



ESCAPE ROOM



TOOLKIT

THE TIME TRAVELERS



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INDEX

04	INTRODUCTION
05	THE TIME TRAVELERS
06	GAME PLAY
07	ORDER OF PUZZLES
08	PUZZLES LIST
13	DEBRIEFING
16	REFERENCES

INTRODUCTION

Dear youth worker, educator and colleague!

This Toolbox is a practical guide explaining step by step how to build the portable escape room "The Time Travelers" which is a room about active citizenship. It is a result of the intellectual work of youth workers from Sweden (Awesome people) within the Erasmus+ project Secret Code for Active Citizenship.

To become an active citizen it is important to know in which arenas one can practice their active citizenship and for example how social media influence our view on reality.

In the project Secret code for Active Citizenship we have also created a set-up manual and an instruction video for this room.

We hope you will work with it and learn a lot!



"THE TIME TRAVELERS"



 **Topic:** Active citizenship


 **Learning outcomes:**


- Increased knowledge about the four different arenas in which you can exercise your active citizenship
- Increased knowledge about different attitudes young people have towards politics
- Increased knowledge about the influence of social media on our impression of reality, such as algorithms and fake news.
- Increased knowledge on human rights and democracy
- Increased knowledge of how to change their news feeds
- Increased tendency to become a more active citizen
- Increased tendency to defend democracy as a form of government and idea
- Increased tendency to nuance their media influence

 **Age:** 14+

 **Group size:** 3-5 players

 **Language:** English/Swedish

 **Playing time:** 5' introduction | 30' playing | 15' debriefing and discussion

 **Players' role:** Time travelers who travels back in time to save the future

 **Communication with players:** The game master is in the room with the players

 **Rules:**

- You can not destroy anything in the room
- You can not cheat by getting into boxes or code locks without having the code
- You can ask the game master for as many clues as you want, the most important thing is that you complete the room so it is better to ask for clues than to be stuck
- Do not work individually but as a team
- You only need to use each item once
- Do you have any questions?

 [Google drive link](#)



GAMEPLAY

Introduction:

The players enter the room which contains; four bags and a folder with profiles of four students, a small container which is sealed by four locks in the colours red, blue, gray and black. On each student profile there is a hint connecting them to one of the locks. The gamemaster approaches the players and explains the current situation.

After years of anti-democratic forces breaking down democracy with the help of disinformation and the fragmentation of society, the world is on the brink of a third world war, several civil wars and anarchy. A professor has been able to trace the development of history to the moment that started the development of events in this negative direction. It started with a school project where four key people did not have enough knowledge to be able to make informative choices. Your task is to work as a team to save the world. Check the students' bags and help them make informed decisions. You will have to find the codes for the locks in some of the materials they used for their group work.

We will now follow the professor through time. You will get all necessary information in the following video:

[Start video](#)

Ultimate mission:

During 30 minutes the players will travel back in time in order to help the students make informed decisions so they can save the world. The players will save the future when all four students learned something about participation and they collected all four codes that unlocked the code which opens the professor's time portal.

ORDER OF PUZZLES

Briefing



Alexandra's bag

Lila's bag

Maya's bag

Ingmar's bag



Politician
crossbox

Map

Clothes

Social media
bubble



Code | 2009

Code | 1949

Code | 2030

Code | 2349

Blue lock

Gray lock

Black lock

Red lock



QR-Code/Finishing video

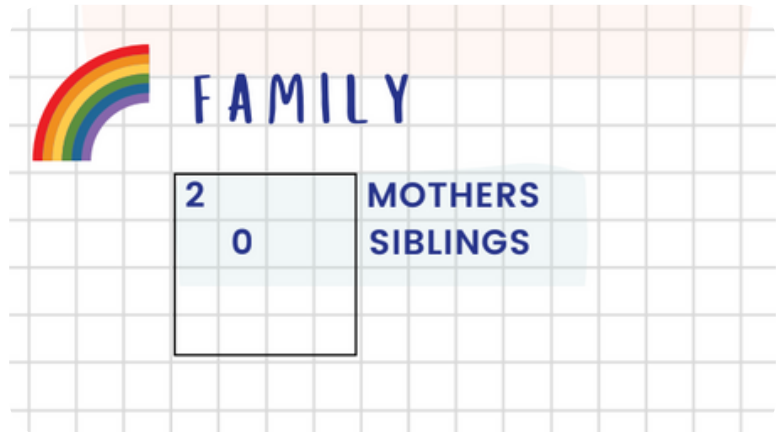
PUZZLES LIST

Puzzle 1 | Alexandra's puzzle (blue lock)

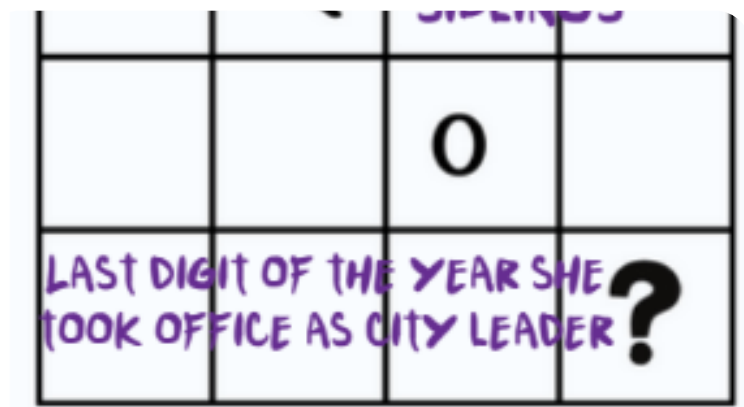
The players need to find the right combination for the blue lock. Once they find the missing batteries they can use the UV-lamp and see the hidden text in each crossbox underneath the four politicians. According to Alexandra's diary note, she wants to have a rolemodel in life. Once the players figure that Sanna-Marin is her rolemodel, they will combine the numbers from Alexandra's crossbox with Sanna-Marin's crossbox, which is: **2009**



Alexandra's crossbox in her profile



Sanna-Marin's crossbox



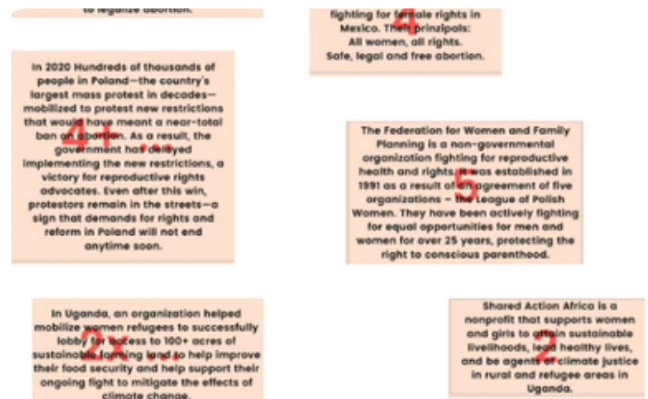
CODE: 2009

Puzzle 2| Lila's puzzle (gray lock)

The players need to find the right combination for the gray lock. In Lila's bag the players will find different notes about women's rights NGOs and worldwide actions with numbers written on them. On Lila's profile there is a map with 4 pins, from west to east on Mexico, Poland, Uganda and Vietnam. Once they connect each of the NGOs to one of the actions and order them from west to east, they will find the code by adding the numbers together ($5-4=1$; $4+5 = 9$; $2 \times 2=4$; $7+1=8$). The code is: **1949**



Map in Lila's profile

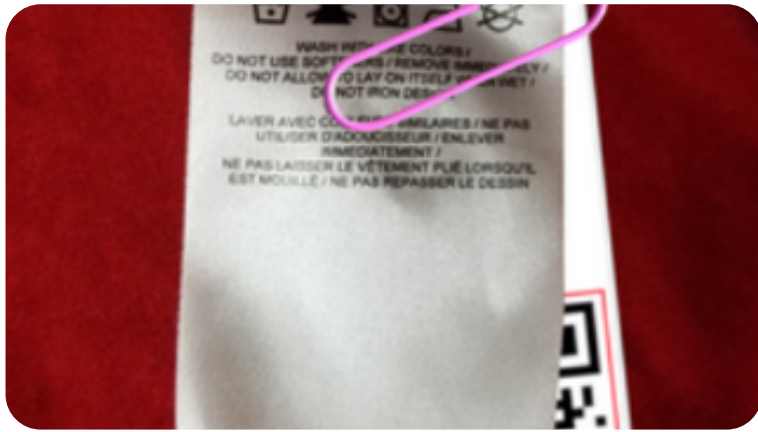


Notes with NGO:s

CODE: 1949

Puzzle 3| Maya's Puzzle (black lock)

Inside Mayas bag the players will find some clothes with a secret note pinned to each care label. By reading Maya's profile and scanning the QR code they will find her old Instagram where she posted about fashion. But when the players add every secret note from the clothes together, they will find a QR code to her new Instagram where she posts about sustainable fashion. The players will find the code in the Instagram posts from her new profile. In the oldest post Maya writes that she will donate 20 dollars, and in the second post she writes about a 111 km car trip with a hashtag telling the players to add the numbers together ($1+1+1 =3$). In the latest post the last word has a zero instead of an o (Out). The code is then: **2030**



Clothes with hidden notes in care label



Secret notes puzzled into QR-Code

Maya's Instagram posts with clues to the code



CODE: 2030

Puzzle 4| Ingmar's puzzle (red lock)

Inside Ingmar's bag the players will find; a magazine with 3 papers on how to change different social media feeds, a big paper named "my new & bigger social media bubble" hidden inside, a paper named "my social media bubble" with pieces of social media posts stuck on to it, and a battery. To solve the puzzle, the participants have to find all letters hidden inside the other profiles bags with written "for Ingmar" on them. These pieces inside the letters, together with the pieces from the "old social media bubble" the participant need to stick into the "new and bigger social media bubble". When it is puzzled together, they will see the number 9 and the letters A to D connected to the social media platforms Instagram, Facebook and TikTok. The letters are hinting in which order the numbers are supposed to be (A→D). On the papers with the information how to change your social media feed on these 3 platforms, there are numbers marked green. These are the numbers for the code: **2349**.



Letters for Ingmar



"My social media bubble"



"My new and bigger social media bubble" with papers on how to change social media feeds

CODE: 2349


Puzzle 5| QR-code

When all four locks are open, the players will find a final QR-code in the container. They have succeeded. The QR-Code leads them to the finishing video, closing the story and congratulating them on their success.



QR-Code



 **Ending point:** The players watch the video through the QR-code and see how they saved the world by the informed choices the students did.

DEBRIEFING

Gather the group and ask them some questions about the game:

- How was the game, what did you like/ didn't like?
- Which puzzles did you find difficult/ easy?
- Did you understand the story, can you tell me about it?

Then go through each puzzle to recap what they have done and add additional learning points.

"This room was about active citizenship and understanding the importance of making informed and active choices"



Reflection:

Puzzle 1| Code 2009 Alexandra

20 represents that there are only 20 countries in the world that have full democracy, out of just over 170 countries. This means that more than 150 countries are not democratic. In addition, countries in the world that have autocratized the last six years' have increased by more than 20% - ie democratic countries that are transitioning to dictatorship. Among other things, Donald Trump's (as you saw on this paper) actions can be seen as signs of autocratization, among other things through a lack of commitment to democratic rights. The Discrimination law was added in **2009** in Swedish law, and aims to counteract discrimination and promote equal rights and opportunities.

Puzzle 2| Code 1948 Lila

10 December 1948 = The date of the universal declaration of human rights. The declaration also includes the Article 20, stating everyone has the right to freedom of peaceful assembly and association. And: No one may be compelled to belong to an association.

Puzzle 3| Code 2030

Agenda **2030** is an agenda for change towards a sustainable society. The agenda aims to achieve sustainable development in three dimensions: the social, the economic and the environmental.

With this room, we wanted to show that you can still be interested in your hobbies and act sustainably at the same time - like Maya is interested in shopping for clothes and posting posts about this on Instagram, which she still can be able to do but more sustainable.

Puzzle 4| Code 2349 Ingmar

- Almost **2** billion fake news engagements on Facebook in Q3 of 2020
- Tiktok had to remove over **300,000** videos for misinformation during the 2020 US election
- Instagrammers “like” over **4** billion posts every day.
- **9** out of 10 Swedish youngsters between 13-15 are on social media at least 1 minute per day. The majority of them spend up to 75 minutes per day on social media.

This code is to show how much impact social media has on the youngsters life and raise awareness that there is political influence happening on social media. Reflect with them on how they can influence on their social media feed as shown in the puzzles in the room. Don't forget to tell them the good news: youngsters are much less effected by fake news than older people on social media, because they often learned some form of source critique in schools and are more aware.



Discussion:

This room was about active citizenship and what you as an individual can do to be an active part of society.

The 4 students that you supported in the game represent 4 categories of people that were researched in a Swedish study between 2010-2015:

- Active (6%) (part of a political party or active in youth politics etc),
- Standbys (46%) (interested in a specific topic, but not politically active, eg interested in sustainability, female rights, animal rights etc),
- unengaged (26%) (not interested in politics at all, spend their time with school and hobbies),
- disillusioned (21%) (does not trust politicians and may also be anti-democrats).

Ask the participants:

- Who do you think represents which group in the Study and why? (Alexandra Active, Lila Standby, Maya unengaged, Ingmar disillusioned)
- Where do you see yourself?
- How do you as an individual can have an impact on society?
- Did you learn something new during playing the room?

There are 4 main "arenas" of active citizenship:

- Political Life - referring to the sphere of the state and conventional representative democracy such as participation in voting, representation of women in the national parliament and regular party work (party membership, volunteering, participating in party activities and donating money).
- Civil Society - meaning collective action around shared interests, purposes, and values as for example involvement in protests, human rights organizations, environmental organizations, and trade union organizations.
- Community Life - engagement in 'community minded' or 'community-spirited' activities that are less political action and accountability of governments, such as unorganized help, religious organizations, sport/cultural/social organizations that work at community level.
- Values - meaning for example recognition of the importance of human rights, democracy, and intercultural understanding.

Reflect with the participants:

1. Where did they see these 4 arenas in the different puzzles?
2. Where do they see them in their own daily life?

Call to Action:

Ask the participants to write down at least one action they will perform to become a more active citizen after this experience! (eg. adjust their social media feed, become active in an NGO, go voting in the next election, join a protest, etc.)

Restart checklist:

1. Put the QR-code to the final video back into the container and close the container with the multilock and the 4 different locks. Make sure to mix up the numbers on the locks.
2. Alexandra's bag: Open the UV-Lamp and put 1 battery in each bag of the students, except in Alexandra's bag. Put all 4 papers with the information about the politicians and Alexandra's diary page back into her bag. (you will also put one letter "for Ingmar" in this bag)
3. Lila's bag: Mix all 8 notes about women's rights organizations and actions and put them back into her bag. (you will also put 1 battery and 1 letter "for Ingmar" in this bag)
4. Maya's bag: Attach the note about the T-shirt with the care label of the T-shirt. Attach the note about "broken-fix them" with the care label of the broken Sweatshirt/Hoodie. Attach the note about the T-shirt with the care label of the T-shirt. Attach the note about the denim shorts with the care label of the shorts. Put all the clothes into her bag. (you will also put 1 battery and 1 letter "for Ingmar" in this bag) If you will use the same phone for the next group, make sure to close all tabs with the Instagram profile of Maya and prepare the QR-reader for the next group.
5. Ingmars bag: Take off all the (red) "old" social media posts from the new (purple) bubble and put them back on to the old (red) social media bubble. Take the new (green&blue) social media posts and put one of each into an envelope "for Ingmar". Put one letter "for Ingmar" in each of the other students' bags. Fold the new (purple) bubble and hide it and the 3 papers about how to change your social media feeds in the magazine. Then put the magazine into Ingmars bag. Put the old (red) social media bubble into Ingmars bag. (You will also put 1 battery in this bag)
6. Put all 4 profiles of the students back in the folder

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