

# Escape adventure on Youthpass competences for volunteers

For On Arrival and TEC trainings and other youth mobilities

**Title:** YOUthpass adventure- learning process recorded

**Target group:** young people during an ESC or E+ mobility.

**Number of pax:** 8-20

**Need:** Young people are challenged in E+ and ESC mobilities to understand and describe their own learning and direct their own learning processes. With the Youthpass process they are invited to explore their competence developments and record it. Youthpass is a good tool to use, but difficult to explain. Most facilitators end up presenting it in a very verbal way, or with a Powerpoint presentation in TEC trainings. Often, we end up with pax not paying attention and not getting it.

**Aim:** To create an escape adventure on the Key competences and Youthpass that creates an engaging learning environment where young people get to explore and understand what Youthpass is and how they could use it.

**General description:** In this escape room the group can find information on the key competences and Youth pass process, detailed descriptions, the tools and information sources (Learning out of the Box, website, etc.). Usually, we don't tell our pax that they will do an escape room format, but we just tell them that there will be a session on Youthpass. Finally, the group will find an invitation letter and from there they start to find all the things that are hidden, locked and put those together.

**(Educational) Approach:** For this escape room I use the findings of our Eduescaperoom KA2 project: Looking at Learning. Educational escape adventures are creative and engaging learning environments, that give ownership to learners to explore and discover themselves and together with others. You can find detailed material how to make an educational escape room. Find more on: [www.lookingatlearning.eu](http://www.lookingatlearning.eu) or [www.lookingatlearning.net](http://www.lookingatlearning.net)

It is important to set up a learning space for all. Therefore, the codes and tasks are related to various intelligences. Usually, the escape rooms are mainly on special and mathematical intelligences, for fast thinkers. In Educational escape rooms we try to have all people involved, by adding bodily tasks, patience tasks, literal tasks, etc. It is also important to add task that can only work if the whole group is involved. For everybody to being able to contribute is essential to an educational escape room/ adventure. Besides, I think in this Youthpass escape room it is nice to use the Youthpass key competences.

## Set up:

Find. A large room or maybe even two rooms, (or an outdoor space could also work) if possible, with potential quirky (hiding) spots, drawers, cupboards, paintings, pots, chairs, (we have a billiard table in the room, that gives nice hiding spots). In case of outdoors, try to find spaces with bushes, trees, furniture, constructions (birdhouse, post box, sculptures etc) in the space.

Make sure you mark spaces that they cannot go to or touch (f.e. if there is a desk full of material). Pax can only use what is there, they cannot get materials from elsewhere.

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## Materials:

Various locks:

- Directional lock
- Number lock
- Letter lock
- Key locks
- Ty-ribs
- Bicycle lock
- Diary with lock
- Small jewellery box with lock

Signs and marking materials:

- Forbidden to touch
- Forbidden to move
- Red/white cordon or tape to exclude spots/ parts of the space

Youthpass: Learning out of the box cards

Youthpass material (prints to be cut in pieces, publications, )

Flipchart stand

Suitcase or backpack with several compartments

Tape

Scissors

## Optional:

Possibly computer (with a locked folder they need to open)

Possibly vase or high bottle/jar + cork

Clock down timer (can be digital on a table or phone)

Cryptex (is a bit expensive, but if you plan more escape rooms, it is worth to buy, because it gives a real sense of ' Da-vinci-code' excitement

## **Start:**

Participants/ Volunteers are sitting in a circle and there is a note on the floor in the middle of the circle. We start the session by saying nothing and just patiently waiting until it gets awkward and someone stands up and *discover the invitation on the floor.*

*That says:*

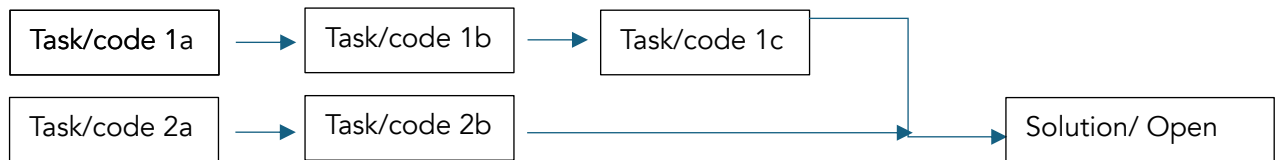
*"Dear all, as part of your learning experience you will have the opportunity to discover and explore Youthpass" in a unique way. But you must work together and be creative in finding openings and solutions to your challenges. You have 45 minutes to find the treasure of Youthpass. Find your and explore!"*

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## Game flow:

You should design the game flow. A game flow looks like this:



.....Etc.

—▶ This means when the task is done or code is found, you have the solution for something, which means you can find or open something .

Tasks can be linear (one links/ opens the next one) or/and parallel threads (independent from each other).

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I will explain a basic game flow for about 10-15 people, and you can add codes and tasks if the group is larger, just to engage all learners in this process.

When you design an escape adventure, please make sure, your game flow is working. Test it! Sometimes we make it complicated and mess up the structure (the clue for the lock is inside the space that is locked by that lock, so they will never be able to find the solution)

Before you start, check out all the possible hiding spaces, in the room, cupboard, chairs and coaches, on and under tables, under carpets, on the sealing, in lamps, objects, floor, garbage bins, etc. Look what could be interesting. For our escape room, we have a space, that has phone charger lockets. Of course we use them to lock something important.

Because you work with a larger group, you need lots of things 'to do'. So, it is essential to have some collection of large numbers of pieces.

## Codes and tasks:

For this [escape adventure about Youthpass](#) I made the following tasks:

### Parallel tasks:

- All the descriptions of 9 key competences from leaflet for volunteers: <https://www.youthpass.eu/en/publications/leaflets/> Prepare a Flipchart stand with Key competences for Youthpass as a title. Participants can collect the key competence descriptions there. These descriptions can be found in hidden in the room and some maybe in some spaces/ objects that need to be locked (f.e diary, backpack compartment, etc.) There is no further solution, it ends when all competences are on the flipchart.

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- Letter to volunteers , cut in many pieces ( <https://www.youthpass.eu/downloads/13-62-421/Letter%20to%20the%20participants%20of%20the%20European%20Solidarity%20Corps.pdf> ). On the end they have to
- One red page called Youthpass leaflet for young people: (at the bottom of the page under Other leaflets: <https://www.youthpass.eu/en/publications/leaflets/> write a code on the back (not too explicit!, like in a milder colour), then cut the paper in pieces, in a way, that they need to have all the pieces to get the outcome. After they have made the puzzle, they need to turn around the paper and they find the code for something. I usually use **Discover Creative Environments for Learning**, because I have a lock that has the code: DCEL, but you can adjust that your own number or letter code, according to the lock that you have.

### Linear tasks/ codes:

- Step 1a: 3 cards from learning out of the box: <https://www.youthpass.eu/en/publications/card-game/>. You need to find the cards that have the right number on the card. F.e. my diary has code 417: I hide Youthpass cards 1, 4 and 7 in the room. That would make the code to open the diary. This is my step 1a. In case you want to make it more explicit, you could hide some more cards or the rest of the package, but only after the diary has been opened.
- Step 1b: The diary opens. It can hold a lot of things, New tasks, puzzle pieces from the first two tasks, and a key to open of the compartments of the locked backpack.
- Step 2a: A scissor is to the wall, a radiator, a pipe, or something like that with a (bicycle lock (f.e. 3 or 4 numbers). They need to find that code somewhere (it can be on a dart board, with the darts in the spot that represents these 3 or 4 numbers). You can also bring in various numbers of objects, .f e. pens, balls, pegs. You can also hide little notes in balloons. They need to prick the balloons, so the notes with numbers get out and give the numbers for this lock.
- Step 2b: a jar is attached with a ty-rib to the wall, a radiator, a pipe, or something like that. They can only remove it with the scissor that they just have unlocked.
- Step 2c: there is an empty transparent jar, or vase with a key inside, that has a cork attached to it. It is important that pax can see that key and the cork. The jar/ vase it taped down and says clearly: don't touch!, don't move!! The upper side is also taped, so there is only a small open space (big enough to get the key out). They will need the (previously locked) jar to fill it with water to fill this jar/vase. The key and cork will float and come up to the opening. From there it is easy to get the key out. The key opens a lock to a backpack compartment I usually put a key, that they will need at the end of the game, just to make it more exciting. I usually put a little jewellery box with lock in the final compartment of my backpack, so they will need to open all the compartments before being able to use this key.

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## Backpack:

Backpack with at least 3 compartments, clearly full of locks for each compartment. Pax are usually very excited when they find the backpack. Each compartment has something in it:

- In each of the compartments you could add puzzle pieces, or for example the key competence descriptions. Just make sure, you don't lock a puzzle piece (of the red paper) that is needed to unlock one of the compartments. You can add and hide other things, like a Cryptex, or larger tasks or a jewellery box.
- First compartment (good to have a lock, that has an easy solution, like finding a key hidden in the diary). It is important to have a feeling of success in the beginning. In this compartment you can also add a some larger task, that needs time.

## **Other tasks:**

- Literal tasks: You could do something with a longer text and hide a message in text` you can do this by writing words with capitals (not at the beginning of the sentence) and capitals make word together, like FOURTEEN. You could also write words with other fonts or bold, or write words with missing letters (f.e. cometenec, so the 'p' is missing and the missing letters together make a word), or numbers in the text, ((As the girl was walking in the forest she saw one house that has three windows and four different curtains and was surrounded by none trees, solution: 1349) etc. On the internet you can find ways to code texts for escape adventures.). Usually, I write 2-3 page text about Youthpass competences and add a coding, The message can be a reference to go somewhere: 'find the instrument for playful notes'. *(note: This is good task for slow-learners, and people who are literal, have patience...something that fast thinkers don't have and if it is printed in 3 pages, also 4-6 people can work together on it. )*
- Bodily task: Group task. They get a word or expression of exactly the number of letters that they are participants. They need to 'write' this message only with their bodies, and then you can take a picture of it. When it is readable they earn a new clue, or key that you give them *(note: This is a typical group task that involves all participants, which is important in educational escape adventures!)*
- Auditive task: Find an instrument (maybe piano, maybe a children's accordion or keyboard. Record a ' song' of 5 notes: They have to decipher it It can be the note itself (notes have letters), you could use that, or they can be related to numbers if you mark one of the keys with a number, and they have to deduct from that. *(note: This is nice for people who have good auditive intelligence)*
- Natural task: you could use some nature book, a school poster, or do a task outside, where pax need recognize plants or small animals. Once we had a poster/painting with different butterflies and they had to find the names of the butterflies in a Book. The first letters of each butterfly made the code for a letter lock.

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- Directional tasks: You could use material or printed material that has directions as a result. You could use a map, a labyrinth or a game (like chess, giving people steps to take with chess figurines). This is nice for using the directional lock. Usually that is in 4 steps, like 'up-left-up-down'. (note: *This task is good for people who have good spatial (3D) intelligence.*)
- Scientific task: the task previously described in task 2 with the key in the jar/vase is an example of a scientific task. You can also imagine using magnets (moving things with magnets, using chemistry (invisible ink- by writing with lemon juice, that you then heat up with an iron to make text visible) or using warm water/ steam to unravel messages written with 'grease' on a mirror or glass. I usually keep it simple, otherwise it is too expensive or complicate, but it can be very much fun for pax.

Final clue: It is nice to find something like a treasure. This can be something related to Youthpass (f.e. Youthpass out-of-the box cards, or the escape book on Key competences. But it can also be notebooks for each, that they can use for recording their learning or even a bag of sweets.

Note on your role as educator. We tend to interfere way to soon. Explain to participants that you will only 'help them' when they ask for it. Avoid immediate non-verbal signs of 'good or bad'. It is a process of letting go and let learners go through the learning process, which might involve confusion and frustration. It could be a learning process for you as educator as well, to better facilitate self-directed learning.

### Debriefing:

you can debrief this session:

- On how they feel at this moment
- How was the escape adventure itself
- What they discovered about Youthpass (and add additional info)
- How the process was, related to learning (challenging themselves, motivation, confusion, being stuck, making mistakes, doing something new, linking things together, working together with others, ownership, etc.) What supports learning and what are good conditions for learning (can be different for each one)

Good luck to this joyful process of setting up an escape adventure. The first time it might require a lot of time, but once you set it up, it is easy and can be easily copied by you and colleagues. We in the Dutch pool have one basic version and extend it if needed with 2-3 extra tasks if we have large groups.

Enjoy!