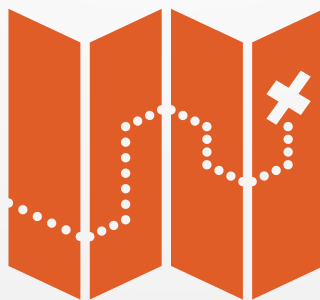




ESCAPE ADVENTURE MODULE

THE 5 ELEMENTS

FORMAT: MAP



DEVELOPED BY:

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INCLUSION TOPIC:

Environmental Inclusion

TARGET GROUP:

13+

N° OF PLAYERS:

4 - 12

TIME:

60 min.



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Layout: Javi Quilez
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“GAMES ARE A
FORM OF
HUMAN ART
TO PLAY WITH
TIME AND
SPACE.”

JURGIS KUKSA




THE 5 ELEMENTS



Aim of the Adventure: To think about topics such as the environment, me as a part of nature, How can I positively impact the environment around me.



Learning Objectives

-  To get a deeper understanding of global and local environmental threats;
-  To learn to implement solutions for sustainable living in their daily lives;
-  To work as a team and understand the advantages of working together;
-  To understand how to take simple steps in order to positively impact the environment.
-  To become aware that each of us is a part of nature while doing small local things we can impact nature on a global level.



Duration

Preparation of the materials:	30 min -60 min.
Setting up the space before the adventure:	30 -60 min
Intro time:	5 min
Play time:	40 min
Debrief/ evaluation time:	5-10 min



N° of players

The best number for this adventure is a group of between 4 and 12 people, although it can be adapted to a smaller or bigger number if needed.

THE 5 ELEMENTS



General overview of the Adventure

The facilitator starts the game by asking a question: Who likes Oxygen?

(There should be some hands raised.)

Great.. Do you know how whales help you breathe in some of this oxygen?

Whale poop gives nutrients/food to phytoplankton which produces more than half of the planet's oxygen. Nowadays one of the reasons why Whales die is because they confuse plastic bags for jellyfish. Another point is microplastic is bad for our health so we need to work together to help ourselves to be free from plastic/ocean pollution and other environmental threats, so that we can thrive rather than try to survive

Participants receive specific information, they have to prepare as a team for a mission. "You are on a planet that might soon become uninhabitable. As the current way of human life has brought all of us to this point, it is obvious we cannot continue the same way. We have to grow and evolve in order to live harmoniously with the environment or we have to create a new planet elsewhere. In order to do that(create a new planet) you will need to collect 4 different elements (water; air; soil; fire). You can collect the elements by following the instructions and while you do that, you might learn how we could save the planet we are on."

The game takes them to 4 locations where they find elements like water, air, fire and soil. In addition there are practical tasks to develop participant's sense of responsibility to the environment. Meanwhile doing simple tasks to involve themselves in helping nature. Through the journey they learn that fixing this planet might be easier than creating a new life elsewhere. They also learn that they are the 5th element and they can impact the environment with their daily actions. As they are on their way they pick up trash, plant a seed and learn a breathing exercise.

During the adventure participants need to solve different riddles and collect information during the game. Tasks Involve: travel to a specific location; solve puzzles, maybe overcome a fear of water or height; look for clues and use digital tools, if needed.

Upon reaching the final destination, they have all the elements to start fresh on a new planet. But there is no way to get there yet, or create a new planet even if they have all the existing elements found on a living planet. Therefore they discuss the possibilities to fix some of the environmental challenges presented in the game. and discuss what are some of the things they can do or change in their daily lives.

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Guiding the process

The only safe way is to have it inside so it is possible to oversee everything. Then if you go outside then as one group with the educator/ facilitator. In the best case scenario: It doesn't need to be monitored (it should not be monitored if there are no hazards present) if clear instructions are given by following the map and understanding the task they can find it by themselves or call if need help) To check on the progress of the escape adventure it's possible to contact through phone or follow in an application (example- Live location: run/walk app like mapmyrun) meant for that purpose to see how the progress is developing.

The way to keep accurate track is to have a facetime group call..

Easier option might be to call the educator/facilitator if stuck.

If the game is set up correctly the facilitator meets the participant at the beginning and then at the end location, found by the participants who collect all the clues.



Level of ownership

If they are stuck, they can call the facilitator. Otherwise They have full ownership of their experience playing the game. The facilitator can only try to make someone think, therefore is just an observer in the process of the game.

If someone fails to succeed in the game he calls and asks where should he go(then when he arrives for debriefing he can hear how others solved it and what was the best tactic to approach the game in the debriefing part)



Level of inclusion

The game is designed to be suitable for participants with different types of learning -, visual, auditory,logical, and kinesthetic mostly as well as with a possibility to be intrapersonal or interpersonal. It can be audial if the facilitator reads out the questions and narrates the story. There are multiple ways how they are led to locations in the map. The game is suitable for young people with movement disorders if the school premises are equipped for that. If there are learning and behavioural disorders then their educator or caretaker can participate and go along, as well as being outside in sunlight can help to improve the condition of learning and behavioural disorder. In addition hearing and vision problems/challenges can be overcome if they are placed in a supporting team.

THE 5 ELEMENTS

SETTING UP THE ADVENTURE



Location, Ambience

The game is designed so that it can be adjusted to almost any kind of location. A good thing to have would be different areas where the 4 elements could be hidden.(example: Water in or next to a stream,lake or pond; Fire next to a fireplace, campfire, tree damaged by fire)



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, make sure you have:

Best case scenario:

- internet connection
- paper;
- writing tool;
- computer;
- printer;
- tape;
- 2 locks;
- box;
- bottle with hole for lock
- seed
- soil
- degradable pot
- degradable trash bag
- gloves(for picking up trash)

Additional/Optional:

- scissors;
- matches;
- laminator and laminating sleeves
- different types of environments (trees, soil, water to find the element cards near).

THE 5 ELEMENTS

Additional preparation



Could involve a discussion about global environmental threats and our role in them.

FULL DESCRIPTION



Intro & Narrative

Script of everything that the facilitator is saying to the participants right from the beginning until the game starts:

"Who likes Oxygen?

There should be some hands raised.

Great.. Do you know how whales help you breathe in some of this(gesture in the air) oxygen? (picture from Whales.org)

One of the reasons why whales die is because they confuse plastic bags for jellyfish as well as microplastic is bad for our health so we need to work together to help ourselves to be free from plastic.. This and many more challenges await your friends who are stuck on a planet which is in danger! Help them Find solutions to their home planet dying and find the elements to build a new home planet if the plan does not work! Rules of the game: Use the map to find the final location where we are discussing how to help solve these challenges. Note! You can use your phone to search for anything online or to call me if you think that you are stuck (Maybe have a rule - if you call your team gets a penalty minute every time..)

The facilitator waits in the final location (where the element cards point to) And as the participants arrive he says: Great job! You have collected the elements and are now able to create a new planet.. Who thinks they could do it? Hard, right? Meanwhile we might work on these 5 challenges like Air pollution, Water pollution like plastic in whales, like we discussed in the beginning, human caused fires and our soil fertility. Does anyone have suggestions on how we could tackle these issues? Great! Let's write that down! Here are some good Books to read, movies or article suggestions. Do you have any? (adjust to your situation)"

THE 5 ELEMENTS



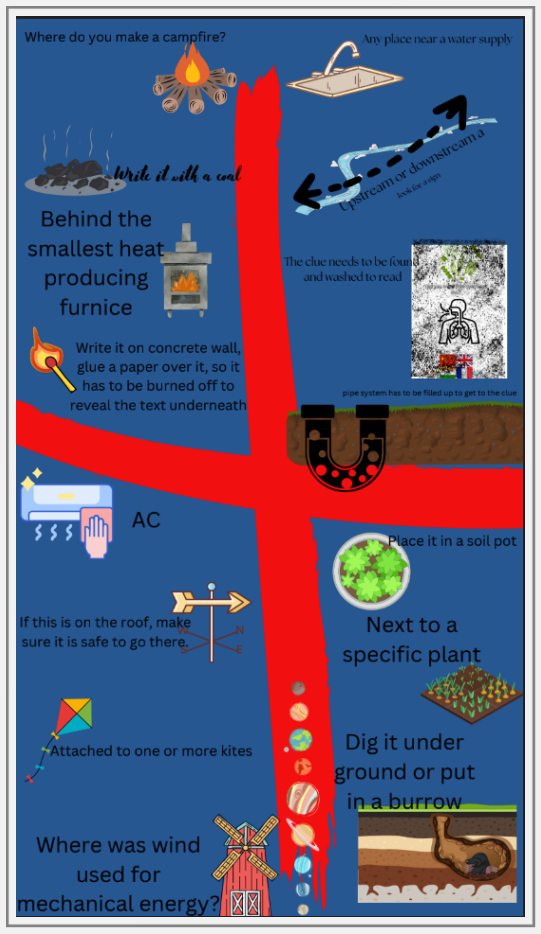
Description of the flow of the Adventure

The facilitator tells the story to the participants that might already lead into a small discussion. Groups can play the game simultaneously or as one team or individually, they should not be in a competition, but have a competitive spirit. Preferably the educator has already introduced the topic of environmental inclusion so this game is not the first time that the group hears that their actions have an impact on the environment.

As the participants receive the map and are on their way to the first location the facilitator moves to the final location. Participants find the Elements (Element cards) that are hidden in various places like fire element card next to fireplace ; water element card on a little boat in the pond etc. and the map showing the emblem of the element on the approximate place where it is located).

As shown above If they find the soil card they find it either in a soil pot, in or on the ground somewhere specific or in a burrow or hole in the ground. (The participants know where it is by looking at where the symbol is on the map or they have a suggestive line, sentence or other lead that points to the place, which is up to the person who sets it up/facilitator)

By connecting numbers below they see on the 4 element cards and understanding that WMP stands for weapons for mass destruction.



<p>Do you like inhaling smoke?</p> <p>Amount of (cigarettes) you breathe in a day</p> <table border="1"> <tr><td>Tokyo</td><td>4</td></tr> <tr><td>Paris</td><td>6</td></tr> <tr><td>Beijing</td><td>25</td></tr> <tr><td>Los Angeles</td><td>4</td></tr> <tr><td>Mexico City</td><td>6</td></tr> <tr><td>New Dehli</td><td>25</td></tr> </table> <p>5500</p>	Tokyo	4	Paris	6	Beijing	25	Los Angeles	4	Mexico City	6	New Dehli	25	<p>OUR SOIL CAN THRIVE</p> <p>OR</p> <p>BARELY SURVIVE</p> <p>6000</p>
Tokyo	4												
Paris	6												
Beijing	25												
Los Angeles	4												
Mexico City	6												
New Dehli	25												
<p>Did you know that this helps this?</p> <p>1500</p>	<p>Cook a meal or burn a bridge</p> <p>WMD</p>												

(You can access this cards and the map in the components folder)



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Option 1 They receive a number 130. which leads them further to the place where the facilitator is.(if it can be 130)

Option 2 Have a different page that is given to the participants with different numbers and places they know like 89- The principal's office

144- the chemistry lab

55- the cafeteria

233- Main hall

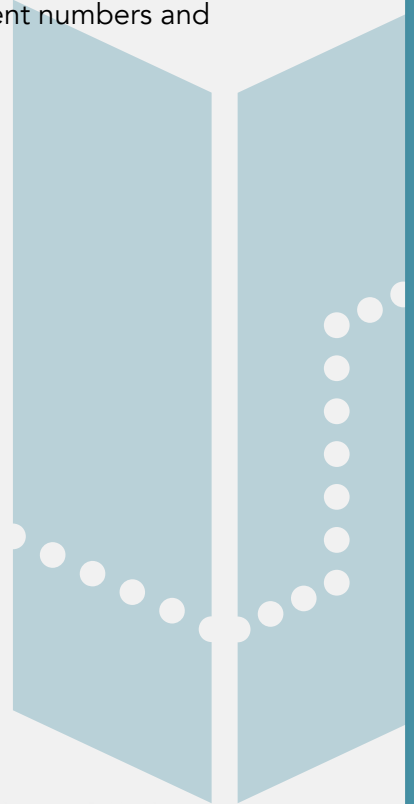
130-English classroom (your final location)

377- The garden shed

610-Art class

At the final location the facilitator asks:

1. What did you find during the game? How do you understand that?
2. What could be done?
3. What did you like, what could be improved?



What to observe during the adventure

There are multiple things to observe while facilitating the game. Some of them might be an overall emotional willingness to understand. (the current predicament) Willingness to change. (perspectives and behaviours)

This is entirely up to the facilitator. (how to communicate the message)



Reflection

How much did you research? Did you use a search engine? What did you find? Would you like to share? Did anyone think of a way to prevent any of the environmental challenges?

THE 5 ELEMENTS



Additional notes


*If the game is played in teams (they can divide the responsibilities.

Example of roles : hold/read the map. Look for everything that we see on the cards online. Look for signs/cards/clues.

Help everyone to focus on their task/ help anyone who needs help. Keep notes on what you do/ find or understand.



Setting up the tools for the adventure

 *time based on the distance and number of participants and resources mentioned above*



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

Go through the files in the folder and see if anything suits your theme or lesson plan.

Print out the 4 element cards on 1 a4 page.

Cut them out (add anything you need for increased difficulty) and laminate for durability.

Print out the last question page (picture 1) :


TO COMPLETELY WIPE OUT HUMAN SPECIES - 100 ATOMIC BOMBS HAVE TO BE DROPPED PRETTY MUCH ANYWHERE AND THE RADIATION IMPACTS THE WHOLE EARTH. RIGHT NOW THERE ARE MORE THAN A 100 OF THESE WEAPONS MADE...

NOT TAKING IN ACCOUNT ALL THE OTHER ISSUES. (JUST WITH ATOMIC BOMBS)HOW MANY TIMES COULD EVERYTHING BE DESTROYED THEN REBUILT AND THE PROCESS REPEATED AGAIN?

Your answer?



Picture 1



Do you like inhaling smoke?

Amount of (cigarettes) you breathe in a day

Tokyo	4
Paris	6
Beijing	25
Los Angeles	4
Mexico City	6
New Dehli	25

5500

OUR SOIL CAN THRIVE

OR BARELY SURVIVE

6000

Did you know that this helps this?

1500

Cook a meal or burn a bridge

WMD



Option#1 : Be in room 130(At the beginning before you ask about oxygen, you can say: Today's journey will start here and end in a different room, your task is to find which one)

Option #2 : Add necessary mathematical equations if 130 is not the desired destination where you want the last location/room to be in. (for example you want to be in room 26. so you add $(\text{Your answer?}/5) /5$ to the last page before you print the last Question page (pic#1)

Print out the map you want to use for the game.

(Suggested to keep it inside, so fire escape map, if there is not too much time, the participants have moving disadvantages or it is more appropriate to do it inside.)

(Otherwise try to make a google earth map with the desired location, which could include school, garden and close vicinity)

Fire escape map - Make a photo/send to email/print a blank map (if low budget or no printer available, redraw the firescape plan by hand)

Vicinity outside map -(Go to google earth and zoom in your location to make sure the distance from one side of the map to the other is not much greater than 1-2k.[because of the time it takes to cover it])

Options to give the map:

#1 : Just give the map

#2 : Make a puzzle out of the map and hide the parts in the room where you are starting(the other side of the map can have the Yellow and Green cards on them) Example at the end.

Different options on how to hide the element cards:

Option 1: Mark on either map where you hide the 4 element cards (best case scenario close to the elements they represent)

Option 2 : Do not mark the places where you hide 4 elements and come up with riddles that lead them to those places (You can find one close to a fire extinguisher next to the garage; Find one where the plumber keeps his tools; ___ insert any customised riddle.)

Option 3 : Have random letters on the map and only 3 of those letters connected make a triangle pointing to the place where the finish is. (add these 3 letters to the element cards- each one and the 4th one either leave empty or draw a triangle on) Hide the element cards according to opt.1. or opt.2. (example: https://docs.google.com/document/d/1LYSKCxX2u8oHRT2TKgkQgG0wYq4M04_A/edit#) In this example you would hide pic#1 in the master bedrooms sink and 130 would lead to (your choice, examples mentioned lower)

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Make as many copies as needed for teams/participants

Go over the rules :

1. What is the available time
2. Remember about safety(road, water, electricity, heights and other hazards)
3. If you can not find answers online, and you think you are stuck or want to quit call the organiser (your number here)
4. After you get the final number/answer, use it to find (insert what is appropriate for your situation)- location on the map(<https://docs.google.com/document/d/1s2rryXKhysAFKjOHUvE3IMPV2DJ2AqEg-QtqWugsZHs/edit>), room number (if you can be in room 130)(just add the word room to pic#1), steps north from the second exit of school (if there is a good place)(just add any comment to the pic#1 before you leave it)
5. Add anything if needed

Do a test run(either have an adult do it or someone who will not participate in the event.)

Print as is or Update final the Discussion card

Prepare questions for this part

Suggestions:

Elementary school aged participants - Where do you think your trash goes?

Talk more about the whale_phitoplankton-oxygen cycle

Middle school aged participants- Have you been to other countries? did you notice the difference in the quality of air? Talk about how to keep the air around us clean?

High school aged participants - As you can see our current world leaders and governments can not solve global issues, and they won't because you can not fix the problem if your actions causing the problem continue. How can we inspire ourselves and others to be the change and the heroes we need to evolve/grow and thrive as human beings?

Adults - How long do we keep supporting a failing (2023 years failing) system? Talk about: How can we change the current financial slavery system to benefit the many rather than the few?

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





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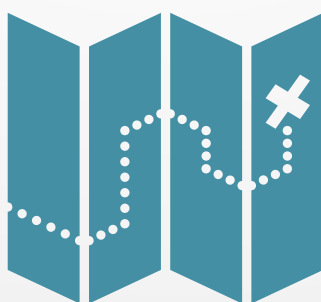




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