



CREATIVE LEARNING ENVIRONMENTS

EDUESC@PEROOM

TOOLKIT



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

INTRODUCTION

By thinking towards a broader and experiential creative learning environment, this project started while wondering: “Is it possible to design and realize an educational escape room?” We decided to take on the challenge and explore the escape room method in an educational setting.

The “Looking at Learning” project is a Strategic Partnership, funded by ErasmusPlus - Youth on the topic of creative learning environments. A “state of art” document and research has been developed on the topic of creative learning environments. More than only exploring what has been done in the three partner countries (Latvia, the Netherlands and Spain) concerning creative learning environments, we aimed to bring a fresh perspective to methods and determine how an escape-room can be held at an educational field.

The educational tool we have developed is called the “Eduesc@peroom.” The development of this tool is explained in the Eduesc@peroom report. The project also created a step-by-step tutorial which explains all necessary elements for creating an educational escape room and guides you through the concept of designing educative escape rooms.

For more inspiration, we also developed this toolkit in which we highlight the practical side, sharing the escape rooms we have built in different educational settings in formal and non-formal education fields, with young people, adult, children and people with special needs.

This toolkit presents how the concept of the Eduesc@peroom has been implemented in various educational environments, how the design has been adapted to the needs of the target group, how it was used and how it worked in the different settings (secondary schools, youth centres, kindergartens, elementary schools and day care centers for disabled people).

This toolkit can support you in realizing your vision for an educational escape room, and can guide you in reflecting on the right questions to ask before, during and after the process of creating an educational escape room.

Based on our experiences, we have defined points in this toolkit for those who are interested in approaching the challenge of the Eduesc@peroom. We encourage people to share this documentation and help others to have an escape room to use in any environment for educational purposes.

We tried to analyse the educational approach in various situations and give good practical examples of this model. It gives the broad picture that can be used in many places, with many target groups, with different reasons, but all having the focus of learning in common.

Are you ready to create your own educational escape room?

EDUESC@PEROOM

Through analysing existing escape rooms and by building our own, we tried to identify the basic structure of each room and bring some hints to educators to serve as a guidance when creating their own Eduesc@perooms.

Initially, we propose for you to define exactly 'what you want to achieve' through this room and what your target group is. There are many existing strategies to support learning, but we discovered that this Eduesc@peroom is a powerful method and a purpose or inspiration for learners to think, grow and explore.

Once you have identified your learning objectives, you have to understand where exactly you can create it and which resources you have for that purpose. Fortunately, it is possible to create an escape room almost anywhere and with small budget. It all depends on your creativity. With this Toolkit, we hope to inspire you to explore the potential of this method.

After you have identified your educational goals and available resources, comes a crucial step: creating a STORY for this room. You have to create a narrative about what is going on in this room and what the learners need to do. The goal of each room for learners is to solve the "puzzle" and "escape the room." This last is the essence of each escape room and the element of fun that is so attractive to learners and allows us to use it for educational purposes. The story could be real or invented, based on real facts or a complete fairy tale. Without narrative it would not be an escape room.

Once you have set the story behind the room, it is the time to use all of your creative thinking abilities; you have to figure out the TASKS (games, puzzles, riddles...), each kind of challenge inside the room that learners will have to solve in order to advance forward in the Eduesc@peroom and get closer and closer to final goal. Each task should reveal some information or provide a guideline or key that learners will use afterwards. Those tasks are also the opportunity to link the room with the educational goals

We encourage you to design the task according to different competences and abilities of learners; be sure that not all of them require only logical, digital, or mathematical challenges. The task should be solved using different perspectives, ensuring that all learners are included as each one can bring to the common goal something different but equally needed.

Remember, that all tasks should be aligned with the story and should lead to a goal: solving the room and escaping from it.

You can decide how long the Eduesc@peroom challenge is, but we recommend that it be no longer than 60 minutes. We also recommend having at least 15 tasks.

It will take you from two days to two weeks to create and test initial Eduescape room. In our experience, the creation process is always nicer when doing it together with others.

What about the learning? We mentioned that every task should be linked with the story and provide some learning, either from a specific topic or transversal thanks to the game itself (while working in a time, discovering own competences and needs, dealing with time pressure, ect.). Depending on the educational purpose of your room, it may happen that the crucial learning happens after learners have exit the room. This is the moment when to approach them and reflect upon everything that has happened there. We call it a 'debriefing room'.

The debriefing room is another physical space or can even be in the same room. It is the content and the role of educators that matters more than the space. In the debriefing room, the educator can talk with the team about their experience in many ways: what they have learned or understood, what changes this experience made to them, what their role was on the team, what surprised them, what specific subject material they learned, what would they change, ect.

DIFFERENT APPROACHES OF AN EDUESC@PEROOM

Another enriching experience could be to motivate participants to learn something specific in order to be prepared and able to successfully play Eduesc@peroom later.

You can also empower learners to create their own room for other learners, knowing that the exciting process of developing tasks and creating the Eduesc@peroom will provide them actual learning.

No matter what kind of strategy you use, going through the escape room is a usually a one- time event that rarely lasts longer than an hour. Sometimes it is discouraging given the amount of time, energy and resources that are needed to create such a room. In this case, why not to create a room that is re-playable? In re-playable rooms, you can simply substitute learning materials or topics or even better, create new tasks that change the flow of the room and escape solutions once current learners have solved them. In some cases, a group of players can even play the same room twice.

As you may imagine, creating an Eduesc@peroom is a creative and fun process itself, and a perfect opportunity to approach learning in an innovative way. Our research and experience shows that such rooms are welcomed by learners, and if you want to give a new learning experience, you should definitely try to build one! (On the website www.lookingatlearning.eu you can find research documents about the quality of learning in the Eduesc@perooms)

We are sure that creating a room will be for you, as it is for us, a passionate learning. To make it a bit easier for you, the toolkit includes a few examples of different escape rooms we have developed in different educational settings; each of them comes with a particular focus on what was considered its strongest points linked to its learning outcomes. This examples are suggested to be used as a reference to facilitate the future building process of your own educational escape rooms.

Enjoy!!



ID Educational escape room: "CHEST OF LIGHT"

Place:	Ikkskiles Free School, LV
Project:	Looking@Learning
Number of players:	groups composed between 3 and 6 players
Age:	4-15 (could be played also by teachers and everyone else)
Length:	up to 60 minutes
extra time:	none
Difficulty:	##### +

Theme: Story with a deeper meaning. Finding answers and choices to understand yourself and get closer to your inner self.

Topic and learning outcomes: Personal growth. Players have to solve different riddles, find the right answers and choices. By doing that they can better understand themselves and what they want in life. They also have to learn to work together in order to solve the tasks.

Plot: "Chest of light" A boy who has conscious dreams about some mystic wood and light coming from the ground. He is looking for answers in many different ways and in every answer there is a hidden key about his dreams, himself and the purpose of life.

Pre-game room: Short description of the story and structure of the room.

The room: Classroom with different elements.

The Puzzle: Find clues; co-operate with others; answer questions; find secret objects and unlock chest of light.

The Exit: Get the key and open doors or stay in room until time runs out.

Monitoring the game: lan web cam and cmd chat/notes.

Replayability: ** Yes

Tested: Yes

EDUCATIONAL KEY-POINTS:

** Replayability

This escape room is especially designed to allow the same participants in multiple rounds of the same escape room. Plenty of room's stuff and resources to use. There are other elements (number codes/pictures/questions) that change every time a group goes through.

* This is a long term edu@escape room

Where educators' passion was the main drive behind its creation. The room is dynamic and self-sustainable because learners are constantly changing the puzzles through their own actions. There are quite a few tasks and elements that are designed to inspire learners with an easy but clever way to find an answer. That raises learners' self-esteem and also motivation to further explore the room and dive deeper into the story.

* Clue example

There is painted cube with numbers where you need to find right number combination to unlock lock.

To succeed in this task you need to find A4 page with marked squares (for cutting). When cutting is done, then put A4 page on cube in right position and there you find right combination for lock.



ID Educational escape room:
“CREATECTURA”

Place: Enclave Pronillo, Fundación Santander Creativa, Spain; ESP
Project: Looking@Learning

Number of players: up to 16
Age: Children between 3 and 4 years old and their parents
Length: 15 up to 30 minutes (each room)
Extra time: Undefined
Difficulty: ##### +

Theme: “Discovering the artwork of Louise Bourgeois”

Topic and learning outcomes: ** To approach little children to contemporary art practice, through the artwork of an international artist (recently exhibited in the Guggenheim Museum of Bilbao) but unknown for the target group.

Plot: Enter in the room to play with objects, dissimulate art, operating craft actions, getting better the story of the artist and her art works concepts and beauty.

Pre-game room: Room with Introduction with video and first task propaedeutic to better absorb information about the topic.

The room: ** three rooms

The Puzzle: The Escape Room is a complete symbolic space to recreate through art.

The Exit: ** By transforming the space or No, The “Alternate Room”.

Monitoring the game: See-through wall to contemplate the process live.

Replayability: Yes

Tested: No





EDUCATIONAL KEY-POINTS:

** Learning outcomes

The escape room match almost completely the different conditions for a creative learning environment, as they were not supposed to solve a problem with a unique answer, the focus of the activity was the plastic and sensorial exploration. The design of the space was created to inspire both adults and children to create new things. The only aspect to reconsider for the next practice is the time limit.

** The room

The room mainly recreates the artwork called 'The last climb', that belongs to the bigger project of 'Cells of existence'. It consists on a cardboard labyrinth where they had some blue balloons hanging from the ceiling through some maroon wool strings attached to the balls placed on the floor, half hidden within the labyrinth. This kind of rooms require a bigger budget but they serve a better inspirational environment.

** The "Alternate room"

There was a third room to accomplish some tasks but without clues to find, while the other group were inside the escape room. It consisted on three different areas: one particularly related to the spiders but all related to some art work of the artist.



ID Educational escape room:
“DARWIN’S FOREST”

Place: pre-school, Spain; ESP
Project: Looking@Learning

Number of players: 3 participants.
Age: 2 - 3
Length: 20 up to 30 minutes to escape
extra time: if needed (participants always escape)
Difficulty: #####

Theme: farm and animals

Topic and learning outcomes: keep their innate curiosity about nature and promote care and respect for the environment

Plot: “organize the mess in the farm after the hurricane”.

Pre-game room: not needed

The room: ** one delimited outside space (patio of the school with nature all around).

The Puzzle: order the eggs by classifying the hen, ostrich and emu, put the snouts of piglets, attached the animals in the image of the farm, milked the cow, did the puzzle and they found the chair, managed to break the piñata and find the key.

The Exit: find the key and get out (although some do not want).

Monitoring the game: two adults, one is the accompany person (which lost the key and need help to find them).

Replayability: Yes

Tested: ** Yes

EDUCATIONAL KEY-POINTS:

** The room

Taking into account the purpose of the Escape room, you win when you find the key and get out of the farm. But in this case the experience won since it been started to build it, for the experience, the illusion and the discovery of a great learning tool.

** The test

once everything was ready the room was tested with the children. the testers wanted to control more or less the time according to the kids needs (and in the other way aoriund when it the time framing the rest) and to try to think like they would process the room, to observe with “eyes of child”.

* Easy replayability

the room is designed in a way that makes easy undone the puzle, and then have the room ready to reuse it in about 15 minutes.

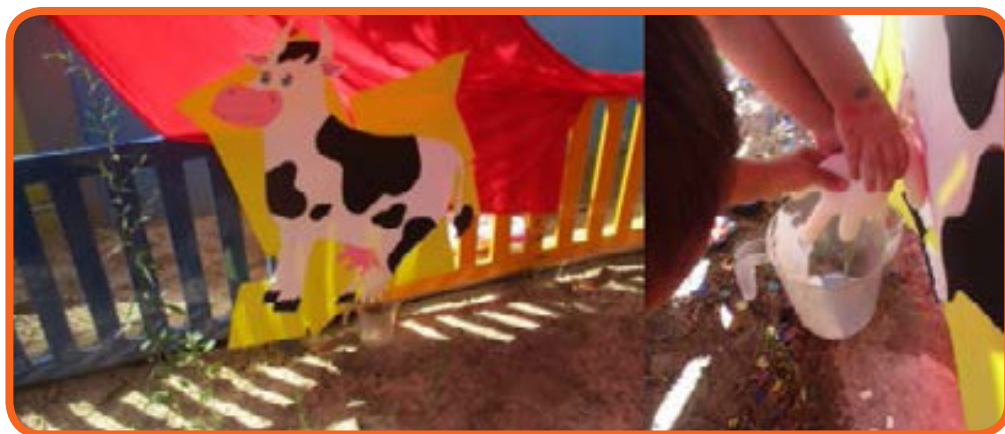


* Clue example

fabrics to maintain the mystery of what was inside, to offer intimacy, facilitating also the concentration to evade more easily of the outside. Inside the "room" there are tables with fabrics, pots, trees, drawers, a cow, hay, eggs, sawdust, a puzzle, a piñata. They can begin to "organize" wherever they want, in groups or alone and order is not strict. The only thing essential is that they need the chair to reach the piñata and find the key inside.

* Outcomes

The freedom to interact with the environment and the equals was very clear, the happiness and self-realization feeling an active part in their learning process, being a "retromotivation" for every clue, every achievement.



ID Educational escape room:

“DREAM TRIP”

Place: house where young people learn to be autonomous, Grootebroek; NL
Project: Looking@Learning

Number of players: groups composed by up to 3 people
Age: 13 - 15 (with learning problems)
Length: up to 30 minutes to escape
extra time: none
Difficulty: ##### +

Theme: find the way to start your trip (eg: to Disneyland Paris)

Topic and learning outcomes: to teach how to prepare for travelling, how to improve social skills and work together, how to connect ideas, follow instructions, to cooperate, skills for autonomy (use iron, make a bed...) and how to achieve goals.

Plot: “You are going to travel, but where are you going to?”

What do you need to put in your backpack? You need to find the tickets, the passports, your clothes, your backpack, money (fake 700 EUR) and find out the destination.

Pre-game room: project presentation; guidelines-suggestions.

The room: ** house room where the young people learn to be autonomous.

The Puzzle: ** find the element to start the trip and the final destination.

The Exit: To put all necessary objects to travel in the backpack and knock at the door.

Monitoring the game: computer with Skype

Replayability: Yes

Tested: Yes, test-group with 3 girls, 16 - 17 years old with learning difficulties. They tested the escape room with 3 trainers and made some changes after this first test.

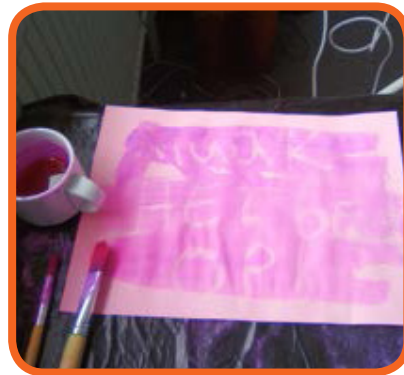
EDUCATIONAL KEY-POINTS:

** The room

The room is a playful and colourful design in an ordinary room setting. It has a bed, iron-table, three washing baskets, a garbage basket, radio, pins for clothes, window decoration and curtains, a standing lamp, a map on the wall, hanger, some blankets and towels, table with two bowls (one for mud and another for water), a towel, paper and paintbrush on the table. an extra table for the computer.

* learning outcomes for this room

Participants discovered that they need work in team to succeed. They point out that it is interesting to do daily activities under this escape room tool. They discover their need to make connections with game elements. Participants understood that it is important to pay attention to the environment. They made their choices by themselves. Participants were involved in teamwork, they reached the goal and they pointed out that they need to be more organized.



** The Puzzle

Ten different stages to achieve the goal in the room. The participants don't need to follow an order but they need to begin some steps to discover other ones. This way allowed everybody to be able to find his spot in the room and slowly get into the more difficult puzzle.

* clue example

Sheets were locked with a code and the participants had to find the numbers of the code in the three clothesbaskets, then connect the numbers and colours to unlock the sheets.

* exit

with celebration to save the experience with a positive approach.

* target group

When preparing an escape room for youths with special needs or learning difficulties you must know what kind of learning style suits the target group best. Visual support can help. It's good to have a Skype connection to give extra help when needed.



ID Escape room educativa:

“INVENTAS”

Place:	Youth center of Stede Broec; NL
Project:	Looking@Learning
Number of players:	groups composed up to 4 people
Age:	ideal for teenager and/or mixed group
Length:	up to 30 minutes to escape
extra time:	10 minutes to find the Timo's address in case they did not find it before
Difficulty:	####

Theme: Fictional diary of a youngster involved in the environment of the youth center.

Topic and learning outcomes: To promote team work; To promote empathy; To promote a positive attitude towards LGBT community; To promote self-development of the participants.

Plot: “Today is the birthday of Timo but he has disappeared.” His friends (the participants) have to discover what has happened to him. Through his diary, the participants will get to know him better. They will discover that he hid his sexuality and he felt excluded

Pre-game room: ** project presentation; guidelines-suggestions; get into the story.

The room: Youth center meeting room; two rooms design; decorated in such a way that it imitates a birthday party; laptop as a timer; ambient music.

The Puzzle: find the pages of Timo's diary to complete his story.

The Exit: ** is not the important aim of this room.

Monitoring the game: just the time

Replayability: Yes

Tested: Yes

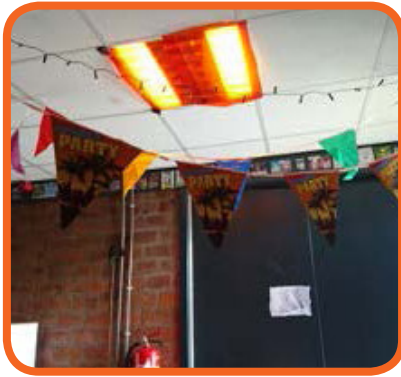
EDUCATIONAL KEY-POINTS:

** Pre-game room

The introduction is one of the most important parts of this learning environment. This escape room has divided the introduction into two parts. The first one is presented by one of the Look@Learning participants telling about the project and suggesting some guidelines about the room (that they are going to be locked, what they cannot touch...).

The second person is the one who is getting the participants into the story:

“You are no longer just a player but a person with a role in the story.” During this part, the participants will also get some cups and gadgets for the party as well as birthday party bands (in which one of the keys is secretly hidden).



** The exit

The exit is a different door than the one the participants used to enter. It acts as a room for coming to the real party it is happening next to them. However, this exit is a little different than the usual escape rooms. As we use the escape room as a tool for a learning process, the exit is not the important aim of this game. Once they have managed to get out, they will come back to the room to finish the task: send the postcard to Timo.

* clue example

Dartboard that leads you to open one of the locks (lock of 4 numbers). The black arrow gives you the clue to read the numbers which are pointed by the dards, according to the specific direction. The answer in this case would be 4352.

* Test

We had two test groups who help us to test the room before and check for improvements and possible objects which can mislead the game. The testing was really helpful.

* environment

We make advantage of the environment we were so we first saw what it was in the room and in the youth center and only afterwards we added everything we need.



ID Escape room educativa:

“MYSTERY IN THE CASTLE”

Place: Castle of Jaunpils (Newcastle); LV
Project: Looking@Learning

Number of players: groups composed between 3 and 6 players
Age: Ideal for Teenagers, but also appropriate for adults and families
Length: up to 30 minutes to escape
extra time: Yes, until group gets out of the castle
Difficulty: ##### +

Theme: Historic legend and history of the castle.

Topic and learning outcomes: presenting historic facts about the castle; to cooperate together to solve different tasks; to pay attention to small details.

Plot: Discovering the facts of the mythical legend knight as guardian of the castle since the middle age.

Pre-game room: The story of the knight is presented. They need to put on middle ages clothes in order to better mold into their roles and the story. At the end players understand that one of the clothes has a hidden key that would help to exit.

The room: ** Two separated rooms/cellars. In the first room players have to solve riddles and in the second room they need to solve what happened.

The Puzzle: Each task leads to another task and by solving all tasks and the story evolves.

The Exit: Sooner or later players find a key that was always with them and open the final doors.

Monitoring the game: One person is always present, also dressed in the middle age clothes and always in the same room with players. Staying in the dark in the background and answering questions, if players have them.

Replayability: Yes

Tested: Yes

EDUCATIONAL KEY-POINTS:

** Room

The setting of the escape room was created in a historic environment and players were put into their roles by clothing and different medieval features, including candle lights. Really effective in terms of “feel part of the story” and enter in the right state of mind.

* Music

In the second room there was background music from medieval age that created additional atmosphere and also was element that motivated players in the first room to solve all the puzzles and open the door in order to see from where and why this music is coming out.

* Options for every player

Each player can choose what they want to do. There are tasks where players need to find something, then some tasks where they need to put together different pieces and then some tasks where they need to work together to solve the puzzles or open the doors. Even if players are not successful or interested in doing the tasks, the whole atmosphere is interesting enough and creates a desire for players to understand what was going on at those times and this gives them motivation to learn.

* Clue example

The final key, that would open the exit doors was always carried around by one of the players. Key was hidden in the clothing. When players understood that, it always amazed them. The only risk is that the item containing the key could be abandoned by the player, possibly changing the ending.



ID Escape room educativa: "POMEGRANATE"

Place: Kr. Valdemara elementary school, Gulbene; LV
Project: Looking@Learning

Number of players: groups 3-4 players
Age: 7-14
Length: Up to 30 minutes to escape
extra time: Yes
Difficulty: ##### +

Theme: about the Children summer camp "Pomegranate", program of the school.

Topic and learning outcomes: To remind and summarize knowledge and skills that were learned during the summer camp.

Plot: "Find treasures of Pomegranate land".

Pre-game room: Presentation of the story about hidden treasures of Pomegranate land.

Instructions and rules of escape room were explained early in the morning.

The room: ** One room. It is a standard classroom that was used for different learning purposes during the camp. Only the items and elements that are necessary for the escape room story and tasks were added.

The Puzzle: There is a hidden map in the room that shows where treasures are located. Map is teared into 8 parts and hidden. Players need to solve different riddles and tasks in order to obtain those parts. In order to see the map, players need to drink the "magic drink" Pomegranate juice.

The Exit: After finding the map, players are able to find the key and exit the room by unlocking the doors.

Monitoring the game: mobile phones

Replayability: Yes, but balanced just for the participants of the Camp.

Tested: Yes. To make sure that there are no shortcuts to final key.

EDUCATIONAL KEY-POINTS:

* Room

<https://www.facebook.com/lookingatlearning/photos/pcb.1840549566189527/1840549229522894/?type=3&theater>

* Final test

This escape room was created as a closing event for one week long summer camp, where children learned different skills and knowledge. By going through escape room, educators were able to test how much children have learned and also to give them opportunity to showcase newly acquired skills. Children were very excited about such testing opportunity.



* Using learners as a source for task items

For the purpose of escape room educators used different things that were created by children themselves during the camp: pictures, drawings on different items, set of rules for the camp, etc. This is a good option for educators, who run practical lessons to use learners as a source for different things that would be needed in the escape room and at the same time that is opportunity for learners to develop and show their skills.

* Clue example

On the table are many lists of papers. On each paper is one word that describes the content of activities that were run during the camp. On each paper is also one letter. Children need to put letters in the right order that is the same order in which activities were run during the camp. This word then shows location of one key.



ID Escape room educativa:

“RESCUE IN THE MOUNTAINS”

Place:	Nature classroom La Alpujarra; ESP
Project:	Looking@Learning
Number of players:	4-5 participants.
Age:	13-15 (good for youth with learning difficulties)
Length:	30 to 40 minutes to escape
extra time:	No
Difficulty:	##### +

Theme: Save the prisoner and escape.

Topic and learning outcomes: make decisions with conviction and speed, willingness to work as a team and solve problems, respect differences and strengthen ties between participants.

Plot: “save the prisoner and find the key to get everyone out”.

Pre-game room: ** not needed

The room: 3 sequential rooms

The Puzzle: lots of different uncommon tools and clues are used as puzzle in order to find the keys + get the prisoner out (although freeing the prisoner is optional).

The Exit: ** The exit is the third room in which the prisoner is located.

Monitoring the game: two adults

Replayability: Yes

Tested: Yes

EDUCATIONAL KEY-POINTS:

** pre-game room

The introduction made with a video brings the participants easily into the situation. In the video appears a character of the plot which connect to the participants. This character helps them to get into the story and get motivated with the realization of the Escape room. At the entrance of the warehouse the video starts.

** The exit

the design of this escape room implies two possible ways to win:

one - getting from one room to another until the final key is found;

second - (which would be ideal) to move from room 1 to room 2, from room 2 to room 3, find the key of the room, rescue the prisoner and go out with him.

* The Puzzle

The process aim was to expand their knowledge through different materials and clues that the participants may never have had in their hands (locks with a magnet, invisible ink, hidden codes on a blackboard. The puzzles are meant to trigger the relationship between them and expand their range of possibilities at the time of solving problems, carrying out projects or in their daily lives.

* The plot / story

The participants are responsible for releasing the prisoner and getting him out of the last room. To get tracks and get moving from room to room the participants have to get into the situation, think about the time and expand their way of looking at it and look at things with a different perspective: a pendrive may be a clue that takes to the key needed or following the reflection of a laser in a series of mirrors may lead the participants to find something interesting, but also using utensils that are not usually needed in daily-life, like a magnifying glass.

* Clue example

“the non-clue”

There were false tracks in 3D wooden puzzles. some participants saw the radio and the pen as something belonging to normality and they ignored it, and did the same with the notes on the shopping list or refrigerator magnets.

* outcomes

The results obtained were very in line with the stated objectives, we observed motivation, teamwork, problem solving ability, role assignment, decision making, the participants were able to see beyond what is in front of them, ask more questions and have experienced for themselves the capacity to be surprised and “self-motivated” to achieving success as a team, taking into account the differences and particularities of all.



ID Educational escape room:
“RUNAWAY TEENAGER”

Place:	Gulbenes secondary school Nr.2, Gulbene; LV
Project:	Looking@Learning
Number of players:	groups composed of 5 players
Age:	13-17 age
Length:	60 minutes to escape and 10 minutes for introduction
Extra time:	No
Difficulty:	##### +

Theme: Coping with personal problems in teenager's life

Topic and learning outcomes: Personal growth; solving problems in private live situations and overcoming addictions. Participants learn the negative consequences of different actions and addictions and are able to provide solutions to their peers about how to overcome and solve them.

Plot: Based on a Latvian writer novel. "Learners need to help the teenager to solve his personal live issues and return back home".

Pre-game room: Instructions before entering the room and told about teenager Janis. Educator reads a short exempt from the book which gives statistical overview about such problem in society.

The room: ** One room

The Puzzle: Learners need to find 4 reasons why Janis has run away from home and write an E-mail to him and give him advices how to solve those problems and return back home.

The Exit: After sending the email with advices, Janis replays back and tells them the code for safe box where are located keys for the door.

Monitoring the game: ** There is a notebook and a camera in the room.

Replayability: Yes. even for the same group of learners. Easy to change the codes in different tasks. Learners work with separate tasks, thus they don't know the solutions for other tasks and are not able to give solution to other teams.

Tested: Yes

EDUCATIONAL KEY-POINTS:

** The room

<https://www.facebook.com/lookingatlearning/photos/pcb.1826956160882201/1826956024215548/?type=3&theater>

** Monitoring the game

Learners are allowed to ask 3 questions.



* Plot

the story is about a kid who runs away from home because of personal problems in his live and relationship with his girlfriend, mother and debts to classmates due to gambling addiction

* Necessity for group leader

This room showed how important it is to have a leader in each room that would guide all other team members and assign duties for each. Those teams who didn't had one, had very tough time to get out

* Use of reminder

In order for teams to not forget the actual task, teams carried around paper where they needed to write down each problem and then use it to write solutions in email.

* Followi up survey

Each team had to fill survey on internet after finishing the room. Results of survey allowed to constantly improve the design of the room and learning outcomes

* Clue example

Phone with sms from Janis' teacher. In those messages there are informations that allow the participants to identify the Janis' personal problem. Learners need to find the pin code for the phone. Pin code is hidden in the letter that is on the table. The code is written with invisible ink and learners need to use special pencil in order to locate it

ID Educational escape room:
“SCHOOL GUARD ALEXANDER”

Place: Youth center, Ranka, LV
Project: Looking@Learning

Number of players: groups composed between 2 and 5 players.
Age: 13-30 age
Length: up to 60minutes to escape
Extra time: Yes
Difficulty: ##### +

Theme: Effects of alcoholism on personal life and relationship with others

Topic and learning outcomes: partially based on real live events. The main topic is personal development. How alcohol cause certain effects. Learn how psychological problems shape person’s life and how negligence to relatives and alcoholism leads to certain consequences.

Plot: ** To reveal the secret of school guard Alexander.

Pre-game room: no, only instructions are given before the entrance and told to the participants about the guard Alexander

The room: two separated rooms.

The Puzzle: ** By solving different tasks, participants (learners) can find at the end a letter that is written by Alexander and where he explains what has happened.

The Exit: In the letter there are hints how to find the final key and get out.

Monitoring the game: There are video cameras in each room. Through this camera educator can see and hear what is going on. In order to communicate with the team, educator uses radio or could use mobile phones.

Replayability: yes. After finishing the room, educator with learners are sharing their experience, discussing the tasks and exploring the secret of Alexander.

Tested: Yes. Room was tested by couple of teams. Based on their experience a couple of tasks were modified.





EDUCATIONAL KEY-POINTS:

** The plot

Since story is based on actual person and his life that comes from the same place where learners are living, it creates additional relevance to learners.

“School guard Alexander suddenly disappeared after 25 years of work in the school. Alexander is a lonely and introvert person who used to work late at nights in the school. His best friends were books and he communicated only with a few people.”

** clue example

Clue example: Location of the final key is written in the letter which reveals the life of Alexander. This letter is also the basis for learning and follow up discussions.

* Follow up.

This is the key to the success of the room, because it allows educator to talk with learners about how they understood the story, what have they learned and how this information will affect their future behavior. Educators are explaining teams that it is not so important how much time it would take for them to escape, but how much they will understand and how qualitative will be their story about Alexander, after they will finish the room.

ID Escape room educativa:

“YOUTH CENTRE ESCAPE ROOM”

Place: Youth Center of Maracena, Spain; ESP
Project: Looking@Learning

Number of players: Ideal 4, but 5 still possible
Age: 18+
Length: up to 60 minutes
extra time: yes
Difficulty: ##### +

Theme: “catch Carmen Sandiego” (female character in an old videogame who steals precious monuments and museum objects)

Topic and learning outcomes: ** Adapt and create the escape room where the clues lead to complete the application form for a KA1 Erasmus+ project, taking the application and the budget and economic part as a clue itself; establishing good relationships between participants, reflecting about be part of an association.

Plot: The participants are detectives who have been hired by the police to catch Carmen Sandiego.

Pre-game room: The participants are asked to go to the main door of the room. There is waiting the narrator which has a tablet to play a link on youtube.

The room: Youth center room never seen before; big room design to be divided in rooms.

The Puzzle: ** To know the country where Carmen SanDiego is; to find the key and escape all together.

The Exit: external ending door not belonging to the escape room itself.

Monitoring the game: just after 30 minutes of game through phone; visibility through windows.

Replayability: Yes

Tested: Yes



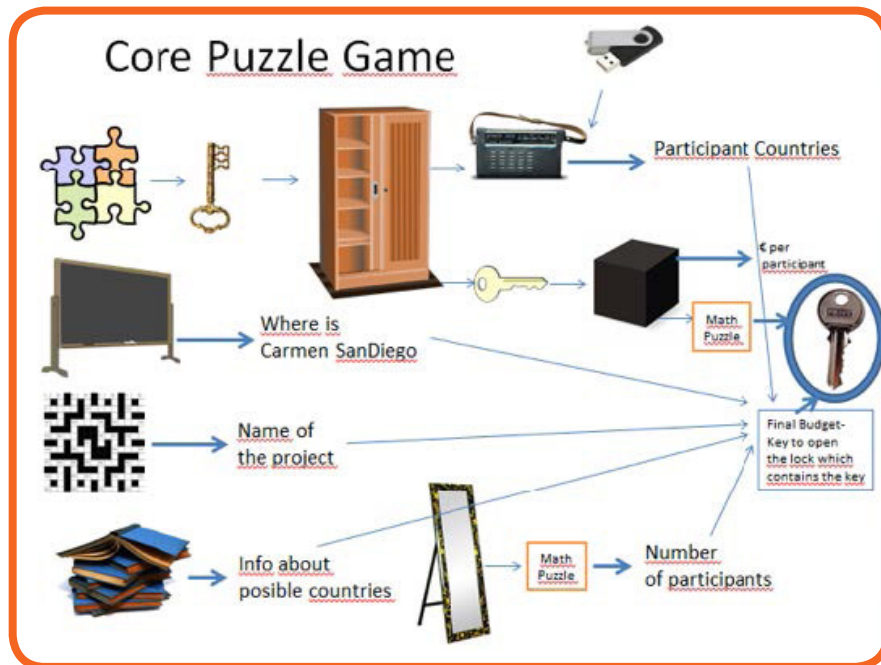
EDUCATIONAL KEY-POINTS:

** Learning outcomes

highlight some of the conditions of creative learning environment:

Time to think freely; Time and space to realise their own mistakes; Different puzzles adapted to different intelligences (music, language, math...); Have a debriefing after the escape room to connect outcomes with past acts.

** Puzzle:





LA@
LOOKING
CREATIVE LEARNING ENVIRONMENTS

The logo features the letters 'L' and 'A' in a bold, teal, sans-serif font. A stylized '@' symbol in a golden-yellow color is positioned between them. The word 'LOOKING' is written in a teal, sans-serif font below the '@' symbol. The word 'EARNING' is written in an orange, sans-serif font, rotated 90 degrees counter-clockwise, and positioned above the 'A'.

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