

TEACHER'S MANUAL

# LABYRINTH



ARE YOU  
HERO



The Doha Declaration:  
PROMOTING A CULTURE  
OF LAWFULNESS





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# LABYRINTH



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## GLOSSARY

Terms that will be essential for the students to know and understand:

- I. Violent extremism** refers to the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. In other words, the willingness of an individual to use violence or the threat of it to enforce certain radical or extremist views. Violent extremism is a diverse phenomenon, without clear definition. Nevertheless, in recent years, terrorist groups such as the Islamic State in Iraq and the Levant (ISIL), Al-Qaida and Boko Haram have shaped our image of violent extremism.
- II. Radicalization** is one of many ways youth can be drawn into violent extremism. There is no single pathway or set of causes, but there are push and pull factors.
- III. Push Factors** that could drive individuals to violent extremism include: marginalization, inequality, discrimination, and persecution, limited access to quality education; the denial of rights and civil liberties; and other environmental, historical and socioeconomic grievances.
- IV. Pull Factors** nurture the appeal of violent extremism. For example, well-organized violent extremist groups can “pull” members by providing services, revenue and/or employment in exchange for membership. Groups can also lure new members by providing outlets for grievances and promise of adventure, freedom and friends.
- V. Sustainable Development Goals:** In 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). The SDGs are the framework used to create a better and more just world for everyone. These goals address global challenges that face humanity as a whole and focus on poverty, inequality, climate, environmental problems, prosperity, and peace and justice.

Additional resources: UNESCO. [Teacher's guide on the prevention of violent extremism](#). Paris, 2016

# I. HOW TO USE THIS MANUAL

## 1.1 AUDIENCE

The Manual is primarily intended for secondary classroom teachers, education administrators and other facilitating personnel such as guidance counselors and social workers, who want to use the board game “Labyrinth”. Even though the game is intended for use in the classroom, parents and others in informal settings may also find the Manual useful as it includes recommendations for how to play the game in the home and other settings.

## 1.2 PURPOSE

The purpose of the Manual is to support educators’ use of it in their classroom. The aims are fourfold:

- ◆ To provide educators with practical tips and recommendations about why, how and when to use this educational board game in the classroom to address the issue of violent extremism and radicalization through education
- ◆ To help educators debrief and follow-up on concepts and issues encountered while playing the game; this is critical to achieving the learning outcomes
- ◆ To expand on concepts and ideas to help deconstruct myths and inaccuracies around violent extremism and radicalization
- ◆ To adapt the game in ways that make it more useful and relevant to various contexts and classrooms

## 1.3 STRUCTURE

The Manual provides some conceptual background on the topic of violent extremism. A lesson plan is included with instructions on how to preview and play the game in a classroom setting and how to debrief students after game play.

Enrichment ideas are suggested on how educators might extend on concepts they encountered during the game, such as the role of the Sustainable Development Goals (SDGs) in preventing violent extremism. Ways to adapt the game are included in the last section of the Manual.

# II. CONTEXT AND RATIONALIZATION

## 2.1 VIOLENT EXTREMISM

Violent extremism and the underlying forces of radicalization are among the most pervasive challenges of our time. It is a diverse phenomenon, without clear definition. However, violent extremism can be described as the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. In other words, the willingness of an individual to use violence or the threat of it to enforce certain radical or extremist views.

While violent extremism is not confined to any age, sex, group, or community, young people are particularly vulnerable to these messages. Preventing and countering violent extremism requires a collaborative effort from all sectors of society.

## 2.2 RATIONALE FOR GAME-BASED LEARNING

Education is central to efforts to address this problem, for addressing violent extremism requires the coordinated efforts of people, programs, and policies. Teachers and other educational professionals play a vital role due to their training and impact on youth. However, teachers need guidance on how to address controversial issues using sound pedagogical strategies.

The use of games to teach offers educators a unique opportunity to capture the interest and curiosity of young people who enjoy the sport of game-based pedagogy. Simply put, games make learning fun. Games can be followed up by lively and informative discussions on concepts students were introduced to during game play.



### III. LESSON PLAN FOR GAME PLAY

LESSON PLAN TITLE:  
THE MYSTERIOUS LABYRINTH

**Topic:** The Labyrinth: game-based learning

**Year Level:** Secondary

**Age Levels:** 13-18

**Game includes experiences that provide for the study of:**

- ◇ Culture and cultural diversity
- ◇ Individual development and identity
- ◇ How people create, interact with, and change structures of power, authority, and governance
- ◇ The ideals, principles, and practices of global citizenship in a democratic society

#### 3.1 MATERIALS

##### **Game Components, Paper, Pencils, and or Markers**

**1 Game Board:** A3 format (11.7 x 16.5 inches), folded in half for storage. The board can be printed on paper or plain cardstock. Lamination is suggested, if possible.

**4-8 Game Pieces:** Each of the 4-8 players needs their own game piece to navigate the board. The players can decide themselves what kind of game pieces they are going to use (buttons, stones, coins, or whatever is available in the local environment).

**18 Hand You Are Dealt Cards**

**19 Choice or Challenge Cards**

**1 Die**

#### 3.2 ADAPTING FOR INCLUSIVITY

Adapt the game for learners with special needs. Games are a great way to include children with special needs in the classroom. For children with hand difficulties, you can provide a variety of differently shaped and sized game pieces. Rolling dice can be challenging for children with hand or cognition difficulties. You can use a spinner, or you and the class can make a large sized fluff dice with numbers and dots on them.

For students with Attention Deficit Hyper Activity Disorder (ADHD), conduct a practice run before the game is played. Explain the rules and objective of the game. Don't be afraid to change or modify the rules to suit the needs of your students and classroom.

#### 3.3 LESSON OUTCOMES

As a result of playing the game, youth will be able to:

- ◇ Challenge stereotypes
- ◇ Choose actions that promote tolerance and well-being
- ◇ Foster independent judgement and critical thinking
- ◇ Recognize propaganda and evaluate messages encountered online
- ◇ Analyze scenarios related to violent extremism, including the risk involved

As a result of playing the game, youth will learn:

- ◇ What violent extremism is and how it impacts society
- ◇ That they have choices and that their choices have consequences
- ◇ What risk and protective factors are and how they impact their resilience



### 3.4 ESSENTIAL QUESTIONS

Essential questions frame the lesson and the learning. The purpose of essential questions is to stimulate dialogue, inquiry, and reflection. The following three questions will frame the game Labyrinth.

- 1. What is violent extremism and how can it impact society?**
- 2. What are the potential impacts of propaganda, and how can propaganda be distinguished from factual statements?**
- 3. How can youth promote human rights through their values, actions, and choices?**

### 3.5 SELF-ASSESSMENT OF PRIOR KNOWLEDGE

Determining what students know or think they know (misconceptions) is critical before introducing a new topic. Assessing prior knowledge will help you plan the appropriate instruction around this game and any follow-up instructional activities.

One strategy for assessing students' prior knowledge is to give them an opportunity to do it themselves. In other words, provide them an opportunity to show what they know. For this self-assessment to be reliable, it should be low stakes and anonymous to encourage candid responses. The purpose is to get a range of the knowledge and skills of your students on this topic, not grade their performance.

With this in mind, the questions could focus on the prerequisite skills, knowledge and experiences expected of your students as well as the skills and knowledge that students will be expected to leave the game with.

In a pre-test, ask students to rate themselves on a scale with items such as:

- 1 = I have heard of the term (violent extremism or radicalization)
- 2 = I can define the term (violent extremism)
- 3 = I can explain the term (violent extremism) to a friend
- 4 = I can use the term (violent extremism) to solve a problem

You can also use the KWLQ strategy to assess prior knowledge. This self-assessment can be done with children in groups or as individuals. The purpose is to identify what they know (K) about violent extremism, what they would like to learn (W), and to identify what they actually did learn (L).

Last, they identify what future questions they have. The accompanying worksheet ([KWL Instrument to Assess Prior Knowledge](#)) can be used with this self-assessment activity.

## 3.6 LESSON STRUCTURE

CONTENT		
Time	Self-Assessment of Prior Knowledge	Teaching Materials
20 - 30 minutes	<p>Use the KWLO strategy to have students self-assess their prior knowledge. The self-assessment can be done in groups or as individuals on large paper, chalkboard, on paper, or the computer.</p> <p>Assessing prior knowledge will help you plan the appropriate instruction around the game and any follow up instructional activities.</p> <ol style="list-style-type: none"> <li><b>1. Ask students to write down everything they know (K) about violent extremism.</b> (Do not give them the definition yet.)</li> <li><b>2. Next ask them to identify what (W) they would like to learn about violent extremism?</b></li> <li><b>3. Debrief. Go over the vocabulary terms referring to student's ideas that emerged during the self-assessment.</b></li> <li><b>4. Students present their work.</b></li> </ol>	<p>Cooperative learning or other group approaches</p> <p>Materials: The accompanying <b>KWL worksheet</b> (Instrument to Assess Prior Knowledge) can be used with this self-assessment.</p>

## CONTENT

Time	Main Content	Teaching Approaches
30 minutes	<p><b>Part I: Introducing the concepts of the game through the mystery of the labyrinth.</b></p> <ol style="list-style-type: none"> <li><b>1. Introduce the game and its concepts, by getting students into the mystery of labyrinths.</b> (the board design is an intentional blending of labyrinths and mazes)</li> <li><b>2. Engage students in the puzzle.</b> If it doesn't have a puzzle, students won't find it worth studying. Not that violent extremism isn't puzzling or interesting to youth, it is. But this art form was chosen for the game board due to its mystery and ancient history as ancient and modern as war and violence extremism is.</li> <li><b>3. Help students see that labyrinths as an art and educational form have an incredibly long-lasting popularity and presence not only across eras, but also across cultures.</b> Yet, so little is known about the meaning or uses of these artistic and sculptural entities.</li> <li><b>4. The mystery that appeals to young people is that the labyrinths' uses have been forgotten, but the artistic evidence remains.</b> They are a potent subject of imagination and raise the question why they continue to exist.</li> <li><b>5. The board game was created with the vision of a labyrinth.</b> A labyrinth is an art form with ancient roots in many societies, including Greek, Roman, European, Asian, Egyptian, Mesoamerican, and Middle Eastern literature and mythology, and with mysterious, long-forgotten uses (for more information please see the accompanying PowerPoint).</li> <li><b>6. The function of the ancient labyrinth was and is thought to be educational, that is, to teach a lesson.</b> In contrast, mazes are multiple irregular networks of branching passages or paths the player follows, struggling to get in and then struggling to get back out again.</li> <li><b>7. Their form was and is to entertain and challenge the person trying to decide how to navigate the maze.</b> This game makes use of the function of one and the form of another: the ancient tradition of the labyrinth as a teaching tool and the modern use of the maze as a puzzling set of pathways that players find challenging to navigate.</li> </ol>	<p>Cooperative learning or other group approaches</p> <p>Game-based learning</p> <p>Materials: Accompanying <b>PowerPoint Labyrinth</b></p>

## CONTENT

Time	Main Content	Teaching Approaches/Materials
30 - 45 minutes	<p><b>Part II: Preparing and playing the game</b></p> <p><b>Preview the entire game</b>, including the goals, directions how to play and how to win. Explain what students are expected to know and be able to do at the end of playing the game.</p> <p>Giving students an overview of the game (rather than letting them figure it out on their own) is especially important for students with special needs, including physical as well as cognitive needs.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>◆ Challenge stereotypes</li> <li>◆ Choose actions that promote tolerance and well-being</li> <li>◆ Foster independent judgement and critical thinking</li> <li>◆ Recognize propaganda and evaluate messages encountered online</li> <li>◆ Analyze scenarios related to violent extremism, including the risk involved</li> </ul> <p><b>Assemble the game materials and review the instructions on how to play the game.</b></p> <p>The game is designed so that you can download, print, cut, and play. It can be printed on a board or card stock paper. Laminating the paper game board will make it more durable. The game pieces are included and can be cut out as well. The two card decks rest on either side of the board.</p> <p>There is one entrance to the labyrinth and multiple entrances to the center area. Each player gets a game piece that is placed on one of the start areas on the board. The game works best with 2 to 4 players.</p>	<p>Refer to the section on page 8 of the lesson plan describing how the game can be adapted to the needs of students with special needs.</p>

## CONTENT

Time	Main Content
30 - 45 minutes	<p><b>Explain the goal of the game.</b></p> <p>The goal of the game is for students to successfully navigate the labyrinth to the center to achieve hero status. This is achieved by making appropriate choices and finding their way in a labyrinth where there are conflicting paths that lead to tolerance and altruism, but also to violence and radicalization.</p> <p><b>Preview the instructions with the class.</b></p> <p>Players make their way through the maze to its center in a counter-clock wise fashion. Each space of the board suggests an action, challenge or choice that may provide the player an opportunity to move to the next level on the game board.</p> <p><b>Read the cards.</b></p> <p>When players land on the corresponding space, they draw a card and it read out loud to the other players. Some cards will present challenges to players or may ask players to make a choice. Remind the players not to read the back of the card before answering. Assist players with limited reading skills or ask the other players of the game to help any struggling readers.</p> <p><b>Becoming a Hero.</b></p> <p>Players face choices, challenges, and opportunities to help themselves and other players by making the right choices. Once a player reaches the center, they become a hero.</p> <p><b>How to Win.</b></p> <p>Players “win” as they work their way to the center of the labyrinth. Eventually all players reach the center. The first player to complete the maze can be a winner, but all players eventually win. In a maze, there might be various pathways to the center.</p> <p><b>Group students and begin the game.</b></p> <p>Depending on the number of game boards you have, put students in groups of 4-8.</p> <p><b>During Game Play.</b></p> <p>Rotate around the room while students are playing the game to make sure they are on task and to answer any questions.</p>

## CONTENT

Time	Main Content	Teaching Approaches
20 - 25 minutes	<p><b>Debriefing: After Game Play</b></p> <ol style="list-style-type: none"> <li><b>After playing the game, have students return to the KWLO and identify what they have learned (L).</b></li> <li><b>Since the game was played as a group interaction, it would be interesting for each team to compile a list of what they learned.</b></li> <li><b>Hold a debriefing session with the entire class.</b></li> </ol> <p>First ask if they liked the game. Ask them to explain why they did or did not like the game. This information can be used to continually improve the game.</p> <p>Next, ask students about the issues raised in the game. This is very important, and should be done, if possible the same day that game was played. Try to engage students in a discussion about how it felt when they had to draw a Hand You Are Dealt (HYAD) card that required them to adopt a group characteristic they were unfamiliar with, such as a boy pulling a card as a girl in a society that values boys more than girls.</p> <ol style="list-style-type: none"> <li><b>Key Messages:</b> (Make sure students understand these key ideas) <ul style="list-style-type: none"> <li>The use or threat of violence to achieve a political goal or other goals is not legitimate</li> <li>Respect for differences and diversity is critical to a healthy, thriving, and sustainable community</li> <li>Violent extremism is often driven by feelings of isolation, exclusion, and grievance, as well as fear, ignorance, discrimination, low-self-esteem, and intolerance. To strengthen resilience, responses to violent extremism must be implemented in way that respects human rights and the rule of law, otherwise exclusion and feelings of isolation can be magnified</li> </ul> </li> </ol>	<p>Discussion Small Group</p>
10 - 15 minutes	<p><b>Reflecting on the lesson you just taught:</b> As soon as possible after teaching your lesson, reflect on the experience. Try the prompts below to guide the process.</p> <ol style="list-style-type: none"> <li><b>How did your teaching of the lesson go?</b></li> <li><b>Based on the assessment (KWLO), what did students actually learn? Who learned? What did they learn?</b></li> <li><b>If you were to teach the same lesson tomorrow what would you do differently?</b></li> </ol>	<p>Reflection is a tool for continuous self-reflection and improvement</p>

### 3.7 ASSESSMENT

Formative assessment: Walk around the room and monitor students playing the game. Observe their game strategies and take note of their questions.

Summative assessment: Keep record of their KWL self-assessments and compare it to what students identified that they learned after the game playing session.

### 3.8 ENRICHMENT ACTIVITIES

There are many enrichment activities associated with Labyrinths that can also be used to challenge students as they find new ways to solve problems. Before or after playing the game, youth may:

- ◆ Draw their own ancient labyrinths or more modern mazes
- ◆ Develop their own games that use the labyrinth/maze structure
- ◆ Construct a large labyrinth or maze in sand or dirt or snow and develop rules for playing
- ◆ Investigate the possible uses of labyrinths and mazes in different eras in history
- ◆ Think creatively how it is possible over centuries to forget what a given labyrinth or maze was used for
- ◆ Construct and use a labyrinth (or maze) to teach some school subject, or to test one's own knowledge in a given subject
- ◆ Discuss ways that labyrinths can be used to help young people find a sense of purpose
- ◆ Extend the ideas in this game by imagining or actually constructing their own board or electronic game in which additional options for travel, learning, understanding and adventure are possible

### 3.9 HOW TO INVOLVE PARENTS

Communicate with the parents of your students how they can best support their child in playing this game. Some recommended tips are outlined below.

Tell parents that this game is being played at school, but it also can be played at home. However, parent involvement is recommended. Parent involvement can help your child gain important knowledge, skills, and attitudes, such as critical thinking and independent thought. Here's how to help your child get the most out of the game. If they have any questions about the game, encourage them to reach out to you.

Help your child by:












- ◆ Playing the game with your child
- ◆ Encouraging your child to play the game with family and friends
- ◆ Having them read (or helping them read) the scenarios on the cards and board
- ◆ Talking to your child about the game—what they learned, liked or didn't like
- ◆ Discussing the scenarios on the card and the risks involved after playing the game
- ◆ Asking them if they have any questions. If you cannot answer the questions reach out to someone that you think can answer the questions
- ◆ Encouraging modification of the game to better suit the context. For example, additional cards and scenarios can be added
- ◆ Exploring interesting aspects of the game, such as how people can solve problems without resorting to violence? Or why labyrinths have intrigued humans over the years?
- ◆ Inspiring them to create their own labyrinths or mazes on paper, in the sand, dirt, or snow

Send to us ideas for improvements and changes and additions to the game. We can be reached at [hbond@howard.edu](mailto:hbond@howard.edu).








### 3.10 SUMMARY OF CARD SCENARIOS

#### 18 HAND YOU ARE DEALT (HYAD) CARDS

The HYAD cards represent one's start in life. Some people are born advantaged, while others are born disadvantaged. Players can land on a board space with a hand icon and must draw a card from the HYAD card pack. The rationale for this game strategy is to enable players to reflect upon how their individual or group membership might provide them with certain advantages and/or disadvantages in life, and to understand that these group identities can intersect in ways that may cause them to experience both privilege and disadvantage at the same time. This intertwined system of advantage and disadvantage can also serve as a source of grievance and violence and/or the willingness to use violence to address inequalities.



Card Scenario	Impact on Game Play	Game Graphic	Sustainable Development Goal(s)
You are a girl in a society that values boys more than girls.	Move back one space.		SDG 5
You were forced to leave your country to escape war, persecution, or natural disaster.	Switch hands with the player on your right. That player returns their card to the card pack and pulls another card from the HYAD card pack.		SDG 10 & 16
Your intelligence is not questioned because of the way you look or speak.	Replace this card and pull another one from the HYAD card pack.		SDG 16
Your family lives in a wealthy nation.	Take an extra turn.		SDG 1, 3, 10
You survived poliomyelitis (polio), but you have trouble walking.	Move forward an additional 2 spaces.		SDG 3
You are born into a poor, but hardworking family.	Move back 4 spaces, then move forward 2.		SDG 1 & 10
You completed primary school but did not get a chance to attend secondary school.	Move forward 5 spaces, then back 2.		SDG 4, 5, 10
You are an orphan.	Switch hands with the player to your left. That player returns their card and pulls another card from the HYAD card pack.		SDG 1 & 3
You have access to the internet.	Move forward an additional 4 spaces.		SDG 1 & 10
You are a member of a low caste (or a stigmatized group).	Lose one turn.		SDG 10 & 16
Your mother graduated from university.	You get an extra turn.		SDG 1 & 10







Card Scenario	Impact on Game Play	Game Graphic	Sustainable Development Goal(s)
You can make a mistake without it being a reflection of your gender, racial, ethnic, or religious group.	Advance 5 spaces forward.		SDG 10 & 16
Your school has lots of books in the library and computers for students.	You get an extra turn.		SDG 1 & 16
You are teased because of your last name.	You lose a turn.		SDG 16
You belong to the majority ethnic or racial group in your country.	You get an extra turn.		SDG 3, 5, 16
There are lots of people that look like you in positive roles at school and in your neighborhood.	Advance an additional 2 spaces.		SDG 16
You have never been taunted, teased, or shunned due to a disability or special need.	Advance 5 additional spaces.		SDG 16
You are not encouraged to succeed in every subject in school.	Move back two spaces.		SDG 3, 10, 16
<b>BUILD YOUR OWN HYAD CARD</b>	Indicate how it might impact game play.		What SDG does the card address?

## 19 CHOICES AND CHALLENGES CARDS

There will be seven spaces on the game board where students will have to pull a Choice or Challenge card from the card pack. This card pack includes choices and challenges, but also includes reward cards labeled Sustainable Development Goal (SDG) cards. The SDG cards allow players to move to the next level of the Labyrinth. These cards serve as rewards for resilient actions. Players can use these cards to move to the next level or even shortcut to the center of the Labyrinth to become a hero and winning the game.

Card Scenarios	Impact on Game Play	Game Graphic	SDGs
<b>Everybody Wins:</b> Your friends at school were bullying girls telling them they did not belong in school. They asked you to join in. What should you do?	<b>Back of the Card</b> You refused and told an adult immediately what was happening. For supporting girl's right to education, all players move forward 5 spaces, no matter where they are positioned on the board. When girls receive a quality education, everybody wins!		SDG 5
<b>Don't Get Pushed or Pulled:</b> You were lonely and looking for friends, when you found this new online group that invited you to join their conversation about hunting down and hurting immigrants. Should you join?	<b>Back of the Card</b> No, you should not join. Try meeting new friends in your neighborhood or at school or ask your family members for help. Providing outlets for grievances and the promise of friendship is a pull factor for hate groups trying to recruit members. If you answered correctly, advance 5 spaces. If you answered yes, go immediately to the nearest Dead End on the board and forfeit your next turn.	Dead End	SDG 10 & 16
<b>Bandwagon Blues:</b> An advertisement on the radio reported that many famous and great people agree that a certain cause is right and that everyone else is wrong. Who am I to disagree with them? Is this propaganda or fact?	<b>Back of the Card</b> This is propaganda. This advertisement is distorting the truth, so that you will not question their claims. If you answered correctly, move forward 4 spaces. If you answered incorrectly, go to the road closed area on the board.		SDG 16
<b>Back to School:</b> I am not doing well in school and considering dropping out. Stay in school. Talk to your teachers, parents, or some one you trust. Education can make you less vulnerable to violence and exploitation and helps build resilience or the ability to bounce back from	<b>Back of the Card</b> Take the closest U-Turn and move forward 10 spaces.		SDG 4
<b>Writing Hate:</b> Your friends asked you to join them in writing hate messages about gays on a wall at school. You refused and reported the behavior to the authorities.	<b>Back of the Card</b> For respecting others and choosing not to write hate messages, and reporting the bad behavior move 8 spaces forward. You are being rewarded for resilient actions.		SDG 3 & 16

Card Scenarios	Impact on Game Play	Game Graphic	SDGs
<p><b>Seeing Race:</b> I don't see race, because I have black friends. You are not immune to seeing race because you have friends of color. Denying a person's racial and ethnic identity is a form of stereotyping and is offensive.</p>	<p><b>Back of the Card</b> Move directly to the obstacle in the road and wait for your next turn.</p>		SDG 16
<p><b>Act Now!</b> They told us to act now or our way of life will be threatened. Propaganda or persuasion?</p>	<p><b>Back of the Card</b> The use of fear to convince someone to do something or take a particular course of action is propaganda. If you said propaganda move two spaces forward. If you said persuasion, move back 3 spaces. Persuasion includes facts without exaggeration.</p>		SDG 10 & 16
<p><b>Let's Be Friends:</b> You befriended a new student from another country.</p>	<p><b>Back of the Card</b> Roll the die and take another turn. You are being rewarded for resilient actions.</p>		SDG 3 & 16
<p><b>A Happy Life:</b> An online military organization promised you a devout spouse and a happy life, if you come and join their secret military operations. So, you decided to go.</p>	<p><b>Back of the Card</b> This is a pull factor used by organizations seeking to take advantage of those looking for love. Don't be pulled in the wrong direction! Go to the nearest wrong turn on the board. Then advance 1 space forward. Return the card to the Choice or Challenge card pack at the bottom of the pile.</p>	Wrong Turn	SDG 3 & 5
<p><b>In Our Hands:</b> You and your family feel that you have been mistreated. You believe that your only option is to take matters in your own hands.</p>	<p><b>Back of the Card</b> Using violence or the threat of it to solve a problem is violent extremism, which can cause people to get killed or hurt and will not help solve your problem or resolve your grievances. Nonviolent resistance has been used as one means of affecting change. You are headed in the wrong direction. Go back 5 spaces.</p>		SDG 10 & 16
<p><b>SDG 1 - No Poverty:</b> This Sustainable Development Goal (SDG) card allows you to move to the next level of the maze and therefore closer to the center.</p>	<p><b>Back of the Card</b> After using the card, please put it back at the bottom of the stack.</p>		SDG 1
<p><b>SDG 4 - Quality Education:</b> This Sustainable Development Goal (SDG) card allows you to move to the next level of the maze and therefore closer to the center.</p>	<p><b>Back of the Card</b> After using the card, please put it back at the bottom of the stack.</p>		SDG 4
<p><b>SDG 5 - Gender Equality:</b> Save this Sustainable Development Goal (SDG) card to help you get back on the right path.</p>	<p><b>Back of the Card</b> After using the card, please put it back at the bottom of the stack.</p>		SDG 5

Card Scenarios	Impact on Game Play	Game Graphic	SDGs
<p><b>SDG 10 - Reduced Inequalities:</b> This Sustainable Development Goal (SDG) card allows you to move to the next level of the maze and therefore closer to the center.</p>	<p><b>Back of the Card</b> After using the card, please put it back at the bottom of the stack.</p>		SDG 10
<p><b>SDG 16 - Peace, Justice and Strong Institutions:</b> This Sustainable Development Goal (SDG) card allows you to move to the next level of the maze and therefore closer to the center.</p>	<p><b>Back of the Card</b> After using the card, please put it back at the bottom of the stack.</p>		SDG 16
<p><b>Fighting Hate:</b> You and your family believe the government is attacking your way of life. So, you join a group that hates people that are different and wishes to do them harm.</p>	<p><b>Back of the Card</b> Hating people that are different will not solve your problems but will only make them worse. All people deserve to be treated with respect. You have taken a wrong turn. Go back 5 spaces.</p>		SDG 10 & 16
<p><b>Interfaith Reliability:</b> You invited members of another religious group to join your religious ceremony celebrating respect. Being tolerant and appreciating diversity helps create a feeling of well-being and belonging for everyone.</p>	<p><b>Back of the Card</b> Roll the die and take another turn. Then put the card back, face down, on the bottom of the pile. You are being rewarded for a resilient action.</p>		SDG 16
<p><b>Fitting-In:</b> Some of your friends try to change their appearance and how they behave to fit in more and have certain people look up to them.</p>	<p><b>Back of the Card</b> You decided that it is better to be yourself, instead of someone else. Having a positive self-image can ward off those seeking to lure you with false promises. Roll the die and take another turn. You are being rewarded for a resilient action.</p>		SDG 3 & 16
<p><b>Generalization:</b> You told a person of color that they spoke very well due to their race. Your actions were based on a generalization or belief that people of color are not as smart as other people.</p>	<p><b>Back of the Card</b> Stereotypes label people in mostly negative ways. Try to get to know people as individuals and not judge them by traits such as skin color or the language they speak or where they are from. You have hit a brick wall. Go directly to the brick wall and miss your next turn.</p>		SDG 16





## IV. HOW TO ADAPT THE GAME LABYRINTH

The board game Labyrinth was designed to be adaptable. To maximize effectiveness, teachers can revise and modify the game and lesson plan to better address student needs or local conditions and contexts. The game Labyrinth can be adapted by modifying the game board, contextualizing the two card packs, and by changing the rules or the strategy of the game. The general rule concerning adaptations is to make sure that the basic elements of the game remain the same after the modifications. If the basic elements change, the learning outcomes or essential questions may need to be adjusted.

Adaptations are meant to increase the effectiveness of what you are trying to achieve in the game. The required skill level for the game may be adjusted, making sure the game is not too easy or too difficult for the players. Adaptations can be scaled up or down over time in accordance with student skill levels. See Figure 1 for the various ways the game can be adapted.

### 4.1 ADAPTING THE GAME BOARD

The game board can be modified to allow flexibility in how the game is played, the pacing of the game, and to allow for local conditions and contexts.

- **Create shortcuts to the next level on the game board. The shortcut should align with making a good decision or positive choice either through the cards or by a chance landing on the board space.**
- **Change the information on the spaces. Instead of dead end, you might include a parking lot, or a one-way street or path that leads to no-where illustrating how certain choices or challenges can take you down the wrong path.**
- **Incorporate slightly different strategies that impact how players navigate the board. Currently the Sustainable Development Goals (SDGs) and the “Detour” space enable players to move to the next level of the Labyrinth. There are four levels to the Labyrinth. The fourth level is the center level where hero status is reached and the player wins. Additional SDG board spaces can also be incorporated.**
- **Use local examples and pictures on the game board. Board changes can reflect local topography, conditions, and challenges. For example, an icon on the board can represent how the internet can lead one down a one-way path or dead end by creating more opportunities to become radicalised.**
- **Students can also create their own game boards as long as the key components or elements address the stated learning outcomes.**

- Incorporate examples on the cards that are more culturally appropriate. For example, instead of “You are a girl in a society that values boys more than girls,” change to “You are a boy in a society that values girls more than boys.” Other identities and affiliations can be included here.
- Involve students in the adaptations of the HYAD cards. Students can draw from their own life experiences where they feel privileged or discriminated against.
- Introduce students to the SDGs by having them align their newly created card to the most appropriate SDG.
- Engage students in altering or changing the impact of the HYAD scenario. Instead of losing a turn, go back or forward 5 spaces or proceed directly to the Dead End. There are a number of possibilities here.
- Create various images or icons of a hand to be placed on the board. The hand may be missing a finger, or be a different color, size, or shape. These variations represent the human diversity of this body part.



- After creating a Choice or Challenge card, ask students to tie the card or choice back to the game board. What is the impact of the choice or decision? In other words, create an opportunity on the game board to reinforce a good or bad decision resulting from the Choice or Challenge card pack. Do you send players to the Dead End on the U-Turn on the board to reinforce a negative consequence?
- Introduce students to the SDGs by having them align their newly created card to the most appropriate SDG.
- You can change the rules about how the board spaces impact the game play and navigation. Landing on a Dead End space, might re-route you back to “Start” or to the “Detour” section on the board.
- Modifying rules may make the game more accessible to players with special needs. For children with hand difficulties, you can modify game pieces by providing a variety of different shaped and sized game pieces. Rolling dice can be challenging for children with hand or cognition difficulties. You can use a spinner or you and the class can make a large sized fluff dice with numbers and dots.

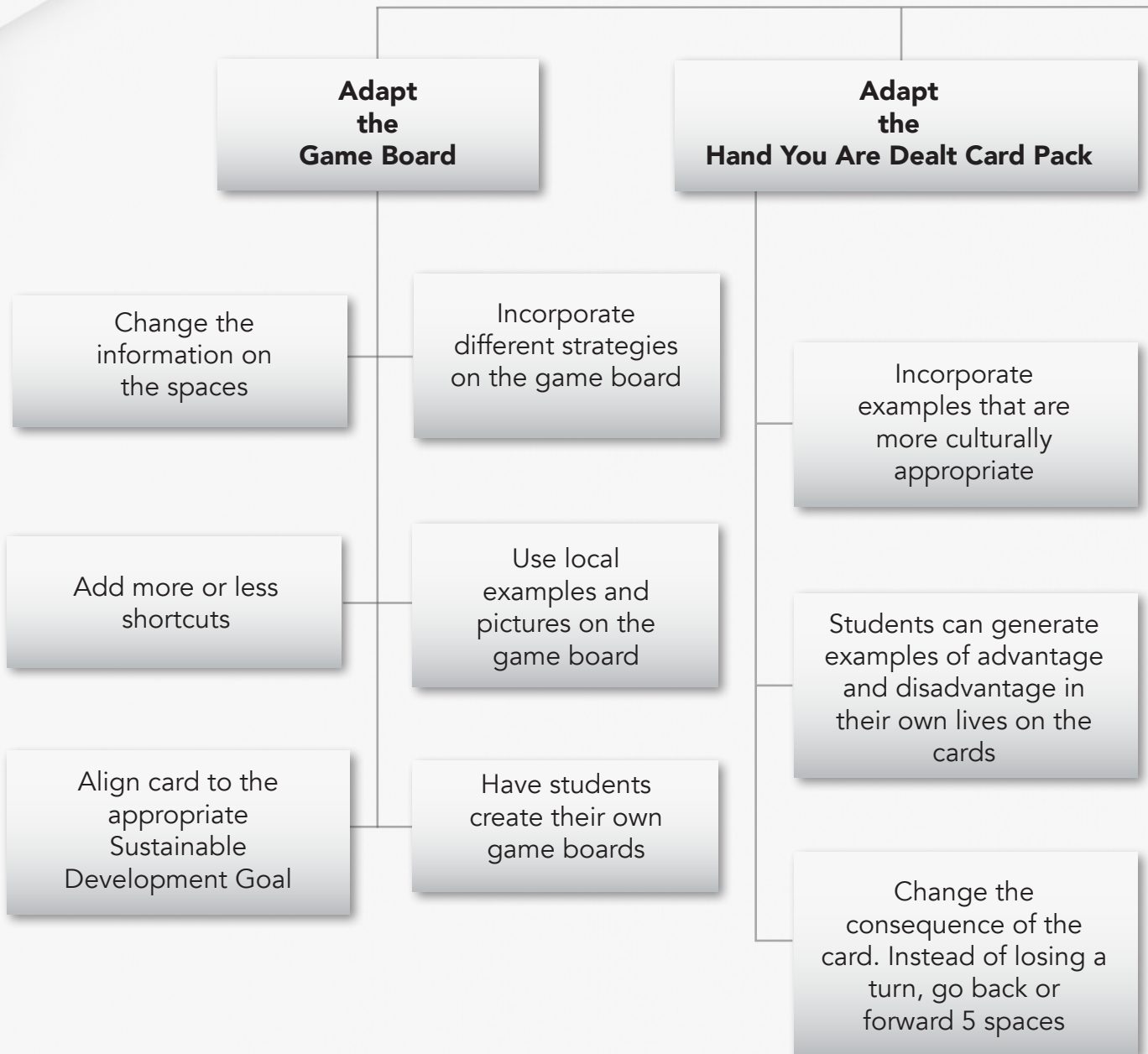
#### 4.4 ADAPTING THE GAME BY CHANGING THE RULES

The game can also be adapted through a slight modification of the rules of the game. The general rule concerning adaptations still stands here. If the rule changes are extensive, such as changing how players win in the game, the learning outcomes or essential questions may need to be adjusted accordingly. Rule changes must be fair to all players. See Figure 1 for the various ways the rules can be changed.

The rules can be adapted or changed in the following ways:

- Change a rule that improves the pacing or flow of the game. For example, use one or two dice to navigate the board or use a spin wheel.
- You can change the rule concerning how the SDG cards are used. The SDGs provide access to the upper levels of the Labyrinth closer to becoming a hero and winning the game. The SDGs can be saved or traded in ways that allow a different form of board navigation or play. However, the rule change should not alter the basic element that the SDGs serve as rewards for resilient actions or choices.

## WAYS TO ADAPT



## THE GAME LABYRINTH (FIGURE 1.)

