

LESSON PLAN 6

ESCAPE ROOM



ABOUT THE LESSON PLAN

DURATION: 60-70 minutes

If the group needs more time, the lesson can take longer.

RESOURCES: markers, flipchart, sticky notes; whiteboard; envelopes;

The task takes place in a room with equipment such as: desks, laptop, dictionaries, books, drawers, CD player, posters or flowerpot (just to hide riddles/ puzzles).

OBJECTIVES OF THE LESSON PLAN:

Escape room- based classes are very popular nowadays because they involve learners as much as possible, and also use the 21st century skills (The Four Cs) such as: creativity, critical thinking, collaboration and communication. They can be used at any level of advancement, and tasks may include grammar, vocabulary, as well as reading, listening and writing skills. Hence, the main objective of this lesson plan is to boost/improve learners' skills in many aspects, depending on which language ability we want to improve/ master.

EXPECTED LEARNING OUTCOMES:

- Learners will be able to collaborate and communicate more effectively.
- Learners will learn lots of new vocabulary substantively connected with a selected topic.
- Learners will boost their creativity and critical thinking.

LEARNING CONTENT

EDUCATOR will be a kind of navigator and will guide learners through a wide variety of topics and rules.

In order to create your own Escape Room, you need to produce a sequence of lessons first – preferable sticking to the desirable topic. Next, you need to create tasks for each point of the lesson. During these activities puzzles are hidden in different places at a venue of language group meetings, e.g. in a classroom (learning environment), and learners walk around the room looking for some relevant clues.

If the room is big, you can hide puzzles in books, dictionaries, under flowerpots or in desk drawers, stick the puzzle under the table, put it under the poster, under the CD player, or under the laptop - everything depends on the equipment of the room. It is also worth involving trainees in making up a puzzle/ riddle or building up sentences in the correct order.

EXAMPLE ESCAPE ROOM-BASED SEQUENCE OF CLASSES

1. The EDUCATOR prepares several envelopes. Each envelope has one number written in English (e.g. 2, 38, 505676789, 100023). He or she tells learners that in one of these envelopes there is a key to exit (in a real Escape Room the room is locked, in any learning environment the key is contractual and just an ordinary photo of the key can be printed), and the remaining envelopes are empty. Learners' task is to solve a riddle to identify the envelope with the key.

2. Learners work in pairs. Each pair receives a task from the EDUCATOR (e.g. at a lower language level the pictures should be signed, and at higher levels instead of pictures you can give definitions of words in English). The letters in the fields marked with numbers will indicate where the next task is hidden (e.g. EDUCATOR'S desk).

3. Trainees find an envelope (there should be as many sets of envelopes as pairs). The envelope includes some cutouts with questions and answers. Learners form the questions according to the numbers and match the right answers to each question. Then they write down the letters (marked with dots) in the order in which they put the answer. The written word indicates where the next envelope is hidden (e.g. EDUCATOR'S book).

4. Learners find another puzzle. Their task is to read a short text and answer the questions. If they manage to perform the task correctly, the EDUCATOR gives trainees another clue.

5. Trainees receive a sentence which must be completed with one word. If there are 5 groups, each group gets one sentence (each group gets a different sentence), but if there are fewer groups, some groups can get two different sentences. When learners finish their task, they have to cooperate, because only when they form a sentence from the missing words, they will find out which envelope to choose (in the Escape Room example, learners should form the question "*What is your phone number?*", so the envelope with the key includes the inscription "505676789", because this is the only combination of numbers that can be a telephone number). It is worth implementing this type of task at the end as it happens when some groups work very fast and others work more slowly, and with this sort of puzzle all groups have to finish their tasks to find an envelope. If the last task/ exercise doesn't require tight collaboration of groups, one group might happen to finish their task earlier (knowing in which envelope they can find a key) whereas the other might be halfway through.

RESULTS

- development of the Four Cs
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board;
- post-it notes with the most difficult words
- development of memory techniques
- increased capability of retention of information

TIPS FOR FURTHER READING

Author's content (EDUCATOR – as a group navigator and guide of vocabulary content). Educator prepares their own sequence of classes basing on an escape room idea.

HANDOUTS

See Handouts 6.1-6.3 (Example Escape Room – A1 level)