



Ben's lost button



Scenario Description and Roadmap



Context of the story

Everyone knows the story of the small stuffed bear who lives in a department store and waits to be taken home by somebody special. Here's a little reminder. One day a little girl named Lisa wants to buy him, but her mother says no because he is missing a button on his corduroy overalls. The next day, Lisa comes back to buy him with her own money and takes him home.

Follow-up of the story: Lisa takes the teddy bear home and gives him a new button on the back of which she writes her address, in case he is ever lost. It's just that Ben loses this button too, when he goes to visit his old friends, he used to share the shelf with. He suspects that the button was stolen by one of the other toys envious of his luck. Now he's desperate. If you don't help him find the button, he might lose Lisa forever.



Global explanation

The players find the invitation to the escape game on the door and they read it. Then they enter the "toy store" and find, in front of the door, a piece of paper that says "Pick me up!". It's a letter, but a weird one. It is written backwards and the players have to read it by using the mirror on the wall. It also contains the key to the schoolbag on the peg, behind the door.

After deciphering the letter, they have to take the schoolbag from the hanger, unlock it and see what's in it. In the schoolbag they will find a note with three strange words, a key and a transparent red folio. They will use these items throughout the game.

Also from the letter, the players will find out the second clue. They have to look for a box that is hidden in the board games department and open it with the key in the schoolbag. In the box they will find a mathematical puzzle that they have to solve, accompanied by a message with explanations. The numbers found in the puzzle will help them find four dictionaries in the library department. Dictionaries will help them decipher the message in their schoolbag. Deciphering the message will take them to three dolls of different colors. In the three pockets of the dolls there are four pieces of paper. The players have to put them together. They will have to use the transparent red folio in the schoolbag to be able to read the riddle on the papers. The riddle will take them to the one bunny on the shelf that hides 16 puzzle pieces. This is the last stage of the game. The players must reconstruct the image from pieces and find the last clue of the game, the hidden message that leads them to the button. Now they can exit the toy store.



Roadmap

The **diagram** of the detailed steps is available as an **annexed file** ("diagram.pdf"). Following the steps on the diagram while reading may help you understand and **visualize** how the game will unfold.

| Phase A – Immersion into the toy's world

The players will get familiar with the story of Ben the teddy bear and they will learn how to help him.

| Step A1 – Reading the invitation

The students will first notice an invitation on the door (annexe no.1), before they enter the escape room. They will read it to get introduced to the story.

| Step A 2.1 – Finding the letter

As they enter the toy store, the toys and books and games could catch the players' eyes, but they will notice a letter thrown on the floor, right in front of the door (annexe no.2). It says: "Pick me up!"; they have to observe the particularities of that letter.

| Step A 2.2 – Finding a mirror

A mirror will be placed in the room, next to the door, on a wall. Players will need to find it and to use it in order to read the letter.





Step A 2.3 – Decipher the letter

Using the mirror, the players will have to read carefully the information within the letter. They will identify the schoolbag on the peg and open it's lock with the help of the key provided by the letter (key=paw) to check its contents. They will find a key, a three words message and a red transparent folio.

Step A 3.1 – Find the box

The letter also says that someone has hidden a mysterious box somewhere in the board games area. The players will search for the box and find it.

Step A 3.2 – Find the key

The key to that box is the one in the schoolbag they have found on the peg. They have to match the two pieces of information.

Step A 3.3 – Open the box

Once they have the key, the players can open the box. They will find in there a puzzle with math squares (annexe no.3) and a note.

Phase B – Math and languages

Step B 1.1 – Solving the math puzzle

The students will have to solve the puzzle. They have to fill in the missing numbers. The missing values are the whole numbers between 1 and 9. Each number is only



used once. Each row is a math equation. Each column is a math equation. They will find 6 numbers (annexe no.4) that are going to be used to find the next clue.

Step B 1.2 – Reading the note

In order to find the next items, the players will read the note in the box. (annexe no.5) It will give them a full explanation about how to use the numbers they have found in order to find three books hidden on the shelves of the library.

Step B.2 – Finding the dictionaries

The numbers will direct them towards the library shelves. They will need to find the right dictionaries in order to decode the message in the schoolbag (annexe no.6). (French-English, Polish-English and Hungarian-English)

Step B.3 – Decoding the message with languages

There are three words written on the piece of paper they have found in the schoolbag: one in French, one in Hungarian and one in Polish. They will need to figure out what language goes with which word and translate them into English.

Step B.4 – Finding the dolls

The 3 words that the players have to translate are: yellow, green and red. They have to return to the note in the box to realize that they have to find 3 dolls in coloured dresses. They need to search the dolls' pockets for the next clue.



Phase C – Eyes wide open

In this phase, students will discover the power of the red folio.

Step C.1 – Finding the 4 paper strips

The students will use the colours they have discovered by translating the words in order to find the three dolls with coloured dresses: yellow, green and red and they need to search for the next clue. They will find in each pocket a strip/piece of paper or two (one of the dolls has got two strips, since we've got four strips and only three dolls)- (annexe no.7)

Step C 2.1 – Ordering the pieces

They will put together the pieces of the drawing, in the correct order. But they still won't be able to see any message.

Step C 2.2 – Using the folio

Once they have managed to put the strips together, they would realize that they couldn't read the secret message properly. They will have to use the red transparent folio from their schoolbag.

Step C 3 – Solving the riddle

When the players put the folio on the four strips, they can see five short sentences that make up a riddle. They need to solve the riddle to get to the bunny that is hiding the next clue.

Riddle "I can be a pet. I run fast. My ears are long. I eat vegetables. I have the button!" (rabbit/bunny)



Phase D – Mr. Hide

Step D 1.1 – Finding the jigsaw pieces

The players had identified the bunny that's hiding the next clue, so they find 16 pieces of a jigsaw puzzle, hidden in the bunny's coat. (annexe no.8)

Step D 1.2 – Ordering the pieces

The players will put the 16 pieces together.

Step D2 – Identifying the message

They will see a yellow word coming out from the reconstructed jigsaw puzzle: giraffe.

Step D3 – Finding the final clue

They need to find a giraffe in the toys department and to find Ben's green button. (Annexe no.9) The giraffe might be a bit hidden by the Game Master in order to avoid the students finding it easily, without having to solve the jigsaw puzzle.

Step D4 – Game over

The players can finally escape the toy store.



Erasmus+

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