



The Hound of the Baskervilles



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](#).

The Game Master is Sir Henry, the close relative of the deceased. He arrives in London and decides to take possession of Baskerville Hall. He hires **players of the game** as private consulting detectives and embarks on the adventure of his life to find the murderer and reveal the secret of the demonic hound.



Hints and solutions

Step A.1

Hints

- The players have to find the warning letter from Lady Stapleton. If the players look around the room, they find Lady Stapleton's portrait, relating it to the letter. If they don't relate these two objects, you can tell them that they need to focus on the person who wrote the letter and find something related to her in the room.

Step A.2

Hints

- To find the four-digit number on the back of the portrait, the players will need to look at the back of it. However, if it is not the case, tell them that they need to look at every part of the portrait. They will see the name of Lady Stapleton written on the portrait, which will make the task easier. The portrait is hidden inside the cupboard which is not locked. You may encourage the players to open everything they can to search the room thoroughly.

Solution

- On the back of the portrait there is a four-digit number. The number is 6547.





Step A.3

Hints

- In order to open the drawer, the players will need to use the four-digit number that is hidden on the back of the portrait. If they have problems understanding this, you can tell them “Where can you introduce this code?” helping them find a four-digit lock.

Step B.1

Hints

- In the drawer, the players will find two objects. These objects will be used in different enigmas. This step doesn’t require specific hints.

Step B.2

Hints

- If they don’t manage to make the connection between the blanket with holes and the wall with letters, ask them what the holes can show, suggesting it might be a hidden code.

Solution

- The hidden word is “HOUND”. The players need to hang the blanket on the wall to see the word.



Step B.3

Hints

- Once they have found the secret code, they need to open a box with the word they have discovered on the wall. If they have problems understanding this, you can tell them “Where can you introduce this code?” helping them find a five-letter lock.

Step C.1

Hints

- Once they open the box, they find a letter written from right to left, so they need the mirror they found in step B.1. If they don’t manage to make the connection between the letter and the mirror, ask them if they have used every object they have found.

Step C.2

Hints

- If they don’t manage to make the connection with the dictionary, ask them: “What do you use in a language class if you don’t know the meaning of a word?” Besides, if they have problems with the secret message, remind them to use the instructions they have found in the anonymous letter. If they don’t understand the instructions ask them “How many spaces do you have to move in the alphabet to change a K into an M?”

Solution

- The word in the secret message is “MURDER”



Step C.3

Hints

- Once they have found the secret code, they need to open a door with the word they have discovered in the secret message of the dictionary. If they have problems understanding this, you can tell them “Where can you introduce this code?” helping them find a six-letter lock.

Step C.4

Hints

- When they enter the second room, they will be able to switch on the light and see a family tree on the wall in front of the door. Then, phase D begins.

Step D.1

Hints

- When they look at the family tree, they realise there is an empty space with a card on it. If they don't manage to make the connection between the card and the wall with five portraits in the first room, you can tell them this card shows the position of something in the previous room.

Step D.2

Hints

- Once they find the wall with the five portraits on it, they need to choose the correct one. If they don't know which portrait they should choose, ask them “Are all the squares in the card the same or is there anything special?”

Solution

- The players choose Mr Stapleton's portrait and hang it in the family tree.





Step D.3

Hints

- Once they have chosen the portrait with the name Mr. Stapleton on it, they fill the empty space in the family tree, where they find a number of four digits “2356”, which represents the position of the letters in the surname “Stapleton”. If they don’t understand, tell them that the position is the only thing that matters. Here they realise that Mr. Stapleton belongs to the Baskerville family.

Solution

- The code should be the word “TALE”

Step D.4

Hints

- Once they have found the secret code, they need to open a drawer with the word they have discovered. If they have problems understanding this, you can tell them “Where can you introduce this code?” helping them find a four-letter lock.

Step E.1

Hints

- The players find some objects in the drawer and they realise that Mr. Stapleton is the teacher (so, as they read in the anonymous letter, he is the murderer) and the owner of the hound. If they don’t manage to make the connection ask them “Do you remember what the anonymous letter said?”



Step E.2

Hints

- The players need to use the black light torch to find the name of Mr. Stapleton written in the drawer with black ink. If they don't know what to do with the torch, you can tell them "Now you need to know the first name of the murderer. The name might be hidden and only the light can guide you".

Solution

- The code should be the word "JACK"

Step E.3

Hints

- In order to open the door, the players need to use the first name of Mr. Stapleton. If they don't understand this, tell them, "Now that you have the name of the murderer, use it and you will find your way out".



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?"
- ...



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