

TRANSFORMATIVE LEARNING FOR A GREENER FUTURE

DISCLAIMER:

1. The following escape room in place is designed on a conceptual level. Due to organizational impossibilities, we decided to develop the EER from a theoretical point of view. However, the tools are given to run the escape room IRL and/or provide inspiration for actors interested in playing out an EER within the topic.
2. The following escape room is built on an existing project by [EIT Climate-KIC](#), when launching its new Strategic Foresight Unit: “to explore with our Community and stakeholders new ways of envisioning and building for futures that we want - futures that include resilient communities and societies, and economies that balance the needs of people and planet.” Together with the [Bespoke-Manyone](#) they explored the following question: “What skills, competences and capacities do Higher Education Institutions need to encourage transformative learning for a greener future?”
Read more about the project here: <https://climatekic.bespokecph.com/>

1. INTRODUCTION

The EER is trying to raise awareness around the role of education and HEIs in approaching and solving wicked problems such as the climate emergency.

Target group: HEI’s students.

The EER in object has an open design: the puzzles do not need to be solved in one specific sequence. As a consequence, the length of the escape room can be easily shortened if necessary (removing 1 or more puzzles). However, the recommended time for the unfolding of the EER is 2h.

2. OVERVIEW

The EER is built upon the theme proposed by the speculative project conducted by [EIT Climate-KIC](#), in collaboration with [Bespoke-Manyone](#):

“We are living through a time of radical uncertainty and complex, interconnected, ‘wicked’ problems. The climate emergency is one of these – a crisis that cannot be solved by ‘business as usual’, instead requiring bold, innovative and systemic action across multiple areas in our societies. Technological solutions alone will not fix the problem, and rapid interventions into policy and governance, finance and the economy, behaviour change, education and learning are also crucial. The ability to learn, experiment and adapt when faced with complex challenges is a core capability that we need now and into the future, if we are to build societies that are resilient to systemic risk.

Learning and education is key to unlocking the mindsets, behaviours and hard skills that will enable new, inclusive, climate-neutral futures to emerge, and educational stakeholders have an exciting challenge in front of them: to lead this societal shift by redefining the role of traditional educational institutions, positioning them as active agents for transformative change in our societies.”

The project revolves around the 4 different scenarios developed. The participants of the EER will be divided into 4 smaller teams, and each team will play with a different scenario. The puzzles proposed will have the same structure; however, the answers will be personalised to the scenarios they are working with.

Read the scenarios here: <https://climatekic.bespokecph.com/scenarios/>

3. PRE-GAME BRIEFINGS

The definition of the pre-game briefings is defined by the singular execution of the concept. However, it is key to highlight the open structure of the design of the EER.

4. DESCRIPTION OF THE EER

In this section, there should be the complete description of the setup and challenges for each of the rooms/sequence/part of the EER. This is a very practical set of subsections, where all the details of the implementation of the EER should be included, e.g.:

Materials/logistics:

Description of all the materials needed to implement the EER:

- each team will need a computer, in order to go through the scenario
- post-it and pens
- A3 or bigger paper sheets

Description of each challenge:

Once the teams are created, each team will have the team to read together the scenarios and its features as shared on the website. From there, each team starts working on the puzzles. The key point is that all puzzles for all teams should have the same structure and require the same effort, while still being tailored to the specific scenarios. The following ones are three puzzles that could be used:

1. Key drivers: each scenario is built on key drivers. Each key driver is built on a keyword. Each team should try to identify those in order to solve a word search puzzle.
2. Timeline: each scenario provides a timeline, with key events that characterize them. Each team should solve a memory riddle where they need to connect the time necessary for the creation of the event, and the relevant event.
3. A day in the life: each scenario is enriched with a persona, and each persona has a day-in-the-life extract. Based on hints, each team should re-ordinate the different sentences to learn more about the days of these futures persona.

Up until this point, this open EER is focused on stimulating reflection around the topic through 1-right answer questions. However, due to the nature of the theme, the final activity proposed for the EER is an open question as a way to tackle wicked problems. Each team should discuss internally what they believe is the key lesson / take-away from the scenario and summarize it on the large paper. Once the teams are ready, they should all share their key takeaways.

5. CONCLUSION AND FUTURE OUTLOOK

As mentioned and read above, this EER is proposed on a theoretical level. In this context, as many tools and notions to develop it are presented. On a broader scale, a similar setup can be implemented totally or partially in the approach of any type of the so-called 'wicked problems'.

Looking ahead, a natural next step is the implementation of the EER, in order to collect and analyse results and possible lessons.



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

