



IO1 – Online Educational Escape Room

Tutor Handbook- Introductory 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 Introductory 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 challenge will focus on supporting learners to build their basic awareness of civic structures that are present in Europe today. For this first challenge, learners will be presented with the flag of the European Union, and asked to count the stars on the flag. Next they will be presented with a map of Europe and asked to identify where Italy is. These may seem like simple challenges, however the aim of these challenges is to test the knowledge and awareness that learners have of European life. We want to test their European knowledge, and encourage them to think like a European! This is the first step towards being civic-minded and culturally competent, by understanding the different cultures, civic structures and institutions that exist in 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 Introductory 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/1986

Using this Escape Room in Practice

Through this Escape Room, our aim is to develop learners' appreciation of the structure of European institutions, the message of European unity and the diversity of cultures in Europe. This will be further developed in latter levels of this Escape Room scenario.

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

1. What do you know about the European Union?
2. Can you name 3 European Institutions and their functions?
3. Can you name each of the European Member States?
4. Can you mention what rights and entitlements European Member States have?

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

1. Can you name 3 cultural differences between Ireland and Italy?

2. Can you name 3 cultural similarities between Ireland and Italy?
3. Can you list any distinct features of any European culture?
4. Mention one European country that you have always wanted to visit, and explain why.

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 ask a series of following up questions to prompt learners to learn more about the political structures in their own country. Learners can be prompted with some questions about the key features of their national political system – i.e. in Ireland this would be the form of government – parliamentary democracy; title of the Prime Minister – Taoiseach; the name of both houses of parliament – Oireachtas, 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"> • Basic knowledge of the European Union • Basic knowledge of the EU Member States. • Basic knowledge of the map of Europe. • Basic knowledge of other cultures in Europe. 	<ul style="list-style-type: none"> • Identify the flag of the European Union. • List the countries in the European Union. • Mention the names and functions of European Institutions. • Discuss cultural similarities and differences in Europe. 	<ul style="list-style-type: none"> • Appreciation of civic structures in Europe. • Awareness of different cultures in Europe. • Willingness to learn more about European life, European rights and European cultures.

De-briefing Questions

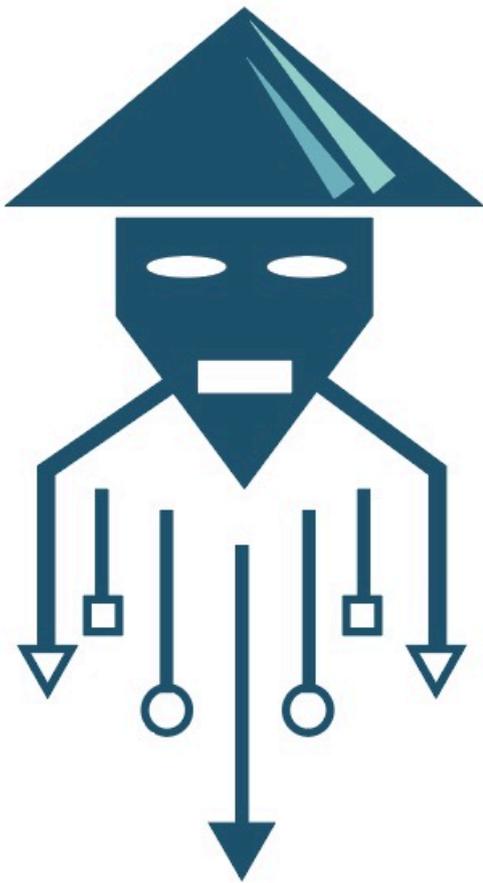
Once the young people in your group have completed the Escape Room resource, you can pose the following questions to them in an informal group discussion, so that you can gauge what they have learned through this experience:

- How would you rate this introductory 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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