



Where is Darwin's book?



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.

The GM is present in the room without taking active part in any part of the game. He only observes how students progress and offers them hints whenever they are stuck and need help.



Hints and solutions

Phase A

Hints

- A.1: Students watch a video about Charles Darwin. In case students do not realize that they have to start with the video, help them by asking them if they can see a remote control in the room.
- A.2: Students have to answer the questions on their card. You can remind them that they have the freedom to replay the video or part of it as many times as they please.
- A.3: When students come up with the right answer, their answers form the word "Beagle". If they do not understand that their answer relates to the map, you can ask them "What is Beagle?" or "Have you noticed anything on the walls that might help you?"

Solution

- The code that opens the box is 7287

Phase B

Hints

- B.1: Students see the map and the QR codes on it. Make sure that they have realised that they have to scan the codes with a cell phone, before you give them one.
- B.2 & B.3: Students scan the codes and give answers. If they are not sure about an answer, you might need to remind them that they could access the video. It will save them time if they pay attention to the letters of the correct





answers. Otherwise, they will have to repeat the step. When they answer all the questions, they come up with the word “finch”.

| Solution

- The right answers make up the word ‘finch’.

| Phase C

| Hints

- C.1: Students start looking for any sign of a finch in the room. If they have difficulty finding the photo on the desk you can guide them towards the desk.
- C.2: Students turn the photo over and read the question “Which idea did English naturalist Darwin develop?”. They should think that they have to use the torch right next to the card. If you want to help them, you can ask them “Is there an answer to the question?”, “Is there anything you could use that would help you see the answer?” or “Do you think the torch might be of any use?”
- C.3: When students read the secret word, they have to infer that it is used to unlock the computer on the desk. In case they have difficulty in concluding this, you can address them questions such as “Where could you use the code” or “Is the computer next to you accessible”.

| Solution

- Students use the word ‘3vOlut10n’ to unlock the computer.



Phase D

Hints

- D.1 & D.2: Students unlock the computer screen and do an online activity. They have to match pictures with textual information. Again, you can remind them that they can watch the video or part of it. In case, they are looking for information that is not included in the video, you could inform them that they are allowed to use search engines on the computer to get help for the activity.
- D.3: When students finish the activity, they receive a message. The message consists of the code that they will need to open the box and get hold of the book they have been looking for. If you want to help them, you can ask them if there is anything in the room that they have not opened yet or how they think they could use the code.

Solution

- Students have to use the code 1859 to unlock the box and gain access to the book.



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/>