



Operator Manual

Escape Room 3: Region Hovedstaden, Denmark



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1 Introduction

This manual is intended to guide the reader through the installation and operation of Escape4Health's third escape room, developed by Region Hovedstaden, Denmark. The manual includes an overview of the room's context, an equipment list and a step-by-step guide to setting up the individual riddles.

1.1 Aim of the escape room

The aim of this escape room is to support leaders on the mid-level* to balance the potentially conflicting requirements from levels above them and to communicate these to their workforce.

*Within this context, mid-level leaders are considered to be any individual with responsibility for others in the workplace, who are also required to report to their leaders.

1.2 Learning objectives

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

- Becoming aware of their own criteria for prioritising in challenging situations
- Managing different communication channels when sending and receiving information
- Applying strategies to cope with the emotional challenges arising from dilemma situations with colleagues

1.3 Structure of the educational activity

The escape room is designed for teams of 4-6 participants, who have 1 hour to complete 7 riddles. An overview of the structure and components of the educational activity is outlined in figure 1.

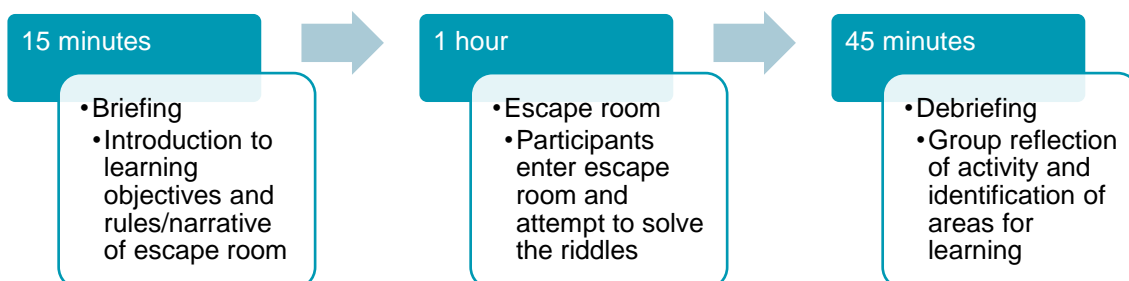


FIGURE 1 STRUCTURE AND COMPONENTS OF EDUCATIONAL ACTIVITY

The sequence in which the riddles can be solved is outlined in figure 2.

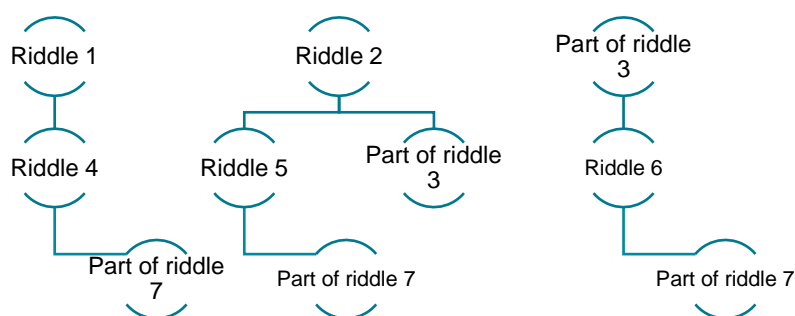


FIGURE 2 SEQUENCE IN WHICH RIDDLES CAN BE SOLVED

2 Installing the escape room

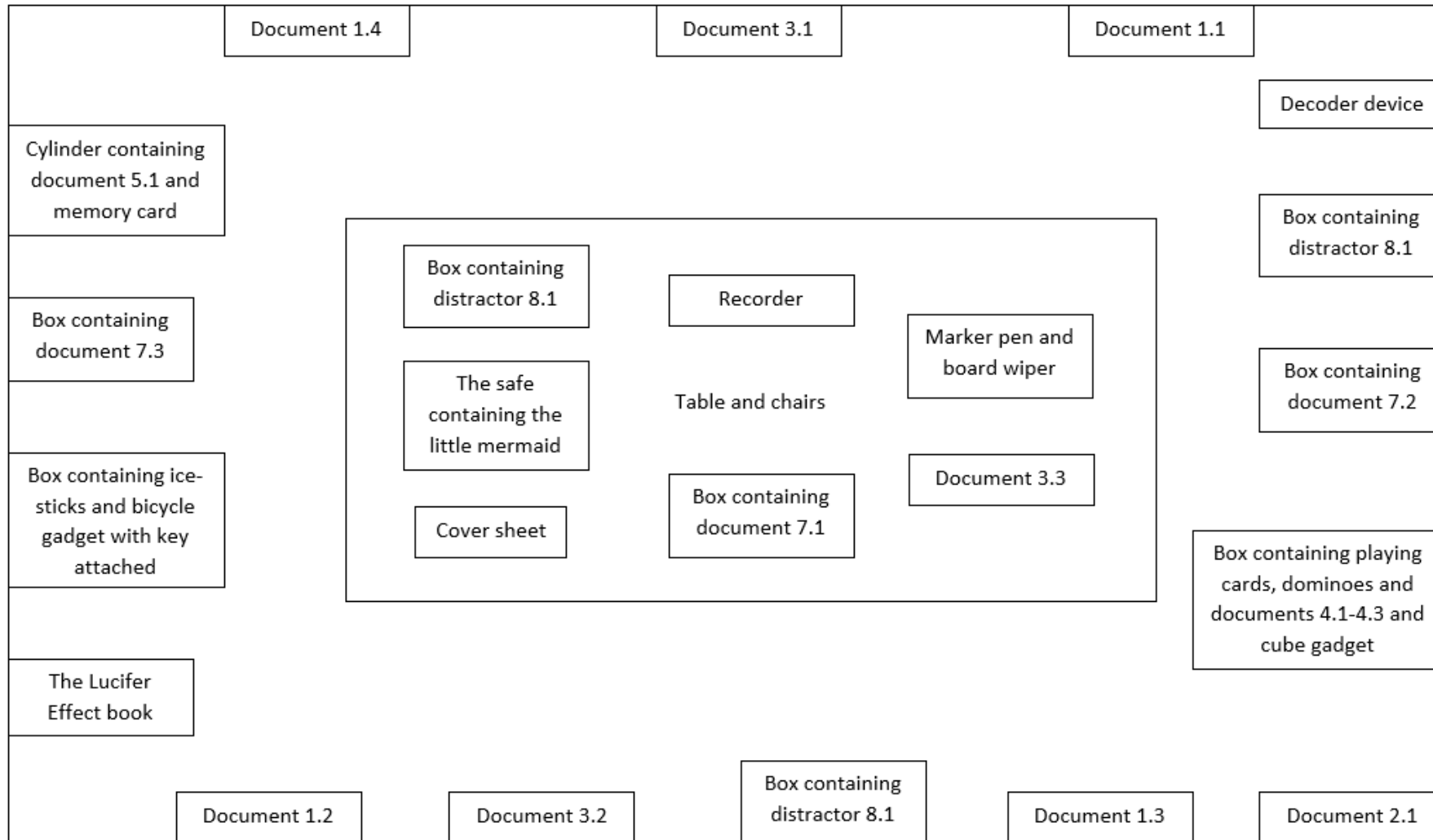
2.1 Room requirements

The room itself should be a regular teaching room with minimal in-built equipment (i.e. computer/projector) to avoid unnecessary distractions or limitations for the participants. The room should have a single desk and chairs equal to the number of participants, though no additional furniture is necessary. Windows are optional and do not affect the undertaking of this escape room.

2.2 Equipment list

- Single desk
- 4-6 chairs
- Starting card (see 3 – escape room briefing)
- Documents (1.1-1.4, 2.1, 3.1-3.3, 4.1-4.3, 5.1, 7.1-7.3, 8.1 – see appendix 1 – documents)
- Four-numbered combination lock 5X
- Cylinder with six-numbered lock
- Safe with a three-numbered lock
- Key and keyring
- Three locks opened with a key
- Box 8X
- Marker pen
- Board wiper
- Recording device
- Pack of playing cards
- Pack of dominoes
- Decoder device
- Book (The Lucifer Effect)
- Cover sheet with holes
- Ice-sticks with letters attached
- Paper
- Pen
- Bicycle gadget
- Cube gadget

2.3 Overview of room



3 Escape room briefing

The briefing should introduce participants to the aim and learning objectives, rules and narrative encompassing the escape room.

3.1 Aim and learning objectives

Aim

To support leaders on the mid-level in balancing the potentially conflicting requirements from levels above them and to communicate these to their workforce

Learning objectives

To support participants in:

1. Becoming aware of their own criteria for prioritising in challenging situations
2. Managing different communication channels when sending and receiving information
3. Applying strategies to cope with the emotional challenges arising from dilemma situations with colleagues

3.2 Rules

Duration: 1 hour

Can do's: talk and confer with team members, move/remove/interact with all items not surrounded in red tape, write on laminated objects

Cannot do's: request a clue (game master will decide if a clue is necessary), move/remove/interact with all items surrounded in red tape, write on non-laminated objects

3.3 Narrative

"On 18th January 2022 the little mermaid was ruthlessly stolen from her place by the sea by a group of experienced thieves. All that was left at the crime scene was this obscure cylinder.

After months of hard work, you and your team of dedicated detectives have managed to track down the location of the little mermaid. She is believed to be stored somewhere in this room, and it is your task to find her and carefully deliver her back to where she belongs.

Sounds simple, but would such an experienced group of thieves make it so easy for you..."

3.4 Final preparations

Hand participants the cylinder, which was found at the crime scene.

4 Escape room riddles

4.1 Riddle 1: Connect-the-dots

Equipment list

- Four documents (1.1-1.4)
- Marker pen
- Board wiper
- Four-numbered combination lock

Hint leading up to riddle

The four documents are readily available within the room, leading participants to attempt to solve their coded messages.

Set-up

1. Print and laminate all four documents
2. Hang the documents in different places around the room
3. Place marker pen and board wiper in the room
4. Place lock on box containing equipment for riddle 4

Solution

Participants should identify that documents 1.1 and 1.2 are connected. Using document 1.1 participants should connect specific numbers on document 1.2, which results in them spelling four new numbers. Participants should recognise that the heading of the table on document 1.1 identifies which numbers to start at on document 1.2, with the numbers under the heading identifying which numbers should be connected. Connecting the numbers reveals: 42067.

Participants should identify that documents 1.3 and 1.4 are connected. Document 1.3 can be used to decipher the code on document 1.4. The shapes and dots above shapes indicates which part of the decoder should be used to identify the corresponding letter. Decoding the message reveals: red, orange, green, blue.

Answer

Provides the answer to a box which begins riddle 4.

Combination lock: 4762

4.2 Riddle 2: Calendar

Equipment list

- Document 2.1
- Cylinder with six-numbered lock

Hint leading up to riddle

Document 2.1 is hanging on the wall and the participants are handed the cylinder at the start of the escape room, prompting the participants to solve the riddle.

Set-up

1. Print and laminate document 2.1
2. Hang document 2.1 on the wall
3. Place the necessary documents (see riddle 5) and memory card (see riddle 3) in the cylinder
4. Lock the cylinder

Solution

The box of the date of the robbery, which is given at the start of the escape room, as well as being marked on document 2.1 contains a six-numbered code, which opens the cylinder.

Answer

Provides the memory card necessary for riddle 3 and begins riddle 5.

Combination lock: 398175

4.3 Riddle 3: Symbols

Equipment list

- Three documents (3.1-3.3)
- Recording device
- Marker pen
- Board wiper
- Four-numbered combination lock

Hint leading up to riddle

The three documents are readily available in the room, leading participants to begin solving them. Upon completion of riddle 2, participants receive a memory card which, when connected to the recording device reveals a hidden message.

Set-up

1. Print and laminate all three documents
2. Hang documents 3.1 and 3.2 in the room
3. Place document 3.3 in a file titled: Wikipedia page of The Little Mermaid
4. Record message on recording device
5. Place memory card in cylinder device used in riddle 2
6. Place marker pen and board wiper in the room
7. Place lock on box containing equipment required for riddle 6

Solution

A combination of documents 3.2 and 3.3 and the recording device outline a corresponding letter to 26 symbols. Participants should identify the corresponding letters for the symbols on document 3.1, which spells four numbers.

Answer

Provides the answer to a box which begins riddle 6.

Combination lock: 2058

4.4 Riddle 4: Cards and dominoes

Equipment list

- Box
- Three documents (4.1-4.3)
- Pack of playing cards
- Pack of dominoes
- Four-numbered combination lock

Hint leading up to riddle

Once riddle 1 is solved, participants open a box which reveals documents 4.1-4.3. The documents state that one participant should order the playing cards, both in suits and numerically, whilst the remaining participants should play dominoes.

Set-up

1. Print and laminate all three documents
2. Number all dominoes from 1-28 and place back in packaging
3. Remove 2 diamonds, 5 clubs, 8 spades and 9 hearts (and joker cards) from pack of cards, shuffle cards and place back in packaging
4. Place documents, cards and dominoes inside a box locked with the lock for riddle 1
5. Place lock on box containing part of the equipment required for riddle 7

Solution

One participant orders the cards by suit and numerically and realises that four cards are missing: 2 diamonds, 5 clubs, 8 spades and 9 hearts. The remaining participants begin to play dominoes and note that all dominoes have a number of their back. Participants select the four numbered dominoes, which correlate to the numbers of the four missing cards. The total number on dots on each domino are the numbers required for the combination lock: 3884. Document 4.1 provides the order of the numbers: spades, hearts, clubs, diamonds.

Answer

Provides the answer to a box which provides part of riddle 7.

Combination lock: 8483

4.5 Riddle 5: Book

Equipment list

- Document 5.1
- Decoder device
- Book (The Lucifer Effect)
- Cover sheet with holes
- Four-numbered combination lock

Hint leading up to riddle

The cylinder opened after solving riddle 2 reveals the documents.

Set-up

1. Places document 5.1 in the cylinder
2. Prepare the decoder
3. Place decoder, book and cover sheet randomly in the room
4. Place lock on box containing part of the equipment required for riddle 7

Solution

Participants can use the decoder to identify the correct letters the code on 7.1 correspond to. The outer ring corresponds to the letters in the code on document 7.1, whilst the letters on the inner ring reveal the hidden letters. Using the decoder reveals the message THE LUCIFER EFFECT: 200. Participants should open page 200 of this book and place the cover sheet on the page. The holes will line up to words which correspond to numbers.

Answer

Provides the answer to a box which provides part of riddle 7.

Combination lock: 1253

4.6 Riddle 6: Ice-sticks

Equipment list

- Box
- Ice-sticks with letters attached
- Four-numbered combination lock

Hint leading up to riddle

The box opened after solving riddle 3 reveals the ice-sticks.

Set-up

1. Attach letter combinations to ice-sticks
2. Place ice-sticks randomly in box locked with lock from riddle 3
3. Place lock on box containing part of the equipment required for riddle 7

Solution

If lined correctly, the word robbery is spelled diagonally. This reveals four numbers, which are also spelled diagonally.

Answer

Provides the answer to a box which provides part of riddle 7.

Combination lock: 5276

4.7 Riddle 7: Numbers

Equipment list

- Three boxes
- Three documents (7.1-7.3)
- Paper
- Pen
- Safe with a three-numbered lock

Hint leading up to riddle

The three documents are divided into three parts and are hidden in the boxes opened after solving riddles 4, 5 & 6, respectively.

Set-up

1. Print and laminate all three documents
2. Place 7.1 in box opened after riddle 4
3. Place 7.2 in box opened after riddle 5
4. Place 7.3 in box opened after riddle 6
5. Place the paper and pen in the room
6. Place miniature figure on the little mermaid in the safe
7. Lock the safe

Solution

The three documents provide numbers and messages, indicating whether the choice of numbers and their placement is correct. Participants can use these documents to solve the riddle and identify the three-numbered code for the safe.

Answer

Leads to the final box, which when opened reveals a miniature figure of the little mermaid.

Combination lock: 492

4.8 Riddles 8 & 9: Distractors

These riddles do not contribute to the progression of the escape room and the participants are not required to solve the riddles to complete the escape room.

Riddle 8

Equipment list

- Bicycle gadget
- Key and keyring
- Three locks opened with a key
- Three boxes
- Document 8.1 (3*)

Hint leading up to riddle

The bicycle gadget is placed in the box along with the equipment for riddle 6, being revealed when the box is opened.

Set-up

1. Place key on circle attached to bicycle gadget
2. Place in box connected to riddle 6
3. Place document 8.1 in the three boxes
4. Lock boxes

Consequence

The key can be removed by the gap in the circle. This will lead the participants to attempt to open all the boxes closed by a lock. One can be opened with the key revealing document 8.1.

Riddle 9

Equipment list

- Cube gadget

Hint leading up to riddle

The cube is placed in the box along with the equipment for riddle 4, being revealed when the box is opened.

Set-up

1. Write four-numbered code on inner side of gadget
2. Place in box connected to riddle 4

Consequence

As the participants begin to interact and move the cube, the cube will come apart, revealing a four-numbered code on the inner side. This will prompt the participants to try to code on all four-numbered locks, but the code does not lead the any of the locks opening.

5 Overview of codes

Riddle	Code
1 – Connect-the-dots	4762
2 – Calendar	398175
3 – Symbols	2058
4 – Cards and dominoes	8483
5 – Book	1253
6 – Ice-sticks	5276
7 – Numbers	492

TABLE 1 CODES FOR EACH RIDDLE AND THEIR CORRESPONDING LOCK

6 Clues and hints

Riddle	Clues and hints
1 – Connect-the-dots	3. Could the coloured numbers be a place to start? 4. Can the shapes and dots be seen in the decoder?
2 – Calendar	<ul style="list-style-type: none"> Was there an important date the thieves would perhaps remember?
3 – Symbols	<ul style="list-style-type: none"> Perhaps you do not have a complete decoder Is there anything that shows that the symbols mean anything?
4 – Cards and dominoes	<ul style="list-style-type: none"> Is there a correlation between the cards and the dominoes? Review the documents provided in the box
5 – Book	<ul style="list-style-type: none"> Does the obscure code correspond to anything? Perhaps the sheet should be positioned differently
6 – Ice-sticks	<ul style="list-style-type: none"> Avoid looking horizontally and vertically
7 – Numbers	<ul style="list-style-type: none"> Perhaps you should reconsider number X (number which the participants are calculated incorrectly)

TABLE 2 POSSIBLE CLUES AND HINTS FOR RIDDLES

Clues and hints should be deployed if participants are struggling to progress within the escape room. The first clue should be provided if 15-minutes have passed, and the participants have not solved their first clue. Thereafter, clues should be provided in approximate 10-minute intervals, unless the participants are extremely close to solving the clue. The clue given should correspond to the current riddle the participants are focusing on.

7 Escape room reset

Following completion of the escape, the following actions can be taken to reset the escape room and prepare for the next group of participants. It is important that all riddles are reset to avoid interrupting the flow of the escape room for the following group.

Riddle 1

1. Wipe the laminated documents clean
2. Disperse around the room
3. Reset the lock

Riddle 2

1. Place the documents and the memory card back in the cylinder
2. Reset the lock

Riddle 3

1. Wipe the laminated documents clean
2. Disperse around the room
3. Place memory card back in cylinder
4. Reset the lock

Riddle 4

1. Collect and shuffle the cards
2. Place them back in packaging
3. Collect dominoes
4. Place them back in packaging
5. Place documents, cards and dominoes in box
6. Reset the lock

Riddle 5

1. Place the document back in the cylinder
2. Place decoder, book and cover sheet randomly in the room
3. Reset the lock

Riddle 6

1. Place ice-sticks back in box
2. Reset the lock

Riddle 7

1. Place the three documents back in their respective boxes
2. Place the little mermaid back in the safe
3. Reset the safe

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.

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?
 - What were the biggest challenges?
 - 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):
 - 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?