



ESCAPE ADVENTURE MODULE

ESCAPE HOME ALONE

FORMAT: BOARD GAME



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INCLUSION TOPIC:

Autonomy for people with
Intellectual disabilities.

TARGET GROUP:

10 years

N° OF PLAYERS:

2-4

TIME:

50 min.



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“THE KEY POINTS
OF THIS ESCAPE
ADVENTURE IS TO
KEEP IT INCLUSIVE
IN ALL THE STEPS
OF THE PROCESS”

KATERINA

ESCAPE HOME ALONE



Aim of the Adventure: To work on competencies, related to personal autonomy of people with mental disabilities or disorders, as well as to create an opportunity for entertainment, enhance collaboration and communication among participants.



Learning Objectives

- Practice tasks related to autonomy such as: administrate money, manage the time, handle daily tasks at home (cooking, recycling, using the washing machine etc);
- Promote collaboration among the participants, by creating a situation in which each of them has to use different intelligences (visual-spatial, logical-mathematical, kinesthetic and intrapersonal etc);
- Promote self-confidence, creativity and self-expression.



Duration

<i>Preparation of the materials:</i>	3 h
<i>Setting up the space before the adventure:</i>	10 min
<i>Intro time:</i>	5 min
<i>Play time:</i>	It depends a lot on the diverse abilities of the players. Normally, the game lasts 40-50 minutes but if the abilities of the players don't allow it to finish in this frame time, the game can be splitted in 2-3 meetings of one hour using 2 boxes per time.
<i>Debrief/ evaluation time:</i>	Min 15 min



N° of players

“Escape Home Alone” is mainly designed for adults with mental disabilities or disorders (more or less 10 years, functional/cognitive age and not chronological one), or for children who would like to deal with this topic with their parents.



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General overview of the Adventure

The game could be introduced by cards included in the box, those cards introduce players with the story. Throughout the game players discover the entire story.

The whole game takes place on a board which represents a flat.

Before the game begins, participants are told that they have organised a trip to visit their friend Giulia who lives in Turin. Once they arrive, they find a letter under the doormat from Giulia in which she says that she has organised a small surprise for them: she has hidden and she invites them to enter the house and find her.

Players will have to go through each part of the house in the right order: the entrance, the kitchen, the bedroom/bathroom and the garage, solving the riddles and finding Giulia.

There's only one way to finish the game.

The Giulia's address book is given to participants and they are invited to "call" somebody in case they can't resolve a riddle. There are three steps of support: if the first contact doesn't help, participants are invited to contact another person and then another. The first and the second contact give participants a hint to the riddle and the last one contains the final solution.

The adventure finishes when players have opened the four boxes and found Giulia and her surprise. She is hidden at the bottom of the cover of the last box (representing the attic of the flat) together with other friends with whom she has organised a welcoming party!



Guiding the process

If there is at least one person with disabilities in the group, the educator/facilitator is needed so as to support special needs. Facilitator doesn't need to have a special preparation, but it is good if he/she knows the flow of the game and the solutions to the riddles beforehand. During the game there is no need that the facilitator intervenes if it is not asked to do so, since there is already a helping tool (Giulia's telephone book) that players can use whenever they want to arrive gradually to the solution of the riddles. In case the group is composed exclusively by people with disabilities, maybe it can be useful if the facilitator supports the group to keep together all the elements of the game and remind from time to time (if needed) the aim.

In the end of the game, the facilitator can use the debriefing guide so as to structure the reflection moment according to the needs of the group.

Escape Home Alone can be played as a game, just for fun or as a team-building activity, by a group of children and their parents who want to work on this topic or by teenagers and adults. In this case, the presence of the facilitator isn't mandatory since instructions are clear enough to guide players into the adventure. Players in this case can decide if following the debriefing guide.

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Level of ownership

The level of ownership is more guaranteed if players can arrive at the solutions by themselves. Educator/facilitator should be able to trust the group and its components' abilities. If it comes to a group composed of people with disabilities, he/she should be aware that "timing" is quite different for them and that creativity could have unexpectable expressions. It's therefore important that he/she keeps a patient attitude and respects the time the group needs to arrive at solutions. No need for educators/facilitators to stress them or to intervene continually suggesting solutions. If needed, the game can be divided into more meetings playing one/two boxes per time.



Level of inclusion

The way the riddles are structured encourages players to work together and to make use of each others' strong points. The puzzles are diverse, so every player can express himself/herself on something, according to their abilities and skills.

In addition, there is a tool inserted (a bell) that every player can use in whichever moment of the game, he/she feels excluded for the process of the collaboration.

Moreover, some objects are distributed at the beginning of the game to each player so each of them should understand in which moment of the game they should use them.

Finally, the tool that gives the hints to solve the riddles has three difficult levels of support so that players can decide the level of support they need.

The nature of the riddles is diverse enough: there are visual ones, mathematical, kinesthetic, logical ones. The way they are structured encourages players to work together and to make use of each others' strong points. Every player can express himself/herself on something, according to their abilities and skills.



If an educator/facilitator is present he/she should try not to meddle into the dynamics or into the game itself, but to observe and give feedback during the debriefing moment. Just if players clearly ask him/her to intervene or if things go wrong (for the game or for the dynamics), he/she should intervene.

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SETTING UP THE ADVENTURE



Location, Ambience

A room and a table big enough to support the size of the four boxes opened. It is advisable that calm is guaranteed so that people stay concentrated without external distractions.



Game components

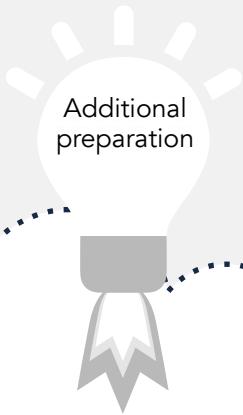
Most of the required components are digitalised and ready to "Print & go". Click on the icon to download the components of this module.



Once you have downloaded it, printed and prepared it, make sure you have:

- the board-box, designed for the adventure;
- a UV light & pen;
- a magnifying glass;
- a bell;
- pencils/pens;
- papers;
- clock.

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Full step by step instructions on how to build the board-box can be found at the end of this document

FULL DESCRIPTION



Intro & Narrative

"Hello, today we are going to do an escape box adventure.

It's a cooperative game, so you win or you lose all together!

From this moment on, you can share and discuss, trying to solve the riddles you will encounter during the game. If at any time you think there is too much confusion, you do not understand something or you feel excluded from the rest of the group, you can ring the bell so as to get everyone's attention. At the sound of the bell, all participants must stop and listen to the person who rang the bell.

Are you ready?

Let the game begin!

It's been a long time since you've tried to organise a holiday in Turin, where one of your best friends, Giulia, lives.

This time you did it: you will spend three days in Turin, together with her, at her house!

Finally, after a long journey, you are in front of her door.

You ring the doorbell. Silence.

You try again, you knock on the door. Nothing!

It seems that nobody is there.

Under the doormat, you may find the key to open the door and enter the house.

Do not be surprised by oddities you may encounter, you know that some behaviours of your friend may seem difficult to understand, but sometimes the differences allow us to go further.

Have fun discovering new points of view!



Description of the flow of the Adventure

The players receive a card with the instructions of the game and a card that introduces them to the narrative. If a facilitator is present, he/she can choose to narrate this kind of information (5 minutes). The cards can be read by the group or the facilitator can introduce narrating the information given on this card:

Card with instructions:

ATTENTION!

Do not use the contents of this box until you have read these instructions or before you are told when and how to use them.

In the box you will find:

- A card with the beginning of the story
- 4 boxes to play
- a bell
- a pen
- a magnifying glass
- a card with a portrait photograph
- a cipher
- a telephone book
- paper and pencil.

This box contains a story and riddles to solve as fast as possible. Don't worry, no specific skills are needed: anyone can do it!

It's a cooperative game, so you win or lose all together!

Before playing, take with you paper and pencil and ensure that you are in a quiet and peaceful space.

From this moment on, share and discuss, trying to solve the riddles you will encounter during the game. If at any time you think there is too much confusion, you do not understand something or you feel excluded from the rest of the group, you can ring the bell that you find among the objects so as to get everyone's attention. At the sound of the bell, all participants must stop and listen to the person who rang the bell.

Are you ready? Let the game begin!

After the instructions card, players have another card that introduces them to the story:

It's been a long time since you've tried to organise a holiday in Turin, where one of your best friends, Giulia, lives.

This time you did it: you will spend three days in Turin, together with her, at her house!

Finally, after a long journey, you are in front of her door.

You ring the doorbell. Silence.

You try again, you knock on the door. Nothing!

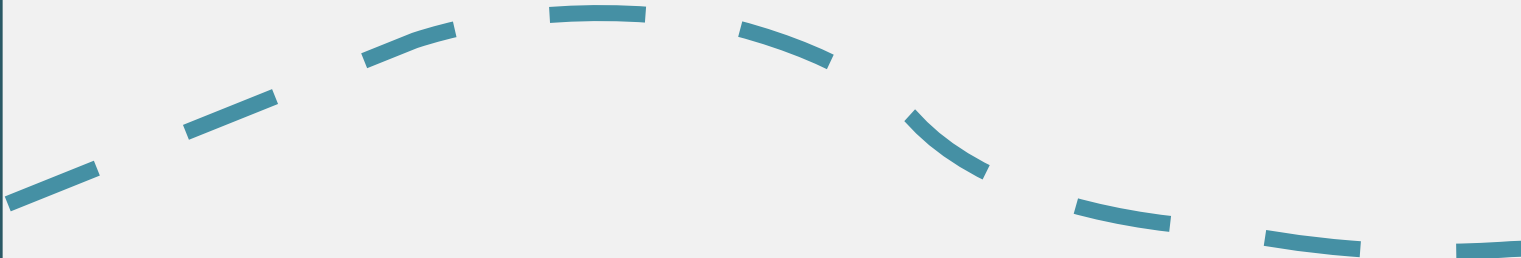
It seems that nobody is there.



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Under the doormat, you may find the key to open the door and enter the house. Do not be surprised by oddities you may encounter, you know that some behaviours of your friend may seem difficult to understand, but sometimes the differences allow us to go further. Have fun discovering new points of view!

After this card, players are supposed to open the only accessible hint they have available: Giulia's letter in an envelope attached on the first box, where she explains to them that she's prepared a surprise and that they need to look for her in the house so as to find out the surprise. In this letter, Giulia gives them information about the time frame and other practicalities. In the letter itself there's the first visual riddle. Solving it, players can enter the first box/room.



No need for the facilitator or educator to give more elements or to do something else.

Then the four boxes are given to the players and the game starts. There's an envelope with a letter attached on one of the boxes that contains the code to open the first box so players can "enter" Giulia's house. As mentioned before, players have to solve the riddles in a linear way and pass from one box to the other.

The time frame of the game is decided by players (and facilitator, if present): at the first letter, Giulia asks the players to write down the exact time at the time the group starts to look for her and write down the time when they finally find her. The game generally lasts 40-50 minutes but if people with disabilities are involved, more time (or even more meetings) may be needed.

When the game ends, players can use the "debriefing instructions" to reflect on the experience and on the learning (about 10 minutes). If there's a facilitator, he/she guides the reflection through the same questions and decides on which of the topics proposed in the document, he/she wants to go deeper.

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What to observe during the adventure

During the game, the facilitator can observe different aspects and gather elements to use during the debriefing moment, according to his/her competencies, group's needs and educational aims. For instance, some aspects to be observed: how players collaborate, in which level each one of them expresses himself/herself and how listens to others, how one accepts others' ideas, if and how many times do players use the bell that means sense of exclusion on behalf of somebody.

The debriefing guide includes concrete questions to facilitate the reflection time both as far as the group dynamics and the process is concerned both for working on the topic of the escape adventure.



Reflection

There is a guide to print so as to carry out the debriefing process within this module components. Reflection is divided into two parts: the first part includes questions linked to group dynamics and the process. The second part includes questions and topics linked to elements that players met during the game. Topics are divided for each box/room.

Some concrete examples: how does one organise the shopping list? What competencies do I need to do shopping (taking in consideration products' price/expiration date etc.?) How does one organise products in the kitchen? How does one use a washing machine? Which tools can one use to orient himself/herself in a city and how can one use public transport?

It is up to the facilitator/educator to decide which topics to develop during the debriefing and in which way, according to the players' needs and the educational aims.

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Setting up the tools for the adventure

The following materials are needed to construct the four boxes:

- cardboard (or other material according to resources);
- printer to print the following material;
- scissors/cutter;
- ruler;
- glue;
- adhesive tape;
- double-sided tape;
- magnetic tape;
- adhesive film;
- 1 envelope;
- 5 locks with 4 numbers;
- 2 locks with 3 numbers;
- 1 direction combinational lock;
- 15 small brackets (to attach outside and inside the boxes for the locks)





Step by step instructions on how to set up the game tools

Documents to download and print so as to create "Escape Home Alone":

- instructions of construction of each box (one can follow this document without necessarily printing it);
- instructions to assembly the game (one can follow this document without necessarily printing it);
- files showing the interior elements of each box (material to be printed in colours):
 - box n.1: **entrance and living room** (18 pages)
 - box n.2: **kitchen** (18 pages)
 - box n.3: **bedroom and bathroom** (17 pages)
 - box n. 4: **garage** (17 pages)
 - covers** (2 pages)
- 1 card with instructions for the game (material to be printed in colours);
- 1 introduction card (material to be printed in colours);
- 1 letter left to participants by the protagonist of the story (material to be printed in colours);
- the protagonist's address book (6 pages - material to be printed in colours);
- some icons (1 page - material to be printed in colours);
- the guide to the debriefing (one can follow this document without necessarily printing it).

Total pages to be printed: 86

You can find all the components of this Escape Adventure at:
www.lookingatlearning.eu/escapeexclusion/toolkit

The game components are not translated into other languages, please if you need this translation, get in contact with the organization of your country, who would be able to assist you for a fair price.



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