

ESCAPE THE EXPERIMENT

STUDENT-LED FACILITATION

Escape the Experiment is an escape room-style game that includes challenges designed to explore the truth about vaping. The game can be used as an interactive way to engage students in learning about the risks of vaping.

The activity was developed for students in grades 7-12. Students in grade six can also enjoy it; they may need a few more hints! The game takes about 60 minutes to complete, including a debrief discussion at the end. Older students can also run the activity for younger students and that's where you come in!

Why is student leadership important? By running the escape room game for younger students, it shows that learning about vaping is important. By involving all members of the school community there is a greater chance that young people will be informed about the risks of vaping and be able to make informed decisions about their health.

The escape room activity moves players through challenges designed to teach these key learnings:

1. The industry targets youth with candy and fruit flavoured e-liquid. Don't be tricked.
2. Vaping has long-term health effects.
3. Most e-liquids contain nicotine which is highly addictive.
4. Nicotine can alter the teenage brain and affect memory and concentration.
5. If you vape you may be more likely to start smoking cigarettes.
6. Vaping can make feelings of stress, anxiety, and depression worse.

This guide includes the following:

a. Getting Started

b. Set-Up Instructions

c. Facilitation Instructions

- **Introducing the Escape Room**
- **The Chemistry Lab Station**
- **The Biology Lab Station**
- **The Computer Lab Station**
- **The Final Station with optional lockbox**

d. Discussion Guide

Getting Started:

Before the day of the activity, it's important to spend some time getting organized. Once the game starts, you'll do a brief introduction, keep things running smoothly and check answers for each challenge. Don't worry you'll have an answer sheet to help you!

Printing the Game:

Open the PDF file of the game and print it on standard paper single sided. You don't need to use fancy paper or professional printing. Using a thicker paper and colour printing looks nice, but it's not necessary.

Print one copy of the game for each team of (3-5) players. Alternatively, you can check with your local public health unit to see if they have pre-made Not An Experiment game kits available to loan.

Facilitator Preparation:

- Review NotAnExperiment.ca to learn important background information about vaping.
- Get familiar with the Escape the Experiment activity including the different challenges and the discussion guide.
 - There is a [video](#) version of the instructions specifically for a small classroom setup with only one person facilitating that may be helpful to watch.
- Print one copy of the game for each team of (3-5) players.
 - Separate the game into challenge piles plus the final story card.
 - If there are time constraints, pre-cut challenge #2 – the brain puzzle.
 - Pre-fold one set of (4) lab books (A, B, C, D) for each team.
- Setup 4-5 stations around the room where the game will be played. Refer to Set-Up instructions.
- If in a classroom (as opposed to a larger space like a gym or cafeteria), arrange desks/tables into work group areas for each team.
- Organize pens, scissors, and glue/tape for each team.
- Arrange a simple prize for the winning team or for each student as groups complete the game (Optional).
- NOTE: Students who are absent on the day of the escape room game can complete the online version at [notanexperiment.ca - online game](https://notanexperiment.ca).

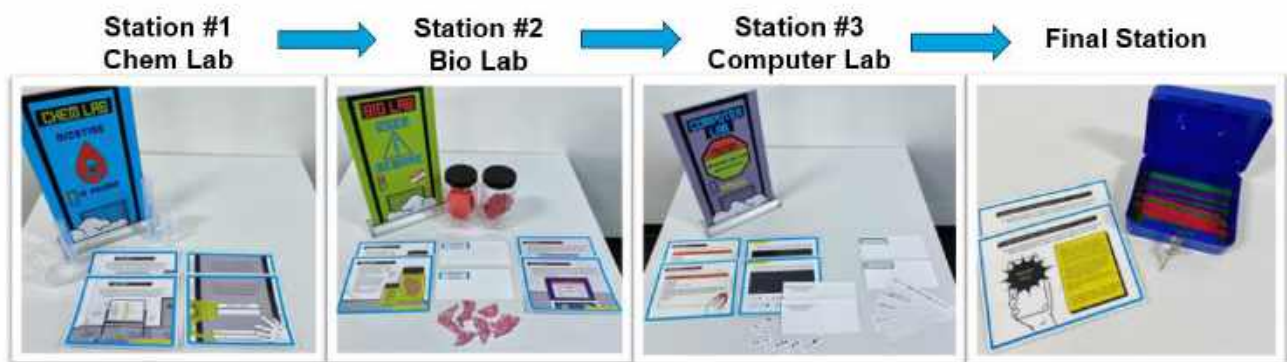
Set Up Instructions

Whether the game is to be played in the classroom or a larger room (e.g., gym or cafeteria), table “stations” can be set up in each corner of the room. If the classroom is small, stations 1 and 2 (CHEM and BIO LABS) can transition to become stations 3 and 4 (COMPUTER LAB and FINAL STATION) as the players move through the game.

The pictures below show the supplies needed for each station. Prepare each station based on the number of teams in the class. Lab door signs can be easily made by printing them from the game PDF and taping them to a table or wall. Some public health units may have pull up banners available to loan.

Moving Through the Puzzles:

1. Provide the Introduction card to teams to read and then direct them to report to station #1 – The CHEM LAB for their first challenge.



2. Team leaders bring the challenge back to where their team is working.
3. Teams work together to solve the challenge.
4. Once finished, the team leader brings the completed challenge to have their answer checked and receive the next clue.
5. Teams keep solving challenges until they unlock the final station.

Introduction (can be turned into final station once teams have completed the introduction)

Before starting, each team should have:

- Introduction page (1 per team)
- Lab books (1 set of A, B, C, D per team)
- Pencil (1 per person)
- Scissors (2 pairs per team)
- Tape or glue (1 per team)



Station 1 - Chemistry Lab

Items at this table include:

- Chemistry lab sign
- Challenge #1 – CHEM LAB Word Jumble (1 per group)
- DOOR PASSCODE (1 per team)
- *Optional (may be available from local health unit):*
 - Chemistry lab banner
 - Chemistry beaker props



Station 2 - Biology Lab

Items at this station include:

- BIO LAB sign
- Challenge #2 – BIO LAB Introduction (1 per team)
- BRAIN PUZZLE (1 per team)
- Challenge #3A – COMPUTER LAB PASSCODE (1 per team)
- *Optional (may be available from local health unit):*
 - Biol lab banner
 - Brain and heart props



Station 3 - Computer Lab

Items at this station include:

- COMPUTER LAB sign
- Challenge #3B – 2nd COMPUTER LAB PASSCODE (1 per team)
- Challenge #4 – EMAIL #1 and EMAIL #2 (1 per team)
- Challenge #4 – KEYBOARD PAGE (1 per team)
- Challenge #4 – DECODER PAGE 1 and DECODER PAGE 2 (1 per team)
- *Optional (may be available from local health unit):*
 - COMPUTER LAB banner



Final Station

Items at this station include:

- "Thank you!" story completion page (1 per team)
- *Optional (may be available from local health unit):*
 - Lock box and key
 - Prizes



STUDENT-LED ESCAPE ROOM FACILITATION WORKBOOK

After reviewing the Getting Started section of this guide, use this workbook to help plan, prepare and practice for the event.

Refer to the Set-Up Instructions to learn how to set-up your station.

Step 1: Decide on the date and time of the event, including what time you will arrive to set-up the escape room before the event starts.

Step 2: Determine who will be leading stations listed in the table below. A minimum of 2 facilitators per station is suggested. Depending on the number of student facilitators, you may lead more than one station (e.g., Introduction + bio lab + final stations or chem lab + computer lab stations).

Step 3: Use the *Tip Sheet(s)* provided on pages 8 to 10 for your station(s) to help you prepare for the event.

Activity	Stations
Student-led Escape Room Date: _____ Set-Up Time: _____ Start Time: _____ End Time: _____	Introduction: 1. _____ 2. _____ Chem Lab: 1. _____ 2. _____ Bio Lab: 1. _____ 2. _____ Computer Lab: 1. _____ 2. _____ Final Station: 1. _____ 2. _____ Final Discussion: 1. _____ 2. _____

TIP SHEET #1 - INTRODUCING THE ESCAPE ROOM

In addition to this Tip Sheet, refer to [Getting Started](#), [Set-Up Instructions](#) and the [Escape the Experiment Game](#) to practice leading your station.

Use the sample script provided below or create your own. Practice how you will explain the game.

SAMPLE SCRIPT	
Leader 1: _____	Leader 2: _____
Leader 1	"Welcome [<i>Grade/Class Name</i>] students! We are [<i>Student Group Name/ Student names</i>] and we are here to run an escape room activity with you."
Leader 2	"Today you will uncover the truth about vaping and the industry behind the products. You will work in teams of up to 3-5 players to solve challenges in an escape room style game."
Leader 1	<p>"Here are the instructions:</p> <ol style="list-style-type: none"> 1. Each team can choose a team name (optional) and one person to be a team lead. 2. Once the game starts, have your lead come and get the first challenge and take it back to your group. 3. Work together to solve it and bring it back once you think you have the correct answer. 4. If your answer is correct, you will receive the next clue. 5. The game will continue like this until your team solves the final challenge. 6. To help solve the challenges, your team has been given a set of 4 lab books. These books contain clues to help solve all the challenges and you will need all 4 for each challenge. 7. If teams are stuck, remind them to re-read the clues and look at lab books for hints. Provide hints if needed.
Leader 2	<p>"The game will start with your leader coming to get the introduction card and lab books. Once your team has read the introduction, please take it to the CHEM LAB where you will get your first challenge, does anyone have any questions?"</p> <p>Now. Ready, set... go!"</p>



TIP SHEET 2 – LEADING THE CHEMISTRY LAB

In addition to this Tip Sheet, refer to [Getting Started](#), [Set-Up Instructions](#) and the [Escape the Experiment Game](#) to practice leading your station.

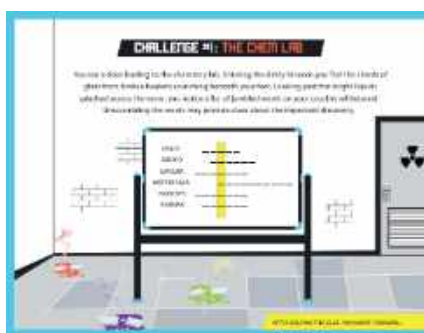
Use the sample script below to help you lead your station or create your own. When all players have completed the chem lab challenges, you can walk around the room to check if any groups need hints to complete other challenges and begin to clean up your station.

SAMPLE SCRIPT

Leader 1: _____ **Leader 2:** _____

Leader 1: "Welcome to the Chemistry Lab! Here is your challenge. Don't forget to look at your lab books if you get stuck. Return to the **CHEM LAB** when you're done."

(Give the team leads Challenge #1: THE CHEM LAB)



Hints to help stuck students:

- Use your lab books for picture clues.

How to Solve:

- Pictures of each scrambled word can be found in the lab books.
- All lab books will be used to find clues.
- The words and pictures are e-liquid flavours (i.e., cookie, strawberry, etc.).



Answer Key:

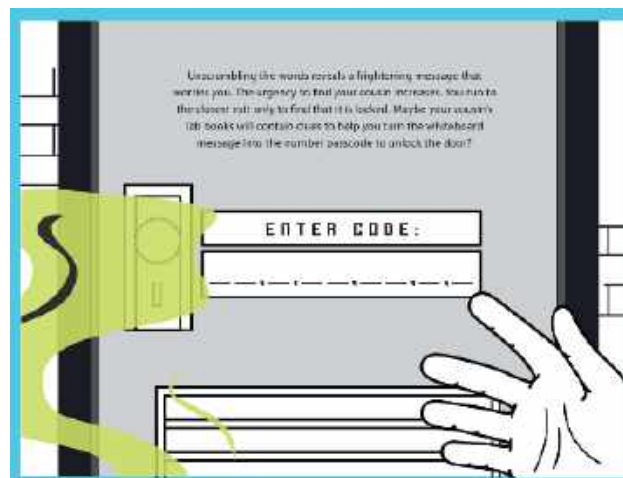


Leader 2:

"Correct! You unscrambled all the words correctly!

Here is your next challenge! Go to the **BIOLOGY LAB** when you're done."

(Give the team lead THE DOOR PASSCODE challenge and make sure they KEEP the solved word jumble since it's needed to solve the passcode.)



TIP SHEET 3 - LEADING THE BIOLOGY LAB STATION

In addition to this Tip Sheet, refer to [Getting Started](#), [Set-Up Instructions](#) and the [Escape the Experiment Game](#) to practice leading your station.

Use the sample script below to help you lead your station or create your own. When all players have completed your challenges, walk around the room to check if any groups need hints to complete other challenges and begin to clean up your station.

SAMPLE SCRIPT

Leader Name 1: _____ Leader Name 2: _____

Leader 1: "Welcome to the Bio Lab! What is the door passcode?"

[Answer: 15, 8, 53, 16, 8, 7]

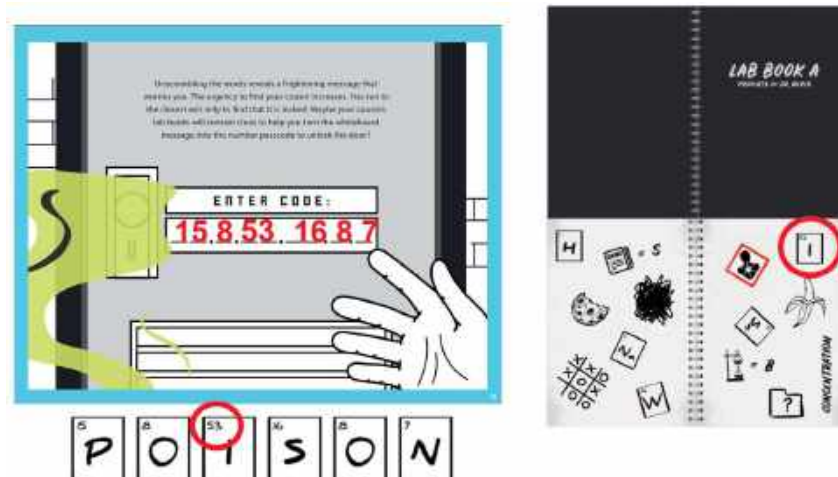
Hints to help stuck students:

- What word was revealed on the whiteboard?
- What kind of password do you need?
- Look at your lab book to see how to create a number passcode.

How to Solve:

- Each letter of the secret word from Challenge #1 (POISON) is matched to a number found in the lab books.
- The example below only shows 1 lab book. All lab books will be used to find clues.

Answer Key:



Leader 2: "Correct! You have unlocked the door! Here's your next challenge. Come back here when you think you have solved it."

(Give the team lead Challenge #2: The BIO LAB and BRAIN PUZZLE.)

How to solve:

- Cut the brain puzzle pieces out and put them together to reveal a brain.
- Tape or glue the pieces in place so the assembled puzzle can be used to solve the next challenge. If using glue, students will need a sheet of paper to glue onto.
- If tape or glue is not available, student facilitators will need to go to the groups to check that the puzzle is assembled properly.



Leader 1: When the teams bring their completed brain back:

“Let's check that the puzzle is put together correctly.”

Hints for stuck students:

- What do you notice about what is written on the brain?
- Perhaps connecting letters to make words will bring the puzzle together.

Answer Key:



Leader 2: “Great work! Here is your next clue!”

Go to the **COMPUTER LAB** when you're done.”

(Give the team lead Challenge #3A: The COMPUTER LAB PASSWORD SOLVER and make sure they keep the completed brain puzzle.)



TIP SHEET 4 - LEADING THE COMPUTER LAB STATION

In addition to this Tip Sheet, refer to [Getting Started](#), [Set-Up Instructions](#) and the [Escape the Experiment Game](#) to practice leading your station.

Use the sample script below to help you lead your station or create your own. When all players have completed the challenges, walk around the room to check if any groups need hints to complete other challenges and begin to clean up your station.

SAMPLE SCRIPT

Leader Name 1: _____ Leader Name 2: _____

Leader 1: "Welcome to the Computer Lab! What is the password to the computer and the addictive drug in vapes?"

[Answer: NICOTINE]

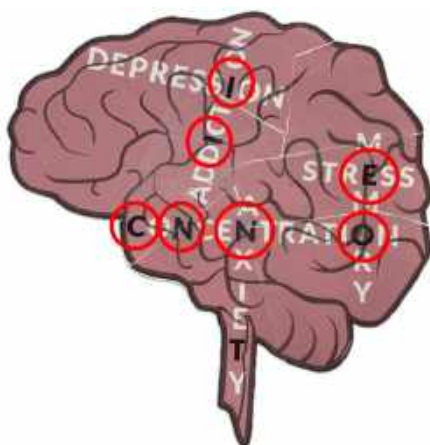
Hints for stuck students:

- Do you see any letters that look different or stand out from the rest?
- What is the addictive drug in e-liquid?

How to solve:

- Write down the black shaded letters (C N T O I E N) discovered in the brain puzzle.
- Unscramble the letters to identify "what chemical is added to vapes that causes addiction", revealing the password (nicotine).

Answer Key:



Leader 2:

“Correct! But the information on this computer is so important that there is a 2-step password. Continue to use the brain puzzle to finally unlock it!”

Return to the **COMPUTER LAB** when the computer is unlocked.”

(Give the team lead Challenge #3B: COMPUTER LAB PASSWORD)



Leader 1:

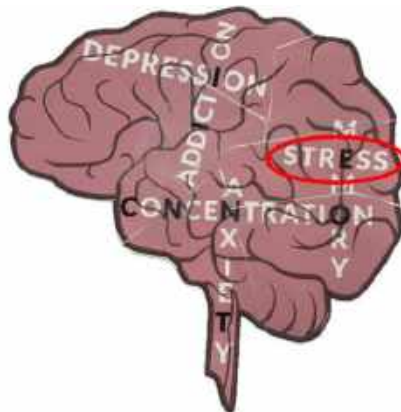
Let's see if you've solved the second computer passcode.

[Answer: STRESS]

Hints for stuck students:

- Read the challenge carefully! Hints are provided.
- Look at the brain and figure out what word the clue is showing you.

Answer Key:



"Well done! You've unlocked the computer!"

Take this next challenge to see what you've revealed! Go to the **FINAL** station when you've cracked the code."

(Give the team leader Challenge #4: CODE BREAKER EMAILS 1 & 2, KEYBOARD PAGE, and DECODER PAGES 1 & 2)

Facilitation Tips:

To shorten completion time, different groups can solve different coded sentences. If this approach is used, make sure to debrief ALL statements during the final discussion.



TIP SHEET #5 – THE FINAL STATION

In addition to this Tip Sheet, refer to [Getting Started](#), [Set-Up Instructions](#) and the [Escape the Experiment Game](#) to practice leading your station.

Use the sample script below to help you lead your station or create your own. When all players have completed your challenges begin to clean up your station.

SAMPLE SCRIPT

Leader Name 1: _____ Leader Name 2: _____

Leader 1: "What research discoveries did you find in Dr. Mizer's coded messages?"

Have the students read each sentence they decoded back to you.

Hints for stuck students:

- Have students read the instructions on the keyboard page to you.
- Ask them "Do you see a match between what's on the keyboard with what is in your lab books?"
- If needed, point out how 1 symbol matches a keyboard letter.
- Ask "How can you figure out what letters the rest of the symbols on that strip are?"
- Provide further assistance if still needed e.g. "If this symbol is an A, then the symbol next to it is what?" Etc.

How to solve:

- Find 1 symbol from each symbol strip inside the lab books. Each symbol is matched to a letter on the keyboard.
- All lab books are needed to find clues.
- Once 1 symbol is matched to 1 letter on each symbol strip, move the symbol strip onto the keyboard to match the symbols to the keys. This will uncover the other letters for the remaining symbols.
- Players should write the letters directly on the keyboard strips for easy reference when breaking the code.
- Once you decode the keyboard, use it to solve the coded messages.

Facilitation Tips:

- Depending on time, groups can receive all 5 messages, or the facilitator can provide groups with 1 message each.
- Have each group member read a sentence to you.

Answer Key:

Leader 2:

1. Congratulate the group for escaping the experiment!
2. Provide the group with the FINAL MESSAGE card, ask them to go and read it as a group and come back to the FINAL STATION.



3. Collect the card from the students. Optional: provide each student with a small prize for completing the game.
4. Once all students are done, facilitate a brief discussion to talk about the key messages learned in the game. Refer to the DISCUSSION GUIDE for a sample of possible questions and answers.

TIP SHEET 6 - LEADING THE FINAL DISCUSSION

Option 1: Choose from the questions in the Discussion Guide to lead a debrief conversation about the key messages discovered in the escape room. Alternatively, you can use the messaging within the game to create 2-3 reflection questions of your own. Use the sample worksheet below.

Option 2: Make a poster for each of the key messages revealed in the final challenge. Ask the audience what they learned in the escape room about the effects of vaping and how the industry targets kids. Each time a student says one of the key messages, reveal the matching key message poster.

Option 1 - Sample Worksheet:

Question #1: _____

Sample Answers:

- _____
- _____
- _____

Question #2: _____

Sample Answers:

- _____
- _____
- _____

Question #3: _____

Sample Answers:

- _____
- _____
- _____