INCLUSIVE PATHways TO PEACE

DIY Unlock Peace The Office

Module for DIY production

Co-funded by the European Union

AGENCY FOR MOBILITY AND EU PROGRAMMES

Udruga Studio B

Erasmus+
Enriching lives, opening minds.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Introduction

This DIY Escape Room Module has been developed within the framework of the *Inclusive Pathways to Peace* (IPP) project, co-funded by the Erasmus+ Programme of the European Union. It serves as a practical complement to the *Methodological Guide*, together forming a complete toolkit for implementing educational escape rooms in youth work and non-formal education contexts. *"Inclusive pathways to peace, 2024-2-HR01-KA220-YOU-000279458"* is an Erasmus+ Cooperation Partnership in the field of youth, 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 promote peace, tolerance, and inclusion by developing innovative educational tools for youth and youth practitioners. Through *participatory action research* and creative *game-based learning* methods, partners are co-creating 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 seeks to strengthen the quality of youth work and contribute to more cohesive, democratic, and peaceful communities across Europe.

While the *Methodological Guide* provides theoretical foundations, methodological principles, and detailed instructions for setting up and facilitating the activity, this *DIY Module* contains all the necessary elements to be printed, assembled, and used during implementation. These include puzzles, clues, visual elements, and other components designed to support experiential learning on the topics of peace, inclusion, and conflict resolution.

Used together, the *Methodological Guide* and the *DIY Escape Room Module* enable youth practitioners to create immersive, participatory, and educational experiences that foster collaboration, empathy, and critical thinking among young people.

How to use this module:

All elements in this module are marked with the letter "**E**" followed by a number (e.g., *E1, E2, E3...*). This numbering corresponds to the instructions provided in Chapter *1.5 How to Set Up the Room* of the *Methodological Guide* and will help you correctly position each element within the escape room.

Please follow these guidelines when preparing the materials:

- → Printing: Print all elements one-sided, using print settings set to "Fit to Page", unless otherwise specified in the notes accompanying each element number.

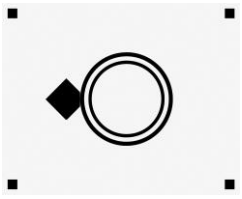
- → Cutting and preparation: Each page includes a header and footer containing the element number and project information. These sections should be cut off before use. Players should only see the element itself — not the numbering or any technical markings.

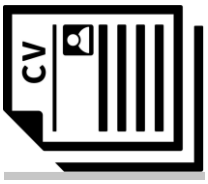
- → Additional instructions: Next to some element numbers, you may find specific preparation notes such as *"cut on marked lines," "print on vellum paper,"* or *"fold in three parts."* Please follow these directions carefully. If no specific instruction is provided, *simply print the page* and cut away the header, footer, and element number before using it in the escape room.

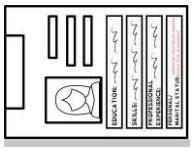
By following these steps, you will ensure the materials are prepared correctly, and the gameplay remains fully immersive for participants.



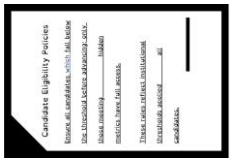
Reference Sheet:

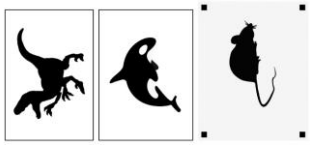
E1 

E2 (Print 3 copies) 

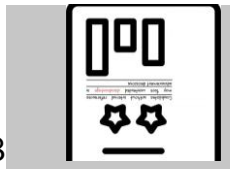
E3 (in colour) 

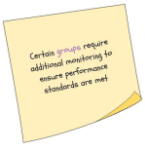
E4 

E5 

E6 

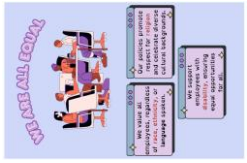
E7 

E8 

E9 (in colour) 

E10 (in colour) 

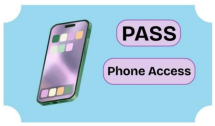
E11 

E12 (in colour & preferably in A3 size) 

E13 

E14 

E15 (in colour)

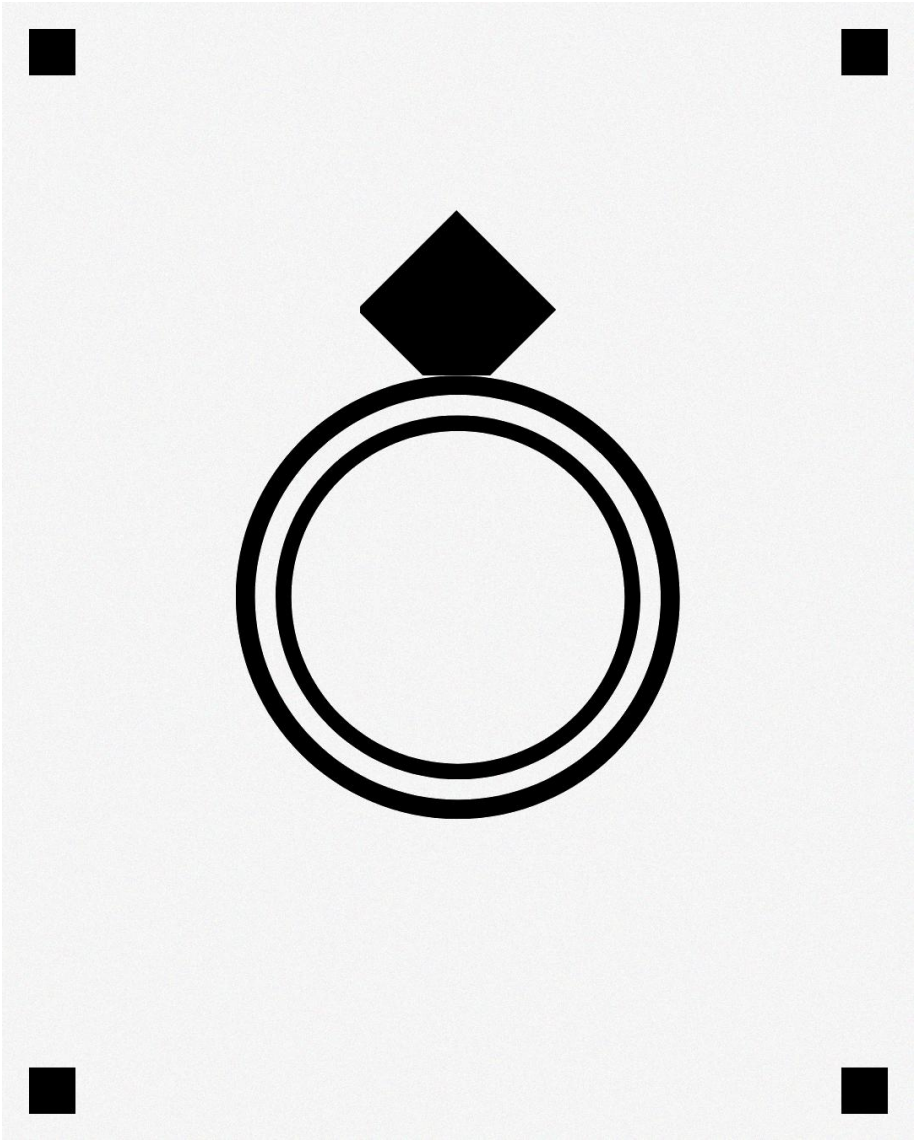


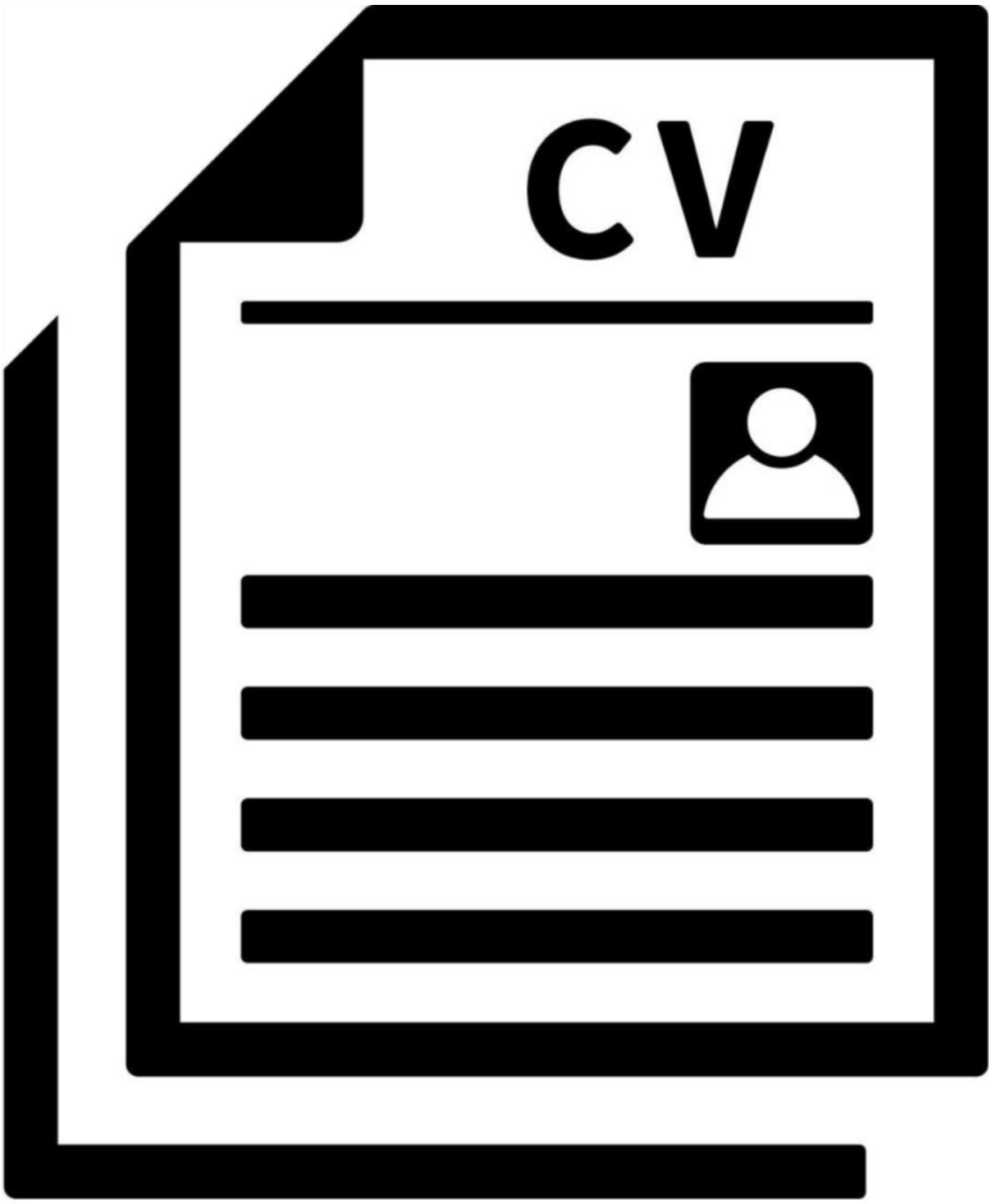
E16

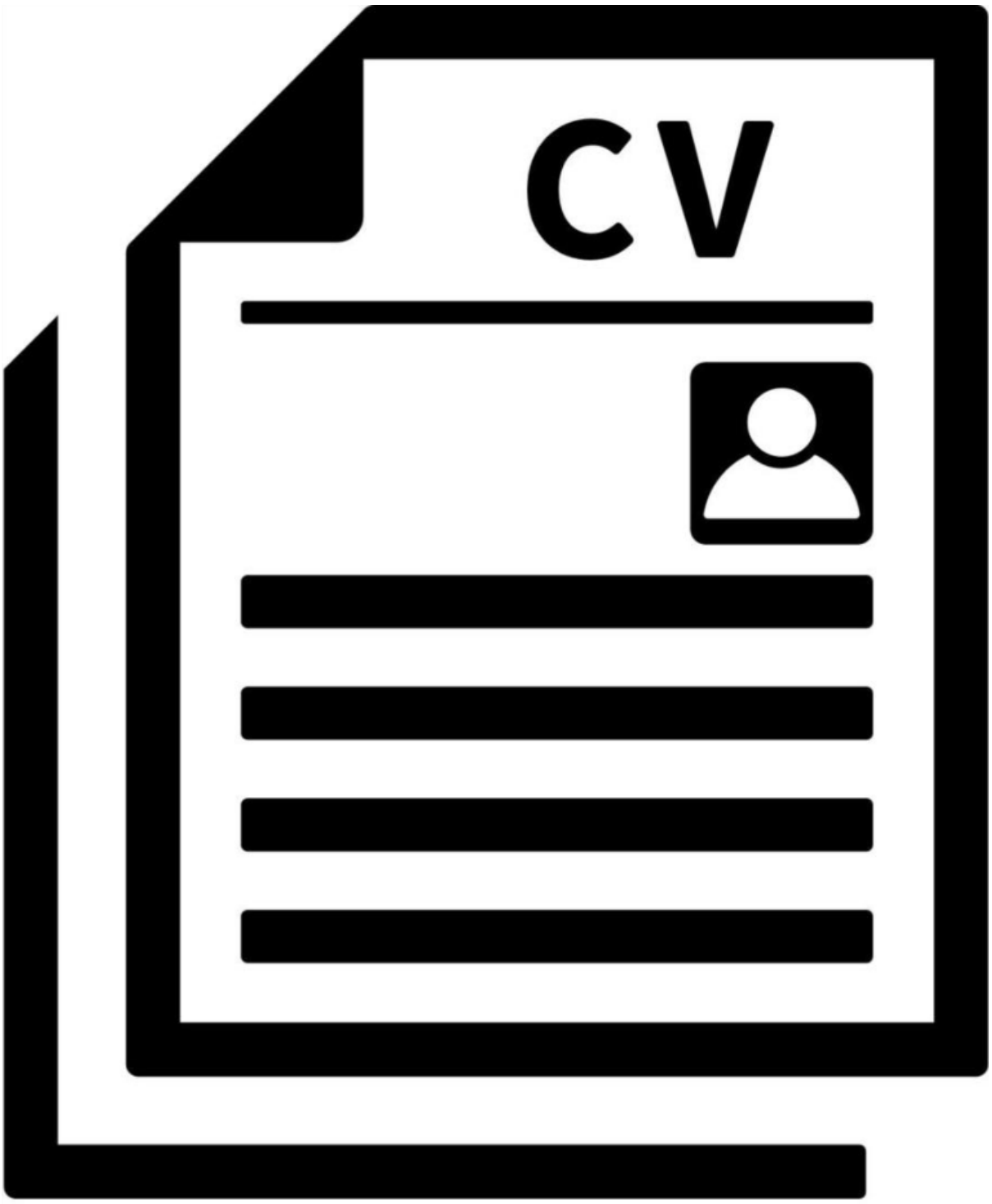
_____ discrimination refers _____ the ways in _____ established _____, rules and _____ within organisations and _____ systems that systematically _____ certain _____ of people while placing others at a _____, not because of individual _____, but because these systems are designed, maintained, and _____ in ways that limit equal _____ to opportunities, _____ and rights, often without explicit intent or _____. This discrimination tends to _____ people based on characteristics _____ as _____, _____, _____, _____, _____, _____, and _____ or family status.

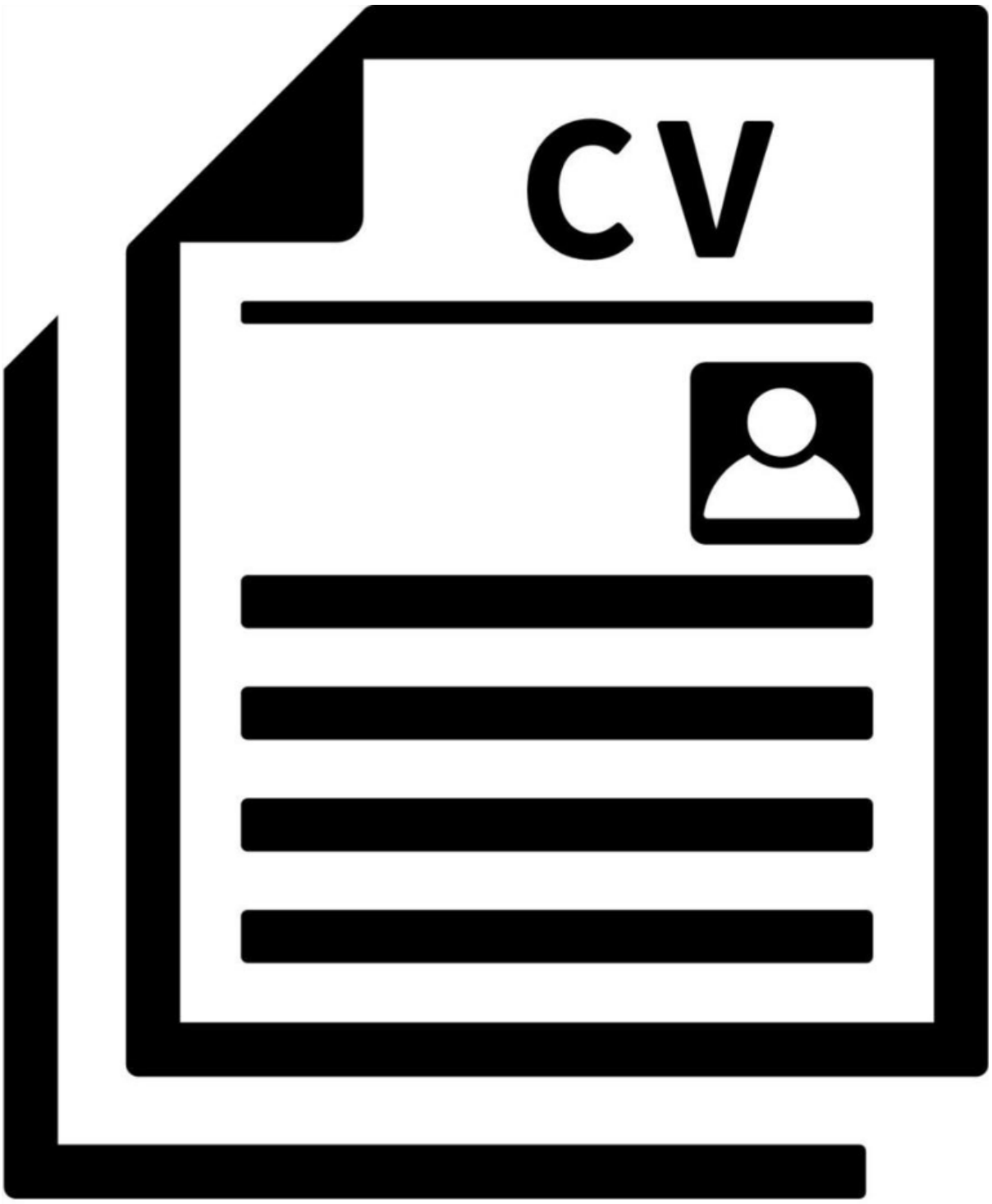
E17

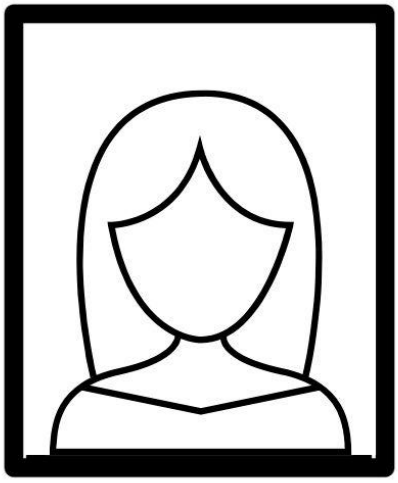
Institutional discrimination refers to the ways in which established policies, rules and practices within organisations and social systems that systematically advantage certain groups of people while placing others at a disadvantage, not because of individual prejudice, but because these systems are designed, maintained, and normalised in ways that limit equal access to opportunities, resources, and rights, often without explicit intent or awareness. This discrimination tends to affect people based on characteristics such as age, gender, race, ethnicity, language, religion, disability, and marital or family status.




CV


CV


CV



EDUCATION:

SKILLS:

PROFESSIONAL EXPERIENCE:

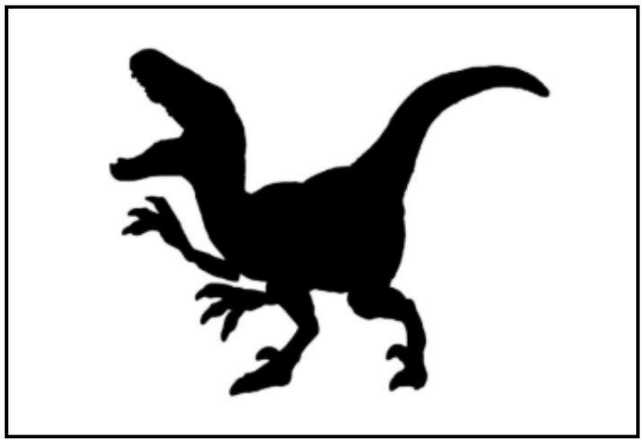
PERSONAL/ MARITAL STATUS: Additional information required before final assessment.

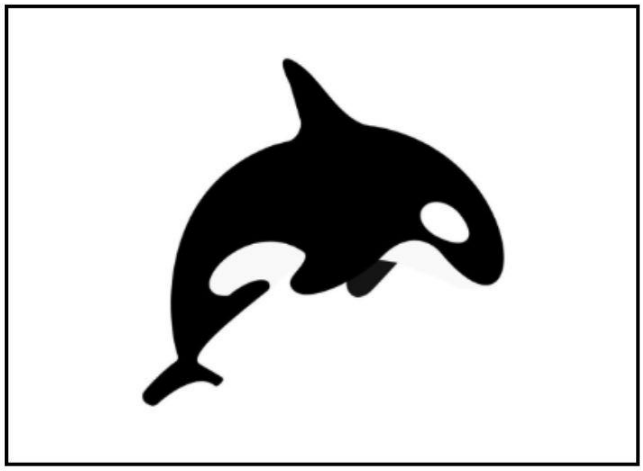

AGE

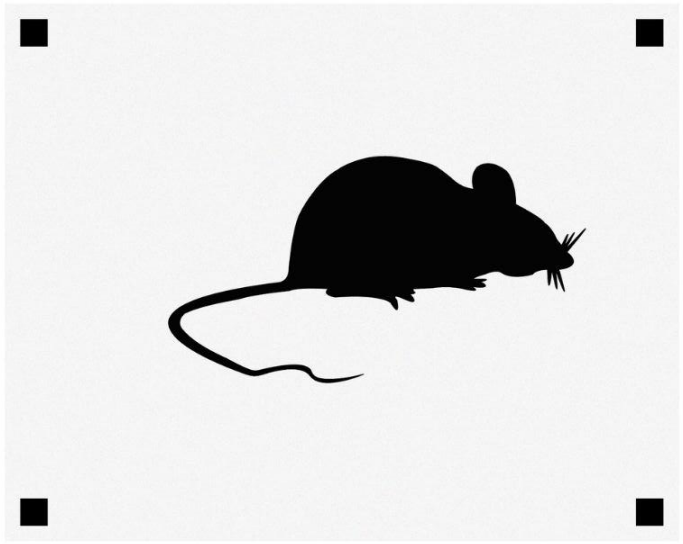
Candidate Eligibility Policies

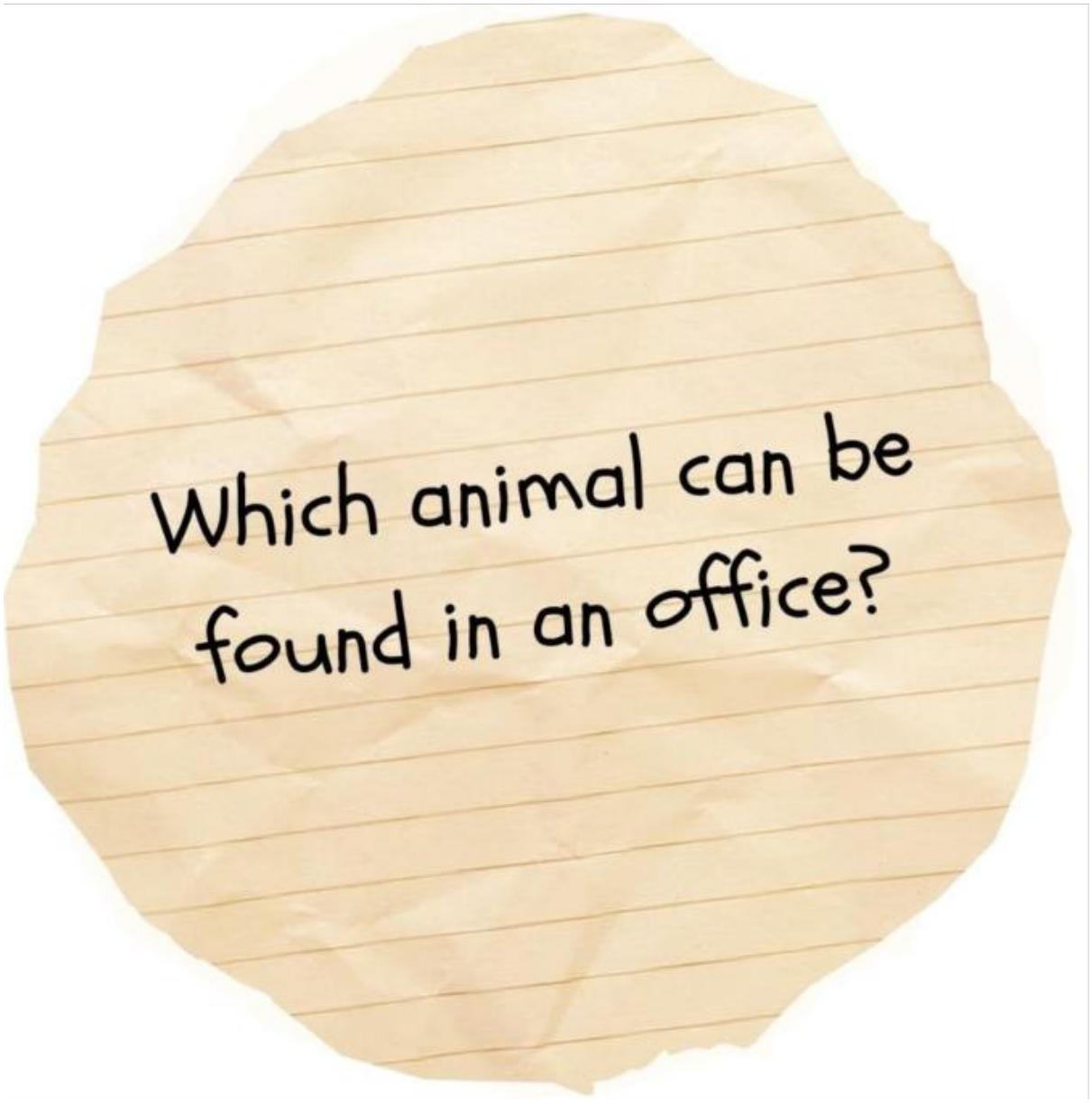
Ensure all candidates which fall below the threshold before advancing; only those meeting hidden metrics have full access.

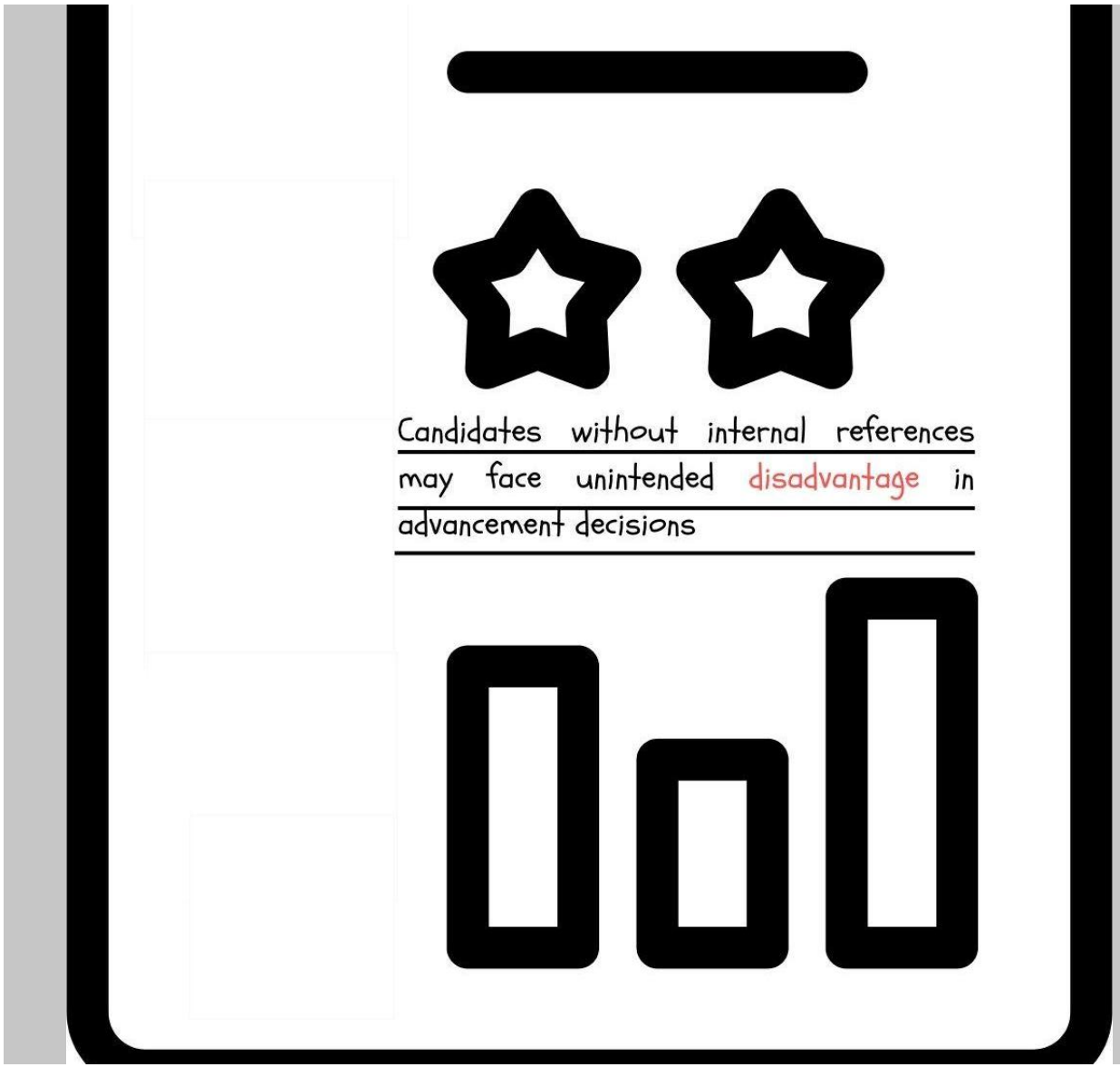
These rules reflect institutional thresholds applied all candidates.

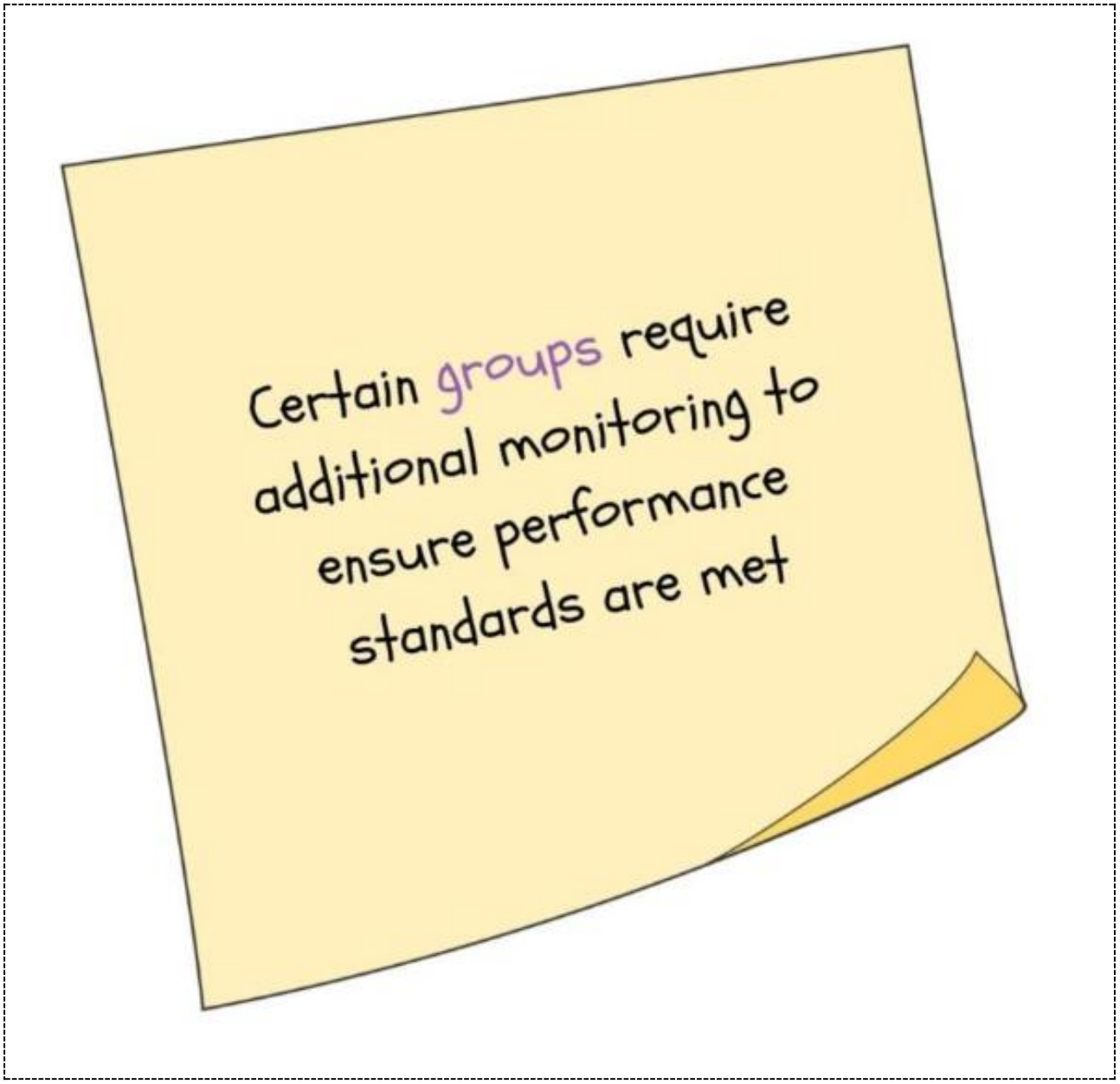


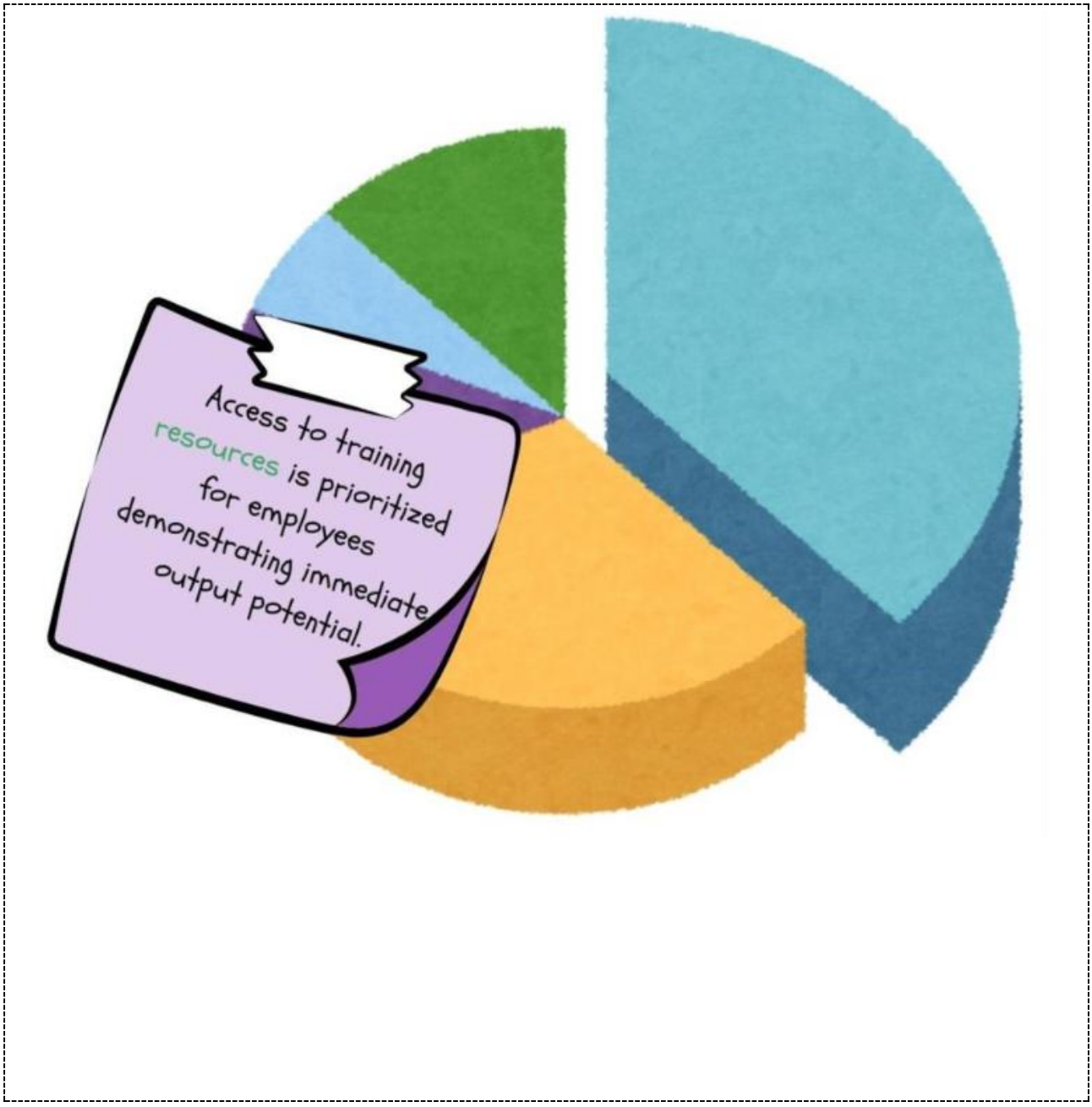


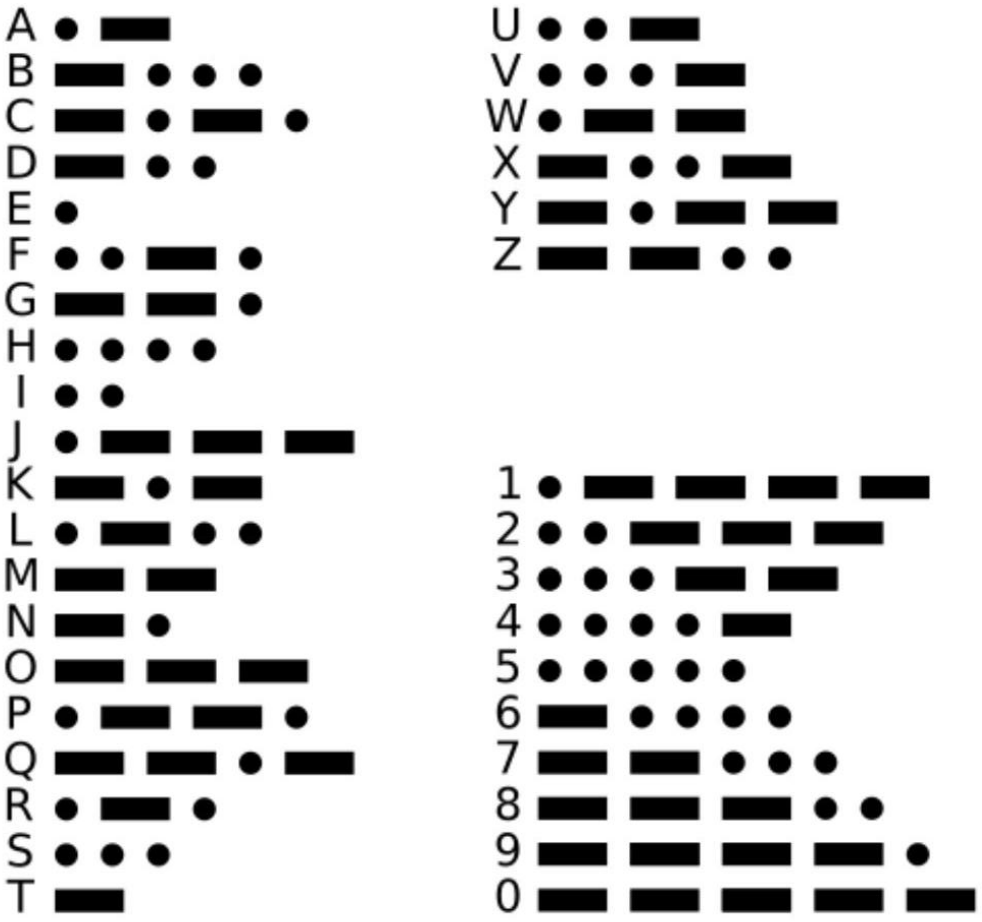



Which animal can be found in an office?


Candidates without internal references
may face unintended disadvantage in
advancement decisions


Certain groups require
additional monitoring to
ensure performance
standards are met


Access to training resources is prioritized for employees demonstrating immediate output potential.


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z
1
2
3
4
5
6
7
8
9
0

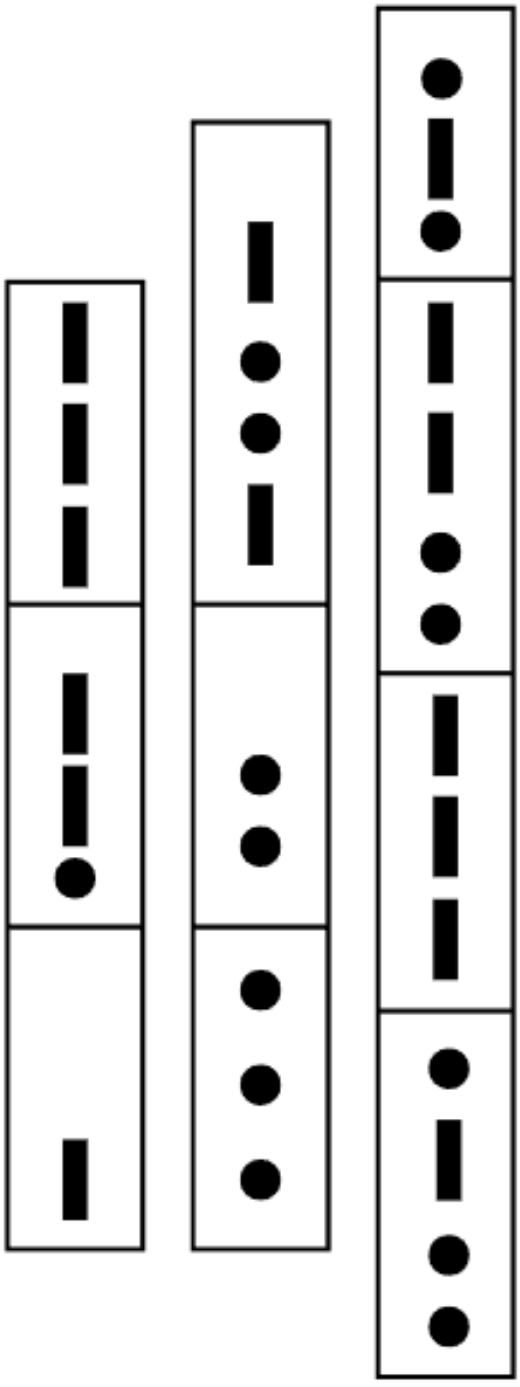
WE ARE ALL EQUAL



We value all employees, regardless of **race**, **ethnicity**, or **language** spoken.

Our policies promote respect for **religion** and celebrate diverse cultural backgrounds.

We support employees with **disability**, ensuring equal opportunities for all.



social	advantage	awareness
affect	institutional	


PASS
Phone Access

_____ discrimination refers _____ the ways in _____ established _____, rules and _____ within organisations and _____ systems that systematically _____ certain _____ of people while placing others at a _____, not because of individual _____, but because these systems are designed, maintained, and _____ in ways that limit equal _____ to opportunities, _____, and rights, often without explicit intent or _____. This discrimination tends to _____ people based on characteristics _____ as _____, _____, _____, _____, _____, _____, _____, and _____ or family status.

Institutional discrimination refers to the ways in which established policies, rules and practices within organisations and social systems that systematically advantage certain groups of people while placing others at a disadvantage, not because of individual prejudice, but because these systems are designed, maintained, and normalised in ways that limit equal access to opportunities, resources, and rights, often without explicit intent or awareness. This discrimination tends to affect people based on characteristics such as age, gender, race, ethnicity, language, religion, disability, and marital or family status.

QR Code for Scanner



Impressum

This DIY 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

ASSOCIATION LIGHT
SIME KATICA 1
15000 ŠABAC – SERBIA
nvo.svetlost@gmail.com

Editor in chief

Kemal Ashik, YEU Cyprus

Design

Nikolina Jureković

Contributors

Saša Despotović, Gordana Mandić Radosavljević, Nikolina Jureković, Magdalena Dević, Marija Ristić

August 2026.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.