Finding a Fairy Fort in Ireland

Scenario Game Master Sheets

Description of the Game Master's role

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.

In this scenario, the Game Master does not have to be a specific character in the story. If you want, you could, for instance, play the role of one of the fairies, who stayed with the group to guide them.

Hints and solutions

Step A.1 - Matching symbols

Hints

- Students don't understand that they need to start with the family tree,
  - tell them that symbols are everything

Solution

- They find the family tree

Step A.2 - Fill in the blanks

Hints

- Students don't understand which letters to put in the blanks,
  - tell them that once they know the relationships between the people on the tree, they will be able to find the four-letter name

Solution

- They find the name Ogma:

He is the **br<u>o</u>ther** of Brigit, goddess of poetry, healing and martial arts.

His sister, Delbaeth, has a **dau<u>g</u>hter** named Boann, goddess of water.

His **mother** is Morrigan, who is a shape changer and the goddess of war

His **father** is Dadga, god of life and death.

Step A.3 – Open the cryptex

Hint

- Students don't make the link between the name on the family tree and the cryptex
  - o tell them to look for an item that also needs four letters

Solution

- They open the cryptex with the name "Ogma"

Step A.4 – Decipher the message

Hint

- Students don't understand they have to use their UV flashlight from their backpack
  - o indicate that they have something on them that could help
- Students can't make out the letters in the Ogham alphabet,
  - o tell them that the letters of one word are attached and should always be read from bottom to top

Solution

- They use their UV flashlight to make the translation of the Ogham letters appear on Item 5 and use them to translate Item 6.
- The message will send them to the deck of cards as it talks about the symbols of a traditional deck of cards.

Step B.1 – Chasing the snakes

Hint

- Students don't understand that they should look for the deck of cards
  - ask them what they have that could contain four different symbols including a heart
- Students don't understand they have to use the UV flashlight again
  - tell them that the same thing that helped them with the Ogham alphabet might help them here.

Solution

- When they find the deck of cards, they will need to find the snakes with the UV flashlight again.
- Then, in the order given on Item 6, they will use the number of each card to open the four-wheel safe: 4 (spades) – 6 (hearts) – 2 (diamonds) – 7 (clubs).

Step B.2 – Opening the safe

Hint

- Students don't know what to do with the code they just found
  - Tell them to look for a 4-digit lock

Solution

- They use the combination 4627 on the safe and open it.

Step B.3 – Getting the key

Hint

- Students don't make a fishing rod with the material in the safe,
  - ask them what they could make to reach the bottom of the water tank.

Solution

- They use the material found in the safe to make a fishing rod and fish for the key at the bottom of the water tank. This key will open Item 11.

Step C.1 – Finding the Leprechaun

Step C.2 – Ordering the story

Hint

- Students don't understand that they have to listen to the story and put the papers in the correct order before deciphering the symbols behind
  - tell them to put some order before they translate anything
- Students don't make the connection with the pigpen cipher
  - tell them to look on the walls for something that looks like the symbols behind the story

solution

- They will listen to the story of Finn McCool and place the 5 pieces of paper in the correct order:

Finn wanted to fight an enemy.	⌐⊏ <⊏<⌐⊐ ⊐⊡⊏< ⌐⊓

His enemy was bigger than him.	Ŀ<Lᴗ< >ᴄ ᴗ◻
He dressed up as a baby to fool him.	Γ·Γ∨⊓
The enemy thought adults must be huge.	<ᴄ<Γ◻ Ŀ<Lᴗ<
The enemy left and broke the bridge.	◻·◻ᴄ<⅂⊓

- They will use the pigpen cipher alphabet on the wall to find the sentence:

    "If you're enough lucky to be Irish… You're lucky enough"

Step C.3 – Exiting the room

Hint

- Students don't realize they have to give the sentence as a password to get out,
    - you can take on the role of the fairy who locked them up and ask them if they have found the password that will get them out of the room

    solution

- Players say out loud the sentence

    "If you're enough lucky to be Irish… You're lucky enough"

Briefing

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

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+