



# The search of truth

## Trainer's guide

### Learning outcomes

#### The main topic

Searching for information involves effectively evaluating the reliability and accuracy of the information found. It requires knowledge of digital literacy, which includes understanding how to differentiate between credible and non-credible sources. This skill is critical in an era of information overload, and the ability to pinpoint relevant and accurate information quickly is highly valuable.

#### Pedagogical objectives

- Players will develop critical thinking by questioning the validity and bias of information.
- Players will develop their attention to detail thanks to a keen observation to notice discrepancies or commonalities in various sources.
- Players will develop their ability to analyse and synthesise information from multiple sources.
- Players will understand how content is created, manipulated, and shared.



## Frame

## Type

Traditional escape room

## Timeframe

1 hour (including briefing and debriefing)

## Participants

Min 2 max 6 (according to the room size)

## Topics

Investigation, journalism, media, murder.

## Skills required

### **Game Master**

- None

### **Participant**

- None



## Game Master's role

During the escape room, the game master communicates with the players through a Walkie-Talkie, which means that the game master is not in the room with the players. Therefore, the game master must pay attention to every detail to prevent any accident or trouble that could arise during the game.

The game master will be the policeman here to support the players. The game master must orientate the players when they are lost or reframe the game if needed.

In addition, the game master should be open-minded about various techniques to involve a group, and adapt the game accordingly. For example, even if the game doesn't propose "roles" for the players, some teams can have shy people or with specific mindset where a role could be a good support for their involvement. The key insight for the game master is to always see an activity with the point of view of the group and see how to adapt it, sometimes in live!



## Inclusivity check

To ensure this escape game is inclusive and accessible for participants with learning disorders or disabilities, consider the following key elements:

- ✓ **Physical accessibility:** Ensure the venue is wheelchair accessible and that all the necessary items are reachable (not too high or far to access).
- ✓ **Visual and auditory support:** Ensure that the materials use large print, high contrast, or digital formats compatible with screen readers. If videos are involved, provide subtitles or interpretation.
- ✓ **Simple and clear instructions:** Use clear, concise language and visuals. Avoid complex wording to support participants with learning disorders.
- ✓ **Flexible participation:** Offer varied roles that cater to different strengths, allowing participants to choose tasks that suit their abilities and foster responsibility without becoming overwhelming.
- ✓ **Sensory considerations:** Avoid sensory triggers like loud noises or flashing lights. Provide a quiet space for participants needing breaks to refocus.
- ✓ **Support and adjustments:** Be ready to offer extra assistance, specific hints and guidance or tailored support based on individual needs.
- ✓ **Feedback loop:** Collect feedback from participants to continuously improve adaptability, accessibility and inclusivity.



## General recommendation:

- "The Escape game is a cooperative activity where, sometimes, the organisation of the group becomes chaotic. If you feel that your players are heading in that direction, don't hesitate to offer them some advice on working as a team, such as:
  - It seems that it will take several brains to solve this part of the problem.
  - It's a bit chaotic, a group meeting to share our findings might help.
  - Even the best people sometimes miss something: redundancy can be a good support when you're looking for a solution!

## Hints and solutions

### Phase A

During this phase, maybe players won't have found the Walkie-Talkie to communicate with you. If players are blocked, you can talk to them through the door, playing the director.

#### Hints

As the policeman:

- Did you search everywhere?
- Sometimes, people tend to hide things [insert where you have hidden it].

#### Solutions

Tell where elements are hidden.



## Phase B

### Hints

- The policeman needs to ensure players understand that they need to search for proof and leave with them.
- The game master must validate with the players what document they found; that way, the game master ensures they found the correct documents.

### Solutions

Players must find the disciplinary report and the 5 emails as proof.

## Phase C

### Hints

- What is telling the truth here?
- Did you think about the articles on the computer? Which one is telling the truth?
- Articles are numbered, aren't they? Which number is the correct one?

### Solutions

The correct answer is 0002.



## Brief and Debrief

### Brief (before the game)

Briefing is very important before entering an escape room. It is the moment where you explain the rules and how it works for those who don't know the game. It also allows you to set the context and universe of the game introducing the beginning and explaining to the players their mission.

### Debrief (after the game)

Debriefing will allow you to receive feedback on your scenario and see what needs improvement. It will also allow you to see what players learned and remembered from this game session. A good practice is to take some notes from players' and your experience so that you can go back to this information later.

Soft skills can be highlighted during the debrief. Here are some examples of fields that could be tackled in the debrief: creativity in finding out-of-the-box solutions, strategic alignment in the way the group is dealing with the information, and teamwork.

Don't hesitate to add elements from your own objectives according to your courses!



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