

Out-of-the-room knowledge

It refers to knowledge of facts not provided in the room. Many escape room operators and players consider it wrong to require outside knowledge, except for commonly known facts, to complete a game. A minority of escape rooms worldwide require players to use information not provided in the room to solve a puzzle.

Possible uses

One of the easiest ways to overthink a puzzle is to apply excessive outside experience to it. Reason your way out of the room; don't overthink yourself into a hole.

Possible restrictions

- Out-of-the-room knowledge might distract some students.
- It might make the activity too complicated.
- Pedagogical objectives should always be kept in mind and teachers are advised to use the knowledge that fits their scenario.
- Special attention has to be paid so that teachers adjust the language level of the escape room to that of their students. If students encounter any language knowledge they have not been taught, this will only add to their distress and lack of success.
- Escape rooms rarely require specialized outside knowledge, especially high-level knowledge.

Is it inclusive for SLD?

Out-of-the-room knowledge is an inclusive tool if used correctly, with some advised adaptations such as providing clear guidelines with broken down instructions, specifying the goal of the activity, and providing immediate and constructive feedback with encouragements.

