

Escape games guidelines

INSTRUCTION SUMMARY FOR THE YOUTH WORKERS

1. INTRODUCTION

The purpose of this guideline is to provide youth workers with a better understanding of how to use the digital educational material, escape games (EG), which was created in frames of the MoMoEU project. During the project, two escape games were created:

The sports dilemma - Monitoring yourself: *Your volleyball team is on track for the finals, but a series of challenges stand in the way and you will have to make some tough choices. Which values will you follow? And with which outcomes?*

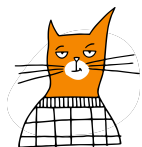
In this escape game questions about integrity, conflict of interest, and power dynamics are presented. The participants will question themselves and come face to face with many ethical dilemmas.

Goal of this escape game is to educate young people on potential conflict of interests, integrity and the importance of making ethical decisions. You can read call to refl-action 3 on MoMoEU website to find an explanation of the key concepts, in order to support the playing of 'The sports dilemma - Monitoring yourself' escape game and the learning process.

Keep it clean, Bront! - Monitoring the common good: *The river in your town Bront is in a very bad condition. Fish are dying, there are strange foams on the surface and bad smells. But it hasn't always been like this...Can you find out what happened and save the river?*

In this escape game, a civic monitoring action is simulated from A to Z. Participants will have to follow clues to collect data, complete FOIA requests, structure campaigns, and activate the population.

Goal of this escape game is to educate young people on civic monitoring and actions they can take to be active citizens in their community. You can read steps 3 to 12 on MoMoEU website to find an explanation of the key concepts, in order to support the playing of 'Keep it clean, Bront! - Monitoring the common good' escape game and the learning process.



The escape games can be played in one of the three scenarios:

1. Online – small group player mode
2. Offline – small group player mode
3. Offline – one group player mode

This guideline will cover these three scenarios separately, including examples of debriefing questions to help you successfully implement this activity with your participants.

The average playing time for these educational games is around 20 minutes. However, youth workers can decide on time depending on the group dynamics, including planning enough time for introduction and debriefing of the activity.

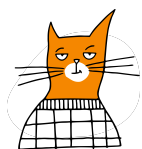
Please be aware that when playing the escape games, some choices do not affect any difference in the progress of the game, but only give the player the illusion of choice.

If you encountered problems when replaying the game on the same device, please follow these steps:

1. Open your web browser.
2. Navigate to the game website.
3. To ensure a fresh start without any previous data interfering, open a new incognito or private browsing tab. You can usually do this by accessing your browser's menu and selecting 'New incognito tab' or 'New private window'.
4. Once in the incognito or private browsing tab, access the game as you normally would.
5. Enjoy replaying the game with a clean slate and without any previous data influencing your experience.

Alternatively, if you prefer not to use an incognito or private browsing tab, you can delete the data related to the game's navigation from your browser's settings. This typically involves clearing your browsing history, cookies, and cached data. The exact steps may vary depending on your browser and device.

By following these instructions, you can replay the game on the same device without any lingering data from previous sessions.



2. ONLINE – SMALL GROUP PLAYER MODE

To facilitate the game in an online remote mode, follow the steps below:

2.1 Choose a virtual platform:

Select a suitable online platform for hosting the escape game, such as a video conferencing tool.

2.2 Familiarise participants with the platform and engage them through an energiser activity:

Provide participants with instructions on how to use the chosen platform and any specific features they will need during the game.

Engaging the participants with a warm-up activity at the start of your online meetings is highly recommended. Warm-up activity can have a profound impact on the engagement and effectiveness of participants. Whether encouraging a group to arrive mentally in the space, or wake up their bodies, energisers are a great way to warm everyone up. You can find useful warm-up/energiser activities on the website of SALTO-YOUTH, at this [link](#).

Though these online warm-up/energiser activities could be run at any point during your virtual workshop, they are particularly useful at the start of the session or after a short break.

Once you decide which escape game you will use with your participants, explain to them the aim of the game (which you can find at the beginning of the document) and offer yourself to answer any question participants have prior to starting the game.

Divide the participants in small groups (ideally 3 to 6 participants per group).

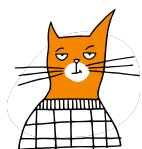
2.3 Facilitate the online escape game:

Before the start of the game, you can touch base with participants by asking them questions depending on the game you chose to play. If you play the 'The sports dilemma - Monitoring yourself' escape game a question to participants can be if they ever performed activities on social/ethical dilemmas. It is very useful to have preparatory activity on the topic of monitoring prior to playing 'Keep it clean, Bront! - Monitoring the common good' escape game. For this purpose, [Monitoring the common good](#) educational resources available on the MoMoEU website would be valuable to participants.

This can help participants relate their previous experiences with the upcoming one. In this way, participants with previous experience will be able to link concepts and reflect on the experiences between the activities. Once you are ready, welcome participants to the escape game, set the scene by introducing the storyline, and provide any instructions you deem necessary to initiate the escape game.

2.4 Monitor and support:

Monitor participants' progress in the online escape game, and offer assistance, or guidance when needed, especially if they are struggling, or are stuck. Do not forget that your support and guidance should not influence participants' perceptions and choices in the educational escape game.



2.5 Use technology effectively:

Utilise the capabilities of the chosen platform, such as screen sharing, breakout rooms, and chat features, to enhance the game experience and facilitate communication among participants.

2.6 Foster virtual collaboration:

Encourage effective teamwork, communication, and virtual collaboration among participants to solve the challenges and progress through the game.

2.7 Debrief the experience:

After the game, facilitate a debriefing session to discuss the escape game experience, what was learned, and how the competences and reflections practised during the game can be applied in real-life situations.

2.8 Follow-up activity:

One of the important aspects after the game is to see how participants can follow up on what they experienced and learned through these games. For example, in the 'Keep it clean, Bront! - Monitoring the common good' escape game, a suggestion can be to research real cases of monitoring action in Europe or in their country.

We encourage you to take a moment to visit the [MoMoEU website](https://momoeu.chance.international) and explore the available resources. There you can browse our educational activities and search for specific topics of interest.

3. OFFLINE – SMALL GROUPS PLAYER MODE

To facilitate the game in an offline mode, with small groups of participants playing the escape game together, follow the steps below:

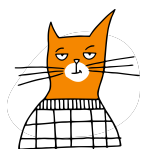
3.1 Choose a suitable space and ensure proper internet connection:

Select a suitable space to host all of your participants and ensure that the internet connection available will satisfy the need for the number of participants you plan to host for the escape game.

3.2 Familiarise participants with the objectives of escape game and engage them through an energiser activity:

Engaging the participants with a warm-up activity at the start of your meeting is highly suggested. The warm-up/energiser activity choice depends on the participants you work with (i.e., consider their mental and physical abilities before choosing the appropriate energiser). You can find useful warm-up/energiser activities on the website of SALTO-YOUTH, at this [link](#).

Once you decide which escape game you will use with your participants, explain to them the aim of the game (which you can find at the beginning of the document) and offer yourself to answer any question participants have prior to starting the game.



Divide the participants in small groups (ideally 3 to 6 participants per group).

3.3 Facilitate the escape game:

Before the start of the game, you can touch base with participants by asking them questions depending on the game you chose to play. If you play the 'The sports dilemma - Monitoring yourself' escape game a question to participants can be if they ever performed activities on social/ethical dilemmas. It is very useful to have preparatory activity on the topic of monitoring prior to playing 'Keep it clean, Bront! - Monitoring the common good' escape game. For this purpose, 'Monitoring the common good' educational resources available on the MoMoEU website would be valuable to participants.

This can help participants relate their previous experiences with the upcoming one. In this way, participants with previous experience will be able to link concepts and reflect on the experiences between the activities. Once you are ready, welcome participants to the escape game, set the scene by introducing the storyline, and provide any instructions you deem necessary to initiate the escape game.

3.4 Monitor and support:

Monitor participants' progress in the escape game, and offer assistance or guidance when needed, especially if they're struggling or stuck. Do not forget that your support and guidance should not influence participants' perceptions and choices in the educational escape game.

3.5 Encourage participant collaboration:

Encourage effective teamwork, communication, and collaboration among participants to solve the challenges and progress through the escape game.

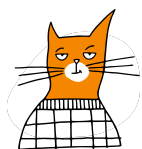
3.6 Debrief the experience:

After the game, facilitate a debriefing session to discuss the escape game experience, learning outcomes, and how the competences and reflections practised during the game can be applied in real-life situations.

3.7 Follow-up activity:

One of the important aspects after the game is to see how participants can follow up on what they experienced and learned through these games. For example, in the 'Keep it clean, Bront! - Monitoring the common good' escape game, a suggestion can be to research real cases of monitoring action in Europe or in their country.

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4. OFFLINE – ONE GROUP PLAYER MODE

To facilitate the game in an offline mode, where all your participants will play and decide as one player, follow the steps below:

4.1 Choose a suitable space and ensure proper internet connection:

Select a suitable space to host all of your participants and ensure that the internet connection available will satisfy the need for the number of participants you plan to host for the escape game.

4.2 Familiarise participants with the objective of escape game and engage them through an energiser activity:

Engaging the participants with a warming-up activity at the start of your online meetings is highly suggested. Warm-up activity can have a profound impact on the engagement and effectiveness of participants. Whether encouraging a group to arrive mentally in the space or wake up their bodies, energisers are a great way to warm everyone up.

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Once you decide which escape game you will use with your participants, explain to them the aim of the game (which you can find at the beginning of the document) and offer yourself to answer any question participants have prior to starting the game.

Divide the participants in small groups (ideally 3 to 6 participants per group).

Emphasise to the participants that in this scenario, they all must decide how to complete the tasks and continue within the game by joint agreement. Clarify with the participants how they would like to be able to do group decision-making (such as voting or similar) before starting the game.

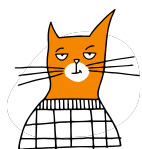
4.3 Facilitate the escape game:

Before the start of the game, you can touch base with participants by asking them questions depending on the game you chose to play. If you play the 'The sports dilemma - Monitoring yourself' escape game a question to participants can be if they ever performed activities on social/ethical dilemmas. It is very useful to have preparatory activity on the topic of monitoring prior to playing 'Keep it clean, Bront! - Monitoring the common good' escape game. For this purpose, '[Monitoring the common good](#)' educational resources available on the MoMoEU website would be valuable to participants.

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4.4 Monitor and support:

Monitor participants' progress in the escape game, and offer assistance or guidance when needed, especially if they are struggling or stuck. Do not forget that your support and guidance should not



influence participants' perceptions and choices in the educational escape game. Remember to keep track of the time and ensure participants are on the right track in progressing throughout the game.

4.5 Encourage participant collaboration:

Encourage effective teamwork, communication, and collaboration among participants to solve the challenges and progress through the escape game.

4.6 Debrief the experience:

After the game, facilitate a debriefing session to discuss the escape game experience, learning outcomes, and how the competences and reflections practised during the game can be applied in real-life situations.

4.7 Follow-up activity:

One of the important aspects after the game is to see how participants can follow up on what they experienced and learned through these games. For example, in the 'Keep it clean, Bront! - Monitoring the common good' escape game, a suggestion can be to research real cases of monitoring action in Europe or their country.

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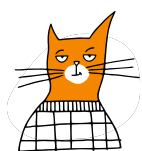
5. DEBRIEFING PROCESS OF ESCAPE GAMES

In order to engage the participants in the interactive discussion and support their reflection, the following example questions can help to facilitate this process. Furthermore, an example of an efficient debriefing process could be to split into small discussion groups and encourage debate between participants with different opinions. Pay attention to choose the questions according to the selected educational escape game.

With these questions, adequate feedback can be gathered from the participants regarding the escape game experience, including what they enjoyed, what could be improved, and any new experiences and competences they acquired.

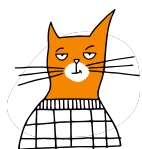
The feedback received and insights gained can be used to enhance future escape game sessions, based on participant discussions and learning outcomes.

By following this guideline, it will create an engaging and educational online escape game for youth, providing them with a memorable and enjoyable (virtual) learning experience.





Debriefing questions	The sports dilemma - Self-monitoring*	Keep it clean, Bront! - Monitoring the common good*
During the game		
What was the most challenging part, and how did you approach it?	●	●
How did you make decisions during the game?	●	●
What motivated you to make decisions?	●	●
Were there any moments where you struggled to make a decision or solve one of the puzzles necessary to continue in the game? If yes, how was it resolved?	●	●
Were there any consequences to your choices in the game that you did not expect and did not like?	●	
Are you satisfied with the end scenario you or your group reached? Explain why and how you feel about it.	●	
Learning process		
In the end, what do you think this game is about?	●	●
What do you think are the fundamental themes/concepts that this game addressed? (<i>Encourage answers in keywords</i>)	●	●
What have you learned from this game?	●	●
If you could pick one thing you learnt while playing this game that you take home with you today, what would it be?	●	●
If you could change one of the decisions made, in the light of	●	



the turn of events, which one would you change? And why?		
Can you identify alternative behaviours or approaches you could have taken in response to the various situations encountered, beyond the options provided within the game?	●	●
After solving this escape game, do you think you have a better understanding of what it means 'to monitor the common good'? What are the most important aspects that define a monitoring community and its actions?		●
Experience		
What was the most enjoyable part of the escape game for you?	●	●
Was there any aspect of the game that could have been improved?	●	●

*Markings on the table above indicate which debriefing question applies to which escape game.

6. YOUTH WORKER FEEDBACK SURVEY

Your experience matters to us! The MoMoEU team aims to improve the product developed, and we kindly invite you to participate in a brief survey to share thoughts and feedback about your experience with it.

This survey is designed to be quick and easy, taking just a few minutes of your time. You can find the link to the survey [here](#).

Responses will remain anonymous, and all information provided will be used solely for the purpose of improving our product. Thank you!

