



ESCAPE ADVENTURE MODULE

# LOST IN THE WOODS

FORMAT: SPACE DIVIDER



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INCLUSION TOPIC:

**Belonging**

TARGET GROUP:

**12 - 17**

N° OF PLAYERS:

**20-24**

TIME:

**25 min.**



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# LOST IN THE WOODS



**Aim of the Adventure:** The aim of this game is that learners step into an adventure where they have to escape the deep forest. This adventure will show how fun learning can be and why learners need to know and learn this topic, where this knowledge can be applied in their life. The game will create a focus on working together which will motivate, improve communication skills, develop logical thinking and cooperation skills. The method offers learners the opportunity to work together in a diverse team and provokes understanding of the value of diversity. They take responsibility and contribute to solutions in an engaging and inclusive way

This game can be integrated in a learning lesson (school setting) or in a workshop (youth work setting).



## Learning Objectives

- Improve their ability to self-direct their learning and critical thinking
- Improve their ability to collaborate with others
- Value the diversity of the group and understand that being different is
- Improve their knowledge of geography (geographical coordinates, orientation in nature and survival skills.)

It also will show students that learning can also be fun and creative



## Duration

Preparation of the materials:	120 min
Setting up the space before the adventure:	15 min
Intro time:	10 min
Play time:	25 min
Debrief/ evaluation time:	10 min



## N° of players

The best number for this adventure is a group between 12 and 17 people.



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## General overview of the Adventure

The main story is that the players need to help to find their fellow friends who lost themselves somewhere in the woods. Players will get the help of an expert named Bear Grylls. He helps but also challenges the players by preparing a letter that might lead to finding the missing persons as soon as possible.

The team of players' most important task is to find the lost group of fellow students (or friends), who decided to go on adventure, but weren't prepared for that. Their families are really worried because they can't contact them for over 12 hours. The lost group did not leave any message to no one about where they planned to go, the only thing that their families know is that they went somewhere in the woods. Families contacted the local police office, but the response of the police was that they will only take action after people are missing for more than 24 hours.

One of the family members has contact with the world famous survival specialist -Bear Grylls. Unfortunately he won't be able to come to find them, but he sends a strategy of tasks, which can help solve this mystery.

The learner group splits into 4 teams and they go into 4 corners. In each of those corners learners will find one envelope with a letter from BG containing a puzzle that they have to solve. The letter and a puzzle for each team is different. The time is limited, as their fellows are in danger and therefore, it is important to finish the puzzles within the time limit. After the time finishes they receive a final letter according to whether they did or did not manage to solve the puzzle on time and save their friends.



## Guiding the process

All processes will be guided by a facilitator. The facilitator will be in the same space, where the game will take place. The facilitator gives as much as possible responsibility to the learners and supervises them, letting them go through the learning process.

Facilitator also gives some clues when learners ask for it.

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## Level of ownership

The game is designed so that the whole group works towards one common goal. In the start when you split a big group into 4 smaller groups, and put them in 4 different corners it will create the feeling that they are alone and not that much engaged as a big team, but this will provide better focus on the tasks. If a group unlock the box into their corner they can go and help other corner groups and work together in puzzle solving.



## Level of inclusion

During this method, you can notice that everyone is included in the puzzle solving process. Everyone finds a way to be part of a team because it is unusual, something different from what they experience in a usual school day. Curiosity is one way of motivation.

Game is created in a structure where all groups of students are split into smaller teams. Each team is solving the puzzles in a different corner of the divider. This gives an opportunity to involve a bigger group. Each team also has an opportunity to help the other group in another divider corner, if they need help.



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## SETTING UP THE ADVENTURE



### Location, Ambience

The minimum size for the space is a small classroom. The divider and materials for the game don't take a lot of space.

The game can be set up and customised anywhere, the only rule is that side effects don't take away attention from the students.

The game topic is about geography, survival, nature and common understanding about the ways of thinking, knowage, competences and environment where the students are, and how they created that themselves. Learning to be together and forget about excluding someone from the group.



### 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:

- 4 boxes;
- 4 padlock with safety code;
- 1 puzzle in four pieces( *printed one paper, cut in 4-5 pieces-hide in boxes what is locked with padlock in divider corners*);
- 6 GB letters-printed out;
- 6x4 GB cards-printed out (*helping to split the teams in four groups*);
- 12 tourism equipment cards (*printed*);
- 1 pen;
- White paper sheet(for last letter)
- Tack-It( sticky gum)
- Small paper sheets( *for making notes*)
- 1 table;
- 4 divider walls;( *size for one wall 2m x 1,20m*) If the wall is not an option then the facilitator can improvise with the class space. Set up corners of the class for separating the groups in four. And to solve the last puzzle, they all meet in the middle of the class next to the table.;

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- 20 dots and 19 dashes (cut out from the thick paper), (dots diameter 3,5cm; dashes 3,5cm x 10,00cm);
- 3 geography maps;( the maps are added in attachment);
- 1 calendar;
- 1 crossword;
- QR code- what leads to the applour scale.

If the facilitator feels that they want this method to be used many times, and wants to be sure that all printed out materials will serve a longer period of time, he can laminate them.

- Laminator;



Additional  
preparation



Full step by step instructions on how to set up the materials can be found at the end of this document.



## FULL DESCRIPTION



### Intro & Narrative

The teacher/facilitator meets the students in the class and tells the story:

"We have received a worrying message from the Peterson family about missing family members, who happen to be your fellow friends. They got lost over 12 h ago, and no one knows where they are. The only thing that they know is that they went into the forest. Just because it is not past 24h, the Peterson family can't report it to the police. They are in panic and need your help urgently!. You are their friends, you know them best and that's why they ask you to take part in this mission and help them. I also have some good news- The Petersons have good relations with world famous survival experts Bear Grylls. They asked for his help but just because he is on the other part of the world filming new adventures, he is not able to come. Of course he wants to help, and therefore he has sent you a letter with clues for you about how you can find these friends and let them escape the dangers of the woods. I have his letters here with me. "



### Description of the flow of the Adventure

Students read the letter:

"Hello my friends! I'm Bear Grylls. You may have seen me on TV or read my book, I have more than 20 years of survival experience. I will not tell you much about myself, because it's not important at the moment.

I received a message from my good friend Peterson about the nasty situation. As much as I would like to help and go, unfortunately, I can't. But what I can do is give you tips on how to find the missing friends. Also I will give you some tips that can help you not to get into the same situation as your friends out there. Just because time is limited and we need to make sure to find them as fast as we can. You will have 25 minutes to complete five tasks.

You are a large group, therefore, in order for everything to go smoothly, you must quickly divide into 4 groups - REMEMBER - You do not have much time for discussion - you will need to be able to organise yourself and react in situations. I know you can! No one is going to give you more time. Being there as soon as you can is essential to save someone's life. It's important to be consistent and organised.

In front, you see the walls. Find your spot in there and start with reading my next letter. Once done, start to solve the puzzles.

**MOST IMPORTANT!** You are all one team, work in small groups, support each other, cooperate and help Petersons and all your friends! Good luck!"





**The teacher/facilitator:** "So you need to split into four teams."

( If needed, students choose BG cards for splitting into the 4 teams. If the class organises themselves, they choose one card that will show where they need to go for starting solving puzzles). After they have divided, comes the next task: "For this you will have 25 minutes. I will be standing to the side and I will absorb the whole process. If you don't understand something, I may guide you or give you a small clue. I will set time in the moment you all are in the right places. First clue from me - after starting the time report, you need to open a letter that you will find in your corner.

Remember the first letter: MOST IMPORTANT! You are all one team, work in small groups, support each other and other groups. When you are finished and find where your friends can be found in the woods, I will stop time. Cooperate and ask for help if needed. Good luck!" (teacher starts a time countdown.)

In each corner students find an envelope with a letter from BG and puzzles - they start to solve them. All divider corner letters:

### **Letter for group 1**

You need to overcome obstacles and be able to determine coordinates. The determination of coordinates will help you to understand:

1. Your location.
2. The direction you will be heading.

Nowadays youngsters have access to electronic devices and use their apps to help in such tasks, which will certainly ease this process, but what to do if your devices are not charged and not working...like in this case, when no one can contact the missing persons and they are lost without their phones.

It's extremely important to value the use of a map and geographical coordinates.

The world is divided by imaginary geographical lines that determine coordinates of the location. 0 lines determine mathematical scale. When determining location, you need to recognise the latitude and longitude.

(In Latvian map need to find city Grobiņa, and identify coordinates. Those 4 numbers will unlock the box)

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- **Letter for group 2**

One of the first basic skills for surviving into the wild is to be able to find food and to make fire. We never know how dangerous situations can be, that's why such knowledge is of great importance and will benefit everyone. While planning or going to the adventures and heading for them, you need to invest hours to explore the territory and of course to be able to get out of it.

How well do you know your territory/habitat, country and the climate zone?

*(Students need to find the right answers to the crossword. In the crossword some areas are coloured- that shows with letters need to draw attention. On the wall you can see letters and numbers in the grill- this is how you understand the padlock safety numbers. By using colour scale, set the numbers and open the padlock)*



- **Letter for group 3**

Knowingly, or by chance of different circumstances you have been lost or found yourself in a situation that is unfamiliar to you - you must keep calm and not panic and keep a clear head. This is a skill to be learned and developed. Not being able to control your emotions and state of mind can lead to an unfortunate chain of events. And this is not to scare anyone but to inform you of possibilities. Now I will be speaking of surviving in the wild, and we are fortunate to have the time and chance to prepare accordingly for this adventure. There are four main things to remember for this, which are - **PROTECTION, SAFETY, WATER, FOOD**. You must be prepared in a way that it is easy for you to get around which means only light packing with no extra carry ons.

*(Students need to collect small pictures which show different objects. In those pictures you can see the numbers. In BG letters students can notice some letters which are in bold- these letters and pictures are linked together. On the divider wall calendar is written a maths formula. Students need to link everything together, solve the tasks, get a number and unlock a box.)*



- **Letter for group 4**

When finding yourself in a situation where you are out of your comfort and safety zone, you must keep calm as that will help you act adequately and consciously help get yourself back to safety. Firstly, you have to find shelter or make one, where you can spend the night. Analyse the environment around you. Maybe nature given time is exactly 25 min. It can't be longer. Each group in the start solving their own corner puzzles, when they finish it, it's allowed to go and help others. When all the puzzles are solved, each group has to open a box and get a puzzle, they need to put them together- understand it and finish the game. Nature itself is offering you a shelter of trees, caves, a mound of earth etc. anything of which can be used to shelter you from wind, rain and from creatures of the woods. Of course, analysing the threats of such habitat must be critical, knowing and understanding what threats you are exposed to in the location you have based and what you have to protect yourself from. Also it is important to think of how you could signal your location for help to arrive. There are many ways to do so like - signalling with smoke from the fireplace, self reflective objects, or various sounds signals. What other signalling are you aware of?

(Students need to put together a morse code solving hint, and translate a given puzzle on the divider wall. That number will unlock the box)

Last Puzzle is in Coordinates which will allow them to find out where their friends are. With that position they will be able to give information to find them and help them to escape the forest situation.

Facilitator: "Your time is over. Here you have the last letter."

Depending on the result, the teacher gives the last letter to students.

- Letter-( if team didn't manage solve puzzles on time)

YOU are all full of energy and enthusiasm. I'm grateful for the time that you put into this challenge, you were so close to finding where your friends are. Even if you haven't found them yet, don't worry, you still did a good job. I will ask you one thing, can you all please write a letter to the Peterson family with suggestions, what they need to know for finding their missing family members. What exactly they need to know or pay attention to- use the knowledge of what you learn or did during those 25 min. and give that to your facilitator. You have helped the family and the police with a lot of information that will save them for sure. I hope you have the motivation and the will to explore the world and the opportunities it offers. Your knowledge is your strength and weapon when you have to face unexpected situations. Learn to protect yourself and stay safe and healthy.

With love: Bear Grylls

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- Letter-(if team did finish puzzles on time)

Fantastic! Even though you experienced different emotions in the process, you learned to control yourself and work together to help those who are in trouble. You did a good job helping Petersons to find a place where they can go and find lost family members. I will ask you the last thing- you need to write a letter to Petersons with coordinates where they can be found and add some tips to tell them what they need to know when they go there and give that letter to the facilitator.

You did it! You found your friends and they could escape the danger of the deep forest. Now you know where they are. I'm so proud of you- this shows that you have all the power to come together, focus and do the challenge on time. I love my friends and value their lives like you value yours.

KNOWLEDGE - THIS IS A WEAPON THAT WILL NEVER GET LOST AND WILL PROTECT YOU.

Thank you for all your effort.

With love: Bear Grylls

Each of the last envelope students also find a QR code which will lead to the motivational video.





### What to observe during the adventure

The facilitator needs to observe the main atmosphere in the class, how they communicate between them, how or if they help each other, what is the interaction between students. Help with clues and last puzzle QR code, if needed.

As the main topic is Belonging, common responsibility for inclusion, it is good to observe how learners engage others and how they contribute and share responsibility to solve the situation.



### Reflection

It's important the facilitator starts with some positive feedback, appreciating all the effort that has been made.. Most important is that feedback is positive, inclusive and focused on all participants.

Example:

*"I admire great team work. I learned that all of you find the roles in team work to succeed in the game. But, more importantly, you ensured that everyone had the opportunity to express their ideas. Everyone, I appreciate your "team player" attitude!"*

After all the puzzle solving, the facilitator and students have a reflective conversation:

- How did you feel during the game?
- Did you feel safe and supportive during a game?
- What did you learn?
- How hard or easy was it to find the tasks for yourself during the game?
- How hard or easy was it to work together with others?
- Was it easy for you to accept the opinion of other teammates? Why?
- Did you contribute to the solution of the task? How much responsibility did you take?
- Did your opinion be listened to and did you listen to other people's opinions?
- What could you do to include others or to engage others better?
- How does it feel to be excluded or included? What can YOU do to make people feel they belong?

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Furthermore, if there is time or at a later stage, more specific questions can be asked:

- What are the types of emergency calls?
- What are the most necessary things to bring with you when you are planning an adventure?
- How can you use those skills in everyday life?
- How to prepare yourself for being in an environment which is wild or unusual?
- What should be remembered being in nature?
- Have you ever gotten lost in nature, and how did you get out of that situation? What did you do?



## Additional notes

Division of the group depends on the class size. We suggest splitting the class in four teams based on their own preference. Another version is to use BG cards, which everyone picks up and finds the similar ones and understand in what group they are in. Try to encourage students to support each other, because they are one big team and the game depends on the team work.

This game can be designed with different means. Using video format instead of the letters, the story can be played by participants as a role play. Depending on how creative the teacher is who prepares this.



## Setting up the tools for the adventure

- White paper sheets, A4;
- White paper leaves, A2;
- Coloured printer
- Scissors;
- Ruler;
- Circuitry;
- Glue;
- Black marker;
- 1 pen or pencil;
- laminator (optional. Use if the game manager wants to use the printed materials repeatedly).

You can find all the components of this Escape Adventure at:  
[www.lookingatlearning.eu/escapeexclusion/toolkit](http://www.lookingatlearning.eu/escapeexclusion/toolkit)

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

Setting up the game can take a maximum of 15 minutes. A free space is needed.

Given time is exactly 25 min. It can't be shorter or longer. Each group in the start solving their own corner puzzles, when they finish it, it's allowed to go and help others. Because the main idea is working together. When all the puzzles are solved, each group has to open a box and get a puzzle, they need to put them together- understand it and finish the game.

Last Puzzle is in Coordinates which will allow them to find out where their friends are. With that position they will be able to find them and help them to escape the forest situation. With these coordinates students finish the game. (wrote this answer and suggestions to the paper what you can find on the table and give it to the game facilitator).

How to set up the corners:

- Free the space in the middle of the classroom.
- Set up the banners- make a cross. This is how to get 4 corners.
- Leave one table closer to the space divider.
- Prepare corners with puzzle elements.

## Corner 1

1. A box with a 4-safety code padlock.
2. At the bottom of the box is written WIDTH.
3. On one wall of "Divider" printed out city name- Grobiņa.
4. Latvian coordinate map.
5. Letter.
6. Puzzle part what you got out of the locked box.
7. 4-safety code padlock (correct answer 5621).

(Students need to think logically)- to unlock the box, they need to find 4 numbers.

In Latvian map need to find city Grobiņa, and identify coordinates. Those 4 numbers will unlock the box.)



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## Corner 2:

1. A box with 3-safety code padlock.
2. Pen and note paper placed on the box.
3. A printed crossword puzzle, attached to the other wall.
4. The letters of the shaded area with a code for numbers on the divider wall.
5. Coloured grill, attached to the letter (in envelope) us a hint, how to set the right number order.
6. Letter.
7. Puzzle part what you got out of the locked box.
8. Right number combination 390. Answers to the crossword: Equatorial zone, Tropical zone, Temperate zone.



(Students need to find the right answers to the crossword. In the crossword some areas are coloured- that shows with letters need to draw attention. On the wall you can see letters and numbers in the grill-this is how you understand the padlock safety numbers. By using colour scale set the numbers and open padlock).

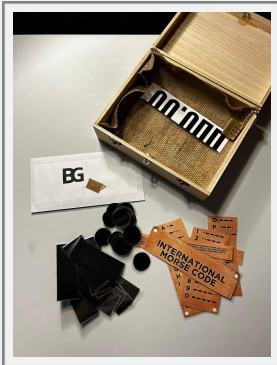
## Corner 3:

1. A box with 3-safety code padlock.
2. On the walls and floor of the Divider, various pictures are arranged, with items necessary for tourism, on some of them its visible numbers.
3. Letter- can find 4 letters in Bold, the same letters are on a calendar put into a mathematical formula. ( $P \times S \times W \times F = ?$ ).
4. At Divider, a wall calendar indicating the month of June (you can either print out the June calendar, or you can use the real one). This is a clue how to prepare the handbag for adventure.
5. Right code for the padlock is 120.
6. Puzzle part what you got out of the locked box.





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## Corner 4:

1. A box with 3-safety code padlock.
2. Cut out 20 circles and 19 dashes corresponding to the number of numbers and letters in Morse code.
3. Morse code numerical values are pasted on the upper lines of the Divider wall, numbers written in words on the lower edge.
4. Morse code - as an assistant that helps decipher the hidden numbers. (Cut in smaller pieces (separate description, number translation and letter translation) and randomly placed on divider walls and box.)

5. Puzzle part what you got out of the locked box.

6. (Right code is 251)

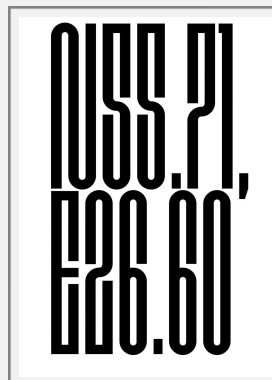
Make sure there are seven letters.

1. Letter that is given at the start of the game
2. Letters, one for each corner for team
3. Letters for the end of the game - one if students have completed the game, one - if they fail.



## Last puzzle

Last puzzle task is to see the coordinates. Those coordinates need to be added to the phone app to get the true QR code. QR code hidden on the other side of the world map.





## Project Partners



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