



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. Comprising of questions and tasks, 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

- As the facilitator, please take the time to read the entire manual and definitions page before playing the game. This has been created to ensure understanding of the key concepts if 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.
- Having decided to play the game with students, please set up the game following the instructions on page 7.
- Before playing, please explain the purpose of this game to the students playing. The game seeks to enable students to act with integrity, and recognise and challenge corruption.
- When playing the game, your involvement will be to read the question and task cards if students who are playing land on a snake, ladder or TASK segment (the rules are explained on page 9 in the manual). You will also be required to verify whether an example of a player acting with integrity when they land on a bridge 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 a 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 played by students is facilitated by an adult, whether a teacher, or responsible adult.

UNODC

The game aims to contribute to the UNODC's mandate area of reducing corruption through its Education for Justice (E4J) initiative. It also contributes to SDG 16 of building peace, justice and strong institutions. More information on the SDGs can be found here https://www.unicef.org/agenda2030/69525_82235.html.

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:

- Have improved their knowledge on how to act with integrity and put this into practice as a result of playing the game.
- Be able to think critically in order to answer questions, as well as 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.

Once the board game has been set up, please make it available to students to use when they please.

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 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 signifies 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 another individual or group of individuals. 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 are able to occur because they are committed in environments which are tolerant or where they are hidden. Tolerant environments are environments where corruption is a day to day occurrence, and where social norms are built on small exchanges that could otherwise be perceived as corrupt. Environments where corruption is hidden are where citizens, or those corrupt individuals should be accountable to, have a limited access to information so they are unable to identify when corruption has occurred, whether in the public or private sectors.

Types of Communication

The different types of communication are a way of explaining the way information flows from one individual/institution to another individual/institution. This is important to understand, as different ways information flows will or will not invite the involvement of its audience.

One-way communication is information that is given to its audience in a way that the audience is unable to respond, for example a newspaper article. Two-way communication is the provision of information that invites response and commentary from its audience, such as community meetings 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 in order to ignore 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 economy 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 is 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 Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

SDG 16 - Peace, justice and strong institutions

Without peace, stability, human rights and effective governance, based on the rule of law - we cannot hope for sustainable development. We are living in a world that is increasingly divided. Some regions enjoy sustained levels of peace, security and prosperity, while others fall into seemingly endless cycles of conflict and violence. This is by no means inevitable and must be addressed.

High levels of armed violence and insecurity have a destructive impact on a country's development, affecting economic growth and often resulting in long standing grievances that can last for generations. Sexual violence, crime, exploitation and torture are also prevalent where there is conflict or no rule of law, and countries must take measures to protect those who are most at risk.

The SDGs aim to significantly reduce all forms of violence, and work with governments and communities to find lasting solutions to conflict and insecurity. Strengthening the rule of law and promoting human rights is key to this process, as is reducing the flow of illicit arms and strengthening the participation of developing countries in the institutions of global governance.³

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

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

³ <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

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, once stuck together, this can be laminated or stuck onto 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. Please feel free to use the empty template provided and allow students to draw on the snakes and ladders themselves if you wish.

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




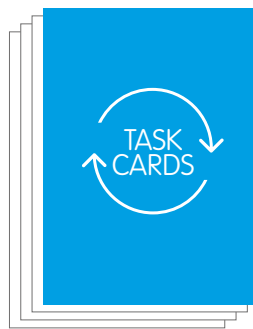
SETTING UP THE GAME

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 downwards. Place the card saying '**TASK CARDS**' and '**QUESTION CARDS**' on top of each pile, facing upwards. This is so players know which pile to pick from then they land on a snake, ladder or TASK on during play. Please 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 the '**snakes, ladders and bridges**', as well as '**TASK**' segments. This is if you wish to add complexity to the game by adding more snakes, more ladders or more bridges. This means you can vary how challenging the game will be each time it is played. Adding more snakes, ladders and bridges will affect the time taken to play the game.

6 An outline of cut-out dice. These should be printed out and assembled. You can play with 1 or 2 dice. Alternatively, if you have access to plastic dice, please play with them.

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 small shapes found in the pack, cut them out and use them as tokens.

FOR THE PLAYERS

TO PLAY

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.

To decide on teams, firstly the facilitator has to decide how many teams is appropriate for the number of players. Once decided, they number each team (for example 1-5) and put the numbers on pieces of paper which they fold up. The pieces of paper should have one of the numbers of each team, and there should be an equal amount of pieces of paper written with each number. The total number of pieces of paper should equal the number of players. Make sure that the pieces of paper are folded so that the numbers they have on them cannot be seen by the players.

Players pick a piece of paper from the pile of paper. They then join with the other players who picked a piece of paper with the same number as them. These are the teams.

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 person from each team rolls the dice. The team with the highest number goes 1st. The team with the second highest number goes 2nd, etc.

Each team puts their token onto the square which says **'START'**.

To begin play, the team with the highest number rolls the dice. The teams then take it turns to roll the dice after the previous teams go.

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

If a team lands on a square where a **bottom of ladder** is or a square where the **head of a snake** is, they have to answer a question from the pile of question cards. This is asked by the facilitator or member of an opposing team.

The correct answer is 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. This should be timed by a facilitator or a player of an opposite team. 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, then the question can be posed to the other teams. Players in the other **teams cannot discuss their answer**, but individual players can put their hands up when they think they know it. If they are correct, their team token can move forward **3 squares**. If incorrect, they move back **2 squares**.

If a team lands on a bridge, they can cross the bridge by stating a time where they have acted with integrity. The facilitator will judge or the other players vote by a raise of hands whether the experience demonstrates acting with integrity.

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

TASK CARDS

Task cards are an additional component to the game. They intend to introduce different activities into the game.

If a player of your team lands on a 'TASK' segment, then they must pick up a 'TASK' card and introduce the TASK to the teams.

In your teams, you compete in the TASK that the card states. If you are a member of a team that wins the TASK then you are allowed to move your token three squares on the board. Note: if from this move you land on a bottom of a ladder or top of the snake, this does not mean you answer a question: your turn stops here.