



# Around the world in 80 days



## Scenario Game Master Sheets



### Description of the Game Master's role

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To help you understand your **role as a Game Master** (GM), take a look at the sheets “**Tool - Roadmap**” and “**Tool - Track Form**” in our [creation box](#). **Chapter 4** of our guide “[Animation of a pedagogical escape room for language education](#)” is also a resource that you may want to read.



## Hints and solutions

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### Phase A

#### Hints

- A.1: Students listen to the inn owner who will give them the first clue. Be prepared to repeat the recording if you realise that students had difficulty in understanding it the first time.
- A.2: Students are expected to take down the map of the trip and turn it over to find the written question. In case they do not, they can be guided to do so. The instructions ask them to put the countries in alphabetical order and use the first letter of the third country in the order. If you think that your students are too weak in geography, you can leave a geography book on the desk or the bookcase (if there is one in the room) for students to consult. So, if students do not know the countries, they should be asked to look in the room for any information or books that could help them. Also, if students make a mistake with their answer a question like “Are you sure this is the right order/letter?” will make them reconsider their reply. Your hint could also be more specific, e.g. “This is part of the whole country” to help them distinguish between England and the UK.
- A.3 & A.4: Students have to pick the right envelope depending on the answer they gave during the previous step. This part of the phase is not expected to create any difficulties.

#### Solution

- Students choose the envelope with the letter ‘I’.



## Phase B

### Hints

- B.1 & B.2: Students open the envelope and find Fogg's travelling document and an extract from Fix's diary. A part of the text has been stained by some ink so students have to guess the missing part and come up with the code. If students find it difficult, questions like "Is it a date you are looking for?" or "Is the date at the top of the extract useful in any way?"

### Solution

- The 4-digit code needed to open the first lock is 2811.

## Phase C

### Hints

- C.1: Students search the wallet and find a note in one of its sleeves. If they don't, encourage them to do so.
- C.2: Students use the information from the time zones map to conclude which date and what time Fogg is expected to reach San Francisco. Questions like "What will the date be after 22 hours and 6 hours?" or "How many hours ahead or behind San Francisco is from Yokohama?" can help students find their path.
- C.3: Students notice a calendar on the wall. There are some notes for some of the dates, so it is very important for students to come up with the right answer. Ask them to reconsider their answer, if they make a mistake. Encourage them to use the blank sheets of paper on the desk if they need some paper to make their calculations.

### Solution

- Students read the message for 5<sup>th</sup> December on the calendar.

**Hints**

- C.4: The word on the right date has to be read from the back to the front. Make students wonder if the order of the letters is correct to make them come up with the right answer.

**Solution**

- Students read the word from back to the front (taoc) and realize that they have to look for a coat.

**Phase D****Hints**

- D.1: Students find a note in one of the coat's pockets. Encourage students to search the pockets if they do not for a while.
- D.2 & D.3: Students open the drawer and find a set of cards. One card has a question and the others show possible answers. The cards have images, so students are not expected to have any difficulties. Students can be encouraged to consult the map of the trip to see if the journey is at sea or inland. In case they do not know where Liverpool is, you can tell them that "Liverpool is in the UK" or "Why don't you look for information in the geography book?"

**Solution**

- Students pick up the card with the steamer.

**Hints**

- D.4: Students follow the instructions written on the back of the right card and come up with the code that opens the second box. In this phase, they have to use several clues they have been given or guessed throughout the game. The



right combination of 4 letters and 1 number will unlock the box and give Fogg his compass and a key to unlock the room and continue with his venture.

| Solution

- The code that opens the box is APWE8



## Briefing

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As a Game Master, it's important that you make a briefing session with your students before the game. Take a look at our practice sheets "**Tool - rules - game and safety**" and "**Tool - Student profile sheet checked**" in our [creation box](#).



## Debriefing

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Debriefing with your players at the end of a game is very important for you to have some **feedback** on the **difficulty** of the scenario, the **fun** your players had, what they think could be **improved**, ...

Take **notes** of your players' feedback, and write down your own thoughts on how this game went. That way, the next time you prepare this scenario, you will be able to improve the experience.

Have a look at our guide "Animation of a pedagogical escape room for language education", **chapter 6** will help you prepare for the debriefing session.



You will also find helpful resources in our [creation box](#), in the practice sheets **“Resource - How to organize the debrief”**, **“Tool - Classic feedback roadmap”**, **“Tool - Roadmap”**, **“Tool - Track Form”** and **“Tool - Non-exhaustive trouble list”**.

Examples of questions you could ask:

- “How did you like the game setting?”
- “If you could add/change something about the game setting, what would it be?”
- “How did you feel throughout the game?”
- ...



## Erasmus+

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Project code:** 2020-1-FR01-KA201-080646



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