

GAMIFYING education

• Escape Games •

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Erasmus+



Be
International
Za hranice vzdělávání





GAMIFYING EDUCATION

2022

This handbook was produced as an Intellectual Outcome (IO1) of the Strategic Partnership project "Gamifying Education", implemented by Be International (Czech Republic) in collaboration with Puzzle OptimEast (Romania) Shokkin Group (Estonia) and Ticket2Europe (Spain) with the support of the Czech National Agency for International Education and Research.

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Handbook featured in

PLAYVERSITY

Playversity is an online hub for educational games and playful educators. We strive to change the way learning is perceived by spreading the use of quality game-based learning solutions in the youth work and education fields.

Youth workers, teachers, youth leaders, managers and everyone else who might benefit from using games in their educational process are welcome here.

We aim to create a community of game-based educators who will support each other, share their experiences, knowledge, and resources to improve the education process all around Europe and the world.

If you are curious to dive into the world of educational games and game-based learning news and would like to interact with like-minded individuals, then **join the growing online community of Playversity here:**

[Take a look!](#)



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About the project and handbook

This is the second of three handbooks produced within the project **"Gamifying Education"**, introducing different types of games for learning and providing ready-to-use educational games that can be applied to school, summer camp, youth center or training environments.

"Gamifying Education" is a strategic partnership project focusing on exchange of best practices in game-based learning by further developing educational games, namely table-top games, escape games and live action games, that have been initiated during Key Action 1 training courses and hold big educational value potential.

The strategic partnership aims to further develop, share and promote game-based learning practices as an efficient and innovative approach to learning and to make game-based learning more present in formal and non-formal education institutions.

This handbook is divided in three main sections: the first one is dedicated to a **brief introduction to game-based learning** and the analysis of escape games as a learning tool. In the second section you will find the scenarios of **five escape games** which can be accessed in separate folders and contain:

- **Game outline** with detailed description of the game, step-by-step gameplay, introduction stories, debriefing questions, tips for follow-up activities and list of materials.
- **Printable materials.**
- **Additional documents** to make it easier for the facilitators to prepare and run the games.

Lastly, in the last pages you can read the **testimonials** of the youth workers and educators who took part in the second training mobility of "Gamifying Education", implemented from 11th to 15th of July 2022 in Tallinn (Estonia).

The organisations behind



et.shokkin.org
@shokkinest

Shokkin Group (Estonia)

is a youth organization composed of young people aged 15-30, youth workers, educators and youth work trainers.

The organization was founded in 2011 with the main aim of empowering young people of Estonia to live a pro-active lifestyle by providing them with opportunities for personal, professional and social growth.



beinternational.cz
@beinternationalngo

Be International is a youth organisation based in Brno, Czechia.

We believe in a world where young people enjoy their learning, are engaged in public affairs and develop themselves through non-formal education.

Our journey towards a better world leads through synergy of local activities, international youth mobilities and volunteering.



ticket2europe.eu
@Ticket2Europe

Ticket2Europe is an organization founded in 2016 with the mission is to open up new paths and development possibilities for young people, specially those in NEET situation or coming from regions with geographical obstacles.

Its activities and projects focus on areas related to European values and topics such as human rights, social inclusion, peace building or youth employability.



@PuzzleOptimEast
@puzzle.optimeast

Puzzle OptimEast is a youth organization based in Romania since 2014 as a place where youth have the opportunity to grow in a safe environment and prove that in small towns it is also possible to be active.

Its activities focus on the fields of personal and professional development, entertainment, culture, sport, and tourism through non-formal education activities and equality.

Funding bodies



Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. With a budget of €26.2 billion for the period 2021-2027, the programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. The programme also offers opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses.

More information: ec.europa.eu/programmes/erasmus-plus/about_en



To bring Erasmus+ as close as possible to the participants and make sure it works well across different countries, the EU works with National Agencies to manage the programme.

The National Agencies are based in Programme Countries and their role involves providing information on Erasmus+, selecting projects to be funded, monitoring and evaluating Erasmus+, supporting applicants and participants, working with other National Agencies and the EU, promoting Erasmus+ and sharing success stories and best practices.

Games and game-based learning

What is a game?

It is easy to imagine what a game is. Probably all of us played games with our peers in the streets between blocks of flats, in parks, schoolyards and forests. Many of us played at least one video game or board game, visited an escape room or participated in a mysterious real life quest happening at a summer camp. Playing games is natural to humans, so you can probably imagine what a game is.

However, it is a more difficult endeavour to move forward from abstractly imagining to *defining* what a game is. There is a whole bunch of definitions, and we are not here to propose our own to you. Still, we picked a few of the ones we like and want to show them to you if you are interested.

If you are not really into theoretical frameworks, feel free to skip this chapter.

In her book *Reality is Broken*, Jane McGonical writes:

"When you strip away the genre differences and the technological complexities, all games share four defining traits: a goal, rules, a feedback system, and voluntary participation."

- The **goal** is the specific outcome that players will work to achieve. It focuses their attention and continually orients their participation throughout the game. The goal provides players with a sense of purpose.
- The **rules** place limitations on how players can achieve the goal. By removing or limiting the obvious ways of getting to the goal, the rules push players to explore previously uncharted possibility spaces. They unleash creativity and foster strategic thinking.
- The **feedback system** tells players how close they are to achieving the goal. It can take the form of points, levels, scores, or progress bars. In its most basic form, the feedback system can be as simple as the players' knowledge of an objective outcome: "The game is over when . . ." Real-time feedback serves as a promise to the players that the goal is definitely achievable, and it provides motivation to keep playing.
- Finally, **voluntary participation** requires that everyone who is playing the game knowingly and willingly accepts the goal, the rules, and the feedback. Knowing establishes common ground for multiple people to play together. And the freedom to enter or leave a game at will ensures that intentionally stressful and challenging work is experienced as safe and pleasurable activity.

Dave Gray, Sunni Brown and James Macanufo claim that every game has five basic components:

Game space: A shared, alternative world where the rules of the real world are suspended and which the players enter willingly. Players technically agree to suspend reality and replace it.

Boundaries: A game has boundaries in time and space (e.g. when the game starts and ends, outlined playing area).

Rules for interaction: Technically a component very much connected to game space - by following the rules, the game space can exist without being violated.

Artifacts: Objects that hold information about the game. A ball that should be kicked, a pawn (or even a player!) that can be moved, a card that can be played, a progress bar that tracks the health of a character. These are all examples of artifacts.

Goal: A moment that defines the end of the game. Some games are timed, others end when a certain amount of points is accumulated.

In *Rules of Play*, one of the core books on game design, Katie Salen Tekinbas and Eric Zimmerman even have a whole chapter in which they compare eight different definitions and come up with their own:

“A game is a **system** in which **players** engage in an **artificial conflict**, defined by **rules**, that **results** in a **quantifiable outcome**.”

Naturally, they almost immediately challenge the definition by providing examples of games that do not strictly fit into it, only to conclude:

“Sometimes the answer to the question of whether or not a game is a game rests in the eye of the beholder. Any definition of a phenomena as complex as games is going to encounter instances where the application of the definition is somewhat fuzzy.”

What is game based learning?

Game based learning for us is an approach in learning design when the educator incorporates games in the curricula they create with the intention to engage students in the learning process, spark curiosity towards a theme, start a discussion in a group, wrap content in a more interactive format or provide an embodied experience that prolongs the learning effect. In a shorter manner, **game-based learning is the intentional use of games or game elements in the educational process.**

Games can be used as a way to introduce a new topic, discover one in depth or even assess the acquired learning. Thus, we don't introduce games as a standalone panacea for learning, but as a powerful tool to enhance engagement in combination with the whole pedagogical instrumentarium.

Game-based learning is intimately intertwined with *gamification*: the process of applying game elements to other areas of activity. Indeed, what occurs in a classroom has more in common with a game than one would expect.

Let's take a closer look at the definition proposed in *Rules of Play*: "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome."

Imagine students as players. Look at the artificiality: schools as we know them are socially constructed (a space that the players enter, if you wish). Is there a conflict happening at school during the learning process? Are there levels of cooperation and competition naturally occurring? Do you see the rules that set certain limitations on the players? And what is the final goal? Could each school year constitute a level? Could the whole high school constitute a game?

Schools and the learning processes create an environment which naturally invites us to gamify it. One of the simple examples that are becoming more and more popular are badges: a kind of award distributed to the students after completing a course, acquiring a new competence or performing in a certain way. *This* would be gamification. However, it is not what we refer to as game-based learning.

In game-based learning as we understand it, we use the game itself - not just game elements - as an activity that will provide the learners an opportunity to gain new knowledge, skill or even an attitude. In this handbook you will find a set of games that were created specifically with this intent.

Escape games

Escape rooms or **escape games** can be characterized as team activities where a group of players is locked in one or several rooms and they have to work together to find clues, solve puzzles and, as a result, escape the room.

The game usually lasts for 60 minutes and can be played by a group of two to six people. Most of the time, there is a game master who briefs the team and explains the rules and story, monitors the game process, provides extra hints when requested, and stops the game when time runs out.

All escape games have a theme reflected in the game story, a role the players have in this story, the physical setting of the game, thematic puzzles and the ultimate mission the players are trying to fulfill.

Common themes and missions are, for instance, escaping a serial killer, unraveling a murder, diffusing a bomb, preventing a global catastrophe, or running away from a haunted hotel.

There are also escape games set in the worlds of popular films or television series, such as Game of Thrones, Harry Potter, Nightmare on Elm Street, Mission Impossible and many others.



How to facilitate escape games: TIPS

A **game master** is a person who takes up the task to facilitate the game. We see game masters as the ones responsible for opening up the new world for the players, leading through the experience and closing the world without leaving anyone stuck in the game, while bridging the lived experience with the real world and the lessons learnt.

When taking up the role of a game master in escape games, you want to be sure to provide players with the best possible experience.

Educational escape games require strong facilitation skills, as the game masters have to introduce the game to a group of people, get them into their role and make sure that the hints they receive are balanced. Here are a few tips for making it a pleasant process for you and the players:

Set up the game in advance and play through it physically

Check the material list and make sure to have all the materials gathered in one spot hours before the game. You won't even believe how often last minute printer issues happen or how often very simple materials are not available in the shop at the exact time when you need them. Spare your nerves and prepare your props in advance.

Have extra copies of essential materials with you

Yes, things tend to break, get misused or just go missing after an escape game is played a few times, so have a few backups with you so you can easily fix any problem occurring.

Introduce the rules and the story

Once the technical and rule briefing is done, you should introduce the game story to the players.

At this point, it is important to mention what happened in the story prior to the escape game experience, introduce the roles of the players, provide them with any necessary equipment (a diary, a phone, a tablet), and, if relevant, give them the time to study any specific information or media (website, newspaper article, video or audio file). When the pre-task is over, the game master can let the players start the game. It is always a good idea to let players know about ways to ask for support whenever in need.

Make trigger warnings known to the players

When working with educational games on social topics, it is good to be aware of any possible previous experiences that might influence your players. If the game is based on the topic of domestic violence or suicide, you could get a player moving towards a panic zone.

Set the atmosphere

You want the group to go into the room excited and motivated. Think about how you will introduce the story to the players and practice the explanation in the specific role you are taking. Use props that can help players get into their roles.

Don't intervene unless it is really necessary

Remember that playing through an educational game is an experience and every player/group has the right to live through their own.

It is sometimes very tempting to give a hint when observing a group. However, no matter how tempting it is, intervene with a hint only if the game rules are being broken, a mistake was done by you in a preparation phase and you need to adjust an important material that was misplaced, there is any unsafe situation developing or you are directly asked for a hint.

It is acceptable to ask the players if they would like a hint if you really have a feeling they are struggling. If that is not the case, then you are better off as an observer who notes quotes, actions or reactions that can be brought up in the debriefing.

De-role when necessary

Certain escape games have stronger emotional impact through taking up a role or exploring a very difficult or sad topic. In such cases, it is important to "shake the role off" before entering the debriefing stage.

Come up with a way that allows players to let go of the role. It can be as simple as physically shaking and jumping or having a short conversation with one another about what really makes them themselves.

Lead the debriefing

Debriefing is the most important part of an educational game experience and the reason for the game to happen, so never underestimate it.

There are high chances that you will need to restart the game and run it for the next team, so there might be very little time for debriefing.

Thus, when facilitating educational escape games, we suggest you either work with another colleague who leads the debriefing, or skim the first feelings and emotions from the players and go directly to the connection with the real world and provide a follow-up possibility in the form of a handout, link to a documentary, lecture or anything else that you will find relevant.

Step-by-step creation process

Escape Games

As Jesse Schell said in *The Art of Game Design: a book of lenses*: “...You could no sooner become a singer, pilot, or basketball player by reading a book than you could become a game designer. There is only one path to becoming a game designer, and that is the path of designing, and more to the point, designing games that people really like. That means that simply jotting down your game idea isn’t enough. You must build the game, play it yourself, and let others play it...”.

In this section of the "Gamifying Education" handbooks we introduce the logic we use to create a specific type of educational game but this is no magic recipe of creating a great game.

When creating an educational game, think of the dynamic and emotional state that you want to place the players in. What do you want them to experience, which emotions to have and what feelings to generate throughout the playing process. As any educational tool, a game creation process has to start with a portion of research to create a game that will be applicable to the learning needs and attractive to the target group.

So how can you create an educational escape game, you might be wondering?

Here is a brief step-by-step suggestion:

1. Identify your target group

When designing any educational activity, we should start from looking at the potential target group and their learning needs. We take an opportunity to look at what they already know about the game topic and what they should realise and know about the topic. What the curriculum or the training program suggests the learners should understand in regards to the topic of the game developed.

2. Set preliminary learning outcomes

Setting preliminary learning outcomes is crucial in the design process. We want to analyse what relevant knowledge should the players acquire through the game, which skills they should have a possibility to practice and which attitudes or behaviors we can challenge or desire to adjust.

3. Design the story

Story design starts with the choice of a theme. It might be dictated by the game topic chosen before, or the subject you are teaching. For example, if you teach a history class, the theme could be set in a specific period, e.g. an ancient Greek library or a medieval prison.

If it's an escape room about gender-based violence, it can be set in a room of a teenager, a Domestic Violence shelter or a psychologist's cabinet.

Once we have our theme and possible settings figured out, we can move forward. We would recommend taking a deeper look at the problem from which the plot hook will stem by doing some more research about the chosen topic. It will help you come up with solutions for the problem the characters are struggling with.

4. Choose a puzzle path and design puzzles

When creating an escape game, a designer can choose to concentrate on one of four most commonly used game structures: **linear, non-linear or multi-linear**.

We recommend sticking to the linear type where one puzzle logically leads to another. In escape room design, we look at the whole timeline of players identifying, solving and completing a puzzle as a whole. This timeline is called a **player loop**. You want to create five to six good player loops for an escape room that would take 45 minutes to complete.

Make sure that the puzzles are integrated into the story line, the clues for them are logical and that the players will receive all the information needed for the solution inside of the room. Avoid puzzles that are too long, require excessive out-of-the-room knowledge or are time wasters.

Take a look at pages 39-44 in "[Breakout Box: the Manual](#)" for detailed step-by-step tips for building puzzles.

5. Cross check with the learning outcomes

Your room is almost ready. At this point, you can critically look back, and see what needs to be adjusted to fit the learning outcomes. You can design the debriefing (after-game discussion) or any other learning-extraction method (after-game movie, self-reflection exercise, fact sheet, etc.) that makes a logical conclusion to the game.

6. Run an internal test

Gather a few colleagues or friends and have them play the room. Observe. See what needs to be adjusted, which puzzles are perhaps too difficult and which are too easy and which parts of the story are maybe not too clear.

7. Enhance the environmental storytelling

Physical objects such as clothes, posters, and symbols can enhance the scenarios and thus enrich the playing experience, immersing the players into the game world, providing stronger emotions and long-lasting effects.

8. Define rules and write the introduction

Write a set of rules which will be presented to the players (from general ones as "do not use force", or "if you need help, you can ask me", to more specific ones as introducing "don't touch" stickers, if you include them in the room).

9. Create a restart list

Make sure that restarting the game is as easy as possible. Create a step by step list which includes which objects should be put where, which locks belong to which box and what are combinations, which relevant materials should be placed around the room. This makes it easier for you you rearrange the room quickly for the next group.

10. Test and iterate

Testing the game with the target group will allow you to identify any bugs in the game system and see what the weak points are. After each test it is important to gather feedback from the players and adjust some of the elements on the go.

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Game scenarios

The Interview Hacker

Learning Outcomes:

1. To understand important aspects of a job interview.
2. To get to know what constitutes a good CV.
3. To highlight the importance of soft skills when applying for a job.

The game takes players to the year 2078, when the job market is dominated by elderly people and youth unemployment is near 85% worldwide.

Most job interviews are passed by older people and no one is training or sharing information with youth. The players become hackers who want to understand the recipe for a perfect CV and job interview that is used by the elite.

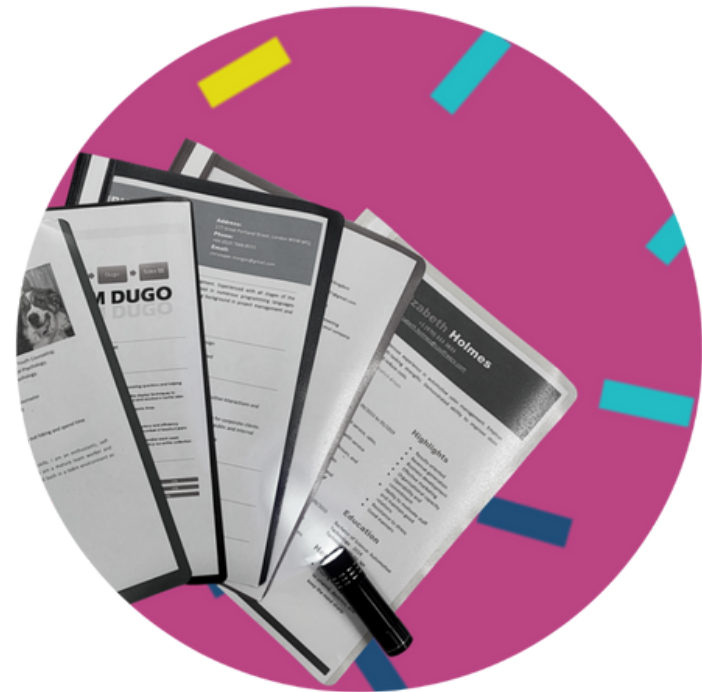
Will they manage to uncover the encoded information hiding deep inside the computers of the HR department?

The Interview Hacker is an engaging and relatable escape room focusing on the importance of key soft skills in order to succeed at a job interview.

Group Size: 3-6 players

Player Age: 16+

Game time (with debriefing): 60 minutes



**Game outline and
printable materials**

Testimonials

Why would you recommend playing *The Interview Hacker*?



"With this game players can learn how to write their own CV. Also, they realize that we live in a modern world where job seekers have to be competitive and have multiple soft skills."

Petra Pelcová
Czech Republic



"The game is a perfect tool to introduce the topic of application procedure to people who are starting to learn about it. It provides useful tools that are then being used in real life when looking for a job or even applying to university."

Katarina Urm
Estonia



"This game explores job hunting in an atmosphere of 'the older generations do not fancy the newer ones', which makes it relatable. Towards the end of the game, job interview tips are provided through a puzzle, which I thought was quite useful to know."

Yogini Mauree
Estonia



"The game allows players to practice competencies for the 21st century while trying to solve the mystery. Young people need to know that these competencies are important."

Veronika Batelková
Czech Republic

Arkast Analysis

Learning Outcomes:

1. To understand basic tools for checking credibility of information.
2. To get to know the CRAAP method for fact checking.
3. To reflect upon own approach to choosing sources of information.

Arkast Analysis is loosely inspired by the story of Christopher Wylie, a young programmer and data analyst famous for his work with Cambridge Analytica, a company which illegally scraped the personal data of 87 million people from their Facebook profiles and used this data to manipulate elections.

The players in this game are colleagues of Sarah Blakeslee, a journalist who has been investigating this case and has suddenly disappeared. Throughout the game, players uncover Blakeslee's story and the whole conspiracy.

Will they discover what information Sarah had found and help to make it public?

Group Size: 3-6 players

Player Age: 16+

Game time (with debriefing): 60 minutes



[Game outline and printable materials](#)

Testimonials

Why would you recommend playing *Arkast Analysis*?



"*Arkast Analysis* is the perfect game for addressing the topic of fake news and media literacy with a powerful story in the background that is surprisingly happening right now in real life."

Javier González Expósito
Spain



"The game had a lot of very well-thought puzzles but also a topic that can make a lot of people understand the risks of social media and the importance of taking safety measures and not believing everything seen online."

Miruna Cîndea
Romania



"I could recommend this game because media literacy is a current topic in society. Players learn how to find trustworthy information. They can try the CRAAP method, which is really useful."

Petra Pelcová
Czech Republic



"The puzzles were some of the most interesting ones. The game gives you a better overview of what is happening with the media, what are fake news and some other reflections on the subject. "

Gabriela Cozma
Romania

Get Over It

Learning Outcomes:

1. To understand what is gender based violence.
2. To identify different forms of gender based violence.
3. To empower players to act against gender based violence.

There is a girl missing and your help is needed to find her. You are called by an intern officer from the police station who feels like something is being overlooked and who is ignored by his colleagues at the police station...

Can you find out where is Michelle?

Get Over It offers a deep dive into the complicated topic of gender-based violence with multiple perpetrators and victims, while still offering a somewhat positive and empowering ending.

Game Topic: Gender-based violence

Group Size: 3-6 players

Player Age: 16+

Game time (with debriefing): 60 minutes



[Game outline and printable materials](#)

Testimonials

Why would you recommend playing *Get Over It*?



"*Get Over It* is such an immersive game with the perfect balance of knowledge, storytelling and puzzle difficulty. Out of this game naturally interesting conversations came about."

Nika Karabelskaja
Estonia



"*Get Over it*" is a great way to learn about a sensitive topic. The game is introduced in a friendly, open-minded way that helps to live through a possibly traumatic topic and reveal what can be done in order to prevent gender based violence in real life."

Katarina Urm
Estonia



"Not only the escape room is well made, but the topic that you can debate after is an important one that is sadly not as discussed as it should be. The game is a way to raise awareness about a serious but overlooked subject."

Miruna Căndea
Romania



"This game teaches young people how to recognize gender-based violence, how to ask for help and help others, and also what we can do to prevent and reduce this phenomenon."

Duyi Hu
Estonia

Secrets & Lies of Class 8A

Learning Outcomes:

1. To understand various reasons for bullying processes to occur.
2. To get to know about different roles that are present in a group where bullying occurs.
3. To become confident to act against bullying in youth groups.

In **Secrets & Lies of Class 8A**, players are in the role of a student council asked to investigate what is wrong in Class 8A.

Series of letters and diary entries help them uncover a network of bullies, victims, defenders and onlookers.

The game shows where bullying often stems from and provides an understanding of the characters from several perspectives.

By adding a human touch to a simple story of bullying and exploring the backgrounds of the ones involved, the game helps to build-up empathy and motivation to search for solutions.

Can players get to the bottom of the issue and tell the head teacher of class 8A what is really happening in his class?

Group Size: 3-6 players

Player Age: 16+

Game time (with debriefing): 60 minutes



[Game outline and printable materials](#)

Testimonials

Why would you recommend playing *Secrets & Lies of Class 8A*?



"A great game with simple, yet interesting puzzles that makes you question your perception of bullying. The game helps to understand where bullying might come from and what is possible to do to prevent it."

Katarina Urm
Estonia



"This escape game has a really strong and emotional story. Players find out that in a bullying case there are other parts involved besides the bully and the victim, so it can be included in preventive programs in schools."

Petra Pelcová
Czech Republic



"*Secrets & Lies of Class 8A* helps you understand the points of view of the people involved, their mentality and reasons why they act the way they do. The story blends pretty well with the subject, so you can easily follow it."

Miruna Cîndea
Romania



"The puzzles are clear and very rewarding to solve. It is a room where the story and the puzzles intertwine a lot and it engages you deep into the narrative. It also has a clear ending and a powerful message about self awareness."

Dănuț Florea
Romania

Message from the Future

Learning Outcomes:

1. To raise awareness of the present situation of the planet.
2. To sensitize players about environmental issues.
3. To call for a more sustainable way of life.

You are a group of students talking in your school's corridor, when all of a sudden, the biology teacher opens the laboratory's door yelling things that don't make any sense. As you enter the laboratory, you find a set of strange objects...

Through unearthing the story, players understand that the objects have been sent nothing less than from the future.

Who sent them and why? What are they trying to tell them?

Message from the Future explores the impact of humans on the environment while providing some basic facts and diving into a very different narrative of a fictional future.

Group Size: 3-6 players

Player Age: 16+

Game time (with debriefing): 60 minutes



[Game outline and printable materials](#)

Testimonials

Why would you recommend playing *Message from the Future*?



"The game is full of original and creative puzzles. Players don't just solve puzzles, but also intake many useful facts about sustainable goals and environmental problems. The game alarms people to really take action in the problem of climate change, which is especially important nowadays."

Veronika Batelková
Czech Republic



"An exciting and interesting game combined with a great action story that ignites the interest and focus the attention on the current problems related to climate crisis."

Nika Karabelskaja
Estonia



"The story line is short and captivating. Puzzles are very clever and ingenious, a real pleasure to solve. Very clear and straightforward with very little distractions. Also, the clear ending with the deescalation of the situation is satisfying."

Dănuț Florea
Romania



"The structure of the game, the story and the message is so powerful that it leaves you with tears and inspiration to try your best in helping the environment."

Katarina Urm
Estonia

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Testimonials

Games as a learning tool

Testimonials

Why are games powerful learning tools?



"When players experience something on their own they will remember it better. Games are more powerful than just hearing or reading the information during a lecture. They are connected to emotions and a specific experience. Also, people get a better and more specific concept of the topic in their mind and then it's easier to build on it."

Veronika Batelková

Czech Republic



"Escape games can teach us persistence, creative thinking, decision making, problem solving, strategic thinking and more. Therefore, they are powerful learning tools that are also engaging for the players. Being able to become part of the story allows to have more feelings towards the discussed subject and also understand it better."

Miruna Cîndea

Romania

Testimonials

Why are games powerful learning tools?



"Escape games provide a specific setting that allows players who have never been introduced to the topic to actually live through the possible conundrums that the topic introduces. Living through something and having a possibility to discuss it afterwards is much more memorable than just reading about it from the book, which makes escape games such a powerful tool."

Katarina Urm
Estonia



"With games you learn without even knowing. Besides, by solving puzzles and working in a team, escape games put on the table real-life situations and discussions that otherwise wouldn't be dealt with."

Gabriela Cozma
Romania

Testimonials

Why are games powerful learning tools?



"Escape games are heavily story-driven, which allows information about a certain topic, commonly in the form of a character's story, to be gradually presented to the players in the desired sequence. Puzzles keep the players engaged during the game, and at the end they get to contemplate the whole story and ponder on the topic being addressed."

Yogini Mauree
Estonia



"Games in general can introduce important themes in more playful and interesting ways. They make the students/participants interested in the theme and make them find more information about it afterwards."

Vanda Patočková
Czech Republic

Testimonials

Why should more games be played in the education field?



"Puzzles allow players to participate actively in the "construction" of the story, which is said to make the learning process more effective (constructivism), compared to absorbing information passively. Moreover, having to solve such problems challenges players cognitively and encourage them to collaborate and communicate with their peers."

Yogini Mauree
Estonia



"Because that way more people would be up to keep learning about different kinds of subjects no matter the topic. Also, because it is a great opportunity in order to get more creative ideas."

Pau Martínez Dalmau
Spain

Testimonials

Why should more games be played in the education field?



"Because it is not that complicated to use them, there are many resources nowadays. Just with a little bit of knowledge and resources, we can have an interesting and enriching tool to teach and make the learning process more interesting and enjoyable. Nowadays it is also tricky to get the attention of youth, so we should meet them halfway."

Veronika Batelková
Czech Republic



"Because it is a way to increase cooperation between children. Also, it can help with their memory. It can be a way for children to find out that education can be fun."

Petra Pelcová
Czech Republic

Testimonials

Why should more games be played in the education field?



"Because they incorporate fun and learning and I personally believe this is the best way to get some knowledge in a field. We have been playing games since we were kids and games have always been around us. It is a great way to bring up an issue and talk about different problems."

Gabriela Cozma
Romania



"Games are a great way to engage youth into learning, because they provide such a variety of emotions that no lecture would ever introduce. It is a great tool to make learning actually interesting for those who struggle to pay attention for a long time. Because games are interactive, they help to constantly keep the brain active and help to not to zoom out."

Katarina Urm
Estonia

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Never stop playing!

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