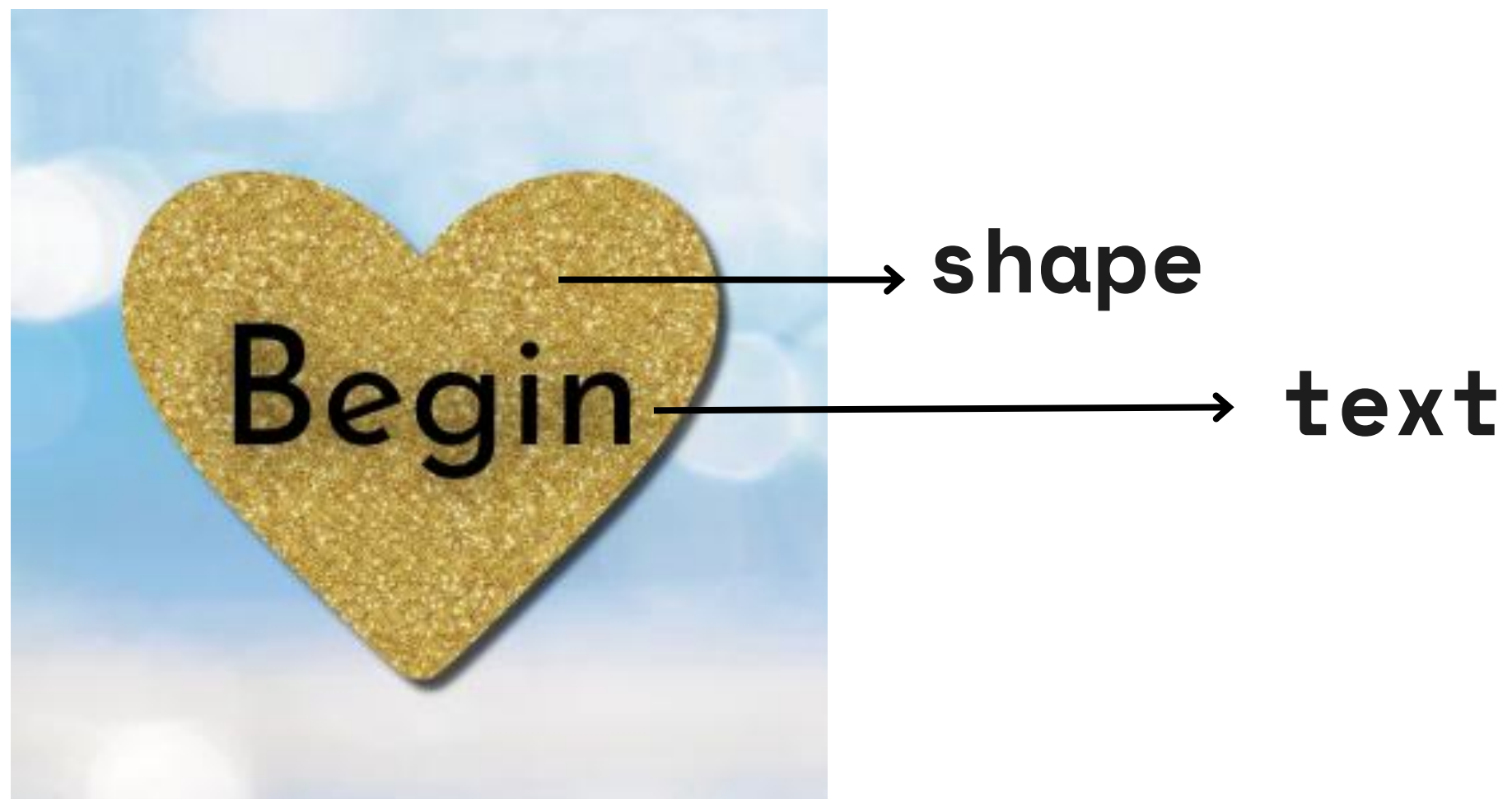


Click “create” and search “mobile”

Click “presentation (mobile)”

step 2: making the "button"

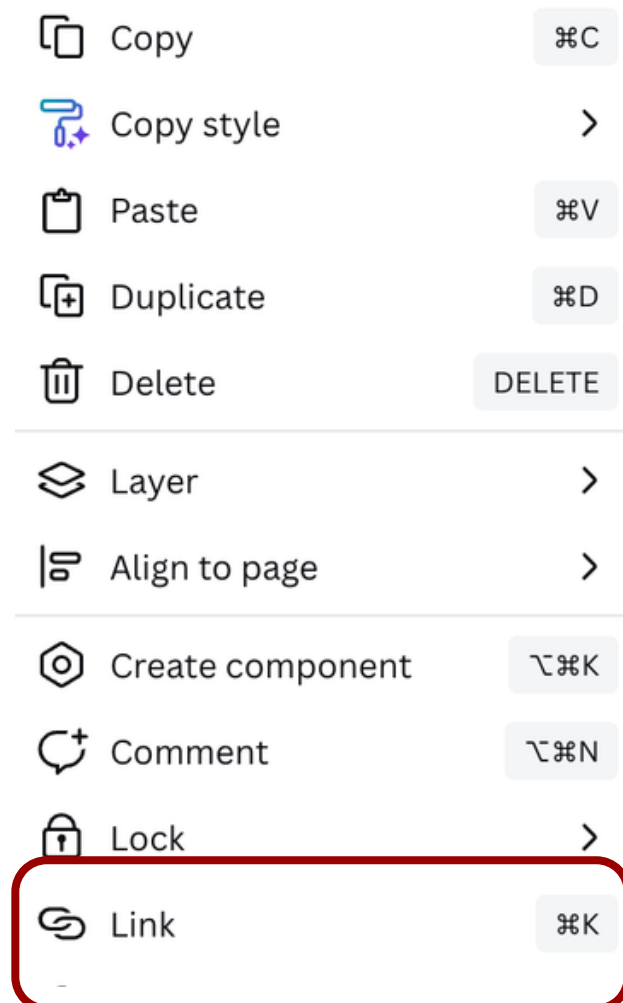
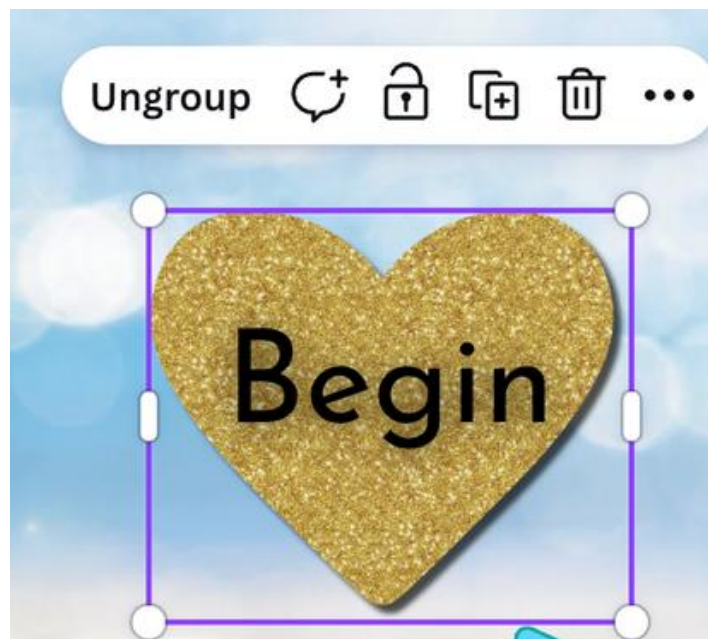
*The button is made up of the "shape/graphic" AND "text" - make sure these are ungrouped



 Ungroup

step 3: making the "buttons" clickable

a. Select the shape/graphic, right click, select "link"

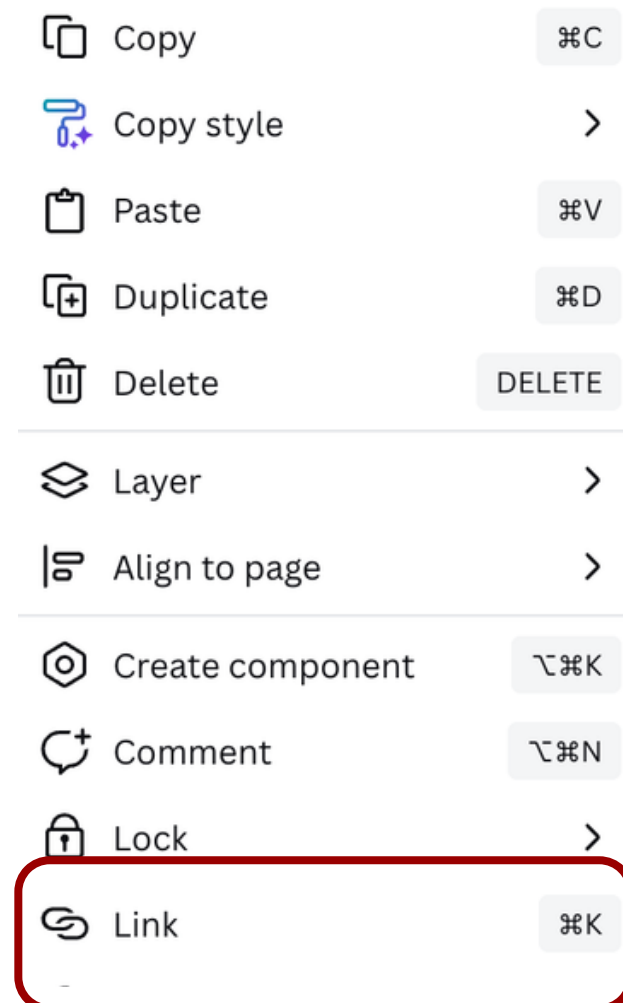
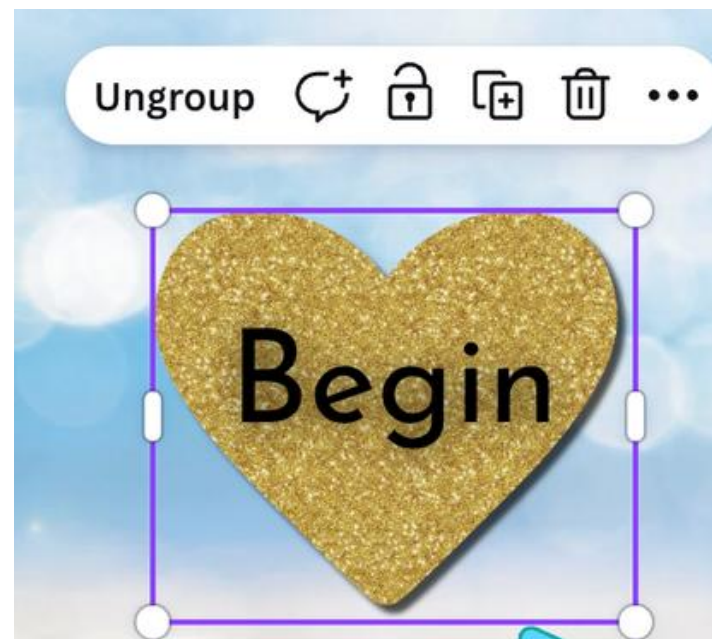


b. In the "link" select the slide you want the button to lead too

c. Repeat with the "text" and anything else in the button

step 3: making the "buttons" clickable

a. Select the shape/graphic, right click, select "link"



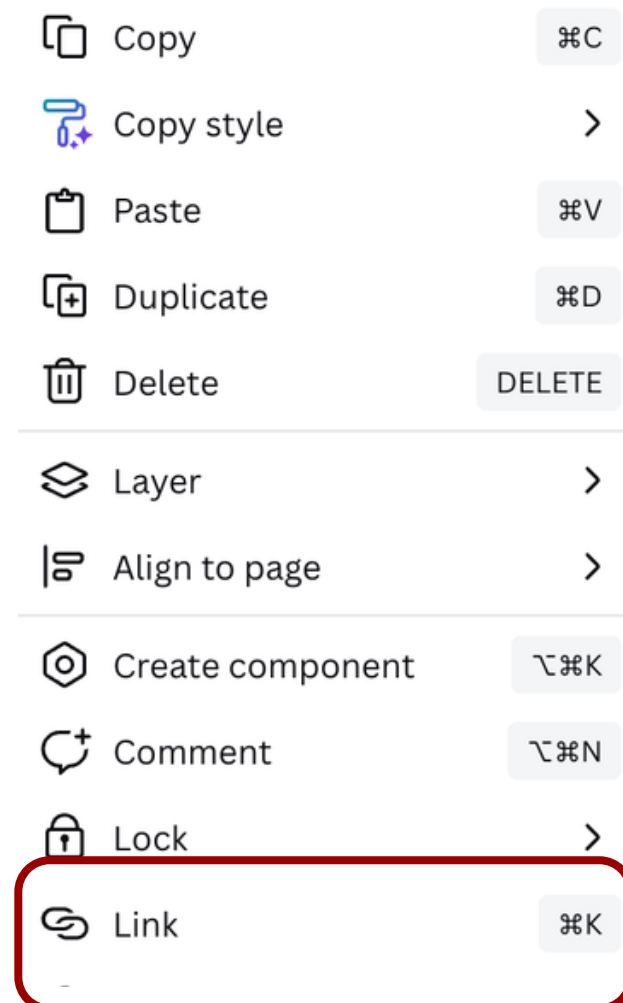
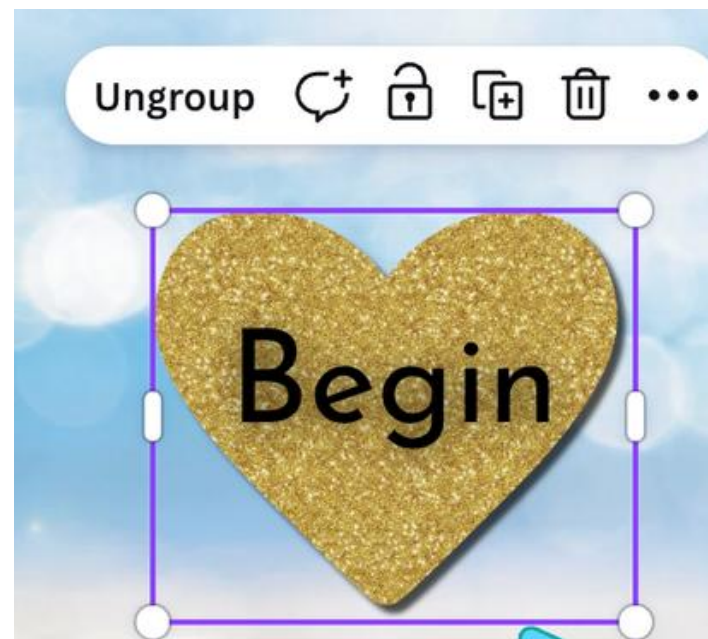
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Enter a link or search

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c. Repeat with the "text" and anything else in the button



THANK YOU



Questions?

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University of Southern California (USC)



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