



# Operator Manual

Escape Room – Teamwork



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**Pia Lahtinen & Lotta Tiikkainen**

Laurea University of Applied Sciences

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# 1 Introduction

This manual is intended to guide the reader through the installation and operation of Escape4Health's escape room. The manual includes an overview of the room's context and a step-by-step guide to setting up the game. The manual contains valuable information on the game setup, facilitation techniques, and troubleshooting tips, all aimed at maximizing the learning outcomes for the players. Before proceeding, please ensure that you have access to the Tasks document. This document provides a detailed overview of the tasks and challenges within each escape room game. Tasks are available in the accompanying document.

## 1.1 Aim of the escape room

The focus of the escape room are **health professionals working in multi-professional teams**. The aim of this escape room is to support the reflection on different norms, values, and beliefs that different health professionals hold in the interaction with patients, relatives, and colleagues.

## 1.2 Learning objectives

The learning objectives of this escape room are to support participants in:

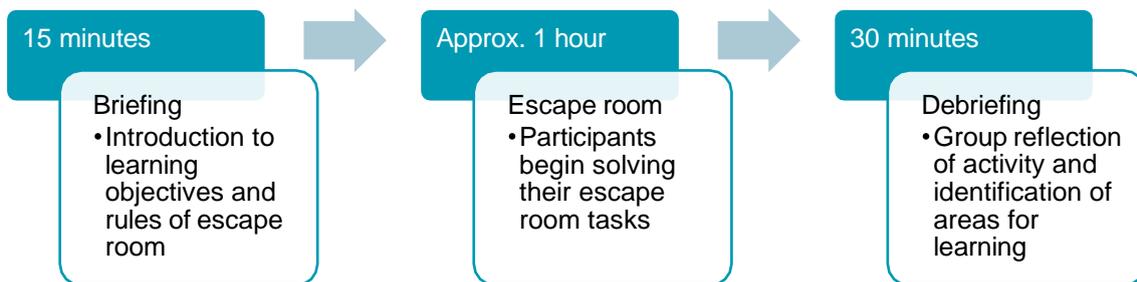
- **Improving communication, teamwork, problem solving and critical thinking**
- **Establishing new insights in relation to the learning objectives and clinical practice**

## 1.3 Structure of the educational activity

In this chapter, detailed information will be provided about the different phases of the escape room game session, the formation of teams, and the overall puzzle structure.

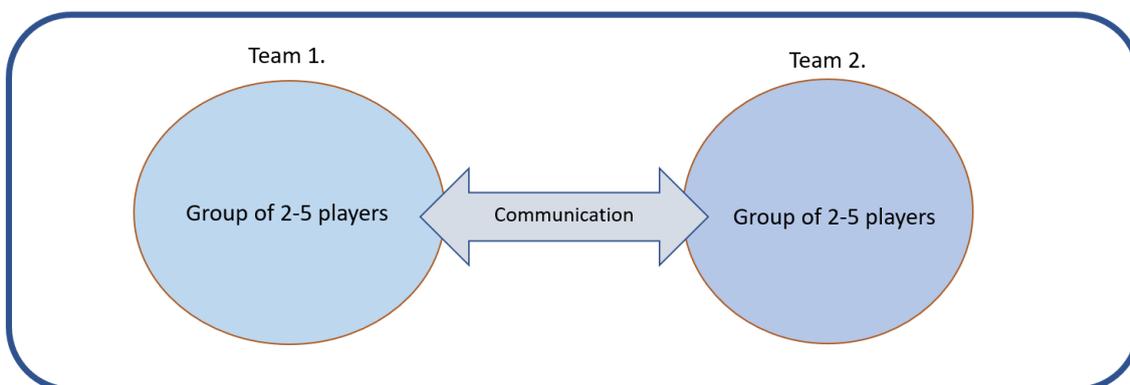
The escape room session is divided into three distinct parts: **the Briefing phase, the Escape Room phase, and the Debriefing phase**. These parts ensure a well-rounded and immersive experience for the participants. [In the Briefing phase](#) (more in the chapter 3), participants will undergo a briefing session and receive an introduction to the learning objectives and rules of the escape room. This phase sets the foundation for the game and typically takes approximately 15 minutes. [The Escape Room phase](#) (chapters 4-7) is the core of the game, where participants actively engage in solving the escape room tasks. This phase allows for hands-on learning and collaboration, lasting approximately 1 hour. Finally, in [the Debriefing phase](#) (chapter 8), participants come together as a group to reflect on the activity and identify key areas for learning. This phase promotes critical thinking and knowledge synthesis, and typically lasts around 30 minutes.

The Figure 1. illustrates the time allocation for each phase of the escape room. Please note that the estimated durations provided are general guidelines and can vary based on factors such as group size, participants' familiarity with the game format, and the complexity of the escape room tasks. It is important to adapt the timings according to the specific needs and dynamics of your classroom setting.



**FIGURE 1 STRUCTURE AND COMPONENTS OF EDUCATIONAL ACTIVITY**

In the briefing phase, teams must be built to foster collaboration and teamwork among the participants. This step allows for teams to be built in various ways, accommodating different skill sets and perspectives within each team, thereby enhancing the learning potential of the escape room serious game. The escape room is specifically designed for a group of 4–10 people, who will be divided into two teams. Each team should consist of 2–5 participants. The primary objective of the game is for both teams to work collaboratively and complete the tasks assigned to them. It is important to note that teamwork and collaboration between teams are essential, as many of the tasks require joint efforts to be successfully solved. For a visual representation of the game's structure, please refer to Figure 2 below.



**FIGURE 2 OVERVIEW OF STRUCTURE OF TEAMS**

## 2 Installing the escape room

### 2.1 Room requirements

The Escape Room can be played in any kind of room that can allocate the participants, for example it can be a regular teaching room.

To facilitate a successful escape room game session, there are only few essential requirements, which are table and chairs. Ensure that an adequate number of tables and chairs are available for each team. This will provide a comfortable workspace for participants to collaborate and solve the tasks. The game session requires a room that is spacious enough to accommodate the teams working separately without being disturbed. Ideally, there should be enough physical distance between the teams to ensure privacy and focus. However, it should also allow for easy communication between teams if needed. If available, utilizing two separate rooms for each team can enhance the immersive experience. Teams can communicate with each other for example via phone call, to ask questions or seek assistance from the other team. This setup encourages collaboration and adds an extra layer of complexity to the game.

### 2.2 Equipment list

To ensure a smooth and engaging gameplay experience, the following equipment is required for the game itself:

1. **Printed Tasks:** The printed Tasks document are available in the accompanying document. This document contains the specific tasks, puzzles, and challenges that will be tackled during the escape room game. It serves as a vital reference for both the facilitator and the participants.
2. **Envelopes:** Prepare seven envelopes that will be used to hold and organize different clues, hints, or key items throughout the game. These envelopes will help guide the participants through the various stages of the escape room.
3. **Pens:** Provide an ample supply of pens for all the players. Each participant should have access to a pen for taking notes, solving puzzles, or making annotations during the game.
4. **Paper Sheets:** Ensure that there are enough paper sheets available for participants to take notes. It is recommended to provide at least one sheet per player. These notes will aid in keeping track of important information, deciphering clues, and solving puzzles throughout the game.
5. **Calculators (or Smartphones):** If calculators are not readily available, participants are allowed to use their smartphones as substitutes. Participants can use the calculator apps on their smartphones to perform calculations required during the game.
6. **One Smartphone per Team with QR Code Reader:** Each team should have access to a smartphone equipped with a QR code reader. Typically, the default camera app on most smartphones can read QR codes by simply aiming the camera at them. The smartphone will be used to interact with QR codes found within the game, providing additional clues or unlocking hidden information.



## 3 Escape room briefing

The briefing should introduce participants to the aim and learning objectives and rules encompassing the escape room. During the briefing phase, it is crucial for the operator to provide clear instructions and set the foundation for a successful escape room game session. Here are detailed instructions about what the operator should communicate to the participants at the beginning of the session:

- 1. Welcome and Introduction:**
  - Greet the participants and introduce yourself as the operator of the escape room game.
- 2. Overview of the Escape Room Game:**
  - Explain the purpose of the escape room game, emphasizing its role in enhancing learning through immersive and interactive experiences.
  - Provide a brief overview of the game structure and how it will unfold during the session, including the different phases and the importance of teamwork.
- 3. Learning Objectives:**
  - Present the specific learning objectives for the escape room game, outlining the key knowledge and skills participants will develop throughout the session.
  - Emphasize the relevance of these objectives to their healthcare education and future professional practice.
- 4. Rules and Guidelines:**
  - Explain the rules and guidelines of the escape room game, ensuring that participants understand what is expected of them during the session.
  - It is important to remind participants that what happens during the game stays within the game. Emphasize that mistakes and errors are part of the learning experience and should not be a cause for concern. The primary objective is to engage in a fun and educational activity, and participants should feel free to take risks, explore creative solutions, and learn from their experiences without worrying about the consequences outside of the game. Encourage a supportive and non-judgmental atmosphere where participants can freely collaborate and think outside the box.
- 5. Team Formation:**
  - Instruct participants to form teams of 2–5 members each. If teams have already been pre-assigned, reiterate the assigned team members.
  - Highlight the importance of teamwork, collaboration, and effective communication throughout the game.
- 6. Communication between Teams:**
  - Explain the importance of communication between teams, especially during the community tasks (CT) marked on the Tasks document.
  - Encourage teams to help each other by sharing information, collaborating on certain tasks, and seeking assistance when needed.
- 7. Timeframe and Timekeeping:**
  - Inform participants about the overall timeframe for the game session, including the estimated durations for each phase.
- 8. Q&A Session:**
  - Provide an opportunity for participants to ask any questions or seek clarification about the game, rules, or any other related aspects.
- 9. Energize and Motivate:**
  - Conclude the briefing phase on an energetic and motivational note, encouraging participants to embrace the challenge, enjoy the experience, and strive for success.

Instructions should be delivered clearly. Allow participants sufficient time to ask questions or seek clarifications. A well-executed briefing phase sets the stage for an engaging and productive escape room game session.

In the following chapters, a thorough exploration of the previously mentioned topics will be



undertaken. Detailed guidance will be provided regarding the different phases of the escape room aim and learning session, narrative and set up will be explained.

## 3.1 Aim and learning objectives

### Aim

The aim of this escape room is to promote the development of teamwork and communication skills while fostering new insights in relation to the learning objectives and clinical practice. When communicating the learning objectives to the participants at the start of the escape room session, it is important to provide a clear and concise explanation of how the game aims to enhance their understanding and skills.

The following aims/learning objectives can be presented for the players:

1. Improving communication, teamwork, problem solving, and critical thinking:
  - Enhancing verbal and non-verbal communication skills within a team setting.
  - Cultivating effective teamwork by fostering collaboration, cooperation, and mutual support.
  - Strengthening problem-solving abilities through the analysis and resolution of complex tasks and challenges.
  - Developing critical thinking skills by evaluating information, making informed decisions, and applying strategic approaches to problem-solving.
2. Establishing new insights in relation to learning objectives and clinical practice:
  - Making connections between theoretical knowledge and practical application in clinical practice.
  - Reflecting on personal experiences and perspectives to develop new insights and approaches to healthcare scenarios.
  - Encouraging creativity and innovation in problem-solving to overcome obstacles

## 3.2 Rules

When describing the game rules to the participants, it is essential to provide clear instructions and address potential scenarios that may arise during the gameplay. Here's an expanded explanation of the game rules, including additional information and help:

### Duration:

- The game is designed to last approximately 1 hour, but there is no set time limit. The objective is for both teams to have enough time to complete all their tasks successfully.
- The operator will follow the progress of the teams. If it appears the game seems to be dragging on for too long and a team gets stuck, the operator may provide clues to help them proceed faster. The timing threshold for intervention will be determined by the operator's judgment. It is recommended that the operator waits at least 5 minutes before providing a clue to allow the participants the opportunity to experience the joy of success from finding a solution on their own.
- If a team is unable to complete all the tasks within the given time, the availability of clues will aid their progress. However, teams cannot easily request clues; they will be given only if the team encounters significant difficulties.

### Can Do's:



- Participants are allowed to talk and confer with members within their own team and the other team. Collaboration and communication are encouraged to enhance the gameplay experience.

#### **Cannot Do's:**

- Participants cannot directly request clues from the operator. The operator will determine if a clue is necessary and provide it accordingly to assist the team's progress.
- Researching answers to tasks online is not permitted. Participants are encouraged to rely on their knowledge, problem-solving skills, and the resources provided within the game.
- Showing task sheets to the other team is prohibited. However, teams can describe their problem or seek assistance from the other team by finding a way to capture their attention.

### 3.3 Narrative

The narrative sets the stage for the escape room experience and immerses the participants in a unique environment. In this escape room, there are separate narratives for each team. At the beginning of the game, the operator informs the teams that they will discover all the necessary information from the envelopes provided. These envelopes contain the puzzles and all the necessary information that will guide them through their respective game narrative.

On this escape room game, the environment of the narrative is outer space. This setting has been chosen to provide a safe and free atmosphere, away from the typical healthcare environment. This should be explained to the teams before letting them to start the game. By explaining the purpose of the envelopes and introducing the outer space setting, participants can immerse themselves in the game plot and embrace the unique environment that has been created for their escape room adventure.

Once the teams are ready, the operator informs them that they can now open the envelopes and embark on their exciting journey. This marks the official start of the escape room experience.

The plot descriptions received in the envelopes by both teams are presented below.

#### **Team 1**

You and your spaceship crew are on your way home after collecting special moonstones. Recent studies have shown that the minerals in these moonstones can destroy resistant microbes. You hope to use them in the development of new drugs.

Suddenly you hear weak cries of help. The noise is coming from the direction of one of the crew's cabins.

After setting the spaceship to autopilot mode, you rush to the cabin door. Your team is there already.

They tell you that the opening mechanism is overridden by the security system. In this state, it is impossible to open from either side.

You look at each other in a slight state of panic. Someone clearly needs help, but you don't know how to get to them.

## Team 2

Your pleasant coffee break with your spaceship crew is interrupted by a sound of beeping alarm.

A message informs you that the security noticed a small space shuttle docking to your spaceship. Inside there was one humanoid. Something was wrong with the humanoid, so the security brought them to the Emergency Room.

You exchange quick glances with you colleagues before placing your coffee cups down.

As you hurry to the Emergency Room, you get a new message. Based on the humanoid's shuttle, she is identified to be a female from the planet Zarw.

You move quickly through the corridor to get to the Zarwian patient.

## 3.4 Set up and during the game

To ensure a visually engaging and clear experience, please print the tasks from the Task document in color. They are available in the accompanying document. The use of color will enhance the visibility and presentation of the tasks, contributing to a more immersive and enjoyable escape room session.

Enclose the printed task sheets to envelopes in the given order (table 1). The envelopes are handed out for the teams in numbered order during the game, after every task in the envelope has been solved. In each envelope there is task sheets, which are numbered e.g. "Envelope A, sheet 1" indicating the number of the certain task in the certain envelope. Each envelope typically contains one set of tasks for a specific level. This means that all the tasks within a particular level will be placed together in the same envelope. As the teams complete the tasks, the operator will check their answers and provide feedback on whether they are correct or not. It is important to note that all tasks within an envelope must be completed before receiving the next envelope.



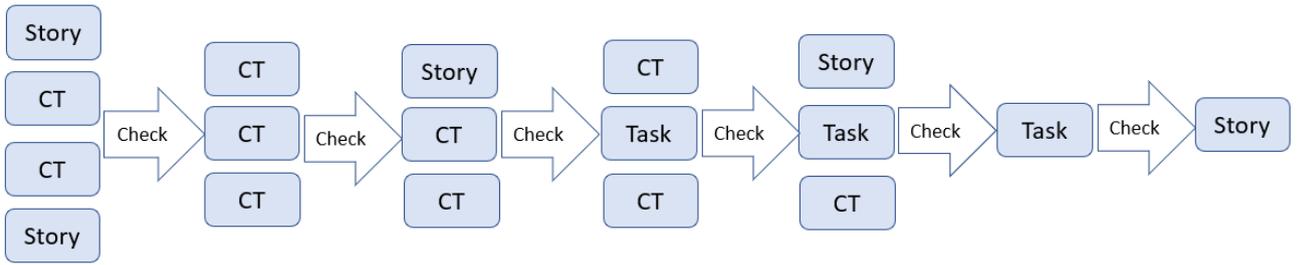
Team 1	
Envelopes	Task sheets
Envelope A	Sheet 1 Sheet 2 Sheet 3 Sheet 4
Envelope B	Sheet 1 Sheet 2 Sheet 3
Envelope C	Sheet 1 Sheet 2 Sheet 3
Envelope D	Sheet 1 Sheet 2 Sheet 3
Envelope E	Sheet 1 Sheet 2 Sheet 3
Envelope F	Sheet 1
Envelope G	Sheet 1

Team 2	
Envelopes	Task sheets
Envelope A	Sheet 1 Sheet 2 Sheet 3 Sheet 4
Envelope B	Sheet 1 Sheet 2 Sheet 3 Sheet 4
Envelope C	Sheet 1 Sheet 2 Sheet 3
Envelope D	Sheet 1 Sheet 2 Sheet 3
Envelope E	Sheet 1 Sheet 2 Sheet 3
Envelope F	Sheet 1
Envelope G	Sheet 1

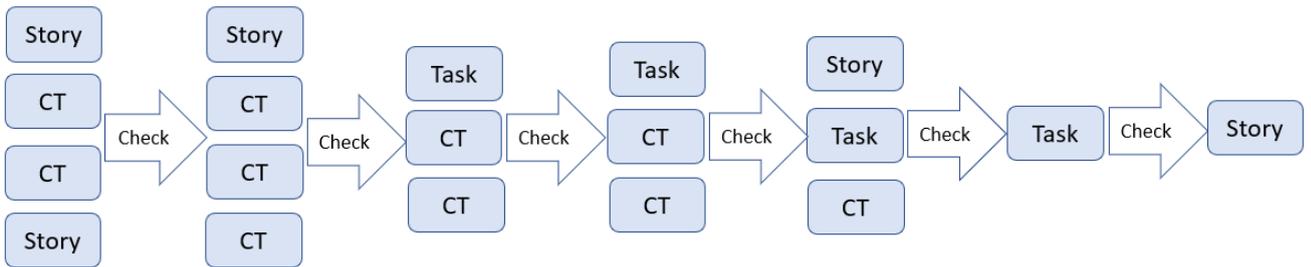
**TABLE 1 TASK SHEETS PER ENVELOPE**

The game incorporates a combination of collaboration tasks and individual tasks, all of which are specifically designed to be solved within the group setting. Figure 3. provides a visual representation of the game's structure, highlighting the progression of each team throughout the game. In the figure, the points where the background narrative of the game are presented as "Story." Additionally, the abbreviation "CT" refers to a community task, which requires one team to seek assistance from another team to successfully solve. On the other hand, the term "Task" denotes a task that the team can solve independently. "The operator check" means the phase where the operator checks answers of the certain envelope. The overview and the sequence of the tasks (Figure 3).

**Team 1**



**Team 2**



Story = Games storyline

T = Task for players in their own team

CT= Collaboration task with two teams

Check = Game operator checks the answers before the next envelope

**FIGURE 3 SEQUENCE IN WHICH TASKS WILL BE SOLVED**

## 4 Escape room tasks for team 1

In this chapter there is a comprehensive information about the steps that lead to each task, the corresponding solutions, and the answers.

### 4.1 Task 1: Step Ladder

#### Step leading up to task

The narrative and the first envelope will be given after the briefing.

#### Solution

The tasks involve Team 1 seeking assistance from Team 2. Team 2 possesses a poster that plays a significant role in the challenge. The poster displays essential words: Airway, Breathing, Circulation, Disability, and Exposure. The words are interconnected and correspond to the (c)ABCDE model commonly used in healthcare as a patient assessment tool. The team 1 should figure out the connection when **hearing the words from the team 2**. The team must write their answer to the task sheet into the given answer row.

#### Answer

ABCDE

### 4.2 Task 2: The Patient

#### Solution

This task has two steps. Team must figure out the two-digit code for the medical box. They also need a key from the collaboration task **A bowl of keys**. After finding the key they must communicate with Team 2 to get the two-digit code that matches their key.

#### Answer

34

### 4.3 Task 3: Back of the Room

#### Solution

Collaboration with the other team is needed. Team 2 has the formula to count how many minutes of oxygen is left.

Note: This can also be calculated without the other team if players know the formula.



**Answer**

30 (minutes)

## 4.4 Task 4: Blood pressure monitor

**Solution**

Riddle is hinting to things that can be done to blood.

*I am red, but I'm not a strawberry.  
I can be pumped, but I'm not a bicycle tire.  
I can be donated, but I'm not money.  
I contain cells, but I'm not a jail.*

**Answer**

Blood

## 4.5 Task 5: Alarm

**Solution**

Collaboration with the other team is needed. Task has two steps. First team have to what symbol goes to the empty square. Then they need to describe it to Team 2 in order to get a one-digit answer.

**Answer**

3 (degrees)

## 4.6 Task 6: Vitals

**Solution**

Collaboration with the other team is needed. Team 2 has NEWS scores and with their help Team 1 must calculate patients NEWS score with vitals given them in the envelope. The vitals are listed below:

Respiration rate: 24 / min  
Oxygen saturation: 97 %  
Oxygen supplement used.  
Heart rate: 58 / min  
Blood pressure: 110 / 70 mmHg  
Temperature: 38.5 degrees Celsius  
Disability: Obeys commands.

**Answer**

6



## 4.7 Task 7: Mysterious camera device

### Solution

Team must solve the word puzzle based on picture hints. They should write their answer to the puzzle base offered in the envelope.

The pictures in the puzzle are hints are:

ANT  
I (In the book there is a text: Me, Myself & ? )  
MICRO  
BI  
AL  
  
AGENT

### Answer

Antimicrobial agent

## 4.8 Task 8:

### Solution

Players receive a QR code in the envelope. It will lead to an audio file. The audio file includes different sounds, based on which they have to guess the correct words for the word cross provided in the envelope. First letters of these words combine the answer:

Horse  
Emergency  
Airplane  
Laughter

### Answer

Heal



## 5 Escape room tasks for the team 2

### 5.1 Task 1: Locked Doors

#### Step leading up to task

The narrative and the first envelope will be given after the briefing.

#### Solution

Collaboration with the other team is needed. They have a picture where it says. Replace I with we, illness becomes wellness.

#### Answer

Wellness

### 5.2 Task 2: Patient's Outlook

#### Solution

Collaboration with the other team is needed. The other team has sign language alphabets. Team must describe the alphabets to receive a corresponding letters and solve what is the name of the patient.

#### Answer

Aniex

### 5.3 Task 3: Taking the temperature

#### Solution

Riddle is hinting to an old-fashioned thermometer and to the smallest planet.

*I'm found in old thermometers,  
I move up when I get hot,  
I'm also the smallest planet,  
And so, Jupiter I am not.*

#### Answer

Mercury



## 5.4 Task 4: Patient

### Solution

Collaboration with the other team is needed. The map is pointing to the city of Glasgow and Glasgow Coma Scale from Team 1 is needed. Description of the patient (below) is needed to calculate points. Team 2 has the description.

The description:

*The young patient looks weary and very tired. She has closed her eyes but opens them when you call her by her name and start examining her.*

*She seems disoriented, but is communicating coherently, although in her own language.*

*You offer your hand, and she takes it. You squeeze her hand, and she squeezes it back.*

### Answer

3+4+6= 13

## 5.5 Task 5: Poisoning

### Solution

Pictures give clues to words. First letters combine the answer:

Oxygen  
Pulse  
Ice  
Ultrasound  
Medicine

### Answer

Opium

## 5.6 Task 6: Antidote

### Solution

Players receive a QR code in the envelope. It will lead to an audio file. The audio file includes different sounds, based on which they have to guess the correct words for the word cross provided in the envelope. First letters of these words combine the answer:

Cow  
Ukulele  
Rain  
Elephant

### Answer

Cure



## 5.7 Task 7: Facial Expressions

### Solution

Collaboration with the other team is needed. The other team has letters to facial impressions. Team has to describe the circled face to receive a corresponding letter.

### Answer

G

## 5.8 Task 8: At the Recreational Bay

### Solution

Team must find the answer in the word puzzle. Picture above the letters indicate how the answer is found.

### Answer

Family

## 5.9 Task 9: Music room

### Solution

Team must connect correctly the ISBAR- key words (identify, situation, background, assessment, and recommendation) provided to their suitable sentence- pairs. The correct pairs are listed below. Answer is made by using ISBAR tool for clinical handover. The team can use pencil to mark the suitable pairs, for example by drawing lines to connect them.

### Answer

**Identify:** I am a member of medical crew from spaceship Adventurer – I am calling about patient Anix, young girl from planet Xarv.

**Situation:** Patient has been treated in our medical unit is now being discharged to home.

**Background:** No underlying medical conditions. Patient suffered from opium poisoning.

**Assessment:** Vitals are otherwise ok, but the level of consciousness was reduced. Glasgow Coma Scale was 13. Patient was given naloxone and is now feeling good.

**Recommendation:** We suggest that patient has a follow-up with her own doctor if her condition changes.



## 6 Overview of codes

Task	Code
1. Step Ladder	ABCDE
2. The Patient	34
3. Back of the Room	30 minutes
4. Blood Pressure Meter	Blood
5. Alarm	3
6. Vitals	6
7. Mysterious Camera Device	Antimicrobial Agent
8. Familiar Sounds	Heal

TABLE 2 CODES FOR EACH TASK FOR TEAM 1.

Task	Code
1. Locked Doors	Wellness
2. The Patient's Outlook	Aniex
3. Taking the Temperature	Mercury
4. The Patient	13
5. Poisoning	Opium
6. Antidote	Cure
7. Facial Expressions	G
8. At the Recreational Bay	Family

TABLE 3 CODES FOR EACH TASK FOR TEAM 2.



## 7 Clues and hints

During the game, it is crucial for the operator to closely observe the teams' progress. If participants encounter difficulties or seem to struggle in advancing within the escape room, the operator should be prepared to deploy clues and hints (Table 4 and 5). These hints can be strategically offered to ensure a smooth continuation of the game and to assist the participants in overcoming any obstacles they may face.

In cases where the riddle involves communication with the other team, it is advisable to provide clues promptly, especially for the initial riddles. This helps foster collaboration and encourages teams to work together effectively. The clues given should be relevant to the specific riddle that the participants are currently focusing on, guiding them towards the solution without giving away too much information.

Furthermore, if the team is not effectively collaborating or seems to be working individually, the operator can intervene by reminding them to listen to all team members. This gentle reminder encourages inclusivity and promotes active teamwork, ensuring that each participant's input is valued and considered.

Task	Clues and hints
1. Step Ladder	<ul style="list-style-type: none"> <li>Remember, that the escape room includes collaboration tasks with the other team.</li> </ul>
2. The Patient	<ul style="list-style-type: none"> <li>How would you describe the outlook of the key to the other team?</li> </ul>
3. Back of the Room	<ul style="list-style-type: none"> <li>Remember, that the escape room includes collaboration tasks with the other team.</li> </ul>
4. Blood Pressure Meter	<ul style="list-style-type: none"> <li>I circulate but I am not a rumor</li> </ul>
5. Alarm	<ul style="list-style-type: none"> <li>First you have to what symbol goes to the empty square. How would you describe it?</li> <li>Remember, that the escape room includes collaboration tasks with the other team.</li> </ul>
6. Vitals	<ul style="list-style-type: none"> <li>Remember, that the escape room includes collaboration tasks with the other team.</li> </ul>
7. Mysterious Camera Device	<ul style="list-style-type: none"> <li><math>\mu</math>: Where have you seen this unit?</li> <li>Agent: Think of James Bond / it is a secret job</li> </ul>
8. Familiar Sounds	<ul style="list-style-type: none"> <li>Emergency: It is something acute</li> <li>Laughter: At least they are not crying. /Perhaps it's not about the subject but the verb.</li> </ul>

TABLE 4 POSSIBLE CLUES AND HINTS FOR TASKS  
FOR TEAM 1

Tasks	Clues and hints
1. Locked Doors	<ul style="list-style-type: none"> <li>Remember, that the escape room includes collaboration tasks with the other team.</li> </ul>
2. The Patient's Outlook	<ul style="list-style-type: none"> <li>How would you describe the pictures shown?</li> </ul>
3. Taking the Temperature	<ul style="list-style-type: none"> <li>"Show must go on"</li> </ul>
4. The Patient	<ul style="list-style-type: none"> <li>Maybe you could try to calculate it step by step</li> </ul>
5. Poisoning	<ul style="list-style-type: none"> <li>Look for the synonyms</li> </ul>
6. Antidote	<ul style="list-style-type: none"> <li>Ukulele: Some items might be tiny, but make a beautiful sound</li> </ul>
7. Facial Expressions	<ul style="list-style-type: none"> <li>How would you describe the pictures shown?</li> </ul>
8. At the Recreational Bay	<ul style="list-style-type: none"> <li>Compare the pictures shown, the other might show the way.</li> </ul>

TABLE 5 POSSIBLE CLUES AND HINTS FOR TASKS  
FOR TEAM 2

## 8 Escape room debriefing

The purpose of the debriefing is to reflect on the escape room experience, its successes, and its challenges, and identify how these can be used to establish new insights in relation to the learning objectives and clinical practice.

Operator's role is to observe teams while they are playing and make notes from their actions. After the game session, operator works as a facilitator and brings up different themes/ topics to cover in the discussion. It is recommendable to utilize previously defined objectives as a discussion frame. The operator can bring up their notions for example how communication practices were conducted while playing. The discussion then focuses on determining opportunities for improvement at the individual and the whole team.

The following structure can be adopted for the debriefing of the escape room:

### 1. Set the scene

- Describe the purpose of the debriefing
- Describe what the debriefing will entail
- Recap the aim and learning objectives of the escape room

### 2. Description phase

- Ask the participants to give a chronological and neutral overview of the experience

### 3. Analysis phase

- Explore the experience for the individual participants
- Potential questions include (ask participants to elaborate where relevant):
  - What went well with your team?
  - What were the biggest challenges for your team?

- What could have been done differently?
- Why did [this situation] happen?
- Have you experienced similar situations before?

#### 4. Application phase

- Explore how the escape room and its associated learning can be transfer to practice
- Potential questions include (ask participants to provide specific and concrete examples):
  - What did you learn about yourself during the game?
  - Which new insights have you acquired that you can apply to your everyday practice?
  - How will you apply these to your practice?
  - Which insights or challenges will you continue to work on?

## 9 Resetting the game

Follow the instructions below to effectively reset the game:

1. **Clear the game area:** Remove any props, materials, or clues that were used or touched by the previous group. Make sure the game space is clean and free of any traces from the previous session.
2. **Reset the tasks:** Collect and organize the task sheets, envelopes, and any other game materials. Ensure that all puzzles, challenges, and solutions are reset to their initial state, ready to be explored and solved by the new group.
3. **Print new task sheets:** follow the previous guidelines for enclosing the sheets to the correct envelopes.
4. **Check equipment and supplies:** Verify that all necessary equipment, such as pens, paper sheets, calculators, and smartphones with QR code readers, are readily available and in working order. Replace any depleted or damaged supplies as needed.

