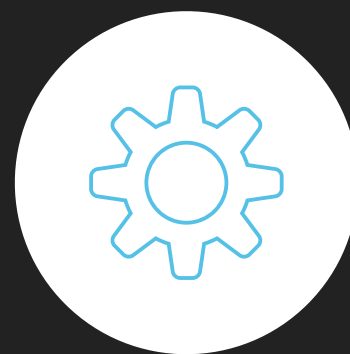




IDEA



RESEARCH



DEVELOPMENT



TESTING



EDUCATIONAL TOOL

EDUESC@PEROOM TUTORIAL

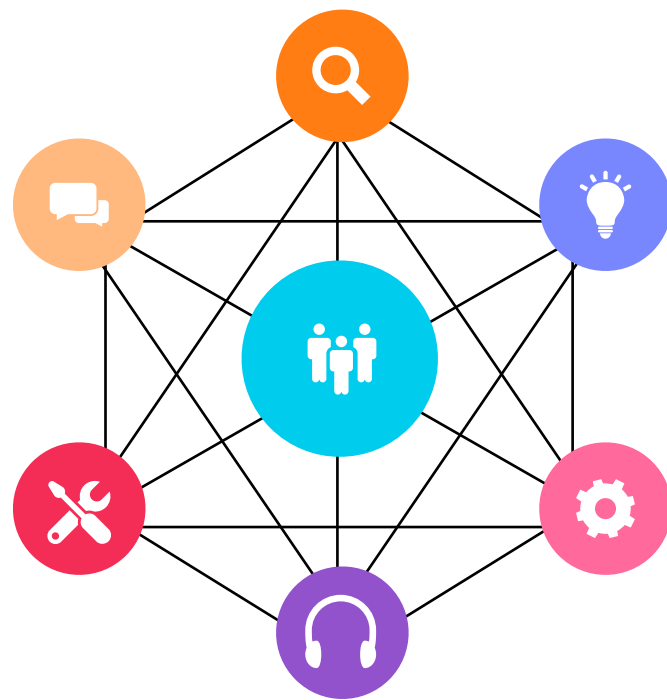
**EVERYTHING
GETS EASIER
WHEN YOU KNOW
WHERE TO START
FROM..**



INTRO: THE PURPOSE OF THE EDUCATIONAL ESCAPE ROOM

AN ESCAPE ROOM IS A SPACE WHERE GROUPS OF PEOPLE WORK TOGETHER TO SOLVE TASKS AND PUZZLES IN ORDER TO ESCAPE THE ROOM. IT IS A POPULAR GAME WHICH YOU CAN PLAY ALL OVER THE WORLD. THE ORIGINAL GAME AIMS NOT TO BE EDUCATIONAL, BUT TO IMPROVE COOPERATION AND PROBLEM SOLVING SKILLS.

THE EDUCATIONAL ESCAPE ROOM IS A CREATIVE LEARNING ENVIRONMENT YOU CAN BUILD IN ANY EDUCATIONAL SETTING; SCHOOLS, YOUTH CENTRES, NATURE, KINDER GARDENS, YOUTH ORGANISATIONS.....JUST ANYWHERE YOU CAN IMAGINE PEOPLE CAN LEARN



IT'S ABOUT CREATING A SPACE FOR CURIOSITY



IN AN EDUESC@PEROOM
LEARNERS FIND THEIR
OWN ANSWERS!



INTRO: THE PURPOSE OF THE EDUCATIONAL ESCAPE ROOM

People are curious by nature and the educational escape room is a perfect setting for working with this curiosity and use it for learning.

EDUESC@PEROOM...

A

B

Are learner-centred

Encourages learners to explore

Encourages learners to be active and to look for their own answers

Are an environment where the educator is a supporter of learning by monitoring and interacting

WHAT MAKES AN ESCAPE ROOM educational?



In an educational escape room learners find their own answers

Space for curiosity

Supports creativity

Gives space for different learning styles

It's multisensorial



1. TARGET GROUP



HOW WELL DO THEY KNOW EACH OTHER?

AGE? BACKGROUND?

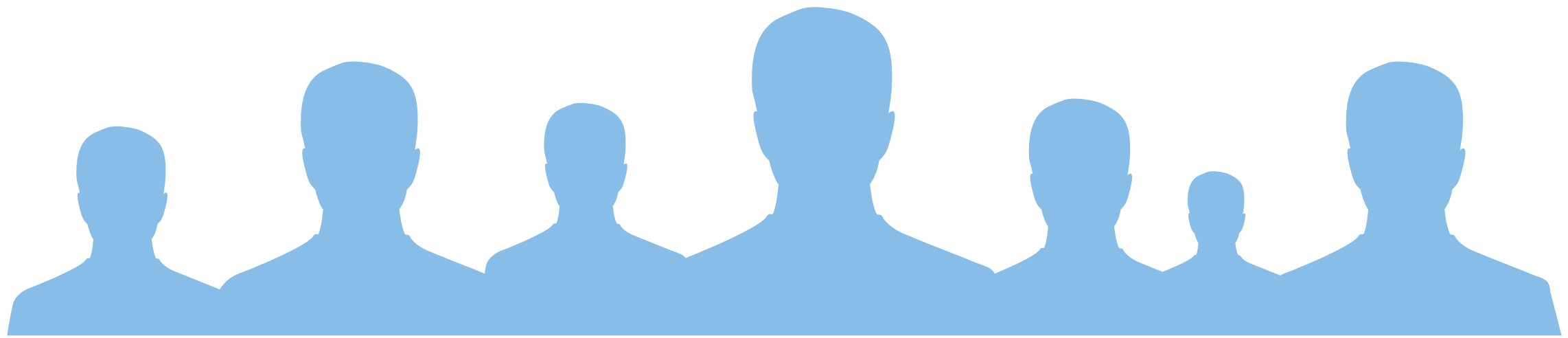
HOW MANY?

NOT TOO FEW, NOT TOO MANY

WHO IS YOUR ESCAPE ROOM FOR?

NEWCOMERS OR EXPERTS ON ESCAPE ROOMS?

WHO ARE THEY?
SPECIAL NEEDS?



2.A SETTING THE LEARNING OBJECTIVES

WHAT DO THEY ALREADY KNOW?

ARE THEY INTERESTED?

ARE THEY USED TO COOPERATING?

PERSONAL GROWTH?

HOW CAN THEY CHALLENGE THEMSELVES?

WHAT DO (YOU THINK) THEY NEED?

WHAT DO YOU WANT THEM TO EXPLORE?

WHAT DO YOU WANT THEM TO UNDERSTAND?

WHAT DO YOU WANT THEM TO PRACTICE?

WHAT DO YOU WANT THEM TO LEARN?

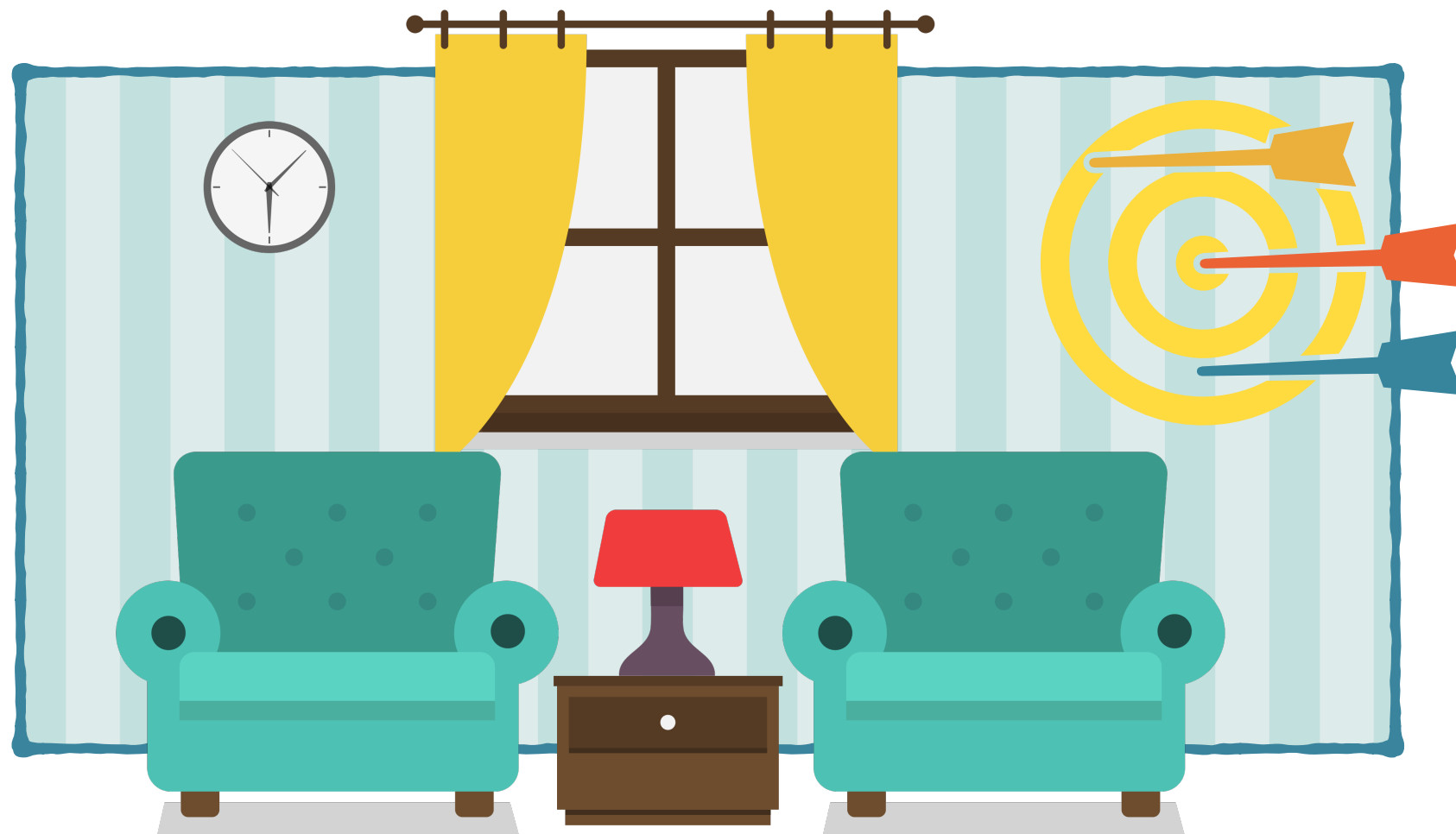
WHAT CAN THEY LEARN?



BY ANSWERING THESE QUESTIONS YOU DEFINE THE LEARNING OBJECTIVES OF THE ESCAPE ROOM AND THE PURPOSE OF THE ROOM, ITS INTENTION OR ITS MISSION

2.B SETTING THE LEARNING OBJECTIVES

WHAT DO THEY WANT TO LEARN?



REMEMBER THAT AN ESCAPE ROOM IS JUST ONE MORE WAY TO SET UP A CREATIVE LEARNING ENVIRONMENT

3. CHOOSING THE THEME



IT IS REALLY IMPORTANT TO HAVE A SOLID NARRATIVE EXPERIENCE FOR YOUR GAME.

IT DOESN'T MATTER IF YOUR PUZZLES ARE AMAZING IF YOUR THEME IS NOT ENGAGING OR YOUR GAME DOESN'T RESPECT THE THEME YOU ARE USING.

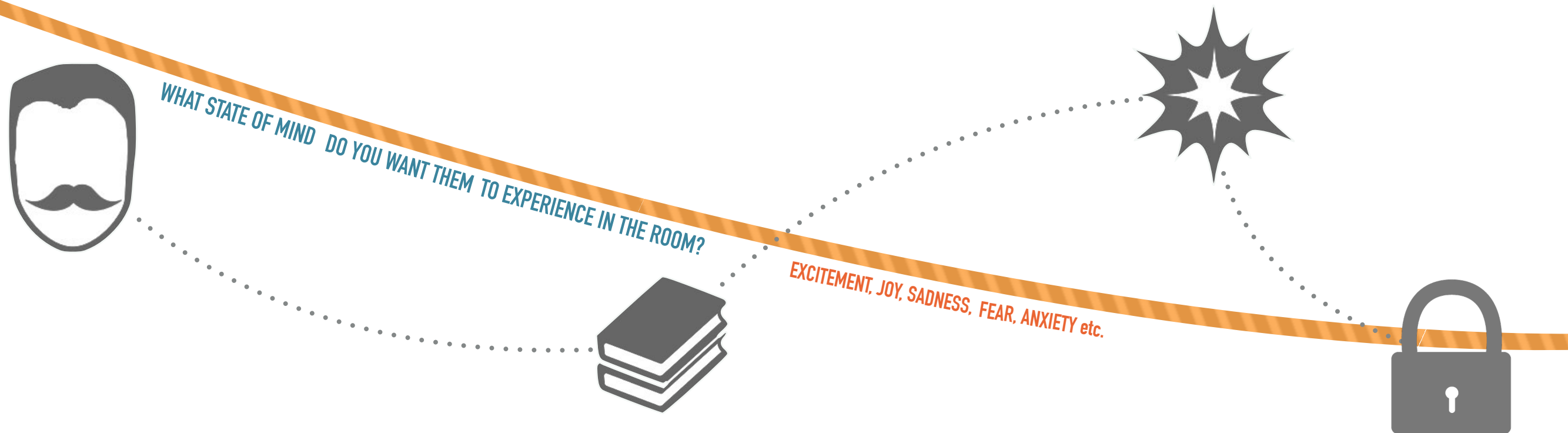
THE KEY IS TO MATCH YOUR THEME TO THE WHOLE EXPERIENCE!

THE THEME HAS TO DO WITH CREATING THE ENVIRONMENT FOR THE ESCAPE ROOM AS A BASE FOR THE NARRATIVE OR STORY THAT ENGAGES THE PLAYERS.

4.A BUILDING THE NARRATIVE, CREATING THE STORY



THE NARRATIVE IS THE FLOW OF THE GAME BUT ALSO THE STRUCTURE UPON WHICH THE LEARNING PROCESS IS RELAYED.



THE PUZZLES, THE GAMES, THE ATTITUDES, THE ATMOSPHERE, THE SOUNDS, THE MATERIALS; THEY ARE ALL ELEMENTS YOU CAN USE TO "FEED" AND SUPPORT PARTICIPANTS IN THEIR DISCOVERY AND THEIR ENGAGEMENT.

4.B BUILDING THE NARRATIVE, CREATING THE STORY



WHAT DO THEY
HAVE TO DO?

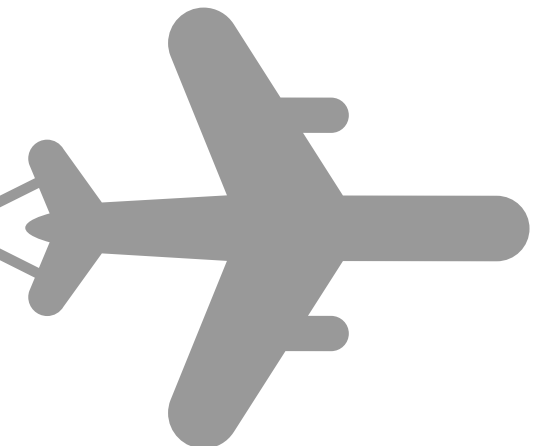


TO SOLVE SOMETHING,
FIND SOMETHING,
ESCAPE OR NOT, HELP
SOMEONE ETC.

WHICH ARE THE ELEMENTS THAT
WILL MAKE THEM SYMPHATIZE
WITH THE NARRATIVE?

- SAME AGE,
- SAME GEOGRAPHY,
- SAME ISSUE,
- SAME INTEREST etc.

THE STORY SHOULD CONNECT ALL THE ELEMENTS IN THE ROOM,
MAKING SENSE AND INSPIRING TO CONTINUE UNTIL THE END



5. THE STRUCTURE OF THE (ESCAPE) ROOM

EACH STEP OF THE ESCAPE ROOM FLOW SHOULD HAVE A DIFFERENT SPACE THAT MATCHES THE NARRATIVE AND MAKES SENSE.

THE **PREGAME ROOM** IS
A SPACE TO INTRODUCE THE
STORY AND EXPLAIN THE RULES

PREGAME
ROOM



GAME
ROOM



THE **GAME ROOM** IS THE SPACE TO PLAY.

IT CAN BE:

- ▶ A COMBINATION OF PHYSICAL ROOMS
- ▶ ONE PHYSICAL SPACE WITH WALLS AND DOORS
- ▶ A VIRTUAL ROOM WITH TASKS ON COMPUTER
- ▶ AN ARTIFICIALLY CREATED ROOM WITH LANES INSIDE OF CLASSROOM

MONITORING
ROOM

THE **MONITORING ROOM**

IS A SPACE TO MONITOR HOW
THINGS ARE GOING AND GIVE
SUPPORT IF NEEDED.

THE **DEBRIEFING ROOM**

IS A SPACE TO UNDERSTAND
WHAT HAPPENED AND TO
COLLECT LEARNING OUTCOMES

DEBRIEFING
ROOM



5.A THE PRE-GAME ROOM: SETTING THE TONE

IT'S THE LOCATION FOR THE EDUCATOR DURING THE WHOLE GAME



HOW DO YOU CREATE THE GAME MOOD?

PREGAME ROOM



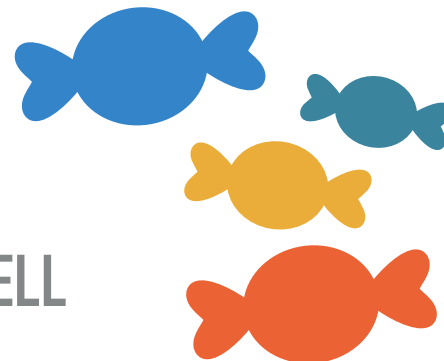
THE PRE-GAME ROOM IS BASICALLY A GENERIC WAITING ROOM WITH ONE KEY MODIFICATION: THIS IS WHERE THE GAME IS INTRODUCED TO THE PLAYERS. IN THIS SPACE, THE RULES GET EXPLAINED.

WHAT WILL YOU DO THERE?

WILL YOU WEAR ANY COSTUMES?

HOW WILL YOU TELL THE STORY?

WHAT WILL INCREASE THE EXCITEMENT?



Rules of the Room

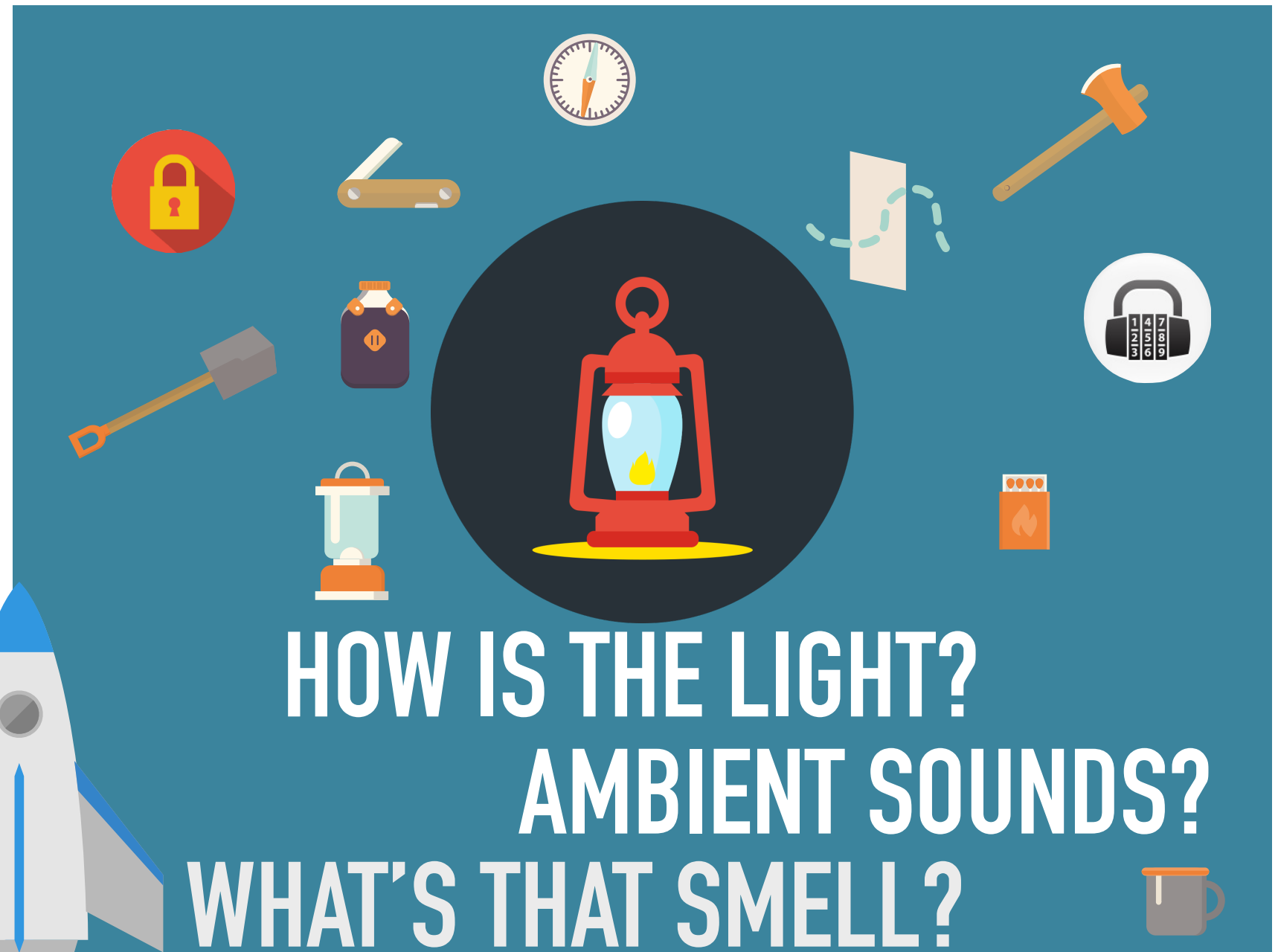
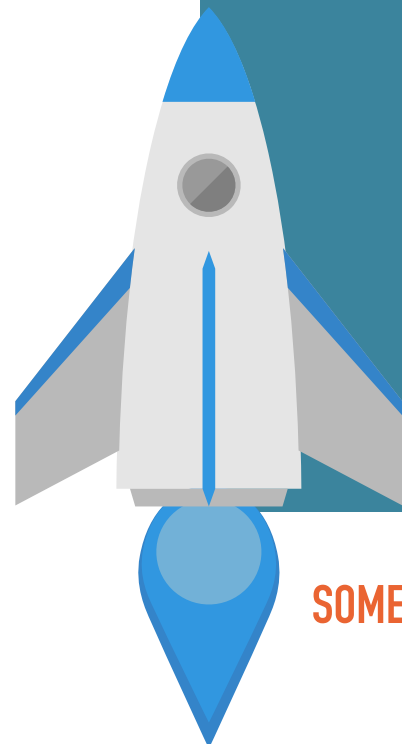
When in the room...

WHO AND WHAT WILL BE THERE?

5.B THE GAME ROOM: CHALLENGING PARTICIPANTS TO ESCAPE

THIS ROOM IS THE CENTRAL
PIECE OF THE EXPERIENCE,
WHERE THE PUZZLES ARE
AND WHERE
THE PLAYERS ARE THE MAIN
CHARACTERS OF THE STORY.
IN THIS ROOM PLAYERS ARE
CHALLENGED INTO
UNDERTAKING AN ADVENTURE
TO LEARN.

HOW IS IT?
WHERE?



SOMETIMES JUST FEELING LIKE THEY ARE INSIDE A ROCKET IS EXCITING ENOUGH FOR PLAYERS :)

5.C THE MONITORING ROOM: WATCHING AND COMMUNICATING



HOW WILL YOU MONITOR THE GAME?

USING A CAMERA?

A WINDOW? A LAPTOP?

AUDIO MONITORING?

THE PUZZLE PATH CAN BE GIVEN TO AN ORGANISER TO RECORD A TIMESTAMP SO THE GAME DESIGNER CAN SEE IF THEIR PUZZLES ARE AS CHALLENGING AS ENVISIONED.



MONITORING THE PROCESS REQUIRES COMMUNICATION WITH THE PEOPLE INSIDE THE GAME ROOM.

WHAT ARE THE COMMUNICATION TOOLS YOU USE?
SKYPE? TELEPHONE? WALKIE TALKIES? A TABLET?

SOFTWARE TO MONITOR THE GAME:

[HTTP://ESCAPEROOMMASTER.COM](http://escaperoommaster.com)

[HTTP://ESCAPEROOMBOSS.COM](http://escaperoomboss.com)



5.D THE DEBRIEFING ROOM: REFLECTING AND CLOSING

WHAT ARE YOU GOING TO REFLECT ON?



IN THIS ROOM THE PARTICIPANTS ARE GUIDED IN ORDER TO GATHER ALL THE LEARNING AND REALISE THE IMPACT AND MEANING OF EVERY ELEMENT OF THE ROOM

DEBRIEFING:

- ▶ BLOWING OFF STEAM: LETTING GO OF STRONG EMOTIONS
- ▶ OBJECTIVE REFLECTION: WHAT HAPPENED?
- ▶ INTERPRETATION: WHAT DO I THINK HAPPENED?
- ▶ NEW INSIGHTS: WHAT DO I TAKE FROM THIS EXPERIENCE?
- ▶ NEXT STEPS: MAKE MY OWN CHANGES



GATHER LEARNING OUTCOMES:

- ▶ NEW KNOWLEDGE?
- ▶ NEW SKILLS?
- ▶ NEW ATTITUDE?
- ▶ NEW MINDSET?

ONE OF THE DIFFERENCES BETWEEN AN ESCAPE ROOM AND AN EDUCATIVE ESCAPE ROOM IS REFLECTING ON THE LEARNING EXPERIENCE AND COLLECTING LEARNING OUTCOMES.

6. CORE GAME DESIGN: ENGAGING THE PARTICIPANTS

THE IMPORTANCE OF PIQUING PARTICIPANT'S CURIOSITY

START WITH SIMPLE TASKS THAT BUILD THE MOTIVATION TO SUCCEED

HOW DO YOU DESIGN THE GAME FLOW TO ENGAGE AND MOTIVATE PARTICIPANTS?

MAKE THE SCENE INTERESTING: USE PAPER, MAGNETS, WOOL, WOOD, WATER, HEAT, COLD, MAGNIFIER, MARKERS, SOUNDS, COLORS, CLOTHS, VISIBLE AND INVISIBLE MATERIALS, LIGHT, BLACK-LIGHT, DARKNESS, IRON, PROJECTIONS, HOLES, BOXES, CUPBOARDS, DRAWERS, AND A MILLION OTHER THINGS YOU CAN USE.

COMBINING DIFFERENT TYPES OF TASKS IN ORDER TO ENGAGE EVERYONE: VERBAL, VISUAL, MATHEMATICAL, LOGICAL, MANUAL, CREATIVE, ARTISTIC, SCIENTIFIC, POETIC...

USE SIMPLE TRICKS AND ELEMENTS TO COMBINE THEM IN A CREATIVE WAY AND CHANGE OF PERSPECTIVE, YOU CAN DO A LOT!



7.A CORE PUZZLE FLOW DESIGN:

HAVE YOU CONNECTED
THE PUZZLES WITH
THE STORY?

DESIGN THE FLOW
OF THE PUZZLES
AND TASKS



ESCAPE GAMES
ARE BASED ON

MATHS?

GEOGRAPHY?

SCIENCE?

NOVELS OR POETRY?

A PUZZLE IS: A LOGICAL AND STATIC CHALLENGE THAT IS SOLVED WITH THE ASSISTANCE OF CLUES.

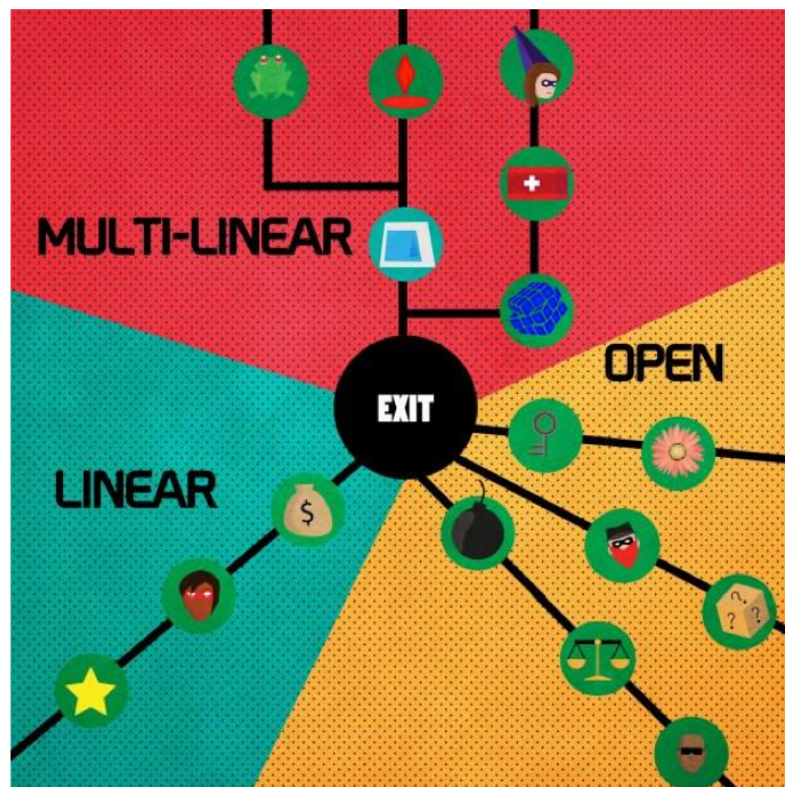
DO THEY NEED TO LEARN SOME INFORMATION IN ADVANCE IN ORDER TO BE
PREPARED FOR THE ROOM?

OR WILL YOU PROVIDE THEM WITH THE INFORMATION DURING THE PROCESS?

7.B THE GAME FLOW:

IS THERE ONLY ONE PATH TO GET TO THE END?
ARE THERE DIFFERENT WAYS TO END THE GAME?
MAKE SURE THAT ALL PATHS LEAD TO LEARNING (NOT NECESSARY TO EXIT)

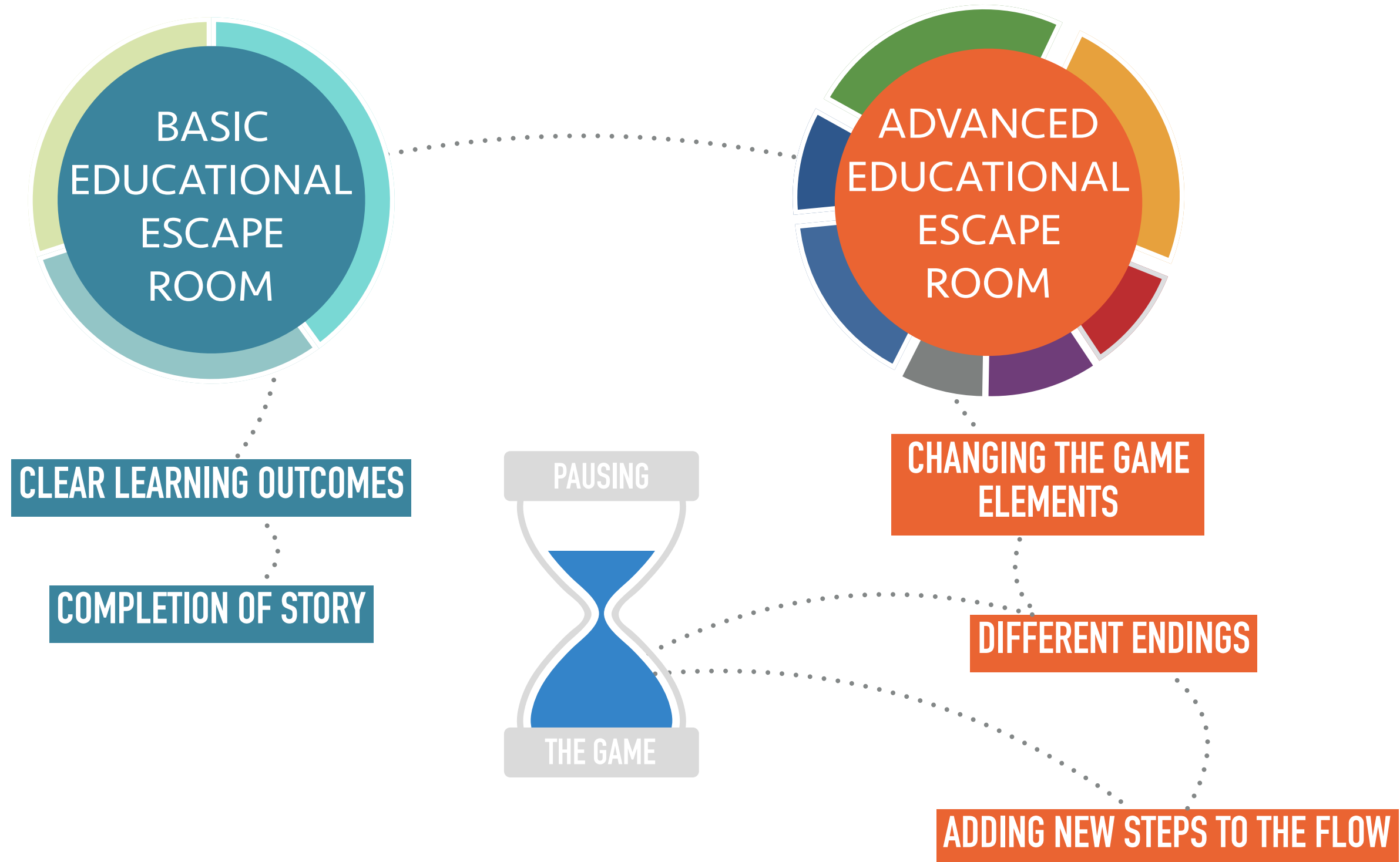
WITH SOME CREATIVITY YOU CAN MAKE CHEAP PUZZLES.
AN ESCAPE ROOM DOES NOT NEED A LARGE BUDGET.



MIX THE CRITICAL PUZZLES
WITH NON-CRITICAL PUZZLES
TO KEEP THE FEELING OF
FORWARD MOMENTUM FOR
THE PLAYERS.



7.C LEVELS OF COMPLEXITY: ADDING CHALLENGES



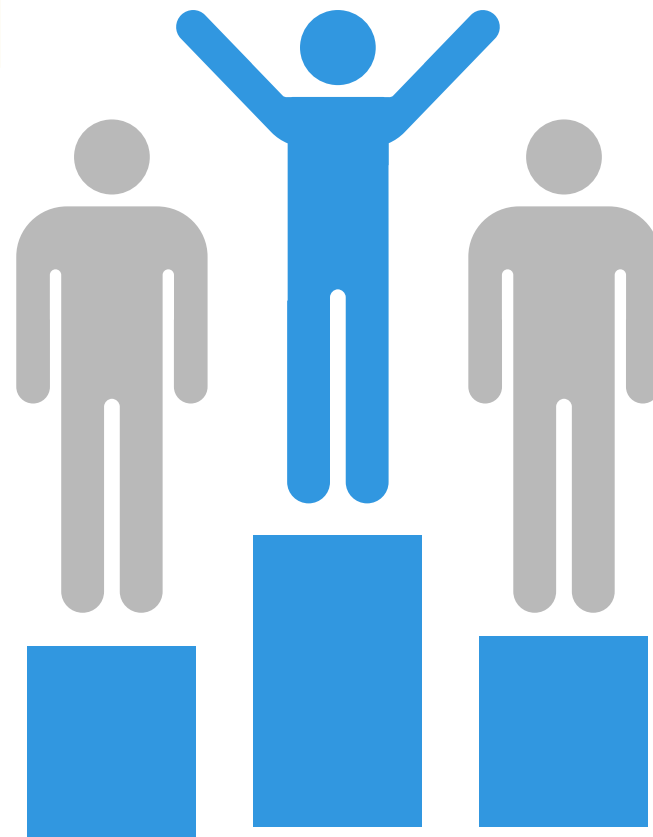
8. HOW TO EXIT THE ROOM:



PARTICIPANTS CAN EXIT THE ROOM BY:

- ☒ FINDING ALL KEYS FOR EXIT DOOR
- ☒ PUTTING TOGETHER A PUZZLE
- ☒ FINDING THE PASSWORD OR SECRET
- ☒ PHRASE
- ☒ RUNNING OUT OF TIME
- ☒ SOLVING INTERNAL CONFLICT IN THE GROUP

9. HOW TO WIN

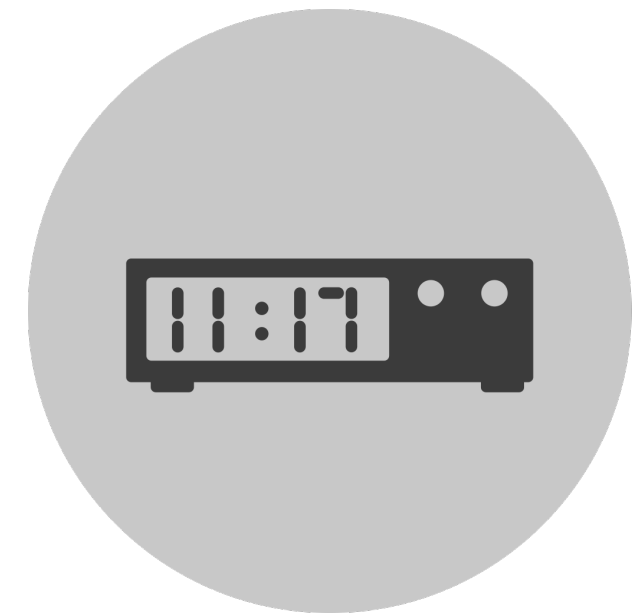


WHO WINS?

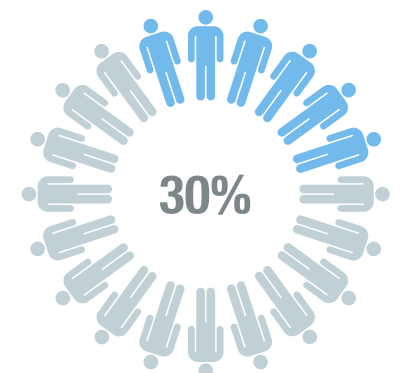
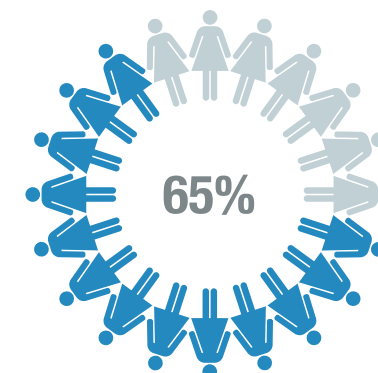
IN A GAME YOU WIN OR LOSE

IN THE ESCAPE ROOM, USUALLY, IF THEY WIN THEY GET OUT ON TIME,
IF THEY DON'T YOU WILL LET THEM OUT.

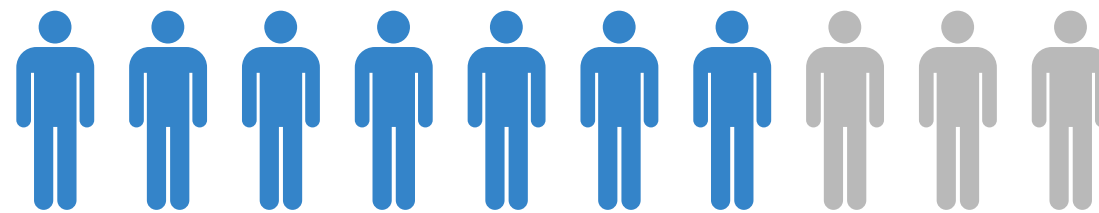
HOW MUCH TIME?



THE % OF WINNERS/LOSERS WILL
TELL YOU A LOT ABOUT YOUR ROOM



10. THE REWARD AFTER THE EXIT:



THE PLAYERS WILL, EVENTUALLY, EXIT THE ROOM RATHER THEY HAVE COMPLETED THE TASKS OR NOT.

80%
YOU
ALMOST
GOT IT!



HOW WILL YOU WELCOME THEM?



THEY WILL COME OUT OF A HIGH ENERGY STRESSFUL ENVIRONMENT AND THEY WILL BE DELIGHTED OR DISAPPOINTED.

THE EXIT IS YOUR OPPORTUNITY TO MAKE THEIR EXPERIENCE MEANINGFUL

CERTIFICATE?

PICTURES?

EVALUATION?

11. TESTING

DID YOU TEST THE ROOM?
HOW? WHEN? WITH WHOM?

TESTING THE ROOM IS A MUST –
SOMETIMES PLAYERS GET STUCK ON
THINGS YOU THOUGHT WERE EASY



DESIGN * TEST * CHANGE * REPEAT

12. RESET THE ROOM

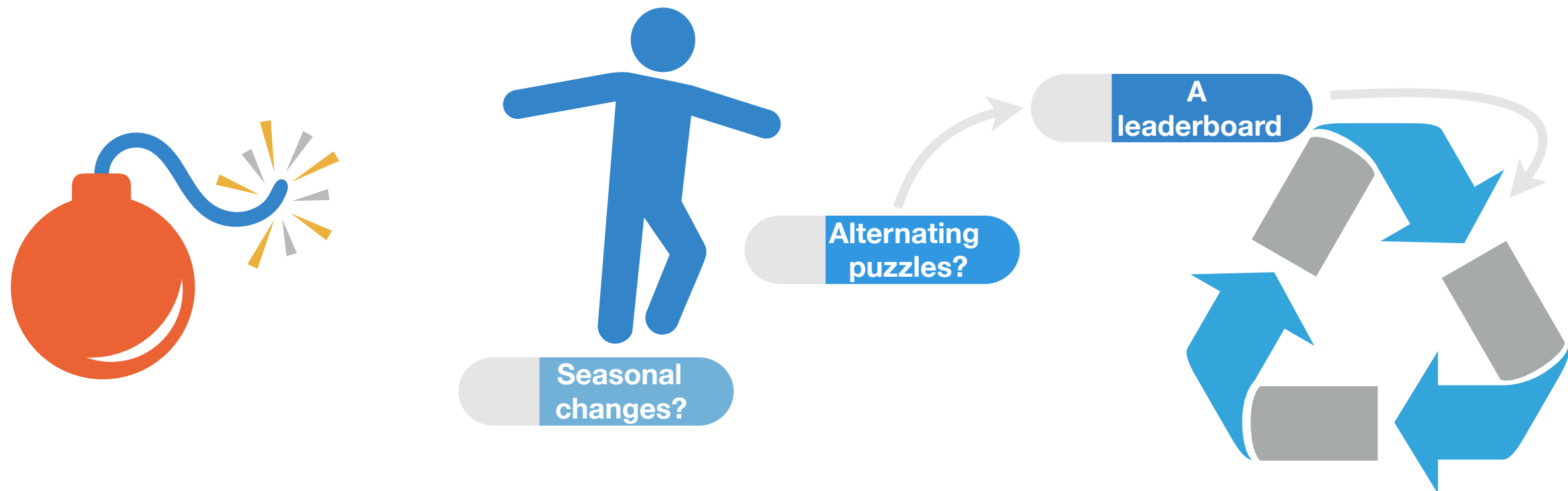
IF YOU WANT YOUR PLAYERS TO PLAY AGAIN YOU HAVE TO:
REPLACE THE ROOM AND THINK HOW

DESIGN THE TO PATHS WITH POSSIBLE EXCHANGABLE MATERIALS

BE READY TO LEARN HOW TO CUSTOMIZE FOR THE NEEDS OF THE NEW PARTICIPANTS

THE SOLUTION OF ONE TASK MIGHT CREATES THE NEXT ONE

HOW MUCH TIME IS NEEDED TO CHANGE THE ROOM BACK?

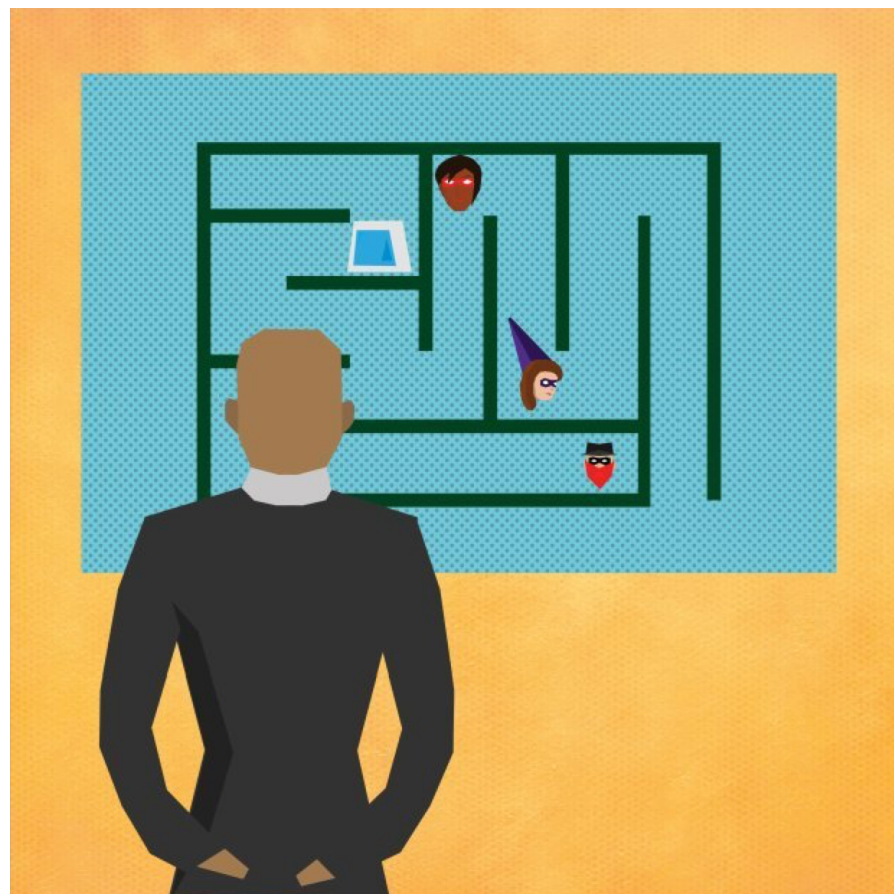


WILL IT BE POSSIBLE? AND HOW MUCH TIME DO I NEED FOR IT?
PREVIOUS PARTICIPANTS CAN BE INVOLVED IN THIS PHASE

13. MONITORING THE LEARNING PROCESS

GIVING HINTS OR NOT?

LEARNING AND HELPING ARE NOT ALWAYS COMPATIBLE



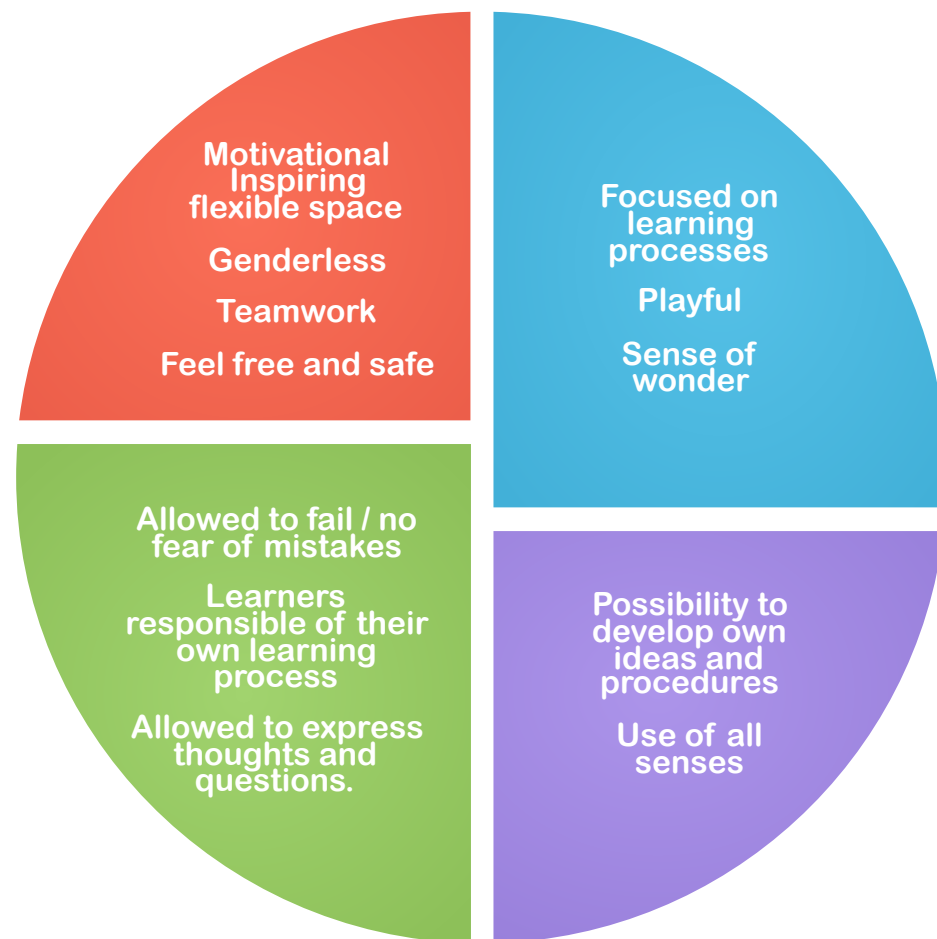
HOW MUCH DO YOU PLAN TO INTERFERE?

ARE PARTICIPANTS ALLOWED TO GET STUCK OR MAKE MISTAKES? TO FAIL?



OBSERVATION IS KEY

14. CONDITIONS OF A CREATIVE LEARNING ENVIRONMENT



ARE YOU TAKING THEM INTO
CONSIDERATION?

DOES YOUR ROOM WORK AS A
CREATIVE LEARNING
ENVIRONMENT?

WHY NOT?

15. EVALUATING YOUR ROOM



DEBRIEFING:

WHAT DO YOU WANT TO FOCUS ON?
HOW DO PARTICIPANTS UNDERSTAND THEIR LEARNING?
HOW CAN YOU HELP PARTICIPANTS TO REFLECT ON THEIR LEARNING?
WHAT IS THE EDUCATIVE VALUE OF YOUR ESCAPE ROOM?



What were the learning outcomes?



Did they match your room objectives?



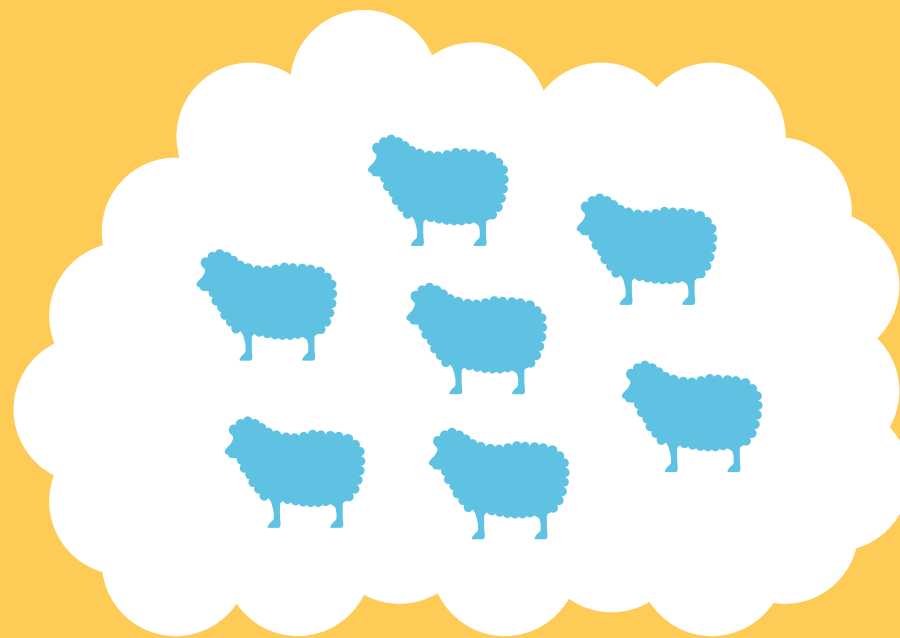
How did you measure them?



What did they learn?

16. WHAT WOULD YOU DO DIFFERENTLY?

Time to dream and rethink...



Would you change something if you had the resources, the time...?

For respondents, researchers, and coordinators of the project and for anyone interested in creating a wonderful and educational Escape Room Experience.



<http://www.lookingatlearning.eu>

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