ESCAPE!

The only way out is to think together!

Can you escape? (image)

Credit: http://www.vnyzy.com/2017/09/top-5-escape-rooms-in-the-san-francisco-bay-area/

Joy B. Moffett

Grade Level: Rising 6th Graders

Summer, 2018

Introduction

Rationale

Why are the skills, content, and concepts presented in this unit important for students to learn?

This unit was designed for rising 6th grade academically gifted learners from diverse backgrounds to be used during the 4 day Durham Public Schools SPARK camp. Constructing this unit, I had in mind the general tendency of most gifted learners to learn and thrive through solving challenges through abstraction, critical thinking, analyzation, and application in interesting and fun ways that motivate their spirits! Hence, the creation of this Escape Room unit sprang to mind, drawing upon my own experience in escape rooms using problem solving and investigation through deciphering various puzzles, riddles, and codes to solve mysterious scenarios. This unit allows learners the opportunity to do so as well, guiding them through analyzing and examining escape rooms and their purpose, how and why they are developed and produced, and experiencing the thrills and frustrations of an escape room, and developing their own escape scenarios with accompanying mysteries, puzzles, codes, and riddles. The goal for students is to help conceptualize how problem solving encourages investigation through the impetus of escape rooms, and for them to transfer the sense of importance of problem solving and investigation in everyday challenges in their lives whether they are academic, social, and/or in their home and personal lives.

Differentiation

What elements of this unit make it particularly beneficial or appropriate for gifted learners? (Be sure to discuss the dimensions of differentiation: Content, Process, Product, and Learning Environment AND the features of differentiation: Complexity, Challenge, Depth, Creativity, and Acceleration)

Learners came into this course of study with varying background knowledge, experiences, and encounters with escape rooms. In addition, students' motivation and engagement levels in regards to problem solving varied as well, with some being highly motivated by the challenges of this course while some needing more intervention and encouragement throughout the week. Taking those variations into consideration, I integrated a variety of differentiation methods to help accommodate the differences across learners spanning the dimensions of content, process, product, and learning environment. A variety of higher-level thinking methodology such as problem-based learning, simulations, creative problem solving, and Bruner models were used to address the needs for complexity and challenge in problem solving within these lessons. Throughout these lessons, unique learner profiles were addressed with modified questioning techniques, student pacing of instruction and learning, self-directed research and development processes and products, an acceptance of a breadth of feedback and application of problem solving techniques and knowledge, opportunities for creativity in escape room development, products, and applications, while also developing a variety of interpersonal relationship skills when working with small groups and partners during this unit. As in all classrooms, students required differing levels of support, and the means of differentiation seemed to amplify their motivation and engagement levels throughout the whole unit.

Goals and Outcomes

Content Goal

1. Goal: To develop an understanding and application of escape rooms in relation to problem solving.

Outcomes

Outcomes:

Students will be able to...

- Analyze and examine how escape room artists, creators, and critics utilize, build upon, and rely upon problem solving for a variety of purposes: team-building, cooperative learning, intrigue, mystification, fun, and investigation.
- Describe, understand, and apply the fundamental components of escape rooms to escape room development:

1. a theme,
2. a mystery/problem with a story line to solve within a small group,
3. related puzzles and tasks with a logical flow to investigate and solve, and
4. a time limit within which to do so.

- Compare and contrast the variances of escape room components of theme, story lines, flow, and puzzle choices and purpose.

Process Goal

Goal:

1. To develop analyzation skills and application skills in regards to the purpose, sequence, and development of escape rooms and their major and accompanying components.

Process Outcomes

Outcomes:

Students will be able to...

- Investigate, analyze, determine, and critique escape rooms.
- Describe the key components, aspects, and flow of an escape room.
- Draw conclusions, prove, and justify whether escape rooms prove to be worthy of investment and investigation.
- Identify problem-solving challenges and determine how to overcome those challenges.
- Collaboratively work with their team to focus upon, develop, and solve task related puzzles included in escape rooms.
- Develop theories, inferences, and conclusions to handle the problems/challenges and the outcomes thereof.
- Determine an overarching mysterious situation/scenario needing to be investigated by a group of their peers.
- Determine corresponding "mini" scenarios relating to the overarching mysterious situation that when solved will culminate to solve the initial, overarching mystery.
- Develop task related puzzles and investigations embedded in each mini scenario to solve the overarching mystery with collaborative peer group.
- Practice the developed tasks to determine the applicability, relate-ability, relevance, and purpose of said tasks related to the overarching scenario.
- Obtain and evaluate feedback from peers and facilitators in order to obtain data, draw conclusions, and handle challenges accordingly.
- Practice, develop, and reflect upon dealing with probable causes and effects, successes, failures, stresses, and risk-taking associated with problem-solving and investigation.
- Edit, revise, and manipulate tasks to enhance the process of solving and investigating the overarching mystery scenario.
- Practice and develop dealing with probable causes and effects, successes, failures, stresses, and risk-taking associated with problem-solving.

Concept Goal

Goal: To understand how problem solving encourages investigation (essential understanding).

Concept Outcomes

Outcomes:

Students will be able to...

- Determine problem solving and investigation comes in many forms.
- Realize problem solving can heavily influence our lives.
- Predict outcomes of situations when determining how to handle challenges through problem solving and investigation.
- Apply problem solving as a tool to understand and investigate a myriad of facets of life.
- Transfer their knowledge about problem solving to investigation across many fields of study.

Assessment Plan

What evidence will show that students understand? Describe formative assessments and summative assessment (performance task) that will be used to monitor student progress in meeting established goals throughout unit. Include student work samples (copies and/or photos) that demonstrate student content knowledge, skill development, and understanding of the unit's concept.

Assessments

Day 1:

Escape Room Research (Problem Based Learning):

- Initially, in order to assess what students already knew and understood about problem solving and escape rooms, we utilized a brainstorming session and recorded some of their data, asking a variety of questions: "What is problem-solving?, What is investigation?, What is an escape room?, What experiences have you had with them so far?, When have you had to use your problem-solving skills to investigate something, someone, or some situation you've encountered?, How did problem-solving impact your situation at the time?, How does problem-solving encourage investigation?" We charted the problem solving elements on chart paper (see link). Their knowledge of escape rooms was an open discussion (no recording).
    - Links:
    - Chart: What is problem solving?
    - Chart: How does problem solving encourage investigation? (This was added to throughout the week.)

- Before completing research on escape rooms, we determined the research criteria (see link below). Upon completing research on escape rooms, student learning was assessed through group presentations shared through a means chosen by the students. All groups chose to present via discussion. During that time, we recorded our findings on chart paper that we kept posted all week and added to when needed (see links below).
    - **Links:**
    - Chart: Escape Room Research Criteria
    - Chart: Escape Room Common Key Elements
    - Chart: Escape Room Must Haves

Day 2:

Escape Room Simulation:

- Student reflections and responses to the "post lesson" questions were used to evaluate

student understanding of how problem solving encourages investigation in this escape room simulation of Alaskan Cruise Chaos, adding some more thoughts to our essential understanding chart (see link above). Students were allowed to communicate their understanding through an option of written, typed, artistic, or oral expression. All students chose to discuss as a whole class. See accompanying photos attached of some of our moments during this simulation.

Photo Links:

Alaskan Cruise Chaos Simulation:

- Captain Joy
- Problem solving students
- Problem solving students
- Problem solving students
- Problem solving students
- We did it! Group 1
- We did it! Group 2
- We did it! Group 3
- We did it ! Group 4

Day 3:

Escape Room Development:

1. Teacher evaluation: The teacher used observations, collected, read, and evaluated students' work based on students' discussions, work processes and products, and reflections in comparison to the given rubric for their escape room. At the conclusion of the development and creation stages, students were asked to describe and reflect upon their experience and why they chose to do what they did through class discussions.

Planning sheets links:

- Planning sheets for "Asylum" Escape Room group: Sample 1
- Planning sheets for "Asylum" Escape Room group: Sample 2
- Planning sheets for "Casino" Escape Room group

*The other groups wanted to keep theirs.

Group escape room props:

- Puzzle envelope
- Riddle 1
- Riddle 2

*The other groups wanted to keep theirs.

2. Peer and Student Self evaluation/reflection: In order to plan for and determine how they will be evaluated, all students were given the rubric with which they will reflect about and assess themselves and their peers' escape rooms.

Blank Rubric link

Day 4: SUMMATIVE EVALUATION/PERFORMANCE TASK

Escape Room Implementation, Participation, Facilitation, and Reflection:

Students will reflect upon their experiences in a two fold manner:

1) **Personal Evaluation**: Reflecting upon their *implementation/facilitation* of their own escape room to peers.

Students reflected upon and rated their experience on the **performance task rubric**, evaluating how they feel their escape room rated on the given elements. (see blank rubric link above in Day 3)

2) **Peer Evaluation**: Reflecting upon their experience doing and critiquing another group's escape room.

Students reflected upon and rated their *participation* experience on the **performance task rubric**, evaluating how their peers' escape room rated on the given elements. (see blank rubric link above in Day 3)

Completed Rubrics/Reflections:

Rubric Sample 1: Participant

Rubric Sample 1: Facilitator

Rubric Sample 2: Participant

Rubric Sample 2: Facilitator

Rubric Sample 3: Participant

Rubric Sample 3: Facilitator

Rubric Sample 4: Participant

Rubric Sample 4: Facilitator

Rubric Sample 5: Participant

Rubric Sample 5: Facilitator

Rubric Sample 6: Participant

Rubric Sample 6: Facilitator

Rubric Sample 7: Participant

Rubric Sample 7: Facilitator

*Group Discussions: After filling out each component for themselves and their peers (rubric), students shared with the class and with their partnered peer group to see how their peers in and outside of their group rated and reflected upon their escape rooms.

*The teacher posed the above listed post lesson questions to students after seeing their rubric results and hearing student answers to the essential question, evaluating their learning through discussion.

Photo Links:

Student solving a lock combination

Cracking the Code: Making Notes

Cracking the Code: Making Notes 2

Solving a Puzzle

Puzzle almost solved...so now what?

Step Back and Think as a FACILITATOR

Thinking Together - problem solving must

Riddle leads to a combination lock

Next clue and more locks!

TEACHER NAME
Joy B. Moffett

GRADE LEVEL
Rising 6th graders

NC CURRICULUM STANDARDS

English Language Arts Standards » History/Social Studies » Grade 6-8

INTEGRATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-LITERACY.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text* (*In this case, a "visual/print" text).

English Language Arts Standards » Speaking & Listening » Grade 6

COMPREHENSION AND COLLABORATION:

CCSS.ELA-LITERACY.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-LITERACY.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-LITERACY.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-LITERACY.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

PRESENTATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CONCEPT
Problem-solving

ESSENTIAL UNDERSTANDING
Problem-solving encourages investigation

ESSENTIAL QUESTION
How can problem-solving encourage investigation?

CRITICAL CONTENT - Students will know that...

Problem-based learning lesson:

Students will know that:

- Problem solving is a tool to understand and investigate a myriad of facets of life.
- Problem solving is instrumental to investigation across many fields of study.
- Escape room artists, creators, and critics utilize, build upon, and rely upon problem solving for a variety of purposes: team-building, cooperative learning, intrigue, mystification, fun, and investigation.
- Escape rooms have fundamental components:

1. a theme,
2. a mystery/problem with a story line to solve within a small group,
3. related puzzles and tasks with a logical flow to investigate and solve
4. a time limit within which to do so.
    - Escape room success relies upon the choice and use of a theme to develop intrigue, interest, and cohesiveness within puzzles and tasks.
    - An overarching problem developed around the theme unifies the overall escape room experience.
    - Puzzles and riddles are fundamental to the problem solving elements of an escape room.
        - There are a variety of puzzles to use: cyphers, codes, riddles, substitutions, number and math tasks, hidden pieces, etc.
        - Logical puzzle flow (how they are plotted and ordered) is key to a successful escape room experience.
    - A time limit creates and enforces the element of competition against yourself and/or other groups to try to "escape" your situation within a timeframe.

Students will understand the following key vocabulary:

- **Problem-solving**: the process or act of finding a solution to a problem
- **Investigation**: the process of observing, studying, conducting, and learning about something or someone
- **Escape room**: an adventure game in which a group of players solve a series of puzzles using clues, hints, and strategy to complete an objective or objectives set forth by a facilitator
- **Theme**: the particular subject or idea on which the style of something is based
- **Puzzles**: a question, problem, or challenge that requires thought, skill, strategy, or cleverness to be answered or solved
- **Riddles**: someone or something that is difficult to understand or solve
- **Flow**: to proceed smoothly, continuously, and readily

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VTS Lesson (if time):

Students will know that:

- Artists use their work to express a variety of notions: emotional, physical, and mental.
- Artistic expression/products can be used and interpreted as a tool to help determine an overall "bigger picture" (i.e. the art piece is a clue to help determine a piece of or the overall end-game/mystery of an escape room scenario).
- Those viewing and interpreting the artwork can glean clues of the artist's intentions, and/or the purpose of its use for the escape room based on the "clues" the art infers to its audience.
- Students will understand the following key terms:

- **interpretation**: to understand or explain the sense or intention of usually in a particular way or with respect to a given set of circumstances
- **art**: the conscious use of skill and creative imagination especially in the production of aesthetic objects
- **detection**: the act of discovering or determining the existence, presence, or fact of
- **realization**: the state of understanding or becoming aware of something

PROCESS SKILLS - Students will be able to...

Problem-based learning lesson:

Students will be able to:

- Investigate, analyze, and critique escape rooms.
- Describe the key components, aspects, and flow of an escape room.
- Draw conclusions, prove, and justify whether escape rooms prove to be worthy of investment and investigation.

**********VTS Lesson (if time)**

Students will be able to:

- Participate and contribute to a discussion based on their findings from the painting "Mermind."
- Construct and infer meaning from the designated piece of art, "Mermind" in relation to a proposed escape room scenario.
- Discover, create, organize and convey their thoughts with a small group and the larger class as a whole in regards to their use and interpretation of "art" in relation to its use in their escape room scenario.
- Search for and obtain an applicable piece of artwork for their own escape room scenario.
- Construct and convey potential uses of their chosen artwork in their own escape room scenario.

MATERIALS

Problem-Based Learning Lesson:

Bright Links Projector

Laptop computers - at least one for every 2 to 3 students

Pencils

Markers

Notecards

Paper

Chart Paper

Handout with Bacon Cipher Code

Handout with Problem Review

Handout with the Inquiry and Investigation points

Recording journals (1 per student)

Exit the Room board games (see at the end of the evaluation portion of the lesson)

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VTS Lesson (if time)

Painting: Mermind by Lindsay Rapp (view link)

https://lindsayrappgallery.com/products/mermind

Bright Links Projector

Paper

Pencils

Crayons

Markers

Colored Pencils

Laptops (1 for every 2 to 3 people)

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question

Problem-Based Learning Lesson:

- What is problem-solving?
- What is investigation?
- What is an escape room?
- What experiences have you had with them so far?
- When have you had to use your problem-solving skills to investigate something, someone, or some situation you've encountered?
- How did problem-solving impact your situation at the time?
- How does problem-solving encourage investigation?

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VTS Lesson (if time)

- What is art?
- What is discovery?
- What is interpretation?
- What is realization?
- How can artwork be utilized to convey clues in an escape room?
- How can learners detect clues through the use of artwork?

Problem-Based Learning Lesson:

- What common key elements do escape rooms have?
- How can escape rooms differ?
- What escape room themes would be popular and why?
- How can puzzles be associated with the theme and scenario of your escape room to encourage problem-solving and investigation?
- What effects do the related puzzles and tasks have on the escape room experience and problem-solving?
- What is the overall goal(s) of an escape room?
- How can problem-solving encourage investigation?

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Question development for Escape Room Expert (that comes on Day 2):

- What other elements are you curious about related to escape rooms?
- What other ideas, puzzles, and advice could you ask an expert about related to escape rooms and their development?
- How will you ask an expert escape room developer/artist about these elements to understand escape room development and solving?

Problem-Based Learning Lesson:

- What questions do you still have that need to be addressed to understand escape rooms?
- How do you plan on addressing those inquiries?
- How do your previous experiences with escape rooms compared to what you've learned today?
- How does problem-solving encourage investigation?

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VTS Lesson (if time)

- How does artwork help generate detection of clues in an escape room?
- What are your opinions on the use of art in an escape room and why?
- How will you utilize art in your escape room scenario?

	********** *** **VTS Lesson (if time)** • What do you think is going on in this picture? • What do you see that makes you think that? • What else can you find? • What do you think the character in this picture is feeling? How do you feel about this picture?	

PLANNED LEARNING EXPERIENCES

Icebreaker of the 1st day: Mystery Match: 1+1+1=3=Me

Students will be given a card with an image on it. Then they have to get up and mosey around the room to find other students who have images that could "match" with theirs in order to make an end product. Once they have found and made a group with their matches, they then surmise what their images combine to "make." The following "matches" will be handed out:

1) peanut butter.....2) jelly.....3) 2 bread slices = peanut butter and jelly sandwich

1) lemons....2) sugar....3) water = lemonade

1) caramel....2) nuts....3) chocolate = Snickers candy bar

1) land...2) water....3) air = earth

1) sand...2) water with waves....3) sun = beach

1) graham crackers.....2) marshmallows....3) chocolate = S'mores

The teacher will also provide a flow and schedule (intended activities and outcomes) of our week for Monday through Thursday so students will be aware of what is to come.

Problem-Based Learning Lesson: (Core of the lesson)

Engage and connect:

There will be a "secret code" posted on the whiteboard projector which they will be directed to decipher based on using Francis Bacon's 5 character substitution cypher. The cypher code will be made available to them on the whiteboard and in a handout.

The "secret message" will be our essential understanding for the week: ***problem-solving encourages investigation***. Using Bacon's cypher code pattern they will find this message hidden in the text before them.

Bacon's cypher code:

A=*****

B=****B

C=***B*

D=***BB

E=**B**

F=**B*B

G=**BB*

H=**BBB

I=*B***

J=*B**B

K=*B*B*

L=*B*BB

M=*BB**

N=*BB*B

O=*BBB*

P=*BBBB

Q=B****

R=B***B

S=B**B*

T=B**BB

U=B*B**

V=B*B*B

W=B*BB*

X=B*BBB

Y=BB***

Z=BB**B

1. Students will then discuss what they feel the essential understanding means.
2. The teacher will ask the pre lesson questions listed above.
    - Students will work within the groups at their tables to answer the following questions:
        - What is problem-solving?
        - What is investigation?
        - What is an escape room?
3. As a whole class we will then discuss the following pre lesson questions:

- What experiences have you had with escape rooms so far?
- When have you had to use your problem-solving skills to investigate something, someone, or some situation you've encountered?
- How did problem-solving impact your situation at the time?

Explore:

Problem Engagement: (Problem-Based Learning)

Pose the following problem:

"An entertainment corporation wants to expand its market into the ever growing popular escape room business, willing to invest millions IF they find the venture worthy of

investment. You are the research team hired to determine what escape rooms are, their purpose and attraction, their key components, and their corresponding development. Can you help the corporation with research before they invest in the escape room business? How will you help determine their plans for expansion?"

- Students will then review the components of the above stated problem. (Will be posted at the front of the room and handout included)
    - The teacher will facilitate students through a discussion of how they will determine a possible course of action.
        - What is the problem?
        - What are the problem's significant parts?
        - Analyze the problem:
            1. Identify key words, phrases
            2. Organize elements of the problem

Inquiry and Investigation: (Problem-Based Learning)

Students will work in teams (no more than 4) in collaboration to solve the problem. They will need to address the following points in their groups (these points will be posted at the front of the room and they will be given a handout with them for recording purpose):

1. What do you already know to help solve the problem? (KWL: What do you already KNOW? What do you WANT to know? We will save the "L" portion for later.)
2. What do you need to know in order to solve the problem?
3. Discuss possible resources.
4. Assign tasks and responsibilities; set deadlines.
5. Research the knowledge and data that will support your solution.

Students will use at least an hour or so discovering:

1. What they already know about escape rooms,
2. What more they will need to find out to understand their components, and
3. How and what they will need to research escape rooms for the corporation.

The manner and methods to determine these factors will be up to each group. They will have laptops, paper, pencils, and each other for research purposes. Throughout this portion of learning, the teacher will pose the "During Lesson Questions:"

- What common key elements do escape rooms have?
- How can escape rooms differ?
- What escape room themes would be popular and why?
- How can puzzles be associated with the theme and scenario of your escape room to encourage problem-solving and investigation?
- What effects do the related puzzles and tasks have on the escape room experience and problem-solving?
- What is the overall goal(s) of an escape room?

- How can problem-solving encourage investigation?

Students will be provided with laptops in order to research escape rooms (youtube will be set on "restricted mode" and appropriate search engines will only be allowed.

Problem Definition:* (Problem-Based Learning)

Students will gather in their small groups and determine the following:

1. Students will need to restate the problem (in the form of question(s)).
2. Next, they will list and prioritize solutions.
3. Third, choose the solution(s) that is most likely to succeed in addressing the problem (how they will present their findings on Escape Rooms).

(*As listed in our class handout on the 5 steps of Problem-based learning.)

Explain:

Problem Resolution: (Problem-Based Learning)

1. After students' work time, the class will discuss their findings and proposals with the teacher as facilitator.
2. Then, students will summarize and identify the solution that most likely meets the needs of the problem and be able to present their solutions to the class. They may do so in a format suited to their talents and skills (i.e. flow chart, poster, or Powerpoint presentation or other means).

- They will need to:
    - Present and defend the solution to the problem.*
        - What have you learned about Escape Rooms?
        - Why or why not should the company invest in their development?
    - Discuss the resolution process in detail and identify expected outcomes.*
        - How should the company move forward?
        - What are your team's suggestions for doing so?

(*As listed in our class handout on the 5 steps of Problem-based learning.)

Elaborate:

Problem Debriefing: (Problem-Based Learning)*

1. *Students and teachers will reflect on their learning.
2. The teacher will begin a discussion and pose the above listed post lesson questions, while someone (can be teacher and/or student recorders) records the key findings and suggestions (chart paper/marker, on the laptops, or in a notebook).

- Facts: What facts did you learn?
- Feelings: What feelings did you have about this process?
- Funneling: Why is the solution important (meaning and consequences)? What are the long term effects?
- Future: What does your solution have for the future - implications?

Evaluate:

- Students will be assessed through their presentation, findings, and solutions.
- Artifacts and their discussions will be used to determine their understandings of the essential understanding and how Escape Rooms are a part of that greater concept.

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Question development for Escape Room Expert (that comes on Day 2):

- What other elements are you curious about related to escape rooms?
- What other ideas, puzzles, and advice could you ask an expert about related to escape rooms and their development?
- How will you ask an expert escape room developer/artist about these elements to understand escape room development and solving?

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Escape Room Practice Development:

Upon completion of this portion, if time allows, students will also partake in playing a variety of board game escape room games:

Thames and Kosmos' "Exit the Game" Games:

- "*The Pharaoh's Tomb,"*
- *"The Secret Lab,*
- *" The Polar Station,"*
- *"The Forgotten Island," and*
- *"The Abandoned Cabin*"

These games will be played in order to further understand and experience Escape Room scenarios.

Upon completion of the games, students will:

1. Discuss their additional findings and solutions based on the initial problem introduced (escape room research).
2. Record any thoughts and ideas about escape rooms in their recording journal (theme, puzzle, and riddle ideas).

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VTS Lesson (if time): If time allows, students will also explore the use of art in escape rooms.

Engage:

The teacher will stimulate student engagement at the very beginning of the class as they enter by providing drawing paper and accompanying writing and drawing tools and asking them to individually sketch a drawing that could be used as a clue for their proposed escape room scenario.

Explore:

Discussion:

The teacher will lead students through the pre-lesson questions listed, eliciting and connecting how artwork can be an asset in escape room scenarios.

Presentation and Observation:

Students will be presented with the painting called "Mermind" by Lindsey Rapp on the Brightlinks projector and asked to observe the painting for 5 to 7 minutes in silence, collecting their observations of the painting.

Explain:

After 5 to 7 minutes of silent observation, the teacher will ask the during-lesson questions (see them listed above). The teacher will allow plenty of time for students to respond to the VTS questions. Students will be asked to comment and expand on comments made by fellow students.

Elaborate:

Students will be divided into their predetermined escape room groups.

Students will create or search and find an art piece that they can use as a "clue" in their own escape room scenarios.

- Depending upon students' choice of artwork (self-made or found), students will receive drawing materials and/or a laptop in order to search the internet for a piece of appropriate artwork to add as a clue for their escape room.
- Students will share their chosen artwork with the class and relay how the potential for how they use this piece of art in their escape room through an oral presentation with accompanying written list.

The teacher will provide the post-lesson questions listed above to students in order to guide their discernment process of artwork creation or determination of use.

Evaluate:

Students' will be evaluated based on their 1)choice of artwork, 2) its purpose and application of clue detection in their escape room, and 3) relevance and reliability of interpretation by those attempting to solve the students' escape room (dependent upon completion and carrying out of their escape room scenario to others).

ASSESSMENTS
See above listed evaluative criteria in the "Evaluate" section of the lesson plan.

DIFFERENTIATION

CONTENT
Learners will have a variety of digital reference materials available based on ability, interest, need and inquiry levels.

PROCESS
Learners will be posed more "penthouse" level questions throughout the day.

PRODUCT
Problem-Based Learning Lesson: (Core of the lesson) Learners will be allowed to present their findings in a format most suited to their needs (digitally, on paper, discussion with artifact presentation, etc.) **VTS Lesson (if time)** Gifted learners will be allowed to either draw out their final piece of artwork or save and/or print it out on the computer based on their comfort and interest levels.

LEARNING ENVIRONMENT
Learners will be able to work at tables, on the floor, or in the hallway depending on their group's needs and comfort with their surroundings.

TEACHER NAME
Joy B. Moffett

GRADE LEVEL
Rising 6th graders

NC CURRICULUM STANDARDS

Common Core Standards:
English Language Arts Standards » Speaking & Listening » Grade 6

COMPREHENSION AND COLLABORATION:

CCSS.ELA-LITERACY.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

PRESENTATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

North Carolina Essential Standards:

Science

Earth Systems, Structures and Processes

Essential Standard and Clarifying Objectives:

5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.

Structures and Functions of Living Organisms

Essential Standard and Clarifying Objectives:

5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.

Ecosystems

Essential Standard and Clarifying Objectives:

5.L.2 Understand the interdependence of plants and animals with their ecosystem.

5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

CONCEPT
Problem solving

ESSENTIAL UNDERSTANDING
Problem solving encourages investigation

ESSENTIAL QUESTION
How does problem-solving encourage investigation?

CRITICAL CONTENT - Students will know that...

Students will know that:

- Problem solving comes in many forms.
- Problem solving influences our lives.
- How you handle and investigate the challenges/problems in life forms who we are and how we thrive and survive the unknown.
- Escape rooms provide problem-solving elements that necessitate investigation.
- Escape rooms include puzzles and tasks to investigate in order to the end-game of an escape room.
- Escape rooms require collaboration and communication to succeed.
- Key words:
    - **Problem-solving:** the process or act of finding a solution to a problem
    - **Investigation**: the study of facts and information by close examination and questioning
    - **Simulation**: an orchestrated event or concept that is made to look, feel, or behave like something else to enhance understanding of the given even or concept

Academic Content:

- Weather conditions can be recognized and categorized by various elements and changes in temperature, precipitation, wind conditions.
- Human body systems and their corresponding parts influence human health and survival.
- Plants and animals rely on each other and have an interdependence in order to exist.
- Plant/animal interdependence can affect their corresponding ecosystem(s).
- Key words:
    - **Weather:** the state of the air and atmosphere at a particular time and place: the temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place (learnersdictionary.com)
    - **Cardiovascular/Circulatory system:** the system of blood, blood vessels, lymphatics, and heart concerned with the circulation of the blood (dictionary.com)
    - **Respiratory system:** a system of organs by which oxygen is taken into the body and the exchange of oxygen and carbon dioxide takes place and in humans these organs consist of the nose, nasal passages, pharynx, larynx, trachea, bronchi, and lungs (dictionary.com)
    - **Skeletal system:** The framework of the body made up of the bones and other connective tissues that protect and support the body tissues and internal organs (dictionary.com)
    - **Muscular system:** organ system consisting of skeletal, smooth, and cardiac muscles that permit movement of the body, maintains posture, and circulates blood throughout the body (wikipedia.com)
    - **Digestive system:** the system by which ingested food is acted upon by physical and chemical means to provide the body with absorbable nutrients and to excrete waste products (dictionary.com)
    - **Nervous system:** the system of the nerves and nerve centers in animals or humans, including the brain, spinal cord, nerves, and ganglia (dictionary.com)
    - **Interdependence**: related in such a way that each needs or depends on the other; mutually dependent (learnersdictionary.com)
    - **Ecosystem**: everything that exists in a particular environment including living things, such as plants and animals, and things that are not living, such as rocks, soil, sunlight, and

water (learnersdictionary.com).

PROCESS SKILLS - Students will be able to...

Students will be able to:

ESCAPE ROOM SIMULATION and EXIT THE ROOM GAMES:

- Identify problem-solving challenges and determine how to overcome those challenges.
- Develop problem-solving and focusing skills given provided data.
- Develop theories and conclusions to handle the problems/challenges and the outcomes thereof.
- Obtain and evaluate feedback from peers and facilitators in order to obtain data, draw conclusions, and handle challenges accordingly.
- Practice, develop, and reflect upon dealing with probable causes and effects, successes, failures, stresses, and risk-taking associated with problem-solving and investigation.

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ESCAPE ROOM EXPERT INTERVIEW:

- Develop and ask interview questions to an escape room expert about escape rooms.
- Compare their personal ideas and notions of escape rooms to given expert feedback and accompanying escape room experience.

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ESCAPE ROOM DEVELOPMENT - if time:

- See Day 3 Lesson Plan

MATERIALS

Materials for simulation escape room:

Chart paper

Initial Challenge card (1 per group)

Answer/recording sheets: 1 per student and 1 final answer sheet per group

Task cards (1 set for each group)

Manila envelopes to hold task cards, additional elements, and clues

Puzzle, riddle, and code materials for each task (locks, "lock boxes," hiding spots in the room, cypher wheels, playing cards, classifying mats, overlays, etc.)

Pencils

Hi-liters

Keys (1 per task, per group)

Laptops: 1 per group (5 groups)

For teacher: Captain hat and outfit

Materials for Escape Room Expert Interview:

Chart paper

Paper

Pencils

Recording journals for ideas

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
Simulation 1. What is a simulation? 2. What is problem solving? 3. What is investigation? 4. How do does problem-solving encourage investigation? 5. How can you *handle* situations that pose problems/tasks/challenges through investigation?	**Simulation** 1. How will you and can you approach this escape room problem scenario? 2. How will you and can you approach this escape room task? 3. How will you and can you approach this escape room puzzle? 4. What other strategies could you use to help you? Why? 5. How can elements of the S.C.A.M.P.E.R. method assist you in this scenario? 6. How can you change what you are doing to help approach this challenge? (Think about the SCAMPER problem-solving technique) 7. How could you utilize more effective collaboration and communication with your group members?	**Simulation** 1. What did you think these challenges/problems would be like before you started? Why? 2. How did your perspective of escape "room" challenges/problems change after this process and after consulting with an expert? 3. What strategies did you think about using at the beginning? 4. How did your strategies change and develop as you went through the challenges? 5. How did your team work together effectively and ineffectively? 6. What would you have changed to enhance your experience? Why? 7. How is investigation critical to working as a team in problem-solving situations? 8. How does problem-solving encourage investigation? **AFTER SPEAKING TO THE EXPERT:** • How will the expert's information and advice help you develop your own escape room?

PLANNED LEARNING EXPERIENCES

PART 1: ESCAPE ROOM SIMULATION

Engage:

The teacher will be present upon entry of the class with a ship/boat captain's hat and "captain's outfit" on, and an Alaskan cruise ship projected on the Bright Links white board at the front of the room. Next the teacher will engage the class in the above listed pre-lesson questions with accompanying discussion:

1. What is a simulation?
2. What is problem solving?
3. What is investigation?
4. How do does problem-solving encourage investigation?
5. How can you *handle* situations that pose problems/tasks/challenges through investigation?

Explore: Escape "Room" Simulation: ARRGGH! ALASKAN CRUISE CHAOS: ADVENTURE ON THE HIGH SEAS!

1. **COMMUNICATION/COLLABORATION AGREEMENTS**: The teacher will elicit feedback from students on what would constitute appropriate team expectations and guidelines for ***collaboration and communication*** for the accompanying escape "room" challenge, recording them on chart paper. The teacher will add on information as needed. The **SCAMPER** method of problem-solving will be introduced and displayed as well.
2. Students will move into 5 predetermined groups. Groups will not exceed 3 to 4 students if possible. Each group will be assigned a color code to help them identify assorted tasks, elements, and clues (red, orange, green, blue, purple).
3. Students will be made aware of the allotted time frame and point system that is in place. The overall challenge will be projected on the whiteboard at the front of the classroom with the addition of a timer displaying the allotted amount of time to complete the escape adventure (time will be adjusted based on the dynamics of the class, once I get to know their abilities and knowledge base).
4. For each task successfully completed, teams will receive 10 points, with a maximum of 30 points total for the simulation. If the group needs assistance from me ("the captain") they can redeem "hint" cards. They can redeem only 3 hints for the entire escape room simulation.
5. Students will receive their initial escape "room" simulation challenge card (the same challenge first presented on the whiteboard) with "clue 1" in an envelope. The teacher will start the TIMER.
6. **CLUE 1** is a post card from an Alaskan port city. Students will have to read it in order to determine their Alaskan port of call for their cruise ship.
7. Students will then have to find the accompanying Alaska map (there are 4 total for crowd control purposes) posted in the classroom with their group's color code circled on their port city on the map.
8. Once they know their color code for their group, they come see me "the captain" and receive their first task.

OVERALL INTIAL challenge card text:

- **ALASKAN CRUISE CHAOS: ADVENTURE ON THE HIGH SEAS!**

It's summer.....It's hot.....So your rich grandma has decided to send you to ALASKA to cool off! But how are you going to get there??? Walking or hiking would take too long (man, my feet would be aching!). You don't feel like driving/riding that far for that long (forget cars, buses, and trains) and you are afraid of heights so you're not going to fly (forget airplanes)...thus, you are on a ***CRUISE SHIP*** to Alaska! You thought this trip would be smooth sailing and fancy free, alas you...were...WRONG! Different obstacles have arisen that are impeding you and your shipmates from reaching the cool summer escape to Alaska! Embark on this journey as you help your shipmates keep order on the ship in order to safely and soundly (hopefully) land in your Alaskan port of call!!!!! Put on your thinking caps! Good luck! Will you survive and make it to Alaska to cool off this summer???

- **The groups will engage in 3 tasks *overall*** in order to find "keys" (key words, clues, and actual physical keys) to escape the overarching challenge of the Alaskan Cruise Chaos!
- **Their will be additional elements of investigation added to each of the 3 tasks** for problem-solving "fun" (hidden clues, added reference materials, cypher codes, overlay matching mats, etc.).

****

<u>*Task 1: ECOSYSTEM ESCAPE!</u>

Students will receive their first task card with accompanying classification and sorting activity after learning their group's color code from CLUE 1.

<u>ACTIVITY task:</u> <u>MATCHING MATS: comparing, sorting, classifying</u>**<u>:</u>**

<u>Additional element:</u> <u>hidden animal clues around the room;</u>

<u>Additional element</u><u>: keyword hidden in answer keys on the mat task - gives combination to a lock box to get task 2</u>

<u>The task one card will say:</u>

"Your ship has had to STOP! The Alaskan Wildlife Conservation Society has decided to park their scientific research vessel in the path of your cruise ship, refusing to move in protest of the environmental impact that the cruise ship's diesel fuel may cause to the surrounding wildlife in the area! Your ship's captain has bargained with scientists on board to be able to keep moving forward IF cruise ship passengers and crew contribute to the safety and assistance of Alaskan Wildlife for the future. So, you must use your skills of comparison, classification, and wildlife knowledge to keep the cruise ship moving and to help appease the conservationists who are blocking your path! See the accompanying classification task to get to your next clue."

- In this task, students will have to identify, compare, and determine: 1) animals indigenous to Alaskan ocean waters that are in danger, 2) how the animals are in danger, and 3) how to assist/conserve their kind!
- Task 1 envelope (in lock box): Students will be given a "classification mat" and accompanying cards in which they have to match clue cards in 3 corresponding categories: 1) Alaskan animal, 2) that animal's endangerment/conservation issue, and 3) possible solutions to helping the animals.
- The following animals will be included in the classification mat: (only pick 5 JOY)

    - **Humpback whale**
    - **Walrus**
    - **Polar Bear (pack ice issue)**
    - **Arctic Tern**
    - **Loggerhead sea turtle**
- **Additional Element**: Each group will have all the ANIMAL cards hidden around the classroom that they will have to find in order to complete their whole mat. The cards will be color coded based on their group color.
- **Additional Element**: The answer mat will have code boxes under certain answers that students will have to piece together to make a "key" word that they will have to bring to me.
- **Additional Element**: In exchange for the key word, students will get a lock box with the same key word as the lock's combination (4 letter combination lock).
- Upon getting the lockbox, students input the 4 letter combination on the lock, open the lock and box, and get materials (a Ultraviolet - UV - light and a shape tile) for the next task AND an actual physical color coded key for their group as a token of success on task 1.

Students will have to determine ***why*** they have a UV light and a shape tile. The next task begins when students figure out that they must search the classroom using the UV light to find an envelope placed somewhere in the classroom that has their shape tile written on the top of the envelope with invisible ink that ONLY the UV light will reveal. Their next task will be in this envelope.....So, once they find their group's envelope then.....***on to TASK 2.....***

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***Task 2: WACKY WEATHER !**

For this task, each group will receive a weather challenge scenario with accompanying activity and additional elements.

Students have (hopefully) found their group's envelope and inside is **1)** task 2 card, **2)** an article about a type of severe weather that happens in Alaska, **3)** a grid sheet with a jumble of data in each grid block ("overlay" sheet), **4)** a grid sheet with a jumble of letters ("underlay" sheet), and **5)** a pair of scissors.

ACTIVITY task: CLOSE READING WITH COMPREHENSION QUESTIONS;

Additional element: Hidden article: Close reading activity will be **hidden** in an envelope around the room. Students will know which article belongs to their group by using the UV light. Their group's envelope will have their shape tile picture written in INVISIBLE ink on top of their folder (see end of task 1).

Additional element: Answer sheet overlay with underlay sheet as a key word : Answers to the article questions will give students 5 answers. These 5 answers will be scrambled in a variety of answers on an "overlay" sheet. Students will have to cut out only those 5 answers that correspond to their article. Then they will need to lay the overlay sheet on top of the "underlay" sheet. The underlay sheet will reveal a word that students will need to get a combination for their next task.

Additional element: Combination (directional lock) will be hidden on the letters revealed: The letters revealed with the overlay and underlay sheets will also have an arrow on each letter pointing in certain directions to get the next combination for the last lock box containing elements for the final task 3.

Beginning task 2:

The task 2 card will be in the envelope they find (along with the article and questions, an "overlay" paper, and "underlay" paper, and scissors). The task 2 card will say:

WACKY WEATHER:

"Alaskan meteorologists and climatologists have projected some extreme weather conditions headed your way! The ship has had to stop again to check the weather radar and evaluate whether to proceed with the cruise. Which kind of weather will you encounter??? Read about an actual weather event that could plague your trip and answer the corresponding questions. Who knows what the answers will really reveal???? Come see your ship captain when you have the next key word."

- Students will have to read the given article about a type of weather that has actually affected Alaska.
- The following weather events will be from these articles. (see articles)
    - 5 accompanying questions will be provided. (see questions attached to articles)
        - **Heavy rain storm**: article link: https://awww.alaskapublic.org/2016/07/27/warm-ocean-water-leads-to-heavy-rain-in-alaska/
        - **Snowstorm**: article link: https://www.gi.alaska.edu/alaska-science-forum/year-without-summer
        - **Thunder/Lightning storm**: article link: https://www.weather.gov/media/ajk/articles/SEAKThunderstormClimatology.pdf
        - **Waterspout**: article link: https://redoubtreporter.wordpress.com/2011/10/05/wild-water-in-inlet-%E2%80%94%C2%A0waterspout-spotted-off-anchor-point/
        - **Typhoon**: article link: https://www.accuweather.com/en/weather-news/monster-storm-to-pound-bering/36927708
- The group will have to read and answer questions about the weather event whose answers will be on a form with a laid out grid of scrambled answers: the "overlay" sheet (answers for all the groups).
- The "key" word that they need to find will be revealed with an accompanying "underlay" sheet that reveals a letters that will unscramble to make a key word related to their weather task.
- That word will need to be unscrambled and turned in to "the captain" for the next lock box. The combination to unlock a box will be the arrows indicated on each letter of the key word they just figured out. Those directions have to be inputted into the directional combination on the lock box they just got. Upon doing so, they will get materials for the final 3rd task and their actual key for completing task 2.

The next task begins when students correctly input the directional combination on their lock and open their 2nd lock box. Inside the box will be **1)** task card 3, **2)** 3 doctor's notes with patient symptoms and medical condition symptoms, and **3)** a cypher wheel. ***On to TASK 3.....***

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***Task 3: MEDICAL MAYHEM!**

For this task , students will read task card 3 and use the items listed above to complete this task.

Students will have to determine how to use the doctor notes/patient symptom description cards, cypher wheel, and other clues around the room to complete this final task.

ACTIVITY: Riddles: Doctor notes about patient symptoms will start the tasks. See the next additional element for details.

Additional element: Cypher wheel: Shape code matches Color code to reveal medical condition:

1) The doctor's notes of patients' symptoms have a SHAPE hidden on it.

2) The medical symptoms should lead students to the BODY SYSTEM that is affected which reveals a COLOR code (color code for each system can be found on body systems posters hanging throughout the classroom that are color coded by title); and

3) The color code and shape code will have to be aligned to reveal a medical condition.

Additional element: Playing card clue: Students will have to use a playing card clue to turn in to the captain to find the location of the doctor's medical journal.

Additional element: Hidden doctor medical log and reference: Once the doctor medical journal is found, students will have to read it to find their 3 revealed patient medical conditions listed on a certain page. The 3 page numbers of the medical log containing their group's revealed medical conditions are a hidden element (page numbers of the medical log give the last combination to the final lock box - 3 page numbers for a 3 digit combination lock).

Beginning task 3:

Task card 3 will say:

MEDICAL MAYHEM:

"Your ship's doctor and medical team has decided to abandon ship and to join the noble research scientists aboard the vessel that just blocked your cruise ship! The cruise ship crew have come down with some serious medical conditions that have now been left untreated as your journey continues and the ship has been stopped again without these crew members in their positions. Help solve their medical issues so that you can get to the ship's radio and send out for help!"

- For this task, students will be given riddle cards (*shape* coded in the corner) that will provide the ship doctor's description of ***symptoms*** of an illness or medical condition that has plagued a crew member on the cruise ship!
- Next, students will have to determine which ***body system*** the symptoms allude to - listed on posters hung around the room that are *color* coded.
    - The following body systems and medical issues will be used for this task. Body system descriptions will be posted on posters around the room (color coded by title color)
        - **Cardiovascular System: poster color code: RED** (Symptoms will include: heart, blood, vessels) - Illness: heart attack
        - **Respiratory System: poster color code: ORANGE** (Symptoms will include: nose, trachea, lungs) - Illness: Legionnaire's disease
        - **Skeletal System: poster color code: DARKER BLUE** (Symptoms will include bones) - Condition: broken bones
        - **Muscular System: poster color code: YELLOW** (Symptoms will include

muscles) - Condition: severely pulled muscles
        - **Digestive System: poster color code: LIGHTER BLUE** (Symptoms will include: mouth, esophagus, stomach, intestines) - Condition/Illness: diarrhea/dysentery
        - **Nervous System: poster color code: PURPLE** (Symptoms will include: brain, spinal cord, nerves) - Condition: sea sickness
- Then, students will have to use the *cypher wheel* and line up the matching *shape* and *color* codes.
- The cypher wheel will give them the medical condition plaguing the crew members.
- Students will then turn in the 3 medical conditions to the ship's captain.
- The captain will then give them one playing card.
- They will have to go find that card on an envelope hidden or placed in the classroom some where. Once found, the envelope will have the "ship doctor's medical journal."
- The students will then have to use a "doctor's medical journal" to find the 3 PAGE NUMBERS upon which the 3 revealed illnesses/conditions are listed (number code).
- This number code will need to be turned in to the ship's captain and the group will be given the next and final lock box with 3 digit number combination that they need to open to complete the Alaskan Cruise Chaos!!!
- The last lock box will have a congratulations certificate and the final key for completing task 3.

After the allotted time is up, students will gather any keys that they have gotten for task completion(s) in the allotted amount of time, and they will total their point values, (10 points for each completed task), and a photo shoot with accompanying comedic sayings that indicate whether they were able to get to their Alaskan port of call!

Additional Tools:

HINT CARDS:

Accompanying each task will be "HINT" cards to help groups who are not progressing as needed to possibly complete each task in the assigned time frame.

- "HINT" example: For the medical issues, hints will include which body parts are included in that system. For example, if the medical challenge is motion sickness, the hint card will name the nerves, brain, and spinal cord.

OOPS CARDS:

Also accompanying any task is the possible facilitator/captain intervention of the "OOPS" cards if students are progressing too quickly through tasks and/or each member is not helping/contributing to the solving of the tasks. These will be used at the facilitator/captain's discretion.

- "OOPS" example: "You have gotten sea sick and have to sit out for 5 minutes!"

In addition, the teacher will continue to ask the above mentioned "during lesson" questions to help guide students through their challenges.

The teacher will also reference the SCAMPER method when students are stumped and want assistance without taking "Hint" cards.

Explain:

The teacher will ask students to explain what they have learned from the following simulation and ask students the above mentioned "post lesson" questions.

Elaborate:

Students will now start working with their teams in order to brainstorm and develop a theme, scenario, puzzles, and flow for their own escape room!

Evaluate:

Student reflections and responses to the "post lesson" questions will help the teacher evaluate student understanding of how problem solving encourages investigation in escape room scenarios. Students will be allowed to communicate their understanding through an option of written, typed, artistic, or oral expression.

****

PART 2: ESCAPE ROOM EXPERT INTERVIEW (after completion of and reflection about the escape room simulation)

Alice Cheung from Bull City Escape will join our group for the day! She will help be a facilitator through our simulation experience!

In addition, students will develop interview questions on Day 1 to ask our expert and will present Alice with them during this portion of our day.

After students pose their questions to Alice, she will share any other valuable knowledge on escape rooms that students' questions have not addressed.

Students will take note of her information and advice in a recording journal for ideas for an escape room.

Key components of her discussion intend to be:

- Theme development
- Variety of, manipulation, and use of items for puzzles
- Puzzle development
- Puzzle flow
- Importance of communication, collaboration, boundaries, testing your room, balancing the difficulty of tasks, have FUN

ASSESSMENTS

Reflection product: The teacher will evaluate students' understanding of how problem-solving encourages investigation through their product development during the reflection and evaluation period of the simulation: see the elaborate and evaluate portions of the lesson.

DIFFERENTIATION

CONTENT

PROCESS

- Learners will be posed more "penthouse" level questions to determine their interpretations and completion of escape room tasks and puzzles.
- Learners will be grouped according to their readiness and interest in regards to learning preferences.
- Learners will have "hint" cards made available if needed to help complete the simulation process.

PRODUCT

Gifted learners will be allowed to express their reflection of the escape room simulation through a variety of means: written piece, verbal expression, drawings with explanations, and/or type and print it out on the computer based on their comfort and interest levels.

LEARNING ENVIRONMENT

Gifted learners will be able to work in small groups either at set of desks or nearby floor area, suited to their needs.

TEACHER NAME
Joy B. Moffett

GRADE LEVEL
Rising 6th graders

NC CURRICULUM STANDARDS

SPEAKING AND LISTENING COMMON CORE STANDARDS:

COMPREHENSION AND COLLABORATION:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

PRESENTATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CONCEPT
Problem solving

ESSENTIAL UNDERSTANDING
Problem solving encourages investigation

ESSENTIAL QUESTION
How does problem solving encourage investigation?

CRITICAL CONTENT - Students will know that...

Students will know:

- Escape room development includes a myriad of organizational, physical, and cognitive components that need to be determined, developed, and carried out based on a given mystery to solve.
- Key terms:
  - **Escape room**: is a physical adventure in which players solve a series of puzzle and riddles using clues, hints, and strategy to complete the objectives at hand.
  - **Problem-solve**: the process or act of finding a solution to a problem
  - **Investigation**: the study of facts and information by close examination and questioning
  - **Situation/Scenario**: a critical, trying, or unusual state of affairs
  - **Task**: a usually assigned piece of work often to be finished within a certain time
  - **Puzzle**: a question or problem that requires thought, skill, or cleverness to be answered or solved
  - **Flow**: to proceed smoothly, continuously, and readily

PROCESS SKILLS - Students will be able to...

Students will be able to:

1. **Determine** an overarching mysterious situation/scenario needing to be investigated by a group of their peers
2. **Determine** corresponding "mini" scenarios relating to the overarching mysterious situation that when solved will culminate to solve the initial, overarching mystery.
3. **Develop** task related puzzles and investigations embedded in each mini scenario to solve the overarching mystery.
4. **Practice** the developed tasks to determine the applicability, relate-ability, relevance, and purpose of said tasks related to the overarching scenario.
5. **Reflect** upon the applicability, relate-ability, relevance, and purpose of said tasks related to the overarching scenario.
6. **Edit, revise, and manipulate** tasks to enhance the process of solving and investigating the overarching mystery scenario.

MATERIALS

- Chart paper
- Escape Room development brainstorming sheet
- Initial Mystery Scenario card (1 per group)
- Answer/recording sheets: 1 per student and 1 final answer sheet per group
- Task cards (1 set for each group)
- Manila envelopes to hold task cards
- Puzzle, riddle, and code materials for each task (dependent upon chosen type of puzzle: locks, boxes, cypher wheels, playing cards, UV pens and lights, etc.)
- Pencils
- Hi-liters
- Paper
- Notecards
- Laptop computers (1 per group)
- Rubric (2 per group)

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
• What is problem solving? • What is investigation? • What is a situation or scenario? • If you wanted to escape a situation, what would that situation be like and why? • How might you determine and develop a scenario based on your ideas? • What scenarios would captivate and encourage a participating audience to investigate it and why?	• How will your escape room situation develop problem-solving through investigation? • How will your tasks involve a puzzle, code, or riddle to solve a clue to "escape?" • What problems may your audience encounter when solving your tasks? • What factors will or can affect your audience's completion of tasks? How and why? • How can your group provide assistance or resources to help guide your audience through their tasks and puzzles? • What is your intended final outcome for your escape situation? • How much time will you provide your audience to complete their escape and why?	• What aspects of your escape room do you feel will work best and why? • What aspects of your escape room do you feel need changing and why and how will you do so? • What challenges did you experience when determining and developing your escape situation, tasks, and puzzles? • How did you overcome these challenges with your group? • What other materials do you wish you could use for your escape room and why? • How did you use creativity to develop your escape room? • How does problem solving encourage investigation?

PLANNED LEARNING EXPERIENCES

5E Model: Escape Room Development: Creative Problem Solving Model

Engage:

As students enter the classroom for the day, the teacher will:

1) ...be wearing a Sherlock Holmes hat to encourage the fun of "MYSTERY" INVESTIGATORS!

2) ...have multiple "escape situations" visually displayed on a Powerpoint loop on the Brightlinks projectors at the front of the room, asking students to determine and record their perceived notions of what the possible scenarios may be that would reflect and cause an "escape" feeling for audiences!

After all students have been seated and viewed the entirety of the slideshow, the teacher will pose and discuss the above mention pre-lesson questions:

- What is problem-solving?
- What is investigation?
- How did the images posted at the front of the room engage you as an audience and inspire you to investigate and solve the perceived mystery?
- If you wanted to escape a situation, what would that situation be like and why?
- How might you determine and develop a scenario based on your ideas?
- What scenarios would captivate and encourage a participating audience to investigate it and why?

Explore:

Mess Finding:

The teacher provides students with the following challenge:

- *Develop your own escape room mystery situation to be tried out, investigated, and solved by your class peers during our last day together in camp. (given brainstorming sheet)*
    - Students will have to brainstorm as many mystery scenario possibilities as possible and record them.
    - Students will be grouped into ***6 groups of 3 students each*** for escape room development.
    - Lastly, students will have to determine as a group which mystery situation their group will choose in order to further develop that scenario into an escape room.

Data/Fact Finding:

- Students will gather information on their proposed escape room situations (using personal background knowledge, appropriate online sources, and text references) to design and create 3 accompanying puzzle tasks for their escape room scenario.
    - They will need to thoroughly look at their proposed situation from multiple viewpoints, connected objects, puzzles, and situations that could come to light and be investigated with the mystery scenario.

Explain:

Problem Finding:

- Ultimately, students will have to consider, determine, and come to a consensus in their group about the most relevant and important problems that may arise based on the information they choose to use for task development for their escape room.

Idea Finding:

- Students will discuss and determine which puzzles/codes/riddles to use and how they will implement them in conjunction with their escape room tasks. They will record their most promising ideas and proposed tasks, keeping all possibilities in mind (withholding judgement) while the teacher circulates to facilitate and guide students.

Elaborate:

Solution Finding:

- Students will converge as a group to narrow down and decide on the most appropriate tasks and accompanying puzzles for their escape room mystery situation. All ideas have to be considered, with the group determining the final 3 tasks and corresponding puzzles/codes/riddles.

Evaluate: Student reflections and responses to the "post lesson" questions will help the teacher evaluate student understanding of how problem solving encourages investigation in escape room scenarios. Students will be allowed to communicate their understanding through the options of written, typed, artistic, or oral expression.

Acceptance Finding:

- Students will develop a plan for putting their task and puzzle creation into action to form an escape room.
- They will determine which members will get certain responsibilities toward completing the tasks and accompanying puzzles.
- Students will be given the above listed materials for their tasks and puzzles.
- The teacher will monitor and inquire with each group as they go through the development and completion processes, asking the above listed "during lesson questions."

1. Students will be given as much time as needed within the allotted class time to create their tasks: recording them as necessary (typed or handwritten or both) and storing them in associated envelopes and lock box(es).
2. At the conclusion of the development and creation stages, students will be asked to describe and reflect upon their experience and why they chose to do what they did.
3. The teacher will post, pose, and facilitate discussion of the above mentioned "post lesson questions."
4. Students will record and evaluate their work and reflections on the accompanying "Escape Room Rubric" to assess their thoughts and escape room development skills and products.

ASSESSMENTS

Evaluation of student work in this lesson are three-fold:

1. Self-evaluation rubric: See number 4 listed above in the "Evaluate" section.

2. Teacher evaluation: The teacher will also collect, read, and evaluate students' work based on students' discussions, work process and products, and reflections in comparison to the given rubric for their escape room.

3. Peer evaluation: Students' escape rooms will also eventually be measured by their peers' opinions and measures based on the same rubric after the next lesson in which peers will try out their other peers' escape rooms.

DIFFERENTIATION

CONTENT

Gifted learners escape room content will vary based on 1) students' abilities (content should be at a higher level as gifted learners) and 2) students' choices of situation and tasks/puzzles in order to solve their proposed escape rooms.

PROCESS

- Gifted learners will have the opportunity to move at their own readiness levels when developing their escape room scenarios and tasks, given the time and material parameters given.
- Learners will be posed more "penthouse" level questions to determine their escape situations and accompanying tasks. The creative problem solving method will encourage students to use both convergent and divergent thinking to promote collaboration, teamwork, perseverance, and creativity.
- Learners will be grouped according to their readiness and interest in regards to learning preferences.

PRODUCT

Gifted learners' products will vary by the abilities of each group developing their escape situations and tasks:

- Gifted learners will be allowed to express their escape room development through a variety of means: written pieces, online links and clues, drawings , powerpoint presentations, and/or either type and print out resources on the computer based on their comfort and interest levels.

LEARNING ENVIRONMENT

Gifted learners will be able to work in small groups either at sets of desks, in the hallway, or nearby floor area, suited to their needs.

TEACHER NAME
Joy B. Moffett

GRADE LEVEL
Rising 6th graders

NC CURRICULUM STANDARDS

SPEAKING AND LISTENING COMMON CORE STANDARDS:

COMPREHENSION AND COLLABORATION:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

PRESENTATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CONCEPT
Problem-Solving

ESSENTIAL UNDERSTANDING
Problem-Solving encourages investigation

ESSENTIAL QUESTION
How does problem-solving encourage investigation?

CRITICAL CONTENT - Students will know that...

Students will know that:

- Problem solving comes in many forms.
- Problem solving influences our lives.
- Escape rooms provide problem solving scenarios that allow their audience to investigate the unknown through puzzles and tasks.
- Escape rooms can provide problem solving enthusiasts with an outlet to quench their sleuth thirst!
- Reflection and discussion provides insight in how to identify, analyze, and solve given problems.
- Critics analyze, evaluate, and judge works of art to provide their opinions and/or expertise.

- Key words:
  - **Escape room**: is a physical adventure in which players solve a series of puzzle and riddles using clues, hints, and strategy to complete the objectives at hand.
  - **Problem-solve**: the process or act of finding a solution to a problem
  - **Investigation**: the study of facts and information by close examination and questioning
  - **Facilitate**: to help (something) run more smoothly and effectively
  - **Guide**: to direct or influence the thought or behavior of (someone)
  - **Mediate**: to have an effect or influence in causing (something) to happen
  - **Reflect**: to think seriously and carefully
  - **Critic**: one who engages often professionally in the analysis, evaluation, or appreciation of works of art or artistic performances

PROCESS SKILLS - Students will be able to...

In completing a peer group's escape room:

Students will be able to:

1. Comprehend that how one handles and investigates the challenges/problems in life, forms who they are and how they thrive and survive the unknown.
2. Analyze given scenarios to determine possible solutions to problems they pose.
3. Collaboratively work with their team in order to solve task related puzzles included in the escape rooms.
4. Identify challenges and problem solve how to overcome those challenges.
5. Develop challenge-finding and focusing skills given provided data.
6. Develop theories and conclusions to handle challenges and the outcomes thereof.
7. Obtain and evaluate feedback from peers and facilitators in order to obtain data, draw conclusions, and handle challenges accordingly.
8. Practice and develop dealing with probable causes and effects, successes, failures, stresses, and risk-taking associated with problem-solving.
9. Self-reflect about their experience during and after completing their peers' escape room.

In facilitating and guiding their own escape room to a peer group:

Students will be able to:

1. Collaboratively work with their team and their peer team in order to facilitate the peer group through the escape they have developed.
2. Develop and provide guiding questions to and for their peer group to guide them through the escape room.
3. Analyze how they would alter, enhance, or change their escape room as peers attempt it.
4. Self-reflect about their experience as escape room facilitators and creators during and after peers complete their escape room.

MATERIALS

Reflection: paper, pencils

Rubric: paper, pencils

Laptops - 1 per small student group (2 to 3 students per group)

Work materials: *All students will have their tools, tasks, puzzles, and materials needed for their developed escape rooms from the previous lesson.

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question

1. What is problem-solving?
2. What is investigation?
3. How can elements in various scenarios prompt us to problem solve and investigate?
4. How can you handle these problems through investigation?
5. What is a critic?
6. What do you think a critic might do? Why? How?
7. What ***characteristics*** do you think a critic may possess?
8. What ***responsibilities*** and ***guidelines*** do they have?
9. What ***knowledge*** must a critic have to do their job?
10. In what ***environments*** do critics work?
11. What kind of ***data*** must critics collect?
12. What ***tools*** may you need to do this job?
13. How will you ***record*** your data?
14. What ***dispositions*** must an escape room critic have and why?
15. What ***values*** must an escape room critic have and why?
16. What ***attitudes*** must an escape room critic have and why?
17. What ***commitments*** must an escape room critic have and why?

When students ***participate*** in the completion of their peer group's escape rooms, the teacher may ask:

1. How can you approach this challenge?
2. What other strategies could you use to help you?
3. How can you change what you are doing to help approach this challenge?

When students ***facilitate*** the completion of their own escape room by their peers, the teacher may ask:

1. What questions can you develop and ask your peers to guide them through this problem?
2. When students feel overwhelmed throughout their investigation, how will you develop and use strategies to guide and mediate the process?

Bruner questions to use during the lesson:

1. What is the organization and structure of the content to be taught as an escape room critic?
2. What are the methodologies and "thought systems" of the escape room critic discipline?
3. How will you be a "real inquirers" as escape room critics?
4. What are the basic concepts of an escape room? of an escape room critic?

1. What did you think these investigations would be like before you started? Why?
2. How did your perspective of escape "room" challenges change after this process - both completing your peer's room and in facilitating your own?
3. Upon becoming an escape room critic, how can you compare that perspective to your own as the audience/participating member of an escape room?
4. What strategies did you think about using at the beginning - as a critic, as a participant, as a facilitator?
5. What did you learn about being an escape room critic?
6. How did your strategies change and develop as you went through the challenges?
7. How did your team work together when participating in the room and when rating the room as a critic?
8. What would you have changed to enhance your experience? Why? Think like 1) an escape room critic, 2) a participant, and 3) a facilitator/creator.
9. How does problem solving encourage investigation?

PLANNED LEARNING EXPERIENCES

Engage:

As students enter the classroom for the day, the teacher have on a "suit" and spectacles (fancy critic clothes) and instruct students to create independent lists of what they know about CRITICS. The list should include: (some of these are listed above in the pre-lesson questions)

BRUNER QUESTIONS INCORPORATED:

- What do you think a critic might DO?
- What ***characteristics*** do you think a critic may possess?
- What ***responsibilities*** and ***guidelines*** do they have?
- What ***knowledge*** must a critic have to do their job?
- In what ***environments*** do critics work?
- What kind of ***data*** must critics collect?
- What ***tools*** may you need to do this job?
- How will you ***record*** your data?
- What ***dispositions*** must an escape room critic have and why?
- What ***values*** must an escape room critic have and why?
- What ***attitudes*** must an escape room critic have and why?
- What ***commitments*** must an escape room critic have and why?

After 5 to 8 minutes of listing responses, students will be encouraged to share their thoughts with the class. The teacher or another student leader will help record responses on the board or on chart paper for future reference.

Next, the teacher will ask the remainder of the pre-lesson questions listed above and:

1. How do you think critics approach problem solving scenarios or investigations in an escape room?

2. What predictions can you give as to how a critic may respond to ***your*** escape room? Why?

Explore:

First, the teacher will: **(Familiarize students with the discipline)**

1. Students will ***familiarize*** themselves with the role and discipline of an escape room critic by viewing the video: Escape Room: Youtube: https://www.youtube.com/watch?v=7MH_nObJnAI: "Escape the Room Review - with the Vasel Family".
    - Students will be asked to focus on what a critic does, what characteristics they possess, what knowledge did they seem to have to do their job, what responsibilities and guidelines do they have, and what environment(s) did you notice them in.
2. After the video, teacher and students will refer back to their original responses about critics, reflecting upon what they would add or change.
3. Establish that students will be both escape room facilitators ***and*** participants/critics today and with those roles comes responsibilities.
4. Guide students through a questioning session that elicits how students will be responsible as participants/critics and facilitators of escape rooms:
    - How should you conduct yourselves as ***participants*** of an escape room with respect to its makers? Why?

        - What responsibilities and guidelines do you have in being a participant?
    - **(Briefly go over - already discussed earlier) How should you conduct yourselves as ***critics*** of an escape room with respect to its makers? Why?
        - What responsibilities and guidelines do you have in being a critic?
    - What are the functions of an escape room ***facilitator*** and how should you conduct yourself as one? Why?
        - What responsibilities and guidelines do you have in being a facilitator?
5. The teacher will record all ideas, post them, and then the class will determine (without judgement) which guidelines and responsibilities they should follow as participants, critics, and facilitators.

(Practice the discipline)

Next, the teacher will coordinate :

1) students getting into their escape room groups, and

2) the rotation of groups through escape room implementation/critique and facilitation in 2 rounds which include:

Round 1: (dependent upon there being 18 students in the class grouped in 5 to 6 groups of 3 to 4 students each; will adjust as necessary)

- Group 1 will be the participants/critics for the attempt at Group 2's escape room , while Group 2 facilitates.
- Group 3 will be the participants/critics for the attempt at Group 4's escape room, while Group 4 facilitates.
- Group 5 will be the participants/critics for the attempt at Group 6's escape room, while Group 6 facilitates.
    - At the conclusion of each round, those who are participants/critics will meet together to evaluate their experience through the viewpoint of a critic (see performance task rubric).
    - At the conclusion of each round, those facilitating their escape room will meet together to evaluate their experience through the view point of an escape room facilitator and creator (see performance task rubric).

Round 2: **(Continued Practice and Reflection of the discipline)**

- Group 2 will be the participants/critics for the attempt at Group 1's escape room, while Group 1 facilitates.
- Group 4 will be the participants/critics for the attempt at Group 3's escape room, while Group 1 facilitates.
- Group 6 will be the participants/critics for the attempt at Group 5's escape room, while Group 1 facilitates.
    - At the conclusion of each round, those who are participants/critics will meet together to evaluate their experience through the viewpoint of a critic (see performance task rubric).
    - At the conclusion of each round, those facilitating their escape room will meet together to evaluate their experience through the view point of an escape room facilitator and creator (see performance task rubric).

Students will be provided with any materials that their escape room facilitators need to provide in order to attempt the given escape room.

The teacher will use "during the lesson" questions throughout both rounds, monitoring each group's progress and process.

Explain: **(Reflecting upon the discipline)**

- After attempting both rounds, students reflect upon and record their thoughts and conclusions in their role as both the participant/critic and facilitator of the escape room.
- Students will be asked to rethink their experiences through both rounds and share/discuss those reflections with the corresponding group with which they worked.
- The teacher will have available the above listed post lesson questions for reflection tools for students.

Elaborate:

- Students will craft 2 brief (5 to 10 sentence paragraphs) "want ads" for the job descriptions of 1) escape room critic and 2) an escape room creator, considering their familiarity with, knowledge of, and experience as each.
- Again, the teacher will have available the above listed post lesson questions for conveying their ideas and thoughts to their peers.
- Students will share their want ads through the "scoot" method:
    - Groups will rotate/"scoot" through each set of want ads (6 for the 6 groups formed), leaving their comments on notecards or post-it notes.

Evaluate:

Students will reflect upon their experiences in a two fold manner:

1) **Personal Evaluation**: Reflecting upon their implementation of their own escape room to peers.

Students will rate their experience on the **performance task rubric**, evaluating how they feel their escape room rated on the given elements.

2) **Peer Evaluation**: Reflecting upon their experience doing and critiquing another group's escape room.

Students will rate their experience on the **performance task rubric**, evaluating how their peers' escape room rated on the given elements.

*Group Discussions: After filling out each component for themselves and their peers (rubric and answering the essential question), students will be able to share and see how their peers in and outside of their group rated and reflected upon their escape rooms.

*The teacher will pose the above listed post lesson questions to students after seeing their rubric results and hearing student answers to the essential question.

ASSESSMENTS
See the evaluation section above: Performance task rubric and self and peer evaluations

DIFFERENTIATION

CONTENT

PROCESS
Gifted learners will be posed different penthouse level questions based on their understanding.

PRODUCT
Gifted learners will be provided with a rubric with which to self evaluate their own escape room (as a critic) and evaluate those of their peers (as a critic) in order to understand expectations for completion. Students can convey their reflections upon completion of the escape rooms in a manner conducive to their style: write or type it, and/or use illustrations.

LEARNING ENVIRONMENT
Gifted learners will be able to work in a area of the room that is most conducive for them for problem solving throughout the escape room experience (i.e. on the floor, at a grouping of desks, at a table, in the hallway, etc.).

Unit Resources

Provide a listing of books, Web sites, videos, and/or other instructional materials that are intended to supplement the unit. Include resources intended for both teacher and student use. Be sure to use APA style for books/articles and provide a brief (1-2 sentence) annotation for Web sites and instructional materials.

Unit Resources

Websites used for Escape Room Research and Development (student AND teacher):

These websites were used by myself and the students to learn about the basics of escape rooms and to generate and create ideas, sequence and flow, and puzzles for escape room development:

- Anne, D. (2017, April 7). *How to Create an Escape Room that Your Students Will Love.* Retrieved from https://blog.teacherspayteachers.com/create-escape-room-students-will-love/
- Kroeger, K. (2017, January 6). *100 More Great Escape Room Puzzle Ideas.* Retrieved from http://blog.nowescape.com/100-more-great-escape-room-puzzle-ideas/
- Elliott, J. (No date listed). Lock, Paper, Scissors: Escape Games: The Boredom-Crushing Classroom Tech Your Students NEED. Retrieved from https://lockpaperscissors.co/school-escape-games
- Elliott, J. (No date listed). *Lock, Paper, Scissors: Blueprint for Crafting Your First Escape Room.* Retrieved from https://lockpaperscissors.co/craft-1st-escape-room
- Elliott, J. (No date listed). *Lock, Paper, Scissors: 55 Handpicked Escape Room Puzzle Ideas That Create Joy & Terror.* Retrieved from https://lockpaperscissors.co/escape-room-puzzles
- Elliott, J. (No date listed). *Lock, Paper, Scissors: 13 Escape Room Cipher Ideas That Encode Your Game With Mystery & Madness.* Retrieved from https://lockpaperscissors.co/ciphers-playbook
- Elliott, J. (No date listed). *Lock, Paper, Scissors: Bag Of 13 Wacky Escape Room Theme Ideas You Can Steal Right Now.* Retrieved from https://lockpaperscissors.co/wacky-escape-room-themes
- McConnon, A. (April 11, 2018). *Breaking into the Boom in Escape Rooms: What Entrepreneurs Need to Know.* Retrieved from https://www.nytimes.com/2018/04/11/business/escape-room-small-business.html

Websites used for Escape Room Research and Development (TEACHER ONLY):

These videos were used by myself to learn about the basics of escape rooms and to help me

generate/develop and create ideas, sequence and flow, and puzzles for escape room development:

- Nicholson, S. [BGNlab]. (2016, February 22). *Escape Rooms 101* [Video File]. Retrieved from https://www.youtube.com/watch?v=Tqnw7g5iIFQ&t=149s
- [CBS Los Angeles]. (2017, February 22). *Escape Rooms: A New Craze To Test Your Nerves And Abilities* [Video File]. Retrieved from https://www.youtube.com/watch?v=hFdpe5146yg
- [Extreme Escape Live Action Games]. (2016, February 20). *What is an Escape Room* [Video File]. Retrieved from https://www.youtube.com/watch?v=WSqkmcH3edQ
- [Crack the Code Escape Room]. (2017, May 29). *What is an escape room* [Video File]. Retrieved from https://www.youtube.com/watch?v=pzKUAqXDcj0
- [Escape Room Adventures]. (2015, October 22). *What Is An Escape Room?* [Video File]. Retrieved from https://www.youtube.com/watch?v=YE6yHeLxva0
- [Last Minute Escape]. (2017, June 15). *What is an Escape Room?* [Video File]. Retrieved from https://www.youtube.com/watch?v=8kkPC7JiO5s
- [Timescape - Live Escape Games]. (2017, October 20). *What is an ESCAPE ROOM?* [Video File]. Retrieved from https://www.youtube.com/watch?v=kEmz7Vfe0VU
- [Playful Technology]. (2017, November 16). *Making an Escape Room Game - #1 Planning and Design* [Video File]. Retrieved from https://www.youtube.com/watch?v=IF2WQv46ZKA
- [Playful Technology]. (2017, November 17). Making an Escape Room Game - #2 Puzzle Design [Video File]. Retrieved from https://www.youtube.com/watch?v=2Xt1INIxS3c

Instructional Materials:

Days 1 to 4: Powerpoint presentation for Days/Lessons 1 to 4

This Powerpoint slideshow was used each day to guide instruction, questioning stems, and facilitation.

Day 1:

This handout was used as an "engage" activity into analyzing, understanding, and completing an already established code deciphering activity.

- Handout: Engage Activity: Bacon Cipher Investigation

These questions were given to students to help determine what they already know about escape rooms and what they need to know still (inquire and investigate).

- Handout: Inquire and Investigate Questions for Escape Room Research

This handout was the problem presented to students in our Problem-Based Learning lesson.

- Handout: What if? Problem Based Learning: Problem Engagement Scenario

This painting was intended to be used for a Visual Thinking Strategy lesson if we had time, but did not:

- https://lindsayrappgallery.com/products/mermind

Day 2: Resources used to help create materials, puzzles, tasks, and handouts for Alaskan Cruise Chaos Simulation:

I purchased this template kit from Teachers Pay Teachers author Nouvelle ELA from Winston-Salem, North Carolina. Her templates were very helpful to use a basis for my simulation tasks.

- Powerpoint Templates from Teachers Pay Teachers author "Nouvelle ELA" : Editable Starter Escape Room Science

These handouts were created with the help of the editable templates listed above, but are specifically for my personal creation of an Alaskan Cruise Chaos Simulation.

- Handouts, Task Cards, Success/Failure Cards: Links for Alaskan Cruise Chaos Simulation (38 pages in total)

This handout lays out the scope and sequence of the Alaskan Cruise Chaos Simulation.

- Handout: Answer Key Simulation Flow

These handouts were used to crack a directional lock code derived from the closed reading passages answers.

- Additional Resources: Underlay Code Display, Overlay Code Display

Websites used for Alaskan Cruise Chaos Simulation task information/data:

Ports of Call in Alaska - This website helped establish a link of an Alaskan port city to a color code groups would follow during their simulation.

- Alaska Ports of Call. (No date listed).
  Retrieved from https://www.alaskacruises.com/destinations/alaska-ports.html#

Ecosystem Escape Task:

- Alaska Whale Foundation. (No date listed). Entanglement in Fishing Gear is a Serious Problem for Whales in Alaska. Retrieved from https://www.alaskawhalefoundation.org/conservation/#main-conservation
- Alaska Department of Fish and Game. (No date listed). Pacific Walrus Species Profile. Retrieved from https://www.alaskawhalefoundation.org/conservation/#stranding-program
- Alaska Department of Fish and Game. (No date listed). Polar Bear Species Profile. Retrieved from http://www.adfg.alaska.gov/index.cfm?adfg=polarbear.main&_ga=2.181115375.931333944.1532390583-760932773.1532390583
- U.S. Fish and Wildlife Service. (2006). Alaska Seabird Information Series: Arctic Terns. Retrieved from https://www.fws.gov/alaska/mbsp/mbm/seabirds/pdf/arte.pdf
- Alaska Department of Fish and Game. (No date listed). Loggerhead Sea Turtle Species Profile. Retrieved from http://www.adfg.alaska.gov/index.cfm?adfg=loggerheadseaturtle.main

Wacky Weather Task:

- Feldt, A. (2016, July 27). Warm Ocean Water Leads to Heavy Rain in Alaska. Retrieved from https://www.alaskapublic.org/2016/07/27/warm-ocean-water-leads-to-heavy-rain-in-alaska/
- Mack, E. (2017, August 12). Mid-Summer Snow Set to Fall This Weekend. Retrieved from https://www.forbes.com/sites/ericmack/2017/08/12/snow-alaska-summer-august-weather-service-climate/#274732023f7e
- Wood, J. (2001). Southeastern Alaska Thunderstorm Climatology. Retrieved from https://www.weather.gov/media/ajk/articles/SEAKThunderstormClimatology.pdf
- Hopkins, K. (2016, May 31). Woman captures video of weather oddity rarely seen in Alaska. Retrieved from https://www.adn.com/alaska-news/article/woman-captures-video-weather-oddity-rarely-seen-alaska/2009/08/06/
- Lada, B. (2014, November 13). Monster Storm Becomes Strongest on Record for Alaska. Retrieved from https://www.accuweather.com/en/weather-news/monster-storm-to-pound-bering/36927708

Medical Mayhem Task:

- Mayo Clinic. (No date listed). Legionnaire's Disease. Retrieved from https://www.mayoclinic.org/diseases-conditions/legionnaires-disease/symptoms-causes/syc-20351747?p=1
- Secondcounts.org. (2015, February 3). Symptoms of a Heart Attack. Retrieved from http://secondscount.org/heart-condition-centers/info-detail-2/symptoms-of-heart-attack?gclid=CjwKCAjw9qfZBRA5EiwAiq0AbU7zVcmYVTEwFnWqzXZbl95zvJ4ODZHy4I5KrU6QkHggXVr6dM-3-BoCpcwQAvD_BwE#.W1ZxwWRKi37
- National Health Service United Kingdom. (No date listed). How do I know if I've broken a bone? Retrieved from https://www.nhs.uk/common-health-questions/accidents-first-

aid-and-treatments/how-do-i-know-if-i-have-broken-a-bone/
- Brennan, D. (2016). Why Do I Get Motion Sickness?. Retrieved from https://www.webmd.com/cold-and-flu/ear-infection/motion-sickness#2
- Wheeler, T. (2018, May 16). The Basics of Muscle Strains. Retrieved from https://www.webmd.com/fitness-exercise/guide/muscle-strain#3
- Robinson, J. (2016, November 8). Sun Poisoning: Symptoms and Treatments. Retrieved from https://www.webmd.com/skin-problems-and-treatments/sun-poisoning#2
- WebMD Public Information from CDC. (No date listed). What is ambeasis (dysentery)? Retrieved from https://www.webmd.com/a-to-z-guides/amebiasis-overview#2

Guest speaker and escape room developer/expert, Alice Cheung, from Durham's Bull City Escape came and observed our simulation and after the simulation, she let students ask her questions about escape rooms and offered more advice.

This link is to Bull City Escape:

- https://www.bullcityescape.com/

Day 3:

This puzzle flow sheet was given to students to help organize, sequence, and record their escape room development tasks, codes, puzzles, and clues.

- Handout: Escape Room Puzzle Flow/Sequence Planning Sheet

This video was used as an example of Escape Room Critics:

- [The Dice Tower]. (2016, April 1). Escape the Room Review - with the Vasel Family [Video File]. Retrieved from https://www.youtube.com/watch?v=7MH_nObJnAI

Day 4:

This video was used as an example of Escape Room Critics:

- [The Dice Tower]. (2016, April 1). Escape the Room Review - with the Vasel Family [Video File]. Retrieved from https://www.youtube.com/watch?v=7MH_nObJnAI

This handout was used for students to initially brainstorm what they felt the roles of a critic are (before watching the critic video) and, secondly, to add their thoughts about escape room critics after watching the critic video.

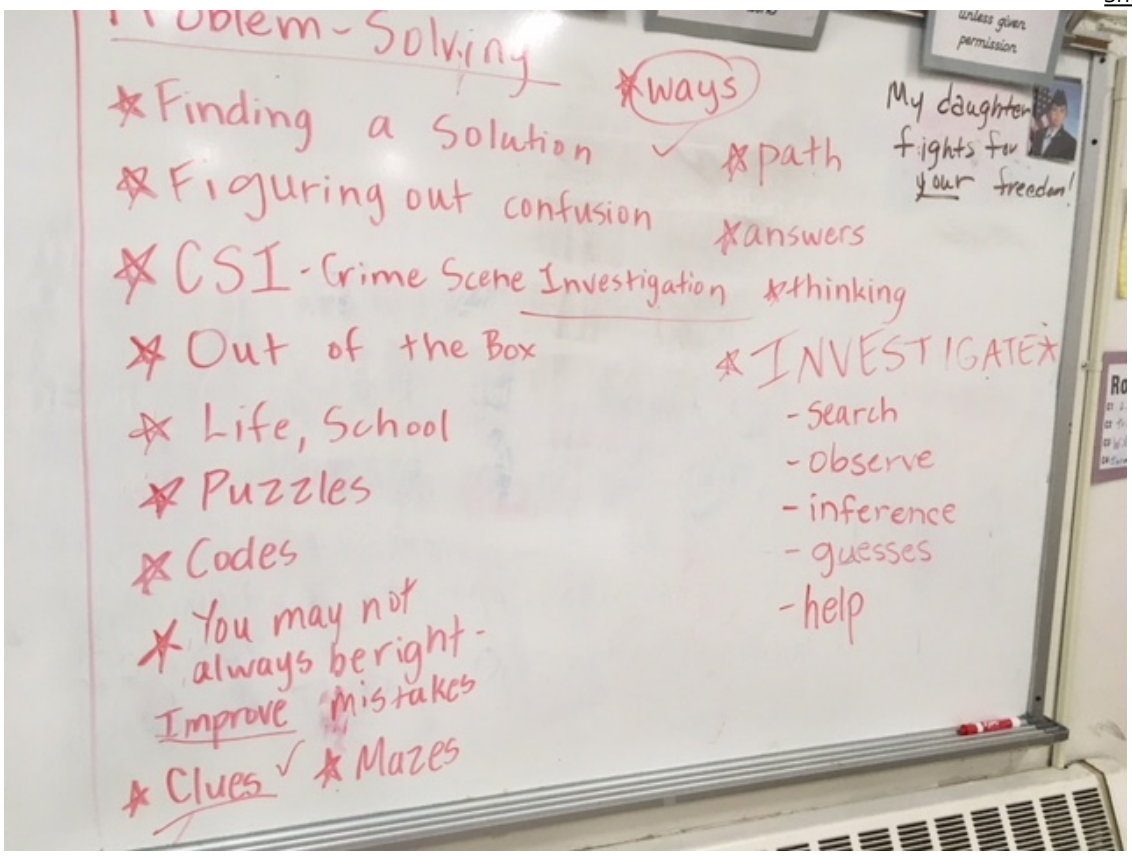
- Handout: What is an Escape Room Critic? Blank

This handout was given to students on Day 3 to analyze, understand, and view what expectations they were to fulfill for their own escape room. On Day 4, they filled them out 2 times: Once as an escape room *participant*, and a second time as an escape room *facilitator*.

- Handout: Performance Task Rubric - Blank

Appendix item: Escape Room - What is problem solving?.JPG

Show location

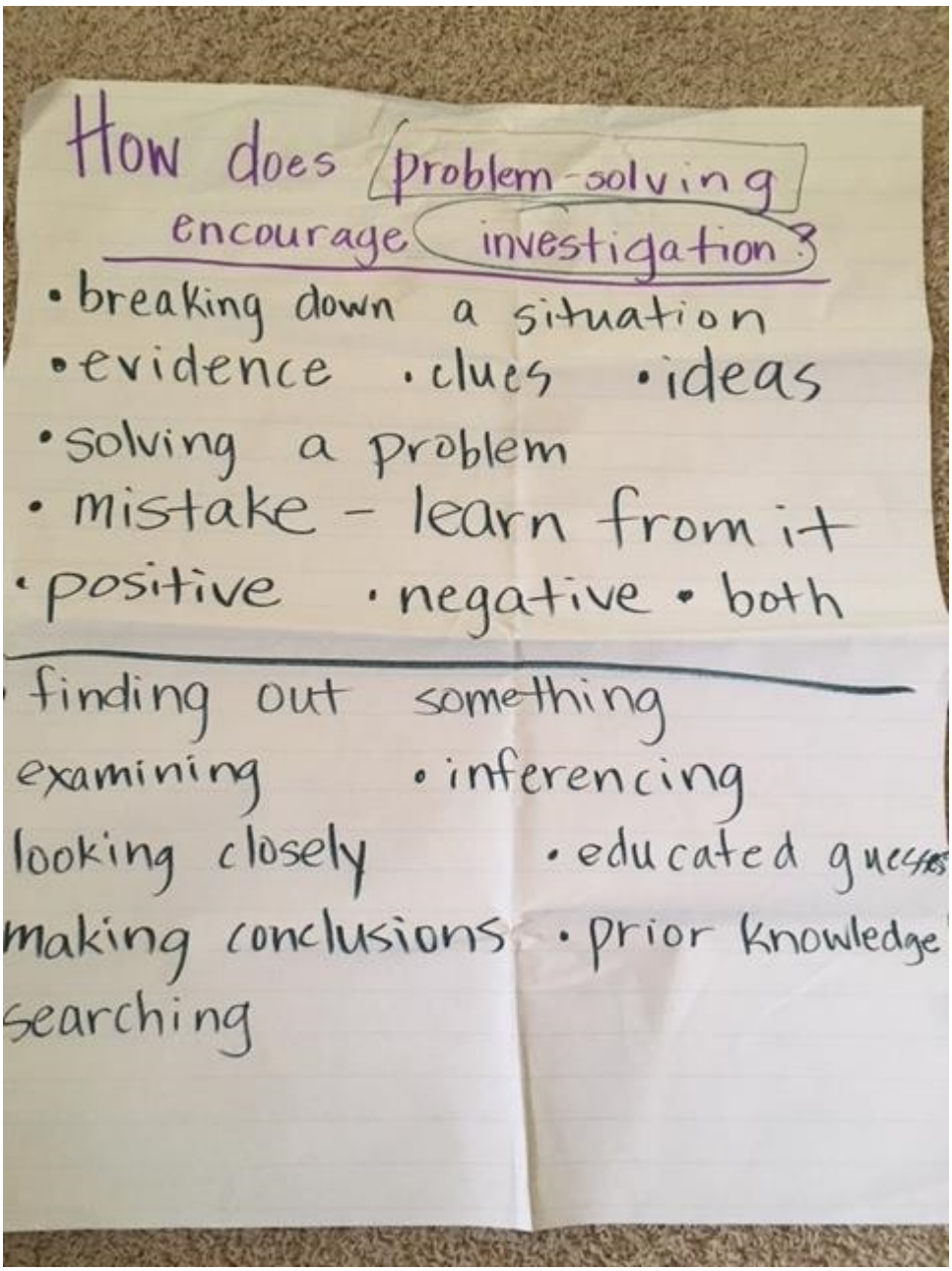


Escape Room - What is problem solving?.JPG

JPG (96 KB)

Appendix item: Essential Understanding - How does problem solving encourage investigation?.JPG

Show location

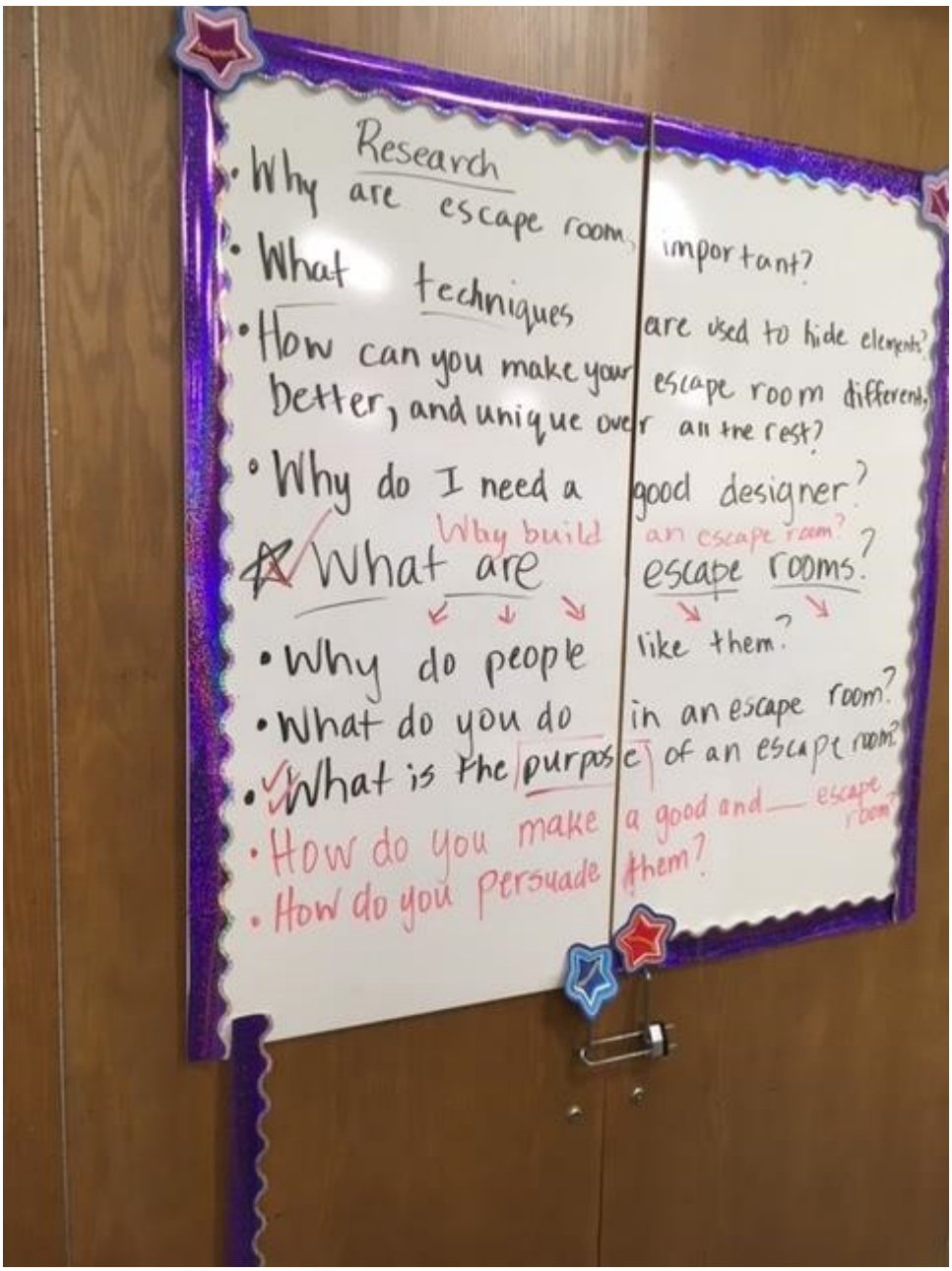


Essential Understanding - How does problem solving encourage investigation?.JPG

JPG (120 KB)

Appendix item: Escape Room - Research Criteria Brainstorming.JPG

Show location

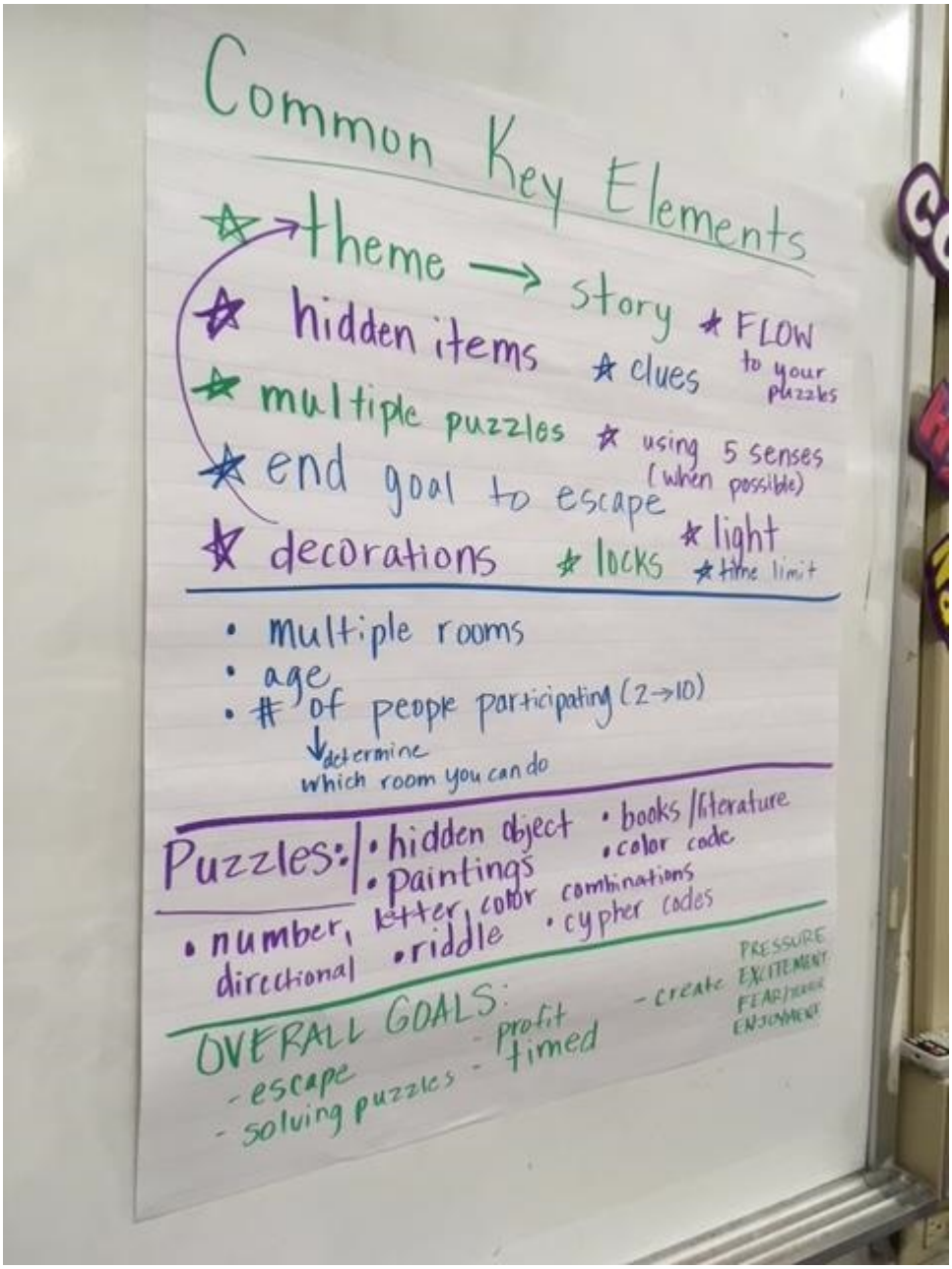


Escape Room - Research Criteria Brainstorming.JPG

JPG (110 KB)

Appendix item: Escape Rooms - Common Key Elements.JPG

Show location

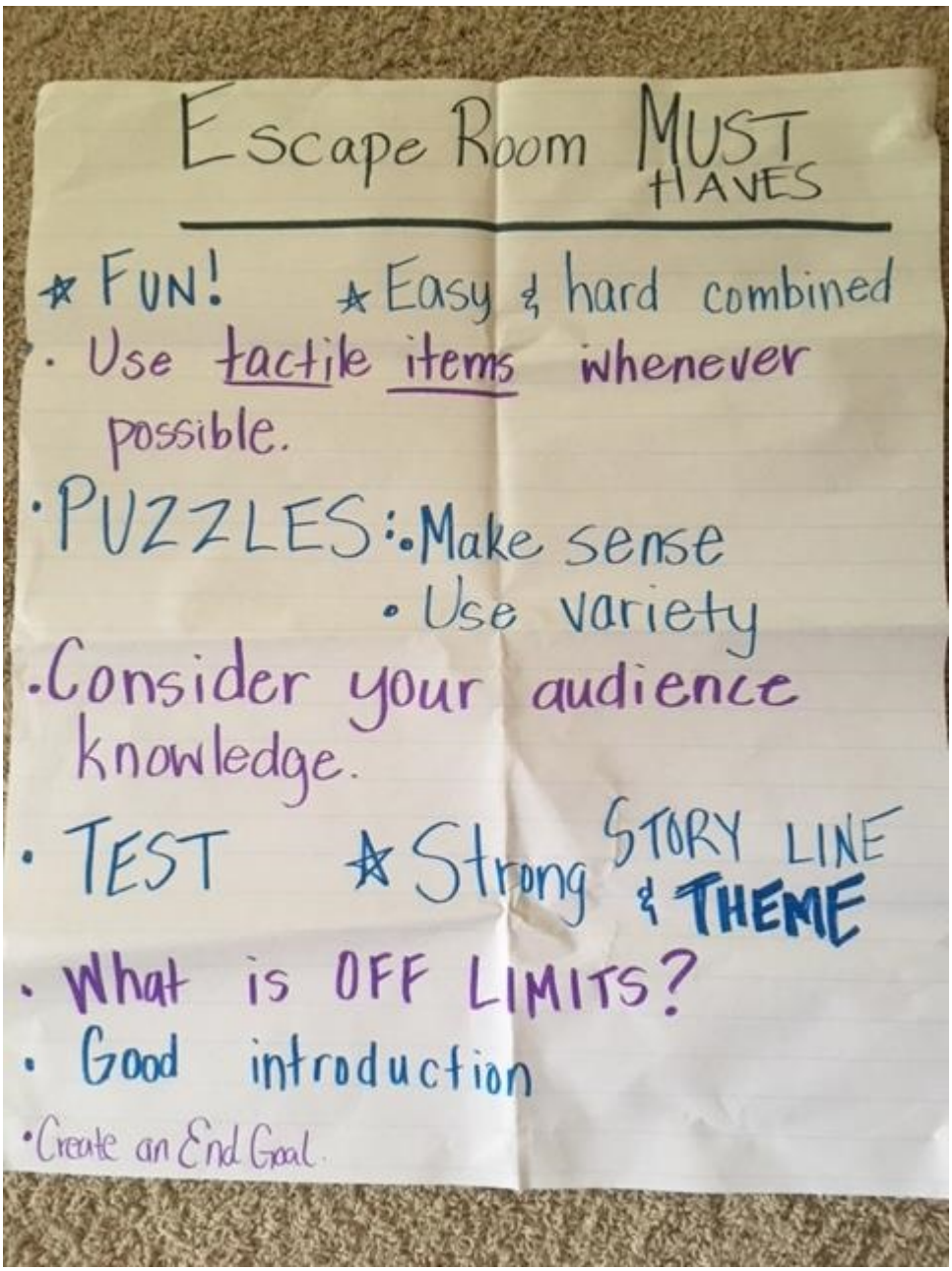


Escape Rooms - Common Key Elements.JPG

JPG (106 KB)

Appendix item: Escape Room Must Haves.JPG

Show location



Escape Room Must Haves.JPG

JPG (129 KB)

Appendix item: Captain Joy.JPG

Show location

Captain Joy.JPG

JPG (91 KB)

Appendix item: Students 1.JPG

Show location

Students 1.JPG

JPG (348 KB)

Appendix item: Students 2.JPG

Show location

Students 2.JPG

JPG (92 KB)

Appendix item: Students 3.JPG

Show location

Students 3.JPG

JPG (87 KB)

Appendix item: Students 4.JPG

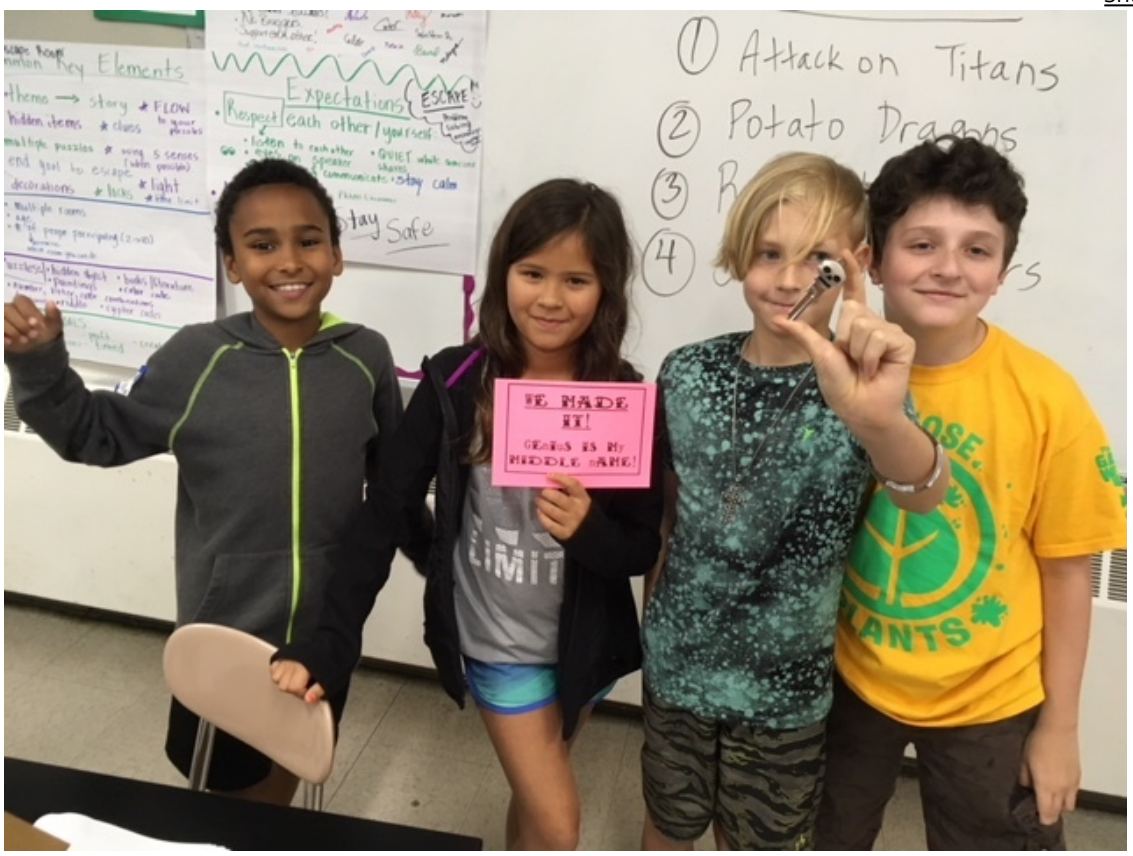
Show location

Students 4.JPG

JPG (81 KB)

Appendix item: Group 1.JPG

Show location

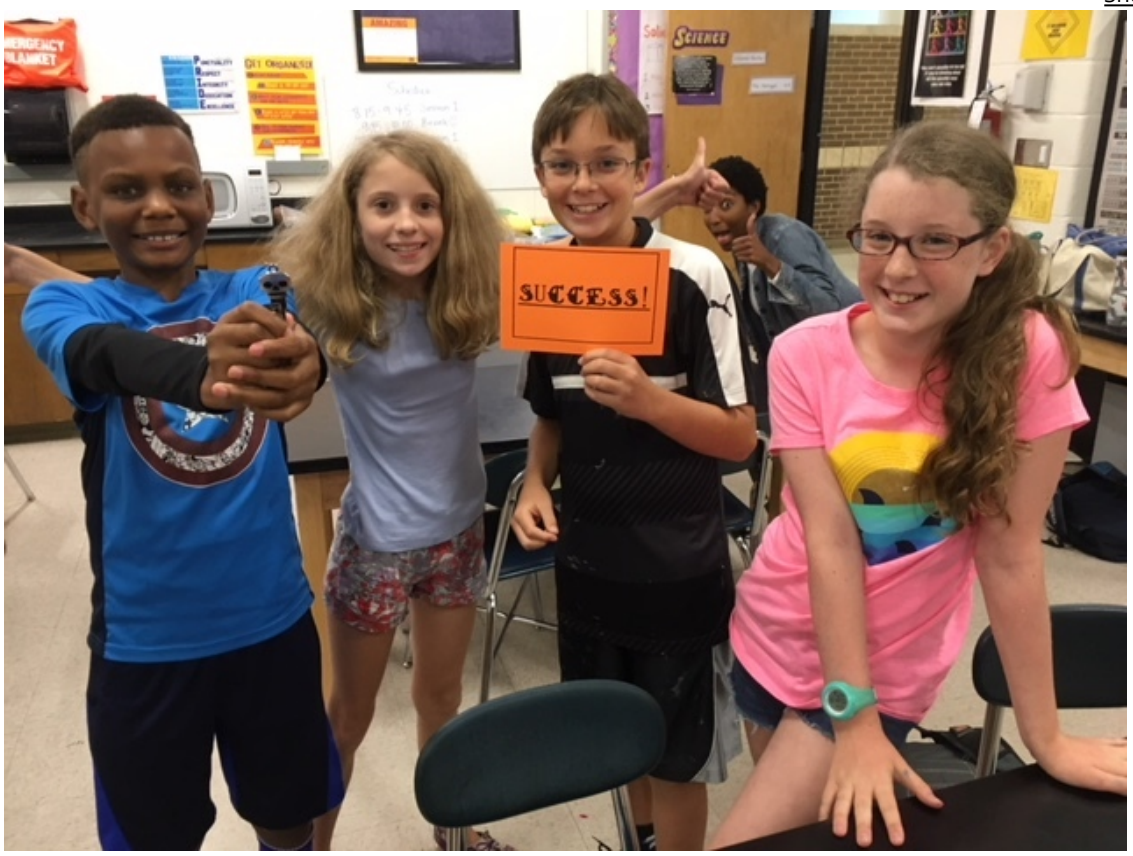


Group 1.JPG

JPG (128 KB)

Appendix item: Group 2.JPG

Show location

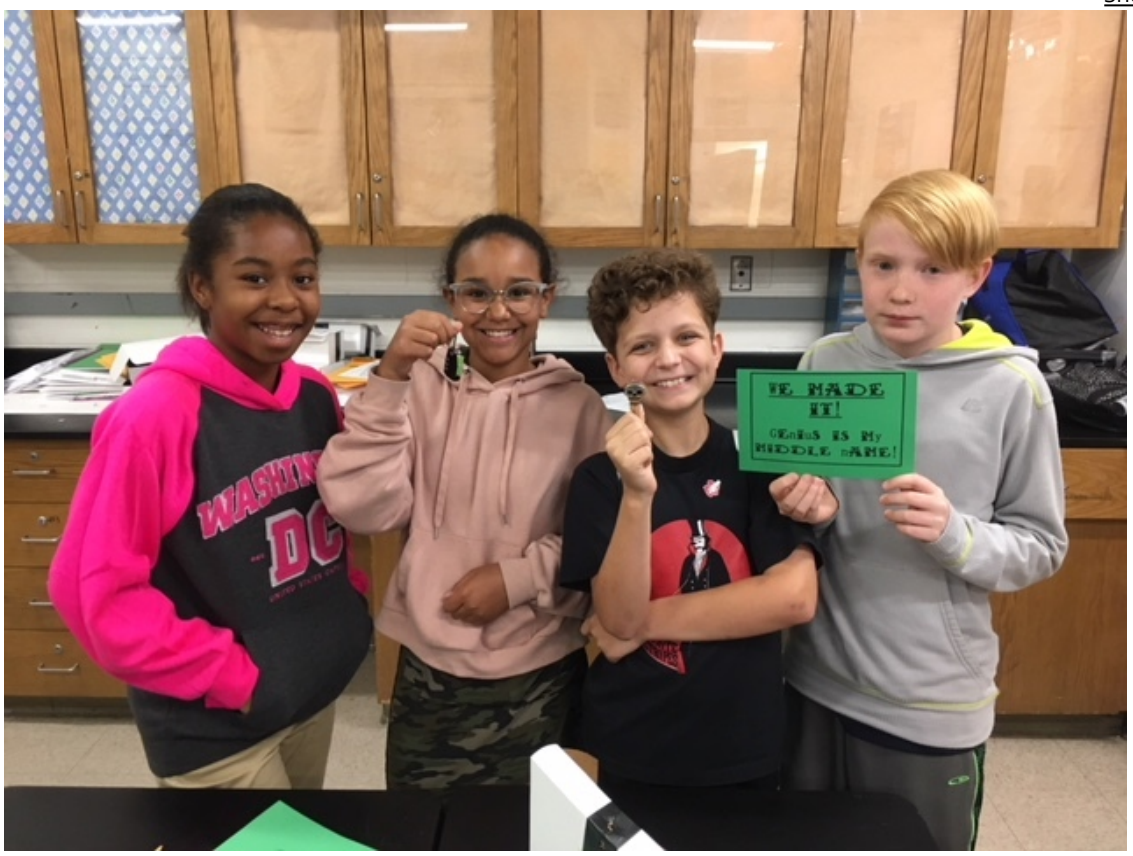


Group 2.JPG

JPG (127 KB)

Appendix item: Group 3.JPG

Show location

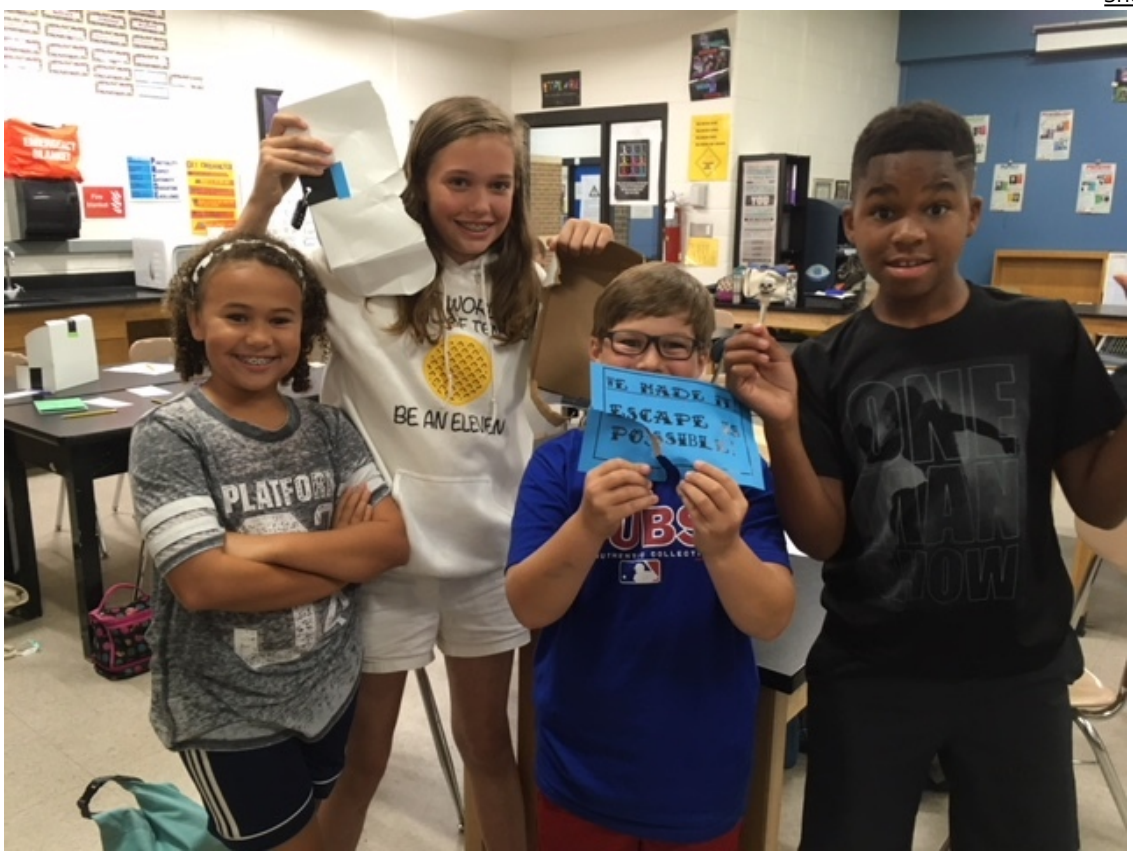


Group 3.JPG

JPG (119 KB)

Appendix item: Group 4.JPG

Show location

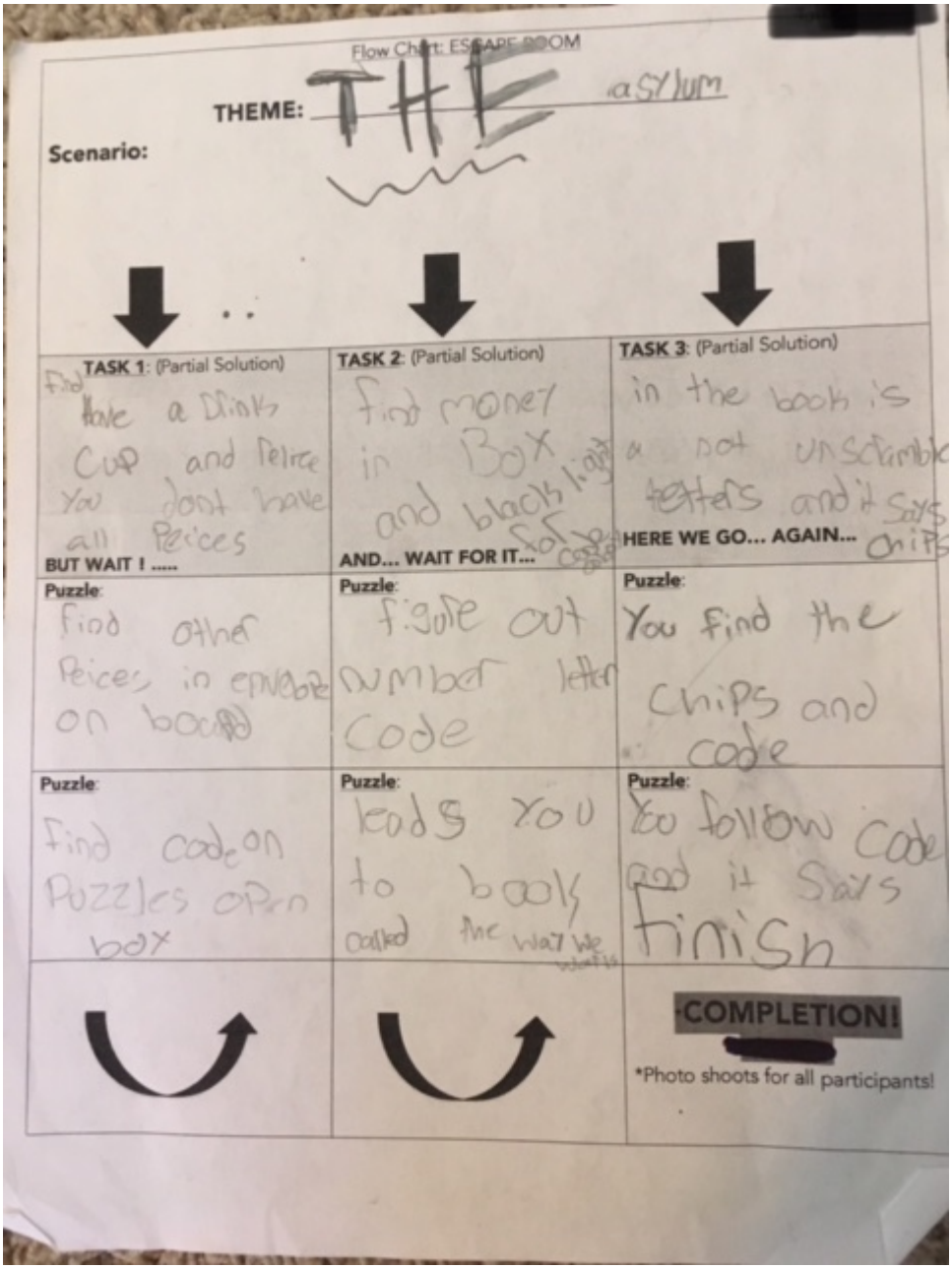


Group 4.JPG

JPG (123 KB)

Appendix item: Planning sheet Asylum group.jpg

Show location



Flow Chart: ESCAPE ROOM

THEME: THE asylum

Scenario:

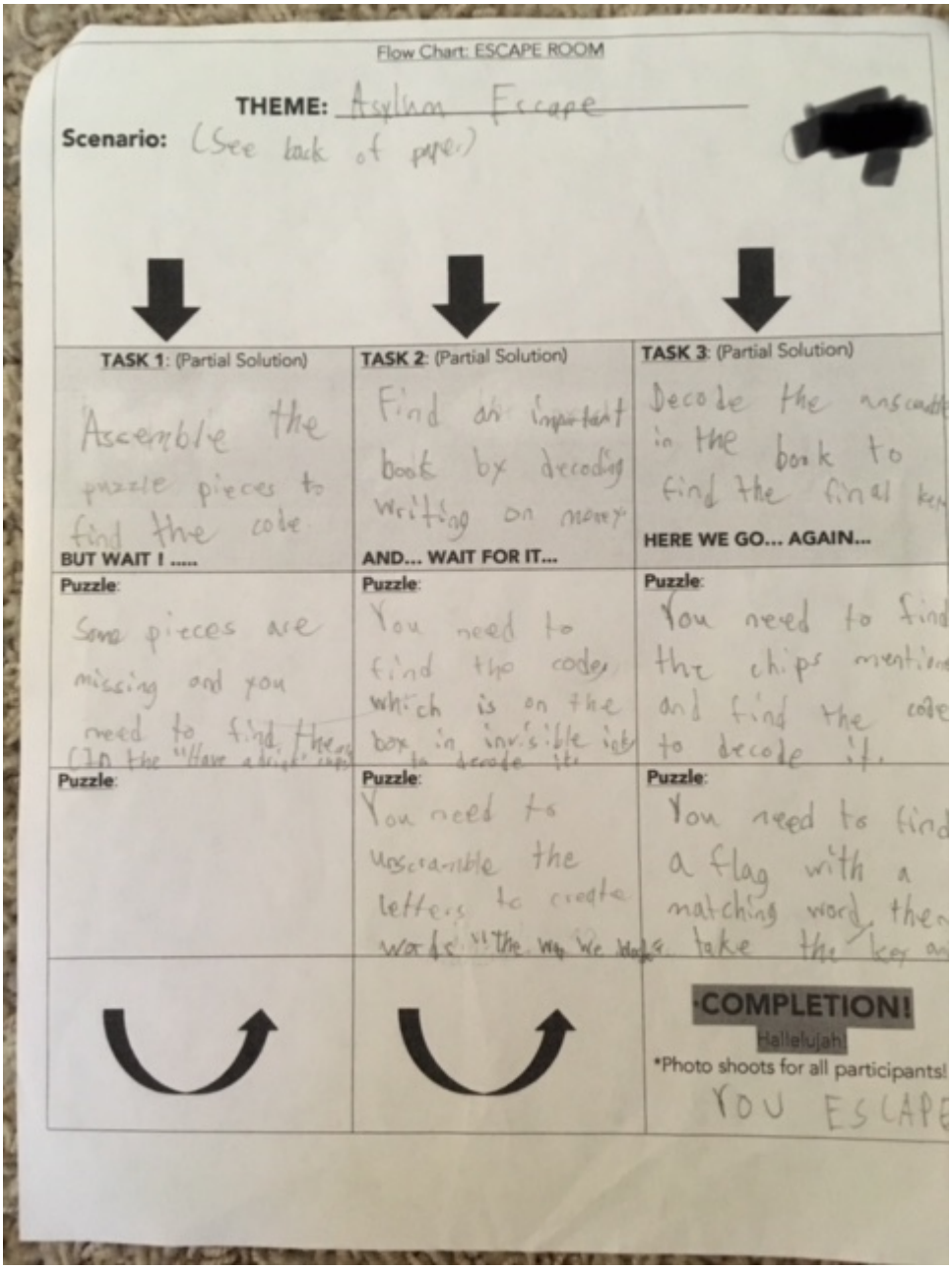
TASK 1: (Partial Solution)	TASK 2: (Partial Solution)	TASK 3: (Partial Solution)
find have a Drink Cup and Peice you dont have all Peices BUT WAIT !	find money in Box and blacklight AND... WAIT FOR IT...	in the book is a bat unscramble letters and it says chips HERE WE GO... AGAIN...
Puzzle: find other Peices in envelope on board	Puzzle: figure out number letter code	Puzzle: You find the chips and code
Puzzle: find code on Puzzles open box	Puzzle: leads you to book called the wait we what is	Puzzle: to follow code and it says finish
		COMPLETION! *Photo shoots for all participants!

Planning sheet Asylum group.jpg

jpg (87 KB)

Appendix item: Planning sheet 2 Asylum group.jpg

Show location



Flow Chart: ESCAPE ROOM

THEME: Asylum Escape

Scenario: (See back of page.)

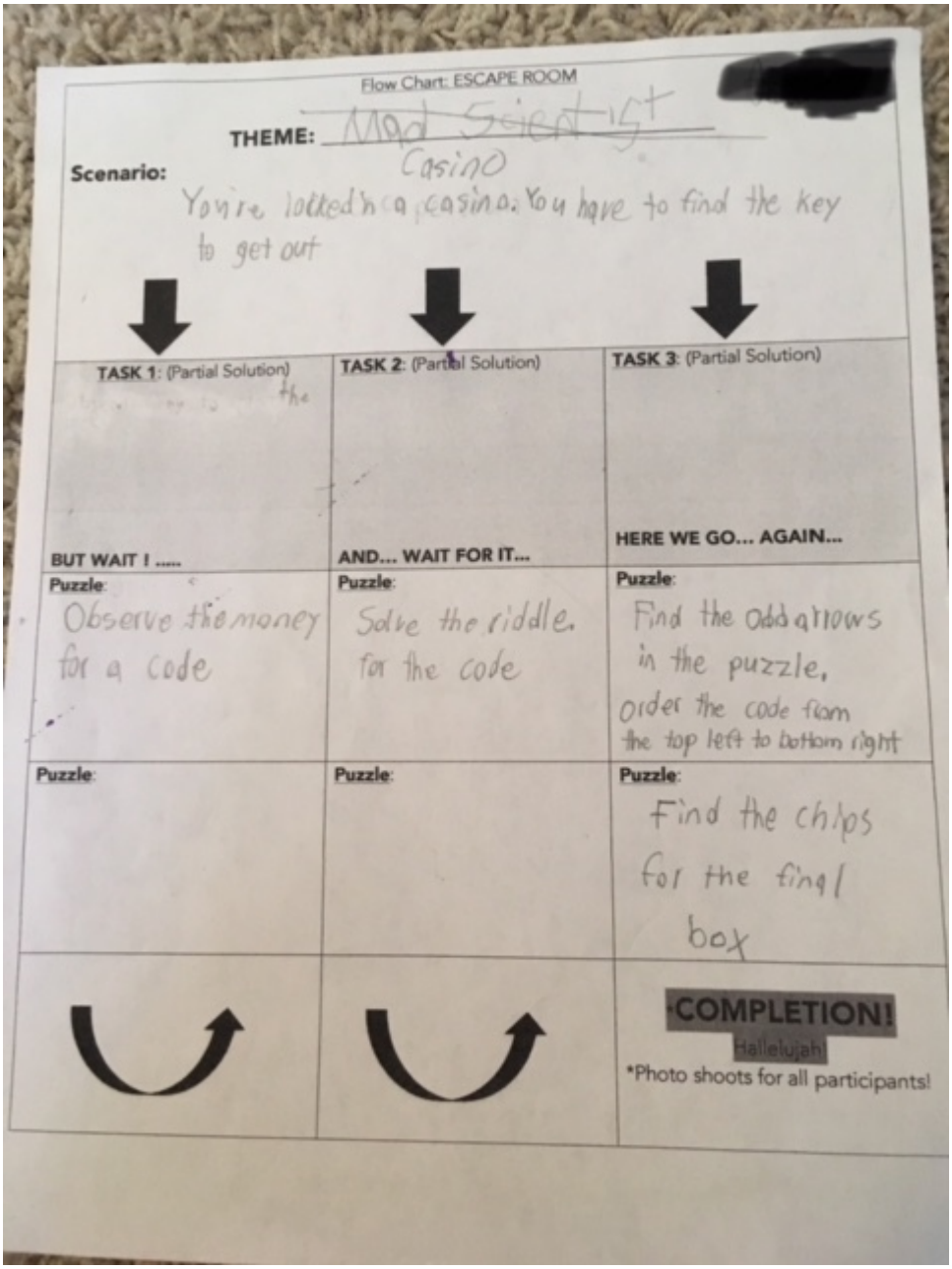
TASK 1: (Partial Solution)	TASK 2: (Partial Solution)	TASK 3: (Partial Solution)
Assemble the puzzle pieces to find the code. BUT WAIT !	Find an important book by decoding writing on money. AND... WAIT FOR IT...	Decode the unscramble in the book to find the final key HERE WE GO... AGAIN...
Puzzle: Some pieces are missing and you need to find them (In the "Have a trick"	Puzzle: You need to find the code, which is on the box in invisible ink to decode it.	Puzzle: You need to find the chips mentioned and find the code to decode it.
Puzzle:	Puzzle: You need to unscramble the letters to create words in the	Puzzle: You need to find a flag with a matching word, then take the key and
		COMPLETION! Hallelujah *Photo shoots for all participants! YOU ESCAPE

Planning sheet 2 Asylum group.jpg

jpg (86 KB)

Appendix item: Planning sheet Casino group.jpg

Show location



Flow Chart: ESCAPE ROOM

THEME: ~~Mad Scientist~~ Casino

Scenario: You're locked in a casino. You have to find the key to get out

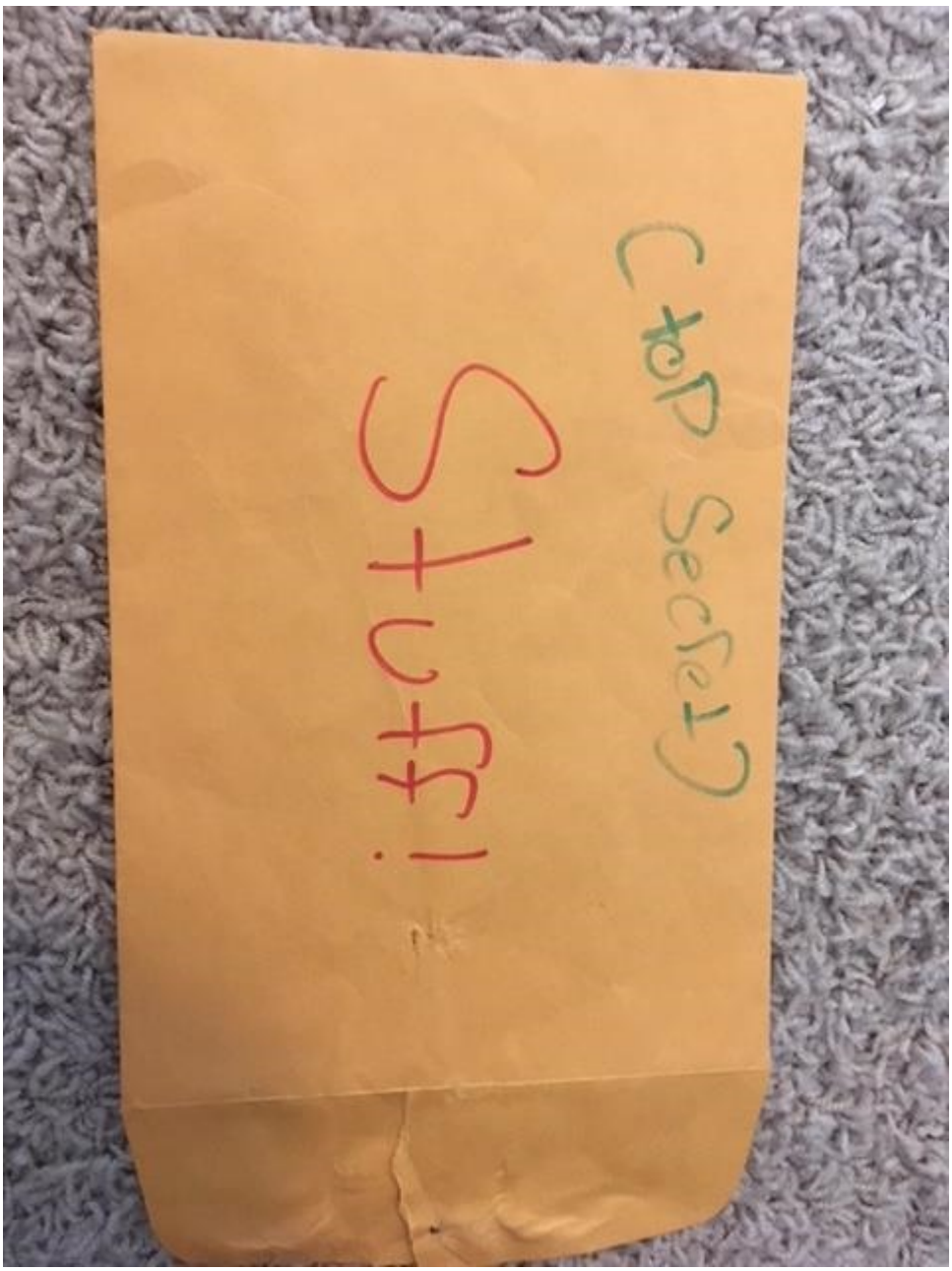
TASK 1: (Partial Solution)	TASK 2: (Partial Solution)	TASK 3: (Partial Solution)
BUT WAIT !	AND... WAIT FOR IT...	HERE WE GO... AGAIN...
Puzzle: Observe the money for a code	Puzzle: Solve the riddle. for the code	Puzzle: Find the Odd arrows in the puzzle, order the code from the top left to bottom right
Puzzle:	Puzzle:	Puzzle: Find the chips for the final box
		COMPLETION! Hallelujah! *Photo shoots for all participants!

[Planning sheet Casino group.jpg]

jpg (81 KB)

Appendix item: Puzzle Envelope.JPG

Show location

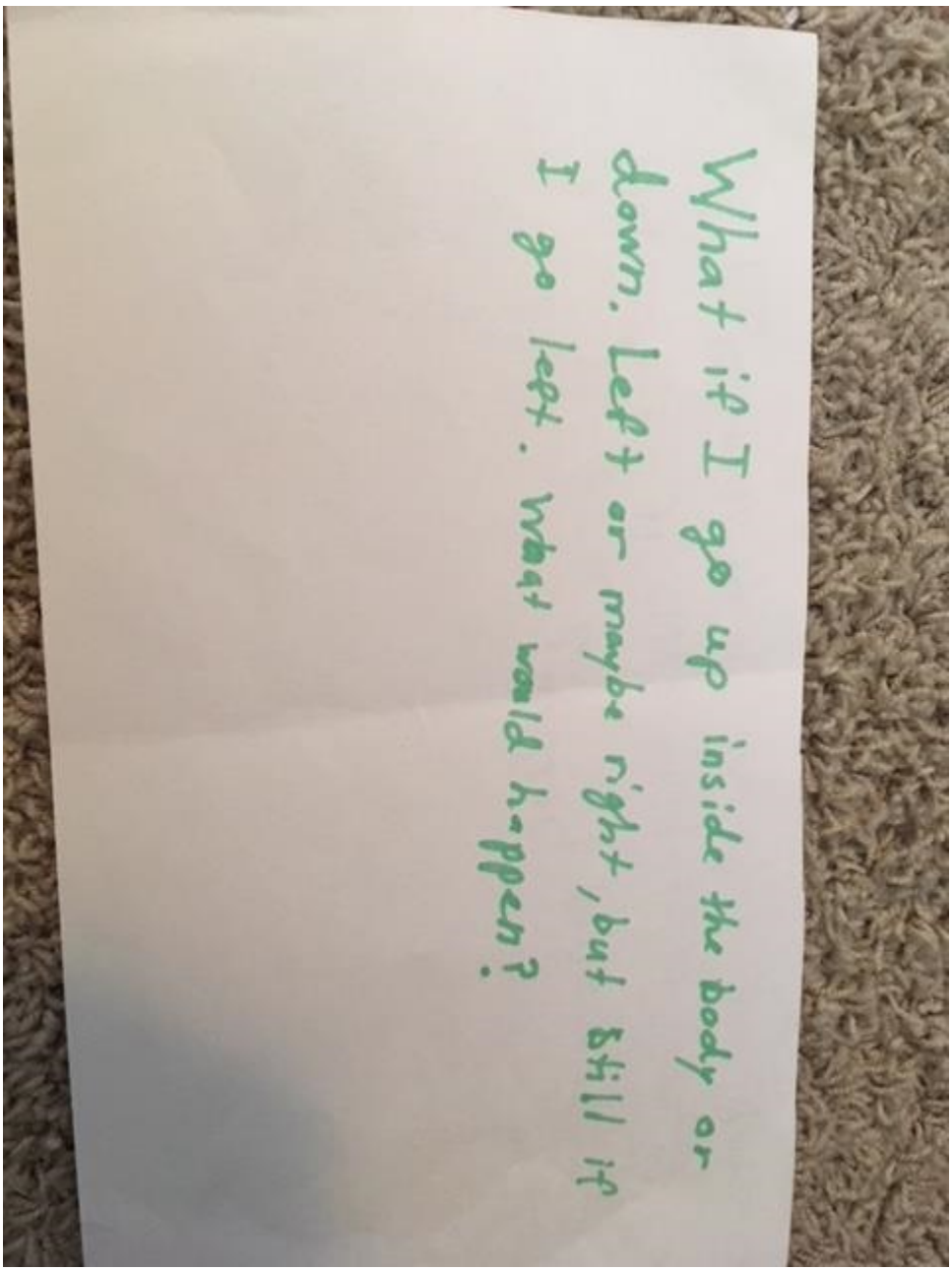


Puzzle Envelope.JPG

JPG (101 KB)

Appendix item: Riddle 1.JPG

Show location

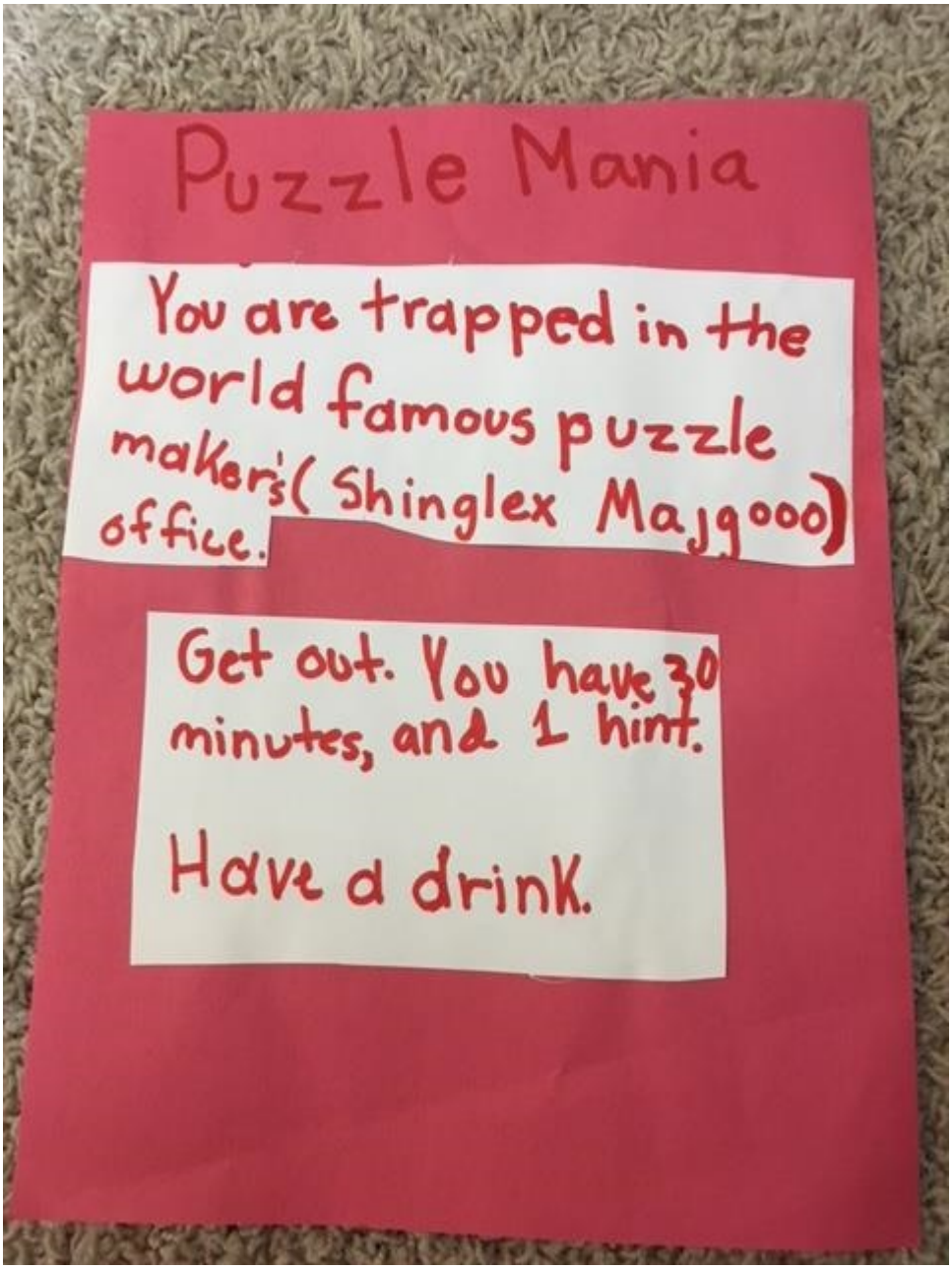


Riddle 1.JPG

JPG (80 KB)

Appendix item: Riddle 2.JPG

Show location



Riddle 2.JPG

JPG (114 KB)

REFLECT:

You were an escape room **PARTICIPANT/CRITIC**:

Rate your experience.

Circle your ratings for each element.

Your name:

_____

Escape Room name:

_____

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments:			Total: _____ (out of 24 total points)

REFLECT:

You were an escape room **FACILITATOR**:

Rate your experience.

Circle your ratings for each element.

Your name:

_____

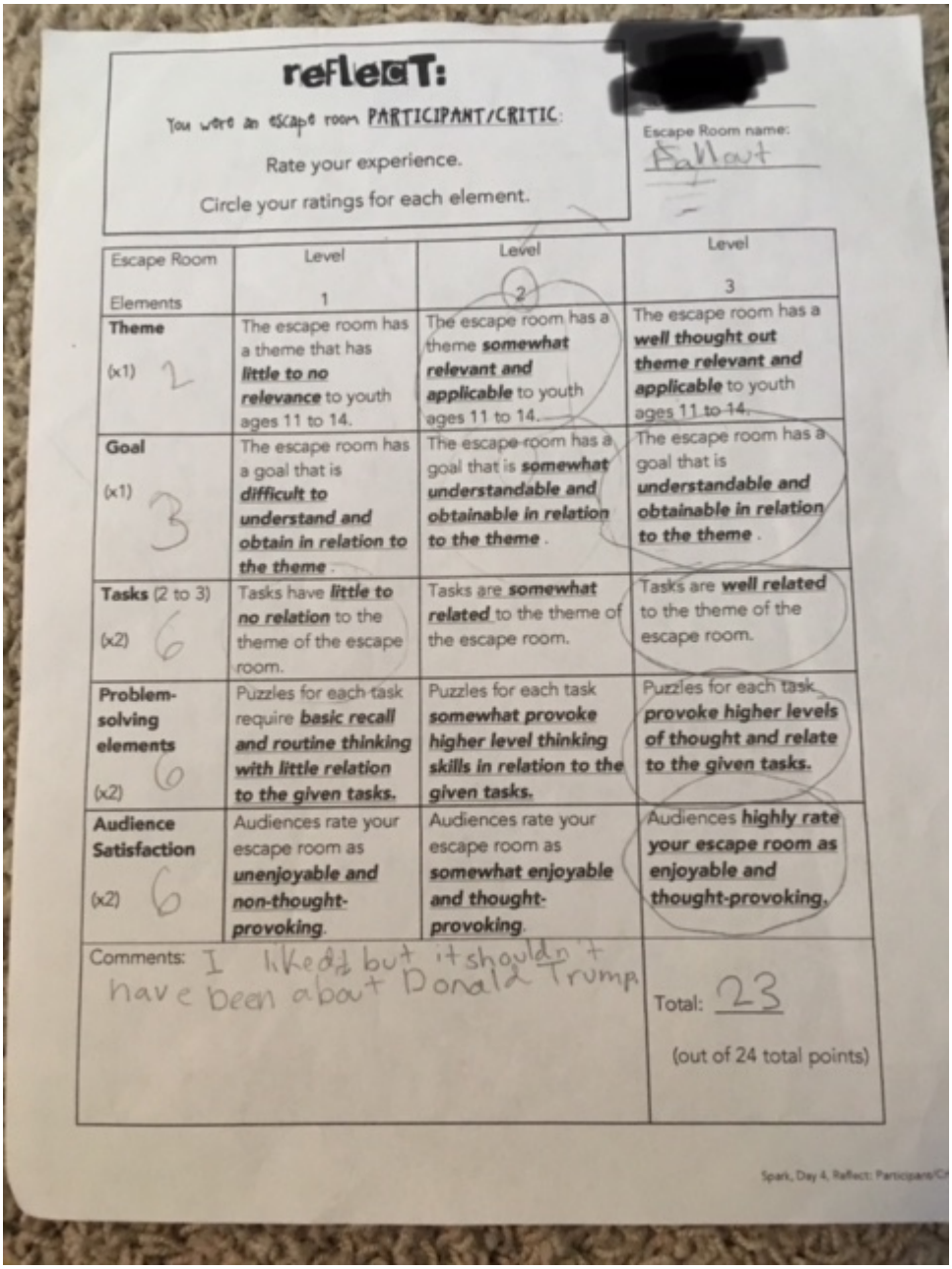
YOUR Escape Room name:

_____

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments:			Total: _____ (out of 24 total points)

Appendix item: Reflection rubric Participant 1.jpg

Show location



reflecT:

You were an escape room PARTICIPANT/CRITIC:

Rate your experience.

Circle your ratings for each element.

Escape Room name: Ballout

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1) 2	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1) 3	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .
Tasks (2 to 3) (x2) 6	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2) 6	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2) 6	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: I liked it but it shouldn't have been about Donald Trump			Total: 23 (out of 24 total points)

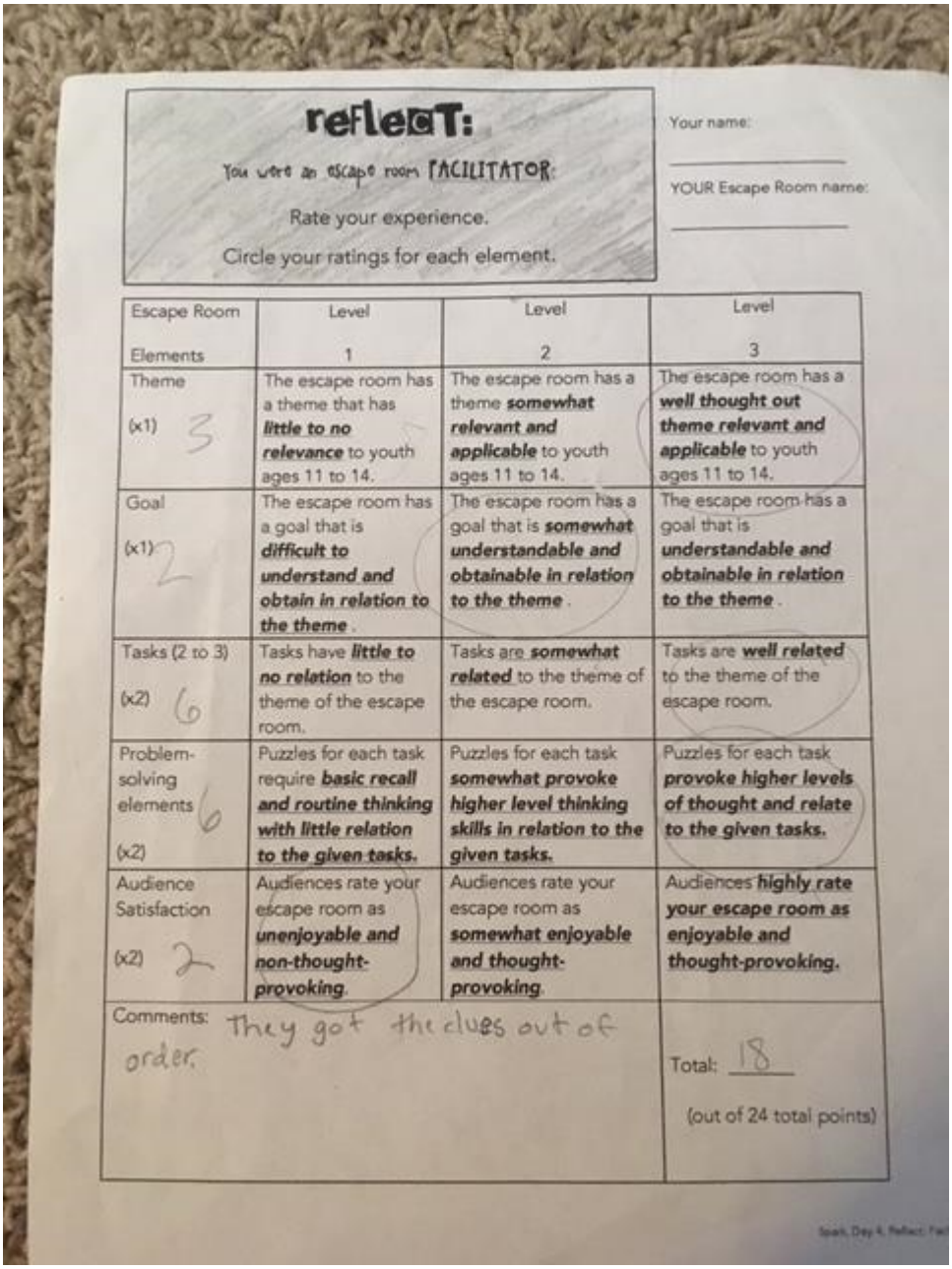
Spark, Day 4, Reflect: Participant/Cr

Reflection rubric Participant 1.jpg

jpg (116 KB)

Appendix item: Reflection rubric Facilitator 1.JPG

Show location



reflecT:

You were an escape room FACILITATOR:

Rate your experience.

Circle your ratings for each element.

Your name: _____

YOUR Escape Room name: _____

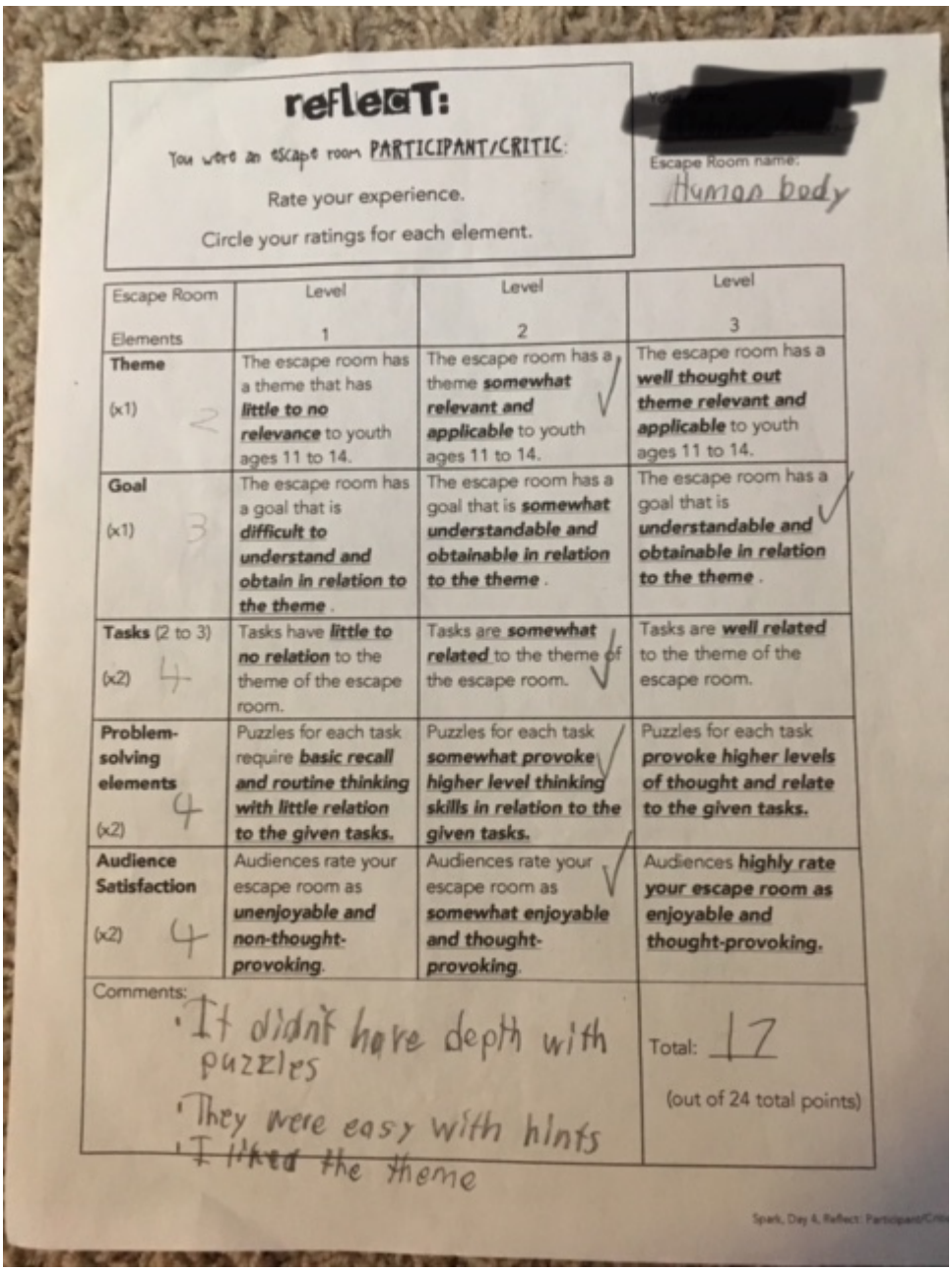
Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1) 3	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1) 2	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme***.	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme***.	The escape room has a goal that is ***understandable and obtainable in relation to the theme***.
Tasks (2 to 3) (x2) 6	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2) 6	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2) 2	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: They got the clues out of order.			Total: 18 (out of 24 total points)

Reflection rubric Facilitator 1.JPG

JPG (130 KB)

Appendix item: Reflection rubric Participant 2.jpg

Show location



reflecT:

You were an escape room PARTICIPANT/CRITIC:

Rate your experience.

Circle your ratings for each element.

Escape Room name: Human body

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1) 2	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14. ✓	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1) 3	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** . ✓
Tasks (2 to 3) (x2) 4	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room. ✓	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2) 4	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.*** ✓	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2) 4	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***. ✓	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: 'It didn't have depth with puzzles 'They were easy with hints 'I ~~liked~~ the theme			Total: 17 (out of 24 total points)

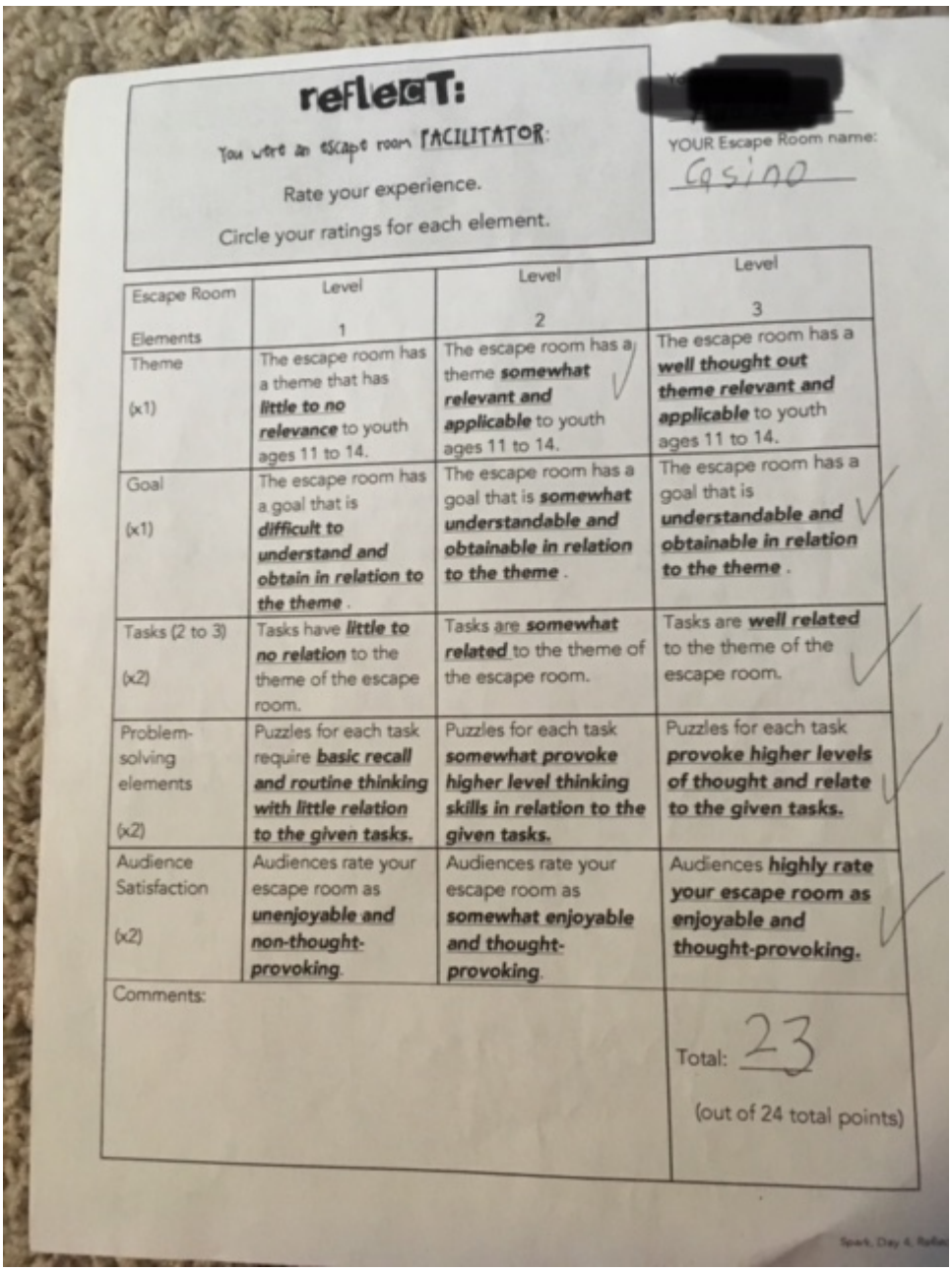
Spark, Day 4, Reflect: Participant/Critic

Reflection rubric Participant 2.jpg

jpg (118 KB)

Appendix item: Reflection rubric Facilitator 2.jpg

Show location



reflect:

You were an escape room FACILITATOR.

Rate your experience.

Circle your ratings for each element.

YOUR Escape Room name: [redacted] Casino

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14. ✓	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** . ✓
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room. ✓
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.*** ✓
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.*** ✓
Comments:			Total: 23 (out of 24 total points)

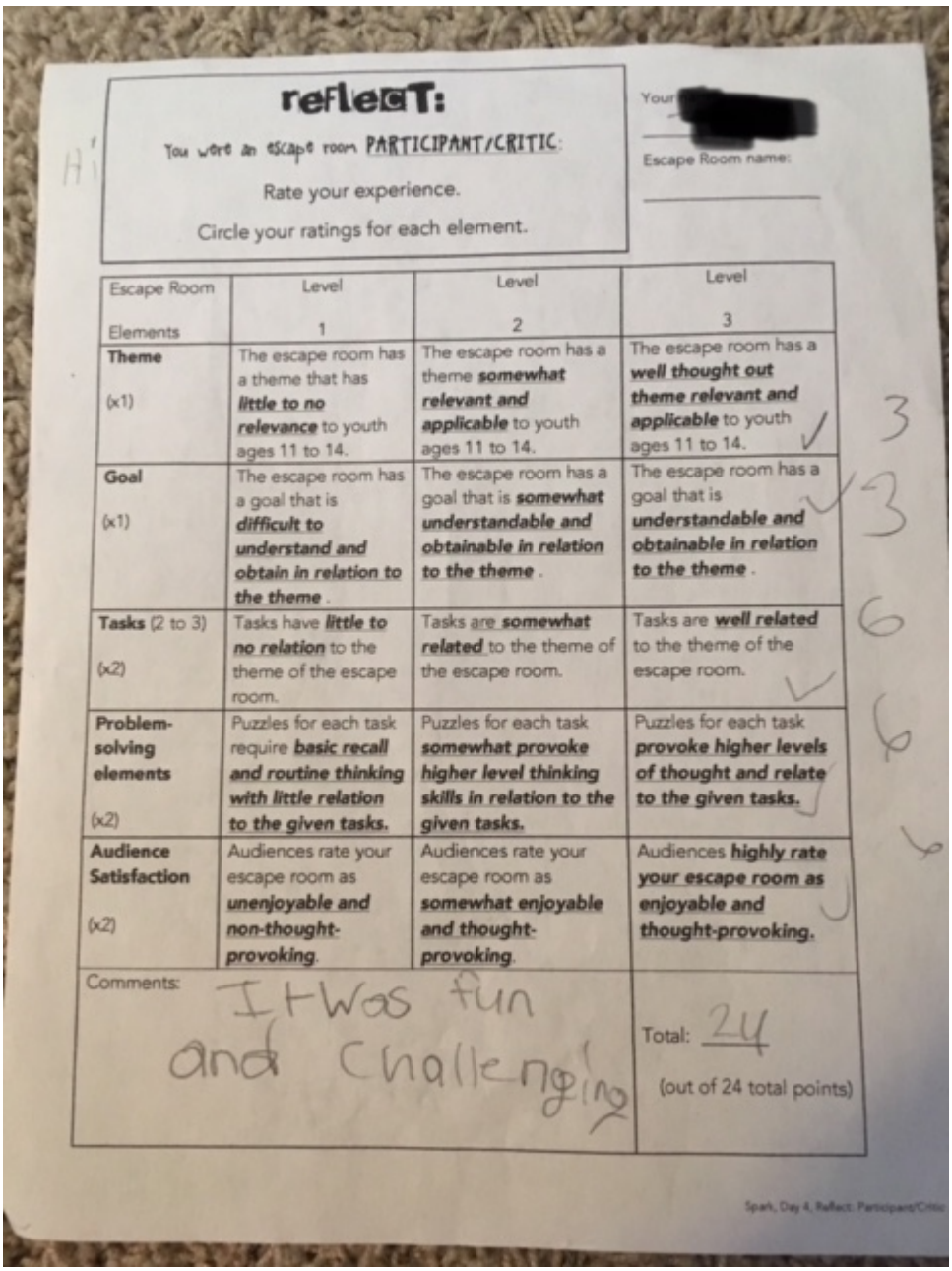
Spark, Day 4, Reflect

Reflection rubric Facilitator 2.jpg

jpg (114 KB)

Appendix item: Reflection rubric Participant 3.jpg

Show location



reflecT:

You were an escape room PARTICIPANT/CRITIC.

Rate your experience.

Circle your ratings for each element.

Your [redacted]

Escape Room name: _____

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14. ✓ 3
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** . ✓ 3
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room. ✓ 6
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.*** ✓ 6
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.*** ✓ 6
Comments: It was fun and challenging!			Total: 24 (out of 24 total points)

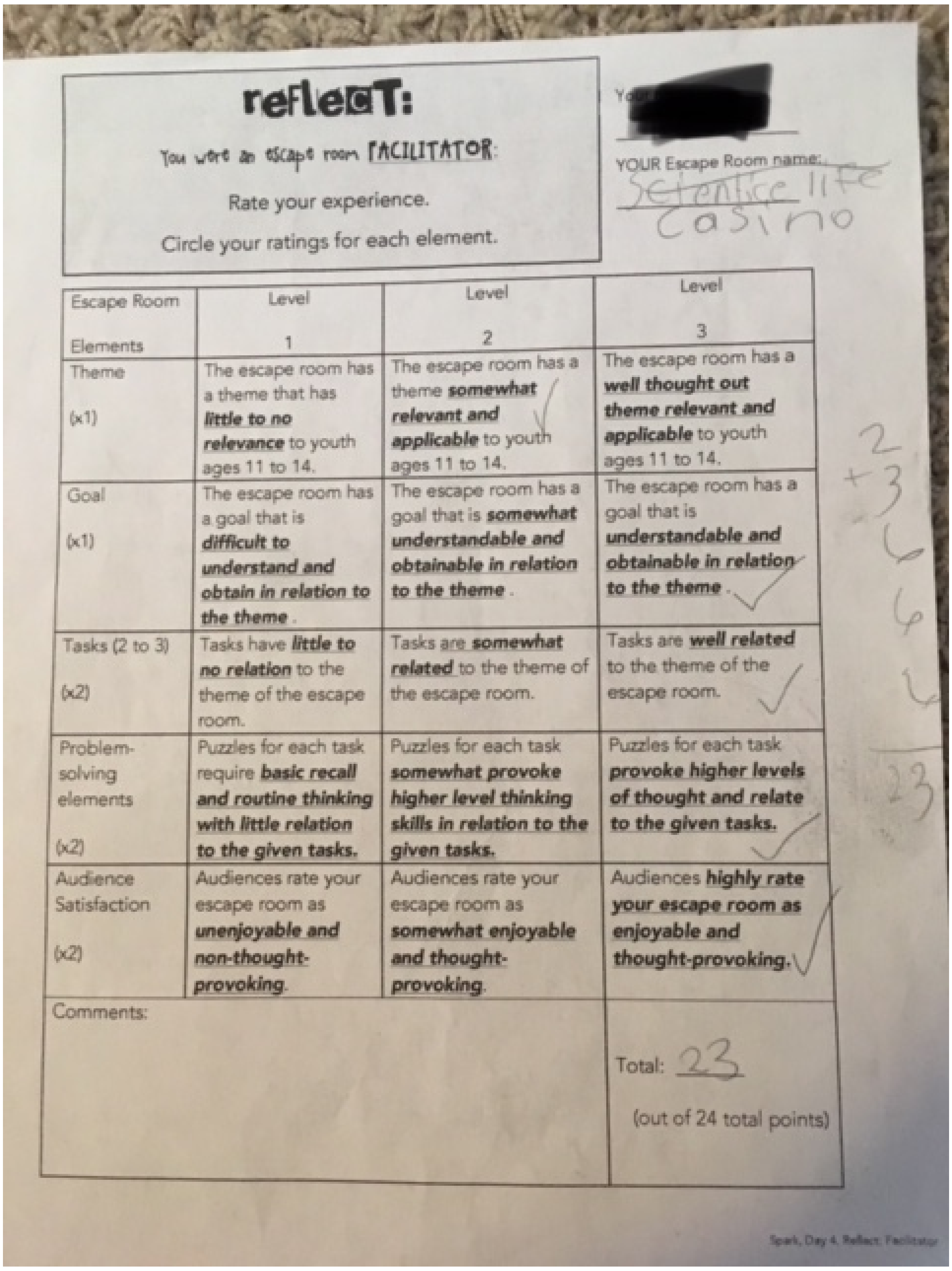
Spark, Day 4, Reflect: Participant/Critic

Reflection rubric Participant 3.jpg

jpg (117 KB)

Appendix item: Reflection rubric Facilitator 3.jpg

Show location



reflecT:

You were an escape room FACILITATOR:

Rate your experience.

Circle your ratings for each element.

Your [redacted]

YOUR Escape Room name: Setentice life Casino

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14. ✓	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme***.	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme***.	The escape room has a goal that is ***understandable and obtainable in relation to the theme***. ✓
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room. ✓
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.*** ✓
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.*** ✓
Comments:			Total: 23 (out of 24 total points)

2
+3
6
6
6
23

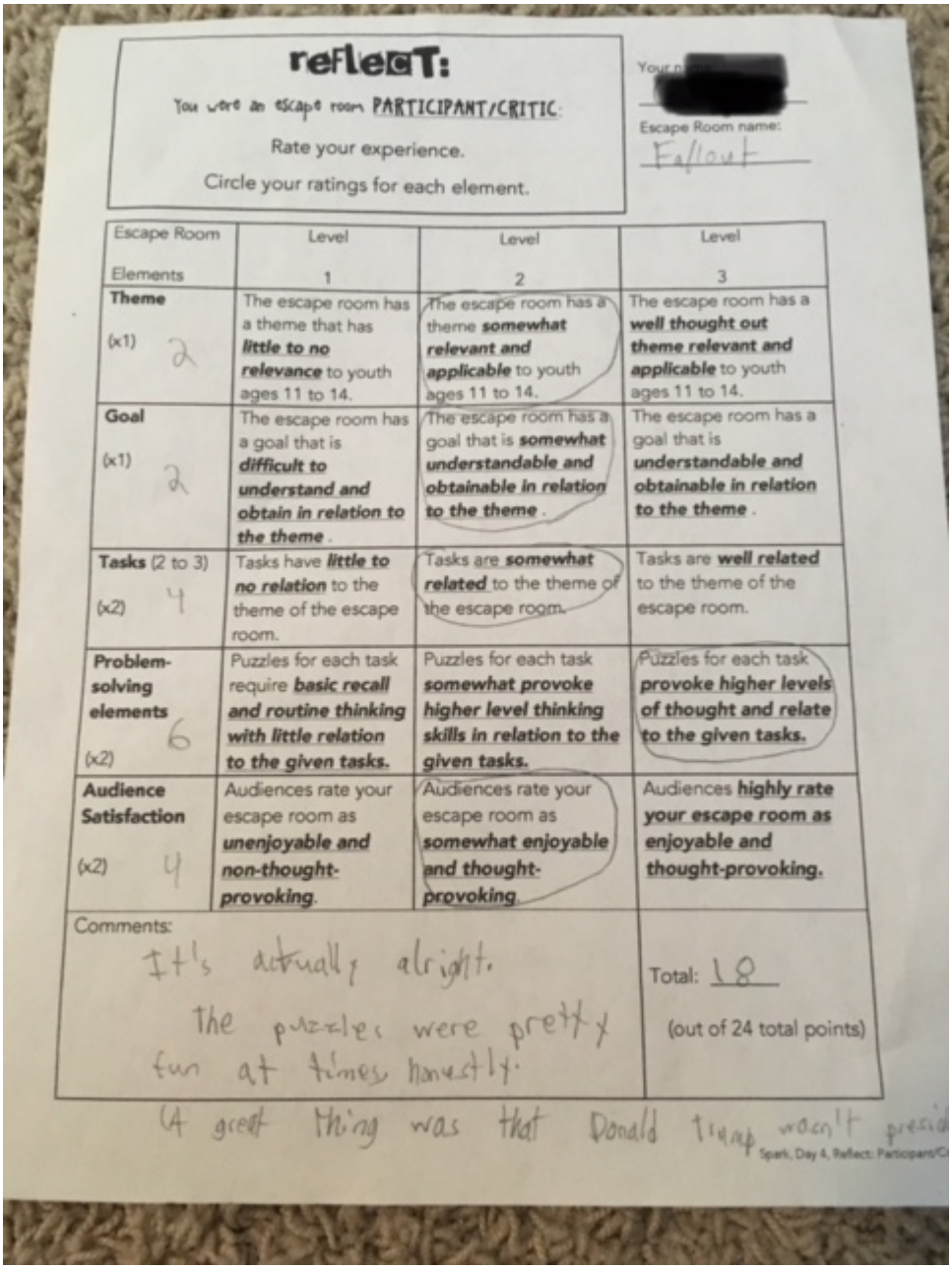
Spark, Day 4, Reflect: Facilitator

Reflection rubric Facilitator 3.jpg

jpg (111 KB)

Appendix item: Reflection rubric Participant 4.jpg

Show location



reflect:

You were an escape room PARTICIPANT/CRITIC.

Rate your experience.

Circle your ratings for each element.

Your n[redacted]

Escape Room name: Fallout

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1) 2	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1) 2	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .
Tasks (2 to 3) (x2) 4	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2) 6	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2) 4	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: It's actually alright. The puzzles were pretty fun at times honestly. A great thing was that Donald Trump wasn't presid			Total: 18 (out of 24 total points)

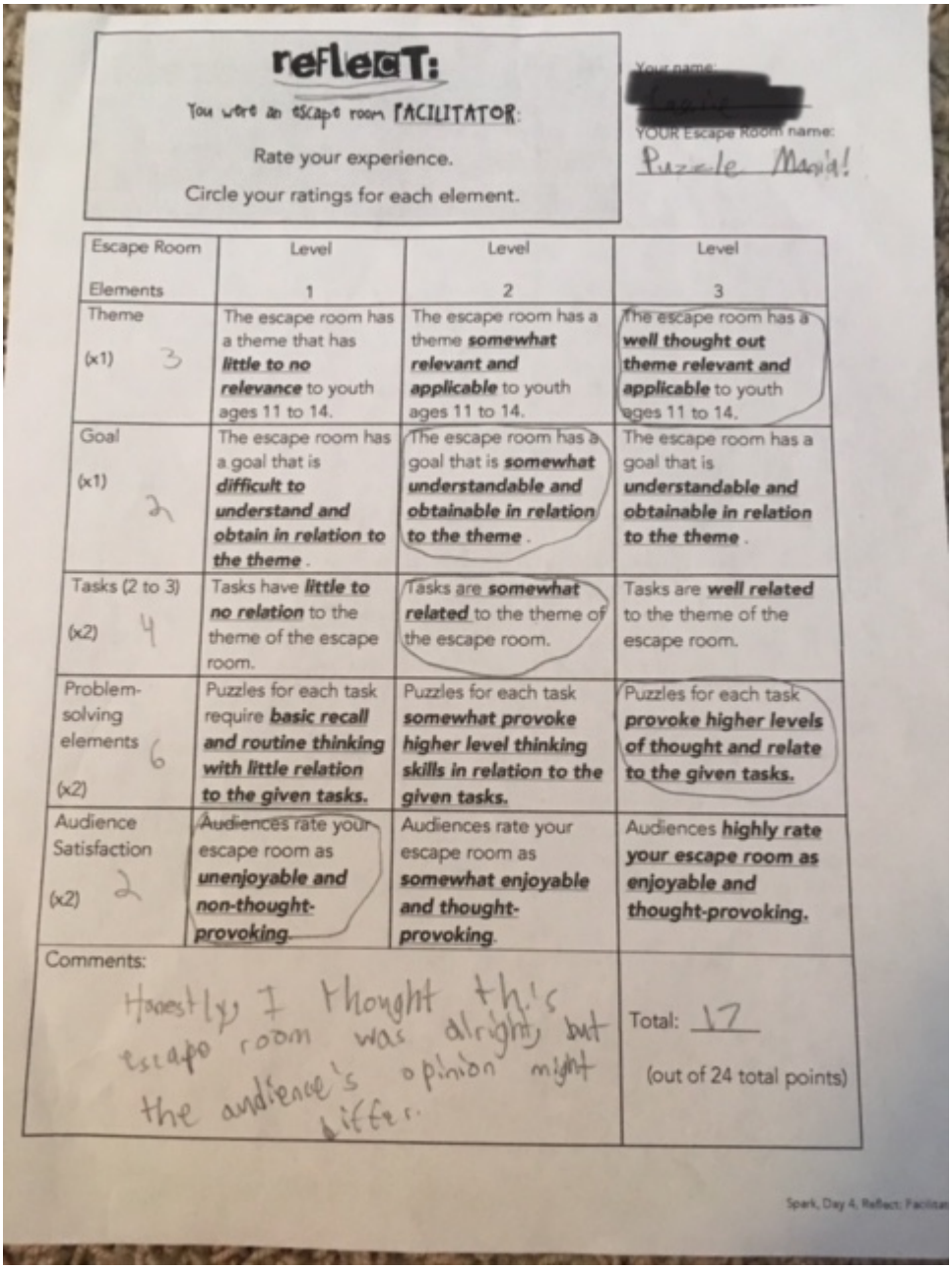
Spark, Day 4, Reflect: Participant/C

Reflection rubric Participant 4.jpg

jpg (117 KB)

Appendix item: Reflection rubric Facilitator 4.jpg

Show location



reflect:

You were an escape room FACILITATOR:

Rate your experience.

Circle your ratings for each element.

Your name: [redacted]

YOUR Escape Room name: Puzzle Mania!

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1) 3	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1) 2	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme***.	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme***.	The escape room has a goal that is ***understandable and obtainable in relation to the theme***.
Tasks (2 to 3) (x2) 4	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2) 6	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2) 2	Audiences rate your escape room as ***unenjoyable and non-thought-provoking.***	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking.***	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: Honestly, I thought this escape room was alright, but the audience's opinion might differ.			Total: 17 (out of 24 total points)

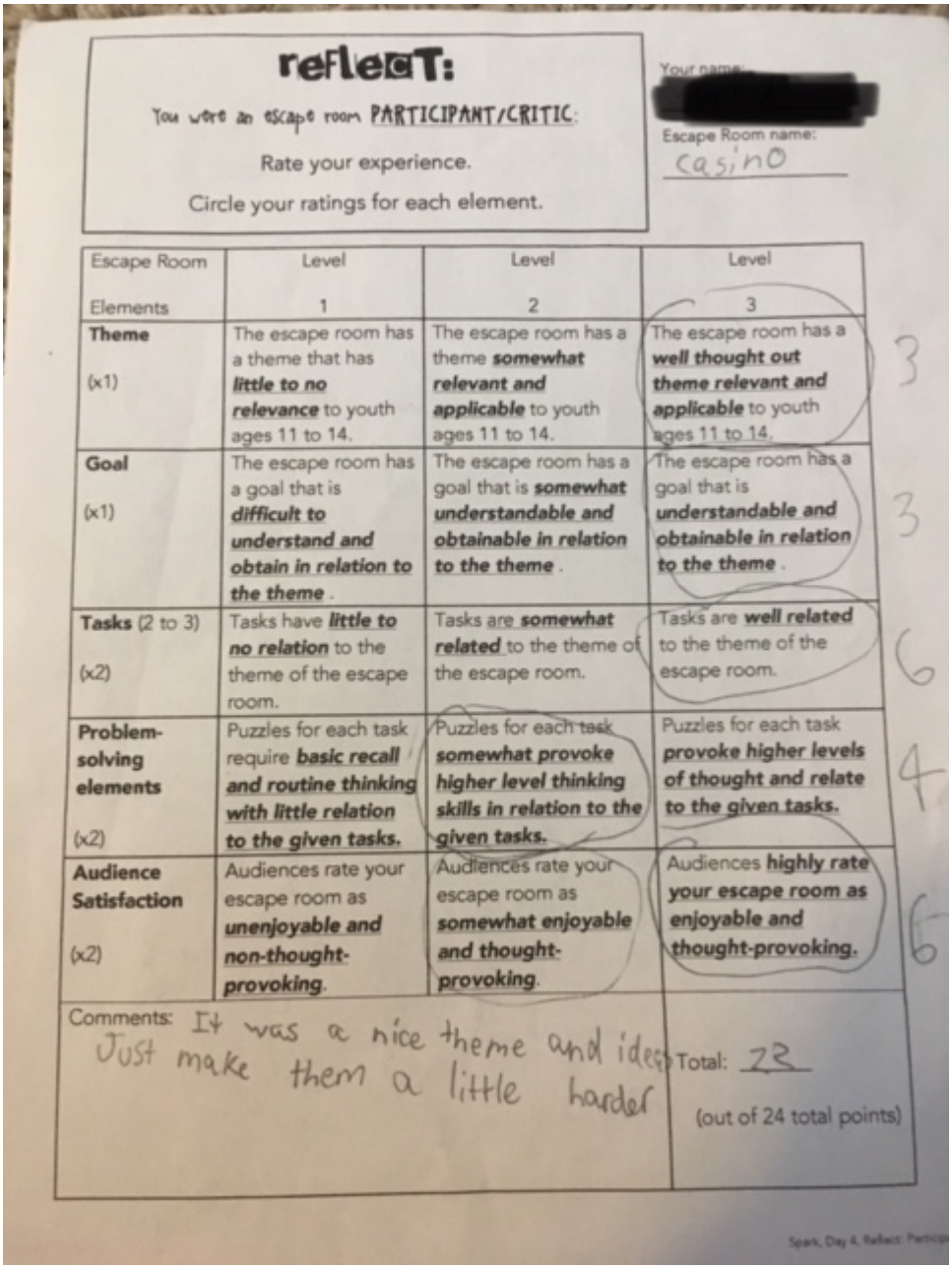
Spark, Day 4, Reflect: Facilitat

Reflection rubric Facilitator 4.jpg

jpg (115 KB)

Appendix item: Reflection rubric Participant 5.jpg

Show location



reflect:

You were an escape room PARTICIPANT/CRITIC:

Rate your experience.

Circle your ratings for each element.

Your name: [redacted]

Escape Room name: casino

Escape Room Elements	Level 1	Level 2	Level 3	
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.	3
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .	3
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.	6
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***	4
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***	6
Comments: It was a nice theme and idea Just make them a little harder			Total: 23 (out of 24 total points)	

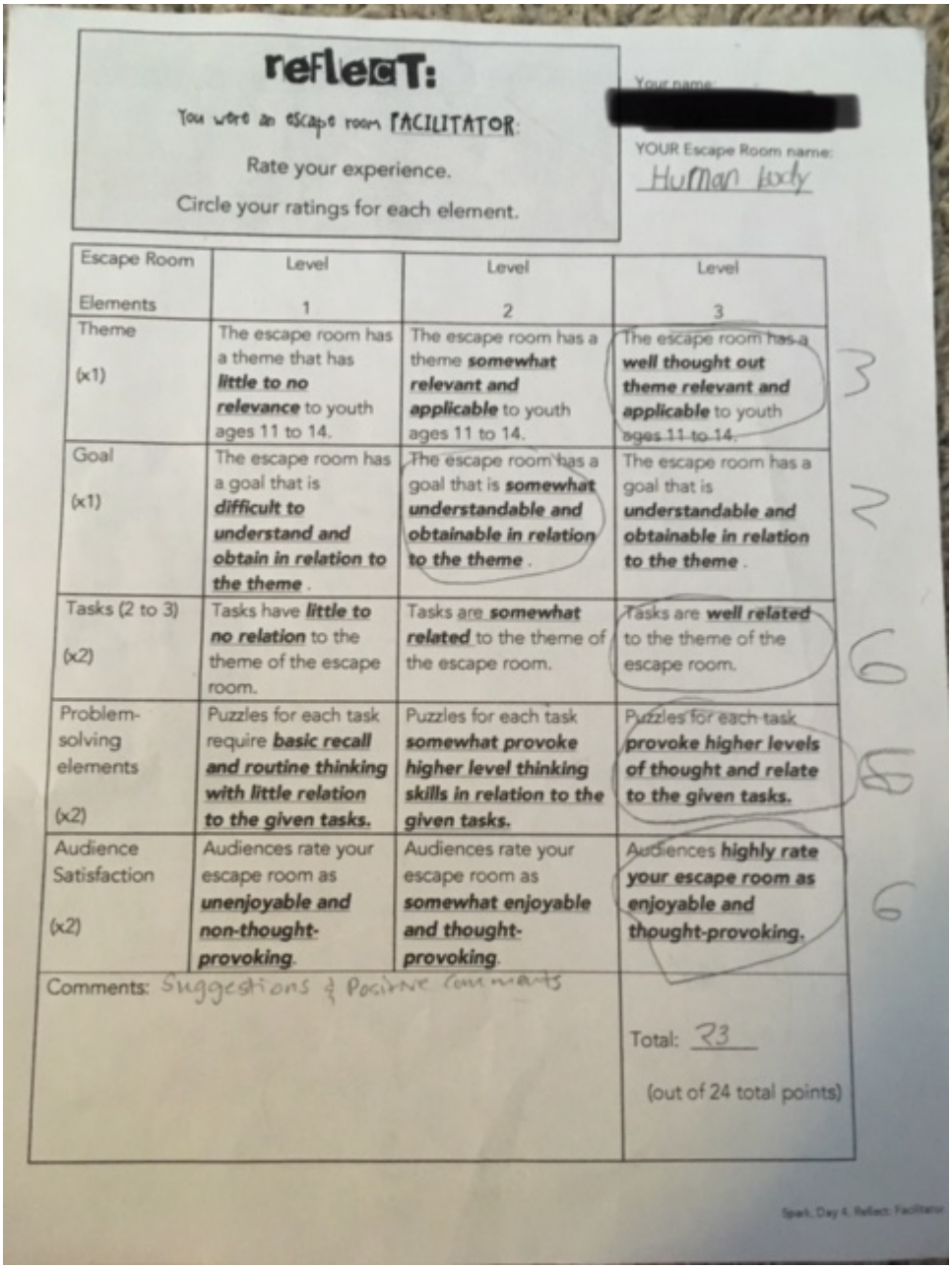
Spark, Day 4, Reflect: Partici

Reflection rubric Participant 5.jpg

jpg (115 KB)

Appendix item: Reflection rubric Facilitator 5.jpg

Show location



reflect:

You were an escape room FACILITATOR.

Rate your experience.

Circle your ratings for each element.

Your name: [redacted]

YOUR Escape Room name: Human Body

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14. 3
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme***.	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme***.	The escape room has a goal that is ***understandable and obtainable in relation to the theme***. 2
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room. 6
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.*** 6
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking***. 6
Comments: Suggestions & Positive Comments			Total: 23 (out of 24 total points)

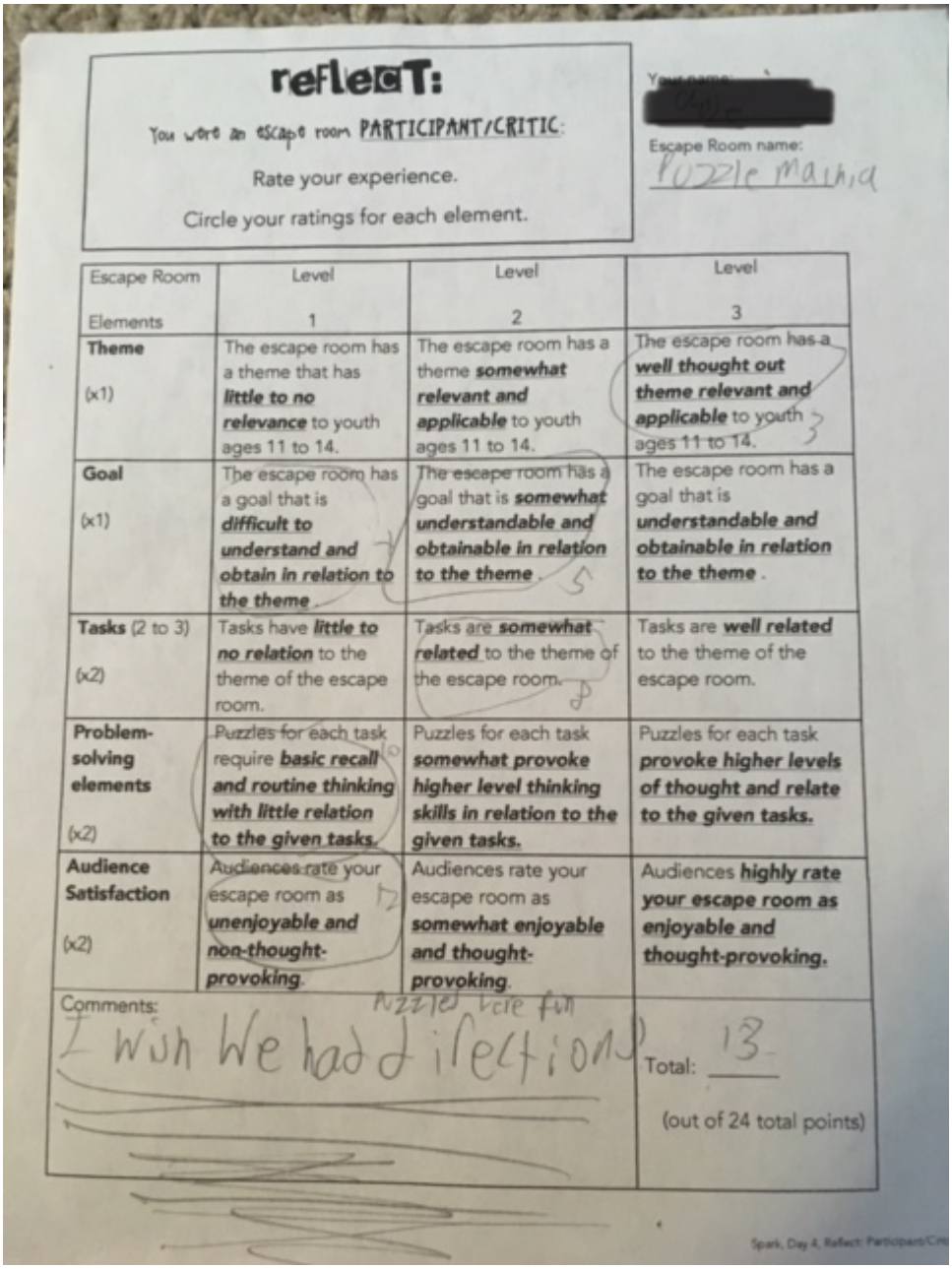
Spark, Day 4, Reflect: Facilitator

Reflection rubric Facilitator 5.jpg

jpg (109 KB)

Appendix item: Reflection rubric Participant 6.jpg

Show location



reflect:

You were an escape room PARTICIPANT/CRITIC:

Rate your experience.

Circle your ratings for each element.

Your name: [redacted]

Escape Room name: Puzzle Mania

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14. 3
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** . 5	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room. 8	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.*** 10	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***. 12	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: I wish We had reflection Puzzles were fun			Total: 13 (out of 24 total points)

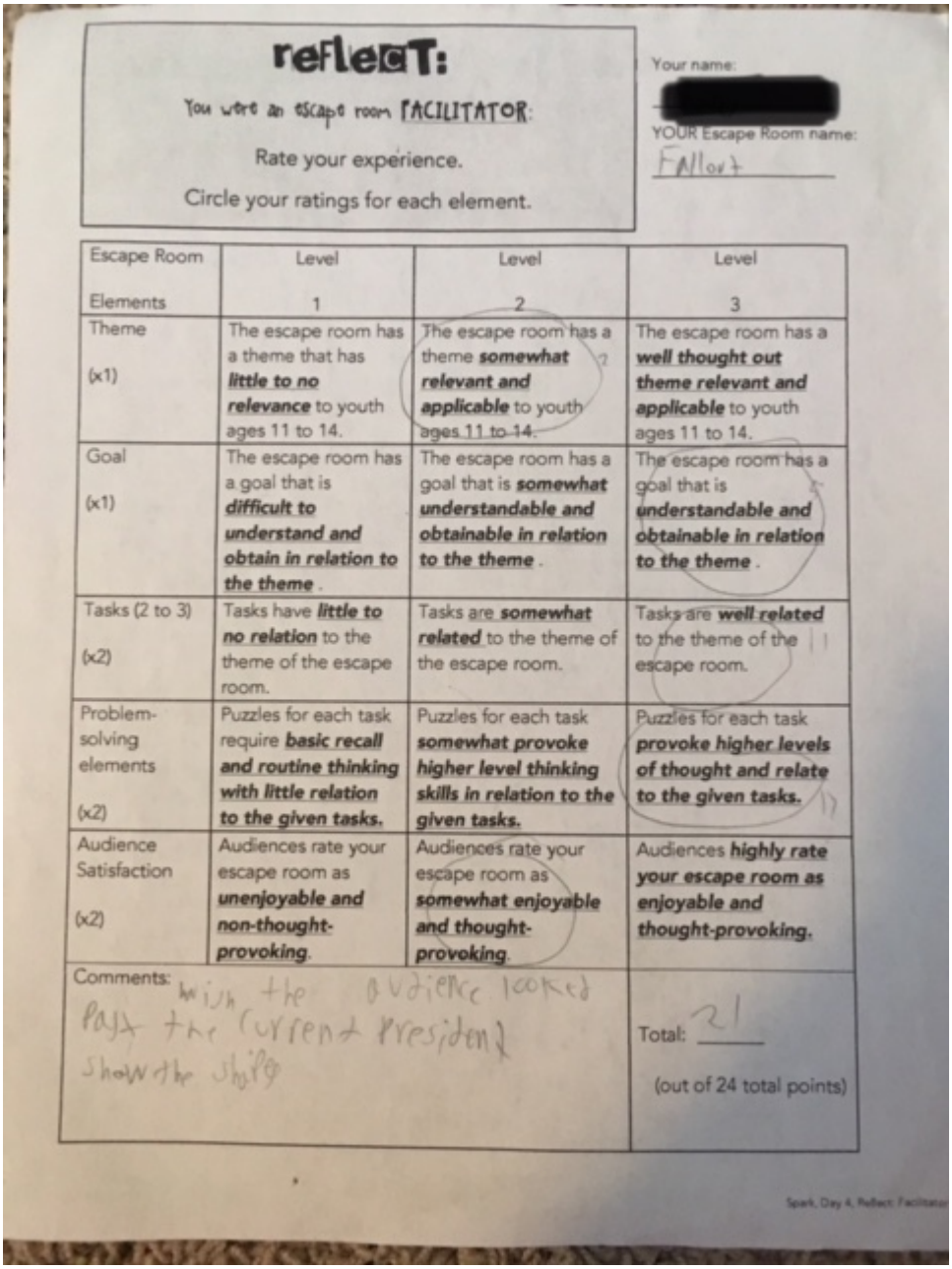
Spark, Day 4, Reflect: Participant/Cri

Reflection rubric Participant 6.jpg

jpg (116 KB)

Appendix item: Reflection rubric Facilitator 6.jpg

Show location



reflect:

You were an escape room FACILITATOR:

Rate your experience.

Circle your ratings for each element.

Your name: [redacted]

YOUR Escape Room name: Fallout

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme***.	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme***.	The escape room has a goal that is ***understandable and obtainable in relation to the theme***.
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: wish the audience looked past the current President show the ship			Total: 21 (out of 24 total points)

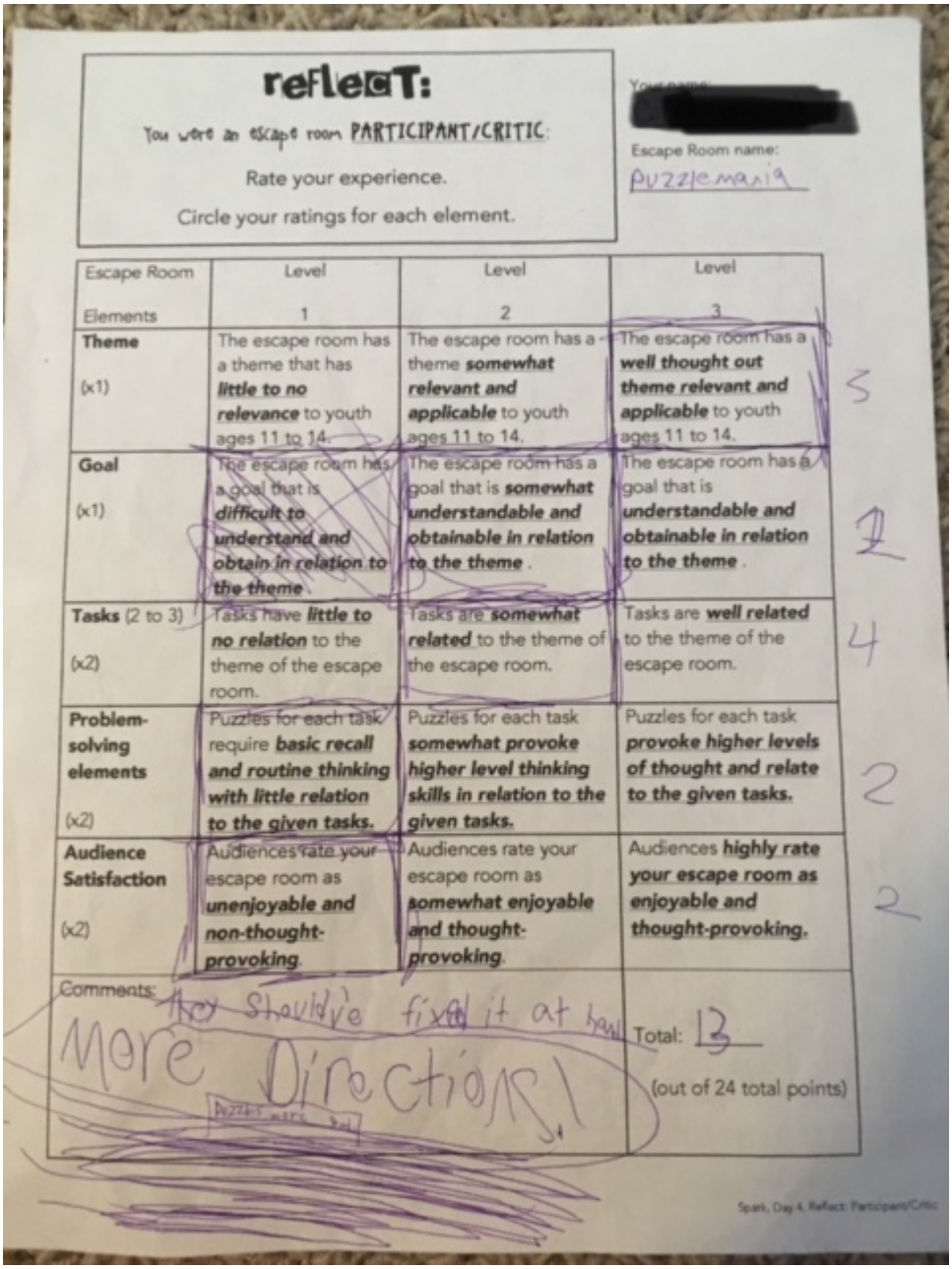
Spark, Day 4, Reflect: Facilitator

Reflection rubric Facilitator 6.jpg

jpg (112 KB)

Appendix item: Reflection rubric Participant 7.jpg

Show location



reflect:

You were an escape room PARTICIPANT/CRITIC.

Rate your experience.

Circle your ratings for each element.

Your name: [redacted]

Escape Room name: puzzlemania

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14. 3
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme***.	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme***.	The escape room has a goal that is ***understandable and obtainable in relation to the theme***. 1
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room. 4
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.*** 2
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.*** 2
Comments: Should've fixed it at home More Directions! Puzzles were fun!			Total: 13 (out of 24 total points)

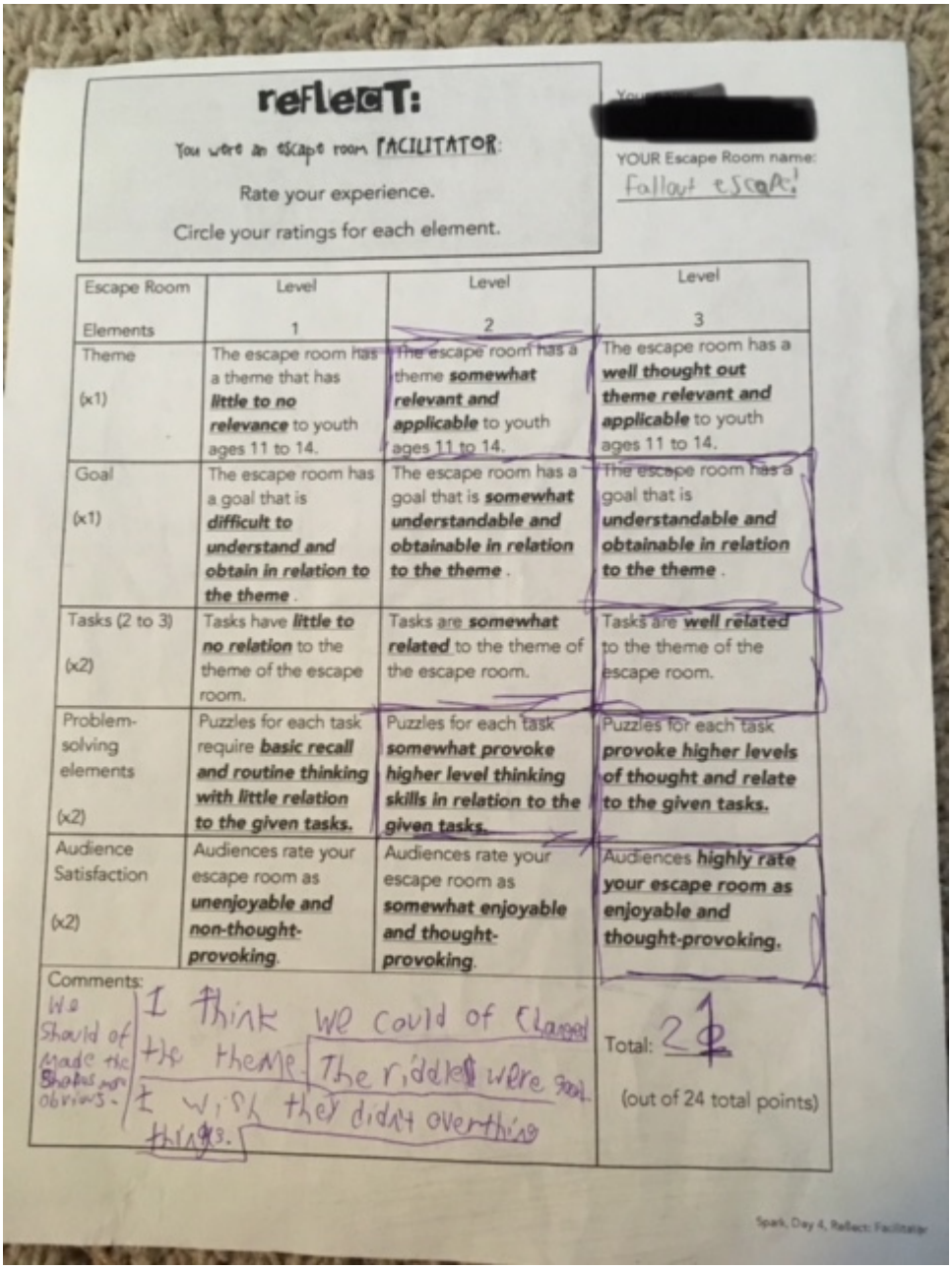
Spark, Day 4, Reflect: Participant/Critic

Reflection rubric Participant 7.jpg

jpg (125 KB)

Appendix item: Reflection rubric Facilitator 7.jpg

Show location



reflect:

You were an escape room FACILITATOR:

Rate your experience.

Circle your ratings for each element.

[redacted]

YOUR Escape Room name: Fallout escape!

Escape Room Elements	Level 1	Level 2	Level 3
Theme (x1)	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal (x1)	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .
Tasks (2 to 3) (x2)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving elements (x2)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction (x2)	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***
Comments: We Should of Made the Shapes more obvious. I think We could of Changed the theme The riddles were good. I wish they didn't overthink things.			Total: 21 (out of 24 total points)

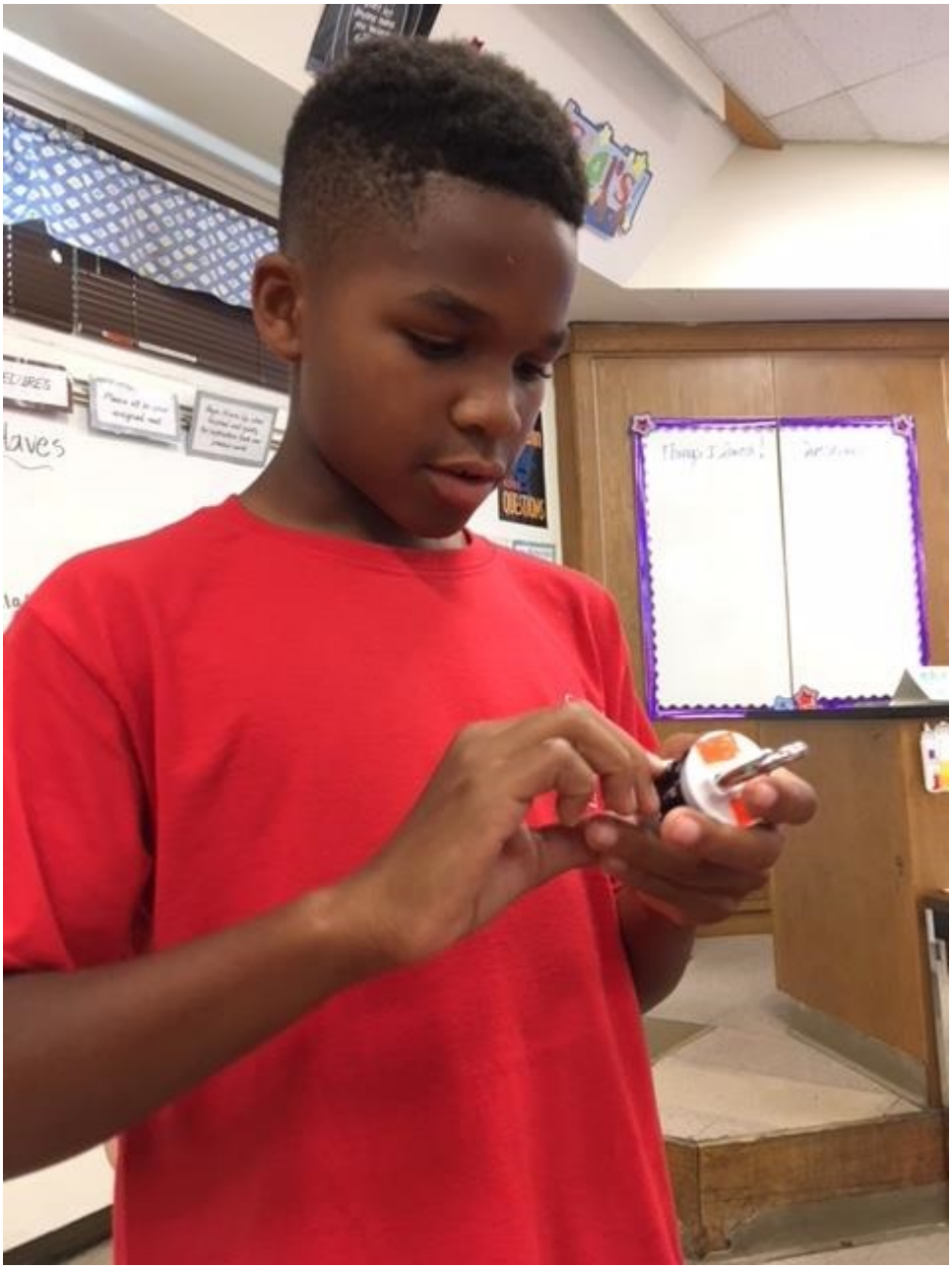
Spark, Day 4, Reflect: Facilitator

Reflection rubric Facilitator 7.jpg

jpg (121 KB)

Appendix item: Student solving a lock combo.JPG

Show location

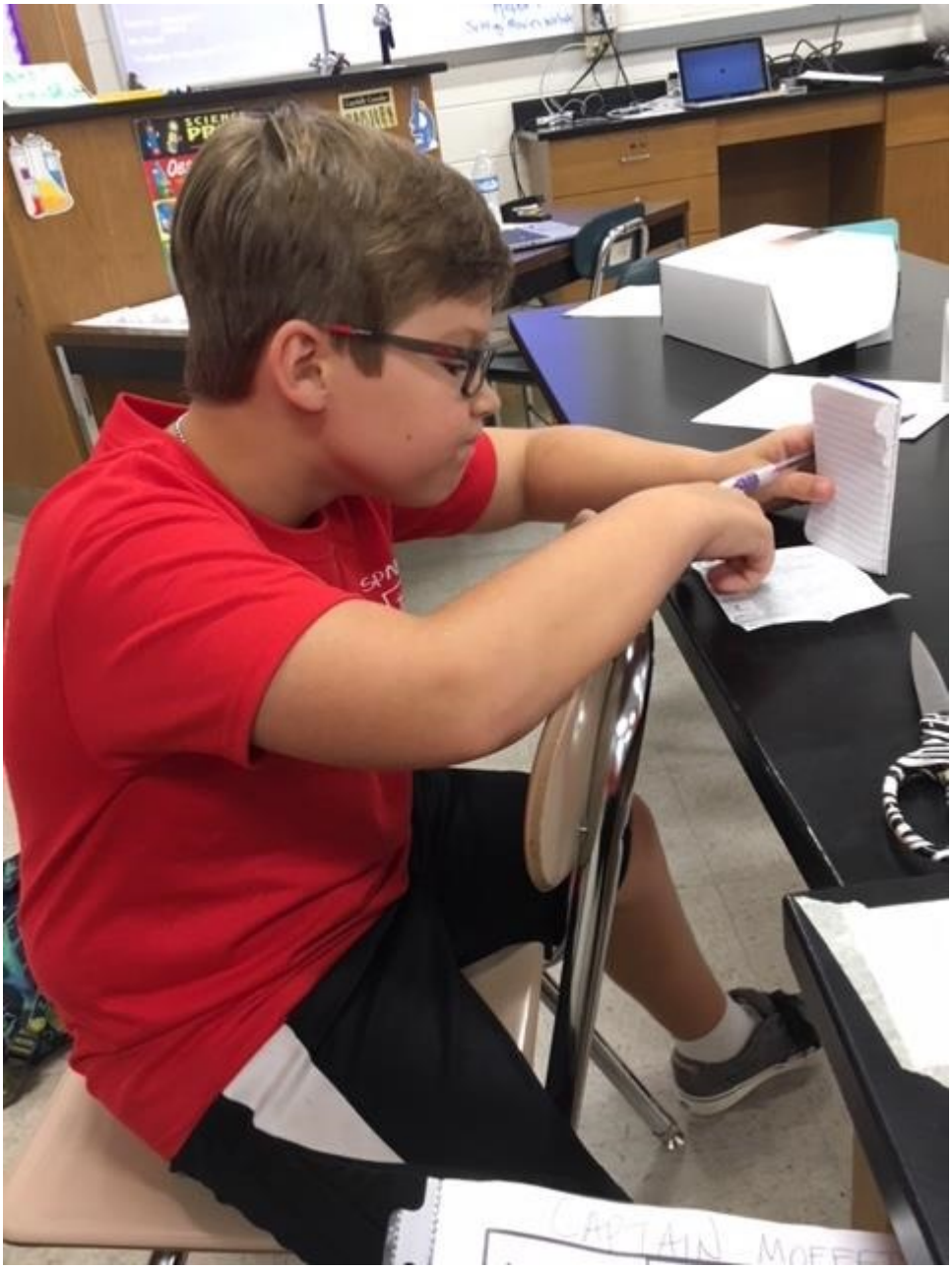


Student solving a lock combo.JPG

JPG (93 KB)

Appendix item: Cracking the Code Making Notes.JPG

Show location

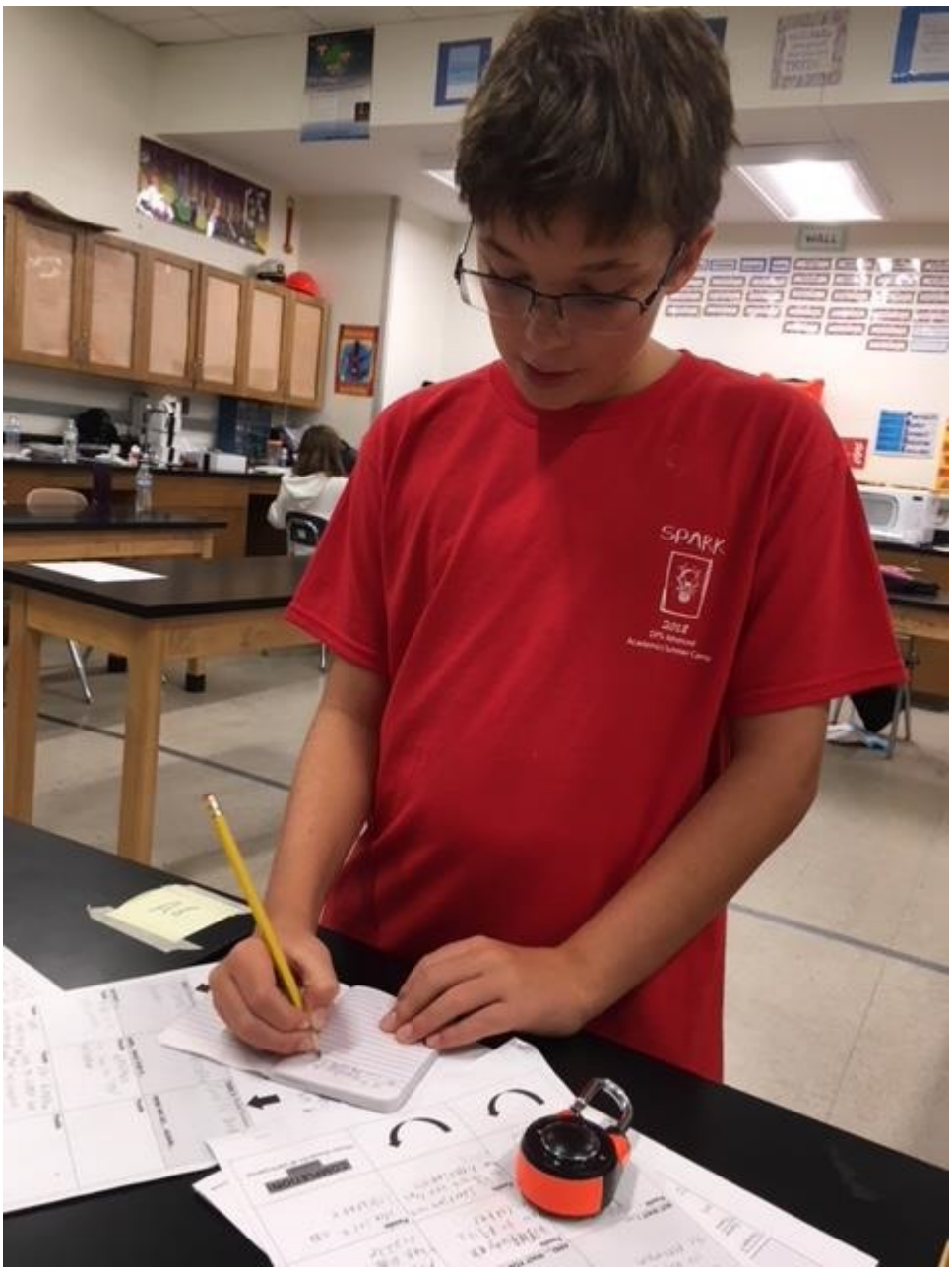


Cracking the Code Making Notes.JPG

JPG (106 KB)

Appendix item: Cracking the Code Making Notes 2.JPG

Show location



Cracking the Code Making Notes 2.JPG

JPG (106 KB)

Appendix item: Solving a puzzle.JPG

Show location

Solving a puzzle.JPG

JPG (113 KB)

Appendix item: Puzzle almost solved now what.JPG

Show location

Puzzle almost solved now what.JPG

JPG (115 KB)

Appendix item: Step back and think as a facilitator.JPG

Show location

Step back and think as a facilitator.JPG

JPG (114 KB)

Appendix item: Thinking together - problem solving.JPG

Show location

Thinking together - problem solving.JPG

JPG (103 KB)

Appendix item: Riddle leads to a combo lock.JPG

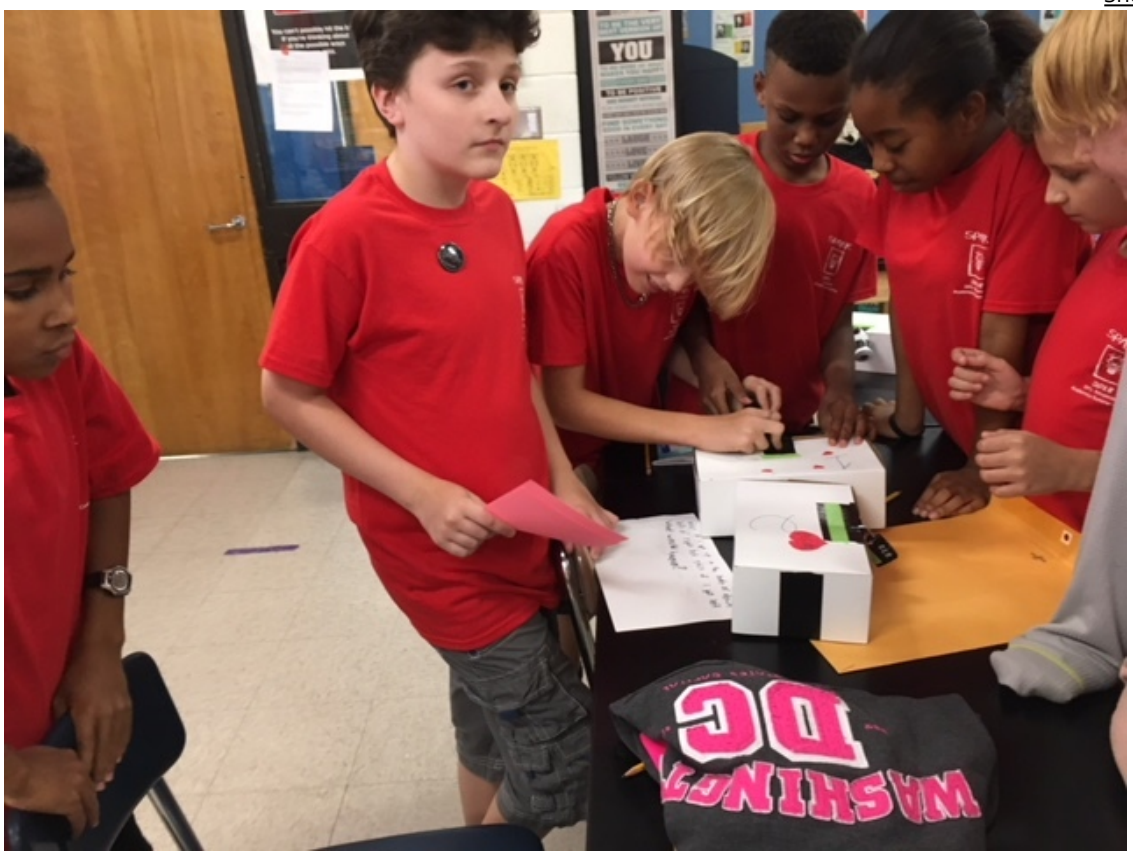
Show location

Riddle leads to a combo lock.JPG

JPG (120 KB)

Appendix item: Next clue and more locks.JPG

Show location



Next clue and more locks.JPG

JPG (107 KB)

Appendix item: IMAGE Can you escape.jpg

Show location

IMAGE Can you escape.jpg

jpg (8 KB)

ESCAPE ROOMS!

Day one

-

Mystery seekers, code breakers, and puzzle gurus WANTED!

Escape rooms are the latest rage as you solve your way through various scenarios, tasks, puzzles, and codes toward an end goal.

Our goal will be to research, solve, and create "escape room" scenarios during this session.

Rules

Respect yourself

Respect others

Have fun!

Our Schedule

Our afternoon: Session 2:

12:10 – 1:40: Learn and have fun!

1:40 – 1:55: BREAK

1:55 – 3:20: Learn more and have fun!

3:20: Go to the cafeteria for dismissal.

*Quiet during dismissal so you can hear your name called to go outside.

Who are you?

1. Name tents

2. Ice Breaker!

We come in three to make us be….?

Points to ponder:

What is problem solving?

What is investigation?

When have you had to use your problem solving skills to investigate something, someone, or some situation you've encountered?

How did problem solving impact your situation at the time?

How does problem solving encourage investigation?

Put your problem-solving skills to the test!

Decode the following message.

- Bacon Cypher Code (handout)

What if?

Give it your best shot!

An entertainment corporation wants to expand its market into the ever-growing popular escape room business, willing to invest *MILIONS* of dollars **IF** they find the venture worthy of investment.

You are the research team hired to determine:

1. what escape rooms are,
2. their purpose and attraction,
3. their key components, and
4. how can you develop one

Can you help the corporation with research before they invest in the escape room business?

How will you help determine their plans for expansion?

What's the problem?

How can you rephrase what the main challenge is??

Work in your small group and we will report out.

CONSIDER:

TEAM UP!

1. What do you ***already know*** to help solve the problem?

1. What do you ***need to know*** in order to solve the problem?

1. Discuss ***possible resources*** to help you research.

**********REPORT OUT TO THE CLASS**********

1. Assign tasks and responsibilities; ***set*** deadlines.

1. Research the knowledge and data that will support your solution.

INVESTIGATE:

1. What ***common key elements*** do escape rooms have?

1. How can escape rooms differ?

1. What escape room ***themes*** would be popular and why?

1. How can ***puzzles*** be ***associated with the theme and scenario*** of your escape room to encourage problem solving and investigation?

1. What ***effects*** do the related puzzles and tasks have on the escape room experience and problem solving

1. What is the ***overall goal(s)*** of an escape room?

Should the marketing company invest in them???

BE PREPARED TO REPORT YOUR SOLUTIONS TO THE CLASS.

How could you share your solutions with us????

?? Solutions ??

Reporting to your peers:

What answers did you find?
What have you learned about escape rooms?

* *

1. Why or why not should the company invest in them???
2. How should the company move forward?
3. What are your team's suggestions for doing so?

Using ART in Escape rooms

How can you use ART in your escape room?

Consider the following:

* *

1. How could artwork help generate detection of clues in escape rooms?
2. What are the opinions on the use of art in an escape room scenario?
3. How could you utilize art in your escape room?

Using ART in Escape rooms

Visual Thinking Strategy

Consider the following:

* *

1. What do you think is going on in this picture?
2. What do you see that makes you think that?
3. What else can you find?
4. What do you think this character is feeling? How do you know that?


Lindsay Lacza

Today's Point to ponder:

Problem-solving encourages investigation.

For today: What does this mean to you?

Day 2

http://wnax.com/events/the-great-northwest-and-alaskan-cruise-september-2018/

Questions of the day:

- What is a simulation?
- What is problem solving?
- What is investigation?
- How do does problem-solving encourage investigation?
- **How can you *handle* situations that pose problems/tasks/challenges through investigation?**

http://wnax.com/events/the-great-northwest-and-alaskan-cruise-september-2018/

It's summer…It's hot…

So your WEALTHY grandma has decided to send you to ALASKA to cool off!

But how are you going to get there???

Walking or hiking would take too long (man, my feet would be aching!)…

You don't feel like riding that far for that long (forget cars, buses, and trains)…

You are afraid of heights so you're not going to fly (forget airplanes)…

Waves don't bug you, so you are on a CRUISE SHIP to Alaska!

****

You thought this trip would be smooth sailing and fancy free, alas you…were…WRONG!

Different obstacles have arisen that stop your cruise ship from reaching the cool summer escape to Alaska! Embark on this journey as you help your shipmates keep order on the ship so you can get to Alaska (hopefully) and land in your Alaskan port of call!!!!!!!

Put on your thinking caps! Good luck! Will you make it to your port city?

You have 40 minutes…

https://www.online-stopwatch.com/countdown-clock/full-screen/

REMEMBER! When you all are in a JAM, persevere!

USE

Substitute: What can be used instead?: "Instead of…I could…"

Combine: What can you combine together somehow? "I can combine…and…to…"

Adapt: What other idea(s) does this suggest? "I can adapt…in this way..to…"

Modify: Can you CHANGE the item some way? "I can change…in this way…to…"

Put to other uses: How can you put the thing to different or other uses? "I can re-use…in this way…to…"

Eliminate: What can you eliminate/remove? "I can eliminate…by…"

Rearrange or Reverse: What can be rearranged some way? "I can

Simulation Debrief

Get out your journals!

1. What did you think these challenges/problems would be like before you started? Why?
2. **How did your perspective of escape "room" challenges/problems change after this process and after consulting with an expert?**
3. **What strategies did you think about using at the beginning?**
4. **How did your strategies change and develop as you went through the challenges?**
5. **How did your team work together effectively and ineffectively?**
6. **What would you have changed to enhance your experience? Why?**
7. **How is investigation critical to working as a team in problem-solving situations?**
8. How does problem-solving encourage investigation?

Interview an Expert:

Welcome to Alice Cheung!

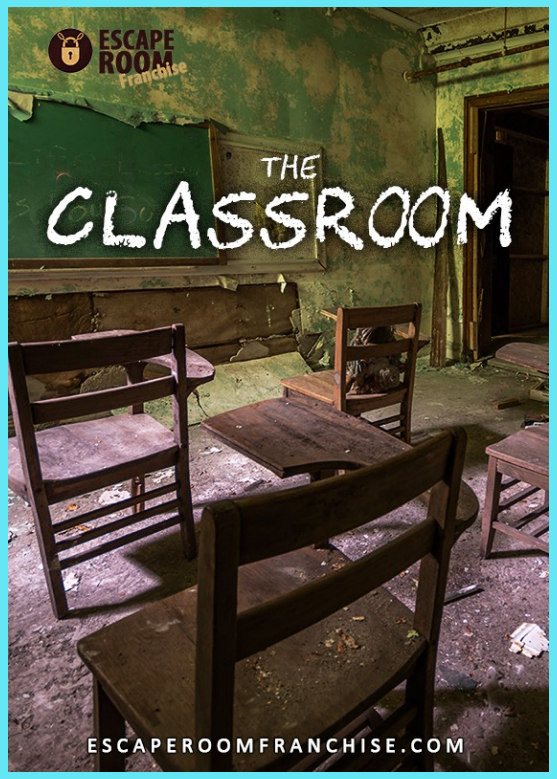
1) What questions do you still have about escape rooms?

2) What other ideas, puzzles, and advice would you ask an expert about that are related to escape rooms and their development??

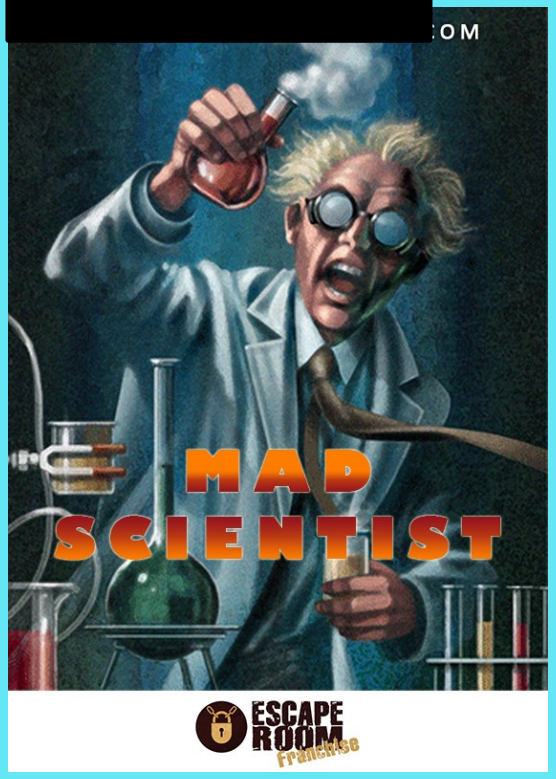
Day 3: escape!!

In your journals – record your guesses?
What are these escape room themes???

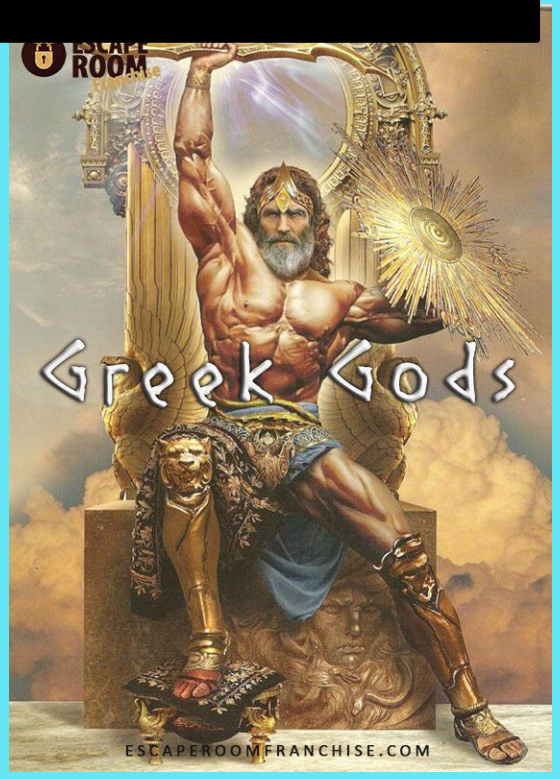
Escape the....????



Escape the....?



Escape the....????



Brainstorm!

Goal for today:

Develop your own escape room mystery situation to be tried out, investigated, and solved by your peers during our last day together in camp.

FIRST FACTOR:

GROUPING:

You can make groups of 2, 3, or 4 people.

Let's discuss…

Brainstorm!

Next…

1. **Brainstorm and RECORD all ideas for THEMES** (respect and record ***ALL*** ideas and withhold your judgment, please!).
2. **Prioritize and decide as a group on *3 puzzles*** for participants to try out.
3. **Map out your PUZZLE FLOW**. See chart…
4. **Make** your puzzles and continue to plan. **Assign tasks**.

**Use the RUBRIC from Mrs. Moffett for goals.

Day 4: escape!!

What is a critic??

What is a critic??

What is a critic?

1. Job:
2. Characteristics:
3. Responsibilities:
4. Guidelines:
5. Knowledge:
6. Environments:
7. Data:
8. Tools:
9. Dispositions:
10. Values:
11. Attitudes:
12. Commitments:

Use recording sheet.

1. How do you think critics approach problem solving scenarios or investigations in an escape room?
2. What predictions can you give as to how a critic may respond to ***your*** escape room? Why?

Escape room critics

"Escape the Room Review" by the Vasel Family

https://www.youtube.com/watch?v=7MH_nObJnAl

Escape Room Trials!!

Expectations as Participants/Critics:

Brainstorm, discuss, and record.

Expectations as Facilitator:

What is a facilitator?

Brainstorm, discuss, and record.

DEBrief

How did it go?

Rubrics – critics at work! **Group work**

Share your feedback (rotations)

Want ads!

Fold the paper in half –

Make 2 "Want Ads:"

Seeking….Must be:…..

1. **Escape Room Critic**
2. **Escape Room Creator**

Are you a code breaker???
Give it your best shot!

Bacon Cypher Code

Francis Bacon was an English philosopher, lawyer, scientist, and author of the 16th and 17th centuries. He created this substitution cipher code in 1605.

Elements of his cipher:

- Uses two different type faces slightly differing in boldness
- Broken up text into 5 characters in a group
- Each group of 5 characters represents one character in *his* plain text.
- Depending on which characters of the group were bold, or not, determines the plaintext character using the tables to the right.
- The * stands for a plain character and B for a **bold** character.

References:
https://www.biography.com/people/francis-bacon-9194632
https://www.exploratorium.edu/ronh/secret/secret.html

A=*****	J=*B**B	S=B**B*
B=****B	K=*B*B*	T=B**BB
C=***B*	L=*B*BB	U=B*B**
D=***BB	M=*BB**	V=B*B*B
E=**B**	N=*BB*B	W=B*BB*
F=**B*B	O=*BBB*	X=B*BBB
G=**BB*	P=*BBBB	Y=BB***
H=**BBB	Q=B****	Z=BB**B
I=*B***	R=B***B	

YOUR JOB IS….

Can you decipher the following hidden message within the quotations below, using Bacon's cipher code?????

(punctuation is NOT included in cipher pattern of this message)

"**The size** of **your p**roble**ms is no**thing c**ompared **with y**our **a**bi**lity to** solve them. Do**n't** o**vere**s**tim**ate y**our p**ro**ble**ms, **a**nd **u**nd**ere**s**tim**a**te** your**se**lf."

- Abis**h**ek **Ti**war**i**i

Answer:

(p)**Thesi** (r)**z**eof**y** (o)**ourp**r (b)oble**m** (l)**sisno** (e)th**i**ng (m)**com**pa (s)**r**ed**w**i (o)**thyo**u (l)r**a**b**il** (v)**ityto** (e)so**l**ve (a)them.D (n)o**n't**o**v** (d)ere**st** (i)**im**ate (n)y**ou**r**p** (v)**roble** (e)ms**,a**nd (s)**u**nd**e**r (t)**estim** (i)a**t**eyo (g)ur**sel** (a)fAbis (t)**h**ek**Ti** (e)wa**r**ii

Hidden message:

Problem solve and investigate.

Name: _____

CONSIDER:

1) What do you ***already know*** to help solve the problem?
   a) (KWL: What do you already KNOW? What do you WANT to know? We will save the "L" portion for later.)
2) What do you ***need to know*** in order to solve the problem?
3) Discuss ***possible resources***.
4) ***Assign*** tasks and responsibilities; ***set*** deadlines.
5) ***Research*** the knowledge and data that will support your solution.

INVESTIGATE:

- What ***common key elements*** do escape rooms have?
- How can escape rooms differ?
- What escape room ***themes*** would be popular and why?
- How can ***puzzles*** be ***associated with the theme and scenario*** of your escape room to encourage problem solving and investigation?
- What ***effects*** do the related puzzles and tasks have on the escape room experience and problem solving?
- What is the ***overall goal(s)*** of an escape room?
- How can ***problem solving encourage investigation***?

What if?
Give it your best shot!

An entertainment corporation wants to expand its market into the ever-growing popular escape room business, willing to invest millions IF they find the venture worthy of investment.

You are the research team hired to determine what escape rooms are, their purpose and attraction, their key components, and their corresponding development.

Can you help the corporation with research before they invest in the escape room business?

How will you help determine their plans for expansion?

What if?
Give it your best shot!

An entertainment corporation wants to expand its market into the ever-growing popular escape room business, willing to invest millions IF they find the venture worthy of investment.

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Can you help the corporation with research before they invest in the escape room business?

How will you help determine their plans for expansion?

Spark, Day 1, Problem

Escape Room Starter Room

for Science!

This Starter Escape Room is a basic review game for Science that can be edited for almost any concept. You get step-by-step instructions for plugging in your content to make an amazing Escape Room for your students. You do not need additional technology, locks, or boxes to complete this game. This resource is editable in Microsoft PowerPoint. This purchase includes a license for personal use.

Please respect all terms of use as detailed in this document. Enjoy!

Did you know that you receive TPT credit for leaving feedback on products you have purchased from this store? Credit can be redeemed for future purchases. You can give feedback by going to the product page. Be sure to follow me for updates & freebies!

Thanks,
Danielle @ Nouvelle ELA

Terms of Use

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Tell other teachers about this resource and direct them to the product page. You can purchase additional licenses for this resource at a reduced rate under the "My Purchases" tab at TpT.	Share this resource with your coworkers (including posting it in a district resource bank) without purchasing additional licenses.

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Fonts: Kimberly Geswein @ KG Fonts (commercial license)
Biomes Escape Room: UtahRoots (used with permission)

Table of Contents

(Included in Full Template Kit)

ESCAPE ROOM GUIDE

Your set-up and idea guide

STARTER ESCAPE ROOM

An easy first Escape Room – just plug in your content

TEMPLATES

A wide range of templates for making your rooms more tailored and more complex

(Included in Full Template Kit)

HOW TO EDIT THESE TEMPLATES WITH POWERPOINT

A start-up guide to using PPT for page design

Starter Escape Room

This is a very basic Escape Room template that can be used to review a science unit. For many more options, check out the Escape Room Template Kit to learn to build your own puzzles.

This Escape Room has four tasks: a Match-Up, an Identification, a Close Reading, and an Encoded Message. You can use anything you want for the message, but my example will be a quote.

To view and use this Very Basic Escape Room, please download and install these free fonts:
Pigpen Cipher Font KG Sorry Not Sorry KG Eyes Wide Open

1. MATCH-UP (SORTING/COMPARING)

Students sort or classify information using a Mat Puzzle. When they've done this correctly, they reveal a **code word** and gain information to use in solving the Encrypted Message.

2. IDENTIFICATION (INFERRING/APPLYING)

Students find Clue Cards. Students make an inference about each card. When done correctly, this reveals a **code word**. This gives them more information about the Encrypted Message.

3. CLOSE READING (INTERPRETING)

Students answer questions about a Close Reading passage. The correct answers reveal one or more **code words**.

4. ENCRYPTED MESSAGE

Students find parts of a Pigpen Cipher as they progress through the rest of the game. They then solve the final encryption, which will reveal a content-related quote. The default quote is "The course of true love never did run smooth", but you should change this to suit your purposes. The revealed quote is the **key**.

I strongly recommend withholding the message until students show you correct answers for tasks 1-3.

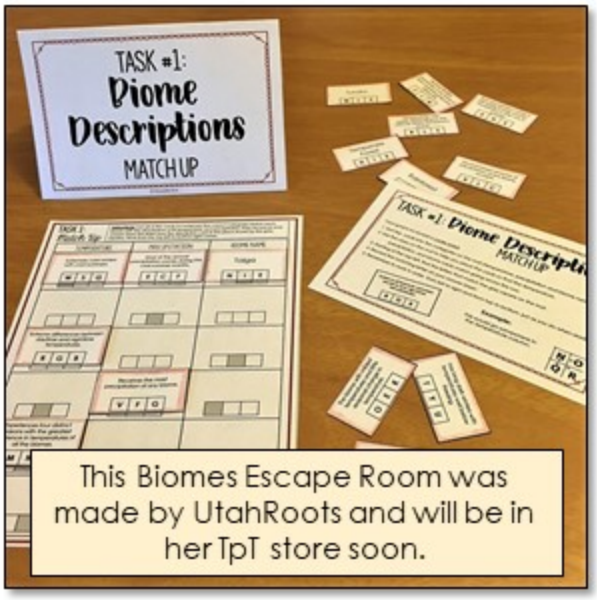
Preparing this Room

For best results, please create a copy of this resource before editing it. This will assure that you can "start from scratch" if you feel you've made a mistake.

1. MATCHING

This is meant to be your easiest task. In this Biome Descriptions example, students match each biome with its precipitation rate and description of temperature. When students correctly place the Clue Cards on the Mat, the shaded boxes reveal a code word. You can choose a code word that is part of your Encrypted Message.

For more variations on the Mat Puzzle, check out pages 29-32 of this resource.



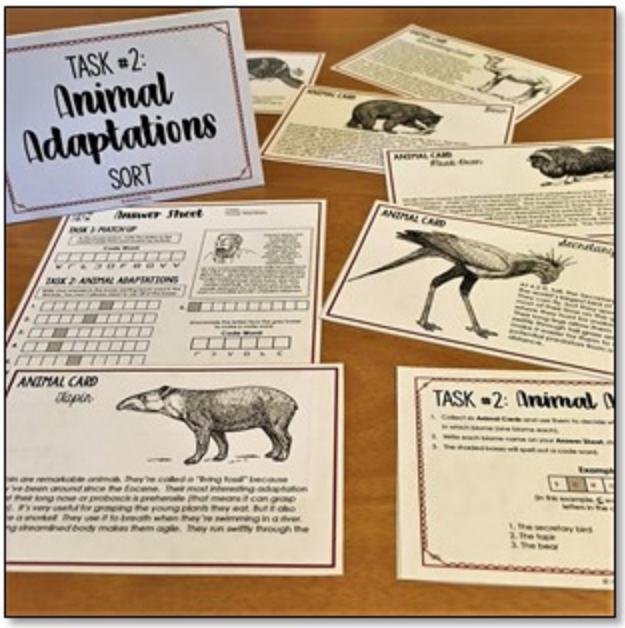
This Biomes Escape Room was made by UtahRoots and will be in her TpT store soon.

Preparing this Room

2. IDENTIFICATION TASK

In this example on Biomes, Task #2 is an inductive task of medium difficulty. Students read each Animal Card and decide for which Biome the animal is best adapted. The outline for this task is very flexible, though, and so you could create whatever puzzle you want. All you need is to create six opportunities for students to demonstrate their understanding of a concept or skill.

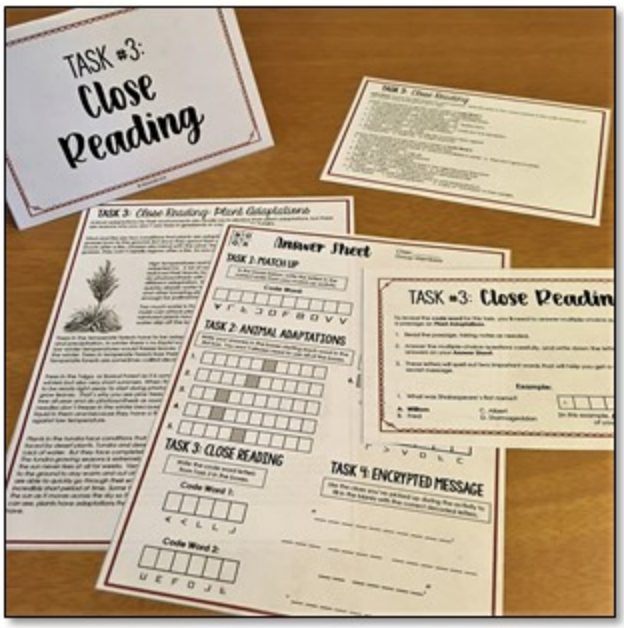
Find more ideas on the Brainstorming Worksheet on pages 6-7.



3. CLOSE READING

Your Close Reading passage will be your most difficult task. Choose any passage that aligns with your content. In the Biomes example, students read about plant adaptations and answer a series of questions.

You can manipulate the letters of possible answers to reveal one or more code words. So, for example, instead of having possible answers of A, B, or C, students will have possible answers of R, I, and T. The correct answers spell out one or more words. This is another great opportunity to have the code words be part of the Encrypted Message.



4. ENCRYPTED MESSAGE

This task requires very little effort on your part, but will be the most fun for students. This is a way to build students' writing skills in math class.

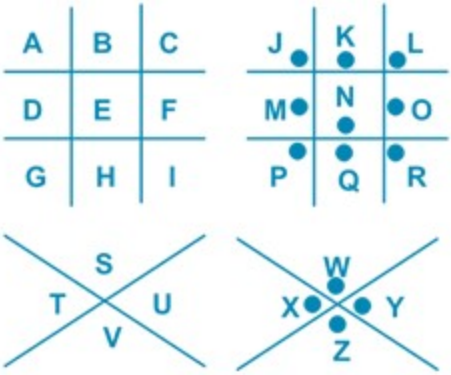
Currently, the quote is "The course of true love never did run smooth" from *A Midsummer Night's Dream*. Choose a quote about your content that you want students to eventually write an analytical paragraph about. Type it out, and then change the font to the **Pigpen Font** you downloaded for free.

After students complete your Escape Room, have them analyze the quote's connection to your unit of study. This is a great homework activity after an Escape Room day OR they can complete this while other groups finish.

In the Biomes example, we used the Edward Abbey quote "Wilderness. The word itself is music."

Solving the Encrypted Message

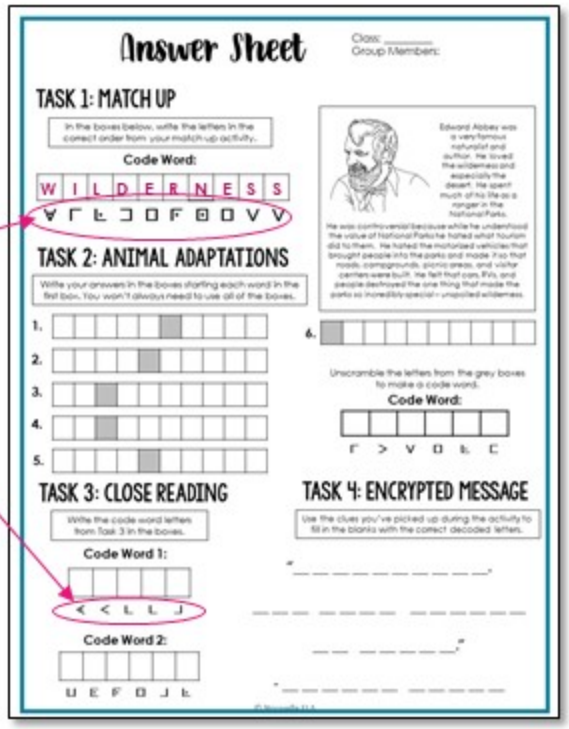
The fourth task is the Encrypted Message. Students will need to gather clues from Tasks 1-3 before they can really solve this puzzle. Here's where they'll find each and every part of the code. They may overlook these, so you can prompt them to go back and make sure they looked at "all the information" even if it didn't seem important at the time.



FINAL CODE

TASKS #1, 2, & 3.

Once students find the answer to each task, they enter them into boxes on the Answer Sheet. Each letter's counterpart in the Pigpen Cipher is given below these boxes.



TASK #2

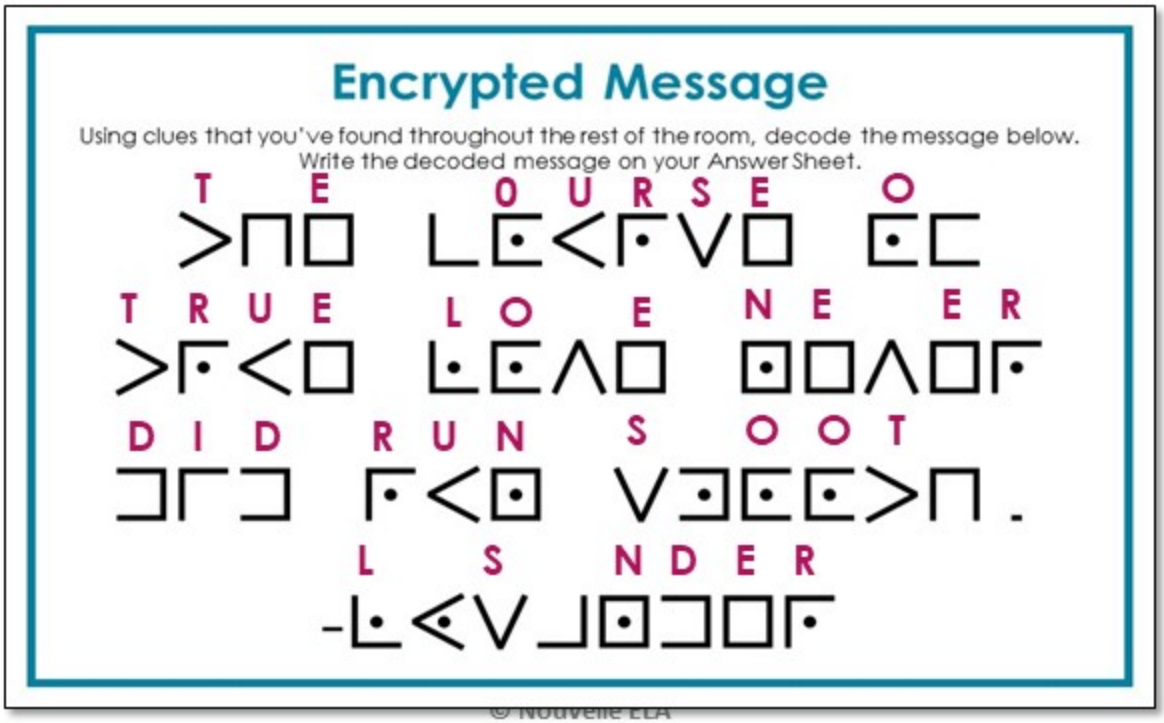
You can add the **STUV** corner of the cipher to one of your clue cards in Task #2. This is done for you on the Clue Cards template.

TASK #3

In the margins of the Close Reading, students will spot four more letters for their code. (**NOQR**)

At this point, they'll be able to fill in the letters shown below. They will have to use deduction to figure out the rest, but you can choose a quote that matches your unit.

The letters provided will depend on your code words. You don't have to give them every letter from the code, but you'll want to give them about 75%. If you give them the empty Pigpen board (version 2 of the Answer Sheet), they'll have an easier time. Students can usually figure out the rest of the cipher board with this information. You may wish to adjust the letters given according to the letter distribution in your message.



Building Your Escape Room

Brainstorming Sheet

TASK 1: SORTING/COMPARING TASK

What are the most important attributes of the subject that students will need to understand?

- ❑ Choose how many categories students will compare.
- ❑ List 3-5 characteristics or ideas in each of these categories.

If you are using the Mat Puzzle for Cause & Effect, see slides 29-32 for more information.

TASK 2: INTERPRETATIVE TASK

What major skill should your students be able to demonstrate in this unit?

- ❑ Choose your major skill – what conclusion should your students be able to draw when given information?

This is an excellent opportunity for word problems as well.

EXAMPLES:

Students identify a plant based on its description.

Students decide the most efficient kind of energy for a certain region.

SIX OPPORTUNITIES TO DEMONSTRATE SKILL

Brainstorming Sheet

TASK 3: CLOSE READING

What new facet of this topic can students explore?

- ❑ Choose your topic for the close reading. You can also use a passage or article that already exists, and simply create questions for it.
- ❑ Choose a **code word** that the correct answers will reveal. This could be a word from your Encrypted Message.
- ❑ Create one question for each letter of your code word.

TASK 4: ENCRYPTED MESSAGE

What short quote presents a theme connected to a scientific concept you've covered?

- ❑ Use something you can ask your students to write in-depth about at a later point
- ❑ Choose something with 10-40 words in order not to overwhelm students. It should fit on four lines.

Escape Room Print Checklist

✓	To Print	Considerations
	Station Titles (pg. 19-22)	1 copy (on cardstock if possible), to be used throughout the day.
	Task Descriptions (pg. 23-24)	3 copies (on cardstock if possible). Place two at each station, and keep a spare copy for yourself in case a card gets damaged. **NOTE:** Make sure you use choose the Task Descriptions to match the type of Close Reading you've made.
	Categorization (Mat Puzzle) (pg. 10)	At least 1 copy per group for every class. **PREP NOTE:** Placing the mat in a sheet protector or laminating it will help protect it throughout the day.
	Clue Co (pg. 11; 12	1 copy per group. It will be easier for you to reset the room between classes if you have a fresh copy of all of the clue cards. Instead of having to sort the …er hiding them, …elp you put the …nize the old one …u cut them out in …est hiding half of
	Close Readi Passag Questi (pg. 15-	…ge students to …akes sense to …t students write
	Encrypted Message (pg. 17)	1 copy per group for every class, on regular paper. Students will need to write on this, most likely, and so you will need to reset the room between classes. **HINT:** Reserve access to the message until students show you the rest of the correct answers. **REDUCED PRINTING:** You can also use sheet protectors and let students write on them with dry erase marker.
	Answer Sheet (pg. 25 OR 26-27)	1 per student. Print Version 2 front & back, and cut in half. **Students should write in pencil**. You may also want to provide one clean copy per group.

Editable Checklist

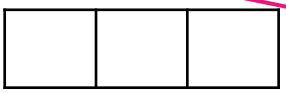
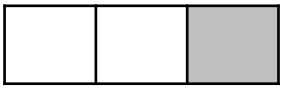
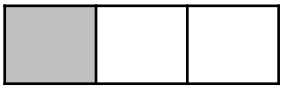
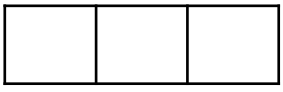
Edit for the puzzles you've made

Reminder:
You'll need to save everything as .pdf before you print. If you don't do this, items may not print correctly.

(Delete this box)

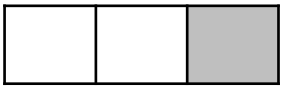
Notes:

Digital Planning Worksheet

TEMPERATURE	PRECIPITATION	BIOME NAME
STEP 1: For a **Categorization Activity,** make one column for each category. **(For a Cause & Effect or Comparison Activity see slides 29-32 for more information)** You can create a second page for more columns and tape them together. You'll also need one row for each of the items. Here, we have six rows because we are studying six biomes.		
		
STEP 2: We decided to put some information on the Mat to guide students in placing the cards. This is a good way to make sure students get all of the information on the correct rows.		
		
STEP 3: Choose your code word. If you have students decode a message, this could be one of the words they'll need. In our example Escape Room, the code word was "wilderness", which was in the final Edward Abbey quote.		
		
STEP 4: Write your code word with one or two letters per card. "Shade" those boxes under the **Design Tab** in PPT. Fill in the rest of the letters with distractors. We left the boxes of some of the squares blank, particularly for the pre-filled information. **See slides 35-37 for more information on how to do this.**		
		
Experiences four distinct seasons with the greatest difference in temperatures of all the biomes.		
		
STEP 4: Shade the appropriate boxes on your **Mat**. Copy the boxes with letters to the appropriate card on your **Clue Cards** page. Turn the shading back to white. (You can also just type in the letters by hand on the correct cards)		
		Grassland 

TASK 1:
Match Up

Instructions: Sort all of the cards (15 total) into the correct categories Match each biome with the descriptions of its temperature and precipitation. Then record on your answer sheet the letter from the description card in the place shown by the grey squares. Work from the top left to bottom right corner.

TEMPERATURE	PRECIPITATION	BIOME NAME
	Most of the annual precipitation comes during the cool summer months. 	
		
Extreme differences between daytime and nighttime temperatures. 		
	Receives the most precipitation of any biome. 	
Experiences four distinct seasons with the greatest difference in temperatures of all the biomes. 		
		Grassland 

Clue Cards

Copy each piece of information into the appropriate text box and the correct clue letters into the three-box for each card.

(Delete this box)

Extreme differences between	Temperate	
pre		of
Has long dark winters with temperatures well below freezing. **T Y U**	Desert **S D F**	30-60 inches of precipitation per year distributed equally across seasons. **V D B**
Taiga **N I E**	The biome with mildest temperatures and little seasonal change in temperature. **O E K**	Temperatures vary widely depending on the latitude where this biome is found. **R L S**
Second lowest amounts of precipitation of any biome on Earth. **X L C**	Receives the most precipitation of any biome. **V F G**	Most precipitation comes in late spring or early summer. Precipitation is often low in summer. **S A E**
Tundra **W L S**	Rainforest **R Q K**	Grassland **M R T**

1

2

3

4

5

6

(Move this image to somewhere that works with your cards, but make sure it stays in this task.)
(Delete this box.)

Hide these cards in your classroom, or leave them at the station. Leave enough copies for each group to grab one.

Hide these cards in your classroom, or leave them at the station. Leave enough copies for each group to grab one.

3

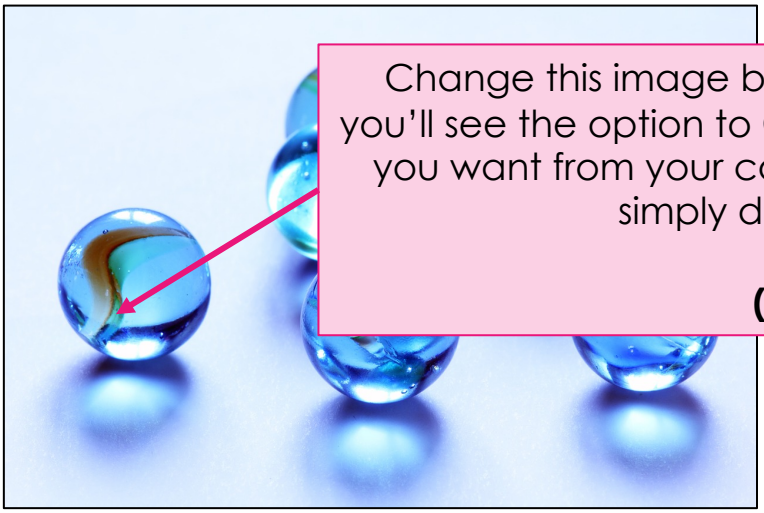
6

Task #2

These six clue cards can have any information that you want. The idea here is to create six opportunities for students to use a skill or newfound understanding of a concept. Students will be given certain information they can use to review a concept from your unit. You can make these word problems or short texts/descriptions from which students can infer information.

The result will need to be a word in order for this particular puzzle to work. You can use small, medium, or large cards. Simply delete the slides you don't want.

(Delete this box)

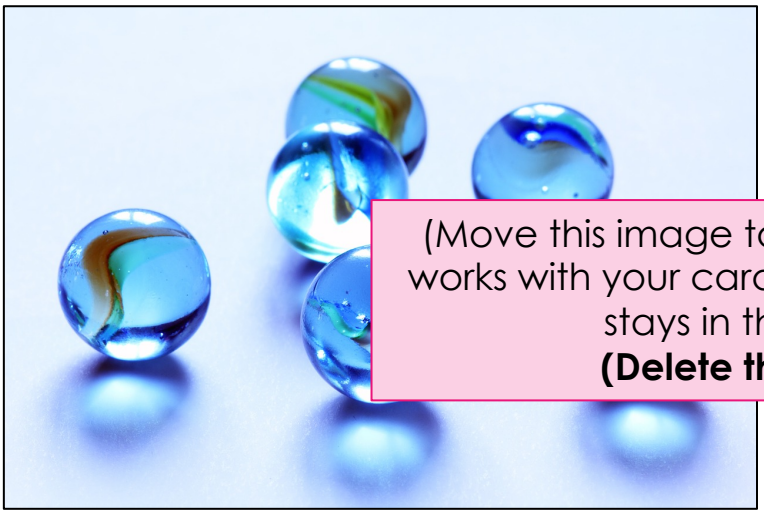


Change this image by selecting it. In the **Picture Tools** tab, you'll see the option to **Change Image**. Navigate to the image you want from your computer. If you don't want an image, simply delete this from the card.

(Delete this box.)

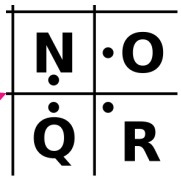
(Move this image to somewhere that works with your cards, but make sure it stays in this task.)

(Delete this box.)



(Move this image to somewhere that works with your cards, but make sure it stays in this task.)
(Delete this box.)

TASK 3 Close Reading



(Move this image to somewhere that works with your Close Read, but make sure it stays on the page.)

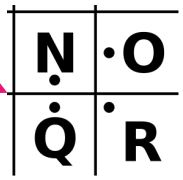
(Delete this box.)

Task 3: Close Reading

Instructions: Choose the right answer for each question. Write the letter of the correct answer in the code word boxes on your answer sheet working from left to right.

(Move this image to somewhere that works with your Close Read, but make sure it stays on the page.)

(Delete this box.)



Task 3: Close Reading

Instructions: Choose the right answer for each question. Write the letter of the correct answer in the code word boxes on your answer sheet working from left to right.

Encrypted Message

Using clues that you've found throughout the rest of the room, decode the message below. Write the decoded message on your Answer Sheet.

T D

If you have already installed the Pigpen Cipher Font, this will display in symbols.

Replace this quote with something related to your content/concept.

After the game, students will be able to write about the message they've decoded for a cross-curricular literacy opportunity.

(Delete this box.)

Encrypted Message

Using clues that you've found throughout the rest of the room, decode the message below. Write the decoded message on your Answer Sheet.

THE COURSE OF TRUE LOVE NEVER DID

RUN SMOOTH.

-LYSANDER

Task Cards & Station Titles

Task #1:

Biome Match-Up

Task #2:

Animal Adaptation

Task #3:

Close Reading

Task #4:

Encrypted Message

Task #1: Description Match-Up

Your goal is to reveal a code word.

1. Sort the cards into the categories on the mat (temperature, precipitation and biome name).
2. Use the clues on the mat to help you place the cards so that the temperature, precipitation, and biome cards match going across the row.
3. Starting at the top left, find the letters that match the grey square on the mat.
4. Record the matching letter on your answer sheet.
5. Remember to work in order from left to right and from top to bottom, just as you do when reading.

Hint: Be on the lookout for anything "out of place" or anything that may not make sense to you now. In an Escape Room, these are often clues that you'll need later!

Task #2: Animal Adaptations

1. Collect six **Animal Cards** and use them to decide which animal are best adapted for life in which
2. Write ea
3. The shad

Edit these instructions to encompass the Comparative Task you've created.

(Delete this box.)

Example:

S	C	H	O	O	L

(In this example, **C** would be one of the letters in the code word.)

1. The secretary bird
2. The tapir
3. The bear
4. The camel
5. The beaver
6. The musk ox

Task #3: Close Reading

To reveal the **code word** for this task, you'll need to answer multiple-choice questions about a passage on **Plant Adaptations**.

1. Read the po
2. Answer the ct answers on
3. These letters will spell out two important words that will help you get a clue for your secret message.

Edit these instructions to fit your game.

(Delete this box.)

Example:

1. What was Shakespeare's first name?

A. William
B. Fred
C. Albert
D. Stormageddon

A							

(In this example, **A** would be the first letter of your code word.)

Task #4: Encrypted Message

To reveal the message for this task, you'll need to look for pieces of the code throughout the rest of the game. The message is written in code, so you will need to find some of the letters. You can then reason out the rest of the letters on your Answer Sheet.

Example:

L = L

Class: ________

Editable Answer Sheet Version 1

Edit for the puzzles you've made

*For Editing Tips, check pg. 22-23

*You'll want to edit the Pigpen Cipher below each code word to match what yours is.

Reminder:
You'll need to save everything as .pdf before you print. If you don't do this, items may not print correctly.

(Delete this box)

task 1:

In the box... correct or...

w l l

...ard Abbey was ...very famous ...aturalist and ...hor. He loved ...wilderness and ...pecially the ...ert. He spent ...n of his life as a ...anger in the ...ational Parks. ...ile he understood ...ted what tourism ...zed vehicles that ...d made it so that ...eas, and visitor ...cars, RVs, and ...that made the ...oiled wilderness.

TASK 2:

Write your answ... first box. You w...

1.

2.

3.

4.

5.

Unscramble the letters from the grey boxes to make a code word.

Code Word:

I T S E I F

TASK 3: CLOSE READING

Write the code word letters from Task 3 in the boxes.

Code Word 1:

Y U C C A

Code Word 2:

B O R E A L

TASK 4: encrypted message

Use the clues you've picked up during the activity to fill in the blanks with the correct decoded letters.

"__ __ __ __ __ __ __ __ __ __.

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __

__ __ __ __ __ __ __ __."

- __ __ __ __ __ __ __ __ __ __ __ __ __

ESCAPE ROOM Answer

Class: _____
Group Members:

task 1: Match

In the boxes b
correct order

Co

w l l

Unscrambl
t

l

TASK 2: Animal

• Write your answers in the boxes starting each
ways need to
.

Editable Answer Sheet Version 2

Edit for the puzzles you've made

*For Editing Tips, check pg. 35-37

*When you've finished editing the top half, simply select everything (CTRL+A). Copy and paste (CTRL+C, CTRL+V) it to the bottom half of this page. This will give you a front-back Answer Sheet with page 27.)

Reminder:
You'll need to save everything as .pdf before you print. If you don't do this, items may not print correctly.

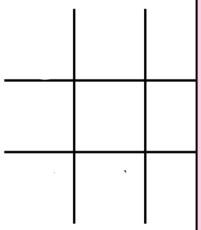
(Delete this box)

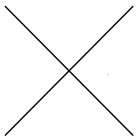
TASK 3: Close Reading

Write the code word letters from Task 3 in the boxes.

Code Word

Y	U				





TASK 4: Encrypted Message

SECRET MESSAGE:

*When you've finished editing the top half, simply select everything (CTRL+A). Copy and paste (CTRL+C, CTRL+V) it to the bottom half of this page. This will give you a front-back Answer Sheet with page 26.)

Reminder:
You'll need to save everything as .pdf before you print. If you don't do this, items may not print correctly.

(Delete this box)

Congratulations! You have all four keys!

Oops Cards

These are an optional addition to your Escape Room. If you have a student who is clearly carrying the group, you can drop an "Oops!" card in front of them. They'll be in a sort of "penalty box" for a few minutes and won't be able to help their group. In an Escape Room, a three-minute delay can feel like a lifetime, so the other group members will be forced to step up or risk a loss.

These cards are a great chance to tie in the theme of your room. Even though mine always have the same basic mechanic (a short delay), I call them something different for *Romeo & Juliet* vs. *Lord of the Flies*.

Some teachers also want the option to tap a student out of the rest of the game, generally if the student has already shown mastery of the material. Just make sure you know where your students will go when this happens and what they'll do (read a book, etc.)

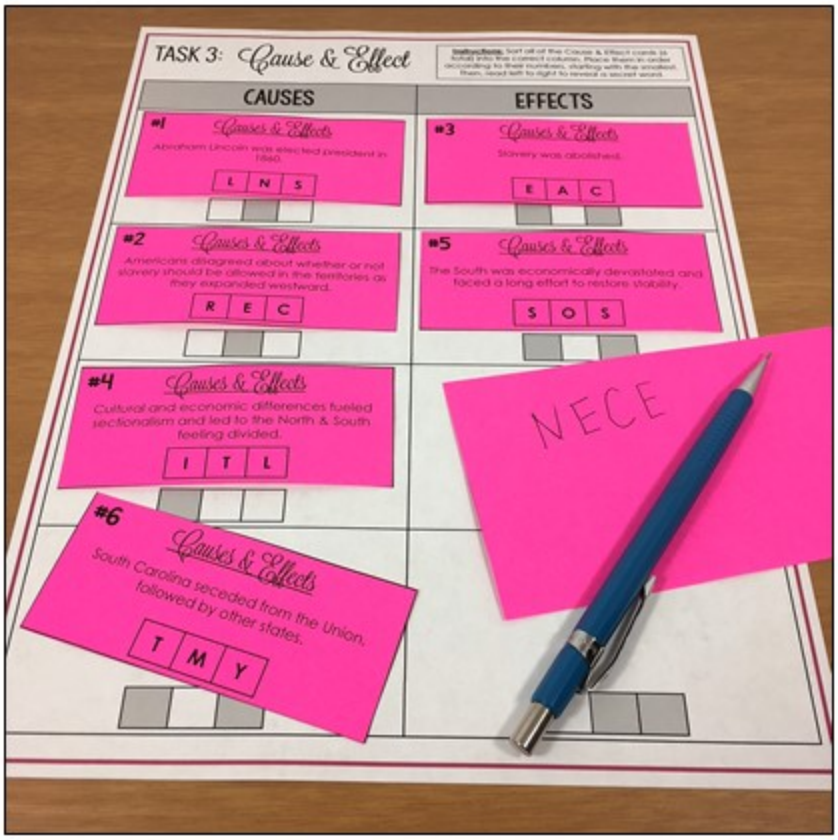
(Delete this box)

Oh no!

A Storm!

You've been caught in a storm and must take shelter. For the next five minutes you must
sit out the game and your team members must go on without you

Mat Puzzle



A **Mat Puzzle** begins with a mat at the task station, and students must collect and sort cards. When they do this correctly, a series of shaded boxes reveal a code word.

In this example, the mat has two categories: Cause & Effect. Students collect six cards, and they aren't sure how many causes and effects they have total. In the end, they figure out they have four causes and two effects.

They put the cards in order from top to bottom. For example, the causes are **1**, **2**, **4**, and **6** while the effects are **3** and **5**.

Next, they look at how the letters on the cards line up with the shaded boxes on the mat. Reading from left to right and top to bottom, they reveal a code word.

In this example, I also shaded boxes in the two Causes Boxes that don't have cards in them. This is simply to keep them from knowing how many of each there are.

Adaptations

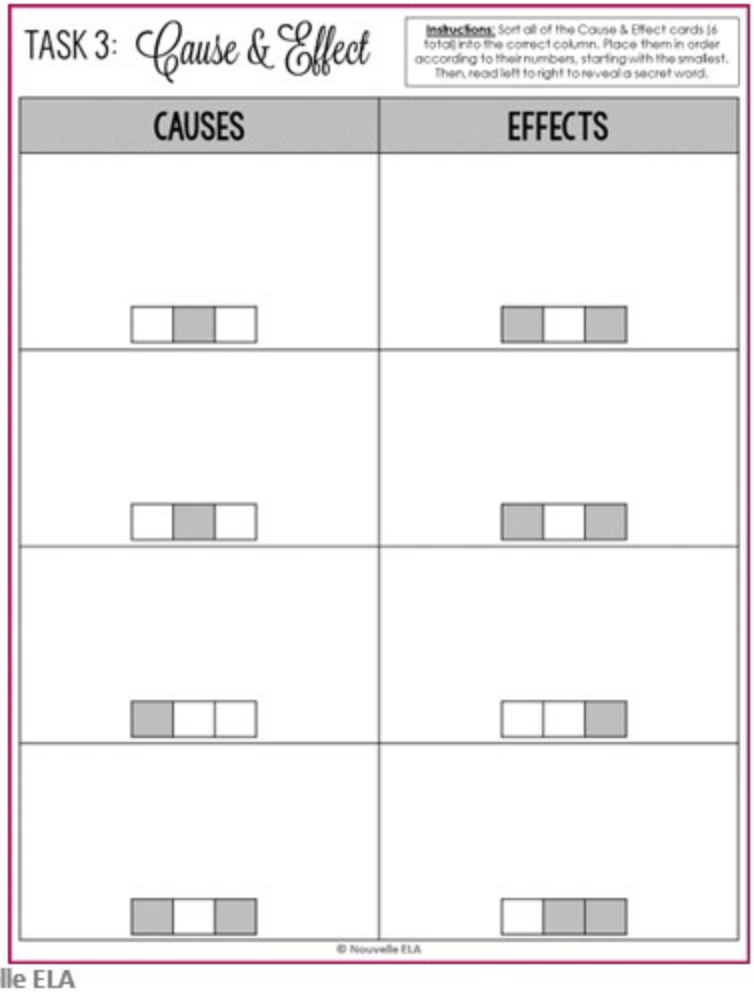
You could make infinite adaptations on the Mat Puzzle, but let's stick to two categories for now. Here are some examples for other subjects besides Social Studies:

Acids vs. Bases
(maybe a pH test is part of the Escape Room)

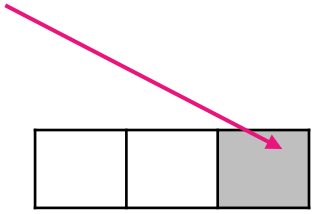
Capulets vs. Montagues
(based on character descriptions)

Positive vs. Negative numbers
(students solve equations)

Regular vs. Irregular verbs
(based on conjugation)



Digital Planning Worksheet

Causes	Effects
STEP 1: Make your list of causes and effects for whatever content you're working with. You should have six total, but this can be divided however you want.	
Abraham Lincoln was elected president in 1860. 	Slavery was abolished. 
STEP 2: Choose your code word. If you have students decode a message, this could be one of the words they'll need. I chose "necessity" because I will have students work with a Grant quote including this word in Task #4.	
Americans disagreed about whether or not slavery should be allowed in the territories as they expanded westward. 	The South was economically devastated and faced a long effort to restore stability. 
STEP 3: Write your code word with one or two letters per card. "Shade" those boxes under the **Design Tab** in PPT. Fill in the rest of the letters with distractors. Make sure to shade some boxes in your extra causes/effects spaces so that students don't know how many of each they need.	
Cultural and economic differences fueled sectionalism and led to the North & South feeling divided. 	
STEP 4: Shade the appropriate boxes on your **Mat**. Copy the boxes with letters to the appropriate card on your **Clue Cards** page. Turn the shading back to white. (You can also just type in the letters by hand on the correct cards) Remember that you can assign any numbers to your clues as long as they end up in order on the mat. (for instance, my causes are **1 – 2 – 4 – 6** and my effects are **3 – 5**)	
South Carolina seceded from the Union, followed by other states. 	

TASK 3: Cause & [illegible]

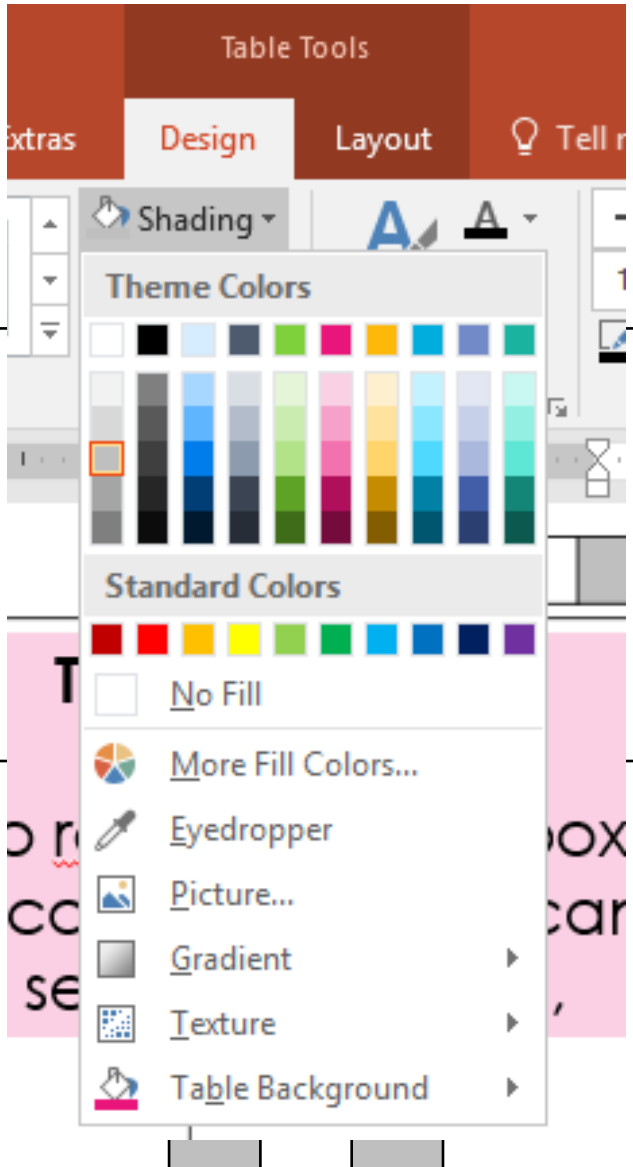
Instructions: Sort all of the Cause & Effect cards (6 total) into the correct column. Place them in order according to their numbers, starting with the smallest. Then, read left to right to reveal a secret word.

Causes	Effects

Task Mat

You'll need to reshade these boxes to match your code word. You can do this by selecting the cell, going to **Table Tools → Design → Shading**.

(Delete this box & image)



#1 Causes & Effects

Abraham Lincoln was elected president in

#2

Amer
slaver

nd

#3

E | A | C

#4 Causes & Effects

Cultural and economic differences fueled

followed by other states.

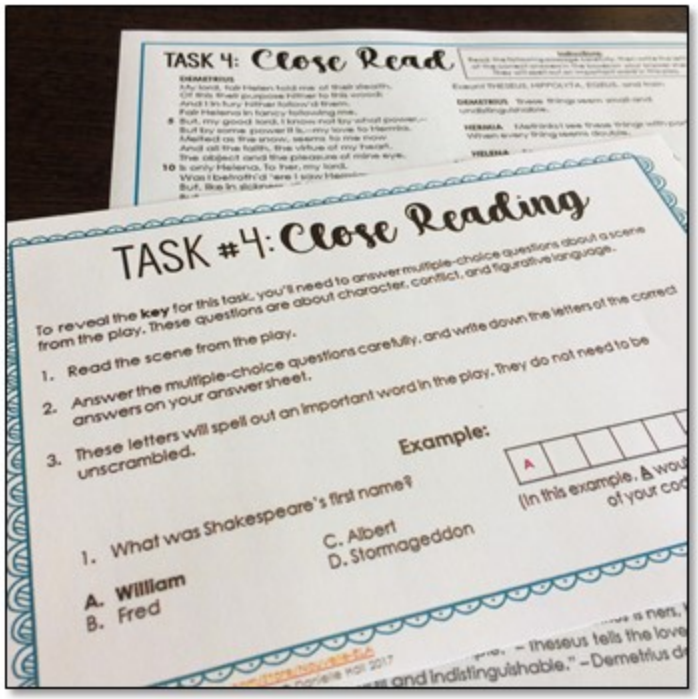
T | M | Y

Clue Cards

Copy each cause & effect into the appropriate text box and the correct clue letters into the three-box for each card. When you're finished, copy everything **(Ctrl+A)** and create a second set of Clue Cards on this page. That way, you'll save paper in printing.

(Delete this box)

Using a Close Reading
with Multiple-Choice



You can create a Close Reading based on any article you find or you can write your own.

This takes a lot of work on your part, but it's extremely worthwhile for providing students with a test-prep opportunity specifically catered to your curriculum.

Pull a passage from an article or your text and create multiple-choice questions about it. Instead of having the choices be A, B, C, or D, make them any letters you want. The correct answers should spell out a word.

In my ***Romeo & Juliet* Escape Room**, students read part of the Balcony Scene. My questions are about character, conflict, theme, and figurative language. The correct answers spell out **MARRIAGE**. I've included this below so that you can see it.

You can choose any code word you want, as long as you change the boxes on the Answer Sheet to fit your answer length.

Other Adaptations

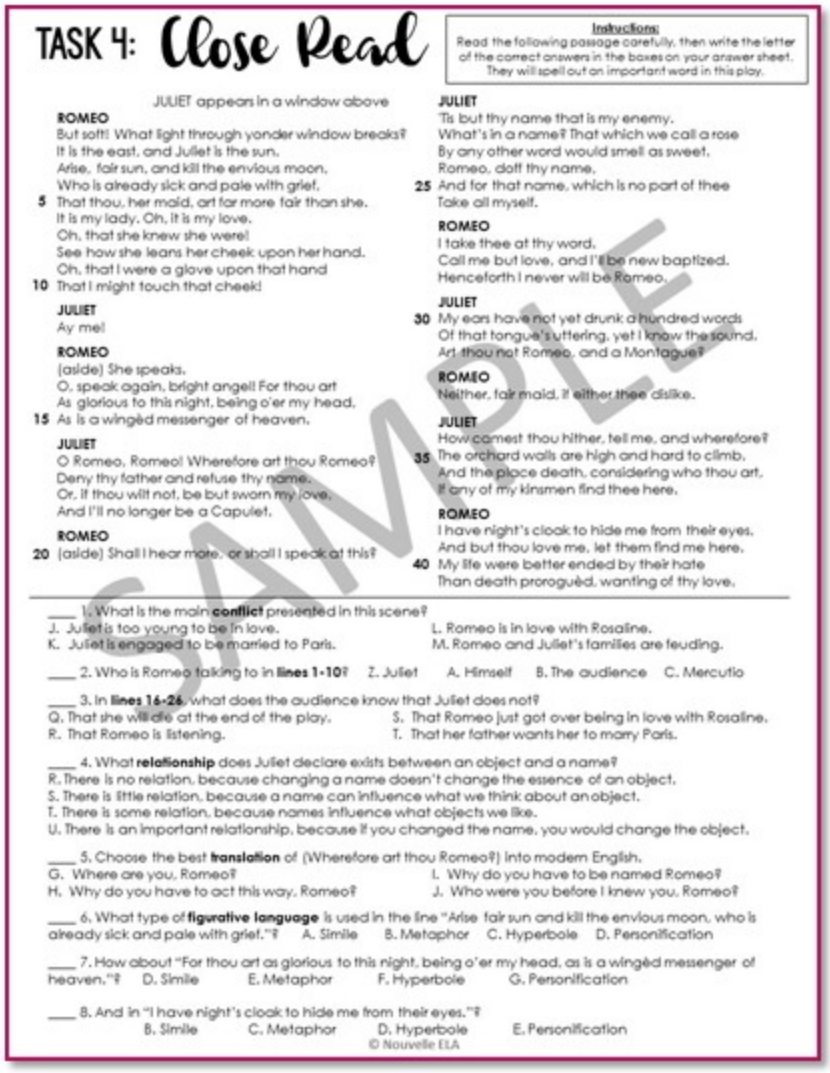
You could also create a Close Reading Passage for which your multiple-choice questions have *numbered* answers instead of lettered ones. If you created six questions, you'd have six numbers and could have your students discover a combination for a lock.

Example:

A. What is Shakespeare's first name?

3. William	7. Albert
2. Fred	8. Stormageddon

In this example, "3" would be the first number of the combination.


TASK 4: Close Read

Instructions:
Read the following passage carefully, then write the letter of the correct answers in the boxes on your answer sheet. They will spell out an important word in this play.

JULIET appears in a window above

ROMEO
But soft! What light through yonder window breaks?
It is the east, and Juliet is the sun.
Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief,
That thou, her maid, art far more fair than she.
It is my lady. Oh, it is my love.
Oh, that she knew she were!
See how she leans her cheek upon her hand.
Oh, that I were a glove upon that hand
That I might touch that cheek!

JULIET
Ay me!

ROMEO
(aside) She speaks.
O, speak again, bright angel! For thou art
As glorious to this night, being o'er my head,
As is a winged messenger of heaven.

JULIET
O Romeo, Romeo! Wherefore art thou Romeo?
Deny thy father and refuse thy name.
Or, if thou will not, be but sworn my love,
And I'll no longer be a Capulet.

ROMEO
(aside) Shall I hear more, or shall I speak at this?

JULIET
'Tis but thy name that is my enemy.
What's in a name? That which we call a rose
By any other word would smell as sweet.
Romeo, doff thy name,
And for that name, which is no part of thee
Take all myself.

ROMEO
I take thee at thy word.
Call me but love, and I'll be new baptized.
Henceforth I never will be Romeo.

JULIET
My ears have not yet drunk a hundred words
Of that tongue's uttering, yet I know the sound.
Art thou not Romeo, and a Montague?

ROMEO
Neither, fair maid, if either thee dislike.

JULIET
How camest thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb,
And the place death, considering who thou art,
If any of my kinsmen find thee here.

ROMEO
I have night's cloak to hide me from their eyes,
And but thou love me, let them find me here.
My life were better ended by their hate
Than death proroguèd, wanting of thy love.

SAMPLE

___ 1. What is the main **conflict** presented in this scene?
J. Juliet is too young to be in love.
K. Juliet is engaged to be married to Paris.
L. Romeo is in love with Rosaline.
M. Romeo and Juliet's families are feuding.

___ 2. Who is Romeo talking to in **lines 1-10**? Z. Juliet A. Himself B. The audience C. Mercutio

___ 3. In **lines 16-26**, what does the audience know that Juliet does not?
Q. That she will die at the end of the play.
R. That Romeo is listening.
S. That Romeo just got over being in love with Rosaline.
T. That her father wants her to marry Paris.

___ 4. What **relationship** does Juliet declare exists between an object and a name?
R. There is no relation, because changing a name doesn't change the essence of an object.
S. There is little relation, because a name can influence what we think about an object.
T. There is some relation, because names influence what objects we like.
U. There is an important relationship, because if you changed the name, you would change the object.

___ 5. Choose the best **translation** of (Wherefore art thou Romeo?) into modern English.
G. Where are you, Romeo?
H. Why do you have to act this way, Romeo?
I. Why do you have to be named Romeo?
J. Who were you before I knew you, Romeo?

___ 6. What type of **figurative language** is used in the line "Arise fair sun and kill the envious moon, who is already sick and pale with grief."? A. Simile B. Metaphor C. Hyperbole D. Personification

___ 7. How about "For thou art as glorious to this night, being o'er my head, as is a winged messenger of heaven."? D. Simile E. Metaphor F. Hyperbole G. Personification

___ 8. And in "I have night's cloak to hide me from their eyes."?
B. Simile C. Metaphor D. Hyperbole E. Personification

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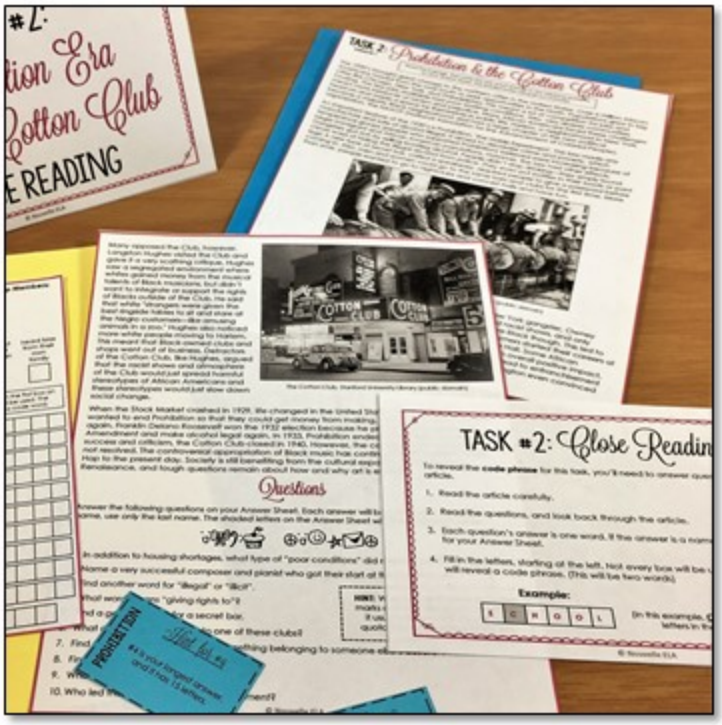
Using a Close Reading with a Crossword



You can create a Close Reading based on any article you find or you can write your own.

Instead of multiple-choice questions, you can do comprehension questions with one-word answers. I planned mine out so that one shaded box in each answer spelled out two words. These two words were part of my Encrypted Message in Task #4. You could also choose a word that's "on theme" for the era you're introducing.

Questions

Answer the following questions on your Answer Sheet. Each answer will be one word. If the answer is a name, use only the last name. The shaded letters on the Answer Sheet will reveal a secret phrase.

1. In addition to housing shortages, what type of "poor conditions" did migrants face?
2. Name a very successful composer and pianist who got their start at the Cotton Club.
3. Find another word for "illegal" or "illicit".
4. What word means "giving rights to"?
5. Find a general name for a secret bar.
6. What did you need to get into one of these clubs?
7. Find a word that means "taking something belonging to someone else's culture".
8. Find a synonym in the text for "supporter".
9. Who owned the Cotton Club?
10. Who led the repeal of the 18th Amendment?

ANSWER SHEET

Group Members:

Fill out this sheet in PENCIL!

ANSWERS

TASK 1: Journal Entry Sort

Which person...

was motivated by their health	found protection in a church community	saved money for a house	learned about business and money from an early age	heard bias from their own family
1	5	4	2	3

TASK 2: Close Read

Fill in each answer starting in the first box on the left. Not every box will be used. The shaded letters will reveal a code word.

1.	W	O	R	K	I	N	G							
2.	E	L	L	I	N	G	T	O	N					
3.	B	O	O	T	L	E	G							
4.	E	N	F	R	A	N	C	H	I	S	E	M	E	N	T
5.	S	P	E	A	K	E	A	S	Y					
6.	P	A	S	S	W	O	R	D						
7.	A	P	P	R	O	P	R	I	A	T	I	O	N	
8.	P	R	O	P	O	N	E	N	T					
9.	M	A	D	D	E	N								
10.	R	O	O	S	E	V	E	L	T					

CODE WORDS: W I T H S W O R D S

Getting Your Puzzle to Work

The toughest part of this option can also be the most fun. Once you're finished finding or writing your text, write 10-15 questions. Each question should have a one-word answer and you should have a range of easy, medium, and difficult questions.

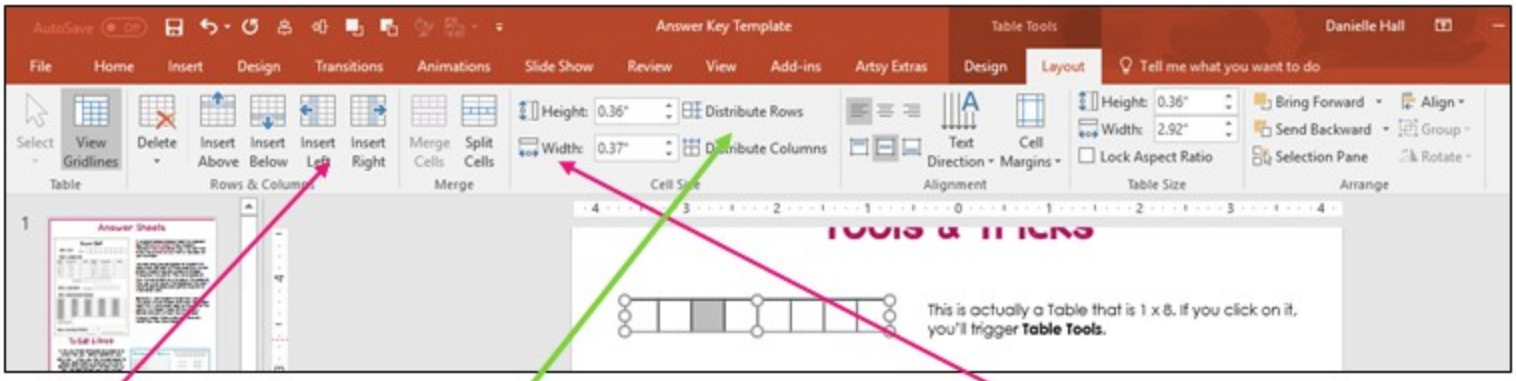
Now, choose two or three possible code words students could reveal. Try for 8-10 letter answers, since this will be how many comprehension questions you'll need. (Hint: you can adapt this to suit the reading level of your students)

Once you have this finished, write your code word(s) vertically on scratch paper (in pencil!). Starting with less-frequent letters, try to assign one answer to each letter. Play around with this until you're able to find a combination of questions (from your 15) that yields one of your potential code words. ;)

This is challenging; I know. But you can do it! You're a rockstar! If you're at your wits' end, email me at nouvelle.ela@gmail.com. Send me your answers and your potential code words and I'll help you out.

More PowerPoint Tools & Tricks

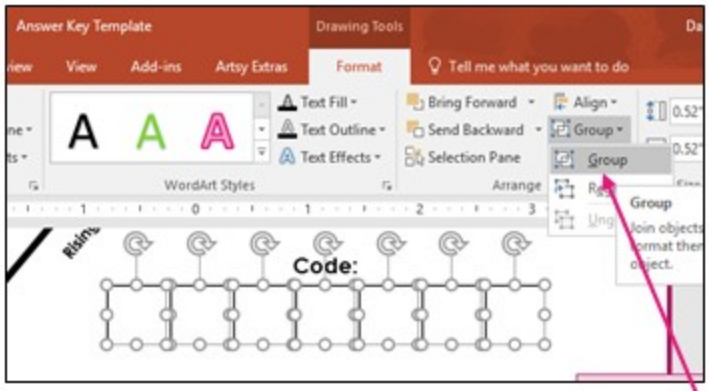
This is actually a Table that is 1 x 8. If you click on it, you'll trigger **Table Tools**.



To create more boxes in this table (for example, if you need a longer code word), simply **Insert Left** or **Insert Right**. You can stretch out the boxes manually or adjust the **Table Size (Cell Width)**.

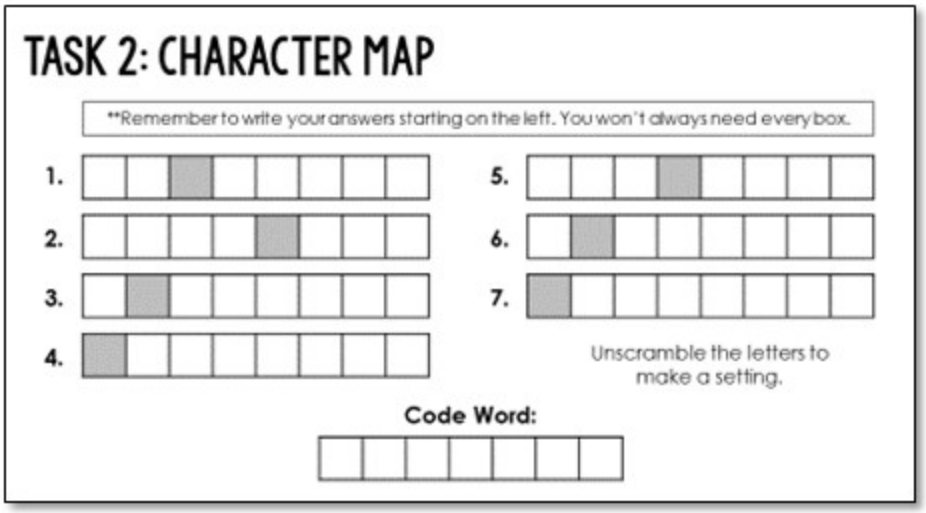
A great tool is **Distribute Rows/Columns**. If you've been working for a while and your table is looking wonky and you want all of your cells, columns, or rows to go back to the same dimensions, simply select your target cells and hit **Distribute**. Voila! They're the same size now. ☺

Grouping is also an important tool. If you want to create a unit and move it around, you'll want to group it to make it easier. First, select all of the objects you want to group. Hold down CTRL while you're clicking to select multiple objects.

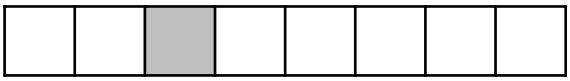


Once you select all of the objects, select **Group** and you'll be able to move them as one. You can also **Ungroup** them later. This is a great tool for being able to move a larger quantity of objects together without having to select them all every time you want to move them.

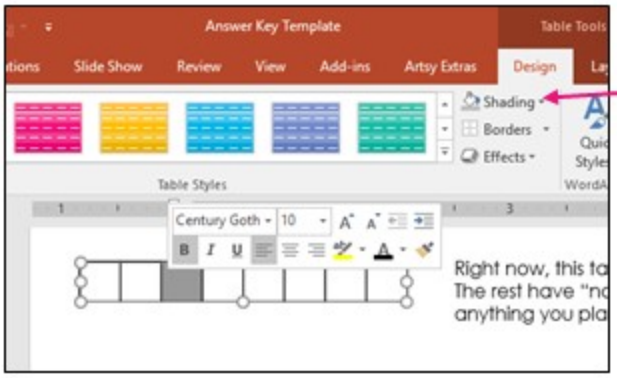
This is also great for drawing objects in PowerPoint. I don't do this very much, but the Plot Diagram (for example) started its life as a series of lines in PowerPoint that I simply grouped together.



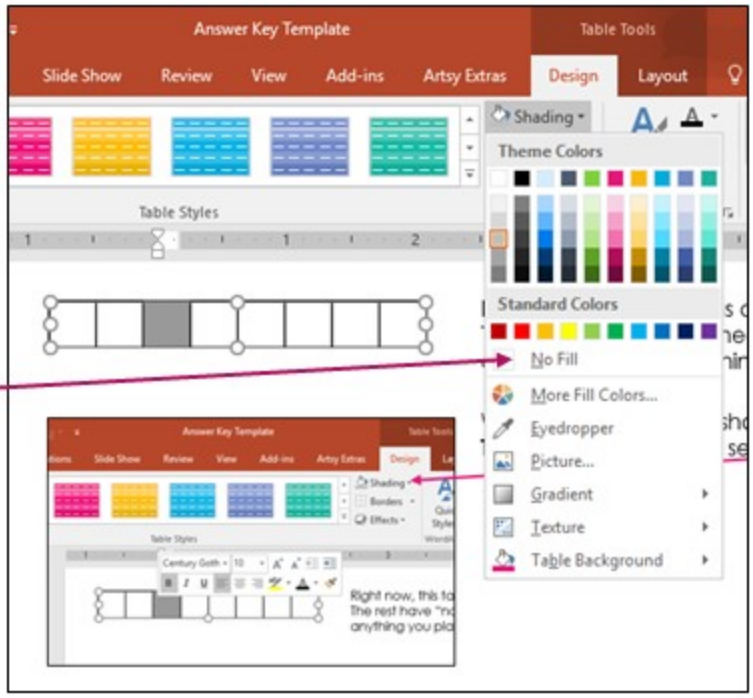
You'll also want to be able to control a table's **Shading.** Shading is a way to give students important visual clues. For example, if they need to find ten answers and then unscramble ten letters from those answers to make a code word, you'll need shading.



Right now, this table has one cell that has shading. The rest have "no fill", meaning you'll be able to see anything you place behind it.

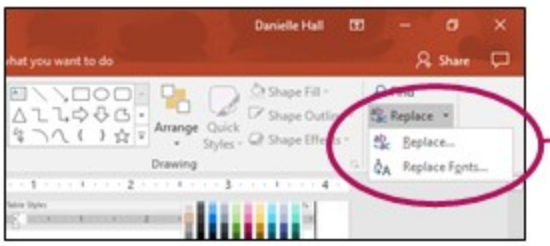


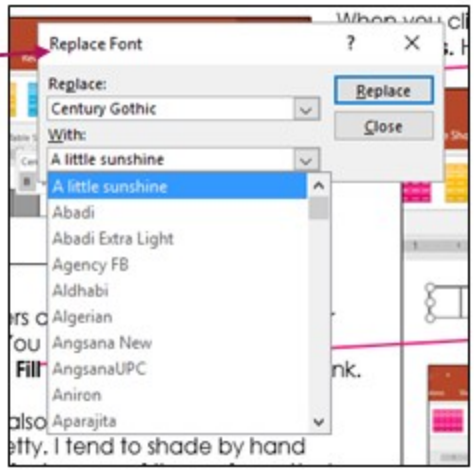
When you click on the shaded cell, PPT will pull up **Table Tools.** Here, you'll select **Shading.**



This triggers a dropdown of your full color palette. You can shade accordingly OR select **No Fill** or white for it to appear blank.

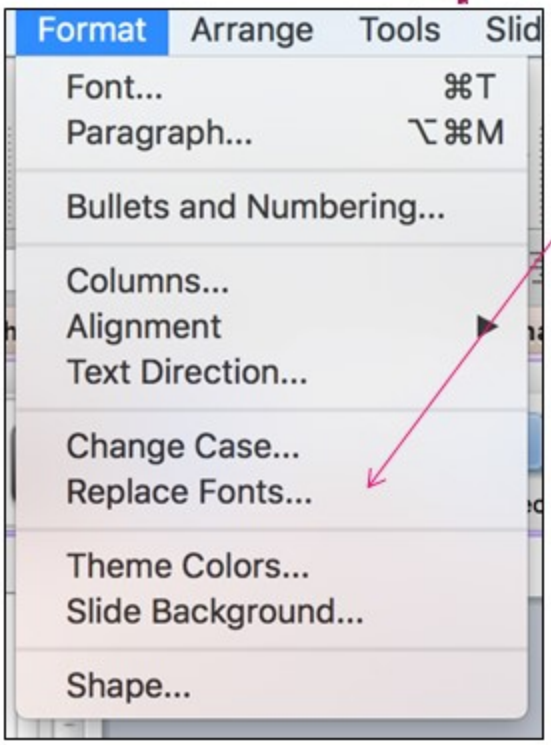
You can also use shading to make your tables pretty. I tend to shade by hand instead of using any of the preformatted tables, but this is completely up to you. ☺



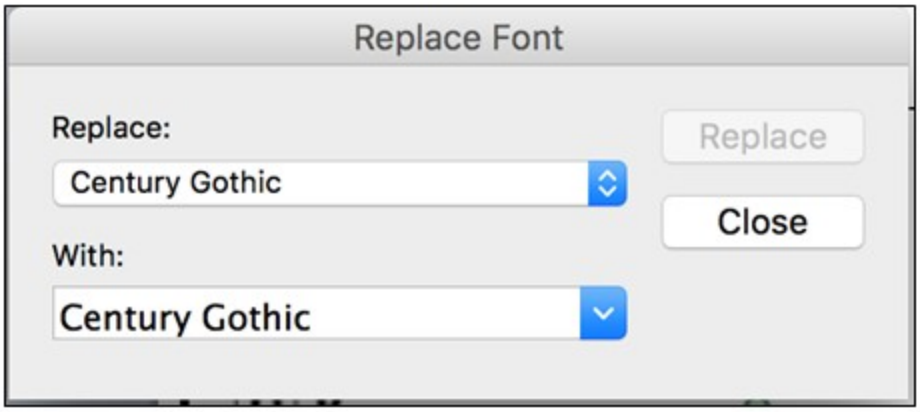


You can also replace the fonts in these templates. I use pretty fonts at home, but I knew that this would make the templates appear bizarre since you don't have the same fonts installed. You can select any text box and change its font (or select multiple text boxes with **CTRL + click**), or you can **Replace Fonts** with any font on your computer.

Tips for Mac Users

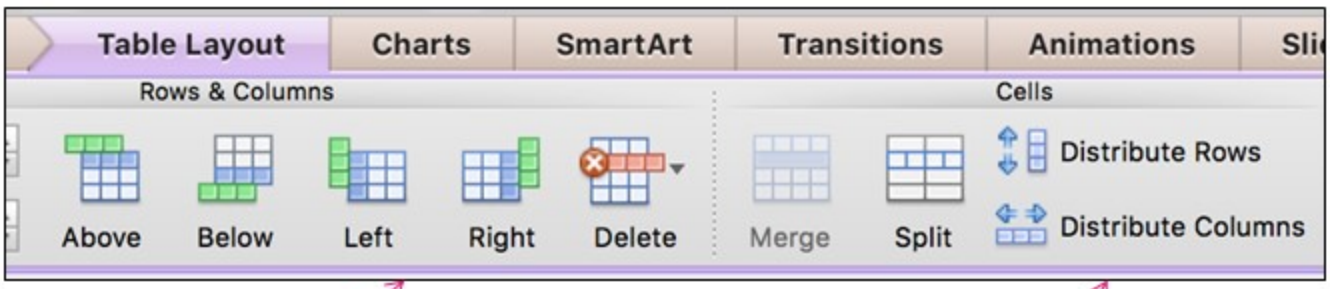


If you want to replace the font everywhere that it appears, look at the toolbar at the top of the screen and click on "Format" and then on "Replace Fonts" Then the popup window shown below will appear.



If you click on a table on a page, this tool bar will appear. From here you can change the fill color in cells. Select the cell(s) you want to fill and then click here to get the color selection tool.

If you click on "table layout" again, this toolbar will appear.



With this tool bar, you can add or delete a column or a row.

Or click here to make the cells of a row or a column equal size.

This product is a part of my **Escape Rooms Template Kit**. The whole kit includes:

*Ideas and resources for planning a variety of games for ANY CONTENT AREA
*Templates for even more layouts, puzzles, and moving parts
*A complete guide to editing in PowerPoint
*A license for Commercial Use

You can easily upgrade to the whole bundle!

*Buy the **Escape Rooms Template Kit**

*Email me with both order numbers (your Starter Room purchase # and your Template Kit purchase #)

*I will have TpT refund you for the Starter Room, so that you don't "pay for it twice".

Please let me know if you have any questions at **nouvelle.ela@gmail.com**

Best,

Danielle @ Nouvelle ELA

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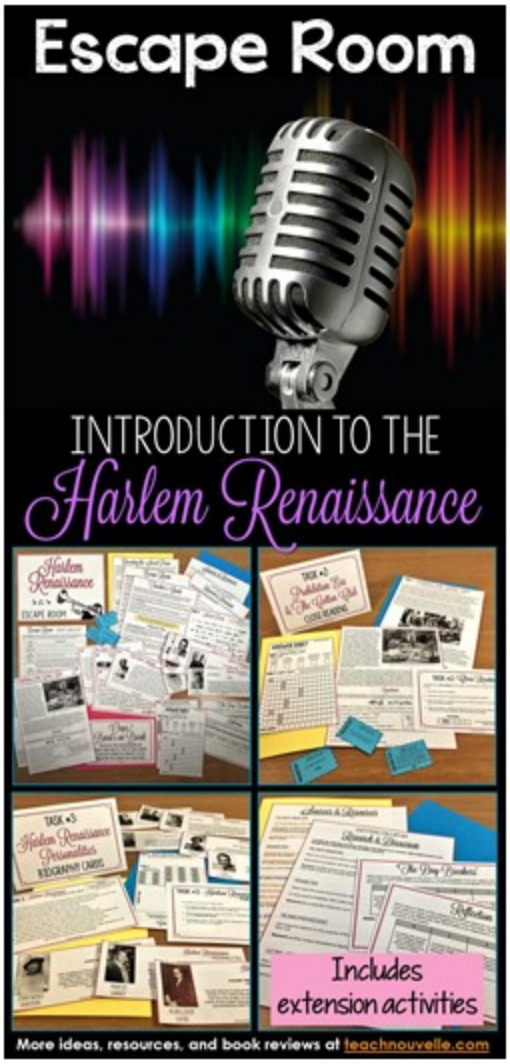

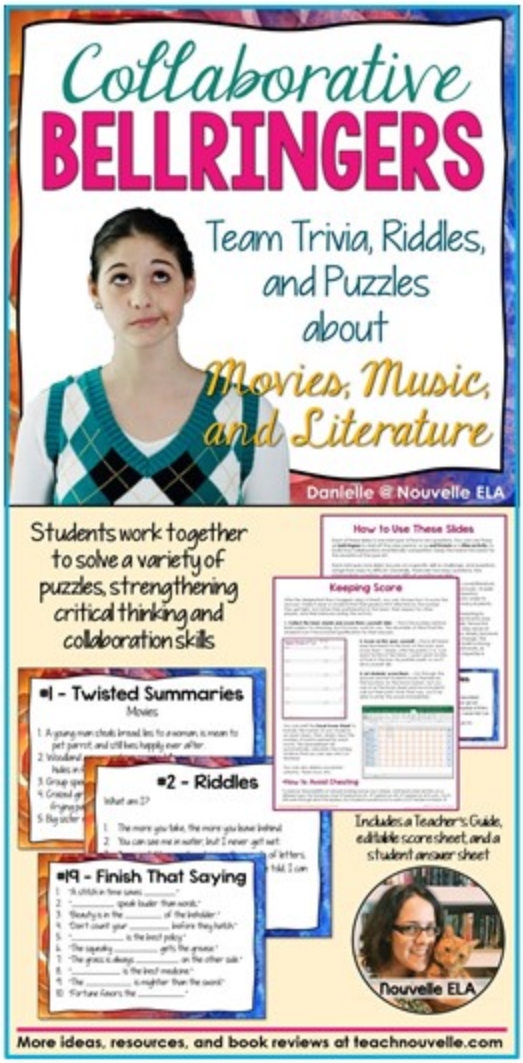

Thank you again for your download! Enjoy!
Danielle @ Nouvelle ELA

ESCAPE ROOMS!

Essential Understanding:

Problem solving encourages

Joy Moffett

Summer 2018

Oops!

Oh no!
A Storm!

You've been caught in a storm and must take shelter. For the next five minutes you must
sit out the game and your team members must go on without you.

Oops!

Oh no!
A Storm!

You've been caught in a storm and must take shelter. For the next five minutes you must
sit out the game and your team members must go on without you.

hint

HELP!

Captain,

I need a **hint!!**

hint

HELP!

Captain,

I need a **hint!!**

Answer Sheet

ESCAPE!: ALASKAN CRUISE CHAOS!

Group Members: _____

_____

What's your PORT CITY?

TASK 1: Ecosystem Escape!

Bring your final answer to Captain Moffett for the next piece.

~~Find the 4~~ letters:

Unscramble the 4 letters:

TASK 2: wacky weather!

Bring your final answer to Captain Moffett for the next piece.

Find your 5 answers:

_____ _____ _____ _____ _____

Cut out ONLY these 5 answers in the grid.
BE CAREFUL! Keep the rest of the grid in tact.
Use this and the other materials to find your next code word:

Code Word:

TASK 3: Medical mayhem!

Bring your final answer to Captain Moffett for the next piece.

Code:

Clue 1

HELP the captain!

We will have to land in 5 different port cities and you need to figure out in which port you will be landing.

Good luck!

Come see Captain Moffett ~~when you have determined~~ your port of call!

Clue 1

HELP the captain!

We will have to land in 5 different port cities and you need to figure out in which port you will be landing.

Good luck!

Come see Captain Moffett ~~when you have determined~~

CHALLENGE!
ALASKAN CRUISE CHAOS:
ADVENTURE ON THE HIGH SEAS!

It's summer…It's hot…

So your WEALTHY grandma has decided to send you to ALASKA to cool off!

But how are you going to get there???

****

*

Walking or hiking would take too long (man, my feet would be aching!)…
You don't feel like riding that far for that long (forget cars, buses, and trains)...
You are afraid of heights so you're not going to fly (forget airplanes)…

Waves don't bug you, so you are on a CRUISE SHIP to Alaska!

****

Different obstacles have arisen that stop your cruise ship from reaching the cool summer escape to Alaska! Embark on this journey as you help your shipmates keep order on the ship so you can get to Alaska (hopefully) and land in your Alaskan port of call!!!!!!!
Put on your thinking caps! Good luck! Will you make it?

You have 40 minutes…

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You have 40 minutes…

Task #1: Ecosystem escape!: Description Match-Up

Your goal is to reveal a code word.

1. Find the hidden animal cards. Then, sort the cards into the categories on the mat (animal, conservation issue, solution).
2. Use the clues on the mat to help you place the cards so that the animal, corresponding conservation issue, and solution cards match going across the row.
3. Findthe letters that match the gray square on the mat.
4. Record the matching letter on your answer sheet.
6. Last, unscramble the 4 letters to make a word used on the mat match up.

Task #2: Wacky weather: Close Reading

To reveal the **code word** for this task, you'll need to answer multiple-choice questions about a passage on **Wacky Weather** in Alaska.

1. Read the passage, taking notes as needed.
2. Answer the multiple-choice questions carefully, and write down the answers of the correct answers on your **Answer Sheet**.
3. These answers will be displayed on a grid sheet with DOTTED lines.
4. Cut out the grid boxes THAT HAVE YOUR ANSWERS ONLY.
5. Overlay this page onto the other grid page with letters on it.
6. Discover your code word.
7. Bring it to Captain Moffett.

Example:

William				

1. What was Shakespeare's first name?

A. William C. Albert
B. Fred D.Stormageddon

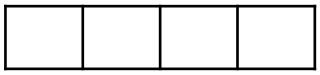
(In this example, **William** would be the first word on your overlay grid.)

	William			

Task #1: Ecosystem escape!: Description

Your ship has had to STOP! The Alaskan Wildlife Conservation Society has decided to park their scientific research vessel in the path of your cruise ship, refusing to move in protest of the environmental impact that the cruise ship's diesel fuel may cause to the surrounding wildlife in the area! Your ship's captain has bargained with scientists on board to be able to keep moving forward IF cruise ship passengers and crew contribute to the safety and assistance of Alaskan Wildlife for the future. So, you must use your skills of comparison, classification, and wildlife knowledge to keep the cruise ship moving and to help appease the conservationists who are blocking your path! See the accompanying classification task to get to your next clue. Wait…are some missing? Can you find them and complete this task?

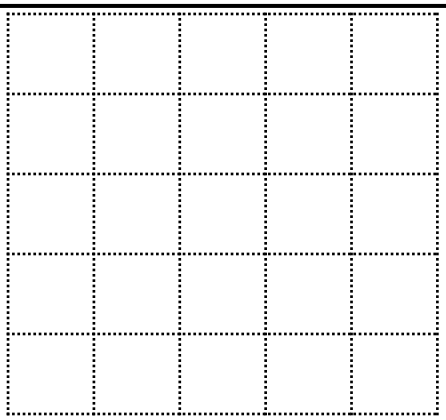
Come see Captain Moffett when you're ready for the next piece!

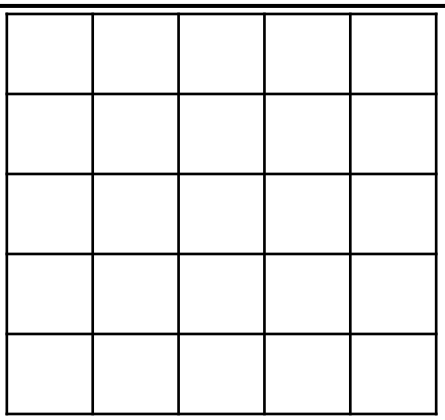


Task #2: Wacky weather: Close Readings

Alaskan meteorologists and climatologists have projected some extreme weather conditions headed your way! The ship has had to stop again to check the weather radar and evaluate whether to proceed with the cruise. Which kind of weather will you encounter??? Read about an actual weather event that could plague your trip and answer the corresponding questions. Who knows what the answers will really reveal????

Come see your ship captain when you have the next key word."





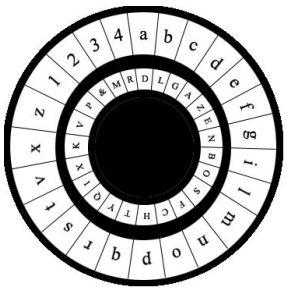
Task #3: Medical mayhem!: Riddles

To reveal the **code** for this task, you'll need to read the enclosed doctor patient descriptions about some of the cruise ship crew members.

Find the **shape** on each of the three patient description cards. Record them on your recording sheet.

Determine how each of the patients symptoms relate to one of your 6 main body systems. Which body system is most greatly affected? Find the accompanying poster around the room if in need of assistance.

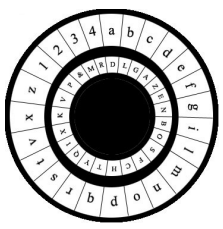
How does that body correspond to another clue you've received?



Task #3: Medical mayhem!:

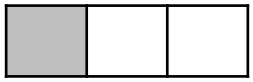
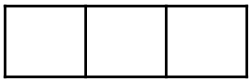
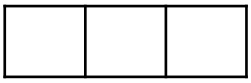
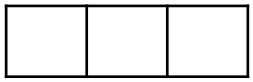
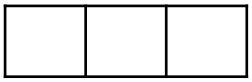
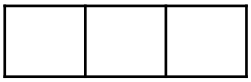
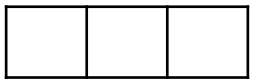
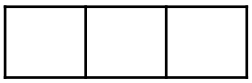
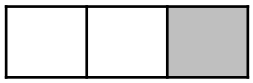
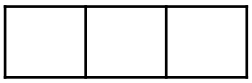
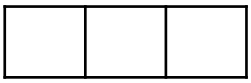
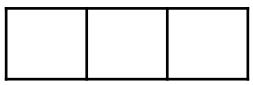
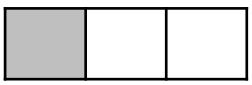
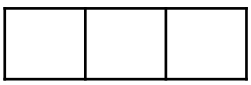
"Your ship's doctor and medical team has decided to abandon ship and to join the noble research scientists aboard the vessel that just blocked your cruise ship! The cruise ship crew have come down with some serious medical conditions that have now been left untreated as your journey continues and the ship has been stopped again without these crew members in their positions. Help solve their medical issues so that you can get to the ship's radio and send out for help!"

Come see Captain Moffett when you're ready for the next piece!



TASK 1: Ecosystem Match Up

Instructions: Sort all of the cards (15 total) into the correct categories. Match each animal with the descriptions of its ecosystem issue and possible conservation solution. Then UNSCRAMBLE and record on your answer sheet the letters from the description cards in the place shown by the grey squares. Work from the top left to bottom right corner. It makes a relevant code word.

animal	Ecosystem issue	Conservation solution
	Entanglement… 	
Walrus 		
	Oil… 	
Arctic Tern 		
		Use… 

Task 1: Ecosystem Escape: Clue cards

Humpback Whale N S Q	Entanglement in fishing gear causes starvation, infection, or drowning. R G B	Train and have wildlife professionals answer distress calls and free the animals. H I E
Walrus E C F	Traffic from large sea vessels threatens this animal's life and ocean habitat with pollution, ship strikes, and trash entanglement. Z L N	Create animal sanctuaries on land and in the water to ensure habitat protection for this mammal. M N L
Polar Bear T Y U	Oil exploration and drilling activities threaten denning areas for this animal and causes toxic leakage into food sources. S D F	Establish environmental monitoring programs to limit habitat destruction and create protected habitat areas. V R B
Arctic Tern N R T	Human disturbance and hunting along the migration and nesting routes of this avian animal causes population decline. O E K	Establish a monitoring program to determine migratory habits and evaluate and reduce human interferences. R L S
Loggerhead Sea Turtle X L C	Habitat loss and degradation on nesting beaches due to human activity threatens this animal. Being caught in fishing lines and nets is also a threat. E F G	Use excluder devices on all fishing gear that save this animal from getting caught. Protect beach nesting sites during nesting season. S A E

TASK 2: Wacky Weather!: Heavy Rains

Close Reading

Warm ocean water leads to heavy rain in Alaska

By Annie Feidt, Alaska's Energy Desk - Anchorage - July 27, 2016

It's been unusually wet across a large section of the state this summer.

Brian Brettschneider is a climatologist in Anchorage who closely tracks Alaska climate data and trends. Alaska's Energy Desk is checking in with him regularly as part of a new segment- Ask a Climatologist.

Brettschneider told Energy Desk editor Annie Feidt that some parts of the state, especially near Fairbanks, have had double their normal rainfall since June. That has been good for tamping down wildfires, but it has its own ties to a warmer world.

****

Annie: Why has it been so wet?

Brian: Well, there's been a couple of reasons. First and foremost, the ocean temperatures around Alaska have been quite warm, near record warm, and those warm waters provide a nearly endless supply of moisture, much more moisture than is typical for the summer. So when we've been having rain showers, all that additional moisture is fuel for these storms and it turns a light to moderate storm into a moderate to heavy rain event.

Annie: At least in Southcentral Alaska, in Anchorage, we haven't thought of this as a rainy summer. What accounts for that?

Brian: Sometimes the perception can be a little bit different than the reality. So here in Anchorage we had a big rain event in June, over an inch in one day. But even if you back that out, it's been an above normal rainfall summer. So it's not just the last few days, it's not just that one storm, there have been a number of events that have contributed rain and those all add up.

Annie: What about Southeast Alaska, are they in the same boat?

Brian: The switch has been flipped a little bit from the first half of the year. The southern Alaska coast and Southeast were quite wet from January though May. But this summer so far, they're all below normal for precipitation.

https://www.alaskapublic.org/2016/07/27/warm-ocean-water-leads-to-heavy-rain-in-alaska/

TASK 2: Wacky Weather!: SNOW

Close Reading

Mid-Summer Snow Set To Fall This Weekend

By Eric Mack (Contributor), Aug 12, 2017, 01:08pm #WhoaScience

It is almost exactly the middle of summer in the northern hemisphere, yet there's snow in the forecast for at least one part of the United States.

Yes, of course it's Alaska where the first flakes could fall in just the second week of August. Such summer snows are an occurrence that's not necessarily unusual but is coming a couple of weeks earlier than has happened in recent years.

Snowfall is predicted for many of the state's mountain slopes, including the Alaska and Brooks Ranges, as well as lower elevations in the far north.

The National Weather Service has warned of "significant snowfall" for mountain passes and snowfall at elevations as low as 2,000 feet.

While August snow in Alaska is normal, its relatively early arrival this year is also just the latest reminder of how weird and extreme Arctic weather has become.

In our 21st century climate, Christmas heat waves at the north pole and winter weather advisories in summer are just part of the new normal.

https://www.forbes.com/sites/ericmack/2017/08/12/snow-alaska-summer-august-weather-service-climate/#7f8252ab23f7

TASK 2: Wacky Weather!: Thunderstorms

Close Reading

Southeastern Alaska Thunderstorm Climatology

(condensed version)

By Jefferson Wood, National Weather Service, Juneau Alaska

Thunderstorms are not necessarily the first thing that comes to mind when one thinks about the weather in southeastern Alaska, but they *do* occur in this part of the state. Although they do not occur as frequently in this region as they do in other places, they are still capable of causing problems when they do occur. Lightning poses many hazards, particularly with regard to marine vessels, as well as the risk of starting forest fires. Heavy rain can cause flash flooding, particularly in the mountainous terrain of southeast Alaska and reduced visibilities can affect aircraft traffic. Since these are dangers that are of particular importance to this region, it is important to know about the frequency of these phenomena as well as the time of year and conditions in which they occur so that the public may be more aware of them.

Southeastern Alaska is a large area, stretching over 300 miles from Yakutat southeast to Ketchikan. Therefore, it should not be surprising that there can be variations in climate over such a large region. This is most definitely the case with the climatology of thunderstorms. Juneau averages one thunderstorm every 1.9 years. Yakutat has greater activity averaging 3.1 thunderstorms per year. The station at Annette Island near Metlakatla averages 1.1 thunderstorms per year. Both Yakutat and Annette Island have greater thunderstorm activity than Juneau. Yakutat's close proximity to open waters of the Gulf of Alaska allow for increased instability in the atmosphere causing a larger number of thunderstorms there.

Juneau, which is farther from the open ocean, is less prone to thunderstorms of this type because cold fronts from the North Pacific are generally stronger and more unstable near the outer coast. Daytime heating from lands to the south generally trigger Juneau thunderstorms.

The time of year also plays an important factor in the occurrence of thunderstorms in southeast Alaska. In Juneau, the summer months of June and July are the primary thunderstorm months. Yakutat's most intense thunderstorm activity is in autumn between September and the end of November. At Annette Island, the peak time for thunderstorm formation seems to be August, when daytime heating allows for thunderstorms to form in a similar manner to Juneau.

As one can see, though southeastern Alaska does not experience as much thunderstorm activity as other parts of the state and nation, it is possible, under the right conditions, for thunderstorms to form in this region.

TASK 2: Wacky Weather!: waterspout

Close Reading

Woman captures video of weather oddity rarely seen in Alaska

Anchorage Daily News, Kyle Hopkins, August 5, 2009

Dorothy Ivanoff had just lifted off from the Eskimo village of Koyuk in a small plane Saturday when the pilot spotted a weather phenomenon that's common in the Florida Keys but nearly unheard of in Alaska.

It's called a waterspout and it looks like a mini-tornado above the waves.

The wind rattled the Cessna Caravan as Ivanoff reached for the video camera she uses to shoot clips of her kids. She aimed it at Norton Sound as a spinning column of water and wind -- reaching from the sea to the clouds -- slowly swung into view.

"It was moving across the water so quickly, and as we got closer we could just feel this rain hit really hard on the plane," said Ivanoff, a secretary for the Bering Strait School District in Unalakleet.

Now her clip is making waves on YouTube and Alaskans have rare video evidence of the funnel-shaped vortex appearing over the frigid Bering Sea.

Waterspouts are relatively common to see in warmer climates like that of the Southeastern United States, said Nathan Hardin, a meteorologist for the National Weather Service in Anchorage.

But sightings in Alaska are so unusual that a senior forecaster at the Anchorage Weather Service office hasn't heard of a legitimate waterspout report in 14 years on the job, Hardin said.

Ivanoff, who grew up in Golovin, a village 70 miles east of Nome, never saw one before Saturday.

She was flying at about 1,000 feet when she shot the video, she said. "We were getting close and the plane was just kind of bumping around from all that wind."

The science behind the phenomenon is complicated. "You have a boundary of cold and warm air close together," Hardin said. "When an updraft associated with a shower or thunderstorm moves over the boundary, it can cause a waterspout."

But in the Bering Sea the air is uniformly cool, Hardin said, which could explain why sightings are so infrequent.

Still, there are stories of spout sightings across Alaska.

Shari Miethe, of Wrangell, was riding in a plane in Southeast in 1976 when a waterspout blew the doors open, Miethe wrote in an e-mail Wednesday. "(The pilot) was very levelheaded and reached over, pulled mine closed then his, descended further, expertly avoiding the growing field of spouts and got us next to the dock," she wrote.

Donald Coleman and his wife saw a series of what looked to be waterspouts less than a mile from the Whittier harbor in 2007, he wrote. "We observed watercraft, fishing boats etc., maneuver away from the spouts so I am sure, while rare, this is not a totally unknown occurrence in Alaska."

Waterspouts are bad news for mariners and planes but fall apart when they hit land. They're often confused with other weather phenomena, said Hardin, who confirmed what Ivanoff saw was indeed a waterspout.

Ivanoff had just enough juice to get a close-up, she said. "Right toward the end, my camera just died. I forgot to recharge my battery that night."

https://www.adn.com/alaska-news/article/woman-captures-video-weather-oddity-rarely-seen-alaska/2009/08/06/

TASK 2: Wacky Weather!: typhoon

Close Reading

Monster Storm Becomes Strongest on Record for Alaska

By By Brian Lada, Meteorologist, November 13, 2014, 5:59:28 AM EST

A powerful storm has moved into the Bering Sea and has become the most intense storm to ever impact the region.

The former Super Typhoon Nuri has tracked northward into the Bering Sea, located in between Alaska and Russia, and has lost all tropical characteristics.

The system has undergone rapid intensification, producing howling winds as the central pressure plummets to near record levels.

On Friday night, the Ocean Prediction Center analyzed the central area of low pressure to be 924 millibars (27.29 inches of Hg).

This means that the storm has become the most powerful storm to ever move over the Bering Sea in recorded history in terms of central pressure.

Previous to this storm, the old record stood at 925 millibars (27.32 inches of Hg) from a powerful storm that moved over the Bering Sea on Oct. 25, 1977.

To put this in perspective, the lowest pressure recorded in Hurricane Sandy was 940 millibars (27.76 inches of Hg).

AccuWeather.com Meteorologist Jesse Ferrell pointed out that, "Despite what NOAA said, there are no good records of storms in this area, at least before the modern era, so we may never know if this is a record."

Conditions will slowly improve across the region on Sunday after the system produced waves as large as 45 feet high and hurricane-force winds.

Winds on Friday gusted to 97 mph at Shemya, Alaska, home to the U.S. Eareckson Air Station.

Large waves should still be anticipated which can make it very difficult to navigate the waters of the Bering Sea.

Waves and swells are not expected to be nearly this high along the west coast of Alaska. However, they may still be strong enough to cause flooding and erosion in coastal areas.

This storm will not only have impacts on Alaska, eastern Russia and the Bering Sea, but also the contiguous United States.

According to Senior Meteorologist Brett Anderson, "In brief, when a typhoon curves away from Asia it causes the jet stream [steering winds] farther to the east across the Pacific and into North America to buckle and amplify days later."

This is the case for the remnants of Super Typhoon Nuri as it has already curved away from Asia and is tracking northward toward Alaska.

As a result, arctic air is expected to invade a large part of the United States during the new week.

https://www.accuweather.com/en/weather-news/monster-storm-to-pound-bering/36927708

TASK 2: Wacky Weather!: Heavy Rains (Close Reading)

Instructions: Choose the right answer for each question. Write the number of the correct answer in the code word boxes on your answer sheet working from left to right. ANSWERS are based ONLY ON ***THIS*** ARTICLE.

1.What is the cause of the heavy rain?

16. ship pollutants
32. warm ocean water
64. excessive tidal waves
24. overactive subsurface volcanoes

2.Why do warm ocean temps cause more rainfall?

3. inland water sources' temperatures swell
36. solar radiation produces more rain
27. atypical amount of moisture evaporation fuels storms

3. Which region of Alaska has seen more than average rainfall?

10. Northeastern Alaska
70. North central Alaska
95. South central Alaska
25. Southeastern Alaska

4. How is heavy rainfall an advantage?

49. helps put out forest fires
56. amplifies wildlife proliferation
563. lessens snowfall throughout winter months
844. stimulates wind currents to cool down other land masses

5. What is the profession of Mr. Brettschneider?

144. meteorologist
120. marine biologist
12. earth scientist
72. climatologist

TASK 2: Wacky Weather!: SNOW (Close Reading)

Instructions: Choose the right answer for each question. Write the letter of the correct answer in the code word boxes on your answer sheet working from left to right. ANSWERS are based ONLY ON ***THIS*** ARTICLE.

1. How was this summer's snowfall different than others?

32. less than normal
16. snowfall came earlier than usual
64. snowfall came later than usual
24. more than normal

2. Which areas are predicted to receive snow?

3. mountain slopes
36. coastal shorelines
27. Canadian border
6. higher elevations

3. In which month was this article published?

10. September
70. August
95. June
25. July

4. Which factor does the author suggests may cause summer snow fall?

49. tidal currents changing
56. earthquake after effects
63. climate changes
84. changes in wind speed and direction

5. Which agency listed in the article projects a significant snowfall?

144. Environmental Protection Agency
120. National Weather Service
12. The Weather Channel
72. National Science Foundation

TASK 2: Wacky Weather!: Thunderstorms (Close Reading)

Instructions: Choose the right answer for each question. Write the letter of the correct answer in the code word boxes on your answer sheet working from left to right. ANSWERS are based ONLY ON ***THIS*** ARTICLE.

1. Which is NOT a problem generally caused by Alaskan thunderstorms?
   - 41. animal habitat loss
   - 17. starting forest fires
   - 19. lightning striking marine vessels
   - 62. flash flooding

2. Which area averaged the least thunderstorms?
   - 102. Annette Island
   - 109. Juneau
   - 106. Yakutat
   - 107. Anchorage

3. What is the main cause of Juneau thunderstorms?
   - 42. southwesterly ocean currents
   - 12. cold fronts
   - 98. daytime heating from lands to the south
   - 24. increased ocean water temperatures

4. Which area has the most thunderstorms in September to November?
   - 1. Juneau
   - 3. Metlakatla
   - 2. Annette Island
   - 4. Yakutat

5. Which region of Alaska does this article discuss?
   - 55. Southwestern
   - 29. Northeastern
   - 71. Northwestern
   - 87. Southeastern

TASK 2: Wacky Weather!: waterspout (Close Reading)

Instructions: Choose the right answer for each question. Write the letter of the correct answer in the code word boxes on your answer sheet working from left to right. ANSWERS are based ONLY ON ***THIS*** ARTICLE.

1. Waterspouts are more commonly found in _____ than Alaska.
   - 41. North Carolina
   - 17. Alabama
   - 19. Florida
   - 62. Seattle

2. An effect of the waterspout on the plane was _____.
   - 102. intense rain pelting the plane
   - 109. hail damaging the metal exterior
   - 106. winds throwing the plane off course
   - 107. swirling winds crashing the plane

3. The waterspout is formed when _____.
   - 42. clouds are pushed fiercely in a funnel pattern by winds
   - 12. a boundary of cold and warm air meets an updraft from a shower or storm
   - 98. a hurricane downgrades to a lesser level
   - 24. a tornado moves off land into a water source

4. From which agency did meteorologist Nathan Hardin report?
   - 7. Weather Channel
   - 777. Environmental Protection Agency
   - 77. National Science Foundation
   - 707. National Weather Service

5. In which sea were the water spout occurrences mentioned?
   - 71. Beaufort
   - 55. Bering
   - 29. Chukchi
   - 87. Anchorage

TASK 2: Wacky Weather!: typhoon (Close Reading)

Instructions: Choose the right answer for each question. Write the letter of the correct answer in the code word boxes on your answer sheet working from left to right. ANSWERS are based ONLY ON ***THIS*** ARTICLE.

1. Super Typhoon Nuri moved through which Alaskan body of water?
   - 2. Pacific Ocean
   - 4. Chukchi Sea
   - 3. Beaufort Sea
   - 1. Bering Sea

2. What is the record set for the most plummeted central pressure levels for this area?
   - 62. 925 millibars
   - 42. 926 millibars
   - 77. 924 millibars
   - 91. 942 millibars

3. What is NOT an affect of typhoons?
   - 963. high waves and ocean swells
   - 663. howling high winds
   - 366. flooding and erosion on land
   - 933. Alaskan arctic air invasion

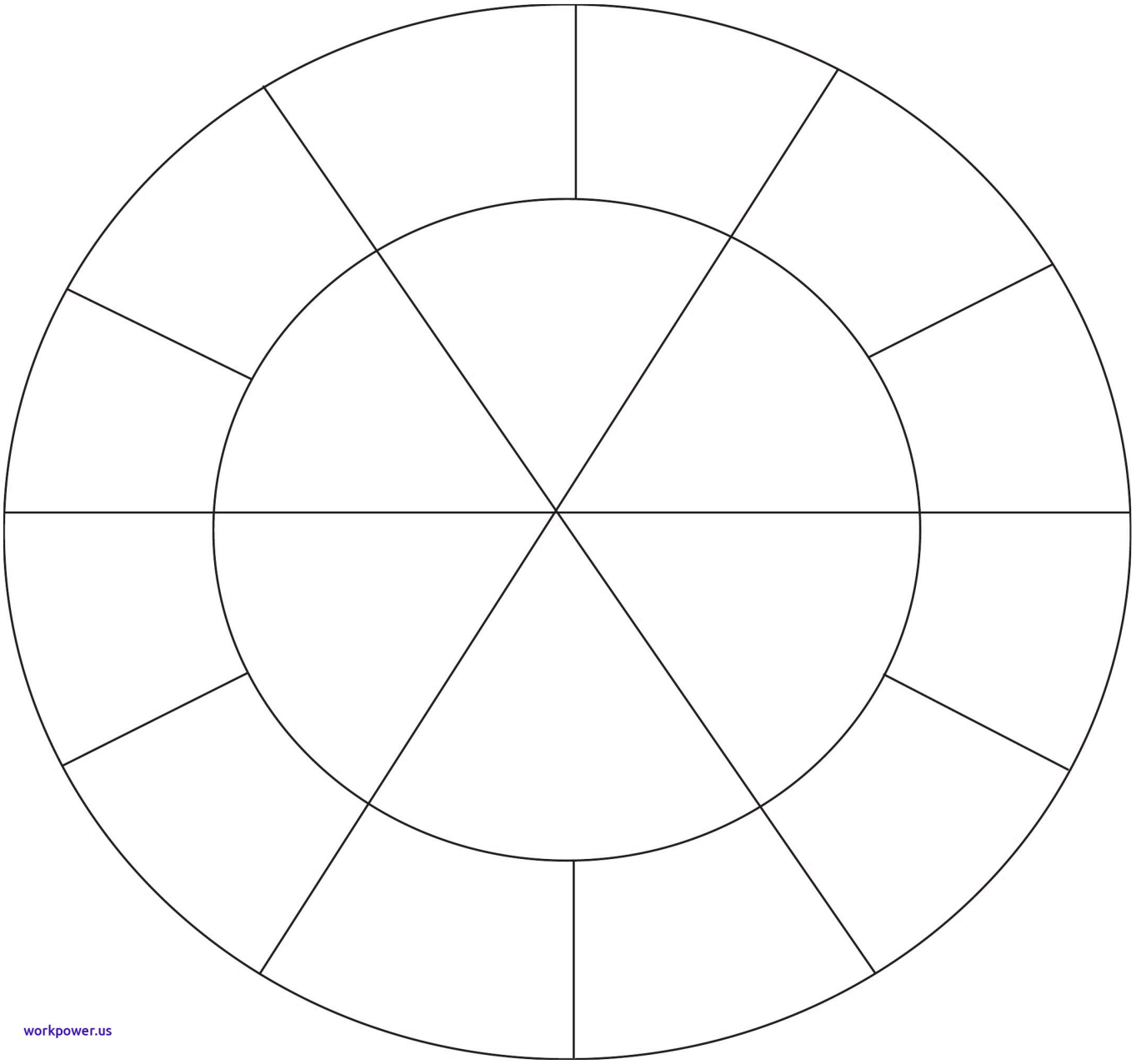
4. The effects of the typhoon reached all BUT _____ .
   - 201. Alaska
   - 122. Canada
   - 211. eastern Russia
   - 210. contiguous U.S.A.

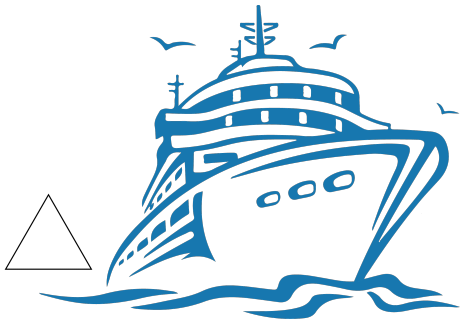
5. The author referenced all BUT the following agencies in their article:
   - 17. National Weather Service
   - 42. U.S. Eareckson Air Station
   - 29. Ocean Prediction Center
   - 63. Accuweather.com

Answer keys: Close reading passages: Wacky weather

Heavy Rains:	**1) 32**	**2) 27**	**3) 95**	**4) 49**	**5) 72**
Snow:	**1) 16**	**2) 3**	**3) 70**	**4) 63**	**5) 120**
Thunderstorms:	**1) 41**	**2) 109**	**3) 98**	**4) 4**	**5) 87**
Water spouts:	**1) 19**	**2) 102**	**3) 12**	**4) 707**	**5) 55**
Typhoons:		**1) 1**	**2) 77**	**3) 933**	**4) 122** **5) 17**

Cypher Wheel template

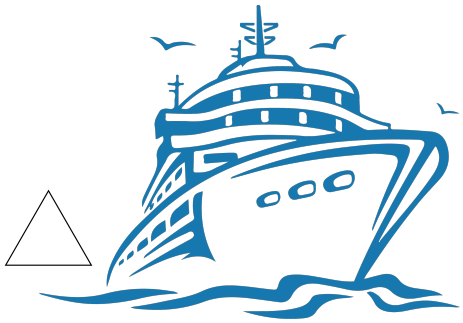




Dr. Cruisealots

Patient: Jamal

Symptoms:
The patient has been complaining of shortness of breath, chest discomfort, feelings of nausea, and cold sweats since waking this morning.

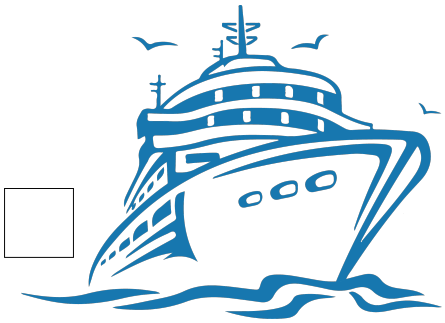


Dr. Cruisealots

Patient: Jamal

Answer KEY

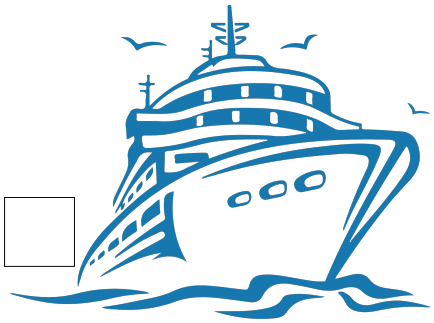
Cardiovascular system
Heart attack



Dr. Cruisealots

Patient: Jennifer

Symptoms: The patient complains of shortness of breath, a cough producing mucus and sometimes blood; there is also chest pain and fever.

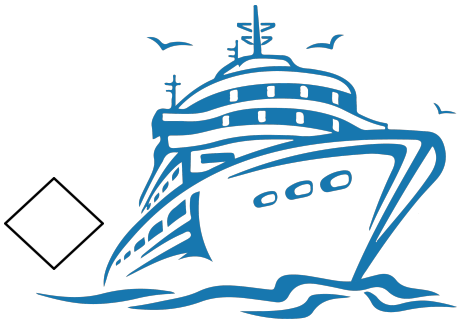


Dr. Cruisealots

Patient: Jennifer

Answer key:

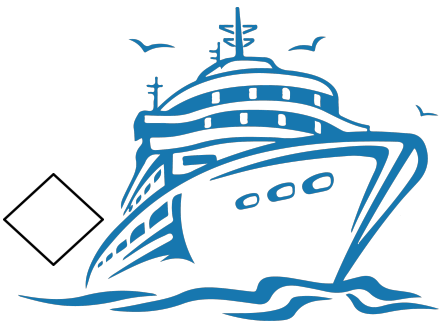
Respiratory System
Legionnaire's Disease



Dr. Cruisealots

Patient: JoBob

Symptoms:
This patient has been complaining of arm pain; bruising covering a portion of the arm, severe swelling under the skin, causing a large lump to form. Upon touching the lump, he experiences significant pain. He says it has been feeling this way ever since a fall from a ladder when repairing a ceiling light on earlier today.



Dr. Cruisealots

Patient: JoBob

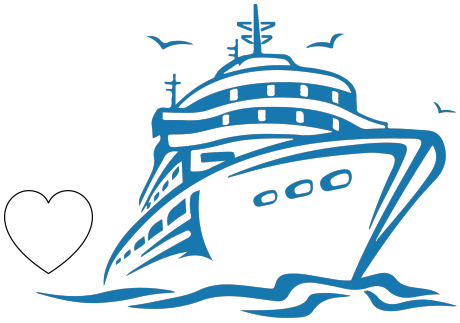
Answer key

Skeletal System
Broken Bones

Dr. Cruisealots

Patient: Jerry

Symptoms: The patient has noticed severe swelling, bruising, and redness in his left upper quadricep. When he uses this leg and even when resting he is in pain. He says symptoms began after lifting heavy boxes into the kitchen storage refrigerator.

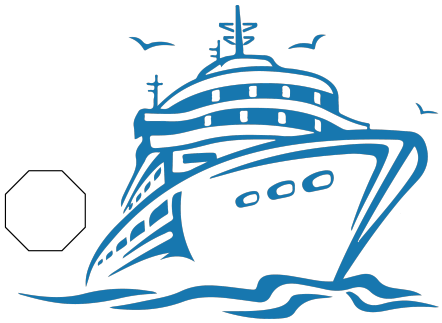


Dr. Cruisealots

Patient: Jerry

Answer Key

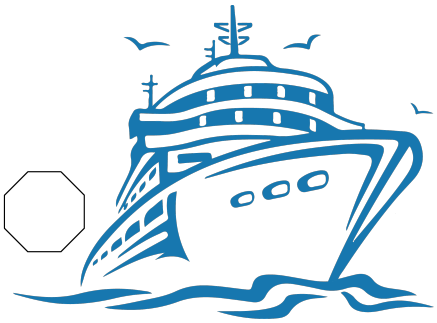
Muscular System
Pulled/Strained muscle



Dr. Cruisealots

Patient: Julius

Symptoms:
The patient works in the sanitation department of maintenance. The patient has been experiencing stomach pain and cramping, accompanied with loose stools, and a fever.



Dr. Cruisealots

Patient: Julius

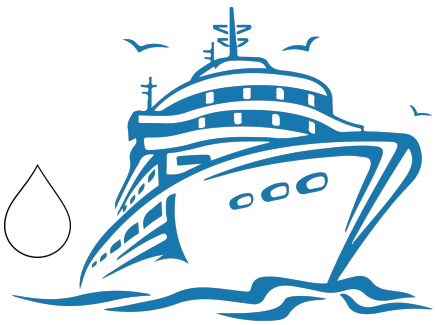
Answer key

Digestive System
Dysentery/Amebiasis

Dr. Cruisealots

Patient: Jackie

Symptoms:
Ever since this patient has joined the ship crew and we are on open waters, she has been complaining of dizziness, pale skin, headaches, and some difficulty breathing. Symptoms are worse in turbulent waters. Even after turbulent activity has ceased, she feels off balance.



Dr. Cruisealots

Patient: Jackie

Answer Key

Nervous System
Sea Sickness

Dr. Cruisealots

Ships Medical Log

This is my twenty third opportunity to be on the medical staff on a cruise ship and I have never seen quite an outbreak of this magnitude spread throughout the HVAC and aquatics crews. Their symptoms include shortness of breath, a cough producing mucus and sometimes blood and accompanying chest pain and fever; I have taken saliva samples of each patient and noticed the proliferation of the bacterium known as legionella. My only conclusion can be that they have Legionnaire's disease. I have asked for all the air duct systems and water systems to be thoroughly sanitized and cleaned immediately. Until being done, all aquatic recreational facilities are suspended and facilities closed.

1

Dr. Cruisealots

Ships Medical Log

I feel at loss to most adequately treat a patient that I saw today and am frustrated with the lack of advanced medical equipment on board the ship. In the past 2 voyages, I have had at least adults complaining of chest pains, shortness of breath, nausea, and cold sweats. Without a CT scanning machine, I cannot conclusively diagnosis heart attacks on board. In the mean time, and until we dock for our next destination, I am closely monitoring any patients with these symptoms and suggesting full bed rest, immediate suspension of their work on board if they are crew, and hope that no further cardiac damage is done before we reach a medical facility.

2

Dr. Cruisealots

Ships Medical Log

Today was a very trying day to be a medical professional. Many passengers were injured when crew members mishandled and dropped a load of cargo to be delivered to the dining facilities of the ship. A sudden storm moved in from the east, producing sudden high winds. The crew was transitioning the cargo from its holding area to all the dining facilities on board. Boxes of canned goods fell from one deck over the railing to the decks below. Most patients suffered abrasions and bruises, some fractures – mostly broken bones in passengers arms from guarding their bodies, and several concussions. The crew was mortified by the accident and I have instructed them to consult with the ship's counselor for coping strategies.

Dr. Cruisealots

Ships Medical Log

I think they should post notifications on all ship decks about how to treat the one of the most common ailments that I encounter on these ships and other sailing vessels. I am always amazed that no matter how many voyages I experience, the most prolific medical complaints are from the same common factors: feeling off balance and unused to the motion of the sea. Passengers need to be made aware of how to curtail the feelings of dizziness by going out on the ship's deck and watching the horizon so their eyes will see the same motion that their body and inner ears feel. Thus, their brain and nervous system can better process the motion of the ship. And the repeat offenders who continuously take these cruises and get sea sickness should get and take medicine for motion sickness before they even get on the ship.

Dr. Cruisealots

Ships Medical Log

I am relieved that our next port of call will have a local hospital and/or medical supply store. I am in need of resupply of a variety of over the counter medications and bandages. You would think that a cruise line would be more readily stocked but new management has taken over this particular vessel and communication amongst various departments has been minimal and non descript. My goal is to file a complaint with the cruise line administration when I return from this voyage.

Dr. Cruisealots

Ships Medical Log

I was pleased to know that this vessel not only has a plethora of pools and play areas for passengers, but it also has half of a deck dedicated to additional recreational facilities such as racquet ball, work out equipment, and more. Yet with this advantageous setting, comes more injuries related to muscle pulls and strains. I have had several patients come in with symptoms of pulled muscles, mainly from overexertion at these facilities. Looking on the bright side, at least they are attempting to get more physical exercise.

Dr. Cruisealots

Ships Medical Log

Today a whole family came in to the office complaining of headaches, fever, aches and chills. We are in the month of June, but it seems there is an influenza bug on the ship. I had 3 other patients yesterday with the same symptoms. I have quarantined all of them to their quarters and have nursing staff checking on them twice a day. They need to get plenty of rest, drink plenty of fluids, and take a fever reducing medication until the fever passes for 24 hours. Dining staff will also make sure that they get plenty of fluids brought to their quarters in order to stay hydrated. All staff encountering these patients have been instructed to wear medical masks and gloves to prevent the spread of the virus.

7

Dr. Cruisealots

Ships Medical Log

A multitude of passengers shock me with their lack of application of sunscreen. In this day and age, with what we know about skin cancer and melanomas, people should really use common sense about applying sunscreen when out in the open sun for hours at a time! I had to see at least 45 passengers today for severe sunburns and/or sun poisoning. I have given aloe moisturizer, asked them to stay in the shade or in their quarters out of direct sun, to drink plenty of fluids, and apply cool compresses when and where they can.

8

Dr. Cruisealots

Ships Medical Log

Today I felt like I went back in time about 150 years. After visiting a very rural village in our last port of call, several passengers and a great portion of the crew that was on shore leave have complained of severe diarrhea, severe stomach pain and cramping, and even fever. Many of the patients say that they ate at the same restaurant for multiple meals and they all are showing the same symptoms. I can only predict that they have amebiasis caused by E. histolytica parasites. Amebiasis is more commonly known as dysentery and is more common in developing countries with poorer sanitation conditions. I have reported my findings to the port authority manager at that location and they have assured me that they will confer with restaurant mentioned by the patients.

Dr. Cruisealots

Ships Medical Log

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

_____

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

_____

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

_____

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

SITKA, ALASKA

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

KETCHIKAN, ALASKA

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

HOMER, ALASKA

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

JUNEAU, ALASKA

Welcome to Alaskan Cruise Chaos! ***If*** you ever get there, you will be cruising into the Alaskan port city of:

SKAGWAY, ALASKA

Alaskan Cruise Chaos! ***Port city answer key:***

Red: HOMER

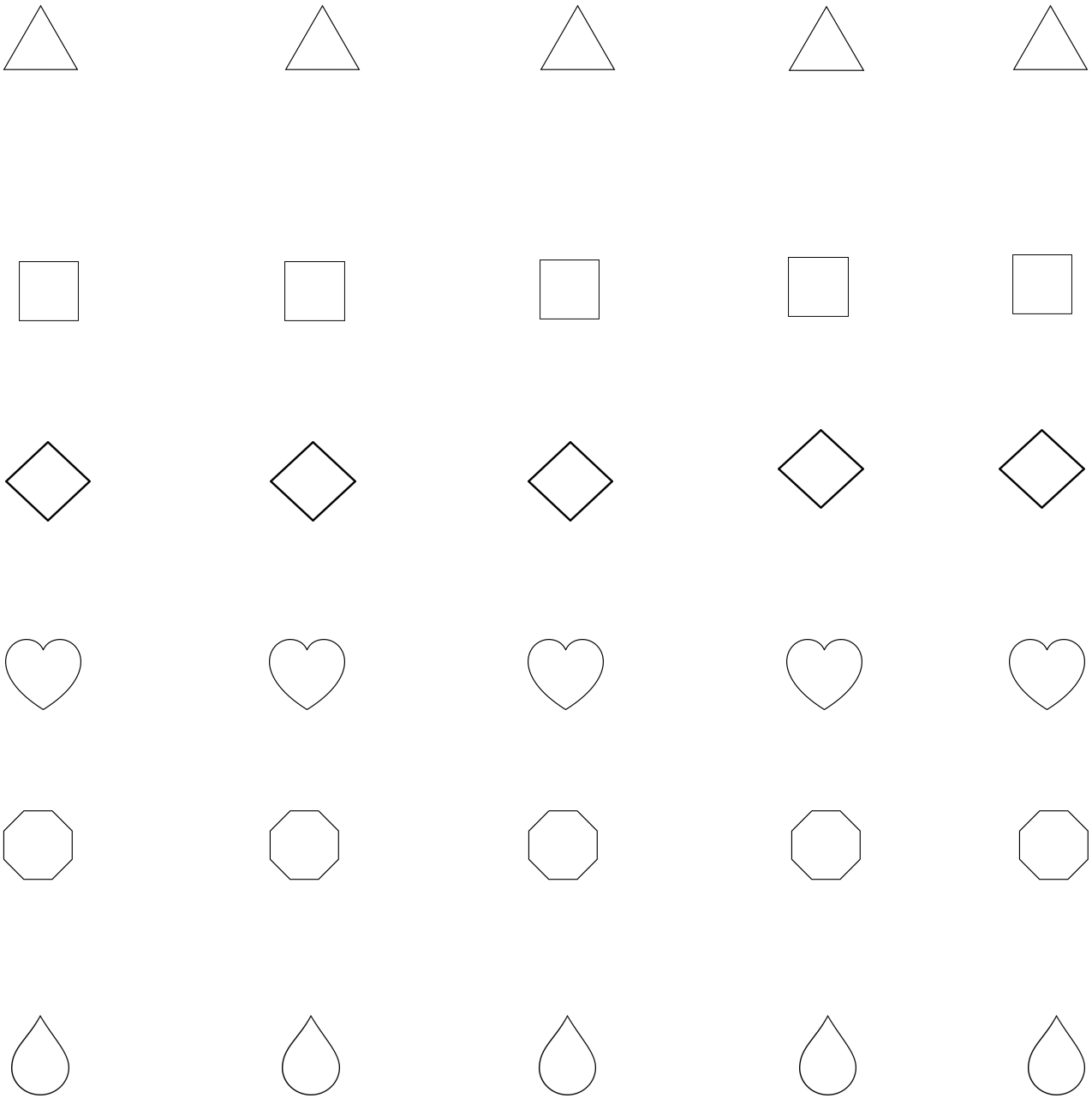
Orange: KETCHIKAN

Yellow: SITKA

Green: JUNEAU

Purple: SKAGWAY

SHAPES and Med. Cond. for cypher wheel



Heart attack

Sea Sickness

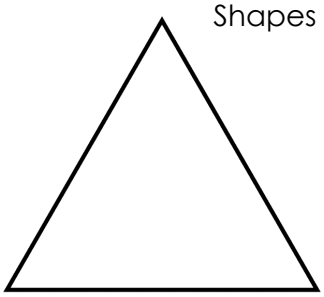
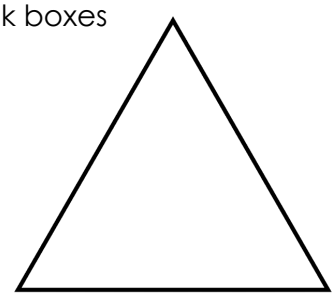
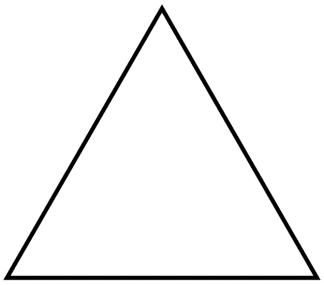
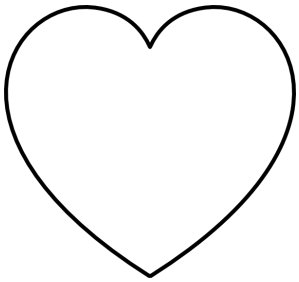
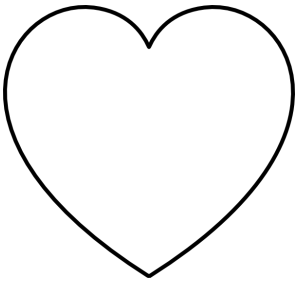
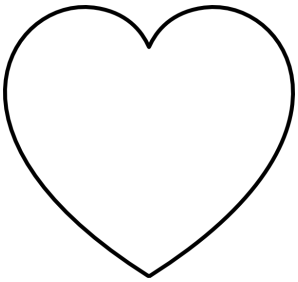
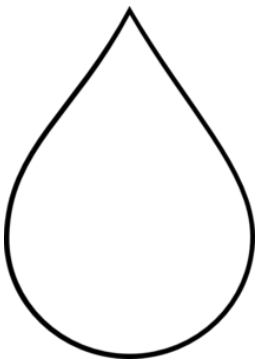
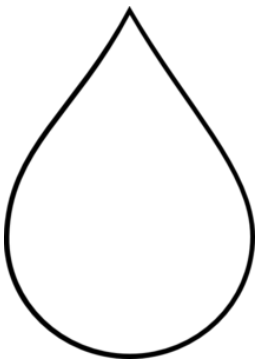
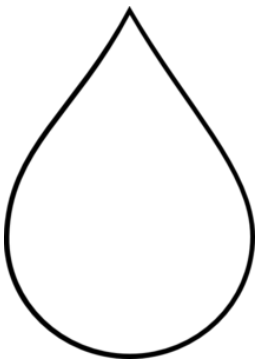
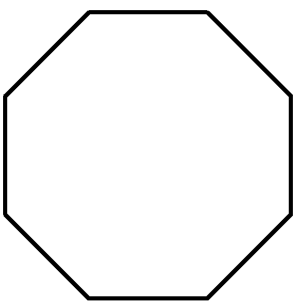
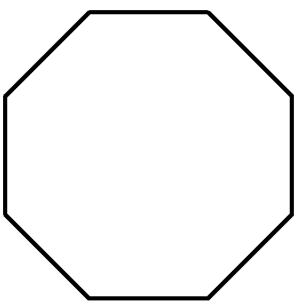
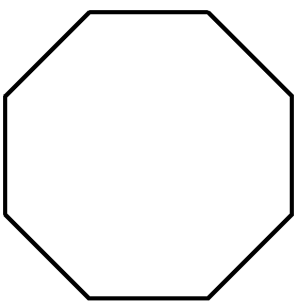
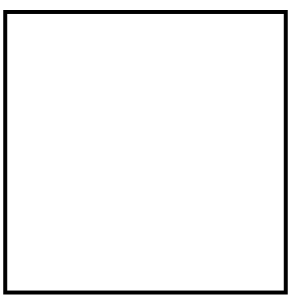
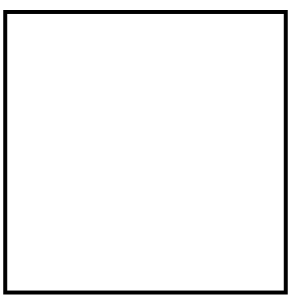
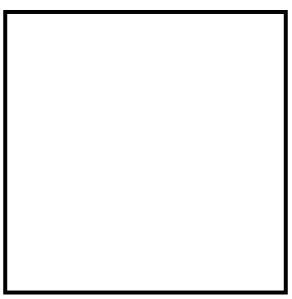
Pulled/Strained muscle

Legionnaire's Disease

Dysentery

Broken Bones

Shapes for lock boxes

So close!

But noT close enough!

We made it!

Escape is possiBle!

So close!

10 more minutes please!

We made it!

Genius is my middle name!

So close!

NOOOOOOOOO!

NAILED IT!!!!

MAYBE NEXT

TIME….

SUCCESS!

Appendix item: Spark Camp Day 2- Simulation Flow Chart.docx

Show location

It is not possible to export **Spark Camp Day 2- Simulation Flow Chart.docx** here. The file type is not supported by the pdf. The file has been made available alongside this PDF at **Files\spark camp day 2- simulation flow chart.docx**

Spark Camp Day 2- Simulation Flow Chart.docx

docx (127 KB)

Simulation Flow Chart: ESCAPE ROOM

ALASKAN CRUISE CHAOS!

1. Students will be given their 1st envelope with the Alaskan Cruise Chaos Challenge and CLUE 1 card with an Alaskan Port City Location:
2. Students have to find the Alaskan map around the room with their city's location on it to get a color code for their team.
3. Come see the captain for your color-coded 2nd envelope with Task 1 materials.



TASK 1: (Partial Solution) **Ecosystem Escape!** Research Scientists stop your cruise ship in protest! Comparing, Classifying, Sorting Cards and Mat: 1. Alaskan Animals, 2. Their Ecosystem/Conservation Issue, 3. Possible Solutions **BUT WAIT ! .....**	**TASK 2**: (Partial Solution) **Wacky Weather!** Close Reading and Comprehension Activity: Alaskan weather wackiness plagues your cruise ship and you're stopped again… **AND… WAIT FOR IT…**	**TASK 3**: (Partial Solution) **Medical Mayhem!** Riddle Puzzle Your cruise ship stops again when too many of the crew have medical conditions to "man" and power the ship! **HERE WE GO… AGAIN…**
Puzzle: Hidden Animal Clue Cards 1. Animal Cards will be hidden around the room 2. Students find the cards 3. Cards found and move on…	**Puzzle: Hidden Task Envelope** Students will have to use inference skills to determine that the black lights lead to their task 2 envelope hidden somewhere in the room that is marked with their shape tile in invisible ink, viewable only with their black light. **Envelope found….continue…**	**Puzzle: Body Systems Riddles** 1. Students will have to read the doctor notes that allude to clues about which ***body system*** is ailing for crew members. (Each card will have a ***SHAPE*** in the corner to use on the ***cypher wheel***) 2. Then, students can reference and must locate ***the body systems posters*** around the room and get the ***color*** from the title of the poster for use of the color code in the cypher wheel.
Puzzle: Activity Mat Compare, sort, and classify animals, their conservation issue and possible solutions.	**Puzzle: Close Reading Activity** 1. Students read their article in the envelope. 2. Answer 5 comprehension questions. 3. Then…	**Puzzle: Cypher Wheel** 1. Students will have to line up the shape from each doctor note card (3 shapes total) with the corresponding color codes from the posters (3 colors) to get the name of the crew's ***medical conditions (3 total)***. 2. Once they record all 3 medical conditions correctly, they come see Captain Moffett for the next clue.
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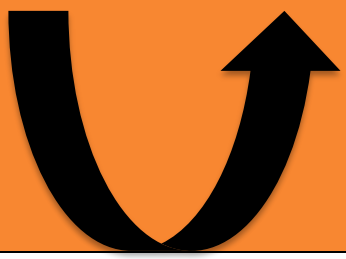
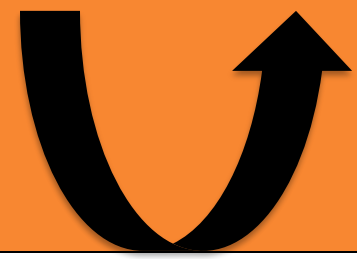
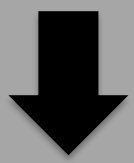
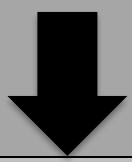
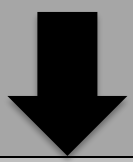
	Moffett.	
1. **Get LOCK BOX #1 from Captain Moffett** 2. Input 4 letter combination code 3. Open Lock Box #1 4. Retrieve contents: Black light and Shape Tile 5. **Start Task 2…**	1. **Get LOCK BOX #2 from Captain Moffett.** 2. Input the 5 arrows directional combination code. 3. Open Lock Box #2. 4. Retrieve contents: Task Card 3, 3 passenger description cards (doctor notes), and a cypher wheel 5. **Start Task 3…**	1. **Get LOCK BOX #3 from Captain Moffett.** 2. Input the 3 page numbers they found for their 3 digit number combination lock. 3. Students open the lock box AND…. **MISSION COMPLETE!!!** 4. *CERTIFICATE of completion will be enclosed in the lock boxes.
		*__COMPLETION!__ Hallelujah! *Photo shoots for all participants!

Simulation Flow Chart: ESCAPE ROOM

ALASKAN CRUISE CHAOS!

4. Students will be given their 1st envelope with the Alaskan Cruise Chaos Challenge and CLUE 1 card with an Alaskan Port City Location:
5. Students have to find the Alaskan map around the room with their city's location on it to get a color code for their team.
6. Come see the captain for your color-coded 2nd envelope with Task 1 materials.

TASK 1: (Partial Solution) **Ecosystem Escape!** Research Scientists stop your cruise ship in protest! Comparing, Classifying, Sorting Cards and Mat: 4. Alaskan Animals,	**TASK 2**: (Partial Solution) **Wacky Weather!** Close Reading and Comprehension Activity: Alaskan weather wackiness plagues your cruise ship and you're stopped again…	**TASK 3**: (Partial Solution) **Medical Mayhem!** Riddle Puzzle Your cruise ship stops again when too many of the crew have medical conditions to "man" and power the ship!

1. Their Ecosystem/Conservation Issue, 2. Possible Solutions **BUT WAIT ! .....**	**AND… WAIT FOR IT…**	**HERE WE GO… AGAIN…**
Puzzle: Hidden Animal Clue Cards 4. Animal Cards will be hidden around the room 1. Students find the cards 2. Cards found and move on…	**Puzzle: Hidden Task Envelope** Students will have to use inference skills to determine that the black lights lead to their task 2 envelope hidden somewhere in the room that is marked with their shape tile in invisible ink, viewable only with their black light. **Envelope found….continue…**	**Puzzle: Body Systems Riddles** 1. Students will have to read the doctor notes that allude to clues about which ***body system*** is ailing for crew members. (Each card will have a ***SHAPE*** in the corner to use on the ***cypher wheel***) 2. Then, students can reference and must locate ***the body systems posters*** around the room and get the ***color*** from the title of the poster for use of the color code in the cypher wheel.
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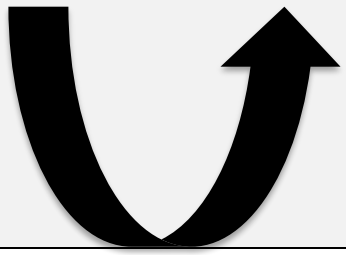
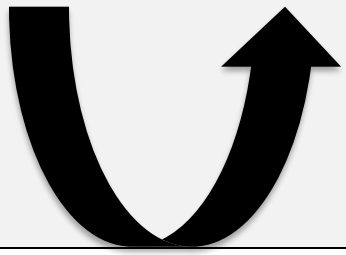
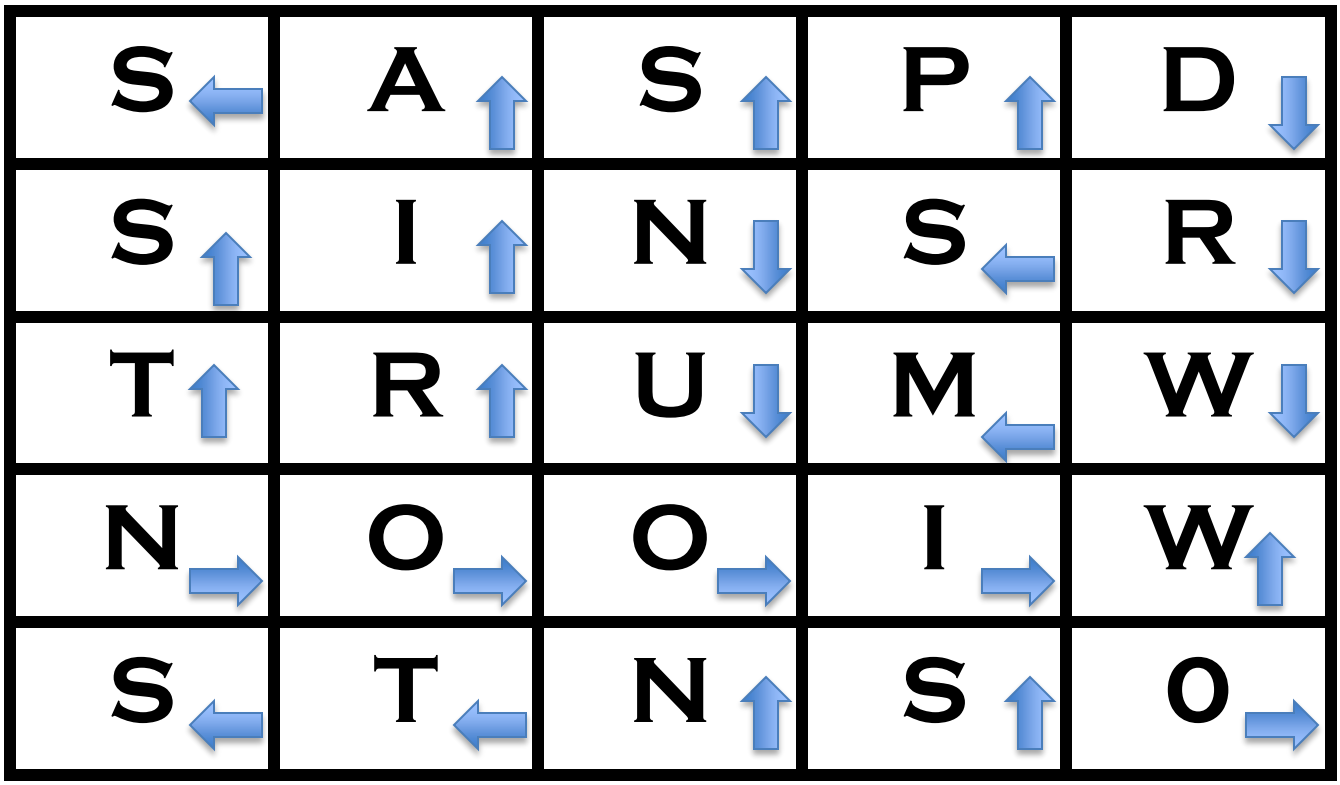
		***COMPLETION!** Hallelujah! *Photo shoots for all participants!

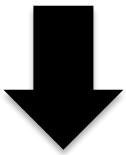
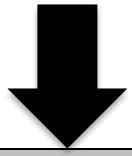
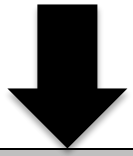

S A S P D
S I N S R
T R U M W
N O O I W
S T N S O

1	32	3	12	122
19	933	95	63	98
109	27	707	87	70
77	16	4	49	17
72	55	120	41	102

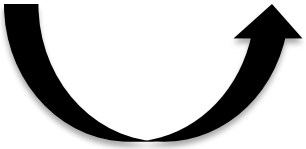
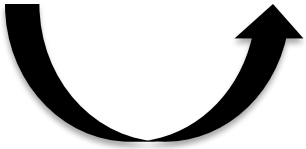
Flow Chart: ESCAPE ROOM

THEME: _____

Scenario:

TASK 1: (Partial Solution) **BUT WAIT ! .....**	**TASK 2**: (Partial Solution) **AND… WAIT FOR IT…**	**TASK 3**: (Partial Solution) **HERE WE GO… AGAIN…**
Puzzle:	**Puzzle**:	**Puzzle**:
Puzzle:	**Puzzle**:	**Puzzle**:
		***COMPLETION!** Hallelujah! *Photo shoots for all participants!

Name _____

Escape Room Critics

	I think….	Watch video of escape room critics……	Now I think….
Job/Purpose			
Characteristics			
Responsibilities			
Guidelines			
Knowledge			
Environments			
Data			
Tools			
Dispositions			
Values			
Attitudes			
Commitment			

Joy Moffett
Summer, 2018

Performance Task: Mystery: Escape Rooms!

An escape room marketing company has selected you as escape room critics to help develop escape rooms with your expertise for their local company called ***Durham Dares to Escape*** in order to attract a younger target audience! You need to convince this company to utilize your mock ups of potential escape rooms so they can incorporate it in combination with their current escape room models for adults.

Your task is to select, organize, create, and design a thematic escape room simulation for youth ages 11 to 14 for this company so they can meet the needs of the growing escape room groupies of this age range. A successful escape room simulation will captivate and intrigue a group of your peers upon trial and completion utilizing the rubric provided by the company below. Good luck and may the mystery be with you!

Escape Room Elements	Level 1	Level 2	Level 3
Theme	The escape room has a theme that has ***little to no relevance*** to youth ages 11 to 14.	The escape room has a theme ***somewhat relevant and applicable*** to youth ages 11 to 14.	The escape room has a ***well thought out theme relevant and applicable*** to youth ages 11 to 14.
Goal	The escape room has a goal that is ***difficult to understand and obtain in relation to the theme*** .	The escape room has a goal that is ***somewhat understandable and obtainable in relation to the theme*** .	The escape room has a goal that is ***understandable and obtainable in relation to the theme*** .
Tasks (3)	Tasks have ***little to no relation*** to the theme of the escape room.	Tasks are ***somewhat related*** to the theme of the escape room.	Tasks are ***well related*** to the theme of the escape room.
Problem-solving (3)	Puzzles for each task require ***basic recall and routine thinking with little relation to the given tasks.***	Puzzles for each task ***somewhat provoke higher level thinking skills in relation to the given tasks.***	Puzzles for each task ***provoke higher levels of thought and relate to the given tasks.***
Audience Satisfaction	Audiences rate your escape room as ***unenjoyable and non-thought-provoking***.	Audiences rate your escape room as ***somewhat enjoyable and thought-provoking***.	Audiences ***highly rate your escape room as enjoyable and thought-provoking.***