



ESCAPE ADVENTURE MODULE

FROM SUNRISE TO SUNSET

FORMAT: PUZZLE



DEVELOPED BY:

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INCLUSION TOPIC:

Gap between Generations

TARGET GROUP:

10-18

N° OF PLAYERS:

2 - 14

TIME:

50 min.



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“THIS IS A
PERSONAL
STORY BASED
ON TRUE
EVENTS SO
THE IMPACT IS
REALLY BIG”






INGA ÆBULA



Aim of the Adventure: To break down stereotypes and erase misunderstandings between generations by encouraging empathy, understanding and a constructive outlook towards people of other generations.



Learning Objectives

-  To develop skills for working as a group
-  To accept all the group members as they are - with different types and ways of task-solving skills;
-  To develop logical thinking;
-  To analyse and discuss the human life cycle and aware themselves (group members - players) as a part of it;
-  To understand the added value of keeping in touch with people from other generations.



Duration

Preparation of the materials:	2 h
Setting up the space before the adventure:	30 min
Intro time:	5 min
Play time:	50 min
Debrief/ evaluation time:	15 min



N° of players

The best number for this adventure is a group of between 2 and 14 people, although it can be adapted to a smaller or bigger number if needed.



General overview of the Adventure

The story is about a man in his 90's, who is starting to forget things that have been done so far and have to be done, so he has started to make notes with important numbers and events. This time he can not remember the code of his locker, in which his book has been put and has not written down the code this time. The task is to find a code with the help of the other notes he has made before.

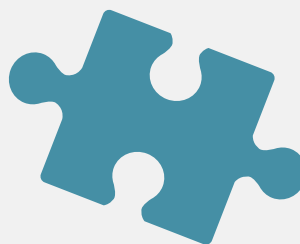
The path to the solution itself is linear and step-by-step, but it involves several types of puzzles. In order to arrive at the solution, numerical combinations of code keys are used, to which both numerical tasks and careful reading of the text and delving into the content lead. A puzzle is "led" by a combination of letters that can be reached when all the number combinations are solved and the puzzle pieces are freed. You can "escape" from the puzzle when the combination of letters is found in the puzzle itself. "Escape" from the puzzle picture opens the last code key, which "protects" the book that the hero of the story has put in a safe place.

The combination of the puzzle with the 128th page of the book will be the solution to the 3-digit combination that can be used to unlock Gordon's briefcase. The group reads Gordon's message.



Guiding the process

Support for the group is needed from the facilitator in cases where something fails for a long time. This breakthrough adventure involves having the educator by your side throughout the game as a companion to guide you through the adventure. An educator is mainly a story-teller in the very beginning of the game and the one who reads the task to reach the goal. After the goal has been reached, the educator leads the reflection and discussion part.



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Level of ownership

While the game is on, the educator is observing the situation to give some hints if the group stocks for longer, but other than that is mostly observing the process.



Level of inclusion

The activity is inclusive, as the number of people can be easily adjusted to the tasks, that is, the playing cards can be distributed to the existing number of people in the group, so that until the interim solution, the players end up in smaller teams. As many as 14 people can search for the main solution together, and the entire large group can also participate in the discussion part.

SETTING UP THE ADVENTURE



Location, Ambience

A room or a space in some room with a table (preferably round-table). The room could be decorated according to the storyline - antique interior, books, notes and aviation modelling elements (pictures, models, equipment etc.).



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.



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Once you have downloaded it, make sure you have:

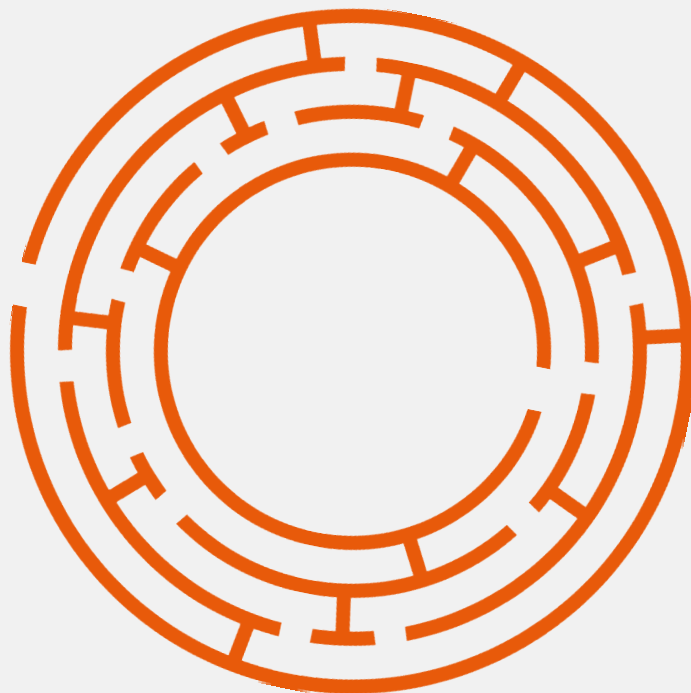
According to the number of players:

- the puzzle, designed for the adventure;
- chairs;
- sheets of paper;
- pens or pencils.



Additional
preparation

Full step by step instructions on how to set up the puzzle can be found at the website with the rest of the components of this module.





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FULL DESCRIPTION



Intro & Narrative

BACKSTORY / INTRO

Gordon is a wise scientist who has been building sports model aeroplanes and racing cars in his "active" years - since teen-ages.

He is currently 92 years old. Gordon is still a tireless walker - he measures his favourite trails every day, and is always able to survive without a smartphone, contrary to the modern day-to-day dynamics, so his days pass in harmony with himself, with the friends and acquaintances he meets, as well as getting to know new interlocutors in the local residents' organisation, which he visits to play chess, to read newspapers and to communicate with fellow human beings on a wide variety of topics.

But lately Gordon has been suffering from a common ailment among old people all over the world - he has years of Alzheimer's disease. Its characteristic symptoms are: a gradual decrease in memory and attention, disruption of thought processes and a decline in learning abilities, disorientation in time and space, problems in pronouncing words, communication difficulties, personality changes.

TASK

To avoid situations where he forgets important events and numbers or cannot find important things, Gordon tends to write down almost everything on sticky notes. Some of them have also come to your disposal.

Gordon's granddaughter has come to visit him. In another passionate conversation about science and aircraft modelling, he wants to show his granddaughter one of his favourite author's books, but he has put it in a too safe place - in a briefcase, the code of which he no longer remembers.

This time, Gordon is asking for your help - to find the right combination of numbers to unlock his briefcase.

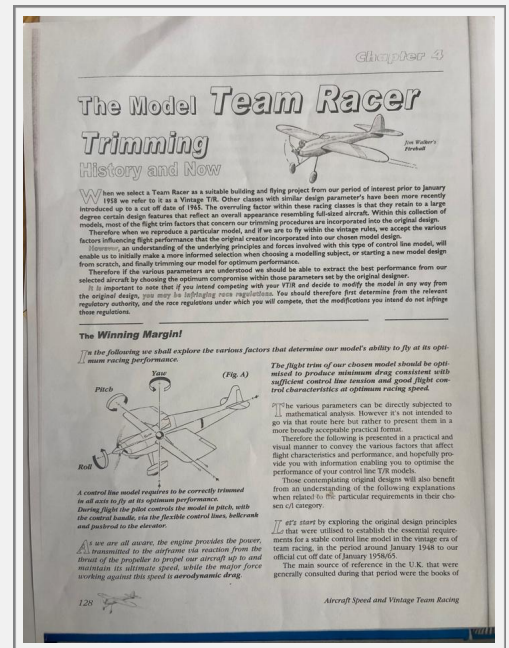




Description of the flow of the Adventure

PROCESS

1. The facilitator of the game tells the story and the main task of the game to the participants. If there are more than 8 participants, the educator gives hints to the group for division of tasks.
2. The 1st step for the group is reading the tasks for finding the codes and opening the code keys for getting all the pieces of the puzzle for usage.
3. Afterwards the team is making the puzzle with help of another page of the book (given as a part of the game in the very beginning).
4. As soon as players complete the puzzle, they are finding a name on the additional book page, leading to the layer of the puzzle - this is a way to get the code for the briefcase.
5. After opening the briefcase, the group finds the hidden book and a letter that Gordon has written to himself to remind him of his identity.
6. The team reads the letter, checking the book and can also check the book, where Gordon's biography is written as well.
7. Afterwards the discussion part is as follows.



The process is explained at the discretion of the teacher or youth worker according to the level of preparation and ingenuity of the specific group.

Free the puzzle pieces from the code keys by following the puzzles found on the note sheets.

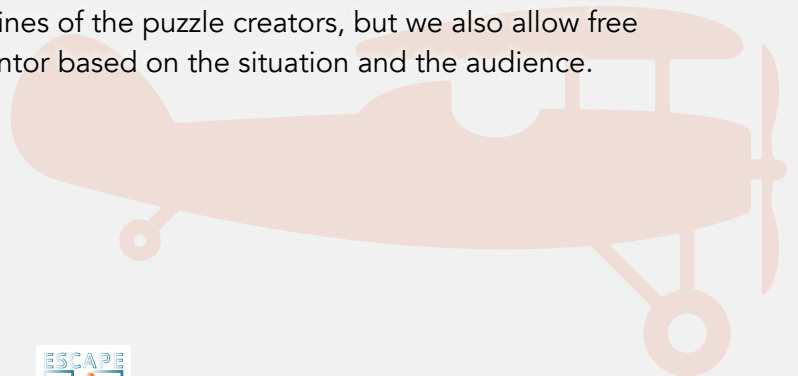
Assemble the puzzle.

The combination of the puzzle with the 128th page of the book will be the solution to the 3-digit combination that can be used to unlock Gordon's briefcase.

The group reads Gordon's message.

Part of the discussion with the involvement of a teacher or a youth worker on the topic "Gap between generations".

The discussion can be based on the guidelines of the puzzle creators, but we also allow free improvisation of the topic by the game mentor based on the situation and the audience.





What to observe during the adventure

Seeing that all participants are engaged. To evaluate which types of tasks or information were easier to perceive, what was the level of complexity of the tasks for working in a group.

The facilitator must make sure that all team members are involved. It should be monitored for players getting "stuck" with code solutions. If there are any, there is an opportunity to reveal more clues to the solution path. During any game, you can write down the positive and negative aspects in order to understand what to do differently next time, for example, with the way of presenting information, which, on the other hand, is successful, you should definitely not miss and use in the future.



Reflection

The discussion part is formed by the educator or youth worker, evaluating the interest of the specific group in the topic, the ability and desire to communicate about it, the degree of sensitivity to the situation of the specific adventure story.

A number of questions are offered, which are used at discretion (other questions may be added that the teacher or youth worker wants to express):

- At Gordon's age, the main values are no longer material - the treasure is achievements during life. In Gordon's case, it's his book, which he keeps under lock and key and wants to pass down to his descendants. It is an adventure he tells his granddaughter every time they meet.
- What is Alzheimer's disease? Who gets it?
- What creates a gap between generations, for example, between children / young people and the elderly? Does such a gap even exist? Maybe such a gap is just an illusion?
- Perhaps this intermediate stage, or the gap between the child / young person and the old man, is the adult (whom the children / young people themselves will soon become) who takes care of the two above-mentioned representatives of the age stages. (Both the child and the old man must be taken care of.)
- The common difference between a child / young person and an old man.
- The life cycle is a semicircle: child - adult - old man (old men often behave and feel like children.. there is a saying "in the mind of a child", which can be related to "diseases of old age" - it is not a choice or distraction of people themselves: forget things, repeat the same story hundreds of times, etc.).
- How much understood or misunderstood are young people from the side of the elderly and others - subjective or general exchange of opinions.

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- We don't know the stories of other generations, and they don't know ours. Without knowing, without asking, without listening, stereotypes are formed.. Why do younger people not let older people sit down in public transport - heavy bag, physical injury, pregnancy.. no one can ever know that.. Everything is based on communication. If we don't tell, if we don't listen - we won't find out, we won't find out about the reasons for our actions either... And all of them are valuable stories of experiences that make the world the way it is today.

Experiences and feedback from the youth could be collected to create a story about a situation in the youth's everyday life, which in turn could be integrated into a breakout adventure aimed at older players. In this way, mutual communication, tolerance and understanding of life processes in other generations would be cultivated, as well as the proportion of stereotypes would be reduced. It is important to realise that not only young people should be understanding towards people of other generations, but understanding should go both ways.



Additional notes

Emotional risk could be if some of the group has been in the situation before close connected to a person with Alzheimer's or has lost a close person not so long ago. If the group is not well-known for educators, the coordinator of the game before the very introduction of the game should check the situation in a gentle form, if there is a person in connection to a person with Alzheimer's or other forms of such kind of illness.

If someone wants to quit, there are still team members to continue the task. And still - the educator should have a private conversation with a person who left the game.





Setting up the tools for the adventure

- Pen
- Paper for notes
- Scissors
- Glue
- Cardboard
- Copies from the concrete 2 pages of the concrete book (printable material)
- The base layer for the puzzle
- The puzzle
- Code Keys
- A prototype of Gordon's book (printable material) - we added the main pages + Gordon's biography and his models from the book, so it should be printed out, tided and put in the briefcase
- A box, folder or other thing to be used as a briefcase
- Printable material - A Letter from Gordon to himself (should be printed and put into the briefcase with the book):

My dream since childhood has been to fly in a plane and skydive with a parachute. To take off in a bird's eye above the ground and enjoy the free fall. I have done this countless times. I have felt the taste of freedom.

Since I am retired - I am also free. And you don't have to jump with a parachute to feel the taste of freedom. There is no need to wait anymore. Although all my model airplanes in my photos and sketches remind me of what I have experienced in my years of curiosity, I don't have to fly anymore in order to be free.

Like a child again. I go where my eyes show me. I would no longer be able to carry the heavy burden that an adult has to carry. Then there would be no more zest in these years.

I am free and I don't remember what it was like to be an adult anymore. That I ever even had such a phase is only evidenced by my book, written down by me. It is a reflection of my deeds and of the fact that I have left something behind. My 3 granddaughters too. I don't remember their names anymore. They visit me. I get to know these girls anew every time.

And I have written a letter to myself. To remember. To return, at least in imagination, to my body, my mind and my spirit. In my life. To visit myself.

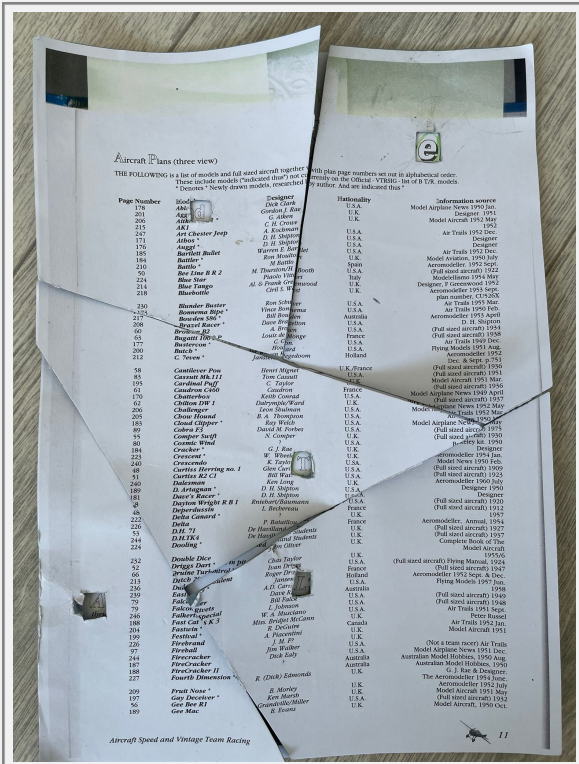
February 2nd, 2018.

Gordon Rae



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

The book and cover letter are placed in a box, briefcase, folder or envelope, which is tied with a code key.

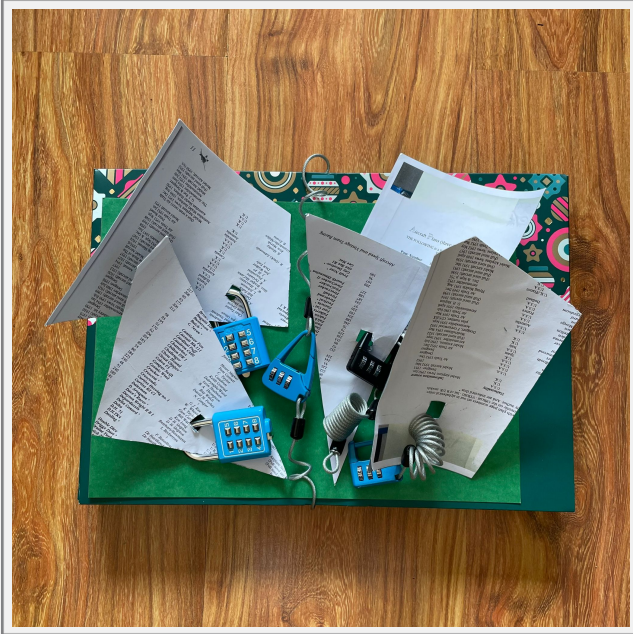


The concrete puzzle contains into 5 irregular pieces (the main thing for cutting the puzzle is to fit the holes around the letters, that makes a word DELTA in the end.) (the only condition is to cut them in a way, there could be made holes in 5 spots creating a word DELTA through these holes projected on the additional page of the book):

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



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Each puzzle piece comes with a code key.

- A puzzle base and task cards are given for team use.
- 4 cards consists of the following riddles:

Tasks, that participants are solving, and the educator has the codes of them:

- 1) I will always remember my first parachute jump. It happened on August 4th, 1956. Together with the instructor we jumped out of the aircraft at 13:48 o'clock. A freefall from a height of 2456m. At that moment I fell in love with flying objects and everything related to them. **(CODES: 1348 AND 2456)**
- 2) Important numbers:
 - My house No.: 4
 - The code to unlock the mailbox: 22
 - Emergency telephone number: 112
 - Birthdays of granddaughters:
 - 1.08
 - 2.04
 - 3.10
 - Cash at the post office- on the 4th day of every month

(CODE: 746 - SUM OF ALL THE INVOLVED NUMBERS)

- 3) One of my inspirations for starting my professional career is this historical event: December 17th, 1903 – The Wright brothers, Orville and Wilbur, made the world's first controlled flight with an airplane that had an engine (North Carolina - Kill Devil

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1) 02.02.2023

One of my favourite things to do as a retiree is walking around the neighbourhood. I know all the trails like the back of my hand. They never get boring. I reach 5 kilometres on a daily basis without effort. During the 1st month of this year alone, I already have 248 km on my account. The route always starts the same way. Nine blocks - straight, four - to the right, eight - going left. After that stage, I have the opportunity to say hello and exchange a few words with my acquaintances who live in that area. What follows is usually an improvisation. I go with the flow. (CODE: 948)



- With the codes the participants get from the cards they can open all the pieces of the puzzle randomly, trying out one by-one.
- Afterwards, they make the puzzle, get the name DELTA and see, that's on page 226, so this is the code for opening the briefcase.
- The facilitator has at his disposal an introductory text or story, reading the task, solutions to code key numerical combinations, discussion guidelines.

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