



1. What does the teacher need to prepare (for the creation of the ER) beforehand?

In terms of preparation of the Escape Rooms, the majority of the teachers who realised the tests of our ready-made Escape Rooms agreed that it is essential to properly read, print and study the materials of the ER beforehand and sufficiently in advance so that they may anticipate the need for certain tools such as locks, boxes, etc, or the need to create some of the materials.

For example, one of the escape rooms includes the creation of a cryptex. Teachers may buy it if they prefer to do so, but we designed the ERs to be feasible on a budget. Hence, there may be a need for additional preparation time in case some DIY is required, at the very least one week before the ER is taking place. More time thus needs to be provisioned for in case specific materials are needed, be it as DIY, order online, lend from a colleague or a friend, or simply buy from a store.

The importance of reading beforehand is also rooted in the need for the teacher to be able to react during the ER if students are stuck, or if they are bypassing steps. Proper knowledge of the ER structure, steps and hidden clues will allow for a more immersive experience and smooth unravelling of the ER.

The second point on which our testers and collaborators agreed is the importance of the choice of room. Especially to be able to find a room that is big enough for all the pupils to circulate comfortably within the room, and that holds or can hold all the necessary materials. Avoiding rooms that are very cramped or full of unrelated school materials is important as well. Otherwise, the teacher takes the risk of other materials to be rummaged into, possibly broken in the process of looking for clues. When preparing the escape room, be aware that time may be needed to book the appropriate room in your school establishment, or to secure a partnership with an external stakeholder who can host your ER experience. (Museum, etc)

As a third point, the preparation of the room itself may be time-consuming as well. If the ER needs lots of decorative elements for example, it may be useful to secure a



room that can be prepared the day before the session, so that it is ready when students come in. The teachers from Cyprus declared finding the set-up instructions and the material checklist to be very useful for this step. Another point they brought up is the need to prepare all electronic devices beforehand as well (if needed in the ER) and to be sure they have full batteries, and that all materials are properly downloaded to avoid issues with Wi-Fi.

Some of the preparation can be done by external participants, which will help the teacher handle the more time-consuming tasks and will relieve some of the organisational burden if the teacher implementing the ER is still inexperienced in the use of this tool. Other teachers, parents, actors, other students etc, can contribute to the creation of the ER or its implementation. During the tests in Italy, actors helped with implementing the ER. Which was helpful to the teacher both before and during the ER and allowed for a very immersive experience. It also served as a training of sorts for the teachers in view of future pedagogical ERs.

During the final event in Belgium, exchanges with teachers experienced in implementing pedagogical ERs also highlighted the need to properly communicate with colleagues if the teacher wants to create a cross-curricular ER, and to implement in several rooms at once with the help of the colleagues. This way, large groups of students may go through the ER simultaneously and it will be beneficial in several academic subjects.

