



Pixel Panic: The Lux Vision Countdown

Trainer's guide

Learning outcomes

The main topic

Video and photo editing

Pedagogical objectives

- Participants will be able to understand video and photo editing process,
- Participants will be able to understand client specifications and to follow guidelines,
- Participants will be able to manage their time.



Frame

Type

This escape game is the regular type of escape game: the players will manipulate the assets through paper sheets.

Timeframe

1 hour to 1h30 with briefing and debriefing

Participants

3 to 6 participants max

Topics

Advertising, sabotage, perfume, video, audio

Skills required

Game Master

Video and photo editing skills (the game master must be able to guide and help the participants throughout the escape game).

Participant

No skills required, but general knowledge of video editing could be a plus (the escape game can be used as a study case after the theory).



Game Master's role

The game master will play an intern in communication: they will be able to provide hints, things they heard about, but can't perform the mixing process. They will be in the room with the players to guide and help them.

When the players access the USB key content and open the assets, they will provide the asset sheets and explain that it is a symbolisation of the rush they have on the computer.

The game master's role is to monitor the time, indicate how long the game lasts for the players, validate or deny the players' work, and supervise the game.

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 a 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 from the point of view of the group and see how to adapt it, sometimes in real-time!



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

Hints

- I know that the client provided something on a USB key... Do you think that the people who sabotaged the work destroyed it too?

Solutions

Where the USB key is hidden. Code of the computer: "047293".



Phase B

Hints

- For sure, if the people who destroyed your work found something, they trashed it.
- I am not sure everything in the trash is useful...

Solutions: Identify the instructions.

Phase C > D

Hints

- The instructions are very specific... can you recognize which assets are mentioned from the computer?
- Ordering the asset paper sheets could probably help you!

Solutions: Here is the solution of the video:

1. Rush 7: Video of the parfum + bottle: from 00:00 to 00:06
2. Rush 4: from 00:13 to 00:20
3. Rush 6: 00:00 to 00:05
4. Rush 2: 00:00 to 00:25
5. Rush 3: 00:00 to 00:05
6. Rush 5: 00:00 to 00:10 + (adapt regarding the rest)
7. Logo: 5 secondes

A video has been created as example in the annexes: "Annex - LuxVision video".



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.

It would be a good opportunity to speak about how far the players went, show them the result expected (video in the annexes: Annex - LuxVision video) and compare to what they did.

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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