



Who is the murderer?



Scenario Game Master Sheets



Description of the Game Master's role

The GM is present in the room but does not participate or helps the students. He can simply give hints to help students move on with the game. The only instance he takes active role is when he receives the banknotes from the students and gives then the newspaper excerpt in return (phase C).

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](#).



Hints and solutions

Phase A

Hints

- A.1: Students open the envelope and read the letter in it. They have to pay attention to the place and date that the crime took place.
- A.2: Students are expected to combine the information found in the letter with the map and the train timetable on the wall. In case they concentrate on only one of them, they should be asked "Is there something else that would help you at this point?"
- A.3: Students have to choose the right itinerary from London to Andover. They have to pay attention to the date the letter was written and deduce that the second row is applicable in this case. If they have difficulty identifying the right itinerary, they could be guided with questions, such as "How many different itineraries are available?" "Which one of them could Poirot take?"
- A.4: Students have to use the time the train departs for Andover as the four-digit code that opens the lock in the box. If they cannot come up with the code, they can be asked the following question "Do you think there is a combination of numbers that you could use?" or "Have you chosen the right itinerary?"

Solution

- The code should be the numbers "1345"



Phase B

Hints

- B.1: Students open the box, find two more envelopes, open them and read the letters. They have to pay attention to the places and dates the crimes happened.
- B.2: Again, students are expected to combine the information found in the letters with the map and the train timetable on the wall. In case they concentrate on only one of them, they should be asked “Is there something else that would help you at this point?” or “Are there any other items that you have used already and could be useful now as well?”
- B.3 & B.4: Students notice the notebook page and the notes on the desk. They have to add up the amount of money for the three train tickets and pick the right notes from the desk. If they face any difficulty, questions like the following can help them: “Why are there notes on the desk?”, “Are the calculations on the notebook page complete?”, “How can you complete the calculations on the page?”. Finally, don’t forget to ask them “Could you please give me the money?”

Solution

- The notes should add up 17 pounds



Phase C

Hints

- C.1: Students read the newspaper article and identify all the people that take part in the story. Then they have to find their pictures in different parts of the room. Some guiding questions could be “Are there any pictures of the people mentioned in the article?”, “How many pictures have you been able to find?”
- C.2: Students have to scan the word ‘drawer’ in the article and realise that they will have to open the drawer. If they do not notice the word, they should be asked if they observe anything strange in the article. C1 and C2 could be performed in either order but students have to carry out both so that they are able to proceed. In order to open the drawer they have to use the letters of the word ‘drawer’ and turn the letters into numbers based on the alphabet cipher they find on the wall to form the 4-digit code. If they do not realise they have to use the alphabet cipher, you can ask them “Do you need letters or numbers to unlock the drawer?” or “Can you find anything that will help you with finding the number code?”
- C.3: Students have to open the drawer and listen to the murderer.
- C.4: Once students identify the murderer, it is quite easy for them to come up with the code. If they have difficulty, however, they could be asked “Is there anything in the picture that you can use in the code?” or “Has the murderer said anything that you can use in the code?”, “Will you need to combine something you heard with something in the picture?”

Solution

- 5323 (to unlock the drawer)
- FLOP 5 (to unlock the briefcase)



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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