ESCAPE THE SCHOOL!

1. INTRODUCTION

This EER was developed for **primary school teachers** and intended to put in practice the knowledge and competencies developed during an intensive one-week masterclass aimed at training educators on project-based learning, as the antechamber of their school year as educators in a school advocating for and implementing innovative pedagogies.

The objectives were to assess (through hands-on challenges) **competencies**, **knowledge of innovative methodologies** and **capacity to use specific resources** related to project-based learning. The EER implied using actual documents the educators would have to use in their activities (e.g. reports on the children's' progression, using the English language as a complementary competence), identifying core principles of the learning methodologies, and working with specific resources available in the school, consistent with the pedagogical approach – namely, the 3D printer components and functioning.

This EER included **3 different rooms** – assigned to **3 groups** – with particular challenges, and a collective challenge, where all the groups came together to escape the building. It was expected that the groups could finish the challenge in **40 minutes**.

There were **3 game masters** with access to **computers** recording the session through Google Meet in each different room, observing the group and releasing hints whenever necessary.

Laboratório de Aprendizagem
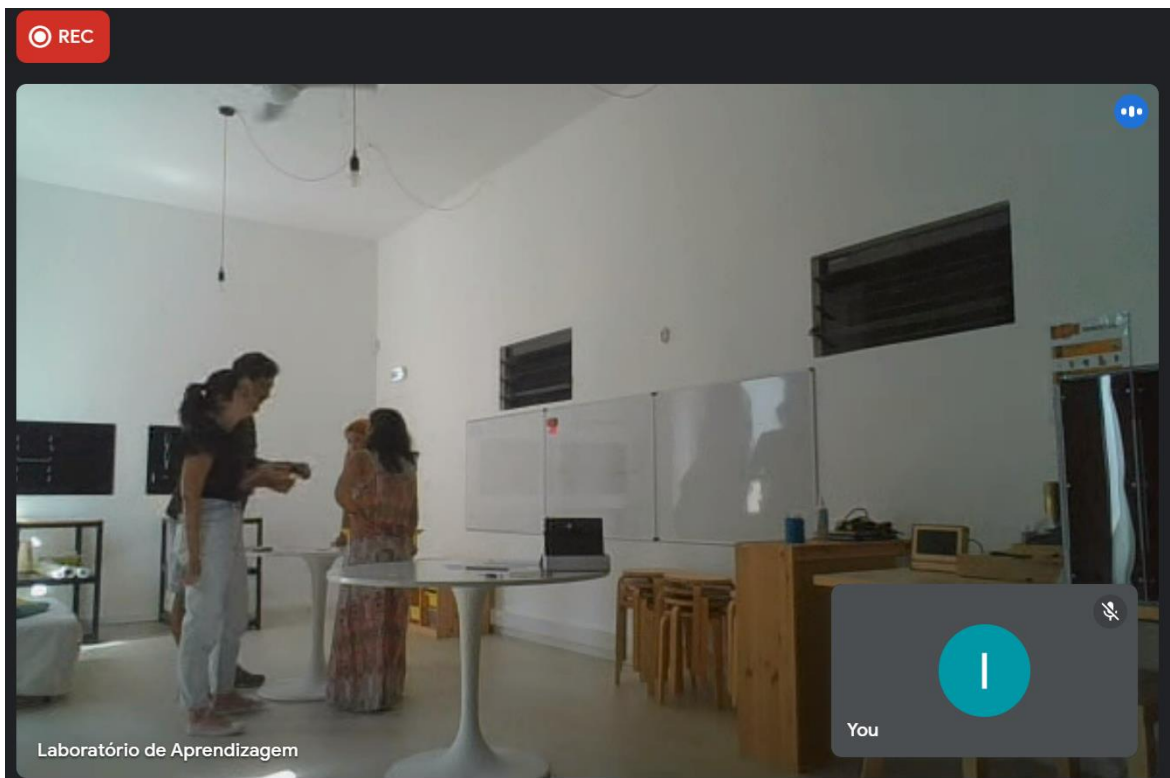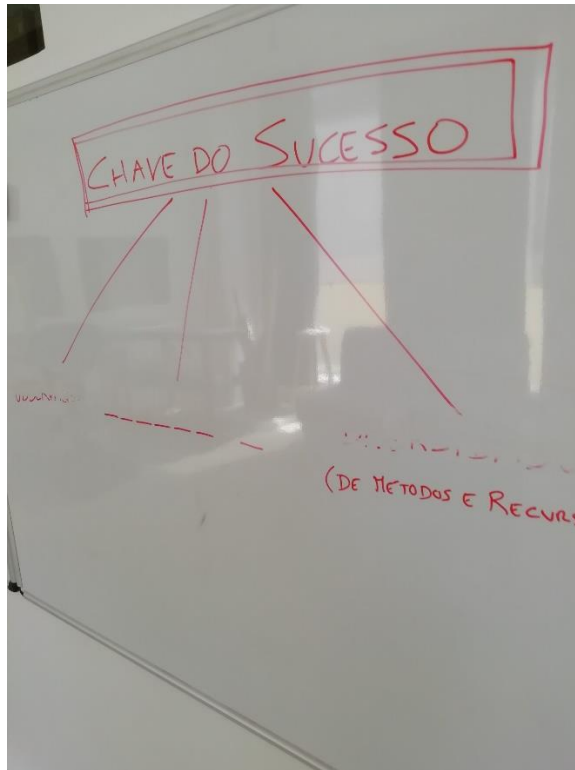
2. OVERVIEW

The participants of the EER were given the following narrative:

You are part of a group of teachers visiting an innovative school with very well-defined guidelines that have been the key to its success.
*After a long day getting to know the school with the help of a teacher, you have been given some time to freely explore the facilities freely.*
Time went by without you realizing that the school was empty. The day's work was over, and everyone went home. Nobody told you and you were left forgotten in the main building!
The guard, who does the rounds and closes the school every day, didn't notice you either, and locked the building with the automatic door locking system, which has keywords and security mechanisms created by the school's headmaster that have to be recognized by an active 'bot' on the computer.
Worse! Your group was divided into different rooms! And tomorrow is the weekend! You don't intend to remain locked in school for 2 days...it's time to act!
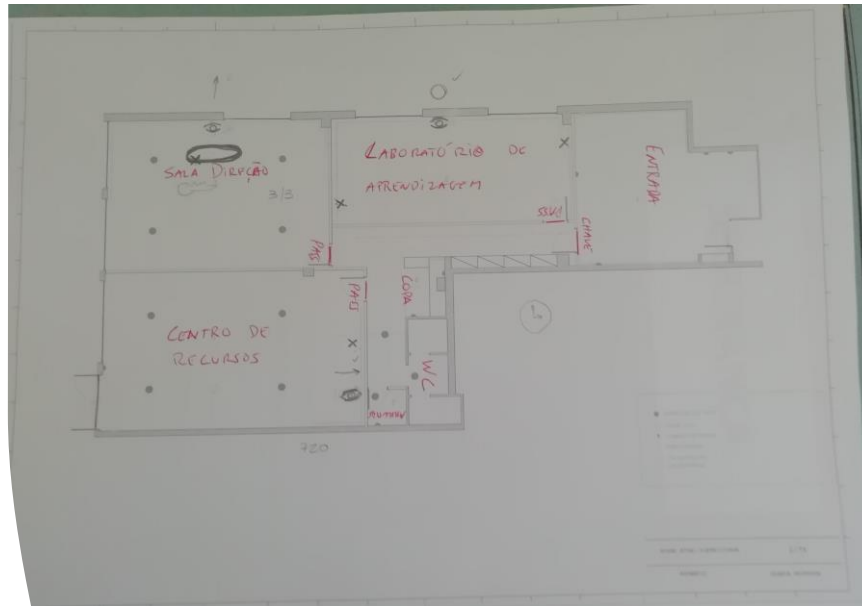
3. PRE-GAME BRIEFINGS

Before the EER started, the participants were welcomed and introduced to the general rules of the game, which included:
- Observing the hints in the room, knowing that all the information to successfully complete the challenges were available in the rooms;
- Connecting with the game master when necessary, through the computer in the room (for hints and answers).

4. DESCRIPTION OF THE EER

3 rooms:

☐ 3 rooms: Directorate (1), Makers Lab (2), Resource Centre (3).

☐ 3 boards with photo of the director and message written in invisible ink, with directions to the final challenge (1 invisible ink pen and 3 display lamps)

☐ 3 computers with meeting platform to interface with game master and message to the group indicating that they should enter cypher (the word that unlocks the room) in the chat
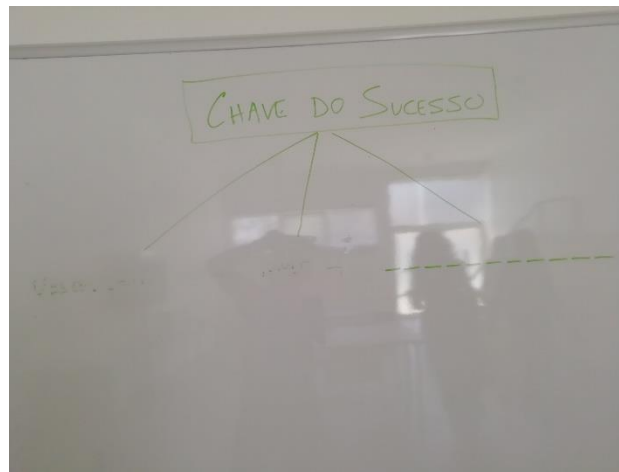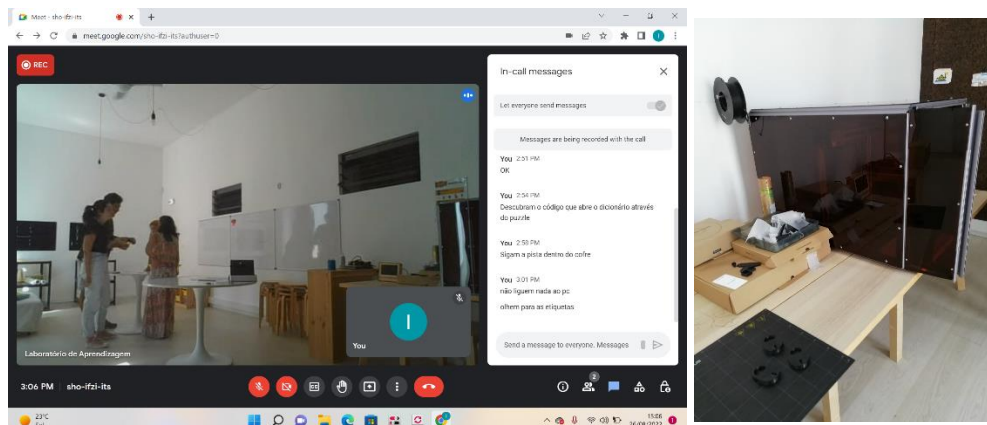

Room 1

☐ Board with message from Director "Director likes to hide messages" + "-" symbol in invisible ink + torch

☐ computer with meeting platform to interface with game master

☐ Maze box

☐ File box with key

☐ Student evaluation reports (2, one in EN and 1 in PT)

☐ Box with label "English Dictionary"

☐ Squiggle to find the "OBSERVAÇÃO" cypher

☐ 3D printer mobile phone

Room 2

☐ Board with message from Principal "Principal likes to hide messages" + symbol "" in invisible ink + torch

☐ computer with meetings platform to interface with game master

☐ Letter soup with methodologies

☐ Safe entitled "English Dictionary", with Code for opening

3 D printer cable

☐ 2 colour labels x2

☐ shelf box labelled with the 2 colours of labels

☐ pictures representing Head, Heart, Hands

☐ hanging board for tools with metal hangers, identifying the letter H

Room 3

☐ Board with message from Headmistress "Headmistress likes to hide messages" + symbol "" in invisible ink + torch

☐ computer with meeting platform to interface with game master

☐ Scratch card with the key to the code that opens the wardrobe latch

☐ Cabinet with: 3D printer reel and coloured key rings with all the letters of cypher

☐ resources (e.g. book, pc - can be the communication pc itself with the game master -, game, pen,

notebook, calculating machine, TV, magazines/newspapers, other more interesting ones that Scholé can indicate), organized with colour labels that make up the cipher
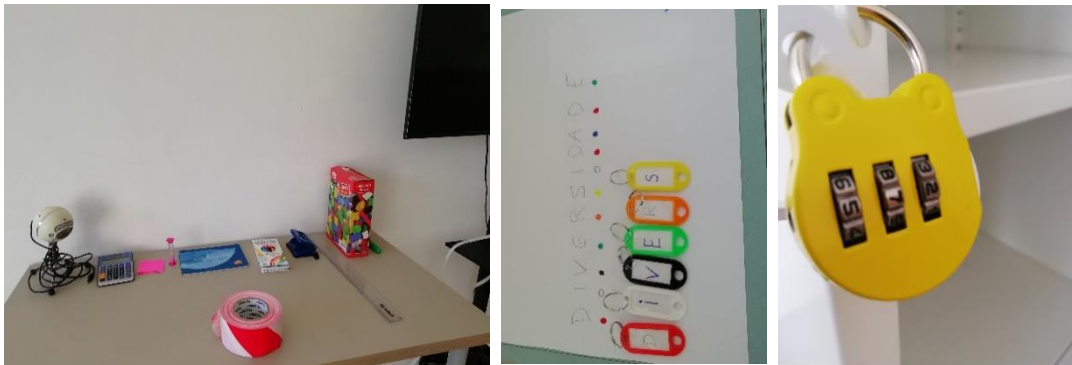
Final challenge

☐ Principal's staff

☐ Cup clock

☐ 3D printing instructions for the key to success

5. FINAL REFLECTIONS

The overall and immediate assessment and perceptions of the participants in the second escape room revealed that:

- ○ For those who were experimenting an escape room for the first time, this was a very positive experience and generated a lot of interest in the approach;
- ○ For those who had already participated in a (commercial) escape room, it was also a positive experience, namely because of the relational dynamics that emerged between the participants;
- ○ Some participants admitted that they were initially anxious about being in a closed room but when they perceived that the facilities where they took place were not definitely closed, that helped them feel calm;

- ○ The participants considered that the challenges were not too much difficult, and that the hints provided by the game masters were very important to solve the puzzles;
- ○ The groups broke out of their specific rooms almost simultaneously, and later on they reach the consensus that they should have had a moment to regroup and think of a strategy before trying to solve the final challenge together, as they were coming with different reasonings from their specific rooms.

6. EVIDENCES

Workshop 2:

➤ Teachers;

➤ 11 participants;

➤ At the end of an intensive masterclass;

➤ The participants were divided into 3 groups;

➤ The game was divided into 3 rooms + 1 colective.

Outcomes /Impacts

Escape room 2

Immersive
No; 10%
Yes; 90%

Completed the escape room
Yes; 100%

First escape room
No; 30%
Yes; 70%

Most cited soft skills:

- ❑ Communication
- ❑ Leadership
- ❑ Empathy
- ❑ Determination
- ❑ Assertiveness
- ❑ Concentration
- ❑ Cooperation
- ❑ Resilience