

A COLLECTION OF  
INCLUSIVE  
EDUCATIONAL  
ESCAPE  
ADVENTURES  
"FIND YOUR WAY!"



Co-funded by the  
Erasmus+ Programme  
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## ESCAPE ADVENTURE DESIGNERS

### GULBENE

Anita Birzniece  
Vita Medniece  
Zita Grīnberga  
Gunta Gruņiere  
Jana Keibeniece

### VO DE VALLEI

Inge van Es  
Lex Eijt  
Taco Ritsema van Eck  
Chris van Walraven

Jelle Klijn

### JAUNPILS

Jurģis Kukša  
Inga Ābula  
Ieva Zāgmane

### YES

Gabi Steinprinz  
Dani Korai  
Konstantina Korai

### STRANAIDEA

Chiara Bechis  
Giulia Agui  
Katerina Nastopoulou  
Marco Fiorito  
Marta Sartorio

### LA MILAGROSA

Marina Represa  
Inés Aparicio  
Yaiza Martínez

### PROMESAS

Rūta Kronberga  
Javi Quilez  
Nacho Salgado  
Esther Bombín

### OTHER PARTICIPANTS

Project "Escape To Inspire"

Grazia Colabufo  
Luise Tiks  
Annalisa Zaccaria  
Alejandro Crespo  
Hilmar Schipper

## AUTHORS AND STRUCTURE EDITORS

Rūta Kronberga   Gabi Steinprinz   Esther Bombín

## DESIGNER

Esther Bombín

# TABLE OF CONTENTS

Intro	1
About the project - Escape Exclusion	3
About the process: from escape rooms to escape adventures	5
What makes an escape adventure to be educational and inclusive?	10
Escape adventures in formal and non-formal education settings	13
<b>Formats</b>	16
01. Board game	18
02. The Box	22
03. Cards game	26
04. Suitcase	30
05. Escape book	34
06. The Folder	39
07. Escape Map	44
08. The Puzzle	48
09. Space Divider	52

# INTRO

Education and the changes that need to be made in the educational systems are widely discussed topics across Europe and beyond. It's clear that new educational approaches need to be found in order to provide students with the competencies that they need for this fast-changing world. The project **“Escape Exclusion - Educational inclusive escape adventures for schools and youth work”** has brought together schools and youth work organisations to create innovation and **implement Inclusive Learning Classrooms/ Spaces** using **inclusive escape adventures**.

**“FIND YOUR WAY”** is a toolbox developed by involved educators and it includes **9 innovative escape adventure formats to be used in formal and non-formal fields of education**. In this material, we have brought the concept of an educational escape room further and developed the following alternative formats of escape adventures: a book, a folder, a puzzle, a space divider, a map – an outdoor game, a suitcase, a card game, and a box.

ABOUT THE  
PROJECT - ESCAPE  
EXCLUSION

ESCAPE Exclusion is a long-term Strategic Partnership (SP) project on Innovation supported by Erasmus+ School Education field. It was a 24-month project designed to be from December 2020 - November 2022. Due to the Covid-19 situation, the dates were postponed.

This is a long-term cooperation project on the topic of Creative Learning Environments, specifically working on the escape room approach and gamification in the educational fields. The project was implemented by the following organisations:

- Latvia: Gulbene municipality and Jaunpils Municipality;
- Netherlands: NGO Youth Exchange Service and Democratic Secondary school De Valleij;
- Spain: NGO Asociación Promesas and Secondary school La Milagrosa y Santa Florentina;
- Italy: NGO Cooperativa Stranaidea.

With this project, we address the need of increasing schools' capacity to include inclusive, innovative methods and non-formal education to create (more) inclusive classrooms and schools.

The project's main aim is for the participating schools and youth organisations to develop, create and implement Inclusive Learning Classrooms/Spaces, in which educators innovate their educational practices through the use of inclusive escape adventures.

During the project 3 intellectual outputs are developed:

- FIND YOUR WAY! - a toolbox that collects 9 innovative escape adventure formats;
- INS & OUTS! -a STARTER KIT for developing new inclusive escape adventures and implementing ready-made complete escape formats on inclusion topics;
- Research on Inclusive Classrooms.

ABOUT THE  
PROCESS: FROM  
ESCAPE ROOMS TO  
ESCAPE  
ADVENTURES



“Escape Exclusion - Educational inclusive escape adventures for schools and youth work” is a follow-up of the SP-projects called “Looking at Learning” (L@L) and CLEAR (Creative Learning Environments, Adapted and Renewed). Both previous projects put a fundamental base on the concept of “creative learning environments” and educational escape rooms, and how to apply them working in formal and non-formal fields of education. L@L was one of the first projects in Europe to connect a popular leisure time game “escape rooms” with educational content, developing the concept of Eduesc@peroom - a practical learning tool to foster a creative learning process.

It became a symbol of innovation in education. The dissemination was successful and many Eduesc@perooms have been built across Europe in schools, youth centres, NGOs, and different events. Feedback from hundreds of educators around Europe has been collected to analyse the impact of the tool. The educators have emphasised the great educational potential this tool has, and they also pinpointed some of the disadvantages:

- even with materials available for building educational escape rooms, many educators didn't feel confident to implement them;
- with classes of 25-30 students, the general escape room is challenging for teachers, as students ‘play’ all at the same time. They need other types of escape forms in formal education;
- building a physical escape room is time-consuming and often limited because there are no spare rooms available that are easy to re-design; educators struggle to build inclusive escape rooms that are appropriate for different types of ‘players’- learners. Often codes and tasks are limited - mainly cognitive, mathematical, and linguistic, and lack other intelligence like artistic, holistic, cooperative, and physical.

When analysing the feedback received, the project team saw a need to make a step forward in order to make alternatives for educational escape rooms, that are more inclusive both for learners with diverse intelligence and learning needs, and for educators - creating escape tools that are accessible and easy to implement in formal and non - formal fields of education.

The term '**escape adventure**' has been chosen by the project team as a collective name for alternative educational escape formats, rather than the traditional escape rooms. In this document, we share the outcomes of the analysis, research, design, and testing that the partners of this project did, in order to map out the possibilities of using each of the escape adventures in formal and non-formal education.

After listing possible alternative formats, the partner teams of educators have been exploring them in the first part of the project: **a board game, a suitcase, a card game, a box, a book, a folder, a puzzle, a space divider, and a map** – an outdoor game as new educational escape adventures. This way we were analysing what the appropriate escape format was for different target groups, for different ages, for different (dis)abilities, for different compositions of group size, and for people in both formal and non-formal education. Developed formats were tested with different groups, improved, and tested again, this way gathering different inputs to create an inclusive and educational escape adventure that we present in this toolbox.

**While creating different escape formats, it has been important to identify which core elements are relevant for making the educational tool an 'escape' tool. The project team has identified the following elements:**

- **Narrative** is coherent and engages all learners, as it goes through the whole adventure and connects its different elements. It gives meaning to the activities, tasks, materials, and ambiance and it enhances learners to continue until the end.
- A **task/challenge to solve**: In escape adventures, something must be solved and discovered. Escaping the adventure can be done by solving riddles, finding hints, the password or secret, finding all keys to exit the door, putting together a puzzle, linking different elements together, etc.
- It's a **cooperative activity** focusing on diversity in the group and using the potential of all members of the group. It is important to design the escape adventure in a way that all members of the group may have an active contribution to finding answers and solutions.
- Usually there is a certain **time frame** (elements). It can be 30 min, 1 h, or maybe a very flexible time frame, for example, you get extra time by solving different tasks. In some adventures, we questioned the role of time as an essential escape element.
- The use of **diverse (creative) materials** and **support creativity**.

- **Reflecting** on the learning experience and collecting learning outcomes. This is an element that doesn't exist in regular escape games and it has been identified as an essential element of educational escape adventures. It gives the possibility for participants to reflect on the experience as an essential process within learning, question what happened, give and/or receive feedback, and become aware of their learning.
- **Learner-centred:** based on learners' needs and giving responsibility to the learner. The learner is the owner of the learning, even if the outcome is not exactly as the educator has envisioned it.
- An environment where the **educator is a supporter of learning** by monitoring and interacting, but only when learners ask for it.
- It gives space for different **learning styles** and encourages learners to be active and to look for their own answers, using their own competencies and learning styles.
- Empower and encourage learners to **explore and allow them to fail**, using their curiosity and creativity.

These adventures should have various of these escape characteristics to be called an "escape adventure".

WHAT MAKES AN  
ESCAPE  
ADVENTURE TO BE  
EDUCATIONAL AND  
INCLUSIVE?

The question of what makes an escape adventure educational and how we can make it inclusive has been a core focus during the whole project. It is not always easy to define and implement them. We have collected some main guidelines for 'educational' and 'inclusive' aspects of escape adventures:

**Educational:**

Our starting point is that humans are curious by nature and escape adventures are playful learning environments that take advantage of that curiosity. We have defined that the educational aspect is guaranteed when the tool is learner-centred and engages all learners to take an active role and contribute to the solutions and it gives the learners ownership of their own learning. To enable each learner to flourish, we should create a space - based on multiple intelligences, and use musical, bodily, kinaesthetic, verbal-linguistic, logical-mathematical, interpersonal, intrapersonal, visual-spatial, and naturalistic tasks and elements.

Therefore it is important to use intrinsic motivation as a base. This often means that educators need to find the balance between giving information and giving freedom and space to not knowing. As educators, we should not control the detail of what and how the answers should be but rather create a space where learners can find their own answers. For more information on ownership, you can take a look at the INs&OUTs "Starter Kit" - Handbook. The chapter on Ownership.

### **Inclusivity:**

When designing an escape adventure that is inclusive and engages all the learners, some guiding questions have been proven to be helpful:

- Preparing: What are the needs of the groups and the individuals? Can all learners participate and take an active role? Do we need any preparation to create the right (safe) environment? Is the space accessible for everyone and suitable for the number of players? What is needed to adapt it?
- Playing the adventure: Is the adventure suitable for the target group- age, intellectual, mental, and physical abilities? Is the language understandable for everyone? Are the riddles/tasks diverse enough- in level and type- so everyone can participate and contribute?
- How much space do we give for failure or for not knowing? How can we create a safe environment that supports an inclusive and collaborative approach for all learners?
- Reflecting: How can we make sure everyone takes part in the reflection and everyone's opinion is heard, including the more quiet or introverted learners? How can we use debriefing to address the topic of inclusion and diversity?

For more information on inclusion, you can look at the "Starter Kit"- Handbook. The chapter on Inclusion.

ESCAPE  
ADVENTURES IN  
FORMAL AND  
NON-FORMAL  
EDUCATION  
SETTINGS



Escape adventures arise with the intention to learn in an interactive manner, motivate participants and work in a team pursuing the same goal, therefore they could be designed and adapted to any setting in formal and non-formal education.

That's why a deep understanding of our target group will help to develop the escape adventure using tasks accurate to the demands of the group, as well as their interests, motivations, personal needs, and background.

Furthermore, we should be aware of the difference between formal and non-formal education. Formal education follows an official curriculum and is intentional in the sense that learning is the goal of all the activities learners engage in, while non-formal education takes place outside formal learning environments but within some kind of organisational framework. It emerges from the learner's conscious decision to master a particular activity, skill, or area of knowledge and therefore is the result of intentional effort.

So, before considering which setting we are in, we should first consider what the aim of our escape adventure, our target group, what we want our participants to achieve, what learning process we want to create, and what our final goal is.

Most of the escape adventures that were designed during the project, were tested both in formal and non-formal fields of education. This way, the outcome shows how these tools could be adapted to different settings, target groups, number of participants, learning goals, etc. After testing the project team has seen that all designed escape adventures can be used both in schools and youth work.

There are several aspects that need to be considered and adapted before using escape adventure in formal and/or non-formal education:

- Content: is the content linked with one of the subjects, is it cross-curriculum, does it address actual social issues in the community?
- Target group: What is the number of participants? If you work with a large group, how can escape adventure be adapted? In the case of escape suitcase, puzzle, box, card game, folder, and/or board game - these tools are meant to work with small groups but they are easily adaptable for large groups of participants. Escape adventure needs to be replicated - to make several equal games, this way the big group could be divided into several smaller groups and each small group can play their own escape adventure. Space divider and escape map are meant for both small and large groups of participants, while the escape book is rather for individual work.
- Needed resources: Creating an escape adventure requires time, creative a process to create the narrative and game flow, and resources to build it. Before choosing a specific escape adventure, we advise considering all these elements. As part of this project, the team has created a STARTER KIT that provides ready-made escape adventures so that it's easy for educators to build escape adventures for their own groups.
- The project team advises you to always ensure that the escape adventures you build are educational, based on multiple intelligences and inclusive.

# FORMATS

In this chapter, you will find explained 9 escape formats: an escape board game, a box, a card game, a suitcase, a book, a folder, an escape map, a puzzle, and a space divider.

**Each explanation is divided into 3 parts:**

1. Structure of the format which provides general information about the format itself: what is it and what are the main elements;
2. Example: escape adventure of the format. Here you can find a specific example of the format that was made by educators who were involved in the project;
3. Additional comments.

# 01

## Board game

Partner:

**Stranaidea**



Designers:

**Chiara, Giulia, Katerina, Marco and Marta.**

# STRUCTURE OF THE FORMAT

## Type of the format

This format has been chosen because it is easily transportable, it could be used in any place (daily centers, classrooms, outdoors, etc.) and it's manipulative.

The adventure contains four little boxes, each one corresponding to a different part of the house (entrance, kitchen, bedroom and bathroom, and garage). Once those boxes are open, they create a completed board.

## Number of participants

The board game was designed for 1-6 participants. However, during the testing phase, we found out that the ideal number was a maximum of 4 but it can still be played by 6 people. It is not recommended to have more than 6 because communication becomes complicated.



## Introduction or pre-game

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

## Escape adventure format

Before the game starts, the facilitator asks participants to write down the exact time the game starts and suggests noting at the end of the game the time at which they have finished. The participants go through the four rooms of the house, each of which has 2 or 3 riddles to be solved. In case participants get stuck during the game there is a tool that will help them to continue, even if the facilitator is not there - Giulia's address book. For every riddle, participants can find hints in it that would help them arrive at the solution. There are three different levels of hints that participants will have to try to solve the riddle first trying with the first level, then with the second, and finally with the third which contains the solution. The instructions on how to use Giulia's address book are given at the introduction of the game.

## The monitoring system

The game itself doesn't request the presence of a facilitator.

A tool has been included to facilitate communication among the players which is a bell. Any player could ring it in case he/she feels excluded or it isn't fluid communication among players. Though, a facilitator is necessary to make the game more inclusive and educational in the final debriefing included in the contents of the game.

## Reflection

There's a debriefing file with questions to reflect on topics related to the management of a house. This file could be used not only by the facilitator but also by players.

# EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

## The aim

The aim of the format is to provide an educational tool for social workers and educators through which they can work on competencies related to the personal autonomy of people with mental disabilities or disorders as well as to create an opportunity for entertainment and enhance collaboration and communication among participants.

## Learning objectives

- Practice tasks related to autonomy such as; administrating money, managing time, and handling daily tasks at home (cooking, recycling, using the washing machine, etc);
- Collaborating with others;
- Use different bits of intelligence (visual-spatial, logical-mathematical, kinesthetic, and intrapersonal);
- Formulating questions and expressing themselves.

## Target groups who were involved in testing

- Adults with mental disabilities or disorders who attend Stranaidea's daily centers for many years;
- Children, youngsters, and adults (aged 10+);
- Pupils from inclusive classes in elementary and secondary schools.

## The theme

Autonomy and house chores are one of the most important aspects when working with people with mental disabilities and disorders.

## Narrative and story

The whole game takes place on a board that represents an apartment.

Before the game begins, participants are told that they have organized 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 organized a small surprise for them: she has hidden and she invites them to enter the house and find her.



## The game flow

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 solve 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 about the riddle and the last one contains the final solution.

## The ending

The adventure ends when players have opened the four boxes and found Giulia.

## Resources

- 5 boxes (a big one and 4 smaller);
- locks;
- some objects (a magnifying glass, a service bell, an invisible ink pen with UV light).



## ADDITIONAL COMMENTS

### What kind of cooperative tasks support inclusion best in this escape adventure format?

There are different tools and tasks that support inclusion:

1. A bell, any player could ring it in case he/she feels excluded or it isn't fluid communication among players.
2. Different bits of intelligence are needed to solve riddles, for instance, a player could not be good at mathematics but he is good at visual tasks. The variety of tasks gives the opportunity to everyone to get involved in the escape adventure.
3. There is a frame time, but it is managed by the players, to encourage collaboration, and avoid competition and stress triggers.



# 02

## The Box

Partner:

**La Milagrosa y Santa Florentina School**



Designers:

**Marina, Inés and Yaiza.**

# STRUCTURE OF THE FORMAT

## Type of the format

The format is a paper box adventure. The box itself will be used and will be needed to complete some of the challenges such as making use of double bottoms, hints for riddles printed on the box, using it as a tool, having to unfold it completely, etc.

We've chosen it because we wanted to do something innovative that raises the interest of participants, and we have never seen something similar among the escape adventures that already exist.

## Number of participants

The adventure is designed for a group of 5 participants. Big groups can be divided into smaller groups.

## Introduction or pre-game

The introduction of the game explains to participants the things they can/can't do, as well as some important information. Participants could play some little riddle/tasks before the start, it brings connection among group members and motivates them to get into the game. They will be given some cards to get together as a group and a video will be played to generate some prior knowledge and environment to the game.



## Escape adventure format

The purpose of the game is to get a final goal at the end of the escape that will lead participants to a discussion about exclusion. Normally, the escape box game is supposed to last around 60 minutes but it can be extended by the facilitator for different personal purposes.

The tasks are different and involve matching pictures, reading secret messages, decoding words to get sentences, solving jigsaw puzzles to get different letters and codes, etc.

## The monitoring system

The facilitator should be an observer during the game and only interact if he/she feels it's an opportunity in some way. However, he/she must try not to help participants too much and not interfere with game dynamics. Though, if participants have been stuck for quite some time, the facilitator could solve their questions.

If someone is not participating, it should be respected. But other tasks could be made available to create involvement, i.e pre-written roles as speaker/writer/organizer, etc.

## Reflection

The idea is to reflect with participants on the process of the game and the idea that there is not only one group who found the exit ticket but also the rest of the groups.

Some questions to be included should be: how did you feel when you realized you were not so unique/special? How many examples of these can you find in our daily life? How do you think this can negatively affect a community/group?

To elicit opinions from students who do not feel like talking or have trouble speaking in public, picture cards could be used to illustrate their ideas or opinions.

Depending on the time available for debriefing, the time could be modified. However, it should be settled at a minimum of 10 minutes per group.

## EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

### The aim

To involve students in a motivational activity that provides them with knowledge about people in different exclusion situations and how they behave. This will help them to be more aware of excluded people.

### Learning objectives

- Learn about the exclusion situations in the world;
- Understand the abilities of other participants;
- Respect other people's social situations.

### Target groups who were involved in testing

- Teenagers of 13 and older, some of them who have concerns concerning social issues, more specifically social groups at risk (the elderly, homophobia, racism, disabilities, etc.);
- Not recommended for younger ages since it contains some manipulative parts, which they could have trouble with.



### The theme

The main theme of the box is inclusion. Each task is based on one inclusion type and on an object from the family (jewelry, cards, glasses, a mirror...). Participants should complete one task after another until they get to the last one which will lead them to the end of the game.

### Narrative and story

Relative who has traveled around the world trying to find the answer to why people are not respectful to each other. Participants will travel throughout their experiences (objects) and they will get to the final answer to the question which is "ourselves".

## The game flow

The completion of one task gives the password (4-figure number) to open the lock of the next one.

- 1st task: Jewelry box that tells the story of a homosexual relative. They need to complete properly the definitions of LGTBIQ+ to get the password.
- 2nd task: Spanish traditional card game that tells the difficulties of old people in the modern world. Participants need to put together some pieces of a puzzle to get the 4-digit code
- 3rd task: Old glasses that tell the story of a blind relative. They will have to read a hidden code with the glasses and use braille to get the code.
- 4th task: Story of a relative who went through some eating disorders. They will have to use the mirror and the Instagram account of the person to get the 4-digit code.
- 5th task: Letter they will have to decipher to get the code. This code is a sentence that tells them there is a task in the double bottom box. They will remove the lid of the task and they will find a mirror that says: THE ANSWER IS YOU.

## The ending

There will be some discussion questions about what they think there is in a mirror at the end of the game. The facilitator will have to guide them towards thinking that the problems of exclusivity are in people. If people don't change, inclusiveness won't change either.

## Resources

- Box template with specifications;
- Small lock;
- Hints of riddles to print and stick around the box;
- Background story to attach inside of the box;
- Objects to place inside the box that can be closed and contains instructions;
- QR codes that can be printed to stick in the different objects inside the box;
- Mirror to stick at the end of the box.



## ADDITIONAL COMMENTS

**Which escape format elements (f.ex. story, puzzle, riddles, the format itself, etc) support the inclusion of different learners? How do you ensure that people with different learning styles are engaged?**

The box is thought to contain different types of skills and abilities so that every learner can participate. It is based on multiple intelligences. It also has some tasks that can suit people with disabilities.

**How can people with diverseabilities be engaged in this escape adventure format?**

Stories can be read out loud for better understanding. There are touching, visual, and non-visual types of riddles. The topic itself goes around the area of exclusion so it is very easy for someone who has ever felt excluded, to have an opinion about it and share it with others.

# 03

## Cards game

Partner:

**Promesas**



Designers:

**Ruta, Javi, Nacho and Esther.**

# STRUCTURE OF THE FORMAT

## Type of the format

We chose a card game because it's transportable, self-explanatory, not too expensive, and adaptable for large and small groups.

## Number of participants

The preference is 5-6 players. However, the game can be performed by less than 5, from 2-3 players. More than 5 players could join the game, but the facilitator should make sure everyone gets involved. The game can be played with large groups of people, just in this case more copies of the game will need to be provided.



## Introduction or pre-game

There's a card with instructions on how to play the game and an introduction to the narrative. The instructions can be read by the facilitator to explain them with examples and make sure it has been understood.

However, the story of the game must be read by participants because it is a way to put them in the shoes of the characters.

## Escape adventure format

The tasks included are almost all of them riddles based on multiple intelligences. To exit the game, players will have to solve all the riddles. For example, one of the riddles is to obtain a combination number from an audio conversation. There is no time frame limit. It's a linear escape adventure with only one way to solve the whole plot.

## The monitoring system

The educator is an observer during the game but if players are stuck intervention from the educator is welcomed.

## Reflection

After playing the game, participants are invited to reflect on the process following the following scheme:

1. Reflects on their feelings. How did they feel during the game?
2. Focus on the facts: What happened during the game? What did they do?
3. Look for new findings: What have we discovered thanks to the adventure?
4. Think about the future: How can we apply the learning in our daily lives and other contexts?

The facilitator is intended to only make questions and never give answers or statements, leaving that space for the learners to do it.

# EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

## The aim

Modular cards game is aimed to avoid polarization in society and to promote tolerance among youth and educators regarding current social issues.

## Learning objectives

- to reflect on actual social issues to understand and accept different points of view and lifestyles;
- to promote critical thinking;
- to encourage cooperation among students over the competition;
- to boost curiosity and creativity.

## Target groups who were involved in testing

The card game is designed for teenagers and young people from 14 years old. Generally, it can be adapted and played by different age groups.

## The theme

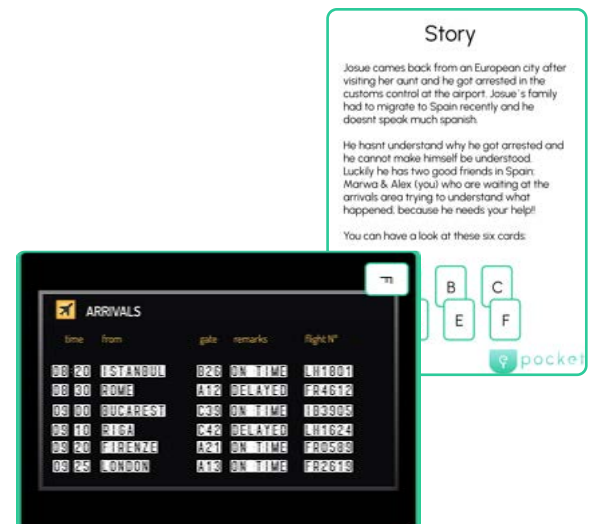
The general theme is inclusion, which includes 6 sub-topics: culture, political views, religion, sexual orientation, disabilities, and ways of living.

The card game can be played in two different ways: one way is playing the full game - the six topics at once, and the other - playing a part of the game in an isolated way, for instance, a topic “cultural differences”.

## Narrative and story

For each topic, there is a particular story that aims to motivate and engage participants.

For example, the story of the Cultural background topic tells how Josue is having troubles at the airport due to a misunderstanding and his friends must try to find a way to help him. The elements that we use to try to make participants sympathize with the story are the story itself and the two-character cards given at the beginning of the game.



## The game flow

The path to play the adventure is linear, there is only one way to end the game. At the beginning of the game, participants each receive cards with riddles. However, during the game, while they try to solve them, connections between cards might need to be done. There are different elements included in it, not only cards, for example, an audio recording, a locker, a QR code, etc., which will keep participants focused and motivated to the end. The main goal for participants is to understand what has happened to their friend and find a way to help him.

## The ending

The end of the adventure is finding a way to contact our main character. Participants will have to send an email and they will get an answer from Josue saying that he is ok thanks to them.

## Resources

Cards can be made by hand or in a digital format. Then, other materials can be included such as locks, videos, audio, maps, etc.

- Printed Cards;
- Scissors;
- Locker;
- A phone or device with internet;
- A QR Reader application/device;
- A device able to send emails.



## ADDITIONAL COMMENTS

### **How can people with diverse abilities be engaged in this escape adventure format?**

The format aims to engage participants no matter what abilities they have by involving all senses, and multiple intelligences and allowing the use of easily accessible materials. It can be adaptable to different group sizes; age groups and time frames can be flexible.



# 04

## Suitcase

Partner:

**Promesas**



Designers:

**Grazia, Luise, Annalisa, Alejandro and Hilmar.**

# STRUCTURE OF THE FORMAT

## Type of the format

The Suitcase format was chosen because this gives an opportunity to work with small and large groups of people at the same time. It is easy to replicate - several equal suitcases can be built around the same topic to suit the school's needs which normally relate to large groups of people. The suitcase is also easy to transport to different places.

## Number of participants

5-6 people can play with one suitcase. If there are several suitcases, then more groups can be formed.

## Introduction or pre-game

Normally previous preparation isn't needed. Escape suitcase is introduced by telling the introduction story or showing the video. The story can end by asking a question and participants need to find an answer or give a challenge that they need to solve.



## Escape adventure format

When participants open the suitcase they will find different small boxes, cards, papers, bottles, casual objects, etc. While some are connected with riddles, others are not and they simply assist in helping to build the background of the story.

Objects that are included in the suitcase should be small enough to fit inside be related to the topic, ensuring that people with different learning styles can all be involved in the game.

Some of the examples:

1. a bracelet that is made of different colored small balls, gives a code to open a coloured lock of the box. Players need to count small balls to get the code.
2. a diary where players can find hidden letters.

The escape adventure is finished when participants find an answer to the question that has been asked at the beginning or they have found a solution.

Possible time frame: from 20 min - 1 h. If a suitcase is made for a large group of people, it is better to keep it short so that players are focused for a certain period so that there is enough time for reflection.

## The monitoring system

The educator is present in the game as an observer. If participants need some support, they can ask, and an educator can provide questions that can help them to find a solution. The educator gets involved only when needed and players ask for support.

## Reflection

After playing with the escape suitcase, participants are invited to reflect on the process following the following scheme:

1. Reflects on their feelings: How did they feel during the game?
2. Focus on the facts: What happened during the game? What did they do?
3. Look for new findings: What have they discovered thanks to the adventure?
4. Think about the future: How can they apply the learning in their daily lives and other contexts?

The facilitator is intended to only make questions and never give answers or statements, leaving that space for the learners to do it.

## EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

### The aim

To raise awareness about local and global environmental problems and to help players to relate to these problems on a personal level.

### Learning objectives

- to get the basic knowledge about climate change, invasive species, the disappearance of bees, lack of drinking water, and water pollution;
- to learn a couple of ways how players can improve the environmental situation at the local level;
- to boost curiosity and creativity.

### Target groups who were involved in testing

Students starting from 14 years old, it is also suitable for adults.

### The theme

The theme of the escape adventure is the environment and climate change. It is linked with the local reality of Valladolid (Spain) as it talks about a river, the Pisuerga, and the changes that it has experienced in recent years.



### Narrative and story

The story is about the time capsule (suitcase) that arrived in the year 2031 to 2020. (is the year 2031 correct) The players receive a message from the future. There are serious issues in the future, and it is up to the players to save their city by being aware of the situation and small actions that they can implement.

The story connects global environmental challenges with local realities, this way students can see that climate change isn't a "distant topic" but it affects their city and environment.

## The game flow

Participants receive a suitcase with a task. In order to open it, they have to read a letter that is placed outside the suitcase, and that gives the first code to open it, so the game starts even before the suitcase gets opened. Once participants open the suitcase they find different little boxes with locks which they have to open, small pieces of paper, some elements from a laboratory - glasses and gloves that help to create the atmosphere of the game, and other smaller decorations.

The game is linear, only after opening one box, do they receive missing elements to open the next one. It's important that throughout the game participants read little pieces of text that are included in the suitcase and in small boxes to follow the entire story.

## The ending

The game ends by solving riddles - environmental problems and by opening the last box, where they receive a message that tells them they have saved the city.

## Resources

- Escape suitcase or backpack;
- little wooden or metallic boxes with different locks;
- elements to accompany the story, help to create the mood of the story. In this case: glasses and gloves of the laboratory, different small casual elements.



## ADDITIONAL COMMENTS

### How can people with diverseabilities be engaged in this escape adventure format?

It is important to ensure that the suitcase is inclusive for everyone who plays with it. Here are some ideas on how to ensure it: texts that are written on smaller or bigger pieces of paper should be clear, with sufficiently big letters, and easy to read, locks have to be placed in a way that they are easy to grab and open. The task of the facilitator is to support participants. If the facilitator sees that the numbers or letters on the locks are too small and participants can't open them although they have the correct code, then the facilitator can help with it.

### What kind of cooperative tasks support inclusion best in this escape adventure format?

It is important to ensure that created game dynamic engages all participants, for example, besides solving riddles to open small boxes there are other little elements participants need to look for and solve throughout the game (small capsules, parts of a sentence, or puzzle they need to find and put together, etc).

# 05

## Escape book

Partner:

**Yes**



Designers:

**Gabi, Dani and Konstantina.**

# STRUCTURE OF THE FORMAT

## Type of the format

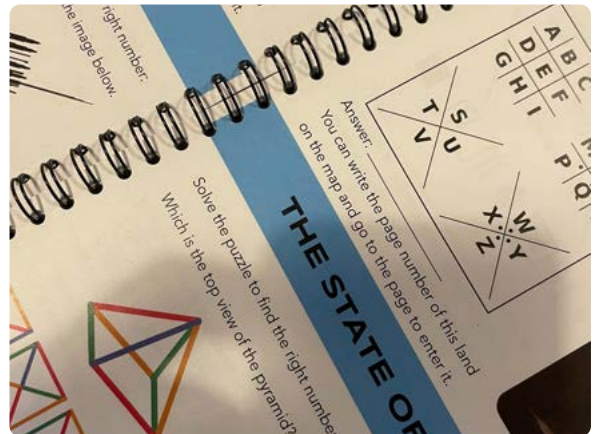
Escape book is a format that is quite challenging and exciting at the same time. Books are usually printed on paper, books start at the first page and end at the last, it is a very linear process. Books are composed of words only, on rare occasions, a few illustrations are added to help the imagination. Reading books gives the possibility to see new perspectives and discover new worlds. We chose this format to work with because in YES we are storytellers, and we love to use our imagination and foster this ability in other people.

## Number of participants

The escape book is more appropriate for individuals than for groups.

## Introduction or pre-game

There is no pregame space, there might be an oral introduction. The intro and an explanation of the 'escape' part of the book are included in the book itself.



## Escape adventure format

The 'escape' book is written and has kept some of the linearity. In the escape book, we play with this linearity. The end should not be at the end, and we had to think about what it means to 'escape' from a book. How is that a positive experience? The tasks of the 'escape' book can be very much related to the story and the topics.

## The monitoring system

Monitoring is a difficult aspect of the 'escape' book, as it is designed for individual work, mostly at home.

Monitoring is not present throughout the whole process of the 'escape' book, more a 'before and after' type of monitoring in the form of debriefing. In our case, we have experimented with other types of interaction with supporters. Players/ readers can contact colleagues (other ESC volunteers and their mentor or tutor).

## Reflection

At the end of each competence, we have included some empty rows for readers to describe what they remember about this competence, as notes or a final summary.

# EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

## The aim

The aim is to get familiar with the Youthpass process and the Youthpass key competencies in the early stage of volunteering. Learners can use this escape book to better understand their learning process.

## Learning objectives

- to explore and better understand the Youthpass (Lifelong Learning) competencies and Youthpass process in their own learning during ESC experience, Erasmus+ youth mobilities, and in life in general;
- to take the time, long-term period of weeks or months, and a wide range of reflection methods to support young people in their learning process;
- to support learners to express their learning outcomes during their learning experiences.
- to create a tool that is learner-centered and gives ownership to the learner as the young people would do this escape-book, without any educator present.

## Target groups who were involved in testing

- young people: ESC volunteers and participants of youth exchanges, aged 18-30;
- youth workers who are involved in international youth work within Erasmus+, and therefore are using Youthpass;
- trainers in the youth field: in our training (within Erasmus+, who issue Youthpasses for their training and train youth workers how to do that);
- various host organizations for ESC volunteers: volunteers and mentors/ tutors.

## The theme

It is always a struggle to explain Youthpass competencies for both trainers and youth workers in the field. Usually, it results in a PowerPoint presentation or an oral input of half an hour. This is insufficient to be understood. Furthermore, mentors don't seem to know exactly what Youthpass is, and how they can support young volunteers in their learning process. The YES team considers this escape book will contribute to an improved understanding of the Youthpass competencies and Youthpass process, and therefore, volunteers will be able to express and assess their own learning.

## Narrative and story

A fantasy world, archetype based, creating an image for each competence that will make it easier to understand. The reader is the main character in the book and is invited to connect the material with their own reality, supporting the reader's process of growth.

## The game flow

The escape book is composed of an:

- introduction chapter about the aim of the book and an introduction to the story explained by a supporting character that will guide learners through the book;
- a core chapter that describes the game flow with a detailed explanation of the escape-game part of the book. This is done by a visual element: the map of the “World of the Keyland’s” and a Core Space (central comfort area). This map is a double page in the middle of the book. Here learners can choose to enter one of the Keyland chapters after solving a small riddle;
- 9 chapters of Keylands (8 + 1 ‘other’ Youthpass key competence areas). These chapters invite learners to a ‘walkthrough’ of each of the Key competencies: they invite the reader to go on an adventure and discover the Keyland, which represents the key competence areas of the Youthpass and Life Long Learning. Learners enter the Keyland with a riddle/code and finish it with a riddle/code. The Keylands contain explanations of the different elements of the competences involved, and to practice or implement the learning: tasks, challenges, and reflection questions related to that competence. The readers are invited to work on those, but it is not an obligation. If they don’t want to spend time on it, they simply continue. From each Keyland the learner always goes back to the Core Space. From there they can choose which Keyland to visit. Keylands can be visited as many times as they wish. By finishing a chapter, the learner receives one part of a QR code;
- Closing: For the final part to Escape the book learners need to have collected all 9 Keyland QR codes, which all together compose the final QR code to enter the World of Wisdom. This Final QR code is the key to escaping the book and arriving at our website which provides more information and links to the project and to relevant Youthpass publications.

Time frame:

The time frame of this book is between a few weeks and a year, depending on the intensity with which learners want to dive into it. Learners are very much owners of their own learning process and the pace of finishing the book.

## The ending

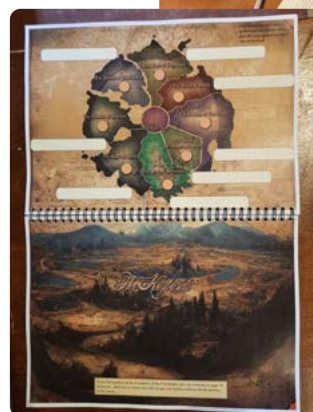
The Escape book itself has many reflection questions as part of the game. Final reflection or debriefing can be done in two ways:

- individually or in small groups with a mentor or tutor;
- during the Mid-term training of ESC volunteering.

Essentially they discover the end key after solving all main 8/9 puzzles, which is a QR code that is leading them to a web page - so they literally escape the book.

## Resources

Paper and printer to print the book. For the riddles, there is one envelope needed and an elastic band to initially hide some chapters.





## ADDITIONAL COMMENTS

### **Which escape format elements (f.ex. story, puzzle, riddles, the format itself, etc) support the inclusion of different learners? How do you ensure that people with different learning styles are engaged?**

The format is inclusive and exclusive. The time frame makes it inclusive because people can take all the time they need - no pressure, no hurry.

### **How can educators use this format in their practices?**

This example of the ´escape´ book on Youthpass competences can be used in any youth mobility in Erasmus+ and ESC.

Based on the experience of creating this specific ´escape´ book, we believe that although the format of the ´escape´ book is time-consuming to make, it provides a great opportunity to go into details and deep learning. Once the prototype is finished the tool can be used by an infinite number of people. It could be worth the investment.

The escape book could be an effective tool for promoting reading and literacy or other school subjects or to work on topics like volunteering, democracy, self-image, gender, sexuality, etc. An escape book on mental health issues (loneliness, gender, mindfulness, self-image, social exclusion, etc.) could be tackled very well in an escape book as a way to escape depression or loneliness. An escape book format could support learners who have difficulty with keeping up their motivation in classical ways of learning. An escape book can be a fun learning experience or learning adventure.

### **How do educators need to be equipped and which competencies do they need to have to implement this format in their practice?**

First of all, good writing skills are needed. Educators need to know what the need of young people is, and then transform it into a story that fits the world vision of young people. You need to know how to keep young people's attention. People need to know the details of the topic they write about. For reflection, they need to have good debriefing skills. Because these books could handle sensitive topics, educators should be able to create a safe environment and support young people in their vulnerability.



# 06

## The Folder

Partner:

**Vo de Vallei**



Designers:

**Inge, Lex, Taco, Chris and Jelle.**

# STRUCTURE OF THE FORMAT

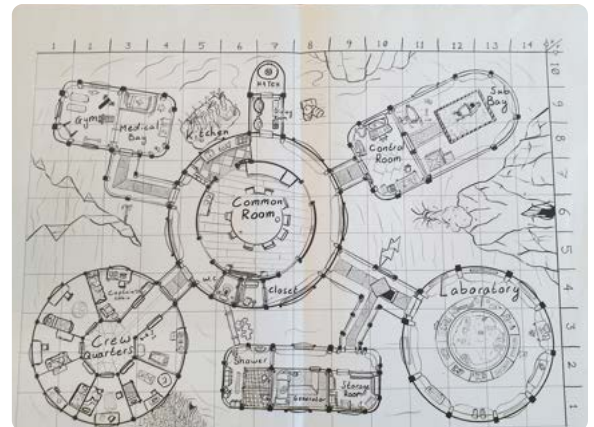
## Type of the format

A Folder is an adventure with different sources of information, all on paper. Everything is opened at once, so all the information is scattered across the table. This makes the folder a format mainly based on written texts, maps, and images, mostly made from paper, so therefore it is easily printable/downloadable for others. There are no locks to open or other 3d materials. The narrative is important. The Folder facilitates communication because of the need to work together to get the information complete. Another specific feature is that players can work on different puzzles at the same time. The different puzzles laying around the table gives them time to individually choose something, but they need to cooperate later in order to solve the puzzle. Players who take a more observing role might have the best 'overview' and connect the dots. This way the format involves different types of players.

We chose the folder because it seemed to be a format that makes it possible to include a lot of different topics (school subjects, social topics) and it has a nonlinear playing style and possibilities.

## Number of participants

Between 1 and 6 people. In a regular classroom, it's possible to make multiple groups and play simultaneously. The fact that everything is on paper and printable makes it easy to make multiple games and play with different groups at the same time.



## Introduction or pre-game

The need for (more) introduction can be determined by the educator.

The explanation should be obvious in the folder itself, with little to no preparation needed. Maybe with some groups, it is necessary to explain in short the fact that in the folder there is a mystery to be solved. The educator that made the game (or has played it) has to be around to help when people need a hint.

## Escape adventure format

We have developed a tool where the educator can pick and choose from different narratives and puzzles and make their own specific folder adapted to the interests and needs of the target group.

First the educators need to choose the purpose of the game:

- Describing an object through clues (What?);
- Pinpointing a location on a map through coordinates (Where?);
- Solving a zebra puzzle (Who?).

Once this is chosen, the next step is to choose puzzles:

- cryptography puzzle
- crossword puzzle
- asking puzzle
- gear puzzle
- rolling puzzle
- linguistic jigsaw puzzle
- grille puzzle
- perspective puzzle
- mirror puzzle
- stitching puzzle
- paleontology puzzle
- classification puzzle



These puzzles are used, for instance, to get a number, letter or code that will help you solve the main puzzle.

You exit the game by solving the main task. When the group decides together what the answer to the main question is, you can go and check the answer in an envelope that is also included in the folder. .

It is not intended to have a time limit because that creates competition you might not want. If you have a classroom with a time limit, make sure there is more than enough time to finish the game and discuss it afterward. Otherwise, the group will leave the class dissatisfied for not being able to solve the puzzle and there will be no room for evaluation

## The monitoring system

The educator should give minimal information and take on an observant role. Due to the many options there are in creating the narrative and the amount and type of puzzles, it wasn't possible to include hints to fit every puzzle. The educator can try to implement hints while preparing the folder or decide to give a little help when students get stuck. This might be a hint about the puzzle, but also tips about the process. Has anyone else tried this puzzle? Did you ask for help? Not giving the answers but trying to help the group solve the puzzle together.

## Reflection

The tool offers to reflect on the experience of the game, the things the players learned during it and other things that may have popped up during the session. The reflection is in conversation with the educator and will take place right after the game.

The students can take up a more active or more observing role. Observers might have seen interesting things about the process that more active players did not notice. Make sure there will be time left to reflect on the game and the process.

# EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

## The aim

The aim is to provide educators and youth workers with a tool with which they can build an escape adventure. It is a step-by-step guide with a set of materials that an educator can pick and choose from. It has pre-made storylines (premises, conclusions), puzzles, and materials.

## Learning objectives

To develop 21st-century skills: problem-solving, analytical skills, independence, teamwork, and self-awareness.

## Target groups who were involved in testing

Secondary school students, aged between 11 and 21.

## The theme

The tool that has been created provides many possibilities for educators to create his/her own escape adventure. The themes are the following: Medieval, Pirates of the North, Empty streets after the spread, and Deepsea Hard-fi. The educator can always choose a fitting theme. They can adapt to the game by making choices for the puzzles.

## Narrative and story

The information about the storyline is incomplete, there is information missing and the puzzles connect the dots to get all the information to find the answer to the main question. With the different sources of information, given in different puzzles and maps, students need to determine where a specific person was located. All clues point in the direction of where exactly he was (and why). The format can work with one of three main questions: Where? Who? or What?

## The game flow

There are multiple paths but one ending. Any puzzle can give a bit of information, like a number you need for a coordinate or a personal trade from one of the actors to help you find the murderer. You will need most of the information to solve the main mystery, but it is not necessary to find those pieces in order.



## **The ending**

Once participants agree on the answer to the Who/What or Where question, they can open an envelope to find the conclusion.

## **Resources**

- Printer;
- pens;
- scissors;
- The map printed in A2 or A3 (bigger the better).

## ADDITIONAL COMMENTS

### **What kind of cooperative tasks support inclusion best in this escape adventure format?**

The participants sometimes solve different puzzles and gain different bits of information individually, but to solve the main question in the escape adventure, they need to communicate with each other. The puzzles are sometimes too hard to solve on your own, when this happens, the participants can work together.

# 07

## Escape Map

Partner:

**Jaunpils Secondary School**



Designers:

**Jurgis, Inga and Ieva.**

# STRUCTURE OF THE FORMAT

## Type of the format

An Escape map is a real adventure, and it is a great opportunity for participants to explore the environment outside the classroom. By using this format, the students are entertained while developing themselves. Participants are reading which can develop them mentally, by going/running to checkpoints which can develop them physically, and by communicating and helping each other they can develop spiritually.

## Number of participants

It can be played as an individual task and played by very large groups. Multiple teams might be better, it is recommended from 3 to 6 participants for each team.

## Introduction or pre-game

The facilitator starts the game by telling a story of the adventure and asking some questions related to that.

The facilitator must remind participants of the importance of playing as a team because only working together will help them. For that, each team has to create its name and do an exercise as a team to prepare for the mission.

## Escape adventure format

Tasks:

- finding clues;
- solving tasks;
- reading;
- moving from one place to another;
- following instructions;
- possibly scanning QR codes;
- possibly reading a map.



Adventure is completed when participants find all elements by visiting locations and reach the final location revealed by solving the last puzzle.

The time frame is 1 hour, each point takes about 10 min.

(depends on how far the facilitator is willing to go and what the lesson is).

## The monitoring system

It doesn't need to be monitored if clear instructions are given. To check on the progress of the escape adventure it's possible to contact through phone or follow in application "Action bound" how the progress is developing. There are also some tracking apps that could be used.

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



## Reflection

Participants receive a feedback sheet after the game. In a big group they discuss the entire escape adventure process and the main learning outcomes.

## EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

### The aim

To defend human rights by educating young people on how the old generations have made mistakes and strive to make a difference.

### Learning objectives

- Get a deeper understanding of global planetary threats;
- Learn to implement solutions for sustainable living in their daily lives;
- Work as a team and understand the advantages of working together;
- Learn to do meaningful learning.

### Target groups who were involved in testing

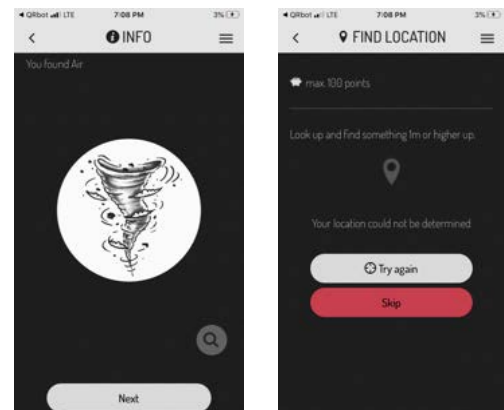
- Young adults from 9 to 18, from Jaunpils, Latvia. As they come from small villages they are thirsty for socializing, new experiences, and global education. Many families are in social risk groups. Some youngsters suffer from exclusion and bullying is one of the main problems;
- Educators and leaders in school;
- Local authorities and parents.

### The theme

Sustainability and connecting global issues with local reality is the main subject of the escape adventure. It was chosen because youngsters in the countryside often do not appreciate nature, and fresh air because they are not aware of global issues. This awareness could give them confidence in their environment and themselves.

### Narrative and story

Participants receive specific information; they must prepare as a team for a mission. They 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 must grow and evolve to live harmoniously with the environment. 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 flow

The participants are on one of the spinning planets orbiting a star. They learn that they have many obstacles if they want to stay and live on this planet. So, they decide to find the 5 elements needed to start a new life on a different planet. The Game takes them to 4 locations where they find elements like water, air, fire and soil and through the journey, they learn that fixing this planet might be easier than creating a new life. They also learn that they are the 5th element, and they can either create or destroy.

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



## The ending

They have all the elements to start fresh on a new planet. But there is no way to get there yet, therefore they discuss the possibilities to fix 11 challenges presented in the game.

Participants and facilitators come together to share results and express thoughts and feelings. They have possibly learned a lot of things during the game and they can reflect on how they impact the environment in many ways.

## Resources

- Paper;
- computer;
- tape;
- scissors;
- matches;
- different types of environments (trees, soil, water)

## ADDITIONAL COMMENTS

### How can schools use escape format for their curriculum?

In classes like Math, Biology, Chemistry, or Social arts. Starting with small details and adding some game elements in lessons which complement the lessons' content. Furthermore, this game is a good tool that helps to combine different learning subjects.

# 08

## The Puzzle

Partner:

**Gulbene municipality**



Designers:

**Vita and Zita.**

# STRUCTURE OF THE FORMAT

## Type of the format

It could consist of one big puzzle divided - into 2-6 parts for different groups, or of several puzzles - for each group separately. It is suitable for larger groups. Tasks can be on the puzzles, but it is possible to make tasks that students will do after they put together the puzzle.

This tool enhances the motivation and attention of the students, encouraging them to get involved actively. It is also a great opportunity for improving cooperation skills and building an inclusive environment.

## Number of participants

Group of 18-30 participants. Small groups must be between 3 - 5 participants (6 groups - 1 puzzle for each group). The advantages of small groups are superior performance, greater participant satisfaction, and more valuable learning.

## Introduction or pre-game

The educator tells the story to students before the escape adventure starts. It is a way to increase their interest in the activities and get them involved in the learning process. The story must relate to the puzzle and tasks. Furthermore, the facilitator can discuss with students about puzzle-solving strategies, rules, and the task of each group.

## Escape adventure format

Educators can use different kinds of tasks in the escape puzzle format: math, language, science, etc. They can be given on the puzzle or separately as worksheets. One task can be final for all groups together. The exit of adventure will be when students put together the puzzle and do the tasks. It is possible to use different locks or a safe for the final task. The time frame depends on the puzzle and the aim of the lesson and activity.



## The monitoring system

The role of the educator is to observe, encourage and explain the rules.

## Reflection

After the puzzle escape adventure students will answer some questions about the tasks and aspects related to cooperation, inclusion and communication.

Educators could use [mentimeter.com](https://www.mentimeter.com), [quizizz.com](https://www.quizizz.com), [kahoot.com](https://www.kahoot.com) or other similar online resources.

# EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

## The aim

To raise awareness about Latvia's forests' importance and develop students' individual responsibility for saving nature.

## Learning objectives

- Improve knowledge about forests and safety in the forest;
- Distinguish edible mushrooms from non-ones through the app;
- Recognize animals' footprints, bushes, and trees;
- Learn how to read topographic signs;
- Understand and internalize safety rules in the forest;
- Know which are the forest gifts.



## Target groups who were involved in testing

- Elementary level, for 9 -11 years old students;
- Grades 4 and 5;
- Science educators and art and class educators, will be able to give some suggestions for the puzzle game improvement;
- As a format, it is suitable for any level, even for adults and mixed groups.

## The theme

The puzzle adventure game fits the target group and its needs - students can learn interactively. We built cross-curricular links between class lessons and science. The theme "Forest" is interesting for students and connects with real life.

## Narrative and story

Before it starts, the facilitator plays a video about the expedition in the forest and asks students questions about the topic "Forest". Then, the facilitator will receive a message from a local forester, he/she will tell students that there is bad news; that forest is in danger. However, students could save it by learning information about the wood and finding out 6 magic numbers. The facilitator has to challenge students to work as a team in order to find the magic numbers and escape the puzzle.

## The game flow

Students are divided into smaller groups and each group receives a puzzle they need to solve and put together. There are six separate puzzles:

- mushrooms (poisonous and edible mushrooms, using the app for recognizing mushrooms);
- bushes and trees (the crossword puzzle);
- animals (hiding animals in the picture and animal footprints);
- topographic map and some escape room elements (find the clues, open the box, recognize topographic signs);
- safety rules in the forest;
- forest gifts (choose what are the forest gifts and what aren't).

Groups of students can resolve their tasks and get the magic number. When they resolve all puzzles, they can open the safe and save the forest. There is only one way to end the game. The students who end the game earlier could join other groups and help them to resolve their tasks. The end of the game could be: open the safe, and box with a lock, complete the puzzle with tasks, complete one common puzzle, complete the last task all team together etc.

## The ending

The students get the magic number when they complete the puzzle and tasks. Although, all groups (the entire class) receive the code of the safe and save the forest. Participants will find in the safe a gift of magic forest and a thank you letter from the local forester, Janis Kalnins. After the game students have a self-reflection moment, and they will also evaluate their cooperation skills.

## Resources

- 6 puzzles;
- a safe;
- 6 worksheets;
- a Powerpoint presentation;
- a map;
- a box with a lock;
- clue cards;
- a toy;
- role cards.



The most difficult task for educators is to make puzzles. They might need to know how to use specific computer programs for creating pictures and puzzles. It is possible to make puzzles with a company (publishing-house service). However, it is possible to make a simple puzzle by cutting pictures into pieces or to use ready-made puzzles or online ones and make specific tasks for each group.

## ADDITIONAL COMMENTS

**Which escape format elements (f.ex. story, puzzle, riddles, the format itself, etc) support the inclusion of different learners? How do you ensure that people with different learning styles are engaged?**

Most of the students enjoy the puzzle itself. Students work as a team to put the puzzle together. They help and support each other. The educator can give tasks to students of different knowledge and skill levels. The role cards are suitable for improving cooperation skills.

# 09

## Space Divider

Partner:

**Gulbene municipality**



Designers:

**Gunta and Jana.**

# STRUCTURE OF THE FORMAT

## Type of the format

The idea of “Space divider” gives students an unusual form of learning by changing classroom settings. The divider visually split the classroom into four small spaces, where students do tasks in small groups and then they work all together. The Divider is a great opportunity for students to be present and get involved. Furthermore, this tool enhances teamwork and builds tolerance among them.

## Number of participants

The space divider is suitable for the group class (up to 25 students) with students of 12 - 16 years of age.

## Introduction or pre-game

The educator tells the mystery story before the escape adventure starts. It is a way to increase their interest in the activities and take part in the game. The story must relate to the puzzle and tasks. After the game, the facilitator can discuss with students about puzzle-solving strategies, rules, and the task of each group.

## Escape adventure format

Tasks:

- Split in four teams;
- finding starting corner;
- finding clues;
- solving different tasks in each corner;
- finding the one puzzle piece in each corner;
- all teams come together, and solve the last riddle;
- find the last answer;
- following instructions and reading.



## The monitoring system

The educator is in the classroom and can help in the process, if students ask for support.

## Reflection

When the group finishes the game, they need to answer following questions:

- How did they feel during the game?
- What happened to the main character in the game?
- What kind of puzzles did they solve in each corner?
- Is there something new that they didn't know before?
- How did they cooperate in the game?



# EXAMPLE: ESCAPE ADVENTURE OF THE FORMAT

## The aim

The main aim is to give the opportunity and time for improving communication and reading skills, promoting teamwork and enhancing critical thinking.

## Learning objectives

- Learning to make decisions;
- Learning to work in groups;
- Improve communication skills;
- Basic knowledge in geography;
- Basic knowledge in survival techniques;
- Pay attention to all details.



## Target groups who were involved in testing

- Middle school-age children (12 - 16 years old students), have previous knowledge about how to use geography tools (for example map legend, cardinal directions, and compass);
- Other educators.

## The theme

The main story is about a missing person, who is really important to our science organization, and youngsters are the best investigators who are invited to help to find him. All together they need to use the knowledge they have, use the riddles and puzzles to solve the case. Each team needs to be careful, focus on small details and read, because sometimes something it's already in front of their eyes.

## Narrative and story

The Game starts with a mystery message from a scientist who is in danger and needs to be saved. After that students are split into 4 teams, and they need to solve riddles to find him and save a secret project from bad people. During the process they will find out why he got into that situation, and why bad people are after him.

## The game flow

The room is split into 4 parts. Each group of students does different kinds of tasks.

- In the first corner the task will be about volcanoes. They must read the information on the posters in order to find 2 numbers for the locked box. In this spot, there are 7 transparent pictures with lines. By putting it all together they will discover the last number for the lock. In the locked box they will find a piece of the puzzle (map);
- In the second corner there will be information on the poster about how to read map colours. There is also a radio to listen to information about a city. After that students will have to find that city on the map and get 3 numbers (the altitude) for a locked box with another piece of the map;

- In the third corner the task will be about directions in the map and compass. In the arrow carpet on the floor are going to be hidden 3 numbers for the locked box;
- The last part of this activity is a social story about young people's problems. In that story, there will be a hidden mathematical operation to find 3 numbers for the locked box;
- The final task is a puzzle, participants have to make it together in order to write directions and solve the problem.

The space divider improves reading skills because all information can be found on posters on the walls. Before this activity, geography teachers can talk about how to read directions in maps and nature.

## The ending

In every corner, where groups are solving the puzzles, they need to open one mystery box, where they find a piece of puzzle (puzzle pieces are made of transparent paper). After putting all these pieces together, they will find where the explorer is.

## Resources

- fabric walls and pipe frame;
- 3 boxes with locks;
- diary with lock;
- arrow carpet (plastic);
- color circle (plastic);
- transparent paper;
- compass;
- paper for posters;
- markers;
- flipchart sheets;
- color papers.



## ADDITIONAL COMMENTS

### How can youth workers use this escape adventure format in their space (youth center, camps, workshops, etc)?

Space divider format can be used in different ways, sometimes just dividing gives participants the opportunity to finish the tasks differently. Free place for imagination in the youth center can come up with different stories, tasks, and aims for this.

### How can schools use 'escape' format for their curriculum?

This activity is a useful tool for schools as a method of teaching students.

The education system in Latvia has more educators thinking of different ways to approach competence. They need to learn and get to understand how and what is the successful method that they can use in class with pupils. How to teach them meaningful communication, creativity and natural interest about the subject.

THANKS!