

# IO1 – Online Educational Escape Room

## Tutor Handbook- Intermediate 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 Intermediate 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

This escape room will present a series of challenges that will see learners 'travel back in time'. Following this narrative of a 'time traveller', the learners is transported back to the UK during the 1910s, when the suffragettes were campaigning for voting rights for women. The aim of this challenge is to make learners aware of the struggles that women and other underrepresented societal groups went through to attain the right to vote. Once learners pass the first challenge, by watching a video and learning the decade that they have travelled back in time to, learners are presented with some information from the European Parliament about their rights and entitlements as a European citizen. The aim of this 'did you know' section, is to raise awareness among learners about their rights and entitlements. As a second challenge, learners are asked to choose from a list of options, which rights they enjoy as European citizens. Through this challenge, the aim is to build awareness of their rights among learners, but also to build their critical thinking skills by selecting the correct answer.

### 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 Intermediate 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/1991](https://www.neet-system.eu/en/learning-portal/the-game/:elearning_action/open/coursepageid/1991)

### Using this Escape Room in Practice

Through this Escape Room, our aim is to raise awareness among learners about the rights, entitlements and protections that they enjoy as citizens of the European Union. Some learners may not be aware of their rights and entitlements, or indeed they may not appreciate the civic rights that they have, and how others have fought in the past to be in the position to have and exercise these rights. In order to promote civic competences among learners, it is important that they understand and appreciate their rights. This will be further developed in latter levels of this Escape Room scenario.

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

1. What do you know about the suffragette movement?
2. Can you discuss why women were campaigning for the right to vote? Or why they were denied this right in the first place?

3. Can you name a prominent suffragette?
4. There is one state in Europe at present that does not permit women to vote, can you name it? (Answer: Vatican City).

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

1. Can you name 3 rights that you enjoy as a European citizen?
2. Can you name the EU institution who is responsible for promoting these rights?
3. If you feel that your rights are being infringed, where can you seek advice or where can you report this infringement to in Europe?
4. How do your European rights compare with your national rights as a citizen of your own country?

The challenges included in this Escape Room can also act as a springboard for other projects you can deliver with young people in your group. For example, with the scenario presented in this Escape Room, you could develop a project about various voting and civil rights movements throughout European, American, South African history, etc. Similarly, this Escape Room could prompt further research into how young people and learners can get involved in lobbying EU institutions related to underrepresented groups in society today, including migrants, refugees, ethnic minorities, persons living with disability, lone and teen parents, etc.

### 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>• Basic knowledge of the suffragette movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply critical thinking skills to find answers to challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of rights and entitlements of European citizens.</li> </ul>

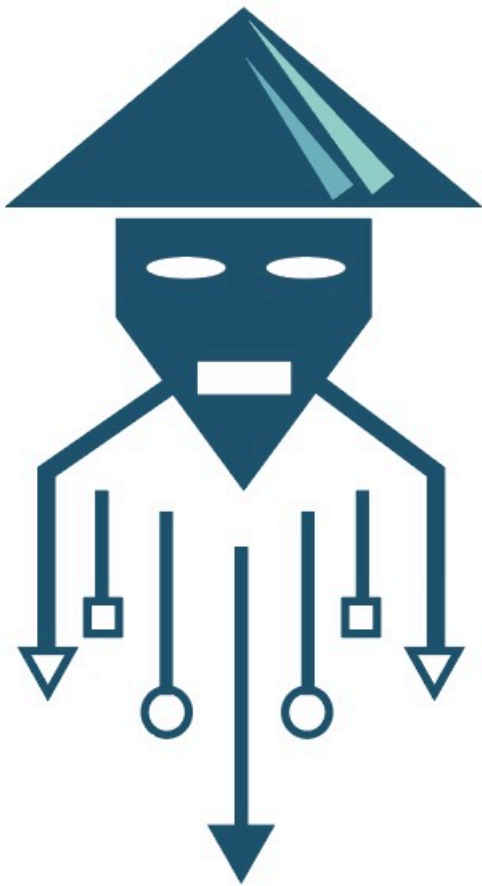
<ul style="list-style-type: none"> <li>• Basic knowledge of the rights and entitlements of European citizens.</li> <li>• Basic knowledge of lobbying structures in Europe.</li> <li>• Basic knowledge of voter rights in their own country.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the suffragette movement and its results.</li> <li>• Describe the sequence of events leading up to the suffragette movement.</li> <li>• List some rights, entitlements and protections of European citizens.</li> <li>• Mention which EU institutions protect and enforce these rights and entitlements.</li> <li>• Discuss how to lobby for social and civic issues on a European level.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the protections afforded to European and national citizens in Europe.</li> <li>• Willingness to learn more about European institutions and how to lobby for change on behalf of underrepresented groups.</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 intermediate 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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