



# IO1 – Online Educational Escape Room

## Tutor Handbook- Advanced Level

*"Time Traveller" Scenario  
Developed by FIP*



NEET SYSTEM

Online Educational Escape Rooms to  
Re-engage ESLs and NEETs

## Introduction to the Tutor Handbook

The aim of this short handbook is to support you, as a youth worker or educator working with young people or NEETS, to use the Online Education Escape Room Resources developed by the NEET-System project team. Through this handbook, our aim is to support you to use these Online Educational Escape Room challenges in your group-work activities with young learners to build their sense of civic competence, and to re-engage hard-to-reach or reluctant learners in education and training.

In this short handbook, you will be introduced to what an Online Educational Escape Room is, a little about the topic that is being addressed in this Escape Room: **Civic Competence**, and you will then be provided with some tips and activities that you can use to integrate this Educational Escape Room in your youth work or teaching practice. In the final section of this handbook, you will be presented with a short 'quick-start' guide to supporting you to develop your own Online Education Escape Room resources, using Google Forms.

### Introduction to the Topic

This Escape Room has been developed to address the development of Civic Competence in young adult learners and NEETs. As defined in the Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning (2006/962/EC), Social and Civic Competence:

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

**Essential knowledge, skills and attitudes related to this competence:**

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting. Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

(Source: <http://keyconet.eun.org/social-and-civic>)

Before introducing this Escape Room topic to learners in your group, you can conduct an initial survey with young people to assess their current level of Civic Competence, by asking them the following questions:

1. Mention one time when you got involved in your community. What was your role?
2. Mention one time that you influenced developments in your school, home, youth group or community.
3. Mention one time that you participated in a decision-making process.
4. Discuss one time when you took other's opinions into account in a decision-making process.
5. Mention one time when your opinion of another culture or country was changed, and discuss what influenced that change.
6. What is your current knowledge of national and/or local/National/European policies and structures?

(Source: <https://www.youthpass.eu/en/youthpass/documentation/action-2/key-competence-social-and-civic/>)

Based on how young people answer these questions, you can assess if they should complete the Civic Competence Escape Room Challenge at either Introductory, Intermediate, Advanced or Expert level. This handbook provides guidance to educators seeking to use the Advanced level Escape Room in their work with young adult learners and NEETs.

### What is an Online Educational Escape Room?

An Online Educational Escape Room is the same concept as a physical escape room that you would attend in person; but instead of physical locks and clues, you are prompted to solve digital puzzles and clues in order to progress to the next level. These are online adventure games in which participants solve a series of puzzles and riddles to progress to the next level. Learners, or teams of learners, follow a single storyline or scenario throughout the escape room challenge; finding clues, cracking codes, solving puzzles, and answering questions. The purpose of an Online

Educational Escape Room is to teach learners about a specific topic or issue, in a fun and engaging manner.

In this Escape Room, learners will immerse themselves in the role as a 'time-traveller'. This digital breakout presents the scenario that the learner is a detective that must solve clues. As a detective you must first solve puzzles and riddles that aim to raise drug awareness. Through a series of challenges and questions, the learner will challenge themselves by solving clues using their investigative skills.

### Introductory Online Educational Escape Room

At this stage in their escape room journey, learners have learned a little about the European Union, its institutions and the rights and entitlements they enjoy as citizens in the EU. Through this escape room challenge, learners will take their next step in their time travelling tour of civil rights, and visit the 1960s, where peaceful protest was used widely and successfully to lobby for change in the USA. The 1960s were a time of protest in support of civil rights for all Americans, and also against the war in Vietnam. As such, this is a seminal decade to show learners about the power and influence that citizens can have when they organise, and exercise their right to protest in a constructive and peaceful manner. The scenario then travels further back in time, and presents a timeline detailing the rise of fascism in Europe in the 1930s and 1940s. The aim of this timeline is to present to learners a scenario where political structures changed, and citizens did not have the right to protest and lobby for change, as you have in a democracy. In these latter two challenges, learners are introduced to the rallies that took place in Nuremburg, and the secret police of the Nazi part – the SS – and their role in intimidating citizens during the fascist regime in Germany. The aim of presenting these difficult lessons from our past is to show how people once lived with no civil liberty in Europe, and how civil rights were once withheld from black Americans, only based on the colour of their skin. These scars from our history can teach us a lesson about why it is important to respect and promote the civic rights, entitlements and protections that we enjoy as citizens of Europe today.

## Applying Escape Rooms in Education

Online Escape Room resources can work both as an individual or group activity. You can choose to deliver the Escape Room in a group-work setting by having individual or small groups of young people completing the challenges and developing their own awareness about civic structures and European cultures. If using these resources in a group-work setting, ensure that you set a time limit to complete the challenges – this will add an air of competition to the Escape Room challenges! The Escape Rooms will work best in a facilitated session, in case the young people have any questions or issues they would like to raise.

Alternatively, Online Educational Escape Rooms can also be used to engage hard-to-reach or disengaged young people in education. For this, you can share the link to the Escape Room through your social media platforms, or directly with young people who cannot make it along to your groupwork sessions. To support you to share this Escape Room challenge through your social media channels, NEET-System partners have developed short introductory videos to present the scenario of the Time Traveller, to engage learners in the storyline.

You can also upload the video to your groups YouTube Channel if you would like to share it with young people and groups who are not directly engaged in your service.

You can find the introductory video for this Advanced Level challenge at this link (log in is required to access this link): [https://www.neet-system.eu/en/learning-portal/the-game/:elearning\\_action/open/coursepageid/1987](https://www.neet-system.eu/en/learning-portal/the-game/:elearning_action/open/coursepageid/1987)

### Using this Escape Room in Practice

Through this Escape Room, the aim is to provide a brief history lesson to learners so that they can understand why it is important to appreciate and practice the rights, entitlements and protections that we enjoy as European citizens today. In today's society, it is hard to imagine a time when segregation was commonplace in the USA, or apartheid in South Africa; or indeed a time where dictators were in power in many European states, and citizens had no rights and no voice. By appreciating our history,

we can learn lessons that will help us to uphold the values that are pertinent to life in Europe today – values such as equality, social justice, inclusion and appreciation of diversity. By understanding our shared history, we can ensure that society never returns to its darkest days. As such, the aim of this escape room is to provide this perspective to learners, by hopping through decades in the mid 20<sup>th</sup> century, and developing an understanding of how different the world used to be.

Following the first challenge, you can prompt learners to answer some of the following questions:

1. What do you know about the civil rights movement in the USA? Can you name a seminal leader in this movement?
2. Can you name any major events in this movement?
3. Can you tell me about segregation? How long did it occur in the USA? And why was it practiced?
4. Can you describe what the movement was campaigning for? Where they successful?
5. Comment on the power of peaceful protests to bring about this change in US society?

Following the second challenge, you can prompt young people to answer some of the following questions:

1. What can you tell me about the features of life under fascism? What is fascism and what does it mean for citizens?
2. Which states in Europe were fascist states at the time?
3. When did the final fascist state in Europe fall?
4. What about communism? How did it differ to fascism?
5. When and which was the last communist state in Europe?
6. How did this transition to democracy occur? And what did this mean for citizens in these countries?

The challenges included in this Escape Room can also act as a springboard for other projects you can deliver with learners in your group. For example, with the scenario

presented in this Escape Room, you could develop a project with young learners about the civil rights movement in the USA, or about the power of peaceful protests – give the example of Gandhi in India perhaps? You could also invite learners to take a global perspective, and to research current civil movements that are campaigning for rights and recognition of marginalised groups, for example, the Rohingya Muslims in Myanmar. From the second challenge, this could prompt learners to investigate how the fall of the Soviet Union impacted on Eastern Europe? Or to conduct research into modern-day communists regimes, and learn more about life in North Korea, or China, for example. As such, there are many interesting research projects that learners can undertake based on what they have learned through this level of the Escape Room challenges.

### What will Young People achieve?

By completing the challenges in this Escape Room resource, and completing the activities in this handbook, NEETs and learners will achieve the following learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Factual knowledge of the civil rights movement in the USA.</li> <li>• Factual knowledge about segregation.</li> <li>• Factual knowledge about the power of peaceful protests.</li> <li>• Factual knowledge about the rise of fascism in Europe.</li> <li>• Factual knowledge about communism and fascism as two political and civil movements.</li> <li>• Factual knowledge of the consequences of these ideologies for citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the civil rights movement in the USA.</li> <li>• Describe why segregation was practiced in the USA.</li> <li>• Discuss what the civil rights movement was campaigning for.</li> <li>• Describe the methods used by the movement.</li> <li>• Describe the outcome of the movement.</li> <li>• Discuss the rise of fascism in Europe, and the consequences for citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the civic protections that citizens in Europe enjoy today.</li> <li>• Willingness to learn more about our shared history.</li> <li>• Awareness of the dangers of not protecting our political and civil rights.</li> <li>• Appreciation of the need to uphold a fair and just society for all.</li> <li>• Appreciation of why it is important to not be separated by difference.</li> </ul>

	<ul style="list-style-type: none"><li>• Discuss how Europe has been impacted by different political movements in the past century.</li></ul>	
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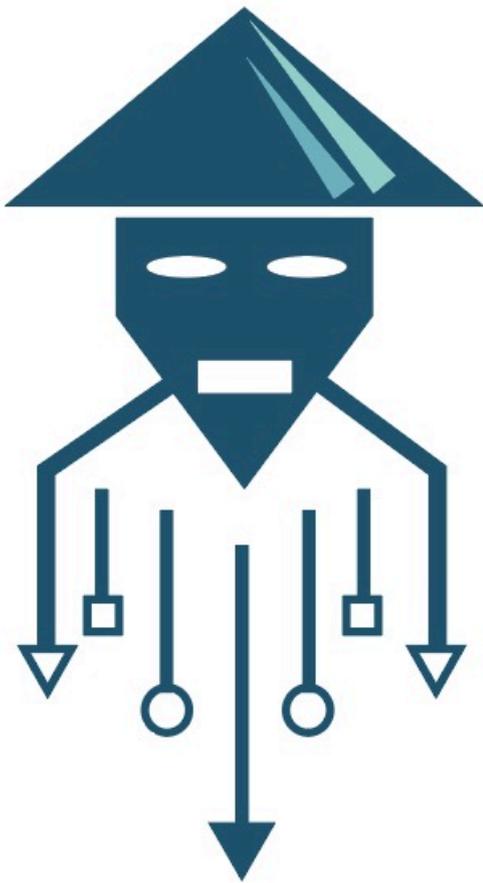
### De-briefing Questions

Once the young people in your group have completed the Escape Room resource, you can pose the following questions to them in an informal group discussion, so that you can gauge what they have learned through this experience:

- How would you rate this advanced level challenge? Did you enjoy learning through this simple challenge?
- Did you learn something new from this Escape Room and from the follow-up discussion and activities?

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