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Introduction

"Escape Depopulation and Foster Cultural Heritage through Active Tourism" project was initiated in response to the pressing need to revitalize and repopulate rural areas. The continuous migration of many individuals, particularly the younger generation, to urban centers in search of better opportunities and higher incomes has led to significant impoverishment and social exclusion in rural regions. The cultural and tourism sectors, in particular, have been adversely affected. To reverse this trend, it is crucial to attract young people and provide them with an incentive to view rural areas as viable options.

Through our project we want to offer young people the opportunity to express their ideas, develop actions and create added value in their city/country/village in order to promote tourism and enhance cultural heritage.

This will be done through educational activities to provide the necessary knowledge and know-how to youth workers and young people at risk of social, economic and geographical exclusion to create rural activities that generate income and provide employment.

Escape rooms, given their innovative nature, have emerged as a suitable tool for achieving these objectives. Furthermore, escape rooms facilitate the development of entrepreneurial skills, critical thinking abilities, and effective time management among young participants, thereby expanding their future prospects and opportunities for utilizing these valuable skills.

This training plan is designed to provide youth workers with a comprehensive understanding of creating and developing an escape room. It offers a structured learning experience that covers all the necessary steps and considerations involved in designing and implementing an engaging escape room experience.

Throughout the training, the youth workers will be guided through the process of idea generation, team formation, room structure planning, theme selection, story development, game flow design, puzzle creation, material selection, and testing. The plan aims to foster a deep





understanding of each stage, equipping participants with the knowledge and skills needed to create captivating escape room experiences.

The training plan emphasizes the importance of teamwork and effective collaboration in the escape room design process. Youth workers will explore the values and qualities of a good team, including communication, collaboration, creativity, and problem-solving.

An essential aspect of the training plan is the exploration of story development and theme selection. Youth workers will learn how to choose a theme that aligns with the desired experience and develop a compelling story that engages players throughout the escape room journey.

The youth workers will also gain skills in designing the game flow, ensuring a logical and engaging sequence of puzzles and challenges. The training plan will cover pacing, difficulty progression, and techniques to maintain player engagement and immersion throughout the game.

Puzzle creation and challenge design are key components of the training plan. Youth workers will learn various puzzle types, such as riddles, codes, physical challenges, and interactive elements, and understand how to design them to fit within the escape room's theme and storyline.

Materials selection and usage will be explored in detail. Youth workers will learn how to choose suitable materials for different puzzles and challenges, considering their properties, safety considerations, and budget constraints.

Throughout the training, youth workers will also learn about the importance of testing and gathering feedback to refine and improve the escape room.

By the end of the training plan, youth workers will have acquired the knowledge, skills, and practical insights necessary to create immersive and engaging escape room experiences. They will be equipped to design captivating themes, develop compelling narratives, design challenging puzzles, select and utilize appropriate materials, and ensure a seamless and enjoyable escape room adventure for players.





The partners participating in the project and contributing to the drafting of the training plan are: AEFRH, Asociación Deses-3, Youth on Board, Scout Society.

AEFRH

The Spanish Association of Historical Festivals and Recreations (AEFRH) is the project coordinator and it was created in February 2020. It is made up of associations, foundations, local administrations and other organisations that organise festivals, shows and recreations of a historical nature, which have a high recreational and cultural component.

The AEFRH was created with the aim of joining forces and undertaking projects of common interest. Its aim is to undertake promotion and sharing projects to enhance the traditions and history of the different areas and to encourage active tourism. In addition to its core activities of organising festivals and historical recreation, the AEFRH is also dedicated to training young people in this field.

Asociación Deses-3

Asociación Deses-3 is an organisation that works with young people and adults, offering them opportunities for comprehensive training programmes, giving priority to those who are unemployed or have a cultural, social or economic disadvantage. Its goal is social inclusion and therefore provides space for projects that enable people to develop their social skills. The focus is on those most in need of assistance. These are the socially, culturally, economically, physically, mentally, ethnically disadvantaged, etc.

Its team is committed to the development of non-formal education activities, given its extensive experience in the creation and organisation of educational and leisure activities. All this serves to promote non-formal education and a personal and vocational learning system capable of improving the employability of young people through the acquisition of transversal skills useful in the world of work.





Youth on Board

Association for Cultural, Sport and Educational Development - YOUTH ON BOARD from Shtip, N. Macedonia is voluntary, non-profit, non-governmental, non-partisan association of citizens, established by the free association of citizens for exercising, protecting, and coordinating their interests, rights and beliefs to promote civil society, civic engagement within the local community as well as to perform activities to encourage moral values, strengthen inter-ethnic relations and economic development on the territory of Shtip, the region and abroad, in accordance with the Constitution and laws of our country.

Activities of the organization are divided into several podcasts: international work with organizations from all over the world, activities on a local level organized within significant institutions such as High schools, Universities, local youth Council, etc., and free activities where young people can implement their fresh ideas and turn it into a project. The activities include, but are not limited to, environmental, social, advocacy and human rights, and youth work, mainly connected with the interests of youngsters.

Scout Society

Scout Society was established in 2011. The purpose of the organization is to encourage volunteering and to contribute to the development of the local community, especially in the process of youth education via non-formal education activities.

From the desire of helping young people to grow both personally and professionally, but also to involve them in society and local communities which they came from, the association began to develop its activity field, making projects with various themes (like sport, health, multiculturalism, tolerance towards others, discrimination, increasing employability, career orientation), but keeping the same purpose since its establishment – helping young people in their development and form as individuals involved in society, which preserve and share with others European values (unity, communication, tolerance, solidarity, respect, equality, communication, pluralism, peace, democracy, liberty).





CHAPTER I - Preparation of an escape room

T1.1 An idea appears

Partner's name	Youth on Board
Title	An Idea appears
Aim	<p>To create an escape room and show the rich cultural baggage that it can carry, first you have to develop the idea behind it. Escape rooms are based on taking pre-existing concepts in the sphere of cultural heritage or mainstream trends (movies, shows, topics, etc.) and creating an immersive journey with that.</p> <p>We aim to promote the cultural importance that Escape Rooms can carry to provide the players an engaging experience that will in addition highlight the importance of historical reconstruction, education and preservation of cultural heritage passed through generations.</p>
Objectives	<p>The main objectives include:</p> <ul style="list-style-type: none"> - understanding the importance that the idea behind the escape room carries; - utilizing the idea behind the escape room to promote preservation of cultural heritage, development of rural areas and active tourism; - how to identify active problems and use them as pedestals for innovative solutions as ideas for immersive escape room experiences that will engage the players and raise their awareness to these issues;



	- understanding the importance of the escape room, how to create the concept behind it and what it means;
Target group	Youth workers, youngsters and activists in the field of non-formal education that want to create escape rooms, promote cultural preservation and target active problems through raising awareness represent the main target group. Educating these individuals on the main understanding of the concept of the escape room and the pedestal that the idea behind them has is crucial in creating motivated individuals that want to share a message and raise awareness through these escape rooms.
Expected outcomes	Through educating motivated individuals on the importance of the root idea behind an escape room and later giving those the necessary tools to realize their ideas we will essentially create a new group of youth workers who will promote cultural importance, raise awareness on active problems such as rural depopulation and will also promote active tourism in these cultural habitats.
Content	Understanding that the idea behind the creation of an Escape Room is the most crucial element as it enriches the entire experience, promotes a message and that idea represents the roots from which the general public later understand what an escape room means. In addition, youth workers who create and will create escape rooms in the future need a strong basis of ideas to develop them. One of the main objectives is through emphasizing the importance of the idea to motivate those youth workers to identify what the active problems are and to promote cultural heritage through implementing these escape rooms. Here the theme of the escape room is crucial since it provides the players



	<p>entertainment and education on the topic (f.e cultural heritage). Aside from the theme, the concept connects to the general objective of the escape room which is education, providing fun and an escape from reality, team building and bonding. Furthermore, educating and training motivated individuals how to actively identify problems in their communities and in general and later target those problems through their ideas with the platform that escape rooms provide. Through these escape rooms, youth can create an experience and craft a story that clearly shows an active problem and pushes the players to find solutions to that problem. This way of operating raises full awareness and creates individuals who are aware of various problems and know how to target them in the own way being the purpose of an immersive escape room.</p>
Bibliography	<p>https://reddooreescape.com/blog-the-process-of-designing-an-escape-room/ https://www.stage32.com/blog/7-steps-for-writing-escape-room-narratives-and-how-to-find-opportunities-to-write-them-1597</p>

Practical exercise

Title	Developing the idea behind the Escape Room
What do you need to do the task?	Paper, pens
Instructions/directions	Individuals are divided into 3 groups and each group receives a paper with 3 problems (f.e. preserving cultural heritage, rural development and raising active tourism). The individuals In these groups have to first discuss which three of these problems they think is the most important,





	<p>then create a simple escape room concept based on a concrete example provided.</p> <p>Their escape room idea must include two crucial aspects: 1. Defining the problem (f.e rural development of a specific area facing a certain issue as an example by the trainer); 2. Finding a solution to the problem through active listening, sharing ideas and open discussion within the group.</p> <p>Following these two steps the participants will create a basic idea of an escape room that will first present the problem to the potential players and later as it is being played will show them the solution and force them to creatively add upon it. The point of this activity is to educate the participants on active problems by showing them examples, then letting them find solutions to those problems and finally they have to use their new knowledge and skills to create a basic escape room concept on those issues.</p>
<p>Key questions</p>	<p>What active problems do you identify in preserving cultural heritage?</p> <p>Give some ideas for development of rural areas and promoting active tourism through escape rooms. - Find solutions to those problems through activating the creative part of the brain and raising group discussion.</p>



	<p>How was the activity for you? Did you find any difficulties in understanding the tasks and the topic?</p> <p>Implement those ideas into a basic concept of an escape room that will immerse the players and engage the mind.</p>
<p>Estimated time to solve the task</p>	<p>~ 60 minutes xs</p> <p>20 minutes for group discussion (identify problem + find solution); 30 minutes for basic escape room concept (research of an active problem, writing the idea with essential details); 10 minutes for presentation.</p>

T1.2 Putting together a team – Values of a good team

<p>Partner's name</p>	<p>Youth on Board</p>
<p>Title</p>	<p>Putting together a team – Values of a good team</p>
<p>Aim</p>	<p>The main aim of this activity is understanding the importance of having a team that will help in the work, give support and share motivation in the process is essential in creating an escape room. A crucial part in putting together a strong team is understanding everyone's value, including yours, what they offer and what their work ethic is based on.</p> <p>Teamwork is a valuable asset to any realizing any project and in creating a team you have to start first with defining the vision behind that team.</p>
<p>Objectives</p>	<p>The main objectives include:</p> <ul style="list-style-type: none"> - understanding the value of putting together a good, strong team that will help in the entire escape room realization process;





	<ul style="list-style-type: none"> - helping participants understand their own values, recognize others values and through this dividing tasks efficiently while developing and keeping a level of healthy communication; - acquiring the necessary skills, tools and knowledge to operate as part of team, by recognizing your role to successfully plan, create and implement escape rooms that promote culture, rural areas and active tourism; - understanding the importance of the escape room, how to create the concept behind it and what it means;
Target group	The target group creates an umbrella of individuals such as youth workers, trainers and motivated individuals that want to take part in the process of creating an escape room to share a message, to raise awareness, to share an idea or promote different active problems by giving solutions through the platform that escape rooms provide.
Expected outcomes	Through educating individuals that want to work with escape rooms on the importance of putting together a team we will create youth that will better understand their skills, competencies and know their strengths. In addition to connecting individuals that are ready to work on developing escape rooms, especially understanding their importance in raising awareness, we create teams that want to work preserving cultures, promote development of rural areas, support active tourism and want to use the platform of escape rooms to move society forward. Giving these youth the necessary skills to understand their value, the value of others and which values create a good team.
Content	Having a great idea to base an Escape Room on is the first step to its realization and putting together a competent team represents



	<p>the second step that will essentially take the idea into the real world.</p> <p>Creating a team that is capable and all of the individuals involved share the same vision, while possessing different skills (such as team work, resilience, adaptability, leadership, compliance, tolerance, quick-thinking, ...) that move the project along represents one of the most important gears in the machine of actually realizing an idea. That represents one of the objectives, as youth workers coming together as capable individuals that carry different knowledge to spread awareness on preservation of cultural heritage, promote active tourism and development in rural areas through the innovation of escape rooms and their allure.</p> <p>Further, one of the objectives is educating individuals on understanding their values and correctly assessing the values of others to create a valuable team in the process of preparing an escape room after putting the idea behind it into perspective.</p> <p>In addition, in the process of preparing an escape room, defining roles (who is going to plan puzzles, write clues, be the gamemaster, do the logistics, etc.), sharing responsibilities and engaging in active listening and healthy communication between the team members is also an essential part. Through this we connect to another objective of training youth workers and youngsters how to use their skills to define their roles through open communication, finding a place in a team in which they could feel comfortable and motivated enough to engage in a healthy work ethic.</p>
Bibliography	<p>https://www.mindtools.com/akp3710/team-building-exercises-and-activities</p>



<https://www.mindtools.com/atzbw2/escape-rooms>

Practical exercise

Title	<i>Understanding the values behind a good team</i>
What do you need to do the task?	Paper, pens
Instructions/directions	<p>Create a simulation experience for the participants and divide them into groups of four. Put them in the role of a team of individuals creating an escape room that will promote the preservation of an old, abandoned church. The task of the participants is to first discuss between themselves and divide their roles into researcher (one who will do the research for preserving the old church, look for potential support, oversee the issues, etc.), game master (the one who will later guide the potential players), writer of the puzzles (the one who will create the puzzles, the clues) and crafter (the one who will create the physical puzzles, maps, clues, etc.).</p> <p>In addition, there are two needed results from each team: a written example of the puzzle (a clue) and a physical puzzle.</p> <p>Finally, the participants need to present their creations and find volunteers among the other participants who will try to solve their puzzle. The point behind this activity is to help the participants to better define their skills, find their strengths and find their position in a team</p>



	<p>that will create escape rooms. Understanding your personal strengths and how you work in a team in the sense of communication, listening and cooperating is crucial to realizing a greater idea.</p>
<p>Key questions</p>	<p>How to identify your own skills; Adjusting to the skills of others; Finding your position in a team; Understanding the values of having a good team in the process of creating an escape room; Understanding the practical process of working with a team to develop a part of an escape room.</p> <p>What skills did you identify in yourself during the activity? How did you manage to adjust those skills to the team? What position did you have? What values do you think make up a good team? How do these skills connect to developing escape rooms?</p> <p>How was the activity for you? Did you find any difficulties in understanding the tasks and the topic?</p>
<p>Estimated time to solve the task</p>	<p>~ 60 minutes</p> <p>15 minutes discussion (defining roles, understanding strengths) + 30 minutes creating the puzzle (brainstorming, physical creation of the puzzle) + 15 minutes presentation (with volunteers as needed)</p>



T1.3 Creating the escape room structure

Partner's name	Youth on Board
Title	Creating the escape room structure
Aim	<p>Our aim is to give the necessary tools to the youth who are interested in crafting escape room structures to follow the steps to creating an important story to be unraveled and solved.</p> <p>The process of creating the escape room structure gives root as the most specific part of the whole work. Through this we aim to show youth workers and motivated individuals to use escape rooms to craft worthy stories that promote different cultural messages and bring value to them.</p>
Objectives	<p>The main objectives include:</p> <ul style="list-style-type: none"> - understanding the escape room structure, how to create one and utilize it to promote preservation of cultural heritage, development of rural areas and active tourism; - gaining skills, tools and knowledge on creating an escape room structure, puzzles, clues and gameflow; - crafting a story through the escape room structure that promotes solutions to different active problems and raises awareness of the players through innovative and creative gameflow design; - understanding the importance of the escape room, how to create the concept behind it and what it means;
Target group	Our target group centers on youth workers, youngsters and motivated individuals in the field of non-formal education that want to take the next step in using escape rooms for a greater purpose. We want to give these individuals the necessary skills



	<p>and tools to create these escape rooms, develop their structure and use their implementation for promoting a greater message, raising awareness or taking accountability.</p>
Expected outcomes	<p>Creating strong-minded individuals, such as youth workers that know how to create the escape room structure, work with it, develop it and use it as a platform to get their message across about preserving culture, promoting active tourism or developing rural areas. In addition, understanding the key parts that actually make an escape room work and come together to form a cohesive story with a greater message given through an immersive, meaningful experience.</p>
Content	<p>Establishing the idea behind the escape room as the most crucial piece that carries the whole concept, then understanding that creating a team with good values to actually realize the idea is the second most important step we come to the final part of actually creating the escape room.</p> <p>The escape room structure from creating the story itself, the puzzles, the clues and the immersive environment can lead the players to mentally connect to the idea behind it and that brings us to our first objective of creating future escape rooms that carry important cultural and societal weight while sharing a message.</p> <p>Through educating and training youth interested in non-formal education on crafting the escape room structure being one of the objectives, we lead into the following objective of using that structure for promotion of cultural heritage, development of the rural areas, promotion of tourism and the specific goals behind these ideas.</p>



	<p>There are three key elements to creating an escape room structure: 1. Setting and theme (through brainstorming and discussion in the team find a common ground on the setting, the immersive world and create the theme which will draw them into the experience through an interesting narrative); 2. Clues and Puzzles (determine what the clues and puzzles will roughly be, find valid reasons for them, how the players will solve them and after they are solved what kind of message they will convey and will it play a part in the bigger story of the escape room); 3. Gameflow (create a gameflow chart – how the game needs to play out. This will show you how the players should view the whole story of the escape room, what that story represents and it finally will show the bigger picture and message of the escape room).</p> <p>Creating youth that is capable of breaking down the structure of an escape room into moving parts that can be used together to later promote their creative and innovative ideas on solving active issues is also one of our main objectives.</p>
Bibliography	<p>https://www.60out.com/blog/4-main-escape-room-roles https://escapefromthe6.com/what-makes-a-good-escape-room/</p>

Practical exercise

Title (of interactive task)	Crafting an escape room structure
What do you need to do the task?	Paper, pens, flipcharts, markers
Instructions/directions	Participants are divided into 4 teams and each team receives an escape room idea (a certain issue in the sphere of culture, rural areas or active tourism). Their task is to understand that idea, develop it creatively in their own way and





	<p>later create the structure of that escape room following certain instructions.</p> <p>Follow the three key elements to creating an escape room presented by the trainer before.</p> <p>In step 1 through brainstorming and discussion in the team, find a common ground on the setting, the immersive world and create the theme which will draw them into the experience through an interesting narrative.</p> <p>In step 2 determine what the clues and puzzles will roughly be, find valid reasons for them, how the players will solve them and after they are solved what kind of message they will convey and will it play a part in the bigger story of the escape room.</p> <p>In step 3 create a gameflow chart – how the game needs to play out. This will show you how the players should view the whole story of the escape room, what that story represents and it finally will show the bigger picture and message of the escape room</p> <p>After following the steps and creating the escape room, the participants will also need to design a poster for the escape room on a flipchart that will capture interest and stick out.</p> <p>Finally, they will have to present their ideas in front of the group.</p>
Key questions	<p>How to create an escape room structure;</p> <p>Understanding the story that the structure</p>



	creates through following its steps; How to develop a set and setting; Creating clues and puzzles; The importance of creating a cohesive gameflow and understanding the message that it carries.
Estimated time to solve the task	~ 70 minutes 15 minutes presentation (explaining the structure of the escape room, answering questions and explaining key elements) + 15 minutes group discussions (understanding the given issue, research and dividing roles) + 30 minutes creation of the structure (following the three steps to create an escape room structure) + 10 minutes presentation

CHAPTER II - Development of an escape room

T2.1 Choose the theme and develop the story

Partner's name	Scout Society
Title	Choose the theme and develop the story
Aim	To equip participants with the necessary understanding of how important it is for an escape room to have a theme and a narrative.
Objectives	- To learn what the theme and story/ narrative of an escape room are.





	<ul style="list-style-type: none"> - Learn that brainstorming is essential in order to choose the topic and develop the story of the escape room. - Practice how to write/ make an escape room narrative.
Target group	Young People
Expected outcomes	<ul style="list-style-type: none"> - Be able to develop the narrative for an escape room. - Put in practice one’s own creativity, critical thinking, interpersonal and writing skills in order to choose the theme and develop the story of the escape room. - Be familiarized with a wide range of themes that have been previously used for escape rooms.
Content	<p>Themes and Narratives constitute important elements of an escape room, as these constitute the entry door for the players to decide whether to immerse in the game.</p> <p>First of all, it is important to define the two notions.</p> <p>The theme may be considered the calling card of an escape room. There is a wide variety of themes that escape rooms writers can consider: mystery, fantasy, science/ laboratory, horror, future/ technological, seasonal, military, steampunk, societal (https://erworkshop.com/home/how-to-write-an-escape-room-narratives.html).</p> <p>The story is the narrative, the scenery and the setting the players are immersed into. The story motivates the players to complete their mission and reach the game’s objective and should conceptualize knowledge and skills linked to the learning objectives. There should be a role for students contributing to ownership and autonomy in their learning (Subhash & Cudney, 2018).</p>



Escape Rooms can be designed, depending on its focus, as either:

- Theme-driven (Escape rooms revolve around a theme constructed by the decorations, props, audio tracks and audio-visual materials that are used to match with the theme. Narrative is not a priority)
- Narrative-driven (Escape rooms have a strong narrative and the players are placed into a role inside the narrative through some type of a pre-game video or a story presented by the game master and the goal may tie into this narrative) (http://www.school-break.eu/wp-content/uploads/2020/03/SB_Handbook_2_desinging_eERs.pdf).

While defining the story/ narrative, the role of the players, the role of the

After reading the narrative of the escape room or after the players are being presented with the story of the escape room, they should be able to have a clear idea of what the escape room is about, how many characters the escape room has and how to proceed to the puzzles.

Before proceeding to writing the narrative of the escape room, one must know that writing it is a challenge. Take into account the target group needs, what puzzles would fit the narrative, the time, the action, the structure. Consider how to make it attractive and engaging, not too long, but not too vague.

There are some steps that the target group should consider when writing a narrative:

1. Time Goals



2. Clean Narrative that direct the Action toward the Goals: avoid creating a confusing narrative that make the players get lost.
3. Ways to immerse the players in the story
4. Circumstances to produce emotions
5. Context (historic, geographic etc.)

<https://www.stage32.com/blog/7-steps-for-writing-escape-room-narratives-and-how-to-find-opportunities-to-write-them-1597>

Here are some key considerations for developing the theme and narrative of your escape room:

1. Choose a compelling theme: The theme of your escape room should be interesting and engaging for participants. Some popular themes include historical events, mysteries, sci-fi, fantasy, and horror.
2. Develop a coherent storyline: Your escape room should have a clear and engaging storyline that ties together the puzzles and clues. The storyline should be coherent and make sense within the context of the theme.
3. Create a sense of urgency: The narrative of your escape room should create a sense of urgency for the participants. They should feel like they are racing against the clock to solve the puzzles and escape before time runs out.
4. Incorporate memorable characters: Memorable characters can help bring the narrative of your escape room to life. Whether it's a mysterious detective, a mad scientist, or a haunted ghost, the characters should be memorable and add to the overall experience.



5. Consider the difficulty level: The difficulty level of the puzzles and clues should be appropriate for the theme and narrative of the escape room. You want the participants to be challenged, but not frustrated or overwhelmed.
6. Include twists and surprises: Incorporating twists and surprises into the narrative can make the experience more memorable and exciting for the participants. This can be achieved through unexpected plot developments, secret compartments, or hidden clues.

Ultimately, the theme and narrative of your escape room should be designed to create a memorable and engaging experience for the participants. By carefully considering these key elements, you can create an immersive and challenging escape room that will leave participants wanting more.

Some of the things that need to be checked by the designer regarding the theme-driven and story-driven escape rooms are:

1. Is the theme clear?
2. Is the theme motivating? Is the narrative engaging and motivating?
3. Are the vocabulary and terminology used related to the theme and narrative?
4. Are the elements used consistent with the narrative?
5. Does the narrative clearly present the participants involved in the game and their characteristics?
6. Do the decorations, audio or video elements and other objects match with the escape room theme?
7. Is the storyline integrated throughout the game experience?



Bibliography	<p>http://www.school-break.eu/wp-content/uploads/2020/03/SB_Handbook_2_desinging_eERs.pdf</p> <p>https://www.stage32.com/blog/7-steps-for-writing-escape-room-narratives-and-how-to-find-opportunities-to-write-them-1597</p> <p>https://erworkshop.com/home/how-to-write-an-escape-room-narratives.html</p> <p>Gamified learning in higher education: A systematic review of the literature. Computers in Human Behavior, S. Subhash, E.A. Cudney</p>
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Practical exercise

Title (of interactive task)	Subchapter One – Choose theme and narrative
What do you need to do the task?	Computer, paper, pen
Instructions/directions	<ol style="list-style-type: none"> 1. Please read the content of subchapter one that provides you with information about choosing the theme and narrative of an escape room. 2. Gather your group of friends and ask them what things they are interested in, what topics interest them. 3. Consider the responses of your friends and brainstorm about a common theme that you interest them when looking to go playing an escape game. After you choose the theme, share it with your friends. 4. After choosing the theme, start writing the narrative of the game. Share it with your friends and



	<p>ask for their opinions, what can be improved, whether the theme and storyline are clear.</p> <p>5. Share your result with the facilitator.</p>
Key questions	<ol style="list-style-type: none"> 1. What topic is of most interest to you and your group? 2. Is your theme clear and attractive? 3. Is the theme motivating? Is the narrative engaging and motivating? 4. Are the vocabulary and terminology used related to the theme and narrative? 5. Are the elements used consistent with the narrative? 6. Does the narrative clearly present the participants involved in the game and their characteristics? 7. Do the decorations, audio or video elements and other objects match with the escape room theme? 8. Is the storyline integrated throughout the game experience?
Estimated time to solve the task	One day

T2.2 Design the game flow

Partner's name	Scout Society
Title	Design the game flow
Aim	Help the target group understand the importance of designing a clear game flow for an escape room.



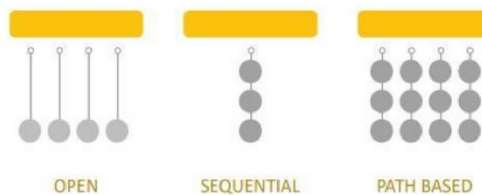
Objectives	<ul style="list-style-type: none"> - Support the target group learn about how to design a flow chart in order to define the flow of the game. - Learn about the types of game flows and how an escape room can follow different flows depending on the storyline and puzzles.
Target group	Young People
Expected outcomes	<ul style="list-style-type: none"> - Be able to design a flow chart by looking at the storyline, challenges and puzzles of an escape. - Learn to define whether an escape game is linear, open, path-based or gated.
Content	<p>The GAME-FLOW describes the structure of the game experience for the players. Typically, an escape room has different phases (an introduction into the escape room ‘world’ and narrative; an exploration, solving different puzzles to get a code, unlocking a big challenge, etc.). http://www.school-break.eu/wp-content/uploads/2020/03/SB_Handbook_2_desinging_eERs.pdf</p> <p>The flow chart is about the order in which the containers are opened, and how you gate elements of the game so that the teams have completed certain tasks before moving to the others and go further. The game flow is actually the design of the puzzle sequence that players have to solve in order to go out of a room and proceed to another, or solve a puzzle in order to proceed to solving another puzzle.</p> <p>The game flow, according to GameDeveloper.com, constitutes the state of mind that keeps a person focused on an activity (https://www.gamedeveloper.com/design/understanding-the-flow-channel-in-game-design). The game keeps the player’s</p>



attention by having a clear/ well-defined flow that prevents players to switch to another activity or get distracted. At the same time the flow is important to keep the game in order.

The flow chart represents the structure of the puzzles. The flow of an escape room can be:

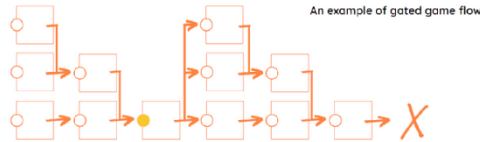
- Linear with the puzzles in sequence (Eukel et al., 2020; Lopez-Pernas et al., 2019a); a sequential game may leave players on the sidelines, thus, the designer of the escape room need to think well ahead in order to avoid boring some players while overly involve others.
- Open where puzzles can be solved in any sequence (Jambhekar et al., 2020); According to School Break: Designing educational escape rooms, a short guide funded by Erasmus+ Programme, states that an open game may lack the narrative flow.
- Path-based which is a combination of multiple sequential or open paths (Wiemker et al., 2015). A path-based escape room is able to involve all players at the same time. However, the designer of the game must ensure a balance between the puzzles, so that some puzzles are not more difficult or easier than others.



- Gated: gated games allow for two or more acts, usually the gate is an entrance to another room or section that then opens out to more puzzles in parallel. The lock on the



container is known as a gate, ensuring that the players have to complete all the puzzles before in order to move further. The next stage could be a new room, with all new puzzles that open up and offer the players the opportunity to solve them in parallel.



Designing the game flow of an escape room is essential to creating a challenging and engaging experience for participants. Here are some key steps to consider when designing the game flow of your escape room:

1. Determine the starting point: The starting point of your escape room should be clear and obvious to participants. This could be a locked door, a note or clue, or a video introduction.
2. Create a linear or non-linear flow: The game flow of your escape room can be linear or non-linear, depending on your preference. A linear flow follows a specific path, while a non-linear flow allows participants to choose which puzzles or clues to solve first.
3. Consider puzzle difficulty: The difficulty level of the puzzles should increase gradually throughout the game. Start with easier puzzles to help participants get into the flow of the game, and gradually increase the difficulty to keep them engaged.



	<ol style="list-style-type: none"> 4. Create a variety of puzzle types: The puzzles should be varied and interesting to keep participants engaged. This could include physical challenges, mathematical puzzles, visual puzzles, or word puzzles. 5. Incorporate red herrings: Red herrings are false clues that can create confusion and add to the challenge of the game. They can be used to misdirect participants or to create a sense of mystery. 6. Determine the end goal: The end goal of the game should be clear and achievable, but still challenging. This could be escaping from the room, solving a final puzzle, or achieving a specific objective. 7. Provide hints and guidance: Participants may get stuck or frustrated during the game, so it's important to provide hints and guidance when needed. This could be in the form of clues, hints, or a game master who provides guidance. <p>By following these steps, you can design the game flow of an escape room that is challenging, engaging, and enjoyable for participants. Remember to test the game flow with a group of testers to ensure it is challenging but not frustrating, and adjust as needed.</p>
Bibliography	<p>http://www.school-break.eu/wp-content/uploads/2020/03/SB_Handbook_2_desinging_eERs.pdf</p> <p>https://www.gamedeveloper.com/design/understanding-the-flow-channel-in-game-design</p>



Practical exercise

Title	Identify Game flow
What do you need to do the task?	Computer, paper, pen
Instructions/directions	<ol style="list-style-type: none"> 1. Please read the Subchapter 2 content about game flow. 2. After having thought of the theme and storyline of your escape room, please arrange your game in a sequential order. 3. Design the game flow by pen on a paper or on the computer in Microsoft Word. 4. Share your result with the facilitator.
Key questions	<ol style="list-style-type: none"> 1. Do you want the structure of your game to be linear or non-linear? 2. Do you want to include a variety of puzzles? 3. What are the starting and end points?
Estimated time to solve the task	3h

T2.3 Design challenges and puzzles

Partner's name	Scout Society
Title	Design challenges and puzzles
Aim	To educate the target group about what the meaning of puzzles inside an escape room is and how to design them.





Objectives	<ul style="list-style-type: none"> - Learn techniques in order to build challenges and puzzles. - Learn about the types of puzzles in an escape room. - Learn the difference between challenges and puzzles.
Target group	Young People
Expected outcomes	<ul style="list-style-type: none"> - Design challenges and puzzles. - Exercise creativity, flexibility, brainstorming, critical thinking and decision-making skills.
Content	<p>The escape rooms are comprised from a series of challenges and puzzles. One challenge can consist of several puzzles. Think of challenges the guests will encounter throughout the story. Challenges are parts of the story guests figure out along the way. If your guests are new to escape rooms, stick to only 3 or 4 challenges.</p> <p>Once the designer of the escape room has chosen the theme and storyline of the escape room, has decided on the structure/ the flow of the game, it is high time the designer could get down to creating the challenges and puzzles.</p> <p>There are no limits inventing puzzles, since the puzzles allow to stimulate different forms of intelligence and should take into account all types of learners (VARK model of learning styles - visual, auditive, reading/writing, kinesthetic).</p> <p>There are many types of puzzles that can be used in an escape room, and the best puzzles are those that fit with the theme and narrative of the room, as well as the learning objectives that lead to the accomplishment of the game mission. Here are some common types of puzzles that are often used in escape rooms:</p>



- Logic puzzles are similar to riddles but require more reasoning and deduction. For example, tasks like solving a Sudoku puzzle or a logic grid.
- Mechanical puzzles: Mechanical puzzles require participants to manipulate objects or machines to solve the puzzle. This could include tasks like disassembling and reassembling a mechanical puzzle or solving a mechanical maze.
- Word Games, such as anagrams, crosswords, scrambles.
- Riddles - can be of different forms. It requires creativity, thinking outside the box and brainstorming.
- Math puzzles: players may be given a math problem that they have to solve (solving equations or manipulating numbers). The puzzles should not have a high degree of difficulty, because the designer need to take into account that the players may not be all mathematicians or good at math.
- Sequencing puzzles: the players are required to put in order a series of objects by arranging them through following a specific pattern. These puzzles require attention to details.
- Physical puzzles may require the attention of several players at the same time. These puzzles implies moving objects around, connect pieces.
- Hidden object puzzles: Hidden object puzzles require participants to find hidden objects within the room that are needed to solve a puzzle or unlock a door.
- Visual puzzles: Visual puzzles require participants to use their eyes to solve the puzzle. This could include tasks like completing a jigsaw puzzle or identifying patterns in a picture.



- Pattern matching/ recognition puzzles: often used as introductory puzzles, since these can be solved relatively quickly and help the players familiarized with the escape room environment. For example, ‘a wall of numbers with a few symbols mixed in. The job of the players is to find a pattern in the symbols and use that to crack the code.’ (<https://www.puzzlebreak.us/blog/7-of-the-most-common-types-of-puzzles-in-escape-rooms>).

These are just a few examples of the types of puzzles that can be used in an escape room. Remember to choose puzzles that fit with the theme and narrative of the room, and to balance the difficulty level so that participants are challenged but not frustrated.

Teambuilding.com (<https://teambuilding.com/blog/escape-room-puzzles>) offers some essential ideas that designers may use to create puzzles:

1. Printable puzzles that players can just use

Instructions: To find Mr. X, solve for X. The answers to the equations reveal latitude and longitude coordinates. (Answer: 41.3851° N, 2.1734° E = Barcelona, Spain)

1 $7 + 3x = 130$
x = ___

4 $148x + 3(4) - 9 = 299$
x = ___

2 $6x \div 3 = 76$
x = ___

5 $85/x + 5x - 19 = 71$
x = ___

3 $4x - 12 = 192$
x = ___

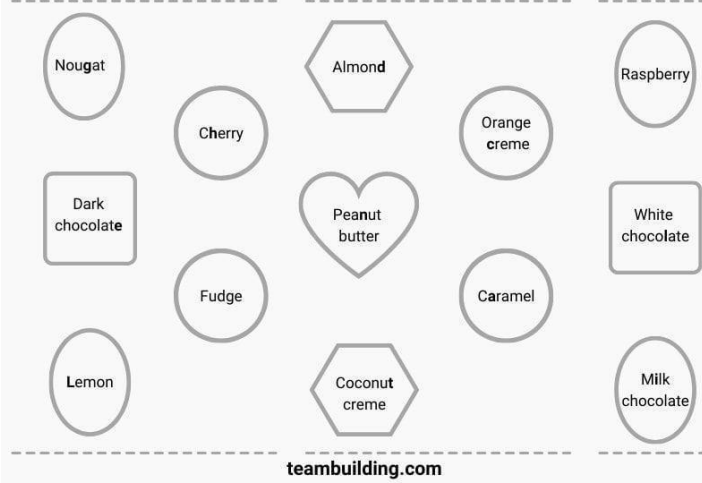
6 $3(0.5x + 12) = 87$
x = ___

$\frac{\quad}{1} \cdot \frac{\quad}{2} \frac{\quad}{3} N, \frac{\quad}{4} \cdot \frac{\quad}{5} \frac{\quad}{6} E$

teambuilding.com



Instructions: Cut on dotted line. Affix cutout to the top of a box of chocolates. **Bolded letters, when arranged, will spell out "candlelight"** leading players to the next clue.



2. Create a message with invisible ink. To make the invisible ink, the designer needs to Pour lemon juice into a small bowl, Add a couple drops of water, Mix the concoction, Dip a cotton swab into the mixture, Use the swab to write a message on a piece of paper, Wait for the paper to dry.
3. Write a secret message on glass: you can use your finger for writing a note on a mirror, picture frame, or window. The oil from your finger will transfer to the glass, and the message will remain invisible until the puzzle-solvers add moisture.
4. Place a clue inside a balloon
5. Padlock a pair of scissors
6. Leave a diary lying around and add extra challenges, such as: A lock with a hidden key; Too-small print readable only by magnifying glass; Secret code in need of cracking; Missing pages; White crayon on white paper
7. Hide objects around and use riddles that players need to solve in order to find out where the objects are
8. Use a broken watch or clock as a combination clue
9. Hide a clue inside a candle










	<ol style="list-style-type: none"> 10. Use a letter lock 11. Write instructions in a foreign language 12. Place an object in a hidden pocket of a coat 13. Hide a prize inside a cereal box <p>After having defined the final draft of the puzzles, the designer must think:</p> <ol style="list-style-type: none"> 1. Are the puzzles engaging and stimulating? 2. Does the escape game include a variety of puzzles? 3. Have you included a variety of locks, such as padlocks, keys electronic passwords etc.? 4. Are your puzzles varied, of different type? 5. Does each challenge has a puzzle that needs to be solved in order to advance to the next challenge or puzzle and advance to final mission? 6. What is the level of difficulty? 7. Do the puzzles require some preliminary knowledge?
Bibliography	<p>https://teambuilding.com/blog/escape-room-puzzles</p> <p>https://www.puzzlebreak.us/blog/7-of-the-most-common-types-of-puzzles-in-escape-rooms</p> <p>https://midnightmusic.com/2020/01/music-teachers-how-to-set-up-your-first-escape-room/</p>

Practical exercise

Title	Design challenges and puzzles of your escape room
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<p>What do you need to do the task?</p>	<p>Ex: computer, paper, pen etc</p>																																																				
<p>Instructions/directions</p>	<ol style="list-style-type: none"> 1. After having thought of theme, narrative and game flow, it is high time you designed the challenges and puzzles of your escape room. 2. Please read the theoretical content section of Subchapter 3 regarding the design of puzzles and challenges. 3. In order to be prepared to create your own challenges and puzzles, you must first have a model of what a puzzle is and try to solve it. <p style="text-align: center;">solve the rhythmic puzzles</p> <p style="text-align: center;">Solve the puzzles and write the correct answers in the circles, then use the key to crack the Lock #2 code</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>1  <input type="radio"/></p> </div> <div style="width: 50%;"> <p>2  <input type="radio"/></p> </div> <div style="width: 50%;"> <p>3  <input type="radio"/></p> </div> <div style="width: 50%;"> <p>4  <input type="radio"/></p> </div> <div style="width: 50%;"> <p>5  <input type="radio"/></p> </div> <div style="width: 50%;"> <p>6  <input type="radio"/></p> </div> <div style="width: 50%;"> <p>7  <input type="radio"/></p> </div> </div> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td>J</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td> </tr> <tr> <td>2</td><td>9</td><td>5</td><td>18</td><td>12</td><td>2</td><td>10</td><td>3</td><td>1</td><td>42</td><td>7</td><td>31</td><td>4</td><td>26</td><td>11</td><td>17</td><td>19</td><td>21</td><td>8</td><td>4</td><td>6</td><td>14</td><td>61</td><td>48</td><td>52</td><td>65</td> </tr> </table> <p>Lock #2 code: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <ol style="list-style-type: none"> 4. Please look at the image above and solve the rhythmic puzzle. 5. Write down the solution and share it with the facilitator. 	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	2	9	5	18	12	2	10	3	1	42	7	31	4	26	11	17	19	21	8	4	6	14	61	48	52	65
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2	9	5	18	12	2	10	3	1	42	7	31	4	26	11	17	19	21	8	4	6	14	61	48	52	65																												
<p>Key questions</p>	<ol style="list-style-type: none"> 1. Is the puzzle difficult to solve? 																																																				



	2. What kind of puzzle is this?
Estimated time to solve the task	1h

T2.4 Prepare the materials

Partner's name	Scout Society
Title	Prepare the materials
Aim	To learn how to prepare the materials for an escape room.
Objectives	<ul style="list-style-type: none"> - To learn about the types of materials that can be used for escape rooms. - To learn about the steps to consider when preparing the materials for an escape room.
Target group	Young People
Expected outcomes	<ul style="list-style-type: none"> - To practically follow the steps for preparing the materials for an escape room. - Be able to develop their knowledge about escape room materials.
Content	<p>Materials constitute an essential part of setting up and running an escape room. Without the materials, the game itself would not be possible. The materials can either be physical or digital.</p> <p>Preparing materials for an escape room can be a fun and creative process, but it also requires careful planning and organization. Here are some steps you can follow to prepare the materials for your escape room:</p>



1. Develop a clear concept and theme: Before you start creating materials, you need to have a clear idea of the concept and theme of your escape room. This will help guide your choices of materials, puzzles, and clues.
2. Create a storyline and plot: The storyline and plot of your escape room will help tie together the puzzles and clues and create a sense of purpose for the participants. Make sure the plot is coherent and engaging.
3. Design the layout and structure of the room: Determine the layout and structure of the room and how the puzzles and clues will fit into it. Make sure the layout is logical and flows well.
4. Create a list of puzzles and clues: Brainstorm a list of puzzles and clues that fit with the theme and storyline of the room. Consider the difficulty level and whether the puzzles require any specific materials.
5. Gather materials: Once you have a list of puzzles and clues, gather the materials you need to create them. This may include paper, cardboard, wood, locks, keys, and electronics.
6. Build and test the puzzles and clues: Assemble the puzzles and clues and test them to make sure they work as intended. Make any necessary adjustments and test again.
7. Decorate the room: Add decorations and props to the room to enhance the immersion and fit with the theme.
8. Test the entire escape room: Once everything is prepared, test the entire escape room with a group of testers to make sure the puzzles and clues are challenging and the room flows well.



By following these steps, you can prepare the materials for an escape room that is engaging, challenging, and fun for participants.

The materials you use for an escape room can greatly impact the experience and immersion of the participants. Here are some materials you may consider using:

- Locks and keys: These are common materials used in escape rooms, and they can come in various shapes and sizes. You can use combination locks, padlocks, key locks, or electronic locks.
- Puzzles and clues: You can use a variety of materials to create puzzles and clues, such as riddles, cryptograms, hidden messages, or jigsaw puzzles. These can be made of paper, cardboard, wood, or plastic.
- Decorations: The decorations of the escape room can greatly enhance the immersion of the participants. You can use props and decor that fit with the theme of the room, such as furniture, lighting, posters, or wall decorations.
- Secret compartments and hidden objects: You can create hidden compartments and objects to add to the challenge and intrigue of the escape room. These can be made of wood, plastic, or other materials.
- Electronic gadgets: You can use electronic gadgets, such as sensors, timers, or sound effects, to add a technological element to the escape room. These can be used to trigger events, sound alarms, or provide clues.
- Costumes and accessories: You can provide costumes and accessories for the participants to wear to further immerse them into the theme of the room.



	<p>When selecting materials for an escape room, it's important to consider the theme and difficulty level of the room. You may also want to test the materials and puzzles before opening the escape room to ensure that they are effective and challenging.</p>
Bibliography	<p>https://www.weareteachers.com/classroom-escape-room-supplies/</p>

Practical exercise

Title	Escape Room Materials
What do you need to do the task?	Lemon juice, water, cotton, cotton swab, lamp/ candle, paint brush.
Instructions/directions	<ol style="list-style-type: none"> 1. The task is to compose a message with invisible ink. 2. In order to make invisible ink, you need to: <ol style="list-style-type: none"> a) Pour lemon juice into a small bowl b) Add a couple of drops of water c) Mix the concoction d) Dip a cotton swab into the mixture e) Use the swab to write a message on a piece of paper f) Wait for the paper to dry 3. To read the letter, hold the paper up to light. Use the lamp/ candle/ flashlight so that the message is deciphered. 4. Share your outcome with the facilitator.



	For inspiration, check: https://www.youtube.com/watch?v=AOVD7WgFP2s
Key questions	<ol style="list-style-type: none"> 1. What is the list of materials that you need? 2. Do you find it easy or difficult to create such a material? 3. In what types of escape rooms can you introduce this type of material?
Estimated time to solve the task	2h

T2.5 Test the escape room

Partner's name	Scout Society
Title	Test the escape room
Aim	To educate the target group about how to test an escape room before its release.
Objectives	<ul style="list-style-type: none"> - Understand the importance of play testing. - Learn what questions to ask and what to look for when the game is tested. - Create an evaluation questionnaire to administer to the players that test the game. - Come up with debriefing questions about the experience of players throughout the game.
Target group	Young People
Expected outcomes	<ul style="list-style-type: none"> - Have a rough idea of the meaning of testing an escape room. - Come up with debriefing questions.



	<ul style="list-style-type: none"> - Work at an evaluation questionnaire to be administered to players. - Know the elements to look for when testing the escape game, such as playability, learning outcomes, materials, time, puzzles, storyline, and players' experience.
Content	<p>Designers can think of testing as equivalent of bug fixing for the game. The primary goal is to determine if the game experience is meeting the initial goals, such as, is the game fun, is it meaningful, or whatever your experience goals may be. Secondary goals of testing include understanding any existent issues of the gameplay, user experience, storytelling, or any other specific design questions you may have about your game. Ultimately, the playtest is done to provide data or evidence to assist in balancing the game. It is the loop-back in the iterative design cycle.</p> <p>Being a crucial phase in designing the game, it is important to test:</p> <ol style="list-style-type: none"> 1. Puzzles: test each puzzle individually, outside the game to see how it works, how long it takes approximately to solve it, how it can be improved. 2. Paper prototyping: test the full game using prototype elements before investing in the final kit of materials (e.g. padlocks etc.). This will help to test the flow of the game and the balance of the puzzles. 3. Materials: check whether you have all materials ready and each challenge has clear materials to be used. 4. Full game: test the full game with the final kit and artefacts.



As with all aspects of the game it is important to test each puzzle individually with as many people as possible and then test the full game. Consider:

- Is it clear?
- Do the players understand what they have to do?
- Are there other possible interpretations of the instructions?
- Do your puzzles assume some prior knowledge? Can you make this available in some form?
- Is it fair? Is it obvious that it is a puzzle that needs to be solved? Is there a way that they can become unsolvable (e.g. if your puzzle relies on a code embedded in a chess set-up, what happens if someone moves the pieces)?
- Is there only one solution, and is it obvious when the correct solution has been found?

This is a very important point: nothing is more frustrating than finding out a puzzle has been solved first try without even realizing!
http://www.school-break.eu/wp-content/uploads/2020/03/SB_Handbook_2_desinging_eERs.pdf.

First of all, testing the people with as many people as possible is essential to understand the nature of the game, its flow, and its positive, as well as less positive features that can be improved. Observing the people playing your game and solve the puzzles, noticing where the players have difficulties in solving the puzzles, whether they get stuck at any level will be eyes-opening for you regarding the game design.



Secondly, it is recommended to create an evaluation questionnaire to be administered to the players. It will help you collect feedback from the players and adjust the game activity and experience. After they play the game, they are given the questionnaire where they need to answer questions regarding the game. The designer and its team get a strong grasp of the individual and collective experience of the players by analyzing their answers. At the same time, at the end of the game, it is essential that the designer, as the facilitator of the game conducts the debriefing session where the players are asked questions regarding the experience that they had when playing the game, what they have learnt, what can be improved etc. Therefore, please make sure that if you want to design your escape room, to not forget writing down a couple of debriefing questions that you consider essential.

As a result, testing the escape game with as many people as possible, collect players' thoughts and opinions through evaluation questionnaires and debriefing sessions will help you refine the game design. The game should be tested at least three times before its release.

In addition to testing the game in order to evaluate its playability nature, it is important to test it in order to observe the extent to which it is committed to the learning objectives, mission, whether it is consistent with the theme and narrative of the game.

When testing the escape room, the designer should consider:

1. Can the setting be easily adapted to different environments?
2. Is the escape room scalable to different numbers of participants?
3. Is the timeline reasonable?



	<ol style="list-style-type: none"> 4. How much time is needed for each puzzle approximately? 5. Is it accessible and inclusive to the needs of a diverse group of people? Think about disabilities, phobias, allergies). Think about what can constitute a problem (colors, lights etc.) 6. Does the game ensure the safety of the participants? Are there any elements that could injure the participants? 7. How are the players going to be briefed at the beginning of the game? Who is in charge of briefing and debriefing the players? 8. Who will be responsible to provide clues/ hints to the players if required?
Bibliography	http://www.school-break.eu/wp-content/uploads/2020/03/SB_Handbook_2_desinging_eERs.pdf

Practical exercise

Title	Testing your escape room
What do you need to do the task?	It is up to the player. However, a computer, pen, paper will be needed.
Instructions/directions	<ol style="list-style-type: none"> 1. Think of a theme and storyline of your escape room. 2. Define the game flow. 3. Think of about 3 puzzles. 4. Prepare the materials for the puzzles. 5. When doing the aforementioned, check the theoretical content of the 5 sections of how to create your escape room.



	<ol style="list-style-type: none"> 6. Decide how many people can play your escape. Bring your friends. 7. Start testing with your family. 8. Debrief the players. 9. Create a short questionnaire about your escape room with information that you would like to collect from your players. Administer the questionnaire to the players and see what their opinion about your potential escape room is.
<p>Key questions</p>	<ul style="list-style-type: none"> ● Is the game clear? ● Do the players understand what their mission and tasks? ● Are the instructions clear or there is room left for interpretations? ● Do your game and its puzzles assume some prior knowledge? ● Have you included some hints/ clues to your puzzles that players can access?
<p>Estimated time to solve the task</p>	<p>3-4 days</p>



CHAPTER III - Materials of an escape room

T3.1 How to choose materials

Partner's name	Asociacion Deses -3
Title	Materials of an escape room: How to choose materials
Aim	Provide guidance for selecting existing and useful materials to create an escape room
Objectives	<ul style="list-style-type: none"> - Increasing the knowledge of escape room creators about the materials they can use - Provide useful tips to take into account when planning the escape room
Target group	Youth workers
Expected outcomes	<p>By explaining to educators which materials to use in escape rooms, a wide range of outcomes could be achieved depending on the specific objectives. Some possible outcomes could include:</p> <ul style="list-style-type: none"> - Improving the quality of the escape room experience: If educators understand which materials are best suited to create a fun and engaging challenge for players, they could improve the quality of their escape rooms. This could lead to positive reviews, a higher reputation and an increase in players. - Reducing the risk of accidents: The choice of materials used in the escape room could influence



	<p>the safety of players. By explaining to educators which materials to avoid and which to use, the risk of accidents could be reduced, improving safety for all.</p> <ul style="list-style-type: none"> ● Stimulating creativity: The choice of materials used in escape rooms can influence educators' creativity and imagination. Knowing the options available could stimulate creativity and lead to new ideas for escape rooms.
<p>Content</p>	<p>An escape room takes the form of a set of coordinated materials, physical or digital. In general, it is advisable to ensure a certain coherence between the context and elements of the game. This makes the escape room interesting, appealing and effective. The choice of which objects to use depends on the imagination and creativity of the person creating the escape room. An important aspect besides consistency is the solution, which should lead to significant progress. Furthermore, the further one goes into the escape room, the more difficult the puzzles may become and props may be included that can confuse and complicate the solution.</p> <p>Selecting the right materials in an escape room is crucial to ensure that the game is challenging, immersive, and enjoyable for players. Here are some reasons why selecting the right materials is important:</p> <ul style="list-style-type: none"> ● Immersion: The materials used in an escape room can help create an immersive environment that makes players feel like they are part of the game.



For example, using props, furniture, and decorations that match the theme of the room can transport players to a different time or place.

- **Challenge:** The materials used in an escape room should be challenging enough to keep players engaged but not so difficult that they become frustrated. Puzzles should be well-designed and require logical thinking and problem-solving skills to solve.
- **Safety:** Safety is a critical consideration when selecting materials for an escape room. All materials should be safe for players to handle and use, and any potential hazards should be addressed.
- **Durability:** Escape rooms can see a lot of wear and tear from players over time, so it is important to select materials that are durable and can withstand regular use.
- **Variety:** Using a variety of materials and techniques can help keep the game interesting and prevent players from becoming bored. The materials should be varied in terms of texture, color, and difficulty level.

The materials needed to create and operate an escape room are as follows:



- The room itself
- The elements to be manipulated for the purpose of solving the puzzles - To achieve the desired effect with the objects, think about a normal item of furniture and what you could do to make it special.

Examples:

- A clock stopped at a certain time, which can serve as an unlocking code for a lock.

- A book inside which elements are underlined to serve as a clue.

- Paintings of historical events, from which a date can be derived linked to each event depicted.

- Technological elements (a projector, lights, speakers, etc.).
- Lockers and other locking systems (padlocks, chains, passwords, etc.).
- In many cases, a stopwatch or countdown timer
- Elements related to narration (video, audio, paper documents, etc.)
- Props that represent the theme or environment - It is advisable to set up the space with props, i.e. things that are not necessary for the experience, but help to make it more engaging and enjoyable. For this type of objects there will be some that you will only have to modify and others that will have to be 'tailor-made' in relation to the theme and the chosen narrative.



- In some cases, actors (or a gamemaster) are necessary for an escape room.

A useful tip is to keep an inventory of all the essentials, so that the game does not get stuck because objects break or get damaged with use.

In addition, an inventory of the game elements and their location in the room will help you design the experience. In the inventory, you will need to specify materials that can be used once and replaced each time the game starts again, and you will be able to include indications of items that have been used and items that have not been used, as they are found, to quickly access the inventory.

Once in the room, players will find various objects that they must combine using logic, deductive reasoning, analytical thinking, dexterity, skill, communication and teamwork to solve the game and complete the objective within the time limit.

The materials can be replaced by other similar materials that perform the same mission, as long as they do not alter the general scheme of the game.

For example, one could decide to change a single puzzle and the new puzzle should obviously match the narrative and objects.

Advice on what to ask yourself in order to select objects according to their use:

- Scenery and objects: what will be added to the room to match the chosen theme? In the case of an



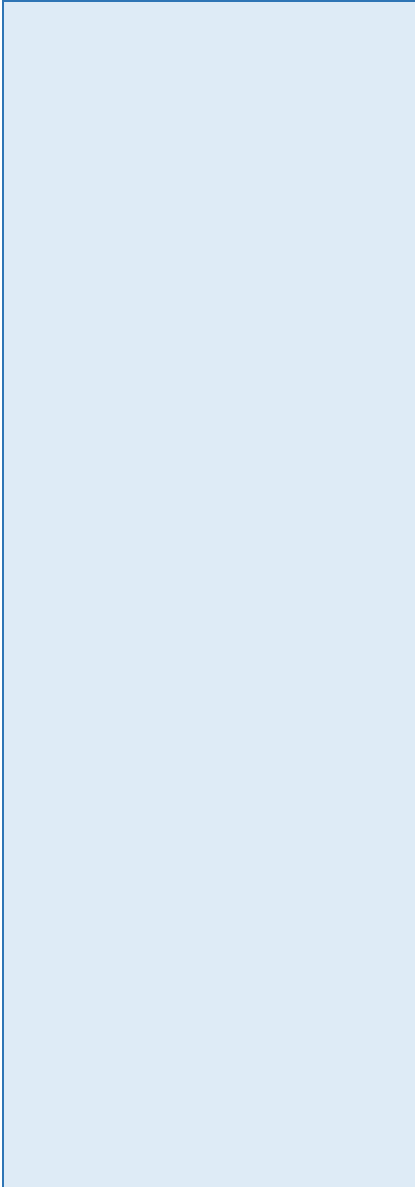
educational escape room, it is unlikely that you will have a permanent room, but there will still be pieces of furniture, pictures, equipment, etc. In any case, is there anything in the room that can be used?

- Lights and sounds: If you can have lights, how will they be arranged? Will there be sound elements to make the experience more immersive?
- Backstory: are there additional elements that characterise the narrative and provide a backstory? For example, in a law firm, law books will be included, contracts with codes inserted inside.
- In addition, it is important to set a budget and choose materials according to it.

In order to communicate with the game master, one would also have to think of useful tools for communication at a distance or in line with the setting and the narrative to maintain the players' state of immersion. For example, one could use walkie talkies, messages appearing with a monitor, loudspeaker or the very presence of the gamemaster in the room.

There are certain materials that would be best avoided when creating an escape room for reasons of safety, practicality or aesthetics. Here are some examples:

- **Flammable materials:** It is important to avoid using flammable materials such as synthetic fabrics, paper and raw wood as they could cause fires or otherwise pose a safety risk to participants.



- **Sharp or pointed materials:** It is important to avoid the use of sharp or pointed materials such as broken glass, metal spikes or sharp objects which could cause cuts or injuries to participants.
- **Toxic or chemical materials:** It is important to avoid using toxic or chemical materials such as solvent-based paints, dangerous adhesives or other harmful chemicals that could cause irritation or intoxication.
- **Fragile materials:** It is important to avoid using fragile materials such as fragile crystals, glassware or ceramics that could easily break and pose a risk of injury or cuts.
- **Materials that may stain or damage:** It is important to avoid the use of materials that may stain or damage participants' clothing or objects such as fresh paint, permanent inks or dyes that could cause permanent damage.

In general, it is important to choose materials on the basis of their safety, practicality and aesthetics, avoiding those that could pose a risk to participants or cause damage.

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Practical exercise

Title	Scavenger hunt for materials
What do you need to do the task?	Timer, material selected, clues, paper, pens
Instructions/directions	<p>Create a scavenger hunt in which students must search for materials that could be used in an escape room. Hide items around your classroom or school, such as locks, keys, and puzzles, and give students a set amount of time to find as many items as possible. Once they have collected the materials, have them discuss which ones they would use in an escape room and why.</p> <ol style="list-style-type: none"> 1. <u>Prepare a list of materials</u>: Create a list of materials that are commonly used in escape rooms. Make sure the list is comprehensive and includes items that are easy to find and items that are more challenging to locate. 2. <u>Divide the class into teams</u>: Divide the students into teams of two to four members each. Make sure the teams are evenly sized and assign a team captain to each group. 3. <u>Set the rules</u>: Explain the rules of the scavenger hunt to the students, such as the time limit, the number of items they need to find, and any restrictions on where they can search. Also, emphasize the importance of safety during the scavenger hunt.



	<ol style="list-style-type: none"> 4. <u>Hide the materials</u>: Hide the materials in various locations around the school or classroom. Make sure the hiding spots are challenging enough to make the scavenger hunt exciting but not so difficult that the students can't find them. 5. <u>Give the teams a clue</u>: Provide each team with a clue that will lead them to the first item on the scavenger hunt list. The clue should be challenging enough to require some thinking but not too difficult that it discourages the students. 6. <u>Start the scavenger hunt</u>: Once the teams have their clue, start the scavenger hunt. The teams should work together to find each item on the list. They should document their progress by taking pictures or making notes. 7. <u>Return the items</u>: Once all the teams have found all the items on the list, collect the materials and have the students return them to their original locations. 8. <u>Announce the winners</u>: Review the progress of each team and announce the winners. You could consider awarding prizes for the team that finds all the items first or for the team that finds the most items.
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Key questions	<ol style="list-style-type: none"> 1. What did you learn about the materials used in escape rooms during the scavenger hunt? 2. Were there any materials that you were surprised to find on the list? Why?
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	<ol style="list-style-type: none"> 3. How could the materials you found be used to create an escape room? 4. What other materials could be used to make an escape room more challenging or engaging? 5. What type of audience or age group would be best suited for the escape room based on the materials you found?
Estimated time to solve the task	<p>The estimated time to solve the scavenger hunt activity would depend on the number of items on the list, the difficulty of the hiding spots, and the size of the room where the hunt is taking place. Generally, a scavenger hunt activity like this could take anywhere from 30 minutes to an hour to complete, depending on the level of challenge and the number of teams participating.</p>

T3.2 The most used materials

Partner's name	Deses 3
Title	The most used materials
Aim	<p>The aim of this lesson plan is:</p> <ul style="list-style-type: none"> - To introduce participants to know which are the most used materials in escape rooms - To provide opportunities to practice critical thinking, problem-solving, and teamwork skills. <p>The theoretical and practical content aims to engage participants in a fun and interactive way, while also promoting skills and knowledge that are valuable for their personal development.</p>





<p>Objectives</p>	<ul style="list-style-type: none"> - To practice critical thinking and problem-solving skills through solving a series of lock puzzles commonly found in escape rooms. - Promoting teamwork and collaboration by working together to solve challenges. - Exposing participants to a variety of materials and techniques used in escape rooms, such as locks, puzzles, and clues.
<p>Target group</p>	<p>Young people, youth workers</p>
<p>Expected outcomes</p>	<ul style="list-style-type: none"> - By participating in activities that require them to solve puzzles and challenges, participants may develop better skills in deductive reasoning, pattern recognition, and logical thinking. - Saving money: educators may not be aware of which materials are cheap or readily available. By explaining to them which options are available, they could reduce the costs of escape rooms, increasing profits in the long run. - By learning about the materials and techniques used in escape rooms, participants may gain a greater appreciation for the creativity and ingenuity involved in designing and creating these immersive experiences. - By successfully completing challenges and puzzles, participants may feel more confident in their abilities and develop greater self-esteem.



<p>Content</p>	<p>There are a wide variety of materials used in escape rooms, and the exact materials used can vary depending on the theme, storyline, and puzzles of the room. However, some commonly used materials in escape rooms include:</p> <ol style="list-style-type: none"> 1. Locks and keys: These are some of the most frequently used items in escape rooms, as they provide a simple and effective way to create puzzles and challenges. 2. Hidden compartments: These can be used to hide clues, keys, or other puzzle pieces and can be disguised in a variety of ways, such as behind paintings or inside books. 3. UV light: Black lights or UV lights are used to reveal hidden messages or clues that are invisible to the naked eye. 4. Electronics: Many escape rooms incorporate electronics, such as sensors, buttons, and sound effects, to create interactive puzzles and challenges. 5. Padlocks and combination locks: These are used to create puzzles where players need to figure out the correct code or combination to unlock a door or box. 6. Paper and writing materials: Players often need to write down clues, solve puzzles on paper, or keep track of important information during the game.
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7. Magnetic puzzles: Magnetic puzzles can be used to create challenging puzzles that require players to manipulate objects to solve.

The reason why these materials are commonly used in escape rooms is that they are versatile, easy to use, and can be adapted to a wide range of themes and puzzles. Additionally, many of these materials can be easily sourced and are relatively inexpensive, which makes them an accessible option for escape room creators. Ultimately, the key to creating a successful escape room is to use these materials in creative and innovative ways that challenge and engage the players.

The specific materials for developing the adventure are, basically, locks.

There are a variety of locks and padlocks that are commonly used in escape rooms, each with their own unique challenges and puzzles. Here are a few types of locks and padlocks that you might encounter in an escape room:

1. Combination locks: These locks require players to figure out a numerical combination to open them. They are often used to lock doors, cabinets, or boxes.
2. Key locks: Key locks are a simple type of lock that requires a physical key to unlock. They can be used to lock doors, drawers, or boxes.



3. Directional locks: Directional locks require players to turn the dial in the correct sequence of directions (e.g., up, down, left, right) to unlock them. They are often used to lock doors, cabinets, or boxes.
4. Electronic locks: Electronic locks can be controlled by sensors, buttons, or other electronic components. They can be used to create puzzles where players need to manipulate a sensor or button in a specific way to unlock the lock.
5. Magnetic locks: Magnetic locks use a magnetic mechanism to secure a door or box, and can be unlocked by manipulating a hidden magnetic key or other mechanism.
6. Time locks: Time locks are locks that are set to open after a certain amount of time has passed. They can be used to create puzzles where players need to complete a task or puzzle before time runs out and the lock opens.

Overall, the types of locks and padlocks used in escape rooms can vary widely depending on the theme and puzzles of the room. The key to creating a challenging and engaging escape room is to use locks and padlocks in creative and unexpected ways that challenge players to think outside the box.

All are readily available in specialised hardware shops or very easily online from most general suppliers.



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Practical exercise

Title	Lock Puzzle Challenge activity
What do you need to do the task?	<ul style="list-style-type: none"> - A variety of locks, such as combination locks, key locks, directional locks, and electronic locks, and any necessary keys or combinations. <p>Warning: do not use overpriced padlocks</p> <p>We offer you a list of sites where you will find many resources related to codes and tools to generate them:</p> <p>https://www.theproblemsite.com/reference/mathematics/codes/</p> <p>http://bestcodes.weebly.com/codes-list.html</p> <ul style="list-style-type: none"> - To create puzzles of various types you can visit: <p>http://www.discoveryeducation.com/free-puzzlemaker/</p> <p>http://www.en.fliptext.net</p>



	http://www.classtools.net
Instructions/directions	<ol style="list-style-type: none"> 1. Set up the locks: Set up the locks in a visible and accessible location in the classroom. Make sure to include a variety of different types of locks to challenge students. 2. Explain the challenge: Explain to the students that they must work in teams to solve a series of lock puzzles using their critical thinking and problem-solving skills. 3. Provide instructions: Provide any necessary instructions for the locks, such as the correct combination or key, and give each team a piece of paper and pen to write down any clues or ideas. 4. Set a time limit: Set a time limit for the challenge, such as 30 minutes or an hour, to create a sense of urgency and competition. 5. Let the teams work: Allow the teams to work together to solve the lock puzzles. Encourage them to communicate and share ideas with each other, and to think creatively and outside the box. 6. Debrief: Once the time limit is up, debrief with the students and discuss what worked well and what could be improved. Ask them to reflect on their problem-solving strategies and any challenges they encountered. <p>This activity can be a fun and engaging way to introduce participants to the types of lock puzzles commonly found</p>



	in escape rooms and to help them practice their critical thinking and problem-solving skills.
Key questions	<ul style="list-style-type: none"> · How did your team approach the lock puzzles? Did you have a specific strategy or did you try different approaches? · What was the most challenging lock puzzle, and how did you eventually solve it? · Did you encounter any unexpected obstacles or challenges while solving the lock puzzles? How did you overcome them? · How did communication and collaboration within your team affect your ability to solve the lock puzzles? · Did you learn any new problem-solving strategies or techniques during the activity? How might you apply these strategies in other contexts?
Estimated time to solve the task	This activity can take anywhere from 30 minutes to an hour to complete. However, you may adjust the difficulty level and the number of lock puzzles to better suit your students' needs and abilities.

T3.3 How each selected material works

Partner's name	Deses 3
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Title	How each selected material works
Aim	Help participants understand the design principles and mechanics of an escape room game by exploring the materials and components used in creating them.
Objectives	<ul style="list-style-type: none"> ☑ Understanding the importance of selecting appropriate materials for an escape room and the functioning of the selected ones. ☑ Exploring the different types of puzzles and challenges commonly found in escape rooms, and how they are created using various materials. ☑ Learning about the design principles of escape rooms, such as creating a sense of urgency, maintaining player engagement, and providing clues and feedback.
Target group	Youngsters, youth educators
Expected outcomes	<ul style="list-style-type: none"> ☑ Increased collaboration and teamwork skills by working together to solve puzzles and challenges. ☑ Improved communication skills by explaining the rationale behind the design choices made for their escape room puzzles. ☑ Greater appreciation for the use of materials and components in creating immersive experiences for players.
Content	<p>In this lesson we will go into more detail explaining how the selected materials work.</p> <ul style="list-style-type: none"> ☑ Locks and keys: Locks and keys are commonly used in escape rooms to secure doors, drawers, and other objects. In an escape room, players must find the key that unlocks the lock to progress to the next puzzle or



challenge. There are often multiple locks and keys in an escape room, each requiring a unique key to unlock.

🔍 Hidden compartments: Hidden compartments can be used in escape rooms to conceal clues or items that players need to solve puzzles. Players must search the room carefully to find these hidden compartments and figure out how to access them.

🔍 UV light: UV light can be used in escape rooms to reveal hidden clues or messages that are not visible under normal light. For example, a clue may be written in invisible ink that can only be seen under UV light. Players must use a UV light source to find these clues and figure out how to use them.

🔍 Electronics: Electronics can be used in escape rooms to create puzzles that require players to solve circuits or programming challenges. For example, players may need to program a robot to move in a specific pattern to reveal a clue or unlock a door.

🔍 Padlocks and combination locks: Padlocks and combination locks are commonly used in escape rooms to create challenges that require players to find the correct key or combination. These locks may be used to secure boxes or other objects that contain clues or items needed to solve puzzles.

🔍 Paper and writing materials: Paper and writing materials can be used in escape rooms to create puzzles that require players to solve riddles or decipher codes. For example, a clue may be written in a code that players must decode using a cipher or other tool.



	<p>☑ Magnetic puzzles: Magnetic puzzles can be used in escape rooms to create challenges that require players to manipulate magnets to form specific shapes or patterns. These puzzles may be used to unlock doors or reveal hidden clues</p> <p>Each of these materials works together to create an immersive and challenging experience for players. By using a combination of locks, puzzles, props, sound effects, lighting, and hidden compartments, game designers can create a unique and engaging experience that challenges players to think creatively and work together to solve problems.</p>
Bibliography	

Practical exercise

Title	Magnetic puzzle building
What do you need to do the task?	<ol style="list-style-type: none"> 1. Magnetic tiles: These are the core materials for the activity. Magnetic tiles come in different shapes and colors, and can be used to create various patterns and designs. 2. Puzzle design: You may need a puzzle design or instructions to guide the players or teams on how to use the magnetic tiles. This could be a printed image or a digital file.



	<ol style="list-style-type: none"> 3. Workspace: You will need a workspace for the players or teams to work on the puzzle. This could be a table, a whiteboard, or any other flat surface. 4. Timer (optional): You can use a timer to add a time limit to the activity and make it more challenging. 5. Instructions: Provide clear instructions for the players or teams on how to use the magnetic tiles and how to complete the puzzle. 6. Optional: If you want to add an extra layer of complexity to the activity, you can provide additional materials such as colored paper or markers for the players or teams to use in creating their designs.
Instructions/directions	<p>Magnetic puzzle building: In this activity, players are given a set of magnetic tiles and challenged to create a specific shape or pattern. The tiles may be connected to a larger puzzle that must be solved to escape the room.</p> <ol style="list-style-type: none"> 1. Prepare the materials: Gather the magnetic tiles and any other necessary materials, such as a puzzle design or instructions. Make sure you have enough tiles for each player or team to work on. 2. Explain the activity: Explain the rules and objectives of the activity to the players or teams. Provide any necessary instructions on how to use the magnetic tiles or how to complete the puzzle.



3. Distribute the materials: Distribute the magnetic tiles and any other materials to the players or teams.
4. Begin the activity: Allow the players or teams to start working on the puzzle. Encourage them to work together and communicate effectively to solve the puzzle.
5. Monitor the activity: Monitor the progress of the players or teams and provide guidance or assistance as needed. Make sure everyone is following the rules and staying on task.
6. Evaluate the results: Once the puzzle is complete, evaluate the results and determine if the players or teams were successful in solving the puzzle. Provide feedback and any necessary instructions for the next activity.
7. Debrief the activity: After the activity is complete, debrief with the players or teams to discuss what worked well and what could be improved for next time. Encourage them to reflect on their communication and problem-solving skills during the activity.

Key questions

- What strategies did you use to complete the puzzle?
- Did you encounter any difficulties during the puzzle building? How did you overcome them?
- What did you learn from this activity? Did it help you develop any new skills or knowledge?



	<p>☒ How did you work together as a team to complete the puzzle?</p> <p>☒ What was the most challenging aspect of the puzzle-building activity?</p>
Estimated time to solve the task	<p>A small and simple puzzle may take only a few minutes to complete, while a larger and more complex puzzle may take an hour or more.</p> <p>As a rough estimate, a magnetic puzzle with 50-100 pieces may take 20-30 minutes to solve for a group of 2-4 people.</p>

CHAPTER IV. Testing the game

T4.1 Description of the escape room to the participants

Partner's name	AEFRH
Title	Description of the escape room to the participants
Aim	Select the informations of the escape room to deliver to the participants
Objectives	<ul style="list-style-type: none"> - To learn how to proper describe the escape room to participants - To set common expectation between the participants and the purpose of the escape room
Target group	Youth worker/ escape rooms creators



Expected outcomes	<ul style="list-style-type: none"> - Youth worker able to describe properly an escape room
Content	<p>One of the most important parts of a successful escape room is being able to communicate its details at the beginning to the group of participants who will then have to carry out the activity. In fact, when we talk about developing escape rooms that are linked to cultural heritage or that are basically not only recreational but also educational, we need to take into consideration that those who will have to "escape" from the escape room may be people of any age, from 10-11 years old to 99+ years old and, above all, they can be expert in escape rooms as they may never have heard the term escape room before.</p> <p>For this reason, once we have to test the escape room with people, it is good to create a premise of the escape room itself. Even if we find ourselves in front of a group of participants already experienced in solving escape rooms, it is important to give an explanation of the general structure of the escape room, why it was created and for what purpose. This preliminary phase of the escape room test plays a very important role on the outcome and experience of the participants, as it will set the stage for expectations and align the expectations of the escape room with the expectations of the participants. This delicate phase should be carried out by a person, physically present at the venue, if possible before the participants can see or be at the venue of the first challenge, in order to avoid distractions on the part of the participants related to the</p>



first challenge. After the escape room has been presented, it is a good idea to ask if there are any questions. Once the premises are clear to all participants, you can lead them to the first challenge and let them enjoy solving the puzzles and finishing the escape room. But what details do we need to give the participants in order to set their expectations of the escape room correctly?

First of all, after welcoming the group that will participate in the escape room, it is good to give a quick definition of what an escape room is and in what our escape room will be different from the general definition we just gave them. Our suggestion to describe an escape room is the following one:

“a room in which people are locked in order to play a game requiring them to solve a series of puzzles within a certain amount of time to accomplish a goal, usually unlock and exit from the room”

Once the definition has been given, it is necessary to say how our escape room is different from the definition. Here will be listed the aspect to consider:

1st aspect: LOGISTIC

e.g. If our escape room is not just one room but several rooms (specify the number of rooms) or if it is done outside (across the town, in a park, in several buildings,..)

2nd aspect: EDUCATIONAL ASPECT

Insofar as rooms connected to cultural heritage are inspired by and want to convey aspects of tradition, history,



	<p>folklore and local culture, they can be understood as 'educational', an aspect not always present in escape rooms, which usually tend to favor a more playful aspect. For this reason, it is important for participants to know from the outset that the tests are not only intended to be solved in order to continue, but also to transmit values and knowledge.</p> <p>At this point the person in charge has to explain which aspects of history or culture the escape room will emphasise and convey.</p> <p>If, for example, you talk about the culture or history of a village, a place, or if you talk about the figure of a famous person (a king, a writer,)</p> <p>3rd aspect: THE PUZZLES</p> <p>It is good to introduce in general terms which instruments they will encounter during the tests. There is no need to tell the order or how they will find their way through, but only to warn them of the presence of locks (combination, with key, ...), boxes,... and, above all, whether the trials are interlinked (linear flowchart), i.e. whether you can only go to the next trial if you have solved the previous one.</p>
Bibliography	<p>Escape Room Tips (https://www.escaperoomtips.com/)</p> <p>Escape Room Design: A Practical Guide (Basem Emara)</p>



Practical exercise

Title	Describe the escape room
What do you need to do the task?	<ul style="list-style-type: none"> - A structure of the escape room - A buddy - Papers and pen
Instructions/directions	<p>This activity is designed to be carried out in pairs. To be able to carry it out, it is necessary to have a description of an escape room already prepared (in case you do not have one, it is advisable to invent it beforehand through some of the training activities).</p> <p>Once the description of the escape room has been given, participants will have 5 minutes to prepare a quick presentation/introduction of the escape room, pretending to be in front of the group of participants ready to start the escape room. Once the 5 minutes of preparation have passed, they will take it in turns to present what they have prepared. Those who do not present can take notes on what to improve in the presentation or if something has not been clarified.</p> <p>The presentation can be prepared in writing or only orally.</p>
Key questions	<ol style="list-style-type: none"> 1. How did you feel during the presentation? Were you confident while presenting or did you face any challenges? 2. What aspects of the escape room presentation did you find particularly interesting or exciting?



	3. Do you think more time would be needed for the activity?
Estimated time to solve the task	20 minutes

T4.2 The different steps

Partner's name	AEFRH
Title	TESTING GAME – THE DIFFERENT STEPS
Aim	PREPARE EFFICIENTLY THE PILOT TEST OF AN ESCAPE ROOM
Objectives	<ul style="list-style-type: none"> - To set right expectation in the piloting group of the Escape game - To prepare efficiently all the steps for a piloting - To right evaluate the escape room after the piloting
Target group	Youth worker/ Escape room creator
Expected outcomes	<ul style="list-style-type: none"> - Youth worker with adequate knowledge to prepare and evaluate the piloting phase of an escape room
Content	<p>Perhaps the most important phase in the creation of a successful escape room is the pilot phase. It will allow its creator to test the escape room with a small number of individuals to validate the effectiveness of the escape room, its challenges and the impact it can have with the target group.</p> <p>At this stage, the person involved, must be as unemotional as possible about what has been created so far.</p>



In fact, during this phase all the created components of the escape room will be judged by a participant group and consequently need to be improved or even changed. Before starting the test of the escape room, one must be aware that the work developed so far may be, in the worst case, overturned or, in the best case, judged positively.

Before starting to talk about this phase, it is good to specify that gathering opinions and feedback on one's escape room is a process that has no real end. Since the control of the effectiveness of the escape room will take place by administering questionnaires to the participants at its conclusion, it can be done every time someone will try to escape from your escape room, in order to keep improve it.

But, in order to be able to conclude this phase and then proceed with the implementation to an audience, we recommend that you define a goal in advance that you want to achieve such as the % indicator or other numerical indicators, and that, once achieved, will allow us to consider the test phase concluded and the escape room ready to be played by the public.

Some of the objective that can be used as a reference for this phase says that you have work on analysing the feedback data for each piloting activity carried out, getting the percentages and control if they reached the settled target previously decided.

Obviously, when we go to create the form to evaluate the piloting, and which we subsequently give to the piloting



group at the end of the escape room, we must remember to ask questions related to the objective we want to achieve.

Working with percentage indexes, we could set targets for the conclusion of the escape room such as:

- For the piloting group:

% participants satisfied with the experience

% of participants found the escape room narrative clear

% of participants found the escape room interesting and dynamic

% of participants who managed to finish the escape room within the set time.

% of participants who would repeat a similar experience (or the same one)

% participants found the escape room theme clear

% participants find the narrative engaging and motivating

% participants find the vocabulary and terminology used related to the theme and narrative

- For the materials

95% of the materials worked correctly – (95 is the percentage we recommend as there can be always some problems due to logistic or material wear and tear) – To avoid low rate indicator in this phase we suggest to always proof check the materials before a group will start the game and have always some backup materials stored to proceed with a rapid substitution.



% of participants find the decorations, audio or video elements and other objects matching with the escape room theme

It is advisable to use either one or better multiple indicators as a target to conclude the test phase.

After analysing the data, it will be the task of those who created the challenges and puzzles to correct any shortcomings, flaws or problems encountered by the group of piloting participants.

Mainly the corrections to be implemented will be related to:

- fixing/improving the materials
- correcting the narrative
- improve the narrative links with the puzzles
- adjusting the size of the group
- improve locations and/or scenic elements

When choosing the participants for the piloting, it is advisable to contact people who correspond to the age group for which the escape room was designed, and to use a number of participants equal to or less than the number set in the escape room and who may already have previous experience in escape rooms.

For creating and administering feedback at the end of the activity we recommend the use of google forms which give the possibility to create free forms and collect data already



in Excel tables, making the data collection and analysis phase easier and avoiding the use of paper. Collecting data by administering questionnaires in paper form at the end of the escape room can also be a good way to collect data, but it requires print costs and more time to report and analyse the data.

The paper format is recommended when the escape room audience does not have mobile phones, the audience are youth or the venue does not have data coverage.

once the questionnaire has been created we suggest using sites such as: <https://www.qr-code-generator.com/> to create a QR code that by scanning with a mobile phone participants can respond to the feedback immediately after completing the escape room. Remember to print one copy of the QR or make it available to the audience through a screen where they can scan. It.

When you will start the piloting of your escape room advise the participants that they are piloting a new escape room and that they can try sometimes problems and that at the end will be asked them to fill a fast survey of the experience in order to make the experience better for the next participants. A person will be always with them to face, note and fix the mistakes of the escape room.

Bibliography

- Escape Room Piloting Guide - A step-by-step guide to piloting your escape room: <https://www.escapefront.com/escape-room-piloting-guide/>





	<ul style="list-style-type: none"> "Escape Room Design: Ideas, Tips, and Tricks for Creating Immersive Escape Rooms" by Candice Millard - A practical guide to designing and building escape rooms, with tips for piloting and testing.
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Practical exercise

Title	Create your own piloting survey
What do you need to do the task?	Paper, pen and mobile phone/computer
Instructions/directions	<p>Divide the group in smaller group (3-4) person. Each group will have to create the structure of piloting questions. Once created, they will have to create the same form on Google form.</p> <p>At the end each group will present the survey created to the others, getting feedback on it.</p>
Key questions	<ul style="list-style-type: none"> - How did you divide the task between the group? - Was easy to move the same questionnaire into Google form?
Estimated time to solve the task	40 minutes



T4.3 Desired results and outcomes

Partner's name	AEFRH
Title	Desired results and outcomes
Aim	Identifies the achievement of escape rooms' goals and purpose
Objectives	<ul style="list-style-type: none"> - to prepare escape room operators to know the escape room goal - to provide the preparation of Escape room operator to address the correct questions to know if the Escape room objective has been reached.
Target group	Youth worker/ Escape room creator
Expected outcomes	<ul style="list-style-type: none"> - Educator able to understand the escape room purpose and during the piloting control if has been achieved
Content	<p>The desired results and outcomes of an escape room pilot test may vary depending on the specific goals of the test. However, some common desired results and outcomes of an escape room pilot test are:</p> <p>1 Evaluate the effectiveness of the escape room design: The primary goal of a pilot test is to evaluate the effectiveness of the escape room design. The test should assess whether the puzzles and challenges are engaging and challenging enough to keep participants interested.</p>



2 Identify potential problems or weaknesses: The pilot test should help identify potential problems or weaknesses in the design of the escape room. This could include issues with puzzle difficulty, unclear instructions, or technical problems with props or equipment.

3 Gather feedback from participants: Participants' feedback is critical in understanding their experience in the escape room. Feedback can be gathered through surveys, interviews, or observation to help improve the overall design of the escape room.

4 Determine the success rate: The pilot test should evaluate the success rate of the participants. The success rate is the percentage of participants who successfully complete the escape room within the designated time limit.

5 Assess the overall experience: The pilot test should evaluate the overall experience of the participants. This includes the level of enjoyment, excitement, and challenge that the participants experienced.

6 Test the operation process: The pilot test should evaluate the operation process of the escape room, including the



setup, reset, and maintenance. This will ensure that the escape room can operate effectively and efficiently.

By achieving these desired results and outcomes, the escape room operator can improve the design of the escape room, ensuring an enjoyable and challenging experience for future participants.

The main focus of this phase is, know, using the feedback questionnaires and providing questions to piloting group if they get the specific goal of the escape room.

The goal of each escape room is different, and usually is decided before its creation.

The targeted questions can be done from the operators at the end of the activity, before the filling of the Piloting questionnaire from participants.

Here are some types of escape rooms based on their goals:

- Team building: Team-building escape rooms are designed to promote collaboration, communication, and problem-solving skills among team members. The puzzles and challenges are structured to require teamwork and encourage participants to work together to solve the room.

- Educational: Educational escape rooms are designed to teach specific concepts or skills. They can be used in various subjects such as science, math, history, or language. The



puzzles and challenges are designed to teach and reinforce learning objectives.

- Brand promotion: Brand promotion escape rooms are designed to promote a specific brand or product. They are often used in marketing campaigns and events to engage potential customers and create a memorable experience.

- Entertainment: Entertainment escape rooms are designed for recreational purposes, providing an enjoyable and engaging experience for participants. These types of escape rooms may not have specific learning or team-building objectives, but they are still designed to be fun and engaging.

- Assessment: Assessment escape rooms are designed to evaluate participants' knowledge or skills. They can be used in education, corporate training, or professional development to assess the participants' understanding of a particular subject or skill.

- Mental health: Mental health escape rooms are designed to promote well-being, relaxation, and stress relief. These escape rooms use puzzles and challenges to help participants unwind and focus on the present moment.



- Cultural immersion: Cultural immersion escape rooms are designed to provide an immersive experience of a specific culture or place. They can be used to teach participants about the history, customs, and traditions of a specific region.

Overall, the type of escape room will depend on the specific objectives and goals the designer wants to achieve.

Once identified the type of escape Room, Here there are some sample questions that can be asked to participants in an escape room to know if they understood the goal of the escape room:

- 1 What was the main objective of the escape room?
- 2 Can you explain how the puzzles and challenges in the room were related to the main objective?
- 3 Did you feel like you had a clear understanding of what you needed to accomplish in the escape room? Why or why not?
- 4 How did you feel about the level of difficulty of the puzzles and challenges in the room?
- 5 Did you feel like the escape room helped you to develop any specific skills or knowledge? If so, what were they?
- 6 Can you provide an example of a puzzle or challenge in the room that you found particularly challenging or engaging?



	<p>7 Were there any aspects of the escape room that you found confusing or unclear? If so, what were they?</p> <p>8 How did you feel about the overall experience of the escape room?</p> <p>9 Did you feel like the escape room achieved its goal? Why or why not?</p> <p>10 What suggestions do you have for improving the design or execution of the escape room?</p> <p>These questions can be used to gather feedback from participants on their understanding of the goal of the escape room and their overall experience (in general), will be up to the operators to adapt them or deep in. Remember that as the feedback forms, the answers to these questions can be used to improve the design and execution of future escape rooms.</p>
Bibliography	"Escape Room Design: An Introduction" by James Coyle: A comprehensive guide to designing escape rooms, including tips on testing and improving room design.

Practical exercise

Title	The goal of the escape room
What do you need to do the task?	Paper, pen



<p>Instructions/directions</p>	<p>Divide the group in smaller groups (3-4) participants, for a total of 7 groups (if possible).</p> <p>Each group will create the questions (7-10) for a different goal of the escape room types. The types are:</p> <p>Team building</p> <p>Educational</p> <p>Brand promotion</p> <p>Entertainment</p> <p>Assessment</p> <p>Mental Health</p> <p>Cultural Immersion</p> <p>At the end each group will present the questions to the other groups receiving feedback from that.</p>
<p>Key questions</p>	<ul style="list-style-type: none"> - How did you divide the tasks inside the group? -Was easy to create the questions connected only to the type of escape room? - How can this phase help the development of an escape room?
<p>Estimated time to solve the task</p>	<p>40 minutes</p>



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