



# IO1 – Online Educational Escape Room

## Tutor Handbook- Expert 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 Expert 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

The scenario presented in this Expert Level escape room brings the learner into modern-day Europe, and presents learners with the opportunity to gain an insight into European values. The escape room challenge begins by revisiting why the European Economic Community was established, what it represents and how it has expanded since its inception. The challenges presented later in this escape room engage learners in discussing European Values – what does it mean to be a European? What are the common beliefs, morals and ethics that we are all committed to upholding in Europe so that all citizens can be safe, secure and so that peace is maintained and promoted on the continent. As a final task, learners are asked to explore the topic of 'what does Europe mean to you'? From here, learners are asked to write a motto or slogan for what Europe means to them. They can share this motto with other learners in a group, and explain the meaning behind their motto. As such, this escape room can lead on to further group work activities with young learners, to ensure that they develop their civic competence and their appreciation of the civic structures of life in Europe.

### 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 Expert Level challenge at this link (log in is required to access this link): <https://www.neet-system.eu/en/learning-portal/the-game/:displaycategory/3>

### Using this Escape Room in Practice

Through this Escape Room, the aim is to develop an awareness among learners about European identity. Through the Escape Room challenges, the learners will be presented with various quiz-style questions about when, how and why the European Union was formed. However, the central themes presented in this Escape Room is to support learners to question and appreciate their identity as an European, including considering what it means to be European, what values and ethics do European value and uphold, and how can these values and this identity be protected and respected in a world that is becoming increasingly polarised and divided. To explore these additional themes, you may consider asking learners some of the questions in the following list, and even developing some classroom-based activities and projects to further research and explore these topics and themes.

### ***European Identity:***

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

1. What does it mean to be a 'European' to you?
2. What do you think 'European identity' is?
3. Describe your own sense of 'European-ness'.
4. How does your national identity interact with your European identity? Is your national identity in conflict with the European ideal? Explain your answer.
5. When you consider other European nations, do you think there is another European state that you would consider to be 'more European' than Ireland? Explain your answer.
6. Why do you identify other nations as being 'more European' than Ireland?
7. Has this group discussion impacted on your own perception of European identity? Explain your answer.

### ***European Values:***

Following the latter challenges, you can prompt learners to answer some of the following questions:

1. What European Values are you most proud of?
2. What European Values do you think are practiced most widely? Based on your own experience of living in Europe.
3. What European Values do you think need more practice?
4. Considering other European nations, can you speak about some of the socio-economic, political and cultural difficulties that they are currently experiencing? Where do you source your information on this?
5. What is the value of the European Union to citizens? Even if citizens and countries are experiencing these difficulties.
6. How can we safeguard European Values when European society is becoming increasingly polarised and divided, i.e. Brexit.

Answering these questions can inspire learners to develop their critical and analytical thinking skills. When prompted with these questions, learners can identify areas of the debate about European identity that they find interesting. Based on where their interest lies, encourage learners to undertake a research project at the end of this Escape Room project. This can be a small-scale research project, but it should help learners to investigate in more detail, one topic or theme that was introduced in this escape room. By taking this step, learners can take their first step in becoming autonomous learners, and developing their own understanding of European issues.

### 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>• Theoretical knowledge of the value of European society to individuals.</li> <li>• Theoretical knowledge of how national identities interact with European identity.</li> <li>• Theoretical knowledge of the merits of the European Union.</li> <li>• Theoretical knowledge of how and why the European Union was formed.</li> <li>• Theoretical knowledge of socio-economic, political and cultural difficulties experienced in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Propose how European identity can be safe-guarded in the future.</li> <li>• Demonstrate refined critical thinking skills.</li> <li>• Apply negotiation skills to debate with peers.</li> <li>• Examine what it means to be 'European'.</li> <li>• Analyse national and European identity.</li> <li>• Synthesise information to develop informed opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to show and practice tolerance towards other EU nations.</li> <li>• Appreciation of what it means to be 'European'.</li> <li>• Awareness of social, political and cultural difficulties facing Europe.</li> <li>• Appreciate the value of European society to individuals.</li> </ul>

## De-briefing Questions

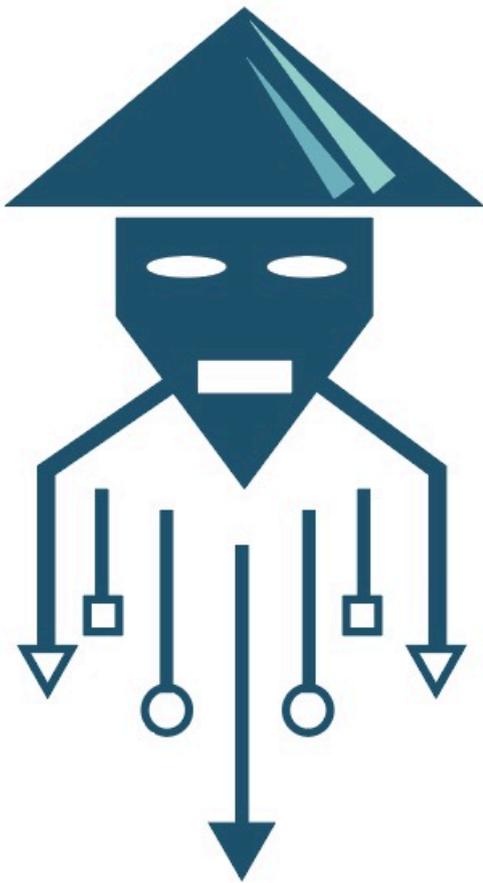
Once the young people in your group have completed the Escape Room resource, you can pose the following questions to them in an informal group discussion, so that you can gauge what they have learned through this experience:

- How would you rate this expert 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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Co-funded by the  
Erasmus+ Programme  
of the European Union



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2018-1-DE02-KA204-005034