

## Introduction to objectives and goals of the specific room

The main goal of this escape room is to let the participants experience bullying and cyberbullying, from each part of the circle of bullying, and also to make them understand the phenomenon of bullying. Through the game the participants have an opportunity to investigate the story about an exact bullying as an outsider and the debriefing will be an opportunity for them to reflect on the complexity of this issue and on how they can contribute to a positive change.

### 1. Narrative line

Our story's main character is Janka, a high school student, who is a very talented, but less popular girl. She has very good grades in almost every subject, and she is also a member of the school's volleyball team. Her best and only friend is Petra, they do everything together.

In the last days, Janka's mom found out that not only did her grades start to get worse, but she also missed a couple of training sessions in the volleyball team as well. When we enter her room, we receive a very angry phone call from Petra, in which she basically breaks up with Janka because of what she has done. From here, we must find out the story behind Janka's downfall and try to figure out what happened between Janka and Petra.

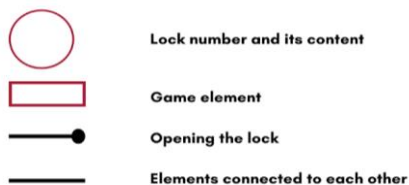
First, we will find out that in the past years, Janka and Petra were victims of bullying in their class by the so-called popular kids. At one point, however, Janka's life changes, and she gets accepted in the popular kids' group, for which she is very thankful. After that, she starts to avoid Petra's companionship, not returning her phone calls, nor writing back to her.

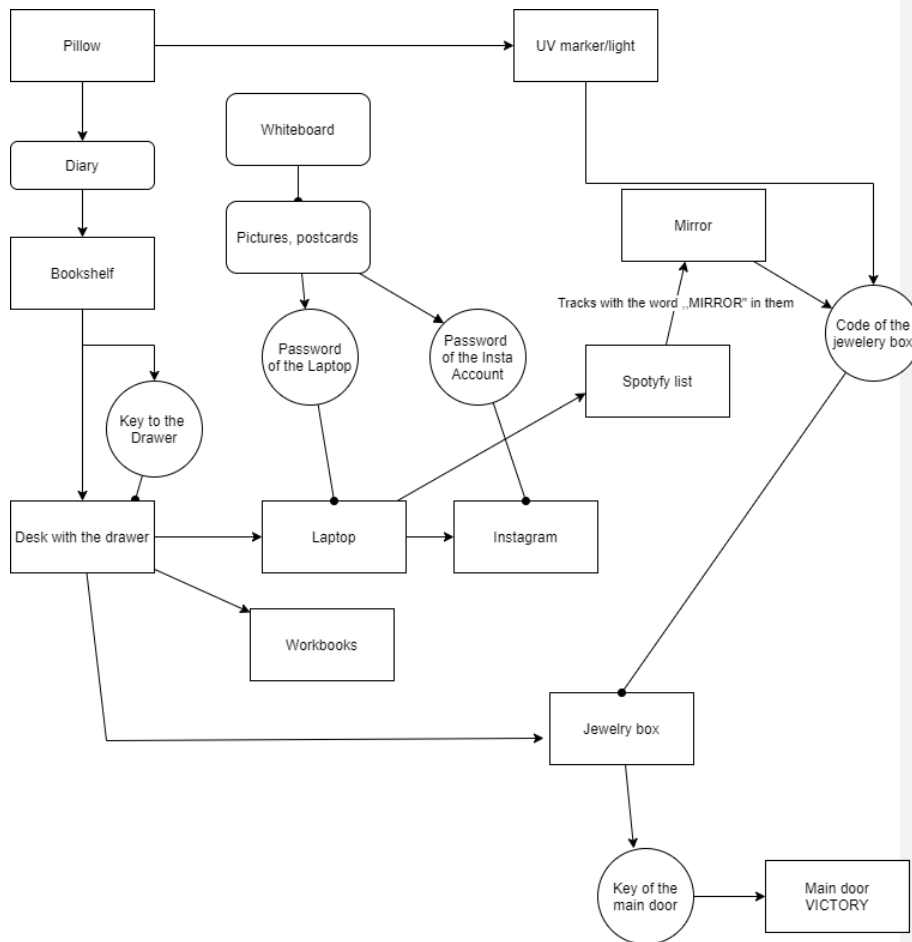
She doesn't even realise that she is only being used by her new friends, she has to do their homework for them, and even though she is in their group, the bullying itself does not stop.

At that moment, everyone around Janka knows something has gone wrong, but nobody yet knows what.

Janka is being invited to a party with the popular kids, but they forbid her to invite Petra. Janka drinks alcohol for the first time in her life, and she tells a huge secret about Petra for the others. If it wasn't enough, one of the girls in the group starts an Insta Live, and now the whole world, including Petra hears what Janka says. After the affair with Petra, Janka disappeared.

### 2. Game flowchart





### 3. Mechanics

The following part is dedicated to describing the materials and the set up.

#### 3.a Required materials (list)

To create the setting and puzzles for Janka's Story, you will need a teenager room, or space to mark one out, and a range of materials which are listed below. You may also wish to increase the player's immersion by dressing the room with materials such as teenager food, chocolate, cola, snack, books, shoes, teenager magazines, pop music posters, movie posters, photos, wrappers, newspapers, ball, parfum, makeup products, etc.

- 1 x Bed
- 1 x Blankets

- 2 x Pillow
- 1 x Desk board
- 1 x Bookshelf
- 1 x Books with a hole
- 1 x Computer/laptop
- 1 x Diary with 3-4 log entries and with a key
- 1 x Wardrobe
- 1 x Mirror
- 1 x Whiteboard
- 1 x Combination Lockboxes
- 1 x Table Lamp (with a short cord)
- 1 x UV Pen
- 1 x UV lamp
- 1 x Key for the main door
- 12 x workbooks from school
- 1 x Door
- 1 x Jewellery box
- 1 x Post-it
- 1 x flowerpot (with flower)
- Some photo (holiday, friends, camp etc.)
- Clothes, socks, shoes and other teen stuff.

### **3b. Preparation of materials**

Some of the materials used in the escape room must be prepared. We can use second hand clothes and furniture , we don't have to buy a new staff. The point is to create a teen room. It has to be creative, colourful and exciting. Important the feeling, created a young atmosphere. Who is playing in this room, feel it's in your self world.

1. Set up a teenager's room.  
(furniture, books, clothes, pictures etc.)
2. Write the diary pages.  
Write a few pages in a new diary. It has to be clear and readable. (1st appendix)
3. Hide the diary into the cover of the pillow.
4. Put the pillow on the bed.
5. Create a book with a hole inside. Hide a key of the table's drawer inside the book. Put the book on the bookshelf.
6. Write different names on the exercise books, you can also put a post-it on one of the exercise books with a to do list, and deadlines.
7. Create a computer account with a password. Hint for the password: The date and venue of the first holiday with my bestie. (Hollókő (a Hungarian city)2017.07.20.). Wrote a password on one of the postcards from the whiteboard.
8. Create an Instagram account for one of the bullies who uploaded the video, and also for Janka. Make an Insta video about the gossiping and upload it to the account of the bully.
9. Create a note on the laptop with password reminders. (The date and venue of the first holiday with my bestie.)
10. Create a Spotify playlist, add some song with the word mirror in the titles of them, let it open.
11. Hide the exercise books, the laptop and the UV lamp into the table's drawer and lock them down.
12. Write a code of the jewellery box to the mirror with the UV pen, you should draw and write other infos as well.
13. Put the key of the main door into the jewellery box and hide it somewhere in the room.
14. Create a messenger group for the bullies and add Janka after some messages in which she may be a part of the group but bullying didn't stop.

15. Put a whiteboard on the wall. Put some postcards, pictures, and other memories of Janka on it. Put at least one picture about Janka and Petra on a holiday (or a postcard), write a date and the venue on the back.

#### 4c. Creating the room

The location that you use for the Janka's Story escape room must be large enough to contain all the materials required to play the game plus approximately 5-8 players. The room should be like an average teen room. A simple room which is big enough to 5-8 participants. Important things: fresh air, light, colourful room, ordinary, nice atmosphere. Peaceful room where secrets can be hidden.

#### 5a Introduction

For the introduction you can use the narrative line and adapt it to the group. Be sure that the players understand what their goal is, and start with excitement and curiosity.

" Today you are gonna solve a mystery about your schoolmate Janka. She has been missing for a week. The last one who had been talking to her is her best friend Petra. Here is a record about this conversation.

- **Janka:** I am glad you pick up! I just wanted to apologize for the video. I didn't know....
- **Petra:** You didn't know what? How to keep secrets? Or why they put a phone into your face? Come on Janka, it is ridiculous.
- **Janka:** I didn't mean to hurt you.
- **Petra:** Maybe you didn't, but it doesn't matter anymore. Don't call me again!
- **Janka:** Petra don't hang up!...

Are you ready to go? You have 30 minutes to solve the mystery and find Janka before something terrible happens to Janka"

tip1: Make it clear what are the rules in the room. Example: „Take care of the equipment, all could be open by common sense not with force"

tip2: Give them something which can help them to communicate with the facilitator. ( phone, walkie-talkie etc.)

tip3: Tell them how they can win the game, and how much time they have to solve the puzzles. (We suggest not more than 30-45 minutes)

tip 4: Let them know that after the escape room they will participate in a debriefing workshop.

tip 5: Ask them if they have any questions.

tip6: Use a voice message (or a video) as a starter to involve them easier at the beginning.

#### 5b Attitude of Facilitators

The facilitators should be kind but firm. Calm and consistent. It is really important that s/he should be patient. S/he needs to focus on the group. Facilitators need to know that they are not leaders, but helpers, who empower the participants, who calm the players if the situation requires. If needed, they should act as a mirror that is often very helpful. E.g. In case of questions, just repeat what a participant says instead of interpreting it.

S/he should use his/her own personality, but it is important to be professional and mindful.

Don't forget that questions are often more important than the answers themselves. Therefore if you need to ask, try using open questions. Make sure that the participants understand there are no wrong answers.

Create an open atmosphere, a psychologically safe place. Let the kids open up, let them speak. Lift them, give them feedback. In case something is not going as planned, do not worry. Summarise what has happened. It is advisable to reflect on the happenings.

Be helpful, but do not lose your role. Be friendly, but not buddy friendly. Be empathetic, but keep a little bit of distance, do not get too emotionally involved in order to avoid making it a therapeutic group. Guide them if needed, while letting them open up.

Focus on the overall objectives: learning, information sharing, self-reflection, sensitization, creating empathy towards the topic and each other, creating a connection with the topic. Meanwhile, pay attention to the group-dynamics, react to the situations, since the objectives can be met in many different ways. There may be situations, when the group does not proceed as planned, but the objectives can still be met, the group might get there in a different way. Adapt to these situations.

This role requires being fully present. Close out all the disturbing elements for the duration of the session. Be prepared and consider the limits of the facilitator's role.

### **5c How to win the game**

To complete the game, the participants must have solved all of the puzzles in the room and figure out what happened with Janka. The puzzles led them to a jewellery box in which they going to find the key to the main door. With this key they can let themselves out of the room, and at the same time they win the game. If the 30-minute timer runs out and the players haven't completed the game yet, they lost the game, but still you can have a debriefing session with them to figure out the whole story of Janka and also to go deeper into the topic.

### **6 Debriefing**

**Focus:** Decrease the number of cases of bullying and cyberbullying through understanding the phenomenon and trying out some strategies which can help youngsters to recognize the bullying and also to avoid being a victim.

**Target group:** 10-12 participants, who tries out the escape room as a team

**Time:** around **2x45** minutes with 15 minutes long break between

**Venue:** A simple room which is big enough to do moving exercises with 5-8 participants, better if the participants have an opportunity to take off their shoes, it makes it more comfortable for them.

### Tools:

- 14 chairs
- 3-4 flipchart paper
- 15-20 pens and markers
- lots of post-its
- symbolical costume
- a flipchart paper with a human silhouette on it

**Suggestion:** The workshop is more effective if you have 2 facilitators to lead the process.

### 1st part ( around 45 minutes): **Evaluation of the escape room**

**Main goal is to be on the same stage, and reflect on their feelings and the story itself.**

- **“Atoms” – leaded imagination- 5 minutes** ( Ask your participant to create different atoms with concrete numbers of components)

example: Now create atoms with 2 components, find your pair.

tip1: Pay attention to the numbers of your participants, when you choose a number be sure that nobody will be alone.

tip2: You can use any kind of activities which can help the participant to focus on each other and calm down.

- **“Statue park”- 5-10 minutes**( Ask your participants to walk around in the room, give them instructions which can help them to focus on the story of the escape room)

example: Imagine that you are still in the room. You are in the room of Janka. You can see the bed with the pillows on it, the table with a lap top of her, the mirror, the pictures about her favourite memories etc. Where exactly are you in the room? What are you doing now? How do you feel now? etc. If you feel ready, find your place in Janka's room and freeze into a statue which can tell the others what you are doing and how you feel.

tip3:If you have a statue park, you can go around and ask them to share what they think now when you touch their shoulders. Pay attention that they don't tell too much, because a bit later you will have a conversation about the details.

tip4: Firstly, help the participants to imagine the room again. After that, ask some concrete questions about where they are in the room, what they are doing, how they feel, etc.

tip5: Instead of the statue park, you can use other methods to help them express themselves, like: painting or drawing together, using their voices, or specific movements. Pay attention to how your group is and what they need at that moment.

- **Discussion - 15-20 minutes** (Ask the participants to have a seat on a chair in a circle. Ask them about what happened with them in the room, what they discovered, how they felt during the game.

tip6: Use open questions, keep it in your mind that there is no wrong answer. Examples for open questions:

- How do you feel now?
  - What happened to you in the room?
  - What did you do to escape?
  - What do you think about Janka's situation?
  - What do you think about Janka?
  - Who are Janka's friends?
  - What would you do differently if you were Janka
- 
- **"Be an expert" 5-10 minutes** ( Tell your participants that they are journalists. Create 3-4 small group from them, and give each group a different tasks)

example: Please write an article about Janka and her situation to a local newspaper. Give them a style such as: a gossip article, news, scientific article, horoscope etc. If the groups are ready, check the articles together.

tip7: Give them 5 minutes for the first time to create the articles. If it is not enough you can give some extra minutes to them.

tip8: If you don't have enough time to check the articles, you can do it in the beginning of the next part, or you also can ask your participants if they can focus 5 more minutes.

### **15 MINUTES BREAK**

#### **2nd part (around 45- 50 minutes)- Raising awareness**

**The main goal is to go deeper into the topic, and raise the awareness of the participants regarding the phenomenon of bullying and cyberbullying. Let define in their own words what bullying is, how they are recognized and what opportunities they have in these situations.**

- **“Counting together” 5 minutes-** ( Count together from 1 to 10 in a way that one number should be said by only one participant at the same time without creating an order before.)

tip9: Let them try it 3-5 times, and if it is too hard to count until 10 you can decrease the goal to 5. Praise them even if they only can count until 2, it is a very hard game. Tell them that their record is 2 now and they can practise whenever they want.

tip10: You can use any other games which can help them to focus on each other after the break.

- **“Role on the wall”- 10 minutes** (Draw a figure on a flipchart paper before the session. Build Janka’s character together. Ask your participants to think about how Janka is. How is her personality, how she looks, what she likes to do, etc. Ask them to write their thoughts to post-its and put them to the flipchart around the silhouette of Janka)

tip11: You can also ask them to put their post-its thematically like this: What does Janka think? - Put them around her head. How does Janka feel? - put them around her heart. What does Janka want to do? - put them around her hands and legs.

tip12: You can do it in small groups again, but it also works if the participants are thinking alone.

tip13: You can use another method to build the character of Janka

- **“Give some advice”- 10- 15 minutes** (One of the facilitators would be Janka for the next few minutes. Janka came for advice to the participants, because she heard about their experiences on the topic. The participants as an expert can give advice to her, how she could manage her situation, and how she can avoid being a victim of bullying.)

tip14: Sometimes it is hard to facilitate from a role. We suggest to lead the session in pairs.

tip15: The character of Janka should be like how the participants created her.

tip16: You can use a symbolical costume like glasses or a hat to make it clear when you are in Janka’s role.

tip17: If you are not comfortable with role playing, or you want to try it with only one facilitator then you can use a symbolic Janka ( for example an empty chair) and the participants still can give her advice.

tip18: If you are brave enough or you have experiences with drama education feel free to take the role of Janka even if you are the only one facilitator.

tip19: Don’t be afraid if you are not the best actor/actress, this is not the point.



- **“What if...”- 15- 20 minutes** (Try out the advices you gave to Janka. This is at the same time an opportunity to the participants to try out some scenario which they can use also in their everyday life but now they are in a safe space.)

tip20: Anyone can be Janka, but just one of the facilitators can be the bully.

tip21: The others (who are not in the role of Janka) can stop the situation with a sign ( like a clap), and give advice for “Janka” or they even can change the role with the current role player.

- **“What is in your backpack?”- 10 minutes** (Sit down in a circle together. Ask your participant what they bring home, what did they put into their backpacks? )

tip22: They can also symbolise what they are taking with them (with objects, etc.)

tip23: It can be just a word or a feeling or even a movement.

tip24: Let them know that you are available after the program, so if they want to talk about anything with you, you are there for them.

tip25: Give positive feedback, everyone did a great job, thank you for your activity.

tip26: Reflect on your job a bit later, now praise yourself, you did a great job.

## Appendix

naplóbejegyzések