5. What are the practical implementation tips (room setup, etc.)?

The implementation tips were varied in the different countries.

Good preparation

First of all, the majority of teachers that participated in the tests insisted on the importance of the preparation phase. The teachers suggested printing and preparing all the material beforehand, for example a week before the ER, as well as spending enough time on setting up the room. This would give them some extra time to make any necessary amendments or gather any material that would not be available at school, such as padlocks, UV flashlight or tablets. The documents available to help the teacher set up and the Game Master instructions were deemed sufficient to help set the room up. Setting up is suggested to be done well in advance. If possible, setting up the day before if the room is available is advisable.

Space organisation

The importance of organising the space well and to have enough space to allow students to circulate properly was brought up several times as well. However, the space shouldn't be too large either, otherwise the students will all go their separate ways and not communicate anymore. Space management can be tricky in ERs, as the teacher needs to anticipate the movements of the students, and to adapt depending on how large the group of students is. Some locations may be marked as "off-limits" within the room, such as a cabinet full of school supplies, to avoid having the students rummaging into it.

Keeping track of puzzles

Some teachers suggested keeping a list of all puzzles, the organigram and/or a list of all hiding spots and clues on hand. This allows the teacher to follow the progression

of the ER, and to take notes down on how well the groups fare. During the debriefing phase, this will also allow the teacher to identify the points of class materials that are not well assimilated yet, and to work on them more.

Time management

Good time management is a big aspect as well. It is important to know how far along the teams are in solving the ER and in how much time they are supposed to solve the puzzles in order to identify potential points of difficulty during the ER.
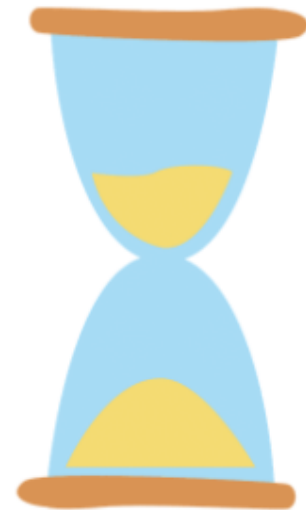
Practice

Some teachers suggested practicing making pedagogical ERs. This can be done with colleagues, with the teacher's family, or even with older students and to involve them in the creation process as well. Realising a "Beta-test" of the ER is always a nice precaution to make sure everything is clear and well-placed. Practicing different ERs with the students themselves will also help them in their learning method and developing of their soft skills.