

Review article

Educational games for the prevention of violence against children and adolescents: integrative review*

Jogos educativos para a prevenção da violência contra criança e adolescente: revisão integrativa
Juegos educativos para la prevención de la violencia contra niños, niñas y adolescentes: revisión integrativa

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* Extracted from the thesis "Desenvolvimento, validação e aplicação de um jogo educativo sobre a prevenção da violência em crianças e adolescentes", Graduate Program Professional Master's in "Health Education", Faculdade de Medicina de Marília, 2024.

Abstract

Objective: To identify scientific evidence regarding educational games on violence aimed at children and adolescents. **Method:** Integrative literature review, with searches conducted on February 10, 2025, in the Web of Science, Scopus, Latin American and Caribbean Literature in Health Sciences, the Educational Resources Information Centre, the *Medical Literature Analysis and Retrieval System Online*, and *Scielo*. Studies in English, Portuguese, or Spanish were included, without temporal cut-off. **Results:** The 13 analyzed articles presented a low degree of evidence, being mostly focused on games about sexual violence or intimate partner violence. The benefits of games in learning are highlighted, emphasizing the adequacy to the reality of the target audience and the active involvement of participants. **Conclusion:** Educational games constitute an important health education strategy for preventing violence against children and adolescents; however, there is a lack of investment in the development of educational games that adopt a comprehensive approach to this issue.

Descriptors: Adolescent; Child; Violence; Play and Playthings; Learning

Resumo

Objetivo: identificar evidências científicas acerca de jogos educativos sobre violência, voltados para crianças e adolescentes. **Método:** revisão integrativa da literatura, com busca realizada em 10 de fevereiro de 2025, na *Web of Science*, *Scopus*, Literatura Latino-Americana e do Caribe em Ciências da Saúde, *Educational Resources Information Centre*, *Medical Literature Analysis and Retrieval System Online* e *Scielo*. Foram incluídos estudos em inglês, português ou espanhol, sem recorte temporal. **Resultados:** os 13 artigos analisados apresentaram baixo grau de evidência, sendo majoritariamente voltados para jogos sobre violência sexual ou entre parceiros íntimos.

Destacam-se os benefícios dos jogos na aprendizagem, enfatizando a adequação à realidade do público-alvo e o envolvimento ativo dos participantes. **Conclusão:** os jogos educativos constituem importante estratégia de educação em saúde para prevenir a violência contra crianças e adolescentes, entretanto há pouco investimento no desenvolvimento de jogos educativos voltados para a abordagem abrangente, neste tema.

Descritores: Adolescente; Criança; Violência; Brincadeiras e Brinquedos; Aprendizagem

Resumen

Objetivo: Identificar evidencias científicas sobre juegos educativos sobre violencia dirigidos a niños y adolescentes. **Método:** Revisión bibliográfica integradora, con búsqueda realizada el 10 de febrero de 2025, en *Web of Science, Scopus, Latin American and Caribbean Health Sciences Literature, Educational Resources Information Centre, Medical Literature Analysis and Retrieval System Online* y *Scielo*. Se incluyeron estudios en inglés, portugués o español, sin marco temporal.

Resultados: Los 13 artículos analizados presentaban un bajo grado de evidencia, y en su mayoría se centraban en juegos sobre violencia sexual o de pareja. Se destacaron los beneficios de los juegos para el aprendizaje, resaltando su adecuación a la realidad del público objetivo y la implicación activa de los participantes. **Conclusión:** Los juegos educativos son una importante estrategia de educación para la salud para prevenir la violencia contra niños y adolescentes, pero hay poca inversión en el desarrollo de juegos educativos dirigidos a un abordaje integral de esta problemática.

Descriptores: Adolescente; Niños; Violencia; Juego e Implementos de Juego; Aprendizaje

Introduction

Violence against children is a serious public health problem, as it not only causes momentary suffering but also follows the victim throughout life, with personal and social repercussions. It is defined as the act of intentionally using power or physical force, either actually or through threat, against oneself, another person, or groups and communities, resulting in bodily injury; psychological damage, such as anxiety, difficulty in socialization, depression, and aggressiveness; death; and harm or deprivation of development, including low academic performance and regression in psychosexual development and death.¹⁻³

Violence against children and adolescents is a global problem that affects millions of individuals, causing physical, emotional, and social impacts throughout life. It is estimated that annually, around one billion children between the ages of 2 and 17 suffer some form of violence, including mistreatment, bullying, and sexual violence. The consequences range from mental disorders and educational difficulties to a higher risk of harmful behaviors.⁴

In Brazil, in the last three years, 15 thousand children and adolescents have been violently killed, and 165 thousand have been victims of sexual violence. The majority of deaths affect black boys (82.9%). Deaths due to police intervention have increased,

representing 18.6% of deaths. During this same period, 87.3% of victims of sexual violence were girls: 48.3% were between 10 and 14 years old, and more than 35% were between zero and 9 years old. Between 2022 and 2023, reports of rape increased by 23.5% in children up to four years old and 17.3% among five to nine-year-olds. The scenario demands urgent measures for the prevention and combat of violence.⁵

Violence against children and adolescents can occur at all ages, with most cases occurring in the home and perpetrated by a known aggressor. In cases of death, adolescents make up the majority of victims, and it almost always occurs outside the home, involving the use of firearms.⁶

The consequences of child mistreatment include physical and mental health problems throughout life, and the social and professional impacts can ultimately delay a country's economic and social development.¹ In this context, health education is considered an important prevention strategy, although sexual education is the most discussed topic and is often misunderstood and surrounded by taboos.⁷

In light of the challenges presented and the importance of ensuring a safe and protected childhood, the Statute of the Child and Adolescent (ECA) establishes that no child or adolescent should be subjected to neglect, discrimination, exploitation, violence, cruelty, or oppression, and that any violation of their fundamental rights, whether by action or omission, will be punished.⁸

Additionally, in response to this issue, the National Policy for Comprehensive Child Health Care guides the implementation of the "Care Line for Comprehensive Health Care for Children, Adolescents, and their Families in Situations of Violence." This initiative aims to organize services and qualify the attention and care of these children, promoting health, preventing violence, and ensuring the protection of rights, through guidelines for managers and health professionals, in collaboration with networks of Social Assistance, Education, and Guardianship Council, ensuring continuity of care, service, notification, and follow-up in a network.⁹

Health education is closely related to health promotion and constitutes a strategy aimed at sensitizing, raising awareness, and mobilizing people to enhance autonomy in care. To this end, it is recommended to employ a set of pedagogical practices that foster active and emancipatory participation.¹⁰⁻¹¹

With advances in technology, initiatives arise to employ them as tools to improve health conditions, including addressing violence against children. In this context, the use of games aimed at children and adolescents promotes healthy behaviors, as play has a high potential to positively influence learning quality. However, developing games specifically for this audience presents a challenge.¹²⁻¹³

Gamification utilizes game elements to enhance people's engagement in an activity, such as in educational processes.¹⁴ Gamification in health education promotes student engagement and motivation, making learning more enjoyable and playful.¹⁵ Additionally, it contributes to the development of social and emotional skills, such as empathy and communication, which are essential for violence prevention. It represents an innovation that allows the exploration of new teaching and learning models, as well as enabling a more dynamic and interactive adaptation of the curriculum.¹⁶

Thus, considering violence as a significant problem among children and adolescents, educational games can contribute to the health education process, as it is a fun activity capable of capturing children's attention. Therefore, it is considered relevant to conduct a literature review aimed at highlighting educational games focused on preventing this problem since there are no review protocols on the subject in Prospero (international prospective register of systematic reviews) and JBI.

The present study aims to identify scientific evidence regarding educational games about violence aimed at children and adolescents.

Method

This is an integrative literature review. For its preparation, six stages are defined: a) identification of the theme and research question; b) establishment of criteria for inclusion and exclusion of studies; c) definition of the information to be extracted from the selected studies; d) evaluation of the studies included in the review; e) interpretation of the results; and f) presentation of the review/synthesis of knowledge.¹⁷

The review question was formulated: What educational games are used with children and adolescents to prevent violence? The PICo strategy was employed, where P = Population, I = Interest, and Co = Context, with P referring to children and adolescents, I to educational games, and Co to violence.¹⁸

The search for bibliographic material was conducted on February 10, 2025, in the data sources: *Scielo*, *Web of Science (WoS)*, *Scopus*, *Latin American and Caribbean Literature in Health Sciences (LILACS)*, *Educational Resources Information Centre (ERIC)*, *Medical Literature Analysis and Retrieval System Online (MEDLINE)*, via *Pubmed*. The search strategy was conducted with the support of a librarian, utilizing terminology based on the *Medical Subject Headings (MeSH)* and the *Health Sciences Descriptors (DeCS)*, which included both controlled and uncontrolled descriptors, as well as boolean operators (AND and OR), as outlined in Table 1.

Table 1 - Search strategy of the integrative review by data source. Marília, SP, Brazil, 2025.

Bases	Strategy
LILACS	((mh:("Criança" OR "Pré-Escolar" OR "Adolescente")) OR (Criança* OR Pré-Escolar* OR Adolesc* OR infancia OR infanti*)) AND ((mh:("Jogos Recreativos" OR "Jogos e Brinquedos" OR "Gamificação")) OR ((jogo* educativo*) OR gamificação)) AND ((mh:("violência")) AND (violência))
Scielo	((Criança* OR Pré-Escolar* OR Adolesc* OR infancia OR infanti*) AND (jogo* educativo*) OR gamificação) AND (violência)
Medline	(((((Child[MeSH Terms]) OR (child, preschool[MeSH Terms])) OR (adolescent[MeSH Terms])) OR (Child*[Title/Abstract] OR (Preschool Child*[Title/Abstract] OR Adolescent*[Title/Abstract] OR infantile[Title/Abstract])) AND (((Play and Playthings[MeSH Terms]) OR (Games, Recreational[MeSH Terms])) OR (Gamification[MeSH Terms])) OR ((educational game*[Title/Abstract] OR gamification[Title/Abstract]))) AND ((violence[MeSH Terms]) OR (violence[Title/Abstract]))
WoS	Child* OR (Preschool Child*) OR Adolescent* OR infantile (Tópico) and (educational game*) OR gamification (Tópico) and violence (Tópico)
Scopus	(TITLE-ABS-KEY (child* OR "preschool child" OR "preschool children" OR adolescent* OR infantile) AND TITLE-ABS-KEY (educational game" OR "educational games" OR gamification) AND TITLE-ABS-KEY (violence))
ERIC	(child* OR "preschool child" OR "preschool children" OR adolescent* OR infantile) AND ("educational game" OR "educational games" OR gamification) AND (violence)

In selecting the articles, the inclusion criteria were studies in English, Portuguese, or Spanish, without a time frame, original studies, and experience reports. Theoretical reflection studies, literature reviews, theses, and dissertations were excluded.

Initially, 489 studies were identified, and duplicate files were checked by exporting the articles into EndNote, a bibliographic reference management software. Next, the titles, abstracts, and full texts were reviewed, and the selection was made by two authors independently. Then, a meeting was held with the other authors to reach a consensus regarding the articles included in the selection, and 13 studies were selected for analysis (Figure 1).¹⁹

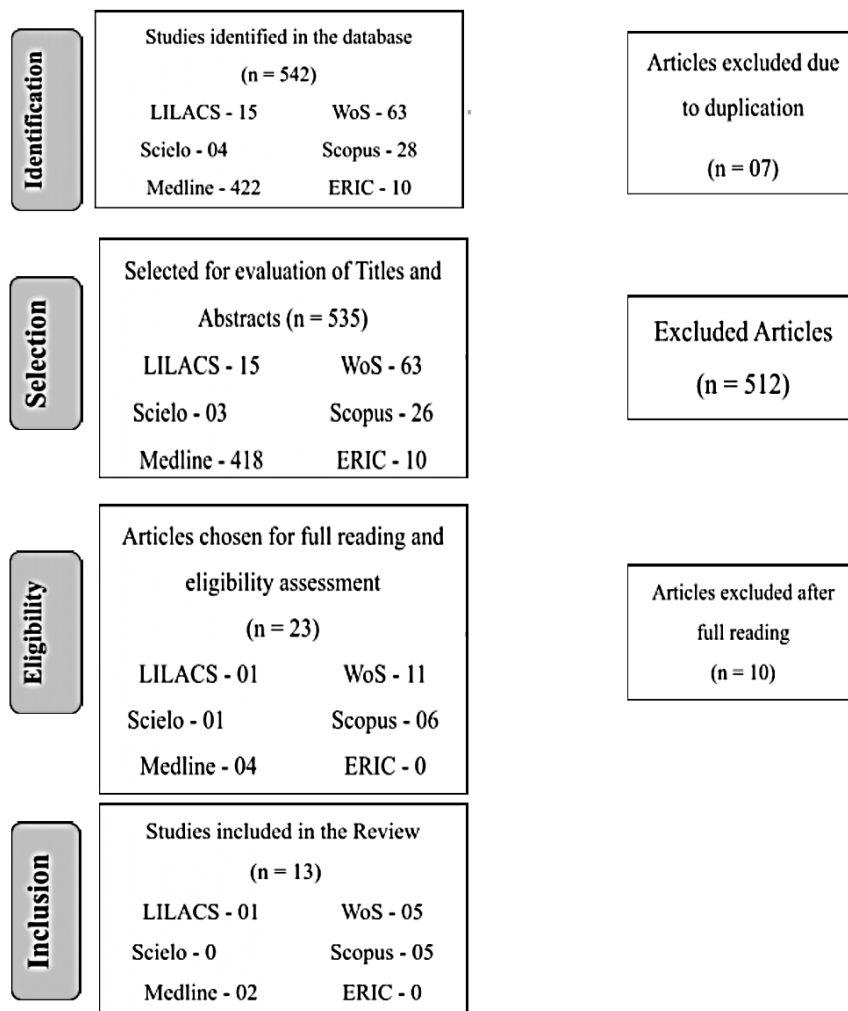


Figure 1 – Flowchart of the process for identifying, selecting, evaluating, and including studies. Marília, SP, Brazil, 2025

For data extraction, a careful reading of the selected studies was conducted, and a form was filled out with the following information: author, country of implementation, year of publication, type of study, participants, game characteristics (name, category, design, medium of availability, and topic addressed) and main results obtained.

The games were classified according to their mechanics as follows: RPG (Role-Playing Game), which consists of interpreting the character used by the player, permeated by choices, decision-making, and actions; Puzzles, which involves observation, logical reasoning, problem-solving, and facing challenges; Action, which highlights the ability to control commands; Adventure, which offers intense player interaction through characters, with multiple endings and challenges; Strategy, where players must analyze the situation and choose actions that bring them closer to the final goal, requiring reflection and analysis; Simulation, which replicates characteristics of reality to provide an experience close to the user; Emulation, which involves replicating aspects of real life in a virtual environment.²⁰ Regarding the design of the games, the classification of 'digital' and 'analog' games was employed.²¹⁻²²

The studies were classified according to the following levels of evidence: 1) systematic review or meta-analysis of randomized controlled trials or clinical guidelines based on systematic reviews of randomized controlled trials; 2) randomized controlled trial; 3) non-randomized clinical trials; 4) cohort and case-control studies; 5) systematic review of descriptive and qualitative studies; 6) descriptive or qualitative studies; 7) opinion of authorities and reports from expert committees.²³

Results

In Table 2, the distribution of the analyzed studies is presented according to the main characteristics. The articles were published between the years 2013 and 2024. Regarding the countries of origin, five were published in the United States, two in Spain, two in Brazil, one in Colombia, one in the United Kingdom, one in Switzerland, and one in Indonesia. As for the languages, 11 were published in English, one in Portuguese, and one in Spanish. Of the 13 selected, 2 are available in the *MEDLINE* database, one in LILACS, 5 in the *WoS*, and 5 in the *Scopus*. Regarding the method, most studies deal with descriptive research and experience reports, therefore, providing a low level of evidence.

Table 2 – Characterization data of the selected articles. Marília, SP, Brazil, 2025

Authors/Country/Year	Type of study/Evidence level	Participants
Schoech et al. EUA/2013 ²⁴	Descriptive study/6	Students aged between 11 and 14 years old
Growing EUA/2014 ²⁵	Experience report/6	Students aged between 11 and 19 years and Judges
Jozkowski et al. USA /2015 ²⁶	Experience report/6	41 students aged 18 years and older (91% are 18 years old), and 12 specialists
Gilliam et al. EUA/2015 ²⁷	Qualitative study/6	24 young people aged 14 to 18 years
Fonseca et al. Brazil/2017 ²⁸	Qualitative study/6	27 high school student adolescents
Navarro-Pérez et al. Spain/ 2018 ²⁹	Quasi-experimental study/3	369 students aged between 12 and 17 years
Potter et al. EUA/2019 ³⁰	Experience report/6	90 students aged 18 years or older (80% between 18 and 22 years)
Villalobos et al. Colômbia/ 2019 ³¹	Action research/6	35 boys and girls at psychosocial risk aged between 5 and 12
Boduszek et al. United Kingdom/2019 ³²	Experimental study/3	132 children and adolescents aged 9 to 17 years
Fava et al. Brazil/2021 ³³	Descriptive evaluative study/6	Children aged 5 to 6 years
Ferreira et al. Spain/2023 ³⁴	Descriptive study/6	12 professional coaches, child and adolescent players
Williams et al. Switzerland/2023 ³⁵	Experimental study/3	699 students aged 11 to 14 from 14 different schools
State et al. Indonesia/2024 ³⁶	Experimental study/3	Children aged 7 to 9 years and their teachers

Table 3 illustrates the distribution of the analyzed studies, categorizing them according to the characteristics of the games and the main results obtained.

Table 3 – Characteristics and main results of the games from the selected articles. Marília, SP, Brazil, 2025

Game characteristics (name, category, design, means of availability, and addressed theme)	Main results
Name: <i>Choices & Consequences</i> ; Category: RPG; Design: digital; Means of availability: Computer/mobile devices; Addressed theme: relationship violence and substance abuse ²⁴	Gamification promotes engagement and motivation.
Name: <i>Grace's Diary and Love in the Dumpster</i> ; Category: not described; Design: digital; Means of availability: mobile devices; Addressed theme: violence among adolescents in relationships ²⁵	It raised awareness among teenagers and provided parents and schools with a way to deal with abuse.
Name: <i>Campus Craft</i> ; Category: RPG; Design: digital; Means of availability: computer/mobile devices; Theme addressed: prevention of sexual violence ²⁶	It intensified students' understanding of sexual assault.
Name: <i>Lucidity</i> ; Categoria: Puzzle; Design: digital; Means of availability: computer; Theme addressed: sexual violence ²⁷	More engaged youth facilitating communication with adults/partners about sexual violence.
Name: Straight Talk; Category: RPG; Design: digital Means of availability: computer; Theme addressed: intimate partner violence ²⁸	It enabled awareness among teenagers, preventing the minimization of violence.
Name: Liad@s; Category: Puzzle; Design: digital; Means of availability: mobile devices; Theme addressed: sexism and gender violence ²⁹	Technology creates opportunities to develop equal skills and combat discrimination.
Name: <i>Mindflock</i> and <i>Ship Happens</i> ; Category: Puzzle/RPG; Design: digital; Means of availability: computer/mobile devices; Theme addressed: sexual violence ³⁰	They were valuable tools in preventing sexual violence, relationship abuse, and harassment.
Name: Game about the "Foundation of a municipality"; Category: RPG; Design: the article does not describe; Theme addressed: general violence ³¹	Increased bonding among peers, children, and families, creating a greater sense of belonging.
Name: Jesse; Category: RPG; Design: digital; Means of availability: videogame, unspecified; Theme addressed: Intimate Partner Violence (IPV) ³²	Jesse is a promising tool in preventing IPV among girls and boys.

Name: Safe Childhood; Category: RPG; Design: digital; Means of availability: computer/mobile devices; Theme addressed: prevention of sexual violence ³³	There was an increase in levels of engagement, motivation, and acceptance by the target audience.
Name: <i>SAVEit</i> ; Category: Action; Design: digital. Means of availability: videogame, unspecified; Theme addressed: sports values in young soccer players, discouraging undesirable behaviors ³⁴	It offers the possibility to transform undesirable behaviors.
Name: Galaxy; Category: RPG; Design: digital. Means of availability: videogame, unspecified; Theme addressed: prevent <i>bullying</i> and <i>cyberbullying</i> among elementary school youth ³⁵	There was an increase in knowledge about health and the development of critical life skills.
Name: Digital adventure; Category: RPG; Design: digital. Means of availability: mobile platform; Theme addressed: increasing children's understanding of child cyber solicitation crimes ³⁶	Increased awareness, both among children and parents, about child cyber solicitation threats.

RPG: *Role-playing game*. VPI: Intimate partner violence

Regarding mechanics, the games belong to the categories: Role Playing Game (RPG),^{24,26,28,31-33,35,36} puzzles^{27,29} and action.³⁴ It uses more than one category: RPGs and puzzles.³⁰ Undescribed category.²⁵ Regarding the design of the game, 12 of them are classified as "digital games," while one did not provide information in the text.

The means of making the games available were: computer,²⁵⁻²⁶ mobile devices^{24,29,36} and use of video game, without specifying the platform.^{32,34-35} Some articles^{24,26,30,33} used more than one type of platform. One article³¹ did not report the means of availability.

Most of the games were aimed at teenagers.²⁴⁻³⁰ Some games were directed at both children and teenagers,^{31-32,34} while others targeted children and adults/teachers.^{33,35-36}

Regarding the approach of the games, themes such as sexual violence,^{25-26,30,33,35} intimate partner violence (IPV),^{24-25,27-28,32} violence in sports,³⁴ general violence,³¹ bullying³⁵ and gender violence.²⁹

The games resulted in: learning new concepts about violence;^{26,36} new methodologies for teachers to discuss this topic with their students;²⁵ reduction of sexist and violent attitudes and beliefs;²⁹ influenced new social domains;^{34,35} helped parents to

observe warning signs more;²⁵ improved communication between youth and responsible adults;²⁷ strengthened the bond.³¹

Additionally, participants felt a greater sense of belonging, as they saw themselves in the game;³¹ there was development of leadership skills;³⁴ higher levels of engagement, learning, and acceptance,^{33,35} showing that video games can be a valuable tool for teaching.³⁰

Discussion

In this review, the oldest study is from 2013. Digital games advanced with the expansion of the internet, becoming accessible from the 2000s, particularly with the widespread adoption of devices like smartphones. The production of digital games is a ubiquitous presence in the daily lives of millions of people and has been expanding into various fields, including education, health, social sciences, and other areas.²¹ This context explores both the effectiveness of games and the evolution of this tool over time, as well as its adaptation to new technologies and access platforms.

In this scenario of rapid technological development, digital games are often described as either voluntary activities with serious educational purposes or not, and are executed on hardware and managed by software.²¹ In contrast, analog games – such as card, dice, and board games – facilitate direct interaction among participants and allow the creation of shared meanings.²²

Digital games have the potential to provide both entertainment and educational experiences, positively impacting various aspects of people's lives, including the prevention of child violence. Moreover, the ability to engage players in simulated situations, provide immediate feedback, and adapt to individual needs can be effectively explored in the creation of prevention and intervention programs.^{24-27,28-30,32-36}

Still, in the context of digital educational games, professionals and researchers must recognize their potential and be prepared to leverage them intentionally and planned. This requires attention to the various modes of interaction, intervention, and learning of players through this educational resource. The learning opportunities offered by these games enable the assimilation of multiple knowledge and experiences, potentially having a positive impact on teaching and learning. Thus, they become a suitable tool for pedagogical practice and a facilitator of learning.³⁷

Confirmatively, educational games bring benefits to the learning process, particularly among young people. However, the number of studies on games addressing violence against children and adolescents found in this research was small. Additionally, many of these are qualitative or descriptive experience reports, resulting in a low degree of evidence.^{24-28,30-31,33-34}

It is also important to consider the number of articles that address sexual violence and intimate partner violence.^{26-28,30,32-33} Currently, abuse and sexual violence stand out as a central point in research on child violence, presenting consequences for the physical and psychological development of victims.¹

Statistics indicate that approximately three out of four children, aged between two and four years, regularly suffer physical punishment and/or psychological violence at the hands of parents or caregivers.^{1,38} Neglect is one of the main forms of violence committed against children and adolescents.³⁹ Therefore, interventions are needed that seek a comprehensive approach to combat the different forms of violence.

In analyzing the selected studies, it was possible to ascertain that throughout the matches, the authors identified an active participation of the players, as well as the valuing of autonomy and decision-making during the plays.^{25-28-33,35} These behaviors not only enriched the gaming experience but also played a fundamental role in promoting critical thinking and reflection among participants.^{28,30,34-35} This shows that the content of the games and the way they are structured should be considered to promote active participation and the development of cognitive and social skills of the players.

Games, therefore, are grounded in the principles of active learning methods, which emphasize the agency of social subjects, free expression, and interaction, aiming to foster creativity and knowledge construction.^{24-28,33,35-36} A study in another area of knowledge demonstrated that gamification has the potential to promote active learning among students, as the experience was successful.⁴⁰

Thus, games have proven to be educational and intervention strategies of considerable impact. By engaging in gaming experiences, participants had the opportunity to share and collaboratively build knowledge, in addition to reporting substantial changes in behavior.^{24-28,34-35} These transformations encompassed critical areas such as conflict resolution and the deconstruction of sexist patterns. Moreover, in

preventing violence, educational games bring together both children and adolescents, as well as parents and teachers.⁴¹

Education aims to promote health and ensure the quality of life for families and communities, raising awareness, both individually and collectively, about the responsibilities associated with health.^{23-28,34-36} The goal is to encourage and support people to take greater control over their own lives, aiming to create a healthy environment, reduce vulnerability, and empower citizens.⁴²

Although the authors recognize the benefits of games, it is important to consider some limitations regarding their use, such as: the restriction of adequate physical space for the practice of games;³¹ the need to deal with a variety of participants in terms of quantity and diversity;^{26,28,34} the greater amount of data for better evaluation;^{27,32} ensuring a reliable internet connection;²⁹ and the availability of suitable devices for accessing the games.²⁴ These are aspects that can directly influence the effectiveness and accessibility of educational games in the context of addressing violence against children and adolescents.

The analysis of the studies did not identify the presence of analog games (non-digital), such as board games or card games. This gap highlights the scarcity of research exploring these modalities in combating violence against children and adolescents despite their accessibility, low cost, and potential to promote discussions and group interactions. Other studies indicate that analog games constitute a valuable strategy for health education, as they facilitate the development of critical, collaborative, and practical skills while also making the learning process more enjoyable and stimulating for students.^{22,43}

Furthermore, the creation of educational games in health should involve multidisciplinary teams, with continuous collaboration among specialists from different areas of knowledge, as well as the participation of the player in the game's creation. These teams are crucial in addressing the content and various aspects of game design and development, thereby enhancing the educational experience of users and expanding their impact.⁴⁴

This need lies in the ability of these teams to combine diverse knowledge and skills to address challenges comprehensively and effectively. Moreover, the effectiveness of these games requires considering the reality of the target audience, ensuring that their specific needs are addressed in the educational game.

Given the characteristics of educational games, they may offer contributions to professional practice, facilitating early interventions and providing a safe environment for discussions. They function as diagnostic tools and promote continuous preventive education, enriching pedagogical strategies and strengthening young people's ability to face challenges healthily.³⁹

As this is a sensitive and highly complex theme, there is an urgent need for efficient intersectoral actions that include trained services and professionals for prevention, diagnosis, intervention, and rehabilitation, particularly in the areas of health and education, given their proximity to the target population.³⁹

Confirmably, the work developed in an intersectoral and multiprofessional network resulted in behavioral changes among adolescents in school and at home, as well as bringing parents closer to the school, contributing to more peaceful environments.⁴⁵ A comprehensive approach to the topic can increase children's knowledge and understanding of violence and how to seek help if needed.⁴⁶

The findings of this study, therefore, point to the importance of using educational games focused on violence against children and adolescents. In practice, professionals from various fields of training identify knowledge gaps, necessitating in-depth research to evaluate the effectiveness of educational games and develop comprehensive games.

As a limitation of the study at hand, the low level of scientific evidence in the selected articles is noted, which reduces the solidity of the conclusions. However, the search incorporates a variety of data sources that support publications related to health and education. Moreover, the selected articles provide little information about the development mechanisms of the games, making detailed analysis difficult.

Conclusion

This integrative literature review shows that most games are available digitally and address sexual violence and intimate partner violence against children and adolescents. Although it is a serious problem affecting this age group, the fact that other types of violence are also present in the daily lives of this population segment indicates the need for advances in preventive proposals and actions.

It has been demonstrated that educational games aimed at preventing violence against children and adolescents constitute an important health education strategy that teachers and health professionals can utilize. These games promote active participation and protagonism among participants while also fostering behavior change.

In light of the study's findings, it can be inferred that gamification, as an emerging phenomenon that has been consolidating in different areas of knowledge, has been little explored to address violence against children and adolescents. There is also a need for specific studies on the different forms of violence that affect children and adolescents.

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How to cite this article

Oliveira ARC, Ferraz FMM, Luz GS, Marin MJS. Educational games for the prevention of violence against children and adolescents: integrative review. Rev. Enferm. UFSM. 2025 [Access at: Year Month Day]; vol.15, e7:1-19. DOI: <https://doi.org/10.5902/2179769288523>