

Classic debrief roadmap

Discussing shortly after the end of the experiment is essential because it serves as a conclusion. Even if an experience has come to an end, the feeling of your players is very important because it will define their interest in starting this type of activity again.

During this phase, it is important to accept all remarks about your escape game: despite the testing phases, the reactions to your puzzles can be diverse and can provoke different reactions from the players. Understanding your players' actions will help you to better anticipate them for your future games, either by adapting the inclusiveness of your puzzles or your reaction as a game master.

Material required

Anything to take notes during the game (pen/paper, survey, Q&A sheet...)

Possible uses

- To understand your players' actions and identify ways to improve your escape game,
- To enhance your players' engagement by giving value to their opinion.

Possible restrictions

If players are feeling excited or anxious after the game, they might not wish to be directly solicited during this conversation. Invite all students to talk in their own time, do not put pressure on them. You also could use a survey players could fill out once they get home to be sure they can all express themselves.

Is it inclusive for SLD?

The roadmap will help you take into consideration the needs and special requirements for SLD throughout the game, so it is conducive to qualitative escape room planning.

Gather the players and thank them. If they have achieved their goal, congratulate them. If they did not manage to reach the goal despite the support of the game master, you could value this



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failure by reminding them that the time constraint makes this experience more difficult than it may seem, and highlighting what they did right.

Phase 1 - Global

- Ask open or general questions without asking specific students to answer in order to gather their first impressions.
- Then, invite the players you have not spoken to spontaneously to give their opinion if they wish to.

To make sure you understand the feedback you receive, do not hesitate to ask for more details and to take notes.

Phase 2 - Specific

If there were actions or behaviours that you did not understand from the players, you can describe them and ask the players for their interpretation. You can also use this phase to check whether all the players were able to understand the pedagogical aspect of the experience.

- If the action you point out had a negative impact, nuance it by taking away the player's responsibility, recognize that it is an aspect you will pay attention to next time.
- If the action was positive, value it, but be careful not to single out one player's action as an escape game is played in a group.

Phase 3 - Recommendations

You can give constructive feedback to your players, in particular about the soft skills they showed during the game: congratulate or recommend other ways for organization and coordination, speaking to one another, etc.

Phase 4 – Thank your participants

Playing an escape game in an educational setting is very intense for the student. Valuing their participation will contribute to the good atmosphere in your classroom :)

