



Block H8 - Peace puzzles Toolkit *Methodological guide*



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Table of Contents

Introduction	3
Project context	4
1. The Loop	5
1.1 Introduction	5
1.2 Step by step preparation	6
1.3 Step by step implementation	9
2. The Office	14
2.1 Introduction	14
2.2 Step by step preparation	15
2.3 Step by step implementation	18
3. Reality.404	24
3.1 Introduction	24
3.2 Step by step preparation	25
3.3 Step by step implementation	30
4. The War That Never Ends	34
4.1 Introduction	34
4.2 Step by step preparation	36
4.3 Step by step implementation	39
5. Operation Log Out	46
5.1 Introduction	46
5.2 Step by step preparation	47
5.3 Step by step implementation	50
6. House of Inner Shadows	55
6.1 Introduction	55
6.2 Step by step preparation	56
6.3 Step by step implementation	59
7. The King's Law	64
7.1 Introduction	64
7.2 Step by step preparation	65
7.3 Step by step implementation	68
8. Alien Accord	73
8.1 Introduction	73
8.2 Step by step preparation	74
8.3 Step by step implementation	77
Impressum	80

Introduction

The “Block H8 - Peace puzzles Toolkit” methodological guide presents a **methodology** and **innovative tools** to engage and empower youth with **conflict resolution skills** through **game-based educational resources** and aims to increase the quality of youth work by equipping youth practitioners and organizations with new skills, approaches and methods. It strives to promote common values such as tolerance, inclusivity, and understanding, ultimately contributing to building cohesive and peaceful societies.

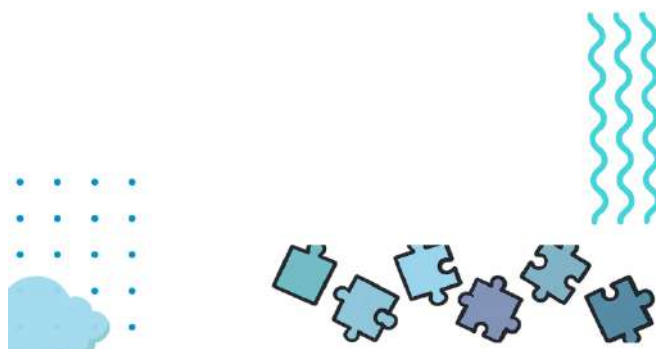
By providing Open Educational Resources (OERs) as a dynamic and interactive environment, we want to equip practitioners with hands-on experience that they can directly apply in their youth-focused initiatives, thereby contributing to enhancing the capacity of Youth and for Youth organizations by offering a practical resource for youth work.

This toolkit’s **incorporation of digital elements, such as 360-degree photo/videos and Augmented Reality**, provides a cutting-edge approach to non-formal education, available in English, Croatian, Serbian, Spanish, Greek and Turkish, ensuring that YPs, youth organizations, and training providers can use it in a way that respects diverse linguistic and cultural contexts.

Concerning the Youth, the overarching goal of these Open Educational Resources is to contribute to the enhancement of critical thinking and problem-solving, decision-making, teamwork, media literacy, communication and collaboration, leadership, professionalism, and strong empathy among young people, through active participation, in order to enhance conflict prevention and resolution abilities among youth.

Block H8 – Peace Puzzles Toolkit – Methodological Guide is a practical handbook for preparing and implementing 8 educational escape room activities focused on peacebuilding, human rights, inclusion, non-violent communication, emotional intelligence, digital safety, and the prevention of discrimination.

The guide provides detailed methodologies for each room. For every escape room, it presents the **visual setup of the space, educational objectives, target group, accessibility and adaptation options, scenario, game objective, room layout, required materials, preparation process, the role of the Game master, gameplay flow, tips, hints, and debriefing questions**, thereby providing a comprehensive tool for every practitioner in both non-formal and formal learning settings.



Project context

“Inclusive pathways to peace, 2024-2-HR01-KA220-YOU-000279458” is an Erasmus+ KA2 Cooperation partnerships in youth project, coordinated by Association Studio B (Croatia) with partners from Serbia (Udruženje Svetlost), Spain (ASOCIACIÓN JUVENIL ERASMIAU), and Cyprus (Neolea gia antalagi kai katanoisi – Youth for Exchange and Understanding). The project aims to engage and empower 181 youth with conflict resolution skills through game-based educational resources and to increase the quality of youth work by equipping 130 youth practitioners with new skills, approaches and tools. The project promotes common values such as **tolerance, inclusivity, and understanding**, ultimately contributing to building cohesive and peaceful societies. After participatory action research and using creative gamification approach, partners co-created open educational resources - including interactive escape rooms enhanced with 360° and augmented reality elements - that support young people in building empathy, communication, and conflict resolution skills. By combining non-formal education and digital innovation, the project is strengthening the quality of youth work and contributing to more cohesive, democratic, and peaceful communities across Europe. By combining non-formal education and digital innovation, the project seeks to strengthen the quality of youth work and contribute to more cohesive, democratic, and peaceful communities across Europe.



This guidebook was developed as an intellectual output within the project.

During its implementation, partners collaborated on the creation and testing of **educational escape rooms** focused on topics related to **peacebuilding, conflict transformation, empathy, human rights, communication, and cooperation** among young people. Through international collaboration and exchange of experiences, the project explored how **game-based learning and highly participative educational activities** can encourage active participation and meaningful learning among youth. The escape rooms in this guide were developed by **four national teams** of 10 youngsters and 2 youth workers, **tested** in an international setting in Šabac, Serbia in March of 2026, **further refined** based on feedback by the participants of that mobility, to finally be used in **local events** in Croatia, Cyprus and Spain. This approach enabled us to create a meaningful learning resource, that is both fun and educational for both youth and youth practitioners, with an **immersive experience** going much deeper than traditional learning methods.

This guide was created as a **practical support** resource for educators, youth workers, trainers, facilitators, and organizations interested in using educational escape rooms in their work.

We hope you'll enjoy using it as much as we enjoyed the process of its creation!

1. The Loop

1.1 Introduction

A) Context

“The Loop” is an educational escape room which focuses on the theme of **exposure to marginalized groups** which is a theme extracted from the participatory action research implemented by the national teams in partner countries in the earlier stages of the IPP project. The escape room is connected to the overall objectives of the project, as it provides an innovative way to discuss **marginalization, discrimination and human rights**. The escape room explores the history of different marginalized groups (such as LGBTQIA+ community, migrants/refugees, and people with disabilities) in the context of **human rights** in scope of the Universal Declaration of Human Rights.

Disclaimer: This escape room touches upon sensitive topics including those based on sexuality, gender, ability and legal status (i.e. migrant, refugee status) as well as sexual health.

B) Visual presentation of the room

The room is divided into **4 areas** by taping lines on the floor: one area represents the time machine and the three different areas represent the history of different marginalized communities / groups such as the queer community, as well factors such as migration and movement or different ways of communicating which may result in the marginalization of certain groups/individuals.

Area 1 is the time machine in which participants encounter a desk (covered in aluminium foil or shiny paper) which has a futuristic feel.

Area 2 (on the left) represents an LGBTQIA+ rights group's space which has a variety of posters and flags on the wall.

Area 3 is the “lost and found” section of an airport in Germany. It has three envelopes (which represent luggage/suitcases) next to each other. This area focuses on different causes for migration including brain drain, environmental reasons/climate change/natural disasters, and conflict/war/displacement.

Area 4 represents an exhibition on ways of communication. The wall in this area has images of symbols that represent some form of language and tool for communication. There are images of Egyptian hieroglyphs, sign language, Alphabet, numbers and emojis. This area invites participants to use sign language to uncover one of the clues.

C) Educational objectives

- Identify and gain information about **certain marginalized groups**, especially the **queer community, migrants, refugees and people with disabilities**.
- Develop an **understanding** regarding the **prejudice and discrimination** experienced by marginalized groups.
- **Raise awareness** about the movement of marginalized groups through a rights perspective.
- Develop a **better understanding** about the Universal Declaration of Human Rights.
- Develop **critical and analytical thinking**.
- Enhance their skills on **collaboration and teamwork**.

D) Target group profile and number

Age: 16-30

Group size recommendation: 6-8 participants

Group profile: Youth and/or youth workers interested in developing a deeper understanding of marginalized groups and their status within a human rights perspective.

Escape room difficulty: Medium

E) Accessibility & Adaptability

This escape room is designed with accessibility in mind, ensuring that participants with different needs, particularly those with hearing impairments and wheelchair users, can fully engage with the experience. All **core elements, puzzles, and instructions** are created to be usable without reliance on sound, and important information is always available in a visual format.

When setting up the room, facilitators should pay special attention to physical accessibility. Make sure there is enough space for wheelchair movement, avoiding narrow pathways or cluttered layouts. Key objects, clues, and interactive elements should be placed within comfortable reach (not too high or too low), and should not require excessive force or complex physical actions.

Flexibility is encouraged. Facilitators can adapt elements of the room depending on the specific needs of the group. The goal is not just access, but meaningful participation, ensuring that all players can contribute, explore, and enjoy the experience equally.

1.2 Step by step preparation

1.2.1 Scenario

Welcome aboard time travellers.

*The Council has hand-picked you for a mission. Something quite peculiar has happened and you have to act fast. The articles of the **Universal Declaration of Human Rights** have slipped out of history!*

*If the Universal Declaration of Human Rights isn't found, people might forget their rights. **If people forget their rights, they can't defend them. If they can't defend their rights, I don't even want to think about the consequences.***

You'll have to jump through different years, learn about different groups that have experienced different struggles. Some might be on very different paths than you. The articles are scattered among the different years, some might be in plain sight... for others, you might need to dig a little deeper!

Your mission is simple: Find the articles. Repair the declaration. Break the loop. Restore hope and resilience. Save humanity. Easy peasy.

1.2.2 Objective of the game

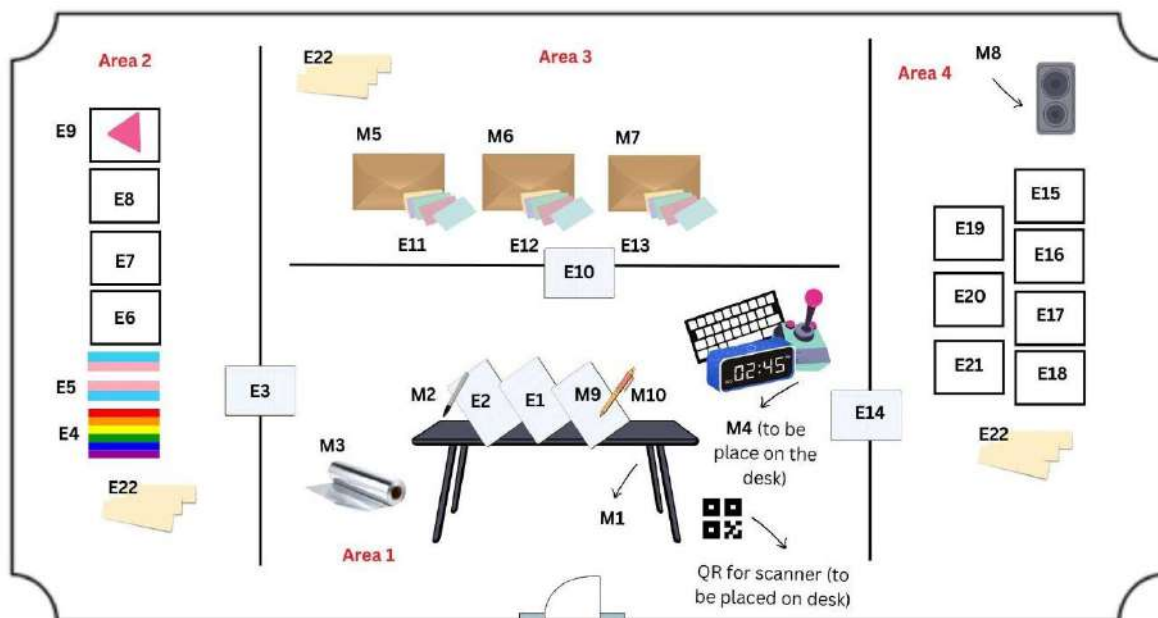
The Loop is an escape room which simulates the journey of time travel through different years. The goal is to **collect information** about **different marginalized groups or different factors that lead to marginalization**. The participants will visit **the different areas** to learn about different groups, locate the missing articles and reassemble the Declaration.

Through their journey they **will find** some of the articles scattered around, whereas some will need some further investigation. Through their journey they **will explore** milestones and important events for the **LGBTQIA+ community**; develop an understanding of different forms of **migration** through examples of the **past, present and future**, and develop an understanding of how different groups use different ways of communication.

Once all articles are gathered, the participants will gather in the time machine area to reflect and question on the function of human rights, the struggle to gain rights, and the function of human rights especially through groups who have a history of facing discrimination.

1.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, e.g. keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:



1.2.4 The Materials

- M1. Table/desk.
- M2. Marker.
- M3. Aluminium foil/Shiny paper to cover the desk/table surface.
- M4. Digital clock, joystick, old keyboard or other items that could give a sense of a time machine to be placed on the desk.
- M5. Envelope.
- M6. Envelope.
- M7. Envelope.
- M8. Speaker.
- M9. Paper (for participants to take notes for clues)
- M10. Pen (for participants to take notes for clues)
- M11. Tape to divide areas in the room, and stick elements on the walls.

Additional:

The participants will need to have **at least one smart phone** among the group as they will have to **scan a QR code** for the scanner, and scan triggers. The QR code for the scanner should be placed on the desk in Area 1. The QR code can be found on the last page of the DIY Guide. You may also find the scanner at this link: <https://theloopcyprus.netlify.app/>



In the abovementioned list, materials that can support the atmosphere of the escape room have been provided. However, feel free to add materials to contribute to enhancing the vibe of the room.

Internet connection will be needed to scan the QR code and triggers for AR and 360° elements.

Play background music to elevate the atmosphere of the room. You may find various options by searching key words such as “time machine”, “futuristic” and/or “cyberpunk” on online platforms or streaming services.

Timer can be **displayed visibly in the room**, or the Game master can have it on their phone, making sure to notify the players as time passes. Time to be set for this room is 45 minutes.

1.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

First make sure you have laid out all the materials that make up the room (M1-M11) according to the room layout requirements.

Follow the next steps to set up the room with the game elements from the *Peace puzzles Toolkit* or the *Unlock Peace - modules for DIY production* so it is playable:

1. Make sure to divide the room into different areas using the tape (M11). Check the room layout above for a visual guide.
2. Area 1: Place a desk or table (M1) opposite the entrance.
3. Cover the surface of the desk/table with aluminium foil shiny wrapping paper (M3) to give a more futuristic feel.
4. Place the marker (M2), the Welcome note (E1) and the Universal Declaration of Human Rights (E2) and the QR Code for Scanner on the desk. Also, place an empty pen (M9) and paper (M10) on the desk which participants may use to take notes & make calculations while trying to solve the puzzles.
5. If available, you may add materials such as a digital clock, joystick, keyboard or other items (M4) for decorative purposes to contribute to the atmosphere.
6. Area 2: On the tape which divides Area 1 and Area 2, stick the notice which states “Journey 1: LGBTQIA+ rights group office, Amsterdam, Netherlands, Two decades ago” (E3).
7. Use the tape (M11) to stick the following posters on the wall: pride flag (E4), trans flag (E5), Freddie Mercury statue (E6), “Are you a friend of Dorothy?” (E7), “Human Rights are for everyone!” and “Love is Love!” (E8) and Pink Triangle (E9). If you have a pride

flag and/or trans flag, you may use those, and attach the accompanying text to the flags.

8. Area 3: On the tape that divides Area 2 and Area 3, stick the notice which states “Journey 2: Lost & Found area, Airport in Germany, 2030” (E10).
9. Place the three envelopes with all the necessary elements inside them (M5 – E11, M6 – E12, M7 – E13).
10. Area 4: On the tape that divides Area 3 and Area 4, stick the notice which states “Journey 3: “Signs of Conversation”, Budapest, Hungary, 2013” (E14).
11. Place the Numbers (E15), Latin Alphabet (E16), Emojis (E17), Thumbs Up Emoji (E18), Sign Language Alphabet (E19), Egyptian Hieroglyphs (E20) and Morse Code (E21) on the wall.
12. In each area make sure to hide some of the missing articles (E22). Cut the articles on E22 individually, hide the articles in the different areas of the room. They can be stuck behind the material, on the floor, on the walls or under any props you have placed in the room.
13. You may place the speaker (M8) in any of the corners of the room based on the size and shape of the room.
14. The remaining articles (E23) should be cut individually and be kept by the Game master to be given when participants complete the corresponding puzzle or find the relevant clue (see “Specifics of the GM role in this ER” section for more information).

Steps 1 to 14 are to be repeated before every group of participants enters the room; these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

1.3 Step by step implementation

1.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game in order to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the Game master remains a little bit away from the group in order to leave the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

The Game master welcomes the participants into the room by reading out loud the Welcome Note. They are a representative of the Council. The tone of the Game master should be **concerned, yet formal, calm and collected**.

The Game master will also keep some of the articles on them and provide them to the participants once they unlock the clues or find the answers. Here are the clues the participants must solve to receive Articles from the Game master:

- In Area 2: Once participants add all the dates mentioned in the elements and find that the answer is “2”, the Game master gives them Article 2 (E23).
- In Area 3: Once participants put words in the correct order, the Game master gives them Article 13 (E23).
- In Area 3: The participants find messages in Morse code which can only be solved by checking the Morse code sheet in Area 4 (E21). Once they correctly identify the article number by decoding the code, the Game master gives them Article 27 (E23).
- In Area 4: Once participants correctly identify that the signs in the 360 room indicate number 25, the Game master gives them Article 25 (E23).

The Game master should inform the participants every 15 minutes about their remaining time, if the timer is not visible in the room.

1.3.2 Introductions and instructions

Before starting the game, it is the Game master’s job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain **the scenario** if they still have some questions and explain about the timer.

Ask the participants if they have already **played an escape game** and if not, explain to them the purpose and mechanisms of escape games.

Inform the participants **they have 45 minutes** to complete the escape room.

Give the following instructions:

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other’s perspectives is crucial for solving puzzles efficiently.
- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates’ skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.

- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

* **TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

1.3.3 Hints and tips

During the course of the game the Game master **should observe** and give **some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

Specific hints can be added here:

- The Game master can inform the participants that the complete Universal Declaration of Human Rights should consist of 30 Articles.
- The Game master should inform the participants that some articles are scattered around the area, while some can only be found by solving some puzzles and decoding clues.
- If the participants are struggling with decoding messages or calculating, the Game master can remind them about the pen and paper on the desk that can be used to take notes.
- If the participants require help with the triggers, the Game master should remind them that there is a QR code on the desk.

1.3.4 Course of the gameplay

1. The participants enter the room and see a desk with a marker, the Welcome note and the incomplete Universal Declaration of Human Rights, the QR Code for Scanner, pen and paper. As they enter, the Game master reads the Welcome Note providing context to the game.
2. The participants start with Area 2 which focuses on the rights of the LGBTQIA+ community. They take a closer look into the poster and images on the wall to uncover the missing article from this area.

3. One of the images (the pink triangle) triggers a prompt when scanned. The trigger provides information about the pink triangle in queer history and provides an instruction on how to solve the clue.
4. The trigger explains that participants should find all the dates that are mentioned (1979, 1999, 1939, 1996) in the elements, add all the digits of all the dates until they reach a one-digit number.

$$(1+9+7+9) + (1+9+9+9) + (1+9+3+9) + (1+9+9+6) = 101$$

$$1+0+1=2$$

Article 2!

5. When the participants reach the conclusion that the answer is “2”, the Game master gives them the Article 2.
6. The participants move to Area 3 of the escape room which focuses on various forms of migration and movement. At this area, the participants look into three envelopes which include images, words and messages written in Morse code. The images give hints about different reasons why people migrate or seek asylum: environment/climate, conflict and unemployment/brain drain.
7. Here they will have to take all the words they found in the envelopes and put them into the correct sequence to complete the statement. Once this is done, the Game master checks if it is completed correctly and gives them Article 13. The correct order of the words is as follows: *“Everyone has the right to freedom of movement and residence within the borders of each state.”*
8. In the envelopes, participants will also find messages written in Morse code. They will be able to decode these once they move onto Area 4.
9. Participants move to the next area, where they encounter different signs and symbols such as the Latin alphabet, Numbers, Emojis, Sign Language alphabet, Morse Code, Egyptian hieroglyphs and a “thumbs up” emoji.
10. Participants will notice the Morse Code on the wall and that the messages found in Area 3 can be decoded by referring to this poster. If they manage to put the messages in the correct order and decode them, they will reach the conclusion that the message reads as “Twenty-Seven”.
11. The Game master provides the participants with Article 27.
12. Once scanned, the “thumbs up” emoji takes the participants to a 360 room of an abandoned hall with signs around the walls.
13. On the walls of the abandoned hall, participants see different images of hand gestures. These hand gestures can be decoded from the sign language alphabet which is one of the posters in the actual room.
14. They will refer to the Sign Language Alphabet poster stuck on the wall and try to decode which Article is being referred to. If decoded correctly, they will reach the answer that it is Article 25.
15. Once this has been solved, the Game master provides them a written version of Article 25.

16. In addition to the Articles that will be found through solving puzzles and decoding messages, the participants will find other articles scattered around the different areas within the room.
17. The participants go back to the starting point with all the information, they have gathered throughout the different areas.
18. They complete the Universal Declaration of Human Rights with missing articles they found throughout their journey.
19. Once the Universal Declaration of Human Rights has been completed, the participants are congratulated that they have restored the human rights and have successfully completed their journey.
20. The Game master will proceed with debriefing by using the questions listed below.

1.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

The GM can use the following questions to engage in the discussion about marginalized groups, human rights and discrimination:

- Did you know about the Universal Declaration of Human Rights before? What did you learn about it through this game?
- Do you think all of the rights are respected?
- Do you believe all people have access to their rights and are able to enjoy them? Who has access to these rights and who doesn't? Why?
- How can we contribute to ensuring all people enjoy human rights?
- How can we contribute to preventing discrimination?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.

2. The Office

2.1 Introduction

A) Context

“The Office” is an educational **escape room** that immerses participants in a fictional workplace to explore the mechanisms of **institutional discrimination**. Drawing on research conducted by youth teams in partner countries during earlier stages of the **IPP** project, the escape room reflects how **discriminatory practices are often embedded** within policies, procedures, and everyday bureaucratic decisions. Through interactive challenges, participants are **invited to uncover** how institutions can systematically marginalize certain groups, making discrimination less visible but deeply entrenched. Aligned with the overall objectives of the project, *The Office* offers an innovative and experiential approach to addressing marginalization, inequality, and human rights. The escape room examines how institutional frameworks impact marginalized groups by highlighting barriers related to access, representation, and equal treatment.

B) Visual presentation of the room

Participants enter a space **designed to resemble a modern corporate office**, immediately establishing a sense of formality and control. The lighting is cold and fluorescent, creating an impersonal atmosphere, while a subtle soundscape of keyboard typing, printer noise, notification pings, and a ticking clock reinforces the environment. A slightly worn motivational poster reading “**We Are All Equal**” hangs on the wall, hinting at a disconnect between institutional ideals and lived reality. The room is arranged as an open-plan office with desks, filing cabinets, potted plants, and scattered documents.

A **Game master**, acting as a **Human Resources Manager**, oversees the process. Addressing the participants formally and maintaining a neutral, bureaucratic tone, they provide instructions that emphasize efficiency and procedure rather than fairness. This reinforces the power dynamics within the space.

C) Educational objectives

- Understand **Institutional Discrimination** and recognize how organizational rules, policies, and practices can advantage some groups while disadvantaging others.
- Foster **Empathy** and perspective-taking by developing an understanding of challenges faced by marginalized groups and the impact of systemic barriers.
- Develop **collaboration**, **teamwork** and **problem-solving** skills.
- Connect experiential activities to the formal concept of **institutional discrimination** and **human rights** principles.
- Promote **reflection, critical and analytical thinking**.
- Strengthen **observational**, and **communication** skills.

D) Target group profile and number

Age: 16-30

Group size recommendation: 6-9 participants (2-3 participants per team)

Group profile: Youth and/or youth workers interested in developing a deeper understanding of institutional discrimination; and how such forms of unequal treatment are reinforced through various structures. Prior knowledge or experience is not required.

Escape room difficulty: Medium

E) Accessibility & Adaptability

This escape room is designed with **accessibility** in mind, ensuring that participants with different needs, particularly those with hearing impairments and wheelchair users, can fully engage with the experience. All core elements, puzzles, and instructions are created to be usable without reliance on sound, and important information is always available in a visual format.

When setting up the room, facilitators should pay special attention to **physical accessibility**. Make sure there is enough space for **wheelchair movement**, avoiding narrow pathways or cluttered layouts. Key objects, clues, and interactive elements should be placed within comfortable reach (not too high or too low) and should not require excessive force or complex physical actions.

Flexibility is encouraged. Facilitators can adapt elements of the room depending on the specific needs of the group. The goal is not just access, but meaningful participation, ensuring that all players can contribute, explore, and enjoy the experience equally.

2.2 Step by step preparation

2.2.1 Scenario

Welcome to The Office.

You've just entered the selection process. Congratulations - or maybe not... Everything looks normal at first: desks, folders, meetings, and a strict Human Resources Manager watching your every move. But soon you'll notice that not all teams are moving at the same pace. Some have the tools and resources to advance quickly, while others struggle to keep up. Success isn't guaranteed, and only the teams that navigate the office most effectively will get closer to the coveted positions.

Your mission is simple, yet tricky: explore the office, uncover hidden clues, and solve puzzles - but remember, your team isn't alone. Pay attention, strategize, and decide how to proceed. Along the way, you'll experience how access, privileges, and institutional rules can advantage some and disadvantage others - and see firsthand what it takes to move ahead in a competitive system.

Will you be able to secure your place in The Office? Step inside, navigate the bureaucracy, and see how it will all play out!

2.2.2 Objective of the game

The Office is an escape room that simulates the *experience of navigating* a workplace where rules, policies, and procedures are not **always as fair** as they seem. The goal is to **explore how institutional structures** can advantage some people while **limiting opportunities for others**. Participants are grouped into teams, assigned different tools, and tasked with collecting clues, solving puzzles, and progressing through the office - only to discover that not all teams have the same access or opportunities.

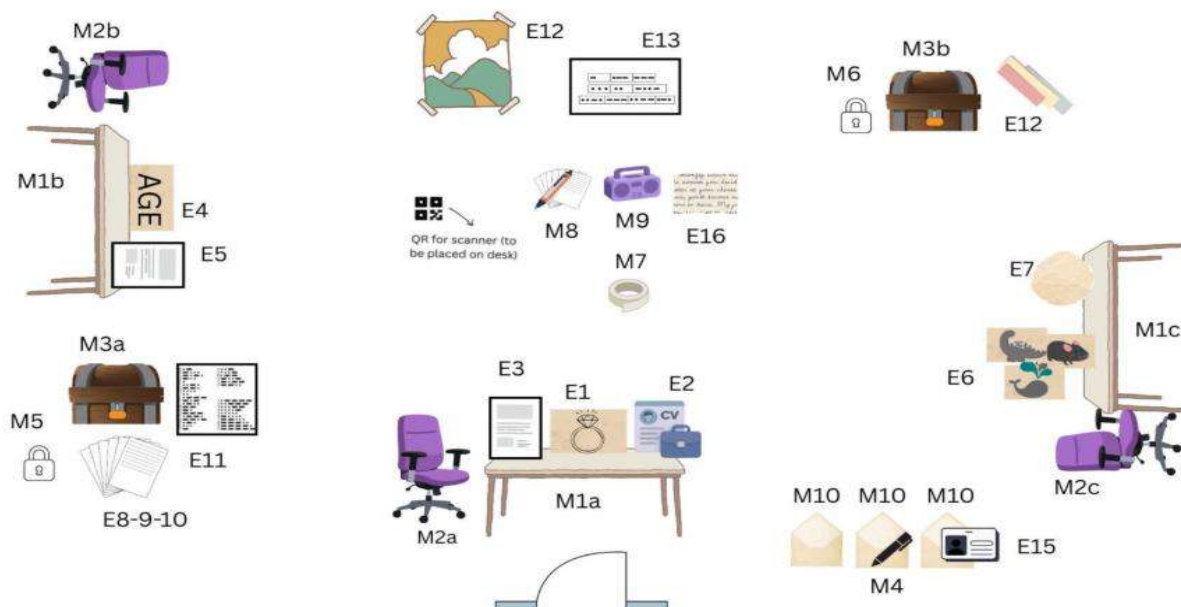
Through their journey, participants will encounter hidden triggers, unexpected barriers, and subtle inequities that mirror real-life systemic challenges. Some clues and tools will be easy to access, while others will require **collaboration, negotiation, or creative problem-solving**.

By experiencing these dynamics firsthand, participants gain insight into how privilege, access, and exclusion operate in everyday institutions.

Once all teams come together in the final stage, participants will use their collected words to complete a full definition of **institutional discrimination** definition. The experience is immersive, engaging, and interactive, designed to challenge assumptions, encourage **cooperation**, and reveal the hidden workings of institutional discrimination - making the invisible visible in a way that is both **playful and thought-provoking**.

2.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, eg. keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:



2.2.4 The Materials

Furniture / Room Setup

- M1. 3 Desks
- M2. 3 Chairs
- M3. 2 Lock Boxes

Tools

- M4. UV light
- M5. 1 Lock with combination key "175"
- M6. 1 Lock with combination key "264"
- M7. Tape
- M8. Paper and pen to take note for clues
- M9. Speaker for audio
- M10. 3 Envelopes
- M11. UV pen (for room setup)

Additional:

One of the groups who has the “Phone Access Pass” will need to use their phone to be able to scan the QR code to access the scanner and access the **AR** and **360°** elements. Internet connection will be needed to scan the QR code and triggers for AR and 360° elements.

The materials listed above can be used to create an immersive atmosphere in the room. Feel free to incorporate additional elements to enhance the vibe and engagement.

Play background office sounds on the speaker (M9) such as typing, printer noises, email notifications, or clock ticking to establish an office environment. You may use copyright-free sounds online (Example: [Free Office Sound Effects Download - Pixabay](#))



Timer can be displayed visibly in the room, or the GM can have it on their phone, making sure to notify the players as time passes. Time to be set for this room is 45 minutes.

2.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

First make sure you have laid out all the materials that make up the room (M1-M11) according to the room layout requirements.

Follow the next steps to set up the room with the game elements from the *Peace puzzles Toolkit* or the *Unlock Peace - modules for DIY production* so it is playable: Put one desk (M1a) near the entrance.

1. Put a chair (M2a) in front of the desk. On this desk, place Trigger 1: Ring (E1), the CV (E2), and the Candidate Profile Sheet (E3) with a note stating: “Additional information required before final assessment.”.
2. Put one desk (M1a) near the entrance. Put a chair (M2a) in front of the desk. On this desk, place Trigger 1: Ring (E1), the CV (E2), and the Candidate Profile Sheet (E3) with a note stating: “Additional information required before final assessment.”.
3. Put another desk (M1b) on the left side of the room. Put a chair (M2b) in front of the desk. On this desk, place Trigger 2: AGE (E4) and the “Candidate Eligibility Policies” Document (E5).
4. On the document “Candidate Eligibility Policies” (E5), using a UV pen (M4), write the missing words on the document: “Ensure all candidates which fall below the threshold before advancing; only those meeting such hidden metrics have full access.” “These rules reflect institutional thresholds applied to all candidates.”. The words “such” and “to” are written with a UV pen and are not visible.
5. Put the last desk (M1c) on the right side of the room. Put a chair (M2c) in front of the desk.
6. On this desk, place the images of a mouse, dinosaur and whale (E6) and the prompt asking: “Which animal can be found in an office?” (E7). The image of the mouse is a trigger.
7. Place one lock box (M3a) on the left side of the room in a corner. This lock box should have the lock with combination key “175” (M5). Inside the lock box, there is a performance review (E8), a memo (E9), a chart (E10). On the last paper, a UV-pen annotation in the margin should note: “These procedures reflect longstanding prejudice, which must be managed carefully”. The word “prejudice” should be

underlined to stand out from the rest of the sentence as it is a key word for the definition. Here they will also find a Morse code alphabet (E11) that they will need to use to unlock the second lock box.

8. Tape printed poster "WE ARE ALL EQUAL" (E12) on the wall using tape (M7). Also tape the messages written in Morse code (E13) on the wall close to the poster.
9. Place the other lock box (M3b) on the right side of the room in a corner. In the lock box, place printed words for definition (E14). The box should be locked with a lock with the combination code of "264" (M6). Cut the words individually and place them (social, advantage, awareness, affect and institutional) (E12) in the lockbox.
10. Prepare 3 envelopes (M10) that will be given to participants as soon as they enter the room and are divided into 3 groups. Each group will get an envelope:
 - i. 1st team's envelope: Pass for Phone Access (E15)
 - ii. 2nd team's envelope: UV light (M4)
 - iii. 3rd team's envelope: Nothing
11. Place paper and pen (M8) in the room and ensure participants are aware that they can use at any time in case they need it to write down clues.
12. Tape the incomplete Institutional Discrimination (E16) definition on the wall next to the poster and Morse code. The Game master should keep a completed copy of the definition (E17) to be able to check at the end of the game.
13. Start the background office sounds on the speaker (M9) to play on a loop throughout the game.

Once these steps are completed, the room is ready for participants to begin their escape room journey. Follow the Peace Puzzles Toolkit or the Unlock Peace – DIY modules for guidance on deploying game elements and ensuring the experience is fully playable.

Steps 1 to 13 are to be repeated before every group of participants enters the room; these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

2.3 Step by step implementation

2.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game in order to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the **Game master** remains a little bit away from the group for the sake of leaving the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

The **Game master** (GM) in this **escape room** assumes the role of the **Human Resources (HR) Manager**, an NPC who embodies the authority and rules of the office environment. Dressed formally in professional attire, the GM establishes the tone of the space, conveying a **sense of bureaucracy, control, and procedural efficiency**. Their demeanour should be calm, neutral, and impersonal, using precise language and minimal gestures to reinforce the atmosphere of an institutional authority figure. The GM's presence is meant to simulate the formal constraints and power dynamics of real-world organizations, highlighting how systems can control access and opportunities. They state that, in order to complete the process, they must complete an incomplete definition by finding words.

Upon participants' entry, the GM is responsible for dividing participants into teams and giving each team an envelope with (or without) materials. They monitor team activities to ensure the gameplay proceeds smoothly. During the final stage, the GM supervises the completion of the incomplete definition of **Institutional Discrimination**. The GM observes interactions, encouraging **collaboration** implicitly, without explicitly guiding the process. Their role in this stage is to ensure all groups participate and that the final puzzle reflects the dynamics of privilege, unequal access, and systemic barriers experienced throughout the room. If necessary, the GM can give hints to the participants.

Finally, the GM transitions participants into the debrief session. They facilitate reflection on the experience, guiding discussion about which groups were privileged or marginalized, examples of **institutional discrimination** in real life, and how systemic barriers and implicit bias can affect access and progression. Using observations from the gameplay, the GM helps participants connect the abstract concepts of institutional discrimination to concrete experiences within the escape room, reinforcing the educational objectives and allowing participants to reflect on both the simulation and real-world applications.

The GM should inform the participants about remaining duration every 15 minutes.

2.3.2 Introductions and instructions

Before starting the game, it is the Game master's job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain **the scenario** if they still have some questions and explain about the timer.

Ask the participants if they have already **played an escape game** and if not, explain to them the purpose and mechanisms of escape games.

Inform the participants they have 45 minutes to complete the escape room.

Give the following instructions:

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other's perspectives is crucial for solving puzzles efficiently.

- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.
- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

***TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

2.3.3 Hints and tips

Throughout the game the Game master **should observe** and give **some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

Certain clues and puzzles within the room are intentionally challenging and may require subtle guidance from the **Game master**. For example, some words or tickets are hidden behind locked drawers or are only visible under UV light. The GM should observe teams closely and provide hints only when participants appear stuck for an extended period, ensuring the experience of unequal access remains meaningful. Hints can include gentle prompts such as:

- Reminding participants to check their envelope contents carefully before giving up.
- Suggesting that some items may be hidden in less obvious locations, such as under desks, inside folders, or embedded in documents.
- Indicating that certain tools, like UV pens or mobile phone passes, unlock additional clues, without explicitly revealing what they will find.
- When reconstructing the final definition of Institutional Discrimination, the GM can encourage collaboration and resource sharing if teams appear confused, without pointing out the specific words or their placement.

2.3.4 Course of the gameplay

1. Participants enter the office space, and the Game master (HR Manager) assigns participants into groups. Each team receives their envelope containing their assigned tools:
 - *Team 1: Phone access pass*
 - *Team 2: UV light*
 - *Team 3: Empty envelope*
2. There is no specific order in which participants navigate through the room, they can collect words from all.
3. The participants with the “phone access pass” should scan the QR code to have access to the scanner. Some clues require using the tools (UV light or mobile phone).
4. Once the participants discover an image of a ring among interview documents or CVs. They scan this which generates a video of an interview with a female candidate, overlaid with notes of the interviewer.
5. Participants reflect on the normalized but discriminatory nature of these questions, collecting the 4 words that are part of the incomplete definition: gender, marital, normalised, practices.
6. On one of the tables, participants will find a document entitled “Candidate Eligibility Policies”. Using a UV light they will scan the document: “Ensure all candidates which fall below the threshold before advancing; only those meeting such hidden metrics have full access.” “These rules reflect institutional thresholds applied to all candidates.”. The words “such” and “to” are written with a UV pen and are not visible.
7. Teams find the word AGE subtly embedded in performance reviews or other documents.
8. Interacting with it (via QR code) reveals the number 175, presented as a combination code for the locked box on the left. However, even the teams that do not have a mobile phone can decode the code as each letter represents the letters’ order in the alphabet (A – 1, G – 7, E – 5). Teams use this code to access hidden documents and clues in lock box (M3).
9. Unlocking the locked box (M3) with the code number 175 reveals a number of documents (E10) and a Morse code (E11) .
10. Teams find memos, charts, and policy notes reflecting standard office procedures. Some of the words within these documents are highlighted or written in different colours. These words are part of the incomplete definition:
 - *“Certain groups require additional monitoring to ensure performance standards are met.”*
 - *“Access to training resources is prioritized for employees demonstrating immediate output potential.”*
 - *“Candidates without internal references may face unintended disadvantage in advancement decisions.”*

- *UV-pen margin note: “These procedures reflect longstanding prejudice, which must be managed carefully.”*
11. With the Morse code (E11), they will be able to decode the code on the wall (E13) which reveals the number “264” which is the code number for the other lockbox (M3b).
 12. Once participants unlock this box, they will find 5 words for the final definition: *social, advantage, awareness, affect and institutional*.
 13. On another desk participants discover a prompt asking, “**Which animal can be found in an office?**”. There are three images: one of a whale, one of a mouse, and one of a dinosaur. The correct answer should be the mouse.
 14. Scanning the image of the mouse leads to a 360° virtual office environment displayed on the phone.
- *Participants explore the virtual space, collecting the hidden words: “access”, “which”, “language”, “policies”*
15. Participants notice a poster on one of the office walls titled “We Are All Equal”. When examined closely, they identify key phrases with specific words highlighted in bold, including references to race, ethnicity, religion, and disability.
 16. A fragmented **definition of Institutional Discrimination** is taped on the wall, with multiple blank spaces representing key concepts.
 17. Each team contributes the words they collected.
 18. Through collaboration, teams place the words correctly, unlocking the final definition and achieving the goal.
 19. Following this, the Game master guides the participants through a discussion about the objectives of the game using the questions mentioned in 2.5 Debriefing phase.

2.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

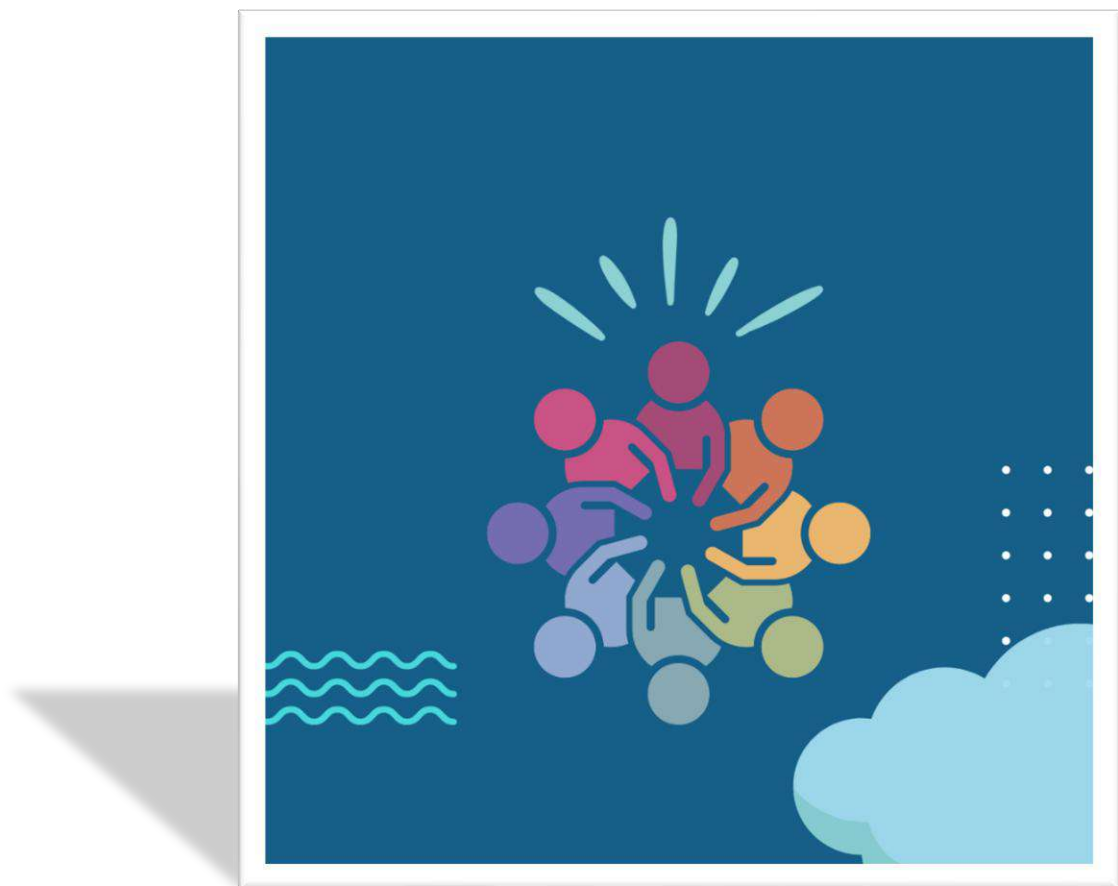
The GM can use the following questions to engage in the discussion about marginalized groups, human rights and discrimination:

- *What would group A, B, and C represent in real life?*
- *How does institutional discrimination manifest based on your experiences or observations? What are some examples?*

- How did it feel to be on a team that had less resources/opportunities? What does this reveal about how institutional rules or systems can advantage some people while disadvantaging others?
- How can this be changed?
- What role does cooperation and solidarity play in this?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.



3. Reality.404

3.1 Introduction

A) Context

This **escape room** places participants in a **near-future world** where everything appears perfect and smooth, safe and flawlessly connected. Algorithms quietly shape what people **see, think and believe**, while screens overflow with reassuring messages and polished truths. Yet beneath this digital harmony, cracks begin to show. **Inconsistencies, fake headlines, and subtle distortions** hint that not everything is real. Trapped inside a carefully constructed illusion, players must question information, recognize manipulation, and think critically to uncover the truth. Only those who dare to look beyond are going to be able to escape.

B) Visual presentation of the room

This room is designed as a **single physical space** that visually transforms into **three different realities** throughout the game. From the moment players enter, the environment feels artificial, controlled, and slightly unsettling, as if the reality around them has been carefully designed rather than what is supposed to be normal.

In the first phase, the Perfect Feed, the room appears bright and normal. Clean white or light metallic surfaces, balanced lighting, and minimal visual noise create a sense of order and stability. This space **feels calm, efficient, and reassuring**, suggesting perfection, safety, and full system control. The brightness is intentionally excessive, creating a subtle discomfort and hinting that this environment may be too good to be true.

As the game progresses, the room **shifts into the Glitch Zone** without any physical movement. Lighting begins to flicker and change in intensity, and the atmosphere becomes unstable. Bright tones fade into darker ones, revealing a **second visual layer** of the same space. **Deep blacks, dark blues, and purples** start to dominate, transforming the room into a digital matrix or outer-space environment rather than a physical location on Earth. During this phase, visual glitches become **frequent**. Screens and projections display distorted images, fragmented text, and unfamiliar symbols that resemble advanced knowledge or alien communication. Abstract shapes and graphics suggest extraterrestrial or non-human influence, but these elements are intentionally inconsistent and unclear. Some visuals could also imitate scientific data, or authoritative systems yet contain subtle errors that can only be noticed through careful observation.

In the final phase, the Real World, the room stabilizes but does not return to its original perfection. The artificial system visually disappears, now showing a more grounded and imperfect version of the space. The contrast between earlier stages highlights how perception was manipulated and encourages players to reflect on what they accepted as truth.

In this room, **lighting plays a big role** in the storytelling throughout all the phases. White and neutral light is used at the beginning to create a sense of order and control, while darker black, blue and purple tones appear during the glitch phase, accompanied by flickering lights and sudden changes in intensity to show instability. In the phase after the glitch, lighting shifts to warmer, softer tones, such as natural warm white creating a calmer and more grounded atmosphere that feels less artificial. Sound here is also very important. **At**

first, the music is calm and futuristic, reinforcing the idea of a perfect system. During the glitch phase, it becomes deeper and more tense, with low electronic sounds, static, and glitch effects. In the final phase, the soundscape slowly settles into quieter, more minimal music, with fewer digital effects and a more human, reflective tone, signalling the return of control to the players.

C) Educational objectives

- To develop **critical thinking** skills by encouraging participants to question information sources and identify **manipulation** or **misinformation**.
- To increase **media and digital literacy**, helping participants understand how algorithms, headlines and narratives can shape perception and beliefs
- To strengthen **problem-solving** and collaborative skills through **teamwork**.
- To **promote** awareness of personal responsibility and active citizenship by highlighting the importance of individual thinking in a digitally controlled society

D) Target group profile and number

Age: 15-30

Group size recommendation: 4-6

Group profile: young people, students and youth workers interested in media literacy, critical thinking, digital culture and social issues. Suitable for groups with mixed backgrounds and does not require previous knowledge.

Escape room difficulty: Medium

E) Accessibility & Adaptability

This escape room is designed to **ensure** that participants with different needs can fully take part in the experience. All main tasks, puzzles, and instructions **should be adaptable** so that participation does not depend on a single physical, sensory, or cognitive ability.

Important information **should be available** in different formats whenever possible. Audio elements can be supported with written instructions, subtitles, or short explanations, while printed materials may be enlarged, simplified, or read aloud if needed.

Facilitators should also **ensure physical accessibility** by keeping enough space for wheelchair movement, avoiding obstacles, and placing clues, devices, and materials at reachable heights. No task should require unnecessary strength or unsafe movement.

Flexibility is encouraged throughout the activity. Timing, hints, sound levels, lighting effects, or task difficulty can be adjusted depending on the group. The goal is not only access, but meaningful participation, equal contribution, and a positive learning experience for everyone.

3.2 Step by step preparation

3.2.1 Scenario

*In a world where **everything is connected**, algorithms decide what people **see, think and believe**. Life appears perfect - smooth, safe, unquestioned. But when a strange message **flashes** across the screen claiming that none of it is real, **everything begins to unravel**. A group of young citizens **starts to notice** inconsistencies, fake headlines, repeated stories with no sources. Slowly they **realise** they're trapped in a carefully constructed illusion designed to keep them passive and controlled. The goal isn't **just to find the exit** - it's to*

prove they *can think for themselves* in a world built on digital deception. Only those who learn to ask the right questions will *break free*.

3.2.2 Objective of the game

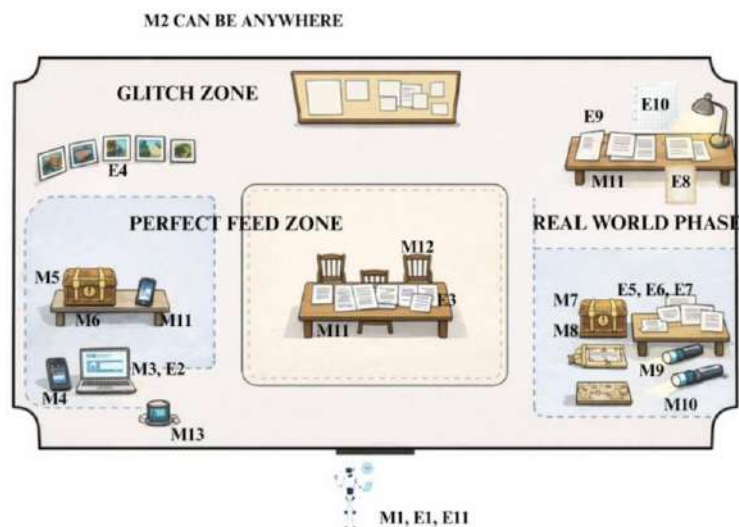
The **objective of the game** is to immerse participants in a simulated digital reality that initially appears stable, efficient, and trustworthy, but gradually reveals itself as manipulated, selective, and misleading. Through a carefully designed progression of visual, narrative, and interactive elements, players experience how easily perception can be shaped by systems that control information, narratives, and visibility.

As the environment transforms, participants are required to actively question the information presented to them, identify **misinformation**, and recognize repeated or biased content. The game challenges players to understand how **algorithms, headlines, and seemingly authoritative messages** influence opinions, emotions, and behaviour, often without conscious awareness. Progress is only possible when players stop accepting information at face value and begin to compare sources, notice contradictions, and reflect on what is missing as much as on what is shown.

Collaboration is essential throughout the game. Players must communicate, share observations, and make collective decisions to solve puzzles and move forward. By working together, they learn that **critical thinking** is strengthened through dialogue and diverse perspectives. The final objective is not only **to escape the room**, but to demonstrate the **value of independent thinking**, personal responsibility, and media awareness in a digitally controlled society, where uncritical acceptance of information can result in manipulation and loss of autonomy

3.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the **escape room**, the **room layout** will also vary. The **most important thing** is keeping the flow of the room relatively the same, for example, keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:



Also depends on the place/some zones can be put together and as said, manipulate it with the place that you have.

*Important: this **room layout** can be divided into 3 spaces in one room, or it can be done in the same one but trying to flirt with lights and sounds for the player to see and understand what part of the room they need to use in that moment.

3.2.4 The Materials

- (M1) **Speaker** - Used to play the AI-generated song, glitch sounds, general music, and the final completion sound
- (M2) **Colour lights (programmable or manual)** - Used to create transitions between the Perfect Feed phase, Glitch Zone, and Real-World phase
- (M3) **Laptop or tablet with system interface** - Used for entering numeric codes (5264) and displaying system reactions (glitch effects)
- (M4) **Smartphone (provided phone)** - Used for image verification tasks, locked with numeric code 5264
- (M5) **First locked box** - Contains printed system documents.
- (M6) **Padlock for first locked box (code: 745)**
- (M7) **Second locked box** - Contains the puzzle and cipher materials
- (M8) **Padlock for second locked box (code: 666)**
- (M9) **UV pen** - Used to write missing information fragments on the back of printed documents
- (M10) **UV flashlight** - Used by participants to reveal hidden text written with UV pen
- (M11) **Tables** - Used for document display, puzzle-solving, and group discussion
- (M12) **Chairs** - Used during gameplay and debriefing
- (M13) **Timer or stopwatch** - Used by the Game master to track game duration

Additional:

The use of personal phones **is prohibited**, all the phones/laptops/or tablets that could be used during the game **are going to be provided** inside of the room. If it is **not possible** to have an extra phone, the personal phones can stay.

Timer **can be displayed visibly** in the room, or the GM can have it on their phone, making sure to notify the players as time passes. Time to be set for this room is 60 minutes.

Music Perfect Feed: Ambient Chillout Relaxing Music

<https://open.spotify.com/intl-es/album/0DiEeZEyxc2JHPb9s1tXiF?si=rsqKFzBQGwWwSZegnuJrPQ> (Volume: low to medium)

Music Glitch Zone: for the start when everything is in the glitch/crashing mode

<https://open.spotify.com/intles/track/3OypByrjPodJ9riEqtTh8A?si=2aceafb47b3344df> (Volume: loud)

For general music of the phase <https://open.spotify.com/intl-es/album/5YQaMe0bDKJZKBoR2ubbIJ?si=yNebUWFQQde6SFgNH3TiAA>

,<https://open.spotify.com/intles/track/4HcZAQYNIP0I9tGdAKFDZU?si=7eff77c9f29a45c8> (Volume: medium, slightly intrusive)



SCAN



SCAN



SCAN

Music Real World: Piano covers of famous songs
<https://open.spotify.com/intl-es/track/1S3Hv7Fmd23qKPh6Ftzxd2?si=8a9735ba67164326> (Volume: low)



SCAN

3.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

First make sure you have laid out all the materials that make up the room (M1-M13) according to the room layout requirements.

Follow the next steps to set up the room with the game elements from the Peace puzzles Toolkit or the Unlock Peace - modules for DIY production so it is playable:

General room setup

1. Place the tables (M11) in the centre of the room.
2. Place the chairs (M12) around the tables or against the walls.
3. Install the colour lights (M2) and set it to neutral white light.
4. Place the speaker (M1) in a central position in the room.
5. Place the laptop or tablet (M3) on the central table.
6. Turn on the laptop or tablet (M3) and open the system interface content (E2).

Perfect Feed phase setup

7. Prepare the AI-generated song (E1) and test it on the speaker (M1).
8. Place the printed newsfeed / newspaper pages (E3) on the central table.
9. Make sure the repeated headlines (E3) are clearly visible.
10. Check that the repeated headlines allow participants to extract the first numeric code 5264. They are extracting the code with dates and months (year 2042).
11. Set the system interface (E2) so that it accepts the code 5264.

Glitch transition setup

12. Program the system interface (E2) so that entering code 5264 triggers a system glitch.
13. Prepare the colour lights (M2) to change to darker or unstable lighting during the glitch.

Image phase setup

14. Prepare the image prints / triggers according to the image set rule (E4). Here is the link <https://reality404esp.netlify.app/>



SCAN

15. Hide numbers, countable elements, or QR fragments only in the real images.
16. Place the image prints / triggers (E4) on a wall or table to create the image set.

17. Prepare the smartphone (M4). Make sure it works beforehand.
18. Lock the smartphone (M4) with the code 5264.

First locked box setup

19. Place the first locked box (M5) near the image set.
20. Place the printed system documents (E5) inside the first locked box (M5).
21. Set the padlock (M6) on the first locked box to code 745.
22. Check that the first numeric code (M6 – 745) opens the padlock correctly.

Second locked box and puzzle setup

23. Place the second locked box (M7) in the room.
24. Place the image (E6) inside the second locked box (M7). The image should be cut into irregular pieces to seem like it is a puzzle.
25. Place the cipher tool (E7) inside the second locked box (M7).
26. Set the padlock (M8) on the second locked box to code 666.
27. Check that the third numeric code (E7 – 666) opens the padlock correctly.
28. Assemble the puzzle once to confirm that the message “DATA INCOMPLETE” appears.

Real World phase setup

29. Prepare the Real-World phase instruction text (E8).
30. Prepare the incomplete real-world documents (E9).
31. Use the UV pen (M9) to write the missing fragments (E9) on the back of previously used materials. For example, photos from AR (E4).
32. Test the UV flashlight (M10) to ensure all UV-hidden information is visible.
33. Place the Real-World documents (E9) on a separate table or display area.
34. Place the conclusion cards (E10) next to the Real-World documents. You can introduce the UV light at this point.

Final phase setup

35. Prepare the final system message (E11).
36. Prepare the final sound on the speaker (M1).
37. Set the colour lights (M2) to warm and calm light for the Real-World phase.

Final check

38. Walk through the entire game once before participants enter.
39. Check that all codes (5264, 745, 666) work correctly.
40. Check that all boxes open in the correct order.
41. Make sure all elements are placed in sequence and are not visible too early.
42. Place the timer or stopwatch (M13) with the Game master

Steps 1 to 42 are to be repeated before every group of participants enters the room, these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

3.3 Step by step implementation

3.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game in order to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the **Game master** remains a little bit away from the group in order to leave the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

- Ensure the AI introduction audio (E1) is **ready and plays** correctly through the speaker (M1).
- Start **the game** by activating the AI introduction audio.
- Remain discreet during the **Perfect Feed phase** and allow the system narrative to guide participants.
- **Observe** player behaviour without offering solutions or interpretations.
- When the first code is entered, **change lighting to darker** and more unstable tones at the correct moment, activate glitch sound effects and fragmented AI audio if transitions are not automated.
- **Monitor participant** progress during the Glitch Zone.
- Provide **only neutral, non-directive** hints if participants are stuck for a longer period.
- **Ensure** safe and correct use of all objects, including the phone, boxes, and printed documents.
- After the puzzle and cipher are completed, **transition** the room into the Real-World phase by adjusting lighting and sound to a warmer, calmer atmosphere.
- **Read** attachment Reality.404 document to be able to control the situation.
- Introduce the missing source cards (E9) at the **appropriate** moment.
- Introduce the **conclusion cards** (E10) only when participants are ready for the final step.
- Play the final system sound (E11) when the **correct conclusion** is selected.
- Lead the post-game **debriefing**.
- **Reset** the room fully before the next group enters.

- Return all materials, padlocks, lighting, and sound settings to their **starting** positions.

3.3.2 Introductions and instructions

Before starting the game, it is the Game master's job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game.

Explain **the scenario** if they still have some questions and explain about the timer. In this case the escape room will be explained with an audio made by an AI programme that will be played by the Game master that is going to be quiet while the audio is on <https://suno.com/s/wVMimLERFKAhJqZH> (The lyrics (with explanations of style of voice, intro, verse etc...) and prompt of styles are inside the link.

Additionally, there is a photo with a text if someone wants to be more involved as a Game master in the beginning.



Inform the participants they have 60 minutes to complete the escape room even after the audio.

Give the following instructions: (in this case song made by AI)

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other's perspectives is crucial for solving puzzles efficiently.
- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.
- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

***TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

3.3.3 Hints and tips

During the course of the game the Game master **should observe** and give **some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

3.3.4 Course of the gameplay

1. Participants are welcomed by an **artificial intelligence system** and introduced to the room as a perfectly functioning digital environment. They are instructed to trust the system and follow its guidance. An AI-generated song is played with the speaker to set the atmosphere and reinforce the idea of a controlled and optimized reality.
 2. Participants are entering in the **Perfect feed phase** and are guided to the central interaction area, where newsfeed/ newspaper articles are presented on printed pages or digital devices. At first glance, the headlines/dates appear reliable and professional. Each headline contains a visible number representing the publication date. By identifying duplicated dates and extracting the numbers, participants obtain the first numeric code (5264).
 3. Participants enter the first numeric code (5264) into the system interface <https://scrollproject.my.canva.site/reality404untitled-app> using the laptop or tablet provided in the room.
- 
4. When the correct code is entered, the system reacts unexpectedly. The screen glitches, the lighting in the room starts to change, and the AI voices or music become fragmented and distorted. The room becomes **the Glitch zone**. This is all controlled by the Game master.
 5. Participants are then presented with a museum of images that are hiding something inside of them. The participants are challenged to determine which images are real and which are artificially generated. Each real image contains a hidden element, such as a visible number, a countable object, or a QR fragment revealing a digit. Some also have just random elements. In this task participants are using a provided phone (M4) which they also need to unlock with the same code that they put into the laptop. By correctly identifying the real images and collecting the revealed numbers, participants obtain the second numeric code (745), which is used to open a padlock on a box).
 6. When opening the box, inside of it, participants find printed system documents resembling computer or system output. The document includes elements such as programming, symbols and codes. By identifying and interpreting these elements, participants extract the third numeric code (666) which opens a new box.
 7. When the new box is open, participants see a puzzle that is going to reveal to them a short system message **“DATA INCOMPLETE”**. Completing the puzzle, they should also find a cipher code that is going to lead that, if successfully done, will give them access to the next phase of the game.
 8. Completing the puzzle and cipher code, participants transition into the final phase of the game. The artificial system fades, and the room stabilizes into a calmer and more

natural atmosphere. Lighting and sound become warmer, and this becomes the **Real-World phase**.

9. In this phase, participants are presented with a set of printed information units that resemble real-world materials such as news reports, summaries, or analytical texts. At first glance, these documents appear complete and trustworthy, but closer inspection reveals that they are intentionally incomplete. Some texts are missing important sentences or information, while others lack clear sources or origins.
10. Participants must first identify what information is missing and correctly match the missing fragments to complete the texts. They find the missing pieces in the previous materials in the back of all the papers written with UV pen. Once the documents are reconstructed, participants are presented with several possible conclusions or interpretations related to the completed documents. Some conclusions are ***misleading, oversimplified, or emotionally manipulative***. Through discussion and collective decision-making, participants must choose the conclusion that responsibly reflects the information without distortion. When the correct conclusion is selected, a final message is revealed with a sound, marking the successful completion of the escape room. (It can also be read by the Game master)
11. After completing the game, participants take part in a **short, guided debriefing**, reflecting on their experience and discussing themes of trust, perception, misinformation, and critical thinking in digital environments.

3.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

How did teamwork help you progress through the game?

Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

- How often do you question the information you see online?
- Do you think critical thinking is a personal responsibility? Why or why not?
- What could you do differently in the future when consuming digital content?
- What does “questioning your feed” mean to you after this experience?
- Do you think this game was useful for you?
- Do you have any suggestions/ideas for improvement?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants’ feedback: Game master invites the players to give any additional feedback they might have regarding the experience.

4. The War That Never Ends

4.1 Introduction

A) Context

This **escape room** connects the game narrative with the project's educational focus by presenting violence as an ongoing social reality rather than a closed historical phenomenon. Through the metaphor of a museum, participants explore different forms of violence - **hate speech, structural, institutional and physical violence** - and understand how they are embedded in everyday social systems. The challenges reflect mechanisms that continue to shape **exclusion, discrimination and conflict** in contemporary societies, encouraging young people to critically reflect on their role in recognising and addressing these dynamics.

B) Visual presentation of the room

The room should give protagonism to **five main elements**: one exhibition element in each corner of the space (four in total) and, in the centre, a reception spot with a clearly identifiable and well-uniformed cashier acting as the Game master. The **four corner** elements correspond to the **four types of violence** addressed in the escape room and are presented as “museum vitrines” containing locked chests. We don't need a glass vitrine, the chest should be accessible and touchable, but we use vitrine to catch the concept of something that is exposed in a museum exposition.

From a practical perspective, thinking in the future about people that will decorate, the space can be understood as a **modern museum exhibition**, where the focus is placed on what is displayed rather than on extensive decoration. For this reason, it is not necessary to cover walls, hide existing room elements or add complex scenography. The original features of the room **can remain visible** whilst the exhibition elements are clearly highlighted.

On the reception point there is **one big poster** of the pink panther that is provided in the materials list. This is an important element for the last part of the ER.

Lighting plays a **key role in defining the atmosphere**. A low general light, combined with one focused light on each corner “vitrine”, is sufficient to guide attention and create the intended mood. The central reception desk should also be clearly visible to allow smooth interaction between participants and the cashier throughout the game.

C) Educational objectives

- Raise awareness among young people about different forms of violence present in contemporary societies, with a specific focus on **hate speech, structural violence, institutional violence and physical violence**.
- Support participants in identifying how these forms of violence **are interconnected** and how they operate both at individual and systemic levels in everyday social contexts.
- Promote **critical thinking** by encouraging participants to analyse information, recognise patterns, and make connections between clues discovered in the online and physical environments.
- Develop **problem-solving skills** through cooperative tasks that require logic, interpretation and decision-making rather than trial-and-error approaches.

- Strengthen **teamwork and communication skills** by placing participants in situations where **collaboration**, role distribution and shared responsibility are essential to progress.
- Foster **empathy and perspective-taking** by inviting participants to reflect on the impact of violence on individuals and communities and on their own role in recognising and addressing these issues.
- Encourage **active citizenship** by creating space for reflection on how young people can respond to **violence, discrimination and exclusion** in their local and European contexts.

D) Target group profile and number

Age: 16-30

Group size recommendation: from 4 to 6 participants is okay

Group profile: This escape room is designed for young people interested in social issues and contemporary challenges. No previous knowledge of the topics or prior escape room experience is required. Participants should be willing to collaborate, communicate and engage in problem-solving within a group setting.

Escape room difficulty: Medium

E) Accessibility & Adaptability

This escape room is designed with accessibility in mind, ensuring that participants with different needs can meaningfully engage with the experience and contribute to the group process. As the activity explores complex social themes through cooperation, all **core puzzles, instructions, and tasks** should be adaptable so that no participant is excluded due to physical, sensory, or cognitive barriers.

All essential information should be available in visual and spoken formats whenever possible. Facilitators are encouraged to explain instructions clearly, repeat key messages when needed, and check that every participant understands their role and the objective of each phase. If written materials are used, they can be enlarged, simplified, or read aloud depending on the needs of the group.

When preparing the room, special attention should be given to **physical accessibility**. Ensure enough space for wheelchair movement between the four exhibition corners and the central reception point. Avoid blocked pathways, unstable objects, or layouts that require participants to bend excessively, climb, or perform actions requiring unnecessary physical strength. Chests, lockers, clues, and interactive materials should be placed at reachable heights for all players.

Because some tasks involve handling small objects, reading codes, or navigating between physical and digital environments, facilitators may adapt mechanics where necessary. For example, participants can work in pairs, receive verbal support, use alternative formats, or be assigned complementary roles within the team. The educational value of the activity lies in cooperation, reflection, and participation—not in completing tasks in only one specific way.

Flexibility is strongly encouraged. Facilitators may modify timing, redistribute responsibilities, simplify certain steps, or provide additional hints depending on the composition of the group. The aim is not only access to the room, but equal opportunity to participate, think critically, collaborate, and enjoy the full learning experience.

4.2 Step by step preparation

4.2.1 Scenario

THE WAR THAT NEVER ENDS takes place inside a museum that exhibits different forms of violence still present in today's societies. As visitors, participants are invited to explore the exhibition, observe what is shown and uncover hidden connections between the displays.

*Some exhibits are accessible, while others remain closed and require deeper understanding. Time is limited, and only through **collaboration** and **critical thinking** will the museum reveal its full message.*

4.2.2 Objective of the game

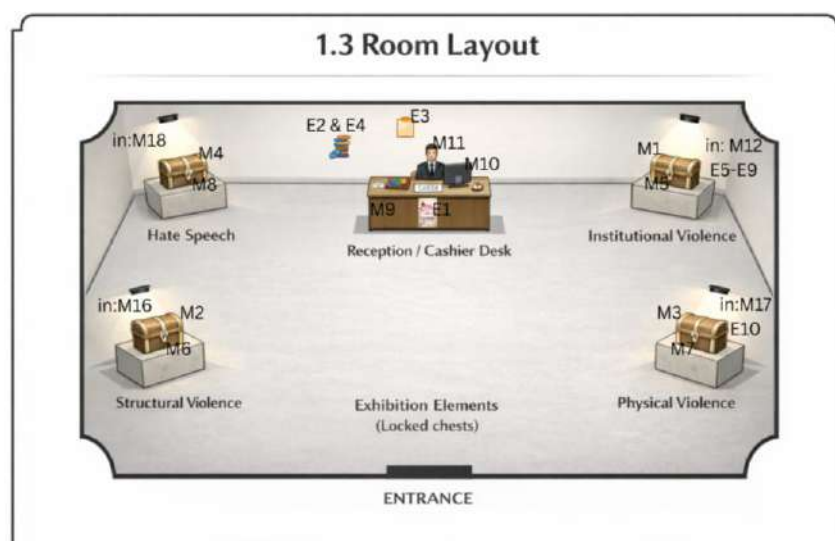
The **objective of the game** is for participants to successfully **navigate** the museum by accessing restricted exhibits, solving interconnected challenges and progressing through both the online and physical environments within the given time. Players **must collect** information, identify patterns and apply what they discover in one space to advance in the other.

The game is designed so that progress **is only possible through cooperation**. Participants must **share findings, coordinate actions and make collective decisions** to unlock the exhibits and move forward. Individual success **is not sufficient**; the group must function as a unit to complete the experience.

The **final goal** is to complete the exhibition route and reach the closing stage of the museum, where all previously collected elements come together to allow participants to conclude the escape room.

4.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, e.g. keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:



The chests don't need to be named under, participants will guess it by themselves.

4.2.4 The Materials

In the room

- M1. Chest 1 (Institutional Violence) **A chest can be any box that can be secured with a keypad lock
- M2. Chest 2 (Structural Violence)
- M3. Chest 3 (Physical Violence)
- M4. Chest 4 (HateSpeech)
- M5. Locker 1 (4 digits) In case to find only 3 digits locker, the code will be the 3 first digits.
- M6. Locker 2 (4 digits)
- M7. Locker 3 (4 digits)
- M8. Locker 4 (4 digits)
- M9. Reception Point (table or similar)
- M10. Computer Device in Reception where 360° Museum is displayed (LINK: https://www.deskom.rs/vt/IPP_ER/2.1.TWTNEMG/) with connection to Speakers (used for background music)



SCAN

- M11. Uniform/costume for cashier
- M12 Envelopes numbered 1,2 & 3 (with UV written in the back: WELCOME too many times (example attached in DIY document))

In possession of the Game master:

- M13. TIMER (Game master is informing the players about the time)
- M14. Pen and Paper, in case the participants need to solve the puzzles.
- M15 UV READER LIGHT
- M16 Enough kilograms of Lentils to fully fill one chest + 5 of them should have 1 black cross with black permanent marker.
- M17 “Bloody” Papers with Morse Code
- M18 Test Hate Speech Printed as many participants as possible

Making off (previous preparation)

- M19 UV Marker
- M20 Black Marker

Additional:

Use of phones:

Participants **are not allowed** to use personal phones. All digital interaction takes place on the computer at the reception point.

Sound and music:

The Pink Panther Theme (Henry Mancini) is played in a **continuous loop** at very low volume to support the investigative atmosphere without distracting participants.

Link on Spotify:

<https://open.spotify.com/track/0juPSJLFnLFim7BK6VzTes?si=763ff3753a204148>

Link on YouTube: <https://www.youtube.com/watch?v=VyZiluMufTA>

Link on Google Drive (Downloaded File): <https://drive.google.com/file/d/1v-gvVL1qSZS-WuDEEtYI0yT3LiWMVXSV/view?usp=sharing>



Lighting:

Lighting remains constant, with low general light and one focused light on each exhibition element.

Technical requirements:

A stable internet connection and a functioning computer are required. The **Game master** checks all technical elements before the game starts.

Timer:

The timer is managed by the cashier. Time is announced verbally at key moments (e.g. “30 minutes remaining”, “20 minutes remaining”) or upon request. Total game time is 45 minutes.

4.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

1. Arrange all physical materials and elements in the room according to the defined room layout.

- Place the reception table (M9) in the centre of the room.
 - Place the computer device (M10) on the reception table and open the online 360° museum (LINK: https://www.deskom.rs/vt/IPP_ER/2.1.TWTNEMG/) + Play Background Music



- Place the Pink Panther poster (E1) on the front of the reception desk, clearly visible to participants. Write in the back: **CONGRATULATIONS YOU ESCAPED THE ROOM!**
- Prepare the cashier uniform or costume (M11) and ensure it is worn by the Game master.

2. Place the four chests in the corners of the room:

- M1 (Institutional Violence)
- M2 (Structural Violence)
- M3 (Physical Violence)
- M4 (Hate Speech Violence).

3. Place one locker next to or attached to each chest:

- M5 with M1, (code 3600)
- M6 with M2, (code 3500)
- M7 with M3, (code 2000)
- M8 with M4, (code 1088)
- 4. **Insert the corresponding materials/elements inside each chest.**
 - M1. Chest 1 (Institutional Violence)
 - M12 Envelope 1
 - E5 Written experience from a person that its migrating
 - M12 Envelope 2
 - E6 Application for Residence 1 cut in irregular pieces and mix
 - E6 Application for Residence 2 cut in irregular pieces and mix
 - E6 Application for Residence 3 cut in irregular pieces and mix
 - M12 Envelope 3 (write on the
 - E7 White Paper + UV Message
 - M2. Chest 2 (Structural Violence)
 - M16 Lentils will fill the chest to the top
 - M3. Chest 3 (Physical Violence)
 - M17 and E8 inside
 - M4. Chest 4 (Hate Speech)
 - E9 inside
- 5. **Close and lock all chests (M1–M4).**
- 6. **Prepare the coloured tokens:**
 - E2, E3 & E4 should remain in possession of the Game master.
- 7. **Prepare the timer M13. The cashier manages the time and announces it verbally during the game.**
- 8. **Check internet connection and ensure the online museum loads correctly.**
- 9. **Do a final check of all locks, materials and positions before allowing participants to enter the room.**

All the steps above are to be repeated before every group of participants enters the room, these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

4.3 Step by step implementation

4.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;

- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game in order to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

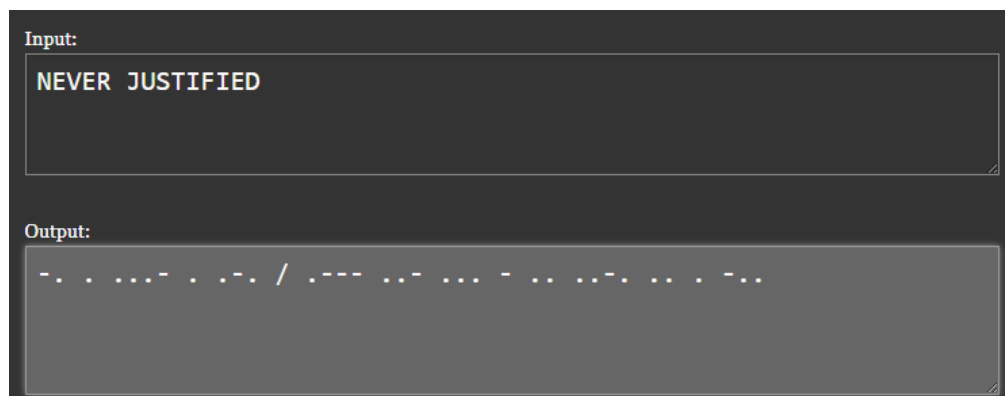
In the game space, we advise that the Game master remains a little bit away from the group for the sake of leaving the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

The Game master performs the role of cashier while the game is happening.

It consists in a **punctual interaction** during these moments:

- To **facilitate situations and provide hints**
- For the M1 Chest about Institutional Violence, participants will go to GM after completing the puzzles **asking for** the light, UV light reader should be given, and they will come back telling the word WELCOME. Chest M1 Completed. Give them tokens.
- For the M2 Chest about Structural Violence, participants will give to GM 5 marked lentils previously marked with black marker. Chest M2 Completed. **Give them** Tokens.
- For the M3 Chest about Physical Violence, we will put a bunch of white papers previously dirtied with red marker pretending to be blood. Inside each of them is written in Morse code one letter of the word: **NEVER JUSTIFIED**. The morse letters of the word **Never** will be in black ink, the ones of **Justified** will be in red ink (visible separated from red dirtiness). They will tell you these two words when guessing and completing the chest.



<https://morsecodetranslator.com/>



SCAN

- For the M4 Chest about Hate Speech, they will give you the paper once they complete the test. Chest Completed.
- Once the team finish one chest, perform the role of cashier and in exchange for the complete tasks provides them a delimited number of tokens following this pattern:

- Doesn't matter which chest they complete, the token provision is this one:
 - First Chest completed: provides 1 token (random colour)
 - Second Chest completed: provides 2 tokens (random colours)
 - Third Chest completed: provides 2 tokens (random colours)
 - Fourth Chest completed: provides 3 tokens (random colours)
- With the fourth chest completed and after providing the final 3 tokens participants should be in possession of (3 red tokens, 2 yellow tokens, 2 blue tokens & 1 white token) and the GAME MASTER WILL MAKE THIS QUESTION:
 - **WOULD YOU LIKE TO RECEIVE THE TOKENS MENU?**
- (Game master should be in possession of:
 - E2. Cardboard colourful tokens (3 Red, 2 Yellow, 2 Blue, 1 White) (previous part)
 - E3. Menu of Tokens
 - E4. Final coloured tokens (Orange, Green, Purple, Pink) with coded numbers written on them (read: Specific GM Instructions 2.1.))
- As they say yes, they will receive the Tokens Menu E3
- Then the cashier act as a trade office, depending which colour tokens they exchange the cashier provides following this pattern:
 - Participants provide 1 blue + 1 yellow = Cashier provides 1 green token
 - Participants provide 1 yellow + 1 red = Cashier provides 1 orange token
 - Participants provide 1 blue + 1 red = Cashier provides 1 purple token
 - Participants provide 1 red + 1 white = Cashier provides 1 pink token

Messages written in the new tokens

● Orange token — ALMOST A (19) · L (4) · M (5) · O (7) · S (11) · T (12) ➡ 19 4 5 7 11 12	● Purple token — TO THE T (12) · O (7) · T (12) · H (26) · E (23) ➡ 12 7 12 26 23
● Green token — CLOSE C (21) · L (4) · O (7) · S (11) · E (23) ➡ 21 4 7 11 23	● Pink token — SOLUTION S (11) · O (7) · L (4) · U (13) · T (12) · I (1) · O (7) · N (6) ➡ 11 7 4 13 12 1 7 6

These messages **are not random numbers**, they follow the numerical cipher rule: (i = 1, j = 2, k = 3, l = 4.... When the numbers achieved Z= 18 they go back to A= 19) They will know because the “hints written in the **PINK PANTHER POSTER**. The GM should be the one encouraging them to look at it in case that they are lost.

Important distraction notes

If a participant focuses too much on the Pink Panther poster too early, the Game master should redirect their attention by improvising and guiding the group back to other tasks, allowing the poster to remain unnoticed until the final stage.

The conclusion is to understand that **PINK IS THE SOLUTION**, participants will have in front of them the **PINK PANTHER POSTER**, in the back of it there is a congratulation message, they managed to escape.

4.3.2 Introductions and instructions

Before starting the game, it is the Game master's job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain **the scenario** if they still have some questions and explain about the timer.

Ask the participants if they have already **played an escape game** and if not, explain to them the purpose and mechanisms of escape games.

Inform the participants they have 45 minutes to complete the escape room.

Give the following instructions:

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other's perspectives is crucial for solving puzzles efficiently.
- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.
- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

***TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

Additional instructions:

The experience **starts** in the online museum. Participants **should explore it** carefully, as the information found there provides the codes needed to unlock the lockers in the physical room.

Lockers **can only be opened** using codes obtained from the online museum. Guessing codes or forcing lockers is not allowed.

Once a chest is **fully solved**, participants must go to the cashier with the results to verify the solution.

Coloured tokens are **only provided** by the cashier and must not be taken or exchanged without their confirmation.

4.3.3 Hints and tips

During the course of the game the Game master **should observe** and **give some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

Specific hints can be added here:

- **ER is not very difficult to be understood, but just to add that the cashier should have a playful attitude in the moment of hints giving.**

4.3.4 Course of the gameplay

1. The escape room follows a linear but flexible flow, combining an online exploration phase with a physical problem-solving experience. The order in which chests are solved may vary, but the general progression of the game remains the same.
2. Introduction and entry. After the introduction and explanation of the rules by the cashier, participants enter the room and take their position as museum visitors. The cashier invites them to begin by exploring the online museum.
3. Online museum exploration. Participants access the online 360° museum from the computer at the reception point. They explore the virtual exhibition and interact with the paintings displayed. The museum contains eight paintings, organised in pairs. Each pair is related to one type of violence and leads to a shared logical or mathematical operation. Solving each operation provides a four-digit code.
4. Unlocking the lockers Using the codes obtained from the online museum, participants unlock the corresponding lockers located next to the chests in the room. Each locker gives access to one chest, but participants decide the order in which they open them.
5. Solving the chests. Inside each chest:
 - **M1: They will open envelope M12.1 and read the text, they will open envelope M12.2 and do the 3 puzzles that will take them to the conclusion of asking the cashier for the light. They will read the word WELCOME all over the back of the envelopes and tell that word to the cashier.**
 - **M2: They will open the chest and find 5 marked lentils with black permanent marker. Give the lentils to the cashier to complete the task of that chest.**

- M3: Participants will open the chest and find a lot of bloody papers. Opening them they find a morse letter in each on them. Inside chest a morse decoder
- M4: They will open the box a take a paper per person. Its a version of the 3 minutes test. They will complete it until the end and give it to you and receive their tokens.

6. Token distribution. After verifying the solution, the cashier provides coloured tokens according to the number of chests already completed. The order of chest completion does not affect the token distribution rules.
7. Token exchange phase. After all four chests are completed and the cashier provides the final tokens, the cashier asks participants if they would like to receive the Token Menu. Using this menu, participants can exchange basic-coloured tokens for new colours by interacting with the cashier. All exchanges must be confirmed by the cashier.
8. Final resolution. Through the exchange process, participants obtain several tokens but specially the pink token, which represents the final key to the escape room. It has a numerical coding that they will solve by looking at the hint in the **Pink Panther Poster**.
9. By observing the reception area and connecting the colour with the Pink Panther poster again, participants discover the final step of the game. Turning the poster reveals a congratulatory message, marking the successful completion of the escape room.
10. End of the game. The cashier confirms that the escape room has been completed and invites participants to move to the debriefing phase.

4.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

Any educational topic specific questions should be added here.

- Did you recognise Physical Violence during the ER? Can you tell one example of this type of violence that you see in your daily life?
- Did you recognise Institutional Violence during the ER? Can you tell one example of this type of violence that you see in your daily life?
- Did you recognise Hate Speech during the ER? Can you tell one example of this type of violence that you see in your daily life?
- Did you recognise Structural Violence during the ER? Can you tell one example of this type of violence that you see in your daily life?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.



5. Operation Log Out

5.1 Introduction

A) Context

This room “*Operation Log out*” focuses on the digital dimension of peace education by exploring **hate speech** and **cyberbullying** as forms of **online violence**. It’s based on the idea that peaceful coexistence in digital spaces requires **awareness of the power** of words, **empathy**, and the ability to respond without escalating conflict. Through the experience, participants strengthen **digital resilience, emotional awareness, and skills** for respectful and constructive online communication.

B) Visual presentation of the room

The room is initially **pitch black**. There are **two main** distinct areas.

The Digital Corner: A desk illuminated only by a small table lamp. On it sits a laptop displaying a slideshow and a set of printed cards. Beside the laptop is a small, locked box.

The Study Corner: Located at the opposite end of the room, this desk contains math homework sheets and pencils.

The "Reality" Shelves: A shelving unit or bookcase that is currently obscured by the darkness. It is filled with physical achievements (trophies, medals, photos), which will only be revealed at the very end when the main lights are turned on.

C) Educational objectives

- To distinguish between general unpleasantness and specific **hate speech**.
- To recognize the impact of **cyberbullying** and **hate speech** on mental health.
- To learn **coping mechanisms** and the importance of "offline" reality and self-worth.
- To practice **digital resilience** and positive **communication**.

D) Target group profile and number

Age: 14-19

Group size recommendation: 4-6 participants

Group profile: Youth groups, school classes, or youth exchange participants.

Escape room difficulty: Medium

E) Accessibility & Adaptability

The space is arranged to allow **easy and safe movement**, without obstacles or narrow paths that could make participation difficult. All **important elements** are placed within easy reach, without requiring extra effort. Special attention is given to **clear instructions**, simple use of materials and the safety of all participants during the activity.

The escape room is designed **to be accessible** for people with different needs, including those with hearing impairments, visually impaired participants, and wheelchair users, so that everyone can take part equally. For all audio content, a written text version is also provided, ensuring that participants can follow the experience through reading as well as listening. All written materials are adapted for visually impaired participants by using larger and clearer font sizes, making them easier to read.

The activity is flexible and can be adjusted based on the needs of each group. The goal is not only to provide access, but also to support active participation, so that everyone can contribute, explore and enjoy the experience in an inclusive and equal way.

5.2 Step by step preparation

5.2.1 Scenario

What happens when the lights fade and only words remain?

In a world where everything is connected, the line between a joke and harm, opinion and attack, grows thinner every day. Sometimes it takes just one comment. One message. One click. This story takes you on a journey through a space where nothing is quite as it seems, and every word carries more weight than you might expect. It is an experience that raises questions about responsibility, choices, and the courage to recognize the difference between what entertains and what hurts.

Written for young people who want to better understand the world they live in and their role within it, this escape room does not offer ready-made answers. Instead, it challenges, provokes, and opens space for reflection. Because in the digital world, everyone has a voice. The only question is - how will you use yours.

5.2.2 Objective of the game

The participants **must navigate** through layers of **cyberbullying** and digital noise to find the truth about self-worth. They need to unlock digital folders, distinguish **hate speech** from **fake news**, and prove their real-world capabilities to turn on the lights and reveal that their true **value lies** in their real-life achievements and memories, not online comments.

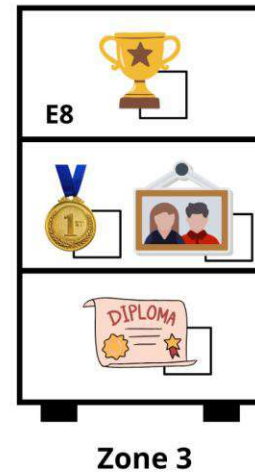
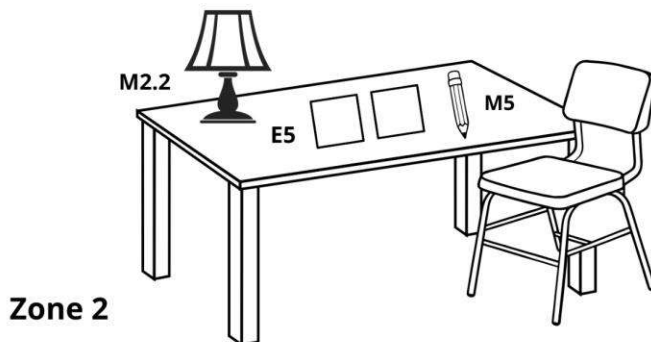
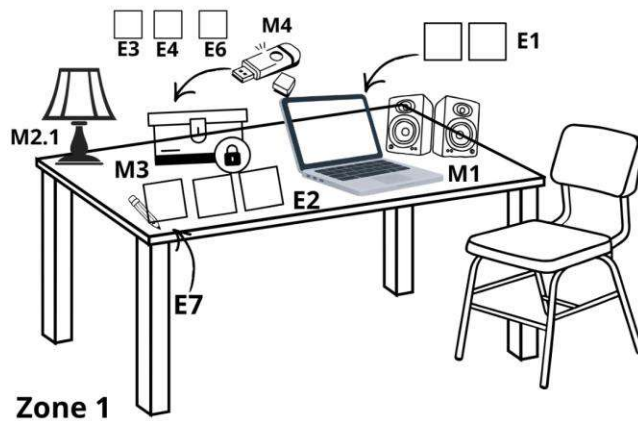
5.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, eg. keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:

Entry/Zone 1: The table with the lamp and laptop (The Digital Corner).

Zone 2: The table with the lamp and math problems (The Study Corner).

Zone 3: The shelves with trophies/medals (The Reveal Zone).



5.2.4 The Materials

- M1. Laptop with speakers (pre-loaded with video, audio tracks).
- M2. 2 table lamps.
- M3. Small locked box with password 725.
- M4. USB drive.
- M5. Pencils.

Additional:

Timer **can be displayed visibly** in the room, or the GM can have it on their phone, making sure to notify the players as time passes. Time to be set for this room is 45 minutes.

5.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

First make sure you have laid out all the materials that make up the room (M1-M6) according to the room layout requirements.

Follow the next steps to set up the room with the game elements from the Peace puzzles Toolkit or the Unlock Peace - modules for DIY production so it is playable:

Zone 1 Setup: Table with laptop and speakers

1. Ensure the room is completely dark (blinds down, main lights off).
2. Turn on the lamp (M2.1) on the desk and the laptop with speakers (M1).
3. Start the video of hate comments (E1).

4. Play the looping audio track of insults and static (E1). Adjust the volume so it's audible but not deafening.
5. Place the deck of cards (E2) on the same table next to the box (M3). Make sure the cards (E2) representing "Hate Speech" have numbers that correspond to the combination on the box (M3).
Also, place a printed Morse code alphabet (E7) next to the laptop so participants don't need to use their phones and lose time. Place a pen next to the paper for easier notetaking.
6. On USB drive (M4) put folder with positive speech (E3). Make sure that folder is first in line so that it is opened first. You can name that folder "open me first".
7. On the same USB (M4) put link to 360° room (E4). Folder with 360° photo escape room is named Deep Thought.
8. On the same USB drive put hidden folder, name it FINAL_TRUTH and put text in word (E6) in the folder.

How to create hidden folder: <https://www.youtube.com/watch?v=BuxCeL4-RNc>

Method 2: Using a Batch Script: Create the Batch File: Open Notepad. Copy and paste the provided Batch script code into Notepad. Batch Script Code: <https://pastebin.com/x2bPxUys>

Password – 5913. Save the file as "Locker.bat" by selecting "All Files" in "Save as type" dropdown. Lock Your Folder: Run the Locker.bat file by double-clicking it. Place all files you want to protect in the new "Locker" folder that appears. Run Locker.bat again, type 'Y' to lock the folder, and press Enter. Unlock Your Folder: Run Locker.bat, enter your password, and your folder will reappear.



SCAN



SCAN

9. Set the combination to match the numbers found on the hate speech cards (E2).
10. Place the USB drive (M4) inside the box (M3) and lock it.

Zone 2 Setup - Table with homework

11. Place the math worksheets (E5) for the participants and pencils (M5) and lamp (M2.2) on another table.

Zone 3 Setup - Reveal

12. Arrange the trophies, medals, and photos on the shelves (E8) inside the cabinet, messages will be hidden behind these items. Behind trophies: "Be the winner who doesn't spread hate." Behind medals: "Be the reason someone feels safe online." Behind family photo: "The greatest support comes from the people who care about you." Behind diploma: "Congratulations! You have successfully completed the Escape Room. You have demonstrated teamwork, communication, and critical thinking, and learned how important respect, empathy, and responsible behaviour are - in real life and online. Always be the voice that builds, not the one that breaks."

Make sure they are not easily visible while the room is dark - they should only be revealed when the main lights are turned on.

Steps 1 to 12 are to be repeated before every group of participants enters the room; these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

5.3 Step by step implementation

5.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the Game master remains a little bit away from the group in order to leave the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

The GM should **briefly and clearly explain** the basics of an Escape Room before the game starts, emphasize the **importance of teamwork**, and encourage **active participation**. They should also **introduce** the basic rules of the game and explain how participants can ask for help if needed. The instructions should be **concise, easy to understand and motivating**, so participants can enter the game feeling relaxed and engaged.

The GM **controls** the environment.

Audio Control: The GM must trigger the voiceover instructions ("**Not all unpleasant words...**") if they don't play automatically.

Lighting Control: The most critical role is **at the very end**. When the players read the final message to "look around," the GM must immediately switch on the main room lights to reveal the trophies and positive items.

5.3.2 Introductions and instructions

Before starting the game, it is the Game master's job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain **the scenario** if they still have some questions and explain about the timer.

Ask the participants if they have **already played an escape game** and if not, explain to them the purpose and mechanisms of escape games.

Inform the participants they have 45 minutes to complete the escape room.

Give the following instructions:

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other's perspectives is crucial for solving puzzles efficiently.
- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.
- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

***TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

5.3.3 Hints and tips

During the course of the game the Game master **should observe** and give **some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

- Hint for Cards: "Read the cards carefully. Which ones represent hate speech? Only those matter."
- Hint for Morse Code: "That sound pattern... dots and dashes. Is there a key somewhere?"
- Hint for Math: "Sometimes the solution isn't digital. Look around the physical room for a place to study."
- Hint for News: "Read the scrolling text. Match the headline to the definition."

5.3.4 Course of the gameplay

1. The Entry: The GM should briefly and clearly explain the basics of an Escape Room before the game starts, emphasize the importance of teamwork, and encourage active participation. They should also introduce the basic rules of the game and explain how participants can ask for help if needed. The instructions should be concise, easy to understand, and motivating, so participants can enter the game feeling relaxed and engaged. Players enter the dark room. They see the laptop with hate speech video and hear the audio insults.
2. The Clue: A message on the video "**Not all unpleasant words and statements are hating speech.**" It directs them to the cards on the table.
3. The Card Puzzle: Players sort through cards. The cards containing actual hate speech have numbers on them. Arranging these numbers correctly gives the code.
4. The Box & USB: Using the code, players open the small box and retrieve a USB drive.
5. The Positive Folder: They plug the USB into the laptop. Inside is a folder containing positive comments and examples of encouraging internet behaviour. A text on video gives a hint to open the next folder which launches a 360° photo (Online Room). Hint: "Don't look at the surface; you must dive into deep thought. Hidden among the folders, the link to your escape is waiting to be triggered." Folder with 360 photo is named Deep Thought.
6. The 360 Room: In this digital room, they see icons scattered in different locations (YouTube, Instagram, Game, Messenger, TV channel).
7. Clicking YouTube shows a video with hate comments below.
8. Clicking Instagram shows a photo with hate comments below.
9. Clicking the Messenger a message from a "friend" warns them: "**They made a group chat where they are insulting you, calling you lazy, saying you never do homework and can't solve simple math.**"
10. Clicking the Game icon shows gameplay with hate comments below.
11. Once the participants have clicked all three available icons (*YouTube, Instagram, and Gaming*), an instruction is written in Morse Code. Hint: "**That sound pattern... dots and dashes. Is there a key somewhere?**"
12. The Morse code translates to: **DO YOUR HOMEWORK.**
13. After decoding the message and entering the phrase "**DO YOUR HOMEWORK,**" they receive a new hint: "**Sometimes the solution isn't digital. Look around the physical room for a place to study.**"
14. The Math Task: Players must find the desk at the other end of the room. They solve the math problems found there. The solution provides the numeric code to unlock the next step in 360° room and they get hint: "For the next clue you need to check today's news. Find the TV in this room and click on it.
15. On the laptop screen in the 360° room, players click the TV icon, which opens a small window displaying the news. The headlines scroll like a teleprompter, moving from the bottom to the top. Players must match specific news stories to the corresponding types of hate speech, using the clues they have found on the cards.

16. The Final Folder: Correctly matching the news reveals a password 5913 and a hint to open a hidden folder on the USB: "**SUCCESS! Password accepted. Hidden directory visible on USB drive: [FINAL_TRUTH]. Please open to proceed.**"
17. The Message: The hidden folder contains positive affirmations: "**Every person has value,**" "**Do not retaliate with hate,**" "**Look for the good around you,**" and "**Look at what we have achieved so far.**"
18. The Reveal: The final instruction is to "**Look around you.**" At this moment, the Game master turns on the main lights. The shelves are revealed, filled with medals, trophies, diplomas, family photos, and with message behind them —proving their real-world worth.

5.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

Discussion:

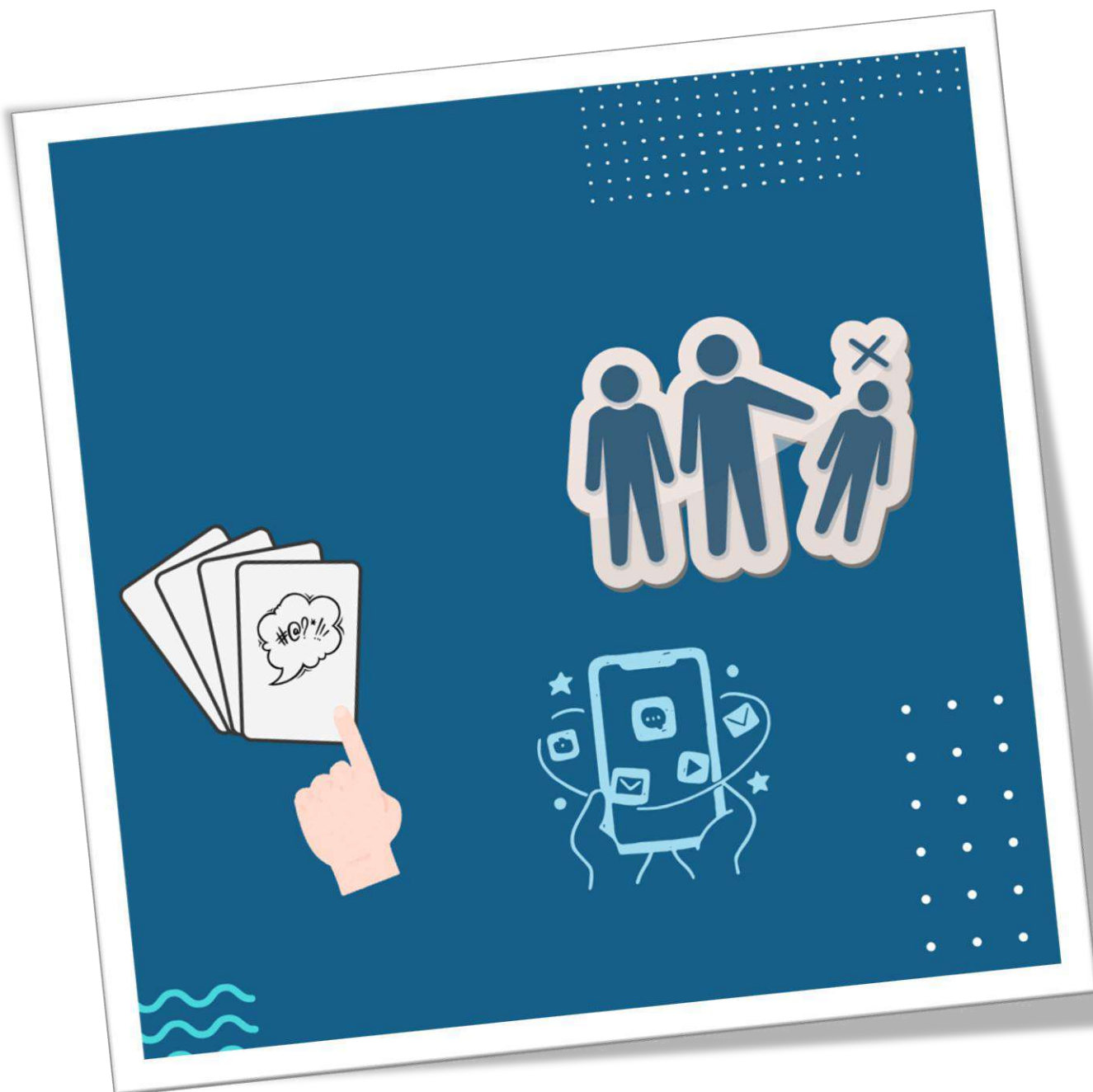
A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

Specific questions:

- How did the audio of the insults make you feel at the beginning?
- Why was it important to distinguish between "unpleasant words" and "hate speech"?
- The final task required looking at physical achievements. Why is it important to disconnect from the screen and look at your real life?
- How can we apply the "positive folder" concept to our real social media usage?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.



6. House of Inner Shadows

6.1 Introduction

A) Context

This specific room, "*House of Inner Shadows*," focuses on the internal aspect of peacebuilding: **Emotional Intelligence**. It operates on the premise that one cannot build peace with others without first understanding and managing one's own emotions and recognizing the hidden emotional needs of those closest to them.

B) Visual presentation of the room

The room is designed to metaphorically represent **a family house** that serves as a stand-in for the human mind. The atmosphere shifts from darkness and mystery to clarity and illumination.

Zone 1 (Entry/Stairs): Pitch black. This represents the subconscious and the fear of the unknown.

Zone 2 (1st Floor - Kitchen/Living Room): Chaotic but domestic. A table cluttered with cooking utensils and broken items represents the "mess" of daily raw emotions and conflict.

Zone 3 (2nd Floor - Hallway): A gallery-like space with portraits. It represents the facade we present to the world versus our internal reality.

Zone 4 (Attic): A reflective space containing a mirror. This represents self-realization and the final moment of clarity.

C) Educational objectives

- Identifying **specific emotional triggers** (passive aggression, anger) and soothing mechanisms (deep breathing, apology).
- Understanding that "broken" or difficult emotional experiences **can make a person stronger** and more valuable if processed correctly.
- Learning to look past the **surface behaviour** (anger, silence, smiling) to find the underlying need (fear, loneliness, need for affection).
- Realizing that the ultimate responsibility for one's emotional well-being **lies with oneself**

D) Target group profile and number

Age: 16-30

Group size recommendation: 4-6

Group profile: Young people interested in psychology, self-development, or groups seeking team building with a focus on communication and emotional bonding.

Escape room difficulty: Medium

E) Accessibility & Adaptability

The space is arranged to **allow easy and safe movement**, without obstacles or narrow paths that could make participation difficult. All important elements are placed within easy reach, without requiring extra effort and tasks that were originally planned for the floor have been

moved onto a table to make them more accessible. Special attention is given to clear instructions, simple use of materials, and the safety of all participants during the activity.

The escape room is designed **to be accessible for people with different needs**, including those with hearing impairments, visually impaired participants, and wheelchair users, so that everyone can take part equally. Tasks and instructions do not depend on sound and all-important information is provided in a visual format. All written materials are also adapted for visually impaired participants by using larger and clearer font sizes, making them easier to read.

The activity is flexible and can be adjusted based on the needs of each group. The goal is not only to provide access, but also to support active participation, so that everyone can contribute, explore, and enjoy the experience in an inclusive and equal way.

6.2 Step by step preparation

6.2.1 Scenario

WELCOME HOME. WILL YOU EVER LEAVE?

From the outside, it looks like a perfect family house. The grass is green, and the lights are warm. The owner welcomes you with a friendly smile, but you can feel that something is wrong.

Click. The door is locked. The owner looks at you and says: "The house looks perfect, but it hides a dark secret. If you want to leave, you must find out what is inside."

Your journey to the exit:

***TOTAL DARKNESS:** You start in the dark. You can't see anything - you have to use your other senses to move forward.*

***THE MESSY KITCHEN:** The heart of the home is a total mess. Can you find the clues hidden in the chaos?*

***THE FAMILY MASKS:** This family is hiding their real faces. Find out who they really are to unlock the next door.*

***THE ATTIC:** The final room. To get out, you must stop running and face your own fears.*

You have 45 minutes. Will you solve the mystery and escape, or will you stay in this "perfect" house forever?

THE CLOCK IS STARTING. ARE YOU READY?

6.2.2 Objective of the game

Through the metaphor of a house (**representing the human mind**), players must illuminate their "shadows" (unprocessed emotions) to exit as emotionally more intelligent individuals. They **must solve** puzzles related to **emotional regulation, empathy, and self-reflection** to find the final key, which is the realization that they hold the power to save themselves.

6.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, eg. keeping the first steps of the escape room towards the entry

way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:

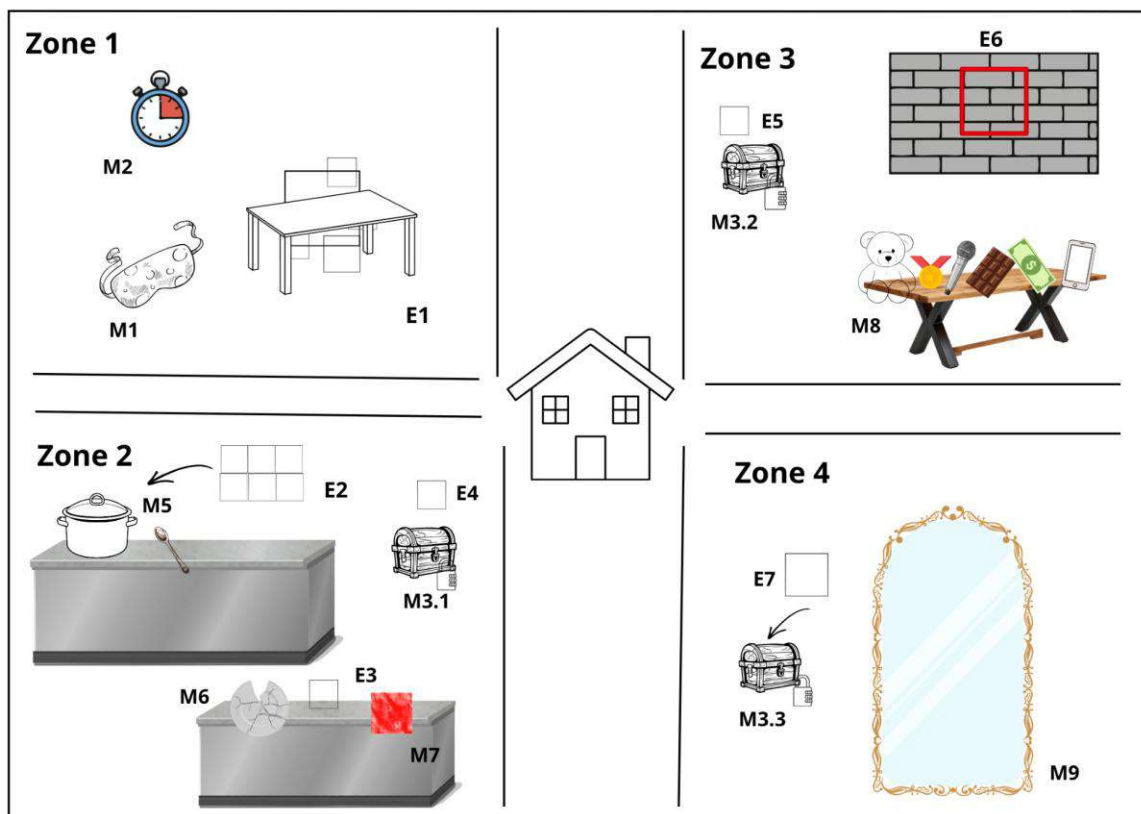
The room can be a **single large** space divided into "**zones**" or actual separate rooms if available.

Zone 1: Entrance area. Must be capable of being completely darkened (blackout).

Zone 2: A table setup representing a Kitchen/Living room.

Zone 3: A wall or section representing a Hallway with pictures of emojis.

Zone 4: A secluded corner or final station representing the Attic with a mirror.



6.2.4 The Materials

General:

- M1: Blindfolds (one per player).
- M2: Timer (45 minutes).
- M3: Three locked boxes (*Labelled: "1st FLOOR", "2nd FLOOR", "ATTIC"*).
- M4: 3-digit combination locks (or a way to validate codes). Lock 1 - code 421, Lock 2 - code 973, Lock 3 - code 528

Zone 2 (Kitchen):

- M5: Real cooking pot and wooden spoon.
- M6: Paper plate with a large gold "7" drawn on it, cut into 5-6 irregular puzzle pieces.
- M7: Red transparent foil.

Zone 3 (Hallway):

→ M8: 6 Objects:

Medal (Number 5 on back).

Phone (Number 2 on back).

Teddy Bear (Number 8 on back).

Microphone

Paper money (Dollars, Euros or depending on your country's currency)

Chocolate

Zone 4 (Attic):

→ M9: A Mirror.

Additional:

A **mysterious ambient sound** should play in the background, fitting the theme of the house. The use of mobile phones **is permitted**, as they are required to scan the triggers.

Timer. Timer **can be displayed** visibly in the room, or the GM can have it on their phone, making sure to notify the players as time passes. Time to be set for this room is 45 minutes.

6.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

First make sure you have laid out all the materials that make up the room (M1-M9) according to the room layout requirements.

Follow the next steps to set up the room with the game elements from the *Peace puzzles Toolkit or the Unlock Peace - modules for DIY production* so it is playable:

Zone 1 Setup:

1. Ensure the room can be made pitch black.
2. Scatter the 4 pieces of the "Invitation" (E1) on the table. Make the puzzles on cardboard to make them easier to assemble.
3. Have blindfolds (M1) ready at the entrance.

Zone 2 Setup:

4. Place the pot, spoon, and crumpled ingredient papers (M5, E2) on a table.
5. Mix the pieces of the broken plate (M6) on the table. Place the "Red Glasses" puzzle
6. (E3) and the red foil (M7) on the table.
7. Lock instructions or the next clue (E4) inside the "1st FLOOR" box (Code 4-2-1).

Zone 3 Setup:

8. Put the Note (E5) in the "2nd FLOOR" box.
9. Put the printed smiley face images (E6) on the walls around the room. However, the last trigger leading to the 360-degree room should be the hardest to find—place it furthest from the desk so they have to scan everything else first."
10. Place the objects (M8) nearby on the table. Ensure the numbers on the back of the objects correspond to the correct picture code (5-2-8).
11. Lock the "2nd FLOOR" box with code 9-7-3.

Zone 4 Setup:

12. Place the mirror (M9) in the final area.
13. Place the mirror-writing note (E7) inside the "ATTIC" box. Step 14 - Lock the "ATTIC" box with code 5-2-8.

Reset: Ensure all locks are reset to their respective codes (4-2-1, 9-7-3, 5-2-8).

Steps 1 to 14 are to be repeated before every group of participants enters the room, these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

6.3 Step by step implementation

6.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game in order to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the Game master remains a little bit away from the group in order to leave the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

The GM acts as the "**Homeowner**." The persona is **welcoming but mysterious**, slightly melancholic, implying that they have been trapped in this house of emotions for a long time. The GM guides the players from the "**outside**" (via voice) but starts physically present at the door.

6.3.2 Introductions and instructions

Before starting the game, it is the Game master's job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain **the scenario** if they still have some questions and explain about the timer.

Ask the participants if they have already *played an escape game* and if not, explain to them the purpose and mechanisms of escape games.

GM: *"Welcome to the House of Inner Shadows. It looks perfect from the outside, doesn't it? Just like we try to look to others. But to get out, you must meet what hides inside. I will lock you in, so you have time to... think."*

The GM locks the door and turns off the lights (Blackout).

Inform the participants they have 45 minutes to complete the escape room.

Give the following instructions:

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other's perspectives is crucial for solving puzzles efficiently.
- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.
- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

***TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

6.3.3 Hints and tips

During the course of the game the Game master **should observe** and give **some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

- **Zone 1 (Darkness):** If players are just crawling randomly, remind them: "Communicate. Tell each other where you are."
- **Zone 2 (Kitchen):** If they struggle with the pot, hint: "Only positive ingredients make a good meal." If they struggle with the red scribbles, hint: "You need a filter to see the truth through the anger."

- **Zone 3 (Hallway):** If they don't know which object goes where, hint: "Scan the codes to hear their inner thoughts. What does the Father need to feel better?"
- **Zone 4 (Mirror):** If they read the text but don't say the code word, ask: "Who are you looking at? Say it out loud."

6.3.4 Course of the gameplay

1. Challenge: Darkness on the Stairs

The staircase is in total darkness (blackout).

All players put on blindfolds before entering the room (or immediately at the entrance). The GM scatters 4 pieces of a single sheet of paper (A4) on the floor.

Task: The GM says: "*To enter the house, you must learn to listen to each other. Find the 4 pieces of the entry ticket on the floor. You must not remove your blindfolds until I say so.*"

Players crawl and search for the papers by touch. When they find them, they must join them together (holding them in their hands), and only then can they remove the blindfolds.

Puzzle on the cardboard: The paper is printed as an "*Invitation*". The text reads: "*Welcome to the House of Shadows. The number of rooms is 4. The number of windows is 2. The number of exits is 1. Good luck.*"

Solution: The code for the first box (Box "1st FLOOR") is 4-2-1.

2. 1st Floor: Kitchen and Living room (Recognition)

Players open the box and find instructions for 3 puzzles. They need to get the code X-Y-Z.

Puzzle 1 (X): Recipe for Calmness Story: "*In this pot, we are cooking emotions. Some ingredients will spoil the dish (escalate conflict), and some will fix it. Add up only those that calm things down.*"

Throw crumpled pieces of paper into the pot with ingredients and their "weight" written on them:

- Passive aggression (100g)
- Deep breathing (4g)
- Shouting (50g)
- Counting to ten (3g)
- Slamming doors (20g)
- Apology (2g)

Solution: $4 + 3 + 2 = 9$.

The first number is 9.

Puzzle 2 (Y): Kintsugi Plate

Concept: Kintsugi is the Japanese art of repairing broken pottery with gold, celebrating its cracks.

Story: "*Sometimes we crack under pressure. But we are not trash. If we put ourselves back together, we become more valuable. Assemble what is broken to see the number.*"

Players must assemble the "broken plate". The gold lines (cracks) will form the number.

The second number is 7.

Puzzle 3 (Z): Red Glasses

Story: "*When you are angry, you see red. Anger hides the truth. Use the empathy filter.*"

Solution: By looking through the foil, the red scribbles disappear, and the blue three becomes visible.

The third number is 3.

FINAL CODE: 9-7-3

3. 2nd Floor: "Hallway of Memories"

Players open the "2nd FLOOR" box with code 9-7-3.

Inside they find: Note that says: *"Behind every smile, a secret lies buried."*

Use your phone to unmask the grinning shadows by scanning QR code. That QR code leads to AR. Scan the smiles to unlock the words they guard. These fragments will lead you to the Family - those who remain trapped in the corners of time. Seek them out to hear their stories and feel the weight of the burdens they never spoke of.

Players must scan the smileys located throughout the room, which act as triggers. Each trigger will reveal a specific word related to **emotional intelligence**. One of these triggers will contain a link that leads them into a 360-degree virtual room. Upon entering the room, players must find three photographs: *the Father, the Mother, and the Son*. Each photo reveals a single sentence that will be crucial for the second part of the task.

Face of the Father (Looks strict/angry): text: *"I yell because I'm afraid, I won't be able to pay the bills. I feel like a failure."*

Object needed: Medal (symbol of recognition/success). On the back of the medal is the number 5.

Face of the Mother (Looks smiling/happy): Text: *"I smile all day for the kids, but at night I cry because I have no one to talk to."*

Object needed: Phone (symbol of **communication**). On the back is the number 2.

Face of the Teenager (Wearing headphones, ignoring everyone): Text: *"I pretend I don't care, but I just want someone to hug me."*

Object needed: Teddy bear (symbol of tenderness/affection). On the back is the number 8.

Once all three photographs have been found, they will receive further instructions: *"Every picture told a story of a hidden struggle. Now, look around you and find the objects that offer comfort, recognition and a voice to those who suffer in silence. They are the keys to solving what feels unsolvable."*

Nearby on the table are 6 objects. 3 correct ones with numbers and 3 wrong ones.

Task: Players must connect the correct object with the correct person. Medal with the father, phone with the mother and teddy bear with the son.

FINAL CODE: 5-2-8

4. 3rd Floor: "The Attic"

Players open the last box "ATTIC" with code 528.

Inside they find only one paper with strange text and an instruction to find the Mirror in the room.

Hint: *THE KEY IS THE WORD YOU SEE WHEN YOU LOOK IN THE MIRROR.*

Write a message on a piece of paper, but backwards (mirror writing). The easiest way to do this is to write the message on thin paper with a black marker, flip the paper over, and trace what shows through. That is your "mirror text".

The text: *"The only person who can save you is looking at you right now."*

Players must place the paper in front of the mirror to read the message. The last sentence tells them that the key is what they see in the mirror.

They look in the mirror -> They see **THEMSELVES**.

GM asks: "**Who is the key to exiting the house?**"

Players must answer: "**ME**" (or "**I**").

When they say "ME", you (GM) turn on the lights in the room (if they were dimmed) or play a victorious, cheerful song.

6.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

- How did it feel to work in the dark? Did you trust your teammates?
- In the kitchen, why do you think "passive aggression" was a heavy ingredient, but "apology" was light? Which is harder to carry?
- Regarding the family portraits: How often do we misinterpret someone's anger as just "being mean" instead of fear or sadness?
- The final message was that "You" are the key. How does this apply to your daily life and conflict resolution?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.



7. The King's Law

7.1 Introduction

A) Context

This room connects the game narrative with the project's educational focus by exploring **marginalization** of poor people through a historical lens. Participants encounter **institutional barriers** and **discrimination** that mirror mechanisms still present in modern societies.

B) Visual presentation of the room

The room should feel **enclosed, oppressive, and deliberately uncomfortable**, evoking a medieval **dungeon or prison** space. All windows are fully covered to block natural light, allowing only controlled, dim lighting - preferably warm, flickering sources that imitate torches or candles. Shadows should **dominate** the space, with corners intentionally left in near darkness to create uncertainty and unease.

The floor is partially **covered with straw**, unevenly scattered, mixed with rough textures such as burlap or old cloth. Cobwebs stretch across corners, door frames, and low ceilings, reinforcing a sense of abandonment and neglect. Walls **should appear** bare, worn, or stained, with muted, earthy tones - stone grey, brown, and black - avoiding anything clean or polished.

All modern objects are **removed or concealed**. Visible cables, switches, plastic, modern furniture, or contemporary symbols must be hidden to preserve immersion. Any necessary modern elements (locks, devices, AR markers) should be visually disguised using parchment, wood, fabric, or iron-like materials.

Sound plays **a crucial role** in shaping the mood. A continuous ambient soundscape fills the room: distant rats squealing, muffled coughing or whispers of other prisoners, the echo of dripping water, faint chains moving, or heavy doors closing somewhere far away. These sounds should be subtle but constant, contributing to a sense of confinement rather than startling players.

The air should **feel heavy and still**. If possible, subtle scents such as **wood, dust, or dampness** can be introduced to deepen immersion. Overall, the space should communicate scarcity, control, and degradation - making players physically and emotionally aware of restriction, power imbalance, and the absence of comfort or agency.

C) Educational objectives

- Raise awareness of social **marginalization** and **institutional discrimination**, using a historical setting to draw parallels between systemic exclusion in the Middle Ages and persistent inequalities faced by marginalized groups today.
- Develop **critical thinking** and **problem-solving** skills by engaging participants in layered puzzles that require analysis, interpretation, and logical reasoning rather than trial-and-error solutions.
- Strengthen **teamwork** and **collaborative decision-making**, emphasizing interdependence, shared knowledge, and **communication** between participants with different roles and abilities.
- Encourage **empathy** and **perspective-taking**, allowing participants to experience powerlessness, restriction, and injustice in a controlled environment that prompts reflection and discussion.

D) Target group profile and number

Age: 16-30

Group size recommendation: 6 participants

Group profile: The activity is aimed at young people who are open to learning, reflection, and active participation, and who are willing to step into the perspectives of others. Participants are expected to engage with social themes critically, collaborate with others, and approach the experience with curiosity rather than competition. The room is particularly suitable for young people interested in social justice, human rights, history, or experiential learning, as well as those open to exploring complex topics such as marginalization and discrimination through non-formal education methods.

Escape room difficulty: Medium

E) Accessibility & Adaptability

This escape room is designed with accessibility in mind, ensuring that participants with different needs, particularly those with hearing impairments and wheelchair users, can fully engage with the experience. All **core elements, puzzles, and instructions** are created to be usable without reliance on sound, and important information is always available in a visual format.

When setting up the room, facilitators should **pay special attention** to physical accessibility. Make sure there is enough space for wheelchair movement, avoiding narrow pathways or cluttered layouts. Key objects, clues, and interactive elements should be placed within comfortable reach (not too high or too low) and should not require excessive force or complex physical actions.

Flexibility is encouraged. Facilitators can adapt elements of the room depending on the specific needs of the group. The goal is not just access, but meaningful participation, ensuring that all players can contribute, explore, and enjoy the experience equally.

7.2 Step by step preparation

7.2.1 Scenario

Behind thick stone walls, time slows and justice bends.

You awaken in a place where poverty is treated as guilt and knowledge is met with suspicion. The air is heavy with damp straw and whispered accusations. Chains rattle somewhere in the dark, and unseen eyes are always watching. Each prisoner claims innocence, yet the rules of this world were never meant to be fair.

To leave, you must navigate an environment shaped by fear, hierarchy, and silent agreements. Progress depends not on strength, but on observation, cooperation, and the courage to question what is presented as "law." Some truths are hidden in plain sight; others reveal themselves only when voices are shared.

This is not a story about heroes and villains. It is a reflection of systems - past and present - that decide who is heard, who is punished, and who is allowed to belong.

Will you escape the room... or simply learn how it was built?

7.2.2 Objective of the game

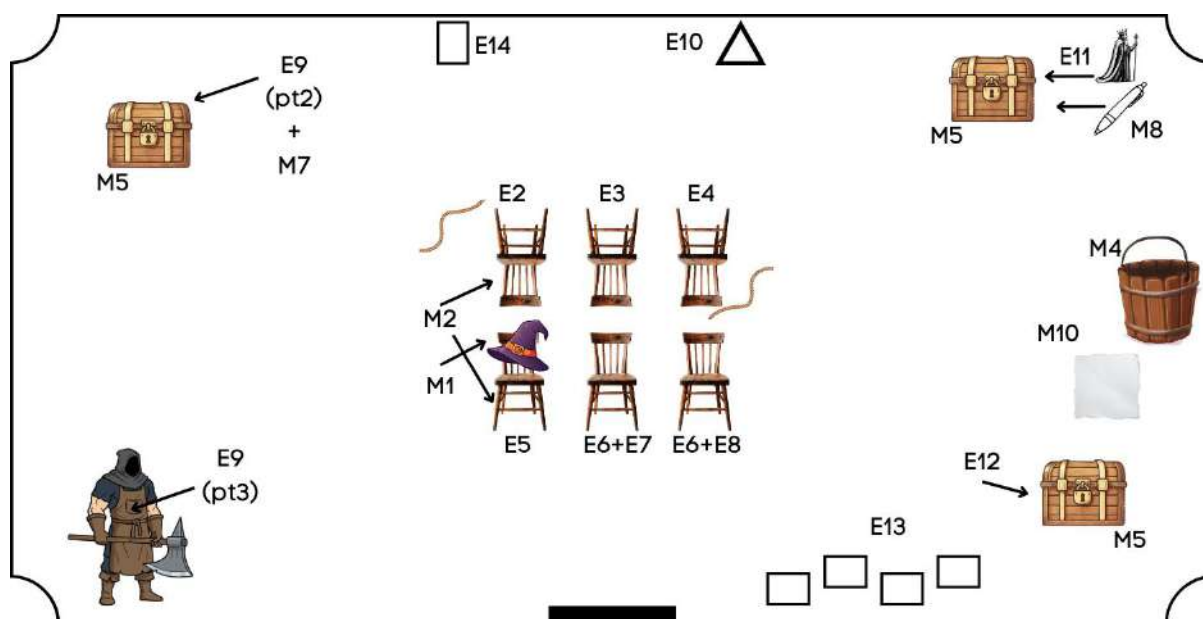
The objective of the game is for participants to **collectively navigate** a restrictive and unjust environment by uncovering hidden information, interpreting fragmented clues, and confronting the rules imposed upon them. Players must move through the experience by questioning what is allowed, what is forbidden, and who is granted access to knowledge, rather than simply searching for keys or codes.

The game is designed so that **no single role can succeed alone**. Information, abilities, and tools are unevenly distributed among characters, reflecting an unequal system in which some voices are trusted while others are silenced. Progress is only possible when participants recognize these imbalances, actively share what they know, and rely on one another to overcome barriers created by the system itself.

Rather than rewarding speed or individual **problem-solving**, the game emphasizes **collective sense-making**: listening, negotiating meaning, and deciding together how to act. The group's success depends on its ability to connect partial truths, challenge assumptions, and transform separation into **cooperation** to reach freedom

7.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, eg. keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:



7.2.4 The Materials

- M1. Witches hat
- M2. 6 chairs
- M3. 6 pieces of rope
- M4. Bucket filled with water
- M5. 3 lockable wooden chests (or cardboard boxes painted to resemble wood)
- M6. 3 padlocks (with 3 number codes)

- M7. Mobile phone with access to internet
- M8. UV pen
- M9. Pencil (or a quill with ink)
- M10. 2 papers and a graphite pencil
- M10. Speaker

Additional:

The use of phones is **deliberately restricted** to preserve immersion; participants may only interact with the **single mobile phone discovered** during the game, which serves as a narrative artifact rather than a modern convenience. Background audio should **remain low** but constant, featuring atmospheric medieval soundscapes such as distant chains, muffled footsteps, dripping water, echoing voices of unseen prisoners, and occasional rats scurrying or squealing, reinforcing a sense of confinement and unease without overwhelming communication between players.

To support character embodiment, **simple physical props can be provided** for each role: the knight may wear a worn tabard or carry a symbolic crest, the noble a folded parchment or signet-like token, the priest a simple rope belt or wooden cross, the witch a hat or small pouch of “herbs,” the free peasant a piece of rope or shepherd’s crook, and the serf rough cloth or straw-bound wrists. Decorative elements should **remove all traces of modernity** and emphasize the **dungeon setting**: covered windows, dim lighting, straw scattered on the floor, wooden crates and chests, cobwebs in corners, iron chains, torn banners, candles or lantern-style lighting, and aged paper textures throughout the room. Together, these elements help participants **physically and emotionally** step into their roles, deepening engagement with both the narrative and the underlying themes of restriction, power, and inequality.

Timer can be **displayed visibly in the room**, or the GM can have it on their phone, making sure to notify the players as time passes. Time to be set for this room is 45 minutes.

7.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

First make sure you have laid out all the materials that make up the room (M1-M9) according to the room layout requirements.

Follow the next steps to set up the room with the game elements from the *Peace puzzles Toolkit* or the *Unlock Peace - modules for DIY production* so it is playable:

1. Have E1 ready to give to the participants during the introduction speech.
2. In the witches hat (M1) hide a paper with number 3 written on it or write directly on the inside of the hat.
3. Place the witches hat (M1) on the player playing the witch character, without them looking inside.
4. Place 6 chairs (M2) in the middle of the room in a circle or row pattern.
5. Place 6 pieces of rope (M3) on each chair, ready to “tie” the participants to the chairs.
6. Have E2- E8 ready to place in the appropriate participants laps. E2 goes to the noble, E3 to the priest, E4 to the knight, E5 to the witch, E6 + E7 to the free peasant, E6+E8 to the serf.
7. Place the pen (quill and ink) with the witch as well.

8. Make sure the GM has the 1st and 3rd (top and left part) part of E9 ready to give to the participants.
9. Fill the bucket with water (M4) and place it in the room.
10. Prepare the invisible letter- take one piece of blank paper, wet it with water and place it on a window or mirror. On top of it put a dry piece of paper and on the dry paper write with a graphite pencil the number 6. Make sure to go over it a few times with the graphite pencil. Take off the first (dry) piece of paper and throw it away. Allow the wet paper to dry and the writing to become invisible. Place the now blank paper somewhere in the room, the writing will become visible once placed in the water again.
11. Place 2nd part (bottom part) of E9 in the first wooden chest, together with a mobile phone with scanner app opened on it (M7), <https://thekingslowserbia.netlify.app/> Or printed QR code from the DIY module.
12. And lock it with a padlock (M6), CODE-683.
13. Tape E10 on the wall of the dungeon.
14. Tape E11 on the second wooden chest, place the UV pen light (M8) inside and lock the chest with a padlock (M6), CODE- 512.
15. Place E12 in the third wooden chest, lock it with a padlock (E6), CODE- 742
16. Tape E13 and E14 on the walls of the room.



Steps 1 to 15 are to be repeated before every group of participants enters the room; these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

7.3 Step by step implementation

7.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the Game master remains a little bit away from the group to leave the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

Game master is playing the **role of the captor, or executioner** in the dungeon. They should be dressed in dark clothes, wearing a hood, any props are encouraged.

First task of the Game master is to help participants choose their roles, this can be done randomly, or they could read out the names of the roles and let participants choose. Upon choosing, the GM **gives the roles cards** to the players and makes sure they understand the notes on the card, and that the players that have characters that cannot read should not open any envelope or read any text.

Once the **players enter the room** the GM should tie them to the chairs in such a manner that they can move their hands and handle the props. Each player receives appropriate element (setup step 5).

Game master **should make sure** players that cannot read are not opening the envelopes but should not intervene if other players try to help them open or read it. If a player has not solved their puzzle, they cannot be untied from the chair, and the game does not move along further.

Once all players **have solved their initial puzzles**, the GM should drop the first part of E9 discretely on the floor, keeping the third part of E9 until players figure out it is with the GM. Once the players are aware it is at the GMs discretion to either let them have it or make them convince the guard somehow to give the piece to them.

Once players have all 3 pieces of E9 and read the UV text **the guard should release** them from the room and congratulate them.

7.3.2 Introductions and instructions

Before starting the game, it is the Game master's job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain **the scenario** if they still have some questions and explain about the timer.

Ask the participants if they have already **played an escape game** and if not, explain to them the purpose and mechanisms of escape games.

Inform the participants they have 45 minutes to complete the escape room.

Give the following instructions:

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other's perspectives is crucial for solving puzzles efficiently.
- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.

- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

***TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

7.3.3 Hints and tips

During the course of the game the Game master **should observe** and give **some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master can give additional hints or tips. However, make sure you give players **time to play and try to guess things**, only give hints if asked or in case players are stuck.

1.3.4 Course of the gameplay

1. Participants are given the roles and lead into the room, tied to their chair and given a puzzle each.
2. Puzzles are ranging in difficulty with the easiest being the nobles, and the most difficult ones for the peasant, the surf and the witch.
3. The peasant and the serf are unable to even start their puzzle before someone who can read frees themselves and helps them to solve the puzzle by reading it out to them.
4. The expected order of solving is **the noble, followed by the priest, the knight and then the rest**. Having the first players free gives the chance to the peasant and serf to be helped and free themselves.
5. Once all are free from the chairs, the GM drops the first puzzle piece E9, making the participants search for the first 3 number code. This code is hidden in 3 spots, the first number will be revealed once they wet the blank paper in the bucket of the water, revealing the number **"6"**. The second number will be revealed once they count the sheep on the poster (E10) on the wall. The third number is hidden in the **witch's hat**; they only must look.
6. Entering this code in one of the chests will provide them with the **second piece** of the puzzle and a phone, prompting them to scan the triggers on the walls and try to discover the final piece of the puzzle.

7. On the wall they will also find plain in sight a code for one of the chests, and when they open it, they will only receive a message from the king's fool, giving them no further hints.
8. **Scanning the triggers on the wall**, they will learn facts on inequality and institutional obstacles and discrimination, as well as the location of the final puzzle piece.
9. They must obtain the puzzle piece from the GM and **scan the QR code** on it.
10. The QR code will lead them in a **360-degree Chappel**, where on the walls there are pictures of each of their characters as well as the king. If they click on the king image they will receive the code to the final chest.
11. Opening the final chest players can shine the lamp on the 3 pieces of the puzzle revealing a message: *We did not enter this place as equals, but we stand here as one. Bound by different laws, judged by different rules, we were made unequal by birth, by knowledge, and by fear. Yet through sharing what was denied to some and granted to others, we broke the chains meant to keep us apart. We leave not as subjects of your law, but as one voice, one will, one truth.*
12. Once they read this message out loud to the GM, they are **free to go**.

7.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

- How did it feel to have some roles or information withheld from you? How does this reflect real-world inequalities in access to knowledge, resources, or decision-making?
- Which obstacles in the game seemed unfair or arbitrary? Can you think of similar examples in today's societies where rules or systems disproportionately affect certain groups?
- How did you rely on others to succeed in the room? What does this teach us about cooperation and solidarity in contexts where people are marginalized?
- Did playing your character change how you think about people who face social, economic, or legal disadvantages? How might this experience influence your actions or attitudes outside the game?
- Were there moments in the game that reminded you of issues in contemporary society, such as discrimination, unequal opportunities, or social stigma? How can awareness of these issues lead to positive change?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.



8. Alien Accord

8.1 Introduction

A) Context

This room connects the game narrative with the project's educational focus by placing participants in a fictional first-contact scenario that reflects real-life conflicts rooted in **misunderstanding, fear, and miscommunication**. Through interaction with the alien species, participants are challenged to practice **non-violent communication, empathy**, and cooperative **problem-solving** to prevent escalation and reach a peaceful resolution.

B) Visual presentation of the room

The room should resemble an ordinary human working environment - **such as an office, classroom, or meeting room** - to create a sense of familiarity and normality. At first glance, the space **appears functional, neutral, and safe**, reinforcing the idea that this is a controlled setting designed for communication rather than confrontation. Walls, furniture, and lighting can remain largely unchanged and recognizably “human.”

The **central focal point** of the room is a laptop or computer placed on a desk or table. This device functions as the **Linguistic Interface Unit**, the primary tool through which contact the alien civilization is established. The screen should be clearly visible and treated as an important operational console.

On one side of the room, a **Contact Vault** is installed - visually represented as a mailbox, container, or secure box. This object serves as the **physical channel** for receiving and sending information from Kyrion-9. While simple in structure, it should stand out slightly from the rest of the room, hinting at its importance as a bridge between two worlds.

Mounted on the wall are **two clocks**. One shows standard Earth time, while the other displays Kyrion-9 time, designed with an **unfamiliar, non-linear structure**. The contrast between the clocks subtly reinforces the theme of differing perspectives, rhythms, and worldviews that complicate communication.

A single calendar page is also **visible** on the wall, marking today as the meeting day.

Sound design should **remain minimal but intentional**. A low, ambient hum — similar to electronic equipment, distant signals, or faint transmission noise - can be played to suggest ongoing interstellar communication. Occasional **soft notification tones or static bursts** may reinforce the idea that contact is fragile and dependent on careful interaction.

Overall, the environment should **communicate normality under tension**. Nothing appears **dangerous or hostile**, yet subtle elements constantly remind participants that they are navigating an **unfamiliar cultural and communicative landscape**. This balance supports the educational aim of practicing non-violent communication, empathy, and calm problem-solving in situations where misunderstanding could easily escalate into conflict.

C) Educational objectives

- Develop peaceful **conflict resolution** and **de-escalation skills** by requiring participants to respond to tension, misunderstanding, and urgency through dialogue rather than force or dominance.

- Strengthen **understanding** of **non-violent communication** principles, using a fictional first-contact scenario to explore needs, emotions, and intentions behind conflicting positions.
- Enhance **empathy** and **perspective-taking**, encouraging participants to consider radically different worldviews, **communication** styles, and **cultural logics** when interacting with the alien civilization.
- Improve **teamwork** and **cooperative decision-making**, emphasizing active listening, shared responsibility, and consensus-building under time pressure.

D) Target group profile and number

Age: 14-30

Group size recommendation: 4-7 participants

Group profile: The activity is aimed at young people who are open to dialogue, reflection, and active participation, and who are willing to engage with differing perspectives and communication styles. Participants are expected to collaborate closely, practice active listening, and approach challenges through discussion and mutual understanding rather than competition. The room is particularly suitable for young people interested in peacebuilding, communication skills, human rights, or non-formal education, as well as those open to exploring conflict, misunderstanding, and cooperation through experiential and game-based learning methods.

Escape room difficulty: Medium

E) Accessibility & Adaptability

This escape room is designed with accessibility in mind, ensuring that participants with different needs, **particularly those with hearing impairments and wheelchair users**, can fully engage with the experience. All **core elements, puzzles, and instructions** are created to be usable without reliance on sound, and important information is always available in a visual format.

When setting up the room, facilitators should **pay special attention** to physical accessibility. Make sure there is enough space for wheelchair movement, avoiding narrow pathways or cluttered layouts. Key objects, clues, and interactive elements should be placed within comfortable reach (not too high or too low) and should not require excessive force or complex physical actions.

Flexibility is encouraged. Facilitators can adapt elements of the room depending on the specific needs of the group. The goal is not just access, but **meaningful participation**, ensuring that all players can contribute, explore, and enjoy the experience equally.

8.2 Step by step preparation

8.2.1 Scenario

A signal has been received.

*Somewhere beyond human time and logic, an alien civilization is watching. They have seen this moment before: rising tension, unresolved conflict, and **communication** that turns quickly into harm. In their world, these patterns ended everything. Survival came only when violence was abandoned and dialogue became the highest form of intelligence.*

Now Earth stands at the same threshold.

You are not soldiers, scientists, or leaders. You are intermediaries — tasked with proving that understanding is still possible. Every message you send, every choice you make, is interpreted as evidence of who we are as a species. Time is limited, pressure is real, and misunderstanding carries consequences.

This is not a test of speed or cleverness. It is a test of listening.

To succeed, you must slow escalation, recognize unspoken needs, and navigate difference without domination. There are no enemies here — only perspectives that do not easily translate. The question is not whether humanity is powerful enough to survive. It is whether it can learn to communicate before it is too late.

8.2.2 Objective of the game

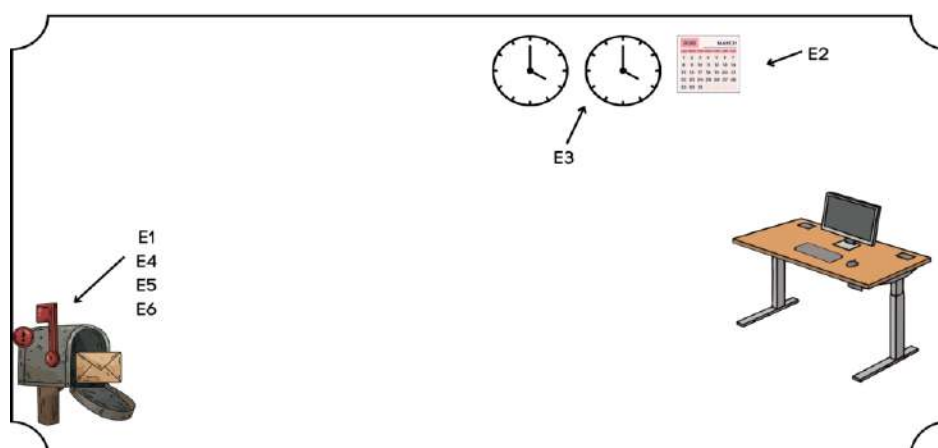
The objective of the game is for participants to **collectively prevent** the activation of a planetary fail-safe device by establishing and maintaining peaceful communication with an unfamiliar civilization. Progress **is achieved by interpreting messages**, responding thoughtfully, and navigating moments of tension where misunderstanding could escalate into irreversible consequences.

The game is structured so that information is **incomplete**, meanings are **ambiguous**, and time pressure is **constant**. **No single participant has full access** to understanding or control over the outcome. Success depends on the **group's ability** to listen carefully, share interpretations, clarify intentions, and negotiate responses together through the **Linguistic Interface Unit** and the **Contact Vault**.

Rather than rewarding **dominance, speed**, or technical **problem-solving** alone, the game emphasizes **relational decision-making**. Participants must recognize emotions, underlying needs, and differing perspectives - both within the group and in their communication with the alien observers. The group succeeds only if it chooses **dialogue over escalation**, **cooperation over control**, and **collective responsibility** over individual certainty.

8.2.3 Room Layout

Depending on the shape and size of the room you will be using as the area of the escape room, the room layout will also vary. The most important thing is keeping the flow of the room relatively the same, eg. keeping the first steps of the escape room towards the entry way and the final steps toward the back of the room. We suggest the following layout as an idea which can be adapted according to the space being used:



8.2.4 The Materials

- M1. Laptop or computer
- M2. Mailbox (or a box painted like one)
- M3. Desk

Additional:

Participants should have **at least one phone** with a working camera and an internet connection.

Game master can **wear an alien costume** if available to better immersion.

Timer can be **displayed visibly in the room**, or the GM can have it on their phone, making sure to notify the players as time passes. Time to be set for this room is 45 minutes.

In this escape room there is a time deduction/ addition mechanic, where based on players choices, a time **deduction or addition** will show up on the screen, be ready to change the time on your timer every time it happens.

8.2.5 How to set up the room

The following steps you will have to do before every group of participants starts their escape room journey.

First make sure you have laid out all the materials that make up the room (M1-M2) according to the room layout requirements.

Follow the next steps to set up the room with the game elements from the *Peace puzzles Toolkit* or the *Unlock Peace - modules for DIY production* so it is playable:

1. Preparing the laptop/computer: (M1) Create an additional profile on the laptop and set the password as 0515. On the desktop create a folder, inside of it should be 10 empty sub-folders, numbered 1-10. You should copy this folder with 10 subfolders as many times as possible to fill out the entire desktop with folders, numbering them starting from 1 and ending on the final number (ex. 99). Open the folder numbered with 15, and inside of it open the subfolder 5. Inside of it create a notepad file with the following link: https://www.canva.com/design/DAG8-GajU_I/WP2xri922oa-RbPzrJOzMw/view?utm_content=DAG8-GajU_I&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h60eab570f2



SCAN

2. Place the laptop on a visible spot in the room.
3. Place the mailbox (M2) on the opposite side of the room.
4. Have E1 letter ready to give to participants upon entry.
5. Tape E2 on the wall.
6. Tape E3 on the wall next to it.
7. Have E4, E5 and E6 ready with the Game master to place inside the mailbox at the appropriate time.

8. Have the link to the AR scanner web application ready to forward to the players' phone upon entering the room, <https://alienaccordserbia.netlify.app/> or have it ready in the form of a QR code which you can print from the DIY module.



SCAN

9. Start the timer for 45 minutes, being ready to deduct or add time when called for by the presentation.

Steps 1 to 7 are to be repeated before every group of participants enters the room, these will be your setup and reset steps to follow.

TIPS:

- When you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It is recommended to recount the material at the end of the session. It is possible that players have written on some or that they have accidentally kept some of the materials in their pockets.

8.3 Step by step implementation

8.3.1 The Game master

General Game master missions are to:

- Prepare all the game media, set up the room and then put it back in place;
- Welcome the players and immerse them in the atmosphere of their mission before the game;
- Follow the game in order to help them, give them clues or advice;
- Once the mission is over, the Game master is here to debrief with the players by going back over the highlights of the mission.

In the game space, we advise that the Game master remains a little bit away from the group to leave the necessary space for the players to evolve independently and perhaps be less tempted to ask for clues or judge the reactions of the Game master.

Specifics of the GM role in this ER:

In this ER the Game master acts as **one of the aliens** from the planet Kyrion-9, called Vaelis. They **can dress up accordingly** or not and say that the alien has taken a form that would be pleasing to the humans from planet Earth. GM's role is to place elements in the "**contact vault**" (the mailbox- M2) when called for by the tasks appearing on screen. Following the flow of the screen challenges the GM would have to subtract or add time to the timer as well. During the game GM should **keep an eye** on any possible misclicks from players on the screen, leading them to the wrong page of the presentation. The final task of participants is to think of an idea and present it to Vaelis, where it's at the GMs discretion to choose whether or not the idea is satisfactory and give the green light to the rest of the aliens to **stop the device** threatening Earth.

8.3.2 Introductions and instructions

Before starting the game, it is the Game master's job to **introduce themselves** and explain their role. The Game master is here in case participants need some help or are lost in the game. Explain **the scenario** if they still have some questions and explain about the timer.

Ask the participants if they have already **played an escape game** and if not, explain to them the purpose and mechanisms of escape games.

Inform the participants they have 45 minutes to complete the escape room.

Give the following instructions:

- **Respect the Props and Decor:** Treat all props and decor with care and respect.
- **Do not use physical force, only mental.** No clue is intended to be revealed by breaking elements of the room.
- **Communicate Effectively.** Clear communication is key to success. Make sure to verbalize your thoughts, observations and ideas with your team members.
- **Listening** to each other's perspectives is crucial for solving puzzles efficiently.
- **Use your resources wisely.** Utilize all available resources, including clues, tools and your teammates' skill and knowledge.
- **Think creatively** and think outside the box to find solutions to challenges.
- **Stay focused.** Keep your focus on the task at hand and avoid distractions.
- **Concentrate** on solving puzzles and progressing through the game to achieve your ultimate goal.
- **Manage your time.** Time management is essential. Pace yourselves throughout the game to ensure you have enough time to solve all puzzles and complete the mission before the countdown expires.
- **Stay positive and encouraging.** Maintain a positive attitude and encourage your teammates. Support each other through challenges and celebrate your successes together.
- **Seek help if needed.** If you find yourself stuck on a particular puzzle or clue, don't hesitate to ask for hints or assistance from the Game master. They are there to help guide you and ensure you have an enjoyable experience.
- **Follow safety guidelines.** Be mindful of any safety guidelines provided by the Game master. Avoid running, jumping or engaging in any behaviour that could result in injury to yourself and others. No clue is hidden in a way that requires climbing furniture or moving heavy pieces of the set.
- Above all, remember to **enjoy the experience!** Embrace the adventure, immerse yourself in the story, and have fun working together with your team to overcome challenges and the escape room.

***TIP- It is better to give instructions outside of the play area, preferably in a quieter area where players can focus on what is being said by the Game master.**

8.3.3 Hints and tips

During the course of the game the Game master **should observe** and give **some hints or tips** to the players. We have suggested some hints, at certain moments through the course of the play, depending on the situation, the Game master **can give additional hints or tips**. However, make sure you give players time to play and try to guess things, only give hints if asked or in case players are stuck.

8.3.4 Course of the gameplay

1. Participants are notified they have received a communication message from aliens and receive the letter (E1) as well as the link to the scanner web application for their phone.
2. Scanning the glyphs of the initial letter they will have the code for the laptop. (M1)
3. Having successfully entered the laptop code (**0515**) players see a big number of identical folders. If they start opening them one by one it would take a long time, so they search the room.

4. On the wall **they see a calendar** with the date circled 15th of May, as well as two clocks, showing time on Earth (5:15) and on Kyrion-9 (unreadable to the human eye).
5. These repeating numbers should guide them to open folder number 15 and subfolder number 5 within it revealing the link to the presentation or better said to the Linguistic Interface Unit.
6. Starting from here they communicate with aliens through it, solving tasks as follows:
7. **Security measures**- finding the correct color answer when looking at the paper that arrives at the contact vault (M2).
8. **System failure detected**- offering to help decipher the code for the aliens' failing system, decoding the binary code on the paper that arrived at the contact vault and choosing the correct order of wires.
9. **Data storage**- reviewing the newspaper article that arrives in the contact vault and choosing the correct answer on the screen.
10. **Direct communication** - preceding to direct communication players will open a 360-view sending them directly to the aliens, their task will be to actively listen to the alien remembering their message.
11. Upon "**returning to Earth**" they will have 15 minutes to create a way to teach non-violent communication and peaceful conflict resolution to your people on Earth and present it to Vaelis.
12. Presenting the idea, **Vaelis** chooses whether the device threatening the Earth will be stopped.

8.3.5 Debriefing phase

The Game master congratulates the players on completion of the escape room.

Elementary questions:

How do you feel?

Did you enjoy the game?

Did you feel under pressure with time?

Discussion:

A discussion led by the Game master based on the educational topic should follow. Together with participants, the GM should recap all that was important to learn from this educational escape room experience.

Any educational topic specific questions should be added here.

- What moments in the game showed how misunderstandings or assumptions can escalate a conflict, and what helped de-escalate them?
- How did your group handle differences of opinion under time pressure, and what communication strategies were most effective?
- What elements of the alien communication felt unfamiliar or difficult, and how does this relate to real-life intercultural or interpersonal conflicts?

Taking a group picture: Game master helps the players take a group picture in celebration of completion.

Participants' feedback: Game master invites the players to give any additional feedback they might have regarding the experience.



Impressum

This Methodological guide was created within the Erasmus+ project “Inclusive pathways to peace”, 2024-2-HR01-KA220-YOU-000279458.”

This project is co-funded by the European Union.

Publisher

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July 2025.



Co-funded by
the European Union



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