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The Doha Declaration:
PROMOTING A CULTURE
OF LAWFULNESS



PLAY
FOR
INTEGRITY

GAME MANUAL



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FOR THE FACILITATOR

Introduction, procedure and lesson plan

Name of game:	Play for Integrity
Player age range:	Recommended 13 - 18 years of age
Number of players:	4 - 20
Time:	Approximately 45 minutes - 1 hour
Materials:	Board (comprising 9 x A4 sheets of paper) Question and Task Cards Snakes, Ladders and Bridges A die or dice (made from the template provided or a plastic die can be used) Coloured tokens

INTRODUCTION

This snakes and ladder style game is intended to teach students key concepts of integrity.

Students in teams are challenged to reach the end of the board by answering questions and competing in tasks.

Specific instructions can be found in the 'For the players' section.

The facilitator is a teacher or responsible adult. The players are students.

PROCEDURE

- a. Please take the time to read the entire manual and definitions page before facilitating the game. It has been created to ensure understanding of key concepts in case students enquire further about the questions they are asked. Review the questions that come with the board game and add/adapt/exclude as appropriate. It is recommended that a minimum of 20 question cards are used in the game.
- b. To set up the game, please follow the instructions on page 7.
- c. Before playing, please explain the game's purpose to the students. The game seeks to enable students to act with integrity, and recognise and challenge corruption.
- d. When playing the game, your role will be to read the question and task cards when players land on a snake, ladder or TASK segment (the rules are explained on page 9 of the manual). When a player lands on a bridge, you will also be required to judge whether the example of acting with integrity provided is sufficient to move up the board.

FOR THE FACILITATOR

Continued

LESSON PLAN

Context for use

This game is intended to be used in the classroom, in an environment that is accessible to those that might be living with disability and welcoming to those that are at risk of exclusion. This game is especially relevant if a school has a club which focuses on developing integrity values and anti-corruption morals. Adult facilitation is not required, provided students understand how to set up the game, outlined in the 'setting up the game' section. For this reason, it is recommended that the first game play is facilitated by an adult; whether a teacher, or responsible adult.

Learning objectives

The game aims to contribute to the achievement of Sustainable Development Goal 16 of building peace, justice and strong institutions. It was developed with the support of the United Nations Office on Drugs and Crime (UNODC) Education for Justice (E4J) initiative.

The game will help educate young citizens, so they are able to hold institutions to account, encouraging them to improve and deliver what they exist to do. The game will allow this by making students aware of critical skills that would enable them to become citizens that act with, and demand integrity. This includes accessing information to discover their rights and responsibilities, acting on problems caused by corruption they are trained to identify and seeking to solve them, and understanding what constitutes corrupt behaviour and the impact it has on their communities. Each question in the game is intended to initiate discussion about integrity and its meaning in practice, to figure out the most appropriate answer.

As a result of this game, students will:

- Improve their knowledge on how to act with integrity and put this into practice.
- Be able to think critically in order to answer questions
- Work in teams to respond to tasks set.

This game can be relevant to other lessons in the curriculum that relate to being a good citizen and to social responsibility.

It can be made more challenging by creating more difficult questions and tasks, or by changing the ratio of snakes to ladders to mean that students have to answer more questions correctly in order to reach the end of the game.

When the board game has been played once, please make it available to students to use when they choose.

EXPLANATION OF KEY CONCEPTS

Below are some of the key concepts that the game explores

Integrity

Different people mean different things when they use the word 'integrity.' For some, integrity means doing the right thing when nobody is watching. For others, it might be connected to moral (or religious) principles. To provide a more practical, clear and concrete definition of integrity, we can use the integrity formula

$$I = a [A + C + E] - c$$

Integrity is the alignment of Accountability (A), Competence (C) and Ethics (E) in the absence of corruption (c).

Accountability = we do what we say we would and let others check that we did it.

Competence = we have what it takes to get the job/action done

Ethics = we work for the public good and in an inclusive way following the rules of the system

Without corruption = we work in an environment which has set processes, rules or cultural norms (like audits, or social and institutional rules and regulations) that make corruption difficult.

Corruption

Corruption usually involves an act, or acts, committed by an individual or a group of individuals to gain an advantage or benefit which is to the detriment of the public. These acts can occur on a small scale, for example in the demanding of a bribe in return for a free service, or at the larger scale, such as the looting of public funds by a public official.

These acts can occur because they are committed in an enabling environment which is tolerant or one where they can be well hidden. Tolerant environments are those where corruption is a day to day occurrence, and where social or legal norms are either lacking or not enforced. Corruption can easily be hidden in environments where citizens, or those to whom corrupt individuals should be accountable to, have limited access to information so they are unable to identify when corruption has occurred, whether in the public or private sector.

Types of communication

The different types of communication explain the way information flows from one individual/institution to another. It is important to understand that depending on the flow of information, communication will or will not invite the involvement of the audience.

One-way communication involves information being given to an audience in a way that the audience is unable to respond, for example via a newspaper article. Two-way communication is the provision of information that invites response and commentary from the audience, such as community meeting or door-to-door visits.

Two-way communication is particularly important when the needs of a community or group of individuals are essential to the success of a project or service. Sometimes two-way communication is neglected thus ignoring the needs of the people being served. This could be characteristic of individuals/institutions that might be looking to gain a benefit by acting in a corrupt manner. In the context of development, two-way communication is essential to ensure that a project or service actually improves lives and is accessible to all groups of people in a community.

EXPLANATION OF CONCEPTS

Continued

Gender equality and social inclusion

Exclusion and inequality come at a high cost. Without the equal participation of all people, including individuals at risk of exclusion, society has less of an opportunity to reach its full potential, both in terms of its development and its level of governance.

Mismanagement and waste hits poor, disadvantaged and vulnerable groups the hardest. Women are also more likely to bear a heavier burden as they are often marginalised and over-represented among the poorest.

Social exclusion is defined by the Department of Economic and Social Affairs of the United Nations as the involuntary exclusion of individuals and groups from society's political, economic and societal processes, which prevents their full participation in the society in which they live.¹

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.² Social inclusion means to take steps to ensure that all groups, including the most marginalised are involved and included in anything that is done.

Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint to achieve a better future for all. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries – developed and developing – in a global partnership.

They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. Each Goal is specified by Targets and Indicators represent the metrics by which the world aims to track these Targets. The Goals are interconnected – often the key to success on one Goal will involve tackling issues more commonly associated with another.³

SDG 16 - Peace, justice and strong institutions

Goal 16 is dedicated to the promotion of peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective, accountable institutions at all levels.

Its targets on reducing corruption; developing effective, accountable and transparent institutions; ensuring responsive, inclusive, participatory and representative decision-making; and strengthening access to information, are not only valuable and important aspirations in their own rights to build just, peaceful and inclusive societies, they are also important conditions for the successful achievement of all the Sustainable Development Goals.

Corruption represents a severe impediment to sustainable development. The cost of corruption is greater than merely the diversion of resources from their rightful purpose – corruption corrodes the social fabric of society, weakens the rule of law, undermines trust in the government, erodes people's quality of life and creates a conducive environment for organized crime, terrorism and violent extremism to flourish.⁴

¹ <http://www.un.org/esa/socdev/publications/measuring-social-inclusion.pdf>

² <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

³ <http://www.un.org/sustainabledevelopment>

⁴ https://www.unodc.org/documents/data-and-analysis/Crime-statistics/CorruptionManual_2018_web.pdf

SETTING UP THE GAME

Board game components

In the board pack you will find:

1 9 x landscape A4 sheets comprising the 'board'. These are to be printed and stuck together. The orange lines and arrows below indicate where the pieces of paper should be stuck together. If possible, the board can be laminated or glued to a larger piece of cardboard to make the surface more rigid. **This should result in a large board to play on.**


2 There is one version with the snakes, ladders and bridges and another which is empty. Feel free to use the empty template provided and allow students to draw on the snakes and ladders themselves.

73	74	75	76	77	78	79	80	81
72	71	70	69	68	67	66	65	64
55	56	57	58	59	60	61	62	63
54	53	52	51	50	49	48	47	46
37	38	39	40	41	42	43	44	45
36	35	34	33	32	31	30	29	28
19	20	21	22	23	24	25	26	27
18	17	16	15	14	13	12	11	10
1	2	3	4	5	6	7	8	9




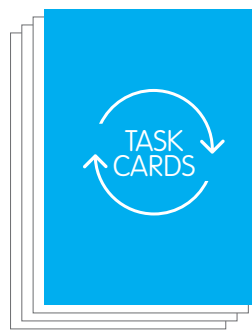
SETTING UP THE GAME

Continued

3 A 10 page document containing Question Cards. These should be printed and cut out. 



4 A 5 page document containing Task Cards. These should be printed and cut out. 



For both question and task cards, place them in a pile, facing down. Place the card saying **TASK CARDS** and **QUESTION CARDS** on top of each pile, facing up. This is so players know which pile to pick from then they land on a snake, ladder or task during play. Place the smaller Task Cards randomly on the board, so that players can perform a task when they land on these squares.

5 A document containing additional **snakes, ladders and bridges** in case you wish to add complexity to the game. This will allow you to vary how challenging the game is each time it is played. Adding more snakes, ladders and bridges will affect the required time to finish the game.

6 An outline of cut-out dice. If you do not have access to standard dice, the cut-out version can be printed and assembled. You can play with 1 or 2 dice.

7 **You will need** to find small items you can use to represent each team of players on the board (e.g. bottle tops). Alternatively, you can print out the squares found in the pack, cut them out and use them as tokens.

FOR THE PLAYERS

TEAM UP

This game is to be played in **teams of up to 4 players** who will be represented by one token on the board. **There should be a minimum of 2 players in each team.** They can discuss questions and perform tasks as a team.

The number of teams playing the game can depend on the number of players and the space available. We recommend a maximum of 5 teams (so a maximum of 20 players) for each game.

First, the facilitator should decide the number of teams appropriate for the total number of players.

To form the teams, number each team (for example 1-5) and prepare as many pieces of paper as there are players. Then, write a team number on each piece of paper and fold it up. There should be an equal amount per team number. Make sure that the pieces of paper are folded so that the numbers cannot be seen by the players.

Players pick a piece of paper from the pile. Players who picked the same number form a team.

RULES

The aim of the game is to reach the end of the board (square 81) OR within a time set, to reach the highest number on the board.

To decide which team goes first, one player from each team rolls the dice.

The team with the highest number goes first. The team with the second highest number goes second, and so on.

Each team puts their token on the **START** square.

To begin, the team with the highest number rolls the dice. The teams then take it turns to roll the dice in the established order.

A team moves their token the number of squares that the dice shows.

If a team lands on the **bottom of ladder** or the **head of a snake**, they have to answer a question from the pile of question cards. The question is read by the facilitator or a member of an opposing team. **The correct answer is printed in bold.**

FOR THE PLAYERS

RULES (CONTINUED)

The team can discuss the question for a **maximum of 20 seconds** before they must provide an answer. The facilitator or a player of an opposite team act as time keeper. The possible outcomes are described below:

Location	Answer	Outcome
At the bottom of a ladder	Correct	Token moves to the square at the top of the ladder
	Incorrect	Token remains in the same square, question posed to the other players
At the top of a snake	Correct	Token remains in the same square
	Incorrect	Token moves to the square at the bottom of the snake, question posed to the other players

If the question is answered incorrectly or is unanswered by the team after 20 seconds, the question can be posed to the other players. Players in the other **teams cannot discuss their answer**, but individual players can raise their hands if they think they know the correct answer. If they answer correctly, the player's team token can move forward **3 squares**. If the answer is wrong, they move back **2 squares**.

If a team lands on a bridge, they can cross the bridge by stating a situation in which they have acted with integrity. The facilitator judges whether the experience demonstrates acting with integrity. Alternatively, the other players vote by a raise of hands.

A team's turn ends when they have completed any actions required from their roll of the dice.

TASK CARDS

If a team lands on a TASK CARD, the facilitator picks up a Task Card and introduce the task to the teams.

All teams compete against each other in the task.

The team that wins the task can move its token three squares on the board.

Note: If from this move, the team lands on a bottom of a ladder or top of the snake, this does not mean the team answers a question: the turn stops there.