



Trapped in a dwarf mine



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 an Oracle. With your role in the escape room as the Oracle, you will be able to provide hints to students. In order to stay true to your character, the hints should be relayed as visions of the dwarves' past actions in setting up the tricks in the mine.



Hints and solutions

Step A.1 – Finding a Parchment and a code wheel

Step A.2 – Filling in the code wheel

Hints

- Students do not understand how the code wheel can be set when reading the clue from the paper
 - say that the dwarves added the same type of object to each circle.

Solution

- To fill in the middle circle of the code wheel is to,
 - set the position of the code wheel by matching up the axe-pick-hammer found on each of the three circles,
 - write down the numbers 0-9 starting from above the 'X' rune.

Step A.3 – Finding the chest and parchment pinned on it



Step A.4 – Opening the chest and finding the cryptexes

Hints

- Students are finding it difficult to establish the link between the tree 🌲 from the parchment pinned to the chest and the code wheel
 - remind them that the dwarves used the code wheel to set up their tricks thinking that their enemies wouldn't be able to align the needed elements.
- Students try to match the runes from the chest to the runes on the code wheel without first setting the position on the code wheel
 - ask them: "Do you have enough information about the position of all the circles on the code wheel or just the one with the runes?"

Solution

- 4-digit code for opening the chest:
 1. Set the position of the code wheel by aligning the tree symbols 🌲 from each concentric circle,
 2. Follow the directions from the pinned parchment to identify the runes from the chest (P I J M),
 3. Identify which digits correspond to those runes on the now-set position of the code wheel: **6 9 0 2**



Step B.1 – Opening the red cryptex

Hints

- Students have difficulty deciphering the riddle on the bow
 - tell them that it sounds like the dwarves were referring to specific images in the mine when they wrote their riddle
- Students have difficulty identifying that the clues from the riddle on the bow and the images on the wall should be used to get digits from the code wheel,
 - ask them which tool left behind the dwarves has proven to be useful and which inputs does it require to work (a letter, a number and a rune).

Solution

1. Notice the image of the **bow** and **5 runes** written from left to right to signify their **chronological order** (M Æ I F H), on the sides of the cryptex
2. Use the bow as a clue: **behind the bow** hanging on the wall is **a riddle**.
3. Answer to that riddle are three inputs required for fixing the position of the code wheel – 4, the rune “X” and the letter “E” (the last two will be found on two fantastical images which the riddle makes reference to).
4. Fixe the position of the code wheel and find the corresponding code to open the red cryptex: **3 2 D 8 0**



Step B.2 – Opening the blue cryptex

Solution

1. **One player** looks **inside the dark 'talking' box** and **describes** to the others the **images** inside the box, in **numerical order** (items in the box are numbered).
2. From **the description**, the others will be able to **identify** which of the **images from the pouch** are mentioned, thereby acquiring the **needed 5-rune combination** for opening the blue cryptex: Þ Æ Υ ϣ Ƨ

Step B.3 – Opening the green cryptex

Hints

- Students don't find the second green paper from reading the riddle "You must find one more green paper to give you the answer you need, but I don't have time to show you where it is.",
 - tell them that you're **getting a vision** of the dwarves always being in a hurry because they forget to **check the time**

Solution

1. They look to the side of the green cryptex for the pigpen cipher code.
2. They find both sheets of paper to decipher the pigpen code (one with dots and lines, the other containing the letters).
3. They place the letters on top of the dots and lines
4. They decipher the pigpen code with the 2 sheets and find that the code to open the cryptex is P – I – C – K – S



Step C.1 – Opening the RFID-controlled box

Solution

- Players match the statuettes with the appropriate labels on the RFID-controlled box. The box opens and the players find a key, needed for opening the locked maze.

Step C.2 – Writing down directions on how to exit the mine from the map

Step C.3 – Navigating the maze to acquire the key for exiting the mine

Hints

- Students are having trouble understanding the connection between the instructions they've written down and the maze
 - tell them you're getting a vision of the dwarves creating the maze that looks just like their mine.

Solution

1. The players place the magnet inside the maze, with the four ends of the strings accessible on each side of the maze box.
2. 2 to 4 students navigate the maze by controlling the movement of the magnet with the 4 ends of the strings.
3. They follow the directions that they wrote on step C.2 and collaboratively move the magnet through the maze until they reach the exit and retrieve the key.





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+

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



This work is licensed under the Creative Commons. Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit

<http://creativecommons.org/licenses/by-nc-nd/4.0/>